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## 2015-2016 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 #
<b>Student Learning Goal 1: Counseling Degree Candidates will demonstrate an understanding of the counseling profession; develop an identity as a counselor and demonstrate a willingness to provide counseling services within the ethical guidelines of the counseling profession. (Professional Orientation and Ethical Practice (CACREP 2009.II.G.1))</b>	<i>1, 3, 10, 11</i>	<i>1, 2, 3</i>
<b>Student Learning Goal 2: Counseling Degree Candidates will develop an awareness of, and an appreciation for, social and cultural influences on human behavior and to recognize the impact of individual differences on the counseling process.. (Social and Cultural Diversity (CACREP 2009.II.G.2))</b>	<i>1, 3, 10, 11</i>	<i>1, 2, 3</i>
<b>Student Learning Goal 3: Counseling Degree Candidates will develop an understanding of developmental aspects of human growth and appreciation for the nature of human developmental behavior. (Human Growth and Development (CACREP 2009.II.G.3))</b>	<i>1, 3, 10, 11</i>	<i>1, 2, 3</i>
<b>Student Learning Goal 4: Counseling Degree Candidates will develop an understanding of career development and related life factors and the effects on an individual’s mental health and lifestyle.. (Career Development (CACREP 2009.II.G.4))</b>	<i>1, 3, 9, 10, 11</i>	<i>1, 2, 3</i>
<b>Student Learning Goal 5: Counseling Degree Candidates will demonstrate effective individual and group counseling skills which facilitate client growth and to demonstrate the ability to evaluate progress toward treatment goals.. (Helping Relationships (CACREP 2009.II.G.5))</b>	<i>1, 2, 3, 9, 11</i>	<i>1, 2, 5</i>
<b>Student Learning Goal 6: Counseling Degree Candidates will develop both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches. (Group Work (CACREP 2009.II.G.6))</b>	<i>1, 2, 3, 7, 10, 11</i>	<i>1, 2, 4</i>
<b>Student Learning Goal 7: Counseling Degree Candidates will gain knowledge and skills in assessment techniques and apply basic concepts to individual and group appraisal. (Assessment (CACREP 2009.II.G.7))</b>	<i>1, 3, 10, 11</i>	<i>1, 2, 3, 7</i>
<b>Student Learning Goal 8: Counseling Degree Candidates will develop the ability to read, critique, evaluate, and contribute to professional research literature.. (Research and Program Evaluation (CACREP 2009.II.G.8))</b>	<i>1, 3, 10, 11</i>	<i>1, 2, 6, 7</i>
<b>Student Learning Goal 9: Counseling Degree Candidates will engage in service learning activities, develop</b>	<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	
<b>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)</b>	1, 2, 3, 10, 11	1, 2, 4

**All Operational Program Goals**

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

**II. Form 2**

**All Student Learning Goals**

<b>Column 1</b>	<b>Column 2</b>	<b>Column 3</b>	<b>Column 4</b>
2014-2015 Student Learning Goals (include the objective(s) underneath the respective goal, if applicable)	Expected Outcomes, <b>i.e.</b> , Benchmarks	Assessment Methods and Results 2014-2015	Recommendations for Improvements in 2015-2016
<b>Student Learning Goal 1: Counseling Degree Candidates will demonstrate an understanding of the counseling profession; develop an identity as a counselor and demonstrate a willingness to provide counseling services within the ethical guidelines of the counseling profession. (Professional Orientation and Ethical Practice (CACREP 2009.II.G.1))</b>	80% of Counseling Degree Candidates will appropriately demonstrate a capstone-level comprehensive understanding of Professional and Ethical Issues of the counseling profession.	<b>Assessment Method:</b> Faculty evaluation of the students' Professional Resource Manual.  <b>Results:</b> Analysis of related CMAS rubric provides evidence for 92% of students demonstrating knowledge at the Capstone Level in "History and Philosophy of the Counseling Profession" (CACREP-2009-2.G.1.a)	No recommendations for Improvement in Instructional Strategies as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard.
		<b>Assessment Method:</b> Faculty evaluation of the students' Ethical Case Study Analyses for Ethical Self Awareness.  <b>Results:</b> Analysis of related CMAS rubric provides evidence for 96% of students demonstrating knowledge at the Capstone Level in "Applications of Ethical and Legal considerations in professional counseling" (CACREP-2009-2.G.1.j)	No recommendations for Improvement in Instructional Strategies as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard.  Additional improvement suggested to strengthen Counseling Students' attainment of Learning Outcome in 2016 – 2017 years is as follows: Ethical issues related to recently

