



Lincoln University

TITLE III

Five-Year Proposal

Comprehensive Development Plan (CDP)

2017-2022

TABLE OF CONTENTS

I.	INTRODUCTION.....	1
	A. History	1
	B. Mission Statement	2
	C. Challenges and Opportunities	3
II.	INSTITUTIONAL OVERVIEW.....	4
	A. Academic Programs Offered and Areas of Strength.....	4
	i. <i>Table 1: List of Lincoln University Programs of Study.....</i>	<i>4</i>
	B. Enrollment Data and Student Profile.....	5
	ii. <i>Table 2: Lincoln University Undergraduate Student Demographic Profile..</i>	<i>5</i>
	C. Graduation Rates	6
	iii. <i>Table 3: 4-Year and 6-Year Lincoln University Graduation Rates</i>	<i>6</i>
	iv. <i>Table 4: Graduate and Professional School Enrollment</i>	<i>7</i>
III.	SUMMARY OF THE INSTITUTION’S PLANNING PROCESS.....	7
IV.	OVERVIEW OF CURRENT LONG-RANGE PLAN	8
	A. Major Emphasis for Current Planning Period	8
	B. Institutional Goals for Current Planning Period.....	9
V.	FOCUS AND GOALS OF THE CDP	19
	A. CDP Areas Targeted for Improvement	19
	v. <i>Table 5: Lincoln University Undergraduate Retention Rates</i>	<i>22</i>
	B. Activity Abstracts.....	23
	C. CDP Assessment Strategies.....	27
VI.	CONCLUSION : INSTITUTIONALIZATION OF TITLE III ACTIVITIES	28
VII.	PROJECT PLAN	30
	Activity I: Integrating Curricular and Co-Curricular Activities	30
	Activity II: Enhancing Lincoln University’s Teaching and Learning Infrastructure...	33
	Activity III: Building the Infrastructure for Expanded Online Learning	35
	Activity IV: Improving Quality Education through Academic Excellence and Professional Accreditation	39
	Activity V: Enhancing Fiscal Stability through the Establishment of a Title III Supported Endowment Program	46
	Activity VI: Program Management and Implementation.....	47

I. INTRODUCTION

A. History

Lincoln University of the Commonwealth of Pennsylvania was chartered in April 1854 as the Ashmun Institute, with an initial purpose was to educate black men for missionary work in Africa. The Institute was renamed Lincoln University in 1866 after President Abraham Lincoln, and quickly, the University expanded to become (as Horace Mann Bond, '23, the eighth president of Lincoln University, so eloquently cites in the opening chapter of his book, *Education for Freedom*,) “the first institution found anywhere in the world to provide a higher education in the arts and sciences for male youth of African descent.”

Since its inception, Lincoln has attracted an interracial and international enrollment from the surrounding community, region and around the world. The University admitted women students in 1952 and formally associated with the Commonwealth of Pennsylvania in 1972 as a state-related, coeducational university. Located in Southern Chester County, Lincoln is accredited by the Middle States Association of Colleges and Schools and offers academic programs in undergraduate study in the arts and sciences as well as graduate programs in human services, education and administration. The University is proud of its faculty for the high quality of their teaching, research and service. The University also boasts of illustrious alumni including: Langston Hughes, '29, world-acclaimed poet; Thurgood Marshall, '30, first African-American Justice of the US Supreme Court; Hildrus A. Poindexter, '24, internationally known authority on tropical diseases; Roscoe Lee Browne, '46, author and widely acclaimed actor of stage and screen; Jacqueline Allen, '74, judge for the Court of Common Pleas, Philadelphia; Eric C. Webb,

'91, author, poet and editor-in-chief of *Souls of People*; and Saara Kuugongelwa-Amadhila, '94, first female Prime Minister of Namibia.

B. Mission Statement

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. Lincoln University's diverse student body and expert workforce foster a supportive environment for professional and personal growth and mutual respect.

The core values of the institution are SECURE:

- University prepares 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.
- University considers *excellence* a standard in its academic, social, technological, economic, environmental, and spiritual pursuits.
- University cultivates a culture of *care* and service among its community, which ultimately benefits the world at large.
- University fosters *understanding* and mutual respect for the contributions and perspectives of its diverse student body, faculty, staff, alumni, surrounding and global communities.
- University *respects* its traditions and reveres its storied legacy.
- University's identity and its work are guided by integrity and sound *ethical* values.

C. Challenges and Opportunities

Lincoln University was built on the premise that overcoming tremendous obstacles leads to the greatest and most rewarding experiences. Therefore, the challenges identified in this section are seen by the University administration, staff and faculty as opportunities for this community to rally together and foster significant, lasting improvement.

1. Retention Strategies

The University's retention strategies continue to be centered in the Center for Achievement and Student Advancement (CASA). With additional financial assistance, it is expected that the University will have a positive effect on the retention rate of the students it serves.

2. Enhancing Student Life and Development

A comprehensive student life program is an institutional priority and imperative for Lincoln University students. A quality student life and development program increases retention, improves the quality of the academic experience and promotes increased student active engagement in all facets of university life: academics, social, cultural and athletics.

3. Technology Improvement and Upgrades

Lincoln's mission statement stresses "a commitment to promoting technological sophistication for its students in all academic programs." Implementing these commitments with the very limited resources available to the University has been difficult. However, since 1999 Lincoln has steadily increased its ability to fulfill these commitments with directed support from the Commonwealth and federal government through the Title III program, gifts and grants.

4. Community Engagement & Broadening Impact

Lincoln University continues to identify and strengthen partnerships with business and industries that complement its academic programs and services. Special interest is paid to building relationships with organizations in the Southern Chester County, PA, where the university’s main campus is located, and the Delaware Valley Region in general.

II. INSTITUTIONAL OVERVIEW

A. Academic Programs Offered and Areas of Strength

Lincoln offers 33 undergraduate programs that are divided into the College of Arts Humanities & Social Sciences; College of Science and Technology, and the College of Professional, Graduate and Extended Services. The chart below lists all of Lincoln’s programs according to College.

Table 1: List of Lincoln University Programs of Study¹

College of Arts Humanities & Social Science	College of Professional, Graduate & Extended Studies
Anthropology	Accounting
Criminal Justice	Finance
English Liberal Arts	Human Services
French	Information Technology
History	Management
Liberal Studies	Psychology
Mass Communication	College of Science & Technology
Museum Studies	Biochemistry and Molecular Biology
Music	Biology
Pan Africana Studies	Chemistry
Philosophy	Computer & Information Science
Political Science	Engineering Science
Religion	Environmental Science
Sociology	General Science
Spanish	Health Science
Visual Arts	Mathematics
	Nursing
	Physics

¹ Lincoln University Fact Book 2016: <http://www.lincoln.edu/sites/default/files/pdf/institutional-research/2016-Factbook-Final-web.pdf>

B. Enrollment Data and Student Profile

In Fall 2016, Lincoln University enrolled 2,092 students in its undergraduate and graduate programs. 1,824 of these students were enrolled in an undergraduate program of study, and, of this figure, 1,731 were enrolled full-time. Lincoln’s student body is largely comprised of students who identify as minorities, and this enables the University to tailor its programs and support services to students who have traditionally been denied access to higher education.

