



COLLEGE OF  
PROFESSIONAL ADVANCEMENT

Department of Counseling

Annual Report for CACREP Accredited Programs

2020-2021

## **Mission**

The Department of Counseling offers masters and doctoral degrees to prepare students to become highly skilled, ethical, and compassionate mental health professionals. The curriculum reflects many theoretical perspectives with guidance to students as they develop their framework for community and clinical practice. Grounded in a commitment to social justice, the programs emphasize the client-counselor relationship and creative and experiential modalities in counseling. Students develop a thorough understanding of mental health issues through our Master of Science in Clinical Mental Health Counseling, Master of Science in School Counseling, Master of Science in Clinical Rehabilitation Counseling, and Doctor of Philosophy in Counselor Education and Supervision.

## **Department Outcomes**

The Department of Counseling fulfills its mission and goals by helping students to develop:

- Knowledge in the eight common core curricular experiences identified in CACREP standards: professional orientation and ethical practice, social and cultural diversity, human growth and development, group work, assessment, helping relationships, research and program evaluation, and career development
- Skills in therapeutic communications and counseling, emphasizing the client-counselor relationship, and facilitating and managing the counseling process with individuals, families, and groups
- An understanding of the practice of ethics, and professional identity in counseling
- Understanding and skills in the use of research, assessment, and program evaluation to inform clinical practice
- Knowledge of the role of supervision in counselor practice

## **Counseling Faculty**

The Department of Counseling employs 11 full-time faculty members and one part-time faculty member. The average age of the counseling faculty is 46 with 58% of the faculty identifying as female and 42% as male. Seven of the faculty members identify as white (58%), three faculty members identify as black (25%), one faculty member identifies as Asian (8%), and one faculty member identifies as bi-racial. (8%). Our faculty boast a diverse range of academic backgrounds, research pursuits, and clinical experiences. More information on the faculty of the counseling department can be found at <https://professionaladvancement.mercer.edu/meet-the-faculty/>

## Clinical Mental Health Counseling Annual Program Report

The Master of Science degree in Clinical Mental Health Counseling (CMHC) is designed to prepare students to function as counselors in a variety of community settings including mental health centers, community agencies, hospitals, private practices, residential treatment centers, Department of Corrections, drug treatment centers, and other helping or human services oriented programs.

Mental health is a broad field with a wide range of career choices. Working with individuals and groups of all ages, health professionals in this field help children, adolescents and adults deal with a variety of life stresses and problems, including addiction/substance abuse; problems with self-esteem; aging-related mental health issues; family, parenting or marital problems; grief, anger, or depression; and other emotional or behavioral issues. Mercer University positions you for a career helping others through its Master of Science in Clinical Mental Health Counseling. The program includes an intensive internship experience that provides students with opportunities to interact with a variety of clients in extended counseling relationships and situations under close supervision.

The CMHC 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 CMHC program during 2020-2021 provided below are:

College of Professional Advancement CMHC Program			
Race/Ethnicity	Females	Males	Totals
American Indian or Alaska Native	2	0	2
Asian	14	3	17
Black or African American	90	12	102
Hispanic/Latino	16	3	19
Nonresident Alien	2	0	2
Two or more races	5	1	6
Unknown	17	2	19
White	113	23	136
<b>Grand Total</b>	<b>260</b>	<b>44</b>	<b>304</b>
Age	Females	Males	Totals
< 25	58	10	68
25-29	109	13	122

30-34	38	9	47
35-39	14	6	20
40-44	10	0	10
45-49	16	3	19
50 and Over	15	3	18
<b>Grand Total</b>	<b>260</b>	<b>44</b>	<b>304</b>

### Acceptance Rates

For the academic year of 2020-2021, the CMHC program admitted 40% of the students who applied.

Semester	Inquired	Applied	Admitted	Enrolled	Acceptance Rate
<b>2020 Fall</b>	249	212	76	64	36%
<b>2021 Spring</b>	137	98	36	31	37%
<b>2021 Summer</b>	125	93	23	20	25%
<b>TOTALS</b>	511	403	135	115	40%

### Graduation

From Fall 2020 to Summer 2021, the Mercer University CMHC program graduated 55 students.

### National Tests and Exit Exams

The National Counselor Exam (NCE) serves as the licensing exam for the State of Georgia. CMHC students maintained an overall pass rating of 95% during Fall 2020 and 90% during Spring 2021. Average NCE scores are above the national mean.

Mercer National Counselor Examination (NCE) (Clinical Mental Health program)				
Year	N tested	MU pass rate	Mercer Mean	National Mean
Fall 2020	21	95%	116.02	104.99
Spring 2021	41	90%	111.33	110.67

CMHC students must successfully pass the Counselor Preparation Comprehensive Examination (CPCE) to matriculate through the program.

Mercer Counselor Preparation Comprehensive Examination (CPCE) Pass Rates 2020-2021 (All programs – CMH, SCH, and REHB)				
Year	N testing	MU pass rate	Mercer Mean	National Mean
Fall 2020	36	97.22%	88.61	82.34
Spring 2021	58	98.31%	90.40	87.12

### Employment Data

Recent graduates were invited to complete a survey regarding employment. Of the individuals who responded, 95% indicated that they are currently employed, at least part-time, in a counseling related position.

