

Loyola University New Orleans

Department of Counseling

Outcome Report AY 2022-2023

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 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 following is a list of the items on the 2021-2022 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 2022-2023 Outcomes

Curriculum Changes and Adjustments

Telehealth training will continue, to prepare people to meet the criteria for offering Telehealth. We have offered several telehealth trainings for students and professionals in 2020, 2021, 2022, 2023 on a variety of populations including children, couples, individuals, groups, and supervision, as well as best practices and ethics across populations. We plan to continue offering telehealth training moving forward to support students and professionals.

Additionally, the department, LCCE, and Play Therapy center are all offering CE opportunities throughout the year, mostly supported by faculty speaking on special topics and interest areas.

In Fall 2021, the program resumed normal programming (post pandemic). The only course that continued online for the 2021-2022 AY was the RIPG group, due to the availability and location of the leaders, at this time.

Course Delivery Adjustments:

In Fall 2022, the faculty voted to have at least 1 practicum and 1 internship section offered online year-round so that students can complete their clinical year in their home state. Additionally, faculty voted to allow electives to be taught online at the instructor's discretion. In spring 2023, faculty voted to allow the summer section of Lifespan and Career to be taught online synchronous, at the instructor's discretion. Dr. Steen submitted a required digital delivery report on [REDACTED] date, as required by CACREP and is submitting a Substantive Change Report (SCR) in Fall 2023 as a student could break the 25% course delivery change which requires by CACREP, the SCR.

In the summer 2021 & 2022, we offered Human Sexuality as an experimental course. The course was highly received and we sent it to curriculum committee (approved) to be an annual course beginning summer 2023. Psychopathology in Counseling is now offered every year. These courses strategically meet the requirements for licensure in some states outside of Louisiana.

Chair: Dewell's term as Chair ended in May 2022. Steen was elected as Chair for a three-year term (2022-2025). Belcher left Loyola in May 2022.

Faculty: Mary Hermann was hired for one year as a visiting professor, to replace Belcher. There is an open search for a permanent tenure-track position to start in fall of 2023. Hermann will not be applying for the permanent job.

The plan was to find someone who can help the department move forward in areas such as social justice and advocacy, multicultural, and trauma. We have hire Sarah Stillwell, PhD, to take the position and she is a great match for our needs in that she can teach human sexuality, diversity and plans to start an Affirmative therapy certification once she settles in.

In 2022-2023 we had a "focus group" to receive feedback from students in the Racial Identity Processing Group. Some students report wanting more sessions and more mixed/ integration sessions at the end of the "affiliate" experience. Other students are concerned about the length

that the groups meet (2.5 hours). Faculty are working with the group leaders to discover how to continue moving forward with the RIPG experience. Faculty are interested in participating in the RIPG group, and have been looking for funding to participate (not with students with other faculty) as the cost is very expensive for faculty. So far, we have not found a funding source.

CACREP Mid-Cycle Report

The next mid-cycle report will be due in Summer 2024.

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.

The college has been supportive in replacing Dr. Belcher expediently with a visiting faculty for this AY and an incoming Tenure Track Faculty (Sarah Stillwell) in Fall 2023.

Assessment and Planning Calendar Activities

- Department Annual Report: Faculty review of the 2020-2021 annual report suggests that the department is continuing to thrive, is profitable, and receives positive feedback from a variety of data sources. We had a smaller incoming cohort, but, we still needed two sections of our intro courses (25 students entered)
- Annual Advisory Board meeting and Annual Supervisors training & meeting: Both meetings were held the same day in fall 2021 (virtual).
- The Advisory Board was impressed with the program curricular modifications made during the current year and previous year.

University

University President Search update. President Tetlow resigned from Loyola in May 2022. Rev. Justin Daffron was the Interim President. A search to hire a permanent President was successful and Dr. Xavier Cole will start at Loyola in Summer 2023.

Surveys (Alumni, Employer, Exit) **note-the response rate was low this AY even though we sent the survey 3 times for 3 months. We believe this is due to the general feelings of being overwhelmed as things began to get back to “normal” after COVID- not due to lack of interest. We expect our survey date to begin building as people regain their routines.*

- Alumni Survey ($N = 3$)
Administered in September, 2022. Responses were received between September, 2022 and November 2022. This survey is sent to alumni three years after graduation.

Alumni reported either attaining licensure 100% of Alumni surveyed reported having a mental health job at the time of the survey. 100% of Alumni report overall satisfaction at the “*strongly agree*” or “*agree*” (or occasional “no opinion”) level in all CACREP core areas. 100% said they would recommend the program, would repeat the program, and feel prepared to be counselors. They also reported feeling exceptionally prepared compared to peers from other local programs and that the labs (client actor)

were exceptional. They report feeling strong and well rounded. Thoughts for improvement include: better preparation for building a private practice.

- Employer Survey 2021 ($N=4$)
Employer survey was administered in September-October, 2022 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 with an occasional “no opportunity to observe”. In the open response area, employers identified clinical relationship, consultation, autonomy, diagnosis, diversity, professionalism, counseling relationships, intake and risk assessments, consistent caseloads, and ethical awareness as some of our graduates’ strengths. Some areas for improvement working in slowing pace and not solving problems on behalf of a client (one employer).

