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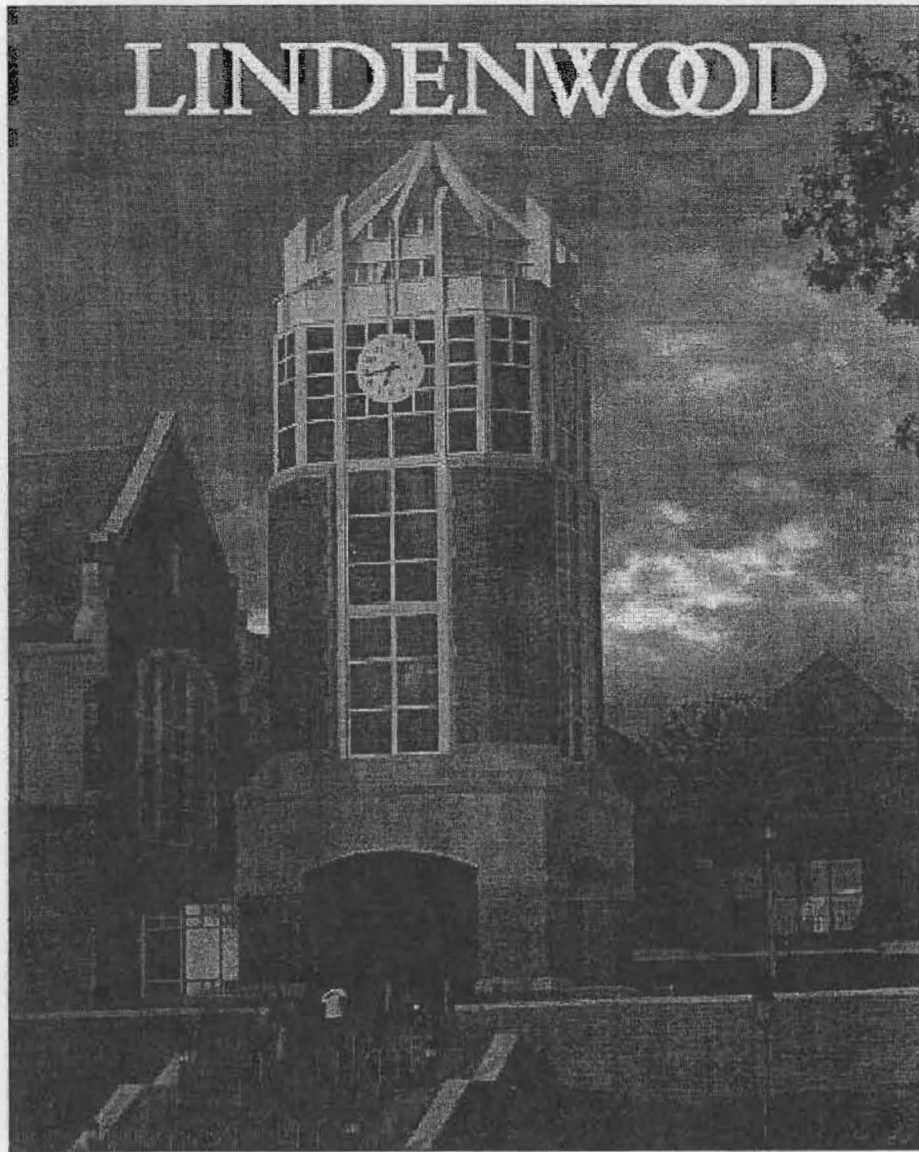
Lindenwood University Strategic Plan, Fiscal 2005 Update

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STRATEGIC PLAN
Fiscal 2005 Update
Fall 2004 Revision

LINDENWOOD

University

STRATEGIC PLAN Fiscal 2005 Update

November 5, 2004

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Executive Summary

This 2004-05 report updates the comprehensive Lindenwood University Strategic Plan developed in the spring and summer of 2003. Fiscal 2004 was an eventful and auspicious year, yielding Higher Learning Commission approval for another decade of regional accreditation and a number of exciting opportunities for new initiatives. In the coming year, we expect our student head count to pass the 13,000 mark, with more than 2850 students living on campus. We have more than 190 full-time employees with faculty rank.

Guided by the Board of Directors' Strategic Planning Committee and propelled by input and commitment from all sectors of our campus – students, faculty, staff, and, administration – we will formulate and implement constructive responses to and some improvements suggested by the visiting team of the Higher Learning Commission. As a united, student-centered campus, we will plan for the HLC focused visit 2005-06 academic year, with special attention allocated to improving freshman retention.

We will further a number of initiatives at our Belleville campus: Continued development and refurbishment of the physical plant, formal startup of programs in the Counseling and Criminal Justice areas; enhancement of our partnership with SWIC; implementation of a partnership agreement with the Illinois State Highway Patrol.

We plan to complete the fifth and sixth new residence halls and the Brock Baseball/.Softball Complex. We will remodel and expand Hunter Stadium, break ground on a new Fine and Performing Arts Center, install new roads and pedestrian routes on campus, and pursue the concept of a Lindenwood Town Center.

Lindenwood will offer full Boone Challenge Semesters in the summer and fall terms of 2005-06, with many of the students residing on the Boone site. As well, we plan to expand the historical village onto an adjacent 30 acres that we recently acquired.

There are many new partnerships on the horizon, including several educational and facilities initiatives with Dardenne Presbyterian Church, the American Red Cross, and the YMCA of the USA, and Boy Scouts of America.

Our academic program managers will pursue exciting new projects, such as a summer-term Executive Seminar in Criminal Justice. We will explore the feasibility of assembling one or more doctoral programs. We will also make significant progress in our quest for specialized accreditation in Social Work.

Mission Statement

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

Lindenwood is committed to these purposes:

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

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.

Challenges and Opportunities

Fiscal 2004 was a history-making year in many ways. It brought Lindenwood numerous new opportunities to exercise our adaptive skills and entrepreneurial prowess as we look toward Fiscal 2005. New avenues of innovative and progressive initiatives include the following:

Continued Accreditation:

- Response to Higher Learning Commission visit
- Plan to build on the many positives cited

Belleville Campus:

- Acquisition of additional property
- Expansion of programs (Counseling and Criminal Justice)
- Sale of Cafeteria Building to Illinois State Police
- Partnership with SWIC
- Potential cooperative program in forensics with Illinois State Police

Campus Revitalization and Continued Expansion

- Two new dorms underway
- Brock Baseball/Softball complex
- Hunter Stadium refurbishments and enhancements
- Roads and pedestrian paths planned
- Fine and Performing Arts Center
- Lindenwood Towne Centre Concept
- Inner belt road loop concept for City of St. Charles

Boone Campus

- Boone challenge semesters in summer and fall
- Fulfillment of the new master plan for the Boone Campus

Other New Partnerships

- Dardenne Presbyterian Church
- HSAM partnerships with the American Red Cross, YMCA of the USA, and Boy Scouts of America.

Programs and Degrees Ahead

- Social Work accreditation
- Executive Seminars in Criminal Justice
- Feasibility studies for possible doctoral studies programs

Assumptions

Students

1. Size of core undergraduate student body is stabilizing, but the adult and graduate populations will continue growing at a moderate pace for the next several years.
2. The undergraduate population will stabilize at about 3000 residential students and 2600 commuter students.
3. The student body will continue to be of high quality and diverse along the dimensions of socioeconomic class, religion, ethnic identity, and national origin.
4. Although Lindenwood will remain a teaching institution offering both graduate and undergraduate programs, new interactive technologies will enlarge the teaching mission in the upcoming years.
5. The University will continue to provide opportunities for physical, intellectual, spiritual, and social experiences for all students.
6. The student retention rate will continue to be very high.
7. Student body will have a diverse composition: 70% from Missouri (60% from St. L. Metro area), 20% from other U.S. states, 10% international.
8. Pricing of services will become a greater determinant of whether and where students choose to attend college.

Facilities

1. The University will aggressively develop the West Clay/First Capitol stretch.
2. The First Capitol expansion and construction will include **six** residence halls, which will absorb the residential space once provided by the LV trailer parks and housing off First Capitol; the new Campus center; an Admissions building.
3. The University will build a Fine and Performing Arts Complex along West Clay.
4. The University will be physically responsible toward the St. Charles community.
5. Renovation and repair of existing facilities will continue to be a high priority.
6. The University will increase classroom space to accommodate the expanding student population.
7. The University will continue to develop and enhance physical facilities at the Boone campus and additional future extension campuses in the Missouri/Illinois region.
8. State-of-the-art technology will be installed in many of the classrooms.
9. The University will implement expanded electronic information access from campus residences.
10. The University will develop additional branch campuses in regional locations, in response to opportunities and callings that are consistent with its mission and purpose.

Personnel

1. The University and its Board of Directors will adhere to and strengthen the present, entrepreneurial model of management for the foreseeable future.
2. Only a minimal increase in the number of administrative and staff positions in the foreseeable future.
3. The number of faculty members who serve primarily undergraduate resident students will undergo only limited growth.
4. The University will remain committed to its entrepreneurial foundation, and will continue to build a faculty that thrives in a goal-oriented, merit-based environment.
5. The University will continue to be tenure-free.

Partnerships

1. The University will continue to develop and strengthen its community partnerships and community-oriented communication channels.
2. The University will continue to open and augment communication channels with students, alumni, faculty, staff, friends and supporters.
3. The University will take an active role in civic health and revitalization matters.
4. The University will continue to investigate and develop new articulation, certification, and degree-completion agreements with other organizations.

Community Involvement

1. The University will remain committed to the ideal and practice of encouraging and promoting student involvement in community service for the purpose of stimulating the development of altruism and a work ethic.
2. The University will remain vigilant and involved relative to community problems and their solutions.
3. The University will pursue promising new partnerships with businesses, organizations, and municipalities.
4. The University will continue to monitor and affect pertinent legislative initiatives at the local, state, and national levels.

Academic Programs

1. The University will continue to develop a comprehensive instructional technology.
2. The University will remain committed to the ideals of an independent liberal arts position, excellent teaching, student success, and development of the whole person.
3. The University will continue to diversify its academic programs, especially in the areas of corporate teaching opportunities, partnerships, and multi-disciplinary programs.
4. The University will continue to refine and productively use its comprehensive student assessment program.

5. The University will adjust its programs and delivery systems in all academic divisions to accommodate anticipated growth in graduate and adult markets at all sites.

Student Support Services

1. The University will continue supporting various intercollegiate and intramural sports, and those activities will continue to involve a large proportion of our undergraduate students.
2. The University will develop a plan to expand Library electronic information access to students and faculty.
3. The University will augment its support services for the off-campus programs it is developing.
4. The University will continue to expand its computer facilities to meet the needs of its growing student populations.
5. The University will enhance its accommodation of students' social/developmental needs, with student government and student organizations taking the lead in these endeavors.
6. The University will increase its student retention over the next five years.

Administrative Services

1. The financial stability achieved in recent years will be maintained, no operating deficits will be incurred, endowment will increase, substantial money will be invested in plant maintenance, salaries will remain competitive, and both institutional and governmental financial aid will play a significant role in enabling qualified students to attend.
2. Fund-raising will continue to be a major activity of the University and will be vital to its well-being.
3. Management decisions will continue to be mission-generated and student-centered.

Lindenwood's Future: Premises and Guidelines

At its annual working retreat in July of 2002, the Lindenwood Board of Directors developed and adopted this list of basic ideas and tenets, upon which we will chart and build the future of this grand old university. In the autumn of 2003, we solicited and received further input on these foundational principles from our administration and faculty. These guidelines represent the resolve and character of Lindenwood's collective spirit, which started with Mary and George Sibley's commitment to holistic higher education in 1827 and will carry the school forward for its next 176 years.

Management

1. Lindenwood will remain an independent, entrepreneurial, public-serving university.
2. We will maintain an innovative, merit based, growth-oriented management system.
3. We will remain debt-free, financially strong, and fiscally responsible.
4. We will steadfastly ensure and provide for a balance between overhead and income.
5. We will continue to deliver affordable, high-quality programs and services.
6. We will enhance our partnerships and connectedness in the local and global communities.
7. Because we exist for the student, we will consciously avoid self-serving decisions.
8. We will take care to avoid conflicts of interest at all times.
9. We will continue to grow our adult and graduate programs as the size of our traditional undergraduate population stabilizes.
10. We will remain an opportunity-conscious university, embracing change, and even threats, as chances to improve and advance.
11. We will continue to "think outside the box," boldly approaching new initiatives that are consistent with our mission.
12. We will keep our management structure and function clear of administrative underbrush.
13. We will continue to link accountability with prerogative and privilege on our campuses.
14. We will continue to seek productive, innovative alliances with businesses, organizations, and other schools.
15. We will avoid the insidious trend toward homogenization in higher education – we will continue to contrast, rather than compare, ourselves with the mainstream.
16. We will continue to regularly and truthfully report the university's financial status to all in a clear, concise, and complete fashion.

17. We will ensure our independence by not seeking or depending upon support from federal or state monies.
18. We will make every effort to accommodate any qualified person who wishes to learn.
19. We will, on a regular basis, tell the Lindenwood story to our various constituencies through the use of a variety of communications vehicles (the Internet, university publications, media exposure, advertising, special events, etc.).
20. We will expand our sites and facilities in ways consistent with our mission and successful business philosophy.
21. We will continue to assist students financially, as needed.
22. We will increase our donor base.
23. Our general goal will be to develop market dominance in regional locations within a four- hour radius.
24. Our present and future leadership will remain committed to the entrepreneurial spirit.
25. The faculty, staff, and Boards will be effective ambassadors for the University.
26. We will maintain compensation programs to attract, reward, and provide incentives for highly qualified teachers.
27. We will consider government grants only selectively and without compromising our basic principles, philosophy, and independence.
28. We will improve Lindenwood's name recognition around the state, region, and nation.

Teaching and Learning

1. We will remain committed to teaching, learning, and responsible pursuit of the truth.
2. We will continue to be values-based, student-oriented, and committed to diversity.
3. We will continue to emphasize mentorship, holistic education, and lifelong learning.
4. We will incorporate technology into our curriculum, but will continue to emphasize face-to-face interaction between teacher and student as the principal means of delivering quality education.
5. We will continue to individualize the university experience for each of our students.
6. We will continue to keep our teachers and students free from the counterproductive characteristics of an academic-tenure system; we will not reinstate a tenure system.
7. We will continue to support and encourage academic freedom, but will reserve the right to assess an instructor's conduct against the policies of Lindenwood University.
8. We will continue to employ faculty members who are focused on teaching and mentoring.
9. We will continue to use our whole curriculum and avoid overspecialization.
10. We will continue to promote academic strength and student achievements.

11. We will continue to teach about the benefits of the United States' free economy and competition-based system.
12. We will continue to develop the educational and cultural potential of the Boone Campus of Lindenwood University.
13. As a public-serving liberal arts university, we will fully support the students, curriculum, and facilities at our satellite campuses.

Campus Culture

1. We will continue to educate the whole person – academically, socially, spiritually, and physically.
2. We will retain the ideal of an alcohol-free, drug-free campus with single-sex housing (except for married students), and a system of strict enforcement of these policies.
3. We will continue to engender, nurture, and promote both leadership and the work ethic through a vigorous work/learn program and an emphasis on community service and volunteerism.
4. We will continue to provide education that meets real needs, has lasting value, respects history and honor, inspires responsibility, impacts the future, improves the quality of life, and strives for success through excellence.
5. We will continue to change lives and make a difference.
6. We will honor and implement our traditional values as we strive to help shape the future.
7. We will retain and teach the basic Christian values upon which the university was founded.
8. We will be diligent in trying to maintain approximately a 10% international student component in our resident student body.
9. We will use and promote our cultural facilities.

Board of Directors

1. We will maintain a Board of Directors comprised of individuals who, without exception, care deeply about Lindenwood, personally make gifts to the university, and 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.

Alumni

1. We will encourage our alumni to be lifelong supporters of Lindenwood through the donation of their time and talent, financial support, and recruiting efforts.
2. We will emphasize opportunities for planned giving.

Faculty and Staff

1. We will continue to seek and support teachers who are dedicated to the university and her students – and avoid those who are more loyal to their disciplines than to their vocation.
2. We will continue to draw upon all the talents of our faculty and staff, including their creative, entrepreneurial abilities, not just those traditionally associated with their job titles.
3. We will continue a recruiting system in which “The whole university is involved in the Admissions functions.”
4. We will strive to maintain a high percentage of faculty members with terminal degrees.
5. We will continue to employ faculty members whose primary focus is on teaching and mentoring students.

People

Student Enrollments

Lindenwood serves a diverse, talented student body of over 12,000 students, more than 2850 of whom are resident students. Sixteen percent of our students are members of minority groups, and 65% are women. We value the cultural, social, and intellectual enrichment afforded the campus by 500+ international students who hail from 65 countries. Our domestic students represent 41 states and the District of Columbia. Our students' ages range from the teens to the seventies, with the average student being 30 years old. The 40-to-55 age group is our fastest growing contingent.

