# MERCER UNIVERSITY

## COLLEGE OF PROFESSIONAL ADVANCEMENT

Department of Counseling

Annual Report for CACREP Accredited Programs

2022-2023

## 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 12 core faculty members and 28 non-core faculty members. Our faculty boast a diverse range of academic backgrounds, research pursuits, and clinical experiences. Demographic information for the faculty is 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<br>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 | 1 | 0 | 2 |
| Black or African American | 4 | 0 | 16 | 5 | 25 |
| Hispanic/Latino | 1 | 0 | 1 | 0 | 2 |
| Nonresident Alien | 0 | 0 | 0 | 0 | 0 |
| Two or more races | 0 | 0 | 0 | 0 | 0 |
| Unknown | 0 | 0 | 0 | 0 | 0 |
| White | 3 | 3 | 5 | 0 | 11 |
| Total | 9 | 3 | 23 | 5 | 40 |
| | Female Totals | | Male Totals | | |
| | 32 (80%) | | 8(20%) | | |

# 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 2022-2023 provided below are:

| College of Professional Advancement CMHC Program | | | |
|---|---|---|---|
| **Race/Ethnicity** | **Females** | **Males** | **Totals** |
| Asian | 11 | 3 | 14 |
| Black or African American | 84 | 14 | 98 |
| Hispanic/Latino | 18 | 6 | 24 |
| Native Hawaiian or Other Pacific Islander | 1 | | 1 |
| Nonresident Alien | 3 | | 3 |
| Two or more races | 2 | 1 | 3 |
| Unknown | 10 | 1 | 11 |
| White | 120 | 25 | 145 |
| **Grand Total** | **249** | **50** | **299** |
| **Age** | **Females** | **Males** | **Totals** |
| < 25 | 71 | 9 | 80 |
| 25-29 | 100 | 19 | 119 |
| 30-34 | 32 | 7 | 39 |
| 35-39 | 13 | 5 | 18 |
| 40-44 | 11 | 4 | 15 |

| 45-49 | 5 | 2 | 7 |
| 50 and over | 16 | 4 | 20 |
| **Grand Total** | **249** | **50** | **299** |

## Acceptance Rates

For the academic year of 2022-2023, the CMHC program admitted 23% of the students who applied.

| Semester | Applied | Admitted | Enrolled | Acceptance Rate |
|---|---|---|---|---|
| 2022 Fall | 227 | 63 | 44 | 19% |
| 2023 Spring | 69 | 25 | 25 | 36% |
| 2023 Summer | 63 | 15 | 14 | 22% |
| **TOTALS** | 359 | 103 | 83 | 23% |

## Graduation

From Fall 2022 to Summer 2023, the Mercer University CMHC program graduated 95 students. The program's completion rate is defined as the percentage of admitted students who graduate from the program within the expected period. The CMHC program has a 75% completion rate. The completion rate reflects the percentage of students entering in 2019-2020 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. CMHC students maintained an overall pass rating of 85% during Fall 2022 and 84% during Spring 2023. This was above the national pass rates of 79% and 81% during those periods, respectively. The total mean NCE scores for the CMHC programs were above the National NCE means scores.

| Mercer National Counselor Examination (NCE) (Clinical Mental Health program) | | | | |
|---|---|---|---|---|
| Year | N tested | MU pass rate | Mercer Mean | National Mean |
| Fall 2022 | 39 | 85% | 116.0 | 110.0 |
| Spring 2023 | 37 | 84% | 116.4 | 115.7 |

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

| Mercer Counselor Preparation Comprehensive Examination (CPCE) Pass Rates 2022-2023 (All programs – CMH, SCH, and REHB) | | | | |
|---|---|---|---|---|
| Year | N testing | MU pass rate | Mercer Mean | National Mean |
| Fall 2022 | 62 | 94% | 85.0 | 80.56 |
| Spring 2023 | 47 | 96% | 88.0 | 85.10 |

## Employment Data

Recent graduates were invited to complete a survey regarding employment. Of the individuals who responded, 89% indicated that they are currently being employed at least part-time in a counseling-related position. Additionally, when including Mercer University graduates who are actively enrolled in full-time graduate education (i.e., doctoral), 95% of individuals who responded to the survey are currently employed at least part-time in a counseling-related position.

