



We thank you for your time spent taking this survey.  
Your response has been recorded.

This survey is to be completed by all CACREP-accredited programs and must be submitted by December 15, 2025.  
NOTE: All data for this report should be from Academic Year 2024-2025. If you have any questions or need assistance in completing this survey, please contact the CACREP office at 703.535.5990 or [cacrep@cacrep.org](mailto:cacrep@cacrep.org).

Institution Name:

Loyola University New Orleans

## Institution Type:

- ☐ Public
- ☒ **Non-Profit Private**
- ☐ For-Profit

## Institution's Headquarters

Louisiana



Do you have a CACREP-accredited ADDICTION COUNSELING program?

- ☐ Yes
- ☒ **No**

Do you have a CACREP-accredited CAREER COUNSELING program?

- ☐ Yes
- ☒ **No**

Do you have a CACREP-accredited CLINICAL MENTAL HEALTH COUNSELING program?

☒ **Yes**

☐ No

What is the minimum number of credit hours required for your CLINICAL MENTAL HEALTH COUNSELING degree? Choose one

☒ **Semester**

60

☐ Quarter

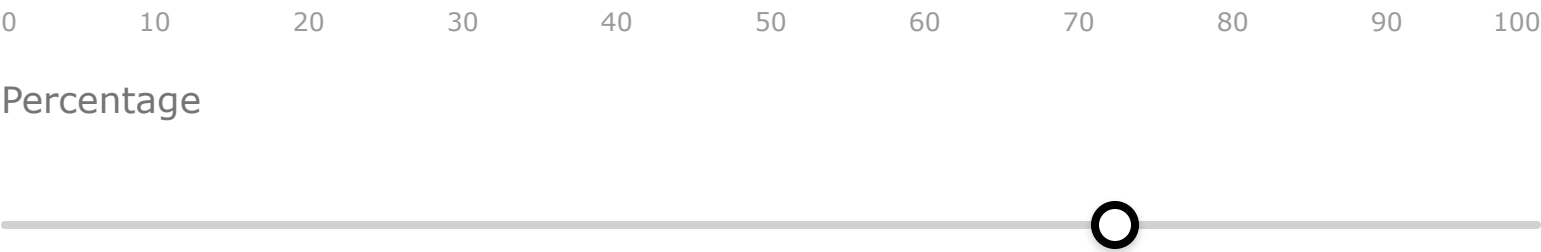
How many students were enrolled in your CLINICAL MENTAL HEALTH COUNSELING program in the reporting period? If none, enter "0".

117

How many students graduated from your CLINICAL MENTAL HEALTH COUNSELING program in the reporting period? If none, enter "0".

25

What percentage of students complete their degree in your CLINICAL MENTAL HEALTH COUNSELING program within the time to degree established by the institution?



To the best of your knowledge, what is the licensure [or certification] examination pass rate of students graduating from your CLINICAL MENTAL HEALTH COUNSELING program?

☐ No Exam

☐ 1-10%

☐ 11-20%

☐ 21-30%

☐ 31-40%

☐ 41-50%

☐ 51-60%

☐ 61-70%

☐ 71-80%

☐ 81-90%

☒ **91-100%**

☐ No graduates took the exam

☐ Unknown if graduates took the exam

To the best of your knowledge, what is the combined employment and doctoral admissions rates of graduates from your CLINICAL MENTAL HEALTH COUNSELING program who were actively seeking employment?

- ☐ No graduates
- ☐ 0-10%
- ☐ 11-20%
- ☐ 21-30%
- ☐ 31-40%
- ☐ 41-50%
- ☐ 51-60%
- ☐ 61-70%
- ☐ 71-80%
- ☐ 81-90%
- ☒ **91-100%**

Do you have a second CACREP-accredited CLINICAL MENTAL HEALTH COUNSELING program with a concentration/emphasis?

- ☐ Yes
- ☒ **No**

Do you have a CACREP-accredited dually-titled CLINICAL REHABILITATION/CLINICAL MENTAL HEALTH COUNSELING program?

☐ Yes

☒ **No**

Do you have a CACREP-accredited CLINICAL REHABILITATION COUNSELING program?

☐ Yes

☒ **No**

Do you have a CACREP-accredited COLLEGE COUNSELING AND STUDENT AFFAIRS or STUDENT AFFAIRS AND COLLEGE COUNSELING program?

☐ Yes

☒ **No**

Do you have a CACREP-accredited MARRIAGE, COUPLE, AND FAMILY COUNSELING program?

