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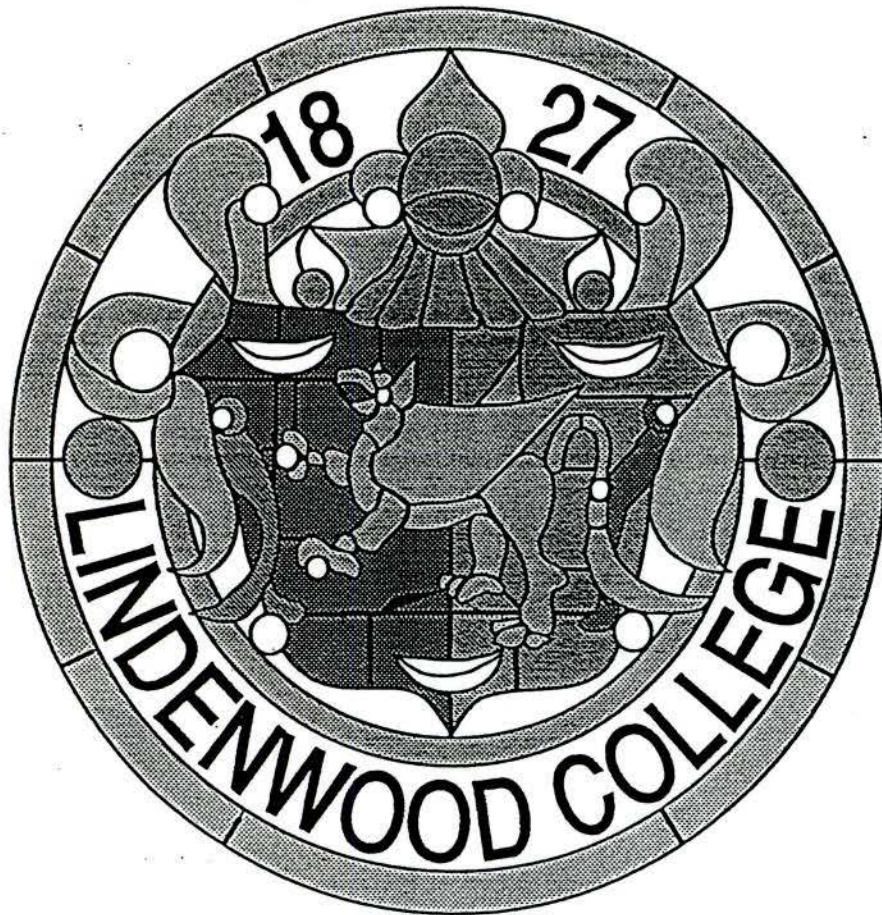
Lindenwood College Strategic Plan, 1994-2003

Lindenwood College

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Strategic Plan

1994-2003

Approved February, 1994

LINDENWOOD COLLEGE STRATEGIC PLAN

Introduction

Lindenwood College has achieved stability and viability within the past five years. Starting from a succession of accumulated deficits, declining enrollments, deferred (non-existent) maintenance, and low salaries, Lindenwood has rebounded to its present levels. Enrollments have exceeded any past levels, faculty numbers are up, deficits have been eliminated, budgets have quadrupled.

Lindenwood College was hovering on the brink of extinction just a few years ago. Now, it is a going concern with a bright future that is within our grasp. It is now necessary to chart that future in order to maintain control of our own destiny. With that in mind, working groups have been formulating components of this document, working both internally (administrative and faculty levels) and at board level (Long-Range Planning Committee). This working draft is the composite result of their efforts. The plan must have participation throughout the Lindenwood community and must be maintained and up-dated on a yearly basis.

There is an assumption within the planning process that many aspects of planning can be foreseen and planned with reasonable accuracy for a period of five years. Beyond that time, from five to ten years into the future, planning necessarily is less predictable and precise.

These materials were provided by a working group consisting of John Guffey, Jim Hood, Nancy Matheny, Jeanne Hampson, Ed Watkins, Barry Freese, Nancy Calvert, Ray Harmon, Ben Blanton, Arlene Taich, Ed Balog, Steve Crotz, and Marsha Parker.

MISSION STATEMENT AND GENERAL ASSUMPTIONS

Mission Statement

Necessarily, all planning must flow from the College Mission Statement. The Mission Statement defines both who and what we are and who and what we want to be into the future.

MISSION STATEMENT

Lindenwood College is an independent, liberal arts college with a covenantal relationship with the Presbyterian Church. Its programs are value-centered and intend to create a genuine community of learning, uniting all involved in a common enterprise.

Lindenwood College seeks to offer undergraduate and graduate programs of high quality that will:

- provide educational experiences that will unite the liberal arts with professional and pre-professional studies in an atmosphere of academic freedom distinguished by personal attention of faculty to students;
- foster awareness of social issues, environmental problems, political processes, community service, and those values and ethical ideas inherent in the Judeo-Christian tradition and other major world cultures: belief in an ordered, purposeful universe; belief in the dignity of work; belief in the worth and integrity of the individual; belief in the obligations and privileges of citizenship; belief in the value of unrestricted search for truth;
- encourage a pursuit of knowledge and understanding through the rigorous study of a core curriculum of general education and an area of major emphasis, creating the foundation for life-long learning that will provide graduates with the tools and flexibility necessary to cope with future needs and changes; and
- build a deliberately diverse learning community structured around a residential population joined by commuter students of all ages, graduate and undergraduate, in St. Charles and other sites, a community without economic barriers limiting access, in which students with different goals may join together in intellectual, social, spiritual, creative, and physical activities.

Lindenwood College's educational programs liberate individuals from limitations, enabling them to pursue rewarding and fulfilling lives.

Implications of the Mission

- We are a teaching institution offering both undergraduate and graduate programs.
- We serve motivated students from diverse backgrounds with diverse goals who have exhibited talent in at least one area of their Lindenwood interests.
- We help develop skills and self-esteem, joining our students together in a learning community structured around a residential population joined by commuter students, all pursuing knowledge and understanding in their degree programs.
- We offer the breadth of disciplines emanating from a core liberal arts curriculum, emphasizing Judeo-Christian values, creating a strong foundation for and facilitating life-long learning as a basis for a strong and meaningful life.

GENERAL ASSUMPTIONS

The general assumptions upon which this long-range plan is based are as follows:

1. Lindenwood College will remain a teaching institution offering both undergraduate and graduate programs in St. Charles and other sites. New, interactive technologies will enlarge the teaching mission and area served within the next ten years.
2. The size of the student body of the core undergraduate college will stabilize in the near future with about 1300 residential students and 600-700 commuters. The size of evening, weekend, and off-campus programs, aimed primarily at adults, will continue to rise.
3. Lindenwood College will remain a college, not aspiring to a "university" label.
4. The financial stability that has been achieved in recent years will be maintained, so that no deficits will be incurred, endowment will continue to increase, substantial amounts will be invested in plant maintenance, salaries will remain competitive, and financial aid, both governmental and institutional, will enable qualified students to attend.
5. Faculty levels serving the traditional, primarily residential base will remain

stable. Faculty serving adult programs will reflect actual enrollment increases.

6. Lindenwood College will continue to develop:
 - a. corporate teaching opportunities, using on-site facilities
 - b. partnership arrangements with other agencies and entities to supply educational services
 - c. inter- and multi-disciplinary programs that support a wide range of academic majors.
7. Assessment procedures will allow performance judgments to be made on the effectiveness of programs.
8. The present administration will remain in place for not less than five years.

Students—Campus Life Area

Assumptions

1. The operational and dimensional functions of campus life will continue to be designed to meet students' personal, professional, and academic needs.
2. Campus Life goals will flow from the Mission Statement and will provide opportunities for physical, intellectual, spiritual, and social experiences for all students.
3. The out-of-classroom experiences of traditionally-aged college students are almost equally important with classroom experiences.
4. The habits developed through work and service established or nurtured in the college years will remain with graduates throughout their lives.

Advising

All semester-based undergraduates will have an academic advisor assigned to them either before or during their first semester of enrollment.

Interests and potentials and weaknesses of each student will be examined through a battery of assessment instruments.

Goals:

1. Within one year, to obtain 100% support and usage by the faculty and staff for the Talent Accomplishment Advising Program.
2. Within five years, to be nationally recognized as an advising model through the Talent Accomplishment Program.
3. Within ten years, to establish a Talent Institute that provides a model to schools by running resumes beginning in middle school and continuing through post-graduate work.

Leadership Development Programs

The objective of Campus Life in this area is to provide growth opportunities through the College Work-and-Learn Program and the Community Work Service Program.

