

**LSU Health Sciences Center – New Orleans**  
**Department of Counseling 2022-2023 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 fully accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP) through 2023. 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 2022-2023 semesters, there were 3 full-time faculty members in the department and 2 part-time faculty members in the department. 4 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. 3 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.

The cost of the Counseling program per semester is \$5,300.00, including tuition, fees, health insurance, and books. Approximately 6 applicants are accepted annually. The program currently has 2 first-year students and 5 continuing students, totaling 7 students. For the following recent years, the Department of Counseling accepted: 3 (2023); first-year (first-year; 5 (2021); 7 (2020); 15 students (2019); 15 students (2018); and 8 students (2017) the number of students who graduated in those years were: 8 (2022); 8 (2021); 12 (2020); 6 (2019), and 12 (2018). 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 extra-curricular, 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 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.

## **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 2023, 5 students (out of 5) completed the survey. With a 100% response rate, we can provide a unanimous 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 three did not plan to pursue further education. Three respondents reported they accepted counseling or related employment. Additionally, four completed the National Counseling Exam (NCE) 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. | 4.40       |
| The program prepared me well in the area of Social and Cultural Differences                           | 4.60       |
| The program prepared me well in the area of Human Growth and Development.                             | 3.80       |
| The program prepared me well in the area of Career Development.                                       | 3.60       |
| The program prepared me well in the area of Counseling and Helping Relationships.                     | 4.20       |

|  |      |
|--|------|
| The program prepared me well in the area of Group Counseling and Group Work. | 4.20 |
| The program prepared me well in the area of Assessment and Testing.          | 4.0  |
| The program prepared me well in the area of Research and Program Evaluation. | 4.0  |

The commented areas of growth for the program included:

- It is hard to get in touch with professors outside of class
- Areas of growth include providing more electives and expanding the programs profile among both students and faculty
- More stability from faculty. More guidance during practicum and internship preparation. Larger variety of electives.
- When I began the program it was advertised as a Rehabilitation Program and throughout my time in the program it transitioned into a Counseling program. While the transition fit the needs of the students and department, I felt underprepared in the area of rehab (which I enrolled in, and am employed in). I was able to do my practicum and internships at a rehab site where I will be employed after graduation, but my site can only teach me so much in practice. I would have liked a Rehab Foundations course or Rehab Services elective. I recently took the Certified Rehabilitation Counselor (CRC) and the test was split into 2 sections Counseling and Disability & Rehabilitation. You needed a 500 on both sections to pass, and I scored a 533 on counseling and a 495 on disability and rehabilitation. I wish I had the opportunity in school to learn the rehabilitation and disability programs that are available to communities as that was the basis of the disability section of the test. Overall, I am grateful for this program and feel prepared as a professional in the field (after I retake and pass the test of course!)

The commented areas of strengths for the program included:

- *The small program allowed for more intimate connections.*
- *Strengths of the programs include research opportunities, overall great job teaching core classes.*
- *The faculty constantly supported me and encouraged me to succeed. I felt welcomed by the Allied Health and Health Sciences school and community. I feel informed in the field and areas of counseling.*
- *Small cohort. Fast track as it only takes 2 years to complete.*

### ***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 COUN Advisory Board met on November 16, 2022, 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. During the 2022 meetings, the advisory board supported the results of the new online application system and modifications to said process. Members also brainstormed with the faculty on methods to share information regarding engaging students beyond the remote classroom to encourage careers in the field of counseling during the ongoing pandemic that resulted in restrictions on professional gatherings, networking, and conferences.

### *Survey of Program Alumni*

An electronic survey using a five-point Likert Scale was e-mailed to about 100 alumni who graduated from 2014-2023. 25 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      | 8%          |
| Mental health setting                | 40%         |
| School setting                       | 12%         |
| Marriage, couple, and family setting | 0.00%       |
| Postgraduate counseling studies      | 0.00%       |
| Postgraduate unrelated studies       | 05%         |
| Not currently working                | 4%          |
| Other (please specify)               | 36%         |

Responding alumni from the LSUHSC counseling program are certified in a variety of ways, National Counselor Examination (40%), Certified Rehabilitation Counselor Examination (32 %), other certification examination (28 %). 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. | 4.28              |
| The program prepared me well in the area of Social and Cultural Differences.                          | 4.16              |
| The program prepared me well in the area of Human Growth and Development.                             | 4.24              |
| The program prepared me well in the area of Career Development.                                       | 4.16              |
| The program prepared me well in the area of Counseling and Helping Relationships.                     | 4.32              |
| The program prepared me well in the area of Group Counseling and Group Work.                          | 4.24              |
| The program prepared me well in the area of Assessment and Testing.                                   | 3.88              |
| The program prepared me well in the area of Research and Program Evaluation.                          | 3.8               |
| The program prepared me well in the area of Clinical Mental Health.                                   | 4.36              |

