

**UNIVERSITY OF NEW ORLEANS  
COUNSELOR EDUCATION PROGRAM**

**PROGRAM ANNUAL REPORT**

**MARCH 2024**

## ANNUAL REPORT: MARCH 2024

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Welcome to the University of New Orleans Counselor Education Program Annual Report. Every year the Counselor Education Program issues an annual report that provides a comprehensive overview of the latest program objectives assessment, recent program evaluations completed by program graduates, site supervisors, and employers, subsequent program modifications, and other programmatic changes. This report is made available to all program stakeholders and the public on the Counselor Education Program homepage: [Counseling Graduate Programs | The University of New Orleans \(uno.edu\)](https://uno.edu/counseling-graduate-programs)

The Counselor Education Program at the University of New Orleans is guided by its mission statement:

The Counselor Education Program at the University of New Orleans (UNO) has been recognized by the institution as a Program of Distinction. The program prepares graduate students at the master's and doctoral levels to assume professional positions within the counseling profession. Located in the city of New Orleans, the University of New Orleans is a state-supported institution of higher education that has an urban research mission. As a result, the Counselor Education program has a special commitment to preparing professionals in the counseling profession to practice in an urban setting. The university and the program serve graduate students throughout the state of Louisiana, the United States, and the world.

The program has a special commitment to diversity. Faculty members believe that diversity enriches our society and that differences among people must be recognized and appreciated. Faculty members expect graduate students to embrace their learning experience while enrolled in the graduate program in a manner that leads to maximum benefit from the learning experiences the program has to offer. The faculty establishes expectations for a rigorous intellectual climate and provides a supportive environment for a diverse student body to grow and develop personally, interpersonally, clinically, and professionally.

Faculty members are committed to providing very high-quality educational experiences to students and to serving as professional role models.

The Counselor Education Program offers a doctoral degree program in Counselor Education and a master's degree program in Counselor Education with concentrations in Clinical Mental Health Counseling and School Counseling. All programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and graduates meet the academic qualifications for becoming a National Board Certified Counselor (NCC), a Licensed Professional Counselor (LPC) in Louisiana, and/or a Certified School Counselor in Louisiana.

## PROGRAM OBJECTIVES ASSESSMENT – AY 2022–2023

This section offers a summary of the program objectives assessment that is conducted annually by the Counselor Education Program. This assessment involves measuring the extent to which the program's goals and objectives are met and determining the overall success and impact of the program in fulfilling its intended outcomes. Data is collected and analyzed to gauge performance, identify areas for improvement, and make informed decisions about future planning and implementation. The yearly assessment aligns with the university's ongoing planning and evaluation initiatives, overseen by the Office of Institutional Effectiveness and Assessment, to ensure institutional effectiveness. The program objectives assessment adheres to the institutional effectiveness standards established by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

The objectives of the Counselor Education Program are presented below.

### PROGRAM OBJECTIVES

<b>Objective 1:</b>	Master's-level students will attain strong theoretical foundations in the core areas of counseling.
<b>Objective 2:</b>	Master's-level students will be able to successfully apply knowledge and skills covered in graduate courses in counseling settings.
<b>Objective 3:</b>	Master's-level students will develop and demonstrate multicultural competence in counseling practice.
<b>Objective 4:</b>	Master's-level students will develop strong identities as professional counselors.
<b>Objective 5:</b>	Doctoral students will acquire and demonstrate skills in advanced counseling practice and counseling supervision.
<b>Objective 6:</b>	Doctoral students will acquire and demonstrate advanced research skills.
<b>Objective 7:</b>	Doctoral students will occupy leadership roles in the counseling and counselor education professions and societies.

The findings of the program objectives assessment are summarized in the table below.

