Report to the Board of Trustees
2018-2019

Lincoln Memorial University
Harrogate, Tennessee

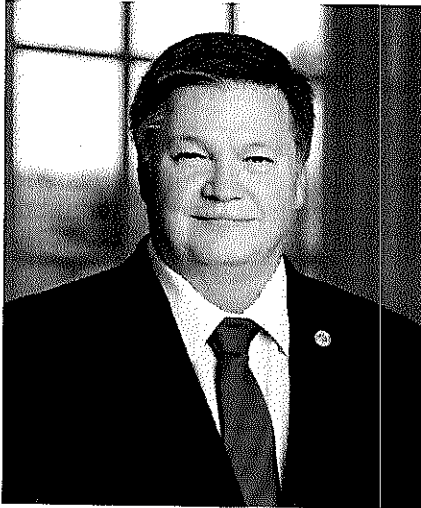# Contents

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The Legacy Continues

During the past two years, Lincoln Memorial University has continued to move forward through the addition and enhancement of academic programs and facilities. I remain honored and grateful to the members of the Board of Trustees for the confidence they have placed in me, and I appreciate their continued guidance and support.

When I became President of the University in July 2017, the institution was on course toward its vision to achieve regional distinction as a student-centered, educational and service-oriented intellectual and cultural community defined by excellence, creativity, and diversity in its people, procedures and programs. For the last decade and a half, the University has experienced a period of remarkable growth and exciting new initiatives. Many factors have contributed to that growth, including,

- LMU has a very dedicated and visionary board of trustees;
- LMU is a quality-oriented, student-centered, and forward-thinking institution that offers relevant programs and engages highly qualified faculty, staff, and administration;
- LMU continuously extends its reach, while maintaining a steadfast commitment to the institution's historical mission; and
- LMU has devoted alumni who continue to support their alma mater with their time, talent, and treasure.

Another factor contributing to the growth is the University's strong commitment to an orderly and timely planning, budgeting and assessment process, which facilitates institutional effectiveness. This process includes,

- broad-based participation at all institutional levels;
- an integrated planning, budgeting and assessment schedule;
- compliance with Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requirements;
- identified institutional priorities; and
- utilization of sound institutional effectiveness oversight practices.

The 2018-2019 year has been another successful one at LMU. This report provides an update on progress toward achievement of the University's strategic goals. It also highlights significant accomplishments and presents information on some key indicators. Statistical data are from the Office of Institutional Effectiveness.

Sincerely,

Clayton Hess

Clayton Hess, PhD
President

INTRODUCTION

Lincoln Memorial University has a strong commitment to an orderly and timely planning, budgeting and assessment process, which facilitates institutional effectiveness. The President, Board of Trustees, Cabinet, and other administrative officers, faculty, and staff have responsibilities for and opportunities to participate in the process. The University mission provides guidance in the prioritization of activities and funding necessary for the achievement of the overall vision. Eight strategic goals have been identified as critical to achieving regional distinction. These strategic goals are consistent with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) expectations for institutional improvement. The strategic goals, listed below, have been affirmed by the University President and the Board of Trustees.

1. Assess and enhance academic quality.
2. Recruit and retain students so that enrollment, integrity and the mission of Lincoln Memorial University will be maintained to produce knowledgeable and productive citizens of society.
3. Strengthen planning, budgeting, and assessment.
4. Ensure the adequacy and efficient use of physical and human resources on campus and at extended learning sites.
5. Ensure effective and efficient use of technology.
6. Enhance resources.
7. Assess and enhance University-wide research and scholarly activity.
8. Provide academic and student services that foster academic and social integration to promote retention and student success.

The University's vision, mission, purpose, values, and strategic goals are reviewed annually at the Strategic Planning Retreat. Progress reports on the strategic goals are presented and discussed, and updates are made to the five-year Strategic Plan to reflect progress made toward achievement of the goals and to address new requirements and initiatives. Any proposed revisions to the vision, mission, purpose, values, and strategic goals are submitted to the Board of Trustees for a final decision. The revised Strategic Plan is also submitted to the Board of Trustees for approval.

Progress toward the achievement of the Strategic Goals is measured via established benchmarks and monitored by institutional effectiveness practices. The following information highlights some key indicators of progress toward achievement of the University's mission and strategic goals during 2018-2019.

ACCREDITATION

As stated by the U.S. Department of Education, the goal of accreditation is to ensure that education provided by institutions and/or programs of higher education meets acceptable levels of quality. Accreditation plays a significant role in fostering public confidence in the educational enterprise, maintaining standards, enhancing institutional effectiveness, and improving higher education by establishing a common set of requirements with which accredited institutions must comply. There are two basic types of educational accreditation—institutional and programmatic.

Institutional Accreditation

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is the regional body for the accreditation of degree-granting higher education institutions in the southern region of the United States and those operating in select international locations. The Commission's mission is the enhancement of education quality throughout the region and the improvement of the effectiveness of institutions by ensuring that they meet standards established by the higher education community that address the needs of society and students. The SACSCOC mission serves as the common denominator of shared values and practices among the diverse institutions.

Accreditation by SACSCOC signifies that the institution (1) has a mission appropriate to higher education, (2) has resources, programs, and services sufficient to accomplish and sustain that mission, and (3) maintains clearly specified educational objectives that are consistent with its mission and appropriate to the degrees it offers, and that indicate whether it is successful in achieving its stated objectives.

SACSCOC accreditation must be reaffirmed every ten years, and institutions are required to submit a *Fifth-Year Interim Report* a little more than four years prior to the institution's next scheduled reaffirmation. LMU's latest reaffirmation of accreditation began in 2018 with the preparation and submission (September 2018) of the *Compliance Certification Report*. An on-site visit was conducted in March 2019. The reaffirmation review resulted in no recommendations and LMU requested a waiver of the five months normally allocated for he response report (i.e., the *Focus Report*), thereby allowing the University to be considered for reaffirmation in June rather than December 2019. The waiver was approved in April 2019. LMU also requested to retain December 2029 as the next reaffirmation date. LMU received reaffirmation of accreditation as a Level VI institution by SACSCOC in June 2019. At the same time, SACSCOC approved the request by LMU to retain December 2029 as the next reaffirmation date, which extended the time for the University's next reaffirmation by six months.

