



# LAGRANGE COLLEGE

## CLINICAL MENTAL HEALTH COUNSELING PROGRAM

### 2019-2020 Student Outcome Report

#### CMHC Program (August 2019 - August 2020)

	Number of Graduates	Number of students who graduated in 2 years	Number of students who graduated in 3 years	Number of students who graduated in more than 3 years	CPCE Exam Rate	*Employment Rates
LaGrange College CMHC Program	9	6	2	1	89%	78%

**\*CPCE Exam Rate:** CMHC students complete the Counselor Preparation Comprehensive Examination (CPCE) during their next to last semester in the program. Baseline for passing CPCE were modified due to Covid-19 testing conditions. One student did not pass CPCE Exam. However, student was not required to retake exam prior to graduating due to CMHC program accommodations related to covid-19.

**\*Employment Rates:** Based on students obtaining employment within **6 months of graduation**.

## 2020 CMHC Program Graduate Evaluation Information

	Program Experience (Above Average/Average)	Program Effectiveness (Above Average/Average)	Felt Supported by Faculty/Staff (Above Average/Average)	Recommend Program (Yes)
*LaGrange College CMHC Program graduate responses	100%	100%	100%	100%

\***Graduate evaluation data** (7 out of 9 graduate responses) was compiled from the LaGrange College CMHC Program graduation survey.

\*Students were asked if the program met the goals and needs of a beginning counselor; below are selected narrative responses:

1. Yes, the program equipped me with the tools, knowledge, experiences, and support from my professors that has enabled me to perform as a proficient and efficient beginning counselor.
2. Yes, the faculty were always available and supportive if I had any questions or concerns about how I could improve my counseling abilities, or how to appropriately approach certain situations as a counselor. My field work and advocacy experience throughout the program were invaluable, and I learned so much. It was an overall rewarding experience, and I feel prepared to begin a career in counseling.

## Evaluation of Program Objectives

The LaGrange College CMHC program uses evaluation data to inform program modifications. The CMHC program utilizes a comprehensive assessment plan to evaluate program objectives. The plan outlines data collection over time to inform programmatic change. Data is analyzed and aggregated through excel, then conclusions are made to modify and inform program changes such as course materials, program research goals, recruitment, or expand opportunities for more engagement in program objectives.

### Program Objective 1:

**Develop knowledge and skills necessary for competent professional practice, while cultivating strong counselor identity.**

- a. Practice code of ethics relevant to counseling
- b. Demonstrate the ability to work with diverse populations.
- c. Design and implement effective counseling interventions in various settings with groups and individual clients.
- d. Develop a strong professional identity
- e. Utilize various research methods, assessments, and data to improve counseling effectiveness
- f. Work with a wide spectrum of biopsychosocial behaviors found in individuals, families, couples, and groups across the lifespan

### **Program Modifications for Program Objective 1:**

Based on the evaluation of program objective 1, The CMHC program identified **Key Performance Indicator (KPI)** assignments for each of the 8 CACREP common core areas (Section 2). Each of the Key Performance Indicators aligns with a CMHC program objective and specifically measures the knowledge and skills of the CACREP standard that the CMHC program chose to emphasize in student development. As you can see from the chart below, some courses and assignments were modified to better measure skill and knowledge of the KPI and all rubrics were updated to ensure the KPI was clearly being met by the student's submitted work. Below is the program evaluation data from the class of 2021.

<b>Professional Counseling Orientation &amp; Practice</b>	
<b>Program Objective:</b> Practice Code of Ethics Relevant to Counseling	
<b>KPI Measure 1</b>	
Rubric Item 3	100 % of students met KPI
Rubric tem 4	100 % of students met KPI
Rubric Item 5	100 % of students met KPI
Rubric Item 6	100 % of students met KPI
<b>KPI Measure 2</b>	
Rubric Item 3	Data will be collected in Summer of 2021

<b>Social and Cultural Diversity</b>	
<b>Program Objective:</b> Demonstrate the ability to work with diverse populations	

<b>KPI Measure 1</b>	
Rubric Item 2	100 % of students met KPI
Rubric Item 3	100 % of students met KPI
Rubric Item 4	100 % of students met KPI
<b>KPI Measure 2</b>	
Rubric Item 3	100% of students met KPI

<b>Human Growth and Development</b>	
<b>Program Objective:</b> Work with a wide spectrum of biopsychosocial behaviors found in individuals, families, couples, and groups across the lifespan	
<b>KPI Measure 1</b>	
Rubric Item 3	100 % of students met KPI
Rubric Item 4	100 % of students met KPI
<b>KPI Measure 2</b>	
Rubric Item 4	New item added to course rubric – data will be collected fall 2021 (class of 2022)