Actual Enrollments by Student Type: Unduplicated Head Counts

	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003
	Actual	Actual	Actual	Actual	Actual	Actual
Full-Time Traditional Undergrad	2308	2747	2757	2992	3076	3167
Part-Time Traditional Undergrad	176	182	117	130	217	148
LCIE Undergraduate	1192	1260	1432	1507	1467	1497
LCIE Graduate	1021	1156	1004	1084	1141	1159
MBA	397	458	604	500	387	382
ED/ART Graduate	1064	1211	1455	1513	1830	2144
NonDegree Undergrad	548	641	667	565	592	590
NonDegree Graduate	1785	1834	1683	1829	2475	2431
Total	8491	9489	9719	10120	11185	11518

Projected Enrollments by Student Type: Unduplicated Head Counts

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
	Actual	Projected	Projected	Projected	Projected	Projected
Full-Time Traditional Undergrad	3425	3717	3927	4138	4348	4448
Part-Time Traditional Undergrad	180	262	277	292	307	317
LCIE Undergraduate	1698	1773	1873	1973	2074	2200
LCIE Graduate	1314	1379	1457	1535	1613	1723
MBA	462	435	450	475	500	510
ED/ART Graduate	2610	2211	2337	2462	2587	2727
NonDegree Undergrad	599	715	756	796	837	837
NonDegree Graduate	1753	2991	3160	3329	3498	3498
Total	12041	13483	14237	15000	15763	16260

Two-year Action Plan and Time Line for 2004-06

ATHLETICS

- Expand and promote our intramural program and increase Junior Varsity opportunities for our sports-minded students. (Director of Student Activities and

Leadership; *Due date for the plan:* March 15, 2004. *Implementation due date:* March 29, 2004)

- Explore ways to make “open gym” space more often available to the general student body. (Director of Student Activities and Leadership, Athletics Director; *Due date:* July 31, 2004)
- Establish an ongoing system for working with and tracking athletes who elect not to participate in their sport after they get here. (Advisor, Athlete Mentoring Director; *Due date:* Completed)

SOCIAL LIFE AND DEVELOPMENT

- Designate and advertise at least three areas that are continuously available on most days for informal student gatherings. Possible sites include the Library, the Connection Center, and Butler Center. (Director of Student Activities and Leadership, Director of Library Services, Dean of Campus Life, Butler Center Director; *Due date for the plan:* July 31, 2004. *Implementation due date:* Completed.)
- Provide more activities and events for our students and advertise these events more widely and prominently. (Director of Student Activities and Leadership, Director of Information Services, and the Dean of Campus Life; *Due date for the plan:* July 31, 2004. *Implementation due date:* Completed)
- Provide more opportunities for students to excel through the Campus Life Office. Many of these opportunities can come from students helping the staff offices to set up, promote, and carry out activities and social initiatives. A merit-rank supervisory system within our work/learn program is yet another route to leadership skill development. (Director of Work and Learn and the Director of Student Activities and Leadership; *Due date for the plan:* July 31, 2004. *Implementation due date:* August 15, 2004)
- Have Resident Directors and Resident Assistants organize student-initiated activities. (Activities Director, the Director of Residential Life, and the Director Student Activities and Leadership. *Implementation due date:* Completed)
- Reinstate/Resume the residence-hall “Fireside Chats” with officers of the University. (Director of Student Activities and Leadership, the Director of Residential Life, and the Dean of Campus Life) *Implementation due date:* Completed.
- Develop a Spirit Squad for University events called the LU Crew (Director of Student Activities and Leadership, September 30, 2004)

COMMUNICATION

- Ensure that incoming students receive a copy of the *Lindenwood Student Handbook* the day that they register for their first semester of classes (Dean of Enrollment Management, Dean of Campus Life, and the Director of Residential Life; *Due date:* Completed)
- Assign one week of the Community Living course to discussing the campus rules and regulations, and specify that no student will pass the course without being able to score at least a “B” grade on a comprehensive test of knowledge of the Lindenwood code of conduct (Provost, Dean of Campus Life, Registrar for

Student Academic Services, and the Director of Residential Life; *Due date:* July 31, 2004)

- Announce upcoming activities and events conspicuously in the Connection Center of the Spellmann Campus Center and via bulletin boards elsewhere on campus (Director of Student Activities and Leadership, and the Dean of Campus Life, Director of Information Services; *Due date for the plan:* March 31, 2004. *Implementation due date:* Completed)
- Consider developing a student e-mail directory, so that Campus Life, the Activities Office, and the Provost's Office can send every student immediate news about events, activities, policies, and opportunities on a daily basis. (Provost, Director of Student Activities and Leadership, and the Dean of Campus Life, Director of Information Services, and the Director of Academic Services; *Due date for the plan:* July 31, 2004. Completed)

THE FIRST-YEAR EXPERIENCE

We will restructure the Community Living (freshman orientation) course to run the entire first semester and incorporate the following features:

- Use a "text" that is custom-prepared to fit the Lindenwood campus culture and more directly address the practical and personal needs of our freshmen.
- Directly enlist the active participation of the freshmen's faculty advisors throughout much of the semester
- Induce the students to learn about Lindenwood and bond with faculty, staff, organizations, and other students
- Include, among other issues and tasks, the following topics:
 1. The Lindenwood Experience through time: History, Culture, Purpose, and Your Future
 2. The campus: Getting around at light speed
 3. Help and resources on campus (including the Library)
 4. Who is your advisor, where is he/she, and how can you talk to him/her?
 5. FIRST-YEAR STUDENT SOCIAL – Connection Center
 6. A-Vital procedures: Know graduation requirements, changing courses, registering for next term, applying for graduation
 7. How to study, test, eat, and sleep
 8. Connecting with people in your residence halls and classes
 9. Student clubs, organizations, and activities
 10. Joining an organization
 11. Midterm Exam: What have we learned so far?
 12. A-Midterm Review with advisor
 13. Exploring majors and planning your academic and career path
 14. Career Development and starting your Talent Transcript
 15. Planning for J-Term and Next Semester: What's coming?
 16. A-Preplanning next term's enrollment with your advisor and registering for upcoming terms!
 17. Sharing first-year experience with classmates
 18. Review

(Dean of Campus Life, and the Director of Residential Life, Director of Career Development, Director of Student Activities, and the Registrar for Student Academic Services; *Due date*: Completed.)

ADVISING AND AT-RISK RETENTION

- Ask programs with high attrition rates to make a concerted effort to identify the probable causes of excessive departures from those programs and implement creative new initiatives to engage students with the major early in their college career. (Provost ; *Due date*: July 15, 2004)
- Identify at-risk incoming freshmen (from their admissions files) during the early summer and adjust their first-semester schedules in accordance with the students' ACT profiles and high school records (Division Deans; *Due date*: Completed)
- Charge the division deans to work with the Director of Academic Services to assign every freshman to an appropriate advisor in such a way that no advisor has more than 12 first-year students on his or her advisee roster. This will allow all advisors ample time to meet with their first-year advisees several times during the fall semester in connection with the Community Living class assignments. (Division Deans; *Due date*: July 31, 2004)
- Assign all faculty advisors five to 12 first-year-student advisees and ask them to work within the framework of the COL 110 class to develop a mentoring relationship with each of those students during the fall semester (Division Deans; *Due date*: July 31, 2004)
- Ask each first-year student to choose a major (at least tentatively) by the 10th week of class in the fall semester and join an associated student organization (Advisors, Registrar for Student Academic Services; *Due date*: October 31, 2004)
- Develop a first-year advising template for faculty advisors that will help advisors match course selection with ACT profiles and academic histories (taking the student's anticipated major into account) (Provost; Division Deans; *Due date*: July 31, 2004)
- Review/revise/and (perhaps) replace our writing placement instrument to reduce the proportion of failures in English Comp I (Dean of Humanities. *Due date*: June 30, 2004)

Faculty and Staff

Personnel Profile

The following sixteen administrative positions report directly to the president: comptroller, business office manager, director of institutional advancement, dean of compliance, dean of admissions, chief operations officer, dean of campus life, director of communications, provost, one division-director, and six division-dean positions. Six of these individuals have earned doctorates, eight have master's degrees, and two have bachelor's degrees. Fourteen of them have faculty rank. Their full-time experience in academia ranges from less than a year up to 33 years, with a median of about 12. All but

experience as well. This is a stable and loyal cadre of campus leaders, with their average seniority at Lindenwood being nine years.

One-hundred and eighty-four of the university's employees have faculty rank, and they are ordered as follows:

Professor	37
Associate Professor	59
Assistant Professor	100

Within the group of employees who hold faculty rank, 147 are primarily assigned to delivering the curriculum. Fifty-nine percent of those instructors have earned terminal degrees in their disciplines.

Lindenwood has 140 administrative and staff employees who do not have faculty rank, distributed in the following categories:

Executive/administrative/managerial	24
Other support and service personnel	26
Technical and paraprofessional	22
Clerical and secretarial	28
Skilled craft	12
Service and maintenance	28

The level of formal education of these individuals is below the master's-degree level.

We will continue to emphasize a team-work attitude, adaptability to university needs, and excellent student services at all levels of our personnel structure, with eyes turned especially toward the boosting of our freshman retention rate.

Presently, 28 of our employees are enrolled in classes at Lindenwood. We would like every non-degreeed member of the staff to be enrolled in a bachelor's-degree program and every B.A.-level employee to enter one of our master's-degree curricula.

Additional Assumption

1. Student retention will be an even higher priority focus than it has been traditionally at the University.

Two-Year Action Plan for 2004-06

- Identify staff members who could benefit from enrollment in Lindenwood classes and have at least one in three of those start a degree program, to enhance the quality and productive of service (all office managers; 8/04)
- Adopt a systems-analysis model whereby staff members and office directors assess the functionality of their decisions, procedures, and information flow before requesting and implementing new hardware and software (all office managers; ongoing)

before requesting and implementing new hardware and software (all office managers; ongoing)

- Fill a faculty position in multimedia and with experienced professionals who are ambitious program builders as well as talented teachers (deans and provost; 08/04)
- Implement at least three new services and/or modes of interacting with students that will positively affect student retention. (all office managers; ongoing)
- Refine and publish the excellent faculty-generated booklet, "The Lindenwood Professor," (Task Force; 09/04)
- Continue to publish the explicit clause in Faculty Handbook to emphasize that each faculty member has a choice as to the level of contract and teaching load he or she requests (Team; 11/04 and each November thereafter)
- Analyze the faculty's relative time commitments to teaching, advising, and committee work; recommend adjustments where appropriate (Division Deans and Provost; 02/05)
- Extract explicit summary points on faculty deployment from 2003-04 Self-Study Report, to clarify the Report's analysis of the role of the faculty member at Lindenwood, and publish a position booklet titled "The Academic Leadership Process" (Provost, Academic Deans, Professors; 02/05)
- Compile record of faculty professional development initiatives and achievements (Faculty Program Managers; 02/05)
- Plan an ongoing Faculty Forum series that will offer an additional venue through which faculty members can assemble to discuss issues and propose initiatives that will lead to improvements in teaching, advising, and the campus culture (Faculty and Division Deans; 08/04)
- Start up the Faculty Forum series (Faculty; 11/04)
- Develop summary statement on governance from 2003-04 Self-Study Report, to further clarify the role of Lindenwood's faculty in the governance process (Provost; 02/05)

Changes in Five-Year Goals for 2004-2008

- None

Programs

Academic Divisions and Programs

Arts

Statement of Purpose

The Lindenwood Division of Fine and Performing Arts is a microcosm of the liberal arts ideal. A truly creative person is one who must be well educated in the most complete sense. As a consequence, each discipline within the Division regularly stresses the importance of excelling in General Education classes as well as courses directly related to one's particular major area.

The Fine and Performing Arts component of the Division includes Art, Dance, Music and Theatre. The University cheerleading and pom-pom squads are additionally under the auspices of Fine and Performing Arts.

The Division stresses learning through application. Students are provided with solid basic instruction in technique and theory. Unlike the typical conservatory setting, Lindenwood students are encouraged to begin applying the principles as soon as the opportunity to do so presents itself. Our mission is to help students develop their creative identity within an environment that supports the well-made attempt. Our intent is to prepare young actors, performers, artists, designers, musicians, dancers, historians, managers, and educators to succeed in extraordinarily competitive fields. To that end, we encourage the development of the mind, the body and the creative spirit. We also teach students that it is not enough to be talented: self-discipline, careful preparation and flexibility are also required to achieve one's goals.

Student Enrollment

In 2003-04, students majoring in the division were distributed in this way:

Head Count of Students in the Arts Division

Art	Dance	Fashion Design	Music	P/A Theatre	Communications
147	38	47	46	98	240

Note: beginning with the 2005-06 plan, data for Fashion Design will be included with Art.

It should be noted that more than 175 students from the general population participated in arts classes (i.e. choir, theatrical productions, dance, marching band, Lion Line etc.) as an activity. These students are not majors but have an avocational interest in these disciplines.

Faculty

The current Fine and Performing/Communication faculty consists of:

	Regular	Adjunct
Art (Studio, Art History, Multimedia)	5	1
Dance	1.8	2
Fashion Design	1	0
Music	3.5	13
Theatre/Performing Arts	4	1
TOTAL	15.3	17

Twelve of the full-time Arts faculty members have terminal degrees in their fields.

Facilities

The faculty members of the Division are officed in Harmon Hall, the Lindenwood University Cultural Center, Spellmann Center, Young Hall, and Roemer Hall. Most of the courses within the Division are taught in Harmon Hall, the Lindenwood University Cultural Center, the Spellmann Center, the Robert F. Hyland Performance Arena, and Studio East. Sibley Chapel, Jelkyl Theatre, the Lindenwood University Club and the Boone campus locations are occasionally used, as well. Specialized studios, performance venues, labs, storage and work spaces are located in:

- Harmon Hall--ceramics studio, photo studio, University teaching slide collection, fashion and costume design studio, student "black box" theatre, Hendren Gallery, Gallery 202, small dance studio, scene shop, costume/prop/furniture storage, the University's art collection
- LU Cultural Center (auditorium building only)--choir room, band room, practice rooms, piano lab, organ practice rooms, LUCC performance auditorium, two small galleries, sound equipment storage, small costume/prop storage (music), music library
- Studio East--large open warehouse space for teaching sculpture, 3-D design, 2-D design, printmaking, drawing, figure drawing, painting, stained glass
- Robert F. Hyland Performance Arena -- auxiliary gym: used for dance studio classes, choreography and composition classes, pommer and student dance concert rehearsals; main gym: cheerleading practice, dance recitals and some musical events
- Jelkyl Theatre--main theatre performance space
- LU Club--banquet and performance space used for small productions, dinner theatre

- Spellmann Center--video editing suites, MacIntosh labs, radio station, studios (radio)
- Young Hall--television studio, operations office for LUHE-TV, television station set and prop storage

Changes in Assumptions

None

Two-Year Action Plans and Five-Year Goals

GENERAL DIVISIONAL GOALS

The objectives for 2004-06 are as follows:

- Maintain updated information on the LU Website and LUHE (recruitment, retention, community service; a member from each department; ongoing)
- Explore opportunities for inter-disciplinary coursework and degree programs (recruitment, retention; program managers; ongoing)
- Prepare and deliver coursework and/or productions in Belleville (recruitment; Parker Gregory, Quiggins, Alsobrook, Wallis, Scoggins; ongoing)
- Explore the possibility of turning Butler Center into the Spirit Center—practice and classroom space for cheerleading, Lion Line, Lionettes, dance and other large performing groups (recruitment, retention, program support; Parker; June, 2005)
- Create a CD-ROM brochure/catalog outlining the programs in the division (recruitment; Gordon, Wall, Info Tech rep.; August, 2006)
- Revitalize the Lindenwood University instrumental music program (recruitment, retention, program support; Alsobrook, Wallis, Parker; ongoing)
- Continue to review and upgrade assessment tools in the Division (academic improvement and adjustments; team; ongoing)
- Create organizational and corporate partnerships to support capital campaign for the new Fine and Performing Arts Center (institutional advancement; Savage, Parker, ; Gregory; ongoing)
- Create brochures for all programs in the division (recruitment, promotion; Parker and program managers; July, 2004)

ASSESSMENT GOALS

The assessment objectives for the 2004-05 academic year are as follows:

- Refine entrance and exit examinations for art majors
- Refine rubrics for quantitative assessment of student work in studio classes
- Develop quantitative evaluations (as appropriate) for BA, BFA, MA, MFA programs in Art, Theatre, Dance and Music
- Further incorporate Bloom and Gardner taxonomies (or equivalent) in assessment planning

- Provide assessment calendars in areas where none now exists

ART

The objectives for 2004-06 are as follows:

- Continue to review and revise Senior Seminar and exhibition sequence in Art along with the capstone needs of Art Education and Art History majors (academic program improvement; Troy, Hargate, Burke, Collier; June, 2005)
- Review and amend the MA and MFA program critiques and exit requirements (academic program improvement, recruitment; Troy, Hargate, Burke; January, 2005)
- Refine plans for formal secure exhibition space in the new fine and performing arts center, as well as informal, public-access exhibition space in the building (academic program support, visibility of program; Hargate, Burke, Troy; in process from August, 2004)
- Develop and maintain additional informal exhibition space on campus (i.e. classroom building hallways, Spellmann Center) (program visibility; Troy; ongoing)
- Produce exhibitions with accompanying symposia which utilize Lindenwood academic expertise (recruitment, retention, academic program improvement; Troy, Burke, Hargate, Collier, Sakahara; ongoing)
- Explore outside funding for Visiting Artist program (recruitment, retention, academic program improvement; Troy, Parker, Savage; ongoing)
- Coordinate the remodeling Studio East, the temporary move of studios to Harmon Hall, and the ultimate renovation of the NAPA facility as the Art Department's new home (usage; Parker, Troy; ongoing)
- Continue to create additional internships at the St. Louis Art Museum, Art St. Louis and other venues for Lindenwood students (recruitment, retention, student marketability; Hargate, ongoing)
- Institute new recruitment strategy with area high schools identified as feeder schools by inviting students and their teachers to art program workshops, lectures and artist demonstrations (recruitment; Troy, Burke, Hargate, Dewan; ongoing)
- Create exhibitions on the LU website and promotional spots and art programming on LUHE-TV (recruitment, retention, community service; Troy, Collier, Burke; ongoing)
- Upgrade current art studio facilities at Studio East (internal and external; electricity upgrade and installation of accordion lights) and Photo Studio (installation of accordion lights), Kiln yard (purchase burners for the large gas kiln and purchase a digital pyrometer for ceramics) (retention, academic program support; Troy, Parker; September, 2004)
- Continue transferring slides to CD-ROM (academic program support campus-wide; Troy; ongoing)
- Develop a plan to move all studio classes to other venues to accommodate ultimate move of Management Division to Harmon Hall (facilities enhancement; team; October 2004)

- Consider adding another position in Fashion Design (recruitment, retention, program delivery; Dewan, Parker; June, 2005)
- Continue to refine the curriculum for the Multimedia program (recruitment, retention, curriculum development; Troy, Collier, Wall; ongoing)

Changes in Five-Year Goals for 2004-2008

The primary objective of the Art Program for the next five years is to find a permanent home on campus. We plan to aggressively recruit and retain the highest caliber of students through exceptional teaching. The necessity for expanded and medium-specific studio space will grow as does the student population. The desire for an art complex of classrooms and studios in a consolidated area 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 space would not only be used during class times but in the evenings and on weekends when the bulk of a student's productivity is accomplished. The expanded space would also be available for those students with an avocational interest in art (provided they could demonstrate appropriate knowledge of materials and equipment/tools). The Division will also seek individual and corporate donors to support the program.

