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## Lindenwood University Strategic Plan, Fiscal 2013

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# LINDENWOOD

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UNIVERSITY

## STRATEGIC PLAN-FISCAL 2013

JULY 2012



**LINDENWOOD**

**University**

***STRATEGIC PLAN***

***Fiscal 2013***

***July 2012***

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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**

In the fall of 2009, Hart Research Associates (<http://hartresearch.com/about/>), one of the nation's leading research firms, interviewed over 300 employers "whose organizations have at least 25 employees and report that 25% or more of their new hires hold either an associate's degree from a two-year college or a bachelor's degree from a four-year college. Respondents [were] executives at private sector and non-profit organizations, including owners, CEO's, presidents, C-suite level executives, and vice presidents." (Hart Research) An article entitled *Raising the Bar: Employers' View on College Learning in the Wake of the Economic Downturn* includes a summary of the major findings of the study:

- "Employers want their employees to use a broader set of skills and have higher levels of learning and knowledge than in the past to meet the increasingly complex demands they will face in the workforce.
- Employers endorse learning outcomes for college graduates that are developed through a blend of liberal and applied learning... both a broad range of skills and knowledge *and* in-depth skills and knowledge in a specific field or major.
- Employers endorse...students' ability to apply their college learning in real-world settings.
- Employers endorse...[student] development of ability to conduct research and develop evidence-based analysis."

### **Purpose of the Plan**

In the fiscal 2012 strategic plan, it was stated that "For students and their families, a college education is a huge investment, an investment both in terms of time and money. For most students, earning an undergraduate degree requires at least four years and thousands of dollars." The question asked in the 2012 plan was, "What does a student receive for his/her investment?" This year, fiscal 2013, the question addressed will be "Is the student getting what he/she needs in order to be prepared to enter the work world after college?" Using the findings assembled by Hart Research Associates, Lindenwood University will address that question. (see strategic questions section below)

### **Structure of the Plan**

The strategic planning process involves the entire Lindenwood community. Each fall, the academic schools, University departments, and standing committees, as well as the Lindenwood Student Government Association (LSGA), is tasked with looking forward, both for the next fiscal year and for the next five+ fiscal years. The deans and department/committee chairs receive a set of prompts to be considered and assemble the members of their schools, departments, and committees to organize and draw together their plans. On a biennial basis, each school, department, and committee meets with the University President, the Provost/VPAA, and the Dean of Faculty/VPHR. For the fiscal 2013 strategic plan, each department, the LSGA, and the LU-Belleville campus held meetings with the administration. It should be noted that the annual meetings with LSGA and LU-Belleville are purposefully



scheduled; the student government members change yearly and appreciate having an audience with the chief administrators of the University. Annual meetings with the LU-Belleville staff are important as the campus continues to grow and change; at some point in the future, LU-Belleville may go on an every-other-year meeting schedule.

Deans are given the added responsibility of reporting numerical data for their academic schools, including current enrollments and five-year enrollment projections; the number of credit hours taught by the school in each department; the number of full-time, part-time, and adjunct faculty members; the percent of full-time faculty members with terminal degrees; the class-size range; and the number of majors in each department within the school. (These data are located in the final two sections of this strategic plan.)

Once all data are collected, a draft of the strategic plan is submitted to the Strategic Planning Committee of the University Board of Directors, after which any needed revisions are completed. The final draft of the plan is submitted to the entire membership of the Board of Directors at the July retreat.

### **Strategic Questions**

The questions to be addressed in this plan come from two sources but address similar topics:

1. Questions generated based on the Hart Research Associates study and outlined in the forward of the Executive Summary
2. Questions/assumptions generated by the members of the Lindenwood University Board of Directors

The responses to these questions will be based on a summary of the combined strategic plans from the various schools/departments/committees outlined later in this plan.

- **From the Hart Research: “Employers want their employees to use a broader set of skills and have higher levels of learning and knowledge than in the past to meet the increasingly complex demands they will face in the workforce.**
- **From the Lindenwood University Board of Directors Summer 2011 retreat: issues of program and enrollment growth in St. Charles and Belleville, including health care programs in St. Charles**

Lindenwood University is not an institution that sits idle. The administration and faculty understand the need to look forward and to plan programs and curricula that meet the needs of the student, not just today but in the future. For that reason, deans and administrators continually look at the job market and plan for programs that will address the current and future needs of their students and the world in which they will live and work. For example, in the last academic year, new programs have been developed in

- *Interactive Media and Web Design* and *Broadcast Journalism* within the School of Communications;
- *Master of Public Administration* online and a bachelor of *Criminal Justice* online to serve the needs of the working adult within the School of Human Services;
- *Chinese Studies/Chinese K-12* teaching certification, *Teaching English to Speakers of Other Languages*, and *International Relations* within the School of Humanities;

- *Personal Financial Planning* and changing from BA to BS degrees in a variety of fields within the School of Business and Entrepreneurship;
- a master's degree in *Fashion Design* within the School of Fine and Performing Arts;
- Master of Arts in Education with emphases in *English for Speakers of Other Languages*, *Early Interventions in Autism and Sensory Impairments*, *Emphasis in Mathematics Education Specialist K-5* and Educational Specialist in Education with emphases in *Instructional Leadership*, *Mathematics Education Specialist- Elementary K-5*, and *Reading Literacy Specialist K-12*.

In addition, Lindenwood University is currently discussing the feasibility of a health sciences program in conjunction with St. Charles Community College, which could include a Bachelor of Science in Nursing, an RN-to-BSN completion program, and bachelor's degrees in occupational and physical therapy, radiology, and surgery technology.

The Lindenwood University-Belleville campus continues to grow. Since December of 2011, new programs have been approved by the Illinois Board of Higher Education (IBHE) in the areas of *Advertising and Public Relations: Corporate Communications*; *Mass Communications: Media Management and Sales*, *Broadcasting and Sports Information*; *Interactive Media and Web Design*; and *Physical Education*. IBHE approval is expected by fall 2012 in biology, fire science management, information technology, administration, and gerontology.

Finally, not only does the University add new programs in order to meet the demands of the work place, existing programs are continually under review. Content of courses, laboratory spaces, and technology are examined on a yearly basis, and when necessary, changes are made. Throughout the strategic plan, examples of these changes are noted. For example, the School of Sciences is in need of dedicated laboratory space for majors in the new archeology program; the School of Education, based on requirements from the Department of Elementary and Secondary Education (DESE), anticipates a needed update of its technology; the School of Fine and Performing Arts is striving for specialized accreditation in art, dance, music, and theatre; and the School of Humanities is striving to develop Writing Intensive and Writing Across the Curriculum programs in order to encourage stronger writing skills for all students who graduate from the University.

- **From the Hart Research: Employers endorse learning outcomes for college graduates that are developed through a blend of liberal and applied learning... both a broad range of skills and knowledge *and* in-depth skills and knowledge in a specific field or major.**
- **From the Assumptions section of this Strategic Plan, designed by the University Board of Directors: 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 faculty and administration believe in the value of a strong general education program. While other schools cut back on the number of general education courses required for graduation (eliminating American history/government, math, and English), Lindenwood

maintains a strong program of at least 46 hours in English, communications, humanities, fine arts, American history/government, culture and civilization, social sciences, natural sciences, and math. The General Education (GE) Subcommittee recognizes the importance of the GE program and has set goals for the 2012-2013 academic year of 1) implementing a system for evaluating and recertifying existing general education courses, 2) carrying out a continuing evaluation of Lindenwood's general education requirements as they compare to the requirements of peer institutions, and 3) communicating with stakeholders (students, faculty, and employers) to gauge the effectiveness and perceived value of Lindenwood's general education curriculum. In addition, for example, the School of Sciences states that a goal for fiscal 2013 is "improving student learning in the general education courses by increasing adaptive learning, critical thinking, and problem-solving skills thereby furthering lifelong learning resulting in a measurable improvement as measured through the Lindenwood assessment process."

Additionally, the faculty and administration enforce high standards of achievement in the major areas. Faculty members are currently making revisions to the University assessment program, and rather than assessing individual courses, they will be conducting program assessments, asking themselves whether students are prepared for the work world or graduate school when they complete their degrees. The Assessment Standing Committee has as a goal for the 2012-2013 academic year to "[complete] implementation of the first full year of the new assessment plan for programs," and members of the assessment committee continue to meet frequently to ensure transfer from the previous assessment program to the new program. The Faculty Council invited an expert in the field of assessment, Dr. Susan Hatfield from Winona State University, to attend the beginning-of-the-year workshops to help faculty members create new assessment strategies and techniques. More Lindenwood programs are using nationally-normed subject-specific assessment measures, such as the School of Business and Entrepreneurship and the Lindenwood College of Individualized Education (LCIE), thereby comparing the knowledge level of Lindenwood students to students of other institutions at the end of their college programs.

- **From the Hart Research: Employers endorse...students' ability to apply their college learning in real-world settings**
- **From the Lindenwood University Board of Directors: consider educational opportunities through the Bezemes Theater and at the Boone Campus; consider business opportunities for internships**

The application of learning to real-world settings occurs in a variety of ways at Lindenwood University.

- 1) **Internships:** Students are encouraged to complete internships in many programs, including business, education, recreation, American studies, communications, history, and the arts. By completing on-the-job training, students are able to apply what they learn in the class one day to the workplace the next day. A statement from the School of Human Services' strategic plan represents the many internships offered across the campus: the school "will encourage student development by

...[u]tilizing the 'expertise' of our students in the classroom through practicum/internships, international experience, etc....”

- 2) **Simulations:** Working in groups or as individuals, students are encouraged to apply their classroom learning to simulations. Common within the School of Business and Entrepreneurship and LCIE, students complete simulations at both the undergraduate and graduate levels that require students to consider a situation from the point of view of a person “on the job” considering both pros and cons of all decisions made.
- 3) **Labs:** Working in a laboratory setting is vital to the application of knowledge. While students in the sciences are given many opportunities to “do” science, lab experience extends beyond the classrooms in Young Hall. Students in psychology conduct and analyze studies using their peers as subjects and present their findings at annual conferences; students in communications experience on-the-job training through work in the radio and television studios and when they leave campus to conduct interviews in the community; and students in art, music, theatre, digital cinema arts, and fashion design not only experience their majors in the student venues but also gain valuable experience through working with professional companies as part of the professional theatre program. One example of future lab work comes from the strategic plan of the School of Business and Entrepreneurship: creation of a “retail sales laboratory for the retail management division.”

Lindenwood students are fortunate to have a “live” lab in the form of the Daniel Boone campus where students in biology, archeology, American studies, and recreation are able to truly “experience” procedures in their majors. In the past academic year, 38 classes have serviced 449 students on the Boone Campus. An additional 768 students participated in Boone-Campus-hosted events. Finally, students and faculty members in the sciences visited the Boone Home 114 times in the last year for science-related research and activities.

- 4) **Speakers:** Faculty members from across all campuses and sites recognize the value of having professionals in their fields offer their experiences and expertise to students. The School of Education includes in its strategic plan “encouraging faculty members to attend association, community, University, and other speaker series opportunities in order to share our program offerings and broaden expertise in content knowledge and pedagogy,” while LCIE states that their professors will provide “students with outside speakers or colloquia opportunities within their major field of study” and the School of Sciences plans to “[host] speakers on career opportunities in the various fields.”
- 5) **Field trips:** Faculty members recognize that it may be necessary and desirable to travel to locations off campus in order to give students the “professional” experience. Within a month of the writing of this report, students in biology traveled to the Milan Landfill to “learn about solid waste storage and energy production from methane”; students in fashion design visited Joann Fabrics to discuss purchasing “correct fabric and notions for...[an in-class] project; students in education traveled to Armstrong

Elementary to “see how theory and learning transfers to real life settings”; students in earth science traveled to Elephant Rock to “study stratigraphic cross-sections, stromatolites, relative dating, igneous vs. sedimentary rocks, etc.”; students in anthropology visited a temple in Augusta, Missouri, to “learn about various aspects of Buddhism”; and students in communications visited Goellner printing to “see the printing equipment [about which they] have been discussing all semester.”

- **Employers endorse...[student] development of ability to conduct research and develop evidence-based analysis**
- **From the assumptions section of this strategic plan, as designed by the University Board of Directors: Student participation in research, publication, and presentation**

Embedded within this strategic plan are numerous items aimed at meeting the stated desire of both employers and the Lindenwood University Board of Directors. Among those statements are the following:

- **School of Education:** “encouraging, collaborating, and supporting student-led research and presentation of that research at various educational meetings, conferences, etc.”
- **School of Human Services:** “supporting development of research skills. Each program will have at least one research component identified in a course syllabus.”
- **School of Sciences:**
  - “having at least one faculty member per division directing student-involved research in each of the fall and spring semesters...”
  - performing research with undergraduate students that will lead to conference attendance and possible publication,
  - providing students with opportunities to present their research at professional conferences,
  - requiring students enrolled in each of the capstone courses or independent research to join the proposed Sibley Day research poster session.”

### **Conclusion**

Thus, the answer to the question asked at the beginning of this section, “Is the student getting what he/she needs in order to be prepared to enter the work world after college,” is “absolutely yes!” Students at Lindenwood University are taught to use a broader set of skills and have higher levels of learning and knowledge than in the past in order to meet the increasingly complex demands they will face in the workforce; experience learning outcomes developed through a blend of liberal and applied learning; apply their college learning in real-world settings; and conduct research and develop evidence-based analysis. Lindenwood University takes seriously its responsibility to prepare students for life beyond its gates, for graduate school, for the workforce, for life.

# Assumptions

## Students

- The size of the core undergraduate student body on the heritage campus is stabilizing, but the day population at Belleville and the adult and graduate populations at both campuses and all sites will continue growing at a moderate pace for the next several years.
- The Belleville campus will continue to grow as new programs are added.
- The undergraduate population will stabilize at about 5000 residential students and 5000 commuter students (including evening undergraduates) over the next five years.
- The full-time day undergraduate population will see moderate growth of 50-75 students per year.
- Graduate program growth will continue at an annual rate of 1%.
- 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 expand 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 1%.
- Recruiting will continue to be based in the immediate geographic area as well as across the United States and the world.
- Pricing and diversity of services will become greater determinants 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 and Belleville communities.
- 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 campus sites 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.
- Sign upgrades and landscaping will be ongoing.

### **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 a 13% cost increase, including raises and benefits for existing personnel and the addition of new personnel after 2012-2013.
- 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 investigate the feasibility of establishing a health science program in conjunction with St. Charles Community College.
- The University will work to create strong relationships with Missouri and Illinois community colleges by establishing onsite 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 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 tutors available 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 encourage all instructors to be aware of students' attendance patterns.
- 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.
- 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 185 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 Judeo-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:

- **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 Fine and Performing Arts, 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.
- **Academic Preparation:** The administration at Lindenwood University has set forth to hire a strong percentage of candidates with terminal degrees. Six 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 29% by the beginning of the 2011-2012 academic year to a level of 79%. 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.

Year	Number of Faculty Members	Percentage of Faculty Members with Terminal Degrees
2006-2007	185	<50%
2011-2012	242	79%

Additionally, since Lindenwood University now offers online courses and degrees, hires with experience with or interest in teaching online are also sought.

- **Hiring from Outside the Institution to Add Different Views, Experiences, and Expertise to 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 2011-2012 academic year, 242 full-time faculty members were employed; however, the percentage of faculty members with their highest earned degree from Lindenwood University had decreased to 10.5%.

Year	Number of Full-Time Faculty Members	Percentage of Faculty Members with Highest Degree Earned at Lindenwood University
2007-2008	185	16.20%
2011-2012	242	10.6%

### Students

Over the past two decades, student enrollment numbers at Lindenwood University have steadily increased. During the 2001-2002 fiscal year, just over 11,000 students enrolled for classes. By the end of the 2011-2012 fiscal year, that number will have stood at approximately 17,000. 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 five-term evening graduate business program.

Lindenwood serves a diverse, talented student body of approximately 17,000 students, more than 3900 of whom are resident students. Slightly more than 23% of our students are members of minority groups, and 63% are women. We value the cultural, social, and intellectual enrichment afforded the campus by 1152 international students who hail from 101 countries. Our domestic students represent 47 states. Our students' ages range from the teens to the seventies, with the average student being 30 years old.

The data below for the years 2001-2008 were based on the fiscal year. However, beginning in 2008-2009, the data have been based on IPEDS (Integrated Post Secondary Education Data System), which summarizes data for the academic year.

### Enrollments by Student Type: Unduplicated Head Counts

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
	Actual	Actual	Actual	Actual	Actual	Actual
Full-Time Traditional Undergrad	3167	3425	3778	3979	4286	4578
Part-Time Traditional Undergrad	148	180	139	218	200	428
LCIE Undergraduate	1497	1698	2067	2022	2014	2279
LCIE Graduate	1159	1314	1723	1474	1689	1181
M.B.A.	382	462	410	480	430	414
ED/ART Graduate	2144	2610	3110	2890	3088	3536
Non-Degree Undergrad	590	599	549	522	502	453
Non-Degree Graduate	2431	1753	1287	1949	1769	1838
<b>Total</b>	<b>11,518</b>	<b>12,041</b>	<b>13,063</b>	<b>13,534</b>	<b>13,978</b>	<b>14,707</b>
	2008-2009 IPEDS Data	2009-2010 IPEDS Data	2010-2011 IPEDS Data	2011- 2012 Projected	2012- 2013 Projected	2013- 2014 Projected
	Actual	Actual	Actual	Projected	Projected	Projected
Full-Time Traditional Undergrad	4560	5030	5311	5357	5571	5793
Part-Time Traditional Undergrad	202	274	437	301	301	301
LCIE Undergraduate	2459	2610	2708	3094	3341	3608
LCIE Graduate	1224	1207	1246	1355	1463	1580
M.B.A.	425	452	575	546	584	624
ED/ART Graduate	3739	3642	3707	3800	3800	3800
Non-Degree Undergrad	478	502	467	495	495	495
Non-Degree Graduate	1917	3634*	2849	1734	1734	1734
<b>Total</b>	<b>15004</b>	<b>17,351</b>	<b>17,309</b>	<b>16,682</b>	<b>17,289</b>	<b>17,954</b>

	<b>2014-2015 Projected</b>
Full-Time Traditional Undergrad	6024
Part-Time Traditional Undergrad	301
LCIE Undergraduate	3896
LCIE Graduate	1704
M.B.A.	667
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 a high-priority concern for Lindenwood University. All steps possible will be taken to retain our students.

\*During the 2010-2011 academic year, the Regional Office of Education in Illinois made available a grant for teachers. Based on that grant, over 1200 teachers enrolled for workshop credit at Lindenwood. That funding was available in the subsequent years.

## Academic Schools

### School of American Studies

2013

In the coming year, the School of American Studies will accomplish the following:

The School of American Studies supports the mission statement of Lindenwood University by doing the following:

- Applying real-life situations and hands-on learning activities and academic theory into course objectives to develop and improve adaptive and critical thinking skills.
- 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 as students become involved as an active ethical and concerned citizen.
- Utilizing the Boone site as an educational resource for University learning as well as for tourism, special events, and K-12 educational programs that cater to the students' respective disciplines and provides a unique opportunity to acquire hands-on practical experience.

The faculty members of the School of American Studies will continue to grow in their areas of expertise by doing the following:

- Increasing involvement with professional associations (2012).
- Presenting at least one professional paper, presentation, or panel at a state, regional or national workshop each year (2012).

The faculty members of the School of American Studies will encourage student development by doing the following:

- Expanding student participation in professional associations and diverse but related professional conferences (2013).
- Requiring undergraduate American studies students to produce a senior project worthy of presentation and/or publication at a state, regional, or national conference (2013).
- Encouraging and assisting education/interpretation graduate students to present at least one paper at a state, regional, or national conference during their tenure with the University (2013).
- Collaborating with LU Intramurals to give preference to recreation majors for laboratory/professional experience in recreation programming through Work and Learn and graduate assistantship opportunities (2013).
- Providing students with leadership and management opportunities with assorted key projects at the Boone Center (2013).



Faculty members in the School of American Studies will encourage scholarly pursuits of students in the following ways:

- Utilizing current peer-reviewed journals within classroom discussions and assignments (2012).

Program growth within the School of American Studies will include the following:

- Investigating the feasibility of creating a new B.S. degree in resource recreation and conservation that will be a collaborative effort between multiple departments to prepare students with the skills and knowledge needed for a successful career (2013).

Among the ways in which the faculty members of the School of American Studies will be open to new markets include the following:

- Evaluating effectiveness of recently developed online course, Recreation 20600 *Leisure and Contemporary Society* (2012-2013).
- Offering courses at varied time slots (late start, ½ semester, evenings) to better accommodate students (2012).

The faculty members of the School of American Studies will take an active role in the community by doing the following:

- Serving appropriate area chambers, merchants associations, and so on (2012).
- Counseling with and providing recreational transition opportunities to returned combat troops (Military Policemen) from Ft. Leonard Wood (2012).
- Serving on advisory committee for US Marine Corps' Wounded Warrior program (2012).

The faculty members will increase numbers of majors in the School of American Studies by doing the following:

- Enhancing promotions of American studies and recreation programs at professional conferences (2012).
- Aggressively utilizing the Boone Center's annual visitor flow to promote the academic programs of the University (2012-2013).  
Contacting and promoting programs through area schools, parks and recreation facilities, and historic sites (2012-2013).
- Collaborating with professional organizations to host conferences and workshops.
- Hosting 2012 Missouri Folk Lore Conference at the Daniel Boone Home (Fall 2012).

In order to achieve our goals and function in the most efficient manner, the School of American Studies has the following needs:

- Evaluation of the possibility of renaming the School of American Studies to the School of Parks, Recreation, and Tourism (2013).
- Relocating the School of American Studies' St. Charles campus office to an accessible, distinguished, and recognizable location (J-Term - 2012).
- Adding a graduate assistant who will be assigned to the Recreation Administration Department (Fall 2012).
- Adding one new faculty member for interpretation courses who is capable of teaching at the graduate and undergraduate levels (2013).
- Adding one new faculty member for recreation administration courses (2013).
- Completing plans for and installation of new sewage system and toilets for Daniel Boone Home (2013).

- Completing design and approval for HWY F turn lane (2013).
- Completing design for Daniel Boone Visitor Center (2013-2014).
- Completing removal and replanting of vegetation barrier between HWY F and the front of the Daniel Boone Home (2013).

The chief long-range goals (2013-2018) for the School of American Studies include each of the following:

- Accreditation from the National Recreation and Park Association for the Recreation Administration program.
- Expansion of the delivery of certifications required by the National Association for Interpretation, the Association of Living History Farms and Agriculture Museums, and other organizations as appropriate (2018).
- Curriculum expansion in order to offer a master's degree in cultural history interpretation with an emphasis in site / administrative management, minor / emphasis in African-American studies, and a master's degree in recreation administration (2018).
- National recognition of the Boone Center as a 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 (2017).
- Opportunities offered to international students to attend a semester at Lindenwood or participate in Daniel Boone Home internships (2015).
- A University-wide increase in the use of the DBH site as an interdisciplinary learning resource center.

