

# **LMU**

## Lincoln Memorial University

### **2018-2019 Outcomes Assessment Report (OAR)**

#### **1. Academic Program/Operational Office Leader:**

-Mark A Tichon, PhD, Associate Professor – Graduate Education, Counseling Program Director

#### **2. 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**)

### **3. 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.

### **4. 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.

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

The Counseling Programs 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 University Goal # | Related Strategic Goal # |
|---|---------------------------|--------------------------|
| <b>Student Learning Goal 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)</b> | <i>1, 3, 10, 11</i>       | <i>1, 2, 3</i>           |
| <b>Student Learning Goal 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)</b>   | <i>1, 3, 10, 11</i>       | <i>1, 2, 3</i>           |
| <b>Student Learning Goal 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)</b>   | <i>1, 3, 10, 11</i>       | <i>1, 2, 3</i>           |
| <b>Student Learning Goal 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)</b>  | <i>1, 3, 9, 10, 11</i>    | <i>1, 2, 3</i>           |

|   |                           |                   |
|---|---------------------------|-------------------|
| <b>Student Learning Goal 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)</b>  | <i>1, 2, 3, 9, 11</i>     | <i>1, 2, 5</i>    |
| <b>Student Learning Goal 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)</b>                               | <i>1, 2, 3, 7, 10, 11</i> | <i>1, 2, 4</i>    |
| <b>Student Learning Goal 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)</b>   | <i>1, 3, 10, 11</i>       | <i>1, 2, 3, 7</i> |
| <b>Student Learning Goal 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)</b>   | <i>1, 3, 10, 11</i>       | <i>1, 2, 6, 7</i> |
| <b>Student Learning Goal 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)</b> | <i>1, 3, 10, 11</i>       | <i>1, 2, 3</i>    |
| <b>Student Learning Goal 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)</b>                   | <i>1, 3, 10, 11</i>       | <i>1, 2, 3</i>    |

### **All Program/Administrative Unit Outcomes**

|  | Related University Goal # | Related Strategic Goal # |
|--|---------------------------|--------------------------|
| <b>Program Goal 1: Increase use of technology to systematically improve program delivery and increase data collection through use of an electronic assessment system</b> | <b>1, 3, 10, 11</b>       | <b>1</b>                 |

|  |                     |          |
|--|---------------------|----------|
| <b>Program Goal 2: Increase Stakeholder Involvement in the Development and Evaluation of the Program</b>                                       | <b>1, 3, 10, 11</b> | <b>1</b> |
| <b>Program Goal 3: Strengthen Clinical Training Opportunities and processes related to field and Clinical Placement of Counseling Interns.</b> | <b>1, 3, 10, 11</b> | <b>1</b> |

## II. Form 2

### All Student Learning Outcomes

| 2018-2019 Student Learning Outcomes  | Assessment Methodology (Measures)                                 | Assessment Targets   | 2018-2019 Assessment Findings  | Recommendations for Improvements in 2019-2020   |
|--|---|--|--|---|
| <p><b>Student Learning Goal 1:</b><br/>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><b>Results:</b> Analysis of related CMAS rubric provides evidence for 59% of students demonstrating knowledge at the Capstone Level in “ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling” (CACREP-2016-2.F.1.i)</p> | <p>Benchmark not met.</p> <p>As Analysis of related CMAS rubric provides evidence for 59% of students demonstrating knowledge at the Capstone Level in Understanding “ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling”, Program director has implemented curricular improvements to more thoroughly address related concepts in future iterations of this course.</p> <p>Program Director has communicated that in future iterations CG 501 – Professional Orientation and Ethics in Counseling,</p> |



| 2018-2019 Student Learning Outcomes   | Assessment Methodology (Measures)                                 | Assessment Targets  | 2018-2019 Assessment Findings  | Recommendations for Improvements in 2019-2020  |
|---|---|---|--|--|
|   |   |   |  | the “Counselor Candidate Case Study” Rubric will be modified from “Ethical Self Awareness” to highlight “Professional Organizations and Credentialing Bodies” prominently in rubric and assignment completion guide.   |
| <p><b>Student Learning Goal 2:</b> 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><b>Results:</b> Analysis of related CMAS rubric provides evidence for 72% of students demonstrating knowledge at the Capstone Level in “Cultural Self Awareness”. However, the standard associated with this rubric was the General Section Standard for Career Development (CACREP-2016-2.F.4)</p> | <p>Benchmark not met.</p> <p>Inspection of related CMAS rubric shows that the Social and Cultural Diversity Rubric was mapped to the incorrect CACREP 2016 standards.</p> <p>Counseling Program Director, in conjunction with the Coordinator of Educational Assessment, has revised rubric for the 2019 – 2020 academic year with the correct CACRE Social and Cultural Diversity</p> |

| 2018-2019 Student Learning Outcomes   | Assessment Methodology (Measures)                                 | Assessment Targets   | 2018-2019 Assessment Findings  | Recommendations for Improvements in 2019-2020   |
|---|---|--|--|---|
|   |   |  |  | Standards. This corrected rubric will be used for future iterations of this course.   |
| <p><b>Student Learning Goal 3:</b><br/>Counseling Degree<br/>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><b>Results:</b> Due to changeover from the 2009 to 2016 CACREP standards and change in timeline for submission of CG OAR, 2016 CACREP standards related to Human Growth and Development are scheduled to be assessed in Summer 2019, and were not assessed for this report. They will be reviewed in the 2019 – 2020 CG OAR Report.</p> | <p>Standards will be assessed in course CG 581- Human Growth and Development in the Summer term of 2019, and included in the 2019 – 2020 CG Outcomes Assessment Report.</p>   |
| <p><b>Student Learning Goal 4:</b><br/>Counseling Degree<br/>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 will be selected for curricular improvement.</p>           | <p><b>Results:</b> Analysis of related CMAS rubric provides evidence for 67% of students demonstrating knowledge at the Capstone Level in “theories and models of career development, counseling, and decision making” (CACREP-2016-2.F.4.a)</p>   | <p><b>Benchmark not met.</b></p> <p>As Analysis of related CMAS rubric provides evidence for 67% of students demonstrating knowledge at the Capstone Level in Understanding “theories and models of career development, counseling, and decision making”, Program director has implemented curricular improvements to more thoroughly address</p> |

