



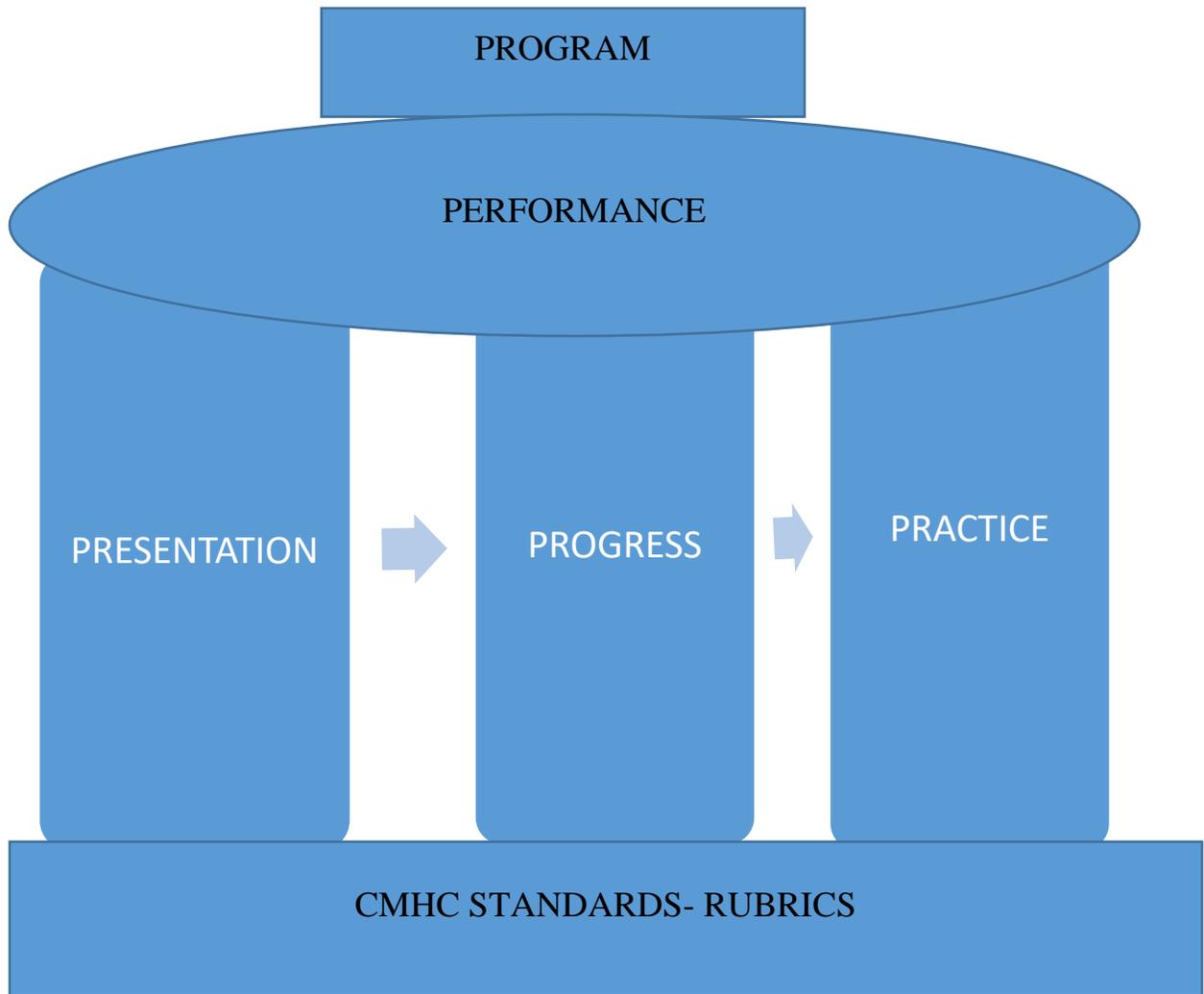
Lincoln Christian UNIVERSITY

2017-2018 MAC Summary Report

Each year the Master of Arts in Counseling program at Lincoln Christian University provides a summary report of the program self-analysis to be reviewed by MAC Advisory board, school personnel, faculty, students, and the general public. A portion is also posted on the CACREP website. This year this report will summarize the findings from fifteen areas of evaluation of the program and its graduates. My thanks to Dr. Baldwin for her tireless efforts on behalf of our students, to our students for their input and taking the time to fill out questionnaires and doing the work of a student, and the work of our Graduate Teaching Assistants and other university personnel for their assistance in bringing together the necessary documentation.

The report is organized according to five primary areas including Presentation, Progress, Practice, Performance, and Program. The summary will break down into specific evaluation of Professional Identity, Professional Practice, and Program Area Standards. Each major section will then have a number of assessment areas which will be described followed by findings in that area and then any proposed actions that come out of the assessment.

CACREP has been very supportive of our move toward program assessment. In reviewing other institutions and their processes it is evident that CACREP makes allowance for how each school seeks to accomplish meeting standards. Ours has been a growing experience and this report should demonstrate growth in our overall program evaluation. I would like to conceptualize our assessment process as a three-legged stool sitting on a foundation with a box on top.



PRESENTATION

This section reviews assessments on how the students assess classes in the program. This report provides information from the student inclusive of student perception of class strengths and weaknesses, student evaluation of professors and an overall review of the year's classes. Three assessments are included: Best Practice Audits, LCU Course Evaluation Reports and End of Year Survey.

1. Best Practice Audit

At the conclusion of each class the students are invited to share their thoughts on the class in terms of what they liked, what they would like to see different, or what ideas they have to offer to improve the class. This is done either in written format or by discussion. A report of these items is submitted to each professor and then to the program director for reporting purposes.

Findings: Over the course of the year there were reported 133 comments related to positive areas of classes. Most were positive comments towards teachers, class material, books, videos, process of the class, articles, and in-class projects. There were limited comments suggesting changes in books, due dates of papers, amount of reading, more in class demonstration/role play, more integrative books, syllabus questions, updated resources, linkage problems on videos, seeking clarity in assignments and group project process. This process has a nearly 100% participation rate.

