

LINDENWOOD **EDGE**
Educated • Disciplined • Global • Effective



Engaging
Students
Through

INNOVATION

E. H. Johnson

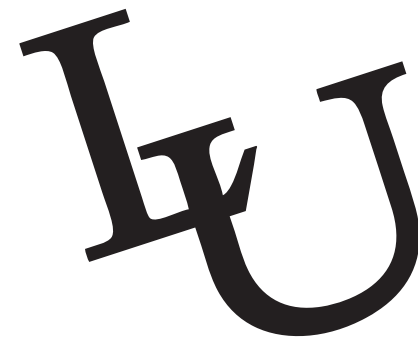
Our Mission Statement

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

- 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 truth;
- affording cultural enrichment to the surrounding community;
 - promoting ethical lifestyles;
- developing adaptive thinking and problem-solving skills; and
 - furthering lifelong learning.

Lindenwood is an independent, public-serving liberal arts university that has a 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.



The Cover art, titled "Yes, But Can You Eat It?" is courtesy of Emily Hubbman, who graduated from Lindenwood University in May 2013.

The Silver Bullet for Student Persistence: Engagement

Dear Friends and Colleagues,

Thank you for taking a few minutes to explore the 2014 edition of the Lindenwood *EDGE*. This time the topic is student engagement, with an eye toward the importance of engagement to persistence in college, which certainly is a hot-button topic not only in state and national politics but also in higher education itself. Those of us who have served in the field of postsecondary education for a while know that the best way to keep college students around and on track is to arouse their cognitive motivation, a point discussed in depth by Richard Arum and Josipa Roksa in *Academically Adrift*.

As we see it, there are two fundamental ways to activate students' intellectual participation. The first involves providing various developmental services and learning techniques specifically designed to increase the students' adaptive capacity for university studies – that is, to instill in them a **confidence that they can master** and benefit from challenging academic topics. The second is to provide them with intrinsically engaging learning experiences that produce a sense of **stimulating personal immersion in the pursuit of answers** and solutions – or what we psychologists sometimes call “cognitive flow.”

The sections of this booklet describe and illustrate in the most interesting fashion the variety of approaches used by Lindenwood's academic programs and student-support departments to implement the two engagement strategies addressed above.

I cannot overstate the great success of our peer tutoring program, in particular. It not only makes the best possible personal teachers available to students struggling with, say, mathematics or psychology or finance but also gives the student-tutors the satisfaction of applying course concepts in a variety of individual contexts. The learners seeking help gain increased confidence and learning skills from the one-on-one sessions, and the peer-tutors have multiple opportunities to experience that special “flow” that only immersive intellectual activity can generate.

There are so many additional prototypes to be found inside these covers, ranging from the hands-on learning scenarios in TV and radio offered by our School of Communications to the hybrid delivery format of our School of Nursing and the invaluable array of internship and practicum opportunities available to the students in Lindenwood's School of Business and Entrepreneurship. These are examples of what an innovative teaching university is all about: pursuing knowledge, growing cognitively, engaging the mind with challenges, persisting, mastering lifelong skills, and graduating.

I hope you enjoy the vignettes and find them useful in your domain as well.

Very sincerely yours,

James D. Evans, PhD
President



Mike Wall, MA

It is a sunny fall afternoon. Several dozen young people dressed in black uniforms are gathering in the J. Scheidegger Center. In a couple of hours, they will be forming up to make the quarter-mile march to Hunter Stadium. Down the hall from the cacophony of tuning instruments, the members of the Communications faculty from LUTV are leaving the Charter Studios for their own trek to Hunter. They are gearing up for the live video presentation of a home Lindenwood football game.

Once they arrive at the venue, these producers/instructors will guide 25-30 students through the process of preproduction, broadcast, and post-production. This major undertaking started several weeks earlier with the selection of the student crew: a group of students who will be responsible for this game-day broadcast.

Like the black-uniform-clad band members, who are perfecting their musical talents, these Communications students are applying the skills they have learned in the classrooms and studios. Many of these people have already been involved in several sports productions and are taking on the roles of producers and directors. Newer students are assigned jobs that will give them a front-line understanding and appreciation of this mammoth endeavor.

The day begins with the placement of equipment. Today's game will utilize 10 cameras carefully placed to fully present all aspects of the game. The first task is the construction of the scaffolding and the mounting of that midfield camera. Each camera person must be able to communicate with the director, so considerable time is spent checking the intercom system.

The control room, located directly behind the scoreboard in the Student-Athlete

Center, is the nerve center for the broadcast. From this command center, the director and technical director will coordinate the choice of camera angles and shots for the show.

Also in the room are the students who will mix the audio, create and present the graphics, and control video replays. The producer's first concern will be to ensure that the colors are consistent from camera to camera. Even the slightest difference in the shade of green that is the field can be distracting to a viewer.

As the stadium is being set for action, the studio in the J. Scheidegger Center is made ready for the halftime show. Several students are preparing to present a summary of Lindenwood and local high school sports. It is their job to produce an entertaining, informative show between the halves of Lindenwood football.

An hour before the game, a preproduction meeting is held to make sure that no detail of the broadcast has been overlooked. The student play-by-play and color announcers test the equipment that will allow their voices to be part of the simultaneous presentations on KCLC radio, streaming audio, Charter Cable TV, the America One video stream, and AT&T Uverse. The sideline reporter checks her microphone and headphone and coordinates her reports.

The stage is set. Thousands of people, whether they are in Moscow or Moscow Mills, will follow the game through one of a dozen different media choices. They may not know that the broadcast they enjoy is the product of students who are participating in a curriculum that prepares these broadcasters and journalists for successful careers, but the professional organizations who need experienced people are well aware that broadcasts like this are producing the future leaders in their industry.



Live at Hunter Stadium: Student Broadcasters Make it Happen



Student Development is a Journey

“ By joining the Lindenwood community, students become an integral component of a family of diverse cultures, backgrounds, and perspectives. We hope that their lives will be enriched and transformed by the experience. We also expect Lindenwood will be reflectively enhanced as a result of their participation, making it an even better environment.

- Vice President for Student Development John Oldani

Ryan Guffey, PhD

Lindenwood University has a proud legacy of educating men and women who demonstrate academic excellence, ethical leadership, and a commitment to positive social change. Personnel in the Office of Student Development believe the journey to intellectual, spiritual, and internal growth is accomplished by providing outstanding academic programs and complementing them with meaningful development opportunities. Therefore, they offer an intellectually stimulating community that fosters a love of life-long learning, promotes global awareness, and fosters self-reliance and hard work both inside and outside the classroom.

According to John Oldani, EdD, Vice President for Student Development, “By joining the Lindenwood community, students become an integral component of a family of diverse cultures, backgrounds, and perspectives. We hope that their lives will be enriched and transformed by the experience. We also expect Lindenwood will be reflectively enhanced as a result of their participation, making it an even better environment.”

