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## 2016-2017 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 advocacy competencies, collaborative relationships with community agencies, and personal awareness of the needs of historically underserved populations.. (Service Learning)</b>	<i>1, 3, 4, 5, 7, 10, 11</i>	<i>1, 2, 3, 6</i>
<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>	<i>1, 2, 3, 10, 11</i>	<i>1, 2, 4</i>

**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

Column 1	Column 2	Column 3	Column 4
2016-2017 Student Learning Goals (include the objective(s) underneath the respective goal, if applicable)	Expected Outcomes, <b>i.e.</b> , Benchmarks	Assessment Methods and Results 2016-2017	Recommendations for Improvements in 2017-2018
<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.	<p><b>Assessment Method:</b> Faculty evaluation of the students' Professional Resource Manual.</p> <p><b>Results:</b> Analysis of related CMAS rubric provides evidence for 96% of students demonstrating knowledge at the Capstone Level in "History and Philosophy of the Counseling Profession" (CACREP-2009-2.G.1.a)</p>	<p>No recommendations for Improvement in Instructional Strategies as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard.</p> <p style="text-align: center;">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.</p>
		<p><b>Assessment Method:</b> Faculty evaluation of the students' Ethical Case Study Analyses for Ethical Self Awareness.</p> <p><b>Results:</b> Analysis of related CMAS rubric provides evidence for 93% of students demonstrating knowledge at the Capstone Level in "Applications of Ethical and</p>	<p>No recommendations for Improvement in Instructional Strategies as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard.</p> <p style="text-align: center;">Additional Improvements Suggested: For the 2017 – 2018</p>

		Legal considerations in professional counseling” (CACREP-2009-2.G.1.j)	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.
<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>	80% of students will demonstrate capstone level understanding of developing a personal cultural self-awareness.	<b>Assessment Method:</b> Faculty evaluation of the students’ Research Paper on a Selected group.  <b>Results:</b> Analysis of related CMAS rubric provides evidence for 100% of students demonstrating knowledge at the Capstone Level in “Developing Cultural Self Awareness” (CACREP-2009-2.G.2.e)	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 2017 – 2018 LMU Counseling OAR, Alternate Standard in Social and Cultural Diversity to be assessed, as current standard appears to be met by students at Capstone level.
		<b>Assessment Method:</b> Faculty evaluation of the students’ Research Paper on Selected Group.  <b>Results:</b> Analysis of related CMAS rubric provides evidence for 94% 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)	No recommendations for Improvement as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard.  Additional Improvements Suggested: For the 2017 – 2018 LMU Counseling OAR, Alternate Standard in Social and Cultural Diversity to be assessed, as current



			standard appears to be met by students at Capstone level.
<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>	80% of students will demonstrate capstone level knowledge of developmental theories.	<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 <b>100%</b> 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>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 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><b>Assessment Method:</b> Faculty evaluation of the students' Research Paper on Major Topic in Human Growth and Development.</p> <p><b>Results:</b> Analysis of related CMAS rubric provides evidence for <b>91.7%</b> of students demonstrating knowledge at the Capstone Level in "Impact of crises on the developing Individual" (CACREP-2009-2.G.3.c).</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 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>
<b>Student Learning Goal 4: Counseling Degree Candidates will develop an understanding of career development and</b>	80% of Counseling Degree Candidates will appropriately demonstrate a capstone-	Assessment Method: Faculty evaluation of the students' Career Self-Exploration Case Study.	No recommendations for Improvement as Learning Outcome appears to be met according to

<p><b>related life factors and the effects on an individual's mental health and lifestyle.. (Career Development (CACREP 2009.II.G.4))</b></p>	<p>level Knowledge of Career Development and related Life Factors.</p>	<p>Results: Analysis of related CMAS rubric provides evidence for 91% of students demonstrating knowledge at the Capstone Level in Understanding “Career Development theories and decision-making models” (CACREP-2009-G.4.a)</p>	<p>CMAS rubric outcome Assessment on related CACREP Standard.</p> <p>Additional Improvements Suggested: For the 2017 – 2018 LMU Counseling OAR, Alternate Standard in Career Development to be assessed, as current standard appears to be met by students at Capstone level.</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 76% 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>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>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.</p>

