



2017-2018 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 advocacy competencies, collaborative relationships with community agencies, and personal awareness of the needs of historically underserved populations.. (Service Learning)	<i>1, 3, 4, 5, 7, 10, 11</i>	<i>1, 2, 3, 6</i>
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)	<i>1, 2, 3, 10, 11</i>	<i>1, 2, 4</i>

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
2017-2018 Student Learning Goals (include the objective(s) underneath the respective goal, if applicable)	Expected Outcomes, i.e. , Benchmarks	Assessment Methods and Results 2017-2018	Recommendations for Improvements in 2018-2019
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))	80% of Counseling Degree Candidates will appropriately demonstrate a capstone-level comprehensive understanding of Professional and Ethical Issues of the counseling profession.	Assessment Method: Faculty evaluation of the students' Ethical Case Study Analyses for Ethical Self Awareness. Results: Analysis of related CMAS rubric provides evidence for 87% of students demonstrating knowledge at the Capstone Level in "Applications of Ethical and Legal considerations in professional counseling" (CACREP-2009-2.G.1.j)	Benchmark met. No recommendations for Improvement in Instructional Strategies as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard. Additional Improvements Suggested: For the 2018 – 2019 LMU Counseling OAR, Alternate Standard in Professional Orientation and Ethical Practice to be assessed, based on revised rubrics developed with 2016 CACREP standards, as current standard appears to be met by students at Capstone level.
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	80% of students will demonstrate capstone level understanding of developing a personal cultural self-awareness.	Assessment Method: Faculty evaluation of the students' Research Paper on a Selected group. Results: Analysis of related CMAS rubric provides evidence for 87% of students	Benchmark met. No recommendations for Improvement in Instructional Strategies as Learning Outcome appears to be met according to CMAS rubric outcome

<p>recognize the impact of individual differences on the counseling process.. (Social and Cultural Diversity (CACREP 2009.II.G.2))</p>		<p>demonstrating knowledge at the Capstone Level in “individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies” (CACREP-2009-2.G.2.d)</p>	<p>Assessment on related CACREP Standard.</p> <p>Additional Improvements Suggested: For the 2018 – 2019 LMU Counseling OAR, Alternate Standard in Social and Cultural Factors in Counseling to be assessed, based on revised rubrics developed with 2016 CACREP standards, as current standard appears to be met by students at Capstone level.</p>
<p>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))</p>	<p>80% of students will demonstrate capstone level knowledge of developmental theories.</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 88% of students demonstrating knowledge at the Capstone Level in “Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment” (CACREP-2009-2.G.3.c).</p>	<p>Benchmark met. No recommendations for Improvement in Instructional Strategies as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard.</p> <p>Additional Improvements Suggested: For the 2018 – 2019 LMU Counseling OAR, Alternate Standard in Social and Cultural Factors in Counseling to be assessed, based on revised rubrics developed with 2016 CACREP standards, as current standard</p>

			appears to be met by students at Capstone level.
<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 Planning Manual with focus on Technology and Career Information Systems.</p> <p>Results: Analysis of related CMAS rubric provides evidence for 86% 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>Benchmark met. No recommendations for Improvement as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard.</p> <p>Additional Improvements Suggested: For the 2018 – 2019 LMU Counseling OAR, Alternate Standard in Career Development to be assessed, based on revised rubrics developed with 2016 CACREP standards, as current standard appears to be met by students at Capstone level.</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 89% 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>Benchmark met. No recommendations for Improvement as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard.</p> <p>Additional Improvements Suggested: For the 2018 – 2019 LMU Counseling OAR, Alternate Standard in Counseling and Helping Relationships to be assessed, based on revised rubrics developed with 2016 CACREP standards, as current</p>

			standard appears to be met by students at Capstone level.
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))	80% of Counseling Degree Candidates will demonstrate a capstone-level understanding of group counseling leadership skills.	<p>Assessment Method: Faculty evaluation of the students' group leadership and resultant reflection on a Group Counseling Sessions.</p> <p>Results: Analysis of related CMAS rubric provides evidence for 81% of students demonstrating knowledge at the Capstone Level in "principles of group dynamics, including group process components, developmental stage theories" (CACREP-2009-2.G.6.a)</p>	<p>Benchmark met. No recommendations for Improvement as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard.</p> <p>Additional Improvements Suggested: For the 2018 – 2019 LMU Counseling OAR, Alternate Standard in Group Counseling and Group Work to be assessed, based on revised rubrics developed with 2016 CACREP standards, as current standard appears to be met by students at Capstone level.</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))	80% of Counseling Degree Candidates will demonstrate a capstone-level knowledge of Counseling Assessment Concepts	<p>Assessment Method: Faculty evaluation of the students' Counseling Assessment Case Study Analyses.</p> <p>Results: Analysis of related CMAS rubric provides evidence for 40% of students demonstrating knowledge at the Capstone Level in "Summary and Analysis of Information--related to basic concepts of standardized and non-standardized testing" (CACREP-2009.2.g.7.b)</p>	<p>As Analysis of related CMAS rubric provides evidence for 40% of students demonstrating knowledge at the Capstone Level in Understanding "Summary and Analysis of Information--related to basic concepts of standardized and non-standardized testing", Program director has implemented curricular improvements to more thoroughly address related concepts in future iterations of this course. Specifically, more focus to be placed</p>