A component of the reaffirmation process is the development of a Quality Enhancement Plan (QEP), which is a five-year plan to improve student learning or the learning environment at the institution. The development of an institution's QEP must be an institution-wide effort and have broad-based support of the stakeholders. The topic of LMU's new QEP, which was approved during the 2019 reaffirmation, is *Transparent Instruction in General Education and Gateway Courses for Student Success*. A summary of the QEP is provided below.

Quality Enhancement Plan (QEP): Through multiple ongoing, comprehensive planning and evaluation processes, Lincoln Memorial University (LMU) identified the topic *Transparent Instruction in General Education and Gateway Courses for Student Success* for the (QEP). High-need and underserved students comprise a large proportion of the LMU undergraduate student body. Transparent Instruction has been shown to bolster student success in several ways: by building students' confidence, increasing their sense of belonging, and mitigating feelings of bewilderment or inadequacy early-on when they are first faced with college-level work. Transparent Instruction will help LMU address continued challenges in reaching improved levels

of student success, as measured by retention rates of freshmen students, especially first-generation college students (FGCS); general education learning; and graduation rates.

Programmatic Accreditation

While SACSCOC accredits the University as a whole, programmatic accreditation agencies focus on a specific academic program, department, or school that is part of a larger institution. Table 1 presents programmatic accreditation activities during the 2018-2019 academic year. In addition, work has begun on the next reaffirmation of accreditation for the Social Work Program (School of Arts, Humanities and Social Work) by the Council on Social Work Education (CSWE); for the School of Business by the Accreditation Council for Business Schools and Programs (ACBSP); and for the School of Education by the Council for the Accreditation of Educator Preparation (CAEP) and the State of Tennessee Department of Education (concurrent onsite visit is scheduled for April 2020).

Table 1 – Programmatic Accreditation (colleges/schools listed alphabetically)

PROGRAMMATIC ACCREDITATION				
School/College/ Program	*Onsite Review Date or Other Activity*	*Affirmation/ Reaffirmation Date or Other Activity*	*Next Reaffirmation Date*	*Accrediting Agency*
School of Allied Health Sciences				
• Medical Laboratory Science	Oct. 4-5, 2018	April 2019	2029	National Accrediting Agency for Clinical Laboratory Sciences (NACCLS)
• Veterinary Medical Technology (VMT)	Biennial report submitted Sept. 2018	Interim report due September 2019	Fall 2021	American Veterinary Medical Association Committee on Veterinary Technician Education and Activities (AVMA CVTEA)
• Athletic Training	Teach-out to complete May 2020	Biennial report submitted Sept. 2019	(not applicable)	Commission on Accreditation of Athletic Training Education (CAATE)
Duncan School of Law				
• *School of Law*	Sept. 27-29, 2018	Feb. 21-23, 2019 meeting; letter dated March 1, 2019	2021-2022 academic year	American Bar Association (ABA) (evaluation conducted in 3rd year following granting of full approval and every 10th year thereafter)

PROGRAMMATIC ACCREDITATION

School/College/ Program	Onsite Review Date or Other Activity	Affirmation/ Reaffirmation Date or Other Activity	Next Reaffirmation Date	Accrediting Agency
School of Medical Sciences				
• Master of Medical Science (MMS) in Physician Assistant Studies (LMU-Knoxville)	Applied for provisional accreditation from ARC-PA	Anticipate matriculating first class October 2020 pending achieving Accreditation-Provisional status at ARC-PA meeting in June 2020	(to be determined)	Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)
NOTE: Established PA Program in Harrogate is separate from the developing PA Program in Knoxville. ARC-PA reviews each LMU PA Program separately for compliance with the ARC-PA *Standards* and policies and determines the ARC-PA accreditation status for each LMU PA Program separately.				
Caylor School of Nursing				
• ASN & BSN (Tampa, FL)	Oct. 24-26, 2018	April 2019 (initial accreditation, effective Dec. 2017)	2023	Accreditation Commission for Education in Nursing (ACEN)
• ASN & BSN (5 sites in TN & KY)	Feb. 5-7, 2019	October 2019 (continuing accreditation)	2027	
DeBusk College of Osteopathic Medicine				
• College of Osteopathic Medicine	–	December 2018	2022 (mid-cycle report due in 2020)	American Osteopathic Association Commission on Osteopathic College Accreditation (AOA COCA)
• College of Osteopathic Medicine (LMU-Knoxville)	Feb. 6-8; & June 6-7, 2019	June 2019 (approved Fall 2019 start)	Report due 2020	
• Physical Therapy (LMU-Knoxville)	In accreditation cycle for May 2021 start date	Full application due summer 2020	(to be determined)	Accreditation Council for Occupational Therapy Education (ACOTE)

PROGRAMMATIC ACCREDITATION				
School/College/ Program	*Onsite Review Date or Other Activity*	*Affirmation/ Reaffirmation Date or Other Activity*	*Next Reaffirmation Date*	*Accrediting Agency*
• Occupational Therapy (LMU-Knoxville)	In accreditation cycle for May 2021 start date	Full application due summer 2020	(to be determined)	Commission on Accreditation in Physical Therapy Education (CAPTE)
College of Veterinary Medicine				
• College of Veterinary Medicine	March 2018	January 7, 2019	2026	American Veterinary Medical Association (AVMA) Council on Education (COE)

State Authorizations

Additionally, the University must have authorization to operate in states where it has a physical presence and/or offers online learning. In addition to Tennessee, LMU operates degree granting sites in Kentucky and Florida. LMU is a member of the National Council for State Authorization Reciprocity Agreements (NC-SARA). This membership allows for reciprocity of online learning within member states without having to seek individual state approval, except where physical presence is established. While LMU does not have a physical site within Alabama, the number of DCOM students participating in clinical rotations in Alabama is in excess of those allowed under NC-SARA guidelines. Therefore, physical presence within the state was triggered and necessitated LMU's seeking and gaining approval for a clinical teaching site in Alabama. The Office of Institutional Effectiveness leads efforts for renewing annual licenses. Individual Colleges and Schools have responsibility for other required state agency review and/or approval processes. Table 2 on page 6 shows state agency activities during the 2018-2019 academic year.

