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L A F A Y E T T E ®

Department of Counseling Program Assessment Plan

**Clinical Mental Health Counseling
School Counseling**

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Introduction

The University of Louisiana at Lafayette is home to the School Counseling and Clinical Mental Health Counseling Masters of Science degree programs. The programs reside in the Department of Counselor Education which was established as a department in 2012. The department consists of 5 core faculty, 3 affiliate faculty, and a number of adjunct faculty. The two concentrations share a set of core courses and electives and include site-specific placements in either a Clinical Mental Health setting or a K-12 School. The department operates a teaching clinic in which to train Clinical Mental Health Counseling students, and School Counseling students intern at local schools, primarily in Lafayette Parish.

Previous to Covid-19, all classes were face-to-face and held exclusively on the UL campus. Everything changed rapidly in response to COVID-19 and the entire program, including classes and all clinical experiences, were moved to an online format. Needless to say, this abrupt “about face” was a difficult adjustment for faculty and students alike and we are all eager to return to the modality we believe is best for educating counselors. We anticipate that the program will operate much as it did formerly by Spring 2022.

Counseling Program Mission

It is the mission of the Department of Counselor Education at the University of Louisiana at Lafayette, working together in partnerships with schools, community agencies, and university colleagues, to develop Professional Counselors in the areas of personal growth, academic excellence, and professional competence. Through an experiential, contextual, and systemic curriculum, and by integrating theory, research, practice, and leadership, the faculty promotes scholarly inquiry, ethical practice, respect for diversity, and a strong professional identity among the next generation of Professional Counselors.

Program Goals

The overarching goal of the UL programs in counseling are to prepare culturally competent, knowledgeable, and skilled counselors for K-12 Schools and Clinical Mental Health applications. These goals are met by completing the Program Objectives listed in the following section.

Program Objectives

Program Objective 1: Professional Orientation, Identity, and Ethics

Graduates will be able to articulate concepts related to professional identity including the history and philosophy of the profession, the value of professional organizations, and the need for ethical and legal practice.

Program Objective 2: Social and Cultural Diversity

Graduates will become knowledgeable of social and cultural diversity issues in counseling, be able to implement culturally appropriate interventions, and include social and cultural factors in treatment planning and client engagement.

Program Objective 3: Human Growth and Development

Graduates will demonstrate knowledge of human growth and development and will be able to apply counseling, personality, and learning theories to all stages of development throughout the lifespan.

Program Objective 4: Career Development

Graduates will demonstrate knowledge of career development theories and be able to apply career counseling skills with clients across the developmental spectrum, including early and ongoing education about work and careers.

Program Objective 5: Counseling and Helping Relationships

Graduates will demonstrate counseling and case conceptualization skills to facilitate client changes and growth utilizing multiple modalities including individual counseling, relationship counseling, group counseling, and guidance activities.

Program Objective 6: Group Work and Group Processes

Graduates will demonstrate a theoretical and experiential understanding of group dynamics and change processes, including the demonstration of skills with groups of various compositions.

Program Objective 7: Assessment and Testing

Graduates will demonstrate knowledge and application of individual and group approaches for assessment and evaluation in the counseling context, including basic psychometric principles and the use of formal and informal appraisal mechanisms.

Program Objective 8: Research and Program Evaluation

Graduates will provide evidence of knowledge and application of research and program evaluation principles and demonstrate competence in applying research and program evaluation concepts.

Program Objective 9: Clinical Mental Health Specialty Area

Graduates in Clinical Mental Health Counseling (CMHC) concentration, having been determined by the faculty to possess personal characteristics conducive to professionalism in counseling, will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling.

Program Objective 10: School Counseling Specialty Area

Graduates in the School Counseling (SC) concentration, having been determined by the faculty to possess personal characteristics conducive to professionalism in school counseling, will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P-12 students via data-informed comprehensive school counseling programs.

