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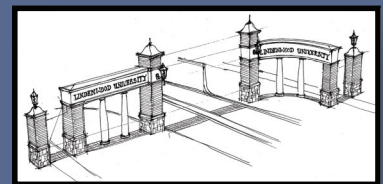
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STRATEGIC PLAN

Fiscal 2010



building



our



future

LINDENWOOD

LINDENWOOD UNIVERSITY

ST. CHARLES, MISSOURI

LINDENWOOD

University

STRATEGIC PLAN

Fiscal 2010

July 2009

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Lindenwood University Mission Statement

Lindenwood University offers values-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.

Executive Summary

The purpose of a college education is to help students prepare for their lives. As a liberal arts institution, Lindenwood University strives to impart general knowledge and to help students develop the ability to think rationally and develop their intellectual capabilities in the areas of literature, modern languages, art, literature, languages, philosophy, religion, political science, history, mathematics, and science.

However, as an institution, we understand that the world does not stand still. New discoveries in science are made each day; the history we study today is not the complete history that we will study a year from now; each area of study continues to grow and expand, and only by staying current with and looking forward, while embracing the newest theories and continuing to respect those theories that came before, will an institution be best prepared to educate its students.

In addition to the liberal arts, Lindenwood University understands the need to offer experiences to our students that will prepare them for the technical aspects of their future careers. Students need and want to learn from experts in their chosen fields; to train on the most up-to-date technology; and to have experiences in the classroom, the agency, the studio, or the corporation. Thus it is vital that as an institution, Lindenwood look toward and plan for the future.

Therefore, each academic school, university office, and standing committee devised a strategic plan that addressed a series of concerns. Each was asked to

- State the means by which the university mission is implemented within their school/department
- Explain how it will help students learn
- Summarize how it values all faculty members and students
- List its stakeholders and explain how it will respond to stakeholders needs
- Describe how it will be of service to its students
- Detail how effectiveness will be measured
- Sum up strengths and opportunities
- Outline the visions for the future
- List needs
- Inventory threats and how they will be overcome
- Explain efforts to retain and recruit students

After the schools, offices, and committees created their plans, each group met with the President, the Vice President for Academic Affairs, and the Vice President for Human Resources for an hour-long question/answer session. It was at this meeting that the President and Vice Presidents asked questions of the faculty and staff and that the faculty

asked questions of the administrators. It should also be noted that the Lindenwood Student Government Association (LSGA) also completed a strategic plan and met with the President and Vice Presidents to discuss their short and long term goals.

The purpose of this strategic plan, then, was to encourage all members of the faculty and staff of Lindenwood University to plan forward, to plan purposefully, and to plan with the needs of our students in mind.

Goals for the next year and next five years include each of the following:

- Hire best qualified staff: The Administration of Lindenwood University is committed to hiring the best qualified candidate for each available position. The President and the Vice President for Human Resources recognize the importance of hiring faculty members who are academically qualified as well as expert practitioners in their areas of study. When reviewing candidates for positions, three criteria in particular are considered: degree level (terminal degrees when possible), work experience in the area to be taught, and level of expertise in the most up-to-date aspects of the field.
- Creation of new sites and maintaining consistency among all sites: Lindenwood University is aware that students in the St. Louis/St. Charles area have a variety of educational options from which to choose. Therefore, when financially feasible, new sites are established for the benefit and convenience of LU students. However, as Lindenwood grows and expands, an area of particular concern is consistency among and quality assurance for each Lindenwood campus. As the university expands, monitoring of extension sites for consistent quality will be vitally important.
- Integration of programs: Just as the monitoring of extension sites is important to the quality of programming at Lindenwood University, the monitoring of all programs is also vital to the success and reputation of the university. Evening programs and day programs, quarter, semester, and five-term programs must all relate to one another, and consistency must exist within and among program. Deans of academic schools will work together to guarantee that a degree offered in one program is equal in quality and substance to a same-named program in another school.
- Communication: All offices and schools on the Lindenwood University campus is committed to strong customer service and communication. Examples of means by which communication with students is being updated is through the establishment of new websites and newsletters, surveys, and the use of Facebook and Twitter.
- New program options: As students express an interest in a field of study not currently available at Lindenwood, investigation into offering that

interest area is conducted. The university is currently looking at the possibility of offering new programming in the following areas: MA in Instructional Technology, MA in Math and Science Instruction, journalism teaching certification, Ed.D. in Educational Technology. BFA in Digital Cinema Arts, BA in Recreational and Leisure Studies, BA in Public Safety, Doctor of Business Administration, and BA in Geography, among others.

- Accreditations: Lindenwood University is aware that students study their options before committing to a university. Therefore, it is important that when appropriate, programs be nationally accredited. In just the past year, the programs in counseling and athletic training went through their accreditation visits. In the upcoming years, accreditation in business through ACBSP will be sought and TEAC certification for elementary education and ACS certification in Chemistry will be investigated.
- Preparation for the workplace: No longer does a college education consist of simply sitting in a series of classes over a period of four years. Today's student desires to learn in the classroom but also outside of the classroom. Therefore, it is important that students be offered internship opportunities when possible in all areas of study. It is important that students be offered experiences to study abroad and learn while being immersed in a different culture. It is also important that students be given the opportunity to conduct research, under their guidance of their professors, as they prepare for graduate school or research-based careers. Opportunities in each of these areas are being expanded for Lindenwood students.
- Recruitment and Retention: A university cannot exist without students; therefore, recruitment and retention of students is vital to the success of any institution. Each office and academic school responded to questions about recruitment and retention in their strategic plans. Among the many plans for recruitment are opportunities for students to become familiar with the university campus while they are in middle school and high school by attending camps and competitions. The summer 2009 will see two new camp opportunities, one in communications and another in human resources. Among other opportunities for high school students is the presence of a college student psychology conference to be held on the LU campus in the fall of 2009 and an area drum line competition to be held in August. In each case, students who may not have made a decision about the university to attend will be invited to campus to witness in person the programs and facilities LU has to offer.

However, once students enroll at Lindenwood, all personnel must work to retain them as students. The key to keeping students enrolled is

listening to their concerns; each office and academic school has worked to determine how they can improve retention by communicating more effectively with their students.

- Up-to-date facilities: In order to attract and keep good students, Lindenwood must offer the opportunity to study, live, and socialize in up-to-date labs, classrooms, housing, and social gathering areas.
- Advising and Professional Renewal: Based on the generosity and forward thinking of the Board of Directors, faculty members will have additional time with which to advise/mentor their students and stay current in their fields, aspects of a college education important to the success of our students.

In summary, Lindenwood University personnel are committed to offering the best educational opportunities possible to their students. As schools, offices, standing committees, and task forces created their strategic plans, they considered their missions and the needs and desires of their stakeholders; they looked toward the immediate and more distant future; they identified their goals and made statements concerning how to reach those goals; they carefully considered how to help their students learn and how to measure that learning; they planned how best to show their students that they are valued; and they considered their strengths, their weaknesses, their opportunities and their needs. All Lindenwood University employees are committed to offering an up-to-date curriculum taught by the best qualified professors, to helping students feel valued, to recruiting and retaining their students, and to looking and planning forward.

Assumptions

Students

- Size of core undergraduate student body on the heritage campus is stabilizing, but the adult and graduate populations will continue growing at a moderate pace for the next several years.
- Satellite campuses will continue to grow as new programs are added.
- The undergraduate population will stabilize at about 3900 residential students and 3500 commuter students (including evening undergraduates).
- The full-time day undergraduate population will see moderate growth of 50-75 students per year.
- The addition of the day program at Belleville will bring more growth.
- Graduate program growth will continue at an annual rate of 4%.
- The student body will continue to be of high quality and diverse along the dimensions of socioeconomic class, religion, ethnic identity, and national origin.
- Although Lindenwood will remain a teaching institution offering both graduate and undergraduate programs, new interactive technologies, including online courses and telecourses, may enlarge the teaching mission in the upcoming years.
- Student participation in research will be encouraged.
- The University will continue to provide opportunities for the whole person; physical, intellectual, spiritual, and social.
- The student retention rate will continue to improve by an annual rate of 2%.
- Recruiting will continue to be based both in the immediate area as well as across the United States and across the world.
- Pricing and diversity of services will become a greater determinant of whether and where students choose to attend college.
- The University admissions philosophy will remain selective but always mindful of the extraordinary potential of a motivated individual who is given an opportunity to excel.

Facilities

- The University will be physically responsible toward the St. Charles community.
- Renovation and repair of existing facilities will continue to be a high priority.
- The University will increase classroom space to accommodate the expanding student population.
- The University will continue to develop and enhance physical facilities at the Boone campus, the Weldon Spring site, and additional future extension campuses in the Missouri/Illinois region.
- State-of-the-art technology will continue to be installed in classrooms.
- The University will implement expanded electronic information access from campus buildings.
- The University will develop additional branch campuses in regional locations in response to opportunities consistent with its mission and purpose.

- Campus beautification will be a priority with the addition of trees and walking trails.
- Construction of two of the projected eight dorm units will begin, housing 50 students each for a total of 400 students over the next few years.
- Sign upgrades and landscaping will be ongoing.
- Belleville Campus facilities will continue to be upgraded and expanded.

Personnel

- The University and its Board of Directors will adhere to and strengthen the present entrepreneurial model of management for the foreseeable future.
- The University will experience only a minimal increase in the number of administrative and staff positions in the foreseeable future.
- The number of faculty members who serve primarily undergraduate resident students will undergo only limited growth.
- The University will incur no more than a 8% cost increase, including raises and benefits for existing personnel and the addition of new personnel after 2009-2010.
- The University will continue to build a faculty that thrives in a goal-oriented, merit-based environment and will continue tenure-free.
- The University will encourage additional input from faculty members in the form of strategic planning and governance.

Partnerships

- The University will continue to develop and strengthen its community partnerships and community-oriented communication channels.
- The University will continue to open and augment communication channels with students, alumni, faculty, staff, friends and supporters.
- The University will take an active role in civic health and revitalization matters.
- The University will continue to investigate and develop new articulation, certification, and degree-completion agreements with other organizations.
- The University will actively seek new partnerships in an effort to bring additional students to campus.
- The University will work to create strong relationships with Missouri and Illinois community colleges by establishing on-site offices and clearly stated transfer guides. Faculty and staff members will also work to establish a presence on each campus by visiting classes and speaking with students.

Community Involvement

- 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 strong work ethic.
- The University will remain vigilant and involved relative to community problems and their solutions.
- The University will continue to stay current with pertinent legislative initiatives at the local, state, and national levels.
- The University will increase its efforts to reach out to and engage the community.

Academic Programs

- The University will remain committed to the ideals of an independent liberal arts position, excellent teaching, student success, and development of the whole person.
- The University will seek diversification of academic programs, especially in the areas of corporate teaching opportunities, partnerships, and multi-disciplinary programs.
- The University will continue to refine and productively use its comprehensive student assessment program.
- The University will develop new delivery systems in all academic divisions to accommodate anticipated growth in graduate and adult markets at all sites.
- The University will encourage world awareness through course offerings and expanded opportunity for travel abroad experiences.
- The University will encourage students to participate in internships and practica when applicable.

Student Support Services

- The University will continue to support various intercollegiate and intramural sports, and those activities will continue to involve a large proportion of our undergraduate students.
- The University will augment its support services for the off-campus programs it is developing, including library access.
- The University will continue to expand its computer facilities and software to meet the needs of its growing student populations.
- The University will enhance its accommodation of students' social/developmental needs, with the goal of involving each residential and commuter student. Student government and student organizations will take the lead in these endeavors.
- The University will make available tutors in various areas of study when possible.
- The University will encourage utilization of academic mentors and counseling services when applicable.
- The University will continue to make health care available on the main campus.
- The University will continue to require attendance reporting by all instructors in order to identify students who may need redirection.
- The University will continue to hold high standards of ethical behavior through its academic honesty program.

Administrative Services

- The financial stability achieved in recent years will be maintained, no operating deficits will be incurred, the 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.
- Implementation of the CAMS system will allow students greater access to their personal information and will allow seamless communication among offices.

- Fund-raising will be given more emphasis and resources over the next several years, and gift income will become a larger percent of the overall budget across that interval.
- The University will increase the scope, depth, and quality of its relationship with its alumni.
- Management decisions will continue to be mission-generated and student-centered.
- Internal and external communications will improve.
- The University will play an active role in monitoring state lawmakers and others who may try to redirect state allocations to students attending private institutions.

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, and the Board, faculty, and staff review, evaluate, and revise them at least annually. 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 179 years.

Management

- Lindenwood will remain an independent, entrepreneurial, public-serving university.
- We will maintain an innovative, merit based, growth-oriented management system.
- We will remain debt-free, financially strong, and fiscally responsible.
- We will steadfastly ensure and provide for a balance between overhead and income.
- We will continue to deliver affordable, high-quality programs and services.
- We will enhance our partnerships and connectedness in the local and global communities.
- Because we exist for the student, we will consciously avoid self-serving decisions.
- We will take care to avoid conflicts of interest at all times.
- We will continue to grow our adult and graduate programs as the size of our traditional undergraduate population stabilizes.
- We will remain an opportunity-conscious university, embracing change, and even threats, as chances to improve and advance.
- We will continue to be creative in our thinking while boldly approaching new initiatives that are consistent with our mission.
- We will keep our management structure and function clear of administrative bureaucracy.
- We will continue to link accountability with prerogative and privilege on our campuses.
- We will continue to seek productive, innovative alliances with businesses, organizations, and other schools.
- We will avoid the insidious trend toward homogenization in higher education – we will continue to contrast, rather than compare, ourselves with the mainstream.
- We will continue to regularly and truthfully report the university's financial status to all in a clear, concise, and complete fashion.
- We will ensure our independence by not depending upon support from federal or state monies.

- We will make every effort to accommodate any qualified person who wishes to learn.
- 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.).
- We will expand our sites and facilities in ways consistent with our mission and successful business philosophy.
- We will continue to assist students financially, as needed.
- We will increase our donor base.
- Our general goal will be to develop market dominance in regional locations within a four hour radius.
- Our present and future leadership will remain committed to the entrepreneurial spirit.
- The faculty, staff, and boards will be effective ambassadors for the University.
- We will maintain compensation programs to attract, reward, and provide incentives for highly qualified teachers.
- We will consider government grants only selectively and without compromising our basic principles, philosophy, and independence.
- We will improve Lindenwood's name recognition around the state, region, and nation.

Teaching and Learning

- We will remain committed to teaching, learning, and responsible pursuit of the truth.
- We will continue to be values-based, student-oriented, and committed to diversity.
- We will continue to emphasize mentorship, holistic education, and lifelong learning.
- 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.
- We will continue to individualize the university experience for each of our students.
- 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.
- 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.
- We will continue to employ faculty members who are focused on teaching and mentoring.
- We will continue to use our whole curriculum and avoid overspecialization.
- We will continue to promote academic strength and student achievements.

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

Campus Culture

- We will continue to educate the whole person – academically, socially, spiritually, and physically.
- 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.
- 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.
- 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.
- We will continue to change lives and make a difference.
- We will honor and implement our traditional values as we strive to help shape the future.
- We will retain and teach the basic Christian values upon which the university was founded.
- We will be diligent achieving a goal of a 15% international student component in our resident student body.
- We will use and promote our cultural facilities.

Board of Directors

- We will maintain a Board of Directors comprised of individuals who, without exception, care deeply about Lindenwood, personally make gifts to the university, actively procure outside support for the school, and actively promote it to the community.
- 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.
- 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.
- The Board will continue to require all members of the Board of Directors to actively and regularly participate in Board meetings, functions, and responsibilities.
- The Board of Directors will become more involved with recruitment of students, especially through the Board of Directors Scholarship Program.
- The members of our Board of Directors must represent total integrity in the community.

Alumni

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

Faculty and Staff

- 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.
- 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.
- We will continue a recruiting system in which “The whole university is involved in the Admissions functions.”
- We will strive to maintain a high percentage of faculty members with terminal degrees.
- We will continue to employ faculty members whose primary focus is on teaching and mentoring students.
- Members of the faculty and staff will maintain total integrity on the job as well as in the community.
- Faculty and staff decisions and actions will consistently place the student’s developmental interests first.

People

Faculty

Lindenwood University has taken steps to employ the best candidate for each teaching position. When considering a candidate, three main criteria are considered: The first criterion is experience in the field of study. Lindenwood takes pride in the fact that professors in the School of Business, the School of Education, the School of Communications, and the School of Human Services, in particular, bring both educational background and experiential background to the classroom. The university believes that through experience on the job, professors are able to prepare their students for the reality of the workforce.

The second criterion is academic preparation. Based on a concern from the Higher Learning Commission, the administration at Lindenwood University set forth to hire a higher percentage of candidates with terminal degrees. Two years ago, 2006-2007, the percentage of full time faculty members with terminal degrees was less than 50%. The percentage of faculty members with terminal degrees rose by 16% by the beginning of the 2008-2009 academic year, to a level of 66%. When a new or replacement position becomes available, job placement descriptions include the need for applicants to have a terminal degree, and when applicable, job experience in the field. As the Faculty Council, Department Chairs, and Deans review the applicant pool, those candidates with terminal degrees are given priority status. The goal is to increase the percentage of faculty members with terminal degrees to 70-75% by 2011.

Year	Number of Faculty Members	Percentage of Faculty Members with Terminal Degrees
2006-2007	185	<50
2008-2009	200	66

Finally, the administration at Lindenwood University also recognizes the importance of hiring from outside of the institution in order to add different views, experiences, and areas of expertise to the faculty base. In 2007-2008, Lindenwood University employed 185 full time faculty members. Thirty of those faculty members, 16.2%, had earned their highest degrees from Lindenwood University. At the beginning of the 2008-2009 academic year, 200 full time faculty members were employed; however, the percentage of faculty members with their highest earned degree from Lindenwood University had decreased by close to 2% to 14.5% (29 faculty members).

Year	Number of Full-Time Faculty Members	Percentage of Faculty Members with Highest Degree Earned at Lindenwood University
2007-2008	185	16.20%
2008-2009	200	14.5

Students

Over the past twenty years, student enrollment numbers at Lindenwood University have steadily increased. During fiscal 1997, approximately 7000 students enrolled for classes. By the end of 2007, that number had risen to almost 14,000, an increase of over 100%. It is our goal that the number of enrolled students will approach 15,000 next year and 16,600 over the next four years. It is estimated that the largest growth areas will be in the evening programs, including the undergraduate and graduate LCIE programs and the traditional and 5-term evening graduate programs.

It is not enough to have students enroll, however. Equally, if not more, important is ensuring that those students stay enrolled and graduate. Many steps have been taken to increase retention, and these programs will continue. A discussion of steps taken to increase retention is listed in the appendices section of this document.

Lindenwood serves a diverse, talented student body of over 14,000 students, more than 3600 of whom are resident students. Seventeen percent of our students are members of minority groups, and 64.7% are women. We value the cultural, social, and intellectual enrichment afforded the campus by 998 international students who hail from 83 countries. Our domestic students represent 46 states. Our students' ages range from the teens to the seventies, with the average student being 30.88 years old.

Enrollments by Student Type: Unduplicated Head Counts

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-06
	Actual	Actual	Actual	Actual	Actual	Actual
Full-Time Traditional Undergrad	2992	3076	3167	3425	3778	3979
Part-Time Traditional Undergrad	130	217	148	180	139	218
LCIE Undergraduate	1507	1467	1497	1698	2067	2022
LCIE Graduate	1084	1141	1159	1314	1723	1474
MBA	500	387	382	462	410	480
ED/ART Graduate	1513	1830	2144	2610	3110	2890
NonDegree Undergrad	565	592	590	599	549	522
NonDegree Graduate	1829	2475	2431	1753	1287	1949
Total	10120	11185	11518	12041	13063	13534

Enrollments by Student Type: Unduplicated Head Counts

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
	Actual	Actual	Projected	Projected	Projected	<i>Projected</i>
Full-Time Traditional Undergrad	4286	4578	4422	4520	4595	4670
Part-Time Traditional Undergrad	200	428	461	200	200	200
LCIE Undergraduate	2014	2279	2472	2541	2641	2741
LCIE Graduate	1689	1181	1236	1314	1394	1474
MBA	430	414	428	578	601	624
ED/ART Graduate	3088	3536	3803	4000	4000	4000
NonDegree Undergrad	502	453	483	560	560	560
NonDegree Graduate	1769	1838	1309	1640	1640	1640
Total	13978	14707	14614	15353	15631	15909

	2012-2013
	<i>Projected</i>
Full-Time Traditional Undergrad	4745
Part-Time Traditional Undergrad	200
LCIE Undergraduate	2841
LCIE Graduate	1554
MBA	624
ED/ART Graduate	4000
NonDegree Undergrad	560
NonDegree Graduate	1640
Total	16164

Assumptions

Student retention will continue to be high priority concern for Lindenwood University. All steps possible will be taken to retain our students. (See appendices section of this document.)

Academic Divisions

School of Accelerated Degree Programs (LCIE)

Mission Implementation

The degree programs in the Lindenwood College for Individualized Education (LCIE) are committed to

- Using the Socratic method of teaching
- Requiring a sound core in the liberal arts
- Providing a structured, broad-brush approach in several major areas
- Preparing students to be competitive in an increasingly global market place
- Developing the student's analytical and communication skills, with emphasis placed on both written and oral communication
- Using a cluster format to serve the adult learner
- Providing mentoring for every student,
- Developing an appreciation of the importance of continuing growth and education with an emphasis on values-centered thinking

Helping Students Learn

LCIE will hold the following learning goals for all students:

- Develop an awareness of the relationships among traditional disciplines
- Improve written and oral communication skills
- Develop the student's analytical, synthetic, and research skills
- Become aware of community resources to foster lifelong learning
- Master a body of knowledge and skills within a field of study
- Improve interpersonal skills and practice working within a team
- Provide a generalist approach in several career areas

We will document student learning by continuing to

- Use tests in the clusters
- Collect instructors' grade books and compare them to the syllabi
- Collect and analyze student evaluations which have quantitative and narrative components written by the instructors
- Pilot pre and post tests in critical skill areas

We will monitor the currency and effectiveness of our curriculum by continuing to

- Have monthly meetings of the LCIE full time faculty to discuss these matters
- Require that program managers meet with their adjunct faculty and review and update the curriculum
- Analyze the yearly assessment document
- Work toward essential consistency between syllabi of different instructors teaching the same cluster
- Work with the day faculty in developing a schedule for visiting and evaluating all clusters and all adjunct faculty

Valuing All Faculty Members and Students

In LCIE, we will demonstrate that we value students and will build and maintain relationships with students by continuing to

- Have faculty advisors meet quarterly with their advisees
- Keep the curriculum current and relevant
- Plan student overviews while keeping in mind the rotations of clusters, most efficient use of transfer credit, possibilities for experiential learning credits
- Rotate clusters through the extension campuses according to student needs
- Schedule opportunities for colloquia that will expand their cultural and academic interests

We will show our full time faculty that we value them by continuing to

- Explore ways to address HLC faculty development concerns
- Work together as a team
- Meet at least monthly to allow faculty input on LCIE issues

We will show our adjunct faculty that we value them by continuing to

- Have at least one general meeting with them each year
- Encourage program managers to have group meetings with the adjunct faculty that they supervise to discuss curriculum, textbook, and student issues
- Maintain a current adjunct faculty handbook
- Instruct them in the use of CAMS and Lionmail

Understanding Stakeholder Needs

The stakeholders in LCIE include students, alumni, administrators, faculty, staff, employers, community colleges, graduate and professional schools, the surrounding communities.

We will address the changing needs of our stakeholders by

Students

- Providing an education that will prepare them for employment, further studies, personal growth
- Constantly reviewing clusters and delivering them on a schedule consistent with student needs.
- Searching for the most qualified instructors
- Monitoring clusters for consistency of student outcomes
- Monitoring the various sites for consistency of students
- Adding a section to the faculty evaluations in which students can make general comments rather than cluster/faculty specific comments.

Alumni

- Developing a questionnaire to be administered in the capstone courses whereby graduating students can inform us of their desire to participate in alumni activities and surveys
- Developing alumni surveys specific to LCIE
- Appointing a volunteer to work more closely with the Alumni Office
- Inviting alumni to colloquia presented by LU
Administration, Faculty, Staff
- Managing the collection of data such as grades, retention lists, syllabi, and other common reporting tools
- Interviewing and training adjunct faculty
- Efficiently sharing resources

Employers

- Encouraging program managers to visit local employers of the majors that they supervise and discuss their needs
- Discussing industry needs with adjunct instructors working in various fields
- Arranging internships as appropriate

Community Colleges, Graduate and Professional Schools

- Efficiently using community college transfer credit in the program overviews of our students
- Participating in community college fairs for four year schools
- Helping with articulation agreements as needed
- Assuring that qualified students are prepared to attend graduate and professional schools

Service to our students

We recognize the need for positive customer service, and we address this need by

- Employing full time, twelve month faculty advisors and staff
- Responding to emails and telephone calls promptly
- Providing the information that they need in a timely manner
- Reviewing and updating our product, the clusters
- Maintaining appropriate cluster size
- Enhancing the teaching environment

Measuring Effectiveness

We will measure student learning and performance by

- Checking it in the classroom through testing, oral presentations, written assignments
- Requiring a capstone course or culminating project at the end of the degree
- Discussing that learning and performance with our advisees
- see the Helping Students Learn section

The academic improvement priorities that we have set for the next year include

- Providing adjunct faculty with the core of their syllabus, ensuring that all students who take the same cluster will receive the same core instruction, while allowing instructors to employ their strengths in the delivery and augmentation of the cluster.
- Providing students with developmental opportunities in mathematics and communications as seen in the addition of a basic math class and post and pre testing in communications
- Visiting all adjunct instructors and all campuses to ensure consistency
- Working with the day faculty who teach corresponding courses.

Strengths and Opportunities

In LCIE, our strengths include

- Small class size and individual attention in the classroom setting
- Personal contact and mentoring from the faculty advisor
- Integrated clusters which can immediately instill an appreciation for applications of abstract notions
- Instructors who are working professionals in the areas that they teach
- Multiple campuses that provide working adults sites close to work or home, thereby making it possible for them manage full time jobs, families, and school

Our greatest opportunities for the next year include

- Strengthen the MBA degree program in LCIE by implementing changes as outlined by the ACBSP
- Complement other programs at LU. Work with the appropriate deans and department heads in achieving this integration
- Enhance management of off-site campuses and adjunct faculty with scheduled and non scheduled visits to classrooms

Visions of the Future

LCIE's vision for the next five years includes each of the following points:

- Creation of newsletters and offering of workshops and other events for students and alumni are in preparation by the various programs. (MFA, Criminal Justice, and other programs have begun such endeavors.)
- ACBSP accreditation to be achieved in March 2011 for the undergraduate management programs and for the MBA and remaining graduate management programs (sharing of doctorally qualified SBE faculty, hiring of more LCIE doctorally qualified faculty, implementation of currently outlined changes in curriculum)
- Achieve a lower student/ faculty advisor ratio (Hire faculty advisors)
- Offer all students comparable facilities and services (Work with the administration in assessing current facilities and services)

Over the next five years, we will see our curriculum change in the following ways:

- Implement a B.S. degree in LCIE
- Strengthen the quantitative components of the business related programs
- Increase the use of computer technology in the clusters
- Develop a program in public safety
- Evaluate the existing programs and determine if additional programs will serve the stakeholders
- See section on strengths and opportunities

Needs

Our projected needs in terms of space, equipment, library resources, and technology include

- Internet access in all classrooms
- Comfortable seating in all classrooms for 14 students and their personal laptop computers
- At least one teaching computer lab at each offsite campus
- One classroom at each offsite campus that can accommodate simple environmental science demonstrations and labs. This will involve storage for minimal equipment and software.

- Renovation of the Cultural Center

We recognize that the job market for our graduates will change, and we are prepared to meet the changing needs of our students by utilizing our local and regional networks and professional affiliations to promote the unique qualities of the Lindenwood graduate. Through collaborative efforts and regular dialogue, we will continue to offer students the best academic skills to the areas of greatest need. We will stress career placement as a component of the advisor role and utilize Lindenwood resources to create to the organization and businesses within our communities.

Statistics for LCIE

- Number and Percent of full time, part time, and adjunct faculty:
Full time: 13, 8%
Adjunct: 151, 92%
- Number of students served
Summer quarter, 2008:
Undergraduate: 1254
Graduate: 515
Total: 1769
Spring quarter, 2008
Undergraduate: 1451
Graduate: 628
Total: 2079
Fall Quarter 2008
Undergraduate: 1638
Graduate: 730
Total: 2368
Winter Quarter 2009
Undergraduate: 1681
Graduate: 769
Total: 2477
- Number of full time faculty members with terminal degrees: 5
- Class size range: 8 – 14
- Average number of advisees:

Threats

LCIE recognizes the following threats to its program and is prepared to meet those threats:

- Need to strengthen admissions standards in undergraduate and graduate programs
- Perceived short comings by HLC and ACBSP

- Student/Faculty Advisor ratio
- National and local economic issues
- Potential lack of internal cooperation in LU
- Facilities do not match the caliber of product that we advertise

Retention

LCIE will take the following steps to retain its majors:

- Revisit the definition of retention in light of the lower amount of corporate reimbursement.
- Continue to provide outstanding customer service and strive for excellence
- Collect meaningful retention data
- Maintain contact with students who choose to stop out for one or more quarters using lionmail.

Recruitment

LCIE will take the following steps to recruit new students into its program:

- Implement the claims made in the Strategic Plan, because much recruitment is by word of mouth
- Work with admissions

School of American Studies

Mission Implementation

The mission of the School of American Studies is to provide fully integrated learning on all education levels from elementary through university, emphasizing the preservation and protection of the historic structures, collections, and natural resources of the Boone Home and Boonesfield Village Historic Site. Further, the mission is to encourage the interpretation of the early American Frontier experience in Missouri as exemplified by the Boone family and their contemporaries.

Lindenwood's School of American Studies is committed to the following 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

The mission of the School of American Studies contributes to the overall mission of Lindenwood University by:

- Offering courses which can and should be cross listed with many of the other Schools and Departments: Education, Humanities, Human Services
- Offering several levels of professional certification that appeal to working professionals as well as students. These courses provide a presence in the fields of interpretation and public history that enhances Lindenwood University's standing as a source for specific education, training, and professional development.
- Utilizing the tourism and K-12 educational programs occurring at the Daniel Boone Home and Boonesfield Village as a unique opportunity for students in the fields of interpretation and public history to acquire hands-on, practical experience.

Helping Students Learn

The School of American Studies will hold the following goals for students for the next Academic year:

- Values of the students chosen professions and the ethics of working in those fields will be taught in theory and practice.
- The role of our programs in the community and the importance it plays by making society better will be emphasized in our curriculum.
- Our students will learn to respect and embrace diversity.
- To support campus wide initiatives of writing proficiencies, the skills and abilities utilized in a variety of educational formats will be included.

We will document the success of our goals by

- Evaluating student academic performance
- Utilizing student feedback through end-of the semester evaluations
- Soliciting feedback from community organizations and potential employers
- Annually assessing and evaluating curriculum

Valuing All Faculty Members and Students

In the School of American Studies, we will build and maintain relationships with students by

- Maintaining an open door policy and scheduling meetings on the Boone Campus and the Main campus due to our remote location
- Monitoring student feedback on course content and presentation
- Providing mentoring and support on an academic, career and personal level
- Ensuring faculty and staff have opportunities for person growth

In the next year, we will show our students that we value them and hear their concerns by

- Developing coursework that best prepares them for their chosen fields
- Securing the best textbooks and supplemental materials available for classroom instruction and field work
- Continuing to develop internship opportunities at the Boone Campus and within the region to enhance student career employment opportunities
- Providing hands-on learning opportunities outside the classroom

Understanding Stakeholder Needs

The stakeholders in the School of American Studies include:

- Students Alumni
- Faculty Administration
- Board of Directors Youth Agencies
- Tourists Volunteers

We are confident that we will prepare our students for their futures because we will

- Maintain contact with employers and working professionals to insure our curriculum best prepares our students for employment
- Consult with internship supervisors to determine strengths and weakness of our students
- Regularly talk to our advisees about future goals to be able to put them in classes that help advance their goals and interests
 - Design and implement hands-on field work in each of our fields of coursework to provide students with applied theory knowledge and experience

We will address the needs of our stakeholders by

- Designing and implementing training for staff and volunteers to insure the highest level of professionalism and customer service for our visitors
- Working with public and private schools to provide their students with field experience and hands-on exercises that help prepare them for their particular profession
- Designing a formalized marketing plan for the tourism phase of our mission and implement the plan
- Continuing to develop educational programs that best serve the needs of students and teachers K-12

Service to our students

We recognize the need for positive customer service, and we address this need by maintaining contact times during which we conduct advising and act as mentors to students in our majors. All staff is trained in customer service.

Measuring Effectiveness

We will measure student learning and performance by

- Maintaining an active assessment program which is updated regularly
- Regularly reviewing the student course evaluations for comments that can lead to course improvements
- Discussing with current and former students what is or is not working in classes and how we can improve

The academic improvement priorities that we have set for the next year include

- Strengthening writing skills across the American Studies curriculum
- Promoting critical thinking skills across the American Studies curriculum
- Developing additional courses that support direction adopted by the School of American Studies

Strengths and Opportunities

In the School of American Studies, our strengths include

- The 1,000+ acre land base which comprises the Daniel Boone Campus and its natural resources
 - provides unique lab and field work subsequently fostering partnerships with the science department and,
 - provides appropriate activity areas for RLS courses
- The Daniel Boone Home and Boonesfield Village
 - Provides unique lab and field work site for experiential learning in areas of interpretation and public history
 - Provides opportunities for EDU students to understand available supplemental resources for their classrooms

Our greatest opportunities for the next year include

- Expanded role in the National Association for Interpretation
 - Co-hosting the 2010 Region 6 workshop committee
 - Participation in region wide venues commemorating the 150th Anniversary of the American Civil War;
 - Recruitment of graduate students
- Development of Partnership with Parkway School district in St. Louis
 - Project Archaeology: Investigating Shelter curriculum package
 - Teacher workshops/coursework
 - Two field trips per classroom
- Utilization of the Parkway project as a model to develop with other schools
- Establishment of a Black History component of the American Studies program. This will require the employment of Angela da Silva upon completion of the M.A. in December 09
- Expansion of the American Studies program to include Anthropology and Archeology
- Elevation of the Recreation Leadership program from a minor to a major
- Participation with the School of Humanities in their publication of the “*Confluence*” new history journal and student literary journal which are under development
- Continuation and enhancement of content and distribution of *Intelligencer* newsletter

Visions of the Future

The School of American Studies’ vision for the next five years includes each of the following points:

- Establish clear and well-defined identity for School of American Studies;
- Become a nationally recognized training center for interpretation and AST related fields;
- Establish reputation for quality graduates well equipped to enter workforce.

Over the next five years, we will see our curriculum change in the following ways:

A Masters in Interpretation will be offered through two channels and each has specific advantages and potential student bases:

- The first is a Masters of Education with and Emphasis in Interpretation.
 - This is the degree program that we are currently working with.
 - This program will be solidified and strengthened.
 - Partnership with the School of education will be more fully developed

- This approach is exceptionally well suited for those entering the field of interpretation in the areas of program development and education services.
- These professionals deal with the design and implementation of educational programs at Nature Centers, Historic Sites, Museums, Zoos, and Art Museums.
- The second is a Masters in Cultural Interpretation and would have an emphasis in site management planning and administration.
 - These individuals would be involved in the daily operations of sites.
 - Much of the coursework would overlap with the M.S. Education / Interpretation but would have different courses to give focus to the emphasis being sought.
 - The prerequisite Bachelor degrees could be in history, anthropology, archaeology, or any of the earth sciences.

Expanding offerings on the graduate and undergraduate levels in

- Museum Sciences
- Research Methodology
- Historic Preservation
- Archaeology
- Anthropology
- Social Sciences
- Learning/teaching theory
- Interpretation
- Interpretive Writing
- Basics of Exhibit Design
- Living History: Applied Methodology
- Interpretive Planning
- Interpretive Management
- Material Culture
- Cultural Resource Management

Needs

Our projected needs in terms of administrative and program operations resources' include

- Additional office space for faculty and staff
- Additional classrooms
- New classrooms and meeting rooms with internet access (wireless recommended) and fully equipped with integrated multimedia equipment
- Improvements in campus infrastructure to accommodate additional Lindenwood students, K-12 school groups, and visitors (tourists) to include water system is in process. (in progress)
 - Initial planning begun on interpretive center

- Accommodations to support residential programs for students
 - Dormitories and support facilities
 - Additional staffing to insure safety of students and resource protection
- Wet labs for science and archaeology courses
 - Can be placed in “blockhouse” structure
 - Both labs will need secured areas for equipment and specimen/artifact storage
- Development and implementation of a detailed cyclical maintenance plan for the historic structures
 - This plan is currently in progress
 - This plan will also detail immediate needs for stabilization/repair
- Meet critical needs for public and student safety
 - Additional restrooms in the village
 - Removal/fill of old stone-lined ditch
 - Correction of other safety issues as identified

We recognize the job market for our graduates will change and we are prepared to meet the changing needs of our students.

