Lincoln Memorial University
Carter and Moyers School of Education – Counseling Program
Annual Evaluation and Assessment Report, May 2013

PREPARING PROFESSIONAL EDUCATORS OF DISTINCTION
TO MAKE A POSITIVE IMPACT
ON THIS GENERATION AND THE NEXT

SECTION I: SCOPE AND PURPOSE, MISSION AND PROGRAM OBJECTIVES

The Carter and Moyers School of Education Counseling Program's Annual Evaluation and Assessment Report details key processes used to evaluate learner outcomes and provide benchmark data analyses to support program majors. The current report details recent changes to the Counseling Program's curricula for Clinical Mental Health and School Counseling majors. These changes resulted in the alignment of counseling program standards, unit proficiencies, unit dispositions, Tennessee state standards, and Council for the Accreditation of Counseling and Related Program (CACREP, 2009) standards into a unified curriculum plan.

The Assessment and Evaluation Report is built on, and guided by, the Counseling Program Mission Statement and Program Objectives.

Counseling Program 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 specialty area.

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LMU Counseling Program Objectives

The Counseling Program Objectives below reflect the current professional thinking and state and national requirements certification, licensure and accreditation requirements.

As a result of successfully completing the graduate program in counseling, students can expect to have gained didactic knowledge and supervised experience in skills, functions, beliefs and characteristics of effective counseling. The following broad goals have been developed to assist students in gaining an overview of expected accomplishments:

1. *Professional Orientation and Ethical Practice* – 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.

2. *Social and Cultural Diversity* – 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.

3. *Human Growth and Development* – Develop an understanding of developmental aspects of human growth and appreciation for the nature of human developmental behavior.

4. *Career Development* – Develop an understanding of career development and related life factors and the effects on an individual's mental health and lifestyle.

5. *Helping Relationships* – Demonstrate effective individual and group counseling skills which facilitate client growth and to demonstrate the ability to evaluate progress toward treatment goals.

6. *Group Work* – Develop both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches.

7. *Assessment* - Gain knowledge and skills in assessment techniques and apply basic concepts to individual and group appraisal.

8. *Research and Program Evaluation* – Develop the ability to read, critique, evaluate, and contribute to professional research literature.

9. *Service Learning* – Engage in service learning activities, develop advocacy competencies, collaborative relationships with community agencies, and personal awareness of the needs of historically underserved populations.

10. *Reflective Practice* – Develop interpersonal and intrapersonal awareness, and the ability to engage in continuous, life-long learning.
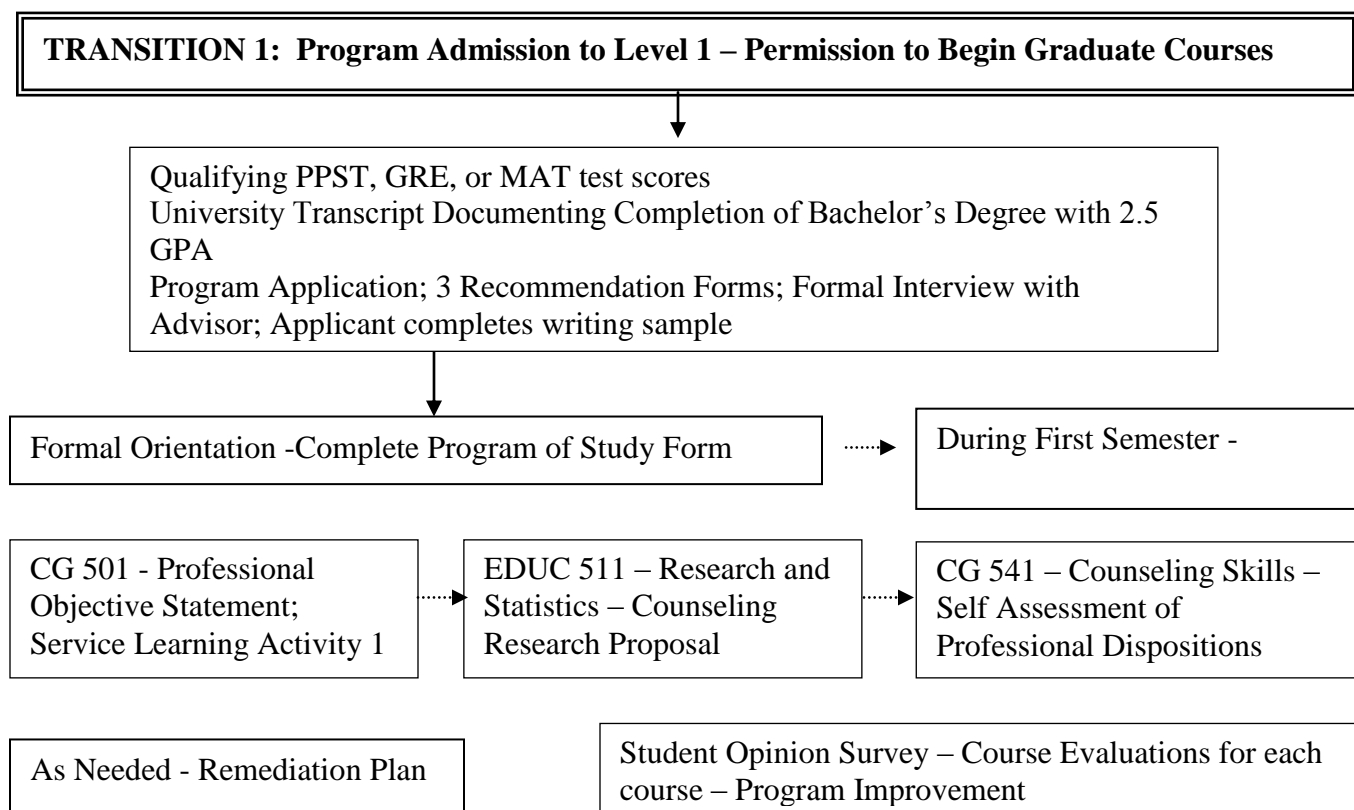
SECTION II. CARTER AND MOYERS ASSESSMENT SYSTEM (CMAS).

CMAS tracks candidates from the application process, through program entry, to program exit, with licensure recommendation. In addition the process continues beyond graduation utilizing alumni and employer surveys. Multiple program assessments include admission into program, appropriate transition points, and program completion. These assessments guide program decisions supported by CMAS data. CMAS collects candidate assessment at each transition and connects samples of formative and summative assessments. Transitions include assessments that are consistent across majors (i.e., GPA, program application, admission criteria, electronic assessment artifacts, course evaluations, disposition evaluations, and surveys). Summaries of key assessment data at selected transition points are reviewed by adjunct and full-time counseling faculty with findings from assessment of student learning and performance used to enhance curricular offerings that maximize the implementation of authentic learning activities.

Course-based assessments are completed through project rubrics and evaluation forms. This consistent process allows efficient and timely collection of data related to candidate proficiencies and dispositions.

THE FOLLOWING SCHEMATIC ILLUSTRATES THE FLOW OF INFORMATION

Counselor Candidate's Admission to and Progression through the Program

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TRANSITION 1: Program Admission to Level 1 – Permission to Begin Graduate Courses

Qualifying PPST, GRE, or MAT test scores
University Transcript Documenting Completion of Bachelor's Degree with 2.5 GPA
Program Application; 3 Recommendation Forms; Formal Interview with Advisor; Applicant completes writing sample

Formal Orientation -Complete Program of Study Form

During First Semester -

CG 501 - Professional Objective Statement; Service Learning Activity 1

EDUC 511 – Research and Statistics – Counseling Research Proposal

CG 541 – Counseling Skills – Self Assessment of Professional Dispositions

As Needed - Remediation Plan

Student Opinion Survey – Course Evaluations for each course – Program Improvement

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TRANSITON II: Degree Candidacy

Candidacy - Successful Completion of Nine Graduate Credit Hours

CG 521 – Career Counseling: Service Learning Activity 2	CG 531 - Social and Cultural Aspects of Counseling - Acculturation Self-Awareness Experience	CG 631 - Group Counseling – Faculty assessment of candidates' Professional Disposition

Faculty staffing of potential candidates for placement in clinical practice – Practicum
Candidates complete Practicum Application; Faculty Supervisor consults with each applicant prior to clinical placement.

TRANSITON III: Admission to Clinical Practice - Practicum

Documentation of successful completion of 18 required graduate credit hours (as outlined in the candidates' individual Program of Study form) prior to Practicum Placement

CG 581 – Psychology of Human Development - Case Study	CG 611 – Counseling Theories – Philosophy of Counseling Paper	CG 593 – Practicum: Service Learning Activity 1. University Supervisor and 2. Site Supervisor Evaluations 3. Professional Dispositions Assessment

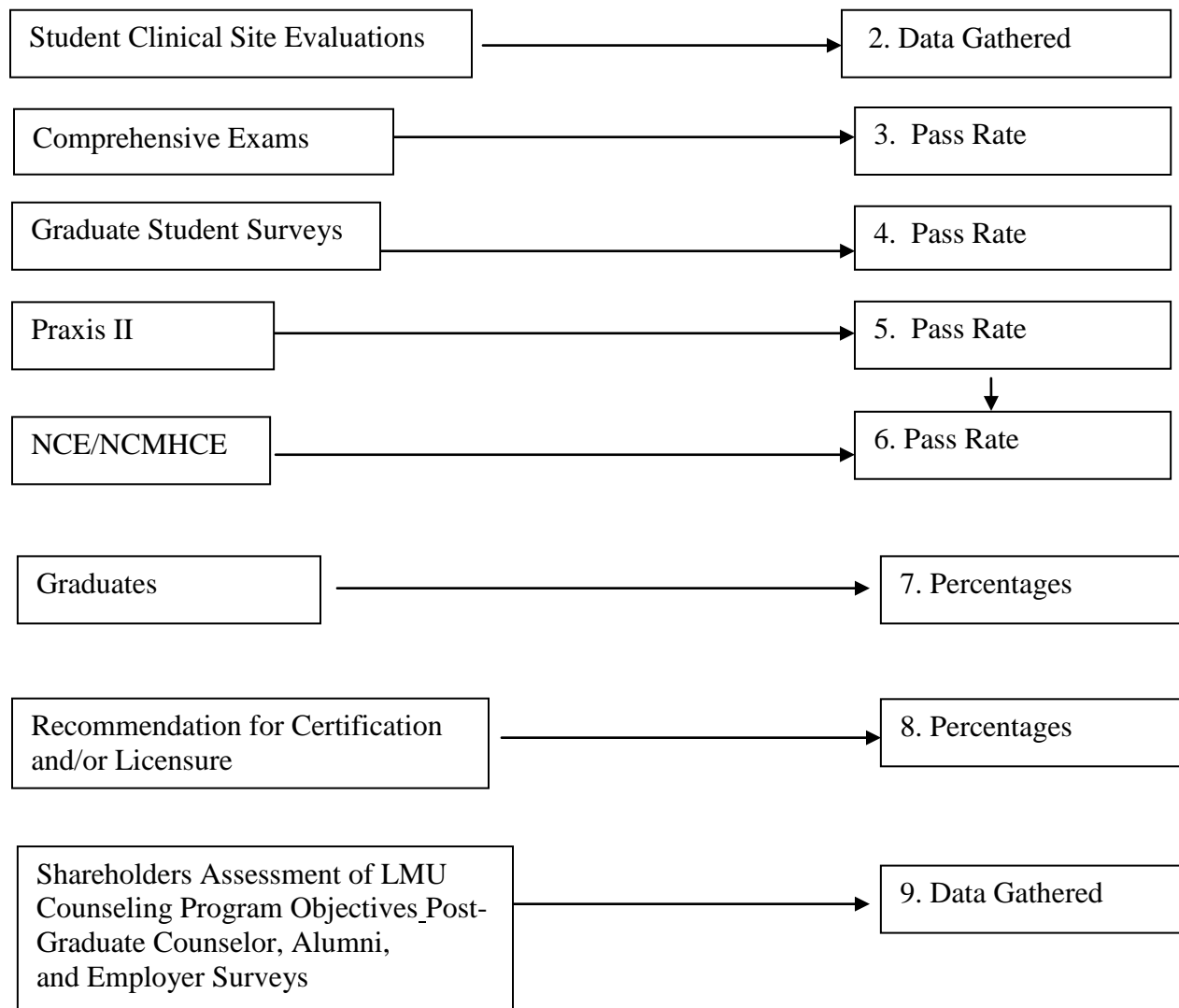**TRANSITON IV: Degree Program Completion**

CG 671 - Assessment in Counseling – Developmental Case Study	CG 621 – Crisis Intervention and Consultation	CG 697, 698 – Internship: 1. University Supervisor and 2. Site Supervisor Evaluations 3. Professional Dispositions Assessment

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Student Clinical Site Evaluations	→	2. Data Gathered
Comprehensive Exams	→	3. Pass Rate
Graduate Student Surveys	→	4. Pass Rate
Praxis II	→	5. Pass Rate
NCE/NCMHCE	→	6. Pass Rate

Student Clinical Site Evaluations ——————→ 2. Data Gathered

Comprehensive Exams ——————→ 3. Pass Rate

Graduate Student Surveys ——————→ 4. Pass Rate

Praxis II ——————→ 5. Pass Rate
↓
NCE/NCMHCE ——————→ 6. Pass Rate

Graduates ——————→ 7. Percentages

Recommendation for Certification and/or Licensure ——————→ 8. Percentages

Shareholders Assessment of LMU Counseling Program Objectives Post-Graduate Counselor, Alumni, and Employer Surveys ——————→ 9. Data Gathered

Counseling Program Assessment Process - <u>Method of Assessment 1 – Transition Data</u>

LINCOLN MEMORIAL UNIVERSITY
CARTER MOYERS SCHOOL of EDUCATION
Advanced Candidate Performance Assessment System
Master of Education – All Counseling Programs

Assessment Tools	When Data are Collected	Who Analyzes Data	When Data are Analyzed	How Data are Used	Intstitutional Standards
TRANSITION 1: Program Admission To Level 1 – Permission to Begin Graduate Courses					
Qualifying ACT, SAT, PPST, GRE, or MAT test scores	Application to Program	1	Prior to Admission	Program Admission	
University Transcript Documenting Completion of Bachelor's Degree with 2.5 GPA	Application to Program	1	Prior to Admission	Prior to Admission	
Program Application	Application to Program	1	Prior to Admission	Program Admission	
3 Recommendation Forms	Application to Program	1	Prior to Admission	Program Admission	
Applicant Interview Questionnaire	Formal Interview with Applicant	1	Prior to Admission	Program Admission	
Service Learning CMAS Assessment	CG 501 – Service Learning Activity	5	Course Assessment	Performance Assessment	
Electronic Portfolio Assessment Artifact, Professional Objective Statement	CG 501 - Professional Objective Statement	5	Course assessment	Performance Assessment	
Electronic Portfolio Assessment Artifact – Counseling Research Proposal	EDUC 511 – Research and Statistics	5	Course Assessment	Performance	
Course Evaluation	At the end of each course	5, 12	Each semester	Course Program Improvement	
Dispositions Evaluation	CG 541 - Counseling Skills	8	End of Course	Assessment of Professional Dispositions	

1 = Admissions Committee
2 = Counselor-in-Training Site Supervisor
3 = Counseling Program Committee
4 = Practicum Coordinator

5 = Individual Faculty Members
6 = Associate Dean and/or Dean
7 = Portfolio Committee
8 = Candidate

9 = Cooperating Mentor
10 = Exit Interview Committee
11 = Faculty Advisor
12 = Program Director