| 2018-2019 Student Learning Outcomes   | Assessment Methodology (Measures)                                 | Assessment Targets   | 2018-2019 Assessment Findings   | Recommendations for Improvements in 2019-2020  |
|---|---|--|---|--|
|   |   |  |   | <p>related concepts in future iterations of this course.</p> <p>Program Director has communicated that in future iterations CG 521 – abstract theories such as SCCT – Social Cognitive Career Theory, will be taught more thoroughly, with class exercises and examples.</p> |
| <p><b>Student Learning Goal 5:</b> 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 will be selected for curricular improvement.</p> | <p><b>Results:</b> Analysis of related CMAS rubric provides evidence for 84% of students demonstrating knowledge at the Capstone Level in “counselor characteristics and behaviors that influence the counseling process” (CACREP-2016-2.F.5.f)</p> | <p><b>Benchmark met.</b></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><b>Student Learning Goal 6:</b> Counseling Degree Candidates will demonstrate an understanding of Group Counseling and Group Work</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><b>Results:</b> Due to changeover from the 2009 to 2016 CACREP standards and change in timeline for submission of CG OAR, 2016 CACREP standards related to Group Counseling and Group Work are</p>   | <p>Standards will be assessed in course CG 631- Group Counseling in the Summer term of 2019, and included in the 2019 – 2020 CG Outcomes Assessment Report.</p>  |

| 2018-2019 Student Learning Outcomes   | Assessment Methodology (Measures)                          | Assessment Targets   | 2018-2019 Assessment Findings   | Recommendations for Improvements in 2019-2020   |
|---|--|--|---|---|
| (Group Counseling and Group Work - CACREP 2016.2.F.6)   |  | Annually, CACREP standard with lowest average rubric score will be selected for curricular improvement.  | scheduled to be assessed in Summer 2019, and were not assessed for this report. They will be reviewed in the 2019 – 2020 CG OAR Report.   |   |
| <p><b>Student Learning Goal 7:</b> Counseling Degree Candidates will demonstrate an understanding of Assessment and Testing</p> <p>(Assessment and Testing - CACREP 2016.2.F.7)</p> | Rubric Score for Key Assignments in CMAS Assessment System | <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><b>Results:</b> Analysis of related CMAS rubric provides evidence for 62% of students demonstrating knowledge at the Capstone Level of Knowledge in “reliability and validity in the use of assessments” (CACREP-2016-2.F.1.i)</p> | <p><b>Benchmark not met.</b></p> <p>As Analysis of related CMAS rubric provides evidence for 62% of students demonstrating knowledge at the Capstone Level in Understanding “theories and models of career development, counseling, and decision making”, Program director has implemented curricular improvements to more thoroughly address related concepts in future iterations of this course.</p> <p>Program Director has communicated that in future iterations CG 671 – Assessment in Counseling - more time will be spent on the basics of test construction and concepts of reliability and validity.</p> |

| <b>2018-2019 Student Learning Outcomes</b>  | <b>Assessment Methodology (Measures)</b>                          | <b>Assessment Targets</b>   | <b>2018-2019 Assessment Findings</b>  | <b>Recommendations for Improvements in 2019-2020</b>   |
|---|---|---|---|--|
| <p><b>Student Learning Goal 8:</b><br/>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><b>Results:</b> Due to changeover from the 2009 to 2016 CACREP standards and change in timeline for submission of CG OAR, 2016 CACREP standards related to Educational Research and Statistics are scheduled to be assessed in Summer 2019, and were not assessed for this report. They will be reviewed in the 2019 – 2020 CG OAR Report.</p> | <p>Standards will be assessed in course EDUC 511- Educational Research and Statistics Course in the Summer term of 2019, and included in the 2019 – 2020 CG Outcomes Assessment Report.</p>  |
| <p><b>Student Learning Goal 9:</b><br/>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><b>Results:</b> Analysis of related CMAS rubric provides evidence for 50% of students demonstrating knowledge at the Capstone Level in “use of data to advocate for programs and students” (CACREP-2016-5.G.3.o)</p>   | <p><b>Benchmark not met.</b></p> <p>As Analysis of related CMAS rubric provides evidence for 50% of students demonstrating knowledge at the Capstone Level in Understanding “use of data to advocate for programs and students”, Program director has implemented curricular improvements to more thoroughly address related concepts in future iterations of this course.</p> <p>Program Director has communicated that in future iterations CG 508 –</p> |

| 2018-2019 Student Learning Outcomes  | Assessment Methodology (Measures)                                 | Assessment Targets  | 2018-2019 Assessment Findings  | Recommendations for Improvements in 2019-2020  |
|--|---|---|--|--|
|  |   |   |  | Foundations of School Counseling - more time will be spent on the basics of data analysis to develop an evidence-based culture of School Counseling Program Development.   |
| <p><b>Student Learning Goal 10:</b> 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><b>Results:</b> Analysis of related CMAS rubric provides evidence for 63% of students demonstrating knowledge at the Capstone Level in “classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation” (CACREP-2016-2.C.2.h)</p> | <p><b>Benchmark not met.</b></p> <p>As Analysis of related CMAS rubric provides evidence for 63% of students demonstrating knowledge at the Capstone Level in Understanding “classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation”, Program director has implemented curricular improvements to more thoroughly address related concepts in future iterations of this course.</p> <p>Program Director has communicated that in future iterations CG 669 – Psychopharmacology – an exemplar of key assignment</p> |