### Site Supervisor Program Evaluation

In the Spring of 2021, a survey was sent to site supervisors who are currently supervising counseling students in their Practicum or Internship courses. Seven site supervisors across all programs responded to the survey. Results indicate that students are performing on average, “Very Good” to “Excellent.” Due to a low response rate, this survey will be sent out multiple times in future years to increase the response rate.

	N	MEAN	STD. DEV
<b>Based on your experiences with Mercer University Counseling Students, please rate the Mercer University Clinical Mental Health Counseling Program on the following: (1-Poor, 2-Fair, 3-Good, 4-Very Good, 5-Excellent):</b>			
Ability to prepare students in counseling theory	7	4.29	0.70
Ability to prepare students in interpersonal skills and openness to feedback	7	4.57	0.73
Ability to prepare students in knowledge of counseling skills and techniques	7	4.43	0.73
Ability to prepare students in cultural competence	7	4.14	0.64
Ability to prepare students in ethical decision making skills in ethical issues	7	4.14	0.64
Ability to prepare students in research analysis skills	7	4.14	0.99
Ability to prepare students to work with special populations (i.e. LGBT clients, individuals with disabilities)	7	4.29	0.70
Ability to prepare students in dealing with substance use	7	4.43	1.05
Ability to prepare students in professional dispositions	7	4.14	0.64

### Student and Graduate Program Evaluation

In the Spring of 2021, a request for a program/curricular evaluation was sent to students and recent graduates of all counseling programs. In total, 41 individuals from the CMHC program responded to the evaluation. All individuals were asked to rate their level of satisfaction with the following:

	Mean	N
Choice of Elective Topics	3.35	41

Current Course Offerings	3.70	41
Time of Day of Practicum/Internship Courses	3.30	41
Orientation to Program	3.82	41
Advisement	3.63	41
Online Course Offerings	3.52	41
Orientation to Practicum/Internship	3.17	41
Degree of Difficulty of the Coursework	3.98	41
Training in Counseling Ethics	4.49	41
Training in Counseling Theories	3.95	41
Training in Counseling Skills	4.10	41
Class Sizes	4.39	41
Preparedness for Working with Clients	3.70	41
Support by Faculty during COVID-19	3.51	41
Selection of Format of Classes (face-to-face, online, hybrid)	3.29	41
Quality of Online Components in Courses	3.40	41

Overall, students seem to be “satisfied” or “very satisfied” with the counseling program. Areas near 3.00 are considered areas where students might more a “neutral” perception. These areas are of potential improvement in the program. It seems that the areas of selection of format of classes, choice of elective topics, time of practicum/internship courses, quality of online components, orientation to practicum/internship produced the lowest scores.

Many of the areas for improvement are related to course structure and offerings. The program coordinator will work with the department chair to ensure that courses that contain online components are intentionally chosen, so not to detract from quality face-to-face teaching. Also, the program coordinator will facilitate an adjunct support committee, made up of core faculty, to ensure quality teaching across the curriculum. This committee will meet with and coordinate with adjunct faculty to ensure their preparedness for their classes. Lastly, the faculty will be asked about other electives that could be offered over the summer to ensure diversity of choice for the CMHC students.

Currently, courses are offered in the evenings for our students. We asked students in the most recent survey about their interest other time preferences for class offerings. Approximately 73% of the students indicated that they were “somewhat satisfied” or “extremely satisfied” with the

current times of classes. A majority of students indicated a preference for class time slots in the late afternoon and early evening. Overall, there was a wide variability in class time preferences which will be important to monitor over time.

## School Counseling Annual Program Report

The Master of Science degree in 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 2020-2021 provided below shows that of the 60 school counseling students, 88% are females with the majority being African American (45%), and White (43%). Fifty percent (30) of the school counseling students are between the ages of 25 – 29 years old.

#### *College of Professional Advancement MS in SCHC Program Enrollment Demographics*

Race/Ethnicity	Female	Male	Total
Asian	2	0	2
Black or African American	22	5	27
Hispanic/Latino	1	0	1
Unknown	3	1	4
White	25	1	26
<b><u>TOTAL</u></b>	<b><u>53</u></b>	<b><u>7</u></b>	<b><u>60</u></b>
Age	Female	Male	Total
1. < 25	10	2	12
2. 25-29	29	1	30
3. 30-34	7	2	9
4. 35-39	5	2	7
5. 40-44	1	0	1
6. 45-49	1	0	1
7. 50 and Over	0	0	0
<b><u>TOTAL</u></b>	<b><u>53</u></b>	<b><u>7</u></b>	<b><u>60</u></b>

### Acceptance Rates

For the calendar year of 2020-2021, the SCHC program admitted 36% of the students who **applied** or actually began the application process; All admitted actually enrolled in the program.

Year	Inquired	Applied	Admitted	Enrolled	Admissions Rate
2020-2021	59	39	14	14	36%



Retention and Graduation

From Fall 2020 to Summer 2021 (August 2020 – August 2021), the SCHC program graduated 19 students with a graduation rate of 82%. 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 2016-2017 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; Three (75%) out of the four school counseling students who took the NCE exam were successful in passing the NCE examination for the year.

