

LMU

Lincoln Memorial University

2022-2023 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: 1) Values which include: 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, and A belief in a personal God. 2) 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, and an ability to exercise informed judgments. 3) 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 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 Institutional Goal #	Related Strategic Goal #
Student Learning Outcome 1: Counseling Degree Candidates will demonstrate an understanding of the counseling profession; develop an identity as a counselor and demonstrate a willingness to provide counseling services within the ethical guidelines of the counseling profession. (PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE - CACREP 2016.2.F.1)	<i>1, 3, 10, 11</i>	<i>1, 2, 3</i>
Student Learning Outcome 2: Counseling Degree Candidates will develop an awareness of, and an appreciation for, social and cultural influences on human behavior and to recognize the impact of individual differences on the counseling process. (SOCIAL AND CULTURAL DIVERSITY - CACREP 2016.2.F.2)	<i>1, 3, 10, 11</i>	<i>1, 2, 3</i>
Student Learning Outcome 3: Counseling Degree Candidates will develop an understanding of developmental aspects of human growth and appreciation for the nature of human developmental behavior. (HUMAN GROWTH AND DEVELOPMENT - CACREP 2016.2.F.3)	<i>1, 3, 10, 11</i>	<i>1, 2, 3</i>
Student Learning Outcome 4: Counseling Degree Candidates will develop an understanding of career development and related life factors and the effects on an individual's mental health and lifestyle. (CAREER DEVELOPMENT - CACREP 2016.2.F.4)	<i>1, 3, 9, 10, 11</i>	<i>1, 2, 3</i>
Student Learning Outcome 5: Counseling Degree Candidates will demonstrate effective individual and group counseling skills which facilitate client growth and to demonstrate the ability to evaluate progress toward treatment goals. (COUNSELING AND HELPING RELATIONSHIPS - CACREP 2016.2.F.5)	<i>1, 2, 3, 9, 11</i>	<i>1, 2, 5</i>
Student Learning Outcome 6. Counseling Degree Candidates will develop both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group	<i>1, 2, 3, 7, 10, 11</i>	<i>1, 2, 4</i>

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

All Program/Administrative Unit Outcomes

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

	Related Institutional Goal #	Related Strategic Goal #
Program/Administrative Unit Outcome 4: Increase LMU Med Counseling Recruitment and Retention.	1, 3, 10, 11	1

II. Form 2

All Student Learning Outcomes

2022-2023 Student Learning Outcomes	Assessment Methodology (Measures)	Assessment Targets	2022-2023 Assessment Findings	Recommendations for Improvements in 2023-2024
Assessment Plan			Assessment Report	
Student Learning Goal 1: Counseling Degree Candidates will demonstrate an understanding of the ethics and professional standards of the counseling profession	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, the CACREP standard with lowest	Results Cedar Bluff: Analysis of related CMAS rubric provides evidence for 80% of students demonstrating knowledge at or above the Capstone Level all standards relating to Professional Counseling Orientation and Ethical Practice (CACREP 2016 2.F.1)	Recommendations for Improvements Cedar Bluff: Benchmark met. No recommendations for Improvement in Instructional Strategies as Learning Outcome was met according to CMAS rubric outcome Assessment on related CACREP Standard.

2022-2023 Student Learning Outcomes	Assessment Methodology (Measures)	Assessment Targets	2022-2023 Assessment Findings	Recommendations for Improvements in 2023-2024
(Professional Orientation and Ethical Practice - CACREP 2016.2.F.1) Student Learning Goal 1: Counseling Degree Candidates will demonstrate an understanding of the ethics and professional standards of the counseling profession (con't)	Rubric Score for Key Assignments in CMAS Assessment System (con't)	average rubric score will be selected for curricular improvement.	Results Harrogate: Analysis of related CMAS rubric provides evidence for 50% of students demonstrating knowledge at the “Above Sufficient” Capstone Level in rubric criteria for “Self-care strategies appropriate to the counselor role” (CACREP 2016 2.F.1.1)	Recommendations for Improvements Harrogate: To address this deficiency, faculty decided to have counseling students create and implement a self-care plan as part of the portfolio assignment in COUN 501.
Student Learning Goal 2: 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, the CACREP standard with lowest average rubric score	Results Cedar Bluff: Analysis of related CMAS rubric provides evidence that 80% of students demonstrated knowledge at or above the Capstone Level on all standards relating to Social and Cultural Diversity in Counseling (CACREP-2016-2.F.2.xxx)	Recommendations for Improvements Cedar Bluff: Benchmark met. No recommendations for Improvement in Instructional Strategies as Learning Outcomes were met according to CMAS rubric outcome Assessment on related CACREP Standard.

