

2004-2008 STRATEGIC PLAN

STUDENT AFFAIRS & ENROLLMENT MANAGEMENT

"For the vision is yet for an appointed time, for in the end, it will speak and not lie; though it tarry, wait for it; because it will surely come...."

Habakkuk 2:3

Executive Summary

The Five-Year (2001-2006) Plan for the Student Affairs and Enrollment Management Division at Lincoln University articulates the strategic focus of the Division's work. In accordance with the University's Strategic Five-Year Plan and Goals, the Vice President for Student Affairs and Enrollment Management has developed administrative goals and objectives that will guide the management and supervision of the Division. The goals and objectives for the Office of the Vice President for Student Affairs and Enrollment Management (SAEM) were shared with Division Directors for review, revision and "buy-in." The SAEM Directors wholeheartedly endorsed and committed to implementation of the University and Vice President for SAEM goals and objectives.

The offices and departments within SAEM are: the Office of the Vice President and Dean of Students and Campus Life, the Act 101/T.I.M.E. Program and Learning Resources Center (added Fall 2002), the Office of Admissions, the Office of Financial Aid, Food Services (external contract with Sodexo, Inc.), Health Services, International Programs and Services, the Office of Minority Male Health, the Department of Public Safety, Religious Life and Activities, the Department of Residence Life, Student Life and Development, Intercollegiate Athletics (added Fall 2004), Upward Bound Program, Women's Center, Student Government Association and student organizations.

In order to better address and align the Division with University and Vice President for SAEM goals and objectives, the Student Affairs and Enrollment Management Planning Team initially identified nine (9) critical areas that decisively affect and influence the Division's capacity to actualize its mission and vision as well as to deliver superlative programs and services to the University's students and other constituencies. As the team engaged in the analytical phases of the development of the Plan, it became apparent that considerable program and staff development, foundational and resource development work and accomplishments will be required if the Division's mission and vision statements are to be actualized. Therefore, the Plan primarily concentrates on "putting in-place" (1) fundamental structures, systems, processes, policies and procedures; (2) enabling programs and services; and (3) human and capital resources and infrastructure improvements over the five years of the Plan. Once these critical areas have been addressed, and the long-term goals and objectives accomplished, the Division will have moved forward and more effectively carried out its mission and come close to bringing its vision "to life."

Critical areas represent major factors that decisively affect and influence the direction of the Student Affairs and Enrollment Management (SAEM) Division. They are key areas in which the Division and its staff must effectively perform over the Plan period. The following nine (9) key critical areas were identified initially when the Division began its' plan in 2001:

- 1.0 Planning, Evaluation and Staff Enhancement
- 2.0 Campus Culture
- 3.0 Safety, Security and Wellness
- 4.0 Student Life and Development
- 5.0 Residence Life
- 6.0 Judicial Affairs
- 7.0 Financial Aid
- 8.0 Admissions
- 9.0 Visibility and Positioning

Given accomplishments and work over the past two years and the submission of the Periodic Review Report to Middle States, the Division Vice President reordered, combined, dropped one (visibility and positioning) and added one (retention enhancement) critical area for the 2003-04 academic year. The critical areas then became:

- 1.0 Planning, Evaluation and Staff Enhancement
- 2.0 Campus Culture and Judicial Affairs
- 3.0 Retention Enhancement
- 4.0 Student Life and Development
- 5.0 Residence Life
- 6.0 Safety, Security and Wellness
- 7.0 Financial Aid
- 8.0 Admissions

With the addition of Intercollegiate Athletics to SAEM in Fall 2004, the University's desire to grow from 2000 to 2600 students over the next five years, the need to significantly enhance our retention efforts and the President's "Road to Excellence" pyramid, for the 2004-2005 academic year the critical areas have again been slightly modified and reordered to:

- 1.0 Retention Enhancement
- 2.0 Admissions
- 3.0 Residence Life
- 4.0 Student Life and Development
- 5.0 Intercollegiate Athletics
- 6.0 Campus Culture and Judicial Affairs
- 7.0 Safety, Security and Wellness
- 8.0 Planning, Evaluation and Staff Enhancement
- 9.0 Financial Aid

Given the submission of Lincoln's Periodic Review Report to the Middle States Association for Colleges and Schools, Retention Enhancement has been added as a key critical area in which the University must perform if it is to improve its yearly retention and graduation rates. While both retention and graduation rates for Lincoln students is above the national average for African American students, we believe with a comprehensive, coordinated plan we can significantly improve and provide our students with even greater academic and student life services.

In addition, Campus Culture has been combined with Judicial Affairs given that the two aspects go hand-in-hand with each other. A major component of improving the overall campus culture is maintaining a good, responsive, active judicial affairs system. We dropped Visibility and Positioning as a critical area given the strong performance overall of the University in significantly improving its' external image and working relationship with key constituencies. We continue to enhance our image, but it is no longer a critical area as was the case three years ago.

An "Active Engagement" approach is the strategy through which the Division will address the Plan's critical areas and achieve its long-term goals and objectives. Through this strategy, the Division will focus on ten elements that are tantamount to students' active engagement in university life. The ten elements are the following:

1. Orientation
2. Hierarchical Needs
2. Intellectual and Cultural Enrichment
3. Social Integration
4. Connection (Affiliation and Belonging)
5. Purpose and Direction
6. Personal and Social Development
7. Personal and Spiritual Support
8. Leadership Development
9. Personal Attention, Regard, and Recognition

This document contains the following: (1) mission statement; (2) vision statement; (3) philosophy statement; (4) University and Vice President of SAEM goals and objectives; (5) critical areas discussion; and (6) critical areas five-year goals and objectives.