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| The program fostered professionalism among students and faculty and facilitated their involvement in professional organizations and activities.                          | 3.92 |
| 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. | 3.88 |
| The program offered and supported opportunities for students and faculty to collaborate on research projects in the spirit of the scientist-practitioner model.          | 3.96 |
| The program provided continuing education and consultation opportunities that were responsive to the needs of counseling and other mental health professionals.          | 3.72 |

The commented areas of growth for the program included:

- *I think more electives have been added for CMHC since I have completed the program which is an appreciated area of growth.*
- *Consider having online only program in addition to on-ground.*
- *Understanding when students are having personal issues that are interfering with their school load.*
- *Cultural differences*
- *Needs more professors of color*
- *Faculty professionalism and evidence they seek their own therapy and supervision, more trauma-informed curriculum*

The commented areas of strengths for the program included:

- *LSUHSC's program gave a thorough understanding of counseling history, theories, and counseling skills through clinical work.*
- *This program provides rigorous preparation and clinical experiences for students. Students from this program (from the perspective of an employer) are better prepared than those from other programs in the area.*
- *The program was excellent in all areas.*
- *Dr Dolan was great*
- *Professors actively treat clients, information and advise is relevant*
- *Experiences helped prepare for a career in mental health counseling.*
- *The program created a sense of community, curiosity, and aspiration.*
- *Amazing professors, hands on experience*
- *Taught all the basics needed, CACREP accredited, faculty knowledgeable in their given areas*
- *Professors coming from unique mental health backgrounds*

### *Feedback from Site Supervisors*

| 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           | 0          |
| I was satisfied with the Site Supervisor Orientation. If you did not attend or watched the recorded Site Supervisor Orientation, please mark N/A. | 4          |
| 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          |
| I was satisfied with the initial interview with the Practicum/Internship Coordinator. Please mark N/A if this occurred beyond 12 months.          | 0          |
| I was satisfied with the Site Supervisor Orientation. If you did not attend or watched the recorded Site Supervisor Orientation, please mark N/A. | 4          |
| 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 Differences.  | 3 |
| The student was well prepared in the area of Human Growth and Development.   | 4 |
| The student was well prepared in the area of Career Development.   | 4 |
| 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.  | 0 |
| The student was well prepared in the area of Assessment and Testing.   | 3 |
| The student was well prepared in the area of Research and Program Evaluation.  | 0 |
| The student was well prepared in the area of Clinical Mental Health.   | 5 |
| The program fostered professionalism among students 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 students in addressing these needs. | 3 |
| The program offered and supported opportunities for students and faculty to collaborate on research projects in the spirit of the scientist-practitioner model.          | 0 |
| The program provided continuing education and consultation opportunities that were responsive to the needs of counseling and other mental health professionals.          | 3 |
|  |   |

The commented areas of growth for the program included:

The constant changing of staff was difficult, as I often was unsure of who my intern's supervisor was. The meetings between school and site supervisors were consistent - at some points I would meet with someone twice in a semester, then I would not be contacted again for 6 months. And signing off on Tevera hours every week was a lot.



The commented areas of strengths for the program included:

- My intern was well prepared for counseling skills and techniques.

### ***Employer Surveys***

Employers are identified through various ways, including exit surveys of graduating students, alumni surveys, and professional networking opportunities. While several 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:

|  | Mean Score |
|--|------------|
| Questions  |            |
| The employee was well prepared in the area of Professional Counseling Orientation and Ethical Practice.  | 4.25       |
| The employee was well prepared in the area of Social and Cultural Differences.   | 4.25       |
| The employee was well prepared in the area of Human Growth and Development.  | 4.25       |
| The employee was well prepared in the area of Career Development.  | 4.5        |
| The employee was well prepared in the area of Counseling and Helping Relationships.  | 4.25       |
| 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.  | 4.25       |
| The employee was well prepared in the area of Research and Program Evaluation.   | 4          |
| The employee was well prepared in the area of Clinical Mental Health.  | 4.25       |
| The program fostered professionalism among employees and faculty and facilitated their involvement in professional organizations and activities.                           | 4.25       |
| The program fostered an awareness of the needs and resources within our client communities and meaningful involvement of faculty and employee s in addressing these needs. | 4.25       |
| The program offered and supported opportunities for employees and faculty to collaborate on research projects in the spirit of the scientist-practitioner model.           | 4.25       |
| The program provided continuing education and consultation opportunities that were responsive to the needs of counseling and other mental health professionals.            | 4.5        |

The commented areas of growth for the program included:

*I have know a few graduates of the program and they are strong clinicians.  
Include vocational rehabilitation*

The commented areas of strengths for the program included:

Strong development in mental health counseling

The variety of areas of study and the professors

Our employee came to us many years after graduation from the program. He is an excellent employee and a key member of our team.

