LSU Health Sciences Center – New Orleans
Department of Counseling 2023-2024 Annual Report

Program Outcomes

The Department of Counseling (COUN) in the School of Allied Health Professions (SAHP) at Louisiana State University Health Sciences Center in New Orleans is accredited with a progress report required due November 15, 2025 by the Council for Accreditation of Counseling & Related Educational Programs (CACREP) through 2032. The department awards the Master of Health Sciences degree in Counseling (MHS- COUN) upon successful completion of 60 credit hours of required coursework and fieldwork. All academic courses are classroom- based and the fieldwork courses (Practicum and Internship I & II) include a weekly supervision seminar facilitated by one to two faculty members in the department. Students in the Practicum and Internship courses are supervised and formally evaluated by a faculty and an onsite supervisor at the assigned agency.

During the 2023-2024 year (August 2023-July 2024 semesters, there were 4 full-time faculty members in the department and 3 part-time faculty members in the department. Four of those faculty members held doctoral degrees from CACREP approved programs and one faculty member held a doctorate in psychology and is licensed as a psychologist. Three faculty members were licensed as Licensed Professional Counselors, and one also held a license as a Licensed Marriage and Family Therapist. The faculty were active in the field of counseling; often participating as board members on professional organizations such as the Association for Play Therapy, Louisiana Counseling Association, American Counseling Association, and many more. A Full-time faculty member resigned in December of 2023, and we hired a new Department head Dr. Brian Canfield, and faculty member in early 2024.

The cost of the Counseling program per semester is $5,800.00, including tuition, fees, health insurance, and books. Approximately seven applicants were accepted annually, the department has increased annual enrollment and believes we will recruit 15- 20 qualified applicants per year. The program currently has 17 first-year students and 2 continuing students, totaling 19 students. For the following recent years, the Department of Counseling accepted: 17 (2024) 3 (2023); first-year (first-year; 5 (2021); 7 (2020); 15 students (2019); and 15 students (2018); the number of students who graduated in those years were: 4 (2024) 5 (2023) 8 (2022); 8 (2021); 12 (2020); and 6 (2019),). Most students complete the program by attending full- time for five semesters, including one summer semester. Students are expected to participate in and reflect upon extracurricular, professional-development activities each year. These include conferences, topical seminars, advocacy and support group meetings, informational site visits, community service work, and interdisciplinary workshops. Students can choose to do a research practicum or supervised independent project as one of their two elective courses. This involves working with a faculty member in designing, conducting, evaluating, and disseminating the results of a research or resource-development project. Upon completion, most students who choose this elective collaboratively create and participate with the faculty member in a platform or poster presentation of the project at a regional, state, or national professional conference. All qualified students must pass a comprehensive examination, which assesses student learning across all knowledge domains covered in the CACREP standards before being accepted into Internship II.

Our graduates have obtained employment in various settings. These settings include, but are not limited to private practices, community mental health cents, School, and rehabilitation agencies.. Students are eligible to sit for the certification exam and pursue licensure post-graduation.

Summary of Surveys

Surveys and/or feedback were obtained from five groups of stakeholders: students at the completion of the program, advisory board members, alumni, practicum/internship site supervisors, and employers. Respondents were asked to complete a brief survey about their levels of satisfaction with the program areas being evaluated. The surveys also included a section to provide free-response comments about aspects of the program not assessed in the survey's main structure.

Exit Survey of Graduating Students

Students in their final semester before graduation were encouraged to complete a 15-item program-evaluation questionnaire using a five-point Likert Scale. It is designed to capture their post graduate plans and evaluation of how well their education and experiences in the program prepared them on a comprehensive list of knowledge items and skills in the Counseling program. Questions 1-4 ask about their post graduate plans in education, certification, and employment. Questions 5-13 are Likert scale response options ranging from one (strongly disagree) to five (strongly agree). Questions 14 and 15 are open-ended seeking feedback on the strengths and areas of growth for the program.

In May of 2024, 3 students (out of 4) completed the survey. With a 75% response rate, we can provide a summary of how students viewed the program. Two students reported they would be pursuing additional postgraduate education in Counselor Education in the next 12 months, while one did not plan to pursue further education. Two respondents reported they accepted counseling or related employment. Additionally, three completed the National Counseling Exam (NCE), and one the CRC and planned to seek licensure. In the areas of preparedness, the respondents reported the following:

Question:	Mean Score
The program prepared me well in the area of Professional Counseling Orientation and Ethical Practice.	4.00
The program prepared me well in the area of Social and Cultural Variance.	3.33
The program prepared me well in the area of Human Growth and Development.	3.67
The program prepared me well in the area of Career Development.	2.33
The program prepared me well in the area of Counseling and Helping Relationships.	4.33
The program prepared me well in the area of Group Counseling and Group Work.	4.00

The program prepared me well in the area of Assessment and Testing.	3.33
The program prepared me well in the area of Research and Program Evaluation.	4.67
The program fostered professionalism among students and faculty and facilitated their involvement in professional organizations and activities.	4.33
The program fostered an awareness of the needs and resources within our client communities and meaningful involvement of faculty and students in addressing these needs.	3.33
The program offered and supported opportunities for students and faculty to collaborate on research projects in the spirit of the scientist-practitioner model.	4.67
The program provided continuing education and consultation opportunities that were responsive to the needs of counseling and other mental health professionals.	4.00

The commented areas of strengths for the program included:

- I think the program got me where I needed to go even if there were bumps along the way. The professors truly got to know us and built relationships with us that helped foster a comfortable learning environment.
- Lots of opportunities for research experience if the student wishes to pursue it. Plenty of internship opportunities.

The commented areas of growth for the program included:

- I think recruiting more students and building more relationships in the community would improve the program a lot. While we made the most of our class size and in some ways, it was a unique way to learn, I think we would have benefitted from more variances and more students. I think establishing strong community ties would be helpful for P&I and put less onus on the students to curate that experience.
- Needs to recruit more students to the program.

Feedback from Advisory Board Members

The advisory board is made up of representatives for the clinical mental health and rehabilitation track. The 2022 and 2023 the department's Advisory Board met on October 4, 2023, during which the board provided feedback to the department. Each year the advisory board is provided with updates on the department including admissions, recruitment, graduation rates, grant applications, Chi Sigma Iota events, clinic activities, practicum and internship site placement, and workshops held in both the department and clinic.

Members are asked each year to respond to each area. Minutes are recorded during the meeting and members are encouraged to provide written feedback after reviewing the departmental documents and attending the meeting. In the last cycle the department also held interviews for a

new Department head, and new faculty members and advisory board members were invited to give input in the interview process, as well as teaching demonstrations. The CACREP site visit also spoke with advisory board members and offered insight for the 2024-2026 search for new members.

