

# **Loyola University New Orleans**

## **Department of Counseling**

### **Outcome Report AY 2024-2025**

#### **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, Site Supervisors meeting, 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, moving a course, changing pre-req for an existing course, 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 2023-2024 Assessment and Planning Calendar that the department faculty reviewed.

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

## **Academic Year 2023-2024 Outcomes**

### **Curriculum Changes and Adjustments**

Telehealth training will continue, to prepare people to meet the criteria for offering Telehealth.

The Intro Practice Lab Client Actor experience is now in telehealth (since covid) and we have decided to leave it that way for both training/ preparation and the actors are more reliable.

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.

#### **Courses and 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 synchronously, at the instructor's discretion. Due to these adjustments, we were required to submit reports to CACREP.

CACREP REPORTS: Dr. Steen submitted a Substantive Change Report (SCR) in Fall 2023 because the above outlined adjustments in delivery allow some students to have more than 25% of curriculum in digital delivery format. The substantive Change report was reviewed by the CACREP Board at the February 2024 Board meeting and approved.

The CACREP Mid-Cycle Report (MCR) was submitted in September 2024 and reviewed by the CACREP Board at the February 2025 meeting. The MCR was approved by the CACREP Board.

In the summer 2024, we offered Affirmative Therapy as an experimental course. The course was highly received and sent to the college curriculum committee in fall, 2024 to be an elective course (Approved). We will oscillate between Human Sexuality and Affirmative Therapy every other summer.

In Fall 2024, the department was approved to hire a new faculty member in order to manage growth. The faculty voted to develop an accredited program in Addictions Counseling via CACREP in our next accreditation review. Therefore, we listed the faculty search for someone to help lead the Addiction Counseling curriculum and courses. Dr. Sarah Stillwell chaired the search committee with Dr. Dewell and Dr. Steen as sitting members.

Chair: Steen was elected as Chair for a three-year term (2022-2025). Dr. Steen was renewed to 2028 in Spring 2025.

Faculty:

WE offered and the offer was accepted Dr. Tamia Randolph- Alvarez the tenure track faculty position for the Addictions Counseling development, as well as general teaching support in the program.

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 “affinity” experience. Other students are concerned about the length that the groups meet (2.5 hours).

In Spring 2024, the RIPG consulting team was unable to meet with all of our students so we pushed several groups to Summer 2024. At that time, we also decided to change the Group Lab experience, based on student feedback and feedback from the RIPG team. One recommendation was to move the Group Lab to happen after the Multicultural Course (which is a second year first semester course for full time students). With this adjustment, the next time the group lab will be taught is in Spring 2026 for the incoming Fall 2024 cohort. We plan to continue consulting with students who have already had the lab experience, alumni, faculty, and other stakeholders on adjustments to the Group Lab experience. We are planning to expand the group lab experience beyond racial identity and consider broader cultural implications of intersectional identities and experiences within those with a lens for the minority experience, in particular. The new curriculum for the group lab will be implemented in Spring 2026

### **CACREP Mid-Cycle Report**

The next mid-cycle report was submitted in September, 2024 and approved at the February 2025 CACREP Board meeting.

### **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 was supportive in adding a new faculty member (we now have 7 full time faculty members) and in the development of a specialization in Addictions Counseling.

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

- Department Annual Report: Faculty review of the 2023-2-24 annual report suggests that the department is continuing to thrive, is profitable, and receives positive feedback from a variety of data sources. Our 2024 incoming cohort was 48
- Annual Advisory Board meeting and Annual Supervisors training & meeting: Both meetings were held the same day in fall 2024, in person.

- The Advisory Board was impressed with the program curricular modifications made during the current year and previous year. They are excited about the large grant supporting the LCCE clinic and CE program, as well.

### University

University President Search update. Dr. Xavier Cole started Loyola in Summer 2023.

A new CEO started in Summer 2024 (Nate Straight)

The Provost Search occurred this AY (2024-2025) and Thomas Chambers was hired and started at Loyola in Summer, 2025.

A new Enrollment Management VP also started in Summer 2025.

### Surveys (Alumni, Employer, Exit)

- Alumni Survey ( $N = 3$ )  
Administered in June 2025. Responses were received between June 2025 and July 2025. This survey is sent to alumni three years after graduation.
  - 80% of Alumni reported working towards or attaining full licensure
  - 80% of Alumni surveyed reported having a mental health job at the time of the survey.
  - Alumni report overall satisfaction at the “*strongly agree*” or “*agree*” (or occasional “no opinion”) level in all CACREP core areas with the exception of *Group Counseling* in which 2 students reported they felt under-prepared and in *Assessment* where 1 student reported feeling under-prepared in “interpretation of instruments”.
  - 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 managing insurance, more speciality techniques like EMDR & somatic work.
- Exit Survey 2024-2025 Students ( $n = 6$ )
  - 4/6 Students reported they secured employment at the time of graduation in the counseling field
  - **6/6 had taken and passed the NCE**
  - 2/6 students reported strong interest in applying for PhD programs and 3 more reported some interest.
  - 6/6 report feeling prepared academically, strong professorship, and academically challenged.
  - 5/ 6 students report feeling prepared in all of the CACREP Core coursework.
  - 1/ 6 students reported disagreement with preparation in assessment, evaluation, and instrument use as well as issues and trends in multicultural and diverse society.
  - Students describe the actor experiences to have been exceptionally helpful in preparing them to see clients. Several cited the fundamentals course and philosophy course as favorites.

- Students describe concerns with the Group Lab and how it was organized as well as the group class (the primary professor was on sabbatical) and report that they feel the assessment course is out dated.
- Employer Survey 2025 (N=7): The Employer survey was administered in June 2025. Employers showed strong support for graduates of our program who are working for them in the field.
  - 85% 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, diverse skill sets, adaptability, 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).
  - In areas for improvement, most employers listed “none” however, One employer cited concerns with overly detailed note taking and lack of flexibility from at least one Loyola grad employee. And another listed documentation (medicaid) and strengthening systems theories.
- Clinical Review (site supervisors reports and student evaluations of sites)

Site Supervisors Survey (2024) (N=8) 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 1 supervisor reported mild concerns about development in career theory.

- 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. 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 2025 cohort, we have a lot of interest and expect the incoming cohort to be at 50. We are actively recruiting students from HBCU via sending recruitment emails to chairs 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. Some adjustments we implemented, so far, include:

- Hiring: actively recruiting diverse faculty
- 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 inclusive bathroom options in our department and clinic.
  - Helped students change the names in their email and online Loyola systems (like canvas)

## **Success Stories AY 2024-2025**

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.

Fall 2023- Loyola Center for Counseling and Education (LCCE) received 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.

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. The Approved Provider renewal is due in 2026.

## **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