

# Lincoln Memorial University

## 2017 CACREP Mid-Cycle Report

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*Program currently accredited under the 2009 CACREP Standards.*

### **INSTRUCTIONS:**

*Mid-cycle reporting is required to maintain CACREP accredited status. Through mid-cycle reporting, programs inform CACREP of any program-related changes that have occurred since the most recent full accreditation review and demonstrate continued adherence to the CACREP Standards.*

*The Mid-cycle Report must include responses to each of the seven (7) items listed below. Responses must include the following: 1) a narrative description of the changes that have occurred, 2) a discussion of the impact of the changes on the program, and 3) relevant documentation demonstrating continued compliance with the CACREP Standards. **Please note, if the program is offered across multiple sites (e.g., different campus locations) and the changes being reported are site specific, please be certain to include information as to which sites are being referenced.***

*Four (4) separate copies of the Mid-cycle Report must be submitted in an electronic, read-only, and easily navigable format on labeled CDs or USB drives no later than September 15, 2017.*

*Failure to submit a Mid-cycle Report may result in suspension of your program's accreditation (Policy 6.f).*

### **I. CHANGES IN FACULTY** **(Standards I.M, N, W-Y and CES Standards I.H)**

*Please indicate any changes in faculty that have occurred since your last on-site visit. If there are faculty members who are no longer with the program(s), discuss the effect of the change on the teaching assignments, faculty load, etc.*

The four full-time faculty members (core faculty) assigned to the Counseling Program at Lincoln Memorial University (LMU) at the time of the last CACREP Site Visit in 2013 continue to serve in their same primary programmatic roles as they served at the time of the CACREP Site Visit, as follows:

Dr. Mark Tichon – Counseling Program Director  
Dr. Mike Hayes – Counseling Practicum and Internship Coordinator  
Dr. Connie Theriot – MEd in School Counseling Program Coordinator  
Dr. Joel “David” Effler – MEd in Mental Health Counseling Program Coordinator

*If new faculty members have been hired to fill open or new positions, please submit their names, teaching assignments, and copies of their current vitae. Include a discussion of how the addition affects the program(s). If replacement(s) have not been hired, what is the status of the replacement plans/process?*

No core faculty members have been hired to teach in the Counseling Program since the 2013 CACREP Site Visit.

Please indicate how your program is continuing to meet the requirements of Standard I.M – Core Faculty Credit Delivery and I.N – Full-time Equivalent (FTE) Student to FTE Faculty Ratio.

Core versus Non-core Faculty Credit Hours

CACREP Standard I.M states: For any calendar year, the number of credit hours delivered by noncore faculty must not exceed the number of credit hours delivered by core faculty.

The Counseling Program at LMU consistently meets the requirements of Standard I.M - Core Faculty Credit Hour Delivery as indicated in Table I.1 below. In all Fall and Spring Semesters since 2013, Program Director, Dr. Mark Tichon, has taught two courses and has one academic course release for administrative duties. The other three core faculty, Dr. Theriot, Dr. Effler, and Dr. Hayes, all have taught three courses per semester, as three courses are considered to be a full teaching load at the graduate level. Calculations for Table I.1 are based on faculty teaching assignments, listed in [Core and Non-core Teaching Assignment](#) attachment.

Table I.1: Faculty Course Credit Hours

Academic Semester	Course Credit Hours Core Faculty	Course Credit Hours Noncore Faculty
Fall 2014	33	12
Spring 2015	33	18
Fall 2015	33	9
Spring 2016	33	18
Fall 2016	33	9
Spring 2017	33	18

FTE Student to Faculty Ratio

Standard I.N states: Institutional data reflect that the ratio of full-time equivalent (FTE) students to FTE faculty should not exceed 10:1. Please provide an FTE student to faculty ratio for Fall 2016 and Spring 2017 and include the detailed calculations. If the program is taught on multiple campus sites, please calculate FTE for each site and across campus sites.