Goals:

1. Within one year—to challenge and promote students participating in the CWL into higher leadership positions, to expand the CWS to provide a minimum of 200 students with external volunteer experiences during their junior and senior years of college, and to provide each resident student with an on-campus work experience.
2. Within five years—to expand the CWS opportunity to all junior and senior students and to expand the community resource network so as to provide sites for all junior and senior students who wish to participate in the CWS experience.
3. Within ten years—to provide a model for other schools across the country that demonstrates the value of community service as it relates to recruitment and placement.

Career Development

The objective is to provide career development services to all students and to track placement of graduates over time.

Goals:

1. Within one year
 - a. to develop an improved survey system of tracking graduates
 - b. to provide additional career days opportunities
 - c. to provide additional guest speakers
 - d. to increase placement resources
2. Within five years
 - a. to expand placement opportunities so that each year 5% more students are placed in professional positions
3. Within ten years, to accelerate placement opportunities so that all students are

placed in graduate schools or job placement within two months of graduation.

Student Activities

The objective here is to provide extracurricular experiences to broaden the college experience through participation in clubs, organizations, intramural programs, seminars, social events, and school spirit functions.

Goals

1. Within one year
 - a. to develop programs centered around established traditions as well as newly-recognized student interests and needs
 - b. to increase student participation in all programs by 5%
2. Within five years
 - a. to expand programming to meet a growing population of older students
 - b. to make such organizations and experiences relevant to older students
3. Within ten years, to attract participation from non-traditionally aged students to a level of 25% of enrollments

Recruiting/Admissions Goals for Students

Assumptions:

1. That the number of residential undergraduate students will stabilize at 1300 by Academic Year 1998-1999.
2. That the number of commuters in the traditional day program will stabilize at 700 by Academic Year 2001-2002.
3. That the number of adult and graduate students attending on the quarter and trimester calendars will stabilize at 2000 by Academic Year 2000-2001 and remain constant thereafter.
4. That retention levels will rise so that the number of new freshmen and transfer students needed to sustain continuing levels will stabilize by 1998-1999 and provide balanced undergraduate classes thereafter.
5. That sufficient permanent housing for 1300 resident students will be

available by 1998-1999, replacing the temporary facilities currently in use.

Student Recruitment/Enrollment Goals

Year	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03
Residents	1000	1050	1125	1200	1250	1300	1300	1300	1300	1300
Commuters	450	475	525	575	600	625	650	675	700	700
Adult/ Graduate Per Term	1500	1550	1625	1700	1775	1850	1925	2000	2000	2000
Totals	4400	4525	4725	4925	5075	5225	5325	5475	5500	5500

Goals:

Within Five Years:

1. To achieve a traditional student body representing the following areas:
 - a. St. Charles/St. Louis Metropolitan Area: 65%
 - b. From Missouri: 80%
 - c. From other U.S. states: 18%
 - d. International Students: 2%
2. To maintain improvements in the quality of students while still recruiting students with a variety of socio-economic, religious, and ethnic backgrounds:
 - a. to raise ACT averages each year by .33, to achieve a goal of 25 by 2003-2004
 - b. to maintain a minority enrollment proportion of at least 11%, defining "minority" as the reporting categories on the IPEDS.
3. To increase, by 2004, international student population to 4% of the residential population.
4. To increase the full-time commuter population to 750 by 2004.
5. By 2004, to increase the Graduate/Adult Professional programs by 500 students as a result of expanded areas of service.

Faculty Needs

Assumptions

1. Since a limited increase in the over-all enrollments is anticipated in the next ten years and since an improvement in retention should level the classes within five years, the size of the faculty dealing with traditional students should also stabilize.
2. New programs added in the future (such as a Bachelor of Science in Nursing) would require faculty with additional skills, even if the over-all size of the student body does not increase.
3. Faculty added in the near future should be those with talents in more than one area, allowing flexibility.
4. Multi-term contracts will allow continuity of planning in the next ten years.

Anticipated Faculty Additions

1. In 1995, one person in English, to keep up with the increased demand for English Composition following the increases in the undergraduate student body.
2. In 1994, one person in Psychology. The Psychology major load is already heavy, so that an additional person needs to join the two existing faculty members.
3. Criminal Justice will need an additional person when the number of majors reaches 60; it presently stands at 35 and it's rising rapidly.
4. Within three years, an additional person will be needed in Accounting. The Accounting requirements are rising to sit for the CPA exams, and the attraction of the field is growing.
5. As the music program expands, particularly as the instrumental program grows with concert and marching bands, one additional person is anticipated in that area.
6. An additional faculty member in political science. This vacancy allows the addition of someone who can function in traditional political science courses (the hole right now is in theory areas) and public administration. We need an additional person to prevent the major from drying up, eliminating the attractive pre-law

option.

In LCIE two faculty positions will be filled in 1994 with additional positions projected as enrollments grow.

Within a ten-year period, it is likely that Lindenwood will move into areas not presently taught. Such additions will obviously require faculty in those areas. One such program is a possibility on the horizon now, nursing. The local nursing programs in the community college are backed up, and the needs are really for degree-holding nurses in any case. The requirements of the National League of Nursing, if adhered to, would require about five faculty members to mount a full program.

Other areas, such as environmental studies, will probably be composite majors, utilizing many courses already available.

Goals:

1. By 1994, the College will have developed and initially bench-marked a survey instrument to be administered to students to assess their perception of the faculty's teaching and academic performance and their participation in the full life of the College community. This bench-marking procedure will be repeated and evaluated annually.
2. By 1994, the College will have developed and initially bench-marked a survey instrument to be administered to faculty to assess their continuing professional development, their teaching and academic performance, and their participation in the full life of the College community. This procedure will be repeated and evaluated annually.
3. By 1994, the college will have arrived at a commonly-agreed-upon definition of diversity as well as an initial plan to achieve diversity, once defined.
4. By 2004, the College will have a faculty which has fully realized its developmental goals in both the respective faculty member's field of professional specialization and chosen area(s) of co-curricular involvement, as initially defined in the faculty member's Individual Development Plan.
5. By 2004, and each succeeding year, demonstrate increased levels of participation in the full range of College community life.
6. By 2004 and each succeeding year, demonstrate increased levels of performance as measured by the appropriate components of the College's assessment program.
7. By 2004, strengthen both the student assessment and faculty/peer assessment evaluation components of the College's assessment program.

Administrative and Staff Needs

Assumptions

1. Lindenwood College will not increase non-academic staff in proportion to the increases in enrollment.
 - a. at the beginning of the 1989 calendar year, the administrative, clerical, and maintenance staff totalled 169; during that year, it was reduced to 98.
 - b. subsequently, during a time of significant enrollment increases, the staff has been further reduced to 87.
 - c. this diminution of staff has been made possible through elimination of some paperwork, contracting some services, and eliminating peripheral activities such as summer camps.
2. The shared administrative model currently used will continue, eliminating the need for any significant administrative additions in the foreseeable future.
3. The College administration/staff is merit-based, with a primary focus being a desire to be of service to the College's students, faculty, community, friends and donors, college partners, and each other.
4. The administration/staff supports and is loyal to our mission, and exhibits a high degree of competency and professionalism in their chosen field of specialization, along with energy for superior performance, continued improvement, and the embrace of new ideas.
5. The administration/staff come from diverse backgrounds and experiences and join together in participating in the life and spirit of the College community
6. The administration and staff have a personal responsibility to exemplify moral integrity, promote our mission, and adhere to the staff handbook and other rules, regulations, and procedures otherwise communicated.

Goals

1. By 1994, job descriptions and specifications for all administrative and staff personnel will be completed. All department directors will write such descriptions for their staff and for themselves, for approval by the president.
2. By 1995, the college will have developed and initially bench-marked a survey

- instrument to be administered to students to assess their perception of the administration/staff's competency, professionalism, and level of performance, along with their participation in the life of the community. This evaluation will be repeated annually.
3. By 1996, all administrative and staff personnel will join in participating in the life and spirit of the college community.
 - a. the objective is interaction with students and staff, increasing loyalty and school spirit.
 - b. to carry out this goal, the following strategies will be implemented:
 - (1) encourage staff and administrative personnel to sponsor clubs, committees, and campus events
 - (2) encourage attendance of staff and administration at cultural and sporting events held on campus
 - (3) assign each student a staff "advisor"
 - (4) assign each staff person a "family" of students
 4. By 1999, and each succeeding year, the College expects to demonstrate increased levels of performance by administration/staff personnel as measured by the appropriate components of the assessment program.

