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Lindenwood University Strategic Plan, Fiscal 2014

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University

STRATEGIC PLAN

Fiscal 2014

July 2013

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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

At the June 2012 meeting of the Strategic Planning Committee of the Lindenwood University Board of Directors, a request was made that the fiscal 2014 strategic plan include an analysis of the strengths, opportunities, and challenges facing the academic schools and campus service departments. It was recognized that by capitalizing upon our strengths, acting upon our opportunities, and finding solutions to any challenges, our institution can and will continue to grow and improve.

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 2014 strategic plan, each academic school, 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

Among the questions asked on the strategic plan were the following four:

- What are the strengths of your school/department?
- What opportunities exist for your school/department?
- What, if any, challenges does your school/department face
- What are you current needs?

The next section is a compilation of the most common responses to the strategic questions. For a full listing of the responses specific to each school or department, please see the complete plans starting on page 20 of this report.

In response to the first question, the **strengths** reported by the schools and departments include each of the following:

- a) Outstanding faculty members who are distinguished in their fields, highly credentialed, knowledgeable, professional, caring, committed, and enthusiastic
- b) Qualified, well-trained, experienced, friendly, and diligent staff members dedicated to customer service and to responding to student needs
- c) Strong adjunct faculty members who professionally practice in their fields and are capable of bringing professional expertise and familiarity with emerging technology to our students
- d) Strong academic programs grounded in the liberal arts and that prepare students for graduate school and/or the job market; a University administration, faculty, and staff that recognizes opportunities to offer new programs (e.g. nursing)
- e) Strong working relationships across campus, including administration, staff, and faculty; an open door policy
- f) A variety of course delivery formats, including in class and on line; evening, day, weekend, J-Term, ½ term, and summer classes; and semester, quarter, and 5-term options. In addition, faculty members are utilizing online resources, high tech classrooms, and a variety of multi-media resources; the flipped classroom concept is being employed; sections specifically for honors students are offered; refresher courses and classes for students with minimal English language skills are offered; classes are being taught via distance learning, allowing students in St. Charles and Belleville to share a virtual classroom; students attend classes at two campuses, eight locations, the Boone Home, and a variety of additional locations (HIT Center, Elm street, Studios East and West, etc.); classroom structure ranges from lecture to hands-on application; study abroad is offered and encouraged.
- g) Outstanding, up-to-date facilities for all students, but particularly in the arts, the sciences, and communications, as well as student performance spaces in the arts and athletics; dedicated office areas for campus service departments
- h) Strong partnerships with professional agencies for internships and practica; direct business relationships with professionals in the arts and entertainment fields; strong relationships with area school districts
- i) Accreditations earned in four areas and accreditations being sought for seven additional programs
- j) A University commitment to staying current with technology and techniques used in fields in which our students will find employment
- k) Competitive tuitions and fees

When Deans and Directors were asked about **opportunities** that exist for their school/department, the following themes were discussed:

- a) Offering new or expanded programs/majors, including, but not limited to,
 - 1) Expansion of the anthropology degree
 - 2) Expansion of the biology degree

- 3) Development of a master's degree in nursing
 - 4) Creation of "cluster buster" courses in LCIE (3-credit courses)
 - 5) Co-op religion program with area seminaries
 - 6) BA in Gender Studies
 - 7) BA in Medieval Studies
 - 8) BA in Arts and Entertainment Management
 - 9) Minor in Music Production
 - 10) MFA in Cinema
 - 11) BS in Therapeutic Recreation
 - 12) BA in Resource Recreation and Conservation
 - 13) Master's degree in Accountancy
 - 14) Certificate programs
- b) Enhancing online coursework and teaching skills
 - c) Expanding programs in community service
 - d) Exploring opportunities to partner across programs, such as business and nursing
 - e) Researching grant opportunities to support new programs and facilities; creating a rich pipeline of donor cultivation and stewardship
 - f) Seeking approval for additional degree programs in Belleville
 - g) Strengthening effective systems for communication across disciplines and departments
 - h) Developing and implementing military recruitment strategies

Deans and directors were asked what, if any, **challenges** their schools/departments face

- a) Not maintaining or achieving specialized accreditation due to facilities shortages and/or faculty requirements
- b) Not being able to offer new programs due to faculty shortages
- c) Increasing numbers of adjunct professors potentially leading to loss of control
- d) University employees not understanding the need to take seriously the need for student recruitment and retention
- e) Increased competition from area colleges and online institutions
- f) Grade inflation in some areas
- g) Safety and security issues for the campus community
- h) Impact of the Affordable Health Care Act

Finally, the schools and departments were asked about their most immediate **needs**:

- a) Additional space for classrooms, labs, and offices
- b) Additional faculty and staff members
- c) Increased pay for adjuncts in order to recruit the best
- d) Continued updating of technology
- e) A solid understanding of the needs of incoming students, the digital natives
- f) Handicap accessibility (restroom needed in Butler Library; MAB not accessible)

Conclusion

Lindenwood University is in an enviable position in many ways; however, in order to stay at the top of its game, the institution must continually review its status and purposely plan toward the future.

Assumptions

Students

- The size of the core undergraduate student body on the heritage campus is stabilizing; the day population at Belleville will continue growing at a moderate pace for the next several years; the adult and graduate populations will continue to grow at a variable incremental pace.
- The Belleville campus will continue to grow as new programs are added.
- The undergraduate population on the heritage campus will stabilize at about 4000 residential students and 1500 commuter students over the next five years, while the residential population on the Belleville campus will stabilize at about 1000 students and 500 commuter students over the same time period.
- 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 25% 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%; by 2012-2013, the percentage of faculty members in St. Charles with terminal degrees had risen to 81%, and the current percentage of Belleville faculty members with terminal degrees was 92%. 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 members, 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 | 47% |
| 2012-2013 | 254 | 81% St. Charles 92% Belleville |

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 2012-2013 academic year, 258 full-time faculty members were employed; however, the percentage of faculty members with their highest earned degree from Lindenwood University had decreased to 11%.

| Year | Number of Full-Time Faculty Members | Percentage of Faculty Members with Highest Degree Earned at Lindenwood University |
|-----------|-------------------------------------|---|
| 2006-2007 | 165 | 16.5% |
| 2012-2013 | 258 | 11% |

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 2012-2013 fiscal year, that number rose to over 15,000. It is our goal that the number of enrolled students will continue to grow incrementally with the largest growth in the undergraduate and graduate LCIE programs and five-term evening graduate business program.

Lindenwood serves a diverse, talented student body of approximately 16,000 students, more than 4150 of whom are resident students. Slightly more than 29% of our students are members of minority groups, and 64% are women. We value the cultural, social, and intellectual enrichment afforded the campus by 1126 international students who hail from 101 countries. Our domestic students represent 48 states. Our students' ages range from the teens to the eighties, with the average student being 31 years old.

The data below for the years 2003-2008 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

| | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 IPEDS |
|---------------------------------|----------------------------|----------------------------|----------------------------|--------------------------------|--------------------------------|--------------------------------|
| | Actual | Actual | Actual | Actual | Actual | Actual |
| Full-Time Traditional Undergrad | 3425 | 3778 | 3979 | 4286 | 4578 | 4560 |
| Part-Time Traditional Undergrad | 180 | 139 | 218 | 200 | 428 | 202 |
| LCIE Undergraduate | 1698 | 2067 | 2022 | 2014 | 2279 | 2459 |
| LCIE Graduate | 1314 | 1723 | 1474 | 1689 | 1181 | 1224 |
| M.B.A. | 462 | 410 | 480 | 430 | 414 | 425 |
| ED/ART Graduate | 2610 | 3110 | 2890 | 3088 | 3536 | 3739 |
| Non-Degree Undergrad | 599 | 549 | 522 | 502 | 453 | 478 |
| Non-Degree Graduate | 1753 | 1287 | 1949 | 1769 | 1838 | 1917 |
| Total | 12,041 | 13,063 | 13,534 | 13,978 | 14,707 | 15004 |
| | 2009-2010 IPEDS | 2010-2011 IPEDS | 2011-2012 IPEDS | 2012-2013 Projected | 2013-2014 Projected | 2014-2015 Projected |
| | Actual | Actual | Actual | Projected | Projected | Projected |
| Full-Time Traditional Undergrad | 5030 | 5311 | 5752 | 6154 | 6584 | 7044 |
| Part-Time Traditional Undergrad | 274 | 437 | 236 | 236 | 236 | 236 |
| LCIE Undergraduate | 2610 | 2708 | 2608 | 2686 | 2766 | 2848 |
| LCIE Graduate | 1207 | 1246 | 1265 | 1285 | 1305 | 1325 |
| M.B.A. | 452 | 575 | 640 | 704 | 760 | 820 |
| ED/ART Graduate | 3642 | 3707 | 3436 | 3500 | 3500 | 3500 |
| Non-Degree Undergrad | 502 | 467 | 505 | 505 | 505 | 505 |
| Non-Degree Graduate | 3634* | 2849 | 1461 | 1700 | 1700 | 1700 |
| Total | 17,351 | 17,309 | 15903 | 16770 | 17356 | 17978 |

| | |
|---------------------------------|------------------|
| | 2015-2016 |
| | Projected |
| | Projected |
| Full-Time Traditional Undergrad | 7537 |
| Part-Time Traditional Undergrad | 236 |
| LCIE Undergraduate | 2933 |
| LCIE Graduate | 1346 |
| M.B.A. | 885 |
| ED/ART Graduate | 3500 |
| Non-Degree Undergrad | 505 |
| Non-Degree Graduate | 1700 |
| Total | 18642 |

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.

Schools, Committee, and Department Strategic Plans

School of American Studies

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

The School 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 in order 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 active ethical and concerned citizens,
- utilizing the Boone site as an educational resource for interdisciplinary university learning as well as for tourism, special events, and K-12 educational programs that will cater to the student's respective disciplines and provide a unique opportunity to acquire hands-on practical experience,
- exemplifying the highest standards of academic and professional excellence,
- working with the School of Fine Arts, the School of Humanities, and others to utilize the Boone Home facilities to conduct mini "Chautauquas" and other programs targeting the community.

Faculty members in the School will encourage scholarly pursuits/research by students by doing the following:

- facilitating opportunities for students to present at a local, regional, or national conference or workshop (December 2014),
- creating student projects visible to the public allowing students to become advocates for their discipline (2014),
- establishing internship guidelines that are clear and consistent (July 2013),
- establishing capstone / senior projects (UG) that are clear and consistent (July 2013),
- establishing thesis guidelines (Grad) that are clear and consistent (July 2013),
- establishing minimal levels of competency for each degree program (July 2013).

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

- attending one local, regional, or national conference yearly (December 2014),
- maintaining professional certification through continuing education opportunities (December 2014),
- contributing articles to the newly revised *Intelligencer* (June 2014).

Program growth within and new opportunities for the School include the following:

- establishment of a BS or an emphasis in Therapeutic Recreation (October 2014),
- establishment of a BS in Resource Recreation and Conservation (October 2014),
- pursuing grant opportunities from such entities as the Trulaske and the Martiz Foundations to supplement program and facility management costs (Jun 2014),
- working with the Defiance Merchants Association, the Femme Osage Valley Preservation Group, and Dierbergs to develop the Highway 94 Historic Trail from Defiance to Hermann (Jun 2014).

The most outstanding strengths, and thus the foundation of student retention within the school, are the following:

- diverse experiential learning opportunities,
- distinguished, enthusiastic, and credentialed full-time faculty,
- partnerships, agreements, and collaboration with professional agencies for internships and job placement opportunities,
- adjuncts currently employed in the field of study,
- competitive student employment opportunities.

Means by which the faculty members will recruit additional majors in the school include the following:

- visiting leisure services summer employee orientation meetings (Jun 2014).
- creating of updated publications for each degree program and a new school brochure (June 2014),
- utilizing social media to create videos about the specific degree options and to educate prospective students about the benefits and career opportunities in leisure services (June 2014),
- increasing the awareness of program opportunities through presentations to civic groups such as Lions and Rotary Club and so forth (June 2014),
- evaluating the effectiveness of recruiting initiatives (June 2014).

The challenges and their solutions facing the school include the following:

- not being able to pursue NRPA accreditation due to office space/location. The school needs a new location for office that is comparable to other schools (May 2014).
- not being able to pursue NRPA accreditation due to faculty requirements. We currently need a new faculty member with a graduate degree in recreation (August 2014).
- not being able to expand the undergraduate and graduate School of American Studies without at least one full-time staff member (August 2014).

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

- one new full-time faculty member in Recreation Administration (August 2014),
- new location for the School of American Studies offices (May 2014),
- the ability to change the name of the school to reflect the current and future programs within the school. Recommended name is the *School of Recreation, Parks, and Tourism* (January 2014).

The chief long-range goals (2014-2019) for the school include the following:

- accreditation from the National Recreation and Park Association for the Recreation Administration program (2015),
- expansion of the delivery of certifications required by the National Association for Interpretation, the Association of Living History Farms and Agriculture Museums, the Country School Association of America, and other appropriate organizations (2018),
- evolving curriculum to offer a master's degree in Cultural History Interpretation with an emphasis in site / administrative management, minor or emphasis option 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 Lindenwold's status as a leading national educational institution (2016),

- opportunities offered to international students to attend a semester at Lindenwood or participate in Daniel Boone Home internships (2015).
- increased use of the DBH site as an interdisciplinary learning resource center (June 2014).

School of Business and Entrepreneurship

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

- providing a comprehensive core curriculum of business subjects,
- instilling a strong and enduring sense of ethical business practices,
- providing theoretical tools and analytical skills for lifelong use,
- developing the student's communication and presentation skills,
- offering major fields of study to equip students for specialized careers,
- providing opportunities to supplement classroom education with real world experience
- expanding the 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.

Faculty members in the School of Business and Entrepreneurship will encourage scholarly pursuits/research by students by

- providing opportunity for scholarship/research by expansion of Honors courses offered in the SB&E (measurable # of courses) (2014),
- investigating the concepts of required undergraduate scholarship/research outputs (measurable by list of recommendations from a committee that will be developed for this initiative) (2014),
- completing MS Thesis projects (measurable by number of MS Thesis completed) (2014).

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

- attendance of faculty members at minimum one professional conference, workshop, webinar, etc. (measurable by percentage of faculty members attending), (2015)
- Integration of Blackboard into courses (measurable by percentage applicable sections with Blackboard) (2014),
- development of faculty/scholarship expertise by participating on thesis committees (measurable by number of a faculty members participating on committees) (2015),
- Investigation of the concept of providing consulting services to the region (measurable by list of recommendations from a committee that will be developed for this initiative) (2015).

Program growth within and new opportunities for the School of Business and Entrepreneurship include the following:

- the ability to begin implementation of new programs/certificates (measurable by the percentage of core courses to be developed and/or taught in these programs): (2014)
 - Master's of Accountancy
 - MA of Leadership
 - Certificates
- the ability to begin development of undergraduate online BA of Business Administration (measurable by the percentage of undergraduate core online courses developed) (2015),

- the ability to begin development of undergraduate BS of Healthcare Management (measurable by status of program proposal) (2015),

The most outstanding strengths, and thus the foundation of student retention within the School of Business and Entrepreneurship, are as follows:

- the ability to investigate methods to increase student retention by understanding/researching the following areas (2015):
 - active learning
 - study abroad/away opportunities
 - internship/career opportunities
 - online/hybrid courses
 - high potential student opportunities
 - advising
 - understanding why students leave
 - other retention opportunities

These investigations will be measurable by the list of recommendation from the various SB&E committees (to be developed or modified for this initiative) to improve student retention.
- the ability to implement SB&E Dean's Council of Students (measurable by 1st meeting of the Council) (2014).

Means by which the faculty members will recruit additional majors in the School of Business and Entrepreneurship include the following:

- collaboration with Undergraduate/Graduate admissions to
 - develop/redesign hard/copy materials,
 - develop/redesign presentations,
 - visit onsite with admissions,
 - assist with potential Student Visitation Days.

These collaborations will be measurable by number of events attended and/or materials produced (2014).
- introduction/implementation of new programs/certificates/delivery methods (measurable by number of new programs/certificates/delivery methods introduced) (2014) ,
- identification of the Faculty's Network (measurable by network list) (2015),
- development of materials to clearly align the SCC courses with SB&E majors and make available to SCC and admissions (measurable by materials developed, delivered and updated as appropriate) (2014).

The challenges and their solutions facing the School of Business and Entrepreneurship include the following:

- not meeting ACBSP standards in regards to terminally degreed faculty (70% grad, 40% undergrad student hours must be taught by doctoral qualified faculty, measurable by making positive progress to meet standards)
 - Must maintain accreditation standards when hiring faculty.
 - Must implement SB&E HR plans requiring additional faculty with the new program faculty requirements,
- not attracting doctoral-qualified adjunct faculty members (measurable by making positive progress to meet the standards - percentage of terminally degreed faculty)
 - Must investigate a compensation plan to attract and retain doctoral qualified adjunct faculty.
 - Must provide more opportunities for "online/on-ground super adjuncts" who just teach (doctoral qualified only).
- not being an AACSB business school to compete with local AACSB schools

- Must investigate AACSB accreditation if new standards become available and unit branding is adopted by AACSB.
- not being able to effectively deploy full-time faculty due to limitations to support university programs such as J-Term and Boone Home
 - The university may want to reconsider whether it should require all schools to equally support J-Term deployment. Points to consider:
 - It may be more effective and efficient to permit schools to modify deployment to better meet school's/program's specific accreditation standards and school/program growth.
 - It may be wise to modify J-Term requirements/offersings to permit SB&E to schedule faculty for additional fall/spring semester and MBA program courses when the school has the greatest need for new sections.
 - SB&E programs and accreditation standards would be better served if faculty could teach 5/4 or 4/5 rather than 4/1/4.
 - The university may want to reconsider the requirement that all schools are to equally support the Boone Home mission. Points to consider:
 - It is difficult to attract business students to non-business related environments on a consistent basis.
 - The Boone Home location and facilities do not provide a learning environment for college-level business courses.
 - Faculty committed to Boone Home classes teaching 8-15 students could be better utilized to open additional sections to support the expanding on-ground and online business programs.

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

- implementation of the SB&E 3-year Human Resource Plan
- acquisition of membership in AACSB
- provision of more faculty office space and administrative support
- encouragement of more full-time online faculty members and advisors (as the online programs grow)
- provision of a method to take the WPA online (in support of online BA in Business Administration)
- provision of a method to take English and Math Placements online (in support of online BA in Business Administration)
- provision of ENG 210, Writing Center, and Tutoring online
- provision of direct deposit for adjunct faculty (online faculty for example)
- development of online Blackboard Certification of online faculty members (from Distance Learning Center)
- creation and implementation of script for an automatic system to develop Blackboard shells for each section
- creation and implementation of on-ground and virtual faculty training and support to implement Blackboard testing and other advanced areas of Blackboard
- creation and implementation of on-ground and virtual faculty training and support to implement active learning methods
- creation and implementation of on-ground and virtual faculty training to support student scholarship/research
- consideration of SB&E needs to modify J-Term, Boone Home, and full-time and adjunct faculty hiring/compensation policies to better meet accreditation standards
- provision of graphics support for brochures/website material for each program

The chief long-range goals (2014-2019) for the School of Business and Entrepreneurship include:

- research requiring a scholarly project as an undergraduate requirement,
- methods to measure teaching and advising performance,
- development of different delivery formats (hybrids/online),
- provision of opportunities for faculty to consult in areas of expertise,
- creation of an Internship/Career Center,
- development of a Healthcare Management program,
- requirement of professional presentations/scholarship for all faculty,
- seeking of AACSB accreditation if standards change to allow for unit branding,
- investigation of the DBA program,
- improvement of regional recognition,
- development of exchange/travel abroad program.

School of Communication

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

The school supports the mission statement of Lindenwood University by

- 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,
- instructing students in a manner that encourages a community outlook and a desire to reach beyond the minimum requirements of an assignment in an effort to add additional value to their work,
- instilling the importance and responsibility of a free press as a means of shining a light on corrupt practices, and, therefore, raising awareness around issues impacting communities—both local and global,
- conveying the message that, as “an educated, responsible citizen of a global community,” they bear a responsibility to be informed about newsworthy events on a local, national, and international scale,
- providing assignments that support general education SLOs for assessment as part of the integrative liberal arts curriculum of the university,
- emphasizing curricular challenges that foster professional development and challenging their adaptive thinking and problem-solving skills.

Faculty members in the school will encourage scholarly pursuits/research by students by

- including assignments in at least two of the required major courses requiring scholarly research of students (August 2013),
- requiring digital cinema capstone students to submit their work to at least one film festival (August 2013),
- encouraging Emmy Award submissions by LUTV producers (August 2013),
- guiding students to submit appropriate projects for consideration for the College Television Awards conferred by The Academy of Television of Arts and Sciences Foundation.

The faculty members of the school will continue to grow in their areas of expertise by

- joining and maintaining memberships in relevant industry professional organizations such as the Society of Professional Journalists (SPJ), the Association of Educators in Journalism and Mass Communication (AEJMC), and Broadcast Educators Association (BEA) (August 2013),
- taking advantage of the university resources and attending academic conferences (August 2013),
- reviewing relevant research in journals distributed by relevant professional and academic organizations and members (August 2013),
- building relationships with working professionals in the field (May 2013),
- reviewing new textbooks appropriate to the advanced professional courses in the major (May 2013),
- cooperating with peer faculty members in assessing student work as appropriate to the comprehensive evaluation and evolution of SLOs pertinent to the major (August 2013),
- attending relevant conferences (August 2013),

- seeking, where appropriate, training and technical certifications to better manage classes and facilities and to enable technical support to rely as little as possible on outside contractors (August 2013).

Program growth within and new opportunities for the school include

- increasing involvement in community and university related activities that would benefit from the designs produced by our students (December 2013),
- developing the Interactive Media & Web Design Firm course to be a “go-to” entity for the University for IMWD related projects (December 2013),
- strengthening the Interactive Media & Web Design program by working with the Computer Science Department to ensure that students from both programs are able to benefit from the courses being offered (August 2013),
- constructing a web presence for communication internship opportunities (August 2013),
- expanding journalism opportunities available at LindenLink.com (December 2013),
- employing promising adjunct faculty members capable of bringing professional expertise and familiarity with emerging interactive technology to advanced courses in the major (May 2013),
- seeking opportunities to cooperate with other schools on campus in the implementation of the daytime graduate curriculum (May 2013),
- developing a multidisciplinary MFA degree to serve students interested in a terminal degree in cinema (December 2013).
- Adding course work in the 3D printing (August 2014).

The most outstanding strengths, and thus the foundation of student retention within the school, are

- knowledgeable, professional, and caring faculty,
- our commitment to staying current with the technologies (well-maintained hardware and software) and techniques used in the industry,
- the learning community that exists within the program,
- practical application of skills (Practical application of skills is inherent in our program; students publish and produce news content for three mediums: newspaper, television, and the Internet. As student practitioners of journalism, they cover “big” stories in the field alongside the professionals in a top 25 news media market such as presidential elections, highway construction, fires, tornadoes.),
- a close-knit community of faculty and peers in the School of Communication doing big things in a small environment,
- adjunct faculty members capable of bringing professional expertise and familiarity with emerging interactive technology to advanced courses in the major,
- hands-on learning and real-world work experience,
- diversity of opportunity, enabling students to take on active learning roles at many levels in many sub-industries,
- diversity of students (students from various backgrounds are prominent in expressing themselves in their public communication efforts).

Means by which the faculty members will recruit additional majors in the school include

- finding additional recruiting avenues in the school’s involvement with MediaNowSTL, permanently establishing a partnership that organizes and presents the annual summer high school digital journalism camp held at Lindenwood University, which attracts 100+ students and journalism advisors from our region and beyond (June 2014),

- participating in MediaNowSTL Critique Nights (Once a semester at Lindenwood University, high school students are invited to have their work critiqued by working professionals in the field in October 2013 and March 2014),
- expanding the partnership between the Missouri American Legion and the university to extent scholarships in connection with the Legion's annual statewide oratorical contest (December 2013),
- rebuilding the School of Communications web pages with enhanced program-specific information (May 2013),
- "syndicating" LUTV programs transmitted to LU-Belleville and various other PEG access cable entities (May 2013).

The challenges and their solutions facing the school include

- lagging hardware upgrades; software upgrades will mandate hardware upgrades, solution: Maintain communication with IT and ensure a regular upgrade cycle to the lab, preferably every 3 years.
- low adjunct pay; potential adjuncts in this field can make far more money pursuing other initiatives, solution: Encourage Lindenwood University to consider adopting an adjunct pay and raise structure that factors in cost of living increases annually.
- the inability to show pertinent videos and websites during lectures at podium computers in Spellmann Center classrooms, solution: increase bandwidth and test Internet connection speeds in the building during peak classroom hours Monday through Friday.
- the loss of journalism lab newsroom management graduate assistantships for The Legacy and LindenLink.com, solution: reinstate the two previous full-time graduate assistantships.
- athletic conferences' restrictions on audio and video presentations, solution: a proposal to the conference to allow curricular-based project be exempted from media contract restrictions.
- university Audio/Visual demands, which potentially threaten to detract from communication programs' educational and on-air efforts, solution: university Audio/Visual production should be properly addressed outside of the academic program as an independent but cooperative entity.
- the limitations of our physical space, as the growth of the cinema arts and broadcast journalism programs currently test the limits of our studio and lab facilities, solution: (short-term) find additional overflow space, (long-term) constructs a new facility.
- the competing degrees at the Art Institute. solution: market Lindenwood's competitive advantages, which are our liberal arts backbone, professional faculty, commitment to advanced technology, and our opportunities for real-world experience.

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

- acquiring and hanging artwork in the KCLC offices (August 2013),
- upgrading the sound system in S4095 (August 2013),
- investigate the possibility of constructing a new multi-million dollar building to house the School of Communications (August 2013),
- server hosting environment for student work [Currently instructors are purchasing hosting out of their own pockets and trying to manage student accounts through their own sites] (August 2013),
- upgrading projectors in SC4100 and SC4090 (August 2013),

- dedicating resources and physical space for production/student interaction for the design firm projects (August 2013),
- hiring graduate assistants for The Legacy, and LindenLink.com (August 2013),
- recruiting full-time faculty with terminal degrees combined with professional experience beyond the academic environment (May 2013),
- replacing teleprompters for LUTV (August 2013),
- purchasing and implementing an integrated LUTV video archiving solution, which would allow news media items to be saved and accessed as required for student production, outside media requests, and university archives (August 2013),
- continuing of the LUTV fiber connectivity project, which would build links to LUTV to Harmon Hall, the Brock Complex, and Young Hall (May 2014),
- outfitting the Hyland Auditorium VIP room with audio and video monitors (August 2013),
- adding two cameras to the sports production system in Hunter and Hyland (August 2013),
- acquiring a Blu-Ray recorder for LUTV (August 2013),
- developing technical certification programs for technical skills (December 2013),
- establishing advisory councils for the academic programs and recruiting members to serve (December 2013),
- acquiring a 3D printer and printing materials (August 2014).

The chief long-range goals (2014-2019) for the school include

- developing an Audio/Music Production degree program (May 2014),
- becoming identified as a source for high-quality interns and graduates in the field of Interactive Media & Web Design (May 2014),
- enriching the curriculum of the Interactive Media & Web Design program through the addition of a two to three additional computer science courses that focus on back-end development and server-sided scripting (May 2014),
- placing a stronger focus on converged news content, focusing less on medium-specific journalism outcomes (December 2014),
- offering teacher certification in journalism education for secondary education under DESE standards (the timeline is dependent on DESE freeze on certification of programs),
- incorporating opportunities for mobile news content production (January 2016),
- hiring a full-time journalism faculty member, as dictated by advising loads (May 2015),
- hiring a full-time faculty member for focus on the Advertising, Public Relations: Corporate Communications program and advising students in that major (May 2015),
- instituting a student chapter of the Society of Professional Journalists (August 2014)
- interactive communication platforms consistent with the evolving needs of professional organizations in the field (August 2014),
- upgrading the storage capacity of LUTV's server backbone to keep pace with increased production, the eventual addition of the Belleville station, and enrollment (August 2014),
- hiring a full-time broadcast engineer (August 2014),
- adding a digital cinema faculty-member, as dictated by faculty advising loads (May 2015),
- becoming an Avid Learning Partner (August 2014).

