



COLLEGE OF
PROFESSIONAL ADVANCEMENT

Department of Counseling

Annual Report for CACREP Accredited Programs

2023-2024

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 26 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 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
Black or African American	3	1	14	3	21
Hispanic/Latino	0	0	0	0	0
Nonresident Alien	0	0	0	0	0
Two or more races	0	0	0	0	0
Unknown	0	0	0	0	0
White	4	3	7	2	16
Total	8	4	23	5	38
	Female Totals		Male Totals		
	31 (76%)		9 (24%)		

Assessment of Student Learning and Performance Data

The counseling program faculty meet monthly to discuss the academic and professional development of students in the program. Faculty advisors review all assessment data from Student Learning and Licensure (used in academic courses) and Supervision Assist (used in clinical courses) each semester and identify any students who score below the threshold of a “3” (“near expectations”) on the rubrics. Academic advisors then schedule to meet with students who score a “2” (“below expectations”) or below. 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

Criteria for Professional Counseling Skills Evaluation for all programs

The Counselor Competencies Scale–Revised (CCS-R) assesses counselors’ and trainees’ skills development and professional competencies. Additionally, the CCS-R provides counselors and trainees with direct feedback regarding their demonstrated ability to apply counseling skills and facilitate therapeutic conditions, and their counseling dispositions (dominant qualities) and behaviors, offering the counselors and trainees practical areas for improvement to support their development as effective and ethical professional counselors. Students in the Department of Counseling and Mercer University will be evaluated by their faculty supervisor on their clinical

skills (CCS-R Part I) while enrolled in Counseling Skills courses and their programs' Practicum and Internship courses.

Scales Evaluation Guidelines

Exceeds Expectations / Demonstrates Competencies (5) = the counselor or trainee demonstrates strong (i.e., exceeding the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

Meets Expectations / Demonstrates Competencies (4) = the counselor or trainee demonstrates consistent and proficient knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s). A beginning professional counselor should be at the “Demonstrates Competencies” level at the conclusion of his or her practicum and/or internship.

Near Expectations / Developing towards Competencies (3) = the counselor or trainee demonstrates inconsistent and limited knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

Below Expectations (2) = the counselor or trainee demonstrates limited or no evidence of the knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

Harmful (1) = the counselor or trainee demonstrates harmful use of knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

The 2023-2024 mean scores for each of the program KPIs are displayed in the table below (Master’s degree and Doctoral program in separate tables):

Master’s Degree Program Objective #	KPI	SLO	Mean Score
1.a	Ethical Practice	Understands the importance of ethical standards	4.6
		Demonstrates applications of ethical and legal considerations	4.5
1.b	Professional Orientation	Understands the history, philosophy, organizations, roles, and functions associated with counselors and the profession	4.4
2	Social & Cultural Diversity	Demonstrates knowledge of social and cultural diversity theories and its application in a clinical setting	4.2

3	Human Growth & Development	Comprehends the biological, environmental, cultural, and systemic factors influencing individual development through the lifespan	5
4	Career Development	Understands and demonstrates the use of career assessment data to make relevant career planning decisions	4.3
5	Group Counseling & Group Work	Comprehends group counseling theories, development, and approaches	5
6	Assessment & Testing	Understands approaches to assessment and evaluation	4.0
		Understands basic concepts of psychometrics	4.0
8	Research & Program Evaluation	Understands research methods and statistics	4.4
		Describes social and cultural implications for research results	4.4
9	Counseling Theories	Knowledge of Counseling Theories	4.75
		Articulates Personal Approach to Counseling	4.75

