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## Lindenwood University Strategic Plan, Fiscal 2011

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# LINDENWOOD

A professional portrait of a man with short brown hair and blue eyes, wearing a white dress shirt and a blue and gold plaid tie. The background is white with abstract yellow and gold geometric shapes on the right side.

STRATEGIC PLAN-FISCAL 2011  
JULY 2010

LINDENWOOD

University

***STRATEGIC PLAN***

***Fiscal 2011***

***July 2010***

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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

### *Forward*

Martin Luther King Junior stated that “the function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education.” King’s statement embodies the soul of Lindenwood University’s goal- first, to impart general knowledge while helping students develop the ability to think rationally and critically in the areas of literature, modern languages, art, literature, languages, philosophy, religion, political science, history, mathematics, and science; second, Lindenwood expects students to develop positive character, act honestly and ethically, and develop the leadership skills so vital to their chosen careers.

For 183 years, Lindenwood has sought to prepare students for life and career by staying cognizant of student needs and desires as well as changes in the work place. Classes taught have changed; majors offered have changed; teaching methods have changed; students enrolled have changed; however, the main goal of offering a values-based education including “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” has not changed, nor will it never change.

### *Structure and Purpose of the Plan*

This strategic plan required employees in all areas of the University to first consider how they support the mission of Lindenwood University. Further, each faculty and staff member was encouraged to consider the learning goals established for students and the means by which those goals might be met. Faculty members in each school, department, committee, and division discussed the best practices within their areas and looked toward the future to develop their five-year vision. All faculty and staff members were further asked to consider their needs and the means by which they contribute to the recruitment and retention of top notch students.

Deans, committee chairs, and department heads were tasked with meeting with the members of their academic school, standing committee, or department and developing their plan, after which schools, offices, and committees met with the President, the Vice President for Academic Affairs, and the Vice President for Human Resources for hour-long question/answer sessions. It was at these meetings that the President and Vice Presidents were able to hear directly from the staff and learn about their plans and goals. It was also at this meeting that the administration was able to ask and answer questions of the faculty and staff.

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.

## Strategic Goals

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

- It is important to stay current with the market and to expand degree offerings to meet the needs of 2015 and beyond. Among the degree offerings to be investigated are
  - American Studies: MA in Cultural History Interpretation and a minor in Black Studies
  - Business and Entrepreneurship: Doctorate in Business, BA in Supply Chain Management, and CFP (Certified Financial Planner) track for finance students
  - Education: English as a Second Language certificate program; Ed.D. emphasis areas of Andragogy and Higher Education; MS in Human Performance
  - Fine and Performing Arts: BA and MFA in Stage Management
  - Human Services: MSW in Social Work and MA in Applied Theology
  - Sciences: BS in Environmental Science
  - LCIE: MS in Public Safety

In two cases, currently existing programs will be restructured to meet current demands:

- Arts: Arts Management
- Science: Computer Science

In addition, the Belleville day program will investigate offering degrees in psychology, physical education, marketing, accounting, international business, fine arts, athletic training, secondary education, and general education.

- In today's competitive education market, it is becoming increasingly necessary to receive accreditation from outside agencies. Each of the following specialized accreditations will be investigated:
  - American Studies: National Recreation and Park Association
  - Business and Entrepreneurship: Association for the Advancement of Collegiate Schools of Business and North American Society for Sport Management (on top of the ACBSP accreditation already achieved)
  - Communications: Council on Education in Journalism and Mass Communication
  - Education: TEAC
  - Fine and Performing Arts: National Association of Schools of Art and Design
  - Human Services: National Association of Schools of Public Affairs and Administration (MPA Program)
  - LCIE- Association of Collegiate Business Schools and Programs (ACBSP)
  - Sciences: American Chemical Society

- Students coming out of high school today expect their chosen university to be technologically up-to-date. For that reason
  - High-tech classrooms will continue to be created on the main campus, on the Belleville campus, and at satellite sites.
  - Additional online courses will be added to the course selections.
  - Higher Learning Commission approval to offer online graduate degrees will be sought, thus allowing the first degrees to be offered as early as spring 2010.
  - Online undergraduate degrees will be established to begin as early as fall 2011.
  - A 24/7 helpdesk function will be available to all students starting with the summer 2010 terms.
  - Blackboard 9.1 will be available to all faculty members starting with the summer 2010 terms, and training will occur in June and August 2010.
  - More video will be used on the University website, and a mobile version of the website will be developed for the increasing number of mobile users worldwide.
  - More attention will be given to social media tools through which students and their families stay current with events on campus.
  - Org Sync will be encouraged as a means of encouraging student involvement on campus
  - Additional online services will be made available to all students including degree application and degree audit.
- Student success in college depends on the skills with which they begin their programs. For that reason, students' skills in math and writing must be assessed in order to ensure that each student begins his/her study at the appropriate level. All undergraduate day students currently take both a writing and a math placement exam. In addition, all international students' English skills are assessed, and the scores are used to place students in English Preparedness courses as needed. In addition, the EPB (English Preparedness in Business) program was established for assessing English skills of graduate business students. In order to ensure that all students are properly placed in courses,
  - Math and writing assessments will continue for all undergraduate students.
  - English placement exams will continue for all undergraduate international students and for all graduate business students.
  - International students entering the LCIE program will be assessed and placed in EPB courses as necessary.

In addition, the English Department will investigate the feasibility of establishing a Writing Across the Curriculum (WAC) program through which writing skills in all content areas can be strengthened. In addition, the Writing and Tutoring Center will continue to grow, and evening and summer hours will be added.

- Higher education is a competitive business. It is vital that students and their families know about Lindenwood and create a positive relationship with the institution before it comes time for students to choose a college. In order to entice students and their families to learn about Lindenwood University, each of the following programs will be continued/established:
  - American Studies: Junior Rangers and Interpreters' Boot Camp
  - Business and Entrepreneurship: DECA
  - Fine and Performing Arts: Children's Theatre tour to area schools
  - Communications: Film and Video Summer Camp
  - Humanities: Philosophy Film and Discussion Series (new fall 2010/community invited); History Bowl (area high schools invited to participate)
  - Human Services: Criminal Justice Summer Institute and Lion's Pride
  - Education: Camp Read-a-Lot; camp for gifted students
  - Sciences: National math competition offered annually by MAA (Mathematics Association of America).
- Another means by which Lindenwood University can expand its reach, thereby recruiting students, is through a series of LUTV programs available both by cable and through streaming video. Listed below are shows that will offer new programming for the 2010-2011 academic year.
  - Athletics: *Inside Pitch*, *The Coach's Show with Pat Ross*, and *the Coach's Show with Brad Soderberg*
  - Business and Entrepreneurship: *Business Watch*
  - Communications: *The Art of Conversation*, *Fade UP*, *For a Living*, *FYI*, and *Reel Talk*
  - Education: *Topics in Education*
  - Fine and Performing Arts: *Artful*
  - Humanities: *Books and Strikes*, *The Constitution*, *Insight*, *Political Reason*, and *A World of Faith*
  - LCIE: *Business Roundtable* and *The Writer's Workshop*
  - In addition, many of the athletic events, arts performances, and guest speakers will be taped and shown via LUTV.
- Students entering college desire to expand their studies beyond the classroom; therefore, offering opportunities for students to study off campus are vital for recruiting and retaining high-level students. In the next year, students may choose any of the following off-campus study options:
  - American Studies: Backpacking with Mark Twain (spring break)
  - Communications: Study in London and Paris (J-Term, cross-cultural communications)
  - Humanities: Study in France, spring or fall, and study in Costa Rica, spring
  - Human Services: Study in London and Paris (J-Term, Criminal Justice and Social Work)

- Sciences: Student in Europe (J-Term, history of math)
- As important as it is to recruit strong students, it is equally important to retain those students. One means by which students are retained is through student engagement on campus. Lindenwood currently encourages all students to become members of teams or clubs and to attend athletic and arts events, most of which are social in nature. Lindenwood recognizes that while social connections are important for students, academic engagement in the student's major is just as crucial. For that reason, each of the following intellectual speakers series options will be made available to students, faculty, staff, and the community:
  - Academic Speakers Series
  - School of Business and Entrepreneurship Speakers Series
  - Center for International and Global Studies Speakers Series

Currently being developed are the following new film series options:

- Philosophy Film Series
- Lindenwood Film Series
- International Student Film Series
- Liberal Arts Film Series
- Faith and Film Series

Additionally, as increased numbers of Bright Flight and high achieving students make Lindenwood University their institution of choice, it will be both necessary and desirable to increase the number of honors courses offered for the top students. During the fall 2010 seven honors-only sections will be offered in biology, English, geography history, math, and psychology, and students will have the option of arranging to take any course for honors credit upon approval of the class professor.

### **Conclusion**

As stated in the introduction to this executive summary, for 183 years Lindenwood University has welcomed change. The school would not be as successful as it is if it simply stood still and refused to respond to student and societal need. However, change could not happen without the support of the Board of Directors, the guidance of the administration, the hard work of the faculty and staff, and the dreams of the students. We must all stop and wonder what changes our grand institution will have made in the next 183 years!

## Assumptions

### Students

- The size of the 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 programs, may enlarge the teaching mission in the upcoming years.
- Student participation in research, publication, and presentation 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 average annual rate of 2%.
- Recruiting will continue to be based in the immediate area as well as across the United States and 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 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 the Lindenwood Commons will continue.
- 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 greatest growth in faculty will be at the undergraduate level in order to better serve advising/mentoring needs.
- The University will incur no more than an 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 continue to refine and productively use its comprehensive student assessment program.
- The University will develop new delivery systems in all academic schools 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.
- Fundraising 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 Board Members 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.
- We will encourage and nurture a University community ethic of selfless commitment to Lindenwood's mission.

### **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 in 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 mission, 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 actively and continually nourish the University's relationship with alumni and take care to communicate how highly they are valued.
- 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 takes 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 and Entrepreneurship, 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. The administration at Lindenwood University set forth to hire a strong percentage of candidates with terminal degrees. Three 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 21% by the beginning of the 2009-2010 academic year, to a level of 71%. 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 75% by the beginning of the 2010-2011 academic year.

Year	Number of Faculty Members	Percentage of Faculty Members with Terminal Degrees
2006-2007	185	<50%
2009-2010	213	71%

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 2009-2010 academic year, 213 full-time faculty members were employed; however, the percentage of faculty members with their highest earned degree from Lindenwood University had decreased slightly to 15%.

Year	Number of Full-Time Faculty Members	Percentage of Faculty Members with Highest Degree Earned at Lindenwood University
2007-2008	185	16.20%
2000-20010	213	15%

## Students

Over the past twenty years, student enrollment numbers at Lindenwood University have steadily increased. During the 2001-2002 academic year, just over 11,000 students enrolled for classes. By the end of the 2010 academic year, that number will have risen to over 15,000. It is our goal that the number of enrolled students will continue to grow incrementally with the largest growth in the undergraduate and graduate LCIE programs and 5-term evening graduate business program.

Lindenwood serves a diverse, talented student body of over 15,000 students, more than 4131 of whom are resident students. Just over eleven percent of our students are members of minority groups, and 64.8% are women. We value the cultural, social, and intellectual enrichment afforded the campus by 1028 international students who hail from 88 countries. Our domestic students represent 47 states. Our students' ages range from the teens to the seventies, with the average student being 30.86 years old.

**Enrollments by Student Type: Unduplicated Head Counts**

	<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-06</b>	<b>2006-2007</b>
	Actual	Actual	Actual	Actual	Actual	Actual
Full-Time Traditional Undergrad	3076	3167	3425	3778	3979	4286
Part-Time Traditional Undergrad	217	148	180	139	218	200
LCIE Undergraduate	1467	1497	1698	2067	2022	2014
LCIE Graduate	1141	1159	1314	1723	1474	1689
MBA	387	382	462	410	480	430
ED/ART Graduate	1830	2144	2610	3110	2890	3088
Non-Degree Undergrad	592	590	599	549	522	502
Non-Degree Graduate	2475	2431	1753	1287	1949	1769
<b>Total</b>	<b>11,185</b>	<b>11,518</b>	<b>12,041</b>	<b>13,063</b>	<b>13,534</b>	<b>13,978</b>

**Enrollments by Student Type: Unduplicated Head Counts**

	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>
	Actual	Actual	Projected 4/25/10	Projected	Projected	Projected
Full-Time Traditional Undergrad	4578	4422	4951	5151	5351	5551
Part-Time Traditional Undergrad	428	461	301	301	301	301
LCIE Undergraduate	2279	2472	2615	2865	3115	3365
LCIE Graduate	1181	1236	1208	1255	1367	1490
MBA	414	428	476	511	549	590
ED/ART Graduate	3536	3803	3722	3800	3800	3800
Non-Degree Undergrad	453	483	495	495	495	495
Non-Degree Graduate	1838	1309	1734	1734	1734	1734
<b>Total</b>	<b>14,707</b>	<b>14,614</b>	<b>15,502</b>	<b>16,112</b>	<b>16,712</b>	<b>17,326</b>

	<b>2013-2014</b>
Full-Time Traditional Undergrad	5751
Part-Time Traditional Undergrad	301
LCIE Undergraduate	3615
LCIE Graduate	1624
MBA	634
ED/ART Graduate	3800
Non-Degree Undergrad	495
Non-Degree Graduate	1734
<b>Total</b>	<b>17,954</b>

### **Assumptions**

Student retention will continue to be high priority concern for Lindenwood University. All steps possible will be taken to retain our students.

