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Chapter 1

Introduction

Lindenwood is a personal, student-centered university with a large family and a spirit that transcends all the generations of students and professors who have passed through her stony gate.

Chapter 1 Introduction

Profile of Lindenwood University

Lindenwood is a comprehensive, mid-sized, independent university with a storied history, an avowedly values-oriented approach to education, and a public-serving outlook. We are perhaps best known for our emphasis on excellent university-level teaching and our student-centeredness. Founded in 1827, the school is the oldest college west of the Missouri River. Pioneer woman Mary Easton Sibley and her husband, Major George Sibley, established the University in the frontier town of Saint Charles, Missouri – near the point along the Missouri River where Lewis and Clark embarked on their trailblazing expedition to the Pacific Northwest. The “Lindenwood Female College” began as a finishing school for young women from well-to-do families, but, from its inception, was committed to combining professional matters with academic pursuits, the social with the intellectual, and the spiritual with the physical. Lindenwood has maintained its commitment to holistic higher education through the years.

Lindenwood became a Presbyterian college in 1853, a four-year college in 1918, a coeducational school in 1969, and a comprehensive university in 1997. We added evening programs in 1972 and graduate degrees in 1975. Also in 1975, we started an accelerated degree program known as the Lindenwood College for Individualized Education (LCIE). The university has been continuously accredited by the North Central Association of Colleges and Schools since 1918.

Up to the mid-1960s, through varying times and fortunes, the university had experienced gradual growth in its student body, and its programs and finances had stabilized in a viable condition. Like so many private postsecondary schools, however, Lindenwood began to feel the impact of the economic pressures and rapid cultural changes that marked the 1960s and '70s. During the '70s and '80s, the school suffered annual operating deficits and accumulated substantial indebtedness. In the spring of 1989, the total number of students, full- and part-time, had dropped below 1,000, and Lindenwood faced the real prospect of closing. Instead of shutting down one of America's oldest institutions of higher education, however, Lindenwood's Board of Directors made a courageous decision to “refound” the school. This involved three major actions. First, the Board recruited an experienced president and directed him to transform the University into a carefully managed institution. Second, it worked with the president and key members of the university community to rebuild the mission in a way that would bring Lindenwood back to its historical purpose and objectives. Third, the university community committed itself to implementing the rebuilt mission throughout all academic programs and day-to-day operations of the campus.

These actions launched a new era for Lindenwood that was based on a return to the fundamental precepts that had given rise to the original frontier university. We restored a campus culture that promotes the development of core values and citizenship. Several

significant changes and initiatives implemented that culture: Single-sex dormitory visitation rules were re-established and enforced; a code of conduct was developed and communicated to the students, faculty, and staff; programs aimed at developing a strong work ethic were put into place; the ideal of community service was made a prevailing expectation; a number of co-curricular opportunities and student organizations were added; a serious, individualized advising system was implemented; and the general education curriculum was strengthened to merge a traditional "liberating arts" form of higher education with career preparation.

Lindenwood University in the 21st Century

Today's Lindenwood offers more than 60 undergraduate programs and upwards of 35 graduate programs to full- and part-time students from a wide range of ages, backgrounds, and interests. We provide undergraduate programs leading to the Bachelor of Arts (BA), Bachelor of Fine Arts (BFA), and Bachelor of Science (BS). Our graduate curricula lead to the Master of Arts (MA), Master of Science (MS), Master of Arts in Teaching (MAT), Master of Fine Arts (MFA), Master of Business Administration (MBA), Master of Valuation Science (MVS), and Education Specialist (EdS) degrees. Our students may also elect to earn customized degrees on a contract basis, as described in the *Lindenwood University Undergraduate Catalog*. The fundamental corrections in operation that we adopted in 1989 have recreated Lindenwood as a major university that retains most of the character traits of the small college that helped shape the American frontier. Across all of our degree programs, the basic philosophy is that higher education should be liberating, holistic, individualized, and values-centered.

The university's main campus is located in St. Charles, Missouri, in a region that is one of the fastest growing in the country. Situated just off Interstate 70 and midway between a major city to the east and a burgeoning network of developing municipalities to its west, Lindenwood is in an excellent position to grow and prosper in the higher-education market. And we have done just that in the past decade, as figures presented in Chapter 4 will clearly illustrate. We served more than 11,000 students in fiscal 2003, and we anticipate steady growth for the foreseeable future, especially in our graduate and evening-student populations. Presently, about half of our students are pursuing graduate degrees. The majority of those students are in our teacher-education program, with the MBA census running a distant second. The number of students completing their bachelor's or master's degrees has increased each year since 1990, and last year it exceeded 1600 students.

The historical and present-day core of the university is its residential population, which now consists of approximately 2,400 students, with all but about 75 of those being full-time undergraduates. Each year at least 40 percent of the resident undergraduate students participate in one or more of our 38 intercollegiate sports teams, which continue to be a major factor in the success of our undergraduate recruitment system. Our beautiful campus provides hundreds of co-curricular opportunities within a values-based campus culture that emphasizes development of citizenship along with intellectual prowess.

Lindenwood University 2003-04 Self-Study

The Lindenwood of the 21st century is home to a rich cross-section of human talent. We estimate that approximately 16 percent of our students belong to ethnic or racial minorities. The university draws a healthy diversity of matriculants from 43 to 46¹ states and is blessed with nearly 500 international students from at least 60 countries.

Since 1989, the increase in Lindenwood's human, financial, and physical resources has accompanied the rapid rise in its student numbers. The land area of the main (St. Charles) campus has jumped from just over 100 acres to more than 400 (see Chapter 4). We have also acquired off-site real estate around some of our branch campuses – most notably at our Boone Campus in Defiance, Missouri, where we now own approximately 1,000 acres. Since '89, the number of full-time employees with faculty rank has increased from fewer than 40 to more than 160, and the bottom line of our annual revenues and gains has risen from under \$10 million to more than \$50 million. We are near the culmination of a \$60 million + campus expansion project, all of which is being funded from current cash flow rather than through borrowing. The university is effectively free of debt.

Notably, even though Lindenwood has grown from a small college in the 1980s to a major independent university in the present, we have consciously maintained a unity of structure and function. We have not fragmented into separate “colleges” or “schools.” Our faculty and staff operate as a team, and we access our whole curriculum when we build and deliver academic programs.

When the new or prospective student walks onto our spacious, wooded campus, she is immediately struck by both the beauty of the physical setting and the palpable sense of community that distinguish this grand old university from many other institutions of higher education. The newcomer is drawn to several state-of-the-art buildings that are new or still under construction and, yet, adhere to the campus' neo-classical architectural themes. She notes that large, well-equipped athletic facilities complement the numerous computer labs, fine and performing arts venues, and traditional college classrooms. Soon after arriving, the student is greeted by obviously seasoned Lindenwood student-scholars. Most just say “Hi,” but, before long, one or more of the amiable passersby ask her if she is looking for somebody and whether they can help her find the right building. When she arrives at the admissions, financial aid, and academic services offices, she is pleasantly surprised that she receives help with little delay, that everyone treats her with respect, and that the people in those offices show interest in her as an individual. Within days of starting her classes she finds herself conversing comfortably with her professors. She observes that her faculty advisor and her professors seem to be on campus most of the day – sometimes into the evening hours – usually with their doors open and students coming and going. What does she like best about this university: the great teachers, the artful blend of the traditional with the modern, or the nearly gourmet food in the new dining hall? Lindenwood is a personal, student-centered school with a large family and a spirit that transcends all the generations of students and professors who have passed through her stony gate.

¹ The number of states from which we draw students varies in this interval from year to year.

Our Delivery Formats and Venues

Lindenwood is entirely dedicated to its public-serving purpose. This commitment expresses itself in many ways, the most noticeable being the variety of approaches and settings that we support in delivering higher education. These diverse channels of service are tied together by the central theme of a liberating-arts education. Because we believe that the best education is based on face-to-face exchanges, we keep our class sizes small to medium, and we use distance-education methodologies only in moderation.

We offer curricula and programs on three coordinate calendars. We deliver our traditional bachelor's-degree programs and master's degrees in Education, the Arts, and Communications on the traditional 16-week semester schedule that is supplemented by a three-session summer school. Our master's program in Professional and School Counseling conducts its classes on three 16-week trimesters per calendar year. Finally, our MBA, business-related MA, and LCIE programs use an 11-12 week "quarter" calendar, in which classes meet one evening or Saturday per week for at least four hours, and credits earned are in semester-hour units.

The LCIE delivery system is an accelerated format that employs 9-semester-hour "clusters" rather than traditional 3-hour courses, and it relies heavily on a combination of intensive self-directed study and the Socratic method of classroom give-and-take. This system also requires considerable writing from its students. Chapter 6 examines the Lindenwood College for Individualized Education in detail. Our undergraduate and graduate catalogs include relatively complete descriptions of all degrees and programs cited in this section.

Consistent with our *Statement of Institutional Scope and Activities*, as determined by the Higher Learning Commission, Lindenwood delivers some of its curricula at eight branch campuses in the St. Louis region, as well as at 28 K-12 schools in Missouri. We also have partnerships with various private and public organizations in this region.

Our Teaching University Model

Alan Greenspan once told the American Council on Education that our country's system of higher education had evolved into a range of institutions – large research universities, small liberal arts colleges and vocation-oriented community colleges. Now emerging from liberal arts roots is a fourth type of institution – the teaching university. The teaching university does not aspire to be the bureaucratic, fragmented research university we see in today's mainstream of higher education. It stands for teaching excellence and fiscal responsibility and seeks foremost to be accessible and affordable to students.

The teaching university takes care not to overspecialize. It produces programs that are stronger because the institution's whole curriculum is used. This kind of institution remains focused on general education and true to the purpose of teaching. It encourages scholarship that can be used in the classroom, that improves teaching, and that engages students in the processes of research, analysis, and writing. It cherishes an individual

character and a unique personality and knows that it cannot be all things to all people. Its mission is clearly delineated – to produce enlightened, productive members of society.

Lindenwood is a teaching university. We have a diverse curriculum that helps students develop insight and understanding. We have an institutional commitment to educating the whole person, and that commitment is well-executed by a faculty that provides the highest possible level of advising and individual attention. Our students are employable. The graduate-placement rate at Lindenwood is among the best in the nation.

We see clearly the homogenization of education being forced by the government, and we resist the trend to adopt the academic bureaucracy of large research universities. While some private colleges have abandoned spiritual or moral course work, we embrace it and require it. We don't compete by emulating – we compete and we achieve excellence by being different.

We are a cohesive university with a holistic approach to education. We are able to serve the public with greater flexibility because we do not receive any direct support from state or federal grant programs. We eschew bureaucracy, fragmentation, and nonsense. We provide quality higher education for citizens of today's world.

Our Operational Model

Within the larger world of higher education, Lindenwood's most immediately apparent distinction is the academic-management model that lies at the heart of our modern-day success and is intertwined with both our core values and our educational philosophy. We are a "managed university," which means that our operational model combines sound business-management procedures with effective educational practices. High on our priority list are delivery of a quality liberal-arts education, academic freedom, personal and institutional accountability, fair employment practices, employee commitment, merit-based evaluation, fiscal responsibility, public service, affordability, and results-oriented decision making.

We do not have a system of academic tenure, because we believe in merit rather than entitlement. We want to ensure that all of our employees constantly strive to become more successful, self-actualizing professionals. Accordingly, we ask our faculty members to write individual development plans each year, and we evaluate all instructors at least once a year. Pay changes are merit-based, as are decisions about contract renewal and promotion in rank. Under this orthodoxy, faculty turnover is low, service is consistently outstanding, and employee satisfaction is generally high.

We advocate and defend academic freedom and fair employment practices, because we believe they are fundamental to higher education. Each professor is free to develop and deliver his or her syllabus and course within very broad limits defined by customary standards of professional behavior. We support and recognize scholarship, and we encourage our faculty members to involve their students in their scholarly pursuits and projects. We expect our faculty to thoughtfully develop, constantly improve, and

competently deliver Lindenwood's curricula. Curricular initiatives can originate at any level in the academic personnel structure – from assistant professors through the office of the president – subject to the normal processes of faculty review and validation and administrative approval.

We ask for and receive input from all sectors of the university on matters of governance, policy, and procedure. Strategic planning starts with all major divisions and offices in the university and involves an iterative give-and-take among the faculty, staff, administration, and board of directors. We make sure that our faculty members are informed on finances, internal and external initiatives, and board decisions. We regularly solicit their responses to these developments for purposes of refinement and improvement in operations. Likewise, we keep our board of directors apprised of academic and co-curricular initiatives and achievements. We also expect them to be actively involved with the university in a variety of ways.

Consistent with what the Council of Independent Colleges calls "The Emerging Faculty Role," we expect our professors' critical perspectives on society to be accompanied by a measure of loyalty to Lindenwood's mission, core values, and business interests. We also expect every employee of the institution to wear more than one hat, to be a team player, and to help with recruitment and retention of students. This shared administrative model of management is one of the keys to Lindenwood's remarkable success following its rebirth in 1989.

Our High-Energy Campus

Visitors to the campus are nearly always impressed with the pervasive excitement, almost an urgency, that characterizes this university. There are several reasons for this atmosphere. The work ethic has always been strong at this school, but it is even more prominent now than in the past. Employees seem to get on task the moment they arrive at work, and the clock hands move to the dinner hour faster than the mind can notice. Students head to the field house for an early morning workout; then to breakfast, class, work, theatre rehearsal or athletics practice, and finally to the residence halls for a few hours of study and preparation for the next day. There is a sense that members of the Lindenwood community are intrinsically engaged by their pursuits and that they experience a flow with their daily work.

Much of the "electricity" on this campus is generated by all the opportunities that present themselves to us, as well as by the enthusiasm we feel as we pursue these possibilities for growth and improvement. The reader will learn how we have made the best of these opportunities as he or she goes through Chapters 2-8 of this report. We consciously support and stoke the growth mode that we have been in for the last several years, because we believe that today's independent universities cannot sit still or rest on their laurels – that they will move either forward or backward, but move they must. We also believe that, since Lindenwood has so much to offer its students, it is our duty to serve the public good through as many ways and channels as we can. When we see the

powerful results of our daily efforts – students learning, lives changing, the campus expanding and excelling – we are rewarded in a manner that enlivens.

Lindenwood's Accreditation History

Lindenwood has been continuously accredited by the North Central Association (NCA) of Colleges and Schools (now the Higher Learning Commission) since 1918, the year in which the school changed from a two-year to a four-year college. Periodic evaluations for continuation of accreditation appear to have been generally routine and unremarkable until the 1970s. When NCA carried out its regularly scheduled decennial evaluation of the school in 1970, the university (then still Lindenwood College) had become coeducational just one year earlier. Also, Lindenwood had begun to offer some evening classes on a limited basis, in anticipation of the full-fledged startup of an evening college program in 1972. Amidst all of these changes, NCA continued our accreditation without any major reservations.

Changes and Signals in the 1970s²

In 1975 we responded to a combination of market demands and Lindenwood's financial situation by offering some graduate programs – both an MBA program and graduate degrees in the Lindenwood College for Individualized Education, which had commenced its operations the same year. We asked NCA to conduct a comprehensive evaluation to sanction the graduate-school initiatives. Although NCA authorized the university to offer master's-level programs, it called for a focused visit scheduled for 1979 to assess the quality and viability of these curricula in light of a track record.

The 1979 visit ended with an affirmation of the academic quality of the new graduate programs, but also raised a red flag relative to the university's financial condition. Budgetary deficits of varying severity had become a perennial problem, despite a substantial influx of money generated by the new programs. To monitor this now serious situation, NCA mandated another comprehensive evaluation to be conducted in 1982.

Strengths and Concerns in the 1980s

When the '82 visit took place, the NCA team's evaluation echoed the 1979 opinion: The academic side of the operations was deemed strong, but, again, serious questions were raised about finances. As a result of the latter concern, NCA carried out yet another visit in 1985. The 1985 visit culminated in a continuation of Lindenwood's accreditation, based on its academic strengths. But NCA stipulated that it would execute another focused visit in the spring semester of 1987 to examine three areas of concern: (1) the school's persistent financial problems; (2) the erosion of the full-time residential census; (3) an apparent disparity between the breadth and diversity of Lindenwood's operations and its mission statement.

² Much of the material in the next two subsections is based on the *Lindenwood College Self-Study 1993-94*.

Lindenwood University 2003-04 Self-Study

The 1987 focused evaluation found the school in better fiscal shape, at least on the surface. The annual financial reports had shown net positive figures on their bottom lines for the years 1983 through 1986, but the black ink was owing to use of endowment funds, internal fund transfers, and the liquidation of assets – all symptoms of underlying problems. The visiting team noted that faculty salaries were not competitive and that many academic budgets, including that of the library, were insufficiently funded. However, they acknowledged the existence of positive signs in the form of plans for a major fundraising campaign and a five-year student recruitment agenda. The team praised the prominence of faculty involvement in governance of the university.

The findings on finances were but a part of the 1987 focus, however. The team alleged that the school's mission statement still understated the breadth of its academic operations, particularly in regard to encompassing its commuter, graduate, and evening populations. Nonetheless, the NCA evaluators were encouraged by the fact that the count of full-time residential students had nearly doubled from 1983 (N=126) to 1986 (N=243).

The 1987 visiting team included among the university's perceived strengths the talent and devotion of the faculty, courageous administrative leadership, an attractive, auspiciously located campus, significant financial improvement since 1983, and the increase in residential enrollment. Concerns included the continuing misalignment between Lindenwood's academic-program diversity and the mission statement, low faculty and administrative salaries, the need for more complete institutional research data and program evaluation, and the fact that policy and procedure manuals were disorganized or out of date.

The team recommended continuation of accreditation through 1993-94, but also recommended that:

1. The university should involve adjunct faculty members in academic governance.
2. The university needed to monitor and ensure consistent quality standards between on-campus and off-campus programs.
3. The university should consider using one academic calendar for all of its programs.
4. The university should not list in its catalogs courses that are not being offered at least once every two years.
5. The university should develop a faculty-compensation system that addresses equity and recognizes meritorious service.

At the conclusion of the 1987 visit, neither the NCA team nor the Lindenwood community realized that the school would come to the verge of closing two years later. But, in fact, the university's financial condition deteriorated so precipitously that in 1989 the Board of Directors declared a state of financial exigency and, at one point, came within a single vote of closing the doors forever.

The 1993-94 Evaluation

The visiting NCA team that evaluated Lindenwood in the mid 1990s recognized the monumental significance of Lindenwood's rebirth in 1989. They wrote that "The single most remarkable feature of the recent history of Lindenwood College in the last five years is the recovery of the institution from the brink of closing its doors to a college at its capacity for resident students, essentially free of debt, and with a positive Cumulative Current Fund balance of more than \$2 million."³

The evaluators noted the following positive aspects of the university:

1. The university had definitely, and remarkably, recovered from the brink of financial disaster.
2. The number of high-quality students was high enough to meet the school's objectives.
3. The rebuilding of the core residential student body had brought Lindenwood more in line with its mission.
4. The athletics programs were having a positive influence on campus-community spirit.
5. Student Services had an enthusiastic staff and beneficial career development and student-performance-assurance systems in place.
6. The LCIE program and the Talent Assessment Profile initiative were strengths.
7. The advantageous geographical location of the university should have promoted beneficial connections with the surrounding community.
8. The school had a well qualified, devoted faculty.
9. The faculty members' annual individual development plans were a good idea.
10. The administration had shown strong leadership in bringing about the school's financial recovery.
11. There was no evidence of infringement on professors' academic freedom.
12. Many significant physical-plan upgrades had been implemented since 1989.
13. The university was in the final stages of a successful fundraising campaign to underwrite a new performance arena.

The evaluators expressed the following concerns:

Good Practices

1. There were questions about the accuracy and consistency of some of the university's statistical reporting practices.
2. They felt that faculty members were being spread too thin across too many small courses and that the professors did not receive sufficient recognition for certain administrative services that they were asked to render.
3. They thought that we had too few full-time MBA faculty members with doctoral degrees.
4. They were of the opinion that the teaching load of the typical Lindenwood faculty member might be too high to permit the professors to stay fresh and current in their disciplines.

³ From Bakaitis et al., *Report of a Visit to Lindenwood College, St. Charles Missouri, February 7-9, 1994.*

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5. They perceived an “atmosphere of repression and fear of reprisal” among the faculty and students.
6. They found that more than a third of the students they interviewed expressed an intention to transfer, due in part to an inadequate social life on campus and perceived communication problems with the administration.
7. There was a question of the adequacy of fund raising at the school.
8. They felt that many students and some faculty members perceived fiscal soundness as taking priority over people on the campus.

Governance

1. They felt that there was not enough core-faculty involvement in the quality control of our external-site programs and dual-credit classes that Lindenwood delivers at some high schools.
2. Likewise, they opined that the core faculty did not have sufficient involvement in the quality control of the LCIE graduate programs.
3. The team had doubts about the adequacy of faculty governance of our programs and the viability of our grievance and appeal procedures for faculty members.

Assessment

The team cited several concerns regarding our comprehensive student assessment program – viz., the fact that we had no Assessment Committee, the charge that we had not used the assessment program to change our delivery of the curriculum, the fact that we had not developed a timeline for improving the assessment program, and the opinion that we had not demonstrated an institutional commitment to the assessment program.

The overall disposition of the 1993-94 team was that Lindenwood should be granted continued accreditation “because Lindenwood College has overcome the previous NCA evaluation concerns at a high level.” But the evaluators had serious concerns about perceived problems in the areas of good practices, governance, and assessment, and they recommended a focused NCA visit in 1995 to evaluate progress in those three areas.

In connection with the team’s considerable concern about the quality control of external-site programs, it also recommended that Lindenwood be required to obtain NCA approval prior to expanding to new degrees or programs. Accordingly, the team recommended denial of the university’s request that it be permitted to start existing programs at new sites in Missouri without Commission approval. If accepted by NCA, these stipulations would have limited Lindenwood’s prerogative to mount programs without prior NCA approval to only the St. Louis metropolitan area and Marshall, Missouri (where Lindenwood had already set up cooperative graduate programs with Missouri Valley College).

The 1995-96 Focused Visit: Lindenwood’s Response to the 1993-94 Evaluation

We answered the concerns of the 1993-94 NCA team in our *Focused Visit Report*, November, 1995, the analytical document that we prepared for the team that visited here

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in November 1995. Here we will simply summarize the responses to the areas of concern addressed by that document.

Lindenwood's Analysis

When the evaluators arrived for the 1995-96 focused visit, the Board of Directors had lifted the declaration of financial exigency, because the institution's financial situation had become fundamentally strong and reliable. In regard to issues relating to good practices, we noted that "The College is committed to the principles of good practice, and we feel that appropriate procedures are now in place to ensure fairness to the various college constituencies as well as fairness to the institution" (p. 6). The *Focused Visit Report* then substantiated the assertion with documentation pertaining to good practices in 10 areas of student life, five areas of faculty-personnel policy and governance, and two areas of staff-personnel practices. In addition, the report responded to concerns regarding public-disclosure, software-compliance, and copyright-compliance issues.

Fielding questions raised about faculty participation in governance, our *Report* cited eight mechanisms and processes through which the faculty helps develop, validate, monitor and implement policies and procedures, particularly in curricular matters. That section also described channels of internal communication through which the faculty is informed and updated about policies and developments.

Our *Report's* section on student assessment argued that the university had, in fact, made considerable progress on the matter, but that, like so many other schools, Lindenwood was still in the formative stages of its assessment program. The methodologies themselves were still being brought up to a useful level, and, in programs that had garnered meaningful data, the faculty members had been asked to develop action plans; further, that we would have to evaluate the latter's effectiveness when data became available. "The import of the assessment plan is what we expected: We are doing a good job and trying to get even better" (p. 20).

Finally, our 1995 *Report* resubmitted the request for a revision of *Lindenwood's Record of Status and Scope* to include authorization to offer existing degree programs at new sites in the St. Louis Metropolitan area and the State of Missouri.

The Outcome

The 1995 team of evaluators was sufficiently convinced by Lindenwood's *Focused Visit Report* and their own observations and interviews that they recommended acceptance of Lindenwood's request for expanded external site prerogative. In their *Report of a Visit to Lindenwood College, St. Charles, Missouri, November 6-7, 1995*, the team also recommended no further visits until the regularly scheduled comprehensive visit in 2003-04.

Focused Visit for Education Specialist Degree

The last evaluation of Lindenwood conducted by NCA occurred in November, 2000, when the university underwent a focused evaluation to establish a program leading to the

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Education Specialist degree. (See Roweton, W. E., & Strathe, M. I. (1995). *Report of a Focused Visit to Lindenwood University, November 6-7, 2000.*)

The two-person team cited the following perceived strengths: our pronounced commitment to serving the needs of both the field and the students, the substantial experience of the program faculty, the institutional support for the program, and the enthusiastic endorsement of Lindenwood's graduate programs by its alums and area superintendents.

The team had the following concerns:

1. Some apparent confusion among potential students as to whether the program was designed principally to prepare students for professional practice or further graduate study.
2. The need for the university to revise its Institutional Review Board processes, because the students in this program would be undertaking research projects involving human subjects.
3. If enrollment is not closely monitored, faculty workload might become excessive.

The evaluators also suggested development of a clearer articulation of program and admissions literature as to competencies, course content and sequencing, and what the students might reasonably expect to get from the program.

Lindenwood accepted the team's report as submitted, with the comment that the program's faculty will be expanded to accommodate the size of the student census. Thus, the possibility of excessive faculty workload should not be viewed as real threat to program quality. NCA approved the program, which has been in operation since the fall of 2001, and extended *Lindenwood's Record of Status and Scope* to include authorization to offer the EdS degree.

Lindenwood's Response to the Last Two NCA Visits

As mentioned in a previous section of this chapter, the reader can examine our detailed responses to the 1993-94 evaluators' concerns in our *Focused Visit Report, November, 1995*. This section will simply point to segments of later chapters of the present report that will generally summarize and evaluate our continuing improvement along most of the dimensions that were questioned during past NCA evaluations.

Good-Practices Concerns

1. *Accuracy and consistency of statistical reports:* We summarize our system for developing and validating institutional reports in Chapter 10, Criterion 5: Integrity – specifically, the section on “Statistical Reporting.”

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2. *Non-optimal distribution of faculty across too many small courses:* We assess faculty deployment in Chapter 4, Criterion 2: Resources – specifically in the “Human Resources” section, where we detail a more systematic workload monitoring system that includes consideration of both the size and number of classes per instructor.
3. *Too few faculty members with doctorates in the MBA program:* We describe our faculty’s credentials in Chapter 4, Criterion 2: Resources, and we look at the academic degrees of the professors in each program in that same chapter.
4. *Teaching load possibly too high to permit the professors to stay current in their disciplines and fresh in their approach:* We examine the topic of teaching load in Chapter 4, Criterion 2: Resources – specifically in the “Human Resources” section, and we analyze our system for encouraging faculty development in both the latter section and the section titled “Faculty Development and Scholarship” in Chapter 6, Criterion 3: Effectiveness.
5. *Perception of an “atmosphere of repression and fear of reprisal”:* Chapter 4, Criterion 2: Resources – in particular, the sections covering Governance and Human Resources – detail the policies and procedures that should have allayed most apprehensions that some students or staff members might have had about the administration’s expectations and system for resolving problems. We feel that the apparently sporadic reports of “fear” heard in 1994 were, in large part, a result of incomplete comprehension of our new and admittedly different approach to academic management. We hope that, by now, the early apprehensions about a progressive management system have given way to an understanding and appreciation of the positive results produced by it.
6. *A high percentage of the students intending to transfer:* We do not believe that the estimated 33+ percent transfer rate cited was high by 1994 standards, or that it is excessive relative to today’s transfer trends in U.S. higher education. However, we do discuss this issue in Chapter 9, Criterion 4: Promise, in the section titled “Student Continuation.” Since we are a public-serving school, we usually will not have the luxury of a stable, captive audience that some of the smaller, exclusive or parochial schools have. Nonetheless, as this self-study report will document, we do much more than most universities to encourage and promote persistence and success in our students.
7. *Adequacy of fund raising:* The “Development and Fundraising” section of Chapter 5, Criterion 2: Resources documents the improvements in fund raising that we have effected since the mid-1990s. We convey our fundraising plans for the next five years in Chapter 9: Promise.
8. *Money more important than people:* Doing well is not necessarily in conflict with doing good. This entire report will show in myriad ways how we place the student at the center of our educational galaxy, and how prudent fiscal and human-resources management ultimately benefits our clients while ensuring a strong Lindenwood for their children and grandchildren.

Governance

1. *Not enough core-faculty involvement in the quality control of external site programs and dual credit classes offered at high schools:* We review and assess this matter in the "Governance" section of Chapter 4, Criterion 2: Resources; also, in the "Degrees and Programs" section of Chapter 6, Criterion 3: Effectiveness.
2. *Core faculty does not have sufficient involvement in the quality control of the LCIE graduate programs:* This concern, too, is addressed in the "Governance" section of Chapter 4, Criterion 2: Resources; also, in the "Quality Control in the Academic Programs" section of Chapter 6, Criterion 3: Effectiveness.
3. *Faculty governance of the academic programs possibly inadequate, and faculty grievance and appeal procedures possibly insufficient:* We cover our academic governance policies and procedures in the "Governance" section of Chapter 4, Criterion 2: Resources; also, in the "Quality Control in the Academic Programs" section of Chapter 6, Criterion 3: Effectiveness. Chapter 10, Criterion 5: Integrity addresses grievance and appeal processes.

Assessment

1. *No assessment committee mounted*
2. *Assessment program not used to improve our delivery of the curriculum*
3. *No assessment-program-improvement time line established*
4. *Institutional commitment to assessment not demonstrated*

We addressed most of these concerns in our original response to the 1993-94 comprehensive visit (as prepared for the 1995-96 focused visit). However, we have made great strides in student assessment since that time, and we present our analysis and evaluation in Chapter 7, Criterion 3: Effectiveness: Assessment of Student Achievement.

Response to the 2000-2001 Focused Visit Regarding Our Education Specialist Program

1. *Students confused as to purpose of the Education Specialist program:* The nature and purpose of the program has been clearly expressed in the 2002-03 *Lindenwood University Graduate Catalog*. Also each new EdS student receives a thorough description and explanation of the program at his or her initial advising session with the Dean of Education or the Program Director.
2. *Need for university to revise its Institutional Review Board Policies:* The problem in late 2000 and early 2001 was that we had no IRB, *per se*. The Dean of Faculty adjudicated questions about the ethics and appropriateness of proposed research projects involving data collection with human subjects, albeit usually in consultation with other faculty members knowledgeable about behavioral research. In the fall of 2002, we appointed a faculty task force to establish an IRB. The committee was approved and constituted; it started its service in February of 2003. Up to that point, there had been no Education Specialist degree projects involving data collection with human subjects. Lindenwood's IRB has a formal set of policies and procedures, and it will review and make

recommendations concerning all major behavioral-research proposals developed at the University. We describe the purpose and function of the IRB in Chapter 4, Criterion 2: Resources.

3. *Without enrollment monitoring, the faculty workload might become excessive:* Though the Education Specialist program has grown steadily, now having more than 60 students, the workload of affected faculty members has not increased, because we scrutinize and adjust the deployment of all faculty members on an ongoing basis. As the Specialist enrollments have grown, we have simply allocated faculty resources to it proportionately; we have brought in more adjunct-faculty help where needed across all the graduate-education curricula.

Major Changes Since the Most Recent Comprehensive Visit

Name

The most obvious change at Lindenwood since the last comprehensive evaluation is its new name. At its summer, 1997 retreat, the Board of Directors voted to change the school's name from Lindenwood College to Lindenwood University. This decision reflected not only a widespread trend in higher education, but also the fact that Lindenwood had become a mid-sized school with an annual student head count approaching 10,000, dozens of different programs, and several graduate degrees.

Personnel

In 1993-94, we had 102 full-time employees with faculty rank, whereas we now have 164 with that status, a 61 percent increase. In the same time period the number of full-time employees without faculty rank has grown from 90 to 133, a 48 percent change. Lindenwood's unduplicated student head count was 5,383 for fiscal 1995 and rose to 11,185 for fiscal 2002. The difference represents a 108 percent increase. (See Chapter 4, Resources: Human Resources for details on these changes.)

Programs

We have added several programs since 1994. New undergraduate programs include BA degrees in agribusiness, art management, environmental biology, Christian ministry studies, general studies, international business, international studies, religion, social work, sport management, writing, information technology, industrial technology education, and hospitality services management; BS degrees in athletic training, computer information systems, and mortuary management, psychology, mathematics, biology, chemistry, computer science, medical technology; MA degrees in arts management, communication, library media, and sport management; MAT (Master of Arts in Teaching); MS degrees in various areas of business, criminal justice administration, communication, and human resource management; Education Specialist (EdS) degree.

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Four of the new degree programs are especially noteworthy. The EdS degree is a new level of degree conferral for Lindenwood, since it is a step above the master's degree and just a short distance from a doctorate. Through an agreement with St. Louis University and the University of Missouri, our EdS graduates can apply their Lindenwood credits toward an EdD in Educational Leadership at either of those two schools. The hospitality services, mortuary management, and industrial technology degrees are notable because they are cooperative programs that involve partnerships with St. Louis Community College.

We have also developed a pre-engineering program in cooperation with the University of Missouri. Additionally, we now sponsor a non-degree program in Military Science (ROTC).

We discuss all of these programs in Chapter 6, Criterion 3, Effectiveness: Curriculum and Degree Programs.

Intercollegiate Athletics

In 1994, Lindenwood sponsored 17 intercollegiate sports teams, both men's and women's, and we now have 38. We have added these teams since then: men's volleyball, men's swimming, women's swimming, men's lacrosse, women's lacrosse, women's field hockey, men's roller hockey, men's and women's trap and skeet, women's softball, men's tennis, men's bowling, women's bowling, men's cheering, women's cheering, women's Lion Line (dance line), men's tennis, men's ice hockey, women's ice hockey, and men's water polo. We review our intercollegiate athletics program in Chapter 5, Criterion 2: Resources and Chapter 8, Criterion 3: Effectiveness: Student Development.

Sites

Our 1993-94 *Report* lists three external sites that we were leasing: Our Westport Campus in western St. Louis County, the Synergy Center in St. Peters, and an athletic complex in Bridgeton, Missouri. Since that report, we had added the following Missouri sites: O'Fallon, Washington, Wentzville, Moscow Mills, South County (St. Louis County), our Boone Campus in Defiance, and our extension MA program at Missouri Valley College in Marshall. We own the land and facilities at Defiance and Wentzville, and we presently lease space at the remaining sites. We have added one Illinois site, a new campus at Belleville, Illinois, where presently we are offering graduate and degree-completion programs in education and management. We no longer lease space at the Synergy Center or the Bridgeton athletic complex.

Facilities

In 1994, our main (i.e., St. Charles) campus was comprised of 170 acres, with more than 50 acres of undeveloped space on the back campus. Today, our main campus spans more than 400 acres, with proportionately much less undeveloped area. We have also acquired a two-acre facility in Wentzville, Missouri and close to 1,000 acres in Defiance, Missouri

that make up our Boone Campus. As we detail in Chapter 5, Criterion 2: Resources, we have acquired 156 additional housing units in areas adjoining or near to the main campus. We have added four 180-bed dormitories, and we will build two more in the immediate future. These new residence halls replace the mobile homes that had served as student housing for more than a decade.

We acquired and refurbished a seven-unit mall along First Capitol Drive, and it provides ample space for classrooms, the university's bookstore, the success center, and several staff offices. We purchased the former Commerce Bank on First Capitol Drive, to employ it as our Welcome Center and admissions office. Additionally, we now own the former First Baptist Church on Kingshighway; it is where our LCIE, Professional Counseling, and Music programs are headquartered.

We completed the Hyland Performance Arena in 1996. This 80,000 square-foot structure has a state-of-the-art basketball court, several training and dressing areas, classrooms, offices, and a VIP conference and reception center. Our crowning facilities achievement, however, is the 112,000 square-foot Spellmann Campus Center, which contains our cutting-edge dining hall and several high-tech labs and classrooms.

Most recently, we have constructed an 8-lane athletic track behind the Performance Arena.

Purposes and Audiences for This Report

The Steering Committee set forth five objectives of this self-report:

1. To assess the University's programs and directions relative to its mission and purpose
2. To evaluate program effectiveness relative to the University's mission and strategic plan
3. To clarify and refine the University's operational philosophy and methods and plan future operations in the context of its mission
4. To improve the effectiveness of all programs and curricula
5. To reaffirm and increase the vitality of the University an independent, public-serving provider of quality higher education

There are two different audiences that this report addresses. The smaller of the two is the Higher Learning Commission (HLC) – first its team of evaluators, and, later, its readers' panel and its institutional action council. The larger, much more heterogeneous audience consists of our stakeholders: our students, faculty and staff, Board, alumni, and the various individuals and organizations that we serve in this region. Lindenwood exists for her stakeholders, especially her students, and it is they to whom we are ultimately accountable. Because we have such a large and diverse family, we have published this report on our Web page, www.lindenwood.edu.

How This Self-Study Was Conducted

The self-study began when the Lindenwood's HLC liaison officer notified the Lindenwood's president that we needed to select a date for the continued-accreditation visit and start our self-study in preparation for that evaluation. The president recommended three possible dates, ordered by preference, that were one and one-half to two and one-half years away. After the HLC approved one of those dates, the president appointed a self-study coordinator, who was in charge of organizing and supervising the whole process through its successful completion. The coordinator and the president then notified the board of directors and the various constituencies of the university community of the opportunity to undertake the self-study process and apprised them of the basic nature of the process.

With the president's continual authorization and approval, the coordinator consulted with the deans and officers of the university to begin the self-study plan and assemble the various committees that dedicated their efforts to the endeavor. The president appointed a steering committee to oversee, direct, and implement the self-study as a whole. That committee, which was chaired by the coordinator, identified the tasks that had to be undertaken to complete the process, and recommended several subcommittees to carry out these tasks. The president reviewed and approved the subcommittees and their membership, and the coordinator assembled and worked with the subcommittees to organize and launch their efforts. The table shown later in this section identifies the steering committee and the subcommittees and their respective assignments.

The coordinator, working with the steering committee, developed a time line for the various steps in the study, as well as a preliminary outline of this self-study report. Each subcommittee met several times, gathered data, prepared materials, and submitted reports to the coordinator. The coordinator periodically reported to the steering committee on the progress of each sector involved in this study and requested the steering committee's feedback and suggestions. The coordinator also requested data, analyses, and recommendations directly from the heads of divisions and offices throughout the university. The Board of Directors also participated and contributed input through its Mission and Purpose and Strategic Planning Committees, and at a day and one-half meeting of the entire Board in the summer of 2002. We distributed a preliminary draft of this report to the stakeholders in April, May, and June of 2003. We revised the report on the basis of feedback from this initial circulation, and distributed a second draft in late June. We finalized this report in early July and sent it to the HLC and the visiting team shortly thereafter.

Self-Study Process and Chronology

The following summary of the self-study time line conveys the overall process of this review and evaluation.

February 2002

- Worked with HLC to establish comprehensive visit by HLC team

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- Appointed Self-Study Coordinator
- Developed tentative timeline

March 2002

- Strategic Planning Committee met to formally commence the self-study
- Coordinator met with Deans Council to present overview and outlook of study and discuss preliminary concepts relative to self-study
- Participated in HLC workshops on accreditation

April 2002

- Began assembling relevant materials and resources for self-study

May 2002

- Self-study concept presented at Board of Directors meeting
- Materials from last self-study reviewed
- Plans made for an institutional identity session to be held at the July Board Retreat

June 2002

- Reviewed and critiqued draft of 2001-02 Comprehensive Student Assessment

July 2002

- Full Board of Directors met for self-study/strategic-planning brainstorming session
- Steering committee and subcommittees were conceptualized

August 2002

- Self-study overview included in agenda of August faculty workshops
- Approval of Steering Committee and Subcommittee structures and memberships obtained
- HLC Accreditation Criteria and self-study plan presented to the whole faculty; comments, suggestions, and active participation invited from the faculty at large
- Organizational and planning meeting of Steering Committee held
- Self-Study Handbook prepared and distributed to steering committee and subcommittees

September 2002

- Completed self-study timeline and outline and submitted draft of these to HLC liaison officer
- Called meeting of subcommittees and requested objectives, plans, and information-gathering and analysis strategies from all committees
- Self-study overview, calendar and materials placed on Lindenwood's Web site

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October 2002

- Subcommittees submitted their objectives and implementation plans (including patterns of evidence) to the Steering Committee for review and recommendations
- Established Resource Room on top floor of the new Spellmann Campus Center

November 2002-January 2003

- Several subcommittees developed preliminary analyses of patterns of evidence
- In early January HLC liaison officer visited Lindenwood to provide advice and consultation on the form and direction of the self-study; met with several committees
- Subcommittees and departments submitted first drafts of their preliminary reports to the Steering Committee for review, including descriptive data, patterns of evidence, analyses of strengths and areas of concern, and recommendations
- Steering Committee met to do interim evaluation of progress; the Committee projected needed information and change needed to complete the self-study draft
- Coordinator requested additional evidence or analyses and recommendations from subcommittees

February 2003

- Initial draft of self-study started and portions circulated among stakeholders for comment, critique, and recommendations

March 2003

- Additional portions of initial draft developed and distributed for critique
- Steering Committee received and evaluated marked-up returned drafts and comment sheets from stakeholders and requested necessary additions or revisions from Subcommittees
- Steering Committee and key stakeholders reviewed revision and began work on final draft of self-study document

April 2003

- Public notified of upcoming HLC evaluation for the purpose of obtaining continued accreditation – to enable third-party comment
- Information Subcommittee inventoried, updated, and indexed resources
- Portions of initial draft developed and distributed for critique

May 2003

- Additional portions of initial draft developed and distributed for critique
- Basic Institutional Data forms completed and proofed
- New drafts of selected self-study report chapters produced

June-July 2003

- Working draft of self-study proofed and its format improved – Information Subcommittee and faculty volunteers

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- Presentation draft of the self-study document printed for distribution to key stakeholders

August 2003

- Self-study report sent to HLC
- Self-study report sent to all members of the HLC Evaluation Team

Self-Study Committee Structure, Membership, and Objectives

Committee Membership	Position	Objectives
<p><u>Steering Committee</u> James Evans/<i>Chair</i> Marilyn Abbott Rick Boyle Carla Mueller James Hardman Dan Kemper Marsha Parker Jann Weitzel David Kandel Julie Mueller John Guffey David Williams Beth Savage Jan Lewien Brian Bush Terry Russell John Creer Scott Queen Peter Griffin Ray Scupin Tammi Pavelec Heather Shepherd</p>	<p>Provost Dean - Sciences Dean - Education Dean - Hum. Serv. Dean - Management Director - LCIE Dean - Arts/Comm. Dean - Humanities Chief Financial Officer Chief Operating Officer Dean of Admissions Director of Compliance Dir. of Institutional Adv. Development Director Director of Info. Serv. Director of Resid. Serv. Athletics Director Dir. of Communications Assessment Officer Chair - GE Committee Chair - EPC President - Lindenwood Student Government Association</p>	<ol style="list-style-type: none"> 1. Plan and organize self-study process, including objectives 2. Recommend Subcommittee structure, membership, and duties 3. Develop a self-study time line 4. Review and manage Subcommittee assignments and progress 5. Issue calls for input and revisions to Subcommittees 6. Write, review, and revise omnibus self-study document 7. Maintain regular two-way communication with all stakeholders 8. Plan and implement comprehensive site visit

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Subcommittees		
Criterion 1: Mission		
Educational Policies Committee		
Tammi Pavelec/ <i>Chair</i>	Assoc. Prof. - Sci.	<ol style="list-style-type: none"> 1. Review and evaluate clarity, accuracy, and appropriateness of Lindenwood's mission statement 2. Review and analyze the processes through which the stated mission and purpose are developed and communicated 3. Evaluate the extent to which the university's mission and purpose are understood by all its constituencies and the ways in which these statements are communicated to all stakeholders 4. <u>Assess the ways in which the university's mission and purpose are expressed through curricular and co-curricular programs</u> 5. Assess the inclusion of freedom of inquiry in the mission statement and analyze the means through which this policy is supported 6. Analyze and evaluate commitment to teaching and learning excellence: policy, communication, implementation, assessment 7. Make recommendations based on all the above
Myra Ezvan	Prof. - Management	
Hollis Heyn	Assist. Prof. - Humanities	
Elaine Tillinger	Assoc. Prof. - Arts/Comm.	
Carla Mueller	Assoc. Prof. - Hum. Serv.	
Rick Boyle	Dean - Education	
Ron Griesenauer	Assist. Prof. - LCIE	
James Evans	Provost	

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<p><u>Criterion 2: Resources</u></p> <p><u>Task Force</u> James Evans/<i>Chair</i> Julie Mueller David Kandel David Williams Bill Bell John Guffey Jan Lewien Brian Bush Elizabeth MacDonald</p>	<p>Provost Chief Operating Officer Chief Financial Officer Director of Compliance Dir. of the Success Prog. Dean of Admissions Development Director Director of Info. Serv. Director of Library Serv.</p>	<ol style="list-style-type: none"> 1. Examine and evaluate the functionality of the Board of Directors 2. Analyze and evaluate administrative personnel, structure, communication, policies and procedures 3. Analyze and assess the governance processes 4. Assess the credentials of the faculty and the number and quality of students 5. Evaluate the number and quality of services provided to students 6. Assess the education-conduciveness, safety, and healthiness of the physical environment 7. Assess academic resources and equipment 8. Analyze and assess the health, management, and use of financial resources in the context of the mission 9. Make recommendations based on all the above
<p><u>Criterion 3: Results</u></p> <p><u>General Education Committee</u> Ray Scupin/<i>Chair</i> Ken Johnson Sandra Burke Charlene Engleking Terry Moorefield Joe Cernik Betty Heyder James Evans</p>	<p>Provost Dean - Sciences Dean - Education Dean - Hum. Serv. Dean - Management Director - LCIE Dean - Arts/Comm. Dean - Humanities Chief Financial Officer Chief Operating Officer Dean of Admissions Director of Compliance Dir. of Institutional Adv. Development Director Director of Info. Serv. Director of Resid. Serv. Athletics Director Dir. of Communications Assessment Officer Chair - EPC President - Lindenwood Student Government Association Professor - Sci. Assoc. Prof. - Education Assist. Prof. - Arts/Comm. Assoc. Prof. - LCIE Assoc. Prof. - Hum. Serv. Professor - Management Assoc. Prof. - Humanities Provost</p>	<ol style="list-style-type: none"> 1. Evaluate the appropriateness of all the academic programs relative to normal higher-education standards 2. Assess Lindenwood's Comprehensive Student Assessment Program 3. Assess the quality of

Lindenwood University 2003-04 Self-Study

<p><u>Assessment Committee</u> James Evans/<i>Chair</i> Peter Griffin/<i>Co-Chair</i> Marilyn Abbott Rick Boyle Carla Mueller James Hardman Dan Kemper Marsha Parker Jann Weitzel Ray Scupin Tammi Pavelec</p>	<p>Provost Assess. Officer Dean - Sciences Dean - Education Dean - Hum. Serv. Dean - Management Director - LCIE Dean - Arts/Comm. Dean - Humanities Chair - GE Committee Chair - EPC</p>	<p>the general-education program relative to normal higher-education standards and the mission statement</p> <p>4. Evaluate the quality of the graduate programs, including policies, procedures, and the credentials of the faculty members who manage and teach in those programs</p>
<p><u>Computer Enhanced Learning Task Force Chair</u> Ed Perantoni</p>	<p>Assoc. Prof. - Sci./<i>Chair</i></p>	<p>5. Verify that the faculty determines the awarding of academic credit</p> <p>6. Evaluate the effectiveness of the teaching</p> <p>7. Assess the kind and amount of support for the professional development of faculty, staff, and administrators</p> <p>8. Analyze and assess additional faculty and staff service that enhances the university's effectiveness</p> <p>9. Assess evidence of support for the arts and effective delivery of services to the community</p> <p>10. Make recommendations based on all the above</p>
<p><u>Criterion 4: Promise Steering Committee</u></p>	<p>Steering Comm. Members (See above.)</p>	<p>1. Evaluate the viability and potential of:</p> <ul style="list-style-type: none"> o Human, financial, and physical resources

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<p>the general education program relative to normal higher education standards and the mission statement.</p> <p>David Williams Terry Kapeller Charlsie Floyd John Guffey Bill Bell Maryann Townsend Darrel Tadsen James Kisgen Lynn Russell John Creer</p>	<p>All Academic Program Managers</p>	<ul style="list-style-type: none"> ○ Decision-making, assessment, and planning processes ○ Plans to strengthen our educational programs ○ The effectiveness of the strategic plan for organizing, allocating, and implementing the university and her programs <p>2. Make recommendations based on all the above</p>
<p>Criterion 5: Integrity</p> <p>Task Force James Evans/<i>Chair</i> Larry Doyle</p> <p>David Williams Terry Kapeller Charlsie Floyd John Guffey Bill Bell Maryann Townsend Darrel Tadsen James Kisgen Lynn Russell John Creer</p>	<p>Provost Dir. Outreach & Quality Control Director of Compliance Business Office Manager Community Devel. Dir. Dean of Admissions Dir. of the Success Prog. Director of Academic Serv. Work/Learn Director Residential Life Dir. Mentoring Coordinator Athletics Director</p>	<p>1. Assess the level of integrity exhibited in:</p> <ul style="list-style-type: none"> ○ Various handbooks and manuals we publish ○ Policies and processes for resolving disputes ○ Policies advancing diversity ○ Transcribing policies ○ Publications, advertising, and statements describing the institution and its programs ○ Relationships with other schools ○ Support for resources shared with other schools ○ Policies and procedures governing intercollegiate athletics, student associations, and subsidiary business enterprises <p>2. Make recommendations based on all the above</p>

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<p><u>Information and Publications</u> Scott Queen/<i>Chair</i> Brian Bush Ed Perantoni Nat Helms</p>	<p>Public Relations Dir. Director of Info. Serve Webmaster & CEL Chair Webmaster</p>	<ol style="list-style-type: none"> 1. Select, produce, retrieve, and display all publications and notices that will serve as documenting evidence for the self-study 2. Produce additional documents for the self-study, as needed 3. In consultation with the steering committee, stock and organize the resource room 4. Place self-study documents and notices on the Web page
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Organization of This Report

The second chapter of this document summarizes how Lindenwood meets the HLC's General Institutional Requirements. Chapters 3 through 10 respond to the HLC's five Criteria for Accreditation.

Chapter 3 considers our mission and purpose (Criterion 1), describes our process for periodically reviewing and restating our mission, and evaluates how well we are carrying out our mission today.

Chapters 4 and 5 consider our human, financial, physical, and financial resources, and assess the adequacy of each area relative to our mission and current expectations in higher education (Criterion 2). We also summarize and critique our system of governance, with special attention being given to academic governance.

Chapters 6 through 8 address the increasingly complex criterion of effectiveness (Criterion 3). Chapter 6 summarizes our curricula and degree programs, considers areas of strength and concern, and presents recommendations for improving the curricula. It also reviews the means through which we continually strengthen faculty credentials and performance. Chapter 7 examines the success with which we are accomplishing our educational goals in the context of our mission and today's standards in higher education. That chapter appraises our student assessment program and conveys how we have employed that system to improve our teaching/learning success. Chapter 8 looks at the

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various systems and venues through which we contribute to student and community development via co-curricular and outreach initiatives.

Chapter 9 takes up Criterion 4, Promise. There we communicate our plans and potential for remaining a prominent and competent provider of higher education into the foreseeable future. We look at not only viability of the various resources addressed in Chapters 4 and 5 but also the ways through which we will effect continuous improvement in all that we do.

Chapter 10 critiques our approach to ensuring integrity in all of our operations (Criterion 5) and documents our compliance with federal regulations. In the latter chapter, we also evaluate our procedures for resolving student grievances and complaints. Finally, in Chapter 11 we request continued accreditation and summarize our rationale for expecting an affirmative response to that petition.

Criterion 5: Integrity
4. Place self-study documents and reports on the Web
James Ebersole
Larry Doyle

Provost
Dir. Outreach & Quality Control
Director of Compliance
Business Office Manager
Community Devel. Dir.
Dean of Admissions
Work/Learn Director
Residential Life Dir.

1. Assess the level of integrity exhibited in:
o Various handbooks and manuals we publish
o Policies and processes for resolving disputes
o Relating to diversity
o Relating to other schools

Chapter 2 The General Institutional Requirements

Lindenwood University satisfies all 24 General Institutional Requirements for accreditation. We address each requirement with a summary statement of compliance. Later chapters of this report will document and elaborate on these responses within the framework of the Criteria for Accreditation. The reader will find further corroboration of our responses in various supporting documents in the appendices of this report, as well as in the resource room that we have prepared for the HLC visiting team.

Mission

- 1. It has a mission statement, formally adopted by the governing board and made public, declaring that it is an institution of higher education.**

Lindenwood has a formal mission statement published in both its undergraduate and graduate catalogs and elsewhere in the university's literature. This proclamation clearly identifies the school as an independent liberal arts university with appropriate collegiate purposes. We revised our mission statement in 1998-99 following an extensive review of our present direction in light of the school's history and heritage. The Board of Directors' Mission and Purpose Committee initiated and coordinated the revision process, in consultation with the faculty and key alumni, as documented in Evans¹ (2000). The Board of Directors formally adopted the present mission statement at its February 1999 meeting and added the term "public-serving" to the mission statement at its November 2002 meeting.

- 2. It is a degree-granting institution.**

Lindenwood offers several degrees that, for the most part, are standard and customary for regionally accredited liberal arts universities. We provide undergraduate programs leading to the Bachelor of Arts (BA), Bachelor of Fine Arts (BFA), and Bachelor of Science (BS). Our graduate curricula lead to the Master of Arts (MA), Master of Science (MS), Master of Arts in Teaching (MAT), Master of Fine Arts (MFA), Master of Business Administration (MBA), Master of Valuation Science (MSV), and Education Specialist (EdS) degrees. We also offer Library Media Specialist and Gerontology certificates at the graduate level. Our graduate and undergraduate catalogs specify the requirements for each of these degrees and certificate programs.

¹ Evans, J. D. (2000). "Mission Restatement Via Heritage Rediscovery". In *2001 Collection of Papers on Self-Study and Institutional Improvement*. Chicago: The Higher Learning Commission.

Authorization

- 3. It has legal authorization to grant its degrees, and it meets all the legal requirements to operate as an institution of higher education wherever it conducts its activities.**

The state of Missouri chartered "The Lindenwood Female College" to operate in 1853; that document conferred corporation status to the school. The charter was amended several times, most recently on November 11, 2000. Lindenwood continues to do business under that state-issued charter as an independent (i.e., privately funded and run) college, but under the name of "Lindenwood University." Thus, the state of Missouri recognizes Lindenwood as both a state-chartered school and a private, not-for-profit corporation.

The state of Illinois granted Lindenwood authority to offer BA, MS, and MBA programs in 1993, under Illinois' Private College Act and Academic Degree Act. In December of 2002, that authority was extended to include the MA in Education and the MA in Educational Administration.

- 4. It has legal documents to confirm its status: not-for-profit, for-profit, or public.**

We have copies of the original 1853 deed of the university that cites Lindenwood's state charter. The state Department of Revenue periodically issues Lindenwood a tax exemption letter; the period of the present letter runs from October 15, 1999 to October 15, 2004. We also possess a December 12, 1983 transmittal from the U.S. Internal Revenue Service verifying that Lindenwood was granted not-for-profit-foundation tax status in November of 1939, under sections 501 (c) (3), 509 (a) (1), and 170 (b) (1) (A) (ii) of the tax code. Additionally, we have copies of Lindenwood's corporate bylaws and our tax-exempt-status letter from the state of Missouri.

Governance

- 5. It has a governing board that possesses and exercises necessary legal power to establish and review basic policies that govern the institution.**

As a not-for-profit corporation, Lindenwood is governed by a Board of Directors, whose authority and responsibilities are stipulated in the corporation bylaws." The Board of Directors has legal and fiscal responsibility for the corporation. The bylaws specify the allowable size of the Board, the members' terms of office, and the rules by which it is to conduct its business; they also define the structure of the board and its six standing committees: Executive Committee, Finance and Audit Committee, Board Development Committee, Facilities Committee, Fund Raising and Development Committee, Daniel Boone Home and Boonesfield Village Committee. The Board created two additional

committees, as well: the Strategic Planning Committee and the Mission and Purpose Committee. The president of the university is an *ex officio* member of the Board.

The Board is an active working body. Its bylaws stipulate that it must meet at least three times per year. In each of the past nine years, it has also held a fourth meeting, an intensive day and one-half retreat in the month of July. Also, the aforementioned Board committees meet between the regularly scheduled meetings of the whole Board, with the Executive Committee often meeting two or three times in each interim.

6. Its governing board includes public members and is sufficiently autonomous from the administration and ownership to assure the integrity of the institution.

Because the Board as a corporate entity does, in fact, "own" the university, it cannot be autonomous from ownership. However, it consists entirely of public members, with the exception of the president of the university. The Board formally approves personnel, finances, general management policies, and acquisitions as a matter of its legal and fiduciary responsibility to the school. It actively participates in Lindenwood's strategic planning process, which we believe is a normal part of such a board's responsibility. No Board member is on Lindenwood's payroll, and the Board does not participate in the management of our day-to-day internal operations. In fact, it explicitly grants authority for the latter to our president. The Disclosure of Interest clause of the corporate bylaws stipulates that members of the Board are not to have business or personal interests that would conflict with their decision-making responsibilities on the Board. To the best of our knowledge, no Lindenwood Board in modern times has directly influenced the content or delivery of the curriculum. The reader can ascertain the diverse, public nature of our Board of Directors by consulting listings of our Boards in the end matter of our university catalogs.

7. It has an executive officer designated by the governing board to provide administrative leadership for the institution.

In fulfillment of one of its legal obligations, and in keeping with the "Lindenwood Female University Bylaws," the Lindenwood Board of Directors appointed Dennis C. Spellmann president of the university at its November 1989 meeting. President Spellmann has served continuously in that position since that time.

8. Its governing board authorizes the institution's affiliation with the Commission.

The HLC (*formerly the NCA*) has accorded Lindenwood accreditation continuously since 1918, which was the year that the school became a baccalaureate-degree-granting institution. The long succession of Lindenwood Boards of Directors authorized not only the initial request for accreditation but also every request for continued accreditation submitted thereafter. The university's administration regularly keeps the Board apprised of our involvement with the HLC.

Faculty

9. It employs a faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution.

Lindenwood requires that its faculty members have at least a master's degree in the discipline in which they teach or in a closely related discipline, and each instructor's graduate degree must be from a regionally accredited school. We make an exception to the master's-degree minimum only in the case of a few adjunct instructors who teach private instrumental music lessons. We require resumes and official transcripts from both full- and part-time instructors to verify the level, accreditation-status, and content of their graduate degrees. Lindenwood has 164 full-time employees with faculty rank. One-hundred and twenty-seven of those employees are involved primarily in the delivery of the curriculum. Seventy-six, or 60 percent, of the latter group have earned terminal degrees in their fields of instruction. All of the full-time faculty members — and all but one of the part-time instructors — who teach in the EdS program have earned doctorates.

10. A sufficient number of the faculty are full-time employees of the institution.

In the fall of 2002, we had 164 full-time employees with faculty rank and 214 part-time or adjunct faculty members. Full-time faculty employees taught 76 percent of our day-school classes and 18 percent of our evening classes. Since we offer appreciably more classes in our day programs than in the evening, when we combine both time frames we find that our full-time teachers offered 65 percent of all our classes.

11. Its faculty has a significant role in developing and evaluating all of the institution's educational programs.

Because Lindenwood is a creative, innovative university, curricular initiatives can originate at any level in the academic personnel structure, from assistant professors through the office of the president. Our full-time faculty must validate and approve our educational programs, including all courses, curricula, and degrees. Most components of our curricula start at the program (i.e., academic department) level, go to the program's academic division for review, critique, and revision, and then proceed to the deans' council for further review. The deans' council makes recommendations to the president. The president gives final approval to all such initiatives. Our General Education Committee regularly monitors and recommends improvements in our general education requirements. Our Educational Policies Committee makes recommendations for revisions in our academic standards and procedures. Lindenwood's faculty is principally responsible for implementing and enhancing our comprehensive student assessment program.

Educational Programs

12. It confers degrees.

In fiscal 2002, Lindenwood conferred 1645 degrees — 787 bachelor's degrees and 858 master's degrees. The university posts degrees in May, June, August, September, and December of each year.

13. It has degree programs in operation, with students enrolled in them.

The Basic Institutional Data Forms in Appendix A of this report document the number of students who were enrolled at Lindenwood in the fall of 2002. Records in the academic services office and the business office will verify that several thousand students currently are enrolled in our classes. Our graduate and undergraduate university catalogs and promotional publications that are available in the admissions office and in the HLC resource room describe the degree programs we offer. Our Web page also describes these programs.

14. Its degree programs are compatible with the institution's mission and are based on recognized fields of study at the higher education level.

Lindenwood's mission statement identifies the school as a public-serving, liberal arts university committed to values-based professional and pre-professional programs, adaptive thought and behavior, and lifelong learning. In keeping with that mission, we offer a wide range of undergraduate and graduate curricula to a diverse population of students of all ages and stations in adult life. These programs are infused with the "liberating arts" philosophy of higher education, which nurtures adaptive thinking and a desire to continue learning after the degree has been earned. Our degrees are similar to standard bachelor's and master's degrees offered at many regionally accredited comprehensive universities with a liberal arts core. Both the content and the nomenclature of those programs are standard and universal. The programs in mortuary management, hospitality services management, and industrial technology education are less commonly found at independent liberal arts universities, but these are special articulation agreements that we have established with St. Louis Community College to provide otherwise unavailable degree-completion options for junior college transfer students. In each of those agreements, Lindenwood's portion of the program provides a substantial liberal arts core to bolster and round out the more specialized classes that students can obtain only at the junior colleges in this area. The reader can verify these claims by scrutinizing our university catalogs and the promotional literature that we publish.

15. Its degrees are appropriately named, following practices common to institutions of higher education in terms of both length and content of the programs.

A review of our graduate and undergraduate catalogs will show that our degrees have conventional names, that the name in each case is indicative of the program content, and that the content meets general expectations within the higher education community. Our program lengths are also standard, with the bachelor's degrees requiring 128 semester hours and the master's degrees requiring 30 to 48 semester hours, depending on the program. Our MFA degree is a 60-hour program, and our EdS degree requires 30 semester hours beyond the master's degree.

16. Its undergraduate degree programs include a coherent general education requirement consistent with the institution's mission and designed to ensure breadth of knowledge and to promote intellectual inquiry.

In keeping with Lindenwood's heritage, our mission emphasizes a holistic, liberal-arts-based, values-oriented preparation for life. To help ensure that our students attain this ideal, we require each one of them to complete a substantial 49-52 semester hour general education program as he or she pursues the chosen academic major. This includes components in written and oral communication, humanities, diversity (civilization), the arts, social sciences, and sciences and mathematics. We believe that our approach to general education is coherent relative to our mission and our students' educational needs, in that higher-thinking skills and values issues are central themes that permeate our general education curriculum. Our *General Education Handbook* gives the details of our well-developed general education system. Presently, we are considering ways in which we might enhance the general-education elements of our graduate programs as well.

17. It has admissions policies and practices that are consistent with the institution's mission and appropriate to its educational programs.

Our mission statement identifies Lindenwood as an independent, public-serving, liberal arts university. As such, we have admissions standards that are classified as selective, yet are flexible. We describe our usual admissions standards, criteria, and procedures in our undergraduate and graduate catalogs. Although we adhere to those stipulations as a rule, we make exceptions when applicants have special circumstances to be considered, such as documented learning disabilities, extenuating personal situations, or compensatory supporting evidence. Undergraduate student applicants must produce a valid high-school transcript or GED and achieve an acceptable score on the ACT or SAT. Graduate-school applicants must produce an official transcript showing completion of a bachelor's degree from a regionally accredited college or university. As we state in our catalogs, Lindenwood is an equal opportunity, affirmative action organization, and we comply with and support all federal and state laws that prohibit discrimination in regard to access to educational programs.

18. It provides its students access to those learning resources and support services requisite for its degree programs.

As various parts of this report (particularly Chapter 4) will document, Lindenwood provides an enormous range of learning resources and services to assist students in successfully completing their studies. From our success center, academic services office, and peer-tutoring program to our extensive library holdings and numerous computer classrooms and labs, we support our students with an extensive combination of traditional and state-of-the-art auxiliary learning devices and options. Some of our external sites provide online access to our computer network and library services. Every student we enroll is assigned to or chooses a personal academic advisor, usually a member of the full-time faculty. Students with problems receive one-on-one assistance from academic services, financial aid, campus life, or the business office. Additionally, we proactively accommodate students with disabilities in the classroom setting.

19. It has an external financial audit by a certified public accountant or a public audit agency at least every two years.

KPMG, headquartered in St. Louis, conducts our institutional audit at the end of each fiscal year, the most recent of which (at the time of this writing) was completed on June 30, 2002. The audit evaluates the reliability and accuracy of Lindenwood's accounting practices and assesses the financial health of the institution in both absolute and relative terms. It identifies significant departures from conventional accountancy practices and allowances, and it compares Lindenwood to similar schools on 12 fiscal ratios. The results of these audits are referenced in Chapter 5 of this document, and the auditor's report appears in the Appendix of this document.

20. Its financial documents demonstrate the appropriate allocation and use of resources to support its educational programs.

Lindenwood's financial papers appear in the Appendix of this report. We also refer to allocations of revenues to educational programs and their support structure in Chapter 4, under Criterion 2, Resources: Financial Resources. Those documents verify that the university spends the largest part of its operating funds on student support, teachers, academic programs, and the facilities and equipment to sustain and improve its curricula.

21. Its financial practices, records, and reports demonstrate fiscal viability.

The annual audits of the university have shown that Lindenwood's fiscal management is responsible and successful. The ratio analyses in those audits place Lindenwood at an exceptionally high level of financial health on six of the 12 dimensions, the most notable being the 3500% rating on the Financial Viability Ratio. As our financial documents in the Appendix of this report illustrate, Lindenwood has produced a multi-million-dollar positive net balance in each of the last several years. We have paid cash for all of our new buildings and facilities since the mid-1990s, and presently we are entirely debt-free.

Public Information

- 22. Its catalog or other official documents include its mission statement along with accurate descriptions of its educational programs and degree requirements; its academic calendars; its learning resources; its admission policies and practices; its academic and nonacademic policies and procedures directly affecting students; its charges and refund policies directly affecting students; and the academic credentials of its faculty and administrators.**

Both the *Lindenwood University 2003-04 Undergraduate Catalog* and the *Lindenwood University 2003-04 Graduate Catalog* report information that responds to all of the policy and procedure categories cited in GIR #22. We publish these catalogs on the Lindenwood University website, www.lindenwood.edu, as well as in the conventional hardcopy form. The *Lindenwood University Student Handbook* contains additional details on nonacademic policies and procedures directly affecting students. These publications are revised annually and are conspicuously available to all members of the university community. Our admissions office normally offers new students a copy of the appropriate catalog, with a strong recommendation that they carefully read the front matter and the section covering their major area. In addition, we make the catalogs available at no charge to any person or group that specifically requests them.

- 23. It accurately discloses its standing with accrediting bodies with which it is affiliated.**

We clearly specify Lindenwood's accreditation status and the affiliated accrediting bodies on page 3 of both our undergraduate and graduate catalogs. We also publish this information on our Web site.

- 24. It makes available upon request information that accurately describes its financial condition.**

It is our policy and practice to provide copies of our budget and auditor's report and other reasonable financial documents to any requestor who has a legitimate reason for soliciting that information. We regularly share our financial data with our faculty. In effect, our basic financial summaries and condition are public knowledge. We also comply with all state and federal financial reporting statutes and requirements.

Conclusion

Lindenwood University meets all 24 General Institutional Requirements necessary for accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools. Validation of this assertion is a straightforward matter of examining factual documents that are available for inspection.

Chapter 3

Mission and Purposes

Lindenwood has been a Presbyterian school since 1853. Both its core values and its present purposes unmistakably reflect that heritage. It is most appropriate, therefore, to begin this chapter with a brief review of what we consider to be the first formal public statement of Lindenwood University's mission. This original declaration of Lindenwood's reason for existing appeared as a part of the 1853 deed that conveyed the university to the Presbyterian Church:

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 therewith. The said College is to be conducted in accordance with the best and most approved methods of instruction in the best sense and meaning of the terms the proper development and cultivation of the intellectual, moral and physical faculties. It is to present a school of course wherein female youth given in education to the best advantage may be properly educated and prepared for the various professions and occupations of life. The said College is to be conducted in accordance with the best and most approved methods of instruction in the best sense and meaning of the terms the proper development and cultivation of the intellectual, moral and physical faculties. It is to present a school of course wherein female youth given in education to the best advantage may be properly educated and prepared for the various professions and occupations of life. The said College is to be conducted in accordance with the best and most approved methods of instruction in the best sense and meaning of the terms the proper development and cultivation of the intellectual, moral and physical faculties. It is to present a school of course wherein female youth given in education to the best advantage may be properly educated and prepared for the various professions and occupations of life.

If we look beyond the fact that, at that time in frontier history, Lindenwood was a college for young women, it is both instructive and curious to consider some of the fundamental components of this early mission statement in the context of the university's present wants and needs. The original mission statement communicated a vision to the following values in the following order:

- Holistic education ("intellectual, moral and physical training")
- Affordable education (for a wide range of students)
- Supportive environment (for a wide range of students)
- Promptly educated and qualified for the important duties

"properly educated and qualified for the important duties" (Lindenwood University, St. Charles, MO: The Lindenwood Press.

Chapter 3 Mission and Purposes

Criterion 1 The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.

Lindenwood has been a Presbyterian school since 1853. Both its core values and its present purposes unmistakably reflect that heritage. It is most appropriate, therefore, to begin this chapter with a brief review of what we consider to be the first formal public statement of Lindenwood University's mission. This original declaration of Lindenwood's reason for existing appeared as a part of the 1853 deed that conveyed the university to the Presbyterian Church:

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 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 development 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 become 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.

If we look beyond the fact that, at that time in frontier history, Lindenwood was a college for young women, it is both fascinating and edifying to consider some of the fundamental components of this early mission statement in the context of the university's present nature and direction. The original mission statement communicates a dedication to the following values in higher education:

- a liberal education ("established on a large and liberal plan"),
- affordable education ("at as low charges as practicable"),
- holistic education ("intellectual moral and Physical faculties"),
- an integrative education that combines the practical with the intellectual ("properly educated and qualified for the important duties"),

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- values-based education (“the Holy Bible shall always have a prominent place”), and
- the importance of contributing to society in a useful way as a result of the education (“to become enlightened accomplished and useful members of society”).

As will soon become obvious, these tenets are at the heart of our present mission statement. We still emphasize a “liberating arts”¹ education that is holistic, values-centered, integrative, and practical as well as intellectual. It is clear that the essential spirit and purpose of the original “Linden Wood” has persevered across many eras of American history.

Although Lindenwood’s current mission statement does not address the matter of affordability, it probably should. The cost of higher education centrally affects access to college, and we have responded to that reality perennially by avoiding and removing unnecessary costs wherever possible. To the same end, we have not raised our tuition rate for the last two years, and we actually reduced our room and board charge by \$200 per year for 2003-04. Consistent with the wishes of the Sibleys, it is our goal to keep independent higher education accessible to everyone who is qualified to benefit from it.

Lindenwood’s Mission Statement

Lindenwood’s board of directors unanimously approved the university’s present mission statement in February of 1999, following a two-month study of the mission and a resultant restatement. Since that time, there has been one minor revision of the mission to include “public-serving” in the “Identity” part of the statement; the board of directors approved that minor emendation in November of 2002 to better reflect the broad scope of the university’s operations and directions. That mission statement contains three distinct parts: the mission, the purposes, and the identity of the university:

The mission: Lindenwood University offers values-centered programs leading to the development of the whole person – an educated, responsible citizen of a global community.

The purposes: Lindenwood is committed to:

- Providing an integrative liberal arts curriculum,
- Offering professional and pre-professional degree programs,
- Focusing on the talents, interests, and future of the student,
- Supporting academic freedom and the unrestricted search for the truth,
- Affording cultural enrichment to the surrounding community,
- Promoting ethical lifestyles,

¹ Our *artes liberalis* philosophy of higher education appears in our publication *The Liberating Arts*: Lindenwood University. St. Charles, MO: The Lindenwood Press.

- Developing adaptive thinking and problem-solving skills,
- Furthering lifelong learning.

The Identity of the University: Lindenwood is an independent, public-serving liberal arts university that has an historical relationship with the Presbyterian Church and is firmly rooted in Judeo-Christian values. These values include belief in an ordered, purposeful universe, the dignity of work, the worth and integrity of the individual, the obligations and privileges of citizenship, and the primacy of the truth.

The 1999 Mission Restatement: Rationale and Method

We described the conceptual basis and process through which we conducted the 1999 mission restatement in the paper "Mission Restatement Via Heritage Rediscovery," which the HLC published in its 2000 edition of *A Collection of Papers on Self-Study and Institutional Improvement*. There were two basic reasons for the 1999 project. First, we routinely review and consider editing or restating our mission about every five years, and 1999 was the year scheduled for that undertaking. Second, and more importantly, Lindenwood had undergone a fundamental correction in its philosophy and direction in the early 1990s, and the mission statement we had in late 1998 did not reflect that crucial shift as well as it could have.

The following considerations indicated that restatement of our mission was in order: Lindenwood had transformed its traditional academic management model into an operational model based on merit, accountability, and cost-effectiveness, while preserving its commitment to the core values of a liberal arts college education: academic freedom, adaptive thinking, cultural enrichment, and lifelong learning. Yet we realized that in the 1960s, 1970s, and 1980s we had drifted away from our focus on holistic education and character development. Our new operational model reinstated that historically important orientation, but the mission statement that we had published in the mid-1990s did not convey that part of our philosophy very clearly. Also, that document was simply too wordy. We wanted the new statement to be cogent, definitive, and pithy.

Thus, when we embarked on the restatement process, we knew that we would develop a succinct institutional creed that would reflect (a) the new, better organized and more productive approach the university was taking, (b) the traditionally important principles of a liberating arts education, and (c) Lindenwood's timeless commitment to character development as a part of a holistic college education. Consequently, we looked to the university's history – and its enduring values – to guide the revision. We literally used the university's rediscovered heritage as our ongoing reference point in this process.

The board of directors' Mission and Purpose Committee was charged with the mission-restatement assignment. Two of the committee members were alumni of the university (as well as board members). Additionally, the president appointed two faculty members to serve in an *ex officio* capacity. Those faculty members, who were also academic

deans, functioned as liaisons between the board and the faculty during the revision process. The committee accepted and incorporated feedback from the faculty liaisons throughout this process. Because we believe that the mission ought to be reviewed and revised by persons with known long-term commitments to the university, we did not ask any currently enrolled students to participate in the project.

The Mission and Purpose Committee devoted itself to the restatement process between early November of 1998 and mid-January of 1999. The committee recommended the present mission statement to the full board at the latter's February, 1999, meeting. The board accepted and sanctioned the new statement without amendment or further revision.

We believe that the 1999 incarnation of our mission statement preserves and sanctions the ageless values and philosophy of the original Lindenwood College while expressing how we realize that mission in the context of the comprehensive university that Lindenwood has become.

The Mission and Decision-Making

We discuss decision-making processes in some detail under Criterion 2 (Resources) in Chapters 4 and 5 and, again, in under Criterion 5 (Integrity) in Chapter 10. Those processes pertain to such matters as governance, curriculum development, academic freedom and responsibility, personnel management, financial and legal management, and purchases and acquisitions. The chapters mentioned above will document that decision-making policies and procedures are in keeping with the kind of institution that our mission statement implies we are.

Generally speaking, independent liberal-arts-based universities have their legal and fiscal authority vested in their board of directors, with the provision that the board appoints a president to carry out their plans and directives and manage the day-to-day operations of the school. Personnel management and purchases and acquisitions are the responsibility of the president and his administrative staff, except that the board must pre-approve all large expenditures and any major changes in the organization, scope, and mission of the school. Fundamental to any regionally accredited university is the axiom that the faculty should have the principal responsibility for the development, delivery, and assessment of the academic programs. But normally it is also true that the board has the prerogative to review and request changes in the academic program to ensure that it is aligned with the university's mission. Personnel decisions are in the purview of the president or his designee, but there must always be fair labor practices, consultation with the employee's supervisor, due process, and the right to appeal.

As later parts of this report will show, the general decision-making structure described in the preceding paragraph characterizes Lindenwood University and is completely concordant with our mission and purposes. Perhaps even more significant is the fact that, at both the individual and institutional level, we consciously strive to base our decisions on the values expressed in our mission and purposes: To wit,

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- The education and development of the student take precedence over all other considerations.
- All decisions must reflect and promote ethical lifestyles.
- Any choice must be consistent with Judeo-Christian precepts.
- All decisions must respect the primacy of the truth.

We expect these decision criteria to apply in all areas of the university's operation, from property acquisitions to admission decisions and the assignment of grades.

Primacy of the Truth

The expression, "primacy of the truth" figures prominently in our mission statement and our operational philosophy. To Lindenwood, this concept means that the university expressly places facts and accuracy – and even more importantly, their responsible pursuit – ahead of anything else, including pet theories, personal preferences, and politics. We insist that our professors present the best, most recent account of what is true in their respective fields, that prejudices not be encouraged or presented as valid accounts of what is, and that no one be discouraged from discussing relevant facts in the classroom (subject to the common sense and decency norms that govern any exchange of ideas in civilized settings). We also insist on accurate reporting of all financial and other matters to the university community and the public.

The Mission and Strategic Planning

Chapter 9 sets forth our plan for the next five years and beyond. That blueprint is an evaluative overview of our five-year strategic plan for 2004-08 and is based on the university-wide planning process that we describe in Chapter 4 (Resources: Governance and Human Resources). That process starts with Lindenwood's mission statement, and we explicitly ask all participants to develop objectives and projections that flow from the assumptions, principles, and purposes established in the mission. It is entirely appropriate that we position the mission at the very front of the strategic planning document, since it embodies the belief system upon which all the university's plans are made.

We require our academic divisions to formulate their respective missions within the larger context of the university's purposes. We also expect the divisions to pre-evaluate all of their proposals relative to the mission statement. In the same vein, we asked each faculty member to populate his or her annual individual development plan with professional objectives that connect with, express, and support Lindenwood's mission. Finally, we periodically suggest to our full-time faculty members that they plan their course objectives with the mission in mind.

The Mission and New Programs

We evaluate all proposals for new programs and partnerships in the context of our mission. We ask the following questions of each initiative:

- Is it an appropriate direction for an institution of higher education?
- Does it fit with the liberal-arts model of higher education?
- Does it enhance the pursuit of our basic purposes?

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- Is it consistent with Lindenwood's strong values orientation (described earlier)?
- Is it in line with our public-serving orientation?

Of course, we ask other questions as well, such as "Would it be fiscally responsible for us to implement the proposal?" and "Do we have sufficient resources and personnel to effectively start and run the proposed program?" A negative answer to either the mission-related or the practical questions usually results in a decision not to pursue the program in question.

Because we routinely assess possible new programs against our mission and purposes, we fairly often decline "opportunities" presented to us by community businesses or market demand. Many of these declined proposals would either take us out of the realm of higher education and into unrelated business ventures or draw us into the field of basic technical and vocational training programs. Clearly, such would-be initiatives are not consistent with our purposes.

Communication of the Mission

Lindenwood communicates its mission in a variety of written forms, including the undergraduate and graduate catalogs, faculty and student handbooks, as well as within some of the promotional material that we send to alumni, benefactors, and friends of the university. These documents convey the mission as a regular part of the process of acculturating each student, faculty member, and staff member into the Lindenwood community. We also transmit the precepts of our mission orally in a variety of venues, including student orientation sessions, faculty workshops, and board-of-directors meetings and retreats.

When an officer of the university presents an address or leads a session of any type for the general public or any business or community group, it is very likely that Lindenwood's mission will be a major theme somewhere in that event. For example, when our president addressed a large assembly of community leaders in Belleville, Illinois, in the winter of 2003, he commented in this way at several key junctures in his address:

Our National Center for the Study of American Culture and Values fits right in with Lindenwood's mission to develop the whole person as an educated, responsible citizen. The mission illustrates Lindenwood's belief that the development of someone's character is an essential part of preparing enlightened, productive members of society God has allowed Lindenwood to succeed because we are focused on student success – not our own.

But, in responding to this criterion for the self-study, we discovered that only relatively small number of our publications for the general community contain the mission statement itself. Nonetheless, each part of our campus embraces the spirit of the mission in everyday policies and procedures, even when not addressing the mission statement *per se*. We communicate the components of the mission in a large number of settings,

gatherings, and venues at the university. There are many examples of this policy- and action-based support:

- In new faculty-orientation seminars, we ask each faculty member to think of each course as a piece of a larger puzzle, as well as to incorporate the ideals, values, and ethics of the university are defined and emphasized.
- Within both the faculty handbook and the August faculty workshops, we stress expectations based on the set of ethics and values supported by the university.
- The admissions office immediately communicates to the prospective student that Lindenwood focuses on the individual character of each enrollee by looking at not only earlier grades and test scores but also the unique talents and interests of each person considered for admission.
- The admissions office also stresses our adherence to Judeo-Christian values and a comprehensive liberal arts program, making sure the student is well informed of policies and expectations regarding achievement and conduct.
- We present Lindenwood's educational philosophy and various concepts that characterize our campus culture in the freshman-orientation sessions, as well as in the Community Living classes that we require first-year students to take (see the Community Living syllabus).
- We insist on individualized academic advisement of all students, expecting faculty members to give informed guidance on student scheduling and academic performance. In this process the faculty advisors are more than just a signature on a form. Rather, they are mentors who are invested in student success. The advisors' student-centered conduct speaks volumes about our mission.
- We encourage individualizing instruction within most of our classes, as well by keeping the average class size at about 25.
- Our faculty members communicate our commitment to the student as a person by maintaining an open-door policy during their office hours.

These examples illustrate how we express the spirit of our collective vocation every day on the Lindenwood campus. The attitudes of all employees of the university similarly convey this spirit, which is perhaps more significant than simply publishing the mission. In short, we do not just talk about our *raison d'être*. We live it.

Living by the Mission Statement

Education of the Whole Person

Even a cursory reading of the mission statement makes it apparent that one clause, in particular, expresses the essence of who we are, what we do, and why we do it – namely, “*the development of the whole person – an educated, responsible citizen of a global community.*” The attitudes and actions of each employee of the university – each member of the administration, faculty and staff – communicate this focus on this holistic development of the student *as an individual with a sense of social responsibility*. This ideal reflects our past, our present and our future.

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We define the whole person with four dimensions of human endeavor: intellectual, social, physical and spiritual. As a Judeo-Christian, values-based institution, we believe that we should systematically transmit to our students a set of basic values that includes *belief in an ordered, purposeful universe, the dignity of work, the worth and integrity of the individual, the obligations and privileges of citizenship, and the primacy of the truth*. The university's approach to campus culture and educational requirements is rooted in these values (as we will specifically address later in this chapter). In particular, the idea that each student has value as an individual is part of the university's philosophy. The belief that each properly educated person has both the ability and the obligation to become a useful member of the global community is also part of this philosophy.

Another important element of Lindenwood's model is the individuality of the student. We believe in and cherish the uniqueness of each person, and we try to shape each student's educational experience to his or her own talents, interests, and career path. Hence, it was with specific purpose that we worded the mission statement to refer to the student in the singular.

