



LINCOLN MEMORIAL
UNIVERSITY

2014-2015 Outcome Assessment Report (OA)

1. **Academic Program/Operational Office Leader:** Mark A Tichon, PhD
2. **Academic School/Operational Division Mission Statement:**

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

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

Articulate an understanding that all students can learn as well as demonstrate the dispositions to serve and teach diverse student populations. **(Service)**

3. Academic Program/Operational Office Mission Statement:

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

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

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

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

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

Values

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

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

Education

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

Service

- Belief that a major cornerstone of a meaningful existence is service to humanity
- Service to the community where one lives

Service in a global and diverse society with an emphasis on the underserved.

5. Location(s) where Academic/Student Learning Goals are Implemented:

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

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I. Form 1

All Student Learning Goals

Column 1	Column 2	Column 3
	Related University Goal #	Related Strategic Goal #
Student Learning Goal 1: Counseling Degree Candidates will demonstrate an understanding of the counseling profession; develop an identity as a counselor and demonstrate a willingness to provide counseling services within the ethical guidelines of the counseling profession. (Professional Orientation and Ethical Practice (CACREP 2009.II.G.1))	<i>1, 3, 10, 11</i>	<i>1, 2, 3</i>
Student Learning Goal 2: Counseling Degree Candidates will develop an awareness of, and an appreciation for, social and cultural influences on human behavior and to recognize the impact of individual differences on the counseling process.. (Social and Cultural Diversity (CACREP 2009.II.G.2))	<i>1, 3, 10, 11</i>	<i>1, 2, 3</i>
Student Learning Goal 3: Counseling Degree Candidates will develop an understanding of developmental aspects of human growth and appreciation for the nature of human developmental behavior. (Human Growth and Development (CACREP 2009.II.G.3))	<i>1, 3, 10, 11</i>	<i>1, 2, 3</i>
Student Learning Goal 4: Counseling Degree Candidates will develop an understanding of career development and related life factors and the effects on an individual’s mental health and lifestyle.. (Career Development (CACREP 2009.II.G.4))	<i>1, 3, 9, 10, 11</i>	<i>1, 2, 3</i>
Student Learning Goal 5: Counseling Degree Candidates will demonstrate effective individual and group counseling skills which facilitate client growth and to demonstrate the ability to evaluate progress toward treatment goals.. (Helping Relationships (CACREP 2009.II.G.5))	<i>1, 2, 3, 9, 11</i>	<i>1, 2, 5</i>
Student Learning Goal 6: Counseling Degree Candidates will develop both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches. (Group Work (CACREP 2009.II.G.6))	<i>1, 2, 3, 7, 10, 11</i>	<i>1, 2, 4</i>
Student Learning Goal 7: Counseling Degree Candidates will gain knowledge and skills in assessment techniques and apply basic concepts to individual and group appraisal. (Assessment (CACREP 2009.II.G.7))	<i>1, 3, 10, 11</i>	<i>1, 2, 3, 7</i>
Student Learning Goal 8: Counseling Degree Candidates will develop the ability to read, critique, evaluate, and contribute to professional research literature.. (Research and Program Evaluation (CACREP 2009.II.G.8))	<i>1, 3, 10, 11</i>	<i>1, 2, 6, 7</i>
Student Learning Goal 9: Counseling Degree Candidates will engage in service learning activities, develop	<i>1, 3, 4, 5, 7,</i>	<i>1, 2, 3, 6</i>

advocacy competencies, collaborative relationships with community agencies, and personal awareness of the needs of historically underserved populations.. (Service Learning)	10, 11	
Student Learning Goal 10: Counseling Degree Candidates will demonstrate the ability to articulate their personal philosophy of counseling and utilize their philosophy in self-reflection and personal growth. (Reflective Practice)	1, 2, 3, 10, 11	1, 2, 4

All Operational Program Goals

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

II. Form 2

All Student Learning Goals

Column 1	Column 2	Column 3	Column 4
2014-2015 Student Learning Goals (include the objective(s) underneath the respective goal, if applicable)	Expected Outcomes, i.e. , Benchmarks	Assessment Methods and Results 2014-2015	Recommendations for Improvements in 2015-2016
<p align="center">Student Learning Goal 1: Counseling Degree Candidates will demonstrate an understanding of the counseling profession; develop an identity as a counselor and demonstrate a willingness to provide counseling services within the ethical guidelines of the counseling profession. (Professional Orientation and Ethical Practice (CACREP 2009.II.G.1))</p>	80% of Counseling Degree Candidates will appropriately demonstrate a capstone-level comprehensive understanding of Professional and Ethical Issues of the counseling profession.	<p>Assessment Method: Faculty evaluation of the students' Professional Resource Manual.</p> <p>Results: Analysis of related CMAS rubric provides evidence for 100% of students demonstrating knowledge at the Capstone Level in "History and Philosophy of the Counseling Profession" (CACREP-2009-2.G.1.a)</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 align="center">Assessment Data Note: Data sample for this standard is small, due to Key Assignment having been changed for 2 sections, without prior approval from Program Director.</p> <p>For the 2015 – 2016 Academic Year and Beyond, Program Director has implemented Livetext training Sessions with Adjuncts, to ensure continuity of Key Assignments and integrity of Assessment data.</p>
		<p>Assessment Method: Faculty evaluation of the students' Ethical Case Study Analyses for Ethical Self Awareness.</p>	No recommendations for Improvement in Instructional Strategies as Learning Outcome appears to be met according to