Table 2 - State Agency Activity (colleges/schools listed alphabetically)

STATE LICENSING AGENCIES ACTIVITY – 2018-2019				
Program	Activity & Date	Approval Date/Other Activity	Renewal Date	Agency
Lincoln Memorial University				
• LMU	Exemption granted[1]	Oct. 1, 2019	9/30/2020	Tennessee Higher Education Commission (THEC)
Caylor School of Nursing				
• Caylor School of Nursing	Sept. 18-19, 2019	Approved Sept. 2019 with no recommendations	Annual evaluation	Tennessee Board of Nursing
• Corbin, KY (ASN;	Self-evaluation report submitted March & Sept. 2019)	Approved Oct. 2019 with no recommendations	Annual evaluation	Kentucky Board of Nursing (KBN)
• LMU - Corbin	–	Maintained/renewed through June 30, 2020 (letter dated March 28, 2019	Annual Renewal	Kentucky Council on Postsecondary Education (KYCPE)
• LMU - Online	–	Maintained/renewed through June 30, 2020 (letter dated March 28, 2019	Annual Renewal	
• Tampa, FL	Feb. 2019 (application process began)	License approved for 2019-2020 on May 22, 2019	Annual Evaluation	Florida Dept. of Education Commission for Independent Education (FLDOE-CIE)
DeBusk College of Osteopathic Medicine				
• College of Osteopathic Medicine	March 1, 2018 approval	Renew in 2020	Biennial Evaluation	Alabama Commission on Higher Education (ACHE)

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[1] As an accredited Tennessee, not-for-profit institution complying with the financial standards of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), LMU is exempt from oversight by the Division of Postsecondary School Authorization of the Tennessee Higher Education Commission (THEC), under Tennessee Law. Exemption must be renewed annually.

ASSESSMENT

All academic programs engage in the University's annual outcomes-based assessment process and produce annual Outcomes Assessment Reports (OARs) that focus on student achievement in relation to identified program level student learning outcomes. The outcomes assessment process evaluates student learning at all academic degree levels. The Office of Institutional Effectiveness (OIE) provides support for OARs; for example, during 2018-2019, OIE support included the following:

- presented sixteen assessment workshops to assist the campus community in developing a deeper understanding of quality continuous improvement processes;
- provided in-depth formative feedback to all academic programs, administrative units, and academic and student services units on the 2017-2018 Outcomes Assessment Reports (OARs) and offered individual and group consultations as requested; and
- enhanced the OAR form, academic program review materials, and assessment timelines.

In addition to participating in a systematic annual outcomes assessment process, all academic programs conduct comprehensive program reviews every three to five years. These reviews evaluate program effectiveness, student achievement, and factors impacting student achievement. All academic programs are required to participate in the program review process except programs that participate in external accreditation processes through programmatic accrediting agencies. Programs that undergo external programmatic accreditation do so in lieu of participating in the LMU program review process. Data generated through this comprehensive process are utilized at the School/Division/Department levels for programmatic improvement and at the institutional level for informing the Strategic Planning Process. Table 3 lists the program review schedule for the last three years.

Table 3 - Program Review Schedule (2016 - 2019)

Program Reviews		
2016-2017	**2017-2018**	**2018-2019**
Chemistry (BS)	Bachelor of Business Administration	General Education Core
Criminology and Criminal Justice (BS)	Master of Public Administration	Media Communications
Criminal Justice (MS)	Political Science	History
English (BA)		Music
Psychology (BS)		Mathematics
		Master of Science

The University regularly assesses student satisfaction through surveys. The Office of Institutional Effectiveness administers the Cooperative Institutional Research Program (CIRP) Freshman Survey, the Undergraduate Student Opinion Survey, the Graduate Student Opinion Survey, the Undergraduate Graduating Student Opinion Survey, the Graduate Graduating Student Opinion Survey, the Online and Extended Learning Site Survey, the National Survey of Student Engagement (NSSE), and the Ruffalo Noel Levitz Student Satisfaction Inventory (SSI).

The surveys include student perceptions of their learning and academic achievement. Survey results are disaggregated by program and degree level and are used by individual programs for program assessment purposes. In addition, feedback is solicited from faculty and staff through the Faculty/Staff Facilities, Services, and Workplace Satisfaction Survey, and the results used to make improvements where indicated.

NEW PROGRAMS

LMU uses a five-year pro forma model for budgeting new programs, which allows the University to implement programs over time. This allows the University to evaluate the feasibility of new programs, the breakeven point, and plan for the expenses associated with the start-up of new programs. New program initiatives during the 2018-2019 academic year are listed in Table 4.