In order to pursue this ideal of an individualized education of the whole person, the university does the following:

- supports 60+ undergraduate majors in the divisions of management, communication, education, fine arts, the humanities, human services, LCIE, and the sciences;
- supports 35 graduate majors in the divisions of management, communication, education, fine arts, human services, and LCIE;
- recruits and supports a diverse student population of traditional day and evening undergraduates, evening and weekend adult students, local and regional students, as well as national and international students;
- supports various modes of learning in multiple time formats including not only traditional day semester classes, but also accelerated and traditional evening and weekend quarter courses, and evening and weekend trimester courses; in addition, the university offers courses over a 2 to 3 week January term, during three summer semester terms, and a jump-start shortened semester format during both the fall and spring semesters;
- encourages participation of all students in extracurricular programs by supporting 38 men's and women's sports programs including traditional collegiate sports (such as football, basketball, baseball and softball, volleyball, tennis, swimming and diving, and track and field) as well as modern collegiate sports (such as lacrosse, field hockey, roller hockey and bowling).
- encourages participation in extracurricular programs by all students by supporting a total of 64 academic, professional and honor society organizations including organizations such as the Psychology club, French club, Criminal Justice Student Association, Social Work Student Alliance, Alpha Lambda Delta honor society, and LindenScroll honor society;
- supports the students' creative talent by sponsoring student performances in theatre, music and dance as well as exhibitions in the fine arts;

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- supports incoming undergraduate and graduate students with an individualized transfer policy that evaluates each student's unique academic history; this includes evaluation of high school Advanced Placement credit, previous post-secondary education, including both two and four year collegiate institutions, and – for adult students – continuing education credit through employment, including advanced training and certifications;
- supports individualized attention to students with physical disabilities, as well as special needs, by appointing a Coordinator for Campus Disability Services who ensures the accessibility of programs and assists and supports students with disabilities.

The Purposes of the University

The mission statement of the university clearly outlines the purposes of the university in seven broad objectives that actualize our fundamental mission. Each objective expresses a means through which we carry out our mission. We will address each purpose and establish that it is consistent with our mission as a comprehensive liberal arts university.

Objective 1: Providing an Integrative Liberal Arts Curriculum

Lindenwood offers more than 95 combined undergraduate and graduate degree programs in seven divisions, as well as a variety of emphasis areas within these broader major programs. For all students at Lindenwood, the school's objective of providing an integrative liberal arts curriculum is clear from the time the student completes his first class to the day the he picks up his diploma. Lindenwood requires the fulfillment of four criteria prior to graduation for all undergraduate students:

- first, completion of the general education requirements (totaling a minimum of 49 credit hours);
- second, successful completion of major program requirements (total credit hours vary for each program, a minimum GPA of 2.0 in major coursework must be achieved);
- third, completion of a minimum of 42-credit hours of coursework at the 300-level (junior level) or above; and,
- fourth, completion of a minimum number of credit hours (typically 128 credit hours) with a minimum cumulative GPA of 2.0.

Our general-education requirements ensure that all undergraduate students have coursework in the liberal-arts fields of communication, fine arts, English (both composition and literature), world and American history, philosophy or religion, two disciplines from the social sciences, two disciplines from the biological, earth or physical sciences, as well as mathematics. To guarantee that the student's studies are a piece of a larger integrative liberal arts education, all courses that fulfill general-education requirements must be approved first by our general education committee, which is comprised of faculty members from all of our academic divisions. The deans' council then reviews the match between the submitted courses and general-education objectives and sends the general-education committee's recommendations to the president for final approval.

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For graduate students, the commitment to an integrative liberal arts curriculum is equally as important, though facilitated through more program-specific integration. Each graduate program maintains a set of core courses that incorporate the necessary content and competencies within that program. As an example, the MBA program maintains a set of core requirements that includes accounting, financial policy, information systems, marketing, and organizational behavior. In addition to requiring the MBA students to take the core courses, their advisors encourage them to pick elective courses that will be most useful in their specific career path. The university is currently exploring the definition and feasibility of explicit general-education requirements in its graduate curricula.

Objective 2: Offering Professional and Pre-professional Degree Programs

In November, 2002, Lindenwood's Educational Policies Committee (EPC) members loosely defined professional and pre-professional programs as those majors that educate the student to practice in a specific field or along a specific career track. With this in mind, the committee requested from each of the divisions a list of programs that meet this general definition. The resultant analyses identified the following professional and pre-professional programs in each division:

- Management division: accounting, management information systems, management specialties (arts, human resource, public, and sports)
- Communications division: all emphasis areas of the mass communications
- Education division: all programs are considered professional programs
- Fine and performing arts division: the fashion design program
- Humanities division: Christian ministry studies and writing
- LCIE: counseling, criminal justice, gerontology, health management, human resource management, information technology, mass communication, mortuary science and valuation sciences
- Sciences division: biology, chemistry, and computer science

Additionally Lindenwood offers pre-professional programs in pre-dentistry, pre-engineering, pre-health, pre-law, pre-medicine, pre-optometry, pre-nursing and pre-veterinary science.

Objective 3: Focusing on the Talents, Interests, and the Future of the Student.

By definition, Lindenwood's holistic, individualized approach to higher education pivots on the student's particular talents and interests. We addressed the academic side of this objective in our consideration of purposes one and two of the mission. Similarly, the extracurricular and co-curricular opportunities we provide are designed to enable the student to improve in physical and mental health, bolster her creativity and self-esteem, and explore her identity and future. Hence, as noted earlier, the university supports 36 intercollegiate sports teams as well as 64 extracurricular organizations. Our extracurricular organizations range from professional clubs in areas such as marketing, social work, and pre-health to spiritual organizations such as the Christian Life Group and the Campus Crusade for Christ. The university theatre department holds open auditions for all students on campus to participate in more than four on – campus productions per year. In addition, any student may enroll for elective credit in voice, music, acting, and art classes regardless of major. Classes for both majors and nonmajors

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are clearly labeled in the catalog to encourage inexperienced students to explore new areas without fear of failure.

Perhaps the strongest evidence of our support of this third purpose is that we require our instructors to support students' involvement in co-curricular pursuits. Lindenwood has an official policy excusing absences – with the opportunity to make up work – for all students participating as a team or organization member in a university-sponsored event. While it is still the responsibility of the student to inform his/her instructor of the absence and arrange for makeup work, it is our rule that students must not be penalized for involvement in officially sanctioned university events that require their participation. This kind of policy is not unusual for most athletic-program events at other institutions, but Lindenwood does not differentiate between athletics and theatre, or cheerleading and the debate club. Because of this stance, all students who participate feel equally valued, and the university regards them that way.

The university recognizes future success is dependent upon leadership and career opportunities within the college experience, as well as the development of a strong work ethic to guide the student throughout his/her life. Accordingly, the university has a number of student leadership courses during the academic year. We encourage students to participate in our work/learn program and community-service opportunities. We have also established our leadership center, which we describe in Chapter 5.

Recognizing that future success depends upon real world experience, many programs within the university require or strongly encourage internships and/or field experience. Particularly in professional programs, working in a field setting is critical to future success and contacts as well as crucial in developing an appreciation for hard work. Undergraduate programs requiring internships and/or field experience in the 2002-2003 catalog include athletic training, retail merchandising, Christian ministry studies, corporate and mass communication, education (all majors), sports management, and social work. Most other undergraduate programs have internships and/or field experience as a strongly encouraged option.

As a whole, the university encourages diversity and variety within its student body, maintains academic and extracurricular programs, and supports leadership and hard work as a means to success of each individual student who participates in the Lindenwood campus.

Objective 4: Supporting Academic Freedom and the Unrestricted Search for the Truth

On this campus academic freedom begins in the classroom and permeates our campus culture. Lindenwood instructors have unlimited academic freedom in the classroom within the boundaries of reasonable, respectful behavior appropriate for the ethics of the university. Instructors have the freedom to choose texts, time slots, lecture format, and mode of student evaluation without interference from the university administration.

Due to the nature of some courses, it is not uncommon for an instructor to find that a course and his or her teaching style fit best into a specific course schedule. Because this

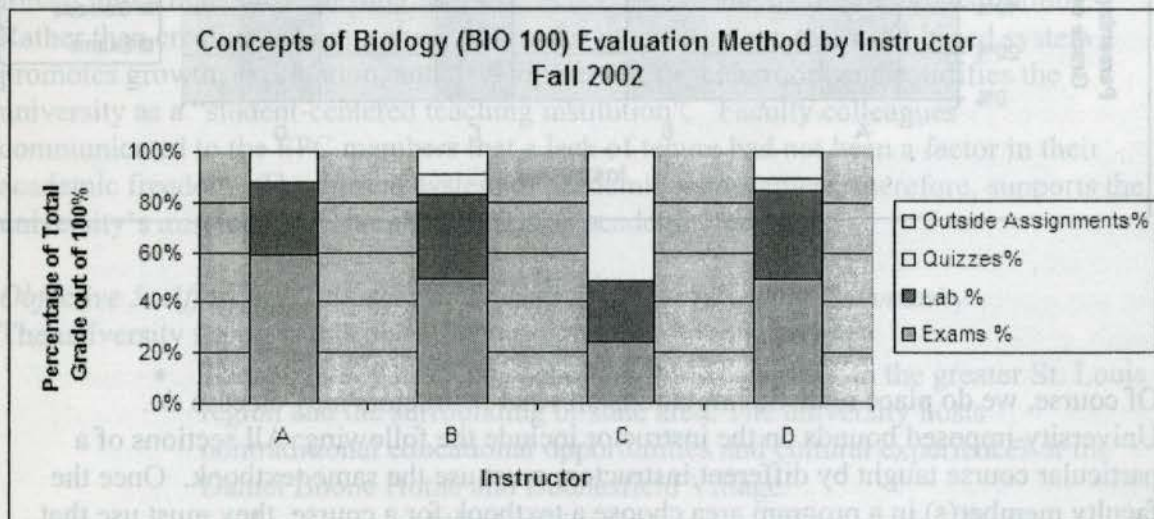
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can be different for each instructor, the university allows faculty members to choose their time and day combination for a course. Choice of the time slot for a particular course might be constrained by the students' need to co-schedule other required courses in the same term, but this will typically be the only restriction that is imposed.

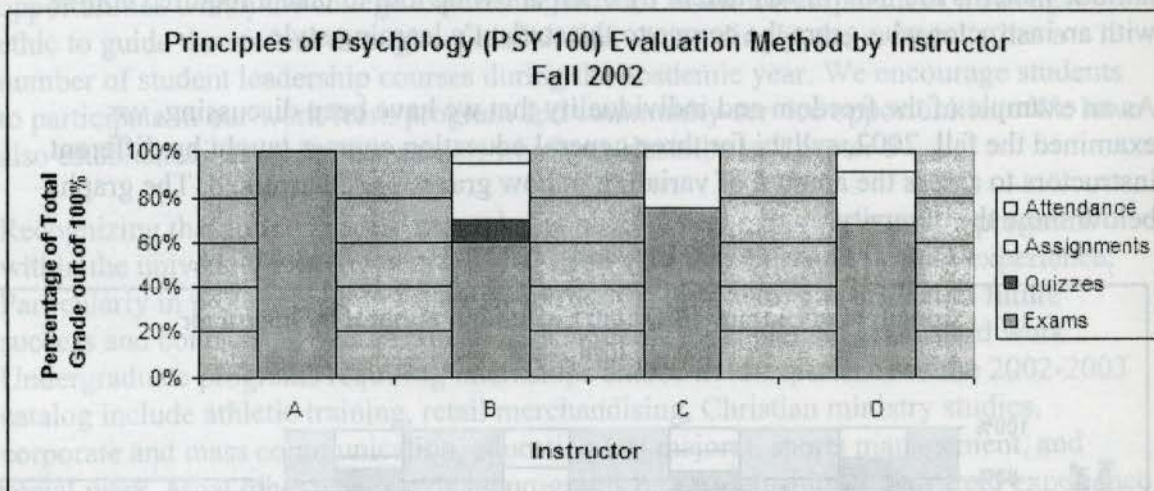
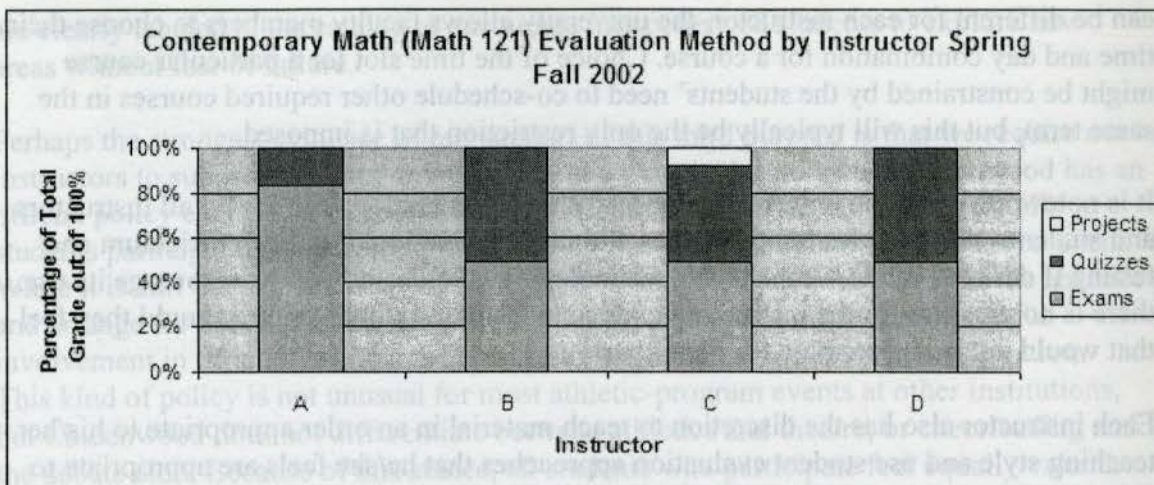
It is noteworthy that the university supports WebCT technology for use by all instructors and students, allowing for online classes and the introduction of online curriculum and testing if desired. While we make this technology available and gently encourage its use, there is no pressure for the instructors to deviate from traditional lecture should they feel that would not be appropriate for their courses.

Each instructor also has the discretion to teach material in an order appropriate to his/her teaching style and use student evaluation approaches that he/she feels are appropriate to the course. Ultimately although there is, of course, a university expectation regarding the kind of subject matter that must be covered – particularly for general education courses – the mode of presentation and evaluation can vary according to instructor design. This latitude benefits the individual student by often allowing him to take a required course with an instructor who gears the course to the student's learning style.

As an example of the freedom and individuality that we have been discussing, we examined the fall, 2002, syllabi for three general education courses taught by different instructors to assess the amount of variation in how grades are determined. The graphs below show the diversity.



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Of course, we do place realistic limitations on what instructors may elect to do. University-imposed bounds on the instructor include the following: All sections of a particular course taught by different instructors must use the same textbook. Once the faculty member(s) in a program area choose a textbook for a course, they must use that book for two academic years, when possible. We expect all courses to cover relevant material at a depth appropriate to the level of the course. Instructors must maintain respect toward students and one another in the classroom and are expected to exhibit thoughtful discretion in choice of language, videos, and discussion topics of extreme sensitivity. But the instructor determines the appropriateness of all material within these broad parameters.

In addition to the above list of freedoms within the classroom, the university and its programs afford the freedom to teach specialty courses in nearly every discipline by including an upper level special-topics course that instructors may tailor fit to a timely subject matter. This ability to teach elective courses outside of the traditional program curriculum allows for personal freedom and growth for the faculty as well as often for the students. Our "J-Term" (i.e., January term) often provides the ideal framework for these special-topics offerings.

The question of academic freedom always raises the question of tenure, even though the two issues are separable. As stated in Chapter 1 of this study, Lindenwood offers annual merit-based contracts to their instructors without the possibility for tenure. At its November, 2002, meeting, our educational policies committee (EPC) posed this question: "Is tenure a requisite condition for academic freedom, and does the absence of tenure support the university mission and purposes or detract from the integrity of its objectives?" Committee members then discussed the question with other faculty members to gather a sample of the general opinion among our instructors. In light of the majority of responses, the EPC concluded that the use of a merit-based system instead of a tenure system is very much in line with Lindenwood's mission and purposes. The basis for this conclusion follows.

The merit-based system currently in place actually promotes academic freedom rather than restricting it. Because Lindenwood promotes diversity in its classes and does not allow a tenure system to create a hierarchical power differential within the faculty, instructors have the freedom to bring fresh ideas into the classroom rather than being forced into a mandated teaching formula, as occurs at some tenure-based institutions. Rather than creating an atmosphere of fear for the instructors, the merit-based system promotes growth, exploration, and development in the classroom and solidifies the university as a "student-centered teaching institution". Faculty colleagues communicated to the EPC members that a lack of tenure had not been a factor in their academic freedom. The current system of academic management, therefore, supports the university's mission by inherently promoting academic freedom.

Objective 5: Affording Cultural Enrichment to the Surrounding Community

The university supports this objective through the following actions:

- The university hosts classes on multiple campuses in the greater St. Louis region and the surrounding bi-state area. The university hosts nontraditional educational opportunities and cultural experiences at the Daniel Boone Home and Boonesfield Village.
- Lindenwood provides facilities to the surrounding community for workshops, such as project LEADD (Learning Experiences for Adults with Developmental Disabilities) and continuing education workshops for teachers.
- Lindenwood promotes community involvement by their faculty by including it as part of their assessment in their Individual Development Plan

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- The university regularly hosts on-campus speakers from a variety of fields. Speakers in 2002-03 included Stephen Covey and four nationally or internationally known experts in the speaker series sponsored by Lindenwood's Institute for the Study of Economics and the Environment. These events were open to the general public at little to no cost.
- Lindenwood's theatre department produces at least four theatrical productions per year at the mainstage theatre. These productions are open to the general public for a moderate cost.
- The university hosts student, faculty and visitor art exhibitions as well as music and dance recitals that are open to the general public typically at no cost.
- Our university-sponsored student clubs and organizations participate in a variety of service projects, including blood drives, food and clothing collection, toy drives, adopt a family campaigns, and many others. These venues also provide students with networking opportunities, internships, and guest speakers.
- Academic programs sponsor internships, practicum, community-service projects, and student teaching assignments, which continually channels students and their talents and experiences into the surrounding community.

Lindenwood supports a public not-for-profit radio station (KCLC FM 89.1) and television network (the Higher Education Learning Channel – Ch 26 on Charter Communications' Cable Network). These venues support a wide array of musical programs, talk shows, and documentary programs. In addition, these venues advertise university events and appropriate community events to the general public.

Objective 6: Promoting Ethical Lifestyles

Lindenwood University is an independent university firmly rooted in Judeo-Christian values. These values define the ethical lifestyles promoted by the university's expectations for its students, as well as its visitors and employees. Lindenwood University maintains a drug- and alcohol-free campus. All university sponsored on-campus meetings and events, including sporting events, are alcohol free. This policy is firmly enforced with a zero-tolerance policy that prescribes substantial corrective procedures. In the same vein, the university sponsors only same-sex dormitories and off-campus housing. These student resident facilities have a highly structured and strongly enforced visitation policy promoting responsible lifestyles that are consistent with traditional values. Also in support of ethical lifestyles, the university maintains a philosophy or religion component in its general education requirements.

We expressly define acceptable ethical behavior in student and faculty handbooks. Additionally, Lindenwood publishes an honor code among students and expects the faculty to uphold that code as well, both inside and outside the classroom.

The acquisition of the Boone Campus and the development of the National Center for Study of American Culture and Values represent additional means through which the

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university supports its definition of ethical lifestyles and promotes character development of the student and transmits a traditional values orientation throughout the surrounding community. This center is constructed upon “Six Cornerstones” by which we define ethical lifestyles:

1. American History and the American Experience	2. American Citizenship and Civics	3. American Heritage – The Arts, The Humanities, and Historic Interpretation
4. Economics and the Environment	5. Character Education and Character Development	6. Ethics, Faith, and Spirituality

By defining and promoting ethics and values on campus as well as providing opportunities for certification of educators in character development, the university seeks to effect values-based decision making and an other-centered ethic in all our students.

Objective 7: Developing Adaptive Thinking Skills and Problem-Solving Skills

We believe that this purpose works naturally in tandem with the unrestricted search for the truth to generate fruitful examination of findings, theories, and issues. Open and objective discourse is critical for developing adaptive thinking and problem solving skills, which, in turn, facilitate the pursuit truth. Lindenwood supports these objectives in several ways.

- Our general-education requirements include logic and reasoning in math and science coursework, as well as research, writing, and conclusion drawing skills in literature, history, and the social sciences.
- Our cross-cultural requirement for BA and BFA degrees promotes non-ethnocentric behavior and expansive thinking.
- Diversity in the ethnic and racial makeup of the student body mixes cultures and societies to promote global awareness.
- Optimal sequencing of upper-division coursework promotes integrative reasoning and the awareness of interrelationships among concepts covered in different courses.
- Open discussion, both inside and outside the classroom, enhance critical thinking and the development of conceptual connections. The Honors College Colloquia series is an excellent example of outside-the-classroom development of open discussion amongst students and faculty of such challenging issues as human cloning and global warming.
- Our senior projects, master’s theses, culminating projects in LCIE, and professional portfolios in education are evaluated for critical thinking processes and sophisticated reasoning.
- We are committed to the concept and purposes of comprehensive student assessment in our key classes, and our assessment programs aim at evaluating our success in improving students’ higher thinking skills.

Objective 8: Furthering Lifelong Learning

Lindenwood remains wholly supportive of lifelong learning by designing its course schedules, programs, academic services, and financial aid services to accommodate adult, evening, and graduate students as well as traditional-age undergraduates. Examples of this dedication include the following:

- fostering diversity in program locations throughout the region, various course lengths (semester, quarter, and trimester), and varying timelines (day, evening, and weekend);
- targeting programs not only for degree-seeking students, but also for continuing-education for non-degree-seeking individuals;
- offering professional conference reimbursement for faculty members;
- requiring our professors to include professional development sections in the their annual plans (IDPs);
- offering a Lindenwood Professional Educators Grant to all practicing teachers taking continuing-education coursework at Lindenwood;
- offering financial aid to adults, senior citizens, and individuals employed by not-for-profit agencies;
- holding faculty workshops each year to provide training seminars on using technology, classroom assessment options, and improving teaching skills;
- sponsoring speakers and symposia for our students, our faculty, and the general public;
- offering cooperative credit for various seminars and workshops including those offered by the St Louis Zoo and the Missouri Department of Conservation;
- instilling in our students, at every opportunity, the desire to continue engaging in new learning after they complete their college degrees.

Conclusion

We strongly believe that the purposes of the university, as defined by these eight objectives, are being met through each of the specific activities that we summarized above. Lindenwood is dedicated to living by these objectives and operates daily with the intention to realize them.

Analysis

Strengths

1. The university's mission is clear and easily organized into tangible objectives that define a distinct identity and purpose for the campus community.
2. The university's statement of mission and purpose contains precepts and values that are typically adhered to by regionally accredited independent colleges and universities. In short, its content is directly appropriate for the kind of school we are.
3. The identity of the university is firmly set in Judeo-Christian values that give rise to its objectives. These ethics and values are clearly stated in faculty and student

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handbooks so that all members of the university are well informed of expectations prior to their entrance.

4. The continuity of Lindenwood's mission and its implementation across more than 17 decades is truly remarkable. The Lindenwood of today has the same basic aims and values structure as the tiny, student-centered college established by the Sibleys. Although we are now a mid-sized comprehensive university with an annual head count of about 12,000 students, this school still has the heart and soul of the small liberal arts college that helped shape the American frontier.
5. All major decision processes at the university, but especially those having to do with strategic planning and the start-up of new programs, pivot on the tenets of Lindenwood's mission and purposes.

Concerns

1. We discovered that communication of the mission is predominantly achieved through actions and attitudes rather than in written form. The concern was not about the university's embracing the spirit of the mission, but that often the employees of the university do not associate this spirit with the written mission statement. We feel that we should publish our mission statement in a greater number of documents and more frequently call attention to the printed statement.
2. The absence of a general education cross-cultural requirement for Bachelor of Science majors while being necessary for Bachelor of Arts and Bachelor of Fine Arts may not be consistent with objective #1 of the mission statement.
3. Our Educational Policies Committee noted the lack of uniform standard of a capstone or exit exam for all programs. Given that one of the university's objectives is to develop adaptive thinking and problem solving skills, should all of our academic programs require either a capstone course or an exit exam to assess the attainment of this objective prior to graduation?

Action Plan

1. In response to the first concern, we will include the written mission statement, or parts thereof, in additional Lindenwood publications, possibly adding it to many of the written materials used by the admissions office, faculty and staff updates, etc. Though the spirit of the mission statement is embraced throughout the university, more frequent display of the letter of the mission might well strengthen that spirit.
2. Our general education committee will examine the possible impact of omitting the cross-cultural requirement for Bachelor of Science students in the context of their overall liberal-arts education.
3. The EPC will recommend that faculty members in each program explore the feasibility and desirability of requiring either a capstone course or an exit exam for seniors, with an eye toward enhancing the students' adaptive-thinking and problem-solving skills.
4. We will continue to base initiatives, major policy decisions, and day-to-day operations and on Lindenwood's mission and purposes.

Conclusion

Lindenwood University has a mission that is appropriate for the kind of school it is: a comprehensive, liberal-arts-based independent university. The school's mission and purposes have retained certain core themes through the successive renditions of the published mission statement, which is indicative of sincere and resolute direction. Lindenwood's publicly stated purposes are in keeping with its mission, and we consciously live by those objectives in our day-today operations. The university satisfies accreditation Criterion 1.

Conclusion

Chapter 4 Resources: Governance and Human Resources

Criterion 2 The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes – Part 1

Overview

In this chapter we will describe and assess our governance structures, both managerial and academic, and provide a general picture of our human resources. In the next chapter, we will complete our coverage of Lindenwood's resources with a specific analysis of our academic support services and our physical and financial resources.

Governance

Boards

Board of Directors

Lindenwood's Board of Directors originated with the state-issued charter of February 24, 1853, which established Lindenwood as a corporation in Missouri. Its corporate bylaws, which endow the board with both fiduciary and legal authority for the school, have been amended numerous times, most recently on November 11, 2000. The bylaws specify the allowable size of the Board, the members' terms of office, and the rules by which it is to conduct its business. They also define the structure of the board and its six standing committees: Executive Committee, Finance and Audit Committee, Board Development Committee, Facilities Committee, Fund Raising and Development Committee, Daniel Boone Home and Boonesfield Village Committee. The Board created two additional committees, as well: the Strategic Planning Committee and the Mission and Purpose Committee. The president of the university is an *ex officio* member of the Board.

The number of regular members serving at any time is permitted to range between 24 and 38. At the time of this writing the board of directors had 33 regular members and two life members, who have no vote. We list our directors and their business affiliations in the end matter of our university catalogs. The term of office for a board member is three years, with the exception of the life members and the *ex officio* member (the university president). The Board Development Committee recommends prospective members, who must be approved by vote of the whole body.

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The bylaws stipulate that the board must meet at least three times per year. In each of the past nine years, it has also held a fourth meeting, an intensive day and one-half retreat in the month of July. Also, the above-mentioned Board committees meet between the regularly scheduled meetings of the whole Board, with the executive committee often convening two or three times in each interim. The bylaws authorize the executive committee to act on behalf of the whole board in intervals separating regular board meetings, except that that committee does not have the power to amend the bylaws or sell the principal sum of the university's assets without the approval of the whole board.

The duties of our board of directors include:

Financial stewardship: monitoring, recording, and authorizing proper management and auditing of the university's accounts, as well as all loans, purchases, and payments transacted by or on behalf of the university

Legal responsibilities: authorizing all legal transactions, sustaining and responding to liabilities, and retaining legal counsel and liability insurance in behalf of the university

Facilities approval and acquisition: acting on its determinations or the president's recommendations for acquisition, maintenance, and improvement of properties for the university

Fund raising: monitoring, stimulating, exploring possibilities for, and reporting on fund raising for the university's endowment and capital improvement projects

Formal and ceremonial duties: approving new faculty and administrative positions, starting faculty ranks, faculty promotions, degree candidates, honorary degrees, and various resolutions of goodwill

The board of directors has no duties that directly influence development and delivery of the academic programs. Further, the board assigns the president complete responsibility and authority for the day-to-day internal management of the school.

Other Boards

Article V of our corporate bylaws describes two other boards:

1. The Lindenwood University Board of Overseers consists of an unlimited number of community officials and dignitaries who have few obligations as board members, but serve as community ambassadors for the university. Presently this group has about 65 members. These volunteers provide an advisory network for our students and programs in the professional community. Normally, the overseers convene only once or twice annually. Subsets of these volunteers are organized into discipline-specific advisory councils that interact with faculty members and academic divisions in their respective areas of expertise. The overseers have no formal governing authority at the university.
2. The Lindenwood University Alumni Board, which is comprised of 24 members, manages the Lindenwood Alumni Association. Its purpose is to promote the university's interests and provide input to all sectors of the university community concerning the alumni's perspective on and vision for the school. This board has no governing prerogatives and responsibilities, except those pertaining to management of the alumni association itself.

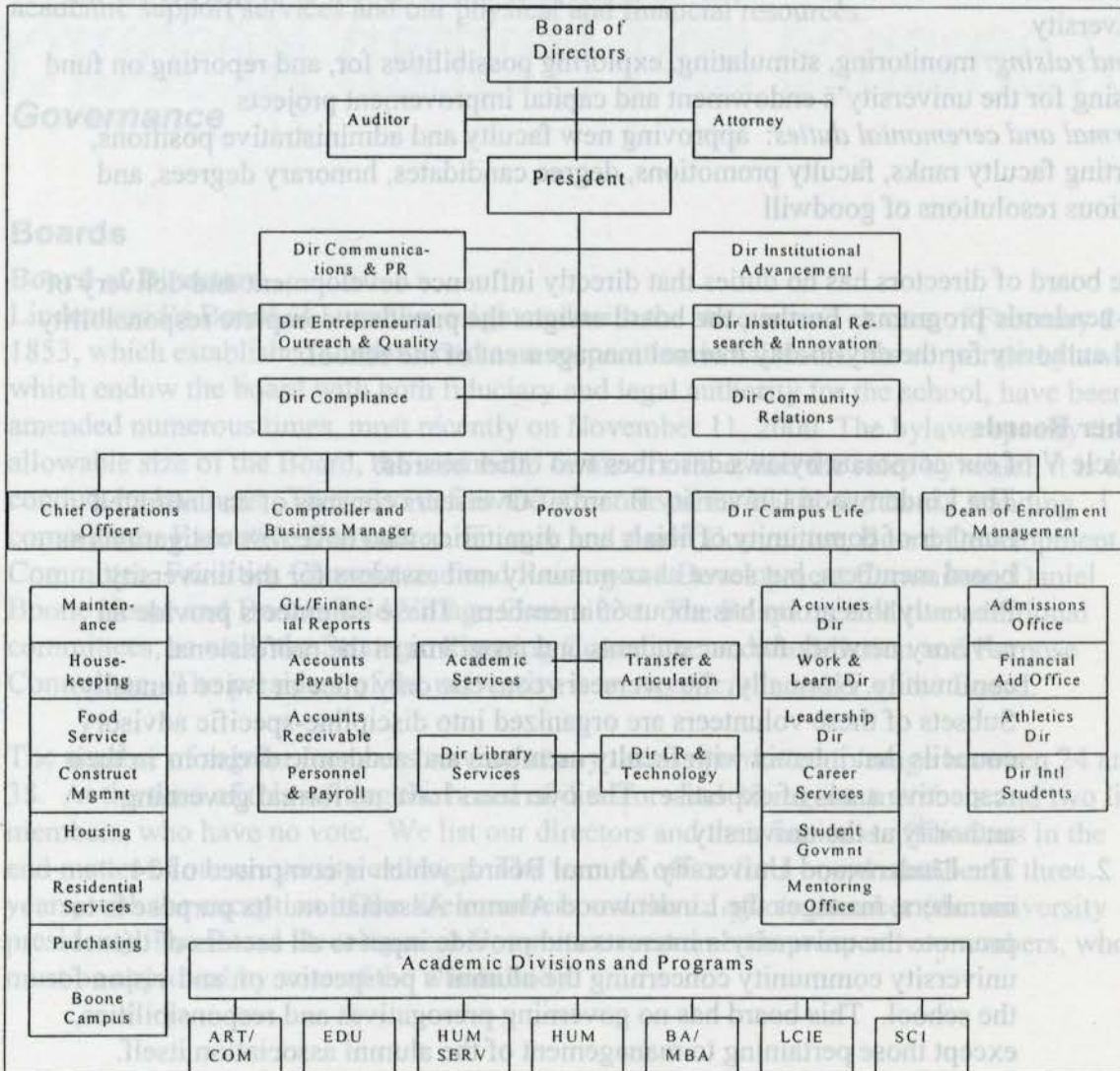
Internal Governance Structure

Lindenwood conducts its academic and business operations through a management system that is straightforward, immediate, and results-oriented. The university's president is at the top of the organization's management structure, and all of our top-level managers report directly to him.

President

Lindenwood's corporate bylaws stipulate that the board of directors shall elect a president, who will serve as the university's chief executive officer. The President serves at the Board's pleasure. He is responsible for directing the day-to-day internal and external operations of the school and for spearheading major business initiatives and internal planning and assessment. He also approves all large operating expenditures and authorizes all personnel additions and terminations.

Lindenwood University Organizational Chart



Administrative Management Structure

There are twelve managers who report directly to the president:

1. The *director of communications* and public relations oversees the development and distribution of internal and external information releases and publications and maintains a working relationship with the media.
2. The *director of institutional advancement* oversees all fundraising and institutional development. The development director and alumni director report to her.
3. The *director of community relations* facilitates the development and operation of Lindenwood's board of overseers and is a liaison between the university and various community organizations and agencies.
4. The *director of entrepreneurial outreach and quality control* prospects for new program sites and partnerships that are consistent with the university's mission. He also oversees the quality assurance of external programs during the early stages of their development and monitors governmental initiatives and policies that could affect higher education.
5. The *director of institutional research and innovation* focuses on new-program development and international-student initiatives. He also works with other Lindenwood offices to improve workflow and the use of technological resources.
6. The *director of compliance* works in conjunction with the dean of admissions to manage the university's financial aid program. He also is responsible for ensuring that Lindenwood's policies and procedures are aligned with governmental regulations and for responding to institutional surveys sent by various public and private agencies and organizations.
7. The *dean of enrollment management* oversees the director of corporate and graduate admissions, the director of undergraduate admissions, the athletics director, and the international-students program office. He also works in conjunction with the director of compliance to manage the financial aid program.
8. The *chief operations officer* is in charge of the physical plant supervisors and the director of housekeeping. She also manages purchasing, housing, and residential services.
9. The *director of campus life* directs all student-development personnel, policies, and procedures. The directors of activities, leadership, mentoring, and career services report to him.
10. The *comptroller* is responsible for the university's general ledger and financial reports as well as payroll and fringe benefits management.
11. The *business manager* supervises billing, accounts receivable, and collections.
12. The *provost and dean of faculty* is the chief academic officer and, thus, supervises all academic programs and personnel. The academic division deans and the directors of information services, library services, and academic services report to him. (The registrar and associate and assistant registrars report to the director of academic services.) The provost also oversees all faculty task forces and the four standing faculty committees: the general

education, educational policies, and assessment committees and the institutional review board.

Academic Governance

Academic Organizational Structure

Lindenwood's academic operations take place via a team effort that minimizes territoriality and places the interests of the university and its students first and foremost. Traditional disciplinary boundaries are permeable here, and there is considerable consultation and cooperation among our academic programs. We pride ourselves in using our whole curriculum to serve the student's needs.

Deans' Council

The deans' council consists of the provost, serving as the president's representative, the director of the LCIE program, and deans of the six other academic divisions: arts & communication, education, human services, humanities, management, and sciences. Each academic dean is responsible for supervising, managing, and serving the programs, faculty members, students, and facilities within his or her purview. The division dean or director holds periodic meetings with program managers and/or program personnel; resolves faculty and student problems; brings proposals and initiatives to the deans' council; facilitates the training and development of professors under his or her supervision; evaluates division personnel, programs, and facilities at least once a year; proposes and justifies new and replacement faculty positions; makes recommendations for the hiring, renewal, improvement, and termination of academicians in that division; and makes recommendations for the annual compensation levels of those instructors. He or she also leads and coordinates all major planning efforts and programmatic and recruiting initiatives in the division.

The division deans, as well as the LCIE program director, report to the provost and the president and work with both of them to increase the effectiveness of service from the academic divisions. These deans are responsible for the people, program, and facilities under them – for not only solving problems but also ensuring continuous quality improvement within their respective areas. The provost and president conduct annual performance reviews of all the division deans, and the provost makes recommendations to the president regarding the deans' annual salaries.

These academic deans are also faculty members who teach the better part of a full-time load. It is clear that they are the busiest, most in-demand employees on campus. Indeed, they are keys to the coordinated and productive functioning of the academic programs, because they are the facilitators of our educational processes.

Divisions

Our academic divisions are units that would be called "schools" at most other universities. They consist of functional groups of academic programs that are linked by shared curriculum and/or traditional nomenclature. For example, the sciences division

consists of these programs: biology, chemistry, computer science, environmental biology, international studies, mathematics, pre-engineering, pre-nursing, pre-medicine, pre-veterinary, psychology, and sociology and anthropology. The seven divisions are arts/communication, education, human services, humanities, LCIE (the Lindenwood College for Individualized Education), management, and sciences.

Programs

Our programs reside within academic divisions and represent the personnel-and-curricula configurations that often are called “departments” in academia. We prefer the term “program” to “department” because many of our majors are based on offerings from more than one content area, rather than being compartmentalized within a particular discipline. The terminology accurately reflects our philosophy that curricula can and should be adapted to our students’ educational needs and career goals.

Most of our programs correspond to academic majors and carry standard college-major titles. Typically there are two or more faculty members responsible for developing, delivering, assessing, and improving each program, although a few have only one professor formally associated with them by discipline – French, for example. Some programs, such as sport management, bridge two or more disciplines and, perhaps, divisions.

Each program has a program manager, a faculty member who is primarily responsible for supervising and improving it. These individuals, who are appointed by their division deans, are full-time faculty members, but also have the following extended duties:

1. promote the assigned programs, including the planning and organizing of student-recruitment initiatives;
2. prepare brochures and promotional materials for the assigned programs;
3. serve as liaison with Lindenwood’s Communications Office for the assigned programs;
4. assist division dean in organizing and planning course schedules for the assigned programs;
5. assist division dean with the development of program and service proposals;
6. provide division dean with input on matters affecting the assigned programs;
7. lead the program faculty in the development and implementation of student comprehensive student assessment and changing the delivery of the curriculum on the basis of assessment outcomes.

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Our academic program areas ordered by their division affiliations appear below:

Academic Program Areas Ordered by Division

Arts/Comm	Education	Human Services	Humanities	LCIE	Management	Sciences
Art History	Athletic Training	Criminal Justice	Christ'n Min. Studies	Management	Accounting	Biology
Communications	Early Child Ed	HSAM	English	Communications	Business Ad	Chemistry
Contract Degree	Educ Studies	Social Work	French	Counseling	Finance	Computer Sci
Corporate Comm	Education		History	Creative Writing	Hospitality Manag	Environ Biology
Dance	Education Specialist		Philosophy	Criminal Justice Adm	HRM	International Studies
Fashion Design	Elementary Ed		Religion	Gerontology	International Bus	Mathematics
Graphic Design	Industrial Tech Educ		Spanish	Health Management	Marketing	Pre-Engineering
Music – Instrum.	Library Media Spec		Writing	Hospitality Manag	MIS	Pre-Nursing
Music – Vocal	Physical Ed			Information Tech	Mortuary Manag	Pre-Medicine
Performing Arts	Special Ed			Mortuary Manag	Political Science	Pre-Veterinary
Photography				Valuation Science	Pre-Law	Psychology
Studio Art					Public Manage	Sociology
Theatre					Retail Merchand	
					Sport Management	

The program managers call planning and strategy meetings of faculty members involved with their respective programs. Those meetings entail a review of progress, challenges, and problems. The program groups discuss these matters and propose initiatives, as well as strategies and approaches for improving their programs. The program manager stays in communication with the division dean and appries him or her of any proposals for program changes or new programs that the program faculty wishes to bring before the whole division for review.

Standing Committees

Lindenwood streamlines its management and governance structures, so that nearly everyone can devote a larger portion of his or her time to serving the student. Consistent with that approach, we maintain only four standing committees. They are:

1. *The Assessment Committee:* The purpose of this committee is to examine, monitor, evaluate, and make recommendations concerning our comprehensive student assessment program. The committee is also charged with implementing continual improvement of our assessment system for the purpose of enhancing the quality of teaching and learning campus-wide. Its membership consists of Lindenwood's assessment officer, the chairs of the educational policies and the general education committees, the division deans, the director of campus life, two student representatives, and the provost. The provost is responsible for calling the meetings of this committee and recommending the student representatives to the president.
2. *The Educational Policies Committee:* The purpose of the educational policies committee is to provide advice and counsel to the university administration on matters related to the academic policies and educational goals of the university. Membership consists of the provost and one representative from each academic division. The division director or dean nominates a faculty

member to represent his or her division on the EPC, and the president approves that nomination. The committee sends recommendations to the deans' council for its review and recommendation to the president. The president, provost, or deans' council may refer tasks and issues to this committee. The committee chair is responsible for calling the meetings.

3. *The General Education Committee:* The purpose of the general education committee is to maintain consistency of course requirements that lead to a well-rounded liberal arts program. Specifically, the committee conducts regular review of General Education program course offerings, recommends modifications as deemed appropriate, reviews and suggests improvements in general-education assessment, and leads periodic training sessions for the faculty to encourage effective teaching and student advising concerning general education requirements. Membership consists of the provost and one representative from each academic division. The division director or dean nominates a faculty member to represent his or her division on the General Education Committee, and the president approves that nomination. The committee sends recommendations to the deans' council for its review and recommendation to the president. The president, provost, or deans' council may refer tasks and issues to this committee. The committee chair is responsible for calling the meetings.

4. *Institutional Review Board:* The purposes of the IRB are to ensure that all research projects involving Lindenwood community members including students, staff, and faculty meet standard ethical guidelines to ensure the protection of human subjects; promote excellence in research and heightened awareness of ethical conduct as a valuable educational tool for Lindenwood students, staff, and faculty; help uphold the mission and values of Lindenwood including the worth and integrity of the individual, the obligations and privileges of citizenship, and the primacy of truth. Membership consists of one faculty member from each academic division, recommended by the division deans or provost and approved by the President. The chair of the committee is responsible for calling the meetings. At the meetings, the members evaluate research proposals for their compliance with legal and ethical guidelines and report their disposition on each to the dean of the division in which the proposal was developed.

The term of service for a faculty member on each of these committees is two years, except that the service interval of members of the assessment committee runs with the members' terms of appointment to their posts.

Task Forces (Action Teams)

Lindenwood's task forces are generally short-term working groups that are comprised mostly of faculty members. (We sometimes ask members of the Lindenwood staff to serve on these panels.) The job of task forces is to investigate a potential project or initiative and then make recommendations on feasibility and, possibly, an implementation plan to the provost and president. These groups tend to have a specific focus and a relatively small set of objectives, when compared with most of the standing committees.

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Prior to the start of each academic year, the provost and president, in consultation with the deans' council, determine which task forces will be commissioned for that year. For the 2003-03 academic year, we authorized following task forces:

Honors Program	International Programs
History, Heritage, and American Values	Culture of Learning
Connectedness	Co-curricular Involvement
Online Learning Action Team	Media, Marketing, and Communications
IRB Action Team	

The honors program, international programs, and history-heritage-American values task forces have been in operation for several years and are beginning to take on the characteristics of standing committees, except that they are challenged to pursue new projects each year. The IRB and media-marketing-communications task forces were newly established in the 2002-03 academic year. We decommissioned the IRB task force immediately upon the start-up of the standing (IRB) committee it led to.

Lindenwood's faculty task force system is a genuinely different approach to involving faculty members in the creation and improvement of programs, policies, and procedures. However, the outcomes of these efforts are very inconsistent in quality. And in recent years, some of these groups have been largely unproductive.

Academic Governance Processes

All the governance activities and procedures at Lindenwood emphasize teamwork and accountability. By philosophy and design, they are results-oriented. Our emphasis on effectiveness encourages and rewards efficient processes.

Individual Development Plans

In November and December, every full-time faculty member authors an individual development plan (IDP). The faculty member writes his or her professional plans and objectives for the following academic year, with emphasis on how he or she will serve the university and the benefits that will be realized from that service. The faculty member describes anticipated activities and service in these areas:

Teaching	Knowledge of the Discipline
Advising and Mentoring	Professional Society Contributions
Administrative Performance	Professional Development
Leadership	Personal Growth and Development
Interpersonal Effectiveness	Service to the University
Research, Publications, Creativity	Service to the Community

The IDP is a key document, not only for promoting self-actualization and excellent service, but also for providing an avenue for faculty input into the development of the university. A professor helps determine the culture of the university by what he or she chooses to emphasize in the IDP and how he or she creatively charts the paths to

accomplish the objectives therein. In a real sense, new programs and curriculum-delivery initiatives begin here. We ask all of our teachers to craft their IDPs in the context of, first, the university's mission and, second, the mission and direction of their academic divisions. What the IDP creator places in the document, then, represents how he or she will help navigate the school along its course.

So significant is the IDP in our academic-governance system that we make it a part of the faculty member's annual contract and consider its promise when determining that instructor's salary level for the next academic year.

Academic-Program Meetings and Initiatives

The professors in a particular academic program often meet at the "department" level to conduct business, review aspects of their program area, or discuss how they might improve their services to the students. When the faculty members in an academic program wish to propose a new course, curriculum, policy, or procedure, the program manager calls a meeting of the program faculty. They exchange ideas and possibilities, review the status of their present offerings, and draft a proposal for a new project or process. The program manager then goes over the proposal with the division dean and requests that the proposal be considered at the next division meeting, or if it is relatively minor item, that the dean simply approve it.

Program managers also have the prerogative to meet with the provost or the president regarding curricular, student, or faculty matters. Usually, however, such a meeting involves the program manager's division dean as well.

We listed the general duties of program managers earlier in this chapter.

Division Meetings

Many of the curricular deliberations, debates, and initiatives take place in the context of division meetings, each of which is led by the dean of that division. At the division meetings, the faculty members in the division exchange and discuss general information and updates, address questions regarding policies and procedures, work with the dean to resolve problems and issues, and present course and program proposals. Often the division members will vote to endorse or disapprove a proposal. Alternatively, they might ask for a revision of the proposal or additional information to support it before voting.

The divisions meet at least two times per semester or quarter, depending on programmatic ambitions and management contingencies, but many of them meet much more often than twice per term. The division deans send meeting agendas to the provost for his records. Divisions forward their recommendations to the deans' council via the division dean or director. However, they may elect to first route a matter to the general education committee or the educational policies committee for consideration prior to presenting it to the deans' council.

Committee and Task Force Meetings

Although meeting times may be reserved on members' calendars, the committees and task forces meet only when there is business to conduct. There are no perfunctory meetings at this university.

The general education, educational policies, and assessment committees send their proposals and recommendations to the deans' council, although any committee can receive an audience with the president on any major question or issue in their purview. The president, provost, or deans' council refer tasks and issues to the committees. The deans' council often asks the general education committee and the educational policies committee to review matters that the council is considering. In this role the committees serve a consultative function. Also, programs and divisions may submit questions to these bodies at any time throughout the calendar year.

Except for its organizational meetings, the IRB meets only two or three times per semester at announced times to consider and develop a disposition on research proposals involving human or animal subjects – or data collection methods that could pose some risk to either of those populations. They report their decisions to the deans of divisions from which the committee has received proposals. Researchers who dispute the IRB's decisions may appeal to the provost, who then reviews the issues with the committee. Unresolved disputes in this area go to the president for final resolution.

All standing committees maintain a record of their minutes.

Task forces conduct their business much like traditional committees. The chair calls meetings, and the group sets an annual agenda and its objectives around the task force mission. During the first semester of the academic year, each task force meets with the president to obtain his view of the group's mission and get his feedback on their objectives for the year. The task force then refines its objectives and begins conducting a series of meetings to share evidence and ideas. Some of the groups meet with the president at mid-year to review progress. Toward the end of the academic year, each task force sends its recommendations to the president and a summary of its annual activities to the provost. The president either accepts the recommendations and authorizes their partial or complete implementation or asks the group to submit additional information. The president may accelerate a task force's calendar to initiate pertinent actions at any time during the academic year.

Deans' Council Meetings

The deans' council meets once or twice per month, depending on how many items of business are due for consideration. It considers proposals and requests from all areas of the academic program, including the academic divisions and the academic services office. Some typical items of business include course and program proposals and modifications, course scheduling, academic personnel issues and initiatives, new and replacement faculty positions, recommendations for faculty promotions in rank, student recruitment and retention projects, and updates on university business. The council

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makes recommendations to the president and responds to his requests and directives regarding management of the academic programs.

Faculty Meetings

Our faculty meetings are not the town-hall-meeting gatherings that typify many colleges and universities with more traditional governance systems. They are principally designed to inform and update the faculty on recent and pending developments, strategic planning, and committee and task force progress. We have four or five general faculty meetings per year, each lasting about an hour. (We also hold weeklong faculty workshops just before the fall semester begins.)

Our view of these plenary sessions is that the assembly is too large to conduct faculty business in a productive and time-responsible way. It is for that reason that we ask our academics to propose, question, and debate all matters and issues in the considerably more manageable division meetings. The outcomes of the division-meeting transactions, of course, make their way to the deans' council and president. If one division's proposed project will affect another division's program, the latter's dean may request that the proposal be tabled until he has a chance to confer with his division. Once the initiatives have been completed and approved, they may be announced at the next general faculty meeting, where colleagues from any program or division may ask questions about those developments.

Academic Initiatives

We have a thorough system for reviewing, evaluating, and approving proposals that affect our educational services:

1. Proposals for new courses, programs, and degrees – as well as proposals for changes in those components – may be initiated at any level of our academic structure, from first year assistant professors through the president's office.
2. Proposals may be developed by individuals, faculty groups, committees, task forces, programs, or divisions. Individuals, committees, and departments initiating a proposal should ask the appropriate program manager(s) and division dean(s) to review and approve the proposal, in principle, prior to submitting it to the division as a whole or the deans' council.
3. Normally, the division dean or the sponsoring program manager brings the proposal to the earliest scheduled division meeting for review, comment, and recommendations by the whole division. The potential impact of the initiative on other parts of the division or curriculum should be examined. The division dean or sponsoring parties then revise the proposal based on the division's recommendations.
4. The division dean brings the proposal to the deans' council in the form of a motion to approve the initiative. The deans discuss, suggest modifications to, and vote on the proposal. If the vote is affirmative, the provost then takes the deans' recommendation to the president.
 - If the proposed initiative would affect, or falls within the scope of, our general-education program, the deans' council sends the item to the

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- General Education Committee for their consultation and recommendation before acting on the motion.
- If the proposed initiative bears on the university's educational policies, the deans' council tables the item until the Educational Policies Committee reviews and makes a recommendation on the proposal.
5. Acting by authority of the Board of Directors, the president accepts, denies, or tables the deans' recommendations for approval of proposed academic initiatives. The provost apprises the president of any proposals that were reviewed but not approved by the deans, and the president may request further information on those items as well.
 6. The provost informs the deans' council and other offices of the president's actions, and the division deans inform their faculty members.

In the context of this system, it is important to note the prerogative of Lindenwood's board of directors in regard to our academic programs: The board is responsible for the university's mission, purpose, and character. It has the authority to direct the university's administration and faculty to modify the curriculum so that it will better reflect and serve the mission. The board also may direct an assessment of the curriculum relative to the mission.

Strategic Planning Process

We conduct our strategic planning on the basis of input from all offices and divisions of the university. Although the board of directors' strategic planning committee must formally call for an update or revision of the strategic plan, most of the planning begins at the program or individual-employee level. The academic division or staff office then collates and refines the plan for the whole unit. Next the president or provost meets with each academic division or confers with the administrative officer in charge of a staff office to review and refine the information submitted. There may be several iterations of this information exchange process before the plan is submitted to the board's strategic planning committee for review and enhancement. That body, too, may request modifications or additional information from any sector of the university.

We ask the faculty and staff to write their portions of the strategic plan within the context of the university's mission statement. We also ask faculty and staff offices to review and suggest additions or modifications to the explicit list of general assumptions upon which the strategic plan is built. All of our future movements and directions must flow from our mission and assumptions.

We completely revise our strategic plan about every five years, and we carry out a thorough update of the document annually. The full board of directors receives, reviews, and approves the plan and its periodic updates.

Overall Analysis of Governance

Strengths

1. Lindenwood has an active, committed board of directors, whose governance functions are explicit and conducive to a sustaining a robust, public-serving, independent university.
2. The university has a strong, experienced president who has led competently for 14 years, and who clearly exhibits a long-term personal commitment to fulfilling and augmenting the school's mission and purpose.
3. Our direct, shared governance structure enables involvement and responsiveness at all levels, as well as the productive operation of all areas of the university.
4. Our governance system involves the faculty in the development of policy, procedure, and initiatives through a number of channels: IDPs, program and division meetings, committee and task force activities, and the strategic planning process.
5. Our IDP process ties both individual and program development to the mission, while rewarding professors for excellent service and continuous quality improvement.
6. Lindenwood's teamwork concept (i.e., the shared administrative model) is well developed and pervasive. The associated sense of community boosts both productivity and employee satisfaction.
7. Task-force system is a productive alternative to the traditional, cumbersome faculty committee system found at most universities. Some of our task forces have produced extremely valuable results, such as our Honors Program and our Center for the Study of American Culture and Values. This approach to academic governance also allows our professors to devote more of their time to teaching and mentoring students. However, the faculty task force enterprise could work better than it does, as we discuss below.
8. Strategic planning at this university is a committee-of-the-whole process.

Concerns

1. Lindenwood's managed university model is not well understood or embraced by academia at large. Contrary to objective indexes that show the opposite, those who are not very familiar with our system are prone to criticize the quality of our programs on the basis of an old belief that good business practices cannot be good for education. Fortunately, of late we have noticed that many leaders in this region are beginning to publicly praise Lindenwood for both its effective business operations and the quality of its programs.
2. We have not adequately described and promoted the rationale of our management model well, either internally or externally. This shortcoming contributes to the problem cited in the last concern and also slows the acculturation of new employees into the university community.
3. The shared administrative model requires that each person wear several hats, which can sometimes be intimidating and frustrating to employees. Program managers and division deans are particularly pressed to juggle many value-added responsibilities.

4. Many of the faculty task forces have been less than optimally productive over the past couple years. Only three of the seven task forces in operation during 2001-02 had any significant output to report at the end of the year – hardly enough material to justify producing an annual summary of task force proceedings.

Action Plans

1. We have begun to pay more attention to our public relations and internal communications, especially regarding how our management and governance models ensure quality education while strengthening our financial base and ensuring a healthy future for the university. We have, in fact, embarked on several substantial public relations and advertising projects during fiscal 2003, with excellent preliminary results, and we intend to build on this propitious thrust.
2. We will have more and better dissemination of information about our unique management model and its benefits, perhaps through development of a speaker's bureau, brochures, and booklets. Although we have dozens of promotional pieces, most highlight our academic programs and our campus expansion projects. We will help both Lindenwood and the readers of those publications by including information in our literature that clearly explains our unique academic management model that merges fiscal responsibility with academic excellence.
3. We will implement additional training sessions and checkpoints for new personnel, with emphasis on conveying the logic of our management and governance structure and answering questions that have cropped up since the time of hiring. Although all new employees receive initial orientation, some need additional employee-training sessions to better understand how our management model works. This will particularly helpful in the case of faculty members who come to us from traditionally run colleges.
4. Both the deans and the program managers must be encouraged to delegate responsibilities more regularly. Because we run a cost-effective school in which most employees have several responsibilities, key players sometimes become overloaded when they try to do everything themselves. We will work with our leaders to ensure that tasks are more evenly distributed.
5. We will develop a more formal and active system of dispatching, monitoring, and regularly assessing the progress of the task forces. Presently, some of the task forces seem to lack the momentum and guidance they need to be meaningfully engaged with their charge.

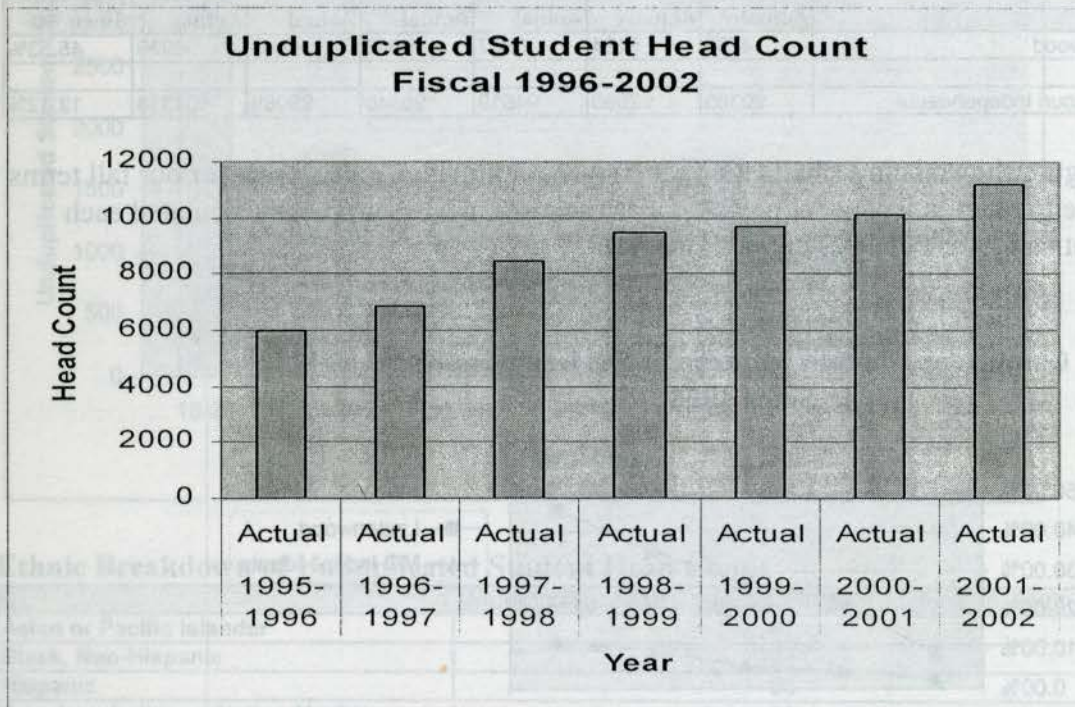
Human Resources

Students

Lindenwood enjoys a rich diversity of students, ranging in age from the mid-teens to the 70s and representing 45 states and more than 60 countries. We also have a healthy mix of race and ethnicity, with approximately one-sixth of our student body being comprised of minorities. The Basic Institutional Data Forms in Appendix A present data to document some of these points.

Student-Count Trends

The figure below shows that Lindenwood has increased its student census at a very high rate since its last comprehensive evaluation for continued accreditation. This trend is a result of many influences generated by the exceptional leadership we have had since 1989 and the dedication and hard work put forth by all members of the university community. We expect to approach the 12,000-student level for fiscal 2003.



The table below presents the breakdown of unduplicated head counts by student types for each fiscal 1996 to fiscal 2002. The final column displays the percent of growth in each category. It is apparent that the non-degree seeking graduate students represent the fastest-growing group, whereas the MBA population has experienced the least spirited expansion. Indeed, in recent years that student group has diminished noticeably. The majority of the non-degree graduate students are practicing K-12 teachers who are taking additional courses to improve their professional credentials and qualify for more favorable salary lanes.

Unduplicated Student Head Count 1996-2002

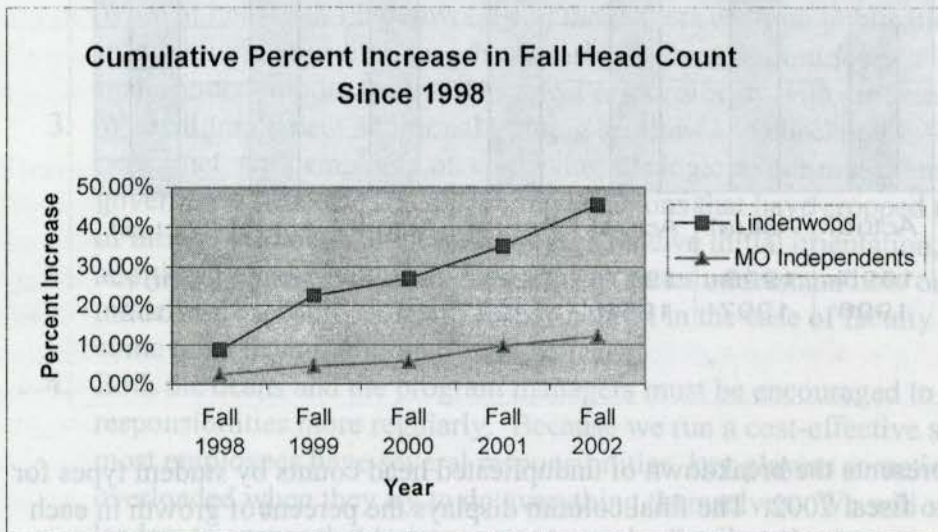
Student Type	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	% Change Since '96
	Actual	Actual	Actual	Actual	Actual	Actual	Actual	
Full-Time Traditional Undergrad	1861	2087	2308	2747	2757	2992	3076	65%
Part-Time Traditional Undergrad	139	163	176	182	117	130	217	56%
LCIE Undergraduate	902	1045	1192	1260	1432	1507	1467	63%
LCIE Graduate	631	795	1021	1156	1004	1084	1141	81%
MBA	263	268	397	458	604	500	387	47%
ED/ART Graduate	862	880	1064	1211	1455	1513	1830	112%
NonDegree Undergrad	315	452	548	641	667	565	592	88%
NonDegree Graduate	1063	1165	1785	1834	1683	1829	2475	133%
Total	6036	6855	8491	9489	9719	10120	11185	85%

The following table taken documents the growth of the student census for fall terms only since 1997-98, and compares Lindenwood's growth to that of all independent universities in Missouri. Since fiscal 1998, the growth rate of the fall student count at Lindenwood has nearly quadrupled that of the independent universities statewide.

Unduplicated Student Head Count for Fall Terms Only

	Fall 1997 Actual	Fall 1998 Actual	Fall 1999 Actual	Fall 2000 Actual	Fall 2001 Actual	Fall 2002 Actual	% Change Since '98
Lindenwood	4768	5184	5847	6056	6446	6939	45.53%
All Missouri Independents	90385	92655	94619	95646	99089	101338	12.12%

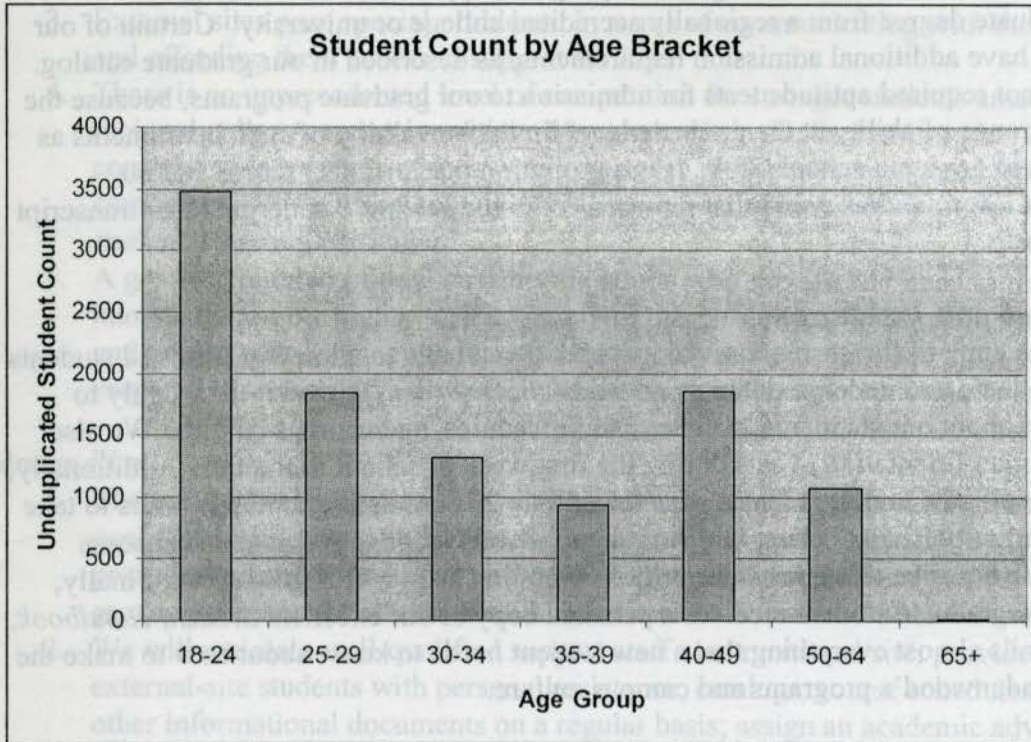
The figure shown below charts the year-by-year cumulative growth rate for our fall terms relative to other independent postsecondary schools in Missouri. We calculated each percent using the fall 1997 count as the base.



Student-Population Details

Sixty-three percent of our students are women, with 55 percent of our undergraduates and 74 percent of our graduates being females. Also, about 48 percent of our students are undergraduates. In fiscal 2002, we had 446 international students and 1,431 minority students that we were aware of. Two-thousand, one-hundred and fifty of our students did not report their ethnicity. If we exclude the non-reporters from the analysis, the data show that 16% of our students are members of minority groups. That conclusion assumes that the non-reporters have the same ratio of minorities as the reporters.

Eighty-six percent of Lindenwood students hail from Missouri, and the remaining students come to us from 44 other states, one U.S. territory, and more than 60 other countries. Our youngest students are in their mid-teens, and our oldest students are in their seventies. The median student age at our school is 29. The age and ethnicity distribution of Lindenwood students appears below.



Ethnic Breakdown of Unduplicated Student Head Count

Unduplicated Head Count July 1, 2001 to June 30, 2002	
Asian or Pacific Islander	67
Black, Non-Hispanic	794
Hispanic	89
American Indian or Native Alaskan	35
International Students	446
White, Non-Hispanic	7604
Unknown	2150
Total	11185

Admissions Standards

We require applicants for admission to our undergraduate programs to be high school graduates or holders of GEDs. If they graduated from high school fewer than five years prior to the date of their application for admission, we also require that they submit ACT or SAT scores. Our ACT standard for normal admission is as composite score of 20, which results in Lindenwood’s being classified as a “selective university.” We will also accept students with an SAT total of 860. In the fall of 2002 we admitted 55 percent of our undergraduate applicants (and 91 percent of our graduate applicants). The average ACT composite score of our freshman classes has ranged between 21 and 24 since the mid-1990s.

“Normal admits” must also have a high school grade-point average of at least 2.0, with the average GPA of those admitted being approximately 3.0. Our undergraduate catalog and Chapter 10 of this report describe other considerations and criteria in our admissions process.

To be admitted to Lindenwood's graduate program, applicants must have an undergraduate degree from a regionally accredited college or university. Certain of our programs have additional admission requirements, as described in our graduate catalog. We have not required aptitude tests for admission to our graduate programs, because the restricted range of ability at the graduate level limits the validity of such instruments as predictors of graduate-school GPA. It is our opinion that such test scores add no significant information beyond that represented by the student's undergraduate transcript in most cases.

Orientation and Acculturation

We make a copy of the current university catalog available to all newly admitted students – both graduate and undergraduate – and we encourage them to read it thoroughly to learn more about our standards, policies and procedures, and campus culture. We also hold freshman-orientation events during the first week of school in the fall. Additionally, we require all new undergraduates with fewer than 24 cumulative semester hours to take our "Community Living" class, which is an eight-week college survival and success course. We describe this one-semester-hour-class in Chapter 7 of this report. Finally, every undergraduate student receives a personal copy of our excellent *Student Handbook*, which details almost everything that a new student needs to know about how to make the best of Lindenwood's programs and campus culture.

Student Development, Guidance, and Discipline

We don't turn our students loose to fend for themselves after their first few weeks of school. We will describe and evaluate our systems for supporting, developing, and monitoring students in Chapters 5 and 8.

Analysis of Our Student Population

Strengths

1. Lindenwood's student population continues to grow at a healthy pace, more briskly, in fact, than that of most other regional universities.
2. The quality of the students we admit continues to be high, with the average ACT composite remaining in the "selective" range across the past five years.
3. There is great diversity within our student population, because we recruit on the basis of student talent and potential, without prejudice or restrictions related to age, gender, or ethnicity.
4. We provide a thorough orientation for our traditional first-year students, make catalogs and other guides available for free to all of our students, and track, monitor, and assist our students after they begin their studies.

Challenges

1. It is a challenge to keep up with such a rapidly growing population of students, so that we can provide them with high-quality instruction, guidance, and support.
2. Classroom space is at a premium as a result of the rapid increase in student headcount; the problem is particularly acute on our main campus between 8:00 a.m. and 2:30 p.m.

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3. External sites pose special problems, in terms of communicating with the students and affording them access to support services.
4. There is an unprecedented level of competition for stronger students among regional colleges and universities. Many schools in the St. Louis region are committing large sums of money to aggressive media advertising and recruitment campaigns. This phenomenon clearly is having an adverse effect on our MBA-student census in particular.
5. A growing number of new students are adults who specifically need to retool their knowledge for the higher skill economy of the 21st century. The adult, evening, and graduate students are the growth market of the future, and we must be prepared to attract and satisfactorily serve more individuals from that market.

Action Plan

1. The provost's office will continue to build and maintain active files of well-qualified instructors – both full-time and part-time – who have applied for positions at Lindenwood; we will continue to hire these teachers to meet the growing demand for classes at all of our sites.
2. We will maintain well-qualified support staff at our external site; provide our external-site students with personal assistance, catalogs, course schedules, and other informational documents on a regular basis; assign an academic advisor to each student, and schedule face-to-face advising sessions whenever that is possible.
3. We are in the process of making our library services available online to all of our students.
4. We will continue to keep our Web site up to date, so that all Lindenwood students have access to the latest information regarding policies, procedures, course schedules, and faculty and staff access.
5. We will carefully monitor the classroom-space needs at all of our sites, and we will build, purchase, or lease additional space as needed.
6. We have begun to promote Lindenwood in a number of cost-effective ways that are having the intended effect – that of bringing in a steady flow of good students. We have added a number of attractive institutional scholarships, and we are more adeptly using our entire staff to garner the names of qualified prospects. We have retained the services of a public relations firm to work with our communications office for the express purpose of boosting our visibility in the marketplace.

Faculty

As past HLC teams have noted, our faculty is one of our greatest assets. We hire or develop scholar-teachers who place the student first and see their occupation as a calling, not just a job.

Profile of the Lindenwood Faculty

Lindenwood has 164 full-time employees with faculty rank. One-hundred and twenty-seven of those employees are involved primarily in the delivery of the curriculum. Seventy-six, or 60 percent, of the latter group have earned terminal degrees in their fields

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of instruction. As our Basic Institutional Data indicate, 43 percent of our faculty members are women, and 7 percent are members of minority groups. Our full-time professors as a group did their graduate work at least sixty different universities across the United States.

In the fall of 2002, we utilized 214 part-time (i.e., adjunct) instructors, of whom 44 percent are women and an estimated 7 percent are minorities. Our records indicate that 23 percent of these adjuncts have earned terminal degrees.

The academic divisions have the following faculty configurations:

Arts/Communications

	Regular	Adjunct
Art (Studio, Art History, Multimedia)	5	2
Dance	2	1-2
Fashion Design	1	0
Music	3.3	13
Theatre/Performing Arts	4	0
Communication	<u>6</u>	<u>1-2</u>
TOTAL	21.3	17-19

Fourteen of the full-time arts/communications faculty members have terminal degrees.

Education

The education division has 19 full-time and 55 part-time professors, all but three of the latter being adjuncts. Fifteen of the 19 full-time teachers in the education division have terminal degrees.

Human Services

	Regular	Adjunct
Criminal Justice	2	0
Human Service Agency Management	3	0
Military Science	0	3
Social Work	<u>1</u>	<u>0</u>
TOTAL	6	3

None of the human services faculty members has a terminal degree.

Humanities

	Regular	Adjunct
American Studies	1	
CMS	0	2
English	14	
History	6	1
Languages	3	2
Philosophy	1	1

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Religion	<u>2</u>	
TOTAL	27	<u>6</u>

Seventeen of the full-time humanities professors have earned terminal degrees.

LCIE

	Regular	Adjunct
General Education	1	24
Business Administration	2	24
Communications (Corp. & Mass)	1	11
Counseling Programs	3	21
Criminal Justice	1	4
Gerontology/ Health Management	1	6
Hospitality Services Management	1	4
Human Resource Management	1	5
Information Technology	1	9
Mortuary Management	1	4
Valuation Science	<u>0</u>	<u>0</u>
TOTAL	13	112

Seven of the full-time LCIE faculty members possess terminal degrees.

Management

	Regular	Adjunct
Accounting	4	3
Economics	2	2
Finance	1	3
Human Resources	1	1
Information Systems	3	3
Law	1	2
Management	2	9
Marketing	2	3
Political Science	1	0
Public Management	0	1
Retail Merchandising	1	0
Sport Management	<u>1</u>	<u>2</u>
TOTAL	19	29

There are seven faculty members with terminal degrees in the management division.

Sciences

	Regular	Adjunct
Biology	4	3
Chemistry	2	
Computer Sci.	2	

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Earth Science	2	
Math/Physics	5	1
Psychology	5	
Soc. /Anthr.	$\frac{2}{22}$	$\frac{1}{5}$
TOTAL		

The sciences division has 16 professors with terminal degrees.

We describe and evaluate the programs offered by each of these divisions in Chapter 6.

Recruiting and Hiring Faculty Members

We actively search for and recruit professors who are excellent, student-centered teachers. We look for experienced, uniquely talented leaders who merge scholarly endeavors with teaching and mentoring. They must have an appropriate graduate degree from a regionally accredited university, be personally compatible with Lindenwood's philosophy of education and management system, and view their faculty role as a way of life rather than merely a position.

We follow this procedure when bringing in new faculty members:

1. A division dean proposes the need for a new or replacement position to the president, and includes the rationale for the request.
2. Upon approval of the dean's proposal, he or she prepares an advertisement, which is published in local and regional newspapers. Also, deans check their files of unsolicited faculty applications. They might also phone other institutions to solicit recommendations or applications.
3. Upon receipt of applications across a two- to four-week period following the advertising of the position, the dean meets with key faculty members in the area of expertise to review applications received. The best candidates are identified and ranked – usually, three or four of the applicants – and the dean reviews the paperwork of those applicants with the provost.
4. The division dean or provost then reviews the paperwork of the short list of candidates with the president. With the president's approval, the top candidate or candidates are contacted, and a personal interview on campus is arranged.
5. Normally, each interviewed candidate meets with (a) key faculty members in the discipline, (b) the division dean, (c) the provost, and (d) the president. He or she might also interview with deans from other academic divisions.
6. Upon completion of the interview sequence, the division dean gathers opinion and recommendations from those who met with the candidate. The division dean phones the candidate's references, if this has not yet been done.
7. Based on all the information collected regarding a candidate, the division dean makes one of the following decisions: (a) recommend to the president that we hire the interviewee or (b) recommend to the president that we invite additional candidates to come for an interview.
8. If the dean makes a hiring recommendation, the candidate and dean meet with the president to discuss salary, duties, and conditions of employment. The starting salary offered is a function of (a) the market demand in the candidate's field, (b)

how much the candidate is being paid in his present position, (c) the candidate's credentials and experience level, and (d) the length and nature of the faculty contract that is proposed. The president makes a formal offer and issues a written contract for signing, and the candidate has seven days to make a decision.

9. If the candidate accepts the offer, the Council of (Academic) Deans reviews his or her resume and recommends an academic rank to the president.
10. Finally, the president recommends an academic rank to Lindenwood board of directors, which formally authorizes that rank.

This is the methodology we normally employ when adding full-time professors to our team. Depending on time and opportunity contingencies, the steps vary in certain cases. Lindenwood is an equal-opportunity employer, and we comply with all federal and state statutes and guidelines in our recruiting and hiring procedures. In the case of adjunct instructors, the appropriate division dean and program managers evaluate and recommend each candidate for those teaching positions.

The provost and the president review and approve the resume and graduate transcript of every faculty member we hire, whether full-time or adjunct.

Types of Faculty Contract

We offer 9-, 10-, and 12-month faculty contracts, depending on the university's needs and the faculty member's ability and ambition. The 9-month and ten-month contracts run from mid-August to May 31, and the 10-month faculty member must put in 20 additional workdays during the summer months. Most of the 12-month contracts run from June 1 to May 31, and they provide for 20 days of paid vacation. About 70 of our professors have 12-month contracts, and about 20 have 10-month agreements.

Faculty Workload: Response to the 1994 HLC Visiting Team

We ask our faculty members to first teach and advise students at the highest level. But we also expect them to remain current in their fields, be productive scholars as their teaching responsibilities permit, and become full members of the Lindenwood Community. The latter role includes involvement with student organizations and co-curricular events, contributions to program development and promotion, and student recruitment. Our professors must work on campus at least 35 hours per week, and we count on them to participate in a few weekend events each year.

The standard teaching load is 33 semester-hours of classes per academic year, about 15 in each long semester and three during our J-term (each January). Faculty members on a 10-month contract teach about 36 semester hours per calendar year, and those on a 12-month contract teach about 39 semester hours per calendar year.

We refer to faculty members' work assignments as "faculty deployment." The president, provost, and division deans regularly monitor and adjust our professors' teaching loads, including number of classes being taught, number of course preparations, and total number of students enrolled in their classes in any given term. The table below summarizes faculty deployment for the fall and winter/spring terms of the 2002-03

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academic year, listed by academic division. The table shows the average number of students (Enrollments) that a faculty member had in his or her classes, the average number of classes taught, the average number of unique class preparations per faculty member, and the typical number of independent studies, practica, or internships (IS-PR-IN) supervised by a faculty member.

Faculty Deployment for the 2002-03 Academic Year¹ (All figures are means.)

Division	Fall Quarter & Fall Semester Terms 2002				Winter Quarter & Spring Semester Terms 2003			
	Enrollments	#Classes	#Preps	IS-PR-IN	Enrollments	#Classes	#Preps	IS-PR-IN
Arts/Comm	109.3	5.1	3.9	2.0	114.6	5.1	3.9	3.2
Education	122.1	5.0	3.9	3.2	119.6	5.1	3.8	2.6
Human Services	139.4	5.0	4.4	0.8	160.6	5.2	4.4	3.8
Humanities	139.5	5.0	3.3	0.4	134.5	5.0	3.4	1.0
Management	134.7	5.0	3.2	1.0	152.2	5.4	3.6	1.6
Sciences	133.2	4.8	3.6	0.9	127.4	4.8	4.0	1.2
LCIE	62.2	4.1	4.1	0.6	58.5	4.3	4.1	1.1
Overall (-LCIE)	135.3	5.0	3.6	1.3	131.4	5.1	3.8	1.9

In any semester the typical Lindenwood faculty member teaches more than 130 students, carries five classes involving between three and four course preparations, and supervises one or two independent student projects. Of course there is some variation in the number of student's taught per instructor, with certain faculty members having more than 200 students, and others having fewer than 90. The average overall class size is about 27 students. Our faculty-deployment ideal would have each faculty member teach between 125 and 150 students each term in five classes with three to four preparations and five to ten independent student projects.

Note on LCIE: The LCIE deployment structure is different from that of our other faculty members. The LCIE instructors teach 33 semester hours per year in the form of three nine-semester-hour "clusters" plus two three-semester-hour classes per year. A nine-semester-hour cluster only meets once per week for four clock hours. (See Chapter 6 for more information on this), and the three-hour class meets two or three time per week for a total of three clock hours. Thus, those faculty members are in class only seven hours per week. But, because of the nature of LCIE, we also expect each of those instructors to carry more than 150 advisees and to spend several hours per week in advising sessions. Chapter 6 presents details on this delivery format.

Note on committee work: The teaching loads documented above look heavy to traditional academicians. But we do not shackle our professors with interminable committee work. A major benefit of our lean and direct management structure is that we do not need a cumbersome network of faculty committees. We estimate that our typical faculty member spends an average of less than three hours per month in task-force or committee meetings and related work. This situation enables them to do more of what they love to do: teach. The benefit to the university is that we get more productivity from our professors. Since they have so few committee-work commitments, they have more time to devote to their classes and advisees.

¹ The LCIE figures are not included in calculations of "Overall" means, because the LCIE faculty members have a qualitatively different work-load structure relative to other full-time faculty members, as explained.

The average Lindenwood faculty member is the academic mentor of 28 students², but several of them serve more than 100 active advisees. The number of advisees carried by each professor ranges to extremes – from one to 594. We hold mentoring to be equal to teaching in its significance, and we reward our employees for excellent service in this sphere.

Faculty Development

We encourage our faculty members to engage in continuous professional renewal and self-actualization, in a number of ways.

Workshops

Each August, for the whole week prior to the start of semester and trimester classes, we conduct intensive faculty workshops that (a) bring our professors up to date on developments that occurred over the summer months, (b) apprise them of major plans, projects, and initiatives scheduled for the nascent academic year, and (c) provides training in germane areas of professional service – including teaching, assessment, advising, and the use of technology. We also conduct a one-day or half-day workshop during January, most often focusing on intermediate to advanced training in educational technology. The workshop agendas are available for review.

Orientation

During the August faculty workshops, the provost and other administrators spend two afternoons providing orientation and informational workshops for new faculty members. We cover the history of the university, policies and procedures, and development of the Individual Development Plan.

IDPs

The individual development plans that our faculty members construct each fall constitute a major incentive and road map for professional development. We described the IDP structure and functions earlier in this chapter.

SOP Sheets

All faculty members, both the newcomers and the veterans, receive periodic updates to their binder containing Standard Operating Procedure sheets that describe and explain the rationale for various matters. Those matters include starting and carrying out an academic initiative, ordering equipment and books, awarding faculty-sponsored scholarships, and applying for funds to underwrite travel for professional development.

Faculty Travel: Response to the 1994 HLC Visiting Team

² We used the median for this average, because a few faculty members had extraordinarily extreme advising loads.

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Lindenwood supports faculty travel for professional development. The provost's records show that all of the 14 professors who applied for professional-travel privileges in 2001-02 were approved to participate in meetings of their organizations and that 22 of 23 were approved in 2002-03. Across those two years, 22 of the applicants had requested that the university help pay for the trip. We underwrote the greater part of the faculty members' costs in 86 percent of these cases, and we reimbursed them for some of their costs in the remaining cases. The amount of money we normally award for each of these professional-development outings ranges from \$0 to more than \$500, with the dollar figure depending upon whether the faculty member is presenting a paper, chairing a symposium, sponsoring student papers or projects at the meeting, or engaging in other similarly productive activities. We often will pay 50 percent of the costs even when the only purpose of the trip is to update knowledge in one's field.

Adjunct Orientation

Most of our division deans hold informational and training sessions for their adjuncts at least once a year. The divisions with the greatest numbers of part-timers — Education, LCIE, and Management — meet with those instructors more often than that. Also, program managers maintain regular contact with their adjuncts to answer questions and resolve problems. Additionally, the Education, LCIE, and Management divisions provide their adjunct instructors with manuals, instruction sheets, or other guidance and training materials.

Evaluation of Faculty Members

We evaluate the performance of our faculty members in several ways. We collect and review course evaluations for every class that our instructors teach. Our division deans examine each of the course-evaluations collected within their respective divisions, with special attention to (a) persistently recurring themes of praise or criticism and (b) individual comments, both pro and con, that students place on the questionnaires. Each dean then goes over each faculty member's evaluations with that individual, with an eye toward improving instruction. (See Chapter 6 for more information on this topic.)