The Office of Student Development is committed to Lindenwood’s educational mission. The staff members are devoted to creating a campus environment that meets student needs. A broad range of programs and activities is offered, designed to assist in campus enculturation, including Orientation Week, Homecoming, the Dark Carnival, Spring Fling, the Concert and Speakers Series, Greek life, Lindenwood Student Government Association, Family Day, Sibley Day, a 15-sport intramural program, and over 70 student organizations. In many respects, whether students reside on campus or commute, their engagement in student life will help determine the quality of their collegiate experience. We hope that every member of the Lindenwood community will take advantage of the numerous opportunities available.



Mentoring for Lifelong Learning

Patricia Leitsch, EdD

The dean and the faculty of the School of Education realize the importance of providing authentic learning experiences for teacher candidates in the Educator Preparation Program in order to prepare them for the challenges of teaching students in the 21st century.

To accommodate the needs for theory-to-practice, several summer camps have been established to allow Lindenwood teacher candidates to work with children. Engaging Lindenwood students in authentic activities keeps them current with changes in the educational realm and leads to persistence to graduation as they experience the effect they have on the lives of children.

In the summer of 2013, 60 Lindenwood University students participated in *Camp Read-A-Lot*, which serves children entering first grade through sixth grade. Children practiced their skills with their own individual Lindenwood practicum teacher candidate. Children worked on reading through readers theater, vocabulary miniature golf, comprehension relay, and other literacy activities.

Additionally, children were taught using high interest reading materials at their appropriate reading level.

Children remarked how sad they were when camp ended. Students are already on the waiting list for spots in next year's camp.

Approximately 25 children honed their math skills with math manipulatives and math games in one week at *Camp Learn-A-Lot*. Lindenwood students gained valuable experience assisting the children in the improvement of their understanding and application of mathematical operations.

Almost 80 students attended *Camp Invention*, creating new inventions and exploring new ideas. Children had an opportunity to test their inventions and share their creations with their peers and their parents on the last day of camp.

Problem solving and critical thinking were an integral part of the camp for the budding new inventors, and it provided an opportunity for Lindenwood students to experience the challenges of working with gifted students.

The impact these experiences have on K-12 students is apparent, and the authentic experiences they offer for teaching candidates are invaluable as the School of Education prepares them for their future teaching roles.

Cynthia Bice, EdD

The School of Education faculty understands that mentoring teachers who are new to the profession is an efficient and effective strategy for teacher retention. While faculty members have always been mentors of candidates as they graduate and go into their specific teaching positions, in 2007, the School of Education was instrumental in initiating and facilitating a mentoring program in partnership with a local school district. This mentoring program involved specific courses offered by specially trained teacher mentors for first-year teachers. The mentors selected were trained at the New Teacher Center at the University of California in Santa Cruz and supported new teachers in the first,

second, and third years of teaching.

The success of the program was due to the strategic selection of mentors who utilized a systemic approach to supporting the teachers in teaching, leading, and learning. Trained mentor Deborah Byrd said, "I find being a mentor both extremely rewarding and humbling at the same time. Beginning teachers welcome feedback and are always looking for what will make them more effective in meeting the needs of all students. I am the person who can ask questions that they don't feel comfortable asking. I am the person who can champion for what they need in the form of professional development and materi-

als. Because of that, I'm also the person that they will listen to when an alternative strategy is suggested that can quite possibly make them a more effective educator. And for me, I get so much more back! The enthusiasm, compassion, and energy that I witness in classroom observations and conversations reignite my passion for this profession on a daily basis!"

New teachers who benefit from mentors like Byrd praise the program as well. James Allison, LEAP Administrative Intern at Barnwell Middle School, stated, "I think that the mentoring program really helped me transition into my teaching career. The mentor from LU was an excellent

resource to help me become more comfortable in my classroom and in my role as classroom leader. As a direct result of the FHSD - LU mentoring program, I went on to earn my MA in Education, and my specialist degree in administration."

The School of Education will continue to provide new teachers support during their first years of teaching and is also developing proactive approaches to providing continued support to new school administrators in their first years of leadership. Building a strong and robust instructional leadership capacity is the key to successful retention of teacher leaders in the field of education.



Support for Scholarship: Doctoral Faculty Fine Tunes the Dissertation Process

Terry Stewart, EdD

The Lindenwood University Department of Educational Leadership is Missouri's largest school administrator preparation program. It prepares more superintendents, principals, and other central office personnel than any other Missouri higher education institution. This fact, by itself, speaks to the department's ability to attract and retain both EdD and EdS students. That "ability" has been forged by some creative and extremely helpful services by the department's faculty.

Dr. Beth Kania-Gosche, formerly the Supervisor of Research, has created online access to *Writing Help* that contains 17 areas of writing assistance, including guides addressing 1) passive voice, 2) passive verbs, 3) reverse outlining, 4) powerful paragraphs, and 5) common errors. Dr. Kania-Gosche also hosts a two-week institute every

summer for personalized help writing the dissertation.

All the department's faculty members participate in frequent CORD (Conversation on Research Design) meetings with EdD students and their dissertation chairs to fully discuss and clarify every aspect of the dissertation's purpose, statistical methodology, and research design. Dr. Susan Isenberg, Dr. Steve Sherblom, and Dr. Sherri Wisdom facilitate these weekly sessions.

The CORD meetings also support the student and the chair through the IRB process. Dr. Steve Sherblom, Dr. Sherri Wisdom, Dr. Linda Leavitt, and Dr. Susan Isenberg serve as an "IRB pre-review committee," checking IRB applications for missing or wrong information, flawed design, and spelling or grammar errors.

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Students enrolled in Lindenwood's Department of Educational Leadership are recruited and retained because of its stellar reputation and effective processes and services.

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Pre-review "dispositions" are sent to the student and chair, and thereafter, the IRB Pre-Review Committee submits the final and corrected IRB on behalf of the student. This process assures the University IRB Committee that the IRB has been approved by our pre-review committee.

The Department of Educational Leadership has also created a series of documents that guides the student through the prospectus process, including the 1) dissertation prospectus evaluation rubric, 2) prospectus checklist with 14 items the student can check to see if the prospectus is complete and correct, and 3) prospectus template, which allows the student to "fill in the blanks" for a completed prospectus. Students enrolled in Lindenwood's Department of Educational Leadership are recruited and retained because of its stellar reputation and effective processes and services.



The Best of Both Worlds

Michael Ibele, PhD

The School of Sciences at Lindenwood University offers many unique opportunities to students, starting in the classroom. As Lindenwood is primarily a teaching university, students benefit from small class sizes and receive individualized instruction from knowledgeable, passionate professors who know each student by name. Within this close-knit community, nearly all the lecture and laboratory classes the School of Sciences offers are taught in the same building. And, since this building is also where the science professors have their offices, the convenient layout allows students to easily transition from one class to the next, giving them ample time to stop by their professors' offices to ask questions and seek advice. Unlike many other teaching universities throughout the country, however, Lindenwood also offers students a wealth of opportunity to pursue scholarship.

