

**Missouri Department of Higher Education
College Completion Academy Proposal
Lincoln University
June 5, 2013**

Directory Information:

Name: Lincoln University
President: Kevin D. Rome, Ph.D.
Address: 820 Chestnut, Jefferson City, MO 65101
Founded: September 1866, Public 4-Year Institution
Special designation: HBCU and 1890 Land-grant Institution
Enrollment: 2,348 FTE

Introduction & History:

Lincoln University in Missouri is a historically black, 1890 land-grant, public, open-enrollment, comprehensive institution that provides excellent educational opportunities including theoretical and applied learning experiences to a diverse population within a nurturing, student-centered environment.

At the close of the Civil War, soldiers and officers of the 62nd and 65th United States Colored Infantries, stationed at Ft. McIntosh, Texas, but composed primarily of Missourians, took steps to establish an educational institution in Jefferson City, Missouri, which they named Lincoln Institute. The following stipulations were set for the school:

- The institution shall be designed for the special benefit of freed African-Americans;
- It shall be located in the state of Missouri; and
- Its fundamental idea shall be to combine study and labor.

Since its inception, Lincoln University has played a key role in educating citizens within the state of Missouri. Although the aforementioned foundational principals have never changed, the

University's ability to remain on the cutting edge and produce a high number of graduates has ebbed and flowed over the 147 years of the institution's existence.

Opportunity for Change:

Participating in the Missouri Completion Academy will provide Lincoln University with a unique opportunity to start with a blank canvas and create a new masterpiece to sustain its future in the 21st century. Lincoln University has a long and rich history in the state of Missouri. However, it is time for change. In 2002, John P. Kotter and Dan S. Cohen wrote, "...Those who are most successful at significant change begin their work by creating a sense of urgency," (2002, p.3)¹. Kotter and Cohen's change model continues with other phases, but for the purpose of this proposal, Lincoln University is in phase I: Creating a sense of urgency. The driving forces that have ushered in the sense of urgency for Lincoln University include the:

- Looming performance-based funding models being proposed at the state and federal levels;
- Increased pressure to retain and graduate students;
- Increased need to ensure that students are successfully matriculating within an appropriate timeframe;
- Continuous decrease in State appropriations;
- Proposed decreases and/or sequestration of federal funds;
- University's low retention rate (17 percentile points below the state average); and
- Increased need for remedial education.

Lincoln University is an open-enrollment, Carnegie I Master comprehensive institution. Though Lincoln University is an open-enrollment institution, it is not the only institution that is facing the emerging trend with providing remedial education. According to Alliance for Excellent Education, "...About 40% of all students entering postsecondary education in recent years have

¹ Kotter, J. & Cohen, D. (2002). *The Heart of Change*. Boston, MA: Harvard Business Press.

required remedial courses prior to enrolling in credit-bearing course,” (2003, p. 3)². With the aforementioned driving forces, Lincoln University is poised and prepared to begin to address the challenges that threaten its ability to increase retention and graduation rates, to create a successful remedial education program that supports college completion and to prepare Missourians to meet the challenges of the 21st century professional.

On June 1, 2013, Dr. Kevin D. Rome assumed the role as Lincoln University’s 19th President. Prior to Dr. Rome’s arrival, the university’s five-year strategic plan expired in 2012. The Interim President decided that the university would be best served if the incoming President would lead the strategic planning process. Now that Dr. Rome is at the helm of the institution, Lincoln University is poised to move forward with creating a new vision, creating opportunities to lead change, and to incorporate innovative strategies to increase student enrollment, retention and graduation rates. The new strategic planning process will be lead by Dr. Rome and his administrative staff. The strategic planning process will begin in October 2013, with a tentative completion date of June 2014. Lincoln University believes the Missouri Completion Academy will tremendously aid the university with planning for the future by providing the necessary skills needed to lead change at the beginning of the strategic planning process. The information garnered during the academy, the goals created, the answers to the hard questions contemplated, the new models for data collection and the interaction with experts and colleges will build a strong foundation for strategic planning. In addition, the goals created during the academy experience can be used to start the strategic planning process by asking a set of ‘what if’ questions.

² Alliance for Excellent Education (2011). *Savings Now, Savings Later: How High School Reform Can Reduce the Nation’s Wasted Remediation Dollars*. Washington, DC: Alliance for Excellent Education.

Section I: Completion Goals

Lincoln University does not have a college completion goal. The questions asked in the self-study document will assist Lincoln University with creating a robust set of college completion goals. It is the University's intent to ensure that the college completion goals are:

- Interwoven into the University's strategic plan;
- Clearly connected to strategic enrollment practices and policies;
- Include a model that explains how the data is collected, interpreted and used in the decision making process;
- Readily accessible by all faculty and staff, with clear indicators of team and campus success and explains the resources the university is committing to support these activities;
- Clear, concise, and explainable with outcomes, target dates, and assigned responsibilities; and,
- Assigned deadlines, along with benchmarking activities, and the expectations for an "all hands on deck" approach is well-known and accepted by administrators, faculty, staff and students.

