



COLLEGE OF
PROFESSIONAL ADVANCEMENT

Department of Counseling

Annual Report for CACREP Accredited Programs

2021-2022

Mission

The Department of Counseling offers master's 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 employed 11 core faculty members and 32 non-core faculty members. Our faculty boasts a diverse range of academic backgrounds, research pursuits, and clinical experiences. Demographic information for the faculty are presented in the table below.

More information on the faculty of the counseling department can be found at <https://professionaladvancement.mercer.edu/meet-the-faculty/>.

College of Professional Advancement Counseling Faculty Demographics					
	Core Faculty		Non-Core Faculty		
Race/Ethnicity	Females	Males	Females	Males	Totals
American Indian or Alaska Native	0	0	0	0	0
Asian	1	0	0	0	1 (.2%)
Black or African American	3	0	17	2	22 (41%)
Hispanic/Latino	1	0	0	0	1 (.2%)
Nonresident Alien	0	0	0	0	0
Two or more races	0	0	0	0	0
Unknown	0	0	7	0	7 (13%)
White	3	3	5	1	12 (22%)
Total	8	3	29	3	43
	Female Totals		Male Totals		
	37 (86%)		6 (14%)		

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 students 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 2021-2022 provided below are:

College of Professional Advancement CMHC Program			
Race/Ethnicity	Females	Males	Totals
American Indian or Alaska Native	1	0	1
Asian	11	2	13
Black or African American	90	13	103
Hispanic/Latino	17	4	21
Nonresident Alien	2	0	2
Two or more races	4	2	6
Unknown	13	1	14
White	118	23	141
Grand Total	257	45	302
Age	Females	Males	Totals
< 25	53	7	60
25-29	118	18	136
30-34	38	9	47
35-39	13	4	17
40-44	7	1	8
45-49	11	2	13
50 and Over	17	2	13
Grand Total	257	45	302

Acceptance Rates

For the academic year of 2021-2022, the CMHC program admitted 27% of the students who applied.

Semester	Inquired	Applied	Admitted	Enrolled	Acceptance Rate
2021 Fall	307	247	69	51	28%
2022 Spring	151	103	22	15	21%
2022 Summer	104	65	20	18	31%
TOTALS	562	415	111	84	27%

Graduation

From Fall 2021 to Summer 2022, the Mercer University CMHC program graduated 70 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 2021 and 90% during Spring 2022. Average total NCE scores are above the national means.

Mercer National Counselor Examination (NCE) (Clinical Mental Health program)				
Year	N tested	MU pass rate	Mercer Mean	National Mean
Fall 2021	20	95%	110.90	107.38
Spring 2022	41	90%	112.15	108.65

CMHC students must successfully pass the Counselor Preparation Comprehensive Examination (CPCE) to matriculate through the program. During the 2021-2022 year, students in all of the counseling programs achieved an overall pass rate of 95% (Fall), and 98% (Spring).

Mercer Counselor Preparation Comprehensive Examination (CPCE) Pass Rates 2021-2022 (All programs – CMH, SCH, and REHB)				
Year	N testing	MU pass rate	Mercer Mean	National Mean
Fall 2021	21	95%	84.5	80.5
Spring 2022	50	98%	88.0	87.9

Employment Data

Recent graduates were invited to complete a survey regarding their employment. Sixty three (90%), of the 70 graduates indicated that they were employed in some form of counseling capacity. Of the individuals who responded, 45% indicated that they are currently being employed at least part-time in a counseling related position.

Site Supervisor Program Evaluation

No site supervisors completed the program evaluation for this program. The program will be sending out another request to the site supervisors to respond to the survey.