Survey of Program Alumni

An electronic survey using a five-point Likert Scale was e-mailed to about 150 alumni who graduated from dates here. 19 alumni responded to the 15-item survey requesting information on their current certification, license, and work status. Additionally, the survey requested information on the alumni's perception of preparedness in the foundational counseling areas. Alumni responded from years here. The alumni reported the following work settings:

Answer Choices	Percentages
Clinical rehabilitation setting	15.76%
Mental health setting	31.58%
School setting	5.26%
Marriage, couple, and family setting	0.00%
Postgraduate counseling studies	0.00%
Postgraduate unrelated studies	0.00%
Not currently working	4%
Other (please specify)	42.11%

Responding alumni from the LSUHSC Counseling Program are certified in a variety of ways, National Counselor Examination (47.37%), Certified Rehabilitation Counselor Examination (52.63 %), and other certification examinations (21.05 %). Additionally, the responding alumni reported as Licensed Professional Counselor (44%), Provisionally Licensed Professional Counselor (32 %), Licensed Rehabilitation Counselor (13.79), Certified Rehabilitation Counselor (44.83%), National Certified Counselor (10.34%), and "Other" representing three clinicians (Licensed Independent Mental Health Practitioner, Master Addiction Counselor, LCSW). In the areas of preparedness, the alumni reported the following:

Questions	WEIGHTED AVERAGE–
–	
The program prepared me well in the area of Professional Counseling Orientation and Ethical Practice.	4.42
The program prepared me well in the area of Social and Cultural Variances.	4.21
The program prepared me well in the area of Human Growth and Development.	4.00
The program prepared me well in the area of vocational counseling	3.79
The program prepared me well in the area of Counseling and Helping Relationships.	4.47
The program prepared me well in the area of Group Counseling and Group Work.	4.21
The program prepared me well in the area of Assessment and Testing.	4.00
The program prepared me well in the area of Research and Program Evaluation.	3.95
The program prepared me well in the area of Clinical Mental Health.	4.05
The student was well prepared in the area of Clinical Mental Health.	4.67
The program fostered professionalism among students and faculty and facilitated their involvement in professional organizations and activities.	4.67
The program fostered an awareness of the needs and resources within our client communities and meaningful involvement of faculty and students in addressing these needs.	4.00
The program offered and supported opportunities for students and faculty to collaborate on research projects in the spirit of the scientist-practitioner model.	4.67
The program provided continuing education and consultation opportunities that were responsive to the needs of counseling and other mental health professionals.	5

The commented areas of strengths for the program included:

- Good faculty.
- Small class sizes, a lot of faculty support
- Understanding when students are having personal issues that are interfering with their school load.
- CACREP accredited, good opportunities and resources if planning on working with children.
- Great Professors who were helpful
- High caliber professors that were practicing as well
- Great core knowledge for the mental health profession. Supportive and engaging faculty and staff. Small teacher to student ratio

- Small cohort - felt like I really got to know my classmates and professors.

The commented areas of strengths for the program included:

- More opportunities for CE's
- Overall professionalism from faculty, lack of empathy and being too far removed from the graduate student experience was evident at times from faculty.
- Research class was difficult to grasp.
- Lack of professionalism in certain faculty

Feedback from Site Supervisors

For the 2023-2024 academic year, site supervisors who oversaw students in a clinical setting for the student's practicum or internship were requested to provide feedback. Seven site supervisors were sent a survey using a five-point Likert scale via email twice and had a two-week period to respond to the survey during June 2024. The response rate for the survey was 43% (3 completed). Site supervisors were asked to rate their experience with faculty and students within the LSUHSC-New Orleans Practicum and Internship Program based on a Likert scale from Completely Dissatisfied (1) to Completely Satisfied (5) and to indicate areas of growth and strengths of the program.

Questions	Mean Score
I was satisfied with the initial interview with the Practicum/Internship Coordinator. Please mark N/A if this occurred beyond 12 months	5
I was satisfied with the Site Supervisor Orientation. If you did not attend or watch the recorded Site Supervisor Orientation, please mark N/A.	5
I was satisfied with the quality of the collaboration with the Practicum and Internship Coordinator.	5
I was satisfied with the quality of the collaboration with the faculty supervisor(s).	5
I am satisfied with my supervisee's on-site availability based on their school schedule.	5
I am satisfied with how the program supports, evaluates, remediates, and promotes (SERP process) practicum/internship students	5
I am satisfied with the program's integrated program management/electronic records system, Tevera.	4.67
I am satisfied with the program's Practicum/Internship Handbook.	4.67
I am satisfied with the support the program offers myself as a site supervisor.	5
I am satisfied with the quality of practicum/internship counseling student interns from the Counseling program.	4
I am satisfied with the quality of practicum and internship evaluations (Counselor Competencies Scale- Revised).	5
I was satisfied with the initial interview with the Practicum/Internship Coordinator. Please mark N/A if this occurred beyond 12 months.	5
I was satisfied with the Site Supervisor Orientation. If you did not attend or watch the recorded Site Supervisor Orientation, please mark N/A.	5
I was satisfied with the quality of the collaboration with the Practicum and Internship Coordinator.	4
I was satisfied with the quality of the collaboration with the faculty supervisor(s).	2

I am satisfied with my supervisee's on-site availability based on their school schedule.	2
I am satisfied with how the program supports, evaluates, remediates, and promotes (SERP process) practicum/internship students.	3
I am satisfied with the program's integrated program management/electronic records system, Tevera.	3
I am satisfied with the program's Practicum/Internship Handbook.	4
I am satisfied with the support the program offers myself as a site supervisor.	3
I am satisfied with the quality of practicum/internship counseling student interns from the Clinical Rehabilitation and Counseling program.	4
I am satisfied with the quality of practicum and internship evaluations (Counselor Competencies Scale- Revised).	3
The student was well prepared in the area of Professional Counseling Orientation and Ethical Practice.	4
The student was well prepared in the area of Social and Cultural Variances.	5
The student was well prepared in the area of Human Growth and Development.	5
The student was well prepared in the area of Career Development.	4.67
The student was well prepared in the area of Counseling and Helping Relationships.	5
The student was well prepared in the area of Group Counseling and Group Work.	5
The student was well prepared in the area of Assessment and Testing.	3.67
The student was well prepared in the area of Research and Program Evaluation.	3.67
The student was well prepared in the area of Clinical Mental Health.	4.67
The program fostered professionalism among students and faculty and facilitated their involvement in professional organizations and activities.	4.67
The program fostered an awareness of the needs and resources within our client communities and meaningful involvement of faculty and students in addressing these needs.	4
The program offered and supported opportunities for students and faculty to collaborate on research projects in the spirit of the scientist-practitioner model.	4.67
The program provided continuing education and consultation opportunities that were responsive to the needs of counseling and other mental health professionals.	5

The commented areas of strengths for the program included:

- Students have access to and are encouraged to use on site resources/support as well as

program resources/support to further their learning and confidence. Easy to connect with program for questions and support.

