

LMU

Lincoln Memorial University

2020-2021 Outcomes Assessment Report (OAR)

1. Academic Program/Administrative Unit:

LMU Counseling Program

2. Academic Program/Operational Office Leader:

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

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 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 #
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)	<i>1, 3, 10, 11</i>	<i>1, 2, 3</i>
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)	<i>1, 3, 10, 11</i>	<i>1, 2, 3</i>
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)	<i>1, 3, 10, 11</i>	<i>1, 2, 3</i>

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)	<i>1, 3, 9, 10, 11</i>	<i>1, 2, 3</i>
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)	<i>1, 2, 3, 9, 11</i>	<i>1, 2, 5</i>
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)	<i>1, 2, 3, 7, 10, 11</i>	<i>1, 2, 4</i>
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)	<i>1, 3, 10, 11</i>	<i>1, 2, 3, 7</i>
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)	<i>1, 3, 10, 11</i>	<i>1, 2, 6, 7</i>
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)	<i>1, 3, 10, 11</i>	<i>1, 2, 3</i>
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)	<i>1, 3, 10, 11</i>	<i>1, 2, 3</i>

All Program/Administrative Unit Outcomes

	Related University Goal #	Related Strategic Goal #
Program Goal 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 Goal 2: Increase Stakeholder Involvement in the Development and Evaluation of the Program	1, 3, 10, 11	1
Program Goal 3: Strengthen Clinical Training Opportunities and processes related to field and Clinical Placement of Counseling Interns.	1, 3, 10, 11	1
Program Goal 4: Increase LMU Med Counseling Recruitment and Retention.	1, 3, 10, 11	1

II. Form 2

All Student Learning Outcomes

2020-2021 Student Learning Outcomes	Assessment Methodology (Measures)	Assessment Targets	2020-2021 Assessment Findings	Recommendations for Improvements in 2021-2022
<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: Analysis of related CMAS rubric provides evidence for 46% of students demonstrating knowledge at the “Above Sufficient” Capstone Level in “Ethical standards of professional 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 46% of students demonstrating knowledge at the Capstone Level in Understanding “Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling”, this was selected as the targeted standard for improvement.</p> <p>Core faculty discussed possible meanings and interpretations for this data. As this has previously been a target standard for improvement, faculty to meet during Annual training, prior to classes, and review this revise the rubric as a team.</p>

2020-2021 Student Learning Outcomes	Assessment Methodology (Measures)	Assessment Targets	2020-2021 Assessment Findings	Recommendations for Improvements in 2021-2022
<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: Analysis of related CMAS rubric provides evidence for 70% of students demonstrating knowledge at the “Above Sufficient” Capstone Level in “multicultural and pluralistic characteristics within and among diverse groups nationally and internationally” (CACREP-2016-2.F.2.a)</p>	<p>Benchmark not met.</p> <p>As Analysis of related CMAS rubric provides evidence for 70% of students demonstrating knowledge at the Capstone Level in Understanding “multicultural and pluralistic characteristics within and among diverse groups nationally and internationally”, this was selected as a target standard for improvement.</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, to be made by Dr. Connie Theriot, course custodian.</p>

2020-2021 Student Learning Outcomes	Assessment Methodology (Measures)	Assessment Targets	2020-2021 Assessment Findings	Recommendations for Improvements in 2021-2022
<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: Analysis of related CMAS rubric provides evidence for 17% of students demonstrating knowledge at the “Above Sufficient” Capstone Level in “theories of individual and family development across the lifespan” (CACREP-2016-2.F.2.a)</p>	<p>Analysis of related CMAS rubric provides evidence for 17% of students demonstrating knowledge at the Capstone Level in Understanding “theories of individual and family development across the lifespan”. Counseling Core Faculty discussed this low achievement of standard might be related to issues of interrater reliability or that a different interpretation of the rubric scale by an adjunct might be the cause of the low student attainment of target standard.</p> <p>CG 581 – Human Growth and Development is taught by an adjunct faculty member, Dr. Christy Cowan, who is the only person who teaches this course. Counseling Program Director to meet with adjunct faculty, in person or over Zoom, to look at examples of student work and discuss achievement of</p>

2020-2021 Student Learning Outcomes	Assessment Methodology (Measures)	Assessment Targets	2020-2021 Assessment Findings	Recommendations for Improvements in 2021-2022
				various levels of target standard.
<p>Student Learning Goal 4: Counseling Degree Candidates will demonstrate an understanding of Career Development (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.) Annually, CACREP standard with lowest average rubric score will be selected for curricular improvement.</p>	<p>Results: 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)</p>	<p>Benchmark met. 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 (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.) Annually, CACREP standard with lowest average rubric score will be selected for curricular improvement.</p>	<p>Results: Analysis of related CMAS rubric provides evidence for 80% of students demonstrating knowledge at the Capstone Level or above for all standards relating to Counseling and Helping Relationships (CACREP-2016-2.F.5)</p>	<p>Benchmark met. 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 6: Counseling Degree Candidates will demonstrate</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</p>	<p>Results: Analysis of related CMAS rubric provides evidence for 80% of students</p>	<p>Benchmark met.</p>

