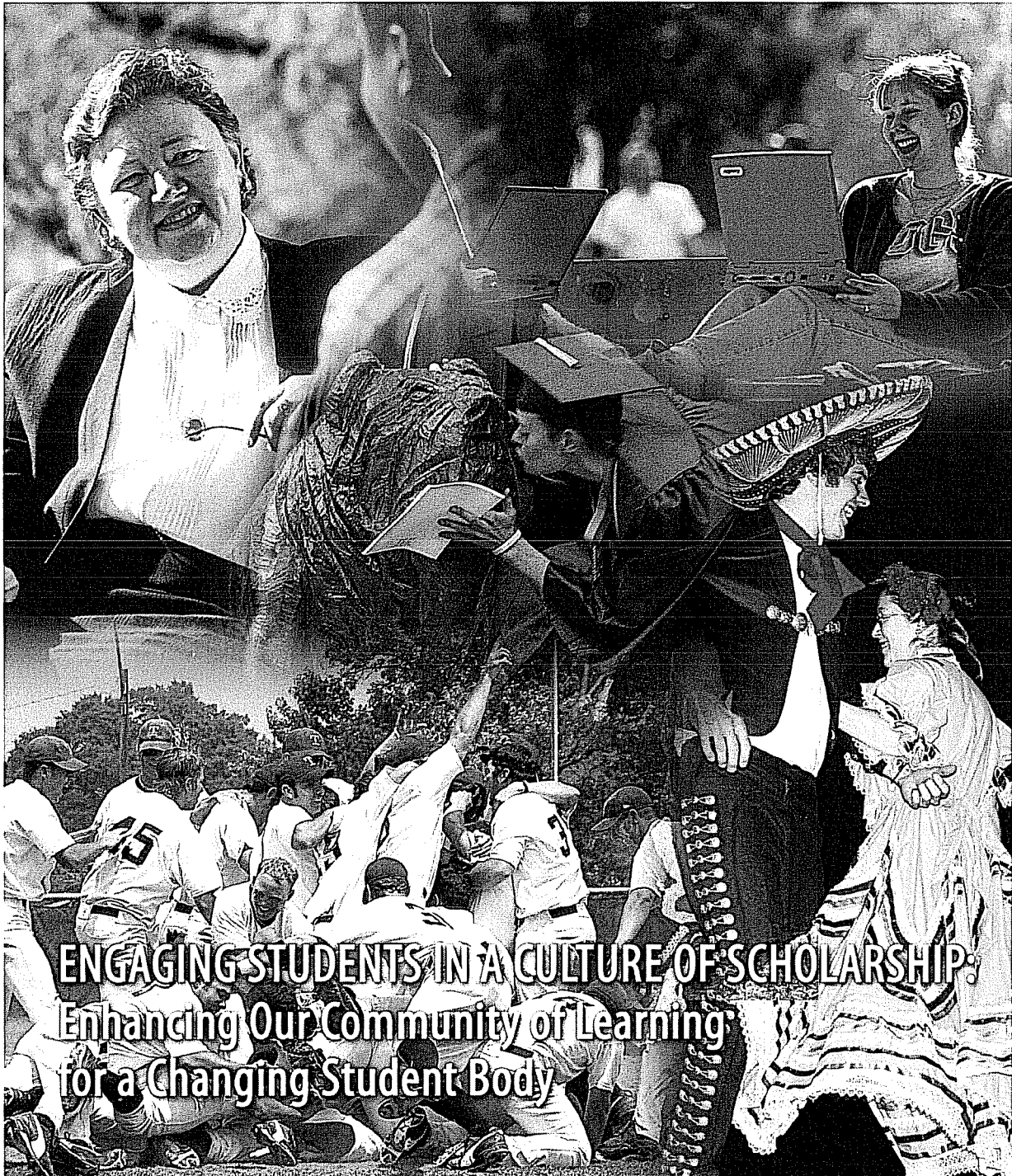




Texas Lutheran University Quality Enhancement Plan: Fall 2007



ENGAGING STUDENTS IN A CULTURE OF SCHOLARSHIP:
Enhancing Our Community of Learning
for a Changing Student Body

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EXECUTIVE SUMMARY

Goal

The overarching goal of TLU's QEP is to improve students' learning and success by intentionally engaging them in a mission-driven culture of scholarship through enhanced first-year, capstone, and advising programs.

Overview

TLU is working to adapt to the changing face of its student body as increasing numbers of under-prepared and/or first-generation college students arrive on campus. These demographic factors, coupled with the traditional college-age difficulty of integrating academic and co-curricular life, have increased the difficulty of accomplishing our mission of linking education with vocation, leadership and service.

TLU's Quality Enhancement Plan focuses on advancing our mission by more intentionally connecting life in the classroom with co-curricular activities, and engaging students who might otherwise be left behind. The Plan includes three components:

A reinvigorated First Year Experience will link coursework with co-curricular activities through the use of the peer mentors and a semester-defining Krost Symposium. A new advising tool, the Comprehensive Education Plan, will make clear connections between students' increasing social involvement in the life of the university and the academic goals of the school. The Student Academic Symposium will draw on the best of our students' academic work to create a culminating academic and social celebration of scholarship.

Learning Outcomes, Strategies, and Assessment

Learning Outcomes

Learning outcomes for the QEP are drawn from TLU's Institutional Goals for Graduates (Appendix A). These Goals were established by TLU's faculty as a means of defining the student's learning experience at the university. Organized into the categories of *Knowing*, *Doing*, and *Becoming*, the Goals are tied to the university's mission statement. Additional expected learning outcomes are enhanced student *awareness* of these Goals, how they relate to their daily academic and co-curricular activities, and a more intentionally planned and integrated college experience.

Strategies

1. First Year Experience
2. Comprehensive Education Plan
3. Student Academic Symposium

Assessment

Qualitative and quantitative assessments will include collection of baseline data and concomitant comparisons, questionnaires, and the use of stratified random samples of students who will participate in focus groups. Students from the stratified sample will be assessed annually by both quantitative and qualitative means to track their cultural experience. Future responses to selected National Survey of Student Engagement (NSSE) questions will be compared to past results. Changes in quantitative criteria such as retention rates, participation rates and others will be tracked. Annual reviews of instruments and focus group questions will be conducted to ensure continued effectiveness, and changes will be made as needed.

TEXAS LUTHERAN UNIVERSITY INTRODUCTION AND DESCRIPTION

Texas Lutheran is a small university (about 1400 full-time equivalent students) in an exurban setting, about 30 miles from San Antonio and 50 miles from Austin. We are an undergraduate institution with classes capped at 50 students and a faculty-to-student ratio of 14:1. The university is affiliated with the Evangelical Lutheran Church in America, and continues to recognize and affirm the Lutheran educational tradition of vocation and its focus on the complementary activities of faith and learning. The mission of Texas Lutheran University reads as follows:

Texas Lutheran University is a community of learning and a community of faith.

As a community of learning, the university stresses the liberating potential of the disciplined pursuit of academic excellence within the context of academic freedom. Its faculty and staff seek to engage each student in a process of self-education which will assist him or her to develop as an informed and resourceful person in today's rapidly changing world. It provides an academic program based upon the tradition of the liberal arts and designed to serve a diversified community.

As a community of faith, the university celebrates the liberating power of gospel as applied to the whole of human life. The biblical vision of the world as created, judged, redeemed and fulfilled by God in Christ is rich in significance for the work and hopes of persons today. It is the unique privilege and responsibility of the Christian university to explore these implications freely and boldly. Thus it leads the church to face the challenge of new insights and to formulate fresh means of creative service.

As an institution of the church, the university provides an education in the arts and sciences which is given perspective by the Christian faith. This function is carried out through an undergraduate curriculum leading to the bachelor's degree and a diverse continuing education program, and a variety of co-curricular programs. The university encourages students to participate in service work tied to reflective discussions about its place in their lives.

In working to bring learning and faith into intimate relationship, Texas Lutheran University is discovering afresh that each can strengthen, clarify and enrich the other. Men and women who live and work in these contexts find their own purposes enlarged and deepened. A compassion born of faith and a competence informed by learning shape the mission of the university in this day. *(2007-2008 Texas Lutheran University Catalog, P. 4)*

The TLU faculty developed a set of Institutional Goals for Graduates which guides TLU students' learning experience (see Table 1 below). The goals, which are organized by the headings of *Knowing, Doing, and Becoming*, were adopted by the faculty in 1997 and revised and reaffirmed in 2003. Each course and co-curricular activity at TLU targets one or more of these goals.

Table 1

**Texas Lutheran University
Institutional Goals for Graduates**

KNOWING

TLU graduates should have achieved

1. a breadth of knowledge in the arts, humanities, natural sciences, and social sciences.
2. a depth of knowledge in a single discipline sufficient to understand its methods, language, content, history, and value.
3. an understanding of the Christian faith and traditions.
4. an awareness of and respect for diverse religions, cultures, and viewpoints.

DOING

TLU graduates should be able to

5. write clearly and coherently, read with comprehension, speak effectively, and listen with care and openness.
6. use basic mathematical skills and know the appropriateness of quantitative methods.
7. use appropriate tools for problem solving and for finding, analyzing, and communicating information.
8. think critically and reflectively and draw reasonable, supportable conclusions both individually and in groups.

BECOMING

TLU encourages and assists its students in developing

9. a commitment to active community service.
10. an integrated ethical perspective and a sense of moral purpose.
11. a desire to cultivate physical and psychological health and well-being.
12. a will to pursue continued cultural, intellectual, and spiritual growth.

The Changing Contexts of Texas Lutheran

Like many universities, Texas Lutheran struggles to adapt to the changing face of its student body, the increasingly broad range of academic and social preparedness with which students arrive, and the evolving nature of the institutional culture itself. Addressing these changes while staying focused on the larger mission of the institution is challenging.

The demographics of TLU's student body are changing in ways that mirror demographic changes at universities nation-wide. Over the past ten years the proportion of minority enrollment has increased by 20%, from 24.8% in 1995 to 29.8% in 2005. In the fall of 2006, 31.4% of incoming first-year students reported their ethnicity as Hispanic, African-American, or other non-White. Most TLU students are recruited from within the state of Texas; in fall 2006, 96.1% of incoming freshmen came from in-state. In addition, 58.1% of the fall incoming class came from Austin or San Antonio, both within an hour's drive of campus. Overall, 33% of the student body came from the three surrounding counties and 69% from eleven Texas counties. Although the majority of TLU students come from within a 250-mile radius, the institution continues to be a residential university with the majority of students living on campus. TLU requires all full time students to live on campus unless they are 21 years of age or older, married, have completed 90 credit hours, or are commuting from a parent's/guardian's permanent residence within a 50-mile radius of campus. The residential policy is an important and vital embodiment of the university's mission of being a community of faith and learning, and core to the student experience.