### ***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 2022 Evelen courses (COUN 5601, 5602, 5603, 5612, 5614, 5618, 5650, 6611, 6632, , and 6643) were taught by six faculty members. The Spring 2023 semester had 9 courses (REHAB 5607, 5609, 5614, 5654, 5661, 6612, 6630, 6634, , and 6645) taught by five faculty members. The Summer 2021 semester had five courses (COUN 5614, 5613, 6614, 6640, 6641) taught by four faculty members. In 2020 and 2021, courses were returned to in person.

Spring 2023

| REHAB 5654 Mental Health Diagnosis and Treatment Planning  | Mean Score |
|--|------------|
| The assignments (i.e. readings, online tutorials, papers, case studies, etc.) added to my mastery of the course content. | 2.7        |
| The instructor was enthusiastic about teaching.  | 2.7        |
| The instructor communicated effectively and presented materials clearly in class.  | 2.7        |

| REHAB 6612 Counseling Techniques and Process       | Mean Score |
|--|------------|
| The course materials were well prepared and clear. | 2.0        |

| REHAB 6630 Vocational Counseling/ Career Development   | Mean Score |
|--|------------|
| The assignments (i.e. readings, online tutorials, papers, case studies, etc.) added to my mastery of the course content. | 2.0        |
| The workload of the course was appropriate to the number of credit hours.  | 2.0        |

|   |     |
|---|-----|
| The evaluation methods were fair/appropriate. | 2.0 |
|---|-----|

Fall 2022

|  |            |
|--|------------|
| 5603 - MULTICULTURAL AND PSYCHOSOCIAL ASPECTS IN COUNSELING                      | Mean Score |
| The course materials were well prepared and clear.                               | 3.5        |
| The workload of the course was appropriate to the number of credit hours.        | 3.5        |
| The evaluation methods were fair/appropriate                                     | 3.5        |
| The instructor was well-prepared for class.                                      | 3.5        |
| The instructor communicated effectively and presented materials clearly in class | 3.5        |

Spring 2023

|  |            |
|--|------------|
| 6630 COUNSELING - VOCATIONAL COUNSELING/CAREER DEVELOPMENT   | Mean Score |
| The course materials were well prepared and clear.   | 2.0        |
| The assignments (i.e. readings, online tutorials, papers, case studies, etc.) added to my mastery of the course content. | 3.0        |
| The workload of the course was appropriate to the number of credit hours.  | 3.0        |
| The evaluation methods were fair/appropriate.  | 1.0        |

Summer 2023

|  |            |
|--|------------|
| 6640 - Research Methods & Techniques in Rehabilitation                           | Mean Score |
| The course materials were well prepared and clear.                               | 4.0        |
| The workload of the course was appropriate to the number of credit hours.        | 3.5        |
| The evaluation methods were fair/appropriate                                     | 4.5        |
| The instructor was well-prepared for class.                                      | 3.5        |
| The instructor communicated effectively and presented materials clearly in class | 3          |

Samples of recommendations on how the course can be improved included:

- our class was a little confused on the systematic review projects. I think it would be helpful to show examples of what we are supposed to turn in. We all did the proposal wrong. It would be nice to see examples of a good example from last years class.

Samples of recommendations on course strengths included:

- *The current events and documentaries that we watched were incredibly meaningful and educational and I learned so much from them and the class discussions.*
- *Class discussions, videos, and current events are helpful in learning about multicultural topics. In every class we have resources to learn more about a topic or population, which*

*I enjoy. I can research further outside of class or if it pertains to a client or situation. Uploading assignments on Moodle is fast and easy.*

- *Having a book and lesson plan gave us a much needed roadmap for this course that we didn't have last semester.*
- *Having sessions observed by {identifying information removed} was the strength of the course.*
- *Strengths- organization, knowledge of subject matter, professionalism, flexibility, availability, fairness, willingness to discuss ideas, appropriateness of assignments for material taught, stays on task, great communicator, respectful,*
- *The entire department was very willing to work with us and remain adaptive in lieu of COVID and worked hard to help us ensure we were able to meet all requirements in creative ways if necessary.*

