

Lindenwood University

Digital Commons@Lindenwood University

Self-Studies

Lindenwood Documents, Booklets,
Miscellaneous

1994

Lindenwood College Self-Study, 1993-1994

Lindenwood College

Follow this and additional works at: <https://digitalcommons.lindenwood.edu/self-studies>



Part of the Education Commons



**LINDENWOOD
COLLEGE**

St. Charles, Missouri

**Self-Study
1993-1994**

Prepared for the North Central Association of
Colleges and Schools
Commission on Institutions of Higher Education

Table of Contents

Introduction

A Brief History of Lindenwood College 6
Recent Needs for the Association Evaluation 73
Organization of Lindenwood College 14
General Information 17

**Lindenwood College
St. Charles, Missouri**

Criterion One

Chapter One: The Mission Statement 20

Criterion Two

Introduction 27
Chapter Two: The Educational Program - General Education 31

Chapter Three: The Education Program - The Major 32

**Self-Study
1993-1994**

Arts and Sciences Area 35
English 36
Modern Languages 41
Mass Communication 52
Fine Arts Area 64
Theatre/Performing Arts 68
Art 70
Music 72
Social Science Area 75
Psychology 76

Prepared for the North Central Association of
Colleges and Schools
Commission on Institutions of Higher Education

Table of Contents

Introduction

A Brief History of Lindenwood College	6
Recent North Central Association Evaluations	13
Organization of the Self-Study Process	19
General Institutional Requirements	22

Criterion One

Chapter One: The Mission Statement	35
------------------------------------------	----

Criterion Two

Introduction	43
Chapter Two: The Educational Program: I General Education	44

Chapter Three: The Education Program: II The Majors	52
-----------------------------------------------------------	----

Humanities Areas

English	59
Modern Languages (French and Spanish)	61
Mass Communications and Corporate Communications	62

Fine Arts Areas

Theatre/Performing Arts	64
Art	68
Music	70

Social Science Areas

Psychology	72
Sociology/Anthropology	73
Criminal Justice	73
History	75
Philosophy and Religion	77

Education Areas

Elementary Education	78
Early Childhood Education	79
Early Childhood Special Education	79
Secondary Education	80
Physical Education	81

Natural Science and Mathematics Areas

Biology	82
Medical Technology	84
Chemistry	85
Computer Science	87
Mathematics	89

Management Areas	
Management Information Systems	92
Human Service Agency Management	93
Business Administration	95
Accounting	97
Retail Marketing	99
Finance	100
Marketing	101
Political Science	102
Public Administration	103
Skill Development Center	105
Chapter Four: The Educational Program: III Graduate Programs (Semester)	
Graduate Programs in Art	107
Graduate Program in Theatre	109
Graduate Programs in Education	111
Chapter Five: Educational Programs:IV Graduate Program (Quarter)	
Master of Business Administration	114
Chapter Six: Educational Program: IV Lindenwood College for Individualized Education	
Counseling	117
Gerontology	124
Valuation Sciences	125
Communications	126
Business Administration and Human Resource Management	128
Health Management	129
Human Service Agency Management	131
Human Service Agency Management	132
Chapter Seven: Information Technology Resources	
Butler Library	134
Computer Facilities	136
Chapter Eight: Human Resources	
Students	141
Faculty	152
Board of Directors	159
Board of Overseers	160
Alumni Board	161
Administrative and Support Staff	162
Chapter Nine: Campus and Physical Plant Resources	164
Chapter Ten: Financial Resources	168

Criterion Three

Chapter Eleven: Student Academic Achievement174
 Academic Assessment Methods and Results176
 Student Life Assessment Methods and Results.....246
 Course/Faculty Evaluation251

Chapter Twelve: Other Accomplishment Indicators267

Criterion Four

Chapter Thirteen: Planning and the Future271

Conclusion279

Basic Institutional Data FormsFollowing Page 279

Introduction

Lindenwood College is scheduled for its reaccreditation visit in February of 1994. This Self-Study is in preparation for that visit. This introductory section contains several sections that will help the visiting team come to know the campus and its recent involvements with the North Central Association process. It will be obvious after reading this Self-Study that Lindenwood College, after a financially-troubled recent past, with more than a decade and a half of budget deficits, has achieved a remarkable turn-around and is today making a marked recovery. Its enrollments and budgets are at all-time highs. Following is a brief history of Lindenwood, its recent involvements with the North Central Association, the organization for this Self-Study, and the responses to the General Institutional Requirements.

The body of the Self-Study justifies our request for a ten-year period of further accreditation. The materials to indicate our compliance with the four criteria are detailed in the chapters following the introductory materials.

The first section addresses Criterion One and contains both our current mission statement, along with an introductory overview of the Sibley heritage of Lindenwood College. We are gratified how congruent our current statement of mission is with the vision which Mary Sibley had of Lindenwood when she conveyed the College and its property to the Presbyterian Church well over 100 years ago.

The second criterion is covered in a lengthy part of the report, detailing our resources--students, faculty, boards, physical plant and equipment, and financial. It is in this area that Lindenwood College has made its greatest strides in recent years. Our residence halls are full, our faculty has increased greatly, our financial picture is stable and growing, our physical plant is rehabilitated. We are extremely proud of what has been accomplished in the past five years.

The third criterion addresses our accomplishments particularly in the classroom in a profile of assessment. We are in the midst of completing a cycle of assessment, but our interim results are good, and we are confident they will continue in that vein.

The fourth criterion speaks to future stability and accomplishment through planning. Lindenwood College is looking carefully and systematically to the future, and we are confident that our future is bright and assured.

We are pleased to present this profile of Lindenwood College. We hope to share our pride in the College with the visiting team.

A BRIEF HISTORY OF LINDENWOOD COLLEGE

The origins of Lindenwood College go back to the early days of the Missouri River valley frontier. When George Sibley and his wife, Mary, first settled in St. Charles, their home, "Linden Wood," was about a mile west of the town itself, which was then clustered along the river bank. In the late 1820s, Mary Sibley began a school in her home for girls, with her younger sisters and the daughters of friends as the first students. In the early years, it was small, with less than a dozen students. In those early days, the school stressed "industry and usefulness," the rudiments of book-learning, and music and Bible.

Mary Sibley, along with her husband, Major George Sibley (himself a prominent pioneer and frontiersman, who helped chart the Santa Fe Trail), sought to establish an institution of higher learning which would make a difference in people's lives. They envisioned an institution which reached across all fields of knowledge, teaching a solid academic core along with the balanced sense of self-worth which accompanies dedication to the larger community and nation...an institution which was always up-to-date with the times; in today's terminology, teaching both the breadth of the liberal arts along with the attention to detail of the sciences, seeking to synthesize all knowledge in an effort to educate the whole person.

The Sibleys were active members of the Presbyterian Church and in 1853, three years before Mary Sibley's death, they deeded their property at Linden Wood to the St. Louis Presbytery. After the church inherited the property, "Linden Wood Boarding School for Young Ladies" became "Lindenwood Female College," (still the legal name), with a board of directors and a President who, for the first time, was not Mary Sibley. Except for a brief period during the Civil War, the college has operated continuously since that time. In the period of Reconstruction following the Civil War, there was a dispute within the Presbyterian Church between northern and southern branches. This affected Lindenwood since both branches of the church tried to claim the college. The northern branch eventually won. During the remainder of the nineteenth century, Lindenwood operated on two levels, with an academy for high-school girls, as well as the first two years of college.

The original major building, completed in 1857 and now known as Sibley Hall, was the entire campus, serving as the president's home, administration building, dining room, classrooms, and dormitory for the student body. Two wings were subsequently added to the building to give it its present appearance.

Lindenwood College reached a low point in its existence in 1913 when the Board of Directors realized that the College administration had substantially vitiated the assets of the institution. All of the acquired land except the original twenty acres left by the Sibleys had been sold, and endowment was substantially gone. The Board of Directors of that day made a decision to re-establish the College on a sound basis and never allow such a depletion of resources again. A group of businessmen and clergy took the College as a major project and began the process of rebuilding. They selected as President John L. Roemer, whose presidency marks a virtual re-founding of Lindenwood College.

Early in the Roemer administration, in 1918, Lindenwood College became a four-year institution; North Central Association accreditation came in the same year. Lindenwood College has been continuously accredited by North Central since that time. With the help of Lindenwood's major financial benefactor, Col. James Gay Butler, Roemer erected three dormitories--Butler Hall (1915), Niccolls Hall (1917) and Irwin Hall (1924)--along with Roemer Hall, an administration-classroom building (1922), the Margaret Leggat Butler Library (1929), and the Lillie P. Roemer Fine Arts Building (1939).

Another spurt of building growth came during the presidency of Franc L. McCluer (1947-1966). Three more dormitories were added (Cobbs Hall, 1949, McCluer Hall, 1961, and Parker Hall, 1966) and a large classroom and laboratory building, Young Science Hall, 1966). While established as a baccalaureate institution, Lindenwood during these years suffered from a tendency of women students to transfer to larger, co-educational campuses for their junior and senior years. Thus, the graduating classes were significantly smaller than the freshman-sophomore classes.

McCluer was succeeded as president in 1966 by John Anthony Brown, who presided over a period of academic experimentation. Reflecting the availability of low-interest loans and bonds at the time, there were some building additions--two wings on the Library, a Fine Arts Building in 1969, and an FM radio facility--which were financed with long-term debt commitments and depletion of the college endowment. However, the primary thrust of this period was the movement of the College into two new ventures: (1) a 4-1-4 academic curriculum, then relatively new in the United States; and (2) the addition of a Men's College in 1969. For a time, in order to safeguard the endowment and the integrity of the women's college, the men's college was organized, chartered, and governed separately. The faculty was the same, the president was the same, but separate boards and deans administered the programs. There was some hope that the two institutions would develop in different directions, but, in practice, that never happened. To complicate the structure, the Evening Program, added in 1972, was created as Lindenwood III, and the Lindenwood College for Individualized Education was added in 1975 for further service to working adults and originally called Lindenwood IV.

The experiments with the 4-1-4 curriculum worked well for a period of years, with a concentration on a single degree (bachelor of arts) and a major program of off-campus courses in the short January term. That pattern faltered with changing times and a changing student body. The organization into four separate "colleges" proved cumbersome and illusory and was abandoned. The semester format was restored, with day and evening classes geared to a much more diverse student body. Lindenwood College also requested and received accreditation to award masters' degrees in 1975.

However, there is another dimension to the Lindenwood experience in recent years. Beginning with the late 1960s, annual budget deficits were recorded, with the operational shortfalls being made up from borrowing, sometimes internally from unrestricted endowment, and the sale of permanent assets. These deficits were always seen at the time as temporary, spending resources to position the College to achieve future growth. They continued until the College was in real financial distress. The college essentially sold most of its past assets and used its unrestricted endowment. A large chunk of the real estate holding was sold as well, with the proceeds of these sales being used for current expenses, rather than long-term investment. In

spite of these "investments," the enrollments in traditional programs, especially in residential facilities, continued to decline, reaching a low of 126 in Spring, 1983. Balanced budgets were achieved through the sale of permanent assets such as real estate to cover the operating deficits. Balanced budgets were followed by a substantial deficit again in the 1987-1988 fiscal year.

In retrospect, it is clear that the College had adopted a formula for failure: increasing debt, depleting endowment, all coupled with declining enrollment. Yet, equally clearly, these problems were merely symptomatic of a more basic and fundamental malady: there was a fundamental sense in which the College had lost sight of its sense of purpose and direction, as well as the zeal necessary to realize its success. Swept along by the spirit and ethos of the sixties and seventies--a spirit of wide-sweeping change and unmoored, searching drift--what initially appeared to be "successful experimentation" and "investment for the future" masked an unclear and uncertain direction and the lack of any centrality of purpose. Having resisted and denied the forces of change for so long, the College fell easy prey to the ethos of change which befell the nation, losing touch in many instances with its historical roots in the process. Examples of the absence of rootedness and direction abound: the fragmentation of the College into four colleges, and the appearance of sources of fragmentation and divisiveness between the departments and among the faculty, administration, and staff, to cite but a few. All encouraged separateness and isolation, rather than teamwork and synthesis.

Consistently accompanying this process was a continuously spiraling sense of denial which further masked recognition of the problem and, thereby, prevented its solution. It is not overstating the point to note that the very success of the College in its historical past paved the way for the problem, as its very endowment and accumulated assets enabled the College to avoid (and to continue to deny the existence of) the problem--by selling off its assets and further depleting the endowment, a problem exacerbated by any number of inter-fund transfers.

Recognizing the serious nature of the College's financial status, the Board of Directors reclaimed the earlier spirit and commitment of the Board in 1913, which had served the College so well: reinvigorated and restructured, the Board vowed to see the College's resources depleted no more, and to restore the College to a solid foundation. Several community leaders who shared this personal commitment were added to further strengthen the Board. On January

17, 1989, the Board of Directors declared a state of financial exigency, and appointed Dennis C. Spellmann President of the College. President Spellmann has had a long and distinguished career in college turn-around work, strengthening a number of troubled institutions and improving others.

Challenging all components of the College to re-examine and re-dedicate themselves to Lindenwood's mission, purpose, and spirit, President Spellmann moved quickly to transform Lindenwood into a managed institution, initiating cost-reduction measures (such as the reduction of non-teaching staff from 369 in 1989-90 to 87 in 1993-1994), effective budgetary and expenditure controls, and curricular review (which led to the addition of a philosophy/religion component of the General Education requirements early on, to underscore the value-centered commitment of the College).

Above all, President Spellmann emphasized the necessity of returning to the College's roots, recalling its innovative, pioneering heritage. Indeed, it is no exaggeration to say that it was necessary to re-found the College, giving re-birth to a sense of unified purpose, spirit, and dedication--a common, unified purpose which all involved could embrace with zeal. In so doing, Lindenwood returned to its historic roots with a solid base as an independent, liberal arts college, firmly committed to value-centered education which would make a difference in people's lives--a common, unifying purpose and identity which all involved in this journey for truth and meaning could grasp, identify with, and embrace.

Extolling the virtues of industriousness and dedication to committed, professional teaching and service, the teaching load was increased (to fifteen credit hours a semester, or its equivalent), the faculty and staff organizations were streamlined, the awarding of tenure was suspended (in favor of an accelerated program of merit-recognition within the framework of fair employment practices), and a very aggressive student recruitment program was undertaken with major increases in financial aid and faculty involvement (which resulted in record enrollment levels, both quantitatively and qualitatively).

Such aggressive action has enabled the College to expand the faculty, increase faculty compensation according to a merit-based system, and to offer extended-term faculty contracts

(both nine- and ten- through twelve-month annual contracts, and, recently, two-year contracts), while simultaneously undertaking major renovations of the physical plant and fulfilling many deferred-maintenance needs which had accumulated over the years. Similarly, the re-invigoration of the curriculum and academic delivery systems has resulted in the addition of ten new majors and academic programs, and three new graduate programs, along with the addition of a select number of new courses to enhance an already solid curriculum.

In short, a very substantial turn-around has been achieved. The annual budgets (which have quadrupled) have shown a surplus necessary for re-investment in the personnel, programs, and facilities necessary to support our mission. Enrollments have grown to an annual head-count of 4,000. Residential enrollment has exceeded any past experience, with a total of 1040 students in residence in the fall of 1993. The College has re-acquired 50 acres of back campus that had previously been sold off, while acquiring new land for future expansion on the south edge of the campus—adding an increase of 74 acres, to bring the size of the campus to a total of 182 acres.

Under President Spellmann's guidance, Lindenwood College has clearly experienced a re-birth, or re-founding, consistent with the spirit and purpose which first inspired its initial genesis. In the process, it has become a managed institution to insure that the College has both the leadership and empowerment of all resources necessary to achieve the attainment of its proper course, purpose, and mission.

While the process of birth is a wondrous and joyous occasion, it is not without discomfort and pain; no less was the re-birth of Lindenwood College. In pursuing our goal of delivering quality, value-centered educational programs to our constituents in a manner which (again, in the best liberal arts tradition) emphasizes the primacy of educating the student both in and out of the classroom, both the lack of time and financial and resource constraints have invariably intruded.

The success, ultimately, of achieving this goal requires the holistic, unified integration and synthesis of the College community, all focused on this centrality of purpose. To this end, the College seeks to balance the requisites of effectiveness (and efficiency) with those of

participation (and process-involvement). Of necessity, constraints on both time and resources have forced the College to side with the demands of effectiveness and efficiency whenever they have come into conflict with calls for greater participation or process-involvement. However, the very success the College has enjoyed has, in turn, created unprecedented opportunities for enhanced participation and process-involvement at a number of levels than heretofore possible, as the following pages demonstrate.

The viability of the College is no longer in doubt. Lindenwood College, as a managed institution, has demonstrated that fiscal responsibility, coupled with efficient and effective budgetary processes, can provide the solid foundation necessary for intelligent, prudent, and judicious investment in the quality educational programs and professional personnel required to fulfill its mission and purpose as it meets the needs of its constituents. Enrollments set new records each year, and budgets continue to grow. The College is now able to make plans with a renewed confidence for future educational and physical expansion into the new century.

RECENT NORTH CENTRAL ASSOCIATION EVALUATIONS

Lindenwood College has had more exposure to North Central Association visits and reports than many institutions. In part, these visits have been at Lindenwood's initiative; in other cases, the Association has mandated focused visits to investigate, in particular, the financial stability of the College.

The recent history of Lindenwood College and the North Central Association really began in 1970. The evaluation visit in that year was a normal ten-year cycle visit. That visit came at time when Lindenwood College was in the midst of a fairly drastic series of changes. The decision to admit men to what had always been a women's institution had been taken in 1969; the first few male students were on campus when that 1970 visit occurred. Lindenwood was also, at the same time, beginning its expansion into the evening college format on a significant scale. Lindenwood College had always had a large "continuing education" component in its day program, composed largely of women who were candidates to enter the job market for the first time. Most of them had attended college for some period when they were younger and had left for marriage and motherhood. They needed completion programs to enter careers, but they wanted them in the daytime. The evening college venture attracted far more men than women, men who were employed in the daytime; these evening college programs concentrated heavily in business.

Lindenwood College itself then took the initiative to expand its program to the master's level. At the college's request, another comprehensive visit was scheduled for 1975 to validate that decision. The visit took place when the new graduate programs were barely underway, and no real evaluation of their quality or effectiveness could be made. Because of this, the North Central Commission extended the college's accreditation to include master's level work, but asked for a focused visit on the graduate programs alone for 1978 when the programs would have produced graduates and have some visible record.

The 1978 visit foreshadowed several visits yet to come. The visiting team in 1978 gave high marks to the academic program, but the team expressed some concerns over the financial stability of the College.

Because of those concerns, the North Central Commission asked for another comprehensive visit for the 1981-1982 academic year. The visiting team's report from that visit in 1982 was a substantial duplication of the 1978 report. Again, the academic program received a very favorable report, but there were substantial continuing concerns over the financial status of the College. By that time, substantial annual deficits were eroding the endowment funds. The Commission asked for yet another comprehensive visit for 1984-1985.

Yet again, the visiting team in 1985 expressed its approval of the academic program and recommended continued accreditation for an unspecified length of time. Further, it recommended, and the Commission accepted, a further focused visit for the spring of 1987 to monitor progress on three areas of concern:

1. the long-standing financial problems
2. the declining full-time residential enrollment
3. a feeling that the Mission Statement did not express fully the various components of the College structure and was not fully in harmony with the curricular offerings

That focused visit occurred on February 25-27, 1987. The report of the visiting team made the following points in relation to the purposes for the visit:

A. Financial Condition

At the time of the visit, the short-term financial condition of the College was "substantially improved."

1. The College had achieved positive balances since 1983 [in 1983 and again in 1985,

these positive balances had required the use of non-operating funds]

2. Short-term indebtedness had been reduced by \$1,328,272.00 to a total of \$2,189,234.00 [here again, this reduction had been achieved in substantial part by the sale of endowment assets, such as 50 acres of land in the back part of the campus]

At that point, the College owed \$1,020,000 to banks, \$715,753 to the endowment, [representing unrestricted endowment funds liquidated for operating expenses], \$143,528 to inter-fund obligations [representing transfers of funds to meet current operating expenses at various points], and \$309,953 in accounts payable

3. The College did have a positive cash balance on December 31, 1986.

The team noted that Lindenwood was raising more money, but the Board of Directors was also selling unrestricted endowment to achieve some of these results.

The team noted some other financial deficiencies:

1. Faculty salaries were uncompetitive
2. Library, laboratory, other learning budgets were underfunded

There were, at the same time, some positive steps:

1. There were plans in the works for a capital funds campaign
2. There was a five-year plan for rebuilding student enrollment
3. Faculty participation in college governance had been strong

B. Mission Statement

The 1983 team felt that the Mission Statement did not fully represent the academic programs being offered and asked for:

1. A review of the language
2. Rationalization of the Mission Statement with actual academic practice

The particular burden of the visiting team's concern was the emphasis in the statement on an undergraduate, liberal arts, residential college with conventionally-aged students when the majority of the student body at that time were non-traditional, commuter students, many of them attending off-campus sites for their "Lindenwood" experience.

The 1987 team felt that the Mission Statement, as it had been revised following the 1985 visit still did not indicate a total harmonization of the wording of the statement with the actual academic offerings.

C. Undergraduate Residential Student Life

In the spring of 1983, full-time undergraduate residential students had dwindled to 126. By the fall of 1986, the number had risen to 243. The team felt that the college was attempting to enhance residential life for students on campus.

The 1987 visiting team made a series of suggestions:

1. The College should give further attention to the relationship of adjunct to full-time faculty and engage adjunct faculty more fully in the decision-making process

2. The College should continue to assure that a common quality standard was enforced in all academic programs, both on- and off-campus

3. The College should consider a common academic calendar

4. The College should limit listed undergraduate course offerings to those actually available within a two-year cycle

5. The College should ensure salary equity and provide adequate rewards for meritorious service

The 1987 visiting team also reported their strengths and concerns:

Strengths

1. The faculty is capable and dedicated and has endured financial and enrollment crises without compromising the quality of the curriculum. Some good new people had been added to the faculty in recent years
2. The Administration was leading with courage
3. The campus is attractive despite the accumulation of deferred maintenance
4. The proximity of St. Louis was a positive factor, coupled with the rapid growth of the St. Charles area
5. There had been a substantial financial recovery since 1983
6. There had been an encouraging enrichment of residential life

Concerns

1. The Mission Statement still did not totally harmonize with the curriculum offerings
2. There was a need for program evaluation and prioritizing, particularly at the graduate level
3. Lindenwood College needed more comprehensive institutional statistics

4. Faculty and administrative salaries are too low

5. The Faculty Handbook and other operational policy statements need to be updated and systematized

Since Lindenwood College has had a fair amount of success in the process of self-study, the On the basis of the Focused Visit Visiting Team Report, the accreditation of Lindenwood College was extended to 1993-1994, a ten-year period from the last comprehensive visit. This Self-Study is in response to this comprehensive visit.

The Coordinator recommended to the President's Steering Committee to oversee the self-study process. The Steering Committee's charge was to provide advice and assistance which is absolutely necessary in conducting the research and report. The Self-Study, in many ways, is a complex process. The members are:

- Ed Boring, Professor of History - Assessment Officer
- James Wilcox, Associate Professor of Communications - Dean of Humanities Division
- Oliver Hagan, Associate Professor of Business - Dean of Management Division
- Larry Doyle, Professor of Education - Dean of Education Division
- Arlene Tarch, Professor in Accelerated Programs Division - Director and Chair of Accelerated Programs Division
- John Gaffey, Assistant Professor, Management Support - Director, Administrative Services Division
- David Wilkins, Professor of Cultural Science - Chair of the College
- Jan Chisla, Assistant Professor - Social Sciences
- David Lynch, Chair, French - CSSA
- Marvin Parks, Assistant Professor of Theology - Chair of Theology and Ministry, Theology Division
- James D. Price, Professor of Theology - Chair of Theology Division
- S. H. Liu, Associate Professor of Chemistry - Chair of Natural Sciences and Mathematics Division
- James F. Cook, Professor of History - Self-Study Coordinator

ORGANIZATION OF THE SELF-STUDY PROCESS

Since Lindenwood College has had a fair amount of practice in the process of self-study, the organization of a committee and the implementation of the process was not an unfamiliar task for us. The President of the College, in response to the preliminary notice from North Central Staff of the 1993-1994 visit, asked the previous Self-Study Coordinator to return to that role.

The Coordinator recommended to the President a Steering Committee to oversee the internal process. The Steering Committee includes those people whose input and cooperation would be absolutely necessary in conducting the research and compiling the Self-Study. So, in many ways, it contains people ex officio. The members, and their positions, are as follows:

- Ed Balog, Professor of History *Assessment Officer*
- James Wilson, Associate Professor of Communications *Dean of Humanities Division*
- Oliver Hagan, Associate Professor of Business *Dean of Management Division*
- Larry Doyle, Professor of Education *Dean of Education Division*
- Arlene Taich, Professor in Accelerated Programs Division *Provost and Dean of Accelerated Programs Division*
- John Guffey, Assistant Professor, Management Division *Dean of Admissions and Financial Aid*
- David Williams, Professor of Political Science *Dean of the College*
- Jan Czaplá, Assistant Professor *Head Librarian*
- David Kandel *Chief Financial Officer*
- Marsha Parker, Assistant Professor of Theatre *Dean of Fine and Performing Arts, Alumni Relations*
- James D. Evans, Professor of Psychology *Dean of Social Science Division*
- S. K. Liu, Associate Professor of Chemistry *Dean of Natural Sciences and Mathematics Division*
- James F. Hood, Professor of History *Self-Study Coordinator*

Each person on the Steering Committee is responsible for portions of information-gathering and compilation. The Self-Study Coordinator was responsible for compiling, editing, and writing the finished report.

The Steering Committee approved a time-line and proposed outline for the Self-Study in the spring of 1992. The study has proceeded along the lines envisioned in the time-line and outline.

Feeding into the study and gathering process was a group of faculty task forces set up to study various problems and challenges. Some of these groups were *ad hoc* and have finished their work, submitted their reports, and disbanded. Others of them are standing groups, whose task goes on.

The Faculty Task Forces worked on the following areas:

These task forces were temporary:

1. Extended-Term Contracts for Faculty
2. Adjunct Faculty Compensation
3. Physical Accessibility to Campus facilities
4. Honor Code Development
5. Information Technology
6. Honors College Proposal
7. Due Process (Good Practices)
8. Non-Traditional Programs
9. Professional Development
10. Internal Communications
11. Faculty Talent Scouting Scholarships

The following groups are standing committees:

1. General Education Committee
2. Educational Policies Committee

All in all, some 75 members of the faculty worked on one or more of these task force groups. Their work was coordinated by Professor Evans and fed into the Self-Study process, along with information from other areas, coordinated by other members of the Steering Committee. First drafts of the proposed Self-Study were reviewed by the faculty during Fall Semester, 1993. All suggestions were incorporated into the current final version.

a. The institution has formally adopted and made public its statement of mission.

The current Lindenwood College statement of mission was adopted by the Board of Trustees on 19 November, 1993. That adoption followed an extensive development process involving a faculty committee which produced the original draft.

b. The statement of mission is appropriate to an institution of higher education.

We consider that our current Mission Statement is a classic liberal arts mission. The College, while non-sectarian, has a covenantal relationship with the Presbyterian Church and affirms traditional Judeo-Christian values. The mission implies that students receive a vision of a general education component, as well as an area of major emphasis. It nurtures familiarity with the greatest achievements of humankind, as well as the acquisition of the intellectual tools that will make possible a life-long flexibility of knowledge.

The mission statement defines our Lindenwood College as a leading, community structured and with a core residential campus. It reaches an equality in this community, diversity of age, diversity of interests, diversity of economic circumstances.

We think that without question our Mission Statement is appropriate to an institution of higher education and differentiates us from both the "lower levels of education and "post secondary" institutions whose missions usually convey different messages.

GENERAL INSTITUTIONAL REQUIREMENTS

1. Mission and Authorization

- a. The institution has formally adopted and made public its statement of mission.

The current Lindenwood College statement of mission was adopted by the Board of Directors on 19 November, 1993. That adoption followed an extensive development process, including a faculty committee which produced the original draft.

- b. The statement of mission is appropriate to an institution of higher education.

We consider that our current Mission Statement is a classic liberal arts mission. The College, while non-sectarian, has a covenantal relationship with the Presbyterian Church and affirms traditional Judeo-Christian values. The mission insists that students explore a structured general education component, as well as an area of major emphasis. It mandates familiarity with the greatest achievements of humankind, as well as the acquisition of the intellectual tools that will make possible a life-long flexibility of knowledge.

The mission statement focuses on Lindenwood College as a learning community structured around a core residential campus. It insists on diversity in this community: diversity of ages, diversity of interests, diversity of economic circumstances.

We think that without question our Mission Statement is appropriate to an institution of higher education and differentiates us from both the lower levels of education and "post-secondary" institutions whose missions would be very different from ours.

A further discussion of the Lindenwood College mission statement may be found in Chapter One.

c. The institution confers certificates, diplomas, or degrees

Lindenwood College offers certificate programs in three areas at the graduate level. Lindenwood College offers programs leading to Bachelor of Arts, Bachelor of Science, and Bachelor of Fine Arts degrees at the undergraduate level. At the graduate level, the College offers coursework leading to the Master of Science, Master of Arts, Master of Business Administration, and a Master of Fine Arts degrees. The particular programs leading to these several degrees are discussed in Chapters Three through Six.

d. The institution has legal authority to confer its certificates, diplomas, and degrees.

From its founding in 1827, Lindenwood College operated as a proprietary school during the Sibleys' lifetimes. It was chartered by the State of Missouri as a non-profit institution of higher education on February 23, 1853. The original charter has been amended several times, notably in 1870 and again in 1977. The Charter gives Lindenwood College its legal standing to offer degrees under the authority of the State of Missouri.

e. The institution meets all legal requirements to operate wherever it conducts activities.

Lindenwood College operates under its Charter in the State of Missouri. In November, 1993, Lindenwood received authorization to offer degree programs in the State of Illinois. We are currently in the process of developing a Lindenwood College for Individualized Education program at the Olin Corporation in Alton, Illinois.

2. Educational Programs

a. The educational programs are compatible with the institution's mission.

All undergraduate programs are contained within the same liberal-arts track. All require the same general education components. All require a major emphasis, either within a discrete field of study, or composed of elements from several fields in a few interdisciplinary majors, such as public administration or human resources agency management. Even a curriculum such as Elementary Education utilizes the same all-college requirements. Secondary education students must fulfill a major in one of the academic fields in addition to the necessary certification courses.

All majors flow from the mission. Nothing narrowly technical or vocational is offered. It is certainly possible to prepare for further professional training, such as a pre-medical or pre-law, but only within the context of an undergraduate liberal arts program. 3-2 programs in engineering as well as Social Work are available in partnership with Washington University, St. Louis. Both programs require students to fulfill all normal liberal arts requirements at Lindenwood in an accelerated fashion within the first three years. The additional two years are spent at Washington University's College of Engineering or School of Social Work respectively. The programs are not heavily utilized. A similar program is available in Medical Technology in conjunction with several area hospitals.

Graduate programs are obviously more professionally oriented. However, all are structured to follow a liberal-arts undergraduate degree.

b. The principal educational programs are based on recognized fields of study at the postsecondary level.

Lindenwood College programs and degree areas all fall within normal recognized fields of study appropriate to an institution of higher education. We have nothing experimental or exotic. Perhaps the closest we come to a newer field of study is Human Service Agency Management, which is intended to prepare students to enter the management of non-profit human service agencies. Even this program is largely composed of components from other traditional fields, such as sociology and business. Moreover, this particular field is represented by a national organization which sets standards and expectations. Degree programs in Human Service Agency

Management are offered in several other institutions of higher education.

- c. **At least one of the undergraduate programs is two or more academic years in length (or the equivalent). If no undergraduate programs are offered, at least one of the graduate programs is one or more academic years in length (or the equivalent).**

Lindenwood College does offer courses on various calendars, including workshops and short courses. But these are always auxiliary to our regular undergraduate programs which require the traditional four years of enrollment (or equivalent). All graduate programs require at least one academic year or more.

- d. **General education at the postsecondary level is an essential element of undergraduate degree programs and a prerequisite to graduate degree programs.**

Lindenwood College requires a general education component as a part of all undergraduate degree programs. Depending on options exercised by the student within a given area of general education, this package ranges from 49 to 50 semester hours. This comprises 42% of a normal undergraduate degree program. The general education program requirements are spread across several disciplines within the traditional liberal arts and sciences. All undergraduate students seeking a degree are required to fulfill this general education program. Transfer students who have not completed equivalent courses at the time of Lindenwood enrollment must complete all the normal program components, even if they bring an Associate of Arts or Associate of Science degree from another institution.

All graduate programs require a suitable undergraduate degree as a prerequisite for admission.

The current General Education program was adopted by Lindenwood College 1987. It has been amended in some detail since then, but the basic structure and premises of the program remain the same.

One cornerstone of the program is the premise that for all students the future is unpredictable. Consequently, higher education as a whole, including the general education component, must prepare students to continue life-long learning. The general education program intends to

instill in students a love of learning and the necessary inquiry skills that will motivate them to develop their intellectual, creative, and moral capacities through their lifetimes.

The program contains both courses specifically prescribed and courses where choices may be exercised by the student. Some commonality of courses and subject matter is structured into the program because the College has two particular points of view in this area:

1. there are ideas with which graduates of United States liberal arts colleges ought to be familiar
2. students often learn from each other. Dialogue, by which societies and individuals develop, is encouraged and facilitated by shared intellectual points of reference

Inevitably, parts of the general education requirements are not directly related to each student's major. This is deliberate, partly to broaden the knowledge and skills base of each student, partly because the general education courses help students become more skilled in their thinking. In these courses, students not only learn a body of relevant material, but they are required to grapple with problems of importance, both for society at large and for individuals in their approach to their own philosophy of life.

There is a deliberate effort to emphasize, in the general education area, the commonality and interconnectedness of knowledge. We want our graduates to become good citizens, and many of the general education courses give them the knowledge and insights to do that.

Reading, writing, speaking, and analytical skills are the requisites of all learning. Thus, all general education courses are intended to require the development of such skills.

In a society that tends to be practical and career directed, general education courses offer one of the last opportunities most students will have of learning for its own sake, for the value it confers upon the quality of life apart from actual careers.

The general education program is described and analyzed more fully in Chapter Two, but the

basic premises of the Lindenwood program have not changed in any substantial way since 1987. The program has elements to help students understand their society, the world community, and themselves. We believe that it represents a body of knowledge which is the legacy of all educated people.

- e. General education and/or a program of related instruction at the postsecondary level is an essential element of undergraduate certificate and diploma programs two or more academic years in length.**

All Lindenwood College programs require the same general education components. The full range of these requirements is contained in Chapter Two. Lindenwood College considers it important that all students must be exposed to these core ideas, intellectual skills, creative endeavors, and long-lasting values that have been the highest achievements of the great civilizations and still illuminate and inform our lives. There is no short-cut around these requirements; all students must complete three components in their various degree programs: the general education core, the major they elect, and such other electives that correlate to their interests and abilities. We have some programs that provide an entree into the world of work, sometimes fairly directly (e.g., Accounting or Elementary Education), and sometimes more indirectly (e.g., Communications). We do not, however, offer any program that would fall into the normal framework of "vocational-technical".

- f. The certificate, diploma, or degree awarded on successful completion of an educational program is appropriate to the demonstrated attainment of the graduate.**

The overwhelming majority of our undergraduate students receive a bachelor of arts degree. That certainly corresponds to the traditional emphasis for an undergraduate liberal arts college. Most of our majors lead to this bachelor of arts degree. It is the most appropriate degree for them.

Two undergraduate degree programs offer the option of a Bachelor of Science degree: Medical Technology and Biology. Students electing this degree in either area increase their

requirements in related science areas. In neither case is there any diminution of the general education component. The election of a bachelor of science degree either requires a longer undergraduate program or diminishes the number of elective hours available to the student.

Students in Studio Art may receive a Bachelor of Fine Arts, but this degree, traditionally reflective of the particular subject matter, still requires the same general education component. We do not have any "conservatory" degrees. Students may also opt for a B.A. degree in Studio Art as well.

At the graduate level, the degrees are more specialized and specific to the subject matter, such as the Master of Business Administration, the Master of Fine Arts, the Master of Science in Valuation, or Master of Science. Here, too, a Master of Arts degree is available in some areas, such as Education.

All degrees, we believe, are both recognized degrees and appropriate to the particular programs.

3. Institutional Organization

- a. **There is a governing board, legally responsible for the institution, which establishes and regularly reviews basic policies that govern the institution and protect its integrity.**

The Board of Directors of Lindenwood College, under the charter as amended in 1972, is the legally constituted governing board of the institution; as such, it has legal and fiduciary responsibility for the College. It is a self-perpetuating board which can determine its own size and elect persons to membership. At present, the Board of Directors has 28 members. Only one, President Dennis Spellmann, is an employee of the institution.

The Board of Directors is organized into a variety of committees. It meets, normally, in full session four times a year, though the Executive Committee and the other committees meet more often.

The Board of Directors regularly reviews and approves the basic operating documents and policies of the institution, such as the Mission Statement, Faculty and Staff handbooks, the audits, and long- and short-range plans. It sets parameters for spending, involves itself in fund-raising, and approves all basic policy decisions affecting the college. The Board of Directors is, of course, legally responsible for the operation of the College and the use and conservation of its assets.

There is an advisory Board of Overseers which serves the institution. It has no fiduciary responsibility, but it does review matters regularly, through committees, such as Student Life, Campus Facilities, and Faculty Relations. It makes recommendations on matters involving financial outlay to the Board of Directors.

b. The governing board includes individuals who represent the public interest.

Since Lindenwood College is not owned by a religious body or other institution that must be represented on the Board of Directors or have a controlling voice, all of the members, except an alumnus and the President of the College, essentially represent the public interest. With the one exception of the President of the College, decisions taken by the Board of Directors will not affect board members in any personal way.

The Board of Directors recognizes that Lindenwood is a community and area asset and acts to preserve it and allow it to serve the public interest. At times in the past, Lindenwood College has described itself in its public presentations as "a private college in the public interest."

c. An executive officer is designated by the governing board to administer the institution.

The current president, Dennis Spellmann, was elected by the Board of Directors in March of 1989. Since then, he has been the College's Chief Executive Officer. The Board of Directors has contact with the institution and with its faculty and staff through the president. President Spellmann has the authority of the Board of Directors to conduct the operational affairs of the

Spellmann has the authority of the Board of Directors to conduct the operational affairs of the College, subject to general directions and guidelines provided by the Board.

- d. A faculty comprising persons qualified by education and experience is significantly involved in the development and review of the academic program.**

During the current 1993-1994 academic year, the faculty is composed of 102 individuals of whom 76 have teaching as their primary responsibility. The College utilizes a similar number of adjunct faculty. A full review of faculty credentials and experience is contained in Chapter Eight. As a teaching institution, Lindenwood College rightly regards its academic programs and the teaching/education of its students as the core of the institution and the reason for its existence. Accordingly, the faculty are significantly involved in the ongoing development and review of the academic programs.

Of the 76 members of the faculty who have teaching as their primary responsibility, 54, or 71%, have earned terminal degrees and 22, or 29%, have masters' degrees.

A number of members of the faculty have given many years of service to the institution, while others have arrived more recently in the expansion of enrollment since 1989.

The educational program and its continuing improvement are the responsibility of the faculty. While the full pattern of faculty review of the educational program is contained in Chapter Eight, a brief overview can be given here. The primary vehicle for faculty input and involvement is the academic division to which each faculty member belongs and its periodic meetings. Curricular matters are discussed and debated in the division meeting. The sense of the division is then taken by the division dean to the Council of Deans and to the Educational Policies Committee and the General Education Committee, when appropriate. Decisions and recommendations of the Educational Policies Committee and the General Education Committee are transmitted to the Council of Deans. The Council of Deans considers the recommendations from the divisions and the Educational Policies Committee or the General Education Committee and makes a final recommendation to the President. The President makes the final decision based on

the proposals submitted from the Deans. Where appropriate, presidential approval results in a recommendation for approval to the Board of Directors.

- e. Admission policies are consistent with the institution's mission and appropriate to the educational program.**

In its efforts to build a deliberately diverse learning community, the admissions policies of Lindenwood College are selective, yet flexible. Employing a 2.0 grade point average from high school or transfer institution and a minimum composite score of 18 on the American College Testing Assessment as bench marks, each applicant's record is carefully examined to determine if the applicant has the potential to be successful in the undergraduate programs at Lindenwood College. With appropriate recommendations and the results of on-campus interviews and visits, and further analysis of admissions materials, exceptions to these numerical indicators can be made.

Graduate students must have successfully completed an undergraduate degree program and have potential for academic success, as determined by the Director of Admissions and the Dean, or designated Faculty Advisor, in the student's discipline of study.

The College expects applicants to have a sound academic preparation for college, and welcomes applicants from a variety of socio-economic, religious, and ethnic backgrounds, as well as the physically challenged. The actual breakdown of our current student body into such categories testifies to our success in this area. We welcome students from a wide geographical area, including international students, though some 85% of our students come from Missouri.

Lindenwood College recommends at least sixteen high school units in the so-called "solid" academic areas. We normally ask our applicants to bring from high school the following program:

English	Four years
Natural Science	Two years

Mathematics	Two years
Social Studies	Two years
Foreign Language	Two years
Fine/Performing Arts	Some study recommended.

This distribution of recommended high-school preparation is consistent with the needs of a liberal arts college for student admissions. The general education component of the college curriculum builds upon and requires such preparation from students. The needs of the majors for skills in English composition, languages, and mathematics/science are reflected in the admissions criteria.

f. Admissions practices conform to the admissions policies.

The admissions practices of Lindenwood College follow directly from the admissions policies. The Office of Admissions collects, through various methods, a pool of prospective students. These methods include high school visits, college fairs, referrals from board members, alumni, faculty, staff, and current students, selected organizational membership lists, Lindenwood scholarship programs, and student inquiries. The College has transfer agreements with both the St. Louis County Community Colleges and the St. Charles County Community College.

The admissions criteria are intended to ensure the selection of a diverse student body with potential for success. Candidates are evaluated individually, using high school/transfer grade-point-averages, ACT/SAT (the bulk of our applicants take the ACT rather than the SAT), the record of high school extra-curricular activities, recommendations, and judgments of personal character. Potential students lacking the bench mark results are given consideration for admissions based on: further analysis of their academic transcripts, personal interviews, and/or letters of recommendation. The undergraduate class admitted in the fall semester of 1992 showed 99% of the students with at least 18 on ACT (or SAT equivalent) and a 2.0 GPA in their high school preparation. The class admitted in the fall of 1993 also had 99% who met these two numerical standards.

4. Financial Resources

a. The institution has financial resources sufficient to support its activities.

Lindenwood College, like many independent institutions, has suffered financial problems in the not-too-distant past. It endured a number of years of unbalanced budgets, depletion of endowment and assets, and deferred (read "non-existent") physical plant maintenance. It would be fair to say that the accumulation of these deficits threatened the existence of the college.