- The purpose of a liberal education is twofold:
 - Preparation of the mind to deal with, and adapt to, changing circumstances by familiarizing students with a wide variety of knowledge, experiences, and ways of approaching the world.
 - Student exposure to the knowledge and experiences that the university believes are reasonable for all college educated people to have.
- Each program is constantly reevaluating what it is doing and if it is preparing students for professional life or graduate school. There have been a number of program revisions in the last two years, and we will continue to make these changes as the market for our students (professional careers or graduate school) evolves.

Statistics for the School of American Studies

- Number and percent of full time, part time and adjunct faculty:
 - Full time: 2 (1 RLS; 1 RLS/AST/Dean)
 - Full-time / half-time: 3 (Fulltime AST faculty shared with Humanities)
 - Adjunct 7
 - GA 1
- Percent of students taught by full time faculty members: 60%
- Percent of students taught by part time faculty members: 40%
- Percent of full time faculty members with terminal degrees: 60%

- Credit hrs. taught in the past academic year by department and by school: 343
- Number of students served in the past academic year by school: 643
- Class size range: 12 - 24
- Average number of advisees per full time faculty member: 10
- Numbers of majors by degree program:
- RLS – At this time the RLS program is a minor only. Students taking RLS courses are generally NPA majors or using the courses as electives.
- AST – The American Studies program has historically been buried in the School of Humanities with many students in overlapping programs to include; History, Art, etc.
 - Graduate: 7 (Greatest growth of the AST program at this time is among graduate students).
 - Undergraduates: 12

Threats

The School of American Studies recognizes the following threats to its programs and is prepared to meet those threats:

- Potential declining student enrollment at the University as a whole. We will develop and pursue aggressive recruitment and retention efforts as outlined below
- Recognize the historic trend during challenging economic times that typically two areas continue to grow: 1) Education, and 2) Recreation, and capitalize on these phenomena. People go back to school to increase their job opportunities

Retention

The School of American Studies will take the following steps to retain its majors:

- Continue to provide opportunities for students to actively participate in hands-on interpretive events applying skills and develop personal confidence and leadership
- Ensure students active participation in American Studies program, Daniel Boone Home and Boonesfield Village, and ensure appropriate outside activities are recognized for leadership, supportive contributions and achievements
- Maintain personal relationships in and outside of class with each student within the bounds of professional conduct
- Continue the use of our newsletter and website to inform potential student base of opportunities for unique coursework
- Increase LU's visible presence in the scholarly community via presentations and publications

- Continue to provide excellent hands-on, experience-based learning in our courses
- Provide student contact with working professionals in the fields of interpretation, public history, and recreation leadership
- Support the Alumni newsletter with occasional contributions of appropriate articles

Recruitment

In addition to traditional means of recruiting students through local college fairs, civic clubs, and so forth, the School of American Studies will take the following steps to recruit new students into its program:

- Expand the summer Interpretive Boot Camp for High School age students
- In partnership with Admissions, offer two annual scholarships for Interpretive Boot Camp participants who demonstrate leadership qualities and career interests in Historic Interpretation
- In partnership with Admissions, offer two annual scholarships for Native Americans from the Osage Nation
- Utilize the newsletter, *Intelligencer*, to promote to our volunteers and other readers, the academic opportunities offered by Lindenwood related to the Daniel Boone Home and Boonesfield Village
- Expand other media opportunities that showcase the academic and professional programs and activities of the School of American Studies
- Pursue initiatives that give the School of AST a more active role in the local history community and consider new ways of investigating, interpreting, and presenting the history of the region to both the university and public constituencies
- Increase faculty and staff participation in the National Association for Interpretation and the Association of Missouri Interpreters. (These are professional organizations that hold potential Masters level students. Participation in these organizations promotes our program's credibility in the target professions).

Recreation Leadership:

The Recreation Leadership program mission statement is to prepare students for rewarding positions in the exciting and growing field of parks, recreation, and leisure by promoting experiential education and real-life challenges through a variety of courses, which teaches students to plan, organize, and facilitate challenging and satisfying leisure service programs to meet the needs of an ever-changing population.\}

Student Interests:

The Recreation Leadership program is working closely with the NPA and PE departments. According to colleagues in both departments, there are many students interested in the Recreation employment opportunities that relate to NPA or PE.

Helping Students Learn (Goals)

- Enhance student's knowledge and experiences of recreation by providing new courses in recreation leadership.
- Create and develop a Bachelor of Arts major in Recreation Leadership

RLS Time Line:

The Recreation Leadership program has added four new courses this year and will add one more for the coming year. During the Fall 2009 semester, a proposal will be presented to the Dean's council for a Recreation Leadership Major. Upon approval, the recreation program will offer eight courses for the following academic year 2010/2011. The following academic year, 2011/2012, the recreation program will offer 10 courses, and the next academic year, 2012/2013, the recreation program will offer 12 courses. A proposal will also be presented, in Fall 2009 to the General Education committee for the inclusion of a RLS course in the general education program.

Student Recruitment and RLS growth (Needs):

- Full-time Faculty on Main Campus for recruitment, instruction, and advising
- Use of current Faculty members to teach RLS courses
- Hiring of Adjunct Instructors as the program grows
- A variety of recreation equipment to effectively teach certain courses
- Collaborations with local recreation agencies for internships and recruitment

Employment Opportunities:

Recreation Leadership graduates can find jobs with municipal parks and recreation departments; private resorts, clubs, and spas; federal land-management agencies; county, state, and federal correctional institutions; non-profit organizations; religious youth and adult organizations; hospitals; military installations; sporting goods manufacturers and trade associations; and travel and tour companies. In its January 1, 2000, edition, Newsweek predicted that by 2050, a full 50% of American jobs will be in "leisure/tourism."

Regional Specific Employment Opportunities:

- YMCA
- Boys and Girls Club
- Hospitals/Care Centers
- Campus Recreation
- Municipal Parks and Recreation
- Boy Scouts of America
- Federal, State, and County Agencies

Studies Masters of Interpretation

Over the next five years, we will see our curriculum change in the following ways:

A Masters in Interpretation will be offered through two channels and each has specific advantages and potential student bases:

- The first is a Masters of Education with and Emphasis in Interpretation.
 - This is the degree program that we are currently working with.
 - This program will be solidified and strengthened.
 - Partnership with the School of education will be more fully developed
 - This approach is exceptionally well suited for those entering the field of interpretation in the areas of program development and education services.
 - These professionals deal with the design and implementation of educational programs at Nature Centers, Historic Sites, Museums, Zoos, and Art Museums.
- The second is a Masters in Cultural Interpretation/Public History and would have an emphasis in site management planning and administration.
 - These individuals would be involved in the daily operations of sites.
 - Much of the coursework would overlap but would have different courses to give focus to the emphasis being sought.
 - The prerequisite Bachelor degrees could be in history, anthropology, archaeology, or any of the earth sciences.
- Fully develop Recreation Leadership degree program

Expanding offerings in:

- Museology: Introduction to Museum Sciences
- Research Methodology
- Introduction to Historic Preservation
- Archaeology
- Anthropology
- Sociology
- Learning/teaching theory
- Interpretation
- Interpretive Writing
- Basics of Exhibit Design
- Living History: Applied Methodology
- Interpretive Planning
- Interpretive Management
- Material Culture
- Cultural Resource Management

Archeology/Anthropology Program: A study of the feasibility of incorporating the Anthropology and Archeology programs into the School of American Studies will be conducted.

School of Business and Entrepreneurship

Mission Implementation

The mission of the School of Business and Entrepreneurship complements and expands upon Lindenwood's mission statement. In furtherance of the University's mission, the School of Business and Entrepreneurship is committed to...

- Providing a comprehensive core curriculum of business subjects
- Instilling a strong and enduring sense of ethical business practices
- Providing theoretical tools and analytical skills for lifelong use
- Developing the student's communication and presentation skills
- Offering major fields of study to equip students for specialized careers
- Providing opportunities to supplement classroom education with real world experience
- Expanding the student's geographical and cultural horizons for success in an increasingly global economy
- Instilling the entrepreneurial model as an essential component of American free enterprise

Vision of the Future

The School of Business and Entrepreneurship's vision for the next five years includes each of the following points:

- ACBSP accreditation
- Strengthen business curriculum An academically and experientially strong faculty that is dedicated to the mission of a teaching institution
- A curriculum that is infused with an entrepreneurial focus
- Introduction of a DBA program
- Graduates who enjoy improved placement and career success
- A SB&E that is a dominant regional institution with regard to student enrollment
- An SB&E that ranks among the top three business school choices in the St. Louis market

Goals

The School of Business and Entrepreneurship holds the following goals:

- Coordinate the LCIE business program with the SB&E while maintaining academic integrity, market share, and financial accountability
- Achieve ACBSP accreditation
- Develop and deliver non-degree business programs
- Infuse entrepreneurship into the class room and school's curriculum
- Develop Harmon Hall to current collegiate state-of-the-art technological standards
- Forge closer ties with the business community

Helping Students Learn

The School of Business and Entrepreneurship will hold the following learning goals for all students:

- “A bachelor’s degree should mean that its holders can read, write, and speak at levels of distinction and have been given many opportunities to learn how. It also should mean that many do so with style.” (Lindenwood Undergraduate Catalog, 2008-2009, page 2)
- “A degree from Lindenwood means that the holder is adept at reading, writing, speaking, and problem-solving – all traits by which society judges one’s education level and general competence.” (Lindenwood Undergraduate Catalog, 2008-2009, page 2)
- Reference the learning goals as set forth by the SB&E’s mission statement.
- Develop student readiness to participate in the business world
- Introduce students to ethical issues in business
- Prepare students for the increasingly global economy
- Refine the SB&E student tutoring program

We will document student learning by continuing to

- Administer Business Administration Core course assessments.
- Embed assessment projects, tests, assignments, presentation throughout the business curriculum that supports the mission statements.
- Administer and analyze ETS assessment of graduating business undergraduate students.
- Review SB&E retention, matriculation, graduation and placement rates
- Analyze the CAPSIM simulation and assessment of graduating MBA students.

We will monitor the currency and effectiveness of our curriculum by continuing to

- Administer the ETS assessment
- Analyze the CAPSIM assessment
- Embed student assessment for core courses and discipline capstone
- Review curriculum, course and textbook review
- Utilize Business Advisory Board input for SB&E business graduate expectations.
- Consider stakeholder advice on curriculum expectations (e.g. alumni, business, faculty, etc.).

Over the next five years, we will see our curriculum change in the following ways:

- Technology more widely used in the classroom (e.g. to support assessment and program requirements)
- Upper level (300-400 level) courses more student participation driven
- Assessment to focus programs and courses on critical course components
- More logical sequencing of courses

- Refinement/Development of alternative delivery programs for adult learners
- MBA course pedagogy of approximately 30% concepts and 70% application

Valuing All Students and Faculty Members

In addition to the previously referenced 2009-2010 Action Plan, the School of Business and Entrepreneurship will build and maintain relationships with students, and demonstrate that we value students and hear their concerns by continuing to

- Make progress in implementing systems and procedures to measure, document, report, and improve critical student rates, such as retention, graduation, and placement
- Improve the quality and consistency of student advising and guidance (e.g. place students into proper course sequencing and at proper academic level of courses; have sufficient sections of core business courses)
- Ensure rigor and relevance in the curriculum (e.g. have more congruency of course topics and outcomes among course sections; continued alignment of curriculum and course requirements to meet LU and SB&E graduate expectations)
- Analyze SB&E student retention data (use the data to determine where the school could improve its ability to meet student needs)
- Investigate the type of measures and administer a Graduate Survey (use the data to determine opportunities and concerns as identified by the school's graduates)
- Initiate long-term course planning for new MBA students (e.g. develop a long-term course plan with new MBA students based upon the year-at-a-glance schedule; determine course and section requirements from the long-term plan student numbers)

In addition to the previously referenced 2009-2010 Action Plan, we will show our faculty that we value them by continuing to

- Articulate plans to address HLC faculty development concerns (e.g. methods to keep faculty current in their fields; procedure for planning fiscal year SBE development budget requirements)
- Provide SBE specific training for new and adjunct faculty that will supplement LU faculty development (e.g. programs designed to address SB&E new faculty needs; SB&E mentoring program; new faculty development workshops; new faculty course resources)
- Continue Individual Development Plans (IDP) for objective evaluation criteria of faculty (include a faculty self assessment of their current and new development plans and standardize the IDP format)
- Develop resources that can be used in the classroom to improve teaching and student outcomes (Best of practices, resources for adjuncts, online-resources).

- Balance faculty course load, committee work, student advising, and collateral duties to maintain a workload that supports the LU and SBE stated mission, goals and objectives
- Continue to monitor and improve the SB&E mentoring program for new faculty

Understanding Stakeholder Needs

The stakeholders in the School of Business and Entrepreneurship include

- Students
- Employers
- St. Charles and surrounding community (including the greater St. Louis community)
- Administration, Staff and Faculty
- Alumni
- High Schools
- Community Colleges
- Graduate and Professional Schools

We will address the changing needs of our stakeholders by:

Students

- Collaborate with the business advisory board on business graduate expectations
- Prepare students for work or graduate school using a values-centered program
- Develop a basic SB&E profile and expectations of graduates
- Embed the development of those expectations into the school's core classes
- Improve course sequencing
- Refine advising and guidance
- Review SB&E curriculum
- Respond to assessment results to improve curriculum
- Upgrade and refine curriculum - course numbering and required business course courses (e.g. BA 100, BA 372 Int'l business, and Internship program).
- Place advising emphasis on student internship participation
- Offer sufficient sections and courses
- Initiate a graduate survey
- Expand SB&E course offerings across the university to other disciplines
- Adding a Next-Time-Offered section to the Academic Schedule

Employers

- Develop closer ties with business community (e.g. desired SB&E graduate skills; internships)
- Emphasize the internship program and student participation
- Develop the Entrepreneurship Speaker Series

St. Charles and surrounding community

- Offer the community SB&E seminars and panels on current issues (e.g. Anthony Clark's work)
- Provide quality students for internships
- Participate in local organizations (e.g. SHRM, SBA, CPA organizations)
- Develop the Entrepreneurship Speaker Series

Administration, Staff and University Faculty

- Monitor and improve SB&E faculty orientation and training programs
- Develop common classroom and course resources
- Articulate faculty development plans
- Continue the development of full-time and adjunct faculty classroom management skills and practices

Alumni

- Develop closer ties with LU and SB&E alumni (e.g. desired SBE graduate skills; internships)
- Track graduate placement

High Schools

- Work with admissions to help recruit LU and SB&E students
- Expand the High School business courses to additional high schools

Community Colleges

- Work with admissions to help recruit LU and SB&E students

Graduate and Professional Schools

- Work with admissions to help recruit LU and SB&E students
- Develop working relations with local schools to enhance SB&E graduate opportunities
- Develop non-degree programs to serve markets which may now be underserved

Service to Our Students

We recognize the need for positive customer service, and we address this need by continuing to

- Infuse the SB&E's entrepreneurship focus throughout the school's curriculum
- Articulate and monitor criteria for admissions and academic success with respect to SB&E graduate programs
- Enhance the English Prep Business (EPB) program. The potential need to develop multiple (EPB) tracks based upon student abilities and numbers. The development of an academic survival skills seminar
- Refine advising that conforms to the LU's liberal arts requirements and the SB&E's course work as determined by the university's and school catalog

- Insure a quality business education through continuing improving the schools programs (e.g. graduate expectations, development of student skill sets, course continuity and curriculum review)
- Adherence to and maintenance of office hours to meet student needs
- Address the resource, facilities, and equipment needs of students (e.g. requirements and needs of Harmon hall)
- Maintain acceptable class sizes, number of sections offered, and scheduled course times

Measuring Effectiveness

We will measure student learning and performance by

- Requiring assessment projects, tests, assignments, or presentations throughout the business curriculum
- Tracking the following student performance statistics: retention, placement and recruits

The academic improvement priorities that we have set for the next year include

- Continuing preparation for ACBSP accreditation
- Sequencing courses in order for students to have foundational knowledge before moving onto more advance coursework
- Emphasizing presentations, speaking skills, and assessments that further develop required student skills
- Reviewing course curriculum, textbooks and subject matter within the school's disciplines through collaboration
- Discussing with business advisory board, alumni, and employers on graduate expectations
- Defining expected SB&E graduate skill sets and profile
- Implementing graduate course expectations (30% common professional component; 70% application of common professional component)

Strengths

In the School of Business and Entrepreneurship, our strengths include

- A dedicated, student-orientated faculty
- A mixture of academic and experienced work professions in the classrooms
- Academic instruction supplemented with work experience
- An entrepreneurial perceptive
- A large and diverse SB&E student population (size of SB&E and LCIE business schools and the social, economical, cultural diversity of the student population)
- The state-of-the-art Harmon Hall facility (under construction)
- An orientation and mentoring program for international MBA students

- The synergy to result from combining SB&E and LCIE and the potential to develop new markets and programs.

Weaknesses

The School of Business and Entrepreneurship recognizes the following weaknesses to its program and is prepared to meet those weaknesses

- Lack of admissions standards to the MBA program
- Undermanned and understaffed Placement office
- Need to review and evaluate the effectiveness and efficiency of the SB&E course offerings (e.g. number of sections offered; when course is offered; number of students enrolled; course break-even enrollment points; SB&E resource allocation)
- Actual and perceived academic rigor between SB&E and LCIE business programs
- Destructive competition between SB&E and LCIE for graduate business programs

Opportunities

Our greatest opportunities for the next year include

- Building upon the school's entrepreneurship focus
- Evaluation of graduate tuition competitiveness
- Extend alternative delivery methods (Using LCIE as an opportunity to offer non-degree programs and services to untapped markets; e.g. Executive MBA, corporate workshops, and other non-degree programs)
- Synergy of combined SB&E and LCIE adjunct pool
- Potential to increase student population through development of economics degree
- Expansion of MIS and Entrepreneurship studies programs

Needs

Our projected needs in terms of space, equipment, library resources, and technology include:

- Additional library business related data bases (e.g. Compu-stat, S&P, etc.)
- A SB&E library of case resource material (e.g. pedagogy, cases, methods, etc.)
- The identification of additional technological hardware, programs and software
- Budget/process to support scholarly and professional development of faculty
- Program and SB&E time for faculty planning and meetings to develop specific tactics for this strategic plan
- Development/implementation of stakeholder feedback systems
- Performance evaluation systems that aligns IDP's to strategic objectives
- Support systems for technical help, training and course development

- Formal adjunct and full-time faculty development and training in SB&E/LCIE specific issues and needs

The School of Business and Entrepreneurship will meet the changing needs of our student's job and graduate school market by

- Use of business advisory board guidance, curriculum review and changes to meet the needs of potential employers and graduate schools
- Development of the SB&E internship and practicum program and employer feedback of SB&E interns
- Work towards ACBSP accreditation, long-term working toward AACSB
- An active role on the Regional Business Council
- Expansion on the Speaker Series with economics and entrepreneurial speakers
- Expanded faculty development
- Balanced faculty workload and advising duties to provide better student service
- Development of partnerships with stakeholders and collaboration within the community
- Continued support of student clubs and organizations

Statistics for the School of Business and Entrepreneurship

- Number and percentage of full time, part time, and adjunct faculty:
 - Full time: 28; 34%
 - Adjunct: 54; 66%
- Percent of full time faculty members with terminal degrees: 13; 46.43%
- Credit hours taught in the past academic year by department and by School:

○ Accounting	131
○ Economics	0
○ Entrepreneurship	12
○ Finance	97
○ Human Resources Management	42
○ International Business	84
○ Management	8
○ Management Info Systems	19
○ Marketing	125
○ Public Management	4
○ Retail	26
○ Sports Management	106
○ Art Management	17
- Number of students served in the past academic year by School: 2399
- Class size range: 2-38; average, 22
- Average number of advisees per full time faculty member: 26-74; average 46

Threats

The School of Business and Entrepreneurship recognizes the following threats to its program and is prepared to meet those threats:

- Refinement of structure, systems, and services to meet the accreditation requirements of HLC, ACBSP and any other relevant bodies.
- Undue delay in the accreditation process
- Reduction in the market size and population of the numbers of college-bound traditional college age students
- Shortage of doctoral qualified faculty to meet SB&E and LCIE goals
- Potential for new competitive entrants into the school's critical markets (traditional and alternative formats)
- Keeping pace with changing classroom technology
- Perceived position of SB&E programs and student/graduate credibility in the market

Retention

The School of Business and Entrepreneurship will take the following steps to retain its majors:

- An academically and experientially strong faculty that is dedicated to the mission of a teaching institution.
- Analyze SB&E student retention data (use the data to determine where the school could improve its ability to meet student needs).
- Investigate the type of measures and administer a Graduate Survey (use the data to determine opportunities and concerns as identified by the school's graduates).
- Improve the quality and consistency of student advising and guidance (e.g. place students into proper course sequencing and at proper academic level of courses; have sufficient sections of core business courses).
- Develop resources that can be used in the classroom to improve teaching and student outcomes (Best of practices, resources for adjuncts, online-resources).

Recruitment

The School of Business and Entrepreneurship will take the following steps to recruit new students into its program:

- MBA marketing committee and, possibly, hiring new program marketing manager.

School of Communications

Mission Implementation

The mission of the School of Communications is to prepare students for successful careers in the ever-changing, highly competitive, widely diverse fields that comprise communication in the 21st century.

Helping Students Learn

The School of Communications will hold the following learning goals for all students:

- Effective writing skills in a variety of applications
- Media literacy
- Basic understanding of the broadcast industry and its regulators
- Basic web building skills
- An understanding of the First Amendment
- The ethical responsibilities of professional communicators
- Produce and perform effective presentations
- Research and gather information

We will document student learning by evaluating students' mastery of course materials including assignment, projects, class participation, and written examinations. We will review student class evaluations. Certain Communications classes will require student input via blogs and emails, and this feedback will be assessed. Most of the Communications programs require a freshmen level baseline comprehensive test, which will be compared to the senior level comprehensive exit test. We will also study the written evaluations submitted by the employers of Lindenwood Communication students involved in internships.

We will monitor the relevance and effectiveness of our curriculum by canvassing professionals in the appropriate industries to better understand the pertinence of the current curriculum. We will seek out and read appropriate available information in written and virtual industry media, specifically, but not exclusively the Association for Educators in Journalism and Mass Communications. Professional development will be sought through workshops and conventions. We will maintain our contact with other academic professionals

Valuing All Faculty Members and Students

In the School of Communications, we will build and maintain relationships with students by assertively assuming our roles as advisors and engaging each student to meet his or her academic needs. In our facilities, we will work with students individually to help them put classroom theory into practical experience. We will advise our students on how to meet their individual career goals and, when possible, help them establish professional relationships.

In the next year, we will show our students that we value them and hear their concerns by continuing our individualized instruction. We will offer them opportunities to express themselves creatively through the new Webisodes and Cinema Arts degrees. The Legacy will

give the whole student body a voice demonstrating Lindenwood's wish to listen and learn from our students and address their needs more effectively.

Understanding Stakeholder Needs

The stakeholders in the School of Communications include

- Lindenwood Communications students
- Lindenwood's greater student body
- Lindenwood's faculty and administration
- The Board of Directors of Lindenwood University
- Communications professionals who will prosper from hiring our students
- The St. Charles Community
- Viewers of LUTV and listeners of KCLC

We are confident that we will prepare our students for their futures because we will stress 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 put those concepts into practice.

We will address the changing needs of our stakeholders by vigilantly following the changes in the industry, specifically as those changes will affect the future of our students. The Communications faculty works diligently to continually upgrade their skills and procure facilities and equipment necessary to effectively train students.

Service to our students

We recognize the need for positive customer service, and we address this need by

- Making students our top priority
- Treating each student equally
- Posting and maintaining office hours
- Preparing clear syllabi
- Returning phone calls and emails in a timely fashion
- Monitoring the academic progress of our advisees
- Keeping students informed of university policies, procedures and deadlines
- Monitoring industry changes and adapting and changing our curricula to prepare our students appropriately
- Increasing the academic opportunities for students by offering new programs
- Offering more venues for students and their families to view or listen to Lindenwood sporting events

Measuring Effectiveness

We will measure student learning and performance by

- Evaluating the improvement in individual student performances in our broadcast venues and publications
- Assessing student portfolios
- Comprehensive testing
- Calculating grades
- Compiling class assessment
- Collecting student evaluations

The academic improvement priorities that we have set for the next year include

- Launching the new B.A. and B.F.A. Digital Cinema Arts degrees.
- Providing the necessary professional development for the Mass Communications faculty to become Avid Certified Instructors.
- Developing a more brand-oriented website for LUTV that will be consumer-friendly for streaming and on-demand services.
- Expanding the Web TV initiative to include a wider-range of university student (not just Communications majors) and marketing those opportunities.
- Hosting summer video day camps for middle school and high school students.
- Producing a high-profile event to publicly introduce the Digital Cinema degrees.
- Exploring partnerships with Cinema St. Louis to host St. Louis International Film Festival screenings at Lindenwood, including potential appearances by filmmakers, actors, or other notable members of the film community.
- Creating a capstone course for Interactive Media and Web Development.
- To more effectively and efficiently meet the curricular needs of Lindenwood students, establishing and maintaining academic relationships with Computer Information Systems (CIS), Management Information Systems (MIS), and Computer Sciences (CS).
- Providing the necessary professional development for the Interactive Media and Web Development faculty to become Adobe Certified Instructors
- Submitting a proposal to have Media Literacy included in the university's general education requirements.
- In conjunction with the School of Education, developing classes for their proposed Ed.D in Educational Technology.
- Reevaluating the Journalism curriculum
- In conjunction with other schools on campus, establishing a scholarly film series
- Converting KCLC's transmission system from analog to digital, completing the plan proposed in the 2002-2003 Fine and Performing Arts-Communication section of the Lindenwood Strategic Plan

- Developing assessment tools for the Interactive Media and Web Design, Advertising, Journalism, and Digital Cinema Arts.
- Restructuring and consolidating the Corporate Communications, Advertising and Public Relations program.
- Developing a Convergent Media Website.

Strengths and Opportunities

In the School of Communications, our strengths include

- Well-educated, experienced faculty members
- Among the most modern facilities and equipment available at any university
- Pertinent student education and considerable hands-on training for job procurement and career growth
- Internship opportunities with industry leaders in a major market
- A strong network of alumnus
- Tremendous support from the community

Our greatest opportunities for the next year include

- Increasing video offerings. We will offer more sporting, academic and entertainment events through both live and archived sources.
- Increasing student involvement in the LUTV News Department. We will appoint the first-ever LUTV faculty News Director, who will focus on news content and presentation.
- Webisodes. After one year of writing and producing the first webisodes, we will have a better idea of how to develop this product into an on-going opportunity for Communications and Theater students.
- Cinema Arts. This new program gives LU students a previously unavailable opportunity to pursue careers in original “film” making. New 100 level courses will be offered for the first time.
- Digital Radio. With the conversion from an analog signal to an HD signal, Lindenwood will be able to offer more radio options to students and the community.
- Convergence Website. The School of Communications will develop an on-line news website that will combine the input of all of our news sources and give our students an opportunity to practice and convergent journalism.

Visions of the Future

The School of Communications’ vision for the next five years includes each of the following points:

- Expanding LUTV newscasts daily cablecasts and establishing LUTV news as a prominent necessary news source for the viewers of St. Charles County.

- Lindenwood will be the first choice for any St. Louis area student considering a Communications degree. Currently, one or two other schools are the institution of choice in the area of original “film.” Our new Cinema Arts program will supplant those programs.
- Lindenwood will offer a meaningful educational experience in convergent media. Curriculum will need to be authored, developed and implemented.
- Lindenwood will establish a Journalism Education certification program. We will work with the School of Education to develop any additional needed courses and align the curriculum with the Missouri Department of Elementary and Secondary Education.
- Based on emerging corporate needs and student enrollments, the School of Communications will create emphases for Interactive Media and Web Design students (i.e. Gaming and 3-Design).

Over the next five years, we will see our curriculum change in the following ways:

- Gradually offering the necessary upper class courses for the Cinema Arts Degrees
- Restructuring the current Corporate Communications degree to include Public Relations
- Developing a curriculum to provide DESE Certification for Journalism
- Exploring the possibility of developing an Audio Production curriculum
- Adding converged media to the curriculum in degrees that prove to be appropriate
- Designing a daytime graduate capstone Communications class

Needs

Our projected needs in terms of space, equipment, library resources, and technology include

- Replacing the basic cameras used to introductory video courses with more reliable HD-capable models
- Upgrading the LUTV channel playback server to a model with more storage capacity to better handle high definition content
- Upgrading “Scott Studios” to the newest “Google” version
- Purchasing and installing an HD radio transmitter for KCLC
- Procuring appropriate server and software for Convergent Media Website
- Working with IT to better communicate the specific technology needs of the School of Communications, particularly as it pertains to labs and campus-wide fiber optic connectivity
- Reconfiguring Young Auditorium to continue its use as a video studio, but also serve as a lecture hall and/or Distance Learning facility
- Working with the School of Business and Entrepreneurship to make necessary accommodations for audio and video recording in the new Harmon Hall

- Finding an affordable source for national and international news video and graphics
- Setting up a procedure for handling customer collection and payment for advertising and classified advertising for *The Legacy*
- Relocating or adapting current space to better accommodate a newsroom for *The Legacy*
- Reconfiguring and equipping Jelkyl Theater to expand its uses to include it as a venue for presenting movies for the scholarly film series
- Repairing chain link fence around KCLC tower
- Relocating Jill Falk to an office in the Scheidegger
- Determining the future status of the KCLC transmitter building and tower as plans are considered for the construction of the new Lindenwood administration building
- Upgrading the computers in Spellmann 4100 to quad core computers with a minimum of 12 GB of RAM, upgraded video cards, and Wacom tablets

We recognize that the job market for our graduates will change and we are prepared to meet the changing needs of our students. The communications industries are largely driven by culture, technology, the economy, and regulation and how these factors interact. The key for recognizing and preparing for changes in this job market is faculty development, individually and collectively. The Lindenwood School of Communications will put considerable focus on researching learning opportunities and sharing information that will help us meet the growing demand for the knowledge to stay current in all relevant areas of our academic and professional fields.

Statistics for the School of Communications

- Number and percent of full time, part time and adjunct faculty: 16 full time faculty and 3 adjunct faculty
- Percent of students taught by full time faculty members: 97%
- Percent of students taught by adjunct faculty members: 3%
- Percent of full time faculty members with terminal degrees: 19%
- Credit hours taught in the past academic year (by department) and by school: 720
- Number of students served in the past academic year by school: 3,060
- Class size range: 15-25
- Average number of advisees per full time faculty member: 21

- Numbers of majors by degree
 - B.A. Advertising and Media 36
 - B.A. Corporate Communications 31
 - B.A. Journalism 47
 - B.A. Mass Communications 179
 - B.A. Multimedia 32
 - B.A. Professional Writing 2
 - M.A. Communications 12

Threats

The School of Communications recognizes the following threats to its program and is prepared to meet those threats.

- Potential impact of the current economic on students
- Cost of maintaining and updating technology

Retention

The School of Communications will take the following steps to retain its majors:

- Practice good customer service as detailed in “*Service to our students*”
- Use *The Legacy*, KCLC-FM and LUTV to build a strong sense of community
- Practice genuine one-on-one, advisor-to-student contact
- Insure even distribution of student/adviser ratios to better serve our students
- Attend student events and performances
- Encourage current students to seek out and involve new students
- Advertise available opportunities in the radio and television
- Develop more aggressive recruitment programs for NBS-AERho

Recruitment

The School of Communications will take the following steps to recruit new students into its program:

- Use Communication students to develop aggressive recruitment programs for NBS/AERho
- Organize video camps for middle school and high school students
- Produce, update and distribute informative video programs on Lindenwood
- Continue our service with community organizations like the Cub Scouts, American Legion, FOCUS St. Louis, St. Charles County Government
- Visit areas secondary schools

School of Education

Mission Implementation

The School of Education at Lindenwood University is committed to best practice and development of the whole person, advocating the worth and dignity of the individual, recognizing the obligations and privileges of citizenship, and developing reflective responsible decision making to produce effective school professionals to positively influence the 21st Century education system for the global community.

The mission of the School of Education is driven by the Mission Statement of the University; critical investigation of current literature; current research for best practices; teacher competencies identified by learned societies; collaborative discussion and resolution from the expert and professional insight of the Lindenwood Faculty, Council of Teacher Education, P-12 teachers, administrators, instructional leaders; university and state assessment data analysis; congruence with the Missouri Department of Elementary and Secondary Education (DESE) Standards for Teacher Education Programs (MoSTEP), and finally, local and national standards for pre-service teachers and other instructional leaders.

We believe teaching is both an art and a science. As an art, instructional leaders must be creative as well as critical thinkers who can adapt to changing curricula and teaching situations, and who are ever striving for creative, educationally defensible strategies to motivate, teach, and evaluate all learners.

Helping Students Learn

The School of Education will hold the following learning goals for all students. Students will be able to

- read critically in the areas of contemporary educational problems, curriculum, and educational research.
- analyze and discuss educational issues and write about them in accepted academic formats.
- analyze one's own instructional behavior and plan strategies for improvement using a variety of instructional models.
- demonstrate knowledge of human growth and development as it relates to the teaching-learning-leading process.
- study curriculum theory and to design curricula pertinent to the needs of selected student populations.
- understand, analyze, interpret, design and apply research relevant to the setting of the elementary or secondary educational professional.
- demonstrate the ability to do effective library research.
- be able to effectively prescribe educational experiences for learners with special needs.

- gain increased understanding of the knowledge, attitudes, and skills needed to teach about global issues and cultural pluralism.
- design research projects in education or specific areas that will enable the practicing educator to meet his/her professional goals.
- be able to explore one or more areas of professional concern in some depth.
- be, at the end of his/her program, an informed decision maker, capable of evaluating him/herself and the educational process, and recognizing the value of continuing education.

We will document student learning by collecting data from embedded benchmarks and phases from all of the professional education programs regarding the admission of candidates, the candidate passage through an aligned curriculum, the arrangement of candidate clinical experiences, and the support of newly-employed practitioners. We will monitor the currency and effectiveness of our curriculum by continuous analysis of all assessment benchmarks.

Valuing All Faculty Members and Students

In the School of Education, we will build and maintain relationships with students by focusing on effective student advising and relationship building that focuses on developing the dispositions of all future and veteran educators.

In the next year, we will show our students that we value them and hear their concerns by focusing on the advisor-student relationship, continually providing vital program communication in a variety of delivery formats, and providing professional development above and beyond the regular classroom environment.

Understanding Stakeholder Needs

The stakeholders in the School of Education include

- Students
- P-20 Community
- Content Area Faculty
- School of Education Faculty

We are confident that we will prepare our students for success because we will continue to integrate a cyclic assessment plan that addresses the needs of all stakeholders.

We will address the changing needs of our stakeholders by analyzing the needs of the specific stakeholders and how we have responded to those needs as measured by student benchmark assessment outcomes.

Service to our students

We recognize the need for positive customer service, and we address this need by focusing on the advisee and advisor relationship. We will continually review the methods in which we

provide vital program information to our students. This includes timeliness of feedback, methods of program information delivery and accuracy of provided information.

Measuring Effectiveness

We will measure student learning and performance by the Candidate Assessment System. The Lindenwood University Assessment Plans are structured around four assessment transition points throughout the candidates' programs as well as a follow-up of program completers. The assessment points for initial undergraduate and graduate professional education programs leading to initial teacher certification are 1) admission requirements; 2) continuation in professional education preparation programs, 3) admission to student teaching/clinical, 4) exit from student teaching/clinical (recommendation for certification), and 5) follow-up of program completers.

The assessment points for advanced graduate professional education programs leading to certification as school leaders or school service personnel are 1) admission requirements, 2) continuation in a graduate professional education preparation program, 3) admission to internship/clinical experience, 4) exit from to internship/clinical experience (recommendation for certification), and 5) follow-up of program completers.

