# 2013-2014 Outcome Assessment Report (OA)

1. **Academic Program/Operational Office Leader:** Mark Tichon, PhD

2. **Academic School/Operational Division Mission Statement:**
   The Carter and Moyers School of Education at Lincoln Memorial University is dedicated to preparing professional educators of distinction who embody the three core ideals of **Values, Education,** and **Service** in candidates who:

   - Demonstrate the disposition of Education profession. **(Values)**

   - Articulate and demonstrate the knowledge base of moral, social, and political dimensions which will impact individual students, schools, districts, and communities for the enrichment of society. **(Values)**

   - Demonstrate the teaching skills and learning strategies acquired through rigorous academic studies and active engagement in real life classroom experiences while involved in field and clinical placements in partner P-12 Schools. **( Education)**

   - Promote lifelong learning through continued professional development and scholarship. **(Education)**

   - Assist in meeting the Educational needs of a global society, especially the underserved. **( Service)**

   Articulate an understanding that all students can learn as well as demonstrate the dispositions to serve and teach diverse student populations. **(Service)**

3. **Academic Program/Operational Office Mission Statement:**

The Counseling Program has as its primary mission the preparation of culturally and ethically competent counselors to serve the historically underserved peoples of the Appalachian region, and increasingly interlinked global community beyond. Program graduates will be able to utilize psychological principles, developmental understandings, and counseling techniques in a strengths based, solution-focused paradigm to assist students and clients with the best opportunity to achieve healthy functioning in the areas of educational, personal, social and vocational development.

Program offerings, service learning activities and field experiences are designed to encourage personal, professional, and social growth. Graduates of the Counseling Programs are prepared to provide counseling and consultation services in school, mental health, or community agency settings and are eligible to stand for licensure or certification in their respective area of specialty.

4. **Describe how the Academic Program/Operational Office Mission Statement relates to LMU's Mission Statement:**
The Counseling Program Mission Statement was developed under the guiding principles of the University and the Carter and Moyers School of Education mission statement by giving counselor candidates the opportunity to develop an understanding of themselves and how they relate to others in an ever-changing, increasingly global market.

The philosophy of the Carter & Moyers School of Education, "Preparing professional Educators of distinction to make a positive impact on this generation and the next," provides the philosophical base, direction, and parameters, achieved through a constructivist, self-directed and lifelong learner theory, for the development of professional Educators, at both the initial and advanced levels, through:

Values

- Upholding the principles of Abraham Lincoln
- Individual liberty
- Individual responsibility
- Individual improvement
- Respect for citizenship
- Appreciation for a diverse community
- High moral and ethical standards

- A belief in a personal God

Education

- Commitment to quality teaching and instruction
- Commitment to inquiry and research
- Appreciation for the depth of learning in a field of knowledge
- Appreciation and understanding of knowing oneself and the world around us
- An ability to exercise informed judgments

Service

- Belief that a major cornerstone of a meaningful existence is service to humanity
- Service to the community where one lives
- Service in a global and diverse society with an emphasis on the underserved.

5. **Location(s) where Academic/Student Learning Goals are Implemented:** Harrogate, TN

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## I. Form 1

**All Student Learning Goals**

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

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| **Student Learning Goal 9: Counseling Degree Candidates will engage in service learning activities, develop advocacy competencies, collaborative relationships with community agencies, and personal awareness of the needs of historically underserved populations.. (Service Learning)** | *1, 3, 4, 5, 7, 10, 11* | *1, 2, 3, 6* |
| **Student Learning Goal 10: Counseling Degree Candidates will demonstrate the ability to articulate their personal philosophy of counseling and utilize their philosophy in self-reflection and personal growth. (Reflective Practice)** | *1, 2, 3, 10, 11* | *1, 2, 4* |