Table 4 - New Program Initiatives (2018-2019)

NEW PROGRAM INITIATIVES 2018-2019 (* indicates existing program offered at new location or via a different modality)	
COLLEGE/SCHOOL	PROGRAM
Fall 2019 Launch	

School of Business	• Master of Business Administration (MBA) concentrations
	  – Healthcare Administration (online)
	  – Operations Management (online)
	• Doctor of Business Administration (DBA); fully online*

Carter and Moyers School of Education	• Master of Education (MEd) in Teaching Adult Learners
School of Mathematics and Sciences	• Doctor of Philosophy (PhD) in Integrative Biology
DeBusk College of Osteopathic Medicine	• Doctor of Osteopathic Medicine (DO); LMU-Knoxville* • Certificate in Medical Humanities
Fall 2020 Launch	
School of Medical Sciences	• Master of Medical Science – Physician Assistant (MMS-PA); LMU-Knoxville*
Fall 2021 Launch	
DeBusk College of Osteopathic Medicine	• Doctor of Physical Therapy (DPT); LMU-Knoxville • Doctor of Occupational Therapy (OTP); LMU-Knoxville
Approved by Academic Council	
School of Arts, Humanities and Social Sciences	• Bachelor of Arts (BA) in General Studies • Bachelor of Science (BS) in General Studies

NEW PROGRAM INITIATIVES 2018-2019	
(* indicates existing program offered at new location or via a different modality)	
COLLEGE/SCHOOL	**PROGRAM**

School of Allied Health Sciences	• Bachelor of Science (BS) in Exercise Science concentrations
	  – Coaching
	  – Sport Therapy

Proposed New Program (undergoing approval)	
School of Mathematics and Sciences & DeBusk College of Osteopathic Medicine	• Doctor of Veterinary Medicine (DVM)/ Doctor of Philosophy (PhD)
School of Mathematics and Sciences	• 3+1 Joint Bachelor of Science (BS) degrees in Biology (LMU School of Mathematics and Sciences) and Biotechnology (Gannan Medical University, China) • Master of Science in Biomedical Science
School of Veterinary Medicine	• 3+4 Doctor of Veterinary Medicine (DVM) with Daemen College (New York) • Master of Veterinary Education (MVE)
Proposed New Programs (undergoing feasibility study)	
School of Arts, Humanities and Social Sciences	• Minor in Philosophy • Master of Public Health (MPH) • Master of Science (MS) in Psychology • Doctor of Psychology (PsyD)

School of Business	• Bachelor of Business Administration (BBA) concentrations
	  – Business Analytics
	  – Management Information Systems
	• Master of Science in Business Analytics (MSBA); fully online

ENROLLMENT

Lincoln Memorial University (LMU) surpassed its previous enrollment record with a total headcount of 4,867 students at the Fall 2019 census date (September 15). The undergraduate population grew to 1,975. In late July, LMU opened a second location of the LMU-DeBusk College of Osteopathic Medicine (LMU-DCOM) at its newest off-campus site, LMU-Knoxville, which increased the number of graduate and professional students to a total of 2,892.

LMU has shown consistent growth over the past decade, with a total enrollment increase of nearly 50% and an undergraduate enrollment increase of 29%. Spurred by the initiation of professional schools, i.e., the LMU-DeBusk College of Osteopathic Medicine, LMU Duncan School of Law and LMU-College of Veterinary Medicine, LMU's graduate and professional student enrollment has increased 61% in the last ten years.

The enrollment of 1,264 first-generation students at LMU is an indicator that the University continues to achieve its mission of providing educational opportunities to Appalachia and beyond. Also, the institution was recently ranked 49th in the new *U.S. News and World Report* social mobility ranking for "National Universities." The ranking measures how successful a school is at enrolling and graduating undergraduate students who come from low-income households. LMU's social mobility ranking is the highest in Tennessee, including both public and private institutions.

The 2020 edition of the U.S. News and World Report placed LMU among the best 381 schools in the top tier "National Universities" category (there are 399 schools in the National Universities category, but only 381 received a ranking). The University was previously ranked in the "Regional Universities of the South" but was recently reclassified by the Carnegie Commission on Higher Education as a doctoral/professional university, resulting in LMU's move to U.S. News World Report's top tier "National Universities" category. Additional 2019-2020 institutional rankings are provided on page 25 of this report.

Enrollment data for 2015-2019 are shown in Table 5.

Table 5 - Total LMU Enrollment

	2015	2016	2017	2018	2019
Enrollment	3983	4245	4770	4798	4867

Enrollment by gender has remained consistent with 62-65% females (Table 6).

Table 6 - Total Enrollment by Gender

	2015	2016	2017	2018	2019
Men	1476	1594	1763	1687	1725
Women	2507	2651	3007	3111	3142
Total	3983	4245	4770	4798	4867

STUDENT ACHIEVEMENT

LMU identifies, evaluates, and publishes goals and outcomes for student achievement. The University holds four goals for student achievement:

1) Fifty-five percent of LMU first-time, full-time, degree/certificate seeking undergraduate students will graduate within six years (150% of normal enrollment length).
2) Fall-to-fall retention rates for first-time, bachelor's degree seeking students at LMU will exceed 75%.
3) Overall career outcome rates for baccalaureate graduates will exceed the National Association of Colleges and Employers (NACE) national rate.
4) The University will meet or exceed national/state pass rates for general education competencies and programs leading to licensure or certification.

Evaluation of student success enables the institution to better assess the University's curriculum and its quality at every level. LMU student achievement is evaluated using the following multiple measures:

- Graduation Rates
- Student Retention Rates
- Student Performance on State Licensure Examinations
- Educational Outcomes in Courses and Curricula
- Expectation of regional and programmatic accreditation/approval agencies (SACSCOC, Program Accreditation Associations/Councils/Commissions)
- Academic Program and Institutional Review Processes and Standards
- Career Outcome Rates

Results

Goal 1: Fifty-five percent of LMU first-time, full-time, degree/certificate seeking undergraduate students will graduate within six years (150% of normal enrollment length).

As shown in Table 7 below, LMU's 57% six-year graduation rate for the fall 2012 cohort exceeds the institutional student achievement goal. The institution attributes much of its graduation success to the high levels of academic support offered to students.

Table 7 - Six Year Graduation Rates

Institution	2013 (Fall 2007 Cohort)	2014 (Fall 2008 Cohort)	2015 (Fall 2009 Cohort)	2016 (Fall 2010 Cohort)	2017 (Fall 2011 Cohort)	2018 (Fall 2012 Cohort)
Lincoln Memorial University	53%	47%	53%	55%	46%	57%

Goal 2: Fall-to-fall retention rates for first-time, bachelor's degree seeking students at LMU will exceed 75%.

