Llncoln University

TITLE Ill, Part B HBCU Program

Student Aid and Fiscal Responsibility Act {SAFRA) of 2010 Grant Comprehensive Development Plan

{CDP) 2010-2015



FOUNDED:

ADDRESS:

1854

PRESIDENT:

Ivory V. Nelson, Ph.D.

1570 Baltimore Pike, PO Box 179, Lincoln University PA 19352

SCHOOLS: HUMANITIES AND GRADUATE STUDIES

(Academic Programs) English & Mass Communications

Foreign Languages & Literatures Philosophy & Religion

###### NATURAL SCIENCES AND MATHEMATICS

Biology Chemistry

Environmental Science

Visual & Performing Arts Graduate Programs

Mathematics & Computer Science Physics

###### SOCIAL SCIENCES AND BEHAVIORAL STUDIES

Business & Information Technology Education

*Hea/tli, Pliysical Ed11catio11,* & *Recreation*

History & Political Science Psychology

Sociology & Anthropology

DEGREES:

Bachelor of Arts Bachelor of Science

Master of Human Services

Master of Education

Master of Science in Reading Master of Science in Administration

2009 ENROLLMENT:

|  |  |  |  |
| --- | --- | --- | --- |
| Full Time | Undergraduate  2,001 | Graduate  440 | Total  2,441 |
| Part Time | 34 | 174 | 208 |
| Total | 2,035 | 614 | 2,649 |
| Full-time Equivalent (FTE) Enrollment | | | |
| Undergraduate | Male  841 | Female 1,178 | Total 2,019 |
| Graduate | 195 | 352 | 547 |
| Total | 1,036 | 1,530 | 2,566 |

DEGREES AWARDED IN 2009:

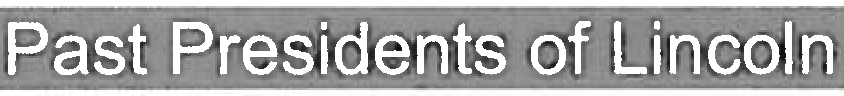
Bachelors 254 Masters 206

LANGSTON HUGHES MEMORIAL LIBRARY:

|  |  |
| --- | --- |
| Total volumes | 156,986 |
| Microform Items | 212,530 |
| AudioNideo Tapes/CDs | 1,360 |
| Electronic Journals | 28,320 |
| Periodicals subscribed to | 540 |

2

Ur-i ht.er!sit



lst John Miller Dickey, Founder 1853-1856\* 2nd John Pym Carter 1856-1861\*

3rd John Wynne Martin 1861-1865\*

4th Isaac Norton Rendall 1865-1906

5th John Ballard Rendall 1906-1924

6th William Hallock Johnson 1926-1936 7th Walter Livingston Wright 1924-1926

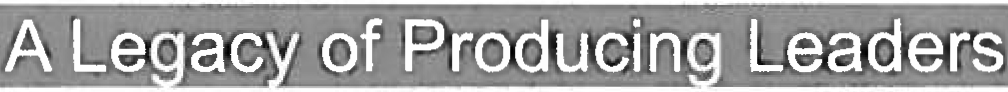
1936-1945

8th Horace Mann Bond ('23) 1945-1957

9th Marvin Wachman 1961-1969 10th Herman Russell Branson 1970-1985 11th Niara Sudarkasa 1987-1998

12th Ivory V. Nelson 1999-Present

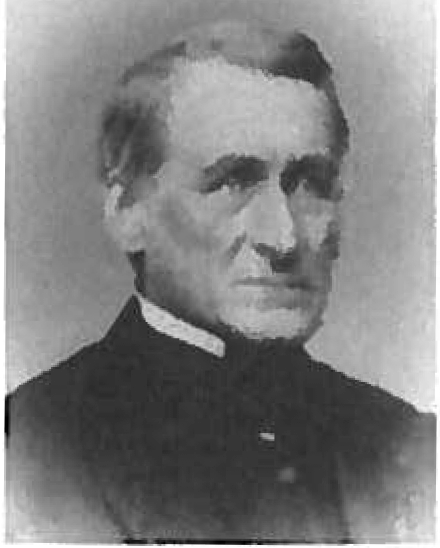
* Ashmun Institute (changed to Lincoln University in 1866)



* Established in 1854 as the nation's first Historically Black College-University (HBCU).
* Graduated 20 percent of Black physicians and more than I O percent of the country's Black attorneys during the University's first I 00 years.
* First college or university in the United States to produce an alumni publication (in 1884).
* Nationally recognized for producing African Americans with undergraduate degrees in the physical sciences (biology, chemistry and physics); computer sciences; biological and life sciences.
* First African American Justice of the U.S. Supreme Court, Thurgood Marshall, class of 1930.
* Distinction of having seven alumni who founded the following U.S. or foreign universities: South Carolina State University, Livingstone College (North Carolina), Albany State University (Georgia), and Texas Southern University, Iheme Memorial College and Ibibio State College (both in Nigeria), and Kwame Nkrumah University of Science and Technology (Ghana).
* The only college or university to have two alumni honored with commemorative, first-class stamps by the
  1. Postal Service: Thurgood Marshall, class of 1930 and the first Black U.S. Supreme Court Justice; and Langston Hughes, a 1929 graduate and world-acclaimed poet and author.
* First president of Nigeria, Nnamdi Azikiwe, class of 1930.
* First president of Ghana, Kwame Nkrumah, class of 1939.
* First African American woman promoted to the rank of rear admiral in the U.S. Navy, Lillian E. Fishburne, class of 1971.
* Founder of Crossroads Africa and the model for the U .S. Peace Corps, Rev. James Robinson, class of 1935.
* First Black graduate of the University of Pennsylvania (M.D., in 1882); first Black admitted to the Philadelphia Medical Society (in 1885); and first Black to found a hospital and training school for nurses primarily for Blacks in the City of Philadelphia -- Frederick Douglass Memorial Hospital (in 1895), Dr. Nathan F. Mossell, class of 1879.
* Major League Baseball and Negro Baseball League Hall of Farner Monford "Monte" Irvin, attended the University in the early 1940s. Irvin was a star outfielder with the New York Giants in the late 1940s and early 1950s.
* Lincoln's track and field programs have won an unprecedented 16 NCAA Division III championships.



***Lincoln University*** of the Commonwealth of Pennsylvania was chartered in April 1854 as Ashmun Institute. As Horace Mann Bond, '23, the eighth president of Lincoln University, so



**John Miller Dicke)'**

eloquently cites in the opening chapter of his book, **Education for Freedom,** this was "the first institution found anywhere in the world to provide a higher education in the arts and sciences

for male youth of African descent." The story of Lincoln University goes back to the early years of the 19111 century and to the ancestors of its founder, John Miller Dickey, and his wife, Sarah Emlen Cresson . The Institute was renamed Lincoln University in 1866 after President Abraham Lincoln .

Lincoln is surrounded by the rolling farmlands and wooded hilltops of southern Chester County, Pennsylvania. Its campus is conveniently located on Baltimore Pike, about one mile off US Route I -45 miles southwest of Philadelphia, 15 miles northwest of Newark, Delaware, 25 miles west of Wilmington, Delaware, and 55

miles north of Baltimore, Maryland.

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.

Lincoln currently enrolls approximately 2,000 students.

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, sciences as well as graduate programs in human services, reading, education, mathematics, and administration. The University is proud of its faculty for the high quality of their teaching, research, and service, and of its alumni, among the most notable of whom are: Langston H u ghes, '29, world-acclaimed poet; Thurgood Marshall , '30, first African-American Justice of the US Supreme Court; Hi ld rus A. Poi ndexter, '24, internationally known authority on tropical diseases; Roscoe Lei: Bro\\ ne, '46, author and widely acclaimed actor of stage and screen; **Jacqueline Allen,** '74, judge for the Court of



Common Pleas, Philadelphia; and **Eric C. Webb,** '91, author, poet and editor-in- **Thurgood Marshall**

chief of **Souls of People.**

Lincoln University has achieved the following national distinctions during the past academic year;

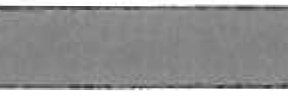
* + Lincoln is ranked 32"d in the nation and 2"d in Pennsylvania in graduating African Americans with baccalaureate degrees in Education.
  + Lincoln is ranked 27th in the nation among the Historical Black Colleges and Universities.

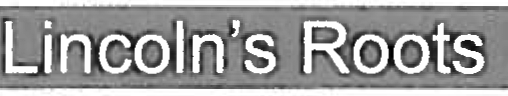
These national distinctions are continuations of the Lincoln University tradition of educating an impressive list of African Americans who have distinguished themselves as doctors, lawyers, educators, businesspersons, theologians and heads of states.

Many of Lincoln's international graduates have gone on to become outstanding leaders in their countries, including Nnamdi Azikiwe, '30, Nigeria's first president; Kwame Nkru mah, '39, first president of Ghana; Rev. James Robinson, '35, founder of Crossroads Africa, which served as the model for the Peace Corps; and Sibusio Nkomo, Ph.D., '81, chairperson, National Policy Institute of South Africa.

During the first one hundred years of its existence, Lincoln graduated approximately 20 percent of the Black physicians and more than 10 percent of the Black attorneys in the United States. Its alumni have headed over 35 colleges and universities and scores of prominent churches. At least l 0 of its alumni have served as United States ambassadors or mission chiefs. Many are federal, state and municipal judges, and several have served as mayors or city managers.

Lincoln University is one of the largest employers in southern Chester County with 556 full and part-time employees. Seventy-two percent (72%) of our employees are Pennsylvania residents. Forty percent (40%) of the University's alullUli reside in the state. Thus, an increased relationship with the greater Philadelphia corporate community and other agencies is crucial to the provision of a higher quality of life for the residents of the Commonwealth. This partnership along with our instructional, academic support, retention and technology efforts will provide an education that will make our students more competitive in the global market place.





The story of Lincoln University goes back to the early years of the nineteenth century and to the ancestors of its founder, John Miller Dickey, and his wife, Sarah Emlen Cresson. The maternal grandfather of John Miller Dickey was a marble merchant in Philadelphia who made contributions to the education of African Americans in that city as early as 1794. Dickey's father was a minister of the Oxford Presbyterian Church. After serving as a missionary and preaching to the slaves in Georgia, John Miller Dickey became pastor of that same church in Oxford, Pennsylvania, in 1832. Sarah Emlen Cresson inherited a long tradition of service and philanthropy through the Society of Friends in Philadelphia.

John Miller 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, having been unsuccessful in his efforts to gain college admission to even the most liberal of schools for a young freedman named James Amos, Dickey himself undertook to prepare the young man for the ministry.

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 29, 1854, the new school received its charter from the Commonwealth of Pennsylvania.

In 1866, when the Institute was renamed Lincoln University in honor of the recently slain President, Dickey 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 enrollment has continued to be both international and interracial. The University celebrated its l OOth anniversary by amending its charter in 1953 to permit the granting of degrees to women.

Principals arid Acting Presidents .

|  |  |  |  |
| --- | --- | --- | --- |
|  | | | Pres"lde-nts, |
|  | Lirncoin;s |  |

John Miller Dickey headed the institution from 1854 to 1864. A great schoolmaster, Isaac N. Rendall, became principal of Ashmun Institute in 1865, and president of Lincoln University in 1866. Within a decade, plans for the ' law, medical, and pedagogical schools had to be dropped for financial reasons, but the College of Liberal Arts grew in stature, and the Theological Seminary continued until 1959, preparing many Lincoln graduates for the ministry.

Isaac N. Rendall resigned in 1905, after 40 years ofleading an institution that graduated leaders as extraordinary as any American college may claim among its alumni.

Isaac Rendall was succeeded by his nephew, John Ballard Rendall, who served as president from 1905 to his death in 1924. William Hallock Johnson, professor of Greek, served as president from 1926 to 1936, and was succeeded by his faculty colleague, Walter Livingstone Wright, 1936 to 1945. Horace Mann Bond, the first alumnus president, and first black, served from 1945 to 1957, and was succeeded by two acting presidents, Dr. Armstead 0. Grubb, professor of Romance Languages, and then by Dr. Donald C. Yelton, University librarian. Inthe summer of 1961, Dr. Marvin Wachman was appointed president of the University. He served for eight and one-half years and was followed by Dr. Bernard W. Harleston who served as acting president for one-half year.

In July 1970, Dr. Hennan R. Branson was elected the tenth president of the University and assumed office November I . On the retirement of Dr. Branson in the summer of 1985, Dr. Donald L. Mullett became the interim president of the University. Dr. Niara Sudarkasa, the first female president of Lincoln University, assumed her duties in February 1987 and was fonnally installed in October of that year; she resigned in December 1998. The current president, Dr. Ivory V. Nelson, became the twelfth president in August 1999.



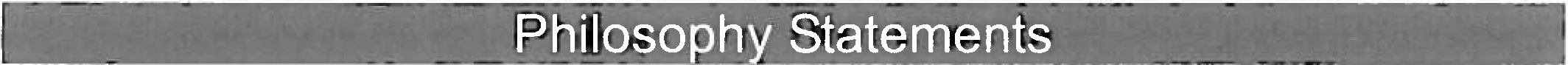
Lincoln University, the oldest Historically Black University, was founded in 1854. With an international focus, it provides a quality education and prepares its undergraduates and graduate students, on its main campus, its Urban Center, and through distance learning, to be leaders of the highest caliber. With a commitment to promoting technological sophistication for its students in all academic programs, Lincoln University takes pride in excellent teaching, scholarly activity and inspired learning. To foster in students an

appreciation for competition and coexistence in the global marketplace, Lincoln University seeks to infuse its curricula with modules of instruction that require its students to recognize an international community of people and to understand moral and ethical issues, human dimensions, and leadership challenges posed by technology.

Lincoln University offers a liberal arts and sciences-based undergraduate core curriculum and selected professional and graduate programs in an environment marked by small classes, quality instruction and a demonstrated concern for each student as an individual. Admission opportunities in education and leadership development are offered to the descendents of those historically denied the liberation of learning and who have demonstrated a potential for academic success. Lincoln University fosters a continuing relationship with its alumni and the employers of its graduates.

Embracing the classic concept of a university, the faculty, students, administration and trustees of Lincoln University recognize the primacy of the institution's three historic

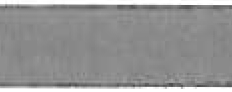
purposes: 1) to teach honestly, and without fear of censure, what humankind has painfully and persistently learned about the environment and people; 2) to preserve this knowledge for the future; and 3) to add to this store of knowledge. Lincoln University remains committed to its historical purpose and to preserving its distinction as an intellectual and cultural resource for this region.



* The students' highest good is our paramount concern
* Maintenance of the tenets of historically black colleges and universities is a cornerstone of the educational experience
* High expectations are the starting point for quality
* Stewardship of the academic, human, physical and fiscal resources is the cooperative responsibility of everyone
* Intellectual openness, inquiry and sharing of ideas arc important when considering educational quality
* Instruction should be holistic - connecting subject matter to the world of work - challenging students to utilize all levels of cognition
* Lincoln University is a place of high ethical, moral and academic standard
* Learning is an active, not passive, process



Lincoln University is a premier, historically Black University that combines the best elements of a liberal arts and sciences-based undergraduate core curriculum, and selected graduate programs to meet the needs of those living in a highly technological and global society.



**®0als**

I . The University will foster a "student centered" approach to learning in the classroom and to university management and operations.