			<p>passed laws in Southern states and potential conflicts with deeply held values of the Counseling profession as relates to issues of LGBTQ population and Access to services to be infused into curriculum in Professional Orientation and Ethics in Counseling.</p>
<p><b>Student Learning Goal 2: Counseling Degree Candidates will develop an awareness of, and an appreciation for, social and cultural influences on human behavior and to recognize the impact of individual differences on the counseling process.. (Social and Cultural Diversity (CACREP 2009.II.G.2))</b></p>	<p>80% of students will demonstrate capstone level understanding of developing a personal cultural self-awareness.</p>	<p><b>Assessment Method:</b> Faculty evaluation of the students’ Research Paper on a Selected group.</p> <p><b>Results:</b> Analysis of related CMAS rubric provides evidence for 66% of students demonstrating knowledge at the Capstone Level in “Developing Cultural Self Awareness” (CACREP-2009-2.G.2.e)</p>	<p>As analysis of related CMAS rubric provides evidence for 66% 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, including an immersive experience where student is a cultural outsider, and then reflecting on that experience.</p> <p>Additional improvement suggested to strengthen Counseling Students’ attainment of Learning Outcome in 2016 – 2017 years is as follows:  Program faculty to investigate feasibility of an optional short-term study abroad program having as one component an immersive cultural experience.</p>



		<p><b>Assessment Method:</b> Faculty evaluation of the students' Research Paper on Selected Group.</p> <p><b>Results:</b> 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>	<p>No recommendations for Improvement as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard.</p>
<p><b>Student Learning Goal 3: Counseling Degree Candidates will develop an understanding of developmental aspects of human growth and appreciation for the nature of human developmental behavior. (Human Growth and Development (CACREP 2009.II.G.3))</b></p>	<p>80% of students will demonstrate capstone level knowledge of developmental theories.</p>	<p><b>Assessment Method:</b> Faculty evaluation of the students' Developmental Case Study of a Child or Adolescent.</p> <p><b>Results:</b> Analysis of related CMAS rubric provides evidence for 50% 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>As analysis of related CMAS rubric provides evidence for 50% of students demonstrating knowledge at the Capstone Level in "Evidence of Understanding of Developmental Theories and facilitating optimal development and wellness over the lifespan", Program director has implemented curricular improvements to more thoroughly address related concepts in future iterations of this course.</p> <p>Primary among these is the incorporation into the curriculum of current research on the importance of Emotion Regulation to both early childhood development and outcomes in later life.</p>
		<p><b>Assessment Method:</b> Faculty evaluation of the students' Research Paper on Major Topic in Human Growth and Development.</p>	<p>No recommendations for Improvement as Learning Outcome appears to be met according to</p>

		<p><b>Results:</b> Analysis of related CMAS rubric provides evidence for 100% of students demonstrating knowledge at the Capstone Level in “Impact of crises on the developing Individual” (CACREP-2009-2.G.3.c).</p>	<p>CMAS rubric outcome Assessment on related CACREP Standard.</p>
<p><b>Student Learning Goal 4: Counseling Degree Candidates will develop an understanding of career development and related life factors and the effects on an individual’s mental health and lifestyle.. (Career Development (CACREP 2009.II.G.4))</b></p>	<p>80% of Counseling Degree Candidates will appropriately demonstrate a capstone-level Knowledge of Career Development and related Life Factors.</p>	<p><b>Assessment Method:</b> Faculty evaluation of the students’ Career Self-Exploration Case Study</p> <p><b>Results:</b> Analysis of related CMAS rubric provides evidence for 100% of students demonstrating knowledge at the Capstone Level in Understanding “Career Development theories and decision-making models” (CACREP-2009-G.4.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>Additional improvement suggested to strengthen Counseling Students’ attainment of Learning Outcome in 2016 – 2017 years is as follows: Students must include SCCT (Social Cognitive Career Theory) as one of the theories to describe their own Career Development in Career Self-Exploration.</p>
		<p><b>Assessment Method:</b> Faculty evaluation of the students’ Career Planning Manual with focus on Technology and Career Information Systems.</p> <p><b>Results:</b> Analysis of related CMAS rubric provides evidence for 70% of students demonstrating knowledge at the Capstone Level in Understanding of “Career Development Program planning, organization, implementation,</p>	<p>As Analysis of related CMAS rubric provides evidence for 70% of students demonstrating knowledge at the Capstone Level in Understanding “Career Development Program planning, organization, implementation, administration, and evaluation”, Program director has implemented curricular improvements to more thoroughly address related concepts</p>

		administration, and evaluation” (CACREP-2009-2.G.4.c)	in future iterations of this course. Program Director has communicated that in future iterations of this course, students will design a career planning flowchart for a specific population, and select resources that are germane to the unique career development needs of that specific population.
<b>Student Learning Goal 5: Counseling Degree Candidates will demonstrate effective individual and group counseling skills which facilitate client growth and to demonstrate the ability to evaluate progress toward treatment goals.. (Helping Relationships (CACREP 2009.II.G.5))</b>	80% of Counseling Degree Candidates will demonstrate a capstone-level utilization of effective interpersonal Counseling Skills	<b>Assessment Method:</b> Faculty evaluation of the students’ Taped Analyses of Counseling Sessions for Understanding of Counseling Process. <b>Results:</b> Analysis of related CMAS rubric provides evidence for 75% of students demonstrating knowledge at the Capstone Level in “Counselor characteristics and behaviors that influence the helping process” (CACREP-2009-2.G.5.b)	As analysis of related CMAS rubric provides evidence for 75% of students demonstrating knowledge at the Capstone Level in Understanding “Counselor characteristics and behaviors that influence the helping process”,  Program director has implemented curricular improvements to more thoroughly address related concepts in future iterations of this course, consisting of closer attention to microskills training, role play, and feedback in each classroom session.
		<b>Assessment Method:</b> Student Self-Assessment of their own Professional Dispositions at entry into the Counseling Program. <b>Results:</b> Analysis of related CMAS rubric provides evidence for 55% of students demonstrating “Commitment to the	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

