



COLLEGE OF  
PROFESSIONAL ADVANCEMENT

Department of Counseling

Annual Report for CACREP Accredited Programs  
Program Assessment and Evaluations

2019 - 2020

**MS in SCHOOL COUNSELING**

*Prepared by Karen D. Rowland, PhD, LPC, NCC, ACS  
School Counseling Program Coordinator  
Department Chair*

## School Counseling Annual Program Report

The Master of Science in Counseling degree for School Counseling (SCHC) is designed to successfully prepare students to become school counselors with a clear professional and ethical identity. Our students are equipped to design, create, implement and evaluate comprehensive developmental school counseling programs that meet the needs of the 21<sup>st</sup> century P-12 student's academic, career, and social/emotional development. With this mission in mind, our school counseling students are placed in P-12 school settings to complete a minimum of 750 hours over a 3 semesters time span while engaged in their Practicum and internship experiences.

The SCHC program at Mercer University is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) under the 2009 standards.

### Enrollment

The demographic data for students enrolled in the SCHC program during 2019-2020 provided below shows that of the 71 school counseling students, 89% are females with the majority being African American and White between the ages of 25 – 29 years old.

<i>College of Professional Advancement MS in SCHC Program Enrollment Demographics</i>			
<b>Race/Ethnicity</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
Asian	2	0	2 (3%)
Black or African American	27	4	31 (44%)
Hispanic/Latino	1	1	2 (3%)
Unknown	5	1	6 (8%)
White	28	2	30 (42%)
<i>Total by Gender</i>	63 (89%)	8 (11%)	<b><u>71</u></b>
<b>Age</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
1. < 25	7	0	7 (10%)
2. 25-29	41	2	43 (61%)
3. 30-34	8	1	9 (13%)
4. 35-39	1	5	6 (8%)
5. 40-44	1	0	1 (1%)
6. 45-49	5	0	5 (7%)
7. 50 and Over	0	0	0

### Acceptance Rates

For the calendar year of 2019-2020, the SCHC program admitted 16% of the students who **applied**, 15% actually enrolled in the program.

Semester	Inquired	Applied	Admitted	Enrolled	Admissions Rate
2019 Fall	83	35	12	10	12%
2020 Spring	39	16	9	9	23%
2020 Summer	28	15	3	3	11%
<b>TOTALS</b>	<b>150</b>	<b>66</b>	<b>24</b>	<b>22</b>	<b>15%</b>

### Retention and Graduation

From Fall 2019 to Summer 2020 (August 2019 – August 2020), the SCHC program graduated 21 students with a graduation rate of 70%. The program's completion rate is defined as the percentage of admitted students who graduate from the program within the expected time period. The majority of our students take classes on a part-time basis. The completion rate reflects the percentage of students entering in 2015-16 that graduated within four years.

### National Test, State Test and Exit Examination

#### *National Test*

The **National Counselor Exam** (NCE) serves as the licensing exam for the State of Georgia. While SCHC students are not required to take the NCE for practice as a professional in the Georgia public schools, they are encouraged to do so should they wish to be licensed; Five (83.3%) out of the six school counseling students who took NCE exam were successful in passing the Fall examination with a mean score less than the national mean, a first since the program graduated its inaugural cohort in 2010. Due to COVID-19 and sites closing down, students were not able to take the NCE until later in the semester. The scores for these are still to be announced.

Mercer National Counselor Examination (NCE) (School Counseling program)					
Year	N tested	N Passed	MU pass rate	Mercer Mean	National Mean
Fall 2019	6	5	83.3%	99.00	108.43
Spring 2020	TBD				

#### *State Test*

The examination for school counselors in the state of Georgia, called **Georgia Assessments for the Certification of Educators** (GACE) School Counseling test, leads to a certification in school counseling and not licensure. SCHC students are expected to take the GACE School Counseling tests (103 and 104) before graduating. Completing the program of study and also successfully passing GACE allow Mercer University to endorse the school counseling graduate for certification from Georgia as a professional school counselor in the state. Since the 2019-2020 report of GACE results are not yet available, this report provides information on the 2018-2019 results. Thirty-three students took both GACE 103 and 104 tests during the period of September 2019 to August 2020. All Mercer students were successful in passing the state

certification exam, giving the Program a 100% pass rate for the fifth year in a row. See the results in the charts below.