LMU achieved a 75% retention rate for first-time, bachelor's degree-seeking students from Fall 2017 to Fall 2018. LMU has seen growth in its fall-to-fall retention rates over the past several years. LMU fall-to-fall retention rates for first-time, bachelor's degree-seeking students for the past five years are presented in Table *8* below.

Table 8 - Fall-to-fall Retention Rates for First-time, Bachelor's Degree Seeking Students

Institution	2013	2014	2015	2016	2017	2018
Lincoln Memorial University	74%	69%	65%	70%	73%	75%

Goal 3: Overall career outcome rates for baccalaureate graduates will exceed the National Association of Colleges and Employers (NACE) national rate.

LMU tracks the career outcome status of its graduates as a measure of student achievement and program success. Graduates are contacted six months post-graduation to determine their employment or graduate school status. The most current National Association of Colleges and Employers (NACE) report shows the national average overall career outcome rate as 81%. LMU has historically exceeded the NACE national rate (Table *9*).

Table 9 - Overall Knowledge Rate

Graduating Term	Overall Career Outcome Rate	Percent Employed Full-Time	Percent Graduate School Placement Rate	Overall Knowledge Rate*
May 2016	97%	71%	26%	94%
December 2016	95%	81%	14%	96%
May 2017	96%	68%	28%	93%
December 2017	94%	82%	12%	91%
May 2018	97%	60%	37%	88%

Knowledge rate is a term used by NACE in lieu of "survey response rate" to reflect the approach of going beyond simply relying on a survey for obtaining outcomes information.

Additionally, LMU's professional schools track career outcome and placement rates. Table *10* below shows the most recent rates for the LMU DeBusk College of Osteopathic Medicine, the LMU Duncan School of Law, and the LMU College of Veterinary Medicine.

Table 10 - Placement Rates

Professional Program	2014	2015	2016	2017	2018
LMU DeBusk College of Osteopathic Medicine	100% Placement	100% Placement	100% Placement	99.5% Placement	99.5% Placement
LMU Duncan School of Law	96% Full-Time Employ-ment	96% Full-Time Employ-ment	100% Full-Time Employ-ment	76% Full-Time Employ-ment	85% Full-Time Employ-ment
LMU College of Veterinary Medicine*	NA	NA	NA	NA	97.7% Full-Time Employ-ment

The LMU College of Veterinary Medicine did not have data collected on its first graduation class until December 2018.

Goal 4: The University will meet or exceed national/state pass rates for general education competencies and programs leading to licensure or certification.

LMU continues to receive good results on pass rates for general education competencies and programs leading to licensure or certification. Detailed information on student achievement data is posted on the LMU website at https://www.lmunet.edu/about-lmu/consumer-information/; select "Goals for Student Achievement" from "By The Numbers" at bottom of page.

ACADEMIC AND STUDENT SERVICES

LMU provides academic and student support services for students enrolled in all its academic programs at all instructional sites. LMU students have access to programs and services designed to support a comprehensive learning community.

The *Tagge Center for Academic Support* provides students with opportunities for academic counseling, peer tutoring, and coaching on note-taking and time-management and offers study skills assistance and test review sessions. Tagge Center services are available to all students and the center also includes *Student Support Services*, the *Cornerstone Program*, and the *Invitee Program* for qualifying groups of students.

Student Support Services is a federally funded program for qualifying students that provides advising, tutoring, career planning, cultural activities, and freshman mentoring. The *Cornerstone Program* is a retention initiative at LMU for first-time college students who fall below the minimum threshold for regular admission but show promise of success if given opportunities for increased academic support. The *Invitee Program* serves students who meet the minimum threshold for regular admission but are taking at least one remedial course. The Cornerstone and Invitee programs facilitate the adjustment to college, affording students the opportunity to

successfully matriculate and succeed academically while progressing toward graduation. The program pairs each Cornerstone student with an academic advisor from the Office of Academic Support who provides mentorship and assistance during the student's first two years at the University.

LMU also provides students with Mental Health Counseling Services, Career Services, and accommodations for students with disabilities through the Office of Accessible Education Services. Through Mental Health Counseling Services students have access to confidential mental health counseling and care to help them overcome personal, career, and academic concerns that often create barriers for academic success. During 2018-2019, the four LMU counselors provided services for 565 unique individuals, totaling 2,797 sessions. The Office of Career Services provides career counseling, career exploration classes, interest and personality assessments, and resources to assist students in choosing a major and career. All students utilizing career services reported having gained knowledge and understanding of career readiness. Graduates are contacted six months post-graduation to determine their employment or graduate school status. The most current National Association of Colleges and Employers (NACE) report shows the national average overall career outcome rate as 81%. LMU has historically exceeded the NACE national rate. The Office of Accessible Education Services works with students to remove barriers that may hinder their ability to fully participate in the academic experience at LMU.

The University provides library and learning/information resources, services, and support for the degrees offered which include the liberal arts and professional studies. The Libraries also provide support for other missions of the University. The libraries at Lincoln Memorial University are the Carnegie-Vincent Library (main academic library - Harrogate), the Reed Health Sciences Library (Harrogate), the Duncan School of Law Library (Knoxville), and the Abraham Lincoln Library and Museum (Harrogate). In addition to the location at Harrogate, the Carnegie-Vincent Library has three other staffed library branches to serve students and faculty—LMU-Knoxville, Cedar Bluff (Knoxville), and Tampa, Florida.

For the benefit of the institution's community of users, all the libraries collaborate. Examples include a shared integrated library computer system and shared electronic resources. Each library provides most resources as accessible to all LMU user groups, though a few resources are only accessible to particular user groups, such as medicine or law. Each library maintains a website for accessing resources and information about services.