			<p>on Statistical concepts such as measurements of central tendency, standard error of measurement, and non-standardized collection of information through clinical interviewing.</p> <p>Additional Improvements Suggested: For the 2018 – 2019 LMU Counseling OAR, Alternate Standard in Assessment and Testing to be assessed, based on revised rubrics developed with 2016 CACREP standards.</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 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 21% of students demonstrating knowledge at the Sufficient Level in "Knowledge of statistical concepts" (CACREP-2009.G.8.c)</p>	<p>As Analysis of related CMAS rubric provides evidence for 21% of students demonstrating knowledge at the Sufficient Level in "Knowledge of statistical concepts", Program director has implemented curricular improvements to more thoroughly address statistical concepts such as measurements of central tendency, standard error of measurement in future iterations of this course.</p> <p>Specifically, Program Director will meet with Instructor of EDUC 511 at the beginning of the term in which it is taught, and review the Counseling Addendum to the EDUC 511 Research Paper Proposal</p>

			<p>Rubric, and discuss the appropriateness of Counseling related topics.</p> <p>Additional Improvements Suggested: For the 2018 – 2019 LMU Counseling OAR, revised rubrics will be developed with 2016 CACREP standards.</p>
<p>Student Learning Goal 9: Counseling Degree Candidates will engage in service learning activities, develop advocacy competencies, collaborative relationships with community agencies, and personal awareness of the needs of historically underserved populations.. (Service Learning)</p>	<p>80% of Counseling Degree Candidates will demonstrate a capstone-level ability to apply social justice framework to Service Learning Activities</p>	<p>Assessment Method: Faculty evaluation of the students’ Professional Orientation Service Learning Assignment.</p> <p>Results: Analysis of related CMAS rubric provides evidence for 100% of students 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>Benchmark met. No recommendations for Improvement as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard.</p> <p>Additional Improvements Suggested: For the 2018 – 2019 LMU Counseling OAR, Alternate Standard related to Service Learning to be assessed, based on revised rubrics developed with 2016 CACREP standards, as current standard appears to be met by students at Capstone level..</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</p>	<p>Assessment Method: Faculty evaluation of the students’ Philosophy of Counseling.</p> <p>Results: Analysis of related CMAS rubric provides evidence for 61% of students demonstrating knowledge at the Capstone Level in “Conceptualizing client presentation and selecting appropriate</p>	<p>As Analysis of related CMAS rubric provides evidence for 61% of students demonstrating knowledge at the Capstone Level in Understanding “Conceptualizing client presentation and selecting appropriate counseling interventions...and begin to develop</p>

	Experience Self-Reflection	counseling interventions...and begin to develop a personal model of counseling”. (CACREP-2009-2.G.5.d)	a personal model of counseling”, Program director has implemented curricular improvements to more thoroughly address related concepts in course CG 611 – Theories of Counseling. Rubrics to measure related learning outcomes have been revised with CACREP 2016 standards for the “Philosophy of Counseling” comprehensive exams question. Same rubric will be used in the Key Assignment for CG 611, Philosophy of Counseling from the academic year 2108 – 2019 and annually thereafter.
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All Operational Program Goals

Column 1	Column 2	Column 3	Column 4
<i>2017-2018 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 2017-2018</i>	<i>Recommendations for Improvements in 2018-2019</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 year 2017 – 2018, 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.	Benchmark met. For the 2018 – 2019 year, 100% of assignments that assess student acquisition of knowledge in CACREP Standards are to be

		For the 2017 – 2018 year, 100% of stakeholder surveys, such as the Employer and Alumni survey, will be delivered electronically, and coordinated through the Coordinator of Educational Assessment Resources for the LMU School of Education.	submitted and Assessed in Livetext, based on revised rubrics that discretely measure all of the CACREP 2016 Standards, to ensure comprehensive and discriminant Assessment Data.
	Annual Outcome Report based on Transition data in CMAS to be published annually in September of each year.	<p>For the year 2017 – 2018, Student learning goals upon which the Counseling OAR Report is based, were revised by Counseling Program Faculty. CMAS Transition data and CACREP curricular standards were analyzed, and the standards on which students show the most room for improvement were selected for curricular improvements.</p> <p>On July 23rd, 2017, Counseling faculty met and reviewed CMAS Transition data and Rubric reports from the 2017 – 2018 year and analyzed standards for the 10 Learning Outcomes in the LMU Counseling Program. The standard which evidenced the lowest student attainment of capstone level was selected for curricular improvement for 2018 - 2019 year.</p>	<p>Benchmark met.</p> <p>For the 2018 – 2019 year, Counseling faculty will analyze CMAS Rubric data on newly selected standards.</p> <p>Additionally, in the 2018 – 2019 year, all rubrics will be revised to assess the 2016 CACREP standards.</p> <p>The 2018 – 2019 Counseling OAR report will be revised to include 2 Mental Health Counseling and 2 School Counseling standards for curricular improvement, based on analysis of CMAS rubrics.</p>
	Increase Administrative support, consolidate, and optimize record	In the 2017 – 2018 year, Counseling Program Administrative Assistant established a database of course syllabi as well as managed administrative tasks such	For the 2018 – 2019 academic year and forward, Administrative Asst. will continue to manage data related to tracking CACREP Vital Statistics.