Many students in the Biology Department at Lindenwood, for instance, are currently pursuing scholarship that seeks to catalog the amphibians, reptiles, and aquatic macroinvertebrates present in various Illinois wetlands. Other students are collecting tadpoles from ponds around the Lindenwood-owned Historic Daniel Boone Home and Heritage Center, with the goal of analyzing how their feeding behavior affects their morphology. Meanwhile, still other students are monitoring the plant, insect, and microbial changes that are occurring as one of the Boone center's long-tended prairies is allowed to return to its more natural state.

Outside of the Biology Department, students in the Anthropology Department have participated in various archaeological projects, including a survey of the historic Battle of Moore's Mill location in Calloway County, Missouri. In the Psychology Department, students are

“ Along with dedicated research space for these and other projects, students have access to cutting edge analytical instrumentation, which is usually only found at larger research universities. ”

conducting research on how various testing methods can enhance learning in the classroom.

Along with dedicated research space for these and other projects, students have access to cutting edge analytical instrumentation, which is usually only found at larger research universities, including an atomic absorption spectrometer (AA), an ultraviolet/visible light spectrometer (UV-VIS), a high performance liquid chromatography instrument (HPLC), a gas chromatograph with quadrupole mass spectrometer (GCMS), and a Fourier transform infrared spectrometer (FT-IR). Indeed, even as recently as this past spring, the Lindenwood School of Sciences expanded its instrumentation facilities with the purchase of a new 90 MHz nuclear magnetic resonance (NMR) instrument that can be used to deduce the structure of complex molecules in solution. In addition to aiding students directly in their research and scholarship, this complete

range of instrumentation has now allowed the Chemistry Department at Lindenwood to begin the application process for accreditation with the American Chemical Society, a move that will certainly lend additional gravitas to Lindenwood graduates entering the job market.

It is worth noting that Lindenwood University is located within a short driving distance of the bustling city of St. Louis, a technology hub that houses many international scientific companies and institutions. This close proximity allows Lindenwood students to participate in internships during their undergraduate careers, often leading to full-time jobs after graduation. Students from Lindenwood have participated in internships at the local Anheuser-Busch brewery, at chemical manufacturers Sigma-Aldrich and DuPont, and at the healthcare products manufacturer Covidien, among others.

Internships are also available outside of industry, with many students choosing to gain valuable hands-on experience at Barnes-Jewish Hospital or in government-sponsored internships, for example at the Saint Louis Zoo. Students pursuing the chemistry forensics degree at Lindenwood, in particular, often are matched up with internships at the St. Charles County, St. Louis City, or Illinois State crime labs.

A student choosing to pursue a degree from the Lindenwood School of Sciences, therefore, gets the best of both worlds. Lindenwood offers the individualized attention, the small class sizes, and the passionate professors that are hallmarks of a small teaching institution, while at the same affording students access to all the scholarship opportunities, cutting edge instrumentation, and expertise typically associated with the larger research-based universities.



Utilizing Hybrid Course Delivery to Enhance Engagement and Persistence in RN-BSN Program

Jennifer Taylor, PhD, RN
Deborah Mercier, RN, MSN, AOCNS

Lindenwood University established the School of Nursing and Allied Health Sciences to support the educational needs of nursing and allied health professionals in an increasingly complex healthcare system. Nurses are the largest segment of the healthcare workforce in the United States, with the majority having diploma or associate-degree-level educations. In today's transforming healthcare system, professional nurses need the concepts and competencies to work collaboratively within the healthcare team to achieve optimal patient outcomes. The Bachelor of Science

in Nursing completion program (RN-BSN) is designed for nurses to obtain the education necessary to advance their nursing career and be an active part of the transformation occurring in healthcare. Consistent with the Lindenwood University tradition of excellence and innovation in education, the nursing faculty took advantage of the opportunity to build an RN-BSN program aimed at meeting the unique learning needs of nursing professionals.

The RN-BSN program courses are delivered in a hybrid learning platform com-

binning online and on-ground learning experiences within one course. Typical RN-BSN programs are delivered either in a face-to-face or an online-only platform. While online education offers students convenience and flexibility in organizing and planning a schedule to create life balance, advances in educational technology, the inability to self-regulate in an online learning environment, learning style preferences, and a perceived lack of technology literacy often leave students anxious about mastering technology. Many students completed their basic

nursing program when educational technology was either limited or non-existent and have limited confidence in the online learning environment. These students find a sense of comfort and familiarity in a traditional classroom environment, but the multiple responsibilities of work, family, and school make regular classroom attendance a struggle. Requiring a student to choose between an online environment to achieve life balance and an on-ground environment to achieve a preferred learning environment creates engagement and persistence challenges when a student is not able to overcome the disadvantages.

Blending online and on-ground into a hybrid platform maximizes time management and life balance in the online environment and engages students in active learning experiences in an on-ground environment ultimately overcoming learning challenges that can negatively impact program completion.

Advancements in educational technology available at Lindenwood University, such as Blackboard Collaborate, allow for an enhanced online environment to compliment active in-class learning. For students experiencing technology anxiety, on-ground learning experiences allow for immersion in educational technology while maintaining a face-to-face connection with peers and faculty. Blending online and on-ground experiences provides students with multiple styles of learning and engagement. Virtual discussion, concept analysis, YouTube videos, experiential learning activities, and online blogs provide students with opportunities to apply concepts central to the demands of a transforming healthcare environment. Engaging students in the hybrid learning environment will have a positive impact on student engagement and persistence throughout the program.



Students Empowering Students

Christie Rodgers, EdD

The Office of Student and Academic Support Services (SASS) supports engagement by empowering students to play an interactive part within the University community. While service to the University community promotes integration and loyalty, it also contributes to year-to-year retention and persistence to graduation. Two means by which students develop strong relationships and academic and social integration are by offering the peer mentoring program and through a student-centered “Thinking of You” fundraising project.

Peer Mentoring

The Peer Mentoring program allows students to work peer-to-peer to bolster academic skills, engage the student community, and learn about appropriate campus resources and programs. The

transition to college can be a scary and unfamiliar process leading students to believe they do not fit in.

Peer mentors help students with adjustment to the college environment by sharing their own experiences and fears as a college student and offering suggestions of how to overcome those fears and barriers.

Lenzi O’Connor, a senior at Lindenwood University, works as a peer mentor and came to Lindenwood as a first-time freshman. The change in cultural environment and the distance from home left her feeling uncomfortable, so Lenzi understands how students feel: “As a peer mentor, I love being able to talk to other students about problems they are facing and helping them understand that they are not alone. College can be a scary experience at first, but once they realize that

everyone else has struggled with some of those same issues, they realize there is a light at the end of the tunnel. For me, being a peer mentor is a completely awesome and rewarding experience to help that realization come through for other students.”

Thinking of You

The office of SASS is the proud sponsor of the honorary society, Linden Scroll, which is strong in tradition and loyalty to the Lindenwood community. Linden Scroll students empower other students through activities and service to others including the “Thinking of You Cakes” fundraiser, a project that allows parents to order cakes for their students.