In addition to internal processes for determining appropriate levels of academic and student support services, SACSCOC and programmatic accreditors assess these support services during their regular accreditation review cycles.

PHYSICAL AND HUMAN RESOURCES
LMU provides physical and human resources at the main campus and off-campus locations that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. In addition to the main campus in Harrogate, LMU has off-campus locations as follows:

Tennessee
- Alcoa (Blount County)
- Chattanooga (Chattanooga State Community College)
- Kingsport (Kingsport Center for Higher Education)
- Knoxville
    - Cedar Bluff
    - LMU-Knoxville
    - Physicians Regional Medical Center
    - Duncan School of Law

Kentucky
- Corbin

Florida
- Tampa

The University also has two extensions of the Harrogate campus: Cumberland Gap, Tennessee (Arts-in-the-Gap); and Ewing, Virginia (DeBusk Veterinary Teaching Center).

The main campus and off-campus locations continue to be enhanced aesthetically and functionally through the addition of new buildings, renovation of existing buildings, and upgrades to infrastructure. Major projects during the last year include the following:

Infrastructure Management
- Renovated Splitters and Student Center Lobby to accommodate Chick-fil-A.
- Completed the Veterinary Medicine Building; ribbon cutting held on May 3, 2019.
- Renovated Kresge to accommodate the addition of Kindergarten through Third Grade at J. Frank White Academy.
- Constructed the Pioneer Village, which includes replicas of Abraham Lincoln's and Andrew Still's birthplace cabins; a smokehouse, corn crib, root cellar, blacksmith shop, cow barn, and outhouse.
- Began design for renovation and expansion of Abraham Lincoln Library and Museum
- Introduced LiveSafe application (mobile safety communications application; replaced E2Campus).
- Relocated main road through campus and added additional parking.
- Began development of Alumni Park
- Upgraded Duke Hall electrical system.
- Continued retirement of overhead high voltage.
- Added a redundant electrical feed from Powell Valley Electric Cooperative into campus.

Information Services (IS)
The Information Services (IS) Department provides computing and communications infrastructure; software services, support, and training; and innovative instructional, research, and administrative programs for the University's operational units.

During 2018-2019, major projects included computing/communications hardware and software installations/upgrades at the DeBusk College of Osteopathic Medicine (Harrogate and

Knoxville), Avery Hall, College of Veterinary Medicine, Kresge, and the baseball and softball press boxes; continued integration of CBORD access system; and migration from Verizon Wireless to AT&T that resulted in a cost reduction of $3,275 per month. The department maintained 219 virtual and physical servers with 99.9% availability. The network security audit exhibited a 98% effectiveness of the network's security measures. In addition to nearly 300 training opportunities, the department provided the following services and support:

User Support for Technology Services
- Completed 37,193 IS Helpdesk work orders
- Provided 24/7 support for accreditation visits
- Provided support for 173 VTC Calls
- Provided support for 187 Exams
- Developed new hire work flow for Human Resources

Radio/Television Stations
- Closed Sigmon Communications
- Absorbed Sigmon services within IT
- Continued basic broadcast of radio stations in automated format compliant with FCC rules and regulations
- Provided audio and video streaming services
- Implemented 4K Streaming

Website
- Started migration to new Content Management System (CMS) that will leverage artificial intelligence (AI); in final stages
- Closed 3488 tickets
- Published 22,343 pages

Campus Safety and Security

The National Council for Home Safety and Security, a security trade association, ranked Lincoln Memorial University in Harrogate the safest college campus in America for 2019. The association releases school safety rankings each year, based on locally submitted police reports and FBI crime data on more than 490 colleges. The association's website commended LMU for several safety measures the University has implemented: patrols, door locks, after-hours escort services, camera monitoring, emergency and non-emergency dispatch, anonymous tip lines, annual security reports and sex offender registry searches. The University had been ranked 24th in 2017 and 15th in 2018.

LMU's Campus Safety and Security Department has developed partnerships with local county police and fire departments, the Tennessee Highway Patrol, and U.S. Department of Homeland Security and Federal Emergency Management Agency (FEMA). The department hosted *Hands Across the Border*, a program designed to reduce highway fatalities, with the Tennessee Governor's Highway Safety Office. The department also provides education and training for the campus community and county departments, conducts audits for local police departments, serves on the Claiborne County Sexual Assault Response Team, and serves as a consultant to other area universities. The following education and training sessions were provided during 2018-2019:

- Lockdown, Active Shooter, and LiveSafe (mobile safety communications application) education for 430+ LMU employees
- Safety, Drug, and Alcohol education for Athletics
- Fire Safety education for campus housing, medical clinics, JFWA, and all off-campus sites
- General in-service, firearms, hostile vehicle, "cops in court," disaster, field testing, and non-lethal training for local sheriff and police departments
- Cross-training with local fire departments

Human Resources

A priority for the Human Resources (HR) Department during 2018-2019 was to streamline HR processes. One major project was a re-deployment of the PeopleAdmin HR SelectSuite. SelectSuite is comprised of recruitment, onboarding, performance management, and employee records modules. The re-deployment has enabled the HR department to move from a paper-based system to fully electronic. SelectSuite is fully integrated into the campus Enterprise Resource Planning (ERP) system (Ellucian Colleague). Digitization was another priority for the department, with nearly 200,000 pages of Human Resources data digitized last year.

In addition to the University's processes for determining adequate physical and human resources requirements, the adequacy of these resources is assessed during regular accreditation review cycles by SACSCOC and programmatic accreditation agencies.

GLOBAL EDUCATION

The International Programs Department works with faculty, staff, and students to broaden the horizons of American students at LMU through interactions with international students and by increasing the number of study abroad and exchange programs offered; to facilitate faculty and administrators exchanges; and to promote collaborative research.