College of Professional Advancement MS in SCHC Program GACE Results						
Test: 103 School Counseling Test I						
Examinees: Admitted						
Test Year: SEP-2018 TO AUG-2019						
Program: Mercer University						
Examinee Attempts: Highest Score						
	<b>Statewide</b>			<b>Program</b>		
	# Examinees	# Passing	% Pass	# Examinees	# Passing	% Pass
<b>Total</b>	<b>352</b>	<b>329</b>	<b>93</b>	<b>33</b>	<b>33</b>	<b>100</b>
	<b><i>SUBAREA I. FOUNDATIONS</i></b>					<b>48 - 49</b>
	1. UNDERSTANDS THE HISTORY AND ROLE OF THE PROFESSIONAL SCHOOL COUNSELOR					12 - 13
	2. DEMONSTRATES UNDERSTANDING OF FUNDAMENTAL THEORIES OF HUMAN GROWTH AND DEVELOPMENT					12
	3. UNDERSTANDS FUNDAMENTAL PRINCIPLES OF ETHICS AND THEIR APPLICATIONS IN THE FIELD OF COUNSELING					12
	4. UNDERSTANDS MAJOR LAWS AND POLICIES AFFECTING STUDENTS AND SCHOOL COUNSELORS					12
	<b><i>SUBAREA II. MANAGEMENT</i></b>					<b>11 - 12</b>
	1. UNDERSTANDS FUNDAMENTALS OF PROGRAM MANAGEMENT					11 - 12
Test: 104 School Counseling Test II						
Examinees: Admitted						
Test Year: SEP-2018 TO AUG-2019						
Program: Mercer University						
Examinee Attempts: Highest Score						
	<b>Statewide</b>			<b>Program</b>		
	# Examinees	# Passing	% Pass	# Examinees	# Passing	% Pass
<b>Total</b>	<b>354</b>	<b>324</b>	<b>92</b>	<b>33</b>	<b>33</b>	<b>100</b>
	<b><i>SUBAREA I. DELIVERY OF SERVICE</i></b>					<b>48</b>
	1. UNDERSTANDS FUNDAMENTAL THEORIES AND PRINCIPLES OF GUIDANCE AND COUNSELING					36
	2. UNDERSTANDS THE ROLE AND IMPORTANCE OF CONSULTATION AND COLLABORATION					12
	<b><i>SUBAREA II. ACCOUNTABILITY</i></b>					<b>12</b>
	1. UNDERSTANDS FUNDAMENTALS OF PROGRAM EVALUATION AND DATA-DRIVEN ACCOUNTABILITY					12

*School Counseling Program Exit Exam*

SCHC students must take and successfully pass the **Counselor Preparation Comprehensive Examination** (CPCE) to matriculate through the program. During the 2019-2020 year, students in all of the counseling programs, including SCHC, achieved an overall pass rate of 83% for the Fall 2019 test and 85% pass rate for the Spring 2020 testing.

\*A departmental passing score for Spring 2020 was suspended mid-semester due to the events surrounding COVID-19 resulting in testing sites closures with slow and sporadic openings. The pass rate includes the scores of the students who were notified of the suspension of the required passing score, and yet still took the exam. It is hypothesized that final MU pass rate is deflated due to this event.

<b>Mercer Counselor Preparation Comprehensive Examination (CPCE) Pass Rates 2019-2020 (All programs – CMH, SCH, and RHAB)</b>				
<b>Year</b>	<b>N testing</b>	<b>MU pass rate</b>	<b>Mercer Mean</b>	<b>National Mean</b>
Fall 2019	36	83.33%	86.94	81.38
Spring 2020	55	85%*	88.15	83.87

Employment Data

Recent graduates are asked to inform the Program Coordinator once they have obtained a job. This is done to obtain important program content feedback from the graduates’ immediate supervisor or employer. A total of 17 of the 21 graduates have reported that they have obtained a job as a school counselor in a P-12 school setting, a school-based mental health counselor, or a child and adolescent mental health counselor in Georgia. This gives the SCHC program an employment rate of 81%.