Table 2: Lincoln University Undergraduate Student Demographic Profile²

Characteristics	2012		2013		2014		2015		2016	
	#	%	#	%	#	%	#	%	#	%
Male	666	40%	671	41%	622	39%	638	38%	668	37%
Female	1014	60%	953	59%	967	66%	1056	62%	1156	63%
Total (Gender)	1680	100	1624	100	1589	105	1694	100	1824	100
In-State	726	43%	679	42%	685	43%	724	43%	798	44%
Out-of-State	954	57%	945	58%	904	57%	970	57%	1026	56%
Total (Residency)	1680	100	1624	100	1589	100	1694	100	1824	100
Nonresident Alien	44	2.6%	52	3.2%	74	4.7%	61	3.6%	68	3.7%
Black	1326	78.9%	1355	83.4%	1277	80.4%	1452	85.7%	1519	83.3%
White	22	1.3%	18	1.1%	24	1.5%	22	1.3%	25	1.4%
Hispanic/Latino	7	0.4%	36	2.2%	24	1.5%	21	1.2%	43	2.4%
Asian	4	0.2%	2	0.1%	0	0.0%	1	0.1%	2	0.1%
American Indian	0	0.0%	1	0.1%	4	0.3%	5	0.3%	7	0.4%
Bi-racial	8	0.5%	24	1.5%	22	1.4%	28	1.7%	24	1.3%
Undisclosed	269	16.0%	136	8.4%	164	10.3%	104	6.1%	136	7.5%

Table 2 displays the gender, resident and ethnic demographics of the undergraduate students.

Though there has been a slight decrease in the male representation at the University, the ratio of

² Lincoln University Fact Book (2016): <http://www.lincoln.edu/sites/default/files/pdf/institutional-research/2016-Factbook-Final-web.pdf>

male to female has remained 1:2. The University is located at the lower eastern end of rural Pennsylvania neighboring Delaware and Maryland. 44% of students come from within Pennsylvania with 56% from other states. Out-of-State enrollment has consistently exceeded in state by an average of 10%. 83% of students self- identify as Black/African American. The remaining 17% comprise Bi-Racial, Hispanic, and Caucasian, Asian and Native American and other. Of note, is the steady decrease in the number of students who did not disclose an ethnic identity- (a high of 16% in 2012 to 7.5% in 2016).

C. Graduation Rates

Table 3 below illustrates graduation rates from 2008-2012 after 4 and 6 years, respectively. Over this five year period, students graduating from Lincoln within 4 years slowly increased but nearly doubled after 6 years. The integration of the activities discussed in this current CDP will further connect students in an effort to retain and graduate them within 4 years, decreasing the number of those who extend their term to 6 years. As will be seen later in this proposal, an important target goal for the University is to improve our graduation rates.

Table 3: 4-Year and 6-Year Lincoln University Graduation Rates ³

Cohort	Headcount	After 4 Years		After 6 Years	
		#	%	#	%
2008	533	123	23%	231	43%
2009	579	137	24%	244	42%
2010	386	92	24%	164	42%
2011	305	84	28%	N/A	N/A
2012	448	119	27%	N/A	N/A

As can be seen in Table 4, in 2012 and 2013 nearly half of the graduating class progressed onward into graduate programs within 6 years. The graduating classes of 2014 and 2015, though

³ Lincoln University Fact Book (2016): <http://www.lincoln.edu/sites/default/files/pdf/institutional-research/2016-Factbook-Final-web.pdf>

after only 3 and 2 years from their graduation date have already reported rates of 37.31% and 36.33% respectively, we expect the rates to increase and supersede numbers of previous years. Lincoln’s rate of placing undergraduates in graduate and professional schools is significant and continues to trend upward. The planned integration of curricular and co-curricular activities which are detailed in the Project Plan, will undoubtedly improve these figures.

Table 4: Graduate and Professional School Enrollment⁴

Graduates (within 6 years or less) and Graduates entered graduate school			
Academic Year	#Graduates	Graduates who entered graduate school	Percentage
2011-2012	283	125	44.17%
2012-2013	292	142	48.63%
2013-2014	268	100	37.31%
2014-2015	245	89	36.33%
2015-2016	264	61	23.11%
2016-2017	268	N/A	N/A
Total	1620	517	32%

III. SUMMARY OF THE INSTITUTION’S PLANNING PROCESS

The University’s planning and assessment process is comprised of various elements bringing into play the administrative oversight of the Office of the President, the Board of Trustees along with the input and collaborative participation of the vice presidents, College Deans and Heads of Departments as needed while the Office of Institutional Effectiveness issues data and analysis such as assessment reports compiled by the Assessment Office. As these groups work in *pari-passu* to ascertain the strategic focus of the university and identify areas that

⁴ Lincoln University Fact Book (2016): <http://www.lincoln.edu/sites/default/files/pdf/institutional-research/2016-Factbook-Final-web.pdf>

need be fortified, they concurrently work to improve its functions and programs. Workshops, retreats, informational coffee and conversations, oftentimes with external facilitators are modes for encouraging, catalyzing and engaging in the planning process. Additional information on Lincoln's planning process may be found at its website:

<http://www.lincoln.edu/sites/default/files/pdf/president/Strategic-Plan-Revised.pdf>

Lincoln's top strategic priorities include Academic Engagement; Enrollment Management; Fiscal Stability, Development and External Relations; Community Engagement and Global Diversity as detailed in its Strategic Plan.

IV. OVERVIEW OF CURRENT LONG-RANGE PLAN

A. Major Emphasis for Current Planning Period

Lincoln University begun a long-range planning process more than 2 decades ago and was an early proponent of adhering to strategies that have guided the institution through years of dramatic growth. This process continues to drive the institution as seen in the 2013-2018 strategic review. The plan contained 5 major goals which addressed key areas necessary to deliver quality educational services. Within 2 years the University experienced substantive changes to its internal and external environments. The magnitude of the changes necessitated a careful review and restructuring of the 2013-2018 plans so as to address the new environment. With this in mind a comprehensive review of the strategic plan was conducted. The review evaluated the progress on each objective and performance metrics and determines the best way to enhance and improve the plan. The President engaged the services of an outside consulting group to assist the process. The process consisted of:

- A comprehensive review of assessment data (current and historical), institutional effectiveness reports and reported progress to date on the current strategic objectives and metrics.
- An analysis of the University's current strategic goals and objectives in comparison with those of selected peer and aspirant institutions.
- A series of strategic review workshops, retreats and forums to seek input from stakeholders of the campus community;
- A detailed SWOT analysis and environmental scan to inform strategic revisions; and
- The development of specific and measurable unit tactical actions plans detailing implementation of the revised strategic imperatives.

Through the process the university identified 7 strategic imperatives. The original five strategic goals were aligned with the imperatives as were the objectives. The imperatives are described in more details in the section below. They are: - *Academic Excellence; Student Success; Research and Scholarship; Sustainability; Institutional & Operational Effectiveness; Community Engagement; Globalization and Diversity.*

B. Institutional Goals for Current Planning Period

The following institutional strategic imperatives and goals have guided the development of Lincoln's CDP and are paramount in directing the long-range plans for the University:

Strategic Imperative 1: Academic Excellence

Goal #1: Provide the professional development necessary to enable faculty to offer innovative engaging pedagogies and academic programs.

Objectives

- Convene periodic forums where faculty discuss best practices and share innovative and engaging pedagogies.
- Use the Center for Excellence in Teaching and Learning (CETL)
- Foster team teaching utilizing the expertise of two disciplines in the development of multidisciplinary courses for students to understand the theory and application of the exchange of ideas among faculty.
- Provide support for faculty to attend professional conferences regarding new pedagogies applying best practices from external and internal sources.
- Provide incentives and training to encourage faculty to use data assessments in the design and delivery of their courses.
- Recognize excellence in faculty teaching.

Goal #2: Conduct periodic assessments of all academic programs to ensure that they are aligned with 21st century higher education requirements.

Objectives

- Institute “principles of excellence” that will guide faculty in ensuring that their courses are innovative, engaging, and aligned with 21st Century workplace and higher education standards.
- Develop student course evaluations and integrate recommendations thoughtfully into program revisions.
- Interface with corporations, not-for-profit organizations and governmental agencies

in order to inform curriculum offerings and revisions to achieve desired student learning outcomes.

Goal #3: Develop systematic plans to increase in-field and specialized accreditation.