## Site Supervisor Program Evaluation

In the Spring of 2023, a request for program evaluation was sent to supervisors affiliated with the CMHC program. In total, 20 supervisors responded to the evaluation. All supervisors were asked to rate their impressions on the following:

|  | Mean Supervisor Score |
| --- | --- |
| Ability to prepare students to apply counseling theory | 4.7 |
| Ability to prepare students in interpersonal skills and openness to feedback | 4.7 |
| Ability to prepare students in knowledge counseling skills and techniques | 4.6 |
| Ability to prepare students in cultural competence | 4.3 |
| Ability to prepare students in ethical decision-making skills in ethical issues | 4.5 |
| Ability to prepare students with research analysis skills | 4.3 |
| Ability to prepare students to work with special populations (e.g. LGBT clients, and individuals with disabilities) | 4.4 |
| Ability to prepare students to deal with substance use | 4.6 |
| Ability to prepare students in professional dispositions | 4.6 |
| The overall quality of the education and training of the Mercer University Counseling students | 4.6 |
| The usefulness of the site supervisor information | 4.2 |
| Level of effective communication with the University Supervisors | 3.9 |

Overall scores from supervisors are notably high. With 5 being representative of "Excellent" and 4 being representative of "Very Good", nearly all metrics averaged between 4 and 5. The only indicator to receive a mean score below 4 was "Level of effective communication with University Sponsors." On this indicator, 90% of respondents rated "Good" or better (i.e., 3+), highlighting most supervisors viewing the CMHC program's communication to be effective. Nevertheless, communication may be an area for future improvement.

## Student and Graduate Program Evaluation

In the Spring of 2023, a request for program/curricular evaluation was sent to students and recent graduates of all counseling programs. In total, 53 individuals from the CMHC program responded to the evaluation. All individuals were asked to rate their level of satisfaction with the following:

| | Mean Student Response | Mean Graduate Response |
|---|---|---|
| Choice of Elective Topics | 3.29 | 3.71 |
| Current Course Offerings | 3.78 | 3.9 |
| Time of Day of Practicum/Internship Courses | 3.08 | 3.81 |
| Orientation to Program | 3.83 | 3.61 |
| Advisement | 3.11 | 3.50 |
| Online Course Offerings | 3.71 | 3.82 |
| Orientation to Practicum/Internship | 3.38 | 3.17 |
| Degree of Difficulty of the Coursework | 3.72 | 3.89 |
| Training in Counseling Ethics | 3.93 | 4.22 |
| Training in Counseling Theories | 3.88 | 3.94 |
| Training in Counseling Skills | 4.39 | 4.06 |
| Class Sizes | 4.06 | 4.11 |
| Preparedness for Working with Clients | 3.25 | 3.78 |
| Selection of Format of Classes (face-to-face, online, hybrid) | 3.72 | 4.00 |
| Quality of Online Components in Courses | 3.12 | 3.44 |
| Ease of Registering for Courses | 2.50 | 2.94 |
| Quality and Use of Adjunct Instructors | 2.61 | 3.28 |

Overall, students seem to be "satisfied" or "very satisfied" with the counseling program; 60% of all responses were either satisfied or very satisfied. Mean scores across nearly all metrics are above 3, with a score of 3 reflective of areas where students might hold more "neutral" perceptions. Metrics where the scores are near 3 or lower (i.e., < 3.25) may be areas for potential improvement in the program. Some of these areas include the time of day in which practicum

and internship courses are offered, advisement, quality of online components of courses, and most notably ease of registration and use of adjunct instructors.

Many of the areas for improvement are related to course structure and offerings, and programmatic/institutional operations. Foremost, the program coordinator will work with the department chair and faculty to ensure that course offerings are reflective of the student body's needs. Historically, student opinions on course offerings have varied widely and most students reported favorable views on the matter. Nevertheless, this metric will be monitored and potentially reevaluated depending on future averages. Additionally, the program coordinator will explore potential areas for growth within the advisement procedures. It should be noted that these data were collected during a time of significant transition among the faculty. Therefore, the program coordinator will monitor the indicator on advisement to determine whether the lower responses are reflective of state or trait aspects of the program. The program coordinator will also work with the department chair and faculty to explore means to foster effective online education. We asked students in the most recent survey about their interests and 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 the respondents indicated preferences for 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. That change in delivery modality began in the Fall of 2023. As such, continued improvement in blended content delivery is likely warranted.