		<p>Results: Analysis of related CMAS rubric provides evidence for 100% of students demonstrating knowledge at the Capstone Level in “Applications of Ethical and Legal considerations in professional counseling” (CACREP-2009-2.G.1.j)</p>	CMAS rubric outcome Assessment on related CACREP Standard.
<p>Student Learning Goal 2: Counseling Degree Candidates will develop an awareness of, and an appreciation for, social and cultural influences on human behavior and to recognize the impact of individual differences on the counseling process.. (Social and Cultural Diversity (CACREP 2009.II.G.2))</p>	80% of students will demonstrate capstone level understanding of developing a personal cultural self-awareness.	<p>Assessment Method: Faculty evaluation of the students’ Acculturative Experience.</p> <p>Results: Analysis of related CMAS rubric provides evidence for 28% of students demonstrating knowledge at the Capstone Level in “Developing Cultural Self Awareness” (CACREP-2009-2.G.2.e)</p>	As Analysis of related CMAS rubric provides evidence for 28% of students demonstrating knowledge at the Capstone Level in “Developing Cultural Self Awareness”, Program director has implemented curricular improvements to more thoroughly address related concepts in future iterations of this course.
		<p>Assessment Method: Faculty evaluation of the students’ Research Paper on Selected Group.</p> <p>Results: Analysis of related CMAS rubric provides evidence for 100% of students demonstrating knowledge at the Capstone Level in “Counselors roles in eliminating biases, prejudices, and processes of discrimination.” (CACREP-2009-2.G.2.f)</p>	No recommendations for Improvement as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard.
<p>Student Learning Goal 3: Counseling Degree Candidates will develop an understanding of developmental aspects of</p>	80% of students will demonstrate capstone level knowledge of developmental theories.	<p>Assessment Method: Faculty evaluation of the students’ Developmental Case Study of a Child or Adolescent.</p> <p>Results: Analysis of related CMAS rubric</p>	No recommendations for Improvement as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard.

<p>human growth and appreciation for the nature of human developmental behavior. (Human Growth and Development (CACREP 2009.II.G.3))</p>		<p>provides evidence for 86% of students demonstrating knowledge at the Capstone Level in “Evidence of Understanding of Developmental Theories and facilitating optimal development and wellness over the lifespan” (CACREP 2009-2.G.3.h)</p>	
		<p>Assessment Method: Faculty evaluation of the students’ Research Paper on Major Topic in Human Growth and Development.</p> <p>Results: Analysis of related CMAS rubric provides evidence for 73% of students demonstrating knowledge at the Capstone Level in “Impact of crises on the developing Individual” (CACREP-2009-2.G.3.c).</p>	<p>As Analysis of related CMAS rubric provides evidence for 73% of students demonstrating knowledge at the Capstone Level in “Impact of crises on the developing Individual”, Program director has implemented curricular improvements to more thoroughly address related concepts in future iterations of this course.</p>
<p>Student Learning Goal 4: Counseling Degree Candidates will develop an understanding of career development and related life factors and the effects on an individual’s mental health and lifestyle.. (Career Development (CACREP 2009.II.G.4))</p>	<p>80% of Counseling Degree Candidates will appropriately demonstrate a capstone-level Knowledge of Career Development and related Life Factors.</p>	<p>Assessment Method: Faculty evaluation of the students’ Career Self-Exploration Case Study</p> <p>Results: Analysis of related CMAS rubric provides evidence for 70% of students demonstrating knowledge at the Capstone Level in Understanding “Career Development theories and decision-making models” (CACREP-2009-G.4.a)</p>	<p>Analysis of related CMAS rubric provides evidence for 70% of students demonstrating knowledge at the Capstone Level in Understanding “Career Development theories and decision-making models”, Program director has implemented curricular improvements to more thoroughly address related concepts in future iterations of this course.</p>
		<p>Assessment Method: Faculty evaluation of the students’ Career Planning Manual with focus on Technology and Career Information Systems.</p>	<p>No recommendations for Improvement as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard.</p>

		<p>Results: Analysis of related CMAS rubric provides evidence for 82% of students demonstrating knowledge at the Capstone Level in Understanding of “Career Development Program planning, organization, implementation, administration, and evaluation” (CACREP-2009-2.G.4.c)</p>	
<p>Student Learning Goal 5: Counseling Degree Candidates will demonstrate effective individual and group counseling skills which facilitate client growth and to demonstrate the ability to evaluate progress toward treatment goals.. (Helping Relationships (CACREP 2009.II.G.5))</p>	<p>80% of Counseling Degree Candidates will demonstrate a capstone-level utilization of effective interpersonal Counseling Skills</p>	<p>Assessment Method: Faculty evaluation of the students’ Taped Analyses of Counseling Sessions for Understanding of Counseling Process.</p> <p>Results: Analysis of related CMAS rubric provides evidence for 100% of students demonstrating knowledge at the Capstone Level in “Counselor characteristics and behaviors that influence the helping process” (CACREP-2009-2.G.5.b)</p>	<p>No recommendations for Improvement as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard.</p>
		<p>Assessment Method: Student Self-Assessment of their own Professional Dispositions at entry into the Counseling Program.</p> <p>Results: Analysis of related CMAS rubric provides evidence for 68% of students demonstrating “Commitment to the Profession” at the Capstone Level in Professional Dispositions.</p>	<p>For the 2015 – 2016 Academic year, and beyond, Program director has instructed course instructors to provide an additional evaluation of “Professional Dispositions of the Counseling Profession” for faculty assessment of student dispositions, so as to provide multiple measures of assessment for this disposition.</p>
<p>Student Learning Goal 6: Counseling Degree Candidates will develop both theoretical and experiential</p>	<p>80% of Counseling Degree Candidates will demonstrate a capstone-level understanding of</p>	<p>Assessment Method: Faculty evaluation of the students’ group leadership and resultant reflection on a Group Counseling Sessions.</p>	<p>No recommendations for Improvement as Learning Outcome appears to be met according to CMAS rubric outcome Assessment</p>