DANCE

The objectives for 2004-06 are as follows:

- Expand Missouri and Illinois recruiting with special emphasis on use of ACT lists recruiting (a minimum of 1015 new dance majors and 25 non-major participants) (program growth; Scoggins, Bloch; ongoing)
- Participate in the American College Dance Festival (recruitment, retention, national publicity; Scoggins, Bloch, March, 2005)
- Expand the internship program for dance majors (retention, recruitment, student marketability; Scoggins, Bloch; ongoing)
- In conjunction with MidAmerica Dance Company, create a recurring program about dance for LUHE-TV (recruitment, retention, community service/education; Scoggins, Bloch, West-MidAmerica; ongoing)
- Develop additional high school and community touring opportunities throughout the academic year with a special concentration on the Belleville campus (recruitment, retention, community service; Scoggins, Bloch; ongoing)
- Develop a stronger interface between Lion Line, Lionettes and Dance faculty/program (recruitment, retention, program solidification; Scoggins, Parker, Parisi, Garrison; August, 2004 and ongoing)
- Meet the admissions goals set for Lion Line/Lionettes and get an upper division or graduate ongoing)
- Send the Lion Line to the Universal Dance Association or other appropriate national competition (retention, recruitment; Parisi, Parker; April, 2005)
- Find suitable rehearsal space on campus for Lion Line (25+ members), Lionettes (30+ members), and dance recital pieces (as many as 100+ students in various

pieces) (recruitment, retention, program development; Scoggins, Holland Parisi, Garrison, Parker; August, 2004 ongoing)

- Participate in discussions regarding the new fine and performing arts facility (Scoggins, Bloch, Parker; August, 2004 and ongoing)

Changes in Five-Year Goals for 2004-2008

The principal emphases will be on continued recruitment/retention and the addition of full-time faculty and guest artists necessitated by the growth in the department. Due to the significant growth in the number of dance majors, minors and overall student participation, the dance program projects the need for the equivalent of 3 full time faculty members or the equivalent of 2 full time faculty members and a roster of guest artists. In addition, dance program retention would be enhanced by the addition of live music accompaniment in advanced level technique classes. This may be accomplished by using upper division students from the music program. (The Music program faculty, beginning in the Fall of 2004, is undergoing a significant revitalization and is considering developing a significant emphasis in keyboard.)

The completion of the new fine and performing arts center will provide needed venues for classes, rehearsals and performances based on anticipated growth.

As for the curriculum, the we will need to consider splitting combined classes such as tap and choreography in order to maintain teaching excellence and to meet the needs of the increasingly high level of its dance students and the large enrollment in the classes. This will also aid the Musical Theatre program. Expansion of the guest artist program could enable us to expand course offerings into such areas as World Dance and Dance Science/Body Therapies. Dance advocacy groups are working to reinstate Dance Certification as a teaching competency in the Missouri public schools. The LU Dance Program needs to position itself to offer a specialty in Dance Pedagogy when the need arises.

MUSIC

The objectives for 2004-06 are as follows:

- Expand the marching band to include 80 instrumentalists on the field and the attendant color guard (recruitment, retention; Alsobrook, Parker, admissions; August, 2004) DONE
- Research the development of a Music Marketing emphasis in Music (recruitment, program expansion, interdisciplinary activity; Alsobrook, Management faculty; November, 2004) Is this the Music Business degree we developed?
- Further research the creation of a BFA in Music Performance with emphases in instrumental music and voice (recruitment, retention; Alsobrook, Eichenberger; July, 2004)

- Develop active recruitment plan with Admissions so that student information from individuals with avocational interest in music (band, choir) go to the respective faculty for recruitment calls, interviews, etc. (recruitment; Alsobrook, Guffey; ongoing) DONE
- Implement local and regional performance tours for instrumental and vocal ensembles. Voices Only to area high schools 2004-05; Jazz Band to Illinois in 2004-05. (retention and recruitment; Alsobrook, Carter, Wallis; ongoing)
- Integrate voice, theatre and dance into a BFA in Musical Theatre (recruitment, program expansion; , Gregory, Scoggins; ongoing)
- Expand the Young Men of Harmony program to include Young Women of Harmony (recruitment, community service and education; Team; October, 2005)
- Arrange for a guest artist for the High School Jazz Invitational concert (recruitment, retention, program enhancement, community service; Alsobrook, Parker; March, 2004) DONE
- Obtain the additional Orff instruments for use in elementary teaching and music methods classes (retention, academic program improvement; Eichenberger, Parker; September, 2003) DONE
- Faculty and students will find additional ways to provide mini-concerts and musical events on campus for student enjoyment and enrichment (retention, expansion of campus activities; Alsobrook, music fraternities; ongoing)
- Qualified student will be selected as the instrumental music director for the Spring theatrical musical (retention, recruitment, student marketability; Alsobrook, Eichenberger, Quiggins; November, 2004)
- Submit proposal for new band and color guard uniforms, instruments and equipment to the Administration (retention, recruitment, academic program support; Alsobrook, Parker; June, 2004) DONE
- Host a Band Directors Marching Band Symposium (recruitment, promotion; Alsobrook; July, 2004-2005)
- Develop plans and implement high school marching band competition for Fall of 2005 (recruitment; Alsobrook, Carter; June, 2005)
- Create a Voices Only II or Show Choir (or both) to accommodate increase in Musical Theatre, Music and Performing Arts students (recruitment, retention; Wallis, Eichenberger, Parker; Spring 2005)
- Reconfigure the Music Program with regard people, program and facilities with a special eye to Music Education, activities, adjuncts and upper division and graduate student involvement. (Alsobrook, Wallis, Parker; Spring, 2005)

Changes in Five-Year Goals for 2004-08

A major goal is to expand the instrumental and choral ensembles to 200 or more participants in a wider variety of auditioned and activity groups. The purchase of additional band equipment to support the only collegiate marching band in the St. Louis Region will be necessitated by this growth. Moving the Music Department to other facilities. The LUCC auditorium will remain a concert and convocation hall. Members of the music faculty will participate in the planning of the new Fine and Performing Arts Center. As the programs grow, we will also need to consider the addition of a full-time

accompanist and piano instructor. In addition, the configuration and number of faculty members (full, permanent part time and adjunct) will be addressed as well as the broader use of upper division undergraduate and graduate students to provide core instruction and expand opportunities for non-major participation. The division will also seek individual and corporate donors to support the Music programs and review the possibility of developing a Master of Arts in Music.

The current curriculum is currently under review with an eye to providing an innovative program that provides students with strong technical skills they will need to teach and/or perform.

We will also continue to find opportunities and experiences for our premiere performing groups, for example:

- Explore possibility of sending LU jazz band to the Elmhurst Collegiate Jazz Band Festival (recruitment, retention, program enhancement; Alsobrook, Carter; January, 2006) THIS WAS MOVED FROM ONE-YEAR GOAL ABOVE
- Produce Voices Only follow-up CD (program promotion, recruitment; Team, January, 2006) THIS WAS MOVED FROM ONE-YEAR GOAL ABOVE.

THEATRE

The objectives for 2004-06 are as follows:

- Continue aggressive recruitment activity with all faculty committed and involved (recruitment; Walsh, Quiggins, Parker, Gregory; ongoing)
- Continue to refine the assessment activities within the department and develop even better ways to track the professional and para-professional activities of current students and alumni of the program (improvement of the academic program and assessment; Walsh, Quiggins; ongoing)
- Adjust the tech theatre curriculum to include Beginning Costume and Fashion, Costume Design, Advanced Costume Design, and Sound Design (retention, academic program improvement; Walsh; June, 2004 2005)
- Participate in the state Thespian Festival in January and the national Thespian Festival in January, and the Texas Thespian Festival in November (scholarship auditions and student prospecting) (recruitment; Gregory, Parker; January, 2005, and June 2006, November 2006)
- Participate in the Kennedy Center American College Theatre Festival and the Irene Ryan Scholarship Auditions for Theatre Excellence (retention, recruitment, student recognition and academic program improvement; Gregory, Walsh, Parker, Quiggins; January, 2005 St. Louis)
- Create Continue developing theatre coursework in video and for LUHE (recruitment, community service, interdisciplinary programming; Parker, Scholle, Gregory; June, 2006)
- Continue a Visiting Artist series in Theatre (recruitment, retention, program expansion, community service; Gregory, Parker; ongoing)

- Research a degree program in Multi-media Performance (recruitment; Parker, Wall, Scholle, Gregory; October, 2004)
- Develop additional internships with professional theatre companies (recruitment, retention, student marketability; Gregory, Walsh; ongoing)
- Continue to upgrade the physical plant in and around Jelkyl Theatre--rehab of the green room and annex, dressing rooms, etc. (retention, recruitment; Walsh, Quiggins, Parker, Heidelbaugh; June, 2006)
- Upgrade and replenish the theatre tool inventory (academic and technical program support; Walsh; September, 2005)
- Continue cooperative planning for the new Fine and Performing Arts complex (recruitment, retention, program expansion, community service and education; Parker, Quiggins, Walsh, Gregory, Alsobrook, , Scoggins, Troy; ongoing)
- Develop an educational outreach program for the Belleville campus to include workshops for youth (recruitment, academic program development; Gregory, Parker, Quiggins; September 2005 and ongoing)
- Develop an educational outreach program with a company of student actors for touring to regional high schools (recruitment, retention, academic program development; Quiggins; September, 2005 and ongoing)
- Develop a high school teacher workshop for Belleville area high school teachers (recruitment; Gregory, October 2005)
- Continue to develop relationships with regional high school theatre teachers through direct marketing of program, guest visits by faculty to high schools and high school teacher workshops held at the main campus (recruiting; Gregory, Parker, Walsh, Quiggins; September, 2005 and ongoing)

Changes in Five-Year Goals for 2004-2008

The principal goal is to develop the theatre program and a number of majors beyond 100 students. The development of community-based programming is also a part of the plan, including a theatrical/dance site at the Belleville campus (pending approval). In order to sustain the student population, we will explore the possibility of taking a play to the American College Theatre Festival in Louisville. The primary focus of the department will be to develop the plans for the new Fine and Performing Arts Center. The program faculty will locate individual and corporate donors to support theatre and the new facility.

There will ultimately be the necessity to add faculty and technical support staff to meet the needs at the new facility and attendant growth in the student population.

Recruitment Goals

Year	Art	Dance	Music	Theatre		
2005-06	172	51	80	140		
2005-06	180	63	100	150		
2006-07	186	75	120	170		
2007-08	190	85	140	190		
2008-09	200	92	150	210		

Graduation Projections

Year	Art	Dance	Music	Theatre		
2004-05	29	9		22		
2005-06	33	7		26		
2006-07	39	9		39		
2007-08	39	15		45		
2008-09	42	15		49		

Communication

Change in Statement of Purpose

The Lindenwood University Division of Communication is dedicated to preparing students for successful careers in the ever-changing, highly competitive, widely diverse fields that compromise communication in the 21st century. The curriculum brings together technology and creativity and stresses the need for students to be well rounded in body, mind and spirit. As a consequence, the Division emphasizes the importance of excelling in General Education classes.

The Communication Division, which includes Mass and Corporate Communication, Multimedia Production and Advertising and Media, is one of the leading university programs of its type in the region, if not the county. The radio and television stations and the multimedia centers are equipped with state-of-the-art equipment. The addition of new faculty members and the recent reconfiguration of the curriculum make this one of the most rapid growing divisions at the university. This dynamic and diverse program provides instruction and opportunities that will equip students with the knowledge and experience they need to succeed.

The Division stresses learning through experience and the importance of versatility. Students are provided with solid basic instruction in technique and theory and are provided with opportunities to do put those concepts into practice. Our facilities serve as learning laboratories, where classroom lectures are translated into meaningful hands-on lessons. The curriculum gives students a broad base of knowledge and provides them with the tools and perspective to be successful in industries where technology is constantly changing.

Student Enrollment

In 2003-04, students majoring in the division were distributed in this way:

Mass Communication	Corporate Communication	Multimedia Production	Advertising and Media
246	32	6	5

Faculty

The Communication Division consists of 8 fulltime and 1 adjunct faculty and 1 staff with faculty rank.

Facilities

The faculty members of the Division are officed in the Spellmann Center, Young Hall, and Harmon Hall. Most of the courses within the Division are taught in the Spellmann Center, Young Hall and Harmon Hall. Virtually all location on Lindenwood's campuses are used in the production of radio and television programming. Specialized studios, labs, storage and workspaces are located in:

- Robert F. Hyland Performance Arena – broadcasts of sports events and specialty programming
- Spellmann Center--video editing suites, multimedia labs, radio station, studios (radio)
- Young Hall--television studio, operations office for LUHE-TV, television station set and prop storage

One-Year (2005-06) Action Plans and Five-Year (2006-10) Goals

DIVISIONAL GOALS

The objectives for 2004-06 are as follows:

- Maintain updated information on the LU Website and LUHE (recruitment, retention, community service; a member from each department; ongoing)
- Explore opportunities for inter-disciplinary coursework and degree programs (recruitment, retention; program managers; ongoing)
- Continue to review and upgrade assessment tools in the Division (academic improvement and adjustments; team; ongoing)
- The programming for the Lindenwood University Higher Education television channel, LUHE, will be expanded to include more student-produced work as well as pre-programmed material (institutional advancement, academic program enhancement; Scholle, Carlos, Martin; ongoing)
- Update and refine promotional videos for use on LUHE-TV and general recruitment (recruitment, public information; Scholle, Carlos, Martin; ongoing)
- Continue to develop public affairs television programming featuring Lindenwood faculty and/or Lindenwood-involved issues (recruitment, retention, community service; Scholle, Carlos, Martin, selected students; ongoing)
- LUHE-TV broadcasts of Lindenwood cultural, educational, community interest and sports events (recruitment, retention, community service, fundraising; Scholle, Carlos, Martin, Wall; ongoing)
- Develop more public affairs radio programming featuring Lindenwood faculty and/or Lindenwood-involved issues (recruitment, retention, community service; Wall, Reighard; ongoing)
- Begin discussion and planning to move radio broadcast tower (improvement of physical plant; Wall, Mueller; TBA)

- Continue to pursue possibility of audio streaming (retention, student support, community service; Wall, Reighard, Bush; October 2004 and ongoing)
- Attend to maintenance and equipment upgrades as necessary for LUHE-TV and KCLC (academic program maintenance; Wall, Scholle, Carlos, Martin; ongoing)
- Implement on-line certification for Media Literacy (expanded source of revenue, blended academic program; Barnard, Johnson, E., Boyle; December, 2004)
- Consider the employment of a full-time Lindenwood broadcast engineer (academic/lab and clinical support; Wall, Scholle; June 2005)
- Develop a better working relationship between LCIE and semester programs in Communication (recruitment, retention, program enhancement; Wall, Castro, Kemper, Scholle; December 2004 and ongoing)
- Begin reconfiguration of multimedia labs to PC platform computers (expanded classrooms, better institutional support, more economical; Wall, Gordon, Collier, Bush; August 2005 and ongoing)
- As University sports programs continues to grow, expand sports broadcasting on both KCLC and LUHE (recruitment, retention, community awareness; Wall, Reighard, Scholle, Carlos, Martin; ongoing)
- Implement effective retention procedures, all faculty involved (ongoing)
- Redefine the multimedia program coursework in the day and LCIE formats (recruitment, retention, academic program improvement; Castro, Wall, Scholle, Gordon; October 2004)
- Create partnerships local municipalities, county government and corporations for KCLC and LUHE-TV (fundraising, retention, recruitment; Scholle, Wall, Carlos, Martin; ongoing)
- Evaluate the traditional daytime Communication Masters program and, if necessary make effective changes (Wall, Scholle; June 2005)
- Contribute to the design of the new Fine and Performance Arts building as it pertains to the proposed television studios and integrating technology in the theatre structure to maximize media access and coverage without intruding on the performance space or detracting from the theatre experience.

ASSESSMENT GOALS

The assessment objectives for the 2005-06 academic years are as follows:

- Refine entrance and exit examinations for art majors
- Refine rubrics for quantitative assessment of student work in studio and lab classes
- Include the Senior Portfolio as an assessment tool

Graduation Projections

Year	2004-2005	2005-2006	2006-2007	2007-2008
Mass Com BA	49	54	61	67
Corporate Com BA	26	29	33	37
Multimedia BA	4	6	9	12
Advertising and Media BA	2	2	8	16
Communications BS	16	18	21	25
Communications MA	31	34	38	42

Education

Statement of Purpose

The Lindenwood University Education Division believes in a high-quality system of K-12 public education that is free and appropriate to all Missourians. We also value the diversity of opportunities provided through the existence of a strong network of private and parochial schools. A rigorous academic program that is practical in nature stresses content both during teacher preparation and when students assume their initial employment. The worth of every youngster is emphasized without regard to race, gender, or creed and that education is viewed as a means by which all children can progress to their highest level of opportunity. The underlying philosophy of the Education Division is to prepare teachers who know their subject matter, who can teach their subject and are prepared to make contributions to the ever-changing educational initiatives. Lindenwood University will continue to be recognized as the premier principal and teacher preparatory institution in Missouri.

Student Enrollment

2003-04 Head Count of Students in the Education Division

Early Child.	Elem. Educ.	Second. Educ.	K-12 Cert.	M.A. Cand.	M.A. Ed. Ad.	MAT	Phys . Ed.	Ed.S.	A.Th. Trng.
70	475	165	75	1543	611	450	253	140	100

Personnel and Facilities Changes

The current Education Division faculty consists of 17 full-time, 3 part-time and 90 adjunct faculty that are used when needed. One additional part-time faculty member will be added for the 2004-05 academic year.

The faculty of the Education Division continue to have their offices in Roemer Hall, the Gables and the Tea Hole. The Director of Program Development has his office in the Corporate Service Center.

Changes in Assumptions

- All Education Division activities will be under the direction of the Dean of the Education Division. This will streamline the operation of the Division and bring it to the point that on-campus and off-campus operations will be more in concert with one another.
- Professional Development Schools will be established with 2 local district
- Expansion of the Education Division will continue because of the teacher shortage over the next 20+ years.

- Full-time/part-time faculty will need to be adjusted with student growth so that the high level of service is maintained.

Two-Year Action Plan for 2004-06

- Refine the assessment process, using PRAXIS II scores and student portfolios (using the new scoring guide), to improve teaching, learning, and program development (Boyle/ Education Division) ongoing
- Expand the promotion of the education specialist degree programs, to meet a growing need among professional K-12 educators. (Team) ongoing
- Expand extended-site program by 2 sites, to increase service, the student census, and tuition revenues (Boyle/Feely). ongoing
- Continue to move forward in developing a DRAFT of the Inquiry Brief for TEAC accreditation (Team) May 2005
- Expand community-college recruiting to augment the present population with new students from Missouri and Illinois junior colleges (Team) ongoing
- Explore opportunities to take the Specialist Degree Program to other locations around the state (Huss/Feely) May 2005
- Expand the recruitment of students to the Education Division by becoming more involved with the local FEA (Future Educators of America) chapters in the local area (Boyle/Team) ongoing
- Continue to incorporate MoSTEP Standards for technology required for preservice teachers.(Team) ongoing
- Professors will continue to review current literature to incorporate current “best” practices in their classes. (Team) ongoing
- Continue to remain inform of the on-going changes in the educational arena and be ready to change as mandates are handed down. Boyle/Team ongoing
- Work with local districts to provide Beginning Teacher Assistance/Mentoring Programs. Team ongoing

Assessment Goals

- Continue to refine the student assessment process, using PRAXIS scores, surveys from employers, cooperating teachers, and graduates, and student portfolios, to improve teaching and learning.(Boyle; Education Division).
- Continue to refine the Assessment Plan for graduate students completing the Master’s degree program in order to revamp the Master of Arts in Education program. Team ongoing
- Electronic portfolios will be required of all individuals seeking their initial certifications in all areas. Evaluation of these portfolios will indicate the progress of implementing technology into our programs. Team ongoing

Changes in Five-Year Goals for 2004-2008

- Incorporate more technology into Education course work. This will include students being able to effectively and efficiently use technology in their classroom and development of their teaching portfolios.
- Refine the development of *web-based* teaching portfolios.
- Finalize full membership in TEAC
- Expand recruitment of highly qualified individuals into our teacher preparation program.
- New degree programs will be developed to address areas of student interest such as the Educational Specialist in Curriculum and Instructional Leadership *which will start in the Spring 2005.*
- Expand the extended site throughout Missouri by taking other degree and certification programs to these locations
- Continue to use the assessment tools of PRAXIS scores, survey results, and student portfolios to improve the quality of teacher preparation
- Continue to explore the possibilities of distance learning
- Explore opportunities to take degree programs to other locations around the state
- Increase student enrollment according to the following projections
- Continue to remain informed of the changes that are forthcoming in the ever-changing field of education.
- Develop Professional Development School Partnerships at the Elementary level within the local districts.
- Prepare for the next accreditation visit by the Department of Elementary and Secondary Education. *Scheduled for the spring of 2006.*
- Redesign the Elementary Education Degree/certification program.