Student and Graduate Program Evaluation

In the Spring of 2022, 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:

Question	Mean	N
Choice of Elective Topics	3.19	42
Current Course Offerings	3.51	42
Time of Day of Practicum/Internship Courses	2.70	42
Orientation to Program	3.83	42
Advisement	3.57	42
Online Course Offerings	3.73	42
Orientation to Practicum/Internship	3.04	42
Degree of Difficulty of the Coursework	3.83	42
Training in Counseling Ethics	4.21	42
Training in Counseling Theories	4.39	42
Training in Counseling Skills	4.36	42
Class Sizes	4.15	42
Preparedness for Working with Clients	3.44	42
Support by Faculty during COVID-19	3.62	42
Selection of Format of Classes (face-to-face, online, hybrid)	3.65	42
Quality of Online Components in Courses	3.46	42

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

Program Modifications

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 88% 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. Additionally, 58% of respondents indicated preferences to curricular changes to include more blended coursework throughout the program. The program faculty voted to change the delivery modality of the program from completely face to face to blended to allow for greater flexibility in how the program is delivered.

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 21st 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 700 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 2021-2022 provided below show that of the 51 school counseling students, 88% are females with the majority being African American (45%), and White (43%). Forty nine percent (25) 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	19	4	23
Hispanic/Latino	2	0	2
Unknown	1	1	2
White	21	1	22
<u>TOTAL</u>	<u>45</u>	<u>6</u>	<u>51</u>
Age	Female	Male	Total
1. < 25	9	2	11
2. 25-29	23	2	25
3. 30-34	6	2	8
4. 35-39	2	0	2
5. 40-44	1	0	1
6. 45-49	4	0	4
7. 50 and Over	0	0	0
<u>TOTAL</u>	<u>45</u>	<u>6</u>	<u>51</u>

Acceptance Rates

For the calendar year of 2021-2022, the SCHC program admitted 18% of the students who **applied** or actually began the application process; Most of those admitted actually enrolled in the program.

Semester	Inquired	Applied	Admitted	Enrolled	Acceptance Rate
2021 Fall	48	37	7	7	19%
2022 Spring	40	19	2	1	11%
2022 Summer	21	11	3	3	27%
TOTALS	109	67	12	11	18%

Retention and Graduation

From Fall 2021 to Summer 2022 (August 2021 – August 2022), the SCHC program graduated 19 students with a graduation rate of 89%. 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 2018-2019 that graduated within four years.

National Test, State Test and Exit Examination

National (Counselor) Test

The **National Counselor Exam** (NCE) serves as the licensing exam for the State of Georgia for those wanting to become a licensed professional counselor. While SCHC students are not required to take the NCE for practice as a professional school counselor in the Georgia public schools, they are encouraged to do so should they wish to be licensed; Four (67%) out of the six school counseling students who took the NCE exam were successful in passing the NCE examination for the year. There were no school counseling students who took the exam in the fall 2021 semester.

Year	N tested	N Passed	MU pass rate
Fall 2021	0		-
Spring 2022	6	4	66.67%

School Counselor 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. All graduating students along with two others had taken the GACE at the time of this report. The results for GACE 103 and 104 tests during the period of September 2021 to August 2022 are provided below. All were successful in passing the state certification exam, giving the Program a 100% pass rate. See the results in the charts below.

Annual Summary Report
Test: 103 School Counseling Test I
 Examinees: Admitted
 Test Year: SEP-2021 TO AUG-2022
 Program: Mercer University
 Examinee Attempts: Highest Score

Test Name	Statewide			Program		
	# of Examinees	# Overall Passing	% Overall Passing	# of Examinees	# Overall Passing	% Overall Passing
103 School Counseling Test I	380	357	94	21	21	100

Annual Summary Report
Test: 104 School Counseling Test II
 Examinees: Admitted
 Test Year: SEP-2021 TO AUG-2022
 Program: Mercer University
 Examinee Attempts: Highest Score

Test Name	Statewide			Program		
	# of Examinees	# Overall Passing	% Overall Passing	# of Examinees	# Overall Passing	% Overall Passing
104 School Counseling Test II	365	331	91	21	21	100

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 2021-2022 year, students in all of the counseling programs, including SCHC, achieved an overall pass rate of 95% (Fall), and 98% (Spring).