<p><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></p>	<p>80% of Counseling Degree Candidates will demonstrate a capstone-level utilization of effective interpersonal Counseling Skills</p>	<p><b>Assessment Method:</b> Faculty evaluation of the students’ Taped Analyses of Counseling Sessions for Understanding of Counseling Process.</p> <p><b>Results:</b> Analysis of related CMAS rubric provides evidence for 100% of students demonstrating knowledge at the Capstone Level in “Counselor characteristics and behaviors that influence the helping process” (CACREP-2009-2.G.5.b)</p>	<p>No recommendations for Improvement as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard.</p> <p>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><b>Assessment Method:</b> Faculty Assessment Student Professional Dispositions upon completion of Clinical Training in the Counseling Program.</p> <p><b>Results:</b> Analysis of related CMAS rubric provides evidence for 90% of students demonstrating “Ethical Awareness &amp; Professional Orientation - The student adheres to the ethical guidelines of the ACA, ASCA, &amp; AMHCA.” at the Capstone Level in Professional Dispositions.</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 Improvements Suggested: For the 2017 – 2018 LMU Counseling OAR, alternate Category in “Professional Dispositions of the Counseling Profession” to be assessed, as current standard appears to be met by students at Capstone level.</p>
<p><b>Student Learning Goal 6: Counseling Degree Candidates will develop both theoretical and experiential</b></p>	<p>80% of Counseling Degree Candidates will demonstrate a capstone-level understanding of</p>	<p><b>Assessment Method:</b> Faculty evaluation of the students’ group leadership and resultant reflection on a Group Counseling Sessions.</p>	<p>No recommendations for Improvement as Learning Outcome appears to be met according to</p>

<p><b>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></p>	<p>group counseling leadership skills.</p>	<p><b>Results:</b> Analysis of related CMAS rubric provides evidence for 96% of students demonstrating knowledge at the Capstone Level in “Group leadership or facilitation styles and approaches” (CACREP-2009-2.G.6.b)</p>	<p>CMAS rubric outcome Assessment on related CACREP Standard.</p> <p>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><b>Assessment Method:</b> Faculty evaluation of the students’ demonstration of Professional Dispositions.</p> <p><b>Results:</b> Analysis of related CMAS Dispositions rubric provides evidence for 90% of students demonstrating Dispositions of “Respect for others and Empathy” at the Capstone Level.</p>	<p>No recommendations for Improvement as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard.</p> <p>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><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></p>	<p>80% of Counseling Degree Candidates will demonstrate a capstone-level knowledge of Counseling Assessment Concepts</p>	<p><b>Assessment Method:</b> Faculty evaluation of the students’ Counseling Assessment Case Study Analyses.</p> <p><b>Results:</b> Analysis of related CMAS rubric provides evidence for 95% of students demonstrating knowledge at the Capstone Level in “Summary and Analysis of</p>	<p>No recommendations for Improvement as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard.</p> <p>Additional Improvements Suggested: For the 2017 – 2018</p>

		Information--related to basic concepts of standardized and nonstandardized testing” (CACREP-2009.2.g.7.b)	LMU Counseling OAR, alternate Standard in Assessment to be assessed, as current standard appears to be met by students at Capstone level.
		<p><b>Assessment Method:</b> Faculty evaluation of the students’ Summary and Critique of a Standardized Assessment Instrument.</p> <p><b>Results:</b> Analysis of related CMAS rubric provides evidence for 100% of students demonstrating knowledge at the Capstone Level in “Social and Cultural factors related to assessment and evaluation of individuals” (CACREP-2009-2.G.7.f).</p>	<p>No recommendations for Improvement as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard.</p> <p>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><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></p>	<p>80% of Counseling Degree Candidates will appropriately demonstrate ability to critique and evaluate Counseling Research</p>	<p><b>Assessment Method:</b> Faculty evaluation of the students’ Counseling Research Proposal for Understanding research methods, statistical analysis, needs assessments and program evaluation.</p> <p><b>Results:</b> Analysis of related CMAS rubric provides evidence for 93% of students demonstrating knowledge at the Sufficient Level in “Ethical and Culturally Relevant Interpretation of Research” (CACREP-2009.G.8.f)</p>	<p>Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard.</p> <p>Additional Improvements Suggested: For the 2017 – 2018 LMU Counseling OAR, alternate Standard in Research and Program Evaluation to be assessed, as current standard appears to be met by students at Capstone level.</p>