Student-Major Projections

Year	Early Child.	Elem. Educ.	Second. Educ.	K-12 Cert	M.A. Cand.	M.A. Ed. Ad.	MAT	Phys. Ed.	Ed. S.
Project.									
2004-05	61	475	405	93	2090	440	380	217	146
2005-06	72	497	440	100	2150	484	410	237	160
2006-07	75	520	480	115	2300	515	445	267	175
2007-08	82	546	495	127	2430	544	475	280	190
2008-09	95	566	520	145	2700	600	550	300	210

Graduation Projections

Year	Early Child.	Elem. Educ.	Second. Educ.	K-12 Cert	M.A. Cand.	M.A. Ed. Ad.	MAT	Phys. Ed.	Ed. S.
2004-05	15	85	5	101	300	180	40	37	15
2005-06	25	100	8	120	330	200	50	43	20
2006-07	35	120	13	135	370	220	65	50	27
2007-08	45	145	20	150	405	235	80	60	33
2008-09	60	175	27	165	445	260	100	72	40

Human Services

Statement of Purpose

The mission of the Lindenwood University Human Services Division is to prepare outstanding human service professionals to provide the following:

- safety, protection and defense of the community and the nation
- empowerment of the individual, community, and society at large
- ethical management and leadership in the non-profit sector

Faculty members in the division strive for excellence in teaching, advising and mentoring every student holistically to enhance both personal and professional development. The aim of each program is to integrate the theory and research of the profession with the practice in the field. With a focus on service learning, the programs of the Human Services Division link the University and the community through service projects in coursework, active and involved student groups' activities, use of distinguished guest speakers, participation in community fundraisers, internships and practicum placements in community organizations, and lab school program development and management on site at Lindenwood. The Human Services Division cultivates the values of volunteerism, the dedication to lifelong learning, and passion for creating a better life for all.

Student Enrollment

**2003-04 Head Count of Students
in the Human Services Division**

Criminal Justice	HSAM	Social Work
220	150	41

Personnel and Facilities Changes

The current Division of Human Services faculty consists of:

	Regular	Adjunct
Criminal Justice	4**	0 to 1
Human Service Agency Management	3	2
Military Science	1	3 to 1
Social Work	<u>2</u>	<u>1</u>
TOTAL	10	5

We anticipate that one additional full-time faculty member will be added in the areas of Human Service Agency Management in conjunction with expansion of the YMCA Professional Studies Program.

The faculty members of the Human Services Division continue to have offices located in Butler Hall.

Changes in Assumptions

1. We will obtain CJ program approval in Illinois, and that will result in substantial growth of our CJ program in the Belleville region.
2. All of Lindenwood's CJ programs are now under one management umbrella supervised by the CJ program manager.
3. We will initiate several major HSAM partnerships with organizations such as The American Red Cross, the YMCA, and The Boys and Girls Club, and these new programs will bring in several hundred new enrollments within the next two years. The YMCA has initiated a 50% tuition reimbursement.
4. We will obtain CSWE accreditation within the next two or three years, and that will lead to both increased enrollments and creation of an MSW program.
5. ROTC will be revitalized and enrollment will increase to more than four dozen full-time students within the next 12 months.
6. Forensics will continue to be a hot area for new recruitment and program initiatives for the foreseeable future.

Two-Year Action Plan for 2004-06

HUMAN SERVICES DIVISION AS A WHOLE

- Continue to develop Advisory Boards for appropriate programs with some of the membership linked to the Board of Overseers to ensure strong connections between LU and the community (Jacobsen, Corbin & Mansfield, 12/04)
- Explore curriculum revisions to remain current in our fields (TEAM, 5/04)
- Continue development of on-line coursework to expand services and serve students otherwise unavailable to LU (TEAM, 5/04)
- Utilize data collected from program assessments to improve curriculum (Program Managers, 12/04)
- Utilize e-mail to link with high school teachers, counselors and other contacts, for recruitment purposes (Program Managers, ongoing)
- Increase interactions and mentoring behaviors with our advisees, particularly freshmen, to enhance retention (Program Managers, 12/04 and ongoing)
- Continue to track graduates of our programs and collect data for inclusion in program assessment to ensure that graduates are adequately trained for positions in the Human Services field (Program Managers, 5/05)
- Increase faculty by hiring one 12-month Assistant Professor to teach in the area of Human Service Agency Management (12-2004)

CRIMINAL JUSTICE

- Expand forensics offerings in the CJ program (Corbin & St. Clair, Spring/05)
- Review curriculum changes and recommend changes to remain current and maintain the hiring capacity of graduates (Team, 02/05)
- Research and possibly implement the idea of an Executive Law Enforcement program (D. Johnson & Corbin, 07/04)
- Start new CJ majors in Belleville, Illinois (Corbin & St. Clair, 09/04)

HUMAN SERVICES AGENCY MANAGEMENT

- Fully implement CE and other programs in conjunction with the YMCA (S. Guffey, September 29, 2004)
- Continue involvement of Advisory Board in the Assessment process to provide insight into recommended program changes and define needs of the community (HSAM Team, 9/04)
- Review curriculum in both the graduate and undergraduate programs and propose needed changes to remain current with student and community demands (S. Guffey and Team, 02/05)
- Increase number of graduates obtaining American Humanics Certification to ensure that the competencies are met and student resumes are enhanced by this credential (S. Guffey, 06/5)
- Increase number of HSAM majors, undergraduate and graduate, to more than 200 (HSAM Team, 02/05)

MILITARY SCIENCE

- Re-establish the vigor of the ROTC program through clarifying our position and programmatic needs to the Army (Russell, 03/04)
- Request a full-time employee through Brigade-level resources to meet the needs of ROTC students (Program Manager, 06/04)
- Continue to review the program on the basis of the quality of candidates and current situation in Iraq to plan for a changing student population (Program Manager, ongoing)
- Continue to pursue proposal to become an ROTC host (Russell, 5/05)

SOCIAL WORK

- Increase MSW faculty to meet student need and enhance the knowledge base to students in the program (Accomplished, Mueller, 07/04)
- Review social work course offerings and recommend curriculum changes to remain current in the field and maintain the hiring capacity of graduates (Program, 02/05)
- Move to second stage of Social Work accreditation initiative (Jacobsen, 12/04)

Assessment Goals

- Social Work assessment goal here (Mueller, 05/05)
- HSAM assessment goal here (S. Guffey, 05/05).
- Continue refinement of tools and begin multi-year comparisons in subsequent years. (S. Guffey, 5/05)
- Compile a three-year report of the ROTC program based on cadets in program and cadets commissioned (Program Manager, 5/05)
- Increase student involvement in program assessments to ensure a diversity of feedback for program excellence (TEAM, 5/05)

Changes in Five-Year Goals for 2004-08

HUMAN SERVICES DIVISION

- Increase number of offerings and programs in Illinois, especially in Criminal Justice

CRIMINAL JUSTICE

- Start-up on large-scale Forensics program with the Illinois State Police

HUMAN SERVICES AGENCY MANAGEMENT

- Collaboration with the YMCA USA and YMCA St. Louis to become the national site for leadership development and training for the organization. This will involve building a YMCA as part of a leadership development training lab school (Y University) which will provide a child development center, pool, clinical and laboratory classrooms, providing hands-on experiential learning for future Y employees. (S. Guffey, HSAM)
- Develop an Executive Masters Program in conjunction with the YMCA USA (S. Guffey, HSAM)

MILITARY SCIENCE

- None.

SOCIAL WORK

- Complete CSWE Accreditation of the Undergraduate Program; begin a Master's in Social Work (MSW) Program (Jacobsen)

Student-Major Projections

Year	Criminal Justice	Human Service Agency Management (undergraduate and graduate)	Social Work
Projected 2004-05	217	200	45
2005-06	227	250	47, 55 if candidacy is approved
2006-07	230	300	50, 70 if accreditation is obtained – Note - need for additional full-time faculty member if achieved
2007-08	232	350	52, 80 if accreditation is achieved – Note – need 4 full-time faculty members if achieved
2008-09	235	500	55, 90 if accreditation is achieved.
2009-10	237		

(The HSAM figures reflect additional undergraduate and graduate students picked up in conjunction with the Senior Development Training and Executive Masters Training through the alliance with the YMCA)

Student-Graduation Projections, Human Service Agency Management

Year	Undergrad. & Graduate (Percentage of Projection)
2004-2005	40 (20%)
2005-2006	35 (14%)
2006-2007	48 (16%)
2007-2008	63 (18%)
2008-2009	100 (20%)

Student-Graduation Projections, Criminal Justice

2004-2005	43
2005-2006	45
2006-2007	46
2007-2008	46
2008-2009	47

Student Graduation Projections, Social Work

	Without Accreditation	With Accreditation
2004-2005	10	15
2005-2006	10	16
2006-2007	11	23
2007-2008	12	25
2008-2009	12	30

** As of 9-13-04, we have; Corbin, Johnson, Marhanka, Steenburgen in the HSD/CJ and St. Clair who is LCIE/CJ. I'm not sure if we count him in our totals but I see his name in the 2003-04 Strategic Plan.

Humanities

Changes in Statement of Purpose

Humanities is the heart of the liberal arts, offering a broad knowledge of literature, language, history, philosophy, and religion that fosters ethical maturity along with lifelong intellectual curiosity and independence. Our mission is to put each student in contact with the most significant thoughts and ideas that diverse cultures and epochs have produced. We encourage our students to develop a socially responsible worldview as well as the problem-solving and critical thinking skills they will need in their future. We hold that clear, effective writing is not only a crucial skill in today's world, but also the hallmark of an educated person. It the goal of the Humanities Division to serve as the center of the university experience by offering a solid grounding in the disciplines and fostering a respect and understanding for a variety of viewpoints, historical and current.

Student Enrollment

2004-05 Head Count of Students in the Humanities Division

American Studies	English	Modern Languages	History	Philosophy	Religion	CMS
4	81	22	89	10	9	20

Personnel and Facilities Changes

	Regular	Adjunct
American Studies	2	0
CMS	1	2
English	12	4
History	6	0
Languages	3.5	1
Philosophy	1	1
Religion	<u>2.5</u>	<u>0</u>
TOTAL	28	3

Twenty of the full-time humanities professors have earned terminal degrees. Three of the faculty members are completing work on their dissertations. Five of the faculty members have earned MA degrees in their fields.

Facilities

Butler Hall is home to the Humanities Division. All Humanities offices are located on the first, second or third floors of the building along with one language lab and one writing lab. In addition, tutoring services and work and learn space for American

Studies, Christian Ministry Studies, English, French, German, history, philosophy, religion, and Spanish are also located in Butler Hall.

Assumptions

1. The Humanities Division will remain the core of the liberal arts tradition at Lindenwood University.
2. The Humanities Division will continue to be a primary general-education service component of the University but will continually increase the number of students majoring in its disciplines.
3. Electronic media, the Internet, high-tech classrooms and computer-assisted writing programs will be used to augment the division's everyday curriculum.
4. The emphasis on values in the Humanities core courses will become even stronger as we face the challenges of the 21st century.
5. New programs aimed at meeting the needs of nontraditional and graduate populations will be explored and developed.
6. The Humanities Division will deliver more of its general education courses at off-campus sites and during evening hours. It will continue to offer ½ semester courses.
7. The Humanities Division will continue developing greater sophistication concerning an involvement with the university assessment process.
8. The number of full-time faculty members will increase in the upcoming decade in proportion to the growth of the student populations.

Two-Year Action Plan for 2004-06

HUMANITIES DIVISION

- Send brochures to department program managers of area community colleges. Include names of department heads and encourage contact. Make faculty available to meet with community college personnel and classes as the need arises (Weitzel, 07/04)
- Have printed and send brochures to department program managers of area high schools. Include names of department heads and encourage contact. Make faculty available to meet with community college personnel and classes as the need arises (Weitzel, 07/04)
- Create additional courses to be offered at the Boone Campus (Tillinger/ Tretter; 08/04)
- Continue scheduling options such as ½ semester or 4-week courses in English and history (Hurst, Whaley; ongoing)
- Recognize successful passing scores on Praxis exam by history, English, and foreign language students (faculty; ongoing)
- Expand use of CATS assessment methods in division courses (faculty; ongoing)
- Develop a partnership with the Education Division whereby students will be recruited into the history, English, and foreign language departments (Weitzel; ongoing)

- Continue working to insure that each secondary education major has an advisor in his/her academic area as well as in education.
- Work cooperatively with other divisions and in the best interests of all students (faculty; ongoing)
- Encourage students to become involved in the LU Honors Program (faculty; ongoing)
- Create listing of undergraduate summer courses and distribute to area high school students (Weitzel; 03/2004)
- Increase numbers of majors in all areas (faculty; ongoing)
- Encourage student membership in all Humanities-related clubs and activities (faculty; ongoing)
- Investigate offering cross-disciplinary courses such as philosophy/religion/sociology courses (faculty; 05/2005)

AMERICAN STUDIES

- Meet with John Guffey and Admissions staff for recruiting strategies, and direct undeclared students to Dr. Tillinger or Dr. Tretter for advising (Tillinger, Tretter; 06/2004-2005)
- Set up advising worksheets on PC Common (Tillinger, Tretter, 2005)
- Continue to develop an assessment plan that is both competency-based and quantifiable (faculty)
- Continue to work with Scott Queen in PR and Darren Collier to develop a brochure, flyers and a mailing poster for American Studies to be sent to community colleges, other universities, and high schools (faculty)
- Develop a web page for recruitment in cooperation with Graphic and Compute Arts faculty and students (faculty)
- Continue to send recruitment flyers and other pertinent material to high schools, community colleges, colleges and universities to advertise the unique possibility of living and working at the Boone Campus (faculty)
- Continue to coordinate with other majors on campus to cross list possible American Studies courses (Tillinger, Tretter; ongoing)
- Continue to cooperate with Peter Carlos and LUHE-TV for various types of programming to promote the AST program (Tillinger, Tretter; 03/2005)
- Work with Mike Wall for KCLC “spots” and interviews about the AST program and special events (Tillinger, Tretter; 07/2005)
- Meet with the Dean of Humanities, the Dean of Boonesfield Village, The Provost, Divisional Deans and Program Managers to develop an affiliate faculty to participate in American Studies, including the possibility of an LCIE faculty
- Coordinate and designate affiliate American Studies faculty from various program and divisions. (Tillinger, Tretter; ongoing)
- Keep monthly advising logs and follow up on students expressing interest in the program (faculty)

CHRISTIAN MINISTRY STUDIES

- Aggressively develop and expand the role of the “Everything Else Club” to impact the LU campus culture with Christian values and experiences through increased CCMS- sponsored activities (House; ongoing)
- Develop courses as the need arises (House/ McAlpin; ongoing)
- Continue working on recruitment of majors into the CMS program, with a goal of 40 new majors for fall, 2005 (House/ McAlpin; 08/2004)
- Expand the courses to reflect a transdenominational format and participation (House/ McAlpin; 12/2004)
- Expand and encourage community participation in CCMS (House/McAlpin; ongoing)
- Continue to develop the assessment program for CCMS (House/McAlpin; 06/2005)
- Recruit adjunct for CMS Youth Concentration courses (House/McAlpin; ongoing)
- Expand new CCMS Discipleship Institute certification program to five new congregations beyond the original seven (House/McAlpin)

ENGLISH

- Investigate establishing more specific grading standards and processes for essays written in composition classes and apply them consistently across all sections (faculty, 05/05)
- Develop and implement assessment tools for at least two upper-level courses (Glover, Schnellmann; 05/05)
- Conduct at least one pre- and/or post-discussion groups of selected plays produced by the LU Theatre Arts Department (Heyn, Canale; 05/05)
- Sponsor at least one reading by a published author (Canale; 05/05)
- Sponsor at least one networking event by which high school and college students may have a forum to read their work (Canale, Hurst, Heyn, Qualls; 05/05)
- Continue to enhance LU publication “Lindenwood Pride.” Recruit student writers from all disciplines. (Thomason, Weitzel; 05/05)
- Investigate ways to get more English majors involved in the new student ~~E-Club~~ Word Society (Canale, Hurst; 05/05)
- Write and distribute a brochure describing and promoting the writing certification program (Bell, Green; 05/05)
- Offer five C-Base review workshops (Schnellmann, Heyn, Hickenlooper, Bell, Green; 05/05)
- Update list of majors ensuring that all English Education majors have both appropriate education and English advising (Glover, 01/05)
- Investigate field trip options to include attendance at area theatrical performances in conjunction with literature (faculty 05/05)
- Increase library holdings in writing and literature studies (English faculty; 05/05)

- Increase students' use in upper-level literature courses of the library holdings and services, including electronic resources (Glover, Bell, Schnellmann, Hickenlooper, Canale, Tretter; 05/05)
- Encourage students to take English courses for honors credit (faculty, 05/05)
- Use the annual English department picnic as a tool to recruit potential English majors (faculty, 04/04)
- Assist in developing the test being prepared for junior-level students, to evaluate their skills with basic grammar (faculty)
- Conduct research and discussion in order to develop English Department suggestions for the university to address writing needs among LU students beyond the freshmen level (Hurst, Canale, Qualls)