“We live in California and are anxious for Spenser to receive a little ‘Thinking of You!’ love from his family! It really is a sweet way to show we care! Thank you for mak-

Peer mentors help students with adjustment to the college environment by sharing their own experiences and fears as a college student and offering suggestions based on experience of how to overcome those fears and barriers.

ing this available and for making so many people happy,” responded an LU mother.

Through the Thinking of You Cakes fundraiser, Linden Scroll members work to make the University seem a little more like home. Whether parents send a cake to say, “Happy Birthday,” “We’re Proud of You,” “Good Luck in Your Game,” or simply, “Phone Home,” students on the receiving end of a cake know they are cared about by their family at home, as well as by their Lindenwood family through the efforts of Linden Scroll.

Kelsey Schaberg, a graduate assistant in charge of coordinating the Linden Scroll efforts, stated, “By providing assistance to fellow students in need, Linden Scroll is reaching out to make Lindenwood University a little ‘sweeter’ place, where students feel supported and celebrated as they pursue their educational goals.”



Human Services Student Organizations Seek to Enhance Student Recruitment and Retention

Billi J. Patzius, PhD

The lower level of the Memorial Arts Building located at the St. Charles Lindenwood campus is bustling with students every Tuesday at 12:15 p.m., when the weekly Criminal Justice Student Association (CJSA) meeting is held. Each week, more and more students file in to join their colleagues. The topic for the week of October 7, 2013, was Homecoming. Students from the Criminal Justice Student Association (CJSA) and Social Work Student Alliance (SWSA) decided to work together to decorate a float and eagerly planned their activities for the day. One student was particularly excited about the theme “Have No Fear... the Lions are Here,” due to its reference to superheroes, and he volunteered to dress as Captain America to show his enthusiasm for the Homecoming festivities. The students laughed,

shared ideas, and volunteered for various duties until it was time to leave for their next class.

The faculty-led student organizations within the School of Human Services seek to provide students with guidance and a sense of community, along with opportunities for development and networking as they progress through their degree programs. Graduate and undergraduate students majoring in one or more of the degree programs within the School of Human Services are preparing for a future of helping people in need.

The nature and content of service work curricula is unique and challenging, and a strong support system is vital to student success. Student organizations allow participants the

opportunity to meet people with similar goals and values, plan community service events, and engage in academic discussions in a supportive, yet enjoyable environment.

Faculty members are fundamental to the success of the various organizations and take part because of their genuine care and concern for student success.

The various organizations within the School of Human Services include each of the following:

- The Vine – Christian Ministry Studies
- Criminal Justice Student Association – Criminal Justice
- Nonprofit Administration Student Association – Nonprofit Administration
- Social Work Student Alliance – Social Work



Communications Students Go to Work in LBTV Studio

Brendan Leahy, MFA

Quizzes, midterms, and final exams are words likely to induce a feeling of anxiety in the typical college student, yet these assessment methods are often vital for the professor eager to gauge the degree of learning in the classroom. Instructors work hard to engage students and encourage them to apply the knowledge and skills they have acquired with learning activities that allow for inquiry, exploration, and problem solving. If one were to ask, “What does the engaged student look like?” an example could be easily found on the

Lindenwood University-Belleville campus, where the recently established Lindenwood Belleville television studio (LBTV) is the vibrant hub of student-driven video projects and a location of active applied learning.

Communications students are utilizing the LBTV studio to produce and broadcast live Lindenwood athletic competitions complete with play-by-play announcers and color commentators. They conduct public service announcements with government officials, shoot green-screen effects, and even create

pilot episodes of new television shows.

In addition to working hands-on with industry standard technologies, LU-Belleville students can be found writing, planning, troubleshooting potential problems, asking and responding to difficult questions, interacting with community leaders and fellow students, and immersing themselves in the craft of creating new and interesting content.

Since the Communications Department is in a state of growth, students are consis-

tently encouraged to put their knowledge and creativity to work on and around campus right away. As radio/TV broadcaster and senior communications major Corey Meehan puts it, “The opportunities that we’re given is what I appreciate most about the Communications Department.”

The LBTV studio is evolving by leaps and bounds, and numerous opportunities exist for student involvement. The department looks forward to continued growth sparked by the active involvement of its talented students.

Ashley Pollock, ALM

Students appreciate a comfy study environment. Thinking about the student perspective has been a key aspect in developing the Academic Success Center (ASC) at Lindenwood University-Belleville. In creating a comfortable space for students to focus on their coursework, the goal was to provide a physical space that was conducive to studying while also being a place that offered a multitude of resources to help support students in meeting their class goals.

Tutoring is a central part of that support system. Peer tutors offer one-on-one assistance in a number of subject areas. Student tutors are vetted by the appropriate department and then trained to engage with students on an individual level, listen to their questions, and then convey helpful subject-related information. “My experience has shown me that the ASC provides a safe atmosphere where students can draw from their already existing knowledge while working with the feedback of tutors,” offers English tutor Bridget Larsh.

Writing consultations are among the most utilized resources. Students know they can seek guidance at any stage of the writing process. Dan Stumpf, head English tutor, emphasizes the value of these consultations: “Conversations with students can be a remarkable tool to helping them advance their writing.”

Raising self-esteem is often a benefit of peer tutoring. Head math tutor James Vanderjack has had a number of positive experiences working with students who once expressed a level of anxiety related to taking math, but after reviewing specific steps to solving problems, felt confident and less apprehensive: “I feel a sense of satisfaction when students leave with a better understanding. I have even had a student express how she now *loves algebra*—that’s a really cool feeling.”

This collaborative, student-centered approach to assisting students with their studies fosters an academic community. Dr. Erin Mann, Chair of the English Department at LU-Belleville, observes, “Coordinating with the ASC has been enormously helpful for the English Department in supporting both our academic goals and some of our more fun activities. We used the ASC to host National Novel Writing Month write-ins on Fridays in November—it’s great to see a group of people writing so diligently in a common space.” Working with different departmental needs is a way to support academic aims while having yet another opportunity to connect with students.

Earning acceptable grades correlates with persistence to graduation. With that in mind, the ASC provides academic mentoring that helps students succeed in their classes each semester with the aim to increase retention and reinforce the track to graduation.

Academic success mentors are available to undergraduate students who seek to strengthen their study skills and approaches to learning. Mentors have at least a master’s degree in their field of study and an educational background that enables them to teach students how to be more invested in their education.

Mentors focus on the talents, interests, and future of the student in order to educate the whole student, and this may include talking with a student about the importance of attending class, communicating with professors, taking notes, and creating positive study habits. It is this dedication to the individual student perspective that encapsulates how the ASC has become a comfort zone. For Lindenwood University-Belleville, the ASC is “where Lynx go to get fierce with academics.”



Lynx Get Fierce with Academics



NCAA Athletics: Achieving in the Classroom

Scott Queen, MA

The grade point average of student-athletes competing in NCAA sports at Lindenwood University has increased from 2.7 to above 3.0 in a three-year period, and the student-athlete retention rate has increased. These indicators suggest that the student-athlete graduation rate, already higher than the institutional rate, will climb even higher in upcoming years.

Since applying to move to the NCAA, the male student-athlete retention rate has increased 19% to 72%, while the female retention rate has climbed 72% to 82.2%.