Assessment Tools	When Data are Collected	Who Analyzes Data	When Data are Analyzed	How Data are Used	Intstitutional Standards
TRANSITION 2: Degree Candidacy					
Qualifying ACT, SAT, PPST, GRE, or MAT test scores	Application for Degree Candidacy	1	Prior to Admission to Degree Candidacy	Degree Candidacy	
University Transcript Documenting Successful Completion of 9 Semester Hours at LMU	Application for Degree Candidacy	1	Prior to Admission to Degree Candidacy	Degree Candidacy	
Application for Degree Candidacy	Prior to Enrolling in 4th Graduate Course	1	Prior to Admission to Degree Candidacy	Degree Candidacy	
Meeting with Advisor and Completing Program of Study	Prior to Enrolling in 4th Graduate Course	1	Prior to Admission to Degree Candidacy	Degree Candidacy	
Service Learning CMAS Assessment	**CG 521 – Career Counseling: Service Learning Activity**	5	Course assessment	Performance Assessment	
Acculturative Self-Awareness Experience	**CG 531 - Social and Cultural Aspects of Counseling**	5	Course assessment	Performance Assessment	
Course Evaluation	At the end of each course	5, 12	Each semester	Course Program Improvement	
Dispositions Evaluation	**CG 631 - Group Counseling**	5	End of Course	Assessment of Professional Dispositions	

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Master of Education – All Counseling Programs

Assessment Tools	When Data are Collected	Who Analyzes Data	When Data are Analyzed	How Data are Used	Intstitutional Standards
TRANSITION 3: Admission to Clinical Practice - Practicum					
Documentation of successful completion of 18 required graduate credit hours (as outlined in the candidates' individual Program of Study form) prior to Practicum	CG 593 – Practicum Application	5	Course Assessment	Performance Assessment	
Service Learning CMAS Assessment	CG 593 – Practicum: Service Learning Activity	5	Course Assessment	Performance Assessment	
Human Development Case Study	CG 581 – Psychology of Human Development	5	Course Assessment	Performance Assessment	
Philosophy of Counseling	CG 611 – Counseling Theories	5	Course Assessment	Performance Assessment	
Course Evaluation	At the end of each course	5, 12	Each semester	Course Program Improvement	
Site Supervisor Evaluation Form	CG 593 - Practicum	2	End of Course	Assessment of Professional Dispositions	

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LINCOLN MEMORIAL UNIVERSITY
CARTER MOYERS SCHOOL of EDUCATION
Advanced Candidate Performance Assessment System
Master of Education – All Counseling Programs

Assessment Tools	When Data are Collected	Who Analyzes Data	When Data are Analyzed	How Data are Used	Intstitutional Standards
TRANSITION 4: Degree Program Completion					
Case Study Analysis	CG 671 - Assessment in Counseling	5	Course Assessment	Performance Assessment	
Consultation Reflection; Service Learning CMAS Assessment	CG 621 – Crisis Intervention and Consultation; Service Learning Activity	5	Course Assessment	Performance Assessment	
Site Supervisor Evaluation Form	CG 697/698/699 – Internship and Seminar in Counseling:	2	Course Assessment	Performance Assessment	
University Transcript Documenting Successful Completion of all Course and Degree Requirements	Application for Graduation	5	Course Assessment	Performance Assessment	
Comprehensive Examination	End of Program	5,12	Prior to Graduation	Graduation Requirements	
Dispositions Evaluation	CG 697/698/699 – Internship and Seminar in Counseling	2,5,8	End of Course	Assessment of Professional Dispositions	
Graduating Student Survey	End of Program	5,6,12	End of program	Program Improvement	

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SECTION III – COUNSELING ASSESSMENT AND OUTCOME EVALUATION GRADUATE MAJOR(S)

M.Ed. in School Counseling
M.Ed. in Clinical Mental Health Counseling

Goal 1: Discipline Specific Knowledge, Disposition, and Proficiencies: To maintain the program as established by CACREP (M.Ed. in Clinical Mental Health Counseling and M.Ed. in School Counseling) Tennessee Department of Education State Standards for School Counseling and NCATE accreditation standards in preparing entry-level professional counselor.

Goal 2: Discipline Specific Knowledge: Counselor candidates will demonstrate knowledge of the basic issues in eight core counseling areas, Professional Orientation and Ethical Practice; Social and Cultural Diversity; Human Growth and Development; Career Development; Helping Relationships; Group Work; Assessment; Research and Program Evaluation, and, engage in Service Learning and Reflective Practice.

Goal 3: Dispositions: Counselor candidates will demonstrate dispositions appropriate for professional identity as School or Clinical Mental Health Counselors: Attendance and Punctuality; Initiative; Work Habits; Oral Communications; collegiality; Respect (in action and speech); Commitment to Profession; Professionalism in Clinical and Field Placement (Ethics, professional growth, and confidentiality)

Goal 4: Proficiencies: Counselor candidates will demonstrate acquisition of Carter and Moyer's School Unit Proficiencies as evidenced by CMAS rubric assessments.
Method of Assessment 1 CMAS

Analysis:
Using standardized rubrics aligned with University (LMU), Unit (Carter & Moyer's School of Education Proficiencies), State (Tennessee Department of Education Standards for School Counseling Programs), and National Standards (NCATE & CACREP) each course provides evidence of the developmental nature of the programming. Multiple assessment methods, (e.g., research papers, role-playing activities, case study analyses, case study development, etc.) provide evidence differentiating student acquisition of knowledge, skills, and dispositions related to the counseling profession.

Discussion:
During the Academic Year 2010-2011 the unit developed rubrics reflecting national, state, unit, and program standards. Within the counseling program a revision of rubrics necessitated a reevaluation of the learning experiences and assessments used to provide evidence of individual student learner outcomes. The current assessment processes afford opportunities for program faculty and site supervisors to examine individual student learning outcomes along with program effectiveness of core curricular areas. The Counseling Program Assessment and Evaluation Report is based on transition data collected on key assignments located in CMAS.

The Counseling Curriculum Five Year Plan provides a sound structure for demonstrating how the program assures assessment of student learning of the core curriculum and program standards. Evidence of alignmnet of the program standards to learning experiences and assessments are clearly articulated in the rubrics and assignment details located within syllabi for all counseling courses.

The Carter & Moyers School of Education uses an assessment system to collect and analyze data on applicant qualifications, the candidate and graduate performance, and unit operations. Data collected through the Carter & Moyers Assessment System (CMAS) are analyzed and used to improve instruction, the functioning of the unit, and programs within the unit. The CMAS was constructed with the input of the professional community, program faculty, and with support from other CACREP accredited units. In addition, the system has been reviewed and improved with input from both the Counseling Program and the Unit's Advisory Councils.
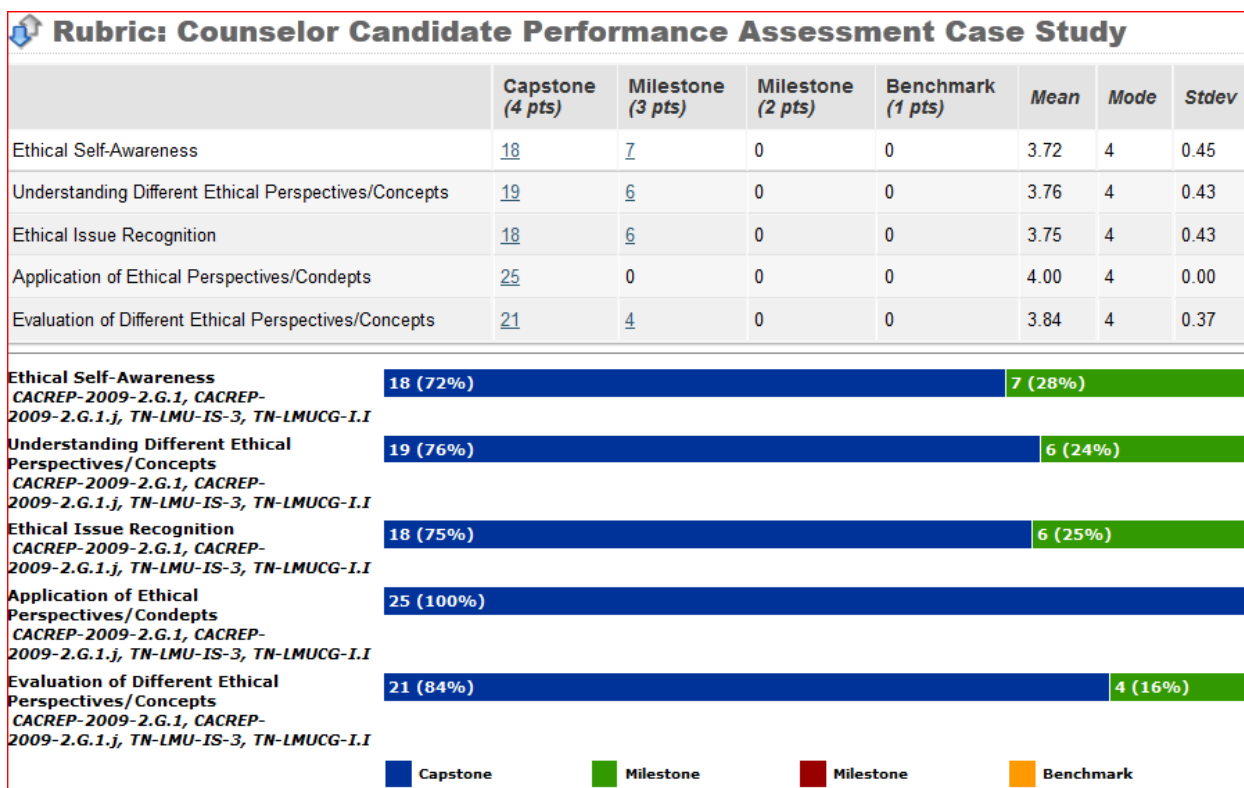
The Unit's assessment system uses LiveText as the database for tracking and archiving course assessments and professional disposition data. Candidate demographics, GPAs, and course completion data are maintained in the Student Information System/Datatel. Microsoft Excel and FileMaker Pro are used to summarize and analyze data. Microsoft Excel is also used to generate lists, tables, charts, and graphs for data presentation. Microsoft PowerPoint is used for presenting assessment data results.

Method of Assessment 1 – Transition Data

Sample data summaries for key assignment assessments are included in Table 1. These data are used to advise faculty on any needed curricular adjustments.

Table 1.

Rubric: CG 501 Professional Orientation and Ethics in Counseling Service Learning Project Performance Assess
Inter-rater Summary

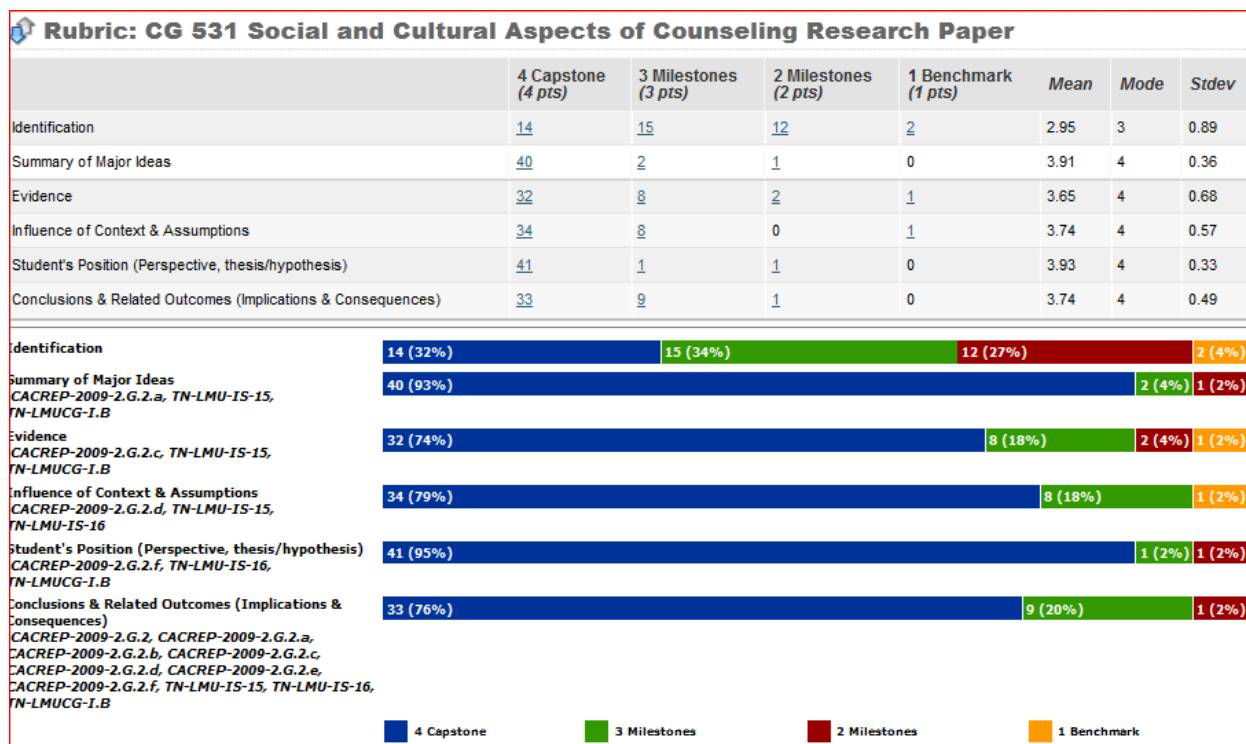|	England, Connie	Salter, Shelley	Mean	Stdev
Knowledge of community needs	3.65	2.00	2.83	1.17
Understanding of complex issues	3.65	2.00	2.83	1.17
Application of course material to the service learning activity	3.55	4.00	3.77	0.32
Analyze the helping relationship	3.82	4.00	3.91	0.13
Evaluate intrapersonal growth and development	3.91	4.00	3.95	0.06
Create an environment that emphasizes the value for life-long learning	4.00	4.00	4.00	0.00

Rubric: Counselor Candidate Performance Assessment Case Study

	Capstone (4 pts)	Milestone (3 pts)	Milestone (2 pts)	Benchmark (1 pts)	Mean	Mode	Stdev
Ethical Self-Awareness	18	7	0	0	3.72	4	0.45
Understanding Different Ethical Perspectives/Concepts	19	6	0	0	3.76	4	0.43
Ethical Issue Recognition	18	6	0	0	3.75	4	0.43
Application of Ethical Perspectives/Condepts	25	0	0	0	4.00	4	0.00
Evaluation of Different Ethical Perspectives/Concepts	21	4	0	0	3.84	4	0.37

Ethical Self-Awareness
CACREP-2009-2.G.1, CACREP-2009-2.G.1.j, TN-LMU-IS-3, TN-LMUCG-I.I
18 (72%)   7 (28%)

Understanding Different Ethical Perspectives/Concepts
CACREP-2009-2.G.1, CACREP-2009-2.G.1.j, TN-LMU-IS-3, TN-LMUCG-I.I
19 (76%)   6 (24%)

Ethical Issue Recognition
CACREP-2009-2.G.1, CACREP-2009-2.G.1.j, TN-LMU-IS-3, TN-LMUCG-I.I
18 (75%)   6 (25%)

Application of Ethical Perspectives/Condepts
CACREP-2009-2.G.1, CACREP-2009-2.G.1.j, TN-LMU-IS-3, TN-LMUCG-I.I
25 (100%)

Evaluation of Different Ethical Perspectives/Concepts
CACREP-2009-2.G.1, CACREP-2009-2.G.1.j, TN-LMU-IS-3, TN-LMUCG-I.I
21 (84%)   4 (16%)

Capstone   Milestone   Milestone   Benchmark

Inter-rater Summary

	England, Connie	Salter, Shelley	Mean	Stdev
Ethical Self-Awareness	3.68	4.00	3.84	0.22
Understanding Different Ethical Perspectives/Concepts	3.77	3.67	3.72	0.07
Ethical Issue Recognition	3.81	3.33	3.57	0.34
Application of Ethical Perspectives/Condepts	4.00	4.00	4.00	0.00
Evaluation of Different Ethical Perspectives/Concepts	3.82	4.00	3.91	0.13

Analysis:

Inter-rater Summary data do not accurately depict the informaiton collected. Although the same rubric was used for all course sections, student assessment data reflect only one rater. However, based on the differences indicated by two separate assessors using the same rubric, these data provided evidence that a more discrete method of assessment was needed to accommodate different assessors. As a result, assignment details were clarified and rubric elements refined. See CG 501 Syllabus for revised assignment details for project(s) with associated rubric(s).