		<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 93% of students demonstrating knowledge at the Sufficient 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 Improvements Suggested: For the 2017 – 2018 LMU Counseling OAR, alternate Standard in Research and Program Evaluation to be assessed, as current standard appears to be met by students at Capstone level.</p>
<p><b>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)</b></p>	<p>80% of Counseling Degree Candidates will demonstrate a capstone-level ability to apply social justice framework to Service Learning Activities</p>	<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 96% 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>No recommendations for Improvement as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard.</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 87% of students demonstrating knowledge at the Capstone Level in "Knowledge of Actual</p>	<p>No recommendations for Improvement as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard.</p>

		Community Needs” (CACREP-2009.2.G.2.a)	
<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>	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><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 87% 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>	No recommendations for Improvement as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard.
		<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 92% of students demonstrating knowledge at the Capstone Level in “Seeks out personal growth and professional development opportunities”.</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, and how this was an opportunity to be around diverse clients.</p>	Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CMAS Standard.

**All Operational Program Goals**

Column 1	Column 2	Column 3	Column 4
<i>2016-2017 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 2016-2017</i>	<i>Recommendations for Improvements in 2017-2018</i>
<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>	80% of key assignments will be submitted and assessed on LiveText.	For the year 2016 – 2017, 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 2017 – 2018 year, 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.  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.
	Annual Outcome Report based on Transition data in CMAS to be published annually in September of each year.	Annual Outcome Report for LMU Counseling Programs was published online in September 2017, with Appended CACREP Vital Statistics Report, including Program Graduation rates and Licensing Exam Pass Rates.	Benchmark met.  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.
	Increase Administrative support, consolidate, and optimize record keeping for program management	<p>For the year 2016 – 2017, Counseling Program Director has communicated that Admin Asst. will continue to 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>	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.
	Utilize technology in delivering curriculum to increase efficiencies of course delivery.	<p>In the Academic Year 2016 – 2017, CG 581 Human Growth and Development was changed to an Online-Hybrid blended course during the Summer term, taught by an adjunct faculty member who teaches online for another institution and has expertise in this area.</p> <p>In the 2016 – 2017 year, Drs. Theriot and Drs. Mark Tichon attended CEU sessions at the University of Holy Cross Counseling Law and Ethics conference on technology on software used for distance supervision</p>	<p>Benchmark met.</p> <p>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>and brought use of this technology back to campus. Program faculty have piloted the use to Zoom Video Conferencing software for distance supervision of students in the Spring 2017 semester. Zoom video conferencing software was used to connect 2 classrooms together and videoconference between the Harrogate and Cedar Bluff Campuses.</p>	
	<p>Plan for Alignment of LMU Counseling Programs with 2016 CACREP Standards</p>	<p>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>In the 2016 – 2017 year, The LMU Counseling Program Advisory Board created a Curriculum Review and Program Redesign Sub-committee, co-chaired by the Chair of the Advisory Board and Counseling Program Director to guide redesign of LMU Counseling Programs to meet the 2016 CACREP Standards.</p>	<p>Benchmark met.</p> <p>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><b>Program Goal 2: Increase Stakeholder Involvement in the</b></p>	<p>Continue to Develop and Grow the</p>	<p>In the 2016 – 2017 Academic Year, the Counseling Program Advisory board</p>	<p>Benchmark met.</p>