1. The University faculty will develop new curricula that are driven by student needs and tested by feedback from students, employers, professional associations and alumni.
2. The University will provide an array of student development programs to address the student's physical, emotional, spiritual, and social development, and will promote leadership skills and exposure to service opportunities.
3. The University will offer programs and curricula that prepare students to work and live in other cultures and to communicate in other languages.
4. The University will continue to serve its traditional base of students, but will develop innovative educational programs and services in the Philadelphia area to meet the needs of nontraditional students.
5. The University faculty will design and implement effective student assessment methodologies to document mastery of skills and competencies in its undergraduate and graduate programs.
6. The University will work to retain an excellent faculty and staff by providing competitive compensation, expanding professional development opportunities and building incentives for improved services.
7. The University will upgrade and maintain its faculty/ staffi'student use and access to technology.
8. The University will respond to the rising expectations that its infrastructure (e.g. classrooms, laboratories, technological resources, offices, housing, recreational space) will be constructed, maintained and improved.

I 0. The University will aggressively seek federal, state, alumni, corporate, and foundation resources for the enhancement of existing programs and the development of new programs.

1. The University will exercise careful control and management of its operating and capital budget and practice cost contairunent strategies that improve the effectiveness and efficiency of services.
2. Lincoln University will promote a management style conducive to positive human relations with students and employees of the University.
3. The University will implement an integrated system to collect, rapidly access and share appropriate institutional data and management information among university units. .



LINCOLN UNIVERSITY F.ACTS

*Gi*

1999-2000 2000-2001 2001-2002 2002-2003 2003-2004 2004-2005 2005-2006 2006-2007 2007-2008" 2008-2009 2009-2010 Change

99100--09/10

State Anorooriations $11,358 000 $12,942.000 $12,554 000 $12,539,000 $12,155000 $12,619,000 $12,934,000 $13,516,000 $13,786,000 $13.623.420 $13,623.000 $2265000 OperatinQ Revenues $33,834,754 $38,092,000 $41,453,000 $43,855,000 $45,237,000 $45,759,000 $50,971,000 $55, 170,000 $58,971,000 $63,057,000 $64,804,000 $30,969,246 *01.*State Annropriation/OperatinQ Revenues 33.57% 33.97% 30.28% 28.59% 26.86% 27.58% 25.37% 24.40% 23.38% 22.98% 21.02% -12.55 !. Ooerational Funds Reauested $11,981,000 $12.577,000 $19,089, 100 $19,589,000 $19,690,650 $20,775,000 $20,500,000 $21,000,000 $21,000,000 $22,000,000 525,000,000 $13.019,000 Endowment'° $18,042.962 $16,987,807 $15,551, 121 $15,623,816 $17,629,057 $18,872,129 $20,425,000 524.641.m $23,879,000 s19,453,000 $1,410,038

•Audited information *only.*

TUITION AHO FEES

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| u In-Sc.I• | 15.404 | $5621 | SS.788 | $8094 | $6952 | $7.268 | $7618 | $7.892 | $8224 | $8804 | $9 073 | 669 |
| UG Out *d* State | $8,296 | $8,787 | $9,050 | $9,532 | $10,872 | $11,364 | $11.858 | $12,280 | $12,654 | $13,410 | $13,817 | $5,521 |
| % Tuition/Fee Increase | llVA | 3.9%15.6% | 2.9%13.0% | 5.3%/5.3% | 14.1%/14.1% | 4.5%14.5% | 3.5%/3.5% | 3.5%/3.5% | 3.5%/3.5% | 3.99%13.99% | 3.0%/3.0% | -.09/-2.6 |
| % Tuition DiscountinQ!ution and feesl | llVA | llVA | 38.3% | 37.2% | 30.0% | 23.0% | 23.1% | 21.7% | 21.4% | 21.8% | 14.2% | -24.1 /. |
| Gr..iuate In.state | $6 122 | $6394 | $6688 | $7 042 | $8030 | $8 398 | $8694 | $9002 | $9318 | $9846 | $9939 | $3.817 |
| Graduate Out of Stats | $10.280 | $10,940 | $11,366 | $11,968 | $13,648 | $14,268 | $14,772 | $15,294 | $15,832 | $16,388 | $16,883 | $6,603 |
| % Tuition/Fee Increase | llVA | llVA | 3.0%/3.0% | 5.3%/5.3% | 14.0%/14.0% | 4.6%/4.5% | 3.5%13.5% | 3.5%/3.5% | 3.5%/3.5% | 3.5%·3.5% | 3.0%/3.0% | *0%10%* |

ENROUJIENT

Underarlldwrte Enrollment 1.454 1,322 1,438 1,561 1,530 1,523 1,714 1,860 1,904 1,973 2,035 581

Fu/I-Tine 1,397 1,289 1,399 1,511 1,472 1,460 1,652 1,814 1,863 1,923 2,001 604

In-Stat• llVA 606 845 706 634 643 749 819 807 797 878 ""'

Out-of-Stats llVA 683 754 805 838 817 903 995 1,097 1,126 1,123 440

*Pan·*Time 57 33 39 50 58 63 62 46 41 50 34 ·23

In.state llVA 18 23 31 33 41 45 23 23 34 22 4

0..-of-Slats llVA 15 16 19 25 22 17 23 18 16 12 ·3

Graduate Enrollment 554 520 433 437 408 489 564 563 545 551 614 60

ln-Stme 268 379 309 277 253 *'2'i11* 345 349 331 345 395 129

Out-of-Stats 288 141 124 160 155 192 219 214 214 206 219 -69

DEGREES AWARDED

Underarlldwrte a.nrea 285 170 244 225 177 240 257 229 224 254 -31

In-Stat• 78 102 80 71 110 104 115 97 110 \ 32

Out-of-Stats llVA 92 142 145 106 130 153 114 127 144 52

% In-Stats Total llVA 45.9% 41.8% 35.6% 40.1% 45.8% 40.5% 50.2% 43.0% 43.3% ·2.6 /,

Graduate Dearea 216 213 158 145 158 128 196 191 220 206 ·10

In-State llVA 78 107 84 97 78 114 118 135 127 (.,

Out-of-Stats llVA 135 51 61 61 50 85 73 85 79 -135

% In-Stats Total llVA 36.6% 67.7% 57.9% 61.4% 60.9% 58.2% 61.8% 61.4% 61.7% 25.1%

PRIVATE CON11UBlll10NS

Unrestricted llVA $76,602 $251 179 $283,801 $347,101 $242,668 $302.921 $299,978 $889,447 $364,979 $288,377 Temnnrarv Restricted llVA $674,554 $1,000,834 $1,082,664 $1.213,878 $517,714 $543,580 $1,698,693 $453,671 $316,556 -5357,998 Endowed llVA $356,862 $1,078,186 $504 501 $387,468 $541,271 $1,082,709 $1,360,678 $702.224 $459,446 $102,584

In-Kind llVA $10,965 $2.500 $9,284 $4,759 -$6,206

Total $849,167 $1, 108,018 $2,330,199 $1,870,966 $1,959,412 $1,304,153 $1,938,494 $3,364,108 $2,045,342 $1,140,980 $291,813

Number Alumni Contributors 619 407 543 811 1,020 642 687 1040 985 1524 905

OTHER DATA

% Students on Financial Aid llVA 92% 90% 93% 95% 91% 90% 95% 94% 93% 93% 1%

Retention Rate Ifirst time Freshmen) 63% 68% 68% 64% 62% 70% 67% 66% 68% 78% 15%

Six Year Graduation Rate 44% 36% 41% 39% 42% 40% 40% 36% 37% 36% -8.0'l'

Averaae LU SAT Score 868 850 864 889 887 869 851 849 845 834 850 -18

PA AvQ. African American SAT Score 823 819 817 817 810 806 808 809 815 812 811 -12

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**University Program and Budget Priorities**

The identification of Program and Budget Priorities establishes those items that are in addition to the basic foundational funding of the universities. Funding for these items will have to come

from reallocation of existing resources, securing increased funding from the Commonwealth, raising tuition for a specific purpose, or the securing of additional external private, state or federal resources.

As part of the strategic planning process it is necessary to establish program and budget priorities above the basic funding for the period 2007-2012. The following overall prioritizations by major program categories are listed.

**Academic Affairs**

I . **Centers of Excellence:** Strengthen Lincoln University's *Centers of Excellence* curricula and programs

* + 1. **Faculty Development:** Enhance retention and success of students through focused development of the faculty in pedagogy, teaching-mentoring, academic advising, grant writing, and use of technology
    2. **Retention Efforts:** Promote retention and success of students by supporting the faculty to achieve a more focused pedagogical capability in teaching the *first-year experience* and reading, speaking, writing (across the curriculum), quantitative thinking, and critical analysis
    3. **Infrastructure Support:** Modernize facilities and infrastructure that support teaching and learning

**Technology**

l . Provide integrated computer software, computer networks, telecommunication and information technology to support the teaching and administrative functions of the university. (Student Information System, Human Resources System, Financial Records System, Library Technology System, Fundraising/Development System)

1. Provide highly functional backbone computer networks, centralized computing, web­ services and selected network resources and services
2. Provide resources to create, update, and replace student computer laboratories, computer classrooms, faculty information technology needs and on-line resources for areas as Student Information Systems, Library Information Systems

Facilities Management (Physical Plant)

I . Implement and manage all mandated environmental and health/safety programs

1. Complete the projects funded by the $29.4 million from the Commonwealth
2. Construct 400 Bed Residence Hall and renovate/construct student activities facility
3. Complete Campus Master Plan
4. Schedule and fund projects to effectively accomplish maintenance, major repair, renovation and alteration of Lincoln University buildings on campus and at the Urban Center and associated infrastructure

Business and Fiscal Affairs

I . Fund all collective bargaining agreements (Faculty, Housekeeping & Maintenance, Secretarial) and administrative salaries

1. Providing Staff Training/Recruitment and Development
2. Establish an ordered Records Retention Program
3. Maintain and enhance fiscal stewardship processes

Student Affairs and Enrollment Management

I . Establish cooperative education and international internships for students

1. Establish Enrollment Management System
2. Implement external Cultural and Speaking Events on Campus
3. Increase student life development and leadership opportunities and activities

Development and External Relations

I . Fund Staffing to implement $100.0 million campaign

1. Fund extensive Public Relations Activities
2. Support the Sesquicentennial Celebration

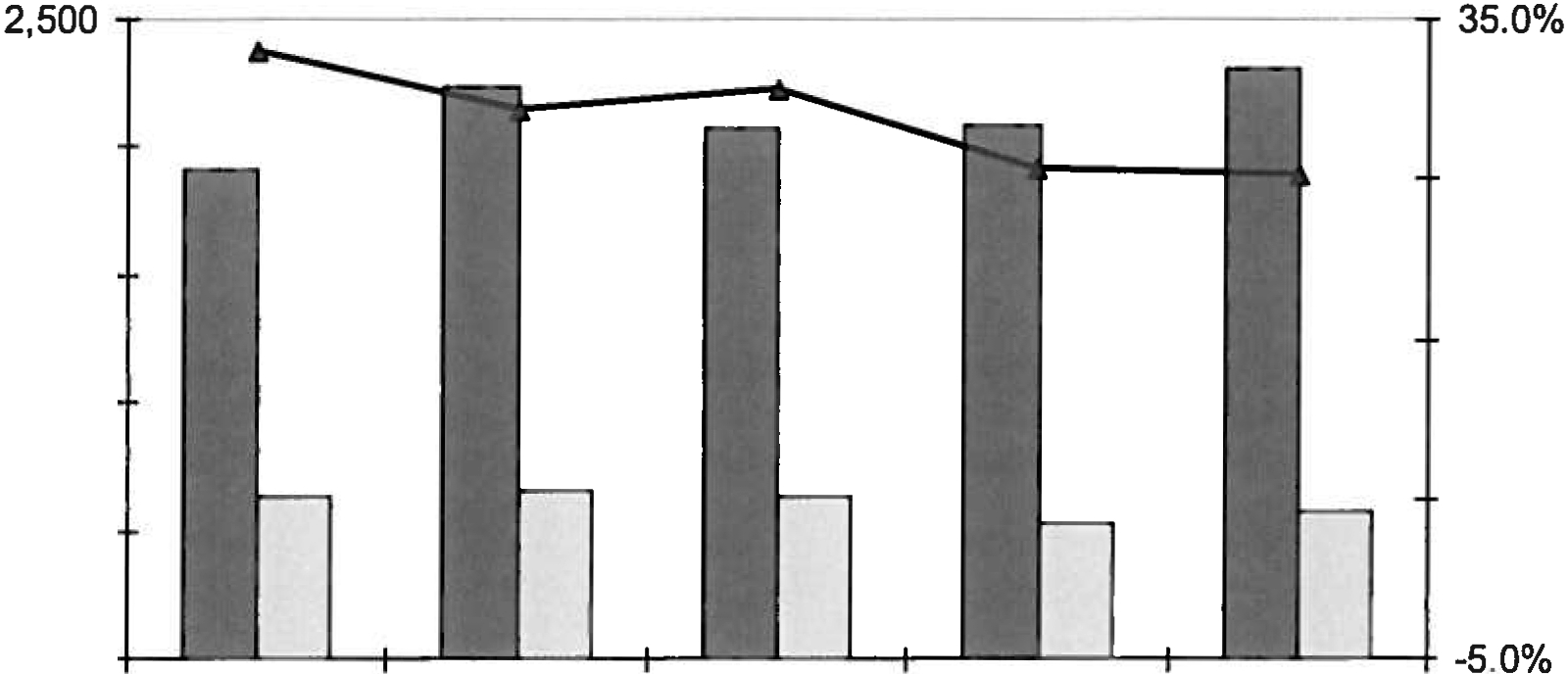
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YIELD ANALYSIS OF FRESHMAN CLASS

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| FALL | FRESHMAN APPLICANTS | FRESHMAN ADMITS | % ADMITS | FRESHMAN ENROLLED | % YIELD |
| 2005 | 5,435 | 1,914 | 35.2% | 630 | 32.9% |
| 2006 | 5,430 | 2,235 | 41.7% | 656 | 29.4% |
| 2007 | 5,488 | 2,068 | 37.7% | 633 | 30.6% |
| 2008 | 5,892 | 2,081 | 35.3% | 533 | 25.6% |
| 2009 | 7,440 | 2,303 | 31.0% | 579 | 25.1% |

Yield Analysis of Enrolled

J!l 2,000



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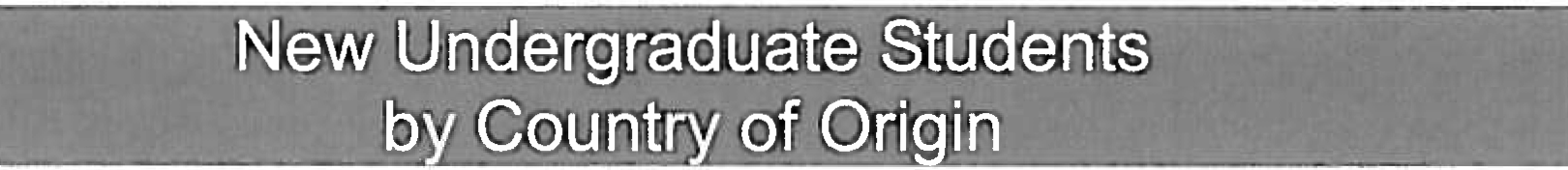
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2005 2006

2007 2008 2009

Year

ADMITS c=J ENROLL ......... % YIELD I

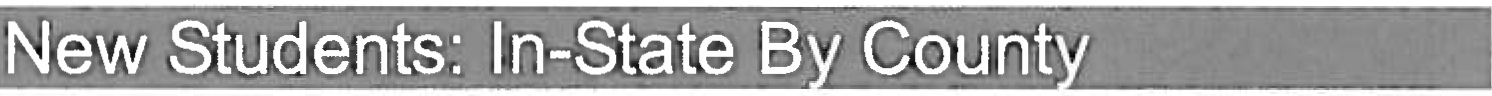


|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | 2009 | | |
| Country of Origin | M | | F | Total |
| Gambia | 0 | | 1 | 1 |
| Ghana | 1 | | 0 | 1 |
| Jamaica | 1 | | 1 | 2 |
| Niqeria | 0 | | 1 | 1 |
| Trinidad | 0 | | 1 | 1 |
| Zambia | 2 | | 0 | 2 |
| Zimbabwe | 0 | | 1 | 1 |
| United States | 272 | | 350 | 622 |
| Grand Total | 276 I 355 I 631 | | | |