| <b>2018-2019 Student Learning Outcomes</b> | <b>Assessment Methodology (Measures)</b> | <b>Assessment Targets</b> | <b>2018-2019 Assessment Findings</b> | <b>Recommendations for Improvements in 2019-2020</b>  |
|--|--|---------------------------|--------------------------------------|---|
|  |  |                           |                                      | highlighting Capstone “Above Sufficient” demonstration of the “classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation” CACREP Standard. |

### All Program/Administrative Unit Outcomes

| <b>2018-2019 Program/Administrative Unit Outcomes</b>  | <b>Assessment Methodology (Measures)</b>              | <b>Assessment Targets</b>   | <b>2018-2019 Assessment Findings</b>  | <b>Recommendations for Improvements in 2019-2020</b>   |
|--|---|---|---|--|
| Program Goal 1: Increase use of technology to systematically improve program delivery and increase data collection through use of an electronic assessment system – <b>Outcome: 100% of Key Assignments will be collected in the electronic assessment system, ViaLivetext, and assess 2016 CACREP Standards</b> | Inspection of Livetext Rubric Data and Rubric Reports | 100% of Key assessments will be revised to reflect the eight Common Core Areas in the Counseling Curriculum as outlined in 2016 CACREP standards. | Seven out of eight classes, or 87.5% of classes utilized correct, updated rubrics with CACREP 2016 standards.<br><br>Course CG 531 – Social and Cultural Aspects of counseling, utilized rubrics that were not updated. | Benchmark not met.<br><br>The large majority of CACREP 2016 standards were assessed in the Key assignment rubrics, but due to entry error and use of an obsolete rubric, the 100% benchmark was not met.<br><br>At the beginning of every semester, Counseling Faculty to have meeting |

| 2018-2019<br>Program/Administrative<br>Unit Outcomes  | Assessment<br>Methodology<br>(Measures)   | Assessment Targets  | 2018-2019<br>Assessment<br>Findings   | Recommendations<br>for Improvements in<br>2019-2020  |
|---|---|---|---|--|
|   |   |   |   | with Coordinator of Educational Assessment Resources to ensure that correct rubrics with 2016 standards are utilized.  |
| <p>Program Goal 1: Increase use of technology to systematically improve program delivery and increase data collection through use of an electronic assessment system – <b>Outcome: Annual Outcome Report based on Transition data in CMAS to be published annually in September of each year.</b></p> | <p>Rubric Reports on 2016 CACREP standards generated in collaboration with Coordinator of Educational Assessment Resources.</p> | <p>80% of all students will evidence “above sufficient” knowledge acquisition of the 2016 CACREP standards on rubrics associated with Key Assignments in all Courses.</p> | <p>Results are found in the “Student Learning Outcomes” section of this Annual Outcomes Assessment Report.</p> <p>Annually, the sub-standard of each of the Eight Common Core Knowledge Areas which shows the lowest level of student acquisition will be targeted for improvement.</p> <p>Additionally, One Mental Health Counseling and One School Counseling Standard which shows the lowest level of Knowledge Attainment will targeted for curricular improvement.</p> <p>Counseling faculty met with Coordinator of Educational Assessment Resources and reviewed rubric data in July 2019.</p> | <p>As this begins a new assessment process, annually, the effect of curricular modifications will be assessed with Rubric data for the subsequent year.</p> <p>Each following year, rubric data will be analyzed, and CACREP Standards with the lowest level of knowledge attainment will be selected for curricular improvement.</p> <p>This Counseling Program Data Retreat meeting will e held Annually in May, to facilitate Outcomes Assessment Report writing over the Summer.</p> |



| <b>2018-2019<br/>Program/Administrative<br/>Unit Outcomes</b>   | <b>Assessment<br/>Methodology<br/>(Measures)</b>                              | <b>Assessment Targets</b>  | <b>2018-2019<br/>Assessment<br/>Findings</b>  | <b>Recommendations<br/>for Improvements in<br/>2019-2020</b>  |
|---|---|--|---|---|
| <p><b>Program Goal 2: Increase Stakeholder Involvement in the Development and Evaluation of the Program – Outcome:</b> Continue to Develop and Grow the Counseling Program Advisory Council</p> | <p>Review of Meeting Minutes for the Counseling Program Advisory Council.</p> | <p>Counseling Program Advisory Board will be involved in 100% of the major decisions directing the Counseling Programs at LMU.</p> | <p>Inspection shows that Counseling Program Advisory Board was strongly involved in all major operational activities of the Counseling Program at LMU.</p> <p>On March 29, 2019, the Curriculum Review and Program Redesign Subcommittee met and made recommendations that the following courses be added to the School Counseling Curriculum:<br/> EDUC 501 – Foundations of American Education<br/> CI 501 – Curriculum, Instruction, and Assessment<br/> SPED 530 – Special Education Law, Policy &amp; Ethics<br/> CI 516 – Motivational Theory and Classroom Management.</p> <p>This recommendations is due to the fact that School Counseling Candidates will have more time alongside Masters of</p> | <p>Benchmark met.</p> <p>Two Community Partners were added to the Counseling Program Advisory Board, including Jill Akin, from the Great Schools Partnership—an organization which deals with the intersection of School and Mental health, and Dr. Jeff Sweeney, Head of Counseling for Lenoir City Schools, and also a licensed school counselor.</p> <p>Also, Directors for these other programs in the School of Education were added to the CG Program Advisory Board to increase inter-program communication.</p> |