Mercer Counselor Preparation Comprehensive Examination (CPCE) Pass Rates 2021-2022 (All programs – CMH, SCH, and REHB)				
Year	N testing	MU pass rate	Mercer Mean	National Mean
Fall 2021	21	95%	84.5	80.5
Spring 2022	50	98%	88.0	87.9

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. Eighteen of the 19 graduates reported that they have obtained a job as a school counselor in a P-12 school setting in Georgia and one in Pennsylvania. This gives the SCHC program an employment rate of 95%. The graduate who did not get a job did not do so because she chose not to seek employment at this time but rather focus on building a family.

Site Supervisor SCHC Program Evaluation

At the end of the Spring 2022 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 seven 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.

The tables below show that the site supervisors’ evaluation of the school counseling program was generally positive in all areas with table 2 showing the mean scores on the high end (5.00 being the highest).

Question	Poor		Fair		Good		Very Good		Excellent		Not Applicable		Total
Ability to prepare students to apply counseling theory	0.00%	0	0.00%	0	11.11%	1	44.44%	4	44.44%	4	0.00%	0	9
Ability to prepare students in interpersonal skills and openness to feedback	0.00%	0	0.00%	0	22.22%	2	22.22%	2	55.56%	5	0.00%	0	9
Ability to prepare students in knowledge counseling skills and techniques	0.00%	0	0.00%	0	22.22%	2	22.22%	2	55.56%	5	0.00%	0	9
Ability to prepare students in cultural competence	0.00%	0	0.00%	0	22.22%	2	22.22%	2	55.56%	5	0.00%	0	9
Ability to prepare students in ethical decision making skills in ethical issues	0.00%	0	0.00%	0	33.33%	3	11.11%	1	55.56%	5	0.00%	0	9
Ability to prepare students in research analysis skills	0.00%	0	0.00%	0	0.00%	0	33.33%	3	33.33%	3	33.33%	3	9
Ability to prepare students to work with a variety of populations (e.g. LGBT clients, individuals with disabilities)	0.00%	0	0.00%	0	11.11%	1	11.11%	1	55.56%	5	22.22%	2	9
Ability to prepare students in dealing with substance use	0.00%	0	0.00%	0	0.00%	0	22.22%	2	44.44%	4	33.33%	3	9
Ability to prepare students in professional dispositions	0.00%	0	0.00%	0	22.22%	2	11.11%	1	66.67%	6	0.00%	0	9

Table.1

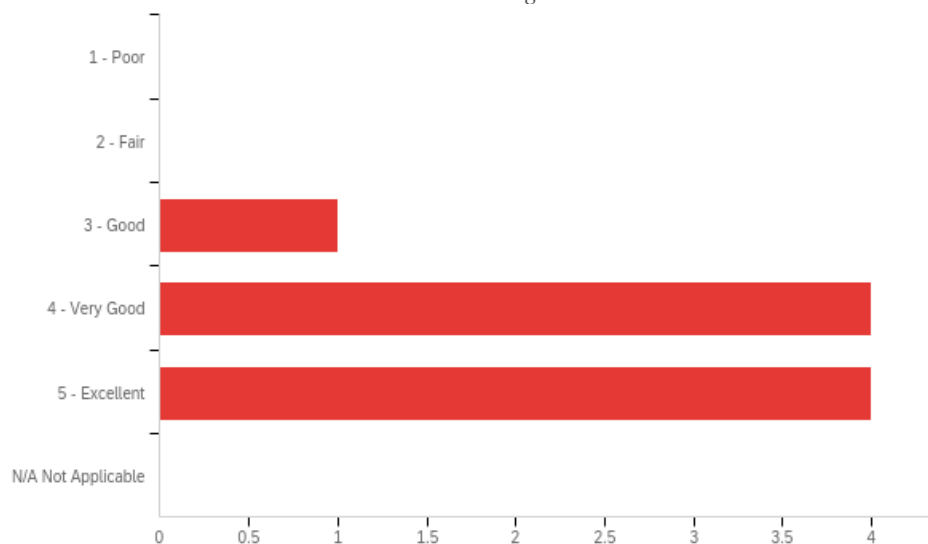
Question	Mean	SCHC Site Supervisors
Ability to prepare students to apply counseling theory	4.33	9
Ability to prepare students in interpersonal skills and openness to feedback	4.33	9
Ability to prepare students in knowledge counseling skills and techniques	4.33	9
Ability to prepare students in cultural competence	4.33	9
Ability to prepare students in ethical decision making skills in ethical issues	4.22	9