## Academic Schools

### School of Accelerated Degree Programs (LCIE)

*The School of Accelerated Degree Programs (LCIE) supports the mission statement of Lindenwood University by*

- 1) offering degree programs in a non-traditional, accelerated, evening format, in multiple locations to meet the needs of its diverse student population, thereby furthering lifelong learning in the community
- 2) continually reviewing and improving the curricula and accreditations to focus on the talents, interests, and futures of students, as well as the needs of employers
- 3) conducting all classes in a manner that develops oral and written communications skills, which are foundational qualities for success
- 4) incorporating the study of professional ethics in every major
- 5) holding students to high levels of academic integrity

*In Fiscal 2011, as a school, we will have the following learning goals for our students and meet them by*

- 1) developing an awareness of the relationships among traditional disciplines through the general education clusters
- 2) improving interpersonal skills and practice working within a team by offering small class sizes and requiring group projects
- 3) mastering a body of knowledge and skills within a field of study by requiring from 45 to 54 hours of coursework in a major followed by a capstone course or culminating project
- 4) developing skills in analysis, synthesis, and research by requiring a major research paper or project in each cluster

*The School of Accelerated Degree Programs believes that best practices within our disciplines include*

- 1) face-to-face advising sessions providing individualized mentoring for our students
- 2) small class size and a system of clustering three related courses to reinforce and strengthen the delivery of subject matter
- 3) improved supervision of adjunct faculty and tracking of students' progress by continually refining the assessment program
- 4) providing students with instructors who have both academic and professional experience in their fields
- 5) involving students in internships and workshops as appropriate in their departments
- 6) implementation of pre-tests in math and communications to more accurately place our students, thereby giving them a better chance for success in these critical areas

### *Visions of the Future*

The School of Accelerated Degree Programs' vision for the next five years includes each of the following points:

- 1) achieve ACBSP accreditation for the LCIE Business Programs
- 2) offer courses using a variety of delivery methods such as online and/or distance learning modalities

- 3) hire sufficient full-time doctorally qualified faculty to satisfy the needs of the various departments. Identify and hire four in Business Administration immediately.
- 4) develop a program in public safety
- 5) implement appropriate external assessment tools/tests in all majors to ensure that students are performing at a high level relative to their counterparts at comparable institutions

### **Needs**

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

- 1) at least one teaching computer lab at each off-site location and science lab facilities at most off-site locations
- 2) a writing/math center available during hours convenient for working adults
- 3) additional classroom space available for LCIE in St. Charles. Consider using Harmon Hall for LCIE business classes
- 4) competitive adjunct compensation
- 5) printer in Adjunct/ACBSP room and copier on third floor of LUCC

### **Retention**

In Fiscal 2011, we will further strive to retain our students by

- 1) continuing to make retention telephone calls to students who have not enrolled in a timely manner
- 2) using Lionmail to remind students of enrollment periods
- 3) meeting in person with each advisee each quarter. In those meetings students should be encouraged to discuss factors that might keep them from enrolling in the future.
- 4) requesting adjunct faculty to announce enrollment periods in their classes
- 5) offering clusters that both reflect current trends and are academically excellent
- 6) updating facilities to reflect changes in technology and course delivery systems

### **Recruitment**

In Fiscal 2011, we will work to recruit students by

- 1) reviewing the curriculum to keep it current. Keep in mind professional certifications and be able to point out which parts of the curriculum will assist students in acquiring desired certifications
- 2) encouraging full-time faculty and adjunct faculty to participate in their professional organizations and to promote Lindenwood University among these communities
- 3) remembering that most recruitment is still by word-of-mouth and ensuring that a consistent product is delivered independent of the location or instructor. This is accomplished by the adoption of uniform syllabi and site visits to observe instructors.
- 4) developing updated program information sheets for use by Admissions
- 5) advertising in national publications
- 6) creating department-specific websites

## School of American Studies

*The School of American Studies supports the mission statement of Lindenwood University by*

- 1) offering undergraduate degrees in American Studies and Recreation and a graduate degree in American Studies and Education /Interpretation emphasis with courses that may be cross-listed with or drawn from other schools
- 2) integrating real life situations and activities into course objectives while combining academic theory with hands on learning to develop and improve adaptive and critical thinking skills.
- 3) challenging students to apply their knowledge and skills through a variety of courses, programs, volunteer opportunities, and internships. These courses enhance the quality of life of the community because students become involved as active, ethical, and concerned citizens.
- 4) utilizing tourism, special events, and K-12 educational programs to provide a unique opportunity for students in the field of interpretation and public history by acquiring hands-on, practical experience.

*In Fiscal 2011, as a school, we will have the following learning goals for our students and meet them by*

- 1) providing opportunities for students to begin applying the skills and knowledge of their field by involving them early in the education process in responsible leadership and program management situations and, where possible, including these students as presenters or co-presenters of professional papers or posters at local, regional and national conferences and workshops
  - i. method: Staff and Faculty will monitor such opportunities and involve the appropriate student(s) in the project and the presentation.
- 2) providing students with opportunities to gain experience and build resumes applying academic theory with experiential learning
  - i. method: Using the Boone campus resources staff and faculty will involve students in a variety of programmatic and resource management opportunities to include, but not be limited to, managing various levels of Boone Home programs, reviewing and recommending developing new programs, enhancing old programs, identifying issues and recommending solutions for operational, site and land improvement, and other challenges. Faculty and staff will also work toward identifying quality internship opportunities both locally and around the country.
- 3) offering a minor in Black Heritage through the School of American Studies
  - i. method: Hiring the leading Black History authority in the Midwest and offering one to two courses per semester and workshops throughout 2010, followed by a full program beginning in 2011.

- 4) improving students' critical thinking, writing, and speaking proficiency and professional bearing
  - i. method: Operate all AST and RLS core courses on the highest expectations of performance and require formal written assignments and oral presentations of the highest quality.
- 5) providing students with a broad-based, well-rounded education supporting their major
  - i. method: Integrating other disciplines within their University education

***The School of American Studies believes that best practices within our disciplines include***

- 1) utilizing technology in recreational settings to improve efficiency, safety, program quality, evaluations of programs, and quality of life
- 2) ensuring effective training in regards to professional certifications and professional development through local and national conferences
- 3) offering opportunities for students to validate the career path through guest speakers, site visitations, and quality internships and workshops
- 4) maintaining a faculty who is current and up to date in their respective fields and knowledge of the profession

***Visions of the Future***

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

- 1) have a well-defined identity and clearly articulated mission statement.
- 2) become a nationally recognized multidisciplinary historic and outdoor learning resource. This will include public school, university, and professional development programs enhancing Lindenwood's status as a leading national educational institution.
- 3) achieve accreditation from the National Recreation and Park Association for the Recreation Leadership program and expand the delivery of certifications required by the National Association for Interpretation and the Association of Living History Farms and Agriculture Museums.
- 4) become a nationally recognized educational facility in Historical Interpretation and Historic Site Management and Restoration, with a fully operational archeology program involved in year around excavations. This includes restoration of the campus lands to pre-European settlement ecology.
- 5) Evolve curriculum to offer a Master's degree in Cultural History Interpretation with an emphasis in site management and masters of Recreation Leadership.

***Needs***

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

- 1) new faculty member in Recreation Leadership per NRPA accreditation

- 2) utilization of graduate assistants to teach 1-hour Basic Skill courses in AST and RLS, supplementing teaching needs and developing the experience base of the respective graduates. (This would allow us to offer up to 10 more classes per year at a reasonable rate.)
- 3) development of a fully stocked Outdoor Rental Center or the purchasing of Outdoor Recreation Equipment; i.e. Canoes, Tents, Backpacks, Sleeping Bags, Cooking Equipment, Safety Equipment, Caving Helmets and Headlamps, Vans, Trailers, Muzzle Loaders, and so on. The Center would be operated by students.
- 4) continued physical plant improvement, specifically classroom additions and enhancement, office space, and restrooms

### **Retention**

In Fiscal 2011, we will further strive to retain our students by

- 1) maintaining a personal relationship with all students and developing the whole person both in and out of class within the bounds of professional conduct
- 2) involve the students in various facets of their chosen field as early in their academic career as is feasible. Per the *Carrera-Canales* model developed with-in the University of Antonio Narro, Mexico, students who have early exposure to applications of their field perform better and have a higher degree-completion rate.
- 3) developing an internship and job database with local, regional and national agencies for students
- 4) providing unique hands-on experienced based courses while utilizing J-Term and Spring Break

### **Recruitment**

In Fiscal 2011, we will work to recruit students by

- 1) placing our current students in the spotlight and providing them with opportunities to promote the programs to their former classmates and friends.
- 2) expanding summer Junior Ranger and Interpreters Boot Camp
- 3) continuing our relationship with area Home School groups (They tend to favor the AST broad-based approach to education.)
- 4) aligning programs with state standards, offering rotating topics to ensure returning participants
- 5) revising and enhancing brochures to be distributed to targeted prospects in the field of interpretation and recreation and updating and maintaining the School of American Studies website
- 6) utilizing the proposed Black Heritage minor to attract and serve more minorities in our programs

## **Belleville Day College**

*The Belleville Day College supports the mission statement of Lindenwood University by*

- 1) providing outstanding undergraduate education that is strongly grounded in the liberal arts while offering opportunities to prepare for various professions
- 2) fostering meaningful intellectual thought, critical analysis, and challenge within a diverse community of learning
- 3) embracing intellectual freedom and inspiring a love of learning, service, and leadership.

*In Fiscal 2011, as a school we will have the following learning goals for our students and meet them by*

- 1) working with the Office of Undergraduate Admissions to help ensure this is the college of choice for students in its service area. This will be done by developing an enhanced marketing plan
- 2) partnering with educational, business, and other local community organizations. This will improve existing partnerships and build new partnerships
- 3) creating a cohesive and supportive environment for its administration, faculty, staff and students. This will improve communication and collaboration among all constituencies in the campus community and promote community building activities on campus
- 4) increasing access to programs and services by scheduling programs and course offerings to meet learners' needs and improve access to student support services
- 5) sustaining and developing academic programs with clear career paths that address the economic and social needs of the community by providing an excellent teaching and learning environment

*The Belleville Day College believes that best practices within our disciplines include*

- 1) promoting and cultivating a healthy campus community
- 2) developing a sense of belonging and strengthening Lindenwood University traditions
- 3) helping students become ethical, reflective decision-makers who assume personal responsibility for their decisions
- 4) helping students learn to respect and value diversity
- 5) supporting student community involvement and volunteerism
- 6) supporting student personal growth, self-knowledge, social development, and career planning

### ***Visions of the Future***

The School of Undergraduate Day- Belleville's vision for the next five years includes each of the following points:

- 1) providing needed space capacity for programs, services, and student residences
- 2) providing needed equipment and maintenance for programs, services, and student residences
- 3) opening the Student Lounge and The Welcome Center
- 4) supporting administrative needs in Foundation and Grants and Contracts
- 5) addressing changing campus administrative, instructional, academic, and student information technology needs
- 6) addressing deficiencies and developing state-of-the-art structure In accordance with the Facilities Plan

### **Needs**

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

- 1) library, librarian specialized in Information Technology
- 2) Work Group Managers (WGMs) for computer technology assistance
- 3) designated staff parking
- 4) up-and-running school newspaper

### **Retention**

In Fiscal 2011, we will further strive to retain our students by

- 1) offering scholarships: As related to sport and gender, annually assess and modify roster sizes awarding of financial aid and academic recognition
- 2) supporting school activities and sport functions to maintain high morale
- 3) promoting extra-curricular school and social events

### **Recruitment**

In Fiscal 2011, we will work to recruit students by

- 1) developing a comprehensive enrollment management process and strategy
- 2) developing and implementing strategic objectives in diversity, cohort distribution, and distribution of majors to support the mission of Lindenwood
- 3) managing the composition of the student body to match University strategic objectives on areas such as growth of majors

## **Lindenwood University Belleville**

(Please note that this plan only addresses the undergraduate day college operations. LCIE and Graduate programs are addressed throughout the main strategic plan of Lindenwood University).

### ***Lindenwood University-Belleville supports the mission statement of Lindenwood University by***

- 1) working with all University departments to help ensure this is a college/campus of choice for day students from all economic and social backgrounds
- 2) provoking conversations throughout the college/campus community with students, faculty, and staff to foster a meaningful exchange of ideas to meet day-student needs
- 3) embracing all of its policies and procedures and having a full understanding of them

### ***Lindenwood University-Belleville believes that best practices within our area include***

- 1) maintaining small day-class sizes to provide individualized and personalized attention in the undergraduate day degree program.
- 2) continuing to inform the southwestern Illinois community of Lindenwood education opportunities through a grass-roots approach.
- 3) developing and offering additional degree programs that continue to meet the needs of the communities we serve
- 4) providing the best academic and student services through positive classroom, campus life, and community experiences
- 5) increasing access to academic services that meet student needs and improve learning outcomes
- 6) promoting and cultivating a healthy campus community

### ***Visions of the Future***

The Lindenwood-Belleville vision for the next five years includes each of the following points:

- 1) adding at least 6 to 10 additional undergraduate degree programs that include: BA degrees in Psychology, Physical Education, Marketing, Accounting, International Business, Fine Arts, Athletic Training, Secondary Education, and General Studies
- 2) adding additional athletic programs that include baseball, softball, track and field, lacrosse, golf, bowling, and wrestling
- 3) purchasing land/buildings to develop student campus housing while renovating existing classroom and administrative buildings
- 4) increasing undergraduate day-student enrollment to 2000.
- 5) addressing, on a continual basis, deficiencies in staff development, student development, professional development, faculty development, and fiscal development

### ***Needs***

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

- 1) additional smart-classrooms, computer labs, wireless buildings
- 2) additional human resources: business office manager, financial aid officers, athletic director, and registrar, additional full-time faculty (where needed and as programs grow) additional admissions counselor(s)
- 4) developing a campus master plan that addresses the extensive renovation of classrooms, administrative offices, and/or the building of future dorms
- 4) increasing library resources to include 5000 volumes
- 5) developing adjunct faculty lounge with computers, printers, and copiers

### ***Retention***

In Fiscal 2011, we will strive to retain Lindenwood-Belleville students by

- 1) expanding or building new quality academic, athletic, and student programs
- 2) maintaining small class sizes and providing individualized and personalized attention
- 3) providing necessary student services and academic services

## Recruitment

In Fiscal 2011, we will work to recruit students by

- 1) developing a comprehensive enrollment management process and strategy
- 2) developing and implementing strategic objectives that target traditional-aged students between 18 and 25
- 3) establishing long-term relationships with community colleges and high schools on a local, regional, and national level

## School of Business and Entrepreneurship

*The School of Business and Entrepreneurship supports the mission statement of Lindenwood University by*

- 1) providing a comprehensive core curriculum of business subjects
- 2) instilling a strong and enduring sense of ethical business practices
- 3) providing theoretical tools and analytical skills for lifelong use
- 4) developing the students' communication and presentation skills
- 5) offering major fields of study to equip students for specialized careers
- 6) providing opportunities to supplement classroom education with real-world experience
- 7) expanding the students' geographical and cultural horizons for success in an increasingly global economy
- 8) instilling the entrepreneurial model as an essential component of American free enterprise

*In Fiscal 2011, as a school, we will have the following learning goals for our students and meet them as stated below:*

- 1) from the Lindenwood Catalog: "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, 2009-2010, page 2)
- 2) from the Lindenwood Catalog: "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, 2009-2010, page 2)
- 3) reference the goals as set forth above from the SB&E's mission statement
- 4) develop student readiness to participate in the business world