2022-2023 Student Learning Outcomes	Assessment Methodology (Measures)	Assessment Targets	2022-2023 Assessment Findings	Recommendations for Improvements in 2023-2024
		will be selected for curricular improvement.	Results Harrogate: Analysis of related CMAS rubric provides evidence that 75% of students demonstrated knowledge at the “Above Sufficient” Capstone Level in –“ theories and models of multicultural counseling, cultural identity development, and social justice and advocacy” (CACREP-2016-2.F.2.b)	Recommendations for Improvements Harrogate: The specific improvement for this standard is to have counseling students analyze a Case Study for COUN 531 – Social and Cultural Aspect of Counseling, from the perspectives of all stake holders in the case study. Faculty will stress the importance of “Evaluation of Different Social and Cultural Perspectives” in class and on the Case study assignment rubric.

2022-2023 Student Learning Outcomes	Assessment Methodology (Measures)	Assessment Targets	2022-2023 Assessment Findings	Recommendations for Improvements in 2023-2024
Student Learning Goal 3: 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, the CACREP standard with lowest average rubric score will be selected for curricular improvement.	Results Online-HYB: Analysis of related CMAS rubric provides evidence for 80% of students demonstrating knowledge at or above the Capstone Level all standards relating to Human Growth and Development in Counseling taught in Online-HYB Human Growth and Development (CACREP-2016-2.F.3)	Recommendations for Improvements in Online-HYB: Benchmark met. No recommendations for Improvement in Instructional Strategies as Learning Outcomes were met according to CMAS rubric outcome Assessment on related CACREP Standard.
Student Learning Goal 4: 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, the CACREP standard with lowest average rubric score will be selected for curricular improvement.	Results Cedar Bluff: Analysis of related CMAS rubric provides evidence for 80% of students demonstrating knowledge at or above the Capstone Level all standards relating to Career Counseling (CACREP-2016-2.F.4)	Recommendations for Improvements Cedar Bluff: Benchmark met. No recommendations for Improvement in Instructional Strategies as Learning Outcome were met according to CMAS rubric outcome Assessment on related CACREP Standard.

2022-2023 Student Learning Outcomes	Assessment Methodology (Measures)	Assessment Targets	2022-2023 Assessment Findings	Recommendations for Improvements in 2023-2024
			Results Harrogate: Analysis of related CMAS rubric provides evidence for 50% of students demonstrating knowledge at the “Above Sufficient” Capstone Level in –“ethical and culturally relevant strategies for addressing career development” (CACREP-2016-2.F.4.j)	Recommendations for Improvements Harrogate: To address this deficiency, in COUN 521 students will add a section to their Career Counseling Portfolio that addresses Ethical and Cultural Considerations for working with diverse populations. (I am excited about this change. Upon reflection, we should have had this as part of the assignment).
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)	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, the CACREP standard with lowest average rubric score	Results Cedar Bluff: Analysis of related CMAS rubric provides evidence that 80% of students demonstrated knowledge at or above the Capstone Level all standards relating to Counseling and Helping Relationships (CACREP-2016-2.F.5)	Recommendations for Improvements Cedar Bluff: Benchmark met. No recommendations for Improvement in Instructional Strategies as Learning Outcome was met according to CMAS rubric outcome Assessment on related CACREP Standard.

2022-2023 Student Learning Outcomes	Assessment Methodology (Measures)	Assessment Targets	2022-2023 Assessment Findings	Recommendations for Improvements in 2023-2024
		will be selected for curricular improvement.	Results Harrogate: Analysis of related CMAS rubric provides evidence for 80% of students demonstrating knowledge at or above the Capstone Level all standards relating to Counseling and Helping Relationships (CACREP-2016-2.F.5)	Recommendations for Improvements Harrogate: Benchmark met. No recommendations for Improvement in Instructional Strategies as Learning Outcome was met according to CMAS rubric outcome Assessment on related CACREP Standard.
Student Learning Goal 6: Counseling Degree Candidates will demonstrate an understanding of Group Counseling and Group Work (Group Counseling and Group Work - CACREP 2016.2.F.6)	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 “Group Counseling and Group Work” (CACREP.2016.2.F.6.a – h.) Annually, the CACREP standard with lowest average rubric score will be selected for curricular improvement.	Results Cedar Bluff: Analysis of related CMAS rubric provides evidence for 63% of students demonstrating knowledge at or above the “Above Sufficient” in “dynamics associated with group process and development”. (CACREP-2016-2.F.6)	Recommendations for Improvements Cedar Bluff: Program Director, Dr. Salter, and Course Custodian, Dr. Tichon, will work with Dr. Sweeney (adjunct instructor) on ways to increase process factors in group counseling. Attention will be given during demonstrations, role-play and groups led by students. Faculty and adjuncts will reiterate group dynamics and have students provide constructive feedback to each other during group.

