

LMU

Lincoln Memorial University

2019-2020 Outcomes Assessment Report (OAR)

1. Academic Program/Operational Office Leader:

-Mark A Tichon, PhD, Associate Professor – Graduate Education, Counseling Program Director

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 Student Learning/Program Outcomes 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 Outcomes

	Related University Goal #	Related Strategic Goal #
Student Learning Goal 1: Counseling Degree Candidates will demonstrate an understanding of the counseling profession; develop an identity as a counselor and demonstrate a willingness to provide counseling services within the ethical guidelines of the counseling profession. (PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE - CACREP 2016.2.F.1)	<i>1, 3, 10, 11</i>	<i>1, 2, 3</i>
Student Learning Goal 2: Counseling Degree Candidates will develop an awareness of, and an appreciation for, social and cultural influences on human behavior and to recognize the impact of individual differences on the counseling process. (SOCIAL AND CULTURAL DIVERSITY - CACREP 2016.2.F.2)	<i>1, 3, 10, 11</i>	<i>1, 2, 3</i>
Student Learning Goal 3: Counseling Degree Candidates will develop an understanding of developmental aspects of human growth and appreciation for the nature of human developmental behavior. (HUMAN GROWTH AND DEVELOPMENT - CACREP 2016.2.F.3)	<i>1, 3, 10, 11</i>	<i>1, 2, 3</i>
Student Learning Goal 4: Counseling Degree Candidates will develop an understanding of career development and related life factors and the effects on an individual’s mental health and lifestyle. (CAREER DEVELOPMENT - CACREP 2016.2.F.4)	<i>1, 3, 9, 10, 11</i>	<i>1, 2, 3</i>

Student Learning Goal 5: Counseling Degree Candidates will demonstrate effective individual and group counseling skills which facilitate client growth and to demonstrate the ability to evaluate progress toward treatment goals. (COUNSELING AND HELPING RELATIONSHIPS - CACREP 2016.2.F.5)	<i>1, 2, 3, 9, 11</i>	<i>1, 2, 5</i>
Student Learning Goal 6: Counseling Degree Candidates will develop both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches. (GROUP COUNSELING AND GROUP WORK - CACREP 2016.2.F.6)	<i>1, 2, 3, 7, 10, 11</i>	<i>1, 2, 4</i>
Student Learning Goal 7: Counseling Degree Candidates will gain knowledge and skills in assessment techniques and apply basic concepts to individual and group appraisal. (ASSESSMENT AND TESTING - CACREP 2016.2.F.7)	<i>1, 3, 10, 11</i>	<i>1, 2, 3, 7</i>
Student Learning Goal 8: Counseling Degree Candidates will develop the ability to read, critique, evaluate, and contribute to professional research literature.. (RESEARCH AND PROGRAM EVALUATION - CACREP 2016.2.F.8)	<i>1, 3, 10, 11</i>	<i>1, 2, 6, 7</i>
Student Learning Goal 9: School Counseling - Students preparing to specialize as school counselors will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P–12 students through data-informed school counseling programs. (SCHOOL – CACREP 2016.5.G)	<i>1, 3, 10, 11</i>	<i>1, 2, 3</i>
Student Learning Goal 10: Clinical Mental Health Counseling - Students preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. (CMHC – CACREP 2016.5.C)	<i>1, 3, 10, 11</i>	<i>1, 2, 3</i>

All Program/Administrative Unit Outcomes

	Related University Goal #	Related Strategic Goal #
Program Goal 1: Increase use of technology to systematically improve program delivery and increase data collection through use of an electronic assessment system	1, 3, 10, 11	1
Program Goal 2: Increase Stakeholder Involvement in the Development and Evaluation of the Program	1, 3, 10, 11	1

Program Goal 3: Strengthen Clinical Training Opportunities and processes related to field and Clinical Placement of Counseling Interns.	1, 3, 10, 11	1
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II. Form 2

All Student Learning Outcomes

2019-2020 Student Learning Outcomes	Assessment Methodology (Measures)	Assessment Targets	2019-2020 Assessment Findings	Recommendations for Improvements in 2020-2021
<p>Student Learning Goal 1: Counseling Degree Candidates will demonstrate an understanding of the ethics and professional standards of the counseling profession</p> <p>(Professional Orientation and Ethical Practice - CACREP 2016.2.F.1)</p>	<p>Rubric Score for Key Assignments in CMAS Assessment System</p>	<p>80% of candidates will achieve a score of 3 (Above Sufficient) on all standards related to “Professional Counseling Orientation and Ethical Practice” (CACREP.2016.2.F.1.a – m.)</p> <p>Annually, CACREP standard with lowest average rubric score will be selected for curricular improvement.</p>	<p>Results: Analysis of related CMAS rubric provides evidence for 25% of students demonstrating knowledge at the Capstone Level in “ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling” (CACREP-2016-2.F.6.g)</p>	<p>Benchmark not met.</p> <p>As Analysis of related CMAS rubric provides evidence for 25% of students demonstrating knowledge at the Capstone Level in Understanding “ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling”, this was selected as the targeted standard for improvement.</p> <p>Core faculty discussed possible meanings and interpretations for this data and decided that curricular improvements were required to more thoroughly address related concepts in future iterations of this course.</p>

2019-2020 Student Learning Outcomes	Assessment Methodology (Measures)	Assessment Targets	2019-2020 Assessment Findings	Recommendations for Improvements in 2020-2021
				<p>This was a standard targeted for improvement in the assessment cycle. Therefore, as the standard has not been achieved for two years, course custodian Dr. Connie Theriot worked in collaboration with counseling program director to revise the assignment and assessment rubric.</p> <p>Standard CACREP-2016-2.F.6.g was more clearly aligned with the Key Assignment in CG 501 – Professional Orientation and Ethics in Counseling and the ViaLivetext Assessment Rubric was revised for use in Fall 2020 term and beyond.</p>
<p>Student Learning Goal 2: Counseling Degree Candidates will demonstrate an understanding of Social and Cultural Diversity in Counseling</p> <p>(Social and Cultural Diversity - CACREP 2016.2.F.2)</p>	<p>Rubric Score for Key Assignments in CMAS Assessment System</p>	<p>80% of candidates will achieve a score of 3 (Above Sufficient) on all standards related to “Social and Cultural Diversity” (CACREP.2016.2.F.2.a – h.)</p> <p>Annually, CACREP standard with lowest average rubric score will be</p>	<p>Results: Analysis of related CMAS rubric provides evidence for 79% of students demonstrating knowledge at the Capstone Level in “theories and models of multicultural counseling, cultural identity development, and social</p>	<p>Benchmark not met.</p> <p>As Analysis of related CMAS rubric provides evidence for 79% of students demonstrating knowledge at the Capstone Level in Understanding “theories and models of multicultural counseling,</p>