Mission and Purpose Statement

The Student Affairs and Enrollment Management Division is the organizational unit within Lincoln University that is charged with responsibility for developing and implementing services, activities, and opportunities which complement students' academic experiences, as well as enhance their adjustment to and participation in University life. Simultaneously, the Division advances the general well being of Lincoln University students. Hence, its purview is broad and covers a number of aspects in and outside the classroom. Student Affairs and Enrollment Management functions and activities involve recruiting and admitting students and assisting them with financing their education; fostering personal and social development; orienting students new to the

University; offering opportunities for leadership development; providing residential facilities management and security, student services, activities, athletics and programs; and providing academic support services.

Through its services and programs, Student Affairs and Enrollment Management promotes student development; enhances students' intellectual development; assists students in overcoming personal, physical, or educational problems; and seeks to ameliorate environmental conditions that may adversely influence students' well being.

The following statements reflect the mission, purpose, and operational tenets of the Student Affairs and Enrollment Management Division.

- The Division provides a comprehensive set of interrelated services, activities and referrals that focus on holistic student development.
- The Division utilizes the enrollment management concept to enhance student enrollment-related processes and services.
- The Division is structured to provide quality and variety of experiences – academic, intellectual, cultural and social – which promote educational opportunities.
- The Division interprets and meets students' needs through its programs, policies, and practices.
- The Division promotes a sense of social responsibility, as well as personal and professional worth, so that graduates are capable of providing leadership in local, regional, national, and international spheres.
- The Division provides guidance needed to enhance students' sensitivity to the moral, ethical, spiritual, and aesthetic values upon which our society rests.
- The Division encourages excellence among its staff.

Vision Statement

The Student Affairs and Enrollment Management vision statement describes the nature and concept of its future enterprise. It establishes what the Division plans to do and become. The vision statement also describes the necessary provisions, the future and environment, and the experiences that should be available to the University's students, as well as the nature of the Division's work and its performance expectations. The division of Student Affairs and Enrollment Management's vision statement is as follows:

The Student Affairs and Enrollment Management (SAEM) Division at Lincoln University strives to provide the most efficient and effective student programs, services, and activities, which are responsive to the needs, interests, and concerns of the Lincoln University community and meet the vision, goals, and purpose of the University. Lincoln University students study, work, recreate, participate and live in a stimulating, nurturing and safe environment, where they are valued as individuals, and in which they are encouraged and assisted to develop affective competencies that complement their academic ones and transcend their tenure at Lincoln.

The Student Affairs and Enrollment Management staff members at Lincoln are vibrant and progressive career professionals who are actively engaged in their work and careers. As student affairs practitioners, the SAEM staff are abreast of developments in their respective fields and are singularly and collectively committed to integrated planning and development within and across divisional lines; and they strive for excellence in every aspect of their personal and professional endeavors. The staff embraces the vision, mission, spirit, and basic tenets of the Division and University.

Philosophy Statement

A commonly shared philosophical orientation frames the SAEM Division's collective efforts and gives cohesion to the units that comprise it. Student Affairs and Enrollment Management adheres to the concept of "total student development," a holistic approach to student development. The services, programs and experiences provided to students by Student Affairs and Enrollment Management are designed to complement the perspectives, needs, interests, and concerns that influence students' academic performance as well as their social and personal adjustment to the University setting. Student Affairs and Enrollment Management holds that students' academic needs, interests, and concerns must be viewed in the context of other influencing factors. Therefore, attention to their development as college students requires comprehensive programming and services, the aim of which is to provide students with skills, knowledge, orientations, experiences, and assistance that facilitate their "active engagement" on campus and persistence through graduation.

The approach to addressing and operationalizing the "Active Engagement" elements include integrated, active, comprehensive and holistic methods.

- "Integrated" means that the Division's efforts will be carried out across departments and involve cooperation with units and departments outside the Student Affairs and Enrollment Management Division.
- "Active" means that the approach emphasizes outreach, prevention, structure and action.
- "Comprehensive" means that the approach addresses myriad factors related to students' success and progress at the University.
- "Holistic" means that the approach recognizes that students' performance in, success at, and adjustment to university life are affected by numerous factors and forces that interplay in their lives.

In addition, the design ensures that students will concurrently be actively engaged in their university experiences while the student affairs staff will be actively engaged in its work. Excellence, team spirit, and support will undergird the staff's work.

Excellence

Excellence will be displayed in attention to detail in planning and execution of our programs and services. The ultimate goal is to achieve flawless execution and delivery of programs and services. The division's staff will seek to "raise the bar" with each and every program, activity or informational piece they implement.

Team Spirit and Support

Integrated planning and a shared vision and philosophical tenets will guide and undergird the staff's work. The staff will actively engage in the resolution of critical issues, problems and concerns that affect students, the Division, and/or particular functional areas. Moreover, individual staff members will support joint efforts once consensus is reached or directions are set.

Customer (Student)-Friendly Delivery

Programs and services will be delivered in ways rooted in the recognition that students are the "primary customers" of the University, in general, and of the Student Affairs and Enrollment Management Division in particular. Therefore, the Division's operations, procedures, physical and staffing arrangements will be planned, delivered, and arranged with the needs, interests, and concerns of students as its primary customers. Also, the staff will be mindful of the needs, interests, and concerns of parents, coworkers, and colleagues as sets of secondary customers.

Goals

V.P. SAEM GOAL 1.1:

The Division of SAEM will foster a student-centered approach to management and office operations.

OBJECTIVE 1.1.1: To measure the work of all staff on how well their activities support creating an environment that is conducive to student learning.

OBJECTIVE 1.1.2: To identify educational and co-curricular needs of the student body and provide programs to meet those needs.