## School of Business and Entrepreneurship

2013

In the coming year, the School of Business and Entrepreneurship will accomplish the following:

The School of Business and Entrepreneurship supports the mission statement of Lindenwood University by doing the following:

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

The faculty members of the School of Business and Entrepreneurship will continue to grow in their areas of expertise by doing the following:

- Attending or participating in appropriate conferences or workshops (36% of full-time faculty participated in 2012; same or great percentage in 2013)
- Organizing presentation of Master of Science degree candidates' thesis projects to SB&E scholarship council (2013-2014).
- Publishing faculty publications addressing the scholarship of teaching, application, integration, and discovery (2013-2014).

The faculty members of the School of Business and Entrepreneurship will encourage student development by doing the following:

- Implementing revised student learning outcomes, curriculum map, and assessment plan (2013).
- Evaluating and updating curriculum as appropriate (2013).
- Fostering scholarship among both the student body and faculty (MS programs, scholarship review, conferences, panels, etc.) (2013).

Faculty members of the School of Business and Entrepreneurship will encourage scholarly pursuits of students in the following ways:

- Implementing the research requirements for the MS degrees (2013).
- Implementing the writing, math, presentation, or research intensive specific courses (2013).

Program growth within the School of Business and Entrepreneurship will include the following:

- Implementing the operating plan for the Duree Entrepreneurship Center (2014).
- Implementing expanded Bachelor of Science degrees (2013).
- Implementing expanded minor degrees (2013).

Among the ways in which faculty members of the School of Business and Entrepreneurship will be open to new markets include the following:

- Developing alternative methods and venues for delivery of courses and curriculum to potential markets (e.g., distance learning room, online courses and piloting hybrid courses) (2014).
- Reviewing potential certification programs (2014).

The faculty members of the School of Business and Entrepreneurship will take an active role in the community by doing the following:

- Redesigning the membership of the SB&E business advisory council (2013).
- Investigating the development of Entrepreneurship Center and the ISEE workshops (2013).
- Forming partnerships with community business development initiatives (2014).

The faculty members will increase the number of majors in the School of Business and Entrepreneurship by doing the following:

- Leveraging Harmon Hall with technology enhancements (e.g., Distance Learning Room) (2013).
- Implementing new programs for 2012-2013 academic year (Master of Science, Bachelor of Science, and minor programs) (2013).
- Investigating certification program opportunities (2014).

The faculty members of the School of Business and Entrepreneurship will represent the concerns of the University by doing the following:

- Preparing for 2013-2014 HLC accreditation visit (2012-2014).
- Maintaining ACBSP accreditation standards (2012-2013 required two-year review).
- Collaborating with University administration and LCIE to achieve LCIE ACBSP accreditation (2012-2015).
- Beginning the self-study for Sport Management Accreditation (2012).
- Implementing new programs for 2012-2013 academic year (Master of Science, Bachelor of Science, and minor programs) (2013).

In order to achieve our goals and function more efficiently, the School of Business and Entrepreneurship has the following needs:

- Clarification of the SB&E role to aid in LCIE ACBSP accreditation.
- Definition of HLC re-accreditation SB&E requirements.
- Implementation of the SB&E three-year Human Resource plan.
- Access to technology and support for school initiatives (e.g., Kemper audio/visual project, online program, etc.).
- Hiring of appropriate GA or staff support for implementation of school's initiatives and assignments.

The chief long-range goals (2012-2017) for the School of Business and Entrepreneurship include each of the following:

- Implementing the SB&E/LCIE integration plan.
- Becoming a preferred supplier of business school graduates in the St. Louis region.
- Increasing output and visibility of scholarship of teaching, application, integration, and discovery, including the publication and/or presentation of refereed research.
- Taking actions that will place the SB&E among the top three business school choices in the St. Louis market.

## School of Communication

2013

In the coming year, the School of Communications will accomplish the following:

The School of Communications supports the mission statement of Lindenwood University by doing the following:

- Focusing on the talents, interests, and future of our students by providing them with the best instruction, equipment, and facilities.
- Leading students to provide the community with enrichment through radio, television, print, and Internet programming.
- Teaching the value of ethical lifestyles through the principles taught and promoted by courses such as Media Literacy and Professional Seminar and Ethics.

The faculty members of the School of Communications will continue to grow in their areas of expertise by doing the following:

- Learning more about student-oriented social networking and citizen journalism in order to understand our students better (May 2013).

The faculty members of the School of Communications will encourage student development by doing the following:

- Expanding student news gathering requirements to include more off-campus reporting (August 2012).
- Capping the LUTV newscast to fifteen minutes, which will give students the experience of making editorial decisions (August 2012).
- Including more student-oriented, topical special-course offerings such as social networking strategies and mobile device applications (October 2012).

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

- Requiring more student participation and production for LindenLink.com (August 2012).

Program growth within the School of Communications will include the following:

- Pursuit of the use of television microwave transmission and receiving equipment to allow for off-campus live LUTV programming (August 2012).
- Evaluation of the launch of the super-semester 12-credit-hour immersion program (December 2012).
- Establishment of a second high-technology computer lab for the rapidly growing Interactive Media and Web Design program (August 2012).
- Expanding television programming through the new control-room facility in Hunter Stadium (August 2012).

Among the ways in which the faculty members of the School of Communications will be open to new markets include the following:

- Improving the quality of LUTV video streaming to better present Lindenwood events and programs to a global audience (August 2012).
- Broadcasting all football and men and women's basketball games on KCLC (August 2012).
- Adapting the LUTV sports broadcast to be in compliance with the MIAA broadcast contract (August 2012).

The faculty members of the School of Communications will take an active role in the community by doing the following:

- Providing meaningful news coverage for St. Charles County via LUTV and LindenLink.com (August 2012).

The faculty members will increase numbers of majors in the School of Communications by doing the following

- Offering a newly redesigned, more relevant graduate program (August 2012).

In order to achieve our goals and function in the most efficient manner possible, the School of Communications has the following needs

- Equipping campus venues with fiber optic connectivity in order to expand live television and video streaming capabilities (Late summer 2013).
- The procurement and installation of video microwave equipment (Late summer 2013).

The chief long-range goals (2013-2018) for the School of Communications include each of the following:

- Expanding the physical space for a multi-media news lab (Late summer 2013).

## School of Education

2013

In the coming year, the School of Education will accomplish the following:

The School of Education supports the mission statement of Lindenwood University by doing the following:

- Adopting, developing, and implementing best practices for each program in order to develop the whole person and prepare students to succeed in the workplace. The best practices will be measured through standard Implementation and assessment benchmarks.
- Assisting in the development of effective University data systems to help collect data in order to measure student academic and professional disposition growth. This data will be utilized to inform decision making regarding program development and instruction of the course objectives.
- Eliminating identified learning gaps using research-based teaching and learning strategies and a rigorous curriculum to advance the achievement of all learners including students with diverse needs in order to improve assessment results.
- Developing students into reflective decision makers in order to positively impact the 21st century global community as measured by our own evaluation instruments.

The faculty members of the School of Education will continue to grow in their areas of expertise by doing the following:

- Participating in the collaborative effort with Missouri Department of Elementary and Secondary Education (DESE) to develop new education MoSTEP standards, data points, and evaluation process (ongoing as designated by DESE through late summer 2013).
- Participating in professional learning and scholarly work in the content area of expertise (Late summer 2013).
- Partnering with the Lindenwood University School of Education Advisory Council, school districts, charter schools, etc., to maximize our understanding of what PK-12 students are supposed to be able to learn and do (Late summer 2013).
- Attending, participating, and documenting membership in state and national professional organization events as well as serve as officers in state and national professional organizations (Late summer 2013).
- Hosting and documenting participation in regional school district and business professional development opportunities (Late summer 2013).
- Staying current in our field of expertise by reviewing professional journals, magazines, and textbooks including most recent technologies (Late summer 2013).



The faculty members of the School of Education will encourage student development by doing the following:

- Increasing curriculum library offerings in every content area of instruction (ongoing).
- Offering extended, pilot, and best practice model opportunities for students to experience authentic educational environments (Late summer 2013).
- Reviewing and analyzing the efficiency and effectiveness of interdisciplinary programs as related to PRAXIS score results (state certification test) of candidates through the assessment reports provided by the assessment committee (Late summer 2013).
- Completing PRAXIS analysis and embedding more activities in course objectives to prepare students for required certification exams (Late summer 2013).
- Utilizing entry and exit assessment information, authentic assessments, and surveys to identify program weaknesses and strengths in order to improve course content, course sequence, and programs as a whole (Late summer 2013).
- Increasing and sustaining active student participation/membership in professional organizations (Late summer 2013).
- Encouraging, collaborating, and supporting student-led research and presentation of that research at various educational meetings, conferences, etc. (Late summer 2013).
- Embedding student professional development in coursework as benchmarks in the program (Late summer 2013).

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

- Increasing collaboration, communication, and support for student learning and scholarly work by building strong relationships and strategically engaging students, staff, and community through advisory and other collaborative groups in order to seek scholarly opportunities (Late summer 2013).
- Collaborating with students to participate and present at conferences including at the state, national, and international levels (Late summer 2013).
- Increasing opportunities for students to engage in scholarly pursuits, such as participating in poster sessions, SOE and other professional newsletters, SOE-ELA, and other professional journals in order for students to share their scholarly work (Late summer 2013).
- Having faculty members provide mentoring and up-to-date resources related to writing and presenting scholarly work (Late summer 2013).

Program growth within the School of Education will include the following:

- Working with the School of Sciences to identify ways to increase math and science education enrollment (Late summer 2013).
- Working with all schools and admissions offices in order to recruit more students to the School of Education (Late summer 2013).
- Creating new partnerships with school districts to understand, develop, and offer professional learning in the targeted areas of need (Late summer 2013).

- Encouraging faculty members to attend association, community, University, and other speaker series opportunities in order to share our program offerings and broaden expertise in content knowledge and pedagogy (Late summer 2013).

Among the ways in which the faculty members of the School of Education will be open to new markets include the following:

- Working with Department of Elementary and Secondary Education and other schools at Lindenwood University to develop certification programs of need, i.e., Chinese certification (Late summer 2013).
- Working with school districts to identify areas of need as related to professional development for academic achievement and then offer those specifically tailored courses and programs to the school district in an efficient delivery method (Late summer 2013).
- Working with Cooperating School District partnership to develop professional development opportunities for our region (Late summer 2013).
- Creating new partnerships, programs, and opportunities targeting high school students who are interested in teaching as a career, such as Grow Your Own Teacher (Late summer 2013).
- Creating new outreach education efforts consisting of new extended site locations (Late summer 2013).
- Implementing our Ed.D. degree in Instructional Leadership-Higher Education in and outside of the St. Louis metropolitan area (Late summer 2013).
- Increasing all program opportunities outside St. Charles area.

The faculty members of the School of Education will take an active role in the community by doing the following:

- Participating in community efforts such as Partners for Progress (Late summer 2013).
- Partnering with school district and community efforts as related to PK-12 student experiences, such as robotic competitions, etc. (Late summer 2013).
- Participating in school boards, advisory councils, consulting, and professional associations (Late summer 2013).
- Participating in PK-12 Student Achievement Impact studies (Late summer 2013).

The faculty members will increase numbers of majors in the school of Education by doing the following:

- Participating in recruiting events (Late summer 2013).
- Attending conferences to share SOE program offerings (Late summer 2013).
- Updating SOE website to be more user-friendly with links to other schools as related to other majors with certification, such as history, etc. (Late summer 2013).
- Linking with campus social events to create recruiting opportunities for alumni and prospective students (Late summer 2013).
- Collaborating with other schools to recruit students (Late summer 2013).
- Increasing online course offerings and programs (Late summer 2013).

In order to achieve our goals and function in the most efficient manner, the School of Education has the following needs:

- Administrative assistant for record keeping and data collection.
- Administrative assistant to develop marketing materials, SOE website, brochures, commercials, etc.
- Updated technology for instruction and education preparation programs.
- Time and funding to collaborate and develop programs with school districts.
- Collaborative relationships with undergraduate and graduate admissions and other entities to develop scholarship opportunities and marketing for all programs.
- Collaborative relationships with Institutional Advancement Office and other entities to secure grants/funding for collaborative faculty and student research.

The chief long-range goals (2013-2018) for the School of Education include each of the following:

- Fostering open, collaborative environment to encourage dialogue towards continued evaluation and development of students entering the field of education at the first benchmark and entering the student teaching program at the second benchmark with optimal student achievement and success as goal.
- Technology enhancement in CAMS and/or other data systems for more efficient data collection and analysis.
- Human resource needs for assistance in data collection and analysis—this would include working closely with Department of Institutional Research to develop clearly defined expectations of HLC report needs, DESE report needs, etc.
- Updated curriculum library- we have a curriculum library committee but would need more input from the content disciplines to build this library for the St. Charles and LU-Belleville campuses.
- Increased online and campus degree offerings.

## School of Fine and Performing Arts

2013

In the coming year, the School of Fine and Performing Arts will accomplish the following:

In support of the mission statement of Lindenwood University, the School of Fine and Performing Arts is committed to the following:

- Developing art, dance, fashion, music, and theatre professionals through degree programs with significant relevance (Education).
- Providing diverse opportunities to engage the arts (Enrichment).
- Recruiting majors with academic and artistic merit and retaining them through graduation (Enrollment).
- Exemplifying the highest standards of quality in all facets of the school (Excellence).

The faculty members of the School of Fine and Performing Arts will continue to grow in their areas of expertise by doing the following:

- Collaborating systematically with department and school colleagues to improve curriculum, assessment, and instruction (February 28, 2012).
- Using a uniform, comprehensive, and standards-based template to design course syllabi (summer 2012).
- Engaging in self-assessment of cross-disciplinary expectations (May 31, 2012).
- Participating in at least one off-campus performance, production, exhibition, or presentation (December 31, 2012).

The faculty members of the School of Fine and Performing Arts will encourage student development by doing the following:

- Establishing exemplary curricula for each program of study, including standards-based outcomes, primary, and capstone assessments (data sources), maps of cognitive processing, rigorous evaluative criteria, and comprehensive degree completion sequences (July 31, 2012).
- Establishing an equitable and systematic procedure for making technical theatre assignments for University productions (January 31, 2012).
- Establishing clear benchmarks for advancement within each degree program (July 31, 2012).

Faculty members in the School of Fine and Performing Arts will encourage scholarly pursuits of students in the following ways:

- Proposing a J-Term study abroad program to London and/or Paris (May 31, 2012).
- Showcasing recent and current scholarly pursuits by FPA students on the school webpages (May 31, 2012).

- Making on- and off-campus opportunities visible and accessible through traditional and social media (May 31, 2012).

Program growth within the School of Fine and Performing Arts will include the following:

- Establishing new student performance opportunities in the renovated Jelkyl Theatre (December 31, 2012).
- Establishing a systematic mentoring program for faculty/staff who supervise and/or teach technical theatre students (January 31, 2012).

The ways in which the faculty members of the School of Fine and Performing Arts will be open to new markets include the following:

- Preparing a revised program proposal for the Bachelor of Arts in Arts Management degree (July 31, 2012).
- Preparing a program proposal for a Master of Arts in Education (Model II) with emphasis in Arts Education (art, dance, music, theatre) (July 31, 2012).

The faculty members of the School of Fine and Performing Arts will take an active role in the community by doing the following:

- Hosting artistic events for at least two local nonprofit organizations (December 31, 2012).
- Providing artistic entertainment and/or support for at least five local nonprofit organizations (December 31, 2012).
- Developing a two-year calendar of diverse University productions, concerts, and exhibitions (March 31, 2012).
- Establishing an advisory council to review market relevance and structure of FPA degree programs (December 31, 2012).

The faculty members will increase numbers of majors [by at least 10%] in the School of Fine and Performing Arts by doing the following:

- Establishing a dynamic web presence (May 31, 2012).
- Working systematically with the offices of admissions to identify, contact, track, sign, welcome, and enroll new majors (February 28, 2012).
- Developing FPA recruiting-oriented apps for mobile devices (December 31, 2012).
- Hosting at least ten events for local or regional high school students (December 31, 2012).
- Developing a distinct marketing identity for the school and each department (July 31, 2012).

In order to achieve our goals and function in the most efficient manner, the School of Fine and Performing Arts has the following needs:

- New faculty and/or staff in all departments.
- Technology (hardware, software) additions and upgrades.

- Off-campus storage space(s) for props, uniforms, costumes, and equipment.
- Graduate assistants for technical roles, administrative assistance, box office management, program operations, and building proctoring.

The chief long-range goals (2013-2018) for the School of Fine and Performing Arts include each of the following:

- Obtaining national accreditation for art (includes fashion design), dance, music, and theatre.
- Producing performances and/or productions that combine students and professionals.

## School of Humanities

2013

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

The School of Humanities supports the mission statement of Lindenwood University by doing the following:

- Utilizing the study of our disciplines to build the critical thinking skills students will need to succeed at the University and for success in their subsequent lives.
- Enhancing a sense of global awareness by focusing on the cultural, historical, and sociopolitical trends over time that have shaped the United States and the world and interplay of time, space, and place.

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

- Directing and presenting at national and regional conferences (with the new encouragement and financial assistance of the administration) (Fall 2013).
- Pursuing research agendas that will culminate in books, articles, and scholarly papers (Fall 2013).
- Investigating other international venues for J-Term and semester abroad (Fall 2013).

The faculty members of the School of Humanities will encourage student development by doing the following:

- Expanding foreign language minors and majors with semester abroad (May 2013).
- Grooming the Work and Learn students in Humanities, especially in foreign languages, for further positions as graduate assistants (May 2013).
- Revamping the assessment system for all programs (May 2013).

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

- Providing opportunities for students to gain greater understanding of the complexity of the world through analysis and use of primary source materials (May 2013).
- Better preparing students for teaching and graduate school by proposing expanded offerings and expertise in global studies (January 2013).
- Contributing to Sibley Day offerings through the third annual Undergraduate History Student Conference as well as through Humanities faculty performances in the band "Central Tendency" (February 2013).

Program growth within the School of Humanities will include the following:

- Creating a geography minor, as well as others (January 2013).
- Initiating new majors in Chinese studies and international relations (January 2013).
- Adding new courses, especially in religion and Chinese (January 2013).

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

- Expanding the Lindenwood History Bowl for inclusion in the National History Bowl system (Spring 2013).
- Expanding the subscription base of all publications (January 2013).
- Working closely with LUTV to broadcast History Bowl and other humanities programs (Spring 2013).
- Participating in the new IEP program (January 2013).
- Advertising at the Forest Park Hot Air Balloon Race (fall 2013).

The faculty members of the School of Humanities will take an active role in the community by doing the following:

- Speaking in areas of expertise for local events and organizations (2013).
- Serving on local charity and advocacy groups (2013).
- Serving as commentators on various subjects in local media (2013).
- Participating in the Lindenwood Christmas Walk and Boone Home Christmas (2013).
- Directing local book fairs (Spring 2013).

The faculty members will increase numbers of majors in the School of Humanities by doing the following:

- Sponsoring new student organizations such as an honors organization for Religion majors (January 2013).
- Adding new program in Chinese studies (January 2013).
- Adding new program in international relations (Late summer 2013).
- Expanding informational sessions about humanities degrees in order to help students plan future careers in the humanities (Fall 2013).

In order to achieve our goals and function in the most efficient manner, the School of Humanities has the following needs:

- A replacement for reduced faculty teaching load by hiring an additional historian specializing in a non-western field.
- A replacement for lost English/German faculty member.
- New faculty members for new programs.



The chief long-range goals (2013-2018) for the School of Humanities include each of the following:

- Creating an honors floor or section of campus residences to foster academic and social camaraderie among students in the honors program (December 2013).
- Developing a Writing Intensive Program that would allow students the option of completing courses for a designation of WIP on their transcript (December 2013).
- Adding masters programs (December 2018).
- Adding faculty members (Spring 2013).
- Adding majors (December 2018).

## School of Human Services

2013

In the coming year, the School of Human Services will accomplish the following:

The School of Human Services supports the mission statement of Lindenwood University by doing the following:

- Building on students' awareness of current social issues in their communities and by encouraging their obligation to responsible and ethical citizenship. This includes providing opportunities for growth in cultural competence and immersion in field activities.
- Nurturing professional development through preparation for practice, licensure, certification, and graduate studies.

The faculty members of the School of Human Services will continue to grow in their areas of expertise by doing the following:

- Ensuring 100% of our faculty report professional development involvement in their fields and/or in teaching excellence. Activities include conferences, current articles/texts, research, webinars, etc. (March 2013).
- Engaging in cross-training/involvement across programs, i.e., guest speaking, advising, career guidance reported in all programs (March 2013).
- Solidifying connection to their field of practice via board involvement, volunteer work, and periodic communication with practitioners. This will result in one activity reported by all faculty (May 2013).
- Demonstrating effective, relevant use of technology/knowledge of our millennials integrated into all courses (January 2013).

The faculty members of the School of Human Services will encourage student development by doing the following:

- Utilizing the "expertise" of our students in the classroom through practicum/internships, international experience, etc., as reported by all faculty (January 2013).
- Emphasizing career/employment skills such as networking, resume writing, interviewing communication skills, and other means by which to support linkages between academics and professional practice, i.e., career fairs, workshops, use of alumni, etc. (February 2013).
- Assessing/asking questions of our majors as to their needs for student development (December 2012).
- Increasing the use of technology to communicate more effectively with our students (December 2012).
- Actively encouraging involvement in LU-sponsored activities (September 2012).

Faculty members in the School of Human Services will encourage scholarly pursuits of students in the following ways:

- Encouraging participation in professional conferences and/or involvement in professional organizations. This will result in at least three programs reporting student involvement in professional development (May 2013).
- Supporting involvement in Sibley Day 2013, i.e., workshop planning (December 2012).
- Stating in syllabi that coursework can be accessible for honors credit (75% of faculty) (August 2012).
- Encouraging student publication, i.e., LU journals, *The Legacy*, local newspapers, professional journals, etc., via an email to all student organizations linked to our program from faculty sponsors specifying publication opportunities (December 2012).
- Supporting development of research skills. Each program will have at least one research component identified in a course syllabus (August 2012).

Program growth within the School of Human Services will include the following:

- Investigating the possibility of a paralegal/fundraising/nonprofit leadership certificate. This will be demonstrated by a needs assessment (October 2012).
- Offering an evening degree program in Christian Ministry Studies and possibly Social Work, starting with a needs assessment (October 2012).
- Benchmarking the offerings of similar schools/programs at other colleges/universities (November 2012).
- Expanding public safety-related coursework including proposals for new courses for Fire and Paramedic Sciences (October 2012).