2019-2020 Student Learning Outcomes	Assessment Methodology (Measures)	Assessment Targets	2019-2020 Assessment Findings	Recommendations for Improvements in 2020-2021
		selected for curricular improvement.	justice and advocacy” (CACREP-2016-2.F.2.b).	<p>cultural identity development, and social justice and advocacy”, this was selected as a target standard for improvement.</p> <p>Counseling core faculty discussed student achievement of standard was just below the suggested cutoff score. Faculty also discussed the spirit of the standard in providing students with a knowledge of social justice and advocacy.</p> <p>To address this deficiency, core faculty made curricular improvements to more thoroughly address related concepts in future iterations of this course, specifically that concepts related to social justice and white privilege are thoroughly infused into the CG 531 – Social and Cultural Aspects of Counseling, in 2020 – 2021 Academic year and beyond.</p>

2019-2020 Student Learning Outcomes	Assessment Methodology (Measures)	Assessment Targets	2019-2020 Assessment Findings	Recommendations for Improvements in 2020-2021
<p>Student Learning Goal 3: Counseling Degree Candidates will demonstrate an understanding of Human Growth and Development in Counseling</p> <p>(Human Growth and Development - CACREP 2016.2.F.3)</p>	<p>Rubric Score for Key Assignments in CMAS Assessment System</p>	<p>80% of candidates will achieve a score of 3 (Above Sufficient) on all standards related to “Human Growth and Development” (CACREP.2016.2.F.3.a – i.)</p> <p>Annually, CACREP standard with lowest average rubric score will be selected for curricular improvement.</p>	<p>Results: Analysis of related CMAS rubric provides evidence for 0% of students demonstrating knowledge at the Capstone Level in “systemic and environmental factors that affect human development, functioning, and behavior” (CACREP-2016-2.F.3.f).</p>	<p>Benchmark not met.</p> <p>As Analysis of related CMAS rubric provides evidence for 0% of students demonstrating knowledge at the Capstone Level in Understanding of “systemic and environmental factors that affect human development, functioning, and behavior”, Counseling Program Director collaborated with the Educational Assessment Resources Coordinator for further data analysis on this rubric outcome data, as it is significant outlier.</p> <p>Further inspection revealed that all students assessed received high scores and positive remarks on their papers, and that an adjunct taught this course. Conversations with adjunct faculty revealed that the rubric was scored in the wrong direction. Thus this low rubric score is indicative of needed adjunct training.</p>

2019-2020 Student Learning Outcomes	Assessment Methodology (Measures)	Assessment Targets	2019-2020 Assessment Findings	Recommendations for Improvements in 2020-2021
				Counseling Program Director has communicated with adjunct faculty who teach CG 581 to ensure proper data entry for rubrics.
<p>Student Learning Goal 4: Counseling Degree Candidates will demonstrate an understanding of Career Development</p> <p>(Career Development - CACREP 2016.2.F.4)</p>	<p>Rubric Score for Key Assignments in CMAS Assessment System</p>	<p>80% of candidates will achieve a score of 3 (Above Sufficient) on all standards related to “Career Development” (CACREP.2016.2.F.4.a – j.)</p> <p>Annually, CACREP standard with lowest average rubric score will be selected for curricular improvement.</p>	<p>Results: Analysis of related CMAS rubric provides evidence for 88% of students demonstrating knowledge at the Capstone Level all standards relating to Career Counseling (CACREP-2016-2.F.4)</p>	<p>Benchmark met.</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>Student Learning Goal 5: Counseling Degree Candidates will demonstrate an understanding of Counseling and Helping Relationships</p> <p>(Counseling and Helping Relationships - CACREP 2016.2.F.5)</p>	<p>Rubric Score for Key Assignments in CMAS Assessment System</p>	<p>80% of candidates will achieve a score of 3 (Above Sufficient) on all standards related to “Counseling and Helping Relationships” (CACREP.2016.2.F.5.a – n.)</p> <p>Annually, CACREP standard with lowest average rubric score will be selected for curricular improvement.</p>	<p>Results: Analysis of related CMAS rubric provides evidence for 88% of students demonstrating knowledge at the Capstone Level all standards relating to Counseling and Helping Relationships (CACREP-2016-2.F.5)</p>	<p>Benchmark met.</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>

2019-2020 Student Learning Outcomes	Assessment Methodology (Measures)	Assessment Targets	2019-2020 Assessment Findings	Recommendations for Improvements in 2020-2021
<p>Student Learning Goal 6: Counseling Degree Candidates will demonstrate an understanding of Group Counseling and Group Work</p> <p>(Group Counseling and Group Work - CACREP 2016.2.F.6)</p>	<p>Rubric Score for Key Assignments in CMAS Assessment System</p>	<p>80% of candidates will achieve a score of 3 (Above Sufficient) on all standards related to “Group Counseling and Group Work” (CACREP.2016.2.F.6.a – h.)</p> <p>Annually, CACREP standard with lowest average rubric score will be selected for curricular improvement.</p>	<p>Results: Analysis of related CMAS rubric provides evidence for 82% of students demonstrating knowledge at the Capstone Level in “ethical and culturally relevant strategies for designing and facilitating groups.” (CACREP-2016-2.F.6.g).</p>	<p>Benchmark met.</p> <p>Even though benchmark was met, additional improvements are suggested. As “ethical and culturally relevant strategies for designing and facilitating groups”, was the standard on which the lowest percentage of students demonstrated Capstone level of Knowledge, and the societal importance of understanding concepts related to social justice, further curricular improvements include incorporating lesson planning related to implementing a social justice framework when designing parent education groups to ensure factors such as diversity and white privilege are understood by students.</p> <p>Core faculty collaboratively decided that “ethical and Culturally relevant factors” will include more thorough teaching of concepts related</p>