Along with changing demographics, an increasing number of incoming students fall into the category of "risk". Texas Lutheran is joining other smaller institutions in experiencing a national phenomenon. By the very nature of being a smaller, student-centered institution, we attract students who bring with them special challenges (McGillin, 2003). "Even highly selective colleges and universities have reported a significant increase in the numbers of students presenting with a range of cognitive, neurological, social, familial, or psychological vulnerabilities. Competitive students (and their parents) who have benefited from support programs and resources while in high school are most likely to seek out institutions with strong support resources and an ethos of attention to the individual student" (McGillen, 2003).

First-generation college-bound students also comprise a rising population at TLU. Just over 19% of incoming first-year students at TLU in fall 2006 reported that neither parent had college experience. The transition for first-generation college students is challenging, both academically and culturally. As a group they are often disproportionately overrepresented in the most disadvantaged racial and income groups. Since they are the first in their family to experience

college, these students lack the intergenerational benefits of information about higher education (Lohfink, Martin & Paulson, 2005).

Another at-risk population that is growing on our campus is students with learning and/or psychological disabilities. Within the last 20 years, "secondary institutions improved the treatment of adolescents with emotional difficulties, resulting in improved rates of high school completion and entry into competitive colleges" (McGillin, 2003). This has certainly been TLU's experience, as evidenced in the 54% growth in the number of students seeking counseling and the 61% growth in the number of students seeking ADA accommodations in the past three years (2004-2005 through 2006-2007).

Regarding academic preparedness, in this geographical region SAT scores trend below national averages as measured by SAT performance.¹ In nationwide comparisons of SAT scores in the year 2005, the state of Texas ranked 49th in Verbal SAT scores and 46th in Math SAT scores (Combs, 2006). TLU continues to recruit and attract academically strong students through its PACE Scholarship program, and we maintain a strong Honors program. However, the eroding preparedness of the bottom quintiles of students results in classrooms containing a wide range of learning needs and abilities that even the most adroit instructor finds challenging.

While the shifting characteristics of the student population affect the campus climate, so do evolving institutional factors such as a changing faculty and the increased presence of technology both in and out of the classroom. During the late 1960's and early 1970's Texas Lutheran went through a period of growth that included a large expansion of faculty. Most of the faculty hired at that time stayed for the remainder of their careers and were instrumental in molding the community with the traditional ideals that are still held today. In the late 1990's a wave of retirements from this group of professors began, as did the hiring of replacements. This activity has resulted in a 54% turnover of tenured faculty within the past seven years. The assimilation of new faculty members into the existing community has precipitated a change in the community, as new faculty members begin to exert their influence.

On the technological front, TLU is continually reaching to improve the resources available to faculty and students and to incorporate new software and hardware into the pedagogical and classroom environment. Instructional practices forming over the intranet with the advent of Blackboard and other similar software, as well as students' personal cyber involvement in social network sites and constant

¹ Although the College Board strongly discourages the use of state average SAT and ACT scores to rate the quality of public education in a given state, SAT scores are influenced by parental education and income of the test taker (Marchant and Paulson), two indicators that have shown declines in TLU students' demographics.

need to be “plugged in,” present a fast moving and ever-changing landscape in which to function.

To summarize, Texas Lutheran University has changed tremendously over the past two decades in students, faculty, staff, and campus climate. The new student body looks very little like the student body of 20 years ago, when students came from diverse states and countries, were mostly white Lutherans, and had at least one parent who had attained some level of college education. The actual business of the university has evolved both in delivery and product. Meanwhile, the current students’ focus is more likely to be on the acquisition of a degree in order to obtain a better job, than on the pursuit of learning for the sake of their own personal development. When these various factors are added to the perennial college-age difficulty of integrating academic and social life, TLU’s mission of linking education with vocation, leadership and service is more difficult than ever to achieve.

BEST PRACTICES: CONNECTING PROGRAM TO MISSION

In reviewing the various changes occurring at Texas Lutheran University it became clear to us that the mission, as well as the Institutional Goals for Graduates, continue to be relevant and meaningful even within the current zeitgeist of the community. However, it also became apparent that the connection of the student experience to the mission and Institutional Goals for Graduates was no longer as clear as it should be. The underlying task for this Plan, then, is to clarify for ourselves and our students the interconnectedness of student learning with institutional mission and goals.

We have conducted a literature review over several years, part of which is included in Appendix E. This review focused on the first-year experience; academic advising; student engagement; retention practices; and learning-focused initiatives across the university. The literature review highlights the importance of mission and how it provides cohesiveness to the shared direction, purpose, and commitment of the institution's faculty, staff, and students. We also learned that student expectations play an enormous role in retention, as well as progression toward and attainment of college degrees (Bender and Miller, 2005). Helping students form accurate and realistic expectations about the college experience is an important contributor to student success. By keeping the mission at the forefront, students can know even before they enroll whether their *own* goals mesh with the *institution's* mission and goals.

In helping students understand the relationship of institutional goals to their own educational aspirations, the university can develop "intentional learners" who can adapt to new environments, integrate knowledge from different sources, and continue learning throughout their lives (*Learning Reconsidered*, 2004). The organization of TLU's Institutional Goals for Graduates into the categories of *Knowing, Doing, and Becoming* helps facilitate this task by demonstrating that the learning process is ongoing and takes place not only during the student's tenure at the university, but throughout life after college as well.

The literature also stresses that learning takes place in many venues across campus and not just in the classroom. Indeed, we were reminded that "cocurricular involvement is not just about engaging in multiple activities; instead, it is about becoming involved in activities and organizations that help connect in-class and out-of-class experiences. Student development stands at the intersection of curricular and cocurricular spaces..." (*Learning Reconsidered*, 2004).

Introducing the mission and goals during orientation is not enough to establish the ongoing engagement and commitment needed for goal achievement. Kitchner and Fisher (1990) describe higher order thinking as a person's ability to view knowledge as constructed and contextual, and to use evidence, argument, and judgment to evaluate competing ideas. As students progress through the

curriculum and their higher order thinking skills develop, the institutional mission should be understood more deeply, and its concepts manifested in more meaningful ways.

As we continue to return to the concept of interconnectedness of learning as a theme of this Plan, several questions arise. Where and how often in the student's experience is the university mission explained? Where and how often are the Institutional Goals for Graduates discussed as a concrete manifestation of the mission? How can the student and the university follow the maturing process and mark progress toward attaining these mutual learning goals? What events or programs occur at the beginning, middle, and end of the student experience where TLU could intentionally provide engagement with the continuing thread of purpose and mission as applied to the school and the individual student?

Three strategies have been chosen as the foci that can enhance an institution-wide understanding of interconnectedness. These strategies are the first year experience at the beginning of the student's journey, the academic advising program using the Comprehensive Education Plan throughout the student's enrollment, and the newly conceived Student Academic Symposium to occur during the senior year.

FOCUS OF THE QEP

Texas Lutheran's Quality Enhancement Plan addresses the following basic needs, which were identified during the year-long topic selection process and supported by a literature review:

1. to communicate the institutional mission in an intentional and meaningful way, and to demonstrate continually how the mission is manifested through the Institutional Goals for Graduates;
2. to establish and convey institutional expectations in a consistent manner;
3. to challenge, and enhance the educational experience for the most academically capable students;
4. to support more academically challenged students to improve the probability of their success; and
5. to help all students engage more fully in university life and learning, in consonance with the university's Institutional Goals for Graduates.

This Plan is focused on finding intentional ways to connect the institution's mission, goals, and expectations throughout the student experience, in order to improve student learning and success and to share collegiate culture with students who might otherwise be left behind. Three strategies will be employed in this endeavor: an enhanced first-year experience, a new advising program using a Comprehensive Education Plan, and a new Senior Academic Symposium.

1. The First Year Experience

The first year is the most critical in determining the persistence and success of students. Randi Levitz and Lee Noel discuss how the freshman year presents numerous attrition hazards. They state that fostering student success during this year is the most significant intervention an institution can make in the name of student persistence (in Upcraft and Gardner, 1989). The literature review also supported first year efforts, noting success in the first year as critical to persistence through graduation. Two specific areas within the first year that this strategy will address are the expectations and the goals of entering students. The typical student arrives at college with uninformed or unrealistic expectations, making it the university's responsibility to help new students build appropriate expectations and develop the tools needed to meet them. Also, when students are aware of the relevance of their college experience, they are more likely to persist (Upcraft and Gardner, 1989). An active discernment process that engages them in delineating personal learning goals, paired with an understanding of the institutional goals, will help align expectations and move students toward degree completion.

Currently Texas Lutheran's First Year Experience is composed of advising and registration periods during the summer, a three day orientation immediately

before the fall semester, a freshmen seminar program, peer and faculty mentors, an online educational and social network site for new students, designated First Year Experience courses during the spring semester, and freshman-focused academic advising initiatives. Some components have existed longer and are better developed than others, but all are up and running satisfactorily. However, the year-long experience is missing intentional focus on institutional expectations and goals. Educating students about mission and goals must be carried out in a way that encourages continual use and application over the full span of the student's time at TLU. While the First Year Experience has become increasingly academic over the past five years, minimal attention has been devoted to how well students understand the institution's mission or connect with its goals – both important keys to success and persistence.

One of the changes proposed in the QEP is the establishment of an academic summer project or assignment to be decided upon and administered by the Freshman Experience Committee. The project chosen (i.e., summer book assignment, creative writing assignment, photography/art project, etc.) would contain concrete connections to, and be a reflection of, the basic principles of the institution's mission statement and goals for graduates. The first meeting of the freshman seminar course (FE 134 – Exploring the Arts & Sciences), which takes place during new student orientation, would begin the discussion of this common project and how it relates to the purpose of TLU. Besides initiating the discussion of mission, the project can serve as a vehicle to convey concepts of college-level work in regard to student preparedness, class room discussion, university and professor expectations, and higher order thinking skills.

A second change proposed for the First Year Experience strategy is the connection of the Krost Symposium to the common summer project. A long-standing tradition at TLU, the endowed Krost Symposium is held each fall and is a two-day program of speakers, breakout sessions and panel discussions that is arranged by a group of faculty members around a topic that varies from year to year. (See Appendix F for programs from the 2005 and 2006 Krost Symposia.) Recently, the Krost Symposium has focused on various aspects of creativity that aim for cross-campus appeal. Establishment of a summer project and/or assignment will allow the Krost Symposium to focus on issues from the project that further exemplify the mission and goals of the university. Activities may include engaging an author or artist to speak on campus during the fall semester, arranging an exhibit of submitted student art work, publishing student produced writings, conducting open forums on related topics with guest panelists, etc. The FE 134 class will serve as a place for reflection, where students can process how these activities exemplify the interconnectedness of TLU's purpose and goals and how these same activities relate to their own personal goals. Activities of this nature will necessitate some budget increase for the Krost Symposium. It is expected that students (both first year and upper division) and faculty will engage more fully with the Symposium activities due to a clearer, more intentional tie-in

to course work. In addition, the inclusion of well-known speakers would increase the visibility of the Krost Symposium in the greater San Antonio area.

