

# **LMU**

## Lincoln Memorial University

### **2021-2022 Outcomes Assessment Report (OAR)**

- 1. Academic Program/Administrative Unit: LMU Professional Counseling**
- 2. Academic Program/Operational Office Leader: Shelley Salter, 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 Professional Counseling at LMU are offered at two sites: The Main LMU Campus in Harrogate, TN, and the Cedar Bluff Extended Learning facility in Knoxville, TN.

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## I. Form 1

### All Student Learning Outcomes

	Related Institutional Goal #	Related Strategic Goal #
<b>Student Learning Outcome 1:</b> 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>
<b>Student Learning Outcome 2:</b> 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>
<b>Student Learning Outcome 3:</b> 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>
<b>Student Learning Outcome 4:</b> 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>
<b>Student Learning Outcome 5:</b> 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>
<b>Student Learning Outcome 6.</b> Counseling Degree Candidates will develop both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches. (GROUP COUNSELING AND GROUP WORK - CACREP 2016.2.F.6)	<i>1, 2, 3, 7, 10, 11</i>	<i>1, 2, 4</i>

	Related Institutional Goal #	Related Strategic Goal #
<b>Student Learning Outcome 7.</b> 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>
<b>Student Learning Outcome 8.</b> 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>
<b>Student Learning Outcome 9.</b> 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>
<b>Student Learning Outcome 10.</b> Clinical Mental Health Counseling - Students preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. (CMHC – CACREP 2016.5.C)	<i>1, 3, 10, 11</i>	<i>1, 2, 3</i>

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

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

## II. Form 2

### All Student Learning Outcomes

2021-2022 Student Learning Outcomes	Assessment Methodology (Measures)	Assessment Targets	2021-2022 Assessment Findings	Recommendations for Improvements in 2022-2023
Assessment Plan			Assessment Report	
<b>Student Learning Goal 1:</b> Counseling Degree Candidates will demonstrate an understanding of the ethics and professional standards of the counseling profession  (Professional Orientation and Ethical Practice - CACREP 2016.2.F.1)	Rubric Score for Key Assignments in CMAS Assessment System	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.)  Annually, CACREP standard with lowest average rubric score will be selected for curricular improvement.	<b>Results:</b> Analysis of related CMAS rubric provides evidence for 67% of students demonstrating knowledge at the “Above Sufficient” Capstone Level in – “Technology's impact on the counseling profession” (CACREP 2016 2.F.1.j)	<b>Benchmark not met.</b>  As Analysis of related CMAS rubric provides evidence for 67% of students demonstrating knowledge at the Capstone Level in Understanding “Technology's impact on the counseling profession”, 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. Dr. Salter, Program Director,

<b>2021-2022 Student Learning Outcomes</b>	<b>Assessment Methodology (Measures)</b>	<b>Assessment Targets</b>	<b>2021-2022 Assessment Findings</b>	<b>Recommendations for Improvements in 2022-2023</b>
				will teach all sections of this course in the 2022 – 2023 academic year, and this standard will be prominently featured in the digital portfolio assignment.
<b>Student Learning Goal 2:</b> Counseling Degree Candidates will demonstrate an understanding of Social and Cultural Diversity in Counseling  (Social and Cultural Diversity - CACREP 2016.2.F.2)	Rubric Score for Key Assignments in CMAS Assessment System	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.)  Annually, CACREP standard with lowest average rubric score will be selected for curricular improvement.	<b>Results:</b> Analysis of related CMAS rubric provides evidence for 80% of students demonstrating knowledge at or above the Capstone Level all standards relating to Social and Cultural Diversity in Counseling (CACREP-2016-2.F.2)	<b>Benchmark met.</b>  No recommendations for Improvement in Instructional Strategies as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard.
<b>Student Learning Goal 3:</b> Counseling Degree Candidates will demonstrate an understanding of Human Growth and Development in Counseling  (Human Growth and Development - CACREP 2016.2.F.3)	Rubric Score for Key Assignments in CMAS Assessment System	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.)  Annually, CACREP standard with lowest	<b>Results:</b> Analysis of related CMAS rubric provides evidence for 80% of students demonstrating knowledge at or above the Capstone Level all standards relating to Human Growth and Development in Counseling (CACREP-2016-2.F.3)	<b>Benchmark met.</b>  No recommendations for Improvement in Instructional Strategies as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard.