<p>understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches. (Group Work (CACREP 2009.II.G.6))</p>	<p>group counseling leadership skills.</p>	<p>Results: Analysis of related CMAS rubric provides evidence for 88% of students demonstrating knowledge at the Capstone Level in “Group leadership or facilitation styles and approaches” (CACREP-2009-2.G.6.b)</p>	<p>on related CACREP Standard.</p>
		<p>Assessment Method: Faculty evaluation of the students’ demonstration of Professional Dispositions.</p> <p>Results: Analysis of related CMAS Dispositions rubric provides evidence for 87% of students demonstrating Dispositions of “Professionalism” at the Capstone Level.</p>	<p>No recommendations for Improvement as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard.</p> <p>Analysis of Professional Dispositions Rubric by Counseling faculty reveals need for more discriminant and Counseling-specific set of Dispositons.</p> <p>For the 2015 – 2016 Academic year, Program director has instructed course instructors to more effectively assess Professional Dispositions specific to the counseling program.</p>
<p>Student Learning Goal 7: Counseling Degree Candidates will gain knowledge and skills in assessment techniques and apply basic concepts to individual and group appraisal. (Assessment (CACREP 2009.II.G.7))</p>	<p>80% of Counseling Degree Candidates will demonstrate a capstone-level knowledge of Counseling Assessment Concepts</p>	<p>Assessment Method: Faculty evaluation of the students’ Counseling Assessment Case Study Analyses.</p> <p>Results: Analysis of related CMAS rubric provides evidence for 87% of students demonstrating knowledge at the Capstone Level in “Summary and Analysis of</p>	<p>No recommendations for Improvement as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard.</p>

		Information--related to basic concepts of standardized and nonstandardized testing” (CACREP-2009.2.g.7.b)	
		<p>Assessment Method: Faculty evaluation of the students’ Summary and Critique of a Standardized Assessment Instrument.</p> <p>Results: Analysis of related CMAS rubric provides evidence for 87% of students demonstrating knowledge at the Capstone Level in “Social and Cultural factors related to assessment and evaluation of individuals” (CACREP-2009-2.G.7.f).</p>	<p>No recommendations for Improvement as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard.</p> <p>Rubric Revision: For the 2015 – 2016 Academic Year, Program Director has revised the rubric to allow for a more discrete assessment of this standard.</p>
<p>Student Learning Goal 8: Counseling Degree Candidates will develop the ability to read, critique, evaluate, and contribute to professional research literature.. (Research and Program Evaluation (CACREP 2009.II.G.8))</p>	<p>80% of Counseling Degree Candidates will appropriately demonstrate a capstone-level ability to critique and evaluate Counseling Research</p>	<p>Assessment Method: Faculty evaluation of the students’ Counseling Research Proposal for Understanding research methods, statistical analysis, needs assessments and program evaluation.</p> <p>Results: Analysis of related CMAS rubric provides evidence for 71% of students demonstrating knowledge at the Capstone Level in “Ethical and Culturally Relevant Interpretation of Research” (CACREP-2009.G.8.f) Also, small sample size.</p>	<p>As Analysis of related CMAS rubric provides evidence for only 71% of students demonstrating knowledge at the Capstone Level in “Ethical and Culturally Relevant Interpretation of Research”, related concepts to be taught more thoroughly in future.</p> <p>However, this analysis is based on a small sample size, as only 32% of Counseling students’ Research Proposals were assessed with the Supplemental CACREP Research Proposal Addendum Rubric.</p> <p>For the 2015 – 2016 Academic year and beyond, Counseling Program Director has communicated with</p>

			EDUC 511 – Research and Statistics in Education Course Instructors to ensure Counseling Students’ Research Proposals are assessed with the Supplemental CACREP Rubric.
		<p>Assessment Method: Faculty evaluation of the students’ Counseling Research Proposal for Understanding of the Importance of research.</p> <p>Results: Analysis of related CMAS rubric provides evidence for only 100% of students demonstrating knowledge at the Capstone Level in “Importance of Research in Advancing the Counseling Profession” (CACREP-2009-2.G.8.a)</p>	<p>No recommendations for Improvement as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard.</p> <p>However, this analysis is based on a small sample size, as only 32% of Counseling students’ Research Proposals were assessed with the Supplemental CACREP Research Proposal Addendum Rubric.</p> <p>For the 2015 – 2016 Academic year and beyond, Counseling Program Director has communicated with EDUC 511 – Research and Statistics in Education Course Instructors to ensure Counseling Students’ Research Proposal are assessed with the Supplemental CACREP Rubric.</p>
Student Learning Goal 9: Counseling Degree Candidates will engage in service learning activities, develop advocacy competencies, collaborative relationships with community	80% of Counseling Degree Candidates will demonstrate a capstone-level ability to apply social justice framework to Service Learning	<p>Assessment Method: Faculty evaluation of the students’ Professional Orientation Service Learning Assignment.</p> <p>Results: Analysis of related CMAS rubric provides evidence for 84% of students</p>	No recommendations for Improvement as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard.

<p>agencies, and personal awareness of the needs of historically underserved populations.. (Service Learning)</p>	<p>Activities</p>	<p>demonstrating knowledge at the Capstone Level in “Understanding of complex issues and application of theories of multicultural counseling, identity development, and social justice.” (CACREP-2009-2.G.2.c)</p>	
		<p>Assessment Method: Faculty evaluation of the students’ Career Counseling Service Learning Assignment.</p> <p>Results: Analysis of related CMAS rubric provides evidence for 89% of students demonstrating knowledge at the Capstone Level in “Knowledge of Actual Community Needs” (CACREP-2009.2.G.2.a)</p>	<p>No recommendations for Improvement as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard.</p>
<p>Student Learning Goal 10: Counseling Degree Candidates will demonstrate the ability to articulate their personal philosophy of counseling and utilize their philosophy in self-reflection and personal growth. (Reflective Practice)</p>	<p>80% of Counseling Degree Candidates will demonstrate a capstone-level of Self-Reflection in Developing a Personal Philosophy of Counseling and Field Experience Self-Reflection</p>	<p>Assessment Method: Faculty evaluation of the students’ Philosophy of Counseling.</p> <p>Results: Analysis of related CMAS rubric provides evidence for 68% of students demonstrating knowledge at the Capstone Level in “Conceptualizing client presentation and selecting appropriate counseling interventions...and begin to develop a personal model of counseling”. (CACREP-2009-2.G.5.d)</p>	<p>As Analysis of related CMAS rubric provides evidence for 68 % of students demonstrating knowledge at the Capstone Level in “Conceptualizing client presentation and selecting appropriate counseling interventions...and begin to develop a personal model of counseling”, Program directorProgram director has implemented curricular improvements to more thoroughly address related concepts in future iterations of this course..</p>
		<p>Assessment Method: Faculty evaluation of the students’ Counseling Practicum Self-Reflection.</p> <p>Results: Due to changes in NCATE and</p>	<p>Due to changes in CAEP Accreditation and related review of CACREP Programs, Institutional Outcomes for the School of Education have changed.</p>