Evaluation of Program Objectives: Students, Instructor, Course, Program

The 2016 CACREP Standards for accredited programs call for a Comprehensive Assessment Plan to be created and documented wherein the plan outlines several components of the Assessment Plan. Standard 4.A reads:

Counselor education programs have a documented, empirically based plan for systematically evaluating the program objectives, including student learning. For each of the types of data listed in 4.B, the plan outlines (1) the data that will be collected, (2) a procedure for how and when data will be collected, (3) a method for how data will be reviewed or analyzed, and (4) an explanation for how data will be used for curriculum and program improvement.

The following narrative outlines the UL Lafayette Comprehensive Assessment Plan for Counseling Programs and addresses each of the components called for in Standard 4.A

Data that will be collected

Data on Program Objectives are collected and analyzed on a regular basis. The evaluation plan is designed to provide performance data on each specific Program Objective on several levels. The levels of evaluation are: The Student, The Instructor, The Course, and The Program. Some data sets are specific to a level while other data yield information at several levels.

For example, a student's Signature Assignment or End of Course Grade in a given course or subset of courses is used to evaluate at "The Student" level, whereas data from the CPCE are analyzed in several ways so as to provide evaluative information for all levels: a Student's mastery of a content area related Program Objective, The Instructor (or instructors) that contribute most directly to a Program Objective, The Course (or subset of courses) most directly related to a Program Objective, and omnibus CPCE scores across students and over time that indicate trends in meeting or failing to meet Program Objectives.

The table in the next section identifies the type of data to be collected, the procedure for collecting it, the time(s) that data is collected, and the location of data after collection.

Procedure for how and when data will be collected

As previously noted, the following table is a list of the data that is collected to evaluate Program Objectives at all levels of evaluation along with the collection schedule, procedures for collecting data, and the location of data after collection.

Table 1. How and When Data Will Be Collected

Data Collected	When Data is Collected	Procedure for Collecting Data	Where Data is Kept
End of Course Grades	End of each specified course	Instructor records grades; Registrar sends semester grade report to Department	Students' transcripts; instructors' records; department grade reports from Registrar
Signature Assignments	During specified course	Signature Assignments reviewed, graded and retained in Instructors' records	Instructors' records
CPCE Scores (Content Areas and Composite Score; ALL students)	Each semester, including summers	CPCE website via secure login; "Pass/No Pass" conveyed to Graduate School as proof of exam status	Department Head; CPCE database; UL Office of Academic Affairs
Professional Performance Review	After 1 st semester of enrollment, before practicum, and before internship	Completed at faculty meetings by no fewer than 3 faculty with direct knowledge of student performance	Student folders
Student Evaluation of Instruction	End of each specified course	Students access course SEI via University website, reports forwarded to Department Head and Instructors	Department Head, Instructor
Supervisor Evaluation of Students	Midterm and end of all practica and internships	Survey given to Supervisor by student and returned to Practicum/Internship Instructor	Short-term with practicum or internship instructor then long term in student folders
Student Evaluations of Supervisors	Midterm and end of all practica and internships	Survey completed by students in Practicum/Internship and returned to Instructor	Short-term with practicum or internship instructor then long term in student folders
Annual Faculty Evaluations by Department Head and Dean	Annually each Spring semester	Department Head evaluates, Instructor acknowledges, Dean reviews; Electronic forms	Instructor, Department Head, Dean of College; faculty folders
Survey of Alumni	Annually	Survey published and advertised, completed online	Department Head; College of Education
Survey of Employers	Annually	Survey published and advertised, completed online	Department Head; College of Education
PRAXIS II Scores (SC only)	Each semester	School Counseling Candidates complete test and submit scores to Coordinator	College of Education, Students' records

Method for how data will be reviewed or analyzed

All data is reviewed when received and discussed in faculty meetings. A cohort model keeps students in the same classes for all of their first year and much of the remainder of their program. All students, their strengths, and their challenges are well-known by all faculty no later than the second semester students are enrolled. First-year courses for all students, regardless of concentration, are nearly, if not entirely, identical.