<b>2021-2022 Student Learning Outcomes</b>	<b>Assessment Methodology (Measures)</b>	<b>Assessment Targets</b>	<b>2021-2022 Assessment Findings</b>	<b>Recommendations for Improvements in 2022-2023</b>
		average rubric score will be selected for curricular improvement.		
<b>Student Learning Goal 4:</b> Counseling Degree Candidates will demonstrate an understanding of Career Development  (Career Development - CACREP 2016.2.F.4)	Rubric Score for Key Assignments in CMAS Assessment System	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.	<b>Results:</b> 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)	<b>Benchmark met.</b>  No recommendations for Improvement in Instructional Strategies as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard.
<b>Student Learning Goal 5:</b> Counseling Degree Candidates will demonstrate an understanding of Counseling and Helping Relationships  (Counseling and Helping Relationships - CACREP 2016.2.F.5)	Rubric Score for Key Assignments in CMAS Assessment System	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.	<b>Results:</b> Analysis of related CMAS rubric provides evidence for 80% of students demonstrating knowledge at or above the Capstone Level all standards relating to Counseling and Helping Relationships (CACREP-2016-2.F.5)	<b>Benchmark met.</b>  No recommendations for Improvement in Instructional Strategies as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard.

2021-2022 Student Learning Outcomes	Assessment Methodology (Measures)	Assessment Targets	2021-2022 Assessment Findings	Recommendations for Improvements in 2022-2023
<p><b>Student Learning Goal 6:</b> Counseling Degree Candidates will demonstrate an understanding of Group Counseling and Group Work</p> <p>(Group Counseling and Group Work - CACREP 2016.2.F.6)</p>	<p>Rubric Score for Key Assignments in CMAS Assessment System</p>	<p>80% of candidates will achieve a score of 3 (Above Sufficient) on all standards related to “Group Counseling and Group Work” (CACREP.2016.2.F.6.a – h.)</p> <p>Annually, CACREP standard with lowest average rubric score will be selected for curricular improvement.</p>	<p><b>Results:</b> Analysis of related CMAS rubric provides evidence for 80% of students demonstrating knowledge at or above the Capstone Level all standards relating to Group Counseling and Group Work (CACREP-2016-2.F.6)</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 7:</b> 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><b>Results:</b> Analysis of related CMAS rubric provides evidence for 80% of students demonstrating knowledge at or above the Capstone Level all standards relating to Assessment and Testing (CACREP-2016-2.F.7)</p>	<p><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>

<b>2021-2022 Student Learning Outcomes</b>	<b>Assessment Methodology (Measures)</b>	<b>Assessment Targets</b>	<b>2021-2022 Assessment Findings</b>	<b>Recommendations for Improvements in 2022-2023</b>
<b>Student Learning Goal 8:</b> Counseling Degree Candidates will demonstrate an understanding of Research and Program Evaluation  (Research and Program Evaluation - CACREP 2016.2.F.8)	Rubric Score for Key Assignments in CMAS Assessment System	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.)  Annually, CACREP standard with lowest average rubric score will be selected for curricular improvement.	<b>Results:</b> Analysis of related CMAS rubric provides evidence for 80% of students demonstrating knowledge at or above the Capstone Level all standards relating to Research and Program Evaluation (CACREP-2016-2.F.8)	<b>Benchmark met.</b>  No recommendations for Improvement in Instructional Strategies as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard.
<b>Student Learning Goal 9:</b> School Counseling Degree Candidates will demonstrate an understanding of School Counseling Competencies  (School Counseling - CACREP 2016.5.G)	Rubric Score for Key Assignments in CMAS Assessment System	80% of candidates will achieve a score of 3 (Above Sufficient) on all standards related to “School Counseling” Concentration (CACREP.2016.5.G)  Annually, CACREP standard with lowest average rubric score will be selected for curricular improvement.	<b>Results:</b> Analysis of related CMAS rubric provides evidence for 50% of students demonstrating knowledge at the “Above Sufficient” Capstone Level in “School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma” (CACREP 2016.5.G.2.e)	<b>Benchmark not met.</b>  As Analysis of related CMAS rubric provides evidence for 50% of students demonstrating knowledge at the Capstone Level in Understanding “School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma”, this was selected as a target standard for improvement.