School of Education administrators are responsible for monitoring their respective programs and ensuring that necessary assessment information is collected.

- Embedded program benchmark assessments as required by the Missouri Department of Elementary and Secondary Education.

The academic improvement priorities that we have set for the next year include

- Initiating the integration of the School of Education (SOE) Professional Education Program Assessment System (PEPAS) with the Council of Teacher Education (CTE) Advisory Board.
- Initiating the integration of the School of Education (SOE) Professional Education Program Assessment System (PEPAS) with the Council of Educational Leadership (CEL) Advisory Board.

Strengths and Opportunities

In the School of Education, our internal strengths include

- Capable, motivated students with dispositions towards professional education
- Highly motivated and well networked expert faculty
- Highly collaborative faculty with P-20 community
- Faculty with high expectations of students

Our external strengths include

- Strong relationships with high schools and community colleges
- Strong relationships with local school districts

- Strong relationship with DESE
- High placement rates of graduates

Our greatest opportunities for the next year include

- continuing to develop into the premier teacher education program in the state and beyond by locating and placing the most excellent faculty for the positions that are available
- further meeting the needs and expectations of our students by developing into a most efficient team using the most effective ways to serve our current and potential students.
- further developing communication tools in order to better inform current and potential students of program requirements
- developing ways to balance recruiting, advising, and teaching loads in order to provide the most quality instructional environment available

Visions of the Future

The School of Education's vision for the next five years includes each of the following points:

- Initiate and complete TEAC Review Process for Elementary Education
- Investigate Charter School initiative
- Implementation and follow up Evaluation of Mentoring Program in FHSD
- Investigation and implementation of First and Second Year Teacher Program for Lindenwood teacher Education Graduates
- Investigation of future certification programs such as ESOL, Physics, FACS and Journalism
- Initiation of STEM program, including encouragement of recruiting initiatives for math and science teachers
- Initiation of Master of Arts/Science in Math and Science Instruction (collaborating with School of Sciences)
- Initiation of Master of Arts in Instructional Technology (collaborating with School of Communications)
- Continual Evaluation of Conceptual Framework as it relates to our program assessment plan and product of all programs.
- Initiation of completion program on Belleville Campus
- Development and initiation of an Online Andragogy program as related to quality and appropriate online instruction in the School of Education and initiation of this line of coursework into the EdD Instructional Leadership program.
- Continued and appropriate professional development for LU SOE
- Initiation of School of Education Research Journal and Newsletter
- Initiation of the Council of Educational Leadership

- Initiation of Educational Leadership Lecture Series to include entire campus, but required of EdD candidates
- Encouragement and promotion of student and faculty participation in professional organizations that have wide range influence on current and future policies in education
- Initiation of relationships and partnerships with LU SOE publics through various means including advisory boards, committees, information seeking sessions, and other mutual respect activities

Over the next five years, we will see our curriculum change in the following ways:

Curriculum needs will change as professional educators need to meet the challenges of national, state and local mandates fully related to global and society needs. The need for students to be able to analyze and assess curriculum and instructional needs as related to student achievement will be vital to student success as a professional educator. Technology needs will be increased as teachers seek new ways to help students learn. Technology needs for students will include functional, instructional and assessment tools. Providing and embedding experiences with these technologies will be necessary over the next five years in order to best prepare our students for the authentic environments they will be working in.

Needs

Our projected needs in terms of space, equipment, library resources, and technology include

- Updated Instructional Technology in “lab type” classroom settings as related to methods course experiences for students
- Library resources for research include improved access to most current research in field
- Office space for faculty and student support

We recognize that the job market for our graduates will change, and we are prepared to meet the changing needs of our students by continuing to maintain relationships with school districts across the region. This will include maintaining and developing partnerships with school districts in a variety of ways in order to stay current regarding the challenges of providing quality education in Missouri’s public and private schools.

Statistics for the School of Education

- Number and percent of full time
 - 33 AT/PE/Counseling
 - part time (9)
 - adjunct faculty (82)
- Percent of students taught by full time faculty members (89%)
- Percent of students taught by adjunct faculty members (11%)
- Percent of full time faculty members with terminal degrees:
 - 100% School of Education

- 80% Counseling
- 12.5% PE
- Credit hours taught served in the past academic year by department and by school:
 - Education-2591
 - Counseling-618
 - PE-437
- Number of students served in the past academic year by school: 2614
- Class size range: 10-78
- Average number of advisees per full time faculty member: 90
- Numbers of majors by department:
 - BA (Early Childhood, Early Childhood Special Education, Elementary Education, Middle School Education) – 376
 - MA (Master of Arts-certification in library media, gifted, special education, reading specialist)- 217
 - MA (Master of Arts-self prescribed, character education)-564
 - MAT (Master of Arts in Teaching)- 414
 - MA in Administration-519
 - EdS (Instructional/Administration)-137
 - EdD (Instructional Leadership/Administration)-387
 - Secondary Minors/Certification-132

Threats

The School of Education recognizes the following threats to its program and is prepared to meet those threats.

- **Inside Threats:**
Advisee Load and all it entails related to response time to student needs, etc. We are preparing to meet this challenge by continually reviewing the advising load, hiring more advisors from our part time and adjunct faculty pool, and committing to improve delivery of vital program information into more efficient and accurate methods.
- **Outside Threats:**
Economic situation may affect the recruiting of new students to the program. We are prepared to meet this challenge by finding creative ways to market and provide educational opportunities to potential undergraduate and graduate students especially in the high needs fields of education including math, science, foreign language, special education, counseling, and other programs, as well as ways to help increase the number of graduates being employed from our program into high need locations.

Technology quickly becoming outdated. Keeping up with what is out there is a challenge for the campus, but also for the School of Education. We are currently and are prepared to partner with school districts for better access to updated and current software systems. With the addition of the METS grant, we may have the additional funding needed to keep our own systems up to date.

Retention

The School of Education will take the following steps to retain its majors:

- Constantly review the relationship building component of the advisee and advisor/instructor relationship
- Create more ways for students to feel connected to the faculty, including professional development opportunities that link student to faculty to P-12 community
- Continuing to support and create more support for student success with assessment benchmarks

Recruitment

The School of Education will take the following steps to recruit new students into its program:

- Create contemporary professional documents to market the graduate programs to our own undergraduate students as well as local school district and business communities of potential recruits
- Contribute to Lindenwood media such as LUTV and radio programs in order to expose the programs offered at LU
- Visit local school districts and community colleges in order to inform potential students of our programs.

Strengths and Opportunities

The School of Education has much strength built on the historically strong foundation developed in prior decades. Distinctives include

- faculty with strong continuing professional ties to school districts
- faculty with strong relationships with advisees and students
- maintaining and further developing a strong reputation in state for teacher education completers who have practical knowledge with the ability to use these skills and traits when their shoes hit the ground--immediately upon entering the position.

The School of Education has opportunities to cultivate which include a continued interest in and commitment to best practices from current research-publicizing our efforts through School of Education Journal, partnerships with school districts and businesses to promote the interest in math and science education, renewing and maintaining relationships with our School of

Education graduates, and an excellent selection of potential new faculty coming from a strong field of applicants.

School of Education: Division of Counseling

Mission Implementation

The Counseling Program at Lindenwood University develops students' potential as professional or school counselors. We recognize the uniqueness of human beings and are dedicated to helping students obtain the knowledge, skills, and experience necessary to facilitate their development as counseling professionals. We prepare students to be ethical, reflective practitioners for work in school and/or mental health settings with individuals, groups, and families. The Programs are designed to meet the academic requirements toward licensure as a Professional Counselor and/or for recommendation for certification as a School Counselor.

Helping Students Learn

The Division of Professional and School Counseling will hold the following learning goals for all students:

- Provide a strong theoretical foundation for the counseling discipline
- Prepare counselor candidates for professional examinations required for licensure or certification
- Provide experiences for students to develop and practice clinical skills
- Insure that counseling candidate behave in a responsible, ethical, and professional way at all times

We will document student learning by testing their theoretical foundations; we will evaluate their practica experiences and require site supervisors to evaluate their clinical and professional skills; we will ask faculty to assess clinical development as candidates matriculate through various stages of the program; we will require an comprehensive exit exam to determine that candidates are prepared to enter the counseling field;

We will monitor the currency and effectiveness of our curriculum by visiting professional sites to get feedback from site supervisors and other professionals in the field and by collecting employment data from graduates.

Valuing All Faculty Members and Students

In the Division of Professional and School Counseling we will build and maintain relationships with students by meeting face-to-face with prospective students and providing them with a checklist of important processes and features of the program; by requiring entering students to participate in the "counseling project" which immerses them in the counseling process and helps them explore their own issues while they observe the skills of advanced student interns; by inviting students with a 3.2 grade point average the opportunity to join Chi Sigma Iota, the honor society for the counseling discipline, after completing 18 hours in the program; by encouraging leadership in Chi Sigma Iota to host in-services and other academic opportunities; by meeting

with advisees face-to-face and/or communicating through e-mail to keep them abreast of program processes and developments; by holding adjunct faculty meetings once each term (three times per year) to keep all our faculty abreast of processes and developments; to celebrate our accomplishments in our various careers and to encourage high expectations of students and faculty.

Understanding Stakeholder Needs

The stakeholders in the Division of Counseling include

- The community that provides mental health internship opportunities and hires our graduates to work in their facilities
- The school systems that provide guidance counselor placements for our candidates and hire our graduates and even some students before graduation as provisionally certified guidance counselors
- The Lindenwood University family, which utilizes our counseling services for providing support for emotional, academic, or social issues in the form of on-going counseling by faculty and/or counseling interns; and by providing psychometric testing for students with learning and/or behavior disabilities.
- The Lindenwood School of Education, in which the Counseling Division resides by providing certification programs for elementary and secondary counseling and for psychological examiner.

We will address the changing needs of our stakeholders by

- Instituting seminars for which we will provide continuing education credits for the mental health community. This will raise our visibility, foster collaboration, and provide a source of recruitment (for possible shift from professional to school counseling careers)
- Gathering information from site supervisors that can then be used to improve our services and curriculum
- Meeting the emerging needs of the Lindenwood University family. For example, with the development of a testing, we can provide space and readers for students who need special accommodations for testing.
- Helping the Lindenwood University family by offering our counseling services for students with social problems, learning disabilities and academic difficulties, legal problems, and psychiatric problems

Service to our students

We recognize the need for positive customer service, and we address this need by maintaining our “open door” policy whereby advisors are available to students during generously scheduled advisement times as well as other office hours. Through e-mail and the enhancements of the CAMS system, advisors are able to provide better services to students. Maintaining good

relationships with the Registrar's office and the Business Office helps us to resolve student issues with less frustration and more satisfaction.

Measuring Effectiveness

We will measure student learning and performance by

- Exit exams (CPCE for professional and Praxis for school counseling candidates)
- Electronic portfolio for school counseling candidates (including evaluations from site supervisors midterm and final)
- Accountability Projects for school counseling candidates
- Site supervisor evaluations for professional counseling candidates
- Reports from faculty site visitors for both professional and school counseling candidates
- Grade point averages
- Skills rating checklists at intervals (start of program, midway, and during internships)

The academic improvement priorities that we have set for the next year include

- Improved writing skills and research reviews
- Encouragement to all faculty to uphold higher standards of academic achievement

Strengths and Opportunities

In the School of Education, Division of Counseling, our strengths include

- Strong scholarship among our full time faculty
- Strong commitment from adjunct faculty
- Regular meetings with full time faculty (bi-weekly) and adjuncts (three times per year) to keep abreast of technological and policy changes
- Open communication with the student population
- Interfacing with other parts of the university, including Student Services, University Housing, and the faculty in general who may refer students to us.

Visions of the Future

The School of Education Division of Counseling's vision for the next five years includes each of the following points:

- Expanding the Student Counseling and Resource Center (SCRC) to the community on a paying basis that will bring income to the university and raise awareness in the community about the counseling programs. This will require enlarged facilities suitable for counseling and dedicated time for full time faculty engaged in this endeavor.
- In conjunction with the SCRC expansion, creating a testing center that will both provide academic and psychological testing services for the community as well as Lindenwood students. One aspect of this would be to collaborate with the

disabilities officer to provide space and personnel to provide special testing environments for students with documented needs.

Over the next five years, we will see our curriculum change in the following ways:

- We will watch the trend towards a 60-hour professional counseling program to be sure to keep pace with licensure requirements. We would add coursework dictated by the Committee for the Accreditation of Counseling and Related Education Programs (CACREP) standards that might include subspecialties in marriage and family counseling, as well as other areas, such as substance abuse specialization, sports counseling specialization, or geriatric specialization.
- The school counseling curriculum will be modified to account for the increased and reorganized standards adopted by the Department of Elementary and Secondary Education (DESE). In particular, the electronic portfolios will be modified to account for this increase from 13 to 16 standards.
- Students will be granted a degree in Counseling with a track in either professional or school counseling. That will satisfy our CAMS system requirements and both DESE and the Committee for Professional Registration. Students who return for the second track will be able to have that track noted on their transcripts.

Needs

Our projected needs in terms of space, equipment, library resources, and technology include

- New facilities to house counseling and testing services, along with computers that can evaluate testing materials and perform accounting operations for billing purposes. Attractive, comfortable furniture will be important to appeal to Lindenwood students and the community members who access these resources.

Statistics for the School of Education, Division of Counseling

Number and percent of full time, part time and adjunct faculty

- Full Time: 5
- Part Time: 0
- Adjunct: 39

Percent of students taught by full time faculty members

- Full Time: 333 enrollments = 13.68%

Percent of students taught by adjunct faculty members

- Adjunct: 2100 enrollments = 86.31%

Percent of full time faculty members with terminal degrees.

- 80% Our fifth full-time faculty member is completing her dissertation and is scheduled to graduate in May 2009.

Credit hours taught in the past academic year by department and by school

- Division of Counseling credit hours = 7599

Number of students served in the past academic year in division of counseling

- 690 individual students (528 fall 2008 and 578 spring 2009 with considerable overlap)

Class size range: 2-23 (mean class size = 10.48)

Average number of advisees per full time faculty member: Average=183

Numbers of majors - division of counseling

- Professional and School Counseling = 123
- Professional Counseling = 601
- School Counseling = 362
- Psychological Examiner Certification = 1

Threats

The School of Education, Division of Counseling recognizes the following threats to its program and is prepared to meet those threats.

- Decreasing enrollment due to national financial conditions
- Decreasing enrollment due to saturation of counseling field
- Decreasing enrollment due to competition from on-line programs and regional universities
- Decreasing scholarship and talent of recruits
- Retaining unqualified students who bring down standards of program

Retention

The School of Education, Division of Counseling will take the following steps to retain its majors:

- We are implementing various marketing strategies to enhance our visibility.
- We are redoubling our efforts to be available to recruits and present students.
- We are working with adjuncts to be alert to problems with students earlier and find solutions so they will remain in good standing with the program.
- We are providing education course (required for certification of non-teacher school counseling candidates) during our normal time slots that will eliminate the need to take on-line courses outside Lindenwood.

Recruitment

The School of Education, Division of Counseling will take the following steps to recruit new students into its program:

- Expansion of school counseling program in Nixa
- Recruit in Psychology, Social Work, and Criminal Justice undergraduate programs at Lindenwood
- Update program brochure and distribute in the community

- Provide personnel and materials at Job Fairs and professional conferences
- Encourage participation in Chi Sigma Iota events to raise awareness of our program
- Promote events offering counseling CEUs to raise awareness
- Updated Lindenwood website that makes it possible to “surf” to the counseling site.

School of Fine and Performing Arts

Mission Implementation

The mission of the School of Fine and Performing Arts is to create a curriculum in each department that is a perfect blend of the theoretical, analytical, creative, and practical. The objective is to produce graduates who possess the skills, knowledge, and self-confidence to succeed in highly competitive fields of endeavor.

Helping Students Learn

The School of Fine and Performing Arts will hold the following learning goals for all students:

- Use knowledge meaningfully
- Communicate successfully
- Collaborate effectively
- Use technology proficiently
- Achieve quality results efficiently
- adapt to change fluidly
- Learn independently and strategically
- Contribute to school, family, and community positively
- Self-regulate responsibly.
- Use their talents and creativity to enhance the world around them.

We will document learning by

- Annual departmental assessments
- Successful completion of capstone courses, exhibitions, senior projects, and other demonstrations of mastery derived from each department's curriculum.

We will monitor the currency and effectiveness of our curriculum by

- Having monthly meeting of the faculty in the School of Fine and Performing Arts
- Assessing our program requirements in relation to widely held academic and industry standards
- Tracking the progress of alumni.

Valuing All Faculty Members and Students

In the School of Fine and Performing Arts, we will build and maintain relationships with students by

- Always remembering that the primary responsibility of each faculty member is to educate the student.
- Always being mindful of the fact that we can best serve our students by teaching well, being prepared and open to their inquiries, points of view, and requests for assistance.
- Being nurturing and supportive of the students in their creative endeavors while at the same time guiding their efforts and challenging them to challenge themselves.

- Helping students to understand that every activity they undertake may not be successful but that they can learn valuable lessons from every attempt.
- Advocating for students when appropriate and helping them take responsibility for their actions when necessary.
- Providing good academic advising.
- Being available—setting and maintaining reasonable office hours.

In the next year, we will show our students what we value and hear their concerns by providing regular opportunities for them to share their ideas, suggestions, concerns within each department and with administrators of the School of Fine and Performing Arts. This will be done in the following formats:

- Meeting with groups such as Phi Mu Alpha (Music), Dance Alliance, Fashion Club, and in critiques, company meetings, and impromptu gatherings between students and faculty members
- Serving as advisors to student groups within the School.

In the next year, we will also treat our faculty peers with respect and continue to demonstrate what has been a hallmark of the School of Fine and Performing Arts—the ability for departments within the School to work together for the benefit of the students and the University as a whole.

Understanding Stakeholder Needs

The stakeholders in the School of Fine and Performing Arts include

- Students
- Faculty
- The Lindenwood community
- The community at large
- Alumni.

We are confident that we will prepare our students for their futures because we will work tirelessly and collaboratively to continuously meet the goals and objectives put forth in the mission statements of the University, the School of Fine and Performing Arts, and each department respectively. We will do so by

- Preparing our students to be contributing citizens of the global community.
- Preparing our students to succeed personally and professionally.
- Supporting the University and enhancing the campus culture through visual and performing arts.
- Providing world class facilities and state-of-the-art equipment to enhance the learning experience at the University

We will address the changing needs of our stakeholders by annually creating comprehensive assessment, strategic and individual development plans.

Service to Our Students

We recognize the need for positive customer service and we address this need by

- Maintaining a good relationship with Admissions and meeting with students they refer in a timely fashion
- Providing good advising
- Offering degree programs that can generally be earned in four years
- Offering talent awards
- Keeping regular office hours
- Working hours beyond the normal 35 or 40 hours required per week to provide opportunities for students
- Teaching and coaching students beyond the classroom
- Providing myriad performance, exhibition, and concert options for students
- Being responsive to the needs of students
- Utilizing effective problem solving

Measuring Effectiveness

We will measure student learning and performance by assessment and evaluation of clear, measurable objectives associated with each course, studio, or performance class.

The academic improvement priorities that we have set for the next year include

- Better integration between the professional series and the production/concert/exhibition series produced by the academic programs
- Annual review of degree requirements and material covered in each class
- Exploring the possibility of offering graduate classes rather than co-curricular classes
- Increasing the number of Master classes and presentations by visiting artists
- Hiring faculty as needed and considering the option of full time and permanent part time instructors to provide greater diversity
- Strengthening the academic requirements a student must maintain in order to participate in various productions, concerts, etc.
- Adding the BFA and MA in Dance
- Considering the addition an MA in Fashion Design
- Considering the feasibility of study abroad for all disciplines.

Strength and Opportunities

In the School of Fine and Performing Arts, our strengths include

- A world-class facility for Music, Theatre, Fashion Design, Dance and Graphic/Computer Art
- A new “campus” (Studio East and the NAPA store) for studio art

- A faculty composed largely of individuals who also create art
- A faculty composed of individuals many of whom work far more than 35-40 a week on a regular basis to meet the academic, performance, and exhibition needs of students
- Opportunities to work with professionals from outside the University
- A faculty that is dedicated to the education of the whole person within the context of the liberal arts ideals
- A host of performance and exhibition opportunities

Our greatest opportunities for the next year include substantial growth in majors, minors, and students who participate in Theatre, Music, Dance, etc. as activities. We will capitalize on these opportunities by

- Continuing to encourage students not majoring in fine or performing arts to participate in plays, ensembles, etc.
- allowing students opportunities to perform portfolio- and resume-building activities in beyond the classroom
- Contacting prospective students in a timely fashion
- Providing tours of our facilities
- Attending state and national conferences and workshops for the purpose of recruiting
- Planning events and learning experiences that bring high school students and their teachers to our campus
- Providing portfolio review and audition times on an as-needed basis
- The departments in the School of Fine and Performing Arts have the following particular plans for the 2009-2010 academic year:
 - Art--settle into the new Studio Arts complex and make any accommodations necessary to provide exceptional teaching facilities for students and faculty; and, expand the use of the galleries on campus and in the off-campus studio complex for exhibitions (students, faculty, guest artists, etc.).
 - Dance—prepare the groundwork for the creation of the BFA in Dance; and expand the community performance schedule for the Lindenwood University Dance Ensemble.
 - Fashion—explore the potential for a semester abroad program; and explore the creation of the MA and/or MFA in Fashion Design.
 - Music—become a regular site/venue for Missouri Honors band, orchestra, and choir as well as other instrumental and vocal high school groups representing top high school musicians; and, update the curriculum and equipment to meet the needs of the growing and diverse population of music majors.
 - Theatre—integrate the theatrical productions to provide more pre-production

and learning time for mainstage productions; create a summer theatre season; and, evaluate the graduate program and opportunities provided students in the program.

Visions of the Future

The vision of the School of Fine and Performing Arts for the next five years includes each of the following:

- Making Lindenwood the school of choice of the best and brightest student artists, performers, and educators in the region and in the nation
- Making Lindenwood the school of choice for entrepreneurs and managers in the arts in the region and in the nation.
- Offering opportunities for students to study abroad
- Hosting professional companies-in-residence
- Expanding of the graduate programs in all areas
- Considering the addition of the Doctorate in Fine Arts
- Discuss the reasonable expansion of the curriculum to meet the needs of the ever-changing student population
- Consider the reasonable expansion of the faculty to meet the academic needs of the students
- Expanding of the Visiting Artist program

Needs

Our projected needs in terms of space, equipment, library resources, and technology include a range of items that are specified and identified by each department throughout the course of the year. The following, however, must be addressed annually because they relate directly to our ability to meet student and instructional needs:

- Better access for faculty to studios, control rooms, etc. in the J. Scheidegger Center for the Arts
- Annual upgrades of software in all departments
- Regular replacement of expendables
- A system of budgeting for each department
- Regularly scheduled maintenance of equipment, instruments, etc.
- Annual replacement of equipment, instruments, etc. to support the academic and professional events
- Annual purchase of necessary equipment, instruments, etc. to support the academic and professional events

We recognize that the job markets for our graduates will change and we are prepared to meet the changing needs of our students by systematically reviewing degree and departmental requirements.

Statistics for the School of Fine and Performing Arts

- Full time faculty: 19
- Students taught by full time faculty: 83% Part time faculty: 0% Adjunct: 17%
- Full time faculty with terminal degrees: 63%
- Credit hours taught by department: 6, 071
- Number of students served: 3,935
- Class size range: 3-45 Average range: 22-28
- Average number of advisees per full time faculty member: 30-35
- Majors: 603

Threats

The School of Fine and Performing Arts recognizes the following threats to its program and offers action to nullify or reduce the impact of such threats:

- The global recession
The continuation of talent awards is vital to our growth and success. We need to make sure that a Lindenwood education is available to those students who wish to attend and make an economic balance between scholarships/grants/awards and students out-of-pocket costs.
- Failure to acknowledge that academic programs and the curriculum must continually be reviewed and updated—the “we’ve always done it this way” state of mind
Faculty in the School of Fine and Performing Arts are committed to staying current in their respective fields and feel free to make recommendations about curricular and programmatic improvements.
- Recruitment limits
Due to incredible improvements in the physical plants for Theatre, Dance, Art, Music, and Fashion Design, Lindenwood is becoming the school of choice for more and more students. We must be creative and find ways to accommodate these individuals. We must consider limiting the numbers of majors very seriously.
- Employment opportunities in the arts and in arts education
We recognize that there is fierce competition for jobs in Theatre, Dance, Art, Music, and Fashion Design. School districts very often cut the budget in the arts during economic downturns. We need to assist our graduates in every way possible, making them as “marketable” as possible so that they are multi-skilled rather than narrowly educated. We make every attempt to do so. We must also continue to improve job placement assistance in these areas. We must also support initiatives that promote the arts in our schools and communities.

Recruitment

The School of Fine and Performing Arts will take the following steps to recruit new students into its programs by

- Attending state and national conferences for the purposes of recruitment
- Maintaining a strong relationship with Admissions
- Creating events and activities that attract prospective students, their parents, and teachers
- Responding to prospective students in a timely fashion.

Retention

The School of Fine and Performing Arts will take the following steps to retain its majors

- Respond to students requests in a timely fashion
- Maintain regular office hours
- Provide an aggressive production, concert, event, and exhibition schedule for students
- Provide exceptional teaching and advising
- Make fair decisions regarding casting, critiques, technical/design/directing/job assignments
- Allow students to give input and recommendations about performance, concert, and event planning
- Provide Master classes and Visiting Artist workshops
- Provide a reasonable number of opportunities to work with professionals.

School of Humanities

Mission Implementation

Lindenwood's School of Humanities is committed to the following 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

The mission of the School of Humanities is three fold:

- Through offering a large number of general education classes, the School of Humanities plays a significant role in the University's mission to provide a liberal arts education that is designed to educate the whole person.
- Through the offering of certification programs in French, Spanish, History and English, the School of Humanities plays a significant role in the University's production of new teachers for the region, state, and the nation.
- Through offering degrees in nine areas of study, the School of Humanities prepares students for both work and/or further study in these areas by providing a well rounded generalist education allowing them to find entry level positions appropriate to their degrees or competing successfully in graduate or professional school.

Helping Students Learn

The School of Humanities will hold the following learning goals for students:

- For all students
 - Improved writing skills
 - Improved critical thinking skills
 - Improved knowledge of
 - Literature
 - History
 - Religion/Philosophy
 - Foreign languages
- For students majoring in the Humanities
 - Improved investigative skills in their discipline
 - Improved communications skills, both written and verbal, in their disciplines

- Improved understanding of how their disciplines interconnect with other areas of study.

We will document student learning by the maintenance of assessment programs for each of the degree programs offered by the School.

We will monitor the currency and effectiveness of our curriculum by constantly reviewing and updating the data from our assessment programs to find areas of strength and weakness in our curriculum.

Valuing All Faculty Members and Students

In the School of Humanities, we will build and maintain relationships with students by

- Maintaining regular office hours
- Overseeing the operation of clubs and/or honors societies
- Looking for out of class opportunities to
 - Appropriately socialize with students
 - Share academic opportunities with our students

In the next year, we will show our students that we value them and hear their concerns by

- Reviewing class evaluations
- Constantly reviewing our classes to look for more effective methods to reach, the class, department, school and university goals
- Maintaining regular office hours
- Overseeing the operation of clubs and/or honors societies

Understanding Stakeholder Needs

The stakeholders in the School of Humanities include

- Students
- Faculty
- Administration
- Board of Directors
- Alumni
- The St. Charles Metropolitan Area

We are confident that we will prepare our students for their futures because we will

- Regularly run surveys of former students
- Regularly conduct surveys of the “cooperating” teachers of our students involved in student teaching
- Regularly talk to our advisees about future goal to be able to put them in classes that I help advance their goals and interests

We will address the needs of our stakeholders by

- Working with the School of Education to stay abreast of the needs of our students going into secondary and middle school education

- Working to stay current with graduate school trends and requirements in each of our fields
- Producing documents necessary and required by the Higher Learning Commission, the Board of Directors, and the Administration.

Service to our students

We recognize the need for positive customer service, and we address this need by maintaining regular office hours in which we conduct advising and act as mentors to students in our majors.

Measuring Effectiveness

We will measure student learning and performance by

- Running an active assessment program in each program which is updated regularly
- Regularly reviewing the student course evaluations for comments that can lead to course improvements
- Conversing with current and former students to determine what is or is not working in classes

The academic improvement priorities that we have set for the next year include

- Writing skills across the humanities curriculum
- Critical thinking skills across the humanities curriculum

Strengths and Opportunities

In the School of Humanities, our strengths include

- Our Faculty
- Intellectual Diversity – the School of Humanities, because of its size, offers diverse points of view and methods of instruction in most of our disciplines.

Our greatest opportunities for the next year include

- The creation of the Master of Arts in International Studies. We intend in the next year to work with the new center director, Dr. Ray Scupin, to implement the program on the five session cycle. The first session classes will be offered by Dr. Scupin, Professor Guffey and other members of the Humanities, Science, and Business faculties. By the end of 2009-10, we will fully integrate the MA program into the University's graduate offerings. It will host 20 new students for 2009-2010 and will provide the foundation for teaching and research excellence.
- Review and re-organization of the assessment programs in each of the departments. The assessment programs have played a role in changes that have been made by the departments over the last few years, but most programs are now looking to increase the effectiveness of their assessment efforts. We will be looking at new assessment methods and consider whether new tools are best created on site or if should we consider the possible use of third party tools.

Visions of the Future

The School of Humanities' vision for the next five years includes each of the following points:

- Continue to be the heart of the University's liberal arts education – In order to accomplish this we will need to see some expansion in the size of the Humanities faculty.
- Expand the Writing Center in physical size, and thus, student capacity – The Writing Center will be relocated to a larger facility in either the new student center or the re-furbished library. The number of student workers will become sufficient to conduct operations for both day and evening students.
- Offer more GE classes in the traditional night format. Each program will over time be asked to offer classes that fulfill the GE requirements covered by the Humanities in the night format.
- Create both a history journal and student literary journal – both are currently in various phases of development.
- Create a Lindenwood Film Series modeled on the Webster Film Series in conjunction with schools of Communications, Business, and Fine and Performing Arts. This will further the goals of all schools and the university at large. The mission statement: *Film is an important, even vital, cultural and educational art form. As such, film can help us understand ourselves and our world. At its best, film can raise the perennial questions of human existence, aid in preserving our cultural inheritance, introduce the rich treasures of other cultures, and challenge us to think for ourselves. In showing films that have artistic merit and intellectual value, we seek to further Lindenwood University's commitment to "values-centered programs leading to the development of the whole person—an educated, responsible citizen of a global community" (Lindenwood's Mission Statement). The Lindenwood Film Series is a way of fulfilling this commitment for our campus and for the community at large.*
- Enhance the Bachelors Degree in International Studies. This program has been established and in place for over five years. By adding this degree under the umbrella of the Center for International and Global Studies, faculty sharing, curricular coordination, and study abroad opportunities will improve students' degree satisfaction.

Over the next five years, we will see our curriculum change in the following ways:

Expanding offerings in

- French
- Political Science
- Geography
- Creative Writing
- German

Center for International and Global Studies

- Offer a visiting professor program for the Center. This position will be an additional full-time teaching professional who will augment his/her instruction with research production, masters level student supervision, assistance in the placement of students into doctoral programs, faculty exchange administration, and MA program recruitment.
- Implement a “Buddy Program” for new international students through the Center. This program will help indoctrinate and facilitate the resolution of new international student issues.

Needs

Our projected needs in terms of space, equipment, library resources, and technology include

- Additional office space for professors – we are out of office space in our current location. The only remaining option would be to cannibalize the writing center and the Adjunct office. This option needs to be considered unacceptable until new space is found for each of these requirements.
- Additional classrooms- while it is important to ensure we have classes throughout the day, we need to be able to offer additional classes during the prime times that the students also want to be in class.
- A suitable place (possibly Jelkyl Theater) and equipment for the Lindenwood Film Series.
- A physical location to house the Center for International and Global Studies activities.
- Additional space for the Writing Center. It is in a space that is too small for the growing needs for student body.
- A space set aside for use on a regular base for the writing assessment/proficiency during the open enrollment process.

We recognize that the job market for our graduates will change and we are prepared to meet the changing needs of our students.

- The purpose of liberal education is twofold:
 - To prepare the mind to deal with, and adapt to, changing circumstances by familiarizing students with a wide variety of knowledge, experiences, and ways of approaching the world.
 - To give students an exposure to the knowledge and experiences that the university believes are reasonable for all college educated people to have.
- Each program is constantly reevaluating what it is doing and if it is preparing students for professional life or graduate school. There have been a number of \ program revisions in the last two years, and the School of Humanities will continue to make these changes as the market for our students (professional

careers or graduate school) evolves.

- The programs that prepare student teachers for working in secondary education have been successful. They will continue to work with the School of Education to insure students are prepared for the PRAXIS exam and the classroom.

Statistics for the School of Humanities

- Number and percent of full time, part time and adjunct faculty:
 - Full time: 37 (35 faculty and 2 Staff)
 - Part-time 3 (Fulltime LCIE teaching in day program)
 - Adjunct 18
 - GA 2
- Percent of students taught by full time faculty members:
 - 80% of our classes are taught by full time traditional program faculty.
 - 84% of the students in Humanities classes were taught by full time traditional program faculty.
- Percent of students taught by part time faculty members:
 - 3.6% of our classes are taught by part time faculty
 - 3.5% of the students in Humanities classes were taught by traditional program part time faculty
- Percent of students taught by adjunct faculty members:
 - 13.8 % of our classes are taught by traditional program adjunct faculty
 - 12% of the students in Humanities classes were taught by traditional program adjunct faculty
- Percent of full time faculty members with terminal degrees: 68.6%
- Credit hours taught served in the past academic year by department and by school:
 - The school 32,160 student credit hours and 1,479 class credit hours
 - English 13,449 student hours and 573 class credit hours
 - Foreign Languages 2,721 student hours and 204 class credit hours
 - History 8,415 student hours and 324 class credit hours
 - Philosophy 2,775 student hours and 183 class credit hours
 - Political Science 1,953 student hours and 96 class credit hours
 - Religion 2,847 student hours and 117 class credit hours
- Number of students served in the past academic year by school: 10720
- Class size range: 10-38
- Average number of advisees per full time faculty member: Approximately 15
- Numbers of majors by degree program:
 - English 84
 - Foreign Languages

French	12
Spanish	17
▪ General Studies	2
▪ History	147
▪ International Relation/Studies	17
▪ Philosophy	14
▪ Political Science	26
▪ Public Management	4
▪ Religion	1

Threats

The School of Humanities recognizes the following threats to its programs and is prepared to meet those threats.

- Potential declining student enrollment at the University as a whole. The School of Humanities will, where possible and practicable, participate in college or transfer fairs. We will also continue personal and departmental recruitment. We will continue to find new avenues to reach out to potential students such as “History Bowl.”

Retention

The School of Humanities will take the following steps to retain its majors:

- Because of the nature of the School, each program will work on retention individually
- Continue the use of newsletters, history club activities, "get-togethers," and field trips by the History Department
- The History Department will reach out to students with its new honor Society, Phi Alpha Theta
- Use class size limitations as a means of retaining students in Foreign Language classes.
- Contribute to students’ interest in continuing foreign language study through the study-abroad program
- Encourage greater activity by the Honors societies and clubs that are connected to the School of Humanities programs
- Use Philosophy honor society, Phi Sigma Tau, the new philosophy club, the student-led Facebook group, and activities like Coffee Conversations, Philosophy Forum, and Philosophy in Film to develop bonds with, and between, students interested in philosophy
- Expand the hours capabilities of the students working in the writing center so it is available for night and LCIE students as well as traditional day students

- Expand the EPP offering by adding necessary fulltime individuals and developing and continue implementing the plan to improve the English skills for our non-native speakers
- Develop educational trips to significant historical and cultural sites in America for American Studies
- Increase LU's visible presence in the scholarly community via presentations and publications
- Develop more philosophy courses in conjunction with other programs (like Aesthetics with the Arts program; Business Ethics and Game Theory with the Business program; Modern Symbolic Logic with the Science program; and Eastern Philosophy with the Religion program)
- Oversee the international student enrollment management (Center for International and Global Studies)
- Oversee the Intercultural Club. This will produce the annual international festival. The club will promote student involvement, thus supporting retention initiatives. (Center for International and Global Studies)

Recruitment

The School of Humanities will take the following steps to recruit new students into its program:

- Actively participate in local college fairs
- Investigate the feasibility of utilizing funds from creative writing journal sales to create a writing competition associated with *Untamed Ink*.
- Develop additional media opportunities that showcase the academic and professional strength of the division
- Explore initiatives that give Lindenwood a more active role in the local history community and consider new ways of investigating, interpreting, and presenting the history of the region to both the university and public constituencies
- Continue the history department's community outreach (History Day activities, connections with local groups such as the St. Charles Historical society, etc.)
- Examine the feasibility of inviting high-school students to the Word Society's CreatiFests, which usually are held once each semester.
- Expand the History Bowl show to include a larger number of schools. This would assist in further spreading the name of the University more broadly in the region and thus, assist in recruitment
- Establish ties with more area high school foreign language departments. This has been very beneficial to the French program, as we can draw talented students from the classes of teachers who have a record of providing a strong foundation in French.