Year	N tested	N Passed	MU pass rate
Fall 2020	2	2	100%
Spring 2021	2	1	50%

*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 test (103 and 104 if taken separately, 603 if taken combined) 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. Sixteen students had taken the GACE at the time of this report. The results for GACE 103 and 104 tests (and the total reported as 603), during the period of September 2020 to August 2021 are provided below. Of the 14 students taking the exam, all were successful in passing the state certification exam, giving the Program a 100% pass rate. See the results in the charts below.

\*Five (5) of the graduates did not take the GACE during the reported school year for the following reasons: One pursued licensure in Virginia, two took and passed GACE in the previous year, and two graduates did not respond to the survey sent.

GACE Annual Summary Report  
**Test: 103 School Counseling Test I**  
 Test Year: SEP-2020 TO AUG-2021  
 Program: Mercer University

STATE			PROGRAM		
# of Examinees	# Overall Passing	% Overall Passing	# of Examinees	# Overall Passing	% Overall Passing
393	362	92%	14	14	100%

GACE Annual Summary Report  
**Test: 104 School Counseling Test II**  
 Test Year: SEP-2020 TO AUG-2021  
 Program: Mercer University

STATE			PROGRAM		
# of Examinees	# Overall Passing	% Overall Passing	# of Examinees	# Overall Passing	% Overall Passing
397	363	91%	14	14	100%

*School Counseling Program Exit Exam*

SCHC students must take and successfully past the **Counselor Preparation Comprehensive Examination (CPCE)** to matriculate through the program. During the 2020-2021 year, students in all of the counseling programs, including SCHC, achieved an overall pass rate of 97.8%.

Mercer Counselor Preparation Comprehensive Examination (CPCE) Pass Rates 2020-2021 (All programs – CMH, SCH, and RHAB)				
Year	N testing	MU pass rate	Mercer Mean	National Mean
Fall 2020	36	97.2%	88.6	82.3
Spring 2021	58	98.3%	90.4	87.1

Employment Data

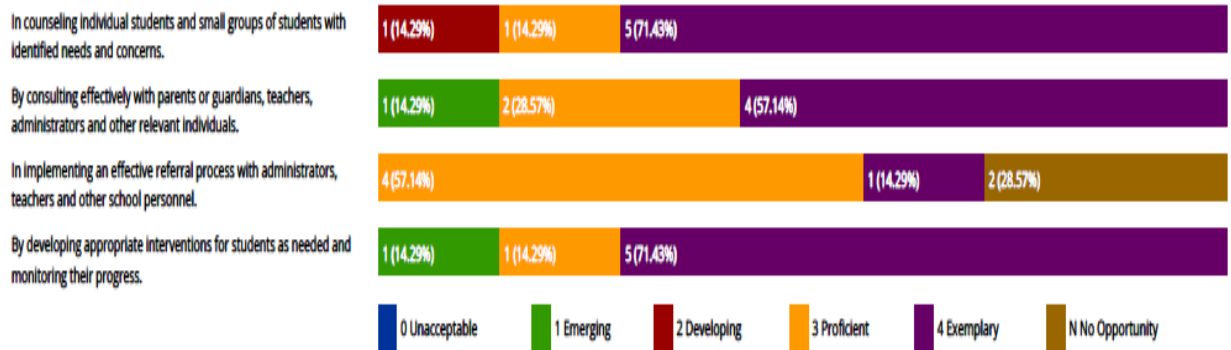
Recent graduates are asked to inform the Program Coordinator once they have obtained a job. This is done to obtain important program content feedback from the graduates’ immediate supervisor or employer. A total of 17 of the 19 graduates have reported that they have obtained a job as a school counselor in a P-12 school setting in Georgia and one in Virginia. This gives the SCHC program an employment rate of 89%.

Site Supervisor SCHC Program Evaluation

At the end of the Spring 2021 semester, a survey was sent to site supervisors who were supervising SCHC students in the practicum and internship courses. School counselors serving as site supervisors for our SCHC practicum and internship students provide an evaluation of the program’s experience based on the site supervisor training and the communication with the program throughout the clinical experience. There were no site supervisors who responded to the survey sent. The program is committed to hearing and learning from the site supervisors regarding its effectiveness and relevance. We are determined to be intentional in soliciting the responses of current site supervisors for next year’s program evaluation.

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 2020 and Spring 2021). The chart reveals that most SCHC interns were evaluated as exemplary or proficient in their responsive services (individual and small group counseling skills), intervention, while a few were developing and/or emerging. Those who scored below a 3 (proficient), were identified, advised and were provided with additional clinical supervision for remediation.



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 August 2021. A total of 2 employers responded to the survey despite numerous emails sent. 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. The data revealed that the SCHC program is adequately preparing students upon graduation to perform the roles and responsibilities of a professional school counselor.