2020-2021 Student Learning Outcomes	Assessment Methodology (Measures)	Assessment Targets	2020-2021 Assessment Findings	Recommendations for Improvements in 2021-2022
<p>an understanding of Group Counseling and Group Work</p> <p>(Group Counseling and Group Work - CACREP 2016.2.F.6)</p>		<p>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>demonstrating knowledge at the Capstone Level or above for all standards relating to Group Counseling and Group Work (CACREP-2016-2.F.6)</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 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: Analysis of related CMAS rubric provides evidence for 80% of students demonstrating knowledge at the Capstone Level or above for all standards relating to Assessment and Testing (CACREP-2016-2.F.6)</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 8: Counseling Degree Candidates will demonstrate an understanding of Research and Program Evaluation</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>Results: 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 Standards (CACREP.2016.2.F.8)</p>	<p>Incomplete Data.</p> <p>No recommendations for Improvement in Instructional Strategies as Learning Outcome appears to be met according to CMAS rubric outcome</p>

2020-2021 Student Learning Outcomes	Assessment Methodology (Measures)	Assessment Targets	2020-2021 Assessment Findings	Recommendations for Improvements in 2021-2022
(Research and Program Evaluation - CACREP 2016.2.F.8)		Annually, CACREP standard with lowest average rubric score will be selected for curricular improvement.		Assessment on related CACREP Standard.
<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>	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 “School Counseling” Concentration (CACREP.2016.5.G)</p> <p>Annually, CACREP standard with lowest average rubric score will be selected for curricular improvement.</p>	Results: Analysis of related CMAS rubric provides evidence for an empty data set for many of the School Counseling Program Standards. (CACREP-2016-5.G)	<p>Incomplete Data.</p> <p>Counseling Faculty modified rubrics which assess School Counseling Standards during the 2020 – 2021 School year for more discrete assessment of School Counseling CACREP standards. In the process of this revision, many CACREP standards were not correctly added to rubric elements. Counseling faculty to reassess rubric data related to School Counseling Standards and present to faculty prior to the Fall 2021 semester.</p>
<p>Student Learning Goal 10: Mental Health Counseling Degree Candidates will demonstrate an understanding of Clinical Mental Health Counseling</p>	Rubric Score for Key Assignments in CMAS Assessment System	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)	Results: Analysis of related CMAS rubric provides evidence for 40% of Mental Health Counseling Students demonstrating knowledge at the “Above Sufficient” Capstone Level in “classifications, indications, and contraindications of	As Analysis of related CMAS rubric provides evidence for 40% of students demonstrating knowledge at the Capstone Level in Understanding “classifications, indications, and contraindications of

2020-2021 Student Learning Outcomes	Assessment Methodology (Measures)	Assessment Targets	2020-2021 Assessment Findings	Recommendations for Improvements in 2021-2022
(Clinical Mental Health Counseling - CACREP 2016.5.C)		Annually, CACREP standard with lowest average rubric score will be selected for curricular improvement.	commonly prescribed psychopharmacological medications for appropriate medical referral and consultation” (CACREP-2016-5.C.2.h)	commonly prescribed psychopharmacological medications for appropriate medical referral and consultation”, this was selected as a target standard for improvement. 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, to be made by Dr. Joel “David” Effler, course custodian.

All Program/Administrative Unit Outcomes

2020-2021 Program/Administrative Unit Outcomes	Assessment Methodology (Measures)	Assessment Targets	2020-2021 Assessment Findings	Recommendations for Improvements in 2021-2022
Program Goal 1: Increase use of technology to systematically improve	Inspection of Livetext Rubric Data and Rubric Reports	100% of Key assessments will be revised to reflect the eight Common Core	Benchmark Not Met.	Counseling Program Faculty reviewed and developed a plan to review the rubrics to

2020-2021 Program/ Administrative Unit Outcomes	Assessment Methodology (Measures)	Assessment Targets	2020-2021 Assessment Findings	Recommendations for Improvements in 2021-2022
<p>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>Areas in the Counseling Curriculum as outlined in 2016 CACREP standards.</p>	<p>Inspection of Assessment results from the 2020 – 2021 academic year provide evidence for the majority of CACREP standards being assessed. There are two notable exceptions to this pattern.</p> <p>Some of the rubrics that were redesigned lacked correct entry of School Counseling standards (CACREP.2016.5.G) and the Research and Program Evaluation Standards (CACREP.2016.2.F.8) assessed in a Counseling Addendum.</p>	<p>ensure that School Counseling Standards are correctly associated with rubric elements.</p> <p>To ensure that the CACREP Research and Program Evaluation Standards (CACREP.2016.2.F.8) are being assessed in a meaningful and informed way, a Counseling Program Faculty member will be added as a secondary assessor to the assignments in EDUC 511 – Research and Statistics, to assess standards which assess knowledge related to CACREP-2016.2.F.8 for the 2020 – 2021 and 2021 – 2022 academic years. Counseling faculty to review resultant 2020 – 2021 data prior to the beginning of the Fall 2021 semester.</p>
<p>Program Goal 1: Increase use of technology to systematically improve program delivery and increase data collection through use of an electronic assessment</p>	<p>Inspection of Livetext Rubric Data and Rubric Reports</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</p>	<p>Benchmark Met.</p> <p>As detailed elsewhere in this report, one standard for improvement was selected from among the Mental Health Counseling Standards for this</p>	<p>Continue the Assessment and Curriculum improvement cycle to ensure that one School Area Specialty and one Mental Health Area Specialty are identified for curricular</p>