Ability to prepare students in research analysis skills	5.00	9
Ability to prepare students to work with a variety of populations (e.g. LGBT clients, individuals with disabilities)	4.89	9
Ability to prepare students in dealing with substance use	5.11	9
Ability to prepare students in professional dispositions	4.44	9

Table.2

Site supervisors also responded to the quality of education and training provided by the school counseling program with responses that were also positive where all nine site supervisors indicated that the program did “good”, “very good,” or “excellent” in its education and training.

Overall, how would you rate the quality of the education and training provided by Mercer University Counselor Education Programs?



Employer Program Evaluation

A survey was sent to the employers of recent graduates in August 2022. No employers responded to the survey despite numerous emails sent.

Students and Graduate Program Evaluation

In the Spring of 2022, a request for a program/curricular evaluation was sent to students and recent graduates of all counseling programs. A total of seven individuals from the SCHC program responded to the evaluation. All individuals were asked to rate their level of satisfaction with various components of the program.

Not all responders completing the survey responded to these questions. The first table shows the mean responses for each question. Components below or near 3.00 are considered areas where students might have more of a “neutral” perception and could be considered as areas of potential improvement in the program. The first table identified “time of day” as the weakest or most “dissatisfied” aspect of the program. The second table below indicated that while the level of satisfaction were mixed the majority were positive.

Question	School Counseling Program
Choice of Elective Topics	3.67
Current Course Offerings	3.67
Time of Day of Practicum/Internship Courses	2.00
Orientation to Program	3.33
Advisement	3.67
Online Course Offerings	3.00
Orientation to Practicum/Internship	3.50
Degree of Difficulty of the Coursework	3.33
Training in Counseling Ethics	3.33
Training in Counseling Theories	4.33
Training in Counseling Skills	4.33
Class sizes	4.33
Preparedness for Working with Clients	3.67
Support by Faculty during COVID-19	3.00
Selection of format of classes (face-to-face, online, hybrid)	4.00
Quality of online components in courses	3.00