	<p>keeping for program management</p>	<p>as ensuring all faculty turn in correct and signed course rosters, to centralize these functions. Program Director and Administrative assistant met on at least weekly basis to manage administrative tasks of Counseling Program.</p>	<p>For the 2018 – 2019 academic year and forward, Program Director has communicated that Admin. Asst. continue to utilize electronic distribution list of all current Counseling Degree Candidates, and regularly communicate program information and important deadlines.</p>
	<p>Utilize technology in delivering curriculum to increase efficiencies of course delivery.</p>	<p>Review of student feedback on end of course evaluations provides evidence for CG 581 Human Growth and Development, taught in 2017 – 2018 as an Online-Hybrid blended course during the Summer term,</p> <p>For the 2017 – 2018 year, Counseling Practicum and Internship Coordinator did not train supervisors in using Zoom video. Practicum and Internship Coordinator did, however, increase his own usage of this technology for individual supervision of School Counseling students.</p> <p>For the 2017 – 2018 year, ITV was used to connect classrooms on the Harrogate and Cedar Bluff campus for seminar sections of CG 687, Foundations of Marriage and Family Therapy.</p> <p>For the 2017 – 2018 year, course instructor utilized Skype to videoconference with Licensed marriage and Family therapist in</p>	<p>Benchmark met.</p> <p>In the year of 2018 – 2019, Counseling Program Director has communicated to faculty to continue use of ITV, Zoom videoconferencing, and skype to increase efficiencies of course delivery, and document when used.</p> <p>In the year of 2018 – 2019, Counseling Program Director to participate in the Curriculum Review and Program Redesign Subcommittee and identify opportunities to implement online-hybrid courses to increase efficiencies of course delivery.</p>

		class session of CG 687, Marriage and Family Therapy.	
	Plan for Alignment of LMU Counseling Programs with 2016 CACREP Standards	<p>During the 2017 – 2018 year, the LMU Counseling Program Curriculum Review and Program Redesign Sub-committee held regular meetings to develop a plan to redesign LMU Counseling Programs to meet the 2016 CACREP Standards.</p> <p>On April 20th, 2018, the Program Committee met to discuss changes in curriculum and motion was passed to assess all courses with CACREP 2016 standards beginning Fall 2018, and set academic year of 2019 – 2020 as the target date for introduction of revised 60 credit hour School Counseling Program.</p> <p>On May 29th, 2018, Counseling Faculty met and revised curriculum map to align with CACREP 2016 standards and revise rubrics for use in Fall 2018 to use CACREP 2016 standards.</p>	<p>Benchmark met.</p> <p>For the 2018 – 2019 academic year, the Curriculum Review and Program Redesign Subcommittee will meet to revise the School Counseling Program, increasing Program to 60 credit hours utilizing courses in Masters of Education Programs in Carter and Moyers School of Education for efficiency of course delivery.</p>

<p>Program Goal 2: Increase Stakeholder Involvement in the Development and Evaluation of the Program</p>	<p>Continue to Develop and Grow the Counseling Program Advisory Council</p>	<p>For the 2017 – 2018 year, the LMU Counseling Program Curriculum Review and Program Redesign Sub-committee to held regular meetings to develop a plan to redesign LMU Counseling Programs to meet the 2016 CACREP Standards.</p> <p>Program redesign Committee made affirmed Academic year of 2019 – 2020 as the target date for implementation of redesigned 60 credit hour School Counseling program.</p>	<p>Benchmark met.</p> <p>For the 2018 – 2019 Academic year, and forward, LMU Counseling Program Advisory Board will meet at least 2x annually, and subcommittees will meet on an as-needed basis to advise the LMU Counseling Program, going forward.</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 in the 2017 – 2018 Academic year.</p> <p>Effler, J.D., Koop, S. & Winstead, R. (2017, November). <i>Diversity and Universality – Two Essential Dimensions of Effective Counseling</i>. Paper Presented at the meeting of Tennessee Counseling Association, Murfreesboro, TN.</p> <p>Carrol, D. & Theriot, C. (2018, January). Law and Ethics in Counseling Conference “Helping counselor education faculty to recognize the</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>intersectionality of Title IX, Clery and FERPA. Enhancing supervision and promoting best practices." New Orleans, LA.</p> <p>McCook. J. & Theriot, C. (2018, January). Law and Ethics in Counseling Conference "I am a K-12 Guidance Counselor and I have been assigned Section 504 duties. Help!" New Orleans, LA</p> <p>Carroll, D. & Theriot, C. (2018, April). American Counseling Association 2018 Conference & Expo. "Intersectionality of Title IX, Clery and FERPA: Implications for counseling faculty." Atlanta, GA.</p> <p>Tichon, M. A. & Effler, J. D. (2017, November). <i>Know Thyself: Examining Personal Responses to Controversial Issues</i>. Presented at the Annual Law and Ethics in Counseling Conference, New Orleans, LA.</p> <p>All 4 Core Counseling Faculty maintained professional memberships with the ACA, TCA and SMCA.</p>	
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	<p>Develop Relationships with Strategic Community Partners for Applicant Recruitment</p>	<p>Benchmark met. For the 2017 – 2018 year, LMU Counseling Program Director developed an online community based on the Facebook Groups platform. By Summer 2018, this group had 123 members, including current students, alumni, faculty, and community partners. Advisory Board members and alumni have used to post jobs, find site supervisors and announce program news and training events.</p>	<p>For the 2018 – 2019 year and beyond, Facebook Group will continue to be used as a source of information and announcements about Counseling Program and build growing connections with the local counseling community.</p>
	<p>Seek and Implement feedback from LMU Counseling Program Stakeholders</p>	<p>For the 2017 – 2018 year, Program Director has implemented curricular changes to “Increase focus on School Counselors developing lesson plans for group presentations” in CG – 508, Foundations of School Counseling, where students interview a School Counselor and develop an eplan of a school guidance program.</p> <p>For the 2017 – 2018 year, Program Director has implemented curricular changes to “more fully prepare Mental health students for charting and general record keeping principles” in CG 699 – Mental Health Counseling Internship. CG 699, Mental Health Counseling Internship has as part of its core writing of treatment notes based on client interviews, along the lines of evidence-based, biopsychosocial case conceptualization.</p>	<p>As student feedback and advisory board comments have requested more focused coursework on addiction and recovery, For the academic year 2018 – 2019, Counseling Program will offer an elective Mental health Counseling course on addiction and treatment.</p> <p>As student feedback and advisory board comments have requested more preparation and knowledge of IEP and Section 504 planning, for the academic year 2018 – 2019, School Counseling Program redesign will incorporate increased focus on Special Education Law.</p>

