

LMU

Lincoln Memorial University

2023-2024 Outcomes Assessment Report (OAR)

- 1. Academic Program/Administrative Unit: LMU Professional Counseling**
- 2. Academic Program/Operational Office Leader: Dr. Mark Tichon, Counseling Associate Professor**
- 3. Academic School/Operational Division Mission Statement:**

The Carter and Moyers School of Education at Lincoln Memorial University is dedicated to preparing professional educators of distinction who embody the three core ideals of **Values, Education, and Service** in candidates who:

- Demonstrate the disposition of Education profession. (**Values**)
- Articulate and demonstrate the knowledge base of moral, social, and political dimensions which will impact individual students, schools, districts, and communities for the enrichment of society. (**Values**)
- Demonstrate the teaching skills and learning strategies acquired through rigorous academic studies and active engagement in real life classroom experiences while involved in field and clinical placements in partner P-12 Schools. (**Education**)
- Promote lifelong learning through continued professional development and scholarship. (**Education**)
- Assist in meeting the educational needs of a global society, especially the underserved. (**Service**)
- Articulate an understanding that all students can learn as well as demonstrate the dispositions to serve and teach diverse student populations. (**Service**)

4. Academic Program/Operational Office Mission Statement:

The Counseling Program has as its primary mission the preparation of culturally and ethically competent counselors to serve the historically underserved peoples of the Appalachian region, and increasingly interlinked global community beyond. Program graduates will be able to utilize psychological principles, developmental understandings, and counseling techniques in a strengths based, solution-focused paradigm to assist students and clients with the best opportunity to achieve healthy functioning in the areas of educational, personal, social and vocational development.

Program offerings, service-learning activities and field experiences are designed to encourage personal, professional, and social growth. Graduates of the Counseling Programs are prepared to provide counseling and consultation services in school, mental health, or community agency settings and are eligible to stand for licensure or certification in their respective area of specialty.

5. Describe how the Academic Program/Operational Office Mission Statement relates to LMU's Mission Statement:

The Counseling Program Mission Statement was developed under the guiding principles of the University and the Carter and Moyers School of Education mission statement by giving counselor candidates the opportunity to develop an understanding of themselves and how they relate to others in an ever-changing, increasingly global market.

The philosophy of the Carter & Moyers School of Education, "Preparing professional Educators of distinction to make a positive impact on this generation and the next," provides the philosophical base, direction, and parameters, achieved through a constructivist, self-directed and lifelong learner theory, for the development of professional Educators, at both the initial and advanced levels, through:

Values

- Upholding the principles of Abraham Lincoln
- Individual liberty
- Individual responsibility

- Individual improvement
- Respect for citizenship
- Appreciation for a diverse community
- High moral and ethical standards
- A belief in a personal God

Education

- Commitment to quality teaching and instruction
- Commitment to inquiry and research
- Appreciation for the depth of learning in a field of knowledge
- Appreciation and understanding of knowing oneself and the world around us
- An ability to exercise informed judgments

Service

- Belief that a major cornerstone of a meaningful existence is service to humanity
- Service to the community where one lives
- * Service in a global and diverse society with an emphasis on the underserved.

6. Location(s) where Student Learning/Program Outcomes are Implemented:

The Professional Counseling at LMU are offered at two sites: The Main LMU Campus in Harrogate, TN, and the Cedar Bluff Extended Learning facility in Knoxville, TN.

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I. Form 1

All Student Learning Outcomes

	Related Institutional Goal #	Related Strategic Goal #
Student Learning Outcome 1: Counseling Degree Candidates will demonstrate an understanding of the counseling profession; develop an identity as a counselor and demonstrate a willingness to provide counseling services within the ethical guidelines of the counseling profession. (PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE - CACREP 2016.2.F.1)	<i>1, 3, 10, 11</i>	<i>1, 2, 3</i>
Student Learning Outcome 2: Counseling Degree Candidates will develop an awareness of, and an appreciation for, social and cultural influences on human behavior and to recognize the impact of individual differences on the counseling process. (SOCIAL AND CULTURAL DIVERSITY - CACREP 2016.2.F.2)	<i>1, 3, 10, 11</i>	<i>1, 2, 3</i>
Student Learning Outcome 3: Counseling Degree Candidates will develop an understanding of developmental aspects of human growth and appreciation for the nature of human developmental behavior. (HUMAN GROWTH AND DEVELOPMENT - CACREP 2016.2.F.3)	<i>1, 3, 10, 11</i>	<i>1, 2, 3</i>
Student Learning Outcome 4: Counseling Degree Candidates will develop an understanding of career development and related life factors and the effects on an individual's mental health and lifestyle. (CAREER DEVELOPMENT - CACREP 2016.2.F.4)	<i>1, 3, 9, 10, 11</i>	<i>1, 2, 3</i>
Student Learning Outcome 5: Counseling Degree Candidates will demonstrate effective individual and group counseling skills which facilitate client growth and to demonstrate the ability to evaluate progress toward treatment goals. (COUNSELING AND HELPING RELATIONSHIPS - CACREP 2016.2.F.5)	<i>1, 2, 3, 9, 11</i>	<i>1, 2, 5</i>
Student Learning Outcome 6. Counseling Degree Candidates will develop both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches. (GROUP COUNSELING AND GROUP WORK - CACREP 2016.2.F.6)	<i>1, 2, 3, 7, 10, 11</i>	<i>1, 2, 4</i>

	Related Institutional Goal #	Related Strategic Goal #
Student Learning Outcome 7. Counseling Degree Candidates will gain knowledge and skills in assessment techniques and apply basic concepts to individual and group appraisal. (ASSESSMENT AND TESTING - CACREP 2016.2.F.7)	<i>1, 3, 10, 11</i>	<i>1, 2, 3, 7</i>
Student Learning Outcome 8. Counseling Degree Candidates will develop the ability to read, critique, evaluate, and contribute to professional research literature.. (RESEARCH AND PROGRAM EVALUATION - CACREP 2016.2.F.8)	<i>1, 3, 10, 11</i>	<i>1, 2, 6, 7</i>
Student Learning Outcome 9. School Counseling - Students preparing to specialize as school counselors will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P–12 students through data-informed school counseling programs. (SCHOOL – CACREP 2016.5.G)	<i>1, 3, 10, 11</i>	<i>1, 2, 3</i>
Student Learning Outcome 10. Clinical Mental Health Counseling - Students preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. (CMHC – CACREP 2016.5.C)	<i>1, 3, 10, 11</i>	<i>1, 2, 3</i>

All Program/Administrative Unit Outcomes

	Related Institutional Goal #	Related Strategic Goal #
Program/Administrative Unit Outcome 1: Increase use of technology to systematically improve program delivery and increase data collection through use of an electronic assessment system	1, 3, 10, 11	1
Program/Administrative Unit Outcome 2: Increase Stakeholder Involvement in the Development and Evaluation of the Program	1, 3, 10, 11	1
Program/Administrative Unit Outcome 3: Strengthen Clinical Training Opportunities and processes related to field and Clinical Placement of Counseling Interns.	1, 3, 10, 11	1
Program/Administrative Unit Outcome 4: Increase LMU Med Counseling Recruitment and Retention.	1, 3, 10, 11	1

II. Form 2

All Student Learning Outcomes

2023-2024 Student Learning Outcomes	Assessment Methodology (Measures)	Assessment Targets	2023-2024 Assessment Findings	Recommendations for Improvements in 2024-2025
Assessment Plan			Assessment Report	
<p>Student Learning Goal 1: Counseling Degree Candidates will demonstrate an understanding of the ethics and professional standards of the counseling profession</p> <p>(Professional Orientation and Ethical Practice - CACREP 2016.2.F.1)</p>	<p>Rubric Score for Key Assignments in CMAS Assessment System</p>	<p>80% of candidates will achieve a score of 3 (Above Sufficient) on all standards related to “Professional Counseling Orientation and Ethical Practice” (CACREP.2016.2.F.1.a – m.)</p> <p>Annually, CACREP standard with lowest average rubric score will be selected for curricular improvement.</p>	<p>Results Cedar Bluff: Analysis of related CMAS rubric provides evidence for 43% of students demonstrating knowledge at the “Above Sufficient” Capstone Level in – “Self-care strategies appropriate to the counselor role” (CACREP-2016-2.F.1.1).</p>	<p>Recommendations for Improvements Cedar Bluff:</p> <p>Counseling core faculty discussed student achievement of standard was below the suggested cutoff score. To address this deficiency, core faculty made curricular improvements to address related concepts more thoroughly in future iterations of this course.</p> <p>Self-care is important to the holistic well-being of the counselor-in-training and one-way counselors can reduce stress and the risk of burnout is to practice self-care. Benefitting both counselors and their</p>