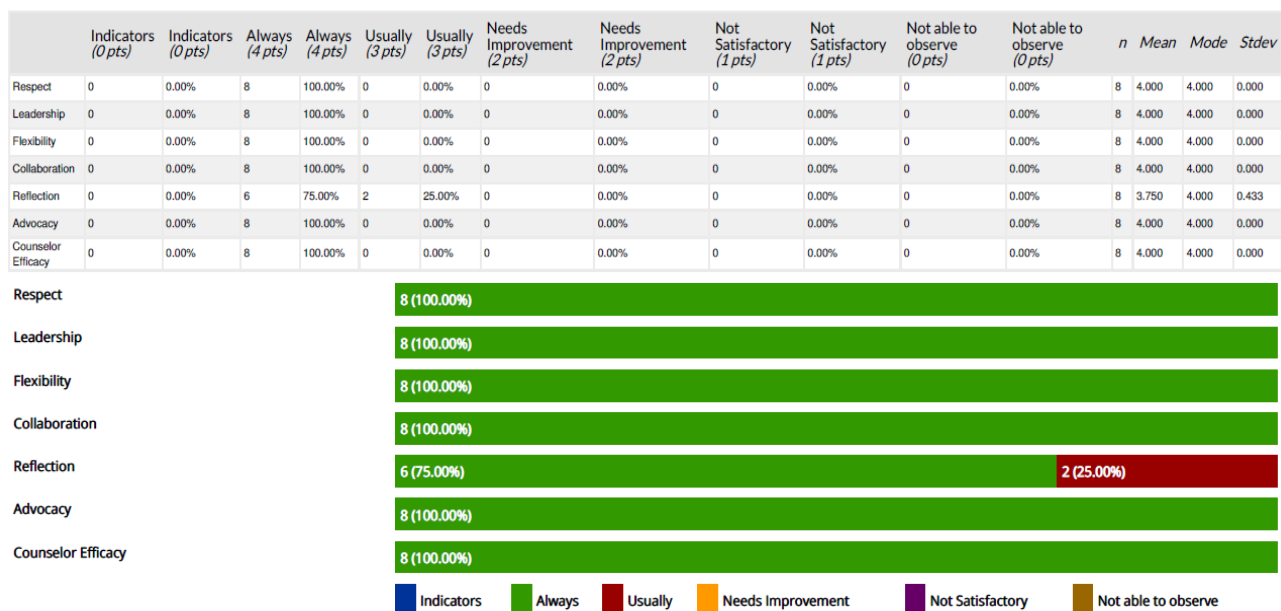
Question	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied					
Choice of Elective Topics	0.00%	0	0.00%	0	9.09%	1	11.11%	2	0.00%	0
Current Course Offerings	0.00%	0	0.00%	0	9.09%	1	11.11%	2	0.00%	0
Time of Day of Practicum/Internship Courses	0.00%	0	28.57%	2	0.00%	0	0.00%	0	0.00%	0
Orientation to Program	0.00%	0	14.29%	1	0.00%	0	11.11%	2	0.00%	0
Advisement	0.00%	0	0.00%	0	9.09%	1	11.11%	2	0.00%	0
Online Course Offerings	0.00%	0	14.29%	1	0.00%	0	5.56%	1	0.00%	0
Orientation to Practicum/Internship	0.00%	0	0.00%	0	9.09%	1	5.56%	1	0.00%	0
Degree of Difficulty of the Coursework	0.00%	0	0.00%	0	18.18%	2	5.56%	1	0.00%	0
Training in Counseling Ethics	0.00%	0	14.29%	1	9.09%	1	0.00%	0	12.50%	1

Training in Counseling Theories	0.00%	0	0.00%	0	0.00%	0	11.11%	2	12.50%	1
Training in Counseling Skills	0.00%	0	0.00%	0	0.00%	0	11.11%	2	12.50%	1
Class sizes	0.00%	0	0.00%	0	0.00%	0	11.11%	2	12.50%	1
Preparedness for Working with Clients	0.00%	0	0.00%	0	18.18%	2	0.00%	0	12.50%	1
Support by Faculty during COVID-19	100.00%	1	0.00%	0	9.09%	1	0.00%	0	12.50%	1
Selection of format of classes (face-to-face, online, hybrid)	0.00%	0	14.29%	1	0.00%	0	0.00%	0	25.00%	2
Quality of online components in courses	0.00%	0	14.29%	1	9.09%	1	5.56%	1	0.00%	0
TOTAL		1		7		11		18		8

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 SCHC students in the program who were identified as “students of concern”. All students were reassessed 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)



Program Modifications

The school counseling program evaluation results indicated that a careful scrutiny of the program is required for improvement during the 2022 – 2023 academic year. Our certification pass rate remains at 100% revealing that students are acquiring the knowledge needed to be a school counselor. Our results showed that we are above the state's score on the GACE in all subareas as well as in the total mean score. 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 21st 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 Master’s 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 2020-2021 are provided below:

Race/Ethnicity	Females	Males	Total
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
Total	35	12	47

Age	Female	Male	Total
< 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
Total	35	12	47

Acceptance Rates

For the calendar year of 2021-2022, the CLRC program admitted 54% of the students who applied.