### ***Student Departmental Evaluation Survey***

A department head survey was sent to the students in the program for the Spring 2023. Students were given the opportunity to provide feedback and encouraged to do so. The 12-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). Three 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. | 4.33       |
| The program prepared me well in the area of Social and Cultural Differences.                          | 3.33       |
| The program prepared me well in the area of Human Growth and Development.                             | 4.33       |
| The program prepared me well in the area of Career Development.                                       | 4.33       |
| The program prepared me well in the area of Counseling and Helping Relationships.                     | 4.00       |
| The program prepared me well in the area of Group Counseling and Group Work.                          | 4.33       |
| 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.                          | 4.33       |
| The program offers support through faculty advising.  | 3.67       |
| The program provided me support through the P/I process.  | 3.33       |
| The program provided me with opportunities for professional involvement as a student.                 | 4.00       |

The commented areas of growth for the program included:

- P/I coordination has not been consistent, need for more direction and support during the practicum/internship placement, more options and contracts for various internship sites
- Being more clear about what is needed from us.
- Faculty retention.
- I think the program could grow both in students and faculty represented. I understand that that is not a change that can be made overnight, and am confident that the program has made and continues to make necessary steps to continue to grow. My biggest area of growth for the program would have been more formal instruction in the area of rehab counseling. I understand that I was one of one students in rehab counseling and that the program has made the change to exclusively counseling (which I think is a GREAT change and suits the students', program's and community's needs) but I did feel that more time could have been spent in general classes on rehab, or even rehab electives offered. Career and Assessment classes could have been geared more toward rehab, and group and foundations could have provided more instruction. Again, I realize the problem has been solved seeing as the program is no longer a rehabilitation program, but it was a rehabilitation program while I was a student. y

The commented areas of strengths for the program included:

- Child and play therapy, communication
- Faculty is very helpful.
- Small cohort, good schedule for full time day student
- Overall, I think the program's biggest strength is its faculty. Faculty advising and participation has been clear and consistent throughout my time in the program. I will graduate in May and I can say my experience getting to learn from and getting to know the faculty both personally and professionally has been a joy and my favorite part of my time in the program. I also think the program's communication has consistently been clear and effective.

### ***Response to Recommendations for Program Improvement for the 2020-2021 Academic Year:***

Recommendation 1: All courses taught in the program will be evaluated by faculty to identify areas of improvement—including ways to incorporate technology and new pedagogy.

Response: Recommendation 2: Revised site surveys will be send to site supervisors seeking feedback on ways that the department may improve the practicum and internship experiences.

Response:

Summer semester and the Acting Department Head assumed all Practicum and Internship Coordinator responsibilities.

Recommendation 3: Nine courses had response rates below 50%. Faculty members are being asked to remind students to complete these course ratings during the next academic year to best inform the department.

Response: This continues to be an ongoing goal for the Department of Counseling

Recommendation 4: It is recommended that the primary faculty member charged to teach the respective sections of Introduction to School Counseling, Vocational Counseling/Career Development, and Research Design and Methodology carefully examine the rating components from this last reporting cycle and to consult with other faculty members to ascertain how the course might be improved as indicated in the ratings for the next reporting cycle so that the grand mean ratings rise above 3.0.

Response: The Acting Department Head held monthly meetings with faculty offering support for

transitioning traditional in person courses to remote learning.

**Recommendations for Program Improvement for the 2021-2022 Academic Year:**

*Recommendation 1:* All courses taught in the program will be evaluated by faculty to identify areas of improvement—including ways to incorporate technology and new pedagogy.

Response: Faculty reviewed course evaluations. Department head surveys and meetings were scheduled to allow students opportunities to provide additional feedback.

*Recommendation 2:* Revised site surveys will be sent to site supervisors seeking feedback on ways that the department may improve the practicum and internship experiences.

Response: The surveys were updated, because of a smaller pool of students, the response rate was even smaller, it is hard to estimate reviews with one response.

*Recommendation 3:* For courses that had response rates below 50%, faculty members will remind students to complete these course ratings during the next academic year to best inform the department.

Response: Reminders were sent out to students all 3 semesters.

*Recommendation 4:* It is recommended that the primary faculty member charged to teach the respective sections of courses that have ratings below 3.0 examine the rating components from this last reporting cycle and consult with other faculty members to ascertain how the course might be improved as indicated in the ratings for the next reporting cycle so that the grand mean ratings rise above 3.0.

Response: Faculty whose course ratings were below 3.0 were required to discuss areas of improvement in relationship to preparation, response time, and grading procedures.

**Recommendations for Program Improvement for the 2022-2023 Academic Year:**

Recommendation 1: Continue to improve course evaluation ratings.

Recommendation 2: Offer remote teaching.

Recommendation 3: Offer evening course teachings.

Recommendation 4: Implement Alternative Pathways for course completion toward certifications/licensures.

Recommendation 5: Increase recruitment strategies.