We will document student learning by continuing to

- 1) administer and act on SB&E core course assessments.
- 2) embed assessment projects, tests, assignments, and presentations throughout the business curriculum
- 3) administer and act on third-party (ETS) comprehensive assessment of graduating business undergraduate students
- 4) review and address SB&E retention, matriculation, and graduation and placement rates provided by Academic Services
- 5) analyze and act on CAPSIM assessment of graduating MBA students

***The School of Business and Entrepreneurship believes that best practices within our disciplines include***

- 1) continuous improvement of the school and its academic programs
- 2) use of appropriate technology to serve SB&E markets
- 3) recruitment and development of a faculty characterized by excellence in teaching and scholarship
- 4) use of stakeholder input to improve its programs
- 5) a drive to be great by using the Malcolm Baldrige National Quality Award philosophies including a philosophy of continuous improvement that is management-led and customer oriented

***Visions of the Future***

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

- 1) continuously improve academic quality and outcomes for graduate/undergraduate programs and curriculum. (One Year Plan numbers: 1 - 5). [completion of 2010-2011 action plan] Goal: 2010-2012
- 2) develop alternative methods and venues for delivery of courses and curriculum to potential markets. (One Year Plan numbers: 6 - 9). [completion of 2009-2010 action plan] Goal: 2010-2012
- 3) focus on SB&E faculty development requirements and needs. (One Year Plan numbers: 10 & 11). [completion of 2010-2012 action plan] Goal: 2010-2011
- 4) implement actions to place the SB&E among the top three business school choices in the St. Louis market by increasing real and perceived value to the customer. (One Year Plan numbers: 12 - 16). [completion of 2009-2010 action plan] Goal: 2010-2013

***Needs***

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

- 1) review of human resource plan regarding faculty, administrative support, and related facilities to meet the University's and school's objectives
- 2) develop mechanisms to manage extension sites and new delivery systems
- 3) technology and technology support to implement the University's and school's objectives

***Retention***

In Fiscal 2011, we will further strive to retain our students by

- 1) additional training of faculty in key and critical areas that impact student retention (e.g. technology, deployment, classroom management techniques)
- 2) developing student awareness training on key topics.
- 3) analyzing SB&E survey and focus groups
- 4) reviewing alumni surveys and questionnaires

## ***Recruitment***

In Fiscal 2011, we will work to recruit students by

- 1) leveraging the new Harmon Hall facility as a showcase for students (open houses, etc)
- 2) expanding the successful MBA marketing and recruitment efforts of the past two years
- 3) using current students for referring new students to the SB&E
- 4) building on and strengthening a stronger working relationship with admissions
- 5) maintaining and enhancing a first-class SB&E web presence

## School of Communications

*The School of Communications supports the mission statement of Lindenwood University by*

- 1) focusing on the talents, interests, and future of our students by providing them with the best instruction, equipment, and facilities
- 2) leading students to provide the community with enrichment through radio, television, print, and Internet programming
- 3) teaching courses such as *Media Literacy* and *Professional Seminar and Ethics* and thus helping Lindenwood Communication students learn the value of ethical lifestyles

*In Fiscal 2011, as a school, we will have the following learning goals for our students and meet them by*

- 1) developing effective writing skills through the teaching of fundamental journalistic writing and rudimentary and practical exercises to reinforce those skills
- 2) becoming media literate by mastering the critical thinking skills and acute observations practiced in numerous Communications courses
- 3) understanding the First Amendment by studying the original writers of the Bill of Rights, case history, and contemporary community standards
- 4) understanding the broadcast industry and its regulators through repeated exposure to procedures and standards practiced in Communications industries. This includes practical application courses and internships.
- 5) researching and gathering information by requiring students in Communications courses to read the writings of a variety of concepts and theories proposed by academics and industry professionals. Using both quantitative and qualitative practices, students then formulate and write their own ideas.

*The School of Communications believes that best practices within our disciplines include*

- 1) constant revision of courses that change due to technological or theoretical evolution
- 2) timely and pertinent feedback to students on the work they submit
- 3) challenging students to perform beyond their own expectations
- 4) hands-on applications of classroom-taught skills in journalism and broadcasting

### *Visions of the Future*

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

- 1) developing a convergent newsroom
- 2) increasing the number of graduate courses that are not co-curricular
- 3) building and maintaining a journalism web site to deliver news content
- 4) through the partnership with CollegeFanz.com, significantly expanding our online presence and reputation as the premier university for sports broadcasting education
- 5) seek and receive accreditation from the Accrediting Council on Education in Journalism and Mass Communications

### ***Needs***

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

- 1) the addition of at least one high-tech classroom to meet the growing number of students interested in web design in both the traditional and LCIE programs
- 2) a truck for LUTV
- 3) finding an affordable source for national and international news video and graphics
- 4) reconfiguring Young Auditorium for the possible location of the central broadcast facility for CollegeFanz.com. This includes as yet undetermined equipment, software, and bandwidth improvements

### ***Retention***

In Fiscal 2011, we will further strive to retain our students by

- 1) making students our number one priority
- 2) effective advising
- 3) presenting the most up-to-date information with effective teaching methods

### ***Recruitment***

In Fiscal 2011, we will work to recruit students by

- 1) increasing high school participation, with special emphasis on school districts with high percentages of minority students, in the Lindy Awards
- 2) meeting with prospective students
- 3) the Lindenwood summer video camps for high school students, with particular recruitment efforts in school districts with high percentages of minority students
- 4) sponsoring and judging high school communications events including but not limited to speech and drama tournaments and writing contests

## The School of Education

Department of Health and Fitness Science

Department of Teacher Education

Department of Counseling

Department of Educational Leadership

*The School of Education supports the mission statement of Lindenwood University by continuing to be committed to*

- 1) adopting, developing, and implementing best practice standards and assessments that develop the whole person and prepare students to succeed in the workplace and compete in a global economy
- 2) helping to develop University data systems that measure student academic growth and success that helps to inform Lindenwood Instructors about how they can improve instruction
- 3) developing students into reflective decision makers to positively influence the 21<sup>st</sup> Century global community

*In Fiscal 2011, as a school, we will have learning goals for our students and students will be able to*

- 1) develop the ability to read critically in the areas of contemporary issues, curriculum, and research in their field of study by including
- 2) discuss, analyze, and reflect upon professional standards, authentic scenarios, critical issues, proven research, and other pertinent topics as these relate to individual fields of study
- 3) complete effective library research and be able to write about issues in their field of study at appropriate depths of knowledge and in accepted academic formats
- 4) demonstrate increased knowledge and understanding of human growth and development, attitudes, and skills needed to work, teach, and lead in a culturally diverse and global society, including working with individuals with special learning needs
- 5) give evidence of being an informed decision maker, capable of evaluating him/herself throughout the educational process while recognizing the value of continuing education

Student learning and performance will be measured by

- exit exams
- electronic portfolios including evaluations from field experience/internship supervisor
- disposition evaluations
- accountability projects
- field experience/internship supervisor evaluations
- candidate evaluations of site/field placements
- grade point averages

- skills-rating checklists at intervals (start of program, midway, and during field experiences/internships)

Student learning will be documented by collecting data from embedded objectives, benchmarks, and phases from all of the School of 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 as they relate to professional standards. The School of Education believes that best practices within our disciplines include

- 1) creating a well organized course delivery system that has clearly stated and measureable objectives and expectations, providing examples of expectations-modeling
- 2) collecting student feedback on a regular basis to determine what students expected and what was learned, giving students input to determine what is needed to obtain the objectives of the course
- 3) incorporating a variety of differentiated instructional techniques appropriate to course objectives: setting the climate, graphic organizers, think time, group discussion triggers, thoughtful questioning, teaching for conceptual change/understanding, metacognition, active learning-simulations/role play, authentic problem-based learning, inquiry, analogies, reflective responses, active learning, cooperative learning, modeling, double loop feedback, presentations, research literacy/projects, promoting learner responsibility, knowledge of adult learner needs, learning contracts, etc.
- 4) implementing formative assessment throughout the course to allow students to understand the learning cycle: engagement, exploration, elaboration, evaluation, and repeat, etc.

### *Visions of the Future*

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

- 1) viable program/degree investigation and support of development in all SOE departments as well as interdisciplinary opportunities and partnerships
- 2) promotion and fostering of online, hybrid, and non-traditional delivery for current and future degree programs
- 3) continued investigation, preparation and attainment of available state and national program accreditations
- 4) development of data collection systems to more accurately assessment student and program success
- 5) continued public relations/marketing initiatives for the development of new school and community partnerships and viable programs
- 6) continued development of School of Education Newsletter/Journal to work in support and in conjunction with Institutional Advancement/Alumni objectives

### ***Needs***

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

- 1) more faculty and administrative support
- 2) more office space for faculty and administrative records
- 3) more technology support for data collection and instruction

### ***Retention***

In Fiscal 2011, we will further strive to retain our students by

- 1) constantly reviewing and offering support to the relationship-building component of the advisee and advisor/instructor relationship
- 2) creating additional methods for students to feel connected to the faculty, including professional development opportunities that link student and faculty to P-20 community
- 3) continuing to support and creating more support for student success with program assessment benchmarks

### ***Recruitment***

In Fiscal 2011, we will work to recruit students by

- 1) creating contemporary professional-looking documents to market the graduate programs to our own undergraduate students as well as local school district and business communities of potential recruits
- 2) contributing to Lindenwood media such as LUTV and radio programs in order to expose the programs offered at LU
- 3) visiting local school district and community college fairs and classrooms in order to inform potential students of our programs
- 4) fostering a climate of faculty being Lindenwood Ambassadors at all appropriate times

## The School of Fine and Performing Arts

*The School of Fine and Performing Arts supports the mission statement of Lindenwood University by*

- 1) promoting professional standards of theory, conceptualization, and practice in performance and technical training. Personal commitment, teamwork, and interdisciplinary collaboration are emphasized to successfully complete the lab / studio production components of the acting, directing, design, and technical areas of focus.
- 2) exploring historical and contemporary ideas and social mores to enrich the context of living in the 21<sup>st</sup> century as informed and useful and compassionate citizens
- 3) celebrating the antecedents of Western society in performances inviting audiences to embrace the human struggles embraced by performances, concerts, exhibits, and showcases
- 4) encouraging individual freedom of thought in classroom explorations and studio practices in all lectures, readings, discussions and production exercises. Student growth is empowered and ensured in a non-dogmatic atmosphere in which curiosity and imagination are welcomed as a means to test existing truth and discover new aspects of fact.

*In Fiscal 2011, as a school, we will have the following learning goals for our students:*

- 1) critical thinking: cognitive analysis of current and historical principles, methods, and reasoning is integrated into class discussions and required in tests and written work
- 2) leadership: students who reach levels of proficiency early are given positions of responsible guidance among peers--this marks the apprenticeship levels toward full mastery of the art form
- 3) applied theory: lab and studio sections require students to successfully demonstrate in practice the foundation and advanced principles germane to their discipline
- 4) professional preparation: students are regularly mentored in preparation of individual portfolios of their work, as well as discussions with faculty regarding appropriate etiquette for business applications and interviews
- 5) pursuit of learning: faculty professional developments are integrated into class topics as appropriate to validate and foster a student habit of life-long learning in their career paths

*The School of fine and Performing Arts believes that the best practices within our disciplines include*

- 1) individual attention to each student: We believe that each of our students is unique and worthy of the highest commitment of time, encouragement and preparation for success.
- 2) creative adaptations: We believe that certain students' learning styles may require modifications in the standard delivery format including more emphasis on visual than aural, project teaming with another student, an oral examination option, and the challenge of advanced research and production for honors credit
- 3) inclusive design: We believe that students benefit from project or lab and studio work in grouped situations which are crafted to reinforce their impact on and significance to a team goal.
- 4) achievable outcomes: We believe that course and practical work should include clearly delineated increments of mastery in process at which time students can review progress, modify strategies, and be approved to move forward to the remaining requirements.

- 5) stimulating environments: We believe that students deserve and can expect each of the spaces and time commitments they are expected to learn in, by discipline, to be appropriately scheduled, sized, and equipped with materials and fixtures which motivate and focus their experiences there.

### *Visions of the Future*

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

- 1) rebuilding the Arts Management degree: the correlation of business and art courses will include more firsthand experiences with production booking, contracts and riders, working with unions, box office accounting, and on-site management of talent.
- 2) hiring additional terminally degreed specialists in all divisions either for certification in national accreditations (i.e. NASAD- the National Association of Schools of Art and Design for the Art division) to significantly enhance students' opportunities to be trained in highly advanced techniques necessary for their professions.
- 3) allowing more mentoring of student-originated explorations of the arts for credit involving full use of existing facilities and technical support as appropriate.
- 4) being more selective in the recruiting/scholarship process to initially attract students of the highest intellectual and creative caliber who will flourish and be challenged by and drive the programs to new insights and cultural enrichment.