Beginning with FY 1988-1989, a dramatic increase in financial resources and enrollments has transformed the balance sheet. Yearly budgets have increased in significant terms. In 1982-1983, the budget was \$7,626,414. In 1987-1988, it was still essentially the same: \$7,588,055. But in 1988-1989, it was \$9,506,595; in 1989-1990, \$12,936,501; in 1990-1991, \$17,132,925; in 1991-1992, \$21,091,838, and in 1992-1993, \$21,250,000. The budget for 1993-1994 is projected to total \$23,700,000. There have been no deficits since 1987-1988. In addition, the endowment, which had been virtually depleted before 1988, has been built back to today's \$6,162,380.

The College is current in all its obligations. Its bank debt is merely \$1,000.00 and is being deliberately retained to maintain the basis for lines-of-credit at the bank. Some of the assets that were sold to meet current obligations in past years have been re-acquired and paid for, such as the 50 acres of the back campus. Faculty salaries have increased significantly. The annual budgets are now more than three times the size they were five years ago. The College invests as much in institutional scholarship aid now as our total budgets were just five years ago, in order to attract a quality, diverse student body in keeping with our mission.

Lindenwood College is not affluent and may well never be. But it is clearly out of the terminal danger zone. Coupled with enrollment increases, the financial picture is considerably brighter. The enrollment increases are particularly important since Lindenwood is so tuition-driven (approximately 90%). Lindenwood College does have financial resources sufficient to support its activities, though there are always more needs than dollars.

- b. The institution has its financial statements externally audited on a regular schedule by a certified public accountant or state audit agency.

Lindenwood College's accounts are audited annually and all reports are available. The current accounting firm is KPMG/Peat Marwick.

5. Public Disclosure

- a. The institution publishes in its catalog or other appropriate places accurate information that fairly describes

- i. its educational programs

- ii. its policies and procedures directly affecting students

- iii. its charges and refund policies

- iv. the academic credentials of its faculty members and administrators

The Lindenwood College catalog is published in a newspaper or book format each academic year. The catalog is issued in separate editions for the undergraduate program, the graduate program, and the Lindenwood College For Individualized Education and the Modified Accelerated Program. Each edition spells out the details of the academic programs, and admissions policies, tuition, fees, financial aid opportunities, scholarship standards, course requirements, and the like. They always include the details of charges and refund policies. Basic student policies are also included. Each catalog contains the latest list of faculty together with their academic degrees, where received, and the number of years of service at Lindenwood. These catalogs are distributed to existing and prospective students.

In addition, a Student Handbook is published, giving more detailed information. The Handbook is available to all students. It is particularly relevant to residential students, but it contains materials on basic college policies appropriate to all students

THE INSTITUTION

Lindenwood's Heritage

Smaller, independent colleges form a Criterion One: ... of them. They maintain 10% of the nation's private colleges and universities. Most

An accredited institution has clear and publicly stated purposes, consistent with its mission and appropriate to a postsecondary institution.

Lindenwood College is a small liberal arts college located in St. Charles, Missouri. It was founded in 1827 by Rev. John and Mary Shibley and was originally known as St. Charles College. It was a women's college until 1910 when it became coeducational. While it has expanded its academic offerings, Lindenwood College still remains an excellent liberal arts college. It is a residential college. In 1970, Lindenwood College was ranked 1st in the nation providing a quality liberal arts education with excellent undergraduate and some graduate programs. The college is an operator of several centers to serve its students. The Lindenwood Center for Management Education, begun in 1975, offers an additional dimension to our education. Other programs, both graduate and undergraduate.

Lindenwood's heritage has continued to be a challenge and a source of pride. The frontier when it was founded in a log cabin on the prairie of St. Charles. Through the years it has continued its mission where they belong on the prairie.

Chapter One

THE MISSION STATEMENT

Lindenwood's Heritage

Smaller, independent colleges form a vital component of American higher education--about 800 of them. They enroll about 60% of the nation's private college and university students. Most such independent colleges were or are affiliated in some way with a religious body. They have histories emphasizing devotion to values, a commitment to quality, and a primary regard for students. Because of the size of such colleges, as well as the orientation of faculties, boards, and students, a rare degree of formal and informal contact occurs among all parts of the academic community, so that much learning occurs beyond the formal classroom setting. These colleges insist on the liberal arts, providing general education programs that prevent premature specialization of undergraduate students.

Lindenwood College is solidly within this small college tradition. Founded in 1827 by George and Mary Sibley on what was then the western frontier, it is today an independent college with a covenantal relationship with the Presbyterian Church. It was a women's college until 1969 when it became coeducational. While it has expanded in both programs and places, Lindenwood College still remains an academic community whose centerpiece is the undergraduate, residential college. An evening college was added in 1972 providing a mostly adult working population with both undergraduate and some graduate programs. This evening program operates at several sites to serve its students. The Lindenwood College for Individualized Education, begun in 1975, offers an additional dimension for adult students in a full-time program, both graduate and undergraduate.

Lindenwood's heritage thus stretches back more than a century-and-a-half to the days of the frontier when it was housed in a log cabin on the outskirts of St. Charles. Throughout that time, it has centered its attentions where they belong--on the student.

In presenting to itself and its constituencies its "mission" today, Lindenwood College stands in a very long tradition. But, in a very unique way, Lindenwood is required to remain within the purposes set out by George and Mary Sibley when they conveyed the College and its property to the Presbyterian Church, from whom the present Board of Directors received the control of the institution.

In the original deed conveyed with the land, the Sibleys inserted what can only be called the original "Mission Statement" for Lindenwood College. This statement is worth quoting at some length because of the relevance it has for us at Lindenwood today. (The original spelling and punctuation are retained.)

Whereas By Act of the General Assembly of Missouri, approved the 24th of February, 1853, The "LindenWood Female College" was incorporated, located at LindenWood in the County of St. Charles, and placed under the care supervision and control (virtually) of the Presbytery of St. Louis of the Old School branch of the Presbyterian Church in the United States of America, and Whereas the said Presbytery have accepted the charter of said College and have assume the care and supervision thereof and have adopted the following outline of the plan, system, principles, objects, and purposes to be observed in the establishment and government of the said College, namely The "LindenWood" Female College" is to be set up and established on a large and liberal plan and on a lasting foundation to consist of Primary, High, and Normal Schools with domestic and Boarding Department connected there with. It is to supply (at as low charges as practicable) ample facilities for Female education in the best sense and meaning of the terms (the proper developement and cultivation of the intellectual moral and Physical faculties) It is to present a School or Schools wherein Female youth given in Baptism to the Redeemer (not excluding others) may be properly educated and qualified for the important duties of Christian Mothers and School teachers, where in the Holy Bible shall always have a prominent place and be a permanent class book. In which the whole course of instruction and discipline shall be based on the religion of Jesus Christ, as held and taught in the Confession of faith and catechisms of the Presbyterian Church in the United States of America, as adopted by the General Assembly of said Church in the year 1821. In fine to supply Schools adapted to qualify the pupils not only to enjoy the rational pleasures of life as accountable beings, but to be come enlightened accomplished and useful members of society, to discharge with ease and grace the peculiar duties of the sex in all their various relations. Also so to convey and adapt instruction appropriately as to give a decidedly national bias to the youthful mind.

Later on, after the details of the land being conveyed, and the admission of the Sibleys that the Presbytery had given them the required \$10.00 to symbolize the sale, there are some further

restrictions placed, one or two of which have some relevance today. The College is prohibited from "setting up or allowing of any drinking or Gambling house, Garden, or Booth for Gambling or furnishing intoxicating drinks or of any disorderly establishment whatever..." .

Through the years, the faculty, administration, and board of Lindenwood College have adopted and published a number of additional Mission Statements. The current one is the product of a long faculty committee effort in 1992 and 1993, together with reviews and embellishments by a committee of the Board of Directors. It was adopted by the Board of Directors on 19 November, 1993. The current statement replaces a longer one that had been through a similar process in 1987. In looking now at either the current or the 1987 mission statements, it is amazing how congruent they are with the Sibley version as modernized and broadened, though neither of them was written with the original Sibley version available to them (it has only recently been discovered dustily residing in the vault).

Here is the current Mission Statement of Lindenwood College:

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.

The Sibley Legacy to Lindenwood

When we compare the current Mission Statement with the implicit Mission Statement contained in the Sibley conveyance to the Presbytery of St. Louis, we can see the continuities clearly, both in terms of a general direction and in many of the actual details.

The Sibleys wished the Presbytery to continue an educational institution that would be built on "a large and liberal plan." We interpret that to require a liberal education in the traditional meaning of that term. The "largeness" would indicate a breadth of offerings to avoid a narrow technical training process. The "liberal" part would mean an appreciation of and knowledge of the great accomplishments of mankind through time and around the world.

It would have both "domestic and Boarding departments connecting there with." That mandates both residential and commuting students, which we certainly have continued.

It requires "as low charges as practicable" which comports well with our expectation that there will be no economic barriers limiting access.

The conveyance mandates the "proper development and cultivation of the intellectual moral and Physical faculties." We clearly mean to continue that, and our current Mission Statement speaks to that intention in terms of diverse students joining together in intellectual, social, spiritual, creative, and physical activities.

The Sibleys' vision of the centrality of religion and the Bible has certainly be broadened in our day, though the moral and spiritual dimension and the importance of the Judeo-Christian tradition has not been lost. What is perhaps most striking in the Sibley's Mission Statement is the statement that the object of the educational program will be "Female youth given in Baptism to the Redeemer" but "not excluding others." Their astonishing commitment to diversity is still shared by the Lindenwood community of today. We still offer (though we do not specifically require) courses on the Bible and the history of religions.

We have certainly broadened the notion that young women should qualify "for the important duties of Christian Mothers and School teachers..." Those careers still exist, and we can help prepare students for them. But the times have changed, and the Sibleys would have changed with them if they were still at the head of the college.

We are especially struck by the insistence of the Sibleys that the Lindenwood educational program "give a decidedly national bias to the youthful mind." We can appreciate that this statement was written at a time when states' rights arguments threatened to divide the Union. But we can still upgrade and modernize that desire into our intention that students be liberated from "limitations imposed by ignorance and parochialism." The idea that Lindenwood women graduates in the nineteenth century be able to "discharge with ease and grace the peculiar duties of the sex" may seem hopelessly outdated to our ears today, but the intention that Lindenwood graduates be able to do their best and be their best still exists.

A Vision for Lindenwood College

A quarter of a century ago, Douglas Heath wrote:

A community that has an ideal or vision has, in effect, expectations of what its

members are to become. Such ideals or expectations, so out of fashion nowadays, may be more silent than vocal; they may work their effects outside of awareness; they may constitute the invisible college.... And when such expectations are consistently expressed in all structures and activities of the institution, their different communal experiences may mutually reinforce one another. ¹

We want Lindenwood College to be such a place, and we are convinced that it is. Our mission statement clearly delineates our expectations and hopes for our graduates--

- grounded in the liberal arts
- prepared for the world of work
- aware of the social issues of the day and active in their communities and nation with the values of the Judeo-Christian heritage to guide them
- prepared and encouraged to engage in life-long learning
- comfortable with all sorts and conditions of people.

It is that vision that Lindenwood College will carry forward for generations yet to come, just as it has for these many generations since the founding of the College.

¹ Heath, Douglas, Growing Up in College: Liberal Education and Maturity, San Francisco: Jossey-Bass, 1968, pp. 242-243.

This section of the report of our self-study is devoted to the organization of the institution and the resources we have acquired to provide services to our students.

It begins with a description of our educational philosophy. Following that are several chapters. The first (Chapter Two) deals with the general aspects of our curriculum. The remaining four chapters are devoted to the several divisions we use for academic organization. The chapters speak to concepts that are described, both those that are organized in the calendar year (Chapter Three) and those that use a quarter-calendar system (Chapter Four). Then, the Educational College for Individualized Education is profiled, with its various undergraduate and graduate degree and certificate programs (Chapter Six).

Criterion Two

The institution has effectively organized adequate human, financial, and physical resources into educational and other programs to accomplish its purposes

Human Resources are then surveyed (Chapter Five) including faculty, board, staff— followed as important as the campus and its physical resources (Chapter Six).

The following financial resources are described in Chapter Seven being the matter pertaining to Criterion Two's close.

Introduction

This section is the heart of our report. It contains the information on the way we have organized the resources we have to deliver educational services to our students.

It begins with a description of our educational programs. This long section is divided into several parts. The first (Chapter Two) deals with the General Education component of our curriculum. The semester-based majors are then described (Chapter Three), divided into the several divisions we use for academic organization. The varieties of graduate programs are then described, both those that are organized on the semester calendar (Chapter Four) and those that use a quarter-calendar system (Chapter Five). Then, the Lindenwood College For Individualized Education is profiled, with its various undergraduate and graduate degree and certificate programs (Chapter Six).

A chapter then follows on the Information Technology resources available to the Lindenwood community (Chapter Seven). These revolve, in the first case, around Butler Library and its links with the St. Louis Regional Library Network and its access to the data bases and resources of Internet. In the second instance, this chapter describes the campus computer facilities and network.

Human Resources are then surveyed (Chapter Eight)--student, faculty, boards, staff-- followed by materials on the campus and its physical resources (Chapter Nine).

The all-important financial resources are described in Chapter Ten to bring this section responding to Criterion Two to a close.

Chapter Two

The Educational Program: Day Semester-Based Program General Education

The undergraduate educational program at Lindenwood College consists of three parts for each student. The first part is a General Education component; the second is the declared major and minor(s). The third component is the elective portion of the student's program, courses taken to broaden knowledge or inform the majors and minors. The three parts are intended to be complementary and feed back and forth into each other. We are anxious that General Education not consist of an underclass set of obstacles through which students must persevere before they can turn their minds to something useful and interesting. For that reason, the general educational requirements are not intended to be finished within the first two years. Some upper-class coursework is deliberately made part of the program.

The present program was articulated by a faculty committee and widely debated in the general faculty and divisions through the 1985-1986 academic year and the first part of the 1986-1987 year. It came before the faculty for action in January of 1987 and was accepted. The program has had some modifications through the intervening years, but the general outline of the program and almost all its components have remained the same. The only actions have been to liberalize the options available to students within the program; no other major changes have occurred. The present plan was arrived at after an extensive study of national and regional trends in general education. The premises on which the program was based were carefully detailed by the committee and debated by the faculty. Fundamental to the program is the common conclusion that the future is unpredictable for all of us; therefore, one obvious purpose of education and particularly general education is to provide the skills and motivations necessary for continuing study and re-direction. Strict preparation for specific careers has the danger of leaving the student unprepared for abrupt and drastic changes in the world that might invalidate the preparation students receive in particular careers.

The program is intended also to nourish in Lindenwood students an affection for learning that will lead them to continue their education in various ways, deriving from it both benefit and pleasure through their lives.

The General Education program assumes that all students will declare a major, so that it is in the major that students would encounter the depth of access to a single discipline and in which they might well prepare themselves for a particular vocation. Thus, the General Education program is intended to provide them with the skills necessary to treat the major courses successfully and also to provide them with the broader knowledge and skills that the major cannot produce.

The program assumes that there ought to be some commonality of courses or subjects with the General Education curriculum. This derives from the conviction that there are ideas with which college graduates ought to be familiar. The program assumes that much student learning derives from contact with other students pursuing similar goals and courses.

In part, the General Education program is intended to provide the basic skills necessary for any learning: reading, writing, speaking, and analytical skills which are the requisites of any learning. All the General Education courses are intended to stress these activities, not just those, like English Composition, where these tasks might be expected. Because students ordinarily take some of the General Education courses concurrently and usually intermixed with courses that apply to their majors, the program is expected to demonstrate the interconnectedness of knowledge, so that students will encounter the same ideas in different contexts, approaching them from all the classic liberal arts ways of thought.

The General Education curriculum should require students to confront and consider the issues facing society so that they can function as effective, concerned, and active participants in the larger society. Because the entire human society is opened up in the General Education program, students must consider a society larger than their community, state, or even nation.

Lindenwood College has had a long history as a religious institution. Even though our connection today is less close, the issues involved in defining values and making informed ethical decisions

are very much a part of our College life. Comprehension of the magnitude of human intellectual and practical problems is improved when values and ethics are a part of every topic studied. Thus, it is the task of the General Education program to hold these ethical and moral issues up before students. Some of that aspect of learning will also appear in courses in the majors, but it is a common purpose of the College and its curriculum, so it is appropriate to require it as a primary task of General Education. Thus, the past as well as the present enter into the General Education program; students need to be aware both of the similarities and differences of the parts of the human community through time. We want our students also to be aware that the human community is, in many ways, shrinking so that a convergence of values and ethics will continue to occur. This makes student awareness of ethical and moral issues even more imperative.

The faculty, then, seeks to achieve a fruitful balance between common educational experiences which provide a foundation for ongoing discourse, argumentation, and growth, and those diverse educational experiences which cause continued individual development. We continue to look for ways to help our students and ourselves to think more broadly, to solve problems more easily, and to communicate more effectively.²

General Education Goals

The College hopes to achieve the following goals with our General Education program:

1. Each student will develop as a more complete person, able to think and act freely and to continue to become as fulfilled a human being as possible.
2. Students will gain the intellectual tools needed to understand human cultures as they have been, as they are, and as they might be.
3. Students will become aware of the range of perspectives and activities that contribute to understanding and evaluating the present.

² General Education Program recommended by the General Education Curriculum Committee, January, 1987

4. Students will develop the reading, speaking, and writing skills necessary for productive study and informed decision making.
5. Students will be able to analyze both qualitative and quantitative evidence to assess the validity of philosophical or scientific assertions.
6. Students will acquire the guidelines for determining responsible actions and develop a willingness to act.

With these more global and abstract goals in mind, the General Education program then moves on to the following:

General Education Objectives

Students will be able to:

1. develop a clear written argument or oral discussion, developing a thesis, illustrating generalizations, supporting conclusions with facts, proceeding from section to section in an orderly and logical fashion.
2. develop computational skills and learn to solve various types of mathematical problems.
3. critically analyze, evaluate, and distinguish the influences and interrelationships of psychological, social, and cultural conditions and values on human behavior.
4. appreciate the arts, generally, and their historical role in shaping human ideas, aspirations, and values.
5. understand and appreciate the natural environment, and the contemporary factors that have an impact on both society and nature.
6. comprehend and interpret the development of ideas, institutions, and values of

Western and non-Western societies.

7. comprehend and interpret the development of the political system and constitutional government of the United States.
8. interpret various works of literature, and to exercise their critical thinking skills in interpreting and judging the value of a work in reference to both internal and external standards.

The actual pattern of requirements in General Education is as follows:

ENGLISH COMPOSITION

ENG 101 and 102

(Total 6 semester hours)

HUMANITIES

LITERATURE--TWO COURSES

PHILOSOPHY OR RELIGION--ONE COURSE

(Total: 9 semester hours)

FINE ARTS

FINE ARTS--ONE COURSE

(Total: 3 semester hours)

CIVILIZATION

HIS 100: HUMAN COMMUNITY

CROSS CULTURE OR FOREIGN LANGUAGE--TWO COURSES

(Total: 9 semester hours)

SOCIAL SCIENCES

AMERICAN HISTORY OR AMERICAN GOVERNMENT--ONE COURSE

ANTHROPOLOGY, SOCIOLOGY, PSYCHOLOGY, ECONOMICS--ONE COURSE FROM

EACH OF TWO SEPARATE DISCIPLINES

(Total: 9 semester hours)

MATHEMATICS/SCIENCE

MATHEMATICS--TWO COLLEGE-LEVEL COURSES

NATURAL SCIENCE--ONE PHYSICAL AND ONE BIOLOGICAL SCIENCE

COURSE AT LEAST ONE OF WHICH MUST

HAVE A LABORATORY COMPONENT

(Total: 13-14 semester hours)

There are some explications to this list that must be noted. In the entire General Education program, there are only three specifically required courses: English Composition I and II and Human Community. The English courses are the standard beginning college courses. Human Community is a world history course, stressing the comparative development of the various human societies and civilizations. In all other areas, there are choices to be made. These choices come from lists of approved courses in each area. There are, for example, thirteen English courses that will fulfill the Literature requirement. There is a two-semester World Literature survey that was actually designed to meet this particular requirement, but there are other possibilities in both period courses (English Literature to 1660, for example) or topic courses (Epic and Tragedy: The Hero and the City, for example).

For the philosophy/ religion requirement, there is a choice of seven courses in philosophy and five courses in religion. The philosophy courses range from period courses (Ancient/Medieval Philosophy, for example) to topic courses (Ethics or Logic, for example). The religion requirement can be met with a course on the Old Testament or the New Testament, or one on World Religions, among others.

The Fine Arts requirement has twenty options, ranging from various art history courses through Dance courses, music appreciation, and courses in the history of Performing Arts.

The Language/Cross Cultural option requires a bit more explanation. The College seeks to ensure that students have some real exposure to a rather different culture. They provide two paths to that goal. One is to take two semesters of a foreign language, such as Spanish or French. While these are normal language courses, a real effort is made to use the language to open up a cultural perspective on the society being studied. It is very much then a cultural approach to the teaching of the language.

The other path provides two options. Students elect a course called Focus on Modern Europe or one called Focus on Modern Asia. In either case, the course is directed toward an understanding of the area in question in its contemporary state. Considerations of politics, economics, social composition, cultural trends, and the like are considered for either Europe or Asia. For a second

course, the student elects a follow-up in the selected area, Europe or Asia, from a list of other courses. These courses are normal courses, already in the curriculum. For the Asian option, there are nine possibilities, ranging from Anthropology to Literature to History or Political Science on some aspects of the area. For the European option, there are twenty-five possible follow-up courses, ranging from Art to Literature to History, Music, Philosophy, and Theatre.

It is worth noting that the two Focus courses are taught at the 300 level and are intended for junior-senior enrollment. The follow-up courses are 200 and 300 level courses.

The Social Sciences options open up several areas. Students in electing a course in American History or American government have four American history choices and two Political Science possibilities. For the other Social Science options (two courses, each from a separate discipline), the student has twenty choices in Anthropology, Business Administration (Economics), Psychology, and Sociology.

The Mathematics options are intended to dovetail with the preparation and aptitudes of the student. There are nine courses from which the student chooses two; these range from a course on the Concepts of Mathematics through Statistics, Algebra, and various levels of Calculus.

In the Sciences, the student must have one course in Biological Science and one in Physical Science. At least one such course must be taken with a laboratory experience, though both may be. There are three Biological Science options and five Physical Science possibilities. There are fewer options in these areas since prerequisites are required to move on to all the more advanced courses.

It can be seen that the Lindenwood General Education program is both prescriptive and flexible. It mandates only the three actual courses for students, but it does lay out a set of common requirements for all undergraduate students in the various areas. Thus, students finishing the General Education component have been exposed to a common set of ideas, skills, and problems, but the course vehicles in which those ideas, skills, and problems have been presented may have considerable variety.

Chapter Three
THE EDUCATIONAL PROGRAM: II
The Semester-Based Program
The Academic Majors

The undergraduate semester program at Lindenwood College embraces all of the conventional areas of a liberal arts college. In the semester program, there are thirty-three specific majors offered.

A. Management (9)

- Accounting
- Business Administration
- Management Information Systems
- Retail Marketing
- Marketing
- Human Resource Management*
- Finance
- Public Administration
- Political Science
- Human Service Agency Management

B. Humanities (6)

- English
- Writing*
- French
- Spanish
- Mass Communications
- Corporate Communications

C. Science/Mathematics (5)

- Biology

in addition
certification
matter and
and the co
Secondary Education
major

- Chemistry
- Computer Science
- Medical Technology
- Mathematics

D. Social Science (4)

There is al
possible fo
program.
education,
is not othe
resources

- Psychology
- Sociology
- History
- Criminal Justice
- Philosophy [no major offered]
- Religion [no major offered]

E. Education/Physical Education (4)

contract o
It should b
undergrad
Administra
Communi

- Early Childhood Education
- Early Childhood Special Education
- Elementary Education
- Physical Education
- Secondary Education (see note below)

F. Fine Arts (5)

are not off
Valuation
Individualiz
methods a
in the Semester

- Music
- Theatre
- Studio Art
- Art History
- Performing Arts*

The three majors marked with an asterisk (*) are joint majors, offered through more than one discipline. The Human Resources Management degree uses courses from Business Management and Psychology to complete the program. The Writing Major is a joint effort between the English and the Mass Communications faculties. Performing Arts draws together a program from Theatre, Music, and Dance.

In addition to these degree programs, there are two other areas to note. One is that those seeking certification in any area of Secondary Education must take a major in the appropriate subject matter and add in the professional education courses required to meet both Lindenwood standards and the certification process of the State of Missouri. In effect then, the major in any area of Secondary Education is a composite between subject matter and professional materials. A full major in the subject matter area is required in addition to the education courses.

There is also the possibility of a contract degree. Under procedures outlined in the catalog, it is possible for a student to work with a faculty advisor to develop an individualized degree program. This requires the same over-all graduation requirements in terms of hours, general education, and residency. But it allows the student to design a particular degree program which is not otherwise offered at Lindenwood. Obviously, such a program must be within the college's resources in terms of faculty, library, laboratory, computer facilities, and the like. This option is not much used. About one student a year seeks permission to design and implement a contract degree.

It should be noted as well that some of these degree areas are also available through the undergraduate programs of the Lindenwood College for Individualized Education (Business Administration, Corporate Communications, Human Resource Management, and Mass Communications). In addition, the LCIE program makes available three major programs that are not offered in the semester units of the College (Gerontology, Health Management, and Valuation Sciences). All of the programs offered through the Lindenwood College for Individualized Education will be discussed separately since that unit is discrete to itself in methods and calendar.

In the Semester program, in Fall Semester 1992, a total of 356 courses were offered at the undergraduate level. Of these, 173 were 100 level courses (43%), 68 were 200 level (19%), 99 were 300 level (28%), and 16 were 400 level courses (4%). The normal upper-division undergraduate course is numbered in the 300s. The 400 number is used for some capstone courses, but it is not the normal designation. In addition, on this calendar sequence, 21 500-level graduate courses were offered. Besides these organized courses, the faculty sponsored 142 independent studies distributed across the curriculum as follows:

100 level courses 41
 200 level courses 32
 300 level courses 21
 400 level courses 21
 500 level courses 28 (these were mostly in education, offered in the semester
 calendar sequence)

There were also 53 enrollments on a single basis as private music lessons.

In terms of class sizes, the figures reflect the realities and advantages of a small college.

Class Size	Number of Classes	Percentage of total
1-10	105	29.6%
11-20	105	29.6%
21-30	88	24.8%
31-40	48	13.5%
41-50	6	1.7%
51-60	2	.5%

Thus, 81% of all courses were thirty or fewer. One of the largest classes was a peculiar case. It reflected a weight-training class which, in fact, did not all meet at the same time.

In terms of actual distribution of enrollments across the curriculum in Fall Semester 1992, the enrollments were as follows, by academic area:

Management	12%
Humanities	26%
Social Sciences	20%
Mathematics/Science	17%
Fine Arts	12%
Education	7%
Physical Education	6%

This distribution is, of course, driven by the general education requirements to a significant

degree. The large totals in Humanities and Social Science certainly reflect English Composition I and II and Human Community, the three single required courses in that program. However, these academic areas have popular majors, and the distribution is not entirely the result of general education requirements by any means. Even so, the pattern is a classic liberal arts distribution and certainly mirrors the intentions of the College in establishing the distribution requirements.

Comparing these numbers with the totals for Spring Semester 1993, we find the following: The number of courses was very comparable: 374, in addition to 95 independent studies and 57 private music lessons. There were, as well, 32 courses offered at the 500 graduate level in this calendar grouping along with 21 graduate independent studies. Of the 374 undergraduate courses, 161 (43%) were 100-level, 79 (21%) at the 200-level, 116 (31%) were 300-level courses, and 18 (5%) were 400-level.

The class size distribution for Spring Semester 1993 was as follows:

Class Size	Number of Courses	Percentage of Total
1-10	132	35%
11-20	111	30%
21-30	80	21%
31-40	36	10%
41-50	11	3%
51-60	4	1%

Thus, 86% of the undergraduate classes had 30 or fewer students, a small gain on Fall Semester.

The total number of student enrollments in undergraduate day classes was slightly smaller in Spring Semester as compared to Fall Semester, 6701 to 6869, reflecting a slightly smaller enrollment as well as somewhat lighter loads taken by students. The distribution across the areas of the curriculum was as follows:

Fine Arts	12%
Humanities	23%
Education	10%
Physical Education	5%
Management	11%
Mathematics/Natural Science	17%
Social Science	21%

This distribution is very comparable to Fall Semester with only minor variations.

As a small sub-set of the regular program, Lindenwood offers what is called the Modified Accelerated Program (MAP). This program is an evening program, offered in two short terms fitted within each regular semester, so there are four MAP terms during a regular academic year, as well as one during the summer. The number of courses in each of the terms during the 1992-1993 academic year is as follows:

Fall MAP I	7 courses, 5 independent studies	(110 enrollments)
Fall MAP II	11 courses, 9 independent studies	(184 enrollments)
Spring MAP I	7 courses	(136 enrollments)
Spring MAP II	8 courses, 2 independent studies	(184 enrollments)

The courses come from a variety of disciplines, predominantly Business, but with a representation of the general education courses such as English Composition, Cross-Cultural courses on both Europe and Asia, Psychology, World Literature, and Sociology. While some of the students enrolled in the MAP terms are evening students only, some of the enrollments come from semester students who need to pick up another course or have encountered a scheduling difficulty during the day periods.

For Fall Semester, 1993, the course and enrollment numbers reflect a larger student body. There were 417 undergraduate courses offered along with three refresher courses. Of this total number, 187 were 100-level courses, 71 were 200-level, 140 were 300-level, 19 were 400 level, and there were 46 500-level courses offered in the semester format as well. In

In addition, there were some 60 independent studies offered at the undergraduate level, along with 54 private music lessons. There were 28 independent studies at the graduate level. In the aggregate, there were 8,412 enrollments in the various courses and independent studies during this semester. This is an increase of 1543 enrollments (about 18%) over the Fall Semester, 1992.

In terms of class size for Fall Semester 1993, these are the figures:

Humanities Areas

Class Size	Number of Courses	Percentage of Total
1-10	114	27
11-20	106	25
21-30	125	30
31-40	59	14
41-50	7	2
51-60	6	2

It can be seen from this chart that 82% of all courses had 30 or fewer students, comparable to the enrollments in 1992-1993.

The distribution of enrollments by academic area was also very comparable:

Humanities	25%
Social Sciences	19%
Fine Arts	12%
Management	12%
Mathematics/Science	16%
Education	12%
Physical Education	4%

For Fall MAP I, the numbers are similar to the several MAP terms last year:

6 courses, 1 independent study (119 enrollments)

The program in counseling within LCIE operates on a trimester basis. It registered some 306 enrollments in its various clusters in Fall 1993.

We can now turn to the various academic areas in the semester-based academic program.

Humanities Areas

ENGLISH

There are eight full-time faculty members in English along with adjuncts who regularly teach. Six of the eight have terminal degrees and two have master's degrees along with many years of experience.

The number of English majors has been increasing recently after a fairly steady plateau:

1989-1990	23
1990-1991	22
1991-1992	28
1992-1993	38

Strengths of the English Program:

1. In area of faculty,
 - a. primarily all full-time with a very limited use of adjunct faculty
 - b. diverse backgrounds and academic fields of faculty
 - c. shared responsibility for teaching composition, so that senior faculty are involved with freshmen
 - d. a great deal of experience among faculty members

2. In area of curriculum,
 - a. new professional and technical writing major and minor
 - b. multicultural emphasis in the various courses

- c. a good variety of courses with interdisciplinary appeal
 - d. phased development of a computer-assisted writing program
3. In area of extra-curricular involvement,
- a. sponsorship of the Griffin Society (which publishes the literary yearbook)
 - b. a variety of field trips, publications, and social events
 - c. a new English Club to provide student-faculty interaction in an informal setting
 - d. English faculty involvement in other campus groups: International Club and LINC (Lindenwood is Nature Conscious), an environmental and recycling group

FOREIGN LANGUAGES (FRENCH AND SPANISH)

While the languages in which papers are available are not programs in French and Spanish, Areas of Concern:

- 1. Faculty need to develop new areas of interest and to keep current with recent research and writing in their fields
- 2. Revival of college-wide writing across the curriculum program
- 3. Lack of interdisciplinary courses in the curriculum on women's studies and ethnic studies
- 4. Inadequate and crowded office space and lack of easy access to computers

The English faculty have plans for the future:

- 1. Implement new writing programs, particularly after visiting area businesses and industries to find out business needs
- 2. Work with Admissions Office to recruit additional majors, with visits to high schools to promote the English area
- 3. Reevaluate and revise the curriculum, using the feedback from the assessment process. Introduce an elective "topics" course which may include women's literature and ethnic literature.
- 3. Good rapport with local business community and high schools to recruit

4. Experiment with developing standards and possible common texts and syllabi for the freshmen composition sequence
5. Continue to review library holdings and recommend acquisitions to upgrade to meet curriculum needs over a three-year period.
6. Pursue external funding sources to support faculty development of the nine-month faculty members during the summer break.
7. Host faculty development workshops on writing-across-the-curriculum during pre-semester faculty development week.

FOREIGN LANGUAGES (FRENCH AND SPANISH)

While the languages in which majors are available with full programs are French and Spanish, the College also offers instruction in German, Japanese, and Italian. There are two full-time instructors, but one member of the English faculty is also qualified in German, while another member of the English faculty is qualified in four languages, and a member of the Music faculty is qualified in French, and offer some courses in those languages. An adjunct instructor offers Japanese language courses.

Number of Majors and Minors:

The number of those majoring and minoring in Foreign Language has been relatively small in recent years. Currently there are 9 students majoring or minoring in Spanish and 7 students majoring or minoring in French.

Strengths and Distinguishing Features of the Program:

1. Well-qualified faculty, able to give individual attention and guidance to students
2. Strong library holdings in the languages
3. Study-Abroad possibilities along with rich cultural opportunities available in the St. Louis area
4. Increased enrollments in the basic courses, giving expectations of increasing numbers of majors in the future
5. Good rapport with local modern language associations and high school language

among our programs

there is a fully equipped computer program lab which supports video and audio programming

Areas of Concern:

1. Low number of majors
2. Current lack of interactive foreign language lab or computer assisted classroom facilities result in exclusive reliance on one-on-one audio-lingual teaching.

Plans for the Future:

1. Adjusted staffing to accommodate the increased enrollment in foreign language classes commensurate with program growth.
2. Utilizing scholarships available to students to increase the quality and number of foreign language students
3. Revive academic excursions abroad to enhance students' knowledge of the language and the home areas of the language
4. Participate in college-wide multi-media center using the latest computer-assisted programs available to support classroom teaching and facilitate student learning without exclusive reliance on one-on-one faculty assistance beginning with the Fall 1994 semester.

MASS COMMUNICATIONS AND CORPORATE COMMUNICATIONS PROGRAMS

There are six faculty members whose primary focus is in Communications. In addition, one member of the English faculty, two members of the Theatre faculty, one coach with publishing and yearbook experience, and two practicing professionals offer skills part-time in this area.

There is a considerable student interest in both radio and television. The College runs its own FM station, KCLC-FM, with 25,500 watts. KCLC has the distinction of being the only local radio station, so that it serves a solid community purpose. On election nights, for example, it is the only source of detailed local election results. In addition, it has created a place for itself

among area listeners because of its emphasis on Bluegrass music. Besides the radio facility, there is a fully-equipped television production center which accesses public-channel cable programming.

The number of majors in this area is very high:

1990-1991	120
1991-1992	135
1992-1993	142

There is every indication that this area will continue to attract considerable student interest. Lindenwood College has many of its communications alumni in markets around the country, including St. Louis. Many of them are active in promoting the program and assisting it with seminars. The college has had a long-time relationship with KMOX Radio, the CBS flagship station in St. Louis, whose general manager was for many years chairman of the Lindenwood Board of Directors. One of the part-time faculty members currently working in the program is the Production Director for KMOX.

Strengths and Distinguishing Features of the Program:

1. Strong major curriculum which was developed with extensive input from practicing professionals. The curriculum covers broad foundations of communications while allowing students more than 70 hours coursework in the liberal arts.
2. Majors have a "hands-on" orientation which allows students to get practical experience beyond the classroom education
3. All faculty members have professional experience in the communications field in addition to being effective teachers. Student evaluations of all faculty members have been "above average" for each course offered in the last two years.
4. KCLC Radio and the Video Production Center have been solid working laboratories for students to learn the media while providing a public service to the community.
5. A strong professional internship program gives qualified juniors and seniors an opportunity to gain practical learning opportunities beyond the Lindenwood College campus.
6. Graduates are securing employment in the communications field at a rate that is more

than twice the national average for comparable communications graduates.

Areas of Concern:

1. The changing technologies of communications will require continuous modification of some courses and the curriculum to meet the needs of the coming decade and century.
2. Investment in video and computer technology will be necessary on an annual basis in order to prepare our students for the professional environment.
3. In order to remain current, faculty members need to return to the field periodically to experience the evolution in the communications fields.
4. Physical facilities housing the video production center and KCLC Radio are stretched beyond their limits. A new facility should be developed to house the different technologies together. Such a facility would better utilize faculty and staff as well as improve the student learning environment.

Plans for the Future:

1. Curriculum development will continue to move in the direction toward telecommunication and away from the traditional mass media.
2. Hands-on activities in the areas of desk-top publishing and multi-media production will be expanded through additional use of the computer lab and networking of video equipment with computer technology.
3. Pursue external funding sources to support faculty development of the nine-month faculty during the summer session break.
4. Physical facility needs are continuously explored to improve and strengthen campus space utilization to support program growth.
5. The faculty will continue to develop the assessment process to better prepare our students for life after college.

Fine Arts Areas

THEATRE/PERFORMING ARTS

In the combined area of Theatre And Performing Arts, there are three full-time faculty in Theatre along with the Dean of the Division, who teaches part-time in this program as well as having other administrative functions. There is one full-time and one part-time person in Dance as it contributes to this program.

Areas of Concern

The number of majors has been escalating dramatically:

1990-1991	21
1991-1992	43
1992-1993	66

Strengths and Distinguishing Features of Theatre/Performing Arts Program

1. Theatre and Performing Arts are viewed as artistic disciplines within the liberal arts context, rather than a conservatory setting.
2. The faculty feels that it is important for the major to gain as much practical experience as possible both in performance and in technical aspects of the art.
3. The program offers ample performance opportunities in order to balance classroom theory with practical application.
4. The program presents various dance and theatre events in the larger Jelkyl Theatre and the smaller Downstage Theatre.
5. In order to assist the student in entering a very competitive job market, the program requires all students to take courses in all aspects of the discipline (performance, design, and technical).
6. The faculty assists students with identifying internships and performance opportunities in professional companies.
7. The faculty works with students outside of class to prepare for regional/national theatre auditions and placement in graduate school (where applicable).
8. The faculty, in conjunction with the alumni office, provides networking opportunities for current students with graduates of the program.
9. A qualified, caring faculty with sound academic credentials and significant professional experience in their respective areas.
10. Ability of the faculty to recruit and retain students.

11. The multi-dimensional nature of the faculty, i.e., each member of the faculty has specific expertise in other areas of the humanities and is available to teach in these disciplines.

Areas of Concern:

1. The anticipated growth of the program presents challenges to increase the space needed for performance and technical functions.
2. Creation and maintenance of appropriate balance between performance and technical/design majors.

Plans for the Future:

1. Identification of on- and off-campus performance opportunities and finalization of plans to modify existing space. Also underway is the preliminary phase to create the design for the cultural arts center for theatre, dance, music, and art at Lindenwood College and the surrounding "Westplex".
2. An effort to increase student enrollment in terms of majors with a special emphasis on design/technical and performing arts. This will be done by providing scholarship competitions for technical students, by visiting high schools, and through contact with current students and educators in secondary schools and community colleges.
3. An effort to increase the number of students pursuing a dance major.
4. An additional faculty member as needed based on growth and curriculum.
5. Creation of a formal relationship with a professional theatre to provide opportunities for students in the discipline.
6. Creation of a series of courses in conjunction with the Communications area which offer instruction in acting for the radio and camera.
7. Increasing the number of performance opportunities.
8. Creation of cooperative classes and performance offerings with the art and music components of the Fine and Performing Arts Division.

ART

In Studio Art and Art History, there are three faculty members working full time along with adjunct faculty as needed to support the curriculum.

The number of majors has been steady through the last several years with a marked increase in graduate students. The current student population stands at 71.

Strengths and Distinguishing Features of the Art Program:

1. Faculty with strong academic and professional credentials are readily accessible to students.
2. Students are required to participate in various aspects of the discipline.
3. Students are exposed to the work of professional artists via the galleries on campus and have the opportunity to meet these artists and discuss their work.
4. The slide collection is strong and is continually being upgraded.
5. The teaching facilities are good.
6. Students are encouraged to exhibit their work and participate in competitions.
7. Students are offered the opportunity to focus in a variety of areas, including Art History, Painting, Drawing, Photography, Ceramics, Printmaking, and Graphic Art.
8. General education courses offered in art provide a hands-on component for the non-major and, therefore, a fuller understanding of the discipline.
9. Campus galleries provide opportunities for students to participate in certain aspects of gallery management.
10. Faculty assists students in application to graduate school (where applicable) and with preparation of their individual portfolios.

Areas of Concern:

1. Continued growth in the program makes it necessary to expand classroom and studio space and requisite equipment.
2. Computers and software are needed for commercial and graphic art. Plans are underway to expand these capabilities.
3. The necessity for an additional faculty member in graphic art who can also teach classes in the various studio arts.

Plans for the Future:

1. Art history classes and those classes which require extensive use of slides and A-V materials will be held in newly renovated auditorium beginning Fall, 1994-1995. Room darkening shades have been installed and will be installed in other classrooms so that they will be available for art history classes.
2. Plans will be completed by Fall 1994-1995 to move motorized projection screen to Downstage Theatre, thereby creating better utilization of a large classroom.
3. Inquiries continue with area businesses contiguous to campus in search of additional studio space.
4. Faculty from Computer Science, Business, Communications, Theatre, and Art are currently creating recommendations for computer hardware and software to enhance graphic art program.
5. Faculty staffing needs in this area will be assessed annually, and faculty will be added commensurate with program growth.
6. Explore opportunities for study abroad.
7. Expand the graphic arts program.
8. Locate off-campus exhibit space.
9. Institute the visiting artist program.
10. Create a computer design lab to be shared with theatre.
11. Create a 3-D studio on or off-campus for sculpture and related disciplines.
12. Re-evaluate the graduate curriculum in Art History and Studio Art.

MUSIC

Music is an area of many specialties, of course. Lindenwood College currently has three full-time faculty in music. In addition, for private lessons, vocal ensembles, and instrumental ensembles, there are twelve highly-qualified people who offer private and ensemble lessons in their specialties on a part-time basis.

The Music program fulfills three major functions:

1. to train music majors and minors
2. to provide music courses for general education fine arts requirements
3. to provide participatory musical activities for the student body

Over the past three years, there has been a significant influx of students enrolling to study music and to participate in musical ensembles such as the Lindenwood College Choir, Women's Ensemble, the Lion Pride Marching Band, and the Symphonic Wind Ensemble. While the number of majors is 23, the number of students involved in the Symphonic Wind Ensemble, for example, is over 50.