**Table 1: Program Objectives Assessment Findings**

<b>Goals</b>	<b>Outcomes</b>	<b>Measures</b>	<b>Target</b>	<b>Findings</b>
Master's-level students will demonstrate strong theoretical foundations in the core areas of counseling.	Students will demonstrate theoretical knowledge in the core areas of counseling through performance on a national exam.	Counselor Education Comprehensive Exam (CECE)	80% of students who take the CECE will achieve a passing score. A passing score is defined as 60% or higher, mirroring the National Counseling Exam used for Louisiana licensure	95% of the students (19 out of 20 students) earned a passing score on the CECE. The one student who did not pass in Fall 2022 successfully passed their second attempt in Spring 2023.

<b>Goals</b>	<b>Outcomes</b>	<b>Measures</b>	<b>Target</b>	<b>Findings</b>
Master’s-level students will successfully apply knowledge and skills covered in graduate courses in counseling settings.	Students acquire strong clinical skills and apply these skills effectively in clinical practice in a community setting.	Clinical Performance Ratings on the Practicum and Internship Evaluation (Rating scale with open-ended questions.)	80% of students will receive a "Meets <i>Developmental Expectations</i> " or higher rating in their clinical performance evaluations while enrolled in EDGC 6897: Internship in Counseling	All students (35 out of 35 students - 100%) earned “Meets <i>Developmental Expectations</i> ” or higher in their clinical performance evaluations in Internships I and II as assessed by their site, individual, and group supervisors.
Master’s-level students will develop and demonstrate multicultural competence in counseling practice.	Master's level students will develop and demonstrate multicultural competence in counseling practice while enrolled in practicum.	Multicultural Competence Performance Ratings on the Practicum and Internship Evaluation (Rating scale with open-ended questions.)	80% of master's students will earn a " <i>Meets Developmental Expectations</i> " rating for the items assessing multicultural competence while enrolled in EDGC 6896: Practicum in Counseling	93% of the students (14 out of 20 students) met the target behaviors pertaining to multicultural competence in Practicum as assessed by their site, individual, and group supervisors.
Master’s-level students will develop strong identities as professional counselors.	Students will develop strong identities and the display the dispositions of professional counselors	Personal and Interpersonal Characteristics Scale (The PICS is a 31-item scale, developed internally by faculty based on recommendation in the literature, addressing different professional dispositions and interpersonal behaviors necessary for becoming a counselor.)	80% of the master's students enrolled in EDGC 6440: Advanced Counseling Techniques and EDGC 6896: Practicum will meet the target behavior for professional identity and dispositions as measured by a score of 3 or lower on all 31 items.	All students in EDGC 6440 (18 out of 18 students - 100%) and EDGC 6896 (15 out of 15 students - 100%) met the target behaviors consistent with the professional identity of a counselor.
Doctoral level students will acquire and demonstrate skills in advanced counseling practice and	1. Students will demonstrate an applied knowledge of counseling theories.	1. Doctoral General Exam - Rubric Rating	1.90% of student will receive an average rating of 2 (pass) or above on the paper assessing theoretical	1. All student (7 out of 7 students - 100%) completing the Doctoral General Exam in Fall 2022 and Spring

<b>Goals</b>	<b>Outcomes</b>	<b>Measures</b>	<b>Target</b>	<b>Findings</b>
counseling supervision.	2. Students will demonstrate ability to provide effective clinical supervision through skills and knowledge of supervision methods while enrolled in EDGC 6996: Advanced Supervision in Counseling.	2. Doctoral Supervision CACREP Standards Rubric	knowledge for the Doctoral General Exam.  2.90% of students will earn an average score of 2 or higher on the Doctoral Supervision CACREP Standards Rubric in EDGC 6991: Doctoral Teaching Practicum	2023 achieved an average rating of 2 or higher on the paper assessing theoretical knowledge.  2. All students (6 out of 6 students - 100%) enrolled in EDGC 6996 in Spring 2023 earned an average score of 2 or higher across the ten competency areas.
Doctoral-level students will acquire and demonstrate advanced research skills.	Students will acquire and demonstrate advanced research skills in the form of a dissertation of publishable quality.	Dissertation Rubric (The School of Education has developed a rubric that assesses each dissertation. This rubric addresses different components of the dissertation: literature review, methods, results, discussion as well as elements that are assess the overall quality.)	90% of students will score an average above 2 (component met) or a 3 (component fully met) on all indicators of the School of Education dissertation rubric for EDGC 7050: Dissertation Research.	All students (5 out of 5 students - 100%) completing EDGC 7050 in Fall 2022 and Spring 2023 scored an average of 2 or higher on all indicators.
Doctoral-level students will demonstrate knowledge and skills in teaching methods relevant to counselor education.	Students will demonstrate knowledge and skills in teaching methods relevant to counselor education while enrolled in EDGC 6991: Doctoral Teaching Practicum.	Doctoral Teaching CACREP Standards Rubric	90% of students will earn an average score of 2 or higher on the Doctoral Teaching CACREP Standards Rubric in EDGC 6991: Doctoral Teaching Practicum	All students (5 out of 5 students - 100%) enrolled in EDGC 6991 earned an average of 2 or higher across the 12 supervision competency areas identified in the rubric.