2023-2024 Student Learning Outcomes	Assessment Methodology (Measures)	Assessment Targets	2023-2024 Assessment Findings	Recommendations for Improvements in 2024-2025
				<p>clients, self-care is an important component of any counselor’s routine.</p> <p>For the 2024 – 2025 academic year, the course instructor of the COUN 501 - Orientation and Ethics in Counseling will infuse the concept of self-care into the curriculum and require students to complete two homework assignments based on the implementation of self-care, to be discussed in class or in a Discussion Board.</p>
			<p>Results Harrogate:</p> <p>Due to sequence of course Scheduling, COUN 501 - Orientation and Ethics in Counseling was not taught at the Harrogate campus during the 2023 – 2024 academic year.</p>	<p>Recommendations for Improvements Harrogate:</p> <p>Beginning in the fall 2024 semester, the Professional Counseling MEd Program at LMU will be delivered in an online-hybrid format. All seated, on-ground in person classroom seminars will be taught at the Cedar Bluff Extended Learning campus in Knoxville Tennessee.</p>

2023-2024 Student Learning Outcomes	Assessment Methodology (Measures)	Assessment Targets	2023-2024 Assessment Findings	Recommendations for Improvements in 2024-2025
				Classes will no longer be taught at the Harrogate site.
<p>Student Learning Goal 2: Counseling Degree Candidates will demonstrate an understanding of Social and Cultural Diversity in Counseling</p> <p>(Social and Cultural Diversity - CACREP 2016.2.F.2)</p>	<p>Rubric Score for Key Assignments in CMAS Assessment System</p>	<p>80% of candidates will achieve a score of 3 (Above Sufficient) on all standards related to “Social and Cultural Diversity” (CACREP.2016.2.F.2.a – h.)</p> <p>Annually, CACREP standard with lowest average rubric score will be selected for curricular improvement.</p>	<p>Results Cedar Bluff: Analysis of related CMAS rubric provides evidence for 80% of students demonstrating knowledge at or above the Capstone Level all standards relating to Social and Cultural Diversity in Counseling (CACREP-2016-2.F.2.a-h)</p> <p>Results Harrogate: Due to sequence of course Scheduling, COUN 531 - Social and Cultural Aspects of Counseling was not taught at the Harrogate campus during the 2023 – 2024 academic year.</p>	<p>Recommendations for Improvements Cedar Bluff:</p> <p>Benchmark met.</p> <p>No recommendations for Improvement in Instructional Strategies as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard.</p> <p>Recommendations for Improvements Harrogate:</p> <p>Beginning in the fall 2024 semester, the Professional Counseling MEd Program at LMU will be delivered in an online-hybrid format. All seated, on-ground in person classroom seminars will be taught at the Cedar Bluff Extended Learning campus in Knoxville Tennessee.</p>

2023-2024 Student Learning Outcomes	Assessment Methodology (Measures)	Assessment Targets	2023-2024 Assessment Findings	Recommendations for Improvements in 2024-2025
				Classes will no longer be taught at the Harrogate site.
<p>Student Learning Goal 3: Counseling Degree Candidates will demonstrate an understanding of Human Growth and Development in Counseling</p> <p>(Human Growth and Development - CACREP 2016.2.F.3)</p>	<p>Rubric Score for Key Assignments in CMAS Assessment System</p>	<p>80% of candidates will achieve a score of 3 (Above Sufficient) on all standards related to “Human Growth and Development” (CACREP.2016.2.F.3.a – i.)</p> <p>Annually, CACREP standard with lowest average rubric score will be selected for curricular improvement.</p>	<p>Results Online-HYB: Analysis of related CMAS rubric provides evidence for 80% of students demonstrating knowledge at or above the Capstone Level all standards relating to Human Growth and Development in Counseling taught in Online-HYB Human Growth and Development (CACREP-2016-2.F.3)</p>	<p>Recommendations for Improvements in Online-HYB:</p> <p>Benchmark met.</p> <p>No recommendations for Improvement in Instructional Strategies as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard.</p>
<p>Student Learning Goal 4: Counseling Degree Candidates will demonstrate an understanding of Career Development</p> <p>(Career Development - CACREP 2016.2.F.4)</p>	<p>Rubric Score for Key Assignments in CMAS Assessment System</p>	<p>80% of candidates will achieve a score of 3 (Above Sufficient) on all standards related to “Career Development” (CACREP.2016.2.F.4.a – j.)</p> <p>Annually, CACREP standard with lowest average rubric score</p>	<p>Results Cedar Bluff: Due to sequence of course Scheduling, COUN 521 – Career Counseling, was not taught at the Cedar Bluff campus during the 2023 – 2024 academic year.</p>	<p>Recommendations for Improvements Cedar Bluff:</p> <p>No Recommendations.</p> <p>As the course was not taught, no assessment data exists for this Student Learning Outcome in Harrogate. Therefore, no curricular modification is recommended.</p>

2023-2024 Student Learning Outcomes	Assessment Methodology (Measures)	Assessment Targets	2023-2024 Assessment Findings	Recommendations for Improvements in 2024-2025
		will be selected for curricular improvement.	<p>Results Harrogate: Analysis of related CMAS rubric provides evidence for 80% of students demonstrating knowledge at or above the Capstone Level all standards relating to Career Counseling (CACREP-2016-2.F.4.a-j)</p>	<p>Recommendations for Improvements Harrogate:</p> <p>Benchmark met.</p> <p>No recommendations for Improvement in Instructional Strategies as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard.</p>
<p>Student Learning Goal 5: Counseling Degree Candidates will demonstrate an understanding of Counseling and Helping Relationships</p> <p>(Counseling and Helping Relationships - CACREP 2016.2.F.5)</p>	<p>Rubric Score for Key Assignments in CMAS Assessment System</p>	<p>80% of candidates will achieve a score of 3 (Above Sufficient) on all standards related to “Counseling and Helping Relationships” (CACREP.2016.2.F.5.a – n.)</p> <p>Annually, CACREP standard with lowest average rubric score</p>	<p>Results Cedar Bluff: Analysis of related CMAS rubric provides evidence for 80% of students demonstrating knowledge at or above the Capstone Level all standards relating to Counseling and Helping Relationships (CACREP-2016-2.F.5)</p>	<p>Recommendations for Improvements Cedar Bluff:</p> <p>Benchmark met.</p> <p>No recommendations for Improvement in Instructional Strategies as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard.</p>

2023-2024 Student Learning Outcomes	Assessment Methodology (Measures)	Assessment Targets	2023-2024 Assessment Findings	Recommendations for Improvements in 2024-2025
		will be selected for curricular improvement.	<p>Results Harrogate:</p> <p>Due to sequence of course Scheduling, COUN 541 - Counseling Skills, was not taught at the Harrogate campus during the 2023 – 2024 academic year.</p>	<p>Recommendations for Improvements Harrogate:</p> <p>Beginning in the fall 2024 semester, the Professional Counseling MEd Program at LMU will be delivered in an online-hybrid format. All seated, on-ground in person classroom seminars will be taught at the Cedar Bluff Extended Learning campus in Knoxville Tennessee. Classes will no longer be taught at the Harrogate site.</p>
<p>Student Learning Goal 6: Counseling Degree Candidates will demonstrate an understanding of Group Counseling and Group Work</p> <p>(Group Counseling and Group Work - CACREP 2016.2.F.6)</p>	<p>Rubric Score for Key Assignments in CMAS Assessment System</p>	<p>80% of candidates will achieve a score of 3 (Above Sufficient) on all standards related to “Group Counseling and Group Work” (CACREP.2016.2.F.6.a – h.)</p> <p>Annually, CACREP standard with lowest average rubric score will be selected for curricular improvement.</p>	<p>Results Cedar Bluff: Analysis of related CMAS rubric provides evidence for 33% of students demonstrating knowledge at or above the “Above Sufficient” in “theoretical foundations of group counseling and group work.” (CACREP-2016-2.F.6.a)</p>	<p>Recommendations for Improvements Cedar Bluff:</p> <p>Counseling core faculty discussed student achievement of standard was below the suggested cutoff score. To address this deficiency, core faculty made curricular improvements to address related concepts more thoroughly in future iterations of this course.</p> <p>Program Director, Dr. Salter, has assigned Course</p>

