
SUMMATIVE REPORT

January 2007



Furthering the Dream, 2002-2007

**Strategic Plan for Lincoln University
Jefferson City, Missouri**

Center for Assessment, Institutional Research & Planning

FURTHERING THE DREAM 2002-2007 SUMMATIVE REPORT

January 15, 2007

INTRODUCTION

Furthering the Dream, 2002-2007 has guided Lincoln University and its leaders for five years. This report summarizes and highlights some of the accomplishments and progress made toward the goals and objectives as stated in the plan in these years. Thus, it may serve to inform the University community of where we have been, highlight successes we have achieved, and point out areas in which we need to continue to strive as we begin to think about the strategic directions for the future of Lincoln University.

Furthering the Dream, 2002-2007 was commissioned in 2001 as an evolutionary plan based upon the University's previous planning document, *A Paradigm for Change: An Institutional Framework 2000-2005*. The ten goals and some fifty objectives stated in this plan were the result of careful consideration of the previous plan, as well as adoption of new initiatives, by a wide array of Lincoln University stakeholders. The process represented a "bottom-up" approach and involved a series of focus groups at various levels and with various constituencies of Lincoln stakeholders which took place over several months. The plan itself was created by a select strategic planning committee, comprised of administrators, faculty, alumni, community representatives, and professional staff, and was approved by the Lincoln University Board of Curators in the fall of 2002.

Great changes have come to Lincoln University in the last five years. Significantly, in 2003, the University completed its accreditation self-study and was granted its 10-year reaccreditation by the Higher Learning Commission of the North Central Association. The College of Business and Professional Studies, the Department of Nursing Science and the Department of Education achieved reaccreditation from their professional agencies. New programs and majors have been added, and the administrative structure of the University has been reorganized twice to improve efficiency and conserve resources.

The physical aspect of the campus has changed immensely, while remaining true to our historic architectural traditions. Scruggs Student Center has been renovated, as well as two of our National Historic Register buildings; residence halls have been modernized, classrooms made technologically friendly and computer labs added and updated. The University has kept pace with rapidly changing technology. In 2006, Lincoln University has a fully-functional Datatel system integrating its admissions and student services, administrative and financial operations, and human resources services. It has a state-of-the-art VoIP phone system connecting faculty and staff and is completing a wireless initiative to provide wi-fi internet connection almost anywhere on campus. While the University has not achieved the optimistic enrollment growth it sought, it has maintained its diversity and its international enrollment levels; its residence halls are at capacity in 2006; and it retains its reputation for access and

affordability. Student services are enhanced, as are services for under-prepared students seeking the opportunity afforded by a college education. Significant measures have been taken to integrate budgeting with planning and to develop a culture of assessment. In years of shrinking state appropriations, the University has succeeded in increasing grant funding, opened an Office of Sponsored Research and Grants, and initiated a series of on-going fund-raising efforts.

In short, pursuing the goals and objectives set down in *Furthering the Dream, 2002-2007*, Lincoln University is a better place to learn, a better place to teach, a better place to live and work. Following the format of the strategic plan, this report will highlight some of the outstanding achievements of the past few years. By reviewing our past we will be encouraged to envision our future, formulate new goals and strategies to reach them, and move boldly forward in achieving our mission.

This report was prepared by the Center for Assessment, Institutional Research and Planning who would like to thank the many faculty, administrators and staff of Lincoln University that assisted by providing information and data.

1. ACADEMIC PROGRAMS

GOAL: Lincoln University will prepare students for careers and lifelong learning by maintaining and developing high quality programs, grounded in the liberal arts and sciences, focused on public service professions and taught by a highly qualified and dedicated faculty.

Objective 1.1 All academic programs will be reviewed annually and recommended for enhancement, modification, reduction in scope, consolidation or elimination.

Traditionally, academic program reviews have been conducted by Deans and Department Heads in accordance with the Missouri Department of Higher Education five-year rotation schedule. Since 2002, academic program data has been compiled annually by the Center for Assessment, Institutional Research and Planning and reported to the chief academic officer, deans and department heads. These reports assist faculty and administrators in departmental reviews.

Based upon data generated by program reviews, surveys, and discussions, a variety of changes to academic programs have been made. These changes were designed to better serve the students, improve quality, increase efficiency, and conserve resources.

Enhanced programs include the MBA program which currently includes two new areas of emphasis, Entrepreneurship and Public Administration and Policy.

The degree program in Office Management was discontinued in 2004.

In addition to changes to academic programs, policies governing the offering of intersession courses have been modified in order to ensure higher quality teaching and learning opportunities. Policy changes have resulted in limits to the number of courses that may be taught by an individual, and the number of courses a student may take. While the number of intersession courses has declined slightly, it is felt that the quality of educational opportunity offered by intersession courses has improved.

Objective 1.2 Lincoln University will equip and update all identified classrooms and laboratories with state of the art information technologies and instructional equipment.

Despite constrictions of state budget allocations, the University has continued to enhance the technological capacity of its teaching and learning environments at a steady pace. Increased grant funding, memoranda of understanding, and administrative actions have contributed significantly to the progress and achievements highlighted below.

The University currently has 30 computer labs in classrooms, Page Library, Scruggs Student Center and the Ft. Leonard Wood facility, with 481 computer terminals. Seven new computer labs with 143 PC's have been established since 2002. This represents a 23% increase in labs and a 36% increase in available terminals.

Fifteen of these labs are classified as "open" for individual student use; other labs are designated for specific educational and training activities. Twelve labs are fully supported by the Office of Information Technology and fourteen enjoy partial support. All feature up-to-date operating systems and software.

The University has made a strong effort to bring state-of-the-art teaching technology to its faculty and students. There are 31 "Smart" classrooms across the Lincoln University campus. "Smart" classrooms provide the instructor with a technologically equipped classroom in which all the equipment is integrated. Equipment usually includes a smart board, Elmo, VCR/DVD player, projector, computer and audio equipment. In 2002 "Smart" classrooms existed only in the Department of Education and the new Page Library.

Grant awards from the U. S. Department of Defense have provided funds to add a state-of-the-art computer lab in 222 Founders Hall and state-of-the-art media rooms in 308 and 309 Founders Hall, as well as funds to add twelve new lap-top computers, a state-of-the-art mine detection simulation facility, and smart board in 218 Founders Hall.

Memoranda of Understanding (MOU's, or informal contracts between University entities and government agencies, community organizations or other educational institutions) have increased the University's access to equipment used to develop or upgrade teaching and learning technology. As examples, the Geospatial Information Systems laboratory is being completely renovated and new computer systems were added in 2006; significant funding has been provided by USDA/Wildlife Services and Forest Service in support of the Wildlife Management minor; three computer laboratories were upgraded and miscellaneous teaching equipment updated for the Department of Computer Science, Mathematics and Technology.

A 2003 MOU between the Lincoln University Education Department and the eMINTS (enhancing Missouri's Instructional Networked Teaching Strategies) National Center established the first eMINTS certification program for pre-service teachers in the state, greatly enhancing those students' employment opportunities after graduation. This MOU brought funding for two new computer/training labs, peripheral technology and professional development for LU professors.

During the academic year 2005-06, the Lincoln University Technology Committee, working in conjunction with the Office of Information Technology, developed a PC replacement plan which provides a rotation schedule for academic computer and peripheral replacement. The University must consider funding sources and complete a departmental level needs assessment to fully implement this plan.

In Spring 2006, a \$10 per credit hour technology fee for academic year 2006-07 was proposed by the Technology Committee and approved by the Board of Curators. Initial uses of this fee include increased budget allocation for the Center for Teaching and Learning and support for the wireless campus initiative described later in this report. (See Technology, Objective 4.2, page 20).

Objective 1.3 Lincoln University will develop select new mission relevant programs that are responsive to the needs of the community, state and nation.

In response to perceived need and growth of existing programs, Lincoln University developed and was authorized to offer 9 new degree programs 2002-2007:

BS Political Science	2002
BS Sacred Music	2002
BS Wellness	2002
BS Agribusiness	2002
EdS Leadership*	2002
AAS Early Childhood Education	2002
BSEd Middle School Education	2002
BS Applied Science and Technology	2003
BS Environmental Science	2005

*It is particularly significant to the University that the Department of Education's Specialist in Educational Leadership degree was approved and saw its first graduates in 2004. The Specialist degree program, approved and accredited by the Higher Learning Commission of the North Central Association, represents the first post-masters degree offered at Lincoln University, and placed the University in the highest category of Comprehensive Masters I Institutions.

In addition, existing degree programs provided 4 new areas of emphasis for majors:

Entrepreneurship (MBA)	2005
Public Administration & Policy (MBA)	2005
Networking (BS Computer Information Systems)	2002
Web Development (BS Computer Information Systems)	2002

One new minor was approved:

Legal Studies	2002
---------------	------

The eMINTS program, described on page 2 above, offers pre-service teachers studying at the University an opportunity to earn certification in use of web-based technologies in the classroom. In addition, the University is a member of the Reading First Teacher Education Network (RFTEN) which provides professional development in scientifically-based reading strategies to faculty in select minority serving institutions of higher education. (Further details may be found in Objective 8.1, page 33, of this report.)

The Research and Extension wing of the University expanded its services as well. Aquaculture and small ruminant research and extension programs are being enhanced.

A 5,000 square foot building was purchased in St. Louis and renovated for use as an Urban Outreach Center. Personnel were moved into the facility in Spring 2004 and programming efforts in the region have expanded. Arrangements have been made to purchase and clear property in Kansas City; USDA Cooperative Extension facilities funds will be used to provide a new Urban Outreach Center in Kansas City. This facility will replace the current Outreach Center Building and will permit LU to continue existing, and offer new programs and services to the Kansas City community. Cooperative Extension also serves rural Missouri in the Southeast and Bootheel areas of Missouri. Programs use proactive solutions to address issues that affect children and families in rural Missouri.

In 2006, the University purchased the property at 900—906 Leslie Boulevard. Two thirds of the building will be used by Cooperative Extension for office and space to offer mission relevant programs and services to the Mid-Missouri area community. (For further details of this development, see Objective 1.6, page 6 of this report.)

Objective 1.4 Lincoln University will increase access to quality higher educational opportunities.