The Counseling Program at LMU is delivered at two sites: The main campus in Harrogate, and the Cedar Bluff extended learning site. For the 2016-2017 academic year, the ratio of full-time equivalent (FTE) students to FTE faculty at the Harrogate site was 7.00. For the 2016-2017 academic year, the ratio of FTE students to FTE faculty at the Cedar Bluff site was 11.42. For the 2016-2017 academic year, the ratio of full-time equivalent students to FTE faculty across all sites was 10.21. These figures are displayed in Table I.2, below, and detailed calculations as well as enrollment figures for courses during the 2016 – 2017 academic year can be seen in attached table, [Computation of FTE Student to FTE Faculty Ratio](#). Computations are based on attached course rosters from [Harrogate Fall 2016](#), [Harrogate Spring 2017](#), as well as course rosters from [Cedar Bluff Fall 2016](#) and [Cedar Bluff Spring 2017](#).

Table I.2 Student/Faculty Ratio Calculations:

Student/Faculty Ratio			
	Fall 2016	Spring 2017	2016 - 2017
Harrogate	8.00	6.20	7.00
Cedar Bluff	9.58	13.25	11.42
Across Sites	9.19	11.18	10.21

## **II. CHANGES IN CURRICULUM**

*(Standards II.G.1-8; Program Area Standards; CES Standards II.B-C; CES Section IV)*

*For each program area accredited, please explain any changes in the curriculum that may have occurred since your last on-site visit. Comment on any required courses dropped, revised significantly, or added to the program. Rationales for the changes should be provided as well as evidence that the curricular Standards continue to be met. For revised or new courses, please include all the relevant syllabi.*

No curricular changes have been made in the Common Counseling Core classes, which are taken by all students in both School Counseling and Mental Health Counseling Programs.

No curricular changes been made in the School Counseling Program.

At the time of the 2013 Site Visit, Mental Health Counseling students had to complete two elective courses from the larger School of Education offerings. Based on student and alumni feedback, these courses were not seen as germane to the practice of Counseling. Program faculty reviewed curriculum and developed three courses to give specific in-depth introduction into different areas of training. The two courses developed as electives for the Mental Health Counseling Program are as follows:

CG 677 – Law and Ethics in Professional Counseling ([syllabus](#))

CG 687 – Foundations of Marriage and Family Counseling ([syllabus](#))

## **III. CHANGES IN PRACTICUM AND INTERNSHIP**

*(Standards III. A-G; CES Standards III. A-C)*

*Please indicate any changes that have occurred in clinical instruction since your last on-site visit. Please describe these changes and provide evidence of continued compliance with the CACREP Standards. Changes that must be addressed include clock hour requirements, supervisor qualifications and requirements, and any general changes in practicum and internship sites onsite placements.*

No changes have occurred in clinical instruction since our last visit.

## **IV. CHANGES IN PROGRAM OPERATIONS**

*(Standards I.J, K, L, N, O, T and V and CES Standards I. D-F)*

*Describe any changes in organizational structure, support services, budget and funding sources, and student enrollment figures that have occurred since your last on-site visit. Discuss*

*the impact of those changes.*

Program organizational structure and School of Education organizational structure, as well as budget and funding sources, have not substantially changed since our last visit. Student enrollment figures have remained relatively constant, as show in the CACREP Vital Statistics Report. In 2013, there were 25 Clinical Mental Health Counseling students enrolled in 2013, and that number is now 30. In 2013, there were 39 students were enrolled in the School Counseling Program, that number is now 26.

*Please indicate any changes that have occurred in terms of the program's utilization of technology for instructional purposes and any changes in course delivery methods or options offered.*

Over the academic year 2016 – 2017, Drs. Theriot and Drs. Mark Tichon attended CEU sessions on technology used for distance supervision at the University of Holy Cross Law and Ethics in Counseling Conference, and brought use of this technology back to campus. Program faculty have piloted the use to Zoom Video Conferencing software for distance supervision of students in the Spring 2017 semester. Zoom video conferencing software was used to videoconference between two classrooms in the Harrogate and Cedar Bluff Campuses. This use of Video Conferencing software holds promise, and Practicum and Internship Coordinator will host a training for use in clinical supervision in the 2017 – 2018 academic year.