### *Needs*

Our school's projected needs in terms of space, equipment, library resources, and technology

- 1) space: some existing offices/storage rooms will have to be remodeled/divided as multiple single office space for new hires per projected expansion
- 2) equipment: regular replacement of expendable materials – stage and studio lamps and color media, studio classroom construction materials per discipline, musical instruments parts, dance floor tape, graphics supplies. Also regular maintenance and repairs by warranty or through authorized vendors of existing equipment
- 3) technology: reasonable upgrades of software for 2D and 3D drawing, architectural rendering, digital effects, video manipulation, and show-control protocols

### *Retention*

In Fiscal 2011, we will further strive to retain our students by

- 1) early training on new equipment and technologies to increase student participation in the preparation and execution of productions and exhibits
- 2) consistently creating positive and challenging learning environments, compassionate daily engagement, and a predictable atmosphere of nourishment and encouragement
- 3) advancing students to positions of significance as technicians and/or performers, lead musicians/vocalists, and dancers regularly as an indicator of inclusion and growth

## *Recruitment*

In Fiscal 2011, we will work to recruit students by

- 1) attending the national and regional performance, technical, art, and design conferences to audition performers and interview designers/technicians
- 2) meeting with and providing facility tours for all referrals from Academic Admissions. Conferences, preliminary advising, and scholarship opportunities are presented while students and their families are guided through the studios, performance venues and exhibition spaces available to the various majors in the program
- 3) promoting follow-up correspondence to electronic inquiries and personal phone calls and expediting mailed applications and catalogue packets

## **The School of Humanities**

### **The School of Humanities**

**2012**

**In the coming year, the School of Humanities will accomplish the following:**

***The School of Humanities supports the mission statement of Lindenwood University by***

- ***Enhancing global awareness through world history, world literature, foreign language, and international studies programs***
- ***Advocating international experiences by sponsoring study abroad programs***
- ***Supporting liberal arts and values-centered programs in religion and philosophy***

***The faculty members of the School of Humanities will continue to grow in their areas of expertise by***

- ***Editing magazine and writing articles in areas of expertise like the Journal of International and Global Studies, The Confluence, and others***
- ***Reviewing manuscripts for production through the Lindenwood Press and other publishers***
- ***Presenting scholarly papers at regional and national conferences***
- ***Keeping current with research in our areas, especially for courses taught***

***The faculty members of the School of Humanities will use teaching methods designed to engage student learners. These teaching methods include each of the following:***

- ***Requiring students to demonstrate their learning through the writing of essays, whether formally or in answer to exam questions***
- ***Exploring possibilities in collaborative teaching and research***
- ***Utilizing dialectics***

***The faculty members of the School of Humanities will encourage student development by***

- ***Creating and teaching new advanced survey courses in History especially designed for majors***
- ***Requiring internship programs for History majors not in the high school certification track***
- ***Better preparing students for teaching and graduate school by proposing expanded offerings and expertise in global history***
- ***Sponsoring advocacy group for clean water and against human sex trafficking***
- ***Directing the Lindenwood film series***
- ***Exploring opportunities for internships in publishing and professional writing for English majors and other students***

- *Providing opportunities for creative development, such as presenting and publishing their work and entering competitions*

*Faculty members in the School of Humanities will encourage scholarly pursuits of students in the following ways:*

- *Expanding Sibley Day offerings to include presentations of student papers*
- *Taking students to present papers at academic conferences such as the Missouri Conference on History in April 2012*
- *Requiring three credit thesis for undergraduates and six credit thesis for graduates in International Studies*

*Program growth within the School of Humanities will include*

- *Increasing the number of majors in every department*
- *Increasing course offerings in every department*
- *Expanding requirements and offerings in foreign language literature courses*
- *Increasing Masters programs like TESOL, Public Administration, and International Studies*
- *Increasing offerings of on-line courses*

*Among the ways in which the faculty members of the School of Humanities will be open to new markets include*

- *Adding the new Masters in TESOL program*
- *Joining international organizations*
- *Expanding marketing efforts for The Confluence to increase paid subscriptions by fifty percent in the coming year*

*The faculty members of the School of Humanities will take an active role in the community by*

- *Recruiting local students through History Bowl*
- *Serving on local boards like the Missouri Conference on History*
- *Serving in community organizations*
- *Sponsoring Dodgeball Tournament to raise funds for local wounded soldiers*
- *Appearing as political analysts on local and campus television and radio shows*
- *Participating in the literary community, both through faculty presenting their creative works and through support and attendance at local events*

*The faculty members will increase student numbers in the school of Humanities by*

- *Working with Admissions to advertise Honors sections*
- *Encouraging education of the whole person by increasing Humanities offerings*
- *Serving on Faculty committee for recruitment*
- *Completing survey of successful graduates to be used by Admissions Department*

- *Using the Faculty Scholarship Program through Ste. Genevieve and Perryville newspapers*
- *Adding new honors societies and clubs, especially for Religion majors*
- *Offering more Masters programs*

*In order to achieve our goals, the School of Humanities has the following needs:*

- *More facilities and equipment for adjuncts*
- *A better and/or an extra copier*
- *More classroom space at peak times*
- *Visiting professor programs*

*The chief long range goals (2012-2017) for the School of Humanities include each of the following:*

- *A more organized study abroad program including more options for Spanish majors and a new semester in England for History majors*
- *Modeling a writing-across-the-curriculum (WAC) approach in every class for other Lindenwood schools to follow*
- *Actively pursuing implementation of WAC campus-wide*
- *Applying for membership in National Association of Schools of Public Affairs (NASPAA)*
- *More involvement for faculty and students in outside conferences*
- *More exposure on local media*
- *Expansion of English Preparedness Program (EPP) and integrating it with the Teachers of English to Speakers of Other Languages (TESOL)*

## **The School of Human Services**

*The School of Human Services supports the mission statement of Lindenwood University by*

- 1) fostering critical thinking skills and promoting students' academic freedom and expression of ideas
- 2) building on students' awareness of current social issues in their community and encouraging obligation to responsible citizenship, including providing opportunities for cultural enrichment, and immersion in field activities
- 3) nurturing professional development through preparation for practice, licensure, certification, and graduate studies
- 4) embracing and voluntarily accepting an active leadership role in enhancing the University and the global community

*In Fiscal 2011, as a school, we will have the following learning goals for our students and meet them by*

- 1) promoting values and ethics of each field of study by interweaving them with current theory and practice. This will be met through presenting opportunities for examining and developing constructs via case studies and discussion of topical issues.
- 2) challenging students to develop and strengthen critical thinking skills through the use of the Socratic teaching method, and integrating writing and debate exercises into our core curricula
- 3) engaging students in the learning process through building on their recognized talents, interests, and academic strengths. This will be accomplished through experiential-based learning, as well as a range of effective teaching strategies.
- 4) creating competencies and professional skills, based on market needs, in the areas of oral and written communication, time management, and work ethic.

*The School of Human Services believes that best practices within our disciplines include*

- 1) mentoring students and offering career guidance, so as to ensure academic success, adjustment to university life, and professional growth
- 2) cross-program collaboration via routine sharing of resources related to teaching and Human Services' disciplines and through cross-listing of courses, co-facilitation of classes, field trips, and field placements
- 3) strong relationships with community organizations and agencies that are highly integrated into our school's curricula. This will help ensure quality internship opportunities and successful transition into the field and serve as an avenue for recruitment of guest speakers and prospective graduate students.
- 4) dedication to the highest academic standards through challenging coursework and holding students to rigorous performance expectations

- 5) the importance of serving the community and creating a better society will be infused in our curricula. Activities such as classroom simulations, role playing, site visits, guest speakers, practicums, and internships will aid in achieving this goal.

### *Visions of the Future*

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

- 1) raising visibility of our programs and LU's academic reputation through targeting high-caliber students for recruitment into our programs
- 2) increasing visibility of our program offerings and enhance LU's academic reputation so as to gain a competitive advantage in the education market
- 3) continuing 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, community-based social service agencies) and cooperative educational experiences.
- 4) offering 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
- 5) increasing use of technology to educate including on-line coursework toward the progressive development of an undergraduate degree program in Criminal Justice

### *Needs*

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

- 1) allocation of funds for faculty professional development which includes, but is not limited to, registration fees for attending conferences, journal subscriptions, membership fees to professional organizations, etc.
- 2) office space to establish our identity as a school and to provide adequate space for all faculty.
- 3) increased access to instructional resources (through expanded library collection or funds to purchase media resources and other instructional tools)
- 4) creation of a Human Services "laboratory" to simulate crime scenes, home visits, counseling sessions, funeral officiating, hospital visits, mock interviews and court rooms. Equipment would include one-way mirrors, videotaping equipment with playback capability, Internet access and computers, home furnishings, etc.

### **Retention**

- 1) working closely with program majors to assess a 'goodness-of-fit' with career aspirations and assist students in refining and re-evaluating career path options
- 2) intentionally seeking feedback from advisees about advising experience and incorporate feedback (especially 'areas of improvement') into IDPs for accountability purposes
- 3) demonstrating commitment to student success by ensuring availability (advising appointments, office hours, etc.) and by identifying those students who are struggling academically, socially, etc. Once identified, seek immediate remedial action
- 4) demonstrating a long-term interest in success of students beyond graduation by assisting students with networking, job seeking, resume writing, etc.

### **Recruitment**

- 1) developing a student ambassador program to market all Human Services programs to local and regional high school students as well through the Internet
- 2) continuing to develop residential and summer events and occasionally host special events that align with the interests of high school prospects
- 3) having an ongoing presence at all local St. Louis community colleges
- 4) continuing to build alliances with "high school to college" bridge programs like College Bound

## The School of Sciences

### *The School of Sciences supports the mission statement of Lindenwood University by*

- 1) offering professional and pre-professional degree programs and aiding our students in developing their resumes through independent research and internship opportunities
- 2) developing adaptive thinking and problem-solving skills through the use of inquiry-based laboratory and field experiences
- 3) offering general education courses that enable all students to connect the sciences with their daily lives

### *In Fiscal 2011, as a school, we will have the following learning goals for our students and meet them by*

- 1) ensuring that the math placement system places students in the proper course level by comparing placement scores with course grades
- 2) fostering critical thinking skills and data-based decision-making skills by including components addressing those goals in courses across our curriculum
- 3) fostering openness to multiple perspectives in thinking about and evaluating human phenomena to better prepare students to become productive members of society, by including coursework that explicitly encourages and teaches such thinking

### *The School of Sciences believes that best practices within our disciplines include*

- 1) focusing on meta-cognitive skills in Social and Behavioral Sciences courses in order to facilitate critical thinking in examining human behavior
- 2) incorporating online resources to enhance learning both in the classroom and through collaborative learning tools
- 3) teaching both lecture and laboratory components of natural science courses to provide content consistency and enhance connections with students
- 4) designing curricula to develop important skills and content in foundation courses and then reinforcing and expanding this knowledge in upper division courses
- 5) engaging students in the classroom, laboratory, and field with hands-on, interactive learning experiences

### *Visions of the Future*

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

- 1) expanded opportunities for students and faculty to collaborate on research projects
- 2) complete requirements to apply for American Chemical Society approval of B.S. chemistry degrees
- 3) introduction of curriculum for B.S. in Environmental Science
- 4) complete revision of Computer Science degree programs based on results of self-study initiated in fall 2009

### *Needs*

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

- 1) private office space for all full-time faculty and adequate communal office space for all adjunct instructors

- 2) conversion of two lecture classrooms back to lab classrooms (one each for biology and chemistry)
- 3) returning of Y313 (currently an open computer room) to a workshop for Computer Science students and faculty
- 4) expansion / improvement of library access to behavioral science research literature (e.g., via APA's PsychINFO database) to support student research efforts
- 5) expansion or relocation of lab space for Social & Behavioral Sciences, along with related equipment and software

### ***Retention***

In Fiscal 2011, we will further strive to retain our students by

- 1) completing the development of student handbook for Psychology majors and incorporating it into our advising process
- 2) organizing Computer Science students to enter a programming contest to stimulate extra-curricular interest in the major
- 3) developing an assessment/retention project to evaluate the effectiveness of foundational courses for majors in Biology and Chemistry

### ***Recruitment***

In Fiscal 2011, we will work to recruit students by

- 1) attracting local high school students to campus through Computer Science and Math competitions
- 2) improving individual faculty web pages to highlight research projects and unique course offerings
- 3) expanding Science Olympiad program to offer major-specific competitions in Biology, Chemistry, and Physics
- 4) developing program brochures for each department modeled after that developed by the Chemistry Department

## Standing Committees

### The Academic Standards and Processes Committee

*The Academic Standards and Processes Committee supports the mission statement of Lindenwood University by*

- 1) overseeing the implementation of policies and plans set by other committees
- 2) working with administration, other committees, and faculty members in the creation of policies that are practical and beneficial for the growth and betterment of the student
- 3) working with administration, other committees, and faculty members to create goals and objectives that are achievable

*The Academic Standards and Processes Committee believes that best practices within our area include*

- 1) reviewing policies set in place to ensure that they are within the goals of the mission statement for the University
- 2) creating policies and templates for new ideas as well as other procedures that have not become standardized as of yet
- 3) reviewing and regulating a system that will have oversight on conditionally admitted students and specialized degrees
- 4) coordinating efforts with other committees to achieve a unified decision in an expedient manner, i.e. creating sub-committees

### *Visions of the Future*

The Academic Standards and Processes Committee's vision for the next five years includes each of the following points:

- 1) a thorough and efficient structure with all committees to ensure a well organized governance amongst the faculty and administration
- 2) a template for all procedures developed for the growth and betterment of the student
- 3) a more successful retention rate and academic accomplishments by conditionally admitted students by providing academic structure
- 4) an open forum for new creative ideas that are for the betterment of the operation of the university

### *Needs*

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

- 1) records storage space. (Conditional admitted students, Contract Degrees, etc.)
- 2) conference room with access to the Internet
- 3) advising center with a member on the committee

### **Retention**

In Fiscal 2011, we will strive to retain Lindenwood students by

- 1) creating a more structured environment for the success of the conditionally admitted student
- 2) creating a template and oversight for the special student who seeks a specialized degree (Contract Degree)
- 3) reviewing policies that directly affect the students to make sure policies are in place for the good of the student

### **Recruitment**

In Fiscal 2011, we will work to recruit students by

- 1) clearly delineating and applying the admissions standards for students seeking conditional admittance

## **Assessment Standing Committee**

*The Assessment Standing Committee supports the mission statement of Lindenwood University by*

- 1) overseeing the University's academic assessment programs
- 2) acting as a forum for the discussion of assessment needs
- 3) producing the academic portions of the University's academic assessment reports

*Based on the role the Assessment Committee plays at Lindenwood University, we see our responsibilities as*

- 1) monitoring the process of assessment within the different schools at LU
- 2) recommending how to integrate the process of assessment with other LU institutional demands and needs
- 3) facilitating the process of assessment for faculty, students, the administration, and staff at LU

*In Fiscal 2011, we will have the following goals and meet them by*

- 1) expanding the transparency of assessment. The creation of an Institutional Research Website linked to the main University Webpage will be a major step in this direction. It will host the assessment documents for the previous years.
- 2) working with schools/departments to give more focus to the idea of general education goals being taught in non-general education classes. This will be accomplished by working with the departments to identify the general education goals that are accomplished in non-general education classes. We will begin the process of looking for ways to assess those goals while avoiding placing an undue burden on the schools/departments.
- 3) beginning the process of working with other committees more directly to ensure a more focused effort to improving the University's programs. The Dean of Institutional Research is on both the General Education and the Academic Standards and Policy Committees. As the Assessment Committee becomes more active in broadening assessment interaction with both of these committees, coordination and cooperation will become more important.