Increased access has been facilitated in three ways: 1) improved opportunities for financial support through scholarships and work-study; 2) modified or new delivery systems which allow greater opportunities for student participation and make content accessible to learners with a wider variety of learning styles; and 3) intersession courses, mentioned above, have been modified to ensure quality while continuing to provide access to educational opportunities between semesters.

Twenty new work-study student positions in Cooperative Research and Cooperative Extension were funded to provide a source of income for students, while the Department of Defense provided the College of Natural Sciences, Mathematics and Technology support for 20 new scholarships in Environmental Science as well as special funding to develop the program, thus demonstrating the effectiveness of the University's growing grant-gaining prowess and ability to form beneficial partnerships with external entities.

Fifty partial Presidential Scholarships and 15 Founders' Scholarships were approved in Spring 2006 and awarded in Fall 2006. In addition, the Tom Joyner Foundation provided additional one-time scholarship awards in 2002-03.

Advancing technologies have been used to enhance access to educational courses and programs in a variety of ways at Lincoln University. Examples of increased access made possible by technology are highlighted in the next six paragraphs.

Lincoln University now offers online programs. All Bachelor of Science Nursing courses are offered online; the nursing faculty has reviewed the BSN curriculum and changed to 8-week course structure beginning Fall 2006. Faculty members are reviewing teaching and evaluation methodologies to ensure best practices for online teaching.

In addition, the Associate of Applied Science in Nursing curriculum is being designed in 8-week blocks as well. Implementation is planned for Fall 2007, and will ensure greater access and convenience to students. The off-campus Associate of Applied Science in Nursing program continues to thrive at Ft. Leonard Wood with an average of 150 students enrolled per semester. In Spring 2006, Lincoln University joined over 100 other institutions in implementing an online procedure that allows soldiers utilizing Army tuition assistance to complete all processes (admissions, registration, billing, etc.) via the web.

A collaborative effort among the LU Education Department, the Office of Information Technology, and Datatel has resulted in the development of EDU 420, Teaching Reading in Content Fields, being offered online. Access to this course online was requested by the Kansas City Municipal School District for teacher certification. Development of this course resulted in the creation of a template which now serves as the foundation for Lincoln University professors to develop additional online offerings. Using this format, the first online general education course offered by the University, CD 200 Cultural Diversity, is scheduled for Spring 2007.

The Blackboard course management system was in its infancy in 2002; in 2006 it is a communication tool that links instructors, students, courses, library services and alumni to Lincoln University educational resources via the internet. In 2002 instructors were required to "opt-in" their courses individually; students were hand-enrolled and approximately 20 instructors made use of the system. Through the coordinated efforts of the library staff, the Center for Teaching and Learning, the Office of Information Technology, and the faculty and staff of the University, LU Blackboard currently has 12,202 (cumulative total) users; 4,489 courses have been made available to students and 786 courses are currently active. Each semester, a "shell" is provided in Blackboard for every course section offered at LU. The Blackboard system is administered from the Center for Teaching and Learning, coordinated with the OIT webmaster, and supported by the Coordinator of Multi-Media Services in Page Library. Trainings for faculty, staff and students are provided on a regular basis.

The Education Department has made efforts to demonstrate best practices in course delivery for their teacher-training programs through the use of equipment such as Smart Board, video taping, digital photography, and the implementation of the aforementioned eMINTS program.

In addition, more traditional improvements to educational access have been provided by the University. Dual credit allows students in local high schools to earn college credit while still enrolled in high school. Since 2002, the dual credit program has grown significantly. In Fall 2002, 244 students were enrolled in 25 courses at 9 different high schools. In Fall 2006, 440 students enrolled in 46 dual credit courses offered in 10 area high schools.

Finally, the Bachelor of Liberal Studies (BLS) degree provides an alternative to students who do not wish to pursue a traditional undergraduate major. Students enrolled in the BLS program can develop an individualized program of study around 2 or 3 different emphasis

areas. Since 2002, the program has grown from 29 majors in Fall 2002 with 15 graduates in the 2002—03 academic year, to 36 majors in Fall 2005 and 30 graduates in the 2004—05 academic year.

Objective 1.5 Lincoln University will develop and implement a systematic and uniform plan for academic advising.

Since 2003, the freshman advising system has been enhanced. Freshman advisors are now contracted for the entire year so that they are all available during the summer months for freshman orientation sessions. By working with Student Affairs, the method for assigning freshman advisors has improved so that the advisor the student sees during the summer orientation remains his/her assigned advisor. In addition, the record keeping, reporting, and tracking of freshman progress have been enhanced.

Advisement workshops were held for all graduate advisors during the 2004—05 school year. Workshops for MA, MEd, and EdS advisors were held in Fall 2004 and a workshop for MBA advisors was held in Spring 2005. In addition, new forms/letters were developed, approved, and implemented to better track the matriculation of graduate students. During the fall 2006 semester, advisement workshops were held for all faculty advisors. Each faculty member received an updated advisor's manual. With the implementation of Datatel, all faculty received training in using WebAdvisor, the portal used by faculty to access student records in Datatel. WebAdvisor was upgraded in 2005. In Fall 2006, a Committee on Advising was appointed by the President to make recommendations for improving academic advising.

In 2003, degree audits were written for all academic programs. Degree audits provide an electronic assessment of a student's progress toward his or her degree requirements, and are used by both students and their faculty advisors. In Fall 2006, the degree audit system began a revision/update process to reflect curriculum changes and to better incorporate transfer equivalences.

Objective 1.6 Lincoln University will improve the quality and expand the scope and breadth of its land-grant mission of instruction, research, extension and other outreach services.

A new major, the Bachelor of Science in Environmental Science, was approved in the Spring of 2005 and this coincided with development of an environmental science research program in Cooperative Research. During the past five years there has been a significant modification in emphasis areas for research and an expansion of facilities to support the new emphasis areas. Also, a new aquaculture research area has been developed. Development of these programs was coordinated with University of Missouri extension and research areas so that there would be no duplication of efforts. (See also Objective 8.1, page 33 of this report.)

Since 2002, a total of 10 ponds have been built and plans are underway to build additional ponds for aquaculture. An indoor aquaculture facility was developed on Carver farm and the swine research facility on Busby farm was completely converted to an aquaculture facility. Bennett Hall was renovated and reopened as a Living/Learning center in Fall 2004, which combines residence facilities for agriculture students with offices for agriculture professors.

A Youth Development Center is slated for completion in spring 2007. The Center consists of several log cabins located on Busby farm. It will be utilized primarily by youth and 4-H programs based in urban Kansas City, urban St. Louis, and the Bootheel area, and conducted by extension faculty. It is also planned that the facilities will be leased to the public when not in use.

A new building on Leslie Boulevard (South Campus) was purchased by the University (one third for general use and two thirds for use by the land-grant programs). Plans are underway to renovate approximately one half of the portion needed by the land-grant area. International Programs and The Paula J. Carter Center on Minority Health and Aging will be moved to the building once renovation is complete.

A building was purchased and retrofitted in Sikeston to house some of the extension personnel in the Bootheel region of the state. The extension building located in Caruthersville was destroyed by a tornado in 2005 and is in the process of being rebuilt. (Cooperative Extension outreach programs in St. Louis, Kansas City and Southeast Missouri also were discussed under Objective 1.3, page 3 of this report.)

Two hydroponics greenhouses were constructed at Carver Farm and a new teaching greenhouse was added to the Dickinson Research Facility. Miscellaneous construction includes new perimeter fencing and cross-fencing completed at Carver Farm, and a lounge for agriculture students that was renovated in Spring 2006.

The Agriculture Club was reorganized and provides support, equipment, animals and personnel to attend state and country fairs for students engaged in experiential learning.

Matching requirements by the federal government resulted in a portion of the former Mission Enhancement funds to be available for land-grant use and this resulted in an increased ability to integrate research, teaching, and extension efforts.

Objective 1.7 Lincoln University will develop, coordinate and implement continuing education courses and/or programs leading to a Lincoln University certificate of completion as well as academic courses needed to enhance employment opportunities of the students/citizens.

Efforts have been made and continue to be made to increase the number of non-credit courses offered through the Division of Continuing Education. During the 2002—03 academic year, 12 non-credit courses were offered with a total enrollment of 76 participants.

This increased to 18 courses with 132 enrollments during the 2005—06 academic year. Non-credit course offerings have included short courses in computer skills and personal development, and longer courses in paralegal, medical coding, and child development associate training. The longer courses are specifically designed to increase employment opportunities for participants.

The Division of Continuing Education received a State Emergency Management Association (SEMA) grant to offer bioterrorism training in 2004—05. Fourteen workshops were held in Jefferson City, Lake Ozark, and Rolla with 118 participants. Several of the workshops were offered in the Caruthersville area through ITV technology.

Finally, Committed Caring Faith Communities, a St. Louis-based organization, has partnered with Continuing Education to offer a week-long conference on campus for their Addictions Academy training in 2004, 2005, and 2006. In 2006, they held a second conference at the advanced level.

Objective 1.8 Lincoln University will establish and maintain a competitive faculty salary schedule in comparison to applicable peer institutions.

In Summer 2004, the Board of Curators, at the recommendation of the administration, instituted a 7% increase in compensation for faculty and a 3.5% increase for staff.

In May 2005, as a result of the Vital Focus process that identified employee compensation as the number one priority for University action, the President created an Employee Compensation Committee consisting of faculty and staff. In January 2006, the *Faculty Compensation Adjustment and Hiring Proposal* was submitted to the President. The President and the Budget Review Committee recommended adjustments to the fiscal year 2007 Budget to accommodate funding this proposal. The budget was approved by the Board of Curators in June 2006, and adjustments to the compensation package for University employees were effected July 2006, resulting in faculty compensation competitive with other Missouri State Universities (excepting University of Missouri and Missouri State University).

Objective 1.9 Lincoln University will develop, implement and monitor a program for faculty development and retraining.

Currently, training is provided to faculty, staff and administrators in a number of ways at Lincoln University.

Title III funding continues to provide the most comprehensive source of funds for faculty and staff development and training. Utilizing a “train-the-trainer” approach, recipients are required to present a workshop to faculty and staff based on their findings. During fiscal years 2002—2006, professional development opportunities for 235 faculty and staff

members have been funded with a total expenditure of \$294,055, an average of 47 participants and an average of \$58,811 expenditure per year.