Each professor has reviewed their class comments and the following is a brief overview of some changes that will occur for the following year:

- COUN 751 (Career Counseling). Students suggested doing dyads to practice some of the career counseling skills. This will be added.
- COUN 810 (Ethics). It was suggested that more scenarios be given. One or two more will be added.
- COUN 666 (Developmental). Students requested more group work. Will seek to schedule in a few more group projects.
- COUN 663 (Theories). The change project will be dropped and replaced by students developing a grid of information for each major theory.
- COUN 668 (Group). Students requested time to discuss their group project. Effort will be made to add some time for this although the class is really packed now.
- COUN 724 (Acute Trauma elective). Students noted that the Self-Care plan was very similar to the one done in Basic Counseling. Effort will be made to make it a more unique assignment.
- COUN 725 (Complex Trauma elective). Students requested specific information on understanding in what it takes to be a trauma therapist verses a trauma informed therapist. More information will be included next time.
- COUN 760 (Multicultural Counseling). Students suggested interviewing more than one person on the social justice paper in order to get a variety of views. This will be incorporated.
- COUN 602 (Basic Counseling Techniques). Students appreciated the feedback on the triad videos so will keep this process.

2. LCU Course Evaluation Report

The university provides a course evaluation of all classes offered. Reports on these are generated outside the Seminary. For review purposes we look at three areas from the report. They are the rating of the course, rating of the instructor and rating of learning by the student. Based on reports available the following is offered.

Findings: The university provides aggregate scores to the program director from which there was a 51% return rate in the fall and a 63% return rate in the spring semester. Scores reflect responses on eleven different classes for the year inclusive of electives. Program averages are as follows for the three areas as based on a 1-5 scale with five being high.

Courses: 4.3

Instructors: 4.6

Learning: 4.4

Overall Average: 4.5

(These scores are also the same as last year's scoring. Thus even with being one faculty short for the program year quality seems to have been maintained.)

Comments from the students included ones like these:

Great class! Dr. Baldwin did a great job! Loved the group experience.

Dr. Baldwin was a brilliant instructor and I really appreciated the way she respected us and the topic.

One of the aspects of Dr. Baldwin's teaching I appreciated the most was her respect for those with mental illness. She mentioned students should be sensitive to others in the class who may have experiences with friends and family with mental illness. Her empathy for others is valuable in the classroom.

I am grateful for what I learned in this class and appreciated Dr. Thomas' insights into this area of counseling. The guest speakers were a great add to the class as it was helpful to hear their perspectives and experiences.

Dr Thomas is consistent in so many ways that make him a great instructor. He always uses a variety of lecture and class participation that keeps things interesting.

Dr. Thomas is truly an outstanding professor. He cares about all his students and respects each one as individuals. He cares about our lives.

Two other scoring patterns were followed in this area as they are reflective of student outcome goals. Since being able to demonstrate graduate research (LCU 3) is one of the program goals, the question about how well this class helped develop research skills was reviewed. The average score for this area was 4.2 which is up from last year's 3.96. The other area that was reviewed

was in the area of integration (LCU 1) of worldview with the content of the course. The average score was 4.5 which is near last year's average of 4.6.

Proposal:

Scoring suggests that the MAC program at LCU is in good health as viewed by students based on the LCU Course Evaluation reports provided by the university. There has been some improvement in the reported area of research skill as reported by the students.

3. End of Year Survey

At the conclusion of each school year students in the program are invited to respond to a short survey regarding the overall program. Areas of particular interest include what they see as the way to improve the overall program and what questions they might like to have answered. This year the report was sent out late and thus response rate was very limited.

Findings: Students views were overall positive. Students seemed to appreciate greatly how the classes were structured for learning, the amount of group work done in class, the real life examples offered by the professors and the use of case examples. There was also a noted appreciation for when classes are offered (evenings and intensive weeks) as it works well with those who work full time and have children.

It should be noted that in the findings last year there was presented the idea of developing a mentorship program for new students. This was attempted with approximately twelve mentors. There does not seem to have been much interaction that developed after the initial assignment. Having a mentorship program will be reconsidered for the coming year with a decision at the start of the fall semester.

Some of the suggestions for the faculty to consider include less reading and more practice within the class setting and seeing if we could offer summer classes or make them aware of other institution where they could take a summer class and transfer it in for credit. One student suggested along with learning about other cultures to learn about particular communities such as small towns or prisons.

The last section of the End of Year Survey asks students to share one question they would like answered about the program. Once a question list is formed the Program Director sends a response to those questions to all students. This year's questions dealt with a clinical question relating to being able to do practicum at a student's present work site and how the program supports struggling students.

Proposal: As a follow up to last year's discussion on integration the MAC faculty made a proposal to the Seminary to do a dual teaching class on theology and psychology. After discussion it was opted to work with the present theology professor and see if an assignment or

two could be worked into the present class to address the integration issue for counseling students. We will also reassess the mentorship program at the beginning of the fall semester.

PROGRESS

This section reviews assessments on how students progress through the program. Information is given regarding two direct measures and one informal measure of student progress. The assessments are a review of Pre-Practicum Exams, Ongoing Assessment Submissions and an informal evaluation by the faculty.

1. Pre-Practicum Exam

Prior to being allowed to do a practicum each student is required to pass the pre-practicum test based on the four prerequisite classes to be taken prior to a practicum experience. The test thus covers the areas of theories, basic counseling techniques abnormal psychology, and ethics.

Findings:

Fall 2017 Pre-Practicum Review

Ten students took the Fall pre-practicum evaluation. Five passed all sections on the first attempt. One had to retake the Major Theories section and four had to retake the Ethics section again with one doing a double retake on the Ethics section.

Spring 2018 Pre-Practicum Exam Review

Ten students took the Spring pre-practicum examination. Four students passed all sections, five failed the ethics section, one failed Basic Counseling Techniques and Major Theories. The ones that did not pass retook the section from the Alternative Pre-Practicum, and passed. There are 20 questions per area.

