LSU Health NEW ORLEANS
School of Allied Health Professions
Department of Counseling

2024-2025 Annual Report

Introduction

The Department of Counseling (COUN) in the School of Allied Health Professions (SAHP) at Louisiana State University Health Sciences Center in New Orleans is fully accredited 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 2024-2025 semesters, there were five full-time faculty members in the department and three 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. Four 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; including participating as board members on professional organizations such as the Association for Play Therapy, Louisiana Counseling Association, American Counseling Association. During this reporting period, the department had two faculty departures: The department head resigned in June of 2025 the other full time faculty member resigned in August 2025.

The student enrollment for this reporting period (i.e., Fall, Spring, and Summer) totaled 27: 2 existing students from previous enrollments scheduled to graduate in the Spring 2025; 17 students beginning in the Fall 2025; 6 students beginning in the Spring 2025; and 2 students beginning in the Summer 2025. (It should be noted that one student who began in the Summer 2025 dropped at three weeks in the semester and is not being included in these numbers for retention purposes.)

Regarding gender demographics of the students for this reporting period, the department appeared 89% female and 11% male. Additionally, regarding racial/ethnic demographics for the students, the department appeared 56% White; 37% Black: 4% Asian; and 4% Hispanic.

Regarding gender demographics of the faculty for this reporting period, the department appeared 60% female and 40% male. Additionally, regarding racial/ethnic demographics for the faculty, the department appeared 80% White; and 20% Black.

The department graduated two students with a completion rate of 67% because one student chose not to return after the first semester was completed in Fall 2023. The two graduates, however are both gainfully employed in a counseling related field, indicating 100% successful job placement. The licensure/certification exam pass rate for these two students is unknown at the time of this report.

Our graduates have obtained employment in various settings. These include but are not limited to federal and state health and rehabilitation agencies, supported employment programs, psychiatric treatment centers, substance abuse treatment facilities, community mental health centers, private practice settings, and school settings. Students are eligible to sit for the certification exam and pursue licensure post-graduation.

Data Obtained Through Surveys and/or Feedback

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 of our graduates. 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 April of 2025, 2 students (out of 2) completed the survey, indicating a 100% response rate. In the areas of preparedness, the respondents reported the following:

Item	Mean Score
The program prepared me well in the area of Professional Counseling Orientation and Ethical Practice.	4.50
The program prepared me well in the area of Social and Cultural Diversity.	4.50
The program prepared me well in the area of Human Growth and Development.	4.50
The program prepared me well in the area of Career Development.	4.50

The program prepared me well in the area of Counseling and Helping Relationships.	4.50
The program prepared me well in the area of Group Counseling and Group Work.	4.50
The program prepared me well in the area of Assessment and Testing.	4.50
The program prepared me well in the area of Research and Program Evaluation.	4.50
The program fostered professionalism among students and faculty and facilitated their involvement in professional organizations and activities.	4.50
The program prepared me well in the area of Clinical Mental Health.	4.50
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.	4.50
The program offered and supported opportunities for students and faculty to collaborate on research projects in the spirit of the scientist-practitioner model.	4.50
The program provided continuing education and consultation opportunities that were responsive to the needs of counseling and other mental health professionals.	4.50

The commented areas of strengths for the program included:

- Individual help is available;
- Networking

The commented areas of growth for the program included:

- Working towards a more stable environment

Feedback from Advisory Board Members

The advisory board met twice during this reporting period: September 24, 2024 and April 11, 2025. The members of the board were 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.

Significant feedback from the advisory board occurred during the spring meeting where it was suggested to create a spreadsheet so that advisory board members (and others) can list their areas of expertise and their willingness to provide guest lectures.

Alumni Survey of Program Graduates

An electronic survey using a five-point Likert Scale was e-mailed to alumni for whom we had email addresses. Fifteen alumni responded to the 19-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 and other program objectives.

The alumni reported the following work settings:

Answer Choices	Percentages
Clinical rehabilitation setting	6.67
Mental health setting	26.67
School setting	6.67
Marriage, couple, and family setting	0
Postgraduate counseling studies	0
Postgraduate unrelated studies	0
Not currently working	0
Other (please specify)	60

The alumni reported the following completed certification examinations:

Answer Choices	Percentages
National Counselor Examination (NCE)	53.33
Certified Rehabilitation Counselor Examination (CRC)	66.67
National Clinical Mental Health Counseling Examination (NCMHCE)	0
None of the above	13.33
Other certification examination (please comment)	33.33

In the areas of preparedness, the alumni reported the following:

Items	Mean Score
The program prepared me well in the area of Professional Counseling Orientation and Ethical Practice.	4.33
The program prepared me well in the area of Social and Cultural Diversity.	3.93
The program prepared me well in the area of Human Growth and Development.	4.20

The program prepared me well in the area of vocational counseling	4.07
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.	4.40
The program prepared me well in the area of Assessment and Testing.	3.93
The program prepared me well in the area of Research and Program Evaluation.	3.67
The program prepared me well in the area of Clinical Mental Health.	4.00
The program prepared me well in the area of professional dispositions.	4.33
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.	4.27
The program offered and supported opportunities for students and faculty to collaborate on research projects in the spirit of the scientist-practitioner model.	4.47
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 (and edited) areas of strengths for the program included:

- I enjoyed being part of a small community where the class size was small. I also enjoyed our counseling clinic in our department.
- Everything. Medical and psychosocial aspects of disability and vocational rehabilitation. The professors were encouraging and the opportunities and education I had serve me daily
- Small size. Personalized experiences.
- Met CACREP standards and taught the foundations of counseling well, good program if you are interested in working with kids/doing play therapy

The commented areas of strengths for the program included:

- My diagnosis course was not positive. We had a fill in professor and I was not well preparedwhen I entered my practicum. I would continue to encourage promoting the masters program atLSUHSC. I don’t believe many people are aware of the degree and opportunity to earn thisdegree in the New Orleans area.
- I don't feel I’m missing anything. I would hope current program and other programs around the country will be as demanding and have as much depth as the MHS in rehab at LSU

- At the time when I was a student of diversity, disabilities were not addressed in the curriculum. There was also a notable lack of diversity in my cohort. This appears to have improved over time.
- Faculty self-awareness overall (seeking continuing education and personal therapy, being able to separate personal issues and personal preferences from work and student growth). There was a disconnect in feeling of support because of this.
- More exposure to Voc/LCP expert career path

Site Supervisor Survey

An electronic survey using a five-point Likert Scale ((complete with a choice for N/A) was e-mailed to the site supervisors who had students during this reporting cycle. Two site supervisors responded to the 35-item survey requesting information on their satisfaction with students from our program during this reporting period. Additionally, the survey requested information on their perception of preparedness in the foundational counseling areas and other program objectives.

The results of the Site Supervisor Survey appear below:

Items	Mean Score
I was satisfied with the initial interview with the Practicum/Internship Coordinator. Please mark N/A if this occurred beyond 12 months	5.00
I was satisfied with the Site Supervisor Orientation. If you did not attend or watch the recorded Site Supervisor Orientation, please mark N/A.	5.00
I was satisfied with the quality of the collaboration with the Practicum and Internship Coordinator.	5.00
I was satisfied with the quality of the collaboration with the faculty supervisor(s).	5.00
I am satisfied with my supervisee's on-site availability based on their school schedule.	5.00
I am satisfied with how the program supports, evaluates, remediates, and promotes (SERP process) practicum/internship students	5.00
I am satisfied with the program's integrated program management/electronic records system, Tevera.	5.00
I am satisfied with the program's Practicum/Internship Handbook.	5.00
I am satisfied with the support the program offers myself as a site supervisor.	5.00
I am satisfied with the quality of practicum/internship counseling student interns from the Counseling program.	5.00
I am satisfied with the quality of practicum and internship evaluations	5.00

(Counselor Competencies Scale- Revised).	
I was satisfied with the initial interview with the Practicum/Internship Coordinator. Please mark N/A if this occurred beyond 12 months.	5.00
I was satisfied with the Site Supervisor Orientation. If you did not attend or watch the recorded Site Supervisor Orientation, please mark N/A.	5.00
I was satisfied with the quality of the collaboration with the Practicum and Internship Coordinator.	5.00
I was satisfied with the quality of the collaboration with the faculty supervisor(s).	5.00
I am satisfied with my supervisee's on-site availability based on their school schedule.	5.00
I am satisfied with how the program supports, evaluates, remediates, and promotes (SERP process) practicum/internship students.	5.00
I am satisfied with the program's integrated program management/electronic records system, Tevera.	5.00
I am satisfied with the program's Practicum/Internship Handbook.	5.00
I am satisfied with the support the program offers myself as a site supervisor.	5.00
I am satisfied with the quality of practicum/internship counseling student interns from the Clinical Rehabilitation and Counseling program.	5.00
I am satisfied with the quality of practicum and internship evaluations (Counselor Competencies Scale- Revised).	5.00
The student was well prepared in the area of Professional Counseling Orientation and Ethical Practice.	5.00
The student was well prepared in the area of Social and Cultural Diversity.	5.00
The student was well prepared in the area of Human Growth and Development.	5.00
The student was well prepared in the area of Career Development.	5.00
The student was well prepared in the area of Counseling and Helping Relationships.	5.00
The student was well prepared in the area of Group Counseling and Group Work.	5.00
The student was well prepared in the area of Assessment and Testing.	5.00
The student was well prepared in the area of Research and Program Evaluation.	5.00
The student was well prepared in the area of Clinical Mental Health.	5.00