		Profession” at the Capstone Level in Professional Dispositions.	of assessment for this disposition at entrance into program.  For the Academic year 2015 – 2016 and beyond, “commitment to the Profession” to be measured at the Final transition in Clinic training, as measurement at end of program provides a more authentic assessment of this Disposition.
<b>Student Learning Goal 6: Counseling Degree Candidates will develop both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches. (Group Work (CACREP 2009.II.G.6))</b>	80% of Counseling Degree Candidates will demonstrate a capstone-level understanding of group counseling leadership skills.	<b>Assessment Method:</b> Faculty evaluation of the students’ group leadership and resultant reflection on a Group Counseling Sessions.  <b>Results:</b> Analysis of related CMAS rubric provides evidence for 97% of students demonstrating knowledge at the Capstone Level in “Group leadership or facilitation styles and approaches” (CACREP-2009-2.G.6.b)	No recommendations for Improvement as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard.  Additional improvement suggested to strengthen Counseling Students’ attainment of Learning Outcome in 2016 – 2017 years is as follows: Activities with focus on non-verbal learning to be implemented into curriculum for use with Special Education population.
		<b>Assessment Method:</b> Faculty evaluation of the students’ demonstration of Professional Dispositions.  <b>Results:</b> Analysis of related CMAS Dispositions rubric provides evidence for 88% of students demonstrating Dispositions of “Respect for others and	No recommendations for Improvement as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard.

		Empathy” at the Capstone Level.	
<b>Student Learning Goal 7: Counseling Degree Candidates will gain knowledge and skills in assessment techniques and apply basic concepts to individual and group appraisal. (Assessment (CACREP 2009.II.G.7))</b>	80% of Counseling Degree Candidates will demonstrate a capstone-level knowledge of Counseling Assessment Concepts	<b>Assessment Method:</b> Faculty evaluation of the students’ Counseling Assessment Case Study Analyses.  <b>Results:</b> Analysis of related CMAS rubric provides evidence for 90% of students demonstrating knowledge at the Capstone Level in “Summary and Analysis of Information--related to basic concepts of standardized and nonstandardized testing” (CACREP-2009.2.g.7.b)	No recommendations for Improvement as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard.
		<b>Assessment Method:</b> Faculty evaluation of the students’ Summary and Critique of a Standardized Assessment Instrument.  <b>Results:</b> Analysis of related CMAS rubric provides evidence for 93% 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).	No recommendations for Improvement as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard.
<b>Student Learning Goal 8: Counseling Degree Candidates will develop the ability to read, critique, evaluate, and contribute to professional research literature. (Research and Program Evaluation (CACREP 2009.II.G.8))</b>	80% of Counseling Degree Candidates will appropriately demonstrate a capstone-level ability to critique and evaluate Counseling Research	<b>Assessment Method:</b> Faculty evaluation of the students’ Counseling Research Proposal for Understanding research methods, statistical analysis, needs assessments and program evaluation.  <b>Results:</b> Analysis of related CMAS rubric provides evidence for 93% of students demonstrating knowledge at the Capstone Level in “Ethical and Culturally Relevant Interpretation of Research” (CACREP-	Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard.  Additional improvement suggested to strengthen Counseling Students’ attainment of Learning Outcome in 2016 – 2017 years is as follows: Counseling Program Director to attend Course section of EDUC 511,