Objectives

- Prioritize desired in-field and specialized accreditations based on industry needs and academic reputation.
- Review accreditation requirements and develop action plans with specific responsible persons to implement.

Goal #4: Develop systematic plans to increase graduate programs.

Objectives

- Prioritize future graduate programs based on industry needs and market demand.
- Assess competitive programs to determine feasibility of implementation and delivery mode and focus of the University's graduate program development.

Strategic Imperative 2: Student Success

Goal #1: Attract a diverse student population.

Objectives

- Revise current metrics using percentage increase over time.
- Revise performance metrics to focus on overall quality rather than exact SAT and GPA numbers.
 - Revise current metrics regarding transfer students.

Goal #2: Ensure the retention and timely degree.

Objectives

- Use data to develop academic roadways to successful degree attainment.
- Use data to alert counselors and students of missed milestones on academic roadways.
- Enhance structured interactions between students and counselors.
- Redesign gateway courses which are impeding degree attainment.
- Develop a comprehensive retention plan; review current plans in place first.
- Develop separate metrics for freshman and sophomore retention.
- Research statewide and national best practices of retention strategies.
- Enhance Academic Support Services
- Begin new initiatives for academic support services for students.
- Begin initiatives to support students at certain GPAs (2.5-3.0).
- Provide greater flexibility in course scheduling.
- Provide online options.
- Develop special advising to enhance the success of non-traditional students, veterans and transfer students.

Goal #3: Enhance the preparation of students to compete in the 21st Century, technologically-infused workplace.

Objectives

- Ensure that every student has the opportunity for an internship or service learning experience.
- Build mentoring relationships for students with senior corporate executives.

- Engage alumni to contribute to student success through entrepreneurial opportunities, internships, etc.

Goal #4: Create and sustain a culturally rich, engaging on-campus student experience.

Objectives

- Expand student development opportunities such as Lincoln Legacy, leadership, activism, service learning, Sophomore Year Experience and learning communities.
- Enhance co-curricular experiences.
- Enhance student experiences with Student Affairs programming.

Strategic Imperative 3: Research & Scholarship

Goal #1: Develop an environment that facilitates faculty and student research.

Objectives

- Create a research forum where students present structured research projects.
- Provide release time for faculty to engage in research.
- Provide seed funding for faculty to engage in research.
- Ensure that every student participates in a structured research project.
- Provide incentives for faculty who engage students on their research teams.
- Provide stipends for faculty and students to present at academic conferences.
- Encourage faculty and students to publish papers in peer-reviewed journals.

Goal #2: Promote focused research around specific themes to enhance Lincoln's ability to secure grants and government and private contracts.

Objectives

- Identify potential research themes (STEM, social justice, governance, social and behavioral sciences).
- Create faculty clusters to focus on developing research around specified themes.
- Build collaborations with other higher education institutions to promote thematic research.

Goal #3: Build strategic research collaborations with industry and global partners.

Objectives

- Assess research needs of local industry and/or global partners.
- Build relationships with corporate executives (including alumni) to develop research collaborations.
- Build relationships with global partners (including countries of alumni) to develop research collaborations.
- Develop specific metrics to create a number of research collaborations within a set time period.

Strategic Imperative 4: Sustainability

Goal #1: Enhance the financial sustainability of the University.

Objectives

- Develop strategies to increase student enrollment including by developing partnerships with community colleges, veterans organizations and global organizations and enhancing enrollment management establish annual metrics for increasing enrollment of specific student populations (e.g., undergraduate, graduate, online, and transferred).
- Increase the fundraising of the University to \$2.5 million by 2018.

- Increase the percentage of alumni giving to 20% by 2018.
- Develop alternative sources of revenue including through athletic events, licensing and the monetization of land and facility use.
- Build collaborations with corporations, majority institutions, and governmental agencies to increase R&D contracts.

Goal #2: Enhance the maintenance and development of the University’s infrastructure.

Objectives

- Assess the status of all buildings and systems.
- Implement an effective deferred maintenance plan.
- Create an environment that sustains and encourages faculty, staff and administrators to be innovative and resourceful.
- Maintain the historical corridor of Lincoln University and its traditions.

Goal #3: Implement environmentally responsible processes and systems throughout the University.

Objectives

- Construct and expand LEED-certified buildings in the future
- Expand recycling throughout the University
- Conduct an energy efficiency assessment
- Create a plan to reduce cost and environmental impact
- Implement the recommendations from the assessment

Strategic Imperative 5: Institutional and Operational Effectiveness

Goal #1: Assess and improve the efficiency of administrative and operational processes.

Objectives

- Conduct an institution-wide assessment of the administrative, fiscal and operational best practices of the University.
- Conduct a best practices scan to identify optimal efficient administrative and operational higher institution practices.
- Conduct periodic customer satisfaction surveys regarding the efficiency of administrative and operational processes.
- Develop an action plan with specific responsible persons and a timeline to implement the recommendations from the assessment, best practices scan, and the customer satisfaction survey.
- Engage and invest in the development of strategies to improve institutional and operational effectiveness.

Goal #2: Encourage a culture that embraces innovation, cost effectiveness and change.

Objectives

- Conduct focus groups or provide other forums where innovations to improve efficiency are discussed.
- Provide incentives to reward innovative practices that are implemented.

Goal #3: Stabilize leadership and governance

Objectives

- Finalize the strategic plan to use as a governance tool.

- Communicate the strategic plan among key stakeholders including the Board of Trustees.

Strategic Imperative 6: Community Engagement

Goal #1: Increase engagement with the Southern Chester County and Delaware Valley communities.

Objectives

- Develop substantive collaborations with leading community organizations locally, nationally, and globally.
- Develop online programs.
- Develop an advisory community board to interact periodically with the President and other University stakeholders to promote better communication.

Goal #2: Enhance the visibility of the University's engagement in local communities.

Objectives

- Encourage faculty and administrators to participate in community organizations (e.g., advisory boards, boards of trustees, etc.).
- Communicate involvement of University stakeholders in community activities.
- Develop specific focused activities, events, and programs which highlight the University's community involvement.
- Promote volunteerism among University stakeholders.

Strategic Imperative 7: Globalization & Diversity

Goal #1: Develop global collaborations with higher education institutions, particularly in Africa and in Asia.

Objectives

- Engage with internal and external stakeholders to assist in developing substantive collaborations with global institutions.
- Interface with alumni from Africa and Asia to assist in developing substantive collaborations with global higher education institutions.
- Assess the need to offer any language courses relevant to the University's global partners.
- Develop and implement a plan for offering online courses to our global partners.
- Assess joint R&D collaborations with global partners, serving their local industries.
- Increase study abroad/exchange opportunities for Lincoln students and faculty.

Goal #2: Create specific recruitment programs to enhance and broaden the diversity of the student body.

Objectives

- Identify high-performing high schools in regions outside of the Northeast, nationally and internationally, and actively build relationships to enhance recruitment.
- Develop relationships with high performing local high schools with large numbers of students from underrepresented minorities and enhance recruitment.
- Broaden the recruitment of veterans, traditional, and non-traditional students.

Goal #3: Build collaborations with industries to develop programs for workforce enhancement.

Objectives

- Develop a strategy to identify and build relationships with local industries with workforce training requirements aligned with Lincoln’s academic strengths.
- Develop additional certificate programs.

V. FOCUS AND GOALS OF THE CDP

A. CDP Areas Targeted for Improvement

Lincoln University endeavors to offer quality educational experiences for every student. We define a quality education as one that prepares graduates to thrive in a rapidly changing world. It is the type of education that prepares students to be and to do anything that they choose.

Quality education achieves three main goals. First, students acquire broad and specific content knowledge. Second, quality educational experiences help students develop intellectual and interpersonal skills that transfer across career and personal contexts. Finally quality education provides students opportunities to engage important questions within disciplines, communities and society at large. Quality Education is synonymous with the term Liberal Education in that its approach produces graduates who are free, independent and creative thinkers. Graduates with these qualities are prepared to be leaders in their work and community lives. Preparing graduates to lead is the 163 year legacy of Lincoln University.