<p><b>Development and Evaluation of the Program</b></p>	<p>Counseling Program Advisory Council</p>	<p>elected a new chair, Dr. Carletta Smelcer, LPC/MHSP. Dr. Smelcer holds a doctorate in Counselor Education and Supervision.</p> <p>In the 2016 – 2017 year, The LMU Counseling Program Advisory Board created a Curriculum Review and Program Redesign Sub-committee, co-chaired by the Chair of the Advisory Board and Counseling Program Director to guide redesign of LMU Counseling Programs to meet the 2016 CACREP Standards.</p>	<p>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>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>Effler, J.D. (2017, February). <i>Diversity and Universality – Two Essential Dimensions of Effective Counseling</i>. Presented at the meeting of the Smoky Mountain Counseling Association, Jefferson City, TN.</p> <p>Hayes, M. (2016, November). <i>The relationship between School Counselor and Administrator</i>. Presented at the Annual Tennessee Counseling Association Meeting, Murfreesboro, Tennessee.</p> <p>Theriot, C. T. &amp; Tichon, M. A. (2016, September). <i>How does local</i></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><i>and national coverage of current events impact the teaching and learning environment?</i> Presented at the Appalachian College Association 2016 Summit, Kingsport Tennessee.</p> <p>Tichon, M. A. &amp; Theriot, C. T. (2017, February). <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>	
	Develop Relationships with Strategic Community Partners for Applicant Recruitment	Benchmark met. In the 2016 – 2017, Counseling Program Administrative Assistant kept a log of faculty recruitment and visits to Strategic Community Partners.	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.
	Seek and Implement feedback from LMU	In the 2016 – 2017 year, Counseling Practicum and Internship Coordinator continued to integrate Training in	For the 2017 – 2018 year, Program Director has implemented curricular

	Counseling Program Stakeholders	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.	changes to “Increase focus on School Counselors developing lesson plans for group presentations” in CG – 508, Foundations of School Counseling.  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.
<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.	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 2016 – 2017 year.	Benchmark met continuously for 2 years.  For the 2017 – 2018 year, the goal of Implement Background Check Policy as precursor to all field placements will be replaced by “Increased Focus on Collaboration with Site Supervisors”.
	Develop comprehensive list of Approved sites.	For the Academic Year 2016 – 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.  Counseling Practicum and Internship Director has developed training	Benchmark Met. For the year 2017 – 2018, Continue to identify and add qualified Internship Sites and Site Supervisors.  Utilize highly experienced Site Supervisors, with training in Counselor Supervision, as Practicum Section Supervisors to increase field experience.

		relationships with 2 additional Community Agency sites to meet training site needs for increased number of Mental Health Counseling students. These are The Compassion Counseling Agency in Maryville, Tennessee and The Middle Path – Intensive Outpatient Program in Knoxville, Tennessee	
	Implement regular training opportunities for Site Supervisors.	<p>For the 2016 – 2017 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 year 2016 – 2017, 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>	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.

### III. Form 3

#### All Student Learning Goals

Column 1	Column 2	Column 3
Specific Recommendations Resulting From Assessment in 2015-2016	Specific Changes Implemented in 2016-2017 and Detailed Outcomes of those Changes	Recommendations for Further Improvements in 2017-2018
<b>Learning Goal 1:</b>	In 2016 – 2017, Program Director, in concert with course custodian for CG 531 –Social and	Benchmark met. For the 2017 – 2018 year, Counseling Program Director will continue to

<p>Additional improvement suggested to strengthen Counseling Students' attainment of Learning Outcome in 2016 – 2017 years is as follows: Infuse ethical issues related to recently passed laws in Southern states and potential conflicts with deeply held values of the Counseling profession. As relates to issues of LGBTQIA population and Access to services to be infused into curriculum in Professional Orientation and Ethics in Counseling.</p>	<p>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.</p> <p>This collaborative effort between Dr. Theriot and Dr. Tichon resulted in 2 presentations at a regional teaching and learning conference and the National Counseling Law and Ethics in Counseling Conference at the University of Holy Cross.</p>	<p>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.</p>
<p><b>Learning Goal 2:</b> 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>Program Director, in concert with course instructor, instituted closer focus and lesson planning on the importance of personal worldview and cultural self-awareness into course CG 531 – Social and Cultural Aspects of Counseling. Curricular improvements of implementing immersive cultural experience and subsequent reflection, have resulted in significant increase in student attainment of Capstone level of understanding of the Standard, from 66% in 2015 – 2016, to 100% in 2016 – 2017.</p> <p>Program Director met with the Director of International Studies and Programs at Lincoln Memorial University, Dr. Robin Antepara, to discuss feasibility of study abroad program, or international immersive</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>For the year 2017 – 2018 academic year and on, immersive cultural experience and subsequent reflection will be kept as a Key assignment in CG 531, Social and Cultural Aspects in Counseling, to further student learning and understanding of cultural self-awareness.</p>

