



College of Arts and Sciences
Division of Education and Counseling

OFFICIAL REPORT OF THE COUNSELING PROGRAM

Fall 2021

This Official Report provides information on our learning environment. It begins with and outlines evidence of our continuous systematic program evaluation, indicating how our program mission, objectives, and student learning outcomes are measured and met. We also include an exposition of our process for including students' evaluations of faculty and supervisors as well as the results of student course evaluations that are shared with faculty. Finally, this report includes the faculty evaluation procedures that are presented to faculty and supervisors at a critical point in the program.

Our continuous systematic program evaluation specifically highlights the Counseling program mission:

The Xavier University of Louisiana Counseling Program educates students within an integrated leadership-practitioner model thus enabling students to become professionals who are change agents in promoting and advocating for a more just and humane society.

All of the counseling graduate programs offered at Xavier University of Louisiana are accredited by the Council on Accreditation of Counseling and Related Educational Programs (CACREP, <https://www.cacrep.org>). The University offers a master's degree in counseling (MA degree) with the following two specializations: Clinical Mental Health Counseling and School

Counseling. The counseling graduate program has approval from CACREP to deliver all graduate degree programs through its traditional in person on campus format. Due to the COVID-19 pandemic, beginning in spring semester, 2020 courses that were formerly in-person, on-campus have been delivered utilizing Zoom technology synchronously or online asynchronously. However, beginning in August 2021, face-to-face classes have resumed.

Programs must prepare and distribute an annual Program Evaluation Outcomes Report. This report (along with a summary of 2020-2021 number of graduates, completion rate of students in the program, licensure examination pass rate, and job placement rate of graduates) is posted on the following counseling graduate program websites that describe the master’s degree programs.

PROGRAM/STUDENT OUTCOMES

Counseling Graduate Program

September 2020

For 2019-2020 Academic Year

Program	Number of Graduates	Completion Rate of Students in the Program	Licensure Examination Pass Rate	Job Placement Rate of Graduates
Master’s Degree Programs				
Clinical Mental Health Counseling Program	49	100%	100%	90%
School Counseling	6	100%	100%	100%

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

1. Student evaluation of each academic course they completed that term.

2. Student evaluation of the placement sites where their practicum or internship was completed.
3. Individual student evaluations of all of the supervisors they had during the term including their on-site supervisor, their individual supervisor, and their group supervisor.
4. On-site practicum and internship supervisors evaluate the performance of graduate students in their field experience.
5. Individual and group practicum and internship supervisors evaluate the performance of graduate students in their field experience.
6. Master's graduates complete a survey form that evaluates their entire MA degree program experience

Every three or four years, alumni of the program and known employers of program graduates are surveyed. A survey was completed in Spring 2020. Summaries of each evaluation are reviewed by the counseling program faculty and program modifications are completed as necessary. The faculty meet monthly and discuss the results of any evaluations that have been completed and bring any concerns to the Division of Education and Counseling (DOEC) faculty meetings for discussion.

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

After reviewing feedback received from Alumni, practicum student supervisors, internship site supervisors, university supervisors, and practicum and internship students themselves, faculty

determine what modifications will be made. CACREP accreditation requires that counseling graduate programs continually evaluate programs and based on the results of evaluations, modify programs to prepare counselors to meet contemporary challenges for those practicing in the counseling profession. To evaluate the ways in which our graduates reflect our shared mission, every three or four years, alumni of the program and known employers of program graduates are surveyed. A survey was completed in Spring 2020. The program faculty also conduct exit interviews with their graduating advisees and informally solicit their reflections on the program in which students are asked to provide recommendations for improvement of the program as well as share what worked for them individually. Additionally, graduating students are asked to share comments about their experiences at the conclusion of the Oral Exit Exam, providing additional informal assessment of the program quality and outcomes. We also develop videos of alumni and spotlight them on our website. In these interviews, alumni are asked about their involvement in professional leadership and their advocacy efforts within and outside of their professional careers.

Spring 2020 Counseling Alumni Survey: Summary of Results

Comments are the students' own and, apart from redactions where a student or a faculty member would be identifiable have not been edited in any way, including for spelling and grammar

**Note that where totals do not add to 100%, but 99 or 101, this is not an error but due to rounding responses from one decimal place to whole numbers.*

Counseling – All Graduates (Total = 51)