2021-2022 Student Learning Outcomes	Assessment Methodology (Measures)	Assessment Targets	2021-2022 Assessment Findings	Recommendations for Improvements in 2022-2023
				Counseling core faculty discussed student achievement of standard was below the suggested cutoff score. To address this deficiency, core faculty member Dr. Salter made curricular improvements to address related concepts more thoroughly in future iterations of this course. This material will also be reinforced in the course CG 621 – Crisis Intervention and Consultation.
<b>Student Learning Goal 10:</b> Mental Health Counseling Degree Candidates will demonstrate an understanding of Clinical Mental Health Counseling  (Clinical Mental Health Counseling - CACREP 2016.5.C)	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)  Annually, CACREP standard with lowest average rubric score will be selected for curricular improvement.	<b>Results:</b> Analysis of related CMAS rubric provides evidence for 77% of students demonstrating knowledge at the “Above Sufficient” Capstone Level in – “Theories and models related to clinical mental health counseling” (CACREP 2016.5.C.1.b)	<b>Benchmark not met.</b>  As Analysis of related CMAS rubric provides evidence for 77% of students demonstrating knowledge at the Capstone Level in Understanding “Theories and models related to clinical mental health counseling”, this was selected as a target standard for improvement.  Counseling core faculty discussed student achievement of standard was

<b>2021-2022 Student Learning Outcomes</b>	<b>Assessment Methodology (Measures)</b>	<b>Assessment Targets</b>	<b>2021-2022 Assessment Findings</b>	<b>Recommendations for Improvements in 2022-2023</b>
				<p>below the suggested cutoff score.</p> <p>To address this deficiency, core faculty will focus on this standard in discussing the requirements for the CG 509 – Foundations of Mental Health Counseling Research Paper with students in the 2022 – 2023 academic year. Students will be required to clearly articulate how at least two of the following principles are relevant to promoting mental health in a multicultural society: Prevention, Intervention, Advocacy, Consultation.</p>

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

<b>2021-2022 Program/Administrative Unit Outcomes</b>	<b>Assessment Methodology (Measures)</b>	<b>Assessment Targets</b>	<b>2021-2022 Assessment Findings</b>	<b>Recommendations for Improvements in 2022-2023</b>
<b>Assessment Plan</b>			<b>Assessment Report</b>	
<b>Program Goal 1: Increase use of technology to systematically improve program delivery and increase data collection</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	<b>Benchmark Met.</b>  For the prior-year there were two notable exceptions to the	Continue the Assessment cycle to ensure that 100% of CACREP curricular standards are assessed. This will be ensured by core

2021-2022 Program/ Administrative Unit Outcomes	Assessment Methodology (Measures)	Assessment Targets	2021-2022 Assessment Findings	Recommendations for Improvements in 2022-2023
<p><b>through use of an electronic assessment system:</b> 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>		Curriculum as outlined in 2016 CACREP standards.	<p>complete data set of all curricular CACREP Standards, namely Program Objective 8 - Research and Evaluation and Program Objective 9 - School Counseling standards.</p> <p>Prior to the beginning of school in the fall semester, score counseling faculty meet with the school of education director of assessment to ensure rubrics assess all standards as outlined in the LMU counseling program curriculum map. All CACREP Curricular standards are now being assessed through course assignments as outlined in the LMU counseling program curriculum map.</p>	<p>counseling faculty meeting with the LMU School of Education Director of Assessment.</p> <p>For the 2022 – 2023 Academic year, core counseling faculty will meet to review data and program operations, and decide what other data to include in the annual OAR on an ongoing basis.</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 2020 – 2021 Academic year, the Counseling Program OAR has been revised to assess</p>	Inspection of Livetext Rubric Data and Rubric Reports	Curriculum as outlined in 2016 CACREP standards.	<p><b>Benchmark Met.</b></p> <p>In the 2021 - 2022 academic year, the counseling program core faculty spent significant time ensuring that all CACREP School Counseling Specialty area standards and CACREP Mental Health Counseling Specialty area standards were comprehensively addressed in</p>	Counseling program faculty will continue to review data from multiple measures throughout multiple transitions in the program to assess students' acquisition of knowledge related to CACREP standards in Program Objective 9 - School Counseling Standards and Program