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Rubric: CG 531 Social and Cultural Aspects of Counseling Research Paper

	4 Capstone (4 pts)	3 Milestones (3 pts)	2 Milestones (2 pts)	1 Benchmark (1 pts)	Mean	Mode	Stdev
Identification	14	15	12	2	2.95	3	0.89
Summary of Major Ideas	40	2	1	0	3.91	4	0.36
Evidence	32	8	2	1	3.65	4	0.68
Influence of Context & Assumptions	34	8	0	1	3.74	4	0.57
Student's Position (Perspective, thesis/hypothesis)	41	1	1	0	3.93	4	0.33
Conclusions & Related Outcomes (Implications & Consequences)	33	9	1	0	3.74	4	0.49

Identification: 14 (32%), 15 (34%), 12 (27%), 2 (4%)

Summary of Major Ideas
CACREP-2009-2.G.2.a, TN-LMU-IS-15, TN-LMUCG-I.B: 40 (93%), 2 (4%), 1 (2%)

Evidence
CACREP-2009-2.G.2.c, TN-LMU-IS-15, TN-LMUCG-I.B: 32 (74%), 8 (18%), 2 (4%), 1 (2%)

Influence of Context & Assumptions
CACREP-2009-2.G.2.d, TN-LMU-IS-15, TN-LMU-IS-16: 34 (79%), 8 (18%), 1 (2%)

Student's Position (Perspective, thesis/hypothesis)
CACREP-2009-2.G.2.f, TN-LMU-IS-16, TN-LMUCG-I.B: 41 (95%), 1 (2%), 1 (2%)

Conclusions & Related Outcomes (Implications & Consequences)
CACREP-2009-2.G.2, CACREP-2009-2.G.2.a, CACREP-2009-2.G.2.b, CACREP-2009-2.G.2.c, CACREP-2009-2.G.2.d, CACREP-2009-2.G.2.e, CACREP-2009-2.G.2.f, TN-LMU-IS-15, TN-LMU-IS-16, TN-LMUCG-I.B: 33 (76%), 9 (20%), 1 (2%)

4 Capstone 3 Milestones 2 Milestones 1 Benchmark

Method of Assessment 2 – Professional Disposition Data

Data summaries for counselor candidate's self assessment of professional dispositions are included in Table 2.

TN-LMU-IS.1 TN-LMU-IS.7 TN-LMU-IS.10	Attendance/promptness: The candidate is regular in atendance to class and prompt in submission of class assignments	3.87
TN-LMU-IS.1 TN-LMU-IS.7	Initiative: The candidate demonstrates self-initiative, is creative and resourceful, and works independently when appropriate	3.77
TN-LMU-IS.1 TN-LMU-IS.7 TN-LMU-IS.8 TN-LMU-IS.13	Work Habits: The candidate promptly completes qality work, works, independently, demonstrates commitment to achieve professional, program of studies' goals, demonstrates the ability to plan long and short term, effectively uses instructional technology, and demonstrates ability to reflect	3.67
TN-LMU-IS.1 TN-LMU-IS.7 TN-LMU-IS.12	Oral Communication: the candidate is articulate, uses standard English grammar, uses	3.63

	language for fostering clear understanding and self-expression, and demonstrates thoughtful and responsive listening	
TN-LMU-IS.1 TN-LMU-IS.7 TN-LMU-IS.15	Written Communication: the candidates' written work uses standard English Grammar, and writing is clear and well organized	3.63
TN-LMU-IS.1 TN-LMU-IS.7 TN-LMU-IS.15	Collegiality: The candidate works well on a team while encouraging, assisting, and inspiring peers to excel, participates in collegial planning activities, and gives and accepts assistance	3.60
TN-LMU-IS.1 TN-LMU-IS.3 TN-LMU-IS.10 TN-LMU-IS.17 TN-LMU-IS.15 TN-LMU-IS.16	Respect in Action and Speech: the candidate demonstrates respectful classroom behavior, sensitive to all stakeholders' needs, maintains confidentiality, provides educational experiences that demonstrate understanding and valuing the worldview of culturally diverse groups, demonstrates a sense of fairness by developing differentiated educational opportunities for all students	3.80
TN-LMU-IS.1 TN-LMU-IS.2 TN-LMU-IS.4 TN-LMU-IS.6 TN-LMU-IS.7 TN-LMU-IS.9 TN-LMU-IS.15 TN-LMU-IS.16	Commitment to Profession: The candidate strives to promote a caring, non-dscriminatory, and equitable environment, participates in professional consultation for the improvement of one's own skills, committed to engage in professional growth and development activities, and responds appropriately to positive feedback	2.97
	Averages:	3.6

Legend:
Excellent = 4
Acceptable = 3
Fair = 2
Unacceptable = 1
Not Observed (NA) = 0

Data summaries of counselor candidates' professional disposition assessments by counseling faculty, site supervisors, and clinical practice faculty will be included inTable 3 once these data are submitted to Livetext.

Standard AA.5

Program improvement and candidate performance data are collected through alumni and employer surveys, graduate surveys, University institutional research assessments, candidate interviews, site supervisor response forms, assessment tools within LiveText, and program, department, and unit administration/committee minutes. Program modifications are data driven by findings from assessment of student learning and performance and by follow-up studies. Counseling specific folow-up studies of alumni and employers are included in the continuous assessment and improvement cycle. (See Method of Assessment 8 – Shareholders Assessment of LMU Counseling Program Objectives Alumni and Employer survey).

Counseling Program
Continuous Assessment & Improvement Cycle
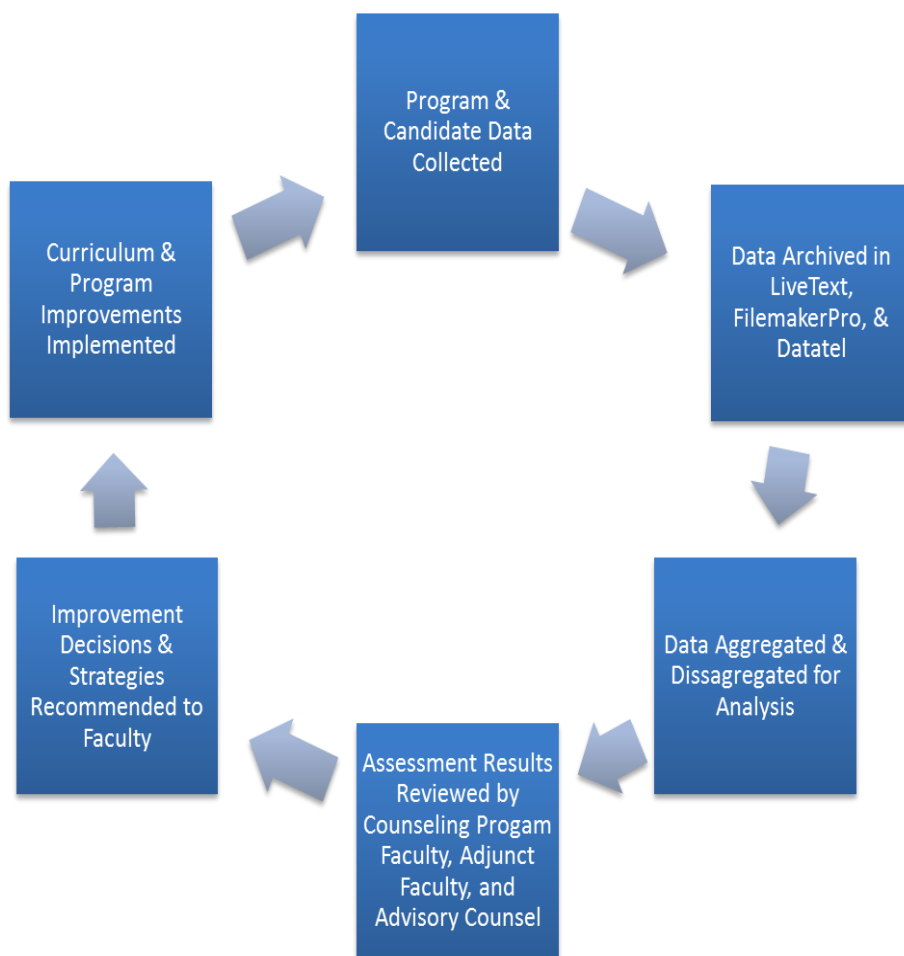
Method of Assessment 3 – Comprehensive Exams

Table 3, below, displays results of the Counseling Program Comprehensive Examination for the past three years.

Table 3: Comprehensive Exam Pass Rate

Year	Attempted	Passed	Pass Rate
2009	21	21	100%
2010	21	20	95%
2011	36	36	100%
2012	25	24	96%
2013	6	6	100%

Analysis:
Comprehensive Exam Pass Rate demonstrates high pass rate. Evidence of Student Learning of Key material is provided by external cross-validation with Praxis NTE Pass rate.

Method of Assessment 4 – Graduate School Graduation Surveys:

Lincoln Memorial University Graduating Student Survey-GRADUATE - Fall 2012
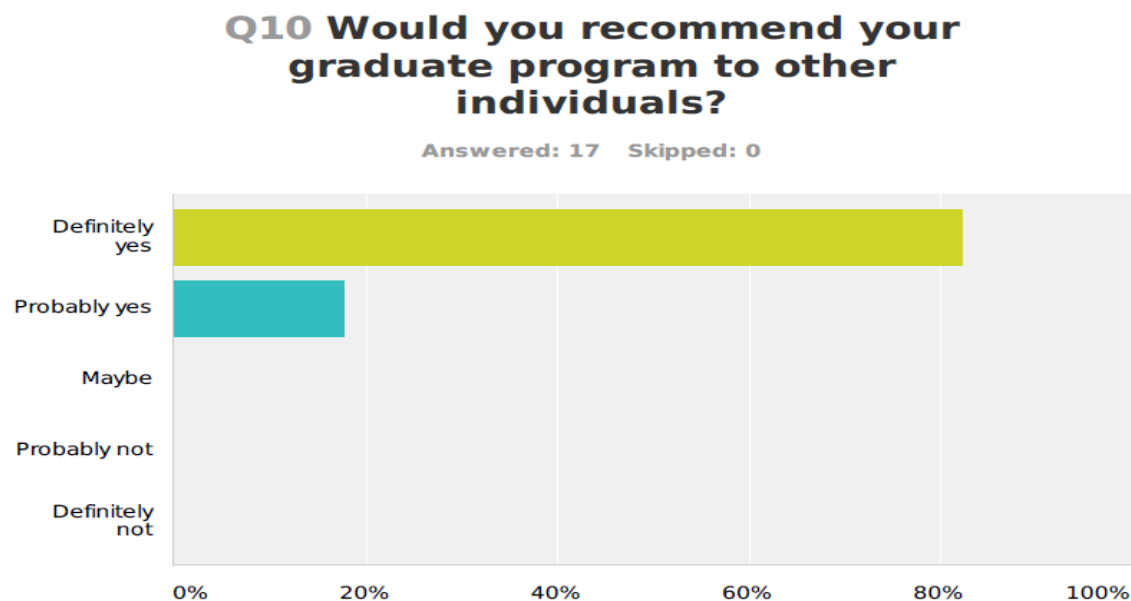
Q11 Indicate your overall level of satisfaction with the graduate education at Lincoln Memorial University.

Answered: 17   Skipped: 0
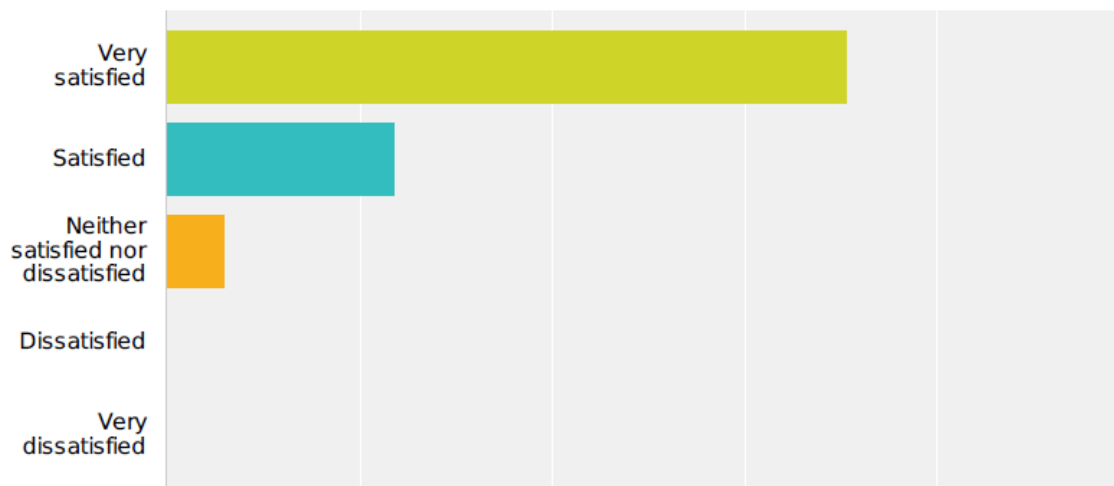
Q12 Is Lincoln Memorial University a good value for the education received?

Answered: 17   Skipped: 0
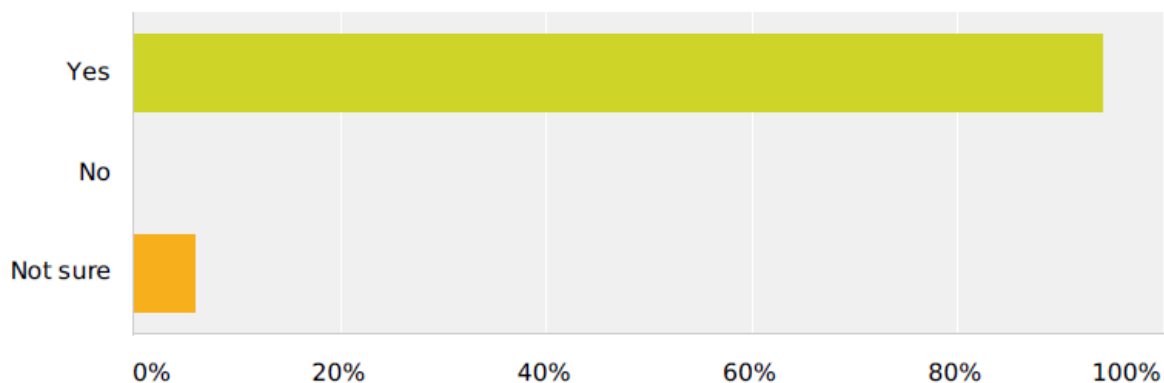
Q13 If you were to begin your graduate program again, would you choose to attend LMU?