Doctoral Program Objective #	KPI	SLO	Mean Score
1. Counseling	To prepare students to demonstrate advanced expertise in the application of theories and conceptual models of counselor education, supervision, practice, and research	Advanced knowledge of counseling theory, ability to apply an advanced conceptualization of counseling theory to practice	5
		Advanced understanding of contextualized background for psychotherapeutic work	5
2. Supervision	To prepare students for the role of counselor supervisor and gatekeeper in the profession	Knows and can articulate theories and models of supervision	4.2
		Understands the elements of an effective supervisory relationship	4.2
		Knows and can articulate modes and methods of supervision intervention and the gatekeeper function	4.2
		Knows the tools and process for evaluation of supervisees	4.2
		Can articulate salient legal and ethical considerations in the provision of clinical supervision	4.2
		Is familiar with recent and relevant research in clinical supervision	4.2

3. Teaching	To prepare students to be teachers and evaluators of graduate-level students in counselor education programs	Knows and can articulate theories of instruction that meet the developmental needs of graduate-level students	4.5
		Knows and can articulate techniques of instruction that meet the developmental needs of graduate-level students	4.6
		Develops a personal pedagogical theory and teaching style	4.1

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	10	3	13
Black or African American	70	17	87
Hispanic/Latino	31	6	37
Native Hawaiian or Other Pacific Islander	1		1
Nonresident Alien	4		4
Two or more races	4	1	5
Unknown	5	1	6
White	112	29	141
Grand Total	237	57	294
Age	Females	Males	Totals
< 25	70	11	44
25-29	98	20	133
30-34	30	10	45
35-39	12	6	19
40-44	10	4	37

45-49	4	2	13
50 and over	13	4	3
Grand Total	237	57	294

Acceptance Rates

For the academic year of 2023-2024, the CMHC program admitted 24% of the students who applied.

Semester	Applied	Admitted	Enrolled	Acceptance Rate
2023 Fall	242	64	51	21%
2024 Spring	85	29	28	33%
2024 Summer	58	14	12	21%
Totals	385	107	91	24%

Graduation

From Fall 2023 to Summer 2024, the Mercer University CMHC program graduated 70 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 98% during Fall 2023 and 95% during Spring 2024 semesters. This was above the national pass rates of 91% and 92% 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 2023	28	98%	118.7	111.1
Spring 2024	32	95%	118.3	112.5

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

Mercer Counselor Preparation Comprehensive Examination (CPCE) Pass Rates 2023-2024: Clinical Mental Health Counseling				
Year	N testing	CMHC pass rate	CMHC Mean	National Mean
Fall 2023	36	100%	89.1	76.45
Spring 2024	45	91%	90.6	87.09

Employment Data

Recent graduates were invited to complete a survey regarding employment. Of the individuals who responded, 90% 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 2024, 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 2024, a request for program/curricular evaluation was sent to students and recent graduates of all counseling programs. In total, 45 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
Choice of Elective Topics	3.43
Current Course Offerings	3.92
Time of Day of Practicum/Internship Courses	3.37
Orientation to Program	3.71
Advisement	3.04
Online Course Offerings	3.75
Orientation to Practicum/Internship	2.95
Degree of Difficulty of the Coursework	3.50
Training in Counseling Ethics	4.22
Training in Counseling Theories	3.75
Training in Counseling Skills	3.57

Overall, students reported satisfaction with the clinical mental health counseling program; 83% of all responses were either “somewhat satisfied” or “extremely 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. Further, nearly all scores either remained relatively flat or increased compared to the last report. Metrics where the scores are near 3 or lower (i.e., < 3.25) may be areas for potential improvement in the program. The only areas of note are advisement and orientation to practicum/internship, both of which saw declines since the last report. Notably, both advisement orientation to practicum/internship procedures are being reevaluated to provide more structure and rigor.