| 2018-2019<br>Program/Administrative<br>Unit Outcomes   | Assessment<br>Methodology<br>(Measures)  | Assessment Targets   | 2018-2019<br>Assessment<br>Findings   | Recommendations<br>for Improvements in<br>2019-2020  |
|--|--|--|---|--|
|  |  |  | <p>education in Curriculum and Instruction and Educational Administration.</p> <p>Minutes of the Counseling Program Advisory Board document that the entire board unanimously approved this recommendation of the Curriculum Review and Program Redesign Committee on April 5<sup>th</sup>, 2019, at the semi-annual meeting.</p> |  |
| <p><b>Program Goal 2: Increase Stakeholder Involvement in the Development and Evaluation of the Program – Outcome:</b> Develop partnerships with State and National Leadership in Counseling Programs through Accreditation, Conference Attendance, and Presentations.</p> | <p>Review of Minutes and Faculty Scholarly Activity Reports to Counseling Program Director for engagement with Counseling –related Organizations to maintain counseling Professional identity.</p> | <p>100% of LMU Counseling faculty will have engagement in professional development and scholarly activities which build the Counselor Professional Orientation and also build partnership with local, state and National Counseling and related Organizations.</p> | <p>Counseling Program faculty were well represented at State and National Conferences in the 2018 – 2019 Academic year.</p> <p>McCook, J. &amp; Theriot, C. (2019, February). Law and Ethics in Counseling Conference “A Cautionary Tale: Gatekeeping - Ethical and Legal Concerns for Counselor</p>                              | <p>Benchmark Met.</p> <p>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> |

| 2018-2019<br>Program/Administrative<br>Unit Outcomes   | Assessment<br>Methodology<br>(Measures)           | Assessment Targets   | 2018-2019<br>Assessment<br>Findings   | Recommendations<br>for Improvements in<br>2019-2020  |
|--|---|--|---|--|
|  |   |  | <p>Supervisors” New Orleans, LA</p> <p>Tichon, M. &amp; Boddy, R. (2018, November). “Complicated Grief Therapy: Novel Treatment Modality and Experiential Exercises.” Presentation at the Tennessee Counseling Association. Nashville, TN.</p> <p>“How to Write a Self-Study Workshop.” One day training at the CACREP National Office. Alexandria, VA. February 2019. Attended by Dr. Mark Tichon.</p> | Continue to comply with all CACREP Standards and reporting procedures.   |
| <p>Program Goal 3: Strengthen Clinical Training Opportunities and processes related to field and Clinical Placement of Counseling Interns – <b>Outcome: Increased Focus on Collaboration with Site Supervisors</b></p> | Review of Faculty records of Site Visit activity. | 100% of Site Supervisors will be met with in person by a fulltime faculty of the LMU Counseling Program. | Records show that 100% of the Practicum Site Supervisors met in person with an LMU faculty. Dr. Theriot, Dr. Effler and Dr. Tichon all led one section of Counseling Practicum.   | <p>Benchmark met.</p> <p>For the 2018-2019 Academic year, all full-time faculty will schedule and attend at least three Site Visits, as Directed by the Program Practicum and Internship Coordinator, based on the geographical region in where they live.</p> |

| <b>2018-2019<br/>Program/Administrative<br/>Unit Outcomes</b>  | <b>Assessment<br/>Methodology<br/>(Measures)</b>                    | <b>Assessment Targets</b>   | <b>2018-2019<br/>Assessment<br/>Findings</b>   | <b>Recommendations<br/>for Improvements in<br/>2019-2020</b>   |
|--|---|---|--|--|
|  |   |   |  | This is in an effort to continue to build ongoing person-to-person relationships with Site Supervisors and all full-time Counseling Faculty at LMU.  |
| Program Goal 3: Strengthen Clinical Training Opportunities and processes related to field and Clinical Placement of Counseling Interns – <b>Outcome: Develop Site Supervisor Training Opportunities at LMU for Site Supervisors.</b> | Professor records of Site Meetings with Practicum Site Supervisors. | 100% of Site Supervisors will have basic training in the Policies and Procedures, as well as model of supervision utilized at LMU Counseling Program. | Review of professors records provide evidence that 100% of Site Supervisors had a face-to-face meeting with a full time Counselor educator Faculty at LMU, who reviewed major policies and procedures related to Site Supervision at LMU. Many also had follow-up phone calls. | Benchmark met.<br><br>Additional Improvement for the 2018-2019 academic year is for the Practicum and Internship Coordinator to develop a list serve and send a monthly email along with suggestions for supervision and articles related to the practice of Counselor training and supervision. |