School of Education

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

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

- adopting, developing, and implementing best practices for each individual program in order to develop the whole person and prepare students to succeed in the workplace. The best practices will be measured through Missouri Standards for the Preparation of Educators (MoSPE) and the Commission on Accreditation of Athletic Training Education (CAATE) as well as other Learned Societies and Professional Associations for specific programs offered (August 2014).
- continuing to explore the development of effective university data systems to collect data measuring student academic and professional disposition growth as per the needs of the accrediting agencies (August 2014),
- developing students into reflective decision makers who positively impact the 21st Century global community by increasing and embedding 21st Century student outcomes and support systems, such as writing intensive coursework, including oral and written communications, information media and instructional technology skills, critical thinking, collaboration, creativity, problem-solving, life skills, career skills, as measured by our own evaluation instruments (August 2014).

Faculty members in the school will encourage scholarly pursuits/research by students by

- supporting students to participate in the Student Research Symposium and Exposition (August 2014),
- encouraging faculty support for the Student Research Symposium and Exposition (August 2014),
- collaborating with students to participate and present at conferences at the local, state, national, and international levels (August 2014),
- engaging faculty and students to contribute to SOE-ELA and other professional journals, in order for students to share their scholarly work (August 2014).

The faculty members of the school will continue to grow in their areas of expertise by

- participating in collaborative efforts with Missouri Department of Elementary and Secondary Education (DESE) to implement new education MoSPE standards, data points, and evaluation processes (ongoing as designated by DESE through August 2014),
- participating in collaborative efforts with Commission on Accreditation of Athletic Training Education (CAATE) to implement new standards, data points, and evaluation processes (ongoing as designated by CAATE through August 2014),
- increasing partnerships and opportunities with experts in our program fields to maximize our understanding of what Lindenwood University graduates are expected to know and do (August 2014),
- increasing partnerships and opportunities with School Districts, Charter Schools, etc., to maximize our understanding of what PK-12 students are expected to learn and do (August 2014),
- participating in professional learning and scholarly work in content area of expertise (August 2014).

Program growth within and new opportunities for the school include

- exploring opportunities (as feeder programs) to partner with other programs, such as nursing, to provide opportunities (higher education, adult learning) for graduates of those programs (August 2014),
- exploring opportunities (as feeder programs) to promote the teacher education certification program by partnering with local school districts to provide substitute induction/training (August 2014),
- explore various course and program delivery systems to attract and impact diverse population of potential students (August 2014),
- creating new partnerships with school districts to understand, develop, and offer professional learning in the targeted areas of need (August 2014),
- developing new certificate programs which highlight 21st Century Skills for educators and administrators (August 2014).

The most outstanding strengths, and thus the foundation of student retention within the school, are

- instruction by experts who are current in the field and who maintain professional contact in the field, including strong adjunct personnel,
- development of lifelong professional relationships with graduates,
- small student/teacher ratio,
- providing support to all Lindenwood University students for test anxiety so students will advance to the next level of training in their education degree plan, as well as transitioning to their future career.

Means by which the faculty members will recruit additional majors in the school include

- exploring opportunities to partner with other programs, such as nursing, to provide opportunities for graduates of those programs (August 2014),
- exploring opportunities to promote the teacher education certification program by partnering with local school districts to provide substitute induction/training (August 2014),
- exploring various course and program delivery systems to attract and impact diverse population of potential students (August 2014),
- creating new partnerships with school districts to understand, develop, and offer professional learning in the targeted areas of need (August 2014),
- systematically collecting potential student names (referrals, conferences, daily contacts, etc.) on a recruiting database for follow up and for sharing with admissions on a semester basis (August 2014),
- distributing contact requests from admissions to SOE faculty for data collection (August 2014),
- designating specific individuals to support the recruitment of prospective students and providing timely response to student inquiries and supportive monitoring through all phases of the application, transcript, enrollment, etc., process (August 2014).

The challenges and their solutions facing the school include

- lack of tuition reimbursement from many school districts in our area,
- saturated local market as per industry need,
- tuition costs compared to competition.

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

- data collection and analysis position (August 2014),
- recruiting and marketing position (August 2014),
- addition of educational technology classrooms in Spellmann Center or other designated building for education courses to assist in developing distance learning opportunities (August 2014),
- addition of a new full-time doctoral-level faculty position to the Department of School and Professional Counseling. This position would be designated as a "standard" counseling faculty member position and support Lindenwood University as a whole in the area of retention (August 2014).

The chief long-range goals (2014-2019) for the school include

- technology enhancement in CAMS and/or other data systems for more efficient data collection and analysis (August 2014),
- human resource needs for assistance in data collection and analysis—this would include working closely with Dean of Institutional Research to develop clearly defined expectations for HLC report needs, DESE report needs, CAEP, etc. (August 2014),
- increased diversity of delivery systems to offer current degree offerings,
- increased office space (August 2014),
- increased classroom space (August 2014).

School of Fine and Performing Arts

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

The School supports the mission statement of Lindenwood University by

- developing art and design, dance, 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 academic and artistic quality—excellence.

Faculty members in the school will encourage scholarly pursuits/research by students by

- establishing internship guidelines that are clear and consistent among programs (July 2013),
- establishing thesis guidelines that are clear and consistent among programs (July 2013),
- collecting, reporting, and responding to comprehensive assessment data for all programs (June 2014),
- requiring majors who are seeking teaching certification to document their impact on student learning (June 2014).

The faculty members of the school will continue to grow in their areas of expertise by

- documenting distinguished practice, commitment, and impact on student learning in conjunction with IDP reviews (January 2014). Program growth within and new opportunities for the school include
- establishing a Bachelor of Arts in Arts and Entertainment Management degree that includes eight semester credits of “Production Service” (November 2013),
- establishing a Minor in Music Production (November 2013).

The most outstanding strengths, and thus the foundation of student retention within the school, are

- diverse performance and exhibition opportunities, including frequent artistic collaborations,
- access to essential production, rehearsal, and technological resources—tools to increase learning efficiency,
- state-of-the-art facilities,
- curricula aligned with rigorous professional standards,
- faculty and staff involvement in professional networks that can connect majors with pre- and post-degree employment, performance, and exhibition opportunities.

Means by which the faculty members will recruit additional majors in the school include

- aligning our Internet and social media presence with research-based recruiting practices (July 2013),
- producing and posting short videos that showcase the quality and diversity of arts at Lindenwood (July 2013),
- tracking the effectiveness of recruiting initiatives (July 2013).

The challenges and their solutions facing the school include

- attempting to produce too many non-academic productions, which leads to decreased performance quality and employee morale as well as increased student burnout and expenditures, a challenge that can be reduced through advanced and collaborative

planning, steadfast adherence to the final calendar of events, and additional production staff (July 2013);

- providing unbalanced artistic programming, which is inconsistent with focusing on the talents and *interests* of our diverse student population, providing an *integrative* liberal arts curriculum, and affording cultural enrichment to the [*diverse*] surrounding community, a challenge that can be reduced through annual, collaborative efforts to ensure that programming includes a variety of artistic mediums and styles (July 2013);
- excluding adjunct faculty from department and school planning and decision making, which contributes to inconsistent instructional practices, student achievement, and representation of the school and University, a challenge that can be reduced by inviting all adjunct faculty to school and department meetings, scheduling these meetings to accommodate diverse teaching and work schedules, and systematically communicating important school information and events (July 2013).

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

- shipping container to provide a temporary solution to storage needs. A 40', watertight, self-contained shipping container would be a good stopgap solution for the current storage challenges and could easily be located behind the gray fence in the loading dock area at the J. Scheidegger Center. Such a purchase/rental would gain approximately 3,000 cubic feet of additional storage space and require modifications to the loading dock area fencing (July 2013).
- full-time faculty member for the graphic design program, full-time faculty member(s) in music and dance as determined through enrollment data and academic production needs, assistant production manager, assistant audio technician, and box office manager (August 2013),
- lobby, hallway, and outdoor seating in the J. Scheidegger Center for the Arts (August 2013),
- furniture and sound-proofing for the Steinway piano studio (August 2013),
- furniture for the Jelkyl Theater Green Room (August 2013),
- sound system in Jelkyl Theater (August 2013),
- upgrades to audio/video systems in JSCH 2135, 2205, 2100, and 2020 (August 2013),
- support for an inaugural, annual meeting of a fashion design advisory council (July 2013),
- specialized technical support for the graphic design and music labs (July 2013).

The chief long-range goals (2014-2019) for the school include the following:

- securing adequate storage facilities for (a) theatrical scenery, props, costumes, and equipment, (b) music equipment and uniforms, (c) dance equipment, costumes, and uniforms, and (d) fashion design supplies and garments. While the J. Scheidegger Center has objectively more storage than other buildings on campus, the storage onsite is not sufficient to accommodate the sheer volume of the materials used during the course of an academic year, much less several years. Storage would also provide students with a greater range of stock materials for theatrical productions and reduce costs through reuse and recycling (June 2014).
- obtaining a truck for transportation of production materials and equipment. Currently, all local runs to suppliers or storage are done through the use of personal vehicles. While the use of the Lindenwood fleet for these runs is possible, it is often difficult to predict when such runs will occur, and thus coordination with the fleet is at times impossible. Having a permanent truck at our disposal would obviate the need for such coordination and streamline the operations of the production department, especially in terms of movement for large materials and equipment in and out of storage (June 2014).

- new marching band uniforms (June 2014).
- earning national accreditation for the departments of art and design, dance, music, and theatre (June 2015).
- new lighting system in Jelkyl Theater (June 2015).
- new seating in Jelkyl Theater (June 2016).
- installation of an Orchestra Pit Lift in the Bezemes Family Theater. A pit lift would solve two problems. First, the current pit cover does not safely provide standing/sitting space for the capacity of the stage. The current cover is rated for 35 people to stand on, but the stage often has casts that exceed 40. In addition, the years of use have likely degenerated the rating, though only a qualified engineer could definitively make that determination. Second, the current pit cover is extremely difficult to manipulate, requiring approximately 25 man-hours to install and level each time it is used. A lift would eliminate both of these concerns. The cost of this lift would be \$500,000-\$650,000 (June 2016).
- installation of sound-proofing materials between the dance studio and graphic design lab in the J. Scheidegger Center (June 2017).

School of Humanities

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

The school supports the mission statement of Lindenwood University by

- enhancing global awareness through world history, world literature, foreign languages and international relations programs,
- advocating international experiences by sponsoring study-abroad programs, and
- supporting liberal arts and values-centered programs in religion and philosophy.

Faculty members in the school will encourage scholarly pursuits/research by students by

- encouraging students to publicize their prose and scholarly essays by submitting their work to outside and on-campus journals (fall 2013 and spring 2014),
- holding more competitions for Honors awards (spring 2013),
- modeling successful research strategies as faculty members incorporate their own research findings into class lectures and discussions (spring and fall 2013),
- promoting student submissions to the Lindenwood Student Research Symposium and Exposition (April 2013).

The faculty members of the school will continue to grow in their areas of expertise by

- conducting research that leads to published articles and books (fall 2013, J-Term, and spring 2014),
- applying for research fellowships (J-Term and spring 2013),
- presenting at regional and national conferences (fall 2013-spring 2014).

Program growth within and new opportunities for the school include the following:

- Chinese Studies (spring 2014-fall 2015)
- Co-op Religion programs with area seminaries (fall 2013-spring 2014)
- Economics (fall 2013-spring 2014)
- Geography minor (spring 2014)
- Gender Studies (fall 2013)
- International Relations (spring 2013-fall 2014)
- Medieval Studies (fall 2013)
- Spanish for pre-med and nursing (J-Term 2014)

The most outstanding strengths, and thus the foundation of student retention within the school, are

- continuing research by faculty to add depth to classroom lectures (fall 2013-spring 2014),
- offering writing intensive courses (pilot spring 2013),
- offering most courses with cross cultural emphasis (56 of 77 total, spring 2013),
- offering graduate assistantships to TESOL students (fall 2013),
- expanding the semester abroad to York St. John University to include English and Religion majors (fall 2013-spring 2014).

Means by which the faculty members will recruit additional majors in the school include

- sending Humanities brochures to area high schools (fall 2013),
- tracking graduates through the Alumni Office and CAMS to get new leads (fall 2013),
- promotion of a new ESL program for pre-college international students (spring and fall 2013),

- increasing opportunities for high school French students to come to campus for films and to interact with LU students through the French program at the Pulitzer Foundation for the Arts (fall 2013),
- visiting local high school French classes (fall 2013),
- collaborating between TESOL and ESL to draw international students that are normally inadmissible due to low TOEFL scores (spring 2013),
- collaborating between Chinese Studies and Wenshan University to bring new mainland Chinese students (fall 2013-spring 2014),
- advertising G.I.S. technology courses (fall 2013), and
- expanding online General Studies major beyond initial National Guard target audience (fall 2013).

The challenges and their solutions facing the school include the following:

- the proximity of the ESL/EPP office to the Office of International Students and Scholars. Given the operational integration of the two departments, identifying a shared space would improve efficiency and provide a higher quality of service. (spring 2014),
- the raising of GPA requirements for student teaching/certification to 3.0 by DESE (fall 2013) and expanding of student teaching to a full school year, hurting Secondary Education recruiting (fall 2014),
- the perception that a humanities degree will not prepare a student for a career. The School of Humanities at Lindenwood, and indeed humanities departments around the nation, need to become better at marketing the concrete skills in writing, reading comprehension, and analyses that are mastered by humanities majors to other university departments and to potential employers (spring 2014).

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

- a part-time German professor to coordinate semester abroad and exchange student programs (fall 2013).
- Chinese professors or adjuncts to teach pinyin, simplified and traditional scripts so our students can pass the Praxis exam (2014-2015).
- additional library resources (fall 2013-spring 2014).
- a placement test for foreign languages like the ones for English and math (fall 2013).
- more seminar rooms and a lower cap for upper-level classes (fall 2014).

The chief long-range goals (2014-2019) for the school include

- investigating master's programs in several areas (spring 2014),
- growing the new majors and minors (spring 2014).

School of Human Services

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

The school supports the mission statement of Lindenwood University by

- integrating the mission statement into coursework,
- displaying the mission statement on the landing in MAB for reminder to students and faculty,
- modeling the values through community service,
- interviewing new hires as to compatibility with the mission,
- teaching annual international travel courses to help our students in understanding the meaning of being a citizen of a global community.

Faculty members in the school will encourage scholarly pursuits/research by students by

- infusing research into all program curricula and requiring research papers as part of course assignments (August 2013),
- encouraging students to participate in national organizations and attend conferences (August 2013),
- expecting students to be involved in LU Student Research Day (March 2013).

The faculty members of the school will continue to grow in their areas of expertise by

- presenting at or attending a professional development conference annually (May 2014),
- providing continuing education and/or consultation to the community (May 2014),
- gaining membership in professional organizations germane to his/her field and reading, disseminating to colleagues, and utilizing in the classroom material and research from the organization (May 2014),
- instituting a once/semester faculty meeting to discuss cross-curriculum updates and developments across fields of expertise (August 2013).

Program growth within and new opportunities for the school include

- enhancing online coursework and teaching skills (May 2014),
- developing new special topics courses to reflect new developments in our fields of practice (August 2013),
- increasing awareness of our majors across campus by involvement in Sibley Day, LU-TV, articles in the Legacy, PSAs on KCLC, and enhancing our web page (August 2014),
- emphasizing how our degree programs actively include community service and lead to jobs (August 2014),
- committing to diversity across LU—in the hiring process, in our community service projects, and in use of social media (August 2013).

The most outstanding strengths, and thus the foundation of student retention within the school, are

- availability and commitment of faculty,
- being intentional about connecting our students to the community,
- programs that are career-oriented and lead to jobs,
- faculty who are linked to the community and maintain relations with alumni for networking and job opportunities,

- the many programs that offer ways to support struggling students, either by peer/professional mentoring, tutoring, success plans,
- encouraging each student to connect with at least one faculty member.

Means by which the faculty members will recruit additional majors in the school include

- connecting with the admissions office to provide seamless and supportive recruiting efforts (May 2013),
- continuing and developing summer camps for high school students in our programs (March 2013),
- updating promotional materials and the web page (August 2013),
- contacting community college and area high school advisors (August 2013).

The challenges and their solutions facing the school include the following:

- Challenge: Concern about admissions recruiting for our major programs.
Solution: Ongoing dialogues with admissions, hosting a luncheon for admissions staff to educate them on our programs (August 2013).
- Challenge: The graduate NPA program has students who are often unable to carry 2 courses at a time, making them ineligible for financial aid.
Solution: Look for scholarships/endowments, intentional advising to ensure progress toward graduation, outreach to struggling students (August 2014).
- Challenge: Use of outside vendors (police/fire/paramedic academies) raise concerns as to space for our growing programs, maintaining academic needs and quality of education.
Solution: Ongoing vigilance and monitoring of vendors, preliminary exploration of use of other vendors (August 2014).
- Challenge: Grade inflation.
Solution: Review of grading practices, stringency of course expectations (August 2013).
- Challenge: Mental health of our students.
Solution: Linkage with the counseling center, expansion of prevention/awareness services, and use of community providers (August 2013).
- Challenge: Safety and security of our faculty, students, and staff.
Solution: Audit of MAB for safety needs, use and recognition of faculty expertise, hosting a mock drill, revisit grant funding for Emergency Management for Higher Education (August 2014).

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

- expertise to market our programs such as web design, recruiting (August 2013).
- consideration of faculty sabbaticals (August 2014).
- department chair training (August 2014).
- social committee for interaction between/among faculty (March 2013).
- clerical/support staff (August 2014).

The chief long-range goals (2014-2019) for the school include

- recognition, visibility, growth, and LU representation of Human Services programs and majors (May 2019),
- scholarship by increasing capacities of practitioners and nonprofit organizations via trainings, publications, consulting, and research (May 2018),
- becoming the school of choice for those seeking a degree in the helping professions (May 2019),

- increasing community partnerships for students, faculty, and program enhancement (May 2017),
- accessibility of MAB for disabled students and aging faculty (August 2019).

School of LCIE

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

The school supports the mission statement of Lindenwood University by

- effectively communicating with adjunct faculty through additional training events and meetings,
- using the new Blackboard application “Communities” to establish Blackboard communities in which adjunct instructors teaching in the same program and their program director can
 - chat with each other,
 - share ideas, materials, outside resources,
 - post updates to syllabi and other university documents,
 - post opportunities for professional development for themselves, scholarly activities for their students, and research opportunities for both.

Faculty members in the school will encourage scholarly pursuits/research by students by

- creating non-traditional avenues of learning through electronic tools and resources (Fall 2013),
- using Blackboard communities as described in 1.iv.(Spring 2013),
- informing students about scholarly and/or research opportunities and events (Fall 2013).

The faculty members of the school will continue to grow in their areas of expertise by

- renewing their memberships in professional organizations and attending meetings/conferences as funded by the University (Fall 2013),
- developing additional collaborative environments between full-time LCIE faculty and adjunct LCIE faculty who are working professionals in their areas of expertise (Fall 2013),
- continuing to meet and learn from advisors in their fields such as the existing LCIE Business Advisory Council, and establishing additional councils/communities, e.g., Mathematics Educators of Greater St. Louis (Winter 2014),
- reviewing current literature in fields related to their areas of expertise as well as in those areas (Winter 2014).

Program growth within and new opportunities for the school include

- increasing the use of electronic tools that will enable appropriate faculty advisors to communicate with early-interest undergraduate and graduate students before they are enrolled in their first cluster (December 2013),
- offering location-based learning and/or marketing events on topics such as
 - 5 Key Business Communication Principles
 - Coaching for Success in Managing Performance Problems
 - Time Management Skills in the 21st Century
 - Project Management as a career, and, similarly, careers in other programs (December 2013),
- offering more 3 credit hour “cluster buster” courses on the quarter schedule (December 2013),
- offering and delivering the new 3 credit hour online statistics course on the quarter schedule to allow access to students at all locations (Fall 2013),
- assisting in the development and delivery of the online business math cluster needed for all business majors (December 2013),

- offering 3 credit hour online general education courses that have been developed for the traditional undergraduate online degrees on the quarter schedule (March 2014);
- developing further program growth and new opportunities for the School through the LCIE Process Improvement Committee (December 2013),
- increasing web presence for all programs, such as instructor bios, sample syllabi, program overviews (Summer 2013).

The most outstanding strengths, and thus the foundation of student retention within the school, are

- faculty advisors personally make retention calls to students who have not yet enrolled in the next term and report results to the Dean of Faculty and the Dean of LCIE,
- faculty advisors who are conversant in all LCIE programs,
- geographical diversity,
- the active writing community, scheduled literary events, publications, and quarterly communications in the MFA program,
- instructors' contacts within the various professions,
- accelerated format and small class sizes,
- competitive tuition.

Means by which the faculty will recruit additional majors in the school include

- increased involvement with local writing groups and national writing organizations, as well as holding events and mailings of *The Lindenwood Review*, to reach potential MFA in Writing students (December 2013),
- increased visits with local Criminal Justice administrators, keeping them updated on the value of the LCIE Criminal Justice Program (December 2013),
- increased web presence for all degrees in all LCIE programs (Summer 2013),
- reaching out to LCIE Alumni through a newly-designed survey (July 2013),
- formation of an LCIE Alumni Advisory Council (Fall 2013).

The challenges and their solutions facing the school:

- *Challenge:* Manually intensive support processes limit the work time available for all LCIE faculty and staff. *Solution:* Review automation options to increase productivity and consistency.
- *Challenge:* There are paper document management risks. *Solution:* Scan all paper documents for storage off-site.
- *Challenge:* Increased record keeping, number of classroom locations, variation in delivery styles, and faculty responsibilities have required an increase in the use of graduate assistants. Training and managing these assistants and their rapid turnover stretch the school even further. Given that the school is nontraditional, training short-term workers poses efficiency threats. *Solution:* Hire a full-time assistant office manager.
- *Challenge:* There is financial difficulty for potential students due to corporations discontinuing or cutting back on tuition reimbursement programs. There is high unemployment among the demographic group likely to enroll in the school. *Solution:* This must be determined by the University and Business Office, if at all possible.
- *Challenge:* There is increased competition for students in the higher education marketplace. *Solution:* Make increased use of hybrid, online, and other distance learning formats in LCIE, some of which appear in section 4.

- *Challenge:* There is increased clerical work required of program directors that significantly cuts into the time available to update and monitor their programs. *Solution:* Revisit the job description for program directors.
- *Challenge:* There is increased competition for doctorally qualified adjunct faculty in the Greater St. Louis area. *Solution:* Offer competitive salaries and benefits that will attract such adjunct faculty. Increase the use of online courses and distance learning formats that will enable working professionals to teach during quarters in which their full-time jobs require travel.

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

- more administrative support staff for LCIE students during evening hours when LCIE students are able to contact administrative offices, such as business office, financial aid, and admissions offices at extended locations (Summer 2013),
- business Office representative onsite at LUCC during registration periods to readily answer questions from students as they register or are prevented from registering because of financial matters (March 2013),
- LCIE Help Desk that is staffed from 6:00 p.m. to 10:00 p.m. and Saturday mornings to handle students' and instructors' questions, provide information about classroom changes for the evening, give directions, etc. This could be the new assistant office manager for LCIE if one is hired. (That person would have a full-time job's worth of work from the events of the day to occupy the later hours when no calls come in to the LCIE Help Desk.) (Fall 2013).
- installation of additional lighting in LUCC east and south parking lots (Summer 2013),
- closed loop television system on first and third floors to televise LCIE information and events (Summer 2013),
- resurfacing and restriping the parking lot area at LUCC (Summer 2013),
- replacement of LUCC lobby carpet (Summer 2014).

The chief long-range goals (2014-2019) for the school include

- development of sophisticated data collection and analytics tools to increase the quality of the content and the growth rates of LCIE programs (December 2014),
- leveraging the internal LCIE experience to develop, market, and grow a LifeLong Learning Institute (2014),
- hiring a full-time faculty member for the undergraduate Communications Program (2014),
- delivering distance learning components for LCIE programs on the quarter schedule. (General Education components – begin in Spring, 2013 – complete in Summer 2014) (Components in majors – as approved by HLC),
- maintaining ACBSP accreditation for LCIE Business Programs by reporting progress toward removal of the following notes and conditions in our two-yearly Quality Assurance Reports for ACBSP:
 - develop long-term plans and performance measures for tracking progress toward achievement of short-term and long-term action plans for business programs (Fall 2014);
 - align student learning outcomes (SLOs) with the results of assessments such as the MFT and ETS Proficiency profile to demonstrate and improve student learning (Fall 2014);
 - meet accreditation agency guidelines for percentages of doctorally qualified faculty as specified in the ACBSP accreditation letter dated December 3, 2012, "either by

action plans to be in compliance with the historically accepted standards...or a fully-deployed student learning outcomes assessment program” (Fall 2014, Fall 2016).

The School of Nursing and Allied Health Sciences

In the coming year, the School of Nursing and Allied Health Sciences will accomplish the following:

The school supports the mission statement of Lindenwood University by

- developing an RN to BSN with students admitted in fall 2013,
- developing a master's in nursing professional degree program with students admitted in spring of 2014,
- building on the prior educational background of the students and the strengths each of these programs brings to the educational program.

Faculty members in the school will encourage scholarly pursuits/research by students by

- offering courses on evidence-based practice in the RN to BSN curriculum and requiring projects which implement evidence and research findings in the practice setting,
- planning a master's program curriculum that includes a continued evidence base and a research methods course with clinical experiences requiring application of this knowledge.

The faculty members of the school will continue to grow in their areas of expertise by

- attending continuing education conferences and using current literature in their teachings as evidenced in course evaluations,

Program growth within and new opportunities for the school include

- the continuing growth of our nursing programs through the implementation of the RN to BSN program with students admitted in fall 2013 and more students (50 or more) admitted in 2014;
- the development and implementation of a master's program in nursing with students admitted in 2014.

The most outstanding strengths, and thus the foundation of student retention within the school, are

- providing quality educational programs and developing personal relationships with the students as demonstrated by retention rates of 70% or greater.

Means by which the faculty members will recruit additional majors in the school include

- the programs will be advertised through fliers and personal visits at recruitment events and associate degree nursing programs.

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

- faculty to plan and teach the courses as new programs are implemented and student numbers increase.
- connections with clinical sites for student practice at all levels.
- instructional support to design and implement online courses.
- support for continuing education for faculty, continued expansion of the building as our programs grow.
- support for grant writing to obtain funds for more simulation equipment to enhance clinical practice.

The chief long-range goals (2014-2019) for the school include

- continued development of new programs and expansion of established programs: continued implementation and growth of the RN to BSN by 20-30 students per year up to 100,
- development and implementation of a master's in nursing program with an emphasis on executive leadership and nursing education to be implemented in 2014,
- development and implementation of a traditional baccalaureate program by either 2015 or 2016,
- development and implementation of a Doctor of Nursing Practice Program by either 2015 or 2016,
- development and implementation of an Occupational Health Master's Program by either 2015 or 2016,
- exploration of the development and implementation of 2 to 3 other allied health programs such as Health Information Management, Billing and Coding, Medical Sonography, Respiratory Therapy, Physical Therapy, and Speech Pathology to be implemented each year starting in 2015.

The School of Sciences

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

The School supports the mission statement of Lindenwood University by

- offering professional and pre-professional degree programs,
- aiding students in the development of skills and talents through independent research and internship opportunities,
- fostering adaptive thinking and problem-solving skills through the use of inquiry-based laboratory and field experiences,
- getting students involved in numerous projects and programs that benefit the community,
- and offering general education courses that enable all students to connect science with their daily lives.

Faculty members in the school will encourage scholarly pursuits/research by students by

- marketing coursework that incorporate such pursuits to GE-level students [Courses are created, offerings should be in place by Fall 2013],
- encouraging students to seek internships that can be used for internship credits at the University [Develop lists of internships by Spring 2014].