	<p>experience for Counseling students. Due to current program structure, and logistics of implementation, study abroad option to be tabled until program redesign in 2019.</p>	
<p><b>Learning Goal 4:</b> 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>Analysis of related CMAS rubric provides evidence for 91% of students demonstrating knowledge at the Capstone Level in understanding “Career Development theories and decision-making models” (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>For the year 2017 – 2018 academic year and on, use of SCCT (Social Cognitive Career Theory) to describe student’s own Career Development in Career Self-Exploration will be kept as a Key assignment in CG 521, Career Counseling.</p> <p>No further modifications required as Learning Outcome appears to have been met.</p>
<p><b>Learning Goal 4:</b> For the 2016 – 2017 Academic Year and Beyond, Program director has implemented curricular improvements to more thoroughly address related concepts 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.</p>	<p>Analysis of related CMAS rubric provides evidence for 76% 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 not met. Despite Benchmark not being met, significant improvement was made in student attainment of Capstone Level of CACREP Learning Outcome from the 2015 – 2016 year, (70%) to the 2016- 2017 year (76%).</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><b>Learning Goal 5:</b> For the 2016 – 2017 Academic year, 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, and increased use of role play and feedback in each classroom session.</p>	<p>Analysis of related CMAS rubric provides evidence for 100% of students demonstrating knowledge at the Capstone Level in “Counselor characteristics and behaviors that influence the helping process” (CACREP-2009-2.G.5.b)</p>	<p>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>For the year 2017 – 2018 academic year and on, increased use of role play and feedback in each classroom session will be kept as a classroom strategy in CG 541, Counseling Skills, to further student learning and understanding of Counselor characteristics and behaviors that influence the helping process.</p> <p>No further modifications required as Learning Outcome appears to have been met.</p>
<p><b>Learning Goal 5:</b> For the 2016 – 2017 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 at in the Program.</p> <p>For the Academic year 2016 – 2017 and beyond, “Ethical Awareness &amp; Professional Orientation” to be measured at the Final transition in Clinic training, as measurement at end of program provides an authentic assessment of this Disposition at the completion of Clinical Training.</p>	<p>Analysis of related Professional Counseling Dispositions rubric provides evidence for 90% of students demonstrating Dispositions of “Ethical Awareness &amp; Professional Orientation” at the Capstone Level.</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>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>No further modifications required as Learning Outcome appears to have been met.</p>

<p><b>Learning Goal 6:</b> 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.</p>	<p>Course Instructors implemented large group, adventure therapy based, experiential activities to model working with non-verbal populations and facilitation of groups with diverse verbal abilities.</p> <p>Analysis of related CMAS rubric provides evidence for 96% of students demonstrating knowledge at the Capstone Level in “Group leadership or facilitation styles and approaches” (CACREP-2009-2.G.6.b)</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>For the year 2017 – 2018 academic year and on, Activities with focus on non-verbal learning will be kept as classroom activities, to further student learning and understanding of Group Techniques for use with Special Education population.</p>
<p><b>Learning Goal 8:</b> 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 “Ethical and Culturally Relevant Interpretation of Research”, as well as review related CACREP standards and Assignment rubric.</p>	<p>In the Fall semester of 2016, Counseling Program Director met with EDUC 511 – Educational Research and Statistics class and presented topic on how poverty and related cultural aspects can affect various domains of human development. Afterward held discussion on the importance of Culturally Relevant Interpretation of Research.</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><b>Learning Goal 8:</b> 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>	<p>In the Fall semester of 2016, Counseling Program Director met with EDUC 511 – Educational Research and Statistics, Course Instructor, Dr. Stephen Wright to review concepts and current trends in Counseling literature to assist in helping students develop Counseling Research Proposal.</p> <p>Counseling Program Director attended section of EDUC 511 to discuss current</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>