### ***Visions of the Future***

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

- 1) focusing greater assessment efforts on strengthening both graduate and undergraduate-level writing skills
- 2) playing a role in creating consistent teaching quality across the many satellite campuses and among the adjunct professors
- 3) expanding assessment of our graduate programs
- 4) having put in place a system for measuring how general education goals are being supplemented in non-general education class

### *Needs*

Our committee's projected needs include

- 1) possible release time for some members in order to allow them to put more time into doing analysis of their school/department assessment data
- 2) graduate assistants for assessment officers needed for help with clerical issues, etc.
- 3) creation of a webpage for the Office of Institutional Research

## **Council on Teacher Education**

*The Council of Teacher Education supports the mission statement of Lindenwood University by*

- 1) providing an interdisciplinary evaluation and review of admittance requirements as related to assessment benchmarks in individual teacher education programs
- 2) providing an interdisciplinary review and recommendation of academic policies regarding admission and continuance in the teacher education program
- 3) hearing appeals concerning candidate admittance and continuance in the teacher education program

*In Fiscal 2011, as a committee, we will have the following learning goals for our students and meet them by*

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

*The Council of Teacher Education believes that best practices within our disciplines include*

- 1) valuing all interdisciplinary, P-20, community, and student members
- 2) fostering an open, collaborative environment to encourage dialogue towards continued evaluation and development of programs with optimal student achievement and success as goal
- 3) analyzing the efficiency and effectiveness of interdisciplinary programs as related to PRAXIS score results of candidates
- 4) understanding stakeholder needs

### ***Visions of the Future***

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

- 1) link with Lindenwood University School of Education Advisory Council to maximize learning experiences of candidates and P-20 students as related to Race to the Top legislation
  - a) This will be accomplished by setting up opportunities for collaboration on a consistent basis at least once a year.

- 1) continue to discuss, evaluate, and make recommendations to School of Education regarding current teacher education program benchmarks
  - a) 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.
- 2) continue to review assessment benchmarks of teacher education candidates to ensure that candidates have the knowledge, skills, and disposition to work in schools
  - a) This will be accomplished by observing and analyzing the effectiveness of the stated benchmarks as related to measuring candidate knowledge, skills, and disposition to work in scores.
- 3) stay current with Missouri certification competency and PRAXIS updates in order to better align programs to prepare students for success.
  - a) Maintaining communication with the Department of Elementary and Secondary Education (DESE) list of certification subject competencies
- 4) attend DESE and ETS opportunities to learn more about PRAXIS updates

### **Needs**

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

- 1) technology needs for data collection and analysis
- 2) human resource needs for assistance in data collection and analysis—this would include working closely with Department of Institutional Research to development clearly defined expectations of HLC report needs, DESE report needs, etc.
- 3) library needs: updated curriculum library- we need curriculum library committee

### **Retention**

In Fiscal 2011, we will further strive to retain our students by

- 1) improved interdisciplinary advisor response to teacher education inquiries
- 2) improved Website style and user friendliness to provide comprehensive information to interdisciplinary advisors and their advisees
- 3) creative marketing to campus and outside community regarding all Education programs
- 4) improved support to students in all Education programs as related to requirements of each program—such as CBASE study sessions and improved resources in EDU 21500/51500.

### **Recruitment**

In Fiscal 2011, we will work to recruit students by

- 1) continuing to develop relationships with our P-20 partners, many of whom will spread the word of our program to students seeking teacher certification.
- 2) continuing to improve interdisciplinary relationships in order to promote all related degrees
- 3) continuing to attend high school and college fairs and classrooms to promote all Lindenwood programs.

## **Educational Policies Committee Standing Committee**

*The Educational Policies Standing Committee supports the mission statement of Lindenwood University by*

- 1) providing advice and recommendations on educational policy goals
- 2) researching and improving academic policies
- 3) assisting in creating stronger policies for more rigorous academic standards

*Based on the role the Educational Policies Committee plays at Lindenwood University, we see our responsibilities as being*

- 1) responding to stakeholder requests regarding new or existing education policies
- 2) recommending changes to or creation of new education policies
- 3) enhancing the academic process and environment for our students, faculty, and administrators
- 4) advancing University goals in creating a stronger academic institution

*In Fiscal 2011, we will have the following goals and meet them by*

- 1) responding to stakeholder requests: place on the agenda and vote on request
- 2) improving existing policies: research policies at other academic institutions, discussion, and adopting appropriate changes
- 3) creating new policies of rigorous academic standards: place on agenda, research, discuss findings, and vote on recommended changes; for example: a new policy creating higher and more rigorous expectations for 30000/40000 level courses
- 4) allowing participation of other stakeholders: allow speakers to address agenda issues at our meetings
- 5) reviewing policies sent back by other committees: place on agenda, reconsider the request, and revote on issue

### ***Visions of the Future***

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

- 1) continue to address and respond to education policy issues; to add a formal venue for student government representatives to bring their policy concerns to this committee
- 2) improve educational policy by being proactive such as developing workshops for faculty to assist in raising academic standards
- 3) adopt policies that raise academic standards and integrity such as the expectations policy mentioned above
- 4) respond in a timely manner to all stakeholder requests

### ***Needs***

Our committee's projected needs include

- 1) assistance for large research issues
- 2) improved communication with other committees

## Faculty Council

*The Faculty Council supports the mission statement of Lindenwood University by*

- 1) representing the faculty in shared governance of the University
- 2) supporting the administration in governance of the University
- 3) identifying and addressing issues that affect faculty and students

*The Faculty Council believes that best practices within our area include*

- 1) effectively representing our individual schools and fellow faculty members, while working to improve efficiency and enhance communication
- 2) thoroughly exploring requests and suggestions through investigative research and presentation of carefully considered options to administration and faculty
- 3) maintaining transparency by publishing minutes and other documents to the faculty
- 4) providing a forum at faculty meetings for open exchange of ideas among the faculty members

### *Visions of the Future*

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

- 1) an active role in moving the University to the next academic level
- 2) an active role in consultation and solution-focused problem solving in areas of faculty governance
- 3) an increasingly effective liaison between faculty and administration

### *Needs*

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

- 1) working space for a group of 20 people
- 2) release time
- 3) monetary and material support.

### *Retention*

In Fiscal 2011, we will strive to retain Lindenwood students by

- 1) identifying and addressing issues that concern students and faculty
- 2) addressing concerns that affect students' satisfaction and sense of involvement in the mission of the University
- 3) supporting the positive image of the University
- 4) representing the faculty in a professional and visible manner
- 5) sponsoring and supporting extra-curricular activities that enrich the students' experience at the University

## Recruitment

In Fiscal 2011, we will work to recruit students by

- 1) continuing to participate in the hiring of top faculty to enhance the quality of a Lindenwood education
- 2) working to enhance the reputation of the University
- 3) sharing knowledge of the many positives of Lindenwood with students and parents both within and outside of the University
- 4) actively seeking quality students for Faculty Scholarships and encouraging other faculty to do so

## **General Education Standing Committee**

*The General Education Standing Committee supports the mission statement of Lindenwood University by*

- 1) encouraging and defining the University's integrative liberal arts curriculum
- 2) endorsing general education courses that promote adaptive thinking and problem-solving skills
- 3) providing a solid foundation to further lifelong learning

*Based on the role the General Education plays at Lindenwood University, we see our responsibilities as*

- 1) maintaining consistency of course requirements that lead to a well-rounded liberal arts education
- 2) monitoring the implementation and integrity of the general education program across the academic schools on the heritage campus as well as on all extended campuses and for both the traditional day programs and the evening program
- 3) annually reviewing the general education program
- 4) annually reviewing the general education syllabi to ensure that all general education classes are in line with the GE philosophy and objectives
- 5) considering proposals submitted by any faculty or staff member that relate to the general education program of the University and submit recommendations to the Faculty Council and the Deans' Council
- 6) balancing concerns of a traditional liberal arts education with changing needs of the students/society
- 7) developing consistent reporting mechanisms between the integrated database (CAMS) and the academic schools
- 8) reviewing general education programs on other campuses to ensure that our program is in line with current theory

*In Fiscal 2011, we will have the following goals and meet them by*

- 1) March – announce the criteria for cross cultural courses and ask schools with cc to evaluate the courses they offer with the criteria. Also, ask each department that offers G. E. courses to create/institutionalize criteria for future proposals
- 2) March – introduce the G. E. proposal form
- 3) April – propose a cross cultural seminar model that will encourage courses developed specifically to encompass culture outside the United States
- 4) August – begin University-wide promotion for cross cultural seminars. Initiate a calendar for General Education proposals that includes courses for J-Term and courses that would be approved for the next catalog. Implement new criteria for approving G. E. courses
- 5) October – approve all G. E. courses for J-Term
- 6) December – final date to approve courses to be included in the 2011 catalog
- 7) March -- update the General Education Handbook as needed and determined by the committee. (Adam with committee members)
- 8) On-going -- continue to meet regularly and make timely recommendations on course proposals. (committee members)
- 9) On-going -- work with the computer conversion project to ensure general education requirements are included in the automatic check lists.

### *Visions of the Future*

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

- 1) consider course size limits for skills-based general education courses.
- 1) consider course size limits for all general education courses.
- 2) continue to monitor and compare Lindenwood's general education requirements with similar regional institutions.
- 3) consider reorganizing the categories that currently exist within the general education requirements
- 4) do a survey of graduates to determine their view of LU's general education program and consider changes accordingly
  - a. Which general education courses were most valuable to them?
  - b. Which courses did they not take that might have been of value to them?

### *Needs*

Our committee's projected needs include

- 1) as procedures are institutionalized across the University, administrative support for the role of the G. E. committee
- 2) support for the dealing with Gen. Ed. policy exemptions
- 3) support for implementing cross cultural seminars

## **Institutional Review Board Standing Committee**

*The Institutional Review Board Standing Committee supports the mission statement of Lindenwood University by*

- 1) providing oversight and serves as a resource for research conducted by the LU community, particularly in regard to human subject protections, ethical issues, and other areas of research design that affect human subjects
- 2) supporting academic freedom while promoting scientific inquiry and ensuring compliance with federal regulations and respect for the dignity of human subjects
- 3) fostering sound empirical research that (a) safe-guards participants; (b) protects and augments the University's reputation; (c) helps applicants clarify their research questions, hypotheses, and procedures in keeping with federal guidelines; and (d) provides federally recognized verification of procedure and design, thereby assisting Lindenwood faculty and students in securing federal, state, local, and private philanthropic grants

*Based on the role the Institutional Review Board plays at Lindenwood University, we see our responsibilities as the following:*

- 1) abiding by federal regulations that specify the form and function of an IRB. This duty includes maintaining our diverse representation of faculty and providing education for new members as to federal regulations and research ethics.
- 2) meeting regularly to review proposals from faculty and students and providing timely, clear, and substantive feedback on human subjects and closely related issues, so that proposals can be amended in compliance with federal guidelines
- 3) developing and maintaining the necessary forms and records and facilitating researcher access to these materials

*In Fiscal 2011, we will have the following goals and meet them by*

- 1) piloting the IRB Website, seeking feedback, and making adaptations as needed, in keeping with the long-term goal of a 24/7 electronic resource and application submission site for LU students and faculty
- 2) maintaining our commitment to helping ensure the integrity and the high quality of research conducted within the LU community and the protection of human subjects
- 3) maintaining a bi-monthly meeting schedule and commitment to timely feedback (less than 14 days), so as to not create unnecessary delays in the research process
- 4) continuing to educate new and existing IRB members on relevant human subject issues, changes in federal guidelines, and research design issues that affect use of human subjects

### ***Visions of the Future***

The Institutional Review Board's vision for the next five years includes each of the following points:

- 1) continue to provide a review process that 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
- 2) raise campus-wide awareness of the federal regulations concerning human subject protection, as well as the principles and methods used in sound research design and the importance of securing IRB approval
- 3) work with Belleville Campus and LCIE to ensure faculty and students in these programs/campuses are aware of the role and functions of the IRB and the importance of seeking approval of all research proposals that involve human subjects

### *Needs*

Our committee's projected needs include each of the following:

- 1) time: Faculty participation on the IRB requires a heavy time commitment, both in frequency of meetings and out-of-committee tasks, and members would benefit greatly from course reduction time in order to fully meet the committee obligations.
- 2) clerical assistance is critical to the effective management of IRB responsibilities, particularly in regard to maintaining extensive records as federally mandated and to providing prompt feedback to LU faculty and students submitting proposals
- 3) space: As more faculty and students engage in research, it will become increasingly important to secure dedicated IRB office space for storage of records and to provide an alternative (to Website) site for obtaining forms and submitting proposals.