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
1. My experiences as a graduate student in the Division of Education and Counseling:				
a. prepared me for my current position	6%	10%	40%	44%
b. prepared me for future positions	4%	2%	46%	48%
c. had a significant impact on my present experiences	4%	2%	29%	65%
	<i>Strongly Disagree</i>	<i>Somewhat Disagree</i>	<i>Somewhat Agree</i>	<i>Strongly Agree</i>
2. Because of my experiences in the Division of Education, I am optimistic about my future employability.	4%	2%	15%	79%
3. If I had to relive my graduate professional training, I would again choose Xavier University of Louisiana.	2%	4%	10%	84%
	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
4. My experiences as a graduate student in the Division of Education and Counseling provided me with multiple opportunities to:				
a. evaluate and apply subject specific content which I use in my day to day work assignment	6%	4%	53%	37%
b. evaluate and apply principles, constructs and concepts in my field	4%	0%	49%	47%
c. evaluate and apply multiple assessment tools related to my field of study.	2%	8%	63%	27%
d. observe and understand differences in human motivation and behavior.	0%	0%	47%	53%
e. make connections to authentic or real world experiences.	0%	2%	49%	49%
5. My experiences as a graduate student in the Division of Education and Counseling provided me with multiple opportunities to:				
a. conduct searches for current research related to my specific field of study	0%	14%	55%	31%
b. use research to make decisions regarding my work	0%	13%	56%	31%
c. research principles, constructs and concepts in my field of study	0%	4%	67%	29%

d. research assessment tools related to my field of study	0%	14%	57%	29%
e. engage research to make decisions regarding my	0%	14%	55%	31%
	<i>Strongly Disagree</i>	<i>Somewhat Disagree</i>	<i>Somewhat Agree</i>	<i>Strongly Agree</i>
6. I believe that all students are unique and have different learning characteristics.	2%	0%	13%	85%
	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
7. I feel confident about my ability to:				
a. act as an advocate for clients when seeking environments that support their diverse needs	4%	4%	23%	69%
b. interact and work with individuals from diverse ethnic, racial, gender and socioeconomic groups	2%	0%	27%	71%
c. follow established codes of professional conduct	2%	0%	23%	75%
d. support the learning of all people	2%	0%	17%	81%
e. establish and support respectful and productive relationships with families, administrators and colleagues	0%	0%	25%	75%
8. The faculty in my graduate program encouraged:				
a. collaboration with other graduate students	2%	2%	27%	69%
b. collaboration on faculty on projects	4%	19%	32%	45%
c. collaboration with faculty members	4%	15%	38%	44%
d. reflective practices	2%	0%	34%	64%
e. critical thinking and problem solving skills	2%	2%	29%	67%
f. graduate students to publish their work	2%	25%	33%	40%
g. graduate students to present their work at conferences	2%	4%	43%	51%
9. The faculty in my graduate program:				
a. used a variety of instructional strategies	0%	4%	40%	56%
b. integrated diversity throughout their teaching	2%	2%	34%	62%
c. integrated technology throughout their teaching	0%	4%	46%	50%
d. showed me how to integrate technology throughout my teaching	2%	19%	34%	45%
	<i>Strongly Disagree</i>	<i>Somewhat Disagree</i>	<i>Somewhat Agree</i>	<i>Strongly Agree</i>
10. I had access to current library resources	2%	0%	13%	84%
11. I had access to current technology resources	2%	2%	25%	71%
12. There were places that I could go to when I needed help	2%	0%	17%	81%
	<i>Rural</i>	<i>Urban</i>	<i>Suburban</i>	<i>Small Town</i>
20. Describe the community in which you work (optional)	0%	79%	13%	8%
	<i>Public</i>	<i>Public - Charter</i>	<i>Private</i>	<i>Private - Religiously Affiliated</i>
21. Describe the type of agency in which you work (optional)	54%	19%	22%	5%

Outcomes of these formal and informal assessment tools from the 2019-2020 academic year indicated that we need to place greater emphasis on case documentation training in the advanced courses and especially during the field experiences. Additionally, graduates have asked for more career guidance from their advisors and structurally throughout the program. The Counseling program also collects data from site supervisors and program graduate employers about students' involvement in advocacy and social justice initiatives at their sites. To reflect the six core values within the DOEC mission statement (spirituality, diversity, professionalism, inquiry, competence, and innovation), the program faculty included items on the Site Supervisor & Employer Survey that inquire about students' professionalism, competence, and innovation. Items on this survey include queries, such as: (a) act as an advocate for clients when seeking environments that support their diverse needs," (b) "interact and work with individuals from diverse ethnic, racial, gender and socioeconomic groups," (c) "follow established codes of professional conduct," (d) "support the learning of all people," and (e) "establish and support respectful and productive relationships with families, administrators and colleagues."

A survey of the site supervisors and employers was sent out in Spring 2021. The result of that survey are currently being reviewed and discussed among the faculty.

The Counseling program assesses student learning and performance on professional identity, professional practice, and program area standards primarily through the annual evaluation of students' dispositions. During the spring semester, all of the faculty collaboratively reviews each student's student learning and performance using the Annual Disposition Form. (see Appendix H) The critical concepts listed on the form reflect the DOEC mission statement with an emphasis on the six core values: spirituality, diversity, professionalism, inquiry,

competence, and technology (most recently changed to innovation). Students are evaluated on a scale ranging from “*no reservations*” to “*major reservations*” or “*no opportunity to assess*”.