## PROGRAM EVALUATIONS: AYs 2021–2022 & 2022–2023

The University of New Orleans (UNO) Counselor Education Program conducts systematic evaluations of its programmatic efforts by surveying internship site supervisors, graduate alumni, and employers of master's and doctoral graduates. The results of these latest evaluations conducted in February-March 2024 are presented in this report.

### SITE SUPERVISOR EVALUATIONS

Internship site supervisors are regularly invited to evaluate how well they believe the UNO counseling program prepares the interns they supervised for the counseling profession. Site supervisors' program evaluations are conducted at the end of every semester through a site supervisor program evaluation survey. A total of 15 site supervisors completed the program evaluation survey during the last two academic years (AYs 2021–22, 2022–23). The results are summarized below.

**Type of Fieldwork Site:** 11 Clinical Mental Health Counseling, 4 School Counseling

Site supervisors rated how well the UNO counseling program prepared the interns for experience in the following areas, using a 5-point Likert scale, where 5=Outstanding, 4=Very Good, 3=Satisfactory, 2=Unsatisfactory, 1=Poor, and NA=Not Applicable. The supervisors' ratings ranged from satisfactory to very good in all areas.

**Table 2: Site Supervisors (AYs 2021–22, 2022–23)**

<b>Preparation for the Counseling Profession</b>		
	N	Mean Ratings
<b>Content Areas</b>	15	<b>4.20</b>
1. Multicultural competency	15	4.33
2. Counseling theories	15	4.27
3. Counseling techniques	15	4.47
4. Counseling interventions	15	4.40
5. Group work	15	4.33
6. Diagnosis and treatment planning	15	3.79
7. Crisis intervention	15	3.61
a. Suicide assessment	15	3.64
b. Domestic violence	15	3.40
c. Mandated reporting	15	3.78
8. Research	15	4.00
9. Ethics	15	4.40
10. Practicum	15	4.36
<b>Professional Identity</b>	15	<b>4.40</b>
11. Ability to work with others	15	4.80
12. Timeliness	15	4.47
13. Ability to complete paperwork	15	4.43

14. Ability to follow policy	15	4.67
15. Continuing education (trainings, conferences, etc.)	15	3.64

Supervisors rated different aspect of the internship experience, in terms of how well they felt each aspect prepared the student for the counseling profession.

**Table 3: Site Supervisors (AYs 2021–22, 2022–23)**

<b>Preparation for the Counseling Profession</b>		
	<b>N</b>	<b>Mean Ratings</b>
<b><i>Internship Aspects</i></b>	15	<b>4.35</b>
16. Application process	15	4.40
17. Doctoral level university supervisor	15	4.14
18. Evaluation process	15	4.15
19. Weekly on-site supervision	15	4.50
20. On-site group supervision	15	4.32
21. University group supervision	15	4.25
22. Internship orientation	15	4.24

**Strengths of the program** included students are well-prepared (theories, techniques, and interventions); strong emphasis on application of clinical skills, ethics, and multicultural issues; doctoral supervisors being an invaluable resource to master's students; interns feeling supported by program faculty; accessibility of P/I Coordinator to site supervisors; and clear communication and expectations.