2023-2024 Student Learning Outcomes	Assessment Methodology (Measures)	Assessment Targets	2023-2024 Assessment Findings	Recommendations for Improvements in 2024-2025
				<p>Custodian, Dr. Tichon, to teach this course in the 2023 – 2024 academic year as this course has been taught by an adjunct in the past.</p> <p>Dr. Tichon, assigned to teach this course in the Summer 2023 term in Cedar Bluff, will include a close focus on theoretical foundations of group counseling and group work by requiring students to cite at least two research citations as a theoretical framework specifically explaining the therapeutic modality of the group, in the Parent Education Group.</p>
			<p>Results Harrogate: Due to sequence of course Scheduling, COUN 631 – Group Counseling, was not taught at the Harrogate campus during the 2023 – 2024 academic year.</p>	<p>Recommendations for Improvements Harrogate:</p> <p>Beginning in the fall 2024 semester, the Professional Counseling MEd Program at LMU will be delivered in an online-hybrid format. All seated, on-ground in person classroom seminars will be taught at the Cedar Bluff Extended Learning campus</p>

2023-2024 Student Learning Outcomes	Assessment Methodology (Measures)	Assessment Targets	2023-2024 Assessment Findings	Recommendations for Improvements in 2024-2025
				in Knoxville Tennessee. Classes will no longer be taught at the Harrogate site.
<p>Student Learning Goal 7: Counseling Degree Candidates will demonstrate an understanding of Assessment and Testing</p> <p>(Assessment and Testing - CACREP 2016.2.F.7)</p>	<p>Rubric Score for Key Assignments in CMAS Assessment System</p>	<p>80% of candidates will achieve a score of 3 (Above Sufficient) on all standards related to “Assessment and Testing” (CACREP.2016.2.F.7.a – m.)</p> <p>Annually, CACREP standard with lowest average rubric score will be selected for curricular improvement.</p>	<p>Results Cedar Bluff: Analysis of related CMAS rubric provides evidence for 80% of students demonstrating knowledge at or above the Capstone Level all standards relating to Assessment and Testing (CACREP-2016-2.F.7)</p> <p>Results Harrogate: Analysis of related CMAS rubric provides evidence for 80% of students demonstrating knowledge at or above the Capstone Level all standards relating to Assessment and Testing (CACREP-2016-2.F.7)</p>	<p>Recommendations for Improvements Cedar Bluff:</p> <p>Benchmark met.</p> <p>No recommendations for Improvement in Instructional Strategies as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard.</p> <p>Recommendations for Improvements Harrogate:</p> <p>Benchmark met.</p> <p>No recommendations for Improvement in Instructional Strategies as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard.</p>

2023-2024 Student Learning Outcomes	Assessment Methodology (Measures)	Assessment Targets	2023-2024 Assessment Findings	Recommendations for Improvements in 2024-2025
<p>Student Learning Goal 8: Counseling Degree Candidates will demonstrate an understanding of Research and Program Evaluation</p> <p>(Research and Program Evaluation - CACREP 2016.2.F.8)</p>	<p>Rubric Score for Key Assignments in CMAS Assessment System</p>	<p>80% of candidates will achieve a score of 3 (Above Sufficient) on all standards related to “Research and Program Evaluation” (CACREP.2016.2.F.8.a – j.)</p> <p>Annually, CACREP standard with lowest average rubric score will be selected for curricular improvement.</p>	<p>Results ONLINE: Analysis of related CMAS rubric provides evidence for 80% of students demonstrating knowledge at or above the Capstone Level all standards relating to Research and Program Evaluation. (CACREP-2016-2.F.8)</p>	<p>Recommendations for Improvements in the Online course:</p> <p>Benchmark met.</p> <p>No recommendations for Improvement in Instructional Strategies as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard.</p>
<p>Student Learning Goal 9: School Counseling Degree Candidates will demonstrate an understanding of School Counseling Competencies</p> <p>(School Counseling - CACREP 2016.5.G)</p>	<p>Rubric Score for Key Assignments in CMAS Assessment System</p>	<p>80% of candidates will achieve a score of 3 (Above Sufficient) on all standards related to “School Counseling” Concentration (CACREP.2016.5.G)</p> <p>Annually, CACREP standard with lowest average rubric score will be selected for curricular improvement.</p>	<p>Results Cedar Bluff: Analysis of related CMAS rubric provides evidence for 80% of students demonstrating knowledge at or above the Capstone Level all standards relating to School Counseling Competencies (CACREP-2016.5.G)</p> <p>Results Harrogate:</p>	<p>Recommendations for Improvements Cedar Bluff:</p> <p>Benchmark met.</p> <p>No recommendations for Improvement in Instructional Strategies as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard.</p> <p>Recommendations for Improvements Harrogate:</p>

2023-2024 Student Learning Outcomes	Assessment Methodology (Measures)	Assessment Targets	2023-2024 Assessment Findings	Recommendations for Improvements in 2024-2025
			Due to sequence of course Scheduling, COUN 508, Foundations of School Counseling, and CG 698 School Counseling Internship, were not taught at the Harrogate campus during the 2022 – 2023 academic year.	Beginning in the fall 2024 semester, the Professional Counseling MEd Program at LMU will be delivered in an online-hybrid format. All seated, on-ground in person classroom seminars will be taught at the Cedar Bluff Extended Learning campus in Knoxville Tennessee. Classes will no longer be taught at the Harrogate site.
<p>Student Learning Goal 10: Mental Health Counseling Degree Candidates will demonstrate an understanding of Clinical Mental Health Counseling</p> <p>(Clinical Mental Health Counseling - CACREP 2016.5.C)</p>	<p>Rubric Score for Key Assignments in CMAS Assessment System</p>	<p>80% of CMHC candidates will achieve a score of 3 (Above Sufficient) on all standards related to “Clinical Mental Health Counseling” (CACREP.2016.5.C)</p> <p>Annually, CACREP standard with lowest average rubric score will be selected for curricular improvement.</p>	<p>Results Cedar Bluff: Analysis of related CMAS rubric provides evidence for 45% of students demonstrating knowledge at the “Above Sufficient” Capstone Level in – “Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.” (CACREP 2009.6.H.2)</p>	<p>Recommendations for Improvements Cedar Bluff:</p> <p>Counseling core faculty discussed student achievement of standard was below the suggested cutoff score. To address this deficiency, core faculty made curricular improvements to address related concepts more thoroughly in future iterations of this course, as follows:</p> <p>The specific improvement for this standard is for counseling students to clearly articulate how issues</p>

2023-2024 Student Learning Outcomes	Assessment Methodology (Measures)	Assessment Targets	2023-2024 Assessment Findings	Recommendations for Improvements in 2024-2025
				<p>relating to how “psychological assessment for treatment planning” assists to further the process of therapy, as measured by the Site Supervisor Evaluation Rubric.</p> <p>The rubric with the 2009 CACREP standards was utilized for the 2023 - 2024 academic year. For the 2024 – 2025 academic year, the Counseling Program Director will coordinate with the School of Education Director of Assessment to ensure that the correct rubric with CACREP 2016 standards is utilized.</p>
			<p>Results Harrogate:</p> <p>Due to sequence of course Scheduling, COUN 508, Foundations of Mental Health Counseling, COUN 669 Psychopharmacology, COUN 577 Addictions Counseling and other Mental Health Counseling courses were not taught at the Harrogate campus</p>	<p>Recommendations for Improvements Harrogate:</p> <p>Beginning in the fall 2024 semester, the Professional Counseling MEd Program at LMU will be delivered in an online-hybrid format. All seated, on-ground in person classroom seminars will be taught at the Cedar Bluff</p>

2023-2024 Student Learning Outcomes	Assessment Methodology (Measures)	Assessment Targets	2023-2024 Assessment Findings	Recommendations for Improvements in 2024-2025
			during the 2023 – 2024 academic year.	Extended Learning campus in Knoxville Tennessee. Classes will no longer be taught at the Harrogate site.