Among the ways in which the faculty members of the School of Human Services will be open to new markets include the following:

- Investigating of the use of alternative formats or settings for course/degree program offering: weekend, evening, block, online, and hybrid scheduled in all programs (January 2013).
- Coordinating with LCIE for nontraditional undergraduate students to complete general education requirements, which will allow these students to then complete major coursework in the traditional day format (December 2012).
- Coordinating of seamless transfers with other colleges/universities to LU. Supporting activities include department chairs connecting with community college colleagues, evaluating agreements to confirm they are current, and ensuring transfer students are seen by a faculty advisor within three working days of expressing an interest in our majors (August 2012).

The faculty members of the School of Human Services will take an active role in the community by doing the following:

- Demonstrating continued service on boards and integrating community service into coursework, which will be demonstrated by at least one syllabus from each program denoting a community service component (August 2012).
- Reporting at least two presentations from human services faculty members at local, regional, or national meetings (March 2013).
- Offering (25% of faculty) professional expertise/consultation (May 2013).
- Sponsoring (100% of student organizations) at least one community service activity (January 2013).

The faculty members will increase numbers of majors in the School of Human Services by doing the following:

- Active coordinating with admissions/alumni programs to market our programs, which will include outreach to high schools, other regions, and faculty involvement in at least three events. Students and alumni will be encouraged to participate (May 2013).
- Hosting a meeting with LU admissions recruiters to ensure an understanding of our majors and expand our role in recruitment (October 2012).
- Restructuring the use of technology and our website to include information our students can access to help them understand how they can use their degree (May 2013).
- Drafting a program proposal to outline the use of incentives for students who recruit students to our majors (December 2012).
- Increasing our visibility at LU events by ensuring that 75% of faculty members attend at least two student events per academic year (May 2013).
- Benchmarking other University practices for recruitment; asking our students how they came to our programs, etc. (December 2012).

In order to achieve our goals and function in the most efficient manner, the School of Human Services has the following needs:

- A sufficient number of qualified faculty.
- Incentives for recruiting and retention—T-shirts, discounts to Spirit Shoppe, free tickets to events, etc.
- Office space for private faculty offices as available.
- The ability to maintain MAB, i.e., timely repair of heating/cooling systems and other building needs.
- Increased visibility of our locale on campus, i.e., School of Human Services signage, etc.

The chief long-range goals (2013-2018) for the School of Human Services include each of the following:

- Systematic, ongoing, comprehensive assessment of our school's current students and graduates to enhance state-of-the art curricula (May 2018).
- Increased knowledge and integration into our coursework of new pedagogy and teaching strategies responsive to this generation of students (May 2018).
- Support for the inclusion of technological modalities in coursework as much as is feasible while ensuring academic integrity (May 2018).

## School of LCIE

2013

In the coming year, the School of Accelerated Programs will accomplish the following:

The School of Accelerated Programs supports the mission statement of Lindenwood University by doing the following:

- Providing an integrative liberal arts curriculum.
  - offering a new cross cultural cluster with a greater focus on global issues
- Offering professional and pre-professional degree programs.
  - offering a new area of emphasis in the Master of Science in Administration Program in Project Management that will prepare students to pursue professional designations in project management
- Focusing on the talents, interests, and future of the student.
  - collecting and analyzing data on the talents, interests, and futures of LCIE students by establishing a file on the LCIE N:drive in which individual faculty document pertinent student input from advising meetings
- Supporting academic freedom and the unrestricted search for the truth.
  - requesting input related to academic freedom during the annual performance reviews with adjunct faculty
- Affording cultural enrichment to the surrounding community.
  - offering colloquium opportunities that are open to the community
- Promoting ethical lifestyles.
  - reviewing textbooks to ensure that most textbooks used in LCIE include ethical principles and practice
- Developing adaptive thinking and problem-solving skills.
  - ensuring that every cluster includes a research paper
- Furthering lifelong learning.
  - increasing faculty involvement in the offering of colloquium opportunities as outlined in the following sections

The faculty members of the School of Accelerated Programs will continue to grow in their areas of expertise by doing the following:

- Attending at least one professional conference in their subject matter every two years and recording participation in Digital Measures Faculty database (June 2013).
- Researching and studying the latest innovations in their disciplines and entering the specific activities for the 2012-2013 year in the Digital Measures (each quarter).
- Attending at least one subject matter seminar, lecture, or webinar each academic year (June 2013).

The faculty members of the School of Accelerated Programs will encourage student development by doing the following:

- Providing students with outside speakers or colloquia opportunities within their major field of study (June 2013).
- Presenting, either individually or collaboratively, at least one colloquium in their discipline (June 2013).
- Incorporating a standardized oral presentation rubric and evaluation form as a requirement in all clusters (Summer 2012).

Faculty members in the School of Accelerated Programs will encourage scholarly pursuits of students in the following ways:

- Maintaining a posting of upcoming publishing opportunities, conferences, and literary events (June 2013).
- Identifying communications majors for successful completion of culminating graduating projects (June 2013).
- Encouraging students to use the internship opportunities that might be available to them through their employment (Summer 2012).

Program growth within the School of Accelerated Programs will include the following:

- Marketing the online M.F.A. in Writing program to high school/elementary teachers and writing groups (June 2013).
- Offering a new cross cultural cluster with greater focus on global issues (Summer 2012).
- Marketing the new area of emphasis in the Master of Science in Administration Program in Project Management to local businesses and professional organizations (Fall 2012).
- Redesigning undergraduate desktop publishing cluster (Summer 2012).
- Redesigning graduate Media Management cluster (Summer 2012).
- Offering a new criminal justice cluster on cybercrimes investigation (Summer 2012).
- Rewriting catalogue descriptions for programs (June 2013).
- Updating information technology clusters (June 2013).

Among the ways in which the faculty members of the School of Accelerated Programs will be open to new markets include the following:

- Researching new avenues for promotion of the online M.F.A. in Writing program (June 2013).
- Creating a survey for center directors to determine the demand for the communication programs at various centers; using the results of that survey to expand the availability of the communications programs clusters to more centers (Summer 2012).
- Completing and advertising ACBSP accreditation for LCIE Business programs to attract employers who require this accreditation for tuition reimbursement (Fall 2012).
- Exploring opportunities for online offering of three-semester-hour courses needed to complete clusters otherwise satisfied by transfer credit (June 2013).

The faculty members of the School of Accelerated Programs will take an active role in the community by doing the following:

- Offering literary readings and events that are open to the public (June 2013).
- Participating in discipline-based organizations as a representative of Lindenwood University and recording this participation in Digital Measures (June 2013).
- Promoting colloquium opportunities of interest to the community (June 2013).

The faculty members will increase numbers of majors in the School of Accelerated Programs by doing the following:

- Investigating new screening/orientation processes for students to improve fit and thus increase retention (June 2013).
- Producing before/after summary data collected from the ETS Proficiency Profile exams (June 2013).
- Improving adjunct faculty development through a structured adjunct training program (June 2013).

In order to achieve our goals and function in the most efficient manner, the School of Accelerated Programs has the following needs:

- Increased adjunct faculty salaries (Summer 2012).
- Physical plant improvements:
  - resurface and restripe the LUCG parking lots
  - reduce problems following heavy rainfalls and expand LUCG parking by paving the north side lot where the two story home was razed (Summer 2012)
- Support current faculty and staff with additional graduate assistants (Summer 2012).
- Services unique to the adult learner offered within the Alumni Mentor Program (Summer 2012).
- Acquisition of electronic materials for adjunct training and faculty development (Summer 2012).
- Redistribution of full-time faculty advisory load to ensure that all advising loads are manageable and that all centers are covered efficiently (Summer 2012).

The chief long-range goals (2013-2018) for the School of Accelerated Programs include each of the following:

- Increasing online offerings (2013-2018).
- Updating and/or adding to the programs offered in LCIE; adding faculty and staff as necessary for growth (2013-2018).
- Producing a new issue of the Lindenwood Review annually (2013-2018).
- Offering full-time and adjunct faculty with Lindenwood sponsored teaching development opportunities (2013-2018).
- Instituting a mandatory training program for all new adjunct faculty members as part of their qualification to teach (2013-2018).
- Implementing the Lindenwood Lifelong Learning Institute (2013-2018).



- Updating the physical facilities to provide an optimal learning environment (2013-2018).
- Providing weekend math/accounting/finance labs for both undergraduate and graduate students needing to improve their quantitative skills (2013-2018).School of Sciences

## School of Sciences

2013

In the coming year, the School of Sciences will accomplish the following:

The School of Sciences supports the mission statement of Lindenwood University by doing the following:

- Improving student learning in the general education courses by increasing adaptive learning, critical thinking, and problem-solving skills and thereby furthering lifelong learning resulting in a measurable improvement as measured through the Lindenwood Assessment Process.
- Communicating with the School of Business about the general education mathematics courses taken by business students to ensure quality courses that meet the needs of these students.

The faculty members of the School of Sciences will continue to grow in their areas of expertise by doing the following:

- Sending one professor of each discipline to a professional meeting (May 2013).
- Collaborating with colleagues to conduct research to present at professional conferences (Summer 2012).
- Having at least one faculty member per division directing student involved research in each of the fall and spring semesters (Fall 2012).

The faculty members of the School of Sciences will encourage student development by doing the following:

- Creating assignments that relate to daily life so as to be useable after a student graduates (plan in place for determining distribution of assignments May 2012).
- Hosting speakers on career opportunities in the various fields (Fall 2012 and Spring 2013).
- Developing a plan to ensure there is at least one student tutor leader for each MTH general education course including MTH12100, MTH13400, and MTH13500 (Fall 2012).
- Allowing a wider range of student projects in Senior Projects (CSC43000) instead of being exclusively database-oriented (Fall 2012).
- Review and update the MTH placement tests and update the remedial MTH courses to improve passing rates in general education courses (Fall 2012).

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

- Performing research with undergraduate students that will lead to conference attendance and possible publication (May 2012).

- Providing students with opportunities to present their research at professional conferences (Fall 2012).
- Developing guidelines and availability lists for offering reading courses for students with interests outside the normal coursework (Fall 2012).
- Requiring students enrolled in each of the capstone courses or independent research to join the proposed Sibley Day research poster session (Spring 2013).

Program growth within the School of Sciences will include the following:

- Increasing the number of students participating in practicums (Spring 2013).
- Lowering the number of majors lost from failing upper-division CSC courses due to disparity of student mathematical maturity by utilizing our newly consolidated mathematics core for all CSC programs (Fall 2012).

Among the ways in which the faculty members of the School of Sciences will be open to new markets include the following:

- Helping to develop a “Careers in Science” program for LUTV (Spring 2012).
- Developing a curriculum for a new Bachelor of Science degree in Environmental Biology (October 2012).
- Increasing online course offerings (Summer 2012).
- Examining the impact the changes in secondary teacher preparation caused by Missouri (and Illinois) adopting the Common Core Standard in the K-12 schools (Fall 2012).
- Adding CSC10000 (Introduction to Computer Science) to the list of science GE courses (Fall 2013).

The faculty members of the School of Sciences will take an active role in the community by doing the following:

- Increasing student, faculty, and administrator involvement in Habitat for Humanity St. Louis and Habitat for Humanity of St. Charles County (May 2012).
- Sponsoring archeology programs involved with historic preservation in St. Charles (first stage completed by August 2012).
- Getting involved with the Partners for Progress and St. Louis Science Center as they promote the First Lego League and other robotics competitions (Fall 2012).

The faculty members will increase numbers of majors in the School of Sciences by doing the following:

- Working toward bringing the Junior Science, Engineering, and Humanics Symposium to recruit advanced high school STEM students for undergraduate work in the sciences (initiatives in place by May 2012).
- Inviting social science students in neighboring high schools to visit campus for lunch with Psychology Club students and faculty members to discuss programs offered (Spring 2013).
- Offering CSC10000 as a GE science elective, thus attracting a new market. (October 2012).

In order to achieve our goals and function in the most efficient manner, the School of Sciences has the following needs:

- Funding for a meteorological grid system in the glades at the Daniel Boone Home (Fall 2012).
- Three additional full-time faculty members (two in psychology, one in anthropology) (Fall 2012).
- Dedicated laboratory space for archeology majors.
- Qualified adjunct instructors for CSC10000 course offerings.

The chief long-range goals (2013-2018) for the School of Sciences include each of the following:

- Creation of degree programs (BS, MS) in Environmental Biology (Fall 2013).
- Develop archeology curatorial facility in visitor's center at Boone Home (Fall 2013).
- Popularizing actuarial mathematics courses among the math majors to enable them to enter the actuarial profession (ongoing).

## Standing Committees

### Academic Standards and Processes Committee

2013

In the coming year, the Academic Standards and Process Committee will accomplish the following:

The Academic Standards and Process Committee supports the mission statement of Lindenwood University by doing the following:

- Overseeing the implementation of policies and processes set by other committees.
- Working with administration, other committees, and faculty members to create policies that are practical and beneficial for the growth and betterment of the student.
- Working with administrators, other committees, and faculty members to create goals and objectives that are achievable toward sustaining academic integrity.

The members of Academic Standards and Process Committee will encourage student development in the following ways:

- Investigating the availability of and processes for enrollment in honors course credit for LU students and methods for increasing awareness of and involvement in an honors program (January 2013).
- Evaluating current regulations for the Early College Start program (January 2013).
- Investigating the current definitions and academic requirements of “Capstone” courses in the various Lindenwood University schools (January 2013).

The members of the Academic Standards and Process Committee will represent the concerns of the University by doing the following:

- Presenting current projects to the faculty at the January faculty meeting (January 2013).
- Presenting ASPC priority issues to the faculty at the August faculty meeting (August 2012).
- Providing a form for collecting faculty suggestions at the August faculty meeting (August 2012).
- Contributing to the achievement of a more successful retention rate and academic accomplishments of LU students by monitoring the quality of conditionally admitted students, within previously established guidelines (January 2013).
- Critically reviewing and responding to all conditional admission and contract degree requests within one month of receipt of the requests during academic year 2012-2013 (January 2013).

In order to achieve our goals and function more efficiently, the Academic Standards and Process Committee has the following needs:

- Meeting-room space in a central location.
- Mileage reimbursement if travel is required in pursuit of ASPC goals and initiatives.
- Receipt of materials for review one week in advance of a scheduled meeting to allow adequate time for evaluation.

The chief long-range goals (2013-2018) for the Academic Standards and Process Committee include each of the following:

- A thorough and efficient structure to ensure a well-organized approach to evaluating and creating measures of academic standards among the faculty and administration (Ongoing; Annual Review, January 2013).
- The creation of systems (i.e., protocols, templates) for all procedures developed for the growth and betterment of the student with respect to academic standard-related issues (Ongoing; Annual Review, January 2013).
- An open forum for new creative ideas that are for the betterment of the operation of the University, with relevance to matters related to academic standards (Ongoing; Annual Review, January 2013).

## Assessment Committee

2013

In the coming year, the Assessment Committee(s) will accomplish the following:

The Assessment Committee(s) supports the mission statement of Lindenwood University by doing the following:

- Overseeing the University's academic assessment program:
  - The individual school assessment committees by overseeing the school programs.
  - The University committee by overseeing the general education program.
- Acting as a forum for the discussion of assessment needs and improvement strategies.
- Overseeing the production of the academic portions of the University's academic assessment reports.

The members of Assessment Committee(s) will encourage student development through the following:

- Recommending changes to program assessment efforts to improve both the usefulness of the data collected after the first semester of the new assessment system (Spring 2013).

The members of the Assessment Committee(s) will represent the concerns of the University by doing the following:

- Completing implementation of the first full year of the new assessment plan for programs (Spring 2013).
- Beginning implementing a new assessment program for the University's General Education program based on student learning outcomes developed by the University GE committee (Spring 2013).

In order to achieve our goals and function more efficiently, the Assessment Committee(s) has the following needs:

- Appointment of a Director of Assessment (or Assessment Coordinator) who is separate from, and reports to the Dean of Institutional Research, and who works under their direction.

The chief long-range goals (2013-2018) for the Assessment Committee(s) include each of the following:

- Expanding the assessment of writing and critical thinking skills at the graduate and undergraduate levels (Fall 2018).
- Expanding the role of school assessment committees to include review and processing of program assessment reports. The reports would then be sent to the Institutional Research Office for inclusion in the University report (Fall 2018).

## Council on Teacher Education

2013

In the coming year, the CTE will accomplish the following:

The CTE supports the mission statement of Lindenwood University by doing the following:

- Providing an interdisciplinary evaluation and review of admittance requirements as related to assessment benchmarks in individual teacher education programs.
- Providing an interdisciplinary review and recommendation of academic policies regarding admission and continuance in the teacher education program.
- Hearing appeals concerning candidate admittance and continuance in the teacher education program.

The faculty members of the CTE will encourage student development through the following:

- Assessing benchmarks of teacher education candidates to ensure that candidates have the knowledge, skills, and disposition to work as professional educators in schools (Late summer 2013).
- Collaborating with students to encourage student scholarship by participating and presenting in various educational conferences (Late summer 2013).
- Linking with Lindenwood University School of Education Advisory Councils to maximize learning experiences of education candidates (Late summer 2013).

Among the ways in which the members of the Council on Teacher Education Committee will represent the concerns of the University is by doing the following:

- Demonstrating high regard and valuing all interdisciplinary P-12, community, and student stakeholders by holding at least one meeting per semester to discuss issues facing education certification programs, as well as continued dialogue as related to the Common Core and college readiness.
- Fostering an open, collaborative environment to encourage dialogue toward continued evaluation and development of students entering the field of education at the first benchmark and entering the student teaching program at the second benchmark with optimal student achievement and success as the end goal.
- Reviewing and analyzing the efficiency and effectiveness of interdisciplinary programs as related to PRAXIS score results of candidates through the assessment reports provided by the assessment committee.

In order to achieve our goals and function more efficiently, the CTE has the following needs:

- Data collection system improvements through CAMS and other software packages.
- Increased public relations/marketing assistance to create newsletters, journals, brochures, website, and other related resources.
- Increased recruiting/advising assistance through admissions for follow up calls and correct advising.



The chief long-range goals (2013-2018) for the CTE include each of the following:

- Updating curriculum library.
- Adding additional online courses.
- Adding additional online and traditional programs.
- Adding national accreditation to certification programs.
- Reviewing assessment benchmarks to ensure that education candidates have the knowledge, skills, and disposition to work in schools.
- Increasing numbers of students and completers in all educational programs.

## Educational Policies Committee

2013

In the coming year, the Educational Policies Committee will accomplish the following:

The Educational Policies Committee supports the mission statement of Lindenwood University by doing the following:

- Identifying and implementing policy that is representative of change and growth within the University.
- Researching and improving academic policies.
- Assisting in the creation of stronger policies for more rigorous academic standards.

The members of Educational Policies Committee will encourage student development by doing the following:

- Presenting the function and purpose of the Educational Policies Committee to student organizations (January 2013).
- Exploring mechanisms to encourage student involvement and input in EPC meetings (January 2013).

The members of the Educational Policies Committee will represent the concerns of the University by doing the following:

- Presenting current projects to the faculty at the January faculty meeting (January 2013).
- Providing a folder on the J: drive to allow faculty an efficient mechanism to report concerns, recommendations, and questions (January 2013).
- Exploring efficient methods of communication with other committees (January 2013).

In order to achieve our goals and function more efficiently, the Educational Policies Committee has the following needs:

- Creation of a co-chair position to assist with duties.
- Time allotted during faculty meetings and faculty workshop week to present new policies and/or changes to existing policies.
- Consistent feedback from the Dean's Council regarding the approval and disapproval of proposed policies.

The chief long-range goals (2013-2018) for the Educational Policies Committee include each of the following:

- Developing an outline of EPC's responsibilities and scope of work to publish on the J: drive to ensure faculty are reporting to the appropriate committee (May 2013).
- Coordinating with FYI to keep faculty abreast of important policy changes (Late summer 2013).

## Faculty Council

2013

In the coming year, the Faculty Council will accomplish the following:

The Faculty Council supports the mission statement of Lindenwood University by doing the following:

- Evaluating each proposal dealing with curricular issues, in an effort to address its alignment with Lindenwood's mission statement, its academic integrity, and its impact across academic programs.
- Supporting equality of education through involvement in the hiring and evaluation of faculty members in an effort to produce culturally enriched citizens of a global community in an environment free from discrimination.
- Promoting academic freedom by investigating practices and procedures that could potentially limit faculty in their dignified pursuit of both truth and knowledge; ultimately improving the academic integrity of our classrooms.

The members of Faculty Council will encourage student development through the following:

- Establishing the option for schools to utilize Sibley Day as a conference to showcase scholarly works by graduate and undergraduate students from Lindenwood University and from other academic institutions in the region (February 2013).
- Increasing the student involvement in Sibley Day 2013 by involving Event Management students, students with graphic design skills, and others in the selection of themes, activities, and t-shirt designs for the event (December 2012).
- Listening to the concerns of students expressed through the LSGA and working with the organization to reach resolutions to those concerns. This will be done by having an LSGA representative speak to the Faculty Council twice a year and extending an open invitation that would allow for dialog about concerns as they surface (May 2012).

The members of the Faculty Council will represent the interests of the University with its constituents by doing the following:

- Presenting concerns of faculty members received in 2012-2013 to the council within two weeks of receiving the concern form (May 2013).
- Planning and executing an efficient faculty workshop that ensures distribution of information, while allowing adequate time for faculty to adhere to the concerns of students and semester preparation (August 2012).

In order to achieve our goals and function more efficiently, the Faculty Council has the following needs:

- Funding for activities in 2012-2013 that require financial support.
- The flexibility necessary to make changes to the previous faculty workshop structure and calendar.

- Cooperation and occasional representation from the LSGA.

The chief long-range goals (2013-2018) for the Faculty Council include each of the following:

- Becoming identified as a governance body that takes a University-wide approach in the discussion and approval of programs and policies that can impact curriculum, student learning, and the granting of degrees (May 2018).
- Being instrumental in creating a clear distinction between faculty and staff, which offers instructors the support, means, and respect to pursue truth and knowledge (May 2018).
- Positioning Lindenwood University so that it stands as a pinnacle of academic integrity to which other institutions will aspire. Incorporating the best of Lindenwood's past with solid principles and procedures employed at other model institutions (May 2018).
- Supporting development of faculty scholarship by gathering information from faculty on their needs, including, but not limited to, seeing that faculty members are provided with appropriate financial support, a system for obtaining release time to pursue scholarly activities, expertise in the writing and administering of grants, and recognition of the different standards of productive scholarship (January 2014).

## General Education Committee

2013

In the coming year, the General Education Committee will accomplish the following:

The General Education Committee supports the mission statement of Lindenwood University by doing the following:

- Encouraging and defining the University's integrative liberal arts curriculum.
- Endorsing general education courses which promote adaptive thinking and problem-solving skills.
- Providing a solid intellectual foundation to further lifelong learning.

The members of General Education Committee will encourage student development through the following:

- Meeting periodically with student government representatives to promote general education and respond to student concerns. (August 2012).