FOREIGN LANGUAGES

- Develop new materials for the language lab to augment success in all language classes and on the Praxis exam (faculty; ongoing)
- Require all beginning and intermediate level language students to work in both the language listening computer labs (faculty; ongoing)
- Offer trips to Germany, France, Spain, or other Spanish-speaking countries during J-term (faculty; as scheduled)
- Offer a Praxis Review course during J-term for Spanish education majors (faculty; as needed)
- Invite area high school teachers and students to campus to visit with international students who are native speakers of the foreign languages offered (faculty; ongoing)
- Be available to visit high school classes (faculty/students-majors and international; ongoing)
- Hold weekly luncheon get-togethers for students and staff interested in conversing in French (Cloutier-Davis/Durbin; ongoing)
- Offer field trips to movies and restaurants with language students (faculty; ongoing)
- Be involved with the Intercultural Night activities (faculty; ongoing)
- Involve students in the French club and Spanish club activities (faculty; ongoing)
- Create coursework in each class that would involve students with available technology (faculty; ongoing)
- Contact area high schools concerning the Foreign Language scholarship (faculty; ongoing)
- Increase library holdings in French and Spanish (faculty; ongoing)
- Revise pre- and post-test assessment in beginning and intermediate language courses (faculty; ongoing)
- Increase emphasis on oral proficiency through use of language labs and conversation partner program (faculty; ongoing)
- Increase emphasis on reading proficiency in FLF/S 311 and 312 courses and initiate assessment process at this level (Cloutier-Davis/Durbin; ongoing)

- Create new course material for the French and Spanish literary seminars (Heyder, Durbin; ongoing)
- Establish an exchange program with a French university (Durbin; Guffey; being finalized)
- Investigate the possibility of offering a J-term translation course (Cloutier-Davis)

HISTORY

- Continue graduate courses for the Master of Arts in Teaching degree for secondary school history teachers (faculty, 06/04)
- Publicize summer graduate history course for teachers with flyers sent to high school history program managers and building principals (faculty; 02/05)
- Provide review for students taking the C-Base exam in social sciences (Griffin/Heidenreich; ongoing)
- Continue to build Praxis Resource Library in Butler for students who are preparing for the Praxis exam (faculty; ongoing)
- Review and refine assessment techniques for student acquisition of knowledge in historical geography in History 100 (faculty; 07/05)
- Review and refine History 400 exit interview and survey of recent graduates (faculty; ongoing)
- Continue cooperation with the ROTC Department (Heidenreich; 07/05)
- Judge high and middle school entrants in the regional and state History Day competition (J. Smith/Griffin/Heidenreich/Whaley; 02/05)
- Offer faculty scholarships for History Day competition winners (faculty; 05/05)
- Update list of majors ensuring that all history majors seeking certification have both appropriate History and Education advising (Kerksiek; ongoing)
- To improve retention, identify new majors early in Fall and Spring Semesters. Invite them to social with current majors (Faculty; fall/spring 04/05)
- Reevaluate assessment of general education objectives in upper division courses (faculty; 04/05)
- Develop web page or site on university page for history department news, history major accomplishments, important announcements, etc. (Faculty; 05/05)
- Expand offerings in the honors program to include all history and geography courses in order to challenge our students and improve retention (Faculty; 05/05)
- Continue to send newsletter and questionnaire to history alumni, especially those employed in local high schools (Kerksiek/K. Smith; 03/05)

PHILOSOPHY

- Investigate philosophy programs at other universities, including graduate programs, and continue revision and strengthening of our program (Brown, Charron; ongoing)
- Conduct pilot assessment evaluation of PHL 102 Moral Life. Develop more precise and useful assessment methods for remaining introductory courses and revise courses as needed. (Brown, Charron; 05/05)

- Develop assessment instruments for upper level courses (Brown, Charron; ongoing)
- Develop syllabi and other resources for new courses for non-majors in conjunction with other programs. Courses already in place include “Phil of Love”; “Ethics in Film”; “Eastern Philosophy” to be taught in conjunction with the religion program; “Ethical Issues in Health Care” (Brown, Charron; ongoing)
- Put course syllabi and related material, philosophy club, and philosophy department material on PCCCommon (Brown; 05/2005)
- Revise philosophy brochure and other literature for recruiting (Brown; 05/2005)
- Revise current philosophy brochure to be distributed to high schools and community colleges that outlines the desirability of a degree of philosophy for pre-law majors (Brown, Charron; going)
- Continue investigation into LU radio and television programming in the area of philosophy (Brown; ongoing)

RELIGION

- Continue to develop qualitative and quantitative assessment tools for the religion program (faculty; 12/05)
- Assess sections of REL 200 – *World Religion* on content learning for Western religions using a pre- and post-test. Calculate and include results in the assessment report. Currently revising the pretest based on results from the last three semesters and will use in spring 05.
- Use a new pre- and post-test in REL 202 – *Religion in America*
- Use a pre- and post-test on content in REL 210 and REL 211 – *Old and New Testament*. Change the presentation of material in those courses. Formulate a new evaluation tool in the next two semesters to evaluate the students’ understanding of theories of scholarship used in the study of the Old and New Testament.
- Develop a new assessment tool for REL 320 – *Christian Doctrine* and administer to the students (Meyers; spring 2005)
- Move the assessment of the measurement device used to study the students’ comprehension and ability to critically evaluate the various arguments for the existence of God in REL 325 – *Philosophy of Religion*- to every other year.
- Evaluate and revise the new assessment tool for REL 100 – *Introduction to Religion*.
- Develop a process for identifying and training tutors to assist students enrolled in REL courses.
- By the end of 2005, complete a listing of career and graduate opportunities for religion majors and minors (faculty; 12/05)
- Research and propose two other courses during the 2004-2005 academic year that address the University’s emphasis on character development, values, and American character and ethics.

Assessment Goals

- Assess all courses offered in the Humanities (faculty; ongoing)
- Use CAT techniques throughout coursework offered in humanities (faculty)
- Make needed changes to coursework based on assessment results (faculty)
- Continue development of locally generated standards for student competencies in oral and written work for introductory and intermediate language classes (language faculty)
- Establish guidelines and competencies for upper division students in the languages (language faculty)
- Develop minimum competency levels for HIS 100, 105, & 106 (history faculty)
- Provide analysis of assessment results and action plan for HIS 105, 106 (history faculty)
- Rewrite HIS 100 and pre- and posttest (history faculty)
- Develop pre- and posttests for introductory Philosophy classes; report results by competency and establish minimum standards (Brown/Charron)
- Develop senior seminar/capstone course/ or exit examination for Religion majors (House/Mason/Meyer; in progress)
- Systematically evaluate higher levels of Bloom Taxonomy for upper division classes in philosophy and religion (Brown/Charron/House/Mason/Meyers; in progress)
- Reevaluate the need to report assessment results by competency and establish minimum standards in philosophy and religion (Brown/Charron/House/Mason/Meyers)
- Develop exit examination for CMS majors (House/McAlpin)
- Begin assessment of American Studies program (Tillinger/Tretter)

Changes in Five-Year Goals for 2004-2008

HUMANITIES DIVISION

- Increase numbers of majors in all areas
- Increase faculty as the need indicates
- Improve library holdings
- Expand use of technology for all classes
- Cooperate with other divisions to offer cross-disciplinary courses
- Work diligently to promote Lindenwood University
- Attend campus activities and support our students and the other divisions
- Become positive role models for all students and staff on campus
- Continue to work hard and give LU students a strong, solid education
- Take seriously our roles as advisors to our students
- Expand further into Butler Hall and create both small and larger section classrooms complete with high tech equipment

- Keep advising logs
- Update Strategic Plan on a yearly basis

AMERICAN STUDIES

- Graduate first students with American Studies degree by 2007
- Develop new interdisciplinary courses
- Integrate university resources at the Boone Home into the curriculum
- Participate in the American Studies Association, encouraging majors to present papers
- Participate in the Midwest American Studies Association to attract attention to Lindenwood's program, offer recruiting possibilities, and give our students the opportunity to participate.
- Research outreach programs offering service learning American Studies projects to foster civic responsibility in high schools
- Continue to create internships relevant to students' interests and needs in their areas of emphasis
- Expand the American Studies Club to explore topics and opportunities outside the classroom and to engage in discourse with a larger community.
- Promote the new MA program in American Studies using posters, flyers, and working in cooperation with Scott Queen.
- Continue to articulate the Boone Challenge Semester and recruit for on-site living and experience.

CHRISTIAN MINISTRY STUDIES

- Continue to impact student lives and campus culture through CCMS activities and programs. (House)
- Graduate first students with CMS degree in May 2005. (House)
- Recruit students from at least fifteen denominations with 100 majors by fall, 2009. (House)
- Encourage participation with the greater community through the Discipleship Institute. (House)
- Develop viable "church covenants" with area and regional congregations. (House)
- Continue development of assessment of CMS courses and the CCMS department.
- (House)

ENGLISH

- Increase the number of English majors by at least three each year (faculty)
- Continue to track and contact alumni of the English program for the purposes of program assessment and recruitment (Canale)
- Encourage students in other divisions to take writing and grammar courses (faculty)

- Investigate the need for an upper-level writing course to support the proposed junior-level writing competency exam (Plate)
- Assess the mission and operation of the Writing Center and recommend improvements (Hurst)
- Research and develop a policy and procedures handbook for the English Department (Glover)
- Investigate working with LCIE instructors in developing colloquium credit discussions of theater performances and literature readings (Heyn)
- Investigate using J-term travel to further the study of literature (Heyn)

FOREIGN LANGUAGES

- Offer evening and/or summer courses in modern languages (faculty)
- Reexamine the effectiveness of the summer language courses within the current excessively short time-frame (faculty)
- Offer regular opportunities for conversational practice in all languages through development of clubs and language tables (faculty)
- Entice students to study languages at Lindenwood University through the offering of Foreign Language scholarships (faculty)
- Increase contacts with area schools, building on activities already carried out (faculty)
- Work to promote foreign language as a requirement for the B.A. degree (faculty)

HISTORY

- Utilize university archives in American History and American Studies classes (faculty)
- Continue to serve the community through encouragement of the History Day program in schools and by preparing some of our students to participate in History Day when they are teaching (faculty)
- Continue to track and remain in contact with alumni of the history program through annual newsletters (faculty)
- Investigate expanding the program in history to include regional studies other than Asia and Latin America (Africa in particular) (faculty)
- Have in place throughout the program ongoing assessment of student learning and use of results to improve instruction. Major survey classes (Geography 201, History 100, 105, 106) will have in place a cycle assessing in turn specific objectives (i.e. economic geography, geographical knowledge in history, important processes, etc.) All courses will include assessment measures. (faculty)

PHILOSOPHY

- Investigate developing philosophy program web site with information for prospective and current students (Charron, Brown, ongoing)

- Expand philosophy club (via meetings, activities, etc.) and develop club-related recruitment strategies for prospective students (Charron, Brown, ongoing)
- Develop summer philosophy program [dependent on staffing] (Brown)

RELIGION

- Pending the development of the office and program in teaching values in the curriculum, and in support of other programs, review the REL curriculum to find ways to emphasize and make relevant the values of the Judeo-Christian tradition and the goals of Lindenwood University (faculty)
- Research teaching methods and course content that would encourage students to face the critical issues in society and think rationally, morally, ethically, and critically about them (faculty; ongoing)
- Investigate hiring an additional professor with expertise in religious studies outside of Western Christianity and the United States so the LU students might have the opportunity to obtain a broader education and learn more about religions and cultures they might deal with in life and business (faculty; 2006-08)
- Add more religion courses that deal with the practical and personal aspects of religion in order to allow student to develop more fully their personal, spiritual, and religious understandings of life (faculty)
- Contact local seminaries about a combined degree that would allow non-traditional students to complete an undergrad and seminary degree in an accelerated format (faculty)

Student-Major Projections

	American Studies	CMS	English	Languages	History	Philosophy	Religion
Year							
2004-05	5	30	81	18	89	13	9
2005-06	7	60	83	20	92	16	11
2006-07	12	80	85	22	95	20	13
2007-08	17	100	87	24	98	25	15
2008-09	20	110	90	26	100	25	16

Changes in Future Directions

- Continued Excellence in Teaching: The Humanities faculty is committed to excellence in teaching.
- Effective teaching methods are frequently discussed among colleagues in Division and Department meetings or shared informally in the workroom, offices, or halls. Printed materials discussing teaching pedagogy or content are frequently shared among faculty members via email or internet links.
- Experienced faculty members informally mentor new faculty as a means of ensuring top quality teaching.

- Faculty members and the Dean of Humanities review student evaluations each semester in order to make needed changes to courses and delivery methods to better meet the academic needs of the learners.
 - Faculty members are encouraged to attend conferences and seminars as a means of gathering and sharing new teaching ideas with faculty members from other institutions.
 - Faculty in French, Spanish, English, and history make available either/both review packets or out-of-class sessions to help students prepare for the C-Base and Praxis exams required of pre-service teacher education students. In addition, Praxis review classes are offered as needed during the J-term.
 - Test review sessions held outside of class are common among division faculty members, and tutors are trained to assist students who have difficulty with the various subject matter.
 - Expanded Partnership with the Education Division:
 - Humanities faculty members offer C-Base and Praxis review sessions, packet materials, and/or J-term courses for pre-service teacher education students.
 - History, English, and American Studies faculty members offer graduate level courses for area middle school and high school teachers through the Education Division.
 - Subject matter courses in history, English, and foreign languages are also offered later in the day and during the evening hours as a means of meeting the needs of nontraditional students seeking middle or high school teaching certification.
 - The History faculty works hand-in-hand with area high schools and middle schools to help students prepare for the Regional History Day Competition.
 - Foreign Language faculty members communicate with area foreign language teachers and offer to visit classrooms to discuss the study of language and to allow LU international students to visit and share their language and culture.
 - Humanities faculty members, particularly in English, History, Spanish, and French are available to visit student teachers in area middle and high schools.
 - Humanities members serve as advisors to students working toward teaching certification.
 - Dr. Weitzel serves as the main advisor to English and foreign language MAT students.
1. Emphasis on Writing:
- All faculty members in the Humanities Division require students to problem solve and critically think about issues relevant to the subject matter.
 - All faculty members require students to clearly develop and explain in writing their ideas. Writing across the humanities subject areas is encouraged and utilized.
 - Lindenwood University students may choose to write for the new *Lindenwood Pride* publication. Through this experience, students learn and practice the skills of interviewing, report writing, and editing.

- Based on a request from the President, we are developing a junior-level writing assessment designed to ensure that all graduating students enter the workforce with basic writing competencies.
- Assessment:
 - All departments within the Humanities Division are currently using updated assessment methods.
 - Capstone courses exist in history, writing, and philosophy.
 - Multi-section courses in English, history, foreign languages, religion, and philosophy are currently assessed by means of pre-post exams, and assessment for upper division courses in all areas have either been created and implemented or are in the planning stages.

Graduation Projections

Graduation Projections							
	American Studies	CMS	English	Language	History	Philosophy	Religion
Year							
2004-05	1	7	12	5	14	5	2
2005-06	3	7	14	7	15	5	3
2006-07	5	15	16	7	16	6	4
2007-08	7	25	17	8	17	6	5
2008-09	10	50	18	10	18	7	6

Lindenwood College for Individualized Education

Statement of Purpose

Given the likelihood that graduates will change not only their employment, but also their careers over their work life and that they will compete in an increasingly global market place, the College for Individualized Education – an accelerated delivery format within Lindenwood’s general curriculum – offers students opportunities to improve their communication skills, demonstrate workplace responsibility, use interpersonal skills, practice working within a team, and develop an appreciation of the importance of continuing growth and education with an emphasis on values-centered thinking. To this end, the LCIE Programs offer a structured, generalist approach in several career areas. Designed for the student with significant employment experience, LCIE uses the Socratic method of teaching and a core requirement in the liberal arts. The overall purpose of the LCIE curriculum is the development of the student’s analytical, synthetic, and communication skills, with special attention to written and oral communication and skills assessments. We offer ten undergraduate degree programs and eight graduate degree programs in our LCIE format.

The Counseling Program offers three graduate degree programs and four areas of certification. The various programs leading to a Master of Arts in Professional and School Counseling are designed to prepare master’s level counseling practitioners. They provide students with a broad base of psychological knowledge and theory, and integrate these with extensive training and practice in the use of counseling skills with individuals, groups, couples, and families.

Student Enrollment

2003-04 Head Count of Students in LCIE

Bus. Ad.	Comm	Counseling	CJ	Health/Geron	Hosp .Serv	HRM	IT	Mort /Man	Val. Sci.
1189	270	571	163	139	5	237	205	1	4

Changes in Facilities

None.

Faculty

	Regular	Adjunct*
General Education	1	24
Business Administration	2	25
Communications (Corp. & Mass)	1	11
Counseling Programs	4	30
Criminal Justice	1	4

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Gerontology/ Health Management	1	9
Hospitality Services Management	1	4
Human Resource Management	1	5
Information Technology	1	9
Mortuary Management	1	4
Valuation Science	0	1
TOTAL	14	126

* Number may increase/decrease according to student enrollment each term. The range is typically between 75 to 115 adjunct instructors per term.

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

Changes in Assumptions

- The Missouri Department of Elementary and Secondary Education will grant approval for a certification program in School Psychology.
- The Higher Learning Commission will grant approval for and Ed.S in School Psychology.

Student Enrollment Projections

	2004/05	2005/06	2006/07	2007/08	2008/09
Student Major					
Undecided /other	145	148	152	158	167
Business Administration*	1307	1438	1553	1678	1761
Communications*	297	320	346	363	381
Counseling Programs**	628	678	712	747	785
Criminal Justice*	179	193	209	219	230
Gerontology/Health Mgmt.*	145	157	167	175	185
Hospitality Services Mgmt.	010	012	014	016	018
Human Resource Mgmt.*	260	281	304	322	341
Information Technology	215	226	237	246	256
MFA – Writing**	010	015	020	025	030
Mortuary Mgmt.	001	002	003	003	003
Valuation Sciences	002	002	002	002	002

* Indicates combined enrollment for undergraduate and graduate programs

Two-Year Action Plan 2004 – 06

- Replace retiring full-time faculty advisor with a full-time faculty advisor (Kemper; 7/04).
- Add one full-time faculty advisor to advise at Belleville Campus (Kemper; 9/04).
- Implement a student tuition payment strategy into the ongoing advising process (Kemper, LCIE Full-time faculty; 4/04).
- Add pull-down screens in all the classrooms in the LUCC. Ten screens are needed, and cost estimates/suppliers will be researched by Brian Bush (Kemper; 9/04).
- Convert Room 109 in the LUCC to a “Smart Classroom” to serve both information technology students and the students in all programs that use computer technology when giving presentations to the class. Estimated costs for the required computer, projector, vcr/dvd player, cabinet and cabling will be researched by Brian Bush (Kemper; 9/04).
- Investigate the implementation of an electronic database for student enrollment in the LCIE office (Evans, Bush, Kemper, Hammen; 12/04).
- Promote LCIE Programs and curriculum benefits via LUHE TV – Channel 26 (LCIE Full-time Faculty; 5/04).
- Establish pre and post testing in the Communications Cluster (Engleking; 9/05)
- Update current Experiential Learning Credit granted through the University approval process to reflect the changes in professional certifications. For example, the credits awarded for registered nurse have been updated to reflect the difference in education required in comparison to other health professions. Further research will be done to update other credits and articulation agreements (Engleking, ongoing).
- Research effectiveness of Experiential Learning Class to replace individual meetings with students requesting Experiential Learning Credit. Based on findings, continue Experiential Learning process as is or change to a formal classroom format (Engleking; 12/05).
- Update Web Site: adding new programs, registration dates, quarter schedules, and the like to enhance retention and new enrollment activity (Kemper; ongoing).
- Continue to expand the O’Fallon, Wentzville and Moscow Mills cluster offerings on a per quarter basis, essentially treating these three sites as one campus and rotating cluster offerings at each site to bolster enrollment (Griesenauer, Kemper; ongoing).
- Call on the Director of the Hospitality Service Management Program at Forest Park Community College to explain our degree completion program in Hospitality Service Management and recruit new students to the program (Griesenauer; 7/04).
- Survey advisors to discern need for three semester hour course offerings and develop a plan to offer these courses in St. Charles and select off-site campuses to prevent students from leaving Lindenwood (Griesenauer, Kemper; ongoing).
- Plan to recruit adjunct faculty (from corporations with a large market presence) who are aggressive at recruiting new students (LCIE Full-time faculty; ongoing).