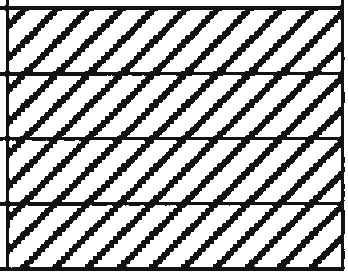
Note: Countries other than US include US Pennanent Residents



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| State | Undergraduate | Percent of Undergraduate | Graduate | Percent of Graduate |
| Pennsylvania | 304 | 48.2% | 155 | 64.0% |
| New York | 83 | 13.2% | 8 | 3.3% |
| New Jersey | 68 | 10.8% | 49 | 20.2% |
| Maryland | 56 | 8.9% | 18 | 7.4% |
| Other States | 39 | 6.2% | 0 | 0.0% |
| Delaware | 32 | 5.1% | 4 | 1.7% |
| District of Columbia | 40 | 6.3% | 7 | 2.9% |
| International | 9 | 1.4% | 1 | 0.4% |
| TOTAL | 631 | 100o/o | 242 | 100o/o |



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| County | Undergraduate | Percent of  Undergraduate | Graduate | Percent of Graduate |
| Allegheny | 18 | 5.9% | 0 | 0.0% |
| Beaver | 2 | 0.7% | 0 | 0.0% |
| Berks | 4 | 1.3% | 3 | 1.9% |
| Bucks | 2 | 0.7% | 1 | 0.6% |
| Chester | 35 | 11.5% | 6 | 3.9% |
| Clearfield | 1 | 0.3% | 0 | 0.0% |
| Dauphin | 13 | 4.3% | 9 | 5.8% |
| Delaware | 32 | 10.5% | 11 | 7.1% |
| Lancaster | 4 | 1.3% | 6 | 3.9% |
| Lehigh | 0 | 0.0% | 3 | 1.9% |
| Luzerne | 1 | 0.3% | 0 | 0.0% |
| Lycoming | 2 | 0.7% | 0 | 0.0% |
| Mercer | 3 | 1.0% | 0 | 0.0% |
| Monroe | 3 | 1.0% | 3 | 1.9% |
| Montgomery | 12 | 3.9% | 10 | 6.5% |
| Northampton | 2 | 0.7% | 2 | 1.3% |
| Philadelphia | 163 | 53.6% | 100 | 64.5% |
| Pike | 1 | 0.3% | 0 | 0.0% |
| Wayne | 0 | 0.0% | 1 | 0.6% |
| Westmoreland | 1 | 0.3% | 0 | 0.0% |
| York | 5 | 1.6% | 0 | 0.0% |
| TOTAL | 304 | 100% | 155 | 100% |





|  |  |  |
| --- | --- | --- |
|  | SAT | GPA |
| Applied Lincoln Students | 850 | 2.81 |
| LU In-State average | 805 | 2.66 |
| LU Out-of-State average | 833 | 2.70 |
| National Average | 1016 |  |
| National African-American Average | 855 |
| PA State Average | 994 |
| PA African-American Average | 81 1 |

*First-lilM Fresh/Mn*

*Utulerxraduate*

*Graduate*

*TOTAL*



I TOTAL ENROLLMENT:

2,649 I

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | )I | F | BOTII | )I | F | BOTII | )I | F | BOTII | )I | F | BOTII |
| *IN-STATE* | 126 | 151 | *m* | 389 | 511 | 900 | 135 | 260 | 395 | 524 | m | 1,295 |
| *FULL-TIME* | 126 | 151 | 277 | 381 | 497 | 878 | 88 | 159 | 247 | 469 | 656 | 1,125 |
| *PAR T-TIME* | 0 | 0 | 0 | 8 | 14 | 22 | 47 | 101 | 148 | 55 | 115 | 170 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *OUT-OF-STATE"* | 119 | 177 | 296 | 432 | 680 | 1,092 | 80 | 133 | 213 | 512 | 793 | 1,305 |
| *FULL-TIME* | 119 | 177 | 296 | 431 | 650 | 1,081 | 69 | 120 | 189 | 500 | 770 | 1,270 |
| *PART-TIME* | 0 | 0 | 0 | 1 | 10 | 11 | 11 | 13 | 24 | 12 | 23 | 35 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *NON-US RESIDENT* | 2 | 4 | 6 | 24 | 19 | 43 | 1 | 5 | 6 | 25 | 24 | 49 |
| *FULL-TIME* | 2 | 4 | 6 | 23 | 19 | 42 | 1 | 3 | 4 | 24 | 22 | 46 |
| *PART-TIME* | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 2 | 2 | 1 | 2 | 3 |

* Does not include international students (non-US residents)

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *TOTAL* | 247 | 332 | 579 | 845 | 1,190 | 2,035 | 216 | 398 | 614 | 1,061 | 1,588 | 2,649 |
| *FULL-TIME* | 247 | 332 | 579 | 835 | 1,166 | 2,001 | 158 | 282 | 440 | 993 | 1,448 | 2,441 |
| *PART-TIME* | 0 | 0 | 0 | 10 | 24 | 34 | 58 | 116 | 174 | 68 | 140 | 208 |

!STUDENT DISTRIBUTION BY ETHNICrTY I

·

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | *Alim* | | *Black* | | *AiMriran ltulian* | | *Asian* | | *Hispanic* | | *Whitt* | | *Utulisclosed* | | *TOTAL* | |
| M | F | M | F | M | •• |  | .. | M | .. | M | F | M | F | M | .. |
|  | *U!'>DERGRADUATE*  *FULL-TlllE* | 23 | 19 | 633 | 949 | 0 | 1 | 0 | 0 | 3 | 5 | 2 | 5 | 174 | 187 | 835 | 1,166 |
| *U,\'DERGRAD UATE*  *PART-TllfE* | 1 | 0 | 6 | 13 | 0 | 0 | 0 | 0 | 1 | 1 | 2 | 1 | 0 | 9 | 10 | 24 |
| *GRADUATE FULL-TlllE* | 1 | 3 | 138 | 246 | 0 | 0 | 0 | 4 | 9 | 13 | 8 | 9 | 2 | 7 | 158 | 282 |
| *GRADUATE*  *PART-TlllE* | 0 | 2 | 53 | 102 | 0 | 0 | 0 | 1 | 2 | 5 | 2 | 2 | 1 | 4 | 58 | 116 |
| *TOTAL* | 25 | 24 | 830 | 1310 | 0 | 1 | 0 | 5 | 15 | 24 | 14 | 17 | 177 | 207 | 1061 | 1,588 |
| 49 | | 2,140 | | 1 | | 5 | | 39 | | 31 | | 384 | | 2,649 | |
| 1.85% | | 80.79% | | 0.04% | | 0.19% | | 1.47% | | 1.17% | | 14.50% | |
| I FULL-TIME EQUIVALENT (FTE) ENROLLMENT | | | | |  | | | | | | | | | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
|  | M | F | Total |
| Undereraduate | 841 | 1,178 | 2,019 |
| Graduate | 195 | 352 | 547 |
| Total | 1036 | 1,530 | 2,566 |



UNDECLARED

100.0000 IUndeclared I 183 I 284 I 467

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| lc1P Codes I | Program Titles I | 2005 | | | 2006 | | | | | 2007 | | | | | 2008 | | | | | 2009 | | | | | 5 Yr.  Total |
| M | | I F | I | Total | M | I | F | I | Total | M | I | F | I | Total | M | I | F | I | Total | M | I | F | I | Total |
|  | | | | | 242 | I | 323 | I | 565 | 204 | I | 266 | I | 470 | *210* | I | 342 | I | 612 | 304 | I | 373 | I | 677 | 2,791 |

SCHOOL OF HUMANITIES

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CIP Codes | Program Titles | 2005 | | | 2006 | | | 2007 | | | 2008 | | | 2009 | | | 5 Yr.  Total |
| M | | | F | Total | M | F | Total | M | F | Total | M | F | Total | M | F | Total |
| 9.0101 | Communications, General | 10 | 21 | 31 | 15 | 31 | 46 | 34 | 69 | 103 | 23 | 57 | 80 | 26 | 61 | 87 | 347 |
| 9.0401 | JoumaIism | 8 | 2 | 10 | 7 | 2 | 9 | 6 | 20 | 26 | 10 | 27 | 37 | 11 | 23 | 34 | 116 |
| 9.0902 | Public Relations  Advertisina | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 |
| 16.0901 | French Lanauaae/Literature | 0 | 2 | 2 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 3 | 3 | 0 | 3 | 3 | 10 |
| 16.0905 | Spanish Lanauaae/Literature | 1 | 1 | 2 | 2 | 3 | 5 | 0 | 9 | 9 | 0 | 8 | 8 | 1 | 3 | 4 | 28 |
| 23.0101 | English Lanauaae/Literature | 9 | 21 | 30 | 9 | 21 | 30 | 4 | 7 | 11 | 4 | 11 | 15 | 2 | 14 | 16 | 102 |
| 38.0101 | Philosophy | 4 | 0 | 4 | 4 | 0 | 4 | 3 | 2 | 5 | 1 | 1 | 2 | 0 | 1 | 1 | 16 |
| 38.0201 | Reliaion | 9 | 6 | 15 | 8 | 4 | 12 | 5 | 4 | 9 | 1 | 3 | 4 | 0 | 0 | 0 | 40 |
| 50.0702 | Fine/Studio Arts, General | 2 | 2 | 4 | 2 | 3 | 5 | 2 | 3 | 5 | 5 | 3 | 8 | 7 | 5 | 12 | 34 |
| 50.0901 | Music, General | 3 | 4 | 7 | 3 | 5 | 8 | 12 | 6 | 18 | 14 | 8 | 22 | 15 | 7 | 22 | 77 |
|  | Total | 46 | 59 | 105 | 50 | 70 | 120 | 66 | 121 | 187 | 58 | 121 | 179 | 62 | 118 | 180 | n1 |

SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

CIP Codes Program Titles 2005 2006 2007 2008 2009 5 Yr.

Total

M F Total M F Total M F Total M F Total M F Total

03.0102 Environmental Sciences 0 1 1 1 1 2 1 1 2 0 1 1 1 1 2 8

11.0101 Computer Science 39 14 53 39 12 51 38 12 50 42 15 57 51 15 66 277

14.0101 Engineering, General 19 5 24 18 6 24 25 5 30 0 0 0 0 0 0 78

18.1199 Pre-Nursina 2 20 22 2 20 22 1 17 18 0 0 0 0 0 0 62

18.1701 Pre-Dental 0 5 5 0 5 5 1 4 5 0 0 0 0 0 0 15

18.1801 Pre-Med 8 26 34 8 26 34 8 40 48 0 0 0 0 0 0 116

18.2001 Pre-Veterinary 1 0 1 1 0 1 0 1 1 0 0 0 0 0 0 3

26.0101 Bioloav, General 28 72 100 31 76 107 30 73 103 36 137 173 37 140 177 660

27.0101 Mathematics 2 3 5 2 2 4 4 0 4 3 2 5 5 2 7 25

27.0301 Aoolied Mathematics 2 I 3 2 0 2 0 0 0 0 0 0 0 0 0 5

40.0101 Physical Sciences, 1 I 2 1 I 2 0 0 0 0 I 1 0 3 3 8

General

40.0501 Chemistrv, General 15 13 28 10 13 23 7 12 19 5 18 23 6 14 20 113

40.0801 Physics, General 4 0 4 3 0 3 2 2 4 24 5 29 25 6 31 71

52.0802 Actuarial Science 3 3 6 4 3 7 4 2 6 0 2 2 0 1 1 22

Total 124 164 288 122 165 287 121 169 290 110 181 291 125 182 307 1,463

**SCHOOL OF SOCIAL SCIENCES AND BEHAVIORAL STUDIES**

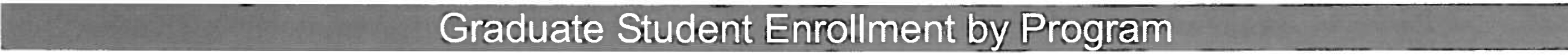
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Program Titles | 2005 | | | 2006 | |  | 2007 | | | 2008 | | | 2009 | | | S Yr.  Total |
| **M** | | | F | Total | M | F | Total | M | F | Total | M | F | Total | M | F | Total |
| 05.0201 | Black Studies | 0 | 2 | 2 | 0 | 1 | 1 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| 11.0103 | Information Technoloov | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 4 | 10 | 9 | 6 | 15 | 25 |
| 13.0101 | Education, General | 5 | 7 | 12 | 4 | 7 | 11 | 3 | 6 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 32 |
| 13.1001 | Soecial Education | 1 | 5 | 6 | 1 | 4 | 5 | 0 | 2 | 2 | 0 | 1 | 1 | 0 | 0 | 0 | 14 |
| 13.1202  (old#  13.1252) | Elementary Teacher Education | 9 | 35 | 44 | 8 | 35 | 43 | 8 | 24 | 32 | 10 | 27 | 37 | 11 | 29 | 40 | 196 |
| 13.1204 | Pre-elementary Teacher Education | 7 | 35 | 42 | 6 | 29 | 35 | 2 | 28 | 30 | 0 | 25 | 25 | 1 | 28 | 29 | 161 |
| 13.1205 | Secondary Teacher | 4 | 6 | 10 | 3 | 5 | 8 | 6 | 5 | 11 | 1 | 1 | 2 | 0 | 0 | 0 | 31 |
| 13.1302 | Art Teacher Education | 2 | 1 | 3 | 2 | 1 | 3 | 3 | 1 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 10 |
| 13.1305 | English Teacher Education | 2 | 15 | 17 | 2 | 18 | 20 | 3 | 13 | 16 | 5 | 12 | 17 | 4 | 13 | 17 | 87 |
| 13.1307 | Health Teacher Education | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |
| 13.1311 | Mathematics Teacher Education | 3 | 2 | 5 | 2 | 2 | 4 | 1 | 3 | 4 | 2 | 4 | 6 | 2 | 3 | 5 | 24 |
| 13.1312 | Music Teacher Education | 13 | 6 | 19 | 11 | 5 | 16 | 2 | 5 | 7 | 3 | 5 | 8 | 7 | 5 | 12 | 62 |
| 13.1314 | Physical Education Teacher | 1 | 1 | 2 | 1 | 1 | 2 | 4 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |
| 13.1320 | Trade and Industrial Teacher Education | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 13.1322 | Biology Teacher Education | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 |
| 13.1399 | Teacher Education, Specific, Academic and Vocation | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| 22.0102 | Pre-Law | 3 | 8 | 11 | 3 | 8 | 11 | 5 | 17 | 22 | 0 | 0 | 0 | 0 | 0 | 0 | 44 |
| 31.0501 | Health, Physical Education General | 12 | 10 | 22 | 13 | 13 | 26 | 13 | 8 | 21 | 21 | 9 | 30 | 19 | 13 | 32 | 131 |
| 31.0599 | Health, Physical Education Fitness | 17 | 35 | 52 | 14 | 41 | 55 | 21 | 43 | 64 | 16 | 30 | 46 7 | | 17 | 24 | 241 |