- There is no training in Rehabilitation Counseling, which is critical to our ability to offer Practicum and Internships.
- The interns are well prepared to get started seeing clients when they arrive at the agency.

Please comment on the areas of growth of the Counseling program. (none listed)

Employer Surveys

Employers are identified through numerous ways, including exit surveys of graduating students, alumni surveys, and professional networking opportunities. While thirty seven individuals were asked to complete the employer survey which utilizes a five-point Likert scale, only 4 employers responded who had a graduate of the program employed in their agency over the past 12 months. All respondents described their business as a mental health setting, as opposed to rehabilitation, school, or marriage and family setting. The employers noted their perception of the graduate's level of preparedness as follows:

Questions	Weighted Average–
The employee was well prepared in the area of Professional Counseling Orientation and Ethical Practice.	4.67
The employee was well prepared in the area of Social and Cultural Variances.	4.67
The employee was well prepared in the area of Human Growth and Development.	4
The employee was well prepared in the area of Career Development.	2.67
The employee was well prepared in the area of Counseling and Helping Relationships.	4
The employee was well prepared in the area of Group Counseling and Group Work.	3.67
The employee was well prepared in the area of Assessment and Testing.	2.67
The employee was well prepared in the area of Research and Program Evaluation.	3
The employee was well prepared in the area of Clinical Mental Health.	4
The employee was well prepared in the area of professional dispositions.	4.33
The program fostered professionalism among employees and faculty and facilitated their involvement in professional organizations and activities.	4
The program fostered an awareness of the needs and resources within our client communities and meaningful involvement of faculty and employees in addressing these needs.	3.33

The program offered and supported opportunities for employees and faculty to collaborate on research projects in the spirit of the scientist-practitioner model.	4
The program provided continuing education and consultation opportunities that were responsive to the needs of counseling and other mental health professionals.	3.33

The commented areas of growth for the program included:

- Providing up to date research-based approach and treatment.
- Losing the Rehabilitation Counseling program is really a detriment to the private rehabilitation counseling community. 4 of my employees and myself all graduated from the program, and it is a disservice to the private rehab counseling and life care planning community in the Louisiana area.
- Sharing the name of the student(s) you believe are employed by those that are sent the survey.
- We need Rehabilitation Counseling as an option.

The commented areas of strengths for the program included:

- Strong background of medical and psychosocial aspects.
- Utilizing this survey for feedback on your graduates.
- There is no longer education available for Rehabilitation Counselling, the foundation of the original LSUHSC counseling program. Without that area of counseling, we may no longer be able to provide practicum and internships.

Student Course Evaluations

In accordance with the policy of the Louisiana State University Health Sciences Center (LSUHSC), students are asked to complete course evaluation forms at the end of each semester, rating the quality of the course and the instructor on a 4-point rating scale, ranging from Strongly Disagree (1) to Strongly Agree (4). These results are based on the available responses from the students enrolled in our department during this reporting year.
In the Fall of 2023 Eleven courses (COUN 5601, 5602, 5603,5524, 5612, 5614, 5618, 5650, 6611, 6632,and 6643) were taught by six faculty members.
The Spring 2024 semester had 9 courses (COUN 5605,5606,5610,5524,5614, 5654, 6612,6630, 6645) taught by six faculty members.
The Summer 2024 semester had five courses (COUN 5601,5614,6614,6640, 6641) taught by four faculty members.

Fall 2023 Classroom/Faculty Evaluation **FALL 2023**	**LSU Health New Orleans** **School of Allied Health Professions**

	COUN 5601 - FOUNDATIONS IN COUNSELING		COUN
		Responses / Expected:	2 / 3 (66.67%)



New Classroom Course		**COUN 5601**								
		Responses (%)				**Course**				
		SA	**A**	**D**	**SD**	**N**	**Mean**	Med.	Mode	Std Dev
Q1	The course materials were well prepared and clear.	0	100%	0	0	**2**	**3.0**	3	3	0
Q2	The assignments (i.e., readings, online tutorials, papers, case studies, etc.) added to my mastery of the course content.	0	100%	0	0	**2**	**3.0**	3	3	0
Q3	The workload of the course was appropriate to the number of credit hours.	50%	50%	0	0	**2**	**3.5**	3.5	3,4	.50
Q4	The evaluation methods were fair/appropriate.	100%	0	0	0	**2**	**4.0**	4	4	0

Responses: [**SA**] Strongly Agree=4 [**A**] Agree=3 [**D**] Disagree=2 [**SD**] Strongly Disagree=1

Faculty/Instructor Evaluation		Holly Walters								
		Responses (%)				Individual				
		SA	A	D	SD	N	Mean	Med.	Mode	Std Dev
Q5	The instructor was enthusiastic about teaching.	50%	50%	0	0	2	3.5	3.5	3,4	.50
Q6	The instructor was available to individual students during stated office hours and/or by e-mail.	50%	50%	0	0	2	3.5	3.5	3,4	.50
Q7	The instructor encouraged or was receptive to student participation (questions, concerns, sharing ideas/knowledge, etc.).	50%	50%	0	0	2	3.5	3.5	3,4	.50
Q8	The instructor was well-prepared for class.	0	100%	0	0	2	3.0	3	3	0
Q9	The instructor communicated effectively and presented materials clearly in class.	50%	50%	0	0	2	3.5	3.5	3,4	.50

Question:	**Comment on the strengths of the course.**
Response Rate:	**50.00**% (**1** of **2**)

1	No comment.

Question:	**Comment on how the course can be improved.**
Response Rate:	**50.00**% (**1** of **2**)

1	No comment.

Question:	**Comment on the instructor's strengths and suggestions for improvement.**
Response Rate:	**100.00**% (**2** of **2**)

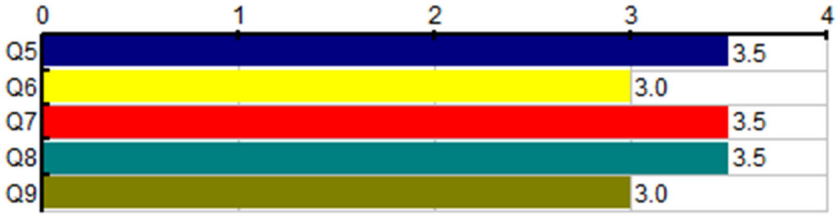
1	Very accommodating to the different teaching styles.
2	Faculty is knowledgeable, personable, honest. Faculty responds to email in a timely manner and gives consistent feedback. Faculty updates all assignments on Moodle, syllabus, and send out emails to update the class. Faculty is fair, teaches well, and will work with students to understand concepts. Faculty can do better with minimal grammatical errors in power points.