The program fostered professionalism among students and faculty and facilitated their involvement in professional organizations and activities.	5.00
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.	5.00
The program offered and supported opportunities for students and faculty to collaborate on research projects in the spirit of the scientist-practitioner model.	5.00
The program provided continuing education and consultation opportunities that were responsive to the needs of counseling and other mental health professionals.	5.00

The commented areas of strengths for the program included:

- The professors are all very available, when needed, to the students and myself. There is open communication, and they are producing interns who are ready to begin their practicum and internship

The commented areas of growth for the program included:

- N/A

Employer Survey

An electronic survey including items with a five-point Likert Scale was e-mailed to reported employers of our graduates. These individuals were identified primarily through previous exit surveys of graduating students, alumni surveys, and other professional networking opportunities. Four employers responded to the 16-item survey including information on the recency of such employment and a site description of services offered at their place of business. Additionally, the survey requested information on their perception of employee preparedness in the foundational counseling areas and other program objectives of our department.

All four employers responded that they 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:

Items	Mean Score
The employee was well prepared in the area of Professional Counseling Orientation and Ethical Practice.	3.25
The employee was well prepared in the area of Social and Cultural Diversity.	3.50
The employee was well prepared in the area of Human Growth and Development.	3.50

The employee was well prepared in the area of Career Development.	3.25
The employee was well prepared in the area of Counseling and Helping Relationships.	3.50
The employee was well prepared in the area of Group Counseling and Group Work.	3.25
The employee was well prepared in the area of Assessment and Testing.	2.50
The employee was well prepared in the area of Research and Program Evaluation.	3.25
The employee was well prepared in the area of Clinical Mental Health.	3.50
The employee was well prepared in the area of professional dispositions.	3.50
The program fostered professionalism among employees and faculty and facilitated their involvement in professional organizations and activities.	4.00
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.	4.00
The program offered and supported opportunities for employees and faculty to collaborate on research projects in the spirit of the scientist-practitioner model.	4.00
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:

- Strong clinical skills

The commented areas of growth for the program included:

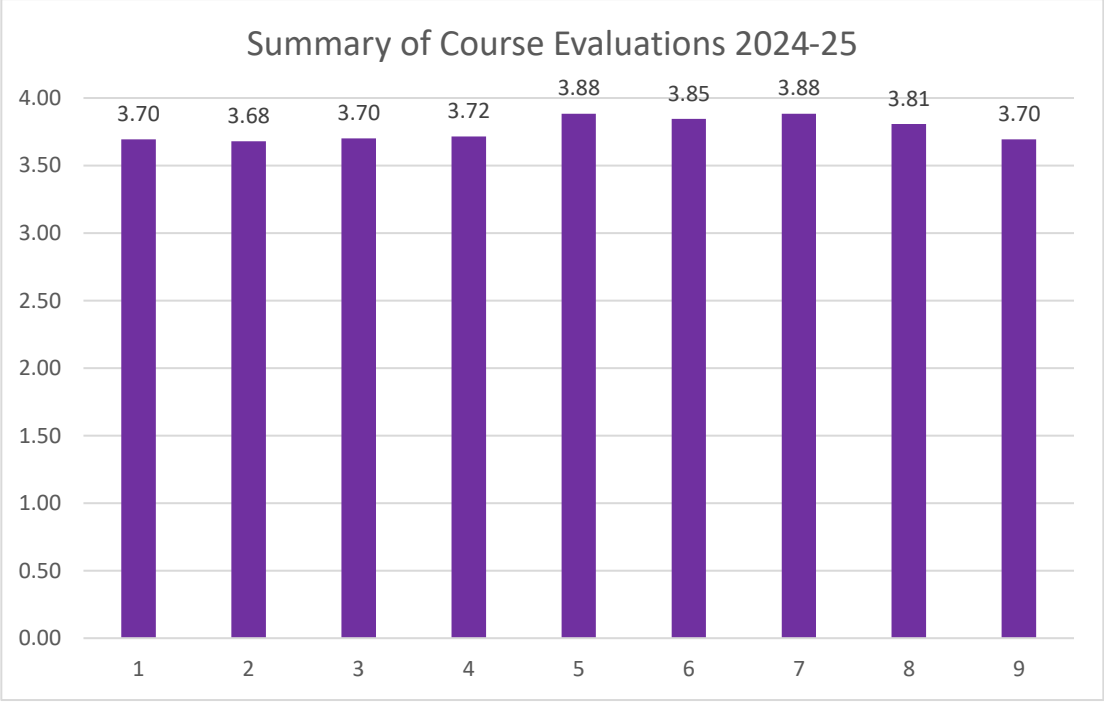
- We need more education regarding the private sector of rehabilitation counseling, case management and life care planning.
- Continued desire to engage in strengthening specialties.
- The counseling program has done a disservice to the private rehabilitation/ vocational counseling profession in the state of Louisiana by eliminating the Rehabilitation Counseling program department. The Rehabilitation Counseling program has benefitted from many private rehabilitation companies in the area to provide internship opportunities, lectures and employment opportunities post-graduation. It's a shame that the accreditation was allowed to lapse due to what appears to be a lack of commitment or lack of awareness of the potential employment opportunities to counseling students.
- I understand that there will be a move toward more rehabilitation counseling and that would bewelcomed.

