



Lincoln University

Reimagining the Legacy: Learn. Liberate. Lead.

Comprehensive Self-Study Report

Lincoln University of the Commonwealth System of Higher Education

Submitted to the Middle States Commission on Higher Education for
Reaffirmation of Accreditation

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Executive Summary

This decennial review is occurring at an important moment in Lincoln University's long and distinguished history. In April 2018, the University adopted a new strategic plan that is designed to enhance student success. The strategic planning process, coupled with the self-study process, provided an opportunity to take inventory of our progress and set goals for addressing continued challenges.

The preparation of this document was served greatly by parallel self-study and strategic planning activities. Through these joint efforts, the University community joined in an extensive review of the past plans, fact books, survey data, history books, practices, policies, and other documentation toward understanding the historical course of the University. Additionally, we held several focus group discussions with broad sections of the student body to ascertain a more in-depth understanding of their insights and concerns.

Overall, we learned that Lincoln University's history and legacy of producing world leaders, its global engagement, and its commitment to social justice represent strengths upon which the university continues to build. The University's historical liberal arts curriculum and its strength in the sciences and pre-professional programs remains its niche for preparing socially responsible, culturally competent leaders and professionals. The University attracts bright and motivated students, both graduate and undergraduate, who are nurtured and guided by a dedicated faculty. The institution also has been very diligent in ensuring that its financial resources are stewarded with the highest level of integrity.

The self-study also revealed that recent attention to the student experience, faculty development, and shared governance processes are addressing some of the concerns created by recent leadership challenges and that the University is poised to further enhance academic excellence.

Our planning processes have supported our ability to implement improvements strategically and to conduct ongoing assessments of our progress. These activities have also identified goals and challenges for the coming decade.

Major findings reveal that the institution's strategic goals have been defined to support the mission of the University. The strategic planning process also assured the University that its charge is strong, relevant for the success of today's graduates and integrated into the daily work of the institution.

Lincoln has revised many of its policies and practices to maintain their adaptability to the changing environment in which an institution of higher education operates today. The University has acknowledged that change happens rapidly, and that to protect against errors in judgment or breaches in trust, it must remain vigilant.

Lincoln University's mission as a liberal arts institution with select graduate programs is being advanced through a coherent curriculum and qualified faculty. Undergraduates have the opportunity to explore the academy while taking a deeper dive into a major field of study. Their classroom experiences are greatly complemented by co-curricular opportunities that allow them to explore careers and hone important skills. Graduate programs offer flexible hours to support working adults and provide opportunities for mentoring and research.

Lincoln supports student success. Recent restructuring is providing seamless guidance and support for students, in addition to offering better coordination of high impact student engagement opportunities. Students have great opportunities to explore leadership while working to develop and hone essential skills such as speaking and writing.

The University has invested greatly in developing a solid and sustainable assessment culture. The institution has implemented an assessment infrastructure and invested in competent personnel for the Office of Institutional Effectiveness, Research, and Planning (OIERP) [formerly the Office of Assessment and Accreditation]. These resources have aided the University in facilitating the collection and sharing of data; standardizing policies, practices, and reporting processes; and providing sustenance to assessment efforts.

Lincoln's strategic plans and budget planning over the past 10 years have helped to propel the University forward and keep it stable during turbulent economic times. The institution has committed itself to periodic assessment of the strategic goals and identification of any adjustments needed to meet the evolving needs of the University. Academic planning processes afford the University the vehicles needed to make recommendations on general education, majors, and assessment needs.

The Board of Trustees recently conducted a review of its bylaws which resulted in several changes to language and structure that clarify the board's overall policy and governance roles. In addition, a fresh restructuring of administrative areas has created a better division of labor among those with oversight of curricular and co-curricular units. Moreover, the addition of a Faculty Council as a liaison committee between the administration and the faculty committees is improving the ease of shared governance on the campus.



Requirements of Affiliation

Requirement	Alignment	Evidence
1-6		<ul style="list-style-type: none"> See compliance report
7	Standard I	<ul style="list-style-type: none"> University Mission Statement University Strategic Plan
8	Standards III, IV, V, VI	<ul style="list-style-type: none"> University Annual Assessment Reports* University Fact Book
9	Standards III and V	<ul style="list-style-type: none"> University Academic Catalogs Board of Trustees (BOT) Educational Policy Approvals Educational Policies Committee Meeting Minutes Curriculum Committee Meeting Minutes Faculty Meeting Minutes Institutional Effectiveness & Assessment Manual University Annual Assessment Reports*
10	Standards I, III, IV, V, VI	<ul style="list-style-type: none"> University Strategic Plan Budget planning process University Tactical Plan
11	Standard VI	<ul style="list-style-type: none"> Annual Budget Annual Budget Hearings Annual Financial Audits Financial Planning Documents* Office of Sponsored Programs
12	Standard VII	<ul style="list-style-type: none"> University By-Laws BOT Meeting Minutes
13	Standard VII	<ul style="list-style-type: none"> BOT webpage
14	Standard I and II	<ul style="list-style-type: none"> University By-laws Faculty By-laws Office of Admission webpage Office of the Registrar webpage University Calendar
15	Standard III	<ul style="list-style-type: none"> University Faculty Members University Faculty Contracts Faculty Collective Bargaining Agreement

*Additional examples available.

Introduction

Lincoln University is the first U.S. institution founded with the expressed purpose of offering degrees in the arts and sciences to men of African descent. Over the course of its existence, Lincoln has provided a superior undergraduate experience, as well as excellent graduate programs. Its enduring strength is anchored in its historical attention to fostering close, nurturing relationships between faculty and students and its focus on preparing graduates to lead in their professional and personal lives.

The story of Lincoln University dates back to its founder, John Miller Dickey. After serving as a missionary and preaching to the slaves in Georgia, Dickey became pastor of the Presbyterian Church in Oxford, Pennsylvania, about three miles away from the current site of the university. Dickey was active in the American Colonization Society, and in 1851 took part in the court actions leading to the freeing of a young African-American girl who had been abducted from southern Chester County by slave raiders from Maryland. At the same time, Dickey prepared a young freedman by the name of John Amos for the ministry after Amos had failed in his efforts to gain college admission to even the most liberal of schools.

In October 1853, the Presbytery of New Castle approved Dickey's plan for the establishment of "an institution to be called Ashmun Institute, for the scientific, classical and theological education of colored youth of the male sex." On April 4, 1866, the institution was renamed Lincoln University in honor of President Abraham Lincoln. At that time, Dickey then proposed to expand the college into a full-fledged University and to enroll students of "every clime and complexion." Law, medical, pedagogical, and theological schools were planned in addition to the College of Liberal Arts. White students were encouraged to enroll and two graduated in the first baccalaureate class of six men in 1868. The University celebrated its 100th anniversary by amending its charter in 1953 to permit the granting of degrees to women. In 1972, it formally associated with the Commonwealth of Pennsylvania as a state-related, coeducational University.

Today, Lincoln enrolls nearly 2,200 undergraduates from across the United States, the Caribbean, and Africa. Graduate enrollment is nearly 300. The University has experienced steady enrollment growth over the past three years. Application data for fall 2018 shows that the growth trend will continue. While the University serves a diverse student population, it has an especially positive impact on individuals from under-resourced families. Lincoln University ranked number one among all four-year universities in Pennsylvania for student mobility (percentage of students who come from families in the bottom fifth of incomes and end up in the top fifth of incomes), according to a 2017 study published by the Equality of Opportunity Project (doc I.01 & doc I.02).

Lincoln also contributes significantly to the local and regional communities. A



recent study published by the United Negro College Fund revealed that the University generates about \$115 million in total impact for the surrounding economies (doc I.03). The University has strong partnerships throughout the state and employs more than 400 individuals, making it one of the largest employers and a major contributor in sustaining southern Chester County's economy. The study further shows that for every job created on the University campus, another 1.3 public and private sector jobs are created off campus due to the institution's related spending.

The University has many distinctive features. Its small size allows members of the University to interact on a meaningful personal level and to develop relationships that enhance teaching and research. Lincoln continues to focus on the arts and sciences, with few professional programs, in order to develop strong intellectually flexible graduates regardless of program of study. Almost all faculty contribute to undergraduate teaching with very few being located in graduate-only programs.



The human scale and extensive personal interaction that occur at Lincoln support and reinforce a sense of community that defines the Lincoln experience. The University community supported by alumni and partners rally together in an effort to provide the human resources needed to complement an often stretched financial budget. Through concentrated efforts on student success, the Lincoln family is able to provide a superior educational experience that rivals those at more highly financially resourced institutions.

In fall 2017, Lincoln embarked on a strategic planning process (doc I.04) that culminated in a document entitled “Reimagining the Legacy: Learn| Liberate| Lead” (doc I.05). The plan is the result of a broadly inclusive, evidence-based process that was designed to honor the past while looking forward to the future. At its core is a focus on student success through reinvestment in our roots as a liberal arts institution. The plan acknowledges that the liberal arts’ use of curricular and co-curricular opportunities as the vehicles for honing essential skills (such as critical thinking, speaking, writing, and problem solving), remains the best approach for preparing graduates to thrive. This is especially the case given the unprecedented market shifts so characteristic of this 21st century global, knowledge-based economy.

Through the planning process, we identified much strength that provides the foundation for the new strategic goals. Primarily, Lincoln University is financially stable, as evidenced by five consecutive years of balanced budgets and unqualified opinions on its annual audits. Additionally, the university's asset base of land, facilities, and investments is relatively large compared to institutions of the same size and character. Further, the University has experienced steady growth in enrollments, with the current student population being the largest in the institution's history. Additionally, the current curricular and co-curricular opportunities suggest that the University has maintained a liberal arts base and the “institutional learning outcomes” identified represent many of the essential skills deemed important within the higher

education and corporate communities. Also, evidence shows that many of our students have access to those high impact pedagogies known to deeply impact learning, including study abroad, undergraduate research, and internships. The review also revealed that Lincoln University managed to move itself forward over the past five years in spite of turbulent financial and leadership challenges. Austere budgeting practices and reductions in force allowed the University to operate uninterrupted. Faculty and staff came together to ensure the delivery of services to students and best practices such as outsourcing were used to manage daily demands. Through these efforts, the University has maintained effective operations.

Lincoln University is now focused on readying the institution for long-term growth. It endeavors to operationalize Lincoln University's distinctive niche in the world of liberal arts institutions and to garner the resources needed to achieve its educational goals.

Self-Study Process

The self-study process began in 2016 with the identification of two co-chairs who each had prior experience in assessment and accreditation. The co-chairs were officially appointed by the president of the University in January 2017. The co-chairs, along with the dean of the College of Humanities and Social Sciences, identified faculty and administrators with experience and/or a known interest in each of the seven MSCHE standards of accreditation to lead each of the seven task forces that were formed. These 14 task force leaders, the two self-study co-chairs, a documentation roadmap coordinator, and the University's accreditation liaison officer served as the 18-member "Self-Study Steering Committee." This committee selected key members of the faculty, administration, and staff to serve on the seven formal task forces.

The development of Lincoln University's self-study design was headed by the two co-chairs who worked closely with the steering committee members. This group determined the appropriate theme and set the desired methodology that would be used to accomplish a thorough self-examination of the University's compliance with the MSCHE standards of accreditation. The steering committee concluded that it would be most appropriate to base all data requests/collection, review, and reporting on the institutional imperatives outlined in the 2013-2018 Strategic Plan in place at the time the self-study began. Input on the self-study design was also received from the University president.

Following the approval of the University's self-study design, the seven task forces met regularly to identify the documentation and data needed to support the assessment of the University's compliance with each standard of accreditation. In addition, meetings and interviews were conducted with faculty, staff, students, and administrators to garner a greater insight into the means by which data collection was achieved and processes/policies in place to ensure compliance with MSCHE standards of accreditation. Documentation received from various offices and from the Office of Institutional Effectiveness, Research, and Planning was placed into Moodle where it could be reviewed and used by all members of the task forces. Each task force was responsible for submitting a report to the co-chairs based on its review of all the data and information collected.

The two self-study co-chairs, assistant provost, and the provost/vice president for academic affairs assumed the responsibility for compiling all the data and narratives received from the seven task forces into a cohesive Lincoln University Self-Study Report.

Standard I: Mission and Goals

Overview

Lincoln University's founding mission was to offer a rigorous liberal arts education to young men of African descent. This primary mission has remained core over the years. Academic excellence is at the center of the mission. Intellectual goals are set high toward preparing students to participate in a global society. Civic and social responsibilities are additional values which fuel the sense that there is no greater privilege than to use a superior education in the service of others.

Lincoln's mission encompasses the belief that the best method for preparing graduates is to develop their intellectual prowess by using curricular and co-curricular opportunities for practicing and honing important skills. Lincoln University's curriculum challenges students to broadly explore the academy through general education and to use that basic knowledge to inform their deeper dive within their major. Students are encouraged to seek co-curricular opportunities that provide further avenues to develop intellectually. In addition, Lincoln's rich historical legacy focused on social justice provides a basis from which students are challenged to confront and engage current problems facing society.

Description

The Lincoln University Charter contains the original statement of the institution's mission:

"...an institution of learning for the scientific, classical and theological education of colored youth of the male sex..." (p. 1) (doc 1.01)

Although the mission statement was revised several times over the 164-year history of the institution, especially to include women as matriculates (doc 1.02) and to amend for its state-related affiliation (doc 1.03), some reference to its liberal arts base remained core.

The most recent revision began with a Board of Trustees retreat held on September 15, 2017 (doc 1.04). Lead by facilitators, board members were asked to review its role as related to the mission. Upon close examination, many board members expressed the lack of specificity inherent in the then mission statement which read:

Founded in 1854, Lincoln University, the nation's first degree-granting Historically Black College & University (HBCU), is committed to maintaining a nurturing and stimulating environment for learning, teaching, research, creative expression and public service for a diverse student body, faculty and workforce. With a myriad of firsts to its credit and a tradition of producing world leaders, the University engages in programs that increase knowledge and global understanding. The University's diverse student body and expert workforce foster a supportive environment for professional and personal growth and mutual respect.

Of most concern was that the liberal arts core did not appear in the statement, raising the question as to whether the focus on the liberal arts continued to be the basis of a Lincoln education. Upon further examination, the focus on the liberal arts was found in the vision statement:

As a global institution, Lincoln University has an expert workforce that offers progressive and comprehensive programs marked by effective support systems and sound fiscal practices. The University combines the elements of a liberal arts and science-based undergraduate core curriculum with selected graduate programs. The institution is a place where people come willingly to learn, teach, work and visit.

A decision was made to address this concern through the strategic planning process which commenced, soon after the board retreat, toward assessing the continued commitment to the liberal arts at Lincoln University.

The strategic planning process sought broad input relative to the mission statement and specifically the role of the liberal arts. A survey seeking input from faculty, staff, students, and alumni on contemporary thoughts about the prominence of the liberal arts at Lincoln was conducted (doc 1.05). The results indicated that the majority of stakeholders endorsed a clearer statement of the liberal arts in the mission statement (doc 1.06). A revised mission statement expressing the liberal arts core of the institution was drafted and tested at a stakeholders' conference held during the strategic planning process. More than 200 people from all constituencies, including faculty, students, staff, alumni, board members, and local and regional partners attended the conference (doc 1.07). The consensus was that the draft revision of the mission statement was a clearer reflection of the mission and goals of the university.

The Board of Trustees adopted the revised mission statement on April 21, 2018 (doc 1.08). It reads:

Lincoln University, the nation's first degree-granting Historically Black College and University (HBCU), educates and empowers students to lead their communities and change the world.

It does so by:

- *Providing a rigorous liberal arts education featuring active and collaborative learning;*
- *Integrating academic and co-curricular programs with the university's distinctive legacy of global engagement, social responsibility and leadership development; and*
- *Cultivating the character, values and standards of excellence needed to enable students to become responsible citizens of a global community.*

Analysis

Lincoln University's mission statement is presented as a major fact about the university on its website. Through the self-study process it was noted that the mission statement was not featured in other documents (printed or web-based). A decision was made to include the mission statement in all published catalogs going forward beginning in fall 2018, as well as to print the statement in the admissions viewbook (doc 1.09).

Lincoln University's mission statement does influence the most important activities undertaken by the institution. Its effectiveness in guiding goals was tested in the development of key principles for "Reimagining the Legacy: Learn| Liberate| Lead," Lincoln's current strategic planning document. The plan's most notable principles are:

1. Lincoln University's focus on the liberal arts must be a continuing feature of all plans to improve student success. It is the context that must guide the priorities of planning and the allocation of resources.
2. The use of engaged pedagogies and co-curricular opportunities as a major vehicle for honing and developing intellectual skills is key to the liberal arts approach at the university. This distinction must be central in all aspects of the educational experience.
3. The University's history tells a powerful story about how a rigorous education can prepare graduates to change courses of societies. The Lincoln legacy should be an integral aspect of the Lincoln journey.

These principles form the foundation for the five themes/goals of the strategic plan:

1. Build a culture that supports student success
2. Enhance academic quality and achieve operational excellence
3. Develop strategic partnerships to leverage resources and assets
4. Strategically align resources to support institutional priorities
5. Tell the Lincoln University story

These principles and themes underlie the objectives set by the strategic plan and have guided several recent decisions. Primarily, the organizational structure was revised to ensure greater functional synergy between curricular and co-curricular opportunities (doc 1.10). Areas of academic support and student life were merged under one vice president whose role it is to facilitate coordination between academic goals and co-curricular offerings and to build a strong system for advising and supplemental instruction such as tutoring and writing support (doc 1.11). In addition, the University initiated a strategic budgeting process linked to the mission and priorities set by the strategic plan. The process began at the unit level and asked chairs and directors to propose budget items consistent with the priorities related to enhancing the liberal arts approach highlighted in the mission statement (doc 1.12 & doc 1.13). Through this process, faculty became intimately involved in the budgeting process where ultimate approval is delegated to the Board of Trustees. The strategic budget was approved at the April 2018 board meeting (doc 1.14).

Additionally, the Institutional Learning Outcomes (ILOs) support the mission's goal of preparing students for success beyond graduation. The ILOs stress the development of essential skills needed to tool and retool as warranted. The ILOS are:

1. Effective Communication
2. Technology & Information Literacy
3. Diversity Awareness/Cultural Awareness
4. Social Responsibility and Civic Engagement
5. Critical Thinking

6. Lincoln Legacy
7. Scientific and Quantitative Literacy
8. Integrative and Life-Long Learning.

To realize the mission, the University hired an assistant provost and director of the Center for Teaching and Learning who is charged with supporting faculty development focused on engaged pedagogies and the integration of the Institutional Learning Outcomes throughout the curriculum and co-curricular activities (doc 1.15). Faculty and staff workshops dedicated to these objectives commenced in spring 2018 and will be an ongoing effort in the area of faculty development (doc 1.16).

Finally, the University revised its First-Year Experience course to better integrate ILOs and Lincoln history. Throughout the first year, students will focus on strengthening critical reading and information literacy skills through a curriculum focused on the University's history (doc 1.17, doc 1.18, & doc 1.19).

Continuous Improvement

Lincoln's mission guides the institution's efforts to deliver a liberal arts education that weds curricular and co-curricular opportunities. We must work to ensure that the equivalent of the mission is observable at multiple levels of the University. The implementation stage of the strategic planning process guides the work of individual units in aligning their own statements of mission and goals (doc 1.20 & doc 1.13). This work began in spring 2018 with the goal of completing all department and unit plans by December 2019.

Conclusion

The priorities outlined during the strategic planning process support the mission and goals of the university. The institution conducted a thorough, highly consultative, evidence-based review of its purpose, needs, overall aims, and priorities. Members of the community, including faculty, staff, and alumni, helped to guide the planning process and shaped both the general directions and specific recommendations. Through this process, the University assured itself that the mission is strong, relevant for the success of today's graduates, and integrated into the daily work of the institution.

Standard II: Ethics and Integrity

Overview

Lincoln University has demonstrated its commitment to ethics and integrity in the management of its academic mission through policies and practices which apply to faculty, students, and staff, its governing board, and its connections with local and federal government agencies and with other external organizations. The University, through its officers and appropriate divisions/departments, provides openness and honesty in its connections with the community at large. Over time, the policies and practices and the rules and regulations, both internal to the institution and externally mandated, have changed. In the face of such change, Lincoln strives to maintain academic freedom; fair treatment of faculty, students, and staff; and diversity and non-discrimination in its policies regarding admissions and employment practices.

As part of this self-study procedure, Lincoln University faculty, students, and staff, its governing board of trustees conducted a review and analysis of institutional policies, practices, and processes. Lincoln posts its major policies and procedures on its website, ensuring ready access by faculty, students, and staff. External parties can also view content bearing the University's commitment to fair and equitable practices through the website. Our primary focus has been on updating policies and procedures so that they reflect recent changes in practice and emphasis of reimagining the legacy.

This section describes Lincoln's institutional-wide programs and policies that are applicable across the University's major constituencies, faculty, students, and staff, its governing board; policies applicable to individual groups; and ways in which they enable us to maintain a free, open, and honest exchange of information and knowledge.

Description

Institutional-Wide Commitments

Conflict of Interest

All faculty, students, and staff, its governing board of trustees are subject to University policies related to conflicts of interest. The guiding principle for Lincoln's management of conflicts of interest is that all decisions and actions taken by employees and members of the University community acting on behalf of the institution in the conduct of business must be made in such a way that promotes the best interest of Lincoln University.

The Board of Trustees' code of conduct policy (doc 2.01) clearly defines conflicts of interest and establishes the requirement that all members of the University community must act in the best interests of the University. This is especially in contexts where a University office or position might be used in a financial transaction for personal gain, for gain of an employee's or officer's family, or an entity with whom the employee or officer is associated. Faculty submit written conflict of interest disclosure forms

annually. Failure to adhere to the policies outlined in the Code of Conduct may result in disciplinary action that includes reprimand, suspension, and termination.

Additionally, different segments of Lincoln's population may be faced with different types of potential conflicts. Accordingly, each population is further subject to specific guidelines, reporting requirements, and reporting forms. Article III, Section 8 (doc 2.02) of the Board of Trustees By-laws clearly defines conflicts of interest and establishes the requirement that all members of the board act in the best interests of the University, especially in contexts where a board member might be involved in a financial transaction for personal gain, for gain of a family member, or gain of an entity with whom the trustee is associated. Every board member is required to sign a conflict of interest attestation upon joining. In addition, each board member must reaffirm their attestation each year. At a recent Board of Trustees retreat, it was noted that potential for conflicts of interest is ongoing. The board decided to control for this by reading the conflict of interest statement before each meeting so that members can attest to no conflicts in an ongoing fashion (doc 2.03).

The policies and procedures related to managing conflicts of interest for staff appear in two places. First, the Lincoln University Employee Handbook, Section 1.19, (doc 2.04) requires all employees, including faculty, to disclose outside employment and to assess conflict of interest if their employment is not subject to a Collective Bargaining Agreement (CBA). Second, the CBAs between the University and the District Council 88, American Federation of State, County, and Municipal Employees AFL-CIO Local 2377 AFSCME Collective Bargaining Agreement (doc 2.05) and Department of Public Safety Collective Bargaining Agreement (doc 2.06) prescribe the disclosure process for these units. Candidates selected for employment are advised of the conflict of interest policies prior to assuming their responsibilities with the University. Additionally, the Faculty Collective Bargaining Agreement (doc 2.07) outlines the process for part-time and full-time faculty outside remunerative activity (doc 2.08). The University has an internal management system to address the functions of conflict of interest which includes an annual disclosure process for faculty, review of non-faculty disclosures, and implementation of a conflict management plan, detailed in the Employee Handbook Appendix A (doc 2.09).

Policies Related to Non-Discrimination and Harassment

Lincoln creates a community atmosphere among students, faculty, staff, and administration that is inclusive and respects diverse backgrounds, ideas, and perspectives which extends to hiring, evaluation, promotion, discipline, and separation of students, employees, and contracted firms or individuals. This occurs in and through numerous policies and processes. Primarily, freedom from sexual abuse, harassment, discrimination, and misconduct are managed through policies and procedures developed from guidance provided by Title IX. The University delineates issues related to sexual misconduct including definitions, a list of prohibited acts, a definition of consent, an index of campus resources and support, and ways to file complaints both on campus and to outside support organizations on its website (Title IX page). This is also referenced in the Student Handbook. A more extensive on-campus discussion of the sexual misconduct policy is referenced in the Sexual Misconduct Policy (doc 2.10). In addition, the University has a Title IX coordinator whose contact information is referenced in all online resources. Other policies include the notice of non-discrimination and equal opportunity, HR Policy 101, (doc 2.11) and the general policy on harassment prevention, HR Policy 108, (doc 2.12).

The University has an electronic employment site where any person at any location can view all available faculty and staff positions at the University and submit applications online. This has aided the institution in effectively soliciting diverse pools of applicants for open positions.

Information Technology



The world of computing and information technology has changed dramatically in the last decade or so. The University approved a policy on computer and network usage in 2009, HR Policy 110, (doc 2.13). The policy delineates Lincoln's guidelines for proper use of its networks. The University also has a policy which attests to Lincoln's commitment to protecting the internet privacy of its applicants, students, parents, faculty, staff, alumni, friends, supporters, and the general public (Internet Privacy Policy). Additionally, to ensure privacy and security, Lincoln requires user and password protected accounts. This includes access to Moodle, Email, and WebAdvisor. Also, there is a strong prohibition concerning the use of accounts of others and showing disrespect of others online. Software agreements limit the use of accounts to University business, and communication through computer systems is considered as official records. The internet privacy policy is accompanied by an internet usage policy that provides guidelines to help ensure

responsible and productive internet usage. Furthermore, the University maintains policies covering authorized and unauthorized use of its technology. Employees, students, alumni, and visitors may not use or access the University's information technologies without proper authorization. To ensure compliance with this policy, and to properly manage technology, usage is monitored (Use of Information and Communication Technologies).

Public Disclosure

The University aims for great transparency in its dealings with both the internal Lincoln community and external audiences (particularly, prospective students). The Office of Communications and Public Relations has restricted access for mass emails and has streamlined the process for campus-wide internal communications via the development of the Student Wire and Daily Bulletin. These mechanisms create the arena for the office to verify the accuracy and content of all internal campus-wide communications.