2022-2023 Student Learning Outcomes	Assessment Methodology (Measures)	Assessment Targets	2022-2023 Assessment Findings	Recommendations for Improvements in 2023-2024
			Results Harrogate: Analysis of related CMAS rubric provides evidence for 80% of students demonstrating knowledge at or above the Capstone Level all standards relating to Group Counseling and Group Work (CACREP-2016-2.F.6)	Recommendations for Improvements Harrogate: Benchmark met. No recommendations for Improvement in Instructional Strategies as Learning Outcomes were met according to CMAS rubric outcome Assessment on related CACREP Standard.
Student Learning Goal 7: Counseling Degree Candidates will demonstrate an understanding of Assessment and Testing (Assessment and Testing - CACREP 2016.2.F.7)	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 “Assessment and Testing” (CACREP.2016.2.F.7.a – m.) Annually, the CACREP standard with lowest average rubric score	Results Cedar Bluff: Analysis of related CMAS rubric provides evidence for 80% of students demonstrating knowledge at or above the Capstone Level all standards relating to Assessment and Testing (CACREP-2016-2.F.7)	Recommendations for Improvements Cedar Bluff: Benchmark met. No recommendations for Improvement in Instructional Strategies as Learning Outcomes were met according to CMAS rubric outcome Assessment on related CACREP Standard.

2022-2023 Student Learning Outcomes	Assessment Methodology (Measures)	Assessment Targets	2022-2023 Assessment Findings	Recommendations for Improvements in 2023-2024
		will be selected for curricular improvement.	Results Harrogate: Due to course sequence/scheduling, COUN 671 Assessment in Counseling was not taught at the Harrogate campus during the 2022 – 2023 academic year.	Recommendations for Improvements Harrogate: NA
Student Learning Goal 8: 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, the CACREP standard with lowest average rubric score will be selected for curricular improvement.	Results ONLINE: Analysis of related CMAS rubric provides evidence for 80% of students demonstrating knowledge at or above the Capstone Level all standards relating to Research and Program Evaluation. (CACREP-2016-2.F.8)	Recommendations for Improvements in the Online course: No recommendations for Improvement in Instructional Strategies as Learning Outcomes were met according to CMAS rubric outcome Assessment on related CACREP Standard.

2022-2023 Student Learning Outcomes	Assessment Methodology (Measures)	Assessment Targets	2022-2023 Assessment Findings	Recommendations for Improvements in 2023-2024
<p>Student Learning Goal 9: School Counseling Degree Candidates will demonstrate an understanding of School Counseling Competencies</p> <p>(School Counseling - CACREP 2016.5.G)</p>	<p>Rubric Score for Key Assignments in CMAS Assessment System</p>	<p>80% of candidates will achieve a score of 3 (Above Sufficient) on all standards related to “School Counseling” Concentration (CACREP.2016.5.G)</p> <p>Annually, the CACREP standard with lowest average rubric score will be selected for curricular improvement.</p>	<p>Results Cedar Bluff: Analysis of related CMAS rubric provides evidence for 50% of students demonstrating knowledge at the “Above Sufficient” Capstone Level in “use of accountability data to inform decision making” (CACREP 2016.5.G.3.n)</p>	<p>Recommendations for Improvements Cedar Bluff:</p> <p>We discuss this standard in COUN 508, COUN 593 and COUN 698, but is often difficult for students to articulate.</p> <p>The specific improvement for this standard is for counseling students to utilize data to inform their decision making (add a small group, work on student attendance) at their internship site. This will be integrated into their COUN 698 Professional Portfolio Assignment.</p>

2022-2023 Student Learning Outcomes	Assessment Methodology (Measures)	Assessment Targets	2022-2023 Assessment Findings	Recommendations for Improvements in 2023-2024
			Results Harrogate: COUN 508 and COUN 698 were not taught at Harrogate campus this year due to low student enrollment. Two Harrogate students attended these classes at Cedar Bluff.	Recommendations for Improvements Harrogate: NA
Student Learning Goal 10: 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, the CACREP standard with lowest average rubric score will be selected for curricular improvement.	Results Cedar Bluff: Analysis of related CMAS rubric provides evidence for 33% of students demonstrating knowledge at the “Above Sufficient” Capstone Level in – “record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling.” (CACREP 2016.5.C.2.m)	Recommendations for Improvements Cedar Bluff: This standard is covered in COUN 508 and COUN 677. The standard is in the code of ethics and mental health students see this in “action” during their Internship, COUN 699. “Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling.” Will be integrated into the COUN 699 portfolio assignment.