Proposal: It has been normal to have one or two fail a section per testing. Ethics was one failed by two students last year and as a result more attention was given to legal issues. In review of the items missed in this group three areas will need to be underscored in the class discussions. They are in the areas of confidentiality, referrals, and bartering based on the Fall and Spring scores

2. Ongoing Assessment Submissions (OAS)

In each class a major project is given as an assignment to assess how the student is progressing. This also reflects meeting certain CACREP standards as well as an overall view of student writing, knowledge, and application skills. Scoring is based on three items: quality of writing, knowledge and understanding of concepts, and application of concepts as based on a 1-3 scale on the OAS and transposed into a 1-5 scale used in other measures of the program. A score of one

means standards are unmet, a score of two indicates that standards are met and a score of three indicates the student exceeds standards on the OAS form. The five point scale follows the following system

- 1 = Does not meet expectations
- 2 = Below expectations
- 3 = Meets expectations
- 4 = Exceeds expectations
- 5 = Well exceeds expectations

Findings:

The following chart displays the average OAS score for each class.

Class	601	602	662	663	666	667	668	760	751	804	810
Score 2016- 2017	4.00	3.77	3.39	3.20	3.25	3.00	3.50	3.50	3.50	3.25	3.00
Score 2017- 2018	Adjunct Not Avail	3.00	3.00	4.25	3.50	2.75	4.00	4.25	3.75	4.00	3.00

Average score of all classes is 3.41 from last year’s report.

Average score for all classes in the 17-18 school year was 3.55.

Proposal: Although most scores indicate that we are meeting standards in writing, knowledge, and application, there is one score that falls below the “meets standards” mark of a score of 3 and that is in the area of COUN 667 Tests and Measures. In review of the material, the weakness noted was in a lack of following directions for the paper. Although the paper format is reviewed and discussed a number of times in the class, the next section will also be offered a paper to review and go over so that a more visual mode can be applied. Scoring also went down some degree in COUN 602 Basic Techniques and COUN 662 Abnormal Psychology. It should be noted that a couple of students in each class struggled with concepts and application in the final

OAS project which lowered the overall average score for the class. Students were provided opportunity for remediation including further discussion with the faculty in these areas.

3. Informal Evaluation

As part of the faculty's responsibility, the MAC team periodically reviews the progress of each student as the discussion point of a faculty meeting. The purpose is to identify and cross reference our experience with a student and better inform and prepare the student in an area of concern if one is noted.

Findings: Overall students are developing well in all areas from the faculty's perspective. All students were sent a note thanking them for their growth and encouraged their continued efforts. One student was sent an "Improvement Area Notice" These concerns were related to follow up on a professional development plan. One other student was sent some information from a couple of OAS scores that identified some areas of weakness. The student is to meet with faculty at the beginning of the fall semester.

Proposal: This process has developed into a helpful tool by which to encourage students and challenge others. It also provides the faculty a full view of students across the curriculum and improves communication regarding feedback.

PRACTICE

This section reviews assessments on how students perform in the practice of counseling and its related processes. The sections that assess this portion of the program include reports from clinical training site supervisors regarding their evaluation of the students' performances, as well as assessment of supervision and sites from the counselors-in-training. This section will also review the Clinical Training Component evaluation, in which students assess the clinical training portion of their experience in the program.

Evaluation of Students by Site Supervisors

As the practicums and internships are the venue for students to apply their counseling knowledge and skills, feedback regarding their success is valuable for the program. We rely on the observations, evaluations, and input of the site supervisors. All site supervisors have a minimum of two years' experience in their field and hold a terminal license as a mental health provider (LCPC, LCSW, or LCP). Most site supervisors have had multiple years of experience as a supervisor in mental health care. Each supervisor is provided with a scoring tool which covers the following areas: interpersonal/general factors, clinical skills, the conceptualization process, multicultural competencies, personalization/countertransference, diagnosis and test administration, and professional development. Evaluations are based on a 1-5 scale with five as high. The descriptive anchors for the rating state that "1" does not meet expectations, "2" may require a remediation plan and falls below acceptable standards to pass the course on the final evaluation, "3" meets expectations, "4" indicates a level of performance that is substantial both in quantity and quality, and "5" well exceeds expectations and is not necessarily expected at this

level of training. (Evaluation forms provide additional anchor descriptions to guide supervisory evaluations.)

In addition to the mid- and end-semester evaluations, each month the Clinical Training Coordinator contacts every site supervisor a minimum of two times via email. The first email asks the site supervisors to rate their trainee from 1-10 (1= horrible, serious concerns; 10= absolutely wonderful, no concerns whatsoever). This monthly update is tracked on a google spreadsheet that is accessible by all faculty group supervisors so they can have current feedback about the students in their group supervision. This regular ongoing feedback allows the program to more adequately track training needs. The second email provides the site supervisors with up-to-date research information about supervision in order to help support currency in supervisory information for the sites. Both emails invite specific feedback or further communication as desired by the site supervisor.

Findings:

For practicums, fall 2017 final evaluation scores averaged 3.09. (It is noted that one student failed the practicum. Without this outlier score, the average evaluation score was 3.76. We note that the student who failed had not taken the introductory skills courses in our program.) Spring 2018 final evaluation scores averaged 4.4. The lowest average score achieved was 3.38 on item 4 [Engages in theological reflection/integration]. The item that scored a 3.0 (lowest score on final evaluation) was item 39 [Attends to cultural factors within assessment, counseling, and during conceptualization].

For internships, since some students completed their internships in the fall semester, final evaluations for the students' final semesters were combined and evaluated. Final evaluation scores for 2017-2018 academic year averaged 4.33. The lowest average scores achieved in the final evaluations were 3.92 on questions #7, 11, and 18 [Demonstrates leadership abilities; Engages in theological reflection/integration; Uses immediacy effectively in counseling, respectively].