Public Relations Office

Assumptions

1. Public Relations Office operations will be a key component of other college activities:
 - a. they will be a factor in community fund-raising activities
 - b. they are a factor in student recruiting and community perception of the college
 - c. they will contribute to the continued growth of campus community feeling and participation
2. At a mechanical level, the Public Relations Office helps the community to function by spreading word of all the events and activities available to community members.
3. The present functions of the office will continue as the basic mandate of the office:
 - a. Public Relations, both external and internal
 - b. Publications, for external and internal use (design, layout, photography, bids)
 - c. Advertising/Marketing on radio, print, billboard, and direct mail
 - d. Teaching
 - (a) Applied Mass Communications, Public Relations
 - (b) Public Relations Practicum
 - (c) Graduate assistants

General Goal:

To open, expand, and nurture channels of communication between Lindenwood College and its important publics. The Public Relations Office will work with College and community leaders to create more visibility for the College, and to find areas of cooperation that would benefit the College and the Community

Goals: (Year One)

1. To improve communications flow between the Public Relations Office and key segments of the local community

- a. identify target audiences in the community and establish regular contact with key public relations representatives:
 - b. hold periodic "open houses" or special events on campus, targeted to specific audiences
2. Establish a public relations organization for students on campus, with the Public Relations Director as advisor.

Goals: (Year Three)

1. Offer a lecture series on campus featuring faculty members and guest speakers which would be open to the public as well as students, faculty, and staff.
2. Increase the flow of information between campus offices and administration

Goals: (Years Five to Ten)

1. Yearly assessment of public relations/communications strategies
2. Possible formation of College Public Relations Committee, to share ideas, brainstorm, and strategize, using administration, staff, faculty, and students.
3. Explore the possibility of conducting focus groups or an extensive survey to determine Lindenwood's public image among various constituencies
4. Implement multi-media presentations to accompany college speakers, fundraisers, admissions officers

Community Service

Assumptions

1. Linderwood College will remain committed to the idea that students should broaden their educational and experiential horizons through a community service requirement that develops within the student the virtues of work, the demonstration of leadership through serving others,, and the necessity of caring beyond one's self.
2. The College can demonstrate that the student who participates in volunteer and service-oriented experiences will more likely find job placement either before or immediately after graduation.

Goals: (1994-1999)

1. To provide every student with an orientation course that will include a community service component and thus provide them with the rationale for participation in community service projects early in their career.

(as of September, 1993, every new freshman student is involved in a one-hour freshman seminar that includes such a component)

2. To improve on the community service orientation and link it to a specific action plan prepared by each student that outlines his or her plans for participation in one or more community service activities.

This will be implemented through discussions with the faculty teaching in the Freshman Seminar to develop specific measurable goals for the class that will prepare students for development of their individual action plan.

3. To provide and encourage every residential student to participate in a work-and-learn experience directly related to their intended career prior to their graduation. Currently, over 2/3 of the 1993 graduating class had completed a career-related experience prior to graduation.
4. To produce a Talent Transcript for every one of the residential graduating seniors no later than three months before they graduate. Currently, 90% of the 1993 graduating class had a completed Talent Transcript one month prior to graduation. In 1994, the goal is to provide all residential students with a Talent Transcript at least two months prior to graduation.

Facilities

Assumptions:

1. In 1994-1998, about 1050 residential students. By 1999-2003, 1300 residential students.
2. \$1,000,000 a year to be used for renovation and repairs of existing facilities.
3. The Presbyterian Church property will be purchased for the cost of land and \$900,000.
4. All facility improvements will remain within the high-quality guidelines established by the existing buildings.

Goals:

1. 1994

\$1,000,000	Renovation and repair
500,000	Phase II, Computer System installation
<hr/>	
\$1,500,000	

2. 1995-1996

\$2,000,000	Renovation and Repair
900,000	Property acquisition, Presbyterian Church*
500,000	Phase III, Computer system installation
5,000,000	Construct gymnasium/sports complex
1,000,000	Laboratory renovation, Young Science Building
1,800,000	Arboretum
600,000	Track surface and ball fields
<hr/>	
\$11,800,000	

3: 1997-1998

\$2,000,000 Renovation and repair

3,000,000 Construction, Student Center/Cafeteria

150,000 Tennis Courts

\$5,150,000

4. 1999-2003

\$5,000,000 Renovation and repair

4,000,000 Construction, two student dormitories

3,000,000 Construction, Performing Arts Center

\$12,000,000

Total \$30,450,000

*By the Fall of 1996, the existing Presbyterian Church property will be ready for Lindenwood use. Portions of the Fine and Performing Arts Division will move in some parts of this building, using it for performance space and a band room. The remainder of the building will be utilized for faculty office space and classrooms as needed.

Contract Partners

Assumptions:

1. Lindenwood College will continue to seek leading-edge partnerships in support of its educational, business, corporate, environmental, and other programs consistent with the College's mission and values.
2. The decision-making apparatus of the College will allow reasoned but rapid decisions on opportunities.
3. Distance learning technology will break the traditional boundaries of the College service area.

Goals:

1. By the end of 1994, the College will have forged educational partnerships with at least two major employers in the St. Louis metropolitan area for on-site, degree-oriented coursework.
2. By the end of 1994, the College will have forged arrangements for a partnership with local and state botanical and natural resources agencies making Lindenwood the statewide leader in natural resources-teacher education.
3. By the end of 1996, the College will have learning center satellite campuses throughout the state of Missouri to serve as delivery points for corporate and community agency partnerships in education.
4. By the end of 1996, all major corporations in the St. Louis Metropolitan area will have been contacted for the purpose of entering into educational service contracts with the College.
5. By the end of 1998, the College will continue to encourage the growth of the established satellites and will ensure excellence and quality control in all programs.
6. By the end of 2004, the College will be the recognized expert in corporate, community agency, and teacher education partnerships. The well-established need for life-long education for employment competence will bring increasing numbers of businesses and agencies to Lindenwood to provide their retraining and re-education requirements.

Athletics

Assumptions:

1. Lindenwood College will continue a varied program of intercollegiate and intramural sports programs involving a significant part of the student body.
2. Additional facilities will be constructed to house and facilitate such programs.

Goals: One-Year Objectives

1. To increase the graduation rate by 5% each year in each sport until a minimum goal of 75% has been attained and maintained.
2. To strive to attain a minimum cumulative G.P.A. of 2.8 for each sports team sponsored by the College.
3. To increase the varsity sports offered by the College to 18 with the addition of women's tennis, with a recruitment goal of at least fifteen young women to participate in the program initially. This would increase our goal for total numbers of student athletes (including cheerleaders) to 562 (women-220; men-342).
4. To implement a booster organization for development which is comprehensive for all sports in its structure for levels of giving.
5. To complete the fund-raising program for the performance gymnasium.
6. To begin construction of the performance gymnasium with a target date for usage of January 1996.

Goals: Three-Year Objectives

1. To increase the varsity sports offerings to 19 with the addition of women's golf. Starting with the 1994-1995 academic year, the NAIA will sponsor a national championship for women's golf. This sport may be held as a fall sport. This increases our recruitment goal by 12 women to give totals of 342 men and 232 women.
2. To examine the feasibility of beginning a men's and women's swimming and diving program for the fall of 1997. Serious consideration would take place with the availability to the general public of the Rec-Plex in St. Peters.

3. To surface an eight-lane all-weather track facility. Bids currently vary based upon surfacing material and amount of base required.
4. \$50,000 raised toward the future development of the baseball/softball facilities.
5. To involve all athletic student trainers in internships with high schools in the region.
6. To increase the interaction of student-athletes within the community through various activities such as big brother/big sister programs, sports clinics for children's homes, etc.

Goals: Five Year Objectives

1. To initiate a Lindenwood College Sports Hall of Fame within the new performance gym and install the first members in the fall of 1998.
2. To set an annual goal for athletic development in the areas of sponsorship, advanced ticket sales, and advertisements at \$200,000.
3. To construct six tennis courts for the entire campus usage and the intercollegiate women's tennis team. Current bids range from \$100,000-150,000.
4. To continue to increase the amount of sports coverage in all regional papers. To have Lindenwood Athletics recognized as the outstanding academic/athletic small college in the area.
5. To seek the annual goal of five Academic All-Americans in combined sports programs.

Goals: Ten-Year Objectives

1. To develop Lindenwood College as the amateur athletic institution in the state of Missouri and to have the focus of this program be the academic preparation.
2. To attract the major state activities such as the MSHSAA state tournaments in a variety of sports, summer AAU tournaments, etc.
3. To provide quality facilities for each sports program currently sponsored by the institution.
4. To exceed the graduation goals set in the fall of 1993 by having all sports at a minimum of 75% and several sports to be above the 90% mark.
5. To combine a convention center concept with an indoor running facility.

Friends and Donors—Fund Raising

Assumptions:

1. Fund-raising activities will always be a major activity of the institution and vital to its well-being.
2. The continued viability and stability of the College will have a favorable effect on annual and deferred giving efforts.
3. Activities will continue in three areas:
 - a. Annual giving
 - b. Deferred giving
 - c. Endowment

Goals:

1. By 1994, annual giving will result in receipts of \$650,000. Each year thereafter annual giving will increase by 5-10% annually.
 - a. cultivation of potential donors should include regular information about the College, personal treatment, and planned for all giving levels.
 - b. first priority will be given to increasing the giving of current donors. IN 1992-3, Lindenwood had 1,763 donors, an increase of 21% over the previous year.
 - c. beginning at the top of the donor list, donors will be assigned a cultivation rating, an ask-target amount for the current campaign, a volunteer contact, and a staff/support contact.
 - d. the top fifteen to twenty donors merit the attention of the Chairman of the Board of Directors.
2. By 2004 the College will have an endowment of \$20,000,000.
 - a. organize a recognition group for the endowment. Care must be taken that these targeted donors do not forsake annual giving.

