

# LaGrange College Clinical Mental Health Counseling Program

## 2022-2023 Outcome Report

### 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 graduating class of 2023.

100% of Graduates of the CMHC Program met all KPI's in the following categories:

1. Professional Counseling and Orientation
2. Social and Cultural Diversity
3. Counseling and Helping Relationships
4. Assessment and Testing

## 5. Research and Program Evaluation

**Other section KPI percentages are listed below:**

### 6. Human Growth and Development

- 75% of Graduates of the CMHC Program met the KPI's Measure 1 (rubric item 3) under Human Growth and Development
- 87.5% of Graduates of the CMHC Program met the KPI's Measure 1 (rubric item 4) under Human Growth and Development
- 100% Graduates of the CMHC Program met the KPI's Measure 2 under Human Growth and Development

### 7. Career Development

- 86% of Graduates of the CMHC Program met the KPI's Measure 1 (rubric item 1) under Career Development
- 71% of Graduates of the CMHC Program met the KPI's Measure 1 (rubric item 3) under Career Development
- 100% of Graduates of the CMHC Program met the KPI's Measure 1 (rubric item 7) under Career Development

### 8. Clinical Mental Health Counseling

- 89% of Graduates of the CMHC Program met the KPI's Measure 1 (rubric item 3) under Clinical Mental Health Counseling
- 100% of Graduates of the CMHC Program met the KPI's Measure 2 (rubric item 3) under Clinical Mental Health Counseling
- 100% of Graduates of the CMHC Program met the KPI's Measure 3 (rubric) under Clinical Mental Health Counseling
- 86% of Graduates of the CMHC Program met the KPI's Measure 4 (rubric) under Clinical Mental Health Counseling

### 9. Group Counseling & Group Work

- 100% of Graduates of the CMHC Program met the KPI's Measure 1 (rubric item 4) under Group Counseling
- 90% of Graduates of the CMHC Program met the KPI's Measure 2 under Group Counseling

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

Alumni Data:

Alumni who responded to 2023 survey request were graduates from 2017-2021 (N=8). Seventy one percent of alumni indicated they were employed in the counseling field within 6-12 months of graduation, while 85% reported they were employed within 12 months of graduation. Fifty percent of alumni reported they currently hold an associate or full license in their state of practice. Eighty six

percent of alumni reported being employed in either community mental health or independent practice settings. Eight of the nine core CACREP areas alumni were satisfied or very satisfied with their training. However, graduates from 2018 and 2019 reported feeling neutral about their satisfaction with their training in assessment and testing (e.g. mental status exams and screening tools). It does appear that this has been modified to improve satisfaction, as graduates from 2020-2021 are report satisfied to very satisfied with all nine core areas.

Employed 6-12 Months after Graduation	71%
Employed in Clinical Mental Health Counseling or Independent Practice	86%

**Supervisor/Employer Data:**

Respondents for the 2023 Supervisor and Employer surveys were a mix of both internship supervisors (%) and current employers (%). Data indicated all respondents were satisfied or very satisfied in all nine core CACREP areas, with only one “OK” response provided by an employer who stated their current employer was “OK” when considering research to inform their practice. To amend this, a current research section has been added to all syllabi to help students connect and utilize research to inform their development and client care.

**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. Continue to integrate current research into all classes and empower students to connect to research independently outside of the classroom as them prepare to work with their client population.

***We will graduate our first 100% digitally delivered cohort this summer, therefore, we do not have any data to report on the various pathways' differences. The surveys were modified in 2023 to add a question that allows alumni, supervisors, and employers to identify which pathway they or their employee/supervisee graduated from for the program to track satisfaction in training individually and concurrently.***

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:**

Social justice and advocacy data is collected at each annual review and these statistics has increased each year among all our students. Both pathways are invited to participate in the social justice and advocacy movements in LaGrange and their distance location if there are 100% digitally delivered. From 2021-2022 to 2022-2023 the program increased the student's involvement in social justice and advocacy involvement by 60%, with most students reporting being involved in two or more events within the academic year. This data is self-reported on the students Annual Review form twice a year. These advocacy projects ranged from substance use awareness advocacy to social justice advocacy (e.g. racial diversity advocacy and religious group advocacy). Below is examples of community service and social justice projects students have been involved in:

### Community Service

Students have been engaged in community service in LaGrange. As part of the COUN 6003 and COUN 6007 courses, students are required to take part in a community service project. Beginning in the spring 2022 semester, the LaGrange College CMHC Program has volunteered with the Areas in Need Missionary House Inc. During the community service project, students serve food and distribute toiletry items to the residents of a senior living facility. Students have also participated in community service projects outside of the city of LaGrange including volunteering at their local churches, the Boys and Girls Club, and Black Girls Smile Inc. For Martin Luther King Jr. Day, LaGrange College CMHC Program lead the entire college in participating in the LaGrange City MLK Jr Celebration parade to increase racial trust building the community and celebrate the end of discrimination and his goals of diversity, inclusion, and equity.

### Digitally Delivered Social Justice Initiatives:

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), all students are invited to participate in this advocacy.

As demonstrated above, modifications in class assignments have continued to progress and increase students' awareness and involvement in social justice and advocacy. Below are examples of these changes:

### Advocacy

As part of the COUN 6007 course, students develop an advocacy project that targets an underserved or marginalized population. Each student develops a program to best assist the at-risk group which provides a variety of therapeutic and non-therapeutic resources for their selected population.

### Multicultural Awareness

As part of the COUN 5010 course, students must immerse themselves in a culture that they do not belong to. Students are encouraged to choose cultures that they have a lack of familiarity with and may cause them a certain level of discomfort. Students must not only interview several people who belong to this culture, but must also attend a social event which will give them further exposure to this population.

### **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. Continue to develop and sponsor more social justice and advocacy programs to enrich students' appreciation for assisting underserved populations increasing participation to 3 events per year. While expanding our outreach with areas that our 100% digitally delivered students reside in to help build community services projects for various areas in need.

### 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:**

In the fall of 2020, 4% of students indicated that they had participated in one of the professional engagement activities. Based on the lack of student engagement in professional organizations in 2020, the CMHC program began intentionally encouraging students to engage in professional training that interests them and their counseling careers. Program coordinator Dr. Veal continues to disseminate 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). This allows them to participate in the student led LPCA organization on campus where they participate in becoming leaders in the community and profession. Students are also encouraged to become members of the American Counseling Association (ACA) to help build their professional network, each year 100% students both partially and 100% digitally delivered report becoming members of ACA during their practicum and internship experiences.

The CMHC program also chartered its first Chi Sigma Iota Chapter in Fall or 2022, Lambda Chi Beta. Two groups' students have been inducted into the chapter with over 90% of current student population meeting criteria and accepting their invitation to CSI. The creation of our CSI chapter will help our students increase their professional networking skills as a student and professional. Our induction ceremonies included an online audience and online inductees to allow for the 100% digitally delivered students to fully participate in our Lambda Beta Chi chapter.

Meetings for both LPCA-SAO (student led organization) and CSI are held online via Teams to ensure students of both pathways are included and able to serve and develop in these professional

opportunities. So far in the 2022-2023 academic year, 50% percent of students reported that they had participated in one or more workshops/trainings related to a professional organization.

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. To help increase opportunities for students to engage in professional research and presentations, all three faculty members collaborated with students to present at least one conference each year. Since Spring of 2021, 73% of students have reported participation in professional development opportunities such as professional presentations. Below are examples of these presentations with professors and students:

Muller, J., Morgan, A., Williams, K., & Chambers, M. (2022, May). *Systemic Empowerment of Black Males*. Presented at Licensed Professional Counselors Association of Georgia 2022 Conference. LaGrange, Georgia.

Muller, J., & Williams, K. (2023, April). *Black Love: Systemic Approaches to Working with Black Couples in Therapy*. Presented at the 2023 Online Social Justice Symposium. Zoom.

Powers, D.F., Delmar, L., Todd, B., & Tookes-Williams, K. (Feb 2023). Social media and academic: What is the relationship? A content session at GCCA, St. Simons Island, GA

Powers, D.F., Tookes-Williams, K., Flippen, A. (May 2022). Social Media and Suicide Prevention. A content session at LPCA of GA, LaGrange, GA.