The Center for Teaching and Learning provides training and assistance throughout the academic year and in the summer months in the areas of pedagogic techniques, teaching technology and software applications (i.e. Power Point, Excel, Dreamweaver, etc.)

Training is provided for the Blackboard classroom management system through the technology staff of Page Library and the Center for Teaching and Learning.

Since 2002, all modules of the Datatel University Management system have been brought online under the guidance of Collegis, the University's Information Technology manager. Training for the implementation and use of the Datatel system has been provided through a "train-the-trainer" approach. University User Groups have met regularly to oversee the operations of the individual modules and ensure refresher training is available. The Budget Officer has provided review training using the budget tools in the Financial Module each Fall semester. In April 2006, the University contracted training directly from Datatel for key personnel using the Student System Module.

In Spring 2006, the Lincoln University Technology Committee organized a subcommittee of faculty and staff, chaired by the Director of Teaching and Learning to oversee technology training issues on campus.

Objective 1.10 Lincoln University will redefine, re-design and implement a faculty evaluation system, which improves performance and rewards productivity.

All faculty members are evaluated annually in consideration of contributions to teaching, research and service. University policies and procedures for promotion and tenure recognize and reward faculty for excellence in each of these categories, especially teaching excellence and service to the campus, local, national and international community. Recommendations for tenure, promotion and/or sabbatical leaves are presented to Board of Curators for consideration, usually at the June Board meeting.

Faculty are encouraged and supported to participate in professional development to improve performance via the Title III grant, as well as the Center for Teaching and Learning. Additionally, departmental and college-specific programs serve to recognize and reward faculty for outstanding accomplishments in support of the mission of Lincoln University.

In Spring 2006, the Rules and Regulations Committee undertook the task of revising and updating the Lincoln University Rules and Regulations document, which had not been revised since 1977. One important component of this project is the revision of the Tenure and Promotion Policies and Procedures. The completed revision is scheduled for completion and consideration by the Board of Curators by June 2007.

2. STUDENT RECRUITMENT AND RETENTION

GOAL: Lincoln University will increase the enrollment and retention of all students.

Objective 2.1 Lincoln University will strive to reach an optimum enrollment of 5000 students by September 2007.

The Lincoln University Enrollment Management Plan 2002—07 was adopted July 2003 and work initiated on its implementation. Update meetings are undertaken annually in the Spring to assess progress and re-formulate goals.

During Spring 2006, a final assessment of progress toward the Enrollment Management Plan was completed and submitted to the President. At that time, the Enrollment Management Committee recommended hiring a consultant to assist the University in preparing a new Enrollment Management Plan. In Fall 2006, the American Association of Collegiate Registrars and Admissions Officers Consulting Services was hired to assist the campus community in initiating the creation of a new *Enrollment Management Plan 2007—12*. In Fall 2006, the consultant met with groups of faculty, staff and administrators involved in the recruitment, admissions, student life and retention services units on two separate 2-day visits. Work is currently underway to develop the new plan, with a scheduled completion date for the first sections of the plan set for January 2007.

During Summer 2006, the Admissions and Records Offices jointly developed a new recruitment plan which includes high school visits, college fairs, campus tours (coordination, scheduling, confirmation, agenda), campus events (open house the last Tuesday of the month, events and counselors' luncheons), alumni recruiting and application reporting. These offices are also planning to host St. Louis, Kansas City and mid-Missouri campus visitation of students and high school counselors. The strategies developed in this plan are currently informing the development of the 2007—12 Enrollment Management Plan.

While enrollment growth has not taken place at the robust pace projected in 2002, significant efforts have been made toward the objectives stated. The following pages describe efforts and data related to recruitment and retention of students in the years 2002—07.

Enrollment Data 2002—2006 Undergraduate and Graduate Students, Full and Part-Time:

	2002	2003	2004	2005	2006
Undergraduate Students	2,881	2,910	3,041	2,953	2,927
Graduate Students	211	218	234	227	297
Column Totals	3,092	3,128	3,275	3,180	3,224

The Office of Admissions continues to admit a good number of international students every semester. The applicants must apply for a visa at a consular office having jurisdiction over the aliens' place of residence. The University has seen a large number of denials of F-1 visas in the years since 9/11; however, the international enrollment has remained relatively constant, in contrast to a national decline in the number of international students studying at United States universities.

The University has identified top feeder countries and established faculty and alumni contacts with representatives in these countries to encourage international enrollment.

International Student Enrollment, undergraduate and graduate students:

	2002	2003	2004	2005	2006
International student enrollment	170	211	187	186	180

In order to promote Missouri enrollment from areas traditionally served, the University has identified the top ten feeder high schools in the St. Louis, Kansas City and Bootheel regions, selected schools from these top feeders to focus particular recruitment efforts on, and identified guidance counselors in each of the top feeders as LU contact persons. In these areas, LU recruiters participate in an average of 45 to 50 college fairs annually. Another initiative to solicit Missouri enrollment involved sending an LU recruiting team to select churches in the St. Louis and Kansas City areas during the 2003, 2005, and 2006 recruiting seasons.

Likewise, as recommended in the 2002—07 Enrollment Management Plan, efforts were made to increase Missouri student enrollment from areas within the 60-mile radius of the University by identifying schools with limited representation among the student body and concentrating recruiting efforts on those schools, including Hickman High School in Columbia, Cole County R-I in Russellville, and Eldon High School in Eldon. The Russellville and Eldon high schools are visited regularly and efforts have proved successful; Hickman remains a challenge and new initiatives are planned for the 2007 recruiting season.

Top feeder schools within the 60-mile radius were also targeted for attention, including Jefferson City High School, Helias, Fatima High School in Westphalia, and Blair Oaks near Jefferson City. Guidance counselors were selected as contact persons, and luncheons were held for counselors from select schools. LU recruiters attend more than 20 career and college days at high schools in the area. The Director of Continuing Education has substantially expanded dual credit programs in area high schools and dual credit students during 2005-06 each received a LU backpack containing admission and scholarship information as well as a letter thanking them for choosing the LU dual credit program. In Fall 2002, 244 students were enrolled in 25 courses at 9 different high schools. In Fall 2006, 440 students enrolled in 46 dual credit courses offered in 10 area high schools.

Missouri Enrollment:

	2002	2003	2004	2005	2006
Missouri enrollment, undergrad, full and part-time	2481	2446	2516	2465	2366

The University has also made efforts to increase out-of-state enrollment by identifying top feeder states (California, Illinois, and Kansas) and identifying alumni and alumni chapters to collaborate with Admission Office recruiting efforts. In addition, LU recruiters participate in more than ten out-of-state career and college days.

Out-of-state enrollment:

	2002	2003	2004	2005	2006
Out-of-state enrollment, undergrad, full and part-time	400	412	499	489	458

Since the creation of the School of Graduate Studies and Continuing Education in 2002, a special emphasis has been placed on marketing the graduate and continuing education programs. Details of these efforts may be seen in Objective 9.1, page 37, of this report.)

Graduate student enrollment increased from 211 students in Fall 2002 to 297 students in Fall 2006. The Master of Business Administration (MBA) program experienced the most growth; there were 52 MBA majors in Fall 2002 and 62 majors in Fall 2006 and the program saw a high of 81 majors in 2005. In addition, the number of graduate students enrolled full-time has increased from 56 in Fall 2002 to 70 in Fall 2006.

Graduate student enrollment:

	2002	2003	2004	2005	2006
Graduate student enrollment, full and part-time	211	218	234	227	297

Efforts to increase the residential enrollment include renovations to the Scruggs Student Center in 2002—03, the renovation of Tull Hall in 2002, the opening of the Bennett Hall Living and Learning Center Fall 2004, the renovation of the exterior and first floor interior of Anthony Hall in 2004. (Further details may be found in Objective 3.4, page 17 of this report.)

Residential student enrollment:

	2002	2003	2004	2005	2006
Residential enrollment	535	608	747	858*	757

*the 858 residential enrollment of Fall 2005 exceeds the current residential hall capacity. Additional residential space is currently planned.

Per Objective 2.1 of *Furthering the Dream, 2002-2007*, the University has made special efforts to promote enrollment in new and select programs and areas of study.

Enrollment in Targeted Programs:

	2003	2004	2005	2006
Early Childhood Education	6	13	15	16
Wellness	6	13	14	18
Sacred Music	5	9	8	8
Spanish	2	3	3	9

(Information for the tables above taken from *Facts and Figures Fall 2006*)

In Spring 2006, a new Associate Director of Admissions was hired to oversee the Admissions Office and program. In collaboration with faculty, staff and alumni, a Recruitment plan was created and implemented beginning Fall 2006. This plan will be incorporated into the new Strategic Plan (2007—12) that will be drafted during Spring 2007.

Objective 2.3 Lincoln University will increase the accessibility of its services by enhancing student financial aid.

In a further effort to promote enrollment, the University has attempted to increase the accessibility of its services by improving its default rate in order to increase student financial aid. In 2002, a default manager was hired. The table below presents a summary of LU default rates 2000—04:

Default Rates:

Fiscal Year	Rate	Process Date
2000	8.5	08/03/2002
2001	12.9	08/02/2003
2002	8.1	07/31/2004
2003	5.6	07/02/2005
2004	7.7	11/21/2006

The University has actively pursued its stated objective of improving retention rates and graduation rates through the development of several new programs and the enhancement of existing ones. Retention rates and the 6-year graduate rates are summarized in the table below with information taken from the *Fall Cohort Report: First-Time, Full-Time Degree Seeking Undergraduate Students—for Fall 1995, 1996, 1997, 1998, 2000, 2001, 2002, 2003, 2004, and 2005 Cohorts*.

Retention and Completion Rates:

Date	Percentage of original cohort returning for 2 nd year	Percentage of original cohort returning for 3 rd year	Percentage of original cohort returning for 4 th year	Percentage of original cohort completing LU academic program within 150% of time (6-year grad. rate)
1995	46%	33%	29%	27%
1996	60%	42%	41%	32%
1997	59%	43%	41%	30%
1998	58%	47%	40%	31%
1999	53%	41%	35%	29%
2000	52%	39%	32%	
2001	46%	35%	27%	
2002	54%	42%	34%	
2003	54%	42%	31%	
2004	55%	37%		
2005	52%			

Both the Student Success and the Summer Bridge programs have been implemented during the last two academic years. The Student Success program is designed for students admitted to Lincoln University under the open access policy, who enter with less than a 2.0 high school GPA. The program includes Success Counselors, The Success Connection, College Student Inventory, and includes a summer transition program called Bridge to Success. A permanent full-time Success Counselor was hired September 2005.