☒ **Yes**

☐ No

What is the minimum number of credit (semester) hours required for your MARRIAGE, COUPLE, AND FAMILY COUNSELING degree? Choose one

☒ **Semester**

60

☐ Quarter

How many students were enrolled in your MARRIAGE, COUPLE, AND FAMILY COUNSELING program in the reporting period? If none, enter "0".

9

How many students graduated from your MARRIAGE, COUPLE, AND FAMILY COUNSELING program in the reporting period? If none, enter "0".

0



What percentage of students complete their degree in your MARRIAGE, COUPLE, AND FAMILY COUNSELING program within the time to degree established by the institution?

0 10 20 30 40 50 60 70 80 90 100

Percentage



To the best of your knowledge, what is the licensure [or certification] examination pass rate of students graduating from your MARRIAGE, COUPLE, AND FAMILY COUNSELING program?



**No Exam**



1-10%



11-20%



21-30%



31-40%



41-50%



51-60%



61-70%



71-80%



81-90%



91-100%



No graduates took the exam



Unknown if graduates took the exam

To the best of your knowledge, what is the combined employment and doctoral admissions rates of graduates from your MARRIAGE, COUPLE, AND FAMILY COUNSELING program who were actively seeking employment?

☒ **No graduates**

☐ 0-10%

☐ 11-20%

☐ 21-30%

☐ 31-40%

☐ 41-50%

☐ 51-60%

☐ 61-70%

☐ 71-80%

☐ 81-90%

☐ 91-100%

Do you have a CACREP-accredited REHABILITATION COUNSELING program?

☐ Yes

☒ **No**

Do you have a CACREP-accredited SCHOOL COUNSELING program?

☐ Yes

☒ **No**

How many total applications were received for all of your MASTER'S LEVEL CACREP-ACCREDITED DEGREE PROGRAMS in the reporting period? If none, enter "0".

82

How many total students were offered admission to all of your MASTER'S LEVEL CACREP-ACCREDITED DEGREE PROGRAMS in the reporting period? If none, enter "0".

51

Are you able to provide demographic information about students enrolled in your CACREP-accredited MASTER'S level COUNSELING program(s)?

☒ **Yes**

☐ No

Master's Student Demographics: Please provide the number of students currently enrolled in your CACREP-accredited master's level program(s) for each category below. If you are unable to answer for a particular category or do not have any students that identify with a particular category, please enter "0".

	Male	Female	Non-Binary/Gender Fluid
American Indian or Native Alaskan	0	0	0
Asian	0	0	0
Black	0	1	0
Hawaiian Native or Pacific Islander	0	0	0
Hispanic	0	0	0
Multiracial	0	1	0
Other/Not Listed	0	0	0
White	1	5	0
International Student	0	0	0
Active Duty Military	0	0	0
Veteran	0	0	0
With a Disability	0	0	0

Do you have a CACREP-accredited COUNSELOR EDUCATION AND SUPERVISION program?

- ☐ Yes
- ☒ No

Please select all programs offered by your academic counseling unit that are NOT ACCREDITED by CACREP.

☒ Degree Program Name

Addiction Counseling

☐ Certificate Program Name

☐ All degree programs are CACREP accredited

Are you able to provide demographic information about FULL-TIME faculty members in your academic counseling unit?

- ☐ Yes
- ☐ No

FULL-TIME Faculty Demographics: Please provide the number of full-time faculty members in your academic counseling unit for each category below. If you are unable to answer for a particular category or do not have any students that identify with a particular category, please enter "0".

	Male	Female	Non-Binary/Gender Fluid
American Indian or Native Alaskan	0	0	0
Asian	0	0	0
Black	0	2	0
Native Hawaiian or Pacific Islander	0	0	0
Hispanic	0	0	0
Multiracial	0	0	0
Other/Not Listed	0	0	0
White	2	2	1
Veteran	0	0	0
With a Disability	0	0	0

What are the most significant barriers or challenges your program is currently facing (e.g., enrollment, faculty resources, student support, accreditation requirements)?

*Responses will not be used to evaluate or penalize program.*

*The information collected is for the purpose of informing broader understanding, identifying trends, and guiding future policy.*

The most significant challenges our program is facing center on faculty resources. We are experiencing strong pressure to expand our cohort sizes, which has resulted in increasingly large classes that strain our ability to offer the personalized, relational training that is core to our mission. As class sizes grow without corresponding increases in faculty lines or infrastructure, it becomes more difficult to maintain ethical student-to-faculty ratios, provide individualized supervision, and preserve the supportive learning environment essential for counselor development. In addition, we lack adequate financial support for faculty research, continuing education, and conference participation—resources that are especially critical for tenured and long-serving faculty who are expected to remain active in the field. Stagnant pay and limited opportunities for professional development further hinder our ability to recruit, retain, and support qualified faculty. Together, these factors pose a significant challenge to sustaining the quality and integrity of our clinical education model.