- Continue to update and revise the newsletter *Journal de Caen* highlighting students' experiences studying in France
- Advertise the Spanish programs the J-term trips and the Semester in Costa Rica
- Through the Center for International and Global Studies, the international student office will recruit for all authorized university programs. Further, it will support all immigration, SEVIS and Home Land Security Issues. Continuing, it will address all financial matters and will maintain and improve the financial success of international student recruitment

School of Human Services

Mission Implementation

The mission of the School of Human Services is dedicated to the study and preparation for careers in the helping professions and for entry into graduate school in the fields of Christian Ministry Studies, Criminal Justice, Fire and Paramedic Science, Military Science, Nonprofit Administration, and Social Work.

Helping Students Learn

The School of Human Services will hold the following learning goals for all students:

- Students will recognize and evaluate their goodness of fit with their chosen profession.
- In an effort to maximize student learning, the knowledge, skills and abilities necessary for vocational proficiency will be taught to all students utilizing a variety of educational formats.
- Our students will learn to respect and embrace diversity.
- Values and ethics of each field of study will be interwoven with current theory and practice.
- Effective communication skills, both written and oral, will be emphasized in coursework.
- Our students will be challenged with the goal of higher learning through the development and improvement of critical thinking skills.
- The importance of community and contributions to a better society is infused in our curriculum.

We will document student learning by

- Monitoring student academic performance
- Annual comprehensive assessment and evaluation of our curriculum
- Soliciting and utilizing student and community feedback

We will monitor the currency and effectiveness of our curriculum by

- Utilization of program and faculty meetings to identify and address strengths and concerns
- Ensuring that each program has a capstone class that focuses on the integration and synthesis of the program curriculum
- Utilization of exit survey of all program graduates in every Human Services program
- Utilization of alumni and employer survey of the readiness of our graduates for employment and graduate school success
- Implementation of pre/post curriculum assessment in each of the programs

Valuing All Faculty Members and Students

In the School of Human Services, we will build and maintain relationships with students by

- An open door policy with availability as possible beyond our posted office hours
- Using formative assessment techniques to gain student input on course content and presentation
- Hosting an annual School meeting to meet and welcome new majors
- Providing mentoring on an academic, career and personal level
- Active involvement in student organizations and activities

In the next year, we will show our students that we value them and hear their concerns by

- Upgrading our internship and practicum programs
- Conducting ongoing majors meetings for each program
- Developing a Human Services Student Council with representatives from each program to meet with the Dean at least per semester
- Ongoing commitment to teaching excellence by organized discussions to talk about teaching
- Recognizing community service on their transcripts when 500 or more hours are completed

In the next year, we will show our faculty that we value them and hear their concerns by

- Increasing awareness of our programs and faculty by having presentations by each faculty person as to experience and expertise at monthly School meetings
- Ensuring that faculty members remain current in their respective areas via professional development opportunities
- Developing monthly “Grab and Go” luncheons to talk about teaching

Understanding Stakeholder Needs

The stakeholders in the School of Human Services include:

- Students
- Employers
- Administration
- Parents
- Internship sites
- Staff
- Accrediting bodies
- Faculty
- Alumni
- Recruits

We are confident that we will prepare our students for their futures because we will

- Track employment rates and graduate school admissions
- Hold our students accountable to professional standards and best practices

- Network and learn from members of our professional communities
- Encourage educated and enlightened citizenship
- Assess our graduates' readiness for their chosen profession

We will address the changing needs of our stakeholders by

- Continuous quality improvement of teaching techniques to facilitate student learning
- Increasing the use of technology and state-of-the-art resources
- Engaging, surveying, discussing, and responding with/to our stakeholders
- Implementing our assessment plan
- Developing community advisory boards in all of our programs
- Surveying exiting students, internship site supervisors, employers and alumni and integrating feedback into the curriculum

Service to our students

We recognize the need for positive customer service, and we address this need by

- Providing a welcoming, friendly environment to all of our stakeholders
- Having at least one faculty member available Monday through Friday between 8:00 a.m. and 5:00 p.m. and a willingness/availability to meet students outside the expected work schedule as needed
- Remaining committed to the success of all of our students
- Ensuring a timely response and follow-up to all requests
- Advocating for our majors and problem solving strategies for resolution
- Listening to and observing our student body to identify student needs

Measuring Effectiveness

We will measure student learning and performance by

- A comprehensive assessment and evaluation system for all programs that will measure content and student feedback

The academic improvement priorities that we have set for the next year include

- Addressing consistent, fair and just grading expectations
- A review of the policies and procedures around class attendance
- Exploration of a classroom teaching evaluation such as peer review

Strengths and Opportunities

In the School of Human Services, our strengths include

- Faculty experienced in their field of service
- Different professional perspectives and backgrounds tempered with academic expertise
- Well qualified personnel: 54% have terminal degrees; 31% are in terminal degree programs

- Operating as a student-centered School
- Commitment to Lindenwood University as a mission-driven teaching university
- Fostering a philosophy of continuous improvement

Vision of the Future

The School of Human Service's vision for the next five years includes each of these points:

- Our School will continue a hands-on approach to education utilizing a field-experienced faculty with expertise in higher education. We will maintain a strong and viable connection to the community, including our tradition of joint ventures (police academy, fire and paramedic schools) and cooperative educational experiences.
- Our Bachelor's degree in Social Work will continue to be accredited by the Council on Social Work Education (CSWE).
- The Fire and Paramedic Science Program will be added to the School.
- Integration of all course formats including LCIE and satellite campuses will provide a comprehensive assessment of student learning.
- The School will offer a graduate education counterpart for most of the undergraduate degree programs. LCIE now offers a Master's Degree in Criminal Justice; Nonprofit Administration offers a traditional Master's Degree. New graduate programs will include a/n
 - Master's Degree in Social Work
 - On-line Master's Degree in Nonprofit Administration
 - Master's Degree in Applied Theology
- We will remain abreast of the job market for these helping professions to ensure placement upon graduation.

Over the next five years, we will see our curriculum change in the following ways:

- To ensure job placement, we will facilitate opportunities for our students to—
 - develop networking skills
 - integrate into the community by offering more placement opportunities for course credit
 - participate in national professional organizations
 - make realistic job choices based on their knowledge of the field
- Increase use of technology in the classroom
- Utilize our assessment to guide curriculum changes in addition to information from research, community partnerships and demographic shifts
- Upgrade and update program curricula for program alignment in the School
- Expand offerings in Fire Science by exploring the feasibility of a firefighter academy and/or additional coursework

Needs

Our projected needs in terms of space, equipment, library resources and technology include

- Office space to establish our identity as a School and to provide adequate space for all faculty members. With an MSW Program, six new faculty members would need to be hired to meet accreditation standards
- Sufficient support staff
- Classrooms with high-tech equipment and internet access
- A Human Services “lab” to simulate crime scenes, home visits, counseling sessions, mock interviews and court rooms. Equipment would include one-way mirrors, videotaping equipment with playback capability, internet access and computers, home furnishings, etc.
- Funds for professional development for faculty
- An assessment of library resources, the hardware/software capability for access on and off campus, user training and interface with library personnel

We recognize that the job market for our graduates will change, and we are prepared to meet the changing needs of our students by

- Increasing networking opportunities via internships, guest speakers, career fairs, speaker’s series
- Collaborating with the Career Services office
- Tracking employment trends as documented by the U.S. Department of Labor
- Encouraging graduate school as a post-graduation option

Statistics for the School of Human Services

- Full Time Faculty 13; 69%
- Part-time Faculty 0; 0%
- Adjunct Faculty 6; 31%
- 97% of students taught by full-time faculty members
- 3% of students taught by adjunct faculty members
- 54% of full-time faculty with terminal degrees
- 79 credit hours taught in 2008-09 in Christian Ministry Studies
- 240 credit hours taught in 2008-09 in Criminal Justice
- 24 credit hours taught in 2008-09 in Military Science
- 135 credit hours taught in 2008-09 in Nonprofit Administration
- 89 credit hours taught in 2008-09 in Social Work
- 2857 students served in 2008-09 in the School of Human Services
- Class size range = 1 to 101 students
- Average number of advisees per full-time faculty member = 28.3
- Number of Majors: 343 total
 - 31 Christian Ministry Studies

- 198 Criminal Justice
- 47 Nonprofit Administration undergraduate
- 21 Nonprofit Administration graduate
- 46 Social Work

Threats

The School of Human Services recognizes the following threats to its program and is prepared to meet those threats:

- The declining economy in the U.S. may affect the family's ability to pay for a college education. There may be a reduction in financial aid dollars. We will address this by
 - keeping our students on a graduation track, ensuring graduation at the earliest possible date
 - making course scheduling student friendly so majors will be able to meet Work and Learn hours and be employed off-campus
- A general misunderstanding of our professions as non-professional, underpaid, overworked, dangerous and subject to burn-out. De-bunking of the myths will be done by
 - Ongoing education of the general public and our colleagues
 - Recruiting fairs and high school speaking engagements
 - Summer programs for youth
 - Presentations at faculty workshops such as Sibley Day

Retention

The School of Human Services will take the following steps to retain its majors:

- Continual relationship building and individualized mentoring to engage majors
- Success mentoring to identify and assist struggling students
- Nurture opportunities in the field and connect our majors to the community
- Collaborate with the Student Development Office and Student Ombudsperson
- Encourage involvement in student organizations and activities with faculty sponsorship and attendance at events

Recruitment

The School of Human Services will take the following steps to recruit new students to its programs:

- Continue the inter-program Task Force on Recruitment for Human Services
- Involve our students in recruitment activities
- Develop marketing brochures; keep the web page current
- Offer a high school survey course on Human Services for AP credit
- Have a School representative at career fairs

- Collaborate with the Admissions Office and educate recruiters on our programs
- Facilitate referral network with the community colleges
- Adapt our programs to meet the needs of transfer students
- Offer course schedules for the working student
- Increase on-line course offerings
- Enhance our reputation in the community as educating high-quality entry-level professionals so as to ensure job placement for graduates

School of Sciences

Mission Implementation

The mission of the School of Sciences is to convey the content of Mathematics and the Natural and Behavioral Sciences and also to nurture a scientific attitude towards investigation and discovery. We consciously balance basic science with applied science and the study of the human mind with stewardship of the external environment. Our intent is to steep our students in productive use of the latest technology, while never overlooking the primacy of human thought, value, and culture.

Helping Students Learn

The School of Sciences will hold the following learning goals for all students:

- Development of critical-thinking and data-based decision-making skills
- Strong foundation in content areas to support a range of career goals
- Appreciation of the ongoing development of knowledge in the sciences and the necessity for life-long learning in these areas

We will document student learning by incorporating a variety of assessment tools into our courses, including on-line learning tools, inquiry-based labs and activities, pre- and post-testing, and assessment of qualitative essays/technical writing.

We will monitor the currency and effectiveness of our curriculum by conducting comparative reviews of competing programs, analyzing student input from course evaluations and exit interviews, and compiling data on student success in employment and graduate education.

Valuing All Faculty Members and Students

In the School of Sciences, we will build and maintain relationships with students by providing knowledgeable and personalized advising, supporting and participating in student organizations, and maintaining a welcoming office atmosphere for students seeking assistance.

In the next year, we will show our students that we value them and hear their concerns by expanding the use of data from course evaluations and exit interviews, as well as new tools such as social networking sites to maintain contact with students after graduation.

In the next year, we will show our faculty (both full and part-time) that we value them and hear their concerns by ensuring the functionality and availability of facilities and equipment to help them to provide the best educational experience for students. These include clean and well-stocked classrooms, fully-functional classroom technology, copiers and printers, modern and well-equipped student laboratories, and comfortable, quiet office spaces.

Understanding Stakeholder Needs

The stakeholders in the School of Sciences include

- Students – both majors and non-majors
- Faculty – both full and part-time
- University administration and Board of Directors
- Students' parents and society at large

We are confident that we will prepare our students for their futures because we will monitor the currency and effectiveness of our curriculum by

- conducting comparative reviews of competing programs
- analyzing student input from course evaluations and exit interviews
- compiling data on student success in employment and graduate education

We will address the changing needs of our stakeholders by continuing to maintain real-world relevance to our course offerings by staying abreast of changes in the graduate, professional school and workplace environments.

Service to our students

We recognize the need for positive customer service, and we address this need by

- maintaining generous faculty office hours
- providing peer-tutoring programs in all subject areas
- maintaining an efficient and welcoming environment in our physical facilities.

Measuring Effectiveness

We will measure student learning and performance by

- Course Assessment
- Pre-Post Testing in key courses
- Capstone courses and Exit Interviews

The academic improvement priorities that we have set for the next year include

- Decreasing the proportion of students earning grades of D or F in general education mathematics courses by ensuring proper course placement
- Increasing student retention and success in the Chemistry and Biology majors by implementing a new General Chemistry sequence
- Increasing the variety and frequency of offering of courses for Computer Science majors by hiring a new faculty member and optimizing the course offerings by existing CS faculty
- Decreasing the proportion of general education biology classes taught by adjunct instructors by hiring an additional faculty member

Strengths and Opportunities

In the School of Sciences, our strengths include

- Well-qualified and experienced faculty
- Commitment to excellence in teaching and learning
- Updated laboratory and classroom facilities
- Continuing faculty development through research and professional organizations

Our greatest opportunities for the next year include

- Improving student success in Mathematics through implementation of a new placement system
- Increasing opportunities for student research through expansion of our multidisciplinary project at the Boone Campus
- Strengthening the Computer Science program with a new faculty member
- Hosting a regional Psychology student research conference in Fall 2009
- Supporting faculty in developing and expanding opportunities for student research

Visions of the Future

The School of Sciences' vision for the next five years includes each of the following points:

- Maturation and expansion of the math placement program to reach students in all undergraduate programs (day and evening) and to provide an individualized program of remedial study for all students who require such assistance. Achievement of this goal will require
 - Implementation of mandatory placement testing prior to students enrolling in all general education math courses
 - Adequate staffing of the Math Enhancement Center to ensure that testing, computer facilities, and tutoring are available to all students who need them.
 - This will likely require the addition of both evening and weekend hours on the St. Charles campus and may require additional staffing and facilities at some remote campus locations.
- Increased opportunities for Biology and Chemistry students to engage in productive, ongoing research projects with faculty members. Achievement of this goal will require
 - Financial support for students doing research during summers and for students to attend scientific meetings to present their results
 - Potential for occasional reductions in faculty teaching load, perhaps through a research grant or sabbatical program
- Increased numbers of very well-prepared students choosing Lindenwood University for its quality undergraduate science programs. Achievement of this goal will require that our programs develop a stronger reputation in the wider community through

- An advertising campaign focused on math and science programs
- A scholarship program specifically for high ACT students planning to major in math or science
- Hosting of the regional Psychology student research conference in Fall 2009
- Earning American Chemical Society (ACS) certification for the BS chemistry degree program
- Expansion and upgraded equipment available to students in lab classes and for research
- Explore opportunity to offer a MS degree in Environmental Science. Achievement of this goal will require:
 - Investigation of potential market for such a degree program
 - Implementation of BS degree in Environmental Science
 - Addition of one or more faculty members with expertise in Earth and Environmental Sciences

Over the next five years, we will see our curriculum change in the following ways:

- Expansion of course offerings in
 - Biology – in areas of Environmental Science to support BS and possible MS degree programs
 - Chemistry – in areas required for ACS approval
 - Computer Science – in areas of networking and web development
 - Mathematics – in areas to support expansion of the Actuarial Science emphasis
 - Will require one or more faculty members with expertise in Statistics
 - Behavioral Sciences – in areas of cognitive and neuropsychology
- Development of new degree programs
 - BS in Environmental Science

Needs

Our projected needs in terms of space, equipment, library resources, and technology include

- Remodeling of general education and anatomy lab/classrooms (2009/10?)
- Restoration of Y215 as dedicated space for lab classes only (2010/11?)
- Remodeling of office space for adjunct instructors to provide more student-friendly work space (2009)
- Designation of additional office space for Sciences faculty to provide private space for 8-10 faculty members (2009-2011)
- Mobile computer “lab” and installation of wireless hub to permit faculty to schedule computer-based classroom activities in any classroom.
- Purchase of NMR instrument for Chemistry Instrument lab – required for ACS certification

- Improved access to full-text primary research journals

We recognize that the job market for our graduates will change and we are prepared to meet the changing needs of our students by regularly evaluating and updating our course offerings, particularly in areas such as biology, chemistry, mathematics, and computer science.

Statistics for the School of Sciences

- Number and percent of full time, part time and adjunct faculty:
 - Full-time: 27
 - Part-time: 4
 - Adjunct: 10
- Percent of students taught by full time faculty members: 78%
- Percent of students taught by adjunct faculty members: 15%
- Percent of full time faculty members with terminal degrees: 93%
- Credit hours taught in the 2008/09 academic year by department and by school:
 - ANT 21
 - BIO 235
 - CHM 132
 - CSC 54
 - EGR/PHY 53
 - ESC 47
 - MTH 279
 - PSY 186
 - SOC 72
 - Total 1079
- Number of students served in the past academic year by school: 6322
- Class size range: 11-34
- Average number of advisees per full time faculty member: 24
- Numbers of majors by department:
 - ANT/SOC 20
 - BIOLOGY 185
 - CHEMISTRY 73
 - COMP SCI 83
 - MATHEMATICS 60
 - PRE-ENGINEER. 40
 - PRE-NURSING 35
 - PSYCHOLOGY 183

Threats

The School of Sciences recognizes the following threats to its programs and is prepared to meet those threats.

- Higher unemployment rates means new graduates may have difficulty in securing their first jobs. We will address this threat by working with graduating students to help them to expand their job searches by
 - considering less traditional career and employers
 - broadening their search to other parts of the country
 - encouraging students to consider a variety of graduate educational opportunities.
- Weak economy may cause students and parents to focus on majors traditionally considered more “employable.” We will address this threat by emphasizing the economic security of careers in education, medicine, actuarial mathematics and many areas of technology.
- Low enrollment in math and science fields is an ongoing national trend. We address this threat by providing an educational environment that is nurturing and supportive of students who seek to do well.
- Low profile of Lindenwood University science programs compared with those at competitive institutions. We will address this threat by supporting and initiating opportunities to increase visibility of the high-quality education offered in math and science at Lindenwood University.

Retention

The School of Sciences will take the following steps to retain its majors:

- Maintain generous faculty office hours and a welcoming atmosphere for students who need one-on-one assistance
- Provide high-quality, accessible peer tutoring programs in all majors
 - Utilize on-line tutor scheduling system to optimize efficient use of tutors
- Maintain high-quality, up-to-date laboratories and equipment for students to use in classes and to carry out independent research projects.
- Strengthen student and faculty support for and participation in student clubs
- Expand participation in student-faculty research projects
- Revise the curriculum of some courses/programs with poor retention to address student needs. Examples of this approach presently underway include
 - Implementation of a new placement system for general education math courses
 - Revision of the General Chemistry sequence for Chemistry and Biology majors

Recruitment

The School of Sciences will take the following steps to recruit new students into its program:

- Work with the Admissions and Public Relations Departments to develop an advertising campaign highlighting our high-quality math and science programs
- Work with the Admissions Department to develop a specific scholarship for each of our major areas
- Expand/upgrade degree offerings in
 - Actuarial Studies program
 - BS in Environmental Science
 - ACS certification of BS in Chemistry
- Host American Mathematics Competition for area high school students

Standing Committees

Assessment

Mission Implementation

The mission of the Assessment Standing Committee is to give guidance to the University Assessment Officers in the conduct of the University Assessment program. It also acts as a forum for the discussion of University assessment issues. The guidance covers both areas to be assessed and methods of assessment in two major areas: 1) General Education and 2) the various majors and programs offered at the institution. It guides modifications to the program each year and encourages divisions and departments to expand and change their parts of the program as needed to meet the University goals.

Helping Students Learn

The Assessment Standing Committee will hold the following goals for the next academic year:

- Continue the process of evolving the current assessment documentation format in order to allow the university to better determine its successes and challenges
- Document the success of our goals by the creation of the assessment documents

Valuing All Department Members and Students

In the Assessment Standing Committee, we will build and maintain relationships with students by

- Encouraging students to be directly involved in their program assessment development
- Including increased emphasis on matters related to student life and academic success outside of the classroom

In the next year, we will show our students that we value them and hear their concerns by

- Working with programs to improve their assessment programs
- Working with programs to interpret their assessment results to assist in improving their academic programs
- Beginning work with the new Retention Committee
 - looking into the data provided by NSSE and BCSSE

Understanding Stakeholder Needs

The stakeholders of the Assessment Standing Committee include

- The Board of Directors
- The University President and Vice Presidents
- The Faculty
- The Student Body
- Higher Learning Commission

- Missouri Department of Higher Education
- St. Charles and surrounding Communities

We will address the changing needs of our stakeholders:

- Continuing to cover areas of general education, programs and graduate education.
- Covering off site locations in an addendum
- Covering areas of student life that are considered to have a direct impact of the culture of learning at Lindenwood
- Allowing for the document to be used either as a single document or to be broken down into its component parts
- Beginning the consideration of methods of assessment that look at the university as a whole.
 - GE's across the curriculum
 - Measuring the impact of GE's on students in other majors.

Service to our students

We recognize the need for positive customer service, and we address this need by

- Producing documents that record the work of the university in the areas of assessment

Measuring Effectiveness

We will measure the effectiveness of our standing committee by

- Looking for continuing improvement in assessment report from the various departments
- Looking for continued improvement in assessment results from the departments
- Making the document accessible to those not directly involved in the report creation process

Strengths and Opportunities

In the Assessment Standing Committee, our strengths include

- Diversity of experiences both academic and practical among the members
- A strong belief among the members of the value of assessment

Our greatest opportunities for growth in the next year include

- The creation of the office of Institutional Research - the greater focus on assessment by the university as a whole will be to show to the stakeholders the commitment of the university to the concept of continuous improvement
- Expanding the assessment program into the integration of LCIE with the traditional programs. This will be done through the individual programs working to create integrated assessment programs.

Visions of the Future

The Assessment Standing Committee's vision for the next five years includes each of the following points:

- Look at general education across the curriculum. We will encourage the use of capstone classes in programs where this is not currently happening.
- Look for possible third party or internal evaluation methods.

The Office of Institutional Research will work with the Assessment committee to expand and continue to improve the University's assessment in the following areas

Departmental

- Look into use of E-Class evaluations –specialized to departments(CAMS)
- Look into the uses of other technologies to make assessment less burdensome on the departments
- Review Assessment tools for each program: Work with the Departments to create new or revise old tools as appropriate
- Work to assist departmental assessment officers
- Work with departments to improve the level of analysis – focusing more on closing the loop

Night Classes

- Look into use of E-Class evaluations –specialized to departments (CAMS).
- Expand Reporting on Night programs as separate from day programs while incorporating into overall program assessment.

LCIE

- Look into use of E-Class evaluations – specialized to off sites (CAMS)
- Review and assess the new evaluation system for adjunct professors
- Expand the reporting on LCIE to give the University and the Community a clearer picture of its academic value to both the University and the community.

Off Site-Non-LCIE

- Look into use of E-Class evaluations – specialized to off sites (CAMS)
- Insure use of assessment tools on a regular basis
- Create a system for assessment of off sites on an individual basis
- Create baseline data
- Year 2: Begin analysis using baseline data.

Graduate

- Look into use of E-Class evaluations – specialized to programs (CAMS)
- Develop appropriate assessment tools
- Create baseline data
- Year 2: Begin analysis using baseline data

Statistics for the Assessment Committee

Number and percent of full time and part time staff

- As of June 1, 2009 the University will have one person primarily responsible for issues of assessment. In addition, each academic school will have numerous members of the faculty responsible for supplying assessment data.

Number of students served in the past academic year by department: the entire student body.

Threats

The Assessment Committee recognizes the following threat: Complacency – the gaps in time between the obvious HLC visits can, and have, on occasion, led to the thought that assessment is not a big deal in during the in-between years. We will work to improve the faculty understanding of the purpose of assessment as being more than accreditation, but continuous improvement of the University and its programs.

Council of Teacher Education (CTE)

Mission Implementation

The mission of the CTE Standing Committee is to review the assessment benchmarks of teacher education candidates to ensure that candidates have the knowledge, skills, and disposition to work as professional educators in schools.

Helping Students Learn

The CTE Standing Committee will hold the following goals for the next academic year:

- Continue to assess benchmarks of teacher education candidates to ensure that candidates have the knowledge, skills, and disposition to work as professional educators in schools
- Continue to discuss issues regarding those who participate in the School of Education Program in relationship to maximizing the learning experiences of candidates
- Link with Lindenwood University School of Education Advisory Council to maximize learning experiences of candidates and P-20 students
- Research PRAXIS in order to better align programs to candidate needs for optimal scoring potential

We will document the success of our goals by continuously collecting and analyzing data related to teacher education candidates as related to each program/certification area.

Valuing All Department Members and Students

In the next year, we will show our students that we value them and hear their concerns by

- Continuing to have Education Student Representatives as members
- Analyzing the efficiency and effectiveness of our programs as related to the passing of PRAXIS scores.

Understanding Stakeholder Needs

The stakeholders of the CTE Standing Committee include

- CTE Representatives of Early Childhood
- CTE Representatives of Elementary Education
- CTE Representatives of Middle Level Education
- CTE Representatives of Secondary Education
- CTE Representatives of Collaborative Departments and Schools
- CTE Active Practitioner members
- CTE Representatives of the Clinical Experiences
- Dean(s) of School of Education
- LU Teacher Education Student Representative

- Additional members as necessary during the process [for e.g. Student’s Academic Advisor, a student advocate, etc.]

We will address the changing needs of our stakeholders by

- Evaluating and approving teacher candidate admittance and continuance in the teacher education program
- Hearing appeals concerning teacher candidate admittance and continuance in the teacher education program.
- Reviewing and recommending academic policies regarding admission and continuance in the teacher education program.

Service to our students

We recognize the need for positive customer service, and we address this need by continually assessing and addressing the needs of students as related to individual program needs.

Measuring Effectiveness

We will measure the effectiveness of our standing committee by

- Continually assessing the success of students as related to individual program needs. This includes assessing CBASE preparation as related to scores, PRAXIS preparation as related to scores, disposition reflection as related to student characteristics in the classroom, academic success as related to GPA, and field experiences as related to diversity preparation, and other program issues.

Strengths and Opportunities

In the CTE Standing Committee, our strengths include

- Diversity in membership
- Open communication
- Connectivity to student needs
- Collaboration in program/student best interest

Our greatest opportunities for growth in the next year include

- Link with Lindenwood University School of Education Advisory Council to maximize learning experiences of candidates and P-20 students
 - This will be accomplished by setting up opportunities for collaboration on a consistent basis at least once a year.
- Continue to discuss, evaluate, and make recommendations to School of Education regarding current teacher education program benchmarks
 - This will be accomplished by collecting test and other assessment data to analyze for program evaluation in order to make recommendations as related to programming needs.
- Continue to assessment benchmarks of teacher education candidates to ensure that candidates have the knowledge, skills, and disposition to work in schools

- Observing and analyzing the effectiveness of the stated benchmarks as related to measuring candidate knowledge, skills and disposition to work in scores.
- Researching PRAXIS in order to be able to better align programs to prepare students for optimal test outcomes
 - Interviewing students who have taken the PRAXIS
 - Attending ETS opportunities to learn more about PRAXIS

Visions of the Future

The CTE Standing Committee’s vision for the next five years includes each of the following points:

- Link with Lindenwood University School of Education Advisory Council to maximize learning experiences of candidates and P-20 students
 - This will be accomplished by setting up opportunities for collaboration on a consistent basis at least once a year.
- Continue to discuss, evaluate and make recommendations to School of Education regarding current teacher education program benchmarks
 - This will be accomplished by collecting test and other assessment data to analyze for program evaluation in order to make recommendations as related to programming needs.
- Continue to assessment benchmarks of teacher education candidates to ensure that candidates have the knowledge, skills, and disposition to work in schools
 - Observing and analyzing the effectiveness of the stated benchmarks as related to measuring candidate knowledge, skills and disposition to work in scores.

Needs

Our projected needs in terms of space, equipment, library resources, and technology include

- Technology needs for data collection and analysis
- Human Resource needs for assistance in data collection and analysis

Statistics for the CTE

- Number and percent of full time and part time staff: 35 full time members
- Number of students served in the past academic year by department: approximately 500 teacher education students were admitted into teacher education and student teaching experience.

Threats

CTE recognizes the following threats and is prepared to meet those threats

- Collaboration opportunities to engage School of Education Advisory Council
 - Researching the preferred time and date for optimal participation

- Preparing for meaningful dialogue and effective outcomes to demonstrate that all participants time is valued.
- Communication regarding program changes and requirements
 - Continuing to work with CAMSSUPPORT to embed requirements into graduation check process.
- Communication regarding program process
 - Updating School of Education website into user friendly communication tool
 - Continuing to update and improve information available on the School of Education PCCCommon folder.

Retention

The School of Education will take the following steps to retain Lindenwood students:

- Improved advisor response to inquiries
- Improved website style and user friendliness
- Creative marketing to campus and outside community regarding all Education programs
- Improved support to student in all education programs as related to requirements of each program.

Educational Policies (EPC)

Mission Implementation

The mission of the EPC Standing Committee is to provide advice and counsel to the University administration on matters related to the academic policies and educational goals of the University.

Helping Students Learn

The EPC Standing Committee will hold the following goals for the next academic year:

- Create consistent policy
- Increase academic integrity and standardization of the curriculum
- Assist in developing smoother administration of University policy and curriculum

We will document the success of our goals by adoption of our policy resolutions by the Deans and the President and then implementation of those policy recommendations.

Valuing All Department Members and Students

In the next year, we will show our students that we value them and hear their concerns by

- Listening to and addressing their educational policy concerns
- Creating consistent University wide policies

Understanding Stakeholder Needs

The stakeholders of the EPC Committee include

- Students
- Administration
- Faculty
- Employees and internship/practicum agency supervisors
- Alumni

We will address the changing needs of our stakeholders by

- Listening to needs and concerns
- Responding to those needs and concerns when appropriate
- If appropriate, recommending a new policy to address those needs and concerns

Measuring Effectiveness

We will measure the effectiveness of our standing committee by

- Participation of a diverse group of representatives on the committee
- Stakeholder input
- Doing adequate, sufficient and complete research and discussion leading to a policy recommendation consensus of agenda issues
- Continuous request by stakeholders to explore and develop recommendations on educational and University policy issues

Strengths and Opportunities

In the EPC Standing Committee, our strengths include

- Diverse committee membership
- Strong research orientation on policy issues leading to full development of policy options
- Disseminating and soliciting input to and from each School's faculty
- Responding to faculty and administration inquiries

Our greatest opportunities for growth in the next year include

- Raising academic standards and integrity by recommending policy that meets or creates the above criteria
- Improving consistency of academic standards and operations by advising under CAMS and establishing minimum advising standards for all faculty

Visions of the Future

The EPC Standing Committee's vision for the next five years includes each of the following points:

- Continue current vision to address and respond to educational policy issues
- Improve educational policy to address the four goals of this committee stated above
- Raise the academic standards of Lindenwood University by recommending policy that raises standards and academic integrity of our curriculum
- Be more proactive at improving existing policies to further meet our four

Retention

The EPC Standing Committee will take the following steps to retain Lindenwood students:

- Recommending policy that enhances and/or improves upon the LU experience for our students

Faculty Council

Mission Implementation

The mission of the Faculty Council is to further the partnership of faculty and administration to meet the goal of enhancing the growth and success of Lindenwood University and its students.

Understanding Stakeholder Needs

The stakeholders of the Faculty Council include

- Faculty Members
- Deans
- Administrators

We will address the changing needs of our stakeholders. The committee will

- In collaboration with administration, represent the faculty of Lindenwood University by researching, developing and implementing ideas and/or issues of concern provided by faculty members
- Participate in promotion and hiring by
 - soliciting and evaluating requests for faculty awards from the faculty and submit recommendations to the Dean's Council
 - evaluating and providing recommendations to the president on faculty rank promotion applications
 - actively participating in the interview process of candidates for faculty positions
- Evaluate and implement opportunities to provide continuing education opportunities to the faculty in the form of speakers, readings, meetings, and workshops

Measuring Effectiveness

We will measure the effectiveness of our standing committee by

- Soliciting feedback from faculty members of the Schools
- Monitoring changes effected by committee recommendations

Strengths and Opportunities

In the Faculty Council, our strengths include

- Representation of each School by two members from its faculty
- Representation of the Administration
- Faculty representatives will serve staggered two-year terms to ensure continuity

Accomplishments of 2008-2009

- Hosted George Thompson for the August Faculty Development Workshop

- Organized and implemented Sibley Day, including School activities and a keynote address by Dr. Janet McNew
- Examined the J-term from all sides (faculty, students, athletics, financial)
- Encouraged and explored opportunities for employee recognition
- Researched and explored the option of a Fall break
- Invited the faculty to join in at least one open meeting in which the FDPC will elicit comments and suggestions regarding the Faculty Guidebook
- Wrote and distributed a summary of the concerns of the faculty and the changes that have been made or are being made as a result of those concerns

Visions of the Future

The Faculty Council's vision for the next five years includes each of the following points:

Objectives of 2009-2010

- Evaluate the Parking situation; propose one or more solutions
- Evaluate the Bookstore issue; propose one or more solutions
- Monitor and solicit input from faculty on proposed J-term improvements
- Advocate for a reduction of faculty workload to enable members to have time to involve students in projects, explore and implement course improvement options, and participate in other University activities

General Education

Mission Implementation

The mission of the General Education Committee is to maintain consistency of course requirements that lead to a well-rounded liberal arts program. Specifically, the Committee will conduct regular review of General Education program course offerings, review faculty proposals for changes to the program, recommend modifications as deemed appropriate, and make information available to the faculty to encourage effective teaching and student advising concerning general education requirements.

Valuing All Department Members and Students

In the General Education Committee, we will build and maintain relationships with the academic schools by meeting on a regular basis, following up promptly with proposals, and suggesting alternatives when appropriate. All schools are represented on the committee.

In the next year, we will show our constituents that we value them and hear their concerns by remaining flexible as we consider proposals.

Understanding Stakeholder Needs

The stakeholders of the General Education Standing Committee include

- Academic Schools
- CAMS/Academic Services
- Future employers of Lindenwood students
- The integrity of a liberal arts education

We will address the changing needs of our stakeholders by

- Balancing concerns of a traditional liberal arts education with changing needs
- Developing consistent reporting mechanisms between CAMS and the academic schools
- Continue to be flexible about addressing the general education needs of the academic schools while ensuring the integrity of the General Education program as a whole
- Meeting with the Dean of Humanities in the upcoming year, to discuss how to address their needs regarding general education/cross-cultural certifications for new courses and Special Topic courses as efficiently as possible

Service to our academic schools

We recognize the need for positive customer service, and we address this need by

- Responding in a timely fashion to proposals
- Remaining open to new proposals
- Allowing faculty to personally present proposals to the committee, as needed

- Allowing proposals to remain on the agenda until all questions are answered

Measuring Effectiveness

We will measure the effectiveness of our standing committee by

- Ensuring timeliness in responding to proposals
- Keeping Academic Serves apprised of changes

Strengths and Opportunities

In the General Education Standing Committee, our strengths include

- A willingness to collaborate with academic schools and Academic services
- Advocating for the needs of the academic schools
- Our commitment to maintaining the integrity of a liberal arts education
- Awareness and understanding of the history of the General Education committee decisions and rationales
- Effective committee structure and process

Our greatest opportunities for growth in the next year include

- Support the integration of CAMS into the General Education monitoring process and support the development of graduation audit procedures that are currently being developed

Visions of the Future

The General Education Standing Committee's vision for the next five years includes each of the following points:

- Continue as an advocate for the integrity of the General Education program, which we plan to do by meeting regularly and continuing to consider courses proposed for inclusion in the General Education curriculum

Needs

Our projected needs in terms of space, equipment, library resources, and technology include

- Access to meeting space

Statistics

- **Membership:** Membership on the Committee will include one representative from each division, selected by the faculty within the division and confirmed by appointment by the President. In addition, the Director of Admissions, a member of the LCIE faculty, the Assessment Officer, and the Provost are ex officio members of the members of the Committee. Other faculty/staff members may be requested to assist the Committee on a temporary basis. The Committee will elect its chairperson on an annual basis.
- **Selection Process:** In order to ensure continuity of the Committee, representatives from the Schools of Education, Human Services, and the Fine/Performing Arts

will be selected during the month of April in odd numbered years.