Strengths and Distinguishing Features of the Music Program:

1. Academic credentials and professional expertise of the full-time and adjunct faculty.
2. Willingness and success of the faculty in recruiting.
3. Performance opportunities for students.
4. Music is perceived as an artistic discipline within a liberal arts setting rather than in a conservatory setting.
5. Because faculty members continue to perform, students have the opportunity to observe their teachers in the professional arena.
6. Faculty members encourage students to audition for various venues and are flexible with college performance schedules to accommodate these students.
7. Students have the opportunity to be taught by, and perform with, seasoned

professional musicians.

8. Students are encouraged to progress based on their talent and discipline rather than their rank in school.

Areas of Concern:

1. Due to the expansion of the program, additional performance, rehearsal, and storage facilities will be required for the music program.
2. Due to increasing enrollments and the high calibre of students, the Electronic Music Laboratory should be upgraded to include additional keyboards and MIDI equipment.

Plans for the Future:

1. Negotiations are currently in progress for the purchase of an existing facility immediately adjacent to the campus with adequate rehearsal, performance, and storage areas.
2. Plans have been completed on the expansion of the physical plant to accommodate additional keyboards and MIDI equipment. Negotiations are underway with an international keyboard vendor for equipment.
3. Increase student enrollment in terms of majors and minors through vocal and instrumental scholarship competitions.
4. Identify and secure large performance space on- or off-campus to accommodate the Symphonic Wind Ensemble and joint projects of the vocal and instrumental music program.
5. Expand the range of instruments to include strings and create the Lindenwood Symphonic Orchestra.
6. Create the Lindenwood College Show Choir.
7. Add a permanent full- or part-time faculty member in instrumental music as needed based on growth and curriculum.

Social Science Areas

PSYCHOLOGY

There are two full-time instructors in the Psychology semester program. The two instructors are both fully trained with considerable experience. A third full-time instructor in industrial/organizational psychology is currently being sought.

Psychology is a popular major, with a growing student interest in recent years.

1990-1991	62
1991-1992	83
1992-1993	90

Strengths and Distinguishing Features of the Program:

1. The credentials, commitment, and competent teaching of the psychology faculty.
2. The diversity and generally high level of student talent among the psychology majors.
3. The successful combination of theoretical and applied psychology, as exemplified by the Human Resource Management major sponsored by the Psychology faculty.
4. An active and productive program of psychology internships and field studies.
5. A flourishing Psychology Interest Group, which provides opportunities for students to encounter diverse points of view in the field (via scheduled speakers) and develop education-relevant and career-relevant networks of fellow students and community professionals.

Plans for the Future:

1. The establishment of a teaching-oriented psychology laboratory. This project, which will involve the construction of several research cubicles, is underway.

2. Expansion of the scope and membership of the Psychology Interest Group.
3. Expansion of our faculty members' professional networks, in order to further our students' prospects for job procurement and graduate school admission.
4. Establishment of a chapter of Psi Chi, a national honor society in psychology.

SOCIOLOGY/ANTHROPOLOGY

There are three full-time faculty members, though one of them presently devotes part of his time to sociology/social science within the Lindenwood College for Individualized Education. All have appropriate terminal degrees.

The number of majors has remained static in recent years. In the past three years, about fifteen students a year have majored in sociology/anthropology.

Strengths and Distinguishing Features

1. The faculty offers a wide array of courses that supplement the general liberal arts program at Lindenwood, giving students insights into the relationship between society, the individual, and culture.
2. Sociology and anthropology courses provide a basic understanding of American societal institutions: the family, education, religion, economics, politics, health-care
3. Sociology/anthropology course offerings enable students to pursue careers or future study in any of the community service or helping professions: law, health care, social work, local government, voluntary organization participation, and family and educational counseling.
4. Students are encouraged to participate in internship programs in local government, hospitals, social work agencies, small businesses, and large multinational corporations. Students can gain course credit while attaining valuable career experience.
5. For students specifically interested in social work, the College has a three-two arrangement that is coordinated with the George Warren Brown School of Social Work at Washington University. Qualified students may complete the baccalaureate degree at Lindenwood and the Master of Arts in Social Work (MSW) at George Warren

Brown in five years rather than the normal six years.

6. Our faculty members have particular strengths to offer to students:

- a. One is a macrosociologist whose primary concern is large-scale institutions such as bureaucracies, corporation, and other agencies. He also focuses on health-care issues.
- b. One is a microsociologist who focuses on social interaction between individuals and within small groups. This dovetails well with the first sociologist's orientation. He is also a specialist on deviance and drug use.
- c. The third is an anthropologist who focuses on ethnographic studies in all world regions to illustrate the basic similarities and differences within human societies. He is a particular specialist on Southeast Asia, giving a further multi-cultural perspective to students.

Areas of Concern:

1. The faculty realizes that it is not likely to have a large number of majors in comparison to some other programs.
2. Thus, the area is likely to remain essentially a service area for other curricula in the near-term future.

Plans for the Future:

1. The department will continue to offer the basic courses to serve the general education requirements.
2. We will integrate our offerings with health- and human services-oriented courses in the curriculum.
3. We want to provide offerings in theory and research methods that will benefit students in many other social science fields such as history, political science, criminal justice, psychology, as well as the natural sciences and humanities
4. We will explore the possibilities of mounting a program in social work.

CRIMINAL JUSTICE

Criminal Justice is a new program at Lindenwood. This is only the third year of its existence.

There is currently only one full-time person, who has a master's degree in Criminal Justice and a law degree as well as experience in working in law enforcement, corrections, and the courts. An additional faculty member, with training in Sociology, offers courses on an as-needed basis. In the near future, Criminal Justice professionals will be needed to assist part-time in the program.

The number of majors in the first year the program was offered, 1991-1992 was about 30. In 1992-1993 there were 35 majors. Presently, the program has 50 majors.

Strengths and Distinguishing Features of the Program:

1. Lindenwood is one of only two small colleges in the St. Louis metropolitan area that offers a criminal justice degree.
2. The program is interdisciplinary in nature: in addition to seven core courses in criminal justice, a student elects courses from other social sciences, from philosophy, and business.
3. Internships are also available.

Areas of Concern:

1. The library has a relatively small holding in this area since it is a new program; however, that holding is rapidly expanding at present.
2. We need to assemble further employment information so that students can determine what opportunities are available in different areas of the criminal justice field.

Plans for the Future:

1. The core collection of the library holdings is nearly 40% complete. It will be completed and supplemented over the next three-year period.
2. It is assumed that the number of majors in criminal justice will continue to grow, with about 75 being the number anticipated at any one time in the near future.
3. At least one additional full-time faculty member will be needed when the program reaches the stage of 60 or so majors.
4. Further, two new courses in criminal justice will need to be added to current core

when another faculty member becomes available.

HISTORY

There are three full-time faculty members in History , one who specializes in American history and two who emphasize non-American history. Two other faculty members, one from Political Science, one from Art History, give some help with the American History survey course as needed. Both have credentials enabling them to do this. In Fall Semester, 1993, an adjunct instructor helped divide some of the larger introductory courses.

Number of Majors:

The majority of history majors are also preparing to teach social studies and are also involved in secondary education. But we have four out of twenty-two majors who are not seeking school certification. They plan graduate work and professional entry into history.

Strengths and Distinguishing Features of the Program:

1. History faculty members are exceptionally well-prepared and have diverse interests.
2. The history curriculum is well-distributed and covers the major traditional areas well.
3. Our beginning course (which is also a college-wide general education requirement) is an innovative world history course, ahead of most colleges and universities in the area.
4. Our capstone course is designed in modules, so that all the members of the department can deal separately with their particular areas of strength and interest. It gives scheduling flexibility to students as well.
5. We are attracting students beyond those who wish to enter public school teaching, and their rate of acceptance into graduate schools is good.

Areas of Concern:

1. We are not, at present, dealing with some important areas, such as Africa or Latin America, except within other courses and at a superficial level.
2. Our coverage of Asia is not as sketchy, but it is still less than it should be in today's world.

Plans for the Future:

1. We intend, as enrollments continue to grow, to add additional areas to our coverage, particularly in areas like Africa and Latin America. This may involve an additional person, or it may involve some study and re-training of existing faculty.
2. We hope to network our graduates now teaching in area public schools into an advisory and recruiting group, to spotlight potential students for us in their junior years in high school.

PHILOSOPHY AND RELIGION

Lindenwood College presently has no major in either philosophy or religion. In the area of philosophy there is one faculty member. She is fully qualified with an interest in economic philosophy and a capability of teaching some economics and business ethics courses. Two people teach courses in religion, one full-time and one part-time. The part-time faculty member is also the College Chaplain. The full-time faculty member is fully-qualified with a Ph.D. in Systematic Theology.

In the area of Philosophy, there is a well-rounded set of courses available, with both an historical and an analytical approach to philosophical issues. The general education requirement has promoted enrollments in philosophy courses.

In the area of religion, there are currently eight courses in religion available, including an introductory course and courses in world religions, Old and New Testament, religion in America, Christian Doctrine, philosophy of religion, and religion and science. The approach is historical and objective, not aimed at indoctrination in any faith but at the understanding of the religious dimension of being human.

Division graduates during the past three years.

In terms of concerns, courses in religion are heavily weighted toward the West, Judeo-Christian tradition. This is largely attributable to the personal, professional, and academic background of those currently teaching. This focus on Western religion would be more of a concern if there were a major in religion. Courses dealing at least in part with non-Western religions and primitive religions are available in other areas of the college, such as anthropology and history.

ELEMENTARY EDUCATION

Education Areas

The Education Division at Lindenwood College is staffed by eight regular faculty members. The program has been recently re-accredited by the Missouri Department of Elementary and Secondary Education and the National Council for the Accreditation of Teacher Education. It is the only Lindenwood program to have a special accreditation apart from the basic accreditation by the North Central Association.

The faculty members have all had extensive experience in schools as well as colleges. The Dean of the Division is a former school teacher, principal, counselor, examiner, and superintendent. Others on the faculty have been teachers and principals as well as having varied preparations in the various areas of teacher education. Special areas within the curriculum are taught by active public school professionals who bring an immediate practical perspective to the theory that they discuss.

The Education Division serves 400 undergraduate students and 200 graduate students. Of the 400 undergraduate students, 215 have been fully admitted to the Teacher Education program.

Of the 215 students admitted to teacher education, there are 65 students majoring in elementary education, 29 in elementary special education, and 20 in Early Childhood Education. One hundred and one students are majoring in a Secondary Education certification program.

Division graduates during the past three years:

1991	13 majors
1992	26 majors
1993	42 majors
1994	58 majors (estimated)

ELEMENTARY EDUCATION

Strengths and Distinguishing Features:

1. One distinguishing feature of the Elementary Education program is the integration of course work with several opportunities for clinical experiences which support the transfer of theory into practice. Elementary Education majors complete a minimum of three clinical experiences prior to student teaching.
2. Methods courses within the Elementary Education program teach about, as well as model, a variety of teaching strategies. Students are exposed to traditional, contemporary, and emergent trends for teaching subject area content. Courses focus on the teaching and learning process while encouraging students to draw from their liberal arts backgrounds to enrich the content of the methods courses.
3. The preparation and experience of our faculty is a distinct strength of the program.

Areas of Concern:

1. As the Elementary Education program continues to grow, an increase in frequency of course offerings will need to be a high priority.

Future Plans:

1. A search is currently underway for an additional faculty member in elementary/early childhood education.
1. New ways of directing Elementary Education candidates into other certification areas (special education, middle school, early childhood programs) will be explored.

EARLY CHILDHOOD EDUCATION

The specialty in Early Childhood education (Pre-Kindergarten through Grade 3) also provides the coursework necessary for an elementary education certificate (K-8).

Strengths and Distinguishing Features:

1. The faculty have excellent qualifications in early childhood education.
2. This certification is offered as a separate degree which allows it to have distinctive courses.
3. Governmental interest in early childhood education has helped build enthusiasm for this degree.
4. Area school districts show increasing interest in early childhood certification as a superior preparation for teaching grades 1-3. Preparation for these grades is also included in the broader 1-8 certification.

Future Plans:

This is a program for which there is excellent support. Interest among students is rising, and these trends should continue.

EARLY CHILDHOOD SPECIAL EDUCATION

Strengths and Distinguishing Features:

1. Early Childhood Special Education is especially important because of the shortage of teachers in this field.
2. United Services for the Handicapped and Francis Howell School District are agencies which have excellent programs for use as practica sites.
3. There is an excellent faculty for this program.
4. The course work exceeds state minimums.
5. Students selected for this program have academic strength and caring attitudes.

Areas of Concern:

1. The job market is growing faster than the capabilities of the teacher education institutions.

Future Plans:

1. We will continue to recruit students for this program.
2. We will maintain close contact with agencies which can provide practical experiences.
3. We will maintain an advisory relationship with the program agencies.

SECONDARY EDUCATION

Strengths and Distinguishing Features:

1. Extensive involvement of the Education faculty with the subject-area department faculties. Secondary Education majors are expected to meet all degree requirements of the subject-area field.
2. Secondary Education students are exposed to traditional and contemporary trends in teaching methodology.
3. Secondary Education students have extensive field experiences in high-quality school districts.

Area of Concern:

1. As enrollment grows, more frequent offerings of some courses will become necessary.

Future Plans:

1. More extensive advising programs that encourage candidates to consider areas of teacher shortage--mathematics, science, special education--will be implemented.

PHYSICAL EDUCATION

There are twelve faculty in Physical Education. Most teach some Physical Education courses, coach some sport(s), and work with other departments on a part-time basis as well.

Physical Education is a new major. Currently there are 61 majors, though none has yet graduated.

Strengths and Distinguishing Features:

1. Growth potential within and through Physical Education is strong. The number of athletic programs and consequent recruitment insures a great number of interested students.
2. Our program allows for a great deal of flexibility within its structure. Already we offer both teaching and non-teaching options for our majors. Currently, students may opt for a non-teaching option and qualify to certify as an Athletic Trainer. Other options are now under consideration.
3. This program has developed into a healthy resource for teaching methodology and techniques with varied backgrounds and experiences. Additionally, the program has a strong background in the scientific area of physical education. The program remains strong in the area of activity course offerings and coaching methodology.
4. The quality of the physical education faculty, together with its experience and enthusiasm, form a distinct asset to the program.

Areas of Concern:

1. Equipment: expendable out-lay equipment is in short supply.
2. Adequate space for storage for equipment.
3. There is a need to upgrade materials in the library to support the Physical Education program.
4. Computer resources within the program.
5. Limited community involvement. The program would benefit from an increased

level of interaction with the community.

Plans for the Future:

1. Systematic purchase of equipment over a five-year period.
2. Construction of additional facilities will support the physical education/athletic program, as well as provide adequate storage space.
3. Core library collection will be upgraded over a three-year period.
4. The campus-wide implementation of the Internet network will foster enhanced computer utilization throughout the program.
5. Expanded practicum placement of students at community business and education sites.
6. Through interdepartmental cooperation, we plan to structure more options in conjunction with the areas of business, communications, and others.
7. We plan to expand the Athletic Training curriculum. The demand is great and the basic curriculum is already in place with our current certification program. Practicum placement will insure the type and degree of community involvement that will enhance public support on many levels.

Natural Science and Mathematics Areas

BIOLOGY

There are three faculty currently active in the program.

Number of Majors:

1990-1991	30
1991-1992	75
1992-1993	90

Strengths and Features of the Program:

1. The program has an extraordinary diversity of competencies. The three professors

each have terminal degrees with in-depth training and experience in three sub-disciplines of Biology. Students have a clear choice in selecting specialties within the context of a generic Biology major.

1. a. One faculty member is a botanist with post-doctoral work at the Center for the Biology of Natural Systems
- b. One has a degree in Cellular Biology and Genetics
- c. The third is trained in Parasitology and Ecology
2. The program emphasizes concepts as well as "factual" information. Required courses which utilize the conceptual approach are Cell Biology, Genetics, Ecology, Environmental Biology, and Evolution. They are reviewed in our capstone Biology Review Course.
3. Our undergraduate research opportunities utilize off-campus projects in the metropolitan area as well as the research interests of the professors in the department. Students have done research for the superfund project at Weldon Springs, at the Missouri Botanical Garden, at Washington University, at Cuivre River State Park, and at the Missouri Botanical Garden Arboretum as well as other sites.
4. Some instruments are new and are available in sufficient quantities to all majors, freshmen as well as upperclass students. Microscope availability is especially good. Also, biology students have access to major new equipment in Chemistry.
5. Student numbers and diversity are a strength. Courses have enough enrollment to be viable, but not so many as to be oppressive. Our classes include pre-medical students, students interested in ecology, molecular genetics, and other diverse sub-areas of biology.

Areas of Concern:

1. As is the case in most independent and many state institutions, upper-division courses need equipment such as refrigerated centrifuge, electro-phoretic equipment, tissue culture lab needs, photographic equipment, and UV lamps, FPLC or HPLC equipment and more.
2. Students and program would benefit from a faculty member with training in Human Biology.

Plans for the Future:

1. We are preparing input for the proposed up-grading of the Young Science Hall laboratories in the near future.

MEDICAL TECHNOLOGY

In addition to the three full-time members of the Biology faculty, there are two adjunct instructors involved in this program. One is Director of the Medical Technology Program at St. John's Mercy Medical Center and the other is Educational Coordinator at Jewish Hospital of St. Louis.

Number of Majors: 7

This number is increasing slowly from 1 or less a year to the current number. It is limited in that there are not many internship spots available in the metropolitan area.

Strengths and Distinguishing Features:

1. We have never had a student who failed to gain entrance into an internship program
2. Students who participate in internship years make a point of telling us that they feel better prepared than interns from other schools, making special mention of immunology and parasitology.
3. Availability of Introduction to Medical Technology course taught at large local hospital helps students to test interest early in the program.

Areas of Concern:

1. There is increasing interest in the program while at the same time we are faced with the fact that there are only 10-12 internship positions in the metropolitan area.

Plans for the Future:

1. We are initiating negotiations with another possible internship hospital since others

we have used in the past have terminated programs.

2. We continue to have an affiliation agreement with two local hospitals, one of which teaches our Introduction to Medical Technology course on site and the one which teaches our interns for the senior year.

Plans for the Future

CHEMISTRY

There are three full-time faculty members in this area, all with terminal degrees in chemistry, one with long-time industrial experience.

Number of Majors:

1992-1993: 17

1993-1994: 20

Strengths and Distinguishing Features:

1. Small class size--in the upper-division chemistry courses, the class sizes average five to six students.
2. Individualized attention--in addition to small class size, some of the upper-level courses are offered on an independent study basis where the student works one-on-one with a faculty member to complete the coursework.
3. Diverse faculty experience--both academic and industrial backgrounds are represented.
4. Many chemistry majors participate in the work and learn program which enables students to work in the chemistry storeroom preparing laboratory materials and maintaining equipment. Through the work and learn program, the students also work as tutors building self-confidence and developing their own skills.
5. Some new instrumentation, such as a Fourier Transform Infrared Spectrometer and several electronic balances have recently been acquired and are available for student use.

Areas of Concern:

1. Support areas--additional library resources and instructional instrumentation

are needed.

COMPUTER SYSTEMS

2. Lab facilities--the laboratories could be modernized through some renovation to be more efficient.

Plans for the Future:

1. An increase in chemistry reference and topical books through annual acquisitions. In addition, a new course (CHM 388, Seminar) will be offered to juniors and seniors to introduce them to formal reviews of scientific literature and specialized chemistry literature search processes.
2. Develop a long-range plan for the purchase and maintenance of new equipment and pursue local corporate donations of usable surplus instrumentation.
3. Plans are being explored to renovate the laboratory facilities within the proposed overall renovation of Young Hall.
4. Increase the use of the computer as an instructional aid through acquisition of software and incorporation of the computer into the classroom and laboratory.

COMPUTER SCIENCE

There are three faculty members teaching in Computer Science offering ten courses per year. All have terminal degrees and experience.

Number of Majors:

1990-1991	21
1991-1992	30
1992-1993	39

Strengths and Distinguishing Features:

1. Objectives of the Program:

- a. Mastery of the fundamental elements of the discipline of Computer Science and professionalism in interpersonal communication are key objectives of the Computer Science program. The program provides a coherent and broad-based coverage of the discipline of computing and is designed to be consistent with the "Computing Curricula 1991" report of the ACM/IEEE-CS Joint Curriculum Task Force.
- b. The goal of the program is to prepare our students for a lifetime career in computing by establishing a foundation for life-long learning and development. The creation of strong problem-solving and communication skills is emphasized. The student will develop an understanding of the field of computing, both as an academic discipline and as a profession within the context of our larger society.
- c. The Lindenwood graduate will be prepared for entry into the computing profession and/or for graduate study in the discipline of computing.

2. The Computer Science Cooperative Education Program

- a. The Cooperative Education Program is offered to selected undergraduate students in computer science, allowing a student to earn up to nine hours of academic credit.
- b. This voluntary program affords the student the opportunity to receive professional work experience in Computer Science while pursuing an academic

degree.

- c. A benefit is that the student receives greater motivation in learning and clarity of focus in career choice.
- d. Participation in the program greatly increases a student's opportunities for employment after graduation.

3. Faculty Interaction with Students:

- a. All faculty take an individual interest in the development and professional growth of each student.
- b. The student/faculty ratio in the classroom is favorable and allows for considerable interaction between faculty and student.

4. Computer Laboratory Facilities:

- a. Students have access to compilers for Pascal, C, C++, Oberon-2, Scheme, Cobol, Fortran, and to interpreters for BASIC and LISP.
- b. The INGRES database management system in the UNIX programming environment, PARADOX, dBase IV in the DOS environment.
- c. A modern laboratory including IBM PC compatibles, Macintosh computers, and a DECSYSTEM 5100 RISC machine is open to students. Two local area networks, one connecting with the Macintoshes and the other connecting to the IBM compatibles, which are networked to the DECSYSTEM 5100, are available seven days a week.
- d. The student has the opportunity to work in the UNIX, MS-DOS, Windows, Pathworks, and the MACOS operating system environments.

5. Beginning with the fall of 1993, a full-time director of computer laboratories was appointed, to serve as supervisor and trouble-shooter for the two labs. He schedules lab assistants, installs software, and answers questions from users. This has freed up the time of senior staff enormously.

Plans for the Future:

1. Establish a budget for the upgrade of software and hardware.
2. Network the campus. At present, network connections are in place for Memorial Arts Building, Young Science Hall, and the Library. In the

next phases, the other academic buildings are scheduled for networking, and, eventually, the residence halls.

3. Put in place a CIS (Computer Information System) certificate and/or degree. This certification or degree will increase job opportunities for students interested in doing software development in the area of business applications.
4. Continue to build quality into the program and each year move closer to obtaining accreditation from the Computer Science Accreditation Commission, a body that administers accreditation standards developed jointly by ACM and the Computer Society of IEEE. We could reach this goal in three to five years.
5. Actively recruit computer science majors.

MATHEMATICS

There are presently six members in Mathematics, including those whose primary concerns lie in Computer Science. All faculty members in the department teach mathematics courses, but not all teach computer science. Two members were replaced at the beginning of this current year (one replacement was for a faculty member moving over to the Lindenwood College for Individualized Education), and one additional appointment was made.

Of the six, three have doctor's degrees, and three have master's degrees.

In the 1992-1993 academic year, there were 26 majors in mathematics. In the current academic year, there are 30 majors.

Strengths and Distinguishing Features of the Program:

1. Due to our size (26 majors and 5 faculty in 1992-3, thirty majors and six faculty in 1993-4), we are able to provide our students with individual attention. Most of the upper-division classes are small enough so that the students can interact in the classroom as well as on a one-to-one basis after class.
2. We are constantly evaluating our curriculum and looking for ways to improve our

courses. In 1992-1993 we participated in a calculus reform program by adopting the calculus book produced by the Harvard Consortium and by requiring the use of graphing calculators in our Calculus I and Calculus II classes. During the current year, we are extending this reform to both the Pre-Calculus and Calculus III courses.

3. We are acquiring new computers and software and using this technology as much as possible in our courses.
4. Our faculty has both academic and industrial-business experience. The Mathematics faculty's average college teaching experience is 11 years, and the industrial-business average is 12 years.
5. We have a tutorial program in mathematics that serves our students in two ways:
 - a. for the mathematics majors who are the tutors, this program provides an opportunity to communicate their mathematic knowledge and to work with the faculty in an employee-supervisor capacity.
 - b. for the students taking our courses, especially the general education courses, we are providing a service which is help from students' peers. Since this program is part of the Lindenwood work/learn program, it does not cost the program or the students receiving help. In the current academic year, this program is being administered through the Student Life office.

Areas of Concern:

1. Low enrollment in some classes.
2. We face the common problem of integrating new technology into our courses. We are using graphic calculators and are beginning to use computer software in Calculus, Pre-Calculus, and Linear Algebra. This process is slowed during the academic year because of the demands of our teaching load. We have largely dealt with this between terms.

Plans for the Future:

Plans for the future consist of enhancing our strengths and striving to eliminate our areas of concern.

1. We can improve small-sized courses through increased recruiting and retention efforts, and by the planned cycling of course offerings, thereby avoiding course offerings on demand.
2. Adding support staff and additional faculty has reduced our workload to some degree. Specifically, the computer coordinator added this fall has relieved some of the pressure of administering Young Computer Lab, as well as facilitate our use of technology in the classroom.
3. We hope to have a computer in each faculty office throughout the campus and a projection system to be used in class presentation.
4. We have extended our curriculum reform in both earlier and later courses, and we will continue to do so.

Management Areas

MANAGEMENT INFORMATION SYSTEMS

There is one full-time faculty member teaching within the Management Division in the area of Management Information Systems. She has a master's degree in Information Systems and a Ph.D. in Education with a specialization in Academic Administration.

Number of Majors:

The program is in initial stages at this point, offering lower-level courses. Only one student has graduated in MIS, and there are no declared majors in the program.

Strengths and Distinguishing Features of the Program:

1. There is an emphasis on the integration of knowledge of business (acquired through completion of the business administration core curriculum) and technical skills needed to solve MIS-related problems.
2. Development of programming skills (e.g., COBOL, C, SQL) needed to prepare students for entry-level business programming positions is available in a small-class setting.
3. There is an emphasis on development of problem-solving skills through integration of hands-on systems design and programming projects into the MIS coursework.
4. The program stresses the use of microcomputers in supporting functional areas of business.
5. Additional courses are available in the area of information technology through completion of selected elective offerings within the mathematics/computer science program.

Areas of Concern:

1. The proliferation of software products and the introduction of new hardware

technologies necessitates continuous investments in computer resources on campus. Continuous support needs to be extended to the program to make it viable.

2. Rapid changes in the area of MIS pose special challenges for instructors and requires institutional support for faculty development (funds for professional development, e.g., workshops, seminars, conferences).
3. The number of elective courses in the area of MIS is currently limited due to the one full-time faculty member. The list of current electives should be revised and increased to reflect the advancements in the field of study.
4. Library resources are adequate to support the program at this point. As the program grows, however, the availability of library materials (mostly current periodicals) should be expanded.

Plans for the Future:

1. As the number of students enrolled in upper-level MIS courses grows, industry contacts will be developed to expose students to practitioners in the field, through seminars and guest speakers.
2. Close cooperation between faculty teaching in Mathematics/Computer Science and MIS programs will become an imperative to avoid program duplication and to allow for possible cross-listing of courses.

HUMAN SERVICE AGENCY MANAGEMENT

Human Service Agency Management is a composite major administered by the Management Division. It aims to produce graduates who are prepared for leadership positions in youth and community service agencies. It specifically targets not-for-profit agencies which need managers with specialized training and education.

On the undergraduate level, students who major in Human Service Agency Management take eighteen hours of focused coursework along with an area of specialization in an approved related discipline.

There are three faculty rank members who are teaching within the Management Division in the area of Human Service Agency Management. One has an M.B.A. degree and two have Master of Science degrees. All have varying periods of active business experience.

Currently, there are about 43 students majoring in Human Services Agency Management.

Strengths and Distinguishing Features of the Program:

1. The program is affiliated with the American Humanics Foundation which certifies and supervises training in Human Service Agency Management nationwide. Lindenwood is one of only fifteen colleges in the nation with this affiliation at the undergraduate level. Lindenwood College is one of only four institutions offering this program at the master's level.
2. The required course core is offered as a supplement to a regular major area of emphasis chosen by the student. Thus, a student might major in sociology, management, education, or other area, giving more options for career choices later on.
3. Students are encouraged to develop both written and oral communications skills, as well as experience with business-related computer applications.
4. All of the faculty in the Division of Management have practical business experience as well as academic preparation. This feature permits them to give their students greater insight into the application of theoretical materials learning in the classroom.
5. Small class sizes allow individual attention and greater flexibility in instructional methods.
6. Lindenwood has a close affiliation with the area Human Service Agencies which expose students to practitioners in the field.
7. Union Electric and Lindenwood College are involved in a pilot project that could be a prototype for business and education partnerships both here and around the country.

The two institutions are team teaching a course that allows students in a Fundraising course to actually prepare, present, and implement a grant to improve the quality of life for senior citizens in St. Charles County.

Areas of Concern:

1. Success of the major will require close coordination of course content and offerings with complementary disciplines, such as education, management, and sociology, as well as the continued development of classroom materials.

Plans for the Future:

1. Attract a full-time Executive Director for the program.
2. The division plans to build stronger ties to area agencies to enable students to enter short-term internships and meet potential employers.

BUSINESS ADMINISTRATION

At present, there are nine full-time faculty members active in the Business Administration program with another two full-time persons scheduled to join the faculty in January, 1994. Of these eleven faculty members, two have the M.B.A. degree and three have both an M.B.A. and C.P.A. certification. Five faculty members have Ph.D. degrees in various areas, and one person has an Master of Science degree. Two of the master's degree faculty are currently completing doctorates. All have varying periods of active business experience.

Number of Majors:

The Management Division had about 270 majors in the 1992-1993 academic year. A number of students graduated, of course, last spring. Students are tending to elect majors in more specialized business areas such as accounting, finance, marketing, and retail marketing, so that the number of those majoring in the generic Business Administration degree will grow more slowly.

Strengths and Distinguishing Features:

1. Built upon Lindenwood's liberal arts foundation, the degree offers students a strong business administration base with numerous elective options.
2. Students are encouraged to develop both written and oral communications skills as well as experience with business-related computer applications.
3. All of the faculty in the Division of Management have practical business experience as well as academic preparation. This feature permits them to give their students greater insight into the application of theoretical materials learned in the classroom.
4. Small class sizes allow individual attention and greater flexibility in instructional methods.
5. Lindenwood College provides courses at the St. Charles County Synergy Center, a small business incubator that is currently fully occupied and viable.

Areas of Concern:

1. Given the growing demand for business courses by both business majors and students using economics to meet their social science general education requirement and the additional demand for accounting courses resulting from revisions in the course requirements for C.P.A. candidates, the programs needs the commitment of additional full-time faculty members with strong academic qualifications, commensurate with program growth.
2. The increasing demand by business for students with quantitative skills suggests a need to develop both additional quantitative courses and a stronger quantitative component in existing courses where appropriate.

Plans for the Future:

1. Staffing needs in this area will be assessed annually, and added commensurate with program growth.
2. The division plans to build stronger ties to area businesses to enable students to enter short-term internships, gain interviewing practice, and meet potential

employers.

3. The division expects to expand opportunities for extracurricular activities by business students through membership in professional organizations and through increased use of business community members as guest lecturers in appropriate classes.
4. The division plans to strengthen tools for both recruitment of students and divisional fund-raising. In particular, the division expects to use the Babcock Center to arrange speakers on various topics and arrange programs for both students and the community.

ACCOUNTING

There are two full-time faculty members who teach in Accounting and one full-time faculty member who devotes part of her time to financial and beginning accounting courses. Both the full-time members who spend the bulk of their time in accounting hold the M.B.A. degree and both are Certified Public Accountants.

An Accounting major was approved by the College in the winter of 1992. This was the result of an increase in the amount of information that must be assimilated successfully by students desiring a career in the field of accounting.

Currently, there are about 100 students pursuing majors in the program. The first year after the implementation of the major, we graduated three students who met the new requirements, as well as 12 students with a concentration (17 hours) in accounting. In May of 1993, sixteen students graduated with a major in accounting. Only two students graduated with a concentration in Accounting.

Projected growth in the major should produce about 25-30 graduates per year over the next three to five years.

Strengths and Distinguishing Features of the Program:

1. The distinguishing feature is the close interpersonal relationship between the accounting faculty and the students in the major. Small class sizes allow instructors to work on a more individual basis with each student than might be possible in a larger institution.
2. Another strength is the critical-thinking, liberal-arts traditions the upper-level students bring to the classroom. With emphasis now being placed in the accounting profession on communication skills as well as technical skills, we feel our students will be well positioned to be competitive in the marketplace.

Areas of Concern:

1. One area of concern is the move to a 150-semester hour program necessary to sit for the CPA examination. This move is the result of legislation passed by the Missouri General Assembly. The additional education requirement necessary to qualify for the examination, beginning in November, 1999, will have a potential impact on the number of students who may choose public accounting as a career.
2. A second area of concern is structuring program requirements in such a manner that traditional liberal arts classes are not sacrificed for additional accounting classes needed to cover the expanding areas of accounting education.

Plans for the Future:

1. Efforts are currently underway to review and implement many of the recommendations of the Accounting Education Change Commission. These recommendations deal primarily with introductory-level accounting courses. The commission considers the first two courses, financial and managerial, as introductory.
2. Additionally, the department is establishing a five-year accounting program that will lead to a Bachelor of Arts degree with a major in accounting and a Master's Degree in

Business Administration. This type of program will position our students to meet the new 150-hour requirements as well as putting them in a favorable position to be competitive in the job market. This process of review is being conducted within the constraints of the goals and objectives established for the major and should address the concern toward diluting the liberal arts portion of the program.

Plans for the Future

RETAIL MARKETING

At present, there is the equivalent of one full-time faculty member who teaches in the area of Retail Marketing. The primary instructor has an M.B.A. and a number of years in both teaching and retail management.

Number of Majors:

This program was approved by the College in 1992. The program has remained stable with about 25 majors since the 1991-1992 academic year. The number of majors is not expected to grow in any appreciable way in the near future.

Strengths and Distinguishing Features:

One of only two retail marketing programs offered by four-year institutions in the St. Louis area, Lindenwood's program offers students two major advantages:

1. The degree is tied to the Business Administration degree while in the other institution, the program is tied to a home economics degree. This gives Lindenwood students a stronger and more diverse preparation for entry into the business world.

2. All majors are required to complete an internship.

Areas of Concern:

1. Given the need to develop new courses to support the major, oversee interns, and recruit students, the program will need additional support to supplement the present activity.
2. To recruit adequate students, recruitment materials need to be updated and resources need to be allocated to this area.

Plans for the Future:

1. Staffing needs in this area will be addressed annually and added commensurate with program growth.
2. To continue to attract a diverse group of students, the course descriptions and curriculum will be reviewed and updated to move the major away from a strict fashion marketing program and toward a more generic retail marketing program.

FINANCE

The Finance major is based on the general education and business administration requirements of Lindenwood College's liberal arts degree. There are currently two full-time faculty members in the Finance area, while a third faculty member is scheduled to join in the second semester of this year. Of the two who are currently teaching, one has an M.B.A. and a C.P.A. certification, as well as many years of actual business experience interwoven with teaching. The other member has a Ph.D. in Economics as well as teaching and consulting experience. The newest faculty member who is joining in January, 1994 has an M.B.A., C.P.A., and C.M.A. and has been serving as the Senior Vice President for Finance and Chief Accounting Officer of a St. Louis-based company.

Number of Majors:

This program was approved in the fall of 1992. At this point, there are fifteen majors; none has yet graduated.

Strengths and Distinguishing Features:

Built on both the College liberal-arts foundation and the basic business administration degree requirements, this Finance degree offers students a broad-based program of study, as well as the three areas of Finance (financial institutions, investment firms, and corporate finance).

1. Students received a strong background in both written and oral communication as well as the fundamentals of finance.
2. Small class sizes allow individual attention and greater flexibility of instructional methods.
3. Faculty in the area of finance are strong and well-qualified.

Areas of Concern:

1. Success of the major will require close coordination of course content and offerings with complementary disciplines, such as accounting and economics.
2. The quantitative component of Finance courses needs to be revised more frequently to keep pace with changing requirements of the job market.

Plans for the Future:

1. The Management Division expects to offer internships to finance majors and to increase the use of case studies and computer applications to update the curriculum.
2. The division plans to organize trips for students to financial markets in Chicago and New York.

MARKETING

One full-time faculty member is primarily concerned with Marketing courses. He has an M.B.A. degree and is expected to receive his doctorate in May, 1995. He has 20 years of business experience.

Number of Majors:

A marketing major was approved in 1992. This augments a concentration in marketing and allowed the expansion of the scope of courses offered in this area. In 1992-1993, there were 21 declared marketing majors.

Strengths and Distinguishing Features:

1. Built on Lindenwood's liberal arts foundation and the basic business administration core requirements, the marketing degree offers students a broad-based program of study.
2. Students are encouraged to develop written and oral communications skills as well as computer literacy.
3. Small class sizes allow individual attention and flexibility of instructional methods.
4. The faculty have business as well as academic expertise.

Areas of Concern:

1. A review of marketing courses offered by other comparable institutions suggests a need to reevaluate the current curriculum, which provides inadequate exposure to quantitative methods and tools used in marketing research.
2. The international component of the courses needs to be enhanced.

Plans for the Future:

1. Following evaluation of the current course offerings, all course descriptions will be revised to strengthen the program and to introduce more quantitative and international components.

POLITICAL SCIENCE

There is presently one faculty member in the Political Science program. The Dean of the College is also a political scientist, and he has been offering some courses. One additional faculty member will be added for Political Science and Public Administration for the 1994-1995 academic year.

majors are as follows:

1991-1992 21

1992-1993 28

The number of majors in Political Science follows this pattern:

1991-1992 21

1992-1993 28

Plans for the future:

The curriculum in Political Science is essentially a standard program. It requires a distribution of courses to include Comparative Politics and Political Theory. The course selection available, however, does include emphasis on Asian politics as well as American and European systems, International Political Economy, and Urban Politics and Public Policy.

Strengths of the Program:

1. The faculty members are well prepared and have had extensive practical experience of politics and the political process as well as theoretical.
2. The program is an attractive one for those interested in entering government service or law school.
3. Internships with local government bodies are available for those interested in this aspect of politics.
4. Faculty members have related training and interests, such as law and business, to provide additional dimensions to their political science teaching

Area of Concern:

1. A relatively small number of majors inhibits the interaction in classes

PUBLIC ADMINISTRATION

Public Administration is a composite, interdisciplinary degree, housed within Political Science.

It requires a required core of courses in Political Science, Accounting, and Statistics, as well as elective courses in cognate fields.

The program has attracted an initial cadre of students since its inception. The numbers of majors are as follows:

Like all	1991-1992	6
and most	1992-1993	10

The Political Science faculty feels that the present line-up of courses and requirements is well-suited to an undergraduate program.

Plans for the Future:

1. Discussions are proceeding with the Management Division to more closely integrate public administration and some of the business areas, including Finance and Economics. Eventually, some courses may carry a dual listing.
2. There are plans to develop an occasional information publication focusing a report on some aspect of public administration, which would be distributed to local governmental entities, partly as a service, partly as a means of publicizing the program and attracting students.

Skill Development Center

Lindenwood College seeks to provide quality educational programs to a diverse student body. Like all others in higher education, Lindenwood knows that some students, otherwise qualified and motivated for college-level work, lack some basic skills that hampered them in their college careers. Rather than let these students simply flounder their way through their college work, either succeeding or failing on their own, the College set up the Skill Development Center. It is operated under the auspices of the Education Department and the Student Life Office.

The Center provides academic assistance in the areas of mathematics, writing, and reading. Assistance is offered on two levels--mentoring in these areas and tutoring in other college subjects.

All entering freshmen and transfer students who have not had a college-level composition or mathematics course are required to take a placement test in writing, in addition to the ACT test in mathematics and reading. The student's work is then evaluated by the faculty of the English Department, and the student must attain at least a 14 on each of the target components of the ACT test (mathematics and reading) in order to enroll in the 100-level college courses. Any student scoring less than the minimum in any of these areas must secure help in the appropriate refresher program. Students with a score of 19 or less on the ACT reading test, when it has been determined that the English refresher is needed, must also seek special tutoring.

These refresher programs carry two semester hours of credit for each course. They are graded on a pass-fail basis. Each student must remain in the appropriate program until he or she has attained the level of competence required for entrance to the 100-level courses in the appropriate discipline. These refresher programs do not satisfy any general education or specific degree requirements. The credit earned does not count toward the basic 120-hour graduation requirement. Similarly, developmental courses taken by students at other institutions are not accepted in transfer for credit at Lindenwood.

The Reading Refresher (COL 051) provides students with the opportunity to improve vocabulary, comprehension, and study skills. The English Refresher (COL 052) reintroduces up to sixteen competencies for entry to freshman composition courses. The Mathematics Refresher (COL 053) reintroduces twenty-eight basic competencies needed for freshman mathematics courses.

The procedures in all programs are the same. Students at the beginning are given an appropriate diagnostic test to determine the specific deficiencies which need to be addressed. On the basis of the diagnosis, a contract is then drawn up and agreed to by both student and the Skill Center director. The student then works his or her way through the needed refresher material. The work is conducted on a one-to-one tutorial basis. The student must meet the required time schedules and work-completion dates. At any time during a semester that a student achieves the requisite skill in the material, a "Pass" grade is entered, and the student is excused from further attendance. At the beginning of the next semester, the student may then enroll in the appropriate freshman course.

There are not large numbers of students who are affected by this requirement. In Fall Semester, 1992, three students were enrolled in the Reading Refresher, twelve in the English/Writing Refresher, and eleven in the Mathematics Refresher. In Spring Semester, 1993, there were no students in the Reading Refresher, three in the English/Writing Refresher, and four in the Mathematics Refresher. In the Fall Semester, 1993, enrollment in the refresher program totaled eight students.

Lindenwood College believes that some students who otherwise might have become discouraged and/or flunked out of basic courses are enabled to be successful by these refresher efforts.

CHAPTER Four
THE EDUCATIONAL PROGRAM: III
GRADUATE PROGRAMS
SEMESTER-BASED AREAS

In the areas of Education, Art, and Theatre, Lindenwood College offers master's level work, leading to the Master of Arts degree in Education, the Master of Arts and the Master of Fine Arts in Theatre and Art. These programs frequently work together with the equivalent undergraduate programs in the upper-division courses. In Art and Theatre, especially, it is possible for undergraduate and graduate students to share the same studio experiences on an individual basis. When undergraduate and graduate students share the same class, adjustments are made in the course requirements and expectations for graduate students.

GRADUATE PROGRAM IN ART

MASTER OF ARTS AND MASTER OF FINE ARTS IN ART

The three full-time faculty who staff the undergraduate art program also participate in the MA and MFA programs in Art. Adjunct faculty are used as needed to support the curriculum. Faculty members in related disciplines may also serve as instructors in these program where applicable.

The program is growing. In 1991-1992 there were five students seeking one or the other of these degrees. In 1992-1993, there were nine, and the current total for the 1993-1994 academic year is twelve.