Course CG 581 – Human Growth and Development was piloted as an online-hybrid course. CACREP standard attainment has remained constant and student feedback on course evaluations indicate student receptivity to this blended format. Counseling Program faculty have had discussions on implementing additional courses in the online-hybrid format, as this has been well received by students in the program. Counseling Program faculty plan for major program revisions in the 2019 – 2020 academic year, with one focus for change being increased blended hybrid-online course delivery.

## **V. PROGRAM ASSESSMENT AND EVALUATIONS** **(Standards I.P, I.AA-DD, and II.A-B and CES Standard I.L)**

*Please indicate recent program evaluation activities and when and what the next scheduled program evaluation activities are. Describe the process implemented, who is included/involved in the processes, and how the results are used for program development, including how the report is shared with constituents.*

Assessment and Evaluation efforts in the Counseling Program at LMU focus on two distinct processes. The first is systematic review of individual student progress through the program. The second is Assessment and Evaluation of the Counseling Program on a Programmatic level.

Systematic Review of Student Progress: Systematic Review of student progress occurs regularly in the counseling program throughout the year. Full-time core faculty conduct a review of student progress after each semester, and Program Director advises non-core faculty to attend or discuss any concerns they would like to be presented at the meeting. On every monthly meeting of the counseling program faculty, one of the agenda items is set aside to discuss any issues of concern with students. These discussions are documented in Program minutes and an intervention plan is drafted if concerns emerge.

Annually, one faculty meeting is set aside for reviewing student progress prior to entry into clinical practice. At this meeting, faculty complete review of key assignment transition data, faculty assessment of professional dispositions, course grades, and practicum applications for each student and faculty discuss appropriateness of each student entering the clinical phase of training in the second year. In the Minutes for this meeting, held on June 8, 2017, 18 School Counseling students and 12 Mental Health Counseling students were accepted for entrance into Practicum for the Fall 2017 semester. Program minutes also contain discussions about any concerns or needs for specific students regarding Practicum sites.

Program Review and Evaluation: Annually, LMU Counseling Faculty set aside one meeting for a data retreat. In this meeting, faculty review programmatic assessment and evaluation measures from the prior year and implement programmatic changes as a result. This meeting takes place after the CACREP year has ended, and this past year was held on August 23, 2017. In this meeting, Program Director reviews with all core faculty key assessment data including results of surveys, CACREP Vital Statistics, and CMAS Transition key assignment scores. Program Director documents resultant programmatic changes in the [Counseling Program Outcomes Assessment Report \(OAR\)](#) filed with the Institutional Effectiveness office on Lincoln Memorial University.

Student Evaluations of Course and Instructor: The counseling program at LMU uses one evaluation measure for Course and Instructor Evaluations. Students receive an electronic link to the course evaluation survey at the end of each semester. The School of Education Coordinator of Educational Resources collects all responses, disaggregates by professor, and sends results to the Counseling Program Director at the end of every Fall and Spring term. The Counseling Program Director then sends each individual professor's results through email, and discusses with course instructor student feedback on course material as well as strengths and areas for growth. These evaluation results and conversations are confidential. Annually, the Counseling Program Director completes an evaluation of each Core and Non-core faculty in January; a significant part of this evaluation is based on student feedback from Course Evaluations. Counseling Program Director and Faculty sign this evaluation, which is then signed by the Dean of the School of Education and filed with the Office of Human Resources.

Graduating Student Surveys: At the end of the program, all graduating students fill out a Graduating Student Survey assessing their experience of the program. The School of Education Director of Assessment compiles these results annually, and provides them to the Program Director. Program Director reviews this data with Faculty at the Annual Data Retreat in August. Results from this past year provide evidence for a program where students report high levels of satisfaction with their "Overall Educational and Training Experience" (81% = very Satisfied, 19% = Satisfied) and report satisfaction with their "Access to and Interaction with Faculty (88% = Very Satisfied, 12% = Satisfied). Both of these variables are measured on a 5-point scale, and all respondents selected the two highest categories.