**All Operational Program Goals**

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

## II.    Form 2

### All Student Learning Goals

| Column 1 | Column 2 | Column 3 | Column 4 |
|---|---|---|---|
| 2013-2014 Student Learning Goals (include the objective(s) underneath the respective goal, if applicable | Expected Outcomes, **i.e.,** Benchmarks | Assessment Methods and Results 2013-2014 | Recommendations for Improvements in 2014-2015 |
| **Student Learning Goal 1: Counseling Degree Candidates will demonstrate an understanding of the counseling profession; develop an identity as a counselor and demonstrate a willingness to provide counseling services within the ethical guidelines of the counseling profession. (Professional Orientation and Ethical Practice (CACREP 2009.II.G.1))** | 80% of Counseling Degree Candidates will appropriately demonstrate a capstone-level comprehensive understanding of Professional and Ethical Issues of the counseling profession. | **Assessment Method:** Faculty evaluation of the students' Professional Resource Manual.<br><br>**Results:** Analysis of related CMAS rubric provides evidence for 90% of students demonstrating knowledge at the Capstone Level in "History and Philosophy of the Counseling Profession" (CACREP-2009-2.G.1.a) | No recommendations for Improvement in Instructional Strategies as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard.<br><br>Rubric Revision: For the 2014 – 2015 Academic Year and Beyond, Rubric to be revised for more discrete assessment of this standard. |
| | | **Assessment Method:** Faculty evaluation of the students' Ethical Case Study Analyses for Ethical Self Awareness.<br><br>**Results:** Analysis of related CMAS rubric provides evidence for 57% of students demonstrating knowledge at the Capstone Level in "Applications of Ethical and Legal considerations in professional counseling" (CACREP-2009-2.G.1.j) | As Analysis of related CMAS rubric provides evidence for only 57% of students demonstrating knowledge at the Capstone Level in "Understanding Different Ethical Perspectives/Concepts". Related concepts to be taught more thoroughly in this course in future.<br><br>Rubric Revision: For the 2014 – 2015 Academic Year and Beyond, |

| | | | Rubric to be revised for more discrete assessment of this standard. |
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| **Student Learning Goal 2: Counseling Degree Candidates will develop an awareness of, and an appreciation for, social and cultural influences on human behavior and to recognize the impact of individual differences on the counseling process.. (Social and Cultural Diversity (CACREP 2009.II.G.2))** | 80% of students will demonstrate capstone level understanding of developing a personal cultural self-awareness. | **Assessment Method:** Faculty evaluation of the students' Acculturative Experience.<br><br>**Results:** Analysis of related CMAS rubric provides evidence for 100% of students demonstrating knowledge at the Capstone Level in "Developing Cultural Self Awareness" (CACREP-2009-2.G.2.e) | No recommendations for Improvement as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard. |
| | | **Assessment Method:** Faculty evaluation of the students' Research Paper on Selected Group.<br><br>**Results:** Analysis of related CMAS rubric provides evidence for 97% of students demonstrating knowledge at the Capstone Level in "Counselors roles in eliminating biases, prejudices, and processes of discrimination.) (CACREP-2009-2.G.2.f) | No recommendations for Improvement as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard. |
| **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** | 80% of students will demonstrate capstone level knowledge of developmental theories. | **Assessment Method:** Faculty evaluation of the students' Developmental Case Study of a Child or Adolescent.<br><br>**Results:** Analysis of related CMAS rubric provides evidence for 74% of students demonstrating knowledge at the Capstone Level in "Evidence of Understanding of Developmental Theories and facilitating | As analysis of related CMAS rubric provides evidence for 74% of students demonstrating knowledge at the Capstone Level in "Evidence of Understanding of Developmental Theories and facilitating optimal development and wellness over the lifespan", related concepts to be |