2022-2023 Student Learning Outcomes	Assessment Methodology (Measures)	Assessment Targets	2022-2023 Assessment Findings	Recommendations for Improvements in 2023-2024
			Results Harrogate: Analysis of related CMAS rubric provides evidence for 80% of students demonstrating knowledge at or above the Capstone Level all standards relating to related to Clinical Mental Health Counseling (CACREP 2016.5.C)	Recommendations for Improvements Harrogate: Benchmark met. No recommendations for Improvement in Instructional Strategies as Learning Outcomes were met according to CMAS rubric outcome Assessment on related CACREP Standard.

All Program/Administrative Unit Outcomes

2022-2023 Program/ Administrative Unit Outcomes	Assessment Methodology (Measures)	Assessment Targets	2022-2023 Assessment Findings	Recommendations for Improvements in 2023-2024
Assessment Plan			Assessment Report	
Program Goal 1A: Increase use of technology to systematically improve program delivery and increase data collection through use of an electronic assessment system: Counseling Program Director will work with faculty and the Educational Assessment	Inspection of Watermark Rubric Data and Rubric Reports	100% of Key assessments will be revised to reflect the Eight Areas in the Counseling Curriculum as outlined in 2016 CACREP standards.	100% of the Core Curricular standards CACREP.2016.2.F.1-8 are assessed in the CMAS assessment system. 100% of the CACREP Mental Health Counseling Standards (CACREP.5.C) and School Counseling	Continue to report data by site to ensure CACREP curricular standards are assessed at both sites.

2022-2023 Program/ Administrative Unit Outcomes	Assessment Methodology (Measures)	Assessment Targets	2022-2023 Assessment Findings	Recommendations for Improvements in 2023-2024
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>Standards (CACREP.5.G) are assessed in the CMAS assessment system.</p> <p>Core counseling faculty reviewed met in May of 2023 to review the CMAS assessment data and develop the Annual Counseling OAR report. Feedback from the LMU Director of Assessment on the 2021- 2022 COUN OAR recommended that student achievement data be disaggregated by Program Site.</p> <p>CACREP Initial Online Substantive Change Report mandated that student achievement data, test score data, graduation data, and similar statistics are disaggregated by site.</p> <p>Thus, the 2022 – 2023 LMU Counseling Program OAR was revised to disaggregate student data by Program delivery site.</p>	
Program Goal 1B: Increase use of technology to systematically improve program delivery and				

2022-2023 Program/ Administrative Unit Outcomes	Assessment Methodology (Measures)	Assessment Targets	2022-2023 Assessment Findings	Recommendations for Improvements in 2023-2024
<p>increase data collection through use of an electronic assessment system:</p> <p>EdS and Hybrid courses were developed</p>	Development of hybrid options into program	Develop hybrid courses while Staying within CACREP and education accreditation bodies guidelines for hybrid programs	<p>Students reported to counseling faculty that they wanted online/hybrid option due to demanding program schedule.</p> <p>Dr. Salter created a program of study for the new EdS in Professional Counseling and Educational Leadership with Dr. Wright. As part of this program, 3 counseling courses were approved to be offered in a hybrid format.</p>	<p>In the 2023-2024 academic year, the Counseling Faculty will monitor accreditation standards and student satisfaction with online-hybrid course delivery.</p> <p>Program director will monitor demand for the EdS.</p>
<p>Program Goal 2A: Increase Stakeholder Involvement in the Development and Evaluation of the Program:</p> <p>LMU faculty will continue to engage in community events and utilize LMU facilities for Continuing Training Opportunities for Site Supervisors and Counselors. This provides networking opportunities to help us recruit new members of our advisory council and new placement sites for</p>	Faculty conference and community events attendance.	<p>Counseling faculty will show evidence of attendance & presentations at conferences affiliated with ACA.</p> <p>(Feedback from the LMU Director of Assessment on the 2021-2022 suggested that the term “high quality” is vague, and that this language be made specific and quantifiable. For the current year, this language has been changed to “conferences</p>	<p>For the 2022-2023 Academic year, faculty attended and presented at ACA-affiliated conferences.</p> <p>SMCA meeting February 23. Program Alumnus Mandy Walker presented at the meeting.</p> <p>Tichon, M. Elkins, C, Hoskins, L & Deatherage, C. <i>Trauma Informed Supervision: Supervision and an Emergent Collaborative</i>. Presented at Tennessee Counselors Association. November 2022.</p>	LMU Counseling Faculty will continue to attend and present at ACA affiliated conferences and meetings to promote counselor identity in our program.