The program coordinator and department chair collaborated on creating course sequences for a variety of the common tracks students complete with the program. The course sequences were shared with faculty in the Fall 2024 semester and will be fully integrated into advisement for the Spring 2025 semester. Additionally, as of the Fall 2024 semester, students are required to meet with their advisor during their first semester of study via a call assignment. Also, the clinical coordinator has enhanced the orientation to practicum/internship through the incorporation of prerecorded videos placed within modules. It is also possible that the combination of improved advisement procedures may moderate the orientation to practicum/internship. Students were also asked to provide feedback on the effectiveness of training to deliver tele-mental health services withing the clinical mental health counseling program. Herein, the metrics were mostly positive, with 70% of respondents indicating the tele-mental health counseling training as at least slightly effective. However, this presents as an area of improvement. As such, the program coordinator will assess the current tele-mental health training methods embedded within the curriculum and work with faculty to propose and incorporate improvements. Additionally, the program coordinator will explore the possibility of offering elective

coursework in tele-mental health counseling. However, student feedback on elective offerings did not identify tele-mental health counseling as highly desired.

Students were also asked to provide open-ended feedback regarding their experiences within the program, as well as specific topics such as advisement and elective offerings. Some notable themes that emerged from the qualitative feedback included issues around advisement, practicum/internship orientation and course offerings, a sense of community among the student body, and quality of instructors and courses. Many of the concerns around advisement focused on limited contact with advisors. Notably, this feedback was collected prior to the new advisement procedures highlighted above. As such, the program coordinator will monitor feedback on advisement and respond accordingly. Student shared concerns about their orientation to practicum/internship, as well as the time in which practicum/internship courses are offered. Notably, this feedback was collected prior to the recent modification into the orientation to practicum/internship procedures highlighted above. Further, the student rating for “Time of Day of Practicum/Internship” was 3.37, a slight improvement compared to the last report. There may be a divide among students based on their needs and resources. As such, the program coordinator, in conjunction with the clinical coordinator, will monitor feedback on orientation to practicum/internship and respond accordingly. Also, the department chair and program coordinator have engaged in discussion regarding the possibility of daytime course offerings, which can serve in response to student concerns about the times in which practicum/internship are offered. Notably, 46% of respondents indicated “yes” to being interested in taking daytime courses, and 73% indicated either “yes” or “maybe.” The department chair and program coordinator will continue to explore the feasibility of piloting a daytime cohort for interested students. Students indicated concern regarding lacking a sense of community and/or belonging within the program, often referencing the blended format as influential. There is clear evidence that most students prefer the inclusion of some distance learning (e.g., frequency of distance education, consistency within the program, and quality). However, it is currently unclear if there is a preferred balance between in-person and distance learning. Notably, the department has aimed to have a more structured approach to distance learning for blended courses (e.g., designated in-person weeks of the semester). However, there is room for improvement and perhaps innovation from the department. Moreover, the program coordinator, with the support of faculty colleagues, has piloted a means of increasing support and effectiveness of adjunct faculty. Informal feedback from students and adjunct faculty has been positive, and more data is needed to determine the effectiveness. As such, the program coordinator will work with the department chair to determine potential courses of action, including fostering consistency throughout the program and possibly exploring minimum expectations for distance learning procedures. Students also shared other concerns that are largely out of the program’s and department’s control, such as registration. However, the program and department will continue to aim to alleviate any aspects of registration within their power and advocate for change ongoing.

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, 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 2023-2024 academic year.

College of Professional Advancement MS in SCHC Program Enrollment Demographics

Race/Ethnicity	Female	Male	Total
Asian	1		1
Black or African American	15	1	16
Hispanic/Latino	3		3
Unknown			
White	8	1	9
TOTAL	27	2	29
Age	Female	Male	Total
21 - 24	2	1	3
25 - 29	13	1	14
30 - 34	4	0	4
35 - 39	1	0	1
40 - 49	4	0	4
50 - 60	3	0	3
Over 60	0	0	0
TOTAL	27	2	29

Acceptance Rates

For the calendar year of 2023-2024, the SCHC program admitted 11% of the students who applied or began the application process; Most of those admitted enrolled in the program.

Retention

Semester	Applied	Admitted	Enrolled	Acceptance Rate
2023 Fall	31	3	3	10%
2024 Spring	20	3	3	15%
2024 Summer	10	2	1	10%
Totals	61	8	7	11%

and

Graduation

From Fall 2023 to Summer 2024, the Mercer University School Counseling program graduated 10 students. The School Counseling program has a 73% 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 (LPC). 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 in addition to certified as a school counselor.