The last proposed change within this strategy is additional faculty to staff the first year courses, as well as improved support for faculty education on first year issues. Historically, TLU has had problems staffing FE 134. Faculty often teach the class as an overload, or the institution must hire part-time staff to teach the courses normally taught by FE 134 instructors within their departments. The institution has planned for an increase in the size of the tenure-track faculty; as this increase occurs, a priority should be placed on establishing regular departmental teaching commitments to the first year program. If we add faculty appropriately, we might also be able to decrease the FE 134 class size slightly. We feel this would be a worthwhile investment, given that retention of less-prepared students should increase with success of the revised program. Structured faculty support and improved educational initiatives are also required to boost success in working with freshman students dealing with transitional issues. Freshman-focused faculty development periods, dealing with advising, curriculum, pedagogy, and campus resources, need to be developed and offered on a regular basis.

2. The Comprehensive Education Plan

The second strategy to better connect the school's mission and goals in a manner that spans the student's enrollment is to extend and institutionalize the use of a Comprehensive Education Plan (see Appendix B) across campus, both in printed and interactive electronic formats.

While studying present day college life, both through the literature review and TLU-specific experiences, it appears that the fragmentation of college life, curriculum, and organization has become problematic. Students see the purpose of college attendance as mostly instrumental; they attend college to get degrees so that they can get better jobs. The notion of education has been made into a concrete object (exemplified by a degree), and learning as an abstract life-long process has lost its visibility (*Learning Reconsidered*, 2004). Many times, even the best students see general education classes as puzzling obligations to get out of the way, and see little if any coherence in the student affairs curriculum. Individual episodes of acquiring knowledge fragments or developmental experiences simply orbit the student's world with little relationship to one another or to academic courses. Add this confusion to the entering students' lack of understanding regarding the mission of the institution or its goals for their education, and the result is educational practices that emphasize information transfer without a great deal of thought given to meaning or application of the information in the context of student lives.

In the quest to better integrate how the Institutional Goals for Graduates are attained and identify the venues that exist where learning occurs, TLU's division

of Student Life and Learning began to examine educational planning documents and tools used by other institutions (i.e., Beloit College, Concordia-Moorhead, California Lutheran). This review provided examples that were helpful in connecting the curricular and co-curricular aspects of a student degree plan, but they did not address institutional missions or goals, which was a priority for our university. Building on the work done by other institutions, the TLU Comprehensive Education Plan was developed and piloted with the 2006-2007 freshman class. The Comprehensive Education Plan is based on TLU's Institutional Goals for Graduates, which outline the competencies and skills students should have acquired by graduation. The Comprehensive Education Plan helps identify these competencies and skills and describes the contexts within which they can be acquired. The Plan also helps students map ways in which to attain the Goals by providing a framework for identifying places and circumstances within the institution where students can learn and make meaning as they move through various academic, social, and institutional activities. The Comprehensive Education Plan is a tool that provides a process by which students learn to think about the purpose of their education and take advantage of the many opportunities available.

Assessment of the pilot of the Comprehensive Education Plan helped determine whether to continue and expand use of the tool. First-year students who were taught to use the Comprehensive Education Plan, as well as the Peer Mentors who introduced their student groups to the Plan, thought that it was effective in providing an explanation of liberal arts and saw it as helpful for planning and scheduling. The students in the pilot program felt that the Comprehensive Education Plan should be introduced during the first semester of the first year. They also recognized the ongoing benefits of using the Plan, suggesting that it was a good thing even if students did not realize all of its benefits in the first year of use. With these promising results, we would like to enhance and encourage the use of this planning tool across campus in a structured way by providing training to all academic advisors and peer mentors on the purpose and applications of the Comprehensive Education Plan, as well as having all FE 134 instructors introduce the tool through the freshmen seminar curriculum. Additionally, we would like to make the Comprehensive Education Plan available online, to be used in an interactive manner with Web-based degree planning programs currently offered. Wide dissemination of the Comprehensive Education Plan will enable students, in collaboration with their advisors, to draw intentional, tangible connections between their classroom experiences and studies and their co-curricular and campus involvement outside of the classroom throughout their tenure at TLU. Use of the plan will result in a student portfolio of experiences that tie directly back to the institutional goals for graduates established by the university.

3. The Student Academic Symposium

The third strategy to better connect the institutional mission and goals for graduates to the student experience is to develop and implement a Student Academic Symposium.

Kathleen Manning and George D. Kuh describe institutions where spaces “dedicated for ‘socially catalytic’ interactions” (p. 2) are necessary; the Student Academic Symposium is envisioned to create such a space. Braskamp, Trautvetter, and Ward state that these are places “where learning and development are integrated” (p. 134), and further state that at institutions that consciously develop opportunities for these kinds of interactions, “campus events are planned and capitalized on as learning experiences leading to synergy between curricular and cocurricular experiences and ultimately a fuller developmental experience for students” (p. 134). The planned Student Academic Symposium is a perfect example of a campus event that will provide such an experience for students.

All majors at TLU have capstone courses that often lead to presentations or mini-symposia. We plan to enhance the quality and visibility of the products of those courses by showcasing them during an annual Student Academic Symposium. The Student Academic Symposium will draw on the best of our senior level students' academic work to create a culminating academic and social celebration of scholarship. The Symposium will showcase the academic achievements of top students from senior capstone courses; provide opportunities for all students to present their work publicly (e.g., poster sessions for lower division classes) and see the achievements of their peers; and engage students with alumni and outside experts in the form of judges, co-presenters, attendees, and other roles. This will provide an atmosphere conducive to challenging educational experiences, reinforcing our high expectations of students, and offering a demonstration of achievement of the various Institutional Goals for Graduates. Organized like a professional meeting with concurrent sessions, underclassmen, alumni, and the community at large will attend to see the accomplishments of our seniors. This program would be built into the academic calendar; it will replace classes on the Friday of the Student Academic Symposium, and most (or all) disciplines will require attendance at some events. The responsibility of presenting, and the examples of quality work, will enhance the academic atmosphere and publicly affirm the institution's values.

DEFINITION OF STUDENT LEARNING

The *Handbook on Reaffirmation of Accreditation* states that “student learning may include changes in students’ knowledge, skills, behaviors, and/or values that may be attributable to the collegiate experience” (p. 22). For purposes of TLU’s QEP, we define student learning as the acquisition of such knowledge, skills, and values through curricular and co-curricular activities.

Dr. Nathan Hatch, writing in the Chronicle for Higher Education, describes universities where there is “a voluntary community of reflection and engagement ... What is evident is a commitment to the holistic nurturing of students – body, mind and spirit” (p. B16). It is this kind of community of faith and learning that TLU embodies and expresses in its mission, and it is the purpose of the QEP to make this community more accessible to all TLU students. Braskamp, Trautvetter, and Ward write of colleges that “purposefully create environments that are committed to nurturing the heart as well as developing the mind” (p. 200). Student learning at TLU is already contextualized by the Institutional Goals for Graduates (see Appendix A). These Goals, which provide a road map for living out the university’s mission, play a foundational role in the QEP. The Plan focuses on enhancing the academic atmosphere of the campus by more actively and intentionally engaging current and future students in the holistic learning experiences of the university. The Plan includes the intentional, tangible connection of students’ academic and co-curricular activities to the Institutional Goals for Graduates, by creating opportunities for all students (first-year through senior, prepared and under-prepared) to engage more fully in the scholarly life of the university.

Fourteen student learning outcomes have been identified for the QEP. The first twelve outcomes are based directly on the Institutional Goals for Graduates; the last two were identified as measurable outcomes directly related to QEP strategies (see Table 2).

The greatest benefit of the QEP will be enjoyed by TLU’s students and future alumni. The QEP calls for the creation of concrete means by which students can understand and adopt the learning goals established by the university, and in turn create their own personalized connections between these goals and all aspects of their daily lives. Once this activity is internalized and students see the benefits that accrue from it, students will then be equipped to apply these skills to post-college life.

Table 2.
Student Learning Outcomes

1	a breadth of knowledge in the arts, humanities, natural sciences, and social sciences.
2	a depth of knowledge in a single discipline sufficient to understand its methods, language, content, history, and value.
3	an understanding of the Christian faith and traditions
4	an awareness of and respect for diverse religions, cultures, and viewpoints.
5	write clearly and coherently, read with comprehension, speak effectively, and listen with care and openness.
6	use basic mathematical skills and know the appropriateness of quantitative methods.
7	use appropriate tools as tools for problem solving and for finding, analyzing, and communicating information.
8	think critically and reflectively and draw reasonable, supportable conclusions both individually and in groups.
9	a commitment to active community service.
10	an integrated ethical perspective and a sense of moral purpose.
11	a desire to cultivate physical and psychological health and well-being.
12	a will to pursue continued cultural, intellectual, and spiritual growth.
13	integration of multiple academic, co-curricular, and social perspectives
14	an awareness of institutional mission goals and their application in planning one's own educational experience

PROCESS/COMMUNITY INVOLVEMENT/LEADERSHIP

Process of Plan Development

Four open forums were held in the fall of 2006, for the purpose of engaging a broad base of TLU faculty and staff in discussions of topics that might be appropriate for the Quality Enhancement Plan. The topics of these discussions grew, in part, out of the results of the institution's participation in the National Survey of Student Engagement (NSSE), the Faculty Survey of Student Engagement (FSSE), and the Collegiate Learning Assessment (CLA), as well as the changing student demographics detailed earlier in this document.

As a result of the open forums, there was general agreement that the institution needs to enhance the academic experience of the most academically capable students; enhance support for TLU's more academically challenged students to improve the probability of their success; and help *all* TLU students achieve the Institutional Goals for Graduates by intentionally engaging them in all aspects of university life and learning.

At the end of the fall 2006 semester, the Quality Enhancement Plan Topic Development Committee was named. The Committee began meeting regularly on January 12, upon the return of faculty to campus. In addition to considering the ideas generated during the fall open forums, the committee consulted the results of the 2003 and 2006 NSSE, the results of the 2004 FSSE, the results of the 2005-2006 CLA, and the results of TLU's own First Year Survey. The discussions were wide ranging, but the broad ideas of enhancing the general academic climate and intentionally helping students to engage with the Institutional Goals for Graduates were pervasive. The committee found the NSSE results to be useful in terms of providing measurable outcomes that could quantify student accomplishment of the Institutional Goals for Graduates and general improvement of the academic experience for all TLU students. Over the course of the next few weeks, the committee drew up seven possible topics (hereafter referred to as strategies) for consideration by the TLU community for inclusion in the QEP. Members also agreed that, while it was important to look at areas where the institution might be deficient, it was also important to look at areas where the institution is doing well in order to sustain or even improve performance.