2022-2023 Program/ Administrative Unit Outcomes	Assessment Methodology (Measures)	Assessment Targets	2022-2023 Assessment Findings	Recommendations for Improvements in 2023-2024
students in practicum and internship.		<p>affiliated with ACA.” This change aligns the LMU Counseling Program with conferences that promote the identity of the professional counselor.)</p> <p>Faculty will attend local trainings and SMCA meetings. (This is difficult as we usually teach during the meetings. However, with planning we will be able to attend 1-2 meetings per semester).</p>	<p>Elkins, C. <i>Emerge Restored and Refreshed: The Use of Meditative Awareness for Counselor Self-Care</i>. Presented at Tennessee Counselors Association Conference. November 2022.</p> <p>Elkins, C. <i>Empowering Strategies in Supervision</i>. Presented at Southwest Virginia Counseling Association Spring Forum. April 2023.</p> <p>Salter, S. <i>School Counselors role in Creating Affirming School Environments for LGBTQ Students</i>. Accepted for Presentation at Knox County School Counselors Annual In-service Training, July.</p> <p>In the 2022 - 2023 academic year, two graduate students, Courtney Deatherage and Lauren Hoskins co-presented with LMU Counseling faculty and attended the November 2022 TCA Conference in Nashville, TN.</p>	

2022-2023 Program/ Administrative Unit Outcomes	Assessment Methodology (Measures)	Assessment Targets	2022-2023 Assessment Findings	Recommendations for Improvements in 2023-2024
Program Goal 2B: Increase Stakeholder Involvement in the Development and Evaluation of the Program – Outcome: LMU faculty will Assess the standardized test scores of all program graduates as external validation of the quality of the LMU training Program	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.	School Counseling Med Degree Candidates evidenced a pass rate of 100% on the School Counseling praxis. Mental Health Counseling Degree Candidates will evidence a 100% pass rate on the National Counselor Examination.	Benchmark Met. No Further Improvements necessary as both School, and Mental Health Counseling Degree Candidates evidenced a 100% pass-rate on National Licensure Exams. LMU Counseling Program faculty will continue to monitor this CACREP Vital Statistic every year.
Program Goal 3: Increased Focus on Collaboration with Site Supervisors.	Inspection of Clinical Site Visit Reports on file with LMU Counseling Program Practicum and Internship Coordinator for the year 2022-2023. Communication with site supervisors. This can be obtained by reviewing emails.	Practicum and Internship Coordinator will conduct site visits each semester to clinical placements. (Per CACREP this can be virtual or in person). Site visit form is completed and stored in student files.	For the academic year 2022- 2023, Three different Counseling Core Faculty, Dr. Elkins, Dr. Salter, and Dr. Tichon, all completed at least three site visits to Practicum and Internship Sites.	Benchmark Met. For the 2023-2024 Academic Year, Dr. Connie Elkins will serve as the Practicum and Internship Coordinator. Dr. Elkins is new to the area and is working on learning local agencies and resources. Program director is working with Dr. Elkins to help her learn local agencies. Program director will share approved site supervisor list

2022-2023 Program/ Administrative Unit Outcomes	Assessment Methodology (Measures)	Assessment Targets	2022-2023 Assessment Findings	Recommendations for Improvements in 2023-2024
				and agencies with have Affiliate Agreements with.
Program Goal 4: Increase LMU MEd Counseling Program student Recruitment and Retention. LMU counseling faculty will make concerted efforts to track and increase recruitment and retention efforts.	Student enrollment, recruitment efforts, Graduation Rate.	<p>LMU Counseling faculty will continue to have a recruitment Agenda Item at every meeting.</p> <p>LMU Counseling Faculty will hold at least 3 virtual open house events during the 2021-2022 academic year, in conjunction with the Carter and Moyers School of Education.</p> <p>Target is increased enrollment.</p>	<p>Program Director, Dr. Shelley Salter, directed and maintained a log of recruitment events in the 2022-2023 academic calendar year.</p> <p>These recruitment events in included the following:</p> <p>Dr. Mark Tichon presented a lecture in Careers in Social Service and Behavioral Health to the Senior Seminar of Social Work students on March 13, 2023. Follow-up afterwards included Program Director email to all students in attendance.</p> <p>Dr. Mark Tichon and Dr. Elkins presented Complicated Grief as a Professional Development Activity for the Union County School Counselors on Thursday, April 27th.</p> <p>Dr. Mark Tichon represented the LMU Counseling Program at the Career Fair held in the</p>	<p>For the Academic Year 2023-2024, LMU Counseling Faculty will work with Dr. Milsaps and attend open houses/career fairs.</p> <p>Work on finding grant opportunities that can help with tuition expenses for students.</p>