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| **Development (CACREP 2009.II.G.3))** | | optimal development and wellness over the lifespan" (CACREP 2009-2.G.3.h) | taught more thoroughly in this course in future. |
| | | **Assessment Method:** Faculty evaluation of the students' Research Paper on Major Topic in Human Growth and Development.<br><br>**Results:** Analysis of related CMAS rubric provides evidence for 60% of students demonstrating knowledge at the Capstone Level in "Impact of crises on the developing Individual" (CACREP-2009-2.G.3.c). | As Analysis of related CMAS rubric provides evidence for 60% of students demonstrating knowledge at the Capstone Level in "Impact of crises on the developing Individual", related concepts to be taught more thoroughly in this course in future. |
| **Student Learning Goal 4: Counseling Degree Candidates will develop an understanding of career development and related life factors and the effects on an individual's mental health and lifestyle.. (Career Development (CACREP 2009.II.G.4))** | 80% of Counseling Degree Candidates will appropriately demonstrate a capstone-level Knowledge of Career Development and related Life Factors. | **Assessment Method:** Faculty evaluation of the students' Career Self-Exploration Case Study<br><br>**Results:** Analysis of related CMAS rubric provides evidence for 78% of students demonstrating knowledge at the Capstone Level in Understanding "Career Development theories and decision-making models" (CACREP-2009-G.4.a) | Analysis of related CMAS rubric provides evidence for 78% of students demonstrating knowledge at the Capstone Level in Understanding "Career Development theories and decision-making models", related concepts to be taught more thoroughly in this course in future. |
| | | **Assessment Method:** Faculty evaluation of the students' Career Planning Manual with focus on Technology and Career Information Systems.<br><br>**Results:** Analysis of related CMAS rubric provides evidence for 71% of students demonstrating knowledge at the Capstone Level in Understanding of "Career Development Program planning, | As Analysis of related CMAS rubric provides evidence for 71% of students demonstrating knowledge at the Capstone Level in Understanding of "Career Development Program planning, organization, implementation, administration, and evaluation", related concepts to be taught more thoroughly in this course in future. |

| | | organization, implementation, administration, and evaluation" (CACREP-2009-2.G.4.c) | |
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| **Student Learning Goal 5: Counseling Degree Candidates will demonstrate effective individual and group counseling skills which facilitate client growth and to demonstrate the ability to evaluate progress toward treatment goals.. (Helping Relationships (CACREP 2009.II.G.5))** | 80% of Counseling Degree Candidates will demonstrate a capstone-level utilization of effective interpersonal Counseling Skills | **Assessment Method:** Faculty evaluation of the students' Taped Analyses of Counseling Sessions for Understanding of Counseling Process.<br><br>**Results:** Analysis of related CMAS rubric provides evidence for 77% of students demonstrating knowledge at the Capstone Level in "Counselor characteristics and behaviors that influence the helping process" (CACREP-2009-2.G.5.b) | As Analysis of related CMAS rubric provides evidence for 77% of students demonstrating knowledge at the Capstone Level in "Counselor characteristics and behaviors that influence the helping process", related concepts to be taught more thoroughly in course in future. |
| | | **Assessment Method:** Student Self-Assessment of their own Professional Dispositions at entry into the Counseling Program.<br><br>**Results:** Analysis of related CMAS rubric provides evidence for 85% of students demonstrating "Commitment to the Profession" at the Capstone Level in Professional Dispositions. | For the 2014 – 2015 Academic year, and beyond, an additional evaluation of Professional Dispositions of the Counseling Profession will be performed by Course Instructor for faculty assessment of student dispositions. |
| **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** | 80% of Counseling Degree Candidates will demonstrate a capstone-level understanding of group counseling leadership skills. | **Assessment Method:** Faculty evaluation of the students' group leadership and resultant reflection on a Group Counseling Sessions.<br><br>**Results:** Analysis of related CMAS rubric provides evidence for 100% of students demonstrating knowledge at the Capstone Level in "Group leadership or facilitation | No recommendations for Improvement as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard. |