We conduct an annual performance review of every faculty member, using the 12 dimensions of the faculty member's IDP as evaluative criteria. Each division dean has a performance-assessment meeting with each professor under his or her supervision during the months of November and December, to review stronger and weaker areas and suggest revisions of next year's IDP that reflect the assessment outcome. The division dean also formally rates each faculty member and forwards the ratings for the whole division to the provost, who then shares them with the president. A short time later, the division dean meets with the provost to discuss the quality of each professor's service and his or her IDP for the upcoming year. If a faculty member disagrees with the division dean's assessment, he or she may appeal the matter to the provost and/or the president. The division deans and the provost develop individual faculty-salary recommendations each year and submit them to the President for final determination.

The LCIE figures are not included in calculations of "Overall" means because the LCIEs do not have a qualification level. The LCIEs are included in the overall mean for full-time faculty members, as shown in the table.

The deans' council also carries out an omnibus ranking of all faculty members based on their perception of each professor's overall contribution to the university's mission and effectiveness.

The provost and president conduct annual performance reviews and conferences with the division deans, and the provost sends the president recommendations for the deans' salaries. We evaluate the deans not only along the usual IDP dimensions, but also on a number of administrative-service criteria.

Our faculty turnover rate varies somewhat from year to year and generally is between five and eight percent. Most of the severances are voluntary.

Compensation and Promotion in Rank

Lindenwood pays its professors on a merit system. Although every faculty member receives an annual pay raise, the amount differs across employees in accordance with the quality of their work. Because we have managed our finances well and have a capable and hardworking cadre of teachers, for at least the past six years we have been able to increase faculty salaries at a rate that is higher than the national average³ — 6.47% vs. 4.87%. Faculty salary figures published in the *MDHE Statistical Tables Publication* of Missouri's Coordinating Board for Higher Education show that Lindenwood's salaries are in the upper quarter among the independent colleges and universities in the state.

Our fringe-benefit system adds about 19% to the compensation package of our faculty members. It includes health insurance, institutional contributions to TIAA-CREF, disability insurance, institutional contributions to social security, and workman's compensation.

Faculty members at Lindenwood receive promotions in rank based on merit and credentials, as described in our *Faculty Handbook*. A professor may ask to be considered for promotion at any time, but the division deans nominate most candidates for promotion. The Basic Institutional Data reports in Appendix A show the number of faculty members at each rank.

Analysis of Faculty Personnel

Strengths

1. Lindenwood selects and develops highly qualified, experienced instructors with a conscious dedication to teaching and learning, but most of all, to the student's needs and future. A student/teaching/learning orientation receives considerable weight in our faculty selection and retention system.
2. Our faculty members teach their own classes, rather than passing them off to graduate assistants; they mentor and advise their students, rather than sending them to an academic-counseling office.
3. Our faculty-personnel management system is built around the IDP, which encourages and rewards continuous improvement. As a result, the quality of teaching and mentoring is consistently high.

³ This statement is based on the norms published in the *Chronicle of Higher Education*.

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4. Lindenwood has a well-managed faculty deployment program, which is flexible enough to optimize teaching loads in the majority of cases. Nearly everyone is thereby able to pull his or her own weight and feel good about the contribution he or she makes to the university. And, in general, this approach enables us to optimize tuition-based revenues against personnel costs.
5. Lindenwood's faculty operates as a mission-oriented team. Consequently, various disciplines share resources on a regular basis. This mode of operation helps us enrich our curriculum and enhance our services while controlling the costs of production.
6. The university has a merit-based system that produces better service to the student and enables each faculty member to directly influence his or her compensation level. We think that this system generally boosts motivation and morale among our professors. Its also has a basic fairness to it.
7. Our merit-based system of faculty evaluation and compensation has a positive, selective effect on the quality of faculty members we attract and hire. Generally, only candidates who are creative, self-determining, and opportunity-conscious are interested in working in our ambitious campus environment.
8. We have a strong financial foundation to support qualified faculty; we have increased our professor's pay at a brisk pace for more than a decade. This helps us to attract and retain the best university-level teachers.

Concerns

1. Advising loads are very uneven across faculty members, which places an untenable amount of mentoring obligations on a few of our professors.
2. The orientation sessions that we conduct for our new teachers each fall are not sufficient to address all the questions, problems, and issues that first-year faculty members have.
3. Occasionally our faculty deployment methodology isn't timely enough to optimize the load of one or more faculty members, creating an inequity and allowing an inefficiency to exist in our delivery system.
4. Some of our professors do not balance their work commitments well between teaching, mentoring, co-curricular involvement, and program building. This can lead to a loss of effectiveness and burnout over a period of a few years.
5. The management division has a relatively lower ratio of faculty members possessing terminal degrees. Although 60 percent of Lindenwood's full-time teachers have terminal degrees, attracting faculty members with doctorates for positions in our MBA program remains a challenge. We have had very few applicants for those faculty positions who have completed a doctoral degree, despite our attempts to draw the attention of that population.

Action Plan

1. The provost and division deans must review and adjust advisee assignments regularly, to more effectively distribute the load among the academic advisors. We must carry this out in the least disruptive way possible.
2. We will hold mid-year booster sessions for our new faculty members, to address concerns and questions that they have developed since the initial workshops.

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3. The provost and division deans will work together more often to ensure that faculty workloads are better balanced across instructional personnel and that there is sufficient variety to retain the professional interests of our faculty members.
4. We will be more proactive in educating prospective and new faculty members about the benefits of a merit-based system, so that the best and brightest faculty candidates will have their ambitions ignited by the opportunity this kind of campus offers.
6. We will continue to encourage applications from teaching-position candidates who have terminal degrees, particularly for positions in the MBA program.

Administration and Staff

Lindenwood has a diverse and talented roster of administrators and staff members. Like our faculty, these employees wear many hats and are loyal to our mission, philosophy, and management system.

Profile of the Administration and Staff

Earlier, in the "Internal Governance Structure" section, we described the president's role, the nine administrative positions that report directly to the president, as well as one division-director and six division-dean positions. Of the latter 16 individuals, six have earned doctorates, eight have master's degrees, and two have bachelor's degrees. Their full-time experience in academia ranges from less than a year up to 33 years, with a median of about 12. All but three came to Lindenwood with considerable non-academic management experience as well; six are women; none belongs to a minority group; all but two have faculty rank. This is a stable and loyal cadre of campus leaders, with their average seniority at Lindenwood being nine years. The president's office retains the resumes of all of these employees.

Lindenwood has 133 administrative and staff employees who do not have faculty rank, distributed in the following categories:

Executive/administrative/managerial	22
Other support and service personnel	25
Technical and paraprofessional	21
Clerical and secretarial	26
Skilled craft	11
Service and maintenance	28

The level of formal education of these individuals is below the master's-degree level. Half of them are women, and four percent are members of minority groups. We describe and evaluate the service functions of most of the staff offices later in this chapter, under "Academic Support."

Since Lindenwood is concerned about the affordability problem in higher education today, we do everything reasonable to keep the price of a college education within the reach of all qualified students. One of the consistently effective steps we take to realize

this goal is optimal staffing. All of our offices have lean, efficient personnel structures through which we render essential services daily. This means that all employees must be prepared to learn many jobs and skills within their respective departments or offices and assume responsibility for extra assignments when a fellow employee must miss work for any reason.

Hiring

Lindenwood seeks to fill staff and administrative positions when as a consequence of one of three events:

1. An existing position is vacated for any reason.
2. The head of an office or department requests additional manpower and can justify the request with hard data and reasoning.
3. The president determines that the university will benefit from restructuring or enhancing the personnel in a particular office or department.

Occasionally, we fill a position by promoting or moving an existing employee. But more often we recruit, interview, and hire experienced persons from outside the university. We may locate qualified candidates from our active applicant files, through our professional connections in the community, or as a result of posting an ad in local or regional newspapers. The office or department head and the president interview qualified candidates and jointly decide which one to hire. The president issues the formal offer within a letter of appointment. We do not offer contracts to most members of the administration⁴ and staff; rather, they serve at the president's pleasure.

Staff Development

Most of our staff members receive two kinds of training for their jobs at the university:

1. First, during the new hire's first week, the department or office supervisor and at least one experienced department employee will spend several hours instructing him or her on key policies, procedures, and responsibilities of the job.
2. Second, the supervisor may assign an experienced member of the staff to work closely with the new employee until he or she becomes proficient enough to be functionally self-sufficient.

When appropriate, we also underwrite outside professional development opportunities for members of the staff. When the provider of the registrar's database software upgraded our package, for example, we sent three key employees to a two-day workshop for the purpose of enhancing their knowledge of the software's capabilities.

Many of our employees also take courses at Lindenwood, to improve knowledge and skills that affect their work at the university. In 2002-03, 28 of our staff were enrolled in degree programs here.

Members of our staff and administration are team players, for two reasons. We consciously hire and appoint persons who are compatible with Lindenwood's campus

⁴ The division deans and provost are exceptions, since they receive faculty contracts.

culture and management model. We also explicitly encourage and reward a mission-oriented work style.

Evaluation and Compensation

Department, office, and division heads formally evaluate each of their employees at least once a year, according to criteria that are defined by their position assignments. The offer of continued employment at the university is contingent upon satisfactory performance, but we expect every member of our staff and administration to improve continuously. Periodic salary adjustments are merit-based and are not tied to a particular calendar. Credentials and performance, rather than seniority, determine staff promotions.

Analysis of Administration and Staff

Strengths

1. Lindenwood has an experienced administration and a versatile staff that are committed to the university's mission.
2. Our personnel structure is lean and effective, which helps us keep our tuition charges as low as possible.
3. We promote continuous improvement in our staff by offering them tuition scholarships if they enroll in classes at Lindenwood.
4. Members of Lindenwood's administration and staff work as a team, often pitching in to help one another without being prompted.
5. Raises and promotions are merit-based.

Concerns

1. Since we staff without redundancy, an office could quickly become strained in the unlikely event that two or more employees within that office must miss work at the same time.
2. Many of our employees have not regularly availed themselves of the opportunity to complete a bachelor's or master's degree at Lindenwood; thus, the potential for growth is not being realized in some cases.

Action Plans

1. Each office will ensure that employees are sufficiently cross-trained in the office's functions, so that they will be able to cover one another's responsibilities when necessary without undue stress or unsatisfactory execution of services.
2. We will regularly inventory the course-enrollment status of our staff members and encourage the non-enrolled to enter or re-enter a degree program as their schedules permit.

Conclusion

Lindenwood has a well-organized, committed, active board of directors that has legal and fiduciary responsibility for the university. The board empowers an experienced and effective president to manage the school's day-to-day operations and make personnel decisions. The university employs qualified administrators to manage an academic environment that has clear structure and well-defined policies and procedures. The university's faculty members have appropriate credentials to teach and mentor students in

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their respective fields, and they are principally responsible for development, delivery, and assessment of the academic programs. We have a large student body that is talented, diverse, and still growing. Lindenwood meets or exceeds the governance and human resources standards set forth in accreditation Criterion 2.

Department, office, and division heads formally evaluate each of their employees at least once a year according to criteria that are defined by their position assignments. The offer of continued employment at the university is contingent upon satisfactory performance.

Lindenwood has a merit-based and performance-based salary adjustment system. Periodic salary adjustments are merit-based and are not tied to a particular calendar. Credentials and performance are also reviewed and determined with merit-based criteria.

1. The head of an office or department requests that the university consider the request with hard data and analysis.
2. The president determines that the university will benefit from restructuring.
3. The head of an office or department requests that the university consider the request with hard data and analysis.

Our personnel structure is lean and efficient, which helps us keep our workforce often we recruit, interview, and hire experienced persons. We recruit as far as possible.

We promote continuous improvement in our staff by offering them the opportunity to participate in classes at Lindenwood. Members of Lindenwood's administrative staff work as a team to evaluate candidates and jointly decide which candidates to hire.

Raises and promotions are merit-based. We do not offer raises or promotions unless a member's job is at a higher level than the current position. Since we staff without redundancy, an office could quickly become understaffed if two or more employees within that office were to leave.

Most of our staff members have two kinds of training for their jobs: the same kind of training that we provide for our students and the opportunity to complete a bachelor's or master's degree at Lindenwood. The potential for growth and development is high.

1. First, the supervisor may assign an experienced member of the staff to take on the duties of the position. This member will be able to cover the other's responsibilities when necessary without undue stress or unsatisfactory execution of services.
2. Second, the supervisor may assign an experienced member of the staff to take on the duties of the position. This member will be able to cover the other's responsibilities when necessary without undue stress or unsatisfactory execution of services.

We will regularly invest in the development of our staff members and encourage them to enroll in our degree programs. For example, we sent three key employees to a two-day software training program for the purpose of enhancing their knowledge of the software's capabilities.

Conclusion
Many of our employees also take courses at Lindenwood to improve knowledge and skills that affect their work at the university. In 2002-03, 28 of our staff were in

Lindenwood has a well-organized, committed, active board of directors that is highly effective in its responsibility for the university. The board employs an experienced and effective president and vice president to lead the university and its performance.

Our university has a clear structure and well-defined policies and procedures. The university's faculty members have appropriate credentials to teach and mentor students in their respective fields. The divisional system and merit-based faculty contracts

Chapter 5 Student Support, Physical and Financial Resources

Chapter 5 Resources: Student Support, Physical and Financial Resources

Criterion 2 The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes – Part 2

Overview

This chapter will detail and assess our student and academic support components, evaluating both the breadth and the functionality of our ongoing services. It will also address the specific roles of most of the staff employees referred to globally in the preceding chapter. Additionally, it will describe and appraise our physical and financial resources.

Student Support

Academic Services

The academic services office includes the registrar's office, the student academic services component, the institutional research office, and the academic records office.

Mission and Functions

The academic services office is dedicated to creating a positive, people-focused culture and operational excellence at Lindenwood University. This department provides services for all student populations, support to the administration, faculty and staff, and it fosters communication among all academic and student services. Academic services records, stores, manages, and retrieves grades and transcripts; retrieves and analyzes information for the mentoring program; develops student progress reports; manages degree audits and graduation certification; oversees and manages classroom utilization; carries out government reporting and prepares institutional surveys; conducts certification of athletic eligibility; coordinates veterans affairs; verifies enrollments for internal use and required external reports; provides information for loan deferments; prepares manages, and processes course schedules; manages and enhances the academic database; implements the major academic ceremonies, such as the honors convocation, baccalaureate, and commencement.

Personnel Structure

Academic services has eight full-time employees. The *director of academic services* reports to the provost and supervises the following positions: *registrar for technical*

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services, registrar for student services, director of records, admitting coordinator, assistant registrar, data coordinator, and student service coordinator.

Communication

The academic services office is the hub of student academic services and student data recording and reporting. As such, it maintains ongoing, open communication with the provost, admissions, financial aid, all campus life offices, and all academic divisions and programs. The director and her registrars are in nearly constant contact with professors, deans, and office directors regarding myriad student-related questions, procedures, problems, and solutions; the telephone remains the primary channel of commerce, but campus e-mail runs a close second. If a problem is not resolvable via routine procedures, the director and any of the registrars are personally available for immediate consultation and problem resolution. If the problem raises a question about academic or university policy, the director or one of the registrars consults with the provost. Since all academic services personnel work in the same office suite, intra-departmental communication normally is instantaneous and effective.

When a student enters the academic services area, a member of the student-services arm of the staff greets him immediately and determines whether the visit is related to scheduling or problem resolution. She then either helps the student directly or refers him to an officer who can complete the transaction. Our students feel free to seek help from academic services during any hour of operation – either in person or over the phone.

Processes and Operations

We have described most of academic services' daily operations. But one relatively new function merits particular attention: In our undergraduate program, we will help all students reach their full potential by providing a multi-focused, supportive learning environment in which we strive for both disciplinary competence and education of the whole person. This is one of the many tasks of the registrar for student academic services. She works closely with the following team members to promote success: director of student academic performance, dean of campus life, director of mentoring, director of the success center, and director of leadership. This team works to identify and mentor students who are having difficulties. Since we just added the position of registrar for student services in the winter of 2003, we have not had a chance to evaluate its effectiveness in improving student persistence.

Office Challenges

Because academic services processes such a high volume of student transactions, of the face-to-face and the paperwork varieties, this office, more than others, is vulnerable to a sudden episodic insufficiency of manpower and a resultant accumulation of incompletely processed paperwork. Surges in student transactions also increase the likelihood of misplacing a document. Fortunately, this is a rare occurrence, but we would like to avoid it altogether.

Another problem area is that of paperwork management. Although the academic services office has improved significantly in this matter since the late 1990s by becoming more

systematic, sometimes it still takes far too long to find a piece of paper that is needed to answer a critical question or remedy a problem.

The physical appearance and layout of the academic services office suite has not been very customer friendly. Recently we restructured the physical positioning of their offices so that the student-academic-services personnel would be more conspicuously accessible. However, we need to make a number of additional improvements in the appearance of that zone, to render it more inviting as well as more functional.

Productivity

On an average day, the academic services office processes in excess of 500 transactions, if one counts the paper documents submitted, walk-in requests, telephone requests, e-mail requests, and U.S. postal transmittals. At peak times of a term, that number more than doubles. They process most submissions and requests the day they are submitted, with the majority of the remaining items being posted or responded to within 48 hours. Under a more systematic paper-flow procedure that was instituted about a year ago, our records director evaluates and posts most transfer credits within 48 hours of receipt of a college transcript. Academic services handles and resolves most student problems as soon as possible, but, again, almost always within 48 hours of problem identification. Students rarely have to wait more than five minutes to have their enrollment data input, except during the crunch times of formal registration periods, during which lines are prone to form. However, filing the paperwork associated with enrollments and other business can take weeks, depending on the transactions-to-manpower ratio at a particular time of the academic term.

Graduation checks take considerably longer to process, since verification can be complicated and might require the application of a significant amount of review and judgment. We also have to wait for advisors to examine and validate completion of major requirements, which sometimes takes several weeks.

Each semester, the academic services personnel work with the mentoring office, financial aid, and campus life to resolve more than two hundred student attendance and status problems. Efficient cooperation among these departments has been improving each year and is now very good.

Analysis

Strengths

1. The academic services office has a highly professional, student-oriented team that works efficiently and effectively most of the time.
2. Academic services has increased productivity by better systematizing most operations since 1999.
3. The office has a good relationship with virtually all departments on campus, and interfaces fairly smoothly and routinely with most of those departments.

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4. The associate registrar for student academic services resolves most walk-in student problems, thereby enabling more of our students to remain in college and academically functional.

Challenges

1. Episodes of high activity strain the ability of the office to keep up with numerous demands for its services. This occasionally prevents us from transmitting crucial data to other offices in a timely fashion.
2. Document filing and retrieval usurps hundreds of personnel hours per semester, and these are hours that could be better spent serving our students directly.
3. Graduation checks often take too long to complete. This sometimes results in the discovery of a graduation deficiency when it is too late to correct it before the desired graduation date.
4. The physical appearance of the academic services area is not as inviting and customer friendly as we would like it to be.

Action Plans

1. We will ask the academic advisors to give the academic services office more assistance in solving student problems.
2. Academic services will work with the division deans and faculty to expedite the processing of graduation checks.
3. Academic services will evaluate the feasibility of implementing a digital-imaging system to dramatically reduce the man-hours needed for paper filing and retrieval.
4. Academic services will monitor its personnel needs and make realistic requests for additional help, when the need for such is clear.
5. We will plan for and request renovation of the academic services area.

Admissions Office

The offices of admissions are subdivided into three major areas: (1) semester undergraduate admissions; (2) adult, corporate, and graduate admissions; (3) international admissions and international student services. All three offices, based in the Welcome Center, operate independently under the overall direction of the dean of enrollment management. Each office also administers initial financial aid counseling and financial aid awarding for new students.

Mission

The mission of the admissions office is to identify and assist potential students through the processes of admission to the university, enrollment in courses of study, financial assistance applications and scholarship awards.

Departmental Functions

Semester Undergraduate Admissions Functions

This office operates under the direct supervision of the dean of enrollment management. Essentially, there are four associate directors who collectively assist in the direction and management of the office. Their primary function is active recruitment of qualified

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prospective students. Beyond that, all athletic team coaches are responsible for direct recruitment of their student athletes, as well as other general students. They also function as admissions counselors. There are currently five coaches who office in undergraduate admissions, in addition to a coach who is also an associate director of admissions.

Adult, Corporate and Graduate Admissions Functions

The function of the adult, corporate and graduate admissions office is to attract new adult students to Lindenwood and to provide admissions and financial aid counseling for them.

International Admissions Functions

This office operates under the direct supervision of the dean of enrollment management. There are two full-time and one half-time workers who conduct the day-to-day response to student inquiries, collection of student documents, and preparation of student files. This office greets new international students to assist them in their assimilation into the university community.

Personnel Structure

The *dean of enrollment management*, who reports to the president, oversees the *associate directors of undergraduate admissions*, the *admission counselors*, the *director and assistant director of adult and graduate admissions*, the administrative staff, the international office and student workers. There are three *admissions counselors/financial aid advisors* located in the main campus office. The admissions office also has a *manager of corporate relations*, and *military admissions counselor*, and an *office administrator*.

Processes and Operations

Day Admissions

Whether Lindenwood receives a lead from faculty or a prospective student calls for information, the first contact with a prospect is over the phone, and an admissions representative follows-up that phone call with a written response and information packet. Sometimes the prospect e-mails our website, and admissions responds via e-mail, following the e-mail with a written response and an information packet. All qualified prospective students are treated in a personal manner. It is the university's view that working well with a few good prospects is much more productive than working inadequately with many applicants.

Adult, Corporate, and Graduate Admissions

The adult, corporate, and graduate admissions department recruits, advises, and enrolls all adult students planning to attend Lindenwood. Target enrollment goals are set each quarter, based upon past performance and target marketing efforts.

There are eight satellite campuses within the St. Louis region. Each satellite has at least one part-time staff member or graduate assistant who provides community outreach for that area, recruits new students, manages the office functions of the satellite, and advises new students. Our satellite campus are as follows:

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1. The O'Fallon campus has one 24-hour-per-week graduate assistant who manages the building, recruits and enrolls new students, and assists current students with questions they may have.
2. The Wentzville campus has one full-time admissions counselor. The coordinator makes business and community visits, recruits, generates leads and follows up, and manages the office.
3. The Moscow Mills campus, which opened in January 2003, will be staffed by a graduate assistant who will be stationed in the building. The Wentzville campus coordinator will assist in community outreach efforts.
4. St. Anthony's Health Center/South St. Louis campus is staffed by one full-time recruiter and admissions counselor. That time is shared with the day admissions office to recruit students from local high schools. There is also one part-time graduate assistant who assists in the office.
5. The Washington campus in Franklin County is staffed for 15 hours per week by a graduate assistant. This person primarily performs outreach efforts, visiting local businesses and communities around the Washington, Missouri area.
6. The Belleville, Illinois, campus, which opened to offer adult classes in April, 2003, currently has a full-time Illinois Manager who performs the outreach and recruiting function for the southwestern Illinois area. The manager also recruits and advises all graduate-Education majors.
7. The Westport Campus, located in St. Louis County, has one full-time site manager who serves as admissions/financial aid counselor. This position also performs outreach-recruiting activities in the community. A part-time graduate assistant assists with office functions on campus.
8. The Missouri Valley extension site is at Missouri Valley College in Marshall, Missouri, where we offer an MA in education and the MBA degree. Missouri Valley faculty members oversee the day-to-day operations of these extension programs under the general supervision of our director of entrepreneurial outreach, director of program development, and deans of education and management.

Together, the main campus staff and the satellite sites work to recruit new adult students to Lindenwood University and to begin the application and enrollment process.

Internal and External Communication

Day Admissions

We communicate in a variety of ways: it may be face-to-face, by e-mail, over the phone, or via internal memos or formal letters. It depends on whether the other person is looking for something as formal as a written response or something as simple as a quick confirmation to a question. We try to choose the form of communication which best meets the needs of the student, whether internal or external.

Adult, Corporate, and Graduate Admissions

Leads are pursued by email and phone call response within one day of receiving the potential student's information. An admissions packet is mailed within one to two days of entry into this office, and counselors then make a call to see if the recruit received the

packet, to ascertain whether he or she has any additional questions, and to make an admissions appointment for completing an application. When the student makes application, the counselors work with the student to create the financial package and to enroll in the first class. The student also receives the first assignment at the time of enrollment.

The admissions office works with other departments to ensure a smooth administrative experience for the student. Because Lindenwood University treats each student as an individual, problems that come up are handled on a case-by-case basis.

Office Problems and Solutions

At times, there are problems with process, where for various reasons another department is not getting the information about students. Most often it is either a change in process or the establishment of a new process that solves the problem. Because each department is separate and has separate records, many times the information has to be communicated verbally because the paperwork does not reach the proper spot in a timely way or the admissions office is unaware that a certain department needs the information. Therefore, many problems that emerge must be handled one-by-one because there is no master system set in place for central data entry and retrieval. The admissions office has committed itself to working with each and every department to solve those problems as well and quickly as possible. Because new problems and situations arise regularly, they must work to keep abreast of changes in corporate reimbursement amounts, new grants that may be available, developments regarding relationships with businesses and corporations, and implementation of new programs.

Productivity

Annually, the adult, corporate, and graduate admissions office fields well over 3,100 inquiries that convert to 2,500 applications and over 2,000 new students enrolled. (The education division enrolls most of its own graduate students, more than 3,000 per year.) Each of those students receives an individual interview with an admissions/financial aid counselor. At the time of enrollment, the admissions office assigns a faculty advisor who will assist the student in the completion of his degree.

Analysis

Strengths

1. The greatest strength of the adult, corporate and graduate admissions office is the personal service. From the generation of leads to the student's initial call to the office through the interview and application process and the follow-up, the office treats each person as an individual. It spends sufficient time training its staff in the program areas, in enrollment procedures, and in coordination with other departments to provide excellent service.
2. The department staff has developed strong communication lines that serve to keep everyone in the office performing at a high level.
3. The department has built an applicant-service-completion process that will enable it to keep up with student applications and enrollments as the number continues to increase.

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4. Finally, flexibility in our processes enables the department to adjust the process to meet changing market needs.

Challenges

1. The determination and implementation of the proper staffing level at the satellite campuses will need to be addressed on a continuing basis. For example, each satellite should have an internal representative that is able and trained to function at a high level, that of providing accurate information about the campus and Lindenwood in general, to counsel and enroll new students, and to provide follow through on individual situations that arise.
2. Each satellite should also have an external representative who should strategically approach local businesses, both small and large, visit local high schools to recruit students for traditional day classes, communicate to the community in ways that directly attract new students, and coordinate with both the corporate-admissions director and other satellite representatives.
3. The university needs to achieve better coordination of course sequencing at each of the satellites, in both the LCIE and the traditional evening graduate program. Sometimes the student cannot continue at the same satellite campus from quarter to quarter on a progressive basis because the classes are not offered, due to either insufficient enrollments or less than optimal schedule planning. If classes proposed were based upon an evaluation of what the student body there requires and the university could consistently recruit enough students to fill those classes, students could progress on a less interrupted schedule.
4. Lindenwood needs an integrated database system for student records, so that all departments working with incoming and new students – admissions, academic services, financial aid, and the business office – are operating with the same information at any one time.

Action Plan

The onus is on the admissions office to provide the highest quality information possible concerning the university's classes and programs. Its staff is acutely aware that it is the gatekeeper to Lindenwood, and the experience that new students have with admissions sets the tone for their whole educational experience. The admissions office will continue to strive for professionalism, excellent customer service, outstanding follow-through and follow-up, and the best coordination of services possible within the university. That means continuous education and internal training for department staff, the rapid assessment and development of solutions to problems that arise, and continuous evaluation of the level of services from the customer's point of view. In particular, the office must take whatever steps are necessary to ensure that the satellite campuses are run by well-trained counselors who can meet students' needs, as well as maintain productive relationships with community businesses, organizations, and offices.

Athletics

Mission

The purpose of the intercollegiate athletic program is to provide a variety of extra-

curricular activities for Lindenwood University students in order to help establish a strong sense of University spirit and pride. Intercollegiate athletics is an integral part of meeting the learning goals of Lindenwood University. It supplements classroom instruction by providing outlets for physical and intellectual growth of students, for development of proper citizenship traits, and for significant learning experiences within the broad range of human values.

Students Served

The present components of the program are 17 men's sports and 16 women's sports, which are listed in Chapter 1 of this report. During the 2002-2003 school year, a total of 920 student athletes participated in 33 sports, and 73 students participated in our athletic training program, which complements the athletic programs. In the fall of 2003, ice hockey and water polo will be added for both men and women, bringing to total number of sports to 37.

Personnel

The athletics program is staffed with an athletics director and 22 staff members. These include 17 full-time employees of the University and 5 part-time employees. All of our full-time coaches work in the admissions office or have other staff duties, in addition to their coaching responsibilities. Most of them also teach. In fact, it is our policy to try to hire coaches who are qualified to teach at the college level. Twenty-one graduate assistants are involved in the athletic programs or the athletic training program.

Athletics Facilities

See the Physical Resources and Facilities section later in this chapter.

Analysis

1. Our intercollegiate athletics program has been very successful, in a variety of ways. It draws high-quality students to the university, and we feel that it aids our retention efforts, since both the athletes and their peer-fans become personally and socially engaged at the campus through involvement with sporting events.
2. Many of Lindenwood's teams have been very successful, both on and off the field, court, and track.

There are two major challenges that our athletic program faces in most years:

1. First, we must remember to emphasize to our coaches, particularly the newer ones, that Lindenwood's intercollegiate sports program is not an end unto itself. It is in place to provide leadership training, physical development, and values education. A coach sometimes loses sight of our philosophy on this matter, especially in the heat of a competitive season.
2. Second, we occasionally find it difficult to replace departing coaches with new ones who are fully suited to our approach. We want these employees to be teachers and mentors first and coaches second.

Business Office

Mission and Functions

The business office's mission is to see that all of our students are billed accurately and receive financial advising that will keep their accounts in good standing with the university. The office fulfills this mission through cooperation with the comptroller. The business office is student-oriented and focuses on accurately charging and collecting on student accounts. In this role, the office maintains critical communication between the student and other departments, such as academic services, financial aid, and housing. The business office collects on student accounts, controls the release of transcripts and records, and processes refunds.

The comptroller manages the daily business transactions between the institution and its vendors, human resources, and the financial data processing activity for the business office. In particular, the comptroller is responsible for accounts payable, human resources record-keeping, payroll processing, general ledger, accounts receivable, data entry, financial reporting, budget preparation, and refund processing.

Personnel Structure

The business office personnel currently consist of five full-time employees. The *business office manager* reports to the president and is responsible for the collection of all students' accounts, communication with other departments, and overseeing all other office activity. These employees report to him: *account representative, cashier, collection manager, corporate account representative.*

The comptroller's personnel includes of six full-time employees. The *comptroller*, who is the chief financial officer, reports to the president and supervises the following positions: *assistant comptroller, accounts payable and human resource manager, account assistant, data processor, staff accountant.*

Communication

The business office staff coordinates with students, admissions, financial aid, development, business operations, academic services, the bookstore, and student housing. The office must communicate clearly and reliably with all these offices in order for the university to function properly.

The comptroller's function is the center of fiscal commerce involving the students, the executive offices, financial aid, our auxiliary enterprises, business operations, academic services, the bookstore, and student services.

All employees in this office are regularly available to respond to and assist members of the other offices and of the university. It is their policy to respond to inquiries and requests promptly and professionally.

Problems and Their Resolution

It is the business office's objective to resolve problems that occasionally arise in regard to students' accounts, so that they may continue their education and keep their accounts

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within a manageable balance. The office is able to do this by assessing each student's current financial situation and then utilizing one or more options, such as (but not limited to) a payment plan, federal student loans, and alternative loans. The office gives all students a financial plan because, in Lindenwood's experience, students are better able to focus on their studies when they have good financial standing.

It is often tempting to treat many students according to a standard formula, but our business office tries to avoid that by considering each student's particular financial profile. Because this takes extra time, our business regularly strives to adapt its operational methods so that time is available to tailor the solution to the student's circumstances.

Productivity

The business office serves over 11,000 students involving thirteen different academic terms per year that involve a faculty and staff of almost 300. Each student group (type) is assigned to an account representative for account service and collection. There has been a great deal of growth in recent years, and the office has been able to continue to provide the same level of service to Lindenwood's students during that period.

Recently our business office has made some improvements in its operation :

- The office itself has been remodeled to provide more privacy to our students and parents when discussing finances.
- Since 2000 the business office has worked with the Provost's office to enhance our system for detecting and intervening in cases of students' not having sufficient funds to purchase textbooks. As a result, we have resolved at least nine of every ten of these problems.
- In 2003 the office installed a system that enables students to make direct payments to Lindenwood through their financial institution; this allows the student to have payments electronically transmitted from his checking account.

Analysis

Strengths

1. The business office has the desire and ability to continue to meet the financial needs of a very diverse student body.
2. The office continues to offer an ever-increasing range of options to meet students' needs.
3. Our business office's staff members understand all financial options available to help students, including a general understanding of financial aid.

Challenge

Although Lindenwood has a wide range of standard financial options to offer students, we must not lose sight of the need to individualize financial solutions to each person's unique situation.

Action Plan

Our business office will continue to look for ways to assist our students with creative strategies for meeting their financial obligation to the university and having access to sufficient monies to meet their educational and personal needs during their college years.

Campus Life

Lindenwood's campus life office is an active network of several services that strives to optimize the student's social, spiritual, and physical ambience, so that he or she will develop and maintain the best possible frame of mind for learning and growing. Campus life also aims to fulfill Lindenwood's commitment to educate the whole person. The components of the campus life network include these offices: career development, disability services, leadership development, student activities, and work and learn.

Career Development

Mission and Functions

The career development office at Lindenwood University exists to support and strengthen the university's academic programs by designing, implementing and managing services, programs, and systems that meet the career development, employment, and future educational needs of students and alumni. The office recognizes the individuality of each student and provides personalized, professional service. In addition, it strives to build connections within the university community as well as with local, national, and international employers.

Personnel Structure

The *director of career development* reports to the director of campus life. Primary responsibilities involve preparing students and alumni for careers by assisting them in deciding on a career objective and obtaining experience related to that objective. The career development director is responsible for establishing contacts with businesses, community, and professional organizations, governmental agencies, school districts, etc., to develop employment opportunities for Lindenwood University graduates.

Processes and Operations

The career development office provides individual career exploration to students and alumni through interest testing and experiential learning opportunities as well as access to vocation-specific and employer information. The office facilitates the job search process by conducting interviews with students to explore work history and provide them with feedback. It coordinates the community work service and America Reads programs to provide junior and senior level students with the opportunity to obtain a relevant employment experience. It also provides students and alumni with opportunities to network and interview with employers, in addition to affording them access to job fairs sponsored by the university and other institutions in the area.

The office also trains our students in the art of effective resume construction, and publishes their "talent transcripts" (i.e., resumes) in a book called the *Lindenwood LionNet*. We distribute copies of the *LionNet* to hundreds of regional employers and any

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organization or individual who requests them. This practice greatly increases the visibility and employability of our graduates.

Productivity

For the 2001-2002 academic year, the career development office listed approximately 2,000 job postings, assisted in the creation of over 550 resumes, provided testing services to approximately 375 students, and provided individual career counseling to approximately 200 students/alumni. For the past seven years, students who participated in the *LionNet* program had an average professional-job or graduate school placement rate of 98% within six months of graduating.

On the average, there are 25 students and/or alumni who utilize the career development center each day, resulting in approximately 6,250 contacts during the 2000-2001 academic year.

Challenges and Suggestions for Improvement

Approximately one and a half years ago, the main computer in the career development office was lost, resulting in a significant amount of data and resource loss. A large portion of the information has been retrieved or recreated, and the office has implemented a regular back-up system to prevent future losses.

Disability Services

The office of disability services exists to accommodate the particular needs of students with physical or other conditions that might impair their access, learning, or performance.

Mission

The mission of this office is to ensure that students with disabilities have the same opportunity as their classmates to actualize their academic, social, physical, and spiritual potentials.

Personnel Structure

The *director of disability services* is a faculty member who reports to both the provost and dean of campus life in this role. She has more than ten years of experience in this assignment.

Processes and Operations

When a disability is reported to the director, she meets with the student and documents the nature of the disability and a plan for accommodating it. She then contacts the academic services office and the student's instructors, if necessary, to enlist their cooperation in effecting any arrangements that are called for. If a student with an impairment needs special equipment, auxiliary personnel, or a classroom change, she sends a detailed request to academic services, which makes the arrangements for each class the student is taking. If, for some reason, we cannot fulfill the request for assistance, the director sends it directly to the president for immediate action.

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Productivity

The director of disability services normally receives service requests from – or in behalf of – fewer than 25 students per academic year.

Since 1994, we have made these improvements in campus accessibility:

- We added better wheelchair access to Young Hall, which has elevator access to all classrooms.
- We have assigned four more “handicapped parking” spaces near the wheelchair ramp behind Young.
- All of the classroom and residence-hall buildings that we have constructed since 1994 have accessibility features built into them, as do the new campus center and the performance arena.
- We assign work-and-learn students to render needed services to students with impairments – for example, to carry books or equipment or provide transportation.

Analysis

We feel that, in a student population of several thousand students, there are many more than 25 students who could benefit from the accommodations we have available. Even though we presently notify all students of these services in several of our publications, as well as in our Community Living class, we will augment the notification process. One plan is to promote the benefits and acceptability of using these services, in addition to simply making their availability known.

Leadership Center

Mission

The leadership center assists the academic community in developing young leaders by providing effective, comprehensive educational tools and services. The center guides our students in developing and executing a personal leadership plan, building self-confidence, and learning the importance of ethics and integrity in every phase of life. The basic purpose of the program is to build character, self-discipline, and strong values.

Functions and Operations

The leadership development program conducts leadership conferences targeting coaches, student athletes, and the general student population through the university-based clubs and organizations. By way of this program we shape the behavioral and attitudinal characteristics of all participants. Four major programs converge to form the leadership center at their common point: the career development, work-and-learn, community work service, and leadership development programs.

Personnel, Challenges, and Solutions

The leadership center was just starting up at the time of this writing. It has two immediate challenges: coordination of the center’s component programs and making the center’s services known to the campus. The university’s president has appointed a *director of the leadership center*, whose principal assignments are to organize, promote, and coordinate the center’s activities and initiatives. He works with the directors of

career development and the work/learn program to engage our students and implement the various leadership-development functions that have been planned for the coming years.

Communication

The leadership center communicates internally via regular conferences of the campus-life employees whose jobs contribute to fulfillment of the center's mission. Those staff members have offices in the same suite in the campus center, which greatly facilitates their mutual support and collective action. The leadership center communicates with the students through freshman-orientation programs, the community-living classes, the athletics coaches, the university's Web site, and campus e-mail, as well as through flyers that we post and distribute widely on campus.

Analysis

The strength of the leadership center lies in the experienced university officers who bring their expertise to bear on the important goal of developing tomorrow's leaders from the excellent talent within our student body. Its greatest challenge is to promote this program effectively enough to engage the majority of our residential students as well as a substantial proportion of our commuter population.

The center's chief action plans include the following: integrating campus organizations and community living classes for incoming students; utilizing the corporate community to inspire our students to success; increasing alumni involvement with the program; and helping each student develop a strategy for success.

Student Activities

Mission

The mission of student activities is to provide co-curricular experiences that enrich and broaden our students' collegiate experience; enhance school spirit; and organize and facilitate major events, such as homecoming and "spring fling."

Personnel Structure

The *director of student activities* oversees all campus activities and reports to the director of campus life. He has five *student assistants* who help with the distribution of materials and announcements and the implementation of many of the campus-wide events.

Processes and Operations

Annual activities planned or assisted by the student activities office include a freshman mixer, welcome back dance, pep rally, homecoming, parents' weekend, Christmas walk, spring fling, and Cotillion. Additionally, the director of student activities oversees the activities of all campus organizations: he assists them in making their functions successful and appropriate to campus life. He also attends Lindenwood student government association (LSGA) meetings to aid in determining direction, answer questions, offer suggestions or comments, and assist in making LSGA functions successful.

Productivity

The student activities office schedules, facilitates, and monitors about 1750 events during the academic year, not counting sporting events. That number rises to well over 2000 per annum when we count athletic events as well. Due in part to support from the student activities department, Lindenwood now sponsors more than 60 recognized, registered student organizations.

Communication

Once a month, the student-activities office distributes an activities listing that goes out via faculty-staff e-mail. Monthly the office sends a flyer to every commuter and delivers a stack of the flyers to every residence hall. In addition to updating the activities calendar on Lindenwood's Web site weekly, the director places flyers on the dining hall tables.

Analysis

1. Strengths

- We have an activities scheduling and monitoring system that works well – that facilitates more than 200 student activities per month on the average.
- We build and update a master calendar that combines activities with career development, cultural events, student organizations, and sporting-events schedules. This master schedule enables the coordination of activities and helps to avoid conflicts.
- People are booking more events now because they can count on the assistance of the student activities office.

2. Challenges

- The office's greatest challenge concerns our international students, specifically how to bring them together in spite of language barriers. Some of them are also very hard to reach, especially if they live in Lindenwood's houses rather than our dormitories.
- Presently, the Lindenwood has no student e-mail system to help us advertise and coordinate events.
- Transportation to off-campus events is a problem for students who do not have vehicles. This is particularly problematic for many of our international students.
- It requires considerable dexterity and ingenuity to keep pace with a dynamic events calendar.

3. Action Plans

- Student activities will move its office to Spellmann Campus Center, where it will establish an entirely new office and activities center.
- Lindenwood will be putting in a "big event board" – a huge dry-erase board in the new student activities office area.
- The office will make better use of work/learn students to regularly update the board.
- Lindenwood will explore a means to implement a campus e-mail system, for economy and currency.

Work and Learn Program

Mission and Functions

The mission of Lindenwood's work-and-learn program is to provide the opportunity to develop strong work ethics in a variety of occupations, along with giving the student exposure to basic work skills that they can apply to be successful in the general workplace and community. This goal is in concert with the general university mission of educating and developing the whole person to be a successful and productive member of society. This component of campus life also provides an opportunity for students to earn several hundred dollars per academic year to help pay for their college education.

The main function of this department is to assign and track each student regarding his or her work responsibilities on campus. This includes issuing and collecting completed time sheets, verifying their accuracy, working with each zone supervisor, settling disputes, and insuring that correct information is forwarded to the business office for posting to the individual student account.

Personnel Structure

This department has a *director*, one *graduate assistant* and a number of *work-and-learn students*.

Communication

The communication between departments is strong, open and responsive. The departments communicate to the director their needs for student manpower, and then the work-and-learn department assigns students as needed. Monthly timesheets are distributed to each zone supervisor in a loose-leaf binder format, along with information about the student and the number of hours they have worked. A supervisors' informational meeting is conducted at the beginning of the fall semester to acquaint them with the aims of the program, the paperwork required, and their responsibilities.

Processes and Operations

This office assigns on-campus work to resident students on a semester basis. In addition, some junior and senior level students are assigned off-campus work in support of their specific academic major or in support of a specified need or service in the local not-for-profit business community.

A student is assigned to a specific work assignment and notified of that assignment during the registration process for each semester. The notification of work assignment includes advising the student of the overall responsibilities of the work-and-learn program and their specific zone supervisor. The student is then required to check-in with his or her zone supervisor to receive a detailed work assignment and schedule.

Upon acceptance of a properly signed and completed time sheet, the work-and-learn office conducts a detailed review of the sheet and forwards it to the business office for posting to the student's account.

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Problems and Solutions

Most of the concerns faced by this office are about the number of hours that a student has worked and that have been applied to his or her account. All time credited to a student's account is supported by a completed time sheet. All completed time sheets are filed in the business office for review by the student, his or her parents, or the student's zone supervisor, as needed.

In the event that a timesheet was not submitted on a timely basis, or that not all hours worked were reported, the work-and-learn office gives the student a "correction of time sheet" form. That form must be properly completed, signed by the student and the zone supervisor, and returned to the work and learn office before any correction to the student's account can be made.

Changing of work assignments is the second greatest area of activity for this office.

Change of work assignments is primarily granted for scheduling reasons, when a student's academic schedule and his or her assigned work schedule cannot be satisfactorily worked out with the student and the zone supervisor.

Productivity

The work-and-learn office assigns upwards of 1,700 resident students each semester to over 110 different work zones within the university complex. In addition, between 50 and 60 junior- and senior-level students are assigned to off-campus community service positions.

Analysis

1. Strengths

- Communication with the student and zone supervisors and attention to detail are the work-and-learn office's strong points. The office prides itself in providing accurate and comprehensive data to the students, their parents, and the business office.
- The office is run with the utmost integrity and accountability, and it strives to convey these standards, along with a strong work ethic, to every student in the program.
- Because the work-and-learn office runs such a large and active office, the university realizes a significant cost savings through the massive amounts of inexpensive skill and effort that our student workers render.

2. Challenges

- The primary challenge is motivating the student to accomplish the required work-and-learn hours each semester. In addition, having the student view and accept the work-and-learn program as having the value and ability to provide and instill good work ethics that will be required when he or she joins the general workforce upon graduation.
- The second most challenging area is enlightening the zone supervisors as to their value to the program and the students. It is through their leadership,

example, and administrative performance that this program becomes more effective for the student and the university.

- A third challenge, unfortunately, is that occasionally we discover cases of time-sheet distortion.

3. Action plans

- In 2003-04, we will implement a uniform set of student and supervisor guidelines and expectations that is consistent from one work area to another.
- Plans and discussions are currently underway to determine an efficient and effective way to automate the time-sheet system to make it easier to track students' work hours and to allow students to view their progress at the earliest possible moment, while maintaining the security and integrity of the reporting system against time-sheet fraud. A beta test for this function is currently underway in one work zone and could be rolled out to additional work zones in fiscal 2004. In addition, the combining of several independent and separate student databases for work and learn, financial aid, housing, and mailbox assignments is being considered for fiscal 2005.

Financial Aid

Mission and Functions

The mission of the financial aid office is to serve as the financial assistance resource service center for all students requesting assistance in meeting the cost of their education. It does so in a manner which is both closely related to and consistent with the university's goal of developing students capable of undertaking responsible, independent action to achieve their goals. The financial aid office provides a breadth of services ranging from assisting the student in filing the Free Application For Federal Student Aid to establishing an individual financial plan that guides the student through the time period required to achieve his/her educational objective. The services of this office are particularly crucial for students who would be unable to attend Lindenwood University without such assistance.

Personnel Structure

The *director of compliance*, working in conjunction with the dean of enrollment management, oversees the day-to-day operations of the financial aid office, and he reports directly to the president. Under his supervision are the *director of financial aid*, who oversees the overall operation of the technical division of the office, and the *director of financial assistance planning*, who oversees the overall operation of the customer service division of the office.

Reporting to the director of financial aid are two *financial aid technical officers*, who specialize in the processing of government-based aid. There are three *financial aid student services officers* who report to the director of financial aid planning. These officers help students plan their financial assistance packages.

Communication

It is difficult to overemphasize the central role which communication plays in the daily operation of the financial aid office. Communication with the financial aid office's many contacts includes the following:

1. Student Communication: person-to-person, award letter, notice of loan guarantee, student load entrance and exit counseling, student aid brochures, telephone, and e-mail;
2. Internal and external communication: person-to-person, telephone, e-mail.

With the ever-changing regulations that govern the disbursement of Title IV aid, it is the goal of the financial aid staff to continue to educate students and parents on the necessity of providing specific information.

The financial aid office works closely with the admissions offices in determining financial aid eligibility for new students, which is needed to prepare and establish a plan suitable for each student. This financial plan carries with it a commitment to renew the award based on the original offer during the remaining upper class years; as long as financial need is demonstrated, the student remains continuously enrolled as a full-time residential student, and he or she remains in good academic, social, and financial standing.

Productivity

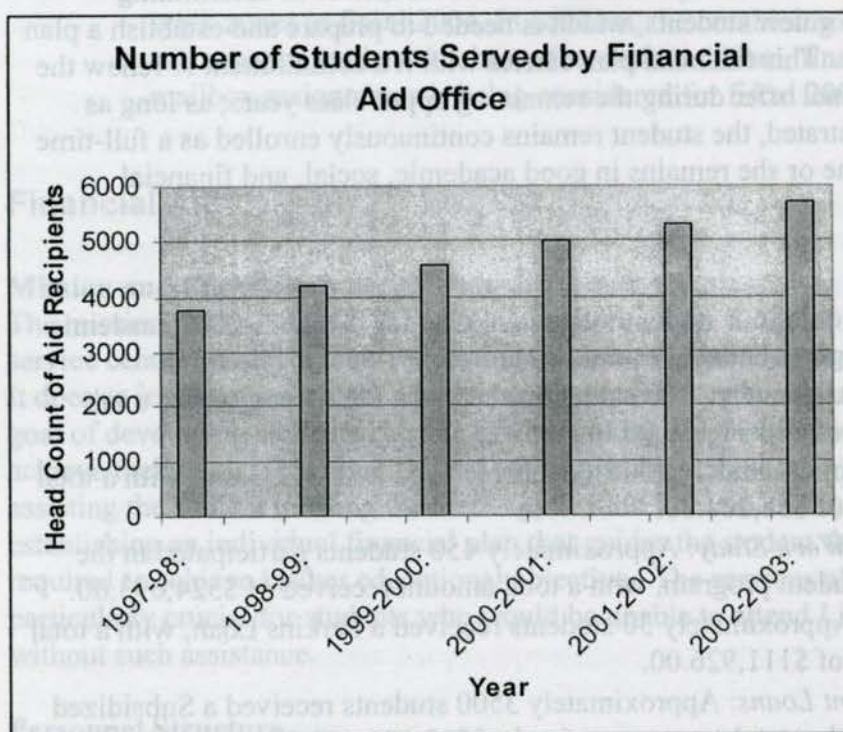
The creation and execution of our student's financial plan for the 2001-2002 academic year is reflected in the figures below:

- *Pell Grant*: Approximately 1100 students received a Pell Grant, with a total amount received of \$2,231,150.00.
- *SEOG Grant*: Approximately 450 students received a SEOG Grant, with a total amount received of \$68,204.00.
- *Federal College Work-Study*: Approximately 450 students participated in the Federal Work-Student program, with a total amount received of \$524,093.00.
- *Perkins Loans*: Approximately 30 students received a Perkins Loan, with a total amount received of \$111,926.00.
- *Subsidized Student Loans*: Approximately 3500 students received a Subsidized Student Loan, with a total amount received of \$12,106,449.00.
- *Unsubsidized Student Loans*: Approximately 1950 students received an Unsubsidized Student Loan, with a total amount received of \$5,158,811.00.
- *PLUS Loans*: Approximately 250 students received a PLUS Loan, with a total amount received of \$1,106,142.00.
- *Missouri State Grants*: Approximately 1100 students received a Missouri State Grant, with a total amount received of \$1,147,750.00.
- *Bright Flight*: Approximately 100 students received a Bright Flight Scholarship, with a total amount received of \$180,000.00.
- *Missouri College Guarantee Scholarship*: Approximately 70 students received a Missouri College Guarantee Scholarship, with a total amount received of \$144,800.00.

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- Lindenwood University Grants/Scholarships: Approximately 7500 students received a Lindenwood University Grant/Scholarship, with the total amount received of \$20,216,566.00.
- *Lindenwood University Institutional Work- and-Learn*: Approximately 1700 students participated in the LU work-and-learn program, with a total amount awarded of \$3,060,000.00.

The bar-graph shown below illustrates the steady growth in the number of students served by Lindenwood's financial aid team over the past five years, with head count for 2002-03 still growing (as of April, 2003) – and expected to approach 7,000 – at the time of this writing. Clearly, demand for these services continues to grow, and we continue to accommodate students' financial needs with the best possible knowledge and personalized attention.



Analysis

Strengths

1. The office of financial aid strives to provide the best service possible to all students. The staff is well trained, with the continuation of cross training in many positions. This allows the financial aid staff to better serve each and every student in a broad range of specific service areas.
2. With the continued growth in enrollment, the financial aid office will serve in excess of 7500 students in the 2003-04 academic year. The office expects to assist 7000 applicants for financial aid during the 2002-03 academic year.
3. The implementation of the electronic software "Whiz-Kid" in 2000 and its subsequent development over the past two years has allowed the office to transmit

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student loan certifications electronically. This improvement has increased efficiency and accuracy greatly, and has decreased the turnaround time in the disbursement of funds to the student.

4. The financial aid office has expanded its office hours to include a full day on Saturday. This allows Lindenwood to provide additional services for students who may be unavailable Monday through Friday.

Challenges

1. The office of financial aid uses the software "Q and A" in a stand-alone database to store information. The software used to support this information is outdated and needs to be replaced. The upgrade would allow the financial aid office to better serve our students in a more accurate and timely fashion.
2. The hardware capabilities of the university have recently been upgraded. Implementation of new software in the financial aid office would further respond to the ever-growing need to communicate electronically.

Action Plans

1. The financial aid office will continue to be both sensitive and responsive to the needs of an ever-increasing number of students requesting assistance from the university's financial aid office. A primary component of this endeavor will consist of the planned upgrade and modernization of the university's financial aid software generally and database specifically.
2. The financial aid office must continue to stay at the cutting edge of knowledge both technically and technologically to maintain its ability to serve its students at a high level of proficiency and student satisfaction.

Information Services

Mission and Functions

The information services mission is to help advance the purposes of Lindenwood University by providing excellent support to our students, faculty, and staff through teamwork and innovation. To accomplish our mission we have integrated our mission into the larger intentions of Lindenwood University by allowing both undergraduate and graduate students to work under supervision within the information services department. The IS department's effort is part of the university's ongoing effort to teach the "whole person" rather than simply stimulating the student's intellect without regard to character development.

The information services department manages campus technology services: the university's administrative and academic computing facilities; the campus Local Area Network (LAN) and Wide Area Network (WAN); telephone and voicemail systems; as well as cable television, Intranet, and Internet Web support and audio-visual systems and equipment. Information Services also supports and manages the general-purpose student laboratories, student classrooms, faculty computer systems, staff computer systems, software licensing requirements, and equipment inventory. Within the information services program, Lindenwood undergraduate and graduate students staff and operate the

computer "Help Desk," which provides first-echelon support for our students, faculty, and staff.

Personnel Structure

The *director of information services* reports to the provost and is responsible for the directing, budgeting, planning, negotiating, purchasing, implementing, operating, and supporting all technology deployments at Lindenwood University. The following information-services personnel report to him: *associate director of information services, network administrator, assistant network administrator, user services administrator, information services administrator.*

Processes and Operations

Planning, installing, operating, and maintaining voice, data, and video equipment are not routine procedures. Priorities change; equipment malfunctions; and the continued evolution of Lindenwood's technical infrastructure all demand flexibility and innovation at every level of service. The information services department provides a "real-world" laboratory for Lindenwood's students to work and learn. The IS department's many tasks and services require – in fact, demand – adaptable, creative employees and students in order to maintain the high level of service Lindenwood University members expect and enjoy.

Productivity

The IS Department is a demand-oriented entity. It is charged with providing services and technical support for all Lindenwood's satellite campuses as well as the main campus in St. Charles. The Department currently provides daily support for 2,500 student-related computers and associated equipment, as well as more than 300 faculty, staff and support employees. It also maintains telephone services and cable television support for an equal number of students, faculty, and staff. Last year the IS team and its work-and-learn associates processed 5,491 trouble tickets, installations, deployments, and reconfigurations.

Analysis

Strengths

1. The IS department's commitment to its "clients" is, and must remain, its most important mission.
2. This group of employees functions as a team and must continue to do so in order to assure that the university is an efficient manager and user of its technology resources.
3. The IS department consistently has the ability to provide quick, efficient, and accurate service and support to the university, and this will continue.

Challenges

1. Technology spawns specialization. Each person performs tasks that only he or she has the experience to perform. Thus, the loss of even one IS member places a sizable burden on other members, who are not likely to be up to date in the services provided by the absent colleague. To prepare for this situation

proactively, the IS department must find a way to include training in its workday, because without training the IS department cannot ensure it will always be up to the technological contingencies of the future.

2. The main effort of information services revolves around its mission. The department aims to provide real-time, on-line, in-house network and equipment support for our thousands of "clients." Its members must always be thinking about how they can meet the technological needs of Lindenwood employees without either intruding on their work or being a hindrance to it.

Action Plan

1. The IS department will keep its staff up to date on the latest technology by holding regular staff information and training sessions and sending key employees to professional workshops whenever it is in Lindenwood's interests to do that.
2. In addition, it will keep the university's equipment on the leading edge of development to ensure that students, staff, and faculty will be able to accomplish what they need to do now and in the future.

Library

Mission and Functions

The mission of the Margaret Leggat Butler Library is to support the curricular and professional needs of the students, faculty, and staff of Lindenwood University by providing timely and relevant services that promote a positive educational experience and life-long learning. The mission of the library relates to the university's mission by ensuring that the resources and services developed and provided at the library contribute to developing well-rounded, educated, and conscientious individuals.

The primary functions of the department include the following:

1. *Collection development* (electronic and print): This function includes all aspects of identifying and purchasing library resources.
2. *Circulation*: This function includes check-in and check-out of materials and staffing of the circulation desk. It also includes the shelving of print materials and general upkeep of the stacks.
3. *Bibliographic control*: This function includes all aspects of processing new materials so they may be placed on the shelves.
4. *Reference*: This function includes answering reference questions and developing bibliographic instruction tools and/or courses.
5. *Interlibrary-loan*: This function includes all aspects of lending and borrowing library materials between institutions.
6. *Instruction*: Butler Library provides library-instruction class sessions on demand to dozens of classes each year. It serves as a laboratory for students who are in the library media specialist curriculum. Each semester the library also offers a class in library and internet research for the general student body.

Personnel Structure

Currently there is a *director of library services*, who reports to the provost, four *professional reference librarians*, two *paraprofessional staff*, and 25 *work-and-learn students*. Both the professional and paraprofessional staff members report to the library director, and work-and-learn students report to the paraprofessional staff.

Communication

Internal communication, as well as communication with students, other offices, and other stakeholders, is generally handled electronically via the web or e-mail. However, there are informal mechanisms, such as faculty and staff meetings, where the library director has the opportunity to exchange ideas about resources and services provided in the library. In addition, there is printed information available in the form of handouts, the student handbook, and the catalog.

Holdings and Other Resources

Butler Library is a member of Mobius, an online consortium of university libraries in the state of Missouri. We are in the "Bridges" cluster of universities, which consists of 11 member institutions in the St. Louis area. Through the Mobius system, our students can use the Internet to access the library catalogs of all of those schools; they can borrow any book or other circulation-eligible resource through the same system and pick it up at our library. The Mobius "Common Library Platform" provides access to a virtual collection of over 14 million items from participating academic libraries across the state of Missouri. We also participate in a conventional interlibrary loan program with other colleges and universities in this region.

We subscribe to Quest and several additional online resources, as described in Appendix B of this report, and we recently purchased \$43,000 worth of electronic periodicals. We are in the process of making all of our electronic library resources available online to our external sites and campuses.

Our library has more than 130,000 books, serial backfiles, and other paper materials and more than 3,700 current serial subscriptions. Our microforms number over 86,000, and we have more than 1,700 audiovisual materials.

Problems and Solutions

In the Margaret Leggat Butler Library there is a heavy reliance on student workers. Due to the nature of these positions, there tends to be some turnover. This leads to inconsistencies in workflows. The library staff has made a commitment to address these issues by changing its own work patterns and redesigning training programs so that they better fit the staffing needs of the Library. Recently we filled two new professional librarian positions. We believe these new positions will appreciably improve our services to the students during the evening hours.

Analysis

Strengths

1. The primary strength of the Margaret Leggat Butler Library is its staff. The library employees (both professional and paraprofessional) have considerable

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knowledge of available electronic and hardcopy resources. In addition, the staff members are extremely conscientious and display an outstanding dedication to their work.

2. Another strength resides in the services and resources provided through the library. For example, reference librarians conduct approximately 50 formalized bibliographic instruction sessions per 16-week session. In addition, the reference staff has established particularly strong relationships with several academic programs.
3. The Library has successfully implemented the Mobius "Common Library Platform," the significance of which cannot be overstated. The Mobius system provides access to a "virtual collection" of over 14 million items from participating academic libraries across the state of Missouri. Patrons have the ability to access library collections and order resources remotely.

Challenges

1. The greatest challenge of the Margaret Leggat Butler Library is the lack of comprehensive and consistent staff training and scheduling.
2. We need to take additional steps to move into the electronic age of library science, in terms of replacing paper copies of references and periodicals with readily available electronic alternatives, making the library's patrons aware of the presence and capabilities of these resources, and training them on the regular, productive use of such tools.

Action Plan

1. The library director and library staff are developing new training procedures and strategies that will create consistency of workflow and ultimately greatly improve service to patrons.
2. Lindenwood is in the process of acquiring more than \$40,000 in additional electronic resource materials and periodicals. At the same time, we are eliminating more than \$16,000 worth of paper-based resources that would be redundant with the digital resources.
3. We are updating our book holdings in many disciplines, with a plan to spend an additional \$200,000 to \$300,000 for the acquisition of new books this year. At the same time, we are purging our stacks of hundreds of obsolete or dilapidated volumes to make room for the new volumes. We have engaged the services of Baker and Taylor to obtain and pre-catalog the new books.
4. The library has embarked on a plan to engage the services of up to ten graduate assistants within the coming year. When combined with the systematic staff-training and management plan that we have started, this personnel augmentation will resolve most of the library staffing problems experienced over the past few months and bring the library's service level to an unprecedented height.

Mentoring Office

Mission and Function

The mentoring office mission is to promote academic growth through an individualized mentoring program tailored specifically for each student needing assistance. The office identifies the students in need of mentoring services through previous or current semester grades, reports by concerned instructors or the students' parents, or via the students' self-referrals. The mission of the mentoring program fulfills part of the university's mission by helping students realize their maximum potential for success academically as well as in their future.

The mentoring department's function is to help identify the students in academic need and then assist them with self-examination for probable causes for their lack of success.

Personnel Structure

The *director of mentoring*, who reports to the director of campus life, is responsible for receiving and responding to referrals into the program. He works in conjunction with the registrar for student services to ameliorate student academic performance problems.

Communication, Processes, and Operations

The mentoring office communicates internally via telephone, e-mail, and personal conversations with students, coaches, instructors, and other pertinent personnel. Instructors generate student progress reports, which are gathered by the registrar's office and then presented to the mentoring office throughout the academic year.

Students are referred to the mentoring program in various ways. When a student is referred because of a previous semester's grade point average, the provost has notified the student of his "academic-hold" status – suspension, probation, or warning. The mentoring office follows up with a telephone call encouraging the student to appeal for reinstatement. The mentoring office might also send the student a letter, if necessary. Once the student successfully appeals the suspension and is reinstated, we have him sign a success contract and meet with his mentor at least bi-weekly throughout the academic term, until the student is clearly able to be successful on his own.

The mentoring office also works with students who have not been suspended but are showing signs of faltering in their work. In such cases, the students' advisors and instructors normally are consulted to effect a team-based remedy.

Productivity

The mentoring office serves approximately 1500 students annually. In any one year, 90 to 100 students who participate in this program are in serious academic trouble. Within the latter group, about 60 percent of students who fulfill their success contracts raise their GPAs for the semester during which they experience developmental interactions with the mentoring office staff. About two in ten make lower GPAs in that term. Twelve percent of students who have been reinstated following academic suspension refuse to participate in the program. Most of the academically destitute students who enter the mentoring program are freshmen and sophomores, although about three in ten are juniors or seniors.

In addition to working with suspended students, there are various other jobs this office does to assist other departments and offices: locating students, presenting students with tutoring schedules, resolving issues for students with other university departments, locating instructor's office hours, recording and retrieving the students' waivers of their rights under the so-called Buckley Amendment, and aiding other students with needs identified by the university's staff and professors.

Analysis

Strengths

1. Our mentoring staff has a high success rate in helping our students to perform better.
2. It is often effective in helping students clarify their goals.
3. Mentoring office personnel are constantly available to assist students with a variety of problems.
4. The office is often able to provide useful information to instructors who have some of the specially mentored students in their classes.

Challenges

1. The most frustrating challenge is to arouse achievement motivation in those students who, for whatever reason, simply do not wish to be in college.
2. We often find it very difficult to help students change learning habits that are detrimental to academic success.
3. Students often find it difficult to see the crucial importance of attending class on a daily basis.
4. Some students are embarrassed to seek or accept help, and we must find a way to communicate to them that structured remediation is not only acceptable but actually a desirable opportunity for personal growth.
5. Instructors do not always contact the mentoring office as often as they need to for students experiencing academic difficulties.
6. Sometimes the mentoring office does not become aware of students' problems until after the mid-term exams, at which time it may be too late to help students salvage their semester.

Action Plan

1. Our mentoring office will learn more about how various university departments can be enlisted to assist more students with difficulties and will better utilize these additional resources to improve our students' success rate.
2. The mentoring-office staff members will learn about additional study tips and techniques and how to teach the students these strategies.
3. In the coming year the office staff members will acquire more knowledge about time-management skills that they can pass along to the students.
4. Lindenwood will devise new ways to identify students who are at risk in a timelier manner.
5. Our plan is to use the skills-assessment tests of the success center on a regular basis, to help academically challenged students avoid falling too far behind.

Mentoring Office

Resident Life

Mission and Functions

Lindenwood University views a resident's experience in group living as an opportunity for learning to live and work with others of varying age, cultural backgrounds, and interests. We believe that this opportunity helps students develop the values that are requisite to becoming useful, responsible citizens of a global society. The main task of resident life is to assign housing for each residential student, keeping in mind his or her particular roommate requests and various interests in both academic and social areas, and to assist and support students with the daily challenges of university life. Lindenwood's *Student Handbook* describes most of the functions of the resident life.

Personnel Structure

The *director of resident life*, who reports to the acting director of residential operations and the chief operations officer, supervises all university student-housing facilities and the administrative personnel within each facility. Resident life is supported in each dormitory by a line-in *resident director*, who, together with his or her *resident advisors*, oversees the general safety and well-being of the residents.

Communication

The resident life office relies on the resident directors to get information to the students, in addition to using campus mail and e-mail. The director of resident life maintains regular telephone and e-mail connections with several offices concerned with student services, including operations, academic services, financial aid, admissions, and the provost's office.

Processes and Operations

The director of resident life oversees check-in procedures during the weekend that resident students move into their quarters by meeting with students and their parents whenever necessary and making necessary changes in housing to accommodate the students.

The director confers with the academic services office weekly to determine the status of students checking in and assist in locating students who are not attending classes. She verifies students' residential status for the financial aid office and makes weekly capacity reports to the president for retention purposes; assists academic services with student tracking; and implements the housing reassignments throughout each academic term – always with the superordinate goal of facilitating student success.

Productivity

The resident life office serves 2200 to 2400 residential students – and their parents – every semester.

Since 1994, Lindenwood has done the following to improve our physical accommodation of resident students:

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- added two major residence halls, Blanton Hall (for women) and the “New Men’s Dormitory” (not yet formally named), each with a capacity of 180 students;
- started the construction of two more equivalent residence halls, with an additional pair of residence halls in the plans for 2004-05
- acquired 156 housing and duplex units within or adjoining Lindenwood’s main campus
- improved the architectural design and functionality of two major residence halls (Cobbs and Parker) by adding a pitched roof to each
- added internet accessibility to all residence halls
- conducted a continuous program of residence-hall maintenance and upgrades in all of the residence halls

Analysis

The numerous face-to-face interactions with students and their parents are frequently a challenge because the reasons for housing problems and disputes are legion.

There are many ways in which our resident directors and resident assistants could assist the mentoring office in the correction of student behavior patterns that are contributing to poor academic performance. For example, some students get into the habit of sleeping in their rooms when they are supposed to be in class. We need to develop a system to encourage more responsible student behavior in regard to this and related problems.

Our construction, acquisition, and upgrading of our residential facilities has proceeded at a healthy pace, and we have been progressively responsive to the everyday needs of our resident students.

Residential Services

Mission and Functions

The residential services department is responsible for ensuring that students have a safe environment in which to study and develop. The *acting director of residential operations* reports to the chief operations officer and manages a team of resident directors (RD), each of whom is in charge of dorm or housing area. In turn, each RD has a team of resident assistants (RA) who assist him or her. Each RA is responsible for the security of a particular housing facility.

Also reporting to the acting director is the *director of residential services*, who has a group of *residential services officers* that ensure the overall security of the campus as a whole. They patrol in vehicles regularly. Work/learn students assist the RSOs as well. Altogether, Lindenwood has 12 RDs, 50 RAs, and six residential services officers, two of whom are part-time employees.

Processes and Operations

Residential-services-officer duties include the following: locking/unlocking buildings, patrolling all areas, escorting students/staff to their vehicles, assisting with broken down vehicles, enforcing parking regulations, maintaining a peaceful setting, first-responding

to emergency maintenance issues, keeping campus litter-free, controlling crowds at special events, assisting traffic flow at special events, helping students as requested, and writing reports for vehicular accidents.

Analysis

The one area of concern is the age of most resident directors. Most are under the age of 30. In our experience, an older, more mature individual performs this role more effectively. Also, all of the resident directors are full-time students and, therefore, must manage their time very carefully. Those concerns notwithstanding, Lindenwood's system of RAs and RDs works smoothly and effectively most of the time. We are able to minimize social and conduct problems on campus, respond promptly and successfully to most contingencies, and accommodate most of our students' personal and social needs.

Success Center

Mission and Functions

Lindenwood University success center strives to address developmental needs in the areas of reading and mathematics. The center is geared toward skill enhancement and basic skill development. It also aims to bolster those elements of self-esteem that depend on the student's developing a strong sense of academic efficacy.

Personnel and Facilities

The center is staffed by a part-time *director*, one *full-time staff member*, and numerous *work-and-learn students* who possess foreign language skills or the desire to become professional educators. It is located in Unit C of the Business Service Center.

Processes and Operations

Members of the Lindenwood faculty and staff refer students to the center. The center conducts both an intake interview and an assessment test with a student during his or her first appointment. The student and the interviewer establish a target level of proficiency at that time. Center staff then set up a regularly scheduled instructional and practice sessions with the student. When he or she reaches the target level of proficiency the skills development sequence is complete.

Productivity

Our success center assists more than 100 students each semester with their particular skill-development needs or a desire simply to improve on already adequate reading and mathematical ability. No student who has completed his or her developmental program at the center has had to permanently leave the university as a result of insufficient grades.

Analysis

The center's strengths are its accessibility and the dedication of its staff and volunteers. An ongoing challenge is that of having to periodically train new student assistants and volunteers, due to normal, periodic turnover. Our plan is to develop simple training sheets or manuals to expedite and facilitate the preparation of new assistants and

volunteers. We also will implement computer-assisted skills development modules to augment the center's capacity to serve.

Writing Center

Mission and Functions

The mission of the writing center is to help students improve their general writing skills and correct any specific writing deficiencies they might have. The writing center's purpose is to supplement our excellent English-composition classes, not replace them.

In addition to helping students hone their writing proficiency, the center provides learning experiences in studying, reading, and pronunciation skills, which are especially valuable to students who are strengthening their English as a second language.

Facilities

The center is located on in a classroom-size work room on the second floor of Butler Hall. There are several large tables that serve as work spaces and consultation points. The writing center is truly a person-to-person operation.

Personnel, Processes, and Operations

Members of the Lindenwood faculty and staff refer students to the center. The *director of the writing center* works with the students individually, and several *writing consultants* – Lindenwood students who are very proficient in composition and communication skills – provide a peer-tutoring and support structure for center patrons. The center consistently reinforces principles taught in our English composition classes and emphasizes writing as a process aimed at effective communication.

Productivity

The center assists about 100 students each semester, and we document each consultation to track students' progress. Additionally the center provides early intervention during the summer months with 10 to 20 first- and second-year students who are academically at risk.

Analysis

Our writing center's strengths are its consistent, patient, abiding methodology that truly is individualized and the presence of student writing consultants who relate well to their fellow students. Its greatest challenge is keeping up with demand for its services. The center's action plan for the immediate future is to continue to recruit, train, and reward an active cadre of students who serve as peer writing consultants in this operation. Eventually we will integrate the writing center with the success center, to enable a more holistic self-development opportunity for clients.

The writing center has not implemented systematic assessment of its effectiveness, a matter that it will address and remedy in the 2003-04 academic year.

Overall Analysis of Student and Academic Support

As we looked over this extensive evaluation of the various offices, employees, and systems that we have set up to better serve the students and accomplish the university's purposes, it struck us that Lindenwood veritably surrounds her students with supports, nets, and incentives to succeed. We provide skilled professional personnel who genuinely enjoy working with students, know their jobs exceptionally well, and are accessible. We supply safety, encouragement, and special monitoring and developmental-learning services when those are needed. Moreover, we continually ask, "How could we improve what we do? In what ways could we enhance our service to the student?"

There is a hazard inherent in being so intensely student-oriented. We sometimes wonder if, by being so parental, we are promoting a dependency in the student and hampering him or her from learning how to function independently. Even though that is a question raised as a result of this self-study, we ultimately concluded that we do, in fact, help students mature by nurturing strong values – such as self-sufficiency, responsibility, and hard work – in both our curriculum and our campus culture. We teach the student to be a strong swimmer by telling, showing, insisting, and helping, not by tossing him or her into the lake without notice and then taking notes from a distance.

We are aware that we cannot be all things to all people. We are an institution of higher education. Teaching, learning, and character development are our business. We do not provide psychotherapy or medical services on campus. But we do refer students to appropriate professional services as soon as serious problems present themselves.

Physical Resources and Facilities

Physical Plant Office

Mission

The facilities department has two principal roles. This department maintains the physical plant of the university so that the primary activity of educating students may take place in a clean, safe, and fully operational environment. The facilities department also continually seeks to improve the appearance and functionality of the physical plant to exceed the expectations of our customers and attract new ones.

Functions

This department serves all of the university's students. It supports resident students by providing and maintaining housing facilities, food service, telephone service, mail room facilities, and emergency repair. It accommodates all of our students by providing, upgrading, and maintaining classroom, computer, and administrative facilities. This department also serves the faculty and staff by making sure they have a comfortable, safe, and efficient workplace.

Personnel Structure and Management

The facilities department consists of the *chief operations officer*, who reports to the president, two *directors*, one *manager*, nine *maintenance/construction workers*, two *groundskeepers*, one *electrician*, one *plumber*, and six *housekeepers*. Several students perform work-and-learn duty for tuition credit by working for the department in a number of cleaning or maintenance functions. We often hire subcontractors for larger projects.

Recruitment of personnel follows standard practices focusing on selection and hiring of the most qualified individuals. Department managers and directors conduct initial interviews. The chief operations officer conducts an additional interview. She forwards a recommendation to the president, who issues final approval to hire.

All newly hired individuals receive orientation and training in their respective areas to ensure understanding of all job duties. The office administers training not only in the area of specialty, but also regarding the university's mission. Ongoing training occurs as needed in order to make sure individuals are able to keep their skills up to date. Either experienced employees or outside trainers conduct these job-skill-development sessions.

Compensation of physical-plant staff is commensurate with credentials and experience. Lindenwood University provides competitive salaries to assist in attracting and retaining qualified workers. The facilities office reviews the performance of all of its employees regularly.

Analysis

Strengths

1. Physical plant personnel are genuinely committed to maintaining and improving the appearance of our campus. Individuals take a proactive approach to identifying institutional needs on their own and require little direction.
2. The current staff is highly skilled, and that fact reduces the amount of contracted work the university must purchase. As problems occur, the physical-plant staff responds to and corrects them as quickly as possible.
3. Lindenwood University provides an exceptional workplace for learning new skills. Many of physical-plant employees attend for-credit classes to work towards bachelors or masters degrees. Opportunities for career advancement are abundant at our workplace.

Challenges

1. We have experienced, highly qualified individuals declining employment offered by Lindenwood due to our once-a-month payroll system. Those individuals are uncomfortable with their budgeting skills and are not accustomed to being paid only monthly.
2. Many of our buildings are extremely old requiring knowledge of maintaining antiquated systems. This requires more intensive on-the-job training to younger, newly trained individuals. The reverse of this is also true: We have many brand new buildings with high-tech systems, a situation which requires more on-the-job training for the older employee.

Recommendations

None.

Purchasing

The purchasing of equipment and materials is under the direct supervision of the chief operations officer (COO). Standard processes are in place including the use of requisition forms and purchase orders. The university normally obtains pricing from more than one source to ensure cost-effectiveness. Once expenditures have been approved by the COO, the department directors or subordinates order or acquire the materials.

The department directors confirm receipt of product and forward invoices to the COO for approval. After invoices are approved, they are forwarded to the accounts payable department for processing.

The COO conducts formal contracting with oversight by the president of the university. The COO and department directors share contract-monitoring responsibility.

As part of the annual audit, a professional auditing firm reviews all purchasing procedures.

Analysis

Strengths

1. There is a quick turn-around time for approval process getting the product to the end-user in a timely manner.
2. Lindenwood University has a record of early or timely payment for invoices, often resulting in significant cash discounts on invoices.

Challenge

Department heads have a tendency to feel less empowered because they do not have the authority to approve expenditures within their departments.

Physical Plant Overview

The main campus of Lindenwood University is comprised of 13 administrative/classroom structures, 12 dormitories, 75 mobile homes, 156 houses, 4 athletic facilities, and several other properties. These numbers change frequently as the university continues to grow and prosper. Lindenwood's Boone Campus in Defiance, Missouri, spans hundreds of acres of wilderness and trails and includes twelve buildings for conferences, classes, and tourism.

Land: More than 420 acres located in St. Charles City, and 1000 acres in St. Charles County (Boone Campus)

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Administrative and

Classroom Buildings: Roemer Hall, Harmon Hall, Butler Hall, Butler Library, Young Science Hall, Memorial Arts Building, Gables, Business Service Center, Southern Air (Wentzville), Lindenwood Cultural and Community Center, Visitor Center (Former Commerce Bank), O'Fallon Senior Center (leased space), Spellmann Campus Center, Field House, and the Success Center

External Campus

Facilities: More than 1,000 acres at our Boone Campus in Defiance, Missouri, which includes the historic Boone family home and many historically significant buildings and implements that make up Boonesfield Village – The area also features hundreds of acres of wilderness preserve, which serve as a natural laboratory for our environmental science and environmental education programs. We have several additional external sites that we describe below under Classroom Facilities.

Dormitories: Sibley Hall, Ayres Hall, Parker Hall, Cobbs Hall, Irwin Hall, Niccolls Hall, McCluer Hall, Blanton Hall, New Men's Hall, Watson House, Eastlick, Stumberg – Residential capacity is approximately 2,500, counting our mobile homes and houses

Mobile Homes: 75 mobile homes in LV2

Houses: Linden Terrace (83 units), Kingshighway Houses (4 units), Duchense Houses (5 units), First Capitol Houses (64 units)

Athletic Facilities: Robert F. Hyland Performance Arena, Fitness Center, Hunter Stadium, Field House, Softball and Baseball Fields

Maintenance

Facilities: West Clay maintenance building, First Capitol Drive facility, various storage garages around campus

Other: President's House, Alumni House, drive-in-theatre property, frontage on First Capitol Drive, Lindenwood University Club, commercial properties in First Capitol Drive relocation area, Daniel Boone Home and Village, McGregor house and acreage, vehicle repair facility on West Clay street

Over the past several years Lindenwood University has completed extensive remodeling of existing buildings and has constructed many others. We purchased more real estate to create additional housing space and to enhance the physical appearance of the immediate vicinity surrounding the campus.

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The following is a list of projects completed since 1994:

- remodeling of Niccolls Hall
- additional space added to Irwin Hall to increase housing capacity
- spaces modified in Roemer Hall, Butler Hall, Harmon Hall, Lindenwood University Cultural Center, and Young Hall to expand and update classroom and laboratory space
- performance Arena constructed for basketball, volleyball, wrestling, dancing, cheerleading, and for large functions
- old barn and stable converted into state-of-the art Fitness Center and Field House
- new artificial playing surface installed at the Hunter Stadium
- Blanton Hall constructed and opened as a Residence Hall
- new Men's Dorm constructed and opened as a Residence Hall
- a shopping center purchased and converted into our Bookstore, offices, and classroom space
- Lindenwood Village I and II, apartment style housing complexes opened to students
- Linden Terrace, community housing units opened to female and married students
- First Capitol Residential, community housing units opened to male students
- Cultural Arts Center converted into classroom and office spaces
- Spellmann Campus Center constructed, providing dining services, a 24-hour computer lab, career development services, and Lindenwood's radio stations
- Commerce Bank building acquired and converted into the admissions office and Visitor's/Welcome Center
- additional parking added, parking spaces increasing in number from 350 in 1989 to 2420 in 2002
- olympic-class, eight-lane athletic track installed

With the completion of all of the above changes/additions to our campus, Lindenwood University offers a picturesque setting with handsome architectural designs and a beautiful arboretum, which includes the Linden trees for which the campus is named.

The campus is able to meet all of the students' needs, enabling us to provide our liberal arts curriculum to both resident and commuter students. It is Lindenwood University's philosophy to make our facilities, programs, and classes as accessible to individuals with disabilities as practical. University staff members conduct regular inspections of all buildings to ensure safety and address environmental concerns. The St. Charles City Building Inspection Department and Fire Department also periodically carry our routine inspections of our facilities.

The university continues to plan for the future by updating the its master plan. There are many new projects planned for the future including the following:

- addition of dormitory space in Ayres Hall
- construction of a new road surrounding campus to increase traffic flow

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- stadium/concessions remodeling
- addition of space to Harmon Hall and changing entrance to match architectural style to the rest of Campus
- construction of Fine and Performing Arts Center
- construction of four new residence halls

Analysis

Strengths

1. Plans are in place to continue to expand and modify campus to meet changing demands.
2. Continual remodeling and enhancements to existing space occurs to ensure that classrooms are up-to-date and housing is comfortable for the students.
3. Lindenwood University is considered one of the most beautiful locations in St. Charles County.

Challenges

1. It is difficult to add more parking without removal of trees or green space.
2. Some of the adjacent non-Lindenwood-University-owned properties are not well-maintained, taking away from the picturesque setting of campus.
3. Accommodation of disabilities requires extensive modification to older buildings.

Recommendations

None.

Classroom Facilities

The table below summarizes our classroom facilities on the main campus of the university. We have a total of more than 90 classrooms, and the average classroom seat capacity is about 30. But that figure does not convey the great variation in classroom sizes, with the smaller rooms holding only 12 students and the largest ones being able to accommodate more than 100. Notably, the majority of the rooms have technological aids, such as televisions, VCRs, overhead projectors, instructor's computerized control consoles (the "high-tech" rooms), or complete computer laboratories. In 1994, the year of our last self-study, the university had only two computer laboratories and no high-tech classrooms. The amount of progress we have realized in equipping our classroom spaces has been truly gratifying.

Each year we upgrade and refurbish classrooms and laboratories. Most of Roemer Hall's classic learning spaces received new floors, paint, and desks and chairs in 1998, and we overhauled the remaining rooms in that building in 1999. We refurbished and upgraded two science labs in Young hall in 1999 and another in 2001; in 2002, we remodeled and re-equipped our physics lab, and in 2003 we remodeled two labs and two preparation rooms for the biology and chemistry programs.

Classrooms on Lindenwood's Main Campus

Classroom Building	No. of Rooms	Average No. Seats per Room	No. TV Rooms	No. of Rooms w. VCR	No. of Rooms w. Overhead	No. of High Tech Rooms	No. of Computer Labs
Butler Library	2	30	0	0	0	0	0
Roemer Hall	26	33	19	19	18	5	2
Harmon Hall	9	39	3	3	4	1	0
Performance Arena	3	34	1	1	2	0	0
Young Hall	19	37	13	14	14	7	2
Memorial Arts Parlor	3	27	1	1	1	0	2
Campus Center	15	24	0	0	0	12	5
LUCC	15	15	0	7	15	1	2
TOTALS	92		37	45	54	26	13

On our main campus, about 66 percent of the classroom/time-slot combinations are utilized between the hours of 8:00 a.m. and 3:00 p.m. More than 75 percent of those combinations are used between 9:00 a.m. and 2:00 p.m. Since we have dozens of classes that exceed 30 students in size, there are some times during the week when we are virtually at capacity. That is, although a few classrooms might be unused at those times, they are too small to accommodate a typical class of 25 to 30 students. A class-size analysis carried out in the fall of 2002 revealed that the mean number of students in our freshman classes is 29 and that the mean enrollment in our upper-division classes 25.