Alumni Surveys: Annually, in the Summer term, Alumni Surveys are sent out to students who have graduated over the past year. Alumni respond to a number of questions related to attainment of Program Learning Outcomes and how well they have been prepared for entrance into the field of Professional Counseling. As documented in the minutes from the Counseling Program Advisory Council on 4/22/2016, this form was updated to include inquiry into Graduate's perception of preparation to address credentialing and scope of practice issues, and other concerns faced by counselors entering the professional counseling world. Counseling Program Director presents summary results from Alumni Survey at the Annual Data Retreat. Core Faculty review results, and any recommended programmatic changes are documented by Program Director in the Counseling OAR Report under Programmatic Goal 2: Increase Stakeholder

## Involvement in the Development and Evaluation of the Program.

Employer Surveys: Annually, in the Summer term, Employer Surveys are sent out to employers. Results of this survey are compiled, reviewed, and any faculty recommendations are charted in the Counseling Program Annual Outcomes Report under Programmatic Goal 2: Increase Stakeholder Involvement in the Development and Evaluation of the Program. For the past year, 2016 – 2017, the Counseling Programs at LMU received 100% of respondents giving the highest rating for key demographics tracked by the program, including “Job Readiness”, “Documentation Ability” and “Ability to Collaborate with Other Professionals”. This provides evidence for Employers of LMU Counseling graduates having a favorable opinion of the program preparation.

Program Curriculum: LMU Counseling Faculty conducted a thorough review of curriculum in the process of the Initial CACREP self-Study in preparation for the 2013 Site Visit. The curriculum remains largely unchanged, as it was completely re-designed to meet the 2009 CACREP standards. One course, CG 581 – Human Growth and Development, has been changed to an online-hybrid course delivery. Two more courses have been added based on stakeholder input, CG 677 – Law and Ethics in Professional Counseling, and CG 687 – Foundations of Marriage and Family Counseling.

Program Curriculum is currently under review for implementation of the 2016 CACREP Standards. The LMU Counseling Program Advisory Board has created a Program Curriculum Review and Program Redesign Sub-committee, with Program Director and Chair of the Counseling Program Advisory Board as Co-Chairs. The charge of this committee is to revise curriculum to align with 2016 CACREP Standards, and implement Counseling Program revision in the 2019 – 2020 Academic year. Major programmatic changes discussed include a study abroad immersive service learning experience, implementation of a 60 credit-hour School Counseling Program, and increased online-hybrid options. Over the next two years, the Program Curriculum Review and Program Redesign Sub-committee will hold regular meetings to develop programmatic modifications, fully implement the 2016 CACREP standards in the 2019 – 2020 academic year, and implement appropriate assessment and evaluation procedures.

Site Supervisor Feedback: Practicum and Internship Site Supervisors complete an evaluation of the student at the end of each semester. On this form, feedback on the program is sought as well as any improvements or support needed. Practicum and Internship Coordinator compiles this information and reviews with Faculty at the August data retreat. Key feedback which was implemented in the CG OAR as Programmatic Goal 2: Increase Stakeholder Involvement in the Development and Evaluation of the Program, included one suggestion for each major. Suggestion incorporated into the most recent OAR for the School Counseling Program is for “School Counselors could use more preparation in developing lesson plans for group presentations”. Suggestion for improvement in the Mental Health Counseling Program that has been implemented for the 2017 – 2018 year is “Mental health students could be more prepared in charting and general record keeping principles”.

National Counselor Examination Scores: The National Counselor Examination is administered on campus by the NBCC in October of each year. The first year that LMU Counseling Programs participated in the on-campus NCE exam was 2016. Counseling students taking this exam achieved a 100% pass rate, with a mean score of 117.00. This exceeds the average for CACREP Programs, 112.05, and provides external validation for student attainment of related CACREP Curricular Standards on which the LMU Counseling Program Learning Outcomes are based.