Answered: 17   Skipped: 0
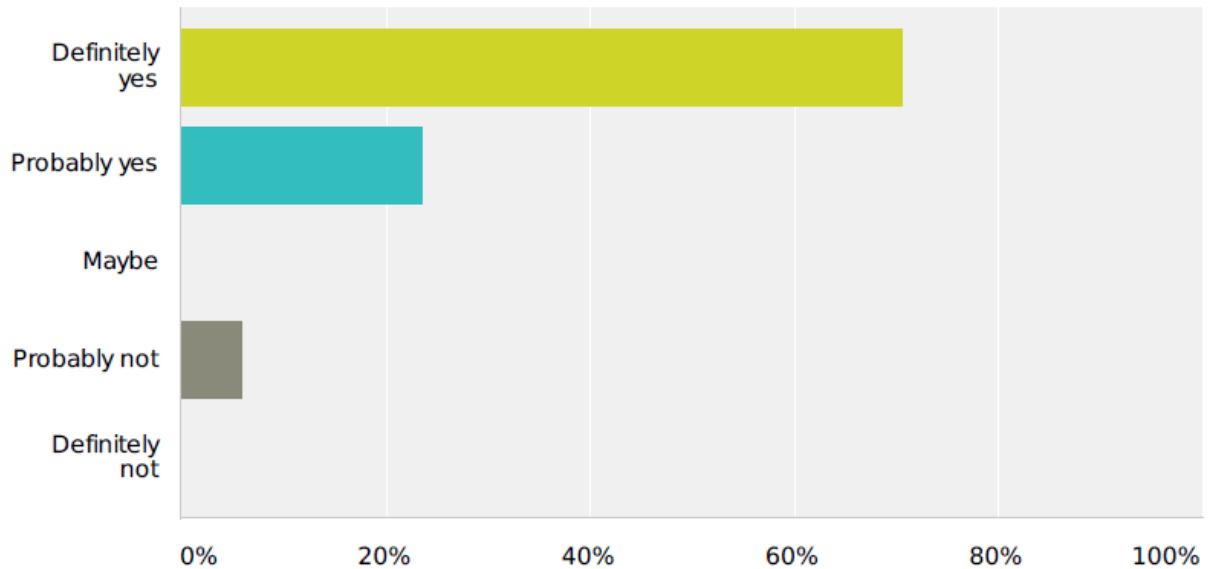
# Q14 Indicate your level of satisfaction with the following aspects of the graduate program at LMU:

Answered: 17   Skipped: 0
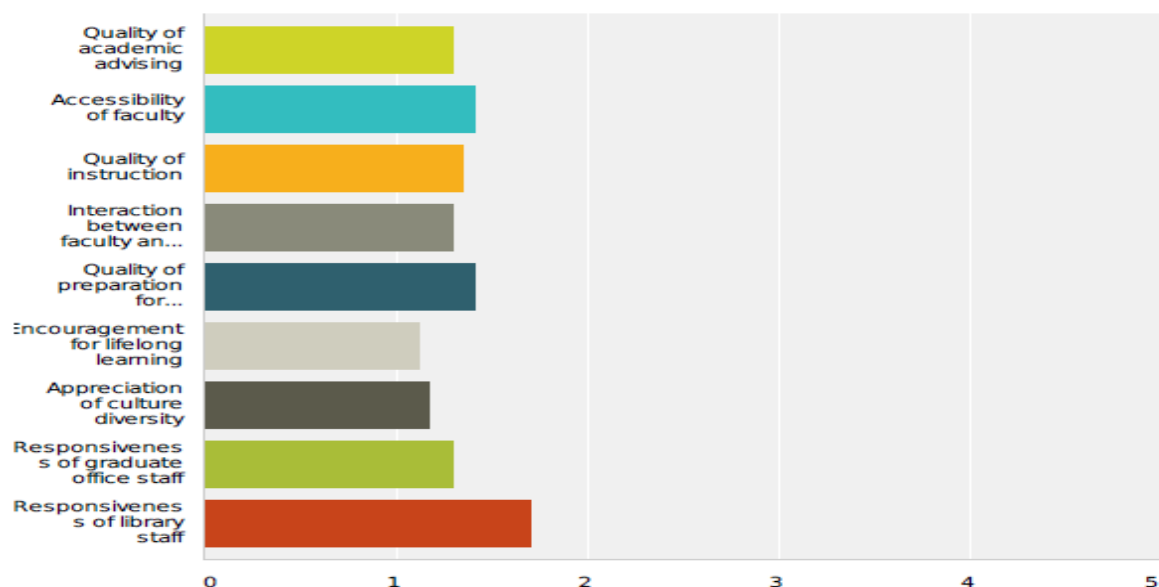
|	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Total	Average Rating
Quality of academic advising	82.35% 14	11.76% 2	0% 0	5.88% 1	0% 0	17	1.29
Accessibility of faculty	76.47% 13	11.76% 2	5.88% 1	5.88% 1	0% 0	17	1.41
Quality of instruction	70.59% 12	23.53% 4	5.88% 1	0% 0	0% 0	17	1.35
Interaction between faculty and students	82.35% 14	11.76% 2	0% 0	5.88% 1	0% 0	17	1.29
Quality of preparation for employment	76.47% 13	11.76% 2	5.88% 1	5.88% 1	0% 0	17	1.41
Encouragement for lifelong learning	88.24% 15	11.76% 2	0% 0	0% 0	0% 0	17	1.12
Appreciation of culture diversity	88.24% 15	5.88% 1	5.88% 1	0% 0	0% 0	17	1.18
Responsiveness of graduate office staff	82.35% 14	11.76% 2	0% 0	5.88% 1	0% 0	17	1.29
Responsiveness of library staff	58.82% 10	11.76% 2	29.41% 5	0% 0	0% 0	17	1.71

19

Q15 Indicate your level of satisfaction with the following programs and services at LMU:

Answered: 17   Skipped: 0
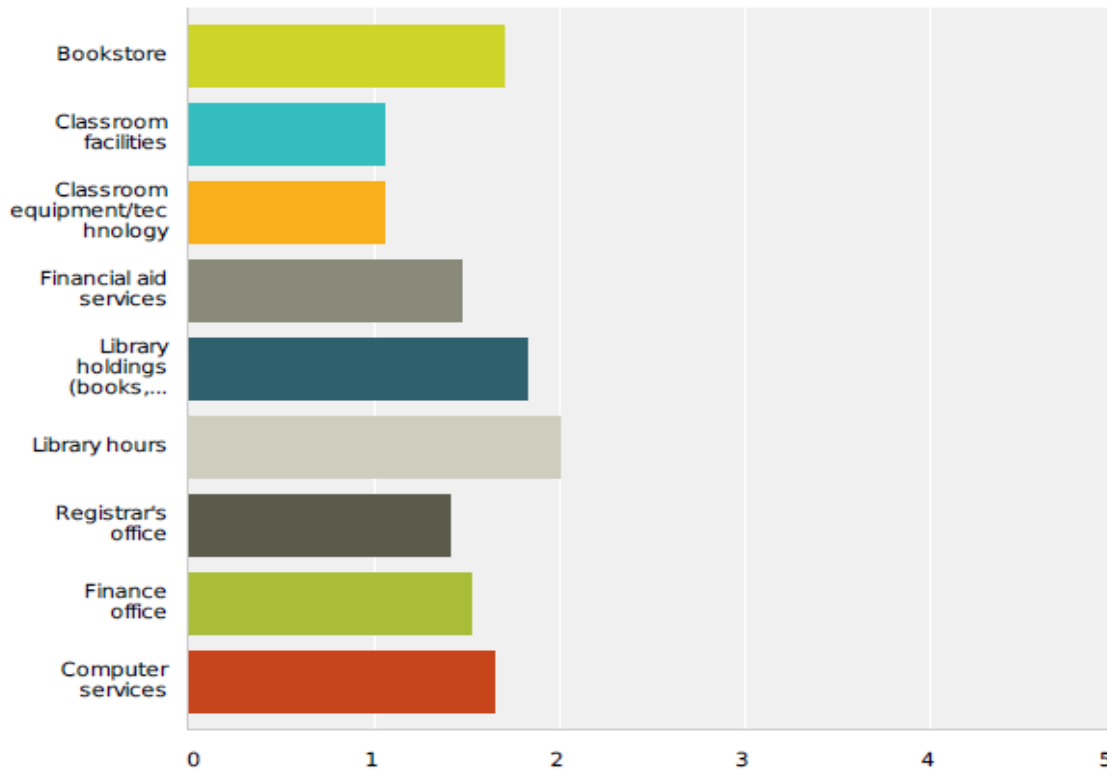
	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Total	Average Rating
Bookstore	64.71% 11	5.88% 1	23.53% 4	5.88% 1	0% 0	17	1.71
Classroom facilities	94.12% 16	5.88% 1	0% 0	0% 0	0% 0	17	1.06
Classroom equipment/technology	94.12% 16	5.88% 1	0% 0	0% 0	0% 0	17	1.06
Financial aid services	70.59% 12	17.65% 3	5.88% 1	5.88% 1	0% 0	17	1.47
Library holdings (books, journals)	58.82% 10	11.76% 2	17.65% 3	11.76% 2	0% 0	17	1.82
Library hours	47.06% 8	17.65% 3	23.53% 4	11.76% 2	0% 0	17	2.00
Registrar's office	70.59% 12	17.65% 3	11.76% 2	0% 0	0% 0	17	1.41
Finance office	64.71% 11	23.53% 4	5.88% 1	5.88% 1	0% 0	17	1.53
Computer services	52.94% 9	29.41% 5	17.65% 3	0% 0	0% 0	17	1.65

Lincoln Memorial University Graduating Student Survey-GRADUATE - Fall 2012
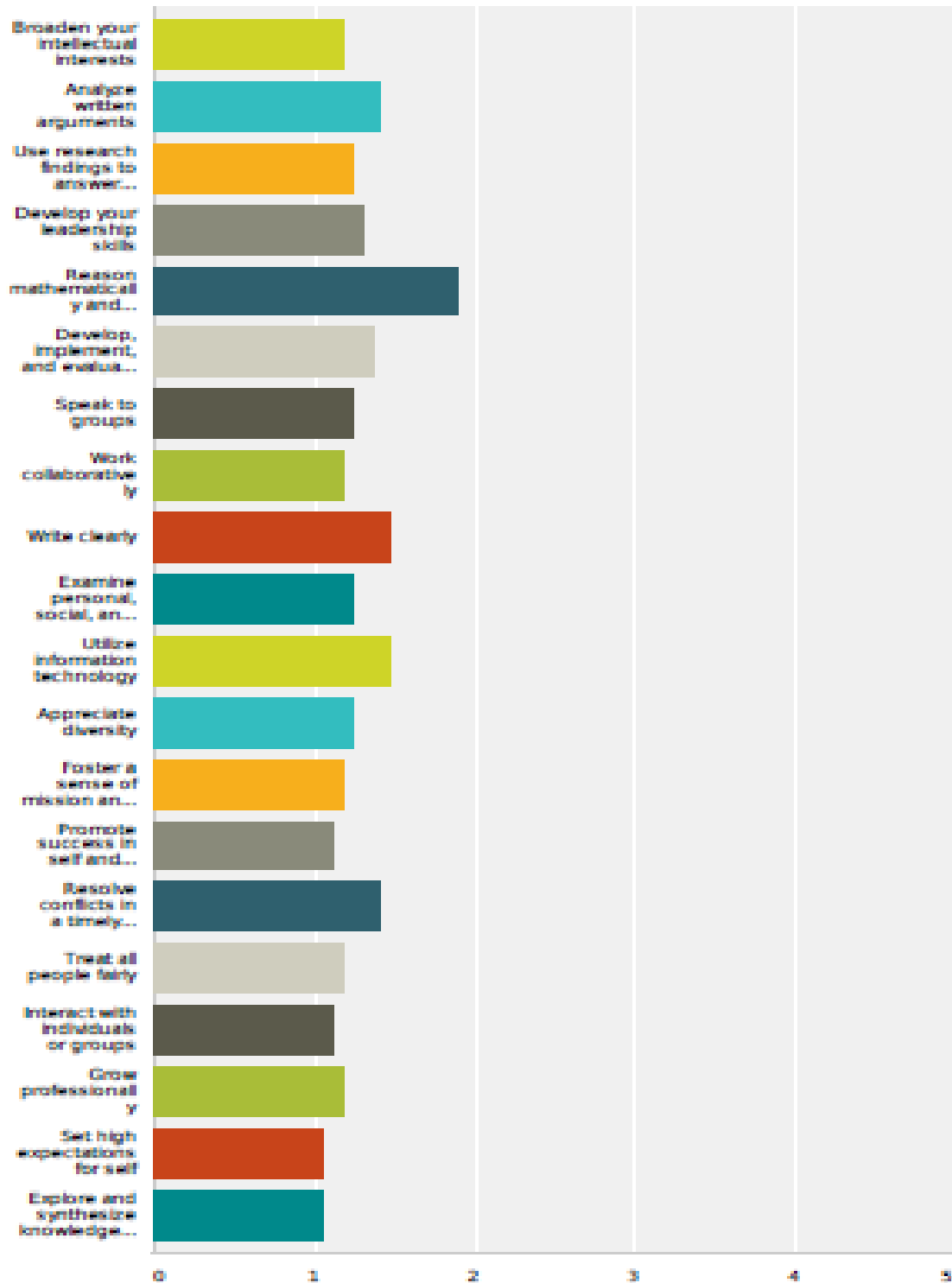
	Very effective	Effective	Neutral	Ineffective	Very ineffective	Total	Average Rating
Broaden your intellectual interests	**82.35%** 14	**17.65%** 3	**0%** 0	**0%** 0	**0%** 0	17	1.18
Analyze written arguments	**70.59%** 12	**17.65%** 3	**11.76%** 2	**0%** 0	**0%** 0	17	1.41
Use research findings to answer questions	**76.47%** 13	**23.53%** 4	**0%** 0	**0%** 0	**0%** 0	17	1.24
Develop your leadership skills	**70.59%** 12	**29.41%** 5	**0%** 0	**0%** 0	**0%** 0	17	1.29
Reason mathematically and logically	**41.18%** 7	**35.29%** 6	**17.65%** 3	**5.88%** 1	**0%** 0	17	1.88
Develop, implement, and evaluate a plan	**64.71%** 11	**35.29%** 6	**0%** 0	**0%** 0	**0%** 0	17	1.35
Speak to groups	**76.47%** 13	**23.53%** 4	**0%** 0	**0%** 0	**0%** 0	17	1.24
Work collaboratively	**82.35%** 14	**17.65%** 3	**0%** 0	**0%** 0	**0%** 0	17	1.18
Write clearly	**58.82%** 10	**35.29%** 6	**5.88%** 1	**0%** 0	**0%** 0	17	1.47
Examine personal, social, and civic values	**82.35%** 14	**11.76%** 2	**5.88%** 1	**0%** 0	**0%** 0	17	1.24
Utilize information technology	**64.71%** 11	**23.53%** 4	**11.76%** 2	**0%** 0	**0%** 0	17	1.47

Appreciate diversity	82.35% 14	11.76% 2	5.88% 1	0% 0	0% 0	17	1.24
Foster a sense of mission and purpose	82.35% 14	17.65% 3	0% 0	0% 0	0% 0	17	1.18
Promote success in self and others	88.24% 15	11.76% 2	0% 0	0% 0	0% 0	17	1.12
Resolve conflicts in a timely manner	70.59% 12	17.65% 3	11.76% 2	0% 0	0% 0	17	1.41
Treat all people fairly	82.35% 14	17.65% 3	0% 0	0% 0	0% 0	17	1.18
Interact with individuals or groups	88.24% 15	11.76% 2	0% 0	0% 0	0% 0	17	1.12
Grow professionally	82.35% 14	17.65% 3	0% 0	0% 0	0% 0	17	1.18
Set high expectations for self	94.12% 16	5.88% 1	0% 0	0% 0	0% 0	17	1.06
Explore and synthesize knowledge from a variety of means to make decisions	94.12% 16	5.88% 1	0% 0	0% 0	0% 0	17	1.06