**Areas of improvement** included more emphasis on treatment planning, case conceptualization using the DSM-V, and crisis intervention; having more school counselors on the program faculty team; and allowing interns to be at their internship sites during the semester breaks.

## **ALUMNI EVALUATIONS**

Master's and doctoral alumni program evaluations are carried out every other year. In February 2024, program graduates who completed their master's or doctoral degree in the last two academic years (AYs 2021–22, 2022–23), were invited to evaluate their entire program experience. A total of 30 master's program graduates and four (4) doctoral program graduates completed the program evaluation survey in February-March 2024. Results are summarized below.

### **MASTER'S PROGRAM**

**Program Specialty Area:** 24 Clinical Mental Health Counseling, 6 School Counseling

Program experiences were rated on a five-point Likert scale, where 5=Outstanding, 4=Very Good, 3=Satisfactory, 2=Unsatisfactory, 1=Poor, and NA=Not Applicable. Master's alumni ratings ranged from satisfactory to very good in all areas.

**Table 4: Master's Degree Graduates (AYs 2021–22, 2022–23)**

<b>Contribution to Successful Professional Experiences</b>		
	N	Mean Ratings
<b>Program Aspects</b>	30	<b>3.83</b>
1. Core courses in the program	30	4.04
2. Foundational courses	30	3.96
3. Electives	30	3.50
4. Individual supervision experience	30	3.79
5. Group supervision experience	30	3.82
6. Field experiences: Practicum	30	4.26
7. Field experiences: Internship	30	4.44
8. Summer course offerings	30	3.67
9. Big Easy seminars	30	3.00
<b>Instruction</b>	30	<b>3.89</b>
10. Instruction Quality – Regular faculty	30	4.14
11. Instruction Quality – Adjunct faculty	30	3.35
12. Clarity of content of courses	30	4.00
13. Fairness of grading	30	4.32
14. Quality of textbooks used	30	3.86
15. Fairness of comprehensive exam	30	3.71
<b>Academic Support</b>	30	<b>3.63</b>
16. Helpfulness of advisor	30	3.86
17. Availability of advisor	30	3.74
18. Admissions process	30	3.57
19. Scheduling of courses	30	3.36
<b>Overall Program</b>	30	<b>3.89</b>

Master's graduates were asked to rate specific courses in terms of their value or contribution to preparing the graduate for the profession:

**Table 5: Master's Degree Graduates (AYs 2021–22, 2022–23)**

<b>Contribution to Successful Professional Experiences</b>		
	N	Mean Ratings
<b>Core Courses</b>	30	<b>3.91</b>
20. Career development and life planning	30	3.00
21. Theories of counseling	30	4.07
22. Counseling techniques	30	4.22
23. Lifespan human growth and development	30	4.11
24. Advanced counseling techniques	30	4.11
25. Group work	30	3.82
26. Introduction to multicultural counseling	30	3.93
27. Diagnosis & treatment planning in counseling	30	4.04
28. Analysis of the individual	30	3.79



29. Crisis intervention counseling	30	3.56
30. Educational research	30	3.61
31. Introduction to supervision in counseling	30	3.50
32. Ethical and professional issues in counselor education	30	4.43
33. Practicum in counseling	30	4.14
34. Internship in counseling	30	4.25
<b>School Counseling Emphasis</b>	<b>6</b>	<b>4.41</b>
35. School counseling	6	4.33
36. Counseling children and adolescents	6	4.50
<b>Clinical Mental Health Counseling Emphasis</b>	<b>24</b>	<b>4.03</b>
37. Clinical mental health counseling	24	4.00
38. Family counseling	24	4.05

**Strengths of the program** included robust program with high quality instruction; knowledgeable and supportive faculty who are available to students; the flexibility of online delivery during the COVID-19 pandemic; the emphasis on self-awareness and multicultural competence; faculty's focus on the quality of future counselors; sound preparation for successful professional practice; and affordability of the program.