- b. recognition of individual gifts will highlight the possibilities for cultivation use.
 - c. use of independent resources, such as the Presbyterian Foundation, will add support for endowment efforts at low cost.
3. 500 identified planned gifts by 2004.
- a. a recognition group for deferred giving—the Sibley Heritage Society—is being organized..
 - b. follow-up with the families of such donors can also provide additional prospects.

Community Relations

Assumptions:

1. Lindenwood College is a responsible citizen of our community, including and ensuring a safe, well-maintained campus.
2. Our community outreach is a natural extension of our educational and cultural activity.

Goals:

1. By 1994, the College will have developed and initially bench-marked a survey instrument to assess the level of community satisfaction with, and support for, the college. This procedure will be repeated and evaluated annually.
2. By 2004, the College will have clearly established a strong and sustainable relationship with the community, as demonstrated in survey instruments administered by the various communities we interact with.

Alumni

Assumptions:

1. Lindenwood College alumni are represented by an Alumni Association Board of Directors, elected from its number, which serves as a communications network between the College and the alumni.
2. The Board actively will seek ways to involve alumni in the life of the College through alumni activities in the following areas:
 - a. recruitment of students
 - b. creation of a broad base of alumni financial support
 - c. encouragement and support of alumni in the maintenance of personal relationships with students, other alumni, faculty and administration.

Goals:

1. To increase student recruitment efforts by the alumni as demonstrated in a 10% annual increase in alumni student referrals.
2. To increase the base of alumni financial support, as demonstrated by a 10% annual increase in alumni financial contributions.
3. to increase alumni support through a 10% annual increase in alumni association membership.

Fine and Performing Arts Division

Introduction

Over the past five years, Lindenwood College has been positioning itself to become the cultural center of the geographic area west of the Missouri known as the "Westplex."

With the expansion of the College's music program, and the re-establishment of the dance minor, the College now offers a wide variety of opportunities for study and entertainment in the arts.

Students and Facilities

Each program within the Fine and Performing Arts Division has developed a plan for incremental growth to the year 2004, at which time we anticipate the following student representations:

	1994-1995	1996-1997	1998-99	2003-04
Art Majors	75	100*	115*	125+*
Dance Minors	12	25	35*	50*
Music Majors	30	40*	60*	75+*
Theatre Majors	90	115*	150*	180*

*projections based on significant expansion of facilities

Growth projected in the chart above does not include all the individuals from the general student population who are minoring in Art, Music, or Theatre or the many who participate in activities sponsored by the Divisional programs. The number of students involved increases dramatically when one considers these factors. For example, in the current academic year (1993-1994), there are 60 members of the Lindenwood Symphonic Woodwind Ensemble—far more than the number of majors.

As one can see, growth beyond the 1993-1994 academic year will be dictated almost entirely by the College's ability to provide facilities within which students in Fine and Performing Arts can work. The very nature of the Division requires classroom as well as studio and performance facilities in virtually every program. The additional numbers of students majoring or minoring within the Division as well as those participating in activities will be predicated on expansion in some form or fashion.

While a new campus structure dedicated to Fine and Performing Arts is the ideal, it is unlikely that such a facility is conceivable within the next ten years given the other needs for campus construction. Therefore, the plan for the next decade will be to explore and secure suitable facilities (hopefully within close proximity to campus) to accommodate more students within the Division.

Certain options which may present themselves over the next decade to help alleviate the problem of appropriate space are these:

*1996-97

In the fall of 1996, it will be possible to relocate some activities to the existing Presbyterian Church building. A large band room could be established to accommodate an ensemble of at least one hundred. The existing nave space can be used for performances and large assemblies. Relocation of the band and perhaps some other activities would allow use of one large studio for art in Harmon Hall and additional faculty office space as well as one small classroom.

Renovation of Sibley Chapel would provide additional performance space for small concerts/recitals and for small theatrical productions. (However, it would not meet the requirements for theatre-in-the-round—an experience all directing and acting students should have.)

The College should continue to be alert for property in the surrounding area which may be suitable with minimal renovation for studio, classroom, and performance space.

*1996-1997

The potential may exist for a cooperative program with the Goldenrod Showboat on the riverfront in St. Charles. In time, the opportunity may even exist for the College to take over operation of the facility. We will pursue these possibilities. Members of the Theatre faculty will also explore performance opportunities at Westport Playhouse and other venues. When considering off-campus sites, especially those outside the confines of the City of St. Charles, transportation and logistics (set construction, etc.) become a serious consideration.

Relocation of the Sibley Museum in the Memorial Arts Building may provide additional performance space for theatre-in-the-round and small instrumental/vocal recitals. Unfortunately, the space is not handicapped-accessible.

Continued diligence in locating suitable real estate in the area around the campus may provide space suitable for additional art studio space. For example, a garage or auto repair business might be appropriate for a sculpture studio and/or other 3-D classes.

*1998-2004

Sometime within this five-year span, it will be necessary to consider an addition to Harmon Hall (the Fine Arts Building) which would connect it to the existing Presbyterian Church building. This would accommodate growth and the proliferation of programs within the Division. Included in this addition would be a large band room with storage, one or two large art studios, a black box theatre, and/or space for a scene

shop.

Every attempt will be made by members of the Fine and Performing Arts Division to work cooperatively to make the best use of current facilities. Members of the theatre faculty, for example, are exploring possibilities of removing walls in Jelkyl Theatre, thereby expanding the playing space and providing potential for a limited (and heretofore, nonexistent) fly space above the stage. That area is also looking at alternate space on campus for performances. Items in the Sibley Museum will be shifted and the room reconfigured periodically to accommodate student recitals. The Music faculty also uses the sanctuary of the St. Charles Presbyterian Church (with permission) for in-process recitals and vocal music presentations. These same events will also be held in Young Auditorium as soon as the grand piano is repaired. Space availability is much more limited for art studios and large instrumental music groups, however. The drawing and painting studios are already overcrowded, and the symphonic ensemble is too big for our largest indoor space, Jelkyl Theatre. But these are good problems.

Faculty and Program Development

Even with limited growth within the Fine and Performing Arts Division, additional full-time and adjunct faculty will be required to continue to provide the high quality of instruction and low student-to-teacher ration upon which Lindenwood prides itself. Anticipated expansion of the faculty will also be necessary as we adjust and add to our curriculum based on the trends in the job market. Anticipated growth of the faculty within the Division is as follows:

	1994-1995	1996-1997	1998-1999	2003-2004
Art	1 FT 1 PT Utilize adjuncts as needed	1 FT	1 PT to FT	2 FT
Dance	1 PT Utilize adjuncts as needed	1 PT to FT	—	1 FT
Music	1 FT Utilize adjuncts as needed	1 FT	1 FT	1 FT
Theatre	1 FT 1 PT	—	1 FT	1 FT

Of course, the number of new faculty is directly related to student enrollment and establishment of proposed new programs.

The creation of a Visiting Artist program series in each program area and an Artist-in-Residence program is also planned. The recruiting value of programs such as these is inestimable as is the enhancement of the instruction. Furthermore, programs such as these allow the opportunity to increase the diversity of the faculty without adding permanent full-time instructors. Our hope is to have a Visiting Artist series in place for the Art program in 1994-1995, and in Theatre and Music by 1996-1997. By 1998-1999, we will plan for an

Artist -in-Residence in Art and Theatre. Music and Dance (provided it has been approved as a major) will follow with an Artist-in -Residence program by the year 2003-2004.

Curricular changes and development of new areas within each discipline may be altered depending on such issues as employment trends. However, we feel that there will be a need to supplement the curriculum with the following activities, degree programs, and areas of emphases:

1994-1995

Art: Fully supported, staffed, and financed programs in Graphic and Computer Art.

Dance: Classes in Tap and Stage Combat.

Music: The implementation of the Bachelor of Arts in Pedagogy which will include a teaching lab whereby our students will begin giving music lessons to area children. There will be a fee basis which will help the College recoup costs incurred.

First full performance year of the Lindenwood College Show Choir.

Theatre: Forensics/Speech team; creation of classes "Acting for the Camera" and "Acting for Radio", developed in conjunction with the Communications faculty.

1996-1997

Art: Creation of an Arts Management major which will be developed in conjunction with the Management Division of the College.

Offer an Appraisal emphasis in the area of Art History to be developed with the faculty in Valuation Sciences.