<p>Program Goal 3: Strengthen Clinical Training Opportunities and processes related to field and Clinical Placement of Counseling Interns.</p>	<p>Increased Focus on Collaboration with Site Supervisors</p>	<p>For the 2017 – 2018 Academic Year and Beyond, Counseling Practicum and Internship Coordinator has coordinated 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 2017 – 2018 academic year, a Curriculum Review and Program Development Committee was established, and several of the members of this committee, as well as the Advisory Board, are LMU Counseling Site Supervisors.</p>	<p>Benchmark met.</p> <p>For the 2018 – 2019 Academic Year and Beyond, Counseling Practicum and Internship Coordinator will continue to coordinate with Site Supervisors and students, to build collaborative dialogue about purpose and process of counseling Supervision.</p> <p>For 2018 – 2019, Counseling Practicum and Internship Coordinator will maintain an electronic mailing list and send regular updates and information on best practices in Counseling Supervision to LMU Counseling Site Supervisors.</p>
	<p>Develop comprehensive list of Approved sites.</p>	<p>For the Academic Year 2017 – 2017, 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 relationships with 2 additional Community Agency sites to meet training site needs for</p>	<p>Benchmark Met. For the year 2018 – 2019, Continue to identify and add qualified Internship Sites and Site Supervisors.</p> <p>Continue to utilize highly experienced Site Supervisors, with training in Counselor Supervision, as Practicum Section Supervisors to increase field experience.</p>

		increased number of Mental Health Counseling students. These are Roane State Community College Counseling in Oak Ridge, and Morgan County Correctional Facility, in Wartburg, TN	
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III. Form 3

All Student Learning Goals

Column 1	Column 2	Column 3
Specific Recommendations Resulting From Assessment in 2016-2017	Specific Changes Implemented in 2017-2018 and Detailed Outcomes of those Changes	Recommendations for Further Improvements in 2018-2019
Learning Goal 1: Additional Improvements Suggested: For the 2017 – 2018 LMU Counseling OAR, Alternate Standard in Professional Orientation and Ethical Practice to be assessed, as current standard appears to be met by students at Capstone level.	Analysis of CMAS rubric provides evidence for 87% of students demonstrating knowledge at the Capstone Level in “Applications of Ethical and Legal considerations in professional counseling” (CACREP-2009-2.G.1.j). This is the standard with the lowest student attainment of capstone level in Professional Orientation and Ethical Practice.	Benchmark met. For the 2018 – 2019 year and on, Counseling Program faculty will utilize revised rubrics to assess Professional Orientation and Ethical Practice with the 2016 CACREP Standards. Annually, the standard with lowest student attainment of Capstone level will be targeted for curricular improvement.
Learning Goal 1: For the 2017 – 2018 year, Counseling Program Director will continue to infuse concepts related to LGBTQIA issues into the professional Ethics and Orientation course, CG 501, specifically due to impact of recent discriminatory laws in Tennessee, where the LMU Counseling Program is located.	Course custodian for CG 531 –Social and Cultural Aspects in Counseling, Dr. Connie Theriot, instituted focus on LGBTQIA issues in curriculum. Special focus was placed recent potentially discriminatory legislation passed in Tennessee and access to services and stigma which may affect clients seeking services.	Benchmark met. Focus on LGBTQIA issues to be assessed in the Counseling Curriculum to highlight the importance of following the ACA Ethical Code of providing service to all clients.
Learning Goal 2: Additional Improvements Suggested: For the 2017 – 2018 LMU Counseling OAR, Alternate Standard in Social and Cultural Diversity to be assessed,	Analysis of related CMAS rubric provides evidence for 87% of students demonstrating knowledge at the Capstone Level in	Benchmark met. For the 2018 – 2019 year and on, Counseling Program faculty will utilize revised rubrics to