Fall 2023 Classroom/Faculty Evaluation FALL 2023	LSU Health New Orleans School of Allied Health Professions

	COUN 5612 (COUN) - DEVELOPMENT ACROSS THE LIFESPAN (COUN)		COUN
		Responses / Expected:	2 / 3 (66.67%)

New Classroom Course		**COUN 5612 (COUN)**								
		Responses (%)				**Course**				
		SA	**A**	**D**	**SD**	**N**	**Mean**	Med.	Mode	Std Dev
Q1	The course materials were well prepared and clear.	50%	50%	0	0	**2**	**3.5**	3.5	3,4	.50
Q2	The assignments (i.e., readings, online tutorials, papers, case studies, etc.) added to my mastery of the course content.	50%	50%	0	0	**2**	**3.5**	3.5	3,4	.50
Q3	The workload of the course was appropriate to the number of credit hours.	50%	50%	0	0	**2**	**3.5**	3.5	3,4	.50
Q4	The evaluation methods were fair/appropriate.	50%	50%	0	0	**2**	**3.5**	3.5	3,4	.50

Responses: [**SA**] Strongly Agree=4 [**A**] Agree=3 [**D**] Disagree=2 [**SD**] Strongly Disagree=1



Faculty/Instructor Evaluation		**George Hebert**								
		Responses (%)				**Individual**				
		SA	**A**	**D**	**SD**	**N**	**Mean**	Med.	Mode	Std Dev
Q5	The instructor was enthusiastic about teaching.	50%	50%	0	0	**2**	**3.5**	3.5	3,4	.50
Q6	The instructor was available to individual students during stated office hours and/or by e-mail.	0	100%	0	0	**2**	**3.0**	3	3	0
Q7	The instructor encouraged or was receptive to student participation (questions, concerns, sharing ideas/knowledge, etc.).	50%	50%	0	0	**2**	**3.5**	3.5	3,4	.50
Q8	The instructor was well-prepared for class.	50%	50%	0	0	**2**	**3.5**	3.5	3,4	.50
Q9	The instructor communicated effectively and presented materials clearly in class.	0	100%	0	0	**2**	**3.0**	3	3	0

Responses: [SA] Strongly Agree=4 [A] Agree=3 [D] Disagree=2 [SD] Strongly Disagree=1

	Comment on the strengths of the course.
	50.00% (**1** of **2**)

	Teaching material is clear, concise, and easy to understand

	Comment on how the course can be improved.
	50.00% (**1** of **2**)

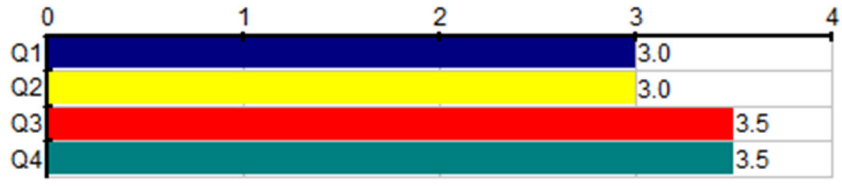
	Provide Template or Example Papers and Power Points in addition to rubric

	Comment on the instructor's strengths and suggestions for improvement.
	50.00% (**1** of **2**)

	Faculty always leaves room for questions. Faculty is available in class for questions before the break. Faculty has a sense of humor. Faculty could provide a little more direction when it comes to expectations that are not in the rubric by including those expectations on the rubric, instead of jotting a few things on the board a week before the presentation is due.

Fall 2023 Classroom/Faculty Evaluation **FALL 2023**	**LSU Health New Orleans** **School of Allied Health Professions**

	COUN 5614 - PROFESSIONAL PRACTICUM IN COUNSELING		COUN
		Responses / Expected:	2 / 3 (66.67%)



New Classroom Course		**COUN 5614**								
		Responses (%)				**Course**				
		SA	**A**	**D**	**SD**	**N**	**Mean**	Med.	Mode	Std Dev
Q1	The course materials were well prepared and clear.	0	100%	0	0	**2**	**3.0**	3	3	0
Q2	The assignments (i.e., readings, online tutorials, papers, case studies, etc.) added to my mastery of the course content.	0	100%	0	0	**2**	**3.0**	3	3	0

Faculty/Instructor Evaluation		Kimberly Frazier								
		Responses (%)				Individual				
		SA	A	D	SD	N	Mean	Med.	Mode	Std Dev
Q5	The instructor was enthusiastic about teaching.	0	100%	0	0	2	3.0	3	3	0
Q6	The instructor was available to individual students during stated office hours and/or by e-mail.	0	50%	50%	0	2	2.5	2.5	2,3	.50
Q7	The instructor encouraged or was receptive to student participation (questions, concerns, sharing ideas/knowledge, etc.).	0	100%	0	0	2	3.0	3	3	0
Q8	The instructor was well-prepared for class.	50%	50%	0	0	2	3.5	3.5	3,4	.50
Q9	The instructor communicated effectively and presented materials clearly in class.	50%	50%	0	0	2	3.5	3.5	3,4	.50

	Comment on the strengths of the course. **50.00**% (**1** of **2**)

	Practical Clear Direct

	Comment on how the course can be improved. **50.00**% (**1** of **2**)

	Include Power Points on Moodle

Question:	**Comment on the instructor's strengths and suggestions for improvement.**
Response Rate:	**50.00**% (**1** of **2**)

1	Faculty teaches with open-ended questions and engages the entire class.

Faculty is funny, private, and has a distinct personality.

Faculty sometimes provides papers for some classes to work on.

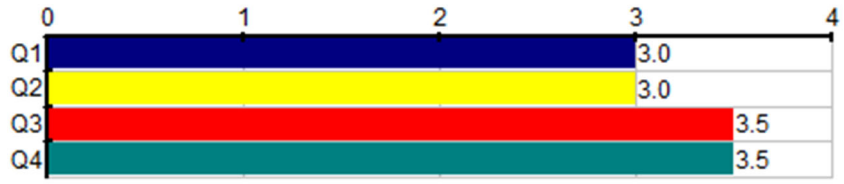
Faculty does not reply to all student emails; the majority of students get no response, and can improve on responding to emails.

Faculty can include PowerPoint presentations on Moodle or display them on the screen for all to view in class, as opposed to only having them on her laptop for her viewing only.