Faculty meet every other week throughout the year, or every week at times when circumstances dictate, to discuss department operations and student progress. If any student is experiencing difficulties with any part of the program, it is brought before the faculty and discussed at length. From those discussions, remediation plans, if indicated, are tailored to the student's needs and the entire faculty is aware of and active in helping the student overcome any identified obstacle.

While the faculty and students highly value this "organic" and personal component of the program, they also recognize the value of systemic data collection and evaluation. The data we collect are reviewed regularly by the faculty and the department head on an ongoing basis at least one time each semester.

As noted, the evaluation of each of the 10 Program Objectives is conducted on several levels. It is the goal of the comprehensive evaluation plan to provide answers to the questions:

1. Is each student reaching the Program Objective?
2. Are the Instructor's methods and practices reaching the Program Objective?
3. Is the course (or courses) in which each Program Objective is addressed designed in a way that consistently contributes to student success over time?
4. Does the program consistently provide learning and experiential opportunities sufficient to reach Program Objectives over time?

See the following tables detailing how each objective is evaluated at each level. This data is viewed collectively to inform program adjustments for improvement.

Table 2. Data Collected to Evaluate Students by Program Objective

Program Objective	Data Collected to Evaluate <u>Students</u> by Program Objective
Program Objective 1: Professional Orientation, Identity, and Ethics	End of Course Grade in COUN 500
	Student's Performance on CPCE: Professional Counseling Orientation and Ethical Practice
	Signature Assignment in COUN 500
	Professional Performance Review: Item #9
Program Objective 2: Social and Cultural Diversity	End of Course Grade in COUN 506
	Student's Performance on CPCE: Social and Cultural Diversity
	Signature Assignment in COUN 506: Cultural Immersion Experience
Program Objective 3: Human Growth and Development	End of Course Grade in COUN 502 and COUN 524
	Student's Performance on CPCE: Human Growth and Development
	Signature Assignment in COUN 502 and COUN 524
Program Objective 4: Career Development	End of Course Grades in COUN 507
	Student's Performance on CPCE: Career Development
	Signature Assignment in COUN 507
Program Objective 5: Counseling and Helping Relationships	End of Course Grades in COUN 505, COUN 555, and COUN 510
	Individual Performance on CPCE: Counseling and Helping Relationships
	Signature Assignments: Video Portfolio #1 and #2 from 505 and 555
	Professional Performance Review: Item #4
Program Objective 6: Group Work and Group Processes	End of Course Grade in COUN 509 and COUN 559
	Student's Performance on CPCE: Group Counseling and Group Work
	Signature Assignments in COUN 509 and COUN 559
Program Objective 7: Assessment and Testing	End of Course Grade in COUN 504
	Student's Performance on CPCE: Assessment and Testing
	Signature Assignment in COUN 504
Program Objective 8: Research and Program Evaluation	End of Course Grade in COUN 501
	Individual Performance on CPCE: Research and Program Evaluation
	Signature Assignment in COUN 501: Research Poster Presentation and Program Evaluation Project
Program Objective 9: Clinical Mental Health Specialty Area	End of Course Grades in COUN 519, 555, and 559
	Successful completion of Practicum and Internship
	Professional Performance Review: Item # 1-10
Program Objective 10: School Counseling Specialty Area	End of Course Grades in COUN 503, 553, and 526
	Successful completion of Practicum and Internship
	Professional Performance Review: Item # 1-10