Lincoln’s approach to quality education is to provide dynamic undergraduate programs grounded in the liberal arts. Whether a student majors in art or mathematics, the goal is to insure that all graduates possess the intellectual flexibility needed to compete at the highest level and the ability to retool as the marketplace changes. Lincoln University’s institutional learning outcomes (ILO) define our prioritized areas of intellectual development. These include: Effective

Communication; Technology & Information Literacy; Diversity Awareness/Cultural Awareness; Social Responsibility and Civic Engagement; Critical Thinking; Institutional Fidelity; Financial and Quantitative Literacy; and Integrative & Life-Long Learning. Research suggests that focusing on these outcomes will arm students with the essential skills sought by most employers and professional schools.

The creation of the 2017-2022 CDP has been timed perfectly with the installation of its 14th President, Dr. Brenda Allen. This has enabled Dr. Allen and her administration the ability to assess strengths and weaknesses; opportunities and threats in an effort to establish important priorities for this new funding cycle. The President's Cabinet including the extended cabinet identified 4 (four) targeted areas for improvement.

- i. Academic Quality
- ii. Fiscal Stability
- iii. Institutional Management
- iv. Student Development

These targeted areas are no different than those in the 2012-2017 cycle – however the focus and emphasis with these 4 areas differs significantly.

i. **Academic Quality**

Lincoln prioritizes academic quality to ensure our graduates have the essential skills to excel in any advancing global environment. It is the successful and sustainable integration of curricular and co-curricular activities that will leverage effective outcomes. Advancing quality education ensures a consistent focus on retention, progression and persistence.

ii. **Fiscal Stability**

Lincoln's fiscal stability has not significantly improved since the economic downturn of 2007. Fiscal support of the institution from other external sources will continue to be a focus through such endeavors as the University's endowment program. Such programming will enable sustainability funding and longevity of the institution. This strategic funding with corresponding match offers a tremendous opportunity to engage alum and generate a new revenue stream for future programming.

iii. Institutional Management

The management of student academic, personal and historical records is vital to improving the efficiency, efficacy and growth of the institution. Records management including retrieval, preservation and conservation of institutional data keeps us concurrent with advancing technology, and effective in serving students and the community. Not only is it imperative that the information be kept in a manner of compliance and accuracy, it must be made available to relevant stakeholders.

Promoting quality education requires a stable infrastructure to support a state of the art living and learning environment. Investing in the information technology environment (hardware and software) enables faculty and students to better integrate technology in the teaching and learning experience. Engagement in projects designed to increase the university's ability to use digital technology in the preservation of and sharing documents across the community, is high priority.

iv. Student Development

Intentional student development within our undergraduate degree programs ensures that our graduates can compete for the best career opportunities and graduate

programs. This effort highlights that we must commit to a holistic educational and social environmental approach that encompasses the University’s vision relating to the surrounding community. We are committed to building the kind of synergy required for the holistic development of our students harmoniously with the Academic Affairs and Student Affairs in a harmony. Investing in faculty and staff development to better incorporate the ILO’s through student support services including the Writing Reading Center (WRC) and Academic Advising. A second goal is to focus on high impact teaching practices in the curriculum and co-curricular programs. Programs such as common intellectual experiences, learning communities and collaborative assignments so as to impact the depth of learning.

Table 5: Lincoln University Undergraduate Retention Rates ⁵

Lincoln University Undergraduate Retention 2007-2016							
Entering Fall	Head Count	After One Year		After Two Years		After Three Years	
		#	%	#	%	#	%
2007	633	431	68%	333	53%	286	45%
2008	533	416	78%	323	61%	313	59%
2009	579	400	69%	324	56%	152	26%
2010	386	276	72%	221	57%	209	54%
2011	305	204	67%	180	59%	166	54%
2012	448	320	71%	274	61%	262	58%
2013	333	251	75%	219	66%	202	61%
2014	301	232	77%	191	63%		
2015	453	341	75%				
2016	517						

⁵ Lincoln University Fact Book (2016): <http://www.lincoln.edu/sites/default/files/pdf/institutional-research/2016-Factbook-Final-web.pdf>

The target areas for Lincoln University of Pennsylvania's CDP build upon the University's strategic imperatives and goals which are outlined in section IV.B. of this CDP. These focus areas also directly respond to the goals of the Department of Education's Title III Part B program, as well as the Federal Focus areas. In strengthening student academic, professional and emotional services, in conjunction with improving academic quality throughout all programs, Lincoln has set as its goal to increase the retention and graduation rates.

B. Activity Abstracts

I. Integrating Curricular and Co-Curricular Activities

Developing students intellectually must be deliberate. It requires that the institution provide multiple opportunities for students to confront, develop, and hone these intellectual skills. To achieve this, concerted effort must be made to coordinate such opportunities both inside and outside of the classroom. A clear marriage between curricular and co-curricular activities helps to achieve this synergy. Towards this end, we will invest in faculty and staff development to better define how the university might incorporate the university's ILO into courses and co-curricular activities. In addition, embedding opportunities to develop and hone the ILO through student support services, i.e., writing center, advising, is a goal. Projects designed to be more intentional about the developing these skills will be a focus. Finally, we will focus on incorporating greater use of high impact teaching practices in the curricular and co-curricular experiences of our students. These practices have traditionally been found in programs such as First-Year Seminars and Experiences, Common Intellectual Experiences, Learning Communities, Writing-Intensive Courses, Collaborative Assignments and Projects, Undergraduate Research, Diversity/Global Learning, Service Learning, Community-Based

Learning, Internships, and Capstone Courses and Projects. More important, high impact practices have been found to positively impact the depth of learning.

This activity directly responds to the federal focus area of academic quality; LAA category 3 and Lincoln University strategic imperatives 1& 2 –Academic Excellence and Student Services.

II. Enhancing Lincoln University’s Teaching and Learning Infrastructure

Providing quality education also requires that the university’s infrastructure be stable enough to support a state of the art living and learning environment. Access to technology must be ubiquitous across campus. We will therefore invest in the Information Technology environment both hardware and software so that our faculty and students may better integrate the use of technology in the learning experience. Also it will be important that learning spaces across campus offer environments able to support new and innovative teaching approaches. These include the ability to flip-classrooms and incorporate more smart-classroom technology. Finally, technology must be able to enhance our ability to share as well as preserve documents towards greater efficiency and broad access. As such, the university will engage projects designed to increase its ability to use digital technology and enhance technology related to sharing documents across campus.

This activity directly responds to federal focus area of Academic Quality, LAA category 7 and aligns with LU strategic imperative 1 – Academic Excellence.

III. Building the Infrastructure for Expanded Online Learning

In a quality education environment, not all learning occurs face-to-face and not all instruction is course related. Academic support through on-line education is growing. Tutorials,

advising, and orientations are just some of the areas that universities are supplementing through on-line technology. As one of the goals of Lincoln University is to provide superior academic support and guidance, the institution will take steps needed to strengthening its online capabilities. Such a direction will be key to advancing the institutional learning objectives such as computer and digital literacy; integrative and lifelong learning; effective communication; and critical thinking. This activity will help to modernize support for academic programs through online supplements and content-support. The activity will also offer opportunities to expand our ability to connect our campus both domestically and globally. This activity will help further discussions about online learning offered by the Online Education Strategic Plan and many ideas put forth by the University's Distance Learning Committee.

This activity directly responds to federal focus area of Academic Quality, LAA category 12 and supports LU strategic imperative 4 – Sustainability.