Q22 Age

Answered: 17   Skipped: 0
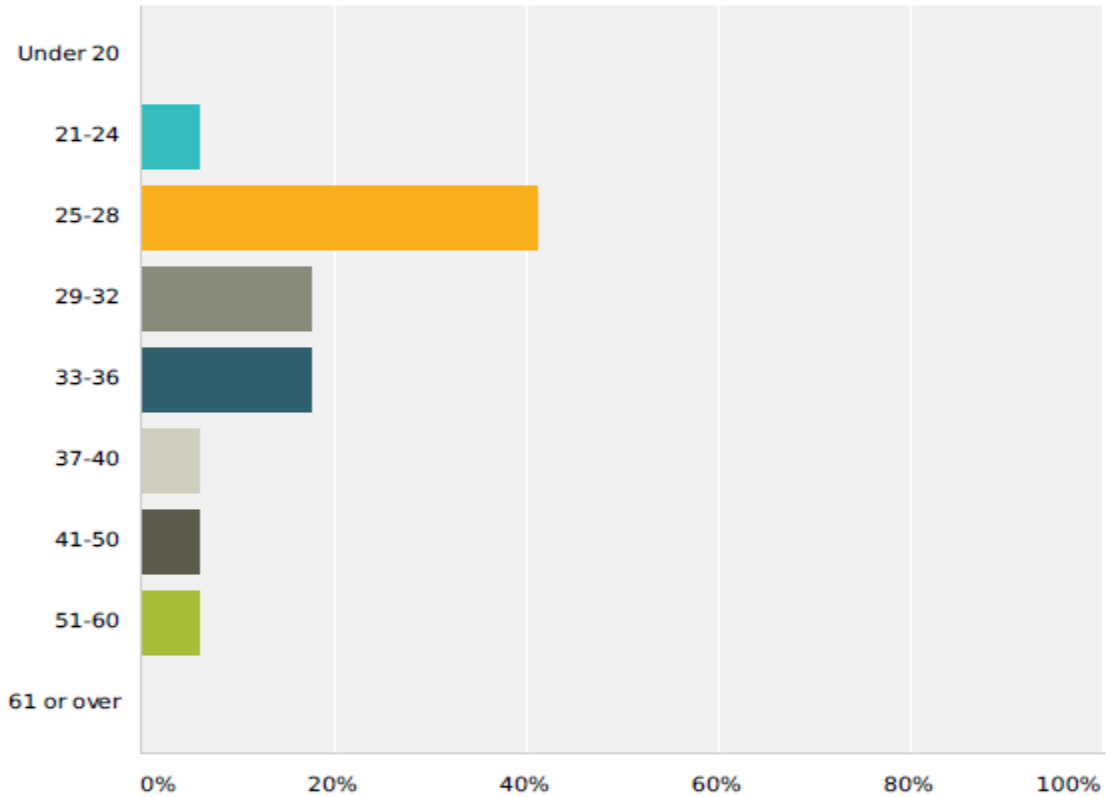
Answer Choices	Responses	
Non-resident Alien	0%	0
African American	0%	0
American Indian	0%	0
Asian	0%	0
Hispanic or Latino	0%	0
White	100%	17
Two or more races	0%	0
Pacific Islander/Hawaiian	0%	0
Unclassified	0%	0
Total		17

Answer Choices	Responses	
Male	23.53%	4
Female	76.47%	13
Total		17

Q8 Would you recommend your graduate program to other individuals?

Answered: 9   Skipped: 0
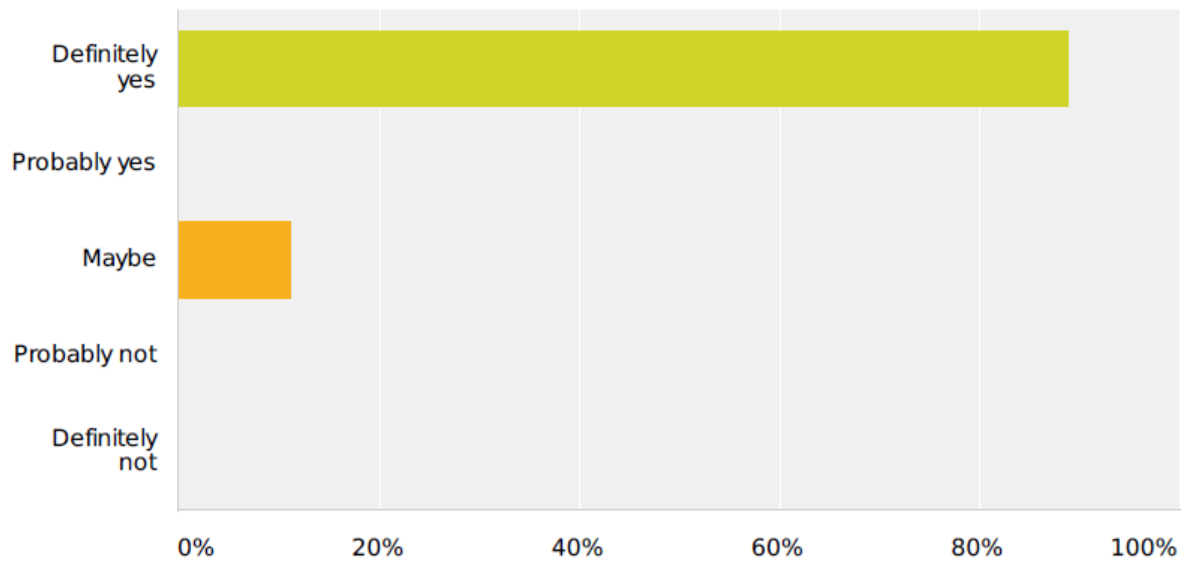
Q9 Indicate your overall level of satisfaction with the graduate education at Lincoln Memorial University.

Answered: 9   Skipped: 0
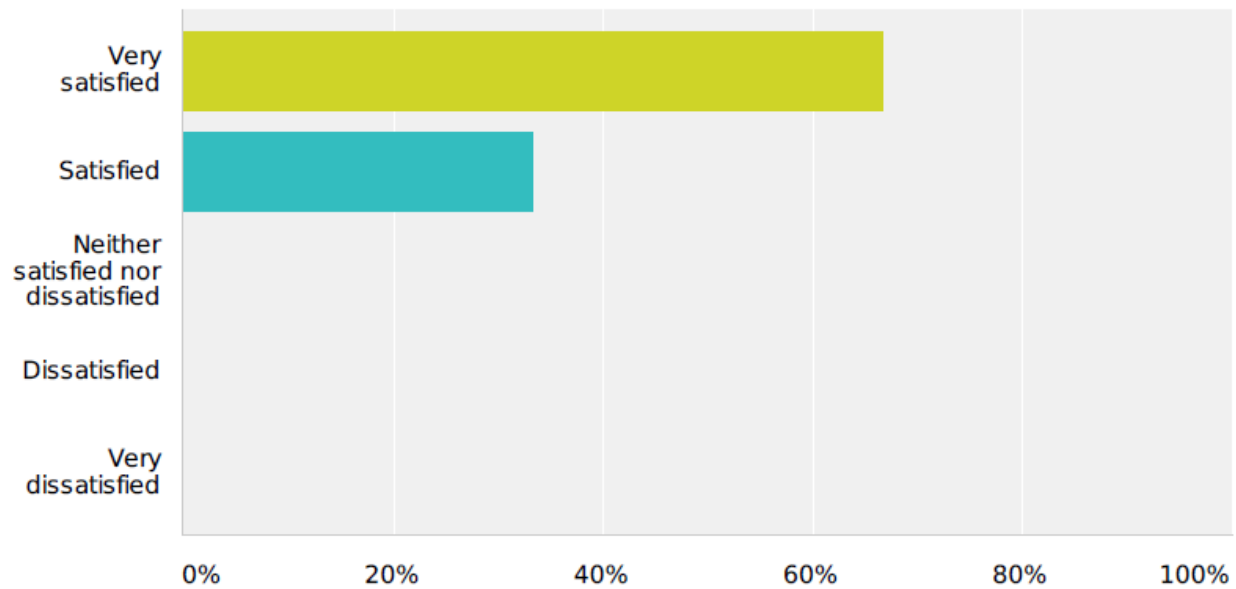
Q10 Is Lincoln Memorial University a good value for the education received?

Answered: 9   Skipped: 0
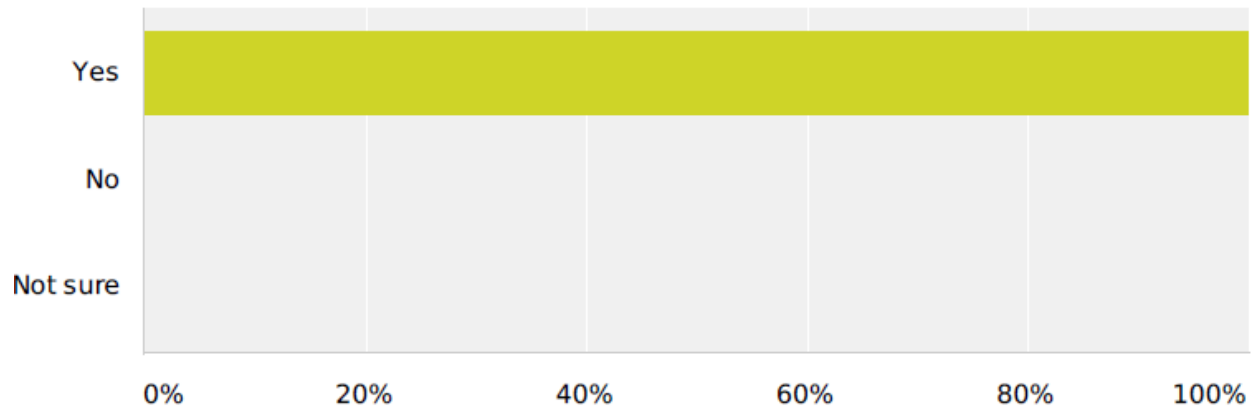
Q11 If you were to begin your graduate program again, would you choose to attend LMU?

Answered: 9   Skipped: 0
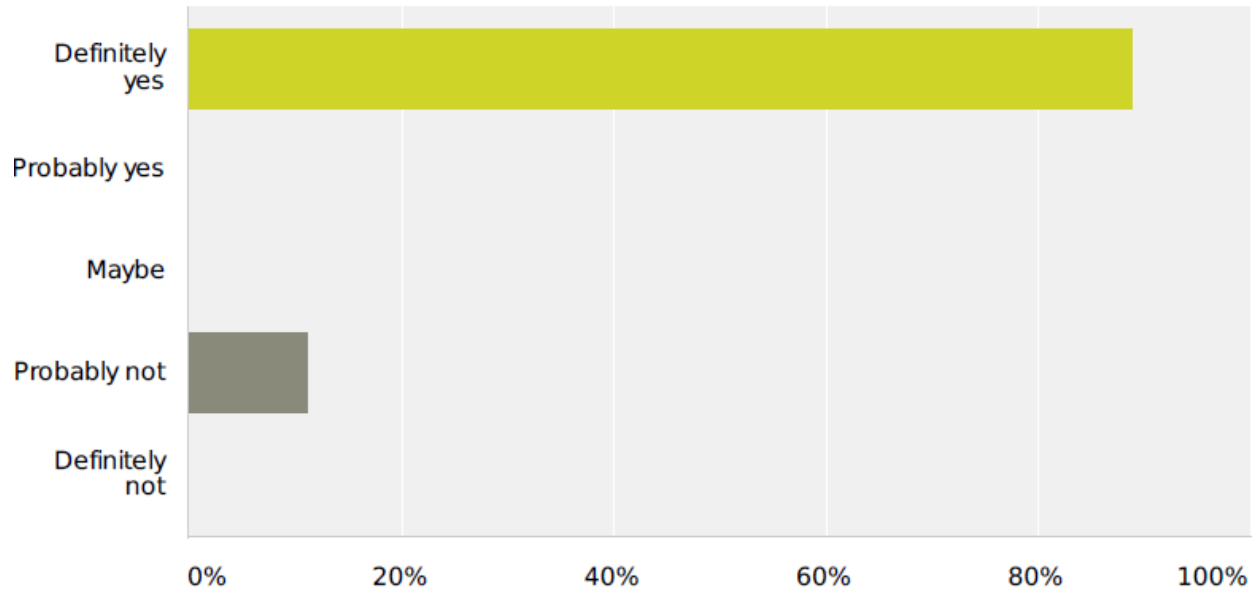
Q12 Indicate your level of satisfaction with the following aspects of the graduate program at LMU:

Answered: 7   Skipped: 2
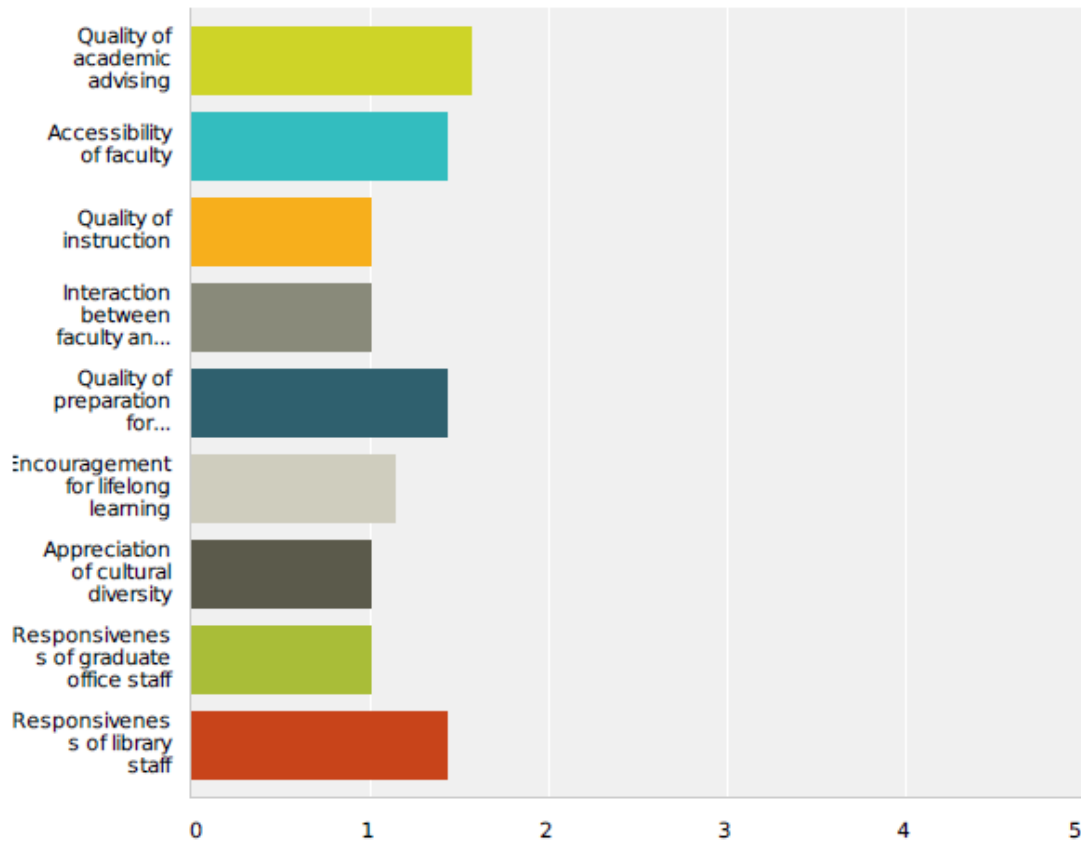
	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Total	Average Rating
Quality of academic advising	42.86% 3	57.14% 4	0% 0	0% 0	0% 0	7	1.57
Accessibility of faculty	57.14% 4	42.86% 3	0% 0	0% 0	0% 0	7	1.43
Quality of instruction	100% 7	0% 0	0% 0	0% 0	0% 0	7	1.00
Interaction between faculty and students	100% 7	0% 0	0% 0	0% 0	0% 0	7	1.00
Quality of preparation for employment	71.43% 5	14.29% 1	14.29% 1	0% 0	0% 0	7	1.43
Encouragement for lifelong learning	85.71% 6	14.29% 1	0% 0	0% 0	0% 0	7	1.14
Appreciation of cultural diversity	100% 7	0% 0	0% 0	0% 0	0% 0	7	1.00
Responsiveness of graduate office staff	100% 7	0% 0	0% 0	0% 0	0% 0	7	1.00
Responsiveness of library staff	71.43% 5	14.29% 1	14.29% 1	0% 0	0% 0	7	1.43