Table 3. Data Collected to Evaluate the Instructor by Program Objective

Program Objective	Data Collected to Evaluate the <u>Instructor</u> by Program Objective
Program Objective 1: Professional Orientation, Identity, and Ethics	CPCE: Professional Counseling Orientation and Ethical Practice Scores over time as Instructor
	SEI of COUN 500: Items in cluster "About the Instructor"
	Annual Evaluations of Faculty: Section on Teaching
	Alumni Surveys: Question #15-18
Program Objective 2: Social and Cultural Diversity	CPCE: Social and Cultural Diversity Scores over time as Instructor
	SEI of COUN 506: Items in cluster "About the Instructor"
	Annual Evaluations of Faculty: Section on "Teaching"
	Alumni Surveys: Question #15-18
Program Objective 3: Human Growth and Development	CPCE: Human Growth and Development Scores over time as Instructor
	SEI of COUN 502 and 524: Items in cluster "About the Instructor"
	Annual Evaluations of Faculty: Section on Teaching
	Alumni Surveys: Question #15-18
Program Objective 4: Career Development	CPCE: Career Development Scores over time as Instructor
	SEI of COUN 507: Items in cluster "About the Instructor"
	Annual Evaluations of Faculty: Section on Teaching
	Alumni Surveys: Question #15-18
Program Objective 5: Counseling and Helping Relationships	CPCE: Counseling and Helping Relationships Scores over time as Instructor
	SEI of COUN 505, COUN 555 and COUN 510: Items in cluster "About the Instructor"
	Annual Evaluations of Faculty: Section on Teaching
	Alumni Surveys: Question #15-18
Program Objective 6: Group Work and Group Processes	CPCE: Group Counseling and Group Work Scores over time as Instructor
	SEI of COUN 509 and COUN 559: Items in cluster "About the Instructor"
	Annual Evaluations of Faculty: Section on Teaching
	Alumni Surveys: Question #15-18
Program Objective 7: Assessment and Testing	CPCE: Assessment and Testing Scores over time as Instructor
	SEI of COUN 504: Items in cluster "About the Instructor"
	Annual Evaluations of Faculty: Section on Teaching
	Alumni Surveys: Question #15-18
Program Objective 8: Research and Program Evaluation	CPCE: Research and Program Evaluation Scores over time as Instructor
	SEI of COUN 501: Items in cluster "About the Instructor"
	Annual Evaluations of Faculty: Section on Teaching
	Alumni Surveys: Question #15-18
Program Objective 9: Clinical Mental Health Specialty Area	SEI of COUN 519, 555, and 559: Items in cluster "About the Instructor"
	Annual Evaluations of Faculty: Section on Teaching
	Alumni Surveys: Question #15-18
Program Objective 10: School Counseling Specialty Area	SEI of COUN 503, 553, and 526: Items in cluster "About the Instructor"
	Annual Evaluations of Faculty: Section on Teaching
	Alumni Surveys: Question #15-18

Table 4. Data Collected to Evaluate the Course by Program Objectives

Program Objective	Data Collected to Evaluate the <u>Course</u> by Program Objectives
Program Objective 1: Professional Orientation, Identity, and Ethics	Students' collective CPCE: Professional Counseling Orientation and Ethical Practice Score
	SEI of COUN 500: Items in cluster "About the Course"
	Alumni Surveys: Question #7
Program Objective 2: Social and Cultural Diversity	Students' collective CPCE: Social and Cultural Diversity Scores
	SEI of COUN 506: Items in cluster "About the Course"
	Alumni Surveys: Question #8
Program Objective 3: Human Growth and Development	Students' collective CPCE: Human Growth and Development Scores
	SEI of COUN 502 and COUN 524: Items in cluster "About the Course"
	Alumni Surveys: Question #9
Program Objective 4: Career Development	Students' collective CPCE: Career Development Scores
	SEI of COUN 507: Items in cluster "About the Course"
	Alumni Surveys: Question #10
Program Objective 5: Counseling and Helping Relationships	Students' collective CPCE: Counseling and Helping Relationships Scores
	SEI in COUN 505, COUN 555, and COUN 510: Items in cluster "About the Course"
	Alumni Surveys: Question #11
Program Objective 6: Group Work and Group Processes	Students' collective CPCE: Group Counseling and Group Work Scores
	SEI in COUN 509 and COUN 559: Items in cluster "About the Course"
	Alumni Surveys: Question #12
Program Objective 7: Assessment and Testing	Students' collective CPCE: Assessment and Testing Scores
	SEI in COUN 504: Items in cluster "About the Course"
	Alumni Surveys: Question #13
Program Objective 8: Research and Program Evaluation	Students' collective CPCE: Research and Program Evaluation Scores
	SEI in COUN 501: Items in cluster "About the Course"
	Alumni Surveys: Question #14
Program Objective 9: Clinical Mental Health Specialty Area	SEI in COUN 519, 555, and 559: Items in cluster "About the Course"
Program Objective 10: School Counseling Specialty Area	SEI in COUN 503, 553, and 526: Items in cluster "About the Course"