CIP Codes

*SCHOOL OF SOCIAL SCIENCES AND BEHAVIORAL STUDIES (CONTINUED)*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CIP Codes | Program Titles | 2005 | | | 2006 | | | 2007 | | | 2008 | | | 2009 | | | 5 Yr.  Total |
| M | | | F | Total | M | F | Total | M | F | Total | M | F | Total | M | F | Total |
| 42.0101 | Psychology, General | 19 | 72 | 91 | 18 | 74 | 92 | 20 | 89 | 109 | 27 | 95 | 122 | 16 | 97 | 113 | 527 |
| 42.0201 | Clinical Psycholoov | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 3 | 0 | 16 | 16 | 19 |
| 42.0901 | Industrial/ Organizational Psycholoav | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 5 |
| 42.1101 | Physiological Psycholoav | 0 | 3 | 3 | 0 | 2 | 2 | 0 | 2 | 2 | 0 | 3 | 3 | 2 | 2 | 4 | 14 |
| 43.0104 | Criminal Justice Studies | 40 | 80 | 120 | 41 | 87 | 128 | 45 | 75 | 120 | 55 | 80 | 135 | 59 | 86 | 145 | 648 |
| 44.0000 | Human Services, General | 5 | 24 | 29 | 4 | 25 | 29 | 10 | 35 | 45 | 10 | 29 | 39 | 9 | 14 | 23 | 165 |
| 44.0401 | Public Affairs | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| 45.0201 | Anthropoloov | 0 | 1 | 1 | 0 | 1 | 1 | 2 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| 45.0601 | Econonics, General | 5 | 3 | 8 | 6 | 1 | 7 | 2 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 19 |
| 45.0801 | Historv, General | 8 | 4 | 12 | 7 | 12 | 19 | 9 | 12 | 21 | 10 | 6 | 16 | 6 | 5 | 11 | 79 |
| 45.0901 | International Affairs | 1 | 3 | 4 | 1 | 2 | 3 | 2 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 10 |
| 45.1001 | Political Science, General | 18 | 30 | 48 | 20 | 28 | 48 | 19 | 34 | 53 | 17 | 49 | 66 | 19 | 46 | 65 | 280 |
| 45.1101 | Socioloov | 5 | 26 | 31 | 10 | 23 | 33 | 14 | 20 | 34 | 7 | 12 | 19 | 10 | 12 | 22 | 139 |
| 51.0000 | Health Science | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 6 | 14 | 9 | 7 | 16 | 30 |
| 51.2308 | Physical TherapyfTherapist | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 |
| 51.2309 | Recreational Theraov | 2 | 7 | 9 | 1 | 7 | 8 | 0 | 2 | 2 | 0 | 1 | 1 | 0 | 0 | 0 | 20 |
| 52.0201 | Business Administration/ Manaoement | 97 | 75 | 172 | 107 | 85 | 192 | 138 | 93 | 231 | 114 | 91 | 205 | 118 | 82 | 200 | 1000 |
| 52.0301 | Accounting | 19 | 29 | 48 | 16 | 37 | 53 | 24 | 40 | 64 | 28 | 35 | 63 | 37 | 26 | 63 | 291 |
| 52.0801 | Finance, General | 13 | 13 | 26 | 12 | 16 | 28 | 18 | 15 | 33 | 10 | 12 | 22 | 9 | 7 | 16 | 125 |
|  | Total | 312 | 542 | 854 | 314 | 574 | 888 | 375 | 582 | 957 | 351 | 540 | 891 | 354 | 517 | 871 | 4,461 |

!Grand Total I 665 I 1,049 I 1,714 I 728 1 1,132 I 1,860 I 766 1 1,138 I 1,904 I 789 I 1,184 I 1 , 973 I 845 I 1,190 I 2,035 I 9,486 I



|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2005 | | | 2006 | | | 2007 | | | 2008 | | | 2009 | | | 5Yr.  Total |
| Pronram | M | F | Total | M | F | Total | M | F | Total | M | F | Total | M | F | Total |
| Master of Education | 19 | 64 | 83 | 12 | 61 | 73 | 14 | 64 | 78 | 13 | 54 | 67 | 20 | 50 | 70 | 371 |
| Pre-Master of Human Sel"'Jice | 15 | 33 | 48 | 9 | 34 | 43 | 24 | 29 | 53 | 18 | 34 | 52 | 20 | 38 | 58 | 254 |
| Master of Human Sel"'Jices | 121 | 255 | 376 | 126 | 266 | 392 | 130 | 249 | 379 | 148 | 240 | 388 | 159 | 266 | 425 | 1960 |
| Master of Science in Administration | 14 | 10 | 24 | 8 | 15 | 23 | 6 | 11 | 17 | 3 | 17 | 20 | 4 | 20 | 24 | 108 |
| Master of Science in Mathematics | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Master of Science in Readinq | 2 | 9 | 11 | 3 | 8 | 11 | 2 | 2 | 4 | 0 | 3 | 3 | 0 | 5 | 5 | 34 |
| Master of Science in School Administration | 1 | 2 | 3 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Certificate | 1 | 1 | 2 | 0 | 3 | 3 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 2 | 9 |
| Unclassified | 4 | 13 | 17 | 8 | 9 | 17 | 5 | 8 | 13 | 3 | 17 | 2 | 0 12 | 18 | 30 | 97 |
| Total | 147 | 261 | 408 | 173 | 316 | 489 | 1n | 387 | 564 | 185 | 366 | 551 | 216 | 398 | 614 | 2,837 |

Lincoln University Retention and Graduation Rate



1988 - 2009

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | LeaThan Four Years | After Four Years | | After Five Years | |  | After Six Years | |  |
| Fall | | Head Count | After One Year | After Two Years | After Three Years | Graduated | Graduated | Continued | Graduated | Continued | Graduated | | Continued | Total Graduated |
| 1988 | | 288 | 74.0% | 59.0% | 53.8% |  | 28.1% | 18.8% | 46.2% | 2.1% | 48.3% | |  | 48.3% |
| 1989 | | 320 | 73.4% | 53.8% | 53.1% |  | 31.3% | 17.2% | 43.8% | 1.9% | 45.3% | | 0.9% | 45.3% |
| 1990 | | 322 | 76.7% | 60.9% | 53.4% |  | 34.8% | 14.9% | 46.9% | 2.8% | 48.8% | | 2.5% | 48.8% |
| 1991 | | 375 | 74.4% | 57.6% | 51.7% | 1.9% | 34.7% | 15.7% | 46.9% | 3.5% | 48.3% | | 1.3% | 48.3% |
| 1992 | | 366 | 70.2% | 58.5% | 52.7% | 1.1% | 38.3% | 13.7% | 48.4% | 2.7% | 49.7% | | 1.1% | 49.7% |
| 1993 | | 326 | 67.5% | 51.8% | 49.4% | 0.9% | 32.8% | 16.3% | 45.1% | 0.3% | 45.7% | | 0.6% | 45.7% |
| 1994 | | 250 | 68.8% | 52.0% | 50.4% |  | 29.6% | 14.0% | 42.0% | 2.0% | 43.6% | | 0.0% | 43.6% |
| 1995 | | 461 | 67.7% | 53.1% | 45.1% | 0.7% | 21.9% | 14.1% | 34.9% | 2.2% | 36.0% | | 0.4% | 36.0% |
| 1996 | | 569 | 71.4% | 56.6% | 48.5% | 0.7% | 29.7% | 13.9% | 38.5% | 2.8% | 41.5% | | 1.6% | 41.5% |
| 1997 | | 478 | 65.1% | 47.3% | 42.5% | 0.6% | 19.9% | 14.2% | 33.5% | 2.5% | 38.7% | | 1.9% | 38.7% |
| 1998 | | 486 | 62.3% | 51.4% | 47.3% | 0.2% | 22.4% | 16.0% | 35.4% | 3.9% | 41 .8% | | 1.0% | 41.8% |
| 1999 | | 358 | 62.8% | 51.4% | 49.7% | 0.3% | 27.1% | 14.2% | 33.5% | 3.6% | 39.9% | | 1.4% | 39.9% |
| 2000 | | 340 | 68.2% | 55.6% | 49.4% | 0.9% | 20.3% | 15.9% | 35.6% | 3.5% | 39.7% | | 0.9% | 39.7% |
| 2001 | | 479 | 68.5% | 50.9% | 46.8% | 0.8% | 21.3% | 15.7% | 34.4% | 3.8% | 36.3% | | 1.9% | 36.3% |
| 2002 | | 478 | 64.4% | 46.4% | 42.5% | 1.0% | 24.3% | 14.0% | 32.8% | 4.0% | 36.8% | | 0.0% | 36.8% |
| 2003 | | 461 | 62.5% | 47.9% | 43.6% | 1.1% | 20.4% | 17.6% | 34.1% | 3.0% | 36.2% | | 0.4% | 36.2% |
| 2004 | | 456 | 70.4% | 56.4% | 47.4% | 1.3% | 22.4% | 18.4% | 35.3% | 3.5% |  | |  |  |
| 2005 | | 636 | 66.7% | 49.7% | 44.8% | 0.2% | 21.1% | 20.8% |  |  |  | |  |  |
| 2006 | | 656 | 65.7% | 51.4% | 45.1% | 0.5% |  |  |  |  |  | |  |  |
| 2007 | | 633 | 68.1% | 52.6% |  |  |  |  |  |  |  | |  |  |
| 2008 | | 533 | 78.0% |  |  |  |  |  |  |  |  | |  |  |
|  |  |  | | | | | | | | | | | | |

2009 579

Average 448 68.9% 53.2% 48.3% 0.8% 26.7% 15.9% 39.3% 2.8% 42.3% 1.1% 42.3%

Average Freshman that does not continue beyond the first year Average Freshman that continues to graduation

31.1%

42.3%

Our quest in the establishment of the Centers of Excellence by no means indicates that the University is abandoning its historic liberal arts and science-based vision and core-curriculum. Rather it means reconfiguring the curricular and pedagogical elements of the Lincoln academic total curriculum . The Centers of Excellence are here described:

The Grand Research Educational Awareness and Training (GREAT) Center of Excellence for Minority Health

Vision

The vision of the GREAT Center for Minority Health at Lincoln University is to position Lincoln University as an institution where important issues relating to minority health and health disparities are given appropriate prominence. To this end, there will be educational, research and training opportunities for students and faculty that would result in an increase in the number of minorities involved in minority health issues, as well as an increase in awareness for the improvement of personal health.

Mission

The mission of the GREAT Center for Minority Health at Lincoln University is to mobilize the resources at Lincoln University to address issues of minority health and health disparities in the classroom, research laboratories and other special occasions. This approach will help our students to adopt life-long healthy lifestyles, and increase the number of minority scientists involved in health-related careers.

Goals

The goals of the GREAT Center for Minority Health at Lincoln University are as follows:

l. To carry out research in minority health issues identified in "Healthy People 201O" and the Institute of Medicine Report titled: "Unequal treatment".

1. To increase the number of minority students majoring in disciplines that will lead to careers in health-care. The disciplines include pre-medicine, nursing and public health.
2. To increase the awareness of health-care disparity issues at Lincoln University and communities of color in the area.

Faculty

l . Dr. Susan Safford has research projects linking vitamin D with cancer. She will also continue her research in cancer with researchers at Penn State College of Medicine, Fox Chase Cancer Center and the University of Delaware.

1. Dr. Anna Hull is currently working with researchers at Penn State College of Medicine on lung cancer. She is also involved in another proposal with Penn State College of Medicine under review.
2. Dr. Karen Baskerville is involved with researchers at Penn State College of Medicine in a cancer proposal under review. She will also introduce a course in Biostatistics.
3. Dr. Derrick Swinton is involved with researchers at Penn State College of Medicine in a cancer proposal under review .
4. We will involve other faculty from other schools who are involved in joint projects with our faculty or teach relevant courses that address other areas of health disparity. A course in cancer biology will also be established by a new faculty in 2008.
5. Dr. John 0. Chikwem teaches a course in HIV*I*AIDS and will coordinate the activities of the center.

Students

Each semester an average of 4 I students are enrolled in the HIV*I*AIDS course. The Biology department has a total of 180 students and we anticipate that about 30% of these students will take courses addressing minority health issues. An average of 25 students will take courses in cancer biology each year when the course is developed .

Internship Opportunities

In the summer of 2007, there were twelve students who conducted research in cancer biology at Iowa University, University of Delaware and Penn State University College of Medicine. These

students presented their posters at the l21

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Annual Science Fair of the School of Natural Sciences

and Mathematics. There will be an equivalent number of research projects in the 2010 science fair.

The Center of Excellence in Teacher Education and Urban Pedagogy

Vision

The vision of the Center of Excellence is to recruit, prepare and support outstanding teacher candidates who will become highly qualified teachers to work with public, private and charter school students in the basic education setting. Networking and creating partnerships with basic educational settings will provide our students with an opportunity to apply their knowledge in a practical setting.

Mission

The mission of the Center of Excellence in Teacher Education and Urban Pedagogy in the Department of Education at Lincoln University is to prepare outstanding professional educators to teach and supervise in various educational settings, (preschool through secondary) in a variety of content areas. Since many of our students come from and return to the urban setting, the program is based upon sound theoretical pedagogy that provides opportunities for teacher candidates to implement teaching and learning theories and practices in supervised experiences with students from the urban setting.

Goals

* To have 25 completers who have met all University and department requirements, completed student teaching and passed Praxis I and II.
* To provide the necessary support for all students interested in the Education major to successfully pass the three (3) parts (reading, writing and math) of Praxis I.
* To develop and receive approval from the Pennsylvania Department of Education for a dual certification program in Special Education/Early Childhood Education and to reactivate the Education Administrative Program at the Graduate Center if/when feasibility data justify this current area of interest based upon the number of inquiries regarding this program.
* To create a basic education model classroom with the technological as well as pedagogy resources that our future teachers will need when they have their own classrooms.
  + To expand the efficiency of our database system so information regarding our students and program can be readily accessed and analyzed.

Faculty

The faculty members are involved in professional organization presentations and research in a range of educational topics:

* + Joanne R. DeBoy, Ed.D. Chair and Associate Professor, Elementary, Reading Specialist and Supervisory/Principal Certifications.
  + Carol Ann George, Ph.D. Assistant Professor, Director of Student Teaching with ESL National Certification
  + Patricia Lewis-West, Assistant Professor, Elementary Certification
  + Lynnette Mawhinney, Ph.D. in Urban Pedagogy, Elementary and English Education certifications.
  + Kenneth Parker, M.A., Instructor , (in Doctoral Program) Elementary Math Education and Principal Certification.
  + Emery Petchauer, Ph.D., Assistant Professor, English Education Certification
  + Nicole Stephens, Ph.D., Assistant Professor, Literacy and ESL Supervisory Certification
  + Elizabeth Surplus, Ed.D. Assistant Professor, Graduate Center, Director of Reading Graduate Program, Reading and Principal Certifications.
  + Admasu Tucho, Ph.D. in Education Leadership, Interim Assistant Chair, Graduate School Advisor.
  + York Williams, Ph.D. in Urban Education, Assistant Professor, Elementary, Special Education, Principal and Superintendent Certifications.

Students

The current numbers of students at the undergraduate level are 80 enrolled and 23 declared majors and 52 at the graduate level. The numbers of 2008 graduates were 13 undergraduates and 42 graduates.

Teaching Laboratories

DH322-Praxis Lab, however it is used by all departments for classroom instruction purposes. It is used in the evening by the Education Department faculty for the Praxis Cohort Tutming. The Education Department's goal is for DH322 to become a model classroom that would be used by our teacher candidates as well as an area for basic education students to receive instruction support from our teacher preparation students.

Internships

Students are involved in sophomore and Junior Field Experiences, Junior Intern Program and Student Teaching.

Accreditation

As noted in the August 2008 Center of Excellence Report, the Education Department is working towards NCATE and Pennsylvania Department of Education accreditation in two (2) additional certification programs-Early Childhood/Special Education and Master of Educational Leadership in Principal Certification.

**Center of Excellence i n Busi ness and I nformation Tech nology (CEBIT)**

**Vision**

The visi on of CEB IT i s t o pos1t1on Li ncol n U n i versi ty as a preem i nen t i nst it u t i on ror the prepa ra t ion of h ighly cJucatccl accou nti ng, fi na nci a l and entrepreneuria l students for the global marketplace. CEB IT wi ll fost er stra tegi c pa rtnersh i ps wi t h organ i zati onal cntc1vriscs, leverage the cl i n i cal skills or pri va ll: and pu bl i c sector practi tioners, and capi tal i ze on the experience of sk i ll ed i n terd isci pl i na ry professors to crea te a dynam i c lea rn i ng em i ron men t that challenges stud ents to create, expa nd and t ransform t he bou nda ri es of k now ledge as i n fluent i a l leaders, ma nagers and entrepreneurs fur the i n novat i ve econom y .