By early February the committee had established the working goal of improving the institution's academic atmosphere while enhancing the community of learning (as described in the university's mission) for the holistic development of our students. Seven possible strategies were proposed to accomplish this goal. These strategies included implementation of the Comprehensive Education Plan (a tool to assist students in holistic development); creation of a Student Academic

Symposium (an outgrowth of TLU's capstone courses); intensification of the First Year Experience; a move to a 4-credit course system; reintroduction of a January term; changes to the General Education requirements; and revision of class scheduling.

All materials related to the committee's work were posted on BlackBoard, the university's courseware site. By February 23, the committee had drafted a summary statement explaining the seven possible strategies. At this time the entire faculty and staff of the university were enrolled in the BlackBoard site and the materials were opened for all to review. The summary statement was e-mailed to all faculty and staff, and posted to BlackBoard. A BlackBoard discussion board was created for those who wished to provide input via electronic responses; the committee also solicited e-mails, phone calls, and visits from campus constituents. At the same time, Peer Mentors (all of whom are upper division students) were piloting the Comprehensive Education Plan with mentor groups consisting of first-year students.

Members of the QEP Assessment and Resources Committees were named in late February. These committees met with the QEP Topic Selection Committee for the first time on March 2. The committees continued to meet in plenary throughout the remainder of the planning process.

A month was allowed for general discussion, after which an open Community Forum was held on Friday, March 23. The seven potential strategies were aired and discussed at the forum.

On March 29 a survey was posted to BlackBoard, and all faculty and staff were encouraged to rank the strategies in order of preference. The strategies were also presented at the April 10 faculty meeting, where a straw vote was conducted to determine interest levels for each of the suggested topics. This straw vote resulted in extremely strong support for the Comprehensive Education Plan and the Student Academic Symposium, and somewhat ambiguous support for First Year Experience and January Term.

As the QEP Committees were engaged in the aforementioned activities, TLU's SACS Commission on Colleges Compliance Certification Report was being finalized. In Section 3.5.1 of Compliance Certification Report, the Comprehensive Education Plan is noted as a prospective QEP focus. At this point in time, the implementation of the Comprehensive Education Plan had been discussed on campus and was generally accepted as an attractive project that could be of great benefit to students.

Another associated issue that became apparent during the committees' deliberations was the need for a Director of Institutional Research. Although this need had been identified in various forums across campus for several years, the QEP committees came to the conclusion that the success of the Plan would

depend on the institution's ability to assess outcomes in an appropriate manner, via a centralized office.

Care was taken to ensure that the QEP has strong, intentional connections to the institution's strategic plan. The *TLU Strategic Plan* contains seven Strategic Goals; it is reviewed annually, and was most recently approved by the Board of Regents in October 2006. Annual QEPs and periodic Program Reviews require all departments and programs to connect their activities to at least one *Strategic Plan* goal/objective. The five-year Quality Enhancement Plan directly relates to four objectives found under Strategic Goal I. The Goal and pertinent objectives, quoted from the *2006-2011 TLU Strategic Plan*, read as follows:

Goal I – strengthen academic quality and students' overall educational experience

Objective 1

Develop a curriculum that is grounded in TLU's mission and goals for graduates and addresses these intentionally; is sequenced over four years; assures the development of core competencies; connects in-class and out-of-class learning; and addresses needs of today's students.

Objective 7

Assess and refine the first-year experience program.

Objective 12

Strengthen academic development and support programs to enable every student to access and benefit fully from the TLU experience.

Objective 16

Implement a five-year plan to improve student engagement along dimensions measured by the National Survey for Student Engagement (NSSE) as well as plans generated by the Institutional QEP prepared in FY07 for SACS.

After the Community Forum, members of the Quality Enhancement Plan Topic Committee attended the staff meetings of all TLU administrative departments to gather additional input about strategies. Based on input gathered through the year's activities, the QEP Committees finalized the goal of the QEP and selected the three final strategies to be included in the plan.

Leadership for QEP Development

Leadership Team for the Reaffirmation of Accreditation

Dr. Jon Moline, President
Dr. John Masterson, Executive Vice President and Provost
Dr. Nick Lockard, Dean of the College of Professional Studies,
Accreditation Liaison
Dr. John Sieben, Dean of the College of Arts and Sciences
Dr. Sally Cook, Associate Professor of Business, Compliance Document
Editor
Professor Martha Rinn, Associate Professor, University Librarian
Mr. Stan Ledbetter, Vice President for Finance

Quality Enhancement Plan Development Team

Topic Development Committee

Dr. Robert Jonas, Co-Chair, Professor of Biology
Professor Martha Rinn, Co-Chair, Associate Professor, University
Librarian
Professor Anna Bergstrom, Instructor of Education
Dr. Ben Vaughan, Associate Professor of Business & Economics
Dr. Maria Avalos, Associate Dean of Student Life & Learning
Dr. Michael Czuchry, Assistant Professor of Psychology
The Reverend Stanley J. Meyer, Board of Regents (liaison)
Ms. Susan Giesecke, Board of Regents (liaison)

Assessment Committee

Dr. Alicia Gresham, Chair, Associate Professor of Business,
Institutional Effectiveness Committee
Dr. Maria Avalos, Associate Dean of Student Life & Learning (Topic
Development Committee)
Dr. Michael Czuchry, Assistant Professor of Psychology (Topic
Development Committee)
Dr. Chris Bollinger, Assistant Professor of Communication Studies,
Institutional Effectiveness Committee
Dr. Linda Wilson, Associate Professor of Computer Science,
Institutional Effectiveness Committee

Resources Committee

Dr. Robert Jonas, Co-Chair, Professor of Biology, (Topic Development
Committee)
Professor Martha Rinn, Co-Chair, Associate Professor, University
Librarian (Topic Development Committee)
Mr. Andrew Nelson, Associate Vice President for Finance
Ms. Jean Constable, Coordinator for Financial Analysis and
Institutional Research

Dr. Steve Vrooman, Assistant Professor of Communication Studies,
University Budget and Planning Committee
Ms. Kristi Quiros, Dean of Student Life & Learning

Leadership – QEP Implementation

Co-Directors of the Quality Enhancement Plan

Ms. Kristi Quiros, Dean of Student Life & Learning
Dr. Robert Jonas, Professor of Biology

Subcommittees for Strategies

First Year Experience Co-directors:

Prof. Mark C. Dibble, Assistant Professor, Instruction and
Public Services Librarian

Dr. David Wasmund, Professor of Chemistry

Comprehensive Education Plan

Implementation of the Comprehensive Education Plan will be
coordinated by the Director of First Year and Campus
Programs

Student Academic Symposium Committee

Professor Martha Rinn, Associate Professor, University
Librarian

Dr. Michael Czuchry, Assistant Professor of Psychology

Ms. Jean Constable, Coordinator for Financial Analysis and
Institutional Research

Dr. Alicia Gresham, Chair, Associate Professor of Business,
Institutional Effectiveness Committee

IMPLEMENTATION TIMELINE

Year 1, 2007-2008

- Keep current first year orientation time frame
- Plan the initial summer assignment for summer 2008; assignment to be tied to FE 134, and, if possible, the Krost Symposium
- Increase emphasis on transitional skill development in FE 134
- Create Comprehensive Education Plan templates for different disciplines and majors
- Incorporate Comprehensive Education Plan into Advising Handbook (now under development)
- Conduct advisor training on use of the Comprehensive Education Plan
- Develop and produce professional-level printed Comprehensive Education Plan templates
- Distribute Comprehensive Education Plan to first-year students and advisors; a control group that has not used the Comprehensive Education Plan (sophomores and/or juniors) will be used in assessment comparisons
- Determine how many capstone courses will be offered during the 2007-2008 academic year
- Poll faculty to get input on how many presentations will be feasible for the first Student Academic Symposium; solicit ideas on how those will be chosen
- First year Student Academic Symposium to focus on presentations by seniors that come from capstone courses in each discipline
- Solicit additional ideas for the Student Academic Symposium
- Develop and administer first assessments for all strategies

Year 2, 2008-2009

- Summer reading assignment for First Year Experience in place.
- Increase Krost Symposium prominence, tied to summer book topic/author; identify outside funding sources.
- Roll-out of Comprehensive Education Plan to all new first-year students and advisors continues
- Begin planning for interactive online Comprehensive Education Plan Web site
- Add layers of participants to the Student Academic Symposium:
 - Joint presentations with alums and faculty
 - Other elements suggested by TLU community
- Assessment and improvement continues

Year 3, 2009-2010

- Continue Comprehensive Education Plan roll-out to all new first-year students; sophomores (freshmen from Year 2) continue use.
- Comprehensive Education Plan Web site goes live

- Begin preliminary work for Comprehensive Education Plan integration with administrative software degree planning program (must coordinate with administrative software implementation timeline).
- Add layers of participants to the Student Academic Symposium:
 - A poster competition for all students
 - Other elements suggested by the TLU community.
- Assessment and improvement continues

Year 4, 2010-2011

- Roll out Comprehensive Education Plan to new freshmen; continuing students from Year 2 and Year 3 continue use.
- Implement Comprehensive Education Plan integration with administrative software 'degree works' or similar program, if implementation timeline is at appropriate stage.
- Assessment and improvement continues
Assess success using surveys and focus groups.
- Add layers of participants to the Student Academic Symposium:
 - Sponsor presentations
 - Other elements suggested by the TLU community.
- Assessment and improvement continues

Year 5, 2011-2012

- Comprehensive Education Plan will have been rolled out to all entering freshmen for the past 4 years.
- Past Student Academic Symposia will be evaluated, including the annual corrections that occur as we learn from each year's experiences, to determine the future direction.
- Assessment and improvement continues

RESOURCES

First Year Experience

Resource	Source	Year 1 FY 2008	Year 2 FY 2009	Year 3 FY 2010	Year 4 FY 2011	Year 5 FY 2012
Krost Program Enhancement	Existing General & Educational funds	\$5,000	\$0	\$0	\$0	\$0
Krost Program Enhancement	Krost program budget increase	\$0	\$7,500	\$7,500	\$7,500	\$7,500
Krost Program Enhancement	External sponsorship	\$0	\$0	\$2,500	\$2,500	\$2,500
Peer Mentors	Existing Peer Mentors operating budget	\$14,000	\$14,000	\$14,000	\$14,000	\$14,000
Subtotal – First Year Experience		\$19,000	\$21,500	\$24,000	\$24,000	\$24,000

- \$5,000 of the existing General & Educational budget will be redeployed for the Krost program in year 1 and subsequently will be an additional budgeting item for years 2 – 5
- External sponsorship in years 3 – 5 will allow for continued improvement/additional events as the first-year component of the Krost program develops
- While not a discrete budget item, projected faculty growth in the university's budgeting process allows for additional faculty resources in first year experience course loads