The university's Office of Admissions is committed to the Statement of Principles of Good Practices as set forth by the National Association for College Admission Counseling (NACAC), which outlines the ethical standards for admissions professionals. The Admissions Webpage for both undergraduate and graduate applicants provides clear and truthful information for prospective students and their families to understand the admissions process, factors considered for admission, and detailed next steps for enrollment. The university has stated policies concerning qualifications for admission for both undergraduate and graduate programs. Accessibility for special audiences is also articulated for veterans, transfer students, and international students. To ensure the honesty and truthfulness of the statistical data and content included in recruitment materials, the Office of Admissions utilizes a verification process with specific departments (i.e., Registrar, OIERP) to confirm the accuracy of the information. Additionally, a secondary comprehensive review and approval process is performed by the Office of Communications & Public Relations. Furthermore, admissions policies are readily available, both in print and online, to prospective and current students, parents, faculty, and staff. In keeping with the University's mission to prepare its students to use their gifts and resources to advance the well-being of its community and to meet the challenges of a global economy, students are admitted on the basis of both proven ability and potential for academic growth.

The Office of Communications & Public Relations administers policies regarding media-related topics, including filming and photography on campus and use of the university name, seal, and logos which serve as a control for both internal and external communication. The office also designates official spokesperson(s) for the University on University matters. Faculty and staff members are strictly prohibited from speaking on behalf of the University without authorization. Faculty members are encouraged to speak to media in regards to their particular areas of expertise, but represent their own individual views and not the views of the University. Any individual wanting to submit materials for publication to the website or other media must use the publicity submission form found on the public relations website. The office is also responsible for managing any content placed on the website and is the major office involved in developing official University publications.

Lincoln University recognizes the impact of social media. In its Internet and Social Media Policy, compliance of all employees with University policies, rules, and regulations, local, state, and federal laws is required. The Office of Communications & Public Relations oversees content and carefully monitors and removes content deemed inappropriate when profanity, false information about the University or inciting violence is present and ensures that transparency, privacy, and confidentiality policies are followed. Regulations apply to official University websites, unofficial University websites (created by students



and personnel of the University), website creators, developers, and administrators. Extensive guidelines have been adopted for social media platforms, such as blogs, collaborative websites, email, chat, message

boards, internet forums, online profiles, social networking sites, podcasts, photos, videos, and music sharing. They include such issues as requiring all websites to include the domain directory of the University, limitation of authorized persons speaking on behalf of the University, appropriate disclaimers for unofficial sites, confidentiality, copyright compliance, compliance with the University Style Guide, appropriate permissions, accuracy, removal of outdated information, avoidance of harmful content or content that disrespects the rights of others, immediate updating of access for those who leave the University, and reservation of the right of the University to delete inappropriate content. (Lincoln University Internet and Social Media Policy).

Reporting Compliance

Disclosure of information regarding institution-wide assessments, graduation, retention, certifications, and the like are readily found on the University website. Major facts about the University are found on our University Facts and Students Right to Know pages. Links are provided to the most recent Fact Books where information about enrollment, finances, retention, and other data can be found. Accreditation information can also be accessed through our Accreditation page and through the Middle-States Commission on Higher Education (MSCHE) website. All actions to date by MSCHE can be viewed through this link. Lincoln University's programs in education, chemistry, and nursing have specialized accreditation and certifications. Statements regarding the statuses of these accreditations can be found on the program websites: Education, Chemistry, and Nursing.

Students

The academic conduct and general behavior expected of students is set forth in the Academic Catalog and the Student Handbook (SHB). The handbook is accessible online and is presented to each new student upon arrival to campus during orientation. Each student is required to attest that they have received and reviewed the SHB.

Students are alerted to standards of academic integrity through a standard required template (doc 2.14 & doc 2.15) for course syllabi. Every syllabus must contain the University's statement on academic integrity and includes a link to fuller explanations of standards on the Lincoln website (doc 2.16). The statement sets expectations for student conduct around academic work. Students must present their own work, which must clearly represent the facts and properly document references and sources. Consequences for infractions are delineated in the statement and procedures for addressing allegations of infractions are managed through the Academic Grievance Procedure (doc 2.17).

The SHB establishes three key principles. It:

1. Enforces conduct standards conducive for all students in a proactive educational approach that fosters personal and social development;
2. Informs the foundation for behavioral expectations in the academic community;
3. Encourages integrity, wisdom, and empathy in the execution of the student conduct standards.

Student life at Lincoln is guided by the Code of Student Conduct found in Section 1 of the SHB (doc 2.18). The code gives students general notice of prohibited behavior toward protecting the campus community as well as fostering the personal, educational, and social development of those students who are found responsible for violations of University regulations. The code also reinforces the students' right

to freedom of expression. This policy is intended to create a learning environment that promotes respect, dignity, and the pursuit of knowledge. It is not the intent of this policy to inhibit the expression of ideas or to use any methods that would infringe on an individual's constitutional right to free speech. The SHB also contains policies and procedures governing specific areas of student life and outlines non-academic disciplinary procedures.

Students alleging grievances related to non-academic issues are guided by policies outlined in the Academic Catalog. This procedure is to be used whenever a student believes that a staff member has infringed upon the student's rights as set forth in the policy.

The Federal Family Education Rights and Privacy Act of 1974 (FERPA) provides students with legal protections regarding the release of their educational records. This act is discussed in the Student Handbook. Among other protections, FERPA gives students the right to access their educational records kept by the school; the right to have their educational records be disclosed only with their consent; the right to amend the content of their educational records; and the right to file complaints against the school for disclosing the content of their educational records in violation of FERPA. Advisors in first-year experience courses are trained by the Advising Center to follow FERPA guidelines when, for example, they deal with students and parents of students.

Department of Public Safety

The Department of Public Safety implements/compliments the University's mission as it relates to the safety of students, personnel, and their guests. In addition, it encourages individuals to be responsible for their own safety and security,

as well as the safety and security of college property. Students, as well as others, are encouraged to report safety complaints through the online complaint form. Also, the federal Jeanne Clery Act requires the University to collect statistical data on its campus crime and campus security policies, and to annually prepare, publish, and distribute a security report through publications or mailings to all current students. The annual report



appears on the Department of Public Safety website (doc 2.19). Additionally, consistent with the Clery Act, the Department of Public Safety posts a crime log on a regular basis.

Athletics

The NCAA requires every Division II participating institution to complete a self-study for recertification of its athletic program every five years. The last self-study (doc 2.20) at Lincoln was completed during

the 2017-2018 academic year, with Lincoln receiving recertification in 2018. The department issues a policies and procedures manual which includes not only the relevant requirements for NCAA and Central Intercollegiate Athletic Association (CIAA) compliance but also information about the fair treatment of Lincoln's student-athletes and department employees. The manual, last updated in 2018, includes dispute resolution procedures for use when a student-athlete has a dispute with a coach or others in the department (doc 2.21). Student-athletes retain access to all avenues of grievance/dispute resolution within the University.

Lincoln annually complies with the Equity in Athletics Disclosure Act, which requires reporting on participant numbers, coaches, and revenue and expenses of men's and women's teams. The report is published each October by the U.S. Department of Education and a copy of the 2017-2018 report can be found here (doc 2.22).

Lincoln promotes affordability and accessibility and helps its students understand and identify funding sources and options, value received for cost, and methods to make informed decisions about incurring debt. In terms of affordability, the University instituted a Tuition Freeze Policy (doc 2.23) in February 2014, which allows a student who enters Lincoln as a first-year student to have the same tuition cost over the next three years. The University uses several places on its website to inform and educate students about their financial obligations and funding sources. The Admissions site offers a link to a discussion of tuition and fees that also offers a net price calculator. The site also links to the Office of the Bursar where students can access information about payment obligations and payment plan options. Further, the Financial Aid site offers videos and other information regarding the financial aid process and scholarship options. Financial literacy is a major topic within the First-Year Experience Program. Students are challenged to understand the debt they may incur while paying for college and offered information on how to make smart decisions about loans and scholarships (Student Right to Know).

Faculty

Policies and procedures relating to the faculty are designed to ensure an environment where the free exchange of ideas can flourish. This objective is articulated in several policies guiding faculty. Primarily, Article XII (doc 2.24) of the Faculty Bylaws guarantees the freedom of faculty to discuss subject matter in the classroom, guarantees freedom of research and publication, and reaffirms freedom of speech and writing. In addition to the Faculty Bylaws, the University is bound by the 1940 statement of academic freedom of the AAUP, and reaffirmation in the Collective Bargaining Agreement, Document Exhibit C of CBA (doc 2.25).

The Judicial Committee, a standing committee of the faculty, is charged with reviewing petitions which allege violations of academic freedom. The faculty grievance procedure also covers allegations that: (1) an individual grievant has been subject to discrimination and (2) the rights of a faculty member of the community have been abridged. The Collective Bargaining Agreement (CBA) between Lincoln University of the Commonwealth System of Higher Education and the Lincoln University Chapter of the American Association of University Professors (LUC-AAUP) outlines grievance procedures for faculty. Additionally, Exhibit B of the Faculty Bylaws; Article X: Severance & Other Actions, and Article XI: Rights of Members of Faculty, also provide guidance on how to initiate and resolve a grievance. See CBA for an overview of these policies and procedures.

The procedures for hiring, tenuring, and promoting faculty are defined in the Faculty Collective Bargaining Agreement; Articles X, XI, XII, and Exhibit C (doc 2.07). The procedures explain the various grades of academic personnel and offer an explanation of faculty responsibilities. Further, the document entitled “Professional Standards for Faculty: Promotion, Tenure, and Sabbatical Leave” (doc 2.26) delineates the process and standards for tenure, promotion, and sabbatical requests.

The University prohibits infringement of copyright protections for publishers and authors, such as through copying materials not within “fair use” guidelines. This policy can be found here, offering a clear explanation of copyright law and acts prohibited by the law.

Staff

The University has a comprehensive policy document entitled “Employee Handbook.” This manual, revised, in 2012, defines the rights and responsibilities of Lincoln University employees. The manual is accessible to all employees from Lincoln’s Human Resources’ webpage. New staff members are required to attend an orientation session at the beginning of their employment where they are introduced to the Human Resources webpage. The Department of Human Resources is responsible for all employment policy matters relating to staff. The University administration is charged with ensuring compliance and addressing violations when they occur.

Evaluation of employee performance is intended to be respectful. Performance evaluations are treated as a cooperative affair with the focus being on the clarification of goals, measurements, and expectations. The University has standardized the evaluation process which includes objective standards used to measure improvements. Supervisors and administrators are responsible for making this process work effectively and for conducting reviews with their supervisees (doc 2.27).

The University has several policies related to assuring fair treatment and processes for investigating and resolving employment disputes. Non-union employees may address grievances as outlined in Section 2.5 of the Employee Handbook, entitled Conflict Resolution Procedure (Non-Union) (doc 2.09). The Collective Bargaining Agreement by and Between Lincoln University of the Commonwealth System of Higher Education and District 88, American Federation of State, County and Municipal Employees AFL-CIO Local 2377 details grievance policies and procedures for employees governed by the document Article 12: Discipline and Discharge; Article 13: Grievance and Arbitration, Section 13.1 Grievance and Definition Procedure; and Article 17: Miscellaneous, Section 17.2 Agreement Conflict with Law (doc 2.05). The Collective Bargaining Agreement between Lincoln University and Lincoln University Chapter of the American Association of University Professors LUC-AAUP) details grievance policies and procedures for employees governed by the document (Article XIV- Grievance Procedure, Article VI - Governance, Section 6.3) (doc 2.07). Grievances alleged by members of the Department of Public Safety are managed through The Lincoln University Police Officers Union Association and The Lincoln University Police Supervisors Union Association.

Senior administrators are subject to annual evaluation procedures as well. The University Board of Trustees, through its Evaluation Committee, is responsible for coordinating the annual assessment of the president. The most recent evaluation process included a self-assessment based upon mutually agreed upon goals and expectations, along with a leadership evaluation survey completed by all members of the board (doc 2.32 – see evidence folder). The president is responsible for assessing the performance of all

vice presidents and the director of athletics. Administrators are asked to submit a self-assessment, which is discussed with the president. Feedback is presented in writing that includes an overall evaluation of performance as well as goals for the coming year. Samples of the most recent evaluations are provided (docs 2.33, 2.34, and 2.35 – see evidence folder).

Periodic Assessment

Since its last reaccreditation, the University underwent extensive review and revision of many of its human resources policies and procedures and initiated mechanisms for ongoing oversight and review. However, a disruption in leadership between 2015 and 2017 interfered with the periodic assessment practices that were put in place. Through the current self-study process it was noted that while many policies were reviewed and revised between 2009 and 2012, most have not undergone a review since 2012, including the Employee Handbook. Therefore, the University hired a Human Resource Specialist in October 2018 and charged her to review, revise, and update all policies and manuals governing employment at Lincoln University. The Board of Trustees initiated its own bylaws review process in November 2017, which resulted in several amendments and revisions to its policies which were adopted at its September 2018 meeting (doc 2.28). The SHB and academic catalog are subjected to review every year as a process related to preparation for new student orientation. The faculty created an executive group named the Faculty Council which, in conjunction with the Faculty Bylaws Committee, is charged with preparing proposed bylaw revisions and presenting them to the faculty (doc 2.29). Finally, all CBAs are reviewed and renegotiated in three- to four-year cycles.

Analysis

A review of LU policies, practices and processes shows a commitment to core standards of ethics and integrity is indispensable and defining of an effective higher educational institution. Lincoln University has demonstrated its commitment to ethics and integrity through the development and implementation of a plethora of policies, procedures, and systems affecting students, faculty, staff, and other stakeholders and, guided by faithfulness to its mission, by honoring its contracts and commitments, and representing itself truthfully. Additionally, the current strategic plan commits to improving administrative systems, policies, procedures, and communication channels (Strategic Plan) to ensure that they work more effectively in achieving the University's mission and vision.

In 2013, the Office of Internal Audit and Compliance was disbanded in response to financial constraints. Since that time, the general approach to audit and compliance has evolved into an enterprise risk management framework. The enterprise risk management approach seeks to liaise with internal stakeholders to ensure ongoing risk management practices and that results are effectively understood and customer needs are being addressed. This process provides oversight of the evaluation of processes, reviews control/quality assurance program reports, and consults/influences initiatives to spearhead strategic opportunities for improved efficiency, effectiveness, and/or risk reduction. The Audit Committee of the Board of Trustees approved a motion to contract with an outside firm to provide an overall risk assessment and to recommend the best approach to risk management going forward (doc 2.36). Association with a firm will commence in AY 2019. The selected firm will be required to also provide a

hotline function so that community members may report allegations of compliance breaches and threats to integrity in an anonymous fashion.

The Title IX coordinator's role was recently expanded to include campus-wide equity issues (Director of Institutional Equity Job Description – doc 2.30). The director of institutional equity has the responsibility for updating all policies related to non-discrimination and harassment as needed, conducting training, and raising awareness. The director will also assume responsibility for other policies related to diversity and inclusion, including the notice of non-discrimination and equal opportunity (HR Policy 101 – doc 2.11) and the general policy on harassment prevention (HR Policy 108 – doc 2.12). The director has been conducting online training for faculty, staff, and students concerning discrimination and harassment. Over 300 faculty and staff have participated so far. The training covers harassment prevention and prohibition of retaliation for filing a complaint and focuses on the prevention of incidents, training, and enforcement. Although these policies require zero tolerance of harassment to maintain a respectful workplace, the University does recognize the need to respect constitutionally protected free speech and is mindful of striking a balance.



Continuous Improvement

Two areas of policies and practices that will undergo review and revision in the coming years are public relations and public safety. In May 2018, the University hired a new vice president for advancement who assumed responsibility for the Office of Communications and Public Relations. Since her arrival, the University has initiated a complete overhaul of the website and all print materials to ensure that the information is consistent with the brand and that messages are related to the current strategic priorities. Additionally, in March 2018, an external review of the Department of Public Safety was commissioned in response to several complaints from faculty, staff, and students. The review was conducted by Margolis Healey, a Vermont-based campus security consulting firm and a report was issued in June 2018 (doc 2.31). Among the many recommendations were suggestions for the staffing structure, compensation levels, technology use, and training models. The recommendations will be implemented during the 2018-2019 academic year.

Conclusion

During the last decade, the University has conducted comprehensive reviews or has commissioned external assessments of many of its policies and practices. In response to the findings of these reviews, Lincoln revised many of its policies and practices to maintain their adaptability to the changing environment in which an institution of higher education operates today. The University acknowledges that change happens rapidly and that to protect against errors in judgment or breaches in trust, it must remain vigilant. Senior administrators, faculty, and staff are well aware of the potential consequences if the University ceases constant review to ensure that the University remains honest and fair in everything it does for its students and employees.

Standard III: Design and Delivery of the Student Learning Experience

Overview

The foundation of the University's academic mission is the liberal arts:

Lincoln University educates and empowers students to lead their communities and change the world. It does so by:

- *Providing a **rigorous liberal arts education** featuring active and collaborative learning;*
- *Integrating academic and co-curricular programs with the University's distinctive legacy of global engagement, social responsibility and leadership development; and*
- *Cultivating the character, values and standards of excellence needed to enable students to become responsible citizens of a global community.*

Like many institutions dedicated to the liberal arts, Lincoln encourages its student to study broadly and deeply, to become self-reflective, and to develop a sense of social responsibility. The self-study review process substantiated the manner in which LU carries out this process. Through its curricular and co-curricular opportunities, Lincoln strives to educate students for success in the 21st century by emphasizing transferable skills such as writing, critical thinking, teamwork, cultural competence, and leadership. The faculty body is the core that ensures that students are well served and the mission is fulfilled. The faculty's work is complemented by administrative offices charged with coordinating and delivering co-curricular options which further provide opportunities to develop and hone important skills. The ultimate goals of our curriculum are to create intellectually flexible citizens who are capable of responding to a rapidly changing economy, are at home in the world and are dedicated to social change.

Student learning is at the heart of Lincoln University's mission. Students are offered sufficient learning opportunities in the general education program and their major curricula, as well as through co-curricular activities. Specifically:

- Both the general education curriculum and major programs have course options that allow students to choose a path that supports their interests and desired outcome.
- Co-curricular activities are aligned with ILOs to ensure that learning opportunities extend beyond the classroom.
- All course syllabi have clearly stated student and program learning outcomes with linked learning opportunities and assessment methods.
- Capstone opportunities and the mandatory writing portfolio provide culminating experiences and demonstrate synthesis of learning.
- Support services are in place to help students navigate and succeed in their programs of study. (Reported under Standard IV.)
- Academic progress is tracked and reported through an advising system that includes the First-Year Program, academic advisors and software to track and report on student attendance and performance. (Reported under Standard IV.)

Our adult completion and graduate programs offer students the opportunity to acquire degrees within programs designed to help working adults earn the credentials needed to advance in the workplace, retool toward new careers, or simply broaden professional skills and perspectives. The programs are grounded in the historical legacy of Lincoln University characterized by global perspectives, a focus on essential skills, and delivery through engaged pedagogies.

The curriculum is delivered by a dedicated faculty body who are generally engaged as teachers and scholars. The faculty plays an important role in setting the curriculum and assessing its impact. Through design and delivery, students at Lincoln University are afforded educational experiences that prepare them for success beyond graduation.

Description

Design: Academic Programs

Undergraduate Program

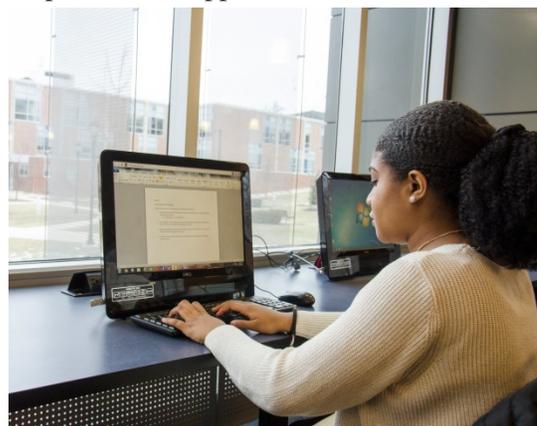
Lincoln University provides a supportive liberal arts education to its 2,002 undergraduate students through 33 undergraduate major programs. In addition, undergraduate students can select from 33 different minor areas of study. Twenty-three of the minors overlap with the major programs while 10 are free-standing minor programs (doc 3.01).

Undergraduate programs are guided by the 120-credit minimum mandate passed by the Board of Trustees in accordance with Pennsylvania Department of Education requirement. Baccalaureate degrees are the culmination of three areas of emphasis: (1) general education; (2) the major and (3) co-curricular experiences. Courses in both the general education program and the major programs are sequenced according to content and skill level and identified by course number. Courses have well-defined learning opportunities included in every course syllabus. The University master syllabus requires that learning opportunities for each course be specifically identified. All course syllabi are posted on Moodle. The wide range of learning opportunities listed on syllabi includes discipline-specific exams, essays, problem-solving, experience-based learning, etc.

There is a mandatory capstone course for each major. Capstone projects may include a thesis requirement which demands synthesis of general education and program student learning outcomes, values, and skills. Co-curricular options are high-impact practices such as internships, research opportunities, conference attendance, presentations, and performances. What follows is a description of these three major areas of emphasis.

General Education

Lincoln's General Education Curriculum in alignment with the University's liberal arts mission is designed to expose students to the broad array of fields that make up the academy. The curriculum draws students into new areas of intellectual experiences through course work that covers broad disciplines and through engaging pedagogies that



integrate communication, literacy, critical thinking, scientific and quantitative reasoning skills while exposing students to both diversity and cultural awareness. Additionally, the curriculum emphasizes social responsibility and civic engagement and advancing the Lincoln legacy.

The program was instituted in 2006 and it requires students to take 45-48 credits (out of the 120 credits required for graduation) across disciplines with a combination of core and elective courses. Core (required) courses include a first-year experience course, two English composition courses, a course in African American experience and a wellness course. Beyond the core courses, students may choose from one class in music or art, one in philosophy or religion, one of two English literature courses, two from a list of seven in the social sciences, one 100-level mathematics course, two science courses from a list of six, two semesters of a foreign language, or computer science. Incoming students complete math and writing assessments and are placed into appropriate level writing and math classes to optimize learning and advanced skills necessary for college success. The General Education program is described in greater detail here (doc 3.02).

The General Education program is governed by eight Institutional Learning Outcomes (doc 3.03) which are assessed annually through the General Education courses. The ILOs cover:

Table 3.1 Institutional Learning Outcomes

ILO	Outcomes
1. Effective Communication	<ul style="list-style-type: none"> • Students will effectively communicate in oral, written and visual form.
2. Technology and Information Literacy	<ul style="list-style-type: none"> • Access, manage and integrate information effectively and efficiently. • Critically evaluate sources and content of information for authority and accuracy. • Create, produce and/or use general or discipline specific technologies and/or library and media sources. • Demonstrate an understanding of the economic, legal, ethical, and social issues surrounding the use of communication and information technology.
3. Diversity Awareness and Cultural Awareness	<ul style="list-style-type: none"> • Students will integrate cross-cultural understanding in the disciplines and develop an appreciation for music, art, and other forms of cultural expression.
4. Social Responsibility and Civic Engagement	<ul style="list-style-type: none"> • Students will understand and utilize skills responsible for living as accountable, ethical, and contributing world citizens.
5. Critical Thinking	<ul style="list-style-type: none"> • Students will reason abstractly and think critically to make connections between ideas and experiences and to solve novel problems.
6. Lincoln Legacy	<ul style="list-style-type: none"> • Demonstrate knowledge of Lincoln heritage and legacy through assignments and related academic experiences. • Participate in activities and demonstrate behaviors that are indicative of forwarding Lincoln legacy. • Examine and describe the role of people of African descent and their ongoing global impact as it pertains to Lincoln's history.
7. Scientific and Quantitative Reasoning	<ul style="list-style-type: none"> • Formulate hypotheses, perform experiments and analyze the results using appropriate technology to reach a logical conclusion. • Be able to create arguments or algorithms supported by quantitative evidence and can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations and computer programs as appropriate).
8. Integrative & Lifelong Learning	<ul style="list-style-type: none"> • Students will use skills that support life-long learning.

Details about the assessment cycles of the ILOs can be found under Standard V.

Majors

All undergraduate students must complete requirements for a major, but do not need to have a minor to graduate. Majors are housed within one of the academic departments at Lincoln University. Each major has its own assessment criteria defined by a set of Program Student Learning Outcomes (PSLOs) that address specific outcomes for the student.

A summary chart (doc 3.01) of all the programs and whether they offer majors, minors, have course requirements, course descriptions, program student-learning outcomes, opportunities in the form of research, internships, practicum, student teaching, etc., can be found in the appendix. Outside accreditation is also noted in the last column of the chart.

All major programs of study include course options and course sequencing to ensure that students are exposed to learning outcomes at the introductory, reinforced, and mastery levels. Course sequencing sheets can be seen in the academic catalog. The 100-level courses, many of which form the General Education curriculum, offer foundational skill and content knowledge development which enhance skills that promote success in the major programs of study.

All programs of study include a capstone experience designed to enhance learning and prepare students for career goals or to further their education. Table 3.2 lists a few different capstone experiences offered by different major programs at Lincoln University.

Table 3.2 Capstone Requirements

Major Program	Capstone Experience
Biology	Research Internship, Study Abroad, or Senior Seminar Research Project
Psychology	Field Placement and Senior Seminar Research Project
Health Services	Practicum
Human Services	Field Placement (HUS 441 Field Placement is required for the accelerated BHS/FLEX at UC as well). Nothing more is required relative to the capstone experience for the BHS/FLEX program.
Business/BES (BS in Management ONLY at UC)	(BES 459) Senior Seminar/Strategic Management (Senior Research Project)

In addition to requiring a capstone experience that often entails research, many programs offer further guided research opportunities through independent study or research courses. These courses are often small and provide one-on-one mentoring of students interested in specific research topics. Faculty members collaborate with outside research entities in the form of grants which are specific to faculty members and vary according to the semester and the faculty member's interests.

Exhibits of student work, both at conferences and displays, concerts, and student-led convocations, including those on and off campus, are considered important learning experiences, as well. Independent studies, which engage the student in real life opportunities for community involvement, community engagement, and research, are unique highlights of the student learning experience at Lincoln University.

The primary format for student access to each program of study is the Lincoln University Academic Catalog as posted on the Registrar's webpage of the Lincoln website. Each department webpage provides an overview narrative of their program offerings, including the program student learning outcomes (PSLOs). On those web pages, each program of study is linked to the current Lincoln University Academic Catalog. The catalog details the course requirements and the course descriptions for each program of study. Beginning in fall 2018, the course sequencing sheets, which offer guidelines for students to help them determine the order of required courses, will also be found in the catalog. In prior

years, the students obtained the course sequencing sheets from the departments. The catalog also lists requirements for internships, research, field placement or practicum, student teaching, and study abroad.