IV. Improving Quality Education through Academic Excellence and Professional

Accreditation

In some instances, academic quality is guided by professional accrediting bodies. These bodies establish minimum standards by which a particular discipline is deemed to be meeting professional standards. Such guidelines help universities understand the resources needed to help a program thrive. Initially, the departments of Mass Communication, Visual and Performing Arts, and Business and Entrepreneurial Studies will be the focus of this activity. The goal will be to achieve accreditation in these areas. This activity will complement the institution's movement toward measurable academic excellence as it uses the accrediting guidelines as a blueprint towards minimum standards. Students in an accredited program can

expect to find a challenging curriculum, appropriate resources and facilities, and a competent faculty. Such guidelines will be useful as the university focuses on bring greater excellence to its programs.

This activity directly responds to federal focus area – Academic Quality; LAA category 4 – and supports LU strategic imperative 1- Academic Excellence.

V. Enhancing Fiscal Stability through the Establishment of a Title III Supported Endowment Program

Offering a quality education comes with costs. Lincoln University recognizes the endowment program as an excellent opportunity to secure greater the financial sustainability for our institution. It also offers a chance to engage our alumni in the preservation of excellence in legacy. The project proposes to utilize \$100,000.00 in Title III Funds to establish a Title III endowment through the Title III Endowment Challenge grant program. The university has established a Title III Endowment Challenge account with the institution’s Fiscal Office. The University is committed to providing a \$100,000.00 match the first year and \$100,000.00 each additional year with the expectation that the endowment challenge will continue for five years. This strategic funding program providing corresponding match funds, would have deposits at a minimum of \$200,000 a year.

This activity directly responds to federal focus area of Fiscal Stability, LAA category 9 and supports LU strategic imperative 4 – Sustainability.

VI. Program Management and Implementation

Lincoln University recognizes the amazing benefits offered through the Title III grants. We therefore want to ensure that we are stewarding these resources well. We strive to provide

excellent management of the grant program including overall monitoring, fiscal oversight and evaluation. The primary responsibility of the Office of Title III Program Administration is administering, monitoring and evaluating the Institution's HBCU Title III Undergraduate Program and SAFRA grants. The purpose of Project Administration is to assist the University in achieving its mission and vision through the implementation of its strategic priorities addressed through the Title III activities. To ensure the projects sustainability and impact, the program management continuously evaluates its practices, certifying activities satisfy federal rules and regulations.

This activity directly responds to federal focus area of Institutional Management, LAA Category 7 – and supports LU Strategic Imperative 5 –Institutional and Operational Effectiveness.

C. CDP Assessment Strategies

To achieve the goals outlined in the CDP, the administration recognizes the vital need for consistent and frequent assessment and evaluation of the activities proposed in this plan. The Title III Director will have primary responsibility for the administration of project evaluation and will be assisted by the Title III staff and Institutional Research. To ensure that these evaluations are entirely objective and impartial, an external evaluator will be contracted to conduct periodic assessment of all proposed activities. The evaluator will work with activity directors, project staff, and the Title III director to develop and refine the assessment program, review data that is collected, and analyze this data. The evaluator will also review annual performance reports. In addition, the evaluator will visit the University early in the first year to review each activity's

objectives, implementation timelines and establish review procedures. The evaluator will return to Lincoln at the end of each year in the award period to conduct annual performance reviews.

The evaluation process will have two components: formative evaluations and summative evaluations. The formative evaluations will take place frequently throughout the grant period. Each activity has established the data to be collected and analyzed to ensure their objectives and deliverables are attained. The activity directors will report on this data to the Title III Director in quarterly reports. The activity directors will also analyze this data to review strategies and consider necessary revisions where appropriate. The second phase of the evaluation process will be a summative evaluation. This will occur at the end of each performance year. The activity directors will work in conjunction with the Title III Director to conduct thorough assessments of their targets. These evaluations will become part of the regular expectations on the part of the Title III staff and activity directors. The Title III Director will use these reports to conduct a comprehensive evaluation of the entire Title III program. The Director will report on both quantitative and qualitative evidence to establish the University's place in reaching its targets and goals. The annual summative report also will be used to redirect objectives, activities, and resources as allowable under federal regulations.

VI. CONCLUSION : INSTITUTIONALIZATION OF TITLE III ACTIVITIES

Lincoln University of Pennsylvania is keenly aware that funds from a Title III Part B grant award are meant to create and enhance activities that will strengthen the institution; however, these funds are not intended to financially support the activity past the end of the five-year grant period. Because of this, great pains have been taken by the University planners and Title III staff to discuss and put in place a plan to institutionalize each activity and support it after the grant

period has ended. While each activity has more specific plans for raising funds in support of activities after 2022. Every activity has also budgeted to reduce the amount of salaries and fringe benefits paid (where applicable) with Title III funds by 20% each grant year. This ensures that, when the grant period has ended, the salaries and fringe benefits will easily be absorbed by other University operating funds, creating an easier transition from Title III funding of the activities to University funding of the activities. This also demonstrates the dedication of the University administration to using Title III funds for campus infrastructure and to minimize personnel costs. The following are a list of specific strategies to institutionalize the Title III activities.

1. Reduction in Title III support of personnel costs by 20% each grant year: As stated above, the University will ensure that 20% of personnel costs currently funded with Title III monies will be absorbed by University funds.
2. Pursuit of external sources of funding for these and other activities: One of the outcomes of the previous 5 year period was the creation of an Office of Research and Sponsored Programs. This Office is fully operational and institutionalized as planned. During this new CDP period the ORSP will continue to work with faculty, staff, and students to identify and win external funding to support continued progress gained.
3. All activity directors will be encouraged to utilize the resources in the ORSP to maximize their services and to obtain funding for their activity after the end of the grant period where appropriate.
4. Support of University activities through donations from alumni, corporations, and foundations: An increase in this external revenue will continue to support the activities set forth in this document.

5. The University will work towards establishing the Lincoln University Foundation so as to build and expand public partnerships as way of generating new revenue streams and influencing community outcomes. With this in mind it is expected that new funds will be diverted to support new initiatives and enhance existing activities.

VI. PROJECT PLAN

Activity I: Integrating Curricular and Co-Curricular Activities

Narrative

The focus of this activity is to ensure a quality educational experience for every student, with intellectual development being at the forefront of the initiative. This requires that the institution provide multiple opportunities for students to identify and develop these intellectual skills. To achieve this, concerted effort must be made to coordinate such opportunities both inside and outside of the classroom. More importantly, the University's Institutional Learning Outcomes (ILO) have to be clearly defined and effectively communicated and understood by Faculty, Learning Support staff, and students.

A clear marriage between curricular and co-curricular activities helps to achieve this synergy. To this end, the University will invest in faculty and staff development to define how courses and teaching methodology can be better structured to both stimulate intellectual development while pursuing the goals of the ILO. In addition, Learning Support (e.g. advising, writing etc.) have to be fully integrated into this initiative, and all projects have to be designed to incorporate these goals.

Finally, we will focus on making greater use of high impact teaching practices in the curricular and co-curricular experiences of our students. These practices have traditionally been

found in programs such as First-Year Seminars/programs and Experiences, Common Intellectual Experiences, Learning Communities, Writing-Intensive Courses, Collaborative Assignments and Projects, Undergraduate Research, Diversity/Global Learning, Service Learning, Community-Based Learning, Internships, and Capstone Courses and Projects. These programs and practices have proven to be effective in achieving the desired outcomes.

The Center for Teaching and Learning (CETL) will play a crucial role in promoting best practices in teaching and learning. This will involve the creation of curriculum enhancement grants, developing flipped classrooms, faculty learning community, and faculty writing circles. It is expected that faculty will be helped with course redesign and the integration of technology such as Oncourse, Canvas and ePortfolio. CETL will provide the leadership for the development of innovative formal and informal environments that promote learning.