2020-2021 Program/ Administrative Unit Outcomes	Assessment Methodology (Measures)	Assessment Targets	2020-2021 Assessment Findings	Recommendations for Improvements in 2021-2022
<p>system: 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>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.</p> <p>This Counseling Program Data Retreat meeting will be held Annually in May or June, to facilitate Outcomes Assessment Report writing over the Summer.</p>		<p>School Counseling and Mental Health Counseling Standards.</p>	<p>2019 - 2020 Counseling Program OAR report.</p> <p>Counseling Program Faculty will meet in August 2021, prior to the beginning of the Fall semester, to ensure that all School Counseling CACREP standards are accurately associated with related rubric elements.</p>	<p>improvement annually, by analysis of rubric data in the ViaLivetext system.</p>
<p>Program Goal 2: Increase Stakeholder Involvement in the Development and</p>	<p>Inspection of Faculty Scholarly Activity Reports</p>	<p>Faculty will show evidence of high-quality presentations and</p>	<p>Benchmark Met</p>	<p>For the 2021 – 2022 academic year and beyond, Counseling faculty at LMU</p>

2020-2021 Program/ Administrative Unit Outcomes	Assessment Methodology (Measures)	Assessment Targets	2020-2021 Assessment Findings	Recommendations for Improvements in 2021-2022
<p>Evaluation of the Program – Outcome: 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>and emails with local counselor training directors</p>	<p>collaborate to increase presentations with students.</p>	<p>Despite the Covid-19 pandemic, for the 2020 – 2021 academic year, LMU Counseling Program Faculty conducted a greater number of training and professional development seminars for local, state, and national audiences, all in virtual format, including the following presentations.</p> <p>Salter, S. E. & Tichon, M. (July 2020). Gatekeeping and Supervision for School Counselors. Knox County Schools, Counselor In-Service, Zoom training.</p> <p>Salter, S. E. (February 2021). Creating Trauma Sensitive Schools, East TN Council on Children and Youth. Zoom training.</p> <p>Salter, S. E. & Theriot, C. (February 2021). Supervision 101 for School Counselors. Knox County Schools,</p>	<p>will continue to engage in conference presentations as well as utilize LMU facilities for Continuing Training Opportunities for Site Supervisors and Licensed Counselors.</p>

2020-2021 Program/ Administrative Unit Outcomes	Assessment Methodology (Measures)	Assessment Targets	2020-2021 Assessment Findings	Recommendations for Improvements in 2021-2022
			<p>Counselor In-Service. Zoom training.</p> <p>Theriot, C. & Salter, S. E. (February 2021). Ethical and Legal Issues for School Counselors Working with Suicidal Students. Knox County Schools, Counselor In-Service. Zoom training.</p>	
<p>Program Goal 2: 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>	<p>School Counseling Praxis National Counselor Examination given by the NCE program</p>	<p>School Counseling Med Degree Candidates will evidence a pass rate of 90% on the School Counseling praxis.</p> <p>Mental Health Counseling Degree Candiadates will evidence a 90% pass rate on the National Counselor Examination.</p>	<p>School Counseling – Benchmark Met.</p> <p>100% of School Counseling Med graduates passed the School Counseling Praxis.</p> <p>Mental Health Counseling – Benchmark Not met.</p> <p>75% of Mental health counseling Program Graduates passed the on-campus administration of the NCE. (77% pass rate was the national average).</p>	<p>For the 2021 – 2022 Academic year, all School Counseling and Mental health Counseling students will be encouraged to take the School Counseling Praxis or the NCE during Internship, or through the on-campus program, to minimize time out of school prior to test.</p>
<p>Program Goal 3: Increased Focus on Collaboration with Site Supervisors. For the 2020-2021 Academic year, all</p>	<p>Inspection of Clinical Site Visit Reports on file with LMU Counseling Program Practicum and Internship</p>	<p>Each Core Faculty will visit at least three clinical sites per academic year</p>	<p>Benchmark not Met</p> <p>Due to the smaller than usual number of students on Practicum for the 2020 – 2021</p>	<p>For the 2021 – 2022 academic year, Counseling faculty will seek a more varied assignment of Practicum and Internship</p>

2020-2021 Program/ Administrative Unit Outcomes	Assessment Methodology (Measures)	Assessment Targets	2020-2021 Assessment Findings	Recommendations for Improvements in 2021-2022
<p>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> <p>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.</p>	<p>Coordinator for the year 2020 – 2021.</p>		<p>academic year, and in light of Covid-19 precautions at many of the clinical sites, all site visits were conducted by Dr. Shelley Salter, Practicum and Internship Coordinator.</p>	<p>classes. This will provide a wide range of instructors to engage in relationship-building with site supervisors. Counseling faculty will also develop a Counseling Program Site Supervisor Survey that is discrete from the Employer survey and the Site Supervisor Survey completed by Site Supervisors at the end of the Practicum or Internship Placement.</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 and recruitment and retention efforts.</p>	<p>Student enrollment, Open House Attendance, Graduation Rate.</p>	<p>LMU Counseling faculty will add a recruitment Agenda Item at every meeting.</p> <p>LMU Counseling Faculty will hold at least 2 virtual open house events during the 2020 – 2021 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>Every Counseling faculty meeting contained an agenda item dedicated to recruitment and enrollment, with counseling faculty members following up on items discussed in minutes.</p> <p>The LMU Counseling Program hosted two virtual open houses during the 2020 – 2021 academic year, and was one of the top two programs in terms of attendance.</p> <p>Five students have been accepted to start at the Harrogate campus in the Fall</p>	<p>Placing a closer focus on recruitment and retention has resulted in increased enrollment to begin the Fall 2021 class, especially at the Harrogate Site.</p> <p>For the 2021 – 2022 academic year, the counseling faculty will continue to have a recruitment and retention Agenda item at every meeting and continue to reach out to community partners as well as host multiple open houses throughout the year.</p>

2020-2021 Program/ Administrative Unit Outcomes	Assessment Methodology (Measures)	Assessment Targets	2020-2021 Assessment Findings	Recommendations for Improvements in 2021-2022
			of 2021, the largest starting class in several years.	