When the faculty label a student as having some or major reservations, we provide recommendations for follow up with the student. The first concern is whether the student should continue in the program. If not, they are referred to the Graduate Academic Council for review by graduate faculty representatives who will determine if the student is dismissed. Additionally, the faculty will provide remediation steps to be communicated with the student and executed using a timeline. Remediation may include academic probation in which the student registers for a reduced course load in the subsequent semester. The procedures for remediation are clearly outlined in the [Counseling Student Handbook](#).

The following are modifications deemed appropriate based on feedback received:

Graduate Program Inclusion

The Counseling Program director has been working more closely with the Office of Graduate Studies to better connect the university practices and activities with the program students. This has resulted in **extending registration hours, hours of operation for the bookstore and the Counseling Center, and the inclusion of graduate students in orientation and graduation programming.**

Communication

Program faculty considered how to improve four key areas to address better communication with the students so that they are able to succeed in the program.

- **Student Orientation**

The counselor education program faculty provides a graduate student orientation prior to each academic semester. The primary objectives of this meeting are to introduce students to relevant divisional procedures and academic policies; advising, admission requirements; candidacy requirements, student organizations, and the Division of Education and Counseling Conceptual Framework. Information is disseminated to new and potential students regarding the sequencing of courses in each specialty area, school, and clinical mental health. In addition to the student orientation prior to the beginning of each semester, there is a mandatory student forum that is

scheduled within the first month of the session. This is a time to give program updates and allow students to raise any questions or programmatic issues. They find these forums extremely valuable. [..\Graduate Student Handbook\Counseling Handbook.docx](#)

- Division webpage and use of Brightspace
The counseling education program at Xavier University of Louisiana has a web page that contains information pertaining to the counseling program such as CACREP accreditation, faculty information, programs specialties, program forms, student handbook, International Counseling Honor Society (Chi Sigma Iota), professional organizations, and other University links such as the University Catalog, important due dates, academic calendar, etc. Resources are also available to current students on Brightspace that has announcements, the program of study, and course syllabi.
http://catalog.xula.edu/preview_program.php?catoid=30&pooid=6595&returnurl=1585
- Advising procedures
Upon admission to the counseling program, each student is assigned an advisor. An electronic program of study, located on the Graduate Counseling Program in Brightspace, is submitted each semester by the students prior to the advising period.
[Electronic Program of Study - Clinical Mental Health 60-hours](#)
- Mandatory graduate forum
Each semester a mandatory graduate forum is held and the announcement and agenda are posted in Brightspace under *Graduate Counseling Programs*

Syllabi Modification

The students, employers and supervisors indicated areas in which there were gaps in either the curriculum or course offerings. Syllabi Modifications were made in four areas (See Appendix J):

- Suicide assessment,
- Private practice,
- Teletherapy, and
- Treatment planning.

Counseling Specializations

A proposal for the specialization in couples, marriage and family counseling specialty was developed and submitted to the administration. The faculty decided to wait until after the next accreditation cycle to implement the program. Three courses address family systems:

- COUN 5115 Family and Systems Counseling,
- COUN 5320 Marriage, Couples and Family Counseling
- COUN 5325 Couples and Relationship Counseling.

Personal Counseling Mandate Policy

Effective Fall 2019, students are required to document at least three individual sessions with an LPC prior to submission of their Application for Candidacy (after 21 credit hours) and again at the end of Internship I and then again at the end of Internship II.

Below are statements included in the [Counseling Handbook](#):

Mandatory personal counseling for pre-candidacy students

Beginning Fall 2019, all students admitted to the Xavier University of LA Counseling Program are required to participate in a minimum of three (3) individual counseling sessions when submitting their Admission to Candidacy form and before applying for Practicum. Students who do not complete the personal counseling requirement for beginning students will not be able to continue their studies in the program.

Mandatory personal counseling for Interns

Beginning Fall 2019, all students enrolled in the Xavier University of Louisiana Counselor Education Program are required to participate in a minimum of six (6) individual counseling sessions while enrolled in Internship. At least three (3) of these must be during internship I and at least three (3) during internship II. Students who do not complete the personal counseling requirement for interns will not be able to continue their studies in the program. Specifically, Internship I students must submit their Mandatory Counseling form with their logs at the end of the semester. Internship II interns are to submit their Mandatory Counseling form before an oral defense exam can be scheduled.

Triadic Supervision and Teaching Assistance

The 2016 CACREP Standards require triadic supervision. A partnership with the University of Holy Cross provides doctoral students, some of whom have graduated from our Counseling Program, to assist with triadic supervision of the master level students. An added outcome of this mentoring is the increase in the number of students being accepted into the Counselor Education program at the University of Holy Cross or elsewhere.

Practicum and Internship Site Placements

The Counseling and Wellness Center has agreed to allow students to do practicum and internship if they are not employed at Xavier. The Center is staffed with LPC's and the supervisor of record signs the Clinical Supervision Contract.

Examination Preparation The CPCE was discontinued in 2017 and students now take the National Counselor Examination.

The program faculty welcomes feedback for all of our constituencies. Please feel free to email the Division Chairperson, Dr. Judith Miranti, if you have any suggestions or recommendations for program improvement jmiranti@xula.edu