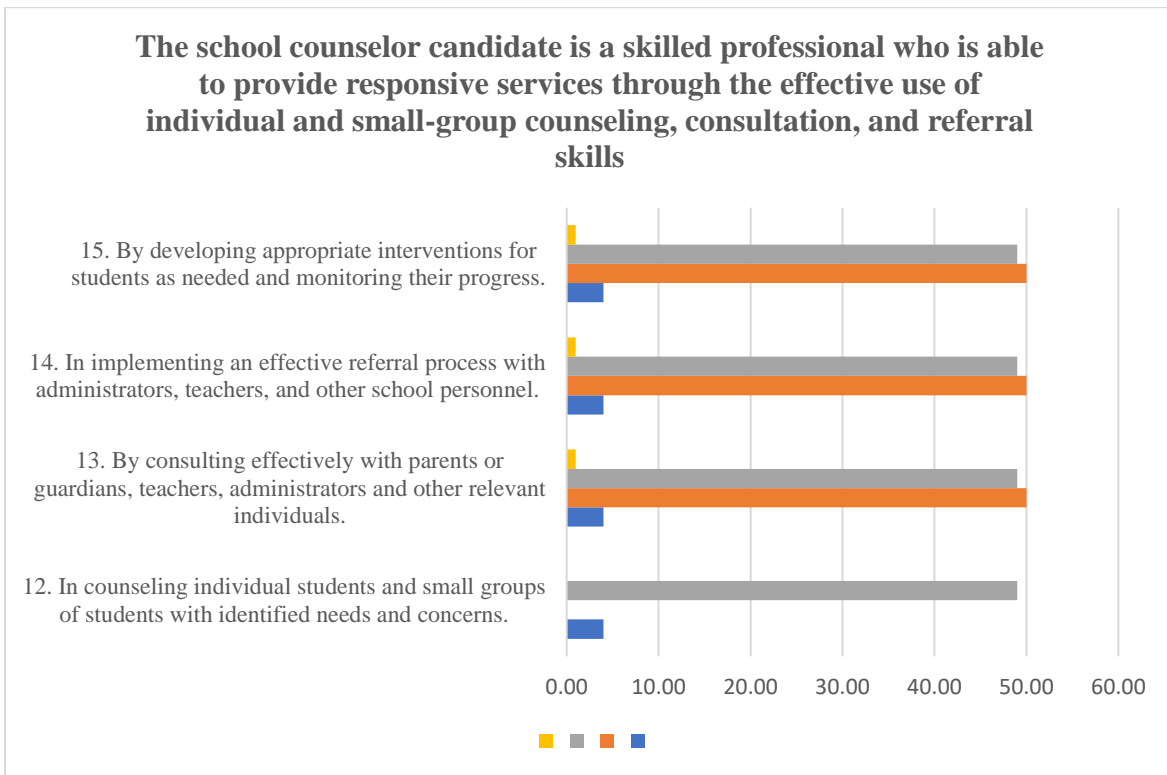
Site Supervisor SCHC Program Evaluation

At the end of the Spring 2020 semester, a survey was sent to site supervisors who were supervising SCHC students in the internship (n = 30) courses. All site supervisors responded to the survey indicating a response rate of 100%. The results indicate that the site supervisors were very pleased or satisfied with the quality of the education and training that our students are experiencing in the School Counseling program. No site supervisor indicated dissatisfaction with the program preparation of school counselors and would be willing to host another Mercer SCHC student for an internship experience.