The members of the General Education Committee will represent the concerns of the University by doing the following:

- Presenting current projects to the faculty at the January faculty meeting (January 2013).
- Guiding the assessment of general education courses according to a stated set of learning outcomes and components (May 2013).
- Clarifying proposal deadlines to include a date by which proposals must be submitted in order to be considered for inclusion in the yearly catalog revision (September 2012).

In order to achieve our goals and function more efficiently, the General Education Committee has the following needs:

- Formation of temporary subcommittees in order to distribute workload and improve efficiency.

The chief long-range goals (2013-2018) for the General Education Committee include each of the following:

- Implementing a system for evaluating and recertifying existing general education courses (2013-2014 academic year).
- Determining whether to integrate assessment with general education course approval and recertification (2013-2014 academic year).
- Carrying out a continuing evaluation of Lindenwood's general education requirements as they compare to the requirements of other peer institutions (ongoing).
- Communicating with stakeholders (students, faculty, and employers) to gauge the effectiveness and perceived value of Lindenwood's general education curriculum (ongoing).

## Institutional Review Board

2013

In the coming year, the Institutional Review Board will accomplish the following:

The Institutional Review Board supports the mission statement of Lindenwood University by doing the following:

- Supporting academic freedom and ethical lifestyles through a review process that ensures the protection of human subjects in scholarly research.
- Furtherance of lifelong learning through providing educational opportunities regarding (and a framework for the review and approval of) academic research, in accordance with national standards.

The members of the Institutional Review Board will encourage student development through the following:

- Posting dates and deadlines for applications and review meetings to the IRB webpage by the start of each semester (January and September).
- Offering classes at the start of each semester that focus on the research application review process and procedures (January and September).
- Updating the IRB webpage to include useful definitions and instructions (January 2013).
- Updating the IRB webpage to include a redacted sample application and frequently asked questions (FAQ) section to simplify the application process (January 2013).

The members of the Institutional Review Board will represent the concerns of the University by doing the following:

- Adhering to all posted dates and deadlines for submission and review of applications (throughout the 2013 academic year).
- Including representation from all schools and additional representation for those departments that have unique or plentiful research projects (January 2013).
- Presenting updates regarding IRB processes and procedures as well as useful hints and upcoming training dates to the faculty at a spring faculty meeting (April 2013).
- Offering a faculty workshop regarding the IRB application process (Late summer 2013).
- Implementing an internal leadership succession process, wherein the future chair would first serve as secretary, then chair, then ideally continue in past-chair role to facilitate smooth transitions (and recognize the learning curve and the value of such learning, once obtained) (Late summer 2013).

In order to achieve our goals and function more efficiently, the Institutional Review Board has the following needs:

- Office and meeting space (fully ventilated) with room for library holdings and filing system.
- A trained employee (part time could suffice) to manage communication, files, deadlines, reports, and meetings (perhaps this could be housed/shared with the Office of Institutional Research).
- In recognition of the growing amount of service and time required as an IRB member reviewing over 100 applications each year, every member needs a course load reduction during each calendar year of service (suggestion of three hours per year).
- Due to the extensive amount of work, meeting and file management, and reporting required, the chair and the secretary need a load reduction each semester during the years of service in these roles (suggestion of six hours per year) (with appropriate pre-consideration given to their faculty or administrative duties, and notice to their deans).
- Professional training for IRB members

The chief long-range goals (2013-2018) for the Institutional Review Board include each of the following:

- Creation of a system for electronic submission of applications directly to webpage link and concomitant database for review and comment (December 2013).
- Integration of the above system with CAMS, so that a masters or doctoral student would have automatic notation to transcript regarding IRB status (December 2014).
- Furtherance of support, education, and encouragement of LU–Belleville’s development of a stand-alone Institutional Review Board (December 2015).

## Lindenwood Student Government Association

2013

In the coming year, the Lindenwood Student Government Association will accomplish the following:

The Lindenwood Student Government Association supports the mission statement of Lindenwood University by doing the following:

- Functioning as a co-curricular organization with the purpose of enhancing the education offered by Lindenwood University through hands-on experiences while representing the student body and fostering the development of student leaders.
- Preparing the Lindenwood student leader to be a productive member of the community through the guided responsibility that comes with many of the positions made available to the student body.
- Developing opportunities for the many different student organizations to work together for a common cause, which provides an atmosphere of different cultures, beliefs, and backgrounds that every student involved, learns from.

The members of the Lindenwood Student Government Association will encourage student development through the following:

- Holding a regional Student Government forum and workshop program for the student government leaders in Missouri and Illinois (this program will focus on the common struggles and issues hindering student governments from reaching their maximum potential) (Late summer 2013).
- Developing a system that will maximize the sharing of information between campus media, student government, and campus organizations (March 2013).
- Coordinating and implementing the “Lindenwood University Student Leadership Institute” at the beginning of the fall semester with training focused on organizational development, peer counseling, professional development, and program planning (Late summer 2013).
- Publishing a pamphlet that outlines active organizations on campus with contact names and emails of student leaders (July 2013).

The members of the Lindenwood Student Government Association will represent the concerns of the University by doing the following:

- Presenting current projects to the faculty at the January faculty meeting (January 2013).
- Submitting a review of concerns collected, actions taken, and outcomes to the administration, faculty, and student government delegates (March 2013).
- Developing a focus group and survey support to the faculty council and administration (Late summer 2013).



In order to achieve our goals and function more efficiently, the Lindenwood Student Government Association has the following needs:

- A permanent Student Government Association Graduate Assistant position developed for the sustainability and support of the government as well as the daily operations of the office.
- Work and learn status for senator positions.

The chief long-range goals (2013-2018) for the Lindenwood Student Government Association include each of the following:

- The development of a student government program guide that outlines the traditional programs and events for which the student government is responsible (2014).
- Publishing a student organization handbook as a reference tool for student leaders (2015).
- Storage space for organization leaders in the back of the student organization suite (2016).

## Campus Offices

### Office of Academic Services

2013

In the coming year, the Office of Academic Services will accomplish the following:

The Office of Academic Services supports the mission statement of Lindenwood University by doing the following:

- Providing students, faculty, and alumni with academic support services in a timely customer friendly manner.
- Assisting students and faculty from matriculation through graduation ensuring students focus on developing their talents, interests, and abilities while studying at Lindenwood University and after graduation.

The members of the Office of Academic Services will continue to grow in their areas of expertise by doing the following:

- Sending three people to the MAACRAO conference in Lake of the Ozarks, MO (October 2012).
- Sending two people to the AACRAO conference in Philadelphia, PA (April 2012).
- Attending SQL training to improve reporting services to administration, faculty, and outside agencies (September 2012).

The members of the Office of Academic Services will encourage student development through the following:

- Providing progress towards degree information to all students including transfer equivalencies through the CAMS student portal (August 2012).
- Establishing transfer guides with three new Colleges or Universities (May 2012).

The Office of Academic Services will help make Lindenwood University welcoming to its various constituents by doing the following:

- Remodeling the Office of Academic Services to make it more inviting to students and faculty (July 2012).
- Improving online services delivered through the Lindenwood University website and CAMS student portal (June 2012).

The members of the Office of Academic Services will show respect to Lindenwood University's various constituents by doing the following:

- Participating in customer services training to ensure that all services are delivered in a most customer friendly manner (October 2012).

The Office of Academic Services will strive to function more efficiently by doing the following:

- Uploading student transfer equivalencies within four weeks of receiving transcripts (July 2012).
- Creating degree audits for the 2012-2013 academic year (September 2012).
- Offering full services registrar office at LU-Belleville location (December 2012).

In order to achieve our goals, the Office of Academic Services has the following needs:

- New carpeting throughout the Office of Academic Services suite.
- Installing a drop ceiling throughout the Office of Academic Services suite.
- New furniture for the Office of Academic Services.
- One additional temporary worker.

The chief long-range goals (2013-2018) for the Office of Academic Services include each of the following:

- Creating a full service Veterans Affairs office (December 2015).
- Creating a transfer and articulation department within the Office of Academic Services (December 2016).
- Providing input into an administrative building designed to house all administrative services under one roof (December 2017).

## Office of Accounting

2013

In the coming year, the Office of Accounting will accomplish the following:

The Office of Accounting supports the mission statement of Lindenwood University by doing the following:

- Keeping as current as possible the University's student account balance details, accounts.  
Payable payments, agency account balances, investment reports and financial reports for the board, administration, faculty, and students.

The members of the Office of Accounting will continue to grow in their areas of expertise through the following:

- Having interested/capable employees study and sit for the CPA exam to be completed by end of year (2012).
- Having Sheri complete CPE course requirements to maintain CPA license with 40 CPE hours (2012).
- Improving cross-training within department to be accomplished by end of year (2012).

The Office of Accounting will strive to function more efficiently by doing the following:

- Establishing a more efficient utility-bill-paying process wherever possible (Fall 2012).
- Using queries in CAMs to improve efficiency of determining if fees need to be or have been billed (2013).
- Setting up NCAA sport budget report in FRX (2013).
- Setting up new software for the new form 1099 (2013).

In order to achieve our goals, the Office of Accounting has the following needs:

- Additional work space due to currently being severely overcrowded.
- Two additional laptops to be utilized by individuals without workstations.
- Explore internship opportunities with the School of Business and Entrepreneurship.
- At least two additional people; a skilled accountant and a billing systems assistant.

The chief long-range goals (2013-2018) for the Office of Accounting include each of the following:

- Cleaning up fully depreciated fixed assets on records (2014).
- Creating a policy and procedures manual for sale or disposal of fixed assets (2014).
- Setting up vendors with terms in order to run a cash requirements report and not cut checks daily in order to establish a better cash management process (2015).

- Developing full use of bank reconciliation system including feeds from CAMS, excel spreadsheets, etc. (2015).
- Creating online payments for accounts payable vendors (2018).

## Business Office

2013

In the coming year, the Business Office will accomplish the following:

The Business Office supports the mission statement of Lindenwood University by doing the following:

- Advising students how to develop a financial plan to meet their financial obligation, this will allow them to be more focused on the many aspects of their education.
- Promoting financially responsible lifestyles by teaching students the importance of keeping their financial commitments.
- Continuing to conduct ourselves in a professional and positive manner.

The members of the Business Office will continue to grow in their areas of expertise by doing the following:

- Developing an email billing process to be sent out utilizing emails that will allow multiple statements to be sent for one student to multiple addresses (June 2013).
- Developing a survey requesting feedback from other departments for improved service and communications (August 2012).
- Having staff request at least one on or off campus workshop relevant to his/her area (June 2013).

The members of the Business Office will encourage student development through the following:

- Distributing a “Most Needed Information” fact sheet to all current students customized by account reps for each student group (August 2012).

The Business Office will help make Lindenwood University welcoming to its various constituents by doing the following:

- Improving bulletin boards to provide updated and relevant information (August 2012).

The members of the Business Office will show respect to Lindenwood University’s various constituents through the following:

- Considering students’ requests to eliminate the Student Refund Request form requirement prior to the release of funds from student accounts.

The Business Office will strive to function more efficiently by doing the following:

- Responding to all student appeals within 48 hours with decision, request for additional information, or documents that are needed, or time estimate of when they should expect a decision (July 2012).
- Implementing the use of a voice mail message log (July 2012).

In order to achieve our goals, the Business Office has the following needs:

- Support from our IT and CAMS support departments to develop the software enhancements for automated email billing (June 2013).

The chief long-range goals (2013-2018) for the Business Office include each of the following:

- Provide input for the design and construction of an administrative building that could bring all administrative services under one roof, which would greatly increase customer service and internal efficiency.
- Create a veterans administrative student center that could provide assistance in all aspects relevant to assisting specific needs that are complicated and constantly changing.
- Communicate with the coordinator of the student-retention program and stay aware of any retention problems that could be identified and adjusted to improve the retention numbers.
- Improve and expand our online services, which will be necessary once we start offering totally online programs.
- Create cross-training plan for department.

## Office of Campus Facilities

2013

In the coming year, the Campus Facilities Office will accomplish the following:

The Campus Facilities Office supports the mission statement of Lindenwood University by doing the following:

- Providing a safe and secure environment at all campus sites.
- Ensuring all products, services, and equipment are available for use.
- Assisting in the planning of future needs, managing new construction projects, and acquiring new real estate.

The members of the Campus Facilities Office will encourage student development by doing the following:

- Teaching graduate assistants to utilize specialized landscaping software to develop a comprehensive campus-wide landscaping plan (March 2013).
- Completing parking lot addition at North County Center (September 2012).

The Campus Facilities Office will help make Lindenwood University welcoming to its various constituents through the following:

- Adding monuments identifying Lindenwood University at two entrances (May 2013).
- Adding one substantial landscape feature at the Evans Commons (October 2012).
- Adding a minimum of two flower beds and/or shrubbery area (October 2012).
- Designing and constructing a Grounds Shop Facility (December 2012).
- Finalizing plans and constructing a sewage system at the Daniel Boone Home campus (December 2012).
- Completing the Student Athletic Complex (October 2012).
- Completing the update of the VIP room by installing hi-tech equipment and shades (August 2012).
- Constructing the computer training room (December 2012).

The members of the Campus Facilities Office will show respect to Lindenwood University's various constituents by doing the following:

- No new initiatives at this time

The Campus Facilities Office will strive to function more efficiently by doing the following:

- Finalizing the first section of newly created comprehensive Building Maintenance Manual (December 2012).



In order to achieve our goals, the Campus Facilities Office has the following needs:

- Additional real estate.
- Additional housekeeping and maintenance staff.

The chief long-range goals (2013-2018) for the Campus Facilities Office include each of the following:

- Acquire land and construct bell tower (October 2017).
- Design and construct new Admin Building (2015).
- Modify Lindenwood University-LU-Belleville campus (ongoing).
- Complete planning/construction of the Town Center (Fall 2014),
- Complete ADA student/planning for modifications (August 2013).

## Office of Communications and Public Relations and Office of Executive Communications

2013

In the coming year, the Office of Public Relations will accomplish the following:

- 1) The Office of Public Relations supports the mission statement of Lindenwood University by doing the following:
  - Promoting the good news of Lindenwood and shaping the view of our institution through typical media channels and new social media opportunities.
  - Implementing multimedia assets such as web video and web content management devices.
  - Monitoring, editing, and proofreading the professional quality of written communications that represent the President and the University.
  - Working with the webmaster to ensure that the University website communicates relevant information to all University stakeholders.
  
- 2) The members of the Office of Public Relations will continue to grow in their areas of expertise by doing the following:
  - Training in graphics and multimedia to prepare content for tablets and mobile devices (Candace Roberts will take ART 38604 -- iPad Portfolio and Publishing) (May 15, 2012).
  - Training in Smartphone marketing/mobile admissions (Rachel Wilmes will take a webinar with an LU admissions rep through Stamats) (April 15, 2012).
  - Training in the Hannon Hill Content Management System (Julie Beard – March 2012).
  
- 3) The members of the Office of Public Relations will encourage student development through the following:
  - Exploring ways to implement and make recommendations on campus-wide use of video streaming and podcasting (Scott Queen to serve on University committee) (December 1, 2012).
  - Helping David Brown create an aggregate arts-events Web landing page (Julie Beard – June 2012).
  
- 4) The Office of Public Relations will help make Lindenwood University welcoming to its various constituents by doing the following:
  - Creating a warm “Welcome to Lindenwood” presidential video (August 15, 2012).
  - Rewriting major Web landing pages with more user-friendly copy (August 15, 2012).

- 5) The members of the Office of Public Relations will show respect to Lindenwood University's various constituents by doing the following:
  - Implementing a program under which PR's monitoring of Twitter and other social media platforms document student questions, issues, and concerns. In addition, meet with departments (chiefly maintenance) to encourage swift responses/resolutions (March 1, 2012).
  - Revising current Web landing pages and creating new ones for major categories (July 2012).
  
- 6) The Office of Public Relations will strive to function more efficiently by doing the following:
  - Collaborating with the School of Communications to convert key elements of "School of" printed booklets to video (First book by April 1, 2012).
  - Spearheading efforts to acquire a Web-based document management system.
  
- 7) In order to achieve our goals, the Office of Public Relations has the following needs:
  - Two tablets to execute the iPad component in number two.
  - New fax/scanner/copier.
  - Acquisition of a Web-based document management system.
  
- 8) The chief long-range goals (2013-2018) for the Office of Public Relations include each of the following:
  - An advertising budget in 2012-2013 for Day Admissions (similar to the one for evening admissions) to support the University's recruiting efforts.
  - Television commercial(s) in 2013-2014 to enhance Day Admissions recruiting.
  - Effective editorial content on the Web and effective management of internal documents.

## Office of Day Admissions

2013

In the coming year, the Office of Day Admissions will accomplish the following:

The Office of Day Admissions supports the mission statement of Lindenwood University by doing the following:

- Interviewing, counseling, and providing connectivity through promotion of professional and pre-professional degree programs that are offered at Lindenwood.
- Exploring all facets of the student's background focusing on the talents, interests, and future of the student and tailoring our efforts concerning the admissions process to those individual qualities.
- Identifying and recruiting talented students who are academically inclined and who participate in character, community service, and youth leadership initiatives, thus furthering lifelong learning.

The members of the Office of Day Admissions will continue to grow in their areas of expertise through the following:

- Sending five people to the MOACAC conference in Overland Park, KS (April 15-17, 2012).
- Sending three people to the NACAC conference in Denver, CO (October 4-6, 2012).
- Submitting a proposal to present at MWREA in Chicago by the Dean of Admissions (November 7-10, 2012).

The members of the Office of Day Admissions will encourage student development through the following:

- Recommending and promoting participation in Lindenwood's new and existing Greek life by creating new promotional materials (March 2012).
- Promoting the Lindenwood career development or internship programs by creating new promotional materials (April 2012).
- Partnering with high schools and community colleges to provide college planning and financial aid information/seminars (August 2012).

The Office of Day Admissions will help make Lindenwood University welcoming to its various constituents by doing the following:

- Updating the aesthetic elements of the Welcome Center (July 2012).
- Redesigning the online visit and touring options (May 2012).
- Redesigning the prospective student webpage (May 2012).
- Utilizing the institutional Customer Relationship Module – CAMS to automate and generate new effective communication procedures (May 2012).

The members of the Office of Day Admissions will show respect to Lindenwood University's various constituents by doing the following:

- Supporting and participating in all check-in and First-Year Experience programs (August 2012).
- Supporting academic schools by hosting and implementing scholarship programs to increase awareness and matriculation of quality students (August 2012).
- Showcasing Lindenwood campus facilities and programs by hosting prospective student awareness days (February and October 2012).

The Office of Day Admissions will strive to function more efficiently by doing the following:

- Working with the Faculty Task Force on Student Recruitment to develop a proposal for an in-house transcript evaluator (March 2012).
- Redesigning enrollment day proceedings utilizing all day admissions staff for planning and implementation (February 2012).
- Implementing additional prospective student tracking procedures to run reports efficiently (March 2012).

In order to achieve our goals, the Office of Day Admissions has the following needs:

- Tablets or laptops with VPN and CAMS access for all recruiters to stay connected while traveling or off hours.
- New promotional banners to utilize at high school visits and college fairs.
- Completion of the "8 school of" brochures to advertise and market Lindenwood academic schools.

The chief long-range goals (2013-2018) for the Office of Day Admissions include each of the following:

- Increase our Bright Flight population by .5% annually (2.5% by Fall 2018).
- Increase our average ACT score by .14 annually (24 by 2018).
- Increase our average GPA annually by .01 (3.4 by 2018).
- Based on current staffing structure (10FT-2PT ADMC), increase total annual matriculation of commuters and residents by 12% (Fall 2012 and 2013). Note: additional recruitment staff will be needed to increase after this stage.

## Office of Distance Learning

2013

In the coming year, the Office of Distance Learning will accomplish the following:

The Office of Distance Learning supports the mission statement of Lindenwood University by creating degree programs that meet the needs of the community through the following:

- Monitoring the experience level of all faculty teaching online courses.
- Monitoring the quality of the content of the courses.

The members of the Office of Distance Learning will continue to grow in their areas of expertise by doing the following:

- Sending two people to the Blackboard Conference in New Orleans, LA, (July 12, 2012).
- Providing input to the Blackboard Bug Squad to help improve the functionality of the LMS (bimonthly through May 2013).

The members of the Office of Distance Learning will encourage student development through the following:

- Providing a tutorial that helps students navigate through Blackboard (Fall 2012).
- Providing students and faculty with a newsletter of events and activities involving Blackboard (monthly through May 2013).

The Office of Distance Learning will help make Lindenwood University welcoming to its various constituents by doing the following:

- Providing at least five Blackboard training sessions for faculty and adjuncts throughout the academic school year (conducted during August, November, January, March, and May of the school year).
- Providing training sessions that help ease student fear of online classes by incorporating instructions on the process of uploading documents or taking quizzes within the initial course instructions (prior to the start of the semester, quarter, and business term through May 2013).

The members of the Office of Distance Learning will show respect to Lindenwood University's various constituents by doing the following:

- Treating faculty and student Blackboard issues seriously and responding to their request for help within 24 hours (daily through May 2013).
- Monitoring the Student Services Online Support every Tuesday and Thursday to ensure faculty and students are getting their issues resolved (biweekly through May 2013).

The Office of Distance Learning will strive to function more efficiently by doing the following:

- Conducting updates every other month to ensure all participants in the program receive the information necessary to support the program (bimonthly through May 2013).
- Tasking Blackboard to provide advanced notice when installing service packages (bimonthly through May 2013).
- Having a content manager added to the LMS to reduce the amount of time spent copying similar files multiple times (Fall 2012).

In order to achieve our goals, the Office of Distance Learning has the following needs:

- Upgrading the LMS to include a license for Blackboard Community/Content.
- Hiring more staff once this function becomes a School of Distance Learning, to include a Blackboard Trainer, a Blackboard Course Designer, and a Blackboard Database Manager.
- Obtaining office space to house the School of Distance Learning function.

The chief long-range goals (2013-2018) for the Office of Distance Learning include each of the following:

- Adding two more undergraduate degree programs (Fall 2015).
- Increasing online enrollment by 15% annually (2015).
- Develop process for including video of lectures (2015).

## Office of Evening and Graduate Admissions

2013

In the coming year, the Office of Evening and Graduate Admissions will accomplish the following:

The Office of Evening and Graduate Admissions supports the mission statement of Lindenwood University by doing the following:

- Considering the entirety of every applicant's talents, experience, and aspirations when making an admit decision.
- Proactively and continuously seeking residents in our community and beyond who can achieve their educational and career goals through lifelong learning opportunities offered at our University.
- Treating our applicants, students, alums, and fellow employees in the same manner in which we ourselves would like to be treated.

The members of the Office of Evening and Graduate Admissions will continue to grow in their areas of expertise by doing the following:

- Attending two outside training sessions during the academic year focusing on customer service and salesmanship (June 2013).
- Hosting a recognized leader in a particular field external to Lindenwood to share their methodology, philosophy, and experiences with all members of the department (quarterly).