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. These results are based on the available responses from the students enrolled in our department during this reporting year.

Student course evaluations for AY 2024-2025 were reported across different course listings for the department. Each course was rated on two separated broad domains: course quality and instruction quality.

1. *The assignments (i.e. readings, online tutorials, papers, case studies, etc.) added to my mastery of the course content.*
2. *The course materials were well prepared and clear.*
3. *The evaluation methods were fair/appropriate.*
4. *The instructor communicated effectively and presented materials clearly in class.*
5. *The instructor encouraged or was receptive to student participation (questions, concerns, sharing ideas/knowledge, etc.).*
6. *The instructor was available to individual students during stated office hours and/or by e-mail.*
7. *The instructor was enthusiastic about teaching.*
8. *The instructor was well-prepared for class.*
9. *The workload of the course was appropriate to the number of credit hours.*



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). Additionally, the students were encouraged to include comments of strengths and places for growth. (Only responses from Fall 2024 were available for reporting.)

Students noted their perception of preparedness as follows:

Fall 2024

Items	Mean Score
The program prepared me well in the area of PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE	4.67
The program prepared me well in the area of SOCIAL AND CULTURAL DIVERSITY	4.67
The program prepared me well in the area of HUMAN GROWTH AND DEVELOPMENT	4.63
The program prepared me well in the area of CAREER DEVELOPMENT	4.67
The program prepared me well in the area of COUNSELING AND HELPING RELATIONSHIPS	4.38
The program prepared me well in the area of GROUP COUNSELING AND GROUP WORK	4.44
The program prepared me well in the area of ASSESSMENT AND TESTING	3.50
The program prepared me well in the area of RESEARCH AND PROGRAM EVALUATION	4.38
The program prepared me well in the area of CLINICAL MENTAL HEALTH COUNSELING	4.56
The program prepared me well in the area of PROFESSIONAL DISPOSITIONS	4.50
The program offers support through faculty advising	4.20
The program provided me support through the P/I process	4.00
The program provides me with opportunities for professional involvement as a student	4.78

The commented areas of strengths were summarized using ChatGPT and appear below:

1. Faculty Support & Quality:

- Faculty and staff are described as **supportive**, **passionate**, and **caring**, with a strong commitment to student success.
- Professors are praised for being **knowledgeable**, **approachable**, and **engaged** in students' learning and development.
- Faculty provide **valuable information and experiences** that help students in their academic and professional growth.
- The program has **excellent staff** who assist students in navigating the program and beyond.

2. Program Flexibility:

- The program offers **hybrid flexibility**, allowing students to balance their studies with other commitments, making it ideal for **working students**.
- Flexible class schedules, both in-person and online, are highlighted as a major strength of the program.

3. Openness & Student-Centered Environment:

- There is an emphasis on the program's **openness** to student feedback and its ability to adapt based on student needs.
- Professors and staff are described as **empathetic**, **approachable**, and open to addressing questions or concerns from students.

4. Program Features:

- The program is **CACREP accredited**, which adds value to the education students receive.
- The **multicultural focus** in different areas of study is noted as a strength, along with a variety of **professional development opportunities**.

5. In-Person Learning Opportunities:

- The availability of **in-person learning opportunities** is highlighted as an important strength, offering students a more hands-on and interactive experience.