LMU has established international partnerships with universities in Australia, Brazil, Chile, China, Costa Rica, England, Japan, Mexico, Mongolia, and Thailand. During the last year, LMU students participated in study abroad programs in Belgium, Belize, Costa Rica, Ecuador, England, Ireland, Mongolia, Spain, and Tanzania. LMU faculty taught and/or conducted research in China, Tanzania, Thailand, and the United Kingdom. Also, three students from Japan attended LMU for one or two semesters through the U.S. State Department's Student and Exchange Visitor Program (SEVP) in 2018-2019. Three University faculty members received Fulbright Awards—two from the School of Arts, Humanities and Social Sciences Media Communications Department; and one from the School of Law—for teaching/research in Thailand, Croatia, and Latvia, respectively.

RESEARCH AND SCHOLARLY ACTIVITY

LMU supports and encourages faculty research and scholarly activity. The Office of Research, Grants and Sponsored Programs (ORGSP) assists faculty and staff in securing and managing external support from federal, state, and other sources. The University also provides a source of funding, administered through the LMU Research Mini-Grants Committee, a subcommittee of

the University Committee on Scholarly Activities (COSA). Faculty may apply for funding through this venue for planning and developing research opportunities. These awards are available on an annual basis. Nine faculty received funding totaling $44,689 for 2017-2018, and one faculty member received funding in the amount of $6,563 for 2018-2019.

LMU hosted several research events at the Harrogate campus, including the following:

- 2018 Phi Zeta Research Day (November 28, 2018); more than 400 students, faculty and staff attended the event.
- 26th Annual Blue Ridge Undergraduate Research Conference (April 5, 2019); approximately 75 participants from 10 schools, 24 oral presentations, and 26 poster presentations.
- Third Annual Research Day (April 12); 105 participants, 17 oral presentations and 58 poster presentations.

The LMU community has embraced the "One Health" global initiative. One Health encourages collaboration among all health disciplines with the goal of attaining optimal health for people, animals and the environment. The LMU-College of Veterinary Medicine hosted the inaugural Appalachia One Health Leadership Experience in Fall 2018 at the Harrogate campus.

The University appropriates faculty development funds for undergraduate and graduate professional development and scholarly activity through the *Faculty Scholarly Travel and Awards Committee*, a standing University committee comprised of members of the Faculty Senate. Each academic school/college and administrative division also has faculty and staff development funds that are allocated by the school/college dean or division vice president.

The University provides ongoing on-campus professional development and training opportunities through the schools, colleges, and the Center for Teaching and Learning (CTLE). Throughout the year, the CTLE provides faculty (full-time and adjunct), staff, and students with resources, training, workshops, documents, videos, links, and other examples of effective teaching and learning tools, techniques, and practices. The CTLE also coordinates and facilitates a two-day series of workshop during the Faculty-Staff Conference Week each August. The CTLE is staffed by a full-time Instructional Technologist and a Director of Online Learning to support faculty development and technology training. During 2018-2019, Academic Affairs implemented a *New Faculty Academy* for faculty new to LMU; the Academy consists of twelve three-hour sessions during the first semester of faculty employment.

In March 2019, six LMU students were awarded Ledford Scholarships by the Appalachian College Association (ACA) for summer 2019 research projects. Each Ledford Scholarship recipient must have a faculty mentor and is required to present the results of his/her research project at the ACA Summit the following fall.

Additional information about research and scholarly activity is located on the Office of Research, Grants, and Sponsored Programs (ORGSP) web page at https://www.lmunet.edu/administration/office-of-research-grants-and-sponsored-programs-orgsp/index.php,

FUNDRAISING AND ALUMNI SERVICES

Significant highlights from the Division of University Advancement during 2018-2019 include the following:

- Experienced a significant return in outright giving and estate expectancies
  - Raised a total of $4,313,171.44 in gifts from all sources as of June 30, 2019
  - Secured six additional estate expectancies for an anticipated total of $4.32 million in additional distributions
  - Increased LMU's one-year donor retention rate to 50.1%YTD, which exceeds the Association of Fundraising Professionals (AFP) national reported average of 45.5%
- Raised $49,443 in net revenue for the Duncan School of Law from event with Ron Chernow, celebrated historian and author; the event also brought significant media visibility to the University and Law School throughout the region.
- Raised $3,045,930.29 for the Kincaid Challenge and Exhibit Funds.
- Received gifts from 264 full-time faculty/staff, representing a 14.3% increase over last fiscal year.

The net cost to raise a dollar for fiscal year 2018-2019 was 9.67 cents.

Figure 1 shows donor support by area for fiscal 2018-19.

LMU donors supported the following areas during fiscal 2018-19:

Over **$470,000** in unrestricted giving and current projects

Over **$1,000,000** in support of annual/endowed scholarships

Over **$988,000** in non-cash giving

Over **$644,000** in grant funding

Over **$1,170,000** in funds for campus renovations
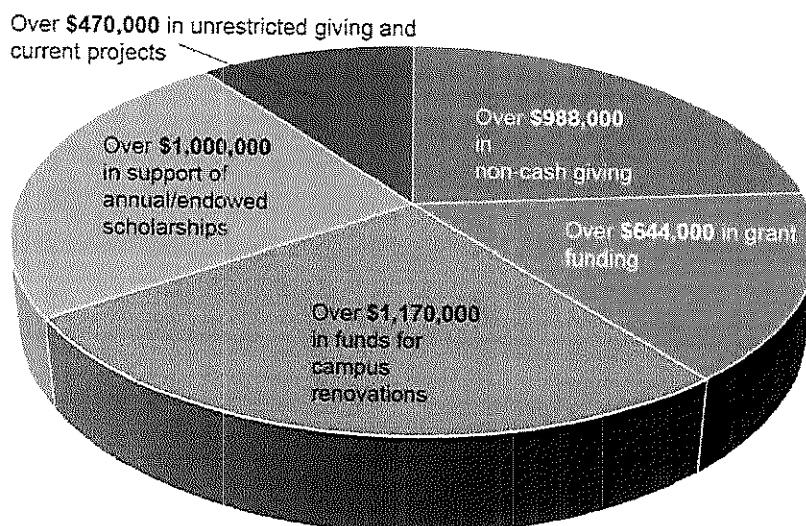
Figure 1 – Donor support by area (FY 2018-2019)

During 2018-2019, University Advancement staff met with more than 4,000 alumni and friends at 100 events hosted on campus and throughout the region, representing a 40% increase in alumni attendance and a 35% increase in the number of events from last year. Multiple travel opportunities were provided for alumni and friends, including a trip to the 2019 Rose Bowl Parade in Pasadena, California; and a trip to Belgium in June 2019. Other events included attending athletic events by the Tennessee Titans, Knoxville Ice Bears, Atlanta Braves and Tennessee Smokies. Several graduation breakfasts and lunches were hosted to encourage membership in the National Alumni Association.