<b>2021-2022 Program/ Administrative Unit Outcomes</b>	<b>Assessment Methodology (Measures)</b>	<b>Assessment Targets</b>	<b>2021-2022 Assessment Findings</b>	<b>Recommendations for Improvements in 2022-2023</b>
one CACREP School Counseling Standard and One CACREP Mental Health Counseling Standard, going forward.			the LMU Counseling Program Assessment Plan. Counseling faculty aligned additional coursework from within the course unique to each specialization in the CACREP Self-Study Addendum, submitted to CACREP on September 7th, 2021. Based on feedback from the CACREP Virtual Site Visit from March 21 - 23, the core counseling faculty revised the "Transitions Through the Program" assessment plan to include multiple measures of student progress at different points throughout the program. School Counseling and Mental Health Counseling specialty areas are clearly assessed throughout the curriculum, in entry-level courses, field placement, and comprehensive exams.	Objective 10 - Mental Health Counseling standards.
<b>Program Goal 2: Increase Stakeholder Involvement in the Development and Evaluation of the Program:</b> LMU faculty will continue to engage in conference presentations as well as utilize LMU	Inspection of Faculty Scholarly Activity Reports and emails with local counselor training directors	Faculty will show evidence of high-quality presentations and collaborate to increase presentations with students.	<b>Benchmark Not Met</b>  Faculty scholarly activity was a lower priority in the 2021 – 2022 academic year, as most faculty activity was directed toward writing an	For the 2022 – 2023 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

<b>2021-2022 Program/ Administrative Unit Outcomes</b>	<b>Assessment Methodology (Measures)</b>	<b>Assessment Targets</b>	<b>2021-2022 Assessment Findings</b>	<b>Recommendations for Improvements in 2022-2023</b>
facilities for Continuing Training Opportunities for Site Supervisors and Licensed Counselors.			<p>Addendum to the CACREP study, revising the assessment system, preparing for the Virtual Site Visit, and writing the Institutional Response.</p> <p>Faculty Scholarly Activity did include the following efforts:</p> <p>Dr. Mark Tichon collaborated with Dr. Danielle Walters to submit a grant to the US Embassy in Mongolia with support of the LMU President's office.</p> <p>Dr. Salter and Dr. Theriot submitted a proposal for ACA entitled Critical Race Theory: Implications for Biracial Children.</p> <p>Dr. Salter presented Supervision 101 to Knox County School Counselors.</p> <p>Dr. Theriot submitted a presentation to the Law and</p>	Site Supervisors and Licensed Counselors.



<b>2021-2022 Program/ Administrative Unit Outcomes</b>	<b>Assessment Methodology (Measures)</b>	<b>Assessment Targets</b>	<b>2021-2022 Assessment Findings</b>	<b>Recommendations for Improvements in 2022-2023</b>
			Ethics conference that was accepted.	
<b>Program Goal 2: Increase Stakeholder Involvement in the Development and Evaluation of the Program – Outcome:</b> LMU faculty will Assess the standardized test scores of all program graduates as external validation of the quality of the LMU training Program	School Counseling Praxis and National Counselor Examination given by the NCE program	School Counseling Med Degree Candidates will evidence a pass rate of 90% on the School Counseling praxis.  Mental Health Counseling Degree Candidates will evidence a 90% pass rate on the National Counselor Examination.	<b>School Counseling – Benchmark Met.</b>  100% of School Counseling MEd graduates passed the School Counseling Praxis who were qualified to take the test.  <b>Mental Health Counseling – Benchmark Met.</b>  100% of Mental health counseling Program Graduates passed the on-campus administration of the NCE. (77% pass rate was the national average).	For the 2022 – 2023 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 directly after graduation in the case of the NCE, to maximize course content prior to attempting the licensure examinations.
<b>Program Goal 3: Increased Focus on Collaboration with Site Supervisors.</b>	Inspection of Clinical Site Visit Reports on file with LMU Counseling Program Practicum and Internship Coordinator for the year 2021 – 2022.	Each Core Faculty member teaching a Practicum or Internship section will visit at least three clinical sites per academic year.	<b>Benchmark Met</b>  Dr. Connie Theriot, Dr. Mark Tichon, and Dr. Shelley Salter each taught sections of clinical courses and each completed three site visits in the semester of record.	For the 2022 to 2023 Academic year and beyond, the LMU Counseling Program will work to increase collaboration with Site Supervisors in the following measurable ways:

2021-2022 Program/ Administrative Unit Outcomes	Assessment Methodology (Measures)	Assessment Targets	2021-2022 Assessment Findings	Recommendations for Improvements in 2022-2023
			Dr. Tichon had four Site Supervisors present to his class and discuss Professional Counseling topics as well as Practicum and Internship opportunities with current LMU Counseling Program students.	1. Increase the Site Supervisor presence in the LMU Counseling Program Advisory Board, by recruiting two Site Supervisors who have not previously attended. 2. Providing at least two professional development activities or lectures for local school districts or mental health agencies.
<b>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.</b>	Student enrollment, Open House Attendance, Graduation Rate.	LMU Counseling faculty will continue to have a recruitment Agenda Item at every meeting.  LMU Counseling Faculty will hold at least 3 virtual open house events during the 2021 – 2022 academic year, in conjunction with the Carter and Moyers School of Education.  Target is increased enrollment, especially at the Harrogate campus.	<b>Benchmark Met</b>  During the 2021 – 2022 Academic Year, counseling core faculty participated in five recruitment, open-house, and career-fair type events. Dr. Tichon presented on Careers in the Counseling field to psychology students at Maryville College in September of 2021. Dr. Connie Theriot hosted a table at the LMU Career Fair and Graduate School information Day on the main campus in April of 2022. Throughout the year, Dr. Salter attended three recruitment and	For the 2022 – 2023 academic year, Counseling program faculty will continue to place a priority on recruitment and retention, and the Counseling Program Director will keep a log of all recruitment events attended and hosted by LMU Counseling Program faculty.

<b>2021-2022 Program/ Administrative Unit Outcomes</b>	<b>Assessment Methodology (Measures)</b>	<b>Assessment Targets</b>	<b>2021-2022 Assessment Findings</b>	<b>Recommendations for Improvements in 2022-2023</b>
			open house events , both virtual and in person.	

### III. Form 3- Continuous Improvement

#### All Student Learning Outcomes

Specific Recommendations Resulting from Assessment in 2020-2021	Specific Changes Implemented in 2021-2022 and Detailed Outcomes of those Changes	Recommendations for Further Improvements in 2022-2023
<p><b>Student Learning Goal 1: Counseling Degree Candidates will demonstrate an understanding of the ethics and professional standards of the counseling profession</b></p> <p>As Analysis of related CMAS rubric provides evidence that 46% of students demonstrated 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>	<p>For the academic year of 2021 – 2022, Practicum and Internship Coordinator, Dr. Mark Tichon, thoroughly infused concepts related Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling into the course CG 501 – Professional Orientation and Ethics in Counseling. Specifically, a separate section of the Professional Counseling electronic portfolio was developed for students to hyperlink and explain the importance of professional organizations and credentialing bodies related to the students area of counseling specialty area.</p> <p>Analysis of related CMAS rubric provides evidence that 100% 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><b>Benchmark met.</b></p> <p>Curricular changes increased student attainment of knowledge at Capstone level and the additional section of the electronic portfolio will be kept for the academic year of 2022 – 2023. No further modifications needed for this standard.</p>

<b>Specific Recommendations Resulting from Assessment in 2020-2021</b>	<b>Specific Changes Implemented in 2021-2022 and Detailed Outcomes of those Changes</b>	<b>Recommendations for Further Improvements in 2022-2023</b>
<p><b>Student Learning Goal 2: Counseling Degree Candidates will demonstrate an understanding of Social and Cultural Diversity in Counseling.</b></p> <p>As Analysis of related CMAS rubric provides evidence that 70% of students demonstrated 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. Changes to be made by Dr. Connie Theriot, course custodian.</p>	<p>For the academic year of 2021 – 2022, course custodian, Dr. Connie Theriot, thoroughly infused concepts and theories related multicultural and pluralistic characteristics within and among diverse groups into the CG 531 – Social and Cultural Aspects of Counseling.</p> <p>Analysis of related CMAS rubric provides evidence that 92% of students demonstrating knowledge at the Capstone Level in Understanding “multicultural and pluralistic characteristics within and among diverse groups nationally and internationally.” This targeted improvement appears to have been effective.</p>	<p><b>Benchmark met.</b></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 2022 – 2023. No further modifications needed for this standard.</p>
<p><b>Student Learning Goal 3: Counseling Degree Candidates will demonstrate an understanding of Human Growth and Development in Counseling.</b></p>	<p>Dr. Shelly Salter and Dr. Mark Tichon, met with Dr. Christy Cowan, the adjunct faculty member who teaches CG 581 - Human Growth and Development, several times over the course of the 2021 - 2022 Academic Year to discuss online hybrid teaching and to discuss the assessment of</p>	<p><b>Benchmark met.</b></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</p>