Q13 Indicate your level of satisfaction with the following facilities and services at LMU:

Answered: 7   Skipped: 2
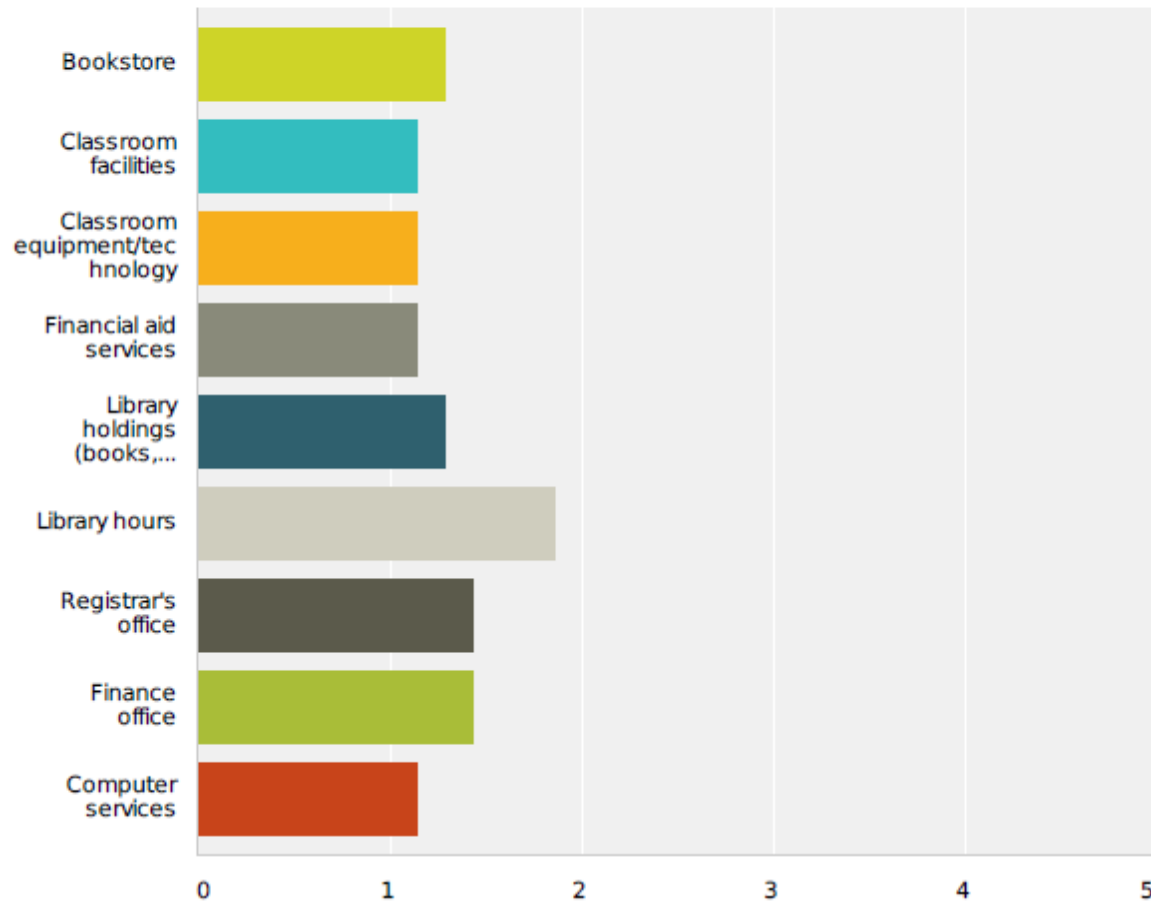
	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Total	Average Rating
Bookstore	85.71% 6	0% 0	14.29% 1	0% 0	0% 0	7	1.29
Classroom facilities	85.71% 6	14.29% 1	0% 0	0% 0	0% 0	7	1.14
Classroom equipment/technology	85.71% 6	14.29% 1	0% 0	0% 0	0% 0	7	1.14
Financial aid services	85.71% 6	14.29% 1	0% 0	0% 0	0% 0	7	1.14
Library holdings (books, journals)	85.71% 6	0% 0	14.29% 1	0% 0	0% 0	7	1.29
Library hours	57.14% 4	0% 0	42.86% 3	0% 0	0% 0	7	1.86
Registrar's office	71.43% 5	14.29% 1	14.29% 1	0% 0	0% 0	7	1.43
Finance office	71.43% 5	14.29% 1	14.29% 1	0% 0	0% 0	7	1.43
Computer services	85.71% 6	14.29% 1	0% 0	0% 0	0% 0	7	1.14
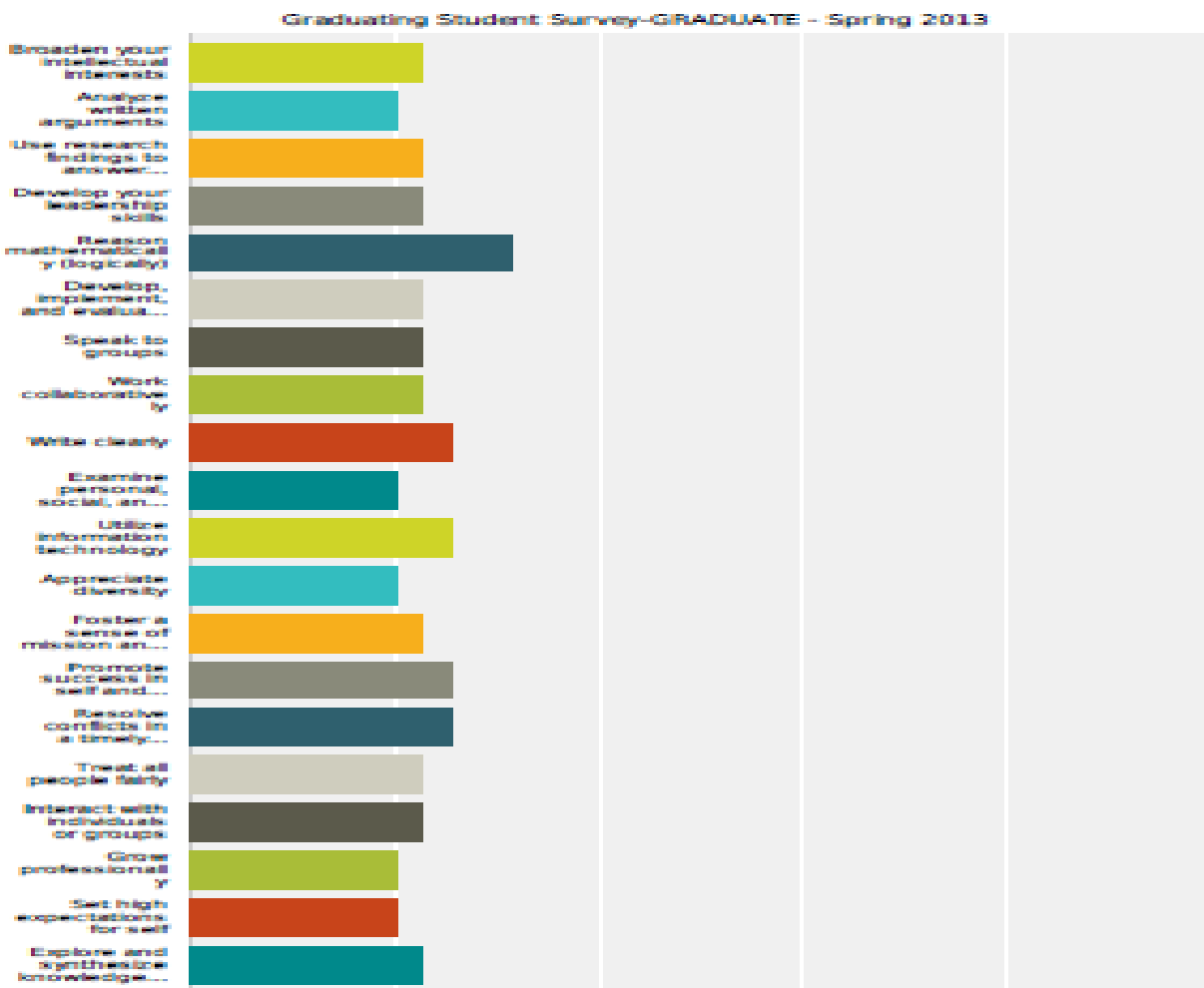
Graduating Student Survey-GRADUATE – Spring 2013

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	Very effective	Effective	Neutral	Ineffective	Very ineffective	Total	Average Rating
Broaden your intellectual interests	85.71% 6	14.29% 1	0% 0	0% 0	0% 0	7	1.14
Analyze written arguments	100% 7	0% 0	0% 0	0% 0	0% 0	7	1.00
Use research findings to answer questions	85.71% 6	14.29% 1	0% 0	0% 0	0% 0	7	1.14
Develop your leadership skills	85.71% 6	14.29% 1	0% 0	0% 0	0% 0	7	1.14
Reason mathematically (logically)	57.14% 4	28.57% 2	14.29% 1	0% 0	0% 0	7	1.57
Develop, implement, and evaluate a plan	85.71% 6	14.29% 1	0% 0	0% 0	0% 0	7	1.14
Speak to groups	85.71% 6	14.29% 1	0% 0	0% 0	0% 0	7	1.14
Work collaboratively	85.71% 6	14.29% 1	0% 0	0% 0	0% 0	7	1.14
Write clearly	71.43% 5	28.57% 2	0% 0	0% 0	0% 0	7	1.29
Examine personal, social, and civic values	100% 7	0% 0	0% 0	0% 0	0% 0	7	1.00
Utilize information technology	71.43% 5	28.57% 2	0% 0	0% 0	0% 0	7	1.29
Appreciate diversity	100% 7	0% 0	0% 0	0% 0	0% 0	7	1.00
Foster a sense of mission and purpose	85.71% 6	14.29% 1	0% 0	0% 0	0% 0	7	1.14
Promote success in self and others	71.43% 5	28.57% 2	0% 0	0% 0	0% 0	7	1.29
Resolve conflicts in a timely manner	71.43% 5	28.57% 2	0% 0	0% 0	0% 0	7	1.29
Treat all people fairly	85.71% 6	14.29% 1	0% 0	0% 0	0% 0	7	1.14
Interact with individuals or groups	85.71% 6	14.29% 1	0% 0	0% 0	0% 0	7	1.14
Grow professionally	100% 7	0% 0	0% 0	0% 0	0% 0	7	1.00
Set high expectations for self	100% 7	0% 0	0% 0	0% 0	0% 0	7	1.00

Explore and synthesize knowledge from a variety of means to make decisions	85.71% 6	14.29% 1	0% 0	0% 0	0% 0	7	1.14

Graduating Student Survey-GRADUATE - Spring 2013

Q20 Age

Answered: 7   Skipped: 2
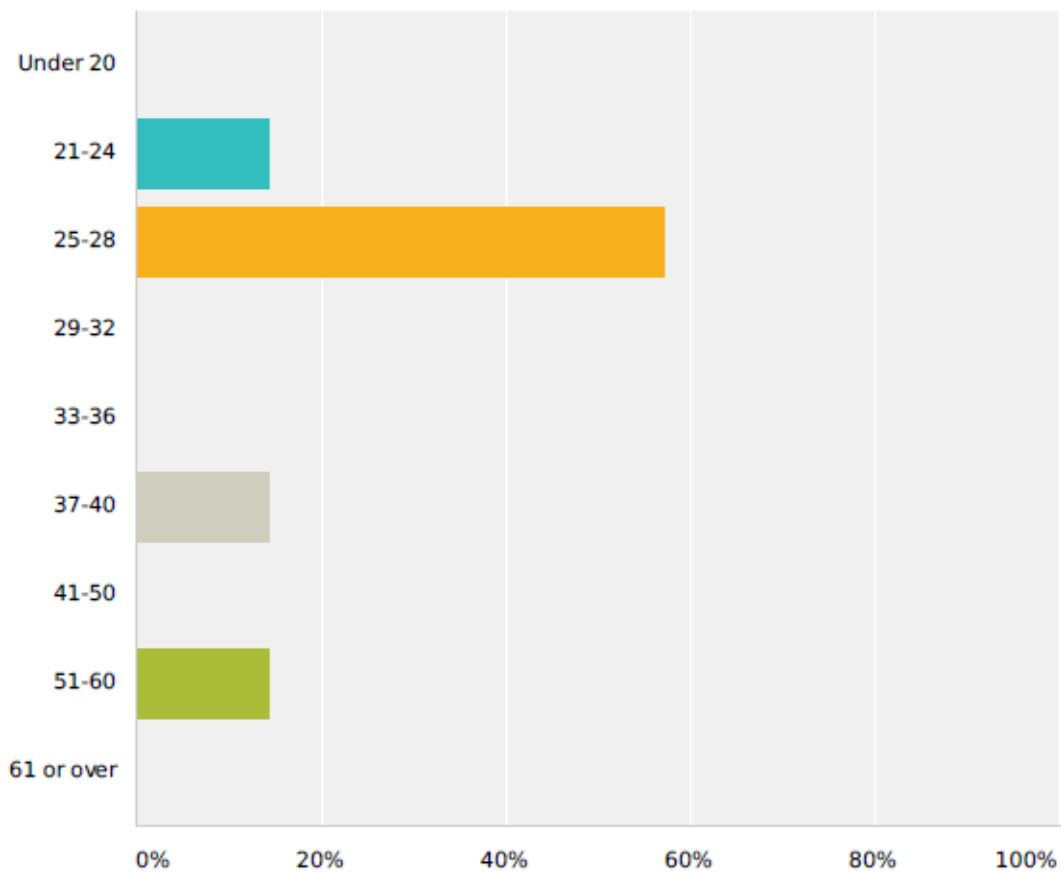
Answer Choices	Responses	
Non-resident Alien	0%	0
African American	0%	0
American Indian	0%	0
Asian	0%	0
Hispanic or Latino	0%	0
White	100%	7
Two or more races	0%	0
Pacific Islander/Hawaiian	0%	0
Unclassified	0%	0
Total		7

Answer Choices	Responses	
Male	0%	0
Female	100%	7
Total		7

Method of Assessment 5 – Praxis Pass Rate

Table 5: Praxis Pass Rate

Year	Attempted	Passed	Pass Rate
2008-2009	17	17	100%
2009-2010	15	14	93%
2010-2011	16	16	100%
2011-2012	9	9	100%

Watson	April
Dingess	Roxanne
Benton	Pamela
Murphy	Ginger
Bennett	Carla
Fleenor	Whitney
Bradshaw	Robert
Perkins	Jonathan

Analysis:

This is consistent with the Counseling Department's Comprehensive Exam pass Rate.

Method of Assessment 6 –NCE/NCMHCE Pass Rate and Analysis:

At this time, data for NCE/NCMHCE pass rate are unavailable as first graduates of the 60 Hour MEd in Mental Health Counseling graduated in December, 2011. None had submitted results of examinations to LMU at the time this report was created.

Method of Assessment 7 – Graduation

Following are the Graduates of the of the Counseling Programs at LMU for the Past Year (spring 2012 – Spring 2013 to be included).