<p>as current standard appears to be met by students at Capstone level.</p>	<p>“individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies” (CACREP-2009-2.G.2.d)</p>	<p>assess Social and Cultural Diversity with the 2016 CACREP Standards. Annually, the standard with lowest student attainment of Capstone level will be targeted for curricular improvement.</p>
<p>Learning Goal 3: Additional Improvements Suggested: For the 2017 – 2018 LMU Counseling OAR, Alternate Standard in Human Growth and Development to be assessed, as current standard appears to be met by students at Capstone level.</p>	<p>Analysis of related CMAS rubric provides evidence for 88% of students demonstrating knowledge at the Capstone Level in “Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment” (CACREP-2009-2.G.3.c).</p>	<p>Benchmark met.</p> <p>For the 2018 – 2019 year and on, Counseling Program faculty will utilize revised rubrics to assess Human Growth and Development with the 2016 CACREP Standards. Annually, the standard with lowest student attainment of Capstone level will be targeted for curricular improvement.</p>
<p>Learning Goal 4: As Analysis of related CMAS rubric provides evidence for 76% 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 in future iterations of this course.</p> <p>For the 2017 – 2018 Academic year, Program Director has communicated and implemented curricular improvement of having in-class workshop on Career Planning Flowcharts in course CG 521 – Career Counseling, to take advantage of peer learning.</p>	<p>Analysis of related CMAS rubric provides evidence for 86% 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>Benchmark met.</p> <p>For the 2018 – 2019 year and on, Counseling Program faculty will utilize revised rubrics to assess Human Growth and Development with the 2016 CACREP Standards. Annually, the standard with lowest student attainment of Capstone level will be targeted for curricular improvement.</p>

<p>Learning Goal 5: Additional Improvements Suggested: For the 2017 – 2018 LMU Counseling OAR, alternate Standard in Helping Relationships to be assessed, as current standard appears to be met by students at Capstone level.</p>	<p>Analysis of related CMAS rubric provides evidence for 89% 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>Benchmark met.</p> <p>For the 2018 – 2019 year and on, Counseling Program faculty will utilize revised rubrics to assess Counseling and Helping Relationships with the 2016 CACREP Standards. Annually, the standard with lowest student attainment of Capstone level will be targeted for curricular improvement.</p>
<p>Learning Goal 5: For the year 2017 – 2018 academic year and on, Professional Dispositions of the Counseling Profession to be completed by faculty supervisor at the end of clinical training.</p>	<p>Analysis of related CMAS rubric provides evidence for 89% 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>Benchmark met.</p> <p>For the 2018 – 2019 LMU Counseling OAR, Alternate Standard in Counseling and Helping Relationships to be assessed, based on revised rubrics developed with 2016 CACREP standards, as current standard appears to be met by students at Capstone level.</p>
<p>Learning Goal 6: Additional Improvements Suggested: For the 2017 – 2018 LMU Counseling OAR, Alternate Standard in Group Work to be assessed, as current standard appears to be met by students at Capstone level.</p>	<p>Analysis of related CMAS rubric provides evidence for 81% of students demonstrating knowledge at the Capstone Level in “principles of group dynamics, including group process components, developmental stage theories” (CACREP-2009-2.G.6.a)</p>	<p>Benchmark met.</p> <p>For the 2018 – 2019 year and on, Counseling Program faculty will utilize revised rubrics to assess Group Counseling and Group Work with the 2016 CACREP Standards. Annually, the standard with lowest student attainment of Capstone level will be targeted for curricular improvement.</p>
<p>Learning Goal 7: Additional Improvements Suggested: For the 2017 – 2018 LMU Counseling OAR, alternate Standard in</p>	<p>Analysis of related CMAS rubric provides evidence for 40% of students demonstrating knowledge at the Capstone Level in “Summary</p>	<p>As Analysis of related CMAS rubric provides evidence for 40% of students demonstrating knowledge at the Capstone Level in</p>

<p>Assessment and Testing to be assessed, as current standard appears to be met by students at Capstone level.</p>	<p>and Analysis of Information--related to basic concepts of standardized and nonstandardized testing” (CACREP-2009.2.g.7.b)</p>	<p>Understanding “Summary and Analysis of Information--related to basic concepts of standardized and non-standardized testing”, Program director has implemented curricular improvements to more thoroughly address related concepts in future iterations of this course. Specifically, more focus to be placed on Statistical concepts such as measurements of central tendency, standard error of measurement, and non-standardized collection of information through clinical interviewing.</p>
<p>Learning Goal 8: Additional Improvements Suggested: For the 2017 – 2018 LMU Counseling OAR, alternate Research and Program Evaluation to be assessed, as current standard appears to be met by students at Capstone level.</p>	<p>Analysis of related CMAS rubric provides evidence for 21% of students demonstrating knowledge at the Sufficient Level in “Knowledge of statistical concepts” (CACREP-2009.G.8.c)</p>	<p>As Analysis of related CMAS rubric provides evidence for 21% of students demonstrating knowledge at the Capstone Level in Understanding “Knowledge of statistical concepts”, Program director has implemented curricular improvements to more thoroughly address statistical concepts such as measurements of central tendency, standard error of measurement in future iterations of this course.</p> <p>Specifically, Program Director will meet with Instructor of EDUC 511 at the beginning of the term in which it is taught, and review the Counseling Addendum to the EDUC 511 Research Paper Proposal Rubric, and discuss the appropriateness of Counseling related topics.</p>
<p>Learning Goal 9: Additional Improvements Suggested: For the 2017 – 2018 LMU Counseling OAR, alternate Standard in</p>	<p>Analysis of related CMAS rubric provides evidence for 100% of students demonstrating knowledge at the Capstone Level in</p>	<p>Benchmark met.</p>