Proposal: Each of the low-scoring items during the final practicum evaluation and the *final* semester of internship achieved the "meets" requirement; however, in striving for excellence in the program, faculty will determine which courses address these specific skills in order to enhance the training in these areas. Based on a number of comments from site supervisors, it is possible that site supervisors do not feel qualified to evaluate the item pertaining to engaging in theological reflection. It may be necessary to revise this item to pertain to "spiritual" matters in counseling. This will be decided upon review of next year's results if this continues to be a limitation. Addressing multicultural components in understanding clients will be emphasized in group supervision. The use of immediacy skills can also be reviewed in group supervision. Based on multiple experiences of transfer students, the program has moved to require all transfer students take the introductory COUN 602 Basic Counseling Skills (and meet the Minimum Competency Evaluation) from our program prior to approval for practicum placement.

Evaluation of Site Supervisors

Students provide a valuable source of information by evaluating the learning process by assessing the supervision they receive from their clinical training site supervisors. The rating

scale is based on a 1-5 scale with five as high. Since sites host both practicum and internship students, scores for site supervisor evaluations have been combined.

Findings:

For the fall 2017, there were no supervisors who scored below “meets” standards. Low score was a 4.15 and the high was a 5.0, with the average rating of all scores being 4.67. For the spring 2018, there were no supervisors who scored below “meets” standards. Low score was a 3.85 and the high was a 5.0, with the average rating of all scores being 4.85. In the fall, the items that scored the lowest, with an average of 4.25, were items I.3, I.5, II.2, III.12 on the evaluation [My supervisor kept regular appointments, My supervisor was accessible when needed outside of supervision time, My supervisor could assist in generating treatment goals when necessary, I felt I could disagree with my supervisor without fear of repercussions, respectively]. In the spring, the item that scored the lowest, with an average of 4.71, was item II.8 on the evaluation [My supervisor demonstrated knowledge of a range of therapeutic interventions].

Proposal: The faculty will continue to provide introductory training to site supervisors regarding basic supervisory concepts, the role of evaluation, and specific guidelines pertaining to the process at LCU. LCU also provides site supervisors login access to LCU (and I-share) library holdings including several volumes of training videos.

Evaluation of Sites

Students provide feedback about their overall satisfaction with their training sites. This information is used to help guide recommendations for sites. The rating scale is also based on a 1-5 scale with five as high.

Findings:

For the practicums, sites achieved an average overall rating of 4.12 for fall and spring semesters combined. The lowest site score was 3.32. No particular items earned average scores below “3” (meaning below “meets”) from individual students; however, item #2 received the lowest overall average score of 3.29 [Opportunity to acquire or refine group therapeutic skills]. This is not completely unexpected given our program emphasizes the need for group counseling experiences in the *internship* experience.

For the internships, sites generally received high ratings, with the average overall rating being 4.38 for fall and spring semesters combined. No particular items earned average scores below “3” (meaning below “meets”) from individual students; however, item #2 received the lowest overall average score of 3.84 [Opportunity to acquire or refine group therapeutic skills]. It is noted that each student who rated his/her site below “3” for this item did report having had group counseling experience during the internship.

Proposal: The continued unavailability of significant group counseling experiences seems to occur across both practicum and internship sites and is not limited to just this year. Faculty will need to discuss possible solutions to this situation.

Evaluation of the Clinical Training Component of the MAC Program

The program also strives to incorporate feedback about how the entire clinical training portion of the program is perceived by the students. This evaluation assesses the process of obtaining a site and understanding procedures, as well as the process of the weekly group supervision. Again, the scale is 1-5 with five being high.

Findings: For practicums and internships combined, the combined fall 2017 and spring 2018 average score was 4.66. Lowest average scored item was item #3 with a score of 4.42 [If I contacted the Clinical Training Coordinator, I received adequate guidance during the practicum/internship selection process regarding whether the proposed site(s) would be appropriate].

Proposal: It is noted that the Clinical Training Manual and guidelines for obtaining a site are permanent documents on the MAC group site on Canvas, as well as a spreadsheet of potential sites where previous students have completed their clinical training experiences. Although the Clinical Training Coordinator sends out notices each semester with specific step-by-step guidelines, students often seem to have questions late in the semester about items in these guidelines. Attempts in previous years to have students meet in person for informational meetings have indicated that a very low percentage of students attend (approximately 3-7 students per meeting each semester). Students are also given general information during initial orientation. The Clinical Training Coordinator encourages students during each communication to contact her if they have questions or to check on their sites that they are considering.

PERFORMANCE

In terms of our illustration this is the top of the stool which is supported by the legs of Presentation, Progress and Practice. In essence the Presentation, Progress, and Practice information provides evidence for preparing student to meet the Program Outcomes, which will be the last area discussed in this section. As the assessment tools involved are performance-based, they provide evidence for the attainment of the Program Outcomes. The tools used to determine overall program outcomes include those prior to graduation (Counselor Preparation Competency Exam) and those post-graduation (results from National Counselor Exam, Graduate Survey and Graduate Employer Survey).

Although, in part, each of the previous three sections address the program as it is presented, learned, and practiced, this section seeks to provide insight into the assessment of the overall program's performance as to whether we did what we sought to do.

1. Graduate Survey

A brief survey is mailed and emailed to our graduates in January following graduation in order to provide a time frame for employment and possible testing. The survey consists of three brief

questions. They are questions regarding their present employment, their having taken the National Counselor Exam, and their suggestions for improving the program.

Findings: Of those reporting, 100% are presently employed in counseling positions and 75% are licensed in Illinois as a LPC. Graduates are serving in diverse settings such as family services, private practice and para church organizations.

Proposal: We continue to have difficulty obtaining responses from our graduates on the Graduate Survey. This year was about a 25% response rate and not all the information was provided. We had followed up on the Board of Advisor's recommendation to use a Survey Monkey, which a couple of member of the board helped develop. At this juncture we will attempt having our department Teaching Assistant set up a phone appointment and attempt contact a number of times in the spring semester and evaluate that approach.

2. Graduate Employer Survey

Those employers who have hired a graduate of our program are offered the opportunity to respond to a questionnaire regarding the quality of our graduates and their estimation of how well the program prepared them for employment.

Findings: With limited Graduate Survey response we were unable to obtain any responses from the employers.