The members of the Office of Evening and Graduate Admissions will encourage student development through the following:

- Facilitating the distribution and promotion of LU free student tickets at each center for LU events such as athletics, various speaker series, the film series, and fine arts performances on an ongoing basis as they occur on the University calendar (monthly through June 2013).
- Providing a monthly calendar of events in the communities surrounding each center that will offer the opportunity for personal enrichment (monthly through June 2013).
- Implementing a mentoring program for all work-and-learn students and graduate assistants in our department to guide and assist them in their pursuit of higher education and ultimately a career (July 2012).

The Office of Evening and Graduate Admissions will help make Lindenwood University welcoming to its various constituents by doing the following:

- Forming an assessment team of LU employees who visit each campus/office in our department to make recommendations concerning first impressions and functionality (July 2012).



- Forming an assessment team of students from each campus to seek areas for improvement and affirm the veracity of our own beliefs (July 2012).
- Holding a department strategy session upon completion of the recommendations from the two groups mentioned above to transform the best of them into an implementation plan which identifies “champions” for each along with a timeline for their implementation (July 2012).

The members of the Office of Evening and Graduate Admissions will show respect to Lindenwood University’s various constituents by doing the following:

- Scheduling a bi-annual meeting with the dean of each school to share thoughts on improvement in communication and efficiency between our office and their department (July 2012 and January 2013).
- Scheduling a bi-annual meeting with each department head (Academic Services, Financial Aid, Business Office) to share thoughts on improvement in communication and efficiency between our office and their department (October 2012 and April 2013).
- Conducting regular meetings with campus/center directors to review the best practices in customer service (quarterly).

The Office of Evening and Graduate Admissions will strive to function more efficiently by doing the following:

- Developing a process flow chart for each campus including timeline and assigned responsibilities for each step of the new student process (August 2012).
- Developing a process improvement plan based on the flow chart with the goal of reducing the time it takes to complete the admit process and reduce the potential for errors at each step (August 2012).
- Performing a review of all documents, fliers, and printed materials used at each campus with the intent of consolidation, accuracy/updates, and overall improvement (July 2012).

In order to achieve our goals, the Office of Evening and Graduate Admissions has the following needs:

- Laptops for each center director to enable them to maximize the efficiency of their days when not in their office.
- Professionally designed marketing materials.

The chief long-range goals (2013-2018) for the Office of Evening and Graduate Admissions include each of the following:

- Full investigation and financial prospectus for possible extension centers in Columbia, MO, Cape Girardeau, MO, Farmington, MO, and Springfield, MO (July 2013, 2014, 2015, 2016).
- 2% growth from year to year.

## Office of Financial Aid

2013

In the coming year, the Office of Financial Aid will accomplish the following:

The Office of Financial Aid supports the mission statement of Lindenwood University by doing the following:

- Providing support and guidance to all students dependent on financial assistance to achieve their educational goals.
- Allowing students to develop adaptive thinking and problem solving skills by giving them the knowledge needed to complete financial aid documents.
- Advising and assisting students to become knowledgeable and responsible financial aid recipients.

The members of the Office of Financial Aid will continue to grow in their areas of expertise through the following:

- Implementing and adapting office policies and procedures to remain in compliance with FAFSA verification process change for 2012/13 (July 2012).
- Attending online webinars to stay current on topics related to financial aid (June 2013).

The members of the Office of Financial Aid will encourage student development through the following:

- Enabling students to be fully engaged in their personal finances by offering online financial literacy (December 2012).

The Office of Financial Aid will help make Lindenwood University welcoming to its various constituents by doing the following:

- Increasing our involvement with student activities so that each staff member is recognized by our students as a part of the entire campus community (June 2013).

The members of the Office of Financial Aid will show respect to Lindenwood University's various constituents by doing the following:

- Remembering that financial aid is a complex process that is often misunderstood by our constituents and requires added patience when explaining all elements involved (ongoing).

The Office of Financial Aid will strive to function more efficiently by doing the following:

- Utilizing CAMS to electronically import verified FAFSA data for selected applicants (July 2012).
- Explore options for enhanced use of electronic resources (i.e. automated award packaging, online verification, email award letters, etc.) (June 2013).

In order to achieve our goals, the Office of Financial Aid has the following needs:

- Enhancements to computer system that would allow CAMS to operate faster.

The chief long-range goals (2013-2018) for the Office of Financial Aid include each of the following:

- Work toward the use of more innovative ways to communicate with our student/parents.

## Office of Information Technology

2013

In the coming year, the Office of Information Technology will accomplish the following:

The Office of Information Technology supports the mission statement of Lindenwood University by doing the following:

- Giving the students wireless access.
- Maintaining an up-to-date student portal for students to use to access transcripts, class schedule and billing anywhere in the world.
- Presenting accurate and reliable information through the University's website.

The members of the Office of Information Technology will continue to grow in their areas of expertise through the following:

- Researching and utilizing emerging technologies, such as social media and content management software (September 2012).
- Attending various training sessions for the MAC equipment (December 2012).
- Creating and managing two full data centers in divergent locations (June 2013).

The members of the Office of Information Technology will encourage student development through the following:

- Increasing student bandwidth (December 2012).
- Taking on the TV service provider role (June 2013).
- Developing a method for LCIE students to complete only one course evaluation per cluster (June 2013).

The Office of Information Technology will help make Lindenwood University welcoming to its various constituents by doing the following:

- Providing a wireless network connection that is more user friendly (September 2012).
- Allowing incoming students to sign up for housing and Work and Learn online (December 2012).
- Supporting helpdesk calls in a more efficient way (September 2012).

The members of the Office of Information Technology will show respect to Lindenwood University's various constituents by doing the following:

- Instituting a user-friendly password policy and reset page to ensure security of all users (September 2012).
- Scheduling annual meetings with the directors' of each department to determine future needs (September 2012).
- Providing better documentations for the various systems in place (June 2013).

The Office of Information Technology will strive to function more efficiently by doing the following:

- Communicating better with students, faculty, and staff when technology problems arise (September 2012).
- Migrating all remaining campuses to a layer two Internet connection (June 2013).
- Decreasing the response time for Help Desk tickets (September 2012).

In order to achieve our goals, the Office of Information Technology has the following needs:

- Increased IT budget.
- Additional IT staff in St. Charles and Lindenwood University-Belleville campus.
- Communication from other departments on campus before they start projects that require IT related needs.

The chief long-range goals (2013-2018) for the Office of Information Technology include each of the following:

- Transitioning to CAMS Mosaic.
- Fully migrating to VoIP.
- A fully operational disaster recovery site in Belleville.

## Office of Institutional Advancement

In the coming year, the Office of Institutional Advancement will accomplish the following:

The Office of Institutional Advancement supports the mission of Lindenwood University through the following:

- Supporting the talents, interests, and future of our students.
- Improving the annual participation rate of the alumni from 12.3% to 13% (summer 2013).
- Growing the endowed funds to \$250 million by the 200<sup>th</sup> anniversary in 2027.
- Funding 30% of capital projects costs.

The members of the Office of Institutional Advancement support the student focused mission through the following:

- Obtaining gifts and grants to improve retention and graduation rates of our students (Summer 2013).
- Increasing endowed scholarships and student honors awards (ongoing).
- Expanding the athletic/ booster funding to support our scholar athletes (ongoing).
- Expanding our students' understanding of and commitment to philanthropy through LU for Life program (ongoing).
- Measuring the effectiveness and defining the campaigns for the annual fund, endowed funds, planned giving, and capital projects (Summer 2013).

Members of Institutional Advancement will increase their knowledge and sophistication of the following areas:

FY 2013

- Data integrity to ensure the completeness, timeliness, accuracy, and validity of records (Summer 2013).
- Prospect research to develop wealth profiles, tiers, of individual donors and prospects- alumni, friends or parents (Summer 2013).
- Vendor tracking and analysis for identification, planning, and solicitation (Summer 2013 with staff).
- Allocation of time to be spent with prospects and donors (Summer 2013).
- Volunteer base growth and development (Summer 2013).
- Establishment of professional development plans which mirror the culture of the University (Summer 2013).

The fundraising projects outlined below will be completed by June 30, 2013:

- Alumni relations – the goal is to reach 13% alumni participation, 5% growth of the St. Charles Club, 10% growth of the LU-Belleville Club, and the development of a travel strategy to steward alumni (Summer 2013).
- Annual Fund – \$300,000 in unrestricted gifts (Summer 2013).
- Athletic development –
  - Baseball/Softball Complex Campaign - \$20,000 (Summer 2013)
  - Booster Club (Black and Gold Club) - \$25,000 (Summer 2013)
  - Hyland Naming Opportunities – \$50,000 (Summer 2013)
  - Lou Brock Golf Classic - \$125,000 (Fall 2012)
  - LU to D11 Campaign - \$150,000 (Complete)
  - Shotgun Sports Complex Campaign - \$20,000 (Summer 2013)
  - Tennis Court Complex Campaign - \$25,000 (Summer 2013)
- Lindenwood University-Belleville Campus –
  - Naming Opportunities - \$250,000 (Summer 2013)
  - Endowed Scholarships - \$25,000 (Summer 2013)
  - Spring Golf Outing - \$50,000 (Spring 2013)
- St. Charles Campus –
  - Arts Endowment - \$250,000 (Summer 2013)
  - Business School Naming - \$5 million (Summer 2013)
  - Evans Commons Campaign - \$200,000 (Summer 2013)
  - Legends Campaign - \$20,000 (Summer 2013)
  - Newman Center Endowment - \$150,000 (Summer 2013)
  - Planned Gifts/Bequests - \$200,000 (revocable gifts are listed on the development records, and irrevocable gifts are booked institutionally as pledges) (Summer 2013)
  - Program Support - \$180,000 (Summer 2013)
  - Research Grants - \$1 million (Summer 2013)

In order to achieve these goals, the Office of Institutional Advancement has the following needs:

- Expand the Institutional Advancement office space (Summer 2013).
- Establish meeting places for our alumni (Summer 2013).
- Add a full-time researcher to support donor cultivation (Summer 2012).
- Add a full-time professional in planned giving (Autumn 2013).

The chief long-range goals (2013-2018) for the Office of Institutional Advancement include the following:

- Raise the equivalent of 10% of the annual operating budget of the University through gifts.
- Increase annual alumni participation to 15%.

- Support for faculty grants beyond the currently funded departments of education, science, Boone Home, and Belleville.
- Established, effective programs and systems of cultivation and stewardship of prospects, donors, and alumni.
- Preparation for University-wide capital campaign in the range of \$200 million to support people, programs, and facilities.
- Grow the endowed funds to \$175 million.
- Provide a stream of expectancies for the University.



## Office of Institutional Research

2013

In the coming year, the Office of Institutional Research will accomplish the following:

The Office of Institutional Research supports the mission statement of Lindenwood University by doing the following:

- Providing oversight of the University assessment program as well as providing the University administration and stakeholders with data analysis of University programs as requested.

The members of the Office of Institutional Research will continue to grow in their areas of expertise by doing the following:

- Sending at least one person to the HLC conference in April 2013 (Spring 2013).
- Reviewing material from the 2012 HLC conference, brought back by the University's delegation (Fall 2012).

The members of the Office of Institutional Research will encourage student development through the following:

- Assisting the Provost's office in preparation for the HLC visit in the fall of 2013 (Summer 2013)
- Playing a significant role in the creation of the annual retention report (Spring 2013).

The Office of Institutional Research will help make Lindenwood University welcoming to its various constituents by doing the following:

- Creating a second edition of the report on international student retention (Summer 2013).
- Overseeing the implementation of the first full year of the new assessment system (Spring 2013).

In order to achieve our goals, the Office of Institutional Research has the following needs:

- Appointment of a Director of Assessment (or Assessment Coordinator) for the St. Charles campus separate from the Dean of Institutional Research, but serve under the dean.
- One or more graduate assistants to deal with clerical and computational issues, which will be particularly necessary if the IRB is aligned with this office as mentioned in the long-range goals.

The chief long-range goals (2013-2018) for the Office of Institutional Research include each of the following:

- Potentially aligning the Institutional Review Board with the Office of Institutional Research, and have the IR office act as the clerical and organizational arm of the IRB (Fall 2014).
- Expansion of the areas studied by the office to include more student life and academics areas (Fall 2015).
- Expansion of the office to include a Lindenwood University-Belleville branch (Fall 2014).

## Office of Library Services

2013

In the coming year, the Office of Library Services will accomplish the following:

The Office of Library Services supports the mission statement of Lindenwood University by doing the following:

- Expanding marketing initiatives that better connect students to library resources and services that will enhance the University experience.
- Equipping students with the information literacy skills they need to succeed in a competitive environment,
- Expanding and enhancing all modes of instruction that will support both the research process and development of ideas.
- Expanding programs that encourage library usage, i.e., Banned Books Week, book displays, historical artifact and archival displays, etc.
- Focusing on specific needs of the University's online degree-seeking community.
- Working with the Library Advisory Council to implement policies and services that cater to the needs of all library users.

The members of the Office of Library Services will continue to grow in their areas of expertise by doing the following:

- Revisiting the development and subsequent marketing of the library's e-book collection (April 2012).
- Exploring new tools and technologies in collection analysis and development that will enhance staff's ability to better assess, build, and weed the collection (May 2012).
- Development and implementation of an online bibliographic instruction course to meet the needs of the growing online user population (July 2012).
- Exploring additional resources to improve and formalize the library's Readers Advisory Program (August 2012).
- Involving staff with the Library Advisory Council to develop a better understanding of the specific needs of individual schools, departments, and the community at large as they relate to library services (January 2013).

The members of the Office of Library Services will encourage student development through the following:

- Inviting an undergraduate and graduate student to participate and provide input into the Library Advisory Council (February 2012).
- Developing and marketing events in the library that enhance the student experience at Lindenwood (i.e., Banned Books Week, Fright Night, Book Displays, etc.) (February 2012).
- Working with the Career Services and Student Success Center departments on a joint marketing program (June 2012).
- Working with the Athletics Department to place a well-trained graduate assistant in the new study area in the Hunter Athletic Complex to assist student athletes with library research (June 2012).

- Creating training opportunities for library graduate assistants and undergraduate work-and-learn students to improve skills in the areas of information literacy resource proficiency, scholarly research, and customer service (December 2012).
- Actively pursuing new internship opportunities that will allow the University archives to encourage and assist humanities students with finding positions in their field of choice (January 2013).

The Office of Library Services will help make Lindenwood University welcoming to its various constituents by doing the following:

- Sending out Library updates/information to students directly through the student activities newsletter (January 2012).
- Reinforcing the relevancy of the library to each student's academic and social life and fostering a greater sense of community among students through the online distribution of relevant and frequent photographs, video, and other multimedia relating to the library and its staff and services (January 2012).
- Improving the ease and accessibility of communication between library users and the circulation department by implementing and offering SMS notifications for the pickup, cancellation, and renewal of library materials (February 2012).

The members of the Office of Library Services will show respect to Lindenwood University's various constituents by doing the following:

- Implementing a public suggestion box, checking suggestions on a regular basis, bringing concerns to the Library Advisory Council for discussion, and creating solutions (January 2012).

The Office of Library Services will strive to function more efficiently by doing the following:

- Training a graduate assistant in the reference department to troubleshoot basic technology, printer, and photocopy machine issues that will free the reference librarian on duty to help students with research needs (January 2012).
- Reassessing and redefining individual graduate assistant job descriptions and duties that are more reflective of the level of responsibility and professionalism required for the positions (April 2012).
- Revising circulation and general library policies and procedures to reflect best practices (June 2012).

In order to achieve our goals, the Office of Library Services has the following needs:

- Assistance from the appropriate department(s) to create a tutorial video on our website.
- Additional space to expand the collection and provide ample seating and workspace for library users.
- De-select outdated, irrelevant, irreparable print materials from the general collection to create space for titles that support current curriculum and research needs.
- Higher volume of electrical outlets throughout the library building, especially in study areas and workspaces.
- Creation of a paid internship position for a qualified individual whose sole responsibility will be responsible to provide bibliographic instruction and occasional support at the reference desk.
- Additional space.

The chief long-range goals (2013-2018) for the Office of Library Services include each of the following:

- Increased involvement in regional professional organizations as a means to build Lindenwood's reputation among the area's academic institutions (January 2015).
- Collaborative relationships with local public and school librarians (January 2016).
- An active Library Advisory Council that contributes to the betterment of resources and services to our user community (December 2017).

## Department of NCAA Athletics

2013

In the coming year, the Department of NCAA Athletics will accomplish the following:

The Department of NCAA Athletics supports the mission statement of Lindenwood University by doing the following:

- Providing each student-athlete the opportunity to use his or her physical and mental skills for the purpose of continued development and growth.
- 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.
- Recruiting quality academically acceptable student-athletes with good character, talent, and a desire to be a positive contribution to the campus and community.
- Providing a nurturing environment and educational opportunities so student-athletes will have success achieving their goals and build a positive future.

The members of the Department of NCAA Athletics will continue to grow in their areas of expertise by doing the following:

- Joining organizations like the National Association for Academic Advisors for Athletics to obtain additional insight into the effective management of the Academic Success Center in the Student Athlete Center (August 2012).
- Creating and recommending a model for effective management of the Academic Success Center (January 2013).

The members of the Department of NCAA Athletics will encourage student-athlete development through the following:

- Implementing programs comparable to My Playbook in an effort to enhance Champ Life Skills as well as drug and alcohol education and awareness (September 2012).
- Developing and establishing a student-athlete incentive program that encourages attendance and support of peers as well as the continued development of each student-athlete (September 2012).

The Department of NCAA Athletics will help make Lindenwood University welcoming to its various constituents by doing the following:

- Implementing a student rewards program that recognizes and supports the role that a constituent like the student body plays within the game day environment (September 2012).
- Incorporating promotions like Military Recognition Day within several athletics venues in support of American Troops (September 2012).
- Establishing a “cub club” program that not only encourages the involvement of community youth, but also reinforces the need for our student-athletes’ to be cognizant

of their responsibility to serve as a role model and enhances our commitment to the St. Charles Community (September 2012).

The members of the Department of NCAA Athletics will show respect to Lindenwood University's various constituents by doing the following:

- Conducting a feasibility study on handicap seating needs at Hyland Arena (July 2012).
- Evaluating and making recommendations for improvements to the ticketing process at athletics venues to minimize long lines and enhance customer service (August 2012).

The Department of NCAA Athletics will strive to function more efficiently by doing the following:

- Seeking effective methods of communication that take advantage of technological resources thereby reducing paper processes (July 2012).
- Establishing cash registers at gate and concessions to improve inventory control (August 2012).
- Adding credit card machines to improve ticket processing (August 2012).

In order to achieve our goals, the Department of NCAA Athletics has the following needs:

- Scanner, cash register, and credit card equipment (August 2012).
- Locker room renovations and addition of Spirit Shoppe in Hyland (August 2012).
- Seating increase/modifications to softball at Lou Brock Complex (August 2012).
- Installation of lights around track (August 2012).
- Construction of small brick ticket hut outside of Hunter Stadium (Weber Drive upper entrance) and addition of security cameras to press box area (July 2012).
- New scoreboard, video board in Hyland (August 2012 — tied to fundraising component).
- Installation of Baseball and Softball Turf (July 2012).

The chief long-range goals (2013-2018) for the Department of NCAA Athletics include each of the following:

- Hyland handicapped seating (August 2013).
- Bleachers, scoreboard, restrooms, concessions, and locker rooms near the track and field (July 2013).
- Track configuration and resurfacing (July 2014).
- Installation of scoreboard and video board at Hunter Stadium (July 2014).
- Hyland Arena expansion for HIT Center, Health and Fitness Sciences, locker rooms and an educational gym facility for Physical Education (July 2015).
- Installation of scoreboard at track and field complex (July 2014).
- Construct bleachers, storage, restrooms, lockers, concessions and press box at the track and field complex (July 2014).
- Construct indoor facility that would include a 200-meter track with turf inside the track to provide indoor workout needs during the winter months and inclement weather (August 2016).

## Office of Professional Theatre

2013

In the coming year, the Department of Professional Theatre will accomplish the following:

The Department of Professional Theatre supports the mission statement of Lindenwood University by doing the following:

- Providing the truth in educating our students in the theory and practice of their areas of interest.
- Providing a disciplined, well-ordered educational view of the realities of the performing arts and its management and employment opportunities.
- Showing how important the liberal arts education is in life and in entertainment and how much it adds to both.

The members of the Department of Professional Theatre will continue to grow in their areas of expertise by doing the following:

- Attending workshops and seminars in fields related to their areas of expertise (June 2013).
- Providing increasing detail in student and professional productions (sets, staging, and sound) (June 2013).
- Attending professional productions to interact with their theatrical counterparts to view new techniques, equipment, and associated skills (June 2013).

The members of the Department of Professional Theatre will encourage student development through the following:

- Working directly with individual students to help them identify and/or expand on their areas of specific interest (May 2013).
- Assisting in the development of academic projects that will enhance the academic experience (May 2013).
- Providing specialized training for students who display exceptional skills, while maintaining academic excellence and exhibit discipline in their work habits (May 3012).

The Department of Professional Theatre will help make Lindenwood University welcoming to its various constituents by doing the following:

- Displaying the technical and artistic options and capabilities of the various Performing Arts facilities (June 2013).
- Providing the most inviting, comfortable, safe, and clean theater experience anywhere for theater patrons and students (June 2013) .
- Providing informational tours of “behind the scenes” activities for the general public, potential students, and local organizations (June 2013).



The members of the Department of Professional Theatre will show respect to Lindenwood University's various constituents by doing the following:

- Providing an ever-changing, interesting and artistically exciting theatrical environment including public lobby spaces, adjoining outdoor areas, advertisements, etc.(June 2013)
- Involving all interested students in as many areas of interest (be it professional or student productions) as possible (May 2013).
- Providing professional experience and interaction to faculty and staff whenever possible to enhance their ability to bring "real world" experience to the classroom (June 2013).

The Department of Professional Theatre will strive to function more efficiently by doing the following:

- Striving to make more efficient use of equipment, space, and manpower (August 2012).
- Seeking new space to prevent the disposal of set lumber by more recycling of set pieces (we are currently forced to dispose of useful materials for lack of space to preserve them properly) (December 2013).
- Teaching proper theatrical discipline and management skills to students so they are aware of the problems faced by the theatre professionals and outside operations from which they eventually seek employment (May 2013).

In order to achieve our goals, the Department of Professional Theatre has the following needs:

- More logical use of current spaces for the betterment of operations and educational experience for our students.
- Additional, appropriate spaces to support operations. We currently are completely out of office space for additional faculty and staff and in need of appropriate support facilities for education and operational support.
- Addition, restoration, relocation and re-designation of spaces to accommodate our growing student population, classroom needs, and related activities.