The School Counselor provides evidence of competence by demonstrating the ability to:

	SUPERIOR–	ABOVE AVERAGE–	AVERAGE–	UNSATISFACTORY–	TOTAL–
– Understand psychological, emotional, and physiological development of children and adolescents.	100.00% 2	0.00% 0	0.00% 0	0.00% 0	2
– Stay familiar with national and state models for comprehensive developmental school counseling programs.	100.00% 2	0.00% 0	0.00% 0	0.00% 0	2
– Assess needs of all students.	50.00% 1	50.00% 1	0.00% 0	0.00% 0	2
– Create/adapt, implement, and coordinate a comprehensive	0.00% 0	100.00% 2	0.00% 0	0.00% 0	2

developmental school counseling program.					
– 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.	50.00% 1	50.00% 1	0.00% 0	0.00% 0	2
– Plan and conduct classroom guidance.	50.00% 1	50.00% 1	0.00% 0	0.00% 0	2
– Assist students in educational and career planning.	50.00% 1	50.00% 1	0.00% 0	0.00% 0	2
– Assist students in transitions between grades and educational levels.	50.00% 1	50.00% 1	0.00% 0	0.00% 0	2
– Counsel individual students in order to meet remedial, preventive and developmental needs.	100.00% 2	0.00% 0	0.00% 0	0.00% 0	2
– Counsel small groups of students in order to meet remedial, preventive and developmental needs.	100.00% 2	0.00% 0	0.00% 0	0.00% 0	2
– Coordinate school-wide events; e.g., bully prevention programs, Red Ribbon events, Career Day/Fair, and College Fair.	0.00% 0	100.00% 2	0.00% 0	0.00% 0	2
– Respond effectively to students, staff and parents in crisis.	50.00% 1	50.00% 1	0.00% 0	0.00% 0	2
– Is an advocate for all students.	100.00% 2	0.00% 0	0.00% 0	0.00% 0	2
– Use assessment data to identify students who have special needs.	50.00% 1	50.00% 1	0.00% 0	0.00% 0	2
– 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.	50.00% 1	50.00% 1	0.00% 0	0.00% 0	2

### Graduate Program Evaluation

At the end of the Summer 2021 semester, a program evaluation was sent to recent graduates of the program (December, May and August graduates). A total of 8 graduates of the SCHC program responded. Below is a table of the responses to the question 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 and Program Evaluation, and Appraisal and Assessment 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.

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)	75.00% 6	25.00% 2	0.00% 0	0.00% 0	0.00% 0	8
Social and Cultural Diversity	87.50% 7	12.50% 1	0.00% 0	0.00% 0	0.00% 0	8
Human Growth and Development	87.50% 7	12.50% 1	0.00% 0	0.00% 0	0.00% 0	8
Career Development	62.50% 5	37.50% 3	0.00% 0	0.00% 0	0.00% 0	8
Helping Relationships	87.50% 7	12.50% 1	0.00% 0	0.00% 0	0.00% 0	8
Group Work	75.00% 6	25.00% 2	0.00% 0	0.00% 0	0.00% 0	8
Appraisal and Assessment Methods	50.00% 4	25.00% 2	12.50% 1	12.50% 1	0.00% 0	8
Research and Program Evaluation	50.00% 4	25.00% 2	25.00% 2	0.00% 0	0.00% 0	8
Comprehensive Developmental School Counseling Program (CDSCP) Development	100.00% 8	0.00% 0	0.00% 0	0.00% 0	0.00% 0	8

## Student Program Evaluation

During the Spring 2021 semester, a request for a program/curricular evaluation was sent to students in the school counseling program. A small number of students responded to the survey. Those who responded indicated some level of satisfaction with the program.

Overall, students and alumni 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 possible. It is 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 flexibility in the times when internships are offered. Graduates also indicated that a better caliber of adjunct faculty be hired to teach in the program, especially those with school counseling experience and/or knowledge.

## 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 assessment of all SCHC students in the program. Overall, all but two students were assessed as always or usually displaying the desired dispositions (attitudes and behaviors), of a school counselor-in-training.

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	0	0.00%	59	74.68%	19	24.05%	1	1.27%	0	0.00%	0	0.00%	79	3.734	4.000	0.470
Leadership	0	0.00%	58	73.42%	19	24.05%	2	2.53%	0	0.00%	0	0.00%	79	3.700	4.000	0.507
Flexibility	0	0.00%	59	74.68%	19	24.05%	1	1.27%	0	0.00%	0	0.00%	79	3.734	4.000	0.470
Collaboration	0	0.00%	59	74.68%	19	24.05%	1	1.27%	0	0.00%	0	0.00%	79	3.734	4.000	0.470
Reflection	0	0.00%	59	74.68%	19	24.05%	1	1.27%	0	0.00%	0	0.00%	79	3.734	4.000	0.470
Advocacy	0	0.00%	59	74.68%	18	22.78%	2	2.53%	0	0.00%	0	0.00%	79	3.722	4.000	0.502
Counselor Efficacy	0	0.00%	59	74.68%	17	21.52%	3	3.80%	0	0.00%	0	0.00%	79	3.700	4.000	0.531

Respect	59 (74.68%)	19 (24.05%)	1 (1.27%)
Leadership	58 (73.42%)	19 (24.05%)	2 (2.53%)
Flexibility	59 (74.68%)	19 (24.05%)	1 (1.27%)
Collaboration	59 (74.68%)	19 (24.05%)	1 (1.27%)
Reflection	59 (74.68%)	19 (24.05%)	1 (1.27%)
Advocacy	59 (74.68%)	18 (22.78%)	2 (2.53%)
Counselor Efficacy	59 (74.68%)	17 (21.52%)	3 (3.80%)

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

### Program Modifications

The school counseling program evaluation results indicated that a careful scrutiny of the program is required for improvement during the 2021 – 2022 academic year. Our certification pass rate dropped is at 100% revealing that students are acquiring the knowledge needed to be a school counselor. Last year, our results showed that we were below the state’s mean score in two areas on the GACE, however, this year our students’ scores rose above the state’s mean scores in all subareas as well as in the total mean score. The school counseling faculty reviewed the courses where scores were below the state’s mean and provided students with additional teaching and intentional strategies for learning the content required. Mercer University’s 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 Georgia P-12 schools.