Powers, D.F., Boyd, M., Hamm, T., Taylor, M. (Feb 2021). How to counter academic isolation. A panel session at Eastern Educational Research Association Annual Conference, Virtual Meeting

Veal, K., Wilbert, C. (May 2023). *How do psychedelic drugs fit into the future of counseling?* Licensed Professional Counselors Association of Georgia Conference, Savannah, GA.

Veal, K., Tookes-Williams, K. (September 2021). *The impact of intergenerational trauma*. National Board of Certified Counselors National Symposium, Online, Invited..

Chambers, M., Cox, S. Pikula, J., Moon, S., Tookes-Williams, K., Veal, K. (October 2021). *Building resilience in Counselor Education during COVID-19*. Association of Counselor Educators Conference, Atlanta, GA.

Chambers, M., Cox, S., Moon, S., Pikula, J, Veal, K. (May 2021), *Trauma-responsive supervision during a mental health pandemic*, Licensed Professional Counselors Association of Georgia Conference, Savannah, GA.

Chambers, M., Cox, S., Moon, S., Pikula, J, Veal, K. (February 2021), *The importance of self-care in academia*, Eastern Educational Research Association (EERA) Conference, Online

Veal, K., Wilbert, C. (February 2023). Mental Health and Mass Shootings. A Cultural Enrichment Event, LaGrange College.

Veal, K., Wilbert, C. (March 2023). Signs of Suicide in College Populations. A Cultural Enrichment Event, SMILE Campus organization, LaGrange College. Invited.

### **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 to allow for both programs to be involved and grow in their professional development.
4. Each faculty member will continue strive to develop at least one research team for the year and lead students to participate in conferences or publications. This team will consist of students from the partially and 100% digitally delivered programs.

### 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 annually 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. In Spring of 2021, two second year students received unsatisfactory scores and were placed on a remediation plan that included monthly

advising appointments and other activities to help them reach their professional dispositional goals. Since this semester, all students have received developing or higher on their professional dispositional goals.

**Future Program Modifications**

1. Continue to help students maintain developing or higher on their professional dispositional goals by using early intervention to address any concerns that may arise prior to Annual Review assessment time.
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:**

The CMHC faculty has continued to work closely with the admissions office to increase enrollment in to the CMHC program. This has lead to the use of multiple key recruitment strategies such as utilizing the marketing firm hired by the institution, purchasing a Google Ad, increasing social media engagement, and intentionally attending graduate fairs in person and online through Handshake. CMHC faculty have traveled 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 2023 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. The 2022-2023 recruitment season has yielded the highest applicant pool to date with a current number of 26 applicants, 14 which have been interviewed and accepted.

CMHC faculty has worked hard to utilize digitally delivered marketing strategies and recruitment fairs to help attract and build relationships with our applicants that are interested in the 100% digitally delivered track and will continue to use in person marketing strategies to for local applicants in the LaGrange area and surrounding institutions.

	Ethnicity		Gender	
2017 Cohort	White	66%	Male	16%
	Black	25%	Female	83%
	Hispanic	9%		
2018 Cohort	White	21%	Male	14%



	Black	78%	Female	85%
<b>2019 Cohort</b>	White	90%	Male	20%
	Black	10%	Female	80%
<b>2020 Cohort</b>	White	81%	Female	54%
	Black	18%	Male	45%
<b>2021 Cohort</b>	White	50%	Female	80%
	Black	30%	Male	20%
	Hispanic	10%		
<b>2022 Cohort</b>	White	85%	Female	85%
	Black	14%	Male	14%
<b>Projected 2023 Cohort</b>	White	57%	Female	50%
	Black	21%	Male	42%
	Hispanic	21%	Transgender	6%

### **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. Continue to expand digitally delivered marketing and recruitment strategies to build connections with 100% digitally delivered applicants.
4. Continue Collect applicant, alumni, and current student demographic data on a regular basis (see comprehensive assessment plan)

