



Program Evaluation Report
Clinical Mental Health Counseling Program
2022-2023

Assessment Data Points

Program Learning Outcomes (PLOs) are tied to the core areas of the Clinical Mental Health Counseling program and can be seen in the table below.

Program Learning Outcomes			
PLO	Assessment #1	Assessment #2	Assessment #3
1. Understand foundational aspects of professional counseling	501-Final Exam	625-Final Exam	647-Final Exam
2. Understand and apply ethical principles to all work pertaining to clients at individual, group, and societal levels.	612-Ethics Application Paper	643-Final Exam	
3. Demonstrate competency in addressing multicultural needs of clients.	635-Crash Paper	637-Multicultural Applications Paper	
4. Demonstrate competency in analysis of clients, including diagnosis, case conceptualization, and developmental considerations across the lifespan.	527-Interactive Discussions	626-Case Studies	696-Case Presentation
5. Demonstrate the capacity to develop empirically supported strategies for specific types of therapeutic interventions targeted to work with individuals and groups.	605-Article Review #1	643-Research Presentation	
6. Apply counseling theories to the practice of mental health counseling.	649-Case Concepts	696-Case Presentation	
7. Demonstrate understanding of foundational components and application of individual and group approaches to assessment and evaluation.	615-Test Review Presentation	643-Midterm	
8. Utilize appropriate methods for conducting research and program evaluation.	605-Program Evaluation Assessment		

Key Performance Indicators (KPIs) and coordinating assessments were also chosen for the eight common core areas and entry-level specialty area of clinical mental health counseling. An assessment plan was developed to assess each KPI 3-4 times throughout the program to assess for development and mastery.

Key Performance Indicators					
Core Area	Indicator	Assessment #1	Assessment #2	Assessment #3	Assessment #4
Professional Counseling Orientation and Ethical Practice	1.i. ethical and legal standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	612-Ethics Application Paper	655-Skills Practice	694-Case Presentation	698-Supervisor Evaluation
Social and Cultural Diversity	2.c multicultural counseling competencies	635-Paper	625-Diagnosis Presentation	637-Multicultural Implications in Career Paper	698-Supervisor Evaluation
Human Growth and Development	3.c. theories of normal and abnormal personality development	649-1st Case Concep	527-Interactive Discussions	694-Case Studies	698-Supervisor Evaluation
Career Development	4.d. approaches for assessing the conditions of the work environment on clients' life experiences	527-Interactive Discussions	637-Career and Noncareer Intersection Applied Paper	698-Supervisor Evaluation	
Counseling and Helping Relationships	5.j evidence-based counseling strategies and techniques for prevention and intervention	649-Presentation	626-Diagnostic Process Presentaiton	643-Research Presentation	698-Supervisor Evaluation
Group Counseling and Group Work	6.a theoretical foundations of group counseling and group work	643-Midterm	643-Group Experience Discussion Paper	535-Final Exam	698-Supervisor Evaluation
Assessment and Testing	7.b methods of effectively preparing for and conducting initial assessment meetings	615-Initial Client Interview	637-Career Assessment Project	698-Supervisor Evaluation	
Research and Program Evaluation	8.b identification of evidence-based counseling practices	649-Presentation	626-Diagnostic Process Presentation	605-Article Review #1	698-Supervisor Evaluation
Clinical Mental Health Counseling					
Foundations	1.b theories and models related to clinical mental health counseling	649-Case Conceptualizations	694-Case Presentation	696-Case Presentation	698-Supervisor Evaluation
Contextual Dimensions	2.d diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the DSM and the ICD	625-Online Activities	535-Case Analysis Paper and Presentation	626-Case Studies	698-Supervisor Evaluation
Practice	3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues	647-Transcript 2	626-Diagnostic Process Presenation	615-Functional Behavior Assessment	698-Supervisor Evaluation