The chair of the counseling department has recently proposed program modifications that are targeted at alleviating some historical issues with registration. Unfortunately, the registration process is not under the control of the CMHC program or the counseling department. The department chair has conveyed the difficulties associated with registration to the administration on multiple occasions. As such, we will continue to aim to alleviate any aspects of registration within our power and advocate for change ongoing.

Lastly, the program coordinator is working with the department chair and faculty to foster adjunct effectiveness. The previous program coordinator aimed to facilitate an adjunct support committee, made up of core faculty, to ensure quality teaching across the curriculum. This idea will be reevaluated, as well as the potential creation of course leads.

Notably, when comparing the metrics of the recent graduates to the current students, there is a decline in all but three indicators. This may be interpreted as declining program quality and is receiving much of the program coordinator's attention. The program coordinator will continue to monitor students' perceptions and experiences and make efforts and recommendations to foster student satisfaction.

# 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, evaluate, and improve comprehensive developmental school counseling programs that meet the needs of the 21st century P-12 students' 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 of direct and indirect counseling services over 3 semesters during 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 the 2022-2023 academic year.

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

| Race/Ethnicity | Female | Male | Total |
|---|---|---|---|
| Asian | 2 | | 2 |
| Black or African American | 19 | 2 | 21 |
| Hispanic/Latino | 3 | | 3 |
| Unknown | 1 | | 1 |
| White | 11 | 1 | 12 |
| TOTAL | 36 | 3 | 39 |
| Age | Female | Male | Total |
| < 25 | 10 | 1 | 11 |
| 25-29 | 15 | 1 | 16 |
| 30-34 | 3 | 0 | 3 |
| 35-39 | 1 | 0 | 1 |
| 40-44 | 2 | 0 | 2 |
| 45-49 | 2 | 0 | 2 |
| 50 and over | 3 | 1 | 4 |
| TOTAL | 36 | 3 | 39 |

## Acceptance Rates

For the calendar year of 2022-2023, the SCHC program admitted 15% of the students who applied or began the application process; Most of those admitted enrolled in the program.

| Semester | Applied | Admitted | Enrolled | Acceptance Rate |
|---|---|---|---|---|
| 2022 Fall | 24 | 5 | 3 | 13% |
| 2023 Spring | 17 | 3 | 3 | 18% |
| 2023 Summer | 14 | 3 | 2 | 14% |
| TOTALS | 55 | 11 | 8 | 15% |

## Retention and Graduation

From Fall 2022 to Summer 2023, the Mercer University School Counseling program graduated 15 students. The School Counseling program has a 78% completion rate. The program's completion rate is defined as the percentage of admitted students who graduate from the program within the expected period. The completion rate reflects the percentage of students entering in 2019-2020 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 professional school counselors in Georgia public schools, they are encouraged to do so should they wish to be licensed.

| Mercer National Counselor Examination (NCE) (School Counseling program) | | | | |
|---|---|---|---|---|
| Year | N tested | MU pass rate | Mercer Mean | National Mean |
| Fall 2022 | 3 | 100% | 121.0 | 110.0 |
| Spring 2023 | 2 | 100% | 119.0 | 115.7 |

## School Counselor State Test

The examination for school counselors in the state of Georgia, called the **Georgia Assessments for the Certification of Educators** (GACE) School Counseling test, leads to a certification in school counseling. 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 successfully passing GACE allow Mercer University to endorse the school counseling graduate for certification in Georgia as a professional school counselor. All graduating students completed the GACE at the time of this report. The results for GACE 103 and 104 tests during the period of September 2022 to August 2023 are provided below. All graduating students passed the GACE 103 giving us a 100% pass rate, and all students but one passed the GACE 104, giving us a 93% pass rate as of August 2023. Currently, all our graduates are certified and employed so either the one student who did not pass the GACE 104 re-took the test later and passed, or a student from another university erroneously listed Mercer University as

their institution (during the test period one additional person took the GACE 104 than listed for the GACE 103). Because we do not see the test-taker's name, we can't know for certain. See the results in the charts below.