Proposal: Similar to the approach on the Graduate Survey we will move over to more direct phone contact with our graduate employers to see if that will increase our data.

3. NCE Graduate Score reports

The National Counselor Exam (NCE) is required by the State of Illinois for licensure as a Licensed Professional Counselor. Scores required to pass vary based on the version of test used by the test taker.

Findings: The charts below provide scoring information from those who graduated and have reported taking the test for the May 17 graduates.

160 is perfect score

Last Name	First Name	Score	Need to Pass	Date	Graduated
Student	1	130	94	04/02/18	Dec-17
Student	2	128	102	12/04/17	May-17
Student	3	119	NA	10/03/17	May-17
Student	4	134	NA	09/12/17	May-17

Proposal: These scores are consistent with previous year's reports. Last year the average score of 122 was reported. This year the average score was 127 and is a strong indicator of well-prepared students for the National Counselor Exam. Along with improved communication with graduates we are also obtaining broader reports beyond passing rate so as to be able to identify content areas scores.

4. Counselor Preparation Competency Exam (CPCE)

The CPCE provides a basis for students about to graduate to experience a test similar to the NCE. Scores allows students to have a sense of where to use their study time. Programmatically CPCE scores provides evidence of what core areas in the curriculum may need improvement. The following charts provide aggregate scores reported by the CPCE from this year's graduates (n=10), comparative scores to the national averages on Exit Exams (those used by a program in which one is required to pass) and Non-Exit Exams (used only for evaluative purposes and not required by the program to pass- this is the type of exit exam used at LCU). Of the students involved in the reporting, one set of scores was dropped as they represent scores from a transfer student who would not reflect the program outcomes.

Findings:

CONTENT AREA	Entry	Exit*	Change (+)**	CPCE** Exit and non-exit combined	CPCE Non-Exit
Human Growth and Development	8.8	11.11	+2.31	11.65	11.81
Social and Cultural Diversity	8.7	9.25	+0.55	10.44	11.80
Counseling and Helping Relationships	10.8	13.37	+2.57	12.23	13.58
Group Counseling and Group Work	8.7	12.00	+3.3	10.97	11.54
Career Development	7.2	8.37	+1.35	9.35	9.19
Assessment and Testing	9.0	10.62	+1.62	10.65	10.73
Research and Program Evaluation	8.0	11.62	+3.62	11.16	11.69
Professional Counseling Orientation and Ethical Practice	8.4	11.75	+3.35	11.42	11.59
Overall	8.70	11.01	+2.31	11.11	11.49

Exit Scores reported from last report (16-17) for comparative purposes.

CONTENT AREA	LCU-MEAN	Change	CPCE Non-Exit
Human Growth and Development	12.16	+3.49	9.63
Social and Cultural Diversity	11.50	+2.40	9.39
Counseling and Helping Relationships	13.83	+3.99	11.37

Group Counseling and Group Work	12.66	+2.84	11.39
Career Development	10.16	+1.51	9.95
Assessment and Testing	12.00	+0.61	9.76
Research and Program Evaluation	12.00	+3.08	10.78
Professional Counseling Orientation and Ethical Practice	12.66	+5.06	9.59

*Outlier scores were not included in the Exit score reports.

** CPCE has altered their reporting system and now no longer include a separate category for exit only scores. They have moved to non-exit and a combined score of exit and non-exit so comparisons to previous years are now not possible.

*** Change scores are based on aggregate scores from exit scores for this year's graduates compared to this year's aggregate scores for entrance of new students. We have not yet completed the cycle where we can compare a particular students scores to themselves for entrance and exit scores.

Discussion:

Although as noted above that scores are not compared to the individual students but rather aggregate averages between entrance and exit groups, the scores do indicate a weaker scoring pattern than has been in previous reports as can be observed by reviewing the 16-17 reported scores and comparing. Still there was observable movement in scoring patterns in a positive direction between entrance and exit exams and seven of the eight exit scores were near or above the CPCE national non-exit scores.

As the CPCE is reflective of the Student Learning Outcome LCU 2 (Exercise clinical counseling and pastoral skills by providing appropriate assessment, diagnosis, treatment, and consultation to individuals, couples, families, and groups), there seems to be ample evidence of a program that is meeting its standards and improving.

Proposal: Since the pattern of CPCE scores over the past few years has consistently been very positive and this year's scoring pattern is so different, no definitive action will be proposed at this time so as to ascertain if in fact it was program or the result of this particular mixture of students. Further, the assessment of next year's scores should change from the aggregate group scoring comparison to being able to compare individual student scores, which should provide a stronger measure.

PROGRAM

The assessment process includes reviewing student performance on each of the criterion chose to evaluate the seminary Student Learning Outcomes and CACREP Professional Identity, Professional Practice, and Program Area Standards. Each outcome/standard will be listed with the chosen criterion, assessment results, and specific use of the results (including ay proposed actions that arise as a result of the assessment).

The MAC has four Student Learning Outcomes as part of the program evaluation which were implemented in the 14-15 school year. The program is also reviewed by the Advisory Board.

Student Learning Outcomes

LCU- Student Learning Outcomes	Criterion/Standard and Procedure	Assessment Results – Student Performance	Use of Results
<p>LCU 1 <i>Demonstrate effective integration of Biblical and theological concern with current psychological perspectives</i></p>	<p>a. COUN 663 Major Theories- Integrative Paper with aggregate mean of 25/30 on rubric</p> <p>b. COUN 810 Ethics-OAS Research Paper with aggregate mean of 25/30 on rubric</p>	<p>a. COUN 663 25/30= Met</p> <p>b. COUN 810 Mean was 16.44 Unmet- average score effected by three 0’s and six well below meeting rubric needs</p>	<p>a. Continue use of assignment.</p> <p>b. COUN 810- Will review rubric more closely with students as assignment is good assessment of this area.</p>

