LAGRANGE COLLEGE
CLINICAL MENTAL HEALTH COUNSELING PROGRAM
2020-2021 Student Outcome Report

CMHC Program (Fall 2020 - Summer 2021) Graduate Data

	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	*Number of Students who passed the NCE within 6 months of graduation
CMHC Program	9	8	0	1	100%	78%	3

*CPCE Exam Rate: CMHC students complete the Counselor Preparation Comprehensive Examination (CPCE) during their next to last semester in the program.

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

*NCE: CMHC students registered and completed the National Counselor Examination (NCE) after graduating from the CMHC program. At the time of the data collection, 3 out of the 9 graduates had taken the NCE. By summer 2022 the pass rate for the NCE should be closer to 90% based on the administration of the NCE during the end of the program. This change reflects the recent CACREP accreditation award in the fall of 2021 allowing for the NCE administration during the program.

Graduate Evaluation Information

*Graduate evaluation data (8 out of 9 graduate responses) was compiled from the LaGrange College CMHC Program graduation survey.

100% of Graduates of the CMHC program felt "prepared" or "very prepared" to work with diverse population, design and implement treatment interventions for groups and individuals, and indicated developing a strong professional identity.

Professional Dispositions Preparedness

100% of Graduates of the CMHC Program felt "prepared" or "very prepared" by the program to maintain professionalism, practice self-awareness and introspection, practice advocacy and participate in social justice initiatives.

Training Experience

100% of Graduates of the CMHC program felt "prepared" or "very prepared" in the following categories of their development and understanding:

1. Ethical and legal considerations for the field of counseling
2. Essential interviewing, counseling, and case conceptualization skills
3. Group dynamics associated with process and development
4. The use of diagnosis in practice
5. Procedures for assessing risk including self-harm, aggression, and suicidal risk
6. Multicultural competencies and how they are applied in counseling practice
7. Techniques and interventions for prevention and treatment of a broad range of mental health issues
8. Use of appropriate testing and assessments
9. The importance of research in advancing the counseling profession, including how to critique research
10. Factors that affect human development, functioning, and behavior
11. The interrelationship between work, family, and other life factors in career development

Overall Experience in Program

100% of graduates rated the program faculty's knowledge of the course material, program effectiveness in preparation, and overall support received from faculty and staff as above average.

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

Students indicated feeling supported both professionally and personally throughout their development during the program. They felt challenged and empowered to navigate the discomfort of their counselor identity and feel confident to utilize their skills in the field of counseling after graduation.

*Students were asked if there was anything that the LaGrange College CMHC program can offer that would further enhance the student's overall program experience

> It would be awesome if there was more availability with different types of classes (especially something to the effect of working with certain demographics like counseling with those under 18, or counseling pertaining to gerontology, ie.)

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.

100% of Graduates of the CMHC Program met all KPI's measures in the following categories:
1. **Professional Counseling and Orientation**
2. **Social and Cultural Diversity**
3. **Human Growth and Development**
4. **Career Development**
5. **Counseling and Helping Relationships**
6. **Assessment and Testing**
7. **Research and Program Evaluation**

Other section KPI percentages are listed below:

8. **Clinical Mental Health Counseling**
   - 100% of Graduates of the CMHC Program met the KPI's Measure 1 under Clinical Mental Health Counseling
   - 100% of Graduates of the CMHC Program met the KPI's Measure 2 under Clinical Mental Health Counseling
   - 67% of Graduates of the CMHC Program met the KPI's Measure 4 under Clinical Mental Health Counseling
9. **Group Counseling and Group Work**
   - 100% of Graduates of the CMHC Program met the KPI's Measure 1 under Group Counseling and Group Work
   - 90% of Graduates of the CMHC Program met the KPI' Measure 2 under Group Counseling and Group Work

Follow Up Studies of Alumni, Employers, and Supervisors (Class of 2017 – Class of 2020)

Next follow up study will be completed in Fall 2022 with the new survey that addresses new KPI measurements implemented in 2021.

Alumni Data:
Majority of the Alumni who responded to the survey graduated in 2020 (N=8) 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.

Future Program Modifications
Continue to evaluate student performance on Key Performance Indicator assignments to assess teaching and program effectiveness.
LaGrange College hopes to begin hosting the NCE for their students

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

Fall 2020 data yielded a low response rate for social justice/advocacy engagement. The CMHC program modified the program to include more opportunities for students.

1. Courageous Conversations: Monthly roundtable discussions that focus on systemic racism, privilege and oppression, and community healing. Participants include community members, students, alumni, and faculty-led by Dr. Justin Muller
2. Increase in social justice/advocacy projects for COUN 6007
3. Modifications to COUN 6007 syllabus- or use this with #2
4. LPCA-GA SAO Engagement: Social Justice/Advocacy Chair created

Future Program Modifications
Partner with undergraduate minority organizations such as the Black Student Union on social justice and advocacy projects.
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

One of the largest improvements for the CMHC program was student engagement in professional leadership. From 2020-2021 school year, 100% students enrolled in practicum and internship were members of ACA, while 68% of all students reported that had participated in one or more workshops/trainings related to professional organization. Faculty collaborated with 40% of students to help them participate in scholarly research at the state and regional conference level. Therefore, by Spring 2021, 80% of students indicated some participation in one or more professional opportunity.

Program Objective 4:
To provide opportunities for students to engage in activities that assist students in engaging in professionalism, self-awareness, and introspection.

The 2020-2021 dispositional data demonstrated that 100% of students are at target or exceeding target.

Program Modifications for Program Objective 4:

- Key performance indicators (KPI's) were modified in spring 2021 to reflect specific CACREP standards more accurately at specific points in time.
- 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.
- The CACREP specialty area for CMHC identity was added to the student annual review and rubric.

Future Program Modifications

- 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.
Data has been used in the past to modify recruitment strategies and marketing materials. . The CMHC faculty has 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. .

	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
Continue to participate and increase recruitment at Historically Black Colleges and Universities and surrounding graduate fairs to network and attract students from various colleges and universities.