Graduates CG – 2012-13

Fall 2012
Lauren Bobrowski
Tiffani DeBord
Angela Ellis
Sarah Fogle
Elizabeth Guy
Crystal Johnson
Roderick Lewis
Leslie Martin
Lula Rogers – passed
Deborah Schneider
Rick Stowe

Spring 2012
Ruth Dyer
Christi Kirk
Victoria McLaughlin
Leigh Owens
Melisa Rasnic
Cynthia Torbett

Summer 2012
Holly Ames
Carla Bennett
Roxanne Dingess
Rachel Fox
Ryan Graves
Deborah Hill
Ashley Johnson
Lula Rogers

Spring 2013
Laura Carr
Brittany Martin
Lisa McWherter
Rebecca Merritt
Dana Sears

Method of Assessment 8 – Recommendation for Certification as Licensed School Counselor

Table 8: Counseling Graduates Recommended to State Boards

Academic Year	Number Recommended
2012 – 2013	8

Last	First
Watson	April
Dingess	Roxanne
Benton	Pamela
Murphy	Ginger
Bennett	Carla
Fleenor	Whitney
Bradshaw	Robert
Perkins	Jonathan

Method of Assessment 9 – Shareholders (Post-Graduate Counselor, Alumni, and Employer Surveys) Assessment of LMU Counseling Program Objectives

Prior to Spring Semester 2012 all university supervisor assessment data were collected in paper form. Hard copies are available in student practicum and internship folders in the Graduate Education Office. A qualitative thematic analysis of these site supervisor evaluations (CG 503-Practicum, CG 699 Internship in Mental Health and CG 698 – School Counseling Internship) as well as data collected by full time faculty via exit interviews with site supervisors are summarized here for Academic Years 09-10, 10-11, and 11-12:
1. Identified strengths of LMU counseling students during clinical placements:
    a. Flexibility
    b. Demonstrated commitment to profession
    c. Empathy toward population(s) served
    d. General positive attitudes and collaborative approaches
    e. Focus on ethical practice

2. Identified opportunities for growth of LMU counseling students during clinical placements:

a. Need to be more knowledgeable of ASCA national Model and TN Comprehensive Model (school)
b. Need to be more knowledgeable of state mandated testing (TCAP)
c. Need to have better understanding of scope of practice and career opportunities for LPC's. (mental health)
d. Could demonstrate more initiative and confidence
e. Need to be able to construct lesson plans & unit plans from appropriate standards/classroom management. (school)

Effective Spring 2012 all clinical practice assessment forms are submitted electronically through Livetext. The following survey has been sent to the past three years of alumni and employers:

The final method of assessment of the LMU Counseling Program is evaluation of how well the Program is achieving proficiency in the 10 major Counseling Program Objectives. Program Alumni, Site Supervisors, and Employers of LMU Counseling Program Graduates are surveyed and assess these Program Area Objectives on a 5 point scale below. Results for the current year are posted in the table below:

5 = Mastery. You feel that you have achieved marked proficiency and competency in this domain, and are able to perform independently and can mentor and teach this skill to others.

4 = Accomplished. You feel that you have achieved marked proficiency and competency in this domain most of the time, and are able to perform independently, with occasional need for supervision or consultation.

3 = Capable. You feel that for the most part, you demonstrate significant ability in this domain, but still require collaboration and/or consultation in this area.

2 = Acceptable. You feel that you have achieved basic expected competencies to perform job related duties in this area.

1 = Improvement Needed. This area or learning domain is a significant area for growth for you, and you feel that you would benefit from ongoing training, development, and supervision in this area.

LMU Counseling Program Objective	Site Supervisor Evaluation	LMU Counseling Program Alumni Survey	LMU Counseling Employer Survey
1. Professional Orientation and Ethical Practice	4.5	4.4	4.3
2. Social and Cultural Diversity	4.5	4.4	4.3

3. Human Growth and Development	4.5	4.3	5.0
4. Career Development	4.3	4.2	5.0
5. Helping Relationships	4.5	4.3	4.0
6. Group Work	4.6	4.2	4.3
7. Assessment	4.3	4.0	4.3
8. Research and Program Evaluation	4.1	4.2	4.3
9. Service Learning	4.6	4.4	5.0
10. Reflective Practice	4.4	4.5	5.0

Please fill in the appropriate area with the information from your department. Each program will need to identify the changes made and referenced with the data collected in each area. Sources of the data driven decision should be from:

- Surveys students have taken
- Live Text assessment reports
- End of course appraisals
- Outcomes assessment reports

The data collected needs to be from Fall 2010 to Spring 2012. Also needed are the minutes from meetings during this time period which can be linked to the document to show the process of the specific data driven decisions in each program. On this form, please designate the date of the minutes and send an electronic copy of the referenced minutes to Trent Clagg by August 10.

Thank you for your assistance in collecting this information as we move forward in achieving the forthcoming NCATE accreditation. Below is a form that you can use to fill out specific information you have collected. Please submit the completed form to Trent Clagg by August 10. This information will be shared with our faculty at a special Data Retreat on August 24.

Thanks for your assistance.

| Date Fall 2010- Spring 2012	Program	Data Analyzed	Changes Made	Minutes
09-03-2010	Counseling MEd	Applicant Information, State Licensure Standards, CACREP Standards	A Personal Statement Essay, Formal Interview, 3 recommendation forms were added to the Application process for the School Counseling MEd Concentration.	This change is documented in the Minutes of the Counseling Program from 09-03-2012, this Agenda item is listed as *Review Process for Admission to the Program*.
11-12-2010	Counseling MEd	Livetext Outcome Assessment Data	Livetext Assessment Rubrics were revised	This change is documented in

		for CG Courses showing range restriction	to generate a greater distribution and minimize range restriction.	the Minutes of the Counseling Program from 11-12-2012, this Agenda item is listed as *Livetext.*
07-18-2011	Counseling MEd	Final Exam data for selected course	Increased objective testing to be utilized in first-year courses	This change is highlighted in the Minutes of the Counseling Program from 07-18-2012, this Agenda item is listed under 3.c. *Syllabi and Assessment.*
05-07-2012	Counseling MEd	Employer and Alumni Survey – Data and response rate.	Due to Lack of Response as well as lack of info. specific to Counseling Program, New Alumni and Employer Surveys specific to Counseling Program were developed.	This change is documented in the Minutes of the Counseling Program from 05-07-2012, this Agenda item is listed as *Changes to Aulmni and Employer surveys.*
05-07-2012	Counseling Med	Livetext rubric data regarding spelling, Grammar, and APA style proficiency.	The importance of minimal writing proficiency at entrance into graduate Program, faculty voted to include an in vivo writing sample into the Application process.	Documented in the minutes of the Counseling Program from 05-07-2012, this Agenda item is listed as *In vivo writing samples for counseling candidate applicants* .

MEd CG Data Analysis Meetings

Monthly: Monthly faculty meetings provide time for faculty to make changes to programs based on data, feedback from consultants, and implementation of new curriculum.
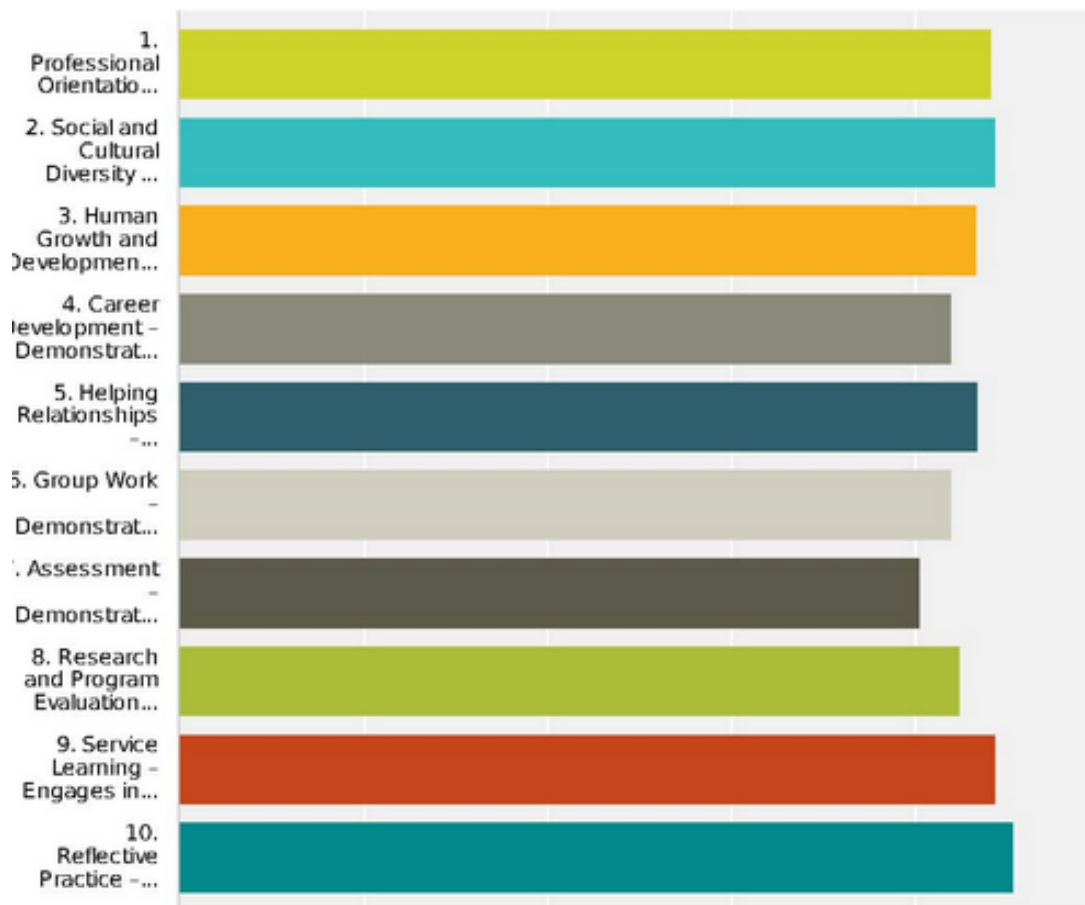
Biannually: Now that the new counseling program is fully in place and we have a year of rubric data, going forward, the Counseling Program will meet bi-annually to review data and make adjustments to curriculum. These meetings will take place the beginning of every May and January.

Alumni Survey Results Spring 2013 (students graduating between 2007-2012)

0h 20h 40h 60h 80h 100h
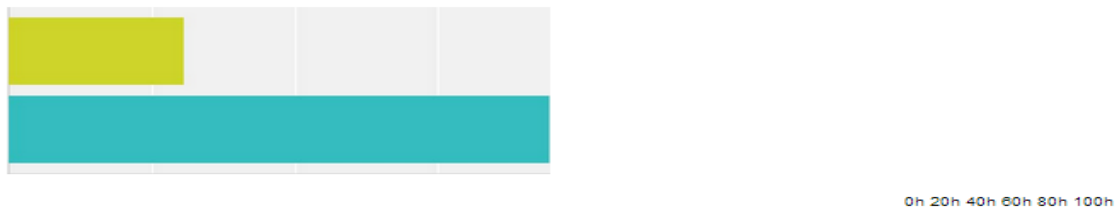
Answer Choices	Responses	
Mental Health/Agency Counseling	24.44%	11
School Counseling	75.56%	34
Total		45

Q2 Primary Site where you attendeH classesB

1. Professional Orientatio...
2. Social and Cultural Diversity ...
3. Human Growth and Developmen...
4. Career Development – Demonstrat...
5. Helping Relationships –...
6. Group Work – Demonstrat...
7. Assessment – Demonstrat...
8. Research and Program Evaluation...
9. Service Learning – Engages in...
10. Reflective Practice –...

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	Very Satisfied	Moderately Satisfied	Somewhat Satisfied	Somewhat Unsatisfied	Moderately Unsatisfied	Very Unsatisifed	Total	Average Rating
Overall quality of instruction?	70.73% 29	26.83% 11	0% 0	0% 0	2.44% 1	0% 0	41	5.63
Course content relevant to Counseling Practice?	62.50% 25	25% 10	7.50% 3	0% 0	5% 2	0% 0	40	5.40
Course content relevant to Counseling Practice?	62.50% 25	25% 10	7.50% 3	0% 0	5% 2	0% 0	40	5.40
Up-to-date courses?	68.29% 28	24.39% 10	4.88% 2	2.44% 1	0% 0	0% 0	41	5.59

LMU Counseling Program Alumni Survey

Courses challenging you to meet your fullest academic potential?	52.50% 21	30% 12	15% 6	0% 0	2.50% 1	0% 0	40	5.30

LMU Counseling Program-Employer Survey

Q1 Type of Employment Setting:

Answered: 3   Skipped: 0
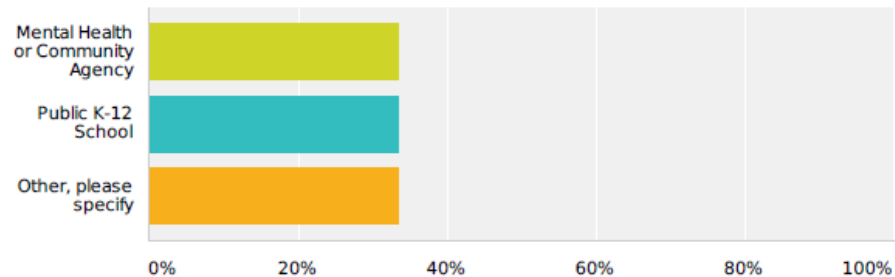
Answer Choices	Responses	
Mental Health or Community Agency	33.33%	1
Public K-12 School	33.33%	1
Other, please specify	33.33%	1
Total		3

LMU Counseling Program-Employer Survey

Q3 LMU Program Area Objectives

Answered: 3   Skipped: 0
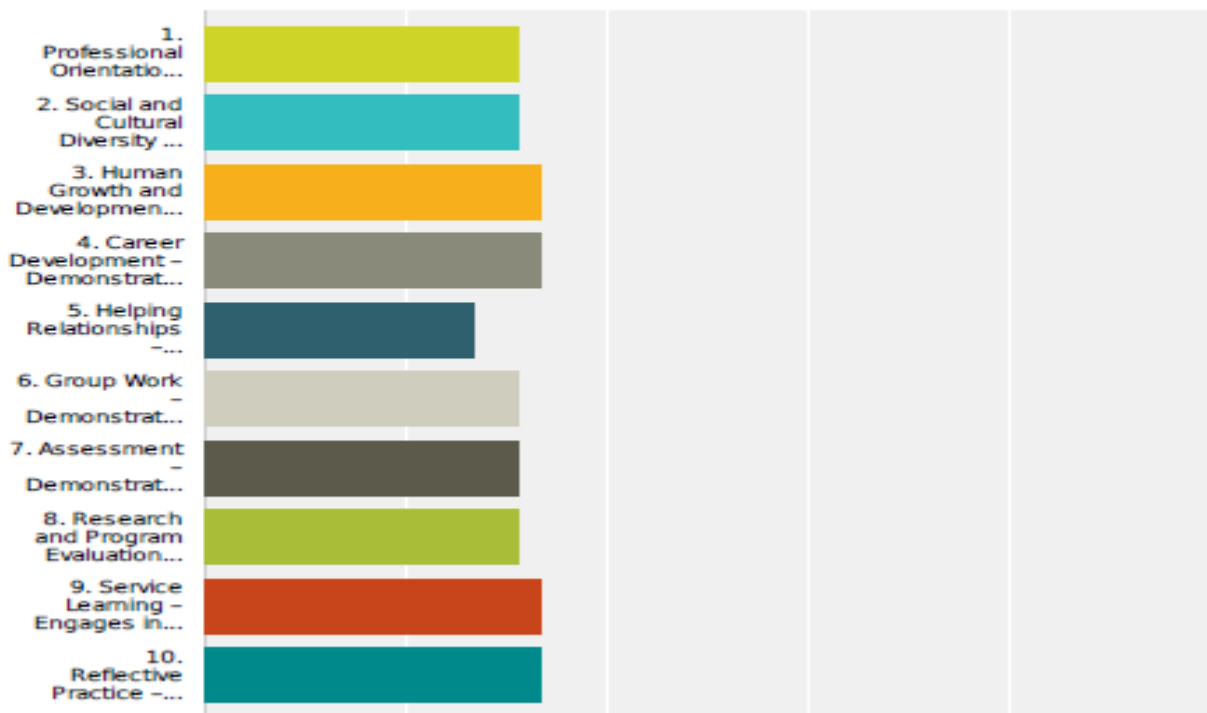
	Mastery	Accomplished	Capable	Acceptable	Improvement Needed	Total	Average Rating
1. Professional Orientation and Ethical Practice – Demonstrates an understanding of the counseling profession, a professional identity as a counselor and a willingness to provide counseling services within the ethical guidelines of the counseling profession.	**66.67%** 2	**33.33%** 1	**0%** 0	**0%** 0	**0%** 0	3	4.67
2. Social and Cultural Diversity – Demonstrates an awareness of, and an appreciation for, social and cultural influences on human behavior and recognizes the impact of individual differences on the counseling process.	**66.67%** 2	**33.33%** 1	**0%** 0	**0%** 0	**0%** 0	3	4.67
3. Human Growth and Development – Demonstrates an understanding of developmental aspects of human growth and appreciation for the nature of human developmental behavior.	**100%** 3	**0%** 0	**0%** 0	**0%** 0	**0%** 0	3	5.00