## **Lindenwood Student Government Association (LSGA)**

### ***LSGA supports the mission statement of Lindenwood University by***

- 1) promoting cohesive relationships among Lindenwood University organizations and the student body
- 2) encouraging student participation in on-campus events promoted by LSGA
- 3) creating a better avenue for students to express their advocacy concerns

### ***LSGA believes that best practices within our area include***

- 1) communicating between students and organizations via student activities and LSGA
- 2) using our budget effectively and appropriately
- 3) acting as a liaison between students and staff, faculty, and the administration
- 4) responding to students concerns in a timely and effective manner

### ***Visions of the Future***

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

- 1) implement a program to ensure attendance by all organizations active on campus
- 2) increase the functions of committees within LSGA
- 3) increase usage of OrgSync
- 4) develop standards for the development of Homecoming and Spring Fling events
- 5) strengthen LSGA as a whole

### ***Needs***

LSGA's projected needs in terms of space, equipment, library resources, and technology include

- 1) office space designated for officers
- 2) computer and printer
- 3) expanded budget to facilitate large events in order to draw in more students

### ***Retention***

In Fiscal 2011, LSGA will strive to retain Lindenwood students by

- 1) proving to students that Lindenwood University sponsors worthwhile activities by increasing quality and quantity of events
- 2) following up on student advocacy to ensure any concerns were adhered to
- 3) demonstrating the benefit of being a member of LSGA to members as well as non-members

## Campus Offices

### Academic Services

*The Office of Academic Services supports the mission statement of Lindenwood University by*

- 1) providing academic record keeping and registration services to current students, faculty, and staff
- 2) servicing our alumni by providing transcripts, attendance, and degree verification when requested in a timely manner
- 3) communicating effectively with other University departments and offsite campuses to ensure that all students, faculty, and staff regardless of location are assisted in helping students reach their educational and professional goals

*The Office of Academic Services believes that best practices within our area include*

- 1) excellent communications skills ensuring that every member of the Academic Services team provides a customer-friendly delivery of all services to our stakeholders
- 2) providing online, in-person, and advisor registration options to ensure that every student is serviced appropriately in a timely student friendly manner
- 3) inviting every Lindenwood University graduate to participate in a Commencement ceremony and communicating the process to every eligible student
- 4) assigning tasks to staff members based upon their individual skill set to ensure the highest level of customer services. Encouraging team members to participate in training and staff development opportunities

### *Visions of the Future*

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

- 1) We will expand the types of services offered by the CAMS student portal services to include the degree application process, degree audit, and ability to update personal contact information
- 2) We will collaborate with our Director of Executive Communication to provide all forms and applications electronically to our students and faculty via the portals
- 3) We will work closely with the Vice President and Chief Administrative Officer at the Belleville campus to add a registrar. The registrar will receive in-depth training at the main campus Office of Academic Services
- 4) We will adjust current job descriptions and functions for each team member as more services are offered online to the students and faculty

### *Needs*

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

- 1) additional office space for current and future employees

- 2) new carpet throughout the Office of Academic Services

### *Retention*

In Fiscal 2011, we will strive to retain Lindenwood students by

- 1) providing student-centered registration/enrollment services adapted to the individual students needs
- 2) providing accurate, timely data to the Retention Committee and other University departments to facilitate decision making regarding retention efforts
- 3) improving customer service to our students both online and in person by providing training opportunities to every team member

## Academic Student Services

*The Office of Academic Student Services supports the mission statement of Lindenwood University by*

- 1) using established tools to identify and focus on the talents, interests, and academic goals of the undecided/at-risk student
- 2) developing adaptive thinking and problem-solving skills for students with a demonstrated need to improve class performance and grades
- 3) applying effective tools and practices through organization, professional, and community engagement to aid in developing the student as a whole person—an educated, responsible citizen of a global community
- 4) Coordinating and communicating with all Lindenwood University campuses about student assistance and student academic progression

*The Office of Academic Student Services believes that best practices within our area include*

- 1) finding solutions to problems that hinder the students' academic progress
- 2) identifying and intervening earlier with academically at-risk students. This process will assist the student in maintaining stability and may include suggesting schedule adjustments to promote academic success and persistence.
- 3) consistent mentoring for students who are identified as academically at-risk. This includes monitoring grades and attendance, coordinating regular interaction with success advisors, and overseeing designated support groups.
- 4) identifying and tracking student perception of Lindenwood through various surveys and student response mechanisms.

### *Visions of the Future*

The Office of Academic Student Services' vision for the next five years includes each of the following points:

- 1) create and implement programs to monitor and support conditionally admitted students
- 2) mentor and advise undecided students
- 3) create and offer personal development programs that foster professional growth and life skills development
- 4) produce and analyze appropriate data for targeted program development
- 5) create and implement a Student Services Center to serve as a central "help desk" for students who have questions, need guidance, or require additional academic assistance

### **Needs**

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

- 1) physical space – A centrally located department that is visible and accessible to all students to include conference area for group meetings/activities; adequate privacy for consultations; and equipment, furnishings, technology and supplies needed to support a fully-functioning department.
- 2) personnel – Three additional full-time employees to accommodate the emergent student services for conditional admit programs, student engagement projects, advising of undecided students, and mentoring.
- 3) data – To have data available pertaining to student retention and the ability to obtain accurate information in a timely manner. Data includes admissions criteria, current and past enrollment, and persistence to graduation. This involves coordination with Academic Services, IT, and Admissions in identifying and correcting data deficiencies and formulating consistent queries for ongoing projects and continual use.
- 4) professional development – to be an active participant in professional organizations dealing with student success, advising, and retention. Professional development includes but is not limited to organizational membership and participation in professional seminars, conferences, and workshops.

### **Retention**

In Fiscal 2011, we will strive to retain Lindenwood students by

- 1) detecting students who are academically struggling by careful review of four- week and midterm grades. Early detection also involves communication from administrative, staff, and faculty personnel.
- 2) emphasizing faculty relationships and involvement as a means to encourage students' academic success and identity with Lindenwood
- 3) promoting a more tangible sense of community through group activities, i.e. student-led support groups, community service projects, and increased opportunities for student visibility through leadership and involvement

## **Accounting**

*The Business Office/Accounting supports the mission statement of Lindenwood University by*

- 1) identifying and developing solutions to various kinds of institutional accounting and procedure problems
- 2) developing teamwork among all offices to create and maintain accurate accounting records
- 3) giving Grad Assistants an opportunity to develop accounting skills

*The Department of Accounting believes that best practices within our area include*

- 1) distributing to each department and student answers to frequently asked Business Office questions (by topic)
- 2) distributing to each department and student a list of names by topic (PR-Joyce, W&L-Chris, Agency Accts-Mike, AP-Rhonda, etc) with contact numbers and emails address

### **Visions of the Future**

The Department of Accounting vision for the next five years includes each of the following points:

- 1) keeping employees, as well as students, informed of Business Office procedures and deadlines
- 2) using Lionmail to send out informative emails to students
- 3) maintaining more current information on a student as to address, phone number, personal email address, date of birth, etc.

### **Needs**

Our department's projected needs in terms of space; equipment, library resources, and technology include

- 1) to keep former students' lionmail accounts active for at least a year so that we can email them their year end 1098-T information
- 2) the ability to send out mass lionmail emails to students

### **Retention**

In Fiscal 2011, we will strive to retain Lindenwood students by

- 1) better customer service
- 2) keeping students better informed.
- 3) developing new job-related skills for our assigned grad assistants

## **Business Office**

*The Business Office supports the mission statement of Lindenwood University by*

- 1) assisting students in understanding their financial obligation
- 2) working with students to afford the financial plan to which they previously agreed
- 3) helping the student have a financial plan in place that allows the student to focus on other areas that are necessary in developing the whole person

*The Business Office believes that best practices within our area include*

- 1) professional customer service as well as striving to respond to all emails and phone messages within 24 hours
- 2) presenting ourselves in a professional image in physical appearance and behavior
- 3) developing professional relationships with our students, parents, corporate partners and internally with both staff and faculty
- 4) taking the extra steps to make sure the correct information is being provided

### **Visions of the Future**

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

- 1) continued improvement in our online services
- 2) better use of CAMS reports so that we are better able to target possible account receivable areas that may need additional attention
- 3) placement of all departments in closer proximity as to reduce the student feeling that we are running them around as well as to encourage more face-to-face communication among all departments
- 4) improve our service of our extended sites so that students receive the same service as the main campus students

### **Needs**

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

- 1) more space to provide privacy for the student/family when discussing their finances
- 2) replace old style file cabinets with lateral to give additional space in the refund office
- 3) additional training with our software products that are used on a daily basis, but not to their fullest capabilities

### **Retention**

In Fiscal 2011, we will strive to retain Lindenwood students by

- 1) continuing to focus on improving external and internal customer service
- 2) continuing to recognize that we are in extremely difficult economic times, which requires us to take extra steps to make sure students are made aware of all options to meet their financial responsibilities

- 3) keeping a closer watch on the indicators that suggest that a student is in trouble. These signs include but are not limited to deficiency in meeting their financial obligation, not completing their college work study hours, failing to attend class regularly, presence on early deficiency reports, and dropping their extracurricular activities. This will need to be a joint effort including many departments.

## Butler Library

### *Butler Library supports the mission statement of Lindenwood University by*

- 1) providing physical, electronic, and intellectual access to all varieties of information resources that support the University mission by
  - supporting the provision of an integrative liberal arts curriculum,
  - focusing on the talents, interests, and future of the student,
  - supporting academic freedom and the unrestricted search for truth,
  - developing adaptive thinking and problem-solving skills,
  - furthering lifelong learning.
- 2) being committed to service at every level. Whether it is the professional staff, the paraprofessional staff, or student worker, service to the patron is the staff's first priority. This is evidenced in continued increases in usage statistics; anecdotal support from students, faculty and staff; and continued support by the administration of the University.
- 3) supporting the "cultural enrichment to the surrounding community." Specifically, the Archivist and University Curator have been successful in these areas in the following ways:
  - The University Archivist has successfully developed a speakers series that is marketed and attended by the University and surrounding community
  - The University Archivist has worked with local historical organizations to establish internships for Lindenwood students
  - The University Archivist actively seeks and obtains materials significant to the history of the University and surrounding areas, and makes them available to the University and researchers outside of the University.
  - The University Archivist is collaborating with local historical organizations to give the University greater regional visibility through a digitization project.
  - The University Curator is undertaking the task of identifying all historical objects held by the University. The result of this will be a museum collection that represents the history of the University and surrounding area.

### *Butler Library believes that best practices within our area include each of the following:*

- 1) The Library prides itself on its work & learn training program. All students are required to complete the program before they begin work. The training program stresses responsibility for completing daily tasks while providing students with a sense of ownership of the success of the Library. The success of the program is measured by
  - low turnover in work & learn staff
  - tracking the completion of daily tasks
  - few students transfer out of the Library to go elsewhere

- 2) The Library actively mentors students. As mentioned above, Library staff members recognize the need for work & learn students to have a positive work experience in their respective assignments. All staff members have high expectations of student help. Also, as mentioned above, staff works to ensure students feel a sense of pride about where they work. This is accomplished by presenting learning opportunities regularly. It is also accomplished by formal and informal recognition by library staff. One of the most notable results of our mentoring initiatives is that over the last 4 semesters, there have been 7 students that have applied for graduate programs in the Library Sciences that had not considered a career in libraries before working at Butler Library.
- 3) The Library considers customer service a best practice. Customer service is paramount in every department. It is expressed in the Circulation Department in the manner in which patrons are greeted and directed at the front desk, as well as the multitude of questions fielded by them on a daily basis. Customer Service is expressed in the Reference Department through commitment to staff the reference area at all times. It is also expressed in the Reference Department through the extensive support provided to the Belleville campus library. We measure success of customer service initiatives in the following ways:
  - annual increases in foot traffic
  - annual increases in reference questions
  - annual increases in the circulation of monographic collection
  - increased usage of database products
  - increased requests for bibliographic instruction on campus
  - increased requests for requests at satellite sites

### *Visions of the Future*

- 1) Butler Library's vision for the next five years includes each of the following points: Expansion of the Media Services Department in size and scope. Educational digital media products continue to expand rapidly. The library sees it as imperative to ensure those products are incorporated into the collection. The areas we would like to emphasize are
  - increasing the audio books collection
  - image databases
  - streaming audio
  - streaming video
- 2) In addition to the Writing Center and English Proficiency, the Library would like to incorporate similar student services into the physical space of the library in order to support all aspects of student success in one single space.
- 3) Butler Library intends to provide the foundation for the Belleville campus to be a successful standalone library. This will be done through collection development, increased staffing, extensive training, and continued identification of resources specific to the academic offerings at Belleville.

- 4) Identification of funding opportunities for library outreach. Many funding opportunities exist that support community outreach. The Library sees outreach as critical as it supports the mission of the University.

### ***Needs***

Butler Library's projected needs in terms of space, equipment, library resources, and technology include

- 1) a new circulation desk to better utilize the space in the entrance hall.
- 2) two standalone computers are needed for access to the library catalog and specialized government documents database.
- 3) additional lighting in the front foyer of the building
- 4) additional alarms in the building to address ongoing security issues

### ***Retention***

In Fiscal 2011, we will strive to retain Lindenwood students by

- 1) requiring all staff to attend at least one workshop or seminar this year to ensure skills are current and relevant. Knowledgeable staff members are critical to properly assist students in their educational needs.
- 2) striving to increase instructions both onsite and offsite by 20% through increased marketing and interdepartmental communication
- 3) adding a "suggestion" area on the library Website and on the Library Facebook page in order to give students an avenue to express comments and concerns about library services

## **Day Admissions**

*The Office of Day Admissions supports the mission statement of Lindenwood University by*

- 1) investigating all facets of the student's background and identifying what makes a student unique by focusing on the talents, interests, and future of the student
- 2) educating prospective students and families on the different professional and pre-professional degree programs that we offer at Lindenwood
- 3) not only identifying and recruiting talented students, but also good citizens in their communities who participate in character, community service, and youth leadership initiatives, thus promoting ethical lifestyles

*The Office of Day Admissions believes that best practices within our area include*

- 1) being responsive to all forms of inquiries about Lindenwood University, scheduling individual appointments with students and their families, and serving as a 4-year resource to all matriculated students
- 2) ensuring that all students have an opportunity to meet with a Student Ambassador to give the "student prospective" of Lindenwood University
- 3) communicating and listening to issues that students and families are presented with and instead of passing the issue/s off to another operational office or admissions counselor, utilizing resolution measures to provide a high level of customer service
- 4) improving the Welcome Center receptionist attention by implementing a full-time customer service specialist to handle walk- in clients, schedule clients, and direct incoming phone calls to the main advertised Day Admissions phone line. This representative will also serve as a moderator and communicator with the Day Admissions Facebook page as well as the Textcaster immediate response platform.
- 5) responding to all telephone calls within 24 hours and answering all email correspondence within a 48-hour period

## **Visions of the Future**

The Office of Day Admission's vision for the next five years includes each of the following points:

- 1) Day Admissions will strengthen our relationships with each of the academic schools at Lindenwood and work in collaboration to promote their programs and assist them with increasing the enrollment in their schools.
- 2) Day Admissions will increase the number of general student recruits and improve the quality of the student, as well as develop new relationships and visibility through recruitment initiatives, such as the Renaissance Program.
- 3) Day Admissions will increase the number of general student recruits and improve, as well as develop, new relationship territories through recruitment initiatives, such as the Jefferson City and Kansas City areas.
- 4) Day Admissions will increase matriculation from community colleges: St. Charles Community College will continue to be a top source of transfer students. Our relationship with St. Louis Community Colleges will grow with the addition of transfer guides, scholarships, and increased relationship visits.

- 5) Day Admissions will increase the number of Bright Flight and Honors College students: our overall number of Bright Flight and Honors College students will increase due to the increased publicity of both programs.

### **Needs**

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

- 1) more noticeable signage in the front/side of the building to help students find the building when they are coming in for visits. (Awnings to match Spirit-Supplies Shoppe)
- 2) access for each admission's counselor to CAMS. It would be accommodating to not only offer laptops to traveling admission's counselors, but to also allow them access to CAMS.
- 3) welcome reception desk to ensure communication, effective welcome, and customer service is provided at a high level
- 4) upgraded interior wall décor and window dressings.
- 5) new exterior shutters, door knobs, and entryway doors.

### **Retention**

In Fiscal 2011, we will strive to retain Lindenwood students by

- 1) implementing a success strategy for conditionally admitted students. We will document success by continuing to track the status of conditionally admitted students and their success as it compares to the general student population.
- 2) maximizing efforts to prepare students and parents so that they are educated on all costs, curriculum expectations, student development expectations, etc., prior to enrollment.
- 3) providing quality customer service to all constituents, internal and external.