- Exit Survey 2021-2022 Students ($n = 2$)
Both students reported they secured employment at the time of graduation in the counseling field and 1 had taken and passed the NCE (the 1 other student has not taken the NCE). Both students reported interest in applying for PhD programs. They both described feeling competent in attention of professors, knowledgeability of professors, and preparedness for clinical work at time of graduation. Both responded that they “*Strongly Agree*” or “*Somewhat Agree*” in all areas surveyed, except one student felt inadequately prepared for “Legal Issues” in counseling.

The 2015-2016 survey showed four respondents who reported concern with the diversity training. In this current survey, all students reported feeling prepared in diversity training. The faculty have been working to further integrate diversity into the curriculum throughout the program, including broaching.

- Beginning with the current (2020) cohort, all students were/are required to participate in a Racial Identity Processing Group as a co-req with the group course as the group lab.

 - 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.
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- Course Evaluations

Faculty reviewed the course evaluations in 2021-2022. It was determined that we would continue to work on diversity integration. No major curricular changes are recommended outside of continue to search for inclusive textbooks.

- Continue to modify syllabi, required readings, and assignments in ways that continue to expand diversity in a variety of ways (cases used, order to readings, inclusion in assignments, etc.) and meet 1x/semester to review updates with faculty.
- Bring in a consultant to help with diversity integration (Completed Fall 2021)
 - NCE results: 4/5 of those who took the NCE passed the NCE in Spring 2021
 - Faculty determined that the students are 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 (2022) ($N=9$) consistently report that the student is very well trained and very professional. Supervisor reports the student is prepared in all CACREP Core academic and clinical areas as evidenced by scoring students as *Strongly Agree*, or *Agree* on all areas except for 1 respondent who indicated “disagree” on multiple questions. It is notable that the same respondent opted out of the open question sections so they gave no qualitative context on their concerns. The other supervisors report that the students seem adequately prepared. Supervisors suggested working with students to continue to develop work-life balance and self-care, theory, and group implementation.

- 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. Our incoming cohort in 2022 was very small (24 students). We have increased our populations of BIPOC students as well as of students who identify as non-cis, non-binary, queer, and trans.

For the Fall 2023 cohort, we have a lot of interest and expect to double the incoming 2023 cohort to at least 40 students. We are actively recruiting students from HBCU via sending recruitment emails to chair's of majors that tend to be a good funnel source (ex. psychology). We hope to continue to grow our BIPOC population, as well as other minority identities.

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:

- At the end of the 2020-2021 AY, faculty were able to get funding to hire a consultant to help the faculty understand the needs of current students, work with current

students and SARP to integrate more diversity in students and curriculum as well as create more and more inclusive classroom experiences.

- This process started in the Fall of the 2021-2022 AY and has helped us integrate more literature into our curriculum, create policy for students to report micro-aggressions internally (anonymously or confidentially to our LPC admissions coordinator), and facilitated faculty student conversations, with the facilitator, on classroom management and inclusivity. We are also working to decolonize our syllabi.
- Hiring: actively recruiting faculty of color and faculty who are more qualified to teach social diversity course
- 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?
- Advocating for students of color and sexual minority students within the larger Loyola system to have support services
 - Successfully integrated gender non conforming & inclusive bathroom options in our department
 - Helped students change the names in their email and online Loyola systems (like canvas) to reflect their preferred names and pronouns

Ad Hoc Assessment and Evaluation Activities

Clinic. The new Clinical Director started in the Summer 2020 and began teaching in the Fall 2020. 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.

In 2021-2022, the clinic was mostly still tele-health with the exception of play therapy, although clients were offered in person services beginning in the Spring 2022, as an option. The clinic had 12 interns in 2021-2022 serving children, intimate relationships, families, groups.

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.

Outcome: The faculty have added literature to all courses on social justice, diversity topics and privilege. The faculty are working with students to review text book options that are the most inclusive available. The faculty added a Social Justice topic to the required admissions essay around serving and supporting social justice topics. Additionally, the essay response on social justice involvement is not in our Admissions Matrix- so students with high involvement will be reflected in our matrix/rubric

Success Stories AY 22-2023

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.

The Play Therapy Center received renewal as both an Approved Center (AC) (university designation) of play therapy and as an Approved Provider of Play Therapy education (CE designation) from the National Association for Play Therapy.

Other Faculty/ Student Successes:

Dr. Gilstrap has been an admired and dedicated professor at the department since 2020. Recently she has attained various achievements in the counseling profession. Gilstrap, LCCE clinical supervisor, published an article "Treating Mood Disorders and Suicidality in Children: Enhancing Protective Factors Through Play" in the Sept 22 issue of Play Therapy Magazine.

She was selected as Board Member for Wellness Project New Orleans, a mental health and wellness worker-directed nonprofit and collective in New Orleans.

Fall 2023- Loyola Center for Counseling and Education (LCCE) will be the recipient of a 2.5 million dollar grant from the Substance Abuse and Mental Health Services Administration (SAMHSA) of HRSA.

With support from this grant, the LCCE aims to improve outcomes for children from birth to 12 years of age by developing, maintaining, and enhancing infant and early childhood mental health promotion, intervention, and treatment services. Providing services to this target population will be addressing a significant need in the community.

APPENDIX A: Counseling Department Calendar of Planning and Assessment

Loyola University New Orleans

Calendar of Key Assessment Activities

- Exit survey administered (Departmental) May 1-15
- Alumni survey administered June 15
- Employer survey administered June 15
- Supervisor survey administered June 15
- 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