Representatives from the Schools of Sciences, Management and Humanities will be selected in April of even numbered years.

- Reporting Procedures: Recommendations of the General Education Committee will be reported through the Deans Council for review and recommendation to the President. Referral of tasks to the Committee may be made by the President, Dean of Faculty, or the Deans Council.
- Meetings: The Committee will normally meet monthly, or as needed. A meeting agenda and summary will be filed with the Provost.

Threats

The General Education Committee recognizes the following threats and is prepared to meet those threats by

- Proposals that challenge the boundaries which define the domains of inquiry that have traditionally comprised the meaning of the liberal arts education
 - We will meet this challenge by continuing to refine and clarify the criteria for what constitutes a “General Education” course (e.g., explicit definitions of “science” and “social science” were developed in 2008)
- Possible growing biases favoring specifically pre-vocational or applied (rather than broadly liberal) education
 - We will meet this challenge by maintaining the General Education program’s adherence to, and integration with, Lindenwood’s time-tested mission and educational philosophies, which emphasize the value of a broadly-based education.

Retention

The General Education Committee will take the following steps to retain Lindenwood students:

- Continuing to be pragmatic about balancing a liberal arts foundation with the changing needs for degree programs
- Maintaining a quality education offered by Lindenwood through ensuring integrity with the general education requirements
- Maintaining general education requirements valued by the stakeholders

Institutional Review Board (IRB)

Mission Implementation

The mission of the Lindenwood University Institutional Review Board (IRB) is to protect the safety, privacy, and rights of human subjects involved in research performed by students, faculty, and staff of Lindenwood University. To do this, the board will review all research proposals to ensure that the research is scientifically sound and poses minimal risks to subjects, relative to expected benefits. In addition, the procedures of the IRB will serve as an educational tool for students, staff, and faculty regarding the ethical pursuit of research involving human subjects.

Helping Students Learn

The IRB will hold the following goals for the next academic year:

- Create a user-friendly webpage about the IRB submission process and publish submission deadlines.
- Continue to improve the timeline for submittal, review, and response for all applicants to meet a 10 day turn-around process.
- Strive to increase the committee membership to include two faculty members per division where division size permits in order to better manage the increased number of proposals this committee receives.

We will document the success of our goals by incorporating faculty and student feedback about the utility of the IRB website and response time for submissions.

Valuing All Department Members and Students

In the IRB, we will build and maintain relationships with students by responding promptly and respectfully to their questions or concerns. In the next year, we will show our students that we value them and hear their concerns by

- Continuing to refine the process of submission for “exempt” proposals begun this year
- Continuing to improve the turnaround time for dispositions
- Collaborating with members of the School of Education to become better educated about the common types of research projects in that field

Understanding Stakeholder Needs

The stakeholders of the IRB include

- Participants in research projects conducted by students or faculty all over the St. Louis/St. Charles region
- Lindenwood students submitting research proposals from any School in the University
- Faculty facilitating research projects on campus
- Students learning about research ethics

- Administrative personnel concerned about the reputation of the University in the larger community

We will address the changing needs of our stakeholders by

- Continuing to educate ourselves about various approaches to research design
- Responding to researchers in a timely and thorough manner
- Upholding the principles of ethical treatment of human subjects

Service to our students

We recognize the need for positive customer service, and we address this need by

- Educating students about the purpose and procedures of the IRB
- Developing an IRB webpage for students regarding, among other things, frequently asked questions

Measuring Effectiveness

We will measure the effectiveness of our standing committee by

- Attending to feedback from students, faculty, and the University administration.

Strengths and Opportunities

In the IRB, our strengths include

- An atmosphere of mutual respect and cooperation
- Frequent meetings- typically every two weeks, though it has been weekly at times, depending on the volume of proposals received. This allows for minimal waiting time for students
- Flexibility- we have made multiple changes to our procedures and forms this year.
 - Sending proposals to committee members with researchers' *and* dissertation chairs' identifying information removed when possible
 - Revised the IRB application
 - Created an "exempt" application and shortened review process for low risk projects
 - Created a "checklist" for Ed.D. students to complete prior to submitting a proposal

Our greatest opportunity for growth in the next year

- Handling an increasing number of proposals from growing programs in Education and Psychology (use of the exempt proposal, adding committee members to total 2 from each department).

Visions of the Future

The IRB's vision for the next five years includes each of the following points

- Continue to provide a review process which ensures the safety and privacy of all research participants, upholds scientific standards, and maintains ethical principles in all research that is performed at the University.

Needs

Our projected needs in terms of space, equipment, library resources, and technology include

- TIME. These proposals require significant time for review and comments, for the chairperson and the committee members.
- Physical needs: simply an empty classroom for meeting space and the use of our office computers/printers.

Statistics for the IRB

The current membership includes at least one member from each school at the University (with the exception of American Studies) along with additional members from some schools. The members are appointed from each school by their Dean and serve two-year appointments. The membership must undergo certification using NIH standards for IRB committees.

The committee has reviewed 50 proposals since early August, 2008. Eighteen of those have been reviewed at least twice. Of the proposals reviewed so far this year, 94% have been approved.

Threats

The IRB recognizes the following threats and is prepared to meet those threats by

- Committee exhaustion. The exempt proposals should help, but this committee requires tremendous commitment.

Retention

The IRB will take the following steps to retain Lindenwood students:

- Actually, the IRB has a minimal role in retaining students, aside from guiding them through the process of submitting proposals. However, educating students about ethics and research methods, and encouraging student research (say, at this fall's MUPC conference) could help to build Lindenwood's reputation in the larger academic community.

Lindenwood Student Government Association (LSGA)

Mission Implementation

The mission of the Lindenwood's Student Government Association is to promote cohesive relationships among Lindenwood organizations and the student body as an entirety by focusing on student advocacy, student outreach, support of campus life, and maximization of student body representation.

Helping Students Learn

LSGA will hold the following goals for the next academic year:

- Strengthen the current committees of LSGA; Outreach Committee, Greek Council, Student Advocacy Committee, Publicity Committee, Spirit Committee, Go Green Committee, and the Special Events Committee
- Increase student participation at campus events and LSGA meetings
- Raise awareness to the student body of what the student government offers, as well as improve the LSGA image on campus
- Create a better avenue for students to express their advocacy concerns
- Establish a transportation system for those students who do not have access to a vehicle

We will document the success of our goals by

- Analyzing the quantity and quality of the events and active participants on campus
- Keeping a record of the members of LSGA and note increasing involvement in the sub committees
- Recording the advocacy issues received and the results from the steps taken to solve the proposed issue
- Conducting pre- and post-year surveys to all students regarding the satisfaction of the social life and governing body on campus
- Monitoring the value of the transportation project and the needs that it is meeting

Valuing All Department Members and Students

We will build and maintain relationships with students by

- Providing outlets for students to suggest improvements on campus, i.e. a comment box located by the café, offering an LSGA email for students, having a spot in The Legacy for students to write their concerns
- Sponsoring campus events that promote a University-like feel

In the next year, we will show our students that we value them and hear their concerns by

- Seeking out student advocacy needs and meeting those needs or researching possible solutions in a timely manner

- Inviting students to events through different venues offered by the campus, including LU TV, KCLC, and The Legacy, and advertising spots around campus
- Updating the LSGA website with ongoing projects, event information, membership information, and other pertinent topics

Understanding Stakeholder Needs

The stakeholders in the LSGA include

- The Lindenwood student body
- Future students who attend Lindenwood University
- St. Charles community
- Lindenwood Alumni
- Student Organizations
- Members of LSGA committees
- Student Activities Department

We will address the changing needs of our stakeholders by

- Making ourselves more available to the community and creating a “Philanthropic Day” for Lindenwood students to provide service to the surrounding area
- Creating an entrance survey of student’s expectations to the freshman class during the First Year Experience
- Establishing a representative to attend city council meetings or St Charles County Chamber community meetings
- Providing Lindenwood Admissions with a representative to travel to local high school’s for their college information days
- Co-sponsoring activities with the Student Activities Department
- Including a member of LSGA to participate in different faculty committees to serve as a mediator between students and faculty/staff
- Modifying the current LSGA website as attached to the Lindenwood University Homepage

Service to our students

We recognize the need for positive customer service, and we address this need by

- Responding timely and effectively to student needs
- Promoting campus life in an enthusiastic and informative manner
- Publishing improvements and current projects in the offered advertising sites accessed by students
- Providing interested individuals with minutes from Thursday meetings
- Continuing to update our LSGA Facebook group, as well as create a Twitter account to keep a current blog on the upcoming activities

- Establishing an email account for all students to access if needing to contact the LSGA
- Increasing giveaways to students who attend events, participate in activities, and support Lindenwood school spirit

Measuring Effectiveness

We will measure the effectiveness of our department by

- Conducting self-report surveys with questions concerning awareness of LSGA and other organizations on campus, along with chosen involvement at activities
- Recording the number of attendees at Lindenwood sponsored events
- Tracking the growing numbers in each individual club and organization that make up the LSGA
- Finding a correlation between increasing student involvement and decreasing accidents or crime on campus
- Appropriately following up with student representatives dedicating their time to improve advocacy needs

Strengths and Opportunities

In LSGA our strengths include

- Lindenwood University including LSGA in their budget
- Increasingly aware of advocacy issues
- Ability to reach students in our everyday routines
- Excited and motivated individuals to plan and coordinate campus events
- Support from the Student Activities Department
- Members involved with LSGA are in attendance on a volunteer basis

Our greatest opportunities for growth in the next year

- Increasing participation at events by creating a committee focused primarily on outreach
- Creating an awareness of student advocacy issues by dedicating one meeting a month to open space for any student to come and inform the LSGA of an issue he/she has encountered and propose a solution
- Actively including the St. Charles community by reaching out with letters for sponsorships and invitations to help gain awareness of the open events on campus
- Strengthening the LSGA's productivity by hosting a campus event by LSGA members and pursuing unity by providing an outing for those members involved

Visions of the Future

LSGA's vision for the next five years includes each of the following points:

- LSGA President will be supplied with an office and all meetings will be held in a room primarily reserved for LSGA. To achieve this vision, LSGA must become

indispensable to the university and prove its necessity to the students. LSGA would act as the medium for all students with advocacy concerns.

- LSGA will be a defined group of individuals, including representatives from each dorm, sports team, class level, major classification, and club or organization. In order to reach out to members from each department, LSGA needs to actively co-sponsor each event on campus and aid in creating a more unified atmosphere for all students. LSGA will need to utilize current committees focused on student outreach and participation.
- A transportation system will be run and sponsored by LSGA. This will cater to students without access to a car and include trips to grocery stores, Wal-Mart, and the Post Office, as well as offering weekend trips to St. Louis Art Museum, City Museum, St. Louis Zoo, and other locations of interest. Necessary items for this vision would be a vehicle to transport, university gas card, licensed driver, and the university's recognition of the severe need for this service.

Needs

Our projected needs in terms of space, equipment, library resources, and technology include

- An overhead projector, display screen, computer, and access to the internet in the LSGA meeting space
- LSGA email
- LSGA President's Office with an university phone extension and determined hours at which students can ask questions of the LSGA President
- More efficient use of televisions displayed on the third floor of Spellmann
- Access to LSGA's own DVD player and traveling stereo equipment
- Access to campus wide email distribution lists to all students' lionmail
- Privileged rights to the use of the university's t-shirt press
- Updated lists of club's emails, advisor's phone number, president's phone number, and meeting time and location in Lindenwood print and media outlets
- LSGA Sam's Club card
- Improved path for requesting and approving a club's financial need

Statistics for LSGA

- Number of members of LSGA: Approximately 40

Threats

LSGA recognizes the following threats and is prepared to meet those threats by

- Lindenwood's preconceived image of being a commuter campus; improved by hosting more events on the weekends, increasing student involvement, and promoting a university type feeling

- Lacking efficient advertising space; improved by the purchase of 5 kiosks strictly for campus advertising, a running ticker or upcoming events, ability to advertise with banners on the side of Kingshighway
- Each club's representative not being present at every meeting; improved by creating consequences in regards to funding and club status for the organizations, loss of visitation for dorms not represented, denying advertisement for sports teams not present
- Unclear information on which individual to talk with about different student concerns; improved with LSGA handbook of hierarchy status and which staff and faculty members should be approached for specific situations
- Students lack of awareness of LSGA and what the organization includes; improved by cosponsoring events on campus, becoming a recognized image on different university sponsored projects, visiting all freshman classes, and allowing students an efficient venue to contact the members of LSGA

Retention

LSGA will take the following steps to retain Lindenwood students:

- Follow up on student advocacy issues in a timely and informative manner
- Improve Lindenwood University's ratings on college survey websites
- Prove to students that Lindenwood sponsors worthwhile activities by increasing the quality and quantity of events
- Inform students and community of upcoming events
- Demonstrate the benefits of being a member of LSGA to members as well as non members

Campus Offices

Academic Services

Mission Implementation

The mission of the Department of Academic Services is to provide academic record keeping and course registration service to current and former students, faculty, and staff. We intend for our service to be accurate, efficient, and friendly.

Helping Students Learn

The Department of Academic Services will hold the following goals for the next academic year:

- Implement degree audit function of CAMS and make available to students and advisors
- Make our imaged academic documents available to all faculty and staff to facilitate advising and servicing of students
- Work with Information Technology and CAMS support team to determine a streamlined advising process and a customer service driven registration experience

We will document the success of our goals by monitoring feedback from students, faculty and staff.

Valuing All Department Members and Students

In the Department of Academic Services, we will build and maintain relationships with students by providing a customer friendly delivery of all services and functions offered by the department.

In the next year, we will show our students that we value them and hear their concerns by

- Adding functionality to the student portal as we identify student needs.
- Improving the quality and speed at which we deliver online registration services.
- Offering degree audit function to both advisors and students to improve the advising function resulting in students graduating on time.

Understanding Stakeholder Needs

The stakeholders in the Department of Academic Services include

- Students
- Faculty
- Staff
- Alumni
- Outside agencies (MDHE, Higher Learning Commission, National Clearing House, etc)

We will address the changing needs of our stakeholders by

- Striving to improve communication between Academic Services and our stakeholders.
- Implement changes when necessary to respond to changing needs.

Service to our students

We recognize the need for positive customer service, and we address this need by

- Meeting periodically as a group and discussing ways to better service our students
- Soliciting feedback from students concerning current processes and procedures and making adjustments as we identify a need via online survey
- Meeting with other department heads to discuss how we can streamline processes for students as a University and not just a department
- Continuing to ask employees to participate in local seminars regarding customer service

Measuring Effectiveness

We will measure the effectiveness of our department by

- Reviewing stakeholder input
- Reviewing degree audit function in CAMS versus advisor manual audit
- Reviewing reports generated via CAMS to determine length of time students spend registering for courses. We will also solicit feedback from students via lion mail after the registration period has ended.

Strengths and Opportunities

In the Department of Academic Services, our strengths include

- Diverse educational and work experiences of staff members
- Excellent customer service skills
- High level of computer skills and training
- Ability to respond to interdepartmental needs and requests
- Training of employees to assist with all services offered by the department

Our greatest opportunities for growth in the next year include

- Degree audit function within the student and advisor portals. Assisting students in graduating on time by providing a readily available and accurate degree audit tool with CAMS.
- Improving advising standards by providing advisors with a real time software program facilitating access to the students complete academic record.
- Fast and accurate online registration by streamlining the process allowing students to register and make changes to future schedules via the student portal.

Visions of the Future

The Department of Academic Service's vision for the next five years includes each of the following points:

- Electronic receipt and delivery of academic transcripts by working closely with local universities
- Adjusting the transfer evaluation process to determine course equivalencies for both major and general education requirements
- Providing all forms and applications online via the student portal in CAMS
- Providing annual FERPA training for all employees of the University
- Implementing the self service function of National Clearing house within the student portal
- Implementing the online course evaluation function of CAMS to help administrators with reporting

Needs

Our projected needs in terms of space, equipment, library resources, and technology include

- Additional storage space to maintain permanent records
- Additional office space for current employees
- Standard computer software and hardware upgrades

Statistics for the Department of Academic Services

The Office of Academic Services has 10 full time employees and 2 temporary employees. Number of students served in the past academic year Academic Services is approximately 15,000.

Threats

The Department of Academic Services recognizes the following threats and is prepared to meet those threats by

- Continued compliance with FERPA privacy regulations by providing campus wide training on the FERPA privacy guidelines as our campus continues to expand
- Process or procedure failure resulting in financial aid audit findings. Academic Services works closely with other departments to ensure that controls are put in place and closely monitored to prevent audit findings.
- Ensuring compliance with accrediting body standards and guidelines as degree programs are added and existing programs change
- Maintaining accuracy of the University catalog by working closely with Deans from each school
- Storage space for permanent records. We are currently investigating the use of an outside storage facility

Retention

The Office of Academic Services will take the following steps to retain Lindenwood students:

- Provide Dean of Enrollment Management and other administrators with accurate lists to facilitate our retention initiative.
- Provide excellent customer service to our students and alumni
- Treat students as individuals and help ensure that they are successful
- Ensure that students that we cannot help are directed to the many resources available within the University to help make the student successful

Belleville Campus, Lindenwood University

Mission Implementation

The mission of the Belleville Campus is to support to the best of our ability the mission of Lindenwood University as presented in the catalogue.

Helping Students Learn

The Belleville campus will hold the following goals for the next academic year:

- Expand degree offerings utilizing the cluster model
- Expand three credit hour offerings to help students meet their general education requirements
- Offer writing labs to help students overcome writing difficulties
- Provide tutorial help to marginal students

We will document the success of our goals by

- Increasing curricular offerings
- Expanding the number of students coming to the writing labs
- Increasing enrollment in all Belleville's offerings
- Converting marginal students into increasingly successful students

Valuing All Department Members and Students

At the Belleville campus, we will build and maintain relationships with students by staying abreast of their concerns and difficulties and addressing those issues promptly, accurately, and with consistency throughout the campus.

In the next year, we will show our students that we value them and hear their concerns by

- Surveying students annually for feedback regarding their concerns
- Addressing their concerns in a timely manner
- Providing consistent advice throughout the campus
- Communicating information in an open and responsible way
- Documenting interactions to be placed in the students' files
- Providing a safe, clean environment
- Providing a challenging curriculum taught by excellent, supportive instructors

Understanding Stakeholder Needs

The stakeholders in the Department of Belleville include

- Adjunct Faculty
- Staff
- Graduate Assistants
- Contractors
- Employees throughout the University system

We will address the changing needs of our stakeholders by

- Keeping the lines of communication open and accessible
- Responding promptly and effectively to perceived and spoken concerns
- Maintaining clear access through our available technology
- Keeping equipment in excellent working order (copiers, computers, phones)
- Increasing equipment to meet growing needs
- Adding social events to the calendar

Service to our students

We recognize the need for positive customer service, and we address this need by

- Putting students needs first
- Addressing concerns promptly and effectively
- Owning any situation that arises to its resolution

Measuring Effectiveness

We will measure the effectiveness of our department by monitoring

- Enrollment numbers
- Graduation rates
- Students' expressions of satisfaction conveyed to personnel and instructors
- Reduction rate in the number of drops
- Reduction in expressed concerns from students, faculty and staff
- Ability to attract new and excellent faculty

Strengths and Opportunities

On the Belleville campus, our strengths include

- Genuine concern for students' progress and welfare
- Strong work ethic on the part of faculty and staff
- Good rapport among faculty, staff, and students, which leads to a pleasant and supportive work environment
- Qualified, caring instructors who bring a wealth of experience to the classroom
- Strong connection to the Belleville community

All of the above speaks well to our continued growth and development—offering new courses, and new degree programs within the context of what we are approved to offer in Illinois, eventually to include an elementary education degree once that possibility is approved by St. Charles and the Higher Education Council of Illinois

Our greatest opportunities for growth in the next year include

- The addition of 3 credit hour classes that meet general education requirements
 - We will assess needs and offer classes during the summer quarter in particular
- The development of a day program geared to attracting traditional-aged students

- We have submitted a proposal for the development of a day program with the intent of its being a degree completion program
- The development of new and better technological support
 - The CAMS project will go a long way toward minimizing confusion, duplicating information, and maintaining student files
- The building of enrollments with students interested in degree programs that currently are under enrolled to avoid students having to attend classes at other LCIE sites
 - We are developing new ways of recruiting students through personal contacts, information posters placed around the Belleville area in stores and businesses, inviting people to information fairs held at the campus, and increasing visits to larger companies in the region
- The addition of new LCIE offerings
 - Provided we can get the computer classroom up and running, we can begin to add IT curricula to the schedule and utilize computers in classes like accounting and finance that will prepare students for the modern workplace; additionally, we will attempt to add new programs like gerontology that will also support health care initiatives

Visions of the Future

The Department of Belleville's vision for the next five years includes each of the following points:

- The addition of a library to support a day program
 - We will need a budget for the purchase of books and a librarian
- The addition of a food service to support a day program
 - The cafeteria on campus is being renovated and would be a perfect place to support a food service operation and perhaps a student lounge
- A new telephone system to handle T-1 lines
 - We are nearing a point where this service will be completed
- Completion of the Belleville campus as a fully operational satellite of Lindenwood University
 - The development of a day program will require Belleville's own operational services—e.g., a business office, a financial aid office, admissions counselors and support personnel and full-time security
- Additional technologies to include copiers, computers, smart classrooms and increased broadband
 - Quite simply, the day program will require these additions to handle enrollment growth and faculty needs

- Acceptance of Lindenwood Belleville as an Illinois institution with all the privileges that correspond with that designation
 - We are in the process of completing the application for recognition but need to speed up the process
- The development of Lindenwood Belleville as an IMSA site
 - Discussions are underway and will proceed in earnest after the first of the year to begin programs as early as summer 2009
- The development of a forensics lab at the Belleville campus
 - The state budget has an appropriation for the lab but we need to move the process along by the continued fostering of our relationship with local politicians

Needs

Our projected needs in terms of space, equipment, library resources, and technology include

- Expanded computer lab with T-1 capacity
- Additional copiers
- With the addition of a day program we will need the following;
 - A library and librarian
 - Additional staff—e.g., business, financial aid, admissions counselors, support staff, security
 - Office space and furniture (desks, chairs, computers, phones, etc.) to outfit the above
 - Food service
 - Tech person

Statistics for the Department of Belleville

Number and percent of full time and part time staff

Adjunct faculty for the Winter quarter falls between 42 and 45

Threats

The Department of Belleville recognizes the following threats and is prepared to meet those threats by

- Grade inflation that diminishes the quality of the degree
 - We encourage faculty to award no more nor less than the grade warranted
- Identity theft
 - We secure documents that could result in ID theft
- Rampant growth
 - We must make certain that growth is orderly and supported adequately with staff and appropriate equipment
- The economy's decline that could affect enrollment

- Grant increases are a possibility
- Identify marginal students quickly
 - Find ways to work with such students on an individual basis
- Lack of security
 - The campus needs a professional security staff during operating hours

Retention

Belleville will take the following steps to retain Lindenwood students:

- Continue the program in place of calling students who have missed at least one quarter to encourage them to enroll
- Continue to treat students with dignity and respect
- Provide timely, accurate, and consistent responses to difficulties and concerns expressed by students
- Seek information from students by way of direct communication and a yearly survey to identify Belleville's strong points and areas in need of improvement
- Provide a quality education
- Provide a quality faculty

Day Admissions

Mission Implementation

The Office of Day Admissions serves the University mission by identifying and enrolling talented students of all ages who will benefit from our diverse programs of study and co-curricular activities. We strive to attract students whose abilities, interests, and aptitudes match the Lindenwood University culture and values. A special emphasis is placed on major involvement of all faculty, staff, board members, students, 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.”

Helping Students Learn

The Department of Day Admissions will hold the following goals for the next academic year:

- Help students successfully transition to University life and institutional coordination. This will be done by organized and informational enrollment “open house” events. We must keep a comprehensive systematic approach: Key Result Area Goal Plan, ADMC training.
 - We will document success by student/parent satisfaction and freshman retention rates.
 - We will provide an institutional survey for all freshman and/or parents to determine if the transition was successful.
- Implement a success strategy for conditional admit students
 - We can document success by continuing to track the progress and improvements of the conditional admit students.
- Implement new marketing strategies and connectivity to promote the Lindenwood University Honors College
- Increase the number of students enrolled in the undergraduate day program. These students will be of the highest quality in academics, co-curricular participation, and youth leadership development.

We will document the success of our goals by

- Tracking the number of students who are enrolled each term and their comparative statistical data (GPA, Test Scores, and Success outside of the classroom)
- Enrollment projections from the President met
- Setting Key Result Area enrollment goals for each Admissions Counselor as determined from the KRA plan
- Day Admissions has the responsibility of servicing the needs of the student and family in terms of providing accurate and complete information regarding curriculum, faculty, organizations, athletics, and financial aid and will administer

customer service satisfaction surveys and follow up procedures to ensure future success.

Valuing All Department Members and Students

In the Department of Day Admissions, we will build and maintain relationships with students by

- Returning messages/emails within 24 hours
- Listening to problems and solving them ourselves instead of passing the problem off to another office/counselor
- Following up with the student after an issue/concern has been raised
- Contacting students to complete their files:
 - when we receive pieces of information about them
 - as beneficial events develop at LU
- Sending emails, phone calls, fax, reminder cards to ensure effective communication
- Monitoring the ‘wait time’ from applicant to an enrolled student to ensure that we are positively timely and efficient.
- Attend additional award events and senior nights for potential students to show support of students and their high schools
- Attend LU activities/athletics to show support and interest in student success in and out of the classroom
- Find/develop/advise new ways for students to become involved at LU
- Taking the time to have a conversation with each student to show that we will build and maintain relationships with students by successfully guiding each student through the entirety of the Admissions process.
 - This includes the beginning stages of calling each applicant and inquiry to following up with students once the semester starts.

In the next year, we will show our students that we value them and hear their concerns by

- Starting a suggestion box
- Issuing a “Student Satisfaction” survey to each student at the beginning of the term entered
- Establishing cross training with other departments to help with student’s questions/concerns without transferring to another department

Understanding Stakeholder Needs

The stakeholders in the Department of Day Admissions include

- Admissions Personnel
- Prospective students and LU students
- All LU faculty and staff
- High School Counselors/Principals/Teachers

- Community and surrounding areas

We will address the changing needs of our stakeholders by

- Establishing up to date enrollment goals.
- Coordinating marketing strategies to help meet the enrollment goals
- Working with surrounding community and high schools to encourage more students to consider Lindenwood and understanding the benefits of a 4-year institution. We will educate students about the college admission/financial aid process through our College Planning 101 seminars.
- Striving to provide the most efficient and accurate information to students and families
- Recruiting the highest caliber students
- Keeping up-to-date with changes and structure of other departments/schools
- Being innovative and creative with financial aid/grants/scholarships to ensure affordability

Service to our students

We recognize the need for positive customer service, and we address this need by

- Educating and providing training for staff on quality customer service
- Tracking customer service skills by logging student complaints formally and follow up procedures to ensure
- Treating every student as a ‘top recruit’ regardless of background and interests in LU during visits, through email and phone conversations. “Make every student feel as though they are a top priority.”
- Abiding by the customer service initiative established from the administration

Measuring Effectiveness

We will measure the effectiveness of our department by

- Tracking the number of students enrolled
- Tracking the GPA and ACT/SAT scores of students enrolled
- Tracking bring, give, and yield amounts of students enrolled as compared to GPA, ACT, etc
- Tracking student/parent issues
- Increasing involvement in student activities initiatives
- Monitoring how well our relationship assignments being managed
- Maintaining involvement with assigned schools and communities
- Taking on and volunteering for extra duties as assigned
- Developing a continual SWOT analysis

Our greatest opportunities for growth in the next year include

- Community College Relationships and Articulations-Ensure that all local/regional community colleges have updated articulation and transfer guides. We will promote at transfer fairs, visits, and advertise at the schools (fliers, scholarships, etc.)
- Delta Epsilon Chi—this will be and can be met by continuously being involved with the DECA organization and recruiting students of the highest caliber. Recruiting opportunities include Region Conferences and District, State and International Competition. Also by attending individual chapter and district meetings and their events.
- Million Dollar Scholarship—working closely with the organizations involved with the Million Dollar Scholarships to encourage them to promote the award and LU to the students with whom they work.
- Schools/Departments—working with Professors and Deans to promote their school to students. Example: School of Human Services—NPA—Lion’s Pride Project—Day Admissions will partner with Schools to help promote to high schools and community colleges
- Athletics—continuing to recruit student athletes to new (and existing) athletic teams on campus
- Belleville Campus-Belleville staff will recruit designated Day students
- Promoting A+ students-Re-Invent the A++ scholarship program geared toward these students.
- Promoting new (or newly advertised) programs. We need to advertise the programs with which students are not aware.
 - Honors college promotion
 - FPA building promotion (play up all new equipment, theatre, etc.)
- Include more information on the website
 - More housing information
 - More FYE information
 - More pictures
 - More detailed information on degree programs
 - Place mascot on the site for brand marketing/imaging
- Increasing the number of Bright Flight and Honors College students: Our overall number of BF and Honors College students will increase due to the increased publicity of our both programs and financial support.
- Endowed Scholarships: more efficient use of Endowed Scholarships. Each ADMC will award their endowed scholarships to qualified and deserving students. This program will aid in an increase in enrollment for those students who may not have previously been able to afford to attend.

- Better tracking system: CAMS will create a more efficient system of tracking. It will allow the user to make sure contact is continuous and relationship management is effective.

Strengths and Opportunities

In the Department of Day Admissions, our strengths include

- Making a positive first impression of Lindenwood to prospective students and parents
- Maintaining a team atmosphere
- Identifying top students—academically, and in co-curricular involvement
- Ensuring that students complete admissions process with a positive view/feeling of their connectivity
- Focusing on every individual student
- Having a great product to “sell”
- Having qualified and knowledgeable admissions counselors
- Possessing knowledge of each school at Lindenwood
- Possessing knowledge of the college/admissions and financial aid process in general
- Being knowledgeable of federal and institutional aid
- Personal attention and follow up with each student/family

Our greatest opportunities for growth in the next year include

- Developing closer relationship with our high schools: ADMC will have constant and continuous contact with HS guidance counselors
- Offering effective presenters for HS College planning101 and financial planning

Visions of the Future

The Department of Day Admissions’ vision for the next five years includes each of the following points:

- We will exceed enrollment expectations. KRA Goal Plans.
- We will offer outstanding customer service to our students and other offices both internal and external. Customer service Task Force.
- We will work towards decreasing the number of conditional admits to the University and we will develop a successful monitoring initiative for those conditional admits which are approved.
- Exceed the number of students enrolled each semester. ADMC will need to maintain file management and relationship schools management to keep a positive and bright light over LU.
- Create a collaborative effort toward increasing the retention rate at LU, so that the number of students needed to be recruited each term is lowered.

- Develop Administrative offices planning team similar to customer service task force.
- Relationship Marketing: Admissions representatives will become closer with priority schools. LU will become the featured presenter for College 101 and Financial Planning sessions.
- Increase enrollment in KC area: Increase visits with KC Community Colleges and area high schools.
- Increase enrollment for Belleville campus: Recruit from local Community Colleges with the aid of transfer guides and scholarships
- Transfer guides for all Missouri and Illinois Community Colleges: Academic Services and Deans will have to work together to produce these documents in a timely fashion and keep updated throughout the years.

Needs

Our projected needs in terms of space, equipment, library resources, and technology include

- New carpet and furniture (this is the first impression given to a student)
 - The above items are the first two things that students and their families see when they enter the Welcome Center...it should match the high quality of every other building at LU.
 - New office furniture: this will create a more professional environment in terms of appearance and productivity. Cubicle type with half windows will allow for more privacy which is necessary when reviewing financial or other personal information with families.
- Updated pennants and posters
- Day Admissions Billboards reinstated with target marketing

Threats

The Department of Day Admissions recognizes the following threats and is prepared to meet those threats by

- Competition with other Universities
 - Continue to market LU's unique qualities that set us apart from the competition.
- Competition with community colleges
 - Come up with several strategies to market to A+ students.
- Financial stress on college bound students
 - Offer innovative grant programs to qualified students.
- Potential loss of Access grant at Private Institutions
 - Currently staff and faculty are signing petitions and mailing letters to state representatives, if the bills are passed, we will need to find new ways to make

LU an affordable choice for students that would like to attend a 4-year private liberal arts university.

- Economy
 - As parents of potential students are laid off from jobs, they may not have the financial backing to send their student to school; they may go to a community college first or straight into the work force. Work with families in helping them to understand that LU can be affordable.
 - Increased economic burdens on families allow LU to keep cost low for families at only 2.3% increase. Continue to offer great scholarship/grant opportunities. Be more efficient in awarding endowed scholarships.
- Increased enrollment at the community colleges versus four year institutions: Blast visit marketing to present LU at the Community colleges in order to obtain the transfers upon graduation. Be up to date on all articulations and transfer guides.

Retention

The department of Day Admissions will take the following steps to retain Lindenwood students:

- Implement a success strategy for conditional admit students
- Provide quality customer service to students and parents
- Make sure students and parents are well educated on costs, classes, majors, etc before they enroll
- Personal follow up with students after the beginning of their first semester to see how things are going for them.
- Continuous support of students in out of the classroom activities by attending events, etc.
- Offer competitive scholarship opportunities
- Provide the most accurate information about curriculum plans from the beginning of their admissions process

Statistics for the Department of Undergraduate Admissions

- Main Campus:
 - 3 full time admission counselors / 1 Director Day Admissions Services / 1 Director of Transfer Services/2 temporary administrative staff / 1 Dean
 - 6 part time admission counselor / coaches
- Belleville:
 - 1 Associate Director of Admissions/ 1 full time admissions counselor/ 1 part time admission counselor/ coach
- Number of students served in the past academic year:
 - Applicants = 3,986
 - ACTS = 802

- Prospects = 3,123
- Refer A Student Program= 164
- Other Inquiries= 72
- 8147 students servedby our department over the last year.
 - Total does not include any direct athletic questionnaire or contact with coaches.

Evening Admissions and Extension Campuses

Mission Implementation

The mission of the Evening and Graduate Admissions and Extension Campuses is to recruit and retain an ever increasing quantity of qualified adult learners throughout our campus network.

Helping Students Learn

The Department of Evening and Graduate Admissions and Extension Campuses will hold the following goals for the next academic year:

- Realize a 10% minimum growth each term for the overall campus network
- Exceed our students' expectations pertaining to efficient, courteous service
- Process admissions documents for all evening and graduate programs in a timely fashion

We will document the success of our goals by tracking and reporting growth data each term, tracking and reporting retention data each term, and seeking feedback from our students as to the level of service they have received.

Valuing All Department Members and Students

In the Department of Evening and Graduate Admissions and Extension Campuses, we will build and maintain relationships with students by responding promptly to their requests and needs and seeking to uncover their satisfaction levels and suggestions to aid in our continuous improvement efforts.