Strengths and Distinguishing Features of the Graduate Art Programs:

1. Faculty with strong academic and professional credentials are readily accessible to students.

2. Students are required to participate in various aspects of the discipline in addition to selecting one area of specialty.
3. Students are exposed to the work of professional artists via the galleries on campus and have the opportunity to meet those artists and discuss their work.
4. The teaching facilities are good.
5. Students are encouraged to exhibit their work on- and off-campus and participate in competitions.
6. Campus galleries provide opportunities for students to participate in certain aspects of gallery management.
7. Graduate assistantships provide graduate students with the opportunity to function on a professional level within the department.
8. There is a strong student-instructor relationship between the teaching staff and the graduate students.
9. Opportunities exist for graduate students to mentor undergraduate students and make in-class presentations with the supervision of the instructor.

Areas of Concern:

1. Continued growth on the undergraduate and graduate levels makes it necessary to expand classroom and studio space and requisite equipment.
2. Computers and software are needed for commercial and graphic art. Plans are underway to expand these capabilities.
3. The necessity for an additional faculty member in graphic art who can also teach classes in the various studio arts.

Plans for the Future:

1. Art history classes and those classes which require extensive use of slides and A-V materials will be held in the newly-renovated auditorium beginning in Fall, 1994-1995.
2. Faculty from Computer Science, Business, Communications, Theatre, and Art are

1. currently creating recommendations for computer hardware and software to enhance graphic arts and other programs.
3. Faculty staffing needs in this area will be assessed annually, and faculty added commensurate with the growth of the program.
4. Explore the opportunities for study abroad.
5. Explore the opportunity for graduate students to be more actively involved in gallery management.
6. Locate off-campus exhibit space.
7. Institute the visiting artist program.
8. Create a computer lab to be shared with other faculty in Harmon Hall.
9. Create a 3-D studio on- or off-campus for sculpture and related disciplines.
10. Re-evaluate the graduate curriculum in Art History and Studio Art to make sure it is as consistent with current trends as possible.
11. Recruit more teachers into the graduate program.
12. Create a sculpture emphasis for graduate students.

GRADUATE PROGRAM IN THEATRE

MASTER OF ARTS AND MASTER OF FINE ARTS IN THEATRE

The three full-time faculty who staff the undergraduate theatre/performing arts programs also participate in the MA and MFA programs. The Dean of the Division also teaches part-time in these programs. Adjunct faculty are utilized as necessary.

In 1992, there were five students seeking one or the other of these degrees. In 1992-1993, there were nine, and in the current academic year there are twelve graduate students in theatre.

Strengths and Distinguishing Features of the Graduate Theatre Programs:

1. Lindenwood College has one of the few terminal performance degrees in Missouri.
2. A qualified, caring faculty with sound academic credentials and significant professional experience in their respective areas.
3. The faculty feels that it is imperative that graduate students gain as much practical experience as possible in his or her area of concentration.
4. Graduate students are expected to be leaders and, as such, are given positions of responsibility for performances, publicity, and the like.
5. The faculty assists students with identifying internships and performance opportunities in professional companies.
6. The faculty, in conjunction with the alumni office, provides networking opportunities for current students with graduates of the program.
7. Significant opportunities to direct, design, and perform exist within the program.
8. The size of the graduate program provides the opportunity for a strong student-teacher relationship and, in many cases, individualized instruction.
9. Assistantships provide the opportunity for graduate students to work for tuition, room, and board.

Areas of Concern:

1. Growth of the program presents challenges to increase the space needed for performance, technical functions, and storage.

Plans for the Future:

1. Identification of on- and off-campus performance opportunities and finalization of plans to modify existing space. Also underway is the preliminary phase to create the design for the cultural arts center for theatre, dance, music, and art for Lindenwood College and the surrounding "Westplex."
2. Increase the number of graduate students, thereby increasing the number of performance/design opportunities.
3. Create a professional study semester.
4. Establishment of a permanent relationship with a professional theatre company

5. Increase the cooperation between Theatre and Communications to provide more varied opportunities for graduate students, especially for acting for radio and video.
6. Create an Equity or non-Equity summer performance program in which graduate students play an integral part in all facets of the operation.

GRADUATE PROGRAMS IN EDUCATION

In addition to its undergraduate programs, the Division of Education offers two programs at the master's level.

MASTER OF ARTS IN EDUCATION

There are eight regular members of the Education faculty who teach in the Master of Arts program as well as in other divisional offerings. In addition, for the MA degree, they are joined by nine other people who participate, one from LCIE who brings her counseling specialty to master's level students in this program, and others coming from various professional positions in the schools.

The current number of students pursuing a Master of Arts degree is 225, not all of whom are necessarily enrolled at any one time. The record of recent graduates from the program is as follows:

1990	22
1991	30
1992	45
1993	50 (estimated)
1994	60 (estimated)

Strengths and Distinguishing Features:

1. The philosophy, goals, and objectives describe a program which meets the individual professional needs of elementary and secondary teachers.
2. It is a flexible program under the continual scrutiny of faculty and students. It is

2. It is a flexible program under the continual scrutiny of faculty and students. It is responsive to changing needs.

3. The faculty model the teaching strategies they teach and challenge students to grow and change.

4. The faculty are well-prepared with much experience and are committed to the program.

Areas of Concern:

1. This rigorous program is especially challenging to graduate students who have to juggle teaching positions and personal obligations as well.

Future Plans:

1. Long-range plans for the MA in Education include continuous evaluation and change to meet student needs.

2. Expansion of the degree opportunity to a larger population by offering courses at outlying sites.

MASTER OF ARTS IN ADMINISTRATION

Four members of the divisional full-time faculty teach in the Administration Program.

This program is new; forty-four students are currently pursuing a degree program, and the program has no graduates as yet.

Strengths and Distinguishing Features:

1. Classes are particularly small.

2. The courses are all leadership-oriented.

3. The objectives and goals of the program are well articulated.

4. Lindenwood is conveniently located for a great many teachers in growing school

districts with expanding administrative needs.

Future Plans:

1. The number of curricular offerings will expand as enrollment grows.
2. The program began with an emphasis on elementary administration, but it has been expanded this year to include secondary administration as well.

MASTER OF BUSINESS ADMINISTRATION

The Master of Business Administration is the oldest evening M.B.A. program in the region. The program uses a well-structured, self-paced format for students. The degree is a traditional program but using a liberal base of study and does not offer specializations. Students may choose to concentrate their elective work in Accounting, Finance, Human Resources, Information Systems, International Business, or Management.

There are presently seven full-time faculty members in the Division of Management who offer courses in the M.B.A. program as well. Two additional instructors are scheduled to join the faculty in January, 1994.

Number of Majors

Since 1991-92 academic year, the number of students in the M.B.A. program has declined from 350 to 230 though the numbers are beginning to rise again. The decline between the two years resulted from the national economic slowdown and a general decline in the St. Louis metropolitan region. In Spring, 1993, 125 students were graduated from the program.

Strengths and Weaknesses

1. One of the program's strengths is that it is the oldest evening program for the degree in the region. It also has a reputation for quality and resources as well as a significant number of graduates among the St. Louis business community who provide a market for graduates.

CHAPTER FIVE

THE EDUCATIONAL PROGRAM: IV

QUARTER-BASED GRADUATE PROGRAM

In the area of Management, Lindenwood College offers one graduate program in Business Administration on the quarter calendar.

MASTER OF BUSINESS ADMINISTRATION

The Master of Business Administration program is the oldest evening M.B.A. program in the region. The program uses a well-structured, eleven-week format for classes. The degree is a traditional program requiring a broad base of study and does not offer specific majors. Students may choose to concentrate their elective work in Accounting, Finance, Marketing, Management Information Systems, International Business, or Management.

There are presently seven full-time faculty members from the Division of Management who offer courses in the M.B.A. program as well. Two additional members are scheduled to join the faculty in January, 1994.

Number of Majors:

Since 1991-92 academic year, the number of students in the M.B.A. program has declined from 350 to 238 though the numbers are beginning to rise again. The Division believes that the drop resulted from the national economic slowdown and extensive layoffs in the St. Louis metropolitan region. In Spring, 1993, 125 students were graduated from the program.

Plans for the Future

Strengths and Distinguishing Features:

1. Since this program is the oldest evening program for the degree in the region, it does have a considerable history and reputation as well as a significant number of graduates active in the St. Louis business community who provide a supportive network.

2. Because the program is broad-based, students all gain a core of materials appropriate to all business careers, while retaining the opportunity to specialize in a particular area of business within their elective courses.
3. Faculty teaching within the program bring a variety of work place experience ranging from Fortune 50 firms to large consulting firms to retail operations. This experience better prepares the faculty to relate their academic fields to the situations in which their students will be functioning outside the classroom.

Areas of Concern:

1. This program has experienced declining enrollment over the past three years primarily due to economic conditions in the area and inadequate success in recruitment efforts by the College.
2. The changing needs of business require continual review and revision of the course offerings in the M.B.A. In particular, the degree needs to upgrade the quantitative component of the courses offered.
3. As the new accounting requirements increase the demand for Accounting and supporting courses, the program may need to supplement its present faculty. College-level support will be required to attract and retain qualified candidates.

Plans for the Future:

1. The Division plans to build stronger ties with area businesses through special speakers and programs designed to meet the needs of both students and the community. The Babcock Center will be used to promote these activities.

2. The Division plans to strengthen efforts for both recruitment of students and divisional fund-raising. Outreach programs within the community, as well as faculty participation in various professional organizations will be an important component of this goal.
3. The Division is reviewing the current structure of the M.B.A. based on results of student surveys, follow-up surveys of graduates, and national trends.
4. Staffing needs in this area will be assessed annually, and additions made commensurate with program growth.

CHAPTER SIX

THE LINDENWOOD COLLEGE FOR INDIVIDUALIZED EDUCATION

INTRODUCTION

In 1975 the Lindenwood College for Individualized Education (LCIE) was founded as an alternative, non-traditional approach to the education of adults. It represents an additional area of Lindenwood's service to adult students, most of whom are engaged in full-time employment and family responsibilities. Its mission requires provision of degree-oriented coursework at times convenient for working adults, in programs integrating academic theory with practical career-related applications, using an alternative pedagogic model best suited to adult learning modes. Programs are offered at both the baccalaureate and graduate, Master's, levels.

Prior to 1981, each student in LCIE was enrolled in a specially designed program individualized to meet that student's educational and professional learning goals. In 1981, LCIE was reorganized to offer generally standardized major cores at the undergraduate and graduate levels. The content, scope, and expectations of these major requirements parallels those existing in similar programs offered in the more traditional delivery formats at Lindenwood. In addition, undergraduate LCIE students are required to complete the same general education program mandated for all Lindenwood students. All LCIE students complete their programs with a culminating project or thesis.

Most students in LCIE are working adults, with a median age of 34. At the undergraduate level, LCIE students may earn a Bachelor of Arts degree. At the graduate level, LCIE students may earn a Master of Arts, Master of Science, Master of Business Administration, the Graduate Certificate in Gerontology, or the School Psychological Examiner Certificate.

The annual academic calendar for all LCIE undergraduates includes four 11-week terms. During

most undergraduate terms, each student will earn nine semester hours, so that students who attend all four terms may earn a full academic year's credit. Virtually all LCIE students attend at least three terms a year.

Most of the graduate programs in LCIE operate on the same 11-week term schedule. However, the programs in Professional Counseling, School Counseling, Professional and School Counseling, and the School Psychological Examiner Certificate are offered on a trimester schedule. This enables students who are enrolled in the teacher education program, provided on a semester schedule, to take specific coursework necessary for certification in those areas. For those graduate programs on the 11-week schedule, most students will enroll in nine semester hours of credit per term. For those students on the trimester calendar, most will enroll for six credits per term.

An entering undergraduate student may qualify for advanced standing in several ways:

1. through prior college work transferred to Lindenwood from other regionally accredited colleges
2. through CLEP or DANTES testing
3. through a review of military or career-training coursework as indicated for credit in the American Council on Education guidebook
4. through documented and juried Experiential Learning Credits, validated in a portfolio presentation process

A maximum of 27 undergraduate credits may be earned through the Experiential Learning Credit process. However, most LCIE students do not elect to engage in the rigor of preparing the portfolio. Of the forty-five or fewer students each year who present portfolios for review, the average number of credits granted is nine. A maximum of 90 credits may be accepted through any combination of these methods. Thus, each undergraduate LCIE student must enroll for a minimum of 30 credits at Lindenwood, of which 18 must be in the major core. Because few students bring advanced standing credits which perfectly match Lindenwood's required general education and major core elements, most will need to take more than 40 credits at Lindenwood.

At the graduate level, advanced standing may be achieved only through transfer credits earned at a regionally-accredited institution. The maximum transfer allowance is nine credits which directly match required coursework in the Lindenwood program. This maximum applies also to students who seek a second graduate degree from the College. In addition, each graduate LCIE program requires a culminating /thesis project for each degree sought.

LCIE employs a Socratic pedagogic model. After initial admission processing, each student is assigned to an LCIE Faculty Advisor/mentor. The Faculty Advisor serves as a second instructor and source of continuity for the student throughout the course of study. In some cases, as with the graduate Counseling programs, the prospective student must meet with the Faculty Advisor prior to being accepted into the graduate programs. In all cases, graduate matriculation is not complete until the student has met with the Faculty Advisor to design an acceptable graduate program overview.

Prior to or within the first term of study, each LCIE student must meet with his/her Faculty Advisor to design a Program Overview, a comprehensive plan of study that will lead to a degree or certificate. During each term of study, a student must meet with his/her Faculty Advisor at least twice. In these meetings, the mentor and advisee will discuss the content and concepts under study for that term and review the relationship of these concepts to the student's program goals. The advisor/mentor will also critique and monitor the progress of the student's written work. At the conclusion of a student program, the Faculty Advisor will work with the undergraduate student to complete a culminating project which serves as a capstone for the entire course of study. For the graduate student, the Faculty Advisor will assist the student in initiating the culminating project/thesis, in selecting a committee of other readers, and will serve as chair of the culminating project/thesis committee. At the conclusion of the culminating project process, the Faculty Advisor will complete an exit assessment of the project and of the student's success in meeting his/her educational goals and the standards of the College.

During each term of an LCIE enrollment, a student will enroll for a "cluster". Most cluster groups are limited to twelve students who meet with an instructor in a seminar setting to study

two or three related subjects each term. In the eleven-week structure, the cluster group meets twice in the first week and twice during one other week as best suits the particular subject matter under consideration. For the rest of the term, the cluster group meets once each week for four-five hours at each meeting. Thus, in the eleven-week term, a cluster group will meet thirteen times. Students on the trimester calendar meet twice in the first week and once per week for fourteen weeks for a total of fifteen five-hour class meetings. Most clusters carry 9 semester hours credit, though some clusters offer only 6 hours.

Through the cluster group, students will cover standard texts for each of the courses in the cluster. The students will participate in seminar discussions, present papers, offer demonstrations, analyze empirical studies, and discuss their work with each other and the faculty sponsor. On occasion, depending on the specific learning goals of a particular student, that student may meet individually with a faculty sponsor in a tutorial arrangement. However, most students will complete their curriculum through participation in cluster groups.

The philosophy which underpins the cluster concepts is that true liberal arts study requires the integration of knowledge inherent in separate disciplines. Thus, the clusters are composed of two or three related disciplines or subjects within a discipline. Through the integrated plan of the cluster, students are encouraged to understand each subject in its relationship to the other subjects which form the cluster of learning.

The commitment demanded of LCIE students is considerable, with a rigorous schedule of reading, writing, oral presentations, demonstrations, and discussion. For that reason, cluster attendance is mandatory. In addition, the two required meetings with the Faculty Advisor each term serve both to provide another sounding board for the subject at hand and a method by which the progress of the student in the cluster can be insured. If either the Faculty Advisor/Mentor or Faculty Sponsor/Instructor finds the work of the student deficient in concept or style, the student will be asked to correct the work and resubmit it.

At the end of a term, the student will receive a letter grade for each course in the cluster and a written evaluation of his/her work from the Faculty Sponsor. The written evaluation is submitted to the Faculty Advisor to be discussed with and given to the student during an advisory

meeting.

Each cluster begins on the first Saturday of the term. The day begins with an informational meeting for all new students and then the first class meeting for all LCIE clusters is presented. At registration, each student is given an assignment which is due on that first Saturday opening weekend, meeting. This generally includes a substantial reading assignment and often a written piece. In this way, the first cluster meeting can proceed immediately into the coursework with full participation by the student.

Beyond the mandatory cluster group attendance, and a minimum of two meetings with a Faculty Advisor, each LCIE student must attend one colloquium each term. These colloquia are offered in a variety of formats and themes and are presented by faculty from various disciplines, students, and outside consultants. The theory behind the colloquium requirement again relates to the mission of a liberal arts college to provide a rich intellectual experience for its students, tapping many disciplines and ways of thought. Many Faculty Sponsors integrate the ideas of the colloquia into their seminar discussions.

The liberal arts perspective and pedagogic model of the LCIE program has proven successful in meeting the original mission of the program to serve the learning needs of adult students. Since 1975, LCIE has graduated over 4,000 students, many of whom have returned for additional degree-oriented studies and most of whom recruit for the program. Several major corporations have selected LCIE as the program of choice for their employees because of the emphasis on developing strong analytical and communications skills among all our students regardless of major or area of concentration. We were gratified to receive laudatory comments in our 1984 North Central Association review citing the program "which because of its quality control, is a model for others of its kind."

Graduation Requirements: Undergraduate Programs

In addition to completing the work necessary to qualify for a baccalaureate degree, the student meets LCIE graduation requirements within the scope of the specific degree program designed with the help of the Faculty Advisor. The following are the overall requirements for graduation

from LCIE with a baccalaureate degree:

1. successful completion of at least 120 semester hours
2. demonstration of a satisfactory knowledge of English in oral and written forms, as evaluated by the Faculty Advisor and Faculty Sponsor each term
3. completion and approval of the Culminating Project
4. completion of at least thirty hours (four quarters) of study at Lindenwood College, of which at least eighteen hours must be in the major area of concentration and at least forty-two of which must be upper-division courses, numbered 300 or above
5. a minimum cumulative grade point average of a least 2.0 in all courses taken at Lindenwood College as well as in the student's area of concentration.

For majors, the requirements vary, but at least thirty semester hours in the major area of concentration are necessary, eighteen of which must be taken at Lindenwood College. In some majors, LCIE requires prescribed areas of study to be covered. In other majors, requirements are more flexible, and the program of study is developed by the student in consultation with the Faculty Advisor. Individualized studies are possible within virtually all LCIE clusters.

All LCIE students must complete a Culminating Project to graduate with a baccalaureate degree. This is equivalent to an extended paper or honors thesis. Under the supervision of the Faculty Advisor, the student will design a culminating project and complete it during the last quarter of study in LCIE.

The Culminating Project is an opportunity for the student to synthesize his or her major areas of study and to demonstrate mastery of basic written and oral skills and concepts. The project may be a thesis, a demonstration, or a creative work. It may involve a combination of media. If the project is a film, video, computer program, or the like, it must include a written analytical documentation.

The Culminating Project carries no academic credit and is graded Pass/Fail.

Graduation Requirements: Graduate Programs

To receive a graduate degree from LCIE, all students must meet the following requirements:

1. completion of at least 27 semester hours (three quarters) as an enrolled student with a grade point average of at least 3.0.
2. completion of the objectives set out in the Program Overview
3. demonstration of graduate-level writing and speaking as evaluated by the Faculty Advisor and Faculty Sponsor each term
4. completion of all practicum, apprenticeship, and residency requirements connected with the degree program, as specified in the Program Overview
5. participation in at least one colloquium for each term of study.
6. Completion of the Culminating Project.

For graduate students, the Culminating Project is a significant and original accomplishment. It must demonstrate that students have mastered the conceptual and methodological skills outlined in the Program Overview.

The project may be in the form of a written thesis or a creative work, including the use of a wide variety of media. If the project is not a written thesis, it must contain substantial written analytical documentation and demonstrate appropriate research methods. Graduate Culminating Projects require the guidance and approval of a committee consisting of at least three faculty members and/or resource specialists. The student must successfully defend the project to the satisfaction of each member of the committee for it to be approved.

Lindenwood College for Individualized Education Programs

COUNSELING

Counseling is the one program of the LCIE and of Lindenwood College that operates on the trimester calendar. There are two full-time faculty who teach in and administer the program, joined by a team of thirteen counseling teachers and professionals who teach in the clusters or supervise practica or internships or culminating projects. Both full-time faculty have doctor's degrees in Counselor Education. Eleven of the support team have Ph.D.'s and two have master's degrees. In addition to their academic qualifications, all faculty are licensed and/or certified in counseling and are currently involved in schools, community agencies, or in private practice.

Currently there are about 150 students enrolled in the counseling program. Some 15% of these students are seeking a degree in school counseling. About 2% want certification as a psychological counselor. The remaining students are in the professional counseling program. Enrollment in this program has increased steadily since its inception. The program received approval from the Missouri State Department of Elementary and Secondary Education in the spring of 1992 to offer a degree which leads to certification as a school counselor and/or psychological examiner. The program shares in the general accreditation of Lindenwood by the National Council for the Accreditation of Teacher Education.

Classes (clusters in the LCIE terminology) are small, with twelve to fifteen students. In the Fall Trimester of 1992, there were eight clusters plus the enrollments in practica and culminating projects, with 136 enrollments. In the Spring Trimester, 1993, there were nine clusters offered, along with the practica and projects, with 178 enrollments. In Fall Trimester, 1993, there were 10 clusters, four practicum supervision groups, and 155 enrollments.

There is a significant amount of clinical experience required for the practicum (600 hours), along with several additional opportunities for students to gain clinical expertise in the various classes.

Plans for the Future:

1. Plans include seeking accreditation from the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).
2. Practica sites must be expanded to allow students a greater diversity of experience.
3. We plan increased interaction with community hospitals, schools, and mental health agencies.
4. Staffing needs in this area will be assessed annually, and additions made commensurate with program growth.

GERONTOLOGY

Gerontology is offered on both the undergraduate and graduate levels in LCIE. There are two full-time faculty with doctor's degrees, along with two part-time faculty, one of which has a Ph.D. and the other with an M.S.W.

The graduate program is a thirty-six credit hour curriculum, with students required to take 18 credits in core gerontology courses and 9 credits of work in an area of specialized interest. The remaining credit hours are composed of practicum and culminating project experiences.

The undergraduate program requires students to complete all general education requirements along with 27 or more credits of gerontological studies, plus a related elective cluster, and

WILSON COLLEGE

The Wilson College program in Gerontology is a unique and comprehensive program that provides students with a strong foundation in the field of gerontology and prepares them for careers in a variety of settings.

other elective courses to meet the normal 120-hour degree requirement.

There are ten students currently seeking a degree in gerontology. Some 52 students have graduated from the program since its inception.

Strengths and Distinguishing Features:

1. The program meets the curriculum requirements set by The Association for Gerontology in Higher Education by offering core courses in psychology, biology, and sociology of aging, along with a practicum in applied gerontology.
2. The program offers the opportunity for professional diversity concurrent with the wide range of professional jobs in the aging service field by giving students the option to specialize in a particular area of interest.
3. The program is operated under LCIE, allowing working adults to complete a degree within a nontraditional format.

Plans for the Future:

1. In 1993 a new cluster of courses has been introduced in counseling, group work, and geriatric assessment to meet the needs of students interested in applied gerontology in a long-term care setting.
2. Gerontology is not a traditional degree program so that the marketing efforts need to be targeted and on-going in order to attract degree-seeking students.

VALUATION SCIENCES

The Valuation Sciences program at Lindenwood College was begun in 1978 as an interdisciplinary program serving the professional appraisers community.

The undergraduate and graduate programs are offered through the quarter calendar within LCIE. In addition, the graduate program is offered through the International Valuation Sciences Institute, a two-week intensive and accelerated format meeting in the summer.

The college has one full-time faculty member who serves as program coordinator for Valuation Sciences. Due to the interdisciplinary nature of the appraisal field, a number of other full-time faculty assist in the delivery of this program.

A number of part-time faculty participate either in the quarter-based graduate and undergraduate programs and/or in the summer Institute. Most of the Institute adjunct faculty hold professional designations with appraisal associations such as the American Society of Appraisers. The program is sponsored by the American Society of Appraisers (ASA) and the College has received scholarship and library funds and technical assistance from the ASA over the last several years.

Both the graduate and undergraduate programs are relatively small. Currently twenty-two students are pursuing a degree in Valuation Sciences. In 1990, 27 students attended the Institute, and 23 were enrolled in 1991. The 1992 Institute was canceled due to lack of enrollment, but 21 attended in 1993.

Strengths and Distinguishing Features of the Program:

1. Very few institutions in the nation offer academic degree programs in appraisal studies. Lindenwood College maintains a strong and collaborative relationship with the American Society of Appraisers.
2. As many states implement certification and licensure requirements, appraisal professionals are seeking academic degrees from accredited institutions.
3. Individuals enrolling for courses offered by the American Society of Appraisers may also register for credit with Lindenwood.

Plans for the Future:

enrollments.

2. Promotional efforts need to be directed toward appraisal societies, as well as the legal and accounting professions, since these fields are becoming more involved in valuation issues.
3. Implementation of marketing strategies is currently underway.
4. Opportunities for undergraduate internships must be further developed.
5. Revisions are being made on brochures and other promotional materials.

COMMUNICATIONS

Along with a full-time LCIE faculty member in communications, the LCIE program shares three full-time faculty members from the Humanities Division. In addition, nine part-time people lead clusters in various communications areas. Each part-time instructor holds at least the master's level degree.

The number of LCIE majors in Communications has grown steadily in the past few years. Currently there are 63 undergraduate majors and 38 graduate students.

Strengths and Distinguishing Features:

1. A wide range of courses is offered at both the graduate and undergraduate levels, which allows students to develop individualized degree plans.
2. Concentrations are possible in either Mass Communications or Corporate and Industrial Communications.

Plans for the Future:

1. The major plan is to explore the possibility of increasing the degree minimum requirement from a core of 36 credits to 45 credits at the undergraduate level and

requirement from a core of 36 credits to 45 credits at the undergraduate level and from a curriculum of 42 credits to 48 at the graduate level. The broad range of courses being currently offered would make

1. conversion to additional required coursework easy to accommodate.
2. Graduate students could earn a degree in a minimum time of a year and a half, still attractive in a marketing sense.
3. The other plan is to convert the Corporate Journalism cluster to one that continues to look at newsletter and journalistic writing, but one that also examines a wide range of writing practiced in business.

BUSINESS ADMINISTRATION and HUMAN RESOURCE MANAGEMENT

Two full-time faculty work with LCIE students in Business Administration. In addition, there are twenty-three part time instructors involved. All instructors have at least an MBA or a JD.

The Business program within LCIE was created in 1978. The undergraduate program currently offers a Bachelor of Arts degree in Business Administration or Human Resource Management. The graduate program offers an MBA and a Master of Science degree with an emphasis in Human Resource Management, Marketing, or Management.

The core requirement for the Bachelor of Arts in Business Administration was changed in the fall of 1990 from 36 to 45 semester hours. More recently, in fall 1992, the core requirement for the BA in Human Resource Management was also changed from 36 to 45 semester hours. These changes were considered necessary to improve overall degree quality and to keep the curriculum in line with national standards for such programs. The graduate degrees require 42 semester hours.

The program has, for the most part, continued to grow since its inception, and total business (both graduate and undergraduate) enrollment figures were 438 in Fall Quarter of 1990, 488 in Summer, 1992, and 384 in Winter, 1993. The decline in Winter, 1993, may reflect the current economic conditions in the St. Louis area. Several of our adult students are facing unemployment possibilities or reductions in corporate tuition reimbursement. We expect,

Strengths and Distinguishing Features of the Program:

1. Designed for adults with established career paths, the Business program in LCIE employs the curriculum recommended by the American Assembly of Collegiate Schools of Business. Lindenwood College is a member of the AACSB.
2. Upon enrollment, each student is assigned a faculty advisor who helps the student plan and coordinate his/her program from entry through degree completion. The faculty advisor, as mentor, provides a source of continuity to the student's ongoing academic experience and becomes the central unifying factor in the process.
3. All Business degrees in LCIE are delivered in the seminar (cluster) format meeting once a week for four hours, offering nine hours of credit in an eleven week span. In this format, the cluster group is composed of a faculty member and about 12 students.
4. The faculty for the program are carefully selected from the business and professional community for their expertise and for their ability to synthesize theoretical concepts with a "real-world" perspective. This is especially important in LCIE because most of our adult students are actively working in an established career within the corporate sector.
5. The LCIE graduate Business degrees are open to students of promise who have earned a baccalaureate degree from an accredited institution. No prior academic work in business is required.
6. The Business program in the LCIE has been widely accepted by both corporate and academic professionals. More than 150 businesses and professional organizations are represented by employees who are students in the LCIE business program.

Plans for the Future:

1. Currently, there are no plans to augment the Business degree requirements in LCIE. Recently, a cluster in Total Quality Management was added as an elective for all programs.

2. Future elective cluster offerings will include Business Ethics and Social Responsibility of Business.
3. We are exploring an off-campus site in the area of south St. Louis. This is an untapped market for an accelerated degree program.
4. We have recently received approval to offer our Business programs at Olin Corporation and anticipate an initial enrollment of 75 new LCIE students at that site.

HEALTH MANAGEMENT

There is one full-time faculty member in charge of this program. She has a Ph.D. in Higher Education as well as a BSN and MSN, with clinical, teaching, and administrative experience.

The number of students in the graduate and undergraduate program in Health Management is currently 54. Student backgrounds are becoming more diverse; included are students from this general area who have been caught in work force reductions and who feel that health care management is a viable career for future employment.

Strengths and Distinguishing Features of the Program:

1. Theoretical and experiential components of the program are closely interfaced.
2. The format appears to work well with adult learners; it fosters flexibility, openness, and effective time management.
3. The program creates networking and a supportive environment to better meet the psychological needs of students.
4. The curriculum is designed to meet the managerial skills needed in today's health care professional.
5. The foundation course stresses the need for adaptability and flexibility to better cope with ongoing change which students will encounter in the health care field.
6. Throughout the curriculum, the skills needed to communicate effectively, both

in written and verbal form, are heavily emphasized.

Areas of Concern:

1. An on-going concern is that the curriculum continue to address relevant needs of students in the face of massive changes that are occurring in health care with diminishing resources and increased demands on the work force.
2. We need to be aware of the unknown but certain changes that will come about with the new leadership at federal, state, and local levels. These uncertainties affect all health care programs in the country, of course.

Plans for the Future:

1. We will continue to monitor course offerings to maintain practical and theoretical directions in this constantly changing field.
2. Efforts will be made to continue activities that will meet the needs of students in such programs as managed care.

Human Service Agency Management

The graduate program in Human Service Agency Management was adopted in 1992 as a continuation of the undergraduate program offered in our traditional format. It constitutes a reinstatement of an earlier LCIE program directed toward eleemosynary organizations and their management. As it is a relatively new program, recruiting efforts have just produced an entering class. However, the growth and maturity of our undergraduate program will produce many probable candidates for this program in the next few years. At the current time, one full-time faculty person holding the doctor's degree serves this program.

Strengths and Distinguishing Features:

1. The program is approved and sponsored by the American Humanics Association Inc. and provides a solid core of study and experiential opportunities.

2. The demand in recent years for specially educated managers within human service agencies is addressed by this curriculum.
3. The program requires 45 credits including a concentrated core in organizational management, financial management, marketing, and applied experience with an additional cluster of courses in an area of concentration.
4. Areas of concentration are available in youth services, gerontology, health promotion, and fundraising.
5. The seminar format encourages the solution of case studies presented by representatives of many types of human service endeavors.
6. Our location in the metro St. Louis area provides plentiful practicum and job placements.

Plan for the Future:

1. We have begun aggressive recruiting efforts and seek liaisons with community agencies.

CHAPTER SEVEN

INFORMATION TECHNOLOGY RESOURCES

There are two principal information technology resources available at Lindenwood College. The first is Butler Memorial Library and the other is the computer networks and laboratories available.

BUTLER LIBRARY

When Butler Library was dedicated on June 3, 1929, the President of Lindenwood, Dr. John Roemer, said:

The Library is the heart of the College. If the heart is weak, life is at a low ebb. A college is no greater than its library, and the library is for all. Its ministry is not confined to any one department but it is the intellectual workshop for every department. In the library we listen to voices that make us heir to the ages, and we have the use of the storehouses into which facts and principles have been harvested.³

If anything, that is more true today than it was in 1929, given the explosion of materials available to students and faculty.

Butler Library is one of the most attractive facilities on Lindenwood's campus. The basic structure was completed in 1929, but two new wings with three floors each were added in 1968, which doubled the capacity of the library.

On the main floor of Butler Library are the main desk, the reference areas, the Cardy Reading Room, the card catalog, the government documents collection, and the periodical holdings. The lower and upper floors comprise the bookstacks.

³ Lindenwood Bulletin, vol. 103, 1929-30, p. 5

Study carrels are located on each floor, available to students, along with a handful of locked carrels assigned to some faculty members. There are two large study carrels allowing groups of students to study and talk together without disturbing other users.

There are, in the reference area, five computer terminals giving access to the Internet network, available for student and faculty research use. In addition, on CD-Rom, there is a large database available on recent periodical materials.

Butler Library houses over 154,000 books, government documents, A-V titles, and serial subscriptions. Lindenwood is also a member of the Higher Education Center of St. Louis. This allows students to obtain an Info-pass from Butler Library which allows access to some 35 libraries in the St. Louis area, including Washington University, St. Louis University, University of Missouri-St. Louis, Southern Illinois University at Edwardsville, and all of the smaller academic institutions. This makes several million books, periodicals, and documents available to students and faculty with relative ease. In the last five years, there have been heavy budget increases for the purchase of library materials. The library has also been connected to the Internet with computer facilities available within the library itself.

Currently a strategic plan for the future development of the library is being developed. Its major focus will involve

- (1) building the library's core collections while
- (2) insuring the planned, systematic development of the College's informational resources, in keeping with the College Strategic Plan which will guide and inform the development of the College over the next decade.

A major component of the plan was recently undertaken with the development of a phased timeline to guide an inventory assessment of library holdings *vis-a-vis* standards for core holdings derived from the American Library Association's Books for College Libraries, Baker Library's Core Collection, and Choice, and standard book lists for select disciplines.

There are several special collections contained within the Library.

Butler Library has been a selective depository of publications for the Superintendent of Documents since 1976. The Government Documents Collection, housed in the Reference Room, contains over 39,000 items in paper and microform format to augment the College's collection.

A Curriculum Library is maintained for the use of the Education Department. It contains elementary and secondary textbooks, juvenile literature (including Newberry, Caldecott, and Mark Twain award books), selected curriculum resources, curriculum guides, and professional materials.

The Patricia C. McKissack Collection of Black Children's Literature is built around the books and manuscripts of Patricia McKissack. It has her drafts, working papers, original art, and other materials, including all her published works.

The Sakahara Collection for Japanese Studies was funded by the Dan Sakahara Memorial Fund as a collection for the study of Japanese culture.

The Library also houses the Lindenwood Archives. This collection includes all that remains of the Sibley materials plus catalogs, yearbooks, bulletins, and other historical materials concerning the college and its founders. It is staffed by volunteer alumni and is open at least one day a week.

COMPUTER FACILITIES

Lindenwood College is in the first year of a multi-year project to update computing facilities on campus for both academic and administrative use.

Academic Computing Facilities

There are five main components of Lindenwood's Academic Computing Facilities. These are a Local Area Network (LAN), two general-purpose laboratories on the campus in Young Hall and the Memorial Arts Building, Butler Library, and in faculty offices.

I. The Network

The two laboratories (Young Hall and Memorial Arts Building), Butler Library Computers, the faculty offices in Young and Memorial Arts are all on the same Local Area Network. This network is now being extended to include Roemer Hall and the Gables (the Admissions Office). The Pathways Network Operating System is used to operate this network. The main server on this network is a DECSYSTEM 5100, with 32 MB RAM, 1.2 GB of disk storage. The machine operates under the ULTRIX 4.3 Operating System. An additional server, a Microvax 3100, running VMS, is being added on a trial basis. This network allows for each workstation to run application programs in a MS-DOS, Windows environment, or to connect directly as a terminal to the DECSYSTEM and have a ULTRIX session. This network is connected to the INTERNET by a SLIP connection to Washington University.

II. The Laboratories

The Young Hall Laboratory is used by students and faculty in both a structured and open environment. The list of departments using the laboratory in courses includes English, Communication Arts, Mathematics and Computer Science, Art, Music, Psychology, and Education. Students and faculty from all areas of the College have access to the laboratory during open laboratory hours. The laboratory is open over eighty hours a week during the fall and spring terms and has reduced hours in the summer. About 25% of the time is devoted to structured laboratories and the rest is open to campus-wide use.

The Young Laboratory has two components. There is a Local Area Network of 10 Macintosh Computers (8 LCII's and 2 CIs) and laser and dot matrix printers. The principal use of these machines has been for wordprocessing and desktop publishing. The second network is an IBM-PC Compatible Network (18 workstations) in an ethernet LAN. Each workstation has a 486 DX

processor running at 33 MHz with a 175 MB hard disk and a 3.5" floppy drive, and a 14-inch VGA monitor. This network is used for wordprocessing, computing programming, spreadsheets, database management systems, and operating systems.

This laboratory makes use of the following operating systems: ULTRIX 4.3, MS-DOS 6.0, Windows 3.1, Pathworks 4.1, and MACOS System 7.0. The principal application software used is Wordperfect 5.1, Minitab, EXCEL, Pagemaker, and Persuasion. The compilers available for student use include Pascal, C, C++, Scheme, and COBOL.

The Memorial Arts Building Laboratory is used primarily for classroom instruction. The MAB laboratory has 20 Hewlett Packard 486 DX-33 workstations on a Local Area Network served by the DECSYSTEM 5100 already described. There is a fiber optic link between the MAB lab and the server in Young Hall. Most workstations have a 486 DX processor running at 33 MHz, with a 175 MB hard disk and a 3.5" floppy drive, with a 14-inch VGA monitor. A few of these machines have dual floppy drives. The server for this laboratory is housed in the Young Hall Laboratory.

The primary software packages currently in use include Wordperfect 5.1, Wordperfect 6.0, Quattro Pro, Cobol, Pascal, Quattro, DBase IV.

Butler Library

Butler Library has units to support bibliographic research by students and faculty. These are used to access MCAT, the state database, and OCLC for cataloging and inter-library loans. There are five network workstations in the library to allow user access to the Internet.

Other Facilities

There are three IBM-PC compatible 286 and one IBM-PC compatible 8088 and one MAC-SE in Young 313. These are used for classroom demonstrations in Mathematics and Computer Science.

The College radio station, KCLC-FM has two 286 machines to handle the Associated Press News-

Wire.

Faculty Offices

About forty full-time faculty members have computers in their offices. These are connected to the College's Local Area Network. All faculty offices in Young Hall, Memorial Arts Building, and the Gables have been wired to connect to this LAN. There are twenty 386 and twenty 286 machines being used by the faculty.

Administrative Computer Facilities

The main administrative system is the MICROVAX 3100 in the Registrar's Office which is using the VMS operating system and the POISE registration system. This system has five terminals and eight IBM-PC Compatibles. These machines are operating in a Local Area Network running the Pathworks 4.1 Network Operating System. The MICROVAX 3100 is currently on the College network. This connection is being tested while we plan improvements in the system and access to the registration data on the system.

The College's administrative offices have their own computer capabilities. The Business Office has eight machines on a NOVELL network, used for accounting purposes (accounts payable, accounts receivable, general ledger). The Admissions Office has two stand-alone IBM-compatible machines used for database and word processing applications. The Financial Aid Office has one IBM-compatible machine used for similar purposes. Student Life also has one stand-alone machine used for word processing and database applications. All these offices will be integrated into the campus-wide network in Phase II and Phase III of the campus-wide computing system plan. The Development, Publications, and President's Offices all have stand-alone microcomputers to assist them in their duties and responsibilities.

Two more years will be required to implement the complete projected campus-wide computing system. Butler Library will be computer-automated in its various systems in Phase II and the remaining areas of the campus, including the residence halls, will be added to the fiber optic network and Internet. When the projected and approved plan is fully implemented, Lindenwood

College will have state-of-the-art computer facilities. The entire campus will be tied into a user network with access to databases around the world.

HUMAN RESOURCES

Of all the resources necessary for a successful college, none is as important as the human resource available in the form of faculty, administrators, staff, students, and friends.

Underwood College is fortunate in the quality and quantity of its human resources. A brief look at the various components of the human resource available for our systems.

STUDENTS

Students and faculty are evenly at the heart of the academic enterprise, so it is imperative to begin with them.

The largest group of people in the Underwood student population is the full-time undergraduate student body, both residential and commuter. It is a reflection of the community that the most spectacular gains have been made in recent years. The residential element of our college nearly disappeared a few years ago, and it has made a significant comeback. Today, the residential facilities at the college are exemplary, fit and age facilities needed to accommodate the members. The residential population of the college is at an all-time record number. In 1987, the total number of residential students was 254. While at the beginning of Fall Semester, 1993, the residential population stood at 376. Although in the residential student group, there are significant numbers of underrepresented minorities. This year Fall Semester, 1993, that group numbered 55. This percent of the total population on a traditional semester basis is:

Another significant element is the Underwood College for individualized education. There is a multi-disciplined group operating on a quarter and trimester calendar. Students in the UK

CHAPTER EIGHT

HUMAN RESOURCES

Of all the resources necessary for a successful college, none is as important as the human resource available, in the form of faculty, administration, staff, students, and boards.

Lindenwood College is fortunate in the quality (and quantity) of its human resources. We need to look at the various components of the human resource available for our programs.

STUDENTS

Students and faculty are clearly at the heart of the academic enterprise, so it is appropriate to begin with them.

The largest single element in the Lindenwood student population is the traditional, undergraduate student body, both residential and commuter. It is in this component of the community that the most spectacular gains have been made in recent years. The residential element of the college nearly disappeared a few years ago, and it has made a significant comeback. Today, the residential facilities of the college are completely full, and new facilities are needed to accommodate the numbers. The residential population of the college is at an all-time record number. In 1987, the total number of residential students was 224, while at the beginning of Fall Semester, 1993, the residential population stood at 1040. In addition to the residential student group, there are significant numbers of undergraduate, day commuters. This past Fall Semester, 1993, that group numbered 555. This portion of the college operates on a traditional semester calendar.

Another significant element is the Lindenwood College for Individualized Education. This is a mostly self-contained group operating on a quarter and trimester calendar. Students in the LCIE

program are full-time students, but they are almost entirely employed adults who attend evenings and weekends. In Fall Term, the College enrolled 1,064 students in the LCIE program.

There are other elements to our student body mixture. There is an evening component, now meeting on the Modified Accelerated Program (MAP) schedule. This evening group, mostly composed of older students employed during the day time, has been declining in numbers through the years. In Fall Map I, 1993, there were 119 students enrolled in seven courses.

In addition, there is a population seeking MBA degrees under the aegis of the Management Division. In the Fall Term, there were 216 students enrolled in the traditional MBA program.

An entirely different element in the population is the Education program graduate student group. This program is operated in late afternoons, evenings, and summers and is tied to the semester calendar.