	<b>Site Supervisor Training</b>	<b>Communication with University</b>	<b>Will Host Another Mercer Student</b>
<b>Very Satisfied</b>	8 (26%)	6 (20%)	30 (100%)
<b>Satisfied</b>	21 (73%)	17 (57%)	0
<b>Neutral</b>	1 (1%)	7 (33%)	0
<b>Dissatisfied</b>	0	0	0
<b>Very Dissatisfied</b>	0	0	0
<b>TOTAL</b>			30

Site supervisors are asked to complete an evaluation of his/her interns at the end of each semester. The chart below includes the results of the evaluation of interns by site supervisors

across the academic year (Fall 2018 and Spring 2019). The chart reveals that all SCHC interns were evaluated as exemplary or proficient in their responsive services (individual and small group counseling skills), intervention.



Feedback specific to the quality of the internship experience revealed a positive response with the majority indicating a satisfied or very satisfied rating. The SCHC faculty is committed to improving the overall experiences for all site supervisors by addressing the concerns noted in the survey report.

**Employer Program Evaluation**

A survey was sent to the employers of recent graduates in Spring 2019. A total of 8 employers responded to the survey. The table below shows that employers rated the program as superior or above average in preparing school counselors to perform in their roles and responsibilities.

1. Mercer University School Counseling program prepared the school counselor for competency by demonstrating the ability to:

	SUPERIOR	ABOVE AVERAGE	AVERAGE	UNSATISFACTORY	NOT OBSERVED	TOTAL
Understand psychological, emotional, and physiological development of children and adolescents.	50.00% 4	37.50% 3	12.50% 1	0.00% 0	0.00% 0	8

Stay familiar with national and state models for comprehensive developmental school counseling programs.	50.00% 4	37.50% 3	12.50% 1	0.00% 0	0.00% 0	8
Assess needs of all students.	62.50% 5	12.50% 1	25.00% 2	0.00% 0	0.00% 0	8
Create/adapt, implement, and coordinate a comprehensive developmental school counseling program.	42.86% 3	28.57% 2	28.57% 2	0.00% 0	0.00% 0	7
Adapts comprehensive developmental counseling program activities to meet the needs of a diverse student population (e.g., at-risk, gifted, those with disabilities, and minority groups).	62.50% 5	25.00% 2	12.50% 1	0.00% 0	0.00% 0	8
Plan and conduct classroom guidance.	75.00% 6	12.50% 1	0.00% 0	0.00% 0	12.50% 1	8
Assist students in educational and career planning.	50.00% 4	12.50% 1	0.00% 0	0.00% 0	37.50% 3	8
Assist students in transitions between grades and educational levels.	62.50% 5	0.00% 0	0.00% 0	0.00% 0	37.50% 3	8
Counsel individual students in order to meet remedial, preventive and developmental needs.	75.00% 6	0.00% 0	25.00% 2	0.00% 0	0.00% 0	8
Counsel small groups of students in order to meet remedial, preventive and	50.00% 4	12.50% 1	12.50% 1	0.00% 0	25.00% 2	8

developmental needs.						
Coordinate school-wide events (e.g., bully prevention programs, Red Ribbon events, Career Day/Fair, and College Fair).	62.50% 5	25.00% 2	0.00% 0	0.00% 0	12.50% 1	8
Respond effectively to students, staff and parents in crisis.	62.50% 5	25.00% 2	12.50% 1	0.00% 0	0.00% 0	8
Is an advocate for all students.	62.50% 5	25.00% 2	12.50% 1	0.00% 0	0.00% 0	8
Use assessment data to identify students who have special needs.	71.43% 5	0.00% 0	14.29% 1	0.00% 0	14.29% 1	7
Collaborate with school personnel, parents, and/or community partners to analyze school data to assist in determining specific courses of action that address problems in the school environment.	62.50% 5	25.00% 2	12.50% 1	0.00% 0	0.00% 0	8

### Graduate Program Evaluation

At the end of the Summer 2020 semester, a program evaluation was sent to recent graduates of the program. A total of 35 graduates of the SCHC program responded. The full survey results are included in the Appendix. Below is a table of the responses to ne of the questions regarding program course content. Graduates believed that most of the SCHC program content adequately prepared them. While all the courses were rated as “strongly agree” or “moderately agree”, both Research & Evaluation and Appraisal and Assessment both were given low points in being viewed as adequately preparing the graduates. The SCHC program is committed to improving these reviews by providing training opportunities for the faculty who normally teach these courses. Both courses are mainly taught by adjunct instructors.



