

Loyola University New Orleans

Department of Counseling

Outcome Report AY 2017-2018

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, 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 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 voted to remove the Noel Levitz survey (administered by the university) from our annual review due to a very low response rate from our students (n=9-11, annually) which gave us minimal workable data. Additionally, the faculty are updating Key Performance Indicators (KPI) for all core courses and began the implementation process in the spring 2018 semester. The CACREP 2009 Student Learning Outcomes (SLO) rubric data is being replaced in the next year with the KPI rubric data for the CACREP 2016 standards. The following is a list of the items on the 2017-2018 Assessment and Planning Calendar that the department faculty reviewed.

- Department Annual Report
- Annual Advisory Board meeting & Annual Supervisors meeting
- Surveys (Exit, Alumni, Employer, Supervisors)
- SLO data (Rubric data collection for CACREP CHMC)
- NCE results
- Course Evaluations
- Clinical Review (site supervisors reports and student evaluations of sites)
- Demographic data

Academic Year 2017-2018 Outcomes

Curriculum Changes and Adjustments

Fall 2016 was the first semester to implement a fall cohort model. The first class was smaller than normal due to unrevised admissions policies, but we are already seeing the benefits from moving to this model, as the sequence is better for student learning. The fall 2017 cohort was almost double the size of the 2016 cohort. 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. Two new elective courses were added to the schedule. They are Psychopathology in Counseling (13 students) and Scholarship in Counseling (5 Students). In summer 2017 an experimental EMDR Therapy class was offered in a three-week intensive weekend format as a result of student focus group data that indicated students were highly interested. The course enrolled 10 students. The faculty have begun exploring more trauma-oriented coursework to enhance the student experience.

Research and Statistical Methods was moved from a first year course to a second year course, it was determined by reviewing student evaluations and grades that it was too intense for first year students. The students from fall 2016 and fall 2017 cohort gave more positive evaluations of the course having taken it as a second year student due to acclimation to the program, in general.

Additionally, the Research and Statistical Methods class was separated from the Research Writing Lab (APA writing lab) in the fall of 2016. The student evaluations reflect that the adjustment has had a positive impact on their experience in the program.

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. This adjustment has allowed the faculty to be alerted to potential gatekeeping or site difficulties, while making the mid-term evaluation less cumbersome. Supervisors and students report that the shorter mid-term evaluation is more fluid.

Marriage, Couple, and Family Counseling 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.

CACREP Mid-Cycle Report

The CACREP Mid-Cycle report was submitted in fall 2017 under the 2009 standards. The report was approved by the CACREP Board in 2018. The department will begin implementing program adjustments required for the 2016 standards. Faculty course loads for practicum will

continue to be monitored.

New College

The program now 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 2016-2017 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 2017. The Advisory Board reviewed the previous two years outcome reports (2015-2016; 2016-2017). The members were impressed with the program curricular modifications made during the current year and previous year. Committee members endorsed the updates to the Comprehensive Exam and the diversity & social justice initiatives in the department.

Surveys (Alumni, Employer, Exit)

- Alumni Survey ($N = 12$)
Administered in October 2017. Responses were received between October 2017 and January 2018. This survey is sent to alumni three-years after graduation.

Alumni reported either attaining or being very close to attaining licensure. 100% of Alumni reported having a mental health job at the time of the survey. Alumni report overall satisfaction at the “*strongly agree*” or “*agree*” level in all CACREP core areas. They reported that they felt very strong in the counseling relationship, ethics, and found these areas to be the most helpful in practice. They reported that the program is lacking in adequately preparing them for the real world of agency life, such as low pay and adapting to agency policy.

While we recently added a psychopathology elective, and added more trauma discussion into existing courses and other electives. We did note that this group of alumni did not bring up those concerns.

- Employer Survey 2017-2018 ($N=4$)
Employers showed strong support for graduates of our program who are working for them in the field. They selected “*Strongly Agree*” or “*Somewhat Agree*” (the two highest fields) in all of the survey questions. In the open response area, employers identified clinical relationship, autonomy, and diversity as some of our graduates’ strengths. Some areas for improvement identified by multiple employers include case management, insurance, coding, and billing systems.
- Exit Survey 2017-2018
Students ($n = 9$) reported they secured employment at the time of graduation. They all described feeling competent in the core coursework, attention of professors,

knowledgeability 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. 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. The faculty have been working to further integrate diversity into the curriculum and throughout the program, including broaching (see examples listed below).