At the graduate level, there are smaller groups seeking degrees in Art and Theatre, who come mostly during the day and on the same calendar as the undergraduate college.

The LCIE program and the MBA program also operate at locations off the St. Charles campus. Courses for these programs are offered at various locations within the St. Louis metropolitan area, as well as at Marshall, Missouri.

Admissions Practices and Standards

The Office of Admissions gathers, through a variety of methods, a pool of prospective applicants.

The methods include:

1. high school visits/college fairs, including the N.A.C.A.C. Regional Fairs.
2. Prospective student inquiries made by mail or telephone
3. ACT/SAT reports sent to us at the request of a prospective student
4. Referrals from board members, alumni, faculty, staff, and current students
5. Some selected organizational membership lists and Lindenwood scholarship programs

The College conducts radio, print, and billboard advertising to attract both traditional and adult students as well. The college is listed in most national guides to higher education.

Admissions standards are selective, yet flexible. Candidates are evaluated individually based on GPA, ACT/SAT scores, extracurricular activities, recommendations, and personal character. The college very deliberately seeks a diverse student body and wants applicants from a variety of socio-economic, religious, and ethnic backgrounds. The data concerning our current student body clearly indicates that we are successful in achieving diversity. We are trying to widen our geographic base beyond the current 15% out-of-state population, and we have gradually increased the number of international students, as well.

Lindenwood recommends at least 16 high school units in "solid" subjects, with the following pattern preferred:

English	4 years
Natural Science	2 years
Mathematics	2 years
Social Studies	2 years
Foreign Language	2 years
Fine/Performing Arts	Some study recommended

The most important single fact about our student population in recent years has been its growth in quality students: In 1987, total Fall Semester enrollment was 1771. By 1989, it had jumped to 2037. In 1991, it was 2634, in 1992, it was 2825, while this past Fall Semester 1993, it reached 3137. These numbers aggregate all programs and calendars.

The Mission Statement of Lindenwood indicates the college's commitment to a deliberately diverse student body. That commitment is demonstrated in the proportion of minority students represented in the student body. The percentage of minority students has remained very constant in the last several years, standing at 13% in 1990, 1991, and 1992. This past fall, the number was 10%. As the total numbers have grown, the proportion of minority students

has remained fairly constant. ⁴

Lindenwood College started life as a women's college, of course, and remained so until 1969. In spite of its coeducational status since then, the college always has had more women students than men, but the proportions are beginning to equalize more and more. In recent years, the distribution by sex has been as follows:

The full range of distributions of entry-level students is shown in terms of their sex in the

Year	Male %	Female %
1987	38	62
1989	33	67
1990	44	56
1991	43	57
1992	47	53
1993	42	58

The percentage distributions are remarkably the same for the undergraduate, mostly residential population as for the total student cohort, though male resident students outnumbered women resident students for the first time in the Fall of 1993.

Second 10%

The age distribution of our total student body clearly runs the gamut of ages. Almost half of our student body (49%) falls within the traditional age cohorts (18-24). Another 36% range in age from 25 to 39, while 15% is 40 or older. The bulk of the MBA and LCIE population, both graduate and undergraduate, falls within the 25 to 39 category.

Lindenwood College is very much a regional institution. The origins of its student body indicate that very clearly. Missouri residents account for 85% of the total enrollment. Even further, St. Charles County by itself contributes 47% of the student body, and the St. Louis Metropolitan Area counties (St. Charles County, St. Louis City and County, Lincoln and Jefferson Counties) account for 77.5% of the student body. The out-of-state component the 15% who

⁴ The proportion is obtained by aggregating the numbers of all students who fall within the federal reporting categories for IPEDS.

are not from Missouri, are virtually entirely undergraduate, residential students.

The quality of our undergraduate population has been increasing steadily over the past few years. In 1991, 74.4% of entering freshmen had graduated in the upper half of their high school classes; in 1992, that figure had increased to 77%, while in 1993 it is 80% .

The full range of distribution of entering freshmen students in terms of their Rank In Class from high school is as follows:

Rank	Number of Incoming Freshmen					
	1991		1992		1993	
		(%)		(%)		(%)
Highest 10%	27	(7.9)	30	(8.8)	18	(5.3)
Ninth 10%	51	(15.0)	59	(17.3)	52	(15.4)
Eighth 10%	68	(19.9)	53	(15.5)	66	(19.9)
Seventh 10%	50	(14.7)	50	(14.6)	53	(15.7)
Sixth 10%	39	(11.4)	45	(13.2)	42	(12.4)
Fifth 10%	44	(12.9)	40	(11.7)	41	(12.1)
Fourth 10%	24	(7.0)	24	(7.0)	36	(10.7)
Third 10%	26	(7.6)	29	(8.5)	26	(7.7)
Second 10%	8	(2.3)	10	(2.9)	4	(1.2)
Lowest 10%	4	(1.2)	2	(.6)	0	(0)
Unknown RIC	34		17		18	

The breakdown of entering first-year students on the ACT is similar:

Score	1991		1992		1993	
		(%)		(%)		(%)
33-36	0		0		0	
28-32	10	(3.0)	17	(5.5)	17	(5.4)
24-27	56	(16.9)	55	(17.7)	49	(15.6)
19-23	174	(52.4)	158	(51.0)	195	(61.9)
17-18	73	(22.0)	71	(22.9)	53	(16.8)
1-16	19	(5.7)	9	(2.9)	1	(.3)

Average

21

22

22

Not enough entering Lindenwood freshmen take the SAT to make the numbers significant.

The numbers make clear that the Lindenwood student body is largely recruited from the metropolitan St. Louis and Missouri areas, with a 15% share drawn from other states and foreign countries. It is a student body that is improving in quantity and quality.

CAMPUS LIFE CENTER

The Campus Life Center is at the heart of student activities, advising, career development, and organizations. It is a truism that on campuses with mixed day-evening, younger-older students, the student services organizations will primarily serve the younger, mostly residential population. That is certainly true at Lindenwood. This is merely due to the circumstances of the students, i.e., their interests and the varying schedules of our many adult students. In Butler Hall, the college maintains the Student Development Center which is the umbrella organization for offices and programs to serve the student body. The Student Development Center serves the total academic, personal and social needs of students. Butler Hall itself houses not only the Campus Life staff offices, but also a recreational gymnasium, swimming pool, television and game rooms, a snack bar, the mail center, the switchboard, and general student meeting rooms.

Lindenwood College is proud of its Campus Life Staff, which is well-educated in a variety of fields. All of the supervisors in Campus Life have earned at least a master's degree or are near completion. The educational backgrounds include: Master of Business Administration, Masters in Educational Administration, Masters in Counseling, Doctorate in Ministry, and Masters in Human Resource Management (near completion).

The Campus Life Center is divided into the following functional areas:

Work and Learn (Work Study)-- Any eligible resident student may elect to participate in the

program. Most residential students on financial aid have work-and-learn as part of their financial aid package. The program, if elected, helps defray some of the costs of attending college. The program instills in the student a sense of the importance and the responsibilities of work. Students are assigned to various areas of campus work--maintenance, faculty and administrative offices, cafeteria, and the like. The obligation entails 10 hours per week on average. Over 1,000 residential students participate in the College Work and Learn Program annually. Students sign a contract to fulfill their work-and-learn obligations and may be dismissed if they fail to perform. In the case of dismissal, the student becomes obligated for the portion of the tuition and fees remitted under the contract. It is the central purpose of the work-and-learn program to introduce students to the world of work, giving them a sense of responsibility. As students progress through their freshmen and sophomore years, they are encouraged to accept increasing responsibility in their assignments, commensurate with their growth and accomplishment.

Housing--The housing program tries to provide, in the college residences, an environment which allows students to grow both socially, personally, and academically. This office tries to match roommates on the basis of mutual interests. The Housing Office also supervises the residence halls to provide the structure and regulations that the college promotes. Unlike many college housing programs, Lindenwood College maintains sex-segregated residences and regulates intervisitation.

Student Development Center-- The Student Development Center strives to serve the total academic needs of the students. The Office of Advising and the TAP Learning Center (peer tutoring center) are the two main offices in the Center.

Advising-- Advising consists of ensuring proper advisee distribution, advising major changes, and coordinating these changes with the faculty advisors. The Director of Advising assigns new students to advisors, normally faculty members in the appropriate divisions, and monitors progress through the college program. Students wishing to change advisors or majors may do so through the guidance of this office. This is a very traditional function that parallels a similar function on most campuses. In addition to maintaining an academic transcript on students, each

student develops a Talent Accomplishment Profile (TAP) which grows along with the academic transcript. The TAP catalogs student accomplishments and experience in four areas: 1) academic, 2) social/personal, 3) occupational, and 4) goal-setting. The TAP serves two important functions. For the individual student, the TAP provides a valuable supplement to the academic transcript in seeking future employment when converted into a resume-type format. All senior students are eligible to participate in the Talent Transcript Placement Program in which Talent Transcripts are compiled and placed in the LIONETWORK PLACEMENT CATALOG, which is circulated to over 500 board members, community leaders, and alumni for placement purposes.

The other part of the advising system deals with students who have or may experience some sort of academic difficulty. This program has the acronym "GO-GET-EM." The program is designed to develop student potential to the fullest, while assuring academic recovery in some cases. The program works with four levels of students:

1. Probation on appeal--these students received a grade point average below a 1.0 on a 4.0 scale, were suspended, and then re-admitted on probation. These are the most at-risk students.
2. Probation--these are students formally placed on probation because their cumulative grade point average did not meet the standards set by the faculty for their level in college:

0-24 hours	1.6
25-54 hours	1.8
55-84 hours	1.9
85+	2.0
3. Warning--these are students not on probation but whose semester grade point average fell below 2.0.
4. Risk--students are identified as being at risk in several ways. They are students

who were conditionally admitted (e.g., a borderline ACT score). They are students who have been identified by faculty or staff members (e.g., someone with poor attendance that is affecting class performance). Others are identified when four-week and mid-term grades indicate poor performance.

Students on GO-GET-EM are assigned staff mentors who guide the students through the semester, assessing student needs, making a prescription-for-success-contract, and following through with that prescription. The prescription may include: tutoring study skill review, extra contact with professors, refresher classes, and career assessments.

Tap Tutoring and Skill Development Center--This office is a centralized tutoring system designed to offer tutoring in all academic areas to the entire undergraduate population. The most common general education courses are tutored, as well as some of the more difficult specialized courses, such as accounting, chemistry, etc. The Math/Refresher courses and the assigned mandatory English tutoring are conducted here as well. The tutors are work-study peer tutors, trained by the Education faculty. The Tap Learning Center is run under the direction of Student Development and is advised by a committee headed by Education faculty advisors and faculty members from all disciplines.

Career Development--The programs implemented in Career Development in conjunction with Student Development are established to support Lindenwood's mission and desire to serve the larger community through its graduates. As a developmental tool, the Career Development office actively strives to help students to reach their highest potentials through TAP (Talent Accomplishment Program)--an innovative program pulling together all elements necessary to enhance the dimensional growth of the individual.

Career Development conducts a variety of workshops to provide preparation for the job search and, ultimately, employment. Workshops include resume writing, interviewing, employer visitation, and the comprehensive Senior Countdown Workshop. The office is equipped with a LIONetwork Opportunity Bank. This Opportunity Bank is comprised of current openings for full-time, part-time, summer, and internship openings. The bank is available to all Lindenwood students and alumni.

Finally, Career Development assists the students in developing the Talent Transcript, a compilation of experience and accomplishments while attending Lindenwood. All seniors completing the Talent Transcript are included in the LIONetwork Placement Catalog which is distributed to over 500 community leaders, employers, board members, and alumni in the LIONetwork system.

Student Organizations

There are many other aspects of campus life activity. There are a number of student organizations available for student enrollment. Student organizations range from social fraternities and sororities to service groups (Circle K or Nexus), environmental groups (LINC-Lindenwood is Nature Conscious), activities such as newspaper and yearbook, and the like. Such organizations must be registered with the Campus Life Office, and there is a regular process for receiving recognition. Currently, thirty-three student organizations have official recognition. These groups may use meeting spaces in Butler Hall or in the residence halls.

Community Work Service Program

One of the newest programs at Lindenwood flows from its mission objective to help students develop a sense of community involvement and activity. This is the Community Work Service Program, which helps students expand on their experiences gained in other programs by doing volunteer work in the local community. Students volunteer to work in community agencies in their junior and senior years to earn partial tuition remission. In the future, community service will become a component of each traditional-age Lindenwood student's program. This program gives students invaluable experience and allows them, in many cases, to gain later work opportunities and skills.

Athletics

Lindenwood has become heavily involved in intramural and intercollegiate athletics. This involvement follows our desire to be a well-rounded campus with a variety of student activities.

Athletic competition stimulates student interests and aids in recruiting. Currently, the College fields intercollegiate athletic teams in fifteen sports:

<u>Men</u>	<u>Women</u>	<u>Coed</u>
Baseball	Basketball	Golf
Basketball	Cross Country	
Football	Softball	
Soccer	Soccer	
Track	Tennis	
Wrestling	Track	
Cross Country	Volleyball	

For the football and soccer teams, Harlan C. Hunter Stadium is the home field. It has an artificial turf field and a stadium seating capacity of 5,000. A number of area high school football and soccer teams also use the stadium.

Until a planned new gymnasium is completed on campus, the Lindenwood basketball and volleyball teams use the Lindenwood Athletic Complex, a leased facility in Bridgeton (about 2.5 miles from the St. Charles campus). This facility also serves the spring sports teams as an indoor practice facility.

The intercollegiate sports program attracts the participation of a great many Lindenwood students. During 1993-1994, about 548 students participated, representing 37.8% of undergraduate students..

In addition to intercollegiate athletics, Lindenwood students may participate in a number of intramural sports activities. These include team, dual, and single competition sports.

All Lindenwood athletes and many other College community members as well use the Fitness Center, located next to the fieldhouse across from Hunter Stadium. The Center houses workout equipment, weights, treadmill, and an indoor track. It is open for College community use part of each day, while some times are reserved for physical education classes and team use.

There are practice fields, as well as a baseball and a softball diamond located behind the fieldhouse.

Greek Groups

One of the newest ventures in the area of campus life is the colonization of Greek-letter social fraternities and sororities on the Lindenwood campus. Currently, six such groups are in the process of full formation, three fraternities and three sororities. Some 90 men and 81 women (representing some 11.7% of day, undergraduate students) are active in these groups. Each of the fraternities has a residence on campus as a living-space for some of its active members and a center for the chapter's activities. The sororities have special floors within women's residence halls to serve the same purpose. None of the groups is yet fully independent, since they have not been established long enough, but all are in the process. The normal pattern of rush and pledge is observed as on any campus. Faculty members serve as sponsors of each of the groups, and they intend to bring another social and academic dimension to the campus.

FACULTY

There are currently 102 persons holding faculty rank at Lindenwood College. They are distributed by academic rank as follows:

Full Professor	16
Associate Professor	26
Assistant Professor	60

They are distributed through the academic divisions as follows:

Education	21
Performing Arts	11
Mathematics/Science	12
Social Science	12

Management 18

LCIE 9

Humanities 19

This faculty is a combination of some who have been at Lindenwood for many years, together with a large number who have joined the faculty in more recent years, reflecting the enormous growth in numbers, particularly of the core residential/commuter traditional population within the past four years.

From the standpoint of length of service, thirty-five members of the faculty joined prior to 1989. Sixty-seven have joined since 1989. Considering the many changes the College has undertaken in this period, turnover has been minimal. The oldest member of the faculty in terms of length of service came in 1958, while two others came in 1961.

Taking the faculty as a whole, fifty-six of the one hundred and two faculty members have terminal degrees (Ph.D, Ed.D., M.F.A., D.A.). This represents 55% of the total. The total number of faculty members, however, includes some people whose primary responsibilities lie outside the teaching areas. There are seventy-six of the one hundred two who are primarily in the classrooms. Of that number, fifty-four have terminal degrees (71% of the primary teaching staff). The other twenty-six people include the President of the College, the Dean of the College, the Provost, the Registrar and others who do admissions work, coaching, alumni work, and the like. Of the twenty-six, two have terminal degrees. Most of them teach part-time. Most of the coaches of the various varsity athletic teams teach physical education or other education courses, while devoting the remainder of their non-coaching time to the Campus Life and/or Admissions Office. In addition, several of those faculty members whose primary responsibilities lie in teaching do some additional tasks as part of their commitment (such as preparing North Central Self-Study reports, serving as Divisional Dean, or providing chaplaincy services).

The faculty represent forty-seven colleges and universities in their highest degrees, ranging from coast to coast (U.C., Santa Barbara to Yale). Washington University and St. Louis University are the only single institutions with a significant number of faculty represented.

Salary Levels of Faculty

The College has increased faculty compensation dramatically over the past four years. Faculty salaries now rank in the upper quartile of comparable colleges in the region.

Detailed salary figures will be available to the Visiting Team through the Controller in the Business Office.

Faculty are grouped by disciplines into divisions. The divisional groups and the disciplines included in each are as follows. The designations in italics represent composite majors that include participation from several disciplines or areas.

Social Science

History
Sociology
Psychology
Human Resource Management
Criminal Justice
3/2 Social Work

Natural Science and Mathematics

Mathematics/Computer Science
Chemistry
Biology
Medical Technology
3/2 Engineering Program

Humanities

English
Communications
Foreign Languages
Philosophy
Religion

Fine and Performing Arts

Music/Dance
Studio Art
Art History
Theatre/Performing Arts

Education/Physical Education

Education
Physical Education

Management

Accounting
Marketing
Management Information Systems
Finance
Retail Marketing
Business Administration
Political Science
Human Service Agency Management
Public Administration

Lindenwood College for Individualized Education

Business Administration
Corporate Communications
Gerontology
Health Management
Human Resource Management
Human Service Agency Management (graduate)
Mass Communications
Professional and School Counseling
Valuation Sciences

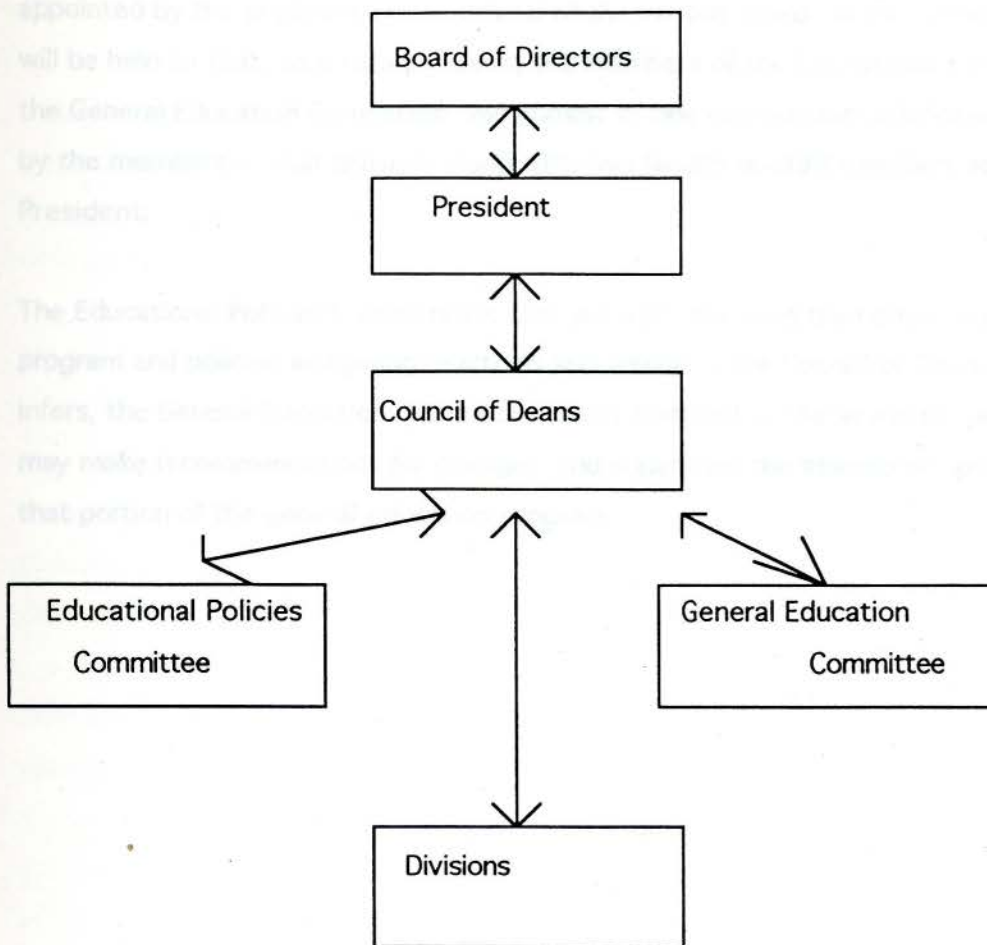
The procedure for faculty involvement in academic program review and development is fairly simple. The various disciplines (or the multi-disciplinary teams involved in composite majors) monitor their programs and make proposals for changes or additions to the appropriate division. The division considers the matter, either returning it for further study or consideration, or passing it through to the Council of Deans. Depending on the nature of the matter, the Council of Deans may take advice from either or both of two standing curriculum committees, the Educational Policies Committee and the General Education Committee. From there, the proposal would normally go to the president for a final decision.

The decision process follows this pattern:

Proposals at every level are submitted to the appropriate division. The division considers the proposal and either returns it for further study or consideration, or passes it through to the Council of Deans. Depending on the nature of the matter, the Council of Deans may take advice from either or both of two standing curriculum committees, the Educational Policies Committee and the General Education Committee. From there, the proposal would normally go to the president for a final decision.

In addition, the division may be requested by the division to provide a written report on the proposal. The report would normally be submitted to the Council of Deans for their consideration. The Council of Deans may also request a written report from the division on the proposal.

The final decision is made by the president. The president may also request a written report from the division on the proposal.



Proposals at every level can come from either direction within this pattern. Suggestions for a new program could originate with the president, with a dean, or with a faculty member. The reactions can run in both directions. The emphasis in every case is on the ability of the college to respond to challenges and opportunities as rapidly as possible.

In addition, interdisciplinary task forces may be appointed by the President to address certain curricular issues. The recommendations of these task forces may come to the Council of Deans for review, or directly to the President for approval.

The deans are appointed by the president. The two standing advisory committees, the Educational

Policies Committee and the General Education Committee, as presently constituted, were appointed by the president on the advice of the various deans. In the spring of 1994, elections will be held so that, on a rotating basis, the members of the Educational Policies Committee and the General Education Committee will consist of one representative from each division, elected by the members of that division, along with two faculty or staff members appointed by the President.

The Educational Policies Committee is charged with reviewing the components of the academic program and policies and giving reactions and advice to the Council of Deans. As its name infers, the General Education Committee keeps that part of the academic program under review, may make recommendations for changes, and supervises the assessment process as it applies to that portion of the general education program.

BOARDS

Lindenwood College has three active boards, a Board of Directors, a Board of Overseers, and an Alumni Board. The Board of Directors has the actual legal and fiduciary responsibility for the College, while the Board of Overseers is an advisory board which furnishes assistance to the College and its programs.

BOARD OF DIRECTORS

The Lindenwood College Board of Directors is a self-perpetuating board authorized under the Charter granted by the State of Missouri. It currently has twenty-eight members, which includes twenty-five members, and the Presidents of the Alumni Board and the Board of Overseers, and the President of the College ex officio. In addition, there are four Life Members.

With the exception of two members, both alumnae of the College, all the board members live and work in the St. Louis metropolitan area. Most of them are business people or civic leaders. The Chairman of the Board is president and Chief Executive Officer of Hasco International, Inc., which is headquartered in St. Charles. Members represent some of the major corporate entities in the St. Louis area, such as McDonnell Douglas Corporation, Monsanto Agricultural Group, Dean Witter Reynolds, Inc., and the like.

The Board of Directors meets, ordinarily, four times a year in full board meeting. In between full board meetings, the business of the board is carried on by the Executive Committee of some twelve members. The board has divided itself into working committees to ensure oversight and assistance in various areas of college work. In addition to the Executive Committee, there is a Finance and Audit Committee, a Strategic Planning Committee, an Academic Affairs Committee, a Facilities Committee, a Fund Raising/Development Committee, and a Nominating Committee. The chairs of the substantive committees (not including Nominating) serve on the Executive Committee to keep the board current on committee activities.

The Lindenwood College Board of Directors operates in a very usual way to insure that the

College is organized, staffed, and funded to meet its purposes, appointing a president of the college and overseeing the activities of the College community. It is more concerned, because of past experience, with the financial aspects of the College than anything else. Because of the very substantial progress made in the last four years in overcoming past financial problems, the Board has been able to widen the scope of its involvement, so that equal attention is given to all committees. Specifically, through the Strategic Planning Committee, they have involved themselves in an examination of the College's mission and future directions. The results of that involvement will show themselves in board actions in the next few years more than they do to date.

Members of the Board of Directors are themselves financial supporters of the College.

BOARD OF OVERSEERS

In addition to the Board of Directors, the college has a Board of Overseers. This is not a charter board, but one that was formed some years ago to provide both community input and community support for the College. The Board of Overseers is approximately the same size as the Board of Directors, and the chair of the board is a member ex officio of the Board of Directors to provide input to that group of the Overseers' activities.

The Overseers are a more informal group, but they, too, are divided into committees to conduct their activities. In addition to an executive committee, the Overseers have a committee on Student Life, Faculty Affairs, Campus/Facilities, and Recruitment. The Overseers want to be helpful to the College as a community resource, and they give time to the board and to its committees to carry out that desire. For example, the Faculty Affairs committee of the Overseers sponsors an annual Faculty Appreciation Luncheon to honor faculty members for service to the campus community and its students.

The Board of Overseers is obviously a conduit and catalyst for annual fund-raising drives in the immediate area as well. Many of the members have professional ties to the various disciplines and provide insight into the needs of employers and advice to academic departments in reviewing and structuring their programs.

ALUMNI BOARD

In the normal way, Lindenwood College inducts all alumni automatically into the Alumni Association. That group then elects a Board, whose president is a member of the Board of Directors of the College. The Alumni Board operates in a perfectly regular way, much like that of any institution's Alumni Board and Association. The Alumni Board normally meets three times a year. The November and May meetings of the Board of Directors coincide with Alumni Board meetings as well. The third Alumni Board meeting each year comes on "Alumni Reunion Weekend" which is traditionally held on the second or third weekend in October, providing an opportunity for alumni to return to the campus for a visit.

Up until May, 1993, there were 10,504 living alumni of Lindenwood College, scattered around the world and ranging through the age levels. The May, 1993 Commencement added more than 700 to that number. What is remarkable is that of the 10,504 alumni prior to this past Commencement, some 5,415 have made some financial contribution to the College through the years. For some, it has been a one-time gift; for others, it is a continuing effort. The leading living alumna donor is a woman who has contributed in excess of \$335,000 over a period of years.

The Alumni Association sponsors each year at Commencement the presentation of Alumni Certificates of Merit for graduates who have distinguished themselves in their careers, who have given freely of their time and talent in community affairs, and those who have continued to support the College itself through the years.

In addition to cash contributions, alumni make in-kind donations of items such as computer equipment and software, furniture, book collections, artifacts, laboratory equipment, radio and video equipment and supplies.

Alumni are active in raising money for scholarships by sponsoring events such as Mrs. Sibley's Attic Sale each June, a giant arts-and-crafts and yard sale. The St. Louis Alumni Club sponsors an annual fashion show as a fund-raiser.

Alumni are also active in recruiting new students for Lindenwood. Each member of the Alumni Board has a scholarship to award to a student whom he or she identifies as worthy. Many alumni also serve as mentors of existing students in providing them with professional advising sessions, internship opportunities. Alumni members present an annual Alumni Career Symposium during Spring Semester each year.

At present, one-quarter of the members of the Lindenwood Board of Directors are alumni of the College. The sister of the Chairman of the Board of Directors is an alumna. Former members of Lindenwood College are involved in all aspects of college life and governance.

Many alumni of Lindenwood College have distinguished themselves in a variety of professional fields.

ADMINISTRATIVE AND SUPPORT STAFF

Dennis C. Spellmann has been President of Lindenwood College since March, 1989. During that time, the college has achieved a remarkable turnaround particularly in financial terms. President Spellmann has worked to strengthen and improve a large number of colleges and universities in the past several years. In addition to academic institutions, Spellmann has worked as a management and planning consultant to businesses, community organizations, and government entities.

The administration of the college is divided among a number of people.

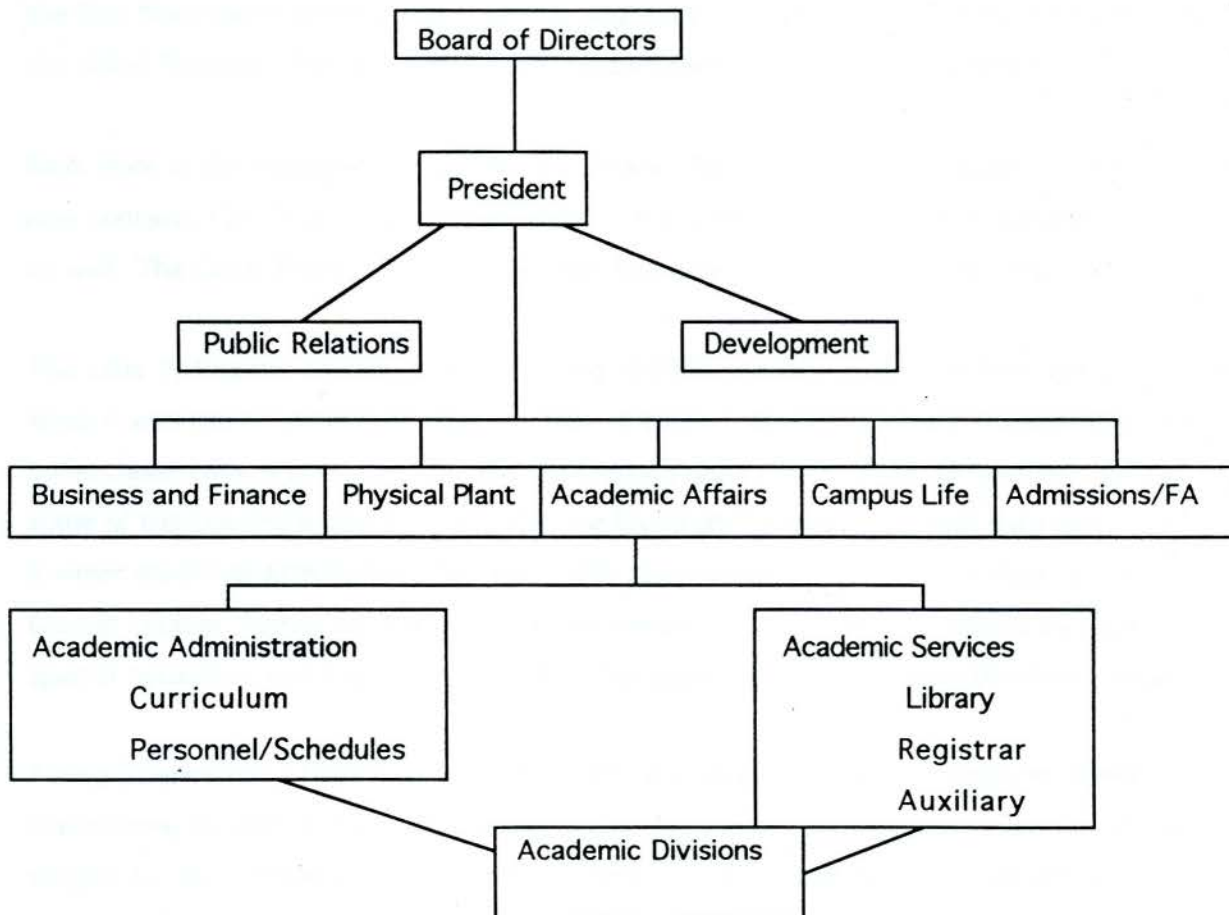
On the academic side, there are two individuals who divide the responsibilities that might commonly accrue to a Dean of Faculty. These two individuals are the Dean of the College and the Provost. In general, the Dean of the College takes care of the programmatic side, dealing with the disciplines, reviewing catalog, making calendars, and responsibilities of that sort. The Dean of the College is charged with academic discipline, suspensions, probations, and reinstatements. He is responsible for the Library and the Registrar, the Bookstore, Collections,

Drop/Add petitions from students, and petitions for variances to academic policies.

The Provost is responsible for reviewing and dealing with personnel matters, faculty load, program development, external sites, and enrollment management for the Graduate and Adult Programs.

Each division has an appointed dean to be responsible for the administration of the divisional part of the program. The dean convenes meetings of the division, keeps track of schedules, suggests additions or deletions to program, keeps track of needed catalog changes, watches the needs of the disciplines and their members, and represents the faculty of the division at the Council of Deans.

The administrative structure is fairly simple.



CHAPTER NINE

CAMPUS AND PHYSICAL PLANT RESOURCES

The campus grounds and buildings are one of Lindenwood's greatest resources. The campus covers 170 acres in what was originally the western edge of the city of St. Charles. Now the community surrounds the campus on every side, leaving Lindenwood as an island of trees, grass, and buildings. Some 50 acres at the back of the campus are not developed and are being slowly converted into an arboretum with the cooperation of the Missouri Botanical Garden.

There are seven buildings that form the heart of the academic part of the campus. These revolve around Roemer Hall, built in 1921. It is the largest building on campus. The lower level and the first floor house administrative offices and the bookstore, together with the lower level of the Jelkyl Theatre. The two upper floors contain classrooms and faculty offices.

Next door is the Margaret Leggat Butler Library (1930 with later additions). Butler Library now contains 154,000 books and periodicals. It is a selective government document depository as well. The Cardy Reading Room is the most beautiful indoor space on the campus.

The Lillie P. Roemer Memorial Arts Building (1939) preserves a name from earlier functions when it was the art and music building. Now it contains the Management Division offices and some classrooms, a computer lab, and the campus radio station, KCLC-FM and AM. Offices of some of the Communications faculty also are found on the lower level with the radio station. The Roemer Memorial Arts Building has two other special spaces: on the first floor, the Arthur S. Goodall Lounge, named for the longest-term member of the Board of Directors and used for special occasions, and Latzer Great Hall on the upper level which houses the Sibley Museum.

Young Science Hall (1966) has biology, chemistry, and mathematics/computer science classrooms, as well as those for history, political science, criminal justice, and philosophy and religion faculty. It has a large auditorium used for a variety of purposes, as well as the main

computer lab. It also has the campus TV studio.

The Fine Arts Building (1969) provides facilities for art, music, photography, dance, and performing arts. The Hendren Galley provides exhibit space for painting, sculpture, photography exhibits. This building has just been dedicated as Lloyd B. Harmon Hall in memory of the Rev. Lloyd B. Harmon, long-time faculty member and chaplain, and in honor of Jeanne Harmon Huesemann, and Raymond and Grace Harmon.

The Gables, built in 1915, and which was once the residence of President and Mrs. Roemer, now houses the English faculty offices. Connected to it is a much newer addition, housing the undergraduate Admissions staff. The twin buildings are in the center of the campus.

The Field House Athletic Center once was the stables when Lindenwood had an equestrian program. Now it has coaches' offices and locker rooms. It is located adjacent to both Harlan Hunter Stadium, an artificial-turf field which is home for football and soccer teams with a seating capacity of about 5,000 and a newly converted Fitness Center exercise and weight facility that used to be a covered riding arena.

Standing both literally and figuratively between the academic buildings is Butler Hall (1930). Once a residence hall, Butler now has, on its main floor, the offices of Campus Life, and various lounges for student use on the upper floors. In the lower level of Butler is the Warner Indoor Swimming Pool, which has the distinction of being the first indoor swimming pool west of the Mississippi River.

On beyond Butler are the student residential facilities. Sibley Hall (1856, with additions) is the historic center of the campus and once the entire thing. It replaced the original log cabin of the Sibleys. It is today listed on the National Register of Historic Sites. It serves as a women's honor residence hall for 95 women.

Ayres Hall (1908), named for a long-ago former president of the college, is a men's residence hall today, though connected to the back is Ayres Dining Room which makes it the focus of attention for students repeatedly through the day. It houses 81 students.

Irwin Hall (1924) is also a traditional women's residence hall, with a capacity of 146 students.

Parker Hall (1966) houses 152 men students, while McCluer Hall (1961) accommodates 121 women.

Niccols Hall (1916) has been converted into apartment-type units for 137 women. The Delta Zeta sorority occupies the lower level.

There are three smaller housing units, all former residences, that today serve as fraternity houses for the newly-created Greek groups on campus:

1. Stumberg Hall (1933) is home for 19 of the Delta Chi fraternity
2. Eastlick Hall (1921) is home for 15 Sigma Tau Gamma fraternity men.
3. Watson Lodge (1929) has 11 men from the Alpha Sigma Phi fraternity.

Lindenwood College also leases two off-campus facilities. One is the Westport Center in west St. Louis County which houses classrooms for LCIE and MBA classes. The other is the Lindenwood Athletic Complex across the river in Bridgeton. This serves as the home court for college basketball and volleyball teams and is used for indoor practice in baseball, softball, and track.

Lindenwood College also offers academic coursework at the St. Charles Synergy Center, a small business incubator located in St. Peters in mid-St. Charles County.

During the 1992-1993 academic year, the College bought a small trailer court adjacent to the campus. The land is intended, in the relatively near future, to be the site for a gymnasium, but in the meantime, the existing trailers are being used to house male and married students. Currently, some 73 students live in the trailer units.

The long-range plans for the College envision an expansion all the way out to First Capital Drive and West Clay . Tentative plans have been drawn that would clear the land all the way from the present campus boundaries to the intersection of West Clay and First Capitol Drive and redevelop the area into a new entrance to Lindenwood along with other facilities to be built in the area in the future.

In the area of the present campus, the College made a major effort to improve the condition of its facilities. The major effort was in the area of the physical plant. The physical plant was in a state of disrepair and the College was spending a large amount of money each year to maintain it. The physical plant was in a state of disrepair and the College was spending a large amount of money each year to maintain it.

There was a total of more than three hundred physical conditions of the plant which efforts were made to fix. The physical plant was in a state of disrepair and the College was spending a large amount of money each year to maintain it.

In 1987, total revenues to the College from all sources were \$2,094,428 and total expenditures were \$2,877,510, leaving a surplus of \$783,088.

In 1988, total revenues were \$2,111,578 and total expenditures were \$2,075,900, leaving a deficit of \$35,672.

Beginning in 1975, the physical plant of the College began to deteriorate and has continued to be a major problem. In 1988, the total revenues of the College were \$2,111,578, while total expenditures were \$2,075,900. In 1989, total revenues were \$14,141,131, while expenditures were \$14,291,800.

Chapter Ten

Financial Resources

In no area of its operations has Lindenwood College made a more dramatic change than in the condition of its finances. As we saw in the Introduction, accumulated operating deficits threatened the very existence of the college. For a decade and a half, the College received annual going concern audit opinions because of annual operating deficits averaging half a million dollars each year. The unrestricted endowment and many of the fixed assets of the College were dissipated. In addition to these obvious financial problems, the College was deferring plant maintenance.

There was a brief respite from these gloomy financial conditions in the mid-1980s, when efforts were made to put the condition of the College on a sounder footing. However, even these efforts were marked by the sale of assets to meet current obligations. A good deal of property and most of the remaining unrestricted endowment were liquidated. Even those efforts did not solve any of the long-term problems and clearly exacerbated the short-term problems.

In 1987, total revenues to the College from all sources were \$9,209,426 while total expenditures were \$8,872,808 leaving a surplus of \$336,618.

In 1988, total revenues were \$8,813,678 but total expenditures were \$9,076,809, giving a deficit of \$263,131.

Beginning in 1989, the financial situation of the College began to demonstrate what has continued to be a remarkable upsurge. In 1989, the total revenues of the College were \$10,645,586, while total expenditures were \$10,508,504. In 1990, total revenues were \$14,141,651, while expenditures totalled \$11,797,808.

In 1991, total revenues were \$17,855,031 and total expenditures were \$15,752,186. In 1992, total revenues were \$26,424,821, and total expenditures were \$18,920,934. Scholarship aid in 1992 reached a total of \$7,688,726, very nearly the entire budget of just five years ago.

In the fiscal year ending June 30, 1993, total revenues were \$24,601,054, while total expenditures were \$20,680,432. The College continues to operate in a sound fiscal manner, with annual surpluses to put into campus expansion and modernization. In the last fiscal year, nearly \$2,700,000 was used for capital purposes from the educational and general income of the college.

The financial operation of the College is done in a very conservative manner. Since the programs are essentially tuition-driven, all financial planning begins with estimates of student enrollment for the coming year. Because of the conservative approach taken to finances, such estimates are made on a worst-case-scenario basis, so that only pleasant surprises will take place in the following September. Consistently, the estimates used for projecting revenues have been lower than the actual enrollments.

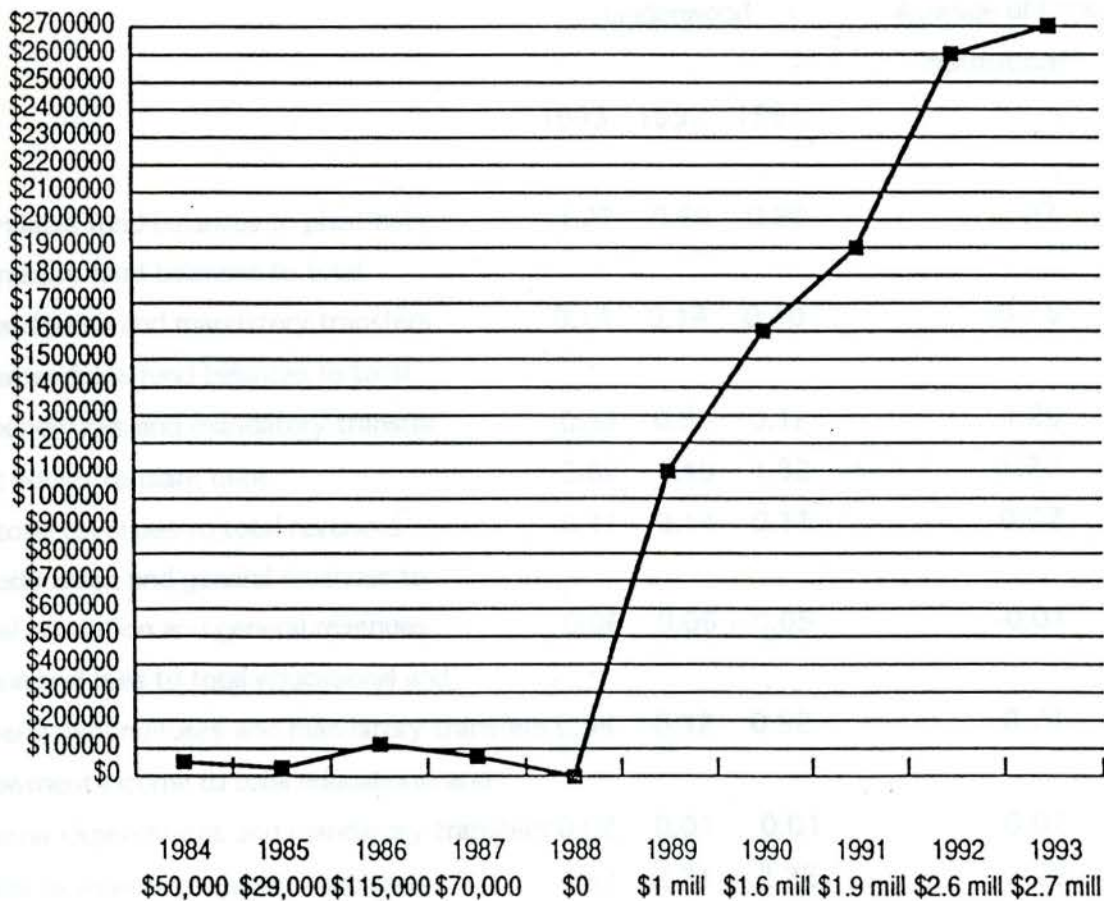
On the basis of these preliminary estimates, budgets are projected for expenditures for the various aspects of college operations. These numbers are taken as target estimates only. Actual expenditures are monitored very closely by the administration of the College. When proposals are made for special expenditures during the year, the president determines whether the funds can be made available. This approach does not include the passing-through of definite budgets to most areas of the College for disposal during the year under a prior approval method. The method has clearly produced results in terms of continued financial health.