The faculty members of the school will continue to grow in their areas of expertise by

- offering research courses to students each semester in each division with the goal of helping students develop projects worthy of presentations [at least 1 per division per semester],
- professors from each division will pursue scholarly release time to develop research [at least 1 per division annually],
- offering special topics and elective courses that highlight areas of expertise [at least 1 per division annually, as deployment permits].

Program growth within and new opportunities for the school include

- expansion of the Anthropology degree program offerings [Fall 13],
- expansion of the Biology degree options [Fall 13].

The most outstanding strengths, and thus the foundation of student retention within the school, are

- a caring and motivated faculty,
- small class size,
- the use of full-time faculty with terminal degrees in the major courses and limiting the use of adjuncts to non-major GE courses,
- the offering of practical hands-on experiences in the various majors.

Means by which the faculty members will recruit additional majors in the school include

- the department/division chairs and dean making contact with prospective students in cooperation with the admissions and the Athletics Department [Annually at recruiting times],
- faculty involvement in outreach programs like, the Science Bowl, the MAA Math competition, and the Science Olympiad [Annually in each case].

The challenges and their solutions facing the school include the following:

- space limitations, particularly for the lab courses, will mean that we cannot offer sufficient sections of certain courses. Additionally research space is limited and will soon be at capacity. Solutions: Finding new ways to utilize existing lab spaces and offering lecture courses in other sites or at alternate times and/or build new research spaces.
- course offerings to larger numbers of students in the science majors, combined with release time for faculty doing research and the development of additional programs or coursework, mean that we are at the breaking point for deployment. Solution: We will need additional faculty if we intend on increasing offerings in the school as described above.

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

- application for ACS accreditation in 2014 by the chemistry department. It will need a Nuclear Magnetic Resonance instrument to qualify [Fall 2013].
- development of greater numbers of offerings at the Boone Home campus (or the One Academy Place facility), transportation for students would be necessary [Fall 2013].
- facilities maintenance and upgrades [all complete by end of Summer 2013]:
 - modifications to Young Hall to increase number of private offices
 - renovation of the Young 100A lecture space to a computer lab that can also be utilized for lecture courses
 - renovation of Young 100B archeology lab to more efficiently utilize the resources for the growing Anthropology and Archeology programs.

The chief long-range goals (2014-2019) for the school include the following:

- ACS accreditation [2014]
- research and lab facility [2018]
- master's degree in Biology [2018]

Academic Standards and Processes Committee

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

The committee supports the mission statement of Lindenwood University by

- overseeing the implementation of policies and processes set by other committees (e.g., EPC),
- working with administration, other committees, and faculty members to create policies that are practical and beneficial for the academic integrity, growth, and betterment of the student and University,
- working with administration, other committees, and faculty members to create goals and objectives that are achievable toward sustaining academic integrity,
- focusing on the talents, interests, and future of the student by individual assessment of conditional admissions candidates and contract degree seekers.

The most outstanding strengths of the committee are

- honest concern for strengthening academic standards of University programs and curricula,
- the innovation of ideas for sharpening the focus of academic policies across the university.

New opportunities for the committee include

- refining proposals for revising academic credit and assessment for January Term curriculum (January 2014),
- developing a proposal to modify the academic calendar to include 15-week semesters for both fall and spring (January 2014),
- performing a self-study of the decision-making process of the ASPC when considering conditional admission candidates (January 2014).

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

- receipt of materials for review one week in advance of a scheduled meeting to allow adequate time for evaluation (January 2014).

The chief long-range goals (2014-2019) for the committee include

- continuing to improve upon a structure to ensure a well-organized approach to evaluation and creating measures of academic standards among the faculty and administration,
- an open forum for creating ideas that are for the betterment of the operation of the University, with relevance to matters related to academic standards,
- continuing to consider and be responsive to the changing needs of the student,
- documentation of the standards and policies that support the Lindenwood University core values as identified in the mission statement.

Assessment Standing Committee

In the coming year, the Assessment Committee will accomplish the following:

- overseeing the implementation of the new assessment process and data collection for the 2012-2013 academic year,
- working toward creating an institutional culture in which assessment is supported and its value to strengthening program and student learning is recognized by LU faculty.

The Assessment Committee supports the mission statement of Lindenwood University by

- overseeing academic assessment and helping ensure assessment is conducted in accordance with established best practices,
- ensuring assessment is tied to the LU mission by helping programs shape student learning outcomes that flow from this mission,
- developing measurement strategies, managing data collection, and preparing reports so that quality data are available with which to improve academic programs,
- ensuring integrity and meaningfulness of data collected for assessment purposes,
- working in cooperation with the Dean of Institutional Research to verify that assessment findings are shared with program faculty and that these shape curriculum and instructional strategies.

The committee will continue to grow in this area of expertise by

- sharing assessment knowledge and resources with one another at committee meetings and other forums (2013-2014),
- sending selected members to a conference or other training addressing institutional research (2013),
- meeting with HLC mentor, HLC liaison, and HLC site visit representatives to learn about and respond to concerns regarding assessment (2013).

New opportunities for the committee include the following:

- involvement in implementing a new assessment process has prompted departments to carefully scrutinize student learning outcomes and methods for conducting assessment and make needed improvements (2013-2014),
- increased opportunities to attend conferences/trainings geared at assessment, as the University is placing added emphasis on the value of assessment in enhancing the quality of education students receive (2013-2014),
- engagement of more in-depth assessment and collect data using multiple measures based on more schools/programs pursuing independent accreditation (2013-2014).

The most outstanding strengths of the committee are

- representation of all schools and most departments on the Assessment Committee,
- assessment officers'/members' investment and interest in conducting quality assessment and responsivity to feedback from Dean of IR or other resources regarding how to strengthen assessment,
- members' commitment to overseeing and/or coordinating the assessment process within their respective schools/departments and production of timely, high quality reports, despite the considerable time commitment these tasks require.

The members of the office will show respect to Lindenwood University's various constituents by

- promoting the use of assessment findings to strengthen program curricula and instructional methods, with the goal of providing top quality programs that prepare

graduates to enter the global market. This will in turn enhance LU's academic reputation and market competitiveness (2014),

- working in concert with the Retention Committee to examine and respond to trends in retention (2014).

The challenges and possible solutions facing the committee include the following:

- As the University strives to continually improve and expand assessment, the capacity of this committee will become strained. The workload on school assessment officers/committee members is already considerable and will only increase. Some consideration should be given to summer or J-Term proposals or other comparable workload reductions/compensation for those members taxed with significant responsibilities within their schools (2013).
- Committee turnover is inevitable and perhaps even desirable in order to ensure widespread buy-in and involvement in assessment. However, turnover also results in loss of expertise from members departing and a need to prepare new members to take on assessment tasks. We propose to address this by gradual turnover (departments rotate members on and off cyclically and allowing for old members to mentor and support new members' transition to school assessment officer. This may need to be accomplished through course reductions or ensuring departing members have limited new committee assignments (2013).

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

- availability of funds to purchase standardized assessment tests/software packages when requests for these are made (2014),
- availability of travel/professional travel grants so that assessment officers can attend conferences on assessment (2013),
- a graduate assistant to send out routine deadline reminders, manage spreadsheet to track receipt of reports, and conduct initial reviews of assessment reports. Currently, a great deal of Dean of IR's time is spent on deadline reminders, returning and re-requesting reports to committee members, making minor corrections, re-formatting reports, and requesting information that is missing. These clerical duties detract from tasks of summarizing reports for master assessment report and providing assistance on how to strengthen assessment (Spring 2013).

The chief long-range goals (2014-2019) for the committee include

- creating an institutional culture in which assessment is valued, assessment results are consistently monitored, and findings are routinely integrated into key decisions related to program improvement (2015),
- establishing a viable structure and process for school assessment committees so that committee members have the needed time and resources to coordinate assessment activities within their respective schools and programs and to work closely with chairs and/or deans to build buy-in for assessment (2016),
- expanding committee expertise by sending representatives from all schools to at least one assessment-related conference [cycling over period of five years so that eventually a minimum of one representative per school will attend conference] (completed by 2016),
- ensuring that the findings from the 2011-2012 and 2012-2013 assessment are used to strengthen programs so that the university can better achieve student learning outcomes (spring 2013, spring 2014),

- systematically exploring use of standardized tests (e.g., field proficiency tests) and expanding use of such tests where appropriate. This will include committing financial and staff resources to this expansion.

Council on Teacher Education

In the coming year, the Council of Teacher Education will accomplish the following:

The CTE supports the mission statement of Lindenwood University by

- providing an interdisciplinary evaluation and review of admittance requirements as related to assessment benchmarks in individual teacher education programs (August 2014),
- providing an interdisciplinary review and recommendation of academic policies regarding admission and continuance in the teacher education program (August 2014),
- hearing appeals concerning candidate admittance and continuance in the teacher education program (August 2014).

Faculty members in the CTE will encourage scholarly pursuits/research by students by

- supporting students to participate in the Student Research Symposium and Exposition (August 2014),
- encouraging faculty support for the Student Research Symposium and Exposition (August 2014),
- collaborating with students to participate and present at conferences at the local, state, national, and international levels (August 2014),
- engaging faculty and students to contribute to SOE-ELA and other professional journals, in order for students to share their scholarly work (August 2014),
- linking with Lindenwood University School of Education Advisory Councils to maximize learning experiences of education candidates (August 2014).

The faculty members of the CTE will continue to grow in their areas of expertise by

- participating in collaborative efforts with Missouri Department of Elementary and Secondary Education (DESE) to implement new education MoSPE standards, data points, and evaluation processes (ongoing as designated by DESE through August 2014),
- increasing partnerships and opportunities with experts in our program fields to maximize our understanding of what Lindenwood University graduates are expected to know and do (August 2014),
- increasing partnerships and opportunities with School Districts, Charter Schools, etc., to maximize our understanding of what PK-12 students are expected to learn and do (August 2014),
- participating in professional learning and scholarly work in content area of expertise (August 2014).

Program growth within and new opportunities for the CTE include

- creating new partnerships with school districts to understand, develop, and offer professional learning in the targeted areas of need (August 2014),
- developing new certificate programs which highlight 21st Century Skills for educators and administrators (August 2014).

The most outstanding strengths, and thus the foundation of student retention within the CTE, are

- collaboration with experts who are current in the field and who maintain professional contact in the field, including strong adjunct personnel,
- development of lifelong professional relationships with graduates,

- collaboration with other content programs to bring potential students to our campus, for example, Grow Your Own Teacher Leadership Seminar,
- providing support to all Lindenwood University students for test anxiety so students will advance to the next level of training in their education degree plan, as well as transitioning to their future career.

Means by which the faculty members will recruit additional majors in the education include

- exploring opportunities to partner with other programs, such as nursing, to provide opportunities for graduates of those programs (August 2014),
- exploring opportunities to promote the teacher education certification program by partnering with local school districts to provide substitute induction/training (August 2014),
- exploring various course and program delivery systems to attract and impact diverse population of potential students (August 2014),
- creating new partnerships with school districts to understand, develop, and offer professional learning in the targeted areas of need (August 2014),
- faculty systematically collecting potential student names (referrals, conferences, daily contacts, etc.) on a recruiting data base for follow-up, which will be collected and shared with admissions on a semester basis (August 2014),
- admissions office distributing contacts to SOE, which will be distributed to faculty, information collected and returned to admissions (August 2014),
- designating specific individuals to support the recruitment of prospective students, including timely response to student inquiries and supportive monitoring through all phases of the application, transcript, enrollment, etc., process (August 2014).

The challenges and their solutions facing the CTE include

- lack of tuition reimbursement from many school districts in our area,
- saturated local market as per industry need,
- tuition costs compared to competition.

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

- data collection and analysis position (August 2014),
- recruiting and marketing position (August 2014),
- add educational technology classrooms in Spellmann Center or other designated building for education courses to assist in developing distance learning opportunities (August 2014).

The chief long-range goals (2014-2019) for the CTE include

- technology enhancement in CAMS and/or other data systems for more efficient data collection and analysis (August 2014),
- 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 for HLC report needs, DESE report needs, CAEP, etc., (August 2014),
- increase diverse delivery systems to offer current degree offerings,
- increase office space (August 2014),
- increase high-tech classroom space in order to provide variety of distance learning opportunities (August 2014).

Educational Policies Committee

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

The committee supports the mission statement of Lindenwood University by

- 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 most outstanding strengths of the committee are

- exceptional faculty representation from each school,
- strong sense of collegiality and respect,
- ability to reach a consensus on issues presented to the committee.

New opportunities for the committee include

- reviewing the overall structure of the committee to see if changes are necessary (Spring 2014),
- utilizing the University's faculty newsletter to communicate important changes to policy (Fall 2013),
- ensuring adequate representation from each school, including the new Nursing School, to further improve communication with faculty (Fall 2013).

The challenges and their possible solution facing the committee include

- the fact that the overlap of issues that pertain to EPC and to ASPC is a common problem and may be overcome by reexamining the purpose of each committee to see if changes to goals and missions are necessary.

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

- a clearer process on the presentation of proposals to the Deans' Council and Faculty Council, and adequate and timely feedback to EPC on the decisions made on proposals (Spring 2014).
- better understanding of the purpose and scope of the committee's duties to avoid overlap with other committees in addressing issues (Spring 2014) .

The chief long-range goals (2014-2019) for the committee include

- implementing a process improvement plan to better organize, record, and announce changes in policy,
- address ways in which the committee can become more proactive on issues rather than reactive.

Faculty Council

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

The 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 redefining practices and procedures that limit faculty in their dignified pursuit of both truth and knowledge, ultimately improving the academic integrity of our classrooms,
- supporting the Lindenwood University statement of "...offering a values-centered program leading to the development of the whole person -- an educated, citizen of global community" through activities such as Sibley Day.

The most outstanding strengths of the council are as follows:

- commitment to transparency and effective communication in the resolution of faculty concerns and the growth of programs through the use of weekly publication meeting highlights, the reporting of work in resolving concerns at Faculty Meetings, and the availability of council members to their respective faculties,
- the diversity of the council opinions is a notable strength in that it represents the faculty members and their associated schools and departments,
- open communication between faculty council members and administration.

New opportunities for the council include the following:

- strengthening the relationship of full-time and adjunct faculty through the inclusion of adjuncts in decision-making processes at the school level (10/2013),
- evaluating the establishment of a local chapter of AAUP and further integration of shared-governance into academic culture at Lindenwood University (8/2013),
- establishing procedures for annual subcommittee selection within the Faculty Council (Sibley Day, Faculty Workshops, Grievances / Appeals, Faculty Handbook) (10/2013).

The challenges and their possible solution facing the council include (list the challenge and tell you will overcome it) the following:

- focusing on faculty concerns that are self-serving or narrow-minded as opposed to "what's best for the university and students as a whole" – solution: prioritizing and channeling to standing subcommittees on the council (12/2013),
- lack of patience with the process of resolving concerns and communicating the resolutions that have been reached (8/2013),

Possible solutions would include immediate reporting of progress by Faculty Council members to the faculty member who brings forth the concern or suggestion.

Face-to-face meetings between the Faculty Council representative and the person(s) he/she represents when a concern or suggestion arises.

- It is the intention of the Faculty Council to help both itself and Lindenwood University become more transparent and inclusive in the decision-making process as it pertains to academics (8/2013).

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

- issues addressed by the Faculty Council need to be concrete, measurable, actionable, and within the ability of the Faculty Council to address (8/2013),
- access to reasonable funding, space, release time, data, and support (administrative, student, and staff) in order to produce high quality recommendations on issues and projects (8/2013),
- clear guidelines from the administration regarding issues that can and cannot be addressed in a productive manner by the council. The council needs autonomy in rejecting issues that are determined by the council to be outside the scope of concrete, measurable, and actionable (8/2013),
- when requested, have representation from standing committees for updates on current projects: Deans, EPC, Academic Standards, Technology, IRB, Assessment, etc. (8/2013),
- ex-officio faculty representation on the Lindenwood Board of Directors (8/2013),

The chief long-range goals (2014-2019) for the council include the following:

- becoming identified as a decision-making 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,
- being instrumental in creating a clear distinction between faculty and staff, which offers instructors the support, means, and respect to pursue truth and knowledge,
- 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,
- creating a more diverse environment at LU,
- working toward removal of the AAUP sanction,
- developing and instituting a system to appraise faculty concerns that would ensure more effective results. This would include separating concerns between administrative, governance, and student-centered,
- creating an effective, defined relationship with the LSGA to collaborate on faculty concerns focused on student issues,
- translating implicit policies and procedures into written form in an effort to ensure that such modes of operation are not hindered by any future changes in administration.

General Education Committee

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

The committee supports the mission statement of Lindenwood University by

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

The most outstanding strengths of the committee are

- its members' diverse academic backgrounds,
- its ability to continually redefine general education based on the University's mission, changes in academia, the requirements of the workplace, and the needs of the institution.

New opportunities for the committee include

- re-examination of general education standards through the development of defined student learning outcomes,
- the availability of assessment data with which to evaluate general education as a program and to measure successful integration with major degree programs.

The challenges and their possible solution facing the committee include the following:

- pressure to modify general education policies for transfer credits. The committee will evaluate the positive and negative effects of accepting associates degrees as equivalent to full general education completion and issue a recommendation. (12/2013)
- the difficulty of designing and implementing comprehensive general education assessment. The Committee will test assessment of two learning outcomes each academic year. The assessment team will recommend changes in assessment methodology and learning outcomes as necessary. (5/2015)
- the evolution of the assessment model, which has limited the use of individual course assessment data as a way of measuring the effectiveness of general education courses. The committee will explore other ways of evaluating currently approved general education courses. (5/2014)

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

- institutional support for compensating the general education assessment team. (annual)

The chief long-range goals (2014-2019) for the committee include

- completion of pilot assessment cycle,
- revision of general education student learning outcomes,
- re-examination of general education requirements, based on assessment,
- implementation of a general education course review process,
- definition of general education standards, as they apply to online degree programs.

Institutional Review Board

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

- submit a proposal for establishing an Office of Research Integrity with a full-time staff person and at least one graduate assistant (March 2013).
- review at least 100 IRB protocols, exemptions, amendments, etc., with all records meeting the standards of the federal Office for Human Research Protection (August 2013),
- write and disseminate a manual detailing IRB policies and procedures (August 2014).
- hold at least one workshop a semester about IRB and the submission process using IRBNet.

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

- educating the Lindenwood University community of faculty and students about responsible and ethical research conduct,
- upholding the values of Lindenwood University by protecting human subjects participating in research.

The most outstanding strengths of the committee are as follows:

- member participation. Members not only regularly attend meetings, but they also review expedited protocols on their own time. They also guest speak in research courses across the campus (in fall of 2012 members presented in at least 6 courses) and run training opportunities for faculty and students.
- use of technology. IRB regularly updates its webpage and continues to use it as a tool to educate faculty and students. IRB has recently transitioned (October 1, 2012) to an electronic submission system for better recordkeeping.
- meeting goals. The IRB met all but two of its strategic planning goals from last year. These two goals were submitted as a proposal that was not approved. However, the IRB has made many changes since 2011 to better protect human subjects and inform researchers.

New opportunities for the committee include

- a course reduction for members allows increased participation, including not only reviews of protocols but also drafting a new manual (Spring 2014),
- the electronic submission system IRBNet, which aids in recordkeeping compliance with federal regulations (Spring 2014).

The challenges and their possible solution facing the committee include (list the challenge and tell you will overcome it) the following:

- manpower: In the first half of the fall 2012 semester, the IRB Chair has presented in five different classes, and the former IRB Chair presented in an additional class for a total of six hour-long presentations. Additionally, the IRB ran a faculty back-to-school-week workshop and in October ran a training session on using IRBNet for all faculty and students. This presents a strain on the IRB chair and has a negative impact on her teaching and advising abilities. Hiring a full-time staff member will make the training

more consistent with examples from across disciplines. For example, the IRB Chair has received over 300 separate emails in regard to IRB just since June of 2012. The IRB Chair's graduate assistant has sent 288 emails in fall, summer, and spring 2012 in reference to IRB (Spring 2014).

- training faculty and students how to use the new electronic submission system. Currently the IRB Chair and her assigned graduate assistant have been running training and answering questions, but this is not sustainable. The IRB Chair, her assigned graduate assistant, and the IRB Secretary attended six weekly training sessions to learn to use the IRBNet submission system. They continue to learn how to better operate this system and educate the board and researchers. Again, hiring a full-time staff member would allow the IRB Chair to focus on research ethics rather than answering questions about the submission system (Spring 2014).
- dissemination of information and policy compliance. Attendance is consistently low at IRB-sponsored workshops. There continue to be issues with compliance with the survey policies (three separate instances in fall of 2012 alone) and confusion about if class projects should be submitted to IRB. Mediation with faculty is difficult without a neutral party (all faculty on the committee belong to respective departments) (Spring 2014).
- professional Development: With the formation of the new nursing school, a second biomedical IRB will need to be formed, or Lindenwood will need a formal, written agreement with an existing IRB at another institution to review this type of research since our current IRB only meets the requirements for social science research. A possible solution would be obtaining a formal, written agreement with another institution's biomedical IRB for review of any LU student or faculty research in that field (Spring 2014).
- no Federal-Wide Assurance for funded research: Currently Lindenwood faculty cannot apply for grants for funding human subjects research because our IRB is not sanctioned by the federal Office of Human Research Protection (OHRP). We must have at least one full-time staff member for compliance with federal regulations, and acceptance of federal grant money would open the IRB's records to audit by OHRP. Lindenwood is missing an opportunity for faculty to apply for potentially millions of dollars in federal funding for research (Spring 2014).

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

- hiring a qualified, full-time staff member to run the Office of Research Integrity. This staff member need only have a master's degree and should not teach or in other ways be affiliated with a school within Lindenwood University. This would allow for better compliance with federal regulations and neutral mediation of disputes. Education of faculty and students about research ethics is sorely needed to support research initiatives on campus such as the research symposium. Faculty members who are already teaching full time cannot fill this role, especially since the composition of the IRB changes yearly. This staff member could also work with Institutional Research and the Executive Offices to coordinate electronic surveying on campus (Spring 2014).
- funding for professional development for the IRB chair, secretary, and entire board,

- funding to pay at least one community member (as required by federal regulations) to attend and participate in IRB meetings. Other universities pay about \$75 a meeting. This would equal about \$1,875 per year (Spring 2014).
- office space for the staff member and GA. IRB needs a phone number and a physical place where faculty and students can go for answers and resources. In addition, any IRB staff member needs a private office for confidentiality when discussing compliance, etc. (Spring 2014)

The chief long-range goals (2014-2019) for the committee include the following:

- creation of an Office of Research Integrity for IRB recordkeeping and education of faculty and students in research ethics not only for human subjects but also oversight of animal research (as required by federal regulations). This office could exist under the umbrella of Institutional Research with no affiliation to a specific school.
- employment of at least one full-time staff member to work in the Office of Research Integrity for better compliance with federal OHRP and FDA (with the new nursing school) guidelines,
- collaboration with existing Lindenwood University committees to better coordinate and support initiatives,
- formation of a separate Biomedical IRB (ours is currently social science) per federal FDA regulations to meet the needs of the new nursing and health sciences faculty and students. Our current Health and Fitness Science Department would also use this IRB.
- formation of a separate Institutional Animal Care and Use Committee for protection of any animals used in research. This is required by federal regulations under the Animal Welfare Act (AWA) (7 U.S.C. 2131, seq.) and the Health Research Extension Act of 1985 (Public Law 99-158).
- ability of Lindenwood University faculty to apply for federal grant money to conduct human subjects and animal research. This requires applying for a Federal-Wide Assurance number from the federal Office for Human Research Protections.

Lindenwood Student Government Association

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

The LSGA supports the mission statement of Lindenwood University by

- functioning as the governing body of the students of Lindenwood University with the purpose of enhancing the education offered by the University through hands-on experiences while representing the student body and fostering the development of student leaders,
- preparing Lindenwood student leader to be a productive member of the community through the guided responsibility that comes with the many positions available in LSGA,
- 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 LSGA members will continue to grow in leadership and encourage leadership in others by

- publishing a pamphlet that outlines active organizations on campus with contact names and emails of student leaders (May 2014),
- developing and outlining a clear description of the values that LSGA strives to embody, thus providing a framework for LSGA officers to measure goals, projects, and objectives (May 2014).

New opportunities for the LSGA include

- developing a cohesive marketing plan by way of our newly redefined LSGA Executive Board position of Public Relations Officer (May 2014).

The most outstanding strengths, and thus the foundation of student retention within the LSGA, are as follows:

- functioning as a means by which the concerns and ideas of the student body are presented to the administration for review; this is chiefly done by the LSGA Student Senate.
- facilitating the development of campus culture through the management and funding of student organizations.

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

- The LSGA Tier fund needs to be increased from \$24,600 to \$36,000 due to the increasing number of active student organizations (July 2014).
- The LSGA Operating Budget needs to be increased from \$7,000 to \$10,000 so that LSGA officers may continue to participate in the yearly American Student Government Association conference and facilitate a more aggressive events and marketing plan (July 2014).

The chief long-range goals (2014-2019) for the LSGA include

- increasing voter turnout in LSGA General Elections to 50% of the daytime residents (March 2014),
- increasing the size of the LSGA General Assembly by approximately 40% to a total of 100 student representatives (August 2015),
- increasing percentage of students surveyed via electronic survey systems to 35% of traditional students and 25% of non-traditional students (May 2015).

Student Engagement and Retention Committee

In the coming year, the Student Engagement and Retention Committee will accomplish the following:

The committee supports the mission statement of Lindenwood University by

- identifying issues that threaten the retention of students at Lindenwood,
- identifying and supporting programs that encourage student engagement in collegiate and community activities.

The most outstanding strengths of the committee are

- the diversity of representative membership: faculty, staff, and students,
- the ability to empower departments to implement policies and procedures,
- the directness of communication with constituents.

New opportunities for the committee include

- a proactive approach to retention: developing the ability to identify the risk factors that trigger disengagement (2014),
- evaluation of the effect NCAA participation has on retention (2015).

The challenges and their possible solution facing the committee include

- devolving into a student complaint department, which can be avoided by focusing on definable initiatives each academic year (2014),
- obtaining programmatic funding, which can be lessened by starting with small scale, inexpensive trials (2014).

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

- timely access to student data collection systems (CAMS), which can be achieved by assigning a CAMS administrator to the committee (2014),
- the utilization of professional retention data and consulting firms (2014).

The chief long-range goals (2014-2019) for the committee include

- regular assessment of the LU faculty advising system for the purpose of the identification and recommendation of system improvements (2014-2019),
- determining the efficacy and feasibility of a central information clearing house on campus or online (2014),
- implementation of a freshman preset schedule procedure (2014).

Office of Academic Services

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

The office supports the mission statement of Lindenwood University by

- providing accurate academic record keeping for current and former students,
- delivering services to students in an efficient and friendly manner.

The staff members of the office will continue to grow in their areas of expertise by

- attending regional and national conferences in each of our specific areas to ensure that we improve existing services and expand on the types of services offered to our students (December 2013),
- meeting with deans and department heads from other offices to make sure that services are modified and streamlined between offices (June 2013).

New opportunities for the office include

- addition of student computer terminals for students to come into the Office of Academic Services and complete registration transactions with assistance from staff (August 2013).

The most outstanding strengths of the office are

- strong educational backgrounds of staff members in addition to knowledge and training in their respective areas within the department.

The members of the office will show respect to Lindenwood University's various constituents by (thereby recruiting and retaining)

- providing accurate and timely data to allow the constituents to make data driven decisions (May 2013).

The challenges and their proposed solutions facing the office include

- review of current staffing levels to determine if an increase of full-time staff is needed to provide services to our students, keeping in mind the challenges of acquiring additional staff due to current economy (March 2013).

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

- The addition of staff if our review of services provided reveals a deficiency in any area. (December 2013).

The chief long-range goals (2014-2019) for the office include

- assisting the administration in determining physical locations layout in new administrative building planned for all administrative offices (2019),
- improved website for the Office of Academic Services (June 2015),
- delivery of all services to our online students (December 2014).