		2009.G.8.f)	Research and Statistics, and present on “Ethical and Culturally Relevant Interpretation of Research”, as well as review related CACREP standards and Assignment rubric.
		<p><b>Assessment Method:</b> Faculty evaluation of the students’ Counseling Research Proposal for Understanding of the Importance of research.</p> <p><b>Results:</b> Analysis of related CMAS rubric provides evidence for 96% 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>Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard.</p> <p>Additional improvement suggested to strengthen Counseling Students’ attainment of Learning Outcome in 2016 – 2017 years is as follows: Counseling Program Director to attend Course section of EDUC 511, Research and Statistics, and present on “Importance of Research in Advancing the Counseling Profession”, as well as review related CACREP standards and Assignment rubric.</p>
<b>Student Learning Goal 9: Counseling Degree Candidates will engage in service learning activities, develop advocacy competencies, collaborative relationships with community</b>	80% of Counseling Degree Candidates will demonstrate a capstone-level ability to apply social justice framework to Service Learning	<p><b>Assessment Method:</b> Faculty evaluation of the students’ Professional Orientation Service Learning Assignment.</p> <p><b>Results:</b> Analysis of related CMAS rubric provides evidence for 100% 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><b>agencies, and personal awareness of the needs of historically underserved populations.. (Service Learning)</b></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><b>Assessment Method:</b> Faculty evaluation of the students’ Career Counseling Service Learning Assignment.</p> <p><b>Results:</b> Analysis of related CMAS rubric provides evidence for 100% of students demonstrating knowledge at the Capstone Level in “Knowledge of Actual Community Needs” (CACREP-2009.2.G.2.a)</p>	<p>Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard.</p> <p>Additional improvements suggested to strengthen Counseling Students’ attainment of Learning Outcome in 2016 – 2017 years are as follows: Counseling Program faculty to work with local Community Partner Agency to have a Service Learning Event, which can serve as a focal point for meeting Actual Community needs in authentic way. Event to serve secondary purpose of building community between alumni and current students.</p>
<p><b>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)</b></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><b>Assessment Method:</b> Faculty evaluation of the students’ Philosophy of Counseling.</p> <p><b>Results:</b> Analysis of related CMAS rubric provides evidence for 92% of students demonstrating knowledge at the Capstone Level in “Conceptualizing client presentation and selecting appropriate counseling interventions...and begin to</p>	<p>No recommendations for Improvement as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard.</p>

		develop a personal model of counseling”. (CACREP-2009-2.G.5.d)	
		<p><b>Assessment Method:</b> Faculty evaluation of the students’ Counseling Practicum Self-Reflection.</p> <p><b>Results:</b> Analysis of related CMAS rubric provides evidence for 100% of students demonstrating knowledge at the Capstone Level in “Seeks out personal growth and professional development opportunities”. (LMU EPP 1.2.4)</p> <p>2 part assignment. In first month write a reflection on strengths, weaknesses, biases, and goals and identify areas for growth.</p> <p>At end of semester, add to it and identify how they grew in each of these areas. This was an opportunity to be around diverse.</p>	<p>Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related LMU EPP Standard.</p> <p>Additional improvements suggested to strengthen Counseling Students’ attainment of Learning Outcome for teaching in 2016 – 2017 are as follows: Counseling Practicum and Internship Coordinator to incorporate closer focus on processing and normalizing issues related to conscious and unconscious bias, and having student reflect on personal growth in working with diverse populations at end of semester reflection.</p>

**All Operational Program Goals**

<b>Column 1</b>	<b>Column 2</b>	<b>Column 3</b>	<b>Column 4</b>
<i>2015-2016 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 2015-2016</i>	<i>Recommendations for Improvements in 2016-2017</i>
<b>Program Goal 1: Increase use of technology to systematically improve program delivery and increase data collection</b>	80% of key assignments will be submitted and assessed on LiveText.	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	Benchmark not met. One new course, developed as a Mental Health Counseling Elective, CG 687 – Foundations of Marriage and



<p><b>through use of an electronic assessment system</b></p>		<p>ensure comprehensive Assessment Data.</p>	<p>Family Therapy, did not assess CACREP Standards.</p> <p>For the year 2016 – 2017, course CG 687 will be assigned CACREP Standards from the 2016 CACREP Standards, in preparation for transition to new 2016 CACREP standards.</p>
	<p>Annual Outcome Report based on Transition data in CMAS to be published annually in September of each year.</p>	<p>Annual Outcome Report for LMU Counseling Programs was published online in September 2015, with Appended CACREP Vital Statistics Report, including Program Graduation rates and Licensing Exam Pass Rates.</p>	<p>Benchmark met. For the year 2016 – 2017, Program Director has revised Annual Outcomes Report with focus on CACREP Standards and Vital Statistics Report.</p> <p>For the year 2016 - 2017 Program Director will complete the CACREP Mid-Cycle Report, to be published online by September 15<sup>th</sup>, 2017.</p>
	<p>Increase Administrative support, consolidate, and optimize record keeping for program management</p>	<p>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.</p> <p>Admin. Asst. has created electronic distribution list of all current Counseling Degree Candidates, and regularly communicate program information.</p>	<p>Benchmark met. For the year 2016-2017, Program Director has communicated that Admin Asst. will continue to collect candidate information and maintain roll of current students to assist in CACREP Annual Statistics reporting.</p> <p>Program Director has communicated that for the year 2016 – 2017, Admin. Asst. will continue electronic distribution of</p>

			Programmatic materials to all current Counseling Degree Candidates, and regularly communicate program information and deadlines.
	Utilize technology in delivering curriculum to increase efficiencies of course delivery.	For the Academic Year 2015 – 2016, CG 581 Human Growth and Development was changed to an Online-Hybrid blended course during the Summer term.	<p>Benchmark not met.</p> <p>Two first-time adjunct professors taught CG 581, Human Growth and Development, during the Summer term of 2016. Program Director, in collaboration with adjuncts, decided that for quality of student experience, course would be traditional delivery, supplemented with online textbook.</p> <p>For the year 2016 – 2017, Counseling Program will pilot Supervision of students through a secure web-conferencing media such as Skype.</p>
	Plan for Alignment of LMU Counseling Programs with 2016 CACREP Standards	<p>Revised 2016 CACREP Standards were released in March 2015. LMU Counseling Programs operate under 2009 Standards until Reaccreditation visit in 2020 or 2021.</p> <p>For the Academic Year 2015 – 2016, Program Director has developed action plan with timelines to bring LMU Counseling Programs into Compliance</p>	<p>Benchmark met. Transition plan to the CACREP 2016 standards has been developed, with tentative timelines to implement the CACREP 2016 standards by the Academic year 2019 – 2020.</p> <p>For the year 2016 – 2017, Counseling Program Advisory</p>