Another area with a major improvement has been in endowment. Most of the endowment had been borrowed for other purposes in past years, and all of those inter-fund loans now have been repaid. In addition, a major effort has been made to augment the endowment. One major long-term accomplishment here came in 1992, with the establishment of an anonymous Charitable Remainder Trust totalling \$3,000,000. Under the terms of that trust, the College is not

currently receiving income, but the total amount will revert to the college on the death of the donor. In addition, the College did receive a major inheritance during 1992 under the terms of another trust. The total restricted fund in the endowment as of June 30, 1992 was \$2,819,466. With the addition of the value of the Remainder Trust and some other minor funds, the total book value of the endowment as of June 30, 1992 was \$5,865,674. During the fiscal year ending June 30, 1993, the value of the endowment grew to \$6,162,380. The total value had been \$1,466,438 on June 30, 1991.

The growth of the endowment is all the more noteworthy in light of over \$9.5 million in capital improvements which have been completed on the historical Lindenwood College campus since 1988, as the figure below illustrates:

Capital Improvements



At present, the indebtedness of Lindenwood is negligible. All government bonds issued for Young Science Hall, the Fine Arts Building and the Butler Library addition have been retired, leaving a balance of long-term housing low-interest bonds of \$893,000, due in 2024. The bank debt, once \$2,500,000, has been reduced to \$1000, with that sum purposely retained to keep the line-of-credit open.

The following chart employs a number of standard ratios to compare Lindenwood College to similar institutions.

Ratio Analysis Comparing Lindenwood to Similar Institutions

	Lindenwood			Average of Other Institutions*
	1993	1992	1991	
Expendable fund balances to plant debt	1.27	0.69	0.60	2.02
Expendable fund balances to total expenditures and mandatory transfers	0.14	0.14	0.10	0.75
Nonexpendable fund balances to total expenditures and mandatory transfer	0.34	0.38	0.17	1.29
Plant equity to plant debt	3.82	1.48	1.32	1.27
Net total revenues to total revenues	0.11	0.14	0.11	0.02
Net education and general revenues to total education and general revenues	0.06	0.06	0.05	-0.01
Tuition and fees to total educational and general expenditures and mandatory transfers	0.94	0.92	0.92	0.71
Endowment income to total educational and general expenditures and mandatory transfers	0.02	0.01	0.01	0.07
Available assets to general liabilities	4.67	2.71	2.22	2.20
Debt service to unrestricted current				

fund revenue

0.08 0.04 0.11

0.06

*Comparative institutions include Aurora, Beloit, Carroll, Fontbonne, Illinois Wesleyan, Knox, Lake Forest, MacMurray, Midway, Millikin, and Transylvania.

Chapter Eleven

Student Academic Achievement

Like most institutions, Lindenwood College is new to the assessment process. We have made extensive preparations to participate in assessment, however. During the latter part of the 1991-1992 academic year, each program studied the process of assessment and prepared plans for assessment activities. These plans were accumulated and placed in the Comprehensive Student Assessment Program. During the 1992-1993 year, a member of the faculty was appointed Assessment Officer and charged with the yearly implementation of the various assessment modes.

The Comprehensive Student Assessment is divided into several parts. One deals with the General Education component of the curriculum. One part aggregates the several majors. A third deals with the Student Life aspect of our program.

All these components follow a common pattern. Each begins by establishing, for that program, appropriate goals and objectives, consistent with the Mission Statement of the college. For the purposes of this plan, goals were defined as desirable outcomes that were less susceptible to measurement, and objectives were seen as desirable outcomes that were capable of more precise measurement.

We encountered the same problems in devising the CSAP that almost everyone else seems to have done. We were alerted to the potential pitfalls by workshops at the North Central Association Annual Meetings and the regional assessment workshops a year ago (we attended the one in Denver). As elsewhere, there was clearly some faculty resistance. As in other institutions, this faculty resistance arose from several points. Some saw it as another form of "educational establishment" harassment which would pass away if we all could drag our feet long enough. Others saw it as a thinly-disguised method of administrative evaluation of faculty. For some, it was merely an added burden to an already overloaded job. These objections have not entirely gone away, but most faculty certainly have taken the project seriously and have produced plans

that were perfectly acceptable.

Another species of problem simply came from the newness of the exercise, and our fears that we were not doing it right. Those apprehensions are dissipating as we go further through the first cycle of assessment.

From the first, we envisioned the assessment process as a continuum from the determination of the Mission of the College through the implementation of that mission into specific programs and on to measurement of outcomes.

The Mission Statement of the College asserts that it is one of the purposes of the College to provide educational experiences that unite the liberal arts with professional and preprofessional studies. There are several implications here that impact on the assessment process.

The fact that Lindenwood College is a liberal arts institution imposes historic obligations on us. Liberal arts education for centuries has involved providing a framework from which the student may build a personal outlook on life. It assumes that there is an inheritance of ideas and knowledge from the past that an educated person should know. It assumes an exposure to enduring values and attitudes to which the student needs to react. Thus, the Lindenwood curriculum includes a strong general education component which is required of all undergraduate students. This part of the Lindenwood curriculum clearly represents an important commitment of the college as reflected in its 49-50 semester hours required, and it figures prominently in the assessment program. General education, in other words, is a very important part of what we do. We planned to implement this commitment by ensuring that all courses that meet the various general education requirements flow from the goals established by the College for general education and that syllabi and examinations carry out the goals and objectives that reflect our mission.

Another component of the liberal arts experience which is at least as important is the capacity for life-long learning. Historically, the liberal arts approach to education has stressed those skills and attitudes that would make it possible for the individual to renew knowledge, redirect

skills, and maintain a flexibility that never goes out of date. The Lindenwood curriculum assumes that education cannot be a process for imparting static materials to students but must make it possible for them to acquire or improve the skills necessary to renew knowledge throughout life.

We feel, as well, that the out-of-classroom life of students also figures in their maturation and development. We have established goals and objectives for this part of the college experience as well.

Assessment Methods

Because the actual Comprehensive Student Assessment Program is so bulky, only a summary of the assessment plans for each area has been included here. The summaries give the essential elements of each area assessment program, but to include the entire 1992-1993 document would make the Self-Study unwieldy. A copy of the entire document is available in the team on-campus office.

The materials given here follow the general pattern of the current Comprehensive Student Assessment Plan. The first portion is devoted to general education. Then the various academic majors and areas are covered. Finally, the area of student life is explored.

General Education

Faculty teaching courses that satisfy the several general education requirements construct their courses so that the course goals and objectives flow from the over-all goals and objectives of the general education program. Their syllabi will reflect their purposes in carrying out these portions of the over-all goals and objectives appropriate to their courses. Their examinations will test students on materials that fulfill the goals and objectives.

In order to assess the success of the general education program, all syllabi and examinations will be examined to determine the extent to which the program goals and objectives have been

carried through to the individual courses. Examinations will be examined to determine the extent to which the course goals and objectives were actually taught and examined. In addition, an evaluation is made each semester to determine that courses relating to all the General Education goals and objectives were actually taught. Each objective and goal is surveyed along with the appropriate courses to ensure coverage.

In the 1992-1993 academic year, this ambitious process to examine syllabi and examinations was initiated. Syllabi were collected and reviewed, and the various general education goals and objectives were correlated with the actual courses taught. Work on this project, which the College regards as an important ongoing and continuing component of its assessment program, continues.

For the academic year 1992-1993, the correlation between courses and General Education goals and objectives was as follows:

OBJECTIVE NO.1: Through the joint efforts of Lindenwood faculty and students in teaching and learning, students will be able to develop a clear written argument or oral discussion, developing a thesis, illustrating generalizations, supporting conclusions with evidence, proceeding from section to section in an orderly and logical fashion.

Fall Semester 1992:

Humanities Courses

- ART 210 CONCEPTS OF THE VISUAL ARTS
- DAN 110 DANCE AS AN ART
- ENG 101 ENGLISH COMPOSITION I
- ENG 102 ENGLISH COMPOSITION II
- ENG 201 WORLD LITERATURE I
- ENG 235 AMERICAN LITERATURE I
- ENG 305 ENGLISH LITERATURE TO 1660
- ENG 349 ASIAN LITERATURE
- FLF 101 ELEMENTARY FRENCH I
- FLF 201 INTERMEDIATE FRENCH I

FLI 101 ELEMENTARY ITALIAN I
FLS 101 ELEMENTARY SPANISH I
MUS 165 INTRODUCTION TO MUSIC LITERATURE
PHL 213 CONTEMPORARY PHILOSOPHY
PHL 216 PHILOSOPHY OF BUSINESS AND ECONOMICS
REL 100 INTRODUCTION TO RELIGION
REL 200 WORLD RELIGIONS
REL 210 OLD TESTAMENT

These courses were all evaluated using a mixture of essay examinations and papers.

Spring Semester 1993

ART 210 CONCEPTS OF THE VISUAL ARTS
ENG 101 ENGLISH COMPOSITION I
ENG 102 ENGLISH COMPOSITION II
ENG 202 WORLD LITERATURE II
ENG 236 AMERICAN LITERATURE II
ENG 306 ENGLISH LITERATURE 1660 TO 1900
FLF 102 ELEMENTARY FRENCH II
FLF 202 INTERMEDIATE FRENCH II
FLI 102 ELEMENTARY ITALIAN II
FLS 102 ELEMENTARY SPANISH II
MUS 165 INTRODUCTION TO MUSIC LITERATURE
PHL 211 ANCIENT/MEDIEVAL PHILOSOPHY
PHL 214 ETHICS
REL 100 INTRODUCTION TO RELIGION
REL 202 RELIGION IN AMERICA
REL 211 NEW TESTAMENT
REL 220 INTRODUCTION TO CHRISTIAN DOCTRINE
TA 117 INTRODUCTION TO THE THEATRICAL ARTS
TA 360 TRADITIONAL DRAMA OF ASIA

These courses are also evaluated with essay examinations, papers, and, in one case, a journal.

Fall Semester 1992

Social Science Courses

- ANT 234 ISLAMIC SOCIETIES
- BA 210 SURVEY OF POLITICAL ECONOMICS
- COL 310 FOCUS ON MODERN EUROPE
- HIS 100 HUMAN COMMUNITY
- HIS 105 AMERICA: COLONY TO CIVIL WAR
- HIS 200 THE CONTEMPORARY WORLD
- HIS 205 HISTORY OF ASIA I
- HIS 333 NINETEENTH CENTURY EUROPE
- PS 155 AMERICAN GOVERNMENT
- PS 206 AMERICAN STATE AND LOCAL POLITICS
- PSY 100 PRINCIPLES OF PSYCHOLOGY
- PSY 101 INTERACTIVE PSYCHOLOGY
- PSY 200 HUMAN DEVELOPMENT
- SOC 102 BASIC CONCEPTS OF SOCIOLOGY
- SOC 220 SOCIAL PROBLEMS

These courses were evaluated using a variety of essay exams and papers.

Spring Semester 1993

- ANT 112 CULTURAL ANTHROPOLOGY
- COL 300 FOCUS ON MODERN ASIA
- COL 310 FOCUS ON MODERN EUROPE
- HIS 100 HUMAN COMMUNITY
- HIS 106 AMERICA: CIVIL WAR TO WORLD POWER
- HIS 206 HISTORY OF ASIA II
- HIS 212 HISTORY OF RUSSIA II

Self-Study 1993-1994

- HIS 214 THE UNITED STATES AND VIETNAM
- HIS 334 TWENTIETH-CENTURY EUROPE
- PS 155 AMERICAN GOVERNMENT
- PS 206 AMERICAN STATE AND LOCAL POLITICS
- PSY 100 PRINCIPLES OF PSYCHOLOGY
- PSY 101 INTERACTIVE PSYCHOLOGY
- PSY 200 HUMAN DEVELOPMENT: CHILDHOOD
- SOC 102 BASIC CONCEPTS OF SOCIOLOGY
- SOC 214 THE FAMILY
- SOC 218 RACE AND ETHNICITY

Similar methods, essay exams and papers, were used in all these courses, as well as in all the groups of courses to follow.

Fall Quarter 1992

LCIE Humanities and Social Science Courses

- ICM 101 COMMUNICATIONS I
- ICM 102 COMMUNICATIONS II
- ICM 104 LITERARY TYPES
- IEN 201 WORLD LITERATURE AND IDEAS I
- IPH 100 INTRODUCTION TO PHILOSOPHY
- IRT 210 CONCEPTS OF VISUAL ARTS
- IPY 100 PRINCIPLES OF PSYCHOLOGY
- ICS 102 CONCEPTS OF SOCIOLOGY
- IPS 155 AMERICAN NATIONAL GOVERNMENT
- IHS 100 HISTORY OF HUMAN COMMUNITY
- ICL 341 POLITICS AND CULTURE OF 20TH-CENTURY AFRICA
- ICL 342 AFRICA CONTINUUM
- IHS 212 HISTORY OF RUSSIA II
- IEN 337 RUSSIAN AUTHORS
- ICL 320 CHINESE ART AND CULTURE

ICL 330 JAPANESE ART AND CULTURE

IPS 155 AMERICAN NATIONAL GOVERNMENT

Winter Quarter 1993

ICL 341 POLITICS AND CULTURE OF 20TH-CENTURY AFRICA

LCIE Humanities and Social Science Courses

ICS 102 CONCEPTS OF SOCIOLOGY

ICM 101 COMMUNICATIONS I

ICM 102 COMMUNICATIONS II

ICM 104 LITERARY TYPES

IEN 201 WORLD LITERATURE AND IDEAS I

IPH 100 INTRODUCTION TO PHILOSOPHY

IRT 210 CONCEPTS OF VISUAL ARTS

IPY 100 PRINCIPLES OF PSYCHOLOGY

ICS 102 CONCEPTS OF SOCIOLOGY

IPS 155 AMERICAN NATIONAL GOVERNMENT

IHS 100 HISTORY OF HUMAN COMMUNITY

ICL 341 POLITICS AND CULTURE OF 20TH-CENTURY AFRICA

ICL 342 AFRICA CONTINUUM

IHS 212 HISTORY OF RUSSIA II

IEN 337 RUSSIAN AUTHORS

ICL 320 CHINESE ART AND CULTURE

ICL 330 JAPANESE ART AND CULTURE

ICL 330 JAPANESE ART AND CULTURE

Spring Quarter 1993

ICM 101 COMMUNICATIONS I

ICM 102 COMMUNICATIONS II

ICM 104 LITERARY TYPES

IEN 201 WORLD LITERATURE AND IDEAS I

IPH 100 INTRODUCTION TO PHILOSOPHY

IRT 210 CONCEPTS OF VISUAL ARTS

IPY 100 PRINCIPLES OF PSYCHOLOGY

ICS 102 CONCEPTS OF SOCIOLOGY
IPS 155 AMERICAN NATIONAL GOVERNMENT
IHS 100 HISTORY OF HUMAN COMMUNITY
ICL 341 POLITICS AND CULTURE OF 20TH -CENTURY AFRICA
ICL 342 AFRICA CONTINUUM
IHS 212 HISTORY OF RUSSIA II
IEN 337 RUSSIAN AUTHORS
ICL 320 CHINESE ART AND CULTURE
ICL 330 JAPANESE ART AND CULTURE
ICL 351 ART AND CULTURE OF INDIA
ICL 352 LITERATURE OF INDIA

LCIE Mathematics and Science Courses:

IMH 131 PROBLEM SOLVING AND STATISTICS
INS 110 MODERN PROBLEMS IN SCIENCE

Winter Quarter 1993

LCIE Mathematics and Science Courses:

IMH 131 PROBLEM SOLVING AND STATISTICS
INS 110 MODERN PROBLEMS IN SCIENCE

Spring Quarter 1993

IMH 131 PROBLEM SOLVING AND STATISTICS
INS 110 MODERN PROBLEMS IN SCIENCE

OBJECTIVE NO. 2: Through the joint efforts of Lindenwood faculty and students in teaching and learning, students will be able to develop computational skills and learn to solve various types of mathematical problems.

In the various courses that follow, evaluations were made through a variety of papers, essay examinations, and journals.

Fall Semester 1992

Humanities Courses:

MUS 100 FUNDAMENTALS OF MUSIC

PHL 215 LOGIC

Spring Semester 1993

MUS 100 FUNDAMENTALS OF MUSIC

PHL 215 LOGIC

Social Science Courses:

BA 210 SURVEY OF POLITICAL ECONOMICS

PSY 100 PRINCIPLES OF PSYCHOLOGY

Spring Semester 1993

BA 210 SURVEY OF POLITICAL ECONOMICS

PSY 100 PRINCIPLES OF PSYCHOLOGY

Fall Semester 1992

Natural Science and Mathematics Courses:

CHM 100 CONCEPTS OF CHEMISTRY

CHM 101 THE WORLD OF CHEMISTRY

Self-Study 1993-1994

MTH 111 CONCEPTS OF MATHEMATICS
MTH 121 INTRODUCTION TO CONTEMPORARY MATHEMATICS
MTH 141 BASIC STATISTICS
MTH 151 COLLEGE ALGEBRA
MTH 171 CALCULUS I
PHY 100 CONCEPTS IN PHYSICS

Spring Semester 1993

CHM 100 CONCEPTS OF CHEMISTRY
CHM 101 THE WORLD OF CHEMISTRY
CHM 152 GENERAL CHEMISTRY
MTH 111 CONCEPTS OF MATHEMATICS
MTH 121 INTRODUCTION TO CONTEMPORARY MATHEMATICS
MTH 141 BASIC STATISTICS
MTH 151 COLLEGE ALGEBRA
MTH 171 CALCULUS I
PHY 100 CONCEPTS IN PHYSICS

Fall Quarter 1992

LCIE Mathematics and Science Courses:

IMH 131 PROBLEM SOLVING AND STATISTICS
INS 110 MODERN PROBLEMS IN SCIENCE

Winter Quarter 1993

LCIE Mathematics and Science Courses

IMH 131 PROBLEM SOLVING AND STATISTICS
INS 110 MODERN PROBLEMS IN SCIENCE

Spring Quarter 1993

LCIE Mathematics and Science Courses

- IMH 131 PROBLEM SOLVING AND STATISTICS
- INS 110 MODERN PROBLEMS IN SCIENCE

OBJECTIVE No. 3: Through the joint efforts of Lindenwood faculty and students in teaching and learning, students will be able to critically analyze, evaluate, and distinguish the influences and interrelationships of psychological, social, and cultural conditions and values on human behavior.

Fall Semester 1992

Humanities Courses:

- ENG 201 WORLD LITERATURE I
- PHL 213 CONTEMPORARY PHILOSOPHY
- PHL 216 PHILOSOPHY OF BUSINESS AND ECONOMICS
- REL 100 INTRODUCTION TO RELIGION
- REL 200 WORLD RELIGIONS
- REL 210 OLD TESTAMENT

Spring Semester 1993

- ENG 202 WORLD LITERATURE II
- PHL 214 ETHICS
- REL 100 INTRODUCTION TO RELIGION
- REL 202 RELIGION IN AMERICA

Fall Semester 1992

Social Science Courses

Self-Study 1993-1994

ANT 234 ISLAMIC SOCIETIES
BA 210 SURVEY OF POLITICAL ECONOMICS
COL 310 FOCUS ON MODERN EUROPE
HIS 100 HUMAN COMMUNITY
HIS 200 THE CONTEMPORARY WORLD
HIS 205 HISTORY OF ASIA II
HIS 333 NINETEENTH CENTURY EUROPE
PSY 100 PRINCIPLES OF PSYCHOLOGY
PSY 101 INTERACTIVE PSYCHOLOGY
PSY 200 HUMAN DEVELOPMENT
SOC 102 BASIC CONCEPTS OF SOCIOLOGY
SOC 220 SOCIAL PROBLEMS

Spring Semester 1993

ANT 112 CULTURAL ANTHROPOLOGY
COL 300 FOCUS ON MODERN ASIA
COL 310 FOCUS ON MODERN EUROPE
HIS 100 HUMAN COMMUNITY
HIS 106 AMERICA: CIVIL WAR TO WORLD POWER
HIS 206 HISTORY OF ASIA II
HIS 212 HISTORY OF RUSSIA II
HIS 214 THE UNITED STATES AND VIETNAM
HIS 334 TWENTIETH-CENTURY EUROPE
PS 155 AMERICAN GOVERNMENT
PS 206 AMERICAN STATE AND LOCAL POLITICS
PSY 100 PRINCIPLES OF PSYCHOLOGY
PSY 101 INTERACTIVE PSYCHOLOGY
PSY 200 HUMAN DEVELOPMENT: CHILDHOOD
SOC 102 BASIC CONCEPTS OF SOCIOLOGY
SOC 214 THE FAMILY
SOC 218 RACE AND ETHNICITY

Fall Quarter 1992

Self-Study 1993-1994

LCIE Social Science Courses:

- IPY 100 PRINCIPLES OF PSYCHOLOGY
- ICS 102 CONCEPTS OF SOCIOLOGY
- IPS 155 AMERICAN NATIONAL GOVERNMENT
- IHS 100 HISTORY OF HUMAN COMMUNITY

Winter Quarter 1993

LCIE Social Science Courses

- IPY 100 PRINCIPLES OF PSYCHOLOGY
- ICS 102 CONCEPTS OF SOCIOLOGY
- IPS 155 AMERICAN NATIONAL GOVERNMENT
- IHS 100 HISTORY OF HUMAN COMMUNITY

Spring Quarter 1993

LCIE Social Science Courses

- IPY 100 PRINCIPLES OF PSYCHOLOGY
- ICS 102 CONCEPTS OF SOCIOLOGY
- IPS 155 AMERICAN NATIONAL GOVERNMENT
- IHS 100 HISTORY OF HUMAN COMMUNITY
- ICL 351 ART AND CULTURE OF INDIA

OBJECTIVE NO. 4 Through the joint efforts of Lindenwood faculty and students in teaching and learning, students will be able to identify and appreciate the arts and their historical role in shaping human ideas, aspirations, and values.

Fall Semester 1992

Humanities Courses:

- ART 210 CONCEPTS OF THE VISUAL ARTS
- DAN 110 DANCE AS AN ART
- ENG 201 WORLD LITERATURE I
- FLF 201 INTERMEDIATE FRENCH I
- MUS 100 FUNDAMENTALS OF MUSIC
- MUS 165 INTRODUCTION TO MUSIC LITERATURE
- REL 200 WORLD RELIGIONS
- REL 210 OLD TESTAMENT

Humanities Courses:

Spring Semester 1993

- ART 210 CONCEPTS OF THE VISUAL ARTS
- ENG 202 WORLD LITERATURE II
- FLF 202 INTERMEDIATE FRENCH II
- MUS 100 FUNDAMENTALS OF MUSIC
- MUS 165 INTRODUCTION TO MUSIC LITERATURE
- REL 200 WORLD RELIGIONS
- REL 211 NEW TESTAMENT

Fall Quarter 1992

LCIE Humanities Courses:

- IEN 210 WORLD LITERATURE AND IDEAS
- IPH 100 INTRODUCTION TO PHILOSOPHY
- IRT 210 CONCEPTS OF VISUAL ARTS
- ICL 320 CHINESE ART AND CULTURE
- ICL 330 JAPANESE ART AND CULTURE

Winter Quarter 1993

LICE Humanities Courses

- IEN 210 WORLD LITERATURE AND IDEAS
- IPH 100 INTRODUCTION TO PHILOSOPHY
- IRT 210 CONCEPTS OF VISUAL ARTS
- ICL 320 CHINESE ART AND CULTURE
- ICL 330 JAPANESE ART AND CULTURE

Spring Quarter 1993

Humanities Courses

- IEN 210 WORLD LITERATURE AND IDEAS
- IPH 100 INTRODUCTION TO PHILOSOPHY
- IRT 210 CONCEPTS OF VISUAL ARTS
- ICL 320 CHINESE ART AND CULTURE
- ICL 330 JAPANESE ART AND CULTURE

- ICL 351 ART AND CULTURE OF INDIA
- ICL 352 LITERATURE OF INDIA

OBJECTIVE No. 5: Through the joint efforts of Lindenwood faculty and students in teaching and learning, students will be able to understand and appreciate the natural and physical environment, and the relevant historical and contemporary factors that have an impact on the physical and natural world and society.

Fall Semester 1992

Humanities Courses:

- ENG 201 WORLD LITERATURE I
- REL 200 WORLD RELIGIONS

Spring Semester 1993

ENG 202 WORLD LITERATURE II

Fall Semester 1992

Natural Science and Mathematics Courses:

BIO 110 PRINCIPLES IN BIOLOGY

BIO 112 CONCEPTS IN BIOLOGY I

CHM 100 CONCEPTS IN CHEMISTRY

CHM 101 THE WORLD OF CHEMISTRY

PHY 100 CONCEPTS OF PHYSICS

Spring Semester 1993

BIO 110 PRINCIPLES IN BIOLOGY

BIO 112 CONCEPTS IN BIOLOGY I

CHM 100 CONCEPTS IN CHEMISTRY

CHM 101 THE WORLD OF CHEMISTRY

CHM 152 GENERAL CHEMISTRY

PHY 100 CONCEPTS OF PHYSICS

Fall Quarter 1992

LCIE Science Course:

INS 110 MODERN PROBLEMS IN SCIENCE

Winter Quarter 1993

LCIE Science Course

Self-Study 1993-1994

Page

INS 110 MODERN PROBLEMS IN SCIENCE

Spring Quarter 1993

Science Course

INS 110 MODERN PROBLEMS IN SCIENCE

OBJECTIVE NO. 6: Through the joint efforts of Lindenwood faculty and students in teaching and learning, students will be able to comprehend and interpret the development of ideas, institutions, and values of Western and non-Western societies.

Fall Semester 1992

Humanities Courses:

ART 210 CONCEPTS OF THE VISUAL ARTS
ENG 201 WORLD LITERATURE I
ENG 349 ASIAN LITERATURE
FLF 101 ELEMENTARY FRENCH I
FLF 201 INTERMEDIATE FRENCH I
FLI 101 ELEMENTARY ITALIAN I
FLS 101 ELEMENTARY SPANISH I
PHL 213 CONTEMPORARY PHILOSOPHY
PHL 216 PHILOSOPHY OF BUSINESS AND ECONOMICS
REL 100 INTRODUCTION TO RELIGION
REL 200 WORLD RELIGIONS
REL 210 OLD TESTAMENT

Spring Semester 1993

ART 210 CONCEPTS OF THE VISUAL ARTS
ENG 202 WORLD LITERATURE II
FLF 101 ELEMENTARY FRENCH I

Self-Study 1993-1994

FLF 201 INTERMEDIATE FRENCH I
FLI 101 ELEMENTARY ITALIAN I
FLS 101 ELEMENTARY SPANISH I
PHL 211 ANCIENT/MEDIEVAL PHILOSOPHY
PHL 214 ETHICS
REL 100 INTRODUCTION TO RELIGION
REL 202 RELIGION IN AMERICA
REL 211 NEW TESTAMENT
REL 220 INTRODUCTION TO CHRISTIAN DOCTRINE
TA 117 INTRODUCTION TO THE THEATRICAL ARTS
TA 360 TRADITIONAL DRAMA OF ASIA

Fall Semester 1992

Social Science Courses

ANT 234 ISLAMIC SOCIETIES
COL 210 FOCUS ON MODERN EUROPE
HIS 100 HUMAN COMMUNITY
HIS 205 HISTORY OF ASIA I
HIS 333 NINETEENTH CENTURY EUROPE

Spring Semester 1993

ANT 112 CULTURAL ANTHROPOLOGY
COL 300 FOCUS ON MODERN ASIA
COL 310 FOCUS ON MODERN EUROPE
HIS 100 HUMAN COMMUNITY
HIS 206 HISTORY OF ASIA II
HIS 334 TWENTIETH CENTURY EUROPE

Fall Quarter 1992

LCIE Humanities and Social Science Courses:

Self-Study 1993-1994

- IEN 201 WORLD LITERATURE AND IDEAS
- IPH 100 INTRODUCTION TO PHILOSOPHY
- IRT 210 CONCEPTS OF VISUAL ARTS
- IHS 100 HISTORY OF HUMAN COMMUNITY
- ICL 341 POLITICS AND CULTURE OF 20TH-CENTURY AFRICA
- ICL 342 AFRICAN CONTINUUM
- IHS 212 HISTORY OF RUSSIA II
- ICL 320 CHINESE ART AND CULTURE
- ICL 330 JAPANESE ART AND CULTURE
- IEN 337 RUSSIAN AUTHORS

Winter Quarter 1993

LCIE Humanities and Social Science Courses

- IEN 201 WORLD LITERATURE AND IDEAS
- IPH 100 INTRODUCTION TO PHILOSOPHY
- IRT 210 CONCEPTS OF VISUAL ARTS
- IHS 100 HISTORY OF HUMAN COMMUNITY
- ICL 341 POLITICS AND CULTURE OF 20TH-CENTURY AFRICA
- ICL 342 AFRICAN CONTINUUM
- IHS 212 HISTORY OF RUSSIA II
- ICL 320 CHINESE ART AND CULTURE
- ICL 330 JAPANESE ART AND CULTURE

Spring Quarter

Humanities and Social Science Courses

- IEN 201 WORLD LITERATURE AND IDEAS
- IPH 100 INTRODUCTION TO PHILOSOPHY
- IRT 210 CONCEPTS OF VISUAL ARTS

- IHS 100 HISTORY OF HUMAN COMMUNITY
- ICL 341 POLITICS AND CULTURE OF 20TH-CENTURY AFRICA
- ICL 342 AFRICAN CONTINUUM
- IHS 212 HISTORY OF RUSSIA II
- ICL 320 CHINESE ART AND CULTURE
- ICL 330 JAPANESE ART AND CULTURE
- IEN 337 RUSSIAN AUTHORS

OBJECTIVE No. 7: Through the joint efforts of Lindenwood faculty and students in teaching and learning, students will be able to comprehend and interpret the development of political systems and policy-making at the federal, state, and local levels in the United States.

Fall Semester 1992

Social Science Courses:

- HIS 105 AMERICA: COLONY TO CIVIL WAR
- HIS 204 THE WESTWARD MOVEMENT
- PS 155 AMERICAN GOVERNMENT
- PS 206 AMERICAN STATE AND LOCAL POLITICS

Spring Semester 1993

- HIS 106 AMERICA: CIVIL WAR TO WORLD POWER
- HIS 255 THE SOUTH IN AMERICAN HISTORY
- PS 155 AMERICAN GOVERNMENT
- PS 206 AMERICAN STATE AND LOCAL POLITICS

Fall Quarter 1992

LCIE Social Science Course:

Self-Study 1993-1994

IPS 155 AMERICAN NATIONAL GOVERNMENT

Spring Semester 1993

Winter Quarter 1993

ENG 101 ENGLISH COMPOSITION I

LCIE Social Science Course

ENG 202 WORLD LITERATURE I

IPS 155 AMERICAN NATIONAL GOVERNMENT

ENG 306 ENGLISH LITERATURE TO 1660

Spring Quarter 1993

PHL 211 CONTEMPORARY PHILOSOPHY

LCIE Social Science Course

IPS 155 AMERICAN NATIONAL GOVERNMENT

PHL 202 PHILOSOPHY OF BUSINESS AND ECONOMICS

OBJECTIVE NO. 8: Through the joint efforts of Lindenwood faculty and students in teaching and learning, students will be able to analyze and interpret various works of literature, and to exercise critical-thinking skills in interpreting and judging the value of a work.

Fall Quarter 1992

Fall Semester 1992

LCIE Humanities and Social Science Courses

Humanities Courses:

COM 101 COMMUNICATIONS

ENG 101 ENGLISH COMPOSITION I

ENG 102 ENGLISH COMPOSITION II

ENG 201 WORLD LITERATURE I

ENG 235 AMERICAN LITERATURE I

ENG 305 ENGLISH LITERATURE TO 1660

ENG 349 ASIAN LITERATURE

FLF 201 INTERMEDIATE FRENCH I

PHL 213 CONTEMPORARY PHILOSOPHY

PHL 216 PHILOSOPHY OF BUSINESS AND ECONOMICS

REL 100 INTRODUCTION TO RELIGION

REL 200 WORLD RELIGIONS

REL 210 OLD TESTAMENT

Self-Study 1993-1994

Page 195

Spring Semester 1993

- ENG 101 ENGLISH COMPOSITION I
- ENG 102 ENGLISH COMPOSITION II
- ENG 202 WORLD LITERATURE II
- ENG 236 AMERICAN LITERATURE II
- ENG 306 ENGLISH LITERATURE 1660 TO 1900
- FLF 201 INTERMEDIATE FRENCH I
- PHL 211 ANCIENT/MEDIEVAL PHILOSOPHY
- PHL 214 ETHICS
- REL 100 INTRODUCTION TO RELIGION
- REL 202 RELIGION IN AMERICA
- REL 211 NEW TESTAMENT
- REL 220 INTRODUCTION TO CHRISTIAN DOCTRINE
- TA 117 INTRODUCTION TO THE THEATRICAL ARTS

Fall Quarter 1992

LCIE Humanities and Social Science Courses:

- ICM 101 COMMUNICATIONS I
- ICM 102 COMMUNICATIONS II
- ICM 104 LITERARY TYPES
- IEN 201 WORLD LITERATURE AND IDEAS I
- IPH 100 INTRODUCTION TO PHILOSOPHY
- IRT 210 CONCEPTS OF VISUAL ARTS
- IPY 100 PRINCIPLES OF PSYCHOLOGY
- ICS 102 CONCEPTS OF SOCIOLOGY
- IPS 155 AMERICAN NATIONAL GOVERNMENT
- IHS 100 HISTORY OF HUMAN COMMUNITY
- ICL 341 POLITICS AND CULTURE OF 20TH-CENTURY AFRICA
- ICL 342 AFRICA CONTINUUM

- IHS 212 HISTORY OF RUSSIA II
- IEN 337 RUSSIAN AUTHORS
- ICL 320 CHINESE ART AND CULTURE
- ICL 330 JAPANESE ART AND CULTURE

Winter Quarter 1993

LCIE Humanities and Social Science Courses

- ICM 101 COMMUNICATIONS I
- ICM 102 COMMUNICATIONS II
- ICM 104 LITERARY TYPES
- IEN 201 WORLD LITERATURE AND IDEAS I
- IPH 100 INTRODUCTION TO PHILOSOPHY
- IRT 210 CONCEPTS OF VISUAL ARTS
- IPY 100 PRINCIPLES OF PSYCHOLOGY
- ICS 102 CONCEPTS OF SOCIOLOGY
- IPS 155 AMERICAN NATIONAL GOVERNMENT
- IHS 100 HISTORY OF HUMAN COMMUNITY
- ICL 341 POLITICS AND CULTURE OF 20TH -CENTURY AFRICA
- ICL 342 AFRICA CONTINUUM
- IHS 212 HISTORY OF RUSSIA II
- IEN 337 RUSSIAN AUTHORS
- ICL 320 CHINESE ART AND CULTURE
- ICL 330 JAPANESE ART AND CULTURE

Spring Quarter 1993

LCIE Humanities and Social Science Courses

- ICM 101 COMMUNICATIONS I
- ICM 102 COMMUNICATIONS II
- ICM 104 LITERARY TYPES

IEN 201 WORLD LITERATURE AND IDEAS I
IPH 100 INTRODUCTION TO PHILOSOPHY
IRT 210 CONCEPTS OF VISUAL ARTS
IPY 100 PRINCIPLES OF PSYCHOLOGY
ICS 102 CONCEPTS OF SOCIOLOGY
IPS 155 AMERICAN NATIONAL GOVERNMENT
IHS 100 HISTORY OF HUMAN COMMUNITY
ICL 341 POLITICS AND CULTURE OF 20TH -CENTURY AFRICA
ICL 342 AFRICA CONTINUUM
IHS 212 HISTORY OF RUSSIA II
IEN 337 RUSSIAN AUTHORS
ICL 320 CHINESE ART AND CULTURE
ICL 330 JAPANESE ART AND CULTURE

Divisional Assessment Plans and Results

Education Division Assessment Plans

The primary assessment tools in undergraduate teacher education center around field experiences and the student-teaching experience.

Students in the initial course in the teacher-education sequence, Orientation to Education, keep a log of their field experiences, discuss them with the college instructor, and are evaluated by the host teacher in the classroom.

Along with the course Classroom Teaching and Management, students enroll in a pre-Student Teaching Practicum, which requires a thirty-hour practicum with an elementary or secondary teacher. Students are observed as they help that teacher in teaching and non-teaching duties. Students are evaluated both by the host teacher and the college instructor.

Elementary education students also have a sixty-hour practicum with a remedial reading teacher with similar observations and evaluations.

The most significant teacher education experience is student teaching. The student teacher keeps a log which becomes part of the permanent record. Five supervisory visits are made from the College as well as the evaluation by the host teacher. A Student Teaching Seminar concurrent with the teaching experience allows for discussion and feed-back by the students with their College supervisor.

All of these activities enter into the final evaluations of the student. This give-and-take process through the program provides an enormous amount of evaluation and feedback to serve as assessment of the success of the students in fulfilling the program.

The program itself is subject to evaluation by both the Missouri Department of Elementary and Secondary Education and the National Council for the Accreditation of Teacher Education. The state department evaluated and approved the program in 1992 and NCATE in 1993.

In addition, the Education Division conducts two levels of surveys. All graduates of the program are contacted by questionnaire at intervals after graduation, one year, three years, five years. These questionnaires allow graduates to evaluate their experiences in the light of their post-graduation experiences on the job.

Also, the principals in the buildings and schools in which Lindenwood graduates teach are surveyed as to their satisfactions and concerns with the Lindenwood program products.

At the graduate level, the program enrolls only practicing teachers who, in a sense, provide a continuing evaluation of the program by their enrollments. But, in addition, the Education Division conducts regular surveys of those who have completed the program, asking for their evaluations of the Lindenwood experience in the light of their actual jobs. Principals are surveyed in the same fashion as the undergraduate surveys.

The graduate programs are assessed as well by the state and national agencies.

Education Division--1992-1993 Assessment Results

Each course in the division is reviewed according to a three year program review. At the end of the course students are asked to assess the usefulness of the course content and the effectiveness of the instructor. These courses all have detailed syllabi indicating the evaluation methods relative to the students. All courses require a significant examination and/or a major project to assess student mastery of course objectives.

In addition to these normal evaluation tools, the division assesses student performance during their Practicum and September experience. To be certified to teach in the State of Missouri, students must also successfully complete the National Teacher Examination.

In the area of graduate education, each M. A. graduating class is asked to respond to a survey related to the effectiveness of the Teacher Education program at Lindenwood.

Recently, Lindenwood has begun surveying employers of graduates to gain information regarding the effectiveness of graduates on the job.

The student teacher program evaluations indicate a high level of accomplishment on the part of the student teachers. Data from 91-92 and 92-93 indicate that on a scale of 1 to 5 with 1 being outstanding and 5 unsatisfactory all students were between 1 and 2.

The National Teacher Examination revealed similar results. In the past three years only one student has failed to meet minimum state standards.

From November 1990 to July 1993 66 students took this exam. Of those students, 48 were in elementary education, 2 in early childhood specialties, one was seeking certification in special education, and 15 were various majors seeking secondary certification. Out of this group the median percentile was 58.5%; percent above the 50th percentile was 61%; and 97% achieved the Missouri qualifying score

The program as a whole is also accredited by the Missouri Department of Elementary and Secondary Education and by the National Council of Accreditation of Teacher Education. The accreditation letters are attached.

In addition to these tools, the Education program also mailed surveys to graduates in the fall semester of 1992. These surveys were mailed to graduates 1, 3, and 5 years following program completion. Sixteen surveys were returned. With a scale of 1 to 5, with 1 being strongly agree, and 5 being strongly disagree, the items receiving the highest mean ratings were as follows.

The undergraduate teacher education program prepared me to:

Develop and state a philosophy of education	1.46
Motivate students to learn	1.50
Help students develop a positive self-concept	1.57
Use a variety of teaching strategies	1.57

Those receiving the lowest mean ratings were:

Interpret test results	2.77
Incorporate technology & AV materials into the curriculum	2.50
Teach about cultural diversity	2.20

A similar survey was used to measure student assessment of the graduate program in Education. The survey was mailed in the fall semester of 1992 to graduates 1, 3, and 5 years after program completion. Twenty-nine surveys were returned.

Items receiving the highest mean ratings were:

The Graduate Teacher Education program enabled me to:

Maintain an active interest in educational issues	1.39
Analyze my own teaching behavior	1.46
Increase my repertoire of teaching strategies and adapt to the needs of individual learners	1.50

Items receiving the lowest mean ratings were:

Understand the knowledge, attitudes and skills needed to teach about global issues and cultural pluralism	2.54
Demonstrate ability to be an independent, self-directed learner	2.04
Use knowledge of human growth and development in the teaching process	2.00

The Education program has also begun a survey of employers which asks them to evaluate graduates of the Education program. Employer (principals) assessment of graduates reflects a high level of satisfaction with the performance of graduates. On a scale of 1 to 5, with 1 being excellent and 5 being not observed, the average was between 1 and 2.

The Division has also instituted a tutoring program for students expected to have difficulty in college English and Mathematics. The tutoring program reflected an 85% passing rate. During the 92-93 academic year, there were 24 students enrolled in ENG 101 and in the tutoring program. The grades earned in ENG 101 by these students were B=2, C=10, D=9, and F=3.

Physical Education

The Physical Education program will use the same assessment techniques as other education programs including surveys, but no students have yet graduated from the program to provide information.

Humanities Division

English Program

In the English major with a Literature emphasis, the assessment process involves three steps:

1. preparing a course of study with an advisor that includes all major requirements plus the general College requirements.

2. preparing a portfolio of written work including sample papers from each of their major courses. These papers will be evaluated by the faculty at intervals to evaluate topic selection, paper format, prose style, research materials, understanding of subject matter, and critical acumen.

In the English major with an writing emphasis, a similar pattern is followed:

1. preparation of a course of study
2. the portfolio with periodic review to consider topic selection, use of rhetorical or poetic format, understanding of subject material, insight into the subject, effectiveness of language usage, and use of outside references and materials.