In the next year, we will show our students that we value them and hear their concerns by

- Providing a method at each campus for the collection of anonymous feedback
- Striving to provide students with a course schedule that meets their needs at each campus each term
- Thanking them at every opportunity for choosing Lindenwood
- Providing them with a clean, logical, comfortable, and safe campus at which to learn

Understanding Stakeholder Needs

The stakeholders in the Evening and Graduate Admissions and Extension Campuses include

- Our students
- Academic Services
- Business Office
- Financial Aid
- Each Academic Division (including adjunct faculty)

We will address the changing needs of our stakeholders by

- Maintaining open lines of communication with each department head and their team members
- Actively seeking input on how changes in our department will affect their departments and processes
- Offering surveys and suggestion boxes to ascertain changing student needs
- Performing “self reviews” of our team members and operations in an effort to proactively address changing needs
- Monitoring the competition and making sure that Lindenwood maintains a competitive advantage

Service to our students

We recognize the need for positive customer service, and we address this need by

- Demanding of ourselves, and others, a level of civility and respect that you would expect to find in the finest hotel

Measuring Effectiveness

We will measure the effectiveness of our department by

- New student recruitment numbers
- Retention numbers
- Quantity of student referrals
- Satisfaction of our faculty relating to their teaching environment

Strengths and Opportunities

In the Department of Evening and Graduate Admissions and Extension Campuses, our strengths include

- Our highly qualified, motivated, professional team members
- A clearly expressed plan of action
- A clearly expressed system of measuring and rewarding success
- A sincere desire to exceed our students’ expectations
- A shared commitment to the mission of the university

Our greatest opportunities for growth in the next year include

- The recruitment of community college graduates initially through advertising in their newspapers and attempting to establish relationships with their counselors and, secondarily, by having accurate, timely transfer guides for all of our programs
- Increasing advertising to raise awareness that we have 10 campuses from which to choose
- Ongoing training in best practices from the education community, business community, and from within our own operation

Visions of the Future

The Department of Evening and Graduate Admissions and Extension Campuses' vision for the next five years includes each of the following points:

- Increased number of campuses: This will happen when we recognize and research regions that could be served by our university. The success of this expansion will be highly dependent upon our ability to fully integrate the CAMS system into our operations so that student processes are simple and logical.
- Increased level of support at each campus: This will be required by an ever-increasing student population at each campus. Our staff and campus directors will need to be able to avoid a scenario where increased student levels (and needs) prevent them from adequately recruiting and serving new and current students. The help will be primarily clerical in nature and can likely be accomplished by graduate assistants or lower wage office assistants.
- Increased student resources at each campus: The larger these campuses get, the greater ease we will have in providing complete coursework that allows them to complete most of their degree at that campus. This means that for these students, their impression of Lindenwood will be almost entirely formed by their experience at one of its satellite campuses. We can, and should, enhance this experience by making sure they have some basic resources available such as a computer laboratory, vending machines, and places to congregate before class and during breaks.

Needs

Our projected needs in terms of space, equipment, library resources, and technology include

- Additional computers at each campus so that new recruits can enter their application information directly prior to (or immediately after) sitting with an admissions counselor
- Enhanced recruiting material
- Additional display boards, table blankets, etc for education fairs and corporate recruiting events

Statistics for the Department of Evening and Graduate Admissions and Extension Campuses

- Number and percent of full time and part time staff
 - 18 Full-time employees
- Number of students served in the past academic year by department
 - Over 10,000

Threats

The Department of Evening and Graduate Admissions and Extension Campuses recognizes the following threats and is prepared to meet those threats:

- **Competition:** More schools are offering evening programs at an increasing number of locations. We will meet this threat by keeping costs low, exceeding current students' expectations, and advertising at a sufficient level so that prospective students will know our locations, programs, and delivery format.
- **Campus Culture:** As we grow it becomes increasingly important that we remember those qualities that caused the growth in the first place. We will meet this threat by performing a quarterly "self check" to assess ourselves against the basic core values of Lindenwood University.
- **Interdepartmental Coordination:** We will continue to grow and this will create ever increasing demands on our human and physical resources. We must be prepared to adjust accordingly so that increase in size does not correspond to a decrease in service and attentiveness. This could mean hiring additional people and/or appropriate compensation increases for proven performers.

Retention

The Department of Evening and Graduate Admissions and Extension Campuses will take the following steps to retain Lindenwood students:

- We will seek to be a resource for students in working through any challenges or questions they may have.
- We will provide a clean, safe, and logical campus environment in which to learn.
- We will provide follow-up calls for every student missing their 1st or 2nd class.
- We will call every student who sits out a term to welcome them back for the next term.

Facilities/Operations (Facilities, Daniel Boone Campus, and Ice Arena)

Mission Implementation

The mission of the Department of Facilities/Operations is to continually provide an up-to-date safe and secure environment in a fiscally sound manner while ensuring all products, services, and equipment are available for use as necessary.

Helping Students Learn

The Department of Facilities/Operations will hold the following goal for the next academic year:

- Continue to enhance and improve the appearance and condition of facilities to ensure support of our academic programs and public venues

We will document the success of our goals by collecting feedback from those served.

Valuing All Department Members and Students

In the Department of Facilities/Operations, we will build and maintain relationships with students by attending dorm/LSGA meetings to seek feedback. We will also monitor the timeliness of repairs as well as the satisfaction of our customers.

In the next year, we will show our students that we value them and hear their concerns by

- Placing follow-up calls/emails to no less than 20% of all work orders to ensure work is complete and customers are satisfied
- Seeking feedback/input from students for all new projects and in the acquisition of products and services

At Daniel Boone Campus, we will continue to build and maintain relationships with students by seeking feedback from all stakeholders.

In the next year, we will show our students that we value them and hear their concerns by

- Providing outdoor/lifetime sports opportunities at the Boone site
- Providing students with opportunities to participate in hands-on land management and the ability to observe/participate in historical venues

At the Ice Arena, we will build and maintain relationships with students by seeking feedback from coaches, students, and other customers.

In the next year, we will show our students that we value them and hear their concerns by

- Continuing to provide LU athletic teams with first-class facilities for games and practices
- Addressing needs or concerns of LU teams and other customers
- Working with Student Activities Staff to promote activities available to the Lindenwood Community such as free skating opportunities and special discounts available to them

Understanding Stakeholder Needs

The stakeholders in the Department of Facilities/Operations (all areas) include

- All students
- All sites
- Faculty and Staff
- Community Visitors/Guests
- Parents
- Volunteers
- Future Employers

We will address the changing needs of our stakeholders by

- Continuing to enhance and improve existing facilities
- Continuing to plan new construction projects to meet future needs
- Providing safe, clean housing and campus grounds
- Continuing to present Lindenwood University in the most professional and impressive manner as possible to internal and external customers at all times
- Seeking feedback on additional needs or services
- Designing and implementing training for staff and volunteers to insure the highest level of professionalism and customer service for our visitors
- Designing a formalized marketing plan for the tourism phase of our mission and implement the plan

Service to our students

We recognize the need for positive customer service, and we address this need by (all areas)

- Striving to exceed expectations of current customers and being able to attract new ones

Measuring Effectiveness

We will measure the effectiveness of the Facilities/Operations Office by

- Communicating with the requestor to determine satisfaction of response
- Collecting data from inspections completed at regular intervals
- Collecting and analyzing data summarized monthly from information on work order log

We will measure the effectiveness of the Daniel Boone Home Campus by

- Monitoring attendance on a per day basis as well as by special events
- Collecting information from surveys conducted at time of visit

We will measure the effectiveness of the Ice Arena by

- Reviewing financial reports and monitoring Lindenwood University usage as compared to rental fees elsewhere
- Reviewing contract retention as well as attracting new renters

- Utilizing staff's evaluation of operational procedures
- Monitoring the satisfaction of LU teams as well as other renters

Strengths and Opportunities

In the Department of Facilities/Operations our strengths include (all areas)

- Well organized, dedicated employees at all levels
- Recognition of customer service as one of Lindenwood University's highest priorities
- Well maintained facilities that meet or exceed needs of our stakeholders
- Vast amount of acreage providing unique learning opportunities
- Clear understanding and adherence to external regulatory commission's rules and procedures
- Knowledge of importance of conserving resources and protection of Lindenwood University properties and equipment

Our greatest opportunities for growth in the Facilities/Operations Office in the next year include

- Continuing current construction projects while making sure cost projections are met. (Harmon Hall, NAPA remodel, Studio East remodel, LU Commons, Lindenwood House, Garden Apartments, Harlen C. Hunter turf replacement, Library/Computer lab at Belleville, soccer field at Belleville, and Auditorium Reception Center at Belleville)
- Installation of sprinkler systems and air condition in buildings without these amenities
- Renovations of existing facilities
- Purchase of additional housing units in preparation of Lindenwood Town Center

Our greatest opportunities for growth at the Daniel Boone Campus in the next year include

- Completion of installation of Water/Well system
- Evaluation of the feasibility and design of restrooms, pavilion, and sewage system at the Daniel Boone Campus

Our greatest opportunities for growth at the Ice Arena in the next year include

- Identification and implementation of new public program opportunities
- Attracting and retaining renters
- Increasing student participation in public sessions as well as promoting increased attendance to team events by working with Activities Office

Visions of the Future

The Department of Facilities/Operations (all areas) vision for the next five years includes each of the following points:

- Completion of all projects still remaining from prior year (Harmon Hall, LU Commons, Lindenwood House, sewage system)

- Receipt of input from stakeholders to plan/design and construct more monumental gates, Student Center at Belleville, Carillon Tower, LUCC Renovation, Visitor Center at Daniel Boone Campus, and new Administration Building.
- Transition of one sheet of ice to a multi-functional arena
- Exploration of the feasibility of DASA modifications

Needs

Our projected needs in terms of space, equipment, library resources, and technology include

- Signage
- Furniture
- Electrical upgrades
- Additional Video surveillance systems
- Infrastructure improvements
- Maintenance/Grounds storage facilities
- Athletic equipment storage facilities
- Potential modifications resulting from green initiatives (electric outlets for parking spots for example)
- Upgraded point-of-sale system at the Ice Arena
- Additional equipment for specialized courses

Statistics for the Department of Facilities/Operations

- The Facilities Department has 33 full time and 4 part time employees.
- The Daniel Boone Home Campus has 8 full time and 7 part time employees.
- The ice arena has 5 full time employees and 6 part time employees.
- All students were served by the Facilities/Operations Department.

Threats

The Facilities/Operations Office recognizes the following threats and is prepared to meet those threats by

- Being aware of status of economy resulting in less opportunity for discounted prices from vendor/subcontractors.
- Preparing for more wear and tear on facilities as enrollment increases
- Being aware of the effect of continual use of facilities with no “down time” to do deep cleaning/major repairs
- Cross-training employees in recognition of institutional knowledge being in jeopardy as “seasoned” employees retire or depart.
- Hiring and retaining individuals with advanced skills as necessary to meet the need for advanced specialty skilled workers.

- Preparing for the additional funding and increased labor hours needed especially as related the historic buildings on campus and building code changes and other regulatory agency procedure modifications
- Preparing for additional ice arena development within the region that could jeopardizing the sales of ice time making it crucial to consider alternate use of one sheet of ice

Retention

The Department of Facilities/Operations will take the following steps to retain Lindenwood students: (all areas)

- Continue to improve and enhance existing facilities.
- Allow student input on new projects to make sure we understand and meet their needs.

Finance (Business Office and Spirit Shoppe/Purchasing Office)

Mission Implementation

The mission of the Department of Finance is to accurately maintain records to document all business transactions within the University. The department is service-oriented relative to the financial needs of all departments and students while ensuring all transactions adhere to University policies and procedures, generally accepted accounting principles, and rules established by governing bodies.

Helping Students Learn

The Business Office will hold the following goals for the next academic year:

- Continue to implement customer service improvements based on student and parent feedback.
- Review ways to improve the student refund process
- Work to complete requested CAMS enhancements such as View financial ledger by transaction date, implement online credit card and check payment methods that will be linked to the student portal, offering the 1098T tax form online using the student portal.

We will document the success of our goals by collecting stakeholder feedback to determine the greatest opportunity for improvements.

The Spirit Shoppe/Purchasing Office will hold the following goal for the next academic year:

- Increase annual sales to no less than \$400,000
- Open the Shipping Department to the Lindenwood Community
- Design/Introduce new and unique graphics for apparel

We will document the success of our goals by monitoring daily sales reports and collecting feedback from our stakeholders

Valuing All Department Members and Students

In the Business Office, we will build and maintain relationships with students by continuing to educate them of all resources available to assist them in meeting their financial obligation. We will also be sensitive to individual needs to prevent students from withdrawing due to financial hardship.

In the next year in the Business Office, we will show our students that we value them and hear their concerns by

- Improving in the areas through student, parent, and internal feedback
- Continuing to assist each student based on their individual financial needs
- Streamlining the resident check-in process

In the Spirit Shoppe/Purchasing Office, we will build and maintain relationships with students by developing new focus groups to seek feedback and will provide superior customer service to stakeholders.

In the next year in the Spirit Shoppe/Purchasing Office, we will show our students that we value them and hear their concerns by

- Developing New Professional and Personal relationships among the Lindenwood communities
- Collecting input on all new products and services provided

Understanding Stakeholder Needs

The stakeholders in the Department of Finance (Business Office and Spirit Shoppe/Purchasing) include

- Students
- Parents
- Employers (Tuition Reimbursements)
- Alumni
- Lindenwood Staff and Faculty
- Community

In the Business Office, we will address the changing needs of our stakeholders by

- Implementing department improvements based on feedback from all stakeholders
- Continuing to educate students and parents on the new online services that are available to them
- Working to set students up with the appropriate financing options to meet their financial obligations

In the Spirit Shoppe/Purchasing Office, we will address the changing needs of our stakeholders by

- Encouraging the development of improved professional and personal relationships among all Lindenwood communities
- Offering more goods and services tailored to the specific needs of our communities that we are not currently addressing, i.e. more class specific supplies, computer software, and peripherals
- Taking the time to actively listen to all of our stakeholders

Service to our students

In the Business Office, we recognize the need for positive customer service, and we address this need by

- Responding in a timely manner with the correct information
- Insisting that the Business office staff have an understanding of policy and procedures of all Departments. This will result improved customer service to all of our stakeholders.

In the Spirit Shoppe/Purchasing Office, we recognize the need for positive customer service, and we address this need by

- Implementing Secret Shoppers relationships with our Retail Management Program
- Creating more focus groups among the Lindenwood communities and enthusiastically receiving the feedback
- Providing ongoing Servant leadership training

Measuring Effectiveness

We will measure the effectiveness of the Business Office and Spirit Shoppe/Purchasing Office by

- Maintaining open lines of communications with all stakeholders to continue to receive feedback
- Conducting on-going review of our departments operation
- Analyzing accounting reports data to more effectively use department resources where needed
- Continuing the use of external auditors to review accounting procedures

Strengths and Opportunities

In the Finance Department (Business Office and Spirit Shoppe/Purchasing Office), our strengths include

- Dedication to meeting the university's goal of providing excellent customer service to all stakeholders
- Well-trained and professional staff dedicated to doing whatever it takes to meet or exceed institutional goals
- Long term staff members who know the procedures of other departments
- New employees that bring a fresh view of the department and new ideas for improvements
- Excellent work/learn and graduate assistants

Our greatest opportunities for growth in the Business Office in the next year include

- Helping student and families meet their financial obligation within the current economic situation. This will be accomplished by continuing to improve our billing process as well as making the students aware of all financial resources that are available to them.
- Improving the information flow of the department policy and procedures with offsite programs to ensure consistent practices

Our greatest opportunities for growth at the Spirit Shoppe/Purchasing Office in the next year include

- Improving access to store by modifying parking area including re-stripping and appropriately marking handicap spaces

- Exploring opportunities to enlist faculty/student assistance as it relates to creation and implementation of comprehensive marketing plan
- Establishing and promoting shipping as an added service
- Listening and acting on the needs of the Lindenwood student, staff and faculty communities
- Striving for Competitive Pricing of school supplies
- Increasing presence at Sporting Events and select University Events

Visions of the Future

The Business Office vision for the next five years includes each of the following points:

- Implement a more efficient check-in process which will allow us to focus on the students who have not made arrangements to meet their financial obligation. This should help in the reduction of Accounts Receivable.
- Identify new methods in addition to the delinquent accounts resulting in earlier opportunities to resolve issues while in the enrollment process
- Continue to automate our payment process
- Expand current meal plan options and offer a declining balance debit card

To accomplish our goals in the Business Office it will require more training in CAMS to extract better reports and improve our internal processing time.

The Spirit Shoppe/Purchasing Office's vision for the next five years includes each of the following points:

- Introduction of new branding Mascot with a name as part of the Branding of Lindenwood Spirit items
- Introduction of Replica Team clothing
- Explore feasibility of having a coffee shop and newsstand with wireless connections
- Consider new marquee signage for the front of the Shop
- Explore feasibility of addition of computer "aftermarket" department

To accomplish our goals in the Spirit Shoppe/Purchasing Office, we will continue to utilize internal expertise to ensure long term success.

Needs

Our projected needs in the Business Office in terms of space, equipment, library resources, and technology include

- Additional CAMS modules with corresponding training
- Additional office space
- Additional staffing to accommodate growth in student population and demands for additional accounting transactions and report production

Our projected needs in the Spirit Shoppe/Purchasing Office in terms of space, equipment, library resources, and technology include

- Additional store displays and merchandise equipment
- Data lines to accommodate growth in remote locations

Statistics for the Department of Finance (Business Office and Spirit Shoppe/Purchasing Office)

- The Business Office has 19 full time employees and 1 part time employee. We utilize temporary office labor during peak times as needed.
- The Spirit Shoppe/Purchasing Office has 2 full time employees. The store relies heavily on student labor. There are 7 part time graduate students and 7 part time work/learn students assigned to our area.

Threats

The Business Office recognizes the following threats and is prepared to meet those threats by

- Current economic status resulting in greater need to consider additional payment options on an individual basis
- Potential reduction in external funding sources resulting in more individual considerations
- Staying current of new and changing government regulations in order to keep the university in compliance with all governmental regulations

The Spirit Shoppe/Purchasing Office recognizes the following threats and is prepared to meet those threats by

- Lack of understanding and/or non-compliance of established policies will require additional training
- Acknowledging current economic status could affect sales, so additional measures must be taken to ensure continual sales, such as increasing traffic to store, enhancing staff's sales skills, negotiating better pricing with vendors, increasing advertising efforts, and increasing number of remote sales opportunities
- The pending loss of the full time assistant manager could negatively impact the future of the success if a replacement is not located and appropriately trained.

Retention

The Business Office will take the following steps to retain Lindenwood students:

- Continue to educate customers on all pertinent policy and procedures to ensure a clear understanding in relation to their financial responsibility

The Spirit Shop/Purchasing Office will take the following steps to retain Lindenwood students:

- Ensure provisions of providing products and services that meet all the needs of our stakeholders.

Financial Aid

Mission Implementation

The mission of the Department of Financial Aid is to be a resource center for all students who are requesting financial assistance to accomplish their educational goals.

Helping Students Learn

The Department of Financial Aid will hold the following goals for the next academic year:

- Develop and implement a customer service “Blue Print” to better serve our students
- Develop and implement a customer suggestion card
- Work with our internal computer division on enhancements to CAMS that will streamline our manual process and offer our students their financial aid in a more timely and efficient manner

We will document the success of our goals by monitoring feedback from our customers. We will monitor our customer service blue print and customer suggestion cards and make any necessary changes.

Valuing All Department Members and Students

In the Department of Financial Aid, we will build and maintain relationships with students by continued communication through written notice, email, telephone, and personal assistance. Through better customer service and communication we will work to ensure the aid process is as streamlined and hassle-free as possible.

In the next year, we will show our students that we value them and hear their concerns by

- Offering our best customer service
- Anticipating their needs
- Listening to them and be willing to make changes

Understanding Stakeholder Needs

The stakeholders in the Department of Financial Aid include

- Students
- Family members
- Other university departments and extended sites
- Outside partners (lenders, government agencies)

We will address the changing needs of our stakeholders by

- Listening to the needs of students and parents
- Implementing changes based on student/parent feedback
- Increasing the lines of communication to students/parents
- Cross-training employees to better serve our students
- Working with other university departments on their needs from our department

- Working with our lender partners to ensure they are offering the best product and service to our students

Service to our students

We recognize the need for positive customer service, and we address this need by

- Adhering to the customer service “Blue Print” established by the financial aid office
- Monitoring each suggestion card
- Continuing with office staff meetings to keep communication open with all employees
- Having management and seasoned employees set the example for other office employees
- Making sure all employees feel they are an asset to our organization

Measuring Effectiveness

We will measure the effectiveness of our department by

- Listening to feedback from our stakeholders
- Continuously reviewing our “Blue Print” and suggestion cards

Strengths and Opportunities

In the Department of Financial Aid, our strengths include

- Excellent customer service
- Cross-trained employees who understand all aspect of financial aid
- Employees who have a basic knowledge of other department operations
- Employees who are willing to work hard and are open to new ideas and eager to learn

Our greatest opportunities for growth in the next year include

- Allowing all employees the opportunity to be part of developing our customer service “Blue Print”
- Reviewing each suggestion card and making changes as needed
- Continuing to share job knowledge through cross-training and attending workshops/training sessions
- Expanding the lines of communication with our stakeholders

Visions of the Future

The Department of Financial Aid’s vision for the next five years includes each of the following points:

- Continued work toward more automation to streamline the aid process by utilizing CAMS to its fullest potential.

- Understanding the changing needs of our stakeholders and offering the best product and service available.

Needs

Our projected needs in terms of space, equipment, library resources, and technology include

- Physical environment updates (water damage repair to wall and storage room, painting, carpet cleaning)
- Standard computer upgrades
- Commercial office shredder
- New office chairs for customers

Statistics for the Department of Financial Aid

- Number and percent of full time and part time staff:
 - 14 full-time employees and 1 temporary employee
- Number of students served in the past academic year by department
 - Approximately 9500 students

Threats

The Department of Financial Aid recognizes the following threats and is prepared to meet those threats by:

- Audit Finding- The Office of Financial Aid has controls in place to insure accuracy of information and we will continue to review the controls and make changes when necessary.
- Dissatisfied customers-The Office of Financial Aid offers excellent customer service and we are continuously looking for ways to improve. We will make this an office priority and will stay cognizant of our mission and purpose.
- Regulatory changes – The Office of Financial Aid will stay abreast of regulatory changes and make changes when necessary.
- Lack of communication with students- The Office of Financial Aid will continue to search for new ways to inform students of the aid process.
- Lack of communication between LU staff- The Office of Financial Aid will continue with our monthly staff meeting to insure all staff members are current on our policies and procedures.

Retention

The Office of Financial Aid will take the following steps to retain Lindenwood students:

- Be cognizant of our student's financial needs and how these needs can change
- Work closely with students who have special circumstances that may make them eligible for additional financial aid

Information Services (IS)

Mission Implementation

The mission of Information Services is to plan, implement, manage and support information technology for the Lindenwood University Community. Information technology includes phone, television, audio visual, copy, print, computer, network, and software services. The Lindenwood Community consists of students, alumni, faculty and staff.

Helping Students Learn

The Department of Information Services will hold the following goals for the next academic year:

- Providing instructions and support to student requesting assistance from Information Services
- Providing students experience with information technology through the work learn program and through part time employment

We will document the success of our goals by

- Recording the user support provided directly to students in the IS office
- Maintaining a record of tickets associated with student requests
- Reviewing the quality of work completed by present and former students

Valuing All Department Members and Students

In the next year, we will show our students that we value them and hear their concerns by

- Responding to student request for help promptly and courteously
- Monitoring the use of resources to ensure fair access for all
- Our responsiveness to inquiries from students and student organizations

Understanding Stakeholder Needs

The stakeholders in the Department of Information Services include

- Students and alumni
- Faculty
- Staff

We will address the changing needs of our stakeholders by

- Improving technology planning by involving a technology advisory committee
- Continuing development of the student and faculty portals to provide secure access to the student information system (CAMS)
- Improving the registration process by implementing the degree audit module of CAMS
- Helping simplify the admission process by utilizing the application portal of CAMS

- Improving event scheduling by fully utilizing the Ad Astra event scheduling software
- Offering online payment for or students via the LU student portal
- Upgrading the LU card id system to provide additional services
- Examining the integration of CAMS and course management (WebCT)
- Automating regular student registration to the RAVE security alert system
- Providing remote access to LU network to all faculty
- Furthering the integration of CAMS into the LU website
- Developing a strong web presence for the academic programs

Service to our students

We recognize the need for positive customer service, and we address this need by

- Treating all students with respect
- Working to improve the technology used by students

Measuring Effectiveness

We will measure the effectiveness of our department by

- Analyzing service tickets
- Surveying Stakeholders
- Requesting feedback by random follow up calls on service provided

Strengths and Opportunities

In the Department of Information Services, our strengths include

- Continual demonstration of the ability to support a wide variety of technologies and the related problems with a small staff
- A top tier virtual infrastructure
- Friendly and support oriented
- Motivated employees to learn and improve
- Proactive plan for the future

Visions of the Future

The Department of Information Services vision for the next five years includes each of the following points:

- A completed student information system
Actively working on degree audit, application portals, integration with LU website and course management (WebCT)
- A highly reliable and scalable network
Improve the cabling infrastructure to support redundancy and higher bandwidths

- Monitor Assets
Carefully monitor all purchases and payments and maintain an inventory of all resources
- Network access
Extend both open and secure wireless access to all campus buildings
Provide equal access to university technology resources to all student
- Strong Web Presence for the Academic Programs
Develop and web sites for each school and each faculty member
- Strong Web Presence for the Student Organizations
Develop and web sites for each organization

Needs

Our projected needs in terms of space, equipment, library resources, and technology include

- Datacenter
- Delivery Area and Storage Facilities
- Office Space
- Additional staff to support remote sites
- Technical Training for staff

Statistics for the Department of Information Services

- Number and percent of full time and part time staff
 - 14 fulltime, 4 part time, 1 contractor 2 grad assistants
- Number of students served in the past academic year by department
 - All students are served

Threats

The Department of Information Services recognizes the following threats and is prepared to meet those threats by

- Server Failures
Use the virtual environment and the backup facilities
- Network Failures
Development of a redundant network, prepare for increased bandwidth demands
- Phone switch is in a vulnerable location
Moving the phone switch to a more secure environment
- Natural Disasters
Planning and implementing a disaster recovery site
- Malware and virus threats
Using anti-malware and anti-virus software

Retention

The Department of Information Services will take the following steps to retain Lindenwood students:

- Improve access to LU network by expanding wireless services
- Upgrade student email services
- Provide secure access and centralized data storage to our students
- Provide remote access to LU network to all students

Institutional Advancement

Mission

The mission of the Department of Institutional Advancement is to involve all constituencies in the life of Lindenwood University and invite their investment in and support of it.

Helping Students Learn

The Department will hold the following goals for the next academic year:

- Total Funds and Annual Fund - stretch goal \$5 million
- Growth of Endowment Funds -\$200 million by the 200th anniversary in 2027
- Capital Fund Campaigns – 30% of costs of each project through donations

We will document the success of our goals by the accepted recording and reporting structure for FY 2010.

Valuing All Department Members and Students

In the Department of Institutional Advancement, we will build and maintain relationships with students by supporting and reporting the Advancement activities below.

In the next year, we will show our students that we value them and hear their concerns by

- Expanding the Emergency Textbook Fund
- Expanding the Endowed Scholarships program for students
- Expanding the Endowed Scholarship program for donors
- Expanding the Freshman Experience program: the supportive and formative alumni role for students
- Informing students as future alumni of fundraising opportunities and results

Understanding Stakeholder Needs

The stakeholders in the Department of Institutional Advancement include

- Students, parents and grandparents
- Alumni, volunteers, and friends
- Corporations and foundations
- Boards, faculty, staff, and administration
- The community; local, state, and federal governments

We will address the changing needs of our stakeholders by

- Listening to as well as inviting their support of Lindenwood
- Offering donors more flexibility in making a gift: a pledge over six years rather than five
- Taking good care of donors: following up with them about how their money is used

- Focusing on matching gifts: a large percentage of companies will not eliminate their matching gift programs altogether
- Capitalizing on the recession by increasing emergency aid proposals for students
- Using our new prospect research capabilities for capacity assessment and follow-up with strategic asks for annual fund, planned giving, and major gifts
- Making every effort to be as **near** to our donors as possible: see every important donor face-to-face as soon as is practical
- Doing everything possible to be as **dear** to donors: in difficult times they will support the entities about which they really care
- Making it **clear** why funding is needed: the compelling case is for student success
- Communicating with donors how the university changes people lives

Service to our students

We recognize the need for positive customer service, and we address this need by

- listening, communicating, educating, inviting, and reporting

Measuring Effectiveness

We will measure the effectiveness of our department by

- The amount of funds raised
- The number of new donors and repeat donors
- The number of proposals to corporations and foundations and our success rate
- The numbers of alumni who participate in advancement activities and the quality and number of events given
- The number of appeals sent out and the success rate

Strengths and Opportunities

In the Department of Institutional Advancement, our strengths include

- The IA team in the St. Charles and Belleville offices works well together in all aspects of advancement
- The IA team plans together – from the use of technology to proposal and campaign development
- Each team member is furthering his/her education in some aspect of fundraising
- The IA team is focusing on alumni participation rate improvement
- The IA team is developing its focus on advancement planning and strategies with other university departments, particularly with Public Relations, IT, Butler Library, Nonprofit Administration Program, and Career Services

Our greatest opportunities for growth in the next year include

- Prospect research of 25,000 alumni and friends – Target Analytics electronic wealth screening to be completed 1/09; capacity assessment of 5,000 alumni and

friends with identification of the top 1,000 prospects – Target Analytics to be completed by 2/09

- Segmented action methodology for planned giving, annual fund, and major gift prospects – plans and assignments to be developed by 4/09
 - Schedule and increase the number of personal meetings with donors and prospects in order to determine inclination and motivation to support our Business Campaign, Belleville campaign, and others
- Help shape the Board of Directors' orientation materials; persuade the Board with accurate data and reports; and motivate the Board to ask by asking
- Completion of the quiet phase for the School for Business and Entrepreneurship Campaign – the goal is 1,000 prospects by 8/09 with cultivation beginning 1/09

Visions of the Future

The Department of Institutional Advancement's vision for the next five years includes each of the following points:

- Alumni participation will reach 15% (national average for private institutions is 25%) through increased communications, invitations, events, and asks
- The staff of the department will increase from the current 5 FTE to 10 FTE in order to achieve plans for growth
- 1 planned giving officer, 2 major gifts officers, and 2 alumni outreach and support officers will be added to augment the St. Charles and Belleville offices staff
- The median alumni gift will be maintained at \$100 as we add many new small gifts from recent alumni
- The average corporate and foundation gift will increase to \$15,000 from \$8677
- Alumni gatherings will increase to 25 from 7 through local, regional and national events that are shaped by our alumni surveys, analysis and research

Needs

Our projected needs in terms of space, equipment, library resources, and technology include

- Add office space for 5 FTE
- Increase printing/copying equipment
- Increase number of computers and phones
- Purchase planned giving software
- Purchase letter folding machine
- Move the current alumni museum holdings into new university museum on campus and to Boone Home sites
- Hire a curator for the university museum
- Open up alumni museum space for Advancement offices

- Develop an alumni lounge adjacent to the university museum
- Develop a gathering place for alumni in the interim

Statistics for the Department of Institutional Advancement

- Number and percent of full time and part time staff
 - 1 full-time Vice President
 - 1 full-time Director of Corporate and Foundation Relations
 - 1 full-time Director of Alumni Relations
 - 1 full-time Grants Manager
 - 1 full-time Director of Advancement Services
 - 1 part-time Director of Planning Giving
 - 1 part-time Director of Community Development (Belleville)
- Number of our stakeholders served in the past academic year by department
 - 2500 (donors, homecoming, alumni gatherings, student alumni events, non-for-profit event, alumni board outings, corporate and foundations meetings)

Threats

The Department of Institutional Advancement recognizes the following threats and is prepared to meet those threats by

- Recession – capitalize on the recession by increasing emergency aid proposals for students
- Competition - make every effort to be near, dear and clear
- Changes in the tax laws - communicate based on prospect research and identification
- Corporate takeovers and mergers - inform donors how the university changes people lives
- Reduction of corporate headquarters in the St. Louis region – diversify our donor portfolio

Retention

The Department of Institutional Advancement will take the following steps to retain Lindenwood students:

- Focus on endowed scholarship program
- Focus on emergency book fund program
- Invite broad donor base through our St. Charles and Belleville offices to support students with materials that tell the Lindenwood story
- Pursue grants to improve retention and graduation rates for low income first generation college students
- Answer student/family questions on phone or direct to appropriate sources

Intercollegiate Athletics

Mission Implementation

It is the mission of intercollegiate sports at Lindenwood University to advance learning, enliven campus life, develop leadership skills, and foster the personal growth of the student athlete through offering a high quality athletics program. Athletic department personnel strive to provide model programs that develop meaningful standards of scholarship, athletic performance, leadership, community service, and sportsmanship conduct. Through sports, Lindenwood seeks to contribute to a sense of collegiate identity and positive perception in the community. The athletic department shall strive for excellence in the competitive environment in accord with the philosophy, rules, and regulations of the NAIA and other sports governing bodies in which Lindenwood has membership.

Helping Students Learn

The Department will hold the following goals for the next academic year:

- Improve graduation rate and academic performance
- Orientate athletes with regards to class attendance, Champions of Character, resources to students (i.e. Disabilities, Tutors)
- Ensure regular facility maintenance to reflect responsible behavior

We will document the success of our goals by

- Analyzing reports (i.e. deficiency report, semester grades, graduation component)
- Regularly monitoring class attendance, student-athletes on prior suspension, and incident reports
- Regularly reviewing athletic facilities

Valuing All Department Members and Students

In the Department of Intercollegiate Athletics, we will build and maintain relationships with students by

- Creating a SAAC- Student Athletic Advisory Committee (A voice for the student-athletes to the athletic administration, reporting to the AD)
- Enhancing the relationship between coaches and student-athletes as will be demonstrated in the IDP (establish goals in the coaches IDP and implement them)
- Implementing Exit Interviews through Rick Gorzynski
- Establishing a SAAC-Student Athletic Advisory Committee
- Acknowledging student achievements through recognition at athletic events and the Letter Winners Program
- Revamping the web site through consistency of programs as done by other intercollegiate schools.

Understanding Stakeholder Needs

The stakeholders in the Department of Intercollegiate Athletics include

- Coaching Staff
- Corporate Sponsors
- Community
- Parents
- Fans
- Athletes
- Board of Directors
- University, Faculty, and Staff
- Alumni
- Donors
- Media
- Recruits and potential recruits
- Opposing institutions and officials

We will address the changing needs of our stakeholders by

- Continuing the addition of intercollegiate activities as deemed necessary
- Connecting with corporate sponsors to provide financial support for athletic programs to developed stronger community partnership
- Connecting with the LU student body to better support athletic programs by creating a more exciting event
- Addressing the concerns of the (SAAC) student-athletic advisory committee
- Reviewing athletic department requirements and needs
- Being more proactive by creating opportunities for involvement in campus wide activities
- Encouraging Professional Development for the athletic department staff
- Increasing accessibility of the coaches to their sport
- Evaluating future needs for athletic facilities

Service to our students

We recognize the need for positive customer service, and we address this need by

- Conducting Exit Interviews
- Being a part of the SAAC-Student Athletic Advisory Committee
- Adding an Athletic Secretary to answer athletic questions and assist with other administrative duties as assigned.
- Implementing a recording of upcoming athletic events

Measuring Effectiveness

We will measure the effectiveness of our department by

- Adhering to rules and regulations
- Monitoring retention rates of student-athletes
- Increasing the graduation rate for athletes
- Reducing the incident reports among athletes/teams
- Increasing number of spectators at athletic events
- Conducting Exit interviews

Strengths and Opportunities

In the Department of Intercollegiate Athletics, our strengths include

- Quality coaches
- Financial oversight
- Academic monitoring
- Character emphasis
- Quality Facilities
- Recruiting expectation for quality student-athletes
- Faculty support

Our greatest opportunities for growth in the next year include

- Increasing number of attendees to events with promotions using media tools such as Facebook, Myspace and Ticker-tape
- Coordinating more with Student Activities
- Increasing the administrative staff using current personnel

Visions of the Future

The Department of Intercollegiate Athletics vision for the next five years includes each of the following points

- Team GPA above 3.0 (recruit quality student-athletes along with on-going academic mentoring and monitoring)
- More financially sustained department through marketing, increased gate and concession revenue, fiscal responsibility, and alumni development
- Increase coordination of communication between departments (internal resources)
- Enhance community relations and involvement
- Development of the Belleville-LU athletic program

Needs

Our projected needs in terms of space, equipment, library resources, and technology include

- Additional office space
- Additional locker room space

- Retractable wall in Field House to separate athletic training area from classroom
- Reporting accessibility in CAMS
- Web site development
- Portable printer/copier for home athletic events
- Credit card for staff
- Increased Athletic Training space
- Additional venues to meet the increasing athletic department needs
- Additional storage facility at track and field complex

Statistics for the Department of Intercollegiate Athletics

- Number and percent of full time and part time staff
 - 30 full time coaches = 53%
 - 31 part-time coaches = 26% (includes full and part-time)
- Number of students served in the past academic year by department
 - 1588 student-athletes (Fall 2008)
 - 1428 student-athletes (Spring 2008)

Threats

The Department of Intercollegiate Athletics recognizes the following threats and is prepared to meet those threats by

- Eligibility and certification process (combat threats through policy improvements) example: Signature line for each athlete to sign on the travel roster.
- Financial responsibilities and current economic conditions (monitor expenditures on priorities and necessities and not wants)
- Social Violations (Orientation Meeting, SAAC, and coaching accountability)
- Insufficient athletic facilities (seek solutions to meet the needs of increase student-athlete programs and population)

Retention

Intercollegiate Athletics will take the following steps to retain Lindenwood students:

- Providing a quality experience through athletic participation
- Offering a quality athletic program
- Continuing to improve monitoring and mentoring academic progress
- Recognizing athlete participation and accomplishments
- Increasing opportunities for athletic participation of each athletic program

Library

Mission Implementation

The mission of the Library is to support the curricular and professional needs of the students, faculty, and staff of Lindenwood University by providing timely and relevant resources and services that promote a positive educational experience and life-long learning.