<b>Career Development</b>	
<b>Program Objective:</b> Work with a wide spectrum of biopsychosocial behaviors found in individuals, families, couples, and groups across the lifespan	
<b>KPI Measure 1</b>	
Rubric Item 1	100 % of students met KPI
Rubric Item 3	100 % of students met KPI
Rubric Item 7	100% of students met KPI

<b>Counseling and Helping Relationships</b>	
<b>Program Objectives:</b> Design and implement effective counseling interventions in various settings with groups and individual clients	
Work with a wide spectrum of biopsychosocial behaviors found in individuals, families, couples, and groups across the lifespan	
<b>KPI Measure 1</b>	
Rubric Item Non-Verbal Skills	100 % of students met KPI
Rubric Item Attending to Emotional Content	100 % of students met KPI
Rubric Item Advanced Questioning, Restating, and Reflecting	100 % of students met KPI

<b>KPI Measure 2</b>	
Rubric Item Professional Behavior	100% of students met KPI
Rubric Item Setting Solution Focused Goals	100% of students met KPI
Rubric Item Constructing Solutions and Exceptions	100% of students met KPI
<b>KPI Measure 3</b>	
Rubric Item Counseling Skills	Data will be collected in Summer of 2021
Rubric Item Conceptualization and Planning Skills	Data will be collected in Summer of 2021

<b>Group Counseling and Group Work</b>	
<b>Program Objective:</b> Design and implement effective counseling interventions in various settings with groups and individual clients	
<b>KPI Measure 1</b>	
Rubric Item 4	100 % of students met KPI
<b>KPI Measure 2</b>	
Rubric	90% of students met KPI

<b>Assessment and Testing</b>	
<b>Program Objective:</b> Utilize various research methods, assessments, and data to improve counseling effectiveness	
<b>KPI Measure 1</b>	
Rubric Item 1	100 % of students met KPI
<b>KPI Measure 2</b>	
Rubric Item 4	New Assignment - data will be collected in summer of 2021 (class of 2022)

<b>Research and Program Evaluation</b>	
<b>Program Objective:</b> Utilize various research methods, assessments, and data to improve counseling effectiveness	
<b>KPI Measure 1</b>	
Rubric Item 2	100 % of students met KPI
Rubric Item 3	100 % of students met KPI

<b>Clinical Mental Health Counseling</b>	
<b>Program Objective:</b> Utilize various research methods, assessments, and data to improve counseling effectiveness	
<b>KPI Measure 1</b>	
Rubric Item 3 (1 <sup>st</sup> year)	100 % of students met KPI
<b>KPI Measure 2</b>	
Rubric Item 3 (2 <sup>nd</sup> year)	100% of students met KPI
<b>KPI Measure 3</b>	
Rubric (1 <sup>st</sup> year)	New Assignment created in fall 2020; class of 2022 will have data
<b>KPI Measure 4</b>	
Rubric (2 <sup>nd</sup> year)	90% of students met KPI

**Follow Up Studies of Alumni, Employers, and Supervisors**

**Alumni Data:**

Majority of the Alumni who responded to the survey graduated in 2020 (N=7) with 17 total respondents. Seventy six percent of alumni indicated they were employed within 6-12 months of graduation, while only 35% indicated they have taken and passed the NCE exam. Alumni Data demonstrated that nine of eight core CACREP areas the participants were very satisfied with their training. However, Group Work was indicated at only satisfied with 5% indicating they were unsatisfied with their training in this section.

Employed 6-12 Months after Graduation	76%
Employed in Clinical Mental Health Counseling or Independent Practice	81%

**Supervisor/Employer Data:**

Majority of respondents were current supervisors of our internship students (72%) with the other participants being current employers. Data indicated all respondents were satisfied or very satisfied with their student or employee in all core CACREP areas. Like Alumni data reports, group work was the lowest core area with majority indicating "OK" as their satisfaction level of their students or employee's knowledge and skills. In order to address group work as the lowest core area, modifications were made to the course syllabus for group counseling skills in 2020 and 2021. Those modifications included a group proposal paper and presentation where students design a group for a selected population using an evidence-based theory, peer-reviewed journal articles, and evidence-based techniques for the group in 2020. In 2020, more reading quizzes were added, and reflective writing was included. In spring 2021, students were asked to be a group participant of any online support group that resonated with them to gain group experience. Students were given the option of using *support groups central*. Support groups central gives students multiple options to attend groups that pertain to them such as a depression group, anxiety, black women support group, LGBTQ, pandemic support, and the list goes on.