**Areas of improvement** included more reading opportunities; reducing paperwork and documentation for practicum and internship; more school counseling-focused classes; more electives; more faculty; more preparation for the comprehensive exam and careers after graduation.

## DOCTORAL PROGRAM

Four (4) doctoral alumni completed the program evaluation survey out of the six (6) doctoral graduates who completed the program in the last two academic years (AYs 2021–22, 2022–23). Program experiences were rated on a five-point Likert scale, where 5=Outstanding, 4=Very Good, 3=Satisfactory, 2=Unsatisfactory, 1=Poor, and NA=Not Applicable.

**Table 6: Doctoral Degree Graduates (AYs 2021–22, 2022–23)**

### Contribution to Successful Professional Experiences

	N	Mean Ratings
<b>Program Aspects</b>	<b>4</b>	<b>4.58</b>
1. Core courses in the program	4	4.75
2. Research sequence	4	4.50
3. Electives	4	4.75
4. Individual supervision experience	4	4.50
5. Group supervision experience	4	4.75
6. Field experiences: Practicum	4	4.75
7. Field experiences: Internship	4	4.75
8. Summer course offerings	4	4.25
9. Big Easy seminars	4	4.25

<b>Instruction</b>	4	<b>4.71</b>
10. Instruction Quality – Regular faculty	4	4.75
11. Instruction Quality – Adjunct faculty	4	4.50
12. Clarity of content of courses	4	4.75
13. Fairness of grading	4	4.75
14. Quality of textbooks used	4	4.75
15. Fairness of general exam	4	4.75
<b>Academic Support</b>	4	<b>4.69</b>
16. Helpfulness of advisor	4	4.75
17. Availability of advisor	4	4.75
18. Admissions process	4	4.50
19. Scheduling of courses	4	4.75
<b>Overall Program</b>	4	<b>4.75</b>

Specific courses were rated in terms of their value or contribution to preparing the graduate for the profession:

**Table 7: Doctoral Degree Graduates (AYs 2021–22, 2022–23)**

<b>Contribution to Successful Professional Experiences</b>		
	N	Mean Ratings
<b>Core Courses</b>	4	<b>4.67</b>
20. Advanced counseling theories	4	4.75
21. Supervised experience in group work	4	4.75
22. Doctoral teaching practicum	4	4.75
23. Advanced multicultural counseling	4	4.50
24. Advanced counseling interventions	4	4.25
25. Practicum in counseling	4	4.75
26. Internship in counselor education	4	4.75
27. Advanced supervision in counseling	4	4.75
28. Research seminar in counselor education	4	4.75
29. Dissertation research	4	4.75
<b>Research Tools</b>	4	<b>4.61</b>
30. Qualitative and quantitative research designs	4	4.50
31. Descriptive statistics and inferential hypothesis testing	4	4.00
32. Introduction to qualitative research methods	4	4.75
33. Applied regression and analysis of covariate	0	--
34. Qualitative research data analysis	4	4.75
35. Multivariate statistical and covariance structure analysis	0	--
36. Qualitative research design and writing	4	4.75
37. Dissertation guidance (major professor)	4	4.75
38. Dissertation committee assistance	4	4.75

**Strengths of the program** included supportive faculty and dissertation committee; comprehensive coursework; the program’s high standards; several leadership opportunities; doctoral supervision covering a wide variety of topics (i.e. dissertation, supervision consultation, remediation, job search preparation).

**Areas of improvement** included excusing doctoral students who are in the final stages of their dissertation from supervision responsibilities; more graduate assistantship opportunities; more assistance to students to begin dissertation writing earlier in the program.