### III. Form 3

#### All Student Learning Outcomes

| <p align="center"><b>Specific Recommendations Resulting From Assessment in 2017-2018</b></p>  | <p align="center"><b>Specific Changes Implemented in 2018-2019 and Detailed Outcomes of those Changes</b></p>  | <p align="center"><b>Recommendations for Further Improvements in 2019-2020</b></p>   |
|---|--|--|
| <p><b>Student Learning Goal 1:</b> Additional Improvements Suggested: For the 2018 – 2019 LMU Counseling OAR, Alternate Standard in Professional Orientation and Ethical Practice to be assessed, based on revised rubrics developed with 2016 CACREP standards, as current standard appears to be met by students at Capstone level.</p> | <p>Training was provided for all teaching staff on how to write quantitative/content focused rubrics meeting CACREP Standards. As result of summer and quarterly workshops on rubric development, Dr. Theriot, who has primary responsibility for teaching CG 501 – Professional Orientation and Ethics in Counseling, revised rubrics for all Key Assignments related to Professional Orientation and Ethical Practice, in consultation with Counseling Program Director and Coordinator of Educational Assessment.</p> | <p>Rubrics and Key Assignments were completely redesigned as curriculum was updated to assess CACREP 2016 standards and all rubrics were new in the 2018 – 2019 academic year. Recommendations for further improvement in 2019 – 2020 consists of analyzing rubric data and making any indicated curricular or rubric changes.</p> |
| <p><b>Student Learning Goal 2:</b> For the 2018 – 2019 LMU Counseling OAR, Alternate Standard in Social and Cultural Factors in Counseling to be assessed, based on revised rubrics developed with 2016 CACREP standards, as current standard appears to be met by students at Capstone level.</p>  | <p>Training was provided for all teaching staff on how to write quantitative/content focused rubrics meeting CACREP Standards. As result of summer and quarterly workshops on rubric development, Dr. Theriot, who has primary responsibility for teaching CG 531 – Social and Cultural Aspects in Counseling, revised rubrics for all related Key Assignments, in consultation with Counseling Program Director and Coordinator of Educational Assessment.</p>  | <p>Rubrics and Key Assignments were completely redesigned as curriculum was updated to assess CACREP 2016 standards and all rubrics were new in the 2018 – 2019 academic year. Recommendations for further improvement in 2019 – 2020 consists of analyzing rubric data and making any indicated curricular or rubric changes.</p> |
| <p><b>Student Learning Goal 3:</b> For the 2018 – 2019 LMU Counseling OAR, Alternate Standard in Human Growth and Development to be assessed, based on</p>  | <p>Training was provided for all teaching staff on how to write quantitative/content focused rubrics meeting CACREP Standards. As result of summer and quarterly workshops on</p>  | <p>Rubrics and Key Assignments were completely redesigned as curriculum was updated to assess CACREP 2016 standards and all rubrics were new in the 2018 – 2019</p>  |

| <p align="center"><b>Specific Recommendations Resulting From Assessment in 2017-2018</b></p>  | <p align="center"><b>Specific Changes Implemented in 2018-2019 and Detailed Outcomes of those Changes</b></p>  | <p align="center"><b>Recommendations for Further Improvements in 2019-2020</b></p>   |
|---|--|--|
| <p>revised rubrics developed with 2016 CACREP standards, as current standard appears to be met by students at Capstone level.</p>   | <p>rubric development, Dr. Cowan, who has primary responsibility for teaching CG 581 – Human Growth and Development, revised rubrics for all related Key Assignments, in consultation with Counseling Program Director and Coordinator of Educational Assessment.</p>  | <p>academic year. Recommendations for further improvement in 2019 – 2020 consists of analyzing rubric data and making any indicated curricular or rubric changes.</p>  |
| <p><b>Student Learning Goal 4:</b> For the 2018 – 2019 LMU Counseling OAR, Alternate Standard in Career Development to be assessed, based on revised rubrics developed with 2016 CACREP standards, as current standard appears to be met by students at Capstone level.</p>                   | <p>Training was provided for all teaching staff on how to write quantitative/content focused rubrics meeting CACREP Standards. As result of summer and quarterly workshops on rubric development, Dr. Tichon, who has primary responsibility for teaching CG 521 – Career Counseling, revised rubrics for all related Key Assignments, in consultation with Counseling Program Director and Coordinator of Educational Assessment.</p> | <p>Rubrics and Key Assignments were completely redesigned as curriculum was updated to assess CACREP 2016 standards and all rubrics were new in the 2018 – 2019 academic year. Recommendations for further improvement in 2019 – 2020 consists of analyzing rubric data and making any indicated curricular or rubric changes.</p> |
| <p><b>Student Learning Goal 5:</b> For the 2018 – 2019 LMU Counseling OAR, Alternate Standard in Counseling and Helping Relationships to be assessed, based on revised rubrics developed with 2016 CACREP standards, as current standard appears to be met by students at Capstone level.</p> | <p>Training was provided for all teaching staff on how to write quantitative/content focused rubrics meeting CACREP Standards. As result of summer and quarterly workshops on rubric development, Dr. Tichon, who has primary responsibility for teaching CG 541 – Counseling Skills, revised rubrics for all related Key Assignments, in consultation with Counseling Program Director and Coordinator of Educational Assessment.</p> | <p>Rubrics and Key Assignments were completely redesigned as curriculum was updated to assess CACREP 2016 standards and all rubrics were new in the 2018 – 2019 academic year. Recommendations for further improvement in 2019 – 2020 consists of analyzing rubric data and making any indicated curricular or rubric changes.</p> |