2019-2020 Student Learning Outcomes	Assessment Methodology (Measures)	Assessment Targets	2019-2020 Assessment Findings	Recommendations for Improvements in 2020-2021
				<p>to social justice and white privilege in all courses in the LMU Counseling Program in the 2020 – 2021 Academic year.</p> <p>Dr. Tichon and Dr. Effler will include these concepts in CG 631 – Group Counseling for the 2020 – 2021 Academic year, as they are course instructors.</p>
<p>Student Learning Goal 7: Counseling Degree Candidates will demonstrate an understanding of Assessment and Testing</p> <p>(Assessment and Testing - CACREP 2016.2.F.7)</p>	<p>Rubric Score for Key Assignments in CMAS Assessment System</p>	<p>80% of candidates will achieve a score of 3 (Above Sufficient) on all standards related to “Assessment and Testing” (CACREP.2016.2.F.7.a – m.)</p> <p>Annually, CACREP standard with lowest average rubric score will be selected for curricular improvement.</p>	<p>Results: Analysis of related CMAS rubric provides evidence for 94% of students demonstrating knowledge at the Capstone Level all standards relating to Counseling Assessment and Testing (CACREP-2016-2.F.7)</p>	<p>Benchmark met.</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>Student Learning Goal 8: Counseling Degree Candidates will demonstrate an understanding of Research and Program Evaluation</p>	<p>Rubric Score for Key Assignments in CMAS Assessment System</p>	<p>80% of candidates will achieve a score of 3 (Above Sufficient) on all standards related to “Research and Program Evaluation” (CACREP.2016.2.F.8.a – j.)</p>	<p>Results: Analysis of related CMAS rubric provides evidence for 75% of students demonstrating knowledge at the Capstone Level in “ethical and culturally relevant strategies</p>	<p>Benchmark not met.</p> <p>As Analysis of related CMAS rubric provides evidence for 75% of students demonstrating knowledge at the Capstone</p>

2019-2020 Student Learning Outcomes	Assessment Methodology (Measures)	Assessment Targets	2019-2020 Assessment Findings	Recommendations for Improvements in 2020-2021
(Research and Program Evaluation - CACREP 2016.2.F.8)		Annually, CACREP standard with lowest average rubric score will be selected for curricular improvement.	for conducting, interpreting, and reporting the results of research and/or program evaluation” (CACREP-2016-2. F.8.j).	<p>Level in Understanding “ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation”, this was selected as a target standard for curriculum modification.</p> <p>Core faculty reviewed the related Key Assignment and made a revision of the EDUC 511 Research Proposal Assignment, adding a section specific for student to discuss the ethical and culturally relevant strategies associated with data and research analysis.</p>
<p>Student Learning Goal 9: School Counseling Degree Candidates will demonstrate an understanding of School Counseling Competencies</p> <p>(School Counseling - CACREP 2016.5.G)</p>	Rubric Score for Key Assignments in CMAS Assessment System	<p>80% of candidates will achieve a score of 3 (Above Sufficient) on all standards related to “School Counseling” Concentration (CACREP.2016.5.G)</p> <p>Annually, CACREP standard with lowest average rubric score will be</p>	Results: Analysis of related CMAS rubric provides evidence for 75% of students demonstrating knowledge at the Capstone Level in “professional organizations, preparation standards, and credentials relevant to the practice of school counseling” (CACREP-2016-5.G.2.I).	<p>Benchmark not met.</p> <p>As Analysis of related CMAS rubric provides evidence for 75% of students demonstrating knowledge at the Capstone Level in Understanding “professional organizations, preparation standards, and credentials relevant to the</p>

2019-2020 Student Learning Outcomes	Assessment Methodology (Measures)	Assessment Targets	2019-2020 Assessment Findings	Recommendations for Improvements in 2020-2021
		selected for curricular improvement.		<p>practice of school counseling”, standard CACREP-2016-5.G.2.1 was selected for curricular modification.</p> <p>Core faculty discussed this standard and how it relates to the concept of developing the counselor professional identity. Course custodian, Dr. Shelley Salter, will teach this class with which this standard is associated, CG 508 – Foundations of School Counseling in the spring of 2021, and has modified lesson plans to place a stronger focus on professional organizations, preparation standards, and credentials related specifically to the practice of school counseling .</p>
Student Learning Goal 10: Mental Health Counseling Degree Candidates will demonstrate an understanding of Clinical Mental Health Counseling	Rubric Score for Key Assignments in CMAS Assessment System	80% of CMHC candidates will achieve a score of 3 (Above Sufficient) on all standards related to “Clinical Mental Health Counseling” (CACREP.2016.5.C)	Results: Analysis of related CMAS rubric provides evidence for 67% of students demonstrating knowledge at the Capstone Level in “History and development of clinical	Benchmark not met. As Analysis of related CMAS rubric provides evidence for 67% of students demonstrating knowledge at the Capstone

2019-2020 Student Learning Outcomes	Assessment Methodology (Measures)	Assessment Targets	2019-2020 Assessment Findings	Recommendations for Improvements in 2020-2021
(Clinical Mental Health Counseling - CACREP 2016.5.C)		Annually, CACREP standard with lowest average rubric score will be selected for curricular improvement.	mental health counseling” (CACREP-2016-5.C.1.a).	Level in Understanding “History and development of clinical mental health counseling”, this was selected as a standard for curricular improvement. Course custodian has implemented curricular improvements to more thoroughly address related concepts in future iterations of this course.

All Program/Administrative Unit Outcomes

2019-2020 Program/Administrative Unit Outcomes	Assessment Methodology (Measures)	Assessment Targets	2019-2020 Assessment Findings	Recommendations for Improvements in 2020-2021
Program Goal 1: Increase use of technology to systematically improve program delivery and increase data collection through use of an electronic assessment system: Counseling Program Director will work with faculty and the Educational Assessment Resources Coordinator at the beginning of	Inspection of Livetext Rubric Data and Rubric Reports	100% of Key assessments will be revised to reflect the eight Common Core Areas in the Counseling Curriculum as outlined in 2016 CACREP standards.	Benchmark Met. All LMU CG courses utilized correct, updated rubrics with CACREP 2016 standards.	Continue to require that 100% of all 2016 CACREP core curriculum standards are assessed in Key Assessments in the ViaLivetext system, and monitor faculty completion of Livetext rubrics.

2019-2020 Program/Administrative Unit Outcomes	Assessment Methodology (Measures)	Assessment Targets	2019-2020 Assessment Findings	Recommendations for Improvements in 2020-2021
every term with Counseling faculty, to assure that the correct 2016 CACREP standards, as identified in the curriculum plan, are assessed.				
<p>Program Goal 1: Increase use of technology to systematically improve program delivery and increase data collection through use of an electronic assessment system: As this begins a new assessment process, annually, the effect of curricular modifications will be assessed with Rubric data for the subsequent year.</p> <p>Each following year, rubric data will be analyzed, and CACREP Standards with the lowest level of knowledge attainment will be selected for curricular improvement.</p> <p>For the 2019 – 2020 Academic year, the Counseling Program OAR has been revised to assess one CACREP School Counseling Standard and One CACREP Mental Health Counseling Standard, going forward.</p>	Inspection of Livetext Rubric Data and Rubric Reports	80% of all students will evidence “above sufficient” knowledge acquisition of the 2016 CACREP standards on rubrics associated with Key Assignments in all School Counseling and Mental Health Counseling Standards.	<p>Benchmark Met.</p> <p>As detailed elsewhere in this report, one standard for improvement was selected from among the School Counseling and the Mental Health Counseling Standards for this 2019 - 2020 Counseling Program OAR report.</p>	Continue the Assessment and Curriculum improvement cycle to ensure that one School Area Specialty and one Mental Health Area Specialty are identified for curricular improvement annually, by analysis of rubric data in the ViaLivetext system.