OBJECTIVE 1.1.3: To increase opportunities to communicate, recognize, and honor students for their contributions to student life on campus.

V.P. SAEM GOAL 3.1:

The Division of SAEM staff will provide an array of student development programs to address students' physical, spiritual, emotional, and social development, and will promote leadership development and service opportunities.

OBJECTIVE 3.1.1: To continuously emphasize SAEM's supportive role for the academic mission of the University.

OBJECTIVE 3.1.2: To initiate out-of-class activities that foster the development of students' self-knowledge, critical thinking, leadership, and interpersonal skills.

OBJECTIVE 3.1.3: To promote experiences and develop programs which prepare students for successful integration into a dynamic, diverse, and ever-changing global society.

OBJECTIVE 3.1.4: To design and implement programs which foster students' appreciation for the value of public service and puts them in touch with the needs of the community.

OBJECTIVE 3.1.5: To design and implement student programs which foster the development of skills that are used during the life course (e.g., career, life, family, and financial planning) and equip students to lead successful and productive lives.

OBJECTIVE 3.1.6: To plan and implement experiences through which students develop the skills to deal effectively with ethical, moral, and societal issues of the day.

OBJECTIVE 3.1.7: To plan and implement an enrollment management program of student recruitment, orientation and student retention that enhances the University's marketing effectiveness efforts.

V.P. SAEM GOAL 4.1:

The Division of SAEM will offer programs that prepare students to work and live in other cultures and to communicate in other languages.

OBJECTIVE 4.1.1: To enhance the international diversity of the campus in order to stimulate increased cross-cultural interaction for Lincoln students, faculty, and staff and prepare them for participation in the emerging global society.

OBJECTIVE 4.1.2: To support programming that illuminates and enhances appreciation of other cultures.

OBJECTIVE 4.1.3: To increase, in conjunction with Academic Affairs, emphasis on the study of languages to prepare students to participate in meaningful international study through which they can gain knowledge of global issues.

V.P. SAEM GOAL 5.1:

The Division of SAEM will assist Academic Affairs in developing innovative educational programs and services in the Philadelphia area through greater utilization of the Urban Center.

OBJECTIVE 5.1.1: To promote "Workforce Development" in the Philadelphia area by assisting in defining the continuing education focus of the Urban Center.

OBJECTIVE 5.1.2: To promote and recruit for new programs by linking the Urban Center with high schools, colleges and universities and businesses.

V.P. SAEM GOAL 7.1:

The Division of SAEM will work to retain an excellent staff by providing competitive compensation, offering professional development opportunities, and building incentives for improved services.

V.P. SAEM GOAL 8.1:

The Division will upgrade and maintain its staff and student use of technology.

OBJECTIVE 8.1.1: To assist in the development and implementation of a system that fully integrates information resources and technology into the administration of the University.

OBJECTIVE 8.1.2: To provide all staff and students with access to and training for computing.

V.P. SAEM GOAL 9.1:

The Division of Student Affairs will respond to the rising expectations that the infrastructure that it oversees (offices, buildings, housing, recreational space) will be constructed, maintained and improved.

OBJECTIVE 9.1.1: To assist the President in seeking funding for the construction of a 400-bed, apartment-style, residence hall.

OBJECTIVE 9.1.2: To assist the Physical Plant staff in the implementation of a preventive maintenance schedule for all facilities.

OBJECTIVE 9.1.3: To assist the President in the development of a plan to fund the renovation of the residence halls and Student Union Building.

OBJECTIVE 9.1.4: To implement, in cooperation with the Physical Plant, a schedule of checks to ensure facility compliance with state and federal regulations.

OBJECTIVE 9.1.5: To develop, within the Division and with Fiscal Affairs staff, a five-year schedule of all capital needs that will be updated annually.

V.P. SAEM GOAL 10.1:

The Division, in conjunction with Development and External Affairs, will aggressively seek external funding for the enhancement of existing programs and the development of new programs.

V.P. SAEM GOAL 11.1:

The Division will manage its operating and capital budget and employ cost containment strategies that improve the effectiveness and efficiency of services.

OBJECTIVE 11.1.1: To link strategic planning to resource allocations within the Division.

OBJECTIVE 11.1.2: To maintain a cohesive capital plan that reflects the residence and auxiliary service facility needs.

OBJECTIVE 11.1.3: To improve services to students, faculty and staff through more effective systems and the simplification of administrative processes.

OBJECTIVE 11.1.4: To remain responsible stewards of the resources of the University and of the State and Federal government.

OBJECTIVE 11.1.5: To respond quickly to all external audit, state and federal requests.

OBJECTIVE 11.1.6: To implement regular, meaningful performance evaluations of all Division staff.

V.P. SAEM GOAL 12.1:

The Division of SAEM managers and staff will promote a management style conducive to positive relations with all of its constituencies.

OBJECTIVE 12.1.1: To encourage faculty, staff, and students to view themselves as members of one community, whose morale and productivity depend on working towards a common purpose.

OBJECTIVE 12.1.2: To educate Division staff and the campus regarding issues of unrecognized discriminatory behavior in order to eliminate such behavior and to promote appreciation for diversity.

V.P. SAEM GOAL 13.1:

The Division of SAEM staff will play an integral role in selecting and implementing an integrated information system for the campus.

OBJECTIVE 13.1.1: To ensure that accurate and critical data on budgets, students, personnel, activities, and needs will be collected in a management information system to assist internal decision-making.

Critical Areas

Relationship to Institutional Mission and Institutional Goals

The University's vision, mission and philosophy statements are the basis from which the Division of Student Affairs and Enrollment Management derives its vision, mission, and philosophy. The Division's functions, programs and services complement and support the

University's overall educational experience. Moreover, through its support programs and services, the Division addresses and attends to students' general welfare.