The chief long-range goals (2013-2018) for the Department of Professional Theatre include each of the following:

- The expansion of our costume shops, costume design, and related areas of academic concentration. The hiring of faculty and staff experts in that area will greatly enhance recruitment of students and support an ever-increasing number of student productions, both large and small, and add costume rentals to our capabilities with the practical job experience that it brings to our theater students. I highly recommend the hiring of Wes Jenkins (graduate student about to get his MFA) as a new faculty member for that area as he is excellent in design, fabrication, and depth understanding of this very important area of theater. While we need to hire some non-Lindenwood grads for greater diversity of knowledge, we simply can't overlook those from within that are clearly superior in their fields. Wes is one such person.

- Substantial, suitable warehouse space for the storage of seasonal items, set pieces, and additional technical construction and design (shop) spaces to facilitate a safe operation for our growing 24/7 operations of student and professional theater while reducing operating costs by not having to dispose of reusable items for lack of storage or delay set construction on multiple shows (currently we don't have the space to design and construct more than one show at a time. We also don't have enough staff though our output has greatly increased to its current maximum).
- Final assembly of fully functional audio recording components to support new students in the area of audio design, production, support, and management.
- Addition of fully functional male and female dressing rooms of proper scale to the Emerson Black Box Theater (lower level) along with (upper level) additional offices for technical faculty and staff and a scaled rehearsal hall dedicated exclusively to students preparing shows for the Bezemes Family Theater and the Emerson Black Box Theater (This addition will fit in the outside space adjacent to the Emerson Black Box between the Black Box and the current sidewalk on the west side of the current structure as an architecturally correct addition to the building (drawings can be made available).
- The design and creation of space devoted to a school of broadcasting, film, and journalism (having all related activities located in a specific building to host television, film, radio, and journalism would achieve a more logical and cohesive operation for that division and the students, as well as provide the proper image to attract more students in those areas. Since all of these activities are connected in reality and logic, it would serve students and associated faculty to be in one location designed specifically for that purpose. If for example, the radio stations were moved from the current location, it would free up space in the Spellmann Center for general classrooms or other activities more appropriate to that location. Moving the TV station to the same location as the radio station would make that space available for the Audio Production Recording Studios logically connected to the theaters where most celebrity and student concerts take place. Journalism should obviously be located in proximity of the news dissemination centers of Radio and TV with the ability to print and web interface. Film could obviously benefit from studio spaces that may be shared with TV or built specifically for film).

## Spirit and Supplies Shoppe and Purchasing Manager

2013

In the coming year, the office of Spirit and Supplies Shoppe and Purchasing Manager will accomplish the following:

Spirit and Supplies Shoppe and Purchasing Manager support the mission statement of Lindenwood University by doing the following:

- Identifying the gifts, talents and goals of its staff, graduate assistants and work studies and put them in assignments that grow and maximize those gifts and goals.
- Developing the servant-leadership attitudes, behaviors, and actions of staff members, GAs, and Work and Learn students.
- Fostering foundational work ethics and values of the American Free Enterprise System.
- Developing and implementing agreed upon Best Business Practices for Lindenwood's purchasing system.
- Providing opportunities to promote school spirit in the community.

The members of the Spirit and Supplies Shoppe and Purchasing Manager will continue to grow in their areas of expertise by doing the following:

- Attending CAMEX (the University bookstore and training meeting) to learn new management techniques and foster relationships among peers (February 2013).
- Encouraging the Shoppe's Assistant Manager to begin his MBA degree – (June 2013).
- Sending staff to at least two extra Microsoft Office training sessions to include Microsoft Excel expertise (October 2012).
- Improving CAMS expertise by attending at least two sessions (June 2013).
- Having additional Comcash Point of Sale training (September 2012).
- Actively seeking out and attending extra training towards the goal of mastering all aspects of Microsoft Dynamics (August 2012).

The members of the LU Spirit and Supplies Shoppe will encourage student development by doing the following:

- Monitoring grades and promoting Honor Roll academic work (quarterly).
- Requiring establishment and evaluation of weekly goals to teach the Shoppe's graduate and undergraduate staff to think big and set audacious goals for their professional and personal lives. Weekly sessions will be held on Friday afternoons to monitor results (August 2012).

The Spirit and Supplies Shoppe and Purchasing Manager will help make Lindenwood University welcoming to its various constituents by doing the following:

- No new initiatives at this time.

The members of the LU Spirit and Supplies Shoppe will show respect to Lindenwood University's various constituents by doing the following:

- No new initiatives at this time.

The LU Spirit and Supplies Shoppe and Purchasing Manager will strive to function more efficiently by doing the following:

- Providing ongoing Microsoft Dynamics training at all faculty workshops (August 2012 and February 2013).
- Providing online tutorials for purchasing, receiving, and requisition creation (December 2012).
- Committing to an "LU official soft goods vendor" – one vendor by best bid process wins the t-shirt, hooded sweatshirt, and polo shirt business (August 2012).

In order to achieve our goals, the LU Spirit and Supplies Shoppe and Purchasing Manager has the following needs:

- Updated shelving in the storage areas.
- Upgraded point-of-sale system.
- Adding a computer repair service for Lindenwood students.
- Adding computer peripherals to the inventory stock.
- More efficient floor plan and the addition of a small counter to reflect the anticipated computer repair business.
- Adding a paid coffee machine to increase door traffic.
- Reducing the soft-goods inventory to reflect the needs for space for computer repairs.
- Additional time at faculty workshops for requisition and purchasing training.
- Developing and implementing a long-range sales and marketing plan in partnership with the School of Business and Entrepreneurship's retail management division.

The chief long-range goals (2013-2018) for the LU Spirit and Supplies Shoppe and Purchasing Manager includes each of the following:

- A million dollars in Shoppe sales revenue (Fiscal Year 2017-2018).
- A third paid staff member for the Shoppe (Fiscal Year 2013-2014).
- Retail sales laboratory for the Retail Management division (Fiscal Year 2013-2014).
- A formalized in-house training program for requisition creation and purchasing best business practices (Fiscal Year 2013-2014).
- A formalized mentoring program for the University to encompass Lindenwood traditions and history, the Lindenwood Model of doing business, as well as planning and communication development (Fiscal Year 2012-2013).
- A permanent location for Spirit Shoppe sales at the Hyland Arena (Fiscal Year 2013-2014).
- A completed Operations and Employee Manual for the Spirit Shoppe – (Fiscal Year 2012-2013).

## Office of Student and Academic Support Services (SASS)

2013

In the coming year, Student and Academic Support Services will accomplish the following:

The Student and Academic Support Services supports the mission statement of Lindenwood University by doing the following:

- Engaging the LU community through collaboration and referrals to appropriate departments to offer resources which support adaptive thinking and problem-solving skills.
- Providing students with opportunities for social interaction, campus engagement, and community service, thereby promoting a sense of belonging to the LU community.

The members of Student and Academic Support Services will continue to grow in their areas of expertise by doing the following:

- Sending one person to the annual AACRAO, MACRAO, and ACT conferences related to enrollment management and retention (January 2013).
- Attending and participating ADA/MOAHEAD conferences, webinars, and listservs (May 2013).
- Participating in NACADA subcommittees, conferences, and listserv related to advising and mentoring of at-risk students (May 2013).

The members of Student and Academic Support Services will encourage student development through the following:

- Working with the Campus YMCA and other LU student groups to engage the student community through participation in organizations and community service events (May 2013).
- Referring students to comprehensive online resources such as FOCUS 2 to assess interests, values, and motivation (May 2013).
- Offering electronic resources to identify learning styles, and using results to assist students in developing a self-directed approach to study (May 2013).

Student and Academic Support Services will help make Lindenwood University welcoming to its various constituents by doing the following:

- Working with residential directors to take part in hall meetings, introducing ourselves, and inviting students to visit the SASS office and take advantage of the resources offered (May 2013).
- Utilizing peer mentors to promote services through personal contact with students and sharing information about SASS (May 2013).
- Working with Day Admissions to provide accessibility/accommodations information for prospective students and their families (May 2013).

The members of Student and Academic Support Services will show respect to Lindenwood University's various constituents by doing the following:

- Involving the student community in the coordination and management of campus functions such as the LU Annual Christmas Walk and Spring into Service Day (April 2013).
- Providing support to faculty regarding at-risk student situations and need for accommodations (May 2013).

Student and Academic Support Services will strive to function more efficiently by doing the following:

- Utilizing the notes function in CAMS to track student interaction and communication and to generate reports for administrative purposes (May 2013).
- Soliciting student information from a variety of sources including faculty, administrative offices, and staff to better formulate strategies for student success (May 2013).

In order to achieve our goals, Student and Academic Support Services has the following needs:

- Handicap modifications to non-accessible LU buildings.
- Immediate access to testing which can identify learning disabilities through the Student Counseling and Resource Center or off-campus agencies at no additional cost to the student.

The chief long-range goals (2013-2018) for Student and Academic Support Services include each of the following:

- Create and implement a testing/proctoring facility to assist faculty and students who need to make up exams or to accommodate students with special needs (May 2018 or as space becomes available).
- As a continuation to the First-Year Experience, focus on creation of programs to retain sophomore students (May 2014).
- Develop a SASS center to be a central help desk for students who have general questions, need guidance, or require academic assistance (May 2018 or as space becomes available).

## Office of Student Development

2013

In the coming year, the Department of Student Development will accomplish the following:

The Department of Student Development supports the mission statement of Lindenwood University by doing the following:

- Facilitating safe and positive campus experiences that lead to the betterment of the student, institution, and community at large.
- Demonstrating commitment and dedication to student success by providing programs (FYE and LUL) and services (academic and personal support) that gives students an opportunity to develop lifelong skills.
- Supporting our undergraduate internal and external recruitment strategies.

The members of the Department of Student Development will continue to grow in their areas of expertise by doing the following:

- Regularly soliciting input from our constituencies (traditional and non-traditional day students, resident students, first-time full-time freshman, international students, traditional and non-traditional day students, moving to alum status, Lindenwood administration, and faculty, etc.) (Fall 2012).
- Regularly attending or presenting at program specific conferences (HLC, NAFSA, NACA, etc.) (Spring 2013).
- Preparing for the 2013 Higher Learning Commission visit (Fall 2013).

The members of the Department of Student Development will encourage student development through the following:

- Creating an encouraging atmosphere through the residential facilities that foster scholarship and personal growth (Fall 2012).
- Providing more avenues for self-exploration and recognition through on-campus clubs/organizations and activities (Spring 2013).
- Providing clear and concise information regarding established campus norms and expectations (Fall 2012).

The Department of Student Development will help make Lindenwood University welcoming to its various constituents by doing the following:

- Enhancing the orientation and check-in process (Fall 2012 and Spring 2013).
- Developing formalized electronic interface opportunities in the Work and Learn, Housing, International Students and Scholars, Career Services, and Student Life and Leadership office (Fall 2012).

The members of the Department of Student Development will show respect to Lindenwood University's various constituents by doing the following:

- Regularly attending/presenting at Lindenwood Student Government Association Meetings (Spring 2013).
- Ensuring all information/materials online are informative and accurate (Fall 2012).

The Department of Student Development will strive to function more efficiently by doing the following:

- Guaranteeing prompt service through the implementation of a 24-hour response policy (Fall 2012).
- Making advertised programs and services available on students' schedules (Fall 2012).
- Working with information technology to advance the electronic interface opportunities for students and parents (Summer 2013).

In order to achieve our goals, the Department of Student Development has the following needs:

- Increase the security presence on-campus, possibly through a dispatch station.
- Continued specialized augmentation of CAMS to support the plethora of student development specific needs.
- Expand the volume of space for the Work and Learn/switchboard/ID station office.

The chief long-range goals (2013-2018) for the Department of Student Development include each of the following:

- Creating a Center for First-Year Students that would allow the office to provide academic advising to undecided first-year students, parent program, and additional services (ongoing academic and personal support) for all students (i.e., not just at-risk students) (Fall 2015).
- Expanding the Career Center to house one FTE for each 1,500 FT students and a state-of-the-art career center featuring a career library, dedicated interviewing rooms, presentation and meeting spaces, and an employer resource room (Fall 2018).
- Developing one international campus (Fall 2015).



## Office of Student Life Sports

2013

In the coming year, the Department of Student Life Sports will accomplish the following:

The Department of Student Life Sports supports the mission statement of Lindenwood University by doing the following:

- Providing each student-athlete the opportunity to utilize his/her physical and mental abilities for continued academic, athletic, and personal development.
- Providing student-athletes with mentorship that allows each individual to create his/her map for success.
- Recruiting qualified student-athletes with good character, talent, and a desire to be a positive contributor to the campus and community.

The members of the Department of Student Life Sports will continue to grow in their areas of expertise through the following:

- Furthering professional development through conferences, clinics, research, and external consultation (Spring 2013).
- Adding a recruiting section to the Coaches' Handbook (Fall 2012).

The members of the Department of Student Life Sports will encourage student-athlete development through the following:

- Advocating social, academic, spiritual and autonomous responsibility (Spring 2013).
- Expanding student-athlete orientation to include a more in-depth discussion on eligibility, the student code of conduct, and available academic resources (Fall 2012).
- Encouraging coaches to take advantage of volunteer and mentorship opportunities in the local and regional community (Fall 2012).

The Department of Student Life Sports will help make Lindenwood University welcoming to its various constituents by doing the following:

- Providing clean and secure campus facilities (Spring 2013).
- Supporting the needs of applicants through the offices of Day and International Admissions (Spring 2013).
- Distributing a weekly email of upcoming sporting events to the general student population (Fall 2012).

The members of the Department of Student Life Sports will show respect to Lindenwood University's various constituents by doing the following:

- Presenting the highest quality character before, during, and after matches (Spring 2013).
- Demonstrating positive collegial competition at home and away games (Spring 2013).

The Department of Student Life Sports will strive to function more efficiently by doing the following:

- Meeting weekly to plan for and organize the following week's events (Fall 2012).
- Strengthening relationships with the commissioners of national organizations that organize our competitions (Spring 2013).

In order to achieve our goals, the Department of Student Life Sports has the following needs:

- Addition of a full-time assistant director.
- Addition of several Work and Learn students and graduate assistants to our Game Day Management group.
- Completion of a grandstand with locker rooms and lights on the track field.

The chief long-range goals (2013-2018) for the Department of Student Life Sports include each of the following:

- Remodeling the Fieldhouse for SLS Coaches (Fall 2013).
- Adding more full-time head coaches (Fall 2013).
- Procuring additional indoor practice/training space for SLS programs (Fall 2013).

## **Lindenwood University-LU-Belleville Campus of Lindenwood University**

### **Executive Summary**

Lindenwood University– is a sister campus of the internationally known and widely respected Lindenwood University–St. Charles campus. Members of the LU-Belleville faculty, staff, and student body want to replicate the degree offerings, academic services, intercollegiate athletics, and overall atmosphere of campus life that students of LU–St. Charles experience.

A primary goal in 2012-2013 will be to identify the needs and coordinate the efforts that establish LU-Belleville as a full-service campus. To do so, the LU-Belleville administration will work with the St. Charles administration to build all faculty, staff, and administrative services required to meet the needs of a growing campus community.

In order to meet the educational, spiritual, and physical needs of our student body, the administration, faculty, and staff of LU-Belleville ask for the consideration of this strategic plan by Dr. James D. Evans, President of Lindenwood University, and our Board of Trustees.

## Office of Academics

The primary goal for the LU-Belleville Office of Academics is to support the overall mission of the University while continuing to expand the academic offerings in Belleville. A priority will be presenting nine new degree programs to the Illinois Board of Higher Education: mass communications, interactive media and web design, advertising and public relations: corporate communication, biology, physical education, information technology, and fire science management, as well as master's degrees in gerontology and administration with an emphasis in management and marketing. In support of these degree expansions and subsequent increasing enrollment, full-time, terminally-degreed faculty hires are requested in communications, humanities, math, chemistry, human resources, education, and the performing arts.

Throughout 2012-2013, the LU-Belleville Office of Academics will continue to improve student and instructor services. Towards this end, academics will establish a Faculty and Chairs' Council, hire a retention coordinator, and cap all class enrollments at 25 students. Additional coordination with LCIE will also achieve full integration of the LCIE faculty advisors with the day faculty. Overall, Academics will continue to meet the challenges of becoming a full-service campus in 2012.

### In the coming year, the Office of Academics - LU-Belleville will accomplish the following:

The Office of Academics supports the mission statement of Lindenwood University by doing the following:

- Providing students with a high quality, liberal arts education throughout the academic year.
- Continuing to expand degree offerings by adding the following degrees: mass communications, interactive media and web design, advertising and public relations - corporate communications, physical education with K-12 certification, fire science management, information technology, and master's degrees in administration and gerontology by February 2012.
- Exploring additional degree offerings to consider with faculty, students, and the community.

The faculty members of the Office of Academics will continue to grow in their areas of expertise through the following:

- Teaching at their contracted load in their areas of expertise (Spring 2012).
- Beginning, continuing, or expanding professional development, including, but not limited to, annual professional society conference attendance and presentation (2012).
- Continuing to serve LU-Belleville in capacities beyond contracted teaching load in regards to student services and institutional advancement (2012).

The Office of Academics will encourage student development through the following:

- Monitoring faculty and adjunct instruction performance; providing feedback for improvement throughout each semester (2012).

The Office of Academics will encourage scholarly pursuits of students in the following ways:

- Continuing to employ highly qualified and terminally-degreed faculty members during each hiring cycle who are experts in their respective fields, excellent teachers, and academic advisors (2012).
- Exploring new degree opportunities by engaging students and faculty in creating new academic programs at each faculty meeting (2012).

Program growth within the Office of Academics will include:

- Designing an LU-Belleville specific year-at-a-glance calendar (Fall 2012).
- Creating spring honors and alumni recognition convocation (Spring and Fall 2012).
- Restructuring academic departments/divisions as campus status and academic growth necessitates (2013).

Among the ways in which the faculty members of the Office of Academics will be open to new markets include the following:

- Working with admissions and development on stakeholder relationships (2012).

The faculty members of the Office of Academics will take an active role in the community by doing the following:

- Staffing and broadcasting, via new communications programs, sports, and community programming either by radio or Internet (Fall 2012).

The faculty members will increase the numbers of majors in the Office of Academics by doing the following:

- Staffing all enrollment days (2012).
- Providing timely reminders of academic deadlines as needed (2012).

In order to achieve our goals and function in the most efficient manner, the Office of Academics has the following needs:

- Full-time faculty hires in communications, humanities, math, chemistry, human resources, education, and performing arts (2012).
- A new chemistry lab (2012).
- A coordinator of academic student services and retention to oversee the tutoring center including a two-course-per-semester teaching load (2012).
- Additional smart classrooms (2012).

The chief long-range goals (2013-2018) for the Office of Academics include each of the following:

- Additional degree programs each year.
- Additional full-time, terminally-degreed faculty hires every year.

- Continued modernization of instruction support hardware and software throughout the year.

## Office of LCIE Academics

The main goal of this department is to provide excellent customer service to our students throughout the advisement process and their academic careers. The associate dean of academics, along with the LCIE faculty advisors, will develop a student retention program. LCIE faculty advisors and admissions representatives will visit area businesses in order to strengthen corporate contacts. When students come in for their registration appointments, LCIE advisors will also encourage students to refer their friends and hand out student referral forms. Advisors will play a major role in student recruitment and retention.

Another goal is to offer more complimentary clusters that will serve as electives for existing programs. In addition, increasing the number of adjunct faculty will allow for more clusters to be offered within a degree program and will accommodate the new degree programs to be added, thus opening the door for additional student recruitment through adjuncts' professional contacts and permanent places of employment. Students who had previously gone elsewhere or to St. Charles for these degrees will now be able to fulfill their requirements at the LU-Belleville campus.

In the coming year, LCIE Belleville will accomplish the following:

LCIE Belleville supports the mission statement of Lindenwood University by doing the following:

- Ensuring academic excellence through use of the Socratic method of learning.
- Preparing students to be competitive in the workplace by increasing standards of program excellence.
- Providing mentoring and advising for every student, thus raising standards of service excellence.
- Emphasizing critical thinking skills in the classroom and developing students' analytical skills through both oral presentation and written projects.

The faculty members of LCIE Belleville will continue to grow in their areas of expertise by doing the following:

- Developing mentoring relationships for new and existing employees for advancement (2012-2013).
- Facilitating early advising intervention for low performing students throughout by having adjunct instructors call faculty advisors upon second student absence or prospect of a failing grade at midterm (2012-2013).

The faculty members of LCIE Belleville will encourage student development through the following:

- Directing students performing poorly to assistance and/or mentoring through writing lab and math tutoring services (2012-2013).

Faculty members of LCIE Belleville will encourage scholarly pursuits of students in the following ways:

- Emphasizing the importance of registration through email and phone calls (2012-2013).

Program growth within LCIE Belleville will include the following:

- Additional student recruitment and visibility of the health care, communications, criminal justice, and human resources programs (2012-2013).

Among the ways in which the faculty members of LCIE Belleville will be open to new markets include the following:

- Marketing satellite workplace course offerings for existing LCIE programs (2012-2013).
- Increasing participation with recruitment activities at Scott AFB (2012-2013).

The faculty members of LCIE Belleville will take an active role in the community through the following:

- Working with the community to offer colloquia opportunities that will also be in various areas of public interest (2012-2013).

The faculty members will increase numbers of majors in LCIE Belleville by doing the following:

- Petitioning the Illinois Board of Higher Education to begin offering the following degrees for the LU-Belleville location: BS in Fire Science Management, BS in Information Technology, MA in Gerontology, MSA with emphasis in Marketing or Management (proposed implementation in Summer/Fall 2012).

In order to achieve our goals and function in the most efficient manner, LCIE Belleville has the following needs:

- Designated copier/fax for LCIE offices (Summer Quarter 2012).
- Permanent signage outside the office door of the Academic Center for Excellence on which the quarterly schedule can be posted at the beginning of every quarter (a sign that can be altered as the schedule changes) (Spring Quarter 2012).
- Internal office signage for advisors' office (Summer Quarter 2012).
- Administrative "You are here" directory for LU-Belleville campus (Summer Quarter 2012).
- Signage/posting area in the LCIE Classroom Building (Summer Quarter 2012).
- Internal classroom signage with the phone number for security (Summer Quarter 2012).

The chief long-range goals (2013-2018) for LCIE Belleville include each of the following:

- Hiring of additional full-time doctoral qualified faculty for LCIE as the need is presented and replace those who leave in a timely fashion to minimize the loss of leadership experience (2012-2013).



- Forming a life-long learning institute to facilitate community outreach and educational opportunities (2015-2016).
- Implementation of additional health-care-related certification opportunities to facilitate increased enrollment in the health care and business programs (Fall 2012/Winter 2013).
- Creation of collaborative initiatives for ongoing education programs for the community (2013-2018).
- Encouraging faculty teamwork through departmental and interdepartmental research (2013-2018).
- Developing strategies to leverage alumni as educational resources (2013-2018).