## **Future Program Modifications**

Based on the evaluation of program objective 1, the CMHC program will participate in the following:

1. Continue to evaluate student performance on Key Performance Indicator assignments to assess teaching and program effectiveness.
2. Continue to monitor Key Performance Indicator Assignments and make necessary changes to items on course rubrics.
3. After acknowledging the Alumni data, the Clinical Coordinator reached out to alumni and offered a meeting to help discuss the process for applying for the NCE and licensure in order to provide support. This outreach and graduate support will continue to occur each year to help our students succeed in achieving their career goals.
4. LaGrange College hopes to begin hosting the NCE for their students pending CACREP accreditation to ease access to testing centers.
5. The group counseling leadership skills rubric will be modified (completed late spring 2021)

### Program Objective 2:

**Develop competent professional who engage in advocacy, by enhancing awareness and creating a passion for social justice while implementing multiculturally competent practices**

### **Program Modifications for Program Objective 2:**

Based on the lack of social justice advocacy projects in previous school years, the CMHC faculty has been dedicated to increasing student participation in social justice activities. In the fall 2020 student annual review, most students indicated they had not engaged in any social justice projects. The CMHC program responded by focusing on increasing the infusion of multiculturalism in each of the courses offered in the program. The CMHC program has developed social justice programs such as *Courageous Conversations* (see description below) to highlight the need for advocacy for underserved and minority populations. The CMHC program has continued to encourage students to participate in community social justice projects. By the spring 2021 semester, the program saw an increase in participation in social justice projects with most students participating on average 1-2 advocacy projects. Social justice project data was collected through the 2021 spring semester annual review form. These advocacy projects ranged from substance use awareness advocacy to social justice advocacy (e.g. racial diversity advocacy and religious group advocacy).

In response to the tragic death of Mr. George Floyd in the summer of 2020, the CMHC program began discussing ways that the program could respond to the civil unrest that followed. With the lead of Dr. Muller, students began engaging in social justice conversations by participating in the program's *Courageous Conversations* series. *Courageous Conversations* are streamed on Facebook Live and focus on individual and systemic racism, privilege and oppression, and community healing. Since the creation of the *Courageous Conversation* series (summer 2020), 8 students have participated in this social justice initiative.

Modifications in class assignments have also been made to increase participation in social justice initiatives. Students enrolled in the *COUN 6007: Principles of Management, Consultation, Collaboration, and Advocacy* develop a workshop for a population in need of advocacy. The project requires students to research the identified group and select appropriate interventions, strategies, techniques to best serve the population. In the *COUN 5010: Social and Cultural Diversity* course, students engage in weekly in-class discussions about social justice along with participating in an immersion activity that requires

students to immerse themselves within a culture that they do not belong to. The students are also strongly encouraged to engage in the student led LPCA chapter where they hold advocacy outreach projects for the community such as Walk a Mile in Her Shoes which is a program that raises awareness for sexual assault and gender violence.

### **Future Program Modifications**

Based on the evaluation of program objective 2, the CMHC program will:

1. Continue to infuse multiculturalism in course materials, assignments, and projects
2. Develop and sponsor more social justice and advocacy programs to enrich students appreciation for assisting underserved populations increasing participation to 3 events per year.

### Program Objective 3

#### **Enhance engagement in professional organizations by increasing counselor identity**

- a. Provide multiple professional development opportunities
- b. Encourage student participation in professional organizations

#### **Program Modifications for Program Objective 3:**

Based on the lack of student engagement in professional organizations, the CMHC program began encouraging students to engage in professional trainings that interest them and their counseling careers. Program coordinator Dr. Veal disseminates professional development opportunities monthly to students. Faculty also encourages students to become members of local, regional, and state organizations such as the Licensed Professional Counselors Association of Georgia (LPCA). In 2020-2021 school year, 100% of students enrolled in practicum and internship were members of the American Counseling Association (ACA). In the Fall 2020 semester, 68% percent of students reported that they had participated in one or more workshops/trainings related to a professional organization. By the Spring 2021 semester, 80% of students indicated they had participated in one or more professional opportunities.

Based on the lack of professional development activities in previous school years, the CMHC faculty began encouraging students to participate in professional development activities such as attending conferences and participating in research projects. In the fall of 2020, 4% of students indicated that they had participated in one of the aforementioned professional engagement activities. Due to the various research interest and clinical experiences of the core CMHC faculty, the program has begun collaborating with students on projects to increase their professional development activities and establish research agendas of their own. In order to help increase opportunities for students to engage in professional research and presentations, all three faculty members collaborated with students to present at the 2021 Eastern Educational Research Association conference. Each faculty member had at least 3 students contribute and co-present during the conference. Faculty also collaborated with students on presentations for the 2021 Licensed Professional Counselors Association of Georgia conference. By the spring of 2021, 40% of the CMHC students have participated in scholarly research or presentations since fall 2020 semester.