Dance: Additional courses in Dance Therapy.

Music: Development of the Men's Ensemble and continued work toward a symphonic orchestra with stringed instruments.

Completion of a full-service electronic/MIDI composing and arranging studio.

Theatre: Lay groundwork for Bachelor of Arts in Communications Arts degree which requires majors to earn credits in theatre, video, and radio.

Reinstitution of a full-funded summer theatre season, which includes an agreement with professional entities such as Actors' Equity.

1998-2004

Art: Creation of the "Semester Abroad" program which will allow students to study in Europe, South America, etc., at "sister" institutions.

Dance: Establishment of a Bachelor of Arts in Dance.

Music: An area of opera emphasis for vocal music students.

Creation of the Lindenwood College Symphonic Orchestra.

Establishment of a Bachelor of Arts degree in Music Composition.

Theatre: Creation of the "Professional Semester" program which will allow students to study in New York, Los Angeles, Chicago, or in Europe at professional theaters in acting and design.

Community Involvement

Positioning Lindenwood as the center for cultural arts in the Westplex region provides some exciting possibilities and challenges. It should also be noted that there is potential through the Fine and Performing Arts Divisions to gain national recognition for the College.

At present, the Division is already participating in community outreach in a variety of ways. The Lion Line Dancers regularly perform at certain high school events in the area. The Woodwind Symphonic Ensemble is scheduled to present two concerts at the St. Peters City Hall (our own Jelkyl Theatre is not large enough to accommodate the band). Three of our students perform with the St. Louis Young Symphony, and the Theatre area is preparing a mini-tour of A Company of Wayward Saints. The Art faculty sponsors a sculpture invitational and the show, "Young Artists and their Teachers", as well as a community-sponsored counted cross-stitch show each year.

Student and faculty members of our Music area occasionally play at senior citizens' centers and travel to high schools (some of them rural) for concerts and workshops.

While it is always desirable to bring people from the community to our campus, it is not always feasible to do so. Therefore, we are always seeking opportunities to showcase our students' work and the College itself.

Plans for the future include:

1994-1995

Art: Exhibition of the Women's Caucus in Art and Art St. Louis Portfolio Workshop for Student Artists

Dance: Performance of the Lion Line and the Lindenwood College Dancers at the Olympic Festival to be held in St. Louis.

Music: Begin music lessons via the Pedagogy program; schedule concerts in the community; support professional performances by full-time and adjunct faculty; continue with the Little "Noon" Music activities.

Theatre: Continue to offer a signed performance for each Mainstage production; produce a children's show in the summer; continue to provide technical assistance and talent to Mid-American Theatre Company and area high schools and community theatre productions; explore possibilities of a college-owned performance site near Branson, Missouri.

1996-1997

Art: Sponsor the First Annual Spring Arts Festival on campus; create a traveling exhibition of student work; arrange for senior student art exhibits to be hung in the community.

Dance: Faculty will continue the visiting artist program at dance studios in the area; present a world premiere of Paul Stuart's original music for dance.

Music: Spring tour for music and vocal ensembles; participate in area-wide competitions; increase the number of performances at senior centers, etc.

Theatre: Increase the number of Mainstage Productions to six (including a musical); establish public performances in off-campus areas with special concentration on the Westplex.

1998-2004

Art: Provide the necessary security and insurance to host shows in our gallery for nationally-known artists; host regional art competition; encourage high school students to attend workshops provided by our Artist-in-Residence.

Dance: Perform in the Dance St. Louis event; host annual dance competition for area students; host annual dance line/pommer camp for youngsters.

Music: Host a Student Composer competition; schedule regular events in St. Peters, O'Fallon, Wentzville, and Warrenton.

Theatre: Via the graduate program, offer graduate students to write and direct productions in area grade schools, middle, and high schools; have a fully-established summer theatre program.

Summary

The materials for this report were culled from long-range plans submitted from each program area in the Fine and Performing Arts Division. Additional facilities were at the top of each list as the primary obstacle to growth. Each faculty member has a vision, not only for his or her area, but for the College as a whole and the strong desire to make Lindenwood regionally and nationally known as an outstanding center for the arts.

Education Division

Introduction

The next five-year time frame will be a critical period in the evolution of the Education Division. The College, the Division, and the faculty must be prepared to adjust to changing nature of teacher education and the competitive environment if we are to prosper in the future. High quality programs, empathy to student and employer demands, and flexibility of instructional program delivery will be essential for our continued evolution.

While continued growth is necessary in order to offer the range of desired programs and services, the nature of that growth needs to reflect the real world job market. Recruitment of students into high-demand fields of teaching will enhance employment opportunities for graduates.

The following enrollment projections assume our ability to sustain a steady growth pattern in the Division. In view of the expanding competitive conditions we face, to grow will require the aggressive efforts of the Division as well as the Admissions Office.

I. Enrollment Projections

A. Projected Candidate Enrollments

(Education majors who have not been formally admitted)

TERM	CARRYOVER ENROLLMENT	NEW STARTS	ADMITTED TO ED PROGRAM	ATTRITION FROM PROGRAM	ENDING ENROLLMENT
	(EDU 110)				
1992-93	--	--	--	--	10
1993-94	10	200	100	80	20
1994-95	20	210	110	85	35
1995-96	35	220	120	95	40
1996-97	40	230	130	100	45
1997-98	45	250	140	105	50

B. Projected Undergraduate Enrollment

(Education majors admitted into the Teacher Education Program)

TERM	CARRYOVER ENROLLMENT	ADMITTED TO ED PROGRAM	DEGREE COMPLETIONS	ATTRITION FROM PROGRAM	ENDING ENROLLMENT
1992-93	--	--	--	--	125
1993-94	125	100	50	25	150
1994-95	150	110	60	30	170
1995-96	170	120	70	35	185
1996-97	185	130	80	40	195
1997-98	195	140	90	45	200

C. Projected Graduate Enrollment
(Masters' Degree Candidates)

TERM	CARRYOVER ENROLLMENT	NEW STARTS	DEGREE COMPLETIONS	OTHER ATTRITION	ENDING ENROLLMENT
1992-93	--	--	--	--	100
1993-94	100	75	40	20	115
1994-95	115	85	50	25	125
1995-96	125	100	60	30	135
1996-97	135	120	70	35	140
1997-98	140	140	80	40	160

D. total Education Division Enrollment

TERM	CANDIDATE ENROLLMENT	UNDERGRADUATE ENROLLMENT	GRADUATE ENROLLMENT	TOTAL ENROLLMENT
1993-94	210	225	175	610
1994-95	230	260	200	690
1995-96	255	290	225	770
1996-97	270	315	255	840
1997-98	295	335	280	910

II. Staffing Projections

Staffing needs of the Education Division will ultimately be determined by the growth in program enrollment and the implementation of new certifications/majors and site locations. The following staffing projection supports the enrollment growth reflected in the preceding tables.

YEAR	FULL-TIME FACULTY	ADJUNCT FACULTY	TOTAL SECTIONS TAUGHT
1992-93	7	14	95
1993-94	8	10	105
1994-95	9	8	115
1995-96	10	7	125
1996-97	11	5	135
1997-98	12	5	145

III. Desired Trends in Major Distribution

To be sensitive to the job market, the Lindenwood College Education Division must effectively recruit students into majors of greatest need. The following tables indicate the desired trends in teacher education majors to accommodate the needs of employers.

IV. Program Review

To remain relevant in the rapidly changing field of teacher education, a periodic review of programs is required. The following timetable identifies the focus of curriculum review efforts in the near future.

1994

Physical Education
Educational Administration
Middle School Education

1995

Secondary Education
Early Childhood Education
Early Childhood Special Education

1996

Elementary Education
Special Education
Graduate Education (Core Courses)

1997

Physical Education
Educational Administration
Middle School Education

1998

Secondary Education
Early Childhood Education
Early Childhood Special Education

1999

Elementary Education
Special Education
Graduate Education (Core Courses)

Conclusion

The goal of the Lindenwood College Education Division is to enter the next century recognized as the premier institution in Eastern Missouri/Western Illinois for teacher education preparation. This perception would be supported by the following conditions:

1. Total division enrollment of 1000 students.
2. Extended program locations at six off-campus sites.
3. Additional certification areas in teaching fields of teacher shortage.
4. Broad services to area school districts and teachers through outreach program.
5. Adequate facilities to house expanding enrollment and faculty.
6. Strong attention to the placement opportunities of Division graduates.
7. Continued improvement of the image of the College as a fiscally viable institution.
8. Continued enhancement of the image of Education Division programs as a "practical, real-life" preparation for teachers.