		<p>with revised 2016 CACREP Standards by the Academic Year 2019 - 2020.</p> <p>Alumni Survey has been developed and sent to all LMU Counseling Grads 6 months post-graduation to inform Annual OAR report, and CACREP Mid-cycle report.</p> <p>Employer Survey has been developed and sent to employers of LMU Counseling Graduates 6 months post-graduation to inform Annual OAR report, and CACREP Mid-cycle Report.</p>	<p>Board will review and provide input into the transition plan.</p> <p>For the year 2016 – 2017, Mental Health Counseling elective courses CG 677 and CG 684 will have CACREP Standards assigned from the CACREP 2016 Standards.</p>
<p><b>Program Goal 2: Increase Stakeholder Involvement in the Development and Evaluation of the Program</b></p>	<p>Continue to Develop and Grow the Counseling Program Advisory Council</p>	<p>For the 2015 – 2016 Academic Year, Program Director has schedule Bi-Annual meetings of the Counseling Program Advisory Board, on the same days as the Carter and Moyers School of Education Advisory Council Meetings.</p> <p>Program Director has communicated to Counseling Advisory Board Chair the primary mission of advising program modifications, to include revision of Dispositions of Professional Counseling.</p>	<p>Benchmark met. Counseling Advisory Board Chair took primary leadership role in meetings, and communicated the purpose of enhancing visibility and stakeholder involvement in the Counseling Program. Meetings were held in both Fall 2015 and Spring 2016, and Dispositions were revised, to reflect more closely Counseling Profession.</p> <p>For 2016 – 2017, Board will be involved in mapping out a transitional timeline to the 2016 CACREP Standards, and providing Employer Survey feedback for the CACREP Mid-Cycle report.</p>

	<p>Develop partnerships with State and National Leadership in Counseling Programs through Accreditation, Conference Attendance, and Presentations.</p>	<p>Counseling Program faculty were well represented at State and National Conferences.</p> <p>Dr. Effler – Presented on “The Use of Quantitative Electroencephalography (qEEG) and Neurofeedback in Management and Treatment for Patients with Chronic Mental Illness” at the Annual Meeting of the American Psychiatric Nursing Association. Knoxville, TN. April 2016.</p> <p>Dr. Theriot - Presentation on Diversity - "Uncomfortable Desks: Adult Learners' Acculturation Experiences" at Appalachian College Association, September 2015.</p> <p>Dr. Hayes – presented on “The School Counselor and the School Principal: A Critical Collaboration”, at the Smoky Mountain Counseling Association One Day Conference, Jefferson City, TN, February 2016</p> <p>Dr. Hayes – presented on “Burn-Out in Counseling: An Ethical Perspective”, at the West Tennessee Counseling Association Annual Conference, June 2016.</p>	<p>LMU faculty will continue to engage in conference presentations as well as utilize LMU facilities for Continuing Training Opportunities for Site Supervisors and Licensed Counselors.</p> <p>Continue to comply with all CACREP Standards and reporting procedures.</p>
	<p>Develop Relationships with Strategic Community Partners for</p>	<p>In 2015 – 2016, Program Director has collaborated with Boys and Girls Club of East Tennessee to build Practicum and</p>	<p>Benchmark met. For the year 2016 – 2017, Counseling Faculty to develop a recruitment and retention plan,</p>

	Applicant Recruitment	<p>Internship placements.</p> <p>Counseling faculty has collaborated on Mental Health First Aid training grant opportunities for training and education to Boys and Girls club staff.</p>	<p>which will have as a cornerstone faculty visits to clinical placement sites in School and Mental Health Counseling.</p> <p>Log of faculty recruitment and visits to Strategic Community Partners will be kept by Counseling Program Administrative Assistant.</p>
<b>Program Goal 3: Strengthen Clinical Training Opportunities and processes related to field and Clinical Placement of Counseling Interns.</b>	Implement Background Check Policy as precursor to all field placements.	<p>Background screening process has been deemed a successful tool for gatekeeping function of training program in professional Counseling. 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>	<p>Benchmark not met. In 2015 – 2016, Counseling faculty voted to make the standardized test, such as the Praxis-PLT, the ACT, or GRE, mandatory for Level II admission, due to timeline issues for Summer admission.</p> <p>For the 2016 – 2017 year, standardized test, such as the Praxis-PLT, the ACT, or GRE, mandatory for Level II admission to the Counseling Program.</p>
	Develop comprehensive list of Approved sites.	<p>For the Academic Year 2015 – 2016, Practicum and Internship Coordinator has developed and maintains in his files an Approved List of Training Sites for both School and Mental Health Counseling students, in compliance with CACREP standards.</p> <p>Counseling Practicum and Internship Director has developed training</p>	<p>Benchmark Met. For the year 2016 – 2017, 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.</p> <p>For the year 2016 – 2017, Practicum and Internship Director will add 2</p>