III. Form 3

All Student Learning Outcomes

Specific Recommendations Resulting from Assessment in 2019-2020	Specific Changes Implemented in 2020-2021 and Detailed Outcomes of those Changes	Recommendations for Further Improvements in 2021-2022
<p>Student Learning Goal 1: Counseling Degree Candidates will demonstrate an understanding of the ethics and professional standards of the counseling profession.</p> <p>Benchmark not met.</p> <p>As Analysis of related CMAS rubric provides evidence for 25% 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”, this was selected as the targeted standard for improvement.</p> <p>Core faculty discussed possible meanings and interpretations for this data and decided that curricular improvements were required to more thoroughly address related concepts in future iterations of this course.</p> <p>This was a standard targeted for improvement in the assessment cycle. Therefore, as the standard has not been achieved for two years, course custodian Dr. Connie Theriot worked in</p>	<p>Analysis of revised CMAS rubric provides evidence for 46% of students demonstrating knowledge at the Capstone Level in Understanding “Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling”.</p> <p>This shows an increase in student attainment of the target standard at Capstone Level. Faculty examined the rubric and there are several ethical standards that are assessed closely with this rubric, including State of TN ethical standards.</p> <p>Faculty collaborative discussion that close examination of ethical issues is a hallmark of the ethical counselor.</p>	<p>For the 2021 – 2022 academic year, the CG 501 – Professional Orientation and Ethics, Ethical Case Study rubric will be further revised to more closely assess the CACREP target standard, and discriminate from other standards, as assessment of multiple rubric elements relating to target standard. Faculty will make this revision in August 2021, prior to the beginning of the class or the Fall 2021 semester.</p>

Specific Recommendations Resulting from Assessment in 2019-2020	Specific Changes Implemented in 2020-2021 and Detailed Outcomes of those Changes	Recommendations for Further Improvements in 2021-2022
<p>collaboration with counseling program director to revise the assignment and assessment rubric.</p> <p>Standard CACREP-2016-2.F.1.i was more clearly aligned with the Key Assignment in CG 501 – Professional Orientation and Ethics in Counseling and the ViaLivetext Assessment Rubric was revised for use in Fall 2020 term and beyond.</p>		
<p>Student Learning Goal 2: Counseling Degree Candidates will demonstrate an understanding of Social and Cultural Diversity in Counseling</p> <p>As Analysis of related CMAS rubric provides evidence for 79% of students demonstrating knowledge at the Capstone Level in Understanding “theories and models of multicultural counseling, cultural identity development, and social justice and advocacy”, this was selected as a target standard for improvement.</p> <p>Counseling core faculty discussed student achievement of standard was just below the suggested cutoff score. Faculty also discussed the spirit of the standard in providing students with a knowledge of social justice and advocacy.</p>	<p>For the academic year of 2020 – 2021, course custodian, Dr. Connie Theriot, thoroughly infused concepts related to social justice and white privilege into the CG 531 – Social and Cultural Aspects of Counseling.</p> <p>Analysis of related CMAS rubric provides evidence for 87% of students demonstrating knowledge at the Capstone Level in Understanding “theories and models of multicultural counseling, cultural identity development, and social justice and advocacy”, this targeted improvement appears to have been effective.</p>	<p>Benchmark met.</p> <p>Curricular changes had the effect of increasing student attainment of knowledge at Capstone level and will be kept for the academic year of 2021 – 2022. No further modifications needed for this standard.</p>

Specific Recommendations Resulting from Assessment in 2019-2020	Specific Changes Implemented in 2020-2021 and Detailed Outcomes of those Changes	Recommendations for Further Improvements in 2021-2022
<p>To address this deficiency, core faculty made curricular improvements to more thoroughly address related concepts in future iterations of this course, specifically that concepts related to social justice and white privilege are thoroughly infused into the CG 531 – Social and Cultural Aspects of Counseling, in 2020 – 2021 Academic year and beyond.</p>		
<p>Student Learning Goal 3: Counseling Degree Candidates will demonstrate an understanding of Human Growth and Development in Counseling</p> <p>As Analysis of related CMAS rubric provides evidence for 0% of students demonstrating knowledge at the Capstone Level in Understanding of “systemic and environmental factors that affect human development, functioning, and behavior”, Counseling Program Director collaborated with the Educational Assessment Resources Coordinator for further data analysis on this rubric outcome data, as it is significant outlier.</p> <p>Further inspection revealed that all students assessed received high scores and positive remarks on their papers, and that an adjunct taught this course. Conversations with adjunct</p>	<p>Counseling Program Director communicated with adjunct faculty member who teaches CG 581 – Human Growth and Development. Adjunct had scored the rubric in the wrong direction. As a result, adjunct instructor, Dr. Christy Cowan, scored the 2020 – 2021 rubrics correctly, though on most standards related to Human Growth and Development, most students scored a rubric score of “2 – Sufficient”.</p>	<p>Program Director will discuss rubric scoring and target student knowledge in the Summer 2021 term, to increase inter-rater reliability. CG 581 – Human Growth and Development is taught by an adjunct faculty member, Dr. Christy Cowan. Counseling Program Director to meet with adjunct faculty, in person or over Zoom, to look at examples of student work and discuss achievement of various levels of target standard.</p>