External sites include the following facilities:

1. Our O'Fallon, Missouri, facility is in the lower level of O'Fallon's senior center. We have 12 well-appointed classrooms there, seven of which are equipped with a television/VCR combination.
2. The Wentzville campus has 11 classrooms overhead projectors and/or VCRs in four of the rooms. In the spring of 2003, we converted two of those rooms to high-tech learning classrooms.
3. The Moscow Mills, Missouri, campus (at the Higher Education Academy) opened in January, 2003, and has four classrooms and one fully equipped computer laboratory.
4. Our South County center is located at St. Anthony's Health Center in South St. Louis. We rent three classrooms from the health center.
5. The Washington, Missouri, center in Franklin County utilizes two classrooms in the Presbyterian Church.
6. The Belleville, Illinois, campus opened to offer adult classes in April, 2003. We have more than 50 classrooms there, including a computer room.
7. The Westport campus, located in St. Louis County, has 14 leased classrooms, eleven of which include an overhead projector, a VCR, or both.
8. The Boone Campus in Defiance, Missouri, has more than a 1,000 acres, on which we maintain an expansive wilderness preserve and environmental studies laboratory and a historical village built around the Boone family home. This site has three buildings that have space and seating for formal classes and seminars.
9. Our extension program at Missouri Valley College has access to any of several standard college classrooms on an as-needed/as-available basis. VCRs and overhead projectors are available for classes offered there.

Chemical Safety System

The majority of the chemicals used for biology and chemistry courses are stored in two locations in Young Hall – Y213 (the biology department prep room) and Y406 (the chemistry department prep room). Chemical are stored in designated cabinets, refrigerators, or freezers, as required. Volatile materials and strong acids are stored in vented storage cabinets.

Chemicals are used in the storage/prep rooms and adjacent classroom labs by biology and chemistry faculty and by work-and-learn students who are assigned to these areas. These students are biology and chemistry majors, most of whom have completed one year of coursework in their fields. One faculty member in each area is designated as the work-and-learn supervisor, but each faculty member works individually with the student(s) assigned to prepare materials for his/her particular courses.

Student lab workers are trained in the proper handling and disposal of laboratory chemicals by the supervising faculty members. They are required to wear gloves, safety goggles and protective clothing as necessitated by the particular materials being handled. First aid kits, eye wash stations, and emergency showers are provided and students are instructed in their use. MSDS are maintained in both prep rooms (Y213 and Y406).

Small quantities of waste chemicals are stored in appropriately labeled containers in both Y213 and Y406. These materials are collected and disposed of by a licensed chemical disposal company on a semi-annual basis (in January and June).

Computer and High-Tech Facilities

Computers

All of our new computer purchases are geared toward providing the most efficient and technically sound computer systems the university can economically purchase for activation in one of Lindenwood University's 13 computer labs. These units provide our students with the fastest and most efficient systems that we can obtain for our classrooms. Lindenwood's computer labs range in size from one to 70 computers, providing our student's immediate and uninterrupted access to both the Internet and Lindenwood's ever-maturing intranet, providing student access to the wealth of information currently available around the campus and the world. In addition, our faculty and staff have computer workstations in their offices and enjoy ready access to all of our information services and systems. Lindenwood's administrative offices are equipped with database, accounting, and communications hardware and software consistent with job assignments in those offices. Our electronic mail capabilities give our university faculty and staff continuous communication access to each other, our students, and the vendors with whom we deal.

Software

The information services department provides and supports most of the commonly used software packages available on the market. In addition, it strives to provide and support the myriad of mission-specific software required to support the diverse requirements of

our teaching faculty. The core software of our campus-wide system is the inter-operable family of Microsoft operating systems and the Microsoft Office suite of products that keeps our university compatible with the broader business and educational environments. We also provide, whenever consistent with the university's objectives and requirements, unique classroom software recommended by our faculty for their students' use.

High-Tech Classrooms

The information services department supports more than 30 high-tech classrooms (counting external sites) already integrated into the university-wide network of facilities equipped to provide integrated, technically advanced, user friendly, multimedia management system wherever possible. These high-tech classrooms consist of a state-of-the-art computer teamed with a full-color projector, stereo speakers, drop-down and overhead viewing screens, and video cassette viewers. Even more advanced high-tech classrooms, available throughout the main Lindenwood campus, provide specially adapted equipment, including but not limited to VCR/DVD combination players and recorders, document cameras, and read/write projectors known as "smartboard" or "smartscreen" read/write projectors.

Infrastructure

To support Lindenwood University's Internet/Intranet Campus Area Network (CAM), the information services department has deployed and supports two 100Mb connections to each student dorm room (but not the trailers, apartments, and houses). These connections run over an ultra-high-speed fiber backbone that provides our students the capability of reaching both the entire campus and the entire world from their personally owned computers.

Challenges

All progressive, forward-looking institutions face both anticipated and unexpected issues. Lindenwood University is not different in that regard. As new products and services become available, the university's IS administrator must evaluate the ever-changing markets and respond economically, but without compromising basic quality of service to the students, faculty, and staff. The IS office has identified short-range goals we intend to accomplish in less than three years. Its long-range objectives are targeted for completion within three to six years depending on the deployment of the necessary technology. These goals appear in Lindenwood's strategic planning document.

Athletics Facilities

Athletics is currently housed in the following facilities:

- Hunter Stadium has Astro Play surface and 6,000-person seating capacity. The football, soccer, lacrosse, and field hockey teams compete in this stadium.
- The field house contains a classroom, locker rooms, coach's offices and an athletic training facility.
- The fitness center includes a three-lane indoor jogging track, weight equipment and machines, aerobic equipment, and a 20,000 square-foot weight room. The

general student body and all athletic teams, including the Lion Line dancers, spirit squad, and cheerleaders use this facility.

- The Hyland Performance Arena is a 3,000 seat arena that houses men's and women's basketball, volleyball and wrestling, as well as cultural, dance, and fine arts events. The facility has offices for six coaches, three athletic trainers, two dance and fine arts professors. Additionally it has three classrooms, a conference room, an athletic training facility, and a 5,000 square-foot VIP lounge.
- The baseball and softball fields are modern and laser leveled.
- The outdoor track and field facility is new and contains an eight-lane all-weather track surface plus additional throwing, jumping and vaulting areas. The track and field teams make extensive use of this facility, but it is also open to the general student population for intramurals and other activities.
- The practice field is located inside the new track and has a grass surface suitable for use by the football, soccer, lacrosse, and field hockey programs. The field is also available for intramurals and other activities.

Analysis of Facilities

The university has spacious, well-equipped facilities for all of its functions and services. Since the early 1990s, we have repaired and upgraded the older buildings. At the same time, we have constructed several new buildings as we were quadrupling the size the main campus. We have begun dismantling and disposing of the mobile homes that housed hundreds of our students across the last 14 years, and we are replacing them with beautiful, state-of-the-art residence halls. Two more residence halls, as well as additional athletic facilities and a fine and performing arts complex, are in the plans for the near future.

We have also increased our off-campus sites from two to eight. In doing so, we have carefully selected buildings that are suitable for teaching and learning, and we have added high-tech and computer-networking capabilities to most of them. Many of these sites have Internet connectivity to our library resources, and we plan to add that kind of access to the other sites in the near future.

The downside of these exciting facilities enhancements is that we now have many times the physical locations and spaces to maintain. We will need to monitor the stewardship requirements of each building and site closely to ensure that we staff and schedule for upkeep in a timely way.

In all of our newly constructed buildings, we have provided convenient access for persons with impairments. We will continue this practice in all future development at Lindenwood University.

Financial Resources

Financial Management and Growth

Financial Management System

The financial operation of the university has functioned very prudently over the past several years. The financial management team, consisting of the president, the chief operations officer (COO), and chief financial officer (CFO), maintains a centralized policy-making process and organizational approach for planning and decision-making. The university's CFO is responsible for the prudent and effective management of its fiscal affairs, such as the assumption of debt, investments, and banking relationships. The CFO and the COO are responsible for recording and directing the university's capital budgeting process, in coordination with the President.

We described and evaluated the overall operation and responsibilities of Lindenwood's business office and the COO in earlier sections of this chapter.

Budgeting

Since the university's programs are tuition-driven, its annual budget is based primarily on estimated student enrollment for the upcoming year. The university takes a conservative approach to financial planning by basing the estimates of student enrollment on a worst-case scenario. These estimates have consistently been lower than actual enrollments.

We project expenditures from actual annual operational costs. These numbers are target estimates only. The CFO, the COO, and the deans of the various disciplines monitor expenditures very closely. The president determines the feasibility of major expenditures in consultation with the CFO.

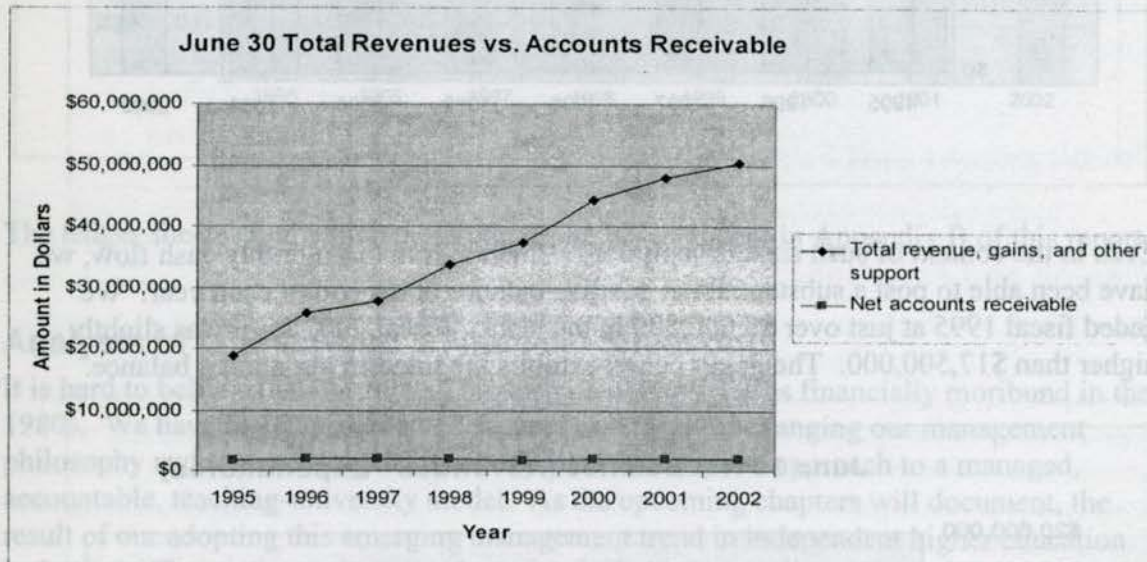
The university's auditing firm, KPMG, issued a Ratio Analysis report in the fall 2002 that compares Lindenwood with 24 comparable educational institutions. Several noteworthy outcomes are cited:

- *Net Income Ratio*, which indicates changes in unrestricted net assets, shows increasing surpluses in unrestricted net assets as compared to other colleges and universities;
- *Educational Support Ratio*, which indicates that support services are using a reduced share of the university's resources as compared with other institutions;
- *Viability Ratio*, which shows that the university is "off the charts" in figures related to the minimization of long-term debt. Currently, the university carries no long-term debt and is at the 3500th percentile relative to comparable institutions.

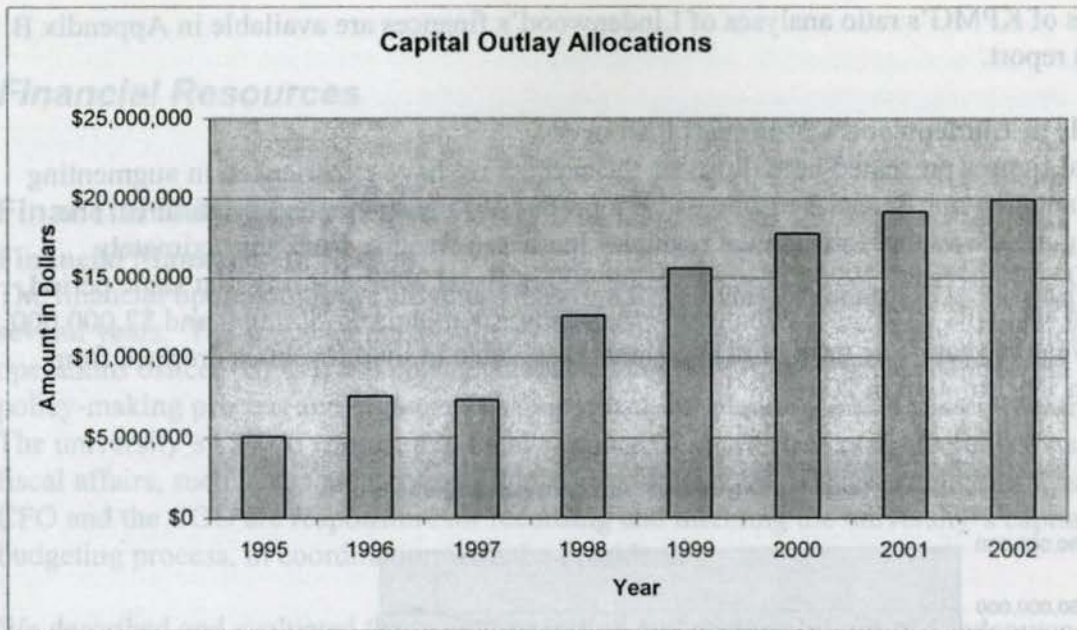
Copies of KPMG's ratio analyses of Lindenwood's finances are available in Appendix B of this report.

Trends in Lindenwood's Financial Resources

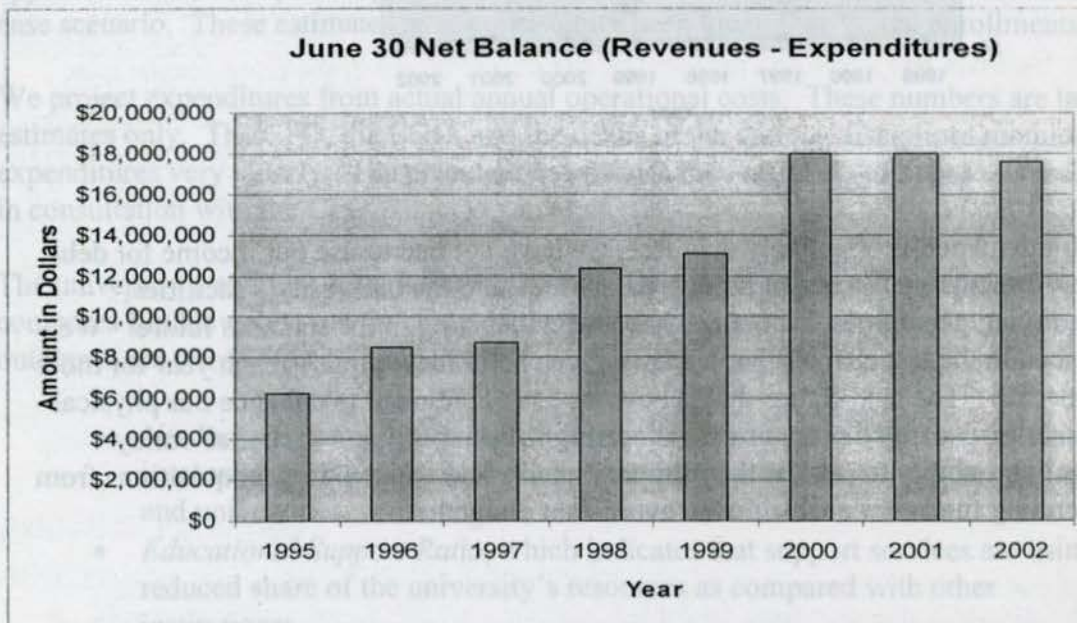
Several figures presented here illustrate the success we have experienced in augmenting and managing our financial resources for a productive present and secure future. The first figure shows that total annual revenues increased steadily from approximately \$19,000,000 in fiscal 1995 to over \$50,000,000 in fiscal 2002. During that same period, our net accounts receivable remained between approximately \$1,800,000 and \$2,000,000 from year to year. The ratio of net accounts receivable to total revenues dropped from .095 in 1995 to .040 in 2002.



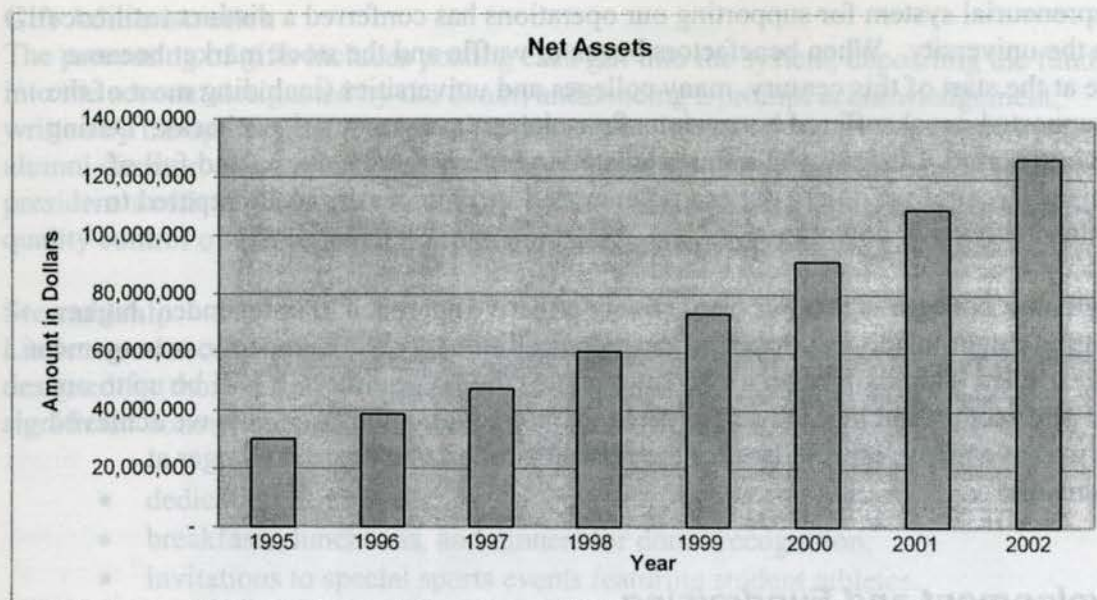
Since Lindenwood is effectively debt free, we have not had to use our income for debt service. Instead, we have been putting the monies into the university's facilities, programs, and personnel. That is, we have been investing in the school's future. We established in the last chapter that we have given solid faculty raises each year for more than a decade. The next figure shows how we have continued to enhance our physical plant and the associated programs by allocating substantial sums to capital-outlay projects. Our ability to pay for these improvements and real-property acquisitions from our operating funds has enabled us to avoid debt altogether.



Even in the context of such sizable capital investments from our monthly cash flow, we have been able to post a substantial net positive balance at the end of each year. We ended fiscal 1995 at just over \$6,000,000 in the black. Fiscal 2002's net was slightly higher than \$17,500,000. The graph below exhibits the trend in our annual balance.



One cumulative effect of continually reinvesting in the university – in addition to improvement in our programs – is that our net assets have grown steadily, as indicated by the final figure in this series.



The ledger sheets upon which these graphs are based appear in Appendix B of this report.

Analysis of Lindenwood's Financial Situation

It is hard to believe that our robust, prosperous university was financially moribund in the 1980s. We have had unprecedented success as a result of changing our management philosophy and methodology from a traditional *laissez faire* approach to a managed, accountable, teaching-university model. As the upcoming chapters will document, the result of our adopting this emerging management trend in independent higher education is that we offer programs that are of progressively higher quality. We provide more and better services and facilities now because we can afford to.

One of our concerns is that we are undeniably tuition-driven. Eighty-eight percent of our total revenues came from net tuition income in 2002. We would like to have contributions and investments provide a larger part of our monetary intake. A university's endowment is a symbol of its financial stability, and a strong endowment inspires the confidence needed to generate even more gifts and enrollments. As discussed later in this chapter, our endowment is growing at a respectable rate. Our recent success continues to produce opportunities for additional success. We have started or restarted several fundraising initiatives – outlined later in this chapter – that will augment gift and investment income.

Paradoxically, one of our great strengths is that we are so tuition driven. We have learned how to earn revenues under any circumstances through enthusiastically marketing and delivering high-quality services. Being tuition-driven has taught us to invest our year-end reserves in product improvement, so that next year will bring a greater return on an even better product. It also rewards us for being student-centered, which we believe is the most appropriate orientation for an independent university to have in any case. This

entrepreneurial system for supporting our operations has conferred a distinct resilience upon the university. When benefactors began to waffle and the stock market became fickle at the start of this century, many colleges and universities (including most of the tax-supported ones) suffered horrendous financial and programmatic setbacks. During that same period, Lindenwood's financial status continued to be strong and full of promise. Because we do not depend on unearned income, we are well prepared to withstand economic downturns.

Our greatest concern is that our distinctively effective approach to independent higher education might insidiously revert to the more traditional type of academic management that nearly led us into oblivion in the latter part of the 20th century. It will be up to our board of directors and key university personnel to remain mindful of how we achieved what we have today, especially after the present administrators are no longer at Lindenwood.

Development and Fundraising

Mission and Functions

The mission of the development office at Lindenwood University is to secure and sustain the university's future through solicitation of the following constituencies: alumni, friends, corporations, and foundations. The University seeks grants and gifts to support student scholarships, program, and division needs, campus capital renovations and growth, and endowment building. The development program has five areas of concentration: major gifts development, corporate and foundation solicitation, annual giving, planned giving, and capital funding.

Personnel Structure

There are four full-time and two part-time (.75 FTE) positions in Lindenwood's development office. The *director of development* and *marketing coordinator* report to the *director of institutional advancement*, who reports to the president. The *director of community development* reports directly to the president. The two part-time employees assist the three development officers to implement various fund-raising initiatives during the year. They are also responsible for updating the development office's database.

Processes and Operations

Records Management

The development office uses a database (Razor's Edge) with alumni demographics and friend, corporate, foundation, and faculty/staff information. The office maintains alumni records in a variety of ways, including returned mail, phone-a-thon disclosures, personal contact with donors, and gift information. One full-time staff member focuses on maintenance of alumni records by working on input, verification, consistency, and accuracy.

Gift Administration

The processing of gifts includes posting each gift into the system, depositing the funds into the account designated by the donor, and sending a prompt acknowledgement, written by the appropriate Lindenwood University official, development director, or alumni director. The office sends monthly reports to the business office and the president's office. It also works closely with the business office to provide continuous quality control of gifts entered through our development program.

Stewardship

Lindenwood recognizes donors for their significant contributions at events expressly designed for those acknowledgments. Those events, which facilitate interaction between significant donors and university personnel, include the following:

- dedication ceremonies;
- breakfasts, luncheons, and dinners for donor recognition;
- invitations to special sports events featuring student athletes.

The development office provides opportunities for interaction between scholarship donors and scholarship recipients that assure the donor that their criteria for scholarships are being met. The office coordinates the efforts to ensure that thank-you notes are sent to donors of named endowed scholarships.

Productivity

The development office consistently raises over \$2 million per year in annual, capital and endowment funds (see fundraising figure below) with increased efforts in the area of annual gift solicitation.

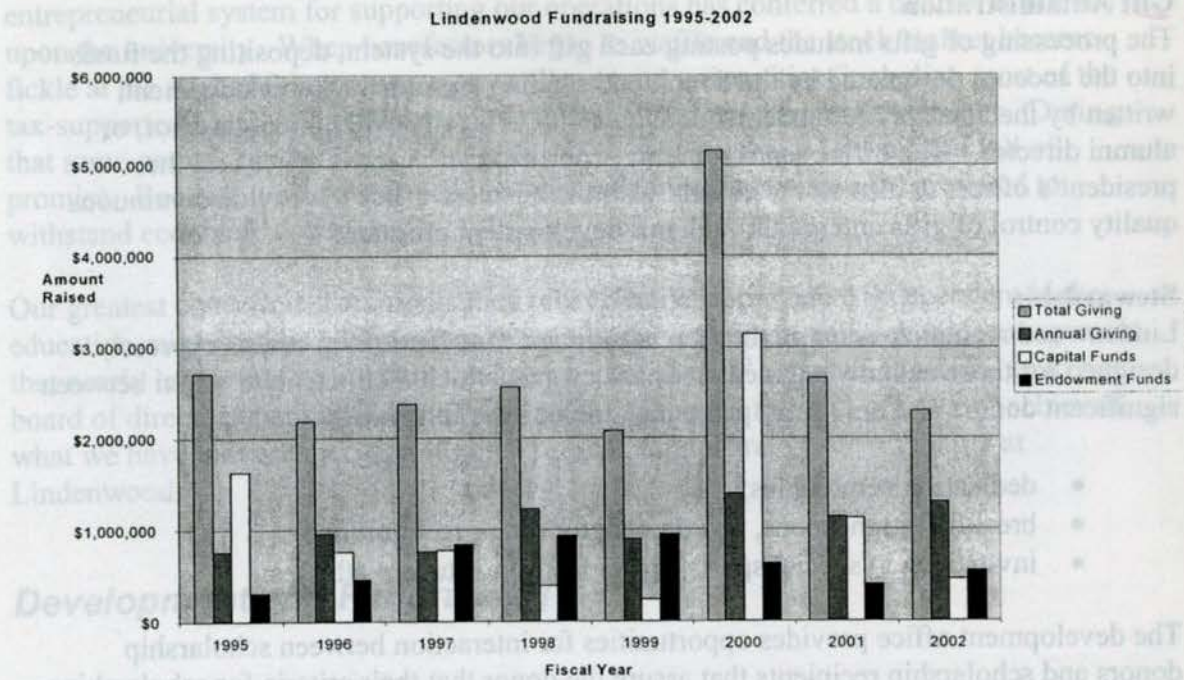
Major Gifts Program

Major gift fundraising is geared mainly to alumni, friends, and local corporate and foundation donors. Because the university has been involved in a seven-year capital campaign (1995-2002; the Heritage Campaign), major gift solicitation has been in the area of capital growth projects and endowment building. The above fund-raising graph shows significant fund-raising in capital projects during the initial stages of each new campaign (e.g., FY 2000 kicked off the Campus Center capital campaign; 1995 was the New Residence Halls campaign). We ask alumni and friends to support university-wide programs such as the building projects including two residence halls and a new student campus center. Lindenwood has relied on a school-based development model, with outside consultants used solely for individual projects.

Planned Giving Program

Lindenwood University has developed a planned giving program that promotes charitable giving through a variety of vehicles, including charitable remainder trusts and gift annuity contracts. We encourage alumni and friends to support Lindenwood through bequest commitments. To ensure the success of the latter program, the university established the Sibley Society, which recognizes individuals who have placed Lindenwood in their wills.

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Lindenwood has also developed linkages with area attorneys, trust officers, certified public accountants, and insurance agents to ensure that planned giving options are available to clients who may wish to consider Lindenwood as they prepare their estate plans.

Corporate Giving

The development office identifies and solicits gifts from national and local corporations and foundations. Development staff members work with faculty and other Lindenwood staff to plan and present proposals. Assistance from members of the board of directors and board of overseers contributes to further bolster alliances with corporations and foundations.

Annual Giving

Lindenwood's annual fund campaign involves extensive direct mail and telemarketing for the majority of Lindenwood alumni and friend constituencies. Development office personnel plan two telemarketing campaigns throughout the year and help develop appeals through the *Lindenwood Connection* and end-of-the-year appeal letters. The office also collaborates with the alumni director to solicit gifts from key alumni members and community friends, who can be helpful in attracting annual fund gifts.

Senior Class Solicitation

The development office sends information to every graduating senior about the paver-stone project, which places brick pavers around the campus as remembrance items. This opportunity is designed to set a pattern of giving that can be enhanced in successive years.

Endowment

We have continued to build the endowment steadily since the last self-study. The 1994 self-study report cited growth of Lindenwood's endowment to \$6,162,380 as of June 30, 1993. By the spring of 2003, our endowment had climbed to slightly more than \$23,500,000, despite the generally dismal stock market since late 2001. This reliable improvement in the symbol of our financial solvency is attributable to excellent financial management, increased giving since the early 1990s, and prudent investments. What is even more remarkable is that this growth occurred during a period of capital funding campaigns for two residence halls and the campus center. We believe that the university's endowment will continue to track in these directions and exceed \$100,000,000 within the next 25 years. Our June 30, 2003 endowment report appears in Appendix B of this report.

Initiatives: 1995-2002

Since the last HLC self-study in 1994, Lindenwood initiated and successfully completed a major fund-raising effort. A \$54 million Heritage Campaign was initiated in 1997, which included annual giving, endowment building, capital improvements and building and program development.

The Heritage Campaign was the largest fund-raising effort in the university's history, and it resulted in an expanded base of alumni, friend, corporate, and foundation donors.

The development office also initiated the Butler and Sibley donor groups, signifying the highest levels of individual, foundation and corporate donors (\$25,000 and above), and alumni and friends who plan to bequeath a gift to Lindenwood in their estate planning. This group of notable donors has grown from eight members in the early 1990s to 145 members in the Butler Society (largest donors) and 139 members in the Sibley Society (estate planning). These programs influence the attraction of additional donors in our stewardship initiative and help our continued efforts to cultivate new donors.

Response to the 1994 Commission Report

The 1994 HLC report advised that additional efforts needed to be initiated in the areas of annual-fund giving and endowment building. Since that time, the university has attempted to further cultivate and attract funding for these two specific areas:

- Unrestricted gifts to the University have increased significantly since the 1993 audited financial statement, which showed \$270,396 in funds received. The fundraising graph shown earlier in this section shows both unrestricted funds and total giving from 1995-2002, with a large part of the restricted funds being dedicated to capital campaign goals.
- The development office has continued to solicit endowed funds, with six gifts totaling over \$200,000 received between 1995 and 2002 and increased efforts to attract an increasing number of smaller alumni endowed gifts.

Analysis

Strengths

1. Lindenwood reached its 175th anniversary in 2002 and is one of the strongest universities in the St. Louis region. The university completed a \$54 million university-wide campaign and is debt-free.
2. The base of alumni has broadened over the past five to seven years, with the university programs producing successful alumni in all career paths.
3. The university has a positive image within the St. Louis metropolitan area and has expanded its educational service base to off-site locations throughout the state of Missouri and, now, in southwestern Illinois as well.

Challenges

1. Lindenwood must improve its alumni giving base in both annual and endowment-directed gifts in order to develop a funding base that will be able to secure a solid future.
2. The development office also needs to cultivate and coordinate fund-raising opportunities with other university departments.

Action Plan

Prior to our country's September 11, 2001, tragedies, the trend in philanthropic giving had been growing as a result of the overall increase of wealthy individuals and corporate surpluses. National patterns are now showing that corporate donations will be changing due to corporate mergers and market losses, thereby redirecting reliance of Lindenwood's efforts toward individual prospects. These trends will influence our fundraising blueprint for the foreseeable future.

Conclusion

Lindenwood University provides a vast network of personnel and facilities to support her students as they pursue their degrees. In fact, all of our offices exist only to serve the academic, developmental, financial, and social needs of our students. Every one of those support components is productive and effective in its service functions.

Lindenwood's facilities are safe, accommodating, and well maintained. We have been engaged in major physical expansion and renovation for the better part of the past decade, and we have plans for even more enhancements of our educational and residential facilities.

Lindenwood's financial status is excellent and robust. Revenues continue to grow substantially each year, to the extent that we are able to invest millions of dollars in the capital and educational improvements annually. Fundraising is stronger than it was in the past, and, though it needs further augmentation, has been sufficiently successful to cover

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major portions of our capital projects and boost our endowment nearly fourfold in the last decade.

We have assembled and implemented the human, financial, and physical resources necessary to fulfill our mission and purposes and to satisfy accreditation Criterion 2.

Spelmann Campus Center



Analysis

Strengths

1. The university has a strong reputation for academic excellence and is a leader in the St. Louis region. The university completed a \$54 million university-wide campaign and is debt-free.
2. The base of alumni has broadened over the past five to seven years, with the university producing successful alumni in all career paths.

Spellmann Campus Center



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Chapter 6

Effectiveness:

Academic Programs

Chapter 6 Effectiveness: Academic Programs

**Criterion 3 The institution is accomplishing its educational and other purposes:
Curriculum and Degree Programs – Part 1**

Overview

This chapter will summarize the diversity of systems Lindenwood uses to deliver the curriculum; evaluate the faculty role in delivering, monitoring, and ensuring quality control in our degree programs; discuss how we assess faculty teaching; describe our approach to general education and its relationship to the university's mission and purposes; and analyze the strengths and areas of concern associated with our academic majors.

The next two chapters also address the question of how well Lindenwood is accomplishing its purposes. Chapter 7 appraises our system of comprehensive student assessment. Chapter 8 examines how effectively we carry out our commitment to student development, co-curricular learning experiences, and community service.

Delivery Systems

Lindenwood offers several different formats of teaching/learning environments. These formats are defined by length and configuration of the academic term, day versus evening scheduling, and dominant pedagogical model used.

Academic Terms

We use various academic-term formats to deliver our programs. Our *academic quarter* is 11 to 12 weeks long, depending on whether the offerings are course-based or cluster-based (see Pedagogical Models, below). The term "quarter" refers to the fact that we can fit four of them into a calendar year, not to the credit units awarded for completion of the courses. All of our courses are credited in standard semester hours, regardless of the particular term structure used. Only our evening curricula use the quarter system.

Our *semester* is 15 weeks long, exclusive of the final-exam week. We offer both day and evening curricula in the semester frame. The fall semester begins in late August and ends in early December, and the spring semester starts in late January and ends in mid-May.

We schedule several seven-to-ten-week *late-start classes* within each semester, adjusting the per-week meeting time to compensate for the shorter calendar. Late-start classes afford students the opportunity to (a) get a restart after a bad start, (b) start the semester late for any acceptable reason, or (c) pick up extra credits toward graduation.

Our *J-term* (i.e., January term) lasts two to three weeks, and the typical student takes no more than three semester hours of concentrated work in that interval. If an undergraduate is a full-time resident student during both the fall and spring semesters, we do not charge him or her for either tuition or room and board during the J-term. Students can make up credits or accumulate extra credits toward graduation during this special term. What's more, some of our faculty members offer novel and experimental courses in this framework. In the 2003 J-term, for example, we offered courses titled "From the Berlin Wall to the Bavarian Alps" (a travel-abroad course), "Women in Literature," "Police Academy III," and "Competitive Intelligence," to name just a few.

We also sponsor three, *four-week summer sessions* each year. Both J-term and the summer sessions usually cater only to day students.

Our students in the professional and school counseling master's programs attend on a "trimester" system. A Lindenwood *trimester* is the same length as a semester, but we offer one in the summer in addition to fall and spring. We use the trimester time frame only in the evening.

Day and Evening Scheduling

Although our core undergraduate students take mostly traditional daytime classes, we offer an extensive range of evening programs. The evening majors include the programs delivered by the Lindenwood College for Individualized Education (LCIE) and all curricula leading to the master's or education-specialist degrees. In 2001-02, about 65 percent of our students were classified as evening students. Since the average course load of our day students is larger, however, 52 percent of our student credit hours were generated by daytime offerings. Nonetheless, we do almost half of our business on the evening schedule.

Our sizable slate of evening courses and programs provides working adults with the opportunity to seek a university degree while they continue their full-time employment; it also helps us fulfill the part of our mission statement that identifies Lindenwood as a public-serving institution.

Pedagogical Models

Course-Based Delivery

We offer most of our classes in the traditional lecture/discussion format, and we base grades in those classes primarily on unit tests and a final exam, along with the usual papers, reports, and projects. We expect our professors to (a) prepare thoroughly for each class, (b) use innovative techniques to engage the students and maximize learning, (c) update their courses at least annually, and (d) conduct a formal assessment of learning (in addition to grade determination) in courses that are core major requirements or key general education offerings.

Cluster-Based Delivery

Our LCIE program departs in many ways from the traditional course-based pedagogy. We instituted the LCIE model in 1975, with the express goal of offering the best possible framework for adult higher education. The HLC team that evaluated the university in 1974 cited the program as an institutional strength and "... unique and well designed."

Our central assumption in building this delivery format was that the education of adults is most effective when it emphasizes the application and synthesis of knowledge. LCIE strives for this ideal by using the "cluster" methodology, in which three related subject areas (each corresponding to a "course") are integrated into one seminar. Each cluster meets for 13 four-hour sessions each quarter, and we require every student to attend and report on one colloquium (i.e., special conference, presentation, or training session) each quarter. The typical cluster involves 10 to 13 students, who interact intensively among themselves and with the instructor during each class session. LCIE instructors use a Socratic¹ method to engage the student and evoke active evaluation, application, and synthesis of facts, concepts, and theories. Many of the cluster meetings are characterized by student presentations followed by vigorous, challenging question-and-debate segments. Although the cluster format requires the students to take very few exams, there are numerous research and writing assignments, in addition to the oral reports. To ensure comparability of the nine-semester-hour cluster to three, three-hour classes, the instructors design assignments that call for substantial self-direction and many hours of reading, thinking, and writing each week.

This approach to adult higher education has two advantages: First it is a pedagogical system explicitly designed for and geared to adult learners who are experienced in the world and (most often) working full-time. In fact, we discourage younger, less seasoned applicants from entering the program. The mature learners in LCIE view the approach as both engaging and relevant, yet challenging, as one can readily gather from reviewing their comments on course-evaluation forms. The second advantage is that the format is accelerated. Someone employed full-time can spend one evening per week in class, organize another 15-20 hours of self-monitored academic work scheduled around his or her busy-adult agenda through the remainder of the week, and earn nine semester hours of college credit in 12 weeks². The LCIE student can thereby complete a degree in about half as many terms as one who elects to take the traditional course-based route to a diploma. It is little wonder, then, that nearly a quarter of our student body pursues a degree through this delivery format.

Because the LCIE system is an accelerated format and the LCIE instructors are not expected to use written exams, as such, we carefully monitor the pedagogical procedures and the learning outcomes. Starting in 2001, LCIE began requiring students in each cluster to respond to a multiple-choice Skills Assessment instrument, which is designed by the instructor to measure how well the student is mastering the chief concepts and

¹ "Socratic method" is loosely defined here and refers to the use of oral questioning and challenges to evoke higher thought processes.

² Clusters have 13 meetings across 12 weeks. Each instructor schedules an extra session at some point in the term.

competencies targeted by the cluster. Additionally, instructors use a descriptor-anchored rating scale to evaluate how well each student has achieved the competency objectives of the cluster.

Quality Control in the Academic Programs: Response to 1994 HLC Visiting Team

Lindenwood is similar to most other accredited universities in its attitude toward quality control of its academic programs: Such quality assurance is of the highest priority. In this section, we will describe and evaluate the policies and procedures we use to accomplish this task.

Faculty Role in Quality Control

In Chapter 4, under "Academic Governance Processes," we reviewed and assessed the role of faculty members and program managers in the oversight of academic programs and preparation of academic initiatives. Quality control starts at the level of individual faculty members as they develop and deliver their courses. Program managers confer with both their division deans and the faculty members in their content area regarding the status and improvement of courses and curricula. Program improvement and course enhancement are topics that frequently top the agendas of the faculty's program-area meetings.

The division deans and the general education committee review course syllabi periodically to evaluate how well those documents meet the formal and content standards of syllabi described on our SOP sheet³ on syllabi.

We require all of our faculty members to distribute course-evaluation questionnaires to their students near the end of each term, and we strongly encourage them to review the students' responses to those forms and use the information to improve their classes.

Grading

Grading is the responsibility and prerogative of our faculty members – period. Although the provost and the division deans will receive and investigate students' grade grievances, the rule is that the academic administrators will not change a grade without the freely given, written, justified concurrence of the instructor. We make exceptions to this rule extremely rarely and only when there are extenuating circumstances and ample supportive evidence. We document all grade changes through the academic services office.

³ Standard Operating Procedure sheet.

Our graduate and undergraduate catalogs define our general grading standards, but the individual professor applies those standards according to his or her professional discretion.

Course Evaluations

The anonymously completed course-evaluation questionnaire used at Lindenwood is made up of two parts. The first part asks the student to provide narrative responses to questions about how well the instructor presented the material, stimulated curiosity, and evoked student participation – with prompts inviting the student to suggest ways to improve the class. The second part consists of seven multiple choice questions requesting that the student evaluate:

1. how well the instructor communicated;
2. instructor's knowledge of the subject matter;
3. instructor's mental investment in the student's understanding;
4. instructor's degree of preparation for class;
5. frequency with which the class met the full amount of time allotted;
6. instructor's consistency in meeting with the class; and
7. overall quality of the instructor's performance relative to other instructors.

Course-Evaluation Procedures

In the next-to-last week of the term, the academic services office gives each faculty member a packet of course-evaluation questionnaires for every course he or she teaches. The faculty member distributes a questionnaire to every student at the end of a class session and absents himself or herself from the classroom while the students respond to the form. The students place the completed evaluation sheets in a manila envelope provided for that purpose. Usually, the last student to finish the questionnaire transports the envelope to the academic services office, which sorts the envelopes by academic division.

Within three weeks of the end of the term, the division deans retrieve their professors' course evaluation forms. The deans read and make notes on each faculty member's results and might also develop some statistical summaries. However, since they carry out those summaries with a pen and calculator, only rarely do they conduct exhaustive statistical analyses for all courses and instructors. We have found that such complete data analyses do not yield much variation from year to year for our experienced faculty members and that almost all members of the latter group receive quite favorable assessments from one term to the next. Indeed, the students' narrative comments often are much more useful than the data averages in the evaluation of our experienced professors. However, if a faculty member's evaluations contain a large number of unexpected negative indicators, the division dean gives additional attention to that set of data and works with the faculty member in question to track down the source of the problem.

The deans routinely scrutinize the evaluations of faculty members who are new or have recently had some problems with their teaching. Although these questionnaires are far from perfect instruments – and certainly are subject to all manner of subjectivity and

personal biases – the data they provide represent the largest (and, very likely, most reliable) sample of information available for assessing students' perceptions of how well a professor is delivering his or her subject matter. A large number of negative responses, especially within the same course, tells us that the faculty member has some kind of problem that must be addressed. In contrast, a predominance of praise with a consistent theme conveys valuable input that can help keep the instructor on a productive track.

Use of Course-Evaluation Results

After a division dean has a chance to look over, assess, and make notes on a set of course evaluations, he or she makes the results available to the professors and encourages them to review their own evaluations at their earliest convenience. If the results reveal a serious problem in a particular case, the division dean schedules a meeting with the faculty member to discuss the nature of the apparent problem and work with him or her to develop a solution. Otherwise, the dean reviews the general results of each faculty member's course evaluations in the annual performance review meetings discussed in Chapter 4.

Evaluative Class Audits

Because of the demands on their time, their teaching obligations, and the key roles they play in our academic programs, our division deans do not have an abundance of time to regularly "sit in on" their professors' classes. But a division dean or his or her designee (usually a program manager) will likely audit a few class sessions of faculty members who (a) are new, (b) are having problems with their teaching, or (c) have asked their dean to give them feedback on their teaching methods and effectiveness.

Course-Evaluation Outcomes: Fall 2002 Summary

The table below shows the mean percent of students giving instructors the highest possible rating on each of the seven dimensions represented in our course-evaluation instrument. The data are from the fall, 2002, terms, and they were collected from both the semester and the quarter students. Interestingly, 83 percent of the students rate the average Lindenwood professor as more effective than average. In general, these statistics reveal that our students have a high opinion of our knowledge and our ability to communicate it to them. Comparisons across academic divisions are not too meaningful because the divisions differ on several variables that would affect these ratings independently of the quality of teaching *per se*.

Percent of Students Giving the Highest Rating									
DIVISION									
Performance Dimension	Arts/ Comm	Education: On-Campus	Education: Off-Campus	Human Services	Humanities	Management: Undergrads	Management: MBA	Sciences	MEAN PERCENT
Communication	82	88	93	79	76	78	72	72	80
Knowledge	86	92	90	86	87	92	88	80	88
Student-Centered	82	91	88	80	75	91	80	76	83
Preparation	85	92	88	85	85	91	88	84	87
Use of Full Time	90	89	88	85	88	98	74	92	88
Reliably Present	96	98	87	95	92	100	100	96	95
Overall Quality	81	94	90	86	82	85	75	74	83

Analysis

We are not completely happy with our course-evaluation questionnaire because it is too focused on evaluating how well the professor is performing rather than on how much positive impact a course is having on the student. In the coming year, we intend to explore possible revisions of the questionnaire that will make it more student- and learning-oriented.

To conduct regular, sophisticated trend analyses of course-evaluation data, we will need to invest in a scanning technology and pair that with computerized analyses. If we assume a mean class size of 26, a division dean who supervises 15 full-time and 10 adjunct instructors has more than 2,200 questionnaires to consider each semester. At the same time, we realize that statistical analyses alone do not provide the kind of informative detail that one derives from inspecting the individual student comments on the narrative portion of the form. Because our deans process the course evaluations "by hand," they become intimately familiar with both the stronger and the less well developed areas of an instructor's service; thus, they are in an informed position to evaluate and improve our teaching force. Although we might benefit from trend analyses made possible through additional technology, we will not abandon the fruitful practice of collecting, reading, and acting on the students' narrative evaluations of our courses.

Hiring, Orienting, Monitoring, and Evaluating Adjunct Instructors

We hire adjuncts based on anticipated need that is determined as each new term is taking shape. The adjunct positions must be recommended by the division dean, reviewed by the provost, and approved by the president. Every adjunct instructor must provide us with a resume and official graduate transcript, which are kept on file in the provost's office. The division deans and their program managers review and approve adjunct syllabi, select and order the textbooks for the adjuncts' classes, and respond to their questions and problems.

We touched on our management of adjunct faculty members in Chapter 4, noting that most of our deans hold informational and training sessions for their adjuncts at least once a year. The provost participates in the large adjunct orientations held annually in the LCIE and management divisions. The division deans assign specific program managers the task of monitoring the adjunct-taught classes in their respective areas during the academic terms. Both the provost and the division deans actively encourage Lindenwood's part-time instructors to contact them by phone or e-mail with questions or problems that arise, and several instructors respond to that invitation each term. Communication between our academic managers and our adjuncts is open and ongoing.

As mentioned in Chapter 4, the Education, LCIE, and Management divisions provide their adjunct instructors with manuals, instruction sheets, or other guidance and training materials that help them get on track with our overall system of teaching and learning.

The division deans and their program managers evaluate adjunct performance on the basis of course evaluations, face-to-face student feedback, and, occasionally, through

class audits. It is the division dean's responsibility to share such information with the adjunct instructors at the end of each term – sooner if necessary. If an adjunct is faltering, the division dean in charge or the pertinent program manager will work with the instructor to correct the problem when possible. Insoluble problems result in our deciding not to offer future contracts. If an adjunct's conduct causes a severe problem, the provost or the instructor's division dean may terminate him or her immediately with the president's authorization. The division dean finds a replacement instructor in such cases.

Quality Control at External Sites: Response to 1994 HLC Visit

Earlier parts of this report, most notably Chapters 1 and 5, list several external campuses and sites at which we offer 50 percent or more of at least one degree program. We also offer all classes required for an MA in Education at 28 K-12 schools in Missouri. The report of the HLC team that visited Lindenwood in 1994 expressed the concern that *there was not enough core-faculty involvement in the quality control of external site programs and dual credit classes offered at high schools.*

Our adjuncts teach most, though certainly not all, of the classes we offer at our various external sites. Full-time Lindenwood professors offer some of the classes at the Westport site, as well at the O'Fallon, Wentzville, and Defiance campuses. We manage the external site courses and adjuncts according to the same basic procedures that we use to facilitate the work of instructors who teach on the main campus. The policies and procedures for hiring and monitoring our adjunct instructors on our main campus, which we described earlier in this chapter, apply to the external sites as well.

All of our adjunct instructors must have their course syllabi – including their attendance, testing, and grading policies – approved by their respective division deans in accordance with the same standards we apply to syllabi produced by our full-time professors. They must assign readings from textbooks selected and ordered by our full-time faculty members in their program domain. Nonetheless the adjuncts are protected by our strong academic-freedom policy, and they may present course content in their own creative ways, just as we encourage our full-time core faculty members to do.

The division deans and provost visit our remote campuses at least once a year – and most sites more frequently than that – to inspect the facilities and interact with the site coordinator. There are two exceptions to this statement: Some of our K-12 sites at which we offer teacher-education MA courses are too distant for regular visits. Second, most of our deans normally do not visit the dual-credit classes offered in the high schools. However, the dean of education visits and observes class sessions at as many of the dual-credit sites as permitted by his schedule and the policies of the respective high schools. Importantly, we also have two full-time employees with faculty rank who monitor and serve as liaisons with those program locations. Those employees are the director for entrepreneurial outreach and the director of program development.

All but two of our external-site coordinators have faculty rank, and they regularly communicate with the admissions office, provost, and academic deans to facilitate delivery and quality control. When possible, we assign external-site students a full-time faculty member as an advisor. However, the site coordinator must be the primary advisor at our extremely remote sites.

We require the use of course-evaluation questionnaires at our external sites, and the division deans inspect and assess the data on those forms each term, just as they do for the full-time faculty members.

Academic Programs and Our Mission

All of our main-campus and external academic programs, from their syllabi to their final exams and program assessment procedures, must flow from Lindenwood's mission statement. We review all new course and program proposals in that framework, and the objectives listed on course syllabi must meet that overarching standard as well. The division deans and the general education committee are responsible for ensuring that syllabi are consistent with the mission statement. The deans' review of this matter is ongoing, and the general education committee conducts its syllabus audit annually as part of the general-education assessment process.

Analysis

Strengths

1. Lindenwood offers a diversity of academic terms and delivery formats to fulfill its commitment to being a public-serving university.
2. Our evening format is well received by the higher-education market, as 65 percent of our student body consists of working professionals who pursue their degrees after hours.
3. The LCIE delivery format is a model to be emulated in adult higher education because it delivers high-quality college programs in an accelerated format that accommodates the busy schedules of working professionals.
4. Our daytime programs remain the core of Lindenwood's mission, accounting for more than half of the student credit hours that we produce.
5. Lindenwood has made the administration of course-evaluation questionnaires mandatory in all classes, and our academic managers use the information on a regular basis to evaluate and improve the quality of our teaching.
6. The division deans and their program managers have instituted and maintained a complete system for hiring, orienting, facilitating, monitoring, and evaluating adjunct faculty members – both those who serve primarily on the main campus and those who do most or all of their teaching at our external sites.
7. We have established a system for ensuring that external sites and programs deliver teaching services and content that are comparable to those provided at the main campus.

Concerns

1. Our course-evaluation questionnaire is in need of revision, to change its emphasis from how well the professor is teaching to how much positive impact the class has had on the student.
2. As we continue to add external sites, we will need to ensure that students at those sites have access to necessary services and that our usual quality-control measures are uniformly and effectively implemented at all of our campuses. We are especially concerned that the remote students receive timely and thorough academic advising and help with their academic problems.

Action Plan

1. We will revise our course-evaluation questionnaire in the 2003-04 academic year, to make it a more student-centered assessment instrument.
2. We will continue to examine how we can ensure first-rate advising and other normal and reasonable services for our external-site students.

Faculty Development and Scholarship: Response to 1994 HLC Visiting Team

We are keenly aware that a university education is not merely a process of having learned people transmit old knowledge to somewhat less learned people. University professors have three vital academic obligations and enjoyments that go beyond the mere conveyance of facts, concepts, and theories. One is the clarification and strengthening of values, which we accomplish through the questions and issues we address in our classes, by serving as examples of professionals with ethical lifestyles, and via the content and pedagogical techniques of our general education program. Another second-order obligation we have to our students and society is to self-actualize as scholars by continually learning new content and skills that will enhance our performance as teachers and subject-matter experts. The third implicit mandate of our vocation is to contribute to the development and organization of thought in our respective disciplines.

We communicate our devotion to values education in many sections of this report, including the section of this chapter that evaluates our general-education program. And we summarized our support for faculty development in the "Human Resources" portion of Chapter 4. Here we will review and assess the technology-education opportunities we have been providing for our faculty members, and then we will consider the role and incidence of scholarly pursuits by Lindenwood professors.

Technology Training Program

Members of our faculty identified a need for the integration of computers into the classroom environment. In 1997, we commissioned the Computer Enhanced Learning and Technology task force (CELT). Its charge was twofold: first, to determine what technology was available and, second, to determine the types of training the faculty

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wanted/needed. The CELT sent a survey to the faculty members and they responded by asking for workshops in multimedia presentations, web page creation, and computer-facilitated enhancements of student learning.

That year we began offering computer training during the semi-annual faculty workshops. The training provided is outlined in the table below:

Year	Month	Training
1997	August	Use of Windows 3.1
1998	January	Netscape
	August	Netscape PowerPoint Web Page Creation
1999	August	Hands-on Use of High Tech Equipment (6 sessions) Smart Use of High Tech Equipment Page Out Library Resources
2000	January	High Tech Equipment (3 sessions) PowerPoint (2 Sessions) Uses for High Tech Equipment
	August	Microsoft Outlook High Tech Classrooms
2001	January	Online Tutorial on Use of High Tech Equipment in Classroom
	August	High Tech Classrooms (2 sessions) Getting Started With WebCT (2 sessions) Advanced Uses of WebCT
2002	August	Microsoft Outlook (2 sessions) WebCT (2 sessions) WebCT Consultation

The agendas for some of these workshops are available in our HLC resource room.

In 1998 the CELT evaluated "High Technology" equipment that should be installed in selected classrooms to enhance learning. Phase I of the plan had the following types of equipment installed in four classrooms:

- Computer with tie to the internet
- Projector
- SmartBoard
- VCR
- Visual Presenter
- Speaker system

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Phase II of the plan added high-tech equipment to four more rooms as well setting up a portable system that could be moved into a classroom for periodic use. That portable system included a laptop computer and a projector.

Phase III of the plan added High tech equipment to four more rooms.

As the task force members talked to professors, it determined that an intranet system was needed for faculty members to post syllabi, lecture notes, and assignments for students. Several online-learning systems were evaluated, including Blackboard and WebCT. Based on the task force's recommendation, we purchased a WebCT license in August of 2000. One-on-one training for faculty began immediately for those faculty members who wanted to use the system that fall. The task force also conducted WebCT workshops in the fall of 2001 and 2002.

We decommissioned the CELT committee late in the fall of 2000 and replaced it with a permanent service center: the Center for Computer Enhanced Learning and Technology. The purpose of this center is to administer WebCT, train faculty on the use of WebCT, and assist with equipment maintenance in the high-tech classrooms. A faculty member oversees the function with work-and-learn students working one-on-one with faculty members.

The center's director has the following WebCT duties:

- creating course shells for faculty members
- troubleshooting problems faculty members have with WebCT
- upgrading the software
- maintaining the license

As trainer for the faculty, his tasks include the following:

- conducting faculty workshops on the general and specific uses of WebCT
- providing one-on-one hands on use of WebCT
- troubleshooting problems faculty members have in designing courses

As maintainer of the high-tech equipment, his responsibilities are to assist with:

- conducting monthly preventative maintenance routines
- overseeing the repair of broken equipment
- upgrading outdated equipment
- developing plans for installation of equipment in other classrooms and on other campuses

In the past year, we added oversight of the Lindenwood University Web page as a responsibility of the center. Work-and-learn students help keep the Web page up to date.

Scholarship and the Teaching University

We take our role as a teaching university very seriously, and we believe that teaching and mentoring must take priority over all other possible faculty endeavors. We are certain

that our students pay us tuition primarily for those services and not to underwrite and encourage scholarly research and publication. Yet it is important for the teaching university to support and recognize scholarship that (a) involves the students in the search for truth and (b) is used to improve our classes as well as contribute new knowledge to academic fields.

Many of our professors are active scholars, researchers, and writers, in addition to being devoted college-level teachers. The table below shows the number of scholarly works produced by Lindenwood's full-time faculty members from 1996 through the spring of 2003. These accomplishments were self-initiated in every case, and we believe they improve the quality of our services to the students by infusing additional excitement and fresh content into our academic programs.

In addition to these formally recognized and recorded works, many more of our teachers regularly engage their students in scholarly projects and papers within the context of both graduate and undergraduate classes. An examination of course syllabi makes this fact obvious.

Number of Scholarly Publications and Presentations by Division and Year⁴

Academic Division	Year							
	1996	1997	1998	1999	2000	2001	2002	2003
Arts/Comm	12	5	6	4	2	1	-	2
Education	3	10	3	11	1	3	10	6
Human Services	-	1	4	1	1	1	1	1
Humanities	1	8	6	5	10	7	16	11
LCIE	4	1	2	3	2	2	3	3
Management	2	1	1	1	1	3	-	-
Sciences	7	3	4	2	5	7	3	8

Our General Education Program

The undergraduate educational program at Lindenwood University consists of three basic components for each student. The first part is the general education component; the second is the declared major and minors. The third component is the elective portion of the student's program, which includes courses taken to broaden the knowledge base or provide support for the majors or minors. The three parts of this educational program are intended to complement and sustain one another. Each of the components should feed back into the others to provide a comprehensive education for the student. The general education program is not to be perceived as a series of hurdles or obstacles for the undergraduate student as he or she travels the path to a major. Instead, it is intended to be the academic foundation of the student's educational program that enhances his or her

⁴ Some of these counts are under-representations of scholarly productivity, as some faculty member known to be regular publishers did not respond to our call for bibliographies.

development as a whole person. Thus, some of the general education courses are not designed for the first two years of the student's curriculum, but instead are to be taken by the student during upper-division class work. The required literature classes are examples of the latter point.

The Nature and Historical Context of General Education at Lindenwood

One of the unfortunate legacies in early Western civilization is that a liberal arts education was originally only for an elite group of citizens. For example, the ideal citizen in Greek civilization was one who did not engage in any manual or practical work. Practical work was for the commoner or slave class. This separation of learning (or learning elites) from practical work has had an influence on Western-education curricular developments up to the present. The pursuit of knowledge for its own sake has been one of the primary goals of many education programs.

Lindenwood has emphasized a different understanding of a liberal arts education for its students. The university follows the legacy established by its founders, George and Mary Sibley, and the American educational pattern, which broke down the traditional barriers between a liberal arts education and practical activities. The Sibleys eschewed the older tradition of a liberal arts education for a group of privileged elite upper class males separated from the workaday world. They recognized that the revolutionary social and economic life of American society was eroding and transforming the older class-based and gender-based distinctions between an upper class elite education and practical work. They highlighted the practical power of a liberal arts education and believed that women as well as men ought to become productive citizens in U.S. society. Through their efforts, the Sibleys abolished the gulf between a liberating arts education and practical knowledge.

Through the decades, Lindenwood has maintained its tradition of emphatically offering a practically-based liberal arts education for all citizens regardless of class background, ethnicity, gender, or religious affiliation. Our general education program offers a well-rounded liberal arts orientation that prepares students for the demands of a rapidly changing global society in the twentieth-first century. In designing our general education program, we recognize that an overly-specialized education, with an emphasis on training in a particular vocation, does a disservice to students. Our broadly-based practical liberal arts program provides the opportunities to develop the analytical skills, critical-thinking abilities, and aesthetic judgments to secure a livelihood, become productive citizens, and contribute to cultural affairs in society.

The students who study here learn to make connections between abstract ideas and empirical evidence that can be drawn upon to develop procedures and policies in the different circumstances they confront in the everyday work. The general education program also helps students appreciate ambiguities and uncertainties in dealing with problems in their personal lives, on the job, and within society as a whole. Throughout the liberal arts program, our students are taught the principles of flexible, analytical, and

reflective thinking, which will enhance their practical activities throughout life.

A liberal arts education at Lindenwood offers students a historical grounding in their own culture and other cultures around the world. This enables them to relate to and make sense of the world around them. It allows them to evaluate political candidates and to understand the media without blindly accepting what they are told. These are practical skills that allow students to become productive citizens.

Another practical skill that Lindenwood's general education program fosters is how to cooperate with and accept other people from different cultural backgrounds. As U. S. society becomes more multicultural, and the expansion of the global economy brings dissimilar cultures together, intercultural understanding is necessarily practical. In addition, the general education program emphasizes the development of sound ethical judgment. Rapid economic and technological developments without ethically-based judgment can engender social and economic problems.

We believe that an ethical orientation in Lindenwood University's general education program is a very practical matter. The recent reports of corporate and political scandals remind us that civic and social responsibility is an extremely important aspect of a student's general education. We recognize that the failure in higher education to encourage and transmit a firm ethical orientation for students can have devastating consequences for U.S. society. In a complex postindustrial society, the responsibilities of citizenship and of professional life within the private or public sector demand a sophisticated moral and ethical compass. Our general education program enables us to provide students with this values-based guide as an essential adjunct to the more technical aspects of their professional development in particular fields. We intend to equip our students with the ability to grasp and to act on the civic and social responsibilities that will accompany their professional and personal lives. We want to increase our students' awareness of the moral and ethical ramifications at stake in their personal and professional choices and equip them with the skills to weigh evidence in the execution of their personal and social responsibilities. In our general education program students learn to assess and weigh evidence in science, social science, the humanities, and the arts. In doing so, students will strengthen their capacity for virtuous thinking and acting. It would be absurd to claim that our general education program can provide a guarantee against unethical behavior, fraud, or malfeasance. Nonetheless, we are determined to promote social responsibility among our students through a concerted effort by the faculty members who teach our general education courses.

Overview of the General Education Requirements

Lindenwood students pursuing the BA or BFA degree have the following general education requirements:

Writing: two English composition classes, usually taken in the freshman year (6 semester hours)

Oral Communication: One 3-semester-hour class

Humanities: two literature classes and a philosophy or religion class (total of 9 semester

hours)

Fine Arts: one 3-semester-hour class

Civilization: includes a world history class and either two foreign language classes or two cross-cultural classes (total of 9 semester hours)

Social Sciences: one American history or government course and two classes from other social science disciplines (total of 9 semester hours)

Mathematics: one course in college level mathematics (3-5 semester hours)

Natural Science: two courses (one with a lab) from different disciplines (7-8 semester hours)

Thus, our BA and BFA degrees require 50 to 52 hours in general education experiences.

Students pursuing the BS degree have a similar set of general education requirements, except that those students do not have a cross-cultural requirement as such. (Many of the general education classes include multicultural content and issues, however.) Instead, the BS aspirants must take an additional course in both natural science and mathematics. The total number of general education hours is about the same as that of the BA degree, but clearly the emphasis is on a stronger science component at the expense of a reduced "civilization" component. Because today's world is so multicultural, some of our faculty members have a serious concern about this difference.

Within the general education program we have developed both goals and objectives for our students. The goals of our general education program are based on lofty, "abstract" aspirations and ideals that we, the faculty and administration, desire for our students after completing their education. The goals are *not* measurable with any accuracy and only represent our ideals and aspirations. However, the objectives that we have developed are outcomes that are measurable. In other words, in calibrating effectiveness and assessing our general education program, we have developed objectives or outcomes that can be quantified for comparison and evaluative purposes.

Lindenwood's general education goals specify that our students will achieve the following:

- **develop** as more complete human beings, who think and act freely both as individuals and as community members.
- **gain** the intellectual tools and apply the range of perspectives needed to understand human cultures as they have been, as they are, and as they might be.
- **apply** the basic skills – listening, speaking, reading, writing, researching, observing, reflecting, and other forms of intellectual interaction – needed for productive study and communication of ideas.
- **acquire** the propensity for and ability to engage in divergent and creative thinking directed toward synthesis, evaluation, and integration of ideas.
- **apply** analytical reasoning to both qualitative and quantitative evidence.
- **acquire** guidelines for making informed, independent, socially-responsible decisions, respectful of others and the environment, and develop a willingness to act accordingly.

The reader can find the measurable objectives that reflect these general goals in our *General Education Handbook*, which also presents detailed descriptions of the general education requirements and the options available for meeting them.

We will evaluate our general-education assessment system in Chapter 7.

Comparative Analysis

To assess both the adequacy and distinctiveness of Lindenwood's general education program, we compared our curriculum with that of several other universities in eastern Missouri. We discovered that there are different varieties of general education models in this region. There is a traditional, values-oriented approach found at many of the independent schools. This is the one that is most closely aligned with Lindenwood's paradigm. The conventional state-school model contrasts by leaning, ostensibly, toward values-neutrality. We also discerned a modified state-school approach that resembles the general education model of many private colleges, in that it includes philosophy and history units so often associated with the independent schools. Finally, there is a *laissez-faire* approach that calls for a quota of general studies hours but offers almost no direction for the student.

Most of the universities we examined require about 50 to 54 hours of general education, which is comparable to what we stipulate. Relative to most of the other institutions, we tend to more often insist on a strong history component (optional at many schools) and a cross-cultural element (in our BA and BFA curricula). U.S. history, in particular, is most commonly an optional general education course where it is not omitted altogether. It is our position that becoming steeped in the historical principles underlying the evolution of one's nation helps strengthen a number of character traits that are important to moral maturity and citizenship. Accordingly, we view our U.S. history or government requirement as an essential ingredient of the student's general education.

Some of the schools also specifically mandate college algebra for part of the mathematics requirement. We include algebra as an option, but several years ago found that it was not a very useful quantitative experience for most of today's college students. We have, for some time, provided many applied-mathematics alternatives to the algebra within the mathematics component of general education.

We have a well-balanced general education curriculum that is at least as strong as that of neighboring schools. This program is consistent with our mission to educate the whole person, and we believe it provides the foundation of a liberating arts education with a long shelf life.

Overall Analysis of General Education

Strengths

1. Lindenwood University has been able to avoid the fractious conflicts that have immobilized other colleges and universities over questions such as what makes

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- up the educational “canon.” We have been able to develop a general education program that seeks a middle ground between a traditional “Great Books” program and more specialized, career-oriented, marketplace driven curriculum.
2. The faculty and administration are in agreement that Lindenwood students need a common body of knowledge along with practical skills and personal qualities that foster a lifetime of learning and career development. For example, we have a general education requirement for two literature courses that will give students a sense of intellectual and literary developments in Western and non-Western societies. In addition, we maintain a two-course cross-cultural requirement for the BA and BFA degrees that involves either the study of a foreign language or two courses with cultural content other than American society.
 3. We maintain courses in world history and American history or government, and we support a strong philosophy/religion requirement that gives students a broad values and spiritual foundation for life-long learning. Many other universities and colleges are abandoning these types of course requirements as too impractical and ethnocentric. Lindenwood recognizes the practical aspect of these courses that are derived from the Western intellectual ‘canon,’ as well as that of other course requirements in the arts, sciences, mathematics, communications, and the social sciences.
 4. Our general-education program is broad enough to truly “educate the whole person,” and its emphasis on the application of timeless principles purposely encourages the students to carry the practical side of their general education into their everyday lives.

Concerns

1. Contrary to popular preconception, we believe that graduate programs should also have general education components – that is, general competencies that any student educated at the master’s level or higher should develop along the way. Yet we have not methodically identified and assessed such competencies in our own graduate curricula.
2. We feel that we have not developed incisive rationales for our undergraduate general education requirements. We can easily voice or pen the philosophical, mission-centered justification for our requirements, but we have not yet formulated more analytical and evaluative reasons for many of our general-education standards.
3. We are disturbed by attempts of the state government across the last decade to impose a common general education blueprint for all colleges and universities in Missouri, both tax-supported and independent. We believe that the missions of independent schools are distinctive and diverse and that the educational foundation of their curricula should flow from their unique purposes, not from a “one size fits all” mentality.
4. Many of our faculty members question whether elimination of the cross-cultural requirement in the BS degree is in the students’ best interest.
5. We question whether requiring just two English composition classes is sufficient to bring all of our students up to a proficient level of writing skill. Casual

observation suggests that a significant minority of our undergraduates would benefit appreciably from a third writing course after the freshman year.

Action Plan

1. We have begun to identify graduate-level competencies that might serve as general-education standards, and this year we will further develop a rationale for graduate-level general education expectations.
2. We are presently in the process of refining and deepening the underlying rationale for our general education requirements.
3. We intend to dialog with other independent universities and debate with selected government offices and agencies on the importance of independent schools' having the autonomy to set their own general education requirements in keeping with their unique missions.
4. In the 2003-04 academic year, we will explore possible resolutions for the concern about not having a cross-cultural requirement for students pursuing the BS degree.
5. We plan to introduce a junior-level "professional writing" requirement, which competent writers can test out of. Students who need further development would be enrolled in this additional writing class.

Lindenwood's Academic Majors

Arts/Communications Division

The arts/communications division has 21 full-time and 18 part-time professors. In the fall semester of 2002 the division offered 22.0 percent of our undergraduate classes and 8.9 percent of our graduate classes. It graduated 110 students in 2001-02.

2001-02 Head Count of Students in the Arts/Communications Division

Art	Dance	Fashion Design	Music	P/A Theatre	Communications
102	25	40	52	80	453

Art

The Art program at Lindenwood University is a broad-based curriculum of studio and academic coursework that provides a sound basis in art history, studio art, fashion design, and graphic/computer art. Through the theoretical and practical study of traditional two- and three-dimensional aesthetic principles, art history and critical analysis, the student attains knowledge and skills sufficient for advance in the modern marketplace. Within the program there exists a unique breadth of studio experience that facilitates the effective combination of the inclusive liberal arts education with the analytically based professional education.

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Bachelor of Arts	48 hours	Master of Arts	36 hours
Bachelor of Fine Arts	60 hours	Master of Fine Arts	60 hours

Strengths

The strengths of this program include the following:

1. a well qualified faculty;
2. the great breadth of the curriculum;
3. a community environment among students and faculty that promotes honest and constructive critiques;
4. a focus on the development of student's individual style supported by mastery of skills;
5. a capstone course that focuses on the "how to's" of securing employment and exhibitions;
6. plentiful internship opportunities;
7. admission of part-time graduate students, which encourages teachers and individuals otherwise employed to participate in the MA and MFA programs;
8. the international student contingent.

Concern

It will be a challenge to secure the expanded facilities for art studios, a development we anticipate will be necessary in the near future in connection with the planned conversion of Harmon Hall into a center for management programs.

Recommendations for Improvement

The art faculty would like to expand visiting and guest artist series, improve publicity and access for and to on-campus exhibits, and revisit the question of course limits and contact hours for studio classes.

Communications

The undergraduate communications major offers a wide range of course options that can lead to a degree in corporate communications, mass communications, or communications. Courses are available in areas such as public relations, marketing and promotion management, advertising, media technologies, training and development, video, and writing. Within this framework each major develops, with the help of a faculty advisor, an individualized program of study that best suits his or her individual needs.

The graduate program in communications offers the MA in communications, with emphasis areas in promotions, training and development, digital media, media management, multimedia production, and writing. Students take tracks of courses that correspond to the emphasis they select. Most of the communications instructors are full-time practitioners in the field they are teaching, and discussions and assignments often involve evaluating textbook materials against current real world applications.

Strengths

The program's strengths are a dedicated, knowledgeable, skilled faculty; flexibility allowing students to design a program of study that best suits their individual needs;

small class size; and a writing across the curriculum format that develop oral and written communications skills.

Concerns

Media and technology studies are limited by inadequate access to labs for LCIE students who need it to individually develop projects. Lab access times are limited, and sometimes student lab monitors are unreliable and do not staff the lab when they are scheduled. The limited access problem causes considerable inconvenience and distress for our students.

Recommendations for Improvement

We need a clear staffing strategy for our video classes that will provide a regular, predictable teacher for basic and advanced video clusters. Last minute assignments of "Staff" have resulted in limited enrollment, as many students will not take a class without knowing the teacher in advance. Constantly offering classes without listed faculty creates an image of instability in this area. The program managers in communications are in the process of developing an annual staffing plan that will remedy this problem. Finally, more lab access for students in video and technology courses must be developed to maximize the quality of these course offerings.

Dance

Dance, a key component of the Lindenwood arts program, encompasses a range of course and performance opportunities that enable students to contribute to our society as dance performers, choreographers, educators, and knowledgeable audiences who appreciate the unique ability of the arts to promote understanding. The dance program incorporates and contributes to student activities, educational trends such as interdisciplinary studies and multiculturalism, and the aims of arts/communications division.

The dance major is focused in three major areas: creative, technical, and historical/theoretical. As a baccalaureate program, dance serves students by recognizing that there are many potential careers available to them with a major in the field. Examples include: professional performer or choreographer, educator, arts manager, and health and fitness trainer. Our programs also serve as preparation for dance study at the graduate level, for those interested in careers in higher education.

Strengths

The strengths of this program include the following:

1. a well qualified faculty;
2. diverse ensemble and performance opportunities;
3. advanced choreographic opportunities for students;
4. professional dance company in-residence;
5. annual participation in juried regional collegiate dance festival
6. guest and visiting artists;
7. professional internships;
8. relationship between athletic training and dance and between music, theatre, and dance;
9. an international student contingent.

Concern

The program needs to increase its student census. Yet, when that is accomplished, it will be a challenge to deal with the necessity for additional studio and performance space.

Recommendations for Improvement

The dance faculty members feel that they need to do the following:

1. increase the number of students who major in dance or participate in response to an avocational interest;
2. increase the number of guest/visiting artists to increase the variety of perspectives that the students are exposed to;
3. continue to expand the internship program; and
4. expand performance and studio space.

Music

For those who choose to major in music, two degree options are open to undergraduate students, including the BA in music performance and the BA in music education. The music education program at Lindenwood prepares educators for careers in teaching music in public, private, or parochial elementary and secondary school systems. The goal of the music education faculty is to effectively deliver course work leading to State-of-Missouri-certified programs in music education, including both exclusive certification in either vocal or instrumental music and inclusive certification with the vocal or instrumental endorsement. The faculty strongly suggests that all students in this program choose the certification with the additional endorsement to improve their marketability. Due to the excellence of the music education program at Lindenwood, 100 percent of the music educators who have graduated from the program over the past 13 years have been hired into professional teaching positions.

The music performance program at Lindenwood also prepares qualified students for careers as either professional vocal or instrumental performers. The BA in music performance is designed to equip the graduate with skills as a performer.

The BA in music requires 55-58 hours of music credits. (All students have to earn the degree in music. Teacher certification is an "added value.")

Strengths

The music program has many strengths, which include the following:

1. well qualified faculty members who continue to perform professionally;
2. diverse ensembles and performing opportunities;
3. excellent student teaching placement and job placement statistics; advanced conducting and musical direction opportunities for students;
4. professional internships for performance and music-related business;
5. adjuncts who are working professionals;
6. relationships among theatre, music, and dance; and
7. an international student contingent.

Concerns

The music faculty expressed these concerns:

1. the challenge of finding ways to involve general student population in music as an activity;
2. the need to recruit more band and music students from local high schools; and
3. the need to devise ways to continue providing diverse performance opportunities for students.

Recommendation for Improvement

The music faculty suggests moving the program to the Lindenwood's Memorial Arts Building, where there are several sound-insulated rooms for practice sessions.

Theatre

The theatre major consists of a carefully planned pattern of courses and experiences designed to produce a strong academic background and competencies necessary for the students to either continue more intensive study in a graduate program and/or enter the marketplace of professional theatre. The graduate program is designed to prepare individuals for careers in the theatre as well as teaching positions in secondary and higher education.

The theatre curriculum includes a number of goals and objectives designed to assist the students in achieving the knowledge and marketable skills essential for their development as successful professionals in the field. The nucleus of the major is both theoretical and practical. The theoretical component is satisfied through the following: aesthetic education; historical, cultural, and social content, principally through the fundamentals of aesthetic criticism and analysis. The practical aspect is accomplished through successful implementation and communication of the theoretical via the integrated activity of play production, thus necessitating an understanding and articulation of the major components of a collaborative artistic venture: acting, directing, design, and technical support.

The theatre degrees we offer and the number of semester hours required for each are as follow:

BA in Theatre	51 hours
MA in Theatre	30 hours
MFA in Theatre	60 hours

Strengths

The theatre program has these distinctive features:

1. multiple performance/directing/design and technical opportunities each semester for majors (freshmen through graduate students) and students who have an avocational interest in theatre;
2. an outstanding, experienced faculty;
3. professional internship opportunities in paid and non-paid venues;
4. a diversity of curricula;
5. an international student contingent; and

6. strong interrelationships among music, dance and theatre.

Concerns

The theatre faculty cited these concerns:

1. the need to increase full time residential undergraduate and graduate student population; and
2. the need to secure larger and better-equipped fine and performing arts facilities.

Recommendations for Improvement

The theatre faculty makes the following suggestions:

1. enhance publicity about the academic program and the plays produced by the university;
2. construct a new fine and performing arts facility on the West Clay corridor; and
3. improve community support for Lindenwood's theatre program.

Education Division

The education division has 19 full-time and 55 part-time professors, all but three of the latter being adjuncts. In the fall semester of 2002, the division offered 19.5 percent of our undergraduate classes and 89.1 percent of our graduate classes. It graduated 531 students in 2001-02.

2001-02 Head Count of Students in the Education Division

Early Child.	Elem. Educ.	Second. Educ.	K-12 Cert.	M.A. Cand.	M.A. Ed. Ad.	Cert. Only	Phys. Ed.	Ed.S.
75	350	360	68	1980	406	200	230	40

Early Childhood Education

The Lindenwood University early childhood education program is designed to foster in its students a broad understanding of you children, their families, and society The program serves approximately 50 students each year.

The "Early Childhood Teacher Education Guidelines," a position statement of the National Association for the Education of Young Children, was utilized as a basis for the development of objectives of this program so that the teacher shortage can be addressed through quality early childhood educators.

Strengths

The Early Childhood Program has two major strengths: (a) a requirement of 120 + hours of practical experiences before student teaching and (b) an experienced, knowledgeable faculty.

Challenges

The major challenge of the Early Childhood Program is coordinating each student's programs so that courses are taken when available. Several courses are only offered in the fall or spring, not both.

Recommendations for Improvement

None

Elementary Education

The division of education at Lindenwood seeks to prepare capable, competent, and highly qualified teacher candidates. Our program is based on the Missouri standards for teacher preparation. Students in our program build pedagogy into their established foundation of content knowledge and are encouraged to develop instructional skills and strategies to employ in the classroom.

Strengths

1. Lindenwood University has an excellent reputation within the educational community we serve.
2. Collaboration with local districts affords us the opportunity to address the needs identified and to offer programs and services to resolve issues.
3. Our faculty members have experience in public education and can offer students practical guidance and logical assistance as they approach their career goals; our enrollment continues to grow, as the merits of the programs are communicated to those seeking teacher and/or administrative certification.
4. We hold high expectations for ourselves and for our students.

Concerns

1. The advising folder kept for each student in the program needs to be updated each semester that a student enrolls, rather than only periodically.
2. The curriculum needs to be examined to insure that it continues to address MAP standards as well as to determine that there is no course overlap.

Recommendations for Improvement

The program must

1. keep advising lists manageable, consistent, and accurate;
2. implement programs to foster faculty collaboration and internal support;
3. insure students in the program are prepared for the challenges of teaching and capable of meeting those challenges (and counsel students toward other fields when their skills are not up to par); and
4. create opportunities for students to complete more of their portfolio while their student teaching.

Physical Education

Students may pursue a degree in Education that will lead to certification as an elementary/secondary physical education or health teacher. Successful completion of the planned degree program allows the University to recommend to the State of Missouri the

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certification of the graduate. Following degree completion and passing state mandated exams, students may apply for certification to teach in Missouri. The degree requires 43 hours of Physical Education and 4 hours of Anatomy & Physiology.

Strengths

1. Program requirements exceed State requirements.
2. The great variety of courses prepares students for teaching experiences.
3. Health "add-on" increases employability.

Concerns

1. Students' interests are spread too thin among these pursuits:
 - a. course work
 - b. varsity sports
 - c. work-and-learn requirements
 - d. off-campus work
2. Practicum requirements need to be stressed to avoid last minute rush to complete assignment.

Recommendations for Improvement

1. We must keep our PE advisors current in both the certification standards mandated by the Missouri Department of Elementary and Secondary Education and the university's degree requirements.
2. PE faculty should stress the value and importance of the teaching profession and particularly physical health and well-being.
3. The PE faculty must work with physical education students to stress academics over outside deterrents.
4. The PE faculty must emphasize the importance of academics during the athlete-recruitment process.

Middle School Program

Our middle school program consists of certifications in the areas of English, mathematics, social studies, science, business, and speech/theatre. The middle school education program was designed to provide pre-service teachers with the necessary skills to effectively deal with this age group. Fifty-three hours of professional education course work are required for each program. The subject-specific course requirements have been developed by each division after reviewing the state competency standards for the curriculum in each area. The PRAXIS II study guide was also examined to develop a curriculum that would prepare them for this exam.

Strengths

1. The subject-specific curriculum from each area exceeds the state certification requirements for each area. State requirements state that an individual must have 21 hours of subject contents spread among the discipline. Each division has identified those subject area competencies and defined the course work necessary for their degree program.

2. The program's professors have been successful as middle school teachers, administrators, or counselors, and this ensures that the program's students truly understand the middle-school age group.

Concerns

With the limited enrollment in the middle school education program, classes are sometimes smaller than we would like to have. The program needs to build its student census.

Recommendations for Improvement

Based upon the feedback from the employers of our graduates, we are confident that we have an excellent program in middle-school-teacher education. It is a program in which the pre-service teachers develop a firm pedagogical base. Presently, we have no recommendations for improving this program.

Library Media Specialist Program

Offered at the MA level, the program to certify school library media specialists does include all of the courses required by the Missouri Department of Elementary and Secondary Education and at the same time, incorporates those skills and competencies considered essential by the American Association of School Librarians (AASL). All individuals who enter the program must first hold a valid Missouri teaching certificate. The program requires 39 hours including 30 hours in Library Media course work and 9 hours of core competency course work required by Lindenwood for all who complete a master's degree. This curriculum typically requires approximately two years to complete.

Strengths

1. The program is very practical in its orientation.
2. Individuals who have extensive school librarian experience teach the course work.
3. Course work is standard-based.
4. Program requirements exceed state requirements.

Concerns

1. It is problematic for students to complete their practica while they are either teaching or performing some other duties with their school.
2. Within some courses, computer software used to teach functions such as cataloging and selection/acquisition is not always consistent from school to school.

Recommendations for Improvement

1. Program should continue to be practical in course content.
2. Course work should be evaluated against standards on a regular basis.

Master of Arts Program

The MA degree in education is designed to meet the needs of practicing educators. It builds upon the existing skills and offers new approaches for analyzing contemporary

problems and acquiring new perspectives, techniques, and knowledge. These approaches include a one-to-one relationship with an experienced and highly trained educator; a continuing problem-solving relationship with teaching peers; courses which provide strong foundations for professional growth; and the opportunity to prescribe an individualized program of studies in some cases.

The goals of the program are to produce skilled and motivated educators who will: (a) be more effective in their educational setting, (b) show enriched lifetime commitment to the profession, and (c) view learning as a continuing process of self-assessment, planned improvement, and subsequent evaluation.

Strengths

1. The program is very practical in its orientation.
2. Individuals who have extensive practical experience in specific areas teach the course work.
3. Course work is standards-based.
4. Course work within the program is geared to provide individuals the opportunity to expand, refine, and rediscover effective teaching strategies.

Concerns

1. The program must strive to offer course work that is current, need-based, and consistent from locations within the state to that on campus.
2. The program must strive to balance theory with practical applications. Too much of the former renders the curriculum sterile; yet excessive emphasis on the latter tends to inculcate the students with a prescriptive approach to education.

Recommendations for Improvement

1. The program should continue to combine the practical with education theory.
2. Course work should be evaluated against some standard/s on a regular basis.
3. The program should continue the adjunct-professor orientation sessions that are in place and insist on attendance at all or at least one per year in order for these teachers to keep their adjunct status.