Table 5. Data Collected to Evaluate the Program by Program Objective

Program Objective	Data Collected to Evaluate the Program by Program Objective
Program Objective 1: Professional Orientation, Identity, and Ethics	CPCE: Professional Counseling Orientation and Ethical Practice Scores over time
	Alumni Surveys: Question #15-18
	Employer Survey; Supervisor Survey
Program Objective 2: Social and Cultural Diversity	CPCE: Social and Cultural Diversity Scores over time
	Alumni Surveys: Question #15-18
	Employer Survey; Supervisor Survey
Program Objective 3: Human Growth and Development	CPCE: Human Growth and Development Scores over time,
	Alumni Surveys: Question #15-18
	Employer Survey; Supervisor Survey
Program Objective 4: Career Development	CPCE: Career Development Scores over time
	Alumni Surveys: Question #15-18
	Employer Survey; Supervisor Survey
Program Objective 5: Counseling and Helping Relationships	CPCE: Counseling and Helping Relationships Scores over time
	Alumni Surveys: Question #15-18
	Employer Survey; Supervisor Survey
Program Objective 6: Group Work and Group Processes	CPCE: Group Counseling and Group Work Scores over time
	Alumni Surveys: Question #15-18
	Employer Survey; Supervisor Survey
Program Objective 7: Assessment and Testing	CPCE: Assessment and Testing Scores over time
	Alumni Surveys: Question #15-18
	Employer Survey; Supervisor Survey
Program Objective 8: Research and Program Evaluation	CPCE: Research and Program Evaluation Scores over time
	Alumni Surveys (Question #15-18)
	Employer Survey; Supervisor Survey
Program Objective 9: Clinical Mental Health Specialty Area	Alumni Surveys: Question #15-18
	CPCE: Composite Test Score
	Employer Survey; Supervisor Survey
Program Objective 10: School Counseling Specialty Area	Alumni Surveys: Question #15-18
	PRAXIS II Scores
	Employer Survey; Supervisor Survey

The Department of Counselor Education currently participates in the College evaluation plan, but the scope is limited to only a few key Program Objectives. At this writing, the COE Office of Assessment is evaluating their capability to manage the entirety of our data collection and they have been provided with our curriculum map (standards/coverage matrices) and Student

Learning Outcomes (our Program Objectives). We hope to have this more efficient system for collecting and managing data complete soon.

How data will be used for curriculum and program improvement

In addition to an ongoing “status update” on all students via regular and frequent faculty meetings, the faculty meet twice per academic year to review the curriculum and plan for changes indicated by the review. These formal curricula and program review meetings are designed to coincide with the College “kick-off” meeting at the beginning of the Fall and Spring semesters. COUE faculty meet with the entire college in the morning, at which time the College is apprised of the program status and progress from the previous semester. The agenda for the afternoon COUE faculty meeting is also shared so that everyone is advised of the department’s goal(s). Additionally, a newly formed Counseling Department Advisory Council will meet at least one time per academic semester to provide outside advice on evaluation and curriculum issues, to name only a few areas.

Other important data also collected and used as well including aggregate student assessment data. The Department collects data to ensure that each of CACREP’s Eight Core Areas are targeted. Data that measures learning in these 8 core areas are collected from the CPCE. Signature Assignments and End of Course Grades supplement this assessment as do the Professional Performance Reviews and Site Supervisor and University Supervisor evaluations of the students.

Demographic data collected on applicants is reviewed by several increasingly selective categories: 1. all applications, 2. applicants invited to interview, 3. applicants accepted into the program, and finally, 4. by applicants who have enrolled in the program. The data types include undergraduate GPA, GRE scores, a professional and volunteer resume, a personal statement, group interview, and individual interview. This data is summarized in Annual Reports published to the Department Website.