The Vice President for SAEM is responsive to all University goals and objectives; however, the following institutional goals more centrally frame the critical areas planning goals and objectives for the Student Affairs and Enrollment Management Division:

- 1.0 The University will foster a "student-centered" approach to learning in the classroom and to university management and operations.
- 3.0 The University will provide an array of student development programs to address the student's physical, emotional, spiritual, and social development, and will promote leadership skills and exposure to service opportunities.
- 4.0 The University will offer programs and curricula that prepare students to work and live in other cultures and to communicate in other languages.
- 9.0 The University will respond to the rising expectations that its infrastructure (e.g. classrooms, laboratories, technological resources, offices, housing, recreational space) will be constructed, maintained, and improved.
- 12.0 Lincoln University will promote a management style conducive to positive human relations with students and employees of the University.
- 13.0 The University will implement an integrated system to collect, rapidly access, and share appropriate institutional data and management information among university units.

Critical areas represent major factors that decisively affect and influence the direction of the Student Affairs and Enrollment Management Division. They are key areas in which the Division must effectively perform over the Plan period. The following nine (9) key critical areas will frame the Division's work for the remaining 2 ½ years (2004-2006) of the original Strategic Five-Year (2001-2006) Plan:

- 1.0 Retention Enhancement
- 2.0 Admissions
- 3.0 Residence Life
- 4.0 Student Life and Development
- 5.0 Intercollegiate Athletics
- 6.0 Campus Culture and Judicial Affairs
- 7.0 Safety, Security and Wellness
- 8.0 Planning, Evaluation and Staff Enhancement
- 9.0 Financial Aid

Each of the above critical areas is thoroughly discussed below to give a clear and concise understanding of the types of goals and objectives that have to be formulated in order to fully address each area.

(1) RETENTION ENHANCEMENT

Lincoln has successfully utilized numerous recruitment and retention strategies with some success. However, in order to improve the quality and size, and to fully and properly shape the desired characteristics of new classes, we have to enlarge the size of our applicant pool by saturating our current market and “tapping into” new markets. During the past two years, Lincoln has been fortunate enough to have added new skills, abilities, experiences, and expertise to its executive leadership and have changed its organizational structure accordingly to take full advantage of the talents its new leadership team brings.

Lincoln has begun to explore the possibility of employing an Enrollment Management model that would further enhance its ability to coordinate student services and assistances whereby the entire student experience, from beginning to end at the University, can be fully coordinated and seamless. The Enrollment Management model would encompass the offices of Admissions, Financial Aid, Housing, New Student Orientation, Bursar, Registrar, Academic Advising, ACT 101/T.I.M.E., Academic Advising, Counseling and Career Services. These new strategies will be organized into a comprehensive, well-structured program involving students, faculty, administration, staff, alumni, and friends of the University.

University administrators have visited other colleges and universities, utilized the Internet, and researched enrollment management models across the country in order to better assess which model will work best for Lincoln given its current personnel and technology.

Our retention strategies continue to be centered in the Academic Advising Center and the ACT 101/T.I.M.E. Program and Learning Resources Center. ACT 101/T.I.M.E. students continue to exhibit higher retention rates than the overall student body, although they enter the University with academic needs. We are seeking to extend the lessons learned from this program to other areas of the University. The Academic Advising Center, among its other responsibilities, trains faculty members to serve as advisors and mentors to incoming students, encouraging the faculty members to maintain their relationships beyond the time that the students declare majors.

(2) ADMISSIONS

We must improve the efficiency of admissions operations and communications. We must increase inquiries and applications from prospective students in order to consistently improve and enhance the student body and be in a better position to shape incoming classes and the University community. We must enable this office to be responsive to prospective students, parents, schools and other constituents by providing adequate resources and marketing.

Freshman classes admitted to the University for Falls 2000 through 2004 have on average Scholastic Achievement Test (SAT) scores ranging from 869 to 897, while the national African-American average is 857 and the average for African-American students in the Commonwealth is 817. Lincoln is committed to continuously improving its SAT and GPA averages for incoming cohorts.

Lincoln will increase its recruitment efforts in the state of Pennsylvania. In the past Lincoln has focused primarily on the larger metropolitan areas of Philadelphia, Pittsburgh, and Harrisburg. However, Lincoln will make concerted, concentrated efforts to increase its visibility and presence in other areas of the state. With regards to tuition costs, Lincoln continues to be one of the “best buys” in the state and nation. It is our desire to make college affordable for more students by presenting Lincoln as a premier institution where students can get a great education at reduced costs to them and their families. We will mount a marketing campaign asking everyone to “Rediscover Lincoln.” Likewise, in order to more thoroughly focus on graduate student recruiting, we have hired staff who specifically recruit on the undergraduate or graduate program only. We believe by focusing exclusively on one cohort of students, staff efforts can be concentrated and our market penetration and results can be improved. We must begin to provide the graduate programs with similar resources and outreach materials provided for the undergraduate program.

(3) RESIDENCE LIFE: ADMINISTRATION AND PLANNING

Residence Life (Student Housing) is a key ingredient in the Division's strategy of effectively and concertedly addressing the hierarchical needs of the University's students. The goal is to provide a residential environment in which facilities, programs and services meet and are responsive to students' needs and interests, complement their total development and, at the same time, are effectively administered and efficiently operated. Over the five years covered in this Plan, we will focus on three areas critical to improving residence life: (1) residential facilities, including improvements to existing facilities and acquisition of additional facilities, (2) residence life programming, and (3) administration and operations within the Residence Life Department. An early imperative will be the development of a comprehensive student housing plan to include housing demand projections, identification of related issues and problems, and recommendations on solutions and infrastructure needs and improvements.