I. Summary of Program Evaluation Results

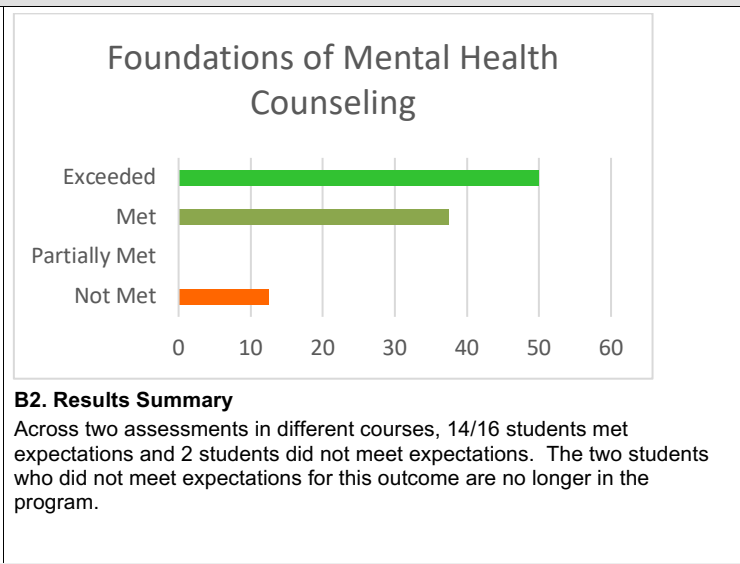
a. Academic Program Results

The academic assessment report provides data for the 2022-2023 assessment cycle for each of the Program Learning Outcomes. Please see below for the 5 outcomes that were assessed during the academic year and associated data.

MA in Clinical Mental Health Counseling		
PROGRAM MISSION STATEMENT		
MA in Clinical Mental Health Counseling		
Mission Statement		
Loras College Counseling Master's Program seeks to instill in graduates the ability to value the human dignity of each individual they encounter and to competently and compassionately provide exceptional healthcare and education to all those they serve.		
MHC PLO#1_22/23 Foundations of Mental Health Counseling		
<p>A1. PLO Identifier COUNS PLO #1_22/23</p> <p>A3. Program Learning Outcome Understand foundational aspects of professional counseling.</p> <p>A4. Course(s) MHC 625 MHC 647</p> <p>A5. Assessment Tool(s) 625-Final Exam 647-Final Exam</p> <p>A6. Benchmark</p>	<p>B1. Campus Labs Outcomes Results MHC PLO #1 FOUNDATIONS OF MENTAL HEALTH COUNSELING Understand foundational aspects of professional counseling. Academic Year 2022-23: L.MHC 625, L.MHC 647 Term: Overview</p>	<p>C1. Analysis and Follow-Up Action Assignments and assessment will remain the same, as it was demonstrated that they were effective in determining which students achieved understanding foundational aspects of professional counseling. Remediation plans will continue to be used if there are individual student concerns.</p>

MA in Clinical Mental Health Counseling

Students will achieve 83% or higher.



MHC PLO #2_22/23 Ethics

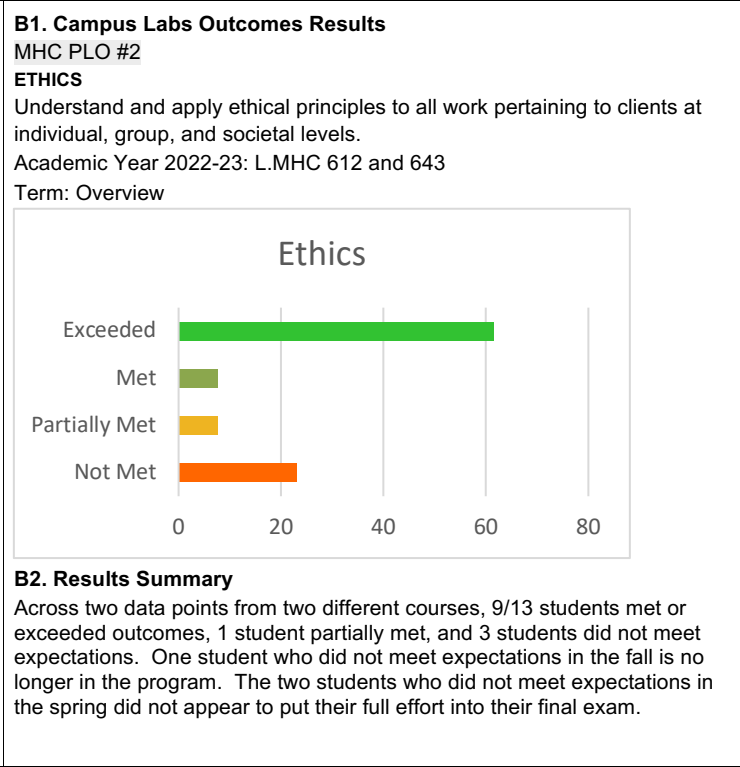
A1. PLO Identifier
 MHC PLO #2_22/23

A3. Program Learning Outcome
 Understand and apply ethical principles to all work pertaining to clients at individual, group, and societal levels.