Specific Recommendations Resulting from Assessment in 2019-2020	Specific Changes Implemented in 2020-2021 and Detailed Outcomes of those Changes	Recommendations for Further Improvements in 2021-2022
<p>faculty revealed that the rubric was scored in the wrong direction. Thus, this low rubric score is indicative of needed adjunct training.</p> <p>Counseling Program Director has communicated with adjunct faculty who teach CG 581 to ensure proper data entry for rubrics.</p>		
<p>Student Learning Goal 6: Counseling Degree Candidates will demonstrate an understanding of Group Counseling and Group Work</p> <p>As “ethical and culturally relevant strategies for designing and facilitating groups”, was the standard on which the lowest percentage of students demonstrated Capstone level of Knowledge, and the societal importance of understanding concepts related to social justice, further curricular improvements include incorporating lesson planning related to implementing a social justice framework when designing parent education groups to ensure factors such as diversity and white privilege are understood by students.</p> <p>Core faculty collaboratively decided that “ethical and Culturally relevant factors” will include more thorough teaching of concepts related to social justice and white privilege in all courses in</p>	<p>To more fully teach concepts related to “ethical and Culturally relevant factors” in group leadership and compositions, Dr. Tichon and Dr. Effler included concepts related to social justice and white privilege into CG 631 – Group Counseling for the 2020 – 2021 Academic year, as they are course instructors. Course discussions were particularly germane to the social environment as this course was taught in the Summer term of 2020.</p>	<p>Benchmark met.</p> <p>Curricular changes had the effect of increasing student attainment of knowledge related to “ethical and culturally relevant strategies for designing and facilitating groups” at Capstone level and will be kept for the academic year of 2021 – 2022. No further modifications needed for this standard.</p>

<p align="center">Specific Recommendations Resulting from Assessment in 2019-2020</p>	<p align="center">Specific Changes Implemented in 2020-2021 and Detailed Outcomes of those Changes</p>	<p align="center">Recommendations for Further Improvements in 2021-2022</p>
<p>the LMU Counseling Program in the 2020 – 2021 Academic year.</p> <p>Dr. Tichon and Dr. Effler will include these concepts in CG 631 – Group Counseling for the 2020 – 2021 Academic year, as they are course instructors.</p>		
<p>Student Learning Goal 8: Counseling Degree Candidates will demonstrate an understanding of Research and Program Evaluation</p> <p>As Analysis of related CMAS rubric provides evidence for 75% of students demonstrating knowledge at the Capstone Level in Understanding “ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation”, this was selected as a target standard for curriculum modification.</p> <p>Core faculty reviewed the related Key Assignment and made a revision of the EDUC 511 Research Proposal Assignment, adding a section specific for student to discuss the ethical and culturally relevant strategies associated with data and research analysis.</p>	<p>Incomplete Data.</p> <p>For the academic year of 2020 – 2021, concepts related to the importance of culture on the ethics on the conducting, interpreting, and reporting of results of research and program evaluation into the EDUC 511 – Educational Research and Statistics course. Course students were also presented with a rubric and template in which these concepts were clearly highlighted.</p> <p>Analysis of related CMAS rubric provides evidence for 97% of students demonstrating knowledge at the Capstone Level in Understanding “ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation”, (CACREP.2016.2.F.8.j), thus this targeted improvement appears to have been effective.</p>	<p>Benchmark met.</p> <p>Curricular changes had the effect of increasing student attainment of knowledge at Capstone level and will be kept for the academic year of 2021 – 2022. No further modifications needed for this standard.</p>

Specific Recommendations Resulting from Assessment in 2019-2020	Specific Changes Implemented in 2020-2021 and Detailed Outcomes of those Changes	Recommendations for Further Improvements in 2021-2022
<p>Student Learning Goal 9: School Counseling Degree Candidates will demonstrate an understanding of School Counseling Competencies</p> <p>As Analysis of related CMAS rubric provides evidence for 75% of students demonstrating knowledge at the Capstone Level in Understanding “professional organizations, preparation standards, and credentials relevant to the practice of school counseling”, standard CACREP-2016-5.G.2.1 was selected for curricular modification.</p> <p>Core faculty discussed this standard and how it relates to the concept of developing the counselor professional identity. Course custodian, Dr. Shelley Salter, will teach this class with which this standard is associated, CG 508 – Foundations of School Counseling in the spring of 2021, and has modified lesson plans to place a stronger focus on professional organizations, preparation standards, and credentials related specifically to the practice of school counseling .</p>	<p>Incomplete Data.</p> <p>Counseling Faculty modified rubrics which assess School Counseling Standards during the 2020 – 2021 School year for more discrete assessment of School Counseling CACREP standards. In the process of this revision, many CACREP standards were not correctly added to rubric elements.</p>	<p>Counseling faculty to reassess rubric data related to School Counseling Standards and present to faculty prior to the Fall 2021 semester. Faculty will identify one CACREP School Counseling Standard for improvement in the 2021 – 2022 academic year prior to the Fall 2021 semester.</p>