Curriculum enhancement grants will provide faculty with the support, time and resources to implement projects designed to improve student learning and success at Lincoln University. It is expected that the grants will increase faculty competitiveness for educational or curricular improvement incentives, and increase the number of faculty involved in the pursuit of scholarship in teaching and learning. Working collaboratively with the Office of Undergraduate Research (UGR), CETL will support and facilitate student learning workshops and peer learning and mentoring circles.

In order to accomplish the above it is necessary to create a synergy between academic affairs and students affairs. The schism that exists between these two areas of student development must be eliminated if their mutual goals are to be realized. The academic success and personal and intellectual development of students depend on two things. One is the quality

of the curriculum and classroom interaction, and the other is the commitment of the student development services. There are five compelling reasons for building and enhancing this synergy. These are (1) enhanced student retention (persistence to graduation);(2)maximization student learning; (3) advancement of institutional assessment, accountability and quality; (4)fulfillment of the goal of liberal education and holistic development and (5) building of campus community by bridging the historical gap between the administrative divisions of academic and students affairs.

2017-2018 Grant Year

The primary goal of the activity in the first grant year is to develop an extensive system environmental scan and a detailed plan of action based on the results of the scan. The scan will, among other things, review existing co-curricular programs to determine possibilities for integration and collaboration, and identify opportunities for curriculum enhancement grants to provide faculty with support, time and resources to implement projects designed to improve student learning outcomes. To attain these goals, the Director of CETL—working in concert with the center staff under the direction of the Provost/ Vice President for Academic Affairs—will consider alternative strategies and best practices for achieving these objectives.

Activity Transition Plan

At the end of the grant cycle, the activity will be fully institutionalized. All salaries and program expenses will be absorbed by the University's general operating fund. The operation of the division will be continuously evaluated to ensure that it continues to serve the students and faculty. These evaluations will be both summative and formative in nature, since the office will track and monitor all activities and outcomes. Data will be used internally by the administration.

At the end of each evaluation, the office will assess the results and make necessary modifications.

Key Personnel

The Activity Director also serves as the Director of the Center for Teaching and Learning (CETL) and will be supported by the Director of Student Support Services. Both directors reports to Academic Affairs and Student Affairs respectively. The Activity Directors will provide oversight and be responsible for budgetary approval of all expenditure requests.

Activity II: Enhancing Lincoln University's Teaching and Learning

Infrastructure

Narrative

The focus of this activity is to ensure a stable, reliable, and fluid infrastructure to support a positive and functional learning environment. Campus wide access to technology will be crucial to this effort. Investing in our information technology environment (hardware and software) so that faculty, students and staff may better use technology in the learning experience, is a strategic priority. Investment will be made in upgrading learning spaces to support innovative teaching approaches and incorporate smart technology.

The use of digital technology and enhanced campus wide document sharing capability will receive special attention. Lincoln University of Pennsylvania has a long and glorious history, and a digitization process will ensure that this history is preserved. Paperless workflow across all campus departments will create smoother operating processes. Two of the ultimate goals of this IT upgrade are to create the infrastructure to support a fully digital Library, and improved functionality of all University websites.

The University's ability to readily access information supports institutional, state and federal requests and mandates, and makes for an operationally efficient process for all departments. Additionally, this will provide a way to archive relevant documentation for the University's key student support areas, including Admissions, Registrar, Bursar, Financial Aid and institutional research projects.

The Langston Hughes Memorial Library at Lincoln University seeks to be a 21st century academic support facility. To become this kind of library the university must focus on preserving, digitizing, and enhancing its collection. Furthermore, the university has to develop and implement a long-term, comprehensive conservation and preservation plan. With these changes the library will be able to share in the results of improved student progression, retention and enhanced faculty and research access.

2017-2018 Grant Year

In the first year of the Comprehensive Development Plan (CDP) we expect to complete a thorough assessment of the current Information Technology (IT) infrastructure. Improvements will focus on aligning services with faculty, staff and student needs. Every effort will be made to transform IT support to create a 21st century, locally and globally connected Institution. Learning spaces will be retrofitted to facilitate innovative teaching and learning, using all current technology.

Activity Transition Plan

At the end of the grant cycle, the activity will be fully institutionalized. All salaries and program expenses will be absorbed by the University's general operating fund. The operation of the division will be continuously evaluated to ensure that it continues to serve the students and

faculty. These evaluations will be both summative and formative in nature, since the office will track and monitor all activities and outcomes. Data will be used internally by the administration. At the end of each evaluation, the office will assess the results and make necessary modifications.

Key Personnel

The Activity Director serves as the Chief Information Technology Office and reports directly to the Provost/VP Academic Affairs. The Activity Director will provide both fiscal and administrative oversight. The Activity Director will provide quarterly reports to the Title III Director and serves on the Title III council along with other activity directors. The council is chaired by the Title III Director.

Activity III: Building the Infrastructure for Expanded Online Learning

Narrative

This purpose of this activity is to develop an online education program that advances Lincoln University's institutional learning objectives which include computer and digital literacy; integrative and lifelong learning; effective communication; and critical thinking. The activity will enhance and modernize the academic programs through online course offerings that adhere to the curricula and academic standards set by the institution and its academic departments. The activity will also be guided by the Online Education Strategic Plan and the Online Education Policy, which have already been developed by the University's Distance Learning Committee.

The rapid and extensive growth of online education over the past two decades has been widely witnessed and documented. In higher education, this phenomenon has opened significant

opportunities for elevating student learning, producing competitive professionals, increasing institutional efficiency, and serving community needs. Such opportunities beckon the institution to take the necessary actions to update the curricula to meet the demands of the students, the disciplines they will enter, and today's academic landscape. To ensure that Lincoln University meets these goals, the strategic plan for the activity has been structured according to the hallmarks of quality for distance education outlined by the institution's accrediting body, the Middle States Commission on Higher Education (MSCHE).

According to the MSCHE, the following must hold true in order for the institution to meet its standards: "1. Online learning is appropriate to the institution's mission and purposes; 2. The institution's plans for developing, sustaining, and, if appropriate, expanding online learning offerings are integrated into its regular planning and evaluation processes; 3. Online learning is incorporated into the institution's systems of governance and academic oversight; 4. Curricula for the institution's online learning offerings are coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats; 5. The institution evaluates the effectiveness of its online learning offerings, including the extent to which the online learning goals are achieved, and uses the results of its evaluations to enhance the attainment of the goals; 6. Faculty responsible for delivering the online learning curricula and evaluating the students' success in achieving the online learning goals are appropriately qualified and effectively supported; 7. The institution provides effective student and academic services to support students enrolled in online learning offerings; 8. The institution provides sufficient resources to support and, if appropriate, expand its online learning offerings; and 9. The institution assures the integrity of its online offerings." In compliance with these standards, the

successful execution and maintenance of the activity will help position the University to achieve reaccreditation by the MSCHE.

2017-2018 Grant Year

The first grant year (2017-2018) will be used to begin the groundwork for achieving the three main goals set forth in the Strategic Plan. The overarching goal is for Lincoln University to become a leader in Pennsylvania in online education by 2022. In order to meet this goal, the University will allot the required resources to the activity and aggressively implement the Online Education Strategic Plan. The second goal is to implement support and response structures for faculty and students to facilitate equitable, successful completion of online courses and programs. The University will secure a third party technical support provider, in addition to its current academic technical support office, so there is ample assistance provided to all who participate in the online courses. The third goal is to implement appropriate infrastructure to increase quality review, technology implementation, organizational structure, resource development, and faculty input and guidance. The information technology provider and the online course designer will work closely to ensure the network is developed, supported, evaluated and optimized to allow the online education program to run effectively and consistently.