Semester	Inquired	Applied	Admitted	Enrolled	Acceptance Rate
2021 Fall	24	12	8	8	67%
2022 Spring	10	6	2	2	33%
2022 Summer	6	6	3	3	50%
TOTALS	40	24	13	13	54%

Retention and Graduation

From Fall 2021 through Summer 2022, the Mercer University CLRC program graduated eight (8) students with a four-year completion rate of 80%.

**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 2017-18 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 2021-2022 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 2021-2022 academic year.

CLRC students must take and successfully past the Counselor Preparation Comprehensive Examination (CPCE) to matriculate through the program.

CPCE Pass Rates

Mercer Counselor Preparation Comprehensive Examination (CPCE) Pass Rates 2021-2022 (All programs – CMH, SCH, and REHB)				
Year	N testing	MU pass rate	Mercer Mean	National Mean
Fall 2021	21	95%	84.5	80.5
Spring 2022	50	98%	88.0	87.9

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.

QUESTION	N	MEAN	STD. DEV
<i>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):</i>			
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 continuing education (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, 4 individuals from the CLRC program responded to the evaluation. The individuals were asked to rate their level of satisfaction with the following:

Question	RHAB Program Mean
Choice of Elective Topics	4.00
Current Course Offerings	4.00
Time of Day of Practicum/Internship Courses	null
Orientation to Program	4.67
Advisement	4.33
Online Course Offerings	5.00
Orientation to Practicum/Internship	null
Degree of Difficulty of the Coursework	4.33
Training in Counseling Ethics	4.50
Training in Counseling Theories	4.00
Training in Counseling Skills	3.50
Class sizes	4.33
Preparedness for Working with Clients	null
Support by Faculty during COVID-19	3.67
Selection of format of classes (face-to-face, online, hybrid)	4.00
Quality of online components in courses	3.50

Overall, students seem to be “satisfied” or “very satisfied” with the CLRC program. Specifically, they seemed be most satisfied with the online course offerings, advising, orientation to the program, class sizes, and degree of difficulty of the program. They did not respond to questions about the orientation to clinical experiences, or preparedness for working with clients. The areas of training in counseling skills and online components in courses produced the lowest scores, although still above average. Areas near 3.00 are considered areas where students might more a “neutral” perception. These areas are of potential improvement in the program. Qualitative

feedback indicates that students felt prepared overall, and valued the faculty, flexibility, and engaging with students of all ages and walks of life. Student feedback also indicated they would appreciate “ways for counseling students to connect early on and network with each other”.

Assessment of Student Learning and Performance

The counseling program faculty discusses the disposition of students in the program regularly. 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

We asked students in the most recent survey about their interest other time preferences for class offerings. Overall, there was a wide variability in class time preferences which will be important to monitor over time. Additionally, all of the respondents indicated preferences to curricular changes to include more blended coursework throughout the program. The program faculty voted to change the delivery modality of the program from completely face to face to blended to allow for greater flexibility in how the program is delivered.

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 2021 – 2022 are provided below:

College of Professional Advancement Ph.D. Program			
Race/Ethnicity	Females	Males	Totals
Asian	3	0	3
Black or African American	26	4	30
Hispanic/Latino	2	0	2
Two or more races	0	0	0
Unknown	1	0	1
White	11	5	16
Grand Total	43	9	52
Age	Females	Males	Totals
<25	0	0	0
25-29	7	0	7
30-34	15	4	19
35-39	6	3	9
40-44	7	1	8
45-49	1	0	1
50 and over	7	1	8
Grand Total	43	9	52

Acceptance Rates

For the calendar year of 2021-2022, the Ph.D. program admitted 38% of the students who applied. The chart below outlines the number of individual inquiries, applications, admission offers, and enrollment numbers for the 2021-2022, academic year.