All Program/Administrative Unit Outcomes

2023-2024 Program/ Administrative Unit Outcomes	Assessment Methodology (Measures)	Assessment Targets	2023-2024 Assessment Findings	Recommendations for Improvements in 2024-2025
Assessment Plan			Assessment Report	
<p>Program Goal 1A: Increase use of technology to systematically improve program delivery and increase data collection through use of an electronic assessment system: Counseling Program Director will work with faculty and the Educational Assessment Resources Coordinator at the beginning of every term with Counseling faculty, to assure that the correct 2016 CACREP standards, as identified in the curriculum plan, are assessed.</p>	<p>Inspection of Livetext Rubric Data and Rubric Reports</p>	<p>100% of Key assessments will be revised to reflect the eight Common Core Areas in the Counseling Curriculum as outlined in 2016 CACREP standards.</p> <p>Continue the Assessment cycle to ensure that 100% of CACREP curricular standards are assessed and that student achievement data are disaggregated by program delivery site.</p>	<p>The 2023 - 2024 LMU Professional Counseling OAR has been developed to report data disaggregated by program delivery site, Harrogate main campus and Cedar Bluff Extended Learning site. Rubric data has been analyzed and results have been presented for each of the two sites.</p> <p>However, the LMU counseling program is in the mode of transitioning to an online hybrid program that will be taught only at the Cedar Bluff Extended Learning site. Thus, many of the courses in the Harrogate site have been discontinued or are being "taught out." therefore, several of the student learning outcomes have assessment results for the Harrogate site as follows: <i>Due to sequence of course Scheduling, COUN 531 - Social and Cultural Aspects of Counseling was not taught at the Harrogate campus</i></p>	<p>Beginning in the fall 2024 semester, the Professional Counseling MEd Program at LMU will be delivered in an online-hybrid format. All seated, on-ground in person classroom seminars will be taught at the Cedar Bluff Extended Learning campus in Knoxville Tennessee. Classes will no longer be taught at the Harrogate site.</p> <p>In May 2024 the LMU counseling program submitted the CACREP substantive change online report documenting how the LMU counseling program will transition to an online hybrid delivery format. In this change it will transition from a program operating at multiple sites to a program operating at one site and is no longer subject to the CACREP multiple sites data reporting policies.</p>

2023-2024 Program/ Administrative Unit Outcomes	Assessment Methodology (Measures)	Assessment Targets	2023-2024 Assessment Findings	Recommendations for Improvements in 2024-2025
			<i>during the 2023 – 2024 academic year.</i>	
<p>Program Goal 1B: Increase use of technology to systematically improve program delivery and increase data collection through use of an electronic assessment system: In the 2022 – 2023 Academic year, the Counseling Program OAR has been revised to assess one CACREP School Counseling Standard and One CACREP Mental Health Counseling Standard, going forward.</p>	<p>Inspection of Livetext Rubric Data and Rubric Reports</p>	<p>In the 2023 – 2024 academic year, Counseling Faculty will monitor CACREP standard attainment and student satisfaction with online-hybrid courses delivery, as compared to previous in-person seated delivery, to ensure quality remains constant with the switch to the online- hybrid format.</p>	<p>In the fall 2023 semester, LMU Counseling Faculty piloted two courses in the online hybrid format, COUN 509 HYB - Foundations of Mental Health Counseling and COUN 577 HYB - Addiction Counseling. Program director and counseling faculty reviewed end of course feedback. 100% of the students in the COUN 577 - HYB course stated that they "Strongly Agree" with key metrics rating the online hybrid course experience including, "Class time was used in an effective fashion" and "The instructor employed effective teaching methods." Qualitative feedback from students on their experience of the online hybrid experience was almost uniformly positive including such comments as, "The assignments and discussions for this class were rigorous and provided a lot of learning opportunities." Students commented that the online hybrid format and</p>	<p>Based on the positive feedback of students to the online hybrid format and the increased flexibility of scheduling options, the LMU professional counseling faculty made a proposal to the LMU academic Council in February 2024 to move the LMU counseling program to an online-hybrid digital delivery format. Beginning in the fall 2024 semester, all courses in the LMU counseling program will have a significant digital delivery component, and most courses will be delivered in the online hybrid format.</p> <p>The LMU Counseling Program Director, in conjunction with the LMU School of Education director of assessment, will develop and assessment survey at the end of the Fall 2024 or spring 2025 semester to</p>

2023-2024 Program/ Administrative Unit Outcomes	Assessment Methodology (Measures)	Assessment Targets	2023-2024 Assessment Findings	Recommendations for Improvements in 2024-2025
			<p>accelerated pace was more work than normal classes, "This chorus being accelerated and hybrid there was a lot of writing, discussions, and research to do. This course had more than double the amount of the work of the two in-person courses with significantly less time."</p> <p>Recruitment events to school counseling meetings, including the Union County school counselor's professional development in April of 2024 generated interest and applications to the Ed.S. in professional counseling program.</p>	<p>capture and memorialize students experience of the online hybrid course delivery format in order to optimize instruction for coming years.</p>
<p>Program Goal 2A: Increase Stakeholder Involvement in the Development and Evaluation of the Program: LMU faculty will continue to engage in conference presentations as well as utilize LMU facilities for Continuing Training Opportunities for Site Supervisors and Licensed Counselors.</p>	<p>Inspection of Faculty Scholarly Activity Reports and emails with local counselor training directors</p>	<p>LMU Counseling Faculty will continue to show evidence of presentations at ACA-affiliated local, state and national conferences to align the LMU Counseling Program with conferences that promote the identity of the professional counselor.</p>	<p>For the 2023-2024 academic year, LMU Counseling faculty presented the following presentations, at ACA-affiliated local, state, and national conferences.</p> <p>Kishpaugh, J., Tichon, M. & Moyers, M. (2023, November). Brainspotting: A Novel Treatment Modality to Assist Clients Resolve Trauma and Thrive. Presented at the</p>	<p>LMU Counseling Faculty will continue to show evidence of meeting attendance and presentations at ACA-affiliated conferences. All these conference presentations are refereed, which allows us high quality training and helps promote the identity of the professional counselor.</p>

2023-2024 Program/ Administrative Unit Outcomes	Assessment Methodology (Measures)	Assessment Targets	2023-2024 Assessment Findings	Recommendations for Improvements in 2024-2025
		<p>Counseling faculty will increase presentation opportunities with graduate students and present with graduate students at least one conference presentation per academic year.</p>	<p>meeting of the Tennessee Counseling Association, Nashville, TN.</p> <p>Elkins, C. & Tichon, M. (2023, October). Empowering Strategies in Supervision: Trauma Informed and Culturally Competent Practices. Presented at the meeting of the Association for Counselor Education and Supervision, Denver, CO.</p> <p>Smelcer, M. (2023, May). Breaking up is hard to do, especially with self. Presented at the Meeting of the Smoky Mountain Counseling Association.</p> <p>In the 2023 - 2024 academic year, a professional counseling student, Madison Moyers, co-presented with LMU Counseling faculty and attended the November 2023 TCA Conference in Nashville, TN.</p> <p>Madison Moyers also won the Graduate Poster Presentation Competition at the Annual</p>	