1. The School Counseling Program at Mercer University prepared me in making applications in the content area of:

	SA	MA	N	MD	SD	TOTAL
Professional Identity and Orientation (Ethical and Legal Issues)	77.14% 27	20.00% 7	2.86% 1	0.00% 0	0.00% 0	35
Social and Cultural Diversity	82.86% 29	14.29% 5	2.86% 1	0.00% 0	0.00% 0	35
Human Growth and Development	65.71% 23	25.71% 9	8.57% 3	0.00% 0	0.00% 0	35
Career Development	48.57% 17	51.43% 18	0.00% 0	0.00% 0	0.00% 0	35
Helping Relationships	85.71% 30	8.57% 3	5.71% 2	0.00% 0	0.00% 0	35
Group Work	67.65% 23	26.47% 9	5.88% 2	0.00% 0	0.00% 0	34
Appraisal and Assessment Methods	51.43% 18	31.43% 11	11.43% 4	2.86% 1	2.86% 1	35
Research and Program Evaluation	44.12% 15	35.29% 12	11.76% 4	5.88% 2	2.94% 1	34
Comprehensive Developmental School Counseling Program (CDSCP) Development	68.57% 24	25.71% 9	5.71% 2	0.00% 0	0.00% 0	35

### Student Program Evaluation

During the Spring 2019 semester, a request for a program/curricular evaluation was sent to students and recent graduates of the school counseling program. In total, 16 individuals indicated that they were current students in the school counseling program, responders were asked to rate their level of satisfaction in the specific areas. The chart below provides the mean score for the 16 responders.

*Students and Graduates Evaluation 2019-2020*

Field	School Program
Choice of Elective Topics	3.50
Current Course Offerings	3.44
Time of Day of Practicum/Internship Courses	2.86
Orientation to Program	3.67
Advisement	2.56
Online Course Offerings	3.33
Orientation to Practicum/Internship	2.86
Degree of Difficulty of the Coursework	3.56
Training in Counseling Ethics	4.00
Training in Counseling Theories	4.25
Training in Counseling Skills	3.57
Class sizes	4.33
Preparedness for Working with Clients	3.44
Support by Faculty during COVID-19	3.56
Selection of format of classes (face-to-face, online, hybrid)	3.44
Quality of online components in courses	3.11

Showing rows 1 - 16 of 16

Overall, students and alumni’s satisfaction with the program and its offerings were mixed. The faculty in the Program is committed to giving extra attention to all areas noted in an attempt to provide all students with the most rewarding experience as possible. Last year there appeared to be more students/alumni satisfied that this years’ respondents. It is also important to note that the number of respondents for this year was less than those who completed the survey last year. Qualitative feedback was very similar to last year’s where students and graduates liked the small class size in the SCHC specialty courses and a desire to see more sections of courses being offered in a format that allows for more online engagement to create flexibility with scheduling.

### Assessment of Student Learning and Performance

The counseling program faculty, including those who teach in the SCHC program, meet monthly to discuss the disposition of students in the program. Students who are identified as “students of concern” are discussed in the monthly faculty meetings with movement towards a plan for remediation if needed. Below is a chart showing the Counseling faculty combined assessment of all SCHC students in the program in each course registered for during the Fall 2019, Spring 2020 and Summer 2020 semesters. Overall, all but one student were assessed as always or usually displaying the desired dispositions (attitudes and behaviors), of a school counselor-in-training.