**Annual Summary Report**
**Test: 103 School Counseling Test I**
Examinees: Admitted
Test Year: SEP-2022 TO AUG-2023
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 | 375 | 345 | 92 | 13 | 13 | 100 |

**Annual Summary Report**
**Test: 104 School Counseling Test II**
Examinees: Admitted
Test Year: SEP-2022 TO AUG-2023
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 | 391 | 355 | 91 | 14 | 13 | 93 |

## 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 2022-2023 year, students in all the counseling programs, including SCHC, achieved an overall pass rate of 94% (Fall), and 96% (Spring).

| Mercer Counselor Preparation Comprehensive Examination (CPCE) Pass Rates 2022-2023 (All programs – CMH, SCH, and REHB) | | | | |
|---|---|---|---|---|
| Year | N testing | MU pass rate | Mercer Mean | National Mean |
| Fall 2022 | 62 | 94% | 85.0 | 80.56 |
| Spring 2023 | 47 | 96% | 88.0 | 85.10 |

## 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. All 14 graduates reported that they have obtained a job as a school counselor in a P-12 school setting in Georgia. This gives the SCHC program an employment rate of 100%.

## Site Supervisor SCHC Program Evaluation

At the end of the Spring 2023 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's training and communication with the program throughout the clinical experience. No school counseling supervisors responded to the survey. 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.

Last year, seven site supervisors responded to the survey sent. The table below shows that the site supervisors' evaluation of the school counseling program was generally positive in all areas. 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.

| 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 with 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, and 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 to deal 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 |

## Employer Program Evaluation

A survey was sent to the employers of recent graduates in August 2023. No employers responded to the survey despite numerous emails sent.

## Students and Graduate Program Evaluation

In the Spring of 2023, a request for a program/curricular evaluation was sent to students and recent graduates of all counseling programs. A total of two individuals from the SCHC program (one current student and one alum) responded to the evaluation. All individuals were asked to

rate their level of satisfaction with various aspects of the program. The table below indicated that while the level of satisfaction was mixed the majority were positive.

| Question | Very Dissatisfied | | Dissatisfied | | Neutral | | Satisfied | | Very Satisfied | |
|---|---|---|---|---|---|---|---|---|---|---|
| Choice of Elective Topics | 0.00% | 0 | 0.00% | 0 | 0% | 1 | 0% | 0 | 100.00% | 2 |
| Current Course Offerings | 0.00% | 0 | 0.00% | 0 | 0% | 0 | 100% | 2 | 0.00% | 0 |
| Time of Day of Practicum/Internship Courses | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 100.00% | 2 | 0.00% | 0 |
| Orientation to Program | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 50.00% | 1 | 50.00% | 1 |
| Advisement | 0.00% | 0 | 100.00% | 2 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 |
| Online Course Offerings | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 100.00% | 2 | 0.00% | 0 |
| Orientation to Practicum/Internship | 0.00% | 0 | 50.00% | 1 | 0.00% | 0 | 0.00% | 0 | 50.00% | 1 |
| Degree of Difficulty of the Coursework | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 100.00% | 2 |
| Training in Counseling Ethics | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 100.00% | 2 |
| Training in Counseling Theories | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 100.00% | 2 |
| Training in Counseling Skills | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 100.00% | 2 |
| Class sizes | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 50.00% | 1 | 50.00% | 1 |
| Preparedness for Working with Clients | 0.00% | 0 | 0.00% | 0 | 18.18% | 2 | 50.00% | 1 | 50.00% | 1 |
| Selection of format of classes (face-to-face, online, hybrid) | 0.00% | 0 | 50.00% | 1 | 0.00% | 0 | 0.00% | 0 | 50.00% | 1 |
| Quality of online components in courses | 50.00% | 1 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 50.00% | 1 |
| Ease of registering for courses | 0.00% | 0 | 100.00% | 2 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 |
| TOTAL | | 1 | | 6 | | 3 | | 9 | | 14 |

## Assessment of Student Learning and Performance

The counseling program faculty, including those who teach in the SCHC program, meet monthly to discuss the academic and professional disposition development of students in the program. Faculty advisors review all assessment data from LiveText (used in academic courses) and Supervision Assist (used in clinical courses) each semester and meet with students who score a "2" ("below expectations") or below on any of the rubrics. Students who are identified as a "student of concern" (scoring a "1" on any of the rubrics) are discussed in the monthly faculty meetings with movement towards a remediation plan. Below is a chart showing the Counseling faculty assessment of SCHC students' professional dispositions. All students were assessed as "Exceeds Expectations," "Meets Expectations," or "Near Expectations" for the desired dispositions of a school counselor-in-training, and no students received assessments of concern (a score of a "2" or a "1").