## Evening and Graduate Admissions & Extension Campuses (EGA&EC)

### *The Office of EGA&EC supports the mission statement of Lindenwood University by*

- 1) actively helping students assess their academic and life goals and matching those goals with a program offered by Lindenwood University
- 2) creating a logical and seamless organization that allows students to focus on their education rather than the administrative processes that must accompany that education
- 3) facilitating speakers and events that meet the Colloquium requirements of the LCIE program

### *The Office of EGA&EC believes that best practices within our area include our*

- 1) treatment of each student with dignity and respect
- 2) customer service manifested through prompt student call-backs, empathy, and a willingness to help resolve issues whether they pertain to our office or not
- 3) commitment to being advocates for students throughout their time at Lindenwood
- 4) ongoing commitment to working with other Lindenwood departments as if they too are our customers

### *Visions of the Future*

The Office of *EGA&EC*'s vision for the next five years includes each of the following points:

- 1) expansion of the number of extension campuses at a rate of approximately 1-2 per year to facilitate continued growth
- 2) deepening of relationships with area corporations in an effort to expand our reputation as the first choice in adult education for the regions employers and employees
- 3) expansion of "non-class" activities to promote collegiality and commitment to LU that will last well past graduation
- 4) detailed and ongoing assessment of our processes and personnel levels to ensure our ability to exceed student expectations while maintaining strong growth rates

### *Needs*

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

- 1) current updated software on all computers at all campuses
- 2) smart classrooms with Wi-Fi connections at all campuses in all classrooms
- 3) periodic upgrades of damaged or worn office and classroom equipment and furniture to maintain a professional and comfortable image for our students



### *Retention*

In Fiscal 2011, we will strive to retain Lindenwood students by

- 1) making customer service calls each term to all of our new students after they have attended several weeks of classes
- 2) making phone calls to all students who sat out the prior term but who are eligible to return for the next term
- 3) maintaining open lines of communication with our students so that issues can be resolved before they become cause for them to reconsider their enrollment at Lindenwood
- 4) maintaining a logical, orderly, welcoming environment at all of our campuses

## Facilities

*The Department of Facilities supports the mission statement of Lindenwood University by*

- 1) providing a safe and secure environment at all campus sites
- 2) ensuring all products, services, and equipment are available for use
- 3) assisting in the planning of future needs and managing new construction projects and acquiring real estate as necessary

*The Department of Facilities believes that best practices within our area include*

- 1) dedicated employees willing to do whatever it takes to accomplish goals
- 2) well-maintained facilities that meet or exceed needs
- 3) variety of campuses and facilities that provide unique opportunities
- 4) knowledge of importance of conserving resources and protection of Lindenwood University properties and equipment

### *Visions of the Future*

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

- 1) completion of current construction projects: Harmon Hall expansion/remodel, Lindenwood House, Belleville Auditorium Welcome Center, and LU Commons building
- 2) installation of sprinkler systems to the three remaining dorms
- 3) construction of new projects: Pavilion in quad, additional dorms, gates at entrances, carillon bell tower, Administration building, and sewage system and Welcome Center at Daniel Boone Home
- 4) transformation of one sheet of ice at Ice Arena to another use
- 5) completion of Lindenwood University Town Center (Commercial Development)
- 6) be responsive and flexible in acquiring/constructing spaces for Belleville's changing needs to accommodate growth and/or additional programs.

### *Needs*

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

- 1) purchasing additional real estate in Glenco area
- 2) obtaining remaining parcels necessary for Town Center project
- 3) considering new building projects for maintenance/grounds, general storage, and new athletic locker room/office space
- 4) exploring residential housing opportunities for Belleville campus

### *Retention*

In Fiscal 2011, we will strive to retain Lindenwood students by

- 1) keeping all facilities neat, safe, and clean
- 2) improving and enhancing existing facilities
- 3) obtaining stakeholder input on all new buildings/projects

## **Financial Aid**

*The Office of Financial Aid supports the mission statement of Lindenwood University by*

- 1) assisting students and parents with the process of applying for and receiving financial aid to accomplish their educational goals
- 2) offering professional and personal customer service
- 3) working as part of a campus-wide team to best serve our students

*The Office of Financial Aid believes that best practices within our area include*

- 1) knowledgeable staff members (staff meeting, cross-training, continuous review of office “blue print”, training sessions)
- 2) excellent customer service (prompt return of telephone calls and emails, team effort)
- 3) willingness to listen and respond to our students and parents financial needs
- 4) communication with students/parents (frequently asked questions form, on-line application processes, steps-to-apply-for-aid form, and telephone and mailing reminder to apply for aid)

### ***Visions of the Future***

The Office of Financial Aid’s vision for the next five years includes each of the following points:

- 1) adapt to regulatory changes (Net Price Calculator, Direct Lending, etc)
- 2) continue to work toward more automation within CAMS
- 3) expand the financial aid office “blue print” to include all job responsibilities
- 4) continue to work with other university offices/campuses to ensure they have a clear understanding of the aid process

### ***Needs***

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

- 1) standard computer upgrades
- 2) lateral filing cabinet(s)
- 3) new carpet

### ***Retention***

In Fiscal 2011, we will strive to retain Lindenwood students by

- 1) continuing to use the U.S. Department of Education given authority to assist students and parents who have special financial circumstances
- 2) continuing to make customer service a top priority
- 3) working closely with other University departments/staff members to ensure student’s needs are understood and met, if possible

## Information Services

*The Department of Information Services supports the mission statement of Lindenwood University by*

- a) providing technology-enabled classrooms to aid delivery of materials to students
- b) providing up-to-date software as well as network (wired and wireless) and systems applications to faculty, staff, and students
- c) maintaining the CAMS integrated database and Portals that allow administrative offices, faculty, and students to perform day-to-day operation

*The Department of Information Services believes that best practices within our area include*

- 1) ensuring lowest cost for each purchase
- 2) striving to meet the ever-evolving direction Lindenwood applies technology in its mentoring of students
- 3) training professionals to handle a multitude of issues from telecommunications to audio-visual, network or systems in a 24X7X365 environment
- 4) working with individual departments to modify CAMS according to business rules of the University

### *Visions of the Future*

The Department of Information Services' vision for the next five years includes each of the following points:

- 1) remote access to the network from anywhere in the world with a network connection for authorized users
- 2) wireless to the dorms
- 3) an integrated H/R system that interfaces with the CAMS Student Information system
- 4) implement 'Degree Audit' features in CAMS so that students' degree requirements can be checked via the student and faculty portals
- 5) server room / data center upgrade
- 6) redundant fiber backbone
- 7) new ID card system

### *Needs*

Our Department's projected needs in terms of space; equipment, library resources, and technology include

- 1) expanded server room and office space for employees
- 2) expansion of virtual infrastructure
- 3) expansion of wireless network to the dorms
- 4) potential upgrade of database server for CAMS.
- 5) disaster recovery site based on the University's Business Recovery Plan.

### *Retention*

In Fiscal 2011, we will strive to retain Lindenwood students by

- 1) increasing wireless services to dorms

- 2) deploying online / distance learning
- 3) providing up-to-date software and hardware
- 4) providing first-class customer service
- 5) providing 'Degree Audit' feature in CAMS

## **Institutional Advancement**

*The Office of Institutional Advancement supports the mission statement of Lindenwood University by*

- 1) improving with marked yearly growth the alumni participation rate
- 2) growing the endowed funds to \$200 million by the 200<sup>th</sup> anniversary in 2027
- 3) funding 30% of costs for capital projects

*The Office of Institutional Advancement believes that best practices within our area include*

- 1) understanding stakeholder needs of students, parents, alumni, friends, corporations and foundations
- 2) addressing the changing needs of our stakeholders
- 3) making a compelling case for student success
- 4) measuring effectiveness of drives for the annual fund, alumni participation, endowed funds, planned giving, and capital campaigns

**The Office of Institutional Advancement's vision for the next five years includes each of the following points:**

- 1) prospect research of 30,000+ alumni and friends
- 2) capacity assessment of top prospects
- 3) segmented action plans for expectancies, major gifts, and annual donors
- 4) increased donor and prospect management through advancement protocol

### **Needs**

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

- 1) expanding advancement administrative office space
- 2) providing a gathering place for alumni
- 3) identifying a new alumni building on campus to house alumni museum collection, to have space for alumni gatherings, and to provide appropriate Institutional Advancement administrative offices for the growing department

### **Retention**

In Fiscal 2011, we will strive to retain Lindenwood students by

- 1) pursuing grants and gifts to improve retention and graduation rates of low-income, first-generation college students
- 2) increasing the endowed scholarship program
- 3) expanding the emergency book fund
- 4) developing the athletic booster club program to support the students' 46 sports teams

## Intercollegiate Athletics

*The Department of Intercollegiate Athletics supports the mission statement of Lindenwood University by*

- 1) providing each student-athlete, at every level (varsity, junior varsity, freshmen, or red-shirt), a chance to use his or her physical and mental skills
- 2) providing student-athletes with a path to life enrichment through teaching a solid base that allows each person to create his/her own map to success
- 3) recruiting quality academically acceptable student-athletes with good character and talent
- 4) providing a nurturing environment and educational opportunities so student-athletes will have success achieving their goals and building a positive future

*The Department of Intercollegiate Athletics believes that best practices within our area include each of the following:*

- 1) providing direction that helps provide student-athlete accountability and leadership skills
- 2) having expectations that student-athletes work to achieve a higher level of achievement and success through the NAIA's Champions of Character emphasis, competition, and education
- 3) providing the best coaching and experiences to further the success for each student-athlete and athletic teams
- 4) monitoring attendance and academic progress of each student-athlete

### *Visions of the Future*

The Department of Intercollegiate Athletics' vision for the next five years includes each of the following points:

- 1) to provide student-athletes an environment that promotes and supports academic, athletic, and personal achievement
- 2) to field athletic teams to perform at competitive levels in conference competition and at the national level
- 3) to utilize highly qualified coaches, dedicated support staff, and administrative personnel to help individuals become better students, athletes, and citizens
- 4) to create a positive image and encourage community participation through community service activities provided by Lindenwood athletic teams and individual student-athletes
- 5) to increase loyalty and affinity to Lindenwood University Department of Athletics and motivate all constituents to seek close association with the department of athletics, especially alumni and boosters program
- 6) to explore all options available to provide the best conference and national affiliation for sports programs at both the St. Charles and Belleville campuses, to include club associated sports programs

### *Needs*

Our Department's projected needs in terms of space, equipment, resources and technology include

- 1) construction of an indoor practice facility providing training opportunities for all sports programs during cold weather months

- 2) construction or renovation of the Field House to include new locker rooms, athletic training rooms, meeting rooms, and coaches offices
- 3) addition of staffing to include a Compliance Director, Strength and Conditioning Director, Game Management Director, Athletic Department Secretary, Belleville campus Athletic Director, and additional coaches for the expanding Belleville sports programs
- 4) expansion of the HIT Center staffing, equipment, and operation hours to better meet the increasing needs of the athletic programs
- 5) providing video recording and playback equipment for all programs needing this capability
- 6) providing each sports program an institutional credit card to be used for athletic recruitment and competition trips
- 7) providing synthetic turf inside the track to increase usage of the field by more athletic teams regardless of weather conditions
- 8) replacing carpeting in the Performance Arena office area

### ***Retention***

In Fiscal 2011, we will strive to retain Lindenwood students by

- 1) making more time outside the realm of practice and competition to provide assistance with personal and academic needs of student-athletes
- 2) identifying at-risk student-athletes and providing tutoring, study halls and other means of opportunities for them to excel
- 3) continuing to provide a winning environment that promotes success on the field and in the classroom
- 4) improving housing options at the Belleville campus
- 5) engaging the student-athletes in non-athletic activities on campus and in the community
- 6) assisting student-athletes with goals and prioritizing what is important to their future aspirations

## Online/Distance Learning

### *The Department of Online/Distance Learning supports the mission statement of Lindenwood University by*

committing to the success of the student through the development of quality online courses that are based on sound pedagogy, seamless infrastructure, and highly trained faculty members.

### *In Fiscal 2011, as a department, we will have learning goals for our students and meet them by*

committing to the quality of the online degree program through the implementation of an online policy and the implementation of the best practices for online courses as spelled out by the Higher Learning Commission and the North American Council for Online Learning.