Athletics Director John Creer notes many reasons to be encouraged for the future, chief among them the new Academic Success Center, which opened in fall 2012, and the new Pride Rock Life Skills Program.

“The Academic Success Center is already having an impact,” Creer said. “It is open 83 hours a week, and we offer study halls, tutoring, group work, and an extensive at-risk program. We are confident it is the best Academic Success Center in all of NCAA Division II.”

Creer explained that academic coordinators at the center are assigned to specific sports. Each coordinator monitors attendance and academic progress for student-athletes, communicates regularly with coaches, facilitates tutoring appointments, and monitors mandatory study hours for at-risk student-athletes.

Pride Rock is a new program that provides student-athletes with the opportunity to promote, grow, and develop their career, academic, personal, athletic, and community outreach skills.

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Since applying to move to the NCAA, the male student-athlete retention rate has increased 19% to 72%, while the female retention rate has climbed 72% to 82.2%.

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Points are awarded for attending career nights, listening to speakers, and creating a LinkedIn profile, as well as for resume work, personal and team GPA, and participating in many other events and opportunities. Top point-getters receive Lindenwood apparel and other prizes.

“It is motivating and promotes team building,” Creer said. “And the bottom line is academic success. We are helping our student-athletes develop and prepare for their lives. It is very consistent with our mission.”

Joseph Lovell, EdD

The School of American Studies provides a personalized and hands-on approach to engaging students in their chosen academic and vocational career. The faculty members in interpretation, American studies, and recreation administration blend theoretical concepts in their field of study with real-world applications. Through the school, students have the opportunity to be involved in experiential learning programs, present research projects, and network with practitioners.

Lindenwood University owns and operates the Historic Daniel Boone Home and Heritage Center. “Lindenwood students have an amazing opportunity to get involved that other universities can’t offer; students are involved in the volunteer program, internships, and Work and Learn,” said Caitlin McVey, an American studies major. Students assist in special events, lead interpretative programs and tours, manage conservation projects, and work on marketing. These opportunities provide mutual benefits for the student, the University, and the historic site. “As a Work and Learn student, I earn money towards tuition, but at the same time, I gain valuable work experience in historic interpretation,” said McVey.

Another avenue that immerses students in their academic and career field is participating in professional associations and conferences. The recreation administration program offers students one hour of credit for attending a two to three day conference per year. This requirement motivates students to become involved in state, regional, and national associations and conferences at an early point in their career. Students are immersed in networking opportunities with practitioners as well as learn about the current trends in their chosen profession. Students are



Engaging Students Early in their Academic and Career Fields

also encouraged to present at conferences. They work with professors to develop research projects and presentations focusing on the student’s specialization. Lindenwood, in support of these experiences, has established a student travel fund that allows students to receive financial assistance to present at conferences. Each year since the establishment of this fund, at least one student from the recreation and interpretation programs has received financial assistance. This type of experience allows students to be fully immersed in their academic field of study.

Experiential learning opportunities are also used in the curriculum and encourage students to apply what they are learn-

ing in the classroom. For this purpose, the recreation program has created an annual 5K race as part of the *Recreation Program Planning* class. Students spend a major portion of the semester planning, marketing, fundraising, and recruiting volunteers for the event.

“The race was a great opportunity for us to apply what we were learning in the classroom and gain experience running an event from start to finish,” said Stephanie Heutel, a recreation administration major. Students also benefit by seeing the impact their work has on a community or individual. The past two 5K races have benefited an injured Lindenwood alumnus, Chris Lister. “We were overwhelmed and humbled that Lindenwood University

would reach out to Chris in this way and are deeply grateful for all of the efforts in both the planning and hosting of the event,” said Joan Lister, Chris’s mother. In addition to the experiential opportunities built into courses, the recreation degree requires two internships. These internships give students in-depth exposure to a possible vocation and require the same number of hours per week as a full-time position. Students have completed internships across the nation in community, outdoor, and commercial agencies.

These fully immersive experiences help engage students in their academic programs. Often it is such experiences that help students persist to graduation and then make a positive impact in society.



Navigating Success through Myriad Library Resources

Suzanne Gleason, Technical Services Librarian

In Lindenwood University's rigorous academic environment, it's vital that students receive timely and superior educational resources to support advanced study in their chosen fields. Butler Library strives to provide Lindenwood students with the tools they need to persevere and become successful college students.

As students progress through the academically demanding programs of Lindenwood University, they look to Butler Library to provide them with the resources they need. Each day, the librarians field questions from students seeking scholarly, academic research to support their rigorous programs. Students have multiple methods of which they can take advantage when seeking assistance.

The library offers generous operating hours with face-to-face time with a Reference Librarian. Students may sometimes struggle with difficult assignments and projects. During those times, the staff of Butler Library bridges the gap and aids in the process of gaining relevant and current material to support class work and gain a fuller understanding of student coursework.

This type of support is not reserved for only those students with the ability to travel to the physical library building. Butler Library maintains a large virtual presence and offers support to students who take online or remote classes, are busy raising families, or have other responsibilities. These students also benefit from the guidance provided by Butler Library. The staff encourages students to email, phone, or utilize the chat function to communicate their needs and questions. Students are provided with the high quality books, articles, and streaming video that they need to succeed in their academic programs, regardless of whether or not they are able to physically visit the library.

Each semester, Butler Library provides approximately 80 bibliographic instruction sessions to undergraduate and graduate classes. During these instructions, students are given hands-on instruction on how to utilize the many resources of Butler Library and receive the help they need. The librarians gear each instruction to the specific content of the class. These instructions assist students as they persist through the requirements of their academic programs.

The librarians of Butler Library strive to connect busy students with the resources they need. The support provided is a vital educational component that allows students to persevere through to graduation. The skills and knowledge they receive during their time at Lindenwood University provide a strong base for continued success in their life and career paths.

Beth Mead, MFA

LCIE, Lindenwood University's accelerated evening program, is designed to make higher education relevant and convenient for working adults. Classes meet once per week in the evening and are offered at a variety of off-site locations, allowing students to attend class close to work or home. Degree programs include Business Administration, Communications, Criminal Justice, Information Technology, and more, and are designed to give students a learning opportunity that can advance their careers.

Students are engaged through coursework with real-world applications, as assignments cover information and ideas that can be applied directly to the workplace. As Kyle Coble, Director of Marketing, notes, "We look to explore current cases in marketing and how those cases are relevant to our students' work and their understanding of marketing as a discipline that integrates with other functional areas in business." Discussions actively involve students and include concrete examples from the experiences of the instructor and the class participants. Students gain information and understanding in class each night that they can put into use at work the next day.

Instructors with significant experience in the industries in which they teach reflect this concept when assigning projects. Larry Acker, Director of Undergraduate Health Management, recognizes the importance of this approach: "One of our more innovative ideas comes in our undergraduate capstone course, where students develop a business plan for a simulated project or program. They apply many of the skills learned in previous clusters such as law, human resources, accounting, statistics, and management. At the end of the quarter they have refined skills that will be a great resource in the job market, and they essentially have a portfolio that they can show to potential employers." LCIE retains students and encourages them to persist in their studies toward graduation through a coursework, employment, school, and life connection.