The programs of study are also posted online in WebAdvisor, which is utilized as an advising and class registration tool for students and their advisors. Though WebAdvisor does not serve as the legal documentation for informing students of the relevant information for their chosen program of study, it is the resource most easily accessed and enables each student (and their advisor) to see progress towards completion of a chosen program. It does clearly state at the beginning section for “Academic Evaluation” the following disclaimer:

“This document is for advising purposes only. If you have questions, please contact your advisor or the Office of the Registrar. This document only reflects courses toward graduation. PREREQUISITES MAY BE REQUIRED, please be sure to follow your sequence sheet provided by your major department. Please see the transcript to review developmental courses. This document DOES NOT REFLECT YOUR CUM GPA. Please see your transcript for your CUM GPA.”

WebAdvisor functions as a degree auditing tool and has been used for class scheduling and advising since 2011. The tool effectively helps students determine major and minor requirements, and, to some extent, allows students to chart a path toward graduation by listing courses needed for completion. WebAdvisor is taught in FYE courses and during orientation with peer mentors.

Co-Curricular

Lincoln University defines co-curricular activities as all opportunities offered outside of the classroom that can be structured to further facilitate the development of essential skills such as critical thinking, communication, and leadership. To assist in this effort, the University recently restructured the areas of student life and academic support under a new unit named Student Success with the goal of creating greater functional synergy between academic support and co-curricular activities. Headed by the dean of the college and vice president for student success, this new unit consists of academic support areas such as advising and tutoring, as well as all co-curricular areas (e.g., internships, international programs, and undergraduate research). Additionally, other areas affecting students’ out-of-classroom experiences like residence life, health services, and counseling are also integral to this new area. Co-curricular opportunities, broadly defined, are implemented and managed through the various offices in this unit.

Primary is the new area of student engagement. This area includes several offices and centers namely Career Development, Internships, Community Engagement & Service Learning, International Programs, the Center for Undergraduate Research, Student Life and Development, and Program for Health Professions and Biomedical Studies. Common among these areas is an emphasis on providing students with opportunities to practice and develop intellectual skills using high-impact activities such as service learning, research, community projects, and study aboard, as well as chances to learn about careers through workshops, lectures, and internships.

Career Development provides students with support in resume writing, career preparation, and interviewing techniques. The career development staff trains students for situation-specific questions that

they may face during their interviews, and also teach students about professional appearance and presentation skills. The goal is to include as many students as possible in the career advising and to discuss employer-specific requirements such as various combinations of student majors and minors. Annually employers from companies like IBM, Google, Apple, J.P. Morgan, Deloitte and Touche; graduate University representatives from Penn State, Drexel, Morgan State, Howard, and the University of the Sciences); mass media; US DoD, FBI, Social Security Administration; members of the Academy Awards and other professional entertainers; and organizations visit campus. Beginning in the sophomore year, career development partners with students to assess individual aspirations and the strengths of each student.

The Career Development Office also conducts exit surveys for graduating seniors to record the intended future employment of the students, the range of salaries upon graduation, and graduate school application and acceptance data. During the career fairs, potential employers also complete questionnaires that help Lincoln University understand their requirements for graduates, as well as preferences and expectations for future graduates (doc 3.04).

The Center for Undergraduate Research's mission is to promote undergraduate research as a high impact co-curricular program, which provides a wide array of opportunities for students and faculty to engage in scholarly and creative inquiry experiences that augment academic excellence and foster student success. During the 2017-2018 academic year, the total reported number of students who participated in undergraduate research opportunities both on and off campus was 149.

Table 3.3 Student participation in undergraduate research opportunities

Program or Activity	Semester(s)	Number of Students	Experience Location
Lincoln Scholars	Fall 2017 - Spring 2018	38	Lincoln University
Leap Transformation	Spring 2017 - Spring 2018	53	Lincoln University
SURA Program	Summer 2018	9	Lincoln University
Lincoln's First Scholars Day Symposium	Spring 2018	44	Lincoln University
LSAMP Summer Research Experience	Summer 2018	1	Syracuse University
Temple PA CURE	Summer 2018	3	Temple University
SIEMML Program	Summer 2018	1	UC Berkeley

The Center for Undergraduate Research hosted its first Scholars Day Research Symposium on April 12, 2018. Forty-three students highlighted their research works in either poster or oral format. More than 100

people attended the symposium throughout the entire day of activities. Additionally, the center hosted its first Summer Undergraduate Research Academy May 21- June 29, 2018. Nine Lincoln students and faculty mentors participated in the SURA program, which provided faculty-mentored research experiences, and enrichment and professional development workshops facilitated by faculty and various program directors.

Undergraduate research is also supported through several partnerships with other schools that are institutionalized through articulation agreements, for instance, with the University of Delaware and Morgan State University. In addition, National Science Foundation-sponsored programs such as LEAPS-T and LEAPS-FM facilitate and support faculty-student research. Support from LEAPS¹ funding and our partnerships with research-intensive schools have enabled Lincoln to encourage students to participate in summer research internships, and to present their posters at Lincoln's Annual Science Fair and Poster Presentation. From 2005 to 2014, we facilitated the summer internships of 223 students who presented 327 posters at Lincoln's Annual Science Fair. Of the 223 presenters, 155 (69.5%) have graduated. Of the 155 graduates, 85 (54.8%) are attending or have completed graduate or professional schools. The advantages of an undergraduate research experience (including increased graduation rates and acceptance into graduate and professional schools) prompted us to expand research opportunities to other students at Lincoln during the regular academic year using resources from LEAPS-FM. Our results show that while only five posters of a total of 194 posters (2.6%) were presented by Lincoln's students and faculty between 2005 and 2011, there is now a significant increase in the number of posters presented since 2012 by students mentored by Lincoln's faculty; in 2012, it was three of 37 posters (8.1%); in 2013, seven of 35 (20%); in 2014, 15 of 34 (44.1%); and in 2015, 14 of 32 (43.75%). As a result of this success, since 2016 we have been awarding an average of eight mini awards to faculty to increase the number of research student mentees. In 2016/17 academic year, 36 students benefited from this research mentoring program.

Study Abroad programs are broadly available to students and organized through the International Programs and Services office. The office provides guidelines and resources to make study abroad available to most students who are interested. Table 3.4 details how many students studied abroad in the 2015-16 and 2016-17 according to International Programs and Services:

Table 3.4 Number of students that studied abroad in 2015-2016 and 2016-2017

Year	Fall	Spring	Summer
2015-2016	12	11	56 (2016)
2016-2017	4	8	58 (2017)

A searchable list of available study abroad programs can be found [here](#). Faculty-led study abroad is governed by the ad-hoc Study Abroad Committee which vets study abroad proposals from faculty

¹ Lincoln's Excellent Academic Program in Science (LEAPS) commonly called LEAPS started in September 2004. This program has been around for over a decade and is funded by The National Science Foundation (NSF).

members to travel with students for an international learning experience. Most faculty-led study abroad takes place during the summer break. Table 3.5 provides information about faculty-led study abroad:

Table 3.5 Faculty-led study abroad in 2015-2016 and 2016-2017

Program	Time	Destination	Number of Students
Engineering Science	Summer 2016	Trinidad and Tobago	6
First-Year Program	Summer 2016	Spain	11
MSB and MSC (UC ONLY to South Africa)	Summer 2016	South Africa	(12MSB/7MSC)19
Engineering Science	Summer 2017	Greece	12
First-Year Program	Summer 2017	Spain	12
MSB and Business and Entrepreneurship (All are UC students except one student from main campus.)	Summer 2017	Spain	(19MSB/5BES)24

The Office of International Programs and Services also supports international students that come to Lincoln University for their degree. In 2017-2018 Lincoln hosted 67 students from 13 different countries (Lincoln University Fact Book, pg. 26) (doc 3.05). These students provide fabulous diversity to the Lincoln campus and offer a wealth of opportunities for all students to learn about different cultures. Many of the co-curricular activities that engage international students to share their customs and tradition with the campus community are sponsored by the International Student Organization. A favorite event each year is International Foods Day when students, faculty, and staff from across the world share their homeland cuisine with the rest of the University.

Students seeking admission to pre-health professional degree programs have historically been served by a Pre-Health Professions Advisory Committee composed of faculty members from various departments, including biology, chemistry, English, and criminal justice. The committee provides qualified students with a recommendation letter to be included in the professional school application package. Table 3.8 shows the number of students admitted to graduate or professional health-related programs for years 2015-2017.

Table 3.8 Number of students admitted to postgraduate programs of the indicated types

Year	Medical School	Dental School	Biomedical Graduate Programs	Public Health Programs
2016-2017	4	2	4	0
2015-2016	7	0	0	1
2014-2015	1	0	1	0

In fall 2018, the Pre-Professional Preparatory Program (CP³) in Biomedical Sciences and Health Professions was implemented to provide a structured training opportunity for students seeking admission to graduate degree programs in biomedical sciences and professional degree programs in medicine, dentistry, veterinary medicine, or pharmacy. First-year students are recruited broadly across academic

disciplines and assigned to an interdisciplinary peer cohort that will follow a programmatic curriculum that includes advisement, experiential learning opportunities (such as research, community service, and clinically-related experiences), skill-building workshops, seminar series, and symposia. The curriculum also includes graduate/professional school entrance exam preparation activities. Extensive support to guide students through the postgraduate school application process is also provided. Together, these activities are expected to increase the number of students admitted to biomedical sciences or health-related postgraduate programs of interest within four years of matriculation at Lincoln University.

The Office for Community Service and Engagement serves in partnership with Lincoln University's High Impact Co-Curricular Student Engagement Unit. Engaging in community service and service learning is an extension of Lincoln University's traditional legacy of serving its community locally and internationally. The office is designed for Lincoln students to use volunteer service, coupled with diverse, real-world experiences, to cultivate skills toward their pursuit of a professional and successful career, all while strengthening the community around them. Undergraduate seniors were surveyed in 2018 (doc 3.06), concerning their educational experiences at Lincoln University, especially as it related to community service and high-impact practices. Of the seniors surveyed, 15 percent participated in a service-learning course and 56 percent participated in a volunteer service. A few examples of organizations that participated in community service and/or service learning during the 2017-2018 school year include:

- 28 Lincoln Men through the Male Initiative Program performed community service. They hosted 28 high school students as a recruitment program.
- Greek fraternities and sororities participated in ongoing service in order to fulfill their 50 hours of community service requirement.
- Graduating seniors participated in some form of a culminating capstone project, learning communities, and/or service learning within a course.
- Nursing students serve in the Oxford School District for Emergency Awareness Project.
- During Senior Week, LU senior representatives participated in a beautification project at the Oxford Memorial Park and police station.

The Office of Internship Services is also housed in the co-curricular unit of the Division of Student Success. Students who are just entering their matriculation can utilize an internship opportunity to assist in their choice of academic trajectory and career interest. For other students, internships can help integrate learning and real-world application in a particular discipline. During the 2017-2018 academic year, the newly established Office of Internship Services was charged with creating processes and/or procedures that enhance student preparedness for securing internship opportunities; increasing the number of students participating in internship prospects; collaborating with internal and external departments and organizations to ensure internship opportunities; and developing a method for effectively disseminating and tracking such opportunities, workshops, and other pertinent activities.

Further, student employment is being reconceived from the perspective of internships, thus expanding opportunities for students within the budgeted resources. These jobs allow students to serve as interns during the fall and spring semesters. Fall semester internship placements are filled by students whose essential skill assessment indicates a need for a more guided initial placement. This "development phase"

targets students who may not have had any employment/volunteer experience prior to matriculation, and can benefit from a closer, more nurturing initial employment placement. Spring semester placements, “Career Track/Advanced Phase” is reserved for students who are looking to pursue careers in higher education and/or specific skills related to the various departments (such as Fiscal Affairs, Human Resources, Athletics, etc.). During the 2017-2018 year, over 50 students participated in internal or external internship placements.

To further support student professional development, collaboration with faculty, staff, and alumni to identify activities that will enhance, augment and increase co-curricular and curricular learning objectives. These professional development activities include but are not limited to workshops, training, and presentations. Alumni mentoring opportunities are formalized and offer various undertakings in which to engage. Such occurrences include: one-on-one mentoring; career specific small group chats; job shadowing; large group speakers; career readiness workshop presenters; and the Project Assist Consignment Closet.

Additionally, the Office of Student Life works with student organizations to create opportunities that focus on skill development. For example, work with fraternities and sororities focus on enhancing skills related to critical thinking, financial literacy, public speaking, and written communication as these organizations plan parties and community service projects. Similarly, work with Student Government Association members has focused on developing leadership skills toward integrating them into the shared governance structure of the University. Every opportunity to create situations for students to confront and practice important skills is integrated into the outside-of-the classroom experiences.

Adult Completion Programs

Lincoln University offers three adult completion programs out of its Philadelphia facility: Bachelor of Human Services (BHS); Bachelor of Management; and Bachelor of Criminal Justice. The programs are offered nights and weekends so that they may cater to working adults. Students can meet the requirements of Lincoln University core curriculum and requirements for the majors by taking university courses, and in some cases passing College Level Examination Program (CLEP) tests, and preparing professional portfolios and presentations and/or examinations documenting prior learning using The Council for Adult and Experiential Learning (CAEL) standards. Students may also transfer courses that are documented by official academic transcripts from regionally accredited academic institutions with a grade of C or better. To meet graduation requirements, students will need to successfully satisfy coursework inclusive of core courses, major courses, and electives, as well as a writing proficiency requirement. Each student enrolled in a completion program will receive individual academic advising upon acceptance and throughout enrollment in the program. Classes are offered on Saturdays and Monday through Friday during the evenings. Some of the programs are offered in a hybrid fashion: students attend face-to-face classes on some weeks and online other weeks, according to a schedule established at the beginning of each semester.

The Bachelor of Human Services (BHS) Program (doc 3.07), also known as the BHS/FLEX Program, offers an accelerated degree for adult learners who work in the human services field. The program’s adult-centered approach offers a personal academic plan-of-study for each student. All required core

courses and major requirements found in the traditional undergraduate program have been incorporated in the BHS/FLEX, with minor modifications, to accommodate the mature student with work-related experience. All students in the program are employed in human services with at least one year of work experience in the field. Credits earned from previous academic studies, life-learning experiences, and professional experience allows the student to apply for Prior Learning Assessment (PLA) credit toward the undergraduate degree. Consequently, the BHS/FLEX Program serves as an accelerated bachelor's degree program. Students who transfer more than 60 approved credit hours from another institution must meet the residency requirement of at least 24 credit hours, including 15 credits in human services major subjects.

The Bachelor of Management program (doc 3.08) is dedicated to exposing students to an interdisciplinary course of instruction that integrates the major business disciplines while preparing them with the knowledge, skills, and capabilities to become successful leaders, managers and entrepreneurs in organizational enterprises for the domestic and global marketplace. Ethical values, professionalism, and managerial accountability are instilled in a theoretical and experiential environment with applicability to the real-world workplace that places a premium on productivity, efficiency, effectiveness, and excellence. The management major provides students with a top-quality management education with knowledge, skills and capabilities and real-life learning experiences for competitive transition and success in the twenty-first-century workplace. Business management strives to provide ethical values in a learning environment based on professionalism, responsibility, accountability, excellence, trust, and respect.

The Bachelor of Criminal Justice Program (doc 3.09) offers an accelerated degree for adult learners previously, or currently working in the criminal justice field. The program is modeled after Lincoln University's traditional undergraduate Criminal Justice Program with an emphasis on law enforcement, legal studies, and forensic science. Students in the accelerated program are required to take the same core courses and major requirements needed for the traditional program, with minor modifications tailored to accommodate an expeditious completion for adult students with work experience in the criminal justice field. Like the BHS/FLEX, credits earned from previous academic studies, life-learning experiences, and professional experience will allow the student to apply for Prior Learning Assessment (PLA) credit toward the undergraduate degree. Consequently, the Bachelor of Criminal Justice Program serves as an accelerated bachelor's degree program. Students who transfer 60 approved credit hours from another institution must meet the residency requirement of at least 24 credit hours including 15 credit hours in criminal justice major subjects.

Graduate Programs

Lincoln University offers six master degree programs within four different fields" business, counseling, education and human services. In 2014, Lincoln discontinued its non-traditional human services program (master's degree without an undergraduate degree), which led to a 34 percent reduction in enrollment. As of fall 2017, the enrollment had begun to grow again, showing only a 22 percent decrease relative to 2013 enrollment numbers. The majority of graduate students are from the State of Pennsylvania, most of which are from the Philadelphia area. Currently, Lincoln confers approximately 120 master's degrees each year.

Graduate courses are numbered 600 (except for two student teaching courses that are numbered EDU 500-501/12 credits and EDU 503/6 credits) and above and are offered exclusively to individuals enrolled in the graduate program. The minimum requirement for a master's degree ranges from 33 to 60 hours, depending upon the field. Research is integral to each program. Table 3.9 identifies the research focus of each degree program.

Table 3.9 Research components are integral to all graduate programs

Graduate Programs	Graduate Courses	Type of Research	Hours	Type of Report
Master of Business Administration - MBA	MBA 800 - Integrated Capstone Research Project Course	Quantitative and/or Qualitative Action Research Model	60 Hrs.	Capstone models the format and structure of a graduate thesis. It identifies an issue or problem applies business research design model, that includes a literature review, quantitative and qualitative collection of historical, current and/or extant data, data analysis and an action oriented 75- 100-page report of research findings and recommendations. Typically, this is a journal article (research article) which is usually 25-30 pages.
Master of Education (M.Ed.) in Early Childhood Education	EDU 661 Research Methods in Education	Action Research and Case Study Research Methods	60 Hrs.	Reports on two research approaches to identify educational needs of targeted populations, to develop and assess educational intervention procedures and programs and to recommend areas for school improvement and policy focus.
Master of Education - Early Childhood Education PreK-4/Special Education Dual Certification Program	EDU 661 Research Methods in Education	Action Research and Case Study research methods	60 Hrs.	Reports on two research approaches to identify educational needs of targeted populations, to develop and assess educational intervention procedures and programs, and to recommend areas for school improvement and policy focus.
Master of Education (M.Ed.) in Educational Leadership	EDU 725 Thesis Preparation	Quantitative and Qualitative Action Research Model	60 Hrs.	This course enables students to choose a research topic and then formulate an educational research proposal.
	EDU 726 Thesis Seminar II	Quantitative and Qualitative Action Research Model	60 Hrs.	Candidates are expected produce a scientific research report and successfully defend before the thesis committee.
Master of Science in Counseling - MSC	MSC 630 Applied Research Methods	Qualitative research applied to student clinical practice	60 Hrs.	Research report describing the research findings and recommendations

Master of Arts in Human Services - MAHS	MAH 623 Action Research	Data collection and analysis is conducted on a specific issue identified by the student. Recommendations and specific actions or program are presented.	60 Hrs.	Action research report is developed and presented to faculty advisors. Recommendations for future study are explored.
	MAH 643 Field Experience	Using specific data identified in MAH 623, prepare a proposal to address the need identified. Proposal serves as capstone project by requiring an integration of course content to inform the proposal.	60 Hrs.	Prepare a proposal following a specific RFP for funding source. Faculty assists students to submit proposals for funding if appropriate. Students participate in a small group research and problem-solving project as well.

All graduate programs are offered through Lincoln University's School of Adult and Continuing Education. Each program is designed to meet the needs of working adults and offers classes exclusively in the evenings and on weekends. Each graduate program is administered by an academic department and is closely supervised by a chair who is a faculty member in the academic discipline. The Provost meets at least twice a month with all faculty in the graduate programs.

Advising is an important element of graduate education. Each student has a faculty advisor within their indigenous program. Additionally, students receive career counseling as well as opportunities to participate in interdisciplinary seminars conducted by professionals in their respective fields.

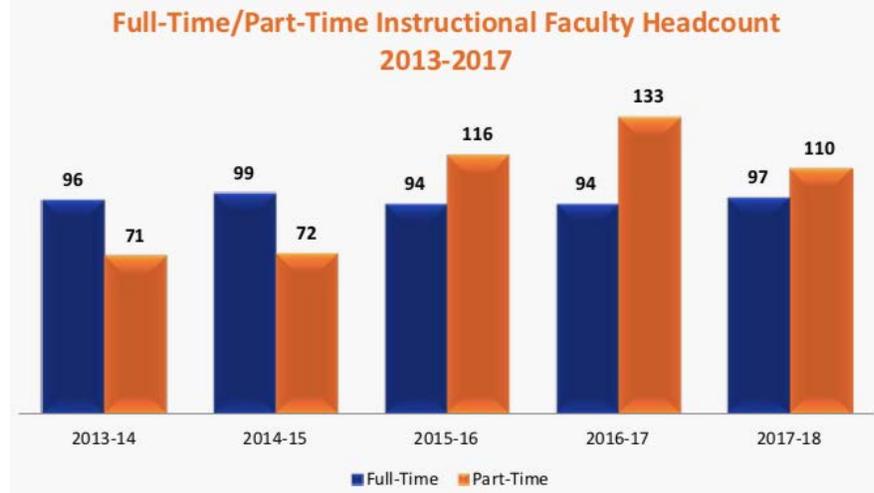
In the majority of Lincoln's graduate programs, students are assigned to a cohort, which is considered a best practice in adult education. Students assigned to cohorts remain in these groups throughout their tenure as a graduate student in their academic program. By so doing, they are afforded the opportunity for group learning and problem-solving experiences. Cohort groups provide an opportunity for bonding which results in an informal support system for studying and professional networking.

Delivery: The Faculty

Lincoln University has 97 full-time faculty members; 84 percent hold terminal degrees and 90 percent are tenured or on tenure track. Non-tenure track full-time faculty consist of lecturers, instructors and visiting professors; lecturer appointments are limited to five years by the faculty collective bargaining agreement, CBA, article 2.7, (doc 3.10) while visiting faculty, which can be at any rank, are described as temporary. Visiting Faculty contracts cannot be issued for periods of employment that exceed two (2) consecutive academic years. A person who has been employed in a Visiting Faculty Position for two (2) consecutive

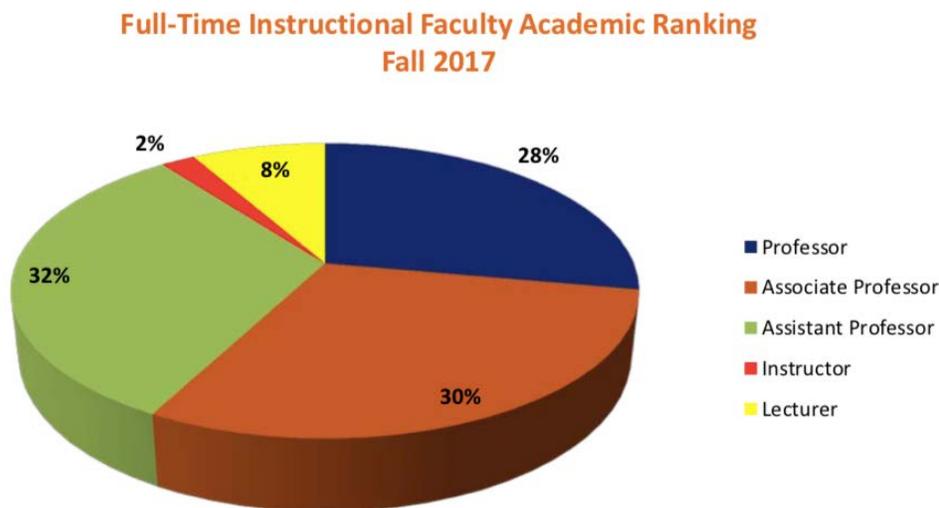
years may not be employed again pursuant to a Visiting Faculty Contract until one (1) full academic year has elapsed from the time that such person’s Visiting Faculty Contract terminated, unless LUC-AAUP and Lincoln mutually agree in writing with regard to such a person to waive the two-year limitation for Visiting Faculty Contracts at the request of Lincoln. Any such waiver shall be effective for one (1) full academic year, CBA, article 2.9 (doc 3.10). The University also employs 110 adjunct faculty members. The number of adjunct faculty varies by year and has fluctuated between 71 and 133 in the last five years, as shown in figure 1.

Figure 1: Full-time and part-time instructional faculty numbers 2013-2017



Students are well supported by the full-time faculty with a full-time equivalent ratio of undergraduate students to faculty of 15:1. The distribution of full professors, associate professors, and assistant professors is fairly even as shown in Figure 2. A more detailed breakdown of the number of full-time faculty by department and rank for the 2015-16 and 2016-17 academic years can be found here (doc 3.11).

Figure 2: Full-time faculty rank distribution



In addition to teaching 12 credits per semester (graduate faculty generally teach 9 credits per semester), Lincoln University faculty members actively serve the University by participating on faculty standing committees and other committees.

All faculty members are encouraged to pursue scholarly activities in their discipline. These activities are supported internally through faculty development grants described below (doc 3.12). Faculty members also actively seek outside funding through foundations and state and federal grants. Table 3.7 summarizes the collective achievement in terms of publications, faculty development grants (internally funded), externally funded grants, awards/honors, and conferences and workshops attended in the 2015-16 and 2016-17 academic years.

Table 3.7 Faculty achievements by department

Department (number of faculty FT members)	Publications	Faculty Development Grants	External Grants	Awards/ Honors	Conferences/ Workshops Attended
Biology (8, 8)	4, 8	2, 1	7, 7	2, 2	12, 11
Business and Entrepreneurship (3, 7)	6, 4	0, 0	2, 0	0, 0	12, 7
Chemistry and Physics * (10)	6	0	3	0	7
Counseling and Human Services (6, 6)	8, 1	0, 0	0, 0	0, 0	9, 8
Criminal Justice and Sociology (5, 5)	6, 7	0, 1	0, 2	1, 0	8, 7
Education (6, 3)	1, 0	1, 0	0, 0	0, 0	5, 12
Health Science Department (5, 4)	1, 0	1, 0	0, 0	1, 0	1, 1
History, Political Science, Philosophy (8, 8)	3, 3	0, 1	0, 0	0, 0	5, 12
Mass Communication (3, 4)	1, 8	0, 0	1, 1	0, 0	9, 19
Mathematics	3	3	0	0	1

2016-2017 (7)					
Mathematics and Computer Science 2015-2016 (12)	8	1	4	0	7
Modern Languages and Literature (9, 6)	12, 6	3, 4	1, 3	2, 4	21, 20
Nursing* (6)	0	0	2	0	3
Psychology and Human Services (11, 5)	1, 1	0	0, 1	0	4, 9
Visual and Performing Arts (4, 6)	14, 11 performances outside LU	1, 1	0, 1	1, 0	7, 4

*No 2016-2017 report – data comes from 2015-2016 report

The academic branch of the University is governed by 24 faculty standing committees (doc 3.13). In the 2016-2017 academic year, 60 percent of all full-time faculty members served on faculty standing committees and 20 faculty members served on more than one committee.

