

## **Outcome Report AY 2016-2017**

### **Program Assessment and Evaluation Overview**

The program assessment and evaluation are ongoing. We follow a circular cycle of collecting data, reviewing the data, making necessary adjustments, implement the adjustments, and collect more data. We follow the Planning and Assessment Calendar (see attached) and review the data we are obtaining through surveys, advisory board meetings, student feedback, NCE data, course rubrics, and student satisfaction inventories. We use our regularly scheduled faculty meetings and set aside time in each meeting to review items/ data from the Planning and Assessment Calendar and to determine if we will make adjustments and how to implement the adjustments. Adjustments can be as simple as a form we are using to a significant policy change.

Additionally, we use faculty meetings to discuss other curricular adjustments that might come up in a more ad-hoc fashion. When this occurs, we collect data (e.g. survey data), review the data, and then implement the changes. If an adjustment is going to impact students, we hold several focus groups in order to gain information from the students. We usually ask a staff member, one of the counselors from the on campus counseling center, or a faculty from another department to hold the focus groups so that students feel comfortable to speak honestly.

Here is a list of the items on the Assessment and Planning Calendar that the department faculty review annually.

- Department Annual Report
- Annual Advisory meeting & Annual Supervisors Meeting
- Surveys (Exit, Alumni, Employer, Supervisors)
- SLO data (Rubric data collection for CACREP CHMC)
- Student Satisfaction Survey (Noel Levitz Adult Student Priorities)
- NCE results
- Course Evaluations
- Clinical Review (site supervisors reports and student evaluations of sites)
- Demographics review (gender, ethnicity, etc) X SLO reports

### **Academic Year 2016-2017 Outcomes**

## **Curriculum Changes and Adjustments**

Fall 2016 is our first semester to implement the fall cohort model. This first class was smaller than normal due to unrevised admissions policies, but we are already seeing the benefits of changing to this model as the sequence is better for the student learning. Some courses have been changed to only be offered every other year instead of once a year. By moving to the fall cohort it has allowed us to streamline the course offerings in a much more productive way. New elective courses were added to the schedule: Psychopathology in Counseling (13 students) and Scholarship in Counseling (5 Students). In the summer 2017 semester we will run an experimental EMDR Therapy class in a three-week intensive weekend format due to student focus group data which indicates students are highly interested.

Research and Statistical Methods is now offered as a second year course as it was determined by reviewing student evaluations and grades that it was too intense for first year students.

Additionally, it was separated from the Writing Lab which is still a first year course and no longer attached to any other course.

For all field clinical courses (i.e. Practicum & Internship), the faculty developed an abridged version of the mid-term evaluation form to use instead of the long form used for each semester end. This was implemented in Spring 2016 at the request of supervisors and the advisory board.

## **Marriage, Couple, and Family Accreditation**

The MCFC track was added due to overwhelming student interest in pursuing and specializing in this area. We have several elective and core courses that reflect the requirements of the MCFC. We have taken every precaution to ensure that incoming students know that we are pursuing CACREP accreditation in the MCFC track, however, we do not have the MCFC accreditation as of yet. The department faculty voted to pursue a dual accreditation in CMHC & MCFC when we submit our next self study in 2019, and site visit in 2020.

Mid-Cycle Report will be due in 2017, under the 2009 standards. In 2018, the program will be implementing adjustments required for the 2016 standards. One major adjustment will be faculty course loads for practicum. At this time, faculty are receiving three hours of course credit for teaching practicum, which includes doing group and individual supervision for up to six

students. Once we transition to the 2016 standards, faculty will receive six credit hours for teaching a Practicum course.

### **New College**

The college that our program now resides (F2016) is the College of Graduate and Professional Studies (GPS). The School of Nursing and LIM are also housed under GPS. The college currently has an interim dean until the search for a permanent dean is complete.