ENTERING THE TWENTY-FIRST CENTURY

2000-2005

- *The Division will strive to maintain an on-campus enrollment of 1000-1200 students.
- *The Division will strive to expand off-campus programs/enrollments at additional sites.
- *The Division will strive to expand its seminar/workshop programs to meet the faculty development needs of teachers and school districts throughout the Mid-west.
- *The Division will strive to meet the changing teacher certification mandates of the Department of Elementary and Secondary Education that are continually evolving.
- *The Division will continue to prepare teacher education graduates competent to address the needs of students in an increasingly complex and diverse society.

Lindenwood College for Individualized Education

Assumptions:

1. LCIE will be continuously accredited to offer undergraduate and graduate degrees with venues including all of Missouri and selected locations in Illinois.
2. LCIE will continue to grow in census.
3. LCIE will continuously investigate the need for new programs serving adult students and will both add and delete programs as new occupations and community needs arise.
4. LCIE will continue to be a leader in innovative educational delivery systems.
5. LCIE will institute a B.A. in Liberal Studies to serve adults with less career specific and more eclectic interests and occupational goals.
6. LCIE will investigate the feasibility of developing two doctoral programs to serve the needs of a service-oriented economy and a rapidly changing organizational structure.
7. LCIE will forge strengthened community linkages for recruiting and funding opportunities.
8. LCIE will offer an annual colloquium series with recognized presenters to serve not only LCIE students, but the community as well.
9. LCIE will offer career exploration workshops twice a year to adults in the community as a service and as a recruiting tool.
10. LCIE full-time faculty will provide faculty development workshops for adjunct faculty two times a year.

Action Plan:

LCIE will continue to closely monitor student progress and program efficacy through its Socratic model and continuous quality improvement program. Program directors in LCIE will recruit community and program-relevant industry leaders to form advisory boards. These boards will assist program growth and development through new student and faculty referrals and by providing a continual source of information about occupational demand levels and new corporate and agency directions.

LCIE will continue to grow in census each year. This will require doubling the Olin campus, increasing the number of classrooms in our Westport Campus by five, and opening a South St. Louis

County campus in the next twelve months.

Within five years, we should open a full-service Kansas City campus to accommodate approximately 600 students per week.

In addition, we should increase the classroom and office capacity on our St. Charles campus to accommodate at least 600 students per week more than we currently serve.

LCIE has recently secured permission from the Illinois Board of Higher Education to provide three undergraduate and three graduate programs in East Alton. In the next year, LCIE's Counseling Program will seek approval to provide coursework leading to licensure and/or certification by the State of Illinois. Since the closest program to the western Illinois border is at S.I.U. Carbondale, LCIE would provide a needed service to those who live in southwestern Illinois by bringing this program to them.

LCIE faculty will continue to leader in innovative education directed toward the working adult learner by integrating technology and pedagogy for distance learning and library linkages. We will investigate use of the International Valuation Sciences Summer Institute model for delivery of other programs to specific markets. These might include an Executive M.B.A. and an M.A. in Management of Adult Education.

Because the average LCIE student completes his/her program in 2 1/2 years, we must totally replace the population on a 2 1/2-year cycle just to maintain our current census. To achieve the growth we hope for, we must move with careful energy to recruit approximately 1000 students per year.

Time Line:

By January, 1995: Add two full-time faculty, five classrooms at Westport and at least two in South County; double enrollment at Olin—enrollment 1200.

By January, 1996: Add one full-time faculty person; add one corporate on-site contract; secure Illinois approval for Counseling Program—enrollment 1400.

By January, 1998: Add two full-time faculty; establish permanent South County site with six classrooms; add Kansas City site with three classrooms; add B.A. in Liberal Studies, Executive M.B.A.—enrollment 1650.

By January, 2000: Add two full-time faculty in Kansas City; add classrooms in St. Charles; add two on-site contracts.—enrollment 2000.

By January, 2004: Add three classrooms in Kansas City; add one full-time faculty person.—enrollment 3000.

Social Science Division

Anticipated Divisional Directions

The Social Science Division is an academically and financially productive unit. Its faculty members possess outstanding professional credentials, receive high teaching evaluations from students, and enjoy generally large and active classes. The Social Science faculty also sponsors several student clubs and organizations. Further, the Division is involved in many aspects of College life, and it vigorously supports the College's mission.

Over the ten-year period from 1994 through 2003, the Division looks forward to continuing its vital service within the College's liberal arts curriculum while offering several standard and innovative majors. The projection is one of steady growth in the number of students served, graduate growth in the number of students who will pursue traditional majors within the discipline, and rapid growth in new and revamped majors, such as Social Work and Human Resource Management.

Student Body

Currently, the Social Science Division serves approximately 3,100 class seats per academic year, which attests to the strong service role that we play in the College's general education curriculum. These class seats are occupied almost exclusively by undergraduate students, although we anticipate some involvement with LCIE graduate clusters in the very near future. About three quarters of our class seats are accounted for by freshman-sophomore-level courses. Presently, 230 students are majoring in areas within the Social Science Division.

Our class-seat projections across the next decade are:

Year	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04
Num	3100	3255	3488	3720	3875	4030	4030	4050	4075	4100	4100

Projections for the number of majors in the Social Science Division are:

Year	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04
Num	230	250	275	310	330	350	350	360	365	370	370

Most of the growth in numbers of majors will take place in Criminal Justice, Psychology, Human Resource Management, and new programs that combine Sociology and History with other areas of study. We also expect a rapidly increasing number of minors in most areas of the Social Sciences in the next four or five years, with more gradual increases in the subsequent five years. However, overall, we envision the Division's main teaching thrust remaining that of service to the general education curriculum.

Faculty

Gradual growth in the Social Science faculty is forecast in connection with a negatively accelerated class-seat count across the upcoming decade. In 1994-1995, a third full-time psychologist will be added. Another full-time criminal justice professor probably will be needed by 1996. If class-seat projections are accurate, both Psychology and Criminal Justice anticipate a possible need for still another faculty position in each of these programs toward the turn of the century. In the next one to three years, the History program will need to utilize part-time instructors to effect adequate coverage of certain aspects of the curriculum that presently are only marginal—namely, the history of Latin America, Africa, and the Middle East. If student interest continues to increase at its present pace, the Philosophy and Religion program might need a third full-time instructor around 1998. Until then, increasing pressure for courses in these areas will be accommodated by part-time instructors, as called for, and assistance from the College Chaplain.

The Social Science faculty members have always been intensely involved in the co-curricular aspects of the College in various ways, and this type of participation will continue to be strong through the next decade. The History and Criminal Justice clubs are growing, and both will continue to do so for the next three to four years before leveling off. The Psychology Interest Group has flourished in most years since its founding in 1975. Although its membership has leveled off at approximately thirty students, we expect a graduate increase in head count to 45-50 by the year 2000. In the spring of 1994, the Psychology faculty will charter a Psi Chi chapter on the Lindenwood campus. We would also like to see the development of a Philosophy and Religion club by 1998, pending adequate growth of student interest in those areas.

New and Modified Programs

A Criminal Justice minor will be added no later than Fall, 1994. At about the same time, the Criminal Justice program hopes to develop additional senior-level courses to strengthen the major. We also anticipate the development of a new Human Service Agency emphasis for Criminal Justice majors by 1995.

The Human Resource Management program will be shortened and refocused in the immediate future. The program currently has a large number of required courses. The number of required courses will be reduced, and the content of the curriculum will be updated to reflect current emphases in the human resources field.

We anticipate adding a freshman experimental psychology course to better prepare new majors for the rigors of the Psychology curriculum. This will require both laboratory space and some modern research equipment. We hope that this addition can be made no later than 1995.

Members of the Psychology faculty would also like to make an internship experience a requirement for all majors to enhance the total value of their education. This aspect of the Psychology curriculum could be coordinated with the College's Community Work Service Program.

In all areas of the social sciences, we hope to develop courses and emphases that will allow students to more easily blend a sound liberal arts education with flexible preparation for an ever changing job market. This objective will figure prominently in our curriculum decisions and recommendations through the year 2000 and beyond.

Networking

The Social Science faculty have established professional relationships with their counterparts at The St. Charles County Community College. We plan to expand our network of contacts into the St. Louis Community College system. Such contacts facilitate the sharing of programs and faculty members, and they promote the feed-in of community college graduates to Lindenwood.

We also hope to establish more systematic, continued contact with our alumni, for two purposes:

- a. assessment of the long-term impact of our curriculum on the lives of graduates
- b. procurement of student-recruiting leads from former students.

To accomplish these purposes, we hope to set up mailing lists of social science alums and to direct periodic surveys and other mailings to that population.

Programmatic Projections

Criminal Justice

Class Seat Projections

Currently, students taking criminal justice courses are either majoring in Criminal Justice or taking a criminal justice course as a college "elective course." Criminal Justice courses do not presently fall within the General Education social science area. In some small liberal arts colleges, criminal justice courses qualify under the "social science" general education component. We believe that there might be merit in adding CJ 200, Criminology, and perhaps to a somewhat lesser degree, CJ 210, Criminal Justice Systems, to the "social science" General Education area. If this were to develop, then we would anticipate a need for additional class sections in the above introductory courses.