Another key dimension of an enriched residential environment is to seek funding for Living and Learning Centers (LLCs). The LLCs enhance student development through the integration of teaching, application and learning in a residential setting. The LLCs financial support will be sought through federal Title III grant funding for the period 2002- 2007.

(4) STUDENT LIFE AND DEVELOPMENT

Provision of a comprehensive student life program is an institutional priority and imperative. Such a program encourages and promotes students' active engagement in university life. During the life of this plan, the Student Affairs and Enrollment Management Division will develop and implement a well-grounded, conceptually sound

and integrated, comprehensive student life program. The program will offer a range of activities, experiences and opportunities which (1) complement students' intellectual development; (2) enrich their cultural exposure and provide study abroad opportunities; (3) promote their social integration into the University community; (4) provide student leadership training and opportunities; (5) encourage student volunteerism; (6) facilitate their participation in extracurricular activities and other wholesome facets of University life; and (7) contribute to their personal development. Furthermore, the student life program must reflect the diversity that exists among the student population. Enhancement of recreation and intramural sports activities and concern for the development of a sense of "belonging" among the student population are slated for particular attention.

Student development is integral to the mission of educating the total student. Student development concepts hold that students' academic and intellectual development must be complemented by equal address to their career, personal, spiritual, social, and cultural development and enhancement. The aim is to enable students to acquire a full array of competencies that equip them to assume meaningful positions in society, to be placed confidently following graduation, and to conduct their lives in gratifying and rewarding ways. Moreover, student development concepts hold that students must successfully engage in and complete certain developmental tasks and challenges that arise while they are pursuing higher education. Furthermore, because the University community is a microcosm of larger society, students must develop intellectual and affective capacities for effective citizenship within the University community and beyond. Thus, students can learn, practice, and hone skills and abilities that enable them to assume civic responsibilities, gain and retain employment, and pursue advanced study. Additionally, student development and support programs should enhance students' capacity to successfully manage their life experiences while they are engaged in collegiate work.

These underlying conceptual premises require the University's student development efforts to (1) provide support services to all students; (2) address the special support needs of various sub-groups within the student population, e.g., adult, international and differently-abled; and (3) address students' personal, spiritual, social, and career developmental needs.

Enhancement of student development programs is particularly relevant since the University seeks to produce able leaders, responsible citizens, and graduates who are prepared to lead personally and vocationally gratifying lives in a global society. Thus, provisions which enhance students' affective development and general well being, as well as complement their intellectual and academic development, must be made.

(5) INTERCOLLEGIATE ATHLETICS

Lincoln is a member of the NCAA's Division III and currently fields men's teams in Baseball, Soccer, Basketball, Cross-country, Indoor Track, Outdoor Track and Tennis and women's teams in Soccer, Basketball, Volleyball, Cross-country, Indoor Track, Outdoor Track, Tennis and Softball. Given the above sport mix, we are meeting all NCAA Title IX requirements and are in compliance with all NCAA Division III rules and regulations.

Given the increase in the student body, it is also Lincoln's desire to possibly move to the NCAA's Division II and to seek conference affiliation with the Central Intercollegiate Athletic Association (CIAA). If we are successful in receiving an invitation to join the CIAA, it would mean that Lincoln would have to reestablish football at the University. The Vice President for SAEM and Vice President for Development and External Relations are conducting a Feasibility Study to make sure the University fully understands the annual operational and capital resources that would be necessary to sustain a successful program. The student body has been surveyed and they overwhelmingly support the return of football to campus and affiliation with the CIAA.

Currently, our challenges include improving coaches salaries, bringing aboard additional full-time athletic personnel (Athletic Trainer, coaches, support staff), enhancing training equipment and improving the athletic facilities on campus such that they meet all NCAA requirements and standards. Athletics previously reported to Academic Affairs, but the proper move to SAEM has allowed for greater resource allocation, supervision and oversight and a greater overall vision for athletics. With the small increase in coach's salaries, the hiring of a full-time Sports Information Director, improving some training facilities and augmenting the Athletic Department budget in order to purchase new uniforms and equipment, the overall morale of student-athletes has improved significantly this year and student attendance at sporting events has also significantly increased as well. Our challenge is to make sure our Feasibility Study is broad based enough to cover all anticipated costs of operating an effective program without hampering the overall University operating budget.

(6) CAMPUS CULTURE AND JUDICIAL AFFAIRS

In order to provide students, staff, and university constituents with a wholesome and orderly environment in which to study, work, and recreate, attention must be given to cultural and environmental factors that affect and impact upon the campus community. While Student Affairs and Enrollment Management staff are in the forefront of creating a wholesome campus, all University students and personnel have the responsibility to work diligently toward the establishment of a campus culture that reflects collegiality and respect.

The Student Judicial System and **Code of Student Conduct** were revised in Fall 2000 and Summer 2001, with implementation begun in Fall 2000. Although the implementation time has been relatively small, since that time, the number of infractions of the Code has steadily decreased and at the same time, the efficiency with which disciplinary matters are handled has improved. However, there remains the tasks of (1) refining the system's implementation mechanisms; (2) improving the training of the members of the University Hearing Board; and (3) familiarizing students and the broader University community with the system and the **Code**.

Significant progress has been made in establishing positive relations between students, the administration, and other campus constituencies. This has been accomplished through open communication channels, accessibility of University administrators to students, participation by students in University governance and on major ad hoc committees, and

the University's responsiveness to student issues. This momentum must be sustained through mechanisms such as the President's Student Development Luncheons, Student Forums and Student Round Table discussions. Other mechanisms, like Extended Cabinet meetings, University assemblies, and Divisional presentations at faculty meetings, must be implemented to improve faculty and staff communication as well.