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| **approaches. (Group Work (CACREP 2009.II.G.6))** | | styles and approaches" (CACREP-2009-2.G.6.b) | |
| | | **Assessment Method:** Faculty evaluation of the students' demonstration of Professional Dispositions.<br><br>**Results:** Analysis of related CMAS Dispositions rubric provides evidence for 95% of students demonstrating Dispositions of "Professionalism" at the Capstone Level. | Analysis of Professional Dispositions Rubric and resultant CMAS data by Counseling faculty reveals need for more discriminant and Counseling-specific set of Dispositons.<br>For the 2014 – 2015 Academic year, and beyond, a more specific Professional Dispositions of the Counseling Profession will be assessed by Course Instructor. |
| **Student Learning Goal 7: Counseling Degree Candidates will gain knowledge and skills in assessment techniques and apply basic concepts to individual and group appraisal. (Assessment (CACREP 2009.II.G.7))** | 80% of Counseling Degree Candidates will demonstrate a capstone-level knowledge of Counseling Assessment Concepts | **Assessment Method:** Faculty evaluation of the students' Counseling Assessment Case Study Analyses.<br><br>**Results:** Analysis of related CMAS rubric provides evidence for 81% of students demonstrating knowledge at the Capstone Level in "Summary and Analysis of Information--related to basic concepts of standardized and nonstandardized testing" (CACREP-2009.2.g.7.b) | No recommendations for Improvement as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard. |
| | | **Assessment Method:** Faculty evaluation of the students' Summary and Critique of a Standardized Assessment Instrument.<br><br>**Results:** Analysis of related CMAS rubric provides evidence for 95% of students demonstrating knowledge at the Capstone Level in "Social and Cultural factors | No recommendations for Improvement as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard.<br><br>Rubric Revision: For the 2014 – 2015 Academic Year and Beyond, |

| | | related to assessment and evaluation of individuals" (CACREP-2009-2.G.7.f). | Rubric to be revised for more discrete assessment of this standard. |
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| **Student Learning Goal 8: Counseling Degree Candidates will develop the ability to read, critique, evaluate, and contribute to professional research literature.. (Research and Program Evaluation (CACREP 2009.II.G.8))** | 80% of Counseling Degree Candidates will appropriately demonstrate a capstone-level ability to critique and evaluate Counseling Research | **Assessment Method:** Faculty evaluation of the students' Counseling Research Proposal for Understanding research methods, statistical analysis, needs assessments and program evaluation.<br><br>**Results:** Analysis of related CMAS rubric provides evidence for 88% of students demonstrating knowledge at the Capstone Level in "Ethical and Culturally Relevant Interpretation of Research" (CACREP-2009.G.8.f) | No recommendations for Improvement as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard. |
| | | **Assessment Method:** Faculty evaluation of the students' Counseling Research Proposal for Understanding of the Importance of research.<br><br>**Results:** Analysis of related CMAS rubric provides evidence for only 77% of students demonstrating knowledge at the Capstone Level in "Importance of Research in Advancing the Counseling Profession" (CACREP-2009-2.G.8.a) | As Analysis of related CMAS rubric provides evidence for only 77% of students demonstrating knowledge at the Capstone Level in "Importance of Research in Advancing the Counseling Profession", related concepts to be taught more thoroughly in future. |
| **Student Learning Goal 9: Counseling Degree Candidates will engage in service learning activities, develop advocacy competencies, collaborative relationships with community agencies, and personal awareness of the needs of** | 80% of Counseling Degree Candidates will demonstrate a capstone-level ability to apply social justice framework to Service Learning Activities | **Assessment Method:** Faculty evaluation of the students' Professional Orientation Service Learning Assignment.<br><br>**Results:** Analysis of related CMAS rubric provides evidence for 100% of students demonstrating knowledge at the Capstone Level in "Understanding of complex issues | No recommendations for Improvement as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard. |