Office of Accounting

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

The office supports the mission statement of Lindenwood University by

- keeping as current as possible the University's account balance detail, accounts payable, agency account balances investment reports and financial reports for the board, administration, faculty, and students.

The staff members of the office will continue to grow in their areas of expertise by

- cross training of brand new employees within our department by end of year 2014.

The most outstanding strengths of the office are

- dedication and the work ethic of the accounting staff.

The members of the office will show respect to Lindenwood University's various constituents by (thereby recruiting and retaining)

- improving our response time for reporting and informational requests by utilizing a master calendar (August 2013),
- reducing errors and inaccuracy of auxiliary and off-campus operations by a review of policies and procedures (December 2014).

The challenges and their proposed solutions facing the office include the following:

- turnover that necessitates constant retraining. New employees will be trained within 90 days.
- succession plan/training for senior accounting leaders is not adequate. Additional personnel are needed.

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

- permanency of an additional accountant and a billing system assistant (July 2013).

The chief long-range goals (2014-2019) for the office include

- 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),
- examining the implementation of Docuware to go paperless in the area of accounts payable (2014).

Business Office

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

The office supports the mission statement of Lindenwood University by

- advising students how to develop a financial plan to meet their financial obligation, which 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 by
- continuing to conduct ourselves in a professional and positive manner.

The staff members of the office will continue to grow in their areas of expertise by

- researching other university and college webpages relating to their area of responsibility within the department (August 2013).

New opportunities for the office include

- redesigning of the webpage to offer better online access to information and services (June 2014).

The most outstanding strengths of the office are

- staff members' ability to work with each student to prepare a financial plan to meet their expected cost.

The members of the office will show respect to Lindenwood University's various constituents by (thereby recruiting and retaining)

- enhancing our webpage information and services (June 2014).

The challenges and their proposed solutions facing the office include

- real and perceived financial status of the nation.

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

- support from our IT and Cams support departments to develop the software enhancements for the webpage (June 2014),
- additional assistance in reviewing and proofing the revisions of the webpage revisions (June 2014).

The chief long-range goals (2014-2019) for the office include the following:

- provide input to the design and construction of an administrative building. A building that could bring all administrative services under one roof would greatly increase customer service and internal efficiency (2017).
- 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 (June 2019),

- improve and expand our online services, which will be necessary once we start offering totally online programs (June 2017),
- create cross training plan for department (June 2018).

Office of Campus Facilities

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

The office supports the mission statement of Lindenwood University by

- 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 staff members of the office will continue to grow in their areas of expertise by

- attending a customized Heating, Ventilation, and Air Conditioning training session (September 2013),
- attending a plumbing training session (June 2014).

New opportunities for the office include

- increasing our efforts to identify ourselves by improving identification methods and wearing standardized uniforms (August 2013).

The most outstanding strengths of the office are

- having skilled workers,
- having workers that can multitask,
- being safety conscious.

The challenges and their proposed solutions facing the office include

- the fact that the physical plants' growth exceeds growth in staffing resulting in increased incidences of subcontracting work,
- larger crowds at events necessitate additional manpower,
- male/female mix of housekeepers is unbalanced, requiring more creative scheduling and/or additional staff and/or subcontractors (August 2013),

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

- additional staff and/or subcontractors (August 2013),
- two new trucks (October 2013).

The chief long-range goals (2014-2019) for the office include

- land acquisition and construction of a bell tower (October 2017),
- designing and constructing a new administration building (2015),
- completing planning/construction of the Town Center (Fall 2014),
- finalizing a multi-year plan for ADA compliance modifications (August 2014),
- designing and constructing new housing facilities (August, 2014),
- purchasing a single family home for the Catholic Student Union (August, 2014),
- designing and constructing a new classroom building (2015),
- constructing a pavilion and Visitor's Center at the DBH campus (2014),

- constructing a high intensity training center at the main campus (2016),
- designing and constructing a natatorium (2018),
- designing and constructing an athletic dome on the main campus (2019).

Office of Marketing and Public Relations and Office of Executive Communication

In the coming year, the Office of Marketing and Public Relations and Executive Communication will accomplish the following:

The Public Relations Office 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.

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

- joining the Public Relations Society of America and the Social Media Club of St. Louis to begin sharing best practices (September 2013),
- designing class and training in Flash advertising (April 2014).

New opportunities for the office include

- expansion of Lindenwood's mobile application to provide an added benefit to our students and incentive to our potential students (September 2013),
- development of a set of print materials for evening programs (April 2014).

The most outstanding strengths of the office are

- the breadth of expertise in media relations, graphic design, project management, copy editing/writing, and others.

The members of the Public Relations Office will show respect to Lindenwood University's various constituents by (thereby recruiting and retaining):

- developing a media resource page on the Lindenwood website to provide boilerplate information, news story archive, generic "stock" photographs, style guides, branded Facebook cover photos, etc. (July 2013).

The challenges and their proposed solutions facing the office include the following:

- losing ground in the social media battle to "engage" potential students in social media and bolster Lindenwood search engine positions. Many schools in St. Louis have digital media/social media employees now. We would like to create such a position at Lindenwood University,

- falling behind in the updating of academic and other non-sports web content. Outdated material puts recruiting efforts at a disadvantage. We would like to hire a full-time staff member to assist the revision and updating of non-sports web content to work in the Executive Communication Office.

In order to achieve our goals and function in the most effective manner, the office has the following needs:

- a full-time position to address the growing social media engagement/monitoring and digital communications needs,
- a full-time position to address academic webpage content that will effectively showcase our academic offerings to enhance recruitment of new students and improve online communications current students.

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

- an advertising budget and television commercials for Day Admissions (similar to the one for evening admissions) to support the University's recruiting efforts should additional housing be on the horizon,
- development of a University-wide social media policy and digital communications strategy,
- acquisition and implementation of campus-wide end-user document management software.

Office of Day Admissions

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

The office supports the mission statement of Lindenwood University by

- 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 staff members of the office will continue to grow in their areas of expertise by

- working with the Dean of Day Admissions on a Key Result Area plan that focuses on goals, objectives, and personal development (November 2012),
- participate and discuss a customer service webinar as it relates to admissions and financial aid strategies (December 2013),
- send five people to the Missouri Organization for College Admissions Counseling conference in Saint Louis, Mo. (April 2014).

New opportunities for the office include

- focusing on academic school growth and development of personalized recruitment strategies for each school (January 2014),
- recruiting to the newly established medical completion programs within the School of Nursing (September 2013),
- growth, development, and implementation of military recruitment strategies (March 2014),
- branding recognition and marketing as a full member of the National Association of Intercollegiate Athletics (September 2013).

The most outstanding strengths of the office are

- personalization and individuality of the admissions and financial aid process,
- relationship marketing program from the dean, admissions, and financial aid counselors that produces annual application yield and matriculation of students,
- enactment of our customer service representative utilized in conjunction with enrollment day activities and online schedule a visit organization,
- utilization of VPN and CAMS access while traveling to high school and community college visits and local, regional, and national college fairs.

The members of the office will show respect to Lindenwood University's various constituents by (thereby recruiting and retaining)

- increasing communication, participation, and coordination efforts for internal constituents regarding enrollment days, future freshman days, student mixers, student check-ins, and student assessments (September 2013),
- increase advertisement and implementation of the college planning 101 and financial aid seminars for external constituents (March 2014),
- apply for student organization membership for the student ambassador organization (August 2013)
- providing customer service initiatives that produce quality matriculation (August 2013),
- increase and manage opportunities for group tour requests with newly outlined procedure (September 2013).

The challenges and their proposed solutions facing the office include

- local and regional institutions accepting community college associates degrees as a block fulfillment without additional general education requirements needing to be met. Solution: Re-engage articulation relationships to include block acceptance of AA degrees via EPC and institutional council approval (September 2013),
- remaining efficient and effective concerning the admissions processing operation with one full-time processing agent, two graduate assistants, and three temporary employees. Solution 1: Hire one to two of the temporary employees to solidify full-time working opportunities versus hour restrictions. Solution 2: Allow Day Admissions temporary employees an increase in rate of pay and overtime opportunities. Solution 3: Research and implement software solution and integration programs (August 2013),
- follow up and finalize with the Faculty Task Force on Student Recruitment proposal for an in-house transcript evaluator. Solution: Finalize research and proposal with the Faculty Task Force on Student Recruitment (September 2013).

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

- increase our marketing and advertising campaigns via trinkets, marketing materials, and advertisement opportunities (October 2013),
- add "Lindenwood" signage in "Scheidegger gold" to the front of the welcome center (December 2013),
- update entryway mats with Lindenwood logo (August 2013),
- update wall decorations and art with Mitchell Bowers (August 2013),

The chief long-range goals (2014-2019) for the office include

- an increase in matriculation for School of Nursing program (September 2013),
- an addition of virtual admissions and tour component to the Welcome Center (September 2014),
- an increase, based on current staffing structure (11FT-2PT- 2GA recruiters), of total annual matriculation of commuters and residents by presidential enrollment projections (August 2013),

[Note: additional recruitment staff will be needed to increase after this stage to accommodate School of Nursing and Lindenwood Commons growth.]

- an increase of our Bright Flight population by .5% annually (2.5% by fall 2018),
- an increase of our average Standardized Test Scores (24 by 2018),
- an increase of our average Grade Point Average (3.4 by 2018).

Office of Distance Learning

In the coming year, the Center for Distance Learning will accomplish the following:

The center supports the mission statement of Lindenwood University by

- ensuring that the experience level of the online faculty is enhanced (May 2014),
- ensuring that the quality of the online courses meets the standards expected by the Higher Learning Commission (August 2013),
- completing software documentation on all the procedures done through CAMS and Blackboard (December 2013).

The staff members of the center will continue to grow in their areas of expertise by

- understanding the tasks completed by their teammate to reduce potential crises when one member is absent (May 2014).

New opportunities for the center include

- creating master shells for all online courses thereby reducing the need for retaining multiple copies of the same course on the platform (Fall 2013),
- creating master shells for all courses loaded on Blackboard thereby increasing the efficiency of the faculty member using the system (May 2014),
- conducting Blackboard training for faculty on a regularly scheduled basis (May 2014).

The most outstanding strength of the center is

- the ability to problem solve issues with Blackboard Learn, Blackboard Mobile, Tegrity, and Turnitin quickly for both faculty and students.

The members of the center will show respect to Lindenwood University's various constituents by (thereby recruiting and retaining)

- training faculty members on how to use the Document Management System within Blackboard (December 2013),
- training faculty members on how to use the Community System within Blackboard to increase their efficiency in conducting school business (December 2013),
- training faculty members on the use of the lecture capture system, Tegrity (May 2014).

The challenges and their proposed solutions facing the center include the following:

- an uptick in the economy would drive students into the workforce instead of school. Proposed solution is to work hand in hand with admissions offices to ensure that the online degree programs meet the needs of the community (May 2014).
- the lack of backup personnel for each position within the center is problematic. The proposed solution is to train members in the center on the duties of other positions (May 2014).

- other schools offer online degree programs that compete for students. Proposed solution is to monitor the types of degrees the University offers ensuring that the needs of the community are being met (May 2014).

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

- Blackboard Trainer/Course Designer (Fall 2013),
- additional office space (Fall 2013)

The chief long-range goals (2014-2019) for the Center include

- convincing the Psychology Department to offer its degree online (May 2014).

Office of Evening and Graduate Admissions

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

The office supports the mission statement of Lindenwood University by

- understanding the uniqueness of the backgrounds and needs of our students as they pertain to their current pursuit of higher education and personal development,
- seeking to offer stimulating educational opportunities at each campus or the surrounding area in the form of colloquia,
- seeking to provide guidance to students relating to the benefits and pleasures associated with continued learning.

The staff members of the office will continue to grow in their areas of expertise by

- attending quarterly internal training sessions on processes or departments such as the effective use of CAMS, business office, financial aid, or academic school updates (start of Summer, Fall, Winter, and Spring quarters 2013-14),
- attending at least one outside training seminar on professional marketing and service strategies and techniques (June 2014),
- promoting the value of continuing education within the department through LU graduate programs (June 2014).

New opportunities for the office include

- exploration of partnership opportunities with community colleges throughout the region and state (June 2014),
- promotion of online programs as an option for hybrid learning or as an exclusively online learning experience (June 2014),
- promotion of certificate programs available at LU (June 2014),
- expanded connections with various branches of the military and Guard programs from the surrounding states (June 2014).

The most outstanding strengths of the office are

- a willingness to assist and problem solve for students on the full range of potential issues whether the item of concern is directly related to our department or not,
- a genuine commitment to the transformative power of education in the lives of our students and an empathy toward the unique challenges, needs, and stresses of each of our applicants and students.

The members of the office will show respect to Lindenwood University's various constituents by (thereby recruiting and retaining)

- recognizing the unique and individual nature of the students we serve from varied cultural and socioeconomic backgrounds (June 2014),
- facilitating interdepartmental forums to discuss current challenges in meeting the needs of LU's students (start of summer and winter quarters 2013-2014).

The challenges and their proposed solutions facing the office include

- increased competition from local and regional institutions offering new or expanded learning opportunities to the citizens of our primary service areas,
- a sluggish economy and jobs prospects that instill fear in adult learners regarding the accumulation of additional debt and a lack of faith in relation to the opportunities that will be available even with additional education,
- a trend of local corporate entities reducing or removing entirely their tuition reimbursement programs.

As these challenges are macroeconomic in nature, the best possible solution to combat them is to keep our tuition costs as low as possible. The second solution would be to gradually increase advertising expenditures in an effort to make potential students aware of the tangible benefits of education and why Lindenwood offers the best combination of value and quality.

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

- a highly qualified pool of full- and part-time faculty who are sensitive to the unique learning expectations and needs of the adult learner in order to provide the highest quality educational experience.
- interdepartmental support in the collaborative process needed to explore and develop new markets effectively.

The chief long-range goals (2014-2019) for the office include

- the addition of one educational partner per year to promote growth (June 2014-19),
- the addition of one bricks-and-mortar extension center every other year to promote growth (June 2015, June 2017, June 2019).

Office of Financial Aid

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

The office supports the mission statement of Lindenwood University by

- providing excellent service to our students with high dependability, accuracy, personal attention, and professionalism.

The staff members of the office will continue to grow in their areas of expertise by

- completing essential training provided by the Department of Education, servicers, private lenders, and other agencies to stay abreast of and adapt to changes in federal and state guidelines (June 2014).

New opportunities for the office include the following:

- developing a process whereby we encourage students who are requesting financial aid to complete the paperwork prior to leaving for summer break. This includes the Free Application for Federal Student Aid (FAFSA) and other documents required by the Department of Education to confirm the accuracy of reported information (April 2014).
- developing a process to administer the Department of Education's 2013/14 student specific verification regulations (July 2013).

The most outstanding strengths of the office are

- cross-trained employees, which ensures students receive appropriate and accurate information,
- shared responsibility focus, which fosters team work,
- organization, which is essential to accomplishing our mission,
- accuracy, which is demonstrated through the annual audit,
- diligent communication that keeps students informed.

The members of the office will show respect to Lindenwood University's various constituents by (thereby recruiting and retaining) doing the following:

- developing program specific financial aid informational forms (traditional semester student, LCIE student, etc.) that provide students an overview of how financial aid is applied for and received. This will be offered in hard copy and listed on the financial aid webpage (December 2013).

The challenges and their proposed solutions facing the office include

- increased volume of duplicate ISIR's due to IRS Data Retrieval Tool; additional graduate assistants should be added to assist with the volume (June 2014).

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

- new office furniture to provide more privacy for students/parents and staff functionality (December 2013).

The chief long-range goals (2014-2019) for the office include

- offering input in the development of an administration building that would house multiple offices under one roof to provide students with a more convenient and efficient way to take care of their administrative needs (2017).

Office of Institutional Advancement

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

The office supports the mission statement of Lindenwood University by

- improving the annual alumni participation rate from 10% to 12.5% (June 2014),
- increasing athletic booster funds and participants by 30% (June 2014),
- increasing the university's pipeline of bequests (June 2014),
- readying Lindenwood for a comprehensive campaign through prospect research and developing advancement capacities (June 2015).

The staff members of the office will continue to grow in their areas of expertise by

- actively participating in relevant professional organizations for continuing education and networking (June 2014),
- developing and executing an individualized plan for continuing learning relevant to their respective responsibilities (December 2013),
- benchmarking current university advancement practices and systems against those of colleagues in the higher education (June 2014).

New opportunities for the office include

- messaging the philanthropic identity of the university mission accurately and engagingly highlighting the ascendancy of Lindenwood and unique characteristics (June 2014),
- building effective systems for communication and collaboration with campus schools and departments regarding advancement programs (June 2015),
- increasing alumni participation in giving to university (15% by 2018),
- developing fund opportunities and donations for the Belleville campus (June 2016),
- creating rich pipeline of donor cultivation and stewardship in all advancement programs (June 2016).

The most outstanding strengths of the office are

- a mission-centered, motivated, and professional staff committed to serving and achieving university goals,
- an understanding of advancement that fosters collaboration with university colleagues and the long-term development of sustainable advancement practices
- availability of essential resources to meet the needs of the strategic plan goals.

The members of the office will show respect to Lindenwood University's various constituents by (thereby recruiting and retaining)

- stewarding donors and cultivating prospects through active and accurate communication (June 2014),
- engaging volunteers and donor prospects in university events and programs (June 2014),

- reaching out to campus faculty and staff to make them more knowledgeable of the services that IA offers ex: grant writing, scholarship and naming opportunities, planned giving vehicles (2014).

The challenges and their proposed solutions facing the office include the following:

- small number of staff members in the IA department; some new to the university will need to develop in their positions at Lindenwood and will also need to welcome new staff to carry out demands of fundraising programs (December 2015),
- University groups (formal and informal) that can hinder future-focused thinking. Problem may be rectified through education and attractive communications about the Lindenwood of today. Additional stewardship including celebrating the institution's history will help too (2014).
- lack of defined program budgets can lead to uncertainty of resources available to plan on and also can lead to less oversight of expenses. Creating programs with estimated budget goals internally to the IA department may help this (December 2014).
- existing territorial divides between departments key to institutional advancement progress can hinder efficient goal achievement. This can be solved in part by seeking continued communication and collaboration with colleagues (2014).
- lack of coordinated, integrated, and prioritized interdepartmental strategic plans and long-term plans at university. This could be solved by conducting a more integrated strategic planning process across the institution and setting IA goals that mirror the process (June 2014).

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

- sufficient staff in IA to be able to execute programs in the strategic plan effectively (December 2013),
- expanded office space (December 2013),
- acquisition of phone-athon and wealth screening services (December 2013),
- investment in relevant professional development opportunities for IA staff (June 2014),
- continued consultancy to communicate the university mission in support of the Advance the Future campaign (June 2014).

The chief long-range goals (2014-2019) for the office include

- creating a strategic and effective fundraising program that meets the fund needs of the university (June 2019),
- preparing for and launching a comprehensive capital and endowment campaign (June 2016),
- increasing endowed scholarships and student honors awards to 200 by 2027,
- increasing the endowed funds to \$250 million by the 200th anniversary in 2027.

Office of Institutional Research

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

- oversee the implementation of the new assessment process and data collection for the 2012-2013 academic year.
- work toward creating an institutional culture in which assessment is supported and its value to strengthening program and student learning is recognized by LU faculty.

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

- providing oversight of the University program and general education assessment, which includes
 - providing the University administration and stakeholders with data analysis of University programs as requested,
 - promoting established best practices for conducting assessment, and
 - ensuring assessment is tied to the LU mission by assisting faculty in identifying student learning outcomes that flow from this mission.
- working in concert with Assessment Committee, General Education Committee, Institutional Review Board, and Retention Committee to continually monitor indicators of academic performance and to use data to enhance institutional integrity.

The staff member of the office will continue to grow in this area of expertise by

- attending the 2013 Higher Learning Commission (HLC) annual meeting/conference, with a focus on all workshops and other events related to assessment and institutional research (April 2013),
- attending at least one conference or other training addressing institutional research (2014),
- meeting with HLC mentor, HLC liaison, and HLC site visit representatives to learn about and respond to challenges regarding assessment (2013).

New opportunities for the office include the following:

- involvement in implementing a new assessment process and the pending Higher Learning Commission re-accreditation visit has prompted departments to carefully scrutinize student learning outcomes and methods for conducting assessment, analyze assessment results, and to make needed improvements (Fall 2013).
- increased opportunities to attend conferences/trainings geared at institutional research (Fall 2013).
- due to creation of school assessment subcommittees, the Office of IR is benefitting from the growing expertise of these faculty members, who coordinate and manage assessment efforts within their schools. These faculty members serve as liaisons between schools/departments and the Dean of IR and help promote quality control as well as streamline the reporting process. These factors are instrumental in the success of the new assessment system and how assessment data are collected and used in the 2011-2012 and 2012-2013 academic years (2013).

The most outstanding strengths of the office are the following:

- Administration supports operations of this office and is invested in supporting assessment and other initiatives that lead to institutional improvement.
- Faculty and staff tasked with collecting data and producing reports participate as expected and are committed to providing meaningful and accurate reports. Of particular note, faculty is successful adapting to significant modifications that were made to the assessment process, which require a considerable time investment.

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

- promoting the use of assessment findings to strengthen program curricula and instructional methods, with the goal of providing top quality programs that prepare graduates to enter the global market. This will in turn enhance LU's academic reputation and market competitiveness (2014).
- working in concert with the Retention Committee to examine and respond to trends in retention (2014).

The challenges and possible solutions facing the Office of IR include the following:

- As the University strives to continually improve and expand assessment efforts, the capacity of this office is becoming increasingly strained. The following factors affect workload:

Full assessment reporting – In previous years, we did not have 100% compliance with assessment reporting. This past academic year, we achieved full compliance at LU-St. Charles and LCIE, which increased the number of program reports that the Dean of IR must read, edit, and summarize, as well as the amount of feedback and assistance to provide each department. Even with a staggered reporting schedule, on which only 25% of departments report on all student learning outcomes in a given year, the tasks of report review, revision, and analysis are extremely time-consuming. New programs are continually being developed, which further increase the workload.

Belleville campus - In the past academic year, the Belleville campus did not provide assessment reports due to the small cohorts. We are just approaching the point at which programs will have a 4-year cohort. An Assessment Officer is assigned to handle assessment on that campus in exchange for a course reduction. The Dean of IR works closely with the Assessment Officer but has limited time to devote to this. The Belleville campus is growing rapidly, and additional resources will need to be committed to oversight and management of assessment if we are to pursue high quality assessment with full campus participation.

Student Life Assessment – We need to expand assessment of these, both in terms of the units/offices we assess as well as the assessment strategies for those offices currently creating assessment reports. These offices would benefit from support from the Dean of IR, as well as formal training at national conferences.

General Education (GE) Assessment –In previous years, analysis was conducted by multiple faculty members who taught GE classes, and the dean synthesized these findings in a master report. Under the new system, the data for GE student learning outcomes will be analyzed by the Dean of IR, who will also produce the master report. The new process also involved the creation of a four-person Rating Team, which

engages in review and observation of student work that reflects the outcomes of interest. Continued growth and commitment to quality research will require additional staff support at both St. Charles and LU campuses. At minimum, the Office of IR requires a dedicated graduate student on both campuses, with office space (fall 2013). It would be ideal to pursue hiring at least one full-time staff person (bachelor's degree level) to coordinate report collection, edit reports, oversee a testing center for administering field proficiency or other standardized tests, and assist conducting studies of other indicators of institutional success (2014).

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

- a qualified, trained staff person, to perform duties described above (2014),
- a graduate assistant to assist with the time-consuming clerical duties associated with preparation of assessment reports, retention report, and collection of other data and report preparation as requested by the administration (fall 2013),
- capacity to explore other indicators of institutional success and launch focused research initiatives to address specific concerns (i.e., an in-depth examination of retention rates and reasons behind this; currently we collect a good deal of data on retention and track year-to-year, but have yet to undertake a systematic study of why students leave and how LU can increase retention rates). Design and implementation of such research, however, is difficult to achieve given the amount of clerical work and management of paperwork currently associated with this office.

The chief long-range goals (2014-2019) for the Office of IR include

- creating an institutional culture in which institutional research is valued and assessment results are consistently monitored and findings routinely integrated into program review and key decisions related to program improvement (2015),
- working with administration and faculty committees to identify specific areas of concern related to institutional performance that can be the focus of research and problem-solving initiatives, targeting one specific issue per academic year (2015),
- systematically exploring use of standardized tests (e.g. field proficiency tests) and expanding use of such tests where appropriate. This will include creating a dedicated space for testing and committing financial and staff resources to this expansion (2016)

Office of Information Technology

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

The office supports the mission statement of Lindenwood University by

- providing communication services such as email, telephone, and Internet services to all stakeholders,
- providing accurate and reliable information through various sources such as CAMS and portals.

The staff members of the office will continue to grow in their areas of expertise by

- learning about new technology as it develops (December 2013),
- attending CAMS annual users' conference (June 2014).

New opportunities for the office include the following:

- installing a secondary server room at the new School of Nursing building (September 2013),
- creating, through CAMS, a new data entry screen for the evening admissions offices (June 2014),
- upgrading Spellmann computer lab and Butler computer lab with newer PCs (December 2013).

The most outstanding strengths of the office are

- well-trained personnel in each functional area,
- extensive institutional knowledge (Most members of our team have been students or faculty at Lindenwood),
- excellent customer satisfaction.

The members of the office will show respect to Lindenwood University's various constituents by (thereby recruiting and retaining)

- treating everyone with respect.

The challenges and their proposed solutions facing the office include

- new construction or purchases that require IT support,
- limited personnel.

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

- additional IT staff,
- increased budget.

The chief long-range goals (2014-2019) for the office include

- upgrading to Windows 8 (2014),
- application virtualization to allow students to access LU software off campus (2016).

Office of Library Services

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

The office supports the mission statement of Lindenwood University by

- committing to the continued exploration and implementation of emerging technologies,
- adhering to the tenets and precepts set forth by the university with the understanding that all library users must be represented through the library materials and informational resources acquired to support them in their ongoing pursuit of lifelong learning, and the search for truth through advanced education,
- providing exceptional customer service to the university community,
- seeking opportunities to partner with other university support services and student organizations in order to better serve the 'whole' student,
- presenting successful library outreach programs that go beyond academic endeavors and support life-long learning,
- providing quality research material to support and supplement the university's efforts to make classwork more demanding.

The staff members of the office will continue to grow in their areas of expertise by

- having a monthly staff discussion about an article to be chosen by staff members on a rotating basis from the professional literature that deals with a new resource, technology, or professional trend (July 2013 and ongoing),
- having each staff member attend at least one webinar quarterly and providing the rest of the staff with a brief report on what was learned (July 2013 and ongoing),
- having each staff member attend at least one faculty meeting per year (August 2013 and ongoing).
- actively participating and contributing to consortial, professional, and community groups to which they belong (July 2013 and ongoing).

New opportunities for the office include

- working with the School of Nursing and Allied Health Sciences to develop resources and services to support the new program (August 2013),
- collaborating with the Dean of Learning Resources at St. Charles Community College to meet the information needs of our respective nursing constituencies at the new Dardenne Prairie facility (August 2013),
- collaborating with staff at the Boone Home to develop a research library and share resources more efficiently (August 2013),
- working with St. Charles Historical Society on the digitization of the photo archive of the St. Charles County Journal (August 2013),
- converting antiquated and irreplaceable VHS tapes in the media library (September 2013),
- developing services that employ the expanding media collection and new media technologies to support instruction (July 2013),
- using the new research guide technology to develop at least one new guide per month (December 2013),

- evaluating usage statistics pertaining to Ebooks and using the statistics to develop a small pilot program aimed at patron driven acquisition (December 2013),
- investigating and implementing e-reserves with new Sierra ILS software implementation (July 2013).