Fall 2023 Classroom/Faculty Evaluation
FALL 2023

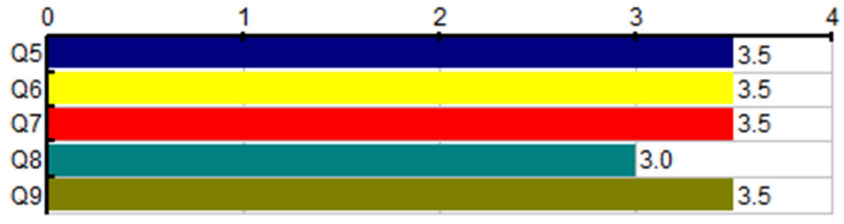
LSU Health New Orleans
School of Allied Health Professions

	COUN 5650 - CRISIS COUNSELING INTERVENTION		COUN
		Responses / Expected:	2 / 3 (66.67%)



New Classroom Course		**COUN 5650**								
		Responses (%)				**Course**				
		SA	**A**	**D**	**SD**	**N**	**Mean**	Med.	Mode	Std Dev
Q1	The course materials were well prepared and clear.	0	100%	0	0	**2**	**3.0**	3	3	0
Q2	The assignments (i.e., readings, online tutorials, papers, case studies, etc.) added to my mastery of the course content.	0	100%	0	0	**2**	**3.0**	3	3	0
Q3	The workload of the course was appropriate to the number of credit hours.	50%	50%	0	0	**2**	**3.5**	3.5	3,4	.50
Q4	The evaluation methods were fair/appropriate.	50%	50%	0	0	**2**	**3.5**	3.5	3,4	.50

Responses: [**SA**] Strongly Agree=4 [**A**] Agree=3 [**D**] Disagree=2 [**SD**] Strongly Disagree=1



Faculty/Instructor Evaluation	**Holly Walters**	
	Responses (%)	**Individual**

	Comment on the strengths of the course. **No participants responded to this question.** (**0** of **2**)

	Comment on how the course can be improved.
	50.00% (**1** of **2**)

	Updated textbook class selected textbook was not up to date and Professor Walters had to add to compensate for missing information.

	Comment on the instructor's strengths and suggestions for improvement.
	50.00% (**1** of **2**)

	Faculty is knowledgeable, personable, honest. Faculty responds to email in a timely manner and gives consistent feedback. Faculty updates all assignments on Moodle, syllabus, and send out emails to update the class. Faculty is fair, teaches well, and will work with students to understand concepts. Faculty can do better with minimal grammatical errors in power points.

Fall 2023 Classroom/Faculty Evaluation **FALL 2023**	**LSU Health New Orleans** **School of Allied Health Professions**

	COUN 6611 - COUNSELING THEORIES AND PRACTICES		COUN
		Responses / Expected:	2 / 3 (66.67%)

New Classroom Course		COUN 6611								
		Responses (%)				Course				
		SA	A	D	SD	N	Mean	Med.	Mode	Std Dev
Q1	The course materials were well prepared and clear.	0	100%	0	0	2	3.0	3	3	0
Q2	The assignments (i.e., readings, online tutorials, papers, case studies, etc.) added to my mastery of the course content.	0	100%	0	0	2	3.0	3	3	0
Q3	The workload of the course was appropriate to the number of credit hours.	50%	50%	0	0	2	3.5	3.5	3,4	.50
Q4	The evaluation methods were fair/appropriate.	50%	50%	0	0	2	3.5	3.5	3,4	.50

Faculty/Instructor Evaluation		Holly Walters								
		Responses (%)				Individual				
		SA	A	D	SD	N	Mean	Med.	Mode	Std Dev
Q5	The instructor was enthusiastic about teaching.	50%	50%	0	0	2	3.5	3.5	3,4	.50
Q6	The instructor was available to individual students during stated office hours and/or by e-mail.	50%	50%	0	0	2	3.5	3.5	3,4	.50
Q7	The instructor encouraged or was receptive to student participation (questions, concerns, sharing ideas/knowledge, etc.).	50%	50%	0	0	2	3.5	3.5	3,4	.50
Q8	The instructor was well-prepared for class.	0	100%	0	0	2	3.0	3	3	0
Q9	The instructor communicated effectively and presented materials clearly in class.	50%	50%	0	0	2	3.5	3.5	3,4	.50

	Comment on the strengths of the course. **No participants responded to this question.** (**0** of **2**)

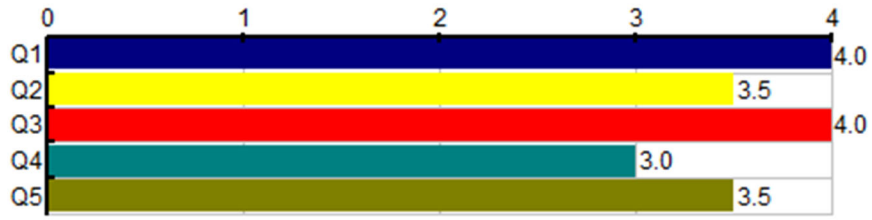
	Comment on how the course can be improved.
	No participants responded to this question. (**0** of **2**)

Question:	**Comment on the instructor's strengths and suggestions for improvement.**
Response Rate:	**50.00**% (**1** of **2**)

	Faculty is knowledgeable, personable, honest. Faculty responds to email in a timely manner and gives consistent feedback. Faculty updates all assignments on Moodle, syllabus, and send out emails to update the class. Faculty is fair, teaches well, and will work with students to understand concepts. Faculty can do better with minimal grammatical errors in power points.

Spring 2024 Clinic Course and Faculty Evaluation **Spring 2024**	**LSU Health New Orleans** **School of Allied Health Professions**

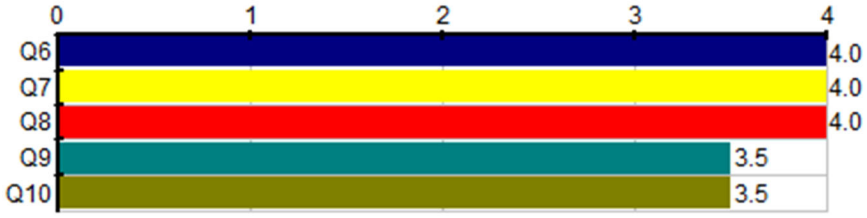
	COUN 6645 COUNSELING - INTERNSHIP IN COUNSELING II		COUN
		Responses / Expected:	2 / 4 (50%)



New Clinic Course Evaluation		**COUN 6645 - COUNSELING**								
		Responses (%)				**Course**				
		SA	**A**	**D**	**SD**	**N**	**Mean**	Med.	Mode	Std Dev
Q1	This clinical practicum experience was well organized and planned.	100%	0	0	0	**2**	**4.0**	4	4	0
Q2	The goals, objectives, policies, procedures, and requirements for this clinical practicum were clearly stated.	50%	50%	0	0	**2**	**3.5**	3.5	3,4	.50
Q3	The workload required for this clinic practicum was manageable.	100%	0	0	0	**2**	**4.0**	4	4	0
Q4	The overall evaluation of the student clinician was fair and reflective of the clinical practicum objectives.	50%	0	50%	0	**2**	**3.0**	3	2,4	1