2023-2024 Program/ Administrative Unit Outcomes	Assessment Methodology (Measures)	Assessment Targets	2023-2024 Assessment Findings	Recommendations for Improvements in 2024-2025
			LMU Research Day in April 2024 for her poster entry: Madison Moyers, Carter and Moyers School of Education: Yoga as Therapeutic Treatment Modality for PTSD and other Trauma Related Disorders	
<p>Program Goal 2B: Increase Stakeholder Involvement in the Development and Evaluation of the Program – Outcome: LMU faculty will Assess the standardized test scores of all program graduates as external validation of the quality of the LMU training Program</p>	School Counseling Praxis and National Counselor Examination given by the NCE program	<p>School Counseling Med Degree Candidates will evidence a pass rate of 90% on the School Counseling praxis.</p> <p>Mental Health Counseling Degree Candidates will evidence a 90% pass rate on the National Counselor Examination.</p>	<p>School Counseling Med Degree Candidates evidenced a pass rate of 60% on the School Counseling praxis.</p> <p>Mental Health Counseling Degree Candidates evidenced a 80% pass rate on the National Counselor Examination.</p>	<p>Benchmark Not Met.</p> <p>LMU counseling faculty reviewed data related to pass scores for the School Counseling Praxis and the National Counselor Examination. By examination, a couple of the students who had failed the school counseling Praxis took the exam earlier in the school counseling program before they had taken important course content that is tested by the School Counseling Praxis. Counseling program director against taking the School Counseling Praxis during their first year in the program. Counseling program director will communicate to students the importance of taking State</p>

2023-2024 Program/ Administrative Unit Outcomes	Assessment Methodology (Measures)	Assessment Targets	2023-2024 Assessment Findings	Recommendations for Improvements in 2024-2025
				and National examinations at the correct point in the program, as well as encourage students who access high quality study materials.
<p>Program Goal 3: Increased Focus on Collaboration with Site Supervisors.</p>	<p>Inspection of Clinical Site Visit Reports on file with LMU Counseling Program Practicum and Internship Coordinator for the year 2022 – 2023.</p>	<p>For the Academic Year 2023 – 2024, the Practicum and Internship Coordinator will develop goals for engagement with Site Supervisors and Site visits among the core faculty in the LMU Counseling Program.</p>	<p>In the 2023 to 2024 Academic Year, LMU Counseling Practicum and Internship Coordinator, Dr. Connie Elkins, worked closely to meet with local agencies and private practices and increase the approved site supervisor list, and ensure that approved site supervisors have credentials that are compliant with CACREP standards. On March 18th, 2024, Dr. Elkins had the Clinical Director and clinical recruiters from Helen Ross McNabb come to her class to discuss opportunities for internships and jobs at Helen Ross McNabb. Dr. Elkins has provided all students who will go on clinical training in the 2024 to 2025 Academic Year with the approved list of LMU site supervisors and has facilitated placement of all students for the fall of 2024.</p>	<p>Benchmark Met</p> <p>The LMU counseling practicum and internship coordinator will continue to work with local agencies and private practices to ensure that all approved site supervisors are compliant with CACREP Requirements and will continue to work closely with area agencies to place all LMU students in practicum and internship.</p>

2023-2024 Program/ Administrative Unit Outcomes	Assessment Methodology (Measures)	Assessment Targets	2023-2024 Assessment Findings	Recommendations for Improvements in 2024-2025
<p>Program Goal 4: Increase LMU MEd Counseling Program student Recruitment and Retention. LMU counseling faculty will make concerted efforts to track and increase recruitment and retention efforts.</p>	<p>Student enrollment, Open House Attendance, Graduation Rate.</p>	<p>LMU Counseling faculty will continue to have a recruitment Agenda Item at every meeting.</p> <p>LMU Counseling Faculty will hold at least 3 virtual open house events during the 2021 – 2022 academic year, in conjunction with the Carter and Moyers School of Education.</p> <p>Target is increased enrollment, especially at the Harrogate campus.</p>	<p>LMU counseling faculty worked closely with Dr. Millsaps to present open houses and Career Fairs specifically aimed at increasing enrollment of the LMU professional counseling program. The entries below are from a log of recruitment events kept by Dr Millsaps.</p> <p>Maryville College Psych Dept. 11-30-22 Spoke to chair, left flyers to be distributed in classrooms, set up table in hallway</p> <p>Maryville College Connect the Scots 3-30-23 4-18-2024 For the 2024 visit, Dr. Smelcer accompanied me and spoke to students who were specifically interested in counseling.</p> <p>McNabb Center 6-2-23, spoke with HR director, left flyers 1-14-23, Lunch-n-Learn, after a presentation by Dr.</p>	<p>Benchmark Met.</p> <p>The LMU Counseling Program Director will continue to work closely with the School of Education Graduate Recruitment & Retention Coordinator, Dr. Lisa Millsaps to attend open houses and career fairs as these appear to have been impactful and increasing recruitment in the 2023 to 2024 Academic Year, as the Fall 2024 incoming cohort is the largest fall cohort of starting counseling students in approximately 5 years.</p> <p>Due to the success and engagement with LMU graduate students with the grant funding process for graduate school through the Tennessee Department of Mental Health, LMU counseling faculty will continue to work on finding grant opportunities that can help with tuition expenses for students.</p>

2023-2024 Program/ Administrative Unit Outcomes	Assessment Methodology (Measures)	Assessment Targets	2023-2024 Assessment Findings	Recommendations for Improvements in 2024-2025
			<p>Salter, I set up a table and distributed flyers/swag.</p> <p>Additionally, Dr. Mark Tichon Presented a professional development lecture combined with program recruitment on trauma-informed school counseling to the Union County school counselors on April 19, 2023. This event resulted in increased enrollment in the Ed.S. in Professional Counseling Program.</p> <p>In the 2023 to 2024 Academic Year, the LMU counseling program faculty had success in finding grant funding opportunities for graduate school. On March 11, 2024, Mrs. Kristen Smith sent the following email to LMU Professional Counseling students to make them aware of a grant by the Tennessee Department of Mental Health that pays up to \$30,000 in graduate tuition. All applicants to the program for Fall 2024 were also sent this information.</p>	

2023-2024 Program/ Administrative Unit Outcomes	Assessment Methodology (Measures)	Assessment Targets	2023-2024 Assessment Findings	Recommendations for Improvements in 2024-2025
			<p>This has helped increase recruitment and many students are in the queue for this grant scholarship.</p> <p>“Potential Scholarship Opportunity! Make sure to check out the Tennessee Behavioral Health Pathways Scholarship to see if you qualify. For the first time, Tennessee is offering up to \$30,000 in tuition aid for master’s degrees in behavioral health. Eligible students are now able to seek tuition assistance for Spring 2024 tuition and beyond.”</p>	

III. Form 3

All Student Learning Outcomes

Specific Recommendations Resulting from Assessment in 2022-2023	Specific Changes Implemented in 2023-2024 and Detailed Outcomes of those Changes	Recommendations for Further Improvements in 2024-2025
<p>Student Learning Goal 1: Counseling Degree Candidates will demonstrate an understanding of the ethics and professional standards of the counseling profession.</p> <p>(Professional Orientation and Ethical Practice - CACREP 2016.2.F.1)</p> <p>Results Harrogate: Analysis of related CMAS rubric provides evidence for 50% of students demonstrating knowledge at the “Above Sufficient” Capstone Level in rubric criteria for “Self-care strategies appropriate to the counselor role” (CACREP 2016 2.F.1.1)</p> <p>Recommendations for Improvements Harrogate: To address this deficiency, faculty decided to have counseling students create and implement a self-care plan as part of the portfolio assignment in COUN 501.</p>	<p>Standard CACREP.2016.2.F.1.1, “Professional Orientation and Ethical Practice - Self-care strategies appropriate to the counselor role” has been address by having students create and implement a self-care plan as part of the portfolio assignment in COUN 501.</p> <p>However, COUN 501 - Professional Orientation and Ethics in Counseling was not taught on the Harrogate campus in the 2023 – 2024 academic year due to low enrollment at the Harrogate site, therefore, curricular changes were made to the course, but not assessed for students at the Harrogate site.</p>	<p>In January 2024, the School of Education Faculty approved a proposal to move the Counseling program to an online-hybrid delivery format for the 2024 – 2025 academic year and beyond. As part of this move to a digital delivery format, all on-ground seated components of Counseling courses will be taught at the Cedar Bluff extended learning site, thus there will be no Counseling courses taught at the Harrogate site going forward.</p>