The most outstanding strengths of the office are

- continuing to provide bibliographic instruction (BI) sessions and services (tours, faculty workshops, FYE [Fall], etc.) to support teaching and research skills,
- maintaining, updating, and identifying innovative ways to leverage the library's online presence,
- being proactive in the development and identification of resources and services for all patrons,
- thinking about library services and research skills, not only as an academic endeavor, but also as a lifelong skill,
- its librarians and their commitment to serve our patrons by being polite, purposeful, and pleasant,
- the diversity of the library staff and the flexibility and commitment they show to meeting any needs or changes that the University requires.

The members of the office will show respect to Lindenwood University's various constituents by (thereby recruiting and retaining)

- redistributing the Student Satisfaction Survey to assess whether the changes made based on last year's survey responses were successful (May 2014),
- using various marketing tools on a monthly basis to highlight specific online resources that have high informational value, but low usage (July 2013 and ongoing),
- working with the student organization, Lindenwood Sustainability, to implement programs in the library to create a more "green environment," such as double-sided printing, and wireless printing capabilities (September 2013),
- creating training and marketing materials for using Sierra, a new library management software system provided by the MOBIUS consortium that greatly improves the end-user experience (August 2013),
- marketing the expanding the popular media collection to students (September 2013),
- distributing a survey to *all* faculty and using the results to develop new resources and services to better serve the faculty and, thus, the students (July 2013),
- exploring the viability of e-readers for checkout (July 2013).

The challenges and their proposed solutions facing the office include the following:

- implement ideas provided by the Library Advisory Council to better utilize space in the library (August 2013)
- a digital generation of students that is overconfident in their research skills and knowledge of information resources, which will be addressed by refocused efforts on our bibliographic instruction content and narrowed focus on the content of research guides (July 2013).

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

- at least one handicap accessible bathroom in the building (August 2013),
- additional laptop computers for check-out as the program has been very successful (August 2013),
- more electrical outlets throughout the library, especially in student workspace and circulation areas (July 2013),
- consistent security presence during closing time (August 2013).

The chief long-range goals (2014-2019) for the office include the following:

- climate control within the library to protect monographic, archival, and artifact collections (2015),
- an offsite storage facility to keep books that are less frequently used; the alternative is that the library has to withdraw titles from the stacks to make room for newer titles. Now that the university is putting more emphasis on research, the need to keep useful older titles is a necessity for creating programs that encourage students to engage in more rigorous research for class assignments (2016).
- a facility to enable the archives to grow and possibly entice the St. Charles County Historical Society to move their collections to the main campus (2019).

Department of NCAA Athletics

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

The Athletics Department supports the mission statement of Lindenwood University by

- 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, and
- 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 Athletics Department will continue to grow in their areas of expertise by

- expanding national membership affiliations at both the coaching and administrative levels to include all full-time employees (July 2013),
- creating and implementing annual Individual Development Plans for coaches and/or other staff members to establish goals and provide an assessment of academic achievement, athletic success, and community engagement (July 2013),
- establishing a performance-based rewards system that would link annual salary reviews to growth in these areas as well as positively reinforce compliance to NCAA, departmental, and institutional policies (July 2013).

New opportunities for the Athletics Department include

- participation as a full member in the MIAA/NCAA leading to post-season opportunities,
- advancement in the development of resources for academic success, sports psychology, and strength and conditioning/dietician,
- access to NCAA grants and other applicable resources,
- expanding level of interest and support of athletics booster program
- access to higher caliber student-athletes,
- increased opportunities for corporate sponsorships,
- facilities expansion,
- new community engagement opportunities,
- attracting more fans as a result of a more competitive nationally recognized level of competition.

The most outstanding strengths of the Athletics Department are the following:

- facilities - current athletics facilities are in competitive alignment with upper tier NCAA II institutions,
- expertise, leadership, and quality personnel - nearly 70% of head coaches have eclipsed the five-year mark of head coaching experience while the senior/support staff has a combined 40-plus years of practical experience in athletics management and operations.

- compliance,
- sports sponsorship - one of the largest programs nationally amongst NCAA II institutions,
- economic impact - while hosting a multitude of home contests as well as outside events such as MSHSAA/state playoffs, AAU events, and summer camps, the department has a considerable financial impact on multiple businesses within the St. Charles community.

The members of the Athletics Department will show respect to Lindenwood University's various constituents by (thereby recruiting and retaining)

- recruiting and retaining character-driven student-athletes,
- working with Academic Success Center staff throughout the year to support academic expectations and assist in monitoring student-athletes,
- increasing communication with SAAC and creating additional opportunities for SAAC involvement within the Athletics Department to ensure that student-athletes know that they have a voice in the goals and objectives of the Athletics Department,
- coordinating with other university stakeholders (i.e., Business Office, Financial Aid, Admissions, Institutional Advancement, Dean's Council, etc.) to identify opportunities to improve recruitment and retention efforts,
- providing additional staffing to support the Academic Success Center and Champ Life Skills development.

The challenges and their proposed solutions facing the Athletics Department include the following:

- comparative competitive disadvantages; examples include financial aid distribution (i.e., Pell/state grants), on-campus housing expectations, early registration, off-campus practice sites, and meal allowances. In addition, while possessing competitive facilities, the department's current sports sponsorship impedes practice scheduling, creating a disadvantage when compared to other institutions.
Solution: Establish a committee of coaches and administrators to evaluate the impact of these competitive disadvantages and propose viable solutions that are both cost beneficial and minimize conflicts with the fundamental philosophy of the institution (April 2014).
- restrictive budget oversight; limited flexibility in usage of funds.
Solution: Implement more interactive participation between coach and sport administrator prior to budgetary approval to minimize the need for flexibility in (6. The challenges...cont.) budget spending as well as establish an option for approval of funds transfer (May 2014).
- Some policies and procedures are inefficient and time consuming due to the numerous checks and balances implemented to ensure institutional control.
Solution: Improving interdepartmental processes that put more ownership on the head coach and reduce the time spent by both the head coach and sport administrator over-managing certain details. Projected areas include recruitment requests, credit card requests, and purchase requisitions (July 2013).

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

- technology enhancements - access to programs like Adobe in order to create online approval processes as well as a review of current hardware to ensure compliance with conference expectations like video uploading (May 2014),
- Hyland Arena improvements - locker room renovation, lighting replacement, office remodeling and carpeting, technological upgrades, and addition of Adidas Store (August 2013),
- addition of two full-time employees (one using NCAA grant monies to pay $\frac{3}{4}$ of the salary) to the Athletics Department staff to assist with the Academic Success Center and departmental operations (August 2013),
- seating increase/modifications to softball at Lou Brock Complex (October 2013).

The chief long-range goals (2014-2019) for the Athletics Department include each of the following:

- support staff for external operations (sports information, ticket sales, etc.) and sports programs currently without a full-time assistant (August 2014),
- Hyland renovations; handicapped seating and upgrades to bleachers (August 2014),
- cosmetic upgrades to Hunter Stadium press box (August 2014),
- track configuration and resurfacing along with bleachers, storage, restrooms, lockers, concessions, and press box (August 2014),
- finish in the top half of all MIAA conference sponsored sports (May 2015),
- 3.0 grade point average for each program (May 2015),
- installation of scoreboard and video board at Hunter Stadium (August 2015),
- Hyland Arena expansion for HIT Center, locker rooms, courts, and an aquatics center in partnership with Health and Fitness Sciences and Physical Education (August 2016),
- reach national prominence at the NCAA II level by finishing in the top ten of the Director's cup (May 2017),
- surpass NCAA II average graduation rate (June 2018),
- 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 2019).

Office of Outreach Education

In the coming year, the Outreach Education Office will accomplish the following:

The Outreach Education Office supports the mission statement of Lindenwood University by

- focusing on the professional and academic needs of our community's students through securing adjuncts who are practitioners and are serving in roles of leadership, administration, and instruction by
 - offering courses in high schools for college credit (Early College Start),
 - offering graduate workshops in schools and state agencies (Cooperative Credit),
 - offering coursework at state wide locations for graduate credit (Graduate Education).

The members of the Outreach Education Office will continue to grow in their areas of expertise by

- attending more school district meetings, i.e., human resources, of local area school administrators, counselors, and teachers (October 2013),
- sending at least two people to the Graduate and Professional School Enrollment Management Conference every two years (February 2014),
- investigating attendance of a professional development session surrounding technology and the adult learner, annually (November 2013).

New opportunities for the Outreach Education Office include

- opening two new extensions (December 2013),
- piloting a "late-start class" at the graduate level (October 2013),
- new class/syllabus development for the MA in Education with emphasis in Higher Education (August 2013),
- utilizing cohort models at some extensions to stabilize enrollment swings (August 2013),
- expanding the Early Childhood Education Program for elementary teachers from the main campus to two already created extension centers (August 2013),
- developing cooperative credit opportunities in states other than Missouri and Illinois (November 2013).

The most outstanding strengths of the Outreach Education Office are the following:

- our ability to respond to students' needs,
- utilizing our abilities to think creatively,
- using our skills to work together as a team. We have good communications within our department and always continue to work and develop positive relationships with students and faculty in our programs,
- employing time management skills to make our office the most effective and efficient it can be.

The members of the Outreach Education Office will show respect to Lindenwood University's various constituents by

- simplifying communications between our office and the university's academic schools (July 2013),
- providing "Welcome Packets," including learning resources, to our new on campus, Advanced Placement students through the dual enrollment program (August 2013),
- providing new graduate credit opportunities in rural Missouri and Illinois (August 2013),
- promoting Lindenwood at additional professional organization meetings statewide (December 2013).

The challenges and their proposed solutions facing the Outreach Education Office include the following:

- new public school policies that restrict facility use and charge fees for access to classrooms and buildings. We will continually work to improve relationships and enlighten decision makers regarding the benefits of professional development and life-long learning, while always working within districts' policies,
- increased tuition charges and fees, while many families struggle with their own budgets and other schools reduce tuition. We will work with the executive administration at Lindenwood to discount tuition charges (when applicable and within reason) as new extensions are developed.
- the growth of online education and its ability to capture shares of the higher education market. The outreach education staff will continue teaching the benefits of face-to-face classroom learning.
- the lack of new "elective" classes (products) being developed for both the elementary and secondary teacher. We will continue to develop the "Special Project" class as a means to meet the needs of our market's school districts.
- a lack of available technology at some extensions (offer coursework that is not technology dependent at those locations; provide better access to mobile electronic resources and in a manner that reduces the struggle to "check out" those resources from the main campus).

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

- one additional full-time research faculty member in southwest Missouri (July 2013),
- one part-time graduate assistant or clerical staff person in SW Missouri (August 2013).

The chief long-range goals (2014-2019) for the Outreach Education Office include the following:

- the creation of additional school district partnerships, which will allow school districts to provide Master's Degree Programs for their teachers by developing classes that meet their particular districts' needs (the Ozark School District agreement will be used as a model) (2014),
- enhanced professional development opportunities for adjunct faculty from the university's extension centers. We hope to offer long-time adjunct faculty the chance to formulate requests, then access professional development money allocated for the year by the President of the University (2015).

- replacing Outreach Education staff as they choose to retire (2014).

Office of Professional Theatre

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

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

- exposing tens of thousands of patrons, their families, and potential students to extraordinary talents in all areas of professional entertainment and arts,
- showcasing historically significant artists and entertainers working directly with students both on and off stage,
- providing entertainment and arts business professionals to students to demonstrate actual business practices thereby increasing the likelihood of “real world” employment in the arts,
- offering firsthand exposure to professional arts business opportunities unlike any of the college offerings of our competitors,
- hosting our most successful offerings ever, with very big names, multiple sold-out performances, increased subscriptions, more premiere patrons, and compliments from the stage by some of entertainments legends about our facilities and staff. No wonder more people are excited and aware of Lindenwood and our liberal arts educational programs than ever before.

The staff members of the Office of Professional Theatre will continue to grow in their areas of expertise by

- attending the annual conferences for the various areas of professional services rendered by management and staff (2014),
- creating new shows, staging, and audio presentations with celebrities, producers, and students (2014),
- continuing work toward their advanced degrees in the arts (2013).

New opportunities for the Office of Professional Theatre include

- the ability to provide paid, professional internships to students with demonstrated interest and abilities in arts and entertainment (2014),
- expansion of our patron demographics through inclusion of additional offerings in professional arts and entertainment (2013),
- direct recruiting of students through new relationships with youth arts organizations throughout North America (2014),
- inclusion of celebrity family and friends as students of Lindenwood (2014),
- providing celebrity guest speakers for graduation and other events to increase the profile and prestige of Lindenwood (2014).

The most outstanding strengths of the Office of Professional Theatre are the following:

- direct business relationships with the highest levels of arts and entertainment professionals,
- ability to attract celebrities to give master classes and lectures to Lindenwood students and attract potential students and their families,
- Our theater operation elicits celebrity endorsements from the stage during public

performances generating heightened interest in Lindenwood by patrons, their families, and thus potential new enrollments for our programs.

- no equal in the presentation of arts and entertainment in this region,
- success in arts presentation where larger state funded arts centers have failed,
- students regularly acknowledged and complimented both publicly on stage and in private by some of the most noteworthy celebrities and talent of our times,
- well-trained, highly productive and knowledgeable staff is regularly complimented publicly from the stage and rewarded privately by some of the most noteworthy celebrities and talent of our times.

The members of the Office of Professional Theatre will show respect to Lindenwood University's various constituents by (thereby recruiting and retaining)

- presenting Lindenwood to the public in the most consistent and positive light (2013),
- providing an ever larger and more diverse audience, over time, in order to expose the mission and purpose of the university, the center, and the division to as many as possible (2014),
- purveying the history of our culture and times to the general public, students, faculty, and staff through a variety of arts and entertainment in keeping with our own history and tradition of true liberal arts education (2013).

The challenges and their proposed solutions facing the Office of Professional Theatre include the following:

- competition for space, time, and workforce among the professional shows, the student shows, other campus organizations, and groups from outside Lindenwood,
- the need to develop a more balanced and manageable booking of the Bezemes Family Theatre and other performance venues on the St. Charles campus,
- the need to be more selective when choosing from among many opportunities to book productions from outside Lindenwood, to ensure that our image as an Arts venue is enhanced rather than tarnished,
- the need to seek more cost-effective ways to store, re-use, and re-purpose stage settings and larger props.

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

- The Professional Theatre Office desires the authority to hire and supervise professional staff, operate the box office, manage The Bezemes Family Theater schedule, theater and center staff, and supervise image and marketing using a business model that differs from the mixed business/academic system now in place.
- Theater/center staff, box office, marketing, and image functions should be placed under the Office of Professional Theatre for tracking of costs, better understanding of scheduling, labor, professional space management, and consistent image.

The chief long-range goals (2014-2019) for the Office of Professional Theatre include the following:

- independent professional management of both center staff and facilities to ensure proper facilities use, proper employee scheduling, facilities maintenance, public image, student availability and access (2014).
- in conjunction with the Board of Directors (or a duly appointed subcommittee), the office of the Provost, and the Office of Professional Theatre, define the purpose of collaboration between the academic school and the Office of Professional Theatre in order to eliminate the problems of territorialism. Combine the professional and academic relationship into a coherent purpose that can be expressed to the students for their complete benefit, understanding, and ultimately a better shot at employment in a highly competitive field (2013).
- We have found what I believe to be our “sweet spot” with 16 to 20 professional shows per year recommended. This allows for consistent awareness of our operation by the general public and potential students. More positive publicity has been generated this season (2012/13) by the selection of stars and other forms of entertainment than ever before. Students have not only worked behind the scenes on our various professional presentations, they have also now begun performing on stage with some of our professionals. I suggest we continue to maintain the current level and number of professional presentations (2014).

Office of Lindenwood University Spirit and Supplies Shoppe

In the coming year, the Office of LU Spirit and Supplies Shoppe will accomplish the following:

The LU Spirit and Supplies Shoppe supports the mission statement of Lindenwood University by doing the following:

- encouraging and developing in myself, our assistant manager, and our staff the attitudes, behaviors and principles of the free enterprise system for our daily activities in the Shoppe and, more importantly, for “Life after Lindenwood,”
- providing daily opportunities in the Shoppe for personal, professional, and academic growth,
- learning the gifts and skills of all the Shoppe’s staff and matching those gifts and skills by providing opportunities to succeed in their daily activities inside the Shoppe and “Life Outside of Lindenwood,”
- encouraging staff to treat new people coming into the Spirit Shoppe as “Family” rather than customers.

The staff members of LU Spirit and Supplies Shoppe will continue to grow in their areas of expertise by

- taking advantage of at least two educational opportunities that are presented to Shoppe management inside and outside of Lindenwood (June 2014),
- attending the CAMEX Trade Show (February 2014),
- promoting at least two new training opportunities to develop better business practices in the University’s purchasing activities (July 2013),
- encouraging our Assistant Manager to pursue his MBA, (July 2013).

New opportunities for the LU Spirit and Supplies Shoppe include

- an online and physical partnership with Apple Computers in the coming year (July 2013),
- the December Graduation (December 2013),
- implementing and refining the Shoppe’s employee manual (July 2013),
- an email newsletter to improve communications with our staff (July 2013),
- expansion and diversification of our product line besides soft goods (June 2014).

The most outstanding strengths of the LU Spirit and Supplies Shoppe are

- our friendly, courteous, and diligent staff,
- the University’s commitment to apply resources and expertise to help the Shoppe reach its goals,
- the Lindenwood family’s commitment to helping each other achieve their personal and professional goals.

The challenges and their proposed solutions facing the LU Spirit and Supplies Shoppe include the following:

- our Spirit Shoppe graduate leaders that depart due to graduation, which presents a challenge to continuity in leadership requiring one-on-one mentoring from the Shoppe’s

senior graduate students and our Assistant Manager and Manager, having a Shoppe operations manual, keeping the lines of communication between myself and our Assistant Manager open so that first time staff will come to us with opportunities for growth, bringing in more outside vendors to train Shoppe staff, posting the Spirit Shoppe's Action Plan (July 2013).

- internal competitors – other departments (Athletics, Student Activities) that are selling, as fundraisers, school spirit promotion and departmental promotions that are giving away t-shirts, hoodies, and spirit items and undercutting our prices in the course of business. Therefore we have need to diversify the Shoppe's product lines (e.g., computer repair service, coffee, etc.), bring more graduate sales and marketing majors on staff, implement more coupons during school events, and making sure that the Shoppe is included on Admissions Tours (January 2014).

In order to achieve our goals and function in the most efficient manner, the LU Spirit and Supplies Shoppe has the following needs:

- the downstairs computer room needs to be cleaned out and shelving built to accommodate Shoppe growth (July 2013),
- any growth in the Shoppe's computer program (Apple/Computer Repair) will need a permanent staff position (January 2014),
- a zoning variance to install the banners and a flagpole is needed. (January 2014).
- permanent space in the Hyland Arena is required (July 2013).

The chief long-range goals (2014-2019) for Lindenwood University's Spirit and Supplies Shoppe include

- a million dollars in Spirit Shoppe revenues (2016-2017),
- a new and more efficient point-of-sale system (2013-2014),
- a flag pole and banners across the front of the business plaza (2013-2014),
- new parking lot striping and configuration (2013-2014),
- a retail management laboratory (2017-2018),
- third full-time Shoppe staff member, watching for opportunity (2015-2016),
- a permanent location for the Spirit Shoppe in or around the Hyland Arena (2017-2018),
- expansion of the Spirit Shoppe into a third Business Plaza unit to accommodate a coffee house and retail bookstand (2018-2019).

Office of Student and Academic Support Services

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

The office supports the mission statement of Lindenwood University by

- emphasizing student accountability and responsibility in pursuing effective solutions through academic and social integration.

The staff members of the office will continue to grow in their areas of expertise by

- sending one person to the Teaching Academic Survival Skills (TASS) conference (February 2012),
- sending one person to the MOAHEAD conference (April 2014),
- sending one person to the ACT, AACRAO, or MACRAO conference (May 2014),
- selecting SASS personnel to begin or complete advanced degrees and/or certification in areas applicable to department responsibilities (May 2014).

New opportunities for the office include

- supporting online students through virtual interaction and resources (May 2014),
- performing community service in cooperation with the City of St. Charles Disability Board by offering training and allowing students to provide accessibility recommendations to local businesses (May 2014).

The most outstanding strengths of the office are

- knowledgeable and cross-trained personnel in a variety of administrative areas including Financial Aid, Business Office, Student Development, Admissions, and academic advising,
- exceptional rapport with Lindenwood faculty and staff regarding student support and performance.

The members of the office will show respect to Lindenwood University's various constituents by (thereby recruiting and retaining)

- early intervention and comprehensive communication involving student persistence and academic progression (May 2014),
- educating the Lindenwood community of procedures and policies affecting long-range objectives (May 2014).

The challenges and their proposed solutions facing the office include the following:

- limited space for offered services (i.e., test proctoring) and accessibility services in a non-accessible building. Propose utilization of appropriate available space in other areas of the University campus (May 2014).
- sufficient staff to support department objectives and LU community growth (December 2014).

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

- technical expertise and personnel to support expansion of online programs (May 2014).
- additional staff to support engagement opportunities through student organizations, mentoring, and proactive communications (May 2014).

The chief long-range goals (2014-2019) for the office include

- development of financial awareness information to promote funding toward degree completion (December 2015),
- building out of the Memorial Arts Building as suggested by accessibility contractor and as recommended by the CSWE for compliance (December 2015).

Office of Student Development

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

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

- facilitating safe, positive, and unique 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 (Career Fairs, FYE, LUL, Work and Learn) and services (academic and personal support) that gives students an opportunity to develop lifelong skills,
- supporting traditional and non-traditional student retention and recruitment strategies.

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

- soliciting input from our constituencies (traditional and non-traditional day students, resident students, first-time full-time freshman, international students, alums, Lindenwood administration, and faculty, etc.) (Fall 2014),
- regularly attending or presenting at program specific conferences (Spring 2014),
- preparing to implement the 2013 Higher Learning Commission recommendations (Fall 2014).

New opportunities for the office include the following:

- performing a proactive self-assessment prior to the HLC visit,
- investigating professional certifications opportunities/joining local professional higher education associations,
- fostering Belleville's operational independence through cross training.

The most outstanding strengths of the office are the following:

- dedicated customer service oriented veteran staff. Many of the members have worked at the university between five and ten years,
- provision of new avenues for self-exploration and recognition through on-campus clubs/organizations and activities,
- provision of clear and concise information regarding established campus norms and expectations.

The members of the office will show respect to Lindenwood University's various constituents by (thereby recruiting and retaining) doing the following:

- attending/presenting at Lindenwood Student Government Association Meetings and dormitory meetings (Fall 2014),
- ensuring all information/materials in print and online are informative and accurate (Fall 2014),
- making advertised programs and services available on students' schedules, e.g., Work and learn and housing sign-ups (Fall 2014).

The challenges and their proposed solutions facing the office include the following:

- Cross-training to increase efficacy is integral to department performance (Fall 2014). The Department of Student Development consists of Career Services, Dean of Students Office, Freshman Experience Office, Greek Life, Health Center, Housing, Office of International Students & Scholars, Intramurals, Public Safety and Security, Office of Student Life & Leadership, and Work and Learn (There are is also a mirrored structure in Belleville.). It is therefore critical to understand that each office not only interacts with one another, but also impacts one another—especially given the relationship to other offices within the management chain: athletics (NCAA and SLS&CP), day admissions, and financial aid.
- Given that student development offices work with students, parents, and alums, community members, and other constituencies, legal liability is always a concern. Workshops should be conducted to raise awareness and highlight the seriousness of the matter (Fall 2014).

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

- office specific augmentations in CAMS to support student development specific needs, e.g., housing sign-ups, Work and Learn sign-ups, letter requests, and more (Fall 2014),
- improved student and staff furniture that will enhance the work/operation space in the Career Service Office,
- dedication of a full-time staff member for the Switchboard/Spellmann Campus Center information desk (Fall 2014),
- dedication of a full-time staff member for the campus mailroom (Fall 2014),
- reduction of the physical distance of international-student-based offices. With the development of our English as a second language program, an area needs to be identified where the Office of International Students and Scholars and the Office of English Preparedness Programs/English as a Second Language can operate from one location. The comprehensive international service (for incoming, current, and exiting students) would function more optimally if the services were fully integrated.

The chief long-range goals (2014-2019) for the office include the following:

- creating a Center for First-Year Students that would allow the office to provide academic advising to undecided first-year students, a parent program, and additional services (ongoing academic and personal support) for all students (i.e., not just at-risk students) (Fall 2015),
- developing one international campus (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),
- identifying a dedicated area and process for undergraduate and graduate enrollment/registration days (Fall 2018).

Office of Student Life Sports and Competitive programs

In the coming year, the Office of Student Life Sports and Competitive Programs will accomplish the following:

The office supports the mission statement of Lindenwood University by

- providing each student-athlete the opportunity to utilize his/her physical and mental abilities for continued academic, athletic, and personal development not only in the competitive environment but also through campus wide support of all programs,
- providing student-athletes with mentorship that allows each individual to create his/her map for success,
- recruiting qualified national and international student-athletes with good character, talent, and a desire to be a positive contributor to the campus and community.

The staff members of the office will continue to grow in their areas of expertise by

- furthering professional development through conferences, clinics, research, and external consultation (Spring 2014),
- further developing the Student Life Sports and Competitive Programs handbook for coaches (Spring 2014).

New opportunities for the office include the following:

- fundraising through a mirror program of the Black and Gold Club currently in place for NCAA athletic programs (Fall 2013),
- assisting in the overall student population by growing established program rosters with recruiting efforts by coaches and by focusing on the development of new programs. Overall growth in SLS and competitive programs will increase by 10% (Fall 2013).

The most outstanding strengths of the office are

- the recruiting opportunities that established programs and programs in their infancy provide,
- qualified and experienced coaching staff with a passion for their sport or competitive program while fostering an environment for educational success,
- robust and energetic staff of full-time, graduate assistants, and Work and Learn students who are fully dedicated to the accomplishment of all programs missions and needs,
- the Student Life Sports and Competitive Programs website offers a plethora of information for recruits, current students, faculty and the public to witness the outstanding accomplishments of all of our programs.

The members of the office will show respect to Lindenwood University's various constituents by (thereby recruiting and retaining)

- conducting themselves as ambassadors of their respective programs and being a standard bearer for collegiate athletic programs to model themselves after.

The challenges and their proposed solutions facing the office include

- lack of training facilities,
- lack of personnel.

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

- the continued support of the university that has supported competitive non-NCAA sports for decades

The chief long-range goals (2014-2019) for the office include

- continuing to assist the recruitment of student-athletes to Lindenwood as we grow in not only athletics but also as an institution.

Lindenwood University-LU-Belleville Campus of Lindenwood University

Executive Summary

The primary goal for the Belleville campus of the Lindenwood University system in 2013-2014 will be to meet the academic and student services needs of all students at the campus.

In order to meet this goal, the Belleville campus community will need to increase the degree opportunities available and increase the academic and student support services offered while continuing to diversify the campus' intercollegiate athletics programs.

Enriching the students' overall Lindenwood experience will provide educational, spiritual, and physical opportunities which will lead to the development of the whole person- an educated, responsible citizen of a global community.

Academics

The primary goal for the LU-Belleville Office of Academics and the Academic Divisions is to uphold the mission statement of the university while expanding our degree offerings, academic service offerings, and list of terminally degreed faculty. This goal has been our guide as we added three new LCIE degrees in 2012-2013 and eagerly planned our first LU-Belleville graduation ceremony for May 2013.

We seek to grow our Academic Divisions and expect to apply for new degrees in sociology, education specialist, biology with certification in secondary education, English with certification in secondary education, history with certification in secondary education, educational studies, chemistry, math, actuarial science, anthropology, and political science. The Office of Academics will continue to serve our growing student body through expanded facilities in the Academic Success Center and an additional distance learning room. Planned faculty visits to local high schools will assist with recruitment, and the hiring of additional terminally degreed professors and qualified support staff, such as an academic services coordinator, will serve as a retention tool.

Student Services

The goals of the Office of Student Services include developing an exciting campus culture through outstanding clubs and activities, providing students with safe and accommodating on-campus housing, and supporting a holistic student development model that encourages social, emotional, academic, and spiritual growth.