Mercer National Counselor Examination (NCE) (School Counseling program)				
Year	N tested	MU pass rate	Mercer Mean	National Mean
Fall 2023	2	50%	79.5	111.1
Spring 2024	0	N/A	N/A	112.5

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 allows 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 2023 to August 2024 are provided below. All graduating students passed the GACE 103 and 104 giving us a 100% pass rate. Note that one student failed the 104 exam on the first attempt but passed on their second attempt. See the results in the charts below.

Annual Summary Report
Test: 103 School Counseling
Test I
 Examinees: Admitted
 Test Year: SEP-2023 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	304	282	93	16	16	100

Annual Summary Report
Test: 104 School Counseling Test II
 Examinees: Admitted
 Test Year: SEP-2023 TO AUG-2024
 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	308	271	88	17	16	94

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 2023-2024 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: School Counseling				
Year	N testing	SCH pass rate	SCH Mean	National Mean
Fall 2023	7	100%	78.6	76.45
Spring 2024	3	33%	69.3	87.09

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 10 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 2024 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. Seven school counseling supervisors responded to the survey. The program is committed to hearing and learning from the site supervisors regarding its effectiveness and relevance.

The table below represents evaluation results from all site supervisors' (including the school counseling supervisors, clinical mental health counseling supervisors, and clinical rehabilitation supervisors), showing generally positive reviews in all areas. Site supervisors also responded to the quality of education and training provided by the counseling program with responses that were also positive.

Question	Poor		Fair		Good		Very Good		Excellent		Not Applicable		Total
Ability to prepare students to apply counseling theory	0.00%	0	5.00%	2	17.11%	6	23%	8	52%	18	0.00%	0	34
Ability to prepare students in interpersonal	3%	1	3%	1	14%	5	20%	7	58%	20	0.00%	0	34

skills and openness to feedback													
Ability to prepare students in knowledge counseling skills and techniques	3%	1	3%	1	14%	5	20%	7	58%	20	0.00%	0	34
Ability to prepare students in cultural competence	0.00%	0	5%	2	11%	4	25%	10	52%	18	0.00%	0	34
Ability to prepare students in ethical decision-making skills in ethical issues	3%	1	5%	2	11%	4	20%	7	58%	20	0.00%	0	34
Ability to prepare students with research analysis skills	0.00%	0	3%	1	20%	7	28%	8	38%	13	14%	5	34
Ability to prepare students to work with a variety of populations (e.g. LGBT clients, and individuals with disabilities)	0.00%	0	3%	1	14%	5	32%	11	50%	17	0%	0	34
Ability to prepare students to deal with substance use	3%	1	5%	2	23%	8	17%	6	29%	10	20%	7	34
Ability to prepare	6%	2	3%	1	12%	4	18%	6	51%	17	9%	3	34

students in professional dispositions													
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Employer Program Evaluation

A survey was sent to the employers of recent graduates in August 2024. No employers responded to the survey despite numerous emails sent.