All Program/Administrative Unit Outcomes

Specific Recommendations Resulting from Assessment in 2019-2020	Specific Changes Implemented in 2020-2021 and Detailed Outcomes of those Changes	Recommendations for Further Improvements in 2021-2022
<p>Program Goal 1: Increase use of technology to systematically improve program delivery and increase data collection through use of an electronic assessment system: Continue to require that 100% of all 2016 CACREP core curriculum standards are assessed in Key Assessments in the ViaLivetext system, and monitor faculty completion of Livetext rubric.</p> <p>Continue the Assessment and Curriculum improvement cycle to ensure that one School Area Specialty and one Mental Health Area Specialty are identified for curricular improvement annually, by analysis of rubric data in the ViaLivetext system.</p> <p>For the Academic year 2020 – 2021 and forward, Counseling Program faculty will have 2 data retreat meetings per year. The Practicum approval meeting, to review and approve candidates for entry into clinical practice in May or June and a Data retreat meeting prior to the beginning of the academic year, in late July or early August each year, to review prior year assessment data prior to the official start of the school year.</p>	<p>At the beginning of every semester, Counseling Faculty checked to ensure that the correct Rubrics were being used in ViaLivetext and Counseling Program Director communicated any discrepancies to the Coordinator of Educational Assessment Resources.</p> <p>As evidenced in the ViaLivetext Assessment system, 100% of courses utilized the correct 2016 CACREP standards.</p> <p>Counseling Faculty held 2 data retreat meetings in the 2020 – 2021 academic year.</p> <p>On May 5, 2021, Counseling Faculty reviewed all Applicants for Practicum in the Fall 2021 semester and key transition data, including disposition assessments. All students who had applied for Practicum in the Fall were approved.</p> <p>On June 10, 2021, Counseling Faculty held a Data Retreat meeting to review assessment data for the past year, for programmatic improvement. Faculty reviewed data including aggregate student achievement of CACREP curricular standards, End of Course Surveys, NCE Pass Data from Fall 2020, School Counseling Praxis Pass Rate Data from 2020 – 2021, graduation and employment rates.</p>	<p>Holding 2 data retreat meetings, one for reviewing applicants to practicum and one for reviewing programmatic data to complete the LMU Counseling Program Annual Outcomes Assessment Report appears to assist in closing the loop in the assessment process.</p> <p>In meeting, Counseling faculty noted that 2 goals for programmatic Assessment had not yet been completed. Goal #1 was developing an online survey assessing student experience of, and preference for, online vs. seated classroom experience, and Goal #2 was reviewing Annual Employer and Alumni survey.</p> <p>Counseling Faculty set goal of acquiring this assessment data, reviewing it as a team, and using this to make programmatic improvements prior to the beginning of the 2021 – 2022 academic year.</p>
<p>Program Goal 1: Increase use of technology to systematically improve program delivery and increase data collection through use of an</p>	<p>Counseling Program Director to work with Director of Assessment to develop and administer and review this with Counseling faculty prior to</p>	<p>Students will be surveyed on their personal experience of, and preference for, online classes ad seated classes, in the Summer 2021, and</p>

Specific Recommendations Resulting from Assessment in 2019-2020	Specific Changes Implemented in 2020-2021 and Detailed Outcomes of those Changes	Recommendations for Further Improvements in 2021-2022
<p>electronic assessment system: For the 2020 - 2021 Academic year, counseling core faculty will design a Program specific assessment of student experience of online vs. seated course experience and use to inform future curriculum and course delivery.</p>	<p>the beginning of the Fall semester of the 2021 – 2022 academic year.</p> <p>As the Program is currently in CACREP review, recommendations would not be implemented in the 2021 – 2022 academic year, as change in format to online classes may require a CACREP substantive form change.</p>	<p>faculty will review this data at the next Annual Retreat, in May or June of 2022, to inform course design in the 2022 – 2023 academic year.</p>
<p>Program Goal 1: Increase use of technology to systematically improve program delivery and increase data collection through use of an electronic assessment system: Counseling Program Director will remind faculty in skills based and clinical courses to complete all Disposition forms. Counseling Program Director will work with the Director of Assessment to monitor faculty completion of Educator / Counselor Dispositions Forms at the end of the semester to ensure that data set is complete.</p>	<p>Counseling Program Director worked closely with faculty in skills based and clinical classes to complete dispositions, as this is important in the transitions through the program. Dispositions are completed in the following courses:</p> <p>CG 541 – Counseling Skills CG 631 - Group Counseling CG 593 – Practicum in Counseling CG 698/699 – Counseling Internship</p> <p>Course Instructors and Site Supervisors have completed dispositions assessment for 100% of students, and all students received passing marks.</p>	<p>Counseling faculty to continue to assess all students on dispositions of the counseling profession in the following courses:</p> <p>CG 541 – Counseling Skills CG 631 -Group Counseling CG 593 – Practicum in Counseling CG 698/699 – Counseling Internship</p>
<p>Program Goal 1: Increase use of technology to systematically improve program delivery and increase data collection through use of an electronic assessment system: Counseling Program faculty will take the proposal to make “Addiction Counseling” a permanent addition to the LMU Counseling Program Course offerings to the September 2020 Academic Council.</p>	<p>On April 15, 2021, LMU School of Education Interim Dean, Dr. Teresa Bicknell, presented to the LMU Academic Council, the proposal to make CG 577 – Addiction Counseling, a permanent elective for the Mental Health Counseling Specialization, and add it to the Graduate Catalog. The proposal passed unanimously.</p>	<p>Change has been made and added to the LMU Graduate Programs Catalog. The LMU Counseling faculty have no further recommendations related to this curricular change.</p>