### *The Department of Online/Distance Learning believes that best practices within our disciplines include*

- a) committing to the quality of pedagogy through the use of course development standards; incorporation of teaching techniques that address varying learning styles; appropriate assessments; and periodic reviews by deans
- b) committing to the seamless infrastructure through the outsourcing of the platform; through the outsourcing of the help desk function; and through the development of seamless web page interactivity
- c) committing to the quality of the faculty member through training, mentoring, and evaluation

### *Visions of the Future*

The Department of Online/Distance Learning's vision for the next five years includes each of the following points:

- 1) monitoring the development of the online program and eliminating those processes that hinder the implementation of quality online programs
- 2) increasing the number of online courses and degree programs to expand online offerings
- 3) adding General Education courses and undergraduate programs to the online venue
- 4) evaluating and improving the faculty training program for online courses
- 5) hiring qualified faculty/adjuncts and training them in the process of developing a quality online course

### *Needs*

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

- 1) hiring a WebCT trainer
- 2) converting the GA position to a full-time Blackboard Administrator

***Retention***

**In Fiscal 2011, we will further strive to retain our students by**

- 1) monitoring online faculty evaluations to identify problems that would result in students dropping course/program
- 2) monitoring studies and data that point to reasons students drop out

***Recruitment***

**In Fiscal 2011, we will work to recruit students by**

marketing online programs to increase awareness of programs

## **Public Relations, Executive Communications, and Facilities Coordination**

*The Offices of Public Relations, Executive Communications, and Facilities Coordination support the mission statement of Lindenwood University by*

- 1) promoting the success of the institution to internal and external constituencies
- 2) helping shape the positive image and reputation of Lindenwood
- 3) utilizing effective and new and emerging tools to communicate Lindenwood's message
- 4) assuring quality control of executive communications
- 5) streamlining the facility request procedure and lessening the burden of the facility requestor

*The Offices of Public Relations, Executive Communications, and Facilities Coordination believe that best practices within our areas include*

- 1) an emphasis on quality writing and photography, stressing accuracy as well as creativity
- 2) a commitment to editing and internal review resulting in the best possible publications and messages
- 3) regular communication with internal (institutional advancement, financial aid, student activities, business office, etc) and external (media) stakeholders/publics on a regular basis to make sure they are well-served
- 4) continuation and expansion of Solution Leadership Forums
- 5) creation of a decision-tracking system for the President

### ***Visions of the Future***

The Offices of PR, EC, and FC's' vision for the next five years includes each of the following points:

- 1) effective advertising and promotion of Lindenwood University, resulting in solid growth and retention and an increased awareness of the institution
- 2) Identify and use emerging social media tools to reach as many students/alumni and stakeholders as possible
- 3) Incorporate more video and streaming into university's Website and creating video training tools for internal usage
- 4) create a mobile version of Lindenwood's Website for growing number of mobile users worldwide
- 5) use internal communications to assess the needs for written communications supporting academic programs
- 6) cement and define roles for executive communications and facilities coordination employees

### *Needs*

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

- 1) four additional flip cameras and editing software to implement new video goals
- 2) two webcams in PR office and Belleville for reduction of travel time, improved conferencing
- 3) additional employee in Belleville to handle growing public relations/sports information needs in that office
- 4) screen capture software for executive communications
- 5) scanner, printer, copier for facilities coordination

### *Retention*

In Fiscal 2011, we will strive to retain Lindenwood students by

- 1) implementing campus way finding system (signage) and explore mobile applications to improve students' ability to move around campus
- 2) freshening Lindenwood's web presence with increased use of video and interactivity; improved student-parent resource elements;
- 3) investigating expansion of text messaging as a way to communicate important information to existing students
- 4) improving communications on facility usage for smoother running events on campus
- 5) removing facility reservation commitments of some staff members to allow for more time to tend to their student-based responsibilities

## **Spirit and Supply Shoppe and Purchase Order Manager**

*The Department of Lindenwood Spirit and Supply Shoppe and Purchase Order Manager supports the mission statement of Lindenwood University by*

- 1) being a positive role model for our students
- 2) providing a safe and positive environment for our students to learn and develop effective work-habits
- 3) tailoring the needs and duties of the Spirit Shoppe to the talents and gifts of the student staff
- 4) supporting our vision of a high value, low-cost education by assuring *best value* in the University's purchasing decisions

*The Department of Lindenwood Spirit Shoppe believes that best practices within our area include*

- 1) encouraging paid and student work staff to adopt the "We Are Lindenwood" attitude
- 2) responding to in-coming calls in three rings and transferring the caller to the correct caller on the first attempt
- 3) encouraging leadership development by giving our Graduate Staff increasing responsibility
- 4) involving staff members as a focus group for buying decisions
- 5) providing more tutorials and in-house and one-on-one training tailored to the specific needs of requisition users
- 6) Taking the time to listen to the *needs* of requisition users

### ***Visions of the Future***

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

- 1) recognition of our Lionhead logo as the collegiate athletic image of Lindenwood
- 2) marquee signage and lighting for the front of the Shoppe
- 3) a full-time staff position with a gift for marketing
- 4) expanding to a third unit
- 5) finishing the remodeling of the B showroom
- 6) fine tuning the requisition system (i.e. software to provide better service to its users)

**Our Department's projected needs in terms of space, equipment, library resources, and technology include**

- 1) strip lighting for the B showroom
- 2) new flooring for the steps into the downstairs store room
- 3) hard data line for Hunter Stadium
- 4) display for fine writing instruments
- 5) an additional showcase for computer peripherals

## ***Retention***

In Fiscal 2011, we will strive to retain Lindenwood students by

- 1) keeping an open-door and safe environment in my office for staff to discuss academic challenges
- 2) monitoring student staff behavior for signs of academic struggle
- 3) being a referral resource for my staff with issues that need help
- 4) alerting academic counseling staff when I observe issues that may need direct intervention

## **Student Development**

*The Office of Student Development supports the mission statement of Lindenwood University by*

- 1) demonstrating to students their value in the services we provide
- 2) providing a one-stop shop where students can go for any type of problem
- 3) adhering to and enforcing the rules and regulations within the Student Handbook

*The Office of Student Development believes that best practices within our area include*

- 1) giving careful consideration to the formal and informal feedback we receive in surveys and conversations when augmenting existing services or adding new programs and/or resources
- 2) providing opportunities (i.e. FYE & LUL, Student Organizations/Government, Community Work Service Programs, Work and Learn, etc.) that allow students to become fully engaged and part of the LU community
- 3) continuing to utilize an open door policy
- 4) demonstrate professionalism in interactions with all stakeholders

### ***Visions of the Future***

The Office of Student Development's vision for the next five years includes each of the following points:

- 1) raising the traditional day program's retention rate to 76% or above
- 2) beginning a student judicial committee
- 3) reducing paper usage by increasing the use of technology (many of our process are still paper based)
- 4) making our campus environment one of the most attractive to students in the region

### ***Needs***

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

- 1) more meeting room space for students and organizations
- 2) acquisition of satellite phone service in case of emergencies
- 3) placement cameras and wireless internet in all residential dorms
- 4) development of a one-card ID system that will tie in financial, personal information and entitlements

### ***Retention***

In Fiscal 2011, we will strive to retain Lindenwood students by

- 1) actively facilitating all university retention initiatives
- 2) supporting the needs of all our constituents, e.g., traditional and non-traditional students, faculty and staff, and parents and alumni
- 3) continuing to place special emphasis on student retention in all of our programs and new endeavors

## 2009-2010 School Data

### American Studies

Credit Hours Taught in Academic School	Total Credit Hours Taught	Percentage of Credits Taught by Full time Professors
	123	30.00%
Faculty Members	Number	Percent
Full Time	2	11.00%
Part Time	10	55
Adjunct	6	33.00%
Number of Full-Time Faculty Members	% with terminal degrees	
2	50%	
Departments within the Academic School	Credit Hours taught in '09-'10	
American Studies	71	
Recreation	69	
Total	140	17 CR HRS Cross-listed
Total Number of students taught by school in 2008-2009	713	
Class size range	1 to 38	
Number of Majors by Department		
American Studies	11	
Recreation	0	Major doesn't exist until the fall, but seven students have already expressed interest
Graduate	12	
Total	22	

# Belleville Day

Credit Hours Taught in Academic School	Total Credit Hours Taught	Percentage of Credits Taught by Full time Professors
	157	0.00%
Faculty Members	Number	Percent
Full Time	0	0.00%
Part Time	0	0%
Adjunct	23	100.00%
Number of Full-Time Faculty Members	% with terminal degrees	
	n/a	n/a
Departments within the Academic School	Credit Hours taught in '09-'10	
LCIE-Day Only	157	0%
Total	157	
Total Number of students taught by school in 2008-2009	Day Students Only 115	
Class size range	3--21	
Number of Majors by Department	Day School Only	
CJ	24	
Bus	37	
Comm	12	
HR	9	
Health Care	6	
Total	88	

# Business and Entrepreneurship

Credit Hours Taught in Academic School	Total Credit Hours Taught	Percentage of Credits Taught by Full time & 5 reduced contract Professors
29,751	29,751	64.61%
Faculty Members	Number of Faculty	Percent
Full Time	27	57.17%
Part Time (reduced cont)	5	7.50%
Adjunct	53	35.33%
Number of Full-Time Faculty Members	% of total full-time faculty with terminal degrees	
27	56%	Full Time (Feb 8, 2010)
Departments within the Academic School	Credit Hours taught in 2009-2010	29,751
ACCT	4149	13.95%
ECON	3087	10.38%
ENTR	489	1.64%
EPB	219	0.74%
FINC	2266	7.62%
HRM	1911	6.42%
INTL	1437	4.83%
MGMT	7608	25.57%
MIS	2793	9.39%
MRKT	3852	12.95%
RTAIL	747	2.51%
SPTMG	963	3.24%
THESIS	15	0.05%
INTERNSHIP	53	0.18%
Other (Public Mgt)	162	0.54%
Total	29751	100.00%
Total Number of students taught by school in 2009-2010	1,478	
Class size range	three - 38	

Number of Majors by Department	1478	Percent
Business Admin	767	52.11%
ACCT	152	10.33%
ECON	9	0.61%
ENTR	16	1.09%
FINC	85	5.77%
HRM	58	3.94%
INTL	91	6.18%
MGMT	14	0.95%
MIS	22	1.49%
MRKT	119	8.08%
RTAIL	20	1.36%
SPTMG	119	8.08%
Total	1472	100.00%

# Communications

Credit Hours Taught in Academic School	Total Credit Hours Taught	Percentage of Credits Taught by Full time Professors
	219	94.00%
Faculty Members	Number	Percent
Full Time	13	65.00%
Part Time	0	
Adjunct	7	35.00%
Number of Full-Time Faculty Members	% with terminal degrees	
13	15%	
Departments within the Academic School	Credit Hours taught in '09-'10	
Video	99	
Journalism	60	
Interactive Media and Web Desing	60	
Total	219	
Total Number of students taught by school in 2008-2009	3,017	
Class size range	1 to 32	
Number of Majors by Degree		
Advertising and Media	30	
Corporate Communications	16	
Digital Cinema Arts (BA & BFA)	12	
Interactive Media & Web Design	37	
Journalism	49	
Mass Communications	171	
Communications MA	13	
Total	328	

# Education

Credit Hours Taught in Academic School	Total Credit Hours Taught	Percentage of Credits Taught by Full time Professors
	<b>6501</b>	
Faculty Members	Number	Percent
Full Time	37	12.00%
Part Time	10	4.00%
Adjunct	262	85.00%
Number of Full-Time Faculty Members	% with terminal degrees	
37	75%	
Departments within the Academic School	Credit Hours taught in 2009-2010	
Teacher Education	3622	
Health and Fitness Science	557	
Educational Leadership	1422	
Counseling	900	
Total	6501	
Total Number of students taught by school in 2008-2009	3,253	
Class size range	12 to 25	
Number of Majors by Department		
Teacher Education	1514	
Health and Fitness Science	457	
Educational Leadership	624	
Counseling	658	
total	1893	

# Fine and Performing Arts

Credit Hours Taught in Academic School	Total Credit Hours Taught	Percentage of Credits Taught by Full time Professors
	3983	43.00%
Faculty Members	Number	Percent
Full Time	17	
Part Time	2	
Adjunct	34	
Number of Full-Time Faculty Members	% with terminal degrees	
17	41%	
Departments within the Academic School	Credit Hours Taught in '09-'10	
Theatre	294	
Art	3081	
Dance	95	
Music	384	
Fashion Design	129	
Total	3983	
Total Number of students taught by school in 2008-2009	3,968	
Class size range		
Theatre	10--35	
Art	25--45	
Dance	10--36	
Music	1--100	
Fashion Design	10--30	
Number of Majors by Department		
Theatre	144	
Art	163	
Dance	35	
Music	129	
Fashion Design	76	
Total	538	

# Human Services

Credit Hours Taught in Academic School	Total Credit Hours Taught	Percentage of Credits Taught by Full time Professors
	730	92.60%
Faculty Members	Number	Percent
Full Time	14	82.40%
Part Time	0	0%
Adjunct	3	17.60%
Number of Full-Time Faculty Members	% with terminal degrees	
15	53%	
Departments within the Academic School	Credit Hours taught in 2009-2010	
Christian Ministry Studies	127	
Criminal Justice	205	
Fire and Paramedic Science	33	
Military Science	27	
Nonprofit Administration	194	
Social Work	144	
Total	730	
Total Number of students taught by school in 2008-2009	3,054	
Class size range	1 to 89	
Number of Majors by Department		
Christian Ministry Studies	49	
Criminal Justice	226	
Fire and Paramedic Science	26	
Military Science	37	
Nonprofit Administration	68	
Social Work	55	
Total	461	

# Humanities

Credit Hours Taught in Academic School	Total Credit Hours Taught	Percentage of Credits Taught by Full time Professors
1744	1744	67.00%
Faculty Members	Number	Percent
Full Time	36	46.00%
Part Time	3	0.03
Adjunct	39	50.00%
Number of Full-Time Faculty Members	% with terminal degrees	
37	86%	
Departments within the Academic School	Credit Hours taught in '09-'10	
MAIS	27	
English	643	
EPP	84	
History	343	
Religion	108	
Philosophy	129	
Political Science	93	
Foreign Languages	314	
General Studies	NA	
International Studies	3	
Total	1744	
Total Number of students taught by school in 2008-2009	11,747	
Class size range	1--37	
Number of Majors by Department		
English	87	
History	135	
Religion		
Philosophy	13	
Political Science	29	
Foreign Languages	40	
International	24	
General Studies	7	
Total	335	

# LCIE

Credit Hours Taught in Academic School	Total Credit Hours Taught	Percentage of Credits Taught by Full time Professors
	8733	3.74%
Faculty Members	Number	Percent
Full Time	13	6.40%
Part Time	0	
Adjunct	203	93.70%
Number of Full-Time Faculty Members	% with terminal degrees	
13	39%	
Departments within the Academic School	Credit Hours taught in '09-'10	
Business Administration	2462	
Human Resource Management	954	
Criminal Justice	553	
Health Management	539	
Communications	798	
Gerontology	153	
Information Services	255	
MFA/Creative Writing	261	
Total	5975	
Total Number of students taught by school in 2008-2009	3,896	
Class size range	8--14	
Number of Majors by Department		
Business Administration	1906	
Human Resource Management	427	
Criminal Justice	435	
Health Management	335	
Communications	325	
Gerontology	20	
Mortuary Management	3	
Fire Science	19	
Information Technology	214	
MFA/Creative Writing	26	

Christian Ministry	20	
Hospitality Services	4	
Total	3734	

# Sciences

Credit Hours Taught in Academic School	Total Credit Hours Taught	Percentage of Credits Taught by Full time Professors
	1329	
Faculty Members	Number	Percent
Full Time	29	45.00%
Part Time	3	5%
Adjunct	32	50.00%
Number of Full-Time Faculty Members	% with terminal degrees	
29	93%	
Departments within the Academic School	Credit Hours taught in '09-'10	
Biology	308	BCES
Chemistry	173	
Earth Science	69	
Computer Science	75	MCPE
Engineering	11	
Math	351	
Physics	45	
Anthopology	21	SBS
Psychology	204	
Sociology	72	
Total	1329	
Total Number of students taught by school in 2008-2009	9,556	
Class size range	4--47	
Number of Majors by Department		
SCES	360	
MCPE	170	
SBS	206	
Total	736	

## **2010-2015 Projected Enrollments**