| <b>Specific Recommendations Resulting From Assessment in 2017-2018</b>   | <b>Specific Changes Implemented in 2018-2019 and Detailed Outcomes of those Changes</b>   | <b>Recommendations for Further Improvements in 2019-2020</b>   |
|--|---|--|
|  | MEd Comprehensive Exam 100% Passing Rate  |  |
| <p><b>Student Learning Goal 6:</b> For the 2018 – 2019 LMU Counseling OAR, Alternate Standard in Group Counseling and Group Work to be assessed, based on revised rubrics developed with 2016 CACREP standards, as current standard appears to be met by students at Capstone level.</p>   | <p>Training was provided for all teaching staff on how to write quantitative/content focused rubrics meeting CACREP Standards. As result of summer and quarterly workshops on rubric development, Dr. Effler, who has primary responsibility for teaching CG 631 – Group Counseling, revised rubrics for all related Key Assignments, in consultation with Counseling Program Director and Coordinator of Educational Assessment.</p>         | <p>Rubrics and Key Assignments were completely redesigned as curriculum was updated to assess CACREP 2016 standards and all rubrics were new in the 2018 – 2019 academic year. Recommendations for further improvement in 2019 – 2020 consists of analyzing rubric data and making any indicated curricular or rubric changes.</p> |
| <p><b>Student Learning Goal 7:</b> As Analysis of related CMAS rubric provides evidence for 40% of students demonstrating knowledge at the Capstone Level in Understanding “Summary and Analysis of Information--related to basic concepts of standardized and non-standardized testing”, Program director has implemented curricular improvements to more thoroughly address related concepts in future iterations of this course. Specifically, more focus to be placed on Statistical concepts such as measurements of central tendency, standard error of measurement, and non-standardized collection of information through clinical interviewing.</p> | <p>Training was provided for all teaching staff on how to write quantitative/content focused rubrics meeting CACREP Standards. As result of summer and quarterly workshops on rubric development, Dr. Effler, who has primary responsibility for teaching CG 671 – Assessment in Counseling, revised rubrics for all related Key Assignments, in consultation with Counseling Program Director and Coordinator of Educational Assessment.</p> | <p>Rubrics and Key Assignments were completely redesigned as curriculum was updated to assess CACREP 2016 standards and all rubrics were new in the 2018 – 2019 academic year. Recommendations for further improvement in 2019 – 2020 consists of analyzing rubric data and making any indicated curricular or rubric changes.</p> |
| <p><b>Student Learning Goal 8:</b> Program Director will meet with Instructor of EDUC 511 at the beginning of the term in which it is taught,</p>  | <p>Counseling Program director met multiple times with the Director of the online MEd program, Dr. Duran Williams, to discuss</p>   | <p>Rubrics and Key Assignments were completely redesigned as curriculum was updated to assess CACREP 2016 standards</p>  |



| <b>Specific Recommendations Resulting From Assessment in 2017-2018</b>  | <b>Specific Changes Implemented in 2018-2019 and Detailed Outcomes of those Changes</b>  | <b>Recommendations for Further Improvements in 2019-2020</b>  |
|---|--|---|
| <p>and review the Counseling Addendum to the EDUC 511 Research Paper Proposal Rubric, and discuss the appropriateness of Counseling related topics.</p> <p>Additional Improvements Suggested: For the 2018 – 2019 LMU Counseling OAR, revised rubrics will be developed with 2016 CACREP standards.</p> | <p>training of School Counselors alongside other MEd candidates (Curriculum and Instruction as well as Educational Administration).</p> <p>Counseling Program Director had multiple meetings with Dr. Cave, instructor for EDUC 511, to discuss Research Proposals and assessment of research competencies for Counseling students, and design rubrics to assess related CACREP standards.</p> <p>MEd Comprehensive Exam 100% Passing Rate</p> | <p>and all rubrics were new in the 2018 – 2019 academic year. Recommendations for further improvement in 2019 – 2020 consists of analyzing rubric data and making any indicated curricular or rubric changes.</p> |

**All Program/Administrative Unit Outcomes**

| <b>Specific Recommendations Resulting From Assessment in 2017-2018</b>  | <b>Specific Changes Implemented in 2018-2019 and Detailed Outcomes of those Changes</b>  | <b>Recommendations for Further Improvements in 2019-2020</b>   |
|---|--|--|
| <p><b>Program Goal 1: Increase use of technology to systematically improve program delivery and increase data collection through use of an electronic assessment system</b></p> <p>For the 2018 – 2019 year, 100% of assignments that assess student acquisition of knowledge in CACREP Standards are to be submitted and Assessed in Livetext, based on revised rubrics that discretely measure all of</p> | <p>In the 2018 – 2019 academic year, LMU Counseling faculty, as guided by the Counseling Program Advisory Board, aligned the Counseling Program curriculum with the 2016 CACREP Standards.</p> <p>Counseling Program Director, in consultation with Educational Assessment Resources coordinator, led faculty work sessions to develop rubrics, with each faculty developing</p> | <p>CACREP 2016 standards have been mapped to the LMU Counseling Program, and rubrics have been developed to measure 100% of standards.</p> <p>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</p> |



| <b>Specific Recommendations Resulting From Assessment in 2017-2018</b>  | <b>Specific Changes Implemented in 2018-2019 and Detailed Outcomes of those Changes</b>  | <b>Recommendations for Further Improvements in 2019-2020</b>  |
|---|--|---|
| the CACREP 2016 Standards, to ensure comprehensive and discriminant Assessment Data.  | assessment rubrics taking primary responsibility for her or his area of teaching.<br><br>Analysis and inspection of preliminary rubric data provides evidence that while the large majority of standards are being correctly assessed, due to error in data entry and rubric creation, a small number of rubrics have standards that are incorrectly mapped, or the CACREP 2009 standards were used. | identified in the curriculum plan, are assessed.  |
| <b>Program Goal 1: Increase use of technology to systematically improve program delivery and increase data collection through use of an electronic assessment system</b> The 2018 – 2019 Counseling OAR report will be revised to include 2 Mental Health Counseling and 2 School Counseling standards for curricular improvement, based on analysis of CMAS rubrics. | Counseling faculty met and revised the Counseling Program Learning Objectives. Mental Health Counseling and School Counseling were each made separate area for respective students, and Mental Health and School Counseling standards are reviewed each year.<br><br>Each year 1 curricular standard for each will be revised for curricular improvement.  | For the 2019 – 2020 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. |
| <b>Program Goal 1: Increase use of technology to systematically improve program delivery and increase data collection through use of an electronic</b>  | For the 2018 – 2019 academic year, Counseling Program Administrative Assistant has utilized electronic distribution list for all counseling degree candidates, and   | For the 2019 – 2020 Academic year, Counseling Program Administrative Assistant will develop a list of all   |