## Clinical Rehabilitation Counseling Annual Program Report

The Masters of Science degree in Clinical Rehabilitation Counseling (CLRC) prepares candidates to provide rehabilitation services aimed at helping individuals with disabilities to achieve their maximum potential. This program empowers individuals to make informed choices, to help individuals achieve positive mental health, and to maximize opportunities for economic independence.

The program includes an intensive internship experience that provides students with opportunities to interact with a variety of clients in extended counseling relationships and situations under close supervision.

The CLRC 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 CLRC program during 2019-2020 is provided below:

<b>Race/Ethnicity</b>	<b>Females</b>	<b>Males</b>	<b>Total</b>
Asian	1	0	1
Black or African American	17	5	22
Hispanic/Latino	1	0	1
Two or more races	0	0	0
Unknown	1	0	1
White	15	7	22
<b>Total</b>	<b>35</b>	<b>12</b>	<b>47</b>

<b>Age</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
< 25	4	2	6
25-29	10	3	13
30-34	8	4	12
35-39	4	1	5
40-44	3	0	3
45-49	3	0	3
50 and Over	3	2	5
<b>Total</b>	<b>35</b>	<b>12</b>	<b>47</b>



## Acceptance Rates

For the calendar year of 2020-2021, the CLRC program admitted 35% of the students who applied.

Semester	Inquiries	APPLY	ADMIT	ENROLL
Fall 2020	25	17	10	8
Spring 2021	11	10	4	4
Summer 2021	8	19	6	4

## Retention and Graduation

From Fall 2020 through Summer 2021, the Mercer University CLRC program graduated ten (10) students, with a four-year completion rate of 56%.

*\*A 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 2016-17 that graduated within four years.*

## National Tests and Exit Exams

The National Counselor Exam (NCE) serves as the licensing exam for the State of Georgia. CLRC students maintained an overall pass rating of 63% (n = 5) during 2020-2021 with an average NCE score above the national mean.

### NCE Pass Rates

Semester	Minimum Passing Score	CRC			Mercer Overall			
		N	N	Pass	%	N	Pass	%
Fall 2020	90	21	1	1	100%	24	23	96%
Spring 2021	95	41	7	4	57%	50	42	84%
Academic Year 20-21		62	8	5	63%	74	65	88

In addition, CLRC students are eligible to take the exam to become a Certified Rehabilitation Counselor (CRC). CLRC students maintained an overall pass rate of 57% (n= 7) during the 2020-2021 academic year.

CLRC students must take and successfully pass the Counselor Preparation Comprehensive Examination (CPCE) to matriculate through the program. The 2020-2021 Pass rate on the CPCE for all programs was 98%.

Mercer Fall 2020 mean score: 88.61 (national mean: 82.34)

Mercer Spring 2021 mean score: 90.4 (national mean: 87.12)

## Employment Data

Recent graduates were invited to complete a survey at the end of Spring 2020. Of the 10 CLRC graduates, 90% indicated that they are currently being employed at least part-time in a counseling related position or continuing their education.

## Quality of the education and training provided by Mercer University Counselor Education Programs

### Site Supervisor Program Evaluation

In the Spring of 2021, a survey was sent to site supervisors who are currently supervising counseling students in their Practicum or Internship courses. Thirteen site supervisors responded to the survey, of which seven were CLRC supervisors. Results indicate that students are performing on average, “Very Good” to “Excellent” and all supervisors indicated they would be willing to host another Mercer intern.

	N	MEAN	STD. DEV
<b>Based on your experiences with Mercer University Counseling Students, please rate the Mercer University Counseling Programs on the following: (1-Poor, 2-Fair, 3-Good, 4-Very Good, 5-Excellent):</b>			
Ability to prepare students in counseling theory	7	4.29	0.70
Ability to prepare students in interpersonal skills and openness to feedback	7	4.57	0.73
Ability to prepare students in knowledge of counseling skills and techniques	7	4.43	0.73
Ability to prepare students in cultural competence	7	4.14	0.64
Ability to prepare students in ethical decision-making skills in ethical issues	7	4.14	0.64
Ability to prepare students in research analysis skills	7	4.14	0.99
Ability to prepare students to work with special populations (i.e. LGBT clients, individuals with disabilities)	7	4.29	0.70
Ability to prepare students in dealing with substance use	7	4.43	1.05
Ability to prepare students in professional dispositions	7	4.14	0.64

Other information on the survey indicated a willingness to attend a program sponsored CE workshop for site supervisors, particularly if the training were offered online.