### EMPLOYER EVALUATIONS

**Master’s program graduates** are employed in various school and clinical mental health settings. In February 2024, 24 employers of master’s alumni who graduated from the program in the last two academic years (AYs 2021–22, 2022–23) were invited to participate in the program evaluation. Five (5) employers completed the program evaluation survey. All participating employers represented agency settings, primarily consisting of addiction recovery centers. The graduates had been employed at their current sites for 9 months to 2 years. The employers rated the UNO counseling program’s preparation of the employee as “very good” to “outstanding”, except for research and program evaluation which was rated as “good”. Mean scores on the items are presented below.

**Table 8: Employers – Master’s Degree Graduates (AYs 2021–22, 2022–23)**

Graduate’s Competence		
	N	Mean Ratings
1. Skills in counseling individuals and groups	5	4.60
2. Multicultural competency	5	4.00
3. Ethical practice and professionalism	5	5.00
4. Research and program evaluation	5	3.00
5. Ability to work with others	5	4.60
6. Ability to follow policy	5	4.60
7. Ability to accept and implement supervision/feedback	5	5.00
8. Commitment to continuing professional growth	5	4.40

**Strengths of the program** included the graduates’ counseling skills, professionalism and ethical foundations, and receptivity to feedback.

**Areas for improvement** included offering more support to students to transition from academia to the world of work, more emphasis on case management, more opportunities for employers to connect with program faculty.

**Doctoral program graduates** are employed in various settings, including colleges or universities, community agencies, and private practice. One (1) employer of the six alumni who graduated from the doctoral program in the last two academic years (AYs 2021–22, 2022–23) completed the program evaluation. The graduate had been employed at their current site for one year. The employer’s ratings of the UNO counseling program’s

preparation of the employee ranged from “very good” to “outstanding.” Mean scores on the items are presented below.

**Table 9: Employers – Doctoral Degree Graduates (AYs 2021–22, 2022–23)**

<b>Graduate’s Competence</b>		
	N	Mean Ratings
1. Teaching	1	5.00
2. Supervision	1	5.00
3. Leadership	1	4.00
4. Research	1	4.00
5. Counseling practice	1	4.00
6. Ability to work with others	1	5.00
7. Professionalism and ethics	1	5.00
8. Commitment to continuing professional growth	1	5.00

**Strengths of the program** included high standards of training and motivated and well-prepared graduate.

No **areas for improvement** were identified by the employer who participated in the survey.

## PROGRAM MODIFICATIONS AND OTHER CHANGES

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The following are the program modifications and other programmatic changes that were instituted during academic year 2023–2024.

Feedback obtain through the program evaluation surveys with site supervisors, master's level alumni, and master's-level students shed light on the difficulties faced by master's students enrolled in EDGC 6897: Internship in Counseling to meet the 600-hour requirement over two consecutive semesters, particularly during the shorter summer semester and at certain internship sites. Program faculty agreed to adopt a more flexible model for the program's internship field experience. Starting Fall 2023, master's-level students have been given the option to register for a 3-credit hour internship across two semesters (300 hours each) or a 2-credit hour internship across three semesters (200 hours each). This adjustment offers greater flexibility for students managing work commitments alongside their internship field experience.

In response to concerns raised by master's-level students and alumni regarding the significant paperwork that students are required to turn in during the practicum and internship field experiences, the program will be transitioning its field placement and supervision operations to Supervision Assist starting Fall 2024. In Spring 2024, the program purchased software access for all students who will be registered in the practicum and internship courses in Fall 2024.

The program faculty continues to monitor student performance data from the master's comprehensive exam to identify any needs for updating and revising core courses that address the eight core areas of the curriculum. Two courses, namely the research and assessment courses, have been identified for updates to address potential gaps in the curriculum. Measures have already been implemented to address some gaps in the assessment course (EDGC 6630: Analysis of the Individual).

Since the release of the CACREP 2024 accreditation standards, program faculty have initiated a comprehensive review of all courses offered within the master's and doctoral programs with the purpose of streamlining and aligning the curriculum with the new standards. During this process, faculty will carefully evaluate each course to ensure that its content, objectives, and structure are aligned with the latest accreditation criteria.