**l\'Iission**

The m ission of CEBIT is to create a tech nology-en ri ched and i ntellect ua lly-st i m u la t i ng lea rn i ng environmen t tha t moti va tes students to pu rsue and acqu i re i n terdisci pl ina ry bod ies or knowledge i n t he pri nci pa l d i scipl ines of accoun t i ng, fi nance and en trepreneu rsh i p. CEBIT wi ll expose studen ts to the best combinat ion of experient ial and theoret ical practices thi.l t emphasi ze case study anal ysis, sim u lat i ons, lectures and appl ied exerci ses i n campus and o!Tsite partner and study-abroad faci l i t i es. Th is strategy wi ll allow the depart ment to del i ver qua l i fied m i nority gradua tes to the ma rketplace who possess d i st i nct i ve competencies i n u nder-represented professi ons.

**Goals**

* A n n ua ll y, I\\ enty (20) grad uates each i n Accou n t ing and Fina nce who can start t hei r own busi ness, enter graduate school, pass the CPA exam i nat i on, or i m med iately obta in employmen t in a major pu bl ic or priva te sector enterprise.
* In fuse entrepreneursh ip across the busi ness curricul u m a nd i n the Centers of Excellence, which establ ishes the foundat ion for busi ness incu bation, i n nova t ion and com merci alization.
* Begi n formal accred i tat ion process \vith International Assem bl y for Collegiate Busi ncs Educat ion ( I AC BE). Perform business program self-study a nd prt!pnre for f ACBE site visit.
* Accelerate the i n fusion of i nfonnat ion technology into targeted business courses using SAP a nd complementa ry Enterprise Resource Plan n i ng ( ER P) systems tech nologies .
* Rceval uate/cnha nce 'strengthcn t he busi ness curriculu m wi th a focus in the d iscipl i nes of accounting, finance and entrepreneursh ip.
* I n i tiate the developml:n t of a five-yea r u ndergrad uatdgraduate busi ness degree.

**Faculty** ( *U11de1xrad11ate)*

* Professor Robert Allen with expertise i n managemen t and the financi al setvices indust ry.
* Professor Lam ine Conteh, an accounting professor w ho is completing a doctorate i n the field i n addition to tbl: CPA.
* Dr. Will iam K. Dadson, wi th expert i se i n international studies, economics, management and finance.
* Professor Susan M uzore\va (on leave), who is completi ng a doctora te in accoun ting; possesses a CPA.
* Dr. Ganga Ramdas, with expertise as an econom ist and in the fina ncial serv ices industry.
* Dr. Oswa l d Richards, wi t h expert i c 1n fi na nce, ma nagement , i n format ion tech nology, educat ion and ma nagement consu ltancy.
* Professor Gary Schwartz ( temporary *Senior Leclurcr) ,* an accou n t i ng professor with a CPA and course compl etion t owu rds a doctorate i n t he accou nting field.
* Professor Harry Wash i ngton, who possesses expert i se i n i n forma tion tech nology a nd ma nagement.
* I nterd isci pl i nary facu lty'ud m i n ist rators from t he t h ree Schools and the U n i \'ersity commu ni ty, who can co-teach and/or contribu te scholarly expert ise i n the department's major discipl i nes *( Graduate),* Professors A l len, R idrn rds and Washi ngton.
* Two facu lty mem bers ach ieved d isti nct ion a ·V isi t i ng Scholar at N ew York U n i versi ty and w i t h a Li ncol n U n i versity annua l Service Awa rd, respect i vel y.
* The Cen ter achi eved the d ist i nction of hav i ng the fi rst V isi ting Scholar i n Residence th rou gh a strategic al l iance wi t h the US Em i ronm enta l Protection Agency ( EPA). Ms. A ngel a Mosby \\ i l l take u p her assi 'nmen t i n Fa l l 2008 at the Graduate Center.

**Students**

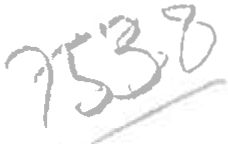
* May 2008 Grad ua tes: 43 undergrad ua te a nd graduate students
* Two top busi ness students (Matthew J ones and Rumbi Tab uma) were the 2008 va led ictoria n and sa l u ta torian, respect ively.
* E leven bu siness students studied i n Du bl i n, I rela nd where a Lincol n Un i versity upper level course (Sen ior Seminar/Strategic Ma na gemen t ) wa s del i \ creel on the campus of the America n College Dubl i n.
* The Cen ter secu red fund i ng ($5,000) from Wel l s Fargo to undcn\ ri te i ts spri ng Black Execu ti ve Exchange Progra m (BEEP).
* The Center's Summer Transportation Insti t ute program for urba n studt!n ts \\ as funded by Federal Highway Ad m i n istration and Educat ion All iance ($56,000).
* Three students participated i n the Opportu n ities I ndustria l Corporation Internat ional ( Ph iladel phia) train i ng program in economic development for d istressed com mu n ities.
* SAP ctl!T 'cu lar t rai n i ng was provided to over I 00 students during t he 2007 - 2008 academic

yea r.

* Several finance and accou nting studen ts were h ired by major ba n ks and accounti ng firms and i n terned a t several orga ni zational enterprises.
* The Center achieved .IACBE membersh ip sta tus.

**Teaching Laboratories**

Accou nt i ng (Dickey 320), Fi nance (Dickey 31 8), I n formation Tech nology ( Dickey 35-)



The Lincoln University/Barnes Foundation Visual Arts Center of Excellence

Mission

The Visual Arts Center of Excellence is to offer an attractive and challenging major to its students through combining the strengths of Lincoln Uni versity and the strengths of the Barnes Foundation, thereby providing an innovative Visual Arts program with options in museum and collections studies, museum communications, museum education and professional studio.

Goals

* + To recruit a minimum of 25 students within a minim um GPA range of 2.5 to 3.0 and above, declaring their major within the first semester of the freshman year.

To offer competitive scholarships to students with a GPA of3.0 and above.



•

To offer the first course on the history and theories of art and education proposed by Dr. Albert C. Barnes and Dr. John Dewey, planned and taught by a Barnes Foundation instructor.

* + To revisit admission guidelines for the Visual Arts program, with the intention of recruiting students with a GPA of 3.0 and above.
* To appoint an Assistant Chair of Visual and Performing Arts, with special responsibilities for the promotion of the Center and recruitment of students and to serve as the liaison between

Lincoln University and the Barnes Foundation -in cooperation with the Chair of the Department of Visual and Performing Arts and the Dean of Humanities and Graduate Studies.

* To establish an outstanding Advisory Board for the Center, balanced with academicians/practitioner and fundraisers.
* To establish a list of national and international summer internship venues for Visual Arts maJors.

Faculty

There are three (3) full-time faculty teaching in the Visual Arts Program:

* Jeffery Chapp, M.F.A., Associate Professor of Art, Coordinator of Art Teaching Laboratories and Coordinator of the African Art Collection
* Jody Cutler, Ph.D., Associate Professor of Art and Assistant Chair of Visual and Performing Arts
* Nancy Shahani, M.F.A., Assistant Professor of Art
* To meet its staffing needs, Visual Arts staffing is supplemented by two adjunct instructors. For the 2009-10 academic year, consideration must be given to hiring a Collections Manager for the African Collections and the museum in the future International Cultural Center. The Collections Manager will be vital to the plan to integrate the African Collections into the Visual Arts curriculum .
* Dr. Jody Cutler, a new addition to the faculty, has been given the title of Assistant Chair of Visual and Performing Arts, with a charge to build and promote the Center, in cooperation with faculty in the Department of Visual and Performing Arts and the School of Humanities and Graduate Studies.

Students

The new Visual Arts major was launched in August 2007. There are presently four (4) students in the new program. The first graduates of this new program will not be realized until 201 1, depending on students successfully completing all requirements within four years.

Teaching Laboratories

WC I 18-Ceramics Studio; WC120-2D/3D Design Studio; WC129-Printmaking Studio; WC130-Graphic Arts Studio; WC138-Lecture Room (High-Tech); WC139- Painting/Drawing Studio; African Collections-Thurgood Marshall Center; The Barnes Foundation Gallery (Lower Merion, PA).

Summer 2008 Visual Arts Internship

William Annstrong, a Visual Arts major, received and accepted Diversity in the Arts Internship at the Walters Art Museum in Baltimore, Maryland.

Center of Excellence in Mass Communications

Mission

The mission of the Mass Communications Center of Excellence is to produce quality students in broadcast and print journalism who, because of their quality education in mass communications and experienced use of high-end television and radio equipment, can engage in the professional world of communications with a competitive edge.

Goals

* To offer the first radio course in Fall 2008
* To hire a full-time professor in broadcast journalism who will have expertise m radio production and programming and radio station management.
* To integrate two new mass communications teaching laboratories in University Hall and three new studios in the Student Union Building into the Mass Communications curriculum.
* To create a more effective advising system for Mass Communications majors.
* To review current guidelines for admission to the Mass Communications Program with the intent to improve the quality of student admitted to the program.
* To familiarize faculty with ACEJMC accreditation guidelines.

Faculty

Present staffing in the Mass Communications Program includes the following:

* Mr. Eric Watson, ABC, Print Journalism (responsible for the Print Journalism sequences)
* Ms. Jayne Cubbage, M.S., Journalism (responsible for the Broadcast Journalism sequences)
* Kaukab Siddique, Ph.D., English (teaches selected courses in print journalism)
* Oluropo Sekoni, Ph.D., English (teaches Communications Theory)
* Program staffing is supplemented by two adjunct faculty persons.
* Dr. Marilyn Button, Chair, English and Mass Communications, is in charge of the Center with the assistance of the Mass Communications Faculty Team.

Students

At the end of Spring 2008, there were sixty-nine (69) Mass Communications majors. In May, twenty-one (21) Mass Communications students graduated, the largest group in the Humanities.

Teaching Laboratories

University Hall-Journalism Laboratory and AYID Editing Laboratory for Television/DVD; Wright Hall 100-Recording Laboratory; Student Union Building-Two High-Tech Television Studios and one High-Tech Radio Studio.

Advisory Board

* Mr. Richard Holden, Executive Director, Dow Jones Newspaper Fund, Princeton, NJ
* Mr. David Rapp, Senior Vice President of Congressional Quarterly, Washington, DC
* Ms. LaBarbara Brown, Diversity Director, American Society of Newspaper Editors, Washington, DC
* Mr. Richard Layer, Editor, Associated Press (Broadcast)
* Invitations have been extended to several television networks. An Advisory Board meeting is scheduled for October 2008.

Internships

* In Summer 2006, ten ( 10) Mass Communications students did internships at such places as Loudoun Times-Mirror, Times Warner Cable Co., Global Media, 100.3 Radio Station, The Best Radio Station, The Daily News, Channel 3 (NY), The Horizon (York, PA) and Glare Magazine.
* In Summer 2007, seven (7) Mass Communications students did summer internships at such places as Comcast News Station (CN8), Universal Motown Records, Radio One and MTV Productions.

The University recognizes that it must maintain an aggressive academic support program to ensure the retention and graduation rates for the students that we serve. Currently the University's freshman to sophomore retention rate is 69% and the six year graduation rate is 43%.

The University has as its priority to address three major areas: Enhancing the Learning Resource Center; Enhancing the Early Monitoring and Alert Program; Enhancing the Assessment Program and Enhancing the Nursing Program.

ACTIVITY A: Enhancing the Learning Resource Center.

To ensure that students, especially freshmen and transfer students meet certain academic standards and general education requirements. The activities at the center will be designed to help at-risk students to excel in required academic program before they begin study in a specialized field or the degree-granting colleges.

ACTIVITY B: Enhancing the Early Monitoring and Alerting Program

Lincoln University is seeking to significantly enhance its student retention and graduation rates by providing academic support services to its students via the Early Monitoring and Alert program in the Office of Student Support Services. This activity will provide students with additional guidance, and counseling so that they will have the necessary resources to persist to graduation. Lincoln desires to increase its first to second year retention rate to 75%, from the current 69%. Lincoln desires to increase its graduation rate to 45%, from the current 40%.

ACTIVITY C: Enhancing the Assessment Program

This activity will provide leadership to maintain a systematic and ongoing process for collecting, analyzing and acting on statistical information to support evidence-based decision making

related to the goals and mission of Lincoln University. ACTIVITY D: Enhancing the Nursing Program

One of the goals of the Grand Research Educational Awareness and Training Center of Excellence in Minority Health and Health Disparities at Lincoln University is to increase the number of minority graduates in the health-care fields. One of the activities that have been identified to accomplish this objective is the establishment of a Nursing Program at Lincoln University. This program will facilitate the increase of minorities who are providing care in the medical fields and address the shortage of minority professionals in critical health care areas including Nursing.

Summary

These activities will form the basis for the continued implementation of the five-year Strategic Plan. A copy of the Lincoln University - PA Five-year Strategic Plan (2008 - 2012) is available on the web and by request. The program set forth to enhance the Leaming Resource Center is integral to all departments to improve retention and graduation rates..

Lincoln University will continue to address the retention and graduation rate. The Leaming Resource Center is an integral part of the Division of Student Affairs and Enrollment Management.

Lincoln University will also address the needs of the commonwealth by enhancing the newly developing nursing program.

Lincoln University is committed to gathering data and makes decision based on evidence from its constituencies. A major undertaking is to conduct ongoing student outcome assessment as well as institutional assessment. This is also laid out in the five-year strategic plan.

Lincoln University is therefore poised to continue all four activities and will be a springboard for the development of the next five-year strategic plan.

**ACTIVITY A:**

**Developing a Learning Resource Center**

INDIVIDUAL ACTIVITY NARRATIVE

I . Name of Institution

Lincoln University

* 1. Activity Title

Enhancing the Learning Resource Center

* 1. Activity Number

A

* 1. Provide Narrative

The overall mission of a Leaming Resource Center will be to ensure that students, especially freshmen and transfer students meet certain academic standards and general education requirements. The activities at the center will be designed to help at-risk students to excel in required academic program before they begin study in a specialized field or the degree-granting colleges.

The mission of the Leaming Resource Center is to increase student retention by fostering a holistic approach to student development. To this end, we provide academic support for all Lincoln University students who seek resources to enhance achievement, specifically in reading, writing, and math. Using a student-centered approach, support is provided through tutoring, academic advising and counseling, student development workshops, and campus referrals. Collaborating with the university community, we provide supplemental instruction in an engaging and scholarly learning environment inspiring students to become independent while adjusting to college life. Our support for students and the university community is implemented by a committed and caring staff guided by high standards of excellence. Best practices, ongoing systematic assessment, collaboration and alignment with academic departments, current technologies, cultural competence, and an appreciation for diverse learning abilities are utilized to provide the best services to the constituents of Lincoln University's Leaming Resource Center.

* + 1. Goals and Objectives

1. Provide professional tutoring, tutoring laboratories, peer tutoring, study groups, and study halls and student development workshops to increase students' academic skills and increase students' retention.
   * Student Development Workshops: Provide assistance in the transition to college for all Lincoln students through workshops on study skills, note taking, test taking, money management, careers, time management, etc.
   * Athletic Study Hall: Provide a study hall with computer and internet access, and access to a professional math tutor for student athletes whose GPA is 2.0 to 2.3 to increase academic skills and have student athletes remain eligible to play.
2. Increase students' reading skills to the college level and provide academic support for students enrolled in reading success courses (EDU 097 and EDU 098).
3. Increase students' writing skills to the college level and provide academic support for students enrolled in writing success courses ENG 098 and ENG 099).
4. Increase students' math skills to the college algebra level and provide academic support for students enrolled in math success courses (MAT 098 and MAT 099).