Lincoln University is prepared to create a positive campus environment that will assist the administration with effectively managing change that will lead to increased retention and graduation rates.

Participating in the Missouri Completion Academy will create synergy amongst the College Completion Team, spark dialogue amongst colleagues on campus and fortify our need for aggressive change.

Section II: Common Completion Metrics

Data Collection

Lincoln University has collected data and has a rich repository from 2000 to 2013. The *University Facts and Figures* is available publically and documents the institution's progress (or the lack thereof). The university will use a multi-layered discussion to create its completion goal. The university will look at the national college completion rate, Missouri's college completion rate, and the Department of Education's *2020 Goal: State Targets for Increasing the*

Number and Percentage of College Graduates with Degrees. For the state of Missouri, the goal is 46-60% (up 16-30% from the previously reported number of 30%).

In addition, the University will use the Complete College America data it collects and submits to the Missouri Department of Higher Education. Currently, the data is not available to the public or the campus community. Participating in the Missouri Completion Academy will allow the university to redefine how it collects data, identify innovative ways to use the data in decision-making processes (i.e. curriculum redesign, program review, etc.) and assist the administration with developing effective communication tools to (a) promote the goals and (b) provide the data on an annual basis for review. Participating in the academy will help the Lincoln University administration create a higher sense of transparency as it relates to campus evaluation beyond that of accreditation.

Remedial Education

In 2009, 745 first-year students attended Lincoln University. Of the 745, 472 (63%) were either enrolled in a math only (156), English only (77), or both English and math (239) remedial courses. Of the 472 students placed in remedial classes, 330 (70%) completed the remedial courses. Furthermore, of the 472 students, 124 students completed a college-level course in the same subject within two academic semesters of entry.

Lincoln University's data shows that there are completion gaps in remedial courses based on race/ethnicity, age, and income status. Of the 472 first-year students placed in remedial courses in 2009, 358 (76%) were African American, 253 (54%) were female, 395 (84%) came directly from high school, and 361 (76%) received Pell Grant funding. In comparison, 330 (70%) of the 472 students placed in a remedial course completed the course. Of the 330, 236 (72%) were African American, 182 (55%) were female, 271 (82%) came directly from high

school and 247 (75%) received Pell Grant funding. Overall, of the 472 students, 124 (26%) of the students completed college-level courses in the same subject within two academic semesters. Of the 124, 82 (66%) were African American, 78 (63%) were female, 110 (89%) came directly from high school and 83 (67%) received Pell Grant funding.

As part of the Governor's "course redesign" initiative, LU faculty in English and Psychology are restructuring courses based on the criteria for developing "quality courses" as determined by the National Center of Academic Transformation (NCAT). According to NCAT, such courses have led to an increase in freshmen and sophomore retention rates. Though Lincoln University has taken a small step in revamping remedial courses, additional training opportunities are needed to help the University identify innovative ideas to overhaul our remedial education program.

Completion Rate

In 2009, Lincoln University's total student FTE was 2,459. In that same year, Lincoln University awarded a total of 402 degrees, equating to a 16.35% completion rate. Between the academic years of 2005-2006 and 2010-2011, Lincoln University increased its degree production by 12%. In addition, in the same reporting period, 33% (227) of the first-year student completed 24 credit hours within the academic year. Of those students, 29% were male, 36% female and 33% attended Lincoln University directly from high school.

Section III: Completion Strategies

Time-to-degree

On August 1, 2012, Missouri Governor Jay Nixon announced nearly \$9 million in grants to establish Innovation Campuses throughout Missouri, including a \$1 million grant to Lincoln University. Innovation Campuses will train students for career opportunities in high-demand

fields, cut the time it takes to earn a college degree and reduce student debt. The Lincoln University grant will help prepare students for careers in the growing field of information technology. “Innovation Campuses create a direct connection for Missouri students between the skills they learn in the classroom, and the skills that are in demand today,” Gov. Nixon said. “This program will cut the time it takes for students to earn a degree, train students for solid careers in growing industries, and help to lower student debt.” The Central Missouri Innovation Campus (CMIC) program is designed to respond to critical information technology needs in the Central Missouri area. The program is designed to accelerate degree completion, reduce the cost of education, provide applied learning experiences, graduate students with reduced or no student loan debt and increase employment opportunities. These students will also receive additional, intensive advising from guidance counselors, college academic advisors and mentors from the partner corporations. Partners in this project include area high schools, Linn State Technical College, Lincoln University and local businesses. During high school, Innovation Campus students will be directed toward courses and programs specifically designed to prepare them for careers in information technology and to cut the time needed to earn their degree. Through increased opportunities for dual-credit courses at Lincoln University or Linn State Technical Center, students will have the opportunity to earn college credit hours while still in high school. The involvement of the Jefferson City Area Chamber of Commerce, several local high schools, Linn State, and fourteen area businesses is significant. To participate in the program, the corporate partners commit to creating or retraining a specified number of jobs. Innovation Campus students would be highly trained candidates for these new positions once they have completed their degrees and the apprenticeship training. Lincoln University and its partners are

still in the development phase of the grant and to date, has not admitted any students into the program.