English 1992-1993 Assessment Results

After review of their initial assessment plan, the English faculty decided to modify it since the initial plan involved essentially a regrading of individual papers, not providing an overall picture of the general strengths and weaknesses of the program. As a result, the English faculty has decided to review only the portfolios of those students who completed their course of study at Lindenwood in the past academic year, grading those completed portfolios holistically. This review, to be repeated annually, will allow them to track student development in the program in a more adequate fashion than did the original plan, which involved taking one paper from each course completed by the student in the major. Readers were then to consider eight individual points, ranging from topic selection to critical acumen to mechanics to paper format. This proved impractical and did not furnish an adequate picture of the general strengths and weaknesses of the program. The results are as follows:

Seven students completed degrees in English during the 1992-93 academic year, six in the literature emphasis, one in English education. Three of these students transferred into Lindenwood after spending at least one year at another institution; two are four-year graduates of the College. Since graduation two have entered graduate school, one in English and the other in education. One has found employment with American Express; one has elected to remain at home

as wife and grandmother. One is currently unemployed. Each faculty member in English read each portfolio. They were then ranked in terms of overall achievement. The findings were that the papers under review considered a wide range of authors and works, showing in most cases a good grasp of the primary materials. In two cases, readers noted remarkable improvements. On balance, however, the portfolios were weaker rather than stronger. Mechanically, the writing, use of proper MLA format, and paragraphing were uneven. Papers often lacked a clear thesis, the arguments unsupported, the analysis superficial. In general, the faculty intends to place more emphasis on analytical thought, methods of argumentation, and attention to detail in student writing. Also the assessment might be made more effective if the results are read against a background of the student's academic record, specifically the major course of study, the major grade point average, the overall GPA. If GRE scores are available, these will also be included as an independent assessment of student achievement. In ranking the portfolios on a scale of 1 to 6, with 6 representing the work of the highest quality the ratings were as follows: rank 6=0; 5=1; 4=1; 3=2; 2=1; 1=0.

In terms of grade distribution, since so much of the English faculty's course load is in the general education requirement of English Composition, an analysis was made of English composition courses alone, and then of the entire program offering:

Results: English composition, fall 1992: A=9.1%; B=27.2%; C=24.5%; D=6.4%; and F=6.9%. For Spring the results were A=13.2%; B=29.2%; C=23.5%; D=7.1%; and F=6.0%.

Results for the entire departmental offering were for Fall 1992: A=20.9%; B=34.9%; C=26.2%; 7.1%; and 10.7%. For Spring 1993 A=17.2%; B=32.1%; C=28.9%; D=8.4%; and F=13.4%. In the fall 82% received a grade of C or better while in the Spring 78.2% received a grade of C or better. This indicates some significant achievement in the direction of program goals and objectives as stated in the CSAP.

Art Assessment Plan

For those art students in art education, the assessment process would be included within the normal education department process with the addition of

1. observation and assessment of art students in each class
2. evaluation of class assignments, presentations, papers, projects, critiques
3. tests and examinations

For students in art history, a portfolio of papers is maintained through the four-year program. In addition, all art history majors must take a senior capstone course in Research Methods. This course and the portfolio will combine to give a comprehensive evaluation of all art history majors.

Art 1992-1993 Assessment Results

The assessment of student achievement in Art is based on performance records in both major coursework and application to creative art work. There are four major evaluations for Art students at Lindenwood. The first takes place during the admissions process when faculty review the candidate's portfolio. The second evaluation occurs at least twice in every studio art course. These evaluations are in the form of peer review and instructor critiques. The third step is the required submission of an art work to the annual student art exhibition. This exhibit is judged by a professional artist who is not a member of the Lindenwood faculty. The final evaluation occurs during the culminating thesis exhibition.

Based on these criteria the results of this year's assessment for art majors is as follows: 96% of all art majors (77 out of 81) completed major coursework for which they were enrolled and demonstrated artistic achievement through class work and exhibition participation. Of the remaining, one failed coursework due to personal and financial problems and is now taking time before returning to school next year to complete the degree. One student received a D in an art history course. This student was advised by the faculty to repeat the course. Since this student

has performed satisfactorily in his studio work, it is expected that he will redress this deficiency and complete his degree program. Two students received multiple failing grades and were unresponsive to faculty intervention. They have been counseled to pursue different majors.

The general courses offered by the Art faculty produced the following results:

In the fall term A=41.3%; B=31.8%; C=16.9%; D=3.8%; and F=6.0%.

For the spring term A=49.5%; B=28.4%; C=13.3%; D=3. and F=4.9%.

These are the results of the assessment in terms of the goals and objectives stated in the CSAP.

Foreign Languages Assessment Plan

In the foreign languages, assessment will include the following steps:

1. a required comprehensive examination to evaluate skills in grammar, syntax, culture and civilization, history of the language, and literature. The student will have available a comprehensive reading list to give indications of areas to be covered in the examination.
2. written essays in the various courses in the particular language itself
3. an evaluation of student abilities to speak and comprehend the language by means of class participation in particular courses

Foreign Languages 1992-1993 Assessment Results

In French and Spanish the following criteria were used to evaluate students in the introductory and intermediate level courses:

1. Class participation: 40% of the students received an above-average grade in this category. 40% received an average grade. 20% received a below-average grade
2. Quizzes: 60% above average; 20% average; 20% below average
3. Comprehensive exams: 40% above average; 30% average; and 30% below average
4. Written assignments: 80% above average; 10% average; 10% below average
5. Final exams: 40% above average, 30% average; 30% below average.

In the advanced literature courses the results were

1. Class participation: 80% above average; 20% average
2. Written assignments: 60% above average; 30% average; 10% below average
3. Unit exams: 60% above average; 30% average; 10% below average
4. Final exams: 30% above; 60% average; 10% below average

The distribution of grades for the French and Spanish programs is as follows:

Fall--A=41.7%; B=25.9%; C=16.2%; D=10.3%; F=5.9%

Spring--A=30.3%; B=30.9%; C=29.7%; D=5.2%; F=3.9%.

Music Assessment Plan

Students in music education will participate in the normal education assessment process. The music faculty will supplement this with evaluations of their own school observations, the participation of the student in ensembles, music organizations, and participation in other musical activities.

Students in music performance must give public performances, and these will be evaluated to assess the student's progress. Assessment will be made of participation in ensembles, organizations, and the like, just as for the music education students.

Music Program 1992-1993 Assessment Results

Incoming music majors and minors were given two entrance assessments and a continuing assessment document was completed at the end of each semester. Copies of final grades and faculty jury assessments for each student are kept in the music program's archives. In addition to this each student was observed during public performances. Music Education majors are monitored in their student teaching semester by the music faculty.

The formal instruments of assessment yielded the following results in 1992-93: Of the 20 music majors and 2 minors assessed, all but two showed significant performance progress after their first semester of college private applied music study. After the second semester juries, all students showed recognizable progress after the second semester of private applied music study.

In terms of the general courses offered by the music faculty the grade distribution for this past year is as follows:

Fall--A=55.1%; B=17.8%; C=9.1%; D=4.9%; and F=13.2%.

Spring--A=59.7%; B=14.2%; C=13.7%; D=3.9%; and F=7.1%.

Theatre Program Assessment Plans

In all programs in Theatre, assessment is based on the translation of classroom theory into the practical world of the theatre. All students in theatre are required to take part in the Mainstage and Downstage productions. Whether in acting, design, or technical theatre, all students must take part in the various aspects of production. It is during this practicum that the success of the program is measured. Student actors, designers, technicians, directors, and the like are required to demonstrate their proficiency in the context of preparation of actual productions and the staging of those productions. Defects in theoretical preparation soon make themselves obvious in this preparation and presentation aspect of the theatre program.

Theatre Program 1992-1993 Assessment Results

The Theatre faculty observed the majors in both formal coursework and practical production work. Significant progress was regarded as having attained a grade of C or better. During this academic year 87% of all theatre majors completed major coursework for which they were enrolled and demonstrated practical application through performance and/or technical support for departmental productions.

Of the remaining 13%:

- two students failed coursework and were counseled to pursue other majors

- three failed coursework but made significant contribution to department productions (they will be counselled and allowed to continue)

- two students excelled in course work but did not demonstrate sufficient application due to work-schedule conflicts (they will be continued and urged to participate in production work).

In addition, 44% of all theatre majors secured professional employment in the field in the past year. 68% of the students who graduated with a degree in theatre have secured full time employment within the field. Two students are pursuing a master's degree at Lindenwood.

Grade distribution in the general courses offered by the department are as follows:

Fall--A=60.9%; B=18.7%; C=10.4%; D= 3.8%; F=6.0%

Spring--A=55.7%; B=28.4%; C=9.9%; D=3.4%; and F=3.4%.

Communications Program Assessment Plan

In both communications majors, mass communications and corporate communications, assessment uses the Senior Communications Seminar, required of all majors. Within that course, seniors are given an examination which measures the degree to which the students have been able to integrate the components of the major into a coherent whole. A portfolio is maintained for each student, and the growth of competence over the college career is measured.

Communications Program 1992-1993 Assessment Results

The Communications program offers two majors: Mass Communications and Corporate Communications. Within the first major a student may emphasize radio and television, journalism, or public relations, with each having area-specific goals and objectives. However, all Communications graduates have some assessment experiences in common, focused around two specific courses: COM 460, Senior Communications Seminar, and COM 302, Seminar in Professional Communications.

In the first course, students are given an examination which measures the degree to which they have been able to integrate the components of the major into a coherent whole. Of the 34 senior communications majors in the class of 1993, 33 passed the exam. As initially administered, the exam was scored on a 10 point scale, with a score of 5 or better deemed passing. Students were allowed to retake the initial exam, and at least 27 of the 33 students who passed retook at

least one portion of the exam.

Beginning in the fall of 1993, study guides comprising various potential exam questions drawn from the major curriculum were made available to majors. The 1993-94 exam will require a passing score of at least 6 of the 10 point scale; retakes will be allowed.

During the spring semester, a one hour course, Seminar in Professional Communication (COM 302) was first offered to junior majors. They were introduced to the principles and practices basic to compiling a portfolio designed to measure the growth of competence over their college career. This class's portfolios will be evaluated during the 1993-94 academic year. COM 302 will be required of juniors in the future and will be offered each semester.

Philosophy and Religion

In both philosophy and religion, the assessment process uses an evaluation of syllabi and examinations to determine the extent to which goals and objectives have been fulfilled.

Philosophy and Religion 1992-1993 Assessment Results

Philosophy:

To determine whether the general education goals, as well as departmental goals, were being met by the students they were asked to complete written examinations and 10 page research papers. In the Logic course students were required to complete daily exercises from the text, in order to gain the skill of logic.

The general distribution of grades in the Philosophy courses was:

Fall--A=13.0%; B=39.1%; C=39.1%; D=8.7%; F=0

Spring--A=23.8%; B=23.8%; C=28.6%; D=16.7%; F=7.1%.

Religion

The courses taught by the Religion faculty last year related to the goals of the general education program in the following manner:

In courses in which a paper was required (Objective 1) 84% of the students attained at least a grade of C. All religion courses address Objective 3 (analyze,...influences on human behavior), and in all the course at least 78% of the students received a grade of C or better. The same result holds for Objective 6 (values of Western and non-Western societies). REL 102 is directly relevant to Objective 7 (political systems in the United States, and in that course 70% of the students received a grade of C or better. Objective 8 (judging and interpreting the value of a work of literature) was addressed by REL 210, 211, 100, and 200; 77% of the students who completed these courses received a grade of C or better.

Natural Science and Mathematics

Chemistry Program Assessment Plan

All chemistry seniors are required to take a standardized test, such as the Graduate Record Examination or the American Chemical Society tests covering the four core areas of chemistry (general, analytical, organic, and physical).

Senior and junior students will participate in a seminar class. Individual students will conduct a literature search on a given topic and report orally the highlights and conclusions to fellow students and faculty members for discussion and critique.

Chemistry Program 1992-1993 Assessment Results

There was only one graduating senior in the Chemistry program. However the Chemistry faculty evaluated the majors (both Chemistry and other science majors) in their advanced classes.

In CHM 361 and 362, Organic Chemistry, 6 students completed two semesters and 2 students

completed one semester each. In each semester 5 students completed the course with a grade of C or better. Two areas of weakness were identified, one in the area of synthesis and the other in report writing. The course will be altered to help meet these objectives the next time it is taught.

CHM 351, Analytical Chemistry, was taught in the fall and enrolled 5 students. There were two unit exams with a 68% average. In addition there were 10 laboratory experiments constituting 70% of the course grade. The average on the lab grades was 84%. All five students completing the course received a grade of C or better.

CHM 352, Instrumental analysis, was offered in the spring term. There were two unit exams with a 76% average. Ten laboratory experiments were performed constituting 80% of the course grade. The average on the lab grades was 93%. All six students completing the course received a grade of C or better.

CHM 151 and 152, General Chemistry, a course designed as the first course for science majors, was offered in the past academic year. There were 4 hour exams and a comprehensive final exam. The final exam average in CHM 151 was 61%. 44 students out of 56 enrolled received a grade of C or better. The final exam average in CHM 152 was 55%. 35 students out of 47 enrolled received a grade of C or better.

The Chemistry faculty also provides two Physics courses, one designed for non-Science majors and one (Calculus based) designed for science majors. PHY 100, Concepts in Physics, for non-science majors enrolled 9 students in the fall and 11 in the spring. In the fall 6 students received grades of C or better, while in the spring 10 received a grade of C or better.

PHY 301 AND 302, General Physics. Class enrollment was only 4 students during the academic year. There were 4 hour exams and a comprehensive final exam in addition to weekly homework assignments. The average on the final exams in both semesters was 70%. All but one of the students received a grade of C or better.

In the two courses offered by the Chemistry faculty which satisfy the general education

requirements, the results were as follows:

CHM 100, Concepts of Chemistry, is designed for those students with some high school background in chemistry. There were 4 sections of this course with a total of 135 students. There were five unit exams and a comprehensive final exam, plus 12 laboratory experiments. The average on the final exams was 62% and 84 students received a grade of C or better.

CHM 101, World of Chemistry, designed for those students with little or no high school chemistry background, had 115 students throughout the year. There were four unit exams and a comprehensive final exam. The average on the final exams was 64% with 64 of the students receiving a grade of C or better. This is compiled from four sections of the course.

Computer Science Assessment Plan

There are two primary methods of assessment. The first is testing and the other is the evaluation of software projects. Testing covers the core areas of Computer Science, and it is done in the various courses of the major.

Software project evaluation will be performed against the program standard for internal and external documentation, software testing, and quality design. Each student has a copy of the standard.

Computer Department 1992-1993 Assessment Results

A comprehensive exam and periodic tests were given in each of the classes to measure the student's attainment of course objectives. Also, software projects were given and measured against how well the student met the program's software documentation standard. Each course syllabus and corresponding final exam is kept on file, and the program is compiling a folder on each new major who started in the 1992-93 school year. This folder contains final exams and

sample computer science projects. These students will be tracked through the program.

There were 65 students enrolled in Computer Science courses this past year. Grade distribution was as follows: A=52.3%; B=30.7%; C=10.7%; D=1.5%.

Mathematics Program Assessment Plan

Assessment of the mathematics major is done through

1. syllabus-examination analysis--Each instructor will submit a copy of his/her syllabus as well as a copy of the final exam for each course taught each semester. The syllabus will demonstrate that class assignments, projects, and testing relate to the departmental objectives. The successful completion of the final examination will serve as evidence that the objectives were met.

2. portfolio--The Mathematics program will keep a folder for each student. This portfolio will contain all mathematics, physics, and computer science final examinations as well as a copy of all the major projects completed.

In addition, each portfolio contains scores from any additional tests the student may have taken. Since students are encouraged to take the Putnam Exam, actuarial exams, and the Graduate Record Examination in mathematics, these scores will be included as further evidence of mathematics competency. For those who are math education majors, the National Teachers' Examination in mathematics score will also be included.

Mathematics Program 1993-1993 Assessment Results

For Mathematics courses, the faculty outlined specific objectives to support the general program goals and objectives. A comprehensive final exam was given in each course to measure the student attainment of those objectives. There were 68 majors enrolled in 15 courses this past academic year. Of those 81% received a grade of C or better. All the Ds and Fs were in

freshman courses. Therefore, the performance of the majors indicates that the objectives of the courses and the mathematics program were being met.

The faculty also taught seven general education courses in 32 sections enrolling 946 students throughout the academic year. The results of the student performance in those courses was A=23.5%; B=22.7%; C=24.9%; D=17.5%; and F=11.3%. In summary, 83% of the grades were passing, enough to conclude that the general education requirement for our students is being fulfilled.

The general grade distribution in all courses offered by the Mathematics faculty was:

Fall--A=19.2%; B=23.5%; C=24.8%; D=18.2%; F=14.5%.

Spring--A=28.1%; B=23.0%; C=25.7%; D=15.1%; F=8.2%.

Biology Program Assessment Plan

Assessment in Biology is accomplished in the following ways:

1. Seniors will take BIO 401: Biology Review which will emphasize assimilation of core areas in biology. Results will be used to assess students' success in the major and to assess faculty success in presenting these areas.
2. All majors will be given opportunity to learn how to write and present lab reports in upper-division courses.
3. All majors will take an independent research project in the senior year and develop skills in library and laboratory research, as well as in presentation and writing.

Biology Program 1992-1993 Assessment Results

BIO 110, Principles of Biology, and BIO 112, Concepts of Biology, serve as the main General Education courses in Biology. Both exams and written laboratory reports were used to evaluate how well these courses are fulfilling the General Education requirements. These evaluations indicate that 75-80% of the course objectives were met. In addition, course evaluations of the College and feedback from students identify problem areas of the courses. One of the main

findings is that the investigative and analytical goals were not fully developed and satisfied in the courses taught in the 1992-93 academic year. Accordingly these courses are being changed to address this.

Grade distribution in BIO 110 , Principles of Biology, was as follows: A=8; B=13;C=26; D=19; F=11, out of a total of 77 students. In BIO 112, Concepts of Biology, A=8; B=27; C= 30; D=21; F=13, out of 99 students.

The grade distribution for all the courses taught by the Biology faculty was as follows:

Fall--A=19.8%; B=25.7%; C=30%; D=16.9%; F=7.5%.

Spring--A=14.2%; B=18.3%; C=39.4%; D=19.7%; and F=8.3%

In accordance with the guidelines for majors, 6 biology majors successfully completed the Biology Review course. Students were given the biology section of the sample Graduate Record Examination at the beginning and the end of the semester; they demonstrated considerable improvement. Sixty-seven percent of the students performed at an above-average level (3 A's and 1 B); the two remaining students received a grade of C for the class.

Four juniors and seniors completed independent research projects and submitted written reports to the supervising professors. The reports were written satisfactorily and according to standard scientific protocol, and all of the students received the grade of A for their performance. Only 13 students were enrolled in the three upper level biology courses offered last year. Of those, 82% received a grade of B or better, and 18% received a grade of C. None received a lower-than-average grade. Of the 7 students who graduated with a degree in biology, 3 are employed in a biology-related positions, 2 in positions not related to biology, and 2 are in graduate school.

Social Science

History

Assessment of student academic achievement in history is accomplished in three ways:

1. portfolio--the paper prepared in the context of History 208 (the initial course in historical research and writing) will be retained as the first item in each major's portfolio. At the end of the student's history program, the accumulated papers will be evaluated to assess growth in writing and research techniques over the term of the student's career.
2. syllabus-examination analysis--the syllabi of the various courses offered in the department in each academic year are collected and matched to hour and final examinations given in these courses. The syllabi will be matched to the program goals and objectives to ensure that all courses relate to them and that all goals and objectives are covered.
3. comprehensive examination--Module III of History 400, the capstone course, will require all graduating history majors to sit for a comprehensive examination that will focus on the major concepts listed in the program goals and objectives, such as multiple-causation, varying interpretations of historical events, and cross-cultural concerns. The comprehensive examination will enable the faculty to assess the success the program has had in conveying these priorities to students.

History Program 1992-1993 Assessment Results

The History faculty attempts to cultivate historical research skills, as well as critical thinking and writing ability among their majors. To this end all courses offered, except for the general education course, HIS 100, require out-of-class written assignments. These may be research papers, critical essays on historical topics, or book reviews.

Fourteen majors were enrolled in 17 courses during the past year. Of these students 85.7% received a grade of C or better.

To pursue the goal of global awareness and cross cultural information the faculty offers the Human Community, HIS 100. This course is a one-semester World History survey required of all Lindenwood students. During the past year 482 students received a grade in the various sections of this course. Of these students 57.4% in the Fall and 68.7% in the Spring received a grade of C or better.

There were 163 students enrolled in courses other than HIS 100. Of those students 63.8% received a grade of C or better. All these courses emphasized writing, critical thinking, and made an effort to identify cross cultural connections between the American experience and other world societies.

For new students in the academic year 1993-94, the history faculty are instituting the comprehensive examination component of HIS 400, to be administered during the senior year. The student will enroll in this course for 1 hour credit, and will meet with one of the faculty periodically to discuss historiographical issues as well as to receive tutorial assignments to prepare for the examination. If necessary the exam may be retaken. The format of the exam will be a general knowledge section of multiple choice questions and an essay section designed to take advantage of the individual student's range of course taken during the fulfillment of the history major. The faculty hopes that in this manner the student's achievement of the goals of the program may be assessed both fairly and consistently taking into account variations in student interests in particular historical topics.

The general grade distribution for all History courses offered in the past year is as follows.

Fall--A=13.6%; B=33.7%; C=29.9%; D=9.1%; F=13.6%.

Spring--A=24.2%; B=30.0%; C=28.5%; D=10.2%; F=7.1%.

Political Science/Public Administration/Pre-Law Assessment Plan

The faculty will require that all students keep a portfolio of their major papers and examinations. Those students who choose to participate in internships are required to keep a progress log of all activities within the internship. In the senior year, the faculty conducts an

evaluation of the progress made by each student during the college career. The faculty provides for each student a written evaluation of the strengths which each student has developed as well as those areas where the faculty believes the student should improve.

Those students who have graduated and have gone to law school or other professional training will be surveyed by questionnaire to determine their perceptions of the quality and usefulness of the program for them.

Political Science 1992-1993 Assessment Results

The Political Science faculty, in addition to normal exams and papers to determine both departmental and general education goal achievement, has established two other measures: an exit interview with graduating seniors, and a practice LSAT exam for those who intend to go to law school. The LSAT exam is administered to juniors in the spring semester.

Since there was only one graduating senior this year, the interview clearly provides meager data. However, it may be said that this student was fundamentally satisfied with the faculty, their educational background, and teaching effectiveness. There are currently 25 majors in this area, with expectations of further growth, so that further efforts may prove more significant in the information provided.

The practice exam, taken by 8 students, yielded a mean score of 55.25, some ten points below the target score. As this instrument is used more frequently and the performance of the students is analyzed, the results should improve.

These majors were enrolled in a total of 18 courses through the academic year, and 72.2% of them received a grade of C or better. The general offering of courses resulted in the following grade distribution:

Fall--A=25.5%; B=29.4%; C=35.3%; D= 5.9%; F=3.9%.

Spring--A=16.1%; B=39.5%; C=32.3%; D=6.5%; F=5.6%.

Psychology Program Assessment Plans

The Psychology program is divided into five content areas, each area representing a cluster of related courses: research and quantitative methods, general/experimental, clinical/social, developmental, applied. Each student is expected to take courses in all five areas.

Assessment is implemented in each content area:

1. research/quantitative methods

- a. comprehension of principles of behavioral research and quantitative analysis is assessed via (a) student input in class discussions, (b) multiple-choice and essay/problem examinations, and (c) content of student-constructed research reports
- b. the ability to competently criticize research results and theories is assessed through (a) student input in class discussions, (b) multiple-choice and essay/problem examinations, and (c) content of student-constructed research reports.
- c. the ability to apply methods of research, quantitative analysis, scientific interpretation, and scientific reportage is measured through (a) multiple-choice and essay/problem examinations, and (b) form and content of student-constructed research reports.

2. general/experimental

- a. comprehension and retention of basic theories, concepts, methods, findings, and history of these fields is assessed by (a) student input in class discussions, (b) multiple-choice and essay/problem examinations, and (c) content of student-constructed research reports and term papers.
- b. the ability to competently criticize research results and theories in general/experimental psychology is assessed through (a) student input in class discussions, (b) multiple-choice and essay/problem examinations, and (c) content of student-constructed research reports and term papers.

- c. the ability to apply concepts and principles is measured through (a) multiple-choice and essay/problem examinations, (b) form and content of student-constructed research reports, and (c) student input in class discussions.

3. clinical/social

- a. comprehension, retention, and evaluation of basic theories, concepts, methods, findings, and professional techniques of the social and clinical fields are assessed by (a) student input in class discussions, multiple-choice and essay/problem examinations, the content of student-involvement projects, topical reports, and term papers.

- b. comprehension, retention, and analysis of concepts, theories, and principles of counseling, therapy, and human interaction are also measured through role plays, workbook assignments and discussions, and field-study journals.

4. developmental

- a. comprehension, retention, and evaluation of basic theories, models, principles, and methods of developmental psychology are assessed via (a) student input in class discussions, (b) multiple-choice and essay/problem examinations, and (c) content of student-involvement projects, topical reports, and term papers

- b. comprehension, retention, and application of strategies for reacting to and coping with developmental problems and conflicts are measured through (a) classroom discussions, (b) classroom role plays, (c) student-involvement projects, and (d) field-study journals in developmental psychology

5. applied

- a. comprehension, retention, and evaluation of basic theories, models, principles, and methods of applied psychology are assessed via (a) student input in class discussions, (b) multiple-choice and essay/problem examinations, and

(c) content of student-involvement projects and classroom simulations.

- b. application of principles and systems of applied psychology is measured through
(a) classroom discussions, (b) in-class simulations, (c) student-involvement projects, and (d) field-study journals

Psychology Program 1992-1993 Assessment Results

The Psychology faculty assesses its students in five general areas: 1) research and quantitative methods, 2) general/experimental psychology, 3) clinical/social psychology, 4) developmental psychology, and 5) applied psychology.

Each academic year, entering freshmen are given a comprehensive exam, covering each of the five areas mentioned above. Also each year, senior psychology students are given the same comprehensive exam. A statistical comparison is then made between the performance of the seniors and the freshmen, to ascertain the extent of content mastery associated with the systematic exposure to the psychology curriculum

The results of the 1992-93 comparison were as follows: 74 freshmen and 31 seniors were tested. The mean test score of the entering freshmen was 33.5%. The seniors' mean was 66.6%. This outcome supports the hypothesis that systematic exposure to the psychology curriculum at Lindenwood is associated with a substantial increase in subject-matter knowledge in the subfields assessed.

The grade distribution for the Psychology Department:

Fall--A=25.3%; B=29.5%; C=29.2%; D=9.8%; F=6.3%.

Spring--A=36.3%; B=26.5%; C=26.8%; D=5.4%; F=5.0%.

Sociology/Anthropology Assessment Plan

Several forms of assessment are used in sociology/anthropology.

1. If a student chooses an applied field, such as the helping profession option within the program, an assessment will be made with respect to the internship requirement. The student will be monitored on a day-to-day basis through the internship by the supervisor of the particular program. The student will also maintain a diary and account of the experience as an intern. The faculty member will be in contact with the student's supervisor to determine how the student performs as an intern.
2. If a student chooses the graduate college option, an assessment will be made in respect to the advanced independent study course in which the student has to write an in-depth research paper comparing a classical social theorist with a contemporary theorist. The research paper will be used to determine whether the student has a grasp of the major theoretical issues in the fields of sociology and anthropology.
3. To measure the various ancillary objectives of the program, the syllabi for the required courses will be designed to state the specific objectives. Examinations and papers will be collected following the course to determine whether the ancillary objectives were fulfilled.
4. In addition, to help measure the objectives of our courses for the majors, we will maintain a portfolio of papers to help assess their intellectual development.

Sociology/Anthropology 1992-1993 Assessment Results

There are two primary objectives in this major depending on the career goals and the direction that the student indicates in his or her own self-assessment. If the student elects the Helping Profession option, at least one internship in a specific community organization is required. This internship is evaluated and monitored by the supervisor in the organization and by the faculty.

The second option is graduate work in the fields of sociology or anthropology. In this option a senior-level course is required which focusses on developing theoretical and analytical skills.

Students are required to write an extensive research paper comparing a classical social theorist with a contemporary social theorist. This is intended to demonstrate how well the student understands the foundations of social theory and its contemporary direction. A portfolio of the papers written by major was maintained by the program faculty. Three majors completed their degrees in 1993. One chose the helping profession option and graduated with highest honors, winning the Jessie Bernard Sociology Award. Unfortunately, this student has not been able to pursue her career since just prior to graduation she was diagnosed with a terminal illness. The second graduate had a double major in Criminal Justice and Sociology. He also graduated with honors and is currently employed in the St. Charles Police department in a research and administrative position. The third graduate decided to pursue a second major.

Faculty is an individual

The other courses in the program have three primary objectives:

First, for students to develop and become familiar with a sociological perspective so that they may gain the ability to perceive their own personal situation in the context of social forces that are beyond their own psyche, circle of friends, parents, and local concerns.

Andy Jackson

Second, to develop a global and cross-cultural perspective.

William J. ...

Third, students are encouraged to enhance their critical thinking and analytical skills. Abstracting and evaluating competing theories and hypotheses by relying on critical abilities in assessing data is extremely important in the field of sociology and anthropology.

Critical Justice ...

There were 7 sections of SOC 102, Basic Concepts of Sociology, taught during the academic year. These courses enrolled 284 students. In all sections the assessment involved both objective and essay exams focusing on the 3 major goals. In these courses 72.2% of the students received a grade of C or better.

when the program is ...

There were 2 sections of ANT 112, Cultural Anthropology, taught during this past year, enrolling a total of 56 students. Assessment of student achievement was through a combination of objective questions, essay exam questions, and critically-based film reviews (8 reviews, 3 pages in length). Of the students enrolled 91.1% received a grade of C or better.

There were 2 sections of COL 300, Focus on Modern Asia, the cross cultural course offered by the faculty. The grades were based on essay exam and critically-based film reviews. In these 2 sections 82.4% of the students received a grade of C or better.

Thirteen students were enrolled this year in the follow-up course in the cross cultural requirement, ANT 234, Islamic Societies. This course also used essay questions and film review essays. In this course 68.3% of the students received a grade of C or better.

The grade distribution in the remainder of the courses offered by the Sociology/Anthropology faculty is as follows.

Sociology:

Fall--A=25.4%; B=23.4%; C=30.1%; D=10.5%; F=10.5%.

Spring--A=19.6%; B=25.8%; C=36.8%; D=12.9%; F=4.9%.

Anthropology:

Fall--A=27.2%; B=45.5%; C=9.1%; D=0; F=18.2%.

Spring--A=33.3%; B=33.3%; C=28.1%; D=28.1%; F=5.3%.

Criminal Justice Assessment Plan

In the beginning, assessment of this program will be undertaken through a review of syllabi and examinations to ensure that the goals and objectives of the program are being addressed in the actual courses. The normal tracking and questionnaire approach to graduates will be undertaken when the program has graduates.

Criminal Justice 1992-1993 Assessment Results

The criminal justice is a new program with only one year of course offerings to examine. The

assessment program includes assembling a portfolio of student assignments. The instructor will then have a continuous record of the students' ability to analyze material and achieve goals and objectives of the program.

A second method of measuring student achievement will be an exam administered at the end of the student's program. Only two students have graduated with this degree as a result of credit they transferred from other institutions. Therefore, no one here has yet taken this comprehensive assessment exam.

During the academic year there were 153 students enrolled in 8 Criminal Justice courses. In those courses 62.5% in the fall and 69.5% in the spring received grades of C or better. The specific grade distribution was :

Fall--A=10.9%; B=18.8%; C=32.8%; D=15.6%; F=21.9%

Spring--A=13.4%; B=21.3%; C=34.8%; D=20.2%; F=10.1%.

Management

Business Administration Assessment Plan

Two principal methods of assessment are used:

1. Capstone course evaluation

- a. BA 430: Management Policy is required of all business administration majors and serves as the "capstone course." Successful completion of the course requires the integration of accounting, economics, finance, management, marketing, the decision sciences, and information systems. The integration of these courses forms the basis for the business administration generalist major. For this reason, the course forms one means of evaluating the major.

- b. portfolios of student work in the course will be collected and maintained for the faculty to evaluate the success of the major in accomplishing the four general Business Administration objectives.

2. Survey of graduates

- a. Regular surveys of Business Administration graduates will be conducted to establish our success in preparing students for meaningful business and business-related careers. Survey results will be used to evaluate course content and curriculum.

Business Administration 1992-1993 Assessment Results

The Management Division contains the separate majors of Business Administration, Accounting, Finance, Management Information Systems, and Retail Marketing. Of these the Business Administration, Marketing, Retail Marketing, and Management Information Systems majors use essentially the same three step evaluation process. There is a capstone course required of all majors, a survey of graduates to obtain their assessment of their preparation for their careers, and a continual evaluation of the course syllabi to be sure they are consistent with both the objectives of the program and the needs of the students.

Business Administration Major

Approximately 50 students successfully completed the requirements for a Bachelors degree in Business Administration during the year ending in August 1993. All students are encouraged to enroll in the capstone course, BA 430, Management Policy, during their final two semesters. Over the four semesters ending in the Spring of 1993, 115 students completed this course. Of those students, 62.6% received a grade of A, and 36.5% received a grade of B.

Marketing

The same method is used here as in the business administration major:

1. Capstone course evaluation

- a. BA 453: Marketing Management and Planning is required of all marketing majors and serve as the capstone course. Successful completion of the course requires the integration of general marketing principles, advertising, consumer behavior, marketing research, and marketing management. The integration of these courses forms the basis for the Marketing major.
- b. portfolios of student work in the course will be collected and maintained for the faculty to evaluate the success of the major in accomplishing the four general marketing objectives.

2. Survey of graduates

- a. regular surveys of Marketing major graduates will be conducted to establish our success in preparing students for meaningful business and business-related careers.
- b. the survey results will be used for possible revision of courses and course content.

Retail Marketing Assessment Plan

The same pattern is used here in retail marketing as in other management areas.

1. Capstone course evaluation

- a. BRM 373: Work/Study Internship is required of all Retail Marketing majors and serves as the capstone course. Successful completion of the course requires integrating skills used in the “”people businesses, meeting people, working with

people, and developing management techniques. This will be done through employee evaluation, student papers, conferences, and attendance at work and conferences.

b. a portfolio for each student will be collected and maintained for faculty evaluation. The portfolio will contain:

- (1) student resume
- (2) internship checklist
- (3) academic verification
- (4) internship reports
- (5) internship evaluation form
- (6) BRM 373 checklist
- (7) total hours verified

2. Survey of graduates

a. a regular survey of Retail Marketing graduates will be conducted to establish our success in preparing students for meaningful retail and retail-connected careers.

b. the survey results will be used by faculty to evaluate course content and curriculum.

Retail Marketing 1992-1993 Assessment Results

The Retail Marketing major was begun during the 1992-93 academic year. A survey of graduates will be conducted after the program has been in place for a longer period of time. Casual discussions with graduates suggest that students are finding jobs with reputable firms. Twelve students successfully completed B.A. degrees during the year. Of these 91% completed internships with a grade of B or better.

Accounting Assessment Plan

The following assessment procedures will be used in accounting:

1. Competency testing after completion of the Principles classes and again after successful completion of the Accounting curriculum
2. Tracking employment in major-related employment and graduate studies by majors.
3. Review of a portfolio of student work with regard to syllabi learning objectives and skills development.

Accounting 1992-1993 Assessment Result

At the present time, data is available from two assessment programs in the Accounting area. The first is a cumulative exam prepared by Lindenwood faculty given at the completion of the Principles of Financial Accounting course (BA 200). The second is a standardized exam entitled "Achievement Test for Accounting Graduates", available through the Psychological Corporation. This exam is administered to students completing Auditing (BA 400). Both exams are multiple choice.

The Principles of Financial Accounting exam was administered to 112 students who achieved an average score of 67%. Results of the Accounting Graduate test show that 18 students achieved an overall percentile rank of 30 with a range of 30 to 40 in the individual areas. The norms are based on scores of entry-level accountants with less than two years of experience tested between 7/1/86 and 6/30/92.

Management Information Systems

Assessment of the MIS program is accomplished in two ways:

1. Capstone course evaluation

- a. BA 442: Principles of Systems Development is a capstone course required of all students majoring in MIS. It integrates the technical foundations and database design skills acquired through completion of previous MIS course requirements and, as such, can be used for evaluation of the major.
- b. a portfolio of student work in the course will be collected and maintained to assess the fulfillment of the MIS program objectives.

2. Survey of graduates

- a. regular surveys of MIS graduates will be conducted in coordination with other management majors and the Office of Alumni Affairs to evaluate the success of the major in preparing students for professional careers in computer-based management information systems.

Management Information Systems Assessment Results

At this time one student has completed a major in this area. As students work toward their degrees, projects and examinations will be retained in student portfolios.

Lindenwood College for Individualized Education (LCIE)

Upon admission and initial matriculation into any LCIE degree or certificate program, a student will meet with his or her advisor to create a "Program Overview." The program overview will incorporate the learning goals and previous education and experience and will set forth a program of coursework designed to attain the goals. This Program Overview is retained by both the student and advisor. Any subsequent changes will be incorporated into an Amendment to the Program Overview.

All LCIE students must complete a culminating project which is intended to demonstrate mastery of the goals outlined for each program of study. In addition, students are required to meet with advisors at least twice each term to review progress for the particular courses.

These elements of the LCIE program are supported by the faculty and advisors who are committed to the success of these students at Lindenwood College.

Lindenwood College for Individualized Education Assessment

Learning Objectives

Since its inception in 1975 the Lindenwood College for Individualized Education has employed a continuous quality improvement process as an integral part of its program. As previously described, the LCIE program is presented in a Socratic pedagogic model. In this system, each student is required to meet with his or her faculty advisor/mentor twice each term. During those meetings, the advisor/mentor reviews the student's work and engages the student in a discussion of the content of the coursework for which the student is enrolled that term. From these discussions, the advisor/mentor is able to assess both the level of the student's learning and the breadth and efficacy of the instruction he/she is receiving that term. Thus, each instructor is continuously monitored by all the advisors serving students in his/her class. Each student also completes a faculty evaluation at the end of each term, and every instructor in LCIE is evaluated each term he or she teaches. In this way, each course and each instructor is evaluated continuously.

Faculty and Student Responsibilities

At the conclusion of an LCIE degree program, the student must submit and have approved a culminating project. This capstone effort is intended to demonstrate the student's mastery of the concepts inherent in his/her program of study as well as the ability to apply theory to practice. This requirement, which is never waived, provides an excellent indicator of the student's level of achievement and of the theories, concepts, and skills that were delivered as content in that student's program of study. At the undergraduate level, the student's culminating project, a substantial written piece, is received and ultimately approved by the faculty advisor/mentor. At the graduate level, the culminating project most often resembles a graduate thesis. The graduate culminating project is monitored by, and must receive final approval from, a committee of three faculty readers with the faculty advisor/mentor serving as the committee chairperson. Because the faculty advisor serves continuously as a mentor

assisting in the delivery and understanding of program content, each advisor is evaluated by each of his/her advisees at the end of each term.

These elements of the assessment have been in place in LCIE for the last eighteen years. The faculty and advisor evaluation instruments encourage a narrative report from each student, and these evaluations are reviewed quite carefully by the Dean of the LCIE program. The evaluations are retained in the LCIE office where faculty, program directors, and advisors are required to examine them.

On the basis of the evaluations, advisors and instructors may change syllabi and/or teaching methods. These evaluations also provide important information which may initiate curricular changes in LCIE programs, particularly when the evaluation information is matched with student output data as evidenced in culminating projects.

In the 1992-1993 academic year, LCIE initiated a more formalized and quantitatively rigorous assessment process as an adjunct to its continuous quality improvement process. The faculty developed a list of formally stated goals and objectives and a group of outcomes to measure the attainment of these goals and objectives. Five goals were identified as important to all LCIE programs. Four of the goals had shared objectives and outcome measurements regardless of program. The fifth goal, "Develop a mastery of the body of knowledge and skills within a field of study," requires different objectives according to the program or major and concomitantly different outcome measures.

The list of goals, objectives, and outcomes has been consolidated into a "Student Exit Assessment" instrument. Using a Likert-type scale, each LCIE student is assessed vis-a-vis the goals and objectives of all LCIE programs and relative to the goals and objectives of their specific programs of study. At present, only graduates have been evaluated; however, in the future, we intend to assess all students upon the termination of their LCIE studies. Due to the irregular enrollment patterns of adult students, it is difficult to determine when a student has simply "stopped-out" versus a permanent termination of enrollments.

The information which follows is a list of the general goals and objectives of the LCIE program

with assessment results following each goal for each program. The numbers in the columns represent the mean scores on the Student Exit Assessment Instrument.

All the objectives for LCIE in general and in specific programs are assessed through successful completion of outcome measures using a seven-point scale with the following values:

1=unsatisfactory; 2=poor; 3=below average; 4=average; 5=good; 6=superior; 7=outstanding

Goal: 1. Develop an awareness of the relationships among traditional disciplines.

Objectives: a. students will learn in integrated clusters of two or more related disciplines

b. students will participate in at least one colloquium per term

c. students will meet with their faculty advisors at least twice per term for integrative discussion of studies

program	a.	b.	c.
Health Management	7	7	7
MBA	6.69	6	6.43
Business Administration	6.55	6.01	6.55
MA, Counseling	6.0	5.15	5.076
Gerontology	6.33	6.33	6.67
Human Resource Mgt.	6.13	6.33	6.8
MS, Hum Res Mgt	7	7	7
Valuation Sciences	7	6.67	6.67
Master of Val. Sci.	6.5	6.5	6.25
M.S. Marketing	7	4.5	6.5
Communications (Grad)	7	7	7
Communications (UG)	6.4	6.48	6.74

Goal: 2. Develop written and oral communications skills.

Objectives: a. students will write at least 30 pages (40 for graduate student) of case study analyses, expository prose, and/or research projects each term

b. students will meet with their faculty advisors to monitor progress

c. students will participate in and lead seminar discussions

program

Health Mgt

program	a.	b.	c.
Health Mgt	6.5	6.5	7
MBA	6.54	6.43	6.29
Bus. Adm.	6.34	6.25	6.43
MA, Counseling	5.38	5.613	5.076
Gerontology	6.33	6.33	6.33
Hum. Res. Mgt. (UG)	6.2	6.38	6.47
Hum. Res Mgt. (G)	7	7	7
Valuation Sciences	7	7	7
Valuation Sciences (G)	6.75	6.75	6.75
M.S. Marketing	7	7	6.5
Communications (G)	7	7	7
Communications (UG)	6.38	5.95	6.7

Goal: 3. Develop research skills

Objectives: a. students will assimilate a range of information from a variety of sources with thesis-driven discussion

b. students will demonstrate competence in the use of accurate and

Health Mgt appropriate documentation

MBA

Bus. Adm. c. students will gather, analyze, and synthesize data using a variety of methodologies

MA Counseling

Gerontology
Hum. Res. d. students will complete a culminating project under the supervision of their faculty advisor

Hum. Res. Mgt

Valuation Sciences (UG)

program	a.	b.	c.	d.
Health Mgt	7	6.57	7	7
MBA	6.38	6.38	6.43	6.14
Bus. Adm.	6.11	6.11	6.08	6.34
MA Counseling	5.38	5.38	5.692	5.923
Gerontology	6	6	6.33	6.33
Human Resource Mgt (UG)	6.31	6.23	6.71	6.46
Human Resource Mgt (G)	7	7	7	7
Valuation Sciences (UG)	7	7	7	6.67
Valuation Sciences (G)	6.75	6.75	6.75	6.75
MS Marketing	7	7	7	7
Communications (G)	7	7	7	7
Communications (UG)	6.65	6.44	6.366.38	

Goal: 4. Develop an awareness of community resources to foster life-long learning

Objectives: a. students may participate in experiential learning opportunities including practica, internships, and other field experiences

Valuation Sciences (UG)

b. students will attend colloquia on a variety of subjects

program a. b.