Engaging Working Adults through Coursework with Real-World Applications

“ LCIE retains students and encourages them to persist in their studies toward graduation through a coursework, employment, school, and life connection. ”

W. Travis McMaken, PhD

Lindenwood's School of Humanities offers a number of unique educational opportunities and experiences designed to deepen students' engagement with their disciplines and encourage a sense of personal investment in the University.

One constellation of such opportunities comprises the study-abroad programs housed in the Department of Chinese Studies and the Department of Foreign Languages. Students majoring in French or Spanish are required to spend a semester abroad, and the department has developed relationships with universities and language schools in France, Spain, and Costa Rica to facilitate that requirement.

Nancy Durbin, Professor of French and Chair of the Foreign Languages Department, established the department's study-abroad program in 2005. Initially serving only students majoring in French, it was the first program of its kind on Lindenwood's campus and has sent approximately 70 students to study at Lindenwood's partner institution, the Université de Caen.

Professor of Spanish Maite Nunez-Betelu oversees a complementary program developed for students majoring in Spanish. Durbin highlights the importance of the department's study-abroad program by describing it as "a major recruiting and retention tool."

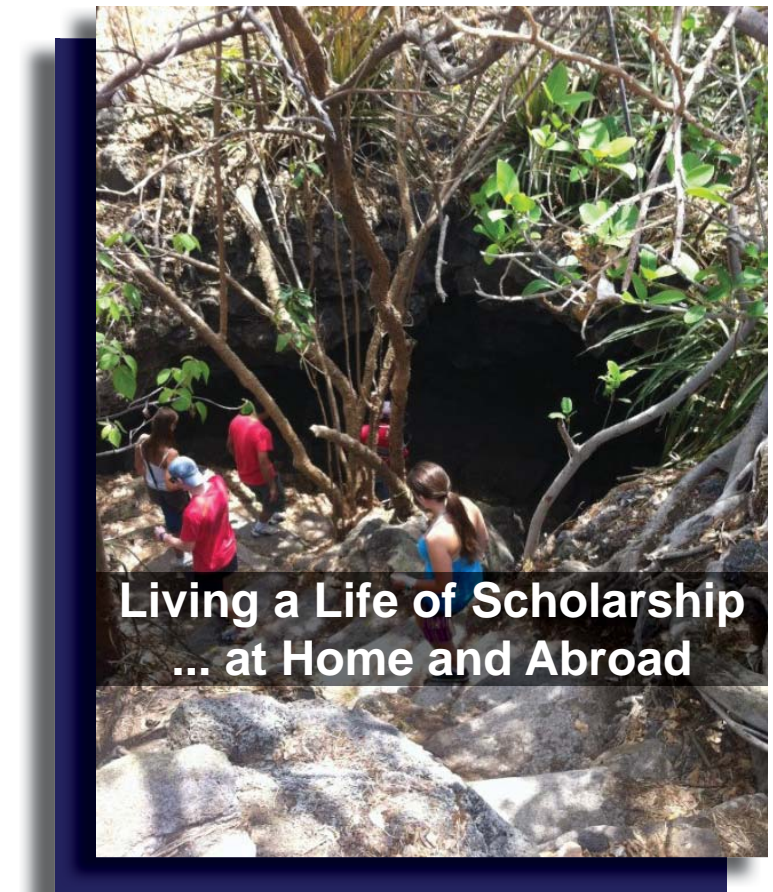
The prospect of studying abroad gives students a clear goal for their language study, but it also provides an exciting reward for those who persist in the program. According to Nunez-Betelu, "Our students are excited about putting to use what they learn in class." Students agree. Veronica Hernandez recently spent her semester abroad at the Centro de Lenguas Modernas, part of the Universidad de Granada in Spain, and she described the semester as "truly a life changing event." She continued, "I believe my study-abroad experience had an important role in my LU education. It has really made me a better student."

One unique benefit of the study-abroad relationship forged between the Chinese Studies Department and Wenshan University in China is that students from Wenshan have the opportunity of visiting Lindenwood and serving as instructors for Mandarin classes. By giving Lindenwood students the opportunity to learn from native speakers, the Chinese Studies Department hopes to make some of the benefits of a study-abroad experience available to students on the St. Charles campus.

The History Department also provides students with exciting educational opportunities, one of which is its internship program. While this program, required of all the department's majors, gives students a

chance to apply their historical knowledge and research skills in practical ways, it also provides them with a galvanizing experience that energizes them for the classroom. As history major Kami Ahrens put it, "Before my internship, I was taking courses, hoping they would lead me onto a career path. Now I have a more definitive idea of where I'd like to go with history. Having specific goals in mind inspires me to push harder in my classes and in external activities."

In addition to providing this sort of energizing experience, history internships allow students to connect more deeply with the University. History major Corey Duncan completed his internship working with Paul Huffman, University Archivist, and Dr. Steven Gietschier, University Curator, investigating gaps in the records concerning banners historically used by Lindenwood University sports teams. Likewise, history major Katie Bava completed an internship at White Haven, Missouri's Ulysses S. Grant National Historic Site. While there she participated in living history events. As Professor of History Kris Smith, PhD, recounts, Katie "applied those skills to revive a long-standing tradition of the appearance of Mary Sibley's ghost on Halloween playing the organ in Sibley chapel." Projects like these not only energize students to persist through their programs of study, but they also promote engagement in the broader campus community.



Living a Life of Scholarship ... at Home and Abroad

Another means by which the History Department engages its students is through the Undergraduate History Conference held yearly in February. Students submit papers to a panel of faculty reviewers, and authors of the best papers are invited to present them in an academic conference-like environment.

Assistant Professor of History Patrick O'Banion, PhD, one of the conference's organizers, believes that this event provides students with an important formative

experience that ties them more closely to the University: "Connection is rooted to identity, which is deeply connected to experience. One of the things that we are able to do with the Undergraduate History Conference is provide students with a unique experience that helps them to see themselves as part of the community of historians and, more broadly, of scholars at LU." President James D. Evans, PhD, has generously provided a cash prize that is awarded to the student with the best paper.



Getting Personal in Ways that Support Success

Jan Munro, EdD

What does the Department of Counseling do to engage students and help them persist to graduation? Several projects within the department contribute to Lindenwood students' immersion into University culture so that they will ultimately celebrate their success at graduation. The counseling discipline is especially invested in helping students grow into satisfied, successful citizens of the Lindenwood community and beyond. Counselors build on the client's strengths, believing that each individual has the means for growth within him/herself. Projects that have grown out of the department's clinical component, the Student Counseling and Resource Center (SCRC), include 1) collaborating with the Office of Student Academic and Support Services (SASS), 2) providing test anxiety counseling, and 3) offering diagnostic testing to students.

The SASS project, SCRC-Success, offers individual counseling to students who are most at-risk of academic failure. Counseling interns are assigned to academically

at-risk students who work with the intern to identify environmental and emotional barriers to academic success. In spite of the fact that these students are mandated to attend counseling sessions, the results are often positive.