(7) SAFETY, SECURITY, AND WELLNESS

Safety and security provisions are among the hierarchal needs designated as strategically critical in this five-year plan. The ultimate goal is to provide a safe and secure environment in which all members of the University community may confidently engage in their respective activities and which complements the University's mission, activities and plans. Recent incidents of violence within the campus community, along with the physical expansion of the University's buildings and grounds result in the compelling need to increase the visibility and presence of public safety personnel. Moreover, the campus community's concerns about professionalism and competency among the public safety personnel must be allayed. In addition to security issues, other safety concerns must be addressed including: comprehensive safety policies and procedures, fire safety education and training, emergency responsiveness, hazardous products procedures, safety training for all campus constituencies, monitoring of safety conditions and systems on University properties, as well as traffic and parking enforcement. Development of a comprehensive safety plan and activation of a campus safety council are slated for early completion. The Public Safety Department must be supplied with adequate resources that will enable it to respond to these safety and security imperatives.

The Student Health Services Center will be enhanced consistent with growth in student enrollment. Growth in the student population, increased health care costs, and increased numbers of adult students are factors which compel a review of student health services and programs with an aim to develop more comprehensive services and cost-effective services and programs. Thus, the Student Health Center must be enabled to provide health care services and programs that are responsive to students' needs and interests, which promote wellness as a corollary to good health, and which complement students' total development.

The Women's Center and Counseling Services will also need to be provided with ample resources and support in order to meet the counseling assistance and support needs of our student body. New, more involved staff have been hired for the Center and counseling services and students are responding accordingly. Today, far more so than in previous years, our students are presenting with the same vast array of issues and concerns that were previously prevalent only on majority, predominantly white campuses. In order to address and successfully combat some of the issues our students are dealing with, we need to make sure staff are visible to the student body, available at different times throughout the day and are providing preventive programming to help students cope.

(8) PLANNING, EVALUATION, AND STAFF ENHANCEMENT

Planning and evaluation, as an on-going process, must become an integral element in the Division's work. Sound and positive initial orientation to planning and evaluation has

occurred among the unit heads and the administrative staff. This work has focused primarily on annual operational planning. The Five-Year Plan represents the first effort toward long-term planning. The Plan delineates critical areas of performance over the five-year period. The Division will continue to engage in operational planning and will identify specific results to be achieved within each of the one-year periods comprising the five-year plan. The annual planning process will include annual budget planning as well.

The operational planning process incorporates a semester review system that assesses progress toward achievement of annual objectives. The review system identifies problems and difficulties for intervention, correction, and/or revision. Operational planning requires active participation by all key personnel within the Division and involves integrated planning across departmental lines. Thus, teamwork and collaboration are fostered.

Steady progress is expected in the planning area; however, the evaluation area will require "beginning at the beginning." The strategic planning and operational planning work associated with the development of this Plan began the orientation toward assessment. All departments will develop and implement instruments and mechanisms for assessing effectiveness of their programs and services. Moreover, they will be required to use the assessment results for planning and decision-making purposes.

Additionally, there is a need to conduct assessment on a Division-wide basis. Such an undertaking will require staff support to work specifically in this area. An assessment will focus on (1) effectiveness of the Division's programs and services, (2) interests, needs, and concerns of students, staff, and other constituents, and (3) performance in critical areas and attendant goals and objectives.

Effective and efficient administration of the Student Affairs' programs and services is crucial to achieving the goals and objectives set forth in the Five-Year Plan. It is equally important to providing a solid base upon which further developments, initiatives and enhancements can be built beyond the five-year period covered in the Plan. The Division's programs and services must complement the University's mission and institutional goals. Moreover, they must extend from the Division's mission and vision. Coherence should under gird the Division's work. Comprehensive policies and procedures by which programs and services and reporting units are governed and operated must be codified in policy and procedure manuals. These documents must be kept current through annual reviews and revisions. The structural and functional organization of the Division must complement the Division's mission and vision. Organizational paradigms will be developed to reflect roles, responsibilities, relationships, and lines of authority. In addition, effective administration of the Division's affairs requires identification of, and advocacy for resources for capital and infrastructure improvements, which will enable it to effectively and efficiently develop and implement its programs and services.

Continuous enhancement of skills, abilities, and knowledge will be promoted among the Student Affairs staff. Staff members will be encouraged to participate in professional

development activities including attendance at conferences, workshops and seminars, subscriptions to professional literature, and participation in "in-service" developmental programs (some of which will be made mandatory). All unit heads will be encouraged to affiliate with at least one national and one regional professional organization, and to subscribe to at least one professional publication. In-service staff development activities will be included on the agendas of departmental and divisional meetings. The aim of these activities will be to maintain and enhance the personal development and professional competency of the staffs within the Division.

(9) FINANCIAL AID

We must continue improvements in the Student Financial Aid Programs by (1) strengthening the administration of the programs, and (2) improving the efficiency of their operations. An adequate and competent staff complement must be maintained, and adequate resources provided to the Department. Over the course of the first 2 ½ years of the Strategic Plan, by far the greatest Critical Area strides have been made in financial aid. With the hiring of a seasoned and experienced financial aid director and the continuous training of the Associate Director and other staff members, we have been able to make significant strides in the knowledge, professionalism and services provided to students.