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| **historically underserved populations.. (Service Learning)** | | and application of theories of multicultural counseling, identity development, and social justice." (CACREP-2009-2.G.2.c) | |
| | | **Assessment Method:** Faculty evaluation of the students' Career Counseling Service Learning Assignment.<br><br>**Results:** Analysis of related CMAS rubric provides evidence for 94% of students demonstrating knowledge at the Capstone Level in "Knowledge of Actual Community Needs" (CACREP-2009.2.G.2.a) | No recommendations for Improvement as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard. |
| **Student Learning Goal 10: Counseling Degree Candidates will demonstrate the ability to articulate their personal philosophy of counseling and utilize their philosophy in self-reflection and personal growth. (Reflective Practice)** | 80% of Counseling Degree Candidates will demonstrate a capstone-level of Self-Reflection in Developing a Personal Philosophy of Counseling and Field Experience Self-Reflection | **Assessment Method:** Faculty evaluation of the students' Philosophy of Counseling.<br><br>**Results:** Analysis of related CMAS rubric provides evidence for 79 % of students demonstrating knowledge at the Capstone Level in "Conceptualizing client presentation and selecting appropriate counseling interventions…and begin to develop a personal model of counseling". (CACREP-2009-2.G.5.d) | As Analysis of related CMAS rubric provides evidence for 79 % of students demonstrating knowledge at the Capstone Level in "Conceptualizing client presentation and selecting appropriate counseling interventions…and begin to develop a personal model of counseling", related concepts to be taught more thoroughly in course in future. |
| | | **Assessment Method:** Faculty evaluation of the students' Counseling Practicum Self-reflection.<br><br>**Results:** Analysis of related CMAS rubric provides evidence for 96% of students demonstrating Capstone level of knowledge on "a well-articulated and comprehensive manner and displayed | No recommendations for Improvement as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard |

| | | objectivity and insight into own development as a counselor." (LMU.IS.4) | |
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**All Operational Program Goals**

| Column 1 | Column 2 | Column 3 | Column 4 |
|---|---|---|---|
| 2013-2014 Operational Program Goals (include objective(s) underneath the respective goal, if applicable | Expected Outcomes, **i.e.,** Benchmarks | Assessment Methods and Results 2013-2014 | Recommendations for Improvements in 2014-2015 |
| **Program Goal 1: Increase use of technology to systematically improve program delivery and increase data collection through use of an electronic assessment system** | 80% of key assignments will be submitted and assessed on LiveText. | Analysis of Course Syllabi and CMAS rubric data for all Counseling Courses provides evidence that 100% of Key Assignments for All Counseling Courses is extant in Livetext. | For the 2014 - 2015 year, the CMSE has developed 10 new EPP Outcomes. Align Counseling Curriculum with 10 new EPP Outcomes. |
| | Annual Outcome Report based on Transition data in CMAS to be published annually in September of each year. | Counseling Program Director collaborated with CMSE Director of Assessment to analyze electronic CMAS transition data and utilize to complete OAR report. | CG OAR report for 2014 – 2015 to include 10 new EPP outcomes. |
| | Increase Administrative support, consolidate, and optimize record keeping for program management | In 2013, Counseling Program gained a dedicated Administrative Assistant, and all records were consolidated to the Cedar Bluff office. | For the Academic year 2014-2015, Admin. Asst. hours to be increased from 20 to 30 hours per week. Establish electronic tracking of all Applicant and Current degree candidate data though spreadsheet and/or database for more efficient program management. |
| | Utilize technology in delivering curriculum to increase efficiencies of course delivery. | Online-Hybrid courses were piloted in the 2013-2014 year, the first such course will be CG 581- Human Development in the Fall semester of 2013. | Analyze student experience of Online-hybrid courses, continue to increase Online-Hybrid options in the 2014-2015 Academic year. |