The new dean has raised the cap on most of our courses to 20 (except for Practicum and Internship). There must be a minimum of 10 students in each class or it will not be allowed to run. This is problematic for our program because the majority of the time, there are not 10 students who want to take the same elective course. Another change is that a lot of the elective courses have been cut in an effort to push more students into taking something else to raise the head count in that course, and this could potentially hurt the program. It is also problematic when so many courses are cut that there are not enough classes for our faculty to teach. Advisory Board alumni members emphasized the importance of the class size. Unfortunately, the new dean did not collect data nor interview students or faculty in any way before making these adjustments so it is not data driven or evidence based.

### **Assessment and Planning Calendar Activities**

- Department Annual Report- Faculty review of 2016-2017 annual report suggests that the department is continuing to thrive, as profitable, and receives positive feedback from a variety of data sources.
- Annual Advisory meeting and Annual Supervisors Meeting: both meetings were held the same day in Fall 2016. Some suggestions made at one or both meetings, that were implemented by the faculty this previous year include:
  - Advisory Board members expressed extreme concern about the raising of class size from 15 to 20 for didactic courses. The alumni members mentioned that they attended Loyola, even though it is very expensive, due to the small class sizes. They stated that they would not have attended if the class sizes had been at 20 for the cost of the tuition. Faculty continue

to discuss these concerns with the dean and other administrators, as well as students, in the hopes of rectifying some of the class size changes.

- The Play Therapy Center received an endowment and grant of \$50,000. The bulk of this funding is meant to seed a CEU program and to spread play therapy education to more mental health and other health related fields. The advisory board suggested making sure schools and day cares, other agencies are aware of this opportunity.
  - Note: The Play Therapy Center created a marketing flyer for possible talks. Dr. Steen has been invited to one non-profit agency in 2017 to speak on play therapy topics and conduct training. Dr. Steen also held a CEU workshop at Loyola in March, 2017 and has another one planned for November, 2017.
- Surveys (Exit, Alumni, Supervisors)
  - Supervisors: Site Supervisors reported that our students are eager to learn and they do a great job advocating for the client(s). In areas of improvement, they reported that our students need to know more about their theory and technique.
    - Faculty continue to discuss this concern. Faculty are curious if the knowledge of theory or the confidence in theory is the issue. Faculty agree to continue to reinforce theory throughout the program, and challenge students with client actors and real clients, to conceptualize from their theory.
  - Exit Survey 2015-2016 ( $N = 15$ )
    - Students ( $n = 11$ ) reported they secured employment at the time of graduation. They described feeling competent in the core coursework. There were four respondents who reported concern over the diversity training. The faculty have been working on integrating diversity further into the curriculum, throughout the program, including broaching.

- Faculty invited the Chief Diversity Officer of Loyola University to a faculty meeting and to meet with the student group SARP to address ways the faculty can further integrate diversity awareness and training into our teaching and curriculum. It is an ongoing conversation.
- Faculty have been working with a student organized group Students Addressing Race and Privilege (SARP) to come up with ways to continue to integrate diversity awareness. For 2017 orientation, we plan to add a diversity exercise that is led by current students for incoming students. We are also working with SARP to bring in more outside speakers. The counseling faculty and SARP agreed to work together on projects that include: (a) further infusing the topics of diversity, social justice, and privilege into existing coursework; (b) finding ways to include social justice topics into the interview process and student orientation; and (c) pursuing extracurricular opportunities for faculty and students to attend both on and off campus.

Alumni Survey ( $N = 10$ ): May 2016, three-year follow up survey.

Alumni reported either attaining or being very close to attaining licensure. Alumni report overall satisfaction at the “*strongly agree*” or “*agree*” level in all CACREP core areas. There was one respondent who expressed concern that she needed more education on legal issues and licensure requirements. They reported that they felt very strong in the counseling relationship, ethics, and play therapy and found these areas to be the most

helpful in practice. They reported that the program is lacking in adequate theory and trauma education.