The College Skills Inventory (CSI) is administered to all first-time, full-time freshmen during orientation. The results of the Inventory are provided to the Transfer Student Coordinator, freshman advisors, and to the Student Success Counselor to determine the students' attitudes about college and what services they may need to persist in college.

A Default Management Counselor is available to help students with financial aid issues. In addition, the students are encouraged to seek out the services of the Counseling and Career

office. Finally, the students are provided with a tutor/mentor from The Success Connection, which is made up of retired faculty and alumni of Lincoln University.

Learning Communities provide an opportunity for students with common interests or majors to be enrolled as a group in several of their general education courses with the intention of increasing engagement and academic performance by creating a “community of learners”. Lincoln University initiated learning communities in Fall 2003 when two learning communities were successfully enrolled, one for average and above students, and one for developmental students. A Datatel registration system was developed for learning communities prior to Fall 2004; in Fall 2005, eight learning communities were offered and six of them formed; for Fall 2006, five learning communities will be offered involving fifteen faculty members and five peer leaders. A 2005 analysis demonstrated the success of learning community students:

Fall 2005 GPA, students in Learning Communities:	2.457
Fall 2005 GPA, students not in Learning Communities:	2.259

In Summer 2005, the First-Year Experience Committee was expanded and charged with developing a three to five year plan for the growth and enhancement of orientation, admission and Freshman-year experiences designed to promote effective transitions into university life and increase retention rates into the second year. Recommendations were reported to the President in Spring 2006.

As a result of these recommendations, all first-year experience programs currently report to a single director, the Assistant to the President for Academic Success and Student Retention. In addition, multiple orientation sessions were conducted during the summer of 2006; and, in Spring of 2006, with the cooperation of the Office of Information Technology, an early-warning, four-week intervention system is to be piloted. In addition, work has commenced on revising academic advising for freshmen; in Fall 2006, freshman advisors will continue to function by major area; each advisor will be compensated for a fiscal year from July to June 30; advisors will participate in each of five orientation sessions; advisors will have no more than 25 new freshman students each fall. Discussions will continue to systematize the addition/deletion of advisees, and the transfer of students to a major advisor. (For further information on improved advising at Lincoln University, see Objective 1.5, page 6 of this report.)

3. STUDENT SERVICES

GOAL: Lincoln University will improve its campus environment to achieve an atmosphere more conducive to student living and learning.

A great many renovations and innovations have been implemented to improve the living and learning environment for LU students, staff and faculty. Residence halls and lounges have been renovated, the Scruggs Student Center has been renovated, computer labs have been added and updated, wireless internet access, first possible in limited locations Fall 2006, is being made universal (Spring 2007), coffee kiosks and food courts are available in Page Library and Young Hall. Specific objectives are addressed below.

Objective 3.1 Lincoln University will annually assess the level of student satisfaction with student services and immediately address the areas of high student concern.

The Readiness, Orientation, Advisement and Registration (ROAR) Student Orientation Program Survey is a locally developed, 19-item survey that is designed to assess student satisfaction with the ROAR Student Orientation Program. Results are compiled and are used for internal decision-making and quality improvements in the student orientation program. The survey has been used during 2005 and 2006 orientation programs; substantial revisions of the 2006 orientation programs were, in part, implemented as a result of survey data.

The Continuing Student Satisfaction Survey (CSSS), a locally developed, 40-item survey, is administered to students in conjunction with the General Education Test during Assessment Week in the Fall and Spring semesters. The CSSS is designed to provide student feedback regarding the quality of educational programs, services and overall student experience at LU. Results of the CSSS are compiled each semester and disseminated to the President, Vice-Presidents, Deans, Department Heads, Directors and the Institutional Planner. In addition, an annual report, *The Lincoln University CSSS Data Analysis*, is available on the LU website at: <http://www.lincolnu.edu/pages/478.asp>.

The Graduating Student Survey (GSS), a locally developed, 40-item survey, is administered to students in conjunction with the Major Field Test during Assessment Week in the Fall and Spring semesters. The GSS is designed to provide student feedback regarding the quality of educational programs, services, and overall student experience at LU. Results of the GSS are compiled and disseminated to the President, Vice-Presidents, Deans, Department Heads, Directors and the Institutional Planner. An annual GSS report, *Graduating Student Survey Data Analysis for 2004-05*, is available on the LU website at: <http://www.lincolnu.edu/files/cairp/GSSDataAnalysis2004-2005.pdf>

Objective 3.2 Lincoln University will design and construct a comprehensive recreation and fitness facility to meet the needs of the general student population.

The renovation and expansion of Jason Hall to include recreation and fitness facilities, intramural courts, weight room, wellness center and natatorium is a high priority in the campus Master Plan of 2003. Planning monies and limited funding for essential repairs were received in 2000 and plans were drawn for the entire project. The renovation of Jason Hall gymnasium began in 2004 and included a new roof, bleachers, floor and HVAC. The Jason Hall project was completed Spring 2006. Each year, the Jason Hall South expansion project, which includes mission-essential recreation and health facilities and space for on-campus educational and research opportunities, has been included in the University's request to the state for capital improvements.

Objective 3.3 Lincoln University will seek to bring facilities and services into compliance with the Americans with disabilities Act (ADA), sections 504 and 508.

All new construction at LU is completed in compliance with ADA. While some computer labs have stations which are ADA compliant, not all labs meet the requirements of ADA. Full compliance will be accomplished through the development and implementation of the OIT strategic plan and the implementation of the PC replacement plan. The Student ADA Officer constantly monitors the needs of students and reviews all new regulations required for access to academic and non-academic campus services.

In Fall 2006, the Facilities and Construction Office staff met with the President and the Vice President for Administration and Finance to identify facilities that do not meet ADA compliance and outlined a schedule for bringing such facilities in compliance.

Objective 3.4 Lincoln University will improve the living and learning environment of the residence halls.

Bennett Living and Learning Center reopened Fall 2004. Completely updated, Bennett is the first Living and Learning Center on the LU campus. The first floor is home to Agriculture classrooms and administrative offices; the upper floors serve as residential areas for 46 students and a residence hall director. The living space includes lounge areas and kitchenettes with exercise room and laundry facilities in the basement.

Tull Hall, constructed in 1951 and vacant for many years, was renovated and reopened in 2002 as a co-ed residence hall. Part of the renovation included a multipurpose connector with Perry Hall. The steps leading from Tull and Perry Halls to the upper campus were rebuilt summer 2005.

Dawson Hall suffered a fire early in the Fall semester 2006. Although damage was not extensive, the University has embarked on a substantial improvement program, including the

complete renovation of two floors, and the replacement of building wiring, the sprinkler system and fire doors throughout. (Winter/Spring 2006-07)

Anthony Hall underwent complete exterior restoration and the renovated first floor residence suites opened Fall 2005. Anthony currently houses 17 students in suite accommodations. Funding for the completion of the interior renovation of Anthony Hall has been included in the new residence hall project and is scheduled for completion by Fall 2008, providing 30 additional beds in suites.

In the spring of 2006, plans were initiated to construct a new residence hall on the site of recently purchased property on Locust Street east of campus. An architectural contract has been secured, a program manager hired and the project is underway currently. The new hall will be an apartment style 300 to 350 bed facility, and is scheduled for completion for Fall semester 2008.

Three-year crime statistics are published on the Public Safety pages of the Lincoln University web site. Lincoln University experienced an approximate 50% reduction in the two principal criminal acts, burglary and drug/alcohol offenses, from 2001 to 2003.

Objective 3.5 Lincoln University will enhance the intercollegiate athletic program and make each sport more competitive among peer institutions.

In Spring 2005, a new football coach was hired and in 2006 the football program joined the Great Lakes Valley Football Conference of NCAA's Division II. This transition from an independent status has resulted in less travel time and fewer missed classes for student athletes, and has placed the football team in a conference of schools with comparable goals and similar athletic scholarship programs.

In Spring 2006, the University requested to join the Great Lakes Valley Conference of NCAA's Division II. This change from the Heartland Conference to the GLVC was initiated in order to enhance competitiveness and conserve resources by shortening travel times.

4. TECHNOLOGY

GOAL: Lincoln University will actively seek to provide faculty, students and staff state of the art computing and telecommunications systems to meet their present and anticipated educational, teaching and administrative needs.

The University has made great strides toward staying abreast of computing and communications advances during the past five years, despite limited state funding and the rapidly increasing costs of and demand for technology. Thanks to grant funding; memoranda of understanding between the University, fellow institutions, and government agencies; collaboration with the Office of Information Technology; and the efforts of individual departments and units, Lincoln University has been able to offer its instructors, students and staff up-to-date computing and communication technologies.

Lincoln University in 2006—07 is a fully integrated Datatel campus, administering its budget, expenditures and accounting through the Finance System Module (2002); admitting, enrolling, advising, and tracking the academic and financial records of students using the Student System Module (2002—03); handling personnel files and payroll with the Human Resources module (2003); raising money and promoting alumni support via the Development System Module (1999 and 2003); and controlling the circulation and acquisitions of Page Library with the Library Module (2001). These processes are under constant evaluation for improvement through the use of Datatel User Groups, which meet on a regular basis.

The University has a fully integrated VoIP (Voice over Internet Protocol) digital telecommunications system providing telephone service through the University fiber optic network, installed during the summer of 2006, serving all administrative and educational offices. The residence halls continue to use the older, analog system.

The University offers online courses to enhance access to its educational offerings. The Department of Nursing Science and the Department of Education have been bellwether academic units in this effort, partnered with the Office of Information Technology as detailed in 1.4, page 4 of this report.

Page Library has continued to be a leading innovator in the adoption and application of state of the art technologies to facilitate learning and access to information. "The Virtual Librarian", available in 2002, is an internet URL that allows patrons to submit questions and will provide an answer within twenty-four hours. In November 2004, proxy server software made off-campus access to library databases available to approved University faculty and staff. Since 2004, the General Stacks Collection has been scanned using a bar code reader and bibliographic and item records are being corrected or added as necessary. The Library provides articles on electronic reserve that students may access from computers anywhere. NOMAD mobile multi-media equipment will turn any room in the library into a "Smart" classroom. Twenty laptop computers are available for checkout, and the library provides wireless access to the internet anywhere on the premises (see details below).