		CAEP Accreditation, and related changes in the guiding documents and EPP Outcomes, the Outcome Associated with Reflection and Personal Growth- “A well-articulated and comprehensive manner and displayed objectivity and insight into own development as a counselor.” (LMU.IS.4)—is no longer assessed with this rubric. Data set is null.	Rubric Revision: For the 2015 – 2016 Academic Year, Rubric has been revised for more accurate measurement of Counselor Reflection and Personal Growth at entry into Clinical Practice.
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All Operational Program Goals

Column 1	Column 2	Column 3	Column 4
<i>2014-2015 Operational Program Goals (include objective(s) underneath the respective goal, if applicable)</i>	<i>Expected Outcomes, i.e., Benchmarks</i>	<i>Assessment Methods and Results 2014-2015</i>	<i>Recommendations for Improvements in 2015-2016</i>
Program Goal 1: Increase use of technology to systematically improve program delivery and increase data collection through use of an electronic assessment system	80% of key assignments will be submitted and assessed on LiveText.	For the Academic Year 2014 – 2015, 90% of Key Assignments for all CG Courses were submitted and assessed in Livetext.	Benchmark met. For the year 2015 – 2016, 100% of assignments that assess student acquisition of knowledge in CACREP Standards are to be submitted and Assessed in Livetext, to ensure comprehensive Assessment Data.
	Annual Outcome Report based on Transition data in CMAS to be published annually in September of each year.	Annual Outcome Report for LMU Counseling Programs was published online in September 2014, with Appended CACREP Vital Statistics Report, including Program Graduation rates and Licensing Exam Pass Rates.	Benchmark met. For the year 2015 – 2016, Program Director has revised Annual Outcomes Report with focus on CACREP Standards and Vital Statistics Report, to be published online by September 15 th , 2016.

	Increase Administrative support, consolidate, and optimize record keeping for program management	Counseling Administrative Assistant was moved to a permanent full time position for the 2014- 2015 calendar year, and worked closely with the School of Education Director of Assessment and counseling Program Director to streamline Counseling applications and interview process, as well as management of student files at transition points in the Program.	For the year 2015 – 2016, Counseling Program Director has communicated that Admin Asst. will attend all faculty meetings and serve as record keeper of minutes, and collect candidate information to assist in CACREP Annual Statistics reporting. Admin. Asst. has created electronic distribution list of all current Counseling Degree Candidates, and regularly communicate program information.
	Utilize technology in delivering curriculum to increase efficiencies of course delivery.	For 2014 – 2015, The CG 581 – Human Growth and Development Course was taught entirely in the online-hybrid format, based on positive feedback from pilot course in prior year.	For the Academic Year 2015 – 2016, CG 581 Human Growth and Development has been changed to an Online-Hybrid blended course during the Summer term.
	Plan for Alignment of LMU Counseling Programs with 2016 CACREP Standards	Revised 2016 CACREP Standards were released in March 2015. LMU Counseling Programs operate under 2009 Standards until ReAccreditation visit in 2020 or 2021.	For the Academic Year 2015 – 2016, Program Director has developed action plan with timelines to bring LMU Counseling Programs into Compliance with revised 2016 CACREP Standards by the Academic Year 2019 - 2020. Alumni Survey has been developed and will be sent to all LMU Counseling Grads 6 months post-graduation to inform CACREP Vital Statistics report.

			Employer Survey has been developed and will be sent to employers of LMU Counseling Graduates 6 months post-graduation to inform Annual OAR report.
Program Goal 2: Increase Stakeholder Involvement in the Development and Evaluation of the Program	Continue to Develop and Grow the Counseling Program Advisory Council	For the 2014 – 2015 Academic Year, a new Chair of the Counseling Program Advisory Council was elected, and two Counseling student representatives were added. Advisory Council Added 2 Community stakeholders and advised on policies related to national Counseling Examination (NCE), in consultation with professional organizations and other institutions.	For the 2015 – 2016 Academic Year, Program Director has schedule Bi-Annual meetings of the Counseling Program Advisory Council , on the same days as the Carter and Moyers School of Education Advisory Council Meetings. Program Director has communicated to Counseling Advisory Council Chair the primary mission of advising program modifications, to include revision of Dispositions of Professional Counseling.
	Develop partnerships with State and National Leadership in Counseling Programs through Accreditation, Conference Attendance, and Presentations.	Counseling Program faculty were well represented at State and National Conferences. Dr. Tichon, Dr. Effler, and Dr. Hayes presented at the Tennessee Counseling Association (TCA) Conference in November 2014, and attended Advocacy sessions on TN State Counseling Licesnure and Mental Health Advisory Council Luncheon. Dr. Tichon and Dr. Hayes attended the Annual American Counseling Association	Continue to engage in conference presentations as well as utilize LMU facilities for Continuing Training Opportunities for Site Supervisors and Licensed Counselors. Continue to comply with all CACREP Standards and reporting procedures.