- Offer colloquia from Human Resource representatives in metro area corporations to satisfy colloquia requirements and recruit new students (Jump; 6/04).
- Meet one-on-one with human resource directors/managers from the metro area to increase program awareness, recruit students, evaluate and improve curriculum (Jump; 12/04).
- Revise/update human resource curriculum as recommended by metro area human resource directors/managers, adding two new elective clusters to the program (Jump; 9/04).
- Participate in community projects and events that impact recruitment efforts and human resource management (Jump; ongoing).
- Introduce entrepreneur camp (e-camp) to support small business/entrepreneur studies at Lindenwood (Jump; 5/05).
- Continue conducting off-site human resource workshops/seminars for local organizations to serve as a recruitment tool (Jump; ongoing).
- Assist students in finding employment opportunities in the Human Resource Management field (Jump; ongoing).
- Offer colloquia from Business Professionals in metro area corporations to satisfy colloquia requirements and recruit new students (Griesenauer, Kemper; 5/04).
- Investigate the design and implementation of a graduate program in information technology (Kottmeyer; 12/04).
- Investigate a possible partnership with Computer Source to make training for IT certifications available to students and staff (Kottmeyer & Brian Bush; 9/04).
- Maintain and update computer labs in LUCC with funding provided by lab fees to offer students best possible learning environment (Kottmeyer & Bush; ongoing).
- Prepare and offer evening and weekend workshops on Microsoft Office applications for students and faculty to help faculty and students improve their computer skills, especially those students and faculty who are on an evening schedule (Kottmeyer, IT adjuncts, IT majors; 9/04).
- Create and distribute a recruitment publication describing the LCIE undergraduate and graduate criminal justice programs (St. Clair; 12/04).
- Meet with South County criminal justice officials to promote LCIE criminal justice programs (St. Clair; 5/04).
- Arrange for additional criminal justice representatives to attend the annual career day held at the Performance Arena (St. Clair; ongoing).
- Establish an annual criminal justice colloquium (St. Clair; 10/04).
- Research and revise the criminal justice curriculum to add two elective clusters: one in Crisis Management (St. Clair; 9/04) and the other in Communications Skills for the Criminal Justice Profession (St. Clair; 9/05).
- Expand Lindenwood's presence at St. Anthony Medical Center to recruit new student enrollment (Wolfsberger; ongoing).
- Implement student satisfaction survey for new cluster offerings in an effort to evaluate and improve curriculum (Wolfsberger; 7/04).
- Survey previous Health Management and Gerontology graduates to determine employment success to share with prospective students (Wolfsberger; 7/05).

- Offer colloquia opportunities from Gerontology & Health Management representatives in metro area to increase program awareness and recruit students (Wolfsberger; ongoing).
- Offer at least one Communications and/or Creative Expression Colloquia each academic year (Castro, adjunct faculty; ongoing).
- Redesign and schedule Radio Studies Cluster per student need (Castro, Wall; 7/04).
- Reevaluate the Multi-Media courses and fine-tune or redesign same based on first year's experience (Castro, Helms; 9/05).
- Conduct networking/training events for alumni, current and perspective counseling students (Beckenbach, Biri, Patrick, Nickels; ongoing).
- Develop "special topics" courses based on student and alumni requests to update skills and maintain certifications (Nickels; ongoing).
- Obtain approval and begin offering graduate courses in both Professional and School Counseling in Illinois (Nickels; 9/04).
- Utilize new counseling brochure to recruit new students from educational and clinical settings (Beckenbach, Biri, Patrick, Nickels; ongoing).
- Expand and moderate Internet Newsgroup for advising and retention purposes (Patrick; ongoing).
- Submit proposal to DESE for approval of School Psychologist certification (Biri; 4/05).
- Collect and analyze data from Counseling Skills assessment to optimize program quality (Beckenbach; 4/05).

Assessment

Current Assessment (Student): Every LCIE undergraduate student completes a culminating project at the end of his/her degree program. LCIE graduate students may choose to complete a culminating project/thesis in the major or take a capstone course related to the major. The faculty advisors assess the culminating projects and the instructors give grades in the capstone courses. These results have been used to assess the majors that are offered in the LCIE.

Future Assessment (Student): Skills assessment inventories, quizzes or examinations will be administered in most clusters to measure student knowledge. These will be based on quantitatively measurable objectives and will be administered by the instructors of the clusters. The information generated will identify strengths and weaknesses in specific skills and will be used in making revisions in content or teaching methods.

Counseling Programs Assessment

Student: Continual student assessment of their theoretical knowledge and counseling skills takes place throughout the program through a variety of measures including research papers, personal reflection papers, case studies and projects demonstrating application of theory to practice, demonstration tapes of counseling skills, essay and multiple-choice exams. In addition, during their internship and field placement

experiences towards the end of the program, students are rated on their counseling competencies and other related interpersonal skills by their site supervisor.

As an exit requirement, students in the counseling program have the option of completing either:

- a seven-hour exit exam which includes a nationally developed multiple-choice exam (the CPCE) covering the 8-core areas of the curriculum and an essay exam demonstrating practical application of their theoretical learning to two out of three case scenarios

OR

- a five-chapter quantitative master's thesis

In addition, all school counselors have to complete a portfolio demonstrating mastery of certification competencies as designated by DESE.

Program: Program evaluation consists of the following:

- overall students' performance on the CPCE multiple choice and essay exams, in the 8 core areas to provide a quantitative measure by which to identify areas of weaknesses, provide feedback to instructors and make appropriate revisions in textbooks, instructional methods etc.
- a standardized rating counseling skills assessment utilized at four different points to measure students' progress through the program from the beginning (Foundations class), midway through the program (skills lab classes) to the end (internships and field placement)
- surveys of graduated students and their employers on their satisfaction with the training they received.

Changes in Five-Year Goals for 2004-2008

- Investigate the feasibility of constructing a new building to house LCIE. This building would be constructed on the grounds adjacent to the Cultural Center and would contain twenty-five classrooms, three computer labs, three "smart" rooms, an auditorium and offices for twenty full-time advisors.
- Investigate opportunities for creating a specific capstone course for Human Resource Management students, and /or working with current capstone instructors to allow for more shared emphasis in the area of human resource management
- Monitoring graduate movement – offering graduates the opportunity to network with other graduates
- Highlighting graduate performances and accomplishments in both working environment and community involvement
- Spotlighting those students who continue to serve as recruiting agents for Lindenwood University
- Add a one-two week summer program to train junior and senior high school civics teachers in an overview of the criminal justice system.

- Establish Pre-Law session on a Saturday morning where students can gather information and meet with local attorneys.
- Explore offering criminal justice courses at such sites as large police departments, jails/prisons, or juvenile facilities.
- Identify certifications that would be appropriate for award of Experiential Learning Credit through the University approval process. These areas will require additional research due to the evolving demands of the workplace. For example, The Society of Human Resource Managers offers a certification process that is extensive enough to possibly warrant recognition. Also under consideration are various technical certifications offered to computer professionals.
- Make more technical (computer) training available to staff and majors through partnerships with outside vendors, allowing up to 9 hours of academic credit for this training.
- Arrange internships for interested information technology majors.
- Expand the marketing efforts for Health Management and Gerontology in underserved areas, such as South County and Lincoln County.
- Develop capstone course for graduate Health Management students.
- Work with representatives of area nursing homes to develop CME credit seminar for nursing home administrators.
- Explore the feasibility of offering graduate credit courses for recertification of psychological examiners and school psychologists.
- Explore the possibility of holding an internship fair.
- Explore feasibility of a cooperative venture with Maryville University's graduate programs in rehabilitation counseling and music therapy.

Management

Statement of Purpose

The Lindenwood University Division of Management strives to teach students to be functioning, contributing members of the business community. The Division focuses on the development of the “whole person” as a enlightened, future leader in business and of society. The Division integrates the latest theoretical and practical knowledge into comprehensive learning designed to meet the needs of the employers and their future employees.

Student Enrollment

Acct	Bus Adm	Fin	HR Mgmt.	Int'l Bus.	MIS	Mktg.	Mgmt.	Pol. Sci	Public Mgmt	Sports Mgmt.	Retail
108	740	75	50	60	85	130	20	30	20	98	40

Faculty

	Regular	Adjunct
Accounting	4	3
Economics	3	2
Finance	1	3
Human Resources	1	2
Information Systems	3	3
Law	1	1
Management	2	9
Marketing	2	3
Political Science	1	0
Public Management	0	1
Retail Merchandising	1	1
Sports Management	<u>2</u>	<u>2</u>
TOTAL	22	30

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

Assumptions:

- Lindenwood’s area of expertise will continue to be the personal attention, personal education of the student and exposure to a business experienced faculty.
- A web-site presence will continue to be an essential communication vehicle to utilize, but it will be our focus for processing student information or for student faculty interaction.

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- On-Line learning options will be required or meet some students' needs.
- The development of the student as a value based business leader and citizen will still be a focal point of the "Lindenwood Educational experience."
- Business professionals have an increasing need for technological and quantitative skills.
- Areas of employment with the business field will continue to grow including: MIS, general management and entrepreneurial studies.
- Lindenwood University's future will be fueled by the growth of St. Charles, Lincoln, and Warren Counties in Missouri and by new service centers in Illinois.
- The continued growth and service areas expansions will result in an increase demand for graduate courses to support the growing number of corporations within the entire service area.
- Additional scheduling alternatives will need to be offered.

One Year Action Plan for 2004-06

- Continue to enhance coordination with adjunct faculty (Hardman, ongoing)
- Refine assessment tools for both graduate and undergraduate students. (Hardman, Cernik/Program Managers; ongoing)
- Continue the awareness campaign as to the availability of the Master of Arts in Accounting, Finance, HR Management, Leadership, MIS, Business, Sales, International Management and Public Management. (Hardman, Program Managers)
- Implement student suggestion for an MBA student and Alumni Networking Program. This program will be aimed at bringing MBA students, and Lindenwood graduates together for the purpose of educational and networking activities. (Hardman, White)
- Implement a certificate program to meet local business needs and to encourage ongoing learning (Hardman, Otto)
- Increase collaboration to better schedule and document speakers and activities for many "management clubs" and management activities within the division. (Hardman, Kamm, Schultz)
- Implement the new MBA emphasis in Entrepreneurial Studies (Morris)
- Research the need for a new upper level finance course, with a focus on financial institutions and financial markets to be offered in the 2005 J-Term. (Morris)
- Implement the new, BA Sports Management Curriculum to meet NASPE/NASSM standards. Omit "to enhance the program" (Ellis)
- Implement the new MA Sports Management Curriculum to meet NASPE/NASSM standards. Omit "to improve the program"(Ellis)
- Develop a Sports Management Advisory Panel to facilitate the needs of both potential employers of Sports Management graduates (Ellis, Hudgins)
- Participate in the planning process of the renovated and expanded Harmon Hall as the primary location for the Division of Management.
- Evaluate a revised International Business Program that attempts to utilize more of the available curriculum from throughout the University (Wlodarczyk).

- Develop a new Internship process more specific to Retail Management students needs. (Schultz)
- Develop a Retail Management Advisory Panel (Schultz)
- Increase the number of “Focus on Business” programs on KULU.
- Institute the Lindenwood Event Administration and Promotion Progrsam through the Sports Management Degree curriculum. (Ellis, Arns)
- Pilot the placement of a pre-test/post-test on a web CT site. (Cernik)
- Determine the feasibility of expanding the “Saint Charles County Profile” aired on KCLC to also show on KULU (Cernik)
- Working in conjunction with members of the Sciences Division offer workshops to teachers of high school honor programs in the ICSE of Web CT. This is seen as a means of recruiting honor students from these high schools. (Cernik)
- Further integrate the International Business Program with the overall vision of the University. To more closely reflect the University’s liberal arts educational philosophy by broadening the scope of elective requirements in several areas including ethics, philosophy, languages, etc. (Włodarczyk)
- Assessment and refinement of MIS offerings. (Lesh, Ezvan)
- Develop a new course in project management for consideration (Hammond)
- Develop Open Source Software course to be offered during the aJ-Term (Lesh)
- Replacement courses, upgrading, the state of our course offerings in MIS will be developed and will include XML and web services as well as new material added on data running and data extracting and reporting (Ezvan, Lesh)

Changes in Five-Year Goals for 2004-2008

None

Projected Major Counts

Year	Acct	Bus Adm	Fin	HR Mgmt	Int'l Bus.	MIS	Mktg	Mgmt	Pol Sci	Public Mgmt	Sports Mgmt.	Retail
2005-06	108	744	79	37	52	90	132	20	42	21	96	45
2006-07	109	759	80	38	54	91	130	27	43	22	98	60
2007-08	110	782	82	39	56	92	136	24	45	23	100	65
2008-09	112	790	84	40	58	94	140	28	46	24	102	70
2009-10	114	800	85	40	60	95	145	30	47	28	105	75

Projected Undergraduate Degree Count

Year	Acc t	Bus. Adm	Fin	HR Mgmt.	Int'l Bus.	MIS	Mgmt	Pol. Sci	Pub Mgmt	Sports Mgmt	Retail
2005-06	20	210	3	30	17	15	2	12	10	22	10
2006-07	22	215	5	35	20	18	3	15	12	25	15
2007-08	25	220	8	37	25	20	5	17	15	35	20

Projected Graduate Degree Count

Year	Mgmt MA	Mktg. MA	Int. Bus MA	Spt Mgmt MA	Other MA's	Fin MS	Mkt MS	Mgt MS	Other MS
2005-06	3	3	1	4	3	2	2	2	1
2006-07	3	4	2	5	4	3	1	2	2
2007-08	4	4	3	8	5	3	2	2	1

Year	Acct MBA	Bus Adm MBA	Fin MBA	HR MBA	Int Bus MBA	Mgmt MBA	MIS MBA	Mktg MBA	Pub Mgmt MBA
2005-06	9	180	13	10	15	7	13	10	2
2006-07	10	185	15	12	16	8	14	12	2
2007-08	12	190	16	15	18	9	15	15	2

Sciences

Statement of Purpose

The Lindenwood University Sciences Division stresses critical thinking skills and data-based decision making. Our mission is not only to effectively convey the content of Mathematics and the Natural and Behavioral sciences, but also to nurture a scientific attitude toward investigation and discovery. We consciously balance basic science with applied science, and the study of the human body and mind with stewardship of the natural environment.

Student Enrollment

2004-05 Head Count of Students in the Sciences Division

Biol	Chem	PreHealth	Comp Sci	Math	PreEngin	Psych	Soc/Ant
81	18	97	58	18	16	122	8

Personnel and Facilities Changes

The current Sciences Division faculty consists of:

	Regular	Adjunct
Biology	4.5	
Chemistry	3	
Comp Sci	2	
Earth Sci	2	
Math/Phys	5	3
Psychology	5	1
Soc/Ant	<u>2</u>	<u>0</u>
TOTAL	23.5	4

The Sciences Division has 17 professors with terminal degrees.

As of 2004/05, Young Hall, in which the division is housed and teaches most of its classes has 16 classrooms / laboratories that are outfitted with computer projection technology.

Changes in Assumptions

None

Two-Year Action Plan for 2004-06

- Continue to expand contacts with area high school and community college science faculty to increase their awareness of Lindenwood's Science programs, thereby increasing quality and quantity of incoming science students (Program Managers; ongoing)
- Complete installation of computer projection equipment in all classrooms in Young Hall so that all students can benefit from integration of appropriate technology in instruction (Soda; 8/05)
- Continue improvements in Sciences Division Program web pages to enhance recruiting of computer-savvy students who expect a detailed and informative web presence (Golik, Perantoni, VanDyke; ongoing)
- Evaluate potential for improvements in existing greenhouse facilities (Mettler-Cherry, Abbott; 3/05)
- Evaluate requirements for equipment repair and/or purchase for Chemistry and Biology; develop 2-3 year plan (Pavelec / Abbott 3/05)
- Evaluate the potential for adding a minor in Physics (Dey 10/05)
- Expand coordination between Earth Science and Biology curricula to incorporate technology such as GIS in gathering data at field sites, particularly at the Boone Campus (Mettler-Cherry / Perantoni 5/05)

Assessment Goals

- Biology: Revise Biology majors assessment exam to include Environmental content
- Sociology and Anthropology: Identify desired competencies as illustrated in portfolios; develop minimum standards; develop action plan per assessment results
- Revise assessment tools in Psychology to incorporate data from previous years (Kelly 3/05)
- Develop assessment tools for new courses in Earth Science (Williams 5/05)

Changes in Five-Year Goals for 2004-2009

- Plan for completion of Chemistry Instrument Lab modernization.

Student-Major Projections

Year	Biol	Chem	PreHealth	Comp Sci	Math	PreEngin	Psych	Soc/Ant
2004/05	81	18	97	58	18	16	122	8
2005/06	85	19	102	60	18	19	128	9
2006/07	89	21	107	63	19	23	135	10
2007/08	93	22	112	67	19	26	140	11
2008/09	96	24	117	71	20	29	145	12
2009/10	100	25	122	75	20	32	150	13

Graduation Projections

	Biol	Chem	Comp Sci	Math	Psych	Soc/Ant
Year						
2004/05	15	4	8	13	24	1
2005/06	16	5	9	15	26	2
2006/07	17	6	10	16	27	2
2007/08	18	7	12	17	29	3
2008/09	19	7	14	18	30	3

Changes in Future Directions

None

General Education Program

Statement of Purpose

The mission of Lindenwood's General Education Program is to ensure that all Lindenwood students receive a "liberating arts" education with long-lasting functionality – a broad and deep foundation for problem-solving, innovation, meaningfulness, and personal satisfaction throughout life. We want to instill the ability to "think outside the box," the courage and motivation to make a real difference in the world, and a proclivity to be other-centered in personal relationships as well as in one's work.