### **Future Program Modifications**

Based on the evaluation of program objective 3, the CMHC program will participate in the following:

1. Continue to help students develop their counselor identity by educating students on the importance of engaging and joining professional organizations

2. Continue to encourage students to participate in local, state, and regional professional development opportunities
3. Develop and sponsor on-campus/virtual professional development opportunities for students to engage in
4. Based on the evaluation of program objective 4, the CMHC program will participate in the following:
5. Faculty will remain intentional about inviting students to engage in professional development activities and create research teams for state, regional, and national conferences. This intentionality among faculty increased student's confidence level and eagerness to engage in more professional development. Each faculty member will strive to develop at least one research team for the year and lead to students to participate in conferences or publications

#### Program Objective 4

**To provide opportunities for students to engage in activities that assist students in engaging in professionalism, self-awareness, and introspection.**

#### **Program Modifications for Program Objective 4:**

The annual student review measures dispositions bi-annually. The student annual review process began in the spring of 2018. The student review was conducted on an annual basis but was later amended to include two data collection points (fall and spring) in fall 2019. This was necessary to monitor student dispositional development, engagement in social justice/advocacy, and professional engagement. Faculty modified the self-report measure/rubrics, and core CMHC faculty scored rubrics in fall 2019. In 2019, the student annual review measures also included a score for knowledge and skills measuring the 8 CACREP foundational areas. This was amended in spring 2021 to omit those categories. Those categories are now measured more specifically by using specific CACREP Standards for each area using key performance indicators (KPI's) at specific points in time. Those KPI's are listed on the revised comprehensive assessment map. The student annual review was converted to a google doc to streamline the data collection process in fall 2019. The data is aggregated in Microsoft excel, then a rubric is filled out by the core CMHC faculty during a bi-annual meeting held each fall and spring. Annual Review of Students Rubric Data: CACREP Specialty Area of Clinical Mental Health Identity was added to the assessment rubric. Data was analyzed in fall 2019 for the first time and students appear to be developing on track. Two second year students received unsatisfactory scores and were placed on a remediation plan that included monthly advising appointments and resubmission of their portfolio mid reviews. Modifications were made to the student annual review that are listed above.

#### **Future Program Modifications**

1. The 2020-2021 dispositional data demonstrated that 100% of students are at target or exceeding target.
2. One consideration is that the measure is not an outcomes measure that is supported by evidence-based research, and that has been proven to be valid and reliable. Consideration of changing this measure to the Counselor Competencies Scale (CCS) Revised (Lambie, 2016) to have a more valid, reliable measure to evaluate dispositions.

### Program Objective 5

**To attract, enroll, and retain a diverse group of students and to create and support an inclusive learning community.**

#### **Program Modifications for Program Objective 5:**

Data has been used in the past to modify recruitment strategies and marketing materials. A new brochure was created in Fall 2019 and website modifications were made to attract more students and applicants. The CMHC faculty has also worked closely with the admissions office to fund travel to diverse colleges to set up booths at graduate fairs in order to network and attract students from a wider geographic area, including Historically Black Colleges and Universities to increase diversity of applicants and students. The current applicants for Fall 2021 included several students from various colleges and universities because of the recruitment strategies and the students indicated the participation and involvement at the graduate fairs was the large component of their decision to attend LaGrange College. This past year, Dr. Muller has participated in several virtual graduate fairs to recruit students from a variety of institutions in Georgia. Since the 2017 Cohort, students have changed in population majorities with ethnicities and gender due to recruiting efforts (see below).

	Ethnicity		Gender	
2017 Cohort	White	66%	Male	16%
	Black	25%	Female	83%
	Hispanic	9%		
2018 Cohort	White	21%	Male	14%
	Black	78%	Female	85%
2019 Cohort	White	90%	Male	20%
	Black	10%	Female	80%
2020 Cohort	White	81%	Female	54%
	Black	18%	Male	45%

#### **Future Program Modifications**

Based on the evaluation of program objective 5, the CMHC program will participate in the following:

1. Continue to participate and increase recruitment at Historically Black Colleges and Universities and surrounding graduate fairs in order to network and attract students from various colleges and universities.
2. Maintain an active presence on campus by offering educational sessions about the benefits of becoming a counselor through recruitment/informational meetings.
3. Collect applicant, alumni, and current student demographic data on a regular basis (see comprehensive assessment plan)