Master of Arts in Educational Administration

The master's degree in Educational Administration meets the needs of those individuals seeking initial certification as an elementary/secondary principal. The program is supported by the Standards for School Leaders that were developed by the Interstate School Leaders Consortium. The program stresses reflective leadership practices to foster effective schools. Skills taught prepare students to assume leadership roles in instruction, management, supervision, and problem solving in a creative and effective manner. Among prominent educators in the state, the Lindenwood program is recognized as the premier program in Missouri. The program requires 36 hours and normally takes about two years to complete.

Strengths

1. Individuals who have extensive administrative experience teach the course work.

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2. Course work is standard based.
3. Program requirements exceed state requirements.

Concerns

None. Graduates have a 99+ percent pass rate on the SLA examination required of each individual working for certification.

Recommendations for Improvement

The program should continue to stress the Interstate School Leadership Licensure Consortium standards as a part of the curriculum.

Education Specialist Program

The educational specialist degree represents a program of organized and approved course work comprising a minimum of 30 semester hours beyond the requirements for the MA in education administration. Completing the course work and passing of the School Superintendent Assessment (SSA) leads to the Advanced Principal/Superintendent certification. The production of a scholarly research project is the final requirement for the degree. Lindenwood has articulation agreements with St. Louis University and the University of Missouri-St. Louis for completion of the doctorate in educational administration which incorporates the credits from our EdS degree.

Response to Concerns from the 2000-01 HLC Focused Visit

The purpose of the EdS Program is to either prepare individuals for professional practice in educational administration or enhance professional practice. Upon admission to the program, students meet with the dean of education who enrolls students and gives them a planned program of study and a thorough description of the program's objectives. Careful mentoring along the way eliminates any confusion about the optimal sequencing of courses.

To fulfill the EdS project requirement, students are encouraged to do projects that are curriculum related or directly related to improvement within their schools. Students are discouraged from doing projects that require data collection using human subjects. Enhancement of student achievement and school-improvement projects are topics that we encourage the EdS candidates to pursue as a part of this program. If an EdS student elects to conduct a project involving data collection, the dean of education will follow university policy regarding pre-evaluation and approval of such projects by Lindenwood's IRB.

We continually monitor the workloads of faculty members who deliver this curriculum, and we regularly give course-load consideration to instructors who work with students in the project phase of degree completion.

Strengths

1. The program is very practical in its orientation.
2. Individuals who have extensive administrative experience teach the course work.
3. Course work is standard-based.

4. Program requirements exceed state requirements.

Concerns

At the present time, we do not have concerns about this program. Graduates have a 99+ percent pass rate on the SLA examination required of each individual working for certification. We will continue to add faculty members to keep pace with the growth in this area.

Recommendations for Improvement

1. The program should continue to be practical in course content.
2. The program should continue to stress the Interstate School Leadership Licensure Consortium standards as a part of the curriculum.

Human Services Division

The human services division has 6 full-time and 3 part-time professors. In the fall semester of 2002, the division offered 6.1 percent of our undergraduate classes and 0.0 percent of our graduate classes. It graduated 45 students in 2001-02.

2001-02 Head Count of Students in the Human Services Division

Criminal Justice	HSAM	Social Work
170	82	42

Criminal Justice

The CJ Program at LU is a non-traditional criminal justice program that offers 24 credits of core courses and six concentrations (of 12-24 credits) in several different areas (Forensics, Legal Studies, Probation and Parole, Law Enforcement, etc.). Students are given an opportunity to complete up to 6 credits in an internship that can be completed at over 75 different locations. The CJ program offers a J-term Student Police Academy and a J-term course in Europe (Comparative Criminal Justice Systems).

Strengths

The strengths of our CJ program include the following:

1. diversity in course offerings and concentration areas;
2. faculty that have worked in the various areas of the CJ system;
3. internship Program with 75 locations;
4. innovative Student Police Academy;
5. J-term to Europe to study Comparative CJ Systems;
6. special topics courses in White-collar Crime, Organized Crime, Ethics, Forensic Investigations and CJ Management;
7. CJ Student Association;
8. guest speakers from the surrounding CJ community;
9. student tours to CJ locations;
10. WebCT online offering beginning Spring '02; and

11. CJ's assessment program.

Concerns

The primary concern is how to respond to the tremendous growth in the CJ program. It is expected that the program will continue to grow an additional 10-15% in the next 2-3 years. The program manager will need to be attentive to this pattern to ensure timely responses to the additional demand for faculty and administrative services.

Recommendations for Improvement

The program will need forensic supplies and equipment for the growing forensic concentration. The program faculty would also like to augment the use of technology in their delivery of the curriculum.

Human Service Agency Management

Currently, the HSAM major requires 25 hours core and 18-24 hours in an area of emphasis. The program is designed to produce entry level human services professionals, typically in organizations such as the Boys & Girls Club, YMCA, Boy & Girl Scouts, and the Red Cross. A strong emphasis is placed on management, particularly fiscal management of non-profit agencies. Certification through American Humanics, a nationally-based organization, is available for students, though not required. Students participate in volunteer activities, internships, service-learning and on-site visits. Guest speakers and hands-on projects in development and management are utilized in class.

Strengths

The staff, including the dean, has nonprofit experience in management, volunteerism, early childhood, and at-risk youth. Currently, the program has good momentum, having changed staffing this academic year. Student involvement is strong as evidenced by the participation of students in revamping Butler Centre, which will become a lab school for HSAM. The assessment of the program has been implemented this year and will provide additional information about the program's strengths.

Concerns

The HSAM program could benefit from restructuring to update the curriculum. The field has moved in two distinct directions: non-profit management and direct service, particularly in early childhood and youth services. Our program needs to reflect these directions to better prepare our graduates for employment. Our faculty, though experienced in the field, needs further experience in classroom technique and course development.

Recommendations for Improvement

Other than pending curriculum changes, participation in American Humanics may need to be reconsidered. The cost of that membership and the restrictions on course requirements may not be a good fit with our current needs.

Social Work

The Social Work program utilizes a liberal arts perspective to promote the understanding of the person-in-environment paradigm of professional social work practice. Students gain direct knowledge of social, psychological, and biological determinants of human behavior, diverse cultures, social conditions, and social problems in their 43-semester hour program. The mission is to prepare undergraduate students for effective entry-level generalist social work practice with individuals, families, groups, organizations, and communities in addition to promoting societal responsibility and social justice. Upon completion of the program, students will also be prepared for graduate education in social work.

Strengths

The outstanding features of our social work program include the following:

1. It has student-centered, hands-on, service-based curriculum based on Council of Social Work Education (CSWE) standards.
2. Its faculty has extensive experience from the field of social work.
3. Its classes are interactive and actively draw from social work practice.
4. Its practicum is 400 hours with social work supervisors at over 30 sites; students are frequently hired from their practicum experience.
5. All who applied to graduate schools in social work have been accepted, and placement in social work jobs has been 99% of all program graduates.

Concern

CSWE accreditation would be required to expand the program beyond its current numbers, and such specialized accreditation would be expensive.

Recommendations for Improvement

The program manager recommends that

1. the Social Work Practice class be divided into two semester classes (SW Practice I & II) to provide students with the expected intensity in skill development and theory acquisition; and
2. CSWE accreditation be pursued if the program is expected to grow in numbers of majors.

Humanities Division

The humanities division has 27 full-time and 6 part-time professors. In the fall semester of 2002 the division offered 17.5 percent of our undergraduate classes and 0.0 percent of our graduate classes. It graduated 27 students in 2001-02.

2001-02 Head Count of Students in the Humanities Division

English	Language	History	Philosophy	Religion/CMS
57	13	75	12	6

Christian Ministry Studies

The Christian ministry studies curriculum is a ministry-preparation program. The vision of CMS is to meet a critical need in Christian churches today: to prepare visionary leaders for the ministry – young men and women who are thoroughly committed to Christian values and biblical authority, equipped and mentored to succeed in real-world ministry, with hearts full of the same faith and pioneering spirit that produced such greatness in America in the past. The CMS program offers the BA in ministry studies, with concentrations offered in pastoral ministry and youth ministry; this degree requires 66 hours of course work.

Strengths

The strengths of CMS include the following:

1. Practical: The program offers ministry training that is hands-on; it offers a ministry internship within a setting where the student is mentored by a successful pastor or youth minister who can model the skills, philosophy, and convictions needed in order to be effective in Christian ministry. Additionally, many of the classes are taught by area ministers currently involved in *doing* what they are *teaching*.
2. Integrative: Too often ministry training is done in such a protected atmosphere that the student has very little personal exposure to the real world – not only of academia where discussion of ideas is unfettered, but also of a variety of world views and lifestyle choices. The fact that we offer Christian-ministry education within a comprehensive liberal arts university enables us to provide a theological education within the context of intellectual diversity, affording the student the opportunity to relate to others who may or may not share the same values and convictions.
3. Trans-denominational: The CMS program does not cater to any single denomination. It proposes to serve the greater Christian community of local churches, thus taking advantage of a range of perspectives and a plethora of gifted leaders whose contributions to ministry training will be invaluable.
4. Values-based: CMS does not intend to be everything to everyone. The program's vision is to train for ministry those who share a set of common theological values – those associated historically with evangelical Christianity. While respecting those whose convictions differ from those of the CMS program, we assert that understanding and appreciating one's own theological values is indispensable for ministry leaders.

Concerns

1. Some students confuse the CMS major with the religion major. Although there is curricular overlap between the two programs, the CMS program is a decidedly pre-professional curriculum, whereas the religion major is a more traditionally academic curriculum that is not aimed at any particular vocation.
2. Recruiting for this program has been inadequate. To date, Lindenwood has only seven students majoring in CMS.

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3. It will be difficult to adequately populate the upper division CMS classes and administer those classes in a cost-effective manner until the student census in the major reaches 30 to 40.

Recommendations for Improvement

1. We must recruit aggressively for the CMS program, especially within local Christian congregations.
2. We must do a better job of communicating the distinction between this major and the religion major.
3. The program manager and executive director will seek alliances with a variety of churches in the greater St. Louis area. This is a time-consuming and sometimes complicated affair. (For example, it is possible for a pastor to be enthusiastic, yet for the congregation to resist an alliance or simply to be uninformed.) Recruitment of students depends to a great degree on the success of this aspect of the program's growth strategy.

English

The English major requires 42 hours of English classes: 24 hours of specified courses, 12 hours selected from a group of four core groups of courses, and 6 hours of electives. Because some of the courses are offered on a two-year rotation, the major takes at least that long to complete. Students can complete the major in four semesters, if they take an average of 13 hours of literature each semester. In such a case, an English major is advised to take the six hours of general education literature courses during his or her sophomore year.

Strengths

The distinguishing features of our English major include these:

1. emphasis on traditional curriculum;
2. dedicated and professional faculty members;
3. individualized attention for all students;
4. large variety of general education courses;
5. emphasis on creative and critical writing;
6. strong assessment program; and
7. balanced curriculum.

Concerns

The English faculty listed these challenges:

1. Syllabi objectives should be more standardized.
2. Grading remains subjective, despite departmental grading scale.

Recommendations for Improvement

Members of the English program will investigate the matters of standardizing objectives and policies for multi-section courses and developing more objective measurement

techniques. They will also consider the possibility of requiring a minimum number of graded writing assignments for each multi-section course.

Foreign Language

Students seeking certification in Spanish or French earn a BA in the language and a certification to teach grades K-12. Included in the program are 24 hours of education courses; 12 hours of student teaching; and 24 hours of required course work beyond the intermediate level including at least 6 hours in conversation and composition, at least 3 hours in culture and civilization of the country or countries where the language is spoken, and at least 15 hours in literature taught in the foreign language. The 15 hours in literature must include the two 300-level Masterpieces courses. Students must successfully complete the required coursework to earn the BA in Spanish or French, and they must successfully complete the teacher-education coursework and pass the Praxis Exam to earn the certification.

Strengths

The foreign language program has many strong points:

1. Communication between the education division and the foreign language department is strong.
2. Students are advised to work with advisors from both areas, and each advisor uses an advising form listing all courses needed for completion of the degree and certification.
3. A representative from the humanities division, in which the foreign language department is housed, serves on the Council of Teacher Education.
4. The dean of humanities stays in close contact with the education division to ensure communication between the areas.
5. Foreign language faculty members have designed their coursework to reflect the needs of students required to pass the Praxis Exam in order to earn certification.
6. Foreign language faculty members are encouraged to take the Praxis Exam in order to understand the type of knowledge required to earn a passing score.
7. During student teaching, students are encouraged to invite foreign language faculty members to visit them.
8. Teachers in the area high schools have been encouraged to arrange for native Spanish and French language college students from Lindenwood University to visit their classes.
9. A scholarship program was established during the 2001-2002 academic year to recruit top foreign language students to the Lindenwood program.
10. Students involved in the language programs at Lindenwood University have the opportunity to travel abroad in order to better understand the cultures of the world.

Concerns

1. Although communication among education and Foreign Language faculty is strong, we would encourage even greater communication in the future.
2. The Lindenwood University foreign language department is small. Due to its size, students are not exposed to a great variety of language teachers.

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Recommendations for Improvement

The foreign language faculty should pursue these objectives:

1. continue to recruit top Foreign Language students into the program and encourage them to earn their teaching certification; and
2. create a method by which subject matter experts consistently observe student teachers in foreign language.

History

The Lindenwood University history program is designed to provide students with a solid background in three areas: world history, American history, and European history. In world history students take two survey classes as well as one of two classes in Asian history. In both American and European history, students take two survey classes and two electives chosen from a wide variety. As well, students are required to take a course in American national government and an introductory course in economics. Course requirements add up to 40 semester hours.

Strengths

1. All of the history professors are committed to teaching as their paramount professional focus.
2. Five of the history faculty members can and do teach History 100, the World History course required of all students at Lindenwood.
3. Four of our faculty members have taught or are prepared to teach geography as a service to Lindenwood students seeking varying levels of certification.
4. Building on the education and work experience of two of our faculty, we have added a museum studies minor to the curriculum.
5. All our history faculty members belong to various professional organizations and remain active as scholars, further enhancing their teaching and students' classroom experience.
6. Four of the program's professors have the Ph.D; the other two are in the final stages of earning their Ph.D.s.
7. Drawing on their respective fields of knowledge, our history professors provide up-to-date and professionally competent coverage of all areas taught.
8. The faculty is committed to providing guidance in and out of the classroom for our students. History professors advise students seeking secondary school social studies certification.
9. All of the history faculty members are committed to assessment as an ongoing process.

Concern

We do not teach courses specifically devoted to African, Middle Eastern, Latin American, and women's History.

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Recommendation for Improvement

We should offer courses in areas not now taught, especially Latin American History, an area in which one of our history professors is certified. We should require history majors to take a course in Ancient and Medieval history to improve our coverage of world history and better prepare those entering social-studies teaching careers.

Philosophy

Lindenwood offers a BA in philosophy. This degree requires 36 semester hours, of which 18 are required core courses in the history of philosophy, ethics, and logic. The program stresses the close examination and analysis of primary sources. The philosophy program supports the mission of Lindenwood by promoting the development of ethical lifestyles and by stressing the development of critical reading, writing, and reasoning skills that are essential to human development and lifelong learning.

Strengths

There are several distinguishing features in the philosophy major:

1. The program stresses a strong core in the history of philosophy, ethics, and logic.
2. Philosophy courses use only original sources when possible.
3. The program allows for independent study courses that allow students to focus their studies on areas not normally covered, or to take courses at times that fit their busy schedules.
4. Small class sizes and independent study courses allow for personal attention to each student.

Concerns

Since the philosophy program has developed genuinely introductory courses and become a formal major, the number of students taking philosophy courses has swollen. The program faces a challenge of meeting the demands of an increasing number of students seeking to meet their general education requirement while simultaneously providing the courses necessary for philosophy majors and developing courses in conjunction with other programs (such as philosophy of science, philosophy of education, business ethics, medical ethics, etc.).

Recommendations for Improvement

The philosophy program could use the addition of a full-time or part-time faculty person to increase the course offerings for majors and non-majors. This would not only help meet current demands but also make the program more attractive to prospective students. Also, to meet the needs of majors and to better prepare them for graduate training, we need to continue developing library holdings in philosophy and related resources. These improvements would also bring the philosophy program closer to developing a M. A. in philosophy.

Religion

The religion program offers general courses in religion for all students, as well as a major and minor in religion. With the increasing recognition of the effect of religion on the world's cultures, these courses of study allow the student to continue in the study of

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religion at the graduate level; combine this study with other majors so that the student has an understanding of how cultures and religions will affect their career or profession; specialize in a related field that is tied to an understanding of religious influence, history, or participation; or, at the very least, come to a basic understanding of the power and influence of religion in everyday life. The major requires 36 hours and the minor 18 hours.

Strengths

The program's strongest points include the following:

1. the academic training and quality of the faculty;
2. the free and open inquiry and discussions in class and in writing; and
3. the scholarly and open-minded fashion in which religion is taught at Lindenwood, which makes this part of our curriculum a central component of a values-based liberal education.

Concerns

There are several challenges to be met in the delivery of this part of our curriculum:

1. This is a difficult domain in which to evaluate achievement quantitatively, due to the subjectivity of thinking and interaction on the topic. This situation makes comprehensive student assessment a great challenge.
2. Some students show little interest in the organized study of religion in a time, culture, and world that are so dramatically and profoundly affected by religion and religious understanding.
3. Few people in our society have been exposed to an academic study of religion, which makes it difficult to recruit religion majors and minors.

Recommendations for Improvement

We need to monitor enrollments in religion courses, which have become large in some cases, and consider increasing the number of religion professors when justified by the enrollments. In fact, in the fall of 2003 we will add an administrative officer with teaching responsibilities in the religion program.

LCIE

The Lindenwood College for Individualized Education has 13 full-time and 112 part-time professors. In the fall quarter of 2002 the division offered 99.1 percent of our undergraduate classes and 71.3 percent of our graduate classes. It graduated 575 students in 2001-02.

2001-02 Head Count of Students in LCIE

Undec- ided	Bus. Ad.	Comm.	Coun- seling	CJ	Geron/ Health	HRM	Info. Tech.	Mort. Man.	Val. Sci.
105	1075	264	499	149	102	248	186	1	8

Business Administration

The BA in business administration is designed for the adult student who has an established career path or who is considering changing his/her career focus. The intent of the program is to expand existing business skills and to provide students with a strong liberal arts and professional business background. The major requires 45 semester hours of business courses.

Strengths

The programs strengths result from its emphasis on the following skills:

1. improvement of writing and oral presentation skills;
2. analytical thinking and the application of same;
3. teamwork and leadership skills; and
4. networking with fellow student professionals.

Concerns

None.

Recommendations for Improvement

1. The program would improve through increasing number of "smart" rooms to facilitate the learning and using of presentation software.
2. We need to increase the marketing of the program to the community. There is a strong market for this curriculum, but Lindenwood has not tapped that population as effectively as we could.

Criminal Justice

The undergraduate program in criminal justice addresses issues in policing, corrections, juvenile justice, and the courts. The graduate program in criminal justice prepares students for supervisory and administrative positions in criminal justice.

The undergraduate program requires the completion of 45 semester hours in criminal justice courses and a one-semester hour culminating project.

The graduate program requires completion of two nine-hour criminal justice clusters, an employee supervision cluster, a management cluster, an elective cluster, and a three-hour criminal justice capstone course. A total of 48 semester hours is required for the degree.

Strengths

1. The program faculty are committed to good teaching and have practical experience working in the criminal justice field.
2. The faculty members in this program take academic and career advising very seriously.
3. The cluster format permits students to engage in critical thinking within a small class setting.

Concerns

The primary challenge expressed by the faculty in this program is remaining abreast of new developments within a constantly changing field. Second, since this program depends so heavily on the services of adjunct instructors, it is important for the program manager to maintain close contact with those individuals to ensure program continuity and integrity.

Recommendations for Improvement

The program manager must stay in communication with adjunct faculty members to assure consistency throughout the program.

Gerontology

The gerontology program helps students understand the complexities and challenges of managing today's aging population. The program is designed to provide a comprehensive study of major gerontological issues facing the workforce caring for the "graying America." Individual clusters allow students to develop their analytical and conceptual skills by enlarging their perspectives and identifying a balance between theory and practice. At the completion of the program students will be prepared to contribute to their organization's goals by effectively administering and developing its resources. The program requirements for the BA in gerontology include 36 semester hours in core requirements and a culminating project in the student's area of concentration. Students pursuing the MA in gerontology must take 45 semester hours with a culminating project/thesis for a total 48-semester hour program.

Strength

The primary strength of the Gerontology Program, as with all LCIE programs, rests with the individual clusters that allow students to develop their analytical, conceptual, and critical thinking skills. All students are encouraged to expand their perspectives and identify a balance between theory and practice.

Concern

The student census in gerontology has dropped to about 15 students.

Recommendations for Improvement

We need to recruit aggressively for this program. The market for gerontological professionals is growing, along with the aged segment of the baby-boom generation.

Health Management

The health management program helps students understand the complexities and challenges of managing today's health care workforce. The program is designed to provide a comprehensive study of the major health management functions. Individual clusters allow students to develop their analytical and conceptual skills by broadening their perspectives and identifying a balance between theory and practice. At the completion of the program, students will be prepared to contribute to their

organization's goals by effectively administering and developing its resources. The program requirements for the BA in health management include 36 semester hours in core requirements and a culminating project in the student's area of concentration. Students pursuing the MA in health management must take 45 semester hours with a culminating project/thesis for a total 48-semester hour program.

Strength

The program has two major strengths:

1. It is the perfect route to educational and professional advancement for the thousands of nurses who wish to advance beyond basic floor duties and enter the management ranks in their profession.
2. It is offered within our accelerated format and therefore has a major practical advantage over competing programs that are locked into traditional delivery modes.

Concern

We have not even begun to tap the vast, poised-to-respond market for these degrees.

Recommendations for Improvement

We must develop and implement a strategic marketing and recruitment program to double the number of students within the next two fiscal years.

Hospitality Management

Designed as a degree completion program for students who have already earned an Associate in Applied Science in hospitality studies, the BA in hospitality services management educates food service professionals in the areas of business and management. The program accepts 66 semester hours of transfer credit from a regionally accredited academic institution and requires the completion of 62 semester hours at Lindenwood. Coursework at Lindenwood consists of 18 hours of general education requirements, 27 hours from the areas of business and management, four hours of practicum work, a 12-hour internship, and a one-hour culminating project.

Strengths

The program has these strong points:

1. It features hands-on training in an actual food-service facility.
2. It emphasizes improving one's writing and oral-presentation skills.
3. It hones teamwork and leadership skills.

Concerns

None.

Recommendations for Improvement

None.

Human Resource Management

The human resource management (HRM) program helps students deal with the complexities and challenges of managing today's workforce. The program is designed to provide a comprehensive study of major human resource functions. Individual clusters allow students to develop their analytical and conceptual skills by enlarging their perspectives and identifying a balance between theory and practice. At the completion of the program, students will be prepared to contribute to their organization's goals by effectively administering and developing its resources. The program requires a 45-semester-hour core curriculum and a culminating project in the area of concentration.

Strengths

The primary strength of the HRM program, as with all LCIE programs, rests with the individual clusters that allow students to develop their analytical and conceptual skills. All students are encouraged to enlarge their perspectives and identify a balance between theory and practice.

Concerns

The primary concern for the program, as with all academic programs, is remaining abreast of current organizational and academic trends and continually modifying the program to meet contemporary organizational needs.

Recommendations for Improvement

It is vital that ongoing communications be between the program manager and the part-time faculty members to assure consistency throughout the program.

Information Technology

The information technology program provides coursework relating to computer programming, networking, operating systems, project management, Web design, Web administration, database design, and software applications. Information technology majors work with an advisor to choose a minimum of 45 semester hours from these areas and may declare an emphasis in networking, programming, or multimedia. The program, which leads to the BA, stresses both theoretical concepts and technical applications.

Strengths

The information technology program is especially strong because it has these features:

1. emphasis on writing skills and technical writing;
2. hands-on experience with hardware and software;
3. teamwork and leadership skills developed in group projects; and
4. preparation to interact with engineers and service providers in the information infrastructure.

Concerns

None.

Recommendations for Improvement

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1. The field of information technology and the related job market are in a constant state of change. Therefore, it is necessary to ensure that the instructors include a sufficient number of professionals currently working in the field.
2. The program has been in place for less than two years. It will be necessary to track the graduates for assessment purposes.
3. Lab space, equipment, and software must be reviewed and updated regularly.

Master of Business Administration and MS in Administration

The MBA seeks to combine the best of conventional academic training with the best of field-based learning. A student electing this "general" approach to the degree simply completes the core MBA clusters, including a capstone course (thirty-nine semester hours), and then selects one cluster (nine semester hours) in a particular area of interest. The degree program consists of 48 semester hours and includes core courses in the areas of accounting, finance, marketing, management and strategic management.

The master of science in administration with an emphasis in marketing or management offers the student the ability to declare a concentration. The student completes five clusters (45 semester hours), four of which are in the area of emphasis, with the fifth cluster being in finance. A three-semester-hours capstone course is also required for this degree.

Strengths

The MBA and MSA programs in LCIE have these noteworthy features:

1. emphasis on improving writing and oral presentation skills;
2. emphasis on analytical thinking and the application of same;
3. emphasis on teamwork and leadership skills; and
4. emphasis on networking with fellow student professionals.

Concerns

None.

Recommendations for Improvement

1. We need to increase number of "smart" rooms to facilitate the learning and using of presentation software.
2. We need to increase the marketing of the program to the community and develop effective sales strategies to reach our market within the community.

Mortuary Management

Designed as a degree completion program for students who have already earned an Associate in Applied Science degree in funeral service, the BS in mortuary management educates funeral service professionals in the areas of business and management. The program accepts 64 semester hours of transfer credit from an academic institution accredited by The American Board of Funeral Service Education and requires the completion of 64 semester hours at Lindenwood. Coursework at Lindenwood includes 27 hours of general education requirements, 36 hours from the areas of business and management, and a one-semester-hour culminating project.

Strengths

The mortuary management program has these strengths:

1. emphasis on improving writing and oral presentation skills;
2. emphasis on analytical thinking and the application of same;
3. emphasis on teamwork and leadership skills; and
4. opportunities to do in-depth research on a specific area of funeral service management.

Concerns

Since the state of Missouri does not require (or even encourage) funeral directors to seek a bachelor's degree, the market for this program presently is weak.

Recommendations for Improvement

We need to augment our marketing of the program, especially to funeral service professionals in the region.

MFA in Writing

The MFA in writing offers personalized instruction in writing in small group settings. It offers exposure to a wide range of writing genres while allowing students to focus on developing a project in their genre of choice. Classes are taught in the LCIE "cluster" format that has served as a successful model for adult learners since 1975. Students pursue a 48-hour program. Thirty-six hours are in four of the five core cluster courses. An additional nine hours are in an elective cluster or in tutorial coursework (a maximum of six hours of tutorial coursework is permitted in a single quarter). The final three hours are devoted to developing a culminating project.

Strengths

Program's strength is its highly qualified teachers, all writing professionals, who are very motivated to work within this context. Also, students in the program are exposed to two or more creative writing genres, including writing for film.

Concerns

Since the program is new, it remains to be seen how many students it will attract.

Recommendations for Improvement

None.

Professional and School Counseling

The MA in school counseling is a 48-hour graduate program to prepare students for certification as professional school counselors. The curriculum provides students with a broad base of psychological knowledge and theory and integrates these with extensive training and practice in developing, managing, and evaluating comprehensive guidance programs as well as providing individual and group counseling. Qualified graduates interested in further training are well equipped to pursue doctoral studies at other institutions.

Strengths

The program's strengths include the following:

1. strong academic training with broad opportunities for applied clinical practice;
2. diverse faculty with broad academic and clinical experience;
3. outcome-based curriculum – modifications based on assessment data and evaluations; and
4. student-oriented program.

Concerns

The program's areas of concern include these items:

1. unevenness of entering students' academic and writing abilities; and
2. need for assessment of students' counseling across the curriculum.

Recommendations for Improvement

1. The program needs to develop a means of assessing students' writing ability as part of the admissions process.
2. The program should require the administration of a skills assessment in specific courses.

Management Division

The management division has 19 full-time and 29 part-time professors. In the fall semester of 2002 the division offered 13.5 percent of our undergraduate classes. In the fall quarter of 2002, it offered 26.1 percent of our graduate classes. It graduated 286 students in 2001-02.

2001-02 Head Count of Students in the Management Division

Acc.	Bus. Adm.	Finance	HRM	Int'l Bus.	MIS	Mktg	Poli. Sci.	Pub. Mgt.	AgriBus.	Sports Mgmt.
90	718	67	29	37	92	122	44	27	2	77

Accounting

The accounting program within the management division provides both undergraduate and graduate students with a selection of courses covering the variety of fields that exist in the accounting profession. To earn a BA in accounting, undergraduate students must complete a total of 27 semester hours of approved courses beyond the core requirements. At the graduate level, core, concept and elective courses are offered for the MBA and other graduate degrees. MBA candidates may receive a concentration in accounting by completing the eight required core courses and four additional three-hour accounting courses. An MS in accounting degree can be received by completing 15 hours of approved accounting electives.

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Strengths

The accounting program is comprehensive in scope and its courses are well-coordinated with other courses within the management division. The core courses in the accounting program prepare students for entry into the diverse areas of the accounting profession: public accounting, private / industry accounting, and governmental / not-for-profit accounting.

Concerns

None.

Recommendations for Improvement

It would be helpful to facilitate a course scheduling program that would assist students in their planning for completing the 150-hour requirement for the CPA exam. This could potentially include linking the accounting program with MIS and finance through concentrations or double-majors.

Agribusiness

Agribusiness is the business of food and fiber production and the technology necessary to change a raw material (a commodity) or an idea into a new product or business for the world's consumers. A total of 21 semester hours of agribusiness courses must be complete beyond the core requirements for a major in agribusiness.

Strengths

There are many job opportunities associated with the agribusiness degree. Worldwide population projections indicate 10 billion food and fiber consumers by the year 2020; with more than 20,000 agribusiness jobs going unfilled because of lack of skilled professionals.

Concerns

1. Agribusiness is a start-up program with not enough students to fill a classroom.
2. Competition with University of Missouri's agribusiness program is very challenging.
3. Among the general undergraduate student population, there is a lack of understanding of the job opportunities associated with an Agribusiness degree.
4. Presently we do not have full-time agribusiness-degreed personnel to support, promote, and manage the program.

Recommendations for Improvement

None.

Finance

The Finance Program within the management division provides both undergraduate and graduate students with a wide variety of courses covering the field of finance. Core, concept, and elective courses are offered for the MBA and other graduate degrees. MBA candidates may receive a concentration in finance by completing the required core course and four additional three-hour finance courses. Undergraduate students receive a major in

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finance by completing a total of 21 semester hours of approved finance courses beyond the core requirements. An undergraduate concentration is also available in finance, requiring the completion of 12 semester hours of approved finance courses beyond the core requirements.

Strengths

The Finance Program is comprehensive in scope, and its courses are well-coordinated with other courses within the Management Division. The faculty is highly competent and brings both academic training and first-hand business experience to the classroom.

Concerns

None.

Recommendations for Improvement

Additional offerings in real estate finance and entrepreneurial/small business finance may add important specialties within the finance program. (Real Estate Finance will be offered in the Fall Quarter, 2003.)

International Business

The undergraduate program in international business offers the student a broad perspective and understanding of the globalization of business and the significance of competitiveness in today's business world. The program requires 42 semester hours.

The graduate program in international business offers the student advanced education in the nature, theory and the major issues facing U.S. businesses dealing in international markets. A minimum of 12 hours in the graduate series in international business is required as a part of the MBA program of 36 hours including the business core.

Strengths

Most of the full-time and adjunct faculty members in both the graduate and undergraduate programs have experience in the international business area. In addition the international students we have in both programs add a great deal to the classroom environment with their knowledge of various nations and specific practices in those nations.

Concerns

Several courses are offered as independent studies due to a lack of a sufficient number of enrollees to offer a traditional course.

Recommendations for Improvement

It would be desirable to have a full-time faculty member whose primary focus is to develop and recruit for the international business program.

Marketing

The marketing major, like Lindenwood's mission, is a values-centered program in that it leads to the development of the whole person – an educated, responsible citizen of a

global community. Marketing majors are provided with a broad introduction to marketing concepts, the role of marketing in society and in organizations, and the various factors that influence marketing decision-making. While they are exposed to and expected to learn the "language" of marketing (that is, terms, concepts, and framework), they also explore, throughout the curriculum, questions such as: What is marketing? Who uses it and why? What role does it play in the organization? What role does it play in society? The undergraduate marketing major requires 48 semester hours in business courses, and the master's degree requires a minimum of 36 semester hours.

Strengths

The strengths of the marketing program include the following:

1. a personalized approach through small classes and close relationships between faculty and students; and
2. faculty who blend business concepts and theory with real-world applications.

Concerns

1. The ever-increasing number of marketing majors places greater demands and expectations on the two full-time faculty members in the areas of advising, counseling, networking, etc.
2. Changing technology in the business world places greater emphasis on the use of technology in the classroom (i.e., increased need for "smart" classrooms), which the program must strive to implement to an increasingly higher degree.

Recommendations for Improvement

The program will benefit from encouraging and supporting opportunities for full-time faculty members to establish relationships with industry professional organizations, such as the American Marketing Association.

Management Information Systems

The MIS program is designed to prepare both undergraduate and graduate students for careers in the rapidly changing field of information systems. Undergraduate students are required to complete 21 credit hours of approved MIS courses beyond the business administration core, which consists of 36 credits. The undergraduate course offerings emphasize skills and techniques needed to analyze, design, and program information systems to support decision making in business organizations. MBA students may receive an MIS concentration by completing 12 credit hours in management information systems beyond the MBA core. Graduate students may also earn an MS degree in management information systems, which requires completion of a 3-6 hour thesis.

Strengths

1. Adjunct instructors who teach the majority of MIS courses are professionals in the field of information systems.
2. Students benefit from their instructors' real-world perspective and state of the art expertise.

3. Integration of MIS courses with the business core provides for a comprehensive program that fosters interest in and need for continuing learning.

Concerns

Current elective offerings are limited and undergraduate students majoring in MIS take evening courses taught on a quarter system. Offering MIS courses during the day on a semester basis would benefit our current students and improve retention.

Recommendations for Improvement

Expansion of current list of electives would be advisable. Additional offerings in Web development and networking would make the program stronger and better prepare students for challenges faced by information systems graduates.

Political Science

The major in political science requires 33 semester hours. The major is designed to prepare students for graduate school and law school. Heavy emphasis is placed on having the students learn methodology as well as core concepts. Attention is also placed upon having the students develop an appreciation of the inter-relationship among courses within the major.

Strength

A very high percentage (over 50%) of our graduates go to graduate and law school.

Concerns

None

Recommendations for Improvement

None

Public Management

The public management program is a 36-credit hour MBA consisting of two tracks: One has eight required courses and four elective courses; the second has eight required courses, two elective courses, and a thesis worth six credit hours. The program addresses skills such as critical reading, analytical thinking, ability to do research, ability to apply quantitative knowledge, and ability to use the Internet well.

Strengths

This MBA appears to be useful to career advancement. In addition, it prepares students particularly well for the pursuit of advanced degrees. Several of the graduates went on to receive additional graduate degrees.

Concerns

None.

Recommendations for Improvement

None.

Retail Management

The curriculum focuses on the retailing, marketing, and merchandising functions within a diverse retail business industry. This curriculum includes an in-depth study, analysis and practical hands-on experience and application of the following: planning, design, human resources, merchandising, operations, customer service, sales, consumer behavior, integrity and ethics in business, distribution, pricing and leadership. The retail merchandising program offers both retail merchandising students as well as marketing student's opportunities to confidently develop the necessary skills and knowledge to secure a career in retail merchandising.

Strengths

1. The program is comprehensive and thorough in its approach with the latest information, trends, and applications in retailing today. In addition, the retail program is integrated into the broader areas of marketing, advertising, and promotion management and serves as a useful and popular source for diverse business electives for many students. In addition, the retail merchandising program offers students many excellent opportunities to move into sales, service, advertising, and operations in retail management, merchandising, marketing, advertising, and other business-related fields.
2. The knowledge and immediate applications that students gain through extensive in-class work and external internships provide success after graduation.
3. The retail merchandising students are provided with the most important up-to-date tools needed to lead with confidence and present effectively, manage and motivate people, plan effectively, operate a business and to produce increased sales continuously during very competitive times.
4. The retail merchandising students are provided with the necessary courses and education to move into the Lindenwood graduate program with confidence.

Concerns

None.

Recommendations for Improvement

It is necessary to continuously reexamine the core requirements and maintain the highest level of course content and teaching in order to meet the competitive demands today's business world.

Sport Management

The graduate Sports Management program is designed to expand the knowledge, skills and experience of the student with emphasis on sports, recreation, and wellness. The program combines management, business, and communication course work to develop the foundation for an effective manager/administrator in sports, recreational, wellness or entertainment related businesses. The program requires 39 hours.

Strengths

The program has several distinguishing features. Namely, it provides:

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1. a broad based education;
2. experience through the internship requirement; and
3. the ability to concentrate in a specific area, e.g., management, marketing, communications, and athletic instruction/coaching.

Concerns

The curriculum would benefit from further development to meet the demands of a growing field.

Recommendations for Improvement

The program should increase the involvement of local resources – e.g., professional sports teams, sports venues, recreational facilities and organizations, and sports commissions.

Sciences Division

The sciences division has 22 full-time and 5 part-time professors. In the fall semester of 2002, the division offered 17.5 percent of our undergraduate classes and 0.0 percent of our graduate classes. It graduated 72 students in 2001-02.

2001-02 Head Count of Students in the Sciences Division

Bio.	Chm.	Comp Sci.	Pre-engineering	Math	Psych	Sociology/Anthro
115	19	70	37	22	132	9

Biology

The biology program offers three different undergraduate degrees, each designed to meet a different set of student objectives.

BS in biology: Requires completion of 76 semester hours of coursework in biology, chemistry, and mathematics. This degree is recommended for students planning to pursue graduate or professional education in biology, medicine, or related fields.

BA in biology: Requires completion of 64 semester hours of coursework in biology, chemistry, and mathematics. This degree is recommended for students planning careers in industrial or university laboratories, or in secondary education.

BA in environmental biology: Requires completion of 63 semester hours of coursework in biology, chemistry, earth science and mathematics. This degree is recommended for students planning careers in field biology or environmental science.

Strengths

The program's strengths include the following:

1. diverse and well-prepared faculty who are genuinely interested in teaching undergraduate students; and
2. daily opportunities for one-on-one contact between faculty and students in classes, work-and-learn assignments, and co-curricular activities (e.g., Pre-Health Club).

Concerns

1. The laboratory for teaching upper division courses is in need of upgrading to provide students with greater experience in modern laboratory techniques.
2. Few prospective students recognize Lindenwood for strong science programs, reducing the number of well-qualified students who enter our programs.

Recommendations for Improvement

1. Proceed with plan for remodeling biology lab classroom and purchasing key pieces of equipment (projected completion date – August, 2003).
2. Increase efforts to recruit students with interests in biology through presentations to local high school biology classes and joint seminars with local high school biology teachers.

Chemistry

The chemistry program offers three different undergraduate degrees, each designed to meet a different student objective:

BS in chemistry – Requires completion of 61 semester hours of coursework in chemistry, mathematics, and physics. This degree is recommended for students planning to pursue graduate education in chemistry or related fields.

BS in chemistry with concentration in biochemistry – Requires completion of 62 semester hours in chemistry, biology, mathematics, and physics. This degree is recommended for students planning to pursue professional education in an area of medicine.

BA in chemistry – Requires completion of 49 semester hours of coursework in chemistry, mathematics and physics. This degree is recommended for students planning careers in industrial or university laboratories or in secondary education.

Strengths

The chemistry program has these strengths:

1. diverse and well-prepared faculty who are genuinely interested in teaching undergraduate students;
2. daily opportunities for one-on-one contact between faculty and students in classes and work-and-learn assignments; and
3. new laboratory for teaching upper division courses and newly remodeled stock / prep room.

Concerns

1. Equipment for upper division laboratory courses, particularly analytical and instrumental analysis, is in need of replacement and expansion.
2. Some prospective students do not recognize Lindenwood for strong science programs, reducing the number of well-qualified students who enter our program.

Recommendations for Improvement

1. The program manager needs to develop a grant proposal for acquiring analytical and other equipment and work with our administration to identify funding sources.
2. The program needs to increase efforts to recruit students with interests in chemistry through presentations to local high school classes and joint seminars with local high school chemistry teachers.

Computer Science

The programs in computer science and computer information systems are built from a core of courses in programming and database systems. The computer science major (51 hours for the BA and 69 hours for the BS) complements this core by adding courses in operating systems, computer architecture, mathematics, and physics. The computer information systems major (62 hours) complements this nucleus by adding courses in accounting, economics, organizational behavior, and systems development.

Strengths

The programs' strength's include the following:

1. experienced, qualified and accessible teachers who provide quality instruction;
2. relatively small classes that provide a congenial learning environment; and
3. opportunities for cooperative-learning credit that provide real experience prior to graduation.

Concerns

1. Providing a rich and varied offering for our students is a real challenge with a small faculty.
2. Keeping abreast of new developments that directly affect the computer science program, such as new languages, new programming paradigms, operating systems, and program development environments, is an ongoing challenge.

Recommendations for Improvement

1. Develop internship and cooperative-learning opportunities for our students to offer a wider array of educational opportunities.
2. Encourage faculty participation in professional meetings and workshops to expand their areas of expertise.

Mathematics

The mathematics major includes course offerings in analysis, algebra, statistics, discrete mathematics, geometry, history, and numerical methods. These classes are used to prepare students planning to teach middle school and high school mathematics, as well as students planning postgraduate work in mathematics or a closely related discipline. The BA requires 50 hours in the major, and the BS is based on 52 hours.

Strengths

The outstanding characteristics of this program include the following:

1. experienced, qualified, and accessible faculty provide quality instruction;

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2. relatively small classes provide a congenial learning environment.

Concerns

The mathematics faculty expressed two concerns:

1. providing a rich and varied offering for our students, which is a real challenge with a small faculty; and
2. growing our program.

Recommendations for Improvement

In recent years, developments in related areas such as computer science and pre-engineering have helped the mathematics program as well. These programs attract more students to mathematics, permitting us to offer such courses as numerical methods and applied engineering mathematics more frequently. Continued growth of these programs will sustain this trend, to the further benefit of the mathematics program.

Pre-engineering

The pre-engineering program is a two-year preparation for transfer to an engineering school. The transfer guides presently in place specify 64 to 67 semester hours of work at Lindenwood, depending on the program to which the student intends to transfer.

The only engineering courses taught at Lindenwood are two semesters of engineering mechanics. All engineering programs require that transfer students have taken two semesters of physics, two of computer science, and one or two semesters of chemistry, in addition to 18 semester hours of mathematics (calculus I-II, plus differential equations).

Strengths

The pre-engineering program's strengths include quality instruction in math, physics, computer science and chemistry. Faculty members with previous engineering experience teach courses in physics, math, computer science, and pre-engineering. Although the pre-engineering program is a difficult course of study, Lindenwood students have the advantage of caring faculty in a nurturing environment.

Concern

Few prospective students or their high school teachers are aware of our pre-engineering program.

Recommendation for Improvement

The program manager should work with the St. Louis Area Physics Teachers (SLAPT) professional organization to generate area-wide advertising for the pre-engineering program, perhaps by hosting one or more of the regular monthly meetings in Lindenwood's physics lab.

Psychology

Students may pursue BA and BS degrees in four areas of emphasis: clinical/counseling, developmental, applied, and experimental psychology. The student must complete 42 semester hours of psychology coursework, including eight required courses plus elective courses specific to each emphasis area. Students are urged to take the advanced general

psychology in the senior year as an aid in preparation for the GRE. Students are also encouraged to enroll in an internship to enhance their chance of acceptance into graduate school and/or to determine if their original career choice remains an appropriate one.

Strengths

The program has a well-rounded, diverse faculty, and the faculty members work together effectively and harmoniously.

Concern

Some of the psychology majors express a desire for expanded course offerings. But to keep up with the demand for psychology classes as general-education options, presently we cannot offer additional courses for the majors.

Recommendations for Improvement

The program would benefit from a renovation of the psychology laboratory to promote better usage of that space.

Sociology/Anthropology

The Sociology major is designed to develop an enhanced awareness of the various institutions and social processes within different societies. In our major we offer a variety of courses that cover issues such as social deviance, race and ethnic relations, sex roles and gender, urban studies, social theory, and research methods. The major requires a minimum of 27 hours.

The Anthropology program at Lindenwood offers courses on human evolution, Native American Indian societies, Asian and Islamic societies, social and cultural change, that provide a foundation for understanding social and cultural issues. Students may choose an emphasis in Anthropology as an aspect of their sociology degree. The contract anthropology major requires a minimum of 30 credit hours.

Strengths

1. The Sociology/Anthropology program helps serve the liberal arts component emphasized strongly by the university's general education program.
2. The program also provides the theoretical, methodological, and professional foundations for those students who choose to go on to graduate school in either Sociology or Anthropology.
3. A number of our sociology students have gone on to study sociology or anthropology in graduate programs.
4. The program has been engaged in establishing internships for our students to enhance the practical aspect of research in sociology and anthropology.
5. Both the anthropology and sociology faculty members incorporate their research into their teaching curriculum when relevant to the goals and objectives of the particular courses.

Concerns

We want to continue to demonstrate the connection between anthropology and sociology and the "real" world through relevant national and international events.

Recommendations for Improvement

It is important for the sociology and anthropology faculty members to stay current relative their disciplines and current national and international events and keep students informed about national and international events through lectures and assignments.

Overall Analysis of Our Degree Programs

Strengths

1. Lindenwood has a large variety of majors, both graduate and undergraduate, to offer its students.
2. The credentials and experience of the faculty delivering these programs generally are strong.
3. The professors who deliver the programs are student-oriented teachers who are accessible and dedicated.
4. Many of these programs offer their students internship, practicum, and cooperative-learning opportunities.
5. Our delivery system features considerable one-on-one interaction with students.
6. Many of our programs report that their graduates have a high graduate-school acceptance rate.

Concerns

1. A few of our academic programs, though strong, are not widely known to the high school seniors we would like to recruit into the programs.
2. A few of our academic majors have small student populations, making it a challenge for those programs to offer some upper-division classes as frequently as we would like.

Action Plan

Several of our programs will work on communicating more often and effectively with the local high schools, to make the students and their counselors aware of the excellent academic programs available at Lindenwood. This effort should bring in additional students and help alleviate the problem of populating some upper-level classes in a few of the disciplines.

Conclusion

Lindenwood's academic programs are appropriate for a comprehensive, independent liberal arts university, and they are accomplishing their purposes. We have a strong curriculum that is developed, delivered, monitored, and regulated by well-qualified

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faculty members. Our system of academic governance and administration places our full-time faculty and academic deans in control of the quality of our externally rendered courses and programs.

Lindenwood offers a historically rooted, comprehensive general education program that combines application and other intellectual operations with theoretical and factual knowledge. We also provide a diversity of academic majors at both the graduate and undergraduate levels; we deliver those programs in a values-based, student-focused way that boosts achievement and bestows longevity on the education obtained. The university fulfills the academic and programmatic standards of Criterion 3 of accreditation.

keep up with the demand for psychology classes as general education options

we cannot offer additional courses for the program

of Lindenwood has a large variety of majors, both graduate and undergraduate, to offer its students

The credentials and experience of the faculty delivering these programs generally stem from a professional background in the field and a commitment to the field of their discipline

The professors who deliver the programs are student-oriented teachers who are accessible and dedicated

Many of these programs offer their students a variety of learning opportunities

Our delivery system features one-on-one instruction with students

Many of our programs report that their graduates are a high percentage of the workforce

Each program has a minimum of 27 hours

The Anthropology program at Lindenwood offers courses on human evolution

American Indian societies, Asian and Pacific societies, and the history of the world

A few of our academic programs are not widely known to the general public

A few of our academic programs have small student populations

challenge for those programs to offer some upper-division classes as frequently as we would like

we would like

1. The Sociology/Anthropology program helps serve the liberal arts component strongly by the university's general education program

2. The program also provides the theoretical, methodological, and practical

Several of our programs will work on creating awareness, both internally and externally, with the

local high schools, to make the students and their counselors aware of the program

3. Academic programs within the university will work on creating awareness, both internally and externally, with the

students and help alleviate the problem of populating some upper-level classes in a few of

the disciplines

5. Both the anthropology and sociology members incorporate their teaching and their

courses

Lindenwood's academic programs are appropriate for a comprehensive, independent

We will continue to work on creating awareness, both internally and externally, with the

curriculum that is developed, delivered, monitored, and evaluated

Our excellent message: Academic Assessment
assessment system in the mid 1990s. The system has improved over time and the process has been more evolutionary than revolutionary. As a result, our assessment system is a...
The mission of the assessment system is to provide a comprehensive and ongoing evaluation of the quality of our academic programs. We will continue to work with our faculty and staff to ensure that our assessment system is a...
We will continue to work with our faculty and staff to ensure that our assessment system is a...
We will continue to work with our faculty and staff to ensure that our assessment system is a...

Chapter 7

Effectiveness:

Academic Assessment

Procedures Used to Bring Lindenwood's Assessment Program to Maturity: Response to the 2003-04 Self-Study

1. Many of the academic disciplines wrote assessment reports that were very subjective, often impressionistic, accounts of student performance, with little or no quantitative data. We will continue to work with our faculty and staff to ensure that our assessment system is a...
2. Some disciplines provided quantitative data, but it was often not well organized or not clearly presented. We will continue to work with our faculty and staff to ensure that our assessment system is a...
3. Some disciplines provided quantitative data, but it was often not well organized or not clearly presented. We will continue to work with our faculty and staff to ensure that our assessment system is a...
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7. Some disciplines provided quantitative data, but it was often not well organized or not clearly presented. We will continue to work with our faculty and staff to ensure that our assessment system is a...
8. Some disciplines provided quantitative data, but it was often not well organized or not clearly presented. We will continue to work with our faculty and staff to ensure that our assessment system is a...

Chapter 7 Effectiveness: Academic Assessment

**Criterion 3 The institution is accomplishing its educational and other purposes:
Academic Assessment – Part 2**

Overview of Chapter

We will describe progress made in our system of comprehensive student assessment since 1994, placing emphasis on distinctive features that have rendered the assessment program considerably more informative and useful. We will also discuss the steps we took to significantly increase the quality of this endeavor. Finally, we will analyze the adequacy of our assessment program and describe some ways in which it could be improved.

In the next chapter we address outcomes associated with other components of Lindenwood's mission that complement our academic program.

Changes in the Assessment Picture Since 1994

Inspection of Lindenwood's annual comprehensive student assessment reports for 1994 through 1998 reveals a very immature and ineffective program, with these now-obvious problems:

1. The general education assessment consisted of a set of very simplistic and overly general rating scales.
2. There was little analysis of the general education outcomes and almost no feedback toward improvement of instruction.
3. Many of the academic disciplines wrote assessment reports that were very subjective, often impressionistic, accounts of student performance, with little or no quantification of achievement.
4. Some disciplines provided quantitative data, but often it was not informative; it typically was a global test score that might or might not utilize a comparison group (seniors vs. freshmen, for example).
5. Almost none of our academic programs took an incisive, analytical approach that would produce information on how well students had mastered particular skills and concepts targeted in the objectives of key courses.
6. Perhaps because much of the assessment carried out at that time was primitive, there was not much in the way of cogent suggestions for improving delivery of the curriculum in most of the disciplines.
7. Many program areas offered final-grade distributions to prove that their course objectives were being met, which begged the question in the most egregious way. It simply had not dawned on us that grading is not assessment.
8. Most of the program areas presented no assessment calendar.

Our excellent hindsight makes it painfully clear that we had little direction for our assessment system in the mid 1990s. The system has improved noticeably since then, but the process has been more evolutionary than revolutionary. As is nearly universally true, the greatest drag on our progress in assessment was faculty resistance to the idea. The workload at this university is demanding, and no one here can afford to devote time to something that has little perceived value. We saw our main initial challenge, then, as that of convincing a skeptical faculty that assessment is not only desirable but essential to accomplishing real gains in the effectiveness of our programs.

The second challenge was to educate everyone – faculty, administrators, and students – that assessment is not the same as grading and does not have the same purpose as grading; further, that it is not mysterious or unfathomable; further still, that it often can be implemented through the analysis and adaptation of present classroom procedures and measurement operations.

A third challenge was to systematize the whole assessment initiative, so that we could both manage the process more productively and, ultimately, make it a regular part of everyday academia.

Our efforts to meet these challenges have been fairly fruitful. Today, we believe that virtually all of our faculty members understand the nature, purpose, and necessity of comprehensive student assessment. The 2003 assessment report shows that nearly all of the programs are satisfying the formal requirements of an assessment procedure and that most are using the results to refine and reformulate their approaches to teaching. The individual assessment reports from the various departments generally have become more analytical and evaluative, in stark contrast to the inchoate accounts submitted in the mid-1990s. And, importantly, in most cases the feedback component is there: The various program faculties are using the assessment information to develop their action plans for the next year. In short, our professors are now clearly driving our assessment program, and we are a more successful teaching university as a result.

Procedures Used to Bring Lindenwood's Assessment Program to Maturity: Response to the 1994 HLC Visiting Team

Although we have had a formally appointed assessment officer since the early 1990s, we did not have a standing assessment committee until 2000. When it became clear to Lindenwood's president that the rate of progress in our assessment program was unacceptably slow, he directed the provost to immediately develop a committee description and purpose and assemble the group for action. We describe the resulting standing committee in Chapter 4 of this report, under the topic of internal governance. This committee meets at least twice per year to assess the assessment program and develop strategies for facilitating the growth and refinement of the program. Committee members then carry out the committee's plans at strategic points during the academic year. Because most of the committee members are academic division deans,

implementation of committee decisions is an ongoing process within the month-to-month proceedings of the divisions.

Creation of our assessment committee had another significant effect: Formalizing the assessment effort in this way got the chief academic officer (i.e., the provost) more actively involved in supporting and facilitating the program. As co-chair of the committee, he has become as strongly invested in the cause as our assessment officer.

By drafting our academic deans to serve as well, we also boosted their involvement and, by virtue of the chain of command, that of the faculty members they supervise.

Educating and Informing the Faculty

The assessment committee has methodically educated the Lindenwood faculty on the purpose, nature, logic, and essential “how-tos” of assessment via the following routes and venues:

1. *fall-semester faculty workshops*: For the past three years, we have devoted substantial sessions to the philosophy, theory, practice, and benefits of assessment.
2. *faculty meetings*: Nearly every general faculty meeting held in the past two years has featured an assessment spot on its agenda.
3. *academic division meetings*: The deans periodically include assessment planning and progress reports on their meeting agendas.
4. *adjunct faculty meetings*: The provost or a division dean routinely gives an overview of Lindenwood’s assessment program at the orientation and training workshops we hold for our adjunct professors. We also ask for their support and cooperation in the matter.

Our strategy in most of the faculty workshops was to present rational arguments for assessment and have several faculty members and/or administrative officers present tips, methods, and strategies for doing assessment. We consistently reiterated the distinction between grading and assessing, and we suggested solutions to the problem that assessment requires a commitment of extra time that faculty members believe they do not have. That is, we regularly attempted to create a cognitive motivation for the endeavor while alleviating normal anxieties about insufficient time to accomplish the task. Often it was possible to have professors who had advanced in the assessment program present their thoughts and techniques to the rest of the faculty.

About three years ago, we introduced a general assessment model that combined Bloom’s taxonomy of cognitive competencies with Gardener’s multiple-intelligences model. This provided a universally applicable framework for assessment in most disciplines¹. While only a few of our academic programs adopted the paradigm exactly as presented, several of them developed comparable assessment models based on the same general logic but using somewhat different categories of competency. We believe that the faculty debate

¹ See Evans, J. D. (2001). “Merging Assessment with Everyday Academia”. In *A collection of papers on self-study and institutional improvement*. Chicago: The Higher Learning Commission.

stimulated by this model was a crucial developmental moment in the maturation of Lindenwood's assessment system. We will say more about this assessment paradigm later in this chapter.

In addition to the above efforts, the assessment committee conducted individual "booster" sessions on assessment with the program managers during two consecutive academic years. In the winter of 2002, the provost met with each program manager to (a) review the essential ideas and procedures of assessment (b) discuss the perceived strengths and weaknesses of each program's assessment methodology, and (c) suggest, in very concrete terms, how the committee thought each particular program might improve its approach. The division deans held similar booster sessions with the program managers in the fall of 2002. The assessment officer then followed-up: He requested and received written preliminary assessment-improvement plans from each program in the winter of 2003.

Educating and Informing the Students

It is important to involve the students in the assessment enterprise because they are the reason we undertake the matter. We have made our students aware of the nature and purpose of assessment in a number of ways.

1. Some faculty members include a brief description of the topic in their syllabi. We have encouraged this practice, but the majority of our colleagues still have not embraced it.
2. Faculty members who are conducting assessment operations in particular class sections present the general purpose and rationale of assessment to those classes.
3. We describe our assessment program both in the freshman orientation program and at our fall convocation.
4. We discussed assessment at the spring 2003 opening student workshop in LCIE.
5. This fall (2003), we will include an article on assessment in our campus newsletter, the *Lindenwood Pride*.

Making an Administrative Commitment to Assessment

Each year since 1996, Lindenwood has underwritten the necessary costs for sending our assessment officer and at least two other administrative representatives to the annual meeting of the HLC. Improvement of our assessment program is a principal reason for committing financial and managerial resources to this yearly event. In 2002 and 2003, we also sent three division deans to the HLC meeting with explicit instructions to garner as much new information as possible about better ways to conduct student assessment. Upon returning from the HCL meeting, these officers prepared summaries and reports for the deans' council and selected administrators.

Lindenwood augments the annual contract of the assessment officer (who is a full-time faculty member) so that he spends an extra month on campus in the summer for the purpose of collating assessment materials and preparing our annual assessment report and follows through with certain assessment matters during the academic year.

Making Assessment Part Our Strategic Plan

We are so seriously committed to the concept of comprehensive student assessment that we make it a prominent part of our strategic-planning document. Each division includes its new or revised assessment intentions and strategies in its annual update.

Synopsis of the Comprehensive Student Assessment Plan

As a teaching university, Lindenwood fosters a culture of learning wherein faculty and student scholarship is focused on the classroom in ways that will add value to the lives and future careers of our students. Measurement of our educational objectives of that culture is accomplished by means of our annual comprehensive student assessment plan (CSAP), which has been developed over the last decade by our faculty with the active encouragement and participation of the administration. Our president has reviewed and approved the plan every step of the way. Lindenwood's CSAP is very much a homegrown project that has developed out of our strong sense of independence from outside control.

From the beginning, we have had two questions constantly in mind:

1. To what extent do our current program contents and methodologies benefit our students?
2. How can we improve and change to further benefit our students?

The plan thus provides us with feedback necessary to evaluate components of Lindenwood's educational program in light of the university's mission. As well, it enables us to address the requirements of Criterion 3 of the HLC. It has been our aim to develop a culture of assessment in which these two aims are interwoven. The CSAP is, in effect, always a work in progress, designed to tell us what is working in our educational programs and point the way to improvements.

The most important and fundamental fact about the CSAP is that the faculties of the various programs generate it; they are the best judges of both the learning expected of our students and the methodologies used to measure that learning. It must also be noted, however, that they do not work in a vacuum. They are guided generally by the university's mission statement, individual program goals and objectives, and, in many cases, more specifically by the goals and objectives of our general education program. As well, program-specific drafts submitted for the plan are reviewed by the appropriate deans, by the assessment committee, and by the provost and the assessment officer, who co-chair the committee. Ultimately the president reads and accepts the plan, always with pertinent comments for next year's effort. All stages of this process focus on clarification, identification of desired competencies, measurability of results, multiple assessments, and specific timelines for future action. The CSAP addresses three areas: the general education component of our curriculum, academic majors and programs, and campus life.

The assessment officer, a faculty member appointed by the president, is responsible for the collection and compilation of the report. Each program has a faculty member who

puts together the material from her area and who refers questions to the assessment officer and/or the provost/Academic Dean. Program reports are expected to include at least:

- program mission statement
- program goals and measurable objectives (Over the years, we have generally understood goals to be desirable outcomes that are not always susceptible to precise measurement, while objectives are seen as desirable outcomes that can be quantified.)
- a list of assessment instruments used – with a calendar
- narrative of results including:
 - procedure and rationale
 - results
 - action taken
 - action plan for next assessment cycle
 - student participation in the process

It should be noted that the university requires that multiple sections of the same course use the same course objectives, substantially similar syllabi, and the same textbooks. While variations in individual instructors' teaching styles and interests are inevitable, indeed vital to academic freedom, all areas are striving to achieve consistent results from their assessments. While some programs submit their reports at the end of the fall and spring semesters, most turn in a combined report at the end of the spring term. After consultation and discussion with the various responsible individuals, the assessment officer then compiles the report for submission to the provost and ultimately to the president.

History of Lindenwood's Assessment Plan

The faculty began to develop plans for assessment during the spring term, 1992. While most participated with varying degrees of enthusiasm, some degree of resistance existed from the beginning in the usual forms: distrust of "educational establishment" trends and fashions, a hope that "this too will pass" if ignored, fear that assessment was another administrative tool to evaluate faculty, and resentment of additional burdens placed on an already burdened faculty. It is likely that such feelings have not altogether dissolved, but we can point to the extraordinary growth in both depth and breadth in the CSAP as proof that the faculty members in general not only take assessment very seriously but that they have incorporated it into their everyday academic lives.

During a comprehensive HLC/NCA visit during the academic year 1993-94, the visiting team gave our assessment plan preliminary approval, and the team from a focused visit in 1994-95 complimented our process and its progress. But this early success concealed deficiencies that had become more and more apparent by the end of the decade. These can be summarized as follows:

An important component of the original plan was that faculty members list the areas from the general education goals and objectives that their courses addressed. The result was a simple enumeration of courses under the various objectives. (See pages 177-198 in our 1993-94 self-study.) However, in the beginning this process did not include enumerating, much less measuring, specific competencies associated with these objectives.

Faculty members from our programs and majors often developed quite extensive lists of goals and objectives for their students. These lists universally reflected high levels of professionalism and a profound concern for student learning. However, assessment of these objectives was uneven: some areas, such as the psychology program, developed examinations to measure student acquisition of knowledge between the freshman and senior levels; some, such as the history program, developed examinations for their graduating students; others, such as philosophy and religion and Spanish provided no data (1996-97).

Assessment reports often included lists of grades earned by students in specific courses without analysis of the competencies measured by these grades.

We identified other shortcomings of our early assessment efforts earlier in this chapter.

In view of the literature on assessment that has come out of the HLC's annual meetings in Chicago, which our assessment officer and various other faculty and administrators have consistently attended, we do not think that our experience of a variety of "teething troubles" is unusual. Rather we believe that we have come a long way in addressing these problems, as can be demonstrated by noting our progress since our self-study of 1993-94.

Assessment of Our General Education Program

As noted above, Lindenwood's assessment of general education initially consisted of a conceptual comparison of courses with general education objectives without any analysis of competencies. By the 1997-1998 CSAP, we concluded "the methods used to assess the general education program in the past have not provided the feedback necessary to demonstrate success or guide improvements." (p.17) That year our general education assessment included a summary of education students' performance on the College Basic Academic Subjects Examination (the C-Base). We continue to use this to measure our performance against that of other Missouri institutions. As well, general education assessment that year included lists of grades earned by students in general education mathematics courses and an analysis comparing grades earned by freshmen in History 100 (world history) with those of all other students for both 1996-97 and 1997-98. We were very much aware that these lists of grades were wholly inadequate.

We made some minor progress in 1998-99, adding only the beginnings of competency testing in history. By 1999-00 the general education committee and the assessment committee had agreed to begin implementation of a "pattern of evidence" model based on measurement of our success in conveying "core competencies" related to our general

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education goals. Individual academic areas, starting with two English composition courses and our world history course, were encouraged to develop locally scored rubrics that would quantify measurement of student learning. We started with English composition and world history because these are courses required of virtually all our students. The English faculty developed pilot programs to test both knowledge of grammar and writing ability as acquired in composition courses. The history faculty created a pretest and a posttest to measure student acquisition in the areas of chronology, persons, concepts and ideas, events, and processes as a gauge of student acquisition of historical literacy. As well, mathematics developed a rubric to measure student acquisition of specific concepts tied to course objectives. The geology program also began using pre- and posttests.

The 2000-01 year saw a number of initiatives and expansion of previous efforts. In the fall the English faculty measured grammar pretest and posttest results in 13 sections of composition I, with results reported via a rubric. However, they encountered difficulties in the administration of their writing test and worked to develop a test with more quantifiable results. The mathematics, geology, and history areas expanded on previous efforts, while religion, psychology, sociology, and management provided results from pre-and-post tests keyed to general education objectives.

An important initiative beginning in 2000-01 was the use of a "course profile concept," a competencies-oriented assessment device built upon a combination of the six cognitive operations (competencies) devised by B. S. Bloom (1956) and of eight expressive modalities (multiple intelligences) identified by Howard Gardner (1993). Arranged in a matrix as follows, these provide a profile of particular courses:

Sample Competencies Matrix

Expressive Modality	Competency						
	Know-ledge	Compre-hension	Applica-tion	Analysis	Synthesis	Evaluation	Other
Linguistic							
Musical							
Mathematical-Logical							
Spatial							
Bodily-Kinesthetic							
Interpersonal							
Intrapersonal							
Naturalist							
Other							

During 2000-01, the Psychology department made extensive use of these competencies and modalities in their program assessment and began to include them in general

education assessment; sociology, history, and geology made use of the Bloom competencies in their general education assessment.

Our efforts to expand general education assessment truly began to pay off in 2001-02, almost doubling the size of the general-education section of the CSAP from about 26 to about 50 pages, with fourteen programs participating, four for the first time. General education objectives were revised to enhance measurability. The report may be found in the 2001-02 CSAP (pp. 9-57). The following summary includes points we think particularly important in demonstrating our "pattern of evidence" model and our commitment to using assessment to improve our programs. The summary is arranged to reflect the core requirements of our general education program and notes those general education objectives most specifically addressed by the various courses. Other objectives, of course, are often met by these courses. To save space, we quote each objective only once. Courses reporting results are listed in parentheses.

English Composition, (English 110, 150, & 170; 6 hours)

Specifically addresses general education Objective 1²:

Develop a clear written and oral argument, to include the following:

- State a thesis clearly
- Illustrate generalizations with specific examples
- Support conclusions with concrete evidence
- Organize the argument with logical progression from argument induction, through argument body, to argument conclusion

Students in English 110 (a development course designed for students with limited proficiency in English or writing ability) and English 150 (composition I) are given pretests and posttests in both writing and grammar. Results are reported via rubrics. The post-test writing exam is used as a gateway to English 170 (composition II). The department is developing an objective exit exam aimed at achieving the same goals while ensuring more consistent grading and is also developing baseline exit competencies. Nonetheless, the department reports, "during the three years that we have used these assessment instruments, we have seen an improvement in both student writing and attention to detail." (p. 14) English 170 uses a random sampling of beginning-of-semester essays compared with the same sampling at the end of the semester. These have proved to be cumbersome and difficult to quantify. An objective exam tests student gains in argumentation, reasoning, validity of resource materials, and documentation. "Across the board students showed a gain of 43.9 percent in the post-test over results of the pre-test." (p. 16) All of these instruments continue to be modified as experience warrants; for example, based on experience with the fall 2002 instrument for ENG 150, the English faculty is revising the essay portion of the test during the spring of 2003. The department meets twice a month, and assessment is always high on the agenda. Although some of our students transfer their English composition credits from other institutions, we are nonetheless confident that that these assessment initiatives provide a reliable measure of our success in this fundamental component of student learning.

² The general education objectives we refer to in this section are listed in the *Lindenwood University General Education Handbook*.

Communications (3 hours)

Specifically addresses general education Objective 1.

Students must take Communications 105 (Group Dynamics), Communications 110 (Fundamentals of Oral communication), or Communications 121 (Voice and Diction) to fulfill this requirement. No assessment of general education was provided for the 2001-02 CSAP from this area.

Humanities (Literature – 2 courses; Philosophy or religion – 1; 9 hours)

Specifically addresses general education Objective 6:

- Recognize and identify relationships among seminal human ideas, values, and institutions as expressed in their western and non-western historical development in aesthetic, political, and social contexts.

and general-education Objective 8:

- Recognize and identify relationships among various modes of or approaches to literary analysis and apply these modes or approaches in interpretive and expressive exercises directed toward assessing the human and literary values manifested by specific works of literature.

Literature (English 201 & 202)

In world literature I (English 201) and world literature II (English 202) specific objectives are keyed to questions on a pretest and a posttest that measure knowledge and application by asking students to relate their knowledge to specific passages. In ENG 201 students showed a net gain of 18.8 percent, particularly in ability to read and comprehend passages and in ability to recognize specific literary terminology. It is especially noteworthy that the faculty concluded that they gave too much attention to Greek literature as compared to their treatment of medieval literature and that they need to further clarify literary terms for their students. This is an excellent example of Lindenwood's emphasis on assessment as a tool for ongoing evaluation and improvement of program content. During 2001-02 the English faculty created a pretest and a posttest for English 202 for piloting in the fall of 2002 and full-scale implementation in the spring of 2003.

Religion (Religion 200)

Lindenwood students are required to take one religion or philosophy course; most choosing religion take either Religion 100 (introduction to religion) or Religion 200 (world religions). A pre-and-post-test operation for Religion 200 measures student acquisition of basic literacy in world religions – specifically, ideas of the numinous, founders of the great traditions, and the various sacred texts. Average improvements ranged between about 20 percent to about 40 percent. A comparison with results from the academic year 2000-01 shows no significant variation. The religion professors have noted that their results need to be expanded to cover oriental religions in addition to Judaism, Christianity, and Islam.

In evaluating Religion 200, the faculty also undertook to measure changes in student attitudes towards religious traditions and values other than their own and to measure

students' abilities to be objective about their own faith traditions. Roughly 90 percent of students surveyed could find something of value in other traditions, while about 8 percent indicated no desire "to know about religious diversity or other ways of thinking." The faculty found that about 70 percent "were able to be objective enough about their faith tradition to list aspects of it that they would not regret leaving behind." (p. 21) In asking students to reflect upon their own thinking and prejudices, this assessment initiative not only moves beyond simple measurement of knowledge; it asks students to assess themselves. We look forward to expansion of this important initiative.

Fine Arts (3 hours)

Specifically addresses general education Objective 4:

- Recognize and identify relationships among the forms and techniques of the visual and/or performing arts. Citing specific examples, identify and thematically express the historical role of the visual and/or performing arts in shaping and expressing individual and social human values.

Students may take any of a wide variety of courses from art, dance, music, or theater to fulfill this requirement. General education assessment in these areas was not addressed during the 2001-2002 assessment cycle. It should be noted that initiatives are under way to address these issues during the 2002-03 cycle.

Civilization (9 hours)

Specifically addresses general education Objective 6 (presented above).

World History (History 100; 3 hours)

This course is required of all Lindenwood students; most do not transfer the course from other institutions. Thus assessment results cover most of our students. The history faculty uses a locally generated pre-and-post-test operation that tests student acquisition of knowledge by chronological period, geographic area, and categories such as important dates, persons, and concepts and ideas. The 2001-02 cycle indicated that faculty members need to address a number of issues, for example the impact of the cold war period philosophy, world trade, and capitalism. Generally, the approximately 15 percent improvement rate seemed inadequate. The faculty intends to have a new test piloted by fall of 2004. Because the current test is heavily weighted towards knowledge questions, the new test will have more questions directed towards analysis. It should be noted that the faculty will continue to emphasize historical literacy, an aspect of student learning absolutely fundamental to the university's mission. Assessment of specific course objectives needs more emphasis; in 2003-04 the faculty will concentrate on assessing learning in historical geography.

Foreign Language/Cross-Cultural (6 hours)

Students must take either 6 hours in a foreign language or 6 hours from a wide variety of courses accepted by the general education committee for cross-cultural credit.

Specifically addresses general education Objective 6:

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Reports from the modern languages program may be found on pp 84-88 of the CSAP. The faculty is developing pretests and posttests for introductory courses in French, German, and Spanish. In the future this material may be included in the general education section of the CSAP.

Geography (Geography 201)

World Regional Geography, a cross-cultural option, made use of locally generated pre- and posttests revised from one used in the previous assessment cycle. Questions measured student improvement in seven areas (such as spatial understanding and economic geography). Percentage improvements overall were 24 percent in fall 2002 and 33 percent in spring 2003. Economic geography proved to be an area of particular concern. Results from the fall semester of 2003 will therefore be of interest.

Social Science (9 hours)

Specifically addresses general education Objective 3:

- Recognize the professional vocabulary and fundamental concepts and principles of two of the five designated social science disciplines (Anthropology, Criminology, Economics, Psychology, Sociology) and identify influences and interrelationships among these concepts and principles and human values and behaviors and accurately apply these concepts, interrelationships, and elements of knowledge in individual, social, and cultural contexts;

and general education Objective 7:

- Recognize and identify relationships among political systems and policy-making processes in the context of their historical development and contemporary manifestation at the federal, state, and local levels in the United States.

The social science wing of our general education program includes one class in American history or American government and six more semester hours in two different areas of the behavioral sciences.

American History or American Government

Both United States history courses (History 105 and History 106) generate overall assessment data from locally generated pre- and post-tests being run as pilot programs. No analysis of categories or concepts was provided and no conclusions were drawn.

American National Government (Political Science 155): The political science department ran a pilot pre- and post-test consisting of 15 questions during both semesters.

Improvement averaged a bit under 50 percent. The test set out to measure overall class performance and to test the hypotheses that students who started from a better knowledge base were likely to show stronger improvement in areas specifically addressed in the course. Results were indeterminate. The next assessment cycle will see an expansion to a 45-question format, which may provide more conclusive results. (The same sort of examination is being used in microeconomics (Business Administration 211.)

Additional Behavioral Science

To fulfill other portion of the social science requirement, students take one course each from two of the five social science programs.

Cultural Anthropology (Anthropology 112): The anthropology program used a locally generated pre- and post-test operation to both measure student learning in a variety of categories and to relate these to Bloom's taxonomy of cognitive processes and Gardner's verbal-linguistic modality. All questions measured verbal-linguistic competencies, while cognitive processes such as knowledge or analysis were keyed to specific questions. Results indicated success in most areas and showed that the instructor needs to emphasize the influence of language on culture and applied anthropology. This assessment report is a particularly successful example of the course-profile concept (see above). As well, it demonstrates a strong relationship between assessment and course objectives.

Criminology (Criminal Justice 200): Criminology makes use of a locally generated 100 question pre-and post-test to assess student learning in three major content areas: legal concepts, etiology of crime, and criminal typologies. As well, the questions were grouped via the Bloom taxonomy into the cognitive operations of knowledge, comprehension, and application. The report provides item analysis; overall scores improved 26 percent. Because the post-test was administered separately from the final and did not count towards students' grades, the faculty suspect that results might be even better if results are factored into grades.

Principles of Psychology (Psychology 100): The psychology faculty uses a locally generated pre- and posttest sequence which covers ten core areas (Research methods, Learning, Motivation, etc.) in the field of psychology. Ten questions from each area are linked to the Bloom taxonomy of cognitive processes. As well, the test asks students to provide demographic data (age, gender, class level, previous psychology classes, and whether students are psychology majors). Rather than being administered at the end of the term, the posttest questions were integrated into unit tests across the entire semester; this resulted in some incomplete data records. The faculty intends to return to a single comprehensive post-test during the next assessment cycle. The demographic data enabled the faculty to determine that there were no significant differences in the performance of freshmen and non-freshmen and no significant differences between men and women. Analysis of content revealed that the areas of intelligence and cognition and motivation need attention, whereas memory, abnormal psychology, and social psychology show strong achievement. In the area of the Bloom taxonomy, results show that while students did improve in indicators of higher cognitive processing, they improved more in lower-level cognitive operations such as knowledge and application. The faculty will address these concerns in class through "activities and assignments specifically tailored to fostering the development of analytical, critical reflection upon course content." (p. 38) This report makes extensive use of statistical analysis and also notes the connection between the interests of specific faculty and the content of the assessment instrument. Additionally, the report addresses general education goals (in particular, goals two and

four). In an exemplary way, the psychology faculty demonstrates commitment to the use of assessment not only to measure student learning but also to improve learning and the assessment process.

Basic Concepts of Sociology (Sociology 102): The sociology faculty uses a locally generated 20-item pre- and posttest sequence that includes questions keyed to listed course objectives as well as questions that seek to measure critical thinking skills by thorough analysis of the three major theoretical paradigms used to analyze human behavior and institutions within the course. The faculty reports, "We have made improvements in all of the substantive areas covered in our introductory sociology course. We will need to focus and emphasize some areas where there were only slight improvements." (p. 41)

Natural Science and Mathematics (10-13 hours)

Specifically addresses general education Objective 2:

- Demonstrate the computational skills necessary to solve specified types of mathematical problems and correctly select and apply the mathematical principals necessary to solve logical and quantitative problems presented in a variety of contexts.

And general education Objective 5:

- Recognize and accurately apply the fundamental principles of the scientific method from two specific disciplines chosen from among the three generic scientific categories (biological, physical or earth sciences) and identify relationships among those principles and relevant historical and contemporary discoveries and concerns about the interrelationship between human society and the natural world.

Students earning the BA take one course in college-level mathematics and two courses representing two of the following three areas: earth, physical, or Biological Science, at least one of which must have a laboratory section. Students earning the BS take two mathematics courses and three from the natural sciences.

Concepts in Biology (Biology 100)

The biology faculty uses a 25-question pre- and posttest operation to assess student acquisition of competencies in five areas of biology: cell structure and function, genetics, evolution, ecology, and the scientific method. As well, the test measures the first three of Bloom's cognitive operations: knowledge (listed as factual recall), comprehension (listed as conceptual understanding), and application. Overall improvement was 35 percent; this was a marked improvement from the results of the previous assessment cycle. "The improvement may be due either to some changes that were made in some of the test items after a review of the 2000/01 results or to changes in instructor emphasis in the course material. We do not plan to make any further modifications of the Pre/Post Test questions. Therefore, we may be able to distinguish between these possibilities based on the 2002/03 results." (P 42) The program faculty does intend, however, to expand assessment by correlating posttest results with student grades and to reevaluate the test in the light of a new textbook adopted in fall of 2002.

Concepts in Chemistry (Chemistry 100)

The department used questions embedded in the comprehensive final examination to examine the Bloom taxonomy areas of knowledge, comprehension, and application. The faculty notes that the best student performance was in the area of application, which may reflect classroom emphasis on problem solving. However, they also report that their sample was too small to draw definitive conclusions. The faculty also reports using a Classroom Assessment Technique (CAT) (see Angelo and Cross's *Classroom Assessment Techniques*) and plans to expand the use of CATs until "minute papers will have been given on the majority of topics." (p. 43) The strength of this assessment program is that it uses a variety of techniques.

Physical Geology (Earth Science: Geology 100)

Of particular interest is that the geology faculty asked four students to sit on their assessment task force. Together, faculty and students then reviewed general education goals, desired geology competencies, and the Bloom and Gardner based course profile concept. A locally generated 56-question pre- and posttest procedure showed substantial improvement in all sections. But scores were not broken out by objectives; this will be done in the 2002-03 assessment cycle. We are encouraging other programs to further involve students in their assessment processes.

Mathematics

The mathematics program provided results from eight courses; contemporary math (MTH 121), quantitative methods (MTH 131), concepts of math (MTH 134), basic statistics (MTH 141), college algebra (MTH 151), precalculus (MTH 152), calculus I (MTH 171), and calculus II (MTH 172). Following the program mission statement, between five and eight objectives were written for each course. The faculty determined student success in fulfilling these objectives by keying them to various questions asked during the term and on the various comprehensive final examinations. Results were reported via tables that provided data averaged for each objective. This assessment process resulted in a number of changes; objectives for MTH 131, 141, 151, and 152 were revised; and new textbooks were chosen for precalculus and calculus I. The mathematics department encourages coordination and improvement via the epilogs for each course filed by instructors. These include an evaluation of how the course was taught and suggestions for the future. The faculty also reported students' grades for each course, but until the 1999-00 assessment cycle, mathematics assessment was based solely on reporting of student grades. The current strong emphasis on assessment for improvement is the result of concerted and ongoing effort and fundamental and laudable changes in attitude on the part of the faculty.

C-Base and Praxis Examinations as Assessment Instruments for the General Education Program

The C-Base (College Basic Academic Subjects Examination) covers basic skills in English, mathematics, science, and social studies. Education students must pass the test as a prerequisite for admission to any teacher-education program in the state of Missouri.

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We can compare the performance of Lindenwood students through the years with the total state sample in the various areas. During several administrations of the C-Base Exam during this year, Lindenwood's composite scores were slightly below the state mean. This has been a common pattern for several years. The most recent results are:

C-Base Pass Rates (Percents) by Subject – General Teacher-Education Population

		English	Writing	Math	Science	Soc Studies
Lindenwood	1999-00	81	87	79	80	75
	2000-01	81	86	79	80	74
	2001-02	86	80	80	81	74
State	1999-00	86	92	82	82	82
	2000-01	86	91	82	82	81
	2001-02	85	91	83	81	80

The passing rates for Lindenwood students are comparable in every case with state rates. All other breakdowns of the scores, comparing Lindenwood with the state rates, by sex, class level, and race, show similar relative patterns. The past few years have seen a downward trend in statewide C-Base scores. Each division offers work/help sessions for students prior to taking the test. Although the work/help sessions were not well attended, those students who did attend indicated that they felt the sessions were helpful.

There is only one Lindenwood-to-state comparison in which there is a notable difference. That comes in a comparison of the passing rates for African-American students. The differences there are sizeable enough to note since the Lindenwood rate is significantly higher than the state results in most areas:

C-Base Pass Rates (Percents) by Subject – African-American Teacher Candidates

		English	Writing	Math	Science	Soc Studies
Lindenwood	1999-00	60	82	65	57	53
	2000-01	54	77	68	60	52
	2001-02	52	72	65	62	52
State	1999-00	55	66	46	50	59
	2000-01	54	65	46	49	57
	2001-02	53	64	46	49	56

National Teacher Examination results (Praxis)

During the 2000-2001 academic year, 122 Lindenwood students took the Praxis II examination for teacher certification. One hundred percent passed. This compares to a ninety-seven percent pass rate in the state of Missouri.

Analysis of Our General Education Assessment Program

Strengths

1. The wide range of courses participating in general education assessment insures that almost all Lindenwood students are part of the program.
2. Lindenwood instructors participating in general education assessment generally want to provide objective (quantifiable) measurements of student learning
3. Lindenwood instructors are generally concerned to relate student learning to specific course objectives tied to general education objectives.
4. Assessment results in general education courses generally demonstrate a connection between instruction and student learning in specific areas – that is, students have gained demonstrated value from the courses.

Concerns

1. Some assessment procedures do not provide a measure of what students gained from a specific course. Expanded efforts in pretesting will help fill this gap.
2. Some assessment procedures either do not use or make inadequate use of the Gardner intelligences (“expressive modalities”) and the Bloom taxonomy (cognitive operations).
3. Areas with large numbers of students in general education courses that do not specifically address general education assessment include fine arts and performing arts. It should be noted that initiatives are under way to address these issues in the next assessment cycle.
4. Formal student involvement in assessment planning and evaluation is limited.

Action Plan for General Education Assessment during 2002-2003

We intend to:

1. add at least three courses from the fine and performing arts division to general education assessment (to include both fine and performing arts and communications);
2. further incorporate the “course profile” concept;
3. review and revise (where appropriate) general education goals in the fall semester (general education committee, faculty);
4. ask for further review and revision (where appropriate) of departmental goals and objectives regarding general education in the all Semester (general education committee, assessment committee)
5. circulate questions and suggestions for assessment to various departments in the fall semester (assessment committee)
6. continue to promote standardization of program assessment reports (assessment committee, assessment officer); and
7. expand student involvement in program assessment.