I

1. **Accomplishments, Projections and Methods of Measurements**

**Goal 1:** Provide professional tutoring, tutoring laboratories, peer tutoring, study groups, and study halls and student development workshops to increase students' academic skills and increase students' retention.

* + Student Development Workshops: Provide assistance in the transition to college for all Lincoln students through workshops on study skills, note taking, test taking, money management, careers, time management, etc.
  + Athletic Study Hall: Provide a study hall with computer and internet access, and access to a professional math tutor for student athletes whose GPA is 2.0 to 2.3 to increase academic skills and have student athletes remain eligible to play.
  + Appointment and Drop-in Tutoring: provide professional tutoring for mathematics, reading, and writing to increase academic skills and increase retention.
  + Computer Lab: Provide access to computers, printer and the internet to increase students' research and academic skills.
  + Act 10I Program: Provide academic coaching, tutoring, and intensive and intrusive advising in order to increase academic skills, persistence and retention for eligible Pennsylvania residents.
  + Peer Tutoring: Provide peer tutoring to increase students' academic skills and increase retention.
  + Success Course Tutoring Labs: Provide required laboratories in math, reading, and writing success courses to increase academic skills and increase student retention.

**Goal** 2: Increase students' reading skills to the college level and provide academic support for students enrolled in reading success courses (EDU 097 and EDU 098).

* + Improve students' reading skills by making avai lable a weekly reading lab session that includes a review mini-lesson, reinforcement exercises, and online tutoring

*( My Reading Lab)* facilitated by professional tutors and aligned with the course.

A diagnostic pre and post test of reading skills and reading comprehension is also provided. Handouts and graphic organizers are also provided.

**Goal** 3: Increase students' writing skills to the college level and provide academic support for students enrolled in writing success courses (ENG 098 and ENG 099).

* + Improve students' writing skills by making available a weekly writing lab session that includes a review mini-lesson, reinforcement exercises, and online tutoring

*( My Writing Lab)* facilitated by professional tutors and aligned to the course. A diagnostic pre and post test of writing skills is also provided. Handouts and graphic organizers are also provided.

**Goal 4:** Increase students' math skills to the college algebra level and provide academic support for students enrolled in math success courses (MAT 098 and MAT 099).

* + Improve students' math skills by making available a weekly math lab session that includes a review mini-lesson, reinforcement exercises, and online tutoring (ALEKS) facilitated by professional tutors and aligned to the course. A diagnostic pre and post test of math skills is also provided. Handouts and graphic organizers are also provided.

**ACTIVITY OBJECTIVES AND ANTICIPATED RESULTS**

1. Name of Institution

Lincoln University

1. Activity Title

Enhancing the Learning Resource Center

1. Major Objectives in Measurable Terms: 4. Anticipated Results to Measure Success:
2. Increase students' writing skills to the college level and provide academic support for students enrolled in writing success courses.
   * Increase students' skills in the area of sentences.
   * Students will increase skills in the area of usage.
   * Students will increase skills in the area of mechanics.

B. Increase students' math skills to the college algebra level and provide academic support for students enrolled in math success courses.

* + Students will increase their skills in the area of Arithmetic.
    - English 098 students will show a 50% improvement from the pre test to the post test in Sentence Grammar for those who attend six or more sessions. English 099 students will show a 50% improvement from the pre test to the post test in Sentence Grammar for those who attend six or more sessions.
  + Students will increase their skills in the area of usage. English 098 students will show a 50% improvement from the pre test to the post test in *Usage and Style* for those who attend six or more sessions. English 099 students will show a 30% improvement from the pre test to the post test in *Usage and Style* for those who attend six or more sessions.
  + Students will increase their skills in the area of Punctuation and Mechanics. English 098 students will show a 20% improvement from the pre test to the post test in Punctuation and Mechanics for those who attend six or more sessions. English 099 students who attend six of more sessions will show a 20% improvement.
    - Students will increase their skills in the area of Arithmetic. MAT 098 students who attend 6 or more lab sessions will show an improvement of 75% in Arithmetic and MAT 099 students will show an improvement of 65%.

|  |  |
| --- | --- |
| * Students will increase their skills in the area of Real Numbers. * Students will increase their overall mathematics skills and their overall scores from the pretest to the posttest. | * Students will increase their skills in the area of Real Numbers. MAT 098 students who attend 6 or more lab sessions will show an improvement of 70% in Real Numbers and MAT 099 students will show an improvement of 65%. * Students will increase their overall mathematics skills and their overall scores from the pretest to the posttest. MAT 098 students who attend 6 or more lab sessions will show an improvement of 125% in Overall assessment and MAT 099 students will show an improvement of 110%. |
| 1. Increase students' reading skills to the college level and provide academic support for students enrolled in reading success courses.    * Students will increase their skills in Vocabulary .    * Students will increase their skills in identifying Supporting Details. | * Students will increase their Vocabulary skills. EDU 097 students who attend 6 or more sessions will show an improvement of 5% or more from the pretest to posttest in Vocabulary. EDU 098 students will show an increase of 17% from the pretest to posttest in Vocabulary. * Students will increase their skills in identifying Supporting Details. EDU 097 students who attend 6 or more sessions will show an improvement of 70% or more from the pretest to posttest in Supporting Details. EDU 098 students will show an increase of 5% from the pretest to posttest in Supporting Details. |

**IMPLEMENTATION STRATEGY/TIMETABLE FORM**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. Name of Institution: **Lincoln University** | | 2. Activity Title **Enhancing the** Leaming Resource Center | | | |
| 3. Specific tasks to be completed: | 4. Primary Participants: | 5. Methodologies Involved | 6. Tangible Results | 7. Timeframe | |
| From To | |
| a. Students will be able to develop and revise  well-organized paragraphs that create competent essays, using effective academic English, in a timely manner. | Dr. Fullmer |  |  |  |  |
| Tutors will align the mini lessons and *MyWritingLab* topics to the English 098 Syllabus. Tutors will provide training on writing thesis statements, topic sentences and paragraph development. |  | The topic sentence and thesis statement lessons offer guidance in the development process involved in creating writing compositions at the college level. | Assessment will be determined by evaluation of the Pre and Post Diagnostic Tests, a review of student writing samples, and analysis of mastery in the *MyWritingLab* reinforcement activities. | 2010 | 2015 |

**IMPLEMENTATION STRATEGY/TIMETABLE FORM**

I . Name of Institution: **Lincoln University**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | 2. Activity Title **Enhancing the** Leaming Resource Center | | | |
| 3. Specific tasks to be completed: | 4. Primary Participants: | *5.* Methodologies Involved | 6. Tangible Results | 7. Timeframe | |
| From To | |
| Tutors will align the mini lessons and  *My Writinglab* topics to the English 098 Syllabus. Tutors will provide instruction on revising, developing concise language and grammar skills. |  | ffering instruction in  arts of speech, fragments nd the identification of ubjects and verbs is ritical in demonstrating  he ability to use standard c emic nglish in l.vntmg assignments. | Assessment will be determined by evaluation of the Pre and Post Diagnostic Tests, a review of student writing samples, and analysis of mastery in the *MyWritinglab* reinforcement activities. | 2010 | 2015 |
| Tutors will align the mini lessons and *MyWritinglab* topics to the English 098 Syllabus. Tutors will present various writing prompts and subsequently review student developed paragraphs emphasizing strong, specific colorful language. |  | Additional writing practice outside of the classroom requirements will only serve to enhance the student's paragraph development in effective academic English. Practice does make perfect | ssessment will be etermined by  valuation of the Pre and ost Diagnostic Tests, a eview of student  riting samples, and nalysis of mastery in he *My Writinglab*  einforcement activities. | 2010 | 2015 |

##### IMPLEMENTATION STRATEGY/TIMETABLE FORM

1. Name of Institution: **Lincoln University** 2. Activity Title **Enhancing the** Leaming Resource Center

4. Primary 6. Tangible Results 7. Timeframe

1. Specific tasks to be completed : 5. Methodologies Involved

Participants : From To

Tutors will align the mini lessons and Additional writing Assessment will be 2010 2015

*MyWritingLab* topics to the English 098 practice outside of the determined by

Syllabus. Tutors will present students classroom requirements evaluation of the Pre

with well-written college level paragraphs will only serve to and Post Diagnostic

in comparison with paragraphs that are enhance the student's Tests, a review of

not as well written and discuss the paragraph development student writing

components of each. in effective academic samples, and analysis English . Practice does of mastery in the make perfect *MyWritingLab*

reinforcement activities.

Tutors will align the mini lessons and This exercise gives Assessment will be 2010 2015

*My WritingLab* topics to the English 098 instruction in discerning determined by

Syllabus. Tutors will involve students in a student's basic evaluation of the Pre

reading and analyzing an essay. understanding of what he and Post Diagnostic or she has read. Tests, a review of

student writing samples, and analysis of mastery in the *MyWritingLab* reinforcement activities.

##### IMPLEMENTATION STRATEGY/TIMETABLE FORM

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. Name of Institution: **Lincoln University** | | 2. Activity Title Enhancing the Leaming Resource Center | | | |
| 3. Specific tasks to be completed: | 4. Primary Participants: | 5. Methodologies Involved | 6. Tangible Results | 7. Timeframe | |
| From To | |
| b. Increase students' math skills to the college algebra level and provide academic support for students enrolled in math success courses | All Education Department Faculty |  |  |  |  |
| Tutors will align the mini-lessons  and work in the lab to the MAT 098 syllabus and the professor's expectations. Explain math as being a language and Order of Operation is the universal order of math language.  PEMDAS (an acronym related to a process for order of operation) explained and available for students to view when they need.  Give examples- Color-coded. Worksheets as warm up before ALEKS |  | Real numbers and their properties | Worksheets towards the end of class or end of the week, to help us assess how well students are doing.  ALEKS Arithmetic Readiness  Pre Test.  Mini-review participation. | 2010 | 2015 |

**IMPLEMENTATION STRATEGY/TIMETABLE FORM**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. Name of Institution: **Lincoln University** | | | 2. Activity Title Enhancing the Leaming Resource Center | | | |
| 3. Specific tasks to be completed : | 4. Primary Participants: | | 5. Methodologies Involved | 6. Tangible Results | 7. Timeframe | |
| From To | |
| Tutors will align the mini-lessons and work in the lab to the MAT 098 syllabus and the professor's expectations. Vocabulary on properties. Visuals to help remember how each works out. Flashcards with properties and examples. Show how distributive and equivalence properties correlate to real life experiences, for this item and others where  appropriate. |  | | Equations, Problem Solving and Inequalities. | Worksheets towards the end of class or end of the week, to help us assess how well students are doing.  ALEKS Real Numbers and Variables Assessment Test.  Mini-review participation | 2010 | 2015 |
| Tutors will align the mini-lessons and work in the lab to the MAT 098 syllabus and the professor's expectations. Flashcard examples.  Worksheets on how to solve equations. Have students come to the board and show others that it can be done. Have student say the equations out loud to themselves first, in words. "Online help" and step by step instructions. |  |  | Graphs of Linear Equations, Inequalities and Applications.  Equations, Problem Solving and Inequalities. | Worksheets towards the end of class or end of the week, to help us assess how well students are doing.  ALEKS Linear Equations & Inequalities Assessment Test. Mini-review participation .. | 2010 | 2015 |

IMPLEMENTATION STRATEGY/TIMETABLE FORM

4. Primary Participants:

5. Methodologies Involved

6. Tangible Results

I . Name of Institution: Lincoln University

2. Activity Title Enhancing the Learning Resource Center

7. Timeframe

3. Specific tasks to be completed:

From

To

Tutors will align the mini-lessons and

work in the lab to the MAT 098 syllabus and the professor's expectations.

Rewriting equations to y = Mx +b. Slope definitions and examples .

Teach how to graph easily with x and y intercepts; and, ordered pairs.

Flashcard examples of graphs. Worksheets on how to Graph *I* find slopes with the XY table.

Graphs of Linear

Equations, Inequalities and Applications.

Equations, Problem Solving and Inequalities.

Worksheets towards

the end of class or end of the week.

ALEKS Functions, Lines, Systems of Equations.

Assessment Test. Mini-review participation

2010

2015

44

**IMPLEMENTATION STRATEGY/TIMETABLE FORM**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. Name of Institution: **Lincoln University** | | 2. Activity Title Enhancing the Leaming Resource Center | | | |
| 3. Specific tasks to be completed: | 4. Primary Participants : | 5. Methodologies Involved | 6. Tangible Results | 7. Timeframe | |
| From To | |
| Tutors will align the mini-lessons and work in the lab to the MAT 098 syllabus and the professor's expectations.  Exponential properties mini-reviews. How to rewrite exponents using properties .  \Vorksheets on how to simplify expressions. (reduce)  Flashcards of different ways to simplify expressions. |  | Exponents and Polynomials.  Real Numbers and their properties.  Equations, Problem Solving and Inequalities. | \Vorksheets towards the end of class or end of the week.  ALEKS Integer Exponents and Polynomials.  Assessment Test. Mini-review participation. | 2010 | 2015 |
| Tutors will align the mini-lessons and work in the lab to the MAT 098 syllabus and the professor's expectations.  Flashcards with visuals *I* examples of adding, subtracting, multiplying and dividing rational expressions.  Step by step worksheets on how to break- up rational expressions.  Provide Multiplication table and how to use it for rational expressions.  Visuals to help remember how each radical function works. (Color Coded for visual effect) |  | Roots and Radicals | \Vorksheets towards the end of class or end of the week.  ALEKS Radical and Rational exponents. Assessment Test.  Mini-review participation. | 2010 | 2015 |

**IMPLEMENTATION STRATEGY/TIMETABLE FORM**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1.Name of Institution: **Lincoln University** | | 2. Activity Title Enhancing the Leaming Resource Center | | | |
| 3. Specific tasks to be completed: | 4. Primary Participants: | 5. Methodologies Involved | 6. Tangible Results | 7. Timeframe | |
| From To | |
| Tutors will align the mini-lessons and work in the lab to the MAT 098 syllabus and the professor's expectations.  Flashcards with Graphs and how to read different linear equations.  Step by step process on how to graph the equations with substitution/elimination. Show easy techniques to help memorize different Graphs.  Provide visuals to help understand what's going on(Color Coded) |  | Solving Systems of Linear Equations and Inequalities. | Worksheets towards the end of class or end of the week.  ALEKS Functions, Lines, System of Equations.  Assessment Test.  Mini-review participation. | 2010 | 2015 |

**IMPLEMENTATION STRATEGY/TIMETABLE FORM**

l . Name of Institution: **Lincoln University** 2. Activity Title Enhancing the Leaming Resource Center

1. Primary 6. Tangible Results 7. Timeframe

3. Specific tasks to be completed: 5. Methodologies Involved

Participants: From To

c. Increase students' reading skills to the Dr. Fullmer college level and provide academic

support for students enrolled in reading success courses.

Tutors will support activities of FYE Supports Syllabus Students will complete 2010 2015 professors. Tutors may suggest the MRL Study Resources

following: Students will complete MRL quizzes relating to

Study Resources exercises related to College Success

College Success Strategies. Tutors will Strategies and Life

present academic vs. social scenarios to Skills.

challenge student decision-making

Tutors will support activities of FYE Supports Syllabus. Students will complete 2010 2015 professors. Tutors may suggest dual MRL Study Resources

Langston Hughes Library visit/campus quizzes.

tour and writing essay activity relating to notable Lincoln graduates.

Tutors will support activities of FYE Supports Syllabus Students will complete 2010 2015 professors. Tutors may suggest a "How to the MRL Research

Use the Library" lesson in which tutors Resources exercises

and students visit the campus library. relating to Electronic Resources.