#### *School Counseling Students Dispositions 2019-2020*

Rubric: School Counselor Candidate Disposition Assessment (rev 8/11)

	Indicators (0 pts)	Indicators (0 pts)	Always (4 pts)	Always (4 pts)	Usually (3 pts)	Usually (3 pts)	Needs Improvement (2 pts)	Needs Improvement (2 pts)	Not Satisfactory (1 pts)	Not Satisfactory (1 pts)	Not able to observe (0 pts)	Not able to observe (0 pts)	n	Mean	Mode	Stdev
Respect	9	7.63%	105	88.98%	4	3.39%	0	0.00%	0	0.00%	0	0.00%	118	3.661	4.000	1.067
Leadership	7	5.93%	94	79.66%	16	13.56%	1	0.85%	0	0.00%	0	0.00%	118	3.610	4.000	0.983
Flexibility	7	5.93%	99	83.90%	12	10.17%	0	0.00%	0	0.00%	0	0.00%	118	3.661	4.000	0.967
Collaboration	9	7.63%	96	81.36%	13	11.02%	0	0.00%	0	0.00%	0	0.00%	118	3.585	4.000	1.076
Reflection	9	7.63%	94	79.66%	15	12.71%	0	0.00%	0	0.00%	0	0.00%	118	3.568	4.000	1.077
Advocacy	9	7.63%	97	82.20%	12	10.17%	0	0.00%	0	0.00%	0	0.00%	118	3.593	4.000	1.075
Counselor Efficacy	9	7.63%	97	82.20%	12	10.17%	0	0.00%	0	0.00%	0	0.00%	118	3.593	4.000	1.075

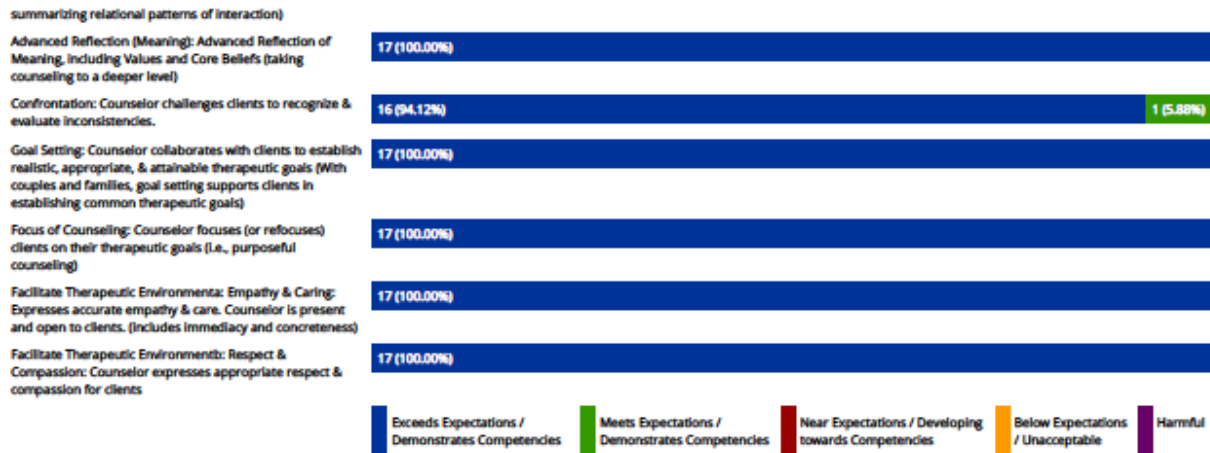
Respect	9 (7.63%)	105 (88.98%)	4 (3.39%)	
Leadership	7 (5.93%)	94 (79.66%)	16 (13.56%)	1 (0.85%)
Flexibility	7 (5.93%)	99 (83.90%)	12 (10.17%)	
Collaboration	9 (7.63%)	96 (81.36%)	13 (11.02%)	
Reflection	9 (7.63%)	94 (79.66%)	15 (12.71%)	
Advocacy	9 (7.63%)	97 (82.20%)	12 (10.17%)	
Counselor Efficacy	9 (7.63%)	97 (82.20%)	12 (10.17%)	

■ Indicators   
 ■ Always   
 ■ Usually   
 ■ Needs Improvement   
 ■ Not Satisfactory   
 ■ Not able to observe

Additionally, students in their clinical/field experience (Practicum and Internship), are evaluated by their site supervisors at the end of each semester. Students continued to demonstrate proficiency in most areas. The tables below show one aspect of the evaluation of the Practicum students and one of the Internship students completed by their site supervisors at the P-12 school in the end of the specific clinical experience. A more thorough results report is provided in the School Counseling Annual PSC Report completed for the University (this can be found on the SCHC program’s website).