### Student and Graduate Program Evaluation

In the Spring of 2020, a request for a program/curricular evaluation was sent to students and recent graduates of all counseling programs. In total, 14 individuals from the CLRC program

responded to the evaluation. The individuals were asked to rate their level of satisfaction with the following:

	Mean	N
Choice of Elective Topics	3.57	7
Current Course Offerings	4.71	7
Time of Day of Practicum/Internship Courses	4.20	7
Orientation to Program	4.67	7
Advisement	4.86	7
Online Course Offerings	4.00	7
Orientation to Practicum/Internship	4.50	7
Degree of Difficulty of the Coursework	4.83	7
Training in Counseling Ethics	4.83	7
Training in Counseling Theories	4.86	7
Training in Counseling Skills	4.00	7
Class Sizes	4.57	7
Preparedness for Working with Clients	4.50	7
Support by Faculty during COVID-19	4.43	7
Selection of Format of Classes (face-to-face, online, hybrid)	4.14	7
Quality of Online Components in Courses	4.00	7

Overall, students seem to be “satisfied” or “very satisfied” with the CLRC program. They seemed be particularly satisfied with advising, preparedness to work with clients, orientation to the program, and current course offerings. It seems that the areas online course offerings and choice or electives produced the lowest scores. Qualitative feedback indicates that students found their advisor to be professional and knowledgeable and the program to be tailored to student learning, with professors “willing to go the extra mile to make sure” students feel prepared. Other feedback indicates that students desire more sections of courses to be offered in a format that allows for more online engagement to create flexibility with scheduling. Students also would have preferred to have elective options.

## **Assessment of Student Learning and Performance**

The counseling program faculty meet monthly to discuss the disposition of students in the program. All students are discussed on a regular basis but in addition, students who are identified as “students of concern” are discussed in the monthly faculty meetings with movement towards a plan for remediation if needed. Additionally, students are evaluated by key performance indicators (KPI) throughout the program and dispositional issues are addressed as issues arise. Individual student data is reviewed every semester and students who score below expectations on KPI will be contacted by their academic advisor for a detailed review, follow up, and additional academic support.

Furthermore, university supervisors are in contact with site supervisors throughout field experience to allow concerns to be addressed quickly. Students in their clinical experience, Practicum/Internship, also are evaluated by their site supervisors at the end of each semester to evaluate proficiency and growth over the experience.

## **Program Modifications**

While the faculty carefully reviewed all outcomes of the Clinical Rehabilitation Counseling program, we determined that there was not a need for any program modification during the 2020-2021 academic year.

## **Counselor Education and Supervision Annual Program Report**

The Doctor of Philosophy (Ph.D.) degree complements other graduate degree programs at Mercer University and is consistent with the mission and goals of College of Professional Advancement. The mission of College of Professional Advancement is to offer undergraduate and graduate academic programs and lifelong learning opportunities for adults who seek leadership roles in their communities and beyond, professional transition and advancement, and lives that have meaning and purpose. The College also contributes to the quality of education provided to students enrolled in the academic units by offering general education and elective courses at the Regional Academics Centers and on the Macon and Atlanta campuses.

This mission is based upon a fundamental belief in the diversity, dignity, and inherent worth of all human beings and in the central role education plays in a democratic society. The Counseling faculty actively supports the College of Professional Advancement's commitment to quality instruction and community service.

### **Program Outcomes**

The Ph.D. in Counselor Education and Supervision prepares professionals as practitioners, consultants, counselor educators, supervisors, and researchers. More specifically, the doctoral curriculum in Counselor Education and Supervision will prepare graduates to:

1. Demonstrate advanced expertise in the application of theories and conceptual models of counselor education, supervision, practice, and research;
2. Function in the role of counselor supervisor and gatekeeper in the profession;
3. Teach and Evaluate graduate-level students in counselor education programs;
4. Develop their identity as scholars and to become producers, consumers, and evaluators of research in the field;
5. Become leaders and advocates within the profession such as at their universities, places of employment, and at the local, state, national, and international levels;
6. Prepare students in ethical professional dispositions;
7. Obtain careers in the area in which they have been trained;
8. Admit and retain a diverse student body.

The Ph.D. Counselor Education and Supervision degree program is accredited under the 2016 CACREP Standards.

## Enrollment

The demographic data for students enrolled in the Ph.D. program during 2020-2021 is provided below:

College of Professional Advancement Ph.D. Program			
Race/Ethnicity	Females	Males	Totals
Asian	3	0	3
Black or African American	24	7	31
Hispanic/Latino	2	0	2
Two or more races	1	0	1
Unknown	1	0	1
White	11	7	18
<b>Grand Total</b>	<b>42</b>	<b>14</b>	<b>56</b>
Age	Females	Males	Totals
<25	1	0	1
25-29	6	3	9
30-34	12	3	15
35-39	4	3	7
40-44	8	1	9
45-49	1	2	3
50 and over	10	2	12
<b>Grand Total</b>	<b>42</b>	<b>14</b>	<b>56</b>

## Acceptance Rates

For the calendar year of 2020-2021, the Ph.D. program admitted 40% of the students who applied. The chart below outlines the number of individual inquiries, applications, admission offers, and enrollment numbers for the 2020-2021, academic year.

Semester	Inquired	Applied	Admitted	Enrolled	Acceptance Rate
2020 Fall	52	35	14	13	40%

## Graduation numbers and Completion Rate

From Fall 2020 to Summer 2021, the Mercer University Ph.D. program graduated 7 students. There has been a total of 36 graduates from the Ph.D. program. The current completion rate is 67%. A 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 that entered in fall 2013 that graduated within seven years.

## Student Learning Outcome Evaluations

The table below shows the aggregate results of the student assessment data that evaluate students' knowledge, skills, and dispositions of students enrolled in the doctoral program during the 2020-2021 academic year. The results are scored on a scale from "1- Harmful to 5 – Exceeds" in terms of students' ability to meet the student learning outcomes (SLOs). The program targets for mean scores of 4.0 or higher.