Professional School Counselor Praxis Examination Scores: The Professional School Counselor Praxis Examination is required of all students in the School Counseling Program prior to



graduation. Pass rates for the past 4 years have been: 95%, 100%, 90% and 100%. Notably, these are pass rates for each attempt at the test. There were two students who did not pass in the 2015 – 2016, both of these students scored a 154 with the cutoff score being 156. Both of these students passed upon retaking the Professional School Counselor Praxis in the 2016 – 2017 year. Therefore 100% of Program graduates over the past 4 years have passed the exam, and subsequently were eligible for recommendation for Licensure as a School Counselor in Tennessee.

Employment: An important criteria used by the LMU Counseling Program is Employment data. For the 2016 – 2017 year, 11 of 12, or 92% of the graduates from the Mental Health Counseling Program obtained a job at the master's level in the Counseling field. One student is not looking. For the 2016 -2017 year, there were 16 graduates of the School Counseling Program. Of the 14 that were looking for jobs, 12, or 86%, of the graduates obtained jobs as Licensed School Counselors. The two School Counseling graduates who weren't looking could also consider their employment successful, as both are K-12 school teachers and received a pay raise for the Master's degree in Education, and both were encouraged by administration to enter the counseling field and are waiting on pending retirements of long-time School Counselors in their home schools. Though not reflected in employment statistics, anecdotal evidence suggests that many K-12 teachers who are encouraged by administration to pursue PreK-12 School Counseling Licensure frequently gain employment as School Counselors in the next few years.

*Please provide a copy of your program's most recent official report that documents outcomes of the systematic program evaluation and evidence of the report's dissemination to the program's constituent groups.*

The Counseling Program at LMU posts its Annual Outcomes Assessment report (OAR) online, annually, by the September 15<sup>th</sup> deadline mandated by CHEA, on the LMU Counseling webpage. An email that document has been published is sent out to the Counseling Program Advisory Board. The 2016 – 2017 LMU Counseling Program OAR Report is available online at the following location:

[https://www.lmunet.edu/public/uploads/education/academics/CG/OAR/2016-2017-LMU\\_Counseling\\_Outcomes\\_Assessment\\_Report\\_FINAL.pdf](https://www.lmunet.edu/public/uploads/education/academics/CG/OAR/2016-2017-LMU_Counseling_Outcomes_Assessment_Report_FINAL.pdf)

## **VI. PROGRAM IMPROVEMENT AND INNOVATION**

*The CACREP Standards are not intended to discourage creativity on the part of the program faculty. Please share new approaches undertaken or considered by your program(s) that are designed with program development and improvement in mind.*

CACREP Accreditation was a process of continuous self-evaluation and improvement that has continued since the Counseling Programs at Lincoln Memorial University were awarded CACREP Accreditation in 2013.

### Gottman University Outreach Program

Student feedback was that students wanted more experience and introduction to Marriage and Family theory and practice, and in the 2015 year, Program faculty investigated options for a Marriage and Family course at LMU. After investigation, Program faculty chose to implement the Gottman University Outreach Program curriculum, and combine this with an academic classwork. Students completing this course and online modules from the Gottman Institute receive Level I certification as a Gottman Couples Therapist. Additionally, the standalone portion of this training is a two day, 11 hour CEU event, that has been well

attended by practitioners from the community over the past 2 years.

### Neurofeedback Research

Since Accreditation, faculty have seen an increase in the number of students interested in pursuing doctoral degrees after graduation from the Master's program. Program faculty have collaborated with local leaders in the field of Neuroscience, as well as the Psychiatric Nurse Practitioner Program at Lincoln Memorial University, on a cross campus research project in Neurofeedback.

Two Counseling Program Faculty, one Nursing Faculty, and one Counseling Adjunct Professor obtained a University grant to staff a Neurofeedback lab with Counseling students, who will present research findings at the state counseling conference. [A grant proposal](#), which has been funded in a competitive Mini-grant competition at Lincoln Memorial University, highlights involvement of students in this interdisciplinary research effort.

## **VII. ISSUES AND QUESTIONS**

Please take a moment to identify any issue, problem standards, or questions that you would like to see addressed by the CACREP Staff or Board of Directors.

The faculty at the Counseling Programs at LMU have no issues they wish to take in front of the CACREP Board at this time.