	<p>c. COUN 662 Abnormal OAS Paper with aggregate mean of 11.25/15 on grading rubric on spiritual effects of disorder</p>	<p>c. COUN 662 Standard met with aggregate mean of 13.38</p>	<p>c. Will continue this assessment assignment.</p>
<p>LCU 2</p> <p>2. Exercise clinical counseling and pastoral skills by providing appropriate assessment, diagnosis, treatment, and consultation to individuals, couples, families, and groups.</p>	<p>a. COUN 760 Multicultural Multicultural Research Paper and Project Plan: aggregate mean of 30.625/35 on Application of Concepts portion of rubric</p> <p>b. COUN 662 Abnormal Aggregate mean of 80% or better on final exam.</p> <p>c. COUN 667 Tests and Measures-Clinical Evaluation Report with aggregate of 3.50/4.0 scale.</p>	<p>a. COUN 760 Aggregate mean of 32.78/35 achieved in Fall 2017 course. Goal Met.</p> <p>b. Achieved Aggregate mean of 86.19% Goal Met</p> <p>c. Goal met with aggregate mean of 3.9</p>	<p>a. COUN 760: Will continue to use assessment tool</p> <p>b. Continue use of case scenario for diagnosis and treatment application assessment.</p> <p>c. Will continue assignment as assessment tool. In review will spend more time in review of template.</p>
<p>LCU 3 Conduct graduate-level research in specialized areas related to counseling.</p>	<p>a. COUN 601 OAS Research Paper with aggregate mean of 80% on rubric</p>	<p>a. COUN 601 OAS Aggregate mean of 98% achieved- Goal Met</p>	<p>a. Will review next year's results as class was taught by adjunct who used</p>

	<p>b. COUN 666 Developmental</p> <p>OAS Research Paper with aggregate mean of 80% on rubric</p>	<p>b. COUN 666</p> <p>Aggregate mean was 93%</p> <p>Standard met</p>	<p>a maser learning approach.</p> <p>b. Continue use of assessment tool.</p>
	<p>c. COUN 760 Multicultural</p> <p>Research Paper and Project Plan: aggregate mean of 35/40 on Knowledge and Understanding of Concepts/LCU 3 criteria portion of rubric</p>	<p>c. COUN 760:</p> <p>Aggregate mean of 37.07/40 achieved in Fall 2017 course.</p> <p>Standard met</p>	<p>c. COUN 760</p> <p>Will continue use of assessment tool. Will reassess next year to determine if a new goal is warranted.</p>
<p>LCU 4</p> <p>Exhibit personal self-awareness and wholeness in the context of service to others.</p>	<p>a. COUN 668 Group</p> <p>Group Process Summaries: aggregate mean of 105/120 total points on LCU 4 portion of rubric</p> <p>b. COUN 602 Basics</p> <p>Aggregate mean of 24/30 on grading rubric of self-care plan.</p>	<p>a. COUN 668.</p> <p>Aggregate score of 117.55/120 for submission.</p> <p>Standard met.</p> <p>b. COUN 602</p> <p>Aggregate mean of 27.77/30 achieved for Fall 2017. Goal Met</p>	<p>a. COUN 668:</p> <p>Will continue as is at this time.</p> <p>b. COUN 602</p> <p>Self-Care, especially at the beginning of the program is</p>

	<p>c. COUN 892 Practicum</p> <p>aggregate mean of 3/5 on evaluation questions 34, 40, and 44</p>	<p>c. COUN 892</p> <p>Fall and Spring combined scores</p> <p>34: 4.3 40: 4.5 44: 4.1 Standard met</p>	<p>essential. Will continue to monitor this assessment tool.</p> <p>c.COUN 892:</p> <p>Will continue to assess this measure.</p>
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Professional Identity Standards

Specific Standard	Knowledge/Skill	Indicator	Goal	2015-2016	2016-2017	2017-2018	Comment
<p>Professional Orientation and Ethical Practice</p> <p>G.1.a History and philosophy of counseling profession</p>	K	<p>COUN 810</p> <p>Professional Identity Paper</p>	Aggregate mean of 32/40 on grading rubric for this standard	38.3	39.6	39.7	Have consistently been meeting standards. Will maintain standard assessment
G.1.f professional organizations, including membership benefits, activities, services to members and current issues	K	<p>COUN 810</p> <p>Professional Identity Paper</p>	Aggregate mean of 32/40 on grading rubric for this standard	39.6	40	39.8	Have consistently been meeting standards. Will maintain standard assessment

G.1.g professional credentialing including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	K	COUN 810 Professional Identity Paper	Aggregate mean of 32/40 on grading rubric for this standard	39.7	39.8	39.1	Have consistently been meeting standards. Will maintain standard assessment.
Social and Cultural Diversity G.2.b attitudes, beliefs, understandings, and acculturative experiences including specific experimental learning activities designed to foster students' understandings of self and culturally diverse clients	K	COUN 760 Ethnographic Observation Paper	Aggregate mean of 21.25/25 on IIG2b portion of Ethnography Observation on rubric in COUN 760	21.4	24.42	24.04	Standard consistently met. Recommend shifting to assessing the G.2.b. portion of COUN 760 Reflection One Paper based on <i>Color of Fear</i> movie and discussion. Goal: Aggregate score of 40/50 for G.2.b. portion of COUN 760 Reflection One Paper
G.2.d individual, couple, family, group, and community strategies for working with and advocating for diverse populations including multicultural competencies	K	COUN 760 MC Final Exam #1 #8	85% of students will earn full points on questions #1 & #8 of Multicultural Final Exam COUN 760	#1= 54% #8= 100%	#1= 86% #8= 93%	#1= 69% #8= 100%	Standard not consistently met. Professor of COUN 760 will review in greater detail information on how to advocate