<b>Program Objective</b>	<b>KPI</b>	<b>SLO</b>	<b>Mean</b>
<b>Leadership/Advocacy</b>			
To prepare students to become leaders and advocates within the profession such as at their universities, places of employment, and at the local, state, national and international levels	Students will enhance and apply their understanding of theories and components of multicultural competency as it pertains to working with diverse populations. Students will also learn and articulate models of effective leadership in the counseling field.	Understands how theories and components of multicultural competency are relevant to the Academy and the professorship	4.69
		Can apply advanced knowledge of theories and components of multicultural competency to teaching, service, and scholarship	4.75
		Articulate models of effective leadership in the field	4.69
<b>Teaching</b>			
To prepare students to be teachers and evaluators of graduate-level students in counselor education programs	Students will investigate and apply theories and techniques of instruction and evaluation which meet the developmental needs of graduate-level students. Students will formulate a personal pedagogical theory and teaching style.	Knows and can articulate theories of instruction that meet the developmental needs of graduate-level students	4.33
		Knows and can articulate techniques of instruction that meet the developmental needs of graduate-level students	4.33
		Develops a personal pedagogical theory and teaching style	4.50
		Effectively engages and manages the classroom	4.60
		Demonstrates knowledge of taught content area	4.75
		Implements and applies a personal pedagogical theory and teaching style	4.63
		Applies theories of instruction that meet the developmental needs of graduate-level students	4.63
		Designs lesson plans that appropriately meet learning outcomes	4.63
		Utilizes professional communication with students	4.67

Counseling			
To prepare students to demonstrate advanced expertise in the application of theories and conceptual models of counselor education, supervision, practice, and research	Students will be able to integrate and apply counseling theory and practice at an advanced level, and consider a contextualized background for psychotherapeutic work.	Advanced knowledge of counseling theory	4.0
		Ability to apply an advanced conceptualization of counseling theory to practice	4.0
		Advanced understanding of contextualized background for psychotherapeutic work	4.0
		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)	4.17
		Encouragers: Includes Minimal Encouragers & Door Openers such as “Tell me more about...”, “Hmm”	4.17
		Questions: Use of Appropriate Open & Closed Questioning (e.g., avoidance of double questions)	4.33
		Reflecting - Paraphrasing: Basic Reflection of Content – Paraphrasing (With couples and families, paraphrasing the different clients’ multiple perspectives)	4.33
		Reflecting - Reflection of Feelings: Reflection of Feelings (With couples and families, reflection of each clients’ feelings)	4.00
		Reflecting - Summarizing: Summarizing content, feelings, behaviors, & future plans (With couples and families, summarizing relational patterns of interaction)	4.00
		Advanced Reflection (Meaning): Advanced Reflection of Meaning, including Values and Core Beliefs (taking counseling to a deeper level)	4.00
		Confrontation: Counselor challenges clients to recognize & evaluate inconsistencies.	4.00
		Goal Setting: Counselor collaborates with clients to establish realistic, appropriate, & attainable therapeutic goals (With couples and families, goal setting supports clients in establishing common therapeutic goals)	4.33
		Focus of Counseling: Counselor focuses (or refocuses) clients on their therapeutic goals (i.e., purposeful counseling)	4.50
		Facilitate Therapeutic Environment: Empathy & Caring: Expresses accurate empathy & care. Counselor is “present” and open to clients. (includes immediacy and concreteness)	4.50



		Facilitate Therapeutic Environment: Respect & Compassion: Counselor expresses appropriate respect & compassion for clients	4.50
<b>Research</b>			
To prepare students in developing their identities as scholars and in becoming producers, consumers, and evaluators of research in the field	Students will be able to develop research questions and hypotheses appropriate for research in the field and articulate and utilize various research designs and methodologies for critical analysis involved in the production of original research, including a dissertation prospectus.	Designs and implements research project aligned to appropriate research questions	4.00
		Understands importance of research activities on counseling profession	4.00
		Able to collect and analyze data in line with project outcomes	4.00
		Demonstrates knowledge of how to develop research questions and hypotheses appropriate for research in the field .	4.00
		Articulates various research design and methodologies for production of original research	4.00
		Develops a Dissertation Prospectus that provides evidence of potential for high quality dissertation-level work including development of a research question(s) and hypotheses (as relevant), a thorough review of relevant research literature, and research design and methodology.	4.00
<b>Supervision</b>			
To prepare students for the role of counselor supervisor and gatekeeper in the profession	Students will demonstrate knowledge and skills of foundations of clinical supervision, including: (a) an overview of supervision theories and models, (b) an orientation to the supervisory relationship, (c) modes and methods of supervision intervention, (d) the evaluation of supervisees and supervisors, (e) legal and ethical considerations in the provision of clinical supervision, and (f) supervision research issues.	Knows and can articulate theories and models of supervision	4.92
		Understands the elements of an effective supervisory relationship	4.58
		Knows and can articulate modes and methods of supervision intervention and the gatekeeper-function	4.92
		Knows the tools and process for evaluation of supervisees	4.58
		Can articulate salient legal and ethical considerations in the provision of clinical supervision	4.50
		Is familiar with recent and relevant research in clinical supervision	4.75
		Ability to effectively apply theories and models of supervision	5.00
		Establishes an effective supervisory relationship	5.00
		Is able to implement and measure an intervention plan in clinical supervision	5.00