New Initiative for Assessment of Student Writing Ability

At the direction of the president, a member of the general education committee is in the initial stages of developing a reliable instrument to assess the degree to which students, at the midpoint of their college careers, have developed the competencies required of most professionals/employees in the following areas:

1. recognition of both correct and incorrect grammar and usage in written messages;
2. editorial skill in improving the grammar and usage in a particular written passage.

We anticipate that this test would be administered to all Lindenwood students at the end of their sophomore or beginning of their junior year. For those students who perform at an unsatisfactory level, a required course in writing would be provided. Our concern is that all of our students graduate with the basic skills that they will need in their working lives.

Program Assessment

Education Division

Undergraduate Education Assessment

The Education Division uses several assessment tools to measure the success of their training of teachers at both the undergraduate and graduate levels. These include professional portfolios, independent measures, classroom assessment tools, and surveys. It should be noted that The Missouri Department of Elementary and Secondary Education conducted an accreditation visit in spring 2001. The results of the report indicated that all standards are being met, and the program is approved.

Since the fall of 1999, all pre-service teacher educators have been required to complete a portfolio containing evidence of their learning accomplishments related to ten State Board of Education adopted performance standards. These standards describe what every beginning teacher should know and be able to do. The portfolio provides a record of qualitative and quantitative growth over time in students' selected areas, using artifacts from their pre-service education courses. It is submitted during the students' last semester. For the 2000-2001 assessment cycle, the division faculty developed a scoring rubric ranging from "0" reflecting unacceptable work to "4" reflecting outstanding work in each of the ten areas. Two faculty members review each of these portfolios, and both must certify that all areas achieve "2" ("meets the standard") or higher from the rubric, "meets the standard." Portfolios also include an essay in which students reflect on their use of artifacts in a classroom setting. These essays are used to evaluate students on their use of standard written English, their understanding and application of the Missouri Department of Elementary and secondary MOSTEP Standards, their use of higher-level mental operations (Bloom's taxonomy), and their capacity for self-evaluation. The program faculty also asks the students to evaluate themselves using the same rubric.

Portfolio assessment thus provides the division with information that is used to refine instruction in the ten standards and, very importantly, requires students to engage in self-reflection on their professional growth – a process that also provides the division with a measure of students' perceptions. For the academic year 2001-2002, the division reported an 85 percent pass rate for portfolios.

Knowledge of subject matter is assessed at two points in students' careers by independent measures. As a condition for admission into the program, students must pass the College Basic Academic Subjects (C-Base) Examination. (See results above under general

education assessment.) In order to qualify for student teaching, each student must pass the subject test area of the Praxis II Examination. (See above under general education assessment.)

In order to assess professional training, course objectives stated in the syllabus for each education course are cross-referenced to the teacher-education goals. Each course uses local assessment procedures to provide indicators of progress in achieving these goals. Students receive the equivalent of one semester hour of clinical experience in the orientation to education course (EDU 110 and 111); the 30-clock-hour experience allows students to confirm (or not) their choice of a teacher-education program and provides feedback from both the university instructor and the host teacher.

Students are also evaluated by host teachers and university instructors in EDU 380, a 30-clock-hour practicum that involves active work in a classroom with a host teacher. Host teacher evaluations provide information both for the students and for the program. Elementary education students gain a further 60 hours of experience (EDU 399) in remedial reading, an experience that provides additional feedback to the student and the program. This relationship between local schools and the education program culminates in 16 weeks of full-time student teaching. University faculty members make at least five supervisory visits. Here again, both the student and the program make use of evaluations.

All graduates of the program are contacted by questionnaire one year and five years after graduating, giving them an opportunity to evaluate Lindenwood's program in the light of their post-graduation experience in the public schools. As well, the principals who oversee these teachers are surveyed as to their satisfaction and concerns with the professional training of Lindenwood teachers. The survey content is keyed to the ten teacher competencies. The survey of 2001-2002 graduates resulted in 61 replies from 125 sent. After analysis of 36 forced-choice questions and four open-ended questions, the division reports that the most important result was a perceived weakness in training in the use of technology. This result prompted a successful application for a grant from the Southwestern Bell Foundation providing for two Multimedia Interactive Networked Technology classrooms to be used for pre-service teacher preparation. A spring 2002 survey of principals (95 of 125 replying) revealed high levels of employer satisfaction, with 68 percent of Lindenwood graduates rated as excellent, 25 percent as above average, 9 percent as average, and none below average or weak.

Graduate Education Assessment

Individual course objectives stated in each syllabus are cross-referenced to graduate teacher-education goals and are assessed locally in individual courses. Completion of a culminating paper, either an empirical study (master's project) or a curriculum project, measures student abilities and achievements. Students complete an exit assessment of themselves and of the program. Additionally, surveys are conducted of graduates and their employing principals. The division reports high levels of satisfaction from these surveys.

Physical Education

Physical education outcomes are not currently separated from the rest of the education division's results. The division intends to consider additional assessment for this program.

Human Services Division

Criminal Justice Program

Assessment by the criminal justice program makes use of several devices: pre- and posttests, an exit survey administered at the conclusion of the senior seminar class, and a biennial survey of alumni regarding the utility of the program in their professional and other pursuits.

As a result of feedback from students in course evaluations and interviews, the pre- and posttests have been revised annually over the past several assessment cycles. The 2000-2001 tests had 300 questions whereas the 2001-2002 test is comprised of 100 multiple-choice questions that cover important topics for all eight of the courses in the criminal justice core. These "address criminological theory, criminal justice policy issues, the judicial system, criminal law, and criminal procedure." (p 72) This test was administered at the beginning and end of the criminal justice course, which is normally populated with CJ majors only and is a beginning course required of all majors. This group of students will again be tested when they complete their senior seminar class in 2004, thereby providing feedback on student learning from the beginning to the end of the program. The test was also given to this year's (2002-03) senior seminar, but results will be more meaningful in 2004. This test also measures the Bloom-taxonomy areas of knowledge, comprehension, and application. The faculty reports that the topics of corrections and courts continue to require more thorough coverage. The CJ faculty is also concerned with the administrative burden of assessing 350-400 students a year in a wide variety of courses.

All eight senior seminar students were interviewed and their responses were recorded on a questionnaire. Students were generally very satisfied with the existing program, especially so regarding discussion in class and employment of guest speakers. The division is taking under advisement student requests that courses in laboratory forensics and private security be added.

Human Service Agency Management

This program has developed objectives based on the professional development and foundation competencies required for certification by American Humanics, Inc., the certifying organization for non-profit management. Faculty members have gathered information from students via course evaluation and a survey of post-graduation plans for the HSM class of 2002.

No results were reported for 2001-2002 assessment cycle. The faculty is developing a comprehensive plan for assessment during the 2002-03 cycle. Assessment in the graduate program has not yet started, but some data will be included in the 2002-03 report.

Social Work

During the 2001-2002 cycle, the social work faculty expanded assessment methods, adding two tests to the previous review of student portfolios and collection of data regarding students' plans for post-graduation employment or studies. Because most students move directly into the field, the curriculum continues to be focused more on generalist social work practice with preparation for graduate school being a secondary aim. This may change if an observed increase in interest in graduate school continues.

Portfolios were collected and reviewed by the program manager just prior to student graduation. These include pre/post videotapes of practice skills, a variety of written coursework, personal assessments, and evaluation of student performance in a work setting by the field practice supervisor. Portfolio assessments were based on a four-level rubric (Excellent, Good, Average, Poor); the report provided comparative results from 1999 to 2002; the last cycle showed a decline in "Excellents" that was balanced by an increase in "Goods." The faculty concluded that "reviewing the written materials and viewing the videotape reveals the growth of students ... and information about (their) readiness for entry-level social work, but does not offer quantifiable data ..." (p 79) As a result, the faculty implemented two pre/post tests.

The first of these was comprised of 25 locally generated true/false questions covering content areas, Bloom's cognitive operations (knowledge, application, comprehension, synthesis, and analysis), and the Gardner intelligences (verbal-linguistic and interpersonal). It was administered at entry into the social work curriculum (the introductory social work course). The second test is based on the *Practice Skills Measurement* (PSM) by Ragg and Mertlich, (1999) and is given to majors and minors at the beginning of the first social work practice class. The test requires application of a variety of skills including active listening, assessment of client needs, and case planning and also provides a measure of application, synthesis, and integration of information (*à la* Bloom) along with a quantification of interpersonal intelligence (*à la* Gardner).

Both of these tests were administered just prior to students' graduation to provide a measure of student learning. All areas reported showed positive improvement. The Faculty noted deficiencies in content areas and cognitive operations while interpersonal intelligence skills showed some improvements. Making use of easily retrieved data, this report is particularly strong in its relating of conclusions and action plans to results and in making use of a comprehensive approach to assessment. As well, the faculty intends to add an employer survey in the 2002-2003 assessment cycle, to provide feedback regarding synthesis and practice skills of Lindenwood graduates. The faculty recognize the need for direct student input as well as the need for post-graduate follow-ups stretching out to five years past graduation.

Humanities Division

English

The English department uses a variety of assessment instruments in English composition and literature classes. These were discussed earlier under general-education assessment.

Lindenwood University 2003-04 Self-Study

These assessments cover most Lindenwood students and are seen as an important part of the program assessment as well as a measure of general education. For majors the department also assesses senior portfolios, providing a narrative description of various students' skill levels and ranking them on a six-point scale. Each of these portfolios contained at least ten essays; "each student will be expected to write at least one research paper in each 300 level course." (p 84) Previous assessment cycles led the faculty to increase emphasis on grammar and mechanics and to provide a more traditional curriculum emphasizing literary movements and techniques. Results for the 2001-2002 cycle indicate improvements in both these areas. The English faculty members are very much aware of the need for increased standardization of syllabi and for clarification and standardization of course objectives.

Modern Language (French, German, Spanish)

The language faculty decided to forego previously used standardized instruments (such as University of Wisconsin tests) for introductory classes because of expense but also (and more importantly) because these tests were designed for placement purposes rather than for use as tests of end-of-course achievement. The Spanish faculty is using locally devised questions covering specific points of grammar to measure student progress from first level elementary classes (FLS 101) to the end of second-semester classes (FLS 102). The French and German instructors are developing similar tests for elementary and intermediate levels. The Wisconsin tests were used in 2001-2002 for intermediate Spanish (FLS 201,202); the outcomes in grammar and reading both fell below desired levels. As a result of these findings, instructors now require laboratory work as an essential component of semester grades. New locally generated measures for these courses will be used during the next cycle.

Additionally, the French and Spanish faculty are developing standards for oral performance and reading ability for majors and minors. "Even without quantitative data, the necessity for more intensive training at the advanced level of language learning is clear." (p 88) Previously one semester of advanced work was required; in the future two will be necessary. The faculty is considering use of portfolios made up of work from a variety of courses as a tool for assessing majors and the program. It should be noted that the two Spanish instructors and the French instructor joined Lindenwood at the beginning of 2000-2001; having inherited an assessment program in disarray, they are building a new one and expect to gain measurable results during the next assessment cycles.

History

Assessment results for world history (HIS 100), taken by most Lindenwood students, may be found in this summary and the CSAP under General education. For the program, the faculty has been using a senior comprehensive examination (in HIS 400) for the last seven years. Students are asked to sit for essays on six topics covering areas ranging from the ancient world through the modern United States. They are furnished in advance with four potential questions from each area and are then asked to write in response to one of three. The essays are evaluated via a rubric that assigns varying weights to six categories, ranging from completeness of exam (25 percent) to grammar and spelling (5 percent). The current rubric form was first used in the spring of 2000. A comparison of

scores for all quarters from spring 2000 to spring 2002 suggests that faculty evaluations and student scores are reasonably consistent, the average being 75.4 percent. Comparisons of overall GPA's with HIS 400 scores indicate, as expected, that "those in the 3.5 and higher range do significantly better than those in the 3.5 and lower." (p 90)

The history faculty uses student performance on the Praxis, taken by a majority of graduating seniors, as an independent measure of the success of the program. The state of Missouri requires a score of 152 for certification to teach social studies at the secondary level. During 2001-02 eight history students reported scores; the average of these was 172.3 "These results indicate that our program does produce students whose competency is demonstrated by national examinations as well as local instruments." (p 92)

The history faculty is considering substituting an objective examination for one of the HIS 400 essays and is working on methods to improve student results in deficient areas, notably the "West" and the "World." As well, the department will make use of exit interviews with graduating students and a survey of graduates working in secondary education to provide further feedback for the program. Generally, the faculty recognizes the need to more closely relate assessment to specific course objectives.

Philosophy and Religion

The philosophy program was only recognized in late May of 2002 by the Missouri Coordinating Board of Higher education. A pilot program to assess the "moral life" course (PHL102) produced indeterminate results and is being reevaluated for the 2002-2003 assessment cycle. Overall program assessment will come later.

Religion has developed instruments to assess the introduction to religion course (REL100) and world religions (REL200), discussion of which may be found in this summary and the CSAP under general education. Also, assessments in the new testament course (REL 211) undertook to gauge knowledge, and the religion, science, and faith course (REL 300) investigated changes in attitudes regarding science and religion. Methods to assess the program are being developed for the 2002-2003 cycle.

Fine and Performing Arts and Communications Division

Art

During the 2001-02 assessment cycle, the art program continued to use grades and a description of teaching methodologies for assessment. Recognizing that these methods are inadequate, the art faculty is developing and piloting entrance and exit exams for all art majors, as well as quantitative assessments for student work in studio classes. As well, the faculty understands the need for quantitative evaluation of the BFA, MA, and MFA thesis and exhibition exit requirements.

Music

The music faculty uses an entrance audition/interview process in order to screen applicants to the music program and provide a baseline for competency in music theory and performance. Student progress from this baseline is measured at the end of the fourth

quarter by a standing jury examination/interview in which students' technical proficiency is judged in light of locally developed standards. Also, advanced students must demonstrate further proficiency in junior and senior recitals (one for music education majors, two for performance majors). Before they can perform in these recitals, students must pass a pre-recital jury examination.

The faculty has also created a pre- and posttest for the music history course that is administered first after the student completes an introductory course (MUS 165) and again during the capstone course (MUS 384). The faculty also surveys students taking the PRAXIS examination. Having thereby discovered deficiencies in jazz history and music education, the faculty has introduced a course in jazz history (MUS 335), and the university has hired a new faculty member for music education – a clear demonstration of assessment leading to curriculum changes and administration response to a personnel need suggested by the assessment process.

Theatre

The theatre faculty reported generalized results for pre- and posttests in script analysis and theatre history. It is worth noting that student evaluations led to a change of instructor for history of the theatre. In the acting I course, students were able to evaluate their own learning via anonymous surveys. The faculty also developed quantitative methods to measure increase in the subjective skills mastered in that offering. More thoroughgoing and comprehensive assessment tools are being developed for the 2002-03 assessment cycle. These will include pre- and posttesting, student peer evaluation, and use of the Bloom and Gardner taxonomies.

Dance

Assessment of student learning in dance is accomplished using a variety of measures, including pre- and posttests, linear and quantitative scoring of student performances, analysis of video-taped performances, multiple evaluations of the senior project, and assessment of student abilities by outside professionals. The faculty will evaluate its program for weaknesses when they have completed a full cycle of assessment at the end of the Spring 2003 semester.

Communications

To date, assessment of student learning in communications consists of examinations, writing projects, and oral examinations within the required courses; a comprehensive exit administration administered in the capstone senior communications seminar (COM 460); and a student-compiled portfolio comprised of materials indicating competence in his/her particular area of interest. Recognizing the need for a pretest, the faculty has designed a comprehensive communications exam to measure entry level proficiency in sixteen areas (such as oral skills, technical production, problem solving, and media literacy). They are also redesigning the exit examination to reflect the entry test. Under new leadership, the program faculty is committed to devising and implementing a working assessment procedure.

Sciences Division

Biology

The biology faculty makes use of a number of locally compiled tests as well as exit interviews with majors, various surveys of graduates, and external tests (PRAXIS, MCAT, GRE,) in its assessment program. Assessment of majors examines specific courses, the whole program, and post-graduation student success. The faculty also assesses non-majors via pre- and posttests in introductory biology classes fulfilling general education requirements (see above under general education). Pre- and posttests for BIO 151 and 152 are re-administered in BIO 401 as an exit examination; the material included in these two tests covers most of the important areas the faculty members believe their students should have learned. Noting that these tests do not adequately cover environmental biology, the faculty is developing tests for ecology (BIO 365) and advanced environmental biology (BIO 362). Faculty members expect to have a preliminary set of questions for BIO 362 by spring 2003. Specific information from the MCAT testing service has not been forthcoming, but the faculty hopes partially to address this lack through anecdotal information from students. It should be noted that feedback from students has led to plans for remodeling upper division biology labs and provision of lab space and equipment for students working on independent research projects. The faculty notes that its "program for tracking graduates will rapidly expand beyond our present ability to handle the necessary surveys."

Chemistry

A discussion of assessment in general education chemistry courses may be found above under general education. The chemistry faculty monitor student learning via analysis of proficiencies in basic concepts as determined by examination results in various classes. While the department relies heavily on grades in reporting assessment results, the faculty pays careful attention to student understanding and modifies course content and instruction where necessary. Bloom's taxonomy levels are addressed in the examinations also. The faculty members use Classroom Assessment Techniques ("minute papers") to gauge student understanding of individual lecture topics. They recognize the need to develop assessment procedures for all classes and to improve tracking of graduates. They are also developing pre/post testing of freshman and seniors to address student learning in the chemistry program.

Computer Science

Previous computer science assessment consisted largely of reporting grades. In order to address this deficiency, the faculty is implementing a new assessment plan during the 2002-2003 cycle. Four new courses are being added to the curriculum and objectives are being developed for all classes. Performance records from questions embedded in examinations will be compiled for each course objective. It is worth noting that the faculty considers communication skills vital for their majors: "in particular, students in computer science programs should be able to communicate ideas effectively in written form, make effective oral presentations, and understand and offer constructive critiques of the presentations of others." (P 135) Enhancement of these skills is a program objective, and the faculty will assess students in this area, providing yet another means by

which our general education objectives may be measured outside general education classes.

Earth Science

Discussion of assessment in geology may be found above under general education. Two online courses (oceanography and astronomy) were introduced during 2001-02. While pre- and posttesting for these courses will be introduced in the 2002-03 cycle for formal assessment, the instructor carefully noted student feedback during the term and revised testing and teaching strategies accordingly. The faculty members note that the "number crunching" associated with assessment is becoming burdensome.

Mathematics

Assessment of Mathematics courses covering general education requirements will be found above under general education. Previous mathematics assessment of majors was confined to reporting their GPAs and surveying their post-graduation plans. Recognizing that this was inadequate, the faculty undertook a major revision of its assessment program during 2001-02. It revised the program objectives, developed course objectives (four to eight per course), and created tables relating each course objective to the appropriate program objective. Results were tabulated from test scores, problem scores, or assignment scores throughout the semester. For each course, appropriate data were collected from each student who completed the course, and these data were then averaged for each objective. These data will be used for revision of curriculum and teaching where necessary. Modifications to this system will include rewriting ambiguous course objectives, further relating course objectives to program objectives, and improving data by assigning weights to course objectives as well as program objectives.

Psychology

Psychology department assessment of student learning in general education courses is discussed above. The basic assessment method for assessment of majors involved the administration of a locally generated comprehensive test to students in the senior capstone class, advanced general psychology. All faculty members contributed to this examination, and they consider the general difficulty of the examination to be greater than that of the GRE test in psychology. The test covers ten content fields (abnormal, biopsychology, statistics, etc.) as well as cognitive processes (à la Bloom) and intelligences (à la Gardner). Results are correlated with overall GPAs and grades in the social science statistics course (a requirement for the major). During 2001-02 the test was expanded from 100 to 110 items in order to measure student progress in the cognitive skill of evaluation. Results are subjected to extensive statistical analysis. Additionally, the psychology faculty members decided to administer to their advanced general psychology class the same general education instrument used in the freshman course, "principles of psychology," in order to ascertain how far their majors had progressed in content areas as well as basic knowledge, application, and higher processes. Based on results, the faculty intends to continue its previous strategy of increasing the use of construct linking, small-group discussion, and analytical reviews in their courses. The faculty has computerized the assessment tools for the principles of psychology and advanced general psychology courses.

By any measure, this is one of Lindenwood's oldest, strongest, and most comprehensive assessment programs, but the psychology faculty notes some weaknesses in the assessment operation: It lacks a follow-up procedure for graduates; also, it lacks a generalized method for categorizing questions.

Sociology/Anthropology

General education assessment in these disciplines is addressed above. Learning in majors is assessed through a portfolio of all the significant papers written in advanced sociology and anthropology courses. The faculty developed an "objective" tool for measuring portfolios, which included evaluating research materials, writing mechanics, logical analysis, style, content, and overall comprehension. The faculty recognizes the need to improve collection of portfolio materials and to develop a scale for assessing the quality of majors' research papers. Given the small number of graduates (three in 2001-02 and five in 2002-03), compilation of statistically meaningful assessment information is problematic.

Management Division

Previous assessment of majors in the management (i.e., business administration) division included testing in the capstone course (BA 430) to measure degrees of understanding in accounting, finance, management, management information systems, and marketing as well as writing and oral-presentation skills. The faculty also proposed surveying graduates. The 2001-02 academic year saw major changes as the faculty undertook to address deficiencies in their program of assessment. For assessment of undergraduate students, the faculty is developing locally generated pre- and posttesting in two areas: Political science and public management majors will take a pretest in a PS 300 level course for majors only, and they will take the same test in PS 370, a capstone governmental research course.

All other management division majors will take a pretest in BA 330, the principles of management course, and the posttest in BA 430, the management policy course. Each exam will consist of 45 questions designed to measure what the faculty refers to as substantive knowledge, foundation knowledge, and program knowledge. The faculty intends to increase the emphasis on statistics for political science and public management majors and will add a pretest-posttest sequence covering use of statistics for public policy analysis in the governmental research course.

Graduate students in all areas of management will be assessed using pre- and posttests administered in courses appropriate to each student's particular concentration within the MBA program. Areas tested will include substantive knowledge; writers, theorists, and policy makers; and deductive reasoning. The division has also developed guidelines for the writing of objectives in course syllabi, particularly important in a program that uses a large number of adjunct faculty members.

Accounting

Assessment of accounting majors was previously undertaken through comprehensive examinations in a variety of courses. In 2002-03 they reported class averages in introductory courses. But the accounting faculty is developing pre- and posttests to measure student accomplishment in the introductory courses (BA 200/201). Questions in these tests will be keyed to course objectives, although the faculty members note that they need to standardize objectives for all instructors. Past accounting assessment has included surveys of graduates who sit for the CPA exam; their feedback results in modifications of instruction to better address issues such as the Uniform Commercial Code. To strengthen its survey of recent graduates, the faculty intends to expand it to capture additional data related to job placement and graduate school selection.

Management Information Systems (MIS)

MIS assessment in 2001-02 consisted of evaluation of student portfolios in BA 442 (principles of systems development), which integrates the technical foundations and database design skills acquired through completion of previous MIS course requirements. Grades in various tests in this class were reported. Success of students in obtaining employment is also tracked. In order to supplement these measures, the faculty has developed a 50-question pre/post test to assess students' basic knowledge of the systems development process. Student performance on the posttest administered in BA 430 is also tracked. The faculty reports a desire to augment quality control and feedback in courses taught by adjuncts.

Lindenwood College for Individualized Education (LCIE)

Assessment of students in LCIE for 2001-02 was based in part on faculty evaluation of culminating projects, which are substantial papers that are written by undergraduates but resemble theses for graduate students. These are ranked on organization, grammar and spelling, research methods, knowledge of the subject, analytical sophistication, professional appearance, and relation to the student's major. In order to provide an ongoing assessment of student achievement in a system that minimizes traditional testing, the faculty has developed student skills assessment inventories that are specific to the various clusters of courses for use in the 2002-03 cycle. These are evaluated by the instructors and differ from a traditional testing situation in that students are generally encouraged to make use of some tool wherein they have summarized, analyzed, synthesized, and applied the content of the course. It will be apparent this assessment vehicle identifies competencies within the framework of Bloom's taxonomy. These inventories pinpoint specific strengths and deficiencies in each student's performance, allowing for instructional changes. Also, the faculty provides an individual summary evaluation for each student that includes narrative comments on specific strengths and areas of concern. Because the skills assessment inventories challenge students by adding to the course workload and challenge instructors by requiring additional preparation time, there is a concern that the system allow for a balance of assessment with instruction within the limited contact hours available in this program.

LCIE Counseling Program

Students in this graduate program were assessed in 2001-02 via faculty evaluation of a master's thesis or performance on two tests: a series of comprehensive examinations consisting of essay questions covering the eight core areas of the curriculum, in which students were evaluated on the Bloom cognitive operations of analysis, synthesis, and evaluation; and a nationally normed multiple-choice test, the *Counselor Preparation Comprehensive Examination* administered by the National Board for Certified Counselors. Students had to achieve a score that was at least higher than one standard deviation below the national mean in order to pass the latter. Students in this program are assessed by faculty members and by site supervisors for knowledge and skill. Considering that their assessment program is too heavily weighted towards the end of the curricular sequence, the faculty is developing new assessment activities to measure progress throughout the program. They will make use of standardized counseling skills assessments at four different points in the student's course path. As well, they intend to survey professional graduates and, subsequently, their employers, regarding possible revisions in the program.

Overall Analysis of Our Academic Assessment Program

Lindenwood's comprehensive student assessment program has come a long way since its awkward startup in the early part of the 1990s. The most impressive aspect of our assessment system today is the conspicuous striving by our professors to make assessment work better for the students. It is clear that our faculty is psychologically committed to the effort, that they want to improve the process and outcomes, and that they have made assessment a regular and valued part of their service.

Strengths

Specific strong points in Lindenwood's approach to academic assessment include the following:

1. Nearly all of the academic programs are satisfying the formal requirements of an assessment procedure.
2. Most of our academic programs are using the results to refine and reformulate their approaches to teaching; the few that have not done so in an effective way are now poised to start that practice in earnest.
3. The individual assessment reports from the various departments generally have become more analytical and evaluative. They identify what is being taught and measured and how well the students are mastering the central concepts and competencies.
4. The various program faculties are using the assessment information to develop their action plans for the next year.
5. The assessment program is now clearly faculty driven, and improvements will be principally faculty generated.
6. We have a standing assessment committee that takes an active role in monitoring and facilitating the actualization of the program.

7. Our administration has made a definitive commitment to supporting and improving comprehensive student assessment, by allocating both attention and resources to this crucial process.

Concerns

We know that there are still many ways in which our academic assessment could be more effective. Some of the areas of concern are as follow:

1. Most areas need to more clearly establish minimum standards of achievement in various identified competencies.
2. Some areas need to be more specific in listing actions to be taken as a result of assessment findings.
3. Most areas need to be more specific about how they involve students in all stages of the assessment process.
4. Many academic programs report difficulty in dealing with large quantities of data. University acquisition of a scoring/grading machine would simplify collection and evaluation of raw data. This concern will become more significant as academic programs refine their measurement of numerous competencies and processes.
5. More areas should make use of (Classroom Assessment Techniques) CATs or report current use of such.

Action Plans

1. We will ask all academic programs to specify minimum achievement standards for their assessment units.
2. When we analyze the 2002-03 assessment reports, we will identify any programs that are not clearly planning pedagogical changes as a result of the assessment, and the assessment committee will review the procedures with the pertinent program managers.
3. We will encourage all program areas to hold informal focus groups or class discussions with their students to evaluate their assessment program and explore possible improvements.
4. The provost presently is gathering information on the costs and usability of an automated scoring system that we might employ to facilitate more thorough and sophisticated comprehensive student assessment in many of the academic areas.
5. We will encourage all instructors to experiment with and evaluate the results of various CATs.

Conclusion

Lindenwood University has a faculty and an administration that are invested in an effective comprehensive student assessment program. We have developed a viable and useful assessment enterprise that is faculty driven and learning oriented; this system documents the skills and competencies that we teach and the proficiency levels that our

students attain; it also leads to improvements in institutional performance. We have established a standing committee that actively scrutinizes, evaluates, and guides the program. The faculty is using the results of the assessment program to augment the quality of its educational services. And we continue to plan and carry out steps to enhance Lindenwood's assessment operations.

This examination of Lindenwood's academic assessment program reveals that the university is accomplishing its educational purposes and meeting accreditation Criterion 3.

Overall Analysis of Our Academic Assessment Program

1. More than 100 faculty members are involved in the assessment process. The assessment process is a shared responsibility of all faculty members. The assessment process is a shared responsibility of all faculty members. The assessment process is a shared responsibility of all faculty members.

2. When we analyze the 2003-04 assessment reports, we will identify any programs that are not clearly planning pedagogical changes as a result of the assessment.

3. We will encourage all program areas to hold informal focus groups or dialogues to explore possible improvements.

4. The program areas will be encouraged to explore possible improvements.

5. We will encourage all program areas to explore possible improvements.

6. We will encourage all program areas to explore possible improvements.

7. We will encourage all program areas to explore possible improvements.

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9. We will encourage all program areas to explore possible improvements.

10. We will encourage all program areas to explore possible improvements.

Chapter 8

Effectiveness:

Student Development and

Community Service

Chapter 8 Effectiveness: Student Development and Community Service

Criterion 3 The institution is accomplishing its educational and other purposes: Student Development and Community Service – Part 3

Overview of Chapter

Academic endeavors are the most important pursuits in the college experience. However, colleges and universities have always been more than books, lecture halls, and grade reports. Most institutions of higher education include additional domains of service and achievement in their missions, and independent schools such as Lindenwood assign those value-added areas considerable weight. Our mission statement makes earnest reference to holistic education, character development, ethical lifestyles, and enrichment of the surrounding community – among other aims and purposes. In this chapter we summarize and evaluate our efforts to meet those high standards. We start with a consideration of special steps we take to guide and support our students. Next we look at various ways in which we enrich our students' college experience by offering them co-curricular learning opportunities. We also examine how Lindenwood both serves and edifies the community. Finally, we assess the results of our Institutional Proficiency Exit Survey, a questionnaire that we administer to our students just before they graduate.

Academic and Developmental Support

Orienting Freshman Students

We help our first-year traditional undergraduates adapt successfully to college life and strengthen certain values and attitudes in three ways. First, we carefully advise first-year students into courses that are self-actualizing and values-laden by their very nature: general education classes in the humanities, arts, and sciences.

Second, we conduct a first-week orientation sequence that includes several group information sessions, addresses on specific topics by our campus life staff, a planned sequence of structured group activities, and a fall convocation designed especially for our full-time freshmen. The latter event involves the president, the provost, several professors and students, and at least one coach, who give the students the best advice and wisdom for succeeding in college.

Third, we require all new students who enter Lindenwood with 24 or fewer semester hours of credit to enroll in our Community Living course (COL 110), which includes units on campus history and culture, strategies for academic success, social adaptation,

and “survival skills” for life in general. A copy of the fall 2003 COL 110 syllabus appears in Appendix B. Students who are passing this one-hour class at midterm may “graduate” from the course, signifying that they have mastered the essential skills and understood the most important values for proceeding successfully at Lindenwood. Students who have not satisfactorily completed their Community Living assignments at the midpoint of the term must continue in the class through the end of the semester. The second half of COL 110 emphasizes time management and clarification of one’s goals, two areas that often are deficient in students who have college-adjustment problems. Our experience has been that fewer than 5 percent of the first-year students require the full semester to meet the objectives of this orientation-to-college experience. In fact the 22-25 sections we start each fall can usually be reduced to just one section after mid-term. The handful of students who fail COL 110 must repeat it until they pass.

The important upshot of our Community Living course is that this early freshman experience improves each active participant’s chance of succeeding in college by instilling or honing the behavior and attitudinal patterns that are essential to perseverance and achievement.

Distinguished Mentor Program

Although the academic advisor has been around university campuses for decades, the role has tended to be a thankless one. Most independent universities expect their professors to advise and mentor as well as teach, but very few accord recognition and professional-development opportunities for this selfless endeavor. Mentoring is sufficiently important at Lindenwood that we instituted a mentoring program that rewards those who achieve in this arena while using the sincere interest and skill of the most talented mentors to provide special assistance for the neediest students.

We commenced our “Distinguished Mentor” program in the summer of 2002. The division deans nominated 25 professors who had demonstrated superior advising and mentoring. We recognized these excellent faculty members in a ceremony conducted at the August faculty workshops, in which the concept was described and each honored professor was formally promoted to the rank of distinguished mentor. Each outstanding mentor also received a personalized, framed certificate attesting to his or her status. The purpose of this ceremony was threefold: (a) to accentuate the significance of quality mentoring to Lindenwood’s campus culture; (b) to publicly recognize those who are most proficient at this professional service; and (c) to create an additional incentive for other faculty members to excel in this area.

Because the distinguished mentors are our most devoted and adroit advisors, we expect more from them than we ask of the typical faculty member. We assign each mentor to meet regularly with several students who are struggling academically so that he or she will have the opportunity to provide the special attention and guidance that these students desperately need. Although we are excited about the probable success of this practice, we have not yet had a chance to assess its effectiveness in helping students who are in academic jeopardy.

In the summer of 2003, we will identify, lionize, and confer the distinguished-mentor rank upon additional professors.

Peer Tutoring System

In 2002-03, 17 of Lindenwood's programs or program clusters provided free peer-tutoring to students at all levels of academic standing, including graduate, adult, and evening students. However, the greater part of those tutored are full-time undergraduates who are having problems with specific subjects or courses. Some of these tutors are student volunteers but the majority of them earn work-and-learn hours for their service.

Our peer tutors supplement, but do not replace, one-on-one help that our faculty members regularly provide during their scheduled office hours.

Success Center

We described our success center in Chapter 5: The center, which we started in the spring of 2002, strives to address developmental needs in the areas of reading and mathematics. It is geared toward skill enhancement and basic skill development as well as the strengthening of self-esteem. Here we assess the effectiveness of this vital component of our student-support system.

Assessment for Spring of 2002

In Fundamentals of Mathematics, 14 of the 18 students (78 percent) completed the course. Nine (64 percent) of the completers and none of the non-completers still attend this university. All 12 of the students who took Fundamentals of Reading completed the course, and nine (or 75 percent) of them remain in school at Lindenwood.

Assessment for Fall of 2002

In Fundamentals of Mathematics, 28 students began the program, and 25 (89 percent) finished the class. Twenty-one of the 25 completers (or 84 percent) remain at Lindenwood, while none of the non-completers are still here. Nineteen of 20 students in Fundamentals of Reading completed the sequence, and 15 (or 79 percent) of them continue to pursue their Lindenwood degrees. The non-completer is no longer studying at this university.

Assessment for Spring of 2003

In Fundamentals of Mathematics, eight students began the program, and seven (88 percent) finished the class. All of the seven completers remain at Lindenwood, while the non-completer is no longer here. All eight students who entered the Fundamentals of Reading course completed the sequence, and all of them continue to pursue their Lindenwood degrees.

Analysis

In its first year and one-half, the success center has been an effective device for bringing academically challenged students up to college-level competency in reading or

mathematics. Completing these courses is strongly correlated with persistence in college. We feel that this developmental program is very successful, and we will continue to make it available to our students in its present form.

Writing Center

The Lindenwood University writing center, which we described in Chapter 5, provides help with all aspects of the writing process for our students. The center also provides assistance with study skills, reading skills, and pronunciation for students learning English as a second language.

Growing enrollment and increased awareness of the Writing Center's benefits have resulted in tremendous growth in activity levels. In its first year of operation (January 2000 through December 31, 2000), student consultants performed 392 individual sessions. In the past two academic years, fall semester 2001 through summer 2002, and fall semester 2002 through spring semester 2003, the number of consultations has been 506 and 540 respectively. The typical patron of this service comes in 2.6 times.

Analysis

It is clear that the assistance of this center is in demand and that its activity level is high. At the time of this writing, however, no additional assessment data were available. The lack of information on the effectiveness of this service is a deficiency in our assessment program that we will address immediately, and we are already discussing possible assessment procedures for this service area.

Mentoring Office

Our mentoring office, reviewed in Chapter 5, works with students who are on academic suspension or otherwise experiencing difficulty with their studies. We have developed data on this program for only two semesters so far.

Basic Outcomes

Of the 156 students who actively participated in the mentoring program in the spring of 2002, 102 (65 percent) raised their semester GPAs, 46 (29 percent) obtained lower grades, and four did not change on this dimension. Three students withdrew from school during the semester.

Of the 91 students who were actively involved with the office in the fall of 2002, 56 (62 percent) raised their GPAs, 19 (21 percent) lowered their GPAs, and four were unchanged on this dimension. Twelve students in the program withdrew, were sent home, or again incurred academic suspension.

Analysis

The mentoring program has been moderately successful in helping a large group of our floundering students resume normal progress toward a degree. However, we believe the

program can be improved by involving several of our distinguished mentors more fully in the corrective procedures. We intend to do that in the coming year.

Other Student-Support Programs and Systems

In the interests of evaluating the effectiveness of the various additional student-support structures that exist at Lindenwood, we call attention to the Productivity subsections of Chapter 5, which evaluate the quantity and quality of each support office's service. However, one support area – that of student activities – warrants additional evaluation here.

Student Activities: Response to the 1994 HLC Visiting Team

The HLC team that conducted our comprehensive evaluation in 1994 stated that more than a third of the students they interviewed expressed an intention to transfer, due in part to an inadequate social life on campus. Although we will show in Chapter 9 that the actual transfer rate is considerably less than 33 percent, we nevertheless recognized in the mid-1990s that the slate of social activities on the Lindenwood campus could have been improved in many ways. Since that period we have been investing time and manpower toward improving social opportunities for our students. Specifically, each year we have appointed a student activities director, whose job it is to plan, coordinate, and encourage further development of social events on campus. At the time of this writing, we asked the activities director for an analysis of the success of this program for the fall semester of 2002.

The fall of 2002 saw the emergence of the most diversified group of student organizations ever. That term over 60 student organizations were recognized, with even more to come. From September through November – not counting sports events – 592 recognized activities occurred. An average of 198 officially sanctioned activities took place per month. This figure is up considerably from the average of 45 recognized activities per month throughout the 2001-2002 academic year cited in the previous year's activities assessment. Counting home sporting events, 697 recognized activities occurred throughout the semester, an average of 232 activities per month. Even in the holiday-shortened and academically demanding month of December, there were 132 social/co-curricular events.

A sample of key activities during the fall 2002 semester includes the following: movie nights, spades tournaments, karaoke nights, Midnight Breakfast, Butler Breakout (Finals Week), Homecoming/Parent's Day Weekend, LSGA Fall Festival and Organization Day. The Midnight Breakfast had nearly 1000 people in attendance. Butler Breakout, which ran from Tuesday-Thursday during finals week, provided snacks and a place for students to relax or study. The attendance figures for the three nights were 245, 160, and 125. The 2002 homecoming dance had 170 people in attendance. In addition, Parents' Day had the largest attendance in recent memory.

The slate of activities and events available to students continued to be well populated during the spring semester. In the extremely short January term, not counting home sporting events, 84 recognized activities occurred. If we include home sporting events, 106 recognized events took place. From February through April, disregarding home sporting events, 587 recognized activities occurred. An average of 196 recognized activities occurred per month. With home athletic contests, 653 recognized activities occurred. Our campus enjoyed an average of 218 activities per month.

On an additional note, the newly transformed Butler Center gives students and student organizations a place to meet, relax, and study. The co-curricular side of education on this campus should improve even more with the eagerly anticipated opening of the "Activities and Connectivity Center" on the lower level of the Spellmann Campus Center.

As this brief analysis clearly indicates, our present system of student activities delivers a more than ample number of opportunities to fulfill our students' social needs and develop important social skills as they diversify their interests. These outcomes meet significant objectives that flow from our commitment to holistic education.

Academic and Practical Enrichment Opportunities

There are many ways in which we enrich our students' university education to fulfill the many purposes contained within our mission statement.

LSGA and Student Organizations

Lindenwood's *Student Handbook* summarizes the plentiful federation of student clubs and organizations. Tying together and regulating all of these groups is the Lindenwood Student Government Association (LSGA). LSGA invites each registered student organization to appoint or elect a representative to sit on its general assembly, which meets biweekly throughout most of the academic year. The purpose of LSGA is to ensure effective student representation in the management of the university and facilitate the academic, social, spiritual, and physical development of the students.

We encourage our students to become actively involved with LSGA to further the social and institutional side of their personal development. LSGA is a venue in which students can learn about principles of governance, teamwork, representation, and social responsibility.

We have placed a copy of the LSGA constitution and bylaws in the HLC resource room.

Honors College

Lindenwood offers all its students with GPAs of at least 3.30 to join the Lindenwood University Honors College. This option is chiefly intended to encourage students to

combine exceptional effort with their special academic talents to produce outstanding academic products and performances. We describe this program on page 12 of our *Undergraduate Catalog*. Students who complete all prescribed enrichment requirements within this track become eligible to graduate with general "University Honors," in addition to whatever other honors designations they may earn at Lindenwood. Honors College students may take a limited number of overload hours without being assessed an overload fee. The Honors College also sponsors speakers and discussion sessions each year.

In the 2002-03 academic year, 23 students were enrolled in our Honors College, and five of them graduated with "University Honors." This organization, which is mentored by a large group of full-time faculty members, is challenged to recruit many more of our students into this venue for expressing talent and ambition. The organization must become more visible and active on campus.

Honors Organizations and Honors Convocation

Lindenwood sponsors 19 academic honors organizations, most of them being local chapters of national honor societies. We describe these groups in our *Student Handbook*. More than 400 students were active members of these recognized cadres during the 2002-03 academic year.

Each year we hold an honors convocation on the last Sunday of April. At the 2003 ceremony, more than 700 students were honored for outstanding accomplishments in academic pursuits. Slightly more than 500 students participated in that event.

Lindenwood has produced an honors convocation annually for more than 30 years.

Internships and Practica

Lindenwood offers a prodigious number of practical-experience opportunities to students through our extensive practicum, field-study, and internship offerings. In the fall semester of 2003, for example, our course schedule shows 13 practicum, 9 field-study, and 11 internship courses across all undergraduate departments. The table below shows the number of enrollments in these kinds of offerings in each of the last three academic years. As these data suggest, supervised hands-on experience for college credit is a central element in the education of upperclassmen in many of our programs. This emphasis helps serve the ideals of holistic education and development of problem-solving skills that are included in our mission statement.

Estimated Number of Enrollments in Practical-Experience Course Offerings

Academic Year	Practicum Courses	Field-Study Courses	Internship Courses
1999-00	370	193	322
2000-01	631	408	447
2001-02	695	293	710

Student Newsletter

In the fall of 2002, the university launched its exciting student-written newsletter, the *Lindenwood Pride*. We publish the *Pride* five or six times per year. The publication is filled with interesting news, announcements, and stories about all sectors, initiatives, and events at the University. It keeps everyone on campus up to date on the latest developments at the school and achievements of students and professors. It also affords the student writers and editors a real-world opportunity to learn and enhance valuable skills in the areas of multimedia and journalism.

So committed are we to this initiative as an avenue of significant teaching and training that we have assigned a full-time faculty member to provide ongoing supervision and management of the *Pride*.

Speaker Series

Each year Lindenwood schedules several notable speakers to address the university community on both current and timeless issues. Many of the speakers are brought in as a part of our National Center for the Study of American Culture and Values, and, in some cases, they give their talks at the Boone Campus. Other lecturers and presenters are sponsored by the academic divisions. For example, in April of 2003 the human services division presented a motivational symposium featuring Stephen Covey. Still other big-name speakers are engaged by Lindenwood's Institute for the Study of Economics and the Environment (ISEE).

The programs of the ISEE are designed to augment the practical educational opportunities for our students. Many young people are concerned about environmental health risks and protecting environmental amenities. They are not always equipped with the skills and background to analyze these issues, however. In 2002-03 ISEE speakers included noted economist Murray Weidenbaum, eminent environmental educator Jane Shaw, and Assistant U.S. Secretary of Commerce William H. Lash.

Through our speakers series we enrich the educational experiences of our students and members of the St. Charles/St. Louis community by providing a variety of expert perspectives on many different topics.

Boone Campus

The Boone Campus – which includes the Boone Home, the historical Boonesfield Village, and a several-hundred-acre environmental laboratory and preserve – is being developed and operated to present unique learning opportunities for students and regional and national patrons interested in the areas of American studies, environmental science, and character development. We discuss most of the ongoing and planned educational and cultural-enrichment programs at this site in the *Lindenwood University Strategic Plan 2004-08*.

The Boone Campus, without a doubt, presents nearly unlimited possibilities for extraordinary learning experiences in the areas mentioned above. Our greatest challenge, however, is to market the associated programs to a regional and national audience, so that we can have a class of 40 to 60 full-time residential students living and studying on the site each fall semester. We plan to have the first such group of residential student scholars in place by the fall of 2004.

Talent Transcript

We consciously help our students prepare for life as well as earn a university degree. Through our Talent Transcript program, a student learns how to build an effective resume as he or she proceeds through the college years. Our director of career development tutors and guides the student through this credentials-building process, and the result is a "talent transcript" (i.e., resume) that includes not only information on the student's degree and major but also a listing of all special training and experience accumulated through jobs, student organizations, internships, and volunteer service.

The student's talent transcript is published in a volume titled the *LIONetwork Placement Catalog* (see a sample in the HLC resource room), which is produced annually. We send this publication to local employers and anyone else who requests a copy. The talent transcript program and the placement catalog have been significant devices behind Lindenwood's excellent graduate-placement rate: Ninety-eight percent of the students featured in the catalog are placed in full-time employment or graduate school within six months of graduation. The number of students who availed themselves of the *LIONetwork* in 2000, 2001, and 2002 was 296, 289, and 242, respectively. In view of the success of this program, we are concerned that more students do not take advantage of it. We will strive to do a better job of communicating the value of this service to our students.

Radio and TV Stations

Lindenwood has had a leading-edge student-run radio station, KCLC, since the 1940s. This station provides many of our communication majors with the hands-on experience that they need to enter a successful career in broadcasting. The station recently augmented its power to 35,000 watts and has now moved into brand new quarters on the lower level of the Spellmann Campus Center. We have also converted it to an all-digital broadcasting center and outfitted it with all-new equipment. Many students who are not communication majors also participate in running the station in order to acquire various technical and public-relations experiences.

In January of 2003, Lindenwood entered the wide-open field of television broadcasting. Working with Charter Communications and the City of St. Peters, MO, the university began broadcasting on Lindenwood University Higher Education Television (LUHE-TV) – Channel 26. This exciting initiative provides a large number of opportunities for our students to develop and carry out original programming. Lindenwood will invest several

hundred thousand dollars in this new branch of our communication curriculum, and we have hired two new faculty members to manage and develop this area of study.

Athletics

At various points in this report, we have referred to our decidedly significant and active program of intercollegiate athletics, which engages more than 900 full-time, residential students per year.¹ We firmly support this program involving 37 teams because intercollegiate athletics, when properly conceived and operated, contributes in incomparable ways to not only physical development but also character maturation. In fact, our sports teams comprise the core group of students involved in our Leadership Program. What's more, Lindenwood has been a prime exemplar of the "Character in Sports" initiative that the NAIA is building and promoting.

The table below lists the number of intercollegiate sports contests our student athletes participated in during the 2002-03 academic year.

	Fall Sports	Winter Sports	Spring Sports
Total Contests	94	150	152
Home Contests	47	75	60

Several of our teams either won or were contenders for the conference or national championships. In recognition of the overall success of our athletics program, Lindenwood was awarded the coveted NACDA Directors Cup in both 2002 and 2003. This honor is accorded to one university in both the NAIA and NCAA, respectively, and it signifies that that recipient school compiled the most successful overall athletics record in the country.

Work-and-Learn Program

We summarized work-and-learn program in Chapter 5. The mission of this program is to do much more than merely provide an opportunity for students to earn extra money and partially defray their tuition charges. Rather, the central purpose of the program is to afford our students the opportunity to develop a strong work ethic, along with giving them exposure to basic work skills that they can apply to be successful in the workplace and community. These goals are in concert with the general university mission of educating and developing the whole person to be a accomplished and productive member of society. Thus, the work-and-learn program is an integral part of our overall system for fostering holistic development in our students. It is for that reason that we have linked it with our new leadership program, and that we give the "LindenLeader Award" to work-

¹ We actually bring in approximately 1200 residential students through our athletes-recruitment program, but, for a wide variety of reasons, several of these students elect to not actively participate on our organized college sports teams. Since Lindenwood does not award athletic scholarships, students are in no way penalized for opting out of intercollegiate athletics. We place the student's education ahead of all other interests.

and-learn students who exhibit outstanding reliability and ingenuity in the conduct of their jobs. We conferred this honor on 152 students in 2002 and 154 students in 2003.

In view of the significance of work-and-learn to students' socialization and maturation, it is entirely appropriate that we offer them the option of fulfilling their hourly commitment through community work service. In the 2001-2002 academic year, 37 students served as volunteers in CWS/America Reads in return for work-time credits, and in 2002-2003, 38 students participated in that service venue.

Analysis of Developmental and Enrichment Opportunities at Lindenwood

Strengths

1. Lindenwood regularly operates several programs and services designed to help students with academic difficulties, and available evidence indicates that at least some of these services are having the desired, positive effect.
2. Lindenwood's social and co-curricular events program has grown prodigiously since the mid 1990s and presents a plethora of recreational and social-developmental opportunities for our students.
3. Lindenwood maintains and supports a long-standing, active student government association that involves a number of student leaders in leadership experiences promoting social consciousness and personal maturation.
4. The university sponsors a substantial slate of opportunities for students to earn significant honors and recognition, and several hundred students rise to the challenge each year.
5. The university maintains an active internship and practicums program across much of the curriculum to encourage and reinforce the acquisition of real-world skills and practical problem-solving prowess.
6. The university has acquired and effected major improvements upon a unique frontier (Boone) campus that offers inimitable learning opportunities in environmental science and American Studies.
7. Lindenwood's talent transcript program teaches students how to market themselves in the business world and boosts their chances of early employment following graduation.
8. The university has state-of-the-art facilities for radio and television broadcasting and student-based publishing.
9. The university sponsors a large, successful intercollegiate athletics program.

Challenges

1. We have not collected data on the effectiveness of our developmental writing program.
2. The number of students participating in Lindenwood's honors college is far below what might be reasonably expected, given the size and talent level of our student body.
3. We need to effectively market the Boone-Campus opportunities to draw annually a cohort of students who will study full-time on the site during the fall semester.

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4. A greater number of students should avail themselves of the very successful talent-transcript program.

Action Plan

1. We will systematically measure the effectiveness of writing program in 2003-04, perhaps through establishment of a pretest/posttest sequence, use of some form of para-cognitive assessment, or monitoring the participants' progress in college.
2. We will more frequently promote the benefits of the honors program, beginning with the freshmen orientations sessions and the Community Living course.
3. We plan to incorporate information about the talent transcript program into the freshman Community Living course.
4. A team of planners is presently meeting to develop an overall marketing and recruiting plan to market the Boone Challenge Semester.

Community Service and Enrichment

One of Lindenwood's chief purposes is to afford cultural enrichment to the surrounding community. It is also our aim to serve the community in general. We accomplish these goals in a host of ways:

1. Each year, several dozen of our students earn their work-and-learn money through working at not-for-profit community agencies. Our director of career development makes the arrangements for these special "learn-while-you-serve" opportunities.
2. We have become a public-serving university that offers a substantial number of evening courses for pursuit of a degree and workshops for personal and professional improvement. As noted elsewhere in this report, we have many more adult and evening students than traditional day-school students.
3. Many of the events in our speaker series are open to the public, as are our theatre, dance, art, music, and athletic events.
4. Lindenwood donates space and recruits student help for Project LEADD (Learning Experiences for Adults with Developmental Disabilities). Project LEADD is a cooperative program sponsored by Lindenwood University, Family Support, Services, and Emmaus Homes to offer adult continuing education courses for adults with disabilities.
5. Our fine and performing arts programs bring art and cultural enrichment to the surrounding community in the following ways:
 - All the productions, concerts and exhibitions presented by Lindenwood University are open to the public. Ticket and/or admission prices are very reasonable. In many cases, there is no fee, but donations are gratefully accepted.
 - In some cases, concert and play tickets may be donated or offered at significantly reduced rates to arts organizations within the community. These tickets may, in turn, be sold at a higher price by the club or organization to raise money.

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- The St. Charles Municipal Band regularly performs its spring concert at the Lindenwood University Cultural Center. The Band is not charged a rental or user fee for the facilities or the equipment.
- Discounts are regularly offered to senior citizens and students for the main-stage theatrical productions and other regularly scheduled fine arts events.
- Members of our fine and performing arts faculty regularly receive calls from members of the community seeking musicians, photographers and artist for various personal and organizational needs (i.e. weddings, banquets, advertising logos, etc.). Every effort is made to provide artists for these events.
- Lindenwood has created scholarships with local churches: the students agree to sing in the respective choirs in exchange for small scholarship awards provided by the individual church.
- Adjudicated scholarship auditions are regularly scheduled each year for high school dance, music and theatre students.
- Adjudicated scholarship auditions are regularly scheduled each year for high school and community college students.
- National and international touring events are sponsored for Lindenwood groups as well as local tours to elementary, middle, and secondary school in the region.
- Release time is provided for student artists (the same as it is for student athletes) for competitions, touring, and community performances.
- Student artists are regularly invited to perform at important community events such as the visit of the President of the United States, NFL Monday Night Football, the Citizen of the Years banquet, the September 11th Performances.
- In 2002, Lindenwood formed a partnership with the Arts and Culture Commission in the City of St. Charles to produce Shakespeare In the Park for the Summer of 2003.
- Lindenwood regularly schedules 2 to 5 school matinees at significantly reduced ticket prices for its annual production of A Christmas Carol.
- In 2002, Lindenwood University formed a partnership with the Arts and Culture Commission in the City of St. Charles to produce Shakespeare In the Park for the summer of 2003.
- The first annual Young Men of Harmony day-long workshop was held in 2002 at Lindenwood University. This event, co-sponsored by the Ambassadors of Harmony, brought 256 young men from area high schools to campus to learn or improve their skills in close-harmony *a capella* singing. In 2003, we hope to expand the program to include the Young Women of Harmony co-sponsored by Lindenwood and the Sweet Adelines organization.
- In February, 2003, the university will begin airing the Classic Arts Showcase on its Higher Education television channel. This production offers classics in art, theatre, dance, music, film in an short video

presentation format. Cable subscribers in more than half of St. Charles county will be able to view this programming.

- For the past two years, the Lindenwood University Golden Lions Marching Band has participated in the St. Louis Thanksgiving Day parade.
- The honorary music fraternity (Phi Mu Alpha) and sorority (Sigma Alpha Iota) at Lindenwood regularly perform in the community to satisfy their organizational mandates.
- In 2002, the university, working in conjunction with Francis Howell Central High School, co-sponsored the first annual Coliseum Classic High School Marching Band competition. Lindenwood is the only college or university in the St. Louis area to host this kind of competition.
- Lindenwood has entered into a partnership with the West County YMCA to perform at least once dance concert and one production off-campus in YMCA facilities.
- The art department at Lindenwood has hosted Portfolio Day where high school students from the community can come and learn how to create a portfolio for presentation. This workshop is presented free-of-charge.
- Each spring, Lindenwood hosts an invitational jazz band concert featuring the best of local high school jazz bands. These concerts often also feature a nationally- or internationally-know jazz artist.
- National and international touring events are sponsored for Lindenwood groups, as well as local tours to elementary, middle and secondary school in the region.
- In the spring, the university hosts a special matinee of its fashion show. While this presentation is open to the public, it is specifically provided to facilitate high school classes in family and consumer services and design. Ticket prices are significantly reduced so that students from all school districts may attend.
- Whenever feasible, Lindenwood University faculty members arrange performances for community events as requests are made.
- Lindenwood faculty frequently assists parents and other members of the community to find qualified private teachers in the arts.

Analysis of Community Enrichment

As the above summary (and our annual Fine and Performing Arts Calendar) conveys, Lindenwood is heavily invested in contributing to the culture of the community around us. A challenge, of course, is making sure that we can respond with the types of performances requested. To that end, we have developed an informal list of presentations, performers, and artists who are available. Maintaining a sufficient number of students to meet all the needs and opportunities is sometimes difficult. But because we are committed to community service, we continue to look for students within the arts and the general student population who are capable and available. Because the university has such a full Fine and Performing Arts calendar of its own, it is sometimes necessary to forego a community engagement because students are involved on campus. We do our best, however, to either meet the request or refer individuals to someone who can.

Institutional Proficiency Exit Survey

When our about-to-graduate students come to the baccalaureate and commencement rehearsal each May, we ask them to complete a structured Institutional Proficiency Exit Survey. Unfortunately, several years of survey results were lost when burglars pilfered the computers from the campus life offices just over a year ago. However, that tragedy presented us with both the motivation and the opportunity to revise the survey so that it now measures many more opinions associated with the goals of Lindenwood's mission statement. A total of 312 imminent graduates responded to the survey in May of 2003. Here we will analyze just a few of the results. However, the entire statistical summary of this year's survey is included in Appendix B of this report.

The students respond to each question or item on the survey on a five-point scale, wherein 5 means the student is very satisfied with that dimension of his or her Lindenwood experience and 1 means the student is very dissatisfied. Thus, higher average scores represent more positive opinions than lower average scores. We consider any mean score of 4.5 or higher to be excellent, 4.0 to 4.49 good, 3.5 to 3.99 fair, 3.0 to 3.49 poor, and below 3.0 unacceptable.

General Treatment and Facilities

When our degree-completers considered general features of the campus environment, they expressed highest satisfaction with academic advising services (4.04), our career development office (3.98), the Boone campus programs (3.97), and treatment by our financial aid officers (3.83). They were least satisfied with our international student services (3.06), library services and facilities (3.04), residence halls (3.00), and parking facilities (2.49). We were surprised to discover that the students gave "university-sponsored social activities" an average rating of only 3.32. We anticipated a considerably more favorable response to this area of service because we have directed so much attention, effort, and money toward expansion of student activities.

We expected academic advising to receive the strongest endorsement, and we were pleased to see that outcome materialize. However, we are not satisfied with the magnitude of the latter rating. We hope that it will consistently be at or above 4.5 in future surveys. We will improve that dimension of service through conducting additional mentor-training sessions for our faculty and by more often re-emphasizing the importance of that area of service.

We knew in advance of the survey that our library needed attention, and we had hired a new head librarian in December of 2002 to ameliorate some problems that existed in that sector of the campus. Since then, we have added and filled two more professional-librarian positions and initiated a comprehensive program of library service and collection enhancements described in Chapters 5 and 9 of this report as well as in our *Strategic Plan*.

Dissatisfaction with parking accommodations is endemic to most urban and suburban campuses. We do, in fact, provide ample parking space for our students, but perceptions in this matter are always relative. Our students pay only \$2 per year for the privilege of parking on campus, and they never have to walk more than a quarter mile to get to class from the most remote parking slot. But many of them would like to have a parking space available right next to the building in which their class meets.

We need to investigate the specific reasons underlying the relatively low grade (3.00) the students gave our residential facilities. We also will need to ascertain why university-sponsored social activities received a "poor" evaluation (3.32) despite the enormous range of events and pastimes we have provided for our student population over the last several years.

Mission-Centered Experiences

The proficiency survey also asked the students to evaluate the degree to which we actualized the seminal dimensions of the university's mission – ideals such as student centeredness, values and character development, and social consciousness – again on a five-point rating scale with higher values representing greater fulfillment. The students perceived small class size (4.50), attitude of instructors toward students (4.42), availability of instructors (4.32), and availability of their advisors (4.28) as Lindenwood's most highly developed virtues.

We were also pleased to find that all of the following ideals received average ratings of 4.00 or higher: development of personal values, a desire for lifelong learning, a strong work ethic, a desire to serve the community, and discovery of the path for one's life! Clearly, we are achieving many the core goals of our mission in the eyes of those who stand to benefit the most from the university's effectiveness. However, we are not yet satisfied. The following ideals were rated below 4.0: concern for you as an individual (3.81), self-actualization at Lindenwood (3.89), and spiritual growth while at Lindenwood (3.97). We will continue to strive for even higher student satisfaction in those areas of personal well-being and growth.

Conclusion

Lindenwood's mission statement includes several purposes that complement our strong academic center. These goals include focusing on the student's individual needs, enriching the community, promoting ethical lifestyles and problem-solving skills, and furthering lifelong learning. The outcomes evaluated in this chapter verify that we are accomplishing these purposes and that we are continually searching for ways to improve the effectiveness with which we achieve our goals. Consistent with accreditation Criterion 3, Lindenwood satisfies the holistic-education and community-enrichment aspects of its mission and purposes.

Disaffection with parking accommodations is endemic to most urban and suburban campuses. We do, in fact, provide ample parking for our students and faculty in this matter are always relative. Our students pay only \$2 per year for the privilege of parking on campus, and they never have to walk more than a quarter mile to get to class. But many of them would like to have more parking spaces available right next to the building in which they are currently parked. Unfortunately, we have not had the opportunity to do a study of this kind over a year ago. We need to investigate the specific needs of our students and faculty in this regard.

Cultural Center



We are pleased to see that outcome materialize. However, we are not satisfied with the magnitude of the latter failing. We hope that it will consistently be at a level that will improve the dimension of service through conducting additional academic center. These goals include focusing on the student's intellectual development and promoting ethical lifestyles and problem-solving skills, and furthering the university's commitment to the community. We are currently in the process of conducting a study of the library's collection and are currently reviewing the collection enhancements described in Chapters 5 and 9 of the Strategic Plan.

Chapter 9 Promise

Criterion 4 The institution can continue to accomplish its purposes and strengthen its educational effectiveness.

Overview of Chapter

In this chapter we will describe and evaluate our foundations and plans for not only sustaining our services and achievements as a comprehensive independent university but also becoming an even more effective institution. We will start with some key points from our newly completed strategic plan for fiscal 2004-08. Then we will describe the ways in which we think the many intertwined sectors of the Lindenwood Community will work together to ensure a strong future for the school. We will complete the chapter by considering the steps we intend to take to ensure a process of continuous improvement at the university.

Strategic Planning Points

The university made a conscious decision to develop a new five-year plan a full year earlier than scheduled because we wanted our strategic plan to benefit from information produced by our HLC self-study, which was underway during the 2002-03 academic year. The reader should consult Lindenwood's *Strategic Plan: 2004-08* for details. Here we will comment on the major points and intentions of the plan.

It is worth noting that a regularly scheduled formal planning process is normal procedure at this school. Our board of directors' strategic planning committee meets at least three times per year, and all divisions, programs, and offices produce a written update of their strategic plans each spring. The full board of directors reviews and approves these annual updates of the university's roadmap at its annual summer retreat. We described our strongly participative strategic-planning process in Chapter 4, under "Academic Governance Processes." It is also worth noting that, beginning in 2004, we will start the practice of developing a new five-year plan annually.

Planning and Our Mission Statement

Our mission, as restated in 1999 and amended in 2002, provides the conceptual and spiritual base for Lindenwood's journey into the future. Several tenets that have been present throughout all renditions of the university's mission statement will both propel and guide us through upcoming decades: The education we provide will continue to be

liberating, holistic, integrative, values-based, and practical as well as academic. Above all, we will always be student-centered. Because these qualities represent the timeless virtues of a Lindenwood University education, we are certain that society will continue to value and seek our services as long as we plan and deliver our programs in accordance with the university's mission. We believe that the evidence set forth in every chapter of this report bears out this expression of confidence in Lindenwood's robustness.

Our board of directors commissions standing Mission and Purpose Committee to review, audit, and evaluate the agreement between our mission statement and the various programs, practices, and initiatives that we undertake.

People: Faculty, Staff, and Students

As is true of many independent universities, the ability and dominant character of the students, faculty, and staff determine the general atmosphere and tenor of the university campus, and these factors have the greatest influence on the health and promise of the school. Effectiveness is the product of capability and commitment.

Personnel Factors in Institution Viability

Lindenwood University has been blessed historically with a wholly dedicated faculty and staff. As cited in earlier chapters of this report, 60 percent of our 2002-03 teaching faculty had attained terminal degrees in their fields. At the time of this writing, we had hired 17 new faculty members in the spring of 2003. Ten, or 59 percent, of those new teachers, have earned terminal degrees, and the 18th faculty prospect that we were considering at the time of this writing has an earned doctorate. It is also worth noting that in the spring of 2003, faculty hires outnumbered faculty departures by five, as we continue to plan for and invest in a growth-oriented future for this school.

As important as level of formal education is the fact that we carefully select each of our professors on the basis of his or her potential to reach and teach students. We screened the recently hired faculty members on the basis of their teaching experience, ability to communicate, and demonstrated interest in serving students. Our insistence that Lindenwood professors have both strong academic credentials and a student-centered outlook ensures that we will continue to provide the kind of higher education that successful independent universities are expected to offer.

As we mentioned in Chapter 4, the majority of our administrative officers have faculty credentials and rank, and many of them do some teaching each year. In that chapter we also noted that any of our full-time employees may pursue undergraduate and graduate degrees at Lindenwood with no tuition charges. This opportunity encourages many of our staff members to improve their general education and specific job skills, ultimately boosting the level of services that we render to our students.

Not as objectively measurable but just as significant as teaching credentials are the matters of loyalty and work ethic that we have referred to at several points in this report. These essential traits, which exist throughout our faculty, administration, and staff,

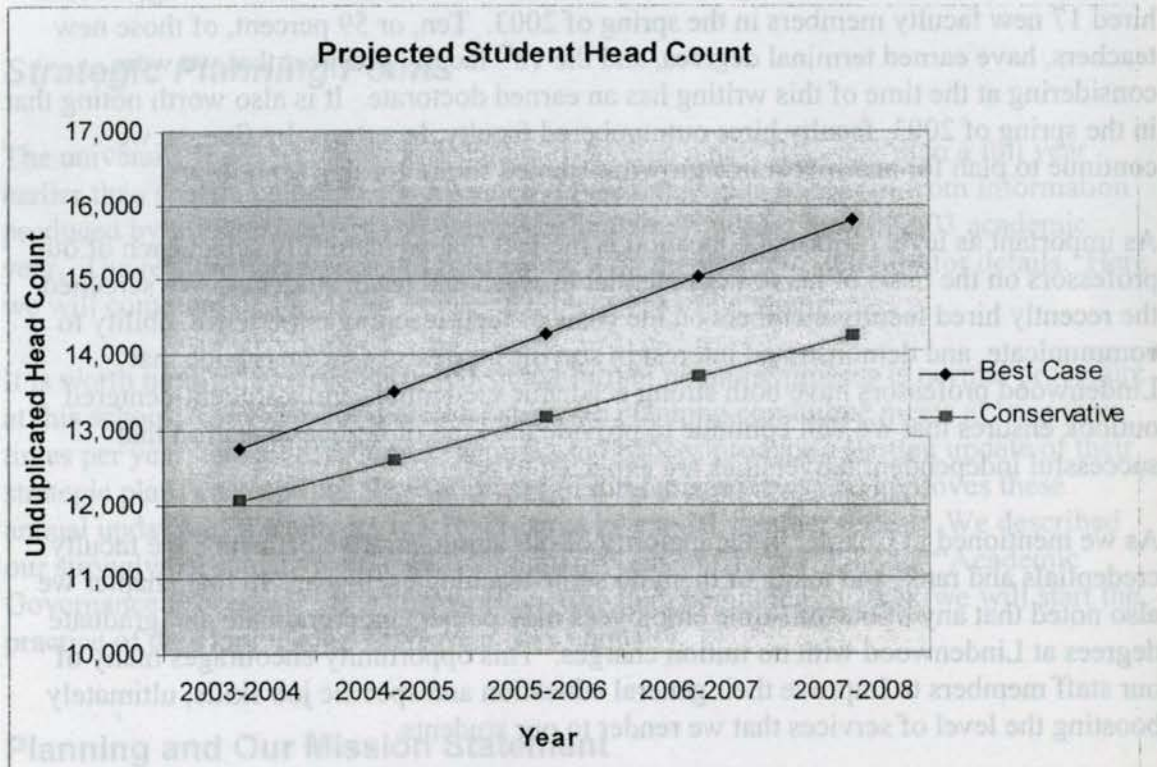
ensure that the university will continue on its positive trajectory for the foreseeable future.

Students Census Projections

Lindenwood arguably is one of the fastest growing universities – if not the fastest growing university – in Missouri. Figures presented in Chapter 4 of this report documented that the increase in our annual student head count has easily outpaced that of the average independent university in the state and has nearly doubled since the last comprehensive HLC/NCA evaluation of the school. Because we have a very vigorous recruiting program and offer quality programs, we anticipate that the student body will continue to grow at a moderate-to-brisk pace for the next several years. Linear projections of annual student head counts through fiscal 2008 appear below. We have developed a “Best Case” projected trend line for total head counts based on increases since fiscal 1997 and a “Conservative” projection based on changes since fiscal 1999.

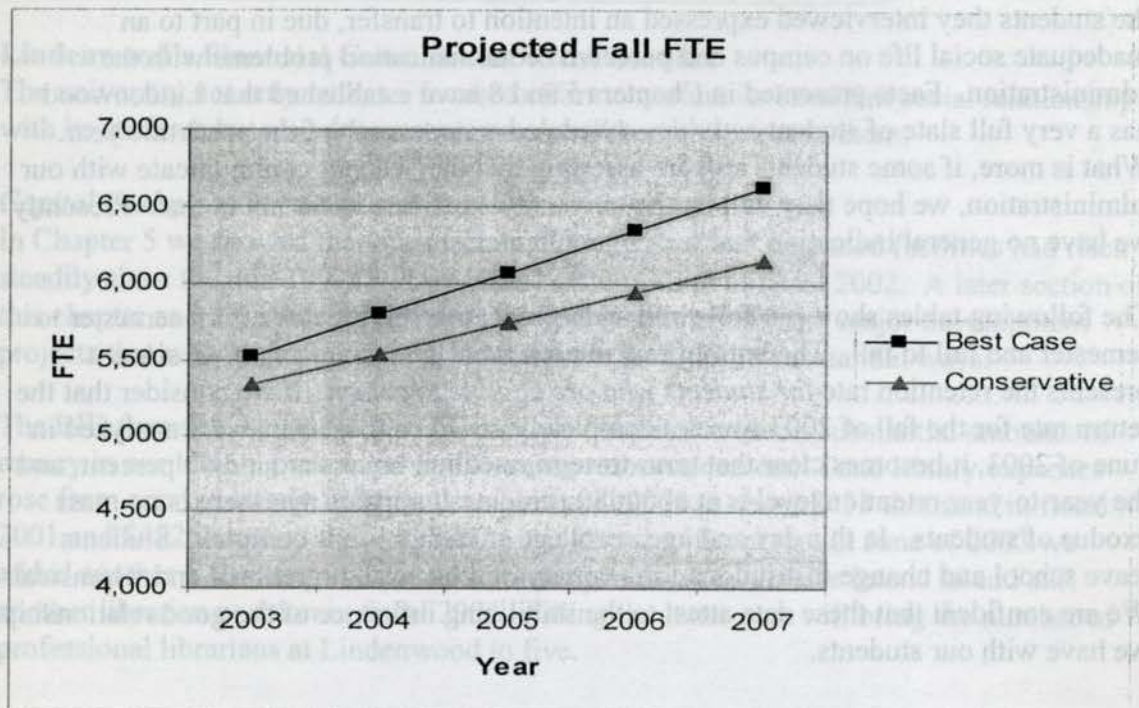
A second figure shows a similar trend projection for fall FTE. The tables upon which these projections are based are in Appendix B.

Both figures show that if we use just the straight-line variance in head counts across the past five to seven years as an indicator, it is reasonable to expect continued, moderate-to-considerable increases in student enrollment over the next several years.



Recruiting Concerns

Despite a phenomenally successful decade of student recruitment and general growth of the student body, we are not without some concerns about challenges that the market presents. First, the population of students in our traditional¹ MBA program has shown signs of eroding since fiscal 2000. This trend is a result of intense, widespread competition for these students in this region. Neighboring institutions have been throwing fortunes in advertising at the MBA market, and that campaign is affecting us despite the relatively favorable tuition structure that Lindenwood maintains. We intend to counter this competition by coupling more aggressive marketing and recruiting with development of innovative delivery formats.



Second, the cost of a college education is becoming a critically important determinant of decisions about when and where students will enter degree programs. Since we are an independent institution (i.e., not tax-supported), we must hold the line on costs in every possible way to avoid pricing ourselves out of the higher education market. We have been remarkably successful at accomplishing this objective to date, and we must continue to be mindful of the challenge and creative in meeting it. We must not rest on our laurels.

Student Continuation: Response to the 1994 Visiting-Team Report

As cited in Chapter 4 of this report, we have a diverse student population representing a large number of states, countries, and cultural backgrounds. Because we are a selective school – with the admission rate being 55 percent for undergraduates 91 percent for graduates, respectively – virtually all of our students are capable of university-level

¹ By “traditional,” we mean course-based MBA program, as contrasted with the cluster-based MBA program offered in our accelerated LCIE delivery format.

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coursework. Indeed the BID data shown in Appendix A of this report show that 91 percent of our entering freshmen graduated in the top three quarters of their high school class, and that our typical entering freshman has an ACT composite of 22. But what does not show in these figures is the legendary rapport between our students and faculty. We characterize the faculty-student connection at Lindenwood as caring and respectful. It has been of that nature historically, and we see no indication that it will change just because we have grown from a small college to a comprehensive university. The basic institutional personality remains the same.

The excellent faculty-student bond described above leads one to expect our student retention rate to be good. Yet the 1994 visiting team reported that more than a third of the students they interviewed expressed an intention to transfer, due in part to an inadequate social life on campus and perceived communication problems with the administration. Facts presented in Chapters 5 and 8 have established that Lindenwood has a very full slate of student activities scheduled every month of the academic year. What is more, if some students still are asserting that they cannot communicate with our administration, we hope they will let the university's officers know about that. Presently we have no general indication that such a problem exists.

The following tables show our full-time undergraduate retention rates from semester to semester and fall to fall. The bottom row in each table is most informative, since it presents the retention rate *for students who are eligible to return*. If we consider that the return rate for the fall of 2003 was not completely set when these data were analyzed in June of 2003, it becomes clear that term-to-term retention hovers around 90 percent, and the year-to-year retention level is at about 80 percent. It appears that there is no mass exodus of students. In this day and age, a college student's life is complex. Students leave school and change institutions for a variety of reasons, both rational and whimsical. We are confident that these data attest to the stabilizing influence of the good relationship we have with our students.

Semester-to-Semester Retention Rates for Full-Time Undergraduates

Retention Rate – Semester to Semester	Fall 00 to Spring 01	Spring 01 to Fall 01	Fall 01 to Spring 02	Spring 02 to Fall 02	Fall 02 to Spring 03	Spring 03 to Fall 03
Excluding only those who graduated	87%	80%	85%	81%	88%	80%
Excluding those who graduated or are on academic hold	90%	84%	89%	84%	93%	83%
Excluding those who graduated or are on academic or financial hold	91%	86%	91%	88%	94%	85%

Fall-to-Fall Retention Rates for Full-Time Undergraduates

Retention Rate - Fall to Fall	Fall 00 to Fall 01	Fall 01 to Fall 02	Fall 02 to Fall 03 ²
Excluding only those who graduated	72%	70%	73%
Excluding those who graduated or are on academic hold	77%	76%	75%
Excluding those who graduated or are on academic or financial hold	79%	79%	77%

Lindenwood's Financial Commitment to the Student

The university not only makes a focused effort to nurture its excellent social relationship with its students but also demonstrates a material commitment to them.

Capital Outlay for Facilities and Resources

In Chapter 5 we showed that our capital outlay for new and upgraded facilities had risen steadily since the mid 1990s and was nearly \$20 million in fiscal 2002. A later section of this chapter and our strategic plan for 2004-08 outline additional, major development projects that will further enhance Lindenwood's facilities in substantial ways.

The BID forms in Appendix A verify that we continue to invest substantial amounts of money in our learning resources and learning-resource centers. Total library expenses rose from approximately \$284 thousand in fiscal 2000 to about \$433 thousand in fiscal 2001 and \$452 thousand in fiscal 2002. It is also significant that in June of 2003 we added another full-time professional librarian position and that we intend to add still another librarian position in fiscal 2004. Filling the latter post will bring the number of professional librarians at Lindenwood to five.

Similarly, the "Institutional Computing Resources" part of the BID documents indicates our considerable investment in computing hardware and software for our students, faculty, and staff. Lindenwood now has nine networked computer laboratories, the newest one being an open lab in the Spellmann Campus Center that makes more than 70 workstations available to students at least 14 hours a day. Our commitment to providing educational technology was also reflected by our installation of more than two dozen high-tech classrooms on our main campus, as documented in Chapter 5.

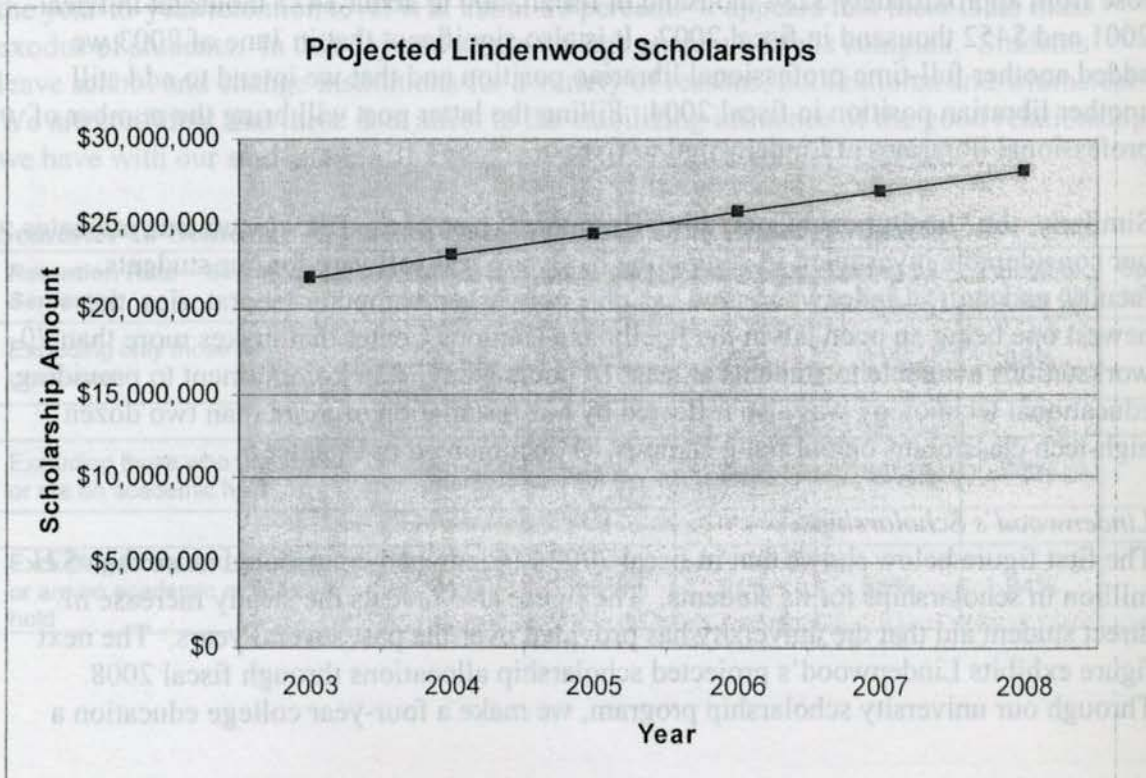
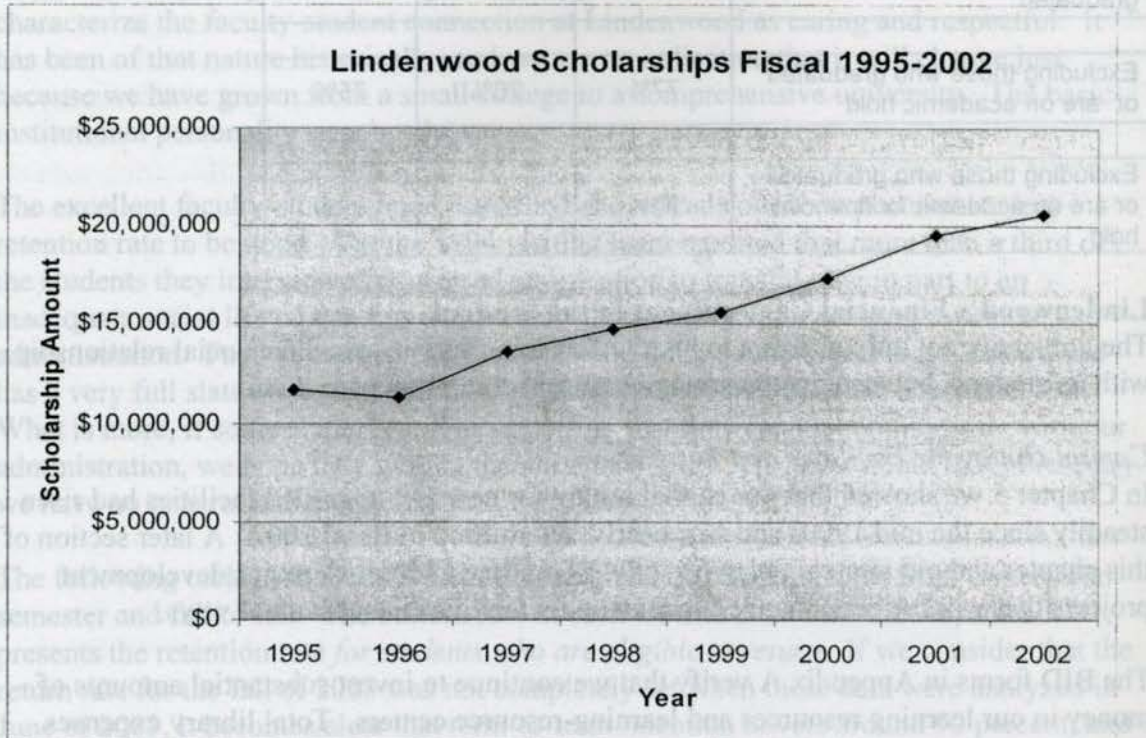
Lindenwood's Scholarships

The first figure below shows that in fiscal 2002 Lindenwood contributed more than \$21 million in scholarships for its students. The figure also reveals the steady increase in direct student aid that the university has provided over the past several years. The next figure exhibits Lindenwood's projected scholarship allocations through fiscal 2008. Through our university scholarship program, we make a four-year college education a

² At the time this chapter was written, the retention data for the fall semester of 2003 were still incomplete.

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reality for hundreds of students who otherwise could not afford it. This program also helps us keep our services affordable and thus maintain a competitive edge among regional colleges and universities.



Programs: Growth and Innovation through 2008 and Beyond

Academic Divisions

In this section we will present a synopsis of our strategic planning for our academic programs. These ambitious outlines illustrate that we expect to continue and enhance our productive higher education services for the foreseeable future – and that we are making the best possible provisions for pursuit of that mission.

Arts and Communication

This division will need to adapt to numerous changes over the next five to ten years. The radio station has already moved from its long-time home in the Memorial Arts Building to the lower level of the new Campus Center. The music program will likely move in part to the Memorial Arts Building and in part to the new performing arts complex that we are planning. The art program can be accommodated in a variety of ways: New facilities can be built and/or facilities or venues on or near campus can be reconfigured as studios with minimal incurred cost.

The role of the multimedia component within communication will become more clearly defined. There will be an intensified effort to significantly increase the number of graduate students in the evening and day formats. Expansion of the student base may result in the development of additional classroom space and faculty. Communication and various areas in performing arts will cooperate to create a degree program in multimedia performance. The exciting multimedia tracks will be delivered in the state-of-the-art facilities of the Spellmann Campus Center. We expect them to grow substantially for the foreseeable future.