Lincoln University is committed to preventing credit creeping and has retained its base 120 credit degree programs over the years. During the strategic planning process, the Vice President for Academic Affairs will lead the faculty through an exhaustive program review. This program review will include:

- Mapping graduation rates to program performance;
- Incorporating college completion goals into academic policies and creating a continuous review process;
- Reviewing articulation agreements with other institutions;
- Reviewing and revamp placement policies that support the college completion goals; and
- Measures that support the use of the Missouri Core Transfer library.

Lincoln University has been involved with the Missouri Core Transfer Library discussions. The Vice President for Academic Affairs has been heavily engaged, along with the Registrar and Director of the Office for Information Technology.

Lincoln University has a robust dual credit program. The dual credit program allows qualified high school students to earn both high school and college credit at the same time by enrolling in a select group of courses that are taught at the college level by approved instructors. In essence, this program enables students to get a head start on their college education by earning college credit while they are still in high school. Most of the courses offered are general education courses. In FY13, there were 680 high school students registered in the dual credit program.

Information technology has presented many challenges for Lincoln University. However, in the 2012-2013 academic year, faculty and staff in the Center for Innovative Instruction were trained and certified as Quality Matters leaders and trainers. Quality Matters provides a set of standards to ensure that the University's quality for online education meets the Quality Matters

standards by using its rubric, peer review and feedback models, and best practices to ensure that the redesigned courses are of high quality. This summer, Lincoln University committed to offering 50% of its summer classes online. Only those faculty who have participated in and completed the Quality Matters training were allowed to teach summer classes. In preparation for fall 2013, several faculty are participating in Quality Matters training this summer to assist them with transitioning their courses online. Several departments have a 100% faculty completion rate.

The Lincoln University Center of the First Year Experience is responsible for managing the advising program for undecided majors. Departmental faculty is responsible for advising students who have declared a major. The Committee on the First Year Experience is prepared to discuss overhauling the University's decentralized advising model to create more of a coaching model that responds to multi-dimensional needs such as graduation plans, career advisement, adaptive intervention strategies and talent development. The Missouri Completion Academy will help the administration connect the college completion goals to the outcomes needed to support academic coaching and help clarify and communicate what constitutes success during the first year experience.

Certificate Programs

Currently, Lincoln University does not have a strong presence in the area of awarding certificates. Lincoln University has the standard State supported certification programs (teacher, social worker, etc.); but, the only post-graduate certificate Lincoln University offers is in instructional technology. The University is open to discussing the current trends in certificate programs and exploring how these programs can help with proposed college completion goals.

Career and Placement Services

Lincoln University has a Career and Placement Services Office. The University is currently searching for a new director to lead this office with the expectation that the office will:

- Build a strong rapport with local businesses;
- Build a strong rapport with businesses in the state;
- Create a robust program that includes traditional career center services, while also creating mechanisms to collect data, track student placement, earnings, and locale;
- Collect data that reinforces the value of the degree from Lincoln University; and
- Collect data and present workforce development trends and needs to help influence program review and possibly increasing certificate programs.

Section IV: Commitment to the Completion Agenda

Lincoln University is committed to the Missouri Completion Academy and its agenda. Dr. Kevin D. Rome, President, is aware of the necessary commitments to ensure that Lincoln University successfully completes the academy and creates a robust set of goals that are achievable, measurable, and allow for both transparency and accountability. In addition, this experience, and the deliverables created by the Lincoln University *Completion Team* (see list of key personnel below) will serve as the foundation for both the strategic planning process and the budgeting process for the 2014-2015 academic school year and beyond. The *Lincoln University Completion Team* is comprised of the President, Chief Academic Officer, Interim Provost, Director of the Office for Admission and Recruitment, Director of the Office for Career Counseling and Disability Services, Director of the Center for the First Year Experience, Director for the Office for Institutional Research and Assessment, and the Faculty Chair for the English, Foreign Languages, and Journalism department.

Missouri Completion Academy
Lincoln University Campus Team Roster

Name and title: Dr. Kevin D. Rome, President

Name and title: Mr. Jerome Offord, Jr., Interim Provost

Name and title: Dr. Ann Harris, Vice President for Academic Affairs

Name and title: TBD, Director, Career Counseling and Disability Services

Name and title: Ms. Annette Crowder, Director, Office for Admissions

Name and title: Mrs. Beth Nolte, Director, Institutional Research and Assessment

Name and title: Mrs. Paula Clay, Director, Center for the First Year Experience

Name and title: Dr. Bryan Salmons, Department Head, English, Foreign Languages, and
Journalism