| | Exceeds Expectations/ Demonstrates Competencies (5 pts) | Exceeds Expectations/ Demonstrates Competencies (5 pts) | Meets Expectations/ Demonstrates Competencies (4 pts) | Meets Expectations/ Demonstrates Competencies (4 pts) | Near Expectations/ Developing Towards Competencies (3 pts) | Near Expectations/ Developing Towards Competencies (3 pts) | Below Expectations/ Unacceptable (2 pts) | Below Expectations/ Unacceptable (2 pts) | Harmful (1 pts) | Harmful (1 pts) | n | Mean | Mode | Stdev |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Respect | 67 | 90.54% | 7 | 9.46% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 74 | 4.905 | 5.000 | 0.293 |
| Leadership | 62 | 83.78% | 10 | 13.51% | 2 | 2.70% | 0 | 0.00% | 0 | 0.00% | 74 | 4.811 | 5.000 | 0.455 |
| Flexibilty | 65 | 87.84% | 7 | 9.46% | 2 | 2.70% | 0 | 0.00% | 0 | 0.00% | 74 | 4.851 | 5.000 | 0.425 |
| Collaboration | 67 | 90.54% | 6 | 8.11% | 1 | 1.35% | 0 | 0.00% | 0 | 0.00% | 74 | 4.892 | 5.000 | 0.351 |
| Reflection | 66 | 89.19% | 8 | 10.81% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 74 | 4.892 | 5.000 | 0.311 |
| Advocacy | 66 | 89.19% | 8 | 10.81% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 74 | 4.892 | 5.000 | 0.311 |
| Counselor Efficacy | 64 | 86.49% | 9 | 12.16% | 1 | 1.35% | 0 | 0.00% | 0 | 0.00% | 74 | 4.851 | 5.000 | 0.392 |

| | | |
|---|---|---|
| Respect | 67 (90.54%) | 7 (9.46%) |
| Leadership | 62 (83.78%) | 10 (13.51%) 2 (2.70%) |
| Flexibilty | 65 (87.84%) | 7 (9.46%) 2 (2.70%) |
| Collaboration | 67 (90.54%) | 6 (8.11%) 1 (1.35%) |
| Reflection | 66 (89.19%) | 8 (10.81%) |
| Advocacy | 66 (89.19%) | 8 (10.81%) |
| Counselor Efficacy | 64 (86.49%) | 9 (12.16%) 1 (1.35%) |

## Program Modifications

The school counseling program evaluation results indicated that a scrutiny of the program is required for improvement during the 2023 – 2024 academic year. Our certification pass rate remains at 100% revealing that students are acquiring the knowledge needed to be school counselors. 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. Despite a low number of responses to the student and alumni program evaluation survey, the results are being discussed by the department and a plan is in place to improve student advisement, streamline the practicum and internship orientation, improve ease of registering for courses, and increasing elective course options (all of which were rated by at least one of the two respondents as "very dissatisfied" or "dissatisfied"). An additional focus of the program in the upcoming year is to increase recruitment efforts for high-quality applicants to the school counseling program.

# Clinical Rehabilitation Counseling Annual Program Report

The Master of Science degree in Clinical Rehabilitation Counseling (CLRC) prepares candidates to provide rehabilitation services aimed at helping individuals with disabilities 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 2022-2023 is provided.

below:

| Race/Ethnicity | Females | Males | Total |
|---|---|---|---|
| Black or African American | 15 | 4 | 19 |
| Two or more races | 1 | 1 | 2 |
| White | 12 | 5 | 17 |
| **Total** | **29** | **10** | **39** |

| Age | Female | Male | Total |
|---|---|---|---|
| <25 | 7 | 0 | 7 |
| 25-29 | 9 | 3 | 12 |
| 30-34 | 3 | 1 | 4 |
| 35-39 | 2 | 4 | 6 |
| 40-44 | 1 | 1 | 2 |
| 45-49 | 5 | 0 | 5 |
| 50 and over | 2 | 1 | 3 |
| **Total** | **29** | **10** | **39** |

## Acceptance Rates

For the calendar year of 2022-2023, the CLRC program admitted 24% of the students who applied.