Students have responded by applying much earlier for financial aid than they had in previous years and student complaints relative to service is a rarity given the friendly and timely customer service rendered by all staff members. External audits have continued also to verify the vastly improved office operations in financial aid. Given the University's reliance on federal financial aid (70% of University Operating Budget is derived from federal aid and 95% of our student body utilize some form of federal aid), we will continue to stay abreast of developments in the field and make sure staff training remains an office priority. We will implement requirements that assist us in improving the number of continuing students who apply for financial aid before leaving for home the preceding year.

Long-term Goals and Objectives

1. Critical Area: Retention Enhancement

GOALS: To develop a holistic retention plan that stretches across all divisions at the University and that provides a seamless delivery of services and assistances to students and improves the overall retention and graduation rates at the University.

OBJECTIVES:

- A. To review, revise and conduct the New Student Orientation and Transition Week Program such that it reflects institutional imperatives, history, values and results from annual assessments of each year's program.

- B. To review and revise, in conjunction with Academic Affairs, the First-Year Seminar (African-American Experience) course such that it provides new students with a good understanding of the Lincoln Legacy and college survival skills.
- C. To continue to revise policies and procedures and meet regularly with key offices (Admissions, Financial Aid, Registrar, Bursar, Academic Advising, Act 101/T.I.M.E., Residence Life, and Student Development) that are responsible for providing all students with critical information and assistance necessary for their continued matriculation at the University.
- D. D. To seek University operational funding for an Office of Retention and Student Services that will provide academic monitoring of all students progress and compliance with Satisfactory Academic Progress standards and that will provide other student academic support (physical and learning disabilities), services (employment, student media, OneCard, etc.) and programs (Men's and Women's Initiatives, etc.) that will foster communication and interaction with students and provide pertinent information and support.
- E. To develop and implement a First-Year Experience Program through the Office of Student Life and Development that provides essential programs and activities for new students continuously throughout their first year of studies at the University.

2. Critical Area: Admissions

GOAL: To provide admissions services and programs which promote and complement the University's student enrollment goals (2600 students by Fall 2008; 2400 by Fall 2006) and which are effectively administered and efficiently operated.

OBJECTIVES:

- A. To develop and implement systems and mechanisms for the effective administration and implementation of the University's admissions policies.
- B. To develop and implement systems and structures which promote efficiency in the management and conduct of admissions operations.
- C. To develop and employ a variety of recruiting and marketing strategies to achieve established admissions goals with regard to enrollment management.
- D. To develop and implement measures, especially utilizing technology and the Internet, which promote effective communication and positive relations with prospective students, parents, and other publics.

- E. To devise a comprehensive recruitment/marketing plan including strategies, resources, and time frames.
- F. To hire an Associate Director for Admissions to assist with more efficient office operations and to increase the number of Pennsylvania residents who choose Lincoln University, especially in Lancaster, Harrisburg and Pittsburgh.

3. Critical Area: Residence Life: Administration and Planning

GOAL: To provide a residential environment in which programs, services, and facilities meet students' needs and interests, complement their total development, and are effectively administered and efficiently operated.

OBJECTIVES:

- A. To develop and implement procedures and mechanisms that will improve efficiency in student housing operations and assess the degree of improvement.
- B. To participate on committees and task forces designed to respond to on-campus housing needs, desired campus housing goals and the completion of the new residence hall.
- C. To fund professional development activities and implement plans, measures and training programs that result in enhanced competency among the Residence Life staff.
- D. To design and implement student development and student life programs for residential students with the conceptual goal of developing residential communities as opposed to dormitories.
- E. To develop and implement, in conjunction with the Dean of Students and Campus Life and the Physical Plant staff, procedures that will continually enhance the maintenance and aesthetics of the residence halls with particular attention to entrance ways, lobbies and lounges.

4. Critical Area: Student Life and Development

GOALS: To provide programs, activities, and experiences which enable students to actively engage in University life, enhance their total development, encourage leadership development, and actualize the Division's mission and vision.

To provide programs and services which address students' total development needs as well as their interests, and which actualize the Division's mission and vision.

OBJECTIVES:

- A. To develop and implement a comprehensive student life program which promotes students' social integration into the University, enhances their personal and spiritual development and enriches their cultural exposure.
- B. To design and implement a structured program which promotes student leadership development and a good working relationship with the SGA and student organizations.
- C. To review, revise, and conduct a program that promotes student volunteerism, on and off campus.
- D. To design and implement a comprehensive recreational and intramural program that allows students to engage in cooperative and individual activities outside of intercollegiate sports in adequate indoor and outdoor facilities maintained for student usage.
- E. To promote cultural knowledge, tolerance and understanding by providing interaction opportunities for U.S. and international students studying at the University and to promote study abroad opportunities amongst our students.
- F. To provide spiritual development programming that showcases the vast array of spiritual and religious experiences in the world and to provide student ministries and activities that engage students and promotes their growth.
- G. To assist the President and Director of the Physical Plant in the design, renovation and construction of student life spaces, particularly the renovation of the Student Union Building, the construction of a new International Cultural Center and the enhancement of the Gymnasium and other outdoor recreational spaces.
- H. To provide more services and amenities for students and staff of the University such that they have good access to transportation, food, convenience and sundry items, hair care, medical care, laundry, childcare, banking and other necessary and desired services.

5. Critical Area: Intercollegiate Athletics

GOAL: To maintain and enhance a successful and competitive NCAA Division III athletic program and all of its requisite rules and

regulations regarding eligibility, Title IX and other compliance rules and regulations.

To provide the Athletic Department and program with the necessary staffing, resources, equipment and facilities to appropriately represent and market the University.

To conduct a robust Feasibility Study and to continue to market and promote the University's joining the NCAA's Division II and the Central Intercollegiate Athletic Association (CIAA).