Q5	Overall, my clinical skills have improved.	50%	50%	0	0	**2**	**3.5**	3.5	3,4	.50

Responses: [**SA**] Strongly Agree=4 [**A**] Agree=3 [**D**] Disagree=2 [**SD**] Strongly Disagree=1



Faculty/Instructor Evaluation		**Adrianne Frischhertz**								
		Responses (%)				**Individual**				
		SA	**A**	**D**	**SD**	**N**	**Mean**	Med.	Mode	Std Dev
Q6	The instructor was enthusiastic about teaching.	100%	0	0	0	**2**	**4.0**	4	4	0
Q7	The instructor was available to individual students during stated office hours and/or by e-mail.	100%	0	0	0	**2**	**4.0**	4	4	0
Q8	The instructor encouraged or was receptive to student participation (questions, concerns, sharing ideas/knowledge, etc.).	100%	0	0	0	**2**	**4.0**	4	4	0
Q9	The instructor was well-prepared for class.	50%	50%	0	0	**2**	**3.5**	3.5	3,4	.50
Q10	The instructor communicated effectively and presented materials clearly in class.	50%	50%	0	0	**2**	**3.5**	3.5	3,4	.50

Responses: [**SA**] Strongly Agree=4 [**A**] Agree=3 [**D**] Disagree=2 [**SD**] Strongly Disagree=1

Question:	**Comment on the strengths of the course.**
Response Rate:	**100.00**% (**2** of **2**)

1	I can always tell the care that Faculty puts into the course. She organizes the Syllabus well for the semester and continually updates us if there are changes. She guides feedback gracefully but doesn't hand hold and lets us explore consulting with one another. The instructor's knowledge and dedication is a big strength of the course.
2	Easily manageable workload and a warm atmosphere.

Question:	**Comment on how the course can be improved.**

	100.00% (**2** of **2**)

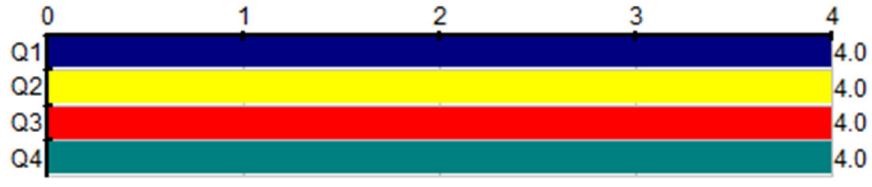
	I enjoy meeting remotely and understand the convenience of it but I think it would be good to meet in person a few times throughout the semester. With it being my last semester and having no other classes I would sometimes feel disconnected from the program before I've graduated.
	I believe that Faculty could afford to be more critical in her feedback to students.

	Comment on the instructor's strengths and suggestions for improvement. **100.00**% (**2** of **2**)

	I emphasized the insructor's strengths as a strength of the course but I want to reiterate the respect I have for Faculty and how much I've learned from her not just from her knowledge but by her example.
	I believe Faculty could afford to be more critical in her student feedback. In her evaluation of me she gave me mostly 5 out of 5 scores on different scales.

Summer 2024 Classroom Course and Faculty Evaluation **SUMMER 2024**	**LSU Health New Orleans** **School of Allied Health Professions**

	COUN 6640 1 - Research Design and Methodology		COUN
		Responses / Expected:	2 / 2 (100%)



COUN 6640 - 1

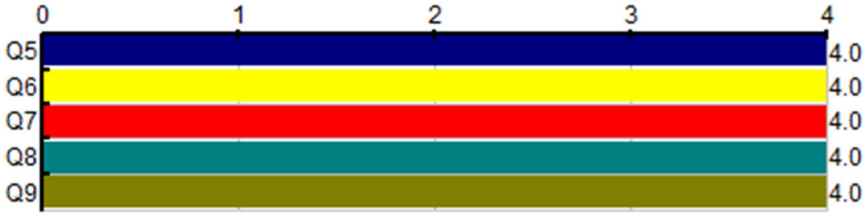
New Classroom Course

Responses (%) Course

SA A D SD N Mean Med. Mode Std

										Dev
Q1	The course materials were well prepared and clear.	100%	0	0	0	**2**	**4.0**	4	4	0
Q2	The assignments (i.e., readings, online tutorials, papers, case studies, etc.) added to my mastery of the course content.	100%	0	0	0	**2**	**4.0**	4	4	0
Q3	The workload of the course was appropriate to the number of credit hours.	100%	0	0	0	**2**	**4.0**	4	4	0
Q4	The evaluation methods were fair/appropriate.	100%	0	0	0	**2**	**4.0**	4	4	0

Responses: [**SA**] Strongly Agree=4 [**A**] Agree=3 [**D**] Disagree=2 [**SD**] Strongly Disagree=1



Faculty/Instructor Evaluation		**George Hebert**								
		Responses (%)				**Individual**				
		SA	**A**	**D**	**SD**	**N**	**Mean**	Med.	Mode	Std Dev
Q5	The instructor was enthusiastic about teaching.	100%	0	0	0	**2**	**4.0**	4	4	0
Q6	The instructor was available to individual students during stated office hours and/or by e-mail.	100%	0	0	0	**2**	**4.0**	4	4	0
Q7	The instructor encouraged or was receptive to student participation (questions, concerns, sharing ideas/knowledge, etc.).	100%	0	0	0	**2**	**4.0**	4	4	0
Q8	The instructor was well-prepared for class.	100%	0	0	0	**2**	**4.0**	4	4	0
Q9	The instructor communicated effectively and presented materials clearly in class.	100%	0	0	0	**2**	**4.0**	4	4	0

Responses: [**SA**] Strongly Agree=4 [**A**] Agree=3 [**D**] Disagree=2 [**SD**] Strongly Disagree=1

Question:	**Comment on the strengths of the course.**
Response Rate:	**100.00**% (**2** of **2**)

	The course is detailed, educational, and structured.
	I know the material isn't the most engaging, but it was easy enough to follow and explained thoroughly.

	Comment on how the course can be improved. **50.00**% (**1** of **2**)

	I can't think of anything. It can be a little difficult to get through, but it's necessary information.

	Comment on the instructor's strengths and suggestions for improvement.
	100.00% (**2** of **2**)

	The instructor was flexible, knowledgeable, and organized.
	Always very receptive to questions and helping out. Tried to keep everyone engaged.