	trends in the profession and the importance of research, including how recent trends in Counseling (Neuroscience, Trauma-Focused CBT) are based on emerging research.	
<b>Learning Goal 9:</b> 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.	In 2016 – 2017, focus of Counseling Program was strengthening the assessment and contacts with alumni and employers, as well as advisory board and other stakeholders in the counseling program.  Efforts were directed toward establishing an online group that will serve as a basis for connections between alumni and students in future. No Program wide centralized Service Learning Event was held during 2016 – 2017 year.	Benchmark not met. Students completed Service Learning Project independently.  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.
<b>Learning Goal 10:</b> 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.	Analysis of related CMAS rubric provides evidence for 92% of students demonstrating knowledge at the Capstone Level in “Seeks out personal growth and professional development opportunities”.	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.  For the 2017 – 2018 year, Counseling Practicum and Internship Coordinator to continue 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.

**All Operational Program Goals**

Column 1	Column 2	Column 3
Specific Recommendations Resulting From Assessment in 2015-2016	Specific Changes Implemented in 2016-2017 and Detailed Outcomes of those Changes	Recommendations for Further Improvements in 2017-2018
<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>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.</p> <p>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.</p>	<p>In the 2016 – 2017 year, Standard <i>CACREP 2016.2.F.3.a – HUMAN GROWTH AND DEVELOPEMNT - theories of individual and family development across the lifespan</i> was assigned to course CG 687 – Foundations of Marriage and Family Counseling to highlight the importance of Family Systems.</p> <p>All EPP Outcomes were removed from assessment rubrics so that focus of assessment is on the CACREP Standards.</p>	<p>For the 2017 – 2018 year, all rubrics will be revised for more discrete and unique assessment of CACREP standards assigned to courses, as the new LivetextVia Assessment system allows for more detailed reporting of standards.</p>
Focus of Assessment cycle and report writing will be placed on the CACREP Mid-Cycle Report, due September 2017.	In the 2016 – 2017 year, Program Director, in concert with Counseling Program faculty, Administrative Assistant, and various university offices, collected and analyzed data for preparation of the CACREP Mid-Cycle Report	With the CACREP Mid-cycle Report complete, in the 2017 – 2018 year, Counseling Program Faculty, Advisory Board, and Stakeholders will hold regular meetings to plan for implementation of a Program redesign, based on the 2016 CACREP Standards, to be implemented in the 2019 – 2020 Academic year.

<p>For the year 2016 – 2017, Counseling Program Administrative Asst. to forward all Program Deadlines and Forms to students.</p> <p>Program Director has communicated that for the year 2016 – 2017, Admin. Asst. will continue electronic distribution of Programmatic materials to all current Counseling Degree Candidates, and regularly communicate program information and deadlines.</p> <p>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.</p>	<p>In the 2016 – 2017 year, Admin. Asst. has created electronic distribution list of all current Counseling Degree Candidates in 2016 - 2017, and regularly communicates all important program information.</p> <p>In the 2016 – 2017 year, Counseling Program Administrative Assistant has maintained a monthly log of all faculty recruitment, retention, and outside presentation appearances by LMU Counseling Faculty.</p>	<p>For the 2017 – 2018 year, Counseling Program Director has communicated to the Counseling Program Administrative Assistant to maintain a monthly log of all faculty recruitment, retention, and outside appearances of the Counseling Faculty, as well as contacts with prospective students.</p>
<p>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.</p>	<p>In the 2016 – 2017 year, Drs. Theriot and Drs. Mark Tichon attended CEU sessions at the University of Holy Cross Counseling Law and Ethics conference on technology on software used for distance supervision and brought use of this technology back to campus. Program faculty have piloted the use to Zoom Video Conferencing software for distance supervision of students in the Spring 2017 semester. Zoom video conferencing software was used to connect 2 classrooms together and</p>	<p>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>