<p align="center">Specific Recommendations Resulting from Assessment in 2022- 2023</p>	<p align="center">Specific Changes Implemented in 2023-2024 and Detailed Outcomes of those Changes</p>	<p align="center">Recommendations for Further Improvements in 2024-2025</p>
<p>Student Learning Goal 2: Counseling Degree Candidates will demonstrate an understanding of Social and Cultural Diversity in Counseling</p> <p>(Social and Cultural Diversity - CACREP 2016.2.F.2)</p> <p>Results Harrogate: Analysis of related CMAS rubric provides evidence that 75% of students demonstrated knowledge at the “Above Sufficient” Capstone Level in – “Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy” (CACREP-2016-2.F.2.b)</p> <p>Recommendations for Improvements Harrogate: The specific improvement for this standard is to have counseling students analyze a Case Study for COUN 531 – Social and Cultural Aspect of Counseling, from the perspectives of all stake holders in the case study. Faculty will stress the importance of “Evaluation of Different Social and Cultural Perspectives” in class and on the Case study assignment rubric.</p>	<p>Standard CACREP.2016.2.F.2.b, “Social and Cultural Diversity in Counseling - Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy” has been addressed by the curricular modification of having students analyze a case study from the perspectives of ALL stake holders in the Case Study Key assignment For COUN 531.</p> <p>However, COUN 531 - Social and Cultural Aspects of Counseling was not taught on the Harrogate campus in the 2023 – 2024 academic year due to low enrollment at the Harrogate site, therefore, curricular changes were made to the course, but not assessed for students at the Harrogate site.</p>	<p>In January 2024, the School of Education Faculty approved a proposal to move the Counseling program to an online-hybrid delivery format for the 2024 – 2025 academic year and beyond. As part of this move to a digital delivery format, all on-ground seated components of Counseling courses will be taught at the Cedar Bluff extended learning site, thus there will be no Counseling courses taught at the Harrogate site going forward.</p>
<p>Student Learning Goal 4: Counseling Degree Candidates will demonstrate an understanding of Career Development</p> <p>(Career Development - CACREP 2016.2.F.4)</p> <p>Results Harrogate: Analysis of related CMAS rubric provides evidence for 50% of students</p>	<p>Standard CACREP.2016.2.F.4.j, “Career Development - ethical and culturally relevant strategies for addressing career development” has been addressed by the curricular modification of COUN 521 students adding a section to their Career Counseling Portfolio that addresses Ethical and Cultural Considerations for working with diverse populations. To inculcate</p>	<p>Benchmark Met</p> <p>Instructional and Curricular increased student attainment of knowledge at Capstone level and will be kept for the academic year of 2024-2025. No further modifications needed for this standard.</p>

<p align="center">Specific Recommendations Resulting from Assessment in 2022-2023</p>	<p align="center">Specific Changes Implemented in 2023-2024 and Detailed Outcomes of those Changes</p>	<p align="center">Recommendations for Further Improvements in 2024-2025</p>
<p>demonstrating knowledge at the “Above Sufficient” Capstone Level in –“ethical and culturally relevant strategies for addressing career development” (CACREP-2016-2.F.4.j)</p> <p>Improvements Harrogate: To address this deficiency, in COUN 521 students will add a section to their Career Counseling Portfolio that addresses Ethical and Cultural Considerations for working with diverse populations.</p>	<p>technology skills, this assignment was required to be completed and turned into Watermark Insights as a Google Site link.</p> <p>COUN 521 – Career Counseling was taught on the Harrogate campus in the Spring semester of 2024. Analysis of related CMAS rubric provides evidence for 100% of students demonstrating knowledge at the Capstone Level on Standard CACREP.2016.2.F.4.j.</p>	
<p>Student Learning Goal 6: Counseling Degree Candidates will demonstrate an understanding of Group Counseling and Group Work</p> <p>(Group Counseling and Group Work – CACREP 2016.2.F.6)</p> <p>Results Cedar Bluff: Analysis of related CMAS rubric provides evidence for 63% of students demonstrating knowledge at or above the “Above Sufficient” in “dynamics associated with group process and development”. (CACREP-2016-2.F.6.b)</p> <p>Recommendations for Improvements Cedar Bluff: Program Director, Dr. Salter, and Course Custodian, Dr. Tichon, will work with Dr. Sweeney (adjunct instructor) on ways to increase process factors in group counseling. Attention</p>	<p>Standard CACREP.2016.2.F.6.b, “Group Counseling and Group Work - dynamics associated with group process and development” has been addressed by the curricular modification of COUN 631. Specifically, core faculty Dr. Salter and Dr. Tichon, met with Dr. Sweeney (adjunct instructor of COUN 631 – Group Counseling) to discuss increased implementation of demonstrations, role-play and groups led by students. Dr. Sweeney implemented evaluation rubric worksheets for students to provide constructive feedback to each other during group.</p> <p>COUN 631 – Group Counseling prominently featured evaluation rubric worksheets for students to provide their peers with feedback. Analysis of related CMAS rubric provides evidence for 100% of students demonstrating knowledge at the Capstone Level on Standard CACREP.2016.2.F.6.b.</p>	<p>Benchmark Met</p> <p>Instructional and Curricular increased student attainment of knowledge at Capstone level and will be kept for the academic year of 2024-2025. No further modifications needed for this standard.</p>

Specific Recommendations Resulting from Assessment in 2022-2023	Specific Changes Implemented in 2023-2024 and Detailed Outcomes of those Changes	Recommendations for Further Improvements in 2024-2025
<p>will be given during demonstrations, role-play and groups led by students. Faculty and adjuncts will reiterate group dynamics and have students provide constructive feedback to each other during group.</p>		
<p>Student Learning Goal 9: School Counseling Degree Candidates will demonstrate an understanding of School Counseling Competencies</p> <p>Results Cedar Bluff: Analysis of related CMAS rubric provides evidence for 50% of students demonstrating knowledge at the “Above Sufficient” Capstone Level in “use of accountability data to inform decision making” (CACREP 2016.5.G.3.n)</p> <p>(School Counseling - CACREP 2016.5.G)</p> <p>Recommendations for Improvements Cedar Bluff: We discuss this standard in COUN 508, COUN 593 and COUN 698, but is often difficult for students to articulate. The specific improvement for this standard is for counseling students to utilize data to inform their decision making (add a small group, work on student attendance) at their internship site. This will be integrated into their COUN 698 Professional Portfolio Assignment.</p>	<p>Standard CACREP.2016.5.G.3.n, “School Counseling - use of accountability data to inform decision making” has been addressed by the following curricular modification in School Counseling Internship - COUN 698: Students were required to utilize data to inform their decision making at their internship site and integrate this into their COUN 698 Professional Portfolio Assignment.</p> <p>COUN 698 – School Counseling Internship prominently featured student use of data-informed decision-making in their COUN 698 Professional Portfolio Assignment. Analysis of related CMAS rubric provides evidence for 100% of students demonstrating knowledge at the Capstone Level on Standard CACREP.2016.5.G.3.n.</p>	<p>Benchmark Met</p> <p>Instructional and Curricular increased student attainment of knowledge at Capstone level and will be kept for the academic year of 2024-2025. No further modifications needed for this standard.</p>
<p>Student Learning Goal 10: Mental Health Counseling Degree Candidates will demonstrate an understanding of Clinical Mental Health Counseling</p>	<p>Standard CACREP.2016.5.C.2.m, “Mental Health Counseling - record keeping, third party reimbursement, and other practice and management issues in clinical mental health</p>	<p>Benchmark Met</p> <p>Instructional and Curricular increased student attainment of knowledge at Capstone level and</p>