Two-Year Action Plans for 2004-06

- Develop specific, incisive rationales for each of Lindenwood's general education requirements
- Explore the desirability and viability of formalizing general education requirements for our graduate programs and make resultant recommendations to the Deans' Council
- Conduct the annual review of general-education-course syllabi relative to their formal completeness and substantive quality
- Review the general-education components of Lindenwood's comprehensive student assessment program and make recommendations for improvement

Changes in Five-Year Goals for 2004-08

- Work with the Humanities Division to refine and strengthen a junior-year writing assessment and a related general-education course in professional writing for students who need additional education in this area

Boone Campus and NCSACV

Statement of Purpose

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. Lindenwood's National Center for the Study of American Culture and Values (NCSACV) is the overarching educational and cultural program that creates and delivers these distinctive learning experiences. The NCSACV has six "cornerstone" programs: American History and the American Experience, American Citizenship and Civics, American Heritage – the Arts, the Humanities, and Historic Interpretation, Character Education and Character Development, Ethics, Faith, and Spirituality.

Personnel Changes

The Boone Campus has by a new Director who resides on the premises and devotes full attention to the campus and village.

Changes in Assumptions

- The Boone Challenge Semester will be operating in full form as a unique experience in American higher education by the fall of 2005

Two-Year Action Plan for 2004-06

- Van Bibber will offer farming with popcorn, bean fields and a heritage garden of traditional plants.
- Storage barn beside blockhouse will be dismantled. The barn will be enhanced with a fenced-in pasture to allow for grazing.
- We have four (4) sheep as a potential animal for school.
- Wood Pole Barn is under consideration to be installed on the backside of the Storage Barn for lumber.
- Landscaping and driveways into the building will complete the Craftsmanship Center project.
- New stone walks are being constructed into Van Bibber from parking lot.
- Boone Home updates of a new roof and improved air system. The roof will be a shake style using cypress for longevity. The air system is needed to better control humidity to protect the artifacts.
- Boone Home gutters need shields installed to eliminate regular cleaning, as they are difficult and dangerous to approach.
- Electric and plumbing/sprinkler systems need inspection.

- Borgmann Mill has been spotted for renovation and reconstruction. Vinegar Mill will be installed with some pieces missing to better represent operation.
- Post Office needs wood stove or heater.
- Smoke house needs tuck-pointing and fire pit added for the smoking process.
- Engledew porch: Add benches and hanging lanterns.
- Finish Lower Level of Engledew as meeting room: Ceiling, flooring, lighting and kitchenette.
- Grading needed in several areas. Many dead trees and rock and brush debris will be removed from border of the Village.
- Small Outbuilding next to Stake to be removed to Craftsman Center as a learning project in restoration.
- Arbor benches need restoration and weather protection.
- Well needs tuck-pointing and the top installed for safety.
- Detached kitchen needs weather protection.
- We will repair the roof of the Stake House boiler room.
- Stake ramp/path needs tuck-pointing.
- Chapel boiler needs shed built to protect it from weather.
- Chapel sprinkler needs two heads installed
- Cabinet Shop needs all windows stabilized, chinking repaired, and ramps on back rebuilt and weather treatment. Several leaks need to be explored and repaired.
- Chicken Coop will transform into Landscaping Shed. New roof, siding and drive in door are needed to complete this.
- Potter's Kiln Yard Shed built. This is the only building project and quite necessary to complete the Potter's Operation. The kiln and wood need protection from the weather and using tarps is a terrible eye sore. Pottery is very popular with the living history camps and can be used for classes through L.U. School House needs weather protection.
- Gas tanks will be moved to Storage Barn and Propane Tanks should go underground.
- Scouts will clear brush along the stone wall north of Sappington Dressel House during music festival. This will be a service project in exchange for camping on the property at the Boy Scout camp the same weekend.
- Spring needs engineering plan to prevent further sinking.
- Carriage House Roof will be repaired.
- Path in Museum Shop and path to Boone Home need to be replaced.
- Will meet with Boone Society in May to discuss 2004 Boone Family Reunion in St. Louis.
- 2004 Special Events will include the following: September 24-25 – Pioneer Days; November 26, 27, & 28 – Harvest Home Days; December 3, 4, 10 & 11 Candlelight Tours.
- Begin planning and development of the newly acquired 30-acre tract adjacent to the existing Boonesfield village

Educational Action Plan for 2004-06

- Summer YMCA Living History Camps set for June & August. Plans to offer a similar program to an open registration are being discussed.
- The Education Division will conduct classes on character education for teacher-education students this summer and fall.
- “Scouting the Boone Home” workshop has been planned for this summer, in conjunction with the Department of Conservation. The workshop, targeted to education graduate students, will explore further experiences for school children at the Boone Home.
- The Institute for the Study of Economics and the Environment will schedule at least three internationally recognized speakers on environmental issues.

Changes in Five-Year Goals for 2004-2008

- Plans for Boone Challenge Semester for 2004 are underway. We will offer a unique opportunity for students that will challenge and develop the whole person as preparation for the new frontiers of the 21st century.
- We will develop effective regional and national marketing to bring some of the nation’s top undergraduate and graduate students to the Boone Campus for a semester or more of immersion in the site’s unique heritage and culture.
- The Development Office will pursue several additional grant opportunities, targeting mainly private sources with particular interests in the themes of the NCSACV.
- We will augment programs and events for each of the cornerstones of NCSACV, but particularly for the newest component, Ethics, Faith, and Spirituality, which we will develop in tandem with our Christian Ministry Studies curriculum.
- The Institute for the Study of Economics and the Environment will seek sufficient benefactor support to become self-sustaining as a research, educational, and policy development enterprise.
- Construct and operate a new visitors’ Welcome Center.

Faculty Strategic Planning Committee

Statement of Purpose

The Faculty Strategic Planning Committee provides for and stimulates an ongoing process of faculty vision, discussion, and input regarding present and future directions of Lindenwood, and to strengthen each faculty member's sense of professional partnership in this University.

Structure and Function

- Each division and LCIE will elect two representatives each May, at about the same time the EPC and the GE committees renew their expired positions. [But this year the divisions will hold those elections this month to begin this initiative.]
- The Committee will elect a chair and a vice-chair (who will lead the meetings when the chair is unavailable)
- The Committee will meet at least four times per year to review the strategic plan and updates to it and discuss ways to improve on that blueprint; new ideas will be welcomed and encouraged.
 - The Committee will keep minutes of its proceedings and provide the Provost with electronic copies of the minutes within 10 days after it meets.
 - The Committee will send its suggestions and recommendations in writing to the Deans' Council through the Provost, and the Deans' Council will discuss the submissions and send its recommendations to the President for review.
 - The Deans' Council or the President may request additional information or a clarification from the Committee.
 - The Committee will meet with the President and Provost at least three times per year to exchange ideas and feedback – once each in early fall, at mid-year, and in late spring. The Committee may request additional meetings with the President when circumstances warrant that.
- The Committee will hold an open Faculty Forum at least four times per year, for purposes of discussion and debate of planning ideas and issues – usually in months when there is no scheduled faculty meeting.
- These forums will be open to all faculty members, and every employee with faculty status will be invited to participate.
 - The Faculty Strategic Planning Committee will be responsible for issuing timely notice of such forum sessions to all who are eligible to attend.
 - The forum discussions will be led by the chair and co-chair of the Committee, and one or more faculty members will be appointed to take notes for the purpose of keeping a record of these open meetings.
 - A copy of the forum notes will be sent to the Provost within 10 days following each forum session.
 - Questions and recommendations developed in the forum session will be taken back to the Faculty Strategic Planning Committee for review, discussion, and consideration.

Formal Authority:

- The purpose of instituting this new committee is to help make faculty members more aware of and involved in the planning process and to enhance faculty members' professional investment in this University and her students.
- The Faculty Strategic Planning Committee and the Faculty Forums are not meant to replace the administrative prerogatives and responsibilities but to augment the work of the administrative offices.

Tentative One-year Action Plan for 2004-05

RETENTION AND ADVISING

The faculty recommends that the highest priority be placed on updating the Admissions, Advising, and Registration procedures. Improvements in the timeliness and accuracy of information necessary for the advising, mentoring, and retention of Lindenwood students should do the following:

- Help more accurately direct students into the proper courses in the proper sequence.
- More quickly identify students who may be at risk academically and determine what corrective measures are available.
- Provide faculty advisors and other mentors with specific, updated, coordinated contact information and progress reports regarding students.
- Facilitate better planning in matching course offerings to student needs.

STUDENT RELATIONS

- The subcommittee has met with the Student Government and its leadership to investigate possible ways that we might open greater lines of communication. There are several topics about which LSGA representatives were interested in working with faculty on, including library resources, open hours in labs and the library, faculty information on the web, co-ed study space, advising, improved course evaluation (already in progress), and an academic grievance process. The committee is now working to determine which of these issues are appropriate for this group to consider. Most importantly, LSGA expressed an interest in working to develop ways for greater interaction with faculty on issues of mutual concern and benefit.

FACULTY FORUM STARUP

- When: November 3 (tentative)
- Where: Leadership Center
- Time: 3 to 4:30 PM

Student and Program Support

Academic Services

Statement of Purpose

The Academic Services Office is dedicated to creating a positive, people-focused culture and operational excellence at Lindenwood University. This division provides services for all student populations, support to the administration, faculty and staff, and fosters communication between all academic and student services.

Personnel Changes

The Academic Services team includes Director of Academic Services, Registrar, Registrar for Student Services, one Assistant Registrars, Director of Records, Admitting Coordinator and four Data Coordinators.

Two-Year Action Plan for 2004-06

- Enhance support for at-risk students and students with learning disabilities, to increase the success rate in the student population (registrar for student services, mentoring director, team; ongoing)
- Evaluate and improve advising, tutoring, student retention mechanism, to augment the success rate of first- and second-year students, in particular (associate registrar, mentoring director, team; ongoing)
- Integrate technical advances into everyday operations, to improve services, advising, registration, record keeping, report generation, degree audits, and VA certification, to boost our competitive edge and increase customer satisfaction (director; admitting coordinator; ongoing)
- Establish six additional articulation agreements with partner schools, to increase recruitment of quality students and facilitate the transfer process (director of records, provost; ongoing)
- Renovate of the Academic Services office, to make the operation more customer friendly and accessible (director, team; 8/04)(new carpet and paint project finished)
- Install and implement effective digital imaging system, to increase the effectiveness and efficiency of document handling (director, information services director, provost; ongoing)
- Implement an electronic database reference catalog for electronically stored course syllabi. These will be sorted on CD and Hard disk – they will also be available online for student and faculty reference (director, information services director; 9/04). (First information in this format received for Fall 2004 - on going)

- Work with computer services to develop a room scheduling program reference (director, information services director; 8/04). (program in place still needs tweeking)
- Work with computer services to develop a degree audit program, which will allow advisors and students to better track progress toward their chosen degree. (director, information services director; 10/04). Change date to 10/05

Changes in Five-Year Goals for 2004-2008

- Continue to improve technology of student database for improved faculty and student computer accessibility to limited academic records

Admissions

Mission

The office of admissions serves the University mission by identifying and enrolling talented students of all ages who will benefit from our many programs of study and co-curricular activities. We strive to continue to attract students whose ability, interest and attitude match the Lindenwood University culture.

A special emphasis is placed on major involvement of all faculty, staff, board members, alumni, and friends to identify talented prospective students of all ages: “The admissions office is not the entire University. The entire University is the admissions office.” Continue to develop ways for our department to be more student-friendly and service oriented, both at the main campus and specifically at each of the satellite campuses

Changes in Personnel and Facilities

The International Admissions Office and Director of International Relations have moved to the student services offices in the Spellmann Center.

Personnel Responsible for Traditional Undergraduate Students

- three full-time Assistant Directors of Admissions two full-time Counselors
- four three-quarters time equivalent Admissions Representatives, coaching one sport
- 11 part-time equivalent coaches, (staff and faculty with recruiting responsibilities)
- three part-time staff in cheerleading, dance, and bowling with recruiting responsibilities
- one full-time administrative assistants
- One full time undergraduate Assistant

International Admissions

- Director of International Relations
- one full-time administrative assistant
- one Graduate Assistant

Personnel Responsible for Adult, Corporate and Graduate Students

Main Campus:

- One full-time Director of Site Enrollment Management
- one full-time Manager, Corporate Partnerships
- two full-time Admissions Counselors
- one ¾-time Admissions Counselor coaching one sport
- one ¾-time clerical assistant
- One full-time graduate assistant admissions counselor

Westport :

- One full-time site manager

- Two part-time Graduate Assistants

St. Anthony:

- one full-time site manager, split time with Adult and Day recruitment
- one part-time Graduate Assistant

O'Fallon:

- one full-time site manager
- one part-time Graduate Assistant

Wentzville/Moscow Mills:

- one full-time site manager
- two part-time Graduate Assistants

Belleville:

- One full time Admissions Counselor for all programs

Weldon Spring/Washington/Boone Home

- One multiple site manager

Dardenne Presbyterian Site

One part-time Admissions Representative

Two-Year Action Plan for 2004-2006: Traditional Undergraduate

- Reach resident student enrollment capacity with the most talented students identified (team; ongoing)
- Continue to enhance student referral initiatives through closer, ongoing contact with all full- and part-time faculty, staff, and current students (*team*; ongoing)
- Enhance and strengthen undergraduate student ambassador program (J. Guffey, J. Parisi;)
- Continue to update recruitment materials and website with major emphasis on professional public image branding across all programs (J. Guffey;)
- Continue strategy of greater stratification of institutional funding (J. Guffey; 08/03)

Five-Year Goals for 2004-08: Traditional Undergraduate

- Continue and strengthen all current initiatives, especially in prioritization of applicants
- Gradually reduce general institutional aid provided to allow for greater stratification
- Continue to implement creative recruiting initiatives, such as the Pork-for-Tuition and Rural Teachers Scholarship programs

One-year Action Plan for 2004-2005, Adult, Graduate and Corporate Admissions

Secure and expand position in Adult, Corporate and Graduate market in our service area through more aggressive direct corporate/organization and person-to-person marketing.

Continue to invest in personnel, salaried and student assistants where needed, especially in off campus sites to better accomplish this objective.

- Continue growth pattern across all degrees and formats
- Increase the rate of growth in each degree program
- Continue to explore creative corporate partnerships in a strategically organized way
- Continue to place an emphasis on retention of continuing students.
- Continue to update and develop creative recruitment materials with major emphasis on professional public image branding across all programs
- Develop effective communication and administrative systems with and between satellites and the main campus to create efficiencies not currently in the system
- Continue to develop the ability to accommodate new student growth within the admissions, business, financial and academic systems
- Aggressively recruit adult students for satellite locations. Cross-recruit their college-age children for Traditional Undergraduate Program.

Corporate Partnerships Strategic Plan – 2004-05 Update

Statement of Purpose:

- To grow enrollment through aggressive marketing with a two-pronged approach.
 - First, to nurture the partnerships we currently have.
 - Second, to develop new partnerships in both established and growth areas

One-year action plan for 2004-05, Corporate Partnerships:

- Nurture the business relationships we currently have through personal one-on-one contact.
- Develop new business relationships in growth areas. Key areas are, but are not limited to: municipalities and other taxing districts, and the areas of O'Fallon, Wentzville, Troy, Warrenton, Weldon Spring and Belleville.
- Develop new business relationships in established areas – i.e. St. Charles, Westport and South County.
- Refine marketing effort with focus on developing a consistent message. Enforce branding by using consistency in logo, website, mailings, letterhead, etc.
- Continue to grow fire science management degree program through continued marketing with a goal of 100 students by year's end.
- Utilize relationships within the University (i.e. board members, adjunct faculty, full-time faculty, Development Department) to gain access to businesses.
- Continue presentations to community groups.

Five-year Goals for 2004-2008: Adult, Corporate and Graduate Admissions:

- Continue to develop and/or refine systems within and between campuses that are able to accommodate growth in new students
- Offer adult classes in new venues where a successful market is identified

- Continue and strengthen all current initiatives

Five-year Goals, 2004-2008: Corporate Partnerships:

- Strategically place Lindenwood supporters on influential boards and commissions in key areas.
- Consider the integration of public relations, corporate partnerships, development and alumni into a cohesive marketing unit under one department.

Ten-Year Vision, All Admissions:

- We will continue aggressive recruiting effort in all admissions areas. We will strive for a reduction in general institutional aid while continuing to assist exceptional students with need.
- Continue to work to retain students in order to raise total enrollment rates.

Athletics

Statement of Purpose

The purpose of the Intercollegiate Athletics Program is to provide a variety of extracurricular 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.

Personnel Changes

The Athletics Program is staffed with an Athletics Director and 35 staff members. Of these, 20 are full-time employees and 15 part-time employees. All full-time coaches teach, work in the Admissions Office, or have other staff duties in addition to their coaching responsibilities. Twenty four Graduate/Graduate Assistants are involved in the Athletics Programs or in the Athletic Training Program.

Facilities Changes

- Purchase Ice Hockey Arena in Wentzville, Missouri

Two-Year Action Plan for 2004-06

- Remodel Harlan C. Hunter Stadium with new seating (increase to 6,100), press box, bathrooms, concession, scoreboard and sound system.

- Build a new Lou Brock Memorial Baseball and Softball connecting stadium complex.
- Continue to support 38 intercollegiate and sports programs on the varsity level and encourage the support of 36 freshman and or developmental programs, to increase recruitment and development of varsity-level athletes.
- Add Men's and Women's Rifle and Pistol as intercollegiate sports, to increase opportunities for student involvement in intercollegiate sports.
- Host the NAIA Swimming and Diving National Championships.
- Organize and promote a national post-season tournament for Field Hockey.

Changes in Five-Year Goals for 2005-2009

- Continue to encourage participation at the Varsity and Junior Varsity levels in all sports.
- Strive for higher academic performance by student athletes.
- Continued awareness and compliance with gender equity issues.
- Maintain an ongoing outstanding coach-player ratio in the athletic program – one that will encourage students to know that they will get individualized instruction if they choose Lindenwood University.
- Construction of a Natatorium facility.
- Construction of an Indoor Track and Field facility.
- Construction of shooting facilities for Pistol, Rifle, Skeet and Trap.
- Create a home Cross Country course.
- Continue hosting the NAIA Swimming and Diving National Championships.
- Continue bidding for hosting additional NAIA National Championships.
- Continue evaluation of the potential for adding new sports to meet the needs of the increasing student population.
- Seek options of membership in additional national athletic governing bodies for sports not sponsored and administered by the NAIA.

Bookstore

Mission

The mission of the bookstore is to provide students with access to the books and supplies they need to succeed in college.

Personnel Changes

The bookstore is staffed with one business officer and two other employees, one for the lower level for books and supplies and one for the upper level for cash register operations, preparing emblematic merchandise for sale, computer work, coach and operation of the women's ice hockey team. Three part time Grad students to assist sales person in the everyday operation of the store.