							with legislators.
Human Growth and Development G.3.a theories of individual and family development and transitions across the life span	K	COUN 666 Vignettes 1,2	Aggregate score of 42/60 on vignette 1 and 42/60 on vignette 2 on the grading rubric for this standard	V1= 52 V2= 53.7	V1= 59 V2= 57	V1= 53.2 V2= 55.4	Will move to test questions as listed: Test 1-19,45,47,51 & 71. Test 2-8,13,24,28,34 & 51
G.3.d theories and models of individual, cultural, family, couple, and community resilience	K	COUN 760 MC Final Exam #11, #12, #13	85% of students will earn full credit on questions #11, #12, #13 of Multicultural Final Exam in COUN 760	#11= 62% #12= 38% #13= 92%	#11= 71% #12= 43% #13= 93%	#11= 100% #12= 92% #13= 69%	Standard not consistently met. In reviewing, it appears that #12 does not address G.3.d. Will continue to assess #11 and 13. Will review how resilience is communicated in course and course readings.
Career Development G.4.b career, avocational, educational, occupational, and labor market information resources, and career information systems	K	COUN 751 Professional Career Assessment Report	Aggregate mean of 80/100 on grading rubric for this standard	88.2	96.9	92	Have consistently been meeting standards. Will maintain standard assessment.
G.4.d interrelations among and between work, family, and other life roles and factors including the role of multicultural	K	COUN 751 Genogram and Autobiography	Aggregate mean score of 32/40 on grading rubric for this standard	40	40	40	Have consistently been meeting standards. Will maintain

issues in career development							standard assessment.
Helping Relationships G.5.c essentials in interviewing and counseling skills	S	COUN 602 Minimum Competency OAS	Aggregate mean of 3/5 on Minimum Competency Evaluation in COUN 602	3.1	3.05	3.1	Standard consistently met. Will continue to assess with this measure since this is a foundational course and foundational skills.
G.5.d counseling theories that provide students with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current and professional research and practice in the field so they begin to develop a personal model of counseling	K	COUN 663 Integrative Paper	Aggregate mean of 80/100 on grading rubric for this standard	94.1	91.1	94.6	Have consistently been meeting standards. Will continue to maintain standard assessment.
Group Work G.6.a principles of group dynamics including group process components, developmental stage theories, group members roles and behaviors, and therapeutic factors of group work	K	COUN 668 Final Exam Questions #1, #2, #3, #10, #18, #21, #23, #24, #25, #26	85% of students will earn full points on questions #1, #2, #3, #10, #18, #21, #23, #24, #25, #26 of Group Final Exam COUN 668	#1= 100% #2=71% #3=57% #10= 100%; #18=	#1= 75% #2= 83% #3= 83% #10= 92% #18= 75% #21=	#1= 70% #2= 70% #3= 70% #10=	Standard for #10 consistently met. Will discontinue assessing #10. Will continue to assess the

				14%; #21= 43%; #23= 100%; #24= 29%; #25= 71%; #26= 71%	50% #23= 100% #24= 33% #25= 75% #26= 83%	100% #18= 60% #21= 60% #23= 20% #24= 40% #25= 90% #26= 83%	remaining items.
G.6.b group leadership or facilitation styles and approaches including characteristics of various types of group leaders and leadership styles	K	COUN 668 Final Exam Questions #4, #5, #6	85% of students will earn full points on questions #4, #5, #6 of Group Final Exam COUN 668	#4=86% #5=86% #6=57%	#4= 67% #5= 92% #6= 67%	#4= 100% #5= 100% #6= 90%	Standard for #5 met consistently. Will discontinue assessing #5. Course will provide more emphasis on types of groups.
Assessment G.7.d reliability (i.e. theory of measurement error, models of reliability, and the use of reliability information)	K	COUN 667 Test Critique	Aggregate score mean of 4/5 on grading rubric for this standard	5	5		Have consistently been meeting standards. Will alter rubric to provide clearer expectations on specifics of reliability

							noted in the standard.
G.7.e validity (i.e. evidence of validity, types of validity, and the relationship between reliability and validity)	K	COUN 667 Test Critique	Aggregate score of 4/5 on grading rubric for this standard	5	5		Have consistently been meeting standards. Will alter rubric to provide clearer expectations on specifics of validity noted in the standard.
Research and Program Evaluation G.8.c statistical methods used in conducting research and program evaluation	K	COUN 601 Test 2 questions #3, #14, #15, #16, #27, #28, #29	80% of students will earn full credit on questions #3, #14, #15, #16, #27, #28, #29 of Test 2	60%	58%	72%	See note below*

*This standard has yet to be met. There were changes in textbook between 2015-2016 school year and 2016-2017 and then a change in instructors between 2016-2017 and 2017-2018 school year. This year's score is near the standard at 72%. We will be seeking the next instructor to be aware of this need.

Professional Practice

Specific Standard	Knowledge/Skill	Indicator	Goal	2015-2016	2016-2017	2017-2018	Comment
<p>Practicum</p> <p>3.F.5 Evaluation of the student's counseling performance throughout the practicum including documentation of a formal evaluation after the student completes the practicum</p>	K/S	<p>COUN 892</p> <p>Practicum Final Evaluation</p>	90% of students will earn a mean score of 3/5 on Practicum Final Evaluation	100% average score 4.43	100% average score 3.52	<p>89% (one outlier at 2.43 who failed his practicum). With outlier, mean score = 4.03.</p> <p>Without outlier, mean score = 4.3</p>	Standard essentially met. Will continue to assess.
<p>3.G.6 Evaluation of student's counseling performance throughout the internship including documentation of a formal evaluation after the student completes internship by a program faculty member consultation with the site supervisor</p>	K/S	<p>COUN 890</p> <p>Internship Final Evaluation</p>	90% of students will earn a mean score of 3/5 on Internship Final Evaluation	100% average score 4.47	100% average score 4.17	<p>92% Average score 3.59 (including an intern who failed) without this failed score the average would be 3.89</p>	Standard met. Will continue to assess since this is a capstone course.