Comprehensive Education Plan

Resource	Source	Year 1 FY 2008	Year 2 FY 2009	Year 3 FY 2010	Year 4 FY 2011	Year 5 FY 2012
First Year Programming Director	Redeploy existing salary & benefits of Director for Campus Programs	\$55,000	\$56,500	\$58,000	\$59,500	\$61,000
First Year Programming Support	Additional operating budget	\$0	\$16,250	\$32,500	\$33,150	\$33,800
CEP Website Development and Maintenance	Instructional Technology budget	\$0	\$2,500	\$20,000	\$2,500	\$2,500
Subtotal – Comprehensive Education Plan		\$55,000	\$75,250	\$110,500	\$95,150	\$97,300

- The university has redeployed an open position for campus programs to focus on first year programming as part of the overall campus programming for students
- Support staff for increased focus on first year programs will require an operating budget increase in the FY 2009 budgeting cycle
- The budget for support staff assumes filling the position halfway into FY 2009
- The interactive Comprehensive Education Plan software development and maintenance costs will be factored into the Instructional Technology budget beginning in FY 2009
- The Instructional Technology budget is funded by a component of tuition and is set during the budgeting process to address student technology needs over the forthcoming year

Student Academic Symposium

Resource	Source	Year 1 FY 2008	Year 2 FY 2009	Year 3 FY 2010	Year 4 FY 2011	Year 5 FY 2012
Honoraria, Awards, Travel, Supplies and Promotion	Existing General & Educational funds	\$2,500	\$0	\$0	\$0	\$0
Honoraria, Awards, Travel, Supplies and Promotion	New symposium operating budget	\$0	\$2,500	\$2,500	\$2,500	\$2,500
Honoraria, Awards, Travel, Supplies and Promotion	External sponsorship	\$0	\$0	\$2,500	\$5,000	\$5,000
Subtotal – Student Academic Symposium		\$2,500	\$2,500	\$5,000	\$7,500	\$7,500

- \$2,500 of the existing General & Educational budget will be redeployed for the symposium program in year 1 and subsequently will be an additional budgeting item for years 2 – 5
- External sponsorship in years 3 – 5 will allow for continued improvement/additional events as the symposium program develops
- The scope of the symposium program may require the university to acquire additional audio/visual and other equipment which will be factored as needed into the Instructional Technology budget beginning in FY 2009

Assessment and Institutional Research

Resource	Source	Year 1 FY 2008	Year 2 FY 2009	Year 3 FY 2010	Year 4 FY 2011	Year 5 FY 2012
Director of Institutional Research	Redeploy salary & benefits of budgeted but open positions at the university	\$65,000	\$66,300	\$67,600	\$69,000	\$70,400
Assessment and Institutional Research Operating Budget	Existing operating budget for Institutional Research	\$5,200	\$5,200	\$5,200	\$5,200	\$5,200
Assessment and Institutional Research Operating Budget	New (increased) operating budget for Institutional Research	\$0	\$5,000	\$6,000	\$10,000	\$10,000
Subtotal – Assessment & Institutional Research		\$70,200	\$76,500	\$78,800	\$84,200	\$85,600

- Budgeted but open positions at the university will be reviewed and redeployed in whole or in part as needed to staff a full-time Director of Institutional Research
- An increase to the existing operating budget for institutional research will be an additional budgeting item for years 2 – 5 with a projected spike in years 4 and 5 as the 5-year program culminates

Resources Summary

Funding Requirements by Resource Category

Resource	Year 1 FY 2008	Year 2 FY 2009	Year 3 FY 2010	Year 4 FY 2011	Year 5 FY 2012
First Year Experience	\$19,000	\$21,500	\$24,000	\$24,000	\$24,000
Comprehensive Education Plan	\$55,000	\$75,250	\$110,500	\$95,150	\$97,300
Student Academic Symposium	\$2,500	\$2,500	\$5,000	\$7,500	\$7,500
Assessment and Institutional Research	\$70,200	\$76,500	\$78,800	\$84,200	\$85,600
Total	\$146,700	\$175,750	\$218,300	\$210,850	\$214,400

Funding Requirements by Source

Source	Year 1 FY 2008	Year 2 FY 2009	Year 3 FY 2010	Year 4 FY 2011	Year 5 FY 2012
Existing budgeted resources	\$146,700	\$142,000	\$144,800	\$147,700	\$150,600
Incremental resources	\$0	\$33,750	\$73,500	\$63,150	\$63,800
Total	\$146,700	\$175,750	\$218,300	\$210,850	\$214,400

ASSESSMENT

Overview

The QEP co-directors will engage the Institutional Research personnel and the Institutional Effectiveness Committee in the assessment process. The First Year Experience committee will coordinate the first year assessment, the First Year and Campus Programs Director will help with the Comprehensive Education Plan assessment, and the Student Academic Symposium Committee will assist with assessing the Student Academic Symposium.

We realize we will require both qualitative and quantitative evaluations to estimate the success of our plan. Interviews with students (individually and in focus groups) may be the best way to evaluate student attitudes. Students who have experienced the revised freshman program and the Comprehensive Education Plan will be compared to those (sophomores and above, or transfer students) who have not. Students involved in the Student Academic Symposium will be asked to evaluate the experience, and students, faculty, and staff who observe the Symposium will comment on its success compared to past experiences.

Interviews are time consuming and sometimes hard to interpret. We also will develop surveys and questionnaires to evaluate our strategies. We will administer surveys to freshmen as they complete their first semester, and to students, faculty, and other attendees of the Student Academic Symposium. As noted (See Appendix C), many NSSE items relate more or less well to our goals. Since we have a historical record of the NSSE results, we can compare future student responses with those before the QEP was initiated. A first-year survey (see Appendix D), already in use, will be modified to include NSSE items identified as relating to our learning objectives. The modified survey will be administered to first-year students and corresponding comparison groups at the same time as our focus groups to monitor student outcomes and our learning objectives. We will also look for quantitative changes in retention rates, student participation in co-curricular activities, and other comparative data (although we are aware that many factors influence these statistics).

The strategies and timelines for administering the assessment vehicles are outlined below.

Strategies

Opening and Fall Orientation - FE 134: Exploring the Arts and Sciences

- a) develop and enhance FE 134 academic content to better support continued student orientation
- b) summer book project

Comprehensive Education Plan

- a) develop and field test
- b) distribute Comprehensive Education Plan to all first-year students & FE 134 teachers and make use of Comprehensive Education Plan in making plans for learning
- c) build and implement interactive Web site for Comprehensive Education Plan

Symposium

- a) formalize and draw together senior presentations from capstone courses
- b) organize poster sessions
- c) institute awards
- d) invite prospective students; invite alumni to return

Cultural Overview

Assessment measures for learning outcomes should show marked improvement over time

- a) Focus group findings should indicate that students are taking responsibility and playing an active role in their own education
- b) Focus group findings should show marked improvement for identified learning outcomes
- c) Data from school surveys relating to corresponding NSSE items should show marked improvement over time: improved corresponding NSSE elements (as compared to the control baseline) and improved internal survey elements as compared to baseline data to be collected.
- d) Data from newly created survey for symposium presentations should indicate improvement in related learning outcomes over time.
- e) Interview data should show a developing understanding of a culture of scholarship over time

Learning Outcomes

See Table 2, page 17

Responsibility:

Institutional Research personnel, aided by the Institutional Effectiveness Committee, the First Year Experience Committee, and the Student Academic Symposium Committee. The directors of the QEP will coordinate the assessment activities.

Data Collection Strategies

This Assessment Plan will make use of the following qualitative and quantitative tools to assess progress made toward meeting our student learning outcomes and our overarching goal.

<u>Focus Groups</u>	
Sample Group	Time
FE Students test group (1)	t(1) near the end of the 1st semester of first year after Comprehensive Education Plan is covered
FE Students test group (1)	t(2) 2nd semester of first year around registration
FE Students test group (1)	t(3) 1st semester of sophomore year around registration
Control Group	Time
control group of sophomores or juniors (1)	t(1) near the end of the 1st semester of sophomore/junior year after Comprehensive Education Plan is covered with FY students
control group of sophomores or juniors (1)	t(2) 2nd semester of sophomore/junior year around registration
control group of sophomores or juniors (1)	t(3) 1st semester of junior/senior year around registration

<u>Individual Interviews</u>	
	Interviews exploring cultural experience of students
Sample Group	Time
Stratified group to honor diverse student populations to be interviewed each year of their attendance	near the end of 1st semester each year - t(1), t(2), t(3), t(4)

Surveys

Survey for student experiences at end of the year, which corresponds to NSSE measures that relate to Institutional Goals for Graduates (App. C)

Sample Group	Time
FE Students test group (1)	end of the first semester each year - t(1), t(2), t(3), t(4)

surveys for student symposium

Sample Group	Time
Students	distributed and collected at student scholarly symposium each year
Faculty	distributed and collected at student scholarly symposium each year
Other	distributed and collected at student scholarly symposium each year

APPENDIX A
Institutional Goals for Graduates
(Adopted by the faculty, April 1997; revised April 2004)

KNOWING

TLU graduates should have achieved

1. a breadth of knowledge in the arts, humanities, natural sciences, and social sciences.
2. a depth of knowledge in a single discipline sufficient to understand its methods, language, content, history, and value.
3. an understanding of the Christian faith and traditions.
4. an awareness of and respect for diverse religions, cultures, and viewpoints.

DOING

TLU graduates should be able to

5. write clearly and coherently, read with comprehension, speak effectively, and listen with care and openness.
6. use basic mathematical skills and know the appropriateness of quantitative methods.
7. use appropriate tools for problem solving and for finding, analyzing, and communicating information.
8. think critically and reflectively and draw reasonable, supportable conclusions both individually and in groups.

BECOMING

TLU encourages and assists its students in developing

9. a commitment to active community service.
10. an integrated ethical perspective and a sense of moral purpose.
11. a desire to cultivate physical and psychological health and well-being.
12. a will to pursue continued cultural, intellectual, and spiritual growth.