SECTION A - INDIVIDUAL ACTIVITY BUDGET

I . Name of Institution

Lincoln University

2. Activity Title - Enhancing the Learning Resource Center 3. Activity Number A

4. Roster of personnel and salaries

a. List of personnel (use posi tion titles)

b. Salary amount for each

position

Personnel

I Assistant Director Teacher Training Lab 3 Full-Time Professional Tutors

3 Part-Time Professional Tutors

I Administrative Assistant- I 00%

$45,000

$90,000

$51,840

$35,000

|  |  |
| --- | --- |
| Total for personnel | $221,844 |
| 2. Fringe | $70,323 |
| 3. Travel | $4,298 |
| 4. Equipment |  |
| *5.* Supplies | $10,000 |
| 6. Contractual | 133,950 |
| 7. Construction/Renovation |  |
| 8. Other |  |
| 9. Training Stipends |  |
| Total | $440,411 |

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**ACTIVITY B:**

**Enhancing the Early Monitoring and Alerting Program**

**INDIVIDUAL ACTIVITY NARRATIVE**

I . Name of Institution

**Lincoln University**

1. Activity Title

Enhancing the Early Monitoring and Alerting Program

1. Activity Number

**B**

1. Provide Narrative
   1. **Goals and Objectives**

Lincoln University is seeking to significantly enhance its student retention and graduation rates by providing academic support services to its students via the Leaming Resource Center and the Office of Student Support Services. This activity will provide students with additional guidance, counseling and structured tutoring so that those willing will have the necessary resources to persist to graduation. Lincoln desires to increase its first to second year retention rate to 75%, from the current 69%. Lincoln desires to increase its graduation rate to 45%, from the current 40%.

* 1. **Accompl ishments, Projections and Methods of Measurements**

In order to achieve the stated 75% first to second year retention rate and 45% graduation rate, Lincoln will implement new programs and enhance existing ones in order to provide students with the necessary resources to succeed academically. Each year Lincoln's Office oflnstitutional Research (OIR) gathers data and reports on the most recent retention and graduation rates. We will improve the retention and graduation rates over the next two years. We will also assess the sophomore to junior retention rate to see if our Sophomore Year Experience (SYE) Program helped increase this rate and assess the number of students who were successful in getting off of Progress Probation and meeting the SAP standards.

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ACTIVITY OBJECTIVES AND ANTICIPATED RESULTS

1. Name of Institution 2. Activity Title

Lincoln University Enhancing the Early Monitoring and Alerting Program

3. Major Objectives in Measurable Terms: 4. Anticipated Results to Measure Success:

1. To create a position, to employ a Program a. The Program Coordinator is employed. The coordinator is acclimated and trained . Coordinator for the Early Monitoring Alert

jCi

Program

1. Identify all at-risk first time freshman students b. All at- risk students are identified.

and/or second semester freshman students who c. Students are mentored and are experiencing a comfortable learning environment

are on probation. d. The level of performance of first and second semester students of the grant period is improved.

*UJ* e. 90% of the targeted first-time freshmen return the second year.

f. Test scores reflect an 85% increase in academic for students who are tutored

through the early monitoring program

1. Improve Student retention by 6% through real- a. Enhanced early alerts -

time monitoring b. 90% or better of students attendance are monitored

1. 90% or better of students assignments are tracked
2. Retention improve each year
3. Track the academic progress of each student, a. Academic progress report given to instructors to complete on the students monitor grades, retention and graduation rates. b. Evaluations from student are done each semester to determine if they are Increase program and services delivery by 10% in satisfied with the attitude of the teachers.

the classroom to increase student retention. c. Freshman orientation classes provide ways to put into practice intervention and

provide pre-intervention strategies.

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**IMPLEMENTATION STRATEGY/TIMETABLE FORM**

I . Name of Institution : **Lincoln University** 2. Activity Title **Enhancing the Early Monitoring and Alert Program**

6. Tangible Results 7. Timeframe

3. Specific tasks to be completed : 4. Primary Participants : 5. Methodologies Involved

From To

Create a position, to enhance Enrollment Management Job description Program Coordinator 10/1/2010 3/31/2011

student retention and graduation Director, HR development and HR Hired

through the early monitoring posting '

system

*4*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Implement GradeFirst Student Performance Monitoring System. | Activity Director, SSS Director, LRC staff, faculty | Identify students who are struggling academically early in the semester and monitor grades | Students' grades and pass rates improve from semester to semester | 10/1/2010 | 9/30/2015 |
| 11tify at-risk students each | Activity Director will  select students | Select Students with:  ACT scores of 13 and | All at-risk students are  identified each | 10/1/2010 | 9/30/2015 |

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below - semester

SAT scores of 700 and *b1 L 11.,.\_1* <-¥\'

*ulw -rPJ/* I below, or

high school GPA of 2.0 and

# b1 '

-t· below

High school grades of C or below in English and

*nww-*

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*vi J0k.i* Math -:,..

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##### IMPLEMENTATION STRATEGY/TIMETABLE FORM

follow academic progress of each student and monitor grades

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| l . Name of Institution : **Lincoln University** | | 2. Activity Title **Enhancing the Early Monitoring and Alert Program** | | | |  |
| 3. Specific tasks to be completed: | 4. Primary Participants: | 5. Methodologies Involved | 6. Tangible Results | 7. Timeframe | |
| From To | |
|  | Activity Director Faculty  Advisors | I. Provide counseling to students   1. Refer students to tutoring in the Resource Center 2. Provide Peer tutors for students | I. Students are monitored   1. Students grades improve 2. Decrease in students absence 3. Students   performance improve | 10/1/2010 | 9/30/2015 |

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SECTION A - INDIVIDUAL ACTIVITY BUDGET

I . Name of Institution

Lincoln University

2. Activity Title - Enhancing the Early Monitoring and Alerting Pro ram

1. Activity Number B
2. Roster of personnel and salaries

|  |  |
| --- | --- |
| a. List of personnel (use position titles) | b. Salary amount for each position |
| I . Personnel  Program Coordinator, Early Monitoring Alert Program | $40,000 |
| Total for personnel | $40,000 |
| 2. Fringe | $12,640 |
| 3. Travel | $3,000 |
| 4. Equipment (Computers) | $0 |
| 5. Supplies | $27,000 |
| 6. Contractual | $5,000 |
| 7. Construction/Renovation |  |
| 8. Other (Program Expenses) | $0 |
| 9. Training Stipends (Student Tutor Stipends) |  |
| Total | $87,640 |

**ACTIVITY C:**

**Enhancing the Assessment Program**

INDIVIDUAL ACTIVITY NARRATIVE

I . Name of Institution

Lincoln University

1. Activity Title

Enhancing the Assessment Program

1. Activity Number

c

1. Provide Narrative

The mission of the Assessment program is to provide leadership to maintain a systematic and ongoing process for collecting, analyzing and acting on statistical information to show institutional outcomes and student learning outcomes.

The assessment director will:

* + Provides an annual report on academic and administrative assessment activities
  + Assists academic and administrative departments in planning appropriate assessment and evaluation measurements
  + Conducts a yearly evaluation of University Academic and institutional goals
  + Coordinates a comprehensive system of evaluation for all programs and units that contribute to the mission and strategic goals of the University
  + Plans and offers appropriate activities to assist faculty in conducting effective and meaningful assessment of student learning

**A. Goals and Objectives**

The Assessment Program will address the following goals:

**Goal 1:** Develop and implement a comprehensive strategy for student outcome assessment.

**Goal** 2: Develop and implement a comprehensive strategy for institutional assessment.

**Goal** 3: Develop and coordinate a comprehensive system of evaluation for all programs and units.

**Goal 4:** Develop plans and activities to assist faculty in student outcome assessment.

**B. Accompl ishments, Projections and Methods of Measurements**

This activity will identify, develop, analyze, implement and report on assessment initiatives to determine levels of success, opportunities for improvement, and expected/actual outcomes to support enrollment management goals and strategies. The Director will direct Lincoln's learning outcomes assessment program to assess and evaluate the student experiences and student success in all areas of campus life, including classroom experience, co-curricular learning, residential life, social life, and other areas as appropriated. The Director will also design, administer, analyze and report on assessment initiatives to determine the impact of academic, co-curricular, and support programs on student success and experience at Lincoln. The Director will institute methods to collect, analyze and disseminate information about the student experience at Lincoln and utilize results and findings to support student recruitment and retentions initiatives. It will be the responsibility of The Director to work with departments, programs, units, and individuals to ensure that assessment is conducted at each level of the institution and across divisions, schools, programs and courses, that assessment data are analyzed and reported; and that assessment results are used to inform decision making in key areas of students success and experience.

**ACTIVITY OBJECTIVES AND ANTICIPATED RESULTS**

1. Name of Institution

**Lincoln University**

3. Major Objectives in Measurable Terms:

1. Establish at least 10 benchmarks for student outcome assessment
2. Identify all courses to be evaluated
3. Coordinate evaluation of all programs
4. Develop workshops for faculty to identify student outcome methods
5. Provide faculty with consultant to develop student outcome assessment

2. Activity Title

**Enhancing the Assessment Program**

4. Anticipated Results to Measure Success:

Benchmarks established Student Outcome Assessment

Courses to be evaluated identified Evaluation of all programs coordinated

Workshops will be held to assist faculty in identifying student outcome methods

Consultant will be hired to assist faculty in developing student outcome assessment

**IMPLEMENTATION STRATEGY/TIMETABLE FORM**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. Name of Institution: **Lincoln University** | | 2. Activity Title: **Enhancing the Assessment Program** | | | |
| 3. Specific tasks to be completed: | 4. Primary Participants: | 5. Methodologies Involved | 6. Tangible Results | 7. Timeframe | |
| From To | |
| Establish Benchmarks for student outcome assessment | **Director of Academic Assessment** | -Collect student data  -Research student information  -Gather data from other institutions  -Analyze data  -Develop strategies | Benchmarks established | 10/1/2010 | 9/30/2015 |
| 1. Identify courses to be evaluated | **Director of Academic Assessment** , Assessment Committee, VP Academic Affairs | Conduct meetings with faculty and all constituents | Courses to be evaluated identified | 10/ 1/2010 | 9/30/2015 |
| 2. Develop method to implement evaluation process | **Director of Academic Assessment,** Assessment Committee, VP Academic Affairs | Conduct meetings with faculty and all constituents | Evaluation process implemented | 10/ 1/2010 | 9/30/2015 |
| 3. Identity Institutions strengths | President, Vice presidents, Director of Academic Assessment | Meetings with faculty | Institutional strengths identified | 10/1/2010 | 9/30/2015 |
| 4. Coordinate evaluation of all programs | Director of Academic Assessment | Implementing evaluation | Evaluation of Programs implemented | 10/1/2010 | 9/30/2015 |
| 5. Coordinate evaluation of all units | Director of Academic Assessment | Implementing evaluation | Evaluation of units implemented | 10/1/2010 | 9/30/2015 |
| 6. Develop workshops to identify student outcome methods | Director of Academic Assessment, Deans, VP Academic Affairs, faculty | Workshops | Workshops established | 10/1/2010 | 9/30/2015 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| I. Name of Institution: **Lincoln University** | | 2. Activity Title: **Enhancing the Assessment Program** | | | |
| 3. Specific tasks to be completed: | 4. Primary Participants : | 5. Methodologies Involved | 6. Tangible Results | 7. Timeframe | |
| From To | |
| 7. Provide consultant to assist faculty with developing student outcome assessment. | Director of Academic Assessment, VP Academic Affairs, faculty | Workshops | Meetings with faculty and Consultant | 10/1/2010 | 9/30/2015 |

**SECTION A - INDIVIDUAL ACTIVITY BUDGET**

1. Name of Institution

**Lincoln University**

1. Activity Title - **Enhancing the Assessment Program** 3. Activity Number C
2. Roster of personnel and salaries

a. List of personnel (use position titles)

b. Salary amount for each

position

1. Personnel

**Director of Academic Assessment**

$85,000

|  |  |
| --- | --- |
| Total for personnel | $85,000 |
| 2. Fringe | $26,350 |
| 3. Travel | $2,000 |
| 4. Equipment |  |
| 5. Supplies | $2,000 |
| 6. Contractual |  |
| 7. Construction/Renovation |  |
| 8. Other |  |
| 9. Training Stipends |  |
| **Total** | **$115,350** |

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**ACTIVITY D:**

**Developing the Nursing Program**

**INDIVIDUAL ACTIVITY NARRATIVE**

I . Name of Institution

Lincoln University

* 1. Activity Title

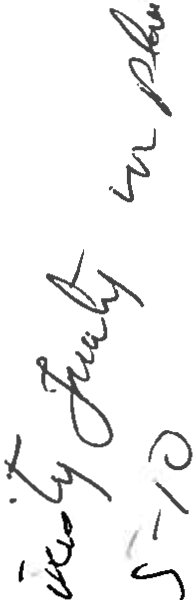
Establishing a Nursing Program

* 1. Activity Number

**D**

* 1. Provide Narrative

The School of Natural Sciences and Mathematics will establish a Nursing Program at Lincoln University. Nursing is the highest demand career in health care today. The Bureau of Labor Statistics anticipates continued skyrocketing growth in the nursing field in the next decade. This demand is expected to continue especially because the United States is currently reforming its health-care delivery system with the objective of insuring all those who are currently uninsured.

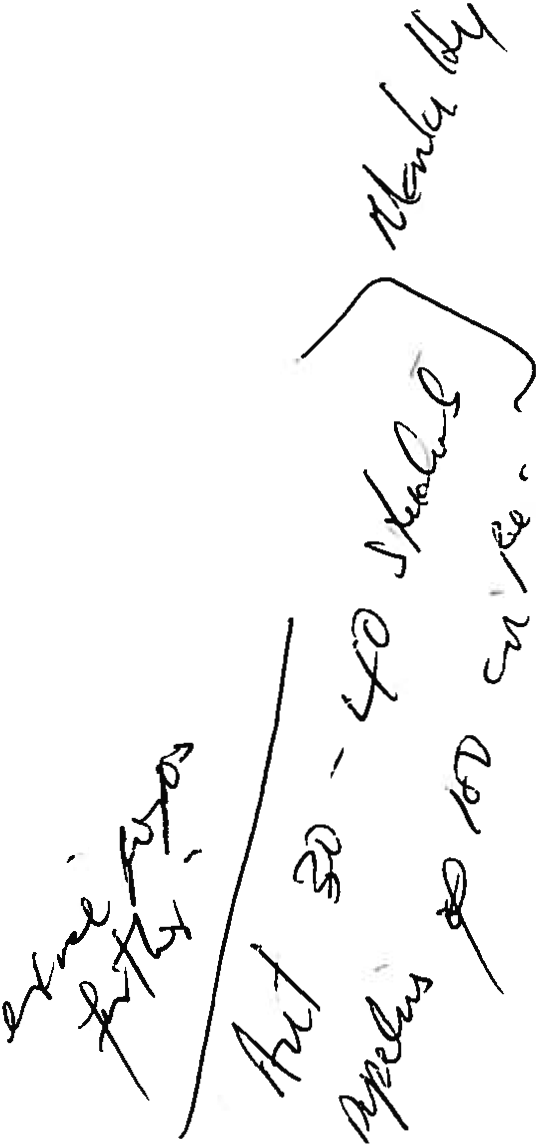


Lincoln University's Nursing Program will be established in the 2010/201 1 academic year and will offer a baccalaureate degree accredited by the National League for Accredited Nursing Commission (NLNAC). Students in the program will be prepared for professional nursing practice. The goals of the program are as follows:

* + - To produce competent professional nursing professionals.
    - To increase the number of minorities enrolling and graduating in Nursing.
    - To prepare our graduating students for future specialization and graduate study.

The Nursing curriculum at Lincoln University will be a four year program leading to the

Bachelor of Science degree in Nursing (BSN). Students will be admitted to the program based on their ability to meet the admissions criteria of Lincoln University and the Nursing Program.



