

Loyola University New Orleans

Department of Counseling

Outcome Report AY 2019-2020

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, implementing the adjustments, and collecting more data. We follow the Planning and Assessment Calendar (see Appendix A) and review the data we are obtaining through surveys, Advisory Board meetings, student feedback, NCE data, and course rubrics. 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 determine if we will make adjustments and how to implement the adjustments. Adjustments can range from adding a form 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 member from another department to hold the focus groups so that students feel comfortable to speak honestly.

The faculty have updated the Key Performance Indicators (KPI) for all core courses and began the implementation process in the spring 2018 semester. The following is a list of the items on the 2019-2020 Assessment and Planning Calendar that the department faculty reviewed.

- Department Annual Report
- Annual Advisory Board meeting & Annual Supervisors meeting
- Surveys (Exit, Alumni, Employer, Supervisors)
- KPI Data from Core Courses
 - Based on CACREP Standards
- NCE results
- Course Evaluations
- Clinical Review (site supervisor's reports and student evaluations of sites)
- Demographic data

Academic Year 2019-2020 Outcomes

Curriculum Changes and Adjustments

In 2019-2020, students were required to participate in the Racial Identity Processing Group (RIPG) as a pre-req to beginning practicum (*2018-2019 was the pilot year for the RIPG group, which was excellent). Fall 2016 was the first semester to implement a fall cohort model. In Fall 2019 we continued to grow and to have to offer 3 Intro to Counseling sections in order to accommodate the increase in students. Some courses were changed to only be offered every other year instead of once a year. By moving to the fall cohort model, it has allowed us to streamline the course offerings in a much more productive way. The faculty have begun exploring more trauma-oriented coursework to enhance the student experience. The faculty plan to offer a Crisis Counseling elective experimental course in the fall 2020 to gauge interest of students.

The Self Study was accepted by CACREP, and a site team conducted a site visit in fall 2019. The outcome was a 2-year accreditation contingent on a report on student assessment and data collection and review that is due in December 2021. Once the report is submitted, the full accreditation will be eight years (until 2027)

In March, 2020, the worldwide pandemic was declared and the university was required to move to an online only format. Fortunately, we were able to do this in a fairly streamlined manner as we had hurricane preparedness plans that were already in place and worked well. Students and faculty moved to 100% online format for the latter half of 2020 spring and summer semesters. Students were required to move to teletherapy format. We offered trainings in the summer for working with children in play therapy and adults using teletherapy ethically and with best practices in mind.

Marriage, Couple, and Family Counseling Accreditation (MCFC)

The MCFC track was added due to overwhelming student interest in pursuing and specializing in this area. The faculty included the MCFC accreditation in the current CACREP 2019 Self Study. The MCFC accreditation Self Study was accepted by CACREP and was reviewed by the site team when they visited the program in fall 2019. We have taken every precaution to ensure that incoming students know that we are pursuing CACREP accreditation in the MCFC track, but not yet accredited. We have many reasons to believe that the MCFC track was approved and accredited by CACREP upon the recommendation of the site team, after the fall 2019 site visit.

CACREP Mid-Cycle Report

The next mid-cycle report will be due in July 2023.

College

The program resides in the College of Nursing & Health (CNH). The School of Nursing and the Loyola Institute for Ministry (LIM) are also housed under CNH.

Assessment and Planning Calendar Activities

- Department Annual Report: Faculty review of the 2018-2019 annual report suggests that the department is continuing to thrive, is profitable, and receives positive feedback from a variety of data sources.
- Annual Advisory Board meeting and Annual Supervisors training & meeting: Both meetings were held the same day in fall 2019.
- The Advisory Board reviewed the previous 2 years outcome reports 2017-2018, 2018-2019). The members were impressed with the program curricular modifications made during the current year and previous year. Committee members endorsed the Racial Identity Processing Group. The committee was pleased to know the faculty were pursuing accreditation in the MCFC accreditation, and reported being excited about the CACREP site visit.

Surveys (Alumni, Employer, Exit)

- Alumni Survey ($N=9$)
Administered in September 2019. Responses were received between September 2019 and October 2019. This survey is sent to alumni three years after graduation.