Helping Students Learn

The Library will hold the following goals for the next academic year:

- Improve the library environment both physically and virtually
- Improve communication between patrons and library staff
- Improve student access and usage of *all* library resources

We will document the success of our goals by creating an annual report (fiscal 09/10) for Butler Library. This will be an annual report that will track all aspects of usage at Butler Library. The document will track the following: foot traffic, database usage, catalog usage, e-journal usage, library instruction, overall circulation, circulation by major, faculty circulation, reserves, new monograph purchases, new database purchases, reference inquiries by phone, reference inquiries, via email, reference queries via instant messaging, reference inquiries in person, Facebook activity and blog activity, and overviews of any new programs implemented for the year.

Valuing All Department Members and Students

In the Library, we will build and maintain relationships with students by marketing, providing customer service, information resources, and communication tools.

In the next year, we will show our students that we value them and hear their concerns by

- Assigning a staff person to attend Student Government Association Meetings
- Making the library available for student activities during times when the library is closed (i.e. Friday evenings)
- Assigning a staff member to monitor and respond to student comments on the library blog and the library Facebook page. We will also use these tools to provide users with news items about the library.
- Involve students in a series of promotional events that engage students and promote the library

Understanding Stakeholder Needs

The stakeholders in the Library include

- Diverse student body
- Faculty
- Alumni
- Administration
- St. Charles and St. Louis Metropolitan Area

- Academic community

We will address the changing needs of our stakeholders by

- Distributing a survey that will identify user needs
- Changing the title of the Internet/Library Research course, as well as its contents to reflect the ACRL Standards for Information Literacy
- Restructuring bibliographic instruction contents to reflect the ACRL Standards for Information Literacy
- Developing cultural awareness programs
- Further developing website to meet the needs of all stakeholders
- Creating MOBIUS library card and instructions for use by all remote students
- Digitizing local newspaper collections that are currently only available via microfilm
- Creating a new floor plan for the library, and identify ways that space might be better utilized

Service to our students

We recognize the need for positive customer service, and we address this need by

- Converting paper processes to electronic to create a more streamlined workflow resulting in a higher level of service
- Holding work and learn students to a higher level of service through enhanced training programs
- Assuring the availability of professional staff at all times through all available media
- Providing incentive programs to student workers for exceptional levels of performance

Measuring Effectiveness

We will measure the effectiveness of our department through

- Usage statistics
- User comments via the library blog and library Facebook page
- Feedback from students, faculty, and administration
- Comparison of survey results and statistics tracked in the annual report on an annual basis
- Staff input

Strengths and Opportunities

In the Library, our strengths include

- Customer service
- Electronic resources (databases)
- Collegiality/teamwork

- Reference staff

Our greatest opportunities for growth in the next year include

- Professional growth
- Community outreach
- Increased communication with stakeholders
- Increased utilization of library website and supplemental technologies

These opportunities will be met through the following mechanisms:

- Professional growth
 - Exploring cost-effective professional development opportunities for all levels of staff
 - Using monthly staff meetings as a learning opportunity through staff presentations, field trips, etc.
 - Providing opportunities for non-professional staff to be involved in professional level tasks, i.e. development of the library at Belleville
- Community outreach
 - Exploring multiple community relationships through the “Big Read” program
 - Newspaper digital imaging project
- Increased communication with stakeholders
 - Increasing staff involvement in student activities groups
 - Developing a library “committee” that meets bi-annually to discuss library resources and services. The committee will be made up of university stakeholders
- Increasing the utilization of library website and supplemental technologies
 - Subject guides and user guides will be revamped to include interactive and real-time information
 - The library will begin to use Twitter
 - As a result of the redesign of the library website, all staff members will be assigned to maintain a section of the site

Visions of the Future

The Library’s vision for the next five years includes each of the following points:

- The library will need to keep up with the most current technology to remain relevant. To keep up with the most current technology, library staff will need to be encouraged to engage in professional development, share ideas in the workplace, but most importantly, listen to user needs and use the appropriate technology to meet user needs.
- The library will need to be aware of new delivery mechanisms and access to resources. This can be achieved through professional development and keeping

up with the literature in the field. This will also require library staff to be aware of changes in the publishing industry, as well as the realities of copyright law.

- The library must remain aware of the changing needs and habits of students (and other users). As technology changes, so does the way students retrieve and use information. This can be achieved by communicating with students, as well as through an annual survey that has the ability to identify trends.
- The library must be cognizant of its physical space and how it is being used. This can be done by tracking usage patterns in the building, as well as through questions asked in the annual survey.

Needs

Our projected needs in terms of space, equipment, library resources, and technology include

- Redefinition of space including additional group study areas that include technology, quiet study spaces, specialized areas i.e. testing center, writing center, media center
- A need for monographs, as well as electronic databases, electronic journals, and electronic books
- A need for more computers and audiovisual equipment

Statistics for the Department of Library

- Number and percent of full time and part time staff:
7 full time and 2 part-time
- Number of students served in the past academic year:
Based on daily foot traffic numbers approximately 130,000 people have come through the front doors over the last year.

Threats

The Department of Library recognizes the following threats and is prepared to meet those threats:

- The library website is a threat. The library is in the process of hiring a consultant to address the functionality of the website
- The library building is a threat. Library staff continually assesses the way space is used in the building. As a result library staff has visited other libraries to get ideas about how physical spaces are being used in other libraries
- The economy is a threat. Library staff will have to use additional creativity to upgrade library services and resources that require little or no cost
- Incorrect perceptions about internet resources are threats. As mentioned above, library staff members are preparing to incorporate the concepts stated in the ACRL Standards for Information Literacy into *all* aspects of the library's instructional tools.

Retention

The Library will take the following steps to retain Lindenwood students:

- Improve student research skills through improved resources and bibliographic instruction.
- Focus on customer service through training, professional development, and team work.
- Provide static, as well as real-time, library resources and services through a seamless and easily navigable library website that has been completely updated and overhauled.

Public Relations

Mission Implementation

The mission of the Department of Public Relations is to support faculty, staff, and students by helping shape the positive image and reputation of Lindenwood University utilizing various communication and promotion tools.

Helping Students Learn

The Department of Public Relations will hold the following goals for the next academic year:

- Work with the Alumni Office and explore and implement RSS feeds for our various constituencies
- Test and evaluate the benefits of social media marketing such as Facebook, Twitter, etc.
- Work with the webmaster to implement a process of easy implementation and management of “microsites” inside of the LU website (ie: Untamed Ink, Confluence, etc.)
- Replace or improve the Lindenwood athletic website with the idea of more photographs and easier reader interaction and navigation

We will document the success of our goals by making these products available to our constituencies.

Valuing All Department Members and Students

In the Department of Public Relations, we will build and maintain relationships with students by providing each work and learn student with at least one significant project per semester in the areas of graphic design, press release writing, event planning, etc.

Understanding Stakeholder Needs

The stakeholders in the Department of Public Relations include

- Lindenwood schools, their deans, and their faculty
- Both admissions offices, Institutional Advancement, Student Activities, etc.
- Students, general public, alumni, donors, friends
- Media

We will address the changing needs of our stakeholders by

- Communicating effectively with them
- Adapting swiftly to changing technologies
- Assessing their needs

Service to our students

We recognize the need for positive customer service, and we address this need by

- Applying professional standards and conduct with our internal and external communications

Measuring Effectiveness

We will measure the effectiveness of our department by

- Meeting deadlines and responding swiftly to our constituencies
- Increasing enrollment
- Reviewing feedback from our internal and external constituencies
- Documenting the department's growing project load

Strengths and Opportunities

In the Department of Public Relations, our strengths include

- A diversity of experience among our staff members
- Familiarity with St. Louis media and established relationships that benefit LU
- Institutional knowledge
- Ability to manage projects from concept to delivery

Our greatest opportunities for growth in the next year include

- Implementation of new and emerging communication technologies and strategies to maintain Lindenwood's marketshare and to grow in evening admissions and in our day campus at Belleville
- Improvement of athletic communications/recruiting in all our sports, but in particular the smaller ones and enhance their number of student participants

Visions of the Future

The Department of Public Relations' vision for the next five years includes each of the following points:

- Complete our athletic branding transition by painting the ice arena and gym floor with the proper colors and utilizing proper logos; and remake the Lion on the side of the fitness center to reflect our athletic brand
- Evaluate Lindenwood University signage not only on campus but throughout the network and establish a clean, integrated, consistent look. Create a cost projection and timetable.

Needs

Our projected needs in terms of space, equipment, library resources, and technology include

- New camera equipment in FY 09-10 (give old equipment to athletics)
- Laptop for sports information FY 09-10
- Creation of a PR/sports information hybrid position in Belleville in Year 3 or sooner if the enrollment justifies
- New/upgraded Macintosh computers in FY 10-11

- Improved network connection at new PR House (the speed is significant deteriorated from what we receive at Roemer Hall)

Statistics for the Department of Public Relations

- Number and percent of full time and part time staff: Five full-time, one part-time
- Number of university jobs performed in 2008: 249

Threats

The Department of Public Relations recognizes the following threats and is prepared to meet those threats:

- Economy/potential enrollment decline—smarter advertising and avoid cutting at all costs. In a down economy, we need to continue to advertise.
- A Virginia Tech-type of crisis—work with Student Development and IT to keep crisis plans fresh and tested

Retention

The Department of Public Relations will take the following steps to retain Lindenwood students:

- Freshen Lindenwood's web presence and explore increased use of video and interactive media to support our faculty and students.
- Revamp and reenergize LindenWord, our student newsletter designed specifically for retention

Student Development

Mission Implementation

The mission of the Department of Student Development is to facilitate safe and positive interactive campus experiences that lead to the betterment of the student, the institution, and the community at large.

Helping Students Learn

The Department of Student Development will hold the following goal for the next academic year:

- Continue commitment and dedication to student success and overall satisfaction with Lindenwood University

We will document the success of our goals by tabulating the total number of activities that address this initiative.

Valuing All Department Members and Students

In the Career Development Office, we will build and maintain relationships with students by conducting class visits and workshops and encouraging students to schedule individual meetings to receive personalized assistance.

In the next year, we will show our students that we value them and hear their concerns by

- Giving careful consideration to the formal and informal feedback we receive in surveys and conversations when augmenting existing services or add new services and resources

In the Dean of Students and Campus Security Office, we will continue to build and maintain relationships with students by establishing fair and balanced discipline and promoting a positive community atmosphere.

In the next year, we will show our students that we value them and hear their concerns by

- Continuing to attend Student Government meetings
- Continuing to utilize an open door policy

In the Office of First-Year Programs, we will build and maintain relationships with students by eliciting input and involvement in activities and programs on Lindenwood's campus.

In the next year, we will show our students that we value them and hear their concerns by

- Providing opportunities (i.e. FYE and LUL) that allow students to become fully engaged and part of the LU community
- Requesting continuous feedback during FYE and LUL

In the Housing Office, we will build and maintain relationships with students by developing and maintaining a positive interactive environment where students grow and develop.

In the next year, we will show our students that we value them and hear their concerns by

- Attending periodic Resident Hall meetings

- Improving and expanding the RD and RA training to involve more customer service ideas and training

In the International Office, we will build and maintain relationships with students by providing superior student service and opportunities to further their own growth within the institution and community.

In the next year, we will show our students that we value them and hear their concerns by

- Providing multiple informational question and answer seminars addressing everything from how to drive in the community to renewing a student/work visa
- Directly addressing each of their individual academic, employment, immigration and travel concerns

The Intramural Office recognizes the need to build and maintain relationships with students via recreational contact.

In the next year, we will show our students that we value them and hear their concerns by

- Administering a survey to find their desires and needs with the intramural program
- Having an open-door policy for students to address their concerns.

In the Student Activities Office, we will build and maintain relationships with students by being an ever increasing presence on the campus.

In the next year, we will show our students that we value them and hear their concerns by

- Reviewing surveys and questionnaires designed to provide feedback on what students think of current events and activities as well as what events they would like to have on campus
- Placing slides on our media channel informing students that they can come to the activities office and submit ideas for activities and clubs

In the Office of Student Success Programs, we will build and maintain relationships with students by maintaining a mindful approach toward excellence and customer service.

In the next year, we will show our students that we value them and hear their concerns by

- Responding to every student inquiry within 24 hours
- Utilizing comment cards

In the Work and Learn Office, we will build and maintain relationships with students by conducting briefings to all new students and by continuing to be available to address individual concerns at all times.

In the next year, we will show our students that we value them and hear their concerns by

- Promoting how we can be contacted using the internet and university television
- Increasing the amount of information that is available over the Work and Learn webpage

Understanding Stakeholder Needs

The stakeholders in the Department of Student Development include

- Traditional and Non-traditional Day Students
- Resident Students
- First Time Full Time Freshman (FTFTF)
- International Students
- Traditional and Non-traditional Day Students moving to Alum status
- Future Employers
- Parents

We will address the changing needs of our stakeholders by

- Continuing to provide a safe and secure interactive environment for students
- Continuing to provide regular open forum Dorm meetings with students
- Continuing to provide a FTFTF orientation and follow-up assessment meetings in LUL 101
- Continue to evaluate FTFTF scores on the Beginning College Survey of Engagement
- Increasing the amount of information that can be accessed through the internet
- Providing clean, well maintained housing facilities
- Continue to be more involved with Parent Weekend
- Provide more on-campus weekend activities
- Work with each academic school to facilitate their student oriented needs

Service to our students

We recognize the need for positive customer service, and we address this need by

- Maintaining high standards of care and service to those in need

Measuring Effectiveness

We will measure the effectiveness of the Career Development Office by

- Seeking continual feedback from students and employers through formal and informal surveys
- Compiling statistical data regarding number of workshops held, students served, jobs posted, etc.

We will measure the effectiveness of the Dean of Students and Campus Security office by

- Speed of service
- Effectiveness of Services provided (customer satisfaction)

We will measure the effectiveness of the Office of First-Year Programs by

- Using students' LUL 101 grade as an indicator of success
- Reviewing appeal students' semester GPA while they are on a Success Contract

We will measure the effectiveness of the International Office by

- Evaluating the attrition rate of the international day and evening students
- Continuing to see a high total number of international day and evening students

We will measure the effectiveness of the Housing Office by

- Reviewing the Student Check Out form
- Reviewing the Rd and RA evaluations

We will measure the effectiveness of the Intramural Office by:

- Reviewing the survey given to students about their desires and needs associated with the program and making necessary changes. Then giving a second survey at the end of each semester to see if changes were effectively made.

The Intramural Program will be considered successful in the next year if participant levels significantly rise from the previous semester and year.

We will measure the effectiveness of the Student Activities Office by:

- Size and Scope of Events
 - Size- we will measure effectiveness through the number of people who attend our events.
 - Scope- we cannot measure effectiveness strictly based on the number of students who attend an event because some events are only designed for smaller crowds.
- We will also gauge our effectiveness through the frequency of events. We believe that in order to provide an exciting atmosphere on campus there must be consistently planned events.

We will measure the effectiveness of the Office of Student Success Programs by

- Tracking grades
- Monitoring student, success advisor and parental feedback regarding our service

We will measure the effectiveness of the Work and Learn Office by

- Comparing the amount of work submitted to previous submissions
- Comparing the number of corrections to timesheets to previous terms/years

Strengths and Opportunities

In the Department of Student Development our strengths include

- Advancing positive institutional, communal and student relations
- Being the voice for students (advocates)
- Offering opportunities for student engagement
- Clearly defined operational roles
- Having fair and balanced policies and procedures

Our greatest opportunities for growth in the Career Development Office in the next year include

- Increase student participation in Employment Events (job fairs). This will be addressed by personally visiting senior level courses and targeted emails

(LionMail) and phone calls in order to generate more awareness of the opportunities.

Our greatest opportunities for growth in the Dean of Students and Campus Security Office in the next year include

- Personnel/Equipment. An evaluation of current resources will be made to determine budgetary funds can be reasonably allocated to these initiatives.
- Increased involvement with the Police and Fire Department(s). Continue working on a daily basis with local fire and law enforcement officials to continue the high level of safety and security on the campus.
- Crisis management plan/policy. Efforts will be made to investigate and build upon the current emergency policies on campus.

Our greatest opportunities for growth in the Office of First-Year Programs in the next year include

- Creating a Transfer Orientation for Fall admits. This will be based on current literature and experience from the Spring Orientation.

Our greatest opportunities for growth in the Housing Office in the next year include

- Continued renovations of our older resident halls. A plan will be created to determine a priority/need level for our residential units.
- Investigating on line housing registration possibilities. A SWOT analysis of our current housing procedures will commence. Based on the results, benchmarking from other successful housing program in the area will be considered for adoption at Lindenwood.

Our greatest opportunities for growth in the International Office in the next year include

- Making our international students feel welcome and wanted. The international office, in conjunction with interested faculty and staff, will develop programs to engage and excite the international population.
- Determine the need for a Lindenwood extension campus abroad. A SWOT analysis will be conducted to determine the financial and curricular opportunities in various locations.

Our greatest opportunities for growth in the Intramural Office in the next year include

- A growing number of students and a variety of recreational interests we can utilize to create new and unique recreational opportunities for students
- A new budget system established in the previous year allowing the program to grow significantly. We will utilize our resources carefully to maximize the program's activities with needed equipment and other tools.

Our greatest opportunities for growth in the Student Activities Office in the next year include

- Greek Life
 - We plan on increasing the involvement of our current fraternities and sororities. They are on campus but are not very active or effective.

- We also plan on adding at least one fraternity and sorority in the following year.
- Concerts and Comedians
 - Many students have expressed interest in having more concerts. They would like to have more independent band performances.
 - The students have also expressed great interest in bringing in well known comedians.
- Athletic Involvement
 - We believe there should be more fan participation at athletic events.
 - The Sixth Man and an additional push from the LU Crew will address this.
 - Loosening restrictions on refreshments in the gym will also encourage involvement.

Our greatest opportunities for growth in the Office of Student Success Programs in the next year include

- To improve student contract accountability, to be met by earlier, more serious interventions and communications
- To improve students' problem solving skills by allowing them to identify their mistakes in thinking and propose alternative solutions

Our greatest opportunities for growth in the Work and Learn Office in the next year include

- Increased use of the Work and Learn website to provide information
- Using the webpage for on-line job-registration and submission of documents

Visions of the Future

The Department of Student Development's vision for the next five years includes each of the following points:

- Utilize a magnetic strip student ID card to provide access to the dorms, utilize the meal plan, buy books and could potentially be used to buy items in the local community.
- Utilize the website to create an administrative environment where most required documents could be found and submitted on-line (Green Initiative).
- Expand our education services via the creation of a Lindenwood extension campus in Panama City, Panama.
- Increase staff relative to the size, scope and depth of future needs.
- Provide an increasingly safe housing environment
- Use a 24-hour Dispatch System

Needs

Our projected needs in terms of space, equipment, library resources, and technology include

- Update our student ID card system, purchase card readers and determine if the business office can support direct debit ID cards.

- Augment CAMS to accommodate our administrative paper work needs.
- Obtain a central location to insert comments on student records
- Either purchase, rent or have donated a facility in Panama City, Panama where academic instruction can commence
- Place security cameras and check-in stations with phone lines in all resident halls
- Create a dispatch station

Statistics for the Department of Student Development

- Number and percent of full time and part time staff:
 - Student Development:
 - Fulltime, 15
 - Part time, 1
 - Security:
 - Full time, 8
 - Part time, 2
 - Resident Directors:
 - Full time, 1
 - Part time, 8

Threats

The Career Development Office recognizes the following threats and is prepared to meet those threats

- Staff constraints; utilize electronic resume and job posting database to provide more efficient service delivery

The Dean of Students and Campus Security Office recognizes the following threats and is prepared to meet those threats

- Low Lighting
- Traffic-parking
- Campus size
- Off Site Facilities

The Office of First~Year Programs recognizes the following threats and is prepared to meet those threats

- Students not understanding the impact of LUL 101 on their academic, personal and social success. During FYE, clearly explain the course, purpose, outcomes and predictors of success.

The Housing Office recognizes the following threats and is prepared to meet those threats

- Breach of security-install cameras
- Change from key entry to card or fingerprint scanner

The International Office recognizes the following threats and is prepared to meet those threats

- Difficult Economic Times: continue to illicit positive support in the international community to attract the best and brightest students
- Difficult Economic Times: continue to build on our reputation as an international student friendly institution in order to reduce attrition to lower cost institutions

The Intramural Office recognizes the following threats and is prepared to meet those threats by

- Other college intramural/recreation programs. If students are not sufficiently entertained or feel as though this program is lacking, they might consider changing schools. We will use our National Intramural and Recreation and Sports Association membership to gain knowledge of the surrounding area recreation programs and develop ours to match or exceed the programs of those around us.
- Activities for entertainment other than the Intramural events. Our department will be competing for participants with athletics, activities off-campus, jobs, etc. We will find our niche by utilizing the survey to determine the most convenient and desired time for intramural activities.

The Student Activities Office recognizes the following threats and is prepared to meet those threats Alternative Entertainment

- Being so close to St. Louis there are many entertainment choices. We must have the funds and space to provide desired entertainment on campus.
- Facilities
 - There are many events that cannot occur do to a lack of appropriate venues. The new Student Center will alleviate much of this problem.

The Office of Student Success Programs recognizes the following threats and is prepared to meet those threats

- Less participation by faculty members as success advisors will be met by more student lead groups.
- Faculty members fear success advising will take too much of their time, so we could request to have a success advisor speak at a faculty meeting.

The Work and Learn Office recognizes the following threats and is prepared to meet those threats by

- Continual increase in number of Work and Learn participants: seek additional job opportunities for undergraduates and by increasing the use of graduate students as supervisors
- Increase in mailroom usage: limit the number of students assigned to a mailbox, increase the number of graduate students as mailroom supervisors, lease a speedier mail-processing machine
- Increased need for professional switchboard service: Use graduate students to assume more responsibility to provide more continuity and assume more responsibility for training and operation

Retention

The Department of Student Development will take the following steps to retain Lindenwood students:

- Provide students with the tools to learn how to navigate the university system
- Orientations
- Co-curricular Activities
- Continue to improve living conditions
- Provide information earlier to students

Student Retention

As a part of the monitoring report to the Higher Learning Commission (June 2009), the following information was collected concerning steps taken over the past two years to recruit and retain our students.

Checkout Forms and Exit Interviews

Each student who leaves Lindenwood is required to complete a checkout form, which requires that the student visit a series of offices to ensure that all steps to drop classes and move off campus have been completed. Signatures from the director of resident life, the director of the work/learn program, the student's coach (if applicable), the library, academic services, the academic advisor, financial aid, the student's resident director, the business office and the Provost are required before all classes can be dropped. When the student reaches the final stop, the Office of the Provost, the reason for leaving is requested and noted on the form and this information is compiled and reviewed. If it appears that the reason for departure can be addressed, the student is counseled and steps are taken to help the student remain in college and be successful.

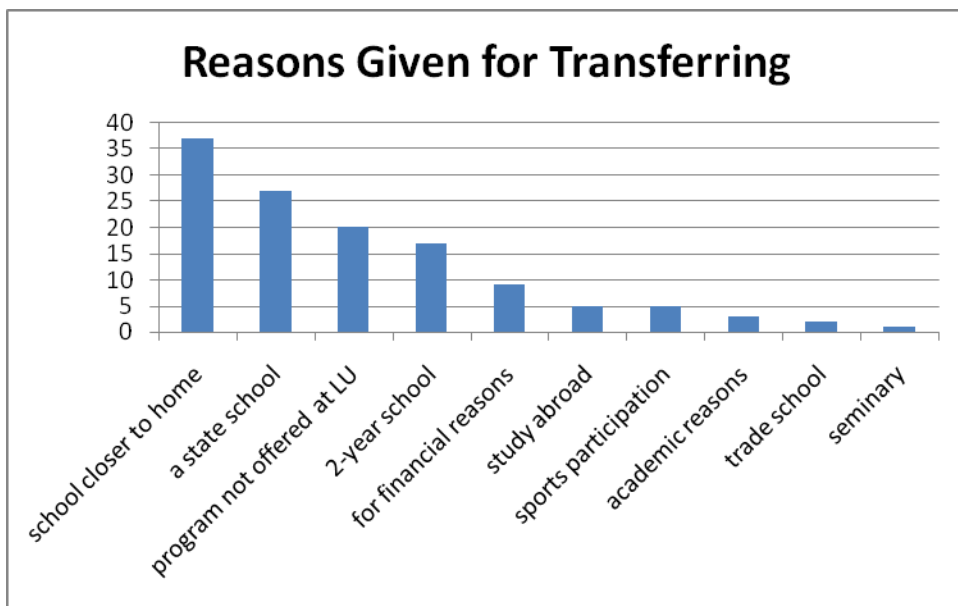
Over the past academic year, 2008-2009, a tally has been kept of the reasons given for leaving Lindenwood University resulting in a total of 2014 collected checkout forms. As might be expected, the most common reason for checking out was graduation. Of the 2014 students who checked out, 1,102 (54.7%) left because they completed their studies and earned their degrees. Of the remaining 912 students, 371 left for reasons other than transfer. The chart below delineates the reasons stated by the departing students.



The most common reason for checking out was not to leave the university; rather it was to change from a resident student to a commuter student. Thus, the students in the this group remained enrolled at Lindenwood. The remaining reasons given for leaving Lindenwood (other

than transfer) included leaving for academic reasons, personal reasons (including family concerns, deaths of friends/family, and being homesick), social reasons, immigration reasons and financial and medical reasons, choosing to move home, joining the military, going part time (which again means the students remained enrolled at Lindenwood), needing to work, and simply not believing college was a good choice at the current time.

The remaining 541 students who completed checkout forms stated that they were transferring to other schools. Of those 541 students, 126 gave specific reasons for transferring. The chart below lists those reasons.



As is indicated, the most common reason for transferring (29.3%) left Lindenwood in order to attend a school closer to their homes. Almost sixteen percent left because their chosen area of study is not offered at Lindenwood. Over thirteen percent left in order to attend a community college, and 7% transferred for financial reasons. Other reasons stated by transferring students included attending a state school (21.4%) and to study abroad, to participate in sports, for academic reasons, to attend a trade school, and to attend the seminary.

The remaining students who stated they were transferring to another school (415 students) did not give a reason for their transfer. For that reason, in April 2009, the Retention Committee began work on a more comprehensive check-out form that will request more specific information as to the reason for departure. The checkout process itself will be adapted whereby the student will meet first with the Dean of Student Services to discuss the reasons for leaving, and the offices on the checkout form will be contacted on the student's behalf, thus not requiring the student to go from one office to another to seek the needed signatures. The goal of this new process is to obtain more specific reasons for a student's departure, thus allowing the administration to take steps to overcome any difficulties or suggested changes noted by the students.

Dean of Student Services

Faculty and staff members are aware that retention is a high priority issue at Lindenwood. Thus, when faculty or staff members become aware of a student with academic, personal, or emotional issues, they contact the Dean of Students Services and steps are taken to determine how the student can be helped to succeed. In some cases, a financial issue or the need for books for a class can be resolved by the Dean of Student Services working as a liaison with the financial or business offices. The Dean also makes recommendations to the counseling services for students experiencing emotional need, or she may contact professors on behalf of the student who may be uncomfortable making the contact personally.

Thus, in response to the observation made by the Higher Learning Commission, the collection and analysis of retention data is systematized and takes place on an on-going basis.

Take advantage of nationally normed surveys

Since the last focused visit, Lindenwood University has participated in both the Beginning College Survey of Student Engagement (BCSSE) and the National Survey of Student Engagement (NSSE). The information gained from the surveys has been reviewed in detail by the Director of First-Year Programs and the members of the Retention Committee.

BCSSE

The BCSSE instrument is administered to all first year students as a part of their First Year Experience. The fall 2008 semester marked the second year that the instrument was used. In the fall 2007 term, 774 students completed the survey, and in the fall 2008 term, 887 students completed the survey. From the data, university personnel are able to understand our students, that, for instance, the majority of our enrollees are first generation college students, thus clarifying the need for faculty and staff to educate not only the students, but also their parents. (This fact also helps us understand why our extensive efforts to boost first-year retention have not always been rewarded proportionately, a point that will be addressed later.) In order to better inform parents of the types of information they can request and expect, parents are invited to attend informational sessions during the three days prior to the fall semester when freshmen attend their First Year Experience program. In addition, an introduction video was prepared and placed on our website for both students and parents concerning the various offices on campus and how to contact the office personnel and request information. Faculty and staff members are encouraged to talk with parents and respond to their questions, assuming the student has signed the Buckley Waiver giving permission for those conversations to take place.

BCSSE data helped Lindenwood personnel understand the skills and knowledge that freshmen bring with them to college. For instance, we learned that 47% of the students who completed the BCSSE in 2007 reported taking at least one honors or AP course in high school;

therefore, Lindenwood created Honors sections of English, history, psychology, religion, philosophy, oral communications, and Freshman Experience specifically for students who earned a score of 29 or higher on the ACT. We understand that by engaging our students and, when possible, tailoring courses to meet their academic needs, we encourage retention.

In addition, in both 2007 and 2008, we found that only slightly over 30% of our students were required to write papers over five pages in length while in high school. This information is important to Lindenwood, in general, because of our emphasis on the development of writing skills. Not only do all students complete two composition classes, but they are also required to complete a writing proficiency assessment after the second composition class to document that they have the skills required to be successful in their upper level general education and major area courses. Students who do not show proficiency are required to complete an additional composition course taught on an individual-need basis.

The BCSSE data related to papers written in high school is also important to all professors, but particularly for professors of freshmen students, for they now understand that writing longer papers is not a skill that has been developed among our youngest students. Professors may find that more in-depth discussion of techniques for developing and structuring longer papers needs to be included in both their syllabi and assignments. In this way, our students will not experience frustration with their coursework and thus not choose to return for a subsequent semester.

We also learned, based on BCSSE data, that in 2007, 70% of our students were employed off campus and that 92% spend at least one hour per week with co-curricular activities. In 2008, 73% reported being employed off campus and 95% spend at least one hour per week involved in co-curricular activities. Furthermore, in 2007, 83% of our students participated in athletics, and in 2008, 85% were members of athletic teams. This information is useful when addressing issues of retention, for we recognize the heavy time demands put on our students, and we use this information when designing out-of-class assignments. Athletic coaches also address the study time needs of their athletes by holding required study halls for all team members, both on campus and when traveling to away competitions.

As a campus, we understand the need for our students to be engaged in their classes, their activities, and the university in general. Later in this section, we will discuss the many steps taken to encourage engagement; however, through the BCSSE data, we understand that between 64-70% of our students do not participate in campus activities other than athletics, and this is a fact that we are working to change through an expanded campus student activities program (described later in this report.)

We understand that when reality does not match expectations, students may become disengaged. We understand, for instance, that our students expect to participate in class (74%), work with other students during (55%) and outside of class (72%), and work on assignments that require synthesizing materials for multiple courses (85%). Additionally, they expect prompt feedback on their work (60%), and they intend to ask for assistance from their professors when they have questions (88%). These expectations all affect the ways in which we teach our classes

and address the needs of our students. Thus, faculty members are made aware of student expectations and are encouraged to actively engage students in the classroom by employing a variety of teaching methods, allowing students to voice their opinions and discuss the assigned readings, showing relationships among courses within a major and across the curriculum, and working cooperatively with their classmates. Lindenwood requires each faculty member to be on campus 35 hours per week – unless it is clearly necessary for him/her to conduct professional work elsewhere during normal working hours– and to have two posted office hours per day, thereby being available to work with students and to answer their questions. Furthermore, faculty member office hours are posted online for all students and printed, along with telephone and email information, on all syllabi.

As a faculty, we recognize that the students in our classrooms today have different values, behaviors, and needs than students who attended college in past decades. Therefore, in order for the Lindenwood faculty to stay informed on the needs and lifestyles of current college-aged students, speakers are invited to campus to discuss the differences among generations of students, and one issue continually brought forth is the expectation that a college campus be up-to-date technologically. Many students come to college from high schools with state-of-the-art classroom facilities, and it is important that they not believe they have taken a step backwards. At the same time, as we prepare students for their futures, they need to have experiences with the newest technology. For that reason, in Fiscal 2007 and Fiscal 2008, we made the following improvements in classroom technology:

- **Wireless Hotspots:** Lindenwood currently has wireless hotspots in three locations on campus. Plans exist to expand the coverage to all administrative and classroom buildings on the main campus before the end of 2010.
- **Computer Access for Students:** Three open computer labs, offering 140 computer terminals, are available to students on the main Lindenwood campus. In addition, seventeen computer classrooms are available for student use both during class time and at non-class times.
- **Technology Available to Students:** Many software options are available to students including Microsoft Office, Mathematica, Adobe Creative suite, and SPSS. Students may also purchase academic versions of Microsoft products at a reduced price via a link on the LU website.
- **University Email:** All Lindenwood students, faculty, and staff have Lindenwood email addresses. In the fall of 2009, this service will be migrated to Google Mail thereby giving students access to Google Docs, which provide word processing, spread sheets, presentation tools, and file storage accessible from any location.
- **Alert System:** Lindenwood uses the RAVE alert system to inform students, faculty, and staff about inclement weather closure and other campus emergencies.
- **Dorm access:** All dorms are equipped with wired telephone service and internet access.

- Bandwidth: The internet connection bandwidth in the dormitories was upgraded to 100 Megabytes per second last fall in response to student concerns.
- High Tech Classrooms: Lindenwood currently has 74 high tech classrooms on the main campus; only a few classrooms are yet to be updated.
- Graphics Arts Lab: A state of the art Graphics Art Mac Lab is available for student use. Digital photography and graphic design courses are offered, making use of the most recent hardware and design software.
- Web-Design Lab: A PC-based graphics/multimedia lab is available for classroom use.

Finally, based on BCSSE data, we understand that one of the major concerns voiced by our students is the issue of time management. In 2007 and 2008, approximately 74% of our students stated that they foresaw problems managing their time. For that reason, we created freshmen dorms that allow resident directors to offer workshops and personal advice on issues such as time management. Methods by which to meet time demands is also a part of the freshmen orientation class, LUL 101. In addition, counselors are available through our wellness organization to meet with and offer suggestions to students in need of assistance with time management.

NSSE

The 2008-2009 academic year marked the second year that students were asked to participate in the National Survey of Student Engagement at Lindenwood University. During the spring semester of 2008, 345 freshmen and senior level students participated in the survey. In order to encourage a higher number of students to participate in the 2008-09 survey voice their opinions, the administration and faculty distributed posters among the classrooms, dorms, and other buildings on campus. Our goal is to have as many students share their experiences as possible.

The 2007-08 data have been received and reviewed, and student needs are being addressed. Additionally, information concerning student attitudes toward their coursework at Lindenwood and the perceived level of advising were shared with the faculty at the January 2009 faculty meeting. For instance, faculty members learned that 69% of the freshmen and 59% of the seniors view the quality of their relationships with the faculty at either a 5, 6, or 7 (out of 7) level. They also learned that 80% of the freshmen and 78% of the seniors felt that they spend “very much” or “quite a bit” of time learning to think clearly and effectively. Further, the faculty members were challenged to consider that 77% of the freshmen and 73% of the seniors ranked the level of academic advising as “excellent” or “good,” leaving 23% and 27% respectively believing that their advising could have been better. At the conclusion of the meeting, faculty members volunteered to review the data, become a part of the retention committee, and to work to create suggestions for their colleagues to improve areas of concern.

Following the January faculty meeting, the Retention Task Force began meeting more regularly. Lindenwood recognizes that the Retention Committee was slow to gain momentum

due to a change in personnel; however, it is back stronger than ever! In February, the mission of the committee was reviewed. The main steps to be taken during the spring 2009 semester included reviewing the NSSE report, creating student focus groups, and reviewing the exit interview procedures. In March, questions concerning correlations between conditional admits and retention were discussed and a system of tracking retention of athletes was established. It was decided that the priorities for the spring term would be advising, the exit interview, and data collection.