Number of Majors

The Criminal Justice program, now in its second full year of operation, currently has about 50-60 majors. Most small liberal arts colleges that provide a criminal justice degree generally have from three to five percent of all the college's students majoring in this area. As Lindenwood has about 1,500 traditional-aged students, we would anticipate that the Criminal Justice program will grow to the point where by the 1995-1996 academic year, the program will have an estimated 75 students majoring in this area. We would project that the number of majors will more or less

become stabilized once we reach the point of 75 majors.

Number of Minors

A student can acquire a minor in Criminal Justice by taking any four of the seven "core group" criminal justice courses. We anticipate that a number of students, particularly Sociology and Psychology majors, may avail themselves of this opportunity. However, it is difficult to project how many students will minor in the area, and, likewise, it is difficult to project how many, if any, additional criminal justice courses will need to be offered to accommodate students minoring in the field.

Faculty Personnel Projections

The need for additional personnel will depend in large part on what direction the Criminal Justice program takes. Will a significant number of students minor in Criminal Justice? Will certain Criminal Justice courses (CJ 200 and 210) be added to the "general education" social science area? Will additional Criminal Justice "elective" group courses (the proposed modifications below) be added to the curriculum? In any event, it appears that serious consideration should be given to recruiting a second full-time Criminal Justice faculty member for the 1995-1996 academic year.

A second faculty member could also be instrumental in assisting with faculty advising responsibilities. Currently, all of the Social Science faculty members advise some Criminal Justice majors. However, Criminal Justice majors need an advisor from their discipline when seeking career-related advice or information about criminal justice in general. Having an additional full-time Criminal Justice professor would ensure that the best academic advising would be available to each major.

Program Modifications

We would recommend that the seven Criminal Justice "core group" courses remain as they are. However, we would suggest that the following two courses be added to the Criminal Justice elective group (page 34 of the Catalog) field of courses starting in the fall of 1995:

Senior Seminar in Criminal Justice—a 400-level course that will require a major paper and class presentation. It will also provide an opportunity for criminal justice professional practitioners to share their experiences with students.

Current Topics in Criminal Justice—a 300-level course that will address the specialized areas of criminal justice that may not be adequately covered in the "core courses." The topical area can change from time to time depending on recent developments in the field.

Currently students may take any five of the sixteen courses listed in the Criminal Justice elective group. Students may presently select designated courses from the disciplines of Sociology, Psychology, Political Science, Philosophy, and Management. If the above modifications are implemented, students would also have the option of taking additional Criminal Justice elective

group requirements.

The suggestion of adding the two Criminal Justice courses describe presupposes the addition of a second full-time faculty member in the Criminal Justice program.

History

Class Seat Projections

This past academic year, we had a total of nearly 900 class seats. Over the next five years, we would expect this to increase in the following increments: 970, 1040, 1090, 1125, and 1150.

Number of Majors

The History Department currently has about 27 majors, roughly half seeking secondary teaching certification. Given the projections for enrollment in the next five years and the likelihood that the secondary certification program will increase at roughly an equal rate, we project between 40 and 45 majors from a residential student body of about 1250.

New Programs

The members of the History Department do not see the feasibility of trying to create any new programs, since our primary goal is to try to complete the coverage of the discipline so that a legitimate major may be offered. This would serve both those students who plan to go to graduate or professional school and those who plan a career in secondary teaching.

Faculty Personnel Needs

In line with the previous category, any new faculty member considered should provide an area of expertise not currently present in the department. Ideally, we might add a full-time professor who can devote three/fifths of his or her load to the Human Community and American History survey courses. The other two/fifths could then be used to expand the department offerings in either Latin America or Africa and the Middle East. By and large, however, we can cover the needed general education courses and offer a legitimate History major with the present personnel

*Philosophy and Religion*Class Seat Projections

Year	Number of Class Seats	Classes @ 21 per class
1993	228	10-11
1994	246	11-12
1995	263	12-13
1996	276	13-14
1997	284	13-14
1998	301	14-15

These projections are based on an expected overall student body growth rate of 25% over the next five years: 8% for the first year, 7% for the second year, then 5%, 3%, and 2%. They also assume a continued average class size for philosophy and religion of 21 students.

The two present full-time faculty members in Philosophy and Religion, with the possible part-time assistance of the College Chaplain, should be able to cover the anticipated demand for classes in these areas until 1995 or 1996. At that time, we may need to hire an adjunct instructor. In 1998 it may become necessary to look at the possibility of hiring another full-time faculty member.

Any adjunct faculty member would probably be needed in religion, since about 2/3 of the current Philosophy and Religion students are in religion classes, and we expect that this is where the growth will be. Any adjunct would need to be committed to the *academic* study of religion, and it could well be a graduate student from one of the local universities who teach primarily World Religions and Introduction to Religion courses.

*Psychology*Class Seat Projections (annualized)

Present	1994-95	1995-96	1996-97	1997-98	1998-99
750	825	877	914	930	938

Number of Majors (includes Human Resources Management)

Present	1994-95	1995-96	1996-97	1997-98	1998-99
110	121	132	148	154	156

Faculty Personnel Needs

Assumptions: The ideal class-seat load is 240 per full-time faculty member on an annualized basis (average of 24 seats per class per academic year); the ideal advisee load is 25-30 per full-time faculty member.

Given these assumptions, we anticipate an immediate need for a full-time faculty member in Psychology. This new member should have a background in industrial/organizational psychology.

Additional part-time faculty members will be needed by 1997, and a fourth full-time faculty member will be needed by 1998. For purposes of balanced coverage of the curriculum, this fourth psychologist ideally would have a background in developmental or clinical/developmental psychology.

Program Additions or Modifications

The Human Resource Management Program will be shortened and refocused in the immediate future. The program currently has a large number of required courses, which discourages interested students from declaring the Human Resource major. The number of required courses will be reduced, and the content of the curriculum will be updated to reflect current emphases in the human resources field.

We anticipated adding a freshman experiential psychology course to better prepare new majors for the rigors of the psychology curriculum. This will require both laboratory space and some modern research equipment.

We would also like to make an internship experience a requirement for all majors, to enhance the total value of their education. But to do so, we will definitely need to have one faculty member devote the equivalent of two courses a year to the supervision of the numerous internships that this change would generate. Perhaps the idea will become feasible when a third full-time psychologist is added to the program.

Anticipated Facilities and Equipment Needs

Our otherwise robust psychology program has one very serious deficiency. We do not have laboratory space or modern laboratory equipment, mainly computers and software dedicated to behavioral research. To be competitive, we will have to find a way to provide these items for our students. Indeed, freshman-level research experiences (in the context of a first-year experimental psychology course, will not be a viable option without them.

Sociology and Anthropology

Class Seat Projections

These projections assume that the College is going to increase its enrollments by about 25% over the next five years.

Freshman Class Seat Projections:

Fall 1994—213 freshman seats, an increase of 8%

Fall 1995—228 freshman seats, an increase of 7%

Fall 1996—240 freshman seats, an increase of 5%

Fall 1997—247 freshman seats, an increase of 3%

Fall 1998—252 freshman seats, an increase of 2%

Upperclass Seat Projections:

Fall 1994—120 upperclass seats, an increase of 8%

Fall 1995—128 upperclass seats, an increase of 7%

Fall 1996—134 upperclass seats, an increase of 5%

Fall 1997—138 upperclass seats, an increase of 3%

Fall 1998—141 upperclass seats, an increase of 2%

Projections for Increase in Majors

We are experiencing a fairly rapid increase in majors lately. This is undoubtedly due to the recent increase in social service and helping professional types of occupations that are beginning to increase in our society. Also, students appear more inclined to go into the helping professions in contrast to the students of the 1980s. Our projections reflect these new trends.

Fall 1994—15 majors, an increase of 50%

Fall 1995—17 majors, an increase of 12%

Fall 1996—20 majors, an increase of 15%

Fall 1997—22 majors, an increase of 10%

Fall 1998--25 majors, an increase of 14%

New Programs and Enhancements

We would like to add a new degree program in Social Work. Many of our present Sociology majors desire to go into the social work field. We think that a degree in the social work area would complement our regular Sociology and Anthropology offerings. In addition, the degree in social work would dovetail nicely with our Criminal Justice and Psychology programs.

As indicated, we find that students today are more interested in the social work helping professions. In our own program, we find that most of the students are inclined toward the helping professions rather than the academic-research areas. In some cases, we have found that our regular degree Sociology students face obstacles finding employment in the helping professions because they do not have an official "degree" in social work. We also believed that many of these students may become more interested in our 3/2 program coordinated with the George Warren Brown School of Social Work at Washington University. In any case, even if the students with the official degree in Social Work do not go on to a graduate program, they will generally have more opportunities for employment. Therefore, we would like to establish a Social Work program to train and aid these students in seeking employment in the helping professions area.