Facilities Changes

None

Changes in Assumptions

None

Two-Year Action Plan for 2004-05

- Improve emblematic merchandise to increase sales volume. (manager ongoing).
- Improve fixtures in the lower level (manager; J. Mueller).
- Reduce the number of returned books by having a better count of students needing same by instructors.
- Reduce pilferage by having security cameras in areas in the bookstore. Especially the book department.
- Promote merchandise on the Lindenwood website
- Speed up the measuring of students for their cap and gown attire.

Changes in Five-Year Goals for 2004-2008

None

Business Office

Statement of Purpose

The Business Office is student-oriented and focuses on accurately charging and collecting. In this role, the Business Office maintains critical communication between the student and other departments such as Academic Services, Financial Aid, and Housing.

Personnel Changes

None

Facilities Changes

None

Changes in Assumptions

None

Two-Year Action Plan for 2004-2006

- To convert all student payment plans to our direct debt plan, to reduce default of payment plans (Kapeller; 6/05)
- Reduce the current percentage of accounts receivable by 10%, to save time spent on collection efforts (Kapeller;06/05)
- Purge inactive student accounts, to reduce confusion (Jackson; 06/05)
- Upgrade information systems between Financial Aid and Business Office, to improve communication (Kandel; 06/05)

Changes in Five-Year Goals

None

Career Development

Changes in Statement of Purpose

None

Students Served

The Office of Career and Development is open to all Lindenwood University students and Alumni.

Personnel and Facilities Changes

At this time, no personnel or facilities changes are anticipated in the coming year.

Two-Year Action Plan for 2004-2006

- Implement 4 year action plan in College Community Living classes
- Host Human Service Networking Fair, Education Interview Days and Career Fair
- Increase number of career preparation seminars offered to students
- Maintain membership in St. Louis Personnel and Placement Director's Association and Gateway Career Services Association
- Increase promotion of Career Services on campus

Changes in Five-Year Goals for 2004-2008

- Construct Career Resource Library – to be housed in main library
- Make all internship, volunteer and employment opportunities available in an on-line database that is free of charge to employers

- Increase junior/senior participation in America Reads/Community Work Service Programs, enabling students to broaden their range of marketable experience

Financial Aid

Mission

The primary service 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. More specifically, it is to provide a broad range of services within its available resources—ranging from assisting the student in filing the Free Application For Federal Student Aid, to applying for a Stafford loan, or establishing an individual financial plan guiding the student through the time period required to achieve his/her educational objective.

Personnel Changes

None

Facilities Changes

None

Changes in Assumptions

- With the continued growth in enrollment, the Financial Aid Office will serve in excess of 8750 students in the 2004-05 academic year – against the backdrop of a sagging economy.

Two-Year Action Plan for 2004-06

- Complete conversion of financial aid database to new software, to increase efficiency and service to students (Computer Services; TBA)
- Continue to train financial aid staff on new software, to increase service to students (Computer Services; TBA)
- Continue to utilize electronic services available through Net Wizard and Wiz Kid, to provide greater service and quicker delivery of funds to students (Team; ongoing)
- Update Financial Aid Web page on a regular basis, to offer more current information to students and potential students (Ziegenfuss, McCullough; ongoing)
- Continue to use the Department of Education electronic return of Title IV aid software, to increase accuracy and efficiency in the return of Title IV aid (Ziegenfuss/McCullough; ongoing)

- Continue to utilize electronic NASFAA encyclopedia, to increase accuracy in disbursement of Title IV aid (McCullough; ongoing)
- Strengthen training/cross-training for all financial aid staff, to better meet student needs

Changes in Five –Year Goals for 2004-2008

None Continue to work closely with all Lindenwood University administrative offices to more effectively and efficiently serve our students in a proactive manner

Information Services

Mission Statement

The Information Services (IS) mission is to advance the principles of Lindenwood University by providing superior Information Services support to our students, faculty, and staff through teamwork and innovation. Our goal is to help develop students who are well educated, socially enlightened, and morally centered citizens ready to take their place in the global community. Toward that end, Information Services focuses specifically on the talents, interests, and needs of our student charges. In them we encourage adaptive thinking as well as support and encourage their development of problem solving skills with the future in mind.

Two-Year Action Plan for 2004-06

- Continue implementation of the IS infrastructure for campus and intercampus connectivity, to increase student, faculty, and staff satisfaction (Bush; ongoing)
- Continue to fine tune our firewall project to limit both outside intrusions and inappropriate material from entering our intranet, to better utilize current facilities (Bush; ongoing)
- Construct online bookstore, to increase sales by making it convenient to do business (Bush; ongoing)
- Increase bandwidth for Internet and intercampus connectivity, to provide additional students with increased speed on the Internet as well as provide better connectivity for WebCT users and new programs that use streaming audio and other distance learning initiatives (Completed; 02/04)
- Implement the Distributed Technology Plan – This allows Lindenwood satellite campuses to connect to the Lindenwood University intranet in order to develop a seamless enterprise network capable of supporting all our campuses from a single site (Bush/ongoing)
- Intranet web page for on network students, faculty and staff. This service will allow Lindenwood University to provide static information to on campus viewers. It will provide policies, procedures and information that are not required on our public web site. Training material will also be provided on this site.

Changes in Five-Year Goals for 2004-2008

- Improve student email – Develop and deploy manageable, maintainable, controllable, and secure system for our students to communicate with each other, the faculty and staff, and well as the “outside” world without adversely affecting or diminishing the available bandwidth and computing power of our existing and anticipated network resources
- Enhance distance Learning – will come in five forms: One, it allows Lindenwood to reach out to the virtual community by making available additional online learning classes. Already the IS Department supports interactive lessons and information links between students and faculty and between students and specific computer-held learning material utilizing our network resources. The hope is to expand this resource. Two, use of video classrooms and available interactive technology could provide Lindenwood with the capability to “broadcast” classroom lectures to other direct video sites. Three, we can provide the local community with videocassettes for home study. Four, we could broadcast video on our local Higher Education station. Five, we can provide students on the Internet the same video broadcast available through our two previous venues. The ability of the IS Department to support and develop new links between the University and virtual resources is dependent on the future availability of resources.
- Fully implement streaming video services in order to provide parents and students with real content or Lindenwood University events. We can provide students, parents and alumni with both live and archived sports contests via the Internet.
- Implement WiFi on campus. Wireless capability would allow the use of laptops and PDA’s in “Hot Spots” on campus. Determining if outsourcing or in house is best solution.

Institutional Advancement

Statement of Purpose

The responsibilities of the Institutional Advancement office encompass activities and programs that help foster understanding and support among the university’s constituencies. The office stands as the fund-raising arm of the university and has direct contact with prospective donors, including alumni, foundations, corporations and friends.

Institutional Advancement articulates, facilitates, and encourages financial and other support for the enhancement of the University’s capacity to fulfill its mission. The office provides a number of private support-related services that include endowment stewardship, administration and allocation of gifts and bequests, a fund-raising recording and reporting structure, development and enhancement of community relations, and

planned giving programs and fund-raising for specific campus initiatives, including capital improvements.

Personnel and Facilities Changes

The office is currently staffed by a Director of Institutional Advancement, Director of Development, Manager of Database Systems, two work-and-learn students and a Graduate Assistant.

The Institutional Advancement office resides at 120 Kingshighway, adjacent to the Alumni House and Museum, which houses memorabilia and artifacts related to the University's history and heritage.

Changes in Assumptions

The core assumptions remain the same. Overall growth of both the student population and accelerated capital development has caused an expansion in the expectations for the Office of Institutional Advancement. Expansion of projects and responsibilities include:

- Fine and Performing Arts Center: Planning for the development of a Fine and Performing Arts Center has begun. This includes a comprehensive assessment of the fine and performing arts programs and priorities as well as the building plan for public and private funding opportunities. The funding mechanisms will include foundation support for model programs and capital, an expanded and customized planned giving program for the endowment, and a strategic approach to maximizing individual participation.
- The Expansion of Harmon Hall: The acceleration of the building of a fine and performing arts center has allowed for a more immediate expansion of the facilities and programs in the area of business and management. A coordinated effort between the administration and faculty of the business and management programs will allow for a successful campaign fundraising campaign for both the programmatic areas and the renovation of the building.

Two-Year Action Plan for 2004-06

- Continue to develop a systematic approach to reaching annual fund goals
- Develop training tools for foundation and prospect research to be handled on a regular basis by graduate students
- Further develop the overall message and companion marketing materials that better express the necessity of growing the endowment
- Increase and expand the donor base for specialized programs and satellite campus priorities
- Seek donors to help fund the Brock Baseball/Softball Complex

Five-Year Goals for 2004-2008

- Annual: \$ 10 Million
- Capital: \$ 75 Million
- Endowment: \$ 24 Million (\$ 200 Million by 2027)
- Belleville Goal: Naming the auditorium (\$500,000)
- Carillon Tower: Goal: \$300,000 (phase 1);\$300,000 (phase 11)
- Boone Home: Boone Fellows Program; Welcome Center
- Lou Brock Sports Complex
- Harmon Business and Economics Center
- Fine and Performing Arts Center
 - Lead Gifts
 - National foundations
 - Corporate
- Planned giving
- Football Stadium
- Kirchner Plaza - paver campaign

Changes in Future Directions

- Further develop strategic funding plans for program areas, including academic and research activities, as well as capital projects
- Grow partnerships with other public and private entities where collaboration adds to student opportunity and institutional success

Leadership Center and Student Activities

Statement of Purpose

The Center's mission is to lead the academic community in developing young student leaders by providing effective, comprehensive educational tools and services. We will guide our students in developing and executing a personal leadership plan. The program will involve many facets of teaching, coaching, and mentoring. We will help students build self-confidence, which is the cornerstone to successful leadership. We will teach the importance of ethics and integrity in every phase of our lives. Building character, self-discipline and nurturing the development of strong values will be the foundation of the program.

Facilities Changes

The Leadership Center has moved completely to the Connection Center in Spellmann Campus Center.

Two-Year action plan for 2004-06

- Expand student activities in growth, quality, occurrence and diversification
- Make better use of student activities for not only retention but also recruitment through promotion with the radio station, TV station, newspaper and website
- Continue to expand and develop the usage of The Connection, striving to get students connected
- Continue to redefine the role of Butler Centre to better meet the needs of our diversified student population
- Continue to expand and build the Intramural Program
- Expand Fireside Chats (Dorm Chats) to at least three times a year
- Speak to all College Community classes concerning Student Activity opportunities
- Continue to actively encourage the 65 plus recognized student clubs and organizations to become more involved in activity sponsorship
- Use the new student wide e-mail system for 2004 to achieve more efficient and effective communication of activities
- Continue to expand student wellness/awareness programming, especially in student awareness/ wellness event expansion
- Continue to develop international activities, adjusting to our continually changing International population

Changes in Five-Year Goals for 2004-2008

None

Library

Statement of Purpose

The Butler Library serves the curricular and research needs of the students and faculty of Lindenwood University. The Library staff performs acquisitions, preservation, circulation and bibliographic control of print and electronic resources that support the University's curriculum. Staff of the Library promotes use of these resources through direct user support services, formal bibliographic instruction and development of instructional aids.

Personnel and Facilities Changes

Personnel

The current staffing consists of 4.5 (up from 4) professional librarians, and 2 paraprofessionals responsible for reference, circulation, bibliographic instruction, government documents, and electronic resources.

Facilities

- There are 15 public workstations that may also be used to access the library catalog via MOBIUS; the Internet; and the following databases: Academic Search Elite, MasterFile Elite, Health Source – Consumer Edition, Health Source Nursing Edition, Primary Search, Clinical Pharmacology, Eric, Literature Resource Center, Business and Company Resource Center, Wilson General Science index, Wilson Humanities Full-Text, Wilson Business Index, Wilson Social Sciences Index, Wilson Education Full Text, Philosophers Index, MLA, Lexis/Nexis, ProQuest Psychology, ProQuest Historical New York Times, Social Services Abstracts, and Social Work Abstracts.
- There are 9 staff workstations able to access circulation, OCLC cataloging, interlibrary loan and reference services.
- There are 128,602 books, serial back files, other paper materials, and government documents.
- There are 1212 theses.
- There are 10,142 bound volumes, 2416 microform reels in the periodical collection.
- There are 1568 videos, cassettes, and CDs in the audiovisual collection.

Changes in Assumptions

- A strong electronic presence of libraries and library resources will continue to be the trend. As a result, the library can be most successful by considering cost-effective ways to bring the library to the student versus expecting the student to come to the library for any resources that may be available electronically.
- The library must provide exceptional service by building better relationships with students and faculty and truly integrating the library into the academic process.
- The library is a cost-center and must be diligent in identifying cost effective ways to provide service, as well as identify opportunities to generate revenue if at all possible.
- The technology of information delivery will continue to evolve at a rapid rate and the library must stay aware of current technology and apply new technology when appropriate.
- The library should take every opportunity to ensure students develop lifelong learning skills.
- The library has a role in adding value to information by selecting, organizing, synthesizing, and evaluating information.
- The library exists as a support function for the university. As a support function, the library staff must behave in a proactive manner to understand all aspects of its patrons' service and information resources needs and behave diligently in providing those services and resources
- The constantly changing information, technological, and research environments will demand greater flexibility in staffing, training for staff, and allocation of institutional resources.

Lindenwood University Strategic Plan Update – Fiscal 2005

- Resource sharing will continue to be an important way to meet demands and keep costs in check.
- Changes in how library resources are used have changed the idea of the library as a physical space. Keeping this in mind, we must build and cultivate a space that caters to the changing perceptions of how the library building is used.

Two-Year Action Plan for 2004-06

- Evaluate and prioritize inter-library loan and circulation statistics to develop collection development priorities (MacDonald 7/04)
- Continue to update collection using vendor provided selection lists based on collection development priorities (MacDonald 8/04)
- Refine technical service outsourcing project to include multiple vendors. (MacDonald 8/04)
- Remodel Butler Library to reflect changing needs of users. (MacDonald 8/04)
- Evaluate online database offerings for renewal or elimination (MacDonald 8/04)
- Redesign and reorganize content on library web page to meet needs of on campus and remote library users (Christensen, Virgil, MacDonald 2/05)
- Develop interactive instructional tools for library education, as well as tools that may be used to support research projects across the curriculum (ongoing)
- Complete serials project (McWeeney, 7/04)
- Develop required training workshop for W&L (Jackson, Virgil 9/04)
- Have ¾ of reclassification project complete (Jackson, Hubenschmidt, Christensen (6/05)
- Streamline functionality of serials database, online databases, and library catalog (2/05)

Changes in Five-Year Goals for 2004-2008

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 Butler Library and its services into all aspects and locations of Lindenwood University.

- Develop and implement an ongoing marketing plan for library resources and services
- Strengthen both formal and informal relationships with faculty, administration and staff to make the Margaret Leggat Butler Library a truly integral part of the educational process
- Continue to provide increased service and resources via the web
- Continue to evaluate print collection and determine cost effective ways to supplement the collection electronically

- Develop subject specific instructional materials to be integrated into the library web environment.

Changes in Future Directions

No change

Student Activities

See Leadership Center

Work/Learn

Statement of Purpose

The mission of the Work-and-Learn program is to provide students with the opportunity to develop strong work ethics in a variety of occupations and basic work skills that they can apply to themselves 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.

Personnel and Facilities Changes

No Changes

Changes in Assumptions

No changes

Two-Year Action Plan for 2004-06

No changes in One-Year action plan. Development of prototype automated time reporting system has taken longer than expected.

Assessment Goals

- Raise the overall percentage level of students completing greater than 80% of their required work and learn hours. Current level is 52%.

Changes in Five-Year Goals for 2004-2008

No changes in Five-Year year goals

Changes in Future Directions

No changes in future directions.

Facilities

Main Campus

Statement of Purpose

The facilities department has four primary roles within the University. This department not only maintains the physical plant of the University but also works continuously to enhance and improve the appearance and condition of the existing physical plant. These two roles are performed so that the primary activity of educating students may take place in a clean, safe, and fully functioning environment. The facilities department is also responsible for providing input for planning of new construction projects. This input is a vital part of the University's overall master plan. Finally, as new construction projects are implemented, the facilities department is responsible for overseeing the entire construction process. The combination of these four roles leads to achieving the facilities department's goals of exceeding the expectations of our customers and being able to attract new ones.

Personnel and Facilities Changes

Change 2 directors to 1 director, 9 maintenance/construction workers to 10, delete the electrician, 6 to 7 housekeepers.

Physical Plant: Change 13 classroom buildings to 14, 12 dorms to 14, 75 mobile homes to 0, 156 houses to 198 houses, add 69 rental units.

Add Weldon Spring building to Classroom Buildings, Add New Men's II (D) and New Women's (C) to dormitories

There are no mobile homes.

Change Linden terrace from 83 to 87, Kingshighway houses from 4 to 5, Glenco/Duchesne houses from 5 to 29, First Capitol Houses from 64 to 77, and add Powell Terrace rental units – 69.

Under Other: The Vehicle repair facility of West Clay has been demolished.

Changes in Assumptions

None

Two-Year Action Plan for 2004-06

- Continue construction of dorms E & F to provide 380 additional beds(Mueller – ongoing)
- Continue construction of new on-campus roads to provide better access through campus(Mueller-8/04)
- Complete renovation of stadium (Mueller –11/04)
- Complete construction of Lou Brock Sports Complex(Mueller – 2/05)
- Complete remodeling of additional labs to enhance science department services (Heidelbaugh – 8/04)

Changes in Five-Year Goals for 2004-2008

- Completion of Dorms E & F
- Completion of Loop Road
- Expansion of Harmon Hall
- Construction of Fine and Performing Arts Center
- Addition of new pedestrian pathways allowing better access to all parts of campus
- Finalize re-development plans for First Capitol area
- Continue to acquire new housing for married couples in Glenco area as necessary
- Continue to acquire new housing in First Capitol area for re-development project

Changes in Future Directions

None

Belleville Campus

Changes in Statement of Purpose

None

Personnel and Facilities Changes

Staffing includes a Director, an admissions counselor, a maintenance supervisor and a general maintenance worker.

Physical Plant: No changes.

Changes in Assumptions

None

Two-Year Action Plan for 2004-06

- Continue classes for degree completion and MBA courses
- Continue to locate tenants for reserve space, raising funds to support fine arts and facilities programs (with the help of the City of Belleville)
- Continue to establish partnerships with local businesses that result in tuition reimbursement for employees
- Continue to escalate our recruiting campaign in the Southwestern Illinois area to boost enrollments
- Continue to renovate and upgrade selected classroom areas
- Expand parking area
- Consider leasing space for not-for-profit educational/training programs
- Continue to pursue the forensics center project with Illinois State Police

Changes in Five-Year Goals for 2004-2008

None

Changes in Future Directions

None