Although membership requirement varies, each committee has at least three faculty members to ensure representation from different disciplines and expertise. Committee membership is voted on by the faculty every spring. Terms are three years. The governance aspect of the committees is further detailed under Standard VII.

In addition to serving on faculty standing committees, faculty members serve the university on ad-hoc, search, department, and other committees, advisory boards, on the Faculty Council, through the faculty union (LUC-AAUPP), and by participating in recruitment of students, organizing conferences, workshops, and other events, including the annual science fair and science conference, the annual humanities conference, poetry contest, etc. In addition, all full-time faculty members serve as academic advisors to students in their major. While it is difficult to comprehensively capture the amount of service performed by faculty members, the Faculty Service chart (doc 3.14) attempts to do so in numbers. Service to the University is listed in each department's annual reports.

Faculty Role in Assessment

All faculty members contribute to the assessment of student learning as detailed on each course syllabus and included in the faculty CBA, article 13.1, as part of the workload description. All programs have a mission aligned with the University's mission, goals that support the mission of the program and program student learning outcomes (PSLOs) designed to measure student development and overall performance as they progress through the program of study. The PSLOs are assessed through course SLOs; each course

has defined course SLOs explicitly linked to the PSLOs on each syllabus and faculty members collect assessment information for the course SLOs through a variety of direct and indirect measures, including case studies, writing assignments, exams, quizzes, homework, and in-class assignments, presentations, and performances. The assessment results are communicated to the chair of the department, who compiles a program report that includes strategies for the use of assessment to improve outcomes. The program reports are housed in Xitracs (doc 3.15; doc 3.16). The assessment process is reported on in greater detail under Standard V.

The standing Faculty Committee on Assessment and Evaluation provides leadership in assessing the student learning opportunities of all programs. This information is provided by all faculty members, coordinated and submitted by department chairs and departmental assessment coordinators in Xitracs. Assessment is completed annually and each program determines what program learning outcomes to assess each year based on previous year's assessment results and commitment to assess all PSLOs on a rotating basis.

The Faculty Committee on Assessment and Evaluation, with the oversight of the Office of Institutional Effectiveness, Research, and Planning, provides feedback on the data that has been entered by individual departments. Based on the feedback provided by these two units, individual departments—through the coordination of their chairs—work to improve the report and identify appropriate and needed changes. Assessment reports are evaluated with the goal of “closing the loop” between assessment data and program change recommendations for improvement. Assessment of student learning is covered under Standard V.

For General Education courses, the course SLOs are linked to the ILOs and faculty members collect assessment information in the courses to assess the course and institutional learning outcomes. The assessment results from the General Education courses are reported by each faculty member directly in Xitracs (doc 3.17). The standing faculty committee on General Education is responsible for synthesizing the course assessment into a program assessment report (Links to Reports: 2014-2015, 2015-2016, 2016-2017, 2017-2018). While it is the responsibility of the chair of each department to ensure that assessment takes place and that course assessment results are collected and integrated into a program assessment report, all faculty members participate in assessment through their courses. Thus, every faculty member is integral to the process of assessing both major programs and the General Education program at Lincoln. All assessment reports are housed in Xitracs, our web-based outcomes assessment tool.

Faculty Review and Evaluation

All faculty members contribute to their department's annual report by submitting information about achievements in the areas of teaching, service, and scholarship and research. Data tables were assembled using the information in the annual reports. The individual faculty reports that are submitted to department chairs for incorporation into the annual department report function as informal self-evaluations.

Faculty members are also evaluated by students through end-of-semester student evaluations that comprehensively evaluate both the course and the instructor. In fall 2014, the Faculty Standing Committee on Assessment and Evaluation, which governs the student evaluation process, together with the Office of Assessment (now OIERP) recommended that the assessment tool should be moved from paper surveys to

an online platform. The change in the survey tool from paper to *Class Climate* may be responsible for the steady decline in response from over 60 percent in spring 2014 to below 20 percent in spring 2017. In an attempt to address the declining response rate, the University moved from an outsourced online assessment survey tool, Class Climate, to the in-house Qualtrics tool in the 2017-2018 academic year because the Qualtrics surveys offer more detailed control of timing and reminder emails to students and faculty. However, the response rates for the 2017-2018 academic year remained below desired levels (37.6 percent and 21.6 percent for the fall and spring respectively). Regardless of the survey tool, the students consistently give high average ratings of their instructors. The response rate and the overall instructor average can be found in Table 3.6 (doc 3.18).

Tenure Process

In addition to annual self-evaluations and student evaluations, tenure-track faculty members receive extensive evaluation during the tenure process as described below and detailed in section 10 of the faculty CBA. In their first year of appointment, tenure-track faculty members are encouraged to develop a three-year plan for teaching, research, and service. The plan is evaluated by and filed with the department chair. The department chair performs annual evaluations that include classroom visits, review of research and service involvement and discusses the progress toward the goals in the three-year plan with new faculty members. In the third year of appointment, faculty members receive a notification of pre-tenure review (CBA 10.3) (doc 3.10). The pre-tenure portfolio is evaluated by the chair of the department using a faculty-approved rubric and submitted to the standing Faculty Committee on Pre-Tenure Review. The committee uses the same pre-tenure rubric (doc 3.19) to evaluate the portfolio and the evaluation is shared with the faculty member, who must acknowledge receipt of the evaluation.

Faculty members typically apply for tenure in their sixth year of appointment as tenure-track faculty members but may apply earlier as appropriate to their achievements in the areas of teaching, research, and service. The tenure application process is governed by the faculty bylaws (Article VIII) and the faculty CBA (article 10.2). Guidelines for tenure, promotion, and sabbatical application are located on the human resources website and detail the requirements and for promotion, tenure, and sabbatical applications. The guideline document also includes rubrics used by the standing Faculty Committee on Promotion, Tenure, and Sabbatical (PTS) to evaluate the applications.

Once tenured, faculty members qualify for post-tenure review every five years with the exception of faculty members who have applied for tenure, promotion, or sabbatical in the last five years. The post-tenure review process is governed by the faculty CBA and the Faculty Committee on Post-Tenure Review but initiated by the provost, who recommends faculty members for review. Up to 20 percent of the faculty may be recommended for post-tenure review each year. In both 2015-16 and 2016-17, 20 percent of faculty were reviewed, which meant that no faculty members remained eligible for review in 2017-2018. (doc 3.20).

Faculty Development

Faculty members have numerous resources available to them for professional development, innovation, and growth:

- Faculty development funds are available for both summer projects and release during the academic year. In accordance with the current CBA, the University contributes up to \$250,000 toward faculty development (CBA, article 16.4) (doc 3.10).
- Travel to conferences is supported at \$1,200/year for attendance only and \$1,600 for presentation at the conference. Reasonable registration costs are also covered beyond the \$1,600 for presenters.
- The Center for Excellence in Teaching and Learning (CETL) offers multiple faculty development opportunities throughout the year.

All faculty members are invited to apply for faculty development grants for the fall, spring, and summer. Fall and spring applications may also include one course release time, which can be funded for up to three faculty members per academic year. The applications are vetted by the standing Faculty Committee on Faculty Development and recommended for funding to the provost. The funding rate varies by year and term, but typically, slightly more than half of the applications are funded. The total allotment available to the faculty development committee, for determination of awards, is \$100,000 per year. Funding allows faculty members to focus on a research project, finish a publication, learn new teaching techniques, develop resources for a program, department, or for the University, or pay for otherwise unobtainable teaching resources. The details of how many faculty development grants were funded in each department can be found in Table 3.7. In total, 9 and 11 faculty members reported receiving faculty development funding in 2015-16 and 2016-17, respectively.

Attendance at professional conferences is a good measure of faculty engagement in their discipline, as the attendance is voluntary and requires the faculty to be actively involved or interested in developing new skills. Furthermore, conference attendance provides excellent opportunities for networking and professional development. In the 2016-2017 academic year, full-time faculty members reported attending a total of 120 conferences, which amounts to an average of more than one conference per year for the 94 faculty members included in Table 3.7. Faculty development funding and travel is capped at \$7,500 for each faculty member per year.

CETL typically offers multiple types of faculty development during the academic year and has also provided faculty who exhausted their travel funds with travel to professional teaching conferences such as the Lily Conference and the Teaching Professor Conference.

In the 2016-17 academic year, CETL offered more than 20 different faculty development opportunities in the form of group webinars, pedagogical workshops, and invited speakers (doc 3.21). Attendance at these events ranged from three to 90 faculty members, with a typical attendance of around 10. Follow-up surveys consistently uncovered that faculty members who attended the events found them useful and often asked for more faculty development events. Recognizing the importance of on-campus support for professional development, a fulltime CETL director was hired in spring 2018. Before then, a faculty member with 50 percent release time was employed as the CETL director.

Analysis

Our review and study of the design and delivery of the student learning experience confirms that LU provides a high-quality education for our students and that this effort is a top priority. Accordingly, the University uses data from its various assessments to make changes in design and delivery as needed. In particular, the assessment of the General Education curriculum has evolved extensively in the last five years and is now overseen by a standing faculty committee on General Education. The eight institutional learning outcomes (ILOs) were conceived with broad stakeholder participation and implemented in 2013. As of the summer of 2017, all eight ILOs had been assessed through the courses in the General Education program and the General Education Committee evaluated the results and held focus groups with faculty in the late spring of 2018. The results clearly pointed to a need to reform the General Education curriculum, both in terms of course selections and pedagogy. In alignment with the Strategic Plan, the General Education Committee is seeking to infuse high-impact pedagogies into General Education offerings, expand the program to better support students in their majors, and make the content more relevant to Gen Z students and adult learners. Toward this end, members of the administration and the Faculty Committee on General Education attended an Association of American Colleges & Universities (AACU) institute in June 2018. Results of the institute included the creation of an action plan for reform that includes thoughtful and strategic steps toward establishing an integrative model for General Education and assessment of student learning (doc 3.22).

Although all information needed by a student and their advisor is accessible to “...easily understand in order to follow degree and program requirements for timely completion,” the information must be understood in context and one must know where the relevant information is located. Different fields display different types of information: Whereas the GPA listed on the “transcript” field of WebAdvisor is the cumulative GPA for all situations where an official cumulative GPA is needed, the GPA listed within the “Academic Evaluation” field only includes the course grades from courses included in that section. None of the 098 or 099 course grades are included in that GPA. On the other hand, the “Total Earned Credits” listed under the “Transcript” section can be inaccurate as it may include credits that do not count toward graduation (098 and 099 courses). These differences can be confusing to students but are addressed in the First-Year Experience class.

While the ratio of full-time faculty members to students remains quite low (1:15), the University understands the need to recruit and retain more full-time faculty to ensure the long-term quality of the curriculum. A recent analysis of the instructional budget revealed that many areas rely on adjunct faculty, not because of lack of funds but as a result of failed attempts to recruit qualified individuals for open positions. Two factors that greatly affected these attempts were (1) timing of search authorization and (2) salaries, especially in particular fields of study like business. To address these concerns, the 2017-2018 budget authorized searches toward appointments for fall 2018 rather than the April authorization which sought to fill positions in a three-month timeframe. Similar authorization was built into the 2018-2019 budget as well. In terms of salaries, the institution reviewed authorized salary lines which were at the bottom of median salaries. An adjustment was made so that the authorized budgeted salary for open positions is closer to the median, allowing for salary negotiations during recruitment (doc 3.23 – see evidence folder).

Course evaluations provide important insight into the student class experience. These data help faculty members adjust their teaching toward greater effectiveness, as well as provide important information to be used in the faculty evaluation processes. The change in the response rate as the University moved from a paper-pencil to a web-based methodology is concerning and signals the need to explore ways to increase the student response rate. Suggestions include creating more incentives for participation, requiring students to complete the survey before being allowed to register for the next semester or before being able to access grades. Many of these suggestions will be explored during the 2018-2019 academic year.

Although serving on standing faculty committees is required by the CBA, not all faculty members participate, creating a burden for those who do. Additionally, nearly 20 percent of faculty members serve on multiple committees. Some of this service burden is the result of the sheer number of committees in need of staffing. Additionally, there are no processes to ensure that faculty participation is spread across the faculty in an equitable fashion. Amendments to the Board of Trustees' bylaws reflect the desire to have faculty representatives on its subcommittees and suggest the need to realign the faculty committees to complement those of the board. This exercise will force a review of the committees and, by virtue of alignment, lead to a natural reduction in the number of committees. Accordingly, through the Faculty Council, the president charged the faculty to initiate and recommend these realignments (doc 3.24). The work on this charge is expected to be completed by at the close of the 2018-2019 academic year. Additionally, the dean of the faculty has been asked to work with department chairs toward developing processes that ensure that every member of their department is responsible for some level of service each year, and to monitor and adjust those whose serve participation is burdensome relative to their other responsibilities, namely teaching and research.

The pre-tenure review process was adopted by the Board of Trustees in April 2017. The goal of the review is to help tenure-tracked faculty who are in their third year understand how their performance to date looks relative to the guidelines for tenure and promotion. The process was implemented during the 2017-2018 academic year. Faculty members who have gone through pre-tenure review will be polled to get their reaction to the process, with an emphasis on determining if the process helped them to better understand what they need to attain tenure.

Continuous Improvement

Strengthening Lincoln University's ability to offer a high-quality liberal arts education is the goal of our strategic plan. Additionally, we endeavor to make the Lincoln University School of Adult and Continuing Studies a national model for innovative adult completion, graduate, and certificate programs. Toward these ends, over the next several years the University will work to increase the number of full-time faculty members toward supporting a reduction in the faculty workload. Along with a more streamlined faculty standing-committee agenda, this will increase the time faculty will have to work on scholarship and mentor students. Additionally, increased resources will be provided in the areas of student support so that the University can provide the type of guidance needed to help students negotiate the many options and pathways available in a liberal arts environment. Finally, greater attention to creating opportunities for multidisciplinary teaching and research will be a focus.

Conclusion

Lincoln University's mission as a liberal arts institution with selected graduate programs is being advanced through a coherent curriculum and qualified faculty. Undergraduates have the opportunity to explore the academy while taking a deeper dive into a major field of study. Their classroom experiences are greatly complemented by co-curricular opportunities that allow them to explore careers and hone important skills. Our graduate programs offer flexible hours to support working adults and provide opportunities for mentoring and research.

Standard IV: Support of Student Experience

Overview

Lincoln University is committed to the cognitive and non-cognitive development of its students. A demonstration of this commitment is evident in all improvements for retention, persistence, completion, graduation, and beyond. Critical to student success is the recruitment, retention, and sustainability of qualified professionals who enhance the quality of the learning environment enriches the educational experience and promotes student success. Lincoln admits students whose interests, preparedness, experiences, goals, and quest for educational equity align with its mission and goals. Students seeking a liberal arts education framed by curricular and co-curricular opportunities are the charge. Beyond access and equity, the institution is aligning its policies, practices, and procedures to demonstrate its commitment to retention, persistence, and completion outcomes.

As mentioned in earlier chapters and substantiated by the self-study process, in the past five years Lincoln University has gone through several administrative leadership changes accompanied by different administrative strategies. The current leadership has placed students at the center of Lincoln's priorities. Within the new strategic plan, there is an administrative and institutional restructuring to address student services. This restructuring aims to build a foundation for student success demonstrated by improved retention and persistence to graduation rates. These goals are outlined in the 2018-2023 strategic plan which includes the following strategic themes:

- Build a culture that supports student success
- Enhance academic quality and achieve operational excellence
- Develop strategic partnerships to leverage resources and assets
- Strategically align resources to support institutional priorities
- Tell the Lincoln University story

The information contained in this chapter will demonstrate that Lincoln University offers a supportive environment whose primary purpose is to positively impact student success.

Description

Admissions, Financial Aid, and Registrar

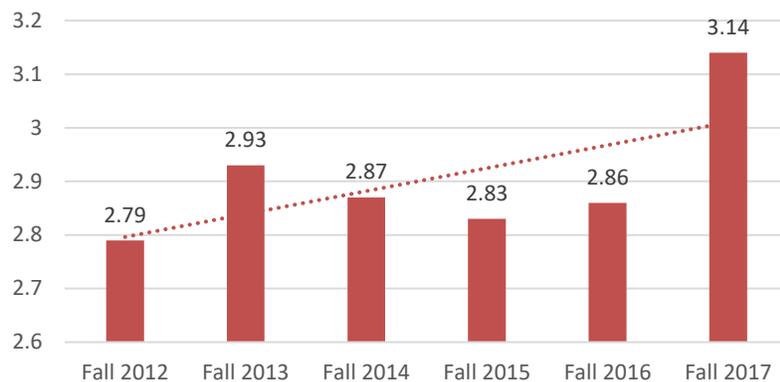
The Office of Undergraduate Admissions is governed by the National Association of College Admissions Counselors (NACAC); the American Association of Collegiate Registrars and College Admissions Officers (AACRAO); and Lincoln University's Academic Policy. To be eligible for admission, applicants must complete and submit the online application, official high school transcript or GED test results and certificate (along with their high school transcript for the time attended), and SAT or ACT scores.

Personal essays and letters of recommendation are not required but are welcomed to support the application.

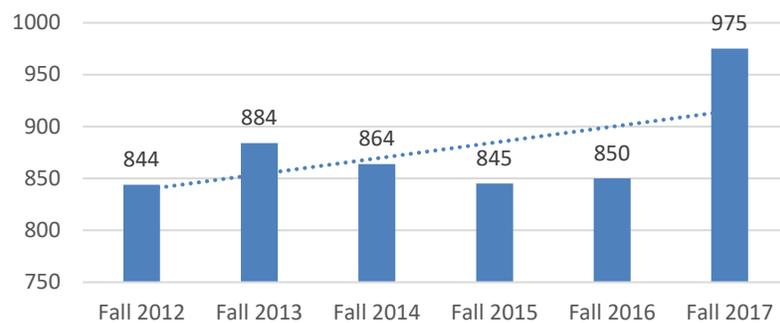
To ensure transparency and clear processes, the Office of Undergraduate Admissions utilizes the Ellucian RECRUIT CRM (Customer Relationship Management) online system. The system was adopted in spring 2016 to streamline and automate processes. The online system supports equity in that the criteria is programmed into the system, but Lincoln University reserves the right, in cases where further evaluation of a student is necessary, to do so.

Lincoln's student population is represented by a number of first generation, underrepresented minority groups, specifically students of African descent. The academic spectrum or range of qualified applicants includes students with a minimum high school GPA of 2.2 to 3.1. SAT scores range from 880 through 1200 with an average score of 975 and ACT scores range from 16 through 22. The charts below show the high school GPA and average SAT scores of first-year students over the last six years. The Lincoln University Fact Book provides a wide range of data on the student body. This information includes demographical as well as SAT and GPA scores of the incoming freshman student cohort.

High School GPA



SAT Score



Lincoln University also welcomes students choosing to continue their education after beginning elsewhere. The admissions process for transfer students is designed to support and address the unique needs of these students and provide a seamless transition experience. Lincoln University is a participating member of the Pennsylvania Transfer and Articulation Center (PA TRAC). PA TRAC allows students to easily identify courses and degrees that transfer to the University. Students must meet Lincoln University's admissions requirements.

In some instances, students may be covered under a separate articulation agreement. Lincoln partners with other community colleges and has articulation agreements with the following institutions:

- Cecil College
- Community College of Philadelphia - BHHS Program
- Cumberland County College
- Essex County College
- Fulton-Montgomery Community College
- Harcum College
- Onondaga Community College
- Pennsylvania Highlands Community College
- Raritan Valley Community College
- Rockland Community College.

Lincoln University School of Adult and Continuing Studies offers three adult completion programs and six graduate programs. Application for admission to all of the programs is made through the Office of Admissions at the facility in Philadelphia.

The adult completion programs admit students with previously earned credits and also in some instances apply credits for life experience. The range of admissions requirements include: passing College Level Examination Program (CLEP) tests; preparing professional portfolios and presentations and/or examinations documenting prior learning using The Council for Adult and Experiential Learning (CAEL) standards; and transferring courses that are documented by official academic transcripts from regionally accredited academic institutions with a grade of C or better.

Graduate admission requires that the students have a bachelor's degree from an accredited college or university. See the table below for other specific requirements for admission into graduate programs.

Table Specific Requirements for Admission

Programs	GRE	UG GPA	Recommendation Letters	Transcript	Personal Statement/Essay	Resume	Other
Human Services - MAHS	Yes	3.0 (in related major)	3	Official	Yes	Yes	-
Early Childhood /Special Edu (Dual) - M.Ed.	-	3.0	3	Official	Yes (300-500 words)	Yes	-

Early Childhood Edu - M.Ed.	-	3.0	3	Official	Yes (300-500 words)	Yes	-
Edu Leadership - M.Ed.	-	3.0	3	Official	Yes (300-500 words)	Yes	<ul style="list-style-type: none"> ✓ Possess PA Instructional I teaching certification ✓ For candidates in the principal certification track; current, full-time employment in a public or private school.
Business Administration - MBA	May be required	2.7	3	Official	Yes	No	Personal interview
Counseling - MSC	Yes	3.0	3	Official	Yes	Yes	-

Approximately 95 percent of Lincoln University students finance their education through Title IV funding. This includes Pell Grants and federal loans. Therefore, it is imperative that we provide our students with as much information and resources as we can to educate and assist them in all financial decisions. To this end, we provide transparent information and direction to students regarding all types of financial aid and their processes. This information and assistance include a net price calculator to determine the estimated cost of attendance: available grants, scholarships, and loans (doc 4.01); entrance and exit counseling; and EdFinancial Services. These tables (doc 4.02) provide a breakdown of University awards for Title IV, institutional, internal and external grants and scholarships.

Students are provided with an award package via mail once they have completed the free application for Federal Student Aid (FAFSA). This package provides all information regarding student loans, grants, scholarships, etc. Students are made aware of any missing or incomplete federal verification documentation via phone, mail and/or e-mail. All financial aid information can be viewed by students online through WebAdvisor². These processes deliver information that helps over 90 percent of the students at Lincoln University apply for and receive financial assistance through a combination of federal, state, external, and internal funding streams.

Entrance and exit counseling are federally mandated practices provided to students that are receiving federal assistance. The entrance counseling is provided online through studentloans.gov and must be completed prior to disbursement of student loans. Therefore, the participation rate is 100 percent. Exit

² Colleague WebAdvisor (by Ellucian) is an online advising system used by both students and faculty to access grades, class schedules, unofficial transcripts, academic audits, course rosters, etc.

counseling takes place via voluntary assemblies, workshops, and/or meeting with counselors once a student has graduated, withdrawn or falls below half-time status.

Since the University's population consists largely of underrepresented student groups, the University provides many different grants and scholarships. Worth noting are the merit scholarships (Tier 1 through Tier 4) given to select, academically prepared students. These are renewable for a maximum of four years provided the student maintains a grade point average of 3.3 at the end of each academic year.

EdFinancial is a student loan servicer that assists students with repayment plans and processes student loan payments. Through partnerships with them, advances to lower the university student loan default rate have been achieved. The rate decreased significantly over the past three years, from 23 percent to 15 percent. The goal is to continue this downward trend. The partnership consists of providing EdFinancial a list of students with student loan debt and having EdFinancial work with students who are either in default or are on the borderline of default in order to bring them current with their lenders.

The University utilizes Colleague by Ellucian for student records. The Office of the Registrar maintains those student records, including enrollment verification, student transcripts, and student graduation records. Information, such as how to request transcripts or information specifically for veterans is readily available on the Registrar's webpage. Students and academic advisors can obtain information about the students' grades, GPA, and attempted and completed records through the WebAdvisor online system. This system also gives faculty members access to student rosters that are constantly updated to reflect any changes in registration. In addition, users are informed about course requirements for graduation and academic progress and are given timely warnings in the event a students' GPA drops below the minimum requirement. Data security is assured through individual passwords that are set by the individual users.

To comply with the Family Educational Rights and Privacy Act of 1974 (FERPA) rules, the Registrar's Office supports a procedure by which, at a student's request, student directory data (name, address, phone, photo, email, date, and place of birth, dates of attendance, academic records, activities, other institutions attended and personal ID) can be prevented from being disclosed to anyone outside of the University.

The Colleague (by Ellucian) system has a system of passwords that make user's data accessible only to dedicated users. Its privacy is ensured through two-way authentication. An additional layer of data security can be added through additional encryption of data in the system and a secure connection like SSH. Data owners, or data creators, IT staff, and other authorized people have access to the information. Since the data is so sensitive, only personnel with top security clearances can access the data. For instance, student workers are prevented from accessing information for other students through proper access privileges.

The University's Department of Information Technology conducted a campus-wide operational assessment, and as a result, has established a plan to create a more client-focused service delivery system to support current and future IT needs. This plan includes many updates and/or upgrades to multiple campus electronic systems and infrastructures. Among them is the updating of the Disaster Recovery/Continuity Implementation and the Campus Perimeter Security Firewall Upgrade. Anticipated completion dates are to be determined. The creation of this more customer-focused and collaborative technology

support model should also yield significant improvements in customer satisfaction ratings throughout the entire university (doc 4.03 and doc 4.04).

Student Success

While six-year graduation rates at Lincoln University have shown a steady increase from 36.3 percent in 2001 to 45.9 percent in 2011, first-year retention has been unstable since 2012. In addition, while the four-year graduation rate has improved from 20.3 percent in 2000 to 29.3 percent in 2013, focusing on timely matriculation to graduation continues to be important (doc 4.05). A review of our administrative structure for academic support revealed that many offices were available to assist students; however, coordination across efforts was found to be lacking. In response to this observation, the University underwent an administrative restructuring to, among other things; create greater functional synergy between academic support and co-curricular activities. The new structure is a reconfiguration of duties related to academic support and co-curricular opportunities toward better defining roles and responsibilities, reducing redundancy, and imposing collaboration. Headed by the dean of the college and vice president for student success, this new unit consists of academic support areas such as advising and tutoring, as well as all co-curricular areas (e.g., internships, international programs, and undergraduate research). Additionally, other areas affecting students' out-of-classroom experiences such as residence life, health services, and counseling are also integral to this new area. The restructure was fully implemented on July 1, 2018 (doc 4.06).

The new student success unit aims to provide seamless support for students. As a first line of protection, the new structure entails a class deans model designed to work closely with students, faculty, and staff to proactively foster a positive academic experience that is unique to each student. Class deans serve as a point-of-contact for students in order to help them develop and achieve their educational goals. They provide general and academic advice, assist with access to academic and non-academic support services, and serve as a liaison between advisors and other university partners. Each class dean works with the specific needs of his or her assigned class to ensure that the students are given accurate information and guidance during their matriculation. The class deans' office helps students to identify and clarify academic options and requirements; the deans oversee academic societies such as honors and debate, offer advice about transfer credits, communicate with faculty regarding extensions, and suggest ways to resolve academic issues or problems. They work closely with the registrar to ensure that students are meeting degree requirements.