<p>Service Learning to be assessed, as current standard appears to be met by students at Capstone level.</p>	<p>“Understanding of complex issues and application of theories of multicultural counseling, identity development, and social justice.” (CACREP-2009-2.G.2.c)</p>	<p>For the 2018 – 2019 year and on, Counseling Program faculty will utilize revised rubrics to assess Service Learning with the 2016 CACREP Standards. Annually, the standard with lowest student attainment of Capstone level will be targeted for curricular improvement.</p>
<p>Learning Goal 9: Improvement for the 2017 – 2018 academic year is for Counseling Program to hold a centralized Service Learning Event in conjunction with the CG 521 – Career Counseling class in Spring 2018, and to advertise this to stakeholders through LMU Counseling Facebook Group as well as LMU Counseling Program Advisory Board.</p>	<p>For the Service Learning Event in conjunction with the CG 521 – Career Counseling class in Spring 2018, students were advised to utilize peer connections as well as LMU Counseling Facebook Group to work in groups on a Service Learning assignment.</p> <p>A number of students worked in groups on the same projects, but there was no Program-wide, professor-led service learning projects.</p>	<p>For the 2018 – 2019 academic year and annually thereafter, each core faculty will organize a Service learning project at a local school or community organization to model service learning and offer opportunity for student engagement.</p> <p>Additional Improvements Suggested: For the 2018 – 2019 LMU Counseling OAR, Alternate Standard related to Service Learning to be assessed, based on revised rubrics developed with 2016 CACREP standards, as current standard appears to be met by students at Capstone level..</p>
<p>Learning Goal 10: Additional Improvements Suggested: For the 2017 – 2018 LMU Counseling OAR, alternate Standard in Assessment to be assessed, as current standard appears to be met by students at Capstone level.</p>	<p>Analysis of related CMAS rubric provides evidence for 61% 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 61% of students demonstrating knowledge at the Capstone Level in Understanding “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 related concepts in course CG 611 – Theories of Counseling.</p>

		Rubrics to measure related learning outcomes have been revised with CACREP 2016 standards for the “Philosophy of Counseling” comprehensive exams question. Same rubric will be used in the Key Assignment for CG 611, Philosophy of Counseling from the academic year 2108 – 2019 and annually thereafter.
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All Operational Program Goals

Column 1	Column 2	Column 3
Specific Recommendations Resulting From Assessment in 2016-2017	Specific Changes Implemented in 2017-2018 and Detailed Outcomes of those Changes	Recommendations for Further Improvements in 2018-2019
Program Goal 1: For the year 2017 – 2018, Student learning goals upon which the Counseling OAR Report is based, will be revised. CMAS Transition data CACREP curricular standards will be analyzed, and the standards on which students show the most room for improvement will be selected for curricular improvements.	<p>For the year 2017 – 2018, Student learning goals upon which the Counseling OAR Report is based, were revised by Counseling Program Faculty. CMAS Transition data and CACREP curricular standards were analyzed, and the standards on which students show the most room for improvement were selected for curricular improvements.</p> <p>On July 23rd, 2017, Counseling faculty met and reviewed CMAS Transition data and Rubric reports from the 2017 – 2018 year and analyzed standards for the 10 Learning Outcomes in the LMU Counseling Program. The standard which evidenced the lowest student attainment of capstone level was selected for curricular improvement for 2018 - 2019 year.</p>	<p>Benchmark met.</p> <p>For the 2018 – 2019 year, Counseling faculty will analyze CMAS Rubric data on newly selected standards.</p> <p>Additionally, in the 2018 – 2019 year, all rubrics will be revised to assess the 2016 CACREP standards.</p> <p>The 2018 – 2019 Counseling OAR report will be revised to include 2 Mental Health Counseling and 2 School Counseling standards for curricular improvement, based on analysis of CMAS rubrics.</p>

<p>Program Goal 1: For the 2017 – 2018 year, Counseling Program Administrative Assistant will establish database of course syllabi as well as oversee administrative tasks such as ensuring all faculty turn in correct and signed course rosters, to centralize these functions.</p>	<p>In the 2017 – 2018 year, Counseling Program Administrative Assistant established a database of course syllabi as well as managed administrative tasks such as ensuring all faculty turn in correct and signed course rosters, to centralize these functions. Program Director and Administrative assistant met on at least weekly basis to manage administrative tasks of Counseling Program.</p>	<p>For the 2018 – 2019 academic year and forward, Administrative Asst. will continue to manage data related to tracking CACREP Vital Statistics.</p> <p>For the 2018 – 2019 academic year and forward, Program Director has communicated that Admin. Asst. continue to utilize electronic distribution list of all current Counseling Degree Candidates, and regularly communicate program information and important deadlines.</p>
<p>Program Goal 1: For the 2017 – 2018 year, the LMU Counseling Program Curriculum Review and Program Redesign Sub-committee to hold regular meetings to develop a plan to redesign LMU Counseling Programs to meet the 2016 CACREP Standards. Academic year of 2019 – 2020 is the target date for implementation of redesigned program.</p>	<p>During the 2017 – 2018 year, the LMU Counseling Program Curriculum Review and Program Redesign Sub-committee held regular meetings to develop a plan to redesign LMU Counseling Programs to meet the 2016 CACREP Standards.</p> <p>On April 20th, 2018, the Program Committee met to discuss changes in curriculum and motion was passed to assess all courses with CACREP 2016 standards beginning Fall 2018, and set academic year of 2019 – 2020 as the target date for introduction of revised 60 credit hour School Counseling Program.</p> <p>On May 29th, 2018, Counseling Faculty met and revised curriculum map to align with</p>	<p>Benchmark met.</p> <p>For the 2018 – 2019 academic year, the Curriculum Review and Program Redesign Subcommittee will meet to revise the School Counseling Program, increasing Program to 60 credit hours utilizing courses in Masters of Education Programs in Carter and Moyers School of Education for efficiency of course delivery.</p>