LU-Belleville is making great strides in achieving these goals with the construction of a new dormitory on campus and the addition of Greek organizations in fall 2013. Supporting opportunities for our students to be involved in the community is also a high priority. As Student Services seeks to expand housing and student life facilities, thereby

ensuring high student retention, the office has a need for a student services coordinator and a director of security. An identified annual budget for Student Services is also necessary to manage funds in the most efficient way.

Business and Financial Aid Offices

The main goals of the Business and Financial Offices are to provide financial aid assistance and outstanding customer service to all students while ensuring they are well-informed and their student accounts are up to date. In order to continue to meet these goals, the Business and Financial Aid Offices need to be separated and students informed on the differences between these offices. Also, the business and financial aid coordinator position should be divided into a business office coordinator and a separate financial aid coordinator position.

Athletics

The goals of the Athletics Department are to offer a wide variety of competitive intercollegiate athletic programs, employ experienced and qualified coaches and staff who are committed to ensuring the physical and mental wellbeing of each student, and recruit student-athletes who will uphold the university's ethical standards and those of the NAIA.

The Athletics Department continues to meet these goals as it seeks to create a student-athlete NAIA Champions of Character Committee in 2013 that will serve as an advisory group to the athletic director and promote good sportsmanship in all areas. We are also seeking membership in a quality intercollegiate athletic conference in 2013. As the Athletics Department applies for additional sports in hockey, table tennis, and swimming and diving, we also have the need for expanded facilities and additional employees to accommodate this growth.

Community Relations

The main goal of the Community Relations Office is to strengthen Lindenwood University-Belleville's relationships in the local community and non-profit organizations, thereby promoting the campus and serving those around us. Towards this end, the Community Relations Office plans to investigate new opportunities for off-site learning locations and increase visits to local Chambers of Commerce, Rotaries, and Optimist Clubs. The Office is also organizing the first LU-Belleville Anniversary Dinner to celebrate the campus's 10 years of serving students and the community.

Admissions

The goal of the Day and LCIE Evening and Graduate Admissions Office is to recruit, admit, and serve an eligible and diverse student population, regionally, nationally, and internationally. The Office of Admissions is accomplishing this task with the help of the new centralized office facility, which combines both Day and Evening Admissions staff and allows for more efficient cross-training and recruiting. The Admissions Office plans to increase new enrollments by 20% in 2015 and raise the rate of student referrals. To that end, our staff members are strengthening relationships with local community colleges, high schools, and businesses through personal visits and a revamped marketing campaign.

Veterans Affairs

The primary goal of the Office of Veterans Affairs is to increase awareness of the services LU-Belleville offers its veteran students and to support those veteran students in their endeavors to earn a Lindenwood degree. By hiring a full-time VA school certifying official and recruiter, LU-Belleville would increase the number of VA students on campus and ensure that they receive the specialized attention they require, thus improving retention as well.

Institutional Advancement

The goals of the Office of Institutional Advancement are to increase the number of naming opportunities and endowed scholarships and increase alumni participation on campus. The Office plans to involve faculty, staff, and students in the campus's fundraising efforts and events while also maintaining LU-Belleville's strong presence in the local community. In order to most effectively accomplish these goals, the Office requests additional staff and equipment to make it easier for new and recurrent donors to give to LU-Belleville.

Facilities

The goal of the Facilities Department is to provide a safe and clean learning and working environment for faculty, staff, and students at Lindenwood University-Belleville. As the campus continues to grow in size and number of students, facilities needs also increase. To continue to meet these needs, the Facilities Department requests the addition of two full-time maintenance employees in addition to various updates to the campus buildings and grounds.

Office of Academics-Belleville

In the coming years, the Office of Academics will accomplish the following:

The Office of Academics supports the mission statement of Lindenwood University by

- increasing visibility and awareness of the mission statement,
- fostering interdisciplinary collaborations amongst students and faculty,
- providing students with a high quality, liberal arts education through values-centered programs leading to the development of the whole person – an educated, responsible citizen of a global community.

Members of the Office of Academics will encourage scholarly pursuits/research by students by

- advising students, whether declared or undecided, in their academic major (December 2013),
- enhancing teaching strategies for improved learning through observations, faculty workshops, and other avenues (December 2013),
- suggesting undergraduate research conferences for students to attend (December 2013).

Members of the Office of Academics will continue to grow in their areas of expertise by

- monitoring faculty and adjunct performance and providing feedback for improvement throughout each semester (December 2013),
- attending seminars, workshops, and conferences (December 2013),
- reviewing Individual Development Plans (IDPs) with each full-time faculty member (December 2013),
- providing campus-based workshops and in-service days (December 2013).

Program growth within and new opportunities for the Office of Academics include

- encouraging opportunities for student/faculty academic development outside the classroom by joint participation in research and internships during every term (December 2013),
- continuing to employ highly qualified and terminally degreed faculty who are experts in their respective fields, dedicated advisors, and excellent teachers (December 2013),
- disseminating information from the Office of Academics to all faculty (December 2013),
- fomenting community and deepening pride in LU-Belleville's academic programs (December 2013),
- adding to the already created year-at-a-glance calendar that is tailored for the Belleville campus (December 2013),
- expanding the Academic Success Center to help at-risk students have better opportunities for academic growth (December 2013),
- exploring new degree options by engaging students and faculty in the creation of new academic programs (December 2013).

The most outstanding strengths, and thus the foundation of student retention within the Office of Academics are

- an outstanding group of faculty,
- processing documents in a timely fashion,
- continuing spring honors convocation and fall convocation,
- serving LU-Belleville's students with courtesy and competence,
- offering graduation ceremonies for LU-Belleville students on the Belleville campus starting this year.

Means by which members of the Office of Academics will recruit additional students include

- creating a brochure and expanding other marketing materials to further promote resources available in the Academic Success Center (December 2013),
- working with admissions to facilitate better communication and efficacy in interactions between departments (December 2013),
- enhancing our presence on the Internet by improving sections associated with academics for LU-Belleville's webpages (October 2013),
- visiting local high schools to interact with students (October 2013).

The challenges and their solutions facing the Office of Academics include

- loss of the 40-hour graduate assistant; solution is to hire a full-time coordinator for the Office of Academics (July 2013),
- difficulties receiving approval for new degrees from the Illinois Board of Higher Education; solution is to enhance relationships with individuals within this organization (December 2013).

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

- full-time hires in communications, humanities, math, biology, business, human resources, education, psychology, and criminal justice (November 2013),
- addition of an academic success mentor to assist conditionally admitted students (November 2013),
- completion of C-101 computer lab (November 2013),
- additional distance learning room (November 2013).

The chief long-range goals (2014-2019) for the Office of Academics include

- additional degree programs each year,
- additional full-time, terminally-degreed faculty hires every year,
- maintaining maximum class size of 25 for the majority of courses offered,
- continued expansion of Academic Success Center (2014),
- restructuring of Divisions into Colleges or Schools (2016),
- maintaining current accreditations and pursuing other accreditations if deemed feasible by faculty (2014).

The Division of Business & Entrepreneurship– Belleville

In the coming years, the Division of Business and Entrepreneurship for the Belleville campus will accomplish the following:

The division supports the mission statement of Lindenwood University by

- providing values-centered business degree programs that graduate students who produce effective written communication in a business area, demonstrate effective oral communication in a business area, and can recommend strategy utilizing critical thinking skills in a business area, leading to the development of the whole person – an educated, responsible citizen of a global community.

Faculty members in the Division will encourage scholarly pursuits/research by students by

- providing opportunities for students to be involved in research in the classroom and out of the classroom with business professors (May 2014),
- incorporating real-world case studies and materials into classroom curriculum requiring research (May 2014),
- expanding current list of internships available to students (August 2013),
- incorporating a study abroad opportunity into the curriculum (J-Term 2014).

The faculty members of the division will continue to grow in their areas of expertise by

- conducting research in their areas of expertise as time allows (August 2014),
- attending conferences to present their research as time and budget allow (August 2014),
- reading and studying in their areas of expertise in order to keep abreast of the latest information (August 2014),
- investigating new textbooks and degree programs and recommending them to the St. Charles campus (December 31, 2014),
- suggesting training seminars that might benefit the way they do their jobs (May 2014).

Program growth within and new opportunities for the division include

- learning to schedule courses in a more timely and organized approach while taking advantage of the distance learning room more effectively and efficiently (May 2014),
- recruiting MBA students each spring to make up cohort/cohorts to build program in Belleville (May 2014),
- adding additional degree programs as applicable (June 2014),
- working with Admissions as requested (upon request),
- partnering with SWIC to ensure smooth transfer of business course credits (August 2013),
- piloting SIFE/Enactus team (January 2013),

- researching additional experiential learning opportunities like the Chevy partnership (August 2014).

The most outstanding strengths, and thus the foundation of student retention within the division are

- the credentials (terminal degrees and academic and professional experience) of the Division of Business and Entrepreneurship faculty,
- small class sizes allow faculty more individual time with students,
- maintenance of high academic standards by faculty,
- having the university Faculty Athletic Representative (FAR) within the division, which gives instructors in the division a better, more knowledgeable working relationship with the Athletics Department.

Means by which the faculty members will recruit additional students for majors in the division include

- availability to meet with students as requested by Admissions,
- availability to work open enrollments as requested by Admissions,
- first week introductory group meetings with freshmen and transfer students (potential business students).

The challenges and their solutions facing the division include

- the encroachment of a less than academically qualified students/athletes, which can erode the integrity of the business student base; solution is to recruit higher quality students/athletes (August 2014),
- lack of qualified adjuncts to teach courses in which full-time faculty cannot be deployed; solution is to continually recruit appropriately credentialed adjuncts (August 2013).

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

- improvement in the quality of students recruited, especially (August 2014),
- an easier process to get students enrolled without so many Policy Exemptions regarding transfer courses, prerequisites, WPA, etc. (August 2014),
- funding and a willingness to listen to new ideas by IT when new technologies are requested (December 2013),
- additional terminally degreed professors in the areas that are lacking and the areas into which the division would like to expand (June 2014),
- a steady stream of qualified adjunct applicants (December 2013),
- a steady stream of well qualified graduate assistants to replace graduate assistants as they graduate (December 2013),
- time to incorporate assessments and measures into the curriculum as dictated by St. Charles as part of ACBSP accreditation (August 2014).

The chief long-range goals (2014-2019) for the division include

- increase academic degree programs slowly as the division grows by mirroring the degrees offered at the LU-St. Charles School of Business and Entrepreneurship as deemed applicable (June 2014),
- add terminally degreed faculty in order to increase number of academic programs offered and handle increased enrollments (June 2014),
- instill the notion of continuous improvement through high academic standards and improved assessment in order to maintain ACBSP accreditation standards in preparation for the 2 year QA reports and reaccreditation in 2020 and to get rid of the note and OFI from initial Belleville campus accreditation visit (August 2014),
- recruit and mentor stellar undergraduate students into the Division of Business and Entrepreneurship Belleville MBA program in order to reach critical mass (point at which Belleville program stands alone) (May 2017),
- bring new business clubs/activities/initiatives to the Division in order to provide opportunities for students to network (August 2014),
- involve the Business Advisory Council more and more into academic program and curriculum decision making (June 2015),
- increase the number of internships available for business students (June 2014).

The Division of Education and Counseling – Belleville

In the coming years, the Division of Education and Counseling for the Belleville campus will accomplish the following:

The division supports the mission statement of Lindenwood University by

- providing quality graduate and undergraduate programs that contribute to the development of the whole person – an educated citizen of a global community.

Faculty members in the division will encourage scholarly pursuits/research by students by

- hosting guest speakers (2013),
- collaborating with students on research projects that could evolve into research presentations (2013),
- encouraging attendance in seminars and other academic activities (2013).

The faculty members of the division will continue to grow in their areas of expertise by

- networking within various educational and counseling organizations in the region (2013),
- participating in licensure workshops and other seminars for professional development (2013).

Program growth within and new opportunities for the division include

- seeking IBHE approval for a name change from MA in Professional Counseling to MA in Counseling (2013), an Educational Specialist degree (2013), BA in Biology with certification in Secondary Education (2013), BA in English with certification in Secondary Education (2013), BA in History with certification in Secondary Education (2014), and Educational Studies (2013).

The most outstanding strengths, and thus the foundation of student retention within the division are

- caring faculty with ties to the community,
- the Student Counseling and Resource Center,
- faculty and staff members' ongoing efforts to forge new relationships with agencies and organizations that might yield students.

Means by which the faculty members will recruit additional students for majors in the division include

- surveying teachers in southwestern Illinois for a cohort pilot project (Jan. 2013),
- piloting cohort (Fall 2013),
- piloting MA in Educational Administration (2014),
- holding mix and mingle with current students and alumni (2013),
- initiating counseling club for graduate students to increase campus involvement and networking opportunities (2013),
- completing website for counseling program (2013),
- encouraging referrals from adjunct professors and current students (2013),
- obtaining mailing list of undergraduate psychology majors in the region (2013).

The challenges and their solutions facing the division include

- lacking appropriate faculty guidance over the Physical Education program; solution is to hire a full-time faculty to oversee the PE program (Fall 2013),
- lessening the challenges faced by the Divisional Chair; solution is to hire additional faculty and staff to assist this individual (2013).

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

- a resource room in M-211 to store various supplies and educational materials (2013),
- hiring a full-time faculty member to helm the Educational Administration program (Fall 2013).

The chief long-range goals (2014-2019) for the division include

- certification in Illinois for various graduate and undergraduate degree programs (2018),
- expanding the physical footprint of the division to include rooms M-210, M-211, and M-212 (2014),
- adding degrees in Education, including several secondary education certifications (2014).

The Division of Humanities – Belleville

In the coming years, the Division of Humanities for the Belleville campus will accomplish the following:

The division supports the mission statement of Lindenwood University by

- promoting the liberal arts through offering the majority of General Education courses that serve as the foundation for the academic development of the whole person – an educated, responsible citizen of a global community.

Faculty members in the division will encourage scholarly pursuits/research by students by

- collaborating with students on their research (2013),
- encouraging students to participate in undergraduate research conferences (2013),
- providing written and verbal feedback on students' work (2013),
- assisting students with hands-on training in fields such as video editing (2013).

The faculty members of the division will continue to grow in their areas of expertise by

- attending professional conferences and seminars (2013),
- publishing articles in peer-reviewed journals (2014),
- assisting with the Charter TV cable station at LU-Belleville (2014).

Program growth within and new opportunities for the division include

- seeking approval from IBHE for degrees in history and theatre (2014),
- increasing student participation in internships (2013),
- expanding the radio and video capabilities of the Communications Center (2014).

The most outstanding strengths, and thus the foundation of student retention within the division are

- committed, energetic faculty,
- the state-of-the-art Communications Center.

Means by which the faculty members will recruit additional students for majors in the division include

- creating brochures for dissemination (2013),
- visiting local high schools (2013),
- developing portions of the webpage for the division (2013).

The challenges and their solutions facing the division include

- lack of funding for full-time faculty hires to continue to grow burgeoning degree programs; solution is to hire full-time faculty (2013),
- difficulty in finding experienced faculty leadership within division to assume positions as chairs; solution is to hire veteran faculty if new hires are approved, and/or ask faculty from St. Charles to migrate to the Belleville campus, and /or mentor recently hired faculty to develop into leadership positions (2013).

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

- full-time faculty hires in various disciplines (2013),
- computer labs for writing intensive courses (2013),
- 40-hour graduate assistant as tutor in Writing Lab (2014),
- additional work and learn students to serve as tutors (2013),
- new lighting in the theatre (2013),
- new sound system in the theatre: phase one (\$40,000) to be completed in 2014.

The chief long-range goals (2014-2019) for the division include

- adding degree programs such as history, philosophy, and religion (2014-2017),
- increasing numbers of majors within currently established degree programs with small enrollments (2013),
- promoting LU-Belleville through the use of the Charter cable station (2014),
- establishing a newspaper written and produced by students (2014),
- new sound system in the theatre: phase two (\$110,000) to be completed 2015-2016,
- creating a literary journal to publish undergraduate work (2017).

The Division of LCIE – Belleville

In the coming years, the Division of LCIE for the Belleville campus will accomplish the following:

The division supports the mission statement of Lindenwood University by

- providing a variety of majors with an integrated liberal arts curriculum focused on the adult student,
- facilitating classroom discussion which integrates real life experiences with textbook information resulting in the development of problem solving skills,
- furthering lifelong learning via presentations of colloquia on a weekly basis on a variety of topics, which are open not only to our students, but also the community.

Faculty members in the division will encourage scholarly pursuits/research by students by

- pursuing additional terminal and other degrees for their own professional development; in this academic year, there will be two additional terminal degrees earned by current full-time faculty (2013-2014),
- conducting research in their various areas of expertise.

The faculty members of the division will continue to grow in their areas of expertise by

- attending professional networking meetings as well as attending seminars with the purpose of professional development,
- engaging in public service initiatives and community organizations (i.e., rotary clubs, Lions club, etc.) to facilitate scholarship opportunities for these organizations and increase student recruitment,
- pursuing opportunities for research and publication within respective areas of expertise.

Program growth within and new opportunities for the division include

- university and IBHE approval of additional majors for both the graduate and undergraduate programs (2013-2014),
- hiring more PhDs and academically qualified instructors for the graduate programs (December 2013),
- promote institutional culture through active onsite adult student networking business activities and professional organizations (December 2013),
- cross-departmental meetings with LCIE and respective traditional/day departments to facilitate the sharing of trends and concerns resulting in improved communication.

The most outstanding strengths, and thus the foundation of student retention within the division are

- relationships of faculty advisors with their students, continual contact via telephone, email, and quarterly face-to-face meetings,
- working with LCIE admissions to develop a community advisory board (December 2013).

Means by which the faculty members will recruit additional majors in the division include

- attending employer group meetings with admissions staff for business in this geographic area,

- speaking with their advisees regarding pursuing additional degrees, i.e., for undergraduate students to pursue graduate degrees.

The challenges and their solutions facing the division include

- lack of PhDs in specific disciplines for both full-time and adjunct professors for the graduate program; we will be actively recruiting additional qualified instructors with doctorates,
- employers cutting back on tuition reimbursement due to economic challenges in the area,
- universities in the area with competing programs; we will continue to develop and present to IBHE additional degree programs,
- cutbacks or decreases to state and federal student financial aid.

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

- a printer/copier housed in our office cluster in order to adequately serve our students during registration as well as other periods (July 2013),
- hiring of a full-time administrative assistant to facilitate consistency in the department of LCIE (August 2013),
- larger and friendlier administrative office space (2014).

The chief long-range goals (2014-2019) for the division include

- hiring of two additional full-time faculty advisors in the areas of new degree programs (December 2014),
- starting a chapter of Alpha Sigma Lambda, honor society specifically for LCIE students (December 2014),
- developing student honor awards for LCIE that will be endowed and will afford an LCIE student the opportunity to speak at the LU-Belleville graduation ceremony (May 2014),
- working in concert with LCIE admissions to develop an active alumni association in Belleville for LCIE students and possibly an LCIE student/alumni advisory board (2015),
- developing a life-long learning institute to offer courses of interest to the public to facilitate community education and professional development (2015).

The Division of Natural Sciences and Mathematics – Belleville

In the coming years, the Division of Natural Sciences and Mathematics for the Belleville campus will accomplish the following:

The division supports the mission statement of Lindenwood University by

- providing outstanding courses that support that development of the whole person – an educated, responsible citizen of a global community.

Faculty members in the division will encourage scholarly pursuits/research by students by

- collaborating on research projects with students (December 2013),
- mentoring students in strategies for grant writing (December 2013),
- initiating students into proper protocols for laboratories (December 2013).

The faculty members of the division will continue to grow in their areas of expertise by

- procuring grants (December 2013),
- publishing scholarly work (December 2013),
- attending and presenting at conferences (December 2013).

Program growth within and new opportunities for the division include

- establishing connections with the Illinois State Crime Lab (2014),
- adding physics courses to the slate of offerings (2013),
- developing and offering courses needed for programs in exercise science and athletic training (2013).

The most outstanding strengths, and thus the foundation of student retention within the division are

- knowledgeable and dedicated faculty,
- new laboratory facilities.

Means by which the faculty members will recruit additional students for majors in the division include

- further promotion of a thriving pre-nursing programs with ties to the Goldfarb School of Nursing (December 2013),
- an efficient placement testing procedure to help students enroll (December 2013),
- a commitment to making faculty available to incoming students through open houses and other avenues of communication (December 2013).

The challenges and their solutions facing the division include

- inadequate faculty to support the rapid growth of several degree programs; solution is to hire full-time faculty (December 2013).

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

- full-time hires within the needed disciplines (December 2013),
- scientific materials to enable smoothly functioning laboratories (December 2013).

The chief long-range goals (2014-2019) for the division include

- expansion of degree programs including chemistry, math, and actuarial science (2015-2018),
- incorporation into the division of four-year degree programs in exercise science and athletic training if approved by pertinent faculty in Education (2014),
- extending course offerings in the sciences beyond biology, chemistry, and physics (2015).

The Division of Social and Behavioral Sciences – Belleville

In the coming years, the Division of Social and Behavioral Sciences for the Belleville campus will accomplish the following:

The division supports the mission statement of Lindenwood University by

- providing educational leadership and support for the development of the whole person – an educated, responsible citizen of a global community,
- exposing students to concepts pertaining to behavioral analyses and cultural and social systems in relation to the mission.

Faculty members in the division will encourage scholarly pursuits/research by students by

- encouraging students to attend and present at conferences related to their academic discipline (December 2013),
- sponsoring poster, paper, and debate sessions to promote student research (December 2013),
- attending seminars/conferences related to teaching areas, when possible, to provide students with an example of the importance of participating, thereby encouraging students to attend (December 2013),
- mentoring students with writing scholarly research (December 2013),
- collaborating with students on research projects when possible (December 2013).

The faculty members of the division will continue to grow in their areas of expertise by

- attending and presenting at conferences and seminars when time and funding allows (December 2013),
- authoring articles for academic publications as time permits (December 2013),
- attending continuing education/training opportunities (December 2013),
- exploring release time opportunities for grant writing and publication (December 2013),
- keeping abreast of current literature (December 2013).

Program growth within and new opportunities for the division include

- involvement with the Illinois State Crime Lab (December 2013),
- submitting to IBHE new degrees in fields such as sociology (2014),
- focusing attention on curriculum design and development to ensure contemporaneousness of content (December 2013).

The most outstanding strengths, and thus the foundation of student retention within the division are

- experienced leadership by the chairpersons within the division,
- the criminal justice internship program with its connections to regional law enforcement,
- increased student engagement in student centered classroom experiences,
- passionate and erudite faculty,
- a faculty that utilizes the total academic community to provide a broad scope of student support (e.g., writing center, academic tutors, administrators, coaches, advisers, and other faculty).

Means by which the faculty members will recruit additional students for majors in the division include

- developing and sponsoring open houses for prospective students,
- initiating updates on the webpages associated with the division,
- using current students to make connection with prospective students,
- using alumni, when possible, to make connection with prospective students,
- visiting local high schools and community colleges to speak with students,
- developing and enhancing 2+2 relationships with community colleges.

The challenges and their solutions facing the division include

- advisors having too many advisees; solution is to hire full-time faculty to help with advising and teaching,
- competing degree programs in the area; solution includes targeted recruitment efforts,
- lack of centralized/consolidated facilities housing the division; solution entails increased resources and master plan modifications,
- lack of degree programs relevant to a liberal arts education in the areas of sociology and anthropology; solution involves the development of new degree programs with application to IBHE for approval.

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

- full-time faculty hires in psychology (December 2013), sociology (2014), and criminal justice (December 2013),
- a 40-hour graduate assistant to help the Divisional Chair (December 2013),
- additional accommodating and consolidating office space for current faculty, new hires, and divisional offices (December 2013),
- laboratory space to accommodate the expanding needs of psychology and the future neuroscience degree program (2014).

The chief long-range goals (2014-2019) for the division include

- strengthening connections and deepening involvement with the Illinois State Crime Lab (2014),
- adding a degree in sociology (2014),
- developing a neuroscience laboratory/psychobiology major (2016),
- exploring the opportunity to add degrees in anthropology (2016) and political science (2018),
- striving to increase psychology students to 75 majors (2014),
- developing and enhancing 2+2 relationships with community colleges (2014),
- promoting the reputation of the University, division, and degree programs,
- stimulating increased enrollment in the division by enhancing recruitment efforts directly related to degree programs within the division.

Office of Student Services – Belleville

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

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

- supporting student development utilizing a holistic, multidimensional model focused on encouraging social, emotional, academic, and interpersonal growth,
- promoting respect for authority, rules, and policies maintained in the Student Handbook,
- furthering the multicultural integration of students residing on and commuting to campus, promoting respect and understanding amongst different student populations,
- advocating for students to be active participants in community service and giving of their time and talents to others,
- affording faculty, staff, students, and visitors a safe and secure campus.

The staff members of the Belleville Student Services Office will continue to grow in the areas of expertise by

- continuing to develop and achieve educational and training goals pertinent to each staff members area of focus (December 2013),
- collaborating with peers within the Lindenwood University system as well as other educational institutions to access innovative ideas and strategies for success (December 2013),
- accessing the most timely updates on the IT networking system to allow for congruence in record management within Lindenwood University system (December 2013).

New opportunities for the Belleville Student Services Office include

- welcoming Greek organizations onto campus (November 2013),
- developing and implementing a student intramural athletic program (November 2013),
- enhancing and increasing both the residential and commuter student activities, programs, and organizations (December 2013),
- expanding residential housing facilities (December 2013).

The most outstanding strengths of the Belleville Student Services Office are

- knowledgeable, dedicated, conscientious, and compassionate staff members delivering consistent services to students (December 2013),
- fostering a safe, inviting environment for students to bring their concerns, issues, and problems (December 2013),
- various divisions of the office collaborating together to promote the highest quality, well-rounded university experience for students (December 2013).

The members of the Belleville Student Services Office will show respect to the Lindenwood University's various constituents by (thereby recruiting and retaining)

- promoting a positive campus experience through quality programming, services, and activities deemed to attract new students and retain current students (December 2013),

- encouraging feedback and ideas from current students regarding amenities, activities, and organizations they desire in a campus experience, and striving to implement those that are feasible (December 2013),
- espousing an atmosphere where students are respected, valued, encouraged, and guided by each staff member in the Department, promoting identification with the Lindenwood University mission (December 2013).

The challenges facing the Belleville Student Services Office include

- working with a limited number of full-time staff members,
- experiencing the natural growth of the residential population in the absence of adequate housing facilities,
- the increase in students and property is taxing the current security resources and personnel.

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

- hiring a Student Services Coordinator (July 2013),
- working within an identified departmental budget for Housing, Student Activities, and Security (November 2013).

The chief long-range goals (2014-2019) for the Belleville Student Services Office include

- applying for and receiving a Commission through the State of Illinois Law Enforcement Training and Standards Board, to have a fully commissioned Campus Police Department employing 6-8 full-time police officers (Fall 2017),
- hiring a Director of Security to manage the growing security needs as the student population and facilities expand (2014).

Office of Student Services Housing Department – Belleville

In the coming year, the Housing Department will accomplish the following:

The Housing Department supports the mission statement of Lindenwood University by

- encouraging responsibility and accountability by having students uphold the rules that are outlined in the student handbook,
- fostering a sense of diversity and respect for others in a residential atmosphere,
- facilitating involvement in the community and other areas of campus life through participation in service components.

The staff members of the Housing Department will continue to grow in their areas of expertise by

- working with the Mayor and the City of Belleville to comply with City ordinances, zoning requirements, and code requirements applicable to housing facilities (December 2013),
- attending professional development seminars that encourage new and innovative practices in residential life (December 2013),
- providing a safe residential environment through implementation of safety and security measures (December 2013).

New opportunities for the Housing Department include

- residential students becoming more involved in student activities, thus promoting a holistic university experience (December 2013),
- becoming more involved by volunteering for community service programs, campus outreach opportunities, and campus improvement projects (December 2013),
- building residential facilities to meet the growing needs of our traditional student population (2014).