2019-2020 Program/Administrative Unit Outcomes	Assessment Methodology (Measures)	Assessment Targets	2019-2020 Assessment Findings	Recommendations for Improvements in 2020-2021
This Counseling Program Data Retreat meeting will be held Annually in May, to facilitate Outcomes Assessment Report writing over the Summer.				
<p>Program Goal 1: Increase use of technology to systematically improve program delivery and increase data collection through use of an electronic assessment system: For the 2019 – 2020 Academic year, Counseling Program Administrative Assistant will develop a list of all assessments and place on a calendar for accurate sending of information.</p>	Inspection of Calendar of Program Director and Counseling Program Administrative Assistant, and Counseling Program OAR report.	100% of Program Assessments will be compiled in a list and important assessments will be placed on a calendar.	<p>Benchmark Met.</p> <p>All Program Assessments have been compiled in a list, taken from the Counseling Program OAR, and are associated with set timelines in Program For Assessments not sent out by larger University, Program Director and Administrative Assistant collaborated on sending out the Alumni and Employer Survey.</p> <p>All Program Assessment have been compiled and integrated into The Comprehensive Assessment Plan for the Counseling Program</p>	<p>For the 2020 – 2021 year and forward, LMU Counseling Program Assistant to mark a date on the calendar 6 months from graduation and contact Program Graduates with an email and the Alumni Survey as well as enquire about employment.</p> <p>Program Director to distribute The Comprehensive Assessment Plan for the Counseling Program to all program stakeholders.</p>
<p>Program Goal 1: Increase use of technology to systematically improve program delivery and increase data collection through use of an electronic</p>	Survey results comparing on-line to traditional format of course delivery.	Counseling students will report at least equivalent satisfaction and CACREP Standard attainment with online courses as opposed	<p>Benchmark not met.</p> <p>Data set was corrupted due to shift of 100% of courses online in the middle of</p>	For the 2020 - 2021 Academic year, counseling core faculty will design a Program specific assessment of student

2019-2020 Program/Administrative Unit Outcomes	Assessment Methodology (Measures)	Assessment Targets	2019-2020 Assessment Findings	Recommendations for Improvements in 2020-2021
<p>assessment system: For the 2019 – 2020 Academic year, Counseling Faculty will monitor student experience of online and hybrid course formats as opposed to traditional delivery.</p>		<p>to face-to-face course delivery</p>	<p>semester due to Covid-19 pandemic precautions.</p>	<p>experience of online vs. seated course experience and use to inform future curriculum and course delivery.</p>
<p>Program Goal 1: Increase use of technology to systematically improve program delivery and increase data collection through use of an electronic assessment system: LMU faculty will analyze aggregate assessment of student disposition data to identify areas for program improvement.</p>	<p>Educator / Counselor Dispositions Form</p>	<p>100% of students will score “Developing” or “Meets Expectations” on all elements of the Educator / Counselor Dispositions Form</p>	<p>Benchmark Met</p>	<p>Benchmark met.</p> <p>No recommendations for Improvement in Instructional Strategies as Learning Outcome appears to be met.</p> <p>While no student scored “Needs improvement” inspection of data set revealed that there were some blank entries in assessment data.</p> <p>Counseling Program Director will remind faculty in skills based and clinical courses to complete all Disposition forms. Counseling Program Director will work with the Director of Assessment to monitor faculty completion of Educator / Counselor Dispositions Forms at the</p>

2019-2020 Program/Administrative Unit Outcomes	Assessment Methodology (Measures)	Assessment Targets	2019-2020 Assessment Findings	Recommendations for Improvements in 2020-2021
				end of the semester to ensure that data set is complete.
<p>Program Goal 2: Increase Stakeholder Involvement in the Development and Evaluation of the Program – Outcome: 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>Inspection of Faculty Scholarly Activity Reports and emails with local counselor training directors</p>	<p>Faculty will show evidence of high quality presentations and collaborate to increase presentations with students.</p>	<p>Benchmark Met</p> <p>Dr. Shelley Salter and Graduate Counseling Student Teresa Canfield (also recent Blount County Schools teacher of the Year) presented on the ASCA model at the Tennessee Counseling Association in November 2019.</p> <p>Dr. Connie Theriot led a Continuing education Session and also a scheduled small table discussion at the Ethical and Legal Issues in Counseling Conference in New Orleans from February 11 - 13, 2019.</p> <p>Dr. Mark Tichon and adjunct Dr. Ryan Boddy presented on Complicated Grief at the Smoky Mountain Counseling Association One Day</p>	<p>For the 2020 – 2021 academic year and beyond, Counseling faculty at LMU will continue to engage in conference presentations as well as utilize LMU facilities for Continuing Training Opportunities for Site Supervisors and Licensed Counselors.</p>

2019-2020 Program/Administrative Unit Outcomes	Assessment Methodology (Measures)	Assessment Targets	2019-2020 Assessment Findings	Recommendations for Improvements in 2020-2021
			Conference on February 29, 2020.	
<p>Program Goal 2: Increase Stakeholder Involvement in the Development and Evaluation of the Program – Outcome: LMU faculty will review satisfaction data as related Key components of the LMU Counseling Program as assessed by graduating students, in light of recent curricular changes and need to monitor student preparation for professional counseling post-graduation.</p>	LMU Graduating Student Survey	<p>On the Graduating Student Survey, 90% of students will report the top two measures of “Very Satisfied” And “Satisfied” with the following aspects of the LMU Counseling Program:</p> <p>Overall Satisfaction with the Education Programs at LMU</p> <p>Accessibility of Faculty</p> <p>Quality of Instruction</p> <p>Appreciation of Diversity</p>	<p>Assessment findings are as follows:</p> <p>Data analysis of responses to the Graduating Student Survey provides evidence that graduating students are “Very Satisfied” or “Satisfied” with the following aspects of the program as indicated:</p> <p>Overall Satisfaction with the Education Programs at LMU – 93%</p> <p>Accessibility of Faculty – 96%</p> <p>Quality of Instruction – 93%</p> <p>Appreciation of Diversity – 100%</p>	<p>Benchmark met.</p> <p>No recommendations for programmatic improvements are indicated.</p>
<p>Program Goal 2: Increase Stakeholder Involvement in the Development and Evaluation of the Program – Outcome:</p>	Counseling Program Alumni Survey	On the Counseling Program Alumni Survey, 80% of Alumni will rate LMU at “Mastery” or	<p>Assessment findings are as follows:</p>	Recommended Improvements are as follows:

2019-2020 Program/Administrative Unit Outcomes	Assessment Methodology (Measures)	Assessment Targets	2019-2020 Assessment Findings	Recommendations for Improvements in 2020-2021
<p>LMU faculty will more closely seek feedback on the effectiveness of the LMU Counseling Program from Counseling Program Alumni, in light of recent curricular changes and need to monitor student preparation for professional counseling post-graduation.</p>		<p>“Accomplished” level on rating scales associated with the LMU Counseling Program Objectives, which are based on the 8 CACREP Core Curriculum areas.</p>	<p>Data analysis of responses to the Counseling Program Alumni Survey provides evidence that Alumni perceive that they have met, at the “Mastery” or “Accomplished” level, knowledge associated with 5 out of 10 of the Counseling Program Objectives.</p> <p>The area where Alumni scored lowest was Research and Program Evaluation. In this area, 40% of Counseling Program alumni scored at the target level.</p>	<p>As 58% of Counseling Program Alumni scored at the target level of “Mastery” or “Accomplished” in relation to knowledge of Research and Program Evaluation, Counseling Faculty will hold a virtual “Research Recruitment Meeting” in the 2020 – 2021 academic year, to highlight personal research interests and projects to encourage student engagement in the research and scholarly activity process while in graduate school.</p>
<p>Program Goal 2: Increase Stakeholder Involvement in the Development and Evaluation of the Program – Outcome: LMU faculty will more closely seek feedback on the effectiveness of the LMU Counseling Program from employers of Counseling Program graduates, in light of recent curricular changes and need to monitor student</p>	<p>Counseling Program Employer Survey</p>	<p>On the Counseling Program Employer Survey, 80% of Employers will rate LMU Counseling Program graduates at “Mastery” or “Accomplished” level on all ratings associated with the LMU Counseling Program Objectives, which are based on the 8 CACREP Core Curriculum areas.</p>	<p>Assessment findings are as follows:</p> <p>Benchmark Met.</p> <p>Employers of graduates of the LMU Counseling Program rated program graduates at or above 80% on all LMU Counseling Program Objectives correlated with the eight CACREP Core Curriculum</p>	<p>Benchmark Met.</p> <p>Recommended Improvements are as follows:</p> <p>As many Site Supervisors also serve as employers who make hiring decisions, data for the Employer Survey has been used as a general gauge for Site Supervisor follow-up evaluation.</p>

2019-2020 Program/Administrative Unit Outcomes	Assessment Methodology (Measures)	Assessment Targets	2019-2020 Assessment Findings	Recommendations for Improvements in 2020-2021
preparation for professional counseling post-graduation.			areas on the Counseling Program Employer Survey.	In the 2020 – 2021 academic year, Practicum and Internship coordinator to develop a separate assessment instrument for follow-up survey of Site Supervisors.
<p>Program Goal 3: Increased Focus on Collaboration with Site Supervisors. For the 2019-2020 Academic year, all full-time faculty will schedule and attend at least three Site Visits, as Directed by the Program Practicum and Internship Coordinator, based on the geographical region in where they live.</p> <p>This is in an effort to continue to build ongoing person-to-person relationships with Site Supervisors and all full-time Counseling Faculty at LMU.</p>	Inspection of Clinical Site Visit Reports on file with LMU Counseling Program Practicum and Internship Coordinator for the year 2019 – 2020.	Each Core Faculty will visit at least three clinical sites per academic year	<p>Benchmark Met</p> <p>Dr. Connie Theriot visited 4 clinical sites in Fall 2019.</p> <p>Dr. Joel “David” Effler visited 5 clinical sites in Fall 2019.</p> <p>Dr. Mark Tichon visited 5 clinical sites in the Fall semester of 2019.</p> <p>Dr. Shelley Salter, Practicum and Internship Coordinator, made greater than 20 visits to Schools and Mental Health Counseling Facilities in the 2019 – 2020 Academic year.</p>	<p>Due to Covid-19 pandemic and a smaller number of clinical placements in the 2020 – 2021 Academic year, Program Practicum and Internship Coordinator, will conduct all Site Visits.</p> <p>Anecdotal feedback from faculty, students and Site Supervisors indicates that this is helpful for building collaborative relationships and uniform messaging and communication during the pandemic.</p>
Program Goal 3: Strengthen Clinical Training Opportunities	Inspection of Faculty Scholarly Activity reports	Annually, the LMU Counseling Program will	Benchmark Met.	For the 2020 – 2021 Academic year, Practicum

2019-2020 Program/Administrative Unit Outcomes	Assessment Methodology (Measures)	Assessment Targets	2019-2020 Assessment Findings	Recommendations for Improvements in 2020-2021
<p>and processes related to field and Clinical Placement of Counseling Interns – Outcome: Develop Site Supervisor Training Opportunities at LMU for Site Supervisors.</p>	<p>and emails with local area Public School Counseling supervisors.</p>	<p>host, or participate in, at least one Site Supervisor Training in seated or online format.</p>	<p>Knox County Schools held an event which provided training in Mental Health Literacy for over 100 school personnel and over 10 LMU Counseling faculty and students when Julia V. Taylor, Ph.D., Assistant Professor of Counselor Education in the Curry School of Education at the University of Virginia (UVA) in Charlottesville, presented on "Mental Health Literacy" to Knox County Schools at the LMU DCOM-Knoxville on Cogdill road on October 28, 2019.</p>	<p>and Internship Coordinator and Counseling Program Director will collaborate on online trainings for Knox County Schools as well as the Tennessee Licensed Professional Counselor Association.</p>

III. Form 3

All Student Learning Outcomes

<p style="text-align: center;">Specific Recommendations Resulting From Assessment in 2018-2019</p>	<p style="text-align: center;">Specific Changes Implemented in 2019-2020 and Detailed Outcomes of those Changes</p>	<p style="text-align: center;">Recommendations for Further Improvements in 2020-2021</p>
<p>Student Learning Goal 1: Program Director has communicated that in future iterations CG 501 – Professional Orientation and Ethics in Counseling, the “Counselor Candidate Case Study” Rubric will be modified from “Ethical Self Awareness” to highlight “Professional Organizations and Credentialing Bodies” prominently in rubric and assignment completion guide.</p>	<p>Faculty who teach CG 501 – Professional Orientation and Ethics in Counseling have incorporated the correct rubric with 2016 CACREP Standards and assessed student acquisition of this CACREP Standard.</p> <p>Only 25% achieved Capstone Knowledge in one of the standards associated with this course.</p>	<p>Benchmark not met.</p> <p>As Analysis of related CMAS rubric provides evidence for 25% of students demonstrating knowledge at the Capstone Level in Understanding “ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling”, this was selected as the targeted standard for improvement.</p> <p>Core faculty discussed possible meanings and interpretations for this data and decided that curricular improvements were required to more thoroughly address related concepts in future iterations of this course.</p> <p>This was a standard targeted for improvement in the assessment cycle. Therefore, as the standard has not been achieved for two years, course custodian Dr. Connie Theriot worked in collaboration with</p>