<b>Specific Recommendations Resulting from Assessment in 2020- 2021</b>	<b>Specific Changes Implemented in 2021-2022 and Detailed Outcomes of those Changes</b>	<b>Recommendations for Further Improvements in 2022-2023</b>
<p>Analysis of related CMAS rubric provides evidence that 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, 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 various levels of target standard.</p>	<p>student work with rubrics extant in ViaLivetext. This increased collaboration and communication between LMU core counseling faculty and adjunct member clarified the assessment process and resulted in more accurate assessment data.</p> <p>Analysis of related CMAS rubric for CACREP Standard 2.F.3.a provides evidence that 100% of students demonstrating knowledge at the Capstone Level in Understanding “theories of individual and family development across the lifespan”, this targeted improvement appears to have been effective.</p>	<p>2022 – 2023. No further modifications needed for this standard.</p>
<p><b>Student Learning Goal 8: Counseling Degree Candidates will demonstrate an understanding of Research and Program Evaluation.</b></p> <p>Analysis of rubrics for the course EDUC 511 Research and Statistics, show that the EDUC 511 Counseling Supplemental Rubric, as incomplete data entry.</p>	<p>Counseling core faculty collaborated with MEd Online Program Director, Dr. Duran Williams, and School of Education Director of Assessment, Jamie Rutland, in the academic year of 2021 - 2022 to ensure that CACREP Standards related to Research and Program Evaluation were accurately assessed.</p> <p>A core faculty member from the counseling program was added as a second Assessor for all EDUC 511 - Research Proposal Key</p>	<p><b>Benchmark met.</b></p> <p>By adding Dr. Tichon as second assessor, counseling students were measured on CACREP Research and Program Evaluation standards. The counseling program has adopted this as a new way to grade counseling students in EDUC 511.</p>

<b>Specific Recommendations Resulting from Assessment in 2020- 2021</b>	<b>Specific Changes Implemented in 2021-2022 and Detailed Outcomes of those Changes</b>	<b>Recommendations for Further Improvements in 2022-2023</b>
<p>Counseling Program Director met with the MEd Online Program Director, Dr. Duran Williams, in virtual format to discuss solutions, which Counseling Program Director presented to counseling faculty.</p> <p>Counseling Program Faculty member to 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>Assignments for counseling students were graded by Dr. Tichon utilizing the Counseling Program Supplemental Rubric. This resulted in a complete data set as all counseling students were evaluated on attainment of proficiency in CACREP standards related to Research and Evaluation.</p>	
<p><b>Student Learning Goal 9: School Counseling Degree Candidates will demonstrate an understanding of School Counseling Competencies.</b></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</p>	<p>Prior to the beginning of the 2021 – 2022 academic year, Counseling core faculty reviewed the curriculum map for School Counseling CACREP standards with School of Education Director of Assessment, Jamie Rutland, to ensure that all standards were entered into ViaLivetext rubrics for courses and assignments in which they are assessed. In the academic year of 2021 – 2022, all School Counseling CACREP Standards were assessed in the ViaLivetext rubrics on the map Research and Program Evaluation were accurately assessed.</p>	<p><b>Benchmark met.</b></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 2022 – 2023. No further modifications needed for this standard.</p>

Specific Recommendations Resulting from Assessment in 2020-2021	Specific Changes Implemented in 2021-2022 and Detailed Outcomes of those Changes	Recommendations for Further Improvements in 2022-2023
Standards and present to faculty prior to the Fall 2021 semester.		
<p><b>Student Learning Goal 10: Mental Health Counseling Degree Candidates will demonstrate an understanding of Clinical Mental Health Counseling.</b></p> <p>As Analysis of related CMAS rubric provides evidence that 40% of students demonstrated knowledge at the Capstone Level in Understanding “classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation”, 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. Dr. Effler will make the changes as course custodian.</p>	<p>For the academic year of 2021 – 2022, Dr. Effler, thoroughly infused concepts and theories related classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation into the CG 669 Psychopharmacology course. Dr. Effler reviewed rubric with students when discussing assignment in class.</p> <p>Analysis of related CMAS rubric provides evidence that 100% of students demonstrated knowledge at the Capstone Level in Understanding CACREP Standard 5.C.2.h - “classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation” in the Case Study Key Assignment for CG 669. Thus, this targeted improvement appears to have been effective.</p>	<p><b>Benchmark met.</b></p> <p>Curricular changes and professors extra attention to topic, increased student attainment of knowledge at Capstone level and will be kept for the academic year of 2022 – 2023. No further modifications needed for this standard.</p>