The Blackboard course management system is fully functional, facilitating teacher-student communication for every course section (at the instructor's discretion) taught at the University. (See details of the Blackboard system in Objective 1.4, page 4 of this report.)

The University currently has 30 computer labs in campus facilities providing 481 terminals for students. There are 31 "Smart" classrooms across the Lincoln University campus, which provide the instructors with a technologically equipped classroom where all multi-media equipment is integrated. (See details in Objective 1.2, page 1 of this report.)

In addition, teleconferencing facilities housed in Room 100 of Page Library have been upgraded. Teleconferencing occurs via webcasting and voice operated internet technologies using the NOMAD unit and new University phone service. Events have included Medicare issues, nursing science, technology instruction, and staff development training.

Objective 4.1 Lincoln University will complete the Datatel implementation and training program under the Collegis contract by 2004.

Since 2002, all modules of the Datatel University Management system have been brought on line under the guidance of Collegis (now SunGuard Collegis), the University's Information Technology manager.

Student System: 2002—2003

Finance System: 2002

Human Resources System 2003

Development (Advancement) System: 1999 and 2003

Datatel is a complex system, and implementation at Lincoln has not been without challenges; however, faculty, staff and the Office of Information Technology have worked diligently to provide training and support to make the system work for the institution. When the original "train-the-trainer" model proved its limitations, the University allocated resources to provide direct training from Datatel consultants (Further details on faculty and staff training may be found in Objective 1.9, page 8 of this report.)

University User Groups meet regularly to oversee the operations of the individual modules and ensure refresher training is available.

Objective 4.2 Lincoln University will implement a technology replacement plan with standardized funding and a replacement cycle.

A technology replacement plan has been created by a subcommittee of the Lincoln University Technology Committee and OIT personnel (2004—05). It is awaiting implementation pending establishment of a rotation timetable, funding source and current equipment inventory. (See details under Objective 1.2, page 1 of this report.)

A \$10 per credit hour technology fee was adopted by the University in Summer 2006 to provide resources to support technology issues such as the PC replacement plan.

Objective 4.3 Lincoln University will investigate the feasibility of a wireless network by Fall 2004.

After due consideration of Objective 4.3, and following recommendations from faculty and student groups, the administration and the Lincoln University Technology Committee, the University retained the services of a technology consultant during Fall 2005 to develop a new telephony system on campus, and create a phased plan for a wireless technology initiative. During the summer of 2006, a new VoIP telephony system was installed on campus and wireless internet service was installed in Founders Hall, Scruggs Student Center and Page Library. Both VoIP and wireless systems are operational in Fall 2006. A master plan study with cost estimates for total wireless campus coverage was prepared during this process and is currently being implemented, which will make the Lincoln University fully wi-fi accessible by Spring 2007. (Refer to Objective 4.7 below)

Objective 4.4 Lincoln University will use e-books and electronic course packages to deliver instruction where determined efficient and effective.

Initiatives promoting the expansion of online and hybrid course delivery systems have been growing in the past three years at the University. Currently, all Bachelor of Science in Nursing courses are offered online; EDU 420, Teaching Reading in Content Fields, a graduate level education course, is offered online using a template developed cooperatively with the LU Department of Education, OIT and Datatel. This template has also been used to develop the University's first online general education offering, CD200 Cultural Diversity. (For further details, see Objective 1.3, page 3 of this report.)

In Spring 2006, the Department of Nursing Science and OIT prepared list of needs and issues surrounding the expansion of online and hybrid delivery systems to expand the University's "product mix", especially in the area of general education courses.

Objective 4.5 Lincoln University will examine the cost effectiveness and efficiency of renovating all campus facilities for campus "credit card," key card, and keyless entry systems.

Objective 4.6 Lincoln University will examine the feasibility of providing computers for each resident room.

Objectives 4.5 and 4.6 were researched by both the Vice President for Administration and Finance and the Vice President for Student Affairs. While their value is recognized, limited

funds and technical constraints have deemed this not feasible for the University at the present time.

Objective 4.7 Following the *Lincoln University Five Year Telecommunications Plan*, Lincoln University will streamline telecommunications costs, upgrade facilities, provide faculty, staff and students with up-to-date services and coordinate telecommunications education with JCTV, KJLU and public companies.

By 2005, rapid advances in communication technology and the limited capacity of the University's aging telephony system resulted in LU administrators and directors, working in conjunction with the LU Technology Committee and the Office of Information Technology, to develop and begin implementation of a new plan for telecommunications and wireless projects that is leading the University decisively into the twenty-first century. (See the narrative in Objective 4.3 above, for a brief sketch of the actions regarding progress on VoIP telephony and wireless communications systems.) The projects described under Objective 4.3 will result in long-term savings in both cost and efficiency for the University's telecommunications systems.

Lincoln University offers its students the opportunity to develop their skills in telecommunications by working in the JCTV television and KJLU radio studios. JCTV is mid-Missouri's cable television public, educational and government access channel operated in partnership with the City of Jefferson. KJLU is the University's radio station, twice named Black Radio Station of the Year (2003 and 2006), and committed to promoting the University, educating LU students, and providing quality programming for Mid-Missouri. Station and staff and students produce award-winning, nationally distributed programs and have won silver Millennium Awards for radio journalism.

5. DIVERSITY

GOAL: Lincoln University will continue to foster and promote an environment that values and respects the distinct characteristics, qualities and elements of different people.

Objective 5.1 Lincoln University will continue to enhance campus diversity by retaining the national ranking as one of the most diverse public universities in the Midwest.

Despite the decline of international student enrollment in United States universities in the years following 9/11 (2001), Lincoln University has continued to maintain its international student population at or above the levels of academic year 2001-02:

International student enrollment, undergraduate and graduate students:

	2002	2003	2004	2005	2006	Inc/Dec 2002-06	Percentage change 2002-06
Undergraduate Students	144	182	159	152	148	4	2.8%
Graduate Students	26	29	28	34	32	6	23.1%
Column Totals	170	211	187	186	180	10	5.9%

Information from *Fall 2006 Facts and Figures*, p. 58, Fall International and Graduate Students (Full-Time and Part-Time)

The 2007 U.S. News and World Report ranks Lincoln University as #5 most diverse public university in the Midwest. In addition, LU is ranked #9 "Most International Students: Universities—Masters Midwest. Further demographic information follows under Objective 5.3, below.)

Objective 5.2 The Vice President for Academic Affairs will continue to broaden and maintain the Lincoln University Ethnic Studies Center to spotlight diverse cultures.

Faculty in the College of Liberal Arts, Education and Journalism and the members of the Ethnic Studies Advisory Committee work directly with the Ethnic Studies Center to spotlight diverse culture by reviewing and securing grants to bring speakers and exhibits to campus, requiring classes to attend events and exhibits in the Ethnic Studies Center, and by providing budgetary support for Black History month events.

Objective 5.3 Lincoln University will enhance the diversity of its total campus population.

Lincoln University employs a diverse Faculty and Staff:

Permanent Full-Time Faculty and Staff by Gender and Ethnicity 2006

	Asian/Pac Islander	Black/Non-Hispanic	Hispanic	Other/Multiple	White/Non-Hispanic	Total	Percentage
Female	5	87	4	2	124	222	54%
Male	11	77	1	3	100	192	46%
Total	16	164	5	5	224	414	100%
Percentage	4%	40%	1%	1%	54%	100%	

Permanent Full-Time Faculty and Staff by Position/Class and Ethnicity 2006

Position/Class	Asian/Pac Islander	Black/Non-Hispanic	Hispanic	Other/Multiple	White/Non-Hispanic	Total	Percentage
Academic Admin	1	1			3	5	1%
Admin Officers		3				3	1%
Academic Faculty	10	25	2	3	89	129	31%
Admin Staff		15			10	25	6%
Clerical	1	25	1		28	55	13%
Professional	1	47	1	1	48	98	24%
Research Faculty	3	4			3	10	2%
Skilled Craft		2			7	9	2%
Service/Maint		26	1	1	24	52	13%
Tech/Paraprof		16			12	28	7%
TOTAL	16	164	5	5	224	414	100%
Percentage	4%	40%	1%	1%	54%	100%	

New faculty and staff positions are advertised as widely as possible to reach the most diverse applicant pool possible. In the period between Fall 2002 and the present, 30 new faculty members were hired; 10 of these new hires were African American (33%); 1 was Asian/Pacific Islander (3%). In the period between Fall 2002 and the present, 116 staff positions were filled; 68 were African American (59%); 4 were Hispanic or Other Minority (3%)

Likewise, the student body of the University maintains its broad diversity:

Fall Undergraduate Students by Ethnicity, full-time:

Year	Asian/Pac Islander	American Indian	Black/Non-Hispanic	Hispanic	White/Non Hispanic	Non-Res. Alien	Other/Multiple	Total
2002	14	11	859	15	853	131	9	1,897
2003	15	11	880	18	809	137	12	1,882
2004	12	6	988	24	871	123	32	2,056
2005	9	8	1,077	23	760	113	27	2,017
2006	15	6	1,015	24	789	94	26	1,969

From *Facts and Figures, Fall 2006, page 4*

The Department of Education has, over the course of the past seven years since the last NCATE/DESE site visit, addressed weaknesses in Standard 4 on Diversity resulting in the NCATE/DESE team's 2006 recommendation that Standard 4 has now been met without any weaknesses for both faculty and student diversity concerns.

Lincoln University's housing policy requires all unmarried freshman students under 21 years of age, whose primary domicile is beyond a 60-mile radius of the campus, to live in the University residence halls; unmarried sophomore students, whose primary domicile is beyond a 60-mile radius must live in residence halls for two consecutive semesters. The resident student population contains students who are not required to live on campus, and has representation from all levels from freshman through senior year.