Health Mgt	7	7
MBA	7	6
Bus. Adm.	6.07	6.11
MA Counseling	6.153	5.15
Gerontology	7	6.33
Hum. Res. Mgt. (UG)	6.1	6.47
Hum. Res. Mgt. (G)	n/a	7
Valuation Sciences (UG)	7	6.67
Valuation Sciences (G)	6.75	6.25
MS Marketing	n/a	4.5
Communications (G)	7	7
Communications (UG)	6.67	6.45

Each of these objectives has at least one outcome measurement. As noted earlier, each program has a set of objectives and outcome measures listed under the General Goal 5: Develop a mastery of the body of knowledge and skills within a field of study. These objectives are listed by program in Figure 1. The numbers following each section of objectives by program indicated the mean score for that program, based on the aforementioned scale.

Figure 1

Objectives By Program in LCIE

Gerontology:

1. The student will develop knowledge of the multifaceted nature of the developmental aging process, including biological, sociological, and psychological aspects.
2. The student will develop knowledge of public policies serving the aged and the influence of

policy on the delivery of service.

3. The student will develop the ability to conduct, use, and disseminate applied research to gerontological practice.

4. The student will develop the ability to apply critical thinking, problem solving, and interpersonal communications to gerontological practice.

5. The student will develop the ability to work effectively with other professionals to provide services and resources for older adults, families, and communities across the aging continuum.

Objective	1	2	3	4	5
	6.33	6.33	6.33	6.33	6.33

Communications:

1. The student will develop knowledge of major thinkers in the field of concentration through discussion and assigned readings and class participation and through library and investigative research.

2. The student will develop the ability to apply knowledge and skills to specific problems and issues through construction of practical media and corporate communications projects and by developing an understanding of related technologies.

Objective	1	2
graduate	7	7
undergraduate	6.43	6.49

Business (Includes M.B.A. and specialty areas):

1. The student will develop an understanding of the basic concepts, principles, philosophies, and applications in the areas of Accounting, Finance, Management, Marketing, Economics, Business Law, and Personal Finance.

2. The student will apply the knowledge and skills to specific corporate problems and/or general issues in business.

Human Resource Management:

Objective	1	2
MBA	6.5	6.43
Bus. Adm.	6.21	6.18
MS Marketing	6.5	6.5

Valuation Science:

1. The student will obtain interdisciplinary knowledge of appraisal principles, procedures, and methodology.

2. The student will gain knowledge of contemporary global socio-economic value influences.

3. The student will gain knowledge of motivation and valuing of consumer and industrial behavior.

4. The student will gain knowledge of economics, business law, and other topics relative to appraisal.

5. The student will gain interdisciplinary knowledge and skills in financial and investment analysis.

Objective	1	2	3	4	5
undergraduate	7	7	7	7	7
graduate	6.75	6.75	6.75	6.75	6.75

Human Resource Management:

1. The student will understand basic concepts, principles, philosophies, and applications in the areas of Accounting, Finance, Management, Supervision, Training and Development, Conflict Resolution, Employment Selection and Retention, Compensation Benefits, Labor Economics, Performance Appraisal, and Legal issues.

2. The student will apply knowledge and skills to specific corporate human resource problems and/or general issues in the management of people at work.

Objective	1	2
graduate	7	7
undergraduate	6.13	6.13

Counseling:

1. The student will function effectively and ethically in the community.

2. The student will apply theoretical knowledge to actual individual and group counseling settings.

3. The student will meet the normal developmental needs and concerns of individuals.

interest.

4. The student will demonstrate knowledge of the use of appraisal instruments and test interpretation.

Objective

5. The student will produce an original culminating project (thesis) which demonstrates competency in designing, conducting, and evaluating quantitative, qualitative, and/or philosophical/theoretical research in professional or school counseling.

Human Services Agency

Objective	1	2	3	4	5
1. The student will demonstrate competency in designing, conducting, and evaluating quantitative, qualitative, and/or philosophical/theoretical research in professional or school counseling.	4.54	n/a	n/a	n/a	n/a

Counseling students are required to achieve passing scores on the National Board for Certified Counselors Exam (NBCC). To date, 100% of students taking NBC exams have achieved a passing score.

practitioner assignments

Health Management:

membership dues

1. The student will relate management theories and organizational concepts to his or her own needs and environment and discuss ethical problems commonly encountered in health care.

relationships to students

2. The student will expand his or her knowledge and understanding of problems and issues associated with the health care field from a broader perspective as he or she shares ideas, experience, and research studies.

The range of concepts

3. The student will develop a basic understanding of marketing concepts and strategies.

ethics and accounting

4. The student will develop a basic knowledge of accounting practices and principles.

elective cluster

5. The student will complete an elective cluster to expand knowledge in a selected area of

interest.

Objective

1	2	3	4	5
7	7	7	7	7

Human Service Agency Management:

1. The student will develop competence in the functional areas of business as they apply to the eleemosynary organization.
2. The student will understand the importance of voluntarism in a democratic society.
3. The student will develop an area of applied concentration through targeted coursework and practicum assignments.
4. The student will understand the process and function of fundraising campaigns and membership drives.
5. The student will understand the importance of community relations and the elements of public relations as a process and skill.

As a group, the graduates of the LCIE programs scored well in their Student Exit Assessments. The range of scores for all items was between a 4.5 and a 7 with 6.3 to 6.75 being the most frequent value. The 4.5 values related to the general objective that requires all LCIE students to attend and submit a narrative evaluation of at least one colloquium per term. In this case, it appears students comply with the attendance requirement, but are remiss in submitting the 250-word essay evaluating their experience. The majority of 7 scores were given for items relating to compliance with other facets of the LCIE program, including successful completion of

over 30 pages of written work per term and successful completion of the culminating project.

Of all the LCIE programs, scores were lowest in the Counseling programs with a range from 5.076 to 6.153. However, even this reflects a range from "good" to "superior." the Corporate Communications graduate program scored a perfect 7 in all items. However, this was with a graduating group of two students compared with thirteen for the counseling programs. Overall, the major variation in scores was in the small range between 6.0 and 7.0 for most items. Other than the item relating to colloquium compliance, none of the other general items nor the program specific items demonstrated any consistent weakness. Therefore, the overall assessment of the LCIE programs according to the 1992-1993 assessment instrument is excellent.

One should note the important influence of the LCIE pedagogic model on the collection of assessment data. In LCIE students are permitted to repeat and revise assignments until all or most of the learning goals are realized. Grades are administered on an absolute standard rather than a curved basis. Both of these elements of the LCIE model lead to a final grade roster skewed toward the A and B levels. On the other end of the performance continuum, students must remain in continuous contact with their advisors. Students who cannot succeed with tutorial assistance or who are not willing to spend the considerable effort and time necessary to complete their clusters are counseled out of the program. Many very fine students are able to complete their coursework, but are unable or unwilling to complete their culminating project/thesis. Thus, only the very excellent and disciplined students in LCIE make the graduating ranks.

The 1992-1993 LCIE Assessment Instrument has only been applied to the graduates of the LCIE Fall 1992 Quarter and Trimester, Winter 1993 Quarter, Spring 1993 Quarter and Trimester, and Summer 1993 Quarter and Trimester. For those reasons noted in the foregoing paragraph, those graduates are not a representative sample of the total LCIE population. Therefore, it is our intent to identify those students who have terminated their studies prior to graduation and apply these assessments criteria in their evaluation.

The addition of the Student Exit Assessment has not obviated the continuation of the ongoing assessment of LCIE students and programs that has been an integral part of the program since its

birth. The existing continuous quality improvement process provides qualitative data while the Student Exit Assessment is an attempt to quantify our outcome measurements. The combination of our existing continuous assessment, the Student Exit Assessment, and the end-of-term student assessments of their faculty, advisors, and colloquia provide a triangulated approach toward evaluating the LCIE which should provide a more valid and reliable picture of our performance and success toward reaching our goals.

Following is the record of grade distribution in LCIE for the Fall and Winter Quarters of 1992-93.

Undergraduate, Fall 1992

A	B	C	D	F
68.6%	21.4%	6.4%	1.18%	1.6%

Campus Life

Undergraduate, Winter 1993

A	B	C	D	F
68.3%	23.9%	5.3%	1.1%	1.3%

Goal: To meet the specific needs of students through the provision of quality campus life.

Assessment:

1. Assess the number of students who attend campus activities through student participation.

2. Track emerging student interests and needs through a survey of students to create a list of the types of activities and events that would be most beneficial to campus life. Activities of interest include: Athletics, non-athletic student organizations, special organizations. Through these activities students and the large majority of student interests are met. The entire student body has participated in these activities and events. The survey results will be used to guide the development of future campus life activities for the 1993-1994 year.

Graduate, Fall 1992

A	B	C	D	F
82.4%	15.7%	1.9%	0	0

Graduate, Winter 1993

A	B	C	D	F
77.8%	20.1%	2.1%	0	0

Campus Life

The Campus Life Program has a number of goals which flow from the College mission statement.

Goal: To meet the spiritual needs of students through the promotion of Judeo-Christian values.

Assessment:

1. Assess the number of spiritual- and service-related activities and the level of student participation.

**Every undergraduate student is required to take either a religion or philosophy course as part of the general education curriculum. In addition, several spiritual activities were sponsored by Campus Life: Fellowship of Christian Athletes, the Christian Student Union, and many other organizations. Through these required courses and the large number of spiritual activities on campus, the entire student body was exposed to spiritual thought and activity. The membership levels of the Christian-affiliated organizations for the 1992-1993 year were as follows:

CSU recorded a membership total of 40 students and met 30 times

FCA had 25 members and met 120 times

American Humanics Student Association totalled 27 memberships and sponsored 45 service-related activities.

**Lenten Lectures continued for five weeks during the Spring 1993 semester. A number of spiritual activities were offered and sponsored by the FCA and the CSU, including concerts, lectures, and community service activities.

2. Assess the number of students who participate in the Community Work Service Program.

**In its first year available, 45 students took advantage of the new value-oriented Community Work Service Program. This number will grow each year as the Program will eventually become part of the Work and Learn requirement for all residential students during their junior or senior years at Lindenwood College.

Goal: To provide students with life-long learning opportunities through practical work experiences.

Assessment:

1. Determine the growth in work attitudes and performance of students participating in the Work and Learn Program and Community Work Service Program through analysis of supervisor reports and time sheets.

a. Track the number of LindenLeader (outstanding work-study performance) nominations submitted by the supervisors.

**The work-study students are evaluated weekly by the supervisors. Supervisors turn in weekly timesheets that indicate the number of hours worked and any additional comments on student performance. Each semester, the office of Work

and Learn accepts nominations for LindenLeaders. The office supplies the supervisors with performance appraisals to assess individual student performance while nominating students for outstanding work performance. In the Fall of 1992, 100 students were selected as LindenLeaders. In the Spring of 1993, 98 students were chosen.

b. Track the number of hours worked per individual in the Work and Learn and the Community Work Service programs.

**In the Fall of 1992, the total number of participants in the College Work and Learn Program was 889. The average student worked 109 hours in the Fall Semester.

3. In the Spring of 1993, 766 students participated in the program, averaging 115 hours each.

Goal: Educate students on the program majors offered at Lindenwood College, increase career awareness, and provide career planning and placement opportunities that will lead to employment or graduate school.

Assessment:

1. Calculate the number of students with a clear career focus by recording the number of declared majors.

**One of the main objectives of the TAP program is to educate students on the multitude career options. National research indicates that a larger percentage of students who drop-out, fail academically, or transfer, are not focused on a career objective; these students have not researched or declared a major. The percentage of declared majors after the Spring 1993 semester rose to 93% compared to 83% declared following the Spring 1992 semester. While students are not bound to their declared majors, the high number indicates that most students had a much stronger focus than in years past.

2. Determine the number of students who participate in TAP Advising.

**Because Talent Accomplishment Program advising is the central philosophy of Student and Career Development, all residential students and a number of commuters are directly involved in TAP Advising. Since the project's initiation in the Spring of 1992, over 1200 students have completed a Talent Accomplishment Profile. Over 90% of the May 1993 residential graduate population participated in TAP through the Senior Countdown Workshop. Their Talent Transcripts were included in the first annual LIONetwork Placement Catalog. Currently, approximately 90% of the entire residential population has completed a Talent Accomplishment Profile.

3. Track the placement rate of individuals using the Talent Transcript.

**Through the Talent Transcript Program 1992-1993 (LIONetwork), 98.4% of the participants, primarily resident students, obtained employment or were admitted into a graduate program. (The one student not employed did not seek employment directly after graduation).

4. Determine the number of students who were placed in employment and/or graduate school within six months of graduation.

**Of the students receiving bachelor's degrees in 1993 responding to our survey, 97% obtained employment or were admitted into a graduate program.

5. Track the daily use of the Career Development Center.

**On the average, there are 12-15 students using the resources of the Career Development Center each day. This includes one-on-one career exploration/ planning, review of job opportunities listings, requests for resumes, and company/ occupation research.

6. Measure the number of workshops, job fairs, and on-campus interviewers offered.

**During the 1992-1993 academic year, there were approximately 30 workshops conducted (Senior Countdown Workshops, and Interviewing/Resume-Writing Workshops).

**The Education Division conducted a teachers' job fair in the Spring of 1993. Through the Gateway Placement Association, Lindenwood College helped sponsor the Gateway to Careers Job Fair and Last-Minute Teacher Placement Day. Lindenwood also hosted an Alumni Career Symposium in the Fall of 1992.

**25 employers held on-campus interview sessions during the 1992-1993 year.

Goal: To increase levels of social interaction and student leadership through student involvement in extracurricular activities.

Assessment:

1. Determine the participation of students in recreational activity courses, sponsored organizations, and student activities.

**Recreational activity courses are strongly encouraged for all students. There were over 500 enrollments in the recreational activity courses during the 1992-1993 year. Over 1/3 of the residential population attended the major social events such as Homecoming and Cotillion. Nearly all the residential students participated in events such as the annual Spring Fling and Honors Day.

2. Measure the growth of activities and social organizations at Lindenwood.

**Many new student organizations and activities were added to accommodate student needs during 1992-1993. All organizations met established requirements by developing and proposing a constitution, selecting a faculty/staff sponsor who agrees to actively support the organization, and submitting a list of all elected officers

and membership.

**33 student organizations were approved and operated during 1992-1993, with 1277 memberships.

**Some of the activities provided for students during the 1992-1993 year included: Homecoming, Cotillion, Christmas Walk, Residence Hall Dances, Bridgeton Athletic Complex Sock-Hop, Casino Night, Spring Fling, Pumpkin Decorating Contest, Homecoming Decorating Contest, Blood Drive, Fashion Show, Black History Month Event, St. Louis Cardinal Baseball night, St. Louis Ambush Soccer night, Six Flags over Mid-America Student Event, Voter Registration, Gym Lock-In, Super Bowl Party, Greek Rush Week, Concert Party, Valentine Roller Skating, Comedy Night, Parker Hall Sub Night, Spades Tournament, AIDS/HIV Awareness Program, Luau, Open Volleyball Winterfest, St. Louis Zoo Visit, Art Museum, Ping-Pong Tournament, Billiards Tournament, Bowling Tournament, Kareoke Night, Apollo Night, Pep Rallies, Topic Speaker Series, LindenLeader, Creative Happening, Theatre Plays, Basketball Tournament, Powder Puff Football, Staff/Faculty-Student Softball, Midnight Breakfast, YMCA Lock-In, Nexus Dances, Honors Convocation, Movie Nights, Recitals, Cultural Trips.

Student Course/Faculty Evaluations

One aspect of on-going assessment which Lindenwood has done for many years is student course evaluations. Faculty members have routinely asked students to evaluate each course they teach each semester. These evaluations are anonymous and turned into the Office of the Provost by students. They do not return to the faculty member until the course is over and grades have been awarded. They are then sent back, after a brief analysis in the Provost's Office, to the faculty member who can then use the survey results for his or her own corrections.

The results, however, demonstrate the student reaction to faculty teaching in a very positive way. Overwhelmingly, students rate faculty teaching at Lindenwood in favorable terms.

Four questions were selected from these forms to provide some indication of student evaluation of faculty performance and knowledge in the field. The questions are as follows:

1. the instructor communicated:
 - a. in a clear and understandable manner
 - b. in a somewhat clear and understandable manner
 - c. in a somewhat confusing manner
 - d. in a thoroughly confusing manner

2. The instructor's knowledge of the subject matter appeared to be:
 - a. excellent
 - b. good
 - c. fair
 - d. poor

3. The instructor seemed well prepared for class meetings:
 - a. almost always
 - b. most of the time
 - c. occasionally
 - d. never

4. Overall, I would rate this instructor as:
 - a. above average
 - b. average
 - c. below average

The percentage results of these questionnaires for the academic year 1992-93 are as follows. They will be presented by Division, and, as far as possible, by programs within the division.

EDUCATION DIVISION

Teacher Education Department:

1. The instructor communicated

- | | |
|-----------------------------------------|-------|
| a. in a clear and understandable manner | 85.7% |
| b. in a somewhat clear manner | 9.8 |
| c. in a somewhat confusing manner | 4.2 |
| d. in a thoroughly confusing manner | .3 |

2. The instructor's knowledge of subject matter appeared to be

- | | |
|--------------|-------|
| a. excellent | 81.3% |
| b. good | 16.2 |
| c. fair | 2.1 |
| d. poor | .4 |

3. The instructor seemed well prepared for class meetings

- | | |
|---------------------|-------|
| a. almost always | 85.7% |
| b. most of the time | 12.7 |
| c. occasionally | 1.2 |
| d. never | .4 |

4. Overall, I would rate this instructor as

- | | |
|------------------|-------|
| a. above average | 84.2% |
| b. average | 15.6 |
| c. below average | .2 |

Physical Education Department

1. The instructor communicated

- | | |
|-----------------------------------------|-------|
| a. in a clear and understandable manner | 73.8% |
| b. in a somewhat clear manner | 20.6 |
| c. in a somewhat confusing manner | 4.3 |

d. in a thoroughly confusing manner 1.3

2. The instructor's knowledge of the subject matter appeared to be

a. excellent 80.0%

b. good 16.2

c. fair 3.3

d. poor .5

3. The instructor seemed well prepared for class meetings

a. almost always 77.3%

b. most of the time 16.1

c. occasionally 4.7

d. never 1.9

4. Overall, I would rate this instructor as

a. above average 76.8%

b. average 21.2

c. below average 2.0

DIVISION OF FINE AND PERFORMING ARTS

1. The instructor communicated in

a. a clear and understandable manner

b. in a somewhat clear and understandable manner

c. in a somewhat confusing manner

d. in a thoroughly confusing manner

	a.	b.	c.	d.
Fine Arts	78.8	15.9	4.6	1
Performing Arts	79.3	17	3.7	0

2. The instructor's knowledge of the subject matter appeared to be

- a. excellent
- b. good
- c. fair
- d. poor

	a.	b.	c.	d.
Fine Arts	89.5	9.2	1.3	0
Performing Arts	87.2	11.9	1	0

3. The instructor seemed well prepared for class meetings

- a. almost always
- b. most of the time
- c. occasionally
- d. rarely

	a.	b.	c.	d.
Fine Arts	84	15	1	0
Performing Arts	88.3	10.3	1.3	0

4. Overall I would rate this instructor as

- a. above average
- b. average
- c. below average

	a.	b.	c.
Fine Arts	82.5	16.9	0
Performing Arts	90.3	9.3	.3

DIVISION OF HUMANITIES

a. almost always

1. The instructor communicated

- a. in a clear and understandable manner
- b. in a somewhat clear and understandable manner
- c. in a somewhat confusing manner
- d. in a thoroughly confusing manner

Communications

	a.	b.	c.	d.
Communications	80	15	4	1
English	60	32	8	1
Foreign Languages	55	35	9	1

4. Overall I would rate the instructor as

a. below average

2. The instructor's knowledge of the subject matter appeared to be

- a. excellent
- b. good
- c. fair
- d. poor

Communications

	a.	b.	c.	d.
Communications	86	11	2	1
English	82	16	1	0
Foreign Languages	54	46	0	0

1. The instructor communicated

- a. in a clear and understandable manner
- b. in a somewhat clear and understandable manner
- c. in a somewhat confusing manner
- d. in a thoroughly confusing manner

3. The instructor seemed well prepared for class meetings

- a. almost always
- b. most of the time
- c. occasionally
- d. never

	a.	b.	c.	d.
Communications	84	12	3	1
English	81	18	1	0
Foreign Languages	68	28	3	1

4. Overall I would rate this instructor as

- a. above average
- b. average
- c. below average

	a.	b.	c.
Communications	85	12	3
English	70	26	18
Foreign Languages	75	23	2

MANAGEMENT DIVISION

1. The instructor communicated

- a. in a clear and understandable manner
- b. in a somewhat clear and understandable manner
- c. in a somewhat confusing manner
- d. in a thoroughly confusing manner

	a.	b.	c.	d.
Undergraduates	68	22	9	1
MBA courses	70	30	0	0

2. The instructor's knowledge of the subject matter appeared to be

- a. excellent
- b. good
- c. fair
- d. poor

	a.	b.	c.	d.
Undergraduates	89	11	0	0
MBA Courses	80	20	0	0

3. The instructor seemed well prepared for class meetings

- a. almost always
- b. most of the time
- c. occasionally
- d. rarely

	a.	b.	c.	d.
Undergraduates	90	9	1	0
MBA Courses	91	9	0	0

4. Overall I would rate this instructor

- a. above average
- b. average
- c. below average

	a	b.	c.
Undergraduates	76	22	2
MBA Courses	60	34	6

3. The instructor seemed well prepared for class activities

- a. almost always
- b. often
- c. sometimes
- d. occasionally

SOCIAL SCIENCE DIVISION

1. The instructor communicated

- a. in a clear and understandable manner
- b. in a somewhat clear and understandable manner
- c. in a somewhat confusing manner
- d. in a thoroughly confusion manner

	a	b.	c.	d
Criminal Justice	90	10	0	0
History	74	20	6	0
Phi. & Religion	68	28	5	0
Psychology	92	8	0	0
Sociology/Anthro	71	22	6	0

2. The instructor's knowledge of the subject matter appeared to be

- a. excellent
- b. good
- c. fair
- d. poor

	a.	b.	c.	d.
Criminal Justice	85	15	0	0
History	92	8	0	0
Phi. & Religion	84	16	0	0
Psychology	94	5	0	0
Sociology/Anthro	89	11	0	0

3. The instructor seemed well prepared for class meetings

- a. almost always
- b. most of the time
- d. occasionally
- e. never

	a.	b.	c.	d.
Criminal Justice	90	10	0	0
History	95	5	0	0
Phil. & Religion	83	13	3	1
Psychology	97	3	0	0
Sociology/Anthro	91	7	0	0

4. Overall I would rate this instructor

- a. above average
- b. average
- c. below average

	a.	b.	c.
Criminal Justice	95	5	0
History	78	19	3
Phil. & Religion	74	26	0

Psychology	91	9	0
Sociology/Anthro	84	15	1

DIVISION OF NATURAL SCIENCES AND MATHEMATICS

1. The instructor communicated

- a. in a clear and understandable manner
- b. in a somewhat clear and understandable manner
- c. in a somewhat confusing manner
- d. in a thoroughly confusing manner

	a.	b.	c.	d.
Biology	51	36	8	4
Chemistry	63	26	9	2
Mathematics and Comp Sci.	65	18	14	3

2. The instructor's knowledge of the subject matter appeared to be

- a. excellent
- b. good
- c. fair
- d. poor

	a.	b.	c.	d.
Biology	72	25	2	1
Chemistry	88	12	1	0
Mathematics & Comp Sci.	68	23	6	2

3. The instructor seemed well prepared for class meetings

- a. almost always
- b. most of the time
- c. occasionally
- d. never

	a.	b.	c.	d.
Biology	62	26	10	2
Chemistry	92	7	1	0
Mathematics & Comp.				
Sci.	75	19	4	1

4. Overall I would rate this instructor as

- a. above average
- b. average
- c. below average

	a.	b.	c.
Biology	61	30	9
Chemistry	78	19	3
Mathematics & Comp. Sci.	68	25	7

LCIE Division

1. The instructor communicated

- a. in a clear and understandable manner
- b. in a somewhat clear and understandable manner
- c. in a somewhat confusing manner
- d. in a thoroughly confusing manner

	a	b	c	d	N/A
'92 Fall Trimester (N=210)	85%	8%	3%	--	3%
'93 Spring Trimester (N=222)	89%	5%	- -	1%	5%
'93 Summer Trimester (N=198)	80%	8%	2%	- -	10%
'93 Fall Quarter (N=707)	83%	3%	1%	- -	13%
'93 Winter Quarter (N=733)	78%	4%	1%	- -	17%
'93 Spring Quarter (N=637)	86%	4%	1%	- -	9%
'93 Summer Quarter (N=507)	85%	6%	2%	1%	6%

2. The instructor's knowledge of the subject matter appeared to be

- a. excellent
- b. good
- c. fair
- d. poor

'92 Fall Trimester (N=210)	87%	10%	1%	- -	3%
'93 Spring Trimester (N=222)	91%	3%	1%	- -	5%
'93 Summer Trimester (N=198)	82%	4%	- -	4%	10%
'93 Fall Quarter (N=707)	85%	1%	- -	- -	13%
'93 Winter Quarter (N=733)	80%	2%	1%	- -	17%
'93 Spring Quarter (N=637)	89%	2%	0	0	9%

'93 Summer Quarter (N=507) 92% 2% - - - 6%

4. Overall, I would say the instructor

a. almost always

3. The instructor seemed well prepared for class meetings

a. almost always

b. most of the time

'92 Fall c. occasionally

'93 Spring d. never

'93 Summer

'92 Fall Trimester (N=210) 91% 6% - - - 3%

'93 Spring Trimester (N=222) 94% - - - 2% 5%

'93 Summer Trimester (N=198) 85% - - 5% - - 10%

'93 Spring Quarter (N=171)

'92 Fall Quarter (N=707) 85% 1% 1% - - 13%

'93 Winter Quarter (N=733) 80% 2% 1% - - 17%

'93 Spring Quarter (N=637) 85% 4% 2% - - 9%

'93 Summer Quarter (N=507) 88% 5% 1% - - 6%

4. Overall, I would rate this instructor as

a. above average

b. average

c. below average

'92 Fall Trimester (N=210)	87%	4%	5%	3%
'93 Spring Trimester (N=222)	88%	7%	1%	5%
'93 Summer Trimester (N=198)	85%	- -	5%	10%
'92 Fall Quarter (N=707)	83%	3%	1%	13%
'93 Winter Quarter (N=733)	79%	2%	1%	17%
'93 Spring Quarter (N=637)	89%	2%	- -	9%
'93 Summer Quarter (N=507)	88%	5%	1%	6%

Program Quality: External Reviews

The only programs at Lindenwood that are subject to specialized external reviews are those in education. In the case of education, the programs are evaluated both by the Missouri Department of Elementary and Secondary Education and by the National Council for the Accreditation of Teacher Education.

The Department of Elementary and Secondary Education sent a review committee to Lindenwood in April of 1992 for a regularly-scheduled review, after a very substantial internal Self-Study spearheaded by the Education Department. As a result of that review, all 21 of Lindenwood's professional education programs received state department accreditation. Unlike NCATE, the Missouri Department of Elementary and Secondary Education accredits each individual program separately and may recognize some and not others. All of the Lindenwood programs were accredited.

The regularly-scheduled NCATE visit occurred in April of 1993. Another, though similar, Self-Study was prepared for that visit. That association also granted Lindenwood College accreditation for its teacher-education programs.

These evaluations are particularly helpful and significant since, for secondary education, a great many other Lindenwood departments were involved in the preparation of the Self-Studies and in the details of the visit.

Chapter Twelve

Other Accomplishment Indicators

Faculty Accomplishments

We noticed above the qualifications of the faculty. That is only part of the story. The faculty continues to develop and grow while teaching. We are able to chart this growth and effort fairly precisely because of the Individual Development Plans which each faculty member develops each year while preparing for the coming year. In this IDP, the faculty member outlines a variety of individual goals and objectives. The simplest portion is the teaching responsibility which the faculty member will undertake during the coming year. This teaching may be distributed among any of the units or sessions of the college, semesters, trimesters, quarters, LCIE clusters. The Individual Development Plan is initially developed by the faculty member. It is then shared with the Divisional Dean for review and input so that the faculty member's goals and objectives will mesh with those of the entire division. The plan is then reviewed with the faculty member by the President and, once approved, becomes part of the contract for the coming year.

But, in addition, other professional and personal goals are laid out, as well as some self-evaluation of the success of the faculty member in achieving the previous years' goals. Faculty members indicate what extra-curricular activities they will work with during the year, what courses they propose to change, add, drop, update. They indicate what sorts of professional activities and organizations they pursue. In short, it is possible to lay out the professional lives of the faculty members in their IDPs.

The IDPs for 1993-1994 clearly indicate an active faculty. About one third are actively engaged in research and publishing, even though this is not a major thrust of the institution. About one-half of the faculty are active in service in the larger community--activities involving churches, community organizations, civic functions, and the like. Almost without exception, faculty members are active in working with the subject matter they teach and the ways in which they teach it. Courses are being revised; new syllabi are being written.

Different approaches are being taken as faculty members react to changes in their disciplines as well as feedback from the student evaluations.

The IDPs are available for inspection. They are a revealing look at a creative faculty actively working at the craft of teaching.

Another area which needs to be addressed is "good practices," to use the North Central Association of Colleges and Schools term. There are several areas here.

The first is the issue of academic freedom. Lindenwood College's statement of academic freedom is contained in the Faculty Handbook. It covers the conventional issues involved in academic freedom. There have not been any disputes or cases involving or alleging infringement of academic freedom at Lindenwood College in many years.

The other issues in this area involve processes to settle internal disputes. These disputes generally come in three areas: Faculty/Administration, Faculty/Student, and Administration/Student. Lindenwood College has procedures in place that deal with each of these areas. There are appeals procedures built into the system in each category of dispute. The President of the College is the final arbiter in each area of dispute.

In the event of any disputes involving athletic team members and concerned with athletic matters, Lindenwood College follows the rules of the NAIA. Since Lindenwood does not offer athletic scholarships *per se*, students cannot lose scholarships or financial aid because of disputes involving athletics or membership or participation on teams.

Retention Rates

One measure of the effectiveness of a college program, both in its academic program and its campus life aspects, is student retention. Lindenwood College has a respectable retention rate, but it has a way to go to reach a retention rate we consider appropriate.

In the push to enlarge the student body, great success has been achieved in recruiting, and the campus living facilities are really now largely full. Retention of conventional students once recruited, however, has not been as successful as we would like. For the 1991 cohort of 363 students, the returning rate at the beginning of Fall Semester 1992 was 54.4% with another 34.8% transferring to other institutions and 9.7% dropping out of college-level education altogether. (1.1% of that cohort could not be traced). At the beginning of Fall Term 1993, the 1991 cohort still had 42.2% enrolled at Lindenwood, 44.1% enrolled in some other post-secondary institution, 12.6% working, and the same 1.1% unknown. There has been some significant improvement in the retention of the 1992 cohort through Fall 1993. We retained 60.0 of this group through the first year. Another 29.1% transferred to other institutions, and 9.8% left education to take employment. Another 1.1% could not be found.

We monitor student progress carefully now with programs like Go-Get-Em, which is an early warning system to assist the faculty and staff in monitoring students in the areas of attendance, grade deficiencies, work and learn, and the general well-being of each student at Lindenwood College. The Go-Get-Em Program prevents student failure and drop-out by timely intervention. The percentage of students on Go-Get-Em in the Fall of 1992 who returned in the spring of 1993 was 70%. The percentage of students on Go-Get-Em in the spring of 1993 who returned in the fall of 1993 was 60%.

Originating in the 1992-1993 academic year, applicants to Lindenwood College were given interest and career inventories to assist with course selection and advising. Personality and learning style assessments were also implemented to promote student goal setting and purpose, as well as proper roommate selection in the case of the resident student. Coupled with the Talent Accomplishment Profile and the Community Work Service Program, Lindenwood College has seen marked results in the area of retention.

Criterion Four

The Institution Will Continue to Achieve its Purposes

Chapter Thirteen

Planning and the Future

Lindenwood College is confident that it can continue to achieve its purposes. This confidence is based on four on-going activities: planning, assessment, this Self-Study, and the Individual Development Plan program. In addition, we can cite the enormously improved financial situation of the College which allows for future planning with certainty.

Planning

Planning efforts at Lindenwood are carried out on several different levels concurrently. The Board of Directors has a Strategic Planning Committee which has met repeatedly and processed a good deal of information while making its reports. The administration has projected a number of plans, particularly for physical expansion of campus facilities as well as potential new programs and locations. The individual disciplines and divisions have projected plans within their areas.

All of these planning efforts have been consolidated in a single Strategic Plan which projects our goals and expectations over the next decade. Plans within a three-to-five year period are reasonably detailed. Of necessity, plans in the five-to-ten-year range are more speculative.

A full copy of the Strategic Plan will be placed in the team on-campus office before arrival.

On a College-wide level, certain long-range goals have been established:

Student Body

Our current student body is approximately 4,000 annual total enrollment, divided almost equally between full-time undergraduates and the adult/graduate population. As we have indicated, this student body is already diverse.

In the next five years, the College has as a goal an increase in its retention and persistence rates by 5% annually. Beginning in 1994, the College will have developed a survey questionnaire that will allow us to assess student/graduate perceptions of how successfully the College is fulfilling its mission. Some of the individual areas have already been doing this, such as education and the MBA program, but this will be a College-wide effort, repeated annually.

We anticipate having 1300 residential students per term by 2004, with the number divided equally between men and women. This will represent as large a residential student body as the College wishes to have to retain its character. We do, however, by 2004, plan to increase the international component of this group to about 10%. By 2004, the College expects to have 700 undergraduate commuter students per term, as well as the residential component.

Because of expanded areas of service, the graduate/adult professional programs should increase their per-term enrollments by 500 students by 2004.

The actual student recruitment/enrollment goals over the next ten years have been projected as follows:

Year	Per Term										
	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04
Residents	1000	1050	1125	1200	1250	1300	1300	1300	1300	1300	1300
Commuters	450	475	525	575	600	625	650	675	700	700	700
Adult/ Graduate	1500	1550	1625	1700	1775	1850	1925	2000	2000	2000	2000
Annual Enrollment Totals	4400	4525	4725	4925	5075	5225	5325	5475	5500	5500	5500

Faculty

The Lindenwood College faculty, both full-time and adjunct, is merit-based, with a primary focus on teaching. One of the major goals of the College is to increase the participation of the faculty in all aspects of the College community. While all courses are routinely evaluated by students each semester, the college expects to create another survey instrument to help measure the performance of each faculty member. This newer evaluative procedure will be used every year.

By 2004, the College faculty will have expanded its role in the co-curricular aspects of college community life.

The College Strategic Plan has identified those areas within the semester programs where additional faculty will be needed over the next few years. In the LCIE and other quarter-based programs, faculty needs are directly proportional to enrollments, and we are planning on the basis of the student projections above to add faculty in those areas.

Friends and Donors

Lindenwood will continue to search for friends and donors to sustain its programs. By 1994, annual giving is expected to reach an annual level of \$650,000. Annual giving is targeted to increase by 5-10%. A survey instrument will be developed to measure more precisely the level of satisfaction with the communication between the college and its friends and donors.

Alumni

The Lindenwood College alumni are represented by an Alumni Association Board of Directors, as we have noted before. This Board serves as a communications network between the college and its alumni. The responsibility of the Board is to actively seek ways to involve alumni in the life of the college through alumni activities which include: recruitment of students, creation of a broader base of alumni support, encouragement and support of alumni in the maintenance of personal relationships with students, other alumni, faculty, and administration.

It is the goal of the College that student recruitment efforts by alumni increase by 10% a year, matching the 10% increase in alumni contributions sought each year in the next ten years. Consequently, the college hopes for a 10% increase each year in alumni association active membership.

Facilities

A strategic plan to increase the size of the campus and add to its facilities has been developed. It is hoped that within the next ten years, the College may acquire additional acres along the southern edge of the campus, taking the campus all the way to the First Capitol-West Clay street area, giving a much more visible frontage.

The area along First Capitol drive on which the Commerce Bank now sits is targeted for re-acquisition as well. The land formerly was part of the campus and was leased, then sold to Commerce Bank. If the property can be reacquired, the present bank building would become the Admissions Office/Welcome Center for the campus. Eventually, as funds become available, it is planned to build a new student center/cafeteria immediately behind the bank building, giving a new entrance and focus to the residential life of the campus and reserving the older quadrangle primarily for pedestrian use.

The back campus of some 50 acres, once sold off, but now re-acquired, is in the process of being developed as a low impact arboretum with the cooperation of Missouri Botanical Garden. This

area will be both a student laboratory resource and a haven in the midst of the city. This area would be the site of a new physical education/performance center with parking.

The size of the campus is not expected to increase very much beyond these extensions. We do not anticipate that the size of the College itself will increase by very much, since we want to preserve its character as a stand-alone, liberal arts college. We have no plans to follow the movement of other colleges to become "quasi-universities."

Distance Learning

With the new technology for interactive distance learning now becoming available, Lindenwood College expects to become a major center for such activity. Our close relationships with business entities through LCIE and MBA and other programs, as well as scores of surrounding school districts, make us a natural partner in this new arena. We are actively exploring the ramifications of this new technology and its possibilities for Lindenwood College. We are determined to have this system up-and-running by 1995.

Community Work Service

It is one of the goals of Lindenwood to allow and encourage students to broaden their horizons through a community service experience that demonstrates the virtues of work and the satisfactions of service to others. It is a College goal expand this program to involve all junior and senior students with a volunteer external experience and to increase by 5% annually the levels of satisfaction with the College Community Work Service Program.

Contract Partners

Lindenwood College intends to continue to seek partnerships with agencies that can support the mission of the College. It already has such a relationship with the St. Charles Synergy Center (small business incubator), and it will continue to seek other such relationships.

Divisional Planning

All of the divisions have developed plans for the immediate future. Most of them were discussed in the sections on the individual academic areas.

Assessment

The entire assessment process is intended to provide the insight and information to allow the various academic programs to know how successfully they are realizing their goals and objectives. When the program is fully implemented, it will give us continuous, yearly information that will allow equally continuous program review. All of the academic areas are aware of the potential for assessment information and pledged to utilize it to make our programs better and more effective. We do not yet know the extent to which this information will enable us to improve, but we intend to use it to its fullest extent. We are hoping that the process will give us good results. We are confident that we are doing a good job, but we want to know that in measurable terms, and we want and intend to continuously improve.

Self-Study

This Self-Study is intended to become part of our on-going assessment and planning operation. All of the areas of concern highlighted in the academic sections will be confronted deliberately as well as all the plans for the future. All these concerns and plans will automatically become part of the on-going process of change and improvement.

Individual Development Plans

Each year, every faculty member at Lindenwood College makes an individual development plan which becomes the basis for the yearly understanding and work pattern to follow. These plans allow and require each of us to confront our personal goals and place in the program and college

community and deliberately plan our involvement. These IDPs (which are available for inspection) give us a good look, on a microcosm basis, of each faculty member and his/her involvement with the college program: courses to be taught, community service to be performed, research and personal development.

These IDPs mandate deliberate planning and development. They are part of the on-going commitment of the College to continue its program and mission and find ways to improve our performance.

Financial Situation

As indicated in the appropriate sections of this Self-Study, the financial condition of the College has improved dramatically in the last five years. Lindenwood College is beyond worrying about viability and well into tangible improvements, both in program and facilities. This financial situation provides us with another element of confidence in the future and allows us to know that Lindenwood College will be able to sustain its mission for the future.

Proposed Changes in the Affiliation Statement and Justification for Change

Lindenwood wishes to amend the Affiliation Statement to allow the college to expand its area of service to include the state of Missouri, to augment its current offerings at various locations in the St. Louis Metropolitan Area and in Marshall, Missouri. We are convinced that many of the traditional limitations and drawbacks on such extensions are now obsolete, given the current state of interactive technology. We wish to provide services in some areas where we can do a good job and where we can protect the quality of our program.

We envision the possibility of some partnerships with other four-year institutions similar to the one which we have with Missouri Valley College in Marshall, Missouri (which is included in our current Affiliation Statement). On the Missouri Valley campus, we offer some courses leading to a master's degree. We wish to pursue similar arrangements with some other selected

institutions in Missouri for similar MBA programs or selected LCIE programs. These would be Lindenwood College programs, but located on some other campuses, and obviously offered in cooperation with the host campus.

We justify this request on the following grounds:

Allocation of Resources and Quality Control Mechanisms

Supervision of these off-campus programs would follow the same pattern as the present LCIE program. We presently teach at several sites, both leased and on-site, in the St. Louis metropolitan area. The supervision of these programs comes from the Dean of Lindenwood College for Individualized Education/Accelerated Programs. If several such programs are implemented, it would be necessary to designate an additional administrator for off-campus sites who would travel from one location to another to provide integration and supervision.

Building upon the proven success of currently offered off-campus programs, any new offerings would be phased-in gradually over a period of time to ensure the continuity of current operations. Assurances would be made that any new site would have adequate facilities to provide program quality comparable to that on the main campus. Further, all offerings would replicate existing main-campus offerings, and faculty and instruction would be approved according to current College guidelines.

Conclusion

In this Self-Study, we have provided a description of the human, financial, physical, and programmatic components of Lindenwood College. We have portrayed a dynamic, strong, independent, value-centered, liberal arts college. Lindenwood College is committed to teaching high-quality educational programs, while providing personalized attention and service to a diverse constituency in an affordable manner. All of these components combine to produce a viable and vibrant whole. Lindenwood College has a long history of notable accomplishment, having been a member of the North Central Association of Colleges and Schools and accredited since 1918.

The Lindenwood College of today is a place of energy; a campus that's alive with the activities of learning lessons, in academics as well as civics. With a sense of vitality and stability that was unimaginable just a few short years ago, all members of this learning community are confident that the College will, indeed, live on for a rewarding future that can match its rich past.

Overall, Lindenwood College is certainly a viable, growing institution which, we are confident, fulfills the criteria for accreditation of the North Central Association of Colleges and Schools. On the basis of the realities of Lindenwood College, as detailed in this Self-Study, we confidently request continued accreditation for a further ten years.

①

②