Summer 2024 Classroom Course and Faculty Evaluation
SUMMER 2024

LSU Health New Orleans
School of Allied Health Professions

	COUN 6640 2 - Research Methods & Techniques in Rehabilitation		COUN
		Responses / Expected:	1 / 1 (100%)



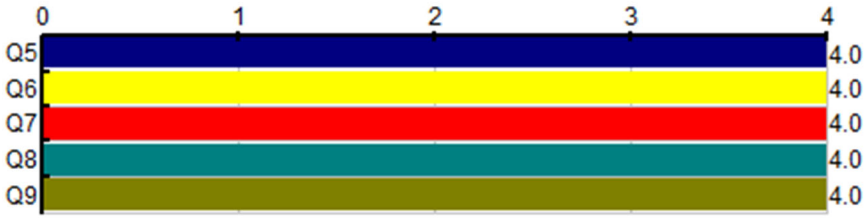
New Classroom Course

COUN 6640 - 2

Responses (%) Course

		SA	A	D	SD	N	Mean	Med.	Mode	Std Dev
Q1	The course materials were well prepared and clear.	100%	0	0	0	**1**	**4.0**	4	4	0
Q2	The assignments (i.e., readings, online tutorials, papers, case studies, etc.) added to my mastery of the course content.	100%	0	0	0	**1**	**4.0**	4	4	0
Q3	The workload of the course was appropriate to the number of credit hours.	100%	0	0	0	**1**	**4.0**	4	4	0
Q4	The evaluation methods were fair/appropriate.	100%	0	0	0	**1**	**4.0**	4	4	0

Responses: [**SA**] Strongly Agree=4 [**A**] Agree=3 [**D**] Disagree=2 [**SD**] Strongly Disagree=1



Faculty/Instructor Evaluation		**Megan Long**								
		Responses (%)				**Individual**				
		SA	**A**	**D**	**SD**	**N**	**Mean**	Med.	Mode	Std Dev
Q5	The instructor was enthusiastic about teaching.	100%	0	0	0	**1**	**4.0**	4	4	0
Q6	The instructor was available to individual students during stated office hours and/or by e-mail.	100%	0	0	0	**1**	**4.0**	4	4	0
Q7	The instructor encouraged or was receptive to student participation (questions, concerns, sharing ideas/knowledge, etc.).	100%	0	0	0	**1**	**4.0**	4	4	0
Q8	The instructor was well-prepared for class.	100%	0	0	0	**1**	**4.0**	4	4	0
Q9	The instructor communicated effectively and presented materials clearly in class.	100%	0	0	0	**1**	**4.0**	4	4	0

Responses: [**SA**] Strongly Agree=4 [**A**] Agree=3 [**D**] Disagree=2 [**SD**] Strongly Disagree=1

Question:	**Comment on the strengths of the course.**
Response Rate:	**100.00%** (**1** of **1**)

1	The course pertained a great deal of information. Faculty explained information in detail which definitely helped me to learn the information and materials.

	Comment on how the course can be improved.
	100.00% (**1** of **1**)

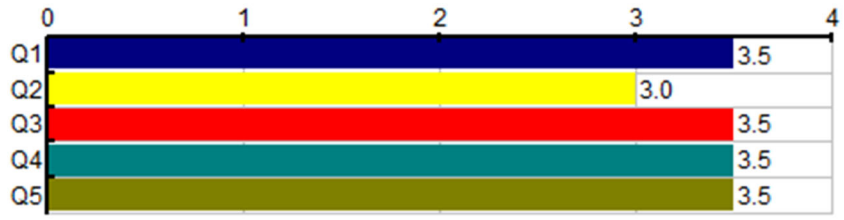
1	The course was overwhelming and a lot of information for the summer semester. I think the only courses should be offered during the summer is practium and internships.

	Comment on the instructor's strengths and suggestions for improvement.
	100.00% (**1** of **1**)

1	Faculty was an excellent new professor. She was always prompt and prepared for every course. I highly recommend her to teach future Counselors at all levels.

Summer 2024 Clinic and Faculty Evaluation **SUMMER 2024**	**LSU Health New Orleans** **School of Allied Health Professions**

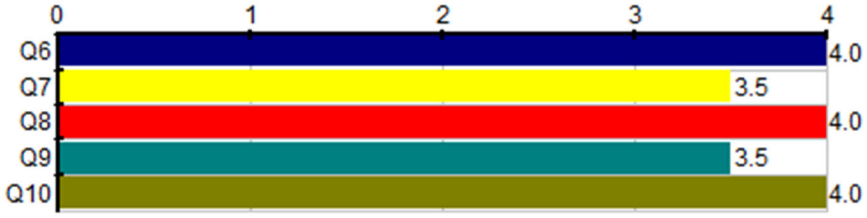
	COUN 6641 - Practicum in Counseling		COUN
		Responses / Expected:	2 / 2 (100%)



New Clinic Course Evaluation	**COUN 6641**	
	Responses (%)	**Course**

		SA	A	D	SD	N	Mean	Med.	Mode	Std Dev
Q1	This clinical practicum experience was well organized and planned.	50%	50%	0	0	**2**	**3.5**	3.5	3,4	.50
Q2	The goals, objectives, policies, procedures, and requirements for this clinical practicum were clearly stated.	50%	0	50%	0	**2**	**3.0**	3	2,4	1
Q3	The workload required for this clinic practicum was manageable.	50%	50%	0	0	**2**	**3.5**	3.5	3,4	.50
Q4	The overall evaluation of the student clinician was fair and reflective of the clinical practicum objectives.	50%	50%	0	0	**2**	**3.5**	3.5	3,4	.50
Q5	Overall, my clinical skills have improved.	50%	50%	0	0	**2**	**3.5**	3.5	3,4	.50

Responses: [**SA**] Strongly Agree=4 [**A**] Agree=3 [**D**] Disagree=2 [**SD**] Strongly Disagree=1



Faculty/Instructor Evaluation		**Responses (%)**				**Individual**				
		SA	**A**	**D**	**SD**	**N**	**Mean**	Med.	Mode	Std Dev
Q6	The instructor was enthusiastic about teaching.	100%	0	0	0	**2**	**4.0**	4	4	0
Q7	The instructor was available to individual students during stated office hours and/or by e-mail.	50%	50%	0	0	**2**	**3.5**	3.5	3,4	.50
Q8	The instructor encouraged or was receptive to student participation (questions, concerns, sharing ideas/knowledge, etc.).	100%	0	0	0	**2**	**4.0**	4	4	0
Q9	The instructor was well-prepared for class.	50%	50%	0	0	**2**	**3.5**	3.5	3,4	.50
Q10	The instructor communicated effectively and presented materials clearly in class.	100%	0	0	0	**2**	**4.0**	4	4	0

Responses: [**SA**] Strongly Agree=4 [**A**] Agree=3 [**D**] Disagree=2 [**SD**] Strongly Disagree=1

Question:	**Comment on the strengths of the course.**

	100.00% (**2** of **2**)

	The course is flexible to the students needs and works around changes that are needed.
	Meeting every week allows for consistent discussions and question that benefit the practicum experience.