- Faculty discussed the positives and negatives of the alumni survey. Faculty determined that we would add the EMDR Therapy elective and add more trauma discussion into other electives and existing courses. Theory integration is already being increased in several courses, including Counseling Theories, Fundamentals, Practicum, and Internship.
- SLO data (Rubric data collection for CACREP CHMC)
  - Students consistently received an average of 3.6/ 4 on all CACREP rubrics, as reported by the faculty. No changes were determined.
- Student Satisfaction Survey (Noel Levitz Adult Student Priorities)
  - This survey continues to garner a low sample and it is difficult to determine if the data is helpful. Upon review, the students who complete the survey are satisfied.
- NCE results: 100 % both fall 16 ( $N = 9$ ) and 100% spring 17 ( $N = 11$ );  
66% fall 15 ( $n = 3$ ) and 100 % pass spring 16 ( $N = 10$ )

Faculty determined that the students are also scoring well above students at other CACREP-accredited institutes in all areas tested.

- Course Evaluations
  - Faculty reviewed the course evaluations in 2015. It was determined that we would move the Research and Statistics course to a second year course, and split it off from the Writing lab starting with the fall 2016 cohort. No other changes were made.
- Clinical Review (site supervisors reports and student evaluations of sites)
  - Site supervisors consistently report that the students are very well trained and very professional. Their most common complaint is theoretical understanding. We continue to implement theoretical awareness through the coursework including, but not limited to Counseling Theories, Intro

CMHC, Fundamentals, Practicum, and Internship. Additionally, we have discussed adding an Advanced Theories elective but we do not have a time to include it, at this time.

- Demographics review (gender, ethnicity, etc) X SLO reports
  - No differences in SLO data was found between differing demographics although it is noteworthy that we have very few males and limited numbers of people of color. The faculty are working on developing more marketing for more diverse student population in our department.

### **Ad hoc Assessment and Evaluation Activities**

**Student-led group.** Our student body formed a committee called the Students Addressing Race and Privilege (SARP) last year and have been active in both the department and university. Their main aim is to increase awareness and training opportunities regarding diversity, social justice, and privilege within the counseling program. The counseling faculty and SARP agreed to work together on projects that include: (a) further infusing the topics of diversity, social justice, and privilege into existing coursework; (b) finding ways to include social justice topics into the interview process and student orientation; and (c) pursuing extracurricular opportunities for faculty and students to attend both on and off campus.

**Comprehensive Exams.** After several students offered constructive feedback about the the comprehensive exams, the faculty decided to evaluate the entire process. Graduating students participated in a focus group and reported their experience with the comprehensive exams. Faculty reviewed the data and then developed a few ideas which were presented to the students who are going to take the comps in the next year or two. The faculty are reviewing the student feedback as well as the faculty current expectations for achievement and plan to vote on a new comps plan this fall and implement it this academic year.

**Potential Practicum Clinic.** Students and faculty would like to have an on-site clinic at Loyola University New Orleans. The city of New Orleans is losing mental health services due to under funding, and several sites have closed or stopped accepting counseling interns as they move to insurance models. The few facilities still open often have long waitlists. In accordance with the Jesuit values and our need to educate our students, the faculty are working on a grant in

attempt to develop an onsite clinic. Administration seems somewhat interested in the idea, but with the constant administrative turnover at Loyola it is difficult to move forward.

#### Success Stories:

Dr. Ebrahim was awarded tenure and promotion.

Stephanie Robinson is attending a doctoral program.

Dr. Steen's edited book (Emerging Research in Play Therapy, Child Counseling, and Consultation) was completed in 2016 and was released in 2017, published by IGI Global.

Dr. Steen was honored at the Louisiana Association for Play Therapy Conference 2017 with the Lifetime Achievement Award.

Faculty are presenting at many conferences nationally and regionally.

Students are presenting at many conferences with faculty and on their own, including national level (Association for Play Therapy, American Counseling Association).

Several alumni have been accepted into doctoral programs around the country.