A4. Course(s)
 MHC 612
 MHC 643

A5. Assessment Tool(s)
 612-Ethics Application Paper
 643- Final Exam Question 5

A6. Benchmark
 All students will perform at 83% or above.



C1. Analysis and Follow-Up Action
 Continue to use assessment data point and offer student feedback. Remind students of the assessment data points and need for full effort on all aspects in the program.

MHC PLO #3_22/23 Multicultural Competency

A1. PLO Identifier
 MHC PLO #3_22/23

A3. Program Learning Outcome
 Demonstrate competency in addressing multicultural needs of clients.

A4. Course(s)
 MHC 635

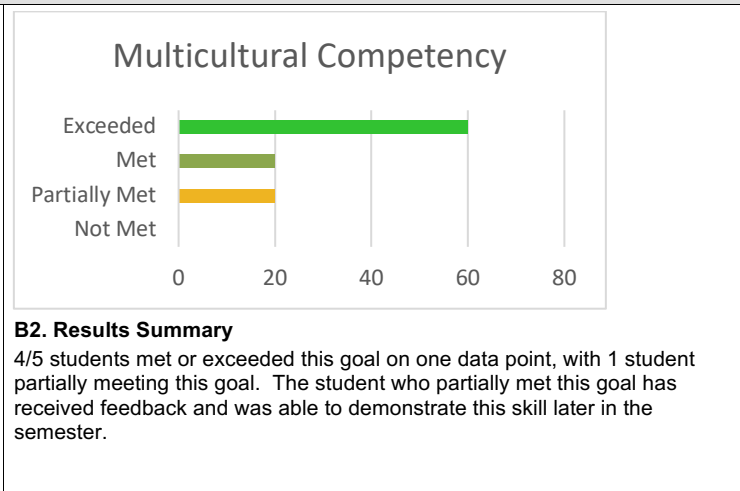
A5. Assessment Tool(s)
 Crash Paper

B1. Campus Labs Outcomes Results
 MHC PLO #3
MULTICULTURAL COMPETENCY
 Demonstrate competency in addressing multicultural needs of clients.
 Academic Year 2022-23: L.MHC 635
 Term: Overview

C1. Analysis and Follow-Up Action
 Assessment and training for this outcome will remain the same, with continued feedback to students.

MA in Clinical Mental Health Counseling

A6. Benchmark
All students will achieve 83% or above.



B2. Results Summary
4/5 students met or exceeded this goal on one data point, with 1 student partially meeting this goal. The student who partially met this goal has received feedback and was able to demonstrate this skill later in the semester.