<p align="center">Specific Recommendations Resulting from Assessment in 2022- 2023</p>	<p align="center">Specific Changes Implemented in 2023-2024 and Detailed Outcomes of those Changes</p>	<p align="center">Recommendations for Further Improvements in 2024-2025</p>
<p>(Clinical Mental Health Counseling – CACREP 2016.5.C)</p> <p>Results Cedar Bluff: Analysis of related CMAS rubric provides evidence for 33% of students demonstrating knowledge at the “Above Sufficient” Capstone Level in – “record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling.” (CACREP 2016.5.C.2.m)</p> <p>Recommendations for Improvements Cedar Bluff: This standard is covered in COUN 508 and COUN 677. The standard is in the code of ethics and mental health students see this in “action” during their Internship, COUN 699. “Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling.” Will be integrated into the COUN 699 portfolio assignment.</p>	<p>counseling,” has been addressed by the following curricular modification in Legal & Ethical Issues in Professional Counseling - COUN 677: Increased focus of record keeping was integrated into the COUN 699 portfolio assignment.</p> <p>COUN 677 – Legal & Ethical Issues in Professional Counseling assessed a standard that has been infused into other courses, as COUN 677 is taken at the end of the program, when students are more thoroughly trained in record keeping, and other practice management issues. Analysis of related CMAS rubric provides evidence for 100% of students demonstrating knowledge at the Capstone Level on Standard CACREP.2016.5.C.2.m.</p>	<p>will be kept for the academic year of 2024-2025. No further modifications needed for this standard.</p>

All Program/Administrative Unit Outcomes

Specific Recommendations Resulting from Assessment in 2022-2023	Specific Changes Implemented in 2023-2024 and Detailed Outcomes of those Changes	Recommendations for Further Improvements in 2024-2025
<p>Program Goal 1A: Increase use of technology to systematically improve program delivery and increase data collection through use of an electronic assessment system.</p> <p>Counseling faculty will continue to report data by site to ensure CACREP curricular standards are assessed at both sites.</p>	<p>The 2023 - 2024 LMU Professional Counseling OAR has been developed to report data disaggregated by program delivery site, Harrogate main campus and Cedar Bluff Extended Learning site. Rubric data has been analyzed and results have been presented for each of the two sites.</p> <p>However, the LMU counseling program is in the mode of transitioning to an online hybrid program that will be taught only at the Cedar Bluff Extended Learning site. Thus, many of the courses in the Harrogate site have been discontinued or are being "taught out." therefore, several of the student learning outcomes have assessment results for the Harrogate site as follows: <i>Due to sequence of course Scheduling, COUN 531 - Social and Cultural Aspects of Counseling was not taught at the Harrogate campus during the 2023 – 2024 academic year.</i></p>	<p>Beginning in the fall 2024 semester, the Professional Counseling MEd Program at LMU will be delivered in an online-hybrid format. All seated, on-ground in person classroom seminars will be taught at the Cedar Bluff Extended Learning campus in Knoxville Tennessee. Classes will no longer be taught at the Harrogate site.</p> <p>In May 2024 the LMU counseling program submitted the CACREP substantive change online report documenting how the LMU counseling program will transition to an online hybrid delivery format. In this change it will transition from a program operating at multiple sites to a program operating at one site and is no longer subject to the CACREP multiple sites data reporting policies.</p>
<p>Program Goal 1B: Increase use of technology to systematically improve program delivery and increase data collection through use of an electronic assessment system:</p> <p>In the 2023-2024 academic year, the Counseling Faculty will monitor accreditation standards and student satisfaction with online-hybrid course delivery.</p>	<p>In the fall 2023 semester, LMU Counseling Faculty piloted two courses in the online hybrid format, COUN 509 HYB - Foundations of Mental Health Counseling and COUN 577 HYB - Addiction Counseling. Program director and counseling faculty reviewed end of course feedback. 100% of the students in the COUN 577 - HYB course stated that they "Strongly Agree" with key metrics rating the online hybrid course experience including, "Class time was used in an</p>	<p>Based on the positive feedback of students to the online hybrid format and the increased flexibility of scheduling options, the LMU professional counseling faculty made a proposal to the LMU academic Council in February 2024 to move the LMU counseling program to an online-hybrid digital delivery format. Beginning fall 2024 semester, all courses in the LMU counseling program will have a significant digital delivery</p>

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<p>Program director will monitor demand for the EdS Program.</p>	<p>effective fashion" and "The instructor employed effective teaching methods." Qualitative feedback from students on their experience of the online hybrid experience was almost uniformly positive including such comments as, "The assignments and discussions for this class were rigorous and provided a lot of learning opportunities." Students did comment that the online hybrid format and accelerated pace was more work than normal classes, "This chorus being accelerated and hybrid there was a lot of writing, discussions, and research to do. This course had more than double the amount of the work of the two in-person courses with significantly less time."</p> <p>Recruitment events to school counseling meetings, including the Union County school counselor's professional development in April of 2024 generated interest and applications to the Ed.S. in professional counseling program.</p>	<p>component, and most courses will be delivered in the online hybrid format.</p> <p>The LMU Counseling Program Director, in conjunction with the LMU School of Education director of assessment, will develop and assessment survey at the end of the Fall 2024 or spring 2025 semester to capture and memorialize students experience of the online hybrid course delivery format in order to optimize instruction for coming years.</p>
<p>Program Goal 2A: Increase Stakeholder Involvement in the Development and Evaluation of the Program:</p> <p>LMU Counseling Faculty will continue to attend and present at ACA affiliated conferences and meetings to promote counselor identity in our program.</p>	<p>For the 2023-2024 academic year, LMU Counseling faculty presented the following presentations, at ACA-affiliated local, state, and national conferences.</p> <p>Kishpaugh, J., Tichon, M. & Moyers, M. (2023, November). Brainspotting: A Novel Treatment Modality to Assist Clients Resolve Trauma and Thrive. Presented at the meeting of the Tennessee Counseling Association, Nashville, TN.</p>	<p>LMU Counseling Faculty will continue to show evidence of meeting attendance and presentations at ACA-affiliated conferences. All of these conference presentations are refereed, which allows us high quality training and helps promote the identity of the professional counselor.</p>

Specific Recommendations Resulting from Assessment in 2022-2023	Specific Changes Implemented in 2023-2024 and Detailed Outcomes of those Changes	Recommendations for Further Improvements in 2024-2025
	<p>Elkins, C. & Tichon, M. (2023, October). Empowering Strategies in Supervision: Trauma Informed and Culturally Competent Practices. Presented at the meeting of the Association for Counselor Education and Supervision, Denver, CO.</p> <p>Smelcer, M. (2023, May). Breaking up is hard to do, especially with self. Presented at the Meeting of the Smoky Mountain Counseling Association.</p> <p>In the 2023 - 2024 academic year, a professional counseling student, Madison Moyers, co-presented with LMU Counseling faculty and attended the November 2023 TCA Conference in Nashville, TN.</p> <p>Madison Moyers also won the Graduate Poster Presentation Competition at the Annual LMU Research Day in April 2024 for her poster entry: Madison Moyers, Carter and Moyers School of Education: Yoga as Therapeutic Treatment Modality for PTSD and other Trauma Related Disorders</p>	
<p>Program Goal 3: Increased Focus on Collaboration with Site Supervisors.</p> <p>For the 2023-2024 Academic Year, Dr. Connie Elkins will serve as the Practicum and Internship Coordinator. Dr. Elkins is new to the area and is working on learning local agencies and resources. Program director is working with Dr. Elkins to</p>	<p>Benchmark Met</p> <p>In the 2023 to 2024 Academic Year, LMU Counseling Practicum and Internship Coordinator, Dr. Connie Elkins, worked closely to meet with local agencies and private practices and increase the approved site supervisor list, and ensure that approved site supervisors have credentials that are compliant with CACREP</p>	<p>The LMU counseling practicum and internship coordinator will continue to work with local agencies and private practices to ensure that all approved site supervisors are compliant with CACREP Requirements and will continue to work closely with area agencies to place all LMU students in practicum and internship.</p>