	CACREP 2016 standards and revise rubrics for use in Fall 2018 to use CACREP 2016standards.	
Program Goal 1: Utilize technology in delivering curriculum to increase efficiencies of course delivery.	<p>Review of student feedback on end of course evaluations provides evidence for CG 581 Human Growth and Development, taught in 2017 – 2018 as an Online-Hybrid blended course during the Summer term,</p> <p>For the 2017 – 2018 year, Counseling Practicum and Internship Coordinator did not train supervisors in using Zoom video. Practicum and Internship Coordinator did, however, increase his own usage of this technology for individual supervision of School Counseling students.</p> <p>For the 2017 – 2018 year, ITV was used to connect classrooms on the Harrogate and Cedar Bluff campus for seminar sections of CG 687, Foundations of Marriage and Family Therapy.</p> <p>For the 2017 – 2018 year, course instructor utilized Skype to videoconference with Licensed marriage and Family therapist in class session of CG 687, Marriage and Family Therapy.</p>	<p>In the year of 2018 – 2019, Counseling Program Director has communicated to faculty to continue use of ITV, Zoom videoconferencing, and skype to increase efficiencies of course delivery, and document when used.</p> <p>In the year of 2018 – 2019, Counseling Program Director to participate in the Curriculum Review and Program Redesign Subcommittee and identify opportunities to implement online-hybrid courses to increase efficiencies of course delivery.</p>
Program Goal 2: Increase Conference Presentations as well as utilize LMU	Counseling Program faculty were well represented at State and National	For the 2018 – 2019 year, Counseling Program Director has approved core faculty to

<p>facilities for Continuing Education Opportunities for Licensed Professional Counselors.</p>	<p>Conferences in the 2017 – 2018 Academic year.</p> <p>Effler, J.D., Koop, S. & Winstead, R. (2017, November). <i>Diversity and Universality – Two Essential Dimensions of Effective Counseling</i>. Paper Presented at the meeting of Tennessee Counseling Association, Murfreesboro, TN.</p> <p>Carrol, D. & Theriot, C. (2018, January). Law and Ethics in Counseling Conference “Helping counselor education faculty to recognize the intersectionality of Title IX, Clery and FERPA. Enhancing supervision and promoting best practices.” New Orleans, LA.</p> <p>McCook, J. & Theriot, C. (2018, January). Law and Ethics in Counseling Conference “I am a K-12 Guidance Counselor and I have been assigned Section 504 duties. Help!” New Orleans, LA</p> <p>Carroll, D. & Theriot, C. (2018, April). American Counseling Association 2018 Conference & Expo. “Intersectionality of Title IX, Clery and FERPA: Implications for counseling faculty.” Atlanta, GA.</p>	<p>participate in Regional, State and National Counseling Conferences, and communicated the importance of maintaining professional memberships in Organizations related to Professional Counseling.</p> <p>For the 2018 – 2019 year, additional focus will be placed on increasing attendance and participation of Counseling students in local and regional conferences.</p> <p>For the 2018 – 2019 year, Counseling Program Faculty will increase the involvement of Counseling students in collaborative original research projects and conference presentations.</p>
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	<p>Tichon, M. A. & Effler, J. D. (2017, November). <i>Know Thyself: Examining Personal Responses to Controversial Issues</i>. Presented at the Annual Law and Ethics in Counseling Conference, New Orleans, LA.</p> <p>All 4 Core Counseling Faculty maintained professional memberships with the ACA, TCA and SMCA.</p>	
<p>Program Goal 2: For the 2017 – 2018 year, LMU Counseling Program to develop an online community based on the Facebook Groups platform. In this way, program can communicate with stakeholders about events and opportunities to get involved in the counseling program.</p>	<p>Benchmark met. For the 2017 – 2018 year, LMU Counseling Program Director developed an online community based on the Facebook Groups platform. By Summer 2018, this group had 123 members, including current students, alumni, faculty, and community partners. Advisory Board members and alumni have used to post jobs, find site supervisors and announce program news and training events.</p>	<p>For the 2018 – 2019 year and beyond, Facebook Group will continue to be used as a source of information and announcements about Counseling Program and build growing connections with the local counseling community.</p>
<p>Program Goal 2: Seek and Implement feedback from LMU Counseling Program Stakeholders.</p>	<p>For the 2017 – 2018 year, Program Director has implemented curricular changes to “Increase focus on School Counselors developing lesson plans for group presentations” in CG – 508, Foundations of School Counseling, where students interview a School Counselor and develop an eplan of a school guidance program.</p> <p>For the 2017 – 2018 year, Program Director has implemented curricular changes to “more fully prepare Mental health students for charting and general record keeping principles” in CG 699 – Mental Health Counseling Internship. CG 699,</p>	<p>As student feedback and advisory board comments have requested more focused coursework on addiction and recovery, For the academic year 2018 – 2019, Counseling Program will offer an elective Mental health Counseling course on addiction and treatment.</p> <p>As student feedback and advisory board comments have requested more preparation and knowledge of IEP and Section 504 planning, for the academic year 2018 – 2019, School Counseling Program redesign will incorporate increased focus on Special Education Law.</p>