MHC PLO #4_22/23 Client Analysis

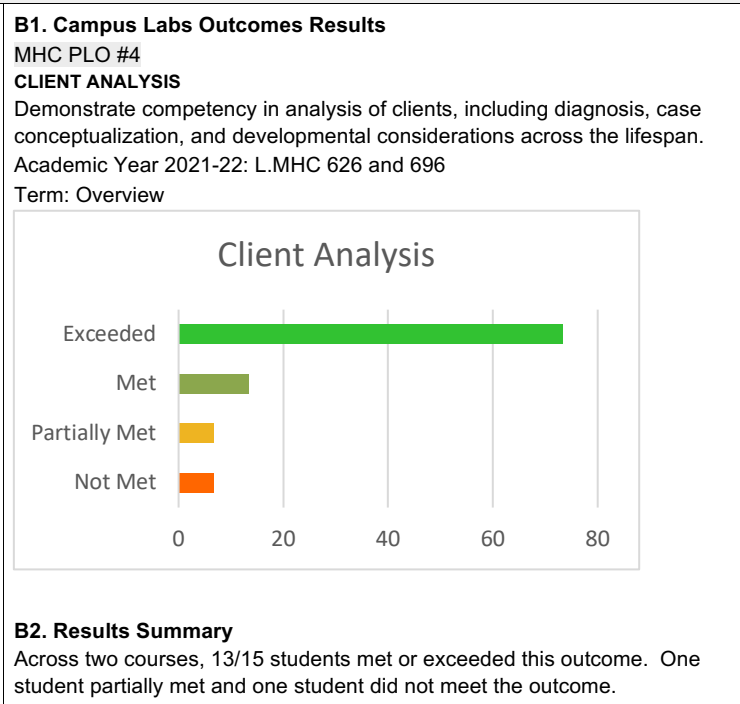
A1. PLO Identifier
MHC PLO #4_22/23

A3. Program Learning Outcome
Demonstrate competency in analysis of clients, including diagnosis, case conceptualization, and developmental considerations across the lifespan.

A4. Course(s)
MHC 626
MHC 696

A5. Assessment Tool(s)
626-Case Studies
696-Case conceptualization

A6. Benchmark
All students will achieve 83% or better.



C1. Analysis and Follow-Up Action
Assignments, assessments, and teaching for this outcome will remain the same for the next assessment cycle. Continue to review expectations with students to underscore the importance of assessments.

MHC PLO #5_22/23 Empirically Supported Treatments

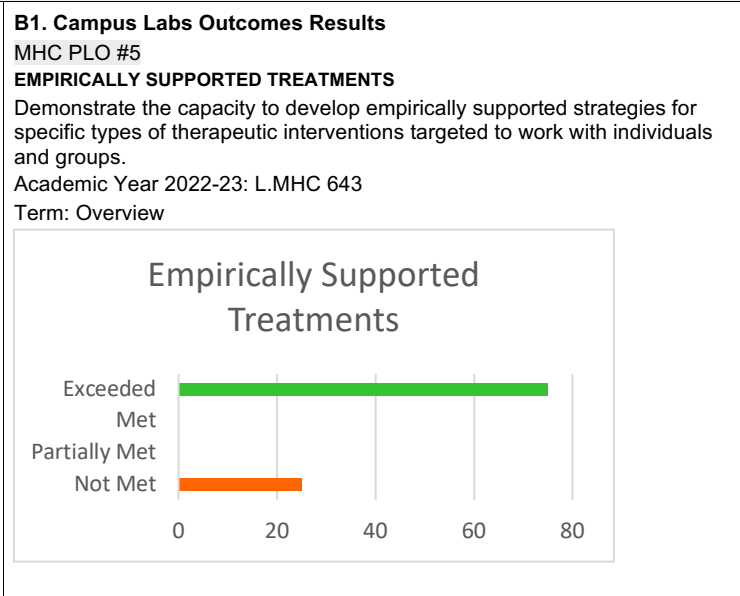
A1. PLO Identifier
MHC PLO #5_22/23

A3. Program Learning Outcome
Demonstrate the capacity to develop empirically supported strategies for specific types of therapeutic interventions targeted to work with individuals and groups.

A4. Course(s)
MHC 643

A5. Assessment Tool(s)
Research Presentation

A6. Benchmark
All students will achieve 83% or better.



C1. Analysis and Follow-Up Action
This is a carryover indication from an instructor who did not effectively teach the theories course. This instructor will no longer be teaching the course. Further work with understanding and application of theories will happen in the internship course to ensure all students are successful.