There are three class deans. The first-year class dean primarily oversees the First-Year Experience (FYE) course, including curriculum and activities. First-year advising is also integrated into the FYE. The dean ensures that all FYE faculty and student leaders are sufficiently trained in the curriculum and in advising. Additionally, the dean trains the FYE staff to ensure that they all are aware of partner offices and how to refer students to the right contacts. The second-year dean has primary responsibility for working with students who are preparing to enter their intended majors, and transfer students who have not yet declared. The dean works with faculty advisors, FYE advisors, chairs, and other University offices to hold information sessions and other activities which assist students in exploring career paths in choosing majors. The dean also works with students who are undecided about their major, as well as those students who may have challenges with admission into certain majors or career paths (e.g., nursing, medical school, and law school) to help them understand alternative pathways and explore opportunities that may suit their goals. The upper-class dean is responsible for working with students who have chosen a major

and are nearing graduation. The dean helps students explore their academic interests as they think about minors, study abroad opportunities, internships, and other activities that may enhance their educational experience. The dean works with faculty advisors, the dean of the faculty, and academic department chairs, as well as other constituents, to ensure that students are moving satisfactorily toward graduation and are taking the necessary steps to be prepared for the marketplace and/or graduate studies (i.e., career service activities, personal statements portfolios, etc.).

The area of academic support now headed by an associate vice president is home to the Academic Advising, Writing and Reading Center (WRC), the Math Learning Center (MLC), and Evaluation and Assessment. This advising unit has been designed to identify advisors focused on specific populations. Advisors are now defined as those focused on student-athletes, international students, males, students on academic probation, and veterans. As mentioned above, first-year students are advised by faculty in the FYE course and primary advising in each major continue to be by faculty in the academic departments. However, the new advising models allow for additional support irrespective of whether a major has been declared.

In terms of first-year advising, every first-year student is required to enroll in the First-Year Experience (FYE) course. The FYE course instructor also serves as the academic advisor. The course has both an academic and programming component. The 2018 FYE course focuses on the Lincoln legacy and uses the institution's digital archives as a source to develop information literacy and critical reading, both of which are essential learning outcomes. In addition, the programming aspect of the course is designed to help students develop important habits for success such as time management and metacognition awareness, as well as exposing students to co-curricular resources (doc 4.07). The first-year class dean is assisted with the academic portion of the course by a faculty member.

Students are encouraged to declare a major as soon as possible, and no later than the end of the sophomore year, at which time they are assigned an advisor in their major who helps guide the student to a timely graduation. FYE students report to their FYE instructor for advising until they have officially declared a major. However, the second-year dean position was added to better assist students who are in transition to a major. Data supports this. A Sophomore Year Experience (SYE) course was developed to improve the four-year graduation rate. SYE is a volunteer program designed to help students transition from the first to the second year by assisting with finding career paths, leadership development, and civic engagement. The percentage of sophomores who registered for this program increased from 19 percent in 2012 to 57 percent in 2016. The average four-year graduation rate of SYE participants in 2016 was 63 percent, while the four-year graduation rate for the school as a whole was 29.3 percent in 2013. Thus, the SYE program is thought to contribute to the increased graduation rate by retaining students beyond their sophomore year. The implementation of the second-year dean will ensure that the program is developed to reach all students in transition.

Also housed in this division, the WRC and the MLC serve very important functions throughout a students' career. Upon acceptance, all students are tested in two subject areas: mathematics and English. The University utilizes ALEKS software for mathematics and ACCUPLACER for English. Students placing in developmental classes are identified and all students are guided through the scheduling process. According to the report "Transforming Developmental Studies at the Lincoln University: A strategic

plan” (2014), approximately 83 percent of incoming first-year students test into at least one developmental course (doc 4.08).

An assessment conducted on the 2011 cohort of students taking developmental courses in English and math at Lincoln concluded:

- The six-year graduation rate of students taking developmental English was 45 percent, while those not taking developmental English were 46 percent.
- The six-year graduation rate of students taking developmental math was 45 percent, while those not taking developmental math was 57 percent.

The data suggest that lacking math rather than English proficiency upon entry to college can have a greater negative impact on success. Cohort studies on developmental math covering students from 2009 to 2013 (The Lincoln University Developmental Program, 2013) shows the overall success rates (a grade of C or better) in MAT 098 and 099 increased from 35 percent to 61 percent between 2009 to 2013. Grade averages in MAT 098 and 099 courses had steadily increased from D+ to C, and from C- to B+, respectively. The students who took developmental math courses got sufficient training for the next level of courses (MAT 106 or 110). Similar studies are being conducted for the period of 2014-2018 to track student progress. The University continues to watch this trend.

Of special note, the sciences have funding (NSF-HBCU-UP) for teaching assistants (TAs) for all gate-keeping courses. The TAs are undergraduate students who have excelled in their classes and are dedicated to helping others succeed. They hold TA sessions several times a week to assist the students in mastering the learning outcomes of the classes.

While the MLC supports students through tutoring over the course of their college career, all undergraduate students are required to develop a program-specific writing portfolio as they progress through their major program of study. The WRC supports students as they develop their portfolio. The writing portfolio requirements are determined by each department and can be found on the Writing Proficiency Program’s web page. The portfolio requirements are designed to show the progression of content and skill development as well as promote synthesis of learning as students apply discipline-specific knowledge, critical thinking, and writing skills throughout their program of study. Portfolios are housed in the department of study and divided and assessed by department faculty in the students’ junior or senior year. The system used is effective as students do routinely provide the department with portfolios in enough time to be given feedback if the content needs improvement. Students who require extra guidance and help with their portfolios are referred to the Writing and Reading Center for one-on-one assistance. The Writing Proficiency Program (WPP), which is governed by the standing Faculty Committee on Writing, is responsible for ensuring that departments adhere to their portfolio guidelines. The WPP director, together with the writing committee, evaluates student writing portfolios from different departments on a rotating basis at the end of each spring semester.



The new area of academic support also encompasses an evaluation and assessment unit. The goal of this division is to work with the Office of Institutional Effectiveness, Research, and Planning to provide ongoing assessments which can be used to: (1) provide individual feedback to students in trouble; and (2) to provide feedback relative to how changes in support structures/programs or courses relate to student success. Staff

members in this area are also responsible for placement testing, managing early monitoring software, and providing opportunities for students to receive prep course for tests such as the GRE, LSAT, and MCAT.

Some of the data utilized to monitor student progress include:

- EMAP, the Early Monitoring Alert Program, which provides services to students not meeting the University's Satisfactory Academic Progress (SAP) standards to continue financial aid eligibility. The EMAP program is designed to equip them with the skills and knowledge they need to raise their GPAs to the required level.
- GradesFirst is a web-based student performance monitoring system that provides automated student services and communication between faculty, academic advisors, peer tutors, study hall monitors, Student Support Services staff, and students. This system works hand-in-hand with EMAP and is used throughout each student's academic career.
- WebAdvisor is an online advising system used by both students and faculty to access grades, class schedules, unofficial transcripts, academic audits, course rosters, etc.

The unit has begun to produce data to assess failure rates in General Education courses toward providing feedback relative to particular faculty members or particular courses that may be in need of review and revision (doc 4.09). Such data has already sparked conversations among the faculty in the Department of Mathematics, which led to an assessment of the use of technology in the courses as well as sparked new ideas for course delivery (Fall 2018 Math 121 Syllabus – doc 4.10).

Another reorganized area under the dean of the college and vice president for student success is the Division of Student Life. Headed by an associate dean/dean of students, this division offers services related to campus life. Most important here are the services related to health and wellness, including counseling and health services. Counseling services are free for students enrolled in a degree-granting program. Services include counseling for such matters as anxiety, stress, depression, self-esteem, relationship concerns, sexual assault, grief and loss, and family stress; lesbian, gay, bisexual issues; and college-related transition and other developmental issues. The center also offers individual counseling and therapy, providing students the opportunity to meet one-on-one with a professional counselor to address

concerns they may be confronting that could impede their ability to achieve academically. Group counseling is also offered to provide students with support and encouragement through a shared group experience. Groups allow students to learn new ways of relating to people or issues and to gain self-awareness and self-confidence. Assessment and referral to other campus resources, such as Health Services, Student Services, Office of Religious Activities, and referrals to community resources when the presenting concerns are beyond counseling services' scope of practice are offered as well as mental health consultation, education, and outreach programs. Finally, the Counseling Center offers crisis intervention services and substance abuse consultation and counseling.

The Office of Health Services provides medical and health education services and programs for the University Health Services staff to evaluate and treat students for illness and injury. Health Services is staffed with registered nurses and a licensed physician. The physician is available three (3) days a week. Registered nurses assess students to determine the need to see the physician. Additionally, registered nurses administer allergy injections to students who provide their serums, along with dosing and administration instructions. All students enrolled at the University are eligible for medical care and treatment in Health Services at no cost. There is a \$10 fee for some over-the-counter and prescription medications; however, most over-the-counter medications are supplied at no cost to students. In addition, to direct medical care, the staff nurses promote and educate the University on various health initiatives, serve as guest lecturers, and collaborate with other departments on health-related topics. They also act as consultants, in collaboration with the Chester County Health Department, for public health issues.

Additional services supporting student success are offered through the final area under the student success unit: Co-Curricular Programs and Student Engagement. This area includes several offices and centers, namely the Office of Career Development, Office of Internship Services, Office of Community Engagement & Service Learning, Office of International Programs & Services, the Center for Undergraduate Research, the Office of Student Life and Development, and the Program for Health Professions and Biomedical Studies. All of these provide students with opportunities to practice and develop intellectual skills using high-impact activities such as service learning, research, community projects, and study abroad, as well as chances to learn about careers through workshops, lectures, and internships. Standard 3 of this document offers an extensive discussion of these services and present data on impact.

Extracurricular Programs

Another area that has undergone restructuring is the Department of Athletics & Recreational Services. The restructuring was in response to several student complaints about hours of operation, lack of access to fields and courts and the desire to introduce new intramural sports. The director of athletics was charged with reconfiguring his area to include both traditional sports programs with wellness facilities and other recreational services to create a more robust and pervasive approach toward recreation services.



The new area now encompasses all such student activities, including the “The Lair,” which is a campus recreation center offering activities such as console gaming systems, board games, card games, table games, billiards/pool, and table tennis. Additionally, this area now oversees the Wellness Center, which offers dance and exercise studios, a climbing wall, indoor track, and fitness equipment.

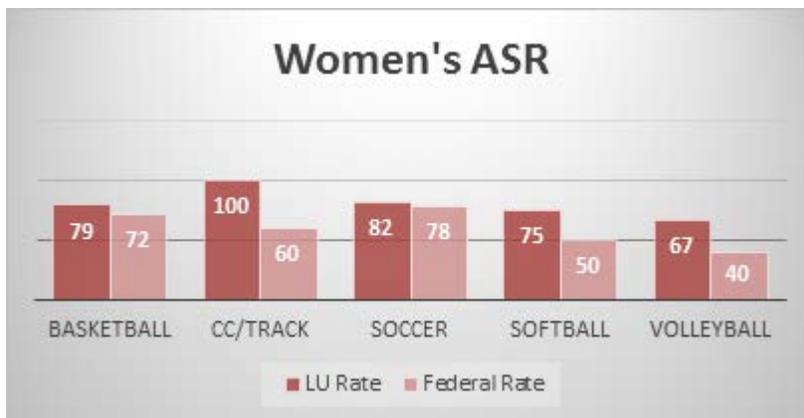
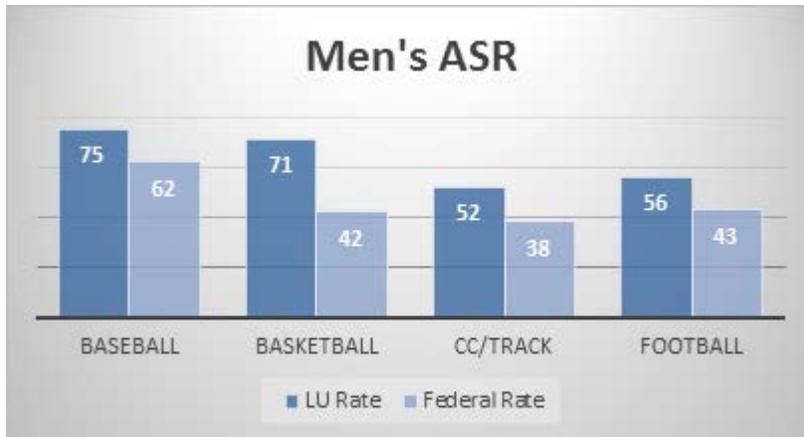
Now that athletics manages all of the other sports facilities, this department schedules fields and courts for general student and community usage. In terms of teams, the intramural program provides structured leagues and tournaments in flag football, basketball, bowling, volleyball, dodgeball, soccer, and softball. Lacrosse will be added during the 2018-2019 academic year as a club sport. In addition, the athletic training staff uses the recreational structure as a method to support “internships” for students working in these facilities who may also have an interest in recreation, wellness, or the like as a career.

In addition to Recreational Services, Lincoln University offers 13 varsity-level competitive athletic activities.

Table Varsity-Level Competitive Athletic Activities

Sport	Male	Female
Baseball	x	
Basketball	x	x
Cross Country	x	x
Football	x	
Soccer		x
Softball		x
Track & Field	x	x
Volleyball		x

Student-athletes may receive academic and athletic aid that aligns with federal, University and NCAA policies. Data on the academic success of student-athletes is recorded and analyzed in the school-wide Academic Success Reports (doc 4.11) mandated by the NCAA^[1]. These are cohort studies that account for student-athletes by sports category, gender, academic standing, race, and ethnicity. This rate is compared with the University average and the national average. The academic success rate (ASR) of Lincoln University athletes is 66 percent. According to the report, our ASR is above that of the federal rate in each sport we offer.



Our student-athletes are supported through mandatory study hall hours that run congruently with the First-Year Program academic support. The Athletic Department administration along with each of the head coaches oversee the Study Hall for their program and ensure that athletes participate and receive the support they need. Recently, the athletics department has recognized a lack of consistency across programs and is therefore in the process of updating its policies and procedures manual to include

^[1] This information is prepared by the NCAA, based on data provided by the institution in compliance with NCAA Bylaw 18.4.2.2.1 (admissions and graduation-rate disclosure) and the federal Student Right-to-Know and Campus Security Act. The NCAA makes this report public on its website, www.ncaa.org.

academic support guidelines. The department is committed to a holistic approach that supports student-athletes across the liberal arts.

Social experiences for students play an important part of student life at Lincoln. There are more than 60 different student organizations, including those based on Greek life, social, honors/educational, majors, special interests, religious, musical, cultural, ethnicity and talent. Combined, these organizations host an abundance of activities and events throughout the academic year, including concerts, plays, receptions, meetings, festivals/fairs, fashion shows, trips, and other cultural activities. Student-sponsored events are supplemented by monthly large-event gatherings coordinated by Student Life, such as homecoming, Feel the Roar (open house), science fairs, job and internship fairs, and cookouts. These events are not all just fun and games. Student organizational initiatives also support the vitality of the entire learning experience. For example, student-led poetry, reading, and writing workshops meet weekly and reflect student commitment to each other and to their creative endeavors.

Assessment

Lincoln University has made assessment a key component for programmatic and institutional review. The effectiveness of those programs that affect the total educational experience of students is a central priority. Student support programs were historically assessed through the Office of Assessment and Accreditation (now referred to as OIERP) every semester using the assessment resources available on Xitracs and on the OIERP page (doc 4.12). Student learning achievements are generally assessed using student learning outcomes (course-level, program-level, and institution-level). Student success rates for General Education courses are separately evaluated.

Data collection is carried out electronically through the XITRACS online compliance and assessment system, which can be accessed by the faculty, department chairs, and administrators. In the assessment of support programs, criteria other than SLOs are used. The program assessment is based on goals and objectives set separately for every individual program. For example, the First-Year Program managed by the first-year dean (formally managed by CASA) has five goals, and the yearly report 2016-2017 delineates assessment methods uniquely designed for each of the goals. The 2016-2017 CASA First-Year Program report provides a brief narrative about Goal 1. In subsequent years, other goals will be assessed, up to Goal 5 (doc 4.13).

Each institutional program at Lincoln is evaluated for effectiveness every six years. The program review consists of a self-study report and internal and external reviews. The involvement of staff and faculty from units outside the program under review promotes campus-wide understanding of the contributions of each unit to the mission of the institution. The involvement of external reviewers emphasizes the importance of Lincoln's connections with the academic community at large (doc 4.12).

Senior exit surveys serve as independent sources of information about student career paths after graduation, experiences with Lincoln University's career services, and the efforts taken by the students themselves to apply for jobs and graduate schools (doc 4.14).

Analysis

Our self-study research findings reinforce that Lincoln University supports the student experience through its programs and services. The University is committed to continuously improving its services that help maximize student success. In this regard, a few service areas are engaged in reviewing processes to improve access and delivery.

Conversations have begun relative to the use of standardized tests as a criterion for admissions. Lincoln University serves a majority African American student population, a group that has historically performed relatively low on standardized tests. Moreover, national data suggest that standardized tests only predict about 10 percent of first-year success and that this prediction is even less accurate for ethnic minorities. Further, there is a growing body of data to suggest that high school GPAs are the best predictor of success because of their correlation with variables related to habits of study. Over the next academic year, the University will engage its constituents in a conversation about the best admission criteria so that false indicators do not block access to Lincoln.

The admission office is also looking to increase transfer opportunities with local community colleges in Pennsylvania. The Pennsylvania Department of Education has charged institutions such as Lincoln to encourage students to remain in state to complete their college education and to provide scholarships to support this effort and its success. The office has begun to develop relationships with more local colleges in order to ease the transfer process for such students.

As part of the University's strategic plan for operational efficiency, Lincoln provides information on tuition and fees, and room and board as established by University policy. Communication to students regarding direct and indirect institutional costs is also available, but it lacks clear and accessible information and details about payment options, grants, scholarships, loans, and loan counseling. This concern is being addressed by several working groups. First, a new committee on scholarships was formed with the arrival of the new vice president for advancement. Also in this group are the provost, chief financial officer, director of financial aid and associate provost for enrollment management. They have identified issues that should be addressed, such as a policy for appealing the loss of a scholarship, advertising criteria for donor scholarships, and clear information about payment plan options. This group is working to develop policies and clarify information by spring 2019. Additionally, the Office of Financial Aid offers information regarding expenses (including the assessment of total educational costs, not simply direct costs to students), financial aid, scholarships, grants, loans, repayment options, and policies. Currently, however, relevant information on the office's website could be stated more clearly. The plan is to provide students with video tutorials on: the Free Application for Federal Student Aid (FAFSA); completion of loan paperwork; verification requirements; loan disbursement and refunds for undergraduate and graduate students. Also, information about how to appeal for additional aid based upon special circumstances and links to any form needed for financial aid purposes will be available.

Also, the University plans to expand and provide clearer information for affinity groups, specifically students with disabilities, veterans, international students, student-athletes, transfer students, and undocumented students, on its financial aid website. These improvements will also be aligned with printed information found in the Undergraduate Catalog, which will offer information regarding tuition,

fees, room and board, instructions about how to pay, an explanation of fees, and descriptions of merit-based scholarships, endowed and donor funds and the potential to receive need-based financial aid.

The Offices of both the Bursar and Financial Aid provide financial information, but students have to drill down to find specific answers to financial questions. Best practices indicate that students shopping for a college will get lost or lose interest after three clicks. The entire website is being reviewed during 2018-2019 to ensure the three-click criteria are operative throughout.

Continuous Improvement

Lincoln University has engaged in a major restructure toward enhancing student success. The model employed is common on many other liberal arts campuses, but its effectiveness at Lincoln must be closely monitored.

Additionally, while many Lincoln students have the opportunity to engage in high-impact experiences such as internships, study abroad, and undergraduate research, the goal is to make these options a signature of the Lincoln experience for all students. Although expensive, these opportunities are essential for success. Data shows that participating in high impact opportunities positively correlate with deeper learning and the likelihood of landing employment or admission to graduate programs after college. Moreover, research suggests that these positive effects are more profound for members of minority groups. It, therefore, behooves the University to identify resources that can provide such opportunities. Creating a plan that provides every Lincoln student with the opportunity to participate in at least one high impact co-curricular experience is the goal.

Conclusion

Lincoln University is committed to supporting student success. Support for the student experience begins with the admissions process where students receive guidance from application to financial aid acceptance. Efforts to support student success are evidenced by improving graduation rates. Restructuring the student success units is providing seamless guidance and support for students, as well as offering better coordination of high impact student engagement opportunities. Finally, expansion of recreational options is providing much-needed outlets, especially toward promoting wellness.

Standard V: Educational Effectiveness Assessment

Overview

Lincoln University has made enormous strides over the past 10 years in developing a solid and sustainable assessment culture among faculty, staff, and administration. Our self-study provided clear indications that the institutional commitment to assessing educational effectiveness and student learning is evidenced by the implementation of an assessment infrastructure such as the acquisition of Xitrac, the selection of competent personnel for the Office of Institutional Effectiveness, Research, and Planning (OIERP) [formerly the Office of Assessment and Accreditation], the establishment of the General Education Faculty Committee, the expansion of the role of the Faculty Committee on Assessment and Evaluation, and assessment-targeted faculty development grants. In addition, assessment manuals have been developed to guide faculty and staff in carrying out simple, effective, and manageable outcomes assessment in general education, academic programs, support services, and administrative units (doc 5.01). All these resources have been instrumental in facilitating data collection and sharing; standardizing policies, practices, and reporting processes; and providing sustenance to assessment efforts. All academic programs are required to follow the same procedures in assessing student learning and measuring program performance.

Assessment at the institutional level includes the assessment of, but is not limited to, strategic goals, institutional-level outcomes as delivered through the General Education curriculum, co-curricular programs and experiences, First-Year Program, extracurricular activities, student success programs, and support units. In short, institutional-level assessment includes the holistic assessment of all of the institution's academic, non-academic, and support units.



Reporting on the assessment of student learning is the responsibility of every department at the University. The compliance with student learning assessment reporting in 2016-2017 was 95 percent. For other years, see Institutional Effectiveness Reports (docs 5.02 and 5.03).

This section documents evidence that Lincoln University has met the standard of assessing student learning and making assessment the cornerstone of its academic and administrative priorities.

Description

Learning Outcomes

The University has clearly defined student learning outcomes (SLOs) at the institution and degree/program level that assist in building a culture that supports student success and enhances academic quality. Here, the following will be addressed: the University’s educational goals, program, and course SLOs, and integration of learning goals.

The University has eight Institutional Learning Outcomes (ILOs) (doc 5.04) subsuming the knowledge and competencies that it expects of all students, regardless of their major area of study. These ILOs include: 1. Effective Communication; 2. Technology and Information Literacy; 3. Diversity and Cultural Awareness; 4. Social Responsibility & Civic Engagement; 5. Critical Thinking; 6. Lincoln University Legacy; 7. Scientific and Quantitative Reasoning; 8. Integrative and Life-Long Learning. These ILOs align with the mission of “integrating academic and co-curricular programs with the University’s distinctive legacy of global engagement, social responsibility, and leadership development” as well as “cultivating the character, values, and standards of excellence needed to enable students to become responsible citizens of a global community.” The ILOs are highly correlated with higher institutions’ general emphasis on critical analysis and reasoning, global awareness and cultural sensitivity, and oral and written communication skills.

Since the University’s last self-study, much effort has been made to identify, revise, and strengthen assessable course and program SLOs. The Faculty Committee on Assessment and Evaluation, the Office of Institutional Effectiveness, Research, and Planning (OIERP), and dean of faculty review annual program assessment reports and give comprehensive feedback regarding each program and course SLOs based on two detailed rubrics (called “Feedback I” (doc 5.05) and “Feedback II” (doc 5.06); these rubrics are housed in Xitracs and appended to program reports). Among the components of the rubric are criteria that evaluate performance-based students learning outcomes at the program and course levels. In examining these feedbacks, available in Xitracs, 67.5 percent of the programs have identifiable and measurable SLOs at the program level (rated “Established” or “Exemplary”), 15 percent are at varying levels of meeting the standard (Rated as “Underdeveloped” or “Emerging”), and 7.5 percent are not developed. A detailed analysis of the progress accomplished in this area by each program is provided here (doc 5.07).

Table 5.2 2016-2017 Clearly stated Course & Program Student Learning Outcomes

Course & PSLOs	3 Exemplary	2 Established	1 Emerging	0 Underdeveloped	None	No/Partial Assessment Feedback
Programs total	3	24	3	3	3	4
	7.5%	60%	7.5%	7.5%	7.5%	10%

Programs are required to articulate course and program SLOs through a matrix (2017-2018 samples: (docs 5.08 and 5.09). Matrices that link courses to programs/SLOs to core competencies are included in

course syllabi as well as in annual reports (syllabi are housed in Moodle; assessment reports are housed in Xitrac). The institutionalization of this integrative approach to learning is highlighted in the University's Undergraduate master syllabus template (doc 5.10). Sample course syllabi can be found on Moodle and the Faculty Portal (doc 5.11).

In examining the feedback issued by the Faculty Committee on Assessment and Evaluation in their valuation of assessment reports, available in Xitrac, 57.5 percent of the programs have course SLOs that are related to PSLOs (rated "Established" or "Exemplary"), 12.5 percent are at varying levels of establishing appropriate links (rated as "Underdeveloped" or "Emerging"), and 10 percent are not developed. A detailed analysis of the progress accomplished in this area by each program is provided here (doc 5.12).

The following table summarizes the extent of integration of course SLOs and PSLOs:

Table 5.3 Integrated Learning Goals (2016-2017): Course SLOs Related to Program SLOs

Course & PSLOs	3 Exemplary	2 Established	1 Emerging	0 Underdeveloped	None	No/Partial Assessment Feedback
Programs total	4	19	3	6	4	4
	10%	47.5%	7.5%	15%	10%	10%

As for PSLOs and ILOs integration, 57.5 percent of the programs have their PSLOs clearly articulated with the University mission and to the ILOs (rated "Established" or "Exemplary"), 12.5 percent are at varying levels of meeting the standard (rated as "Underdeveloped" or "Emerging"), and 7.5 percent are not developed. Document 5.13 provides a detailed analysis of the progress accomplished in this area by each program and Table 5.4 summarizes the extent of integration of program SLOs and ILOs.