Specific Recommendations Resulting From Assessment in 2018- 2019	Specific Changes Implemented in 2019-2020 and Detailed Outcomes of those Changes	Recommendations for Further Improvements in 2020-2021
		<p>counseling program director to revise the assignment and assessment rubric.</p> <p>Standard CACREP-2016-2.F.6.g was more clearly aligned with the Key Assignment in CG 501 – Professional Orientation and Ethics in Counseling and the ViaLivetext Assessment Rubric was revised for use in Fall 2020 term and beyond.</p>

<p align="center">Specific Recommendations Resulting From Assessment in 2018-2019</p>	<p align="center">Specific Changes Implemented in 2019-2020 and Detailed Outcomes of those Changes</p>	<p align="center">Recommendations for Further Improvements in 2020-2021</p>
<p>Student Learning Goal 2: Counseling Program Director, in conjunction with the Coordinator of Educational Assessment Resources, has revised rubric for the 2019 – 2020 academic year with the correct CACREP Social and Cultural Diversity Standards. This corrected rubric will be used for future iterations of this course.</p>	<p>Program Director, in conjunction with Coordinator of Educational Assessment Resources, met at beginning of the 2019 – 2020 academic year to ensure that the correct 2016 CACREP Standards were being assessed with rubric for CG 531 – Social and Cultural Aspects of Counseling.</p> <p>For the 2019 – 2020 Academic year, correct rubric was utilized and analyzed.</p>	<p>As Analysis of related CMAS rubric provides evidence for 79% of students demonstrating knowledge at the Capstone Level in Understanding “theories and models of multicultural counseling, cultural identity development, and social justice and advocacy”, this was selected as a target standard for improvement.</p> <p>Counseling core faculty discussed student achievement of standard was just below the suggested cutoff score. Faculty also discussed the spirit of the standard in providing students with a knowledge of social justice and advocacy.</p> <p>To address this deficiency, core faculty made curricular improvements to more thoroughly address related concepts in future iterations of this course, specifically that concepts related to social justice and white privilege are thoroughly infused into the CG 531 – Social and Cultural Aspects of Counseling, in 2020 – 2021 Academic year and beyond.</p>
<p>Student Learning Goal 4: Program Director has communicated that in future iterations CG 521 – abstract theories such as SCCT – Social</p>	<p>For the 2019 – 2020 Academic year, CG 521 – Career Counseling course instructor incorporated closer focus on teaching Counseling theories and models of career</p>	<p>Benchmark met.</p> <p>No further Improvements needed.</p>

<p align="center">Specific Recommendations Resulting From Assessment in 2018-2019</p>	<p align="center">Specific Changes Implemented in 2019-2020 and Detailed Outcomes of those Changes</p>	<p align="center">Recommendations for Further Improvements in 2020-2021</p>
<p>Cognitive Career Theory, will be taught more thoroughly, with class exercises and examples.</p>	<p>development, counseling, and decision making, including abstract theories such as SCCT – Social Cognitive Career Theory into lesson planning.</p> <p>As a result, 100% of students scored at Capstone “Above Sufficient” on CACREP Standard 2.F.4.a theories and models of career development, counseling, and decision making.</p>	
<p>Student Learning Goal 7: Program Director has communicated that in future iterations CG 671 – Assessment in Counseling - more time will be spent on the basics of test construction and concepts of reliability and validity.</p>	<p>For the 2019 – 2020 Academic year, Counseling Program Director communicated to faculty the need to teach more basic concepts on test construction and the concepts of reliability and validity.</p> <p>As a result of curricular improvement, 97% of students scored at Capstone “Above Sufficient” on CACREP Standard 2.F.7.h “reliability and validity in the use of assessments”.</p>	<p>As Benchmark has been met, No further Improvements needed.</p>
<p>Student Learning Goal 9: Program Director has communicated that in future iterations CG 508 – Foundations of School Counseling - more time will be spent on the basics of data analysis to develop an evidence-based culture of School Counseling Program Development.</p>	<p>For the 2019 – 2020 Academic year, Counseling Program Director communicated to faculty the need to focus more closely on the “use of data to advocate for programs and students” (CACREP-2016-5.G.3.o).</p> <p>Counseling Practicum and Internship Coordinator incorporated closer focus on use of data to make data-driven decisions into the CG 508 – Foundations of School</p>	<p>As Benchmark has been met, No further Improvements needed.</p>

<p align="center">Specific Recommendations Resulting From Assessment in 2018-2019</p>	<p align="center">Specific Changes Implemented in 2019-2020 and Detailed Outcomes of those Changes</p>	<p align="center">Recommendations for Further Improvements in 2020-2021</p>
	<p>Counseling - more time will be spent on the basics of data analysis to develop an evidence-based culture of School Counseling Program Development.</p> <p>As a result, 100% of students scored at Capstone “Above Sufficient” on CACREP Standard 5.G.3.o “use of data to advocate for programs and students”.</p>	
<p>Student Learning Goal 10: Program Director has communicated that in future iterations CG 669 – Psychopharmacology – an exemplar of key assignment highlighting Capstone “Above Sufficient” demonstration of the “classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation” CACREP Standard.</p>	<p>For the 2019 – 2020 Academic year, Counseling Program Director communicated to faculty the need to focus more closely on the “classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation” (CACREP-2016-5.C.2.h).</p> <p>Counseling faculty incorporated closer focus on teaching this material in the CG 669 – Psychopharmacology – course and providing an exemplar of the key assignment.</p> <p>As a result, 100% of students scored at Capstone “Above Sufficient” on “classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation” (CACREP-2016-5.C.2.h)</p>	<p>As Benchmark has been met, No further Improvements needed.</p>