| <p align="center"><b>Specific Recommendations Resulting From Assessment in 2017-2018</b></p>   | <p align="center"><b>Specific Changes Implemented in 2018-2019 and Detailed Outcomes of those Changes</b></p>  | <p align="center"><b>Recommendations for Further Improvements in 2019-2020</b></p>   |
|--|--|--|
| <p><b>assessment system</b> For the 2018 – 2019 academic year and forward, Program Director has communicated that Admin. Asst. continue to utilize electronic distribution list of all current Counseling Degree Candidates, and regularly communicate program information and important deadlines.</p>  | <p>communicates important dates and events related to progress in the program and additional opportunities.</p>  | <p>assessments and place on a calendar for accurate sending of information.</p>  |
| <p><b>Program Goal 1: Increase use of technology to systematically improve program delivery and increase data collection through use of an electronic assessment system</b> In the year of 2018 – 2019, Counseling Program Director to participate in the Curriculum Review and Program Redesign Subcommittee and identify opportunities to implement online-hybrid courses to increase efficiencies of course delivery.</p> <p>For the 2018 – 2019 academic year, the Curriculum Review and Program Redesign Subcommittee will meet to revise the School Counseling Program, increasing Program to 60 credit hours utilizing courses in Masters of Education Programs in Carter and Moyers School of Education for efficiency of course delivery.</p> | <p>Counseling Program Director, in conjunction with the Counseling Program Curriculum Review and Program Redesign Committee, met several times in 2018 – 2019 to increase non-traditional options for scheduling.</p> <p>Specific achievements are as follows:</p> <p>Dr. Christy Cowan, online adjunct, had her course approved by Dr Erica Eschberger, Director of Online Learning, and this will be taught as a HYBrid class.</p> <p>Four courses were added to the School Counseling Concentration, and all of these courses were online offerings, the courses are as follows:</p> <p>EDUC 501 ONLN – Foundations of American Education<br/> CI 501 ONLN – Lesson planning and assessment</p> | <p>For the 2019 – 2020 Academic year, Counseling Faculty will monitor student experience of online and hybrid course formats as opposed to traditional delivery.</p> |

| <b>Specific Recommendations Resulting From Assessment in 2017-2018</b>  | <b>Specific Changes Implemented in 2018-2019 and Detailed Outcomes of those Changes</b>   | <b>Recommendations for Further Improvements in 2019-2020</b>  |
|---|---|---|
|   | CI 516 ONLN – Classroom Behavior Management and Motivational Theory<br>SPED 530 HYB – Special Education Law and Ethics  |   |
| <p><b>Program Goal 2: Increase Stakeholder Involvement in the Development and Evaluation of the Program</b></p> <p>For the 2018 – 2019 Academic year, and forward, LMU Counseling Program Advisory Board will meet at least 2x annually, and subcommittees will meet on an as-needed basis to advise the LMU Counseling Program, going forward.</p> | <p>Counseling Program Advisory Board met on 04-05-2019 to advise the program.</p> <p>Due to Change in Full-time faculty, the Counseling Program Advisory Board met once in the 2018 – 2019 academic year.</p> <p>In addition, the Curriculum Redesign and Program Redesign Committee met on and March 31, 2019 to recommend redesign of the Counseling Program in alignment with 2016 CACREP Standards.</p> | <p>For the 2019 – 2020 Academic year, and forward, LMU Counseling Program Advisory Board will meet at least 2x annually, and subcommittees will meet on an as-needed basis to advise the LMU Counseling Program, going forward.</p>   |
| <p>Continue to comply with all CACREP Standards and reporting procedures.</p>   | <p>Goal met. CACREP Vital Statistics report was filed on September 12<sup>th</sup>, 2018, for the 2017 – 2018 academic year.</p>  | <p>Continue to comply with all CACREP Standards and reporting procedures.</p> <p>Counseling Program Director will work with full-time faculty to develop a Self Study for re-accreditation and submit to the CACREP National Office by February 28, 2020.</p>   |
| <p>For the 2018 – 2019 year and beyond, Facebook Group will continue to be used as a source of information and announcements about Counseling Program and build growing connections with the local counseling community.</p>  | <p>Facebook group has been used to announce job openings, internship opportunities and alumni events, as well as program-related concerns such as local and state meetings of counseling-related organizations. Items such as office space in local counseling practices have also been advertised.</p>   | <p>For the 2019 – 2020 academic year, Facebook Group will continue to be used as a source of information and announcements about Counseling Program and build growing connections with the local counseling community. An additional focus on building the professional identity of a counselor and</p> |