		relationships with 2 additional Community Agency sites to meet training site needs for increased number of Mental Health Counseling students. These are The Serenity Shelter at Knox area Rescue Mission, and Ridgeview Psychiatric Hospital Mobile Crisis Unit.	School and 2 Mental Health Counseling sites with qualified Site Supervisors.
	Implement regular training opportunities for Site Supervisors.	<p>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.</p> <p>During the year 2015 – 2016, LMU Counseling Program held an 11.5 hour CEU training, Gottman Level 1 Couples Counseling, and invited all Site Supervisors to participate in this 2 day clinical training event.</p>	<p>Benchmark met. For the 2016 – 2017 Academic Year and Beyond, Counseling Practicum and Internship Coordinator will coordinate with Site Supervisors and students, to build collaborative dialogue about purpose and process of counseling Supervision.</p> <p>There is no longer a School of Education Director of Clinical Experience, the Counseling Program Practicum and Internship Coordinator will perform the functions related to placement of Counseling students for the 2016 – 2017 year.</p> <p>For the 2016 – 2017 year, the LMU Counseling Program will hold another CEU event open to the local community of School and Mental health Counselors, and invite Site Supervisors.</p>

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### III. Form 3

#### All Student Learning Goals

Column 1	Column 2	Column 3
Specific Recommendations Resulting From Assessment in 2014-2015	Specific Changes Implemented in 2015-2016 and Detailed Outcomes of those Changes	Recommendations for Further Improvements in 2016-2017
<p><b>Learning Goal 1:</b> 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>In 2015 – 2016, Program Director, in conjunction with CMSE Director of Assessment, held training sessions for full time and adjunct faculty, with focus on continuity and authentic assessment of Key Assignments, due to the fact that for the 2014 – 2015 year, some data sets were incomplete due to Adjuncts changing assignments or incomplete assessment of Key Assignments in Livetext.</p> <p>This intervention proved effective, as in the year 2015 – 2016, 100% of Assignments used for the Counseling OAR were assessed according to the appropriate rubrics, and data is extant in Livetext for analysis.</p>	<p>Benchmark met. For the 2016 – 2017 year, Counseling Program Director will continue to hold trainings on Assessment in Livetext, in conjunction with CMSE Director of Assessment as the CMSE changes over assessment platform to the Livetext Via system, to ensure more reliable and valid use of Livetext Assessment System by Counseling Instructors.</p>
<p><b>Learning Goal 2:</b> For the 2015 – 2016 Academic Year and Beyond, as Analysis of related CMAS rubric for 2014 – 2015 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>	<p>Analysis of related CMAS rubric provides evidence for 66% of students demonstrating knowledge at the Capstone Level in “Developing Cultural Self Awareness” (CACREP-2009-2.G.2.e).</p> <p>Course Custodian instituted closer focus and lesson planning on the importance of personal worldview and cultural self-awareness into course CG 531 – Social and</p>	<p>Benchmark not met. Despite Benchmark not being met, significant improvement was made in student attainment of Capstone Level of Learning Outcome in the 2015 – 2016 year, and this CACREP Learning Outcome has proved to be one of the more challenging standards for Counseling students who are often culture-bound in East TN to meet.</p> <p>For the year 2016 – 2017 and on, Program</p>

	<p>Cultural Aspects of Counseling. Though benchmark of 80% attaining Capstone level on related CACREP standard was not met, curricular improvements have resulted in significant increase in student attainment of Capstone level of understanding of the Standard, from 28% in 2014 – 2015, to 66% in 2015 – 2016.</p>	<p>Director to work with Course Custodian to implement additional experiential exercises and role play activities in class to assist candidate in developing more depth of understanding of cultural self-awareness.</p> <p>For the year 2016 – 2017, LMU faculty to investigate the feasibility of an immersive experience in a diverse culture, either locally, or as a study abroad option.</p>
<p><b>Learning Goal 3:</b> For the 2015 – 2016 Academic Year and Beyond, 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>Analysis of related CMAS rubric provides evidence for 100% of students demonstrating knowledge at the Capstone Level in “Impact of crises on the developing Individual” (CACREP-2009-2.G.3.c).</p>	<p>Benchmark met. 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><b>Learning Goal 4:</b> For the 2015 – 2016 Academic Year and Beyond, 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>Analysis of related CMAS rubric provides evidence for 100% of students demonstrating knowledge at the Capstone Level in Understanding “Career Development theories and decision-making models” (CACREP-2009-G.4.a)</p>	<p>Benchmark met. 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><b>Learning Goal 5:</b> For the 2015 – 2016</p>	<p>Analysis of related CMAS Dispositions</p>	<p>In 2015 – 2016, Counseling Dispositions were</p>