Residential Students—Fall Semester, by Class Levels

Year	Total	Student & Class Levels				
		FR	SO	JR	SR	GR
2006	757	544	110	67	34	2
% 2006	100%	72%	15%	9%	4%	0%
2005	858	644	117	48	45	4
% 2005	100%	75%	14%	6%	5%	0%
2004	747	558	102	49	35	3
% 2004	100%	75%	14%	7%	5%	0%
2003	608	459	70	45	32	2
% 2003	100%	75%	12%	7%	5%	0%
2002	535	387	71	44	24	9
% 2002	100%	72%	13%	8%	4%	2%

Residential Students by Age Group—Fall Semester

Age Group	Total	Under 18	18-19	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65 and Over	Not Rptd
2006	757	16	457	200	70	10	2	1	1	0	0	0
% 2006	100%	2%	60%	26%	9%	1%	0%	0%	0%	0%	0%	0%
2005	858	20	542	189	89	12	3	1	1	0	0	1
% 2005	100%	2%	63%	22%	10%	1%	0%	0%	0%	0%	0%	0%
2004	747	17	447	188	82	6	5	0	1	0	0	1
% 2004	100%	2%	60%	25%	11%	1%	1%	0%	0%	0%	0%	0%
2003	608	17	361	167	56	6	1	0	0	0	0	0
% 2003	100%	3%	59%	27%	9%	1%	0%	0%	0%	0%	0%	0%
2002	535	22	289	165	45	7	3	1	1	0	0	2
% 2002	100%	4%	54%	31%	8%	1%	1%	0%	0%	0%	0%	0%

Residential Students by Ethnicity—Fall Semester

Year	Total	Ethnicity						
		Asian/Pac Islander	American Indian	Black/Non-Hispanic	Hispanic	White/Non-Hispanic	Non-Res. Alien	Other/Multiple
2006	757	0	1	695	3	25	25	8
% 2006	100%	0%	0%	92%	0%	3%	3%	1%
2005	858	1	2	782	3	20	44	6
% 2005	100%	0%	0%	91%	0%	2%	5%	1%
2004	747	4	1	650	6	20	52	14
% 2004	100%	1%	0%	87%	1%	3%	7%	2%
2003	608	4	3	533	3	15	46	4
% 2003	100%	1%	0%	88%	0%	2%	8%	1%
2002	535	4	1	462	2	21	41	4
% 2002	100%	1%	0%	86%	0%	4%	8%	1%

Objective 5.4 Lincoln University will seek to meet Title IX compliance in programs and services.

Lincoln University continues to meet Title IX compliance rules under NCAA Division II regulations. Additionally, starting in spring 2006, the President meets with the Athletic Director, the LU Faculty Athletic Representative, the LU Compliance Officer on a monthly basis to ensure smooth functioning of the athletic program as well as anticipatory and timely attention to compliance and related issues.

Objective 5.5 Lincoln University will develop programs for faculty and staff development to support and understand diversity issues.

Lincoln University offers a variety of programs that provide opportunities for faculty and staff to support and understand diversity issues. All University Senate as well as Presidential Advisory Committees are diverse, and offer a quality and realistic opportunity for persons to be exposed to the benefits and excellence resulting from diversity. The Ethnic Studies Center housed in Page Library continues to provide a wide variety of intercultural programs. “Share in the Arts” provides a balanced and diverse programming. Various departments and clubs provide opportunities for the Lincoln University Community to explore its diverse make-up. Examples include the Department of Social and Behavioral Sciences Workshop on Assessment and Diversity, the Spanish Conversation series of brown bag lunches, and Women’s Film Series in 2004 and 2005.

Objective 5.6 Lincoln University will continue to enhance the “Share in the Arts” program to include performances that reflect the interests of our broad and diverse population.

Lincoln University values greatly the excellent and varied artists and programs that the “Share in the Arts” series brings to campus. The 2006—07 schedule provides a typical example of the cultural breadth of Lincoln University’s annual offerings to its students, faculty, staff and the Jefferson City Community:

September—The Jefferson City Symphony
October—The National Players present *Othello*
November—The Daddy Mack Blues Band
February—Son de Madera, music from Veracruz
March—Nothin’ Fancy and the Martin Family, bluegrass music
April—Von Heidecke’s Chicago Festival Ballet presents *Cinderella*

6. RESOURCE MANAGEMENT

GOAL: Lincoln University will manage its human, financial and physical resources effectively and efficiently to achieve its strategic goals.

Objective 6.1 Lincoln University will integrate a budget and planning process to support its academic mission.

At the request of the Vice Presidents of Administration and Finance and Academic Affairs, a Budget and Planning Advisory Committee was created July 2003, led by the Budget Officer and the Institutional Planner and consisting of the President's Cabinet, Deans, Directors, Administrative Staff and the Chair of the University Senate. The purpose of this committee was to advise and assist the Budget Office and the Planning Office in developing a coordinated Budget/Planning calendar, implement effective Datatel Budget Module training, request appropriations for strategic initiatives, recommend the reallocation of resources based on university priorities, and to assist with budget review. This Committee functioned for fiscal years 2004 and 2005 budget cycles.

In January 2006, the President appointed a reformed Budget Review Committee, led by the Vice President of Administration and Finance and consisting of a broad-based group of administrators, faculty and professional staff. The committee is charged to review budget allocations and expenditures and make recommendations for reprioritization or re-allocation; monitor budget allocation processes and procedures; offer advice to increase budget process efficiency; annually conduct budget hearings, receive budget requests and make recommendations on funding budget proposals; and to advise and assist in preparation of Form 5 one-time budget requests.

Objective 6.2 Lincoln University will provide increased training and development opportunities for faculty and staff.

Primary sources for faculty and staff training and development are provided via the Title III funding grants available by application, the Center for Teaching and Learning, and departmental budgeting. (See Objective 1.9, page 8 for further details of professional training.)

Objective 6.3 Lincoln University will maintain an organizational plan that has the components and flexibility necessary to best serve the needs of the University.

Lincoln University has undergone two restructurings in response to the changing environment 2002—07. Each change was effected with the goal of conserving resources and increasing efficiency and flexibility.

In Summer 2002, the President reorganized the administrative structure of the University to streamline operations and conserve resources. The College of General Studies, a Department Chairmanship, and a Directorship were eliminated. The resulting organization included four Vice Presidents, an Assistant to the President for Academic Success and Student Retention, four Deans (including the Director of Research and Extension), and a Director of Assessment, Institutional Research and Planning. Inside Academic Affairs, departments were merged and reassigned, resulting in a College of Liberal Arts, Education and Journalism; a College of Business and Professional Studies; a School of Agriculture and Natural Sciences; and School of Graduate Studies and Continuing Education. In Fall 2002, a Vice President for Advancement was hired, the Executive Vice President position eliminated, and responsibilities of Provost attached to the Vice President of Academic Affairs.

In January 2005, a new President assumed leadership of the University and initiated series of organizational changes designed to increase efficiency and increase productivity, enhance excellence and accountability, and provide greater clarity of purpose in the alignment of programs. Institutional Assessment, Research and Planning report to the President. Admissions and Records, the Center for Teaching and Learning, Cooperative Extension, Cooperative Research and International Programs report to Academic Affairs. The Department of Computer Science, Mathematics and Technology was moved to the College of Natural Sciences, Mathematics and Technology, and former Divisions were reclassified as Departments.

As previously mentioned, in Spring 2006, an Office of Sponsored Research and Grants was established.

In Fall 2006, following the recommendations of a year-long task force on the First Year Experience, a single coordinator was appointed for all activities related to Freshmen students. The Honors Program will report to the chief academic officer, in order to tie it more closely to academic units.

Objective 6.4 Lincoln University will review annually physical resources as to space allocation and its effective and efficient use.

A Space Allocation Committee meets on an as-needed basis to assist faculty/staff with new space assignments. Typically, five to ten requests are submitted annually; Committee recommendations are approved by the Vice President for Administration and Finance. Recommendations are approved after appropriate consideration of the Campus Master Plan, current and intended use, geographic proximity to other programs, relationship to the mission of LU, competing proposals, parking availability, and other ancillary issues.

Physical resources are reviewed annually by the Office of Design and Construction as well as by the Budget Review Committee in preparation for the annual budget request to the Missouri Coordinating Board for Higher Education (who in turn carries forward the recommendation from all Higher Education Institutions to the Legislature and the Governor). Additionally,

updates on facility renovation, construction and acquisition are presented to the Board of Curators at each of its meetings.

Extensive renovations to the campus facilities have been noted elsewhere in this report, including renovating and reopening Anthony Hall as residence suites (2005), Bennett Hall as a living and learning center (2005), and Tull residence hall (2002). (See Objectives 2.1 and 3.4, pages 10 and 17).

In Fall 2006, the Board of Curators approved a recommendation to purchase 900—906 Leslie Boulevard to increase available office, research, and laboratory space by 13,930 square feet, the largest addition of space for the university in the years 2002—2007. The building was acquired utilizing USDA Cooperative Extension Facilities grant funds to cover two-thirds of the purchase price, and University funds for the remaining one-third. Named the South Campus Building, two-thirds of the facility is being used to house various Cooperative Research and Extension offices, the Paula J. Carter Center on Minority Health and Aging, and the remainder is serving as rental space to the Calvary Lutheran High School.

Objective 6.5 Lincoln University will seek to develop a new Campus Master Facility Plan.

In October 2002, the University selected Christner Inc., of St. Louis, Missouri, working in conjunction with Grice Group, to update and revise the Campus Master Plan. A comprehensive Master Plan was completed February 2003. The plan includes an inventory and analysis of the existing facilities, evaluates and forecasts future needs, and provides plans for the orderly and comprehensive development of the campus. The plan is a flexible document intended to be used as a guide for approximately the next ten years.

Currently the University is reviewing proposals from consultants to prepare a Residential Life Master Plan.

Objective 6.6 Lincoln University will re-examine its salary matrix and determine funding requirements.

Summer 2006 the faculty and staff salary matrix was significantly readjusted to establish a more competitive and equitable compensation formula. Details of this process have been discussed under Objective 1.8, page 8 of this report.

7. INSTITUTIONAL ASSESSMENT

GOAL: Lincoln University will establish a culture of institutional assessment, which will develop, implement and assess its personnel and its programs on a regular and continuing basis for improvement of instruction and the recognition and reward of excellence.

Objective 7.1 Lincoln University will evaluate all employees on an annual basis.

All faculty members are evaluated annually in consideration of contributions to teaching, research and service. Recommendations for tenure, promotion and/or sabbatical leaves are presented to Board of Curators for consideration.