<p align="center">Specific Recommendations Resulting from Assessment in 2019-2020</p>	<p align="center">Specific Changes Implemented in 2020-2021 and Detailed Outcomes of those Changes</p>	<p align="center">Recommendations for Further Improvements in 2021-2022</p>
<p>Program Goal 1: Increase use of technology to systematically improve program delivery and increase data collection through use of an electronic assessment system: CACREP Self-Study to be completed by the end of the Fall 2020 semester, which will initiate the CACREP Accreditation reaffirmation process.</p>	<p>The LMU Counseling Program Self-Study was submitted to CACREP national offices on December 4th, 2020. On April 26th, 2021, the LMU Counseling Program faculty were provided with Initial reviewers' comments and informed that the self-study was accepted and that the LMU Counseling Program extended a site visit, to occur on or around Fall 2021 academic semester. LMU Counseling faculty were provided feedback and request for clarification where reviewers had questions about standards being met.</p> <p>CACREP has extended the accreditation period of the LMU Counseling Programs to October 31, 2022, and a site visit is in the planning stages for the latter part of the Fall term of 2021.</p>	<p>Program Director and CACREP Liaison, Dr. Mark Tichon, contacted Jonathan Collum, CACREP Site Visit Coordinator, to discuss the Site visit.</p> <p>A site visit will be scheduled, to occur in the timeframe of October – November 2021. LMU Counseling Faculty will be working to develop a concurrent Addendum to the LMU Counseling Program Self-Study to clarify how CACREP standards are met for standards where reviewers requested additional information.</p> <p>The Addendum to the LMU Counseling Program Self Study will be submitted to the CACREP offices by September 7th, 2021.</p>
<p>Program Goal 2: Increase Stakeholder Involvement in the Development and Evaluation of the Program: For the 2020 – 2021 academic year and beyond, Counseling faculty at LMU 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>Despite the Covid-19 pandemic, for the 2020 – 2021 academic year, LMU Counseling Program Faculty conducted a greater number of training and professional development seminars for local, state, and national audiences, all in virtual format, including the following presentations.</p> <p>Salter, S. E. & Tichon, M. (July 2020). Gatekeeping and Supervision for School Counselors. Knox County Schools, Counselor In-Service, Zoom training.</p> <p>Salter, S. E. (February 2021). Creating Trauma Sensitive Schools, East TN Council on Children and Youth. Zoom training.</p>	<p>For the 2021 – 2022 academic year and beyond, Counseling faculty at LMU will continue to engage in conference presentations as well as utilize LMU facilities for Continuing Training Opportunities for Site Supervisors and Licensed Counselors.</p>

Specific Recommendations Resulting from Assessment in 2019-2020	Specific Changes Implemented in 2020-2021 and Detailed Outcomes of those Changes	Recommendations for Further Improvements in 2021-2022
	<p>Salter, S. E. & Theriot, C. (February 2021). Supervision 101 for School Counselors. Knox County Schools, Counselor In-Service. Zoom training.</p> <p>Theriot, C. & Salter, S. E. (February 2021). Ethical and Legal Issues for School Counselors Working with Suicidal Students. Knox County Schools, Counselor In-Service. Zoom training.</p>	
<p>Program Goal 2: Increase Stakeholder Involvement in the Development and Evaluation of the Program: As 58% of Counseling Program Alumni scored at the target level of “Mastery” or “Accomplished” in relation to knowledge of Research and Program Evaluation, Counseling Faculty will hold a virtual “Research Recruitment Meeting” in the 2020 – 2021 academic year, to highlight personal research interests and projects to encourage student engagement in the research and scholarly activity process while in graduate school.</p>	<p>Counseling faculty discussed research and opportunities for professional development and scholarly activity in their classrooms. In addition, Counseling Program Administrative Assistant, Mrs. Kristen Smith, sent out emails related to professional development activities at the local, state, and national level.</p> <p>These efforts resulted in two presentations with faculty presenting with graduate students at the national level.</p> <p>Dr. Tichon also connected with the Smoky Mountain Counseling Association, and \$200 was provided for student professional development for the coming academic year.</p>	<p>Counseling Faculty to encourage retention of current students, with focus on historically underserved minorities, by encouraging students to engage in professional development activities. Counseling faculty to use available funding to support scholarly activity and conference attendance of students, with focus on developing professional counselor identity of diverse students to assist in retention and exposure to state and national level leadership opportunities in the field.</p>
<p>Program Goal 2: Increase Stakeholder Involvement in the Development and Evaluation of the Program: In the 2020 – 2021 academic year, Practicum and Internship coordinator to develop a separate assessment</p>	<p>Program Director and Practicum and Internship Coordinator have set a date to develop and administer a follow-up survey of Site Supervisors in the LMU Counseling Program. Data will be</p>	<p>Prior to the Fall 2021 Practicum class, Counseling faculty will review results of the Site Supervisor Survey, and make program modifications, as necessary.</p>