	Mental Health Counseling Internship has as part of its core writing of treatment notes based on client interviews, along the lines of evidence-based, biopsychosocial case conceptualization.	
Program Goal 3: Benchmark met. For the 2017 – 2018 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>For the 2017 – 2018 Academic Year and Beyond, Counseling Practicum and Internship Coordinator has coordinated 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 2017 – 2018 academic year, a Curriculum Review and Program Development Committee was established, and several of the members of this committee, as well as the Advisory Board, are LMU Counseling Site Supervisors.</p>	<p>Benchmark met.</p> <p>For the 2018 – 2019 Academic Year and Beyond, Counseling Practicum and Internship Coordinator will continue to coordinate with Site Supervisors and students, to build collaborative dialogue about purpose and process of counseling Supervision.</p> <p>For 2018 – 2019, Counseling Practicum and Internship Coordinator will maintain an electronic mailing list and send regular updates and information on best practices in Counseling Supervision to LMU Counseling Site Supervisors.</p>
For the 2017 – 2018 year, the LMU Counseling Program continue to hold an annual CEU event open to the local community of School and Mental health Counselors, and invite Site Supervisors, and the local counseling community.	In the 2017 – 2018 year, an additional Gottman University Outreach CEU Level I training event was held, making this the third Annual Gottman CEU training offered by LMU Counseling Program, with 16 total attendees.	In the 2018 – 2019 year, LMU Counseling Program will host both a Gottman Level I training and also the Gottman Couples workshop Level 2 training through the University Outreach Program. This course will be available to all students, graduates, alumni and faculty who have completed the Gottman Level I training.
Program Goal 3: Benchmark Met. For the year 2017 – 2018, Continue to identify and add qualified Internship Sites and Site Supervisors.	For the Academic Year 2017 – 2017, Practicum and Internship Coordinator has developed and maintains in his files an Approved List of Training Sites for both School and Mental	Benchmark Met. For the year 2018 – 2019, Continue to identify and add qualified Internship Sites and Site Supervisors.

<p>Utilize highly experienced Site Supervisors, with training in Counselor Supervision, as Practicum Section Supervisors to increase field experience.</p>	<p>Health Counseling students, in compliance with CACREP standards.</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 Roane State Community College Counseling in Oak Ridge, and Morgan County Correctional Facility, in Wartburg, TN</p>	<p>Continue to utilize highly experienced Site Supervisors, with training in Counselor Supervision, as Practicum Section Supervisors to increase field experience.</p>
<p>Program Goal 3: For the 2017 – 2018 year Counseling Practicum and Internship Coordinator will host a training for use of Zoom Video Conferencing in clinical supervision in the 2017 – 2018 academic year.</p>	<p>Benchmark not met. Training was not held due to licensing cost of software.</p> <p>However, strides were made in use of distance learning technology in the 2017 – 2018 year. Counseling Practicum and Internship Coordinator made personal use of Zoom teleconferencing software to hold supervision times for students at distant sites.</p> <p>In the 2017 – 2018 year, ITV was used to connect classrooms in the Cedar Bluff and Harrogate sites for the CG 687, Foundations of Marriage and Family Counseling course.</p>	<p>For the 2018 – 2019 year and on, Counseling Program Faculty will keep log on how each is using distance technology to enhance courses and connect with LMU Counseling Community and LMU Site supervisors.</p> <p>Additionally, In the 2018 – 2019 year, each LMU Counseling Core faculty will lead one service learning event, and utilize Social Media in the form of the LMU Counseling Facebook group to advertise the event to LMU Counseling Faculty, students, alumni and Site Supervisors.</p>

IV. Form 4

Form 4 exists as a digest of data and materials used in the assessment process. In the space below please list the types of direct 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.
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.
LMU Counseling Alumni Survey	Direct	LMU Counseling Alumni	Provides Evidence of Alumni experience of the Learning Atmosphere and Professional Preparation in the LMU Counseling Program.
LMU Counseling Employer Survey	Direct	Employers of LMU Counseling Graduates	Provides Evidence of Graduating Student Perceptions of the Learning Atmosphere and Professional Preparation in the LMU Counseling Program.
End of Course Student Evaluations	Indirect	LMU Counseling Students	Student Perception of Delivery and Satisfaction with Online-Hybrid Course Offerings
Record of Graduating Students	Direct	LMU Registrar	Data for CACREP Vital Statistics Report
Praxis Scores	Direct	LMU Counseling Students	Data for CACREP Vital Statistics Report

NCE Scores	Direct	LMU Counseling Students	Data for CACREP Vital Statistics Report
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APPENDIX A – CACREP VITAL STATISTICS REPORT – 2015 - 2018

MEd Counseling Programs at Lincoln Memorial University

CLINICAL MENTAL HEALTH COUNSELING PROGRAM

Reporting Year 2016 (CACREP Year defined as June 1, 2017 to May 31, 2018)

<u>Statistic</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
Number of Students Enrolled	27	33	30	31
Number of Graduates	10	12	13	12
Completion Rate	95%	94%	92%	82%
NCE Examination Pass Rate	N/A	N/A	100%	100%
Job Placement Rate	80%	77%	92%	83%

SCHOOL COUNSELING PROGRAM

<u>Statistic</u>	<u>Year</u>			
	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
Number of Students Enrolled	34	30	26	23
Number of Graduates	22	15	16	21
Completion Rate	93%	93%	97%	84%
Praxis Pass Rate	100%	90%	100%	100%
Job Placement Rate	93%	76%	86%	56%