Alumni reported either attaining or being very close to attaining licensure. One alumni also attained registration as a play therapist. One Alumni reported moving to psychology for a doctorate. 100% of Alumni reported having a mental health job at the time of the survey. 30 % reported working as school counselors. 80% or more of Alumni report overall satisfaction at the “*strongly agree*” or “*agree*” level in all CACREP core areas, 100% said they would recommend the program and feel prepared to be counselors. They also reported feeling exceptionally prepared compared to peers from other local programs and they reported the client actor experiences, understanding counseling relationships, multicultural intersectionality, and ethics to be strong points.

Thoughts for improvement include: better preparation for community counseling/ agency work, more prepared to compete for professional jobs, treatment planning, working with educational evaluations, more trauma training.

- Employer Survey 2018 ($N=5$)
Employer survey was administered in September 2019 and all responses were received in October. Employers showed strong support for graduates of our program who are working for them in the field. They selected “*Strongly Agree*” or “*Agree*” (the two highest fields) in all of the survey questions. In the open response area, employers identified clinical relationship, autonomy, professionalism, counseling relationships, intake and risk assessments, consistent caseloads, and ethical awareness as some of our graduates’ strengths. Some areas for improvement identified by multiple employers include case management, more diverse populations, insurance & billing systems. No curriculum changes were recommended by any of the employers, however.

➤ Exit Survey 2019-2020 Students ($n = 9$)

All nine students reported they secured employment at the time of graduation in the counseling field. They all described feeling competent in attention of professors, knowledgeable of professors, and preparedness for clinical work at time of graduation as evidenced by 100% responding that they “*Strongly Agree*” or “*Somewhat Agree*” in all areas surveyed. Most students felt fully prepared in all of the core coursework. However, in n diversity, legal issues, and assessment & psychometrics, three students reported feeling underprepared.

The 2015-2016 survey showed four respondents who reported concern with the diversity training, however all students reported feeling prepared in diversity training for the 2016-2017 surveyed graduates. In this current survey, eight reported feeling prepared in diversity training, while three disagreed on that measure. The faculty have been working to further integrate diversity into the curriculum and throughout the program, including broaching (see examples listed below).

- Beginning with the current (2019) cohort, all students were/are required to participate in a Racial Identity Processing Group before they begin practicum.
- Faculty participated in the People’s Institute, a three-day workshop in Undoing Racism.
- Faculty have been working with Students Addressing Race and Privilege (SARP) to come up with ways to continue to integrate diversity awareness. Beginning with the 2017 new student orientation, we added a diversity exercise that is led by current students for incoming students. We included the diversity exercise in the 2018 and 2019 cohort orientations. 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 in the interview process and student orientation; and (c) pursuing extracurricular opportunities for faculty and students both on and off campus.

➤ Course Evaluations

Faculty reviewed the course evaluations in 2019. It was determined that we would continue to work on diversity integration.

- We added required reading on broaching and racial identity development in first semester, Introduction to Counseling course, with discussion.
- Included a diversity activity in the initial orientation.
- Added requirement for all students to participate in a Racial Identity Processing Group before they begin their practicum experience (implemented in 2019-2020)

- CE results: ($N = 14$) all 14 100% passed the NCE in 2019-2020
- Faculty determined that the students are also scoring well above students at other CACREP-accredited institutes in all areas tested.
- Clinical Review (site supervisors reports and student evaluations of sites)
 - Site Supervisors Survey (2019) ($N=11$) consistently report that the students are very well trained and very professional. Supervisors report students are prepared in all CACREP Core academic and clinical areas as evidenced by scoring students as *Strongly Agree*, or *Agree* on 100% of surveyed criteria. The supervisors report the strengths of the students to be professionalism, counseling process, play therapy, rapport building, openness in supervision, theory, ethical considerations, conceptualization, micro-skills, and social justice. The supervisors report the areas for improvement to include cultural competency, advocacy, and social justice.
- Demographics review (gender, ethnicity, etc.)
 - Although our demographics are still primarily Caucasian females, we continue to sustain or increase our student populations in non-white (BIPOC) students. In 2019-2020, we have 87 students enrolled total and 15% are BIPOC/ non-white students.