Specific Recommendations Resulting from Assessment in 2019-2020	Specific Changes Implemented in 2020-2021 and Detailed Outcomes of those Changes	Recommendations for Further Improvements in 2021-2022
instrument for follow-up survey of Site Supervisors.	reviewed prior to the beginning of the Fall 2021 semester.	
<p>Program Goal 3: Increased Focus on Collaboration with Site Supervisors. Develop Site Supervisor Training Opportunities at LMU for Site Supervisors. For the 2020 – 2021 Academic year, Practicum and Internship Coordinator and Counseling Program Director will collaborate on online trainings for Knox County Schools as well as the Tennessee Licensed Professional Counselor Association.</p>	<p>LMU Counseling Program Faculty conducted a greater number of training and professional development seminars for local, state, and national audiences, all in virtual format, including the following presentations.</p> <p>Salter, S. E. & Tichon, M. (July 2020). Gatekeeping and Supervision for School Counselors. Knox County Schools, Counselor In-Service, Zoom training.</p> <p>Salter, S. E. (February 2021). Creating Trauma Sensitive Schools, East TN Council on Children and Youth. Zoom training.</p> <p>Salter, S. E. & Theriot, C. (February 2021). Supervision 101 for School Counselors. Knox County Schools, Counselor In-Service. Zoom training.</p> <p>Theriot, C. & Salter, S. E. (February 2021). Ethical and Legal Issues for School Counselors Working with Suicidal Students. Knox County Schools, Counselor In-Service. Zoom training.</p>	<p>For the 2021 – 2022 academic year and beyond, Counseling faculty at LMU will continue to engage in professional development activities for the local counseling community, as well as utilize LMU facilities for Continuing Training Opportunities for Site Supervisors and Licensed Counselors, as Covid-19 precautions allow.</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

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
Counseling Program Handbook	Direct	LMU Counseling Stakeholders	Provides Evidence of Program Transition Points, and Implementation of Background Check Policy

Type/Name of Measure	Direct or Indirect Measure	Target Audience	How were the Data Used?
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 any appendix documents to Carlton.Larsen@lmunet.edu for inclusion in this report.

CACREP VITAL STATISTICS REPORT – 2018 – 2021

Med Counseling Programs at Lincoln Memorial University

CLINICAL MENTAL HEALTH COUNSELING PROGRAM

	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
Number of Students Enrolled <i>(on Feb 1, current year)</i>	31	29	24	26
Number of Graduates <i>(Summer & Fall prior year, Spring current year)</i>	12	9	12	14
Completion Rate	82%	72%	86%	88%
NCE Examination Pass Rate	100%	40%	N/A	75%
Job Placement Rate	83%	89%	82%	100%

SCHOOL COUNSELING PROGRAM

	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
Number of Students Enrolled <i>(on Feb 1, current year)</i>	23	30	28	18
Number of Graduates <i>(Summer & Fall prior year, Spring current year)</i>	21	17	14	6
Completion Rate	84%	87%	100%	90%
School Counseling Praxis Pass Rate	100%	92%	93%	100%
Job Placement Rate	56%	71%	92%	92%

APPENDIX B – Significant Program Changes and Activities – 6-1-2020 – 5-31-2021

The following significant program changes and activities during the 2020 – 2021 Academic year specifically advanced the mission of the LMU Counseling Program and advancement of the CACREP Standards.

CACREP Accreditation Process

The primary goal for the faculty of the Counseling Program for the past year was the writing and submission of the CACREP Self Study for Counseling Program Reaccreditation. The LMU Counseling Program Self-Study was submitted to CACREP national offices on December 4th, 2020. On April 26th, 2021, the LMU Counseling Program faculty were provided with Initial reviewers' comments and informed that the self-study was accepted and that we were extended a site visit. Per feedback from CACREP consultant, Dr. Verl Pope, this is a good outcome as only approximately 1/3 of programs are offered a site visit upon Initial review. Approximately 2/3 of programs are required to write and submit an addendum prior to being extended a site visit. CACREP has extended the accreditation period of the LMU Counseling Programs to October 31, 2022, and a site visit is in the planning stages for the latter part of the Fall term of 2021.

CG 577 - Addictions Counseling added as a permanent elective to Mental Health Counseling.

Addiction Counseling was added as a permanent elective to the Mental Health Counseling Program curriculum, filling a need for mental health counseling students experience and knowledge to work with addictions post-graduation.

Faculty Scholarly Activity

Despite the Covid-19 pandemic, for the 2020 – 2021 academic year, LMU Counseling Program Faculty conducted a greater number of training and professional development seminars for local, state, and national audiences, all in virtual format. The six professional development seminars conducted by LMU Counseling Program faculty in 2020 - 2021 are as follows:

Salter, S. E. & Tichon, M. (July 2020). Gatekeeping and Supervision for School Counselors. Knox County Schools, Counselor In-Service, Zoom training.

Tichon, M., Boddy, R. & Kemp, S. (2020, June). Cultural and clinical competence in grief work. Presented at the online meeting of the Association for Multicultural Counseling and Development, Virtual Conference, Online.

- Salter, S. E. (February 2021). Creating Trauma Sensitive Schools, East TN Council on Children and Youth. Zoom training.
- Salter, S. E. & Theriot, C. (February 2021). Supervision 101 for School Counselors. Knox County Schools, Counselor In-Service. Zoom training.
- Theriot, C. & Salter, S. E. (February 2021). Ethical and Legal Issues for School Counselors Working with Suicidal Students. Knox County Schools, Counselor In-Service. Zoom training.
- Tichon, M., Boddy, R. & Kemp, S. (2021, April). Complicated grief: Treatment stories and experiential exercises. Continuing Education Unit presented at the 2021 Virtual Conference Experience of the American Counseling Association. Online.