- Loyola’s Chief Diversity Officer was invited to attend a faculty meeting. She was also invited to meet with SARP (Students Addressing Race and Privilege) to address ways the faculty can further integrate diversity awareness and training into our teaching and curriculum. The conversation is ongoing. SARP was formed by counseling students who wish to bring diversity awareness to other counseling students.
 - Faculty have been working with 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 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.
 - Student Learning Outcomes 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. The faculty are updating rubrics to KPI data for the 2016 standards and have not found these SLO rubrics to provide valuable data.
- NCE results: 100 % both fall 17 ($N = 9$) and 100% spring 18 ($N = 4$); 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 2017. It was determined that we would work on diversity integration. Two adjustments include:
- Moved Multicultural to a second year course (fall only) to follow the cohort model and allow students time to prepare for the course.
 - Diversity broaching conversations are led with discussions of safety and confidentiality.
- Clinical Review (site supervisors reports and student evaluations of sites)
Site Supervisors Survey (2017-2018) ($N=9$) 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. The supervisors report the strengths of the students to be counseling process, play therapy, and social justice. The supervisors

reported the areas for improvement to include advocacy, treatment planning, substance abuse counseling, group dynamics, and agency preparedness.

➤ Demographics review (gender, ethnicity, etc)

We have no way to adequately review the success of students based on demographic data as our demographics are primarily Caucasian females.

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 or ideas we are implementing, so far, include:

- Recruitment of students: we are actively recruiting students of color and have continually given assistantships, when available to a student 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 marginal students doing? How can we support students?

Ad hoc Assessment and Evaluation Activities

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 to attend both on and off campus.

Comprehensive Exams. After several students offered constructive feedback about 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 that was presented to the students. The faculty implemented a new comprehensive “exam” that includes a portfolio project over the course of their final internship where they examine a real case from a variety of perspectives including ethical, diagnostic, developmental, theoretical, and diversity. The student’s internship instructor is the Chair of the committee and they choose one or two other faculty. They orally defend the portfolio in a final meeting. The spring 2018 graduates were the first group to complete this process. They reported that they found the experience enlightening, but stressful. They reported that they prefer this process over a written exam.

Clinic. Students and faculty will open 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 grants from the Musicians Clinic of New Orleans, and the Preservation Hall Foundation to offer

clinical mental health services. The administration has helped secure office space to convert into clinical counseling rooms. The clinic is set to a soft opening in spring 2019.

Success Stories

AY 17-18

Graduate student Lauren Dayan was accepted to the 2018 Association of Adult Development and Aging (AADA) conference to present a poster titled “The Existential Trifecta of Counseling”.

Vinaya Nachampassak was accepted to the 2018 Association for Play Therapy (APT) conference to present a poster titled, “Play Therapy as a Trauma Informed Approach for Youth Affected by the Juvenile Justice System”.

Graduate students Bryn Hickey and Lauren Dayan presented a poster titled “When Counselors Find Themselves Being a Secret Keeper in Couples Counseling” at the 2018 Law and Ethics in Counseling Conference.

Sean Brite received the Loyola University New Orleans Alumni Association Graduation Award and Chi Sigma Iota award.

The NBCC Foundation, an affiliate of the National Board for Certified Counselors (NBCC), selected Oriol Romano for the NBCC Minority Fellowship Program-Youth (MFP-Y). As an NBCC MFP-Y Fellow, Romano received \$8,000 to support her education and facilitate her service to underserved minority populations, with a specific focus on transition-age youth (ages 16–25)

Ashley Lopez received the Mimi Heebe Endowed Play Therapy Excellence Award

2018 Jenn Glynn received the Gina Oehmig Endowed Counseling Award

Patricia Hickham received the Research Excellence

Award Callie Millington received the Clinical Excellence Award

Kevin Foose received the College of Nursing and Health Faculty Teaching Award

Christine Ebrahim received the Faculty Senate award for Advising

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.

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 November Faculty Meeting
 - 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 December Faculty Meeting
 - Site Supervisor Reports; Student Evaluations of Sites
- Advisory Board & Supervisor Meeting Review December Faculty Meeting
 - Review minutes, action items, etc.
- Exit survey administered (as needed) December 1-15
- Review Outcome Report January
- Discuss Faculty Course Evaluations (Fall) April