What successes or available resources have contributed most to your program's growth, effectiveness, or ability to support students?

*Responses will not be used to evaluate or penalize program.*

*The information collected is for the purpose of informing broader understanding, identifying trends, and guiding future policy.*

Our program's growth and effectiveness are largely the result of the extraordinary dedication of our faculty and staff. Faculty consistently go above and beyond—spending significant time outside the classroom to support students, provide individualized guidance, and uphold the relational quality that defines our training model. Their commitment has been central to expanding the program while maintaining high standards of clinical education. In addition, the thoughtful integration of AI tools has become a valuable resource. These tools have streamlined administrative tasks, enhanced curriculum design and feedback processes, and improved communication workflows. By reducing routine burdens, AI has allowed faculty to invest more deeply in student engagement and clinical training. Together, the hard work of faculty and the strategic use of technology have enabled us to scale our support systems and sustain strong student outcomes, even amid increasing enrollment.



What is CACREP doing well for your program that you appreciate?

CACREP provides clear, structured standards that help us maintain a strong, ethically grounded curriculum and support our counselor identity as a program. Their guidelines ensure consistency while still giving us room to innovate, and their emphasis on clinical competencies and cultural responsiveness aligns closely with our mission. We also appreciate that CACREP's expectations around faculty qualifications and student-to-faculty ratios help protect the integrity of our program—ensuring we maintain appropriate FTE levels and are not treated merely as a revenue source. Overall, CACREP's accreditation framework reinforces our commitment to quality, accountability, and advocacy within the counseling profession.

What would you like to see CACREP do differently in its current services?

We would like to see CACREP broaden its focus to better reflect the holistic, developmental, and theoretically grounded nature of counselor education. In recent years, the standards have shifted toward increasingly reductionistic, administrative, and content-driven outcomes, with far fewer references to developmental processes, theoretical integration, or the broader arc of human growth. This emphasis risks narrowing the identity of the profession and overlooking the complexity of real-world counseling practice. We would also value expanded support for programs that are integrating emerging, equity-centered approaches—such as trauma-informed pedagogy, neurodiversity-affirming practices, and community-based supervision models. Greater flexibility in how standards are interpreted and applied would give programs the space to innovate while still meeting core competencies. Additionally, more opportunities for collaborative dialogue, shared resources, and responsive consultation would strengthen CACREP's role as a true partner in inclusive, forward-thinking counselor education.

What services or resources would you like to see CACREP add or develop that would better serve you and your program?

We would appreciate seeing CACREP develop resources that more fully support a values-based approach to counselor education—one that emphasizes growth, development, and the underlying philosophies that shape our work, not just the measurable outcomes. Expanding offerings that promote inclusive and equity-driven training would be especially valuable, such as toolkits for trauma-informed supervision, neurodiversity-affirming practices, and community-based clinical training models. In addition, more collaborative forums, mentorship networks, and responsive consultation services would help programs navigate evolving student needs and accreditation challenges. Together, these resources would position CACREP as a more proactive and supportive partner in shaping the future of counselor education.

Please provide a name **and contact email address** of the person completing this survey. This address will be used if the CACREP office has any questions about the information provided in this survey.

lcdayan@loyno.edu

Use this space to clarify or explain any answers provided? Or, any comments that you would like to share.

I calculated our graduation percentage by dividing 2025 graduates/2025 incoming students. Also, not too many students reported their racial demographics this cycle! We had 36 non responses (27 female and 9 male). When I look at the cohort, I see more diversity than what was reported in the form.

REMINDER: Student Outcomes (CACREP 2024 Standard 2.E.2) must be made publicly available on your program's website. The information to be posted includes the following four data points regarding each of your accredited specialized practice area: (a) number of graduates in the past year, (b) degree completion rate, (c) licensure or certification examination pass rate, and (d) combined employment and doctoral admissions rate of students/graduates.

Once your 2024-2025 data has been posted, send the website URL to [cacrep@cacrep.org](mailto:cacrep@cacrep.org).

You will NOT receive a copy of your completed survey. Please click the arrow at the bottom of the page and download the PDF for your records.

You will be contacted if we have any questions about your submitted survey.

☒ **I understand I need to download a copy of the completed survey for my own records**