2022-2023 Program/ Administrative Unit Outcomes	Assessment Methodology (Measures)	Assessment Targets	2022-2023 Assessment Findings	Recommendations for Improvements in 2023-2024
			<p>MANS building on the LMU Campus on November 9, 2022.</p> <p>Dr. Elkins attended the College and Career Fair in Harrogate on April 19, 2023.</p> <p>Dr. Salter worked with Lisa Milsaps, the school of education recruiter, to provide her with contacts for local mental health agencies.</p> <p>Dr. Salter called or emailed students who started applications on the LMU website. (before the application was completed to try to encourage anyone who started an application to apply).</p>	

III. Form 3- Continuous Improvement

All Student Learning Outcomes

Specific Recommendations Resulting from Assessment in 2021-2022	Specific Changes Implemented in 2022-2023 and Detailed Outcomes of those Changes	Recommendations for Further Improvements in 2023-2024
<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>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” (CACREP.2016.2.F.1.j), 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. Faculty who teach COUN 501 will highlight the importance of the standard. Students now have an electronic portfolio that reinforces the</p>	<p>Standard CACREP.2016.2.F.1.j, “Professional Orientation and Ethical Practice - Technology's impact on the counseling profession” was prominently featured in the electronic portfolio assignment.</p> <p>Analysis of related CMAS rubric provides evidence for 95% of students demonstrating knowledge at the Capstone Level on Standard CACREP.2016.2.F.1.j.</p>	<p>Benchmark met.</p> <p>Instructional and Curricular increased student attainment of knowledge at Capstone level and will be kept for the academic year of 2022-2023. No further modifications needed for this standard.</p>

Specific Recommendations Resulting from Assessment in 2021-2022	Specific Changes Implemented in 2022-2023 and Detailed Outcomes of those Changes	Recommendations for Further Improvements in 2023-2024
importance of technology in professional counseling.		
<p>Student Learning Goal 9: School Counseling Degree Candidates will demonstrate an understanding of School Counseling Competencies.</p> <p>(School Counseling - CACREP 2016.5.G)</p> <p>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” (CACREP.2016.5.G.2.e), 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, Dr. Salter made curricular improvements to address related concepts more thoroughly in future iterations of this course. This material will be reinforced in course COUN 621 Crisis Intervention and Consultation.</p>	<p>Dr. Salter taught all sections of COUN 508 Foundations of School Counseling in the 2022-2023 academic year. The Targeted Standard for Improvement from Learning Objective 9 from 2021-2022 OAR: “School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma” (CACREP.2016.5.G.2.e) was covered in the COUN 508 Professional Portfolio Rubric. Dr. Salter spent additional time in class and tied this in with knowledge from course COUN 621 Crisis Intervention and Consultation.</p> <p>Analysis of related CMAS rubric after this curricular modification provides evidence for 80% of students demonstrating knowledge at the Capstone Level on Standard CACREP.2016.5.G.2.e.</p>	<p>Benchmark met.</p> <p>Instructional and 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 2021-2022	Specific Changes Implemented in 2022-2023 and Detailed Outcomes of those Changes	Recommendations for Further Improvements in 2023-2024
<p>Student Learning Goal 10: Mental Health Counseling Degree Candidates will demonstrate an understanding of Clinical Mental Health Counseling Competencies.</p> <p>(Clinical Mental Health Counseling - CACREP 2016.5.C)</p> <p>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” (CACREP.2016.5.C.1.b), this was selected as a target standard for improvement.</p> <p>For the 2022-2023 year, faculty will focus on this standard in COUN 509 Foundations of Mental Health Counseling, Research Paper Assignment. 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>	<p>Counseling Program Core Faculty member, Dr. Connie Elkins, taught COUN 509 Foundations of Mental Health Counseling in the 2022-2023 academic year. During this course, Dr. Elkins focused on theories and models related to mental health counseling and included this material on quizzes and homework assignments for the course.</p> <p>Analysis of related CMAS rubric provides evidence for 100% of students demonstrating knowledge at or above the Capstone Level on Standard CACREP.2016.5.C.1.b.</p>	<p>Benchmark met.</p> <p>Instructional and curricular changes 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

Specific Recommendations Resulting from Assessment in 2021- 2022	Specific Changes Implemented in 2022-2023 and Detailed Outcomes of those Changes	Recommendations for Further Improvements in 2023-2024
<p>Program Goal 1A: Increase use of technology to systematically improve program delivery and increase data collection through use of an electronic assessment system:</p> <p>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>100% of the Core Curricular standards CACREP.2016.2.F.1-8 are assessed in the CMAS assessment system.</p> <p>All CACREP Mental Health Counseling Standards (CACREP.5.C) and School Counseling Standards (CACREP.5.G) are assessed in the CMAS assessment system.</p> <p>Core counseling faculty met in May of 2023 to review the CMAS assessment data and develop the Annual Counseling OAR report. LMU Director of Assessment recommended on the 2021-2022 COUN OAR that student achievement data be disaggregated by Program Site. Additionally, the CACREP Initial Online Substantive Change Report mandated that student achievement data, test score data, graduation data, and similar statistics are disaggregated by site.</p> <p>Thus, the 2022-2023 LMU Counseling Program OAR was revised to disaggregate student data by Program delivery site.</p>	<p>Continue the Assessment cycle to ensure that 100% of CACREP curricular standards are assessed and that student achievement data are disaggregated by program delivery site.</p>
<p>Program Goal 1B: Increase use of technology to systematically improve program delivery and increase data collection through use of an electronic assessment system:</p>		