Additionally, several other forms of data are collected and analyzed at least 2 times per academic year from systemic follow-ups of various stakeholders including former students, supervisors, and employers.

Process to Identify and Act on Negative Trends

An example of this process in action might be the best way to illustrate how the evaluation plan is applied. Following is an example of how the department addressed a potentially negative trend observed in the CPCE data. We have removed course identifying information.

Issue to Explore: Program Objective X: Name of Content Area/Course/Program Objective. Scores on the CPCE were below the national average for several consecutive semesters.

Questions and Facts about Program Objective X:

1. What can data tell us about students, their performance in the course, their evaluation of the course, and their evaluation of the instructor of the course?
2. Program level analysis indicates students perform less well on the present indicator. This is a multi-semester occurrence, and measures taken by the department to remediate the problem have not been consistently successful. How do we remediate the issue?

Some Facts:

- End of the Course Grades are generally high. Grades of “A” and B are predominant with few or no grades of “C.” Students are performing well in the class.
- Students do well on the Signature Assignment and report on it favorably, many indicating it is of high value and their favorite part of the course.
- Student Evaluations of Instruction (SEI) were mixed. The course has had 5 different instructors over the 12 semester period of study. Two of the five instructors, responsible for one semester each, received very good reviews but the remaining 3 instructor’s evaluations were less favorable. While the “average” means little in the present context, students have evaluated the Instructor of the course less favorably than other COUE faculty. Comments made in the evaluations are mixed as well as compared to almost unanimously positive comments on other courses in the curriculum. The present instructor of 4 of the last semesters has been evaluated less favorably than other faculty in the department, but not excessively so.
- Students evaluate the course materials and other aspects of “The Course” less favorably than other courses as well.
- Longitudinal data (CPCE over time) suggest that our program has a quality issue with the content area that is likely due to inconsistent faculty and course components.
- Alumni Surveys do not clearly identify this Content Area as a weakness of the program, but generally, alumni have not been exceptionally critical and their responses tend to be in support of the program. Perhaps the best way to look at this particular data point is that Alumni also did not identify the course to be the strongest part of the curriculum.
- The trend of lower scores on the Content Area in question is more than likely linked to the previous instability in staffing COUN 5XX.
- Most of the data suggest that we have a systemic problem educating students in this particular content area.

Faculty discussion and potential action steps:

- Competence in the content area is not confined to one course. We may have simply not adequately integrated it into other courses. All faculty are encouraged to integrate these concepts into their courses immediately.
- When taken in a broader context, our scores in this Content Area on the CPCE, while not satisfactory, may not be as bad as we think. Three of the 5 “negative” scores were very close to the mean ($z = .04$, $z = .11$, and $z = .01$). Changing personnel or course content based on this data may be presumptive and ill advised. It appears that the scores in this content area appear weak only by comparison with our program scores but no so as compared with national averages.
- While we will not base an instructor’s performance entirely on the available data, we recognize the need to staff COUN 5XX with an instructor who can take “ownership” of the content and present the material in a modern, consistent, integrated manner.
- Review and recommend ACA approved texts and ancillary resources to instructor.
- The faculty is unanimous on the assertion that this is an area of concern and commit to remedying the problem. Consequently, we have created a new course (COUN 526), originally conceptualized to focus on School Counseling but reconceptualized for all students to focus on various emerging trends and issues, with an emphasis on diversity. The course will be offered for the first time in this iteration on “Identifying and Addressing Systemic Racism in Counseling and Beyond.”

In reviewing the perceived negative trend we detected in our CPCE data over several years, we identified and studied key performance indicators, and while the analysis gave the faculty ideas about the relatively (to other core content areas measured by the CPCE) low scores in the objective in question, little “hard evidence” was identified to support a systemic weakness. There were certainly some aspects we thought could be improved upon when comparing the CPCE score on the content area in question but we were only able to detect a problem as compared to our own performance in other content areas of the CPCE. When compared to national data, we realized that, while the scores were low for our program, they were not inordinately low as compared to national averages.