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| **Program Goal 2: Increase Stakeholder Involvement in the Development and Evaluation of the Program** | Continue to Develop and Grow the Counseling Program Advisory Council | The Counseling Program Advisory Board first met twice in 2014, as evidenced by Board Meeting Minutes. | Increase frequency of Counseling Program Advisory Board to twice a year, and recruit additional leaders in School and Agency settings to serve as Board members. Present assessment data and programmatic changes to advisory board for input and validation. |
| | Develop partnerships with State and National Leadership in Counseling Programs through Accreditation, Conference Attendance, and Presentations. | All 4 core Counseling faculty attended the Counseling related Conferences in 2013-2014, and all presented at conferences over the 2013 – 2014 year. All 4 maintained memberships with the ACA, TCA, and SMCA. | Increase Conference Presentations as well as utilize LMU facilities for Continuing Education Opportunities for Licensed Professional Counselors. Continue to comply with all CACREP Standards and reporting procedures. |
| **Program Goal 3: Strengthen Clinical Training Opportunities and processes related to field and Clinical Placement of Counseling Interns.** | Implement Background Check Policy as precursor to all field placements. | Background Screening process was implemented as a condition of admission to the Counseling Program. 100% of applicants now have a satisfactory Background check prior to Level I Counseling Program admission. | Background screening process has been deemed a successful addition to gatekeeping function of training program in professional Counseling. Continue to use background screening for 100% of applicants in 2014 – 2015 year. |
| | Develop comprehensive list of Approved sites. | Program Director and Practicum and Internship Coordinator compiled all credentials of Approved Site Supervisors at Approved Sites, which was well received by CACREP reviewers.  2 School and 2 Mental Health approved sites with highly qualified, licensed counselors serving as site supervisors were added for the 2013-2014 year. | Continue to identify and add qualified Internship Sites and Site Supervisors. Where possible, use highly experienced Site Supervisors as Practicum Section Supervisors to increase field experience. Develop training relationships with 2 additional Community Agency sites to meet training site needs for increased number of Mental Health Counseling students. |

| | Implement regular training opportunities for Site Supervisors. | Site Supervisor Training Agenda and Site Supervisor Orientation Meeting Minutes show meetings held in Fall 2012, Fall 2013, and Spring 2014. | Continue to hold Site Supervisor Trainings at the beginning of every semester, and going forward, collaborate training with CMSE Field Experience and Clinical Training Director to highlight CMSE clinical competencies and forms. |
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**All Student Learning Goals**

| Column 1 | Column 2 | Column 3 |
|---|---|---|
| Specific Recommendations Resulting From Assessment in 2012-2013 | Specific Changes Implemented in 2013-2014 and Detailed Outcomes of those Changes | Recommendations for Further Improvements in 2014-2015 |
| **Learning Goal 1**: Analysis of related CMAS rubric provides evidence for only 50% of students demonstrating knowledge at the Capstone Level in "Understanding Different Ethical Perspectives/ Concepts" (CACREP-2009-2.G.1.j). This concept to be taught more thoroughly in this course in future. | Related concepts to Learning Goal were taught more thoroughly in this course in 2013 -2014. Analysis of related CMAS rubric provides evidence for 57% of students demonstrating knowledge at the Capstone Level in "Understanding Different Ethical Perspectives/Concepts". | Concepts related to Learning Goal to be taught more thoroughly in future. Also:<br><br>**Rubric Revision:** For the 2014 – 2015 Academic Year and Beyond, Rubric to be revised for more discrete attention to and assessment of this standard. |
| **Learning Goal 3:** Analysis of related CMAS rubric provides evidence for only 64% of students demonstrating knowledge at the Capstone Level in "Theories for Facilitating Optimal development and wellness over the lifespan" (CACREP 2.G.3.h). This concept to be taught more thoroughly in this course in future, as benchmark is 80% of students demonstrating capstone knowledge. | Concepts related to "Theories for Facilitating Optimal Development and Wellness over the Lifespan" were more thoroughly incorporated into course CG 581 – Human Growth and Development. As a result, 74% of students demonstrated knowledge at the Capstone Level in 2013 – 2014. | Continue to increase teaching of concepts related to facilitating Optimal Development over the Lifespan, as significant improvement toward Goal was observed over past year. |
| **Learning Goal 6:** Analysis of related CMAS rubric provides evidence for 78% of students demonstrating knowledge at the Capstone Level in "Group leadership or facilitation styles and approaches" (CACREP-2009-2.G.6.b) for 2012 - 2013 This concept to be taught more thoroughly in this course in future, as benchmark is | Concepts related to "Group leadership or facilitation styles and approaches" were incorporated to course CG 631 – Group Counseling, along with reflections. Analysis of related CMAS rubric provides evidence for 100% of students demonstrating knowledge at the Capstone | No recommendations for Improvement as Learning Outcome appears to be met according to CMAS rubric outcome Assessment on related CACREP Standard. |