**Appendix B
TLU COMPREHENSIVE EDUCATION PLANNING SHEET**

Institutional Goals for Graduates (IGG)	Degree Requirements (124 Semester hours minimum - 30 upper division / 33 in-residence.)	Courses Completed	Courses Needed and/or In Progress	Co-curricular Study/Involvement (Supports development of IGG & degree requirements)	Co-Curricular Study Needed or in Progress	Total Credit Hours
Grads should: 1. Be able to <u>write clearly & coherently, read w/comprehension, speak effectively,</u> and listen with care. 2. Be able to use basic mathematical skills & know the appropriateness of quantitative methods	Foundations of Liberal Education (12 hours) GEC 134; ENG 131-132; MATH133 or higher					
3. Have <u>depth of knowledge</u> in a single discipline sufficient to understand its methods, language, content, history, & value.	Major: Hours: (Minimum: 2.0 GPA; 12 hrs. UD; 9 hrs in residence.) Senior capstone required. Minor: Hours: (Minimum: 2.0 GPA; 6 hours UD; 6 hours in residence)					
4. Have a <u>breadth of knowledge</u> in arts, humanities, social sciences, and natural sciences.	Supporting Courses Hours: Dimensions of Liberal Education (36 hours)					
5. Have an <u>understanding of Christian faith & traditions</u>	The Natural Sciences (6 hrs) The Social Sciences (6 hrs)					
6. Have an <u>awareness of & respect for diverse religions, cultures, & viewpoints</u>	The Cross-Cultural (3 hours)					
7. Have a desire to cultivate physical & psychological health & well-being	The Arts (6 hours)					
8. Think critically & reflectively & draw reasonable, supportable conclusions both individually & in groups	Personal Well-Being (3 hours)					
9. Use appropriate tools for problem solving & for finding analyzing, and communicating information	Theological (6 hours)					
10. Have an <u>integrated ethical perspective & sense of moral purpose</u>	The Humanities (6 hrs)					
11. Have a commitment to <u>active community service</u>	Additional Requirements Writing Intensive Course (3 hrs UD)					
12. Have a will to pursue <u>continued cultural, intellectual, and spiritual growth</u>	Ethics-Focused Course (3 hrs) Can be met by courses in major, minor, supporting work, dimensions or as separate hours.					
Electives						
TOTAL HOURS						

Write Clearly, Read w/Comprehension, Speak Effectively

- Utilize the Writing Center
- Participate in student publications on campus
- Attend Poetry Slams and Coffee Houses, volunteer on open mike night
- Become a Supplemental Instructor, Teaching Assistant, or Tutor
- Attend the "Safe Spring Break" activities
- Join the TLU Toastmasters Club

Depth of Knowledge

- Attend S.I./Tutoring sessions for your classes for content review, learning strategies, and peer led discussions
- Use Career Services "What Can I Do With This Major?" to explore careers in your chosen major
- With your Academic Advisor and Career services plan internships or part-time/summer jobs for in-depth work in your major
- Join a student organization or honor society within your major; Psychology club, Chemistry club, Etc.

Breadth of Knowledge

- Participate in Study Abroad and International Education Programs
- Utilize on-line career research tools & the Career Services Resource Center to learn of career opportunities within different majors.
- Attend the Majors Fair
- Attend campus wide workshops through the Academic Support Center on different learning strategies and practice.
- Join TLU student publications and work for the Lone Star Lutheran Newspaper
- Have discussions with your Faculty Mentor and/or Advisor the purpose of TLU's Dimensions in Higher Liberal Education when working on your degree plan.

Appendix B (Continued)

CO-CURRICULAR OPPORTUNITIES
(Examples only – not a definitive list)

Understanding Christian Faith & Tradition

- Become involved in Faith-based student organizations and/or Campus Ministry
- Attend Koinonia and other bible study groups within the Residence Halls / Apartments
- Participate in programs with the Center for Servant Leadership
- Travel on service learning trips over spring break

Awareness & Respect for Diversity

- Work with Campus Programs to hold campus wide discussions (through convo hours, movies, panels w/faculty) on TLU diversity and awareness
- Attend educational programs to help students learn about peers with disabilities
- Become a SI leaders/tutors/presenters and learn to teach others about learning styles and diverse approaches to study
- Support & attend programs for TLU commuter, 1st generation, and non-traditional students
- Learn another language and culture while studying abroad
- Become a member of MASA, BSU, Women's Center, etc
- Hall workshops on how to live with others who are different than you
- Attend or help Student Activities plan and present Diversity Week Activities
- Become an International Education Ambassador and work with international students visiting TLU
- Attend DIVERSE Leadership Conference

Ethical Perspectives & Moral Purpose

- Serve on the Judicial Council and learn community governance and mediation skills
- Participate in Academic Honesty Workshops - what it is and how to maintain it
- Learn about Professional ethics through Career Services – what are they for your future profession?
- Become a Peer Mentor, RA, or Senator and learn about moral development, leadership, and applied ethics as a student leader on campus
- Challenge and/or confirm your values and perspectives while studying abroad
- Participate in chapel, discussion groups, and biblical study through Campus Ministry and the Campus Chaplain

Active Community Service

- Join a service student organization like Habitat for Humanity, Enact, etc.
- Serve as a Senator on with the TLU Student Government
- Help Residence Life with their community projects of Boo Bash and Easter Egg Hunts
- Participate in Service Projects through the Center for Student Leadership
- Volunteer to be a Big Brother/Sister, tutor, or children's story reader with Campus Ministry

Cultural, Intellectual, & Spiritual Growth

- Attend TLU Cultural Events; plays, symphony, art exhibits, band concerts, and photography exhibits
- Participate in the Study Abroad Fair, international Chapel services, Study Abroad Photo Show
- Help plan and participate in the Angel Tree
- Participate in "The Maze Walk" sponsored by Campus Ministry
- Attend the many lectures and activities of the Krost Symposium
- Have discussions with Faculty/Staff on how new learning impacts current faith system, personal traditions/views, and how to assimilate information
- Attend debates, panels, and programs jointly sponsored by academic departments/colleges

Appendix B (Continued)

**CO-CURRICULAR STUDY
PLANNING SHEET**

Write Clearly, Read w/Comprehension, Speak Effectively

Depth of Knowledge

Breadth of Knowledge

Understanding Christian Faith & Tradition

Awareness & Respect for Diversity

Cultivate Physical & Psychological Health

Think Critically & Reflectively & Draw Supportable Conclusions

Finding, Analyzing & Communicating Information

Ethical Perspectives & Moral Purpose

Active Community Service

Cultural, Intellectual, & Spiritual Growth

Appendix C Corresponding NSSE Items & Baseline Data, Sp2006

Although all NSSE items were related, the **bolded** items most closely correspond to our learning outcomes. Should we need to pair down questions in our internal survey, we suggest the bolded areas of inquiry. Red print indicates scores that were significantly lower than ours, blue indicates scores significantly higher.

Learning Outcome	Corresponding NSSE Item	Description		Our Avg.	Selected Peers	Carnegie Peers	NSSE
1	11a	acquiring a broad general education	first year	3.29	3.29	3.29	3.12
			senior	3.66	3.46	3.46	3.24
2	7h	culminating senior experience	first year	0	0.01	0.01	0.01
			senior	0.54	0.53	0.54	0.32
4	1e	included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	first year	3.11	2.82	2.89	2.76
			senior	2.95	2.91	2.93	2.78
	1u	had serious conversations with students of a different race or ethnicity than your own	first year	2.74	2.52	2.62	2.55
			senior	2.88	2.54	2.67	2.64
	1v	had serious conversations with students who are very different from you concerning religious beliefs, political opinions, or personal values	first year	2.77	2.82	2.81	2.68
			senior	2.9	2.76	2.84	2.71
7f	study abroad	first year	0.02	0.02	0.02	0.03	
senior			0.13	0.28	0.32	0.14	
10c	encouraging contact among students from different economic, social, or racial and ethnic backgrounds	first year	2.74	2.63	2.67	2.57	
		senior	2.75	2.41	2.5	2.4	
5	1a	asked questions in class or contributed to class discussions	first year	2.97	2.97	2.98	2.78
			senior	3.24	3.28	3.27	3.06
	1b	made a class presentation	first year	2.2	2.37	2.25	2.23
			senior	3.25	2.86	2.85	2.8
1c	prepare 2 or more drafts of a paper or assignment before turning it in	first year	2.52	2.64	2.62	2.65	
		senior	2.34	2.41	2.41	2.49	
1f	come to class without completing readings or assignments	first year	2.09	1.97	2	2.03	
		senior	2.03	2.06	2.09	2.12	

Learning Outcome	Corresponding NSSE Item	Description		Our Avg.	Selected Peers	Carnegie Peers	NSSE
5 Cont	3c	number of written papers or reports of 20 pages or more	first year	1.24	1.19	1.26	1.25
			senior	1.67	1.74	1.74	1.64
	3d	number of written papers or reports between 5 and 19 pages	first year	2.33	2.47	2.53	2.29
			senior	2.6	2.84	2.86	2.59
	3e	number of written papers or reports of fewer than 5 pages	first year	2.77	3.49	3.27	3.05
		senior	3.27	3.32	3.15	2.98	
	11c	writing clearly and effectively	first year	2.93	3.12	3.12	2.95
			senior	3.29	3.21	3.27	3.07
	11d	speaking clearly and effectively	first year	2.67	2.82	2.82	2.75
			senior	3.22	3.04	3.1	2.96
6	11f	analyzing quantitative problems	first year	2.92	2.84	2.89	2.85
			senior	3.31	3.05	3.03	3.02
7	1L	used an electronic medium to discuss or complete an assignment	first year	2.34	2.55	2.58	2.64
			senior	2.88	2.7	2.76	2.85
	1d	worked on a paper or project that required integrating ideas or information from various sources	first year	3.12	3.14	3.12	3.03
			senior	3.36	3.4	3.42	3.3
	7h	culminating senior experience	first year	0	0.01	0.01	0.01
		senior	0.54	0.53	0.54	0.32	
10g	using computers in academic work	first year	3.25	3.27	3.3	3.32	
		senior	3.48	3.44	3.46	3.47	
11g	using computing and information technology	first year	2.95	2.87	2.9	2.99	
		senior	3.23	3.09	3.09	3.21	
8	1g	worked with other students on projects during class	first year	2.33	2.27	2.32	2.4
			senior	2.5	2.46	2.39	2.51
	1h	worked with classmates outside of class to prepare assignments	first year	2.52	2.5	2.45	2.36
			senior	2.93	2.76	2.76	2.75
6d	examine the strengths and weaknesses of your own views on a topic or issue	first year	2.74	2.66	2.7	2.57	
		senior	2.79	2.83	2.81	2.69	
1d	worked on a paper or project that required integrating ideas or information from various sources	first year	3.12	3.14	3.12	3.03	
		senior	3.36	3.4	3.42	3.3	