In the 2017-2018 grant year, the first objective is to have at least 60% of the online courses certified by Quality Matters. In addition, the institution will utilize the first grant year to install a dynamic, responsive faculty and adjunct professional development model; hire an online course designer; establish an initial organizational and functional structure for an E-campus; provide equitable, engaging, and comprehensive student support services for distance students;

and provide portable technology tools for the faculty members. By the end of the grant year, the intention is for the institution to provide several, well-designed online courses and prepare to launch a fully online degree in one of its high demand, large enrollment majors. This portion of the activity will take place while the institution begins its two-year self-study for the reaccreditation process, enabling the administration and faculty to view the alignment of the strategic plans for the online education program and the institution in real time. Upon evaluation, at select points in the self-study, the online education program may be easily adjusted to remain on target.

Activity Transition Plan

The online education program activity will be carried out during Lincoln University's reaccreditation timeframe, beginning with the 2017-2018 academic year and then extending to the 2021-2022 academic year. The inculcation of the activity will consist of foundational work based on the aforementioned steps in planning and executing the primary stages of building the program's infrastructure. In the following years of the activity, the online education program will offer its first online bachelor's degree, and then advance to offer select master's degrees in fully online formats. The online education program will become the trusted resource for seamless, integrated learning technology solutions that facilitate course content delivery across the campus curricula. The intention is that by the end of this activity, the program will be a staple in the Pennsylvania higher education system for digital and online training, technical assistance, innovative technology, pedagogical guidance, just-in-time instruction, and collaboration on content development.

Consequently, the academic programs at Lincoln University will be able to attract more

students and increase enrollment rates. As the online education program progresses and students' varying needs are met by the flexibility of the online program, retention and graduation rates are expected to climb as well. The institution will be able to play a more innovative and visionary role in higher education, which will in turn preserve its stability and longevity.

Key Personnel

A Director of Online Learning and an Online Course Designer will lead the implementation of this activity. A current faculty member will assume the Director of Online Learning position. The Online Course Designer will be hired from a pool of candidates. The persons who step into these roles will manage the activity development, operation, and budget.

Activity IV: Improving Quality Education through Academic Excellence and Professional Accreditation

Narrative

The focus of this activity is academic excellence in the Departments of Mass Communication, Visual and Performing Arts, and Business and Entrepreneurial Studies, through taking the necessary steps to achieve accreditation by their respective Accrediting bodies.

The department of Mass Communication has initiated the accreditation process with the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC). This activity will ensure movement towards measurable certified academic excellence, as "Accreditation is an assurance of quality in professional education in journalism and mass communications. Students in an accredited program can expect to find a challenging curriculum, appropriate resources and facilities, and a competent faculty. " To this end, gaining accreditation

is not only a measure of academic excellence to students, ACEJMC accreditation makes public recognition of academic excellence. ACEJMC accreditation enhances the stature and reputation of programs, extending a wider range of opportunities to students, the program, and University for public and private funding and partnerships, and professional opportunities. Notably, the Department of Mass Communication's accreditation would make it the only communication department in the state of Pennsylvania offering a BA and a BS in Digital or Strategic Communication. This has implications for recruitment and retention amongst other Communication programs in the state.

There are nine standards of ACEJMC Accreditation; this Activity will focus on development in the three standards that can be directly committed to and sustained by the Department by the end of the cycle. Those three standards, and therefore measurable objectives are 1) AECJMC Standard 6. Student Services *"The unit provides students with the support and services that promote learning and ensure timely completion of their program of study"* 2) ACEJMC Standard 7. Resources, Facilities and Equipment *"The unit plans for, seeks and receives adequate resources to fulfill and sustain its mission.⁶"* and 3) ACEJMC Standard 8. Professional and Public Service *"The unit and its faculty advance journalism and mass communication professions, fulfilling obligations to its community, alumni and the greater public."* As noted by ACEJMC going through the accreditation process, namely a comprehensive

⁶ The Department of Mass Communications' mission is: "The mass communications program produces students who excel in journalism, public relations and strategic communication. There is a strong emphasis on media literacy, multimedia software, platform application, media production, digital media convergence, as well as a strong theoretical and research foundation."

self-study in the three years prior to a site visit by an accreditation team, "encourage improvement and innovation and recognize the special or unique missions of individual institutions." Thus, as aforementioned, both the process and achievement of ACEJMC accreditation directly impact the University as a whole by highlighting the uniqueness of the institution in its offering of a distinct ACEJMC accredited mass communication program.

The Department of Visual and Performing Arts seeks accreditation for its Music performance program through the National Association of Schools in Music (NASM). Programs with NASM accreditation "seek optimum learning conditions for music students and develop the strength and quality of music in higher education by assisting institutional members and their faculties to do their best work." NASM accreditation has 15 criteria. This activity will focus on standard 11. "the institution shall have facilities and equipment adequate to the needs of its educational program." 12. The institution shall have library space and holdings adequate to the needs of its educational programs." Achieving NASM Membership via accreditation will strengthen the program and distinguish it amongst other programs as it "signifies a comprehensive understanding of the relationship between the work of individual institutions and the work of the entire community of institutions that prepare musicians at the collegiate level. It signifies a willingness to connect with others, both in order to give and to receive. It signifies that individuals with high levels of musical capability, expertise, and experience must take leadership responsibility in accreditation and related areas lest a vacuum be created for non-musicians to fill."

The Department of Business and Entrepreneurial Studies (BES) seeks formal accreditation by the Association to Advance Collegiate Schools of Business (AACSB). BES

offers undergraduate degrees in Accounting, Finance, Information Technology, and Management. At the graduate level, BES offers a master's degree in business administration with concentrations in Finance and Human Resources. The department is continually developing adaptive curriculum and programming, as well as faculty who can respond to the needs of the global market and its wider role in educating the labor force of the 21st Century. BES seeks AACSB accreditation to address a myriad of issues transforming and influencing the content, context and delivery of today's business education and practices. AACSB provides a high level of quality assurance, business education intelligence, and professional development services to over 1,500 member organizations and more than 785 accredited business schools worldwide. AACSB accreditation is the most recognized form of specialized/professional accreditation for an institution and its business programs. BES is currently an active member.

BES proposes to center activity on the eligibility process for AACSB accreditation. *"The process of AACSB accreditation provides a framework for schools to further develop and enhance their internal operations, from the mission to the everyday management of programs. According to 95% of surveyed schools, AACSB accreditation provides a platform for managing the schools, tracking progress, and identifying areas for improvement."* A significant focus will be to align the BES's operations and programming with the AACSB Accreditation Standards (Exhibit A) set forth for business programs. More specifically, emphasis will be placed on: Standard 3: Financial Strategies and Allocation of Resources, Standard 4: Student Admissions, Progression, and Career Development; Standard 5: Faculty Sufficiency and Deployment; Standard 8: Curricula Management and Assurance of Learning; Standard 9: Curriculum Content.

2017-2018 Grant Year

The 2017-2018 grant year has been designated as period in which the Lincoln University Departments of Mass Communications, Visual and Performing Arts, and Business and Entrepreneurial Studies will aim to further develop and enhance their infrastructure. The main objective is to create the optimal learning environment for the faculty of the Department to recruit, retain, support and prepare students so that they may excel in their academic and professional careers. The Departments have restructured their mission, goals, and program to meet the students' needs in line with the standards of the accrediting bodies, Accrediting Council on Education in Journalism and Mass Communications (ACEJMC), National Association of Schools in Music (NASM), and Association to Advance Collegiate Schools of Business (AACSB). The Department will use this grant year to align its operations with the recommendations for improvement offered by the ACEJMC site visit, and NASM and AACSB site visit preparations, and lay the foundation for a culture of academic innovation and productivity among the faculty, staff, and students of the Departments

During the 2017-2018 grant year, Lincoln University will conduct a self-study in preparation for seeking reaccreditation. The Departments will align its goals for accreditation with the institution's strategic plan, in addition to the standards and recommendations provided by the accrediting bodies. The Departments will focus on planning, executing, and evaluating a program with outcomes that will help achieve these goals. The Mass Communication program will focus on the following ACEJMC standards: student services; resources, facilities and equipment; and professional and public service. The Department of Business and Entrepreneurial Studies AACSB standards: Financial Strategies and Allocation of Resources; Student

Admissions, Progression, and Career Development; Faculty Sufficiency and Deployment; Curricula Management and Assurance of Learning; Curriculum Content. The tangibles that will be used to measure success of the Department's efforts will include acquisition of equipment; assessment and construction of facilities; academic advising; professional training and engagement, programming of events, workshops, and activities; facility, equipment and software management; strategic partnerships; online education; and digitized materials for the students. Professional development; technological tools; scholarly and professional resources; strategic budgeting; and academic support are the tangibles for faculty and staff. Faculty will be encouraged and supported in increasing scholarly productivity, producing detailed reporting, engaging alumni, participating in training sessions, remaining accessible to students. The Music Performance Program will focus on NASM standards: facilities and equipment adequate to the needs of its educational program; library space and holdings adequate to the needs of its educational programs. The tangibles that will be used to measure success of the Department's efforts will include assessment, construction, and renovation of facilities; acquisition of equipment.