| Semester | Applied | Admitted | Enrolled | Acceptance Rate |
|---|---|---|---|---|
| 2022 Fall | 15 | 2 | 1 | 7% |
| 2023 Spring | 4 | 2 | 3 | 75% |
| 2023 Summer | 2 | 1 | 1 | 50% |
| TOTALS | 21 | 5 | 5 | 24% |

## Retention and Graduation

From Fall 2022 to Summer 2023, the Mercer University Clinical Rehabilitation Counseling program graduated 7 students. The CRC program has a 75% completion rate. The program's completion rate is defined as the percentage of admitted students who graduate from the program within the expected time. The completion rate reflects the percentage of students entering in 2019-2020 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 100% (n = 4) during the 2022-2023 academic year with an average NCE score above national means.

| Mercer National Counselor Examination (NCE) (Clinical Rehabilitation Counseling program) | | | | |
|---|---|---|---|---|
| Year | N tested | MU pass rate | Mercer Mean | National Mean |
| Fall 2022 | 2 | 100% | 119.5 | 110.0 |
| Spring 2023 | 2 | 100% | 122.0 | 115.7 |

In addition, CLRC students are eligible to take the exam to become a Certified Rehabilitation Counselor (CRC). According to student reports, CLRC students maintained an overall pass rate of 75% (n= 4) during the 2022-2023 academic year.

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

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| Mercer Counselor Preparation Comprehensive Examination (CPCE) Pass Rates 2022-2023 (All programs – CMH, SCH, and REHB) | | | | |
|---|---|---|---|---|
| Year | N testing | MU pass rate | Mercer Mean | National Mean |
| Fall 2022 | 62 | 94% | 85.0 | 80.56 |
| Spring 2023 | 47 | 96% | 88.0 | 85.10 |

*Employment Data*

Recent graduates were invited to complete a survey at the end of Spring 2023. Of the 8 CLRC graduates in Fall 2022, Spring 2023, and Summer 2023, 88% 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**

In the Spring of 2023, a survey was sent to site supervisors who are currently supervising counseling students in their Practicum or Internship courses. Twenty-one site supervisors responded to the survey, of which three 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 |
|---|---|---|---|
| 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): | | | |
| Ability to prepare students in counseling theory | 3 | 4.67 | 0.58 |
| Ability to prepare students in interpersonal skills and openness to feedback | 3 | 4.67 | 0.58 |
| Ability to prepare students in knowledge of counseling skills and techniques | 3 | 4.33 | 1.15 |
| Ability to prepare students in cultural competence | 3 | 4.00 | 1.00 |
| Ability to prepare students in ethical decision-making skills in ethical issues | 3 | 4.33 | 0.58 |
| Ability to prepare students with research analysis skills | 3 | 3.33 | 1.53 |
| Ability to prepare students to work with special populations (i.e. LGBT clients, and individuals with disabilities) | 3 | 5.00 | 0.00 |
| Ability to prepare students to deal 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 by CE workshop for site supervisors, particularly if the training was offered online.

Student and Graduate Program Evaluation
In the Spring of 2023, a request for a program/curricular evaluation was sent to students and recent graduates of all counseling programs. In total, three 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 |
| --- | --- |
| Choice of Elective Topics | 2.80 |
| Current Course Offerings | 3.25 |
| Time of Day of Practicum/Internship Courses | 3.60 |
| Orientation to Program | 4.20 |
| Advisement | 4.40 |
| Online Course Offerings | 3.25 |
| Orientation to Practicum/Internship | 3.40 |
| Degree of Difficulty of the Coursework | 4.40 |
| Training in Counseling Ethics | 4.80 |
| Training in Counseling Theories | 4.00 |
| Training in Counseling Skills | 3.40 |
| Class sizes | 4.40 |
| Preparedness for Working with Clients | 3.60 |
| Selection of format of classes (face-to-face, online, hybrid) | 4.00 |
| Quality of online components in courses | 4.00 |
| Ease of registering for courses | 3.00 |
| Quality and use of adjunct instructors | 3.80 |

Overall, students seem to be satisfied with the CLRC program. Specifically, they seemed to be most satisfied with the training in Counseling Ethics, advising, orientation to the program, class sizes, and degree of difficulty of the program. The areas of course registration, course offerings, and online components in courses produced lower scores, although still above average. 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. Elective Topics scored below average because the current CLRC program of study does not include electives. Qualitative feedback indicates that students felt prepared overall, and valued the faculty, advising, the hours of course offerings, and the ability to engage across programs to help each other. They indicated "The curriculum and professors are amazing" and that they received "an extensive education in mental health and disability.". Student feedback also indicated they would appreciate the opportunity to take electives and they would like a better understanding of the RSA grant and its stipulations.