Faculty continue to work on how to increase diversity within the department. The university has set graduate tuition at a rate that is two times higher than the next most expensive counseling program in our area and we have limited options for scholarship and assistantships. We have been working with the Chief Diversity Officer in order to try to increase our diversity in students, faculty, and staff, as well as ensure retention. Some adjustments we implemented, so far, include:

- Hiring practices. We recently hired two faculty members and a staff member who are people of color.
- Recruitment of students. We are actively recruiting students of color and have continually given assistantships, when available, to students of color.
- Work with students of color to provide as much support as possible and to assess how marginalized students are experiencing the program.
- Addressing students of color to assess and support student success. How are marginalized students doing? How can we support students?

Ad Hoc Assessment and Evaluation Activities

Clinic. Faculty submitted a request to hire a new faculty member to serve as the Clinical Director and it was approved. Faculty began interviewing in the Fall 2019 and the Clinical Director started in the Summer 2020 and began teaching in the Fall 2021. She has a reduced teaching load in order to manage the clinic. History: Students and faculty opened 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 that are still open often have long waitlists. In accordance with the Jesuit values and our need to educate our students, the faculty and a student worked together to secure partnerships and gifts from the Musicians Clinic of New Orleans, the Preservation Hall Foundation, the City of New Orleans, and the Brett Thomas Doussan Foundations to offer clinical mental health services. The administration has helped secure office space to convert into clinical counseling rooms. The clinic opened in spring 2019.

When the pandemic started, we moved the clinic to a tele-therapy model without difficulty. We also held trainings for students and community members on ethical models for working with both children and adults in teletherapy.

Student-led group. Our student body formed a committee called the Students Addressing Race and Privilege (SARP) in 2015 and have been active in both the department and university. Their main goal 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 both on and off campus.

Success Stories AY 19-20

Sarah Zogbi received the University Ignatian Award

Angela Bacigalupo received the Mimi Heebe Excellence in Play Therapy Award.

Sarah Zogbi received the Regina Matthews Oehmig Award for Excellence in Counseling.

Annie Rooney received the Excellence in Scholarship Award

Clair Kohn received the Clinical Excellence Award.

Gabby Contreras received the Social Justice and Advocacy in Counseling Award.

Faculty are presenting at many conferences, agencies, and schools regionally.

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

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

Other Faculty Successes:

Ebrahim, C.,

Hermann, M., **Ebrahim, C.**, Eckart, E., Iarussi, M., Perjessy, C., St. Germain-Sehr, N. (2019, October). *Women Counselor Educators: Strategies for Success in Academia*. Presentation to the annual convention of the Association for Counselor Education and Supervision. Seattle, WA.

Ebrahim, C., Louisiana Counseling Association (LCA), Chair, Mentoring Task Force

Steen, R.L.,

WWL Great Day Louisiana (TV Show) December, 2019

Completed a four (4) segment series on parent education & play therapy skills

Segment 1: Responding to feelings, floor time play, undivided attention

Segment 2: Parent Education Books

Segment 3: Digital Moderation Plans

Segment 4: Character Development & Descriptive Praise

Service Publications:

Steen, R. L., & Rooney, A. (2019). *Resources for caregivers through life-threatening illness: When a caregiver is sick*. Brochure. Touro Hospital.

Steen, R. L. & Rooney, A. (2019). *Resources for youth affected by life-threatening illness*. Brochure. Touro Hospital.

APPENDIX A: Counseling Department Calendar of Planning and Assessment

Loyola University New Orleans

Calendar of Key Assessment Activities

- Exit survey administered (Departmental) 15 May 1-15
- Alumni survey administered June 15
- Employer survey administered 15 June
- Supervisor survey administered 15 June
- Annual Report Due July 15
- Review Annual Report Meeting November Faculty
 - Previous AY National Counselor Examination (NCE) results
 - Review previous AY survey Data
 - Exit (Dec/May); Alumni, Employer, Supervisor (June)
- Outcome Report Posted October
- Advisory Board Meeting November
- Supervisors Meeting & Training November
- Discuss Faculty Course Evaluations (Spring/ Summer) November Faculty Meeting
- Clinical Review Meeting December Faculty
 - Site Supervisor Reports; Student Evaluations of Sites
- Advisory Board & Supervisor Meeting Review Meeting December Faculty
 - Review minutes, action items, etc.
- Exit survey administered (as needed) December 1-15
- Review Outcome Report January
- Discuss Faculty Course Evaluations (Fall) April