The most outstanding strengths of the Housing Department are

- the ability to offer a wide variety of housing options to students (2013-2014),
- multicultural, diverse residential staff, which allows for integration of all demographic student populations,
- the skills of the Resident Assistant/Residential Directors working with students in a variety life areas,
- strong lines of communication between the student population, student housing supervisors, and the Housing Director,
- weekly meetings with Housing staff to discuss what can be improved upon and what is going well,
- providing students a forum of communication with the Housing staff, via dorm meeting, activities, suggestion boxes, etc. to promote the students' needs and concerns being addressed.

The members of the Housing Department will show respect to Lindenwood University's various constituents by (thereby recruiting and retaining)

- providing a healthy, safe, interactive residential environment that encourages responsible, yet enjoyable living conditions,

- monthly dorm meetings to address needs and concerns (August 2013),
- working with exemplary students in facilitating a choice in their living location when possible,
- encouraging activities where residents may invite referrals to experience a collegiate dorm environment for future recruits (August 2013).

The challenges facing the Housing Department include

- limited housing for incoming students wishing to become residential students,
- continually educating residents on student safety concerns in the community, on campus, and in housing,
- continually battling security cameras not working properly,
- attempting to improve student communication with staff regarding matters of concern.

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

- acquisition of property in our approved “buy zone” in order to expand the number of residential students accommodated (December 2013),
- continue to ensure student safety on campus and in housing (December 2013),
- professional development for the student housing staff as well as Housing staff (December 2013).

The chief long-range goals (2014-2019) for the Housing Department include

- completing the purchase of properties in our approved “buy zone” to be converted into residential facilities for a projected increase of 30-40 more beds (Summer 2013),
- building two dormitories housing up to 500 residential students (Fall 2015),
- expanding parking (Fall 2014),
- installing security cameras throughout each residential facility (August 2014).

Office of Student Activities-Belleville

In the coming year, the Office of Student Activities will accomplish the following:

The Office of Student Activities supports the mission statement of Lindenwood University by

- exposing students to new and diverse activities,
- encouraging students, clubs, and organizations to go out into the community and volunteer their time in any way possible,
- providing students with the opportunities and contacts they will need to accomplish the afore mentioned,
- expanding students' ways of thinking through exposure to other cultures and lifestyles other than their own.

The staff members of the Office of Student Activities will continue to grow in their areas of expertise by

- joining groups such as NACA (National Association for Campus Activities), NCSL (National Center for Student Leadership), ASGA (American Student Government Association), and the Gateway Activities Council and attend professional development meetings and conferences that are offered by these groups (December 2013),
- making local connections with other activities coordinators in the region (December 2013),
- meeting with the coordinators of other universities who have insights and further connections for specific national clubs and organizations, most notably those focused on Greek Life (December 2013).

New opportunities for the Office of Student Activities include

- the implementation of Greek Life, Intramural Athletics, and a Campus Activities Crew, all of which will be important assets for retention and the growth of campus life and development (November 2013),
- the implementation of a petty cash system for Student Activities and all campus organizations and programs that it oversees (November 2013).

The most outstanding strengths of the Office of Student Activities are

- connection with the students and campus organizations such as LSGA,
- helping students achieve their goals of implementing new activities, clubs or organizations that fit their wants, interests, and talents,
- ability to immediately meet student needs.

The members of the Office of Student Activities will show respect to Lindenwood University's various constituents by (thereby recruiting and retaining)

- attempting to reach both current and prospective students' areas of interests through events, activities, clubs, and organizations to assist with both recruiting and retention efforts (December 2013).

The challenges facing the Office of Student Activities include

- lack of man power and physical space to implement an Intramural Athletics Program,
- lack of man power in the department to allow for the coordinator to focus more time to the efforts of implementing Greek Life and Intramural Programs on the campus and not be subjected to completing administrative duties as well.

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

- a 40-hour per week graduate assistant with the knowledge and skills needed to assist in the implementation and organization of Intramural Athletics (November 2013),
- identifying an adequate annual budget that supports the efforts to plan ahead for the whole academic year and attempt to reach the goal of targeting all student interests at the same time (August 2013),
- adequate funding to purchase all items needed for an Intramural Athletics program (August 2013).

The chief long-range goals (2014-2019) for the Office include

- implementing an Intramural Athletics program which will include the options of men's, women's, and coed basketball, soccer, volleyball, sand volleyball, and football (Spring 2014),
- a sand volleyball court for the students (Summer 2014),
- a minimum of two fraternity organizations recognized by the IFC (Inter-Fraternity Council), two sororities which are recognized by the NPC (National Panhellenic Conference), and one organization recognized by the NPHC (National Pan-Hellenic Council) chartered or colonized on campus (Fall 2019),
- a thriving and organized Campus Activities Crew (Spring 2014).

Office of Student Services- Work and Learn Program- Belleville

In the coming year, the Work and Learn Program will accomplish the following:

The Work and Learn Program supports the mission statement of Lindenwood University by

- building a sense of responsibility and dependability in students as adults in the working world,
- offering students job availability on campus that will encourage critical thinking and problem-solving skills.

The staff members of the Work and Learn Program will continue to grow in their areas of expertise by

- continuing to meet with the coordinator and director of the St. Charles campus on a monthly basis to discuss issues in upcoming semesters and to discuss matters and concerns presently (December 2013),
- receiving training on new DocuWare for better record keeping (December 2013),
- attending professional development conferences to further the knowledge of our staff to better serve our students (December 2013).

New opportunities for the Work and Learn Program include

- promoting options for students to change work positions to challenge themselves professionally (December 2013),
- allowing students to work around their class time, making it more accessible to them to complete their assigned hours (December 2013).

The most outstanding strengths of the Work and Learn Program are

- identifying appropriate placement of students committed to a job and honoring that work position,
- fostering a strong connection with the students to maintain open communication,
- providing training and direction to students to encourage their development into becoming successful adults.

The members of the Work and Learn Program will show respect to Lindenwood University's various constituents by (thereby recruiting and retaining)

- reaching students by orienting them to their Work and Learn positions in the program to assist them in preparation of life skills as part of recruiting and retaining (December 2013),
- working with Admissions to promote the positive aspects of the LU Work and Learn program (December 2013).

The challenges facing the Work and Learn Program include

- hours may not be able to be fulfilled if students participate in a sport; it is possible to find another work zone to fulfill the hours needed for the semester,

- students who feel uncomfortable in a particular work zone for whatever reason; the supervisor will be notified and the situation will be handled immediately to ensure the safety of our students.

In order to achieve our goals and function in the most efficient manner, the Work and Learn Program has the following needs:

- supervisors to be available to the students when certain situations arise (2013-2014),
- responsible students who complete the tasks that are required of them consistently, accurately, and in a professional manner (December 2013),
- Work and Learn zone managers (December 2013),
- training staff to more efficiently supervise Work and Learn students (December 2013),
- holding several meetings with supervisors at the beginning of each school year to reiterate rules and regulations as to how the program is to be followed (August 2013),
- as new freshmen enter the school year, explaining the Work and Learn Program and procedures in their Freshman Experience classes (August 2013).

The chief long-range goals (2014-2019) for the Work and Learn Program include

- as the growth of the University residential student population continues, work zones will grow as well to accommodate all students with position for jobs with Work and Learn (Fall 2014).

Office of Day Admissions- Belleville

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

The Office supports the mission statement of Lindenwood University by

- providing all students with detailed information to help them choose a degree program that fits their future goals, choose activities that fit their talents and interests, and teach 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 to provide them the greatest leverage toward their future personal and professional goals,
- advocating ethical lifestyles through the search for qualified applicants during the admission process.

The staff members of the Office will continue to grow in their areas of expertise by

- performing internal processing, recruitment, and presentation training to all full-time staff and graduate assistants (August 2013),
- working with Day Admissions in St. Charles to review operational procedures (file management, enrollment days, VIP recruitment, and more) to identify the best practice approach for Belleville (August 2013),
- attending recruiting seminars and/or webinars to ensure up-to-date best practices in the field (May 2014).

New opportunities for the Office include

- recruiting for new majors and sports (August 2013),
- bringing new students to see the new facilities on campus (August 2013),
- prioritizing the high school and community college territories and visits (January 2014).

The most outstanding strengths of the Office are

- having a motivated, dedicated, and service oriented staff of admission counselors and coaches,
- focusing on a positive and impactful new student experience,
- restricting the flow of confidential student information in accordance with FERPA regulations,
- creating maximum visual presence at recruiting fairs and community events.

The members of the Office will show respect to Lindenwood University's various constituents by (thereby recruiting and retaining)

- participating in customer service training (August 2013),

- increasing participation in events sponsored by Lindenwood, both on and off campus, including those put on by our community and student organizations (May 2013),
- advocating full-time counselors to become more involved in civic and community events (May 2014),
- addressing the issues raised through exit surveys (July 2013).

The challenges facing the Office include

- not having a region-wide marketing plan that directly addresses local recruitment competition,
- not providing incentives for high producing recruitment employees,
- not conducting a SWOT analysis on the office.

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

- increasing Admissions Department from two full-time recruiters to four full-time recruiters (Fall 2014),
- moving the Financial Aid and Business Office closer to the admissions area (Summer, 2014).

The chief long-range goals (2014-2019) for the Office include

- increasing enrollment to 1,500 day students by Fall 2014,
- converting 50% of all applicants to matriculated students by Fall 2015,
- increasing the average “bring” each semester.

Office of LCIE, Evening & Graduate Admissions- Belleville

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

The Office supports the mission statement of Lindenwood University by

- reviewing degree requirements with each prospective student,
- providing each applicant with their own catalog upon request,
- working with the Student Counseling and Resource Center to learn about CareerConnect and other various tools for students to be successful,
- encouraging students to review degree programs in regard to future career options.

The staff members of the Office will continue to grow in their areas of expertise by

- recruiting 100 quality new or transfer students who possess the drive and dedication to fulfill program requirements (July 2013),
- attending an IACAC meeting in (December 2013),
- designing an exit survey for new students and learning from feedback analysis (July 2013),
- becoming more familiar with financial aid procedures (July 2013),
- helping to create a performance review plan that will showcase strengths and allow professional growth through examining weaknesses (July 2013),
- becoming more familiar with and promoting the portfolio option and transferring credit from a student's work experience into the LCIE program (July 2013).

New opportunities for the Office include

- veteran assistance services and networking (ongoing),
- greater visibility in the new admissions office,
- ability to train side-by-side with day admissions to increase enrollment through cross-recruiting (August 2013).

The most outstanding strengths of the Office are

- well-defined entrance standards that provide clear pathways for admission into the program (Future students understand exact requirements that Lindenwood University demands of new students),
- the clarity of the Lindenwood website and its ability to provide all the necessary information for prospective applicants,
- the dates for application submission not requiring the applicant to plan a year in advance, thereby allowing future students to quickly apply and capitalize on positive changes in their lives,
- the reasonable amount of time prospective students must wait to receive an answer to their application, which allows students time to plan their academic and personal futures,
- focusing on a secure and comfortable new student experience and offering complete support to incoming students.

The members of the Office will show respect to Lindenwood University's various constituents by (thereby recruiting and retaining)

- returning student communications in the form of email and phone calls within a 24 hour time frame (July 2013),
- bring heightened awareness to our "Refer a Friend" program (July 2013),
- promoting and attending colloquia (July 2013).
- participating in events sponsored by Lindenwood, both on and off campus, including those put on by our community and student organizations (July 2013),
- active involvement in civic organizations (July 2013).

The challenges facing the Office include

- remaining cognizant of university competition in the bi-state region that offers evening accelerated and online programs,
- dated marketing materials and concepts designed to drive expectations and subsequently increase LCIE student enrollment,
- lack of incentives designed to attract student referrals,
- lack of community awareness of LCIE program offerings,
- lack of a well-designed individualized work plan allowing individual strengths to be fully advanced.

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

- an additional 20-hour GA to work the afternoon shift (July 2013),
- direct-mail marketing plan that incorporates specific demographics to reach new qualified students (July 2013),
- departmental compliance in regards to readmit procedures (July 2013),
- two laptops for recruiting purposes (July 2013).

The chief long-range goals (2014-2019) for the Office include

- converting 99% of applicants to matriculated students (Fall 2014),
- achieving 20% growth in new enrollments (Winter 2015),
- reaching a total of 3000 LCIE students (Fall 2016),
- increasing the referral rate of students from 75% to 85% (Spring 2015).

Institutional Advancement-Belleville

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

Institutional Advancement supports the Mission Statement of Lindenwood University by supporting the St. Charles Institutional Advancement in the overall campus developments and goals by

- increasing naming opportunities and endowed scholarships by working with faculty (December 2013),
- funding 30% of capital project costs each fiscal year,
- improving alumni representation on campus to increase participation (October 2013).

The Institutional Advancement Office will continue to grow in their areas of expertise by

- supporting data integrity to ensure the accuracy and validity of records (October 2013),
- researching wealth profiles of individual donors and prospects (Spring 2014),
- identifying vendors and community relationships for planning and solicitation of new donors (Spring 2014),
- reaching out to Board of Directors, Foundations, and Corporations for donor prospects (October 2013),
- increasing athletic relationships with coaches to bring in an increase of sponsorships (October 2013),
- forming and continuing relationships with Belleville businesses for donor prospects (October 2013).

New opportunities for the Office of Institutional Advancement include

- educating day students through Freshman 101 Experience class,
- involving day and evening students to become involved with LU fundraising activities,
- expanding knowledge of fundraising opportunities to students, faculty, and staff.

The most outstanding strengths of the Office are

- personal commitment of staff,
- community involvement through Rotaries, Chambers, and other not-for-profit organizations,
- communicating with Athletics, students, faculty, and staff,
- experienced leader with knowledge of campus and community leaders.

The members of the Office will show respect to Lindenwood University's various constituents by

- assisting students, faculty, and staff in all areas of growth through alumni participation (July 2013),
- participation of students in the LU for Life program (July 2013),
- addressing the changing needs of the campus with those who have invested with LU (July 2013),
- establishing a new capital campaign for LU-Belleville (November 2013).

The challenges facing the Office include

- continuous turnover of graduate assistants (4 in one year) for the Assistant Vice President and Executive Director of Community Relations,
- time consuming training of new graduate assistant,
- absence of Alumni Relations coordinator,
- time availability to continue relationships with donors off site.

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

- a full-time employee to work directly under the Assistant VP & Executive Director of Community Relations (July 2013),
- electronic mobile device to accept transactions for events instead of paper copies (Fall 2013),
- dedicated space for Alumni Relations (Spring 2014),
- dedicated full-time employee to support athletic sponsorships, booster clubs (Fall 2014).

The chief long-range goals (2014-2019) for the Office include

- increase naming opportunities to \$500,000 yearly,
- increase LU-Belleville alumni participation by 15% (2015),
- increase employee contribution gifts to 75% (2014),
- increase golf tournament donations/sponsorships to \$60,000 (May 2014).

Facilities-Belleville

In the coming year, Facilities will accomplish the following:

Facilities supports the mission statement of Lindenwood University by

- providing a safe and clean learning environment for the students, faculty, and staff.

The staff members in Facilities will continue to grow in their areas of expertise by

- holding monthly meetings regarding changes to Lindenwood policies (July 2013).

New opportunities for Facilities include

- educating graduate assistants on cleaning procedures and new chemical products (July 2013),
- becoming a “green campus” where possible (2014).

The most outstanding strengths of Facilities are

- facilities manager has over 25 years’ experience of institutional management,
- facilities works closely and diligently with all departments of the campus,
- support from the COO and LU-St. Charles Accounts Payable Dept.

The members of Facilities will show respect to Lindenwood University’s various constituents by

- assisting students, faculty and staff in all areas of growth.

The challenges facing Facilities include

- any budgetary cuts on supplies for maintenance and cleaning that would endanger the cleanliness, safety, and well-being of students, faculty, and staff,
- limited full-time staff members.

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

- trained staff and continued support of upper management,
- two additional full-time maintenance employees to cover the growing student population and on-campus student housing (July 2013),
- mobile work phones for two full-time employees instead of using their own cell phone (July 2013). fire alarm upgrade in the Lynx Arena (July 2013)
- update acquired houses for student housing as needed (July 2013)
- day to day routine maintenance on campus as needed (July 2013)
- new roof for Administration Building (August 2013),
- miscellaneous tuck pointing on Administration Building (August 2013),
- oversee asbestos abatement of the church (July 2013),
- oversee demolition of the church (July 2013).

The chief long-range goals (2014-2019) for Facilities include

- continue to upgrade the building and grounds around campus by the use of more efficient, energy management systems for the physical plant, to include gas fired heating systems, steam generated heat, and cooling systems (January 2014),
- bring campus up to ADA compliant requirements by updating classrooms, offices, signage, stair lifts, elevator accessibility, and any other devices required by law (January 2014),
- the creation of additional faculty offices (January 2014),
- central air conditioning throughout the Administration Building (2015).

Office of Veterans Affairs- Belleville

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

The Veterans Affairs Office supports the mission statement of Lindenwood University by

- reviewing VA benefits and how to apply for benefits with veteran students,
- providing veteran students with a Lindenwood catalog,
- encouraging veteran students to review degree programs.

The staff members of the Veterans Affairs Office will continue to grow in their areas of expertise by

- attending the AVECO conference (May 2014),
- constructing performance reviews (December 2013),
- working with the St. Charles Veterans Affairs personnel to learn about various tools for veteran students to be successful (July 2013),
- becoming more familiar with financial aid and business office procedures (September 2013),
- becoming more familiar with VA ONCE and other procedures (October 2013).

New opportunities for the Veterans Affairs Office include

- veteran assistance services and networking, including website (July 2013),
- devoted personnel working only with veteran students (October 2013),
- community outreach at Scott Air Force Base (July 2013).

The most outstanding strengths of the Veterans Affairs Office are

- making customer service and working with the student our first priority,
- dedication and devotion of time and resources to each veteran,
- reliability with on-time certification.

The members of the Veterans Affairs Office will show respect to Lindenwood University's various constituents by (thereby recruiting and retaining)

- addressing the needs of the veteran students through feedback surveys (July 2013),
- participating in Veterans re-integration programs (September 2013),
- attending training seminars for VA certifying officials (August 2013).

The challenges facing the Office include

- communication problems with the Business Office and the VA ONCE,
- competition from colleges that have installations at Scott AFB,
- departmental compliance-follow up calls from Financial Aid, Advising office, etc.

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

- full-time graduate assistant (July 2013),
- full-time Veterans Affairs school certifying official/advisor/recruiter (July 2013),

- VA office/room dedicated only to veterans (Spring 2014).

The chief long-range goals (2014-2019) for the Office include

- retaining 99% of our veteran students (2014),
- making an effort to get the veterans that have dropped out back in school (2014),
- increasing the referral rate of veteran students (2014).

Community Relations-Belleville

In the coming year, the Belleville Community Relations Office will accomplish the following:

Community Relations supports the Mission Statement of Lindenwood University by

- continuing to strengthen relationships in local community and not-for-profit organizations.

The Community Relations Office will continue to grow in their areas of expertise by

- attending yearly Community Relations seminars (November 2013),
- exploring new opportunities of growth for off-site campuses (Fall 2014),
- maintaining an awareness of community outreach programs (Fall 2013),
- educating itself on Twitter, Linked-in and media advertising (Fall 2014).

New opportunities for the Office of Community Relations include

- hosting four business after hour events in different communities (July 2014),
- establishing new community partnerships by visiting each Chamber of Commerce in the area (2014),
- quarterly visits to local rotary and optimist clubs (November 2013),
- networking with other University Community Relations personnel to share ideas and strengthen relationships (December 2013),
- initiating a first Belleville Founders Dinner for Belleville's 10th Anniversary celebration (November 2013).

The most outstanding strengths of the Community Relations Office are

- community involvement through Rotaries, Chambers, and other not-for-profit organizations,
- representation as the LU-Belleville leader,
- experienced leader with knowledge of local government and community leaders,
- Scott AFB Belle-Scott member and affiliate,
- serving on several boards and committees.

The members of the Community Relations Office will show respect to Lindenwood University's various constituents by

- assisting faculty and staff to become involved in their local community (November 2013),
- educating student volunteerism with civic organizations (November 2013),
- addressing the changing needs of the campus with those who have invested with LU (August 2013),
- establishing a new capital campaign for LU-Belleville (November 2013),
- expanding community members involved with LU to be our added spokespersons (November 2013).

The challenges facing the Community Relations Office include

- limited funding for sponsorship representation in each community,
- university competition,

- website knowledge,
- constant turnover of graduate assistants,
- corporate opportunities not being met for lack of help.

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

- part-time employee to network and attend additional functions (July 2013),
- encouraging faculty and staff to become involved in various organizations to further spread the work of LU (November 2013),
- event support from upper management (November 2013),
- event participation from faculty and staff (November 2013).

The chief long-range goals (2014-2019) for the Office of Community Relations include

- facilitating a campus extension site close to Scott AFB to cater to the military and increase enrollment (December 2014),
- investigating additional office sites in Highland, Illinois (December 2015) and Columbia, Illinois (December 2015) to increase student enrollment,
- increasing awareness of what the Belleville campus has to offer (2014).

Business and Financial Aid Offices- Belleville

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

The Business and Financial Aid Offices support the mission statement of Lindenwood University by

- striving to provide financial aid assistance and outstanding customer service to all students while also ensuring student accounts are up to date. To the best of its ability, the staff seeks to meet a student's financial aid need along with providing alternatives to loans.

The staff members of the Business and Financial Aid Offices will continue to grow in their areas of expertise by

- holding monthly staff meetings regarding upcoming changes to Lindenwood University policies as well as Federal guideline updates (January 2014),
- allowing staff members, including full-time graduate assistants, to attend webinars or trainings in order to stay abreast of federal regulations and guidelines of Financial Aid when available (February 2014).

New opportunities for the Business and Financial Aid Offices include

- offering additional assistance with regard to financial aid and business transactions provided the office is separated with individual department heads for the two offices (January 2014),
- orienting students to the differences between the financial aid and business office so that they will contact the correct office to handle their affairs (spring 2014),
- maintaining exceptional customer service opportunities from both offices.

The most outstanding strengths of the Business and Financial Aid Offices are

- continually provide individual and thorough assistance to students and parents concerning necessary financial aid documents,
- frequently work closely with Admissions Counselors when there are concerns about re-packaging students and determining background information on students.

The members of the Business and Financial Aid Offices will show respect to Lindenwood University's various constituents by (thereby recruiting and retaining)

- daily sympathizing with the unique, sensitive, and complex needs of each student's financial situation,
- daily establishing regular communication between the Belleville and St. Charles campuses while remaining professional with both students and staff,
- making the transition from last year's verification process to the new verification process while guiding students through the complexities of the process,
- frequently collaborating with other departments to resolve students'

financial aid issues.

The challenges facing the Business and Financial Aid Offices include

- lack of security cameras in place given the nature of the functions of the office and the constant handling of monetary instruments in business transactions,
- lack of student privacy during conversation or counseling due to the temporary walls in place,
- ongoing staff/GA turnover.

In order to achieve our goals and function in the most efficient manner, the Business and Financial Aid Offices have the following needs:

- hire a Financial Aid Coordinator, while retaining the Business Office and Financial Aid Coordinator as the Business Office Coordinator (July 2014),
- obtain a separate office for the Office of Financial Aid and the Office of Business while still cross-trained in both areas (July 2014).

The chief long-range goals (2014-2019) for the Business and Financial Aid Offices include

- obtain a separate office for the Office of Financial Aid and the Office of Business (2014),
- provide accurate and timely financial statements specific to Lindenwood University-Belleville (2014),
- provide Docuware program for coordinators (Fall 2014).

The Lynx Campus Store-Belleville

In the coming year, the Lynx Campus Store will accomplish the following:

The Lynx Store supports the mission statement of Lindenwood University by

- supplying logoed items to students at an economical price,
- providing jobs and retail management experience to graduate students who work in the store,
- providing a source of revenue to fund the Division of Business and Entrepreneurship SIFE/Enactus initiatives and business management experience for the Enactus members,
- providing a location at which the Book-X-Change can provide textbooks for Belleville students.

The Lynx Store team will continue to grow in their areas of expertise by

- learning how to design and source logoed merchandise that will sell well (May 2014),
- learning how to manage the store financials in such a way as to provide enough revenue to finance the Enactus activities at least in the first few years (May 2014),
- working with athletics and other departments on better, more efficient ways to sell tickets for events (May 2014),
- finding ways to use human resources more efficiently and effectively (May 2014).

New opportunities for the Lynx Store include

- taking advantage of the SIFE/Enactus members' time and eagerness to learn and improve all aspects of the store (May 2014),
- investigating the use of Work and Learn business students in the store for various non-managerial tasks (August 2013),
- renovating the store to open up more merchandise space and make it aesthetically acceptable like the rest of the renovated basement (August 2013),
- partnering with SIFE/Enactus members and business courses to plan, execute, and measure various retail events (August 2013).

The most outstanding strengths of the Lynx Campus Store are:

- track record to date has been good,
- store graduate assistants have done and do a great job of running the store,
- oversight by the Division of Business and Entrepreneurship makes for a great partnership,
- the opportunities for training students in business areas are endless.

The workers of the Lynx Campus Store will show respect to Lindenwood University's various constituents by (thereby recruiting and retaining)

- providing excellent service both for logoed items and textbooks to all LU constituents (August 2013),

- providing hours outside of normal hours the store is open for open enrollment days and weekend/evening events (August 2013),
- cooperating with other departments when the store needs to help with events, etc. (August 2013).

The challenges facing the Lynx Campus Store include

- a shortage of graduate assistants to work in the store,
- Book-X-Change owner, Rick Duree, and LU grad assistants learning to work together,
- not making enough profit to fund the SIFE/Enactus team for the first few years,
- having to pay too much in LU licensing fees, thus making the prices too steep for students to pay,
- encroachment of other departments into the management of the store.

In order to achieve our goals and function in the most efficient manner, the Lynx Campus Store has the following needs:

- renovation of Lynx Campus Store (July 2013),
- improved cooperation with the Book-X-Change (August 2013),
- a steady flow of excellent graduate assistants and possibly Work and Learn business students (who are SIFE/Enactus members) to work in the store (December 2013),
- allocate store profits to fund the SIFE/Enactus team activities the first few years until the team gets going (November 2013),
- improved oversight by the Division of Business and Entrepreneurship (November 2013).

The chief long-range goals (2014-2019) for the Lynx Campus Store include

- expanding into a complete campus store which will mean remodeling to achieve a larger space (Summer 2014),
- improving as a place for graduate assistants and Work and Learn (SIFE/Enactus team members) to work and learn the retail business while running the business (August 2014),
- improving the partnership with the Book-X-Change to provide books to LU-Belleville students (August 2014).

Student Government Association- Belleville

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

The LSGA supports the mission statement of Lindenwood University by

- focusing on student needs and promoting activities which will nurture the talents, interests, and future of the student through planned student activities as well as community service projects,
- promoting and encouraging student involvement in additional learning activities that tackle subjects, such as bullying, dealing with violent behaviors, accident simulation by local Police Departments and Fire Departments, stress, job preparation and time management skills,
- promoting activities, such as trivia nights and other events, to increase community awareness and bring the community onto the LU-Belleville campus (Fall 2013 and Spring 2014).

The LSGA members will continue to grow in leadership and encourage leadership in others by

- hosting events throughout the school year to increase student involvement and number of volunteers for LSGA (May 2014),
- maintaining a level of academic integrity by having a minimum GPA of 2.5 (at all times),
- hosting an academic bowl for local high schools at Lindenwood University-Belleville (Spring 2014),
- hosting multiple activities for Homecoming week at Lindenwood University-Belleville (October 2013).

New opportunities for the LSGA include

- conducting activities related to different causes and medical conditions to increase student awareness, planned activities include Diabetes and Lupus awareness weeks (December 2013),
- increased community involvement of LSGA members through volunteer participation in events with the YMCA, Big Brothers Big Sisters, Women's Shelters, Food Pantries, and Union school (December 2013),
- development of a student senate to deal with campus issues to present logical arguments for resolution of said issues (December),
- creating and conducting automated student satisfaction and interest surveys on an annual basis every Spring semester (Spring 2014).