Table 5.4 Integrated Learning Goals (2016-2017): PSLOs Related to Mission & ILOs

Course & PSLOs	3 Exemplary	2 Established	1 Emerging	0 Underdeveloped	None	No/Partial Assessment Feedback
Programs total	5	22	5	0	3	5
	12.5%	55%	12.5%	0.0%	7.5%	12.5%

Assessment Process

In its pursuit of creating a learning-centered environment, the University has dedicated itself to helping students learn as well as to assess student achievement of institutional and degree/program goals. All programs are required to use best practices in assessing student learning and program performance and provide information on student achievement according to rigorous but efficient schedules and procedures that align with the strategic plan.

For instance, by November 15 of every academic year, all programs are expected to submit an assessment plan via Xitracs, in which they specify the PSLOs that they have planned to assess during the academic year, the courses used to collect assessment information, the tools to collect data, and any rubric they plan to use in evaluating the data. The Office of Institutional Effectiveness, Research, and Planning (OIERP) and the Assessment and Evaluation Committee review the plan and make recommendations. By May 15, all programs are expected to report their findings, analyze and upload the collected data, and consider actions to improve teaching and learning. OIERP and the Assessment Committee review the reports and issue a very detailed evaluation of each report. This assessment calendar has been in place for multiple years and proves successful.



The process of engaging in program reviews is also an important component of the assessment process. During the 2012-2013 academic year, there was a comprehensive program review of each undergraduate academic program that resulted in the restructuring of many academic units (doc 5.14). Likewise, beginning in the 2014-2015 academic year, each graduate program underwent the processes of program reviews (links: MSB [5.15], MEd [5.16], MHS [5.17]). Guided

under the direction of the Office of Assessment & Accreditation (currently referred to as OEIRP), program faculty engaged in a year-long self-study of respective academic programs which involved a review and analysis of varied and key elements. Following this procedure completed reports were assessed by select external evaluators. During the 2015-2016 academic year, graduate department faculty studied and considered the external evaluator's comments and devised responses. Largely based on study data and results, subsequent program changes that have been implemented include a new Master of Arts in Human Services Program (doc 5.18) and changing the Master of Science in Business to a Master of Business Administration (doc 5.19). Program reviews are scheduled to take place every six years. However, with the advent of the new 2018 Strategic Plan, the schedule of programs reviews will commence during the 2019-2020 academic year.

In addition, other offices regularly conduct or participate in surveys and other indirect methods of assessment that provide valuable information on retention, graduation, and alumni success. This indirect data helps the University determine the impact of student learning and allows it to track, and share with stakeholders, information on student achievement. For instance, OIERP administers several surveys to first-year students, senior students, and alumni to collect information on student experience and satisfaction of learning at the University. Specifically, OIERP conducts first-year student surveys at the beginning of each academic year, and at the end of selected academic years to gather information of student experience and satisfaction upon entry into the University and after their first completed year at Lincoln. Furthermore, OIERP also conducts a senior survey each year to collect data on student experience of student learning and overall student satisfaction. The alumni survey allows the institution to gain insight into alumni accomplishments and endeavors post-graduation. Results from our first-year,

senior, alumni, and student satisfaction surveys can be found here (docs 5.45 and 5.46). Moving forward, this survey research will be combined with the student retention and graduation data and provided to various internal stakeholders to develop a narrative of how well the University is serving students, and to identify areas of improvements in order to create an action plan.



The University's eight Institutional Learning Outcomes (ILOs) reflect best practices across higher education institutions. They seek to affect the knowledge, skills, attitudes, values, and habits of mind that students take with them from the learning experience (Suskie, 2009). They specifically emphasize critical thinking (ILOs # 1, 7, 8), global competence (ILO # 3), communication skills (ILOs # 1, 2), and responsibility toward oneself and others (ILOs # 4, 6, 8). These core competencies are evaluated using defensible standards such as the AAC&U Value Rubrics Assessment of the ILOs is conducted by assessing student learning in General Education courses and co-curricular programs. The General Education Committee, with the support of the Office of Institutional Effectiveness, Research, and Planning, conducts assessment of the ILOs through the General Education program. The committee selects two ILOs to assess in an academic year and uses the General Education courses that align with those ILOs to student learning of the essential skill. Each co-curricular program completes an assessment plan and reports on the programs and services that align with appropriate ILOs and conduct indirect and direct assessments to measure student learning.

See assessment reports of General Education available here:

2014-2015 academic year (doc 5.20)

2015-2016 academic year (doc 5.21)

2016-2017 academic year (doc 5.22)

2017-2018 academic year comprehensive review (doc 5.23)

Assessment at the institutional level includes the assessment of but is not limited to, strategic goals, institutional-level outcomes as delivered through the General Education curriculum, co-curricular programs and experiences, extra-curricular activities, student success programs, and support units. In addition to the assessment of institutional and program student learning, assessment of student success, support, and administrative units is conducted. This process consists of units developing an assessment plan each academic year that explains how the office's mission aligns with the University mission. Additionally, each area must identify the strategic theme(s) it focuses on and explain what services and tasks it will assess for the academic year and over the life span of the strategic plan. Over the course of the year, units use various assessment methods to measure the effectiveness of the respective area and how it has contributed to fulfilling the appropriate strategic theme(s). At the end of each academic year,

units work with OIERP to analyze results and develop an action plan on ways to improve functionality and services for the upcoming academic year. In short, institutional-level assessment includes the holistic assessment of all academic, non-academic, and support units of the institution. These reports are housed in Xitracs along with all academic programs reports. Examples of student success, support, and administrative unit assessments are available (docs 5.47 and 5.48).

General Education requirements provide broad learning in arts and science disciplines and form the basis for developing important intellectual, civic, and practical capacities. At Lincoln University, General Education is treated as a multi-disciplinary academic program unit coordinated by the General Education Committee and guided by the Institutional Learning Outcomes (ILOs). Assessment of ILOs within general education is carried out on two levels: within the individual general education courses and as an entire program.

Table 5.6 Assessment Cycle of Institutional Learning Outcomes

Academic Year	Institutional Learning Outcomes
2013-2014	#1 - Effective Communication #3 - Diversity/Cultural Awareness
2014-2015	#2 - Technology & Information Literacy #4 - Social Responsibility and Civic Engagement
2015-2016	#5 - Critical Thinking #7- Scientific and Quantitative Reasoning
2016-2017	#6 - Lincoln Legacy #8 - Integrative & Life-Long Learning

Graduates of Lincoln University are well poised for their future lives. Preparation is inherent in the Institutional Learning Outcomes. Seven out of the eight ILOs are directly relevant to success in the workplace. ILO 6, Lincoln Legacy, speaks to the history of Lincoln University and influences the student's sense of the importance of Lincoln graduates to the larger world, including professional accomplishments and a meaningful life. A recent study by The Equality of Opportunity Project ranked Lincoln University 42 out of 2,137 U.S. colleges in the *overall mobility index*, representing the likelihood that a student "moved up two or more income quintiles." This economic upward mobility is due in part to the efforts of the academic and support facets of Lincoln University. The findings by the Equality of Opportunity Project are supported by the Undergraduate 2018 Senior Survey summary report. Students reported that their Lincoln experience contributed to their knowledge, skills, and personal development "quite a bit" or "very much" at a rate between 75 percent and 88 percent in the 12 categories. Students report that they are "somewhat comfortable" and "extremely comfortable" in their ability to pursue employment or further education plans at a rate between 89 percent and 94 percent for the four categories. Further, 99 percent plan on working next year while 47 percent have accepted a position or are considering offers. In addition to the positive placement rates, Lincoln University has also increased its one-year retention rates and its four- and six-year graduation rates since the last self-study (doc 5.43).

The academic departments' annual reports include a section titled *Student Achievements*. An analysis of the 2016-2017 reports for the 14 academic departments shows that all of the departments submitting a report are able to articulate information regarding student achievement and future career and education plans (doc 5.24).

Further, for non-academic units, the missions of 16 academic support services, administrative units, and programs are either directly or indirectly aligned with preparing students for successful careers, meaningful lives, and further education. An analysis of the 2016-2017 assessment reports available on Xitracs shows that the majority of the units are proficient, meaning the assessment reports show appropriate data relative to a stated goal (doc 5.25).

Directly Aligned Units	Indirectly Aligned Units
80% Proficient	86% Proficient

Lincoln has successfully put into effect the seeds and structural, human, and financial resources to ensure that assessment is a long-lasting process. The Institutional Planning and Assessment Council (IPAC) was established in 2013 to ensure that assessment planning and budgeting are linked to optimize the success of the Strategic Plan (doc 5.26). Through leadership transitions, the IPAC became somewhat inactive. In 2018-2019, the mission and role of IPAC was incorporated into the roles of the Strategic Planning Council, the Strategic Budgeting Committee and the newly appointed director of institutional assessment (doc 5.44). In previous years, the IPAC produced institutional effectiveness reports which provided invaluable evidence for periodic review and self-study reports. To ensure that these practices continue, the Office of Institutional Effectiveness, Research, and Planning collaborated with institutional units to create the 2017-18 institutional effectiveness report. This year and going forward, the director of institutional assessment, working with the faculty standing committees and administrative assessment committees will be responsible for producing the annual institutional effectiveness report. Current and previous institutional effectiveness reports can be found here:

2017-2018 (doc 5.27)

2014-2015 (doc 5.02)

2013-2014 (doc 5.03)

In addition, the University has a dedicated office (Office of Institutional Effectiveness, Research, and Planning [OIERP]) to facilitate a systematic, sustained, and organized assessment effort and the office provides access to various assessment resources including the MSCHE revised standards, curriculum mapping techniques, and tools for developing rubrics and student learning outcomes. OIERP has, as its primary mission, the collection of data (from both internal and external sources), and the analysis, distribution, and presentation of this information for use in planning, decision-making, and policy formulation (OIERP_Mission). OIERP is responsible for ensuring the accuracy of vital University statistics and for reporting data to stakeholders.

The role of the Faculty Committee on Assessment and Evaluation has been expanded to be a proactive collaborator with academic stakeholders. The committee's duties include (a) Establishing, reviewing and updating assessment policies and guidelines; (b) Communicating assessment expectations and results to faculty; (c) Providing constructive feedback on student learning assessment plans and results; (d)

Facilitating University-wide discussion of assessment results for improvement; (e) Maintaining awareness of assessment best practices and communicating them to faculty; (f) Supporting academic departments in the program review process; and (g) Recommending changes for improving the University's assessment process.

The Committee on General Education was established more recently as a result of the 2011 Monitoring report (doc 5.28) to coordinate specifically the assessment of the General Education curriculum and implement common standards for all General Education courses.

The Support Unit Assessment Committee works to facilitate academic support and administrative units in conducting an effective and meaningful assessment of their respective programs, services, and offices.

The University handbook on assessment (doc 5.01), which is available online and accessible to faculty and staff, provides assessment references to all faculty members: how to assess learning, develop rubrics, create effective student learning outcomes, improve teaching and learning, etc. It also provides deadlines. The University faculty has prioritized the Faculty Development Fund to support projects dealing with assessment and has funded faculty attendance at national and international conferences on assessment.

All new program proposals are required to submit a needs-based assessment before any approval. Course proposals are required to follow the template for syllabi, which focuses explicitly on clarifying learning outcomes, means of assessment, and interrelations between course/program/institutional goals (see matrix in Syllabus Template – doc 5.10).

Assessment reports require the input of individual faculty members, as they are the providers of data on, and analysis of, student learning. Strong considerations are given to the assessment of teaching effectiveness when hiring new faculty, evaluating current faculty performance, or making decisions about tenure, promotion, and post-tenure review. Furthermore, all MSCHE reports, including this self-study report, are spearheaded and written by the faculty.

The University has devoted important resources, time, and efforts to support assessment activities and sustain ongoing compliance with Standard V. It is committed to providing the needed resources to conduct a compelling assessment program.

Assessment and Educational Effectiveness

The robust and ever-growing culture of assessment at Lincoln University has led to considerable deliberation and use of assessment results for the improvement of educational effectiveness. The effort includes an abundance of assessment activity across multiple facets of the University including academic programs, support programs, and administrative units.

The majority of the major programs in a review of the 2016-2017 program assessment reports indicate using assessment to improve educational effectiveness (Table 5.7). In the reports, *improving pedagogy or the curriculum* has a slightly greater focus than finding ways to assist students in *improving learning*. However, only 22.5 percent of the programs reported actions taken to “close-the-loop” based on previous assessment results.

Table 5.7 Program use of assessment to improve educational effectiveness

Programs n=40	Use Assessment Results to improve learning, pedagogy, or curriculum	Assisting Students in Improving Learning	Improving pedagogy and curriculum	Close the Loop
Total	25	15	5	9
Percentage	62.5%	45%	52.86%	22.5%

The major programs are beginning to develop their assessment processes to the point where assessment is used to improve student learning (Table 5.8). Based on an analysis of the feedback from the Faculty Committee on Assessment and Evaluation, a total of 37.78 percent of the programs have *exemplary* or *established* assessment reports indicating the use of results for improvement, with an additional 11 percent showing signs of using the results for improvement.

Table 5.8 Program assessment use to improve student learning

Programs	Exemplary	Established	Under-developed
Total	2	15	5
Percentage	4.44%	33.33%	11.11%

The sociology program was one of the exemplary models using assessment to improve student learning. Based on its 2016-2017 assessment study, the program decided to employ a “more active learning strategy” to address the student acquisition of PSLO 3 regarding the use of general social science research statistical methods, available in the sociology assessment report (doc 5.29). Additionally, the 2016-2017 assessment report from the criminal justice program serves as an example of reporting assessment data for improvement of educational effectiveness, as indicated in the “Using Assessment Results for Program Improvement” (doc 5.30 and doc 5.31). The assessment result shows the continual closing-the-loop cycle in the reiterative assessment process to improve educational effectiveness. The report continues to discuss the successes and difficulties with the pedagogy used to enable students to meet the program outcomes in light of the mixed results from the assessment project.

A vigorous effort exists for planning, conducting, and supporting a range of professional development activities. The various activities reflect cross-unit functioning between faculty and administrative units led by the Center for Excellence in Teaching and Learning (CETL), the Assessment and Evaluation Committee, the Faculty Development Committee, Academic Technology and Support (ATS), and the Office of Institutional Effectiveness, Research, and Planning (OIERP). The activities designed to improve educational effectiveness range from external conferences, internal conferences, training workshops, showcases, discussion opportunities, and research.

All of these activities stem from assessment results. Faculty must demonstrate a need, based on assessment results, to receive additional funding for external development conferences. Internally, as described in the CETL assessment report on Xitracs, CETL offered 21 events in the 2016-2017 academic year, including the Faculty Conference at the beginning of the academic year, a General Education Assessment workshop in December, and the Teaching and Learning Showcase at the end of the year; the latter two events were co-hosted by multiple faculty committees and administrative units. The programming at each event responded to needs identified through assessment in a close-the-loop effort. The General Education Assessment workshop was derived from the identified need in the assessment process for standardized rubrics to collect data relative to the Institutional Learning Outcomes (ILOs). It provided an opportunity to share information with a larger audience from a CETL-sponsored, external webinar titled: “Learning Assessment Techniques: How to Integrate New Activities that Gauge What and How Well Students Learn.” Participants at these events, as well as the more informal Teaching Matters at LU Blog maintained by CETL, reported that the opportunity to share and discuss the ideas surrounding educational effectiveness were useful for incorporation into their teaching.

Faculty Development Grants are often assessment targeted or stem from the need for further research based on assessment results. One Faculty Development Grant Final Report example (doc 5.32), “Mainstreaming Low Placement Score Students in E099: Models for Consideration,” was an outgrowth of assessment and program review data that necessitated additional research to make an informed decision regarding the structure of the developmental composition program.

Academic program assessment reports are using assessment data to indicate resource needs for funding. In the 2016-2017 assessment reports, 47.5 percent of the reports requested funding for initiatives (doc 5.33). An example can be found in the 2016-2017 assessment report for the English Liberal Arts program, available here (doc 5.18). One assessment concluded that students “found it difficult to deal with complex concepts because they are not familiar with basic grammatical terms. A reference grammar book should be made available to the students and used throughout the program.” The request was then repeated in the “Resource Needs for Improvement Field.”

Such resource requests become part of Lincoln University’s planning and budgeting process that utilizes varied methods of collecting, reviewing, and analyzing assessment results to improve educational effectiveness. In accordance with the institution’s hierarchy and organization structure, important communication about academic resources are discussed, planned, and approved during regular sessions of the president’s cabinet and other routine unit meetings held by the Board of Trustees, vice presidents, dean of faculty, chairpersons, and program directors. Related to planning and budgeting for the provision of academic programs and services, the University initiated a strategic budgeting process linked to the mission and priorities set by the strategic plan. The process began at the unit level and asked chairs and directors to propose budget items consistent with the priorities related to enhancing the liberal arts approach highlighted in the mission statement (docs 5.35, 5.36, and 5.37). Through this process, faculty became intimately involved in the budgeting process, in which ultimate approval is delegated to the Board of Trustees.

Federal government funding through Title III Part B also plays a key role in the planning and budgeting for the provision of academic programs and services; the University was awarded \$2,273,549 in 2017. This allocation funds eight current activities designed to enhance the teaching and learning at Lincoln

University (doc 5.38). One activity involved developing an engineering science program and included the recruitment and retention of students. With an enrollment of 17, the program has already exceeded its goal of recruiting 10 students (doc 5.39).

The Developmental Studies Review Task Force is an excellent example of collaborative cohesion to use assessment to improve educational effectiveness. The effort brought together stakeholders from across the University, including the academic programs of education, languages and literature, and mathematics; the support programs of advising and learning resources; and the administrative offices of Title III and Assessment and Accreditation (now called OIERP). The final report, “Transforming Developmental Studies at Lincoln University,” relied on assessment information and analysis from the academic programs and the Office of Assessment and Accreditation (since reconstituted as OIERP) regarding student-learning outcome achievement rates, as well as retention and graduation rates. The developmental studies programs at Lincoln were overhauled, and the report led to multiple Title III activities designed to affect the retention and graduation rates at Lincoln University, including the creation of the Center for Advising and Student Achievement (CASA), which has further evolved into the Academic Support Unit under the current structure.

In examining the program assessment reports from the 2016-2017 academic year, available on Xitracs, 57.50 percent of the programs indicate a focus on the assessment process in the fields of either the PSLO History and Rationale, Using Assessment Results for Program Improvement, Actions to Improve Teaching and Learning, or Planned Actions for Next Assessment Cycle. Forty-two-and-half percent of the programs did not indicate an evaluation of the assessment process (Table 5.9). Document 5.40 presents the analysis results of the individual program evaluation of the assessment process.

Table 5.9 2016-2017 Program evaluation of assessment process

Programs	Indication of Evaluation	No Indication
Total	23	17
Percentage	57.50%	42.50%

These four Xitracs fields—PSLO History and Rationale, Using Assessment Results for Program Improvement, Actions to Improve Teaching and Learning, or Planned Actions for Next Assessment Cycle—all provide an opportunity to evaluate the assessment process. For example, in the 2016-2017 biology program assessment report, a Planned Action for Next Assessment Cycle is to “develop and adopt enhanced assessment methods/tools and rubrics for critical thinking.” These actions stem from the assessment process used for PSLO 4 (critical thinking) where data was collected “from seven different classes using a total of 39 different assessment measures.” While the results did show attainment of critical thinking, comparison of results across the program was difficult. In the 2017-2018 biology program assessment plan, a common rubric was developed for assessing PSLO 4 (critical thinking) throughout the program. Document 5.41 shows the critical thinking grid and worksheet used as a standard assessment tool for the 2017-2018 assessment process.

The Faculty Committee on Assessment and Evaluation provides biannual feedback to academic programs regarding assessment (doc 5.49). Feedback I is focused on the assessment plan. Feedback II is focused on the final assessment report. In the 2016-2017 academic year, 97.44 percent of the programs received feedback. The one program that did not receive feedback was a new program. Since the time of the analysis, the program has received feedback, and the Faculty Committee on Assessment and Evaluation has formalized procedures to ensure new programs are added to the Xitracs feedback process and to periodically review the status of the programs.

The Faculty Committee on Assessment and Evaluation uses the biannual feedback to mine for assessment issues and model assessment techniques for discussion among University stakeholders. An assessment workshop was organized on September 21, 2017, by the Faculty Committee on Assessment and Evaluation, the CETL Advisory Board, and the director of the Office of Institutional Effectiveness, Research, and Planning. The workshop provided information on creating a solid program assessment plan. The biology program, mentioned above, presented on its experience assessing critical thinking and how results from one year's assessment inform assessment in subsequent years. The Psychology program presented on its assessment processes used to identify issues with text selection and student engagement.

In addition to the assistance with all the assessment initiatives on campus, including those mentioned throughout this report, a major undertaking by OIERP is the administration and analysis of the National Survey of Student Engagement (NSSE) & Faculty Survey of Student Engagement (FSSE). The response rate was higher in 2017 than in 2013, including a 21 percent increase in faculty responses and a 20 percent increase in senior student responses. The increased response rate is due to the OIERP office, which made higher response rates a priority. For the first time, the NSSE and FSSE results and analysis were shared at a faculty meeting for the purpose of identifying ways to use the data to improve educational effectiveness (doc 5.42).

Analysis

The self-study review revealed that Lincoln University has made great strides in the areas of assessment and the use of data to improve effectiveness. The institution has provided resources and infrastructures to support these goals. Nonetheless, there is continued focus in some areas.

Some of the missing reports are due to missed deadlines and not a lack of data. Specifically, the five 2016-2017 assessment reports whose PSLOs did not receive feedback were due to failure to meet reporting deadlines, as indicated in the respective Xitracs fields. In order to be evaluated by the Assessment Committee and/or the office of Institutional Effectiveness, Research, and Planning in a timely manner, an assessment report schedule needs to be followed. These actions are necessary to achieve operational excellence and strategically align resources as indicated in the 2018-2023 strategic plan. Accordingly, the provost will be working with the various committees to devise a structure to ensure that reporting deadlines are met. Furthermore, the University has continued to invest heavily in improving institutional assessment by hiring a director of assessment. This person will be able to focus solely on institutional assessment work with individual units in order to ensure that all assessment reports are not only submitted but completed in a timely manner.

To nurture learning assessment growth at Lincoln University, the current practices need to be continued to ensure improvement in educational effectiveness. To that end, activities should continue that help assessors learn more about assessment and review assessment practices and procedures. To facilitate the developing assessment culture, increased sharing of assessment information will be expanded through formal and informal means with the onboarding of the new director of assessment. The director will continue improving the assessment of student success, support, and administrative units by relaunching the Student Success Assessment Committee and the Student Support Assessment Committee. As these committees re-develop to assist units with assessment, the relationship between those units and the improvement of educational effectiveness will be strengthened. Moving forward, assessors will improve how they link assessment data with retention and graduation data.

Further, assessment conclusions need to be acted upon to demonstrate “closing-the-loop.” For example, greater emphasis needs to be placed on reporting actions actually taken to improve student learning based on previous assessment projects. To ensure that these recommendations occur, the director of assessment and the assistant provost/director of the Center for Excellence in Teaching and Learning will both play critical roles in following up with faculty and staff and providing tools and best practices on how we can close the loop. Moving forward, a system will be created for faculty development reports to be housed in a central, digital location. A procedure was developed to conduct academic program review, but only three programs have used the process in recent years due to staff turnover. The dean of the faculty and OIERP have collaborated to create a new program review schedule and will work with academic departments to reinvigorate the review process to, among other reasons, gain insight into the connections between student learning assessments and the broad, reflective, and evaluative framework of program review.

The creation of the strategic budgeting process during the 2017-2018 academic year led the University to update the budgeting process, which is now streamlined by division heads. Each office within a division must submit its planning and budgeting report each spring to its division head (docs 5.50 & 5.51). In response, division leaders must produce a comprehensive report, present it to the cabinet and disclose budget allotments and how they align with the University mission, vision, and strategic plan. After review and revision, the University budget and plan alignment is presented to the Board of Trustees. This process was implemented to address inconsistencies that existed between resources needed in the program assessment reports and the department annual reports that house those programs. Previously, minimal information was provided that showed justification for budget allotments. The 2015-2016 AY, an institution-wide strategic plan review process that resulted in a revised strategic plan (2013-2018) included a planning budget. However, there was no clear evidence that any of the actions were funded. With the University’s new strategic plan, a similar process is currently underway in which department chairpersons and key unit managers are devising budgets based on department needs. This information was utilized to prepare the 2018-2019 budget.

Largely due to leadership changes and budgetary constraints, recent academic resources have focused on the provision of funds for department faculty as opposed to other requests. While financial priorities need to be established, transparency and clarity in the final budget allocations will be reported moving forward, as the Strategic Planning Council works with division leadership on the planning and budgeting to demonstrate the link between assessment and planning and budgeting.

A central, digital location with access for appropriate stakeholders to all pertinent University reports and documents will both improve the assessment processes of Lincoln University and overall educational effectiveness. The expanded access to documents through Xitracs and Moodle for the self-study provides a greater understanding of the University. Moving forward, the increased sharing and access to assessment data and University reports in Xitracs will facilitate and strengthen cross-unit functioning at Lincoln University and create opportunities to link assessment findings and meet many of the strategic objectives in the 2018-2023 strategic plan.

Continuous Improvement

Lincoln University will continue to improve our assessment of academic programs, student support units, and administrative offices to ensure that we are offering students integrative services and functioning with educational effectiveness. Primarily, constant focus on assessment of student learning, student experience, and student satisfaction in all areas of the institution will be aided by the hiring of a dedicated staff member, the new director of assessment. Similarly, using the newly created assistant provost and director of the Center for Excellence in Teaching and Learning (CETL) position to offer professional development resources to faculty and staff of co-curricular programs related to assessment efforts will create another avenue for assessment activities.

Conclusion

Lincoln University has invested greatly in developing a solid and sustainable assessment culture. The institution has implemented an assessment infrastructure and invested in competent personnel for the Office of Institutional Effectiveness, Research, and Planning (OIERP) [formerly the Office of Assessment and Accreditation]. The establishment of the General Education Faculty Committee and the expansion of the role of the Faculty Committee on Assessment and Evaluation add to this culture. These resources have aided the University in facilitating data collection and sharing; standardizing policies, practices, and reporting processes; and providing sustenance to assessment efforts.

Standard VI: Planning, Resources, and Institutional Improvement

Overview

Lincoln University's commitment to planning and evaluation is comprehensive. Over the past 20 years, four strategic planning initiatives have been undertaken to align long-term goals with resource needs and priorities. This aspect of our self-study had strong evidence and data from which to draw. The latest of these efforts is the plan entitled "Reimagining the Legacy: Learn | Liberate | Lead," which was adopted by the Board of Trustees in April 2018. This comprehensive, integrated plan defines University goals and communicates priorities.