<p>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>rubric provides evidence for 88% of students demonstrating Dispositions of “Respect for others and Empathy” at the Capstone Level.</p>	<p>revised and approved by the Counseling Program Advisory Board on November 11<sup>th</sup>, 2015.</p> <p>Benchmark met. 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><b>Learning Goal 6:</b> 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>Professional Dispositions were modified to more closely reflect dispositions of the Counseling Profession, and adopted by the Counseling Program Advisory Board on November 11<sup>th</sup>, 2015. Thus, new Dispositions were released to late in the assessment cycle to be evaluated by Counseling Professors for the 2015 – 2016 year for the course CG 541, Counseling Skills, which is a Fall 2015 course.</p> <p>The new Counseling Program Professional Dispositions were piloted in course CG 631, Group Counseling, in May 2016.</p>	<p>In 2015 – 2016, Counseling Dispositions were revised and approved by the Counseling Program Advisory Board on November 11<sup>th</sup>, 2015.</p> <p>For the year 2016 – 2017, and forward, these Professional Dispositions more specific to the Counseling discipline will be used across the program for assessment of candidate dispositions.</p>
<p><b>Learning Goal 7:</b> Rubric Revision: For the 2015 – 2016 Academic Year, Program Director has revised the rubric to allow for a more discrete assessment of standard, “Social and Cultural factors related to assessment and evaluation of individuals”</p>	<p>Analysis of revised CMAS rubric provides evidence for 93% 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>Benchmark met. 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</p>

(CACREP-2009-2.G.7.f)		Learning Outcome appears to have been met.
<p><b>Learning Goal 8:</b> 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>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>Counseling Program Director met over the year 2015 – 2016 to discuss with MED Curriculum and Instruction Program Director, who teaches course EDUC 511, the importance of assessment of Counseling Students’ Research Proposals with the Supplemental CACREP rubric.</p> <p>For the year 2015 – 2016, all Counseling students taking EDUC 511 were assessed with the appropriate rubric in all sections of this course.</p> <p>Analysis of revised CMAS rubric provides evidence for 93% of students demonstrating knowledge at the Capstone Level in “Ethical and Culturally Relevant Interpretation of Research” (CACREP-2009.G.8.f)</p>	<p>Benchmark met. 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><b>Learning Goal 10:</b> 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 director has implemented curricular improvements to more thoroughly address</p>	<p>Analysis of related CMAS rubric provides evidence for 92% 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>Benchmark met. 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>

related concepts in future iterations of this course.		
<p><b>Learning Goal 10:</b> Due to changes in CAEP Accreditation and related review of CACREP Programs, Institutional Outcomes for the School of Education have changed.</p> <p>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.</p>	<p>Analysis of revised CMAS rubric provides evidence for 100% of students demonstrating knowledge at the Capstone Level in “Seeks out personal growth and professional development opportunities”. (LMU EPP 1.2.4)</p>	<p>Benchmark met. 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>

**All Operational Program Goals**

<b>Column 1</b>	<b>Column 2</b>	<b>Column 3</b>
Specific Recommendations Resulting From Assessment in 2014-2015	Specific Changes Implemented in 2015-2016 and Detailed Outcomes of those Changes	Recommendations for Further Improvements in 2016-2017
<p>For the 2014 - 2015 year, the CMSE has developed 10 new EPP Outcomes. Align Counseling Curriculum with 10 new EPP Outcomes, based on information from CAEP.</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>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> <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"> <li>• For the Academic year of 2016 – 2017, all EPP outcomes will be removed from rubrics as an overarching set of standards across the CMSE has been discontinued, in favor of Program measurement of more specific standards.</li> <li>• All rubrics used to measure Livetext assignments in the CMAS Assessment system for Counseling will be based on CACREP Standards, as CACREP is considered a SPA by CAEP, and specialty Accreditation constitutes approval by CAEP.</li> <li>• Focus of Assessment cycle and report writing will be placed on the CACREP</li> </ul>

		Mid-Cycle Report, due September 2017.
<p>Counseling Administrative Assistant was moved to a permanent 3/4 time position for the 2015- 2016 calendar year.</p> <p>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>	<p>Establish electronic tracking of all Applicant and Current degree candidate data though spreadsheet and/or database for more efficient program management.</p> <ul style="list-style-type: none"> <li>• For the year 2015 – 2016, Counseling Program Admin. Assistant performed the additional position responsibility of attending all faculty meetings and taking notes for Program.</li> <li>• Counseling Admin Asst. has developed spreadsheets for collecting candidate information to assist in CACREP Annual Statistics reporting.</li> <li>• Admin. Asst. has created electronic distribution list of all current Counseling Degree Candidates in 2015 - 2016, and regularly communicates all important program information.</li> </ul>	<ul style="list-style-type: none"> <li>• For the year 2016 – 2017, Counseling Program Administrative Asst. to forward all Program Deadlines and Forms to students.</li> <li>• For the year 2016 – 2017, Counseling Program Administrative Asst. to maintain a monthly log of all faculty recruitment, retention, and outside presentation appearances by LMU Counseling Faculty, as part of a comprehensive Recruitment and Retention Plan.</li> </ul>
<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 instruction as well as student receptivity to Online-Hybrid Course delivery.</p>	<p>Two first-time adjunct professors taught CG 581, Human Growth and Development, during the Summer term of 2016. Program Director, in collaboration with adjuncts, decided that for quality of student experience, course would be traditional delivery, supplemented with online textbook.</p>	<ul style="list-style-type: none"> <li>• For the year 2016 – 2017, Counseling Program will target use of increased technology by piloting Supervision of students through a secure web-conferencing media such as Skype. .</li> </ul>
<p>Increase Conference Presentations as well as utilize LMU facilities for Continuing Education Opportunities for Licensed</p>	<p>Counseling Program faculty were well represented at State and National Conferences.</p>	<ul style="list-style-type: none"> <li>• For the Academic Year 2016 – 2017, Counseling Program Director has approved core faculty to participate in</li> </ul>