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4. Career Development – Demonstrates an understanding of career development and related life factors and the effects on an individual's mental health and lifestyle.	100% 3	0% 0	0% 0	0% 0	0% 0	3	5.00
5. Helping Relationships – Demonstrates effective individual and group counseling skills which facilitate client growth and the ability to evaluate client progress toward treatment goals.	0% 0	100% 2	0% 0	0% 0	0% 0	2	4.00
6. Group Work – Demonstrates both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches.	66.67% 2	33.33% 1	0% 0	0% 0	0% 0	3	4.67
7. Assessment – Demonstrates knowledge and skills in assessment techniques and the ability to apply concepts to individual and group appraisal.	66.67% 2	33.33% 1	0% 0	0% 0	0% 0	3	4.67

8. Research and Program Evaluation – Demonstrates the ability to read, critique, evaluate, and contribute to professional research literature.	66.67% 2	33.33% 1	0% 0	0% 0	0% 0	3	4.67
9. Service Learning – Engages in service to the community, develops advocacy competencies, collaborative relationships with community agencies, and personal awareness of the needs of historically underserved populations.	100% 3	0% 0	0% 0	0% 0	0% 0	3	5.00
10. Reflective Practice – Demonstrates interpersonal and intrapersonal awareness, and the ability to engage in continuous, life-long learning.	100% 3	0% 0	0% 0	0% 0	0% 0	3	5.00

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Program Modifications

The following section details Program Modifications for 2013 – 2014 Academic Year based on systematic program evaluation of assessment results from the 2012- 2013 Academic Year.

Programmatic Change #1: The fourth Service Learning Assignment has been dropped from the Curriculum.

Service Learning is an important curricular tool in the Counseling Program at LMU, and one of the ten primary Objectives that guide the Counseling Program. The LMU Counseling Program Handbook highlights that while in the program, students will *Engage in service learning activities, develop advocacy competencies, collaborative relationships with community agencies, and personal awareness of the needs of historically underserved populations.*

Four distinct Service Learning Projects had been built into the counseling curriculum at LMU to ensure student attainment of related competencies, consisting of one Service Learning Experience and Reflection Paper at each of the four program transitions. The rubric for assessing outcomes related to service learning assignments is uniform throughout the curriculum so that progress and attainment of knowledge and competencies related to the impact of social and cultural factors on the helping relationship can be assessed as the student progresses through the program. These outcomes are assessed using CACREP Standards 2.G.2.a-f, relating to Social and Cultural Diversity, as well as other Institutional Standards.

Outcome Assessment data from these four service learning assignments was reviewed by core counseling faculty as part of systematic, ongoing evaluation of Livetext transition data in May, 2013. Core counseling faculty decided to drop the fourth and final service learning project from the curriculum based on comparison of Outcomes Assessment from the second and third Service Learning Project.

Data below is from the second Service Learning Assignment, CG 521 - Career Counseling Service Learning Assignment, for 2012 – 2013 academic year. From inspection of the data, it can be seen that in this second Service Learning Assignment, students display a wide range of acquisition and demonstration of knowledge and competencies related to CACREP Standards 2.G.2.a-f, as measured by discrete rubrics and evidenced in the Livetext Outcome Assessment Report, below. By inspection, this Outcome Assessment Report shows that less than 50% of students met Capstone criteria for two of the assessed standards: CACREP.I.2.G.2.e, and CACREP.I.2.G.2.d, and that none of the six CACREP curricular standards relating to social and cultural diversity were met at the Capstone level by more than 69% of the students.

CG 521 – Career Counseling Service Learning Assignment – Outcomes Assessment

	Capstone (4 pts)	Milestone 3 (0 pts)	Milestone (2 pts)	Benchmark (1 pts)	Mean	Mode	Stdev
Knowledge of community needs	18	7	1	0	2.85	4	1.77
Understanding of complex issues	16	8	1	1	2.58	4	1.84
Application of course material to the service learning activity	12	6	7	1	2.42	4	1.62
Analyze the helping relationship	12	7	6	1	2.35	4	1.69
Evaluate intrapersonal growth and development	17	7	1	1	2.73	4	1.79
Create an environment that emphasizes the value for life-long learning	18	6	2	0	2.92	4	1.69

The Outcomes Assessment Report for the Service Learning Project at the third program transition, CG 593 – Counseling Practicum Service Learning Assignment, is shown below. Analysis of this Livetext Outcomes Assessment report indicates that the large majority of students score at the highest "Capstone" level related to CACREP Standards 2.G.2.a-f.

CG 593 – Counseling Practicum Service Learning Assignment – Outcomes Assessment

	Capstone (4 pts)	Milestone 3 (0 pts)	Milestone (2 pts)	Benchmark (1 pts)	Mean	Mode	Stdev
Knowledge of community needs	28	1	0	0	3.86	4	0.73
Understanding of complex issues	27	2	0	0	3.72	4	1.01
Application of course material to the service learning activity	24	5	0	0	3.31	4	1.51
Analyze the helping relationship	28	1	0	0	3.86	4	0.73
Evaluate intrapersonal growth and development	29	0	0	0	4.00	4	0.00
Create an environment that emphasizes the value for life-long learning	27	0	0	0	4.00	4	0.00

These two Assessment Outcome Reports provide evidence that a significant growth in demonstrated learning outcomes occurs between the Second and Third Service Learning assignment. However, as the large majority of students had demonstrated capstone knowledge of CACREP standards selected to assess the Service Learning Program Objective and systematic program evaluation proved it redundant, it was concluded that a fourth Service Learning Assignment would not further add to acquisition of knowledge or competencies related to the Service Learning Program Objective.

Therefore, as part of ongoing and systematic evaluation of program evaluation, in May 2013, core counseling faculty modified the program transitions to eliminate the fourth Service Learning assignment for the 2013 – 2014 year, and beyond.

Programmatic Change #2:

Change of the Background Check from serving as a requirement for Field Placement to a pre-requisite for admission to Counseling Program.

Explanation: In the LMU Counseling Program, the background check has historically been performed prior to entrance into field experience, as outlined in 2012 – 2013 Counseling Program Handbook.

BACKGROUND CHECK POLICY (2012 – 2013)

All degree candidates applying for admission to licensure counseling programs must review their personal and legal history and determine if there are any events, circumstances, or issues that might prevent a satisfactory background check, as a satisfactory background check at candidate expense is required prior to field and clinical placements in all licensure counseling programs at Lincoln Memorial University.

The process of continuous and systematic program evaluation of the Counseling Program indicated the need to alter this policy. Specific data considered in this decision were as follows: 1. Review of Initial Licensure Programs for uniformity of policies and procedures across the LMU School of Education, 2. Informal feedback from members of the CACREP On-site Visit Team regarding the optimal implementation of a background check process, 3. Alumni survey respondents highlighting the "importance of the gatekeeping piece on the front end of the program", and 4. Informal feedback from Counseling Graduate Employers and Advisory Board on the importance of gatekeeping in the Counseling Profession.

Based on the above data, and as a result of aligning Counseling Program Background Check policy with other initial licensure programs in the LMU School of Education, the Background Check has been moved to the Initial Program Transition, and has been made a requirement for admission into the program for the 2013 – 2014 academic year.

Thus, the current Counseling Background Check Policy is as follows:

BACKGROUND CHECK POLICY (2013 – 2014)

TBI-L1 Background*. In order to be considered for the Master of Education in School Counseling or Clinical Mental Health Counseling Programs, applicants must complete a fingerprint background check. This **must be completed** even if you have recently submitted a TBI background check to a different institution or organization. It is recommended that you complete this process at least 1 week prior to submitting your application packet so that background check results will not delay processing. **Go online to: www.L1enrollment.com** Follow the online directions for registering. Once registered, you will receive a registration confirmation number and a payment confirmation number. You need to take both to the scan site. You will need to know the following information:*

> *Select non-DCS childcare*
> *Child-related worker – private (volunteer)*
> *LMU ORI number TNCC13002*
> *Follow the instructions when you come to the payment page*
> *Click USBANK e-pay*
> *Find the pay w/o registering option.*

The total cost for the service is $40.00.
Fingerprints will be forwarded electronically to the Tennessee Bureau of Investigation and all results of the fingerprint background check will be provided to the Agency (LMU).
***TBI-L1 Background checks containing "indications" may affect admission into the Counseling Program. * See Appendix, TBI-L1 STATEMENT and Waiver Form.

Programmatic Change #3:

Implementation of Online-Hybrid classes in the 2013-2014 Academic year.

Online or Online-Hybrid delivery of course content has been a frequent request from Counseling students at LMU. At the same time, systematic program evaluation provides quantitative evidence that LMU Counseling Students perceive their close, collaborative working relationships with professors as some of the strongest aspects of their training in the Counseling Program at LMU. Analysis of LMU Counseling Program Alumni Survey highlights the classroom environment and faculty involvement as the most positive aspects of program graduates. Data shows that out of ten broad areas relating to their experience of the Counseling Program at LMU, the two categories that Alumni rated as the highest were as follows: *1. Faculty involvement with Students, and 2. Overall Quality of Instruction.* This data is evidenced in Question 8 of the 2013 LMU Counseling Alumni Survey, excerpted below.

Q8 Thinking about your LMU Counseling Program experience, please indicate your satisfaction with each of the following areas by using the following ratings. 6 = Very Satisfied   5 = Moderately Satisfied   4 = Somewhat Satisfied 3 = Somewhat Unsatisfied   2 = Moderately Unsatisfied   1 = Very Unsatisfied

Answered: 41   Skipped: 5
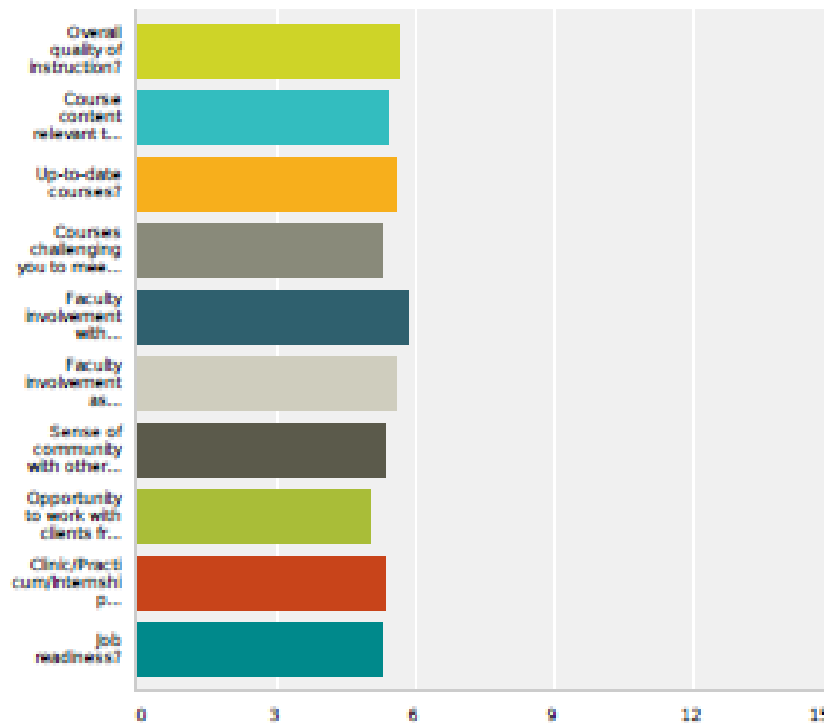
In response to student requests, Counseling faculty developed a survey of student preference for various course delivery alternatives. Inspection of student response shows that over 68% of students indicated a preference for online courses, and over 50% indicated that preference as strong, as shown in following chart.

In the context of a limited approach to online classes, how would you best describe your preference for taking 1 or 2 classes online during your time in the LMU Counseling Program?
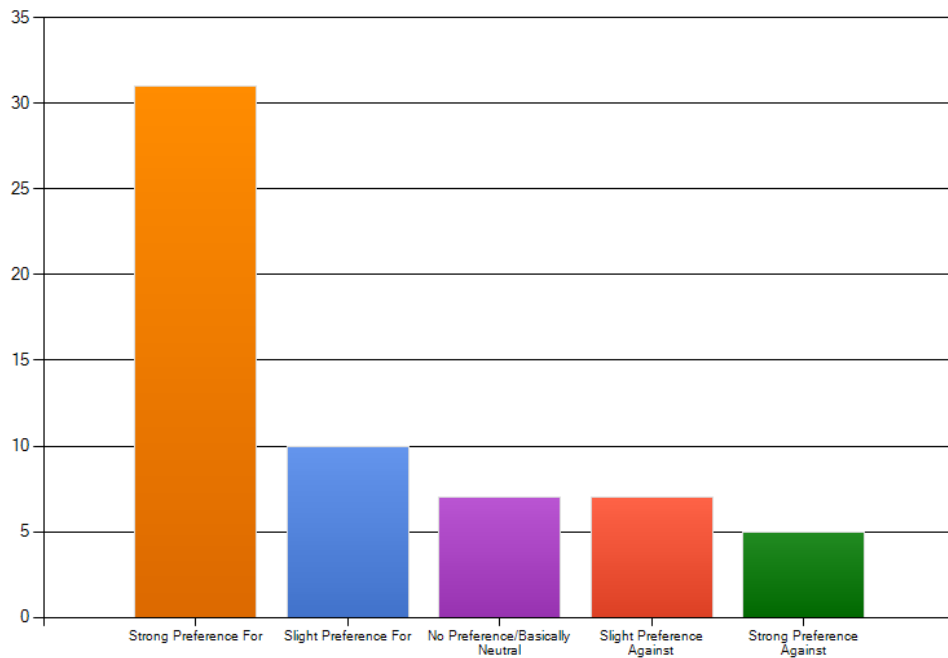
Due to this, core program faculty in a data analysis meeting in May 2013 decided to pilot Online-Hybrid courses for the Academic year of 2013 – 2014, to maintain the nature of the face-to-face contact and at the same time increase scheduling options for working adults.

The course *CG 581 – Human Growth and Development* was selected as to pilot as an Online-Hybrid course, and is scheduled to be offered as an Online-Hybrid course for the first time in the Fall semester of 2013. Student experience of this novel course delivery method, as well as attainment of related learning outcomes as compared to standard course delivery, will be assessed to inform and guide future Online-Hybrid course offerings.