

College of Arts and Sciences

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 profes

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

<; Student evaluation of the placement sites where their practicum or internship was completed.

=;

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.

C;!2)/)' 2&,!' //)//3)%!*--#/(2)#* *)C!*-! 3@! F\$)#C! -F! /* .C@!	78!	648!	>N8!	<58!
);!)%0'0)!2)/)' 2&,!' *-! 3' T)!C)&&/\$-%/(2)0' 2C\$%0! 3@! [REDACTED]	78!	648!	>>8!	=68!
&. 22)%*(2)/)' 2&,!			:68!	=68!

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

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 require

The program faculty welcomes feedback for all of our constituencies. Please feel free to email the