Lincoln's financial assets and revenue streams are used to support the strategic imperatives. The institution's revenue from tuition, fees, and state appropriations is carefully managed toward the highest priorities. The endowment has shown some growth over the past five years, adding much-needed revenue to the operating budget. The current strategic plan places even greater focus on using our assets to support the University's mission and calls for a concerted effort to diversify our revenues toward maintaining financial stability going forward.

The strategic plan serves as a guiding force that affects virtually every aspect of the University. Because the strategic plan is designed to link Lincoln's long-term strategic goals with its ongoing planning and evaluation processes, it brings focus and a clear sense of priorities and integration to Lincoln's planning and evaluation procedures.

Description

University-wide Comprehensive Planning

Strategic Planning

Lincoln University has undergone a significant transition in its executive leadership during the planning periods between 2013 and 2018. However, guided by the 2013-2018 strategic plan, the institution has remained strong and focused. That plan clearly delineated institutional objectives that were mission-driven, with a focus on achieving the goals. In the last year of that plan, the board hired a new president who began her tenure on July 1, 2017. She immediately initiated an assertive strategic planning process since the existing plan was in its final year. The process began by forming a Strategic Planning Council with broad representation from across the University. The council, using the expertise of the assistant provost of institutional effectiveness, research, and planning, developed surveys (doc 6.01) first for members of the council and then the greater community, and from that input, developed broad goals and objectives (doc 6.02; doc 6.03). For a broader assessment of the goals and objectives agreed upon by the council, a stakeholder conference was held in November of 2017. This event was attended by over 200 people from various stakeholder groups. Stakeholders from state and local government, Board of Trustees members, Lincoln University retirees, industry partners, alumni, faculty, staff, and students participated.

This was the first time that members of the Borough of Oxford, the community adjacent to Lincoln, participated in a strategic planning process at Lincoln University. During the conference, stakeholders had the opportunity to respond to questions and give input as it relates to mission, vision, goals, and objectives. All responses were captured in the University database and considered in the final shaping of the plan. The 2018-2023 strategic plan was approved by the Board of Trustees at its April 2018 meeting (doc 6.04).

The plan contains five themes that focus on the development of a culture to support student success and identification and re-alignment of resources (strategic themes). Each strategic area or theme has specific objectives. In spring 2018, workshops were held with all campus managers on developing the unit plans, based on the mission and the themes, goals, and objectives of the 2018-2023 strategic plan. Managers met with their constituent groups and developed plans for their units. For the development of the division plans, unit plans were submitted to the vice presidents. Vice presidents presented the plans to the executive cabinet, with the budget requests needed to meet the goals and objectives delineated in the respective division plans. These plans are discussed below under the financial planning section.

Academic Planning

The provost, as chief academic officer, has the specific responsibility to lead planning efforts for all academic programs within the University. Led by the provost, with assistance from the dean of the faculty, most academic planning commences within departments. All proposals for new courses or programs (docs 6.05, 6.06, and 6.07) are subsequently submitted to the Faculty Curriculum Committee, which is composed of the provost, the registrar, four elected members of the faculty—one from each of the three areas of study (humanities, social sciences and natural sciences) and one from the graduate faculty—and two students. Recommendations from the committee are then taken to the full faculty for a vote.

The Committee on Educational Policies is composed of the Provost (chairperson), two students, and five members elected by the faculty: one from each of the three areas of study (humanities, social sciences, and natural sciences), one at large, and one from the graduate faculty. This committee meets from time to time with the Educational Policy and Academic Affairs Committee of the Board of Trustees. Its primary role is to discuss and recommend changes to academic programs or additions to academic policies such as grading scales and credit hours.

An important factor in academic planning at Lincoln is the degree to which administrative staff members work with both faculty and students to discuss curriculum and academic program changes. These academic planning processes are ideal representations of shared governance on the campus.

Financial Planning

Financial planning processes at Lincoln University had shifted several times during the last few years of leadership changes. In an effort to reestablish stability, the institution initiated a strategic budgeting process during 2017-2018 that: (1) allows maximum input; (2) is contextualized within strategic priorities and (3) sets the groundwork for at least a year-ahead planning model. Budgeting workshops were delivered to all vice presidents, directors, and chairs prior to budget submissions (docs 6.08, 6.09, and 6.38). Subsequently, each vice president received budget requests from their respective departments and

was asked to prioritize the requests. The vice presidents then made presentations to the full cabinet with justifications for each request. Documents 6.11 and 6.36 display a sampling of the presentations. The final requests were considered by the president and CFO toward developing a budget for board approval at the April 2018 meeting. Once approved, the CFO allocated budgets to each unit which included a dollar amount to support the strategic initiatives requested by the vice presidents (doc 6.10). Individual units began spending their budgets in fall 2018. This process was initiated to afford a greater level of transparency and to ensure that resources are allocated to the highest priorities as defined by the strategic plan. Faculty searches are approved a year ahead of time so that the academic year can be used to recruit. The strategic budgeting planning process has now been adopted as standard practice at the University.

Capital/Physical Planning

Lincoln University' physical assets are valued at about \$224 million. Our physical plant consists of 56 buildings nine of which are residential halls. The University uses its master plan to measure and assess the adequacy and efficient utilization of the physical resources (buildings and information technology) required to support the institution's mission and goals. Completed in 2013, the current master plan provided a great inventory of University buildings and their physical conditions. The plan also assessed classroom, technology, and housing needs assuming enrollment growth up to 2,500 (current main campus enrollment is about 2,000). The plan indicated that classroom space is sufficient to support such growth, but new and improved residence halls are a high priority. In addition, the master plan provided a great foundation from which to assess and invest in deferred maintenance.

There are two sources used to fund capital projects identified by the master plan. Primarily, the University maintains a three-year capital project plan that identifies new construction projects, renovations, and infrastructure investments. All of these projects identify construction needs in academic and administrative areas. An annual \$10 million dollar appropriation from the State of Pennsylvania comprises the primary revenue source for funding new capital projects and upgrades to existing buildings and other infrastructure improvements. The University also maintains a capital budget with funds derived from tuition and fees which usually amounts to about \$4 million in investments (doc 6.12).

The state funding process begins with requests from the campus that are submitted to the State Appropriations Committee. The requests are derived from the campus master plan which dictates priorities based upon academic needs. If approved by the committee, capital requests are subjected to a legislative vote. An affirmative vote results in a state bill allocating funding for a given project. Funded bills are managed through a partnership between the campus and the Pennsylvania Department of General Services. Together, the state and the campus manage projects toward fulfilling the annual \$10 million appropriation. Currently, the University is managing four capital projects that were approved between 2008 and 2012, with additional funded projects still in the queue. A new master planning process was implemented in 2018 toward identifying the next set of requests for capital funding (doc 6.12).

Deferred maintenance priorities are developed in partnership with Aramark, who provides facility management for the campus. Funds identified in the state appropriations for infrastructure upgrades, as well as the capital budget derived from University funds, are used to address deferred maintenance priorities (docs 6.13 and 6.37). In 2017-2018, the University spent over \$1 million on deferred maintenance. Many of the projects listed are also addressed in the state appropriated capital budgets for projects addressing significant restoration of the existing building.

The University is currently exploring financial models to address new residence halls. During the 2018-2019 academic year, the University is exploring the relative merits of a public-private partnership (P3) versus a debt financing model for building and renovating on-campus student housing. The goal is to recommend an option to the Board of Trustees at its April 2019 meeting.

The University has a Baa3 long-term bond rating. The University was upgraded from negative to stable by Moody's in December 2017 (docs 6.14).

Evaluation

The University implements a strategic planning process every five years. The planning process is guided by a comprehensive evaluation of the state of the University relative to its mission. The University's position is evaluated in the context of: (1) trends in higher education and (2) University-specific data relative to its major indicators, including financial status, enrollment trends, and graduation and retention rates. The most recent process identified areas in need of specific focus, mainly the state of the curriculum relative to marketplace trends, student support structures as they relate to retention and graduation, and revenue projections in light of declining trends in state and federal support of higher education. As a result, current strategic goals are designed to address curriculum renewal, increase staffing in the area of academic support, and focus on diversifying revenue streams.

The University has also significantly increased the efficiency and quality of its institutional evaluation and reporting capabilities in the Office of Institutional Effectiveness, Research, and Planning (OIERP). The office is led by an assistant provost, a position recently elevated from the director level to reflect a higher University investment and priority. The Office reports to the provost, which provides better coordination with access to senior academic officers. OIERP is responsible for the centralized, systematic gathering, analysis, and reporting of institutional data, including data on performance against commonly used student outcome indices such as retention, graduation and persistence rates. The office also coordinates the input for and analyses of data submitted to higher education reporting organizations such as IPEDS and NSSE (doc 6.15). These surveys help us better understand student and faculty perceptions of the institution, and they provide valuable data for academic decision making. A recent example highlights the importance of this data. A review of the NSSE data showed a huge discrepancy between student and faculty perceptions of time and effort of students on course work. This data was used to raise a discussion with the faculty about how they might respond to students who feel they are working hard while professors perceive them to be slacking.

Lincoln University regularly evaluates its curriculum. Each year, under the oversight of the OIERP and the faculty standing committee for General Education, faculty members engage in assessment and evaluation of general education course offerings. In addition, under the direction and guidance of OIERP and the faculty standing committee on Assessment and Evaluation, academic major program student learning outcome data is also collected annually. These systematic processes are strategically designed, and step-by-step assessment procedures are outlined in institutional assessment manuals that are made available and accessible in the Xitracs library. As a key step in the assessment-planning process, academic departments report on "Resources Needed for Improvement" (doc 6.16). This information allows the University to use assessment results to project departmental needs and can serve as justification for items submitted during annual budget requests proceedings. Moreover, OIERP and the Center for Excellence in Teaching Learning provide faculty with important resources and workshops to

assist with various aspects of data collection and analysis, while also serving as the main entity in “closing the loop” and sharing course/program study results.

While these annual assessments often result in significant curriculum changes (doc 6.17), program reviews are also conducted. All undergraduate programs underwent a comprehensive review during the 2012-2013 academic year (doc 6.18). A key resulting outcome was the recommendation to reorganize academic departments and change the structure of “schools” to “colleges.” As it pertains to academic assessment plans for the graduate programs, beginning in the 2014-2015 AY each program underwent program reviews. Directed by the Office of Assessment & Accreditation (currently referred to as OIERP), program faculty engaged in a year-long self-study that included a review and analysis of varied and key elements in their academic programs. Following this procedure completed reports were assessed by select external evaluators. During the 2015-2016 AY graduate department faculty studied and considered the external evaluator’s comments and devised responses (docs 6.19, 6.20, and 6.21). In the spring of 2018, the General Education committee completed a 4-year review (doc 6.22) and analysis of the General Education program assessment data, the results of which were shared with faculty during the annual “Assessment Day” (doc 6.23) event (5/1/2018). The comprehensive report will also serve as the basis for further General Education reform. Documents, reports, and findings that relate to program reviews are located in Xitracs. In order to remain updated, current institutional plans indicate that programs reviews will take place every five years. Due to recent changes that have resulted in the development of a new strategic plan (2018) and a liberal arts focus, this program review schedule will begin during the 2019-2020 academic year.

Financial and Human Resources

Operating Budget

The University’s consolidated operating budget totals \$73 million for FY18-19. Since 2012, Lincoln’s operating budget has grown by more than \$17 million (doc 6.24).

The increase has supported several key initiatives. We have added 3 new faculty positions and have added several newly restructured academic and student support staff members. We have developed a \$150,000 fund to support students who come from families with the highest needs. We have added dollars to the operating budget to support faculty development and high-impact, co-curricular opportunities such as undergraduate research, internships, and study abroad. Additionally, \$2.5 million has been added to the University’s \$4.1 million capital budget to undertake facilities renovations. Lincoln University’s current financial strategy is designed to enable us to both make immediate investments in our strategic priorities and continue those investments in the future (i.e., more need-based funding, more funding for co-curricular activities, more investment in faculty development). The University is supporting initial investments through annual fundraising, endowment payout, greater strategic use of Title III funds, and unspent endowment payout according to donor restrictions. Concurrently, the University continues to strengthen and enhance the fundraising operations to increase both major and planned gifts and corporate and foundation support to benefit operational current use needs while also increasing the endowment (doc 6.25).

Audit

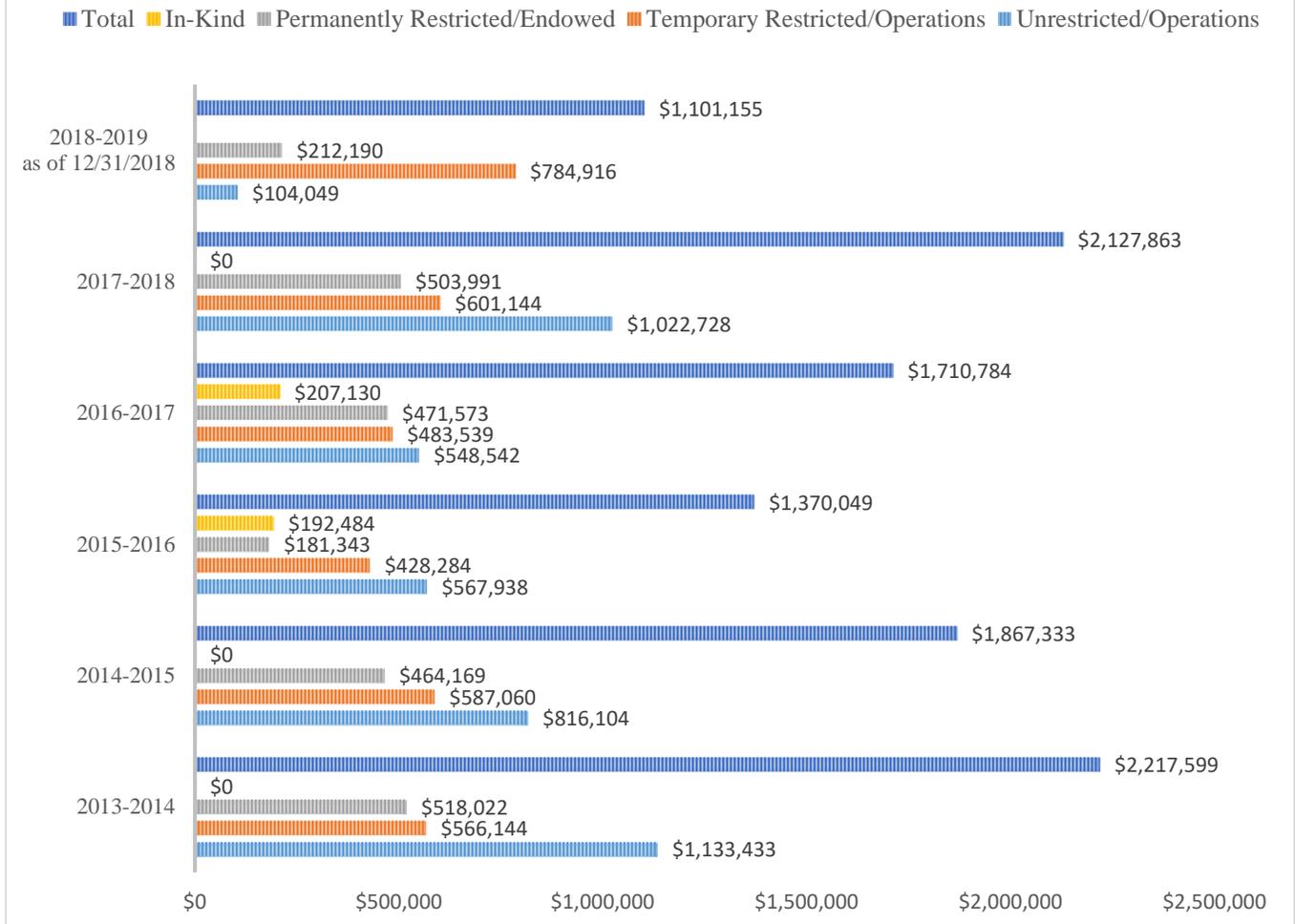
The Audit Committee of the Board of Trustees has the authority and duty to audit or have audited the accounts of the University and to consult with the University's auditors to ensure that University financial statements accurately portray its financial condition. It may request access to any records or accounts of any official of the University for this purpose. The committee's scope of responsibility and authority includes assuring the adequacy of accounting systems and controls; recommending the selection of independent auditors; and other related activities required to maintain the integrity of the University's financial information.

The Audit Committee is staffed by the chief financial officer, who is responsible for initiating the annual external auditing requirement. The University has received six consecutive years of clean audits, with the 2017 audit showing one finding in the areas of time and effort reporting for Title III. The University responded quickly to correct the finding. Firmly adhering to best practices, which suggest that institutions should change firms every five years, the University selected a new audit firm in May 2018 (doc 6.26). The new audit firm completed its audit in November 2018 and again reports no material findings (docs 6.27 and 6.28).

Fundraising/Private Donor Contributions

Lincoln University was without permanent Institutional Advancement leadership and fundraising staff for several years. There were five interim Vice Presidents who served for various periods throughout the last five years. Additionally, there were no other full-time fundraisers on staff due to significant turnover and the lack of stable leadership, which significantly impacted the University's friendraising and fundraising. The lack of infrastructure in personnel, technology, and donor reporting impacted the unit. In May 2018, a new vice president for institutional advancement joined the staff and within two months had hired 2 professional fundraisers in the areas of the annual fund and corporate/foundation relations. In addition, two other fundraisers were hired responsible for major/planned and athletics giving. The team was restructured to enhance two existing full-time members to include a 50% portfolio focused on friend raising and fundraising. The University's first director for advancement services and operations was hired to bring on line and oversee the newly acquired integrated advancement suite instead of relying on a 20-year-old DOS based standalone system. This integrated approach will significantly assist with donor relations and stewardship and related distribution of donor funds within donor established intent. The team presented an initial fundraising proposal, which seeks to increase total-dollar giving by 16 percent while also increasing the number of gifts by 5 percent and donors by 19 percent. While these may seem modest increases, the efforts will advance the friend raising and fundraising for the University while also increasing the alumni participation rate through communicating the University brand and broadcasting its story. The goal is to build capacity over the next two years before entertaining a feasibility study to launch a comprehensive fundraising campaign.

TABLE 6.1 - PRIVATE DONOR CONTRIBUTIONS

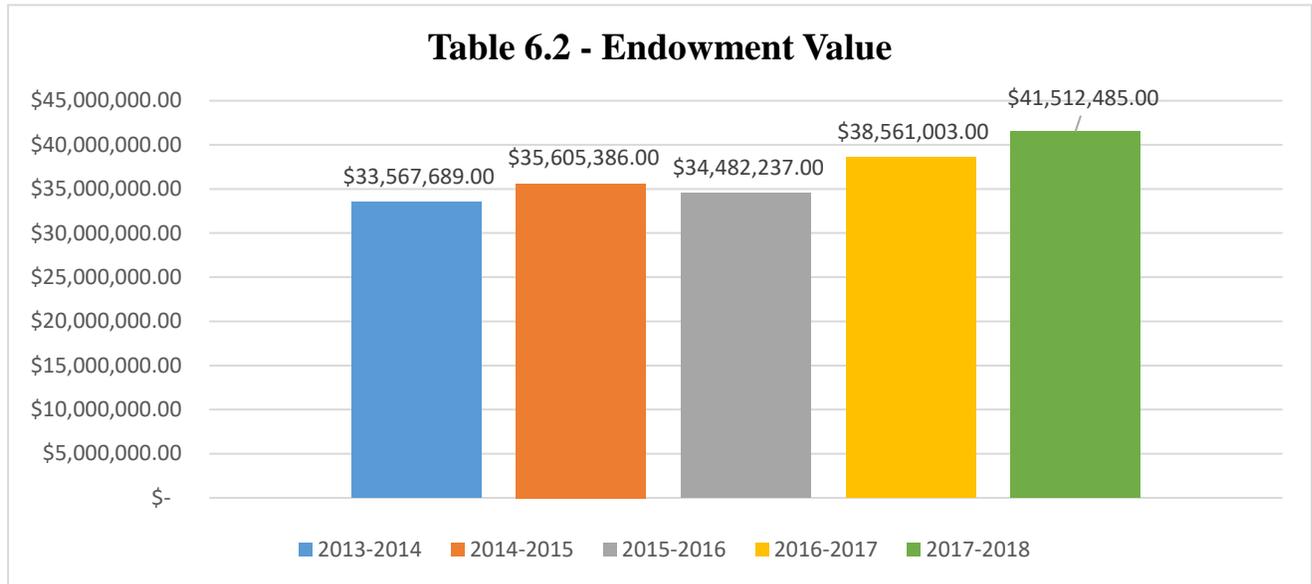


Endowment

The primary purpose of the endowment is to support Lincoln University's academic and student programs and services as aligned according to written donor restrictions, in perpetuity, providing future generations of students with at least the same level of inflation-adjusted support as the current generation. Currently, the payout on the endowment only provides about 3 percent of the University's operating revenue. Most of these donor contributed dollars are helping the University to provide much needed financial support to our students and to assist with offering high impact co-curricular opportunities such as internships and study abroad. As of June 30, 2018, Lincoln's endowment had a market value of slightly over \$40 million, well above its market value of about \$29 million as of June 30, 2012. This growth resulted from strong investment performance, with some increase due to donor generosity.

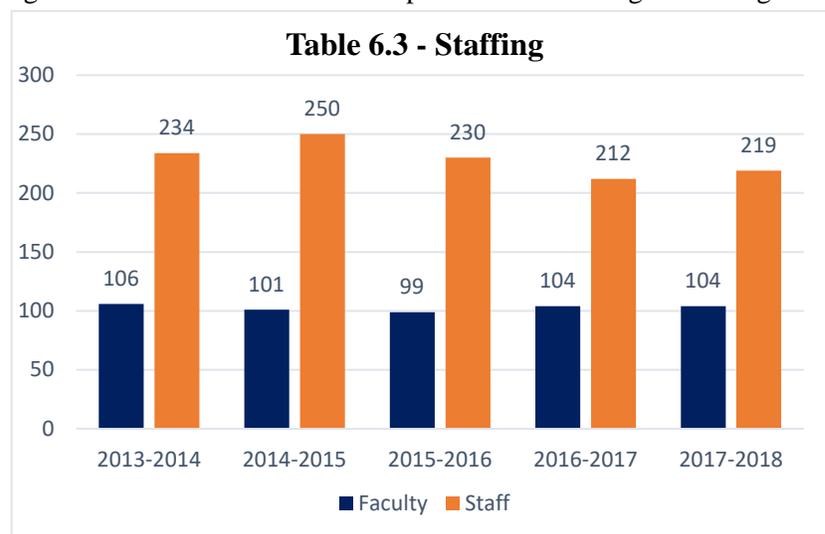
Each year, the Lincoln University Board of Trustees establishes the endowment payout rate for the upcoming fiscal year. The established payout rate has been 5 percent for the last 2 years (doc 6.29).

The University's endowment is managed by members of the Board of Trustees' Investment Committee and the professional staff from the Common Fund. The Investment Committee is responsible for setting high-level investment strategy and policy (doc 6.30). Managers from the Common Fund track the market and signal the University when issues of volatility threaten investments. The University can make asset adjustments at the end of any given month.



Staffing Levels

Lincoln University employs approximately 102 faculty members and 207 full-time employees. The full-time faculty equivalent to student ratio is about 1:15. The majority of staff members are deployed in positions that directly support teaching and learning, such as the library, information technology and various areas of academic support and student life. As discussed in Standard VII, Lincoln University underwent a major restructuring during the 2017-2018 academic year. The restructuring process highlighted several areas where staffing levels were sufficient but not optimal for achieving the strategic goals. For example, tenure and tenure-track faculty in some areas were not keeping pace with a growing student body. Similarly, staffing in the area of academic support was less than desired. With regard to faculty numbers, the analysis showed that the problem was less related to resources and more the result of the timing of searches. To rectify this concern, approvals to conduct searches are now decided one year in advance of the need. In addition, the



provost and dean of the faculty are more engaged in helping to identify qualified applicants for the pools. In terms of staff support, the restructure helped to redefine many roles within the area of student success and created new positions to address areas of support where lacking. The attached organizational chart displays the enhanced staffing in the areas of student support (doc 6.31).

Analysis

Lincoln University has demonstrated continuous attention to ensuring that planning processes, resources, and structures align to fulfill its mission and goals. The adoption of the new strategic plan necessitates the development of a set of meaningful performance measurement tools to track progress against the new goals and objectives. During the 2018-2019 academic year, the Strategic Planning Council, which assisted with the development of the strategic plan, was reconvened and charged with, among other tasks, developing a dashboard to measure progress toward the strategic goals (doc 6.32). In general, the dashboard will be designed to report data and analysis of current and historical performance across the University in relation to the plan's goals, peer institutions, and other related benchmarks. The dashboard will be coordinated by the OIERP. The dashboard will be used to issue an annual report indicating strategic progress. The dashboard will provide data to assess whether initiatives are achieving their goals and suggest where the University might change course.

Academic planning processes at the University reflect a commitment to shared governance. These processes are co-led by the provost and faculty and include student participation. This is an inclusive model, but through the self-study process, it was revealed that the alignment of resources with the process is virtually absent. As a result, programs can be approved by the Curriculum Committee and sent to the Board of Trustees for approval without proper consideration of the resources needed for implementation. A case in point is museum studies, a major proposed by the faculty and approved by the board with little consideration of resources. Such decisions can have a negative effect on faculty morale. The University has devised a plan to offer the museum studies curriculum in the context of the current structure and resources. However, to address the larger concern, the president charged the provost and dean of the faculty to work with the faculty committees toward revising the processes to ensure that budget factors are considered before new programs are submitted to the Board of Trustees for approval.

The implementation of a strategic budgeting process during AY 2017-2018 helped to bring greater transparency to the resource allocation process and helped to ensure greater attention to the alignment of resources with strategic priorities. The initial process employed the executive staff as the hearing body to assess strategic requests. The president convened this group and participated in the discussion. As the president is ultimately responsible for presenting budget recommendations to the Board of Trustees, the process may be more transparent if she were not involved at the request level. Accordingly, the president appointed the Strategic Budgeting Committee (SBC). The SBC is chaired by the chief financial officer and includes the provost, dean of the faculty, chair of the Faculty Council, vice president for student success, vice president for advancement, a staff representative, and a representative from the student body. The committee will consider all strategic budget requests and make recommendations to the president (doc 6.33). The strategic plan will provide the framework within which the SBC conducts its annual review and makes recommendations. Additionally, technology and other process issues caused

delays in distributing strategic dollars to unit budgets. The chief financial officer is working with other departments towards streamlining the actual process for distributing money to the individual budgets.