Five-Year Projections of Staff Needs

In attempting to establish the Social Work program, we will need one person immediately with a doctorate in Social Work. We would like this individual to be able to teach some basic Sociology courses also, especially in the area of quantitative methodology. This individual may be able to teach some psychology courses, if there is a need. Although this program may not be accredited immediately with just faculty member possessing an appropriate degree, we believe that once we have established the program, we will be able to expand our offerings and hire additional staff. Our model for this new program is the Criminal Justice program, established with one faculty member.

Humanities Division

Communications

Program Needs:

1994-1995

- Replacement of some KCLC and audio lab production equipment
- Upgrade video studio lighting, cabling, and wiring
- Upgrade Macintosh desktop publishing computer lab
- Begin Phase I of a communications transmission facility within the context of information technology task force recommendations
- Work with other programs to develop Distance Learning courses
- Keeping abreast of the changing technologies

1995-2000

- Relocate video, radio, and computer/transmission facilities to a common site designed to serve the communications educational needs of students in the new century
- Complete conversion of audio and video equipment and KCLC to digital processing
- Staffing needs will reflect program growth brought on by the new technologies and increased student capacity allowed through new physical facilities

Recruiting Goals:

- 1994 60-75 students intending to major in Communications
- Future Dependent on expansion of physical facilities

Recruiting Methods:

- Continued extended contact with local high schools, media organizations, alumni, and media promotion

English

Program Needs:

1994-1995

- Integration of computer technology into writing classes
- Additional faculty member dependent on general education needs

1995-2000

—Continued integration of computer technology into writing classes

Recruiting goals:

1994 Goal: 20 majors

Recruiting Methods:

—Continued contact with local high schools, literary organizations, and alumni

Foreign Language

Program Strengths

—In addition to the two full-time members of the language faculty, three faculty members from other programs can supplement teaching beginning- and intermediate-level courses in French, German, and Russian.

Program Needs

—With changing high school language requirements and student preparation, a redefinition of general education needs
—A language learning center to supplement current teaching methods

Recruiting Goals

—15 students intending to major in foreign language

Recruiting Methods

—Develop a scholarship program for language students
—Continued contact with local high schools and Lindenwood alumni

Natural Science and Mathematics

Assumptions

1. There will be a continuing need for the General Education component within Natural Science and Mathematics areas.
2. The Division will grow at the same rate as the overall increase in the College enrollment.
3. Job opportunities for our bachelor's degree graduates in the four existing disciplines will be stable.
4. Growth opportunities will emerge from areas we are not currently serving.
5. Capital will be available for some laboratory rehabilitation and equipment purchases.

Goals Within Five Years

1. New General Education courses in the Earth Science area will be available, with the addition of an additional faculty member.
2. We will offer students more options with new courses in Chemistry and Biology lecture courses with current staffing.
3. We will develop at least one new degree area for Science majors (example: Environmental Science).
4. We will provide General Education support for new cross-divisional programs (example: Health Professionals).
5. We will develop high technology instructional resources (examples: Computerized molecular modeling, Computer Simulation of Experiments).
6. We will update and maintain adequate laboratory facilities and equipment.

Chemistry

Ten-Year Goal:

We want the Chemistry program to be accredited by the American Chemical Society within ten years.

Mathematics, Computer Science, Pre-Engineering

Assumptions:

1. The Mathematics and Computer Science program serves approximately 600 students per semester, of which 30 are Mathematics majors and 40 are Computer Science majors. We expect this total to grow in proportion with the projected increase in the College population.
2. General Education will remain an important part of our work.
3. Job opportunities for students majoring in these areas are expected to grow in the next ten years.

Goals:

1. We wish to improve the quality of our programs, offerings, and facilities so that we can continue to attract and retain strong students.
2. Specifically, we plan to improve our General Education program in Mathematics by working more closely with other disciplines.
3. We want to attract more majors in Mathematics and Computer Science, aiming at 60 or more in each discipline.

Objectives Years 1-5:

1. Continue reforming our courses by integrating computing into Calculus I, II, and III, as well as Differential Equations and Linear Algebra. Specifically, we will use MATLAB in these courses.
2. Improve our General Education program in Mathematics by developing new courses in cooperation with other disciplines, similar to our Concepts of Mathematics for Education majors. Continue to improve the advising and placement of students in General Education courses.
3. Restructure the Computer Science major to introduce all the major paradigms early in the program and to include real hardware experience.
 - a. introduce the new version of Computer Science I in Fall, 1994
 - b. introduce the new version of Computer Science II in Spring 1995
 - c. Add a laboratory component to the Operating Systems course in Fall, 1994
 - d. add new version of Computer Systems course in Fall 1995, followed by a new

version of the Computer Architecture course which includes a hardware component in the Spring of 1995

- e. add a new version of Programming Languages Survey (CSC 408) Fall 1995 or Spring 1996

4. Professional Development

- a. Attend local and national meetings of professional organizations such as MAA, ACM, NCTM, MEGSL
- b. Participate yearly in workshops such as those in Calculus reform offered at UMSL in the summer of 1993 and those on LISP programming planned at Indiana University in the summer of 1995.

5. Expand coop opportunities in Computer Science.

6. Revise and update Computer Science brochure.

7. Develop new brochures for Mathematics and Pre-Engineering.

8. Add and update software and hardware needed to support our programs. Yearly.

9. Develop articulation agreements with UMC, UMR, and SIUE by the Fall of 1994.

10. Revise the Bachelor of Arts degree in Mathematics, Fall 1994.

11. Add a Bachelor of Science degree in Mathematics, Fall 1994.

12. Develop a broad-based program in graphics in cooperation with the Art faculty.

13. Develop activity courses in Mathematics and Computer Science, e.g., courses in using business and scientific calculators, using operating systems. Fall, 1994.

Objectives Years 6-10:

Gain ACM accreditation in Computer Science by Fall, 1999.

Biology -

Assumptions:

1. There will be a continuing need for General Education courses at or above the current level of enrollment.
2. There will be a need for three-semester hour General Education courses immediately.
3. Nationwide trends indicate a possible growth in numbers of majors in excess of the projected growth of the College.
4. Three faculty members will continue to be able to offer a total of three upperclass courses for majors each semester.
5. The program will not be able to use adjunct instructors to expand program.
6. Laboratories for majors' courses, depending on the purposes for which they are used, will hold a total of 56-72 students per semester.
7. We will continue to see an increase in students who are interested in Environmental Science in addition to the increases we have seen in the more traditional Biology programs.
8. We will also continue to see an increase in students who are interested in human biology.
9. Demand for students trained in research on an undergraduate level will continue to expand.
10. Student summer research opportunities will continue to expand in accord with national demands for more research and laboratory experience for graduates.
11. Biology will continue to provide increasing opportunities for employment in accordance with the impetus provided by the Human Genome Project, increasing environmental awareness concern on the part of the public, and revisions in health care delivery.
12. Learning is best done in group environments and problem solving.

Goals:

1. We wish to improve our General Education offerings in a way that will encourage non-majors to think about current issues derived from biological knowledge and technology.

2. We would like a steady number of Biology majors at approximately 100, including all the diversity mentioned earlier.
3. We wish to strengthen our major in a way that will enhance recruitment, improve retention, and improve our students' lives on the job and their entrance into graduate and professional programs.
4. We wish to better meet the needs of our students who are interested in environmental studies and human biology.
5. We wish to make our facilities more flexible and attractive.
6. We wish to make the greenhouse and animal room more modern and reliable.
7. We wish to recover some of the space necessary for student research.

Objectives 5 Years:

1. Present a revision of our General Education offerings with an emphasis on three-hour non-laboratory courses.
2. Present a General Education "package" in cooperation with Chemistry, focused on environmental science.
3. Revise our major to include more opportunities in ecology.
4. Revise our major to provide more opportunities in human biology.
5. Decrease the need for our ecologist to teach human biology by hiring a human biologist in addition to our botanist, our molecular biologist, and our ecologist.
6. Present and execute a plan to make our use of space more conducive to learning, more flexible, and more efficient.
7. Purchase basic equipment (e.g., microscopes) to match our student enrollment.
8. Improve utilization of the greenhouse for academic purposes and campus needs by finding a better heating system for the facility.
9. Improve utilization of the animal room for academic purposes by improving mechanical ventilation.
10. Convert first-floor faculty offices to research facilities for student research projects.
11. Improve use of computers in data collection and analysis.

Objectives 10 Years:

1. Continue to update equipment as befitting an institution of higher learning.
2. Determine and implement the best method for obtaining biology information for faculty and students (libraries, networks, etc.).
3. Monitor trends in frontiers of biology and consequential employment opportunities for our graduates.