Concerning a recent experience, intern Casey Will stated, "After the initial few minutes when it was clear the client was not happy to be in counseling, she suddenly opened up and showed true emotion. This let-down of emotions allows the client and intern to address the barriers to success. Students who receive SASS services are often able to focus more effectively on their academic achievements."

The SCRC also provides counseling for test anxiety, helping many students succeed with Praxis and other standardized tests required as markers to progress through their programs. According to Dr. Munro, who provides a structured strategy for test anxiety through relaxation therapy, "Test anxiety can be very debilitating

for students who are otherwise successful in every way. By probing to discover underlying concerns, the anxiety surrounding taking standardized tests can be lifted." Many students have been able to move on to attain their goals of student teaching or graduation once they can immerse themselves in the content and lift the anxious feelings that once stood in their way.

The Department of Counseling offers diagnostic educational evaluation services to Lindenwood University students, which include an evaluation of cognitive processing ability (IQ); determination of academic achievement including academic strengths and weaknesses; perceptual evaluation; attention/behavioral assessment; and evaluation in other domains as may be required to provide a detailed description, diagnosis, and recommendation sequence for the student.

Dr. Holly Karraker, who provides these services, stated, "Educational evaluation services benefit Lindenwood University

“ The counseling discipline is especially invested in helping students grow into satisfied, successful citizens of the Lindenwood community and beyond. Counselors build on the client's strengths, believing that each individual has the means for growth within him/herself. ”

students whether or not they have been previously diagnosed." Some students may come to the University with a previously diagnosed learning disability, but with outdated evaluation results; such students benefit from having updated evaluation information. Other students may come to Lindenwood University with previously undiagnosed learning disabilities; these students may have been able to compensate for their learning issues through their elementary and secondary education only to find their compensatory strategies are insufficient at the university level. For these students, an evaluation and subsequent diagnosis may enable them to receive accommodations that will help them be successful in their studies at Lindenwood.

The Department of Counseling is truly dedicated to the emotional, academic, and social growth of its students so that they will continue their studies at Lindenwood, complete their programs, and go on to become active members of the global community.



Hands-On Learning in Health and Fitness Sciences and Athletic Training

Cynthia Schroeder, PhD

The Athletic Training Department has a unique approach to student engagement and education. Through their nationally accredited program, the students are able to receive numerous hands-on experiences very early in their academic careers at Lindenwood. As a part of the coursework, students gain knowledge in a variety of day-to-day experiences by completing clinical rotations with over 30 athletic teams competing at LU. This unique experience contributes to retention of students in the program as students are able to apply the skills they learn in the classroom, which include evaluating signs and symptoms, assessing injuries, implementing injury prevention strategies, and designing appropriate rehabilitation protocols. As a culminating experience, seniors enroll in an integrated

experience, which may include opportunities with the St. Louis Rams or clinical rotations with LU team physicians, as well as other physicians and high schools in the area. Students also have the opportunity to belong to the Student Athletic Training Organization, which participates in community service and fundraising, expands professional networking opportunities, and travels to regional and national professional organizations.

The Health and Fitness Sciences Department offers programs that prepare students for careers in exercise physiology, strength and conditioning, corporate wellness, health, physical education, and other allied health careers. In addition to the academic curriculum, students gain practical experiences through several

“ This unique experience contributes to our ability to retain students in the program as students are able to apply the skills they learn in the classroom, which include evaluating signs and symptoms, assessing injuries, implementing injury prevention strategies, and designing appropriate rehabilitation protocols. ”

internship opportunities either on campus at LU's state-of-the-art High Intensity Training facility or in the community working side-by-side with exercise science professionals. Experience sites might include local hospitals, athletic training facilities, fitness centers, NCAA collegiate programs, and professional organizations such as the St. Louis Blues.

Students work to design and implement programs that will improve sports performance and minimize injury risk to athletes. These opportunities have proven to be a valuable recruitment tool for students. Another opportunity on campus and in the community includes experiences with athletes who participate in disability sports at competitive and Paralympic levels. Students experience sports such as Goalball and Paralympic sports such as Sit Volleyball for the visually impaired and sledge hockey for lower-limb mobility impairments. These experiences help to increase students' knowledge of global opportunities for sport and recreation for individuals with disabilities.

Along with the undergraduate Exercise Science program, students may enroll in a

graduate program in Human Performance that offers an advanced curriculum in exercise science. While taking courses, students also have the opportunity to gain knowledge and experience in more practical settings.

Examples of these opportunities include graduate assistantships and internships with several teams, including NCAA Division I, II, and III athletic programs, semi-professional teams, and the Colorado Springs Olympic Training Center.

To provide students an additional area of specialty practice, minors in Health and Wellness, Health and Fitness Management, Strength and Conditioning, Coaching, and most recently, Nutrition are offered. Students graduating with one of these minors, in addition to a Bachelor of Science in Exercise Science, will have an extra résumé booster when searching for employment.

The Health and Fitness Sciences Department also recently started the Nutrition Club, a student organization focused on providing students and faculty with nutrition education and tips to promoting a healthy and balanced lifestyle.

Joe Alsobrook, EdD

The School of Fine and Performing Arts is committed to total artistry through the engagement of students, encouraging persistence to graduation, and enabling students to specialize in or explore multiple interests.