<p>Professional Counselors.</p>	<p>Dr. Effler – Presented on “The Use of Quantitative Electroencephalography (qEEG) and Neurofeedback in Management and Treatment for Patients with Chronic Mental Illness” at the Annual Meeting of the American Psychiatric Nursing Association. Knoxville, TN. April 2016.</p> <p>Dr. Theriot - Presentation on Diversity - "Uncomfortable Desks: Adult Learners' Acculturation Experiences" at Appalachian College Association, September 2015.</p> <p>Dr. Hayes – presented on “The School Counselor and the School Principal: A Critical Collaboration”, at the Smoky Mountain Counseling Association One Day Conference, Jefferson City, TN, February 2016</p> <p>Dr. Hayes – presented on “Burn-Out in Counseling: An Ethical Perspective”, at the West Tennessee Counseling Association Annual Conference, June 2016.</p> <p>All 4 Core Counseling Faculty maintained professional memberships with the ACA, TCA and SMCA.</p>	<p>Regional, State and National Counseling Conferences, and communicated the importance of maintaining professional memberships in Organizations related to Professional Counseling.</p> <ul style="list-style-type: none"> <li>For the Academic Year 2016 – 2017, Counseling Program Director will develop and implement a comprehensive recruitment and retention plan, a key part of which will be presentations and trainings to outside agencies by LMU Counseling faculty, to build relationships and raise visibility of program.</li> </ul>
<p>Continue to use background screening for 100% of applicants in 2015 – 2016 year.</p> <p>Background Screening process was continued as a condition of admission to the</p>	<p>Background screening process has been deemed a successful addition to gatekeeping function of training program in professional Counseling. Background screening has been permanently</p>	<ul style="list-style-type: none"> <li>For the 2016 – 2017 year, standardized test, such as the Praxis-PLT, the ACT, or GRE, mandatory for Level II admission to the Counseling Program. All applicants must complete one of the</li> </ul>

<p>Counseling Program. 100% of applicants now have a satisfactory Background check prior to Level I Counseling Program admission.</p>	<p>implemented for 100% of applicants in 2015 – 2016 year, and beyond.</p>	<p>above exams by the end of their first semester in the Program.</p>
<p>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>	<p>For the Academic Year of 2015 – 2016, 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>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. These are The Serenity Shelter at Knox area Rescue Mission, and Ridgeview Psychiatric Hospital Mobile Crisis Unit.</p>	<ul style="list-style-type: none"> <li>• For the Academic year 2016 – 2017, 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.</li> <li>• For the year 2016 – 2017, Practicum and Internship Director will add 2 School and 2 Mental Health Counseling sites with qualified Site Supervisors..</li> </ul>
<p>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.</p>	<p>For the 2015 – 2016 Academic year, the Counseling Practicum and Internship Coordinator continued to integrate 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 these Supervision trainings was significantly increased.</p>	<ul style="list-style-type: none"> <li>• For the 2016 – 2017 Academic Year and Beyond, Counseling Practicum and Internship Coordinator will coordinate with Site Supervisors and students, to build collaborative dialogue about purpose and process of counseling Supervision.</li> <li>• There is no longer a School of Education Director of Clinical</li> </ul>

		<p>Experience, the Counseling Program Practicum and Internship Coordinator will perform the functions related to placement of Counseling students for the 2016 – 2017 year.</p> <ul style="list-style-type: none"><li>• For the 2016 – 2017 year, the LMU Counseling Program will hold another CEU event open to the local community of School and Mental health Counselors, and invite Site Supervisors.</li></ul>
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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](mailto: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, 2015 to May 31, 2016)

<u>Statistic</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Number of Students Enrolled	25	27	33	-
Number of Graduates	12	10	12	-
Completion Rate	93%	95%	94%	-
NCE Examination Pass Rate	N/A	N/A	N/A	-
Job Placement Rate	80%	80%	77%	-

**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	30	-
Number of Graduates	18	22	15	-
Completion Rate	95%	93%	93%	-
Praxis Pass Rate	95%	100%	90%	-
Job Placement Rate	81%	93%	76%	-