MA in Clinical Mental Health Counseling												
	<p>B2. Results Summary 6/8 students exceeded this expectation. 2 students did not meet this expectation, who both struggled to effectively address ESTs from theories.</p>											
MHC PLO #6_22/23 Theories												
<p>A1. PLO Identifier MHC PLO #6_22/23</p> <p>A3. Program Learning Outcome Apply counseling theories to the practice of mental health counseling.</p> <p>A4. Course(s) MHC 649 MHC 696</p> <p>A5. Assessment Tool(s) 649-Case Conceptualizations 696-Case Presentation</p> <p>A6. Benchmark All students will achieve 83% or better.</p>	<p>B1. Campus Labs Outcomes Results MHC PLO #6 THEORIES Apply counseling theories to the practice of mental health counseling. Academic Year 2022-23: L.MHC 649 AND 696 Term: Overview</p> <table border="1"> <caption>Theories</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Exceeded</td> <td>70%</td> </tr> <tr> <td>Met</td> <td>20%</td> </tr> <tr> <td>Partially Met</td> <td>0%</td> </tr> <tr> <td>Not Met</td> <td>10%</td> </tr> </tbody> </table> <p>B2. Results Summary Across two data points in two different courses, 9/10 students met or exceeded this outcome. One student did not meet expectations due to not completing part of the assignment due to lack of reviewing the rubric.</p>	Category	Percentage	Exceeded	70%	Met	20%	Partially Met	0%	Not Met	10%	<p>C1. Analysis and Follow-Up Action Data may be invalid or inaccurate for MHC 649 due to staffing challenges and inaccuracies within assessment of student competency. The course will have a different instructor at the next offering. Continue assessments and reminding students of expectations for assignments.</p>
Category	Percentage											
Exceeded	70%											
Met	20%											
Partially Met	0%											
Not Met	10%											
MHC PLO #7_22/23 Assessment and Evaluation												
<p>A1. PLO Identifier MHC PLO #7_22/23</p> <p>A3. Program Learning Outcome Demonstrate understanding of foundational components and application of individual and group approaches to assessment and evaluation.</p> <p>A4. Course(s) MHC 615 MHC 643</p> <p>A5. Assessment Tool(s) 615-Test Review Presentation 643-Midterm</p> <p>A6. Benchmark All students will achieve 83% or better.</p>	<p>B1. Campus Labs Outcomes Results MHC PLO #7 ASSESSMENT AND EVALUATION Demonstrate understanding of foundational components and application of individual and group approaches to assessment and evaluation. Academic Year 2022-23: L.MHC 615 AND 643 Term: Overview</p> <table border="1"> <caption>Assessment and Evaluation</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Exceeded</td> <td>100%</td> </tr> <tr> <td>Met</td> <td>0%</td> </tr> <tr> <td>Partially Met</td> <td>0%</td> </tr> <tr> <td>Not Met</td> <td>0%</td> </tr> </tbody> </table> <p>B2. Results Summary Across two data points and courses, 19/19 students met or exceeded this expectation.</p>	Category	Percentage	Exceeded	100%	Met	0%	Partially Met	0%	Not Met	0%	<p>C1. Analysis and Follow-Up Action Continue with assessments and student feedback.</p>
Category	Percentage											
Exceeded	100%											
Met	0%											
Partially Met	0%											
Not Met	0%											