Learning Outcome	Corresponding NSSE Item	Description		Our Avg.	Selected Peers	Carnegie Peers	NSSE
8 Cont (NEG)	1i	putting together ideas or concepts from different courses when completing assignments or during class discussions	first year	2.73	2.61	2.67	2.57
			senior	3.09	2.93	3	2.91
	2a	memorizing facts, ideas, or methods from your courses and readings so you can repeat them in the same form	first year	2.63	2.84	2.76	2.87
			senior	2.75	2.71	2.6	2.74
	2b	analyzing the basic elements of an idea, experience, or theory such as examining a particular case or situation in depth and considering its components	first year	3.18	3.13	3.19	3.06
			senior	3.39	3.12	3.35	3.22
	2c	synthesizing and organizing ideas, information, or experiences into new more complex interpretations and relationships	first year	2.8	2.92	2.97	2.83
			senior	3.17	3.13	3.18	3.01
	2d	making judgments about the value of information, arguments, or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	first year	3.04	2.87	2.93	2.82
			senior	3.2	3.04	3.04	2.94
2e	applying theories or concepts to practical problems or new situations	first year	3.03	3.03	3.06	2.98	
		senior	3.35	3.24	3.24	3.17	
11e	thinking critically and analytically	first year	3.33	3.26	3.3	3.16	
		senior	3.54	3.46	3.5	3.33	
11h	working effectively with others	first year	2.86	2.97	2.96	2.92	
		senior	3.39	3.24	3.21	3.14	
9	1j	tutored or taught other students (paid or voluntary)	first year	1.71	1.79	1.68	1.67
			senior	2.3	2.14	2.05	1.89
1k	participated in a community based project (e.g. service learning) as part of a regular course	first year	1.43	1.61	1.53	1.5	
		senior	1.88	1.87	1.77	1.69	

Learning Outcome	Corresponding NSSE Item	Description		Our Avg.	Selected Peers	Carnegie Peers	NSSE
9 Cont	1s	worked with faculty members on activities other than coursework (committees, orientation, student life act., etc...)	first year	1.66	1.7	1.66	1.56
			senior	2.17	2.17	2.1	1.81
	7b	community service or volunteer work	first year	0.32	0.44	0.42	0.36
			senior	0.72	0.74	0.7	0.59
10	11i	voting in local, state, or national elections	first year	1.85	1.8	1.95	1.92
			senior	2.1	2.14	2.21	2.1
	11n	developing a personal code of values and ethics	first year	2.73	2.72	2.7	2.59
			senior	3.08	2.89	2.8	2.65
11	6b	exercised or participated in physical fitness activities	first year	2.89	3.08	2.93	2.77
			senior	2.83	2.95	2.94	2.7
	11k	understanding yourself	first year	2.82	2.75	2.8	2.71
			senior	3.1	2.97	2.98	2.78
12	1o	talked about career plans with a faculty member or advisor	first year	2.16	2.25	2.14	2.1
			senior	2.79	2.75	2.68	2.4
	1p	discussed ideas from your readings or classes with faculty members outside of class	first year	1.96	1.92	1.95	1.81
			senior	2.43	2.29	2.32	2.08
	1r	worked harder than you thought you could to meet an instructor's standards or expectations	first year	2.55	2.63	2.62	2.58
			senior	2.9	2.71	2.71	2.69
	1t	discussed ideas from your readings or classes with others (students, family members, co-workers, etc..) outside of class	first year	2.86	2.71	2.82	2.68
senior			2.99	2.91	2.97	2.84	
3b	number of books read on your own (not assigned) for personal enjoyment or academic enrichment	first year	1.97	2.02	2.08	2.06	
		senior	2.21	2.2	2.23	2.21	
6a	attended an art exhibit, gallery, play, dance, or other theatre experience	first year	2.51	2.28	2.28	2.1	
		senior	2.05	2.26	2.28	2.01	

Learning Outcome	Corresponding NSSE Item	Description		Our Avg.	Selected Peers	Carnegie Peers	NSSE
12 Cont	6c	participated in activities to enhance your spirituality (worship, meditation, prayer, etc...)	first year	2.18	2.24	2.07	2.09
			senior	2.59	2.34	2.13	2.18
	7f	study abroad	first year	0.02	0.02	0.02	0.03
			senior	0.13	0.28	0.32	0.14
	10f	attending campus events and activities (special speakers, cultural performances, athletic events, etc...)	first year	3	3.04	2.93	2.75
			senior	2.97	2.8	2.86	2.57
11p	developing a deepened sense of spirituality	first year	2.55	2.31	2.12	2.05	
		senior	2.73	2.28	2.03	1.92	
13	1k	participated in a community based project (e.g. service learning) as part of a regular course	first year	1.43	1.61	1.53	1.5
			senior	1.88	1.87	1.77	1.69
	9d	participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc...)	first year	2.17	2.87	2.55	2.17
			senior	2.65	2.77	2.67	2.08
	7b	community service or volunteer work	first year	0.32	0.44	0.42	0.36
senior			0.72	0.74	0.7	0.59	
10f	attending campus events and activities (special speakers, cultural performances, athletic events, etc...)	first year	3	3.04	2.93	2.75	
		senior	2.97	2.8	2.86	2.57	
14	11j	learning effectively on your own	first year	2.91	2.85	2.91	2.85
			senior	3.05	3.07	3.12	3

Appendix D First Year Survey

Student ID: _____

First Year Survey

Mark the space that best describes your feelings about each statement.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. I feel like I am a part of the TLU community.	SD	D	UN	A	SA
2. I am happy to be at TLU.	SD	D	UN	A	SA
3. I like going to classes at TLU.	SD	D	UN	A	SA
4. The professors at TLU treat me fairly.	SD	D	UN	A	SA
5. The professors at TLU respect my opinions.	SD	D	UN	A	SA
6. The professors at TLU care about me.	SD	D	UN	A	SA
7. The professors at TLU help me when I need it.	SD	D	UN	A	SA
8. I attend TLU events.	SD	D	UN	A	SA
9. I feel prepared to be in college.	SD	D	UN	A	SA
10. My high school teachers have prepared me for college.	SD	D	UN	A	SA
11. I will be able to do the coursework at TLU.	SD	D	UN	A	SA
12. I will make friends at TLU.	SD	D	UN	A	SA
13. I am confident I will graduate from college.	SD	D	UN	A	SA
14. I plan on graduating from TLU.	SD	D	UN	A	SA
15. My transition into a college student has been good.	SD	D	UN	A	SA
16. I am aware of the TLU Academic Support Center.	SD	D	UN	A	SA
17. I am aware of Student Life Services.	SD	D	UN	A	SA
18. I know who to call on campus if I have any needs.	SD	D	UN	A	SA
19. I know what my major will be.	SD	D	UN	A	SA
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

Answer the following questions as they describe you:

20. Do you live on campus? <input type="checkbox"/> Yes <input type="checkbox"/> No
21. Are you a male or female? <input type="checkbox"/> Male <input type="checkbox"/> Female
22. Which language is most often spoken in your home? <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> English and Spanish <input type="checkbox"/> Other (Write it in _____)
23. Which description best fits your background? <input type="checkbox"/> Hispanic, Latin, or Mexican-American <input type="checkbox"/> Black or African American <input type="checkbox"/> White or Anglo <input type="checkbox"/> Asian or Asian American <input type="checkbox"/> Native American <input type="checkbox"/> Multiracial <input type="checkbox"/> Other _____

24. What grades did you get in high school? <input type="checkbox"/> A's <input type="checkbox"/> A's & B's <input type="checkbox"/> B's <input type="checkbox"/> B's & C's <input type="checkbox"/> C's <input type="checkbox"/> C's & D's <input type="checkbox"/> D's <input type="checkbox"/> D's & F's <input type="checkbox"/> F's
25. What grades do you hope to get in college? <input type="checkbox"/> A's <input type="checkbox"/> A's & B's <input type="checkbox"/> B's <input type="checkbox"/> B's & C's <input type="checkbox"/> C's <input type="checkbox"/> C's & D's <input type="checkbox"/> D's <input type="checkbox"/> D's & F's <input type="checkbox"/> F's
26. What is the highest level of education for your father or male guardian? <input type="checkbox"/> Elementary <input type="checkbox"/> Some High School <input type="checkbox"/> High School <input type="checkbox"/> Some College <input type="checkbox"/> College Graduate <input type="checkbox"/> Don't Know
27. What is the highest level of education for your mother or female guardian? <input type="checkbox"/> Elementary <input type="checkbox"/> Some High School <input type="checkbox"/> High School <input type="checkbox"/> Some College <input type="checkbox"/> College Graduate <input type="checkbox"/> Don't Know

THANK YOU FOR COMPLETING THIS SURVEY!

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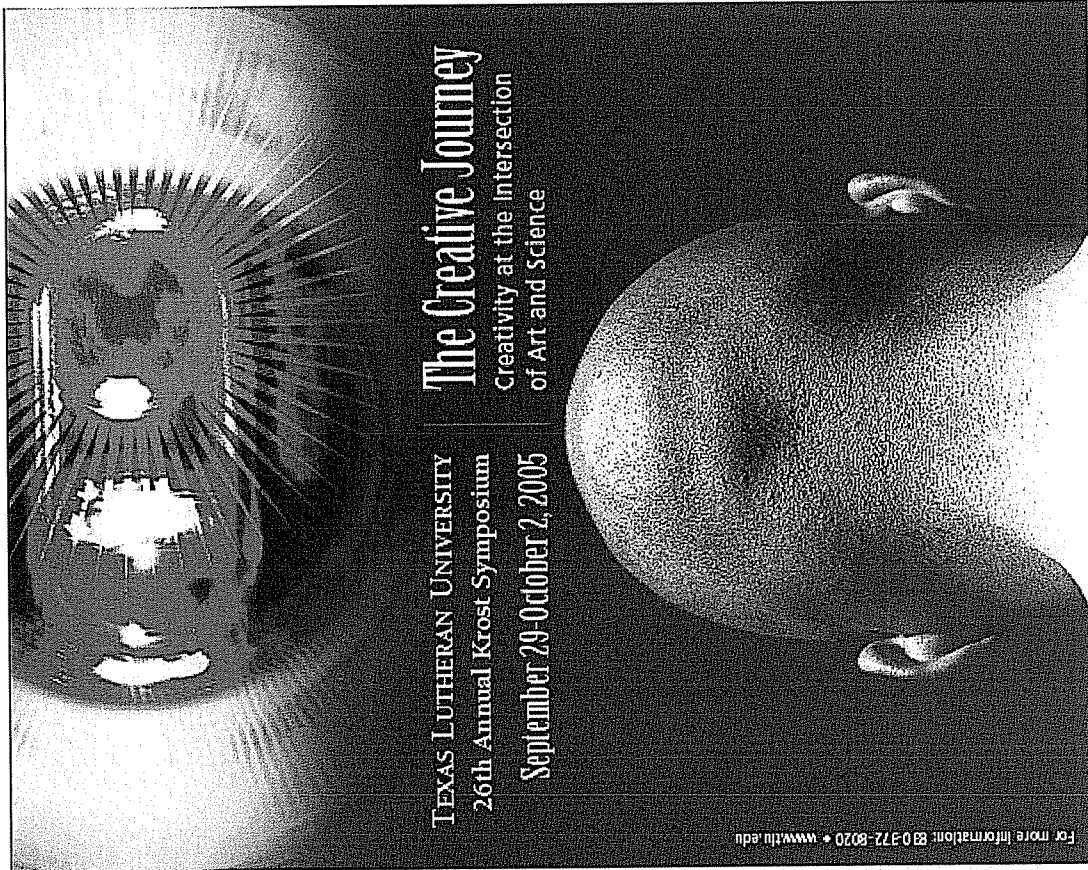
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APPENDIX F
PROGRAMS FROM 2005 AND 2006 KROST SYMPOSIA



The Creative Journey
Creativity at the Intersection
of Art and Science

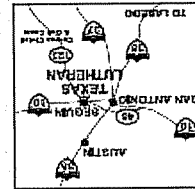
TEXAS LUTHERAN UNIVERSITY
26th Annual Krost Symposium
September 29-October 2, 2005

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Web: www.tlu.edu
E-mail: iphce@tlu.edu

For detailed directions to Texas Lutheran University and a list of local hotels, please visit the TLU Website.