All Program/Administrative Unit Outcomes

Specific Recommendations Resulting From Assessment in 2018-2019	Specific Changes Implemented in 2019-2020 and Detailed Outcomes of those Changes	Recommendations for Further Improvements in 2020-2021
<p>The large majority of CACREP 2016 standards were assessed in the Key assignment rubrics, but due to entry error and use of an obsolete rubric, the 100% benchmark was not met.</p> <p>At the beginning of every semester, Counseling Faculty to have meeting with Coordinator of Educational Assessment Resources to ensure that correct rubrics with 2016 standards are utilized.</p>	<p>At the beginning of every semester, Counseling Faculty checked to ensure that the correct Rubrics were being used in Livetext and Counseling Program Director communicated any discrepancies to the Coordinator of Educational Assessment Resources.</p> <p>As evidenced in the ViaLivetext Assessment system, 100% of courses utilized the correct 2016 CACREP standards.</p>	<p>Counseling Faculty will Continue to assess 100% of CACREP curricular standards in ViaLivetext.</p>
<p>This Counseling Program Data Retreat meeting will be held Annually in May, to facilitate Outcomes Assessment Report writing over the Summer.</p>	<p>For the year 2019 – 2020, Counseling Faculty reviewed outcome data and had a Practicum readiness electronic meeting where Counseling Practicum and Internship Coordinator sent all applicants to CG Program Faculty, who then reviewed key transition data.</p> <p>This served as the June 2020 Data retreat meeting in Social Distancing format, due to Covid-19 precautions.</p>	<p>For the Academic year 2020 – 2021 and forward, Counseling Program faculty will have 2 data retreat meetings per year. The Practicum approval meeting, to review and approve candidates for entry into clinical practice in May or June and a Data retreat meeting prior to the beginning of the academic year, in late July or early August each year, to review prior year assessment data prior to the official start of the school year.</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>	<ul style="list-style-type: none"> • Knox County Schools held an event which provided training in Mental Health Literacy for over 100 school personnel and over 10 LMU Counseling faculty and students when Julia V. Taylor, Ph.D., Assistant Professor of Counselor Education in the Curry School of Education at the University of Virginia 	<p>Benchmark met.</p> <p>As this is a critical function for the Program and University, LMU faculty will continue to engage in conference presentations as well as utilize LMU facilities for Continuing Training</p>

Specific Recommendations Resulting From Assessment in 2018-2019	Specific Changes Implemented in 2019-2020 and Detailed Outcomes of those Changes	Recommendations for Further Improvements in 2020-2021
	<p>(UVA) in Charlottesville, presented on "Mental Health Literacy" to Knox County Schools at the LMU DCOM-Knoxville on Cogdill road on October 28, 2019.</p> <ul style="list-style-type: none"> • Dr. Shelley Salter and Graduate Counseling Student Teresa Canfield (also recent Blount County Schools teacher of the Year) presented on the ASCA model at the Tennessee Counseling Association in November 2019. • Dr. Connie Theriot led a Continuing education Session and also a scheduled small table discussion at the Ethical and Legal Issues in Counseling Conference in New Orleans from February 11 - 13, 2019. • Dr. Mark Tichon and adjunct Dr. Ryan Boddy presented on Complicated Grief at the Smoky Mountain Counseling Association One Day Conference on February 29, 2020. • Dr. Mark Tichon and Dr Shelley Salter are collaboarting on two upcoming Zoom presentations on Counselor Supervision focusing on the Gatekeeping Process. 	<p>Opportunities for Site Supervisors and Licensed Counselors.</p>
<p>For the 2018-2019 Academic year, all full-time faculty will schedule and attend at least three Site Visits, as Directed by the Program Practicum and</p>	<p>Dr. Connie Theriot visited 4 clinical sites in Fall 2019.</p>	<p>Due to Covid-19 pandemic and a smaller number of clinical placements in the 2020 – 2021 Academic year, Program Practicum and Internship Coordinator, will conduct all Site Visits.</p>

Specific Recommendations Resulting From Assessment in 2018-2019	Specific Changes Implemented in 2019-2020 and Detailed Outcomes of those Changes	Recommendations for Further Improvements in 2020-2021
<p>Internship Coordinator, based on the geographical region in where they live.</p> <p>This is in an effort to continue to build ongoing person-to-person relationships with Site Supervisors and all full-time Counseling Faculty at LMU.</p>	<p>Dr. Joel “David” Effler visited 5 clinical sites in Fall 2019.</p> <p>Dr. Mark Tichon visited 5 clinical sites in the Fall semester of 2019.</p> <p>Dr. Shelley Salter, Practicum and Internship Coordinator, made greater than 20 visits to Schools and Mental Health Counseling Facilities in the 2019 – 2020 Academic year.</p>	<p>Anecdotal feedback from faculty, students and Site Supervisors indicates that this is helpful for building collaborative relationships and uniform messaging and communication during the pandemic.</p>
<p>Rubrics and Key Assignments were completely redesigned as curriculum was updated to assess CACREP 2016 standards and all rubrics were new in the 2018 – 2019 academic year. Recommendations for further improvement in 2019 – 2020 consists of analyzing rubric data and making any indicated curricular or rubric changes.</p> <p>For the 2019 – 2020 Academic year, the Counseling Program OAR has been revised to assess one CACREP School Counseling Standard and One CACREP Mental Health Counseling Standard, going forward.</p>	<p>One specific curricular standard for each School Counseling and Mental Health Counseling was targeted for improvement in the 2019 – 2020 academic year. Analysis of rubric results provided evidence that both targeted standards were achieved at Capstone level by greater than 80% of the students, thus curricular improvements appear to have been effective.</p>	<p>For the 2020 – 2021 Academic year, and going forward, one CACREP School Counseling Standard and One CACREP Mental Health Counseling Standard, will be targeted for curricular improvement.</p>
<p>For the 2019 – 2020 Academic year, Counseling Program Administrative Assistant will develop a list of all assessments and place on a calendar for accurate sending of information.</p>	<p>During the 2019 – 2020 year, Counseling Program Assistant worked closely with Counseling Program Director to calculate CACREP Vital Statistics such as enrollment,</p>	<p>For the 2020 – 2021 academic year and beyond, Counseling Program Director has communicated that Counseling Program Administrative Assistant will put a reminder on calendar 6</p>