The most outstanding strengths, and thus the foundation of student retention within the LSGA are

- strong executive board which exhibits the qualities of ideal student representation for Lindenwood University Belleville/LSGA,
- faculty advisor oversight, advising, and facilitating guidance for students within set parameters while allowing for student creativity and expression.

The challenges and their solutions facing the LSGA include

- time being often consumed with planning social activities as opposed to tackling issues of concern and importance to the student population. LSGA works in concert with our student activities office on many activities since we are a small campus,
- lack of participation by the student body in LSGA with attending meetings and committing to assisting with planned projects. We will continue to actively recruit students for participation at LSGA meetings and on LSGA committees through individual student conversations as well as tables in the dining hall, possibly offering Work and Learn hours or credit for LSGA officers (2013-2014),
- limited training of LSGA executive officers. We will seek out a training session to attend for future professional development for the officers (2013-2014).

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

- an advertising budget is needed so events that are open to the community can be properly publicized and promoted to surrounding community in a timely fashion (December 2013),
- a locked cabinet or storage area where we can keep items of value and where there is limited access to this storage area/cabinet (August 2013),
- establishment of an LSGA dedicated office staffed with a 20 hour GA or Work and Learn to keep materials, meetings, and activities organized. This person would be supervised by the LSGA faculty sponsor (November 2013).

The chief long-range goals (2014-2019) for the LSGA include

- development of a full student senate representing the student population (2014),
- web page on the Lindenwood Belleville website specifically dedicated to LSGA (2014),
- establishment of routinely reoccurring public service projects to facilitate community involvement in LU-Belleville (2014),
- increased fundraising opportunities to facilitate additional financing for items of significance to the student body (2014).

Athletics Department- Belleville

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

The Belleville Athletics Department supports the mission statement of Lindenwood University by

- 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

- subscribing to the NAIA coaching associations and attending conferences/workshops in order to further their professional development (May 2014).

New opportunities for the Athletics Department include

- establishing a student-athlete NAIA Champions of Character Committee to serve as a leadership and advisory group for the Athletics Director and Assistant Athletics Director (August 2013),
- establishing new recruiting pipelines in Kansas City if membership the HAAC is granted (May 2014).

The most outstanding strengths of the Athletics Department are

- the dedicated coaches and athletics administrators,
- the ability to support and initiate the growth of the Belleville campus and consistently adapt to meet the needs of a growing campus.

The members of the Athletics Department will show respect to Lindenwood University constituents by

- 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 (December 2013).

The challenges facing the Athletics Department include

- performing as a competitive member of the HAAC with limited staffing of coaches and athletics administrators.

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

- construction of baseball and softball fields on campus (August 2015),

- construction of a track on campus, allowing for new track and field programs (August 2014),
- expansion of the fitness center equipment and spacing to accommodate increased enrollment and new athletics programs (August 2013),
- a leasing agreement with a local pool venue to accommodate swimming and diving teams (August 2014),
- moving the current athletics offices to the vacated fitness center area to accommodate department growth. The new offices would include a conference room, additional coaches offices, and a bullpen area to minimize coaches from working in the library and other spaces on campus (August 2013),
- installation of trophy cases to display Athletics Department awards (August 2013),
- construction of standalone concession stands for the football stadium (May 2014),
- additional staff members to assist with the increased Athletics Department size and demands, including:
 - head and assistant coaches for new athletics programs in men's/women's hockey (July 2013), men's/women's table tennis (August 2013), and men's/women's swimming and diving (August 2013),
 - an internal operations coordinator (July 2013),
 - strength and conditioning coach (July 2013),
 - athletics development coordinator (July 2013),
 - splitting the dual positions of assistant athletic director/head women's basketball coach (2014) and director of admissions/men's wrestling (TBA),
 - one additional football coach to accommodate for a JV team if the football program reaches the enrollment goal of 170 (Fall 2013),
 - a director of game/event management (July 2014).

The chief long-range goals (2014-2019) for the Belleville Athletics Department include each of the following:

- to increase student enrollment through the addition and development of new and current sports programs (May 2014),
- to become a full member of the HAAC (August 2013),
- to add additional athletics programs including: swimming and diving, men's and women's ice hockey, and others as seen fit (October 2013),
- to increase support of all athletics programs through student activities, booster programs, marketing, networking with local media, and alumni relations (May 2014).

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 |
|--|--|--|---|---|
| | 1575 | 44% | 36 | 100% |
| Faculty Members | Number of Faculty Members | Percent of Faculty Members | | |
| Full Time | 2 | 9% | | |
| Part Time | 4 | 17% | | |
| Adjunct | 17 | 74% | | |
| Number of Full-Time Faculty Members | % of total full-time faculty with terminal degrees | | | |
| | 50% | | | |
| Departments within the Academic School | Credit Hours Taught in '12-'13 Undergraduate | Percentage of Total Undergraduate Hours Taught in Department | Credit Hours taught in '12-'13 Graduate | Percentage of Total Graduate Hours Taught in Department |
| American Studies | 403 | 26% | 36 | 100% |
| Recreation | 1172 | 74% | 0 | 0% |
| Total | 1575 | | 36 | |
| Total Number of students taught by school in 2012-2013 | 431 | | 8 | |
| Class size range | 1 to 30 | | | |
| Number of Majors by Department | Undergraduate | Percentage of Total Majors in Each Department | Graduate | Percentage of Total Majors in Each Department |
| American Studies | 7 | 17% | 0 | 0% |
| Recreation | 34 | 83% | 0 | 0% |
| Total | 41 | | 0 | |

Belleville Day

| 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 |
|--|--|--|---|---|
| | 23337 | 43% | | |
| Faculty Members | Number of Faculty Members | Percent of Faculty Members | | |
| Full Time | 55 | 40% | | |
| Part Time | 3 | 2% | | |
| Adjunct | 79 | 58% | | |
| Number of Full-Time Faculty Members | % of total full-time faculty with terminal degrees | | | |
| 55 | 92% | | | |
| Departments within the Academic School | Credit Hours Taught in '12-'13 Undergraduate | Percentage of Total Undergraduate Hours Taught in Department | Credit Hours taught in '12-'13 Graduate | Percentage of Total Graduate Hours Taught in Department |
| ACCT | 270 | 1% | 0 | 0% |
| AES | 6 | 0% | 0 | 0% |
| ANT | 327 | 1% | 0 | 0% |
| ART | 144 | 1% | 0 | 0% |
| AT | 254 | 1% | 0 | 0% |
| BIO | 2131 | 8% | 0 | 0% |
| CHM | 916 | 3% | 0 | 0% |
| CJ | 1491 | 6% | 0 | 0% |
| COM | 1605 | 6% | 0 | 0% |
| DAN | 210 | 1% | 0 | 0% |
| ECON | 381 | 1% | 0 | 0% |
| EDU | 1827 | 7% | 0 | 0% |
| English | 2961 | 11% | 0 | 0% |
| EPP | 78 | 0% | 0 | 0% |
| EXS | 141 | 1% | 0 | 0% |
| FIN | 264 | 1% | 0 | 0% |
| FLS | 60 | 0% | 0 | 0% |
| GEO | 171 | 1% | 0 | 0% |
| HIS | 1701 | 6% | 0 | 0% |
| HRM | 78 | 0% | 0 | 0% |
| IBA | 907 | 3% | 0 | 0% |
| ICJ | 508 | 2% | 0 | 0% |
| ICL | 156 | 1% | 0 | 0% |
| ICM | 387 | 1% | 0 | 0% |
| IEN | 81 | 0% | 0 | 0% |

| | | | | |
|--|---------------|---|----------|---|
| IHM | 159 | 1% | 0 | 0% |
| IHR | 150 | 1% | 0 | 0% |
| HIS | 78 | 0% | 0 | 0% |
| IMH | 222 | 1% | 0 | 0% |
| INS | 96 | 0% | 0 | 0% |
| INTL | 105 | 0% | 0 | 0% |
| IPH | 81 | 0% | 0 | 0% |
| IPS | 57 | 0% | 0 | 0% |
| IPY | 57 | 0% | 0 | 0% |
| IRT | 81 | 0% | 0 | 0% |
| ISC | 57 | 0% | 0 | 0% |
| LUL | 598 | 2% | 0 | 0% |
| MGMT | 901 | 3% | 0 | 0% |
| MIS | 207 | 1% | 0 | 0% |
| MRKT | 300 | 1% | 0 | 0% |
| MTH | 1586 | 6% | 0 | 0% |
| MUS | 372 | 1% | 0 | 0% |
| PE | 354 | 1% | 0 | 0% |
| PHL | 495 | 2% | 0 | 0% |
| PS | 327 | 1% | 0 | 0% |
| PSY | 1414 | 5% | 0 | 0% |
| REL | 474 | 2% | 0 | 0% |
| SOC | 426 | 2% | 0 | 0% |
| SPMGT | 126 | 0% | 0 | 0% |
| TA | 558 | 2% | 0 | 0% |
| Total | 26336 | | 0 | |
| Total Number of students taught by academic schools in 2012-2013 | 1332 | | 196 | |
| Class size range | 3 to 35 | | 2 to 26 | |
| Number of Majors by Department | Undergraduate | Percentage of Total Majors in Each Department | Graduate | Percentage of Total Majors in Each Department |
| Accounting | 7 | 0.5% | 0 | 0.0% |
| Acting | 3 | 0.2% | 0 | 0.0% |
| Advertising, Public Rel, | 2 | 0.1% | 0 | 0.0% |
| Athletic Training | 33 | 2.4% | 0 | 0.0% |
| Biology | 37 | 2.7% | 0 | 0.0% |
| Business Admin | 136 | 9.8% | 0 | 0.0% |
| Corporate Communications | 25 | 1.8% | 0 | 0.0% |
| Counseling | 0 | 0.0% | 244 | 31.4% |
| Criminal Justice | 132 | 9.6% | 0 | 0.0% |
| Education | 0 | 0.0% | 104 | 13.4% |
| Elementary Education | 106 | 7.7% | 0 | 0.0% |

| | | | | |
|------------------------|------|-------|-----|-------|
| English | 6 | 0.4% | 0 | 0.0% |
| Exercise Science | 23 | 1.7% | 0 | 0.0% |
| Finance | 8 | 0.6% | 0 | 0.0% |
| Human Resources | 8 | 0.6% | 0 | 0.0% |
| Interactive Media | 8 | 0.6% | 0 | 0.0% |
| LCIE-Business Admin | 185 | 13.4% | 152 | 19.5% |
| LCIE-Communications | 24 | 1.7% | 24 | 3.1% |
| LCIE-Criminal Justice | 115 | 8.3% | 46 | 5.9% |
| LCIE-Health Management | 72 | 5.2% | 42 | 5.4% |
| LCIE-Human Resources | 45 | 3.3% | 8 | 1.0% |
| LCIE-Healthcare Admin | 1 | 0.1% | 34 | 4.4% |
| LCIE-Uncecided | 40 | 2.9% | 16 | 2.1% |
| Marketing | 9 | 0.7% | 0 | 0.0% |
| Mass Communications | 24 | 1.7% | 0 | 0.0% |
| Physical Education | 40 | 2.9% | 0 | 0.0% |
| Pre-Medicine | 0 | 0.0% | 0 | 0.0% |
| Pre-Nursing | 71 | 5.1% | 0 | 0.0% |
| Psychology | 68 | 4.9% | 0 | 0.0% |
| School Administration | 0 | 0.0% | 53 | 6.8% |
| Sport Management | 39 | 2.8% | 0 | 0.0% |
| Teaching | 0 | 0.0% | 35 | 4.5% |
| Undecided | 114 | 8.3% | 20 | 2.6% |
| Total | 1381 | | 778 | |

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 |
|--|--|--|---|---|
| 12658 | 12448 | 54% | 210 | 50% |
| Faculty Members | Number of Faculty Members | Percent of Faculty Members | | |
| Full Time | 17 | 36.00% | | |
| Part Time | | | | |
| Adjunct | 30 | 64.00% | | |
| Number of Full-Time Faculty Members | % of total full-time faculty with terminal degrees | | | |
| 16 | 18.00% | | | |
| Departments within the Academic School | Credit Hours Taught in '12-'13 Undergraduate | Percentage of Total Undergraduate Hours Taught in Department | Credit Hours taught in '12-'13 Graduate | Percentage of Total Graduate Hours Taught in Department |
| Communications | 12448 | 98% | 210 | 2% |
| Total | 12448 | | 210 | |
| Total Number of students taught by school in 2012-2013 | 1905 | | 25 | |
| Class size range | 5-32 | | | |
| Number of Majors by Program | Undergraduate | Percentage of Total Majors in Each Program | Graduate | Percentage of Total Majors in Each Program |
| Advertising and Media | 11 | 3% | 0 | 0% |
| Advert, Public Relations: Corporate Communications | 53 | 12% | 0 | 0% |
| Communications | 17 | 4% | 14 | 88% |
| Corporate Comm | 11 | 3% | 0 | 0% |
| Digital Cinema Arts BA | 29 | 7% | 0 | 0% |
| Digital Cinema Arts BFA | 4 | 1% | 0 | 0% |
| Interactive Media & Web Design | 70 | 16% | 0 | 0% |
| Journalism | 52 | 12% | 0 | 0% |
| Mass Communications | 183 | 42% | 1 | 6% |
| Multi Media Design | 4 | 1% | 1 | 6% |
| Undecided | 2 | 0% | 0 | 0% |
| Total | 436 | | 16 | |

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 |
|--|--|--|---|---|
| | 22246 | 42.00% | 33859 | 18.90% |
| Faculty Members | Number of Faculty Members | Percent of Faculty Members | | |
| Full Time | 39 | 13% | | |
| Part Time | 18 | 6.00% | | |
| Adjunct | 235 | 81% | | |
| Number of Full-Time Faculty Members | % of total full-time faculty with terminal degrees | | | |
| | 88% | | | |
| Departments within the Academic School | Credit Hours Taught in '12-'13 Undergraduate | Percentage of Total Undergraduate Hours Taught in Department | Credit Hours taught in '12-'13 Graduate | Percentage of Total Graduate Hours Taught in Department |
| Counseling | 0 | 0% | 7161 | 21% |
| Educational Leadership | 0 | 0% | 8609 | 25% |
| Health and Fitness Science | 10271 | 46% | 642 | 2% |
| Teacher Education | 11975 | 54% | 17447 | 52% |
| Total | 22246 | | 33859 | |
| Total Number of students taught by school in 2012-2013 | 2342 | | 5555 | |
| Class size range | 10 to 35 | | 10 to 35 | |
| 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% | 399 | 11% |
| Athletic Training | 94 | 9% | 0 | 0% |
| Autism Spectrum | 0 | 0% | 10 | 0% |
| Counseling | 0 | 0% | 553 | 15% |
| Early Childhood | 74 | 7% | 4 | 0% |
| Early Childhood Special Education | 19 | 2% | 0 | 0% |
| Education (MA) | 0 | 0% | 652 | 18% |
| Educational Administration-EdD | 0 | 0% | 162 | 5% |
| Educational Administration-EdS | 0 | 0% | 115 | 3% |
| Educational Studies | 25 | 2% | | 0% |
| Elementary Education | 346 | 32% | 0 | 0% |
| Exercise Science | 312 | 29% | 0 | 0% |
| Health Education | 1 | 0% | | 0% |
| Human Performance | | 0% | 34 | 1% |
| Instructional Leadership-EdD. | 1 | 0% | 197 | 5% |

| | | | | |
|--|------|-----|------|-----|
| Instructional Leadership-EdS | 0 | 0% | 9 | 0% |
| Middle School Education-Business | 1 | 0% | 0 | 0% |
| Middle School Education | 9 | 1% | 0 | 0% |
| Middle School Education-Language Arts | 8 | 1% | 0 | 0% |
| Middle School Education-Mathematics | 32 | 3% | 0 | 0% |
| Middle School Education-Science | 12 | 1% | 0 | 0% |
| Middle School Education-Social Science | 10 | 1% | 0 | 0% |
| Middle School Education-Speech/Theatre | 1 | 0% | 0 | 0% |
| Middle School Education-Technology and Engineering | 5 | 0% | 0 | 0% |
| Physical Education | 127 | 12% | 1 | 0% |
| School Leadership-EdS | 0 | 0% | 69 | 2% |
| Teaching (MA) | 0 | 0% | 406 | 11% |
| Work Shop | 0 | 0% | 986 | 27% |
| Undecided | 10 | 1% | 1 | 0% |
| Total | 1087 | | 3598 | |

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 |
|--|--|--|---|---|
| | 13080 | | 781 | |
| Faculty Members | Number of Faculty Members | Percent of Faculty Members | | |
| Full Time | 23 | 30.26% | 16 | 52% |
| Part Time | 1 | 1.32% | 1 | 3% |
| Adjunct | 52 | 68.42% | 14 | 45% |
| Number of Full-Time Faculty Members | % of total full-time faculty with terminal degrees | | | |
| 23 | 74% | | | |
| Departments within the Academic School | Credit Hours Taught in '12-'13 Undergraduate | Percentage of Total Undergraduate Hours Taught in Department | Credit Hours taught in '12-'13 Graduate | Percentage of Total Graduate Hours Taught in Department |
| Art | 4996 | 38% | 360 | 46% |
| Dance | 2115 | 16% | 0 | 0% |
| Fashion Design | 702 | 5% | 0 | 0% |
| Music | 2872 | 22% | 0 | 0% |
| Theatre | 2395 | 18% | 421 | 54% |
| Total | 13080 | | 781 | |
| Total Number of students taught by school in 2012-2013 | 1988 | | 66 | |
| Class size range | 1-104 | | 1-8 | |
| Number of Majors by Department | Undergraduate | Percentage of Total Majors in Each Department | Graduate | Percentage of Total Majors in Each Department |
| Art | 173 | 35% | 23 | 43% |
| Dance | 41 | 8% | 0 | 0% |
| Fashion Design | 69 | 14% | 6 | 11% |
| Music | 129 | 26% | 0 | 0% |
| Performing Arts | 14 | 3% | 0 | 0% |
| Theatre | 66 | 13% | 23 | 43% |
| Undecided | 0 | 0% | 1 | 2% |
| Total | 492 | | 53 | |

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 |
|--|--|--|---|---|
| | 8632 | 97.00% | 800 | 99% |
| Faculty Members | Number of Faculty Members | | | |
| Full Time | 15 | 56.00% | 4 | 80% |
| Part Time | 0 | 0% | 0 | 0% |
| Adjunct | 12 | 44.00% | 1 | 20% |
| Number of Full-Time Faculty Members | % of total full-time faculty with terminal degrees | | | |
| 15 | 73% | | | |
| Departments within the Academic School | Credit Hours Taught in '12-'13 Undergraduate | Percentage of Total Undergraduate Hours Taught in Department | Credit Hours taught in '12-'13 Graduate | Percentage of Total Graduate Hours Taught in Department |
| Christian Ministry Studies | 312 | 4% | 0 | 0% |
| Criminal Justice | 4430 | 51% | 0 | 0% |
| Fire and Paramedic Science | 781 | 9% | 0 | 0% |
| Military Science | 149 | 2% | 0 | 0% |
| Nonprofit Administration | 985 | 11% | 800 | 100% |
| Public Administration | 0 | 0% | 0 | 0% |
| Social Work | 1975 | 23% | 0 | 0% |
| Total | 8632 | | 800 | |
| Total Number of students taught by school in 2012-2013 | 1257 | | 90 | |
| Class size range | 2-53 | | 1-23 | |
| Number of Majors by Department | Undergraduate | Percentage of Total Majors in Each Department | Graduate | Percentage of Total Majors in Each Department |
| Christian Ministry | 24 | 5% | 0 | 0% |
| Criminal Justice | 273 | 54% | 0 | 0% |
| Fire and Paramedic Science | 83 | 17% | 0 | 0% |
| Nonprofit Admin | 41 | 8% | 73 | 100% |
| Social Work | 81 | 16% | 0 | 0% |
| Undecided | 0 | 0% | 0 | 0% |
| Total | 502 | | 73 | |

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 |
|--|--|--|---|---|
| | 37516 | 48.57% | 414 | 100% |
| Faculty Members | Number of Faculty Members | Percent of Faculty Members | | |
| Full Time | 37 | 39.36% | | |
| Part Time | 7 | 7.45% | | |
| Adjunct | 50 | 53.19% | | |
| Number of Full-Time Faculty Members | % of total full-time faculty with terminal degrees | | | |
| 37 | 89% | | | |
| Departments within the Academic School | Credit Hours Taught in '12-'13 Undergraduate | Percentage of Total Undergraduate Hours Taught in Department | Credit Hours taught in '12-'13 Graduate | Percentage of Total Graduate Hours Taught in Department |
| English and Writing | 15137 | 40% | 0 | 0% |
| EPP | 2403 | 6% | 0 | 0% |
| Foreign Languages | 2771 | 7% | 0 | 0% |
| History and Geography | 9969 | 27% | 0 | 0% |
| International Studies | 162 | 0% | 0 | 0% |
| MAIS | 0 | 0% | 66 | 16% |
| MPA | 0 | 0% | 192 | 46% |
| Philosophy | 2619 | 7% | 0 | 0% |
| Political Science | 2013 | 5% | 0 | 0% |
| Religion | 2442 | 7% | 0 | 0% |
| TESOL | 0 | 0% | 156 | 38% |
| Total | 37516 | | 414 | |
| Total Number of students taught by school in 2012-2013 | 5195 | | 60 | |
| Class size range | 1-35 | | | |
| Number of Majors by Department | Undergraduate | Percentage of Total Majors in Each Department | Graduate | Percentage of Total Majors in Each Department |
| Chinese Studies | 4 | 1% | 0 | 0% |
| English | 103 | 24% | 0 | 0% |
| English as a Second Lang | 20 | 5% | 0 | 0% |
| French | 11 | 3% | 0 | 0% |
| General Studies | 32 | 7% | 0 | 0% |
| History and Geography | 124 | 29% | 0 | 0% |
| International Studies | 33 | 8% | 10 | 21% |
| Philosophy | 18 | 4% | 0 | 0% |
| Political Science | 49 | 11% | 0 | 0% |
| Pre-Law | 12 | 3% | 0 | 0% |

| | | | | |
|-----------------------|-----|----|----|-----|
| Public Administration | 3 | 1% | 24 | 51% |
| Public Management | 3 | 1% | 1 | 2% |
| Religion | 9 | 2% | 0 | 0% |
| Spanish | 16 | 4% | 0 | 0% |
| TESOL | 0 | 0% | 12 | 25% |
| Undecided | 19 | 4% | 0 | 0% |
| Total | 433 | | 47 | |

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 |
|--|--|--|---|---|
| | 53082 | 3% | 25491 | 14% |
| Faculty Members | Number of Faculty Members | Percent of Faculty Members | | |
| Full Time | 18 | 10% | | |
| Part Time | 0 | 0 | | |
| Adjunct | 171 | 90% | | |
| Number of Full-Time Faculty Members | % of total full-time faculty with terminal degrees | | | |
| | 72% | | | |
| Departments within the Academic School | Credit Hours Taught in '12-'13 Undergraduate | Percentage of Total Undergraduate Hours Taught in Department | Credit Hours taught in '12-'13 Graduate | Percentage of Total Graduate Hours Taught in Department |
| Business Admin | 15463 | 29% | 11724 | 46% |
| Communications | 9040 | 17% | 2736 | 11% |
| Criminal Justice | 4050 | 8% | 2439 | 10% |
| Gerontology | 0 | 0% | 390 | 2% |
| Health Management | 2478 | 5% | 3321 | 13% |
| Human Resource Mgmt | 3472 | 7% | 3075 | 12% |
| Information Services | 2340 | 4% | 825 | 3% |
| MFA/Creative Writing | 0 | 0% | 981 | 4% |
| Art - GE | 1272 | 2% | 0 | 0% |
| Humanities - GE | 1992 | 4% | 0 | 0% |
| Math- GE | 4416 | 8% | 0 | 0% |
| Cross Cultural- GE | 1245 | 2% | 0 | 0% |
| Social Science/Govt- GE | 3207 | 6% | 0 | 0% |
| Sciences - GE | 4107 | 8% | 0 | 0% |
| Total | 53082 | | 25491 | |
| Total Number of students taught by school in 2012-2013 | 2600 | | 1358 | |
| Class size range | 10 to 14 | | | |
| Number of Majors by Department | Undergraduate | Percentage of Total Majors in Each Department | Graduate | Percentage of Total Majors in Each Department |
| Administration | 0 | 0% | 27 | 3% |
| Business Admin | 876 | 46% | 376 | 38% |
| Communications | 198 | 10% | 115 | 12% |
| Creative Writing | 0 | 0% | 53 | 5% |
| Criminal Justice | 231 | 12% | 123 | 13% |
| Christian Ministry | 3 | 0% | 0 | 0% |
| Fire Science | 6 | 0% | 0 | 0% |

| | | | | |
|------------------------|------|-----|-----|-----|
| Gerontology | 4 | 0% | 19 | 2% |
| Health Management | 219 | 11% | 126 | 13% |
| Hospitality Services | 7 | 0% | 0 | 0% |
| Human Resource Mgmt | 171 | 9% | 94 | 10% |
| Information Technology | 198 | 10% | 45 | 5% |
| Mortuary Mgmt | 3 | 0% | 0 | 0% |
| Total | 1916 | | 978 | |

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 |
|--|--|--|--------------------------------------|--|
| | 36566 | 62% | | |
| Faculty Members | Number of Faculty Members | Percent of Faculty Members | | |
| Full Time | 32 | 42% | | |
| Part Time | 5 | 6% | | |
| Adjunct | 40 | 52% | | |
| Number of Full-Time Faculty Members | % of total full-time faculty with terminal degrees | | | |
| 32 | 97% | | | |
| Departments within the Academic School | Credit Hours Taught in '12-'13 Undergraduate | Percentage of Total Undergraduate Hours Taught in Department | | |
| BCES (BIO, CHM, ESC) | 14617 | 40% | | |
| Biology | 7437 | 20% | | |
| Chemistry | 4510 | 12% | | |
| Earth Science | 2670 | 7% | | |
| MCPE (MTH, CSC, PreEng) | 12249 | 33% | | |
| Computer Science | 1245 | 3% | | |
| Pre-Engineering | 16 | 0% | | |
| Math | 9970 | 27% | | |
| Physics | 1018 | 3% | | |
| SBS (ANT, PSY, SOC) | 9700 | 27% | | |
| Anthropology | 1462 | 4% | | |
| Psychology | 5931 | 16% | | |
| Sociology | 2307 | 6% | | |
| Total | 36566 | | | |
| Total Number of students taught by school in 2012-2013 | 4542 | | | |
| Class size range | from 4 to 49 | | | |
| Number of Majors by Department | Undergraduate | Percentage of Total Majors in Each Department | | |
| BCES (BIO, CHM, ESC) | 473 | 46% | | |
| Biology | 172 | 17% | | |
| Chemistry | 114 | 11% | | |
| Pre-Chiropractic | 5 | 0% | | |
| Pre-Dentistry | 12 | 1% | | |
| Pre-Health | 4 | 0% | | |
| Pre-Medicine | 96 | 9% | | |
| Pre-Nursing | 58 | 6% | | |

| | | | | |
|--------------------------------|------------|------------|--|--|
| Pre-Optometry | 1 | 0% | | |
| Pre-Veterinary Science | 9 | 1% | | |
| Unified Science | 2 | 1% | | |
| MCPE (MTH, CSC, PreEng) | 261 | 25% | | |
| Computer Science | 136 | 13% | | |
| Mathematics | 64 | 6% | | |
| Pre-Engineering | 61 | 6% | | |
| SBS (ANT, PSY, SOC) | 294 | 29% | | |
| Anthropology | 28 | 3% | | |
| Psychology | 247 | 24% | | |
| Sociology | 19 | 2% | | |
| Undecided | 5 | 0% | | |
| Total | 1026 | | | |

2013-2017 Current and Projected Enrollments