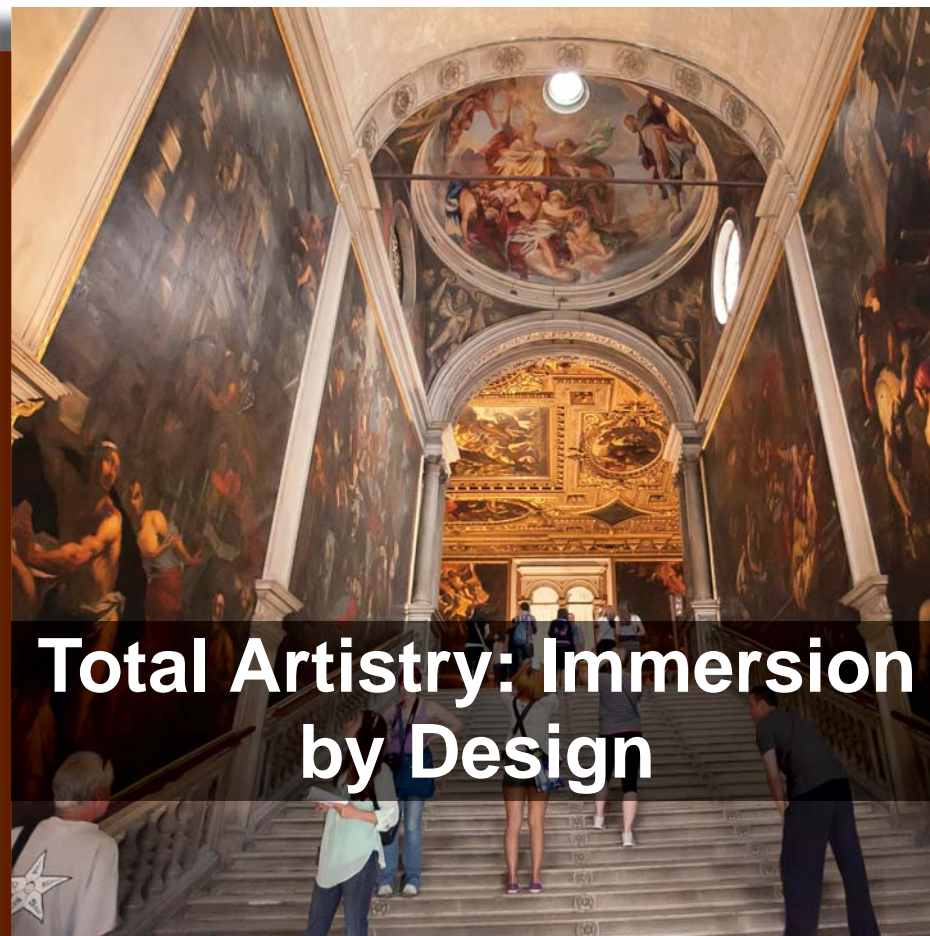
All of the arts with all of the opportunities: That's what students find at Lindenwood—art and design, dance, music, and theatre professionals working to produce scores of traditional and cutting edge performances and exhibitions in a diverse, supportive, and challenging environment. The school is a community of artists and creativity who work collaboratively, such as music, dance, and theatre students who work to produce Broadway musicals or music and communications students who work to bring classic silent films to life. According to Sarah Chauvin, a senior dance major, "Collaborating with the other arts allows me to connect with other people, gaining new insights into what they do and increasing their appreciation of what I do."

In conjunction with Lindenwood's mission to develop the whole person, all of the arts programs are driven by student learning outcomes that collectively develop and define the total artist—essential, interconnected skills that can be drawn and built upon to make a life as well as a living. And to ensure that students stay the course, faculty and majors convene regularly through semester reviews, juried performances, and critiques, as well as weekly production meetings and recitals.

To enhance curricular offerings, each department within the school supports student organization clubs and honors

societies. Theatre students can become members of Alpha Psi Omega, the National Theatre Honors Society. Artists, designers, and art historians enter their work in annual student shows, exhibit their work in the metro area, and can join the Art History Association or the Fashion Design Club. Music students can participate in Phi Mu Alpha Sinfonia or Sigma Alpha Iota, the Lindenwood chapter of the American Choral Directors Association, and activities sponsored by the student chapter of the National Association for Music Education. For students passionate about dance, the Dance Alliance is open to all Lindenwood students and dedicated to sharing the joy of dance through master classes, flash mobs, and special student-produced events.

The world is a stage, and the School also offers annual opportunities to study abroad, enabling students to make connections and build lifelong relationships internationally. Whether students wish to travel to London and Dublin with the Theatre Department to see the famous Globe Theatre where Shakespeare's plays were performed, join dance and fashion design classes held in Paris, or travel to Italy to visit the Colosseum, ride in a gondola in Venice, and see Michelangelo's David in Florence, opportunities abound for all interests. Jordan McLaughlin, a senior art history major, says it best: "Studying abroad gave me the opportunity to learn in a way that was much more hands-on, which complemented my studies in a classroom. It was an unforgettable life experience." If extended cultural immersion is desired, students can also study in Florence for a whole semester—a true citizen of the global community.



Total Artistry: Immersion by Design



Opportunity Begets Opportunity

Karolina Schneider, EdD

Opportunity is the word most often used by students when asked to sum up the value of their educational experience in Lindenwood's School of Business and Entrepreneurship: opportunity to receive quality academic advising and career advice; opportunity to be involved in student clubs, professional organizations, and academic seminars; opportunity to engage in meaningful and publishable scholarship; opportunity to study abroad; opportunity for community involvement; and opportunity for internships while in school and employment upon graduation.

"Faculty" is the word most often used by students when asked

how opportunity is created. Members of the SB&E faculty integrate the concept of opportunity as they teach, lead, and work together with each other, with students, and with the support of the administration. Opportunity creation is what persistently drives students toward graduation. Opportunity creation is a natural outflow of SB&E faculty experience and involvement. When students are offered opportunities that are new and valuable, they become committed to learn, grow, and give back.

The depth of faculty involvement in student life and commitment to student opportunity is displayed in advising for

academics, student clubs and organizations, and careers. In the SB&E, students are paired with faculty advisors with expertise in any of the 13 degree areas. Academic program-specific faculty advisors ensure student progress through to completion of their entire program of study, keeping them abreast of various program requirements. Additionally, student clubs and seminars in accounting, finance, human resources, marketing, global business, economics, and sport management and student organizations such as Delta Mu Delta Honor Society and Delta Sigma Pi Fraternity pair students and faculty advisors in their areas of interests. These clubs and seminars regularly host

professional speakers and local businesses at events providing students a small-group setting in which to engage in learning outside of the classroom.

Elizabeth Ammann, Associate Professor of Accounting, and Jennifer Mack, Department Chair and Assistant Professor of Accounting, connect students with industry professionals at Fortune 500 companies and area businesses. Representatives from Edward Jones, RubinBrown, Brown Smith Wallace, Stone Carlie, Cassidy Turley, and Mueller Post visited Harmon Hall in the fall of 2013 to interest students in the fields of accounting and finance.

SB&E faculty members actively seek to help students engage in meaningful and publishable research. In the past year, students have published work in conference proceedings, presented and won awards at collegiate research symposiums, competed and placed in a case analysis competition, and published peer reviewed articles.

Shelly Daly, Associate Professor of International Business, immerses students in the nuances of global business by providing opportunities to study abroad. In the last year and a half, SB&E students have studied in China, Costa Rica, Greece, and Italy, where they observed the impact of austerity measures in Athens, witnessed the agricultural resurgence of family farms in Brindisi, and saw Shanghai from the 110th floor of the World Financial Center, thereby realizing that learning

goes beyond the classroom, textbooks, or campus. They experienced the world of international business, finance, marketing, and sport management with the same professors who taught them the theory and concepts in the SB&E.

Internships have also proven to be excellent and valuable additions to building community relations for SB&E while providing employment opportunities for students. Associate Professor Molly Hudgins, Sport Management Department Chair, is a strong supporter of practicums as a way to increase engagement, involvement, and persistence to graduation. The high standards of excellence exhibited by the SB&E recently led to the sport management program becoming the official program for the St. Louis Rams professional football team. This opportunity not only guarantees internship positions for qualified LU students, but also allows class shadowing for more hands-on types of opportunities.

So what are LU students saying about the SB&E faculty? David Wehrle, SB&E undergraduate, stated, "The School of Business and Entrepreneurship has a great faculty. Teachers put forth every effort to make sure everyone is learning how the topics covered in class correspond to the real world. Lindenwood has challenged me past the point I believed it could and has given me the opportunity to grow into a stronger individual."

Opportunity! That's what the SB&E faculty creates for students.

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