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| 80% of students demonstrating capstone knowledge. | Level in "Group leadership or facilitation styles and approaches" in 2013 - 2014 | |

**All Operational Program Goals**

| Column 1 | Column 2 | Column 3 |
|---|---|---|
| Specific Recommendations Resulting From Assessment in 2012-2013 | Specific Changes Implemented in 2013-2014 and Detailed Outcomes of those Changes | Recommendations for Further Improvements in 2014-2015 |
| **ASSESSMENT**<br><br>• CMAS (Carter & Moyers Assessment System) to be revised and implemented. | • Assessment plan was revised and implemented. 100% of key assignments for courses were entered electronically into the CMAS System. | • Change transitions to allow for earlier rating of candidate dispositions by professor, as current first disposition evaluation is limited to candidate self-assessment |
| • Data has been collected with revised rubrics for key assignments at all transitions across the counseling curriculum. | • Utilize Continuous improvement inherent in assessment system to analyze data and make curricular changes where warranted based on outcome data from key assignents. | • Align all Carter and Moyers School of Education (CMSE) Education Preparation Provider (EPP) outcomes – new for 2014 – 2015, with Counseling Curriculum. |
| • All graduate faculty (full-time and adjunct) have been trained in and use LiveText. | • Continued training sessions with Livetext/CMAS | • All Counseling Core faculty to participate in CG Livetext training and Annual Data Retreat |
| **FACULTY**<br><br>• Continue to seek opportunities for scholarship and research.<br>• Support faculty to attend national conferences in their programs | • All 4 Couseling Core Faculty Presented at Conferences in the 2013 – 2014 time frame.<br>• Dr. Theriot – Appalachain Collonge Association on Multicultural Counseling | • Continue to support and expand Counseling faculty presentations at local, state and national conferences as able, to support LMU move to Level 6 Research Institution. |

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| | • Dr. Effler and Tichon presented at TCA on Hippa/HiTECH.<br>• Dr. Effler presected at SMCA on Neurofeedback.<br>• Dr. Hayes and Tichon presented at ACA National Conference (17% Acceptance rate) on electronic data security of Counseling Records | • Engage in grant development related to Federal initiatives in Primary Care Behavioral health Practitioners. |
| • Faculty diversity continued to be a major concern.<br>• Diversity Action Plan developed with action items designed to provide faculty/staff training opportunities focused on diversity issues/topics; include cultural awareness training and information on available resources in all faculty and staff orientations. | • Faculty diversity still continues to be a major concern.<br>• Diversity Action Plan developed with action item to increase recruitment and retention of faculty from NCATE Standard 4 defined diversity groups.<br>• Counseling Program to look for opportunities to recruit diverse faculty to supervise Practicum sections. | • Recruit additional adjunct faculty with terminal degree in Counselor Education and Supervision, with attention to diversity factors. |
| **PROGRAM DEVELOPMENT**<br><br>• A priority of the Graduate Education program was to be current with technology possibilities<br>• Continue to update technology based on current availability. | • Use technology to expand taping, role-play, and feedback opportunities in Counseling laboratory environment.<br>• Use Livetext/CMAS for upload of Counseling Session artifact for CG 541. | • Pilot new Livetext module for video review to give real-time feedback on video of counseling sessions, in course CG 541 in Fall 2014. |
| • Develop a selection of online/hybrid classes and set annual schedule of courses to facilitate adult learners | • Pilot one course in online-hybrid format, CG 581 – Human Growth and Development in the Fall 2013 semester. | • Based on student receptiveness, move one course, CG 581 – Human Growth and Development, to a permanent |