		<p>(ACA) and attended CEU sessions on Counseling Program Development and CACREP Standards.</p> <p>Dr. Connie Theriot presented at the Annual Appalachian Conference Association.</p> <p>All 4 Core Counseling Faculty maintained professional memberships with the ACA, TCA and SMCA.</p>	
	Develop Relationships with Strategic Community Partners	The Counseling Program Faculty and Clinical Staff of Family Preservation Systems convened on the Harrogate Campus for a dinner and informational session for students. Out of this meeting, 3 students achieved field placements and employment.	Program Director has collaborated with Boys and Girls Club of East Tennessee to provide Practicum and Internship placements. Counseling faculty has collaborated on grant opportunities for training and education to Boys and Girls club staff.
Program Goal 3: Strengthen Clinical Training Opportunities and processes related to field and Clinical Placement of Counseling Interns.	Implement Background Check Policy as precursor to all field placements.	Background Screening process was continued as a condition of admission to the Counseling Program. 100% of applicants now have a satisfactory Background check prior to Level I Counseling Program admission.	<p>Background screening process has been deemed a successful addition to gatekeeping function of training program in professional Counseling.</p> <p>Continue to use background screening for 100% of applicants in 2015 – 2016 year.</p> <p>Program Director has expanded applicant screening procedures to extend to aptitude for academic success by requiring a Standardized test, such as the Praxis-PLT, the ACT, or GRE as a pre-requisite to Level I admission.</p>
	Develop comprehensive list of Approved sites.	Practicum and Internship Coordinator has developed and maintains in his files an	Continue to identify and add qualified Internship Sites and Site

		Approved List of Training Sites for both School and Mental Health Counseling students, in compliance with CACREP standards.	Supervisors. Where possible, use highly experienced Site Supervisors as Practicum Section Supervisors to increase field experience. Counseling Practicum and Internship Director has developed training relationships with 2 additional Community Agency sites to meet training site needs for increased number of Mental Health Counseling students.
	Implement regular training opportunities for Site Supervisors.	For the 2014 – 2015 Academic year, the Counseling Program Practicum and Internship Coordinator implemented Training in Supervision into class sessions at the beginning of the semester, giving students a chance to bring a Site Supervisor to class. Attendance for these Supervision trainings was significantly increased.	For the 2015 – 2016 Academic Year and Beyond, Counseling Practicum and Internship Coordinator has coordinated with School of Education Director of Clinical Experience to continue trainings for Site Supervisors in class, so that Counseling students can dialogue with Site Supervisors, and build collaborative dialogue about purpose and process of counseling Supervision.

III. Form 3

All Student Learning Goals

Column 1	Column 2	Column 3
Specific Recommendations Resulting From Assessment in 2013-2014	Specific Changes Implemented in 2014-2015 and Detailed Outcomes of those Changes	Recommendations for Further Improvements in 2015-2016
Learning Goal 1: For the 2014 – 2015 Academic Year and Beyond, Rubric that measures “History and Philosophy of the	Rubric to assess Professional Resource Manual was modified. As this came as a mid-year revision, previous rubric was used to collect	Program director has modified Professional Resource Manual rubric for more discrete measure of “History and Philosophy of the

<p>Counseling Profession” (CACREP-2009-2.G.1.a) to be revised for more discrete assessment of this standard.</p>	<p>data for the 2014 - 2015 academic year.</p>	<p>Counseling Profession” (CACREP-2009-2.G.1.a) in the 2015 – 2016 Academic Year.</p>
<p>Learning Goal 1: For the 2014 – 2015 Academic Year and Beyond, Rubric that measures “Applications of Ethical and Legal considerations in professional counseling” (CACREP-2009-2.G.1.j) to be revised for more discrete assessment of this standard.</p>	<p>Rubric to assess Ethical Case Study Analyses for Ethical Self Awareness was modified. As this came as a mid-year revision, previous rubric was used to collect data for the 2014 - 2015 academic year.</p>	<p>Program Director has modified Professional Resource Manual rubric for more discrete measure of “Applications of Ethical and Legal considerations in professional counseling” (CACREP-2009-2.G.1.j) in the 2015 – 2016 Academic Year.</p>
<p>Learning Goal 3: As analysis of related CMAS rubric provides evidence for 74% of students demonstrating knowledge at the Capstone Level in “Evidence of Understanding of Developmental Theories and facilitating optimal development and wellness over the lifespan” (CACREP 2009-2.G.3.h), related concepts to be taught more thoroughly in this course in future.</p>	<p>Course Syllabus for CG 521 – Career Counseling - was modified to focus more intently on material related to Developmental Theories and facilitating optimal development and wellness over the lifespan. Additionally, this material was highlighted as an important component of the Developmental Case Study of a Child or Adolescent in the Assignment Completion Guidelines.</p> <p>Curricular change resulted in higher student attainment of learning Outcome at Capstone level. Analysis of related CMAS rubric shows that 86% of students demonstrated knowledge at the Capstone Level for this standard in the 2014 – 2015 academic year.</p>	<p>Modification appears to have been effective, as Learning Outcome has been met with at least 80% of students demonstrating Learning Outcome at Capstone Level.</p> <p>No further recommendations required as Learning Outcome appears to have been met.</p>
<p>Learning Goal 3: As Analysis of related CMAS rubric provides evidence for 60% of students demonstrating knowledge at the Capstone Level in “Impact of crises on the developing Individual” (CACREP-2009-</p>	<p>Course syllabus for CG 581 – Human Growth and Development was modified to focus more closely on issues related to crisis and factors promoting resiliency in the developing individual. Concepts were</p>	<p>As analysis provides evidence for greater student acquisition of Learning Outcome at Capstone Level, Program Director has instructed Course Instructors to continue to emphasize teaching of this material in class and</p>

