

**Program Evaluation Outcomes Report 2023
for the Counseling Graduate Program
University of Holy Cross
New Orleans, Louisiana**

December, 2023

In the 2022-2023 academic year, our program continued to be delivered primarily online as it had been during the COVID-19 pandemic, but a few courses were delivered on campus in person. Despite the COVID-19 pandemic, the counseling graduate program has continued to operate at full capacity. All courses are continuing to be offered, students are completing practicum and internship experiences, and the program is being delivered in a virtual environment.

All of the counseling graduate programs offered at the University of Holy Cross are accredited by the Council on Accreditation of Counseling and Related Educational Programs (CACREP, <https://www.cacrep.org>). The University of Holy Cross offers a master's degree in counseling (MA degree) with the following three specializations: Clinical Mental Health Counseling; Marriage, Couple, and Family Counseling; and School Counseling. A PhD program in Counselor Education and Supervision also is offered. The counseling graduate program has approval from CACREP to deliver all graduate degree programs through its traditional in person on campus format and its online format. Due to the COVID-19 pandemic, beginning in spring semester, 2021, former in person on campus courses have been delivered utilizing Zoom technology synchronously or online asynchronously.

CACREP accreditation requires that counseling graduate programs continually evaluate programs and, based on the results of evaluations, modify programs to prepare counselors to meet contemporary challenges for those practicing in the counseling profession. Programs must prepare and distribute an annual Program Evaluation Outcomes Report. This report along with a summary of 2022-2023 number of graduates, completion rate of students in the program, licensure examination pass rate, and job placement rate of graduates are posted on the following counseling graduate program websites that describe the master's degree programs and the PhD program:

<https://uhcno.edu/ceb/counseling/counseling-ma.php>

<https://uhcno.edu/ceb/counseling/counseling-phd.php>

At the end of each academic term (fall semester, spring semester, and summer term), the following data are collected:

1. Students evaluate each academic course they completed that term;

2. Students completing practicum or internship evaluate the sites where they were placed;
3. Students completing practicum or internship evaluate individually all of the supervisors they had during the term including their on-site supervisor, their individual supervisor, and their group supervisor;
4. On-site practicum and internship supervisors evaluate the performance of graduate students in their field experience;
5. Individual and group practicum and internship supervisors evaluate the performance of graduate students in their field experience;
6. Master's graduates complete a survey form that evaluates their entire MA degree program experience; and
7. Doctoral graduates complete a survey form that evaluates their entire PhD degree program experience.
8. In all degree programs, key performance indicators (KPIs) are assessed through data that is collected each academic year. The program faculty review and analyze the data in the aggregate to identify possible admission or programmatic changes that may be needed.

Every three or four years, alumni of the program and known employers of program graduates are surveyed. A survey was completed in 2018 and another survey was completed in 2021.

Summaries of each evaluation are reviewed by the department chair as the summaries are created. The department faculty meet monthly and the chair summarizes the results of any evaluations that have been completed and brings any concerns to the attention of the faculty members. In addition, each summer term, the department chair reviews the results of all the evaluations that have been completed during the academic year and at the first faculty meeting each fall semester, provides a summary report to department faculty members and brings any concerns to the attention of the faculty members.

While there may be occasional negative evaluations, overall surveys completed by students, graduates, supervisors, alumni, and employers indicate that practicum and internship students in the counseling graduate program are well-prepared for their field experiences, and that graduates have received a high quality and appropriate education.

Skill Development in Distance Counseling and Supervision has been Incorporated into All Courses and Field Experiences

Distance counseling and supervision skills were taught to students and were practiced in practicum and internship courses prior to the COVID-19 pandemic. However, once the pandemic began, faculty put an increased emphasis on the teaching of distance counseling and supervision. All current students received specialized training in distance counseling,

supervision, and education as soon as the pandemic began. Currently, all faculty members in the program acknowledge that distance counseling, supervision, and education are going to be part of the counseling profession in the future and all courses are taught with that future in mind.

More PhD Students Are Continuing to Serve as Teaching Assistants

Some current doctoral students and recent doctoral graduates indicated two years ago that they desired and needed more experience teaching during their doctoral degree programs. All students must complete a doctoral-level teaching course. PhD degree program students are preparing to assume positions either as counselor educators or leaders in counseling organizations. The faculty anticipate that almost all doctoral graduates will teach in some fashion as full-time university faculty members, part-time adjunct faculty members, in-service workshop leaders, or professional conference workshop leaders.

As a result of the teaching experience need that was expressed by doctoral students and graduates, during the 2018-2021 academic years, doctoral students were encouraged to volunteer to help full-time and adjunct faculty members teach doctoral, master's, and undergraduate courses in the department, and faculty members were encouraged to be receptive to welcoming doctoral students teaching assistants in their assigned classes. In fall semester 2018, doctoral students served as teaching assistants in 12 courses, in spring semester 2019, doctoral students served as teaching assistants in 15 courses, and in summer 2019, doctoral students served as teaching assistants in 6 courses. During the last three academic years, the number of doctoral students serving as teaching assistants in courses has continued to increase each semester.

All of the doctoral students who served as teaching assistants reported that the experience was worthwhile and that they felt more prepared to teach courses on their own in the future than they had prior to serving as teaching assistants. All faculty members who had teaching assistants reported that students performed well in their roles.

As a result of the successful implementation of using more doctoral students as teaching assistants, the faculty determined that they would continue to encourage doctoral students to serve as teaching assistants and would encourage faculty to utilize doctoral students as teaching assistants.

PhD Students Are Now Developing Supervision Skills During Their Doctoral Practicum and Internship Experiences

Some current doctoral students and recent doctoral graduates that they desired and needed more experience in the area of clinical supervision of counselors during their doctoral

degree programs. All students must complete a doctoral-level clinical supervision course. The faculty anticipate that almost all doctoral graduates will provide clinical supervision to counselors teach in some fashion as full-time university faculty members, part-time adjunct faculty members, agency employees, or private practitioners. PhD graduates will supervise master's level counselors in training, will supervise counselors with master's degrees who are preparing to become counselors, and will supervise employees in environments in which they are administrators or supervisors.

As a result of the clinical supervision experience need that was expressed by doctoral students and graduates, in the 2022-2023 academic year, the faculty determined that beginning in the fall of 2023, doctoral students enrolled in doctoral practicum and internship who had already completed the required clinical supervision course would supervise current master's students in internship under the supervision of faculty members as a part of their doctoral level practicum or internship. That program was implemented in fall semester of 2023 and has been very successful.

All of the doctoral students who served as clinical supervisors of master's students reported that the experience was worthwhile and that they felt more prepared to provide clinical supervision on their own in the future than they had prior to serving as clinical supervision under the supervision of faculty members. All faculty members who supervised doctoral students in their supervision of master's students reported that students performed well in their roles. Master's students who received clinical supervision from doctoral students reported a high level of satisfaction regarding the supervision they received.