In spring 2017, the provost commissioned an assessment of information technology. The report identified several areas where the University was falling short of the technology needed to support teaching and learning (doc 6.34). The University responded by changing IT leadership during fall 2017. The change resulted in an aggressive plan to improve information technology on campus. Over \$2 million was invested during the 2017-2018 year, with several projects implemented and completed (doc 6.35). The University budgeted another \$1.5 million in the 2018-2019 budget to continue making IT improvements.

Continuous Improvement

With the recent adoption of a new strategic plan and an inclusive process to align resources with the mission and goals, Lincoln has committed itself to meaningful and productive planning and budgeting efforts. Moreover, the creation of a new dashboard aimed at monitoring and evaluating progress toward our goals will allow the University to continuously assess and evaluate growth.

As the University moves into the next stage of implementation, the impending in-depth evaluation of curriculum should yield more detailed priorities and goals for the next five to 10 years. In addition, Lincoln will find better ways to develop and incorporate institutional data in its evaluation processes and seek more external perspectives in planning and evaluation efforts.

The current volatility in the financial markets is a reminder that we need to have financial plans and policies that are robust enough to weather challenging periods, especially as it relates to state and federal support. The details of how Lincoln implements the goals and objectives of its strategic plan, at which pace we are able to move forward, and what tradeoffs have to be considered, will be determined over time in consultation with the relevant campus constituencies. Our strategic plan speaks to proactively diversifying our revenue sources. This goal will surely guide us as we manage resources and strategic educational goals.

Conclusion

Lincoln's strategic plans and budget processes over the past 10 years have helped to propel the University forward and keep it stable during turbulent economic times. The most recent planning processes were designed to provide maximum input from the University community, especially in generating discussions about our effectiveness as an institution, what we should do differently, and what plans and resources are needed to accomplish our most important goals.

We have committed ourselves to periodic assessment of the strategic goals and identification of any adjustments needed to meet the evolving needs of the University. Through the strategic planning process, we identified areas on which to focus in order for Lincoln to reflect current priorities and to adjust to changes in higher education.

Academic planning processes afford the University the vehicles needed to make recommendations on general education, majors and assessment needs. Better alignment of this planning with budget considerations will help the University realize important improvements in our academic programs.

The priority placed on planning in our approach to managing the University's finances has served to guide our decision-making through turbulent times. The processes have withstood the test and we will continue to focus on improving our approach as we move forward with our strategic goals.

Standard VII: Governance, Leadership, and Administration

Overview

As a part of the strategic planning process coupled with self-study activities, Lincoln University underwent a major administrative restructuring during the 2017-2018 academic year. The primary outcome was the realignment of academic administration. Toward this end, the University reduced the number of academic deans from three to two and consolidated academic functions within two sites, the main campus, and our Philadelphia facility. The main campus is now referred to as the College and organized around those programs offered primarily in the traditional four-year baccalaureate degree context. The Philadelphia location was renamed the School for Adult and Continuing Education (SACE) and is home to adult completion programs, graduate studies, and certificate programs. Academic programs within the College report to a dean of the faculty. SACE's primary administrator will be a dean for adult and graduate education, who will be hired during the 2019-2020 academic year. The provost has assumed the role of chief academic administrator for the School until such time as a founding dean is hired.

Further administrative restructuring was initiated toward (1) consolidating academic programs and curricular support within the area of academic affairs and (2) creating greater functional synergy between academic support and co-curricular activities. As a result, the provost and vice president for academic affairs has oversight of the College, the School, and units that directly support academic programs such as the library, sponsored programs, and information technology. Units providing co-curricular opportunities and academic support were merged with traditional areas of student life under a new unit named Student Success. Headed by the dean of the College and vice president for student success, this new unit consists of academic support areas such as advising and tutoring, as well as all co-curricular areas (e.g., internships, international programs, and undergraduate research). Additionally, other areas affecting students' out-of-classroom experiences such as residence life, health services, and counseling are also integral to this new area.

The new organizational chart displays the current structure (doc 7.01). The roles, responsibilities, and governance of major units are described below.

Description

Board of Trustees

Lincoln University is governed by the Board of Trustees, which is composed of 39 voting members, including the governor of the commonwealth, the secretary of education of the commonwealth, and the president of the University, all three of whom are voting members, ex officio. The remaining 36 members are drawn from separate categories. Twelve of the trustees are designated as Commonwealth Trustees: four of these are appointed by the governor, four by the president pro tempore of the state Senate, and four by the speaker of the House of Representatives. Six of the trustees are designated as alumni trustees and are elected by the members of the board from the alumni of the University. Each of the remaining 18 trustees is designated as a University trustee and is elected by members of the board. At least three must

be graduates of Lincoln University. Additionally, the president of the Student Government Association serves as a voting representative. Non-voting members of the board include a faculty representative appointed by the faculty and five emeritus trustees. The Board of Trustees' powers and duties are set forth in its Bylaws (doc 7.02). Each member signs a conflict of interest statement placing them under continuing obligation to disclose any real or potential conflicts that may exist or may arise.

The Board's standing committees perform oversight and advisory functions and provide guidance and advice to the university administration. The committees of the board consist of the (1) Executive Committee, (2) Business Affairs Committee, (3) Educational Policy and Academic Affairs Committee, (4) Planning and Development Committee, (5) Buildings and Property Committee, (6) Committee on Trustees, Degrees, and Nominations, (7) Student Affairs Committee, (8) External Affairs Committee, (9) Evaluations Committee, (10) Audit Committee, (11) Technology and Library Committee, and (12) Investment Committee. The chair and membership of each committee is appointed by the chair of the board subject to the approval of the board. In 2018, an ad hoc bylaws committee recommended reducing the number of committees from 12 to 10 by merging the Technology and Library Committee with the Educational Policy Committee and by collapsing the External Affairs Committee into the Planning and Development Committee (doc 7.03). Both of these recommendations, approved by the Board at its September 2018 meeting (doc 7.04) were initiated in response to the natural overlap of subject matter between the committees as well as in response to the University's new administrative structure. Specific committee responsibilities are defined in the Board of Trustees' by-laws (Article V).

The board meets four times per year. It has final authority and responsibility for all policy and strategy. The full board must approve all major strategic initiatives, the annual budget, all capital projects, academic programs, promotion and tenure, and honorary degrees. By policy, the Educational Policy and Academic Affairs Committee meets biannually with the faculty Educational Policies Committee. All board meetings are open to the public and subject to the Sunshine Law (doc 7.05). In addition, the board meetings reserve time for public comment.

The Executive Committee meets quarterly and as needed between board meetings to act on items that need timely approval or cannot wait until the next board meeting. The Executive Committee has the power to exercise the authority of the Board of Trustees in the oversight of the University between meetings of the full board.

Each of the other standing committees meets at least four times annually, usually before the full board meetings and submits a report at the meeting. Each standing committee is staffed by a senior administrative officer who is aligned with their oversight charge. Items requiring a faculty review must first be submitted to a faculty committee, and cannot be initiated and submitted solely by the administration. For example, candidates for honorary degrees must be submitted through the Faculty Committee on Honorary Degrees, tenure recommendations through the Promotion, Tenure, and Sabbatical Committee and new academic programs through the faculty Educational Policies Committee. This ensures that the proper constituencies are heard and that established process is respected. All items requiring approval are first submitted to the administration's Board of Trustees Office, which reviews them to ensure that proper process has been followed.

The Business Affairs Committee reviews the annual budget prior to its submission to the board. The preparation of capital budgets is also part of the committee's functions. The financial condition of the

University is reported at each regular board meeting. Policies governing the salaries and benefits for all staff and capital expenditures for construction and improvement of University buildings all fall under the purview of the Board of Trustees.

As previously stated in the audit section under Standard IV of this document, the Audit Committee has the authority and duty to audit or have audited the accounts of the University and to consult with the University's auditors to ensure that the University's financial statements accurately portray its final condition. It may request access to any records or accounts of any official of the University for this purpose. The Audit Committee's scope of responsibility and authority includes assuring the adequacy of accounting systems and controls; recommending the selection of independent auditors; and other related activities required to maintain the integrity of the University's financial information.

The University's selection of investment firms and advisors is subject to board approval. The Investment Committee reviews and has oversight of the University's selection. The selection is bound by the University's procurement process. The committee has the power to: invest and re-invest any endowment or other funds of the University; to make such changes in investments from time to time as it may deem advisable; and to authorize and approve all purchases and sales of bonds, stocks, and other investments in accordance with the authority and limitations given and imposed by resolution of the board.

In the event of a vacancy in the Office of the President, the chair of the board appoints a special committee, the members of which need not all be trustees. The committee then seeks and evaluates candidates for the office. It subsequently recommends one candidate to the Board of Trustees. Twenty (20) voting members of the Board of Trustees constitute a quorum for the selection of a president. After careful consideration, the trustees vote by ballot. To be selected the nominee must receive the affirmative vote of a majority of the trustees. The commencement of the term of the person selected is fixed by the board. The board also evaluates the president's performance, annually, through the Evaluation Committee (doc 7.06 – see evidence folder). Additionally, the full board meets with the president at the beginning of each academic year to set annual goals.

Administration

The president is selected by the Board of Trustees and serves as an executive officer of the board, the chief educational and administrative officer of the University, and chair of the faculty. The president is the official medium of communication between the faculty and the Board of Trustees and between the students and the Board of Trustees. The president recommends to the board all promotions and appointments and admission to tenure of the faculty. The president signs all diplomas, confers all degrees, and presides at all commencement ceremonies. The president is responsible for the discipline of the University and for carrying out all measures officially agreed upon by the faculty and the board. The internal administration of the University, in accordance with the directives of the Board of Trustees, also falls to the president. The president may specifically delegate such responsibilities, as a matter of routine procedure, to other officers of the administration or to agencies created for such purposes, subject to the approval of the Board of Trustees. However, the president shall be accountable for the implementation of any delegated assignments. The president may appoint such officers and give such titles as the board approves, and may make temporary appointments until the next meeting of the board, in order to fill vacancies in the teaching or administration staff of the University (doc 7.07).

The current president received a bachelor's degree in psychology from Lincoln University (PA), and a master's degree in experimental psychology and a doctorate in developmental psychology, both from Howard University in Washington, DC. She also did postgraduate studies at Yale University and served as a tenured member of the faculty at Smith College. Her administrative experiences include: (a) provost and vice president for academic affairs at Winston-Salem State University; (b) associate provost and director of institutional diversity at Brown University; (c) and assistant to the president at Smith College. In addition to her administrative experiences and demonstrated accomplishments, the president has years of teaching experience at both predominantly white institutions and historically Black institutions. The President was chair of the Afro-American Studies Department at Smith College and professor of psychology at Winston-Salem State University. In light of the president's academic training, professional, and administrative accomplishments, and her demonstrated interests and understanding of the value of a sound liberal arts education, she is well-positioned to meet the challenges of Lincoln University.

The president is assisted by a staff composed of the provost, chief financial officer, dean of the College and vice president for student success, and vice president for university advancement. All are members of the President's Cabinet, which also includes the vice president for human resources, director of athletics, dean of the faculty, and the president's chief of staff. As the University has begun a new strategic plan, the associate provost for enrollment management, associate dean of the College/dean of students, and associate vice president for student support have also been invited to join the cabinet. The Cabinet meets weekly. An Extended Cabinet consisting of the Cabinet and 13 members of senior administration, including the president of the Faculty Council, meet once a month. The president meets monthly with the Executive Committee of the Faculty Council, the officers of the faculty union and the Executive Committee of the Student Government Association. The President also holds bi-weekly open hours so that members of the community can bring issues and concerns to her attention.

Last May, the President initiated a daylong retreat (doc 7.08) to discuss long-range strategic planning with the cabinet. From these discussions, the president and cabinet determined the planning agenda for the upcoming academic year. This agenda guides much of the year-long work of the administrative units. Each fall, the University holds a one-day Faculty and Staff Institute to address strategic goals for the year (doc 7.09). Additionally, a one-day faculty conference is also held prior to classes beginning each fall. This event allows the provost and the dean to orient chairs to the goals of the coming year and to work with academic units to set their goals for the year (doc 7.10).

The provost and vice president for academic affairs is the chief academic officer of the University. Those who directly report to the provost include the dean of the faculty and dean of the school. Between them, the deans supervise all of Lincoln's academic departments. Others reporting to the provost are the University librarian, chief information officer, associate provost for enrollment management, assistant provost for institutional effectiveness, research, and planning, assistant provost for faculty affairs, assistant provost/director of teaching and learning, director of sponsored programs, director of institutional equity and the director of radio/TV operations. The provost chairs the Faculty Educational Policy Committee and has a seat on the Assessment and Evaluation, Curriculum, Faculty Development, General Education and Graduate Studies committees. She also presides over the general faculty meeting. The Academic Leadership Council (ACL), which is comprised of department chairs, academic support units and co-curricular units in the student success division was recently created and is chaired by the provost (doc 7.19). Meetings serve as a forum for addressing issues relative to the curricular and co-

curricular activities impacting the university. The ACL also includes the dean of the faculty, the University librarian, chief information officer, associate provost for enrollment management, assistant provost for institutional effectiveness, research, and planning, assistant provost for faculty affairs, assistant provost/director of teaching and learning, director of sponsored programs, director of institutional equity and the director of radio/TV operations.

The vice president for fiscal affairs serves as the University treasurer (doc 7.11) and has oversight for all fiscal units (e.g. bursar, controller, grants accounting). In addition, the chief fiscal officer oversees buildings and property, coordinating all capital projects. In the past, this officer also had responsibility for human resources. The new organizational structure (doc 7.01) elevates the director of human resources position to a vice president. The position is currently vacant, with the goal of hiring during the 2018-2019 academic year. Until then, the unit continues to report to the chief fiscal officer.

Administrators regularly engage with faculty and students. The president has standing office hours twice each month. They are open to all students, faculty, and staff. The provost presides over, and the president attends, each of the monthly full faculty meetings. The president and provost update faculty on University goals, objectives, and progress and allow faculty to respond and ask questions. The president meets with the Faculty Council Executive Board monthly and also occasionally attends Faculty Council meetings to discuss faculty concerns and answer questions. Administrators participate in town hall meetings hosted by SGA, and, with the SGA president, the president co-facilitates a monthly meeting with the Student Leadership Council. The administration held a stakeholders conference in November 2017, attended by 200 University stakeholders, to gather information and ideas about the University's mission, objectives, challenges, and strengths to engage the community in the strategic planning process. The administration also held meetings with department heads in March 2018 to better align the strategic plans of the University with the strategic plans of the units. Units submitted their strategic plans and AY 2018-2019 budget needs to Academic Affairs and the Office of the President in order to be considered in the administration's budget allocation decisions for the 2018/19 year. The president established a monthly open forum named Lion to Lion which provides staff with opportunities to address the president directly.

Faculty

Lincoln views faculty governance as including not only the management of matters affecting the faculty, such as faculty appointments, promotion, tenure, creation of academic programs, and evaluation of faculty, but also faculty participation in setting Lincoln's academic priorities. The faculty authority and responsibilities are detailed in the Faculty Bylaws (doc 7.12), approved and updated regularly by the faculty. The faculty meets monthly during the academic year. Its business is supervised by the newly established Faculty Council (doc 7.13), whose principal tasks are: (a) to investigate and report on matters of concern to the faculty not in the purview of other committees, (b) receive, discuss, and forward to the faculty reports of these committees, (c) set the agenda for faculty meetings with the provost and vice president for academic affairs, (d) periodically review faculty governance, and (e) serve as a conduit between the faculty, administration, and students concerning faculty issues. In this capacity, the Faculty Council holds monthly meetings with the president. The faculty uses its committees to maintain the integrity and quality of academic programs. The most important of these is the Promotion, Tenure and Sabbatical Committee, which makes recommendations to the provost concerning individual faculty promotion, tenure, and sabbatical cases. The faculty supervises the curriculum through the Curriculum Committee, Committee on Educational Policies (chaired by the Provost), Committee on Graduate Studies,

and the General Education Committee. Issues related to faculty compensation and workplace conditions are managed through the Collective Bargaining Agreement (doc 7.14) which is negotiated every three years.

Chairpersons of academic departments initiate tenure decisions and submit them to the dean of the faculty. Recommendations from the chair and dean are subsequently submitted to the Promotion, Tenure and Sabbatical Committee (PTS). PTS submits all of its recommendations, positive and negative, to the provost and vice president for academic affair. The provost's recommendations go to the president, who is responsible for forwarding all positive recommendations to the Board of Trustees' Educational Policy and Academic Affairs Committee (EPAA). EPAA is responsible for bringing all of the candidates recommended for tenure, promotion, and sabbatical to the board for final approval.

The administration appoints chairs of academic departments. Beginning in fall 2018, all chairs were required to attend a full-day orientation session, which will be held annually (doc 7.10). The dean of the faculty holds monthly meetings with department chairs in the College. In addition to the general faculty meetings in which faculty at the School for Adult and Continuing Education participate via videoconference, the Provost holds periodic meetings face-to-face meetings, at their location.

Analysis

Since 2017, when President Allen took office, Lincoln has undergone a comprehensive review of its administrative structure. These efforts have fueled governance reviews by the Board of Trustees and the faculty. The resulting changes have streamlined operations, improved cross-unit functioning, and strengthened accountability. One such change is that the marketing, communications, and public relations units were reorganized to report to the new vice president for advancement.

In keeping with best practices to review and revise governing bylaws, the Board of Trustees appointed an ad hoc committee to review and recommend amendments to its bylaws. The process uncovered language within the bylaws which suggested a management rather than a policy role of the board. For example, Article III Section 1 of the bylaws stated that the entire management, control, and conduct of the instructional, administrative, and financial affairs of the University shall be vested in the Board of Trustees. Through discussion, it was learned that the language is vested in a Pennsylvania law which places the control of the state-related institutions in the purview of the board, which then delegates management to the president. Revisions were made to some board committee roles so that they better reflect oversight versus management. As mentioned above, recommendations were also made to consolidate some committees to better align with the management units on campus. Accordingly, the Planning Development and External Affairs committees of the board were merged into one committee. The changes were adopted by the Board of Trustees at its September 2018 meeting (doc 7.04).

Restructuring the academic units into the College and the School necessitated a review of the faculty bylaws and the Faculty Collective Bargaining Agreement to realign reporting structures to reflect the newly defined dean roles. Through this review, areas for improvement in faculty governance were identified. Chief among them is the role of faculty members within academic departments in the evaluation and promotion, tenure, and sabbatical processes. In this regard, the faculty bylaws vest the responsibility for all annual faculty evaluations and recommendations for tenure, promotion, and

sabbaticals in the department chair. In an effort to involve more faculty in the control of faculty quality, through the Faculty Council the president charged the faculty to propose processes by which more faculty at the department level can be afforded opportunities to contribute to performance feedback and promotion and tenure recommendations of their junior colleagues (doc 7.15). An amendment was proposed to the Board of Trustees' bylaws reflecting the desire to have faculty representatives on its subcommittees which necessitated the need to realign the faculty committees to complement those of the board. Accordingly, the president charged the faculty, through Faculty Council, to initiate and recommend these realignments (doc 7.16). The work on these two charges is expected to be completed by the close of the 2018-2019 academic year.

Continuous Improvement

The organizational restructuring and governance changes are not one-time efforts. Not only do they require strategic thinking and endorsement from various constituencies, but they also require reassessment. In this regard, there are several ongoing projects.

For one, the Faculty Council is a new governing body, established in spring 2017. The council was established to be the facilitating agency for addressing matters that span the College and the School and acts as one of the official voices of the faculty. As a new body within the governance structure, the Faculty Council has faced some challenges to their authority and role. To address this concern, the president, provost, and academic deans are developing processes to ensure that primary communication with the faculty flows through the Faculty Council. For example, the charges to review the evaluation processes were addressed to the Faculty Council as the primary conduit to faculty governance.

Additionally, recent observations revealed that some areas of faculty governance processes do not sufficiently link their recommendations to the administration before going to the board for approval. For example, instances of new academic programs being approved without consideration of resources. This can have the adverse effect of dampening faculty morale when such programs are delayed because of budget constraints. As such, the president has charged the provost and deans to review all faculty governance processes in order to recommend ways of strengthening the necessary shared governance roles required to make good decisions for the University.

Further, leadership changes either in the administration or among the governing Board often results in loss of knowledge about processes and procedures. To address this concern, the University has undertaken the task of creating an Administrative Handbook designed to outline important processes and procedure for getting business done on campus. Similarly, members of the Board of Trustees Ad Hoc Committee on Bylaws have raised a discussion related to a procedural manual to guide interpretations of its documents.

Finally, the Board of Trustees held a retreat in April 2018 to discuss board functioning relative to best practices. The retreat uncovered areas for improvement, primarily processes for setting strategic priorities and oversight goals for the board (doc 7.17). Plans to hold subsequent retreats related to this topic are ongoing; the first follow-up was held July 2018 (doc 7.18).

Conclusion

The University reviewed its governance structure in conjunction with the recent strategic planning process. An assessment of these revisions will be ongoing. In conjunction with the reorganization, the Board of Trustees conducted a review of its bylaws that resulted in several language and structural changes. These changes help to clarify the board's overall role and to better align its committee work with the work of the University. Restructuring in the administrative areas creates a better division of labor among those with oversight of curricular and co-curricular units. Moreover, the addition of a Faculty Council as a liaison committee between the administration and the faculty committees is improving the ease of shared governance on the campus.

Self-Study Summary and Conclusion

The preparation of this document was served greatly by parallel self-study and strategic planning activities. Through these joint efforts, the University community joined in an extensive review and analysis of the past plans, fact books, survey data, history books, practices, policies, and other documentation toward understanding the historical course of the University. Additionally, we held several focus group discussions with broad sections of the student body to ascertain a more in-depth understanding and gather evidence of their insights and concerns. Overall, we learned that Lincoln University meets the standards and criteria as set forth by the Middle States Commission on Higher Education. The institution's mission drives every aspect of its operations and serves as the foundation by which it allocates its resources. Lincoln uses data to assess its effectiveness in reaching her goals and to initiate any improvements where needed. Below is a summary of the major findings for each of the seven standards.

Lincoln University's founding mission was to offer a rigorous liberal arts education to young men of African descent. This primary mission has remained core over the years. Academic excellence is at the center of the mission. Intellectual goals are set high toward preparing students to participate in a global society. Civic and social responsibilities are additional values which fuel the sense that there is no greater privilege than to use a superior education in the service of others. Lincoln University's curriculum challenges students to broadly explore the academy through general education and to use that basic knowledge to inform their deeper dive within their major. Students are encouraged to seek co-curricular opportunities that provide further avenues to develop intellectually. In addition, Lincoln's rich historical legacy that focused on social justice provides a basis from which students are challenged to confront and engage current problems facing society.

Lincoln University has demonstrated its commitment to ethics and integrity in the management of its academic mission through policies and practices which apply to faculty, students, and staff, its governing board, and its dealings with local and federal government agencies and with external organizations. The University, through its officers and appropriate departments, provides openness and honesty in its dealings with the community at large. Over time, the policies, practices, rules, and regulations, both internal to the institution and externally mandated, have changed. In the face of such change, Lincoln

strives to maintain: academic freedom; fair treatment of faculty, students, and staff; and diversity and non-discrimination in its policies regarding admissions and employment practices.

Like many institutions dedicated to the liberal arts, Lincoln encourages its student to study broadly and deeply, to become self-reflective, and to develop a sense of social responsibility. The self-study review process substantiated the manner in which LU carries out this process. Through its curricular and co-curricular opportunities, Lincoln strives to educate students for success in the 21st century by emphasizing transferable skills such as writing, critical thinking, teamwork, cultural competence, and leadership. The faculty body is the core that ensures that students are well served and the mission is fulfilled. The faculty's work is complemented by administrative offices charged with coordinating and delivering co-curricular options which further provide opportunities to develop and hone important skills. The ultimate goals of our curriculum are to create intellectually flexible citizens who are capable of responding to a rapidly changing economy, are at home in the world, and are dedicated to social change.

In the past five years, Lincoln University has gone through several administrative leadership changes accompanied by different administrative strategies. The current leadership has placed students at the center of Lincoln's priorities. Within the new strategic plan, there is an administrative and institutional restructuring to address student services. This restructuring aims to build a foundation for student success demonstrated by improved retention and persistence to graduation rates. These goals are outlined in the 2018-2023 strategic plan which includes the following strategic themes: (1) Build a culture that supports student success; (2) Enhance academic quality and achieve operational excellence; (3) Develop strategic partnerships to leverage resources and assets; (4) Strategically align resources to support institutional priorities; and (5) Tell the Lincoln University story.

Lincoln University has made enormous strides over the past 10 years in developing a solid and sustainable assessment culture among faculty, staff, and administration. Our self-study provided clear indications that the institutional commitment to assessing educational effectiveness and student learning is evidenced by the implementation of an assessment infrastructure, the selection of competent directors for the Office of Institutional Effectiveness, Research, and Planning (OIERP) [formerly the Office of Assessment and Accreditation], the establishment of the General Education Faculty Committee, the expansion of the role of the Faculty Committee on Assessment and Evaluation, and assessment-targeted faculty development grants. In addition, assessment manuals have been developed to guide faculty and staff in carrying out simple, effective, and manageable outcomes assessment in general education, academic programs, support services, and administrative. All these resources have been instrumental in facilitating data collection and sharing; standardizing policies, practices, and reporting processes; and providing sustenance to assessment efforts. All programs are required to follow the same procedures in assessing student learning and measuring program performance.

Lincoln's financial assets and revenue streams are used to support the strategic imperatives. The institution's revenue from tuition, fees, and state appropriations is carefully managed toward the highest priorities. The endowment has shown some growth over the past five years, adding much-needed revenue to the operating budget. The current strategic plan places even greater focus on using our assets to support the University's mission and calls for a concerted effort to diversify our revenues toward maintaining financial stability going forward.

The University reviewed and analyzed its governance structure in conjunction with the recent strategic planning process. Assessments of these revisions will be ongoing. In conjunction with the reorganization, the Board of Trustees conducted a review of its bylaws that resulted in several language and structural changes. These changes help to clarify the board's overall role and to better align its committee work with the work of the University. Restructuring in the administrative areas creates a better division of labor among those with oversight of curricular and co-curricular units. Moreover, the addition of a Faculty Council as a liaison committee between the administration and the faculty committees is improving the ease of shared governance on the campus.