### All Program/Administrative Unit Outcomes



<b>Specific Recommendations Resulting from Assessment in 2020-2021</b>	<b>Specific Changes Implemented in 2021-2022 and Detailed Outcomes of those Changes</b>	<b>Recommendations for Further Improvements in 2022-2023</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> Counseling Program Faculty reviewed and developed a plan to review the rubrics to 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 way, a Dr. Tichon 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>Dr. Tichon collaborated with MEd Online Program Director, Dr. Duran Williams, and School of Education Director of Assessment, Jamie Rutland, in the academic year of 2021 - 2022 to ensure that CACREP Standards related to Research and Program Evaluation were accurately assessed.</p> <p>Dr. Tichon was added as a second Assessor for all EDUC 511 Research Proposal Key Assignments to complete the Counseling Program Supplemental Rubric. This resulted in a complete data set as all counseling students were evaluated on attainment of proficiency in CACREP standards related to Research and Evaluation.</p>	<p><b>Benchmark met.</b></p> <p>Adding Dr. Tichon allowed faculty to measure students on CACREP core curricular standards related to Research and Program Evaluation. This process of a second faculty member from the Counseling Program Faculty assessing all CACREP standards in the EDUC 511 Research Proposal Key assignment will be kept for the academic year of 2022 – 2023.</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> 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>In the 2021 - 2022 academic year, the counseling program core faculty spent significant time ensuring that all CACREP School Counseling Specialty area standards and CACREP Mental Health Counseling Specialty area standards were comprehensively addressed in the LMU Counseling Program Assessment Plan. Counseling faculty aligned additional coursework to each specialization in the CACREP Self-Study addendum. This was submitted to CACREP on September 7th, 2021. Based on feedback from the CACREP Virtual Site Visit from March 21 -</p>	<p><b>Benchmark Met.</b></p> <p>For the 2022 - 2023 academic year, one School Area Specialty and one Mental Health Area Specialty have been identified for curricular improvement.</p>

Specific Recommendations Resulting from Assessment in 2020-2021	Specific Changes Implemented in 2021-2022 and Detailed Outcomes of those Changes	Recommendations for Further Improvements in 2022-2023
	23, the core counseling faculty revised the "Transitions Through the Program" assessment plan to include multiple measures of student progress at different points throughout the program. School Counseling and Mental Health Counseling specialty areas are clearly assessed throughout the curriculum, in entry-level courses, field placement, and comprehensive exams.	
<p><b>Program Goal 2: Increase Stakeholder Involvement in the Development and Evaluation of the Program – Outcome:</b> 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>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>In the 2021 – 2022 Academic year, all School Counseling students were encouraged to take the School Counseling Praxis during the final Internship semester. Students following these guidelines achieved a 100% pass rate.</p> <p>All Mental Health Counseling students were encouraged to take the NCE in the NBCC on-campus administration of the exam as part of the application process for the NCC credential for students graduating from CACREP Programs. The Mental Health Counseling student pass rate on the NCE was 100%.</p>	<p><b>Benchmark Met.</b></p> <p>External validation of the quality of the LMU counseling program was evidenced by a 100% pass rate for the school counseling Praxis and a 100% pass rate for the National Counselor Examination for all students who took these examinations at the recommended time in transitions through the program. One student took the test too early and did not achieve a passing score.</p> <p>For the 2022 - 2023 academic year, LMU counseling faculty will continue to provide clear guidance on taking the exams associated with licensure at the end of the program when they have the requisite knowledge and skill base to perform best on the examinations. This guidance will be discussed in orientation and repeated throughout the program, notably in the practicum semester.</p>
<p><b>Program Goal 3: Increased Focus on Collaboration with Site Supervisors.</b></p> <p>For the 2021 – 2022 academic year, Counseling faculty will seek a more varied assignment of</p>	<p>For the 2021 – 2022 academic year, the Counseling Program Director assigned three different core faculty, Dr. Shelley Salter, Dr. Connie Theriot, and Dr. Mark Tichon to teach</p>	<p><b>Benchmark Met.</b></p> <p>The clinical aspect of the program was strengthened by having multiple instructors teach</p>