Specific Recommendations Resulting from Assessment in 2021- 2022	Specific Changes Implemented in 2022-2023 and Detailed Outcomes of those Changes	Recommendations for Further Improvements in 2023-2024
<p>Counseling program faculty will review data from multiple measures through programmatic transitions to assess students' acquisition of knowledge related to CACREP standards in Program Objective 9 School Counseling Standards and Program Objective 10 Mental Health Counseling standards.</p>	<p>Assignments in courses were changed from a "handbook" that was paper to an online portfolio for COUN 508 and COUN 509. This was done to highlight the importance of technology in counseling and professionalism.</p>	<p>Continue to have this assignment.</p>
<p>Program Goal 2A: Increase Stakeholder Involvement in the Development and Evaluation of the Program:</p> <p>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 Site Supervisors and Licensed Counselors.</p>	<p>Feedback from the LMU Director of Assessment on the 2021-2022 suggested that the term "high quality" is vague, and that this language be made specific and quantifiable.</p> <p>For the current year, this language has been changed to "ACA-affiliated local, state, and national conferences". This change aligns the LMU Counseling Program with conferences that promote the identity of the professional counselor.</p> <p>For the 2022-2023 Academic year, faculty presented the following presentations, at ACA-affiliated local, state, and national conferences.</p> <p>Tichon, M. Elkins, C, Hoskins, L & Deatherage, C. "Trauma Informed Supervision: Supervision and an Emergent Collaborative" - presented at Tennessee Counselors Association- November 2022</p> <p>Elkins, C. "Emerge Restored and Refreshed: The Use of Meditative Awareness for Counselor Self-</p>	<p>LMU Counseling Faculty will continue to show evidence of meeting attendance and presentations at ACA-affiliated conferences. All of these conference presentations are refereed, which allows us high quality training and helps promote the identity of the professional counselor.</p>

Specific Recommendations Resulting from Assessment in 2021-2022	Specific Changes Implemented in 2022-2023 and Detailed Outcomes of those Changes	Recommendations for Further Improvements in 2023-2024
	<p>Care” presented at Tennessee Counselors Association Conference- November 2022</p> <p>Elkins, C. “Empowering Strategies in Supervision”- presented at Southwest Virginia Counseling Association Spring Forum- April 2023</p> <p>Salter, S. School Counselors role in Creating Affirming School Environments for LGBTQ Students. Accepted for Presentation at Knox County School Counselors Annual In-service Training, July.</p> <p>In the 2022 - 2023 academic year, two graduate students, Courtney Deatherage and Lauren Hoskins co-presented with LMU Counseling faculty and attended the November 2022 TCA Conference in Nashville, TN.</p>	
<p>Program Goal 2B: Increase Stakeholder Involvement in the Development and Evaluation of the Program – Outcome:</p> <p>For the 2022-2023 Academic year, School Counseling students will be encouraged to take the School Counseling Praxis at the end of Practicum or during internship. Mental health Counseling students will be advised to take the</p>	<p>School Counseling Med Degree Candidates evidenced a pass rate of 100% on the School Counseling praxis.</p> <p>Mental Health Counseling Degree Candidates will evidence a 100% pass rate on the National Counselor Examination.</p>	<p>Benchmark Met.</p> <p>No Further Improvements necessary as both School, and Mental Health Counseling Degree Candidates evidenced a 100% pass-rate on National Licensure Exams.</p> <p>LMU Counseling Program faculty will continue to monitor this CACREP Vital Statistic every year.</p>

Specific Recommendations Resulting from Assessment in 2021- 2022	Specific Changes Implemented in 2022-2023 and Detailed Outcomes of those Changes	Recommendations for Further Improvements in 2023-2024
NCE directly after graduation while information is “fresh.”		
<p>Program Goal 3: Increased Focus on Collaboration with Site Supervisors.</p> <p>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:</p> <ol style="list-style-type: none"> 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. 	<p>For the academic year 2022-2023, Three different Counseling Core Faculty, Dr. Elkins, Dr. Salter, and Dr. Tichon, all completed at least three site visits to Practicum and Internship Sites.</p> <p>Dr. Elkins and Dr. Tichon presented to Union County school counselors in May 2023.</p>	<p>Benchmark Met.</p> <p>For the Academic Year 2023-2024, Dr. Connie Elkins will serve as the Practicum and Internship Coordinator.</p> <p>Dr. Elkins and Dr. Salter will work closely to help Dr. Elkins become familiar with agencies.</p>

Specific Recommendations Resulting from Assessment in 2021- 2022	Specific Changes Implemented in 2022-2023 and Detailed Outcomes of those Changes	Recommendations for Further Improvements in 2023-2024
<p>Program Goal 4: Increase LMU MEd Counseling Program student Recruitment and Retention. LMU counseling faculty will make concerted efforts to track and increase recruitment and retention efforts.</p> <p>For the 2022-2023 academic year, Counseling program faculty will continue to place a priority on recruitment and retention. Kristen Smith, Counseling Program Administrative assistant will keep a log of recruitment events attended and hosted by LMU Counseling Program faculty.</p>	<p>Program Director, Dr. Shelley Salter, directed and maintained a log of recruitment events in the 2022-2023 academic calendar year.</p> <p>These recruitment events in included the following:</p> <p>Dr. Mark Tichon presented a lecture in Careers in Social Service and Behavioral Health to the Senior Seminar of Social Work students on March 13, 2023. Follow-up afterwards included Program Director email to all students in attendance.</p> <p>Dr. Mark Tichon presented Complicated Grief as a Professional Development Activity for the Union County School Counselors on Thursday, April 27th.</p> <p>Dr. Mark Tichon represented the LMU Counseling Program at the Career Fair held in the MANS building on the LMU Campus on November 9, 2022.</p> <p>Dr. Elkins attended the College and Career Fair in Harrogate on April 19, 2023.</p> <p>Dr. Salter worked with Lisa Milsaps, the school of education recruiter, to provide her with contacts for local mental health agencies.</p>	<p>For the Academic Year 2023-2024, LMU Counseling Faculty will engage in at least three recruitment and/or professional development events with partner agencies to expand awareness and recruitment.</p> <p>Work with Dr. McCook to find grants that will help pay for student tuition.</p>

Specific Recommendations Resulting from Assessment in 2021-2022	Specific Changes Implemented in 2022-2023 and Detailed Outcomes of those Changes	Recommendations for Further Improvements in 2023-2024
	Dr. Salter called or emailed students who started applications on the LMU website. (before the application was completed to try to encourage anyone who started an application to apply). This helped recruit 3 students who were “on the fence” about completing their application and returning to school.	

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.

Type/Name of Measure	Direct or Indirect Measure	Target Audience	How were the Data Used?
CMAS Transitions and CMAS Watermark 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, Vitae	Direct	LMU Counseling Faculty	Provides Evidence of Conference presentations and Professional Association Memberships
Counseling Program Handbook	Direct	LMU Counseling Stakeholders	Provides Evidence of Program Transition Points, and Implementation of Background Check Policy
Graduating Student Surveys	Indirect	LMU Counseling Graduating Students	Provides Evidence of Graduating Student Perceptions of the Learning Atmosphere and Professional Preparation in the LMU Counseling Program.
LMU Counseling Alumni Survey	Indirect	LMU Counseling Alumni	Provides Evidence of Alumni experience of the Learning Atmosphere and Professional Preparation in the LMU Counseling Program.
LMU Counseling Employer Survey	Indirect	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

Type/Name of Measure	Direct or Indirect Measure	Target Audience	How were the Data Used?
Praxis Scores	Direct	LMU Counseling Students	Data for CACREP Vital Statistics Report
NCE Scores	Direct	LMU Counseling Students	Data for CACREP Vital Statistics Report

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

CACREP Vital Statistics Report 2020-2023

Clinical Mental Health Counseling

	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>
Number of Students Enrolled (on Feb. 1, current year)	24	26	31	22
Number of Graduates (Summer & Fall prior year, Spring current year)	12	14	6	11
Completion Rate	86%	88%	100%	93%
NCE Examination Pass Rate	NA	75%	100%	100%
Job Placement Rate	82%	100%	100%	100%

School Counseling

	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>
Number of Students Enrolled (on Feb. 1, current year)	28	18	12	9
Number of Graduates (Summer & Fall prior year, Spring current year)	14	6	4	4
Completion Rate	100%	90%	100%	93%
School Counseling Praxis Pass Rate	93%	100%	100%	100%
Job Placement Rate	100%	100%	100%	100

APPENDIX B – Significant Program Changes and Activities June 1, 2022-May 31, 2023

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.