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Schedule of the 26th Annual Krost Symposium continues on next page

26TH ANNUAL KROST SYMPOSIUM

The Creative Journey

Creativity at the Intersection of Art and Science

Historically, there have been periods of extraordinary convergence between art movements and scientific discoveries. At each juncture, the disciplines engendered ideas and theories and, using their own unique insights, rendered the information they gathered into something new: a more complete understanding of the world they lived in and the world they were creating. Are we at the dawn of such a convergence today? The 26th Annual Krost Symposium – The Creative Journey: Creativity at the Intersection of Art and Science – seeks to examine that question.

SYMPOSIUM SCHEDULE

THURSDAY, SEPT. 29

No registration is required. All lecture sessions are free. Tickets for the plays may be purchased at the door.

- 9:15 a.m. Welcome, Jackson Auditorium
Jon R. Mohr, Ph.D., president, Texas Lutheran University
- 9:20 a.m. Introduction to the 2005 Krost Symposium
Fery Price, MFA, assistant professor and production designer, department of dramatic media, TLU
Dave Legone, MFA, assistant professor, chair and director of department of dramatic media, TLU
- 9:30 a.m. SESSION I, Jackson Auditorium
Einstein's Violin: A Conductor's Notes on Music, Physics, and Social Change
Joseph Egert, founder and musical director of the Symphony for United Nations (SUN)
- 10:15 a.m. Audience response
- 10:30 a.m. Break
- 10:45 a.m. SESSION II, Jackson Auditorium
Popular Culture and Mathematics:
The Simpsons and Futurama
Sarah J. Greenwald, Ph.D., associate professor, department of mathematics, Appalachian State University, Boone, North Carolina

SESSIONS III - X, Jackson Auditorium
Please see the next page for more information.

FRIDAY, SEPT. 30

- 10:30 a.m. SESSION XI, Jackson Auditorium
Art Needs Science: Science Needs Art
Maestro Joseph Egert, Mike Greenberg, San Antonio Express-News

SESSIONS III-X, Jackson Auditorium

Tickets for all performances are \$8 for adults, \$5 for seniors and non-TLU students, free to members of the TLU community.

	Thursday, Sept. 29	Friday, Sept. 30	Saturday, Oct. 1	Sunday, Oct. 2
2 p.m.	Session III Picasso at the Lapin Agile A play by Steve Merin Directed by David Legone Designed by Fery Price	Session VI La Vieux du Soleil, A workshop production of an original play by Jackson Hobbes Directed by David Legone Designed by Fery Price Discussion with playwright, cast, director and guests following performance	Session VIII Baby M	Session X Baby M
5 p.m.	Session IV Opening night reception: Baby M Dr. and Mrs. Edward A. Saggel lobby, Jackson Auditorium			
7 p.m.	Session V Baby M, An original play and word premiere by Lauren Gunderson Directed by David Legone Designed by Fery Price Discussion with playwright, cast, director and guests following performance	Session VII Picasso at the Lapin Agile Discussion with cast, director and guests following performance	Session IX Picasso at the Lapin Agile	

SYMPOSIUM CO-SPONSORS

Maestro Joseph Egert is music director and conductor for the Symphony for United Nations (SUN) in association with the United Nations Department of Public Information. Egert is Guest Conductor for UFA in Beijing, China. He is also active in the movie and television industry, SUN inquiries and conducts musical activities that bear on global and local concerns and is dedicated to harnessing the power of music for constructive change. SUN is concerned with human rights and is active against war, poverty and the deterioration of the environment.

Mike Greenberg is a reporter, columnist and senior music critic at the San Antonio Express-News. A native San Antonioan, Greenberg chronicles the distinctive culture of his home town, defends its sense of place and points the way on the path ahead.

Dr. Sarah J. Greenwald is associate professor in the department of mathematics at Appalachian State University in North Carolina. Greenwald received a Ph.D. from the University of Pennsylvania in Philadelphia and a B.S. from Union College in New York. She has received several honors and awards including the National Science Foundation Research Opportunity Award. Greenwald's research specialty is Riemannian geometry. Greenwald has written numerous articles including "Reconsidering the Mathematical Achievements of Women and Minority Mathematicians into Classrooms" and "The Use of Letter Writing Projects in Teaching Geometry."

Lauren Gunderson is an Alabama-based playwright and screenwriter. Gunderson's work has received national praise and awards including the Perla Kerr Award for American Theatre, Young Playwrights Award and Essential Theatre Prize. Gunderson was a finalist for the Chesapeake Screenwriting Award, The Princess Grace Award, and the Hedwig Award. "Paris They Call Deep" was produced off Broadway. "Six Menos" was performed off-off Broadway and both "Lisp" and "Background" were recently produced in Atlanta. The screenplay "Southland" is optioned for production, and her short story "Cancer Man" was recently awarded the Hornetbeaga Short Fiction Award.

Bretton Holmes, master of fine arts in playwriting, University of Southern California, is an accomplished playwright and author. The Los Angeles production of "Water Water Everywhere" garnered critical acclaim and three nominations at the 2003 Valley Theatre League Awards, including Best Overall Production. "Loss of Somnolence" was produced at the Arlington Center for the Arts New York Festival, one of only three out-of-state plays to be presented. His latest full-length play, "Wetshimmer," is in production at the Backstop Opera House, Eastrop Texas, where he is playwright in residence for the 2005-2006 season. "Wetshimmer" is also set for production in Florida, January 2006.

The Creative Journey of the Heart:
**HATE, TOLERANCE,
 FORGIVENESS, HOPE**

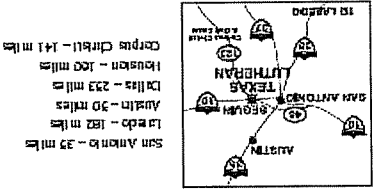
27TH ANNUAL KROST SYMPOSIUM



TEXAS LUTHERAN UNIVERSITY
 Sept. 28, 2006
 For more information: 830-372-8060 • www.tlu.edu

FOR MORE INFORMATION:
 Call: 830.372.8060
 Web: www.tlu.edu
 Fax: 830.372.6412
 E-mail: tkyrdon@tlu.edu

For detailed directions to Texas Lutheran University and a list of local hotels, please visit the TLU Website.



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Schedule of the 27th Annual Krost Symposium continues on next page

The Creative Journey of the Heart: HATE, TOLERANCE, FORGIVENESS, HOPE

A symposium combining experiential workshops with lectures and discussion about the development of hatred, the teaching of tolerance, works of forgiveness, and the production of hope and healing.

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| <p>9:15 a.m.
Vocal Performance
Under the direction of Doug Boyer, D.M.A.
Jackson Auditorium</p> | <p>2:30 p.m.
Vocal Performance
Under the direction of Doug Boyer, D.M.A.
Jackson Auditorium</p> |
| <p>9:20 a.m.
Welcome to the Event
Jackson Auditorium</p> | <p>2:35-3:20 p.m.
Concursive Journeys: Common Ground: Alternatives toward Healing and Justice
David Dreyfus
Jackson Auditorium</p> |
| <p>9:30-10:20 a.m.
Strange Fruit: Billie Holiday, the Cross of Jesus, and Mystical/Political Communion with the Dead
Chris Pramuk
Jackson Auditorium</p> | <p>3:30-4:20 p.m.
Opportunities for Recognition: A Performance-Lecture about Encounters of Hate and Healing in South Central Texas
Denise Mendezca, Ph.D.
Jackson Auditorium</p> |
| <p>10:30-11:20 a.m.
From Posttraumatic Aversion and Addiction to Healing and Love: Brain Processes and Disciplined Practices to Recondition Them
Jim Hopper, Ph.D.
Jackson Auditorium</p> | <p>4:20 p.m.
Vocal Performance
Under the direction of Doug Boyer, D.M.A.
Jackson Auditorium</p> |
| <p>11:20 a.m.-12:30 p.m. Concurrent Breakout Sessions
• Q & A with Chris Pramuk
Jackson Auditorium
• Working on Meditation
Jim Hopper, Ph.D.
Burt Conference Center, Tscheppe Hall
• Interfaith Dialogue
PeaceCENTER, Tscheppe Hall 103
• Re-examining the Holocaust
Carolyn Austin, Ph.D., and Angela Saust, Ph.D.
Tscheppe Hall 121
• Witness in the Holy Land
Carolyn Schneider, Ph.D.
Conference Room A&B, Alumni Student Center
• I Hate ... (aged) readings of personal testimonies about hate, healing, & hope)
Directed by Denise Mendezca, Ph.D.
Wyppaman Little Theatre, Schuch Fine Arts Center</p> | <p>4:30-5:30 p.m. Concurrent Breakout Sessions
• Q & A with David Dreyfus
Jackson Auditorium
• Q & A with Denise Mendezca
Tscheppe Hall 250
• Music & Breathing: Impact on Healing
PeaceCENTER
Tscheppe Hall 120
• Teaching Tolerance in Education
PeaceCENTER
Tscheppe Hall 121
• Combating Homophobia
Chris Baileys, Ph.D., and Phil Page-Jones, Ph.D.
Tscheppe Hall 109
• Immigration
Kroy Taylor, Ph.D., I.D.
Tscheppe Hall 205</p> |
| <p>12:30-2:30 p.m. Lunch</p> | |

SYMPOSIUM GUEST PARTICIPANTS

an ordained Lutheran minister (TUU campus pastor, 1975-79), college football coach (TUU, 1975-76) and prison corrections officer, in 1985 he created a treatment/conviction aftercare program for sex offenders and their victims. In 1983 he began the Victim Offender/Abuse Dialogue program for the Texas Department of Criminal Justice, Victim Services Division, recognized for its pioneering contribution in establishing the first state-wide, victim-informed program for victims of violent crime to meet with their offenders for a healing process. His work has been recognized in numerous books, periodicals and television documentaries including CBS 48 Hours and Court TV. He now serves as founder and