Specific Recommendations Resulting From Assessment in 2018-2019	Specific Changes Implemented in 2019-2020 and Detailed Outcomes of those Changes	Recommendations for Further Improvements in 2020-2021
	<p>graduation rate, and employment rate as well as send out Program specific assessments such as the Counseling Program Alumni survey.</p> <p>All Program Assessments have been compiled and integrated into The Comprehensive Assessment Plan for the Counseling Program.</p>	<p>months from graduation date and at this time will send each graduate an alumni survey as well as inquire about employment status.</p> <p>Program Director to distribute The Comprehensive Assessment Plan for the Counseling Program to all program stakeholders.</p>
<p>For the Academic year 2019 – 2020 and beyond, all School Counseling students will take two separate classes on legal issue in the Public School system, namely: SPED 530 – Special Education Law and Ethics And IL 561 – School Law.</p>	<p>All School Counseling students in the 2019 - 2020 year have taken and passed these two classes focused on School and Special Education Law. Of note, the CAEP lead site reviewer from Vanderbilt had a background and expertise in Special Education, and commented on the high level of knowledge and experience of LMU School Counseling Candidates in Special Education Law.</p>	<p>For the 2020 – 2021 Academic year and beyond, all LMU School Counseling MEd degree candidates will continue to take two separate classes on legal issue in the Public School system, namely: SPED 530 – Special Education Law and Ethics And IL 561 – School Law. Due to the increased focus on IEPs and Special Education in the P-12 School System, and School Counselors’ increasing role.</p>
<p>For 2019 – 2020 academic year, Counseling Practicum and Internship Coordinator will maintain an electronic mailing list and send regular updates and information on best practices in Counseling Supervision to LMU Counseling Site Supervisors to increase connection between LMU Counseling Program and clinical training partners.</p>	<p>Counseling Program Practicum and Internship Coordinator has maintained regular contact with Site Supervisors through phone and email contact. Counseling Program Practicum and Internship Coordinator has also informed Counseling students of monthly meetings of the local Smoky Mountain Counseling Association and encouraged attendance at conference and trainings.</p>	<p>For the 2020 – 2021 Academic year, Practicum and Internship Coordinator and Counseling Program Director will collaborate on online trainings for Knox County Schools as well as the Tennessee Licensed Professional Counselor Association.</p>
<p>Course CG 595 will be given a unique course number and added to the electives in Mental</p>	<p>Course CG 595 – Addiction Counseling has been taught 2 times at LMU Counseling</p>	<p>Counseling Program faculty will take the proposal to make “Addiction Counseling” a</p>

Specific Recommendations Resulting From Assessment in 2018-2019	Specific Changes Implemented in 2019-2020 and Detailed Outcomes of those Changes	Recommendations for Further Improvements in 2020-2021
Health Counseling at LMU through the academic council.	Program, and is scheduled to be taught again in the Fall semester of 2020. Counseling Program Director has emailed LMU Registrar to assign a course number.	permanent addition to the LMU Counseling Program Course offerings to the September 2020 Academic Council.
Counseling Program Director will work with full-time faculty to develop a Self Study for re-accreditation and submit to the CACREP National Office by February 28, 2020.	Due to CACREP Suggestion to have completed Self Study submitted to CACREP Board One year prior to Board meeting, timeline for completion of CACREP Self Study on 2016 Standards is suggested as July 2020.	<p>Due to extra course preparation for transferring courses to an online format from March – July 2020 due to the Covid-19 pandemic, CACREP Self-Study to be completed by the end of the Fall 2020 semester, which will initiate the CACREP Accreditation reaffirmation process.</p> <p>Feedback from the LMU Counseling Program contact in the CACREP main office is that the review and site visit process is taking longer than normal, and that programs are being given 6 month, penalty-free extensions on the current accreditation period. Therefore when the program does get reaccredited, LMU Counseling Program will be accredited for a full two or eight year time period.</p>

IV. Form 4

Form 4 exists as a digest of data and materials used in the assessment process. In the space below please list the types of direct measures and indirect measures used in the assessment process. In this list you should include evidence of using items such as: Assignments, projects, writing samples, focus groups, LMU student satisfaction surveys, NSSE, Ruffalo Noel Levitz SSI, CIRP, and other faculty, staff, or student surveys. In the table below, simply list the name of the measure and where it was used in the assessment process.

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

Indirect Measures gauge student perceptions of their own learning through surveys, focus groups, etc.

Digest of Assessment Measures

Type/Name of Measure	Direct or Indirect Measure	Target Audience	How were 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 Transitions and CMAS ViaLivetext 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.

Type/Name of Measure	Direct or Indirect Measure	Target Audience	How were the Data Used?
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

Please email any appendix documents to k.perkins-holtsclaw@lmunet.edu for inclusion in this report.

CACREP VITAL STATISTICS REPORT – 2017 – 2020

MEd Counseling Programs at Lincoln Memorial University

CLINICAL MENTAL HEALTH COUNSELING PROGRAM

	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Number of Students Enrolled <i>(on Feb 1, current year)</i>	30	31	29	24
Number of Graduates <i>(Summer & Fall prior year, Spring current year)</i>	13	12	9	12
Completion Rate	95%	82%	72%	86%
NCE Examination Pass Rate	100%	100%	40%	N/A
Job Placement Rate	92%	83%	89%	82%

SCHOOL COUNSELING PROGRAM

	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Number of Students Enrolled <i>(on Feb 1, current year)</i>	26	23	30	28
Number of Graduates <i>(Summer & Fall prior year, Spring current year)</i>	16	21	17	14
Completion Rate	97%	84%	87%	100%
School Counseling Praxis Pass Rate	100%	100%	92%	93%
Job Placement Rate	86%	56%	71%	92%

APPENDIX B – Significant Program Changes and Activities – 6-1-2019 – 5-31-2020

The following significant program changes and activities during the 2019 – 2020 Academic year specifically advanced the mission of the LMU Counseling Program and advancement of the CACREP Standards.

School Counseling Program increased from 48 to 60 semester credit hours.

For students beginning the LMU Counseling Program in the Fall 2020 term and later, The School Counseling degree specialization has been increased from 48 to 60 credit hours. This was to align the School Counseling Program with CACREP Standard *CACREP.2016.1.J - ...Until June 30, 2020, Career Counseling, College Counseling and Student Affairs, and School Counseling specialty areas require a minimum of 48 hours or 72 quarter hours. Beginning July 1, 2020, all entry-level degree programs require a minimum of 60 semester credit hours or 90 quarter credit hours for all students.* This was done by adding focused experiences in Special education Law, Curriculum and Lesson Planning, and Classroom Behavior Management. These additional four courses will more closely provide students with knowledge critical to the functioning as a professional in the PreK – 12 public school system.

Graduate Education Service Learning Cultural Exchange Study abroad Trip to Mongolia.

Counseling Program Director Dr. Mark Tichon co-led with Dr. Duran Williams, Director of the Online Masters of Education Program, a Graduate Education Study Abroad Program to Mongolia. This 10 day exploration of culture and service learning was the first Graduate Education study abroad trip. 10 counseling program students and 2 MEd online students travelled to Ulaanbaatar, Mongolia, partnered with Ider University, visited with staff from the US embassy, engaged in cultural exploration through visits to historical sites, and participated in a service learning day at an orphanage. This furthered the goal in the mission statement of “Appalachia and the increasingly global world beyond” from the Counseling Program Mission Statement. Dr. Tichon and Dr. Williams presented LMU President Dr. Hess a parchment with “LMU & Ider” written in Mongolian script at the beginning of the year University-wide faculty and staff meeting. Anecdotal feedback from students was that this was a valuable experience. School of Education faculty to investigate future study abroad opportunities for graduate counseling program students.