		Effectively uses tools and measures to comprehensively evaluate supervisee progress	5.00
		Evidence of consideration of and adherence to legal and ethical best-practice in provision of clinical supervision	5.00
		Integrates current and relevant research of best-practice principles in practice	5.00
<b>Professional Dispositions</b>			
		Works with the supervisor to plan activities related to the internship	5
		Preparation and organization towards internship activities	4
		Professional communication with others	3
		Appropriate time management and timeliness	4
		Professional Ethics: Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, & NBCC; including practices within competencies.	4.93
		Professional Behavior: Behaves in a professional manner towards supervisors, peers, & clients (e.g., emotional regulation). Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others.	5.00
		Professional & Personal Boundaries: Maintains appropriate boundaries with supervisors, peers, & clients.	4.93
		Knowledge & Adherence to Site and Course Policies: Demonstrates an understanding & appreciation for all counseling site and course policies & procedures.	5.00
		Record Keeping & Task Completion: Completes all weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report).	4.93
		Multicultural Competence in Counseling Relationship: Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) and awareness of and responsiveness to ways in which culture interacts with the counseling relationship.	4.80
		Emotional Stability & Self-control : Demonstrates self-awareness and emotional stability (i.e., congruence between mood &	4.93

		affect) & self-control (i.e., impulse control) in relationships with clients.	
		Motivated to Learn & Grow / Initiative: Demonstrates engagement in learning & development of his or her counseling competencies.	5.00
		Openness to Feedback: Responds non-defensively & alters behavior in accordance with supervisory &/or instructor feedback.	4.93
		Flexibility & Adaptability: Demonstrates ability to adapt to changing circumstance, unexpected events, & new situations.	5.00
		Congruence & Genuineness: Demonstrates ability to be present and “be true to oneself”	4.93

### Employment Data

Recent graduates were invited to complete a survey regarding employment. Of the individuals who responded, 100% indicated that they are currently being employed as full-time faculty members, adjunct faculty members, and/or clinicians in private practice or agencies.

### Site Supervisor Program Evaluation

In the Spring of 2021, a survey was sent to site supervisors who are currently supervising doctoral students in their Practicum or Internship courses. Ten site supervisors responded to the survey. Results indicate that students are performances range from “Good” to “Very Good”

	Mean
<b>Based on your experiences with Mercer University Counseling Students, please rate the Mercer University Ph.D. Program on the following: (1-Poor, 2-Fair, 3-Good, 4-Very Good, 5-Excellent):</b>	
Ability to prepare students in counseling theory	4.30
Ability to prepare students in interpersonal skills and processing	4.30
Ability to prepare students in counseling skills and techniques	4.30
Ability to prepare students in cultural competence	4.40
Ability to prepare students in ethical decision-making skills	4.50
Ability to prepare students in research analysis skills	4.13
Ability to prepare students to work with special populations (i.e. LGBT clients, individuals with disabilities)	4.44
Ability to prepare students to be open and receptive to feedback	4.67
Ability to prepare students in dealing with substance abuse disorders	4.14
Ability to prepare students in professionalism	4.40
Ability to prepare students in teaching skills	4.67

## Student and Graduate Program Evaluation

In the Spring of 2021, a request for a program/curricular evaluation was sent to students and recent graduates of all counseling programs. In total, 25 individuals who are current students or recent graduates of the Ph.D. program responded to the evaluation. All individuals were asked to rate their experience in the program on the following (1-Poor, 2-Fair, 3-Good, 4-Very Good, 5-Excellent):

	<b>Mean Student</b>	<b>Mean Graduate</b>
The clarity and appropriateness of admission criteria	3.60	4.00
The orientation session	3.33	4.00
Faculty Advisement/Mentorship	3.14	3.75
Faculty Availability	3.38	3.25
Preparing you for your career goals	3.24	4.00
Training in Teaching	3.05	3.50
Training in Counseling Theories and Techniques	3.19	4.00
Training in Research	3.33	3.50
Training in Supervision	3.00	4.00
Training in Leadership and Advocacy	3.62	3.75
Advanced Practicum Experiences	3.33	3.75
Doctoral Internship	3.33	4.00
Support in being successful	3.40	4.00
Comprehensive Exam	3.88	3.25
Class Format	3.33	N/A

## Program Modification Based on Feedback and Input from Stakeholders

- 1) Based on feedback from the program evaluations, the Ph.D. advisory board, and students, more directed efforts for training in teaching is being done within the Teaching and Pedagogy course. The course was revised last year as part of broader curricular changes. Students are now required to do more teaching observations with full-time faculty. Additionally, students in the course are required to complete the College of Professional Advancement's Online Delivery Certification. This training will provide students with skills and knowledge to enhance their online delivery and design. After completion, students received a certificate.
- 2) Due to the impact of program delivery because of the COVID-19 pandemic, program faculty are discussing the impact of modifying the delivery modality of the CES program to a blended format. Feedback from students in the recent survey indicate that

approximately 78% of current students would prefer or strongly prefer a change to having more blended courses offered in the program. Given that many of the enrolled students in the Ph.D. program work during their matriculation, these changes will be considered.