Assessment of Student Learning and Performance

The counseling program faculty discuss 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 interests and 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 the respondents indicated preferences for 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. That change in delivery modality began in the Fall of 2023

# 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 the College of Professional Advancement. The mission of the 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 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. The 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 2022 – 2023 is provided below:

| College of Professional Advancement Ph.D. Program | | | |
|---|---|---|---|
| **Race/Ethnicity** | **Females** | **Males** | **Totals** |
| Asian | 3 | | 3 |
| Black or African American | 26 | 4 | 30 |
| Hispanic/Latino | 2 | | 2 |
| Unknown | 1 | | 1 |
| White | 11 | 4 | 15 |
| **Grand Total** | **43** | **8** | **51** |
| **Age** | **Females** | **Males** | **Totals** |
| <25 | 0 | 0 | 0 |
| 25-29 | 9 | 0 | 9 |
| 30-34 | 12 | 4 | 16 |
| 35-39 | 5 | 2 | 7 |
| 40-44 | 8 | 1 | 9 |
| 45-49 | 2 | | 2 |
| 50 and over | 7 | 1 | 8 |
| **Grand Total** | **43** | **8** | **51** |

## Acceptance Rates

For the calendar year of 2022-2023, the Ph.D. program admitted 18% of the students who applied. The chart below outlines the number of individual inquiries, applications, admission offers, and enrollment numbers for the 2022-2023, academic year.

| Semester | Applied | Admitted | Enrolled | Acceptance Rate |
|---|---|---|---|---|
| 2022 Fall | 50 | 19 | 9 | 18% |

## *Graduation numbers and Completion Rate*

From Fall 2022 to Summer 2023, the Mercer University Ph.D. program graduated 7 students. The current completion rate is 25%. A program's completion rate is defined as the percentage of admitted students who graduate from the program within the expected period. Many of our students take classes on a part-time basis. The completion rate reflects the percentage of students who entered in Fall 2016 who 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 2022 – 2023 academic year. The results are scored on a scale from "1- Harmful to 5 – Exceeds" in terms of students' ability to meet the student's learning outcomes (SLOs). The program targets for mean scores of 4.0 or higher.

| Program Objective | KPI | SLO | Mean |
|---|---|---|---|
| **Leadership/Advocacy** | | | **Mean** |
| 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 | 5 |
| | | Can apply advanced knowledge of theories and components of multicultural competency to teaching, service, and scholarship | 5 |
| | | Articulate models of effective leadership in the field | 4.96 |
| **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 that 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 | 4.43 |
| | | Knows and can articulate techniques of instruction that meet the developmental needs of graduate-level students | 4.57 |
| | | Develops a personal pedagogical theory and teaching style | 4.57 |

| | | | |
|---|---|---|---|
| | | 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 | 5 |
| | | Effectively applies theories of instruction that meet the developmental needs of graduate-level students | 5 |
| | | Design lesson plans that appropriately meet learning outcomes | 5.00 |
| | | Utilizes professional communication with students | 4.75 |
| **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 | 3.86 |
| | | 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) | 5 |
| | | Encouragers: Includes Minimal Encouragers & Door Openers such as "Tell me more about...", "Hmm" | 5 |

| | | | |
|---|---|---|---|
| | | Questions: Use of Appropriate Open & Closed Questioning (e.g., avoidance of double questions) | 5 |
| | | Reflecting - Paraphrasing: Basic Reflection of Content – Paraphrasing (With couples and families, paraphrasing the different clients' multiple perspectives | 5 |
| | | Reflecting - Reflection of Feelings: Reflection of Feelings (With couples and families, the reflection of each clients' feelings) | 5 |
| | | Reflecting - Summarizing: Summarizing content, feelings, behaviors, & plans (With couples and families, summarizing relational patterns of interaction) | 5 |
| | | Advanced Reflection (Meaning): Advanced Reflection of Meaning, including Values and Core Beliefs (taking counseling to a deeper level) | 5 |
| | | Confrontation: The counselor challenges clients to recognize & evaluate inconsistencies. | 5 |
| | | 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) | 5 |
| | | The focus of Counseling: The counselor focuses (or refocuses) clients on their therapeutic goals (i.e., purposeful counseling) | 5 |