Specific Recommendations Resulting from Assessment in 2022-2023	Specific Changes Implemented in 2023-2024 and Detailed Outcomes of those Changes	Recommendations for Further Improvements in 2024-2025
<p>help her learn local agencies. Program director will share approved site supervisor list and agencies with have Affiliate Agreements with approved sites.</p>	<p>standards. On March 18th, 2024, Dr. Elkins had the Clinical Director and clinical recruiters from Helen Ross McNabb come to her class to discuss opportunities for internships and jobs at Helen Ross McNabb. Dr. Elkins has provided all students who will go on clinical training in the 2024 to 2025 Academic Year with the approved list of LMU site supervisors and has facilitated placement of all students for the fall of 2024.</p>	
<p>Program Goal 4: Increase LMU MEd Counseling Program student Recruitment and Retention. LMU counseling faculty will make concerted efforts to track and increase recruitment and retention efforts.</p> <p>For the Academic Year 2023-2024, LMU Counseling Faculty will work with Dr. Milsaps and attend open houses/career fairs. Work on finding grant opportunities that can help with tuition expenses for students.</p>	<p>Benchmark Met.</p> <p>LMU counseling faculty worked closely with Dr. Milsaps to present open houses and Career Fairs specifically aimed at increasing enrollment of the LMU professional counseling program. The entries below are from a log of recruitment events kept by Dr Millsaps.</p> <p>Maryville College Psych Dept. 11-30-22 Spoke to chair, left flyers to be distributed in classrooms, set up table in hallway</p> <p>Maryville College Connect the Scots 3-30-23 4-18-2024 For the 2024 visit, Dr. Smelcer accompanied me and spoke to students who were specifically interested in counseling.</p> <p>McNabb Center 6-2-23, spoke with HR director, left flyers</p>	<p>The LMU Counseling Program Director will continue to work closely with the School of Education Graduate Recruitment & Retention Coordinator, Dr. Lisa Milsaps to attend open houses and career fairs as these appear to have been impactful and increasing recruitment in the 2023 to 2024 Academic Year, as the Fall 2024 incoming cohort is the largest fall cohort of starting counseling students in approximately 5 years.</p> <p>Due to the success and engagement with LMU graduate students with the grant funding process for graduate school through the Tennessee Department of Mental Health, LMU counseling faculty will continue to work on finding grant opportunities that can help with tuition expenses for students.</p>

<p>Specific Recommendations Resulting from Assessment in 2022-2023</p>	<p>Specific Changes Implemented in 2023-2024 and Detailed Outcomes of those Changes</p>	<p>Recommendations for Further Improvements in 2024-2025</p>
	<p>1-14-23, Lunch-n-Learn, after a presentation by Dr. Salter, I set up a table and distributed flyers/swag.</p> <p>Additionally, Dr. Mark Tichon Presented a professional development lecture combined with program recruitment on trauma-informed school counseling to the Union County school counselors on April 19, 2023. This event resulted in increased enrollment in the EdS in Professional Counseling Program.</p> <p>In the 2023 to 2024 Academic Year, the LMU counseling program faculty had success in finding grant funding opportunities for graduate school. On March 11, 2024, Mrs. Kristen Smith sent the following email to LMU Professional Counseling students to make them aware of a grant by the Tennessee Department of Mental Health that pays up to \$30,000 in graduate tuition. All applicants to the program for Fall 2024 were also sent this information. This has helped increase recruitment and many students are in the queue for this grant scholarship.</p> <p>“Potential Scholarship Opportunity! Make sure to check out the Tennessee Behavioral Health Pathways Scholarship to see if you qualify. For the first time, Tennessee is offering up to \$30,000 in tuition aid for master’s degrees in behavioral health. Eligible students are now able</p>	

Specific Recommendations Resulting from Assessment in 2022- 2023	Specific Changes Implemented in 2023-2024 and Detailed Outcomes of those Changes	Recommendations for Further Improvements in 2024-2025
	to seek tuition assistance for Spring 2024 tuition and beyond.”	

IV. Form 4

Form 4 exists as a digest of data and materials used in the assessment process. In the space below please list the types of direct measures and indirect measures used in the assessment process. In this list you should include evidence of using items such as: Assignments, projects, writing samples, focus groups, LMU student satisfaction surveys, NSSE, Ruffalo Noel Levitz SSI, CIRP, and other faculty, staff, or student surveys. In the table below, simply list the name of the measure and where it was used in the assessment process.

Definitions: Direct Measures are exams, papers, projects, observations, performances.

Indirect Measures gauge student perceptions of their own learning through surveys, focus groups, etc.

Digest of Assessment Measures

Type/Name of Measure	Direct or Indirect Measure	Target Audience	How were the Data Used?
Analysis of Graduate Courses, Course Syllabi	Direct	LMU Counseling Faculty	Analysis of Curriculum for alignment with CACREP standards, and related Modifications to focus on specific Learning Outcomes.
CMAS Transitions and CMAS ViaLivetext Rubric Data	Direct	LMU Counseling Students	Assessing Student Attainment of CACREP-related LMU Counseling Program Student Learning Goals.
Counseling Program Minutes	Indirect	LMU Counseling Program Stakeholders	Analyzing LMU Counseling Program Modifications and Developments.
Counseling Program Advisory Council Minutes	Indirect	LMU Counseling Program Stakeholders	Provides Evidence for Community Stakeholder Involvement in LMU Counseling Program Modifications and Developments.
Counseling Site Supervisor Training Agenda and Minutes	Indirect	LMU Site Supervisors	Provides Evidence for LMU Counseling Program collaboration with and training of Counseling Site Supervisors
Counseling Program Faculty Credentials Checklists	Direct	LMU Counseling Faculty	Provides Evidence of Conference presentations and Professional Association Memberships

Type/Name of Measure	Direct or Indirect Measure	Target Audience	How were the Data Used?
Counseling Program Handbook	Direct	LMU Counseling Stakeholders	Provides Evidence of Program Transition Points, and Implementation of Background Check Policy
Graduating Student Surveys	Indirect	LMU Counseling Graduating Students	Provides Evidence of Graduating Student Perceptions of the Learning Atmosphere and Professional Preparation in the LMU Counseling Program.
LMU Counseling Alumni Survey	Direct	LMU Counseling Alumni	Provides Evidence of Alumni experience of the Learning Atmosphere and Professional Preparation in the LMU Counseling Program.
LMU Counseling Employer Survey	Direct	Employers of LMU Counseling Graduates	Provides Evidence of Graduating Student Perceptions of the Learning Atmosphere and Professional Preparation in the LMU Counseling Program.
End of Course Student Evaluations	Indirect	LMU Counseling Students	Student Perception of Delivery and Satisfaction with Online-Hybrid Course Offerings
Record of Graduating Students	Direct	LMU Registrar	Data for CACREP Vital Statistics Report
Praxis Scores	Direct	LMU Counseling Students	Data for CACREP Vital Statistics Report
NCE Scores	Direct	LMU Counseling Students	Data for CACREP Vital Statistics Report

Please email this document in Word and any appendix documents separately to Carlton.Larsen@lmunet.edu for inclusion with this report.

CACREP VITAL STATISTICS REPORT 2021-2024

Med Counseling Programs at Lincoln Memorial University				
CLINICAL MENTAL HEALTH COUNSELING PROGRAM				
	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>
Number of Students Enrolled <i>(on Feb 1, current year)</i>	26	31	22	19
Number of Graduates <i>(Summer & Fall prior year, Spring current year)</i>	14	6	11	13
Completion Rate	88%	100%	93%	91%
NCE Examination Pass Rate	75%	100%	100%	80%
Job Placement Rate	100%	100%	100%	100%
SCHOOL COUNSELING PROGRAM				
	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>
Number of Students Enrolled <i>(on Feb 1, current year)</i>	18	12	9	10
Number of Graduates <i>(Summer & Fall prior year, Spring current year)</i>	6	4	4	4
Completion Rate	90%	100%	93%	90%
School Counseling Praxis Pass Rate	100%	100%	100%	60%
Job Placement Rate	92%	100%	100%	100%