Matriculating students will first be admitted into a two-year Pre-Nursing Program. After successfully meeting all the requirements of the pre-Nursing program, they will then be formally admitted to the Clinical Nursing program. Graduates of the program will be eligible to take the examination for licensure as registered nurses administered by the National Council of State Boards of Nursing.

**Requirements for the Pre-Nursing Program**

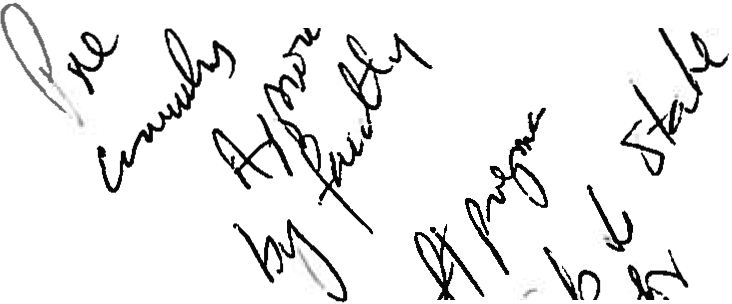
* + - Admission to Lincoln University and declaration of Nursing as major.
    - Successful completion of the core courses including Chemistry, Biology, Anatomy and

*v*· ' )

*i*

Physiology I and II, Introduction to Psychology, Introduction to Sociology, College Algebra and Basic writing skills I and II. These 60 credits core courses must be passed with a minimum GPA of 2.7 with grades of C or better for eachLcourse. \;/

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**Requirements for the Clinical Nursing Program**

* Minimum GPA of 2.7 in the Pre-Nursing program.
* Successful completion of the Nurse Entrance Examination in no more than two tries.
* Completion of all other requirements as prescribed by the faculty.

1. **Goals and Objectives**

l . Produce competent Nursing Professionals. The objectives for this goal are as follows:

* + Develop theoretical and practical curriculum for the BSN program
  + Develop affiliation with clinical facilities for clinical experiences of the students in the program
  + Renovate and equip Simulation and Media laboratories for the use of Nursing students.
  + Hire qualified faculty and staff for the Nursing program

1. Increase the number of students enrolling and graduating in Nursing. The objectives of this goal are as follows:
   * Advertise and recruit qualified students into the Nursing Program
   * Generate support services for tutoring, mentoring and career counseling.
   * Formulate partnerships with other Nursing schools for clinical experience, program evaluation and support.
2. Prepare students for graduate studies. The objectives of this goal are as follows:
   * Organize workshops and seminars on disciplines and sub-disciplines of the Nursing profession.
   * Prepare and assist students to gain research internships in research-intensive schools
   * Involve students in service learning and community development activities.
3. **Accomplishments, Projections and Methods of Measurements Year**

**Goal 1:** Produce competent Nursing Professionals

* + Courses will be developed in each discipline that incorporates current theory and Nursing-related practices; the curriculum will be passed by the School of Natural Sciences and Mathematics and the faculty of Lincoln University by December 2010.
  + A proposal for the establishment of a Nursing program will be prepared and submitted to the Pennsylvania State Nursing Board by September 20 l 0.
  + We plan to renovate and equip the Simulation and media labs by December 2010.
  + We will continue to expand the facilities in the Simulation and Media labs from 201 1 through 2014.
  + We will identify and negotiate agreements with clinical facilities for the clinical training of students by September 2011.
  + Nursing students will commence clinical work at negotiated clinical facilities by September 2012. Each class thereafter will continue with clinical experiences at the facilities.
  + We will hire qualified faculty and staff to oversee the program and assist with equipping the facilities by December 2010.
  + We will increase the number of qualified Nursing faculty each year from 201 1 through 2014.
  + We will hire a qualified technician for managing and running the simulation and media labs by December 20 l 0.
  + We wi ll continue the training of students, faculty and staff to use simulation equipment from 201 1 through 2014.

**Goal** 2: Increase the number of students enrolling and graduating in Nursing

* Brochures for recruitment of Nursing students will be produced by January 201 l.
* Recruit 25 students each year from 201 1 through 2015 into the Nursing program.
* Partner institutions to assist with clinical training, development and evaluation will be identified and agreements established by September 2011.
* Tutoring, mentoring and career counseling services for Nursing students will be established by September 201 l.
* Continue the tutoring, mentoring and career counseling services for Nursing students from 201 1 through 2015.

**Goal** 3: Prepare students for graduate studies

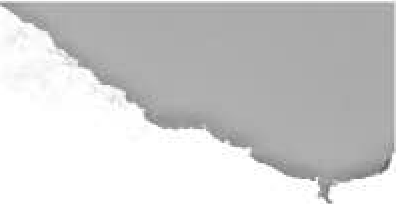
* Two workshops will be organized each year to discuss disciplines and sub-disciplines within the Nursing profession starting from September 201 1 to August 2015.
* Institutions that will support student research interns will be identified by December 201 1.
* At least 12 students will take part in summer internships each year starting from June 2012.
* We will establish opportunities for service learning in health offices in local communities by December 2011.
* At least 12 students will take part in community service learning opportunities starting from June 2012.

We are projecting that starting from August 2011, 25 students will be enrolled in the Nursing program each year. With our mentoring, tutoring, counseling and other support activities, we are expecting that 16 of the 25 students (65%) will successfully progress into the clinical courses.

This approximates to a retention rate of 80 percent each year. From May 2015, we should be graduating an average of 12 students each year with BSN.

We are also projecting that we will secure agreements with two partner schools for clinical experiences and program evaluation.

We are projecting that our simulation and media labs will be developed to a very high standard that it would successfully support the clinical learning experiences of the students before they come in contact with real people in a clinical setting.



**ACTIVITY OBJECTIVES AND ANTICIPATED RESULTS**

1. Name of Institution 2. Activity Title

Lincoln University Developing the Nursing Program

1. Major Objectives in Measurable Terms: 4. Anticipated Results to Measure Success:

/

/• Develop and approve curriculum • Faculty will approve BSN curriculum by December 2010 Develop proposal for Pennsylvania Nursing • Proposal will be developed and submitted by September 20 l 0

*v/.*

Board • By December 20 l0, renovation and equipment of first phase of Simulation

Renovate and equip simulation & media lab and media lab will be completed.

*G* Negotiate agreement for clinical facilitid • By September 2011, two agreements with clinical facilities will be

negotiated.

* + Hire qualified staff and faculty • By September 2012, at least 16 new students will be experiencing clinical

training in partner clinical facilities.

* + - By December 2010, a Nursing faculty to oversee the program and a
  + Recruitment brochures Simulation and media technician would have been hired. New faculty and

staff will be hired each year starting from 2011 through 2014.

* + 25 students will be recruited in first class
  + Recruitment brochures will be produced by January 2011.
    - Starting from August 2011, 25 students will be recruited into the program each year.

Graduate BSN students • Starting from May 2015, Lincoln University will be graduating at least l 2 students each year with BSN.

•

* + - Starting from June 2012, at least 12 new students will experience summer
* Facilitate summer internship experiences for internships at partner institutions.

students. • Starting from June 2012, at least 12 new students will experience

community service learning in community centers.

* Facilitate community service learning opportunities for students.

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**IMPLEMENTATION STRATEGY/TIMETABLE FORM**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. Name of Institution: **Lincoln University** | | 2. Activity **Developing the Nursing Program** | | | |
| 3. Specific tasks to be completed: | 4. Primary Participants: | 5. Methodologies Involved | 6. Tangible Results | 7. Timeframe | |
| From | To |
| * Curriculum development | Faculty | Meetings and consultations | Approved curriculum | 07/2010 | 09/2010 |
| * Proposal to Nursing Board | Faculty and | Meetings and | Submission and | 06/2010 | 09/2010 |
|  | Administration | consultations | approval |  |  |
| * Renovate and Equip Simulation and media labs | Faculty &  Administration | Consultation with manufacturers | Functional lab will be in place | 06/2010 | 09/2014 |
| * Hire qualified faculty and staff | Faculty and Administration | Advertise, interview and hire | Hire of faculty and staff | 07/2010 | 12/2014 |
|  | Faculty, staff and | Brochures, | 25 students will | 08/2011 | 2015 and |
| * Recruitment of students | administration | recruitment drives, interviews. | be recruited each year. |  | beyond. |
| * Cl i nical experience & trai ning | Faculty and partner institutions | Partner agreements | 16 new students in clinical | 09/2012 | 2015 and beyond |
|  |  |  | training |  |  |
|  | Faculty and partner |  |  |  |  |
| * Summer resea rch experience | institutions | Partner agreements | 12 students/year | 06/2012 | 2015 and beyond |
|  | Faculty and partner | Partner agreements | 12 students/year | 06/2012 | 2015 and |
|  | institutions |  |  |  | beyond |
| * Com m u n ity service learn ing | Faculty, staff, | Fulfill graduation | 12/year | 05/2015 | Indefinite |
|  | students and | requirements |
| * Grad uate N u rses at Li ncol n | administration |

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**SECTION D - INDIVIDUAL ACTIVITY BUDGET**

1. Name of Institution

Lincoln University: Year 1

**Developing the Nursing Program** 3. Activity Number **D**

1. Roster of personnel and salaries
   1. List of personnel (use position titles) b. Salary amount for each position

**Personnel**

* + - 1 Nursing Faculty in the first year (2010) $72,500
    - 1 Simulation technician in the first year (2010) $ 50,000

Total for personnel $122,500

2. Fringe @ 31.6% $38,710

3. Travel $3,500

4. Equipment : 25 computers @ $1250 = $31,250 $31,250 25 single seat computer stations @ $850 = 21, 250 $21,250

1. Supplies
2. Contractual (consultants, honoraria for workshops, etc)
   * 1 consultant for proposals to State Nursing Board @ $10,000. $10,000

* Honoraria for two workshops @ $1000 per workshop . $2,000
* 4 Tutors @ $10/hr x 20 hrs/week x 28 weeks. $22,400
* Simulation and Media equipment use training $5,000
* Retrofit simulation and Media labs (IT, electrical connection, etc) $10,000

1. Construction/Renovation (renovation of lab space)
2. Other Purchase of 10 Nursing books @ $175 each = $1,750 $1,750 Subscription - 8 Journals on Nursing and Health @ $550 = $4,400 $4,400
3. Training Stipends -for simulation equipment

Total $272,760

1 . Name of Institution

Lincoln University: Year 2

**Developing the Nursing Program** 3. Activity Number **D**

4. Roster of personnel and salaries

|  |  |
| --- | --- |
| a. List of personnel (use position titles) | b. Salary amount for each position |
| **Personnel**   * 2 Nursing Faculty: one returning @ $75, 400 (4% pay raise); 1 new at $72,500. * Simulation technician in the first year (returning @ 4% pay raise) | $75,400  $ 72,500  $52,000 |
| Total for personnel | $199,900 |
| 2. Fringe @ 31.6% | $63,168.4 |
| 3. Travel | $3,500 |
| 4. Equipment : | $28,000 |
| * 1 SimMan patient simulator @ $28,000 |
| * 1 Peripheral kit and Computer for SimMan @ $7,500 | $7,500 |
| * 1 Compressor for simulator @ $3,500 | $3,500 |
| * 3 year SimMan value plus service @ $1 1,000 | $11,000 |
| 1. Supplies    * General supplies for Nursing Program | $10,000 |
| 6. Contractual (consultants, honoraria for workshops, etc) | $10,000  $2,000  $22,400 |
| * 1 consultant for proposals for program evaluation @ $10,000. * Honoraria for two workshops @ $1000 per workshop. |
| * 4 Tutors @ $1O/hr x 20 hrs/week x 28 weeks. | $5,000 |
| * Simulation and Media equipment use training |
| 7. Construction/Renovation (renovation of lab space) |  |
| 8. Other Purchase of 10 Nursing books @ $17*5* each = $1,750 | $1,750 |
| Subscription - 8 Journals on Nursing and Health @ $550 = $4,400 | $4,400 |
| 9. Training Stipends |  |
| Total | $372,129.4 |

1. Name of Institution

Lincoln University: Year 3

**Developing the Nursing Program** 3. Activity Number **D**

4. Roster of personnel and salaries

a. List of personnel (use position titles)

b. Salary amount for each

position

**Personnel**

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4 Nursing Faculty:

0 Two retuming @ $153,816

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0 2 New Nursing faculty @ $145,000

1 Simulation technician in the first year *(@* $54,080 (4% raise)

$153,816

$ 145,000

$54,080

•

3 year SimMan value plus service @ $11,000

$11,000

1. Supplies:
2. Contractual (consultants, honoraria for workshops, etc)

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Honoraria for two workshops @ $1000 per workshop.

4 Tutors @ $1O/hr x 20 hrs/week x 28 weeks. Simulation and Media equipment use training

$2,000

$22,400

$5,000

1. Construction/Renovation (renovation oflab space)
2. Other Purchase of l 0 Nursing books @ $175 each = $1,750

Subscription - 8 Journals on Nursing and Health @ $550 = $4,400

1. Training Stipends -for simulation equipment Total

$1,750

$4,400

$555,461.13

|  |  |
| --- | --- |
| Total for personnel | $352,896 |
| 2. Fringe @ 31.6% | $111,515 .13 |
| 3. Travel | $5,500 |
| 4. Equipment : |  |
| * 1 SimMan patient simulator @ $28,000 | $28,000 |
| * 1 Peripheral kit and Computer for SimMan @ $7,500 | $7,500 |
| * 1 Compressor for simulator @ $3,500. | $3,500 |

1. Name of Institution

Lincoln University: Year 4

**Developing the Nursing Program** 3. Activity Number **D**

4. Roster of personnel and salaries

a. List of personnel (use position titles)

b. Salary amount for each

position

**Personnel**

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4 Nursing faculty @ $298,816 plus 4% raise = 310,768.64

1 Simulation technician (4% raise) @ 56,243.2

$310,768.64

$ 56,243.2

6. Contractual (consultants, honoraria for workshops, etc)

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Honoraria for two workshops @ $1000 per workshop .

4 Tutors @ $10/hr x 20 hrs/week x 28 weeks. Simulation and Media equipment use training

$2,000

$22,400

$5,000

7. Construction/Renovation (renovation of lab space)

8. Other

Purchase of 10 Nursing books @ $175 each = $1,750 $1,750

Subscription - 8 Journals on Nursing and Health @ $550 = $4,400 $4,400

9. Training Stipends -for simulation equipment

Total

$534,137.58

|  |  |
| --- | --- |
| Total for personnel | $367,01 1.84 |
| 2. Fringe @ 31.6% | $115,975.74 |
| 3. Travel | $7,500 |
| 4. Equipment : |  |
| 1. Supplies (recruitment brochures)    * General supplies for Nursing | $7,500 |

1. Name of Institution

Lincoln University: Year 5

**Developing the Nursing Program** 3. Activity Number **D**

4. Roster of personnel and salaries

a. List of personnel (use position titles)

b. Salary amount for each

position

**Personnel**

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4 Nursing faculty @ $310,768.64 plus 4% raise ;= $323,199.38

1 Simulation technician @ $56,243.2 plus 4% raise = $58,492.93

$323,199.38

$ 58,492.93

6. Contractual (consultants, honoraria for workshops, etc)

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Honoraria for two workshops @ $1000 per workshop.

4 Tutors @ $1O/hr x 20 hrs/week x 28 weeks. Simulation and Media equipment use training

$2,000

$22,400

$5,000

7. Construction/Renovation (renovation of lab space)

8. Other

Purchase of 10 Nursing books @ $175 each = $1,750 $1,750

Subscription - 8 Journals on Nursing and Health @ $550 = $4,400 $4,400

9. Training Stipends - for simulation equipment

Total

$552,857.07

|  |  |
| --- | --- |
| Total for personnel | $381,692.31 |
| 2. Fringe @ 31.6% | $120,614.76 |
| 3. Travel | $7,500 |
| 4. Equipment : |  |
| 1. Supplies    * General Nursing supplies | $7,500 |