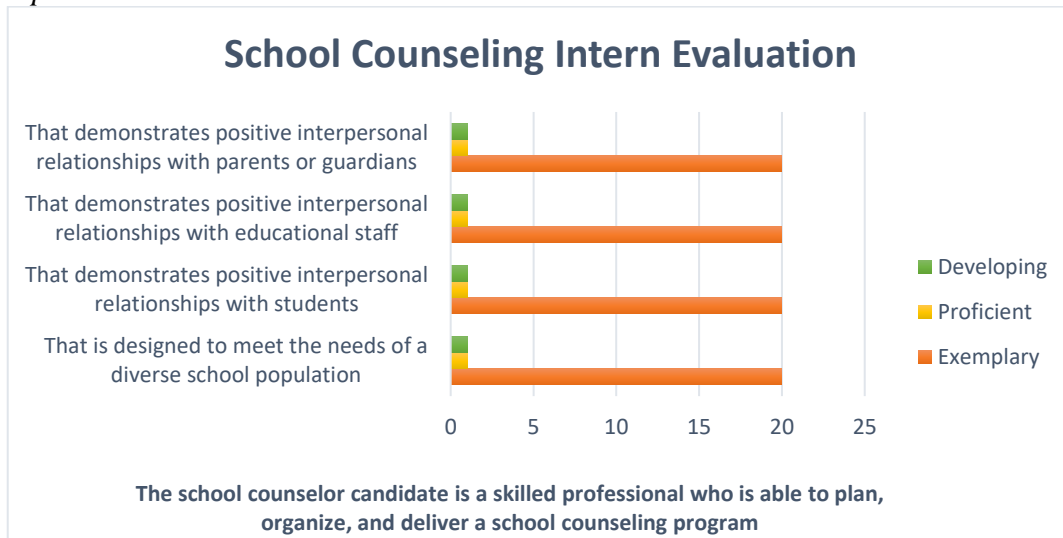
*Practicum Students Evaluation (Counseling Skills & Therapeutic Conditions) 2019-2020*

Non Verbal Skills: Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, Use of silence, etc. (attuned to the emotional state and cultural norms of the clients)	17 (100.00%)
Encouragers: Includes Minimal Encouragers & Door Openers such as Tell me more about..., Hmm	17 (100.00%)
Questions: Use of Appropriate Open & Closed Questioning (e.g., avoidance of double questions)	17 (100.00%)
Reflecting - Paraphrasing: Basic Reflection of Content Paraphrasing (With couples and families, paraphrasing the different clients multiple perspectives)	17 (100.00%)
Reflecting - Reflection of Feelings: Reflection of Feelings (With couples and families, reflection of each clients feelings)	17 (100.00%)
Reflecting - Summarizing: Summarizing content, feelings, behaviors, & future plans (With couples and families,	17 (100.00%)



As noted in the graph above, there were no Practicum student who received less than “meets expectations” score in any of the school counseling competencies in demonstrating intervention skills noted on the evaluation instrument. This is a clear indication that the SCHC program is adequately preparing students to perform the skills needed to work effectively with children and adolescents in the school setting.

### *Internship Students Evaluation*



### Program Modifications

The school counseling program evaluation results indicated that a clearer scrutiny of the program is required for improvement during the 2019 – 2020 academic year. Mercer University School Counseling Program continues to produce excellent program outcomes and remains committed to teaching, training and graduating students to become successful and effective professional school counselors prepared to meet the demands of the 21<sup>st</sup> Century P-12 students in producing effective comprehensive developmental school counseling programs in the state of Georgia P-12 schools.