Overall, the comments emphasize the **high quality of faculty**, **program flexibility**, and **student-centered approach** that are seen as strengths of the program.

The commented areas of growth were summarized using ChatGPT and appear below:

1. Organization & Scheduling:

- Concerns about the **organization of tech tools** (e.g., Moodle), including incorrect dates and unorganized assignment listings.
- Issues with **scheduling**, such as having the class schedule and course offerings available earlier to better plan, especially for working students.
- **Scheduling challenges** with **mandatory events** and **practicum/internship sites**, where students feel left out or not adequately informed in advance.

2. Communication Issues:

- **Inconsistent communication** regarding important events, with some students missing out on crucial information (e.g., mandatory events or registration issues).
- Lack of **clarity in communication** about event details, such as registration processes and event status (e.g., free vs. paid events).
- Some comments suggest **improvement in the consistency of communication** across staff and between the department and students.

3. Faculty and Leadership:

- Suggestions to **hire more permanent faculty members** to meet the growing demands of the program and improve the availability of courses.
- Calls for **improved leadership** and better **coordination among faculty** regarding policies, procedures, and expectations, particularly as the program expands.
- Concern over **minimal course offerings**, especially electives, which limits students' ability to specialize in their areas of interest.

4. Program Growth and Electives:

- A desire for **more electives** that cater to different student interests, especially to allow for more specialization in areas such as couples and family therapy.
- **Expansion of the program** to offer more course options and better align with students' evolving needs and areas of interest.

5. Student Support:

- Calls for **better support during Practicum/Internship (P/I) semesters**, with clearer guidance on internship opportunities and the process.
- **Proactive assignment support**, where students express a preference for having assignment details and rubrics available at the beginning of the course to manage their time better, especially as working professionals.

6. Improved Event Planning & Timing:

- **Better planning for mandatory events** so students are informed in advance, especially those balancing full-time jobs and other commitments.

- **More advanced notice** for program-related activities and events, including mandatory ones, to help students plan accordingly.

Overall, the themes highlight **communication breakdowns**, **organization challenges**, **faculty and leadership needs**, and a desire for **program expansion** to offer more electives and specialization opportunities. Students are asking for **more proactive support** and better scheduling/planning to make their experience smoother.

Revisit to Recommendations for Program Improvements for the 2023-24/2024-25 Academic Years:

Be as it may this has been a tumultuous transition year,it was decided to revisit the previous recommendations with updates and reinstate the recommendations for program improvement for the 2025-2026 academic year. Below are the updated responses followed by the reinstated recommendations.

Recommendation 1: Continue to improve course evaluation ratings.
Response 1: The program opted to have class time set aside at the end of each semester for students to complete the course evaluations. This resulted in an increase in student participation in the evaluation process from a 59.2% completion rate to a 78.9% completion rate from the 2022-23 academic year to the 2023-24 academic year. Beginning in Spring 2026, course evaluation time will be a required component on each class syllabus.

Recommendation 2: Offer remote teaching.
Response 2: 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 and we began this delivery starting with the summer session. These changes were a result from both quantitative and qualitative data. The quantitative data was primarily our decreasing enrollment numbers; with a low of three new students in the 2023 cohort. The qualitative data included anecdotal reports from faculty from other universities via professional consultations and from verbal responses from applicants from this same program during informational sessions.

Recommendation 3: Offer evening course teachings.
Response 3: The department worked to assess the demand for evening courses and started to offer each course in the day and evening time. This programmatic decision was fueled by qualitative data received by applicants during informational sessions and open houses.

Recommendation 4: Implement Alternative Pathways for course completion toward certifications/licensures.
Response 4: The decreasing trend of enrollment data (i.e., with a low of three new students in the 2023 cohort) led the faculty to contemplate alternative strategies to increase quality applicants to our program. The department has started to work on this issue, and it is something that will take more than one academic 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 5: 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. A review of faculty qualifications identified the ability of the program to strengthen the faculty expertise from a predominant child focus to patients and clients across the lifespan.

Recommendation 6: Increase recruitment strategies.
Response 6: 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. Based on department data from the last three years, our enrollment reports show the number of students accepted into the program steadily increasing from 3, 17, to 36 for the cohort years of 2023, 2024, and 2025; respectively. These data were used to further inform the recruitment specialist to both continue with and increase recruitment strategies.

Moving forward, reviews of the most recent available data regarding scores from the CPCE, CCS-R, key performance indicators (KPIs), course evaluations, and student learning outcomes (SLOs) will occur after the conclusion of each semester for both student and programmatic evaluation purposes.

Recommendations for Program Improvement for the 2025-2026 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.