The principal emphases within the dance program will be on continued recruitment and retention and the addition of full-time faculty necessitated by the growth in the department. The expansion of the program will also require development of additional studio and rehearsal space for dance and its related activities. Class offerings will be reviewed to determine if there is a place for such coursework as world dance and dance science/body therapy. The guest artist program will also be expanded via partnerships with professional companies and by Lindenwood individually. The dance faculty will seek individual and corporate donors to support the program.

The principal goal of the theatre program over the next several years is to raise the number of majors well above 150 students, as the significant drop in the theatre program's student census across the past three years remains a concern. The development of community-based programming is also a part of the plan, including a theatrical/dance site at the Belleville campus. Another focus of the department will be to develop the plans for a new fine and performing arts center.

The arts/communication division's long-term vision includes several goals: drawing regional recognition and acclaim, continuing growth of the division's student population, planning and developing the much anticipated fine and performing arts complex, and

implementing innovative strategies for boosting recruitment and program growth. Very small class sizes in the graduate sector of the division' programs is a major concern, and the faculty plans to direct considerable energy and ingenuity toward augmenting the graduate-student base. The division has embarked on significant improvements in its comprehensive student assessment program.

Education

In the next five years, the education division plans to bring much more technology-based methodology into its course work. It intends to develop new degree programs and certifications to respond to areas where there are critical teacher and administrator shortages.

The division will also have a plate full of planning, analysis, evaluation, and self-improvement as it prepares for a comprehensive evaluation by the Teacher Education Accreditation Council. It will be seeking initial accreditation with TEAC. It has had no specialized accreditation since withdrawing from NCATE (due to philosophical differences) in the late 1990s. We are confident that our education program will be successful in this bid because it received the strongest possible positive evaluation from Missouri's Department of Elementary and Secondary Education in 2001. What is more, the program has become even stronger and appreciably larger since that outcome. This division has the largest number of students, and it remains the fastest growing contingent of the university.

The education division looks forward to significant growth well into the next century due to favorable job prospects for new teachers and administrators. It will continue providing graduate teacher-education classes and degrees at various K-12 schools around the state. Its overarching goal is to be the graduate-credit provider for 80% of the teachers in Missouri.

Human Services

The human services unit is our smallest academic division – consisting of criminal justice, human service agency management (HSAM), military science, and social work – and yet has great potential for development and impact. The division's strategic plan demonstrates ingenuity and ambition. One idea is to develop advanced placement courses for introductory classes to enhance connection with high schools and enhance recruiting efforts. Another is to explore the feasibility of an annual summer professional development conference – tuition/fee-based for CEUs or college credit – to increase awareness of Lindenwood's human services offerings and to meet professional development needs of those in the surrounding community. A proposed initiative that could draw national attention is to collaborate with the Boys and Girls Club of America to become the national site for leadership development and training for the organization. Finally, the social work branch of this division will be seeking Council on Social Work Education accreditation of its undergraduate degree and also plans to start a Master of Social Work program. The human services faculty intends to undertake the latter initiatives within the next year. Toward that end, we recently filled a new full-time position in social work.

A challenge for the human services division is that it underwent a fundamental restructuring in the fall and winter of 2002-03, including the installation of a new division dean and the resignation of the HSAM program manager. Such changes have a temporary, destabilizing effect, and some work is still needed to get the HSAM program back into a growth mode. We are confident that this very talented group of faculty members will re-equilibrate and resume normal progress quickly.

Humanities

The Humanities division is the core of Lindenwood's liberal-arts-based curriculum. Although this group of programs is the most heavily subscribed part of the service-course domain, the number of students majoring in the Humanities disciplines has been small for several decades. Consequently, a chief goal of these programs is to increase the number of students majoring in all areas of the division – but most immediately in the areas of the foreign languages and Christian ministry studies. Other aims include expanded use of technology in all classes, more cross-disciplinary initiatives with other divisions, and enhancement of Lindenwood's lecture and concert series.

The division has just launched an American Studies major, which it plans to build in conjunction with learning opportunities presented by our Boone Campus programs. The English programs will work with the communication faculty to institute and assess a junior-level writing course. Also, the division has planned several outreach programs to attract top-talent recruits from local high schools. The history program has started several scholarly projects for the Lindenwood Press, which will publish edited books of original source material from the late eighteenth and early to mid nineteenth century American-frontier culture. The longer-range objectives of philosophy and religion areas include increasing course offerings and enrollments in philosophy, revising teaching methods in religion to augment the relevance of courses in that area to students' everyday challenges and decision making, and broadening the denominational base and appeal of the Christian ministry studies program.

The ten-year vision of Humanities includes several goals: an expanded partnership with the Education division, enhanced emphasis on effective writing, augmentation of student involvement in writing for the *Lindenwood Pride*, and improvement and broadening of comprehensive student assessment in all sectors of the division.

Lindenwood College for Individualized Education

Our accelerated delivery format, LCIE, uses the services of all the academic divisions to enable working adults to earn a bachelor's or master's degree. LCIE intends to investigate adding various remote sites at large police departments, jails/prisons, or juvenile facilities and instituting various auxiliary programs and workshops to serve the local community and attract additional qualified students to the Criminal Justice program. The information technology (IT) major, which is the fastest growing unit within LCIE, will need to rise to the challenges presented by program expansion. The IT faculty will seek community partners to make more technical education opportunities available to staff and students. It will also design and propose a master's program in information

technology, since there is considerable demand for this excellent program at the graduate level.

Although LCIE's health management program has more than 100 students in it, the number of health care employees in the surrounding municipalities suggests that a much larger potential demand exists for this curriculum. The challenge will be to market the major more effectively than we have so far. One idea is to expand the marketing efforts to various underserved areas in the state, such as South St. Louis County and Lincoln County.

The graduate program in professional and school counseling is growing and will be adding a position in school psychology to respond to regional need. It will also explore the feasibility of offering graduate credit courses for recertification of psychological examiners. An additional idea of some interest is the possibility of utilizing a "Web cam" to facilitate supervision of counseling students in outlying areas.

Management

The management division meets vital educational needs of the business community. The number of students who are majors in this division is second only to that of the education division. The management faculty has many plans for the next five to ten years. It intends to build or renovate an existing campus building to create a comprehensive state-of-the-art Business and Management Center to be the focal point for both graduate and undergraduate management/business education. The faculty will develop concentrations and/or majors at the BA, MA, and/or MBA level in entrepreneurial studies, as well as a new major in accounting information systems.

Other plans include expanding the number of course offerings in MIS, expanding the sport management program at both the graduate and undergraduate levels, and conducting a major marketing and recruiting thrust to attract considerably more students to the division's uniquely versatile MA option. That option combines business administration courses with a liberal arts emphasis to produce innovative business leaders.

The division has two major problems that it plans to meet head on. First, its course-based MBA program is experiencing a drop in enrollment (as discussed earlier). In response to the latter trend, the division plans to pilot several alternative delivery methods to attract a greater portion of the local MBA market. Second, the division needs to refine its entire comprehensive student assessment program to obtain more incisive information about its effectiveness. In fact, the management faculty was in the midst of a major overhaul of its assessment methodology at the time of this writing (June, 2003).

Sciences

The sciences division intends to build awareness and the positive reputation of Lindenwood University sciences programs among potential students through development of a speakers bureau, an enhanced website, and the successes of its graduates. It will continue improvements in physical facilities of Young Hall to enhance

teaching and learning and establish additional articulation agreements with community college programs to increase enrollments in upper division courses, particularly in biology, chemistry, and computer science. The division will continue to build and improve its outstanding internship and cooperative education opportunities.

The division is investing in the quality of its future courses by totally upgrading both a biology laboratory and a chemistry laboratory in the summer of 2003. It built and equipped a physics lab in the summer of 2002.

In its comprehensive student assessment efforts, the division will work on improving its methods and feedback implementations in several majors and some of its general education courses.

General Education

We see Lindenwood's progressive general education program becoming a model for this country's independent colleges and universities. We anticipate that the innovative initiatives described under our "One-Year Action Plans" in the 2004-08 *Strategic Plan* will effect a significant improvement in our curriculum that will be noticed and emulated by other forward-looking universities. In particular, our junior-year writing course and our foray into graduate-level general education will be groundbreaking developments.

Boone Campus Programs

We have some truly exciting plans in the works for realizing the potential of our Boone Campus in Defiance, Missouri. We describe these anticipated initiatives in our 2004-08 *Strategic Plan*. We are especially eager to get the Boone Challenge Semester into full swing. The crucial key to that goal will be to develop an effective marketing and recruiting campaign to bring in the first couple of Boone Campus cohort groups from many regions of the country.

Student and Program Support for 2004-08 and Beyond

Academic services will strive to refine methods of institutional research related to enrollment management. It will also improve its technical and people services to students at remote sites by way of a Web-page presence and better distribution of information about its services and accessibility. The office recently acquired a sophisticated digital imaging system that will significantly improve the organization, storage, and retrieval of student documents. Also added in 2003 were the position of associate registrar for student services and a new data coordinator position.

The *admissions office* filled several positions in 2002-03, including that of director of adult, corporate, and graduate admissions as well as several full-time external-site recruiters/counselors. It plans to continue to implement creative recruiting initiatives, such as the Pork-for-Tuition and Rural Teachers Scholarship programs.

The *athletics program* will bring the total number of sport teams to 37 with the addition of ice hockey and water polo in 2003-04. It has planned major improvements in Hunter Stadium, a natatorium facility, and an indoor track and competitive sports pool. The

intention is to carry out these facilities upgrades within the next two to five years. The success of our athletics program as a whole is evidenced by having won the coveted Sears Directors Cup in both 2002 and 2003. The award goes to the NAIA member university with the best overall athletics performance profile for the year.

Within the next two to five years, the *business office* hopes to overhaul its database system to produce a more effective interface with other offices and increase both its efficiency and the quality of its services to the student. Another possible project is an online billing and payment system. In general, the office intends to monitor and regulate billing, collection, and cash flow with sufficient effectiveness to enable the university to remain debt free at all times.

The goals of the *career development office* for 2004-08 are to construct a career resources library and increase on-campus interviewing opportunities.

Our *financial aid office* looks to upgrade its technological capabilities to further enhance its services and to make aid accessible to an increasing number of students for the foreseeable future. The role of this office will become increasingly critical as the cost of a college education takes on progressively more weight in the decision processes of prospective students and their parents.

The foremost long-term goals of Lindenwood's *information services office* are as follows: implementation of the "distributed technology plan," which will allow Lindenwood's satellite campuses to connect to the university's intranet to develop a seamless network capable of supporting all our campuses from a single site; improvement of the student e-mail system; enhancement of distance learning in a variety of ways (see the *Strategic Plan*); and implementation of wireless and infrared technology campus-wide.

The *office of institutional advancement* has a long list of targets for the next five years. Some of the chief objectives include completing a \$100 million development campaign by the end of fiscal 2008, which includes a capital funding campaign to raise \$35 million for construction of residence halls and a fine and performing arts center; increasing the endowment fund by \$10 million, focusing on planned giving programs (annuities, trusts, wills and bequests); attracting increased levels of funding participation by alumni, to achieve 15% rate of giving; and strengthening the board of overseers, so that the various advisory boards within that body become more actively involved with the academic programs, to provide information and networking resources for the development of new community partnerships.

As part of *Butler Library's* 5-year plan, the intention is to ensure library services are available to all users including residential or remote. This will be accomplished by relying on professional librarians to continue to develop marketing and instructional tools. It will also be accomplished by exploring new technologies like virtual reference and live online instruction. The goal is to integrate our library and its services into all aspects and locations of Lindenwood University. The library will continue to upgrade

and update its collections and services annually, with yearly expenditures ranging into the hundreds of thousands of dollars.

The *student activities program* provides extracurricular experiences to broaden the university experience through participation in clubs, organizations, intramural programs, social events, and school spirit functions. We have reviewed the productivity and success of this program in Chapters 5 and 8, in response to a concern broached by the HLC's 1994 visiting team. This essential unit has a vigorous and interesting slate of plans for the upcoming years, as described in our *Strategic Plan*.

The *work-and-learn program* has two fundamental goals to pursue in the next two to five years: The office will (a) consider the integration of several independent and separate student databases for work-and-learn, financial aid, housing, and mailboxes, and (b) cooperate with the leadership center to develop new means for fostering leadership development through the work-and-learn program.

Facilities

Main Campus

Lindenwood will continue to invest in the upgrade and expansion of its now sizable and sound physical plant. By the end of 2006, we will have constructed yet two more residence halls (each with a 180-bed capacity), bringing the total number of new dormitories to six. That upgrade will enable us to dispose of the last of our old mobile homes that been home to hundreds of students across the past 13 years. These additional improvements are also in the plans for 2004-08: construction of a new performing arts center, addition of pedestrian pathways that will traverse the entire campus, construction of new green space in the area between the original and repositioned First Capitol Drives, complete with a campanile; installation of several new access routes to the campus from local arteries; acquisition of additional married-housing units located in areas adjoining Lindenwood's present campus.

All of these projected changes are a part of our formally approved master plan, and various maps, prints, and aerial photos with graphic enhancements are available to document these descriptions. Within the next decade, we will execute the entire master plan including a construction of an indoor track and regulation swimming/diving pool.

Belleville Campus

Lindenwood has become the only true bi-state university in the Missouri-Illinois region. Consistent with this expanded public-service role, we have entered into a three-way partnership with the City of Belleville and Belleville School District 201, which allowed us to purchase the historic 22-acre campus of Belleville West High School. Lindenwood has already begun offering classes at this location for graduate-education students and those enrolled in the LCIE program.

By 2008, the Belleville site will become a full-service degree-completion campus with several full-time faculty members and support staff. In that period we intend to invest at least \$1.4 million in capital and technological improvements.

Boone Campus

We summarize dozens of planned improvements and enhancements of our Boone Campus and Boonesfield Village in our *Strategic Plan*. We will continue to develop and operate the Boone Campus to present unique learning opportunities for students and regional and national patrons interested in the areas of American studies, environmental science, and character development. Boonesfield Village will continue to grow in both features and stature, and it will reach a level of recognition and acclaim comparable to that of the Old Sturbridge Village (Massachusetts). However, in contrast to the Sturbridge project, Lindenwood's historical village will become better known for its distinctive contributions to higher education and scholarship.

Financial Outlook

We addressed Lindenwood's financial strength in the "Financial Management and Growth" section Chapter 5 of this report, and copies of KPMG's ratio analyses of Lindenwood's finances, as well as the results of our two most recent audits, are available in Appendix B. To summarize the university's excellent financial status, we refer to the following points from Chapter 5:

- Lindenwood's "ratio analysis" reports have been very strong for several years, especially for the net income, educational support, and viability indexes.
- Total revenues in fiscal 2002 were five times what they were in fiscal 1995, whereas the accounts receivable line remained essentially constant.
- The university's capital outlay underwent a fourfold increase between 1995 and 2002, and, during the same period, its annual net positive balance rose from \$6 million to over \$17 million.
- Since 1995, Lindenwood's net assets have increased from about \$30 million to more than \$125 million.
- Since 1993, the university's endowment has risen from about \$6 million to about \$24 million, and we expect it to exceed \$100 million within the next quarter of a century.

The table below shows the actual budgets for fiscal 1996 and fiscal 2002. As would be expected, tuition and residential fees are the principal sources of the university's revenue, which again illustrates that we are a tuition-driven institution. While income from tuition and residential fees together increased by 109 percent from 1996 to 2002, gift income rose a modest 25 percent. In both anchor years, Lindenwood scholarships, personnel costs, and capital outlay were the three major areas of spending.

It is noteworthy that Lindenwood has produced an average year-to-year increase in revenue of about 13 percent. Overall income was about 106% higher in 2002 than it was

Lindenwood University 2003-04 Self-Study

in 1996. Our projected revenue figure for fiscal 2004 exceeds \$70 million, and, at the present rate of financial growth, a conservative estimate is that the university's budget will top \$90 million by fiscal 2008. A straight-line projection based on annual budgets from 1996 through 2002 predicts a 2008 income total of \$105 million. The budget sheet upon which these figures are based is available in Appendix B of this report.

Budget Line Comparisons Fiscal 1996 and Fiscal 2002					
	Fiscal 1996	Fiscal 2002	Mean Annual Percent Increase	Percent Increase Fiscal 1996-2002	Projected Actual Fiscal 2003
REVENUE					
Tuition, Room, Board	30,495,950	63,734,477	13.1%	109.0%	68,134,814
Fees	591,534	1,347,991	15.0%	127.9%	1,337,984
Auxiliary -- Net	417,553	716,922	9.6%	71.7%	710,000
Gifts	1,020,264	1,276,261	18.8%	25.1%	1,480,222
Investment Income	800,884	1,582,494	12.9%	97.6%	1,520,000
Contractual Income	0	0	0.0%	0.0%	150,000
Miscellaneous	117,468	91,740	-0.4%	-21.9%	145,000
Total Revenue	33,443,653	68,749,885	12.8%	105.6%	73,478,020
EXPENDITURES					
Personnel	8,457,637	14,802,627	9.8%	75.0%	16,070,299
Financial Aid	12,788,465	22,993,821	10.4%	79.8%	24,207,721
Academic Services	434,278	760,583	10.5%	75.1%	1,000,000
Student Services	230,449	440,920	11.8%	91.3%	600,000
Food Service	1,193,134	1,994,414	9.1%	67.2%	2,200,000
Plant Operations	429,412	1,299,661	22.0%	202.7%	1,500,000
Utilities	727,244	1,263,748	11.1%	73.8%	1,350,000
Insurance	100,273	263,586	19.9%	162.9%	280,000
Rent	174,830	177,834	5.5%	1.7%	145,000
Advertising	146,760	65,146	-3.2%	-55.6%	125,000
Athletics	280,644	733,555	18.7%	161.4%	1,200,000
Institutional Support	497,179	2,233,777	34.2%	349.3%	1,000,000
Capital Outlay	7,591,629	19,968,205	19.6%	163.0%	20,000,000
Contingency	391,719	1,752,008			3,800,000
Total Expenditures	33,443,653	68,749,885	12.8%	105.6%	73,478,020

Clearly, Lindenwood has exceptionally good financial health that is due to a reliable system for earning and managing income. As the budget sheet shows, a large part of the success of this school stems from our habit of investing in our students and the future of the institution. We are confident that we have established a fiscal foundation from which we can forge ahead in the most effective fashion.

A Culture of Continuity and Progress

Funding alone will not carry a university forward. An even more important ingredient for continued effectiveness is the amount of commitment a school has from its immediate stakeholders – its boards, key management personnel, faculty and staff, and alumni.

There must be a general belief in the worth and permanence of what the school is doing and a willingness to invest one's heart, mind, and effort in a mission that is bigger than any particular person, group, or historical period. In short, there must be a campus culture of continuity and progress. In this section, we evaluate that culture at Lindenwood.

Board of Directors

By its constitution and bylaws, Lindenwood's board of directors is self-perpetuating and ultimately responsible for the university. (See Chapter 4.) It presently consists of 35 members, 25 of whom have served for more than one term of office. The vast majority of these directors contribute not only considerable time and goodwill to the university but also monetary gifts of various amounts.

It is the collective will and intention of this body of men and women that will determine the continuance of Lindenwood's successful philosophy and management system across successive presidents and faculties. In view of that reality, it is most heartening that, at its annual working retreat in July of 2002, the Lindenwood board developed and adopted a list of basic "Premises and Guidelines" upon which we will chart and build the future of this university. In the autumn of 2003, the board's strategic planning committee solicited and received further input on these foundational principles from our administration and faculty. These tenets and concepts represent the resolve and character of Lindenwood's corporate spirit, which started with Mary and George Sibley's commitment to holistic higher education in 1827 and will sustain the school for future generations of students.

We published the complete list of these premises and guidelines in our new *Strategic Plan*, but it is especially edifying to consider the expectations that our board members developed for themselves:

1. We will maintain a Board of Directors comprised of individuals who, without exception, care deeply about Lindenwood, personally make gifts to the university, actively procure outside support for the school, and actively promote it to the community.
2. The Lindenwood Board of Directors will continue to assume stewardship of the university's strong heritage, outstanding educational programs, healthy fiscal condition, and highly effective system of management.

3. The Board will do what is best for Lindenwood in the long run and avoid taking the path that is easiest, most convenient, or most popular in the short-term.
4. The Board will continue to require all members of the Board of Directors to actively and regularly participate in Board meetings, functions, and responsibilities.
5. The Board of Directors will become more involved with recruitment of students, especially through the Board of Directors Scholarship Program.
6. The members of our Board of Directors must represent total integrity in the community.³

This firm, explicit public commitment to the university speaks for itself.

Board of Overseers

The Lindenwood University board of overseers, which we described briefly in Chapter 4, was established to generate widespread community involvement with the university. The members of this board are key community leaders selected for their ability to facilitate partnerships between Lindenwood and the community and provide assistance to the university in meeting its mission. Presently this board has 65 members, a number we intend to boost to more than 100 by 2008.

The omnibus board of overseers is subdivided into 28 small advisory boards – organized according to the particular interests and expertise of their members – that serve primarily to link Lindenwood’s academic programs and initiatives to the surrounding region, thus strengthening community support for the university on a continuous basis. We plan to increase the amount of contact between these “expert” groups and students and faculty in the corresponding disciplines.

Alumni

Lindenwood has more than 15,000 living alumni, and many of these former students will play a vital role in the university’s future. Our alumni are represented by the Lindenwood Alumni Board, which has 24 members from classes as early as 1936 and as recent as 1999. The board meets 3 times a year to conduct business in the interest of furthering the university and her students.

Lindenwood’s development office is working to improve the rate of alumni giving, which is at about seven percent. This figure is undeniably inadequate, and we must follow through with strategies prepared by our development office to boost alumni philanthropy in behalf of the university. Along those lines, we plan to add a gift-pledge page to our Web site. The convenience of that device should encourage more of our graduates to support their *alma mater*.

However, our alumni’s interest in the school appears to be waxing. In each of the past two years, attendance at the alumni reunions during the homecoming festivities

³ From page 21 of *Lindenwood University Strategic Plan 2004-08*.

has increased by approximately 15 percent, and, at that annual event, we have noticed a growing interest on the part of alums in the university's recent achievements as well as its vision for the future. We intend to pursue the potential of this heightened attention. For example, we have put more thought, design, and exciting news into the publication of *The Connection*, which is our alumni newsletter. We hope to potentiate any enthusiasm that will lead to more alumni involvement with the university.

Key Personnel

At various points in this report we have discussed the positive character traits and commitment that generally characterize our faculty, staff, and administrative officers – particularly in the section on “Our High Energy Campus” in Chapter 1 and the “Faculty” and “Administration and Staff” sections of Chapter 4. No independent university in this day could serve and prosper as successfully as Lindenwood without the conspicuous *esprit de corps* that we have on this campus. It is this prevailing campus ethos that will sustain and invigorate our day-to-day operations as we move ahead. We will preserve this essential spirit by (a) selecting new employees partly on the basis of their predilection for the kind of culture we have, (b) systematically providing feedback to employees regarding their service, and (c) continuing to involve all key employees in our ongoing strategic planning process. We will also continue to grant prerogative in proportion to accountability.

Planning for Continuous Improvement

We have stated more than once that we do not wish to stand still or rest on our laurels because we are doing so well as an institution. For the past decade, we have been committed to continuous improvement – to institutional self-actualization. In this section we will summarize and evaluate a few examples of this theme.

Broadening and Regularizing the Assessment Program

Chapter 7 of this report reviews a comprehensive student assessment program that has grown up rapidly of late. We cite examples of creative, analytical evaluation of student learning and action plans for improvement based on such analyses. Our aim is to improve even more in this vital area of higher education. By 2008, we expect to accomplish the following:

1. Embed formal assessment methodologies into the delivery of at least 50 percent of all the classes we offer at all of our sites
2. Implement specific feedback improvements in 100% percent of the classes that include assessment methodologies
3. Show reliable improvements in student learning in at least half of the classes that include formal assessment trials
4. Effect post-graduate outcome assessment in at least 90 percent of our academic programs

5. Include a meaningful assessment component in at least one-third of our intercollegiate athletics programs and student organizations
6. Develop a systematic assessment of our new leadership center
7. Use the results of our excellent Institutional Proficiency Survey (see Chapter 8) to effect significant enhancements in our campus culture

Self-Study as a Basis for Strategic Planning

We evaluate and update our strategic plan annually between January and July. The five-year plan that we built “from the ground up” in the spring and summer of 2003 reflects and incorporates what we have learned from conducting our HLC self-study. Over the next several years, we intend to refer to this self-study frequently as we carry out the annual update and refinement of the strategic plan. The intent is to build on the strengths and address and resolve any concerns we identified in the process conducting the systematic self-examination that continued accreditation requires.

Distinguished Mentor Program Revisited

We have often conveyed that our students receive top priority in our daily operations. Higher education, in general, has come to realize that many of today’s students require guidance and support that goes beyond good classroom instruction alone. They need what has become known as “mentoring,” a type of personal supervision directed at their overall development and maturation. To that end, we started our Distinguished Mentor program in the summer of 2002, as discussed in Chapter 8 of this report.

The distinguished mentors assist Lindenwood’s mentoring office by meeting with, monitoring, and advising students who are encountering special difficulty with their studies. In this way, we assign our most academically needy students to our most adept “academic counselors.” As an additional way of improving our service to the student, we will continue to expand and strengthen this program in the coming years.

The Character Transcript Idea

One of the purposes listed in Lindenwood’s mission statement is “promoting ethical lifestyles.” Our continuing emphasis on character development expresses this purpose, and we attempt to assess our fulfillment of this objective by administering the Institutional Proficiency Survey to students who are about to graduate. But we hope to go at least one step further: We would like to grade our students on character development and, at the students’ discretion, record that evaluation in their permanent files. In other words, we would like to offer each student the option of compiling a character transcript in addition to his or her academic transcript.

We have broached and discussed this idea, but we realize that several questions will have to be answered before we implement the concept:

1. Would it always be the student’s decision as to whether he or she would be graded on character traits? (Probably.)
2. What traits and behavior patterns would be selected for this evaluation?

3. Would character assessment be limited to only certain courses, and, if so, who will choose those courses, and what criteria would be used to make these choices?
4. What standards and methods would we employ to evaluate character traits?
5. If a student chooses to have a character transcript, would that document automatically be coupled with the academic transcript or would the character transcript have to be requested and released separately?
6. How would we incorporate assessment of character traits into our comprehensive student assessment program?
7. Are there substantial liabilities potentially associated with this initiative?

There are many other questions that this intriguing proposal raises. We are interested in answering them and making the character transcript a reality at Lindenwood, if it is at all feasible.

Analysis

Strengths

1. Strategic planning is a perennial process at Lindenwood.
2. Our new strategic plan for 2004-08 is in large part an extension of the comprehensive self-study we conducted for continued accreditation and, thus, is strengthened by the incisive analysis inherent in any self-study.
3. Our system of strategic planning engages the whole campus community.
4. Student-centered programs, as well as effective recruiting and financial-aid systems, have kept the university on a growth path for more than a decade.
5. Lindenwood's legendary faculty-student rapport helps us to maintain a solid retention rate from semester to semester.
6. Our academic programs have formulated a wealth of creative, high-quality plans for program improvement in the next five to ten years.
7. We have outlined some unique and exciting general education initiatives that will distinguish the university among its peers.
8. We have established outstanding campus support for our students and programs for the foreseeable future.
9. Lindenwood's properties and facilities are growing and improving at a rate that bodes very well for a future of excellent service to our students.
10. The university's financial outlook for the next five years and beyond is extremely positive.
11. More than merely having fiscal health and effective management, the university has faculty members, staff members, boards, and alumni who are completely committed to the heritage, mission, and future of the school.
12. We are invested in continuous improvement, and we have definite plans for increasing our effectiveness.

Challenges

1. Our population of traditional MBA students has been slowly receding as a result of increased competition. To combat this slide we need new delivery models for existing curricular content – models that optimize the student's convenience and accelerate the student's progress without sacrificing rigor.
2. The cost of a college education will continue to have a significant effect on students' decisions about where to pursue their degrees, and we must continue to be mindful of this challenge and resourceful in meeting it.
3. A few of our academic programs still need to make additional improvements in their comprehensive student assessment programs.
4. Our greatest concern is that, through self-satisfaction and benevolent inattention, we might revert to the less effective system of planning and management that nearly destroyed this university in the 1970s and 1980s.

Action Plans

1. We intend to reverse the negative trend in our MBA student census by coupling more aggressive marketing and recruiting with development of innovative delivery formats.
2. We will continue to exercise all manner of economy and cost-effectiveness to ensure that Lindenwood remains a financially attractive option for the college-bound market.
3. The assessment committee, provost, and deans will continue to focus guidance and encouragement on any academic programs that need to improve their conceptualization, conduct, and use of comprehensive student assessment.
4. As a university community, we will periodically review where we were in 1989 and why we were there; where we are today and how we achieved present effectiveness; where we want to be tomorrow and how we will get there.

Conclusion

The information in this chapter establishes that Lindenwood University has the physical, human, and financial resources to continue offering its services proficiently; regular planning and decision-making processes that respond productively to present contingencies and provide for future stability; an informative, responsive assessment system that is integrated with normal academic procedures; and well-developed plans for strengthening the school's programs. The university has the wherewithal not only to continue to accomplish its purposes but to do so even more effectively than in the past. The university therefore satisfies accreditation Criterion 4.

3. Would character assessment be limited to only certain courses? Challenges will choose those courses that have the most impact on the student's overall education. Our population of traditional MAJ students has been slowly increasing as a result of increased competition. To combat this slide we need new delivery models for existing traditional courses - models that optimize the student's experience and accelerate the student's progress without sacrificing the quality of instruction. The cost of a college education will continue to have a significant effect on students' decisions about where to pursue their education and we must continue to be mindful of this challenge and respond in a meaningful way. A few of our academic programs still need to make additional improvements to their comprehensive student assessment program.

Butler Library



The foundation of this character education and the initial response to the planning and decision-making process that respond effectively to the needs of the community and provide for future faculty, an informative, responsive assessment system that is integrated with normal academic practices and well-developed plans for strengthening the school's programs. The university has the wherewithal not only to continue to accomplish its purpose but to do so even more effectively than in the past. The university believes in the importance of the role of the faculty and the role of the community in the future of the school. We are invested in continuous improvement, and we have definite plans for increasing our effectiveness.

Other

In addition to these institutional handbooks, some divisions use additional handbooks to reflect unique conditions within the division. An adjunct handbook (academic and management divisions) and the LCIE Procedures Handbook (LCIE Program) provide specific information for participants in these programs.

Catalogs

The university produces two catalogs annually. The graduate catalog contains

Chapter 10

Integrity

Effort is made to ensure consistency and accuracy of all the publications within the University.

Handbooks

Lindenwood University annually produces three institution-wide handbooks to establish consistency and ethical practice within the university:

Lindenwood University is committed to the equal, non-discriminatory treatment of its entire Lindenwood community. All systems of the university recognize and support the Faculty Handbook. The faculty handbook is updated annually and distributed to all full-time faculty members within the university. The handbook contains specific policy on matters of importance to the faculty. The handbook addresses procedures related to student conduct, conflict resolution, faculty promotion guidelines, and other policies related to professional employment.

Admissions Policies

The student handbook is produced each summer for distribution to students at the start of each fall semester. It is directed at the undergraduate student body and is distributed in appropriate form to all students. The student handbook explains standards of conduct, all new and returning students. The student handbook and policies and procedures related to student conduct are key academic policies and procedures and student rights and responsibilities.

Staff Handbook

The staff handbook is provided to all full-time employees within the university. The handbook covers matters of working conditions related to the support staff. The content includes leave policies, reporting responsibilities, and other matters of staff employment. The handbook is distributed to all full-time employees and is available to all employees assigned to locations where accessibility is not an issue. An accessibility officer is

Chapter 10 Integrity

Criterion 5 The institution demonstrates integrity in its practices and relationships.

Chapter Overview

Lindenwood University takes seriously the responsibility to carry out its mission ethically and honestly. The university demonstrates integrity in its practices and relationships through its policies and procedures and through its expectations of university faculty, staff, students, and administrators. We have taken steps to assure that we provide accurate and appropriate information, both internally and externally, in support of our commitment to consistent and fair policy and practices. This chapter summarizes and evaluates the policies and procedures that we follow to ensure total institutional integrity.

Lindenwood University's Internal Policies

Handbooks

Lindenwood University annually produces three institution-wide handbooks to establish consistency and ethical practice within the university.

Faculty Handbook

The faculty handbook is updated annually and distributed to all full-time faculty members within the university. The handbook contains specific policy on matters of importance to the faculty. The faculty handbook addresses procedures related to standing committees, conflict procedures, faculty promotion guidelines, and other policies related to professional employment.

Student Handbook (Campus Life)

The student handbook is produced each summer for distribution to students at the start of each fall semester. It is directed at the undergraduate student body and is distributed to all new and returning students. The student handbook explains standards of expected behavior as well as key academic policies and procedures and student rights and responsibilities.

Staff Handbook

The staff handbook is provided to all full-time employees without faculty rank, and it covers matters of working conditions related to the support staff. The content includes leave policies, reporting responsibilities, and other matters of staff employee interest.

Other

In addition to these institutional handbooks, some divisions use additional handbooks to reflect unique conditions within the division. An adjunct professor handbook (education and management divisions) and the LCIE Procedures Handbook (LCIE Program) provide specific information for part-time teachers in those extensive programs.

Catalogs

The university produces two catalogs annually. The graduate catalog contains policies and academic information related to the graduate program, and it is provided to all new students in our post-baccalaureate programs at any location. The undergraduate catalog is provided for all traditional and non-traditional students who are seeking a bachelor's degree. The catalog was updated in the spring of 2003 and will be available to students in the summer and fall of 2003.

With the substantial growth of the university, there is a continuous need to update published information to certify its accuracy and relevance. To foster correct information, documents under review flow through the deans' council to the provost and president for approval. The office of public relations handles proofing responsibilities, with final approval granted by the president and, when necessary, the board of directors. Effort is made to ensure consistency and accuracy of all the publications within the University.

Non-Discrimination and Equity

Lindenwood University is committed to the equal, non-discriminatory treatment of the entire Lindenwood community. All students of the university receive the same level of service and attention without regard to race, color, creed, or gender. The diversity of our student body is documented in our IPEDS fall 2002 enrollment report, which reflects minority student populations of approximately 18 percent. For the entire 2001-02 academic year, the minority ratio was 16 percent.

Admissions Policies

The university recruits prospective students from a broad region and has been successful in attracting students from a variety of racial, ethnic, and cultural backgrounds. The university has a selective admissions policy that considers student academic history and administers testing for appropriate placement. Admissions policies are published in the graduate and undergraduate catalogs.

This university also seeks to guarantee accessibility to all students who have special needs. Our success center works with students who have unique learning deficiencies to assist them in mastering basic coursework required for college success. Although some university facilities are not easily accessible for the physically handicapped, classes are assigned to locations where accessibility is not an issue. An accessibility officer is

assigned to work with students who have unique learning difficulties or need alternate academic procedures.

Professional Practices

Academic Freedom

The university seeks to insure that faculty, students, and staff enjoy the freedoms of thought, discussion, and action that are both the rights and the duties of a higher education institution. Within the parameters of our value-centered mission, we welcome faculty and students without imposing personal religious requirements. We expect our faculty and students to understand and respect our role as a values-centered institution and to comply with the rules and regulations established within the various handbooks. Academic freedom, however, comes with responsibilities. The use of the classroom and university sponsored activities to deride or attack Judeo-Christian ethics is not appropriate. The university community is expected to express information accurately, exercise appropriate restraint, and respect the opinions of others.

Professional Ethics

Because Lindenwood University is a teaching institution, the faculty member becomes not only an instructor but also a role model for students. Issues related to confidential student records, authorship and publications, and copyrights are respected within the university. Faculty members are expected to assign first priority to the instruction of their students in the subject matter they teach.

Academic Honesty

Effective learning requires an environment of trust and integrity. All segments of the university share responsibility to create and maintain this environment. The university's statement of "Academic Honesty" is widely distributed to faculty and students. Any violation of the statement can result in disciplinary action for the student or, when relevant, for the university employee.

Student Conduct

Students and employees of Lindenwood University have the right to expect a safe, humane environment in which both students and staff create an atmosphere of mutual respect. Lindenwood students assume an obligation to observe the standards of conduct identified in the student handbook. The student handbook also spells out regulations and the disciplinary appeal and grievance procedures to be followed by university students.

Student Grievances

Procedures exist that allow students to present grievances to appropriate school officials for resolution. Grievance procedures are identified in the undergraduate catalog (page 11)

and the graduate catalog (page 7). The provost serves as the appellate officer in appeals related to academic matters.

Transcript Policies and Standards

Content in the student transcript is considered confidential information and is released only to authorized individuals. University transcript procedures follow commonly accepted practices and are documented in the graduate catalog (page 7) and the undergraduate catalog (page 12). Transcripts accurately reflect the student's academic experience.

Statistical Reporting

Figures for governmental and regulatory agencies are assembled and checked by Lindenwood's director of compliance. Reports developed for our board of directors are proofed by the provost, the chief of operations, the comptroller, or the chair of a board committee, depending on the nature of the document. Our director of communications and public relations reviews any statistics that we prepare for the higher education market or general public.

Lindenwood University's External Policies

Intercollegiate Athletics

Lindenwood University athletic teams engage in NAIA interscholastic athletic programs. The university fields a total of 37 teams, including 18 women's sports and 19 men's sports. Lindenwood has been a finalist in Sears and NACDA Directors' Cup competition for the last five years, winning the Cup in 2002 and again in 2003. More than 900 Lindenwood students participate in university athletics in any given year. With respect to both admissions and academic standards, the university expects student athletes to achieve at least at a level comparable to the general student body. Athletic coaches and administrators expect students to be students first and athletes second. The achievement level of each team is reviewed annually and made available to interested parties to ensure that the academic performance of student athletes continues to be at a satisfactory level. The university is also committed to maintaining high ethical standards and sportsmanship in its athletic programs. Lindenwood has been recognized by the National Association of Intercollegiate Athletics as a Champions of Character Education institution, an award given annually to institutions that have upheld the five core values of the NAIA Champions of Character Initiative. The university has been recognized each year since the inception of the initiative in 2000. The program provides fair and equitable treatment of student athletes without regard to race or gender. Since only a handful of Lindenwood athletes will pursue athletic careers beyond college, the overwhelming commitment is to make sure that the education student athletes receive will provide them with a satisfying career choice upon graduation.

In all matters related to intercollegiate athletic competition, the university complies with regulations established by the National Association of Intercollegiate Athletics. A faculty athletic representative regularly reviews the academic status of team members to certify eligibility for participation.

Extended Site Programs

The University operates 36 extended sites where Lindenwood credit is offered. These sites operate at various locations throughout Missouri. The newest location is in Belleville, IL. Coursework is designed to replicate that offered on the main campus, with syllabus and instructional materials comparable at all locations. Instructors utilized at each site meet the standards for on-campus adjunct instructors and are approved by the appropriate division dean, the provost, and the president.

Administrative and organizational supervision is provided by site coordinators under the supervision of a director of program development and the overall administration of the director of outreach and quality control.

Distributed Learning

The university has taken initial steps toward providing academic coursework through distance learning. Approximately six courses are now either being delivered through the Internet or being prepared for delivery in the near future. A faculty committee (Online Learning Action Team) has produced a distributed learning procedure manual to guide future efforts in distance teaching and learning.

Relationships with Other Institutions

Lindenwood University has a number of articulation agreements with other higher education institutions intended to ease the transition of students from one program to another. The agreements include the University of Missouri-St. Louis (education specialist program), St. Louis University (education specialist program), Forest Park Community College (Mortuary Science and Hospitality Services Management), Florissant Valley Community College (Industrial Technology Education), and University of Missouri-Columbia, University of Missouri-Rolla, University of Missouri-St. Louis, and Washington University (Engineering). Other articulation agreements are in place with selected community colleges from which many students transfer to the university. In addition, cooperative agreements exist with a number of area public school districts regarding partnership ventures that involve student teaching assignments, practicum placements, and other professional development activities for school district employees.

Early College Start Programs

The university has agreements with 11 high schools in 9 school districts to allow entry level college credit for high school juniors and seniors through the state approved dual-credit program. This is a small program intended to support high academic achievement of students in area high schools. As is true of other off-campus instructional programs, the appropriate division dean approves the instructor, syllabus, materials used, and assessment component in advance. The director of program development provides operational management of the program.

Shared Instructional Resources

The university library benefits from agreements with MOREnet and MOBIUS, state sponsored services that make available numerous resources that benefit Lindenwood students at all locations. In addition, the university is a member of a regional consortium of academic libraries that provides lending of materials to any student attending any of the participating institutions.

Oversight Procedures for Internal and External Operations

The president of Lindenwood University is delegated and accepts ultimate responsibility for all actions and activities of the university. To foster efficiency, he has a cabinet of six individuals who serve to coordinate various functions. The cabinet includes a provost, who functions as the coordinating source for instructional and student services; a chief operating officer, who coordinates all physical plant and support service operations; the director of outreach/quality control, who works with growth opportunities and quality enhancement issues; the director of institutional research and innovation who works with assignments related to technology expansion and international student activities; the director of institutional advancement, who coordinates the university's external fundraising functions; and the dean of admissions, who is in charge of financial aid as well as the recruitment and admission of students.

While often the new ventures of the university originate with the members of the president's cabinet, the intent of the structure is to transfer management of the program to the appropriate line managers as soon as feasible. Thereafter, the cabinet member originating the program serves as coach, reviewer, and periodic assessor of the effectiveness of the program.

Regulatory and Compliance Program

Credit and Program Length

Lindenwood University operates a variety of terms (semester, quarter, and trimester) to serve the needs of our student body. The university calendar appears in the undergraduate and graduate catalogs. All programs offered by the university fall within the standards provided by required state and federal agencies. Recruiting materials given to prospective students accurately reflect information about programs, tuition, and fees.

Cost information is reflected in the undergraduate catalog (pages 13-17), the graduate catalog (pages 8-12), and class schedules. The university has had the same tuition and fee charges for three consecutive years.

Title IV and Other Federal Regulations

Lindenwood University complies with all requirements of Title IV of the Higher Education Reauthorization Act. The official cohort default rate of the University dropped from 3.7% in 1998 to 2.3% in 2000. While the official default rate for 2001-2002 is not yet available, it is estimated to be 1.3%. We also comply with other federal mandates, including the Drug Free Schools and Communities Act of 1989, the Drug Free Workplace Act of 1988, and the Student Right-to-Know and Campus Security Act of 1990. To insure full compliance with all financial regulations, standards and practices, the accounting firm of KPMG is employed to certify the accuracy of our annual financial statements, including financial aid documentation. The university publicizes its affiliation with the Higher Learning Commission of the North Central Association in its undergraduate and graduate catalogs and on its website.

Third-Party Comment

In April of 2003 we published a notice concerning the upcoming HLC accreditation visit and invited readers to send their comments to the HLC. The notice incorporated standard wording stipulated by the HLC. We disseminated this announcement via faculty, staff, and student mailboxes and through a "legal notice" placed in the classified advertisements section of the *St. Louis Post-Dispatch*. We also placed the invitation for public comment on our Web page.

Conclusion

Lindenwood University meets the requirements of Criterion 5 through its commitment to integrity in all of its activities. University policies and practices are accurately described in student, faculty, and staff handbooks. We are in compliance with all applicable laws and regulations. Our demonstration of integrity is reflected in our dealings with all associated with the university.

Chapter 11

Request for

Continued Accreditation

Chapter 11 Request for Continued Accreditation

Introduction

In this chapter, we will summarize the key points derived from this self-study and, in light of those points, request a ten-year continuation of our regionally accredited status.

Responses to Concerns Cited by the 1994 Visiting Team

The 1994 HLC team cited 15 concerns spanning three areas of evaluation, and we answered all of those concerns in the November 1995 report we drafted for the team conducting the focused follow-up visit. All of those questions existed long ago and presently are not issues at this university. Nonetheless, we have responded explicitly to those concerns in this report, and we refer the reader to the sections that addressed them.

Good-Practices Concerns

1. *Accuracy and consistency of statistical reports:* We summarized our system for developing and validating institutional reports in Chapter 10, Criterion 5: Integrity – specifically, the section on “Statistical Reporting.”
2. *Non-optimal distribution of faculty across too many small courses:* We assessed faculty deployment in Chapter 4, Criterion 2: Resources – specifically in the “Human Resources” section, where we detailed a more systematic workload monitoring system that includes consideration of both the size and number of classes per instructor.
3. *Too few faculty members with doctorates in the MBA program:* We described our faculty’s credentials in Chapter 4, Criterion 2: Resources, and we looked at the academic degrees of the professors in each program in that same chapter.
4. *Teaching load possibly too high to permit the professors to stay current in their disciplines and fresh in their approach:* We examined the topic of teaching load in Chapter 4, Criterion 2: Resources – specifically in the “Human Resources” section, and we analyzed our system for encouraging faculty development in both the latter section and the section titled “Faculty Development and Scholarship” in Chapter 6, Criterion 3: Effectiveness.
5. *Perception of an “atmosphere of repression and fear of reprisal”:* Chapter 4, Criterion 2: Resources – in particular, the sections covering Governance and Human Resources – detailed the policies and procedures that should have relieved most apprehensions that some students or staff members might have had about the administration’s expectations and system for resolving problems. In Chapter 10, which addressed the criterion of integrity, we also referred to documents containing official policies for resolving disputes and grievances.
6. *A high percentage of the students intending to transfer:* We evaluated this issue in Chapter 9, Criterion 4: Promise, in the section titled “Student Continuation.”

Chapters 1, 5, and 8 documented all that we do to encourage and promote persistence and success in our students.

7. *Adequacy of fund raising*: The "Development and Fundraising" section of Chapter 5, Criterion 2: Resources documented the improvements in fund raising that we have effected since the mid-1990s. We conveyed our fundraising plans for the next five years in Chapter 9: Promise.
8. *Money more important than people*: This entire report has shown the various ways in which we place the student at the center of our educational galaxy, and how prudent fiscal and human-resources management ultimately has benefited our clients while ensuring a strong future for the university.

Governance

1. *Not enough core-faculty involvement in the quality control of external site programs and dual credit classes offered at high schools*: We reviewed and assessed this matter in the "Governance" section of Chapter 4, Criterion 2: Resources; also, in the "Degrees and Programs" section of Chapter 6, Criterion 3: Effectiveness.
2. *Core faculty does not have sufficient involvement in the quality control of the LCIE graduate programs*: This 1994 concern, too, was addressed in the "Governance" section of Chapter 4, Criterion 2: Resources; also, in the "Quality Control in the Academic Programs" section of Chapter 6, Criterion 3: Effectiveness.
3. *Faculty governance of the academic programs possibly inadequate, and faculty grievance and appeal procedures possibly insufficient*: Our faculty develops, delivers, and assesses our academic programs. We covered our academic governance policies and procedures in the "Governance" section of Chapter 4, Criterion 2: Resources; also, in the "Quality Control in the Academic Programs" section of Chapter 6, Criterion 3: Effectiveness. Chapter 10 (Criterion 5: Integrity) addresses grievance and appeal processes.

Assessment

1. *No assessment committee mounted*
2. *Assessment program not used to improve our delivery of the curriculum*
3. *No assessment-program-improvement time line established*
4. *Institutional commitment to assessment not demonstrated*

We addressed most of these concerns in our original response to the 1993-94 comprehensive visit (as prepared for the 1995-96 focused visit). However, we have made great strides in student assessment since that time, and we presented our analysis and evaluation in Chapter 7, Criterion 3: Effectiveness: Assessment of Student Achievement. We are proud of the extensive, beneficial culture of assessment that we have developed at Lindenwood.

Fulfillment of the General Institutional Requirements

Lindenwood University meets all 24 General Institutional Requirements necessary for accreditation by the Higher Learning Commission. Validation of this assertion is a straightforward matter of examining factual documents that are available for inspection.

Fulfillment of the Accreditation Criteria

Criterion 1

Lindenwood has a mission that is appropriate for the kind of institution it is: a comprehensive, liberal-arts-based independent university. The school's mission and purposes have retained certain core themes through the successive renditions of the published mission statement, which is indicative of sincere and resolute direction. Lindenwood's publicly stated purposes are in keeping with its mission, and we consciously live by those objectives in our day-to-day operations. The university satisfies accreditation Criterion 1.

Criterion 2

Lindenwood has a well-organized, committed, active board of directors that has legal and fiduciary responsibility for the university. The board empowers an experienced and effective president to manage the school's day-to-day operations and make personnel decisions. The university employs qualified administrators to manage an academic environment that has clear structure and well-defined policies and procedures. The university's faculty members have appropriate credentials to teach and mentor students in their respective fields, and they are principally responsible for development, delivery, and assessment of the academic programs. We have a large student body that is talented, diverse, and still growing.

The university provides a vast network of personnel and facilities to support her students during their pursuit of degrees. In fact, all of our offices exist only to serve the academic, developmental, financial, and social needs of our students. Every one of these support components is productive and effective. Lindenwood's facilities are safe, accommodating, and well maintained. We have been engaged in major physical expansion and renovation for the better part of the past decade, and we have plans for even more enhancements of our educational and residential facilities. Lindenwood's financial status is excellent and robust. Revenues continue to grow substantially each year, to the extent that we are able to invest millions of dollars in the capital and educational improvements annually. Fundraising is stronger than it was in the past, and, though it needs further augmentation, has been sufficiently successful to cover major portions of our capital projects and boost our endowment nearly fourfold in the last decade.

We have assembled and implemented the human, financial, and physical resources necessary to fulfill our mission and purposes. Lindenwood meets or exceeds the standards set forth in accreditation Criterion 2.

Criterion 3

Lindenwood's academic programs are appropriate for a comprehensive, independent liberal arts university, and they are accomplishing their purposes. We have a strong curriculum that is developed, delivered, monitored, and regulated by well-qualified faculty members. Our system of academic governance and administration places our full-time faculty and academic deans in control of the quality of our externally rendered courses and programs. Lindenwood offers a historically rooted, comprehensive general education program that combines application and other intellectual operations with theoretical and factual knowledge. We also provide a diversity of academic majors at both the graduate and undergraduate levels; we deliver those programs in a values-based, student-focused way that boosts achievement and bestows longevity on the education obtained. The university fulfills the academic and programmatic standards of Criterion 3 of accreditation.

Lindenwood has a faculty and administration that are invested in an effective comprehensive student assessment program. We have developed a viable and useful assessment enterprise that is faculty driven and learning oriented; this system documents the skills and competencies that we teach and the proficiency levels that our students attain; it also leads to improvements in institutional performance. We have established a standing committee that actively scrutinizes, evaluates, and guides the program. The faculty is using the results of the assessment program to augment the quality of its educational services. And we continue to plan and carry out steps to enhance Lindenwood's assessment operations.

Lindenwood's mission statement includes several purposes that complement our strong academic center. These goals include focusing on the student's individual needs, enriching the community, promoting ethical lifestyles and problem-solving skills, and furthering lifelong learning. The outcomes evaluated in this chapter verify that we are accomplishing these purposes and that we are continually searching for ways to improve the effectiveness with which we achieve our goals.

This examination of Lindenwood's academic, assessment, and enrichment programs revealed that the university is accomplishing its educational purposes and meeting accreditation Criterion 3.

Criterion 4

The information presented in Chapter 9 established that Lindenwood University has the physical, human, and financial resources to continue offering its services proficiently; regular planning and decision-making processes that respond productively to present contingencies and provide for future stability; an informative, responsive assessment

system that is integrated with normal academic procedures; and well-developed plans for strengthening the school's programs. The university has the wherewithal not only to continue to accomplish its purposes but to do so even more effectively than in the past. The university therefore satisfies accreditation Criterion 4.

Criterion 5

Lindenwood University meets the requirements of Criterion 5 through its commitment to integrity in all of its activities. University policies and practices are accurately described in student, faculty, and staff handbooks. We are in compliance with all applicable laws and regulations. Our demonstration of integrity is reflected in our dealings with all associated with the university.

Plan for Meeting Challenges

In each chapter of this report, we not only list the challenges presented under each accreditation criterion but also describe our plans for addressing those challenges. Many of those strategies and intentions formed the basis of various parts of our quintennial strategic plan, which we formulated in conjunction with the development of the self-study report. We refer the reader to the *Lindenwood's Strategic Plan 2004-08*.

Request for Continued Accreditation

Lindenwood University has completed an intensive and extensive self-evaluation across the last year and one-half, with the goal of enhancing our normal self-improvement process in addition to assembling evidence required to seek continued accreditation from the Higher Learning Commission. This process has been more than merely worthwhile. It helped us develop a more complete appreciation for the great improvements we have effected since the mid 1990s. The university experienced a rebirth in 1989, when we were jolted out of a terminal *laissez faire* state by harsh financial realities that nearly shut us down. This self-study has brought us to the collective realization that the new Lindenwood University has reached a mature status as a comprehensive independent university with substantial health and promise. Using our original values, traditions, and heritage as a foundation, we are now ready to move forward with unprecedented strength and vigor.

We feel that this self-study has revealed that Lindenwood University is well-qualified for continued accreditation:

- We have publicly stated purposes that are consistent with our basic mission and guide our decisions, operations, and services.
- We have abundant human, physical, and financial resources to provide quality higher education.
- We have demonstrated that we are accomplishing our purposes in every sphere of service.

Lindenwood University 2003-04 Self-Study

- We have the resources, knowledge, and collective will to not only continue to accomplish our purposes but to do so at progressively higher levels.
- We manifest integrity and adhere to accepted principles of operation in all that we do.

In view of what this report and the supporting documents show, we respectfully request that the Higher Learning Commission grant Lindenwood University a continuation of its accreditation for a period of ten years.



Lindenwood University 2003-04 Self-Study

The university therefore satisfies accreditation Criterion 4.

In view of what this report and the supporting documents show, we respectfully request that the Higher Learning Commission grant Lindenwood University a conditional accreditation for a period of five years. Lindenwood University meets the requirements of the Commission's standards for integrity. University policies and practices are accurately described in student, faculty, and administrative handbooks. We are in compliance with all applicable laws

Roemer Hall



un down. This self-study has brought us to the collective realization that the new Lindenwood University has reached a mature status as a comprehensive independent university with substantial health and promise. Using our original values, traditions, and heritage as a foundation, we are now ready to move forward with unprecedented strength and vigor.

We feel that this self-study has revealed that Lindenwood University is well-qualified for continued accreditation:

- We have publicly stated purposes that are consistent with our basic mission and guide our decisions, operations, and services.
- We have abundant human, physical, and financial resources to provide quality higher education.
- We have demonstrated that we are accomplishing our purposes in every sphere of service.

The Higher Learning Commission of the
 North Central Association of Colleges and Schools
 30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504
 621-7400

Basic Institutional Data Form A

PART I - FULL-TIME ENROLLMENT (HEADCOUNT)

Opening Fall Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: LINDENWOOD UNIVERSITY

	Two Years Prior 2001	One Year Prior 2001-2002	Current Year 2002-2003
UNDERGRADUATE			
Freshman - Degree oriented (Definition I-A)		937	953
Freshman - Occupationally oriented (Definition I-C)			
Freshman - Undeclared (Definition I-D)			
Sophomore - Degree oriented (Definition I-A & B)	763	756	772
Sophomore - Occupationally oriented (Definition I-C)			
Sophomore - Undeclared (Definition I-D)			
Junior	864	852	875
Senior	1171	1161	1185
TOTAL UNDERGRADUATE	3743	3711	3789
GRADUATE			
Master's	738	672	759
Specialist	0	0	0
Doctoral	0	0	0
TOTAL GRADUATE	738	672	759
PROFESSIONAL (by degree)			
TOTAL PROFESSIONAL			
TOTAL ALL LEVELS			
OTHER	4531	4383	4548

Appendices

Appendix A – Basic Institutional Data Forms

Rosmar Hall



The Higher Learning Commission of the
 North Central Association of Colleges and Schools
 30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504
 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form A

PART 1 - FULL-TIME ENROLLMENT (HEADCOUNT)

Opening Fall Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: LINDENWOOD UNIVERSITY

	Two Years Prior	One Year Prior	Current Year
UNDERGRADUATE	2000-2001	2001-2002	2002-2003
Freshman - Occupationally oriented (Definition I-A&B)	945	937	957
Freshman - Occupationally oriented (Definition I-C)	--	--	--
Freshman - Undeclared (Definition I-D)	--	--	--
Sophomore - Degree oriented (Definition I-A & B)	763	756	772
Sophomore - Occupationally oriented (Definition I-C)	--	--	--
Sophomore - Undeclared (Definition I-D)	--	--	--
Junior	864	857	875
Senior	1171	1161	1185
TOTAL UNDERGRADUATE	3743	3711	3789
GRADUATE			
Master's	788	672	759
Specialist	0	0	0
Doctoral	0	0	0
TOTAL GRADUATE	788	672	759
PROFESSIONAL (by degree)	--	--	--
TOTAL PROFESSIONAL	--	--	--
TOTAL ALL LEVELS	--	--	--
OTHER	4531	4383	4548

Lindenwood University 2003-04 Self-Study
**The Higher Learning Commission of the
 North Central Association of Colleges and Schools**
 30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504
 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form A

PART 2 - PART-TIME ENROLLMENT (HEADCOUNT)

Opening Fall Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: LINDENWOOD UNIVERSITY

	Two Years Prior	One Year Prior	Current Year
UNDERGRADUATE	2000-2001	2001-2002	2002-2003
Freshman - Occupationally oriented (Definition I-A&B)	17	32	41
Freshman - Occupationally oriented (Definition I-C)	--	--	--
Freshman - Undeclared (Definition I-D)	160	370	450
Sophomore - Degree oriented (Definition I-A & B)	5	10	13
Sophomore - Occupationally oriented (Definition I-C)	--	--	--
Sophomore - Undeclared (Definition I-D)	--	--	--
Junior	13	24	31
Senior	53	99	124
TOTAL UNDERGRADUATE	248	535	659
GRADUATE			
Master's	1277	1495	1717
Specialist	0	0	15
Doctoral	0	0	0
TOTAL GRADUATE	1277	1495	1732
PROFESSIONAL (by degree)	--	--	--
TOTAL PROFESSIONAL	--	--	--
TOTAL ALL LEVELS	--	--	--
OTHER	1525	2030	2391

Lindenwood University 2003-04 Self-Study
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 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form A

PART 3 - FULL-TIME EQUIVALENT ENROLLMENT

Opening Fall FTE Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: **LINDENWOOD UNIVERSITY**
 Undergraduate FTE = Credit hours /15
 Graduate FTE = Credit hours/12

	Two Years Prior	One Year Prior	Current Year
	2000-2001	2001-2002	2002-2003
UNDERGRADUATE - (see definitions I.A thru D)	3625	3832	3684
GRADUATE - (see definition II)	1230	1188	1310
PROFESSIONAL - (see definition III)	--	--	--
UNCLASSIFIED - (see definition VI)	--	--	--
TOTAL	4855	5020	4994

Basic Institutional Data Form A

PART 4 - OTHER SIGNIFICANT INSTITUTIONAL ENROLLMENTS

(e.g., non-credit, summer session, other)

Most Recent Sessions and Previous Two Years

Identify types of enrollment reported: FTE for all terms except the Fall terms*

	Two Years Prior	One Year Prior	Current Year
	2000-2001	2001-2002	2002-2003
TOTAL UNDERGRADUATE	4453	4434	4992
TOTAL GRADUATE	2633	2853	2795
TOTAL PROFESSIONAL	--	--	--
TOTAL NON-CREDIT CONTINUING EDUCATION ENROLLMENTS (headcount)	--	--	--
TOTAL NON-CREDIT REMEDIAL AND DEVELOPMENTAL ENROLLMENTS (FTE)	0	9	16
TOTAL OTHER			
TOTAL	7086	7296	7803

*Based on head counts that partially duplicate those from the Fall terms.

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Basic Institutional Data Form B

PART 1 - STUDENT ADMISSIONS

Opening Fall Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: LINDENWOOD UNIVERSITY

Provide as much of the following information as is available about applicants for admission in the current and previous two academic years. If exact figures cannot be supplied, careful estimates may be given. Students enrolled in a previous year should not be included as applicants in a subsequent year.

Open Admissions Institution ? No

	Two Years Prior	One Year Prior	Current Year
FRESHMAN	2000-2001	2001-2002	2002-2003
Number of applicants with complete credentials for admission to the freshman class	2422	2192	2271
Number of applicants accepted	1495	1086	1063
Number of freshman applicants actually enrolled	780	565	675
TRANSFER			
Number of applicants with complete credentials for admission with advanced standing (transfer)	1322	1226	1281
Number of advanced-standing undergraduate applicants accepted	969	848	870
Number of advanced-standing undergraduate applicants actually enrolled	660	602	627
MASTER'S			
Number of applicants with complete credentials for admission to master's programs	759	646	972
Number of applicants accepted for master's programs	638	543	887
Number of applicants actually enrolled in master's programs	579	487	810
SPECIALIST			
Number of applicants with complete credentials for admission to specialist programs	N/A	N/A	N/A
Number of applicants accepted for specialist programs	N/A	N/A	N/A
Number of applicants actually enrolled in specialist programs	N/A	N/A	N/A

Prepare separate reports for each campus. Please add attachments and additional sheets whenever necessary.

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Basic Institutional Data Form B
Part 2 - ABILITY MEASURES OF FRESHMAN

Name of institution/campus reported: LINDENWOOD UNIVERSITY

Specify quarter/semester reported: Fall Semester 2002

Are scores used or routinely collected? Scores are routinely collected.

A. Class ranking of entering freshman		B. SAT scores for entering freshman		Verbal	Math
Percent in top 10% of high school class	8%	Class average SAT score		480	501
Percent in top 25% of high school class	30%	Percent scoring above 500		39%	54%
Percent in top 50% of high school class	58%	Percent scoring above 600		11%	20%
Percent in top 75% of high school class	91%	Percent scoring above 700		2%	0%

C. Mean ACT scores for entering freshman		D. Other tests used for admission or placement	
Composite	22	Test name	N/A
Mathematics	N/A	Mean or Composite	N/A
English	N/A	Range	N/A
Natural Sciences	N/A		
Social Studies	N/A		

Basic Institutional Data Form B

Part 3 - ABILITY MEASURES OF ENTERING GRADUATE STUDENTS

(Report for last full academic year)

Graduate Record Examination N/A
 (for total Graduate School excluding professional schools)

Miller Analogies Test N/A
 (for total Graduate School excluding professional schools)

On a separate sheet, indicate other test data used for admission to professional programs.

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Basic Institutional Data Form B

Part 4 - UNDERGRADUATE STUDENT FINANCIAL AID

(Report for last full fiscal year)

Name of institution/campus reported: LINDENWOOD UNIVERSITY (2001-2002)

SOURCE OF FUNDING		TOTAL \$ AMOUNT	NO. OF STUDENTS AIDED
FEDERAL	Grants and Scholarships	2,599,354	1534
	Loans	12,651,572	4143
	Employment	524,352	448
STATE	Grants and Scholarships	1,820,564	1286
	Loans	-0-	-0-
INSTITUTIONAL	Grants and Scholarships	18,165,798	4573
	Loans	-0-	-0-
	Employment	1,990,525	1589
FROM OTHER SOURCES	Grants and Scholarships	178,300	73
	Loans	-0-	-0-
Unduplicated number of undergraduate students aided			4792
Number of students receiving institutional athletic assistance			-0-
Percentage of institutional aid for athletic assistance			-0-

Part 5 - GRADUATE AND PROFESSIONAL STUDENT FINANCIAL AID

(Report for last full fiscal year)

SOURCE OF FUNDING		TOTAL \$ AMOUNT	NO. OF STUDENTS AIDED
FEDERAL	Grants and Scholarships	-0-	-0-
	Loans	5,741,756	1610
	Employment	-0-	-0-
STATE	Grants and Scholarships	-0-	-0-
	Loans	-0-	-0-
INSTITUTIONAL	Grants and Scholarships	2,050,768	2919
	Loans	-0-	-0-
	Employment	552,051	129
FROM OTHER SOURCES	Grants and Scholarships	83,793	21
	Loans	-0-	-0-
Unduplicated number of undergraduate students aided			3059

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Basic Institutional Data Form C
Part 1 - FULL-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: LINDENWOOD UNIVERSITY

Specify quarter/semester reported: Fall Semester 2002

Include only personnel with professional status who are primarily assigned to **resident instruction and departmental or organized research**. Exclude all nonprofessional personnel and those professional personnel whose primary function is not residential instruction, departmental research or organized research.

	Distribution by Sex		Distribution by Race						Distribution by Age Range			
	Male	Female	White	Black	Hispanic	Asian	Native Am.	Other	20-35	35-50	50-65	65-over
Professor	19	8	25	2					0	5	18	4
Associate Professor	30	30	57		1	2			1	21	33	5
Assistant Professor	45	32	71	2	1	3			20	34	22	1
Instructor												
Teaching Assistants & other teaching personnel												
Research staff & Research Assistants												
Undesignated rank												
Number of instructional staff added for current academic year	15	7	22									
Number of instructional staff employed in previous academic year, but not reemployed for current academic year	9	3	12									

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Basic Institutional Data Form C

Part 1 continued- FULL-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: LINDENWOOD UNIVERSITY

Specify quarter/semester reported: Fall Semester 2002

Include only personnel with professional status who are primarily assigned to **resident instruction and departmental or organized research**. Exclude all nonprofessional personnel and those professional personnel whose primary function is not residential instruction, departmental research or organized research.

	HIGHEST DEGREE EARNED					
	Diploma, Certificate, or None	Associate	Bachelor's	Master's	Specialist	Doctoral
Professor				1		26
Associate Professor				24		36
Assistant Professor				64		13
Instructor						
Teaching Assists. & other teaching peers						
Research staff & Research Assists.						
Undesignated rank						
Number of instructional staff added for current academic year						
Number of instructional staff employed in previous academic year, but not reemployed for current academic year						

Part 2 - SALARIES OF FULL-TIME INSTRUCTIONAL STAFF AND FACULTY

	MEAN	RANGE	
		High	Low
Professor	68,226	104,500	43,200
Associate Professor	57,788	75,000	22,360
Assistant Professor	46,125	71,250	21,000
Instructor			
Teaching Assists. & other teaching pers.			
Research staff and Research Assistants			
Undesignated rank			

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Basic Institutional Data Form C

Part 3 - PART-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: LINDENWOOD UNIVERSITY

Specify quarter/semester reported: Fall Semester 2002

Include only personnel with professional status who are primarily assigned to **resident instruction and departmental or organized research**. Exclude all nonprofessional personnel and those professional personnel whose primary function is not residential instruction, departmental research or organized research.

	Distribution by Sex		Distribution by Race						Distribution by Age Range UNKNOWN			
	Male	Female	White	Black	Hispanic	Asian	Native Am.	Other	20-35	35-50	50-65	65-over
Professor												
Associate Professor												
Assistant Professor												
Instructor	120	94	200	7	3	3	1					
Teaching Assistants & other teaching personnel												
Research staff & Research Assistants												
Undesignated rank												
Number of instructional staff added for current academic year	5	7	22									
Number of instructional staff employed in previous academic year, but not reemployed for current academic year												

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Basic Institutional Data Form C

Part 3 continued- PART-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: LINDENWOOD UNIVERSITY

Specify quarter/semester reported: Fall Semester 2002

Include only personnel with professional status who are primarily assigned to **resident instruction and departmental or organized research**. Exclude all nonprofessional personnel and those professional personnel whose primary function is not residential instruction, departmental research or organized research.

	HIGHEST DEGREE EARNED					
	Diploma, Certificate, or None	Associate	Bachelor's	Master's	Specialist	Doctoral
Professor						
Associate Professor						
Assistant Professor						
Instructor				165		49
Teaching Assists. & other teaching peers						
Research staff & Research Assists.						
Undesignated rank						
Number of instructional staff added for current academic year						
Number of instructional staff employed in previous academic year, but not reemployed for current academic year						

Part 2 - SALARIES OF FULL-TIME INSTRUCTIONAL STAFF AND FACULTY

	MEAN	RANGE	
		High	Low
Professor			
Associate Professor			
Assistant Professor			
Instructor	8,000	16,000	400
Teaching Assists. & other teaching pers.			
Research staff and Research Assistants			
Undesignated rank			

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Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER

Report for current year and previous two years - Estimate if necessary (identify estimates)

Name of institution/site reported: LINDENWOOD UNIVERSITY

Do you have specialized libraries not included in this data. Yes No

If you do, please identify these specialized libraries or collections on a separate page.

	Two Years Prior	One Year Prior	Current Year
	1999-2000	2000-2001	2001-2002*
A. USE AND SERVICE			
Total use of the collection (number of books or other materials circulated annually)	16,171	11,196	5,418
Total circulation to students	11,804	8,173	3,985
Per capita student use (circulation to students divided by the number of enrolled students)	1.7	1.2	.57
Total circulation to faculty	4,367	3,023	1,433
Per capita faculty use (circulation to faculty divided by number of FTE faculty)	.72	.46	.20
Total circulation to Community Users			
Number of items borrowed from other libraries via interlibrary loan	663	331	354
Number of items lent to other libraries via interlibrary loan	2	129	195
Hours open per week	91	91	91
On-line electronic database searches (usually mediated by library staff)	N/A	N/A	78,049
Total Library staff presentations to groups/classes	3,261	6,372	6,267
Tours and one-time presentations	17	38	130
Hands-on instruction for using electronic databases	2,028	4,368	4,602
Hands-on instruction for Internet searching	1,216	1,965	1,534
Semester-length bibliographical instruction	0	1	1
B. COLLECTIONS			
Total number of different titles in collection	161,232	164,244	170,925
Books and other printed materials	121,046	123,855	130,412
Print serials/periodicals	618	598	598
Electronic serials/periodicals	38,099	38,099	38,099
Other electronic materials (except serials/periodicals)	9	9	8
Microforms	69	69	69

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

***Note 1**

Lindenwood University 2003-04 Self-Study

*Note 1

The reason for significant change in the apparent use of the collection is two-fold, reflecting the dynamic nature of information delivery, ways of accessing that information, as well as the role of the traditional, print-centered library in that endeavor:

The first reason for such a significant change in all indicators of usage was the move from a completely manual system of circulation to an automated system, whereby in-house usage of periodicals is no longer tracked as part of our circulation statistics. In the past, serials and periodicals used anywhere in the library were counted as part of circulation. As the automated system was implemented, a decision was made to discontinue this practice. The second reason for the change in apparent use of the collection was the shift to electronic resources for access to periodical literature. With the advent of full-text databases, students are relying on computers to access the research materials they need. The pronounced shift toward using computers in lieu of hardcopy resources has dramatically affected our circulation statistics.

2003-04	2002-03	2001-02	Category
0	0	0	Computer software
0	0	0	Government documents not reported elsewhere
0	0	0	Non-print materials (e.g., films, tapes, CDs)
8,563	10,682	6,430	Included in print serials
42,692	20,814	29,492	Print serials/periodicals
72,067	26,926	37,691	Books/other printed materials
74,160	26,160	30,898	Total student staff salaries
21,700	46,200	42,200	Total non-professional staff salaries
172,800	166,000	92,000	Total professional staff salaries
			For staff (exclude fringe benefits)
			F. EXPENDITURES
0	0	0	Estimated linear feet of materials stored off-site
0	0	0	Estimated linear shelving space remaining for expansion
9*	64	64	Number of publicly accessible computers
0.03	0.03	0.03	Seating ratio (number of seats divided by student headcount enrollment)
			D. FACILITIES
0	0	0	Number of other FTE staff (please explain on attached sheet)
23	13	10.3	Number of FTE student staff
2	2	2	Number of FTE non-professional staff
7	3	2	Number of FTE professional staff
			C. STAFF (FTE Staff = 32-40 hours per week)
201	201	220	Number of subscriptions to scholarly journals
4	4	4	Number of CD-ROM databases available for searches by students
24	24	23	Number of subscribed/purchased electronic on-line databases
0	0	0	Number of subscribed/purchased electronic on-line computer software
0	0	0	Government documents not reported elsewhere

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*Note 1

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Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER (continued)

Name of institution/site reported: LINDENWOOD UNIVERSITY

	Two Years Prior	One Year Prior	Current Year
	1999-2000	2000-2001	2001-2002
B. COLLECTIONS (Continued)			
Non-print materials (e.g. films, tapes, CDs)	1,391	1,614	1,739
Government documents not reported elsewhere	0	0	0
Computer software	0	0	0
Number of subscribed/purchased electronic on-line databases	53	54	54
Number of CD-ROM databases available for searches by students	4	4	4
Number of subscriptions to scholarly journals	230	201	201
C. STAFF (1 FTE Staff = 35-40 hours per week)			
Number of FTE professional staff	2	3	3
Number of FTE non-professional staff	2	2	2
Number of FTE student staff	10.5	13	23
Number of other FTE staff (please explain on attached sheet)	0	0	0
D. FACILITIES			
Seating ratio (number of seats divided by student headcount enrollment)	.03	.03	.03
Number of publicly accessible computers	64	64	9*
Estimated linear shelving space remaining for expansion	0	0	0
Estimated linear feet of materials stored off-site	0	0	0
E. EXPENDITURES			
For staff (exclude fringe benefits):			
Total professional staff salaries	92,000	166,000	135,800
Total non-professional staff salaries	42,500	46,500	51,700
Total student staff salaries	30,898	56,160	74,160
For collection			
Books/other printed materials	37,691	56,936	75,063
Print serials/periodicals	39,492	50,814	43,695
Microfilms	Included in print serials	Included in print serials	Included in print serials
Non-print materials (e.g., films, tapes, CDs)	6,430	10,682	8,563
Government documents not reported elsewhere	0	0	0
Computer software	0	0	0

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***Note 2**

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Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER (continued)

Name of institution/site reported: LINDENWOOD UNIVERSITY

	Two Years Prior	One Year Prior	Current Year
	1999-2000	2000-2001	2001-2002
E. EXPENDITURES (Continued)			
Access and other services			
Interlibrary loan	Included w/network membership	Included w/network membership	Included w/network membership
On-line database searches	22,679	14,394	15,792
Network membership	12,033	9,034	18,125
Binding, preservation, and restoration	1,831	1,844	1,354
Production of materials (on- or off-site)	0	0	0
Other equipment and furniture purchase/replacement	0	17,863	0
Other operating expenses (excluding capital outlay)	3,711	2,333	27,566
Total library expenses	284,265	432,560	451,818

F. OTHER	YES	NO
Output measures		
Does the library attempt to measure/record patron visits to the library?	√	
Does the library attempt to measure/record reference questions answered?	√	
Does the library attempt to measure/record user satisfaction?		√
Does the library attempt to measure/record in-library use of other resources?	√	
Agreements and policies:		
Are there formal, written agreements to share library resources with other institutions?	√	
Are there formal, written consortorial agreements for statewide or regional use of library materials?	√	
Are there formal, written agreements allowing the institution's students to use other institutions' libraries?	√	

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

Microfilm	Included in print serials	Included in print serials	Included in print serials
Non-print materials (e.g., films, tapes, CDs)	6,430	10,682	8,567
Government documents not reported elsewhere	0	0	0
Computer software	0	0	0

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*Note 2

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Basic Institutional Data Form E
INSTITUTIONAL COMPUTING RESOURCES
 Report for Current Academic Year

Name of institution/site reported: LINDENWOOD UNIVERSITY

WorldWideWeb (WWW) URL address: www.lindenwood.edu

ORGANIZATION, PLANNING, AND POLICIES (Please attach an organizational chart. Include names)	YES	NO
Designated administrator(s) for institutional computing?	X	
Designated administrator(s) for Administrative computing?	X	
Designated administrator(s) for Academic computing?	X	
Centralized computing services?	X	
Formal, written, and approved technology plan?	X	
Technology plan linked to institutional mission and purposes?	X	
Computing resources included in institutional strategic plan?	X	
Policies on the purchase, replacement, and repair of hardware?	X	
Policies on the purchase and updating of software?	X	
Institutional computing responsible/ethical use policy?	X	
Institutional policies that include institutional computer issues?	X	
Institutional policies that include administrative computing issues?	X	
Institutional policies that include academic computing issues?	X	
B. FACILITIES		
Institutional network backbone?	X	
Computer labs networked?	X	
Classrooms functionally networked?	X	
Multi-media computers in labs?	X	
Administrative offices networked?	X	
Academic offices networked?	X	
Residence halls wired?	X	

Number of non-networked computer labs **-0-** Total number of stations **-0-**

Number of networked labs **9** Total number of stations **126**

Type of access?

X	Wired through network	X	Wired Ports	N/A	Remote dial-up access
X	Personal computers	X	Internet	N/A	Slip/ppp connection to WWW

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Basic Institutional Data Form E - Continued

FUNCTIONS: ADMINISTRATIVE (Place checks where appropriate)

	Access Available To					Via	
	Students	Faculty	Staff	Administrators	Public	Direct Access	Remote Access Modem WWW
College Activity Calendar	X	X	X	X	X	X	X
College Catalog	X	X	X	X	X	X	X
Class Schedule	X	X	X	X	X	X	X
Financial Aid			X	X			
On-line registration							
Student Academic Record		X	X	X		X	

E-mail: Intra-institution? Yes No Inter-institution? Yes No

D. FUNCTIONS: ACADEMIC	YES	NO
Computers in all full-time faculty offices?	X	
Computers in full-time faculty offices networked?	X	
All part-time faculty have access to computers?	X	
All divisional/departmental offices networked?	X	
All students required to have computers?		X
Internet access available from all faculty offices?	X	
Library access available from all faculty offices?	X	
If YES, is access available to the institutions library(ies)?	X	
If YES, is access available to the state-wide or region-wide library system?	X	
If YES, is access available to other libraries?	X	
Library access available from all classrooms?	X	
Computers integrated into instruction?	X	
Off-campus access?	X	
If YES, is off-campus access available by the institutional network?	X	
If YES, is off-campus access available by the academic network?	X	
If YES, is off-campus access available by the Internet?	X	
If NO, plans to provide off-campus access within three years?	N/A	N/A
Courses on Internet?	X	
Interactive courses in real-time (i.e., 2-way video and voice?)		X

E-mail: Intra-institution? Yes No Inter-institution? Yes No

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Basic Institutional Data Form E - Continued

SUPPORT and TRAINING

Number of FTE technical staff? **7** Number of programmers? **1**
 Number of FTE training staff? **1** Integrated with Human Resources unit **NO**
 Name and Title of designated educational specialist? **Ed Perantoni**

FINANCES/BUDGET for COMPUTING (Current Fiscal Year)

Total Annual Academic Outlay, Operating Funds: \$55,000
 Total Annual Administrative Outlay, Operating Funds: \$50,000
 Capital funds available: Academic \$500,000
 Capital funds available: Administrative -0-
 Amount of grants/restricted purpose funds available: \$30,000
 Technology fee assessed? (Y/N) YES
 If YES, amount per academic year? \$114,000

G. EVALUATION	YES	NO
Formal system of evaluation by students of academic computing?	X	
Formal system of evaluation by students of administrative computing?		X
Formal system of evaluation by faculty of academic computing?		X
Formal system of evaluation by faculty of administrative computing?	X	
Systems of evaluation linked to plan to evaluate overall institutional effectiveness?	X	
Results of evaluation linked to institutional planning and budgeting processes?	X	

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Basic Institutional Data Form F
CERTIFICATE, DIPLOMA AND DEGREE PROGRAMS
Previous Three Years

Name of institution/site reported: LINDENWOOD UNIVERSITY

Certificates, diplomas and degrees offered by the institution; curricula or areas of concentration leading to each certificate, diploma and/or degree; number of students graduates in the past three years. Include all fields or subjects in which a curriculum is offered. If degree programs were not in effect during one or more of the years, please so indicate. The report form may be duplicated if additional space is needed.

CERTIFICATE, DIPLOMA OR DEGREE	CURRICULUM OR MAJOR	GRADUATES IN PROGRAM		
		1999- 2000	2000-2001	2001-2002
Associate of Arts	Bus Admin	2	0	0
Bachelor of Arts	Accounting	15	14	12
	Anthropology	2	2	2
	Art	4	3	1
	Art History	1	0	0
	Art Mgmt	2	0	2
	Biology	1	6	4
	Bus Admin	175	213	197
	Business Studies	0	1	1
	Comm Arts	32	0	0
	Comm	0	1	7
	Comm Studies	0	1	0
	Computer Science	2	1	2
	Corporate Comm	17	24	31
	Corp&Indus Comm	1	0	0
	Crim Justice	25	32	32
	Crim Justice Admin	0	1	0
	Dance	2	6	8
	Education	6	0	3
	Educational Studies	5	3	6
	Elem Education	59	57	71
English	8	12	9	
Erly Chldhd Educ	14	9	4	
Erly Chldhd/Spc Ed	0	2	3	
Fashion Design	4	2	1	
Finance	9	12	16	
Fit & Dance Mgmt	0	0	1	

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

Lindenwood University 2003-04 Self-Study
**The Higher Learning Commission of the
 North Central Association of Colleges and Schools**
 30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504
 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form F
CERTIFICATE, DIPLOMA AND DEGREE PROGRAMS
Previous Three Years

Name of institution/site reported: LINDENWOOD UNIVERSITY

Certificates, diplomas and degrees offered by the institution; curricula or areas of concentration leading to each certificate, diploma and/or degree; number of students graduates in the past three years. Include all fields or subjects in which a curriculum is offered. If degree programs were not in effect during one or more of the years, please so indicate. The report form may be duplicated if additional space is needed.

CERTIFICATE, DIPLOMA OR DEGREE	CURRICULUM OR MAJOR	GRADUATES IN PROGRAM		
		1999- 2000	2000-2001	2001-2002
Bachelor of Arts	French	1	3	1
	General Studies	0	3	1
	Gerontology	4	1	6
	Health Care Mgmt	1	0	0
	Health Mgmt	11	17	11
	History	15	15	14
	Human Res Mgmt	45	51	37
	Hum Serv Ag Mgmt	19	12	11
	Info Tech	0	4	21
	Intl Business	1	4	5
	Intl Studies	5	3	2
	Marketing	28	23	26
	Mass Comm	11	50	41
	Mathematics	3	1	1
	Middle Sch Educ	0	0	2
	Mgmt Info Sys	3	7	10
	Music	4	1	5
	Music Educ Studies	1	0	0
	Music Studies	1	0	0
	Performing Arts	1	0	1
	Philosophy	0	1	0
	Phys Education	13	25	36
	Political Science	5	9	9
	Psychology	26	27	14
	Public Mgmt	4	7	4
	Religion	0	0	1
	Retail Merch	3	1	8
	Social Work	11	14	7

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**Basic Institutional Data Form F
 CERTIFICATE, DIPLOMA AND DEGREE PROGRAMS
 Previous Three Years**

Name of institution/site reported: LINDENWOOD UNIVERSITY

Certificates, diplomas and degrees offered by the institution; curricula or areas of concentration leading to each certificate, diploma and/or degree; number of students graduates in the past three years. Include all fields or subjects in which a curriculum is offered. If degree programs were not in effect during one or more of the years, please so indicate. The report form may be duplicated if additional space is needed.

CERTIFICATE, DIPLOMA OR DEGREE	CURRICULUM OR MAJOR	GRADUATES IN PROGRAM		
		1999- 2000	2000-2001	2001-2002
Bachelor of Arts	Sociology	2	3	5
	Spanish	3	4	0
	Special Educ	1	0	0
	Sport Mgmt	1	4	7
	Studio Art	4	5	4
	Theatre	9	12	9
	Theatre Mgmt	0	2	0
	Valuation Science	1	0	1
Bachelor of Fine Arts	Dance	0	0	1
	Fashion Design	2	3	2
	Graphic Design	0	1	1
	Studio Art	3	25	10
Bachelor of Science	Athletic Training	6	5	12
	Biology	5	10	11
	Bus Admin	2	0	0
	Chemistry	1	5	3
	Computer Science	14	8	4
	Criminal Justice	1	1	3
	Environ Biology	0	0	1
	Environ Studies	0	1	0
	Health Mgmt	0	0	1
	Hum Res Mgmt	0	2	0
	Hum Serv Ag Mgmt	1	0	0
	Mass Comm	0	0	1
	Mathematics	3	4	8

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Basic Institutional Data Form F
CERTIFICATE, DIPLOMA AND DEGREE PROGRAMS
Previous Three Years

Name of institution/site reported: LINDENWOOD UNIVERSITY

Certificates, diplomas and degrees offered by the institution; curricula or areas of concentration leading to each certificate, diploma and/or degree; number of students graduates in the past three years. Include all fields or subjects in which a curriculum is offered. If degree programs were not in effect during one or more of the years, please so indicate. The report form may be duplicated if additional space is needed.