Semester	Inquired	Applied	Admitted	Enrolled	Acceptance Rate
2021 Fall	51	35	13	7	38%

Graduation numbers and Completion Rate

From Fall 2021 to Summer 2022, the Mercer University Ph.D. program graduated 5 students. The current completion rate is 50%. 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 2015 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 2021 – 2022 academic year. The results are scored on a scale from “1- Harmful to 5 – Exceeds” in terms of students’ ability to meet the students learning outcomes (SLOs). The program targets for mean scores of 4.0 or higher.

Program Objective	KPI	SLO	Mean
Leadership/Advocacy			
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	4.33
		Can apply advanced knowledge of theories and components of multicultural competency to teaching, service, and scholarship	4.33
		Articulate models of effective leadership in the field	4.33
Teaching			
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	4.85
		Knows and can articulate techniques of instruction that meet the developmental needs of graduate-level students	4.85
		Develops a personal pedagogical theory and teaching style	4.85
		Effectively engages and manages the classroom	4.50
		Demonstrates knowledge of taught content area	4.75
		Implements and applies a personal pedagogical theory and teaching style	4.50
		Applies theories of instruction that meet the developmental needs of graduate-level students	4.50
		Designs lesson plans that appropriately meet learning outcomes	5.00
		Utilizes professional communication with students	4.75
Counseling			
		Advanced knowledge of counseling theory	3.86

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.	Ability to apply an advanced conceptualization of counseling theory to practice	3.71
		Advanced understanding of contextualized background for psychotherapeutic work	3.86
		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

Research			
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	5.00
		Understands importance of research activities on counseling profession	5.00
		Able to collect and analyze data in line with project outcomes	5.00
		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
Supervision			
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	4.67
		Understands the elements of an effective supervisory relationship	4.67
		Knows and can articulate modes and methods of supervision intervention and the gatekeeper-function	4.67
		Knows the tools and process for evaluation of supervisees	4.67
		Can articulate salient legal and ethical considerations in the provision of clinical supervision	4.56
		Is familiar with recent and relevant research in clinical supervision	4.56
		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
Professional Dispositions			
		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 & affect) & self-control (i.e., impulse control) in relationships with clients.	4.93
		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.

Student and Graduate Program Evaluation

In the Spring of 2022, a program evaluation survey was sent to students and recent graduates of all counseling programs. In total, 12 individuals who are current students 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):

Question	Student Mean
The clarity and appropriateness of admission criteria	3.27
The orientation session	3.00
Faculty Advisement/Mentorship	2.82
Faculty Availability	3.00
Preparing you for your career goals	3.18
Training in Teaching	3.44
Training in Counseling Theories and Techniques	3.45
Training in Research	2.91
Training in Supervision	3.30
Training in Leadership and Advocacy	3.45
Advanced Practicum Experiences	3.38
Doctoral Internship	3.60
Support in being successful	2.91
Comprehensive Exam	2.25

Program Modification Based on Feedback and Input from Stakeholders

Based on last year's feedback from the doctoral students, the program faculty voted to move the Ph.D. program to a blended delivery modality to reflect input from stakeholders. Students provided strong qualitative feedback asking for more online/blended coursework to help with their schedules. Additionally, other qualitative content reflects a desire for greater opportunities for support around research project development and scholarly writing. The faculty are discussing additional ways to support students in these areas during the curriculum. Faculty members have increased course assignment that develop these skills.

The lowest result on the quantitative measure was around the comprehensive exam. While no qualitative feedback was provided from students regarding this rating, the program faculty are evaluating and considering options for ways to improve the comprehensive exam process to accurately reflect the outcomes expected at that stage of a student's matriculation.

Additionally, the doctoral students responding to this survey have also identified what they considered to be areas of strength in the program. These components of the program are the doctoral internship, the advanced practicum experiences, training in counseling theories and techniques, training in teaching, training in leadership and advocacy, and training in supervision. While no qualitative feedback are provided for any of these they do show that the students are satisfied with more aspects of the program than dissatisfied.