## Office of Athletics

The goals of the LU-Belleville Athletics Department include increasing student-athlete enrollment through expansion of current athletics programs (junior varsity and freshmen teams) and development of new sports programs, gaining acceptance to the National Association of Intercollegiate Athletics, applying for membership to an NAIA-affiliated conference, expanding the fitness center to accommodate an increase in student-athlete enrollment, most notably football, and increasing our community exposure through web-based technologies.

In order to continue meeting our goals and functioning efficiently, the Athletics Department has several areas of need. We will need an assistant athletic trainer and three certified athletic training graduate assistants to assist with the new football program. We will also need a full-time eligibility coordinator if NAIA membership is gained.

In terms of physical needs, we have a need for additional coaches' offices to accommodate our expanded coaching staff. We will need to expand the size of our current fitness center. In the near future, as we attempt to add track and field and swimming and diving, we will have a need for a campus track and a leasing agreement with a local pool venue.

In the coming year, the LU-Belleville Athletics Department will accomplish the following:

The LU-Belleville Athletics Department supports the mission statement of Lindenwood University by doing the following:

- Offering competitive intercollegiate athletics programs that provide each student-athlete with an opportunity to develop his/her physical and mental skills.
- Employing experienced and qualified coaches and athletics staff members who are committed to educating the whole person and serving as leaders and role models to all Lindenwood student-athletes.
- Recruiting admissible student-athletes with good character who have demonstrated a commitment to success in academics and athletics.

The staff members of the Athletics Department will continue to grow in their areas of expertise by doing the following:

- Subscribing to their respective professional coaching associations in order to further their professional development (March 2013).

The staff members of the Athletics Department will encourage student development through the following:

- Establishing a student-athlete advisory committee (August 2012).
- Establishing a student-athlete leadership group to raise awareness about NAIA Champions of Character initiatives (August 2012).

- Networking with the Student Services Office and community stakeholders to develop a formalized career guidance program for student-athletes (May 2013).

Staff members of the Athletics Department will encourage scholarly pursuits of students in the following ways:

- Honoring student-athlete academic achievements in public forums including: Academic All-American wall plaques, athletic banquet academic awards, and individual team academic awards (2012).

Program growth within the Athletics Department will include the following:

- Establishing multiple levels of competition within each athletics program (varsity, JV, freshmen) so that more students have an opportunity to compete in athletics and become engaged at the University (May 2013).
- Adding football as a sport offering at the LU-Belleville campus (August 2012).

Among the ways in which the staff members of the Athletics Department will be open to new markets include the following:

- Exploring all new possible sport offerings for the LU-Belleville campus (2012).

The staff members of the Athletics Department will take an active role in the community through the following:

- Requiring each team to engage in a minimum of one service project per academic year (May 2013).

In order to achieve our goals and function in the most efficient manner, the Athletics Department has the following needs:

- Renovation and construction of athletics facilities, including major renovation of the football stadium and installation of artificial turf (project currently under construction – August 2012).
- Construction of baseball and softball fields on campus (August 2015).
- Construction of a track on campus, allowing for new track and field programs (Late summer 2013),
- Expansion of the fitness center equipment and spacing to accommodate increased enrollment and new athletics programs (Late summer 2013).
- A leasing agreement with a local pool venue to accommodate swimming and diving teams (August 2014).
- Additional office space and computers for all new coaches and staff members (Late summer 2013).
- Additional staff members to assist with the increased Athletics Department size and demands, including head and assistant coaches for new athletics programs, an Assistant Athletic Trainer to accommodate football, three certified athletic training

graduate assistants, and a full-time eligibility coordinator, as well as dividing the combined assistant athletic director / head women's basketball coach position to compensate for an increased workload from NAIA membership (August 2012).

The chief long-range goals (2013-2018) for the LU-Belleville Athletics Department include each of the following:

- Increasing student enrollment through the addition and development of new and current sports programs.
- Becoming a full member of the NAIA and HAAC (1/1/2013).
- Adding athletics programs swimming and diving, track and field, and others as seen fit.
- Offering athletics teams that perform at competitive levels nationally while maintaining good sportsmanship and quality academic standing.

### Office of Day Admissions

Over the next 12 months, the Day Admissions Office plans to double our student population, which equates to about 500 new students in the 2012-2013 academic year for an estimated total of 800 students. With new academic programs, more sports programs, and student housing growth, we are capable of expanding to this extent. In addition, we have added coach recruiters and a full-time, non-coaching recruiter to our staff.

In order to ensure that our goals are met, we will require added personnel in the form of one full-time administrative assistant. The administrative assistant will be responsible for daily data entry, as well as answering phone calls, welcoming potential new students, and overseeing Work and Learn students and student ambassadors.

Information technology needs for our department also include a copier/scanner for greater efficiency and four laptop computers to use during our recruiting efforts. In terms of physical needs, we will require more office space as our department personnel increases. We have reconfigured our three offices, which house six employees, and we have added two more work spaces to the middle of the office, which house three counselors and three graduate assistants. With staff members, graduate assistants, Work and Learns, and student ambassadors, our total number of personnel in our office totals 20.

In the coming year, the office of Day Admissions will accomplish the following:

The Undergraduate Day Admissions Office supports the mission statement of Lindenwood University by doing the following:

- Providing all students with detailed information to help them choose a degree program that fits their future goals and activities that fit their talents and interests while teaching them how to balance the two so they are successful at Lindenwood University.

- Providing information about choosing an undergraduate degree and thinking forward about a graduate degree that will provide them with the greatest leverage toward their future personal and professional goals.
- Modeling ethical lifestyles and providing guidance to students when necessary.

The Day Admissions Office will continue to grow in its areas of expertise through the following:

- Attending recruiting seminars and/or webinars to learn about the newest ideas and concepts in the area of recruitment (2012).

Program growth within the Day Admissions Office will include the following:

- Continuing to offer enrollment days at strategic times and coordinating those dates and times with LU–St. Charles (began coordination with St. Charles campus in 2012).
- Creating freshman days and transfer days to bring potential recruits on campus (Spring 2012).
- Expanding the counselor/athletic directors' breakfast on campus to bring a greater number of potential recruiters on campus (2012).
- Creating a career/health/education fair on campus to bring in potential recruits and recruiters (Spring 2012).
- Offering National ACT tests on campus, as well as Residual ACT tests, to bring in potential students and recruits (ongoing).

Among the ways in which the Day Admissions Office will be open to new markets include the following:

- Seeking membership into MOACAC (Spring 2012).
- Seeking our own LU-Belleville ACT code apart from LU–St. Charles and offering the ACT test on the LU-Belleville campus (ongoing).

The Day Admissions Office will take an active role in the community through the following:

- Volunteering throughout the community during scheduled events and activities, as well as scheduling our own volunteer events (2012-13).

The Day Admissions Office will increase the number of majors by doing the following:

- Tracking which degrees are most often requested by prospects on their applications or at career fairs and education workshops and reporting it to the dean of academics (2012-13).

In order to achieve our goals and function in the most efficient manner, the Day Admissions Office has the following needs:

- A better quality application booklet.
- Basic marketing materials, including brochures describing the academic and athletic programs offered.
- Four laptops for the Day Admissions counselors to use on visits and to work from at home or on the road when needed.
- More office space (currently there are nine admissions counselors, one director, four graduate assistants, and 10 ambassadors in one office suite).

- Onsite involvement from the offices of international students, business, and financial aid.
- Better quality photos for use in future marketing materials.
- A virtual tour for the website and in the admissions office and obtain a TV/projection to play the virtual tour in the admissions office.
- Meeting space for admissions counselors, coaches, and recruiters to meet with parents and prospective students.

The chief long-range goals (2013-2018) for the Day Admissions Office include each of the following:

- Increasing enrollment to 3,000-4,000 day students.
- Increasing Admissions Department staff from two full-time recruiters to four full-time recruiters.
- Adding one full-time administrative support employee to assist in the daily entry requirements and other support needs of the department.

## Office of Evening and Graduate Admissions

The goal for the LU-Belleville Evening and Graduate Admissions Office is to meet or exceed 10% growth in enrollment each term compared to the same quarter in the previous year while also increasing the retention rate of continuing students. Corporate recruitment will continue to increase, as well as community college visits.

We will increase the cultivation of business relationships by presenting information at more regional Rotary and Chamber of Commerce meetings and will create cohorts within larger area corporations, such as hospitals and city, county, and state government agencies. We will plan annual career fairs and open houses on our campus in order to generate an increased enrollment rate. We will vigorously look for partnerships within the business community in order to develop internships while conducting a thorough employers' needs-assessment of the area's largest companies and hospitals.

To meet these goals, we respectfully ask for continued support in regards to professional development and exchange of information from the St. Charles campus, especially in the areas of marketing and CAMS training. We require a thoughtful and well-planned annual schedule of marketing, which involves direct mail, local billboards, newspapers, and magazines. Also, due to the increase of file processing since taking over the admissions process for the School of Education, we request an all-in-one scanner/copier/printer/fax machine for our office. This would eliminate the congestion that occurs when trying to create official files and admit letters on the main machine in the administration office, which is used by several departments. Lastly, the creation of a general admissions office, which will house both day and evening staff, will more effectively serve all prospective students and will lead to more efficiently processed students.

In the coming year, Evening and Graduate Admissions will accomplish the following:

The Office of Evening and Graduate Admissions supports the mission statement of Lindenwood University through the following:

- Increasing our knowledge about each program that the University offers and how each major can benefit our students,
- Fostering the ideal of lifelong learning by encouraging students to pursue a graduate degree and increase their participation in alumni clubs and events.
- Building on our commitment to exceptional customer service by steadfastly adhering to confidentiality in regards to student records in files and on CAMS.
- Displaying compassion and professional interest towards prospective students and the community and extending goodwill by presenting informational material to their employers.

The members of the Office of Evening and Graduate Admissions will continue to grow in their areas of expertise by doing the following:

- Researching and reporting on the programs offered by other colleges within our region so we can address potential objections and concerns of prospects (Winter 2013).
- Seeking membership in professional associations in order to network and share best practices in recruiting and retention within the admissions process (Spring 2013).

The members of the Office of Evening and Graduate Admissions will encourage student development through the following:

- Seeking information on how to create scholarships and community internships for the evening and graduate student population (Spring 2013).
- Ensuring that our students are updated on the wide range of new activities offered to all students through the Office of Student Services (Winter 2013).

Members of the Office of Evening and Graduate Admissions will encourage scholarly pursuits of students in the following ways:

- Acquiring and sharing names of potential speakers to present colloquia and workshops (Winter 2013).
- Using the Occupational Outlook Handbook issued by the Department of Labor to highlight the benefits of our bachelor's and master's degrees to prospective students by (Winter 2013).

Program growth within the Office of Evening and Graduate Admissions will include new programs in the following:

- Master of Arts in Gerontology (Winter 2013).
- Bachelor of Science in Fire Science (Spring 2013).
- Bachelor of Science in Information Technology (Spring 2013).
- Master of Science in Administration (Spring 2013).

Among the ways in which the members of the Office of Evening and Graduate Admissions will be open to new markets include the following:

- Targeting students in junior college honor societies through on-site presentations to increase the number of high caliber students (Spring 2013).
- Recruiting at the fire science graduation program at the local community college as we do for the police academy (Winter 2013).
- Sharpening our focus on community college transfer students and making the process more expedient and efficient (Spring 2013).
- Coordinating with Day Admissions to recruit parents of undergraduate prospects by (Winter 2013).
- Focusing on creating cohorts within larger companies for business degrees and schools for education degrees (Winter 2013).



The members of the Office of Evening and Graduate Admissions will take an active role in the community through the following:

- Increasing memberships and involvement in Chambers of Commerce and Rotary Clubs over a four-county region (Winter 2013).
- Increasing attendance at People in Business meetings within the four counties of St. Clair, Madison, Monroe, and Clinton (Winter 2013).
- Utilizing LinkedIn to promote cultural events sponsored by LU-Belleville (Spring 2013).
- Coordinating with the Student Counseling and Resource Center to create a system for posting job openings and developing internships with the city of Belleville, St. Clair County, and larger corporations (Winter 2013).

The members of the Evening and Graduate Admissions will increase numbers of majors by doing the following:

- Conducting a thorough employers' needs assessment of the area's largest companies by (Spring 2013).
- Informing the Dean of Academics about the degrees most often requested by prospects at career fairs and education workshops (Winter 2013).

In order to achieve our goals and function in the most efficient manner, the members of Evening and Graduate Admissions have the following needs:

- Development of a new application packet, which would incorporate LCIE, education, and professional counseling degree programs and include a pull-out application.
- Comprehensive marketing plan that is well-planned and professionally designed spanning an entire school year and delivering a cohesive message encompassing all programs at the undergraduate and graduate levels through all available media outlets (billboards, direct mail, TV, social media, and local radio stations in Illinois).

The chief long-range goals (2013-2018) for the Office of Evening and Graduate Admissions include each of the following:

- More student activities for evening and graduate students.
- Ways to effectively recruit and retain higher caliber students.
- A thorough re-evaluation of LCIE to seek ways to update and improve the program for the 21<sup>st</sup> century and to make it more appealing to transfer students with associate's degrees.
- A LCIE cohort programs at Allsup, Memorial Hospital, and City of Belleville.
- Restructuring the Foundations of Effective Writing Class so that all required class time could be completed in one month.

## Office of Institutional Advancement

The goals of LU–Belleville’s Community Relations and Institutional Advancement office are to increase alumni participation from 26 to 100 members, expand naming opportunities to \$250,000, increase endowed scholarships to \$200,000, raise \$40,000 for athletics from the first LU-Belleville golf outing, and raise \$400,000 through gifts.

In order to meet the projected goals, a full-time alumni director, a full-time grant writer, and a full-time events coordinator are requested at a time to be determined. The full-time alumni director is needed to increase alumni participation and donations. A full-time grant writer is needed to expand on grant funding opportunities specifically for the LU-Belleville campus. A full-time events coordinator is requested to provide accuracy and efficient fundraising, to increase events on campus, and to expand involvement with the Athletics Department.

In the coming year, the LU-Belleville Office of Institutional Advancement will accomplish the following:

The LU-Belleville Office of Institutional Advancement supports the mission statement of Lindenwood University through the following:

- Assisting the St. Charles Office of Institutional Advancement in the overall campus development goals.
- Increasing the number of naming opportunities and endowed scholarships.
- Establishing Belleville’s first golf outing.
- Funding 30% of capital project costs.
- Improving the participation rate of the LU-Belleville alumni from 26 to 100 members.

The LU-Belleville Office of Institutional Advancement will continue to grow in its areas of expertise by doing the following:

- Supporting data integrity to ensure the completeness, timeliness, accuracy, and validity of records (Summer 2013),
- Conducting prospect research to develop wealth profiles of individual donors and prospects, whether alumni or friends (Summer 2013),
- Initiating vendor tracking and analysis for identification, planning, and solicitation in the implementation process with the IA Department (Winter 2012).
- Allocating two day per week to be spent with prospects and donors (2012).
- Identifying relationships between members of the Board of Directors, Steering Committee, foundations, corporations, and individuals (2012).
- Identifying relationships that current department chairs, faculty, and staff have with new donor prospects (Spring 2013).
- Expanding scholarship support from rotaries, chambers, Optimist Club, and other not-for-profit organizations in the Metro East area (Winter 2012).

- Networking with media contacts one day a month for new donor contacts and weekly contacting the media on LU-Belleville updates (2012).

The LU-Belleville Office of Institutional Advancement will encourage student development through the following:

- Measuring the effectiveness of our campaign for capital projects, scholarships, and planned giving (will roll out a new capital campaign in Fall 2013).

The LU-Belleville Office of Institutional Advancement will encourage scholarly pursuits for students in the following ways:

- Increasing alumni participation by involving current student activities with alumni and LU for Life (December 2012).
- Pursuing grants and gifts for the LU-Belleville Campus that are student-centered and networking with local colleges and organizations for grant partnerships (one per month starting July 2012).
- Creating a LU-Belleville athletic/booster funding to support our scholar athletes (December 2012).
- Expanding students' understanding of and commitment to philanthropy through LU for Life (December 2012).
- Securing funding for single parents (December 2013).

Program growth within the LU-Belleville Office of Institutional Advancement will include the following:

- Educating current and new students on networking, relationship building, and volunteering for Lindenwood and community events (Fall 2012),
- Increasing the Scott AFB personnel presence on the LU-Belleville campus with seminars and student involvement with Scott AFB (to schedule one per semester) (Fall 2012).
- Enhancing the marketing classes to increase fundraising dollars for the LU-Belleville campus (currently funds are raised for a non-profit in the Belleville area) (December 2012).

Among the ways in which the staff of the LU-Belleville Office of Institutional Advancement will be open to new markets include the following:

- Volunteering and participating in fundraising and community involvement in the surrounding communities with all admissions staff to be involved (Spring 2013).
- Partnering with other not-for-profit organizations to do joint fundraising (December 2012).
- Working with all Metro East high school counselors to help sell LU to their students (Summer 2012).

The staff of the LU-Belleville Office of Institutional Advancement will take an active role in the community by doing the following:

- Increasing participation in community events to an additional one each month.
- Joining local rotaries, chambers, and local church groups (December 2013).
- Inviting local community members to be part of Lindenwood through fundraising, volunteering, and planning events (increasing council partnerships by December 2012).

The staff will increase numbers of donors in the LU-Belleville Office of Institutional Advancement by doing the following:

- Targeting new corporate businesses and obtaining two new contacts each month (June 2012).
- Meeting with faculty and staff for new donor opportunities on a quarterly basis (December 2012).
- Researching new grant possibilities for different programs at the LU-Belleville campus (one per quarter) (December 2013).

In order to achieve our goals and function in the most efficient manner, the LU-Belleville Office of Institutional Advancement has the following needs:

- A full-time alumni director/grant writer to increase alumni participation and gifts (December 2012).
- A development-savvy events coordinator to provide accuracy and efficient fundraising to increase events on campus and expand involvement with the Athletics Department (June 2012).
- the use of PayPal in the LU system (Summer 2012).
- Institutional Advancement office space for alumni director/grant writer and two full-time graduate assistants (Fall 2012).
- A meeting place for LU-Belleville alumni (Fall 2012).

The chief long-range goals (2013-2018) for the LU-Belleville Office of Institutional Advancement include each of the following:

- Raising \$400,000 through gifts.
- Increasing alumni participation system-wide to 25%.
- Growing the endowed funds to \$100 million system-wide.
- Providing a stream of expectancies for the University.
- Expanding naming opportunities to \$250,000 for the LU-Belleville campus.
- Increasing endowed scholarships to \$200,000 for the LU-Belleville campus.
- Expanding the annual Belleville golf outing to two courses to accommodate new donors.
- Reaching a goal of \$100,000 for athletic scholarships at the LU-Belleville campus.

## Office of Student Services

The goals of LU–Belleville’s Student Services Department include offering outstanding student clubs and activities, increasing retention, providing safe and adequate student housing, and establishing a highly conducive learning environment. To accomplish these objectives, our main needs center on additional personnel. New positions will include a 40-hour-per-week graduate assistant who will report to the director of housing in fall 2012, an assistant director of Work and Learn in summer 2012, and a director of security for fall 2013.

LU–Belleville’s information technology needs consist of acquiring new card swipe machines for the fitness center (Summer 2012); providing residential students with Internet, phone, and cable; making wireless Internet available for the courtyards and common areas (Summer 2012); installing a security system in the library to secure the housed materials (Summer 2012); and completing the installation and activation of the Security Hot Poles (Spring 2012).

In the coming year, the LU-Belleville Campus will accomplish the following:

The LU-Belleville Student Services Office supports the mission statement of Lindenwood University by doing the following:

- Ensuring quality programming and services that focus on the development of the talents, interests, and abilities of the students.
- Promoting ethical, moral, and respectful lifestyles of both residential and commuter students.
- Aiming toward increased retention through monitoring and addressing attendance and student performance.
- Fostering a safe and secure campus facility and learning environment.
- Advocating personal responsibility and accountability in the developmental stages of the students.

The employees of the LU-Belleville Student Services Office will continue to grow in their areas of expertise by doing the following:

- Conducting employee training, workshops, and literature review in the area of Student Services and Student Development (2012).
- Furthering employees' CAMS training to manage, organize, and compile necessary data to aid in retention and academic success (2012).

The LU-Belleville Student Services Office will encourage student development through the following:

- Expanding the development of relevant programming that addresses student interest and needs (2012).
- Generating activities that promote the holistic development of the student body (2012).

LU-Belleville Student Services staff members will support scholarly pursuits of students in the following ways:

- Ensuring that staff members actively participate and show a supportive presence at student events, activities, and organizational functions to foster mentoring opportunities for the students (2012).
- Providing a safe, secured campus and housing environment by maintaining a strong public safety department where students may remain focused on academic and social success (2012).

Program growth within the LU-Belleville Student Services Office will include the following:

- Increasing student involvement in activities, programs, and events (2012).
- Monitoring student attendance, performance, and behavior to promote an environment where our office is in touch with the unique needs and concerns of each student (2012).

Among the ways in which the staff of the LU-Belleville Student Services Office will be open to new markets include the following:

- Catering activities and programming to minority and international student groups (Spring 2012).
- Coordinating with other institutions' activity organizations to provide networking opportunities (2012).

The staff members of the LU-Belleville Student Services Office will take an active role in the community through the following:

- Increasing the number of activities that have a service element (2012).
- Promoting student volunteer opportunities within community organizations and events (2012).

The staff of LU-Belleville Student Services Office will increase the number of student services by doing the following:

- Accessing available data through survey, questionnaire, and interview formats regarding areas where students identify an interest or need in programming (2012).

In order to achieve our goals and function in the most efficient manner, the LU-Belleville Student Services Office has the following needs:

- Additional personnel in the form of a 40-hour-per-week graduate assistant to the director of residential services (Fall 2012), assistant director of Work and Learn students/graduate assistants (Summer 2012), and a coordinator of campus security (Fall 2013).
- One all-terrain Gator vehicle, four mountain bikes, and one vehicle from an auto auction to be modified into a patrol car for the transportation needs of our public safety officers (Summer 2012).
- Monthly staff meetings to assure quality communication and expectations related to the various programs (2012).
- Expanded housing facilities for residential students, including approximately 400-550 more beds for the 2012-2013 academic year.
- Health care service referral sources in the LU-Belleville community for students (Spring 2012).
- Expanded student services office space with board approval (Summer 2013).
- Coordination of services offered at LU-Belleville campus with those offered at St. Charles campus (2012).
- Additional security cameras to be installed with board approval (Spring 2012).
- Swipe-card access to fitness center (Summer 2012).
- Expanded parking and lot signage for day and evening students (Summer 2012).
- Security scanning equipment to secure library and materials (Summer 2012).
- Lynxmail.lindenwood.edu email for LU-Belleville students (Spring 2012).
- Quarterly campus faculty and staff meetings to promote accurate and timely information sharing on key issues related to students and programming (Spring 2012).