| <b>Specific Recommendations Resulting From Assessment in 2017-2018</b>   | <b>Specific Changes Implemented in 2018-2019 and Detailed Outcomes of those Changes</b>   | <b>Recommendations for Further Improvements in 2019-2020</b>  |
|--|---|---|
|  |   | the importance of advocacy will be emphasized.  |
| As student feedback and advisory board comments have requested more focused coursework on addiction and recovery, For the academic year 2018 – 2019, Counseling Program will offer an elective Mental health Counseling course on addiction and treatment.   | During the Academic year, 2018 – 2019, course CG 595 – Special Topics Addiction and treatment, was developed and led by adjunct Dr Carletta Smelcer.  | Course CG 595 will be given a unique course number and added to the electives in Mental Health Counseling at LMU through the academic council.  |
| As student feedback and advisory board comments have requested more preparation and knowledge of IEP and Section 504 planning, for the academic year 2018 – 2019, School Counseling Program redesign will incorporate increased focus on Special Education Law.                                      | <p>LMU Counseling Program Curriculum Review and Program Redesign Committee met on Friday March 29<sup>th</sup>, 2019, and voted unanimously to add SPED 530 – Special Education Law and Ethics into the School Counseling Curriculum.</p> <p>This changes was affirmed and unanimously approved by the Counseling Program Advisory Board on April 5<sup>th</sup>, 2019, and subsequently approved by the School of Education Faculty, ad University Academic Council.</p> | <p>For the Academic year 2019 – 2020 and beyond, all School Counseling students will take two separate classes on legal issue in the Public School system, namely:<br/>           SPED 530 – Special Education Law and Ethics<br/>           And<br/>           IL 561 – School Law.</p> <p>No further improvement is needed.</p>     |
| <b>Program Goal 3: Strengthen Clinical Training Opportunities</b> For 2018 – 2019, Counseling Practicum and Internship Coordinator will maintain an electronic mailing list and send regular updates and information on best practices in Counseling Supervision to LMU Counseling Site Supervisors. | <p>Goal not met.</p> <p>Practicum and Internship Coordinator resigned directly before the Fall semester of 2018. Three full-time faculty, Dr. Theriot, Dr. Effler, and Dr. Tichon each taught one section of Practicum while conducting a</p>   | For 2019 – 2020 academic year, Counseling Practicum and Internship Coordinator will maintain an electronic mailing list and send regular updates and information on best practices in Counseling Supervision to LMU Counseling Site Supervisors to increase connection between LMU Counseling Program and clinical training partners. |

| <b>Specific Recommendations Resulting From Assessment in 2017-2018</b>   | <b>Specific Changes Implemented in 2018-2019 and Detailed Outcomes of those Changes</b>  | <b>Recommendations for Further Improvements in 2019-2020</b>  |
|--|--|---|
|  | <p>faculty search for the new Practicum and Internship Coordinator.</p> <p>Dr. Shelley Salter was hired to start in the Spring semester of 2019, and began to work with and develop relationships with Counseling Site Supervisors.</p>  |   |
| <p><b>Program Goal 3: Strengthen Clinical Training Opportunities</b> Continue to utilize highly experienced Site Supervisors, with training in Counselor Supervision, as Practicum Section Supervisors to increase field experience.</p> | <p>For the academic year 2019 – 2020, LMU Counseling Program got approved to serve as Practicum Section Supervisors, two highly experienced Site Supervisors, as follows:</p> <p>Jordan Culp, Licensed School Counselor, Karns High School. He has been active in local and state leadership positions in the Counseling Profession.</p> <p>Claudia Werner, LPC-MHSP, Director of Mobile Crisis at Ridgeview Psychiatric Hospital. She is an approved State of TN supervisor for LPCs and has held her LPC license for over 10 year, and brings a high level of professional excellence to the position.</p> | <p>For the 2019 – 2020 academic year, two additional Practicum Section Supervisors will be recruited based on demonstrated leadership in state and local counseling organizations, and/or demonstrated professional acumen in Counseling Supervision.</p> |

#### 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

| <b>Type/Name of Measure</b>                            | <b>Direct or Indirect Measure</b> | <b>Target Audience</b>              | <b>How were the Data Used?</b>   |
|--|-----------------------------------|-------------------------------------|--|
| 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 Livetext 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   |
| 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.              |

| <b>Type/Name of Measure</b>       | <b>Direct or Indirect Measure</b> | <b>Target Audience</b>                | <b>How were the Data Used?</b>   |
|-----------------------------------|-----------------------------------|---------------------------------------|--|
| 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 any appendix documents to [sarah.nadel@lmunet.edu](mailto:sarah.nadel@lmunet.edu) for inclusion in this report.

**APPENDIX A – CACREP VITAL STATISTICS REPORT – 2016 - 2019**

**MEd Counseling Programs at Lincoln Memorial University**

**CLINICAL MENTAL HEALTH COUNSELING PROGRAM**

**Reporting Year 2016** (CACREP Year defined as June 1, 2018 to May 31, 2019)

| <u>Statistic</u>            | <u>2016</u> | <u>2017</u> | <u>2018</u> | <u>2019</u> |
|-----------------------------|-------------|-------------|-------------|-------------|
| Number of Students Enrolled | 33          | 30          | 31          | 29          |
| Number of Graduates         | 12          | 13          | 12          | 9           |
| Completion Rate             | 94%         | 95%         | 82%         | 72%         |
| NCE Examination Pass Rate   | N/A         | 100%        | 100%        | 40%         |
| Job Placement Rate          | 77%         | 92%         | 83%         | 89%         |

**SCHOOL COUNSELING PROGRAM**

| <u>Statistic</u>            | <u>Year</u> |             |             |             |
|-----------------------------|-------------|-------------|-------------|-------------|
|                             | <u>2016</u> | <u>2017</u> | <u>2018</u> | <u>2019</u> |
| Number of Students Enrolled | 30          | 26          | 23          | 30          |
| Number of Graduates         | 15          | 16          | 21          | 17          |
| Completion Rate             | 93%         | 97%         | 84%         | 87%         |
| Praxis Pass Rate            | 90%         | 100%        | 100%        | 92%         |
| Job Placement Rate          | 76%         | 86%         | 56%         | 71%         |