Provide professional development through external consultants and/or retention-focused professional conferences

Guest Consultants

In the past two years, external consultants have been invited to campus to present information that will affect student retention. In August 2007, a school psychologist, Dr. Brett Newcomb, discussed *Today's Freshmen Student*, their characteristics, needs, and expectations. In August 2008, Dr. George Thompson discussed the topic of *Verbal Judo*, a skill set designed to use the act of persuasion to verbally control situations that could potentially become violent. In February, 2009, Dr. Janet McNew, Provost of the University of Tampa, addressed the faculty on the topic of opportunities and challenges inherent in being a mid-sized university in the midst of transition. During the fall 2009 workshops, a speaker will discuss the characteristics and expectation of the millennial student. Each of these presentations has been aimed at understanding, working with, and retaining our students.

Higher Learning Commission Annual Conference

In addition, each year, a contingent of administration, staff, and faculty attend the Higher Learning Commission Annual Meeting in Chicago. In April 2007, members of the retention committee, including the director of the Success Center and the Dean of Student Services, among others, attended the conference. In April 2008, the Vice President for Student Development, the Director of Student Activities, and the Director of First Year Programs, among others, attended, and in April 2009, the Dean of Student Services joined others administrators at the conference. Before leaving campus for the conference, all attendees meet to determine the workshops they will visit, and because student retention is a high priority topic, as many sessions as possible that address retention are attended. Upon return from the conference, a written report on each workshop is developed and ideas gained are shared with the appropriate offices.

Involve all constituents who are essential to student engagement.... in planning and analysis...faculty... should be involved in analysis of the first year experience course...admissions staff... students themselves.

Lindenwood University has a formally structured Retention Initiative Task Force that meets once a month. Members of the retention committee include each of the following: Dean of Student Services, Director of First Year Programs, Vice President for Academic Affairs, Director of Campus Work Program, Director of International Programs, Director of Student

Housing, Athletic Verification Officer, representatives from Undergraduate Admissions, two students, and various faculty members.

Over the past two years, Lindenwood University has worked to institute enhancements in all areas in order to positively affect three major areas of retention concern:

- engagement;
- attendance;
- intelligent targeted intervention;

Below is an overview of those major initiatives.

Engagement

BSCCE

The results of two years of administering the BSCCE is discussed in the previous section.

First Year Programming

The office of the Director of First-Year Programming was created in 2007, and an experienced faculty member with Ed.D. and M.S. degrees in Counseling hired into the position. The Office of First Year Programs uses a comprehensive three-step strategy to track and monitor the academic and personal development of first year students.

First, students attend a three-day Freshman Orientation, First Year Experience Program, prior to the beginning of the fall semester. A full schedule of engagement activities three days prior to the start of the fall semester provides campus acclimation, faculty and staff introductions, team building, and success strategies. During this program, students learn how to navigate the university structure, meet other students (first year and upper class), learn about their majors from their faculty advisors, and participate in engaging activities.

Next, students complete LUL 101, a 2-credit, semester long freshmen seminar course. The course provides students with the tools needed to be successful at Lindenwood University and focuses on academic, personal, career, and social development.

The final step in this retention strategy is to provide academic and personal counseling. Each student's academic and personal performance is monitored by the Director of First-Year Programs, and if issues of concern arise, steps are taken to help student resolve those issues, including contacting the mentoring office, financial aid, the business office, the student ombudsman, the athletic department, etc.

Freshmen Dorms

In the fall 2008, Lindenwood offered freshmen housing as an option to its newest resident students; based on the success of the initiative, freshmen-only dorms or floors will be continued. Special welcome activities are organized for students when they first move to campus in August, and Resident Assistants are expected to meet periodically with each student and turn in reports on those visits, including any concerns about a student's ability to adjust to college life. The Resident Directors of freshmen housing meet regularly to organize activities for students; in the 2008-2009 academic year, those activities have included movie nights, speed dating, and field

trips to area attractions including the Saint Louis Zoo. Lindenwood University believes in the importance of helping all students become engaged with campus activities; one method by which it shows this support is by sending all Resident Directors and Resident Assistants to area workshops.

One unexpected outcome of the Freshmen Housing initiative occurred in Cobbs Hall, a dorm for first year men. The Resident Director of the dorm was enrolled in a *Historical Methods* class and was assigned to research a Heritage Campus building; he chose his own dorm. As the RD conducted his research and learned about the history of Cobbs Hall, he shared his excitement and enthusiasm with his freshmen residents, and they, too, became interested in the history of their college home. They discovered that Cobbs was built in 1949 at a cost of \$250,000; they also became aware of the many functions that Cobbs has served over its many years, including hosting a restaurant called the Tea Room. Cobbs lent its locker rooms to professional football teams, offered prekindergarten and kindergarten classes, and officed a nurse and the security team. It even had an outdoor swimming pool. So enthusiastic were the current residents of Cobbs Hall that they approached the housing director and the Vice President for Operations and Finance about restoring much of the building’s original character and charm. Plans are under way.

Increased Student Activities

Methods by which students remain engaged in their programs are through general student activities, Greek life, volunteer programs, leadership development, and student organizations. All activities are designed to develop students beyond simply academic learning, connect students to Lindenwood, develop a sense of pride and loyalty to their University, and create a fun, edifying and diverse campus life. These goals are accomplished through student organizations and leadership development opportunities and programming.

The student activities office has long been a part of Lindenwood University; however, the on-campus opportunities for students are rapidly expanding. Listed below are the activities held during the 2008-2009 academic year as well as the events planned for the 2009-2010 academic year.

2008-2009 Student Activities

<u>Activity</u>	<u>Number of Participants</u>
Big Screen Movie Night	200
Rootbeer Kegger	600
Sean Kingston Concert	500
Homecoming Tailgate and Parade	300
Homecoming Dance	500
Halloween Costume Party	200
Lights Out Game	2500

Upcoming Spring Events (at time of this report)

Spring Fling and LU Palooza

Big Wheel Races

Foam Dance

Drive-In Movie

Campus Yard Sale

Additional ideas for 2009-2010

Concerts/comedians

Black Out Games

Monthly Themed Dances

Intramural Activities

The 2008-2009 academic year witnessed a significant increase in intramural activity participation as ten new intramural activities were added to the program and a director of intramurals was hired. Increased marketing of the activities has brought more students to events, including the biggest event of the intramural year, the Friendship Cup, the annual soccer competition among students. Below is a summary of the events held during the 2008-2009 year as well as a listing of goals for the 2009-2010 academic year.

2008-2009 Intramural

Events

<u>Activity</u>	<u>Participants</u>	<u>Ideas for 2009-2010</u>
Ping Pong Tourney	20	Expand Lion Pride Games
Flag Football	30	Publicize Events more fully
Lion Pride Games	100	Market events through Social Media Outlets
Kickball	20	Offer prizes and incentives
Dodgeball	55	Utilize national Intramural and
5-on-5 Basketball	120	Recreational Sport Association Membership
Soccer Friendship Cup	180	

Increased International Enrollment

Lindenwood welcomes a diverse student population, including 765 students from 80 countries. The fall 2009 semester saw a 17% increase in international students from fall 2008, and the retention rate for international students from fall 2008 to fall 2009 was 90%. The International Office works to help students feel comfortable in their new homes by having all international students attend a week-long orientation session, thereby giving students an opportunity to get settled, learn about the St. Charles/St. Louis area, order textbooks, enroll in classes, meet their advisors, and complete required English and math placement tests.

In addition, the Intercultural Club sponsors an International Festival each semester to which all students, faculty, and staff are invited for a rousing evening of international food and entertainment. (Addendum 14) The event begins with a presentation of flags; each country represented at Lindenwood is represented by a flag of that country carried by a student, often in clothing representing his/her culture/country. Singing, dancing, and demonstrations of various types are enjoyed by all. The goal of this event is to encourage our international community to share information about their homelands, thereby lessening the “differences” among our students. We want all students to feel welcomed on our campus, regardless of the number of miles they travel to attend.

During the spring 2009 semester, focus groups were established with graduating seniors to determine their views of Lindenwood University’s strengths and to identify areas in need of change. When asked about the presence of international students on campus, students from the United States overwhelmingly reported that they appreciate the opportunity to have classes with students from around the world, for international students are often able to offer a wider world view of a topic of discussion. Native students also reported that they enjoyed socializing with international students in the cafeteria, the dormitories, the sports teams, or in clubs.

Attendance Reporting

Procedures have been developed to enable timely review of student class attendance in order to provide faculty and staff intervention. In the 2007-2008 academic year, faculty members were required to submit weekly reports of concern. Each week, faculty members reported concerns including any student who missed a full week of class, students who stopped attending a class, or students who were earning low grades. By the beginning of each subsequent week, this list was compiled and the resulting information was sent to the academic success office, the coaching staff, and the Dean of Student Services. Coaches and success advisors were notified, they contacted the affected students, and plans were made to address the issues of concern.

Starting in the fall 2008 semester, all faculty members report absences via Lindenwood’s new online database system, CAMS. By Monday of the subsequent week, all faculty members are able to determine whether their advisees missed any class sessions during the previous week. Student mentors and coaches, as well as advisors, are responsible for contacting any student who missed a full week of class without an approved excuse.

The goal of this initiative is for success advisors, academic advisors, and coaches to be informed of student needs in a timely fashion. If advisors know that a student is not attending a class or is earning low grades, the student can be sent to tutors, ask for additional assistance from a professor, drop a class and add a late start course, be referred to counseling, or simply be monitored on a weekly basis. In this way, students can be successful; in addition, they learn that LU instructors, advisors, and coaches genuinely care about student success and are available to help them through difficult semesters.

Intelligent, Targeted Intervention: Success Across the Campus

Based on information gathered concerning students who have been identified as needing additional attention and services, university offices work together to coordinate intervention in a one-to-one personal manner for each student in need of assistance.

Success Contracts and Success Center

Traditional undergraduate students who are suspended at the end of any given term must agree to a Success Contract that delineates specific strategies to correct past detrimental patterns of behavior and to receive more structured attention, encouragement, and counseling. The students who are placed on a Success Contract are assigned a Success Advisor who meets regularly with the student to quickly address any potential distractions to academic success, as well as other campus life/student issues. The progress of students on success contracts is monitored by the Director of Success Advising.

A new program was created through the student success office for the 2008-2009 academic year: Peer Student Support Groups. Students who complete the student mentoring program are asked to be peer mentors. It is believed that students who have experienced and overcome difficulties in their own academic program are in a positive position to guide other students through their struggles to succeed academically and socially on a university campus.

In addition, peer and faculty mentors also began staying in contact with their mentees through Facebook, the Lindenwood email system, and Twitter. The goal of the success center is to identify students undergoing difficulties and to intervene in order to help them succeed.

Work and Learn Opportunities

Lindenwood recognizes the economic stress on families. In order to help students defray a portion of the costs to attend college, students may work up to ten hours per week and have the amount earned directly applied to their semester housing fees. During the 2008-2009 academic year, 3,678 students participated in the Work and Learn program, working in the cafeteria, with the grounds and maintenance crews, in offices, and for academic schools as tutors or assistants. In addition, students may petition to work with area youth as after-school workers or coaches in area schools. The 2008-2009 participant number represents a 7% increase over the 2007-2008 academic year. Lindenwood will continue to find additional places work positions on campus, thereby ensuring that all students who want to help pay the costs of their educations have the opportunity to do so.

Student-Athletes Success System

In the fall of 2007, a system to monitor the academic progress of Lindenwood athletes was established, and the change has resulted in success. The system involves the following steps:

- At 4-weeks, faculty members submit names and grades for any student who is earning a D or an F.
- The athletic mentor accesses the grades of all athletes through the online database system.

- Any student who is earning six or more hours of failing grades is reviewed.
 - Any student earning six or more hours of failing grades and is attending class regularly is required to sign an athletic success contract (Addendum 15). If the contract is signed, the student has until midterm of the semester to raise his/her grades. The student may continue participating in his/her sport.
 - Any student earning six or more hours of failing grades who is not attending class regularly is not offered an athletic success contract and is ineligible to participate in his/her sport until grades are again reviewed at midterm. The purpose of this step is to encourage the student to set aside sport participation and practice and attend class in order to catch up on missed work, at the discretion of the professor.
- At midterm, faculty members submit grades for all students. The athletic mentor again accesses grades for all athletes.
 - Out of season athletes who are earning six or more hours of F are ineligible for any out-of-season practice, participation, or conditioning.
 - In season athletes who are earning six or more hours of F are ineligible for participation in their sport. They may continue to attend study halls with their team.
 - The coach of the affected team may appeal for a student; however, the only appeals that are granted are those that are backed by a signed form from the classroom instructor attesting to the fact that the student has completed work to raise the grade. Absolutely no pressure is ever placed on a professor to change a grade unless the change has been earned.
 - If the appeal is granted, the student may participate until week eleven of the term. If the student has not lived up to the terms of the contract at week eleven, the athlete is suspended from the team for the remainder of the year.

During the fall 2008-2009 academic year, 1412 students were involved in the athletic program at Lindenwood University. Of those students, 71, or 5%, earned six or more hours of F at midterm. That percentage compared to 6.7% of the non-athletes who had six or more hours of F at midterm.

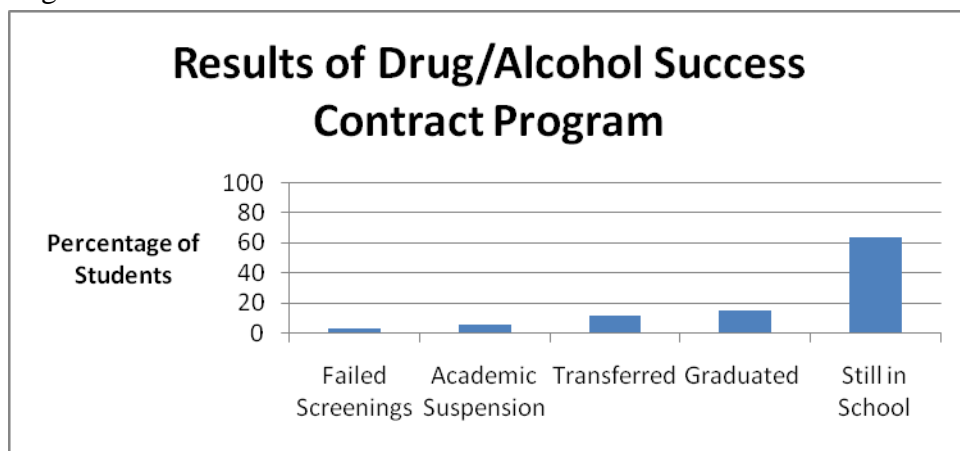
In the spring 2008-2009 term, 96 out of 1252 (7.7%) athletes earned six or more hours of F at midterm while 338 out of 4357 (7.8%) non-athletes earned six or more hours of F. In both cases, a lower percentage of athletes earned six or more hours of F at midterm.

Drug/Alcohol Offenders

Students who have been found to be using drugs are required to sign a success contract (Addendum 15), that, if signed by the student, requires periodic drug screenings. In order for such students to remain enrolled in classes at Lindenwood University, they must agree to an initial drug/alcohol screening by a licensed professional. They must also participate in any required treatment or counseling program recommended by the licensed professional and

periodic screenings for illegal substances/chemicals and alcohol (if under the legal age for alcohol consumption) every three weeks. The screenings are conducted by an outside agency and the student is responsible for paying for the service. After three clean screenings, students are no longer required to submit regular samples; however, they may be required to be tested at any time.

This program has been very successful since its origin in 2005. Of the fifty-two students who have been a part of the program, 78.9% have either graduated or are still in school at Lindenwood. It is the goal of Lindenwood University to not simply dismiss students who have issues with drugs/alcohol but rather to assist them in being healthy as they strive to earn their college degrees.



Academic Calendar/Late Start Options

A change designed to meet the academic needs of LU students was made to the academic calendar in 2007. The point during the semester by which a student is able to drop a class was moved from week six to week eleven. In past years, students were not able to make an informed decision by the sixth week in the semester because few major assignments had been required or graded. By moving the drop date to week eleven, students are now better informed as to their ability to be successful in class.

Another option for students who find that they are unable to succeed in a specific class (or for students who believe they can take on an additional class) is the late start schedule of courses; students are offered a variety of late-start classes that typically begin during week five or six of the semester. Students who find that they desire to drop a class early in the semester may use this option in order to stay enrolled full time and avoid a negative impact to their grade point averages.

Student Service Improvements and Initiatives

Based on the information gathered for the retention report, the weekly monitoring of students, the student checkout forms, the BCSSE, the NSSE, and statements made by students to their advisors or student representatives, changes to the campus in general have been made.

Dorm Safety

A concern nationwide for campus security has been raised. In order to help students and their parents recognize the safety of the Lindenwood Campus, several procedures have been developed to ensure student safety while on campus and in University housing.

- Each dorm has a Resident Director and at least ten Resident Advisors to assist in securing the building.
- Dorms are equipped with key locks or code entries, and codes are changed as soon as it is determined that they have been compromised.
- Security personnel routinely walk around residences while on shift and are available to escort students when requested.
- New lighting has been installed in areas of need.
- The option to rent and install a safe in dorm rooms has been made available to students.
- A text messaging system has been developed to inform students/staff when an intruder is on campus or to notify students of class postponement or cancellation in the event of severe weather.

We believe students are more likely to be involved in campus activities and thus feel more engaged when they feel safe in their environment.

Emergency Procedures Plan

It is important for all business and schools to have a set of emergency plans in place. Addendum 16 is the plan currently utilized by Lindenwood University. Procedures for addressing issues of student health and safety, bomb threats, chemical spills, earthquakes, fire, substance abuse, severe weather, utilities failure, work place violence, weapons on campus, hostage incident, and missing persons are outlined. As stated previously, students are able to learn and become academic and socially engaged when they feel safe.

Police substation

Students should feel comfortable knowing that a St. Charles Police Department substation exists on the Lindenwood campus. The substation is located near the office of Lindenwood security, and the two agencies, the St. Charles Police Department and the Lindenwood University Security Office, have developed a strong working relationship. The police department officers have a coded entrance to their university office, which allows them to enter at any time of the day or evening. They also have a computer system that is linked directly to the Saint Charles Police Department, allowing them direct and efficient access to records and documents. If an incident occurs on campus, the police officers are able to deal with it quickly and efficiently without having to leave campus and travel to their main office. In addition, undercover officers on campus assist the security officers in keeping the campus safe.

Health Clinic

Students must be physically healthy in order to be academically successful. In recognition of our students' need for health services, the Faculty Council proposed the creation of a new health clinic designed to meet the health and wellness concerns of our students. The health center opened in the fall of the 2008-2009. The clinic provides treatment for cold/flu symptoms, strep, and STDs and offers antibiotics and first aid by a nurse practitioner through an area hospital. Students are charged a small fee each term to utilize the health center and that fee pays for all services except a few items such as shots, wood finger braces, ankle wraps, etc. Students do not pay an additional fee to visit the health center, and they may visit as many times as they need to per term. Thus prospective and current students and their parents have the security of knowing student health care situations can be addressed regardless of insurance carriers.

The following chart summarizes the student use of the health clinic through March 2009. In total, 1459 students visited the clinic in eight months, for an average monthly attendance of 182 students. The most common diagnoses were cold and flu. Lindenwood believes that it is important for students to be able to access medical care on campus and for the families of students to know that such care is available.

2008	Ja	Fe	Ma	Ap	M a	J n	J y	Au	Sep	Oct	Nov	De	Total	Total	
													YTD	Combined	AVG
Cold/Flu	90	165	169					16	237	263	140	68	1148		144
Physicals	7	6	12					3	49	27	20	3	127		15.9
Paps/gyn	1	12	0					2	4	5	6	1	31		3.88
STD	0	1	0					1	3	1	2	0	8		1
Ear Wash	1	2	0					3	2	0	1	0	9		1.13
Wart Removal	0	2	4					0	0	4	1	0	11		1.38
Counsel	1	0	5					2	1	0	0	0	9		1.13
Chronic Problem	0	4	2					1	4	2	6	1	20		2.5
PPD/Shot	4	5	11					2	13	4	0	2	41		5.13
Injury	5	15	9					0	21	21	22	7	100		12.5
Suture Removal	1	0	0					1	2	3	2	0	9		1.13
Flu Shots	0	0	0					0	0	24	18	1	43		5.38
tetanus	0	0	0					0	0	2	1	0	3		0.38
Crutches	0	0	0					0	0	0	0	1	1		0.13
								0	0	0	0	0	0		0
								0	0	0	0	0	0		0
Total Diagnoses	110	212	212					31	336	356	219	84	1560	1560	195
Total	106	207	201					30	309	326	200	80		1459	182

Wellness program

The Linden *Well* Program provides students opportunities to engage in positive activities in all areas of wellness: physical, mental, social, and spiritual. New fitness equipment has been added to the Connection Center, and group exercise class options are being explored to offer students a variety of ways to stay active on campus. Walking trails on campus and in buildings have been created and information cards about distances/calories burned, etc. are available for student/staff/faculty use. Nutrition education and healthy choices on campus are being implemented in the cafeterias, and a Wellness DVD concerning the wellness resources available at Lindenwood is available to all students and parents. In addition, inter-faith and spiritual offerings are continuing to expand. Through the new Linden *Well* Program, students have the resources to live a healthy, balanced lifestyle in support of their development as a whole person, a value that continues to shape the mission of Lindenwood University.

Counseling Services

Another new initiative to help students stay engaged with their courses and their campus is the addition of student counseling services. Students are able to self-refer for counseling services, but students are also referred by advisors, coaches, and student development personnel for academic and behavioral issues, poor attendance, poor grades, etc. Many of these students are dealing with alcohol and/or drug problems, depression, anxiety [particularly test anxiety], and other issues that interfere with their success on the university campus. Counseling services range from counseling for emotional or relational issues to career issues and testing for learning disabilities. By helping students address issues that are blocking their success, Counseling Services personnel help with retention of students. Lindenwood does not charge its students an extra fee for on-campus counseling because we want to maximize the accessibility and use of these crucial services.

The counseling resource center saw 125 students during the 2007-2008 academic year, many for more than one session, and at the time that this report was compiled in April 2009, the center had seen 87 students during the 2008-2009 academic year. While some students were self-referred, referrals also came from the Dean of Students, the Dean of Student Services, the Provost, the Dean of Faculty, the Director of Housing, the Director of Mentoring, resident assistants, and professors/advisors.

International Office

International students make up a considerable and distinct segment of the enrollment at Lindenwood University. The international population represents students from 80 countries, and based on the great variety of languages and cultures represented, the international office personnel recognizes that good communication with the international students helps students feel more comfortable in their educational environment. A number of initiatives have been set in place to increase the communication between the International Office and potential and current students:

- increased use of LU email to keep students informed of immigration updates and suggestions before traveling
- a one week early orientation at the beginning of each semester
- an immigration update seminar presented during the International Festival and each month of the term
- a buddy program in order for students to have a point-of-contact person to whom any question may be directed
- the LU Bike Program, through which campus personnel or the community may donate bicycles for students who do not have personal transportation

The most recent change made in an effort to meet the needs of our international students was to strengthen the English Proficiency Program (similar to ESL) at both the undergraduate and graduate level. Prior to the beginning of each term, new international students are given a battery of tests to determine their language needs and are placed in courses accordingly.

Finally, for the first time, in 2008-2009, graduate students were required to attend a three-day program prior to the beginning of their first term aimed at correctly placing students in their classes, allowing time for correct transfer of credit, and helping the students become acclimated to the university and the surrounding area.

Butler Library

In order to be academically successful and to feel engaged with their academic community, students need the correct tools. Butler Library offers many of the tools needed for academic work. In the past two years, the library has been modernized, including the addition of a coffee shop, thereby making it a comfortable setting for students to meet and study; the number of computer stations has been increased and the hours of operation have been extended from 10:00 p.m. to midnight.

The fall 2009 will see the opening of a new writing and tutoring center to be located in the Butler Library. At present, renovation of a large space on the bottom level of the library is taking place. The result will be a series of two-person study rooms for tutoring, a set of computer stations for individual work, and a larger open area for writing assistance. The center will also be equipped with a high-tech station so that classes can visit the writing center for guidance in topics such as avoiding plagiarism, using MLA or APA, or conducting research.

Honors Program

Through student checkout forms, we found that some of our best students were transferring because they craved a greater academic challenge at the freshman level. Lindenwood listened to these concerns, and beginning with the fall 2008 semester, honors sections of general education courses specifically aimed at the unique learning needs of advanced learners were made available. In an effort to identify potential honors students early, the undergraduate admissions office keeps a database of students eligible to participate in the honors program, and the Director of the Honors Programs makes contact with each student, either through a session held at each open registration day or through telephone calls or emails.

Students may graduate with University Honors if they complete a minimum of 24 hours of honors credit classes, eighteen of which must be at the 200 level or higher. Students who graduate with University Honors must have earned at least a 3.3 cumulative GPA.

Lindenwood University holds an Honors Convocation each spring at which 75 individual students are recognized for their academics, athletic, and leadership accomplishments. Lindenwood believes it is important to student retention to recognize the strengths in our students and to reward hard work and leadership.

Study Abroad Opportunities

Many students entering college today are interested in participating in a study abroad program. For that reason, a variety of study abroad opportunities are available to Lindenwood University.

- All French majors are required to study for one semester at the Universite de Caen in France.

- All Spanish majors are required to study for one semester in Costa Rica.
- Students interested in studying German or studying for a semester in Germany may participate in a German exchange program set up with Ruhr University in Bochum, Germany.
- Two week study abroad experiences are held each January through the academic schools. Learning experience travel has been organized in recent years to Peru, Ecuador, Guatemala, Costa Rica, France, Germany, Italy, England, and Morocco. A trip to Azurbaijan is planned for summer 2009 (see below), and a study trip to Ireland is currently being organized for January 2010.
- Students may request to participate in travel abroad experiences through other universities and transfer that credit to Lindenwood.

In addition, unique learning experiences are scheduled when opportunities arise. One such travel abroad experience is participation in the Azerbaijani NATO Summer School Program, June 13th – July 3rd, 2009. This opportunity is open to upperclassman in the fields of international studies, political science, or international business. On this excursion, students will have one week of intensive classroom training taught by NATO diplomats on crisis management and conflict resolution; one week of lectures on the political and religious history of Azerbaijan, taught by local faculty and government officials; and one week of historical and cultural tours lead by university and Azerbaijani government staff.

School Newspaper

Lindenwood University has hosted a series of student newspapers over her 180 years. The *Legacy*, the current campus newspaper which was launched in 2007, serves the general student population, resident or commuter, graduate or undergraduate, as a great source of campus information. It is through the *Legacy*, as well as the LU website, that many students, as well as faculty and staff, learn about activities on campus, thus keeping them engaged.

Speakers' Bureau

Beginning in the spring 2008 semester, Lindenwood University established the LU Speakers' Bureau. The mission of the bureau is to bring accomplished and knowledgeable individuals to Lindenwood so that the students, faculty, and the surrounding community can be exposed to a broad range of topics and events. By doing so, the bureau members hope to impact those who choose to participate in a way that will encourage them to achieve academic excellence and become better citizens.

A second goal of the speakers' bureau is to offer students a variety of on-campus activities, thus keeping them on campus during evening and weekend hours. During the 2008-2009 academic year, at least one speaker was scheduled for each month (Addendum 5).

Speakers are also brought to campus to speak to faculty and students through the various schools (see earlier section: School-related Speakers.)

Wireless connectivity

Wireless connectivity is expanding as new building and renovations take place. Making wireless connectivity available was a concern voiced by students in past terms, and it is now being addressed.

The Fine and Performing Arts

The School of Fine and Performing Arts and the School of Communications offer options for students to become engaged in campus life. Campus fine arts events during the week and on weekends are free or offered at minimal cost to Lindenwood students; these events include but are not limited to 20-25 student and/or professional art exhibitions; 12-20 black box student productions and improvisational shows; six Mainstage theatrical productions; two dance concerts; eight or more music concerts; and one student designer fashion show.

The fall 2008 semester brought a new opportunity to students as well as staff, faculty, and community, through the Bezemes Family Theatre. Students are offered deeply discounted student ticket prices for professional concerts and plays.

Physical Plant Improvements

Library Entrance

In order to recruit and retain students with physical disabilities, our campus must be accessible. The library and the main administrative building, Roemer Hall, have been accessible since 2007 through installation of handicap accessible ramps.

Fitness Center

Lindenwood recognizes that students need to be engaged in all aspects of the university. In order to help our students stay fit and feel strong physically as well as academically, the university fitness center underwent major renovations and updates. A rubber matted floor was installed that includes a track that runs around the outside of the equipment. All of the cardio and weight equipment was replaced with new top-of-the-line equipment. A variety of cardio machines was made available to fit the various needs of the student population. Three 8-way machines, ten power racks, two full sets of dumbbells, as well as numerous other machines, were installed. Heavy duty netting was also installed in the back of the center to allow students as well as athletic teams to have activities indoors in the event of inclement weather.

New Construction

Lindenwood University understands the need to continually update current facilities and add new facilities in order to attract and keep new students. At the present time, the following projects are underway:

- Harmon Hall expansion- home of the School of Business and Entrepreneurship extending the existing 31,000 square feet by an additional 28,000 square feet; adding classrooms, lecture halls, seminar rooms, office space; remodel existing space
- Studio West- home of art studios for the School of Fine and Performing Arts building offers three large drawing rooms/print rooms, photography studios,

exhibition space, and offices

- Studio East-home of art studios for the School of Fine and Performing Arts- the kiln yard is being moved to the already existing studio space
- Lindenwood University Cultural Center- home of the Lindenwood College for Individualized Education program- major remodeling of the lower level of the facility to add classroom space and a computer lab
- Young Hall- home of the School of Sciences-yearly continuation of lab updates
- LU Commons- home of the new student union- new facility totaling 115,000 square feet; will include a food court café, student union offices, activity offices, music listening rooms, game rooms, fitness rooms, three gymnasium spaces for intramural activities, a multipurpose court, a suspended jogging track, the student post office, and a student laundry facility
- Hunter Stadium- home of Lindenwood Lions Athletic Teams- turf replacement

Customer Service

Each office on campus has been asked to develop a plan by which to best meet the needs of our students and their families. Office personnel have participated in workshops and have viewed DVDs concerning positive office communication. Office personnel members are instructed to return emails and telephone messages within 24-48 hours. It is the goal of Lindenwood University to treat all constituents in a positive manner thereby helping them feel comfortable and welcome, and again, increasing retention.

Additional services

Of note are the additional changes or additions listed below:

- Strengthening the criteria for independent studies
- Engaging our current students and recruiting new students by hosting events such as the History Bowl and the math and the robotics competitions
- Extending visitation hours in the dorms
- Hiring a writing lab consultant and graduate assistant who have additional monitoring hours
- Installing additional lighting on campus and in the parking lots
- Adding new publications: literary journal, academic booklet, the faculty facebook, regional studies journal (October 2009), faculty accomplishments book, and online international journal (fall, 2009)
- Adding more on-campus parking

Previously existing services

Even though many changes have taken place on the Lindenwood campus in the past two years, efforts to retain and engage our students have existed for many years. Among the services

offered to our students aimed at helping them succeed academically is the university writing lab, which served 508 students from August 2007 to May 2008, a system of academic area tutors, and a strong advisor-student mentoring system. It has been and continues to be our goal to offer all services described in this section in order to help our students feel comfortable and to succeed.

Survey of Student Satisfaction

In the fall 2008-2009 semester, all freshmen students enrolled in the First Year Experience class (LUL 101) were surveyed by the Undergraduate Admissions office concerning their level of satisfaction with various offices and services on campus. Each student was asked to respond to a series of thirty-two questions. (Addendum 17)

Of the 2760 responses, 92% indicated that students either “strongly agreed” or “agreed” with positive statements offered about specified services, and only 7.8% responded that they “disagreed” or “strongly disagreed” with the positive statements. On a five-point scale [(5) strongly agree, (4) agree, (3) neutral, (2) disagree, (1) strongly disagree], all offices and services about which students were asked scored over 3.3: Admissions, 3.84; Financial Aid, 3.68; Business Office, 3.75; Enrollment Day, 3.38; Website, 3.8; Student Development, 3.64; Overall Communication, 3.67.

Areas of concern specified by students are being addressed through the individual offices. For instance, the Enrollment Day activities, the service that received the lowest score, underwent a restructuring for the 2009-2010 recruitment period. Changes made to the events included a time change, (extended to 7:00 p.m.), addition of a greater number of subject area counselors in order to reduce wait time, and an offering the math placement test prior to registration. The math placement test, as well as the writing placement test, is now offered throughout the day and the results are used to ensure that students are enrolled in the correct level of math and writing. Lindenwood believes that this step will increase retention by lessening the level of frustration students may feel when placed in courses for which they are not prepared.

Two additional changes to the Enrollment Day activities were to offer a free lunch to all persons attending the open registration (students/parents/brothers and sisters, etc.) and to invite all students eligible to participate in the honors program to campus to meet with the chairperson of the Honors Program to ensure that all students are placed in suitably challenging classes. Again, Lindenwood views this as a means of increasing retention by reducing frustration students may feel if enrolled in classes below their ability level.

Retention Goals

Lindenwood University has taken seriously the concern expressed by the Higher Learning Commission concerning the need to address the issue of retention. In the past two years, we have realized an improvement in retention among our sophomores, juniors, and seniors as well as our resident students, athletes, and out-of-state students. In May 2002, the freshman retention rate was 54.4%. In 2008, the freshmen retention rate was 64.4%, representing an increase of 10%. The freshman retention target we have set for ourselves is 75%, which we believe is a realistic goal, based on the recognition that almost 50% of our students are first generation college students, many of whom come from families with little or no family culture

centered on college and that we exist in a mobile, urban area offering many opportunities for earning a college degree – a higher-education region that entices students to shop around and transfer in and out of several schools on the way to a bachelor's degree.

We anticipate that our retention rate will continue to improve. One related policy change that affects retention is the tightened method by which suspended students are approved or denied to continue in coursework. Over the past two years, more students than before have been denied readmission to the university based on repeated suspensions. While this may affect our retention rate in the short term, we believe that removing unmotivated, consistently failing students from the classrooms will strengthen the academic atmosphere on campus. In the long term, once students are aware that they need to succeed in their classes and will not be allowed to simply continue failing, we believe the effect on retention will lessen.

However, it must also be noted that we do not believe in simply suspending a student without making every effort to help him/her succeed. Each student who returns to Lindenwood after successfully appealing his or her suspension is required to complete a success contract and meet with a success advisor each week. At the end of the fall 2008 semester, 44.7% of the students who were back on appeal from a suspension had earned a term GPA of 2.0 or better, and another 30% had earned a term GPA of between 1.0 and 1.99. Overall, the average semester GPA of the students suspended at the end of the spring 2008 term increased from an average of .97 to an average of 1.72, a 77.3% performance improvement. Starting with the fall 2008 term, students back from suspension were also invited to become involved with student-led success groups as well as with their faculty/staff success mentor.

As an example of how seriously the administration takes retention, we noted that commuter retention was lower than residential retention. Our overall retention rate from the 2008 spring term to the 2009 fall term was 81.6%; the residential rate was 82.5%, but the commuter rate was 77.4%. We were not satisfied with this data; thus, the senior administration recommended and the Board of Directors approved the construction of a new \$20,000,000 Student Commons building that will offer a welcoming and supporting atmosphere for commuters as well as residential students.

Summary of Area of Focus 2: Student Retention Initiatives

Lindenwood University recognizes the importance of student retention. As has been described above, many changes have taken place with the aim of helping our students feel engaged with their campus homes and thus desire to continue their educations at Lindenwood University. Steps have been taken to further structure the retention procedures and to gather accurate retention information. Participation in national surveys, including NSSE and BCSSE, has begun, and data gathered through the surveys has been scrutinized and used to recommend changes across a variety of offices and schools on campus. Campus personnel, including staff and faculty, have received training opportunities related to retention, and the Retention Task Force has been restructured and reenergized.

We recognize, however, that we have not yet achieved our goals. We acknowledge the need to more effectively communicate to the faculty why accurate and timely reporting of

attendance is so important to the retention initiatives. We recognize that a large portion of our students are first generation students with little or no family culture of higher education and that we need, therefore, to educate parents as well as students. We realize that we live in an urban area that offers students many options for earning college credit, both on other campuses or online. We also recognize the current economic realities are causing families to rethink the option of sending their students to college. Lindenwood University is determined to meet each challenge head on and help all qualified students earn college degrees.