ATHLETICS

In 2018-2019, LMU Athletics continued to succeed on and off the playing surface. Motivated by the constant pursuit of academic and competitive excellence, LMU student-athletes achieved unprecedented success with five (5) programs qualifying for the NCAA Division 2 National Tournament while posting an Academic Success Rate (ASR) of 85%. The following statistics present an overview for 2018-2019. Team grade point averages (GPAs) for academic year 2018-2019 are presented in Table 11.

Table 11 - Athletic Team GPAs (2018-2019)

Team GPAs for 2018-2019			
Team	Fall	Spring	Overall
Baseball	3.22	3.15	3.19
Basketball (M)	2.39	2.53	2.46
Basketball (W)	3.42	3.51	3.47
Bowling (M)	2.74	2.49	2.62
Bowling (W)	3.44	3.21	3.33
Cross Country (M)	3.3	3.03	3.17
Cross Country (W)	3.45	3.52	3.49
Golf (M)	3.22	3.48	3.35
Golf (W)	3.37	3.6	3.49
Lacrosse (M)	3.03	3.05	3.04
Lacrosse (W)	3.22	3.33	3.28
Soccer (M)	3.2	3.35	3.28
Soccer (W)	3.38	3.37	3.38
Softball	3.39	3.46	3.43
Tennis (M)	3.47	3.31	3.39
Tennis (W)	3.85	3.87	3.86
Track (M)	2.96	2.92	2.94
Track (W)	3.27	3.28	3.28
Volleyball (M)	3.05	3.25	3.15
Volleyball (W)	3.44	3.7	3.57
Cheerleading	3.05	3.12	3.09

Student Athletes:

- 370 student-athletes
- 81% Student-athlete retention rate
- 61%Graduation Rate
- 85% Academic Success Rate

L Club and Game Sponsorships:

- 290 current members
- $31,600 raised to date through the L Club initiative ($17,700 raised in 2017-2018)
- 35 businesses participating in Game Sponsorships package
- $54,650 raised to date through game sponsorships

Fall Results:

- Men's Soccer - 8-4-4 overall, T-4th in SAC, 6th in Southeast Region
- Women's Soccer - 14-5-2 overall, T-2nd in SAC, 7th in Southeast Region, 18th Nationally
- Women's Volleyball -- 20-10 overall, 3rd in SAC

Winter Results:

- Men's Basketball - 20-9 overall, T-2nd in SAC
- Women's Basketball - 16-14 overall, T-4th in SAC
- Women's Bowling - 53-45, 2nd in ECC, 19th Nationally
- Men's Volleyball - 16-7 overall, IVA Tournament Champions

Spring Results:

- Softball - 40-15 overall, 12-8 in SAC, SAC Regular Season Champions, 2nd in Southeast Region, 24th Nationally
- Baseball - 34-19 overall, 18-6 in SAC, 2nd in SAC, 6th in Southeast Region
- Men's Golf - 138-22 overall, 4th in SAC, 1st in Southeast Region, National Runner-up
- Women's Golf - 79-49 overall, 8th in SAC
- Men's Lacrosse - 4-9 overall, 2-6 in SAC, 8th in SAC
- Women's Lacrosse - 12-5 overall, 5-3 in SAC, 3rd in SAC
- Men's Tennis - 8-10 overall, 2-8 in SAC, 9th in SAC
- Women's Tennis - 11-9 overall, 5-5 in SAC, 5th in SAC
- Beach Volleyball - 8-11 overall

NCAA Tournament Appearances:
- Women's Volleyball
- Women's Soccer
- Baseball
- Softball
- Men's Golf

BUDGETING

The University has a comprehensive budgeting process that is integrated with annual planning and assessment. A balanced budget is prepared each fiscal year following the University's budget preparation timeline. The Vice President for Finance meets quarterly with each Vice President and Dean (budget officers) to review budget to actual results and forecasts. In the event of mid-year adjustments, the budget officer and Vice President for Finance work in concert with the President and the President's Cabinet in order to keep the budget in balance.

Highlights from 2018-2019
- Budgeting for all units and the Institution demonstrates alignment with the Institutional mission, goals, objectives and strategic priorities.
- LMU's mission served as the basis for all planning, budgeting and assessment practices during the 2018-19 academic year.
- Each budget officer prepared an annual budget.
- Approval was received for FY19 budget by the Board of Trustees.
- The current five-year pro forma was evaluated and assumptions adjusted based on the current market and trends.
- The Board of Trustees approved the inclusion of an expense line for Strategic Initiatives/ Contingencies and Debt Service in the 2018-2019 operating budget, as well as 2019-20 operating budget.
- Forecasts for operating revenues and expenses, as well as cash flows, were developed for the University.
- LMU ended the fiscal year in a positive year end position.
- Increased funding for research was approved in the 2019-2020 budget in several academic areas.
- Revenue budgets for 2018-19 were created in a way to allow for semester, program or off-site campus financial reporting.

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LINCOLN MEMORIAL UNIVERSITY ADMINISTRATION

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Figure 2 - Institutional Rankings