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| scheduling flexibility in the Counseling Programs. | | online-hybrid course to be taught in the Summer term.<br>• Identify additional courses that may naturally lead to an online-hybrid format, including CG 698 Summer 2015. |
| **ACCREDITATION**<br><br>• Prepare for CACREP site visit in Spring 2013.<br>• Write Response to Site Visit | • CACREP Accreditation Achieved in July 2013.<br>• Continued compliance with all CACREP Standards and interim reporting procedures. | • Complete Annual CACREP Vital Statistics Report<br>• Continue to closely monitor and comply with all CACREP Standards |
| **CURRICULUM**<br><br>• Continue to assess and revise syllabi based on the School of Education Institutional standards and current trends.<br>• Develop appropriate field experiences including diverse populations for each clinical placement<br>• Emphasize the 8 CACREP Common Core Standards in targeted courses. | • Assess the key CACREP Standards across all Service Learning Activities, with emphasis on multicultural counseling competencies.<br>• Align CG Program OAR with 10 Student Learning Outcomes. | • Integrate concepts related to dual-diagnosis and co-occuring disorders throughout curriculum. |
| • Continue to revise and refine the curriculum plans incorporating transitions and disposition analyses into assessment loop. | • Develop Counseling electives to the curriculum<br>• Continue to revise and refine the curriculum plans incorporating transitions and disposition analyses into assessment loop. | • Develop and add two new Counseling courses to curricular offerings: CG 677 - Ethics and Law in Mental Health Counseling; and CG 688 - Population Groups in Mental health Counseling. Courses to be put through University approval process and added to Program |

| | | Catalog. 2 Key Assignments to be added to CMAS for each of these new courses. |
|---|---|---|

# IV. Appendices and use of direct and indirect measures (if applicable)

## Methods for Measuring Program Goals and Expected Performance Level(s)

**Program Goal 1:** Analysis of Graduate Catalog courses, Course syllabi, CMAS Transitions and CMAS Rubric Data

**Program Goal 2:** Evidence of Counseling Program Advisory Council Minutes, Counseling Program Minutes, Counseling Faculty Vitae for Conference Presentations and Professional Association Memberships

**Program Goal 3:** Capstone Electronic Portfolio documenting Clinical Placement Sites, Bi-Annual Site Supervisor Training Agenda and Minutes, Counseling Program Handbook

**Faculty/Committee analysis of identified program goals and Expected performance Outcomes are measured through CMAS (Carter & Moyers Assessment System) through end of semester reports from courses along with review of course assessments (80% electronically assessed); Advisory Council Documents, meeting minutes, survey results; and, Field Experience Handbook, rubrics, Capstone Electronic Portfolio and experience log (600 hours).**

## Specific method(s) for measuring each Student Learning Goal and Expected Learning Outcomes Objectives (expected performance level/outcome).

**Methods for assessing the Student Learning goals 1 – 10 are as follows: Analysis of Alumni Surveys, Employer Surveys, Site Supervisor Surveys, and CMAS transition data for Key Assignments at each of the four transitions in the Carter and Moyers School of Education Conceptual Framework for the Counseling Program.**

**APPENDIX A – CACREP VITAL STATISTICS REPORT – 2014**

**MEd Counseling Programs at Lincoln Memorial University**

CLINICAL MENTAL HEALTH COUNSELING PROGRAM

| Statistic | 2014 | Year 2015 | 2016 | 2017 |
|---|---|---|---|---|
| Number of Students Enrolled | 25 | - | - | - |
| Number of Graduates | 12 | - | - | - |
| Completion Rate | 93% | - | - | - |
| NCE Examination Pass Rate | N/A | - | - | - |
| Job Placement Rate | 80% | - | - | - |

SCHOOL COUNSELING PROGRAM

| Statistic | 2014 | Year 2015 | 2016 | 2017 |
|---|---|---|---|---|
| Number of Students Enrolled | 39 | - | - | - |
| Number of Graduates | 18 | - | - | - |
| Completion Rate | 95% | - | - | - |
| Praxis Pass Rate | 95% | - | - | - |
| Job Placement Rate | 81% | - | - | - |