	videoconference between the Harrogate and Cedar Bluff Campuses.	
Increase Conference Presentations as well as utilize LMU facilities for Continuing Education Opportunities for Licensed Professional Counselors.	<p>Counseling Program faculty were well represented at State and National Conferences.</p> <p>Effler, J.D. (2017, February). <i>Diversity and Universality – Two Essential Dimensions of Effective Counseling</i>. Presented at the meeting of the Smoky Mountain Counseling Association, Jefferson City, TN.</p> <p>Hayes, M. (2016, November). <i>The relationship between School Counselor and Administrator</i>. Presented at the Annual Tennessee Counseling Association Meeting, Murfreesboro, Tennessee.</p> <p>Theriot, C. T. &amp; Tichon, M. A. (2016, September). <i>How does local and national coverage of current events impact the teaching and learning environment?</i> Presented at the Appalachian College Association 2016 Summit, Kingsport Tennessee.</p> <p>Tichon, M. A. &amp; Theriot, C. T. (2017, February). <i>Know Thyself: Examining Personal Responses to</i></p>	<p>For the 2017 – 2018 year, Counseling Program Director has approved core faculty to participate in Regional, State and National Counseling Conferences, and communicated the importance of maintaining professional memberships in Organizations related to Professional Counseling.</p> <p>For the 2017 – 2018 year, additional focus will be placed on increasing attendance and participation of Counseling students in local and regional conferences.</p> <p>For the 2017 – 2018 year, Counseling Program Faculty will increase the involvement of Counseling students in collaborative original research projects and conference presentations.</p>

	<p><i>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>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 above exams by the end of their first semester in the Program.</p>	<p>In the 2016 – 2017 year, Counseling Program Administrative Assistant tracked students in the Program, and verified that they had completed the Praxis-PLT, the ACT, or GRE, mandatory for Level II admission to the Counseling Program</p>	<p>For the Academic year 2017 – 2018, no further changes necessary as this process is currently in place for assuring that students take the Praxis-PLT, the ACT, or GRE, mandatory for Level II admission to the Counseling 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.</p> <p>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 2016 – 2017, 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>In the academic year 2016 – 2017, three highly qualified faculty were recruited retained to serve as LMU supervisors of Practicum Students. They are:</p> <ul style="list-style-type: none"> <li>• Dr. Carletta Smelcer, who has an LPC/MHSP, a doctoral degree in Counselor Education and Supervision</li> <li>• Dr. Samantha Jodie Ketron-Overton, licensed school counselor with additional mental health experience,</li> </ul>	<p>For the 2017 – 2018 year, Practicum and Internship Director will 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>currently enrolled in a Counselor and Education Doctoral Program.</p> <ul style="list-style-type: none"> <li>• Kipp Jones, licensed school counselor, who is engaged in the training of counselors and authors curriculum and lesson plans that have been widely implemented.</li> </ul> <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 Compassion Counseling Agency in Maryville, Tennessee and The Middle Path – Intensive Outpatient Program in Knoxville, Tennessee.</p>	
<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 2016 – 2017 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>	<p>For the 2017 – 2018 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 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>	<p>In the 2016 – 2017 year, an additional Gottman University Outreach CEU event was held. Event was attended by both current students and professionals from the local counseling community, including two graduates from the</p>	<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</p>



	LMU Masters of Clinical Mental Health Counseling Program, who are both currently in doctoral programs in Counselor Education and Supervision.	Supervisors, and the local counseling community.
For 2016 – 2017, the LMU Counseling Advisory 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>In the 2016 – 2017 year, Counseling Program Faculty created a timeline for transition to CACREP 2016 standards. Academic year of 2019 – 2020 is the target date for implementation of redesigned program.</p> <p>In the 2016 – 2017 year, The LMU Counseling Program Advisory Board created a Curriculum Review and Program Redesign Sub-committee, co-chaired by the Chair of the Advisory Board and Counseling Program Director to guide redesign of LMU Counseling Programs to meet the 2016 CACREP Standards.</p>	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.

#### 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.
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

**APPENDIX A – CACREP VITAL STATISTICS REPORT – 2016**

**MEd Counseling Programs at Lincoln Memorial University**

**CLINICAL MENTAL HEALTH COUNSELING PROGRAM**

**Reporting Year 2016** (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	30
Number of Graduates	12	10	12	13
Completion Rate	93%	95%	94%	92%
NCE Examination Pass Rate	N/A	N/A	N/A	100%
Job Placement Rate	80%	80%	77%	92%

**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	26
Number of Graduates	18	22	15	16
Completion Rate	95%	93%	93%	97%
Praxis Pass Rate	95%	100%	90%	100%
Job Placement Rate	81%	93%	76%	86%