Activity Transition Plan

This activity in academic excellence in the Departments of Mass Communication, Visual and Performing Arts, and Business and Entrepreneurial Studies is crucial to the success of the Departments and beneficial to Lincoln University progress throughout the institution's self-study and reaccreditation process. Therefore, the execution of the activity plan will begin in the 2017-2018 academic year and continue through the 2020-2021 academic year, with attainment of accreditation set as the goal for the following year. The activity will begin by identifying and

meeting immediate department needs that affect student learning and faculty performance, according to the requirements outlined in ACEJMC's policies and the department's pre-accreditation site visit report, NASMS and AACSB membership and accreditation preparation. The activity will then progress to achieve the accrediting bodies criteria in ethics, skills, history, theories, and practical application in journalism and mass communications, music, and business fields, concentrated in the aforementioned standards. The goal for the activity in this grant cycle is to actualize premium academic programs in which faculty prepare students, in some of the fastest growing departments on campus, for securing competitive scholarships and internships, becoming skilled practitioners and/or academicians, and realizing success in their careers. As a result, the recruitment, retention, graduation rates are expected to increase to the benefit of the institution.

The activity plan will be implemented and institutionalized by the end of this grant cycle. Annual feedback from the faculty, staff, and students will be used to evaluate the efficiency and effectiveness of the activity and the department. The Departments will assess the results of each evaluation to improve its activity and overall program. The Departments will then be evaluated by ACEJMC, NASM and AACSB in their final accreditation visit and pre-accreditation visits respectively. The evaluations will be summative and formative in their examination of the tangible outcomes and used to make a decision on granting accreditations to the Departments.

Key Personnel

The Activity Director will be a tenured or tenure-track faculty member in the Departments of with at least one-year at the University. The Activity Director, in conjunction with the Department Chair when the Activity Director is not the Chair, will provide oversight to the operation of the activity and budget approval for all expenditure requests.

Activity V: Enhancing Fiscal Stability through the Establishment of a Title

III Supported Endowment Program

Narrative

Offering a quality education comes with a cost. Lincoln University recognizes the endowment program as an excellent opportunity to secure greater financial sustainability for our institution. It also offers a chance to engage our alumni in the preservation of excellence in legacy.

This project proposes to utilize \$100,000.00 in Title III Funds to establish a Title III endowment through the Title III Endowment Challenge grant program. Lincoln University of Pennsylvania has established a Title III Endowment Challenge account with the institution's Fiscal Office. The University is committed to providing a \$100,000.00 match the first year and \$100,000.00. It is expected that the endowment challenge will continue for five years. However in this 2017/2018 cycle the challenge intends to raise \$100,000.00. With the Title III program providing corresponding match funds, said endowment would have deposits at a minimum of \$200,000 over the year.

Objective(s), Outcomes and Timelines:

The objective established for this project is to raise a minimum of \$200, 000.00 for the Title III Endowment Challenge grant by October 2017 and each year thereafter for the subsequent 4 years.

Table 1. Annual fund raising targets

Fiscal Year	Lincoln Commitment	Title III Commitment
2017-2018	100,000.00	100,000.00

Activity Transition Plan

At the end of the grant cycle, the key personnel will develop and implement a plan to allocate and spend up to 50% (fifty per cent) of the interests accrued during the 5 year grant period. There guaranteed corpus will remain in the account during the entire 20 year period. The activity will be fully institutionalized. The operation of the division will be continuously evaluated to ensure that it continues to serve the students and faculty.

Key personnel

The University Budget Officer and the Fiscal Accountant will provide routine oversight and be responsible for management of the endowment process and funds allocation at the appointed milestones.

Activity VI: Program Management and Implementation

Narrative

Program Administration/Coordination relates to the University’s Strategic Plan by ensuring that Title III funding for all activities is consistent with the priorities inherent in the

strategic plan. The primary responsibility of the Office of Title III Administration is administering, monitoring and evaluating the Institutions HBCU Title III Undergraduate Program and SAFRA Grants. The purpose of program administration is to assist the University in achieving its mission and vision through the implementation of its strategic priorities addressed through the Title III activities.

The Title III Project Director coordinates all the Title III activities including the overall monitoring, fiscal oversight and evaluation of the programs. Through the Project Director, the office corresponds with the Department of Education's Program Officer on matters related to the successful program implementation. More specifically the Title III Administrative Office exists to (1) assure projected activities are carried out as stipulated in the Comprehensive Development Plan and the annual revised Plan of Operation; (2) monitors and documents the impact of the activities on the university's mission and goals; and: (3) serves as the institutional spokesperson for Title III programs.

The staff in the Office of Program Administration implements four basic functions:

Coordination Function- Monitors Title III policies and procedure set forth by the US Department of Education and relates them to the Activity Directors and other appropriate University personnel. Regular meetings are held with the Activity Directors to ascertain the extent to which they are meeting the objectives delineated in their plans of operation. In addition the activity directors submit reports that documents programmatic outcomes:

Liaison Function - Serves as the University's liaison with the U.S. Department of Education. The Director executes all changes, approvals and other appropriate contacts

Evaluation function – Ensures that the Title III Program is assessed and progress documented through ongoing internal and external summative evaluations and;

Fiscal Function – Ensures ongoing compliance with University and Federal regulations and guidelines relating to budget expenditures, record and oversight. The grants management and oversight responsibilities are reflected in the objectives of the project administration and evaluation scope of work. Achievement of the objectives and performance indicators assists in maintaining the University’s compliance with all federal guidelines. In order to ensure that Lincoln remains in continual compliance and has effective and efficient Title III Programs, the Title III Office works to ensure that the University institutes processes to ensure 100% compliance with federal guidelines, while ensuring that the University is continually strengthening its ability to be exemplary stewards of the Title III funds.

In keeping with the above the main goal/objective of the period is to ensure that Lincoln University’s Title III Program is in 100% compliance by submitting. Monitoring and evaluating activities on a continual basis at least once each quarter. The success of this objective will be measured by as follows:

1. Prepare and submit Annual Performance Report using IS (Institutional Service) Reporting system or alternative process designated by the U.S. Department of Education annually.
2. Receive and Review quarterly reports and provide feedback to Activity Directors.
3. Prepare and submit Phase 1 data by March annually and submit to the U.S Department of Education

4. Prepare and Submit annually no later than August the Phase II report and submit to the Department of Education
5. Prepare semi-annual Title III progress reports for the University President and Extended Cabinet, Academic Leadership Committees
6. Collate the annual Plan of Operation based on Activity Directors submissions for inclusion in the Phase II reports.
7. Maintain 100% compliance with federal regulations (34 CFR Part 608) for HBCU's in the Uniform Administrative Guidance.
8. Organize and facilitate the external evaluation of Title III Projects as needed.