Students and Graduate Program Evaluation

In the Spring of 2024, a request for a program/curricular evaluation was sent to students and recent graduates of all counseling programs. A total of three individuals from the SCHC program (three current students, and zero 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 (1)		Dissatisfied (2)		Neutral (3)		Satisfied (4)		Very Satisfied (5)	
Choice of Elective Topics	0.00%	0	0.00%	0	0%	0	0%	0	100.00%	3
Current Course Offerings	0.00%	0	0.00%	0	0%	0	0%	0	100.00%	3
Time of Day of Practicum/Internship Courses	0.00%	0	100.00%	3	0.00%	0	0.00%	0	0.00%	0
Orientation to Program	0.00%	0	0.00%	0	0.00%	0	100.0%	3	0.00%	0
Advisement	0.00%	0	100.00%	0	0.00%	0	0.00%	0	100.00%	3
Online Course Offerings	0.00%	0	0.00%	0	0.00%	0	100.0%	3	0.00%	0
Orientation to Practicum/Internship	0.00%	0	0.00%	0	0.00%	0	100.0%	3	0.00%	0
Degree of Difficulty of the Coursework	0.00%	0	0.00%	0	0.00%	0	100.0%	3	0.00%	0
Training in Counseling Ethics	0.00%	0	0.00%	0	0.00%	0	0.00%	0	100.00%	3
Training in Counseling Theories	0.00%	0	0.00%	0	0.00%	0	0.00%	0	100.00%	3
Training in Counseling Skills	0.00%	0	0.00%	0	0.00%	0	100.0%	3	0.00%	
TOTAL		0		3		0		15		15

Program Modifications

The school counseling program evaluation results are used to improve program delivery for the 2024 – 2025 academic year. Our certification pass rate remains at 100% indicating 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. Last year, student advisement was identified as an area for improvement. This year, despite a low number of responses to the student and alumni program evaluation survey, the student survey indicated a 100% positive perception of student advisement (mean score of “5”), significantly higher than last after faculty put additional advising supports in place for the 2023-2024 school year. Results from this year’s survey are being discussed by the department and a plan is in place to more effectively orient and onboard students for their practicum and internship experiences and find ways to improve communication with site supervisors during the clinical experience as request by site supervisors in the annual survey.

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 2023-2024 is provided below:

Race/Ethnicity	Females	Males	Total
Black or African American	12	3	16
Hispanic/Latino	1		1
Two or more races	1	1	2
White	12	4	16
Total	27	8	35

Age	Female	Male	Total
21 - 24	1	0	1
25 - 29	13	3	15
30 - 34	4	1	5
35 - 39	0	3	3
40 - 49	8	1	9
50 - 60	2	0	2
Total	27	8	35

Acceptance Rates

For the calendar year of 2023-2024, the CLRC program admitted 18% of the students who applied.

Semester	Applied	Admitted	Enrolled	Acceptance Rate
2023 Fall	8	2	2	25%
2024 Spring	7	1	1	14%
2024 Summer	7	2	1	14%
Totals	22	5	4	18%

Retention and Graduation

From Fall 2023 to Summer 2024, the Mercer University Clinical Rehabilitation Counseling program graduated 12 students. The CRC program has a 67% 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 94% (n = 18) during the 2023-2024 academic year.

Mercer National Counselor Examination (NCE) (Clinical Rehabilitation Counseling program)				
Year	N tested	CLRC pass rate	CLRC Mean	National Mean
Fall 2023	10	100%	115.33	111.1
Spring 2024	8	88%	106.0	112.5

In addition, CLRC students are eligible to take the exam to become a Certified Rehabilitation Counselor (CRC). According to student reports, 11 CLRC students successfully completed the CRC exam during the 2023-2024 academic year.

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

Mercer Counselor Preparation Comprehensive Examination (CPCE) Pass Rates 2023-2024: Clinical Rehabilitation Counseling				
Year	N testing	CLRC pass rate	CLRC Mean	National Mean
Fall 2023	9	100%	89.0	76.45
Spring 2024	11	82%	87.4	87.09

Employment Data

Recent graduates were invited to complete a survey at the end of Spring 2024. Of the 12 CLRC graduates in Fall 2023, Spring 2024, and Summer 2024, 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

In the Spring of 2024, a survey was sent to site supervisors who are currently supervising counseling students in their Practicum or Internship courses. Thirty-eight site supervisors responded to the survey. Results indicate that students are performing on average, “Very Good” to “Excellent” and 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	34	4.24	0.94
Ability to prepare students in interpersonal skills and openness to feedback	34	4.29	1.02
Ability to prepare students in knowledge of counseling skills and techniques	34	4.29	1.02
Ability to prepare students in cultural competence	34	4.29	0.89
Ability to prepare students in ethical decision-making skills in ethical issues	34	4.26	1.07
Ability to prepare students with research analysis skills	34	4.41	1.06
Ability to prepare students to work with special populations (i.e. LGBT clients, and individuals with disabilities)	34	4.29	0.82
Ability to prepare students to deal with substance use	34	4.26	1.34
Ability to prepare students in professional dispositions	33	4.33	1.25

