

Loyola University New Orleans

Department of Counseling

Outcome Report AY 2018-2019

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 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 2018-2019 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 2018-2019 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. The fall 2018 cohort was the largest so far, and required the department to offer three (3) Introduction to Counseling sections. 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 in 2018. They are Psychopathology in Counseling, and Scholarship in Counseling. 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 faculty have been working on the CACREP Self Study, which was submitted in January 2019. The Self Study was accepted by CACREP, and a site team will conduct a site visit in fall 2019.

In the process of completing the CACREP Self Study, the faculty updated all relevant syllabi to the CACREP 2016 standards, tied the 2016 standards to readings, lectures, and textbooks, and built Key Performance Indicators for the CACREP Core education competencies within the assignments. The faculty added the KPI review to the Assessment Calendar as part of this process.

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 Self Study. The MCFC accreditation Self Study was accepted by CACREP and will also be reviewed by the site team when they visit 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 will be approved and accredited by CACREP upon the recommendation of the site team, after the fall 2019 site visit.

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 began implementing program adjustments required for the 2016 standards in 2018. 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 2017-2018 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 2018.
- The Advisory Board reviewed the previous year outcome report and the mid-cycle report (2016-2017, Mid-Cycle F2017). 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 Pilot Study. The committee endorsed the faculty pursuing accreditation in the MCFC accreditation, and reported being excited about the upcoming CACREP site visit.

Surveys (Alumni, Employer, Exit)

- Alumni Survey ($N = 10$)
Administered in November 2018. Responses were received between August 2018 and September 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. 80% or more of Alumni report overall satisfaction at the “*strongly agree*” or “*agree*” level in all CACREP core areas, except cultural diversity (70% agree or strongly agree, but 30% disagree or strongly disagree). 90% 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.

Thoughts for improvement include: better preparation for suicide prevention, more prepared to compete for professional jobs, private practice development, multicultural and diversity training, and managing the LPC Board and licensure application.

- Employer Survey 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, professionalism, therapeutic alliance, and diversity as some of our graduates’ strengths. Some areas for improvement identified by multiple employers include case management, insurance, coding, crisis management, and billing systems.
- Exit Survey 2018-2019 Students ($n = 16$)
Seven students 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. In this current survey, 13 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 2019 cohort, all students are required to participate in a Racial Identity Processing Group before they begin practicum.
 - Faculty have agreed to participate in the People’s Institute, a three-day workshop in Undoing Racism. Three out of five faculty have already completed the training. The other two will complete it this academic year.
 - Loyola’s Chief Diversity Officer was invited to attend a faculty meeting. She was also invited to meet with Students Addressing Race and Privilege (SARP) 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 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.
- NCE results: ($N = 16$) 14 passed the NCE
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 2018. It was determined that we would work on diversity integration.
- 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.
 - Moved Multicultural to a second year course (fall only) to follow the cohort model and allow students time to prepare for the course.

- Clinical Review (site supervisors reports and student evaluations of sites)
Site Supervisors Survey (2018) ($N=7$) 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 ethics, professionalism, counseling process, play therapy, and social justice. The supervisors report the areas for improvement to include difficulty assessment, personalities in group dynamics, and working with child caregivers.
- 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 we are implementing, so far, include:

- Hiring practices. We recently hired a faculty member and a staff member who are both people of color.
- 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 marginalized students doing? How can we support students?

Ad Hoc Assessment and Evaluation Activities

Clinic. 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.

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 18-19

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

Vinaya Nachampassak presented at 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.

The NBCC Foundation, an affiliate of the National Board for Certified Counselors (NBCC), selected Oriel 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).

Ida Ansell & Oriel Romano received the University Ignatian Award.

Vinaya Nachampassak received the Mimi Heebe Excellence in Play Therapy Award.

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

Laura Dayan received the Excellence in Scholarship Award.

Ida Ansell received the Clinical Excellence Award.

Oriel Romano received the Social Justice and Advocacy in Counseling 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.

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