	Comment on how the course can be improved.
	100.00% (**2** of **2**)

	The course seems well-structured in theory, but in practice, it requires more time than initially expected, particularly when considering other academic responsibilities and practicum obligations. For example, the Case Presentation assignment took approximately six hours to complete. It would be advantageous to provide future students with clearer information regarding the time commitment for such assignments.
	N/a

Question:	**Comment on the instructor's strengths and suggestions for improvement.**
Response Rate:	**100.00**% (**2** of **2**)

1	The instructor is highly supportive, demonstrating flexibility in scheduling and assignments, and provides honest feedback. Their assistance in various areas has been exceptionally beneficial. The instructor could benefit from adopting a more direct communication style, focusing on clarity and precision rather than being overly considerate.
2	The faculty is very organized and always willing to help when needed. She creates an experience that is very collaborative and supportive.

Student Departmental Evaluation Survey

A department head survey was sent to the students in the program for each semester. Students were given the opportunity to provide feedback and encouraged to do so. The 13-item survey utilizes a five-point Likert scale and asks about the student's perception of preparedness in foundational areas, strengths, and areas of growth for the department. Response options ranged from Strongly Disagree (1) to Strongly Agree (5). Students noted their perception of preparedness as follows:

Questions:	Mean Score
The program prepared me well in the area of Professional Counseling Orientation and Ethical Practice.	3.00
The program prepared me well in the area of Social and Cultural Variances	3.00
The program prepared me well in the area of Human Growth and Development.	3.00
The program prepared me well in the area of Career Development.	3.00
The program prepared me well in the area of Counseling and Helping Relationships.	3.00
The program prepared me well in the area of Group Counseling and Group Work.	3.00
The program prepared me well in the area of Assessment and Testing.	3.00
The program prepared me well in the area of Research and Program Evaluation.	3.00
The program offers support through faculty advising.	3.00
The program provided me support through the P/I process.	3.00
The program provided me with opportunities for professional involvement as a student.	3.00

The commented areas of growth for the program included:

- Variances in professions in terms of what there specializations are.
- I think areas of growth are more community relationships and partnerships for P/I and recruiting more students for diverse class sizes.
- part time faculty , prefer full time faculty
- Student Body
- I believe the program could be enhanced by making emails more personalized, rather than solely originating from LSUHSC Counseling. Currently, they tend to get lost among the myriad of other emails sent by LSUHSC. It would be greatly beneficial if professors could respond to emails within a 24–48-hour timeframe. There have been occasions when I did not receive any response, which can be quite frustrating. Furthermore, it would be helpful if assignments on Moodle aligned more closely with the syllabus. Any updates made to the syllabus should be communicated via email or reflected on Moodle, rather than solely being conveyed in person.

The commented areas of strengths for the program included:

- The program is very involved in the students' wellbeing and success.
- dedicated staff, educated professors, flexible, and accessible
- I am new to the Master's in Counseling program. It's overall been good so far.
- The information we receive and the professors willingness to help.
- what you say, you do
- The program faculty cares about the success of the students and of the program despite the challenges in recruiting larger classes.
- Small, intimate classes which makes it easier for learning. ability to self-advocate and have open communication.
- Preparation for practicum and internship early on
- The program impressively adheres to all CACREP requirements outlined in the syllabus. I find it straightforward to track our weekly progress in each class. Moreover, I hold all of my professors in high esteem due to their exceptional teaching skills. I genuinely appreciate the distinctive teaching styles of each one and consider their insights invaluable. Dr. Hebert, in particular, stands out for his ability to convey content with remarkable clarity through his PowerPoint presentations and his talent for injecting humor into the classroom. He's also recognized for his equitable grading practices. Dr. Walters is notably approachable, possessing an extensive knowledge base, and she's adept at adapting her teaching methods to accommodate the diverse needs of students. Dr. Frazier is known for being both resourceful and passionately engaged in his teaching approach, contributing to a dynamic learning atmosphere.

Response to Recommendations for Program Improvement for the 2023-2024 Academic Year:

Recommendation 1: Continue to improve course evaluation ratings.
Response
The Department opted to have class time set aside at the end of each semester for students to complete the course evaluations. This has increased student participation in the evaluation process.

Recommendation 2: Offer remote teaching.
Response: The faculty were committed to the added flexibility and accessibility of remote courses for students. We have worked to secure classrooms with an integrated system to offer classes live and remotely, starting with the summer session.

Recommendation 3: Offer evening course teachings.
Response the department worked to assess the demand for evening courses and started to offer each course in the day and evening time.

Recommendation 4: Implement Alternative Pathways for course completion toward certifications/licensures.
Response The department has started to work on this issue, and it is something that will take more than one school year to complete. We are still working with the administration to find alternative pathways that will be beneficial to the department and community of counselors we educate.

Recommendation 5: Increase backgrounds amongst faculty.
Response: the University has widely recruited open positions to find the best qualified candidates for the department. We have added faculty from different backgrounds to ensure the department and students have a well-rounded group of counseling professionals.

Recommendation 6: Increase recruitment strategies.
Response: The School of Allied Health Professions hired a recruitment specialist to assist in attending more recruitment events for the department. To expand our student population, we plan to enhance our recruitment strategies by leveraging social media, strengthening partnerships with local schools, and participating in community events. We will also focus on targeted outreach to more interested people who may not have considered a field in Allied Health, but have a transferable skill set that would make them a great fit for the profession.
The Department has recently changed leadership for the recruitment committee head, this has yielded immediately positive results, while keeping a qualified applicant pool. The Change in admissions has been positive.

Recommendations for Program Improvement for the 2024-2025 Academic Year

Recommendation 1: Conduct a systematic program review for students three times per year to assess progress, identify challenges, and implement targeted interventions.

Recommendation 2: Ensure students demonstrate mastery of oral and written communication, including presentation skills, by aligning instruction and assessments with professional guidelines.

Recommendation 3: Enhance student preparation for high-stakes testing. Focus on improving the first-time pass rate for comprehensive exams through tailored support.

Recommendation 4: Foster students' ability to collaborate effectively with colleagues, professionals, and community resources, emphasizing teamwork in delivering comprehensive client services.

Recommendation 5: Develop and implement alternative pathways for course completion to support student progression toward certifications and licensures.

Recommendation 6: Strengthen faculty engagement by increasing response rates for accrediting body reports and departmental initiatives through streamlined processes and clear communication of expectations.