| | | | |
|---|---|---|---|
| | | Facilitate Therapeutic Environment: Empathy & Caring: Expresses accurate empathy & care. The counselor is "present" and open to clients. (includes immediacy and concreteness) | 5 |
| | | Facilitate Therapeutic Environment: Respect & Compassion: Counselor expresses appropriate respect & compassion for clients | 5 |
| **Research** | | | |
| To prepare students to develop their identities as scholars and become 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* | N/A |
| | | Understand the importance of research activities in the counseling profession* | N/A |
| | | Able to collect and analyze data in line with project outcomes * | N/A |
| | | Demonstrates knowledge of how to develop research questions and hypotheses appropriate for research in the field. | 4.00 |
| | | Articulates various research designs and methodologies for the production of original research | 4.00 |
| | | Develop 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 | 5 |
| | | Understands the elements of an effective supervisory relationship | 5 |
| | | Knows and can articulate modes and methods of supervision intervention and the gatekeeper function | 5 |
| | | Knows the tools and process for evaluation of supervisees | 5 |
| | | Can articulate salient legal and ethical considerations in the provision of clinical supervision | 5 |
| | | Is familiar with recent and relevant research in clinical supervision | 5 |
| | | Ability to effectively apply theories and models of supervision | 5.00 |
| | | Establishes an effective supervisory relationship | 5.00 |
| | | Can 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 practices in the 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 of 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. | 4.57 |
| | | Professional Behavior: Behaves professionally towards supervisors, peers, & clients (e.g., emotional regulation). Is respectful and appreciative of the culture of colleagues and can effectively collaborate with others. | 4.57 |
| | | Professional & Personal Boundaries: Maintains appropriate boundaries with supervisors, peers, & clients. | 4.43 |
| | | Knowledge & Adherence to Site and Course Policies: Demonstrates an understanding & appreciation for all counseling site and course policies & procedures. | 4.57 |
| | | Record Keeping & Task Completion: Completes all weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report). | 4.57 |
| | | Multicultural Competence in Counseling Relationship: Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, | 5 |

| | | religion, sexual orientation, disability, social class, etc.) and awareness of and responsiveness to ways in which culture interacts with the counseling relationship. | |
| --- | --- | --- | --- |
| | | 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. | 4.86 |
| | | Motivated to Learn & Grow / Initiative: Demonstrates engagement in learning & development of his or her counseling competencies. | 4.86 |
| | | Openness to Feedback: Responds non-defensively & alters behavior per supervisory &/or instructor feedback. | 4.86 |
| | | Flexibility & Adaptability: Demonstrates ability to adapt to changing circumstances, unexpected events, & new situations. | 4.57 |
| | | Congruence & Genuineness: Demonstrates ability to be present and "be true to oneself" | 5 |

*These data are assessed if a student chooses research during their internship.

## 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 2023, a program evaluation survey was sent to students and recent graduates of all counseling programs. In total, 10 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):

|  | Mean Student |
|---|---|
| The clarity and appropriateness of admission criteria | 3.45 |
| The orientation session | 3.22 |
| Faculty Advisement/Mentorship | 3 |
| Faculty Availability | 3.2 |
| Preparing you for your career goals | 3.2 |
| Training in Teaching | 3.1 |
| Training in Counseling Theories and Techniques | 3.67 |
| Training in Research | 3.11 |
| Training in Supervision | 3.33 |
| Training in Leadership and Advocacy | 3.33 |
| Advanced Practicum Experiences | 3.22 |
| Opportunities for Scholarship and Presentations | 2.9 |
| Doctoral Internship | 3.57 |
| Support in being successful | 3.2 |
| Comprehensive Exam | 2.83 |

## Program Modification Based on Feedback and Input from Stakeholders
The Ph.D. program was moved to a blended delivery modality to reflect input from students asking for more online/blended coursework to help with their schedules. The program has a new coordinator who is continuing the work begun in recent years to manualize key elements of the program, particularly the comprehensive exams and dissertation processes, to support better student outcomes based on clear expectations and policies. Scholarly writing and research skills continue to be a focus of assignments and class offerings for this program. Faculty are also considering options for additional student support such as expanding the peer mentorship program in the Chi Sigma Iota chapter to include doctoral-level students or offering other professional development programming outside of coursework.