CERTIFICATE, DIPLOMA OR DEGREE	CURRICULUM OR MAJOR	GRADUATES IN PROGRAM		
		1999- 2000	2000-2001	2001-2002
Bachelor of Science	Philosophy	0	1	0
	Political Science	0	0	1
	Psychology	3	5	13
	Public Mgmt	0	0	1
	Sociology	0	0	1
	Social Science	1	0	0
Master of Arts	Art	1	0	0
	Bus Admin	2	0	7
	Comm	6	7	40
	Comm Arts	2	0	0
	Corp&Indus Comm	2	0	0
	Corporate Comm	11	7	2
	Crim Justice Admin	0	0	1
	Design	1	0	0
	Educational Admin	82	72	111
	Educational Res	0	1	0
	Education	237	248	259
	Elem Education	5	0	0
	Fashion Design	0	0	1
	French	1	0	0
	Gerontology	2	6	5
	Health Mgmt	1	0	1
	Hum Res Mgmt	2	1	0
Hum Serv Ag Mgmt	9	2	2	
Intl Business	0	0	1	
Library Media	0	1	3	
Library Science	0	2	4	

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Basic Institutional Data Form F
CERTIFICATE, DIPLOMA AND DEGREE PROGRAMS
Previous Three Years

Name of institution/site reported: LINDENWOOD UNIVERSITY

Certificates, diplomas and degrees offered by the institution; curricula or areas of concentration leading to each certificate, diploma and/or degree; number of students graduates in the past three years. Include all fields or subjects in which a curriculum is offered. If degree programs were not in effect during one or more of the years, please so indicate. The report form may be duplicated if additional space is needed.

CERTIFICATE, DIPLOMA OR DEGREE	CURRICULUM OR MAJOR	GRADUATES IN PROGRAM		
		1999- 2000	2000-2001	2001-2002
Master of Arts	Management	5	1	5
	Marketing	2	1	1
	Mass Comm	2	9	3
	Music	1	2	0
	Natural Res Mgmt	0	1	0
	Prof & Sch Cnslg	2	1	4
	Professional Cnslg	35	51	41
	School Counseling	17	21	33
	Special Education	0	1	0
	Sport Management	1	1	4
	Studio Art	0	8	4
	Teaching	0	4	17
	Theatre	19	7	10
Master of Business Admin	Accounting	3	0	1
	Business Admin	140	171	156
	Finance	9	7	2
	Human Res Mgmt	2	1	0
	Information Sys	0	1	0
	Intl Business	3	11	9
	Management	2	9	7
	Marketing	12	17	3
	Mgmt Info Systems	11	14	15
	Public Management	1	4	2
Sport Management	0	2	0	

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**Basic Institutional Data Form F
 CERTIFICATE, DIPLOMA AND DEGREE PROGRAMS
 Previous Three Years**

Name of institution/site reported: LINDENWOOD UNIVERSITY

Certificates, diplomas and degrees offered by the institution; curricula or areas of concentration leading to each certificate, diploma and/or degree; number of students graduates in the past three years. Include all fields or subjects in which a curriculum is offered. If degree programs were not in effect during one or more of the years, please so indicate. The report form may be duplicated if additional space is needed.

CERTIFICATE, DIPLOMA OR DEGREE	CURRICULUM OR MAJOR	GRADUATES IN PROGRAM		
		1999-2000	2000-2001	2001-2002
Master of Fine Arts	Directing	0	1	0
	Perf & Studio Art	1	0	0
	Studio Art	3	3	2
	Theatre	3	2	6
Master of Science	Administration	0	0	6
	Athletic Training	1	0	0
	Ath Training Admin	0	0	1
	Comm Arts	1	0	0
	Communications	8	1	0
	Corp&Indus Comm	4	0	0
	Corporate Comm	9	6	0
	Crim Justice Admin	21	16	12
	Criminal Justice	1	3	0
	Educational Admin	0	1	0
	Finance	0	1	0
	Health Mgmt	12	18	9
	Human Res Mgmt	41	54	50
	Hum Serv Ag Mgmt	1	1	0
	Library Media	0	0	1
	Management	3	0	1
Marketing	4	1	4	
Mass Comm	1	1	0	
Mgmt Info Systems	0	2	1	
Valuation Science	1	2	0	

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

Lindenwood University 2003-04 Self-Study
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 North Central Association of Colleges and Schools**
 30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504
 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form G

INTERCOLLEGIATE ATHLETICS

Name of institution/campus reported: LINDENWOOD UNIVERSITY

Intercollegiate athletic programs (as opposed to intramural and/or physical education programs) involve: a) formal agreements (association, league) to compete with other institutions; b) student athletes identified as members of a particular team; and c) professional staff.

Provide the name(s) of the intercollegiate athletic associations in which the institution holds membership and the level of membership:

NATIONAL ASSOCIATION OF INTERCOLLEGIATE ATHLETICS

FOR MOST RECENT ACADEMIC YEAR												OPERATING BUDGET FOR INTERCOLLEGIATE ATHLETIC PROGRAMS (list current last year)		
NAME OF SPORT *Note 3	# OF STUDENTS PARTICIPATING IN INTERCOLLEGIATE ATHLETIC PROGRAMS		NUMBER OF ATHLETIC SCHOLARSHIPS *Note 1 (see attached)		MEAN AMOUNT OF SCHOLARSHIP N/A		NUMBER OF SCHOLARSHIP STUDENTS COMPLETING DEGREES N/A		NUMBER OF STAFF (Use FTE) *Note 2 F=Full P=Part-time					
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	2000-2001	2001-2002	2002-2003	
Baseball	49	0	0	0					1F					
Basketball	28	25	0	0					1F	1F				
Bowling	23	7	0	0					2P					
Cheerleading	9	17	0	0						1P				
Cross Country	13	8	0	0					1F					
Dance	0	18	0	0						1P				
Field Hockey	0	25	0	0						1F				
Football	126	0	0	0					5F					
Golf	31	17	0	0					1F					
Lacrosse	25	17	0	0					1F	1P				
Roller Hockey	36	0	0	0					1F					
Soccer	76	39	0	0					2F					
Softball	0	48	0	0					1F					
Swimming	23	34	0	0					1F	1P				
Tennis	12	9	0	0					1F					
Track/Field	36	18	0	0					1F					
Trap/Skeet	24	7	0	0					1F	1P				
Volleyball	34	37	0	0					1F					
Wrestling	49	0	0	0					1F					
											650,000	800,000	800,000	

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

Appendix B – Supporting Documents

Introduction Documents

Document	Cited in Chapter	Page
<i>Statement of Institutional Scope and Activities</i>	1	5

GIR Documents

Document	Cited in Chapter	Page
<i>Auditor's report for fiscal 2001 and fiscal 2002</i>	2	36
<i>Lindenwood's financial spreadsheets</i>	2	36

Criterion 1 Documents

Document	Cited in Chapter	Page
<i>"Six Cornerstones" of the NCSACV</i>	3	55

Criterion 2 Documents

Document	Cited in Chapter	Page
<i>Board of Overseers listing</i>	4	61
<i>List of additional library resources</i>	5	118
<i>Copy of KPMG's ratio analyses</i>	5	137
<i>Lindenwood's financial spreadsheets (see above)</i>	5	139
<i>June 30, 2003 endowment report</i>	5	143

Criterion 3 Documents

Document	Cited in Chapter	Page
<i>Course evaluation questionnaire</i>	6	152
<i>Fall 2003 COL 110 syllabus</i>	8	239
<i>Statistical summary of Institutional Proficiency Survey</i>	8	252

Criterion 4 Documents

Document	Cited in Chapter	Page
<i>Budget Comparison Sheet 1996-2002</i>	9	271

Criterion 5 Documents

Document	Cited in Chapter	Page
<i>Notice requesting Third-Party Comment</i>	10	286

Introduction Documents

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

30 N. LaSalle Street, Suite 2400
Chicago, IL 60602-2504
(800) 621-7440

RECORD OF STATUS AND SCOPE

LINDENWOOD UNIVERSITY
209 S. Kingshighway
St. Charles, MO 63301

Statement of Affiliation Status

Status: Accredited (1918-)

Highest degree awarded: Specialist's.

Most recent action: February 23, 2001.

Stipulations on affiliation status: None.

New degree sites: No prior Commission approval required for offering existing degree programs at new sites in the St. Louis Metropolitan area and the State of Missouri.

Progress reports required: None.

Monitoring reports required: None.

Contingency reports required: None.

Other visits required: None.

Last comprehensive evaluation: 1993-94.

Next comprehensive evaluation: 2003-04.

Statement of Institutional Scope and Activities

Legal status: Private, not for profit institution.

H/99 undergraduate enrollment: 3940.

H/99 graduate enrollment: 1907.

Number of degree programs: Bachelor's (45); Master's (21); Specialist's (1).

Full service degree sites other than home campus: None.

Other degree sites:

— In state: Arnold (Fox School District); Boonville (Kemper Military Jr. College); Eureka (Rockwood School District); Hazelwood (Hazelwood School District); House Springs (Northwest School District); Marshall (Missouri Valley College); St. Charles (Francis Howell School District); St. Louis (St. Anthony's Medical Center); St. Louis (Riverview Gardens School District); St. Louis (Bi-State Development Agency); St. Louis (GTE); St. Louis (Mehlville School District); St. Louis (Westport); St. Peters (Ft. Zumwalt School District); Wentzville (Wentzville School District).

— In other states: East Alton, IL (Olin).

Course sites:

— In state: 1 site.

Distance education: None.

GIR Documents



LINDENWOOD UNIVERSITY

Statements of Financial Position

June 30, 2002 and 2001

Independent Auditors' Report

Assets	2002	2001
Cash and cash equivalents	8,930	2,672,232
Receivables	119,841	1,070,847
Prepaid expenses	176,034	172,211
Capital assets, net	242,861	845,007
Accounts receivable, net		
Investments		
Other assets		
Total Assets	547,666	4,660,297
Liabilities		
Accounts payable		
Deferred revenues		
Other liabilities		
Total Liabilities	547,666	4,660,297
Net assets		
Unrestricted	128,076,395	96,627,012
Temporarily restricted	308,775	2,490,000
Permanently restricted	10,800,600	10,137,955
Total net assets	139,185,770	109,254,967
Total liabilities and net assets	139,185,770	114,915,264

LINDENWOOD UNIVERSITY

Financial Statements

June 30, 2002 and 2001

(With Independent Auditors' Report Thereon)

KPMG LLP



10 South Broadway
Suite 900
St Louis, MO 63102-1761

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

Independent Auditors' Report

The Board of Directors
Lindenwood University:

We have audited the accompanying statements of financial position of Lindenwood University as of June 30, 2002 and 2001, and the related statements of activities and cash flows for the years then ended. These financial statements are the responsibility of Lindenwood University's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Lindenwood University as of June 30, 2002 and 2001, and the changes in its net assets and its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued a report dated August 9, 2002, on our consideration of Lindenwood University's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, and grants. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be read in conjunction with this report in considering the results of our audit.

KPMG LLP

August 9, 2002

--- In Missouri (Fox School Districts: Hannibal (Kemper Military Jr. College); Farsley School District); Hazelwood (Hazelwood School District); Maple Springs (Westwood School District); Marshall (Missouri Valley College); St. Charles (Francis Howell School District); St. Louis (St. Anthony's Medical Center); St. Louis (Bishopweaver Gardens School District); St. Louis (St. State Development Agency); St. Louis (GTS); St. Louis (Madrielle School District); St. Louis (Westport); St. Peter (St. Zucavali School District); Wentzville (Wentzville School District).
--- In other states: Eau Claire, IL (IFSA).
Distance education: None



KPMG LLP (KPMG LLP is a limited liability partnership, a member of KPMG International, a Swiss entity)

Lindenwood University 2003-04 Self-Study

LINDENWOOD UNIVERSITY

Statements of Financial Position

June 30, 2002 and 2001

Assets	2002	2001
Cash and cash equivalents	\$ 8,930	3,402,534
Inventories	319,841	274,696
Prepaid expenses	176,804	172,211
Contributions receivable, net	948,401	948,007
Accounts receivable, less allowance for uncollectibles of \$1,039,623 and \$1,114,994 in 2002 and 2001, respectively	2,009,243	1,928,831
Student loans receivable	1,384,238	1,518,850
Accrued interest and other receivables	957,810	297,775
Property, plant, and equipment, less accumulated depreciation of \$25,642,117 and \$23,101,272 in 2002 and 2001, respectively	84,070,986	72,508,071
Collections	519,300	119,300
Funds held in trust by others	5,714,897	5,945,731
Long-term investments	36,569,533	27,436,919
Total assets	\$ 132,679,983	114,552,925
Liabilities and Net Assets		
Liabilities:		
Accounts payable and accrued expenses	\$ 233,279	—
Retainage and other construction payables	2,363,321	1,673,948
Deferred revenue	1,128,663	1,241,541
Loan payable	—	100,000
Funds held in custody for others	42,504	34,643
Obligations under split-interest agreements	102,978	88,504
Refundable U.S. government student loans	1,287,825	1,332,936
Payable to life estate annuitants	674,682	815,296
Total liabilities	5,833,252	5,286,868
Net assets:		
Unrestricted	116,076,392	96,621,012
Temporarily restricted	368,733	2,492,089
Permanently restricted	10,401,606	10,152,956
Total net assets	126,846,731	109,266,057
Total liabilities and net assets	\$ 132,679,983	114,552,925

See accompanying notes to financial statements.

Lindenwood University 2003-04 Self-Study

LINDENWOOD UNIVERSITY

Statement of Activities

Year ended June 30, 2002

	Unrestricted net assets	Temporarily restricted net assets	Permanently restricted net assets	Total
Revenue, gains, and other support:				
Student tuition and fees	\$ 52,617,448	—	—	52,617,448
Auxiliary - room and board	12,205,520	—	—	12,205,520
Institutional scholarship allowance	(20,584,671)	—	—	(20,584,671)
Net student tuition and fees	44,238,297	—	—	44,238,297
Auxiliary - other	2,891,843	—	—	2,891,843
Contributions	1,148,903	204,479	572,181	1,925,563
Investment income	1,740,083	—	—	1,740,083
Net loss on investments	(1,121,068)	—	(297,164)	(1,418,232)
Federal grants	657,877	—	—	657,877
Change in value of split-interest agreements	(8,635)	—	(26,367)	(35,002)
Other	259,400	—	—	259,400
Net assets released from restrictions - satisfaction of capital improvement restrictions	2,327,835	(2,327,835)	—	—
Total revenue, gains, and other support	52,134,535	(2,123,356)	248,650	50,259,829
Expenses:				
Instructional and library	13,487,745	—	—	13,487,745
Student services	6,605,995	—	—	6,605,995
Institutional support	4,605,797	—	—	4,605,797
Auxiliary - room and board	5,378,825	—	—	5,378,825
Auxiliary - other	2,600,793	—	—	2,600,793
Total expenses	32,679,155	—	—	32,679,155
Increase (decrease) in net assets	19,455,380	(2,123,356)	248,650	17,580,674
Net assets:				
Beginning of year	96,621,012	2,492,089	10,152,956	109,266,057
End of year	\$ 116,076,392	368,733	10,401,606	126,846,731

See accompanying notes to financial statements.

Lindenwood University 2003-04 Self-Study

LINDENWOOD UNIVERSITY

Statement of Activities

Year ended June 30, 2001

(1) Description of Organization	Unrestricted net assets	Temporarily restricted net assets	Permanently restricted net assets	Total
Revenue, gains, and other support:				
Student tuition and fees	\$ 49,293,586	—	—	49,293,586
Auxiliary – room and board	11,614,827	—	—	11,614,827
Institutional scholarship allowance	(19,517,460)	—	—	(19,517,460)
Net student tuition and fees	41,390,953	—	—	41,390,953
Auxiliary – other	2,651,620	—	—	2,651,620
Contributions	1,251,710	46,969	280,217	1,578,896
Investment income	1,727,802	—	—	1,727,802
Net gain (loss) on investments	299,559	—	(344,382)	(44,823)
Federal grants	478,958	—	—	478,958
Change in value of split-interest agreements	—	(7,645)	—	(7,645)
Other	240,517	—	—	240,517
Net assets released from restrictions – satisfaction of capital improvement restrictions	545,283	(545,283)	—	—
Total revenue, gains, and other support	48,586,402	(505,959)	(64,165)	48,016,278
Expenses:				
Instructional and library	12,333,305	—	—	12,333,305
Student services	6,088,593	—	—	6,088,593
Institutional support	4,216,935	—	—	4,216,935
Auxiliary – room and board	4,973,260	—	—	4,973,260
Auxiliary – other	2,374,226	—	—	2,374,226
Total expenses	29,986,319	—	—	29,986,319
Increase (decrease) in net assets	18,600,083	(505,959)	(64,165)	18,029,959
Net assets:				
Beginning of year	78,020,929	2,998,048	10,217,121	91,236,098
End of year	\$ 96,621,012	2,492,089	10,152,956	109,266,057

See accompanying notes to financial statements.

Lindenwood University 2003-04 Self-Study

LINDENWOOD UNIVERSITY

Statements of Cash Flows

Years ended June 30, 2002 and 2001

	2002	2001
Cash flows from operating activities:		
Increase in net assets	\$ 17,580,674	18,029,959
Adjustments to reconcile increase in net assets to net cash provided by operating activities:		
Depreciation	2,540,845	2,513,410
Net loss on investments	1,418,232	44,823
Change in value of split-interest agreement:	35,002	7,645
Non-cash contributions and gifts	(59,084)	—
Contributions restricted for investment in endowment	(572,181)	(280,217)
Changes in assets and liabilities:		
Inventories	(45,145)	(68,533)
Prepaid expenses	(4,593)	62,017
Contributions receivable	(394)	794,995
Accounts receivable, net	(80,412)	(323,842)
Accrued interest and other receivables	(660,035)	(46,133)
Accounts payable and accrued expenses	233,279	—
Deferred revenue	(112,878)	396,482
Funds held in custody for others	7,861	5,994
Obligations under split-interest agreements	(8,248)	5,804
Net cash provided by operating activities:	20,272,923	21,142,404
Cash flows from investing activities:		
Purchases of property and equipment	(14,914,387)	(16,584,135)
Purchases of collections	(400,000)	—
Disposals of property and equipment	1,500,000	26,854
Purchases of investments	(30,080,598)	(20,398,087)
Sales and maturities of investments	19,281,713	16,221,123
Disbursements for loans to students	(111,926)	(125,411)
Repayments of loans by students	246,538	202,877
Net cash used in investing activities:	(24,478,660)	(20,656,779)
Cash flows from financing activities:		
Proceeds from contributions restricted for investment in endowment	572,181	280,217
Payments of obligations under split-interest agreement:	(12,280)	(12,916)
Payments on annuity obligations:	(81,530)	—
Repayment of loan payable	(100,000)	—
Other	(45,111)	(3,738)
Net cash provided by financing activities:	333,260	263,563
Net increase (decrease) in cash and cash equivalents:	(3,872,477)	749,188
Cash and cash equivalents at beginning of year	3,955,711	3,206,523
Cash and cash equivalents at end of year	\$ 83,234	3,955,711
Cash and cash equivalents are included within the following captions on the statements of financial position:		
Cash and cash equivalents	\$ 8,930	3,402,534
Long-term investments	74,304	553,177
	\$ 83,234	3,955,711

Supplemental disclosure for noncash operating and investing activities:

During the year ended June 30, 2002, the University received gifts of property and equipment of \$59,084

During the year ended June 30, 2002, the University exchanged land with a fair market value of \$2,500,000 for land with a fair market value of \$1,000,000 and \$1,500,000 cash.

See accompanying notes to financial statements

Lindenwood University 2003-04 Self-Study

LINDENWOOD UNIVERSITY

Notes to Financial Statements

June 30, 2002 and 2001

(1) **Description of Organization**

Lindenwood University (the University), founded in 1827, is the oldest institution of higher learning west of the Missouri River. The University is an independent, liberal arts university offering undergraduate and graduate degree programs. During the 2001-2002 academic year, the University served more than 10,000 full and part-time students, 2,100 of whom lived on the University's campus in Saint Charles, Missouri.

During 1998, the University combined operations with the Historic Daniel Boone Home and Boonefield Village, Inc. (the Village), which owns Daniel Boone's property in Defiance, Missouri. The Village was incorporated on January 10, 1991 pursuant to the laws of the State of Missouri under Section 501(c) (3) of the Internal Revenue Code as a tax-exempt corporation to engage principally in the business of maintaining and operating properties indigenous to the Missouri frontier of the early nineteenth century. The Village derives income from admission fees and sales of memorabilia and souvenirs.

On November 10, 2000, the Village's Board of Directors unanimously approved a Plan of Dissolution pursuant to Section 355.666 of the Missouri State Statutes, and specified within this Plan of Dissolution that, upon dissolution of the Village, all assets and liabilities of the Village be transferred to the University. The Plan of Dissolution was approved by the Missouri Secretary of State on January 12, 2001. Since that date, the University and the Village have operated as a single not-for-profit entity.

(2) **Summary of Significant Accounting Policies**

The significant accounting policies followed by the University are described below:

(a) **Basis of Presentation**

The University maintains its accounts in accordance with the principles and practices of fund accounting. Fund accounting is the procedure by which resources for various purposes are classified for accounting purposes in accordance with activities or objectives specified by donors.

The financial statements, which are presented on the accrual basis of accounting, have been prepared to focus on the University as a whole and to present balances and transactions according to the existence or absence of donor-imposed restrictions. This has been accomplished by classification of fund balances and transactions into three classes of net assets - unrestricted, temporarily restricted, or permanently restricted - as follows:

Unrestricted net assets - Net assets and contributions not subject to donor-imposed stipulations. Unrestricted net assets include investments designated by the Board of Directors to function as endowments and realized gains on investments and interest and dividend income on permanently restricted endowments which are not stipulated by the donor or law for permanent reinvestment.

LINDENWOOD UNIVERSITY

Notes to Financial Statements

June 30, 2002 and 2001

Temporarily restricted net assets – Net assets and contributions subject to donor-imposed stipulations that will be met by actions of the University and/or the passage of time. After the donor-imposed time or purpose restriction is satisfied, temporarily restricted net assets are reclassified to unrestricted net assets and reported within the statement of activities as net assets released from restrictions.

Permanently restricted net assets – Net assets and contributions subject to donor-imposed stipulations that they be maintained permanently by the University. Generally, the donors of these assets permit the University to use all or part of the income earned on related investments for general or specific purposes.

(b) Cash and Cash Equivalents

For purposes of the statement of financial position and statement of cash flows, cash and cash equivalents consist of cash on hand and in banks, money market and mutual funds, and short-term investments with an original maturity of 90 days or less, except that such instruments purchased with endowment assets are classified as investments.

(c) Inventories

Inventories are stated at cost (first-in, first-out method).

(d) Investments

The University reports investments at fair value. Fair value is established as readily determinable current market values for equity and debt securities.

(e) Property, Plant, and Equipment

Property, plant, and equipment are stated at actual cost at date of purchase or fair market value at date of donation. Depreciation of physical plant and equipment is recorded using the straight-line method of depreciation over the estimated lives of the assets as follows:

	<u>Years</u>
Buildings and improvements	10-60
Furniture, fixtures, and equipment	3-10

The value of library holdings cannot be determined and therefore is not capitalized in the accompanying financial statements.

(f) Collections

Collection items are capitalized at cost, if the items are purchased or at their appraised fair value on the accession date (the date on which the item is accepted by the University); if the items are contributed. Gains and losses from deaccessions of these items are reflected on the statement of activities as changes in the appropriate net asset classes, depending on the existence and type of donor-imposed restrictions.

Lindenwood University 2003-04 Self-Study

LINDENWOOD UNIVERSITY

Notes to Financial Statements

June 30, 2002 and 2001

(g) Contributions

Contributions, including unconditional promises to give in future periods, are recognized as revenue in the period received. Unconditional promises to give due in future periods are recorded at the present value of their estimated future cash flows. The discounts on those amounts are computed using risk-free interest rates applicable to the years in which the promises are received. Amortization of the discounts is included in contribution revenue.

Contributions received with donor-imposed restrictions that are satisfied in the same year as the contribution is received are reported as revenue of the unrestricted net asset class. Conditional contributions receivable, which depend upon specified future and uncertain events, are recognized as revenue when the conditions upon which they depend are substantially met.

Contributions of property and equipment without donor stipulations concerning the use of such long-lived assets are reported as revenue of the unrestricted net asset class. Contributions of assets other than cash are recorded at their estimated fair value. Contributions of cash or other assets to be used to acquire property and equipment are reported as revenue of the temporarily restricted net asset class; the restrictions are considered to be released at the time of acquisition of such long-lived assets.

(h) Deferred Revenue

Tuition payments received prior to June 30 which relate to the subsequent school year are deferred.

(i) Revenue Recognition

Revenues are reported as increases in unrestricted net assets unless use of the related assets is limited by donor-imposed restrictions. Expenses are reported as decreases in unrestricted net assets. Gains and losses on investments are reported as increases or decreases in unrestricted net assets unless their use is restricted by donor stipulation or by law.

(j) Institutional Scholarship Allowance

Institutional scholarship allowance consists of University grants and Federal Supplemental Education Opportunity grants of \$20,308,518 and \$276,153, respectively, in 2002, and \$19,208,061 and \$309,399, respectively, in 2001. The University has not incurred any additional costs in providing these grants to students and therefore the grants are recorded as a reduction of tuition and fees rather than as an expense of the University.

(k) Functional Expense Allocation

The costs of providing education and general and auxiliary services have been summarized on a functional basis in the statements of activities. Accordingly, certain overhead costs have been allocated among the functional expense categories.

Lindenwood University 2003-04 Self-Study

LINDENWOOD UNIVERSITY

Notes to Financial Statements

June 30, 2002 and 2001

(l) Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires the University to make estimates and assumptions that affect the reported amounts of assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

(m) Tax-exempt Status

The University has received a determination letter from the Internal Revenue Service and is considered exempt from Federal income taxes under Section 501(c)(3) of the Internal Revenue Code, except for any unrelated business income activities. No provision for income taxes has been made, as the University has not reported any unrelated business income.

(n) Reclassifications

Certain 2001 amounts have been reclassified to conform to the 2002 presentation.

(3) Contributions Receivable

At June 30, 2002 and 2001, the present value of contributions receivable, using an appropriate discount rate, expected to be collected in the future is as follows:

Contributions receivable during the year ending June 30,	2002	2001
2002	\$ —	496,002
2003	427,591	250,000
2004	387,591	250,000
2005	97,591	—
2006	77,589	—
2007	10,000	—
	<u>1,000,362</u>	<u>996,002</u>
Less unamortized discount	<u>(51,961)</u>	<u>(47,995)</u>
	<u>\$ 948,401</u>	<u>948,007</u>

At June 30, 2002 and 2001, the University had approximately \$421,937 and \$451,000, respectively, in conditional contributions that have not been recognized as revenue in the statement of activities.

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Lindenwood University 2003-04 Self-Study

LINDENWOOD UNIVERSITY

Notes to Financial Statements

June 30, 2002 and 2001

(4) Long-term Investments

Long-term investments are comprised of U.S. government securities and agency obligations, corporate stocks and bonds, cash and cash equivalents, and other investments, all of which are recorded at fair value and are intended to be held by the University on a long-term basis. Such investments are either designated by the Board of Directors for long-term purposes or are subject to donor-imposed, temporary, or permanent restrictions.

At June 30, 2002, a comparison of fair value and cost of the long-term investments is as follows:

	Fair value	Cost
U.S. government securities and agency obligations	\$ 24,418,546	24,368,006
Corporate stocks	8,198,321	8,717,397
Corporate bonds	3,478,362	3,450,364
Cash and cash equivalents	74,304	74,304
Certificates of deposit	400,000	400,000
	\$ 36,569,533	37,010,071

At June 30, 2001, a comparison of fair value and cost of the long-term investments is as follows:

	Fair value	Cost
U.S. government securities and agency obligations	\$ 15,199,085	15,098,749
Corporate stocks	8,091,205	7,153,062
Corporate bonds	2,893,374	2,871,449
Cash and cash equivalents	553,177	553,177
Certificates of deposit	600,000	600,000
Other	100,078	97,791
	\$ 27,436,919	26,374,228

Lindenwood University 2003-04 Self-Study

LINDENWOOD UNIVERSITY

Notes to Financial Statements

June 30, 2002 and 2001

(5) Property, Plant, and Equipment

Property, plant, and equipment at June 30, 2002 and 2001, consist of the following:

	2002	2001
Land	\$ 25,699,033	25,505,339
Buildings and improvements	56,768,747	54,201,535
Furniture, fixtures, and equipment	12,465,046	12,087,825
Construction in progress	14,780,279	3,814,644
	109,713,105	95,609,343
Less accumulated depreciation	25,642,117	23,101,272
	\$ 84,070,986	72,508,071

At June 30, 2002 and 2001, construction in progress consists of construction of a campus center.

(6) Funds Held in Trust by Others

Funds held in trust by others represent irrevocable gifts, primarily marketable securities and other investments, held in trust for the benefit of the University and managed by outside trustees who have full discretionary authority over the investment portfolios. These assets are carried at fair value, based upon quoted market prices.

(7) Split-interest Agreements

The University administers charitable remainder trusts subject to the obligation to pay stipulated amounts periodically to the respective donors or designated beneficiaries during their lifetimes. Marketable securities valued at \$97,601 and \$103,963 at June 30, 2002 and 2001, respectively, were available to fund trust obligations.

(8) Payable to Life Estate Annuitants

At June 30, 2002 and 2001, the payable to life estate annuitants consists of amounts payable to five individuals with a life estate interest in the Village in consideration of their irrevocable pledge to forgive amounts owed to them by the Village prior to the Village combining its operations with the University. Payments will be made over the remaining life of the annuitants. Upon the death of the last individual, these payments will cease.

(9) Open Lines of Credit

The University has a \$500,000 working cash line of credit available with interest at the federal funds rate (1.73% at June 30, 2002) plus 2.75% dated October 30, 2001, due October 30, 2002, and a \$3,400,000 line of credit for construction with interest at the federal funds rate (1.73% at June 30, 2002) plus 2.75%, dated January 19, 2001, due January 19, 2005. No drawdowns on these lines of credit have been made as of June 30, 2002 and 2001.

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Lindenwood University 2003-04 Self-Study

LINDENWOOD UNIVERSITY

Notes to Financial Statements

June 30, 2002 and 2001

(10) Retirement Benefits

The University participates in the Teachers' Insurance and Annuity Association of America University Retirement Equities Fund, a defined contribution plan, and contributes an amount equal to 5% of participating employees' earnings to the Fund. Covered employees consist of faculty, senior administrators, and certain other nonfaculty employees who have elected to be covered. Employees must contribute a like amount to the Plan. Individual annuity accounts are maintained for each participant by an insurance company. Contributions made by the University totaled \$322,005 and \$316,997 in 2002 and 2001, respectively.

(11) Operating Leases

The University leases office space to hold classes for students at off-site locations under operating lease agreements with terms in excess of one year. The University also leases office equipment under noncancelable operating leases with terms in excess of one year. Future annual minimum lease payments are as follows:

2003		\$ 207,329
2004		213,731
2005		172,065
2006		<u>157,920</u>
		<u>\$ 751,045</u>

Total operating lease expense of \$159,834 and \$131,107 for the years ended June 30, 2002 and 2001, is included in instructional and library expense.

(12) Restrictions and Limitations on Net Asset Balances

Temporarily restricted net assets at June 30, 2002 and 2001, consist of the following:

	<u>2002</u>	<u>2001</u>
Restricted for construction of campus center	\$ 124,479	2,327,835
Restricted for future operations	80,000	—
Restricted for funds held in trust	<u>164,254</u>	<u>164,254</u>
	<u>\$ 368,733</u>	<u>2,492,089</u>

Lindenwood University 2003-04 Self-Study

LINDENWOOD UNIVERSITY

Notes to Financial Statements

June 30, 2002 and 2001

Permanently restricted net assets at June 30, 2002 and 2001, consist of permanent endowments restricted for purposes as follows:

	<u>2002</u>	<u>2001</u>
General	\$ 5,508,129	5,551,841
Scholarship Program	3,259,076	2,826,454
Building and maintenance	370,583	370,583
Other restrictions	987,134	1,224,255
	<u>276,684</u>	<u>179,823</u>
	<u>\$ 10,401,606</u>	<u>10,152,956</u>

All other net asset components at June 30, 2002 and 2001 are considered unrestricted and consist of the following:

	<u>2002</u>	<u>2001</u>
Net investment in property, plant, and equipment and collections	\$ 84,590,286	72,627,371
Unexpended plant funds designated for:		
Residence halls	—	(129,871)
Campus center	15,422,817	9,604,493
Perkins Loan Advance	103,181	200,172
Quasi endowments	11,800,656	10,479,758
Operating funds	<u>4,159,452</u>	<u>3,839,089</u>
	<u>\$ 116,076,392</u>	<u>96,621,012</u>

(13) Commitments and Contingencies

Various legal claims have arisen during the normal course of business which, in the opinion of management after discussion with legal counsel, will not result in a material liability to the University.

The University has a \$500,000 working cash line of credit available with interest at the federal funds rate (1.75% at June 30, 2002) plus 2.75% dated October 30, 2001, due October 30, 2002, and a \$1,400,000 line of credit for construction with interest at the federal funds rate (1.75% at June 30, 2002) plus 2.75% dated January 19, 2001, due January 19, 2005. No drawdowns on these lines of credit have been made as of June 30, 2002 and 2001.

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Lindenwood University Annual Balance Sheet - 1995-2002

	1995	1996	1997	1998	1999	2000	2001	2002
Assets								
Cash and cash equivalents	9,631,293	9,590,515	3,749,248	6,814,343	4,292,686	3,027,643	3,402,534	8,930
Inventories	140,210	156,262	137,604	160,360	199,832	206,163	274,696	319,841
Prepaid expenses	52,194	58,897	58,517	137,277	161,067	234,228	172,211	176,804
Contributions receivable, net	640,355	525,922	449,474	721,029	544,820	1,743,002	948,007	948,401
Accounts receivable	2,312,221	2,486,336	2,251,101	2,824,374	2,628,842	2,939,631	3,043,825	3,048,866
Less allowance for uncollectibles	525,000	525,000	415,000	815,000	931,000	1,083,000	1,114,994	1,039,623
Net accounts receivable	1,787,221	1,961,336	1,836,101	2,009,374	1,697,842	1,856,631	1,928,831	2,009,243
Student loans receivable	1,224,966	1,338,869	1,487,324	1,529,054	1,589,924	1,596,316	1,518,850	1,384,238
Accrued interest and other receivables	-	-	-	-	-	-	297,775	957,810
Property, plant and equipment	28,203,008	35,323,726	40,360,016	50,613,021	62,272,956	78,383,293	95,609,343	109,713,103
Less accumulated depreciation	13,390,200	14,221,890	15,421,736	17,056,602	18,702,639	20,587,862	23,101,272	25,642,117
Property, plant and equipment, net	14,812,808	21,101,836	24,938,280	33,556,419	43,570,317	57,795,431	72,508,071	84,070,986
Collections	-	-	-	-	-	-	119,300	519,300
Funds held in trust by others	4,468,140	4,903,067	5,583,314	5,601,757	5,951,323	6,278,961	5,945,731	5,714,897
Long-term investments	2,064,412	3,049,572	11,955,175	13,224,985	18,281,671	22,597,251	27,436,919	36,569,533
Total assets	34,821,599	42,686,276	50,195,037	63,754,598	76,289,482	95,335,626	114,552,925	132,679,983
Liabilities and Net Assets								
Liabilities								
Accounts payable and accrued expenses	36,862	64,563	64,311	16,516	54,007	-	-	233,279
Employee compensation (1995, 1996, 1997)	278,321	322,189	404,330	-	-	-	-	-
Retainage and other construction payables	-	515,876	-	-	-	885,879	1,673,948	2,363,321
Deferred revenue	656,886	995,904	886,312	1,348,578	774,650	845,059	1,241,541	1,128,663
Loan payable	1,491,000	-	-	-	-	110,000	100,000	-
Funds held in custody for others	10,543	10,841	14,453	18,278	31,042	28,649	34,643	42,504
Note payable - Department of Ed (1995, 1996)	861,999	740,893	-	-	-	87,971	88,504	102,978
Obligations under split-interest groups	-	-	-	-	-	87,971	88,504	102,978
Refundable U.S. government student loans	1,301,487	1,341,819	1,345,152	1,355,096	1,348,083	1,326,674	1,332,936	1,287,825
Payable to life estate annuitants	-	-	-	815,296	815,296	815,296	815,296	674,682
Other	29,955	-	-	-	-	-	-	-
Total liabilities	4,667,053	3,992,085	2,714,558	3,553,764	3,023,078	4,099,528	5,286,868	5,833,252
Net assets								
Unrestricted	21,511,917	31,620,123	39,518,107	51,100,738	63,366,689	78,020,929	96,621,012	116,076,392
Temporarily restricted	2,310,849	206,701	156,788	291,244	291,244	2,998,048	2,492,089	368,733
Permanently restricted	6,331,780	6,867,367	7,805,584	8,808,852	9,608,471	10,217,121	10,152,956	10,401,606
Total net assets	30,154,546	38,694,191	47,480,479	60,200,834	73,266,404	91,236,098	109,266,057	126,846,731
Total liabilities and net assets	34,821,599	42,686,276	50,195,037	63,754,598	76,289,482	95,335,626	114,552,925	132,679,983

Lindenwood University Revenues and Expenditures 1995-2002

	1995	1996	1997	1998	1999	2000	2001	2002
	Total	Total	Total	Total	Total	Total	Total	Total
Revenues, gains, and other support								
Student tuition and fees	21,663,305	25,414,215	29,811,903	34,310,306	38,567,647	43,209,319	49,293,586	52,617,448
Auxiliary - room and board	5,048,400	5,661,407	6,286,111	7,166,417	8,140,280	9,071,072	11,614,827	12,205,520
Institutional scholarship allowance	-11,701,524	-11,329,179	-13,608,403	-14,787,734	-15,636,157	-17,357,762	-19,517,460	-20,584,671
Net student tuition and fees	15,010,181	19,746,443	22,489,611	26,688,989	31,071,770	34,922,629	41,390,953	44,238,297
Auxiliary - other	1,262,100	1,415,352	1,618,347	2,209,289	2,272,904	2,511,029	2,651,620	2,891,843
Contributions	752,972	2,052,329	1,877,455	2,687,115	1,696,204	4,681,527	1,578,896	1,925,563
Investment income	575,169	807,131	861,110	1,057,510	1,027,752	1,368,967	1,727,802	1,740,083
Net gain/loss on investments	-	468,557	455,046	651,002	744,958	70,323	-44,823	-1,418,232
Federal grants	1,124,767	1,142,966	258,715	359,402	401,982	422,203	478,958	657,877
Change in value of split-interest agreements	-	-	-	-	-	15,111	-7,645	-35,002
Other	118,564	91,025	117,670	141,849	154,353	231,142	240,517	259,400
Net assets related from restrictions - satisfaction of capital improvement restrictions	-	-	-	-	-	-	-	-
Expenses								
Institutional and library	5,875,201	7,269,421	7,942,964	8,457,206	9,931,164	11,250,199	12,333,305	13,487,745
Student services	2,145,372	3,791,174	3,744,569	4,234,020	4,731,736	5,093,225	6,088,593	6,605,995
Institutional support	2,036,792	2,096,162	3,007,012	3,394,909	3,997,826	3,939,802	4,216,935	4,605,797
Auxiliary - room and board	1,917,841	2,993,550	3,058,879	3,186,948	3,588,134	3,805,609	4,973,260	5,378,825
Auxiliary - other	639,280	1,033,851	1,138,242	2,119,208	2,055,493	2,164,402	2,374,226	2,600,793
Total expenses	12,614,486	17,184,158	18,891,666	21,392,291	24,304,353	26,253,237	29,986,319	32,679,155
Increase (decrease) in net assets	6,229,267	8,539,645	8,786,288	12,402,865	13,065,570	17,969,694	18,029,959	17,580,674
Net assets								
Beginning of year	23,925,279	30,154,546	38,694,191	47,797,969	60,200,834	73,266,404	91,236,098	109,266,057
End of year	30,154,546	38,694,191	47,480,479	60,200,834	73,266,404	91,236,098	109,266,057	126,846,731

Criterion 1 Documents

Program Overview Boone Campus of Lindenwood University National Center for the Study of American Cultures and Values

NCSACV is a network of programs, facilities and philosophies located at AND comprised of Lindenwood University's Boone Campus in Defiance, Missouri. It is not single program or building; it is the interconnection of living history, scholarship, philosophic and ethical discussions and educational programs that examines all aspects of the American experience, and file values, attitudes, character qualities and historic movements that define being "American."

The programmatic dimension of The Boone Campus and NCSACV is built on six "cornerstones" or areas of concentration. Tile six cornerstones are.

I. American History and the American Experience

This cornerstone examines, through academic coursework in history, government and American cultural studies, the various forces that propelled the evolution of tile United States, its fundamental principles, its form of government, and the specific cultural foundations of tile communities and individuals that were pivotal in creating the Republic. Special attention is Oven, through lectures, demonstrations and exhibitions, to tile natural, archaeological, material and cultural heritage of the American frontier. Special programs, like tile NCSACV Oral History Project and The Boone Campus Archives, create additional avenues for serious scholarship and discussion relating to what it means to be "American" in all its diversity.

II. American Citizenship and Civics

The Citizenship cornerstone emphasizes the evolving responsibilities of participation in the American landscape, and encourages participation in representative government at all levels. The programs within the Citizenship arena include the annual Rufus Easton Debate Society Series; the Boone Campus Public Affairs Program which presents notable individuals addressing relevant topics (past presenters include the Governor of Missouri, Missouri Supreme Court justices, state senators and representatives, trial judges, and various scholars); and the Boone High School Leadership Encounter, a program that brings high school student leaders together to develop skills in ethical decision making, value-based leadership, and community participation.

III. American heritage -The Arts, The H Humanities, and H Historical Interpretation

Anchored by the Daniel Boone Home and Boonesfield Village, the American Heritage programs celebrate the American experience through its arts, crafts, music and trades in a living history museum setting. In addition to the first person historic interpretation that is offered to the tens of thousands of individuals that visit the Daniel Boone Home each year, the American Heritage programs include a number of demonstrations, concerts, special events and music and folk-life festivals that focus on 19th century America; professional conservancy and restoration of more than a dozen historic buildings and their contents; and Heritage Learning classes that preserve traditional American arts, crafts and trades including lacemaking, metal working, chair making, woodcarving, weaving, spinning, open hearth cooking, cooperage, pioneer gardening, hammered dulcimer, banjo, and soap and candle making.

IV. Economics and the Environment

The Institute for Study of Economics and the Environment (ISEL), a unit of NCSACV, will improve student and public understanding, of the basic economic concepts that can be used as guides to effective and efficient environmental policy-making. Though modern environmentalism stems chiefly from sentiments that gathered momentum in the 1960s and the 1970s, the roots of these values run deeply, into the earlier history of the United States. The founding fathers embraced stewardship of the nation's vast natural resources through private property rights and established our system of democratic capitalism that has created the wealth needed to address modern environmental challenges. The Institute offers academic coursework on the environment and the economy, and contributes to environmental responsibility through policy research, conferences, and other forums.

V. Character Education and Character Development

Central to the mission of the NCSACV is the examination and promulgation of the core values that define being "American." Using the character and personal history of Daniel Boone as a template, the Character Education programs look at those dualities - like honesty, fairness; personal responsibilities; respect for individuals, nature and other cultures; and perseverance - that were essential to survival on the American frontier, and are essential to the survival of the nation in the 21st century. Character education programs include teacher education coursework in character education; special curricula developed for K-12 teachers incorporating character education with the pioneer experience; special school outreach programs, and special field trip programs for elementary and middle school students emphasizing the personal character qualities that define being American.

VI. Ethics, Faith and Spirituality

American culture and values have been permeated by the influence of religion. Our history, our laws, our customs, our literature and art and music, even the conflicts that occur in our national life, are influenced by the deep moral and spiritual concerns of the American people. Born out of the heart's desire of various groups for freedom in spiritual matters, America has become the home of an amazingly rich diversity of religious and moral viewpoints, viewpoints which are often in conflict. This nation's official "separation of church and state" has not weakened the people's spirituality or ethical concern, but has rather encouraged the development of diverse moral and spiritual communities. These communities need to find ways to live together, not only avoiding undue restriction of each other's freedoms but, more positively, enriching each other through dialogue and cooperation, discovering what we have in common as they clarify and strengthen what they themselves believe. Accordingly, NCSACV sponsors programs to educate people in the history and the meaning of this intrinsic aspect of America, and to help Americans grow in their own belief systems as they learn to better understand the ethical beliefs and values of others.

Criterion 2 Documents

**Lindenwood University
Board of Overseers**

The Lindenwood University Board of Overseers is established to generate widespread community involvement and support for the University. The members of this board are key community leaders selected for their ability to facilitate partnerships between Lindenwood University and the community, and to provide assistance to the University in meeting its mission. The Board of Overseers is not be confused with the Board of Directors. Members of the Board of Overseers have no dues or legal or fiduciary responsibilities; theirs is simply a responsibility to support Lindenwood University wherever and whenever the opportunity arises. Members may attend meetings, or they may never attend meetings. The expectation is goodwill support, and assistance in their respective area(s) of expertise.

**Opportunities to support Lindenwood
on the Board of Overseers**

- A. Executive Committee
- B. Task Forces, team
- C. Boosters/friends committees
- D. Members at-large, on-call

Activities

There are a variety of ways you can assist the University in an advisory capacity and support Lindenwood University activities.

- A. Recruitment
- B. Promotion of University events, activities
- C. Provide internships
- D. Guest lecturing
- E. Develop partnerships
- F. Keep the University informed of trends, changes
- G. Serve as a resource to the University
- H. Assist in the development of financial support for the University

Meeting Responsibilities

One annual meeting to recognize Board of Overseer accomplishments in the past year. Most members will also serve on at least one task force, which may also meet periodically.

Terms

Terms on the Lindenwood University Board of Overseers are reviewed annual by the Board of Directors and the President of Lindenwood University.

Committees, Task Forces

1. Governmental relations
2. Educational institution relations
3. Media relations
4. Civil organization relations
5. Community relations/public awareness
6. Campus development
7. Sports boosters
8. Fine and Performing Arts
9. Friends of the Library
10. Human Service Agency Management
11. Small Business Enterprise Relations
12. Religious Institution Relations
13. Educational Administration
14. Middle School Education
15. Special Education
16. Physical Education/Athletic Training
17. Institutional Advancement/Development
18. Management/Entrepreneurial Studies
19. Accounting
20. Marketing
21. Natural/Environmental Sciences
22. Mathematics/Computer Science
23. Behavioral and Social Sciences
24. Criminal Justice
25. Radio/TV/Corp. Communications
26. Guest Lecture
27. Student Recruitment
28. At Large/On Call

I would like to serve on the _____ Committee. Circle any **other** committee or task force you may be interested in.

As a member of the Board of Overseers at Lindenwood University, I agree to support the University's mission statement and do everything within my power to advance partnerships for the University and act as a goodwill ambassador for Lindenwood.

Signed, _____

Date: _____

Lindenwood University Board of Overseers

Executive Committee

Harmon, Grace -- Chair
McKelvey, Bob
Pundmann, Ed
Spellmann, Sue
Weber, Randy

Staff Support

Floyd, Charlsie

Allrich, Elaine	Dolan, Jonathan	Ratterman, Mark
Baue, Lisa	DuBray, Bernard	Rau, James
Bearden, Carl	Ehlmann, Steve	Rauch, Lucy
Bluestone, Randy	Fitz, Jim	Reid, Vitalas
Boedeker, Vickie	Green, Thomas	Rudolph, Susan
Brandt, Richard	Green, William	Rupp, Scott
Brown, Tom	Gross, Charles	Sandstedt, Carl
Bruening, Tom	House, Ted	Schneider, Vicki
Bruere, Charles	Hudwalker, Mary	Seiler, Teri
Butler, Sally	Kantz, Mary Ellen	Shafer, Gerald
Butler, Steve	Keusenkoten, Kathleen	Smith, Joe
Charnisky, William	Lissner, Christopher	Smith, John F.
Christell, Rev. Roy	Morrell, Lynn	Stuart, Paul
Collard, James	Mueller, Douglas	Stuenkel, Nancy
Collier, Don	Mullins, William	Stumberg, Cordelia
Covilli, Marie	Nasi, Patrick	Threlkeld, Kevin
Cunningham, Rob	Parker, Sherman	Trenary, Jim
Davis, Cynthia	Pelikan, Dan	Wilson, Karl
Dempsey, Tom	Pitman, Penny	York, Patti
Dexter, Dennis	Primm, Sheryl	

Electronic Access at Butler Library

The Margaret Leggat Butler library provides access to several electronic information resources via the Internet. This access gives students, faculty, and staff on campus and remote access to the full-text of over 6,000 magazines and peer-reviewed journals. In addition, students have access to over 5,000 e-books, as well as electronic access to 59 academic library collections throughout the state of Missouri via the MOBIUS (Missouri Bibliographic Information User System) consortium. If a library user needs a book, he or she has the convenience and ease, through MOBIUS, to order books from their computer. For books not available through MOBIUS or to get the full-text of an article not available electronically, library users are encouraged to obtain materials via other lending and borrowing agreements held by the library. Students may make borrowing requests via email, telephone, or in person.

In addition, as the library continues to shift from hardcopy to electronic resources, staff continues to explore appropriate measures to provide students, faculty, and staff of Lindenwood University the most seamless access to the resources needed to achieve academic endeavors.

Below are the electronic resources currently available to the students, faculty, and staff of Lindenwood:

Electronic access to books

Currently available via website

MOBIUS

A consortium of 59 academic libraries throughout the state of Missouri. MOBIUS provides a common platform and standardized interface to allow users access to participating library catalogs and allows them to effortlessly search for, and borrow materials.

To be purchased (and made available via website)

E-Books Collection One: Available through the Missouri Library Network Corporation, our E-Books collection is a shared electronic books collection giving students 24/7 to over 6000 titles.

Periodicals

EBSCOHost databases

Currently available via website

Signed _____

Date _____

MasterFILE Elite

MasterFile Elite is a multidisciplinary database providing users with full-text access for nearly 1,200 general reference publications, in addition to 38 full text reference books and an Image Collection of 116,000 photos, maps and flags.

Academic Search Elite

Academic search Elite offers full text for nearly 1,850 scholarly journals, including more than 1,200 peer-reviewed titles. This is a multidisciplinary database covering most areas of study.

Health Source: Nursing/Academic Edition

This database provides nearly 600 scholarly full text journals focusing on a variety of medical disciplines. *Health Source: Nursing/Academic Edition* also provides abstracts and indexing for nearly 850 journals.

Health Source - Consumer Edition

This database includes full-text access for over 190 journals and access to abstracts and indexing for and additional 205 publications. The database covers general health topics and healthcare publications.

Military & Government Collection

This database includes full-text access for nearly 300 journals and periodicals, as well as indexing and abstracting for an additional 400 publications. The database coverage includes current information about all military branches and the government.

Clinical Pharmacology

Clinical Pharmacology provides access to current, concise and clinically-relevant drug monographs for all U.S. prescription drugs, hard-to-find herbal and nutritional supplements, over-the-counter products and new and investigational drugs.

ERIC

ERIC (Educational Resource Information Center) contains more than 2,200 digests along with references for additional information and citations and abstracts from over 980 educational and education-related journals.

Resources we subscribe to but are not linked via the web (yet)

Education Index

Education Index provides indexing for over 475 core international English-language periodicals, yearbooks, and monographic series covering all areas of education from preschool to postgraduate.

MLA (Modern Language Association)

MLA International Bibliography covers international scholarly materials on language, literature, linguistics, and folklore, with coverage since 1963. This comprehensive database includes citations

from over 3,000 journals and series.

ABC/CLIO

This database is a bibliographic reference to the history of the United States and Canada from prehistory to the present, and the history of the world from 1450 to the present.

Periodical databases to be purchased (and made available via website)

Proquest Psychology Journals

This database provides full-text access to nearly 300 psychology and psychology related publications.

Lexis/Nexis Academic Universe

This service provides full-text documents from over 5,600 news, business, legal, medical, and reference publications.

Wilson General Science Index

Provides full-text access to a broad range of scientific information. The database indexes 190 popular and professional science journals with subject coverage in atmospheric science, earth science, conservation, food and nutrition, genetics, nursing and health, physiology, and zoology.

Wilson Business Abstracts Full Text

Provides full-text to over 260 periodicals as well as abstracting and indexing coverage for all 527 periodicals included in Business Periodicals Index. Coverage includes a broad range of topics in business and management sciences.

Wilson Social Sciences Index

Provides full-text to over 160 journals and indexing and abstracting for 518 English-language periodicals in the areas of anthropology, criminology, economics, law, geography, policy studies, psychology, sociology, social work, and urban studies.

Philosopher's Index

The Philosopher's Index is a bibliographic database covering scholarly research in the fifteen fields of philosophy, published in journals and books since 1940. Over 480 journals are cited.



Ratio Analysis

Lindenwood University

	<u>6/30/02</u>	<u>6/30/01</u>	<u>6/30/00</u>
Return on Net Assets Ratio - Change in net assets to total net assets	0.13	0.17	0.20
Primary Reserve Ratio - Expendable net assets to total expenses	0.97	0.81	0.78
Net Income Ratio - Change in unrestricted net assets to total unrestricted income	0.37	0.38	0.36
Cash Income Ratio - Net cash provided by operating activities to total unrestricted income, excluding gains	0.38	0.44	0.39
Operating Income Ratio - Operating income to educational and general expenses	1.62	1.65	1.58
Net Tuition Dependency Ratio - Net tuition and fees to operating income	1.10	1.11	1.09
Contributed Income Ratio - Contributed income to educational and general expenses	0.05	0.06	0.08
Educational Core Services Ratio - Educational core services expenses to educational and general income	0.36	0.36	0.38
Educational Support Ratio - Educational support expenses to educational and general income	0.18	0.18	0.17
General Support Ratio - General support to educational and general income	0.12	0.12	0.13
Viability Ratio - Expendable net assets to long-term debt	34.67	26.39	22.16
Age of Facility Ratio - Accumulated depreciation expense to depreciation expense	10.09	9.19	10.92

from over 3,000 journals and series.

Ratio Comparison Analysis



LINDENWOOD
UNIVERSITY

	Lindenwood University 6/30/02	Liberal Arts Private Colleges and Universities* 6/30/01		
		25% Quartile	50% Quartile	75% Quartile
Return on Net Assets Ratio - Change in net assets to total net assets	13.0%	-3.04%	-0.94%	2.15%
Primary Reserve Ratio - Expendable net assets to total expenses	97.0%	66.1%	106.2%	189.9%
Net Income Ratio - Change in unrestricted net assets to total unrestricted income	37.0%	-13.14%	-3.15%	7.86%
Cash Income Ratio - Net cash provided by operating activities to total unrestricted income, excluding gains	38.0%	-6.87%	8.38%	16.81%
Operating Income Ratio - Operating income to educational and general expenses	162.0%	66.77%	73.92%	79.16%
Net Tuition Dependency Ratio - Net tuition and fees to operating income	110.0%	59.18%	50.79%	44.49%
Contributed Income Ratio - Contributed income to educational and general expenses	5.0%	15.75%	21.81%	28.49%
Educational Core Services Ratio - Educational core services expenses to educational and general income	36.0%	39.17%	48.30%	52.14%
Educational Support Ratio - Educational support expenses to educational and general income	18.0%	24.22%	33.29%	38.68%
General Support Ratio - General support to educational and general income	12.0%	18.44%	25.77%	29.26%
Viability Ratio - Expendable net assets to long-term debt	3467.0%	121.0%	212.0%	355.0%
Age of Facility Ratio - Accumulated depreciation expense to depreciation expense	1009.0%	1339.0%	1116.0%	916.0%

* Includes liberal arts colleges and universities with total assets of \$50 million to \$200 million. The information to calculate the ratios was obtained from the institutions' audited financial statements. The institutions were ranked in quartiles based on their performance as expressed in these ratios, with the 50% Quartile representing the median.

Lindenwood University 2003-04 Self-Study

Criterion 3 Documents

LINDENWOOD UNIVERSITY
 ENDOWMENT AND INVESTMENT FUND ANALYSIS
 JUNE 30, 2003

		MATURES	RATE	CARRYING VALUE	TOTAL	COE
CASH EQUIVALENT						
FINANCIAL SQUARE TREASURY FUND			1.630	-3,925		
DEAN WITTER - LIQUID ASSET			1.360	10	-3,915	
U. S. GOVERNMENT & AGENCIES						
FHLB		03/12/12	6.050	1,000,000		
FHLMC		06/11/21	5.000	1,000,000		
TREASURY NOTE		02/15/04	5.875	200,000		
TREASURY NOTE		05/15/04	7.250	100,000		
FNMA		10/01/04	6.210	105,000		
TREASURY NOTE		11/15/04	7.875	100,000		
TREASURY NOTE		02/15/05	7.500	200,000		
TREASURY NOTE		08/15/05	6.500	300,000		
TREASURY NOTE		08/15/07	6.125	200,000		
FHLB	DW	01/02/08	6.340	50,000		
GNMA POOL		03/15/09	9.000	6,382		
FHLMC	DW	06/15/33	5.000	250,000		
FNR	DW	06/25/33	6.000	500,000	4,011,382	
CORPORATE BONDS						
NATIONSBANK CORP		08/15/03	6.500	100,000		
NORTHWEST FINANCIAL		02/01/04	6.000	50,000		
PITNEY BOWES	DW	04/15/04	5.500	50,000		
WACHOVIA		06/21/04	6.700	100,000		
SALOMON		01/15/05	6.250	100,000		
TEXACO	DW	06/15/05	6.000	50,000		
WAL-MART STORES	DW	10/15/05	5.875	50,000		
NORFOLK SOUTHERN RY	DW	06/15/06	7.050	50,000		
EASTMAN KODAK	DW	06/15/06	6.375	100,000		
BEAR STEARNS		03/01/07	7.000	21,480		
DAYTON POWER & LIGHT	DW	03/01/07	8.250	50,000		
NORTHWEST FINANCIAL		05/01/07	7.200	100,000		
AMERITECH	DW	01/15/08	6.150	50,000		
TIME WARNER TELECOM	DW	07/15/08	9.750	54,000		
MAY DEPT STORES	DW	11/01/08	5.950	100,000		
LUBRIZOL CORP	DW	12/01/08	5.875	100,000		
EMERSON ELECTRIC		03/15/09	5.850	100,000		
CHARTER COMMUNICATIONS	DW	04/01/09	8.625	100,000		
WAL-MART STORES		08/10/09	6.875	100,000		
FIRST UNION NATIONAL BANK		08/18/10	7.800	150,000		
BANK OF AMERICA		01/15/11	7.400	100,000		
SBC COMM INC		03/15/11	6.250	100,000		
ANHEUSER BUSCH		04/15/11	6.000	150,000		
MORGAN STANLEY		04/15/11	6.750	100,000		
HOUSEHOLD FIN	DW	04/15/17	7.500	150,000		
EMERSON ELECTRIC	DW	11/01/11	5.750	100,000		
VERIZON	DW	01/17/12	5.875	200,000	2,475,480	
					6,482,947	

Lindenwood University 2003-04 Self-Study

LINDENWOOD UNIVERSITY ENDOWMENT AND INVESTMENT FUND ANALYSIS JUNE 30, 2003

	MATURES SHARES	RATE	CARRYING VALUE	TOTAL	COST
COMMON STOCK - AT CURRENT VALUE					
COMMERCE TRUST COMPANY					
AMEREN CORP	2,320		102,312		85,503
BANK OF AMERICA CORP	1,086		85,827		35,749
EXXON MOBIL CORPORATION	1,712		61,478		37,301
GENERAL ELECTRIC CO	2,940		84,319		41,956
MCDONALDS CORP	2,725		60,114		63,708
MERCK AND CO INC	600		36,330		19,163
SBC COMMUNICATIONS INC	1,280		32,704		30,800
COMMERCE - GROWTH			882,583		931,624
COMMERCE - MIDCAP GROWTH			172,983		230,830
COMMERCE - VALUE			1,674,993		1,792,618
PIMCO RENAISSANCE-MIDCAP VALUE			557,851		592,795
DEAN WITTER					
ABBOT LABORATORIES	1,000		43,760		56,776
ALCOA, INC	5,000		127,500		124,191
AMEREN COMMON	1,457		41,408		38,930
AMEREN PREFERRED	6,500		184,730		173,122
ANHEUSER BUSCH COS INC	7,000		357,350		310,505
AT&T WIRELESS SERVICES	12,300		100,983		124,378
BELLSOUTH CORP	3,000		79,890		91,369
BOEING	2,000		68,640		53,457
BP PLC ADS	1,000		42,020		46,465
BRISTOL MYERS SQUIBB CO	3,000		81,450		114,944
CISCO SYS INC	7,500		125,925		120,267
COCA COLA CO	1,000		46,410		47,586
COMMERCE BANCSHARES	8,318		323,737		271,589
CONOCOPHILLIPS	1,000		54,800		55,940
DELL COMPUTER CORP	4,200		133,728		93,672
DOW CHEMICAL CO	4,000		123,840		123,517
DU PONT EI DE NEMOURS & CO	2,000		83,280		118,203
EMERSON ELECTRIC CO	3,500		178,850		183,486
EXXON MOBIL CORP	2,143		76,955		89,432
GENERAL ELECTRIC CO	5,000		143,400		197,149
HALLIBURTON CO HELDGO CO	7,100		163,300		153,221
HOME DEPOT	2,000		66,240		80,014
HONDA	2,000		39,100		34,136
INTERNATIONAL PAPER CO	1,000		35,730		40,532
JOHNSON & JOHNSON	1,000		51,700		59,777
KRAFT FOODS INC CL A	3,500		113,925		110,141
LYONDELL CHEMICAL COMPANY	4,000		54,120		59,782
MAY DEPARTMENT STORES	5,000		111,300		103,231
MERCK AND CO INC	1,850		112,018		109,408
MICROSOFT CORP	4,000		102,560		101,199
MORGAN STNLY DEAN WITTER & CO	3,450		147,488		174,756
OLIN CORPORATION	5,000		85,500		76,060
ORACLE CORP	4,000		48,040		52,698
PEPSICO INC NO	8,000		356,000		365,537
PFIZER INC	5,000		170,750		194,023
PHILIP MORRIS CO (ALTRIA GROUP)	2,000		90,880		96,314
SBC COMMUNICATIONS	2,163		55,265		56,338
SCHERING PLOUGH CORP	3,000		55,800		91,552
SCHLUMBERGER LTD	3,000		142,710		156,699
SOUTHERN CO	4,000		124,640		104,610
UMB FIN	1,000		42,460		38,603
VERIZON COMMUNICATIONS	2,245		88,565		68,478
WAL MART STORES INC	7,500		402,525		392,384
WYETH	3,000		136,650		137,430
3M CO	500		64,490		53,461
DEAN WITTER - RORER			364,838		324,569
DEAN WITTER - NORTHERN TRUST			507,763		489,650
DEAN WITTER - BRANDES			448,279		421,074
				10,351,786	10,442,702
FUNDS HELD BY OTHERS - AT CURRENT VALUE					
UMB BANK TRUST DEPT			1,891,995		
PNC BANK, NEW ENGLAND - Becker			196,181		
DEAN WITTER - BITZER			200,000		
DEAN WITTER - TEJERO			101,548		
DEAN WITTER - WEAVER			140,000		
PRESBYTERIAN FOUNDATION			28,445		
NATIONS TRUST (BOATMEN'S) - Sours			1,950,297		
CHARITABLE REMAINDER TRUSTS			3,422,591	7,931,057	
TOTAL				24,765,790	



Faculty Member and Course Evaluation

Part 1: Your responses to this questionnaire will be used by the department and the instructor for possible course reevaluation and by the administration for possible retention and promotion decisions.

1. Please assess the instructor's presentation of the course material. You may consider the following: the format and pace of the course, the readings and other teaching material, the nature of the student work load, the methods of grading, and the instructor's enthusiasm.

2. Did the instructor stimulate your intellectual curiosity in this and related subjects and encourage you to think for yourself? Did you feel free to ask questions, express opinions, and engage in discussions?

3. Please assess your own involvement with and participation in the course.

Instructor:		Your major:				
Course Title:		Course Number:				
Freshman	Sophomore	Junior	Senior	Graduate	Other	
Elective	Required	Grade you expect:	A	B	C	D F
Class Attendance Absences		0-5	5-10	11 or more		
Cumulative Grade Point Average:						
3.5-4	3.0-3.4	2.5-2.9	2.0-2.4	Less		

Part 2: For each statement, please circle the response which best expresses your assessment. It is extremely helpful if you add explanations for your choices.

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 genuinely concerned for the student's understanding of the material:

- a. almost always
- b. most of the time
- c. occasionally
- d. rarely

4. The instructor seemed well prepared for class meetings:

- a. almost always
- b. most of the time
- c. occasionally
- d. rarely

5. In general, this class met for the full time allotted:

- a. almost always
- b. most of the time
- c. occasionally
- d. never

6. The instructor missed class without explanation or proper notice:

- a. never
- b. seldom
- c. often
- d. very often

7. Overall, I would rate this instructor as:

- a. above average
- b. average
- c. below average

Revised 11/3/00

Lindenwood University 2003-04 Self-Study

Section 1:

Gender:

Female	158
Male	211

Class Level:

Freshman	355
Sophomore	11
No Response	3

Permanent Residence:

St. Louis Area	198
In State	69
Out of State	56
International	40
No Response	6

College Residence:

Residence Hall	284
Fraternity/Sorority Housing	0
Married Student Housing	0
Single Parent Housing	4
University Owned Housing or Lindenwood Village	59
Off Campus Apartment or House	7
Parents' or Relatives' Home	11
Other	3
No Response	1

Enrollment Status:

Full Time	358
Part Time	8
No Response	3

Native Language:

English	343
Spanish	14
Norwegian	3
Nepalese	2
Bosnian	1
Chinese	1
French	1
German	1
Greek	1
Turkish	1
No Response	1

Section 2: 1=Very Dissatisfied-----5=Very Satisfied

1. Academic Advising Services
169 have used this service with an Average Response of 4.13
2. University-sponsored tutorial services
32 have used this service with an Average Response of 3.96
3. Career Development Services
34 have used this service with an Average Response of 3.91
4. Work and Learn Programs
309 have used this service with an Average Response of 3.64
5. Residence Hall Services/Facilities
284 have used this service with an Average Response of 3.58
6. University-sponsored Social Activities
202 have used this service with an Average Response of 3.79
7. University Organizations/Clubs
126 have used this service with an Average Response of 4.26
8. Computer Services/Facilities
231 have used this service with an Average Response of 4.08
9. Switchboard/Mail Services
184 have used this service with an Average Response of 3.73
10. Financial Aid Services
295 have used this service with an Average Response of 4.10
11. Business Office Services
231 have used this service with an Average Response of 3.86
12. Registration Procedures/Transcript Services
267 have used this service with an Average Response of 3.78

Lindenwood University 2003-04 Self-Study

13. Dining Hall Services
339 have used this service with an Average Response of 3.84
14. Athletic Programs/Facilities
268 have used this service with an Average Response of 4.36
15. Parking Services/Facilities
287 have used this service with an Average Response of 2.49
16. Library Services/Facilities
259 have used this service with an Average Response of 4.03
17. Maintenance/Grounds Services
140 have used this service with an Average Response of 3.52
18. International Student Services/Programs
43 have used this service with an Average Response of 4.27
19. Lindenwood Bookstore
359 have used this service with an Average Response of 4.19
20. Classroom Facilities
335 have used this service with an Average Response of 3.83
21. Boone Campus
23 have used this service with an Average Response of 4.43
22. Mentoring Services
15 have used this service with an Average Response of 4.20
23. Tutoring Services
26 have used this service with an Average Response of 4.07

Section 3: 1=Very Dissatisfied-----5=Very Satisfied

1.	Course Content.....	4.16
2.	Availability of courses when you need them.....	3.99
3.	Availability of instructors outside of class.....	4.04
4.	General quality of instruction at Lindenwood.....	4.05
5.	Instruction in your major field.....	4.15
6.	Attitude of instructors toward students.....	4.22
7.	Class Size.....	4.39
8.	Variety of courses offered at LU.....	4.02
9.	Availability of your advisor.....	4.07
10.	Preparation for the world of work/future career.....	3.90
11.	Admissions policies/procedures.....	3.63
12.	Access to financial aid/information prior to enrolling.....	3.83
13.	Correctness of information supplied to you prior to enrolling.....	3.50
14.	Policies regarding student conduct.....	3.17
15.	Activity course offerings.....	3.84
16.	Greek Life.....	4.06
17.	Opportunities for involvement in University-sponsored social activities.....	3.91
18.	Student Government.....	4.12
19.	Student employment opportunities.....	3.93
20.	Academic probation/suspension policies.....	3.80
21.	Personal Safety/Security on Lindenwood Campus.....	3.82
22.	Attitude of staff toward students.....	4.04
23.	Concern for you as an individual.....	3.85
24.	Self-actualization while at Lindenwood University.....	3.87
25.	Spiritual growth while at LU.....	3.75
26.	Development of personal values while at LU.....	4.76
27.	Development of a desire for lifelong learning.....	3.89
28.	Development of a strong work ethic.....	3.93
29.	Development of a desire to serve my community.....	3.77
30.	Discovery of the path for my life.....	4.05

Fall Semester 2003

Lindenwood University Community Living – COL 110

Instructor: Mike Dunn

Required Reading: Gardner, J.N., & Jewler, A. Jerome. (2002). *YOUR COLLEGE EXPERIENCE: Strategies for Success*. Belmont, CA: Wadsworth.

Course Objectives: In this course, you will:

1. Know about Lindenwood, its history and philosophy, and campus culture (including rules and expectations),
2. Know your way around campus, what services are available, and what office provides each service,
3. Demonstrate how to manage time effectively,
4. Apply effective study and test-taking skills,
5. Properly care for your health and deal productively with stress,
6. Know how to use LU's library resources, including online services,
7. Be aware of what majors and career paths are available, as well as the advantages of using the Career Development/Resume Building Center.
8. Have a clear view of your values and goals, and understand the importance of values and religion in your life.

Schedule of Events and Assignments:

<i>Week of</i>	<i>Topic</i>	<i>Reading</i>	<i>Assignment 1</i>	<i>Assignment 2</i>	<i>Assignment 3</i>
Aug. 25	Lindenwood: History & Culture	Chapter 1*	Read Student Handbook	Exercise 1.3*	LU Museum Trip* & Scavenger Hunt*
Sept. 1	Time Management	Chapter 2*	Exercise 2.1*	Time Management Sheet*	"Mocktail" Party*
Sept. 8	Classroom Success/Good Grades	Chapters 6*,7*	Exercise 6.4*	Exercise 7.1*	Your Grades*
Sept. 15	Library Resources	Chapter 9*	Library Instruction Session*	Breakfast Club*	Go to men's football or soccer game*
Sept. 22	Advisors and Campus Resources	Chapter 10*	Attend Main Stage Production*	Go to women's volleyball or soccer game*	
Sept. 29	Relationship development	Chapter 11*	Meet with Advisor*	Breakfast Club*	Resume Building and Career Dev.*
Oct. 6	Stress Management	Chapter 13*	Attend Social Activity*	Exercise 13.2*	Exercise 3.3*
Oct. 13	Health, Values, Religion/Midterm	Chapter 14*	Faith and Life Week*	Make-up's	Midterm Assignment*
Oct. 20	Advanced Time Management	Chapter 2*	Attend I.U Breakfast Club	OR Internet Exercise 2.1*	Internet Exercise 2.3*
Oct. 27	Active Learning	Chapter 3*	Attend I.U Breakfast Club	OR Internet Exercise 3.3	Exercise 3.1*
Nov. 3	Learning Styles	Chapter 4*	Attend I.U Breakfast Club	OR Exercise 4.2*	Exercise 4.1*
Nov. 10	Thinking and Writing	Chapter 5*	Attend Breakfast Club	OR Exercise 5.5*	Exercise 5.2*
Nov. 17	Diversity	Chapter 12*	Exercise 12.1	Exercise 12.5	
Nov. 24	Make-up & Final Assignment		TBA	TBA	

* **IMPORTANT:** (1) Assignments marked with an asterisk (*) require you to submit either a completed assignment or an assignment-verification slip to your instructor.
 (2) One page summary is required on all chapters.

The Rules:

1. There are only two possible grades in this course: *A* or *F*.
 - If you come to every class and successfully complete every assignment, you will make a grade of *A*.
 - If you are doing well at midterm, you will be allowed to complete the course after the week of Oct. 13-17.
 - If you fail the course, you will have to re-take it.
2. You must properly complete and turn in every assignment to get an *A* grade.
3. You must attend class to receive an *A*.
 - Having more than two unexcused absences will result in an *F* grade for the course.
 - If you must miss a class for an unavoidable reason, you must see the instructor as soon as possible to get the assignment for that session.
4. In keeping with Lindenwood's campus culture, you are expected to show professional, courteous, respectful behavior at all times in class.
5. Please be on time for these class sessions, as three late arrivals will count as one unexcused absence. Also, if you are late you might be counted absent. Please contact me at ext. 4374 if an emergency arises and you do not want an unexcused absence.

LINDENWOOD UNIVERSITY BUDGET SHEET

	ACTUAL 1995-96	ACTUAL 1996-97	ACTUAL 1997-98	ACTUAL 1998-99	ACTUAL 1999-00	ACTUAL 2000-01	ACTUAL 2001-02	Average Incr	Incr 96-02
REVENUE									
Tuition, Room, Board	30,495,950	35,498,903	40,769,963	45,781,474	51,282,586	59,852,324	63,734,477	13.1%	109.0%
Fees	591,534	716,781	848,608	1,080,805	1,228,950	1,296,606	1,347,991	15.0%	127.9%
Auxiliary -- Net	417,553	478,210	567,425	588,637	649,006	685,212	716,922	9.6%	71.7%
Gifts	1,020,264	573,991	1,231,412	829,114	1,501,606	1,013,251	1,276,261	18.8%	25.1%
Investment Income	800,884	845,235	987,569	999,969	1,185,508	1,665,261	1,582,494	12.9%	97.6%
Miscellaneous	117,468	76,175	82,754	123,663	128,715	124,345	91,740	-0.4%	-21.9%
Total Revenue	33,443,653	38,189,295	44,487,731	49,403,662	55,976,371	64,636,999	68,749,885	12.8%	105.6%
EXPENDITURES									
Personnel	8,457,637	9,424,609	9,984,284	11,606,439	12,780,921	13,633,995	14,802,627	9.8%	75.0%
Financial Aid	12,788,465	14,941,147	16,268,061	17,365,495	19,414,660	22,440,358	22,993,821	10.4%	79.8%
Academic Services	434,278	490,909	684,815	711,415	710,672	744,884	760,583	10.5%	75.1%
Student Services	230,449	295,243	307,638	344,986	352,795	420,691	440,920	11.8%	91.3%
Food Service	1,193,134	1,287,597	1,418,168	1,579,729	1,676,948	1,992,397	1,994,414	9.1%	67.2%
Plant Operations	429,412	631,169	793,422	956,184	819,383	937,725	1,299,661	22.0%	202.7%
Utilities	727,244	922,651	957,718	1,044,834	1,077,683	1,502,429	1,263,748	11.1%	73.8%
Insurance	100,273	148,321	141,503	150,483	149,580	164,460	263,586	19.9%	162.9%
Rent	174,830	113,411	133,981	106,667	166,529	131,107	177,834	5.5%	1.7%
Advertising	146,760	182,872	136,866	138,136	108,512	39,372	65,146	-3.2%	-55.6%
Athletics	280,644	318,142	357,475	495,616	573,279	815,262	733,555	18.7%	161.4%
Institutional Support	497,179	532,925	669,705	668,221	855,345	963,090	2,233,777	34.2%	349.3%
Capital Outlay	7,591,629	7,372,734	12,627,853	15,809,652	17,793,594	19,150,710	19,968,205	19.6%	163.0%
Contingency	391,719	1,527,565	6,242	(1,374,195)	(503,530)	1,700,519	1,752,008		

Criterion 5 Document

Invitation for Public Comment

Lindenwood University will undergo a comprehensive evaluation visit October 20-22, 2003, by a team representing the Higher Learning Commission of the North Central Association of Colleges and Schools. Lindenwood has been continuously accredited by the Commission since 1918. Its accreditation is at the Bachelor's, Master's, and Education Specialist degree levels and includes delivery of courses at various sites within Missouri and southwestern Illinois.

The Higher Learning Commission is one of six accrediting agencies in the United States that provide institutional accreditation on a regional basis. Institutional accreditation evaluates an entire institution and accredits it as a whole. Other agencies provide accreditation for specific programs. Accreditation is voluntary. The Commission accredits approximately 950 institutions of higher education in a nineteen-state region. The Commission is recognized by the U.S. Department of Education.

For the past year and a half, Lindenwood University has been engaged in a process of self-study, addressing the Commission's requirements and criteria for accreditation. The evaluation team will visit the institution to gather evidence that the self-study is thorough and accurate. The team will recommend to the commission a continuing status for the university; following a review process, the commission itself will take final action.

The public is invited to submit comments regarding the university:

Public Comment on Lindenwood University
The Higher Learning Commission
North Central Association of Colleges and Schools
30 North LaSalle Street, Suite 2400
Chicago, IL 60602-2504

Comments must address substantive matters related to the quality of the institution or its academic programs. Written, signed comments must be received by September 20, 2003. The Commission cannot guarantee that comments received after the due date will be considered. Comments should include the name, address and telephone number of the person providing the comments. Comments will not be treated as confidential.

Note: Individuals with a specific dispute or grievance with an institution should request the separate Policy on Complaints document from the Commission office. The Commission on Institutions of Higher Education cannot settle disputes between institutions and individuals. Complaints will not be considered third party comment.

Appendix C – Resource Room Index

Introduction

Item	Cited in Chapter	Page
<i>Lindenwood University Undergraduate Catalog</i>	1	3
<i>Lindenwood University Graduate Catalog</i>	1	3
<i>Statement of Institutional Scope and Activities</i>	1	5
<i>Lindenwood College Self-Study 1993-94</i>	1	8
<i>Report of a Visit to Lindenwood College, St. Charles, Missouri, February 7-9, 1994</i>	1	10
<i>Focused Visit Report, November, 1995</i>	1	11
<i>Report of a Visit to Lindenwood College, St. Charles, Missouri, November 6-7, 1995</i>	1	12
<i>Report of a Focused Visit to Lindenwood University, November 6-7, 2000</i>	1	13
<i>Report of DESE Visit to Lindenwood University, Teacher Education Program, 2000</i>	--	--

GIR Materials

Document	Cited in Chapter	Page
<i>"Mission Restatement Via Heritage Rediscovery"</i>	2	30
<i>1853 deed of Lindenwood University</i>	2	31
<i>IRS tax exemption letter</i>	2	31
<i>U.S. Internal Revenue Service not-for-profit certificate</i>	2	31
<i>Lindenwood's corporate bylaws</i>	2	31
<i>General Education Handbook</i>	2	35
<i>Auditor's report for fiscal 2001 and fiscal 2002</i>	2	36
<i>Lindenwood's financial spreadsheets</i>	2	36

Criterion 1 Materials

Document	Cited in Chapter	Page
<i>The Liberating Arts: Lindenwood University</i>	3	41
<i>Community Living syllabus</i>	3	46
<i>Student and Faculty Handbooks</i>	3	54
<i>National Center for Study of American Culture and Values</i>	3	54
<i>"Six Cornerstones" of the NCSACV</i>	3	55

Criterion 2 Materials

Document	Cited in Chapter	Page
<i>Lindenwood's corporate bylaws</i>	4	60
<i>Lindenwood University Undergraduate Catalog</i>	4	60

Lindenwood University 2003-04 Self-Study

<i>Lindenwood University Graduate Catalog</i>	4	60
<i>Board of Overseers Listing</i>	4	61
<i>Minutes of standing committees</i>	4	66
<i>Faculty Individual Development Plans</i>	4	68
<i>Deans' Council meeting agendas and minutes</i>	4	69
<i>Faculty meeting agendas</i>	4	71
<i>Student Handbook</i>	4	78
<i>Faculty Workshop Agendas</i>	4	85
<i>Standard Operating Procedure Sheets</i>	4	85
<i>Provost's records of faculty travel</i>	4	86
<i>Faculty Handbook</i>	4	87
<i>Lindenwood LIONetwork Placement Catalog</i>	5	105
<i>Copies of KPMG's ratio analyses</i>	5	137
<i>Lindenwood's financial ledger sheets</i>	5	139
<i>Sample copies of Lindenwood Connection</i>	5	142
<i>June 30, 2003 endowment report</i>	5	143

Criterion 3 Materials

Document	Cited in Chapter	Page
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<i>Course evaluation questionnaire</i>	6	152
<i>Adjunct instructors' manuals</i>	6	154
<i>Agendas for technology workshops</i>	6	158
<i>General Education Handbook</i>	6	164
<i>1997-2003 Comprehensive Student Assessment Reports</i>	7	212
<i>Lindenwood University General Education Handbook</i>	7	214
<i>Fall 2003 COL 110 syllabus</i>	8	239
<i>LSGA constitution and bylaws</i>	8	243
<i>LIONetwork Placement Catalog</i>	8	246
<i>Statistical summary of Institutional Proficiency Survey</i>	8	252

Criterion 4 Materials

Document	Cited in Chapter	Page
<i>Strategic Plan: 2004-08</i>	9	256
<i>Pork-for-Tuition & Rural Teachers Scholarship programs</i>	9	267
<i>Various maps, prints, and aerial photos of campus</i>	9	269

Criterion 5 Materials

Document	Cited in Chapter	Page
<i>Faculty and Staff Handbooks</i>	10	280
<i>Lindenwood University Undergraduate Catalog</i>	10	281
<i>Lindenwood University Graduate Catalog</i>	10	281
<i>Student Handbook</i>	10	282
<i>Notice for Third-Party Comment</i>	10	286

The One and Only Lindenwood University

- LU has frozen tuition three years straight, providing stability and certainty for its students!
- LU consistently has a 98% job placement rate for graduates within six months of graduation!
- LU serves over 1,000 undergraduate students pursuing teacher certification and over 1,500 teachers studying for a master's degree!
- LU currently has over 1,000 education graduates in teaching positions in the state of Missouri!
- LU has over 300 Education Administration graduates serving as principals, super-intendents and other administrative roles in schools in Missouri!
- LU's Human Service Agency Management program has a 100% placement rate for graduating seniors!
- LU was named one of America's Best Christian Colleges four straight years!
- LU serves students from 43 states and Puerto Rico!
- LU is completely debt-free!
- LU student athletes have combined to win the Sears Directors' Cup two straight years, recognizing them as the best athletics program in the NAIA!
- LU has garnered national attention for its unique bartering program that aids children of farm families in getting a college education!
- LU is the headquarters of the National Center for the Study of American Culture and Values!
- LU is an independent, public-serving school with more than 90 degree programs for persons of all ages and stations in life!
- LU provides full-service higher education for both residential and commuter students!
- LU is the second oldest university west of the Mississippi!

LINDENWOOD

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