Program Area Standards

Clinical Mental Health Counseling

Specific Standards	Knowledge /Skill	Indicator	Goal	2015-2016	2016-2017	2017-2018	Comments
<p>Foundations</p> <p>A.2 understanding ethical and legal considerations specifically related to the practice of clinical mental health</p>	K	<p>CPCE Exit Test</p> <p>Ethics portion of Pre-Practicum Exam</p>	<p>Graduating students will earn aggregate mean score of 10 on CPCE Exit Test content area. Students will earn aggregate mean score of 14/20 on ethics portion of Pre-Practicum Exam</p>	<p>CPCE=</p> <p>Pre-Practicum=16</p>	<p>CPCE= 12</p> <p>Pre-Practicum=17</p>	<p>CPCE=11.75</p> <p>Pre-Practicum =15.57</p>	<p>As this standard is key it will be kept.</p>
<p>Diversity and Advocacy</p> <p>F.3 Demonstrates ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations</p>	S	<p>COUN 760 Multi-cultural OAS paper</p> <p>COUN 890 Internship Evaluation #45, #46</p>	<p>Aggregate mean of 29.75/35 (85%) on CACREP CMHC F3 portion of Multi-cultural Research Paper rubric in COUN 760</p> <p>Internship Final Evaluation #45, #46 80% of students will</p>	<p>MC Research Paper= 18.02 (out of 20)= 90.1%</p> <p>Internship Final Evaluation #45 Fall 2015=58% Spring 2016= 100%</p>	<p>MC Research Paper= 31.22 (out of 35)= 89.2%</p> <p>Internship Final Evaluation #45 Fall 2016=75% Spring 2017= 87.5%</p>	<p>MC Research paper =32.78 (out of 35)= 93.7%</p> <p>Internship Final Evaluation #45 Fall 2017=75% Spring 2018=70%</p> <p>Internship Final Evaluation</p>	<p>F.3. Standard met for 3 years in a row in MC OAS assignment. Recommend switching to monitoring standard E2</p> <p>(Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the</p>

			earn a 4 or higher	<p>Internship Final Evaluation #46 Fall 2015=75% Spring 2016=</p> <p>100%</p>	<p>Internship Final Evaluation #46 Fall 2016=75% Spring 2017=75%</p>	<p>#46 Fall 2017=67% Spring 2018=80%</p>	<p>client) next year. This will be accomplished using the E2 portion of the COUN760/IC 650 <u>Identity Wheel and Social Identity Awareness</u> assignment.</p> <hr/> <p>Continue monitoring # 45 & 46 on Internship Final Evaluation since those standards have not consistently been met. Will note need to emphasize these items in group supervision.</p>
<p>Diagnosis</p> <p>K1 Knows the principles of the diagnostic process including differential diagnosis and the use of current diagnostic tools,</p>	K	<p>Pre-Practicum Abnormal Psychology portion</p> <p>COUN 662</p>	<p>Aggregate mean score of 16/20 on Abnormal portion of the pre-practicum exam</p>	<p>Pre-Practicum=17</p>	<p>Pre-Practicum=17</p>	<p>Pre-Practicum=17.28</p>	<p>Standard met. Will continue to assess Knowledge score on OAS assignment.</p>

such as the current edition of the Diagnostic and Statistical Manuel of Mental Disorders (DSM)		Abnormal OAS	OAS knowledge score will be aggregate mean score of 3/5	Abnormal OAS=3	Abnormal OAS= 3.39	Abnormal OAS= 3	
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Summary Statement

As there is a significant amount of information in this report and recommended changes are spread throughout the report, the following is offered as a summary statement of changes made to the program as a result of this year’s program review.

1. In the COUN 751 Students suggested doing dyads to practice some of the career counseling skills. This will be added.
2. In COUN 810 it was suggested that more scenarios be given. One or two more will be added. Further need to emphasize the legal issues, confidentiality, bartering and referral
3. In the COUN 666 Developmental class students requested more group work. Will seek to schedule in a few more group projects and provide more role play.
4. In the COUN 663 Theories class the change project will be dropped and replaced by students developing a grid of information for each major theory. Furthermore, direct questions on integration will be incorporated into the final assignment.
5. In Group COUN 668. Students requested time to discuss their group project. Effort will be made to add some time for this. Also more emphasis will be made regarding instructions about types of groups.
6. In Acute Trauma COUN 724, Students noted that the Self-Care plan was very similar to the one done in Basic Counseling. Effort will be made to make it a more unique assignment.
7. In Complex Trauma COUN 725, students requested specific information on understanding what it takes to be a trauma therapist verses a trauma informed therapist. More information will be included next time.
8. In Multicultural COUN 760, students suggested interviewing more than one person on the social justice paper in order to get a variety of views. This will be incorporated. Further, Q&A time will be offered at the end of each section. Instructor will review how to interact with legislators and more emphasis will be placed on how resilience is communicated in course and course readings.
9. In Basic Counseling Techniques COUN 602. Students appreciated the feedback on the triad videos so will keep this process. It was also noted that case conceptualization will be dropped from the class.
10. In Tests and Measures COUN 667 need to provide model of final report.
11. Continue to monitor the mentorship efforts to see if they are being effective.

12. On the Graduate Survey and Graduate Employer Survey will seek to set up and do phone interviews.
13. Will review and see if the integration assignment in the TH 600 (Systematic Theology) class was useful for the purpose of integrating of psychology and theology.
14. Review the scores on CPCE on the next session to see if a trend is developing and move toward the student- to- student comparison as opposed to group aggregates scores.
15. Provide new standards for assessment for the coming school year as noted in the areas listed in the Program Review section.

Program Outcomes Report

The Lincoln Christian University 60 hour counseling program at the time of this report has 65 students. Class sizes tend to run about 17 students per class with emphasis on a face- to- face learning environment. The student body is composed of multiple ethnic backgrounds with a higher ratio of females to males in the program.

Based on the 2017-2018 school year there were 11 graduates of Lincoln Christian University's Clinical Mental Health Counseling program. Scores reported to the school indicate our students achieve high pass rates on the licensing examination with an average score of 127. Generally the test requires a range score of 94-102 for students to pass. The pass rate for graduates taking the NCE since graduation is 100% of those responding to our graduate survey. One hundred percent of those graduates who responded to the graduate survey who actively sought jobs in counseling are now employed. Of those graduating from the MAC program 96.1% (75 out of 78) of the graduates completed the program in 5 years or less.

CACREP accreditation for the Clinical Mental Health Counseling program has been approved for the remaining portion of the eight year cycle ending October 31, 2022.