<b>Specific Recommendations Resulting from Assessment in 2020- 2021</b>	<b>Specific Changes Implemented in 2021-2022 and Detailed Outcomes of those Changes</b>	<b>Recommendations for Further Improvements in 2022-2023</b>
<p>Practicum and Internship classes. This will provide a wide range of instructors to engage in relationship-building with site supervisors.</p>	<p>sections of Practicum. This provided a diversity of teaching methods and discussions among core faculty, as well as more faculty to engage in relationship-building with site supervisors through site visits.</p>	<p>sections of CG 593 Practicum in Counseling. For the Academic year of 2022 - 2023, the Counseling Program Director and Practicum and Internship Coordinator, both core counseling faculty, will each teach sections of Counseling Practicum to facilitate professional conversations among program faculty about how to best structure and strengthen collaboration with Site Supervisors.</p>
<p><b>Program Goal 4: Increase LMU MEd Counseling Program student Recruitment and Retention.</b></p> <p><b>LMU counseling faculty will make concerted efforts to track and increase and recruitment and retention efforts.</b></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. For</p>	<p>During the 2021 – 2022 Academic Year, counseling core faculty participated in five recruitment, open-house, and career-fair events. Dr. Tichon presented on Careers in the Counseling field to psychology students at Maryville College in September of 2021. Dr. Connie Theriot hosted a table at the LMU Career Fair and Graduate School information Day on the main campus in April of 2022. Throughout the year, Dr. Salter attended three recruitment and open house-type events both virtually and in person.</p> <p>Additionally, the counseling faculty discussed Recruitment and Retention at every program meeting, with the Counseling Program Administrative Assistant providing regular updates. This is the highest visibility and attendance at recruitment events that the counseling faculty has achieved in the past 5 years.</p>	<p><b>Benchmark Met.</b></p> <p>LMU Counseling Program core faculty had a recruitment and retention Agenda item at every meeting and increased outreach to community partners as well as hosted multiple open houses throughout the year.</p> <p>For the 2022 – 2023 academic year, Counseling program faculty will continue to place a priority on recruitment and retention, and the Counseling Program Director will keep a log of all recruitment events attended and hosted by LMU Counseling Program faculty.</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 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

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

**Please email this document in Word and any appendix documents separately to [Carlton.Larsen@lmunet.edu](mailto:Carlton.Larsen@lmunet.edu) for inclusion with this report**

## CACREP VITAL STATISTICS REPORT – 2018 – 2021

### Med Counseling Programs at Lincoln Memorial University

#### CLINICAL MENTAL HEALTH COUNSELING PROGRAM

	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
<b>Number of Students Enrolled</b> <i>(on Feb 1, current year)</i>	29	24	26	31
<b>Number of Graduates</b> <i>(Summer &amp; Fall prior year, Spring current year)</i>	9	12	14	6
<b>Completion Rate</b>	72%	86%	88%	100%
<b>NCE Examination Pass Rate</b>	40%	N/A	75%	100%
<b>Job Placement Rate</b>	89%	82%	100%	100%

#### SCHOOL COUNSELING PROGRAM

	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2021</u>
<b>Number of Students Enrolled</b> <i>(on Feb 1, current year)</i>	30	28	18	12
<b>Number of Graduates</b> <i>(Summer &amp; Fall prior year, Spring current year)</i>	17	14	6	4
<b>Completion Rate</b>	87%	100%	90%	100%
<b>School Counseling Praxis Pass Rate</b>	92%	93%	100%	100%
<b>Job Placement Rate</b>	71%	92%	92%	100%

## **APPENDIX B – Significant Program Changes and Activities June 1, 2021-May 31, 2022**

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.

### **Change in Programmatic Roles**

Dr. Salter became the Program Director in Fall of 2022. Dr. Tichon became the Practicum and Internship Coordinator. This change has been good for the faculty and the program.

### **Change Program Name and Course Prefixes**

Faculty of the LMU counseling program made significant effort during the 2021 - 2022 academic year to more closely align program name and all materials with the identity of the counseling profession. Academic Council approved changing the name of the program from the "LMU Counseling & Guidance Program" to the "LMU Professional Counseling Program". All course prefixes on file with the registrar and in the graduate catalog were changed from the prior "CG" prefix to the new "COUN" prefix.

### **CACREP Accreditation Process**

CACREP Accreditation was a primary focus of the Counseling Program faculty for the 2021-2022 Academic. Faculty worked throughout summer of 2021 to write an addendum to the CACREP Self-Study. The addendum was submitted to the CACREP national office on September 7th, 2021. This Addendum was favorably received by the CACREP Board, and a Virtual Site Visit was scheduled and conducted from March 21 to March 23, 2022. The site visit team voiced a positive overall impression. All components of the CACREP Accreditation process are now complete and will be reviewed and voted on by the CACREP Board at the July 2022 meeting.