All staff members are evaluated on an annual basis through a process overseen and monitored by the various vice presidents and the Office of Human Resources. Any recommendation for change in employment status must be approved by the president. Changes in compensation for Vice Presidents and the President must be approved by the Board of Curators.

Faculty and staff are encouraged and supported to participate in professional development to improve performance via the Title III grant for off-campus workshops and conferences, the Center for Teaching and Learning, and the Library staff (for Blackboard training). Moreover, various units provide funding support from their general fund of federal grant budgets to support professional development. OIT incorporates a train-the-trainer model for professional development related to the Datatel system, the web site, and other IT related needs. Training for faculty advisors is offered each year.

Objective 7.2 Lincoln University will evaluate all academic and non-academic programs on a regular and ongoing basis.

Academic program reviews have been conducted by Deans and Department Heads in accordance with the Missouri Department of Higher Education five-year rotation schedule. Since 2002, academic program data has been compiled annually by the Center for Assessment, Institutional Research and Planning and reported to the chief academic officer, deans and department heads. These reports assist faculty and administrators in departmental reviews. This objective cross-references with Objective 1.1, page 1 of this report.

Annual updates to unit strategic and operational plans are submitted to the Center for Assessment, Institutional Research and Planning and made available to senior institutional leadership as needed.

As previously mentioned, three student surveys are administered to University students, the Continuing Student Satisfaction Survey, the Graduating Student Survey and the ROAR

(Readiness, Orientation, Advisement and Registration) Student Orientation Program Survey.
(Details in Objective 3.1, page 16 of this report.)

A Default Management Report is filed annually with the Assistant to the President for Academic Success and Student Retention.

8. PARTNERSHIPS AND COLLABORATIONS

GOAL: Lincoln University will increase its number of partnerships and collaborations with private entities and state agencies, which will improve public relations while enhancing the education and careers of students.

Objective 8.1 Lincoln University will develop and foster internal and external partnerships and collaborations, to include business and industry, governmental agencies and educational institutions that contribute to excellence.

In the past five years, Lincoln University has partnered with a wide variety of educational, government, and private organizations at the local, state, national, and international levels to enhance educational opportunities for its students and faculty and serve its various stakeholders. The information below very briefly highlights some of the significant partnerships and collaborations in which the University participates.

At the community and state level, the Paula J. Carter Center for Minority Health and Aging was opened March, 2003, and moved into the new South Campus Building on Leslie Boulevard in Fall 2006. The Division of Continuing Education provides credit for off-campus professional workshops offered through government agencies, professional associations, and public schools in the local area. Lincoln University continued to partner with Learning in Retirement (LIR). LIR, whose office is located in Soldiers Hall, provides informal educational and travel opportunities for its 200+ members.

In Fall 2005, Lincoln University partnered with the Jefferson City Public Schools to provide college credit for a professional development course offered by the public school system. The content was approved by the LU Department of Education and enrollments were processed through the Division of Continuing Education.

A 2003 Memorandum of Understanding between the Lincoln University Education Department and the eMINTS (enhancing Missouri's Instructional Networked Teaching Strategies) National Center to provide pre-service teachers with certification using web-based classrooms has been discussed under Objective 1.1, page 1 of this report.

As a result of a partnership between the Missouri Department of Higher Education, the LU Department of Agriculture, Biology, Chemistry and Physics, the University of Missouri St. Louis, and the St. Louis School System, the LU Department of Education has received four grants to develop and promote innovative science curricula and pedagogy, and to study the results of their implementation, which have proved positive in the most recent research. (See Objective 10.4, page 40 of this report.)

Lincoln University is a charter member of the Higher Education Partnership, established in 2001, which includes two universities from the University of Missouri system, five regional universities, the Kansas City Metropolitan Community Colleges system, and four private

institutions of higher education. The purpose of this consortium is to facilitate and implement innovative teacher supply programs between the higher education institutions and the Kansas City Missouri School District (KCMSD) support district staff in professional development activities for teachers, facilitate the expansion of coursework for high school students through dual credit opportunities with higher education institutions, and assist with district preparation for accreditation review. LU Education Department faculty have developed online course package, "Reading in the Content Fields", for KCMSD teachers.

Lincoln University has, since 2003, been a member of the Reading First Teacher Education Network (RFTEN) a partnership between the National Council for the Accreditation of teacher Education, the National Institutes of Health and Human Services, and the Vaughn Gross Center for Reading and Language Arts. RFTEN provides professional development in scientifically-based reading strategies to faculty in selected minority serving institutions of higher education. RFTEN programs engage professors who prepare teachers designed to enhance their knowledge base of scientifically-based reading strategies which are incorporated into their curriculum and instructional practices.

A 2005—07 agreement between South Dakota State and Lincoln Universities provides opportunities for week-long, one-to-one exchanges of professors between campuses designed to increase diverse viewpoints.

An articulation agreement between Lincoln University and Logan College of Chiropractic Medicine became official on March 1, 2006. In this agreement, Logan College of Chiropractic shall accept all students who successfully complete the Pre-Chiropractic Program at Lincoln University with a cumulative GPA of 3.25 or higher and meet all other criteria for admission.

Lincoln University partnered with Linn State Technical College to provide an Earth Science course for their physical therapy assistant students during the Spring 2003 and Spring 2004 semesters. In addition, Lincoln University has articulation agreements with Linn State facilitating student transfer credit for students in numerous programs.

Partnerships with the U. S. Military and the Department of the Army have proved particularly beneficial. Two major grants, the Mine Detection grant and the Suicide Prevention grant, (2004—07) have brought significant funding to the University in exchange for faculty and expertise and University facilities. Through the grant funding, facilities have been upgraded, computer labs added, University farm facilities utilized in innovative ways, and faculty offered opportunities to involve themselves in interdisciplinary collaboration and study, as well as involve undergraduates in research. (See Objective 1. 2, page 1, and Objective 10. 4, page 40 of this report.)

Lincoln University Cooperative Extension's *Parenting Tool Kit*, designed by Lincoln University and University of Missouri-Columbia, helps children of military families deal with parental separation and stress by "stepping into a child's world."

Lincoln University partnered with IBM and the US Army to participate in the Computerized Tuition Assistance Management (CTAM) program allowing active duty soldiers to be admitted, register, and process their Army tuition assistance through a web-based managed program. (2006)

The LU Department of Nursing Science's satellite program in Fort Leonard Wood (FLW) is designed to meet the local needs of Rolla and to meet the educational needs of active-duty military personnel and their dependents. This program expanded in 2004 to accept 40 students (20 Rolla students and 20 FLW students) every fall and is the only public university offering a nursing training program on a military installation in the U. S.

Many of Lincoln University's partnerships and collaborative relationships are international in scope. The International Programs Office is very active in developing new collaborations worldwide, and currently has an on-going development project in Egypt through the Midwest Universities Consortium for International Activities and the Cooperative Agreement for the Institutional Linkages Activity of the Agricultural Exports and Rural Income (MUCIA-AERI). In addition, the University has a strong involvement in participant training, bringing international participants to the LU campus to study, both long and short-term, in fields such as public administration, private sector development and agricultural sciences.

Three recent examples of these efforts include: 1) The director of the International Programs Office joined fifteen other land-grant university professionals to be a part of the first U.S. delegation to India to meet with Indian counterparts in New Delhi to discuss issues relating to water management and quality. 2) LEAD 21 (Leadership Opportunities and Programs) trainees visited the Lincoln University campus. This program is a National Association of State Universities and Land-Grant Colleges organized training program for new or potential administrators from the 1862 Land-Grant schools. Lincoln University was chosen as the only 1890 Land-grant school that was visited by these trainees. 3) LU Cooperative Research worked with University of Missouri-Columbia regarding the National Science Foundation ALL-CRAFT (Alliance for Collaborative Research in Alternative Fuel Technology) Grant that the UMC/LU team received and which is providing stipends and summer research opportunities for four Lincoln University students. (2006)

Objective 8.2 Lincoln University will continue to develop and enhance the internship programs in professional and liberal studies.

Lincoln University Cooperative Education and Internship Programs offer students the opportunity to gain on-the-job training in many areas of business, industry, federal, and state government. Through these programs, a student can gain college credit and work experience, while establishing a relationship with an employer that can lead to permanent employment after graduation. Salary earned may cover most, if not all, the cost for a student's last two years of college. The Cooperative Education Program (CEP 299) offers credit for internship. A student may obtain a maximum of 6 hours credit per semester and 3 hours of credit per summer session, not to exceed a total of 15 hours.

Internships are offered in Law Enforcement and Corrections each Spring semester and Summer session, which provide students with 160 hours at police and correctional agencies, including probation and parole, the courts, and related public and private agencies. The Department of Social and Behavioral Sciences offers internships as a part of programs in Political Science, History, Sociology and Psychology, which provide students with experience in the state legislature and public and private agencies.

The Department of Business and Economics has an internship course in the Accounting, Business Administration, Marketing, and Public Administration programs. Students are supported to apply work/employment-based knowledge and experience in their coursework. A faculty member is responsible for all internship courses.

The Higher Education Partnership mentioned previously (Objective 8.1, page 33) also supports internship opportunities for LU students.

The Office of Counseling and Career Services provide students with information regarding internship opportunities. In total, more than 20 courses offer internship opportunities. In Spring 2006, an Internship Committee was formed to explore ways in which the University might increase the opportunities for students to participate in internships and to provide central coordination of all internship activities on campus.

9. MARKETING AND PUBLIC RELATIONS

GOAL: Lincoln University will be recognized at the local, state and national levels as the most diverse and affordable comprehensive public university in the Midwest that provides excellent educational opportunities for all students.

Objective 9.1 Lincoln University will continue all on-going marketing and promotional efforts until a new marketing plan is developed and fully implemented.

While Lincoln University has remained near the top of the *Newsweek* ratings of Midwestern comprehensive public universities in diversity, affordability, and graduates with low debt levels, cutbacks in state appropriations and limited funding have prevented the University from publicizing its quality educational programs, diversity, and affordability in the most effective manner. That is not to say that the University has ignored marketing and promotional efforts; considerable efforts have been made by individual schools and colleges to attract students to University programs.