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 2024, a request for a program/curricular evaluation was sent to students and recent graduates of all counseling programs. One individual 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	4.00
Current Course Offerings	4.00
Time of Day of Practicum/Internship Courses	4.00
Orientation to Program	5.00
Advisement	5.00
Online Course Offerings	4.00
Orientation to Practicum/Internship	5.00
Degree of Difficulty of the Coursework	5.00
Training in Counseling Ethics	4.00
Training in Counseling Theories	4.00
Training in Counseling Skills	3.00

Overall, students seem to be satisfied with the CLRC program. Specifically, they seemed to be most satisfied with the orientation to the program, advisement, and orientation to practicum/internship. The qualitative data suggests that students may like to receive more telehealth instruction, and 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 continue to be a challenge 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 faculty is by far the biggest strength of this program. The majority are passionate, experienced, knowledgeable, and wonderful instructors. Significant effort is put into developing these courses and executing them in an engaging manner. The program being CACREP accredited is also a significant strength. Finally, the numerous opportunities we must participate in conferences, both in-person and virtual, creates space for networking, increasing my knowledge base, and prepares me for what continuing education can look like after graduation.” Student feedback continues to indicate they would appreciate the opportunity to take electives, and state that instructors who leverage additional sources such as articles, videos, and podcasts to help them feel more in touch with current issues. They also have a concern that while virtual and blended classes are more convenient, they are taught in ways that are not engaging.

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. 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, based on stakeholder feedback. That change in delivery modality began in the Fall of 2023. In addition, we are beginning to evaluate current courses to align with 2024 CACREP standards.

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 2023 – 2024 is provided below:

College of Professional Advancement Ph.D. Program			
Race/Ethnicity	Females	Males	Totals
Asian	4		4
Black or African American	34	6	40
Hispanic/Latino	2		2
Non-Resident Alien	1		1
Unknown	2		2
White	9	6	15
Grand Total	52	12	64
Age	Females	Males	Totals
21 - 24	0	0	0
25 - 29	8	0	8
30 - 34	13	5	18
35 - 39	10	4	14
f			
50 - 60	3	0	3
Over 60	3	1	4
Grand Total	52	12	64

Acceptance Rates

For the calendar year of 2023-2024, 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
2023 Fall	30	12	10	40%

Graduation numbers and Completion Rate

From Fall 2023 to Summer 2024, the Mercer University Ph.D. program graduated 7 students. The current completion rate is 67%. A program's completion rate is defined as the percentage of admitted students who graduate from the program within the expected 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.

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	3.33
The orientation session	3.22
Faculty Advisement/Mentorship	3.00
Faculty Availability	3.17
Preparing you for your career goals	3.00
Training in Teaching	3.40
Training in Counseling Theories and Techniques	3.50
Training in Research	2.67
Training in Supervision	3.50
Training in Leadership and Advocacy	3.50
Advanced Practicum Experiences	3.25
Opportunities for Scholarship and Presentations	2.83
Doctoral Internship	3.00
Support in being successful	2.67
Comprehensive Exam	3.00

Program Modification Based on Feedback and Input from Stakeholders

Scholarly writing and research skills continue to be a focus of assignments and class offerings for this program. The Chi Sigma Iota chapter has included doctoral-level students in the peer mentorship program = to better support student success and networking with other doctoral student at different stages of the program. A dissertation bootcamp workshop, facilitated by an alumni, was offered over the summer to everyone in dissertation phase. Faculty continue to look for opportunities to improve the curriculum as changes are made to bring the program in alignment with the 2024 CACREP standards.