b. KPI Results

KPI Assessment 2022-2023				
Core Area	Indicator	Assessments	Results	Analysis & Follow-up Actions
Professional Counseling Orientation and Ethical Practice	1.i. ethical and legal standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	612-Ethics Application Paper; 655-Skills Practice; 694-Case Presentation; 698-Supervisor Evaluation	Across 4 assessments, overwhelmingly students are meeting this goal with only 1 student not meeting the goal on one data point. It should be noted that the student who did not meet the goal ultimately decided counseling was not the right fit for them and is no longer in the program.	Assessments were updated last year to assess for only the actual outcome and were successful in . No changes for this outcome or assessment.
Social and Cultural Diversity	2.c multicultural counseling competencies	625-Diagnosis Presentation; 635-Paper; 698-Supervisor Evaluation	Across three assessment points for data, one student did not meet expectations in the first year data point due to not demonstrating understanding of one aspect. This was covered later again in the semester and all students mastered the content.	We will continue to address skills not learned in a first assessment point to continue to ensure later success.
Human Growth and Development	3.c. theories of normal and abnormal personality development	649-1st Case Concept; 527-Interactive Discussions; 698-Supervisor Evals	There were three data points in this academic year. All students in each of the courses met or exceeded the expectation.	Rubrics and faculty grading were clearer allowing for sound demonstration of the criteria. Assessment will remain the same for the following year.
Career Development	4.d. approaches for assessing the conditions of the work environment on clients' life experiences	527-Interactive Discussions; 698-Supervisor Evaluation	Across two data points, overwhelmingly students met or exceeded this outcome, with the exception of one student who partially met the objective.	Across two data points for this academic year, all students met or exceeded expectations, with the exception of one student who partially met expectations. This skillset will be addressed when the student takes MHC 637 to ensure skill development.
Counseling and Helping Relationships	5.j evidence-based counseling strategies and techniques for prevention and intervention	649-Presentation; 626-Diagnostic Process Presentation; 643-Research Presentation; 698-Supervisor Evaluation	Across four data points, data indicates inconsistencies. For example, 2 students exceeded expectations in one class for this content with the same instructor that indicated they did not meet expectations in another course. Two students partially met expectations in another data point. Beyond that, all other students met or exceeded expectations.	Concerns with pedagogy and responding to student needs have been addressed by no longer having the instructor of concern teach within the CMHC program. For 643, it was determined that a very small point total was used to assess this data point, allowing for no point loss before only demonstrating partial expectations being met. The program will address update this assessment point for future validity.
Group Counseling and Group Work	6.a theoretical foundations of group counseling and group work	535-Final Exam; 643-Midterm; 698-Supervisor Evaluation	Across three data points, all students met or exceeded expectations, with the exception of three students who partially met expectations. It should be noted each of these who partially met only lost one point.	Overall, the majority of students met or exceeded expectations. The three students who partially met expectations only lost one point. In addition, previously there were two data points to be collected from 643, while the system will only allow for one. Follow-up actions include adapting the assessment to allow for better demonstration of skillset and determine the most appropriate data points for this objective.
Assessment and Testing	7.b methods of effectively preparing for and conducting initial assessment meetings	615-Initial Client Interview; 698-Supervisor Evaluation	All students exceeded this objective.	No changes during this assessment cycle.
Research and Program Evaluation	8.b identification of evidence-based counseling practices	649-Presentation; 626-Diagnostic Process Presentation; 698-Supervisor Evaluation	The majority of students met or exceeded this outcome, with the exception of two students who did not meet this outcome. Confidence in the results of the two students who did not meet the expectation is low, due to staffing challenges and inaccuracies within assessment of student competency. It was determined theoretical orientations were not explained fully and/or student questions were not clarified.	The instructor of concern will no longer be teaching within the counseling program. We expect to see all students meeting expectations again in the future.
Clinical Mental Health Counseling				
Foundations	1.b theories and models related to clinical mental health counseling	649-Case Conceptualizations; 694-Case Presentation; 696-Case Presentation; 698-Supervisor Evaluation	Across four data points, all but one student met or exceeded expectations. The student was given feedback about how to improve.	All teaching of this component will remain the same. Students will be reminded to review all components require of the assignments.
Contextual Dimensions	2.d diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the DSM and the ICD	535-Case Analysis Paper and Presentation; 625-Online Activities; 626-Case Studies; 698-Supervisor Evaluation	All students met or exceeded this outcome across four data points, with the exception of one student who missed completing one case study assignment.	No changes during this assessment cycle.
Practice	3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues	615-Functional Behavior Assessment; 647-Transcript 2; 626-Diagnostic Process Presentation; 698-Supervisor Evaluation	Across four data points, 21/24 students met expectations, 1 partially met expectations, and 2 did not meet expectations. The two who did not meet expectations were in their first year and will have remedial support throughout the program to meet expectations.	The majority of students met or exceeded this outcome. Those who did not will receive remedial support in future years to ensure expectations are met. Assessment will remain the same.

II. Subsequent Program Modifications

- a. A meeting occurred with all Counseling faculty in September 2023. Reminders and discussion of importance of assessment of rubrics being clearly tied to the outcome and aspects of the grade occurred. This included not adding aspects irrelevant to that outcome (i.e. grammar, formatting, and tardiness) to assessment data to accurately assess both program outcomes and KPIs.
- b. Explanation of the importance of assessment beyond overall student grades continues to be expressly stated to 1st year students and reminders provided every fall semester to 2nd and 3rd year students. For 1st year students, this takes place in the Professional Orientation and Identity course, 2nd year students in Psychopathology, and 3rd years students in Internship I.

III. Other Substantial Program Changes

- a. None for this academic cycle.

IV. **Vital Statistics**

- a. Number of Graduates: 2
- b. Pass Rate on NCMHCE: 2/2. Both students passed on their first attempt.
- c. Completion Rates: 2/2. Three other students who began with this cohort changed to a part-time load and have anticipated graduation dates of May 2024.
- d. Job Placement Rates: 2/2. All students graduated in May and are currently employed in the Counseling profession, with one employed in Wisconsin and one in Iowa.