The University has utilized billboard advertising, newspaper spreads, radio and television spots, and has featured 30-second commercials at local motion picture theaters among other efforts. Programs spotlighted in these ads include the Masters of Business Administration degree, the new Specialist in Educational Leadership, the new Environmental Science major and various agriculture programs. KJLU, the campus radio station, has continued to serve as an educational and community service, broadcasting the voice of Lincoln University throughout Mid-Missouri and has won the award for top Black College Radio Station of the Year in 2003 and 2006.

Since the creation of the School of Graduate Studies and Continuing Education in 2002, a special emphasis has been placed on marketing graduate and continuing education programs. The graduate programs face stiff competition, particularly from private institutions of higher education in the mid-Missouri area. Over the past four years, a variety of means have been utilized to market the University's graduate programs. These have included radio ads, billboards, newspaper/magazine ads, TV ads, internet ads, direct mailings, etc. In addition, Graduate Studies personnel staffed informational display booths at a wide variety of locations and activities and the Office of Graduate Studies has also hosted its own graduate information fair every spring since 2003. Finally, graduating LU seniors are targeted through direct mailing and encouraged to consider graduate studies as part of their post-graduation plans.

The Division of Continuing Education also increased their marketing of non-credit and intersession courses through radio ads, internet ads, and print media. For the past two years, dual credit high school students have been targeted for recruitment through enhanced marketing. Now, dual credit students receive a small LU logo gift thanking them for choosing LU dual credit courses along with recruitment materials encouraging them to continue their education at LU after high school graduation.

Objective 9.2 The Vice President for Institutional Advancement will develop and initiate implementation of a comprehensive marketing plan by December 2003.

While the University has made efforts to promote its services to the local community and to the state, as highlighted above, no comprehensive marketing plan has been commissioned or implemented. Lack of available resources, combined with a lack of continuous leadership in the Advancement office, has impeded the University's progress in this area.

10. ADDITIONAL REVENUE SOURCES

GOAL: Lincoln University will obtain additional funding from a variety of sources.

Lincoln University has made concentrated efforts to enhance its share of outside funding and expand the variety of sources from which it derives. Notable among the efforts highlighted below are the creation of the Office of Sponsored Research and Grants; an increase in “grantsmanship” among faculty and researchers; the Soldiers’ Memorial Campaign, and four Presidential Recognition/Awards Gala and Auction events to secure community and corporate support and promote “friend-raising”.

Objective 10.1 Lincoln University will increase the number of staff assigned to oversee fund-raising efforts.

The University Advancement Office has been expanded to five positions in the years 2002—07, and an Office of Sponsored Research and Grants was created in the spring of 2006, with a Director and two staff positions. All positions are included in the University operating budget. (See Objective 10.4 below.)

Objective 10.2 Lincoln University will enhance its current fund-raising efforts.

The past five years have witnessed several significant and on-going fund-raising efforts:

Since 2002, an annual President’s Recognition/Awards Gala and Auction has been held by the Office of University Advancement. The most recent Gala grossed \$127, 096.

An annual Phone-a-thon Program was initiated in 2003 and has generated a cumulative total of \$160,000 (2003 through Fall 2006) for the Lincoln University Unrestricted Fund.

The Lincoln University Foundation is the private fundraising arm of the university and serves as the preferred channel for private gifts to all areas of the University. During the past years, the Foundation has provided significantly increased support in all categories of gifts, especially in endowed and unrestricted giving.

Lincoln University Foundation:

Year	Unrestricted Giving	Restricted Giving	Endowment
2001	\$69,162	\$344,797	\$2,992,567
2002	\$9,937	\$357,249	\$2,858,601
2003	\$34,234	\$546,104	\$2,964,804
2004	179,536	\$629,204	\$3,352,898
2005	\$160,651	\$726,601	\$3,769,557

In addition, in 2003, the University collaborated with the Tom Joyner Foundation to raise \$301,089 in restricted gifts to fund one-time scholarships to eligible Lincoln University students.

Some \$631,330 has been raised thus far in the Soldiers’ Memorial Plaza Campaign. The campaign was officially launched in 2004, planning is complete, the groundbreaking ceremony held in May, 2006, and construction is currently underway.

Additionally, as reported in Objective 10.4 below, Lincoln University has increased grant revenue from outside sources and encouraged “grantsmanship” among its faculty.

Objective 10.3 Lincoln University will develop and implement a comprehensive fund-raising program by December 2004.

Fiscal years 2003, 2004, and 2005 have shown a total of \$3,033,511 as a result of comprehensive fund-raising efforts. The development of a comprehensive fund-raising program is underway during 2006—07; and will be finalized after a permanent Vice President for Advancement has been named in July 2007.

Objective 10.4 Lincoln University will receive additional revenue from grants.

Lincoln University has significantly increased its grant revenue. The “Schedule of Expenditures of Federal Awards” in the *LU Financial Statement for the year ended June 30, 2002*, shows \$17,963,504; the same schedule in the *LU Financial statement for the year ended June 30, 2006* shows \$24,679, 621. The table below shows federal grant expenditures by year:

Lincoln University Federal Grant Expenditures:

2002	2003	2004	2005	2006
\$17,963,504	\$15,423,159	\$19,558,048	\$20,919,697	\$24,679,621

As mentioned above, in Spring 2006 an Office of Sponsored Research and Grants was established and a Grant Officer and staff hired. This office exists to provide assistance to University faculty and staff in identifying extramural funding supporting research, instruction, and other special projects; to assist faculty organizing, preparing, and submitting proposals; and to assist the Principal Investigator regarding the project management of awarded grants or contracts. Prior to this, Cooperative Research and Extension had employed a part-time grant-writer, 2003—04.

The new Office of Sponsored Research and Grants provided “Grant Writing 101, Program Development Workshop”, in Spring 2006, to promote grant-writing among faculty and staff.

Examples of significant recent grantsmanship include a 3-year NASA, "Curriculum Improvement Program Award," to the Geospatial Information Systems program which resulted in the refitting of the computer lab (\$300,000); a 3-year Environmental Protection Agency SuperFund Grant (\$400,000); a 3-year Capacity Building Teaching Grant to the Agricultural Research unit (\$300,000); a proposal to the National Science Foundation of \$2.5 million entitled "Directed Research and Education for the Achievement of Minority Scholars" designed to promote achievement and post-graduate preparation in the fields of Science, Technology, Engineering and Mathematics.

Major grants from the Department of the Army were received for the years 2005—2007 in the fields of Mine Detection and Suicide Prevention. (Expenditures total over \$1.8 million for fiscal years 2004 and 2005.) The latter is a multi-disciplinary grant involving faculty and undergraduates in collaborative study and research. (See Objective 1.2, page 1, and Objective 8.1, page 33 of this report.)

Four Science Teacher Professional Grants were awarded to the Lincoln University Education Department for a total of over \$500,000. Administered by the Missouri Department of Higher Education, the grants partnered the LU Department of Agriculture, Biology, Chemistry and Physics, the University of Missouri St. Louis and St. Louis public schools to serve science teachers in St. Louis City.

In support of faculty applying and winning grants, the Board of Curators approved a recommended amendment to the Policy on Salary Adjustments for Successful Grant Writing: Faculty or staff members who have been successful at grant writing and such awards have been made to Lincoln University may be permitted to receive up to a 25% increase in their base salary (if normal base salary is x , then new salary is no more than $1.25x$).

Objective 10.5 Lincoln University will strengthen its ties with current and future Central Missouri alumni.

In March 2006, a Director of Alumni Affairs was hired to fill the position that had been vacant since December 2004. One of the first tasks was to significantly enhance the alumni data base, including identification and elimination of incorrect addresses, and to include all alumni in the data base. Numerous mid-Missouri alumni have been identified and are currently receiving mailings from the campus, some for the first time in many years.

The University President and Alumni Director have attended various Mid-Missouri Alumni Chapter Meetings to interact with alumni and friends of the campus, to keep them informed of events and happenings at the campus, and to benefit from their advice and comments. The president has accepted numerous and varied invitations to attend, participate in, and speak at, *inter alia*, fraternity and sorority events, civic organization meetings, church services, multicultural fairs, community receptions, and other external events. Additionally, the president has welcomed various clubs, community organizations, governmental and business

leaders, award ceremony sponsors, town hall meeting participants, veterans' day breakfast attendees, and other citizens to campus.

LU students serve as mentors at local schools, participate in after school and summer programs on campus for at-risk youth, teach investing to youth through the SIFE program, volunteer at the area Boys and Girls Club, have adopted a section of the highway to keep clean, volunteer at the Samaritan Center, serve as Big Brothers and Big Sisters, visit area nursing homes on a regular basis, and otherwise involve themselves in community service activities.

Faculty and staff actively serve on various community groups that are working to improve campus/community relations and public safety. LU and the city are involved in collaborative efforts to improve the programs and services offered by JCTV. Other joint efforts are focusing on extending the city Greenway project through the LU campus. Still other groups are cooperating to host, as appropriate, various events and meetings on the LU campus. Staff and faculty serve on the City Council, Chamber of Commerce Committees, Rotary, Kiwanis, Zonta, United Way Board, St. Mary's Hospital Board, Capital Region Board, and numerous other civic organizations. Campus and community leaders share involvement in the annual President's Gala, Homecoming and other activities each year. Campus leaders will continue to be visible and substantive participants in community life. Moreover, the university will involve the community in its strategic planning and program review, and in the selection of key institutional leaders.

Objective 10.6 Lincoln University will review, revise and update the price structure for the use of its facilities on a regular basis.

The Office of Design and Construction oversees facilities rental, and reviews, revises and updates the price structure for the use of facilities, including Richardson Auditorium and Scruggs Student Center.

Objective 10.7 Lincoln University will identify and secure alternative uses of campus-wide facilities to generate revenue.

Lincoln University has made efforts to open its facilities to community, government and education groups for conferences and educational activities. Two examples below serve to illustrate.

In 2005 the University leased facilities space to the Calvary Lutheran High School in Damel Hall. The school will continue to lease space in the new South Campus building in 2007 and beyond.

In May 2006, with the support of the Army Research Office, LU organized the 5-day "Environmental Science Exploration Summit" on campus. The Summit involved Missouri Conservation officers, local environmentalists and faculty and students from Missouri state universities.

The Office of Design and Construction oversees facilities rental, including Richardson Auditorium and Scruggs Student Center. The rental of Scruggs is accomplished in collaboration with the Student Life Office, and the scheduling of Richardson is done in collaboration with the Vice President for Academic Affairs and the Fine Arts program.