The chief long-range goals (2013-2018) for the LU-Belleville Student Services Office include each of the following:

- Construction of dorms for both the male and female residential student population.
- Expansion of the Business/Financial Aid Office facility in fall 2012 with board approval,
- Implementation of Greek organizations, a campus ministry program, and various other student clubs, organizations, and service programs.
- Expansion of Campus Security Department, Housing Department, International Student Service Department, Business and Financial Aid Office, and Student Development/Services Department.
- Technological advancement of services and applications available on campus to faculty, staff, and students.

## Office of Veterans Affairs

The goal for the LU-Belleville campus is to increase the number of VA students from 143 to 165 by the fall of 2013. ROTC Air Force classes have yet to take place at the LU-Belleville campus. A full-time veteran affairs coordinator (Fall 2012) is needed to recruit and advise new ROTC students from 21 area high schools. The VA coordinator will need to work closely with the SLU coordinator and Day Admissions staff to recruit not only ROTC students, but also military members who have returned from combat. This coordinator will oversee retention of the current students and recruitment of new ones. The VA coordinator will also create the first LU-Belleville Veterans Club to assist the needs of our military students and families.

In the coming year, the LU-Belleville Office of Veterans Affairs will accomplish the following:

The LU-Belleville Office of Veterans Affairs supports the mission statement of Lindenwood University through the following:

- Communicating the benefits of a Lindenwood education to military and civilian personnel in the Scott AFB metropolitan area.

The LU-Belleville Office of Veterans Affairs will continue to grow in its areas of expertise by doing the following:

- Educating all admissions representatives, faculty, and staff on military readmission of service requirements as needed by Illinois law (Fall 2012).
- Educating all admissions representatives, faculty, and staff on ROTC requirements (Fall 2012),
- Creating specific Scott AFB brochures to address benefits and outline degrees and classes offered at the LU-Belleville campus (December 2012).
- Advertising on the local cable TV station for military viewing (Spring 2013).
- Advertising in the local base "Command Post" (Fall 2012).

The LU-Belleville Office of Veterans Affairs will encourage student development through the following:

- Establishing a Veterans' Success Center for military and veteran students through grants (Spring 2013).
- Offering a veteran student organization (Summer 2013).
- Providing tutoring assistance for veteran students (Fall 2012).
- Providing professional counseling for students who return from combat with Post-Traumatic Stress Disorder and other transitional services (Spring 2013).
- Educating faculty on Post-Traumatic Stress Disorder (Spring 2013).

The LU-Belleville Office of Veterans Affairs will encourage scholarly pursuits of students in the following ways:

- Attend military functions and education fairs at Scott AFB (monthly meetings).
- Target high school students for the ROTC program (Winter 2012).



Program growth within the LU-Belleville Office of Veterans Affairs will include the following:

- Educating admissions staff on how to communicate with veterans (December 2012).
- Educating admissions staff on how to implement the ROTC program (December 2012).
- Communicating to faculty and staff any changes that take place with the VA (monthly).

Among the ways in which the LU-Belleville Office of Veterans Affairs will be open to new markets include the following:

- Recruiting at the high school level ROTC students (Fall 2012).
- Networking with Scott AFB parents to recruit their children (Fall 2012).
- Hosting campus seminars that target veterans (December 2012).

The staff of the LU-Belleville Office of Veterans Affairs will take an active role in the community by doing the following:

- Offering cultural and academic programs designed to ease the transition to campus life (ongoing).
- Developing an outreach program for recruitment (December 2013).

The staff of the LU-Belleville Office of Veterans Affairs will increase the number of veteran students by doing the following:

- Building awareness of veteran soldiers' experiences through seminars (one per semester).

In order to achieve our goals and function in the most efficient manner, the LU-Belleville Office of Veterans Affairs has the following needs:

- Space for the Veterans' Success Center.
- An admissions counselor whose primary goal is to recruit VA students and to become a VA certifying official.
- A full-time education specialist for recruitment for veterans and new ROTC students.

The chief long-range goals (2013-2018) for the LU-Belleville Office of Veterans Affairs include each of the following:

- Continuing to pursue Lindenwood's ability to teach on Scott AFB.
- Educating personnel at Scott AFB of Lindenwood opportunities, improvements, and additional degrees offered at the LU-Belleville campus.
- Increasing veteran enrollment from 143 to 165 by December 2013.

## Data by Academic Schools

### American Studies

Credit Hours Taught in Academic School	Student Credit Hours Taught Undergraduate	Percentage of Credits Taught by Full time Professors	Student Credit Hours Taught Graduate	Percentage of Credits Taught by Full time Professors
	1499	38.00%	120	39%
Faculty Members	Number of Faculty Members	Percent of Faculty Members		
Full Time	2	8.00%		
Part Time	4	16%		
Adjunct	19	76.00%		
Number of Full-Time Faculty Members	% of total full-time faculty with terminal degrees			
2	50%			
Departments within the Academic School	Credit Hours Taught in '11-'12 Undergraduate	Percentage of Total Undergraduate Hours Taught in Department	Credit Hours taught in '11-'12 Graduate	Percentage of Total Graduate Hours Taught in Department
American Studies	363	24%	120	100%
Recreation	1136	76%	0	0%
Total	1499		120	
Total Number of students taught by school in 2010-2011	404		12	
Class size range	1 to 35			
Number of Majors by Department	Undergraduate	Percentage of Total Majors in Each Department	Graduate	Percentage of Total Majors in Each Department
American Studies	5	17%	9	100%
Recreation	25	83%	0	0%
Total	30		9	

## Belleville Day

Credit Hours Taught in Academic School	Student Credit Hours Taught Undergraduate	Percentage of Credits Taught by Full time Professors		
	14784	37.50%		
Faculty Members	Number of Faculty Members	Percent of Faculty Members		
Full Time	20	21.00%		
Part Time	1	1%		
Adjunct	73	78.00%		
Number of Full-Time Faculty Members	% of total full-time faculty with terminal degrees			
20	100%			
Departments within the Academic School	Credit Hours Taught in '11-'12 Undergraduate	Percentage of Total Undergraduate Hours Taught in Department		
ACCT	195	1%		
ANT	294	2%		
ART	45	0%		
AST	30	0%		
BIO	1149	8%		
CHM	506	3%		
CJ	1126	8%		
COM	1062	7%		
ECON	186	1%		
EDU	1561	11%		
ENG	1851	13%		
FIN	246	2%		
FLF	12	0%		
FLS	99	1%		
GEO	126	1%		
HIS	1152	8%		
HRM	132	1%		
IHM	3	0%		
IHR	0	0%		
INTL	30	0%		
LUL	314	2%		
MGMT	489	3%		
MIS	75	1%		
MRKT	278	2%		
MTH	1179	8%		

MUS	237	2%		
NPA	18	0%		
PE	40	0%		
PHL	345	2%		
PS	225	2%		
PSY	816	6%		
REL	240	2%		
SOC	249	2%		
SPMGT	117	1%		
TA	357	2%		
Total	14784			
Total Number of students taught by school in 2010-2011	626			
Class size range	1 to 26			
Number of Majors by Department	Undergraduate	Percentage of Total Majors in Each Department		
Business Admin	130	22%		
Corporate Communications	32	6%		
Criminal Justice	84	15%		
Elementary Education	118	20%		
English	5	1%		
Health Care	2	0%		
Human Resources	5	1%		
Pre-Medicine	1	0%		
Pre-Nursing	79	14%		
Psychology	32	6%		
Sport Management	10	2%		
Undecided	81	14%		
Total	579			

## Business and Entrepreneurship

Credit Hours Taught in Academic School	Student Credit Hours Taught Undergraduate	Percentage of Credits Taught by Full time Professors	Student Credit Hours Taught Graduate	Percentage of Credits Taught by Full time Professors
	20333	66.66%	11076	40.68%
Faculty Members	Number of Faculty Members	Percent of Faculty Members		
Full Time	35	49.00%		
Part Time	3	4.00%		
Adjunct	34	47.00%		
Number of Full-Time Faculty Members	% of total full-time faculty with terminal degrees			
24	69%			
Departments within the Academic School	Credit Hours Taught in '11-'12 Undergraduate	Percentage of Total Undergraduate Hours Taught in Department	Credit Hours taught in '11-'12 Graduate	Percentage of Total Graduate Hours Taught in Department
ACCT	3141	15%	1125	10%
ECON	2730	13%	249	2%
ENTR	225	1%	273	2%
EPB	0	0%	366	3%
FIN	1989	10%	534	5%
HRM	939	5%	219	2%
INTL	915	5%	720	7%
MBA	0	0%	4020	36%
MGMT	5248	26%	2334	21%
MIS	1419	7%	468	4%
MRKT	2419	12%	591	5%
RTAIL	441	2%	0	0%
SPMGT	867	4%	177	2%
Total	20333		11076	
Total Number of students taught by school in 2010-2011	1,907		693	
Class size range	5 to 38		4 to 33	

Number of Majors by Department	Undergraduate	Percentage of Total Majors in Each Department	Graduate	Percentage of Total Majors in Each Department
Accounting	152	11%	68	11%
Business Administration	593	43%	297	49%
Economics	14	1%	0	0%
Entrepreneurial	20	1%	23	4%
Finance	84	6%	39	6%
Human Resource Mgmt	58	4%	21	3%
International Business	131	9%	29	5%
Management	11	1%	40	7%
Management Info Sys	17	1%	10	2%
Marketing	139	10%	32	5%
Personal Financial Planning	6	0%	0	0%
Retail Merchandising	23	2%	0	0%
Sport Management	138	10%	35	6%
Supply Chain Management	0	0%	10	2%
Undecided	9	1%	1	0%
Total	1395		605	

## Communications

Credit Hours Taught in Academic School	Student Credit Hours Taught Undergraduate	Percentage of Credits Taught by Full time Professors	Student Credit Hours Taught Graduate	Percentage of Credits Taught by Full time Professors
11292	11043	67%	249	52%
Faculty Members	Number of Faculty Members	Percent of Faculty Members		
Full Time	16	34.00%		
Part Time	0			
Adjunct	26	76.00%		
Number of Full-Time Faculty Members	% of total full-time faculty with terminal degrees			
16	19.00%			
Departments within the Academic School	Credit Hours Taught in '11-'12 Undergraduate	Percentage of Total Undergraduate Hours Taught in Department	Credit Hours taught in '11-'12 Graduate	Percentage of Total Graduate Hours Taught in Department
Communications	11043	97.79%	249	2.21%
Total	11043		249	
Class size range	3 to 28			
Number of Majors by Program	Undergraduate	Percentage of Total Majors in Each Program	Graduate	Percentage of Total Majors in Each Program
Advertising and Media	19	5%	1	6%
Advert, Public Relations: Corporate Communications	30	7%	0	0%
Communications	22	5%	11	65%
Corporate Comm	20	5%	0	0%
Digital Cinema Arts	36	9%	1	6%
Interactive Media & Web Design	60	15%	1	6%
Journalism	54	13%	0	0%
Mass Communications	164	40%	1	6%
Multi Media Design	4	1%	2	12%
Undecided	2	0%		0%
Total	411		17	

## Education

Credit Hours Taught in Academic School	Student Credit Hours Taught Undergraduate	Percentage of Credits Taught by Full time Professors	Student Credit Hours Taught Graduate	Percentage of Credits Taught by Full time Professors
	21120	39.30%	42000	20.33%
Faculty Members	Number of Faculty Members	Percent of Faculty Members		
Full Time	49	13%		
Part Time	8	2.00%		
Adjunct	327	85%		
Number of Full-Time Faculty Members	% of total full-time faculty with terminal degrees			
49	80%			
Departments within the Academic School	Credit Hours Taught in '11-'12 Undergraduate	Percentage of Total Undergraduate Hours Taught in Department	Credit Hours taught in '11-'12 Graduate	Percentage of Total Graduate Hours Taught in Department
Counseling	0	0%	10485	25%
Educational Leadership	0	0%	30978	74%
Health and Fitness Science	10107	48%	537	1%
Teacher Education	11013	52%	0	0%
Total	21120		42000	
Total Number of students taught by school in 2010-2011	2,229		4658	
Class size range	1 to 114			
Number of Majors by Department	Undergraduate	Percentage of Total Majors in Each Department	Graduate	Percentage of Total Majors in Each Department
Administration- MA	0	0%	531	12%
Athletic Training	124	11%	1	0%
Counseling	0	0%	870	19%
Early Childhood	94	9%	0	0%
Early Childhood Special Education	13	1%	0	0%
Education (MA)	0	0%	795	17%
Educational Administration-EdD	0	0%	168	4%
Educational Administration-EdS	0	0%	122	3%
Elementary Education	354	32%	0	0%
Exercise Science	271	25%	0	0%
Health Education	4	0%	0	0%
Human Performance	0	0%	3	0%



Instructional Leadership-EdD	0	0%	176	4%
Instructional Leadership-EdS	0	0%	21	0%
Middle School Education-Business		0%	0	0%
Middle School Education	12	1%	0	0%
Middle School Education-Language Arts	6	1%	0	0%
Middle School Education-Mathematics	34	3%	0	0%
Middle School Education-Science	9	1%	0	0%
Middle School Education-Social Science	14	1%	0	0%
Middle School Education-Speech/Theatre	1	0%	0	0%
Middle School Education-Technology and Engineering	2	0%	0	0%
Physical Education	160	15%	2	0%
School Leadership-EdS	0	0%	74	2%
Teaching (MA)	0	0%	527	11%
Work Shop	0	0%	1291	28%
Undecided	4	0%	4	0%
Total	1102		4585	

## Fine and Performing Arts

Credit Hours Taught in Academic School	Student Credit Hours Taught Undergraduate	Percentage of Credits Taught by Full time Professors	Student Credit Hours Taught Graduate	Percentage of Credits Taught by Full time Professors
	12977	58.85%	956	89%
Faculty Members	Number of Faculty Members	Percent of Faculty Members		
Full Time	22	29.00%		
Part Time	1	1		
Adjunct	54	70.00%		
Number of Full-Time Faculty Members	% of total full-time faculty with terminal degrees			
22	68%			
Departments within the Academic School	Credit Hours Taught in '11-'12 Undergraduate	Percentage of Total Undergraduate Hours Taught in Department	Credit Hours taught in '11-'12 Graduate	Percentage of Total Graduate Hours Taught in Department
Art	4827	37%	393	41%
Dance	1864	14%	0	0%
Fashion Design	777	6%	0	0%
Music	2899	22%	9	1%
Theatre	2610	20%	554	58%
Total	12977		956	
Total Number of students taught by school in 2010-2011	1959		73	
Class size range	1 to 89			
Number of Majors by Department	Undergraduate	Percentage of Total Majors in Each Department	Graduate	Percentage of Total Majors in Each Department
Art	161	32%	23	42%
Dance	28	6%	1	2%
Fashion Design	74	15%	2	4%
Music	133	27%	0	0%
Performing Arts	2	0%	0	0%
Theatre	92	19%	29	53%
Undecided	7	1%	0	0%
Total	497		55	

## Human Services

Credit Hours Taught in Academic School	Student Credit Hours Taught Undergraduate	Percentage of Credits Taught by Full time Professors	Student Credit Hours Taught Graduate	Percentage of Credits Taught by Full time Professors
	8696	91.78%	689	47%
Faculty Members	Number of Faculty Members	Percent of Faculty Members		
Full Time	13	46.43%		
Part Time	0	0%		
Adjunct	15	53.57%		
Number of Full-Time Faculty Members	% of total full-time faculty with terminal degrees			
13	62%			
Departments within the Academic School	Credit Hours Taught in '11-'12 Undergraduate	Percentage of Total Undergraduate Hours Taught in Department	Credit Hours taught in '11-'12 Graduate	Percentage of Total Graduate Hours Taught in Department
Christian Ministry Studies	388	4%	0	0%
Criminal Justice	4473	51%	0	0%
Fire and Paramedic Science	489	6%	0	0%
Military Science	127	1%	0	0%
Nonprofit Administration	1115	13%	569	83%
Public Administration	0	0%	120	17%
Social Work	2104	24%	0	0%
Total	8696		689	
Total Number of students taught by school in 2010-2011	1283		71	
Class size range	1 to 64		1-18	
Number of Majors by Department	Undergraduate	Percentage of Total Majors in Each Department	Graduate	Percentage of Total Majors in Each Department
Christian Ministry	27	6%	0	0%
Criminal Justice	261	53%	1	2%
Fire and Paramedic Science	69	14%	0	0%
Nonprofit Admin	47	10%	48	98%
Social Work	83	17%	0	0%
Undecided	2	0%	0	0%
Total	489		49	

## Humanities

Credit Hours Taught in Academic School	Student Credit Hours Taught Undergraduate	Percentage of Credits Taught by Full time Professors	Student Credit Hours Taught Graduate	Percentage of Credits Taught by Full time Professors
	35147	53.85%	579	90%
Faculty Members	Number of Faculty Members	Percent of Faculty Members		
Full Time	38	35.51%		
Part Time	5	4.67%		
Adjunct	64	59.81%		
Number of Full-Time Faculty Members	% of total full-time faculty with terminal degrees			
38	89%			
Departments within the Academic School	Credit Hours Taught in '11-'12 Undergraduate	Percentage of Total Undergraduate Hours Taught in Department	Credit Hours taught in '11-'12 Graduate	Percentage of Total Graduate Hours Taught in Department
English and Writing	13736	39%	0	0%
EPP	1896	5%	0	0%
Foreign Languages	2709	8%	0	0%
History and Geography	9804	28%	0	0%
International Studies	36	0%	0	0%
MAIS	0	0%	369	64%
MPA	0	0%	120	21%
Philosophy	2622	7%	0	0%
Political Science	1728	5%	0	0%
Religion	2616	7%	0	0%
TESOL	0	0%	90	16%
Total	35147		579	
Total Number of students taught by school in 2010-2011	4711		49	
Class size range	1 to 35			
Number of Majors by Department	Undergraduate	Percentage of Total Majors in Each Department	Graduate	Percentage of Total Majors in Each Department
English	97	24.56%	0	0.00%
French	16	4.05%	0	0.00%
General Studies	16	4.05%	0	0.00%
History and Geography	131	33.16%	0	0.00%
International Studies	35	8.86%	27	65.85%
Philosophy	16	4.05%	0	0.00%
Political Science	43	10.89%	0	0.00%

Pre-Law	10	2.53%	0	0.00%
Public Administration	3	0.76%	5	12.20%
Religion	6	1.52%	0	0.00%
Spanish	22	5.57%	0	0.00%
TESOL	0	0.00%	9	21.95%
Total	395		41	

## LCIE

Credit Hours Taught in Academic School	Student Credit Hours Taught Undergraduate	Percentage of Credits Taught by Full time Professors	Student Credit Hours Taught Graduate	Percentage of Credits Taught by Full time Professors
	60459	4%	25267	8%
Faculty Members	Number of Faculty Members	Percent of Faculty Members		
Full Time	17	8%		
Part Time	0	0		
Adjunct	104	92%		
Number of Full-Time Faculty Members	% of total full-time faculty with terminal degrees			
17	71%			
Departments within the Academic School	Credit Hours Taught in '11-'12 Undergraduate	Percentage of Total Undergraduate Hours Taught in Department	Credit Hours taught in '11-'12 Graduate	Percentage of Total Graduate Hours Taught in Department
Business Admin	16778	28%	12555	50%
Communications	10612	18%	3151	12%
Criminal Justice	4744	8%	2202	9%
Gerontology	130	0%	372	1%
Health Management	2947	5%	2937	12%
Human Resource Mgmt	3956	7%	2163	9%
Information Services	2181	4%	687	3%
MFA/Creative Writing	0	0%	1200	5%
Art - GE	1812	3%	0	0%
Humanities - GE	3694	6%	0	0%
Math- GE	4422	7%	0	0%
Cross Cultural- GE	3158	5%	0	0%
Social Science/Govt- GE	3381	6%	0	0%
Sciences - GE	2644	4%	0	0%
Total	60459		25267	
Total Number of students taught by school in 2010-2011	2740		1324	
Class size range	6 to 14			
Number of Majors by Department	Undergraduate	Percentage of Total Majors in Each Department	Graduate	Percentage of Total Majors in Each Department
Business Admin	1198	45%	569	44%
Communications	237	9%	143	11%
Creative Writing	0	0%	56	4%
Criminal Justice	389	15%	168	13%
Christian Ministry	8	0%	0	0%

Fire Science	11	0%	0	0%
Gerontology	9	0%	19	1%
Health Management	294	11%	159	12%
Hospitality Services	7	0%	0	0%
Human Resource Mgmt	246	9%	136	10%
Information Technology	197	7%	46	4%
Mortuary Mgmt	3	0%	0	0%
Undecided	77	3%	0	0%
Total	2676		1296	

## Sciences

Credit Hours Taught in Academic School	Student Credit Hours Taught Undergraduate	Percentage of Credits Taught by Full time Professors	Student Credit Hours Taught Graduate	Percentage of Credits Taught by Full time Professors
	35585	52%	0	<b>0</b>
Faculty Members	Number of Faculty Members	Percent of Faculty Members		
Full Time	31	42%		
Part Time	5	7%		
Adjunct	38	51%		
Number of Full-Time Faculty Members	% of total full-time faculty with terminal degrees			
31	94%			
Departments within the Academic School	Credit Hours Taught in '11-'12 Undergraduate	Percentage of Total Undergraduate Hours Taught in Department		
<b>BCES (BIO, CHM, ESC)</b>	<b>14063</b>	<b>40%</b>		
Biology	7368	21%		
Chemistry	4103	12%		
Earth Science	2592	7%		
<b>MCPE (MTH, CSC, PreEng)</b>	<b>11741</b>	<b>33%</b>		
Computer Science	1170	3%		
Pre-Engineering	69	0%		
Math	9529	27%		
Physics	973	3%		
<b>SBS (ANT, PSY, SOC)</b>	<b>9781</b>	<b>27%</b>		
Anthropology	1571	4%		
Psychology	5735	16%		
Sociology	2475	7%		
<b>Total</b>	<b>35585</b>			
Total Number of students taught by school in 2010-2011	4350			
Class size range	1 to 39			
Number of Majors by Department	Undergraduate	Percentage of Total Majors in Each Department		
<b>BCES (BIO, CHM, ESC)</b>	<b>464</b>	<b>49%</b>		
Biology	172	18%		
Chemistry	113	12%		
Pre-Chiropractic	7	1%		
Pre-Dentistry	9	1%		



Pre-Health	4	0%		
Pre-Medicine	47	5%		
Pre-Nursing	104	11%		
Pre-Optometry	2	0%		
Pre-Veterinary Science	6	1%		
<b>MCPE (MTH, CSC, PreEng)</b>	<b>215</b>	<b>23%</b>		
Computer Science	108	11%		
Mathematics	54	6%		
Pre-Engineering	53	6%		
<b>SBS (ANT, PSY, SOC)</b>	<b>265</b>	<b>28%</b>		
Anthropology	19	2%		
Psychology	232	25%		
Sociology	14	1%		
Unified Science	2	0%		
Undecided	9	1%		
<b>Total</b>	<b>944</b>			

**2013-2017 Current and Projected Enrollments**