Next Steps

Beginning in Fall 2021, data will be managed, at least in part, by the University’s Office of Assessment. That office is primarily used to manage data for Regional Accreditation of the university (SACS) but is capable of reaching most of what we in the Department need for our program-level evaluation. Additionally, and most significantly, the College of Education has created a new college-level position to deal directly with program accreditations. Meetings of Counseling personnel and the College of Education Director of Program Evaluation and their

staff have commenced with the intention of moving our data collection, analysis, and reporting under that umbrella.

The Department is aware of three deficits that were corrected for the Fall 2021 semester. First, we are publishing this Comprehensive Assessment Plan to our Department website. While we had most of the components of the plan in place, we did not bring the information together in a way that is easily accessible and understood. That has been remedied.

Second, we have found a need to formalize what has historically been an informal process of communication with Community Stakeholders. For example, the Department “stays in touch” with alumni, employers of alumni, and professionals in the community, through professional association, including civic projects (board membership).

We are a small program in a small city so the social and informal contacts we make with community stakeholders are many and varied. As one example, we point to the activities of one faculty member who served on a board of a non-profit organization that was an employer of alumni and served as an internship site. The board also included community leaders in business and industry and site supervisors from two program-approved sites. The faculty member, as a voluntary contribution, also supervised 2 new counselor/employees at the non-profit in their bid for licensure. On another Board of Directors for another non-profit organization, the faculty member served with mental health professionals (LPCs, Social Workers, and Psychologists), family law attorneys, business leaders, and philanthropists. A graduate of UL Counseling also served on that board.

We invite professional counselors, many who are alumni of our program to speak at weekly clinic staffing meetings, and faculty belong to local and state professional associations which provide opportunities to socialize and “bounce ideas around.” Faculty are also frequently invited speakers at Acadiana Counseling Association meetings, attend school district-level school counselor meetings and in-services, and serve as officers, members, and frequent presenters at the Louisiana Counseling Association meetings.

We did not, however, realize the importance of formally recording those interactions as part of our comprehensive assessment plan. Further, we did not have a formally appointed Advisory Council who could provide the Department with feedback and ideas related to curriculum, graduate employability, clinical training, and other components of our programming. That Council has been established and will meet at least one time each academic semester.

Persons who have accepted appointments on the UL Counseling Advisory Council are as follows:

Name	Current Role
Alicia Griffin	Higher Education; School Counselor
Jessica Gibson	Private Practice; Substance Abuse
Layla Touchet	School Counseling, K-5
Sonjia Hartley	District Supervisor, School Counseling, LPSS
Tonya Hebert	District Supervisor, School Counseling, LPSS
Brett Thibodeaux	Clinical Director, Woodlake West
Lisa LaRochelle	Clinical Director, The Family Tree
Reginald Lemelle	Counselor, Center for Children and Families
Nakeisha Pierce	Program Director, Functional Family Therapy; Member, LA Board of Examiners for LPCs
Rebekah Daugereaux	Private Practice LPC
Tanya Cormier	Private Practice LPC
Program Graduate Assistant	Current Student in Department

Third, prior to Fall 2021, we did not solicit information directly from employers of our graduates. This was an oversight and reflected an over reliance on our small program size and the fact that we are often in direct contact with employers when they return for our internship fair, staffing presentations, and in informal contacts throughout the year. Further, it is becoming more the case that our new graduates are employed by alumni in schools, agencies, and private group practices. The lack of formal employer surveying has been remedied and we have created, conducted and analyzed data from a survey specifically for employers.

Conclusion

The preceding report is designed to explain the comprehensive assessments implemented for determining the effectiveness of the Counseling programs at UL Lafayette. This plan is posted on the UL Department of Counselor Education (soon to be Department of Counseling) website as www.counseling.louisiana.edu.

Any questions about this plan can be addressed to Dr. Irv Esters, Department Head, 337-482-5261 or esters@louisiana.edu.