OBJECTIVES:

- A. To develop departmental policies and procedures for coaches and staff that reflect and or in concert with the University's overall policies and procedures.
- B. To orient all coaches and staff to a student first, athlete second Philosophy statement that undergirds all coaches and staff practices and directives to student-athletes.
- C. To insist that all coaches and staff subscribe to and read the necessary publications and information, stay abreast of and attend the necessary conferences and meetings and submit the required forms and documents to make sure that all athletic teams are meeting NCAA eligibility requirements and adhering to all rules and regulations.
- D. To annually submit a department operational and capital budget that prioritizes needs and enhances the athletic program each year.
- E. To procure, in accordance with University policies, the necessary uniforms and equipment to properly outfit each athletic team such that they represent the University in the best aesthetic manner possible.
- F. To hire coaches and staff who are familiar with and support the University's vision and mission, who themselves are excellent examples and role models for students and whose coaching style emphasizes discipline and pride in the University.
- G. To present at the February or April 2005 Board of Trustees meeting a Feasibility Study that demonstrates the necessary financial resources necessary for a move to Division II and/or conference affiliation such that the Board can make and pass an informed resolution.
- H. To continue to solicit the CIAA for Conference membership.
- I. To submit the necessary NCAA Division II petition forms should an invitation from the CIAA come within the next two years.

6. Critical Area: Campus Culture and Judicial Affairs

GOAL: To develop and maintain a campus culture, environment, and ethos that is educational, social, spiritual, and collegial wherein students, faculty, and staff engage in wholesome, life-enhancing classes, programs, and activities where morals, values, respect and concern for others is displayed daily.

To ensure that student judicial affairs and the *Code of Student Conduct* are effectively administered.

To promote positive relations and interactions among students and other campus constituencies.

OBJECTIVES:

- A. To maintain an effective student judicial system.
- B. To develop and implement measures that promote students' familiarity with and adherence to the **Code of Student Conduct**.
- C. To facilitate critical discussions with the Student Affairs Committee of the Board of Trustees, the University President, students, faculty and staff to identify core values that the entire University community can support and enforce to bring about greater communication and cooperation amongst the different campus constituencies.
- D. To chair and/or participate on essential committees designed to strengthen campus culture and the physical environment of the campus.
- E. To establish mechanisms that enable positive and regular interactions between students, the Administration, Student Affairs staff and other campus constituencies.

7. Critical Area: Safety, Security, and Wellness

GOALS: To provide a safe and secure environment in which all members of the University community can confidently engage in their respective activities and which complements the University's mission, activities and plans.

To provide health care and mental health services and programs which are responsive to students' needs and interests, promote wellness as a corollary to good health, and complement their total development.

OBJECTIVES:

- A. To develop and implement a comprehensive safety plan for the University and Policy and Procedure Manual for the department.
- B. To develop and implement measures that promote a safe and secure environment in which students, faculty, and staff can live, study, and engage in University life.
- C. To fund professional development and programs and measures that enhance the competency of the Public Safety, Student Health, Women's Center and Office of Minority Male Health staffs.
- D. To provide and deliver adequate primary health care services and mental health counseling and care in accordance with state and University guidelines and policies.
- E. To design, develop and implement a comprehensive wellness program including attendant policies, procedures, programs, activities and mechanisms via Student Health Services, the Women's Center and the Office of Minority Male Health.
- F. To provide information, programs and services for students that will assist them in developing healthier lifestyles.

8. Critical Area: Planning, Evaluation, and Staff Enhancement

GOALS: To ensure that the planning and evaluation process continues as an integral element in the Division's work.

To ensure that the Division's personnel are continuously engaged in staff development activities which enhance their professional knowledge and competencies.

OBJECTIVES:

- A. To conduct on-going planning and evaluation activities at the unit and sub-unit levels by utilizing CAS' (Council for the Advancement of Standards) higher education measures.
- B. To develop short and long-term planning documents relative to (1) student enrollment and future growth, (2) the improvement of student life and service areas on campus, (3) the improvement of the overall graduation and retention rates at the University, and (4) the feasibility of the University joining the NCAA Division II and CIAA conference for athletics.
- C. To continue to fund professional development activities and conduct a program of activities that enhances the competency and professionalism of the SAEM staff.

- D. To review, revise, and develop administrative and programmatic policies and procedures to govern the affairs of the Division, its reporting sub-units and the student body.
- E. To implement student survey and assessment instruments in all SAEM offices and departments in order to get valuable feedback on service delivery from students, faculty and staff.
- F. To begin preparations for the University's reaccreditation visit by Middle States during the 2007-08 academic year.

9. Critical Area: Financial Aid

GOAL: To ensure that the University's Student Financial Aid programs are effectively administered, efficiently operated, and delivered within guidelines and with a student-centered orientation.

To provide students with detailed information on the federal financial aid process, their responsibilities and resources available for debt repayment and other funding sources available.

OBJECTIVES:

- A. To develop and implement policies and procedures for administering the Student Financial Aid Programs consistent with applicable federal, state, and institutional regulations.
- B. To assemble and maintain a competent and adequate staff complement to effectively administer and manage the Student Financial Aid Programs.
- C. To correct and review findings and annually monitor implementation of attendant corrective action plans.
- D. To develop and implement systems, structures and procedures which improve efficiency in financial aid processing and awarding.
- E. To develop and implement systems and procedures to improve communication with students, parents, and University constituents about the financial aid programs, relevant policies and procedures, and developments.
- F. To provide workshops and forums for students and parents to allow them to gain greater knowledge and understanding of the financial aid process and other scholarship and funding sources available to them to help offset the cost of higher education and to remind them of their repayment obligations such that it does not adversely affect them after graduation.