<p>2.G.3.c), related concepts to be taught more thoroughly in this course in future.</p>	<p>featured in Research Assignment and related Power Point presentation to class, where students had to clearly explain this concept as related to a topic of their choice.</p> <p>Curricular change resulted in higher student attainment of learning Outcome at Capstone level.</p> <p>Analysis of related CMAS rubric shows that 73% of students demonstrated knowledge at the Capstone Level for this standard in the 2014 – 2015 academic year, versus 60% for the 2013 - 2014 year.</p>	<p>to provide models of Capstone Achievement to students in this course to demonstrate examples of Capstone level of Learning Outcome Achievement.</p>
<p>Learning Goal 4: Analysis of related CMAS rubric provides evidence for 78% of students demonstrating knowledge at the Capstone Level in Understanding “Career Development theories and decision-making models” (CACREP-2009-G.4.a), related concepts to be taught more thoroughly in this course in future.</p>	<p>Concepts related to Career Development Theories and Decision-Making Models have been infused into the curriculum, and clearly articulated in the Career Self-Analysis. A packet of worksheets was completed by each student relating to the various Career Development Theories.</p> <p>Analysis of related CMAS rubric shows that 70% of students demonstrated knowledge at the Capstone Level for this standard in the 2014 – 2015 academic year, versus 78% for the 2013 - 2014 year.</p>	<p>Modification to course appears to have had minimal impact on student achievement of Learning Outcome.</p> <p>For Academic Year 2015 – 2016 Program Director has redesigned curriculum for CG 521 – Career Counseling, and added a module on “College and Career Readiness”. This is a major area of emphasis in School Counseling which is significantly expanded in the CACREP 2016 Standards. Concepts related to “Career Development Theories and Decision Making Models” have been thoroughly infused into this learning material.</p>
<p>Learning Goal 4: As Analysis of related CMAS rubric provides evidence for 71% of students demonstrating knowledge at the Capstone Level in Understanding of “Career</p>	<p>Concepts related to Technology and Career Information Systems were infused into curriculum and lesson plans covering chapters 3 and 4 in text. Students were</p>	<p>Modification appears to have been effective, as Learning Outcome has been met with at least 80% of students demonstrating Learning Outcome at Capstone level. No further</p>

<p>Development Program planning, organization, implementation, administration, and evaluation” (CACREP-2009-2.G.4.c), related concepts to be taught more thoroughly in this course in future.</p>	<p>required to complete research project using Career Information Systems, and include information in Career Planning Manual.</p> <p>Curricular change resulted in higher student attainment of Learning Outcome at Capstone level. Analysis of related CMAS rubric provides evidence tat 82% of students demonstrated knowledge at the Capstone Level for this standard in the 2014 – 2015 Academic Year.</p>	<p>recommendations required.</p>
<p>Learning Goal 5: As Analysis of related CMAS rubric provides evidence for 77% of students demonstrating knowledge at the Capstone Level in “Counselor characteristics and behaviors that influence the helping process” (CACREP-2009-2.G.5.b), related concepts to be taught more thoroughly in course in future.</p>	<p>Counselor self-care and Journaling for self-awareness were fully infused throughout the CG 541 – Counseling Skills curriculum, in order for students to more clearly understand and articulate characteristics and behaviors that influence the helping process.</p> <p>Curricular change resulted in higher student attainment of learning outcome at Capstone level. Analysis of related CMAS rubric provides evidence for 1005 of students demonstrating knowledge at the Capstone Level for this standard in the 2014 – 2015 Academic year.</p>	<p>Modification appears to have been effective, as Learning Outcome has been met with at least 80% of students demonstrating Learning Outcome at Capstone Level.</p> <p>No further recommendations for Improvement as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard.</p>
<p>Learning Goal 5: For the 2014 – 2015 Academic year, and beyond, an additional evaluation of Professional Dispositions of the Counseling Profession will be performed by Course Instructor for faculty assessment of student dispositions.</p>	<p>During the Academic Year of 2014 – 2015, the Council for the Accreditation of Educator Preparation (CAEP) released a statement that it programs with specialty Accreditation, including CACREP, will not be reviewed.</p>	<p>Dispositions specific to the Counseling Profession have been implemented for the 2015- 2016 Academic year in the CG 631 – Group Counseling course.</p>

	<p>As CACREP Accreditation, this allows the Counseling Program to implement a set of Dispositions aligned with the knowledge, skills, and abilities of the Counseling Profession.</p> <p>Implementation of Counseling-specific Dispositions has been deferred to the 2015 – 2016 Academic year in order for collaboration with Advisory Council and congruence with recently released 2016 CACREP Standards.</p>	
<p>Learning Goal 6: Analysis of Professional Dispositions Rubric and resultant CMAS data by Counseling faculty reveals need for more discriminant and Counseling-specific set of Dispositons.</p>	<p>During the Academic Year of 2014 – 2015, the Council for the Accreditation of Educator Preparation (CAEP) released a statement that it programs with specialty Accreditation, including CACREP, will not be reviewed.</p> <p>As CACREP Accreditation, this allows the Counseling Program to implement a set of Dispositions aligned with the knowledge, skills, and abilities of the Counseling Profession.</p> <p>Implementation of Counseling-specific Dispositions has been deferred to the 2015 – 2016 Academic year in order for collaboration with Advisory Council and congruence with recently released 2016 CACREP Standards.</p>	<p>Dispositions specific to the Counseling Profession have been implemented for the 2015- 2016 Academic year in the CG 631 – Group Counseling course.</p>

<p>Learning Goal 7: For the 2014 – 2015 Academic Year and Beyond, Rubric measuring “Social and Cultural factors related to assessment and evaluation of individuals” (CACREP-2009-2.G.7.f) to be revised for more discrete assessment of this standard.</p>	<p>Rubric to assess students’ Summary and Critique of a Standardized Assessment Instrument was modified. As this came as a mid-year revision, previous rubric was used to collect data for the 2014 - 2015 academic year.</p>	<p>Program Director has modified the Summary and Critique of a Standardized Assessment Instrument rubric for more discrete measure of “Social and Cultural factors related to assessment and evaluation of individuals” (CACREP-2009-2.G.7.f) in the 2015 – 2016 Academic Year.</p>
<p>Learning Goal 8: As Analysis of related CMAS rubric provides evidence for only 77% of students demonstrating knowledge at the Capstone Level in “Importance of Research in Advancing the Counseling Profession” (CACREP-2009-2.G.8.a), related concepts to be taught more thoroughly in future.</p>	<p>Counseling Program Director collaborated in person and through email exchanges with lead faculty who taught EDUC 511 – research and Statistics in Education. Most frequent topic of conversation was assignment modifications for MEd Counseling students, so that research proposal was in line with “The Importance of Research in Advancing the Counseling Profession”.</p> <p>Increased communication between general Graduate Education and Counseling faculty, as well as expanding scope of assignment, resulted in higher student attainment of Learning Outcome at Capstone level. Analysis of related CMAS rubric provides evidence that 100% of students demonstrated knowledge at the Capstone Level for this standard in the 2014 – 2015 Academic Year.</p> <p>However, this analysis is based on a small sample size, as only 32% of Counseling students’ Research Proposals were assessed with the Supplemental CACREP Research Proposal Addendum Rubric.</p>	<p>For the 2015 – 2016 Academic year and beyond, Counseling Program Director has communicated with EDUC 511 – Research and Statistics in Education Course Instructors to ensure Counseling Students’ Research Proposals are Assessed with the Supplemental CACREP Rubric.</p>

<p>Learning Goal 10: As Analysis of related CMAS rubric provides evidence for 79 % of students demonstrating knowledge at the Capstone Level in “Conceptualizing client presentation and selecting appropriate counseling interventions...and begin to develop a personal model of counseling” (CACREP-2009-2.G.5.d), related concepts to be taught more thoroughly in course in future.</p>	<p>The importance of developing a personal model of counseling was infused throughout the CG 611 – Counseling Theories curriculum, in order for students to more clearly understand and articulate the importance of personal reflection and experience to the Counseling Process.</p> <p>Analysis of related CMAS rubric provides evidence for 68% of students demonstrating knowledge at the Capstone Level in “Conceptualizing client presentation and selecting appropriate counseling interventions...and begin to develop a personal model of counseling”. (CACREP-2009-2.G.5.d)</p>	<p>Modification to course appears to have had minimal impact on student achievement of Learning Outcome at Capstone level.</p> <p>Counseling Program Director has redesigned curriculum for CG 611 –Counseling Theories, to place explicit emphasis on the importance of personal reflection and experience to developing a personal model of Counseling.</p> <p>Key Assignment, “Philosophy of Counseling” used to assess this CACREP Standard has been changed so that students explicitly highlight their personal reflection of counseling work with clients in developing their philosophy of Counseling.</p>
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All Operational Program Goals

Column 1	Column 2	Column 3
<p>Specific Recommendations Resulting From Assessment in 2013-2014</p>	<p>Specific Changes Implemented in 2014-2015 and Detailed Outcomes of those Changes</p>	<p>Recommendations for Further Improvements in 2015-2016</p>
<p>For the 2014 - 2015 year, the CMSE has developed 10 new EPP Outcomes. Align Counseling Curriculum with 10 new EPP Outcomes.</p>	<p>Change not implemented in 2014 – 2015, as the 10 EPP Outcomes were based on initial guidance from The Council for Accreditation of Education Providers (CAEP), and have since changed.</p> <p>The Carter and Moyers School of Education approved new EPP Vision, Mission, Goals, and Outcomes to begin the 2015 – 2016 academic Year.</p>	<ul style="list-style-type: none"> For the Academic Year of 2015 – 2016, CMSE EPP Vision, Mission, Goals, and Outcomes have been aligned to the CACREP Standards, for continuity of Assessment with School of Education.
<p>CG OAR report for 2014 – 2015 to include</p>	<p>Change not implemented in 2014 – 2015, as the</p>	<ul style="list-style-type: none"> For the Academic Year of 2015 – 2016,

<p>10 new EPP outcomes.</p>	<p>10 EPP Outcomes were based on initial guidance from The Council for Accreditation of Education Providers (CAEP), and have since changed.</p> <p>In the 2014 – 2015 Academic year, CAEP clarified its relationship with partner Agencies, and released a policy stating that it recognizes specialized accrediting organizations. As CACREP is a recognized specialized Accreditation, CAEP will not review the Counseling Programs at LMU.</p>	<p>CMSE EPP Vision, Mission, Goals, and Outcomes have been aligned to the CACREP Standards, for continuity of Assessment with School of Education.</p> <ul style="list-style-type: none"> • Annual Counseling Program Outcomes Assessment Report has been revised to focus on important LMU and Program standards, which are based on CACREP standards.
<p>For the Academic year 2014-2015, Admin. Asst. hours to be increased from 20 to 30 hours per week. Establish electronic tracking of all Applicant and Current degree candidate data though spreadsheet and/or database for more efficient program management.</p>	<p>Counseling Administrative Assistant was moved to a permanent 3/4 time position for the 2014- 2015 calendar year. Counseling Administrative Assistant worked with the School of Education Director of Assessment and Counseling Program Director to streamline Counseling applications and interview process, as well as improve management of student files at transition points in the Program.</p>	<ul style="list-style-type: none"> • For the year 2015 – 2016, Program Director has communicated to Admin Assistant. The additional position responsibility of attending all faculty meetings and taking notes for program. • Counseling Admin Asst. has developed spreadsheets for collecting candidate information to assist in CACREP Annual Statistics reporting. • Admin. Asst. has created electronic distribution list of all current Counseling Degree Candidates, and regularly communicates all important program information.
<p>Analyze student experience of Online-Hybrid courses, continue to increase Online-Hybrid options in the 2014-2015 Academic year.</p>	<p>All three sections of CG 581 – Human Growth and Development were delivered as online-hybrid format. Analysis of Student feedback from end of semester course evaluation provides quantitative and qualitative evidence for effectiveness of</p>	<ul style="list-style-type: none"> • For the Academic Year 2015 – 2016, CG 581 Human Growth and Development has been changed to an Online-Hybrid blended course offering.

	instruction as well as student receptivity to Online-Hybrid Course delivery.	
Increase Conference Presentations as well as utilize LMU facilities for Continuing Education Opportunities for Licensed Professional Counselors.	<p>Counseling Program faculty were well represented at State and National Conferences.</p> <p>Dr. Tichon, Dr. Effler, and Dr. Hayes presented at the Tennessee Counseling Association (TCA) Conference in November 2014, and attended Advocacy sessions on TN State Counseling Licensure and Mental Health Advisory Council Luncheon.</p> <p>Dr. Tichon and Dr. Hayes attended the Annual American Counseling Association (ACA) National Conference and attended CEU sessions on Counseling Program Development and CACREP Standards.</p> <p>Dr. Connie Theriot presented at the Annual Appalachian Conference Association.</p> <p>All 4 Core Counseling Faculty maintained professional memberships with the ACA, TCA and SMCA.</p>	<ul style="list-style-type: none"> • For the Academic Year 2015 – 2016, Counseling Program Director has approved core faculty to participate in Regional, State and National Counseling Conferences, and communicated the importance of maintaining professional memberships in Organizations related to Professional Counseling. • Program Director has collaborated with Boys and Girls Club of East Tennessee to provide Practicum and Internship placements. • • Counseling faculty has collaborated on grant opportunities for training and education to Boys and Girls club staff.
Continue to use background screening for 100% of applicants in 2014 – 2015 year.	Background Screening process was continued as a condition of admission to the Counseling Program. 100% of applicants now have a satisfactory Background check prior to Level I Counseling Program admission.	<ul style="list-style-type: none"> • Background screening process has been deemed a successful addition to gatekeeping function of training program in professional Counseling. Background screening has been permanently implemented for 100% of applicants in 2015 – 2016 year. • Applicant screening procedures have

		been extended to aptitude for academic success by requiring a Standardized test, such as the Praxis-PLT, the ACT, or GRE as a pre-requisite to Level I admission.
Continue to identify and add qualified Internship Sites and Site Supervisors. Where possible, use highly experienced Site Supervisors as Practicum Section Supervisors to increase field experience. Develop training relationships with 2 additional Community Agency sites to meet training site needs for increased number of Mental Health Counseling students.	<p>For the Academic Year of 2014 – 2015, 100% of Counseling Practicum and Internship students were successfully placed at Community partners, and Practicum and Internship Coordinator added to list of qualified Internship Sites and Supervisors based on student feedback.</p> <p>For the Academic Year 2014 – 2015, a highly qualified Site Supervisor, and Licensed LPC who has gone through Tennessee Supervision Course, has been added as a Practicum Site Supervisor.</p> <p>2 Additional Community Agency Placement Sites were added to list of qualified training Sites, Stepping Stones Program in Oak Ridge, and Smoky Mountain Children’s Home in Oneida Tennessee.</p>	<ul style="list-style-type: none"> • For the Academic year 2015 – 2016, Practicum and Internship Director has focused on maintaining consistency of Clinical training with recruitment and retention of highly qualified Practicum Section Supervisors, with formal experience in Counseling Supervision. • Counseling Program Director has implemented electronic assessment of student experience of Internship Site Supervisor, in more easily accessible and analyzable database form, so that student experience with Site Supervisors can be analyzed.
Continue to hold Site Supervisor Trainings at the beginning of every semester, and going forward, collaborate training with CMSE Field Experience and Clinical Training Director to highlight CMSE clinical competencies.	For the 2014 – 2015 Academic year, the Counseling Practicum and Internship Coordinator integrated Training in Supervision into class sessions at the beginning of the semester, giving students a chance to bring Site Supervisor to class and dialog about purpose and process of Supervision. Attendance for	<ul style="list-style-type: none"> • Counseling Practicum and Internship Coordinator has coordinated with School of Education Director of Clinical Experience to continue to hold trainings for Site Supervisors in class, so that Counseling students can dialogue with Site Supervisors, and build collaborative

	these Supervision trainings was significantly increased.	dialogue about purpose and process of Counseling Supervision.
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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 assessments (measurements) and indirect assessments (surveys) used in the assessment process. In this list you should include evidence of using items such as: LMU Alumni Survey, LMU Graduating Student Survey, NSSE, CIRP, and other faculty, staff, or student surveys. In the table below, simply list the name of the survey and where it was used in the assessment process.

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

Indirect Measures ask how students or alums how well they thought they learned, graduate tracking, etc.

For Appendix Documents, please email to travis.wright2@lmunet.edu for inclusion in the report.

Type/Name	Direct or Indirect Measure	Target Audience	How was the Data Used
Analysis of Graduate Courses, Course Syllabi	Direct	LMU Counseling Faculty	Analysis of Curriculum for alignment with CACREP standards, and related Modifications to focus on specific Learning Outcomes.
CMAS Transtions and CMAS Livetext Rubric Data	Direct	LMU Counseling Students	Assessing Student Attainment of CACREP-related LMU Counseling Program Student Learning Goals. O
Counseling Program Minutes	Indirect	LMU Counseling Program Stakeholders	Analyzing LMU Counseling Program Modifications and Developments.
Counseling Program Advisory Council Minutes	Indirect	LMU Counseling Program Stakeholders	Provides Evidence for Community Stakeholder Involvement in LMU Counseling Program Modifications and Developments.
Counseling Site Supervisor Training Agenda and Minutes	Indirect	LMU Site Supervisors	Provides Evidence for LMU Counseling Program collaboration with and training of Counseling Site Supervisors
Counseling Program Faculty Credentials Checklists	Direct	LMU Counseling Faculty	Provides Evidence of Conference presentations and Professional Association Memberships
Counseling Program Handbook	Direct	LMU Counseling Stakeholders	Provides Evidence of Program Transition Points, and Implementation of Background Check Policy
Graduating Student Surveys	Indirect	LMU Counseling Graduating Students	Provides Evidence of Graduating Student Perceptions of the Learning Atmosphere and Professional Preparation in the LMU Counseling Program.
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
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APPENDIX A – CACREP VITAL STATISTICS REPORT – 2015

MEd Counseling Programs at Lincoln Memorial University

CLINICAL MENTAL HEALTH COUNSELING PROGRAM

Reporting Year 2015 (CACREP Year defined as June 1, 2014 to May 31, 2015)

<u>Statistic</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Number of Students Enrolled	25	27	-	-
Number of Graduates	12	10	-	-
Completion Rate	93%	95%	-	-
NCE Examination Pass Rate	N/A	N/A	-	-
Job Placement Rate	80%	80%	-	-

SCHOOL COUNSELING PROGRAM

<u>Statistic</u>	<u>Year</u>			
	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Number of Students Enrolled	39	34	-	-
Number of Graduates	18	22	-	-
Completion Rate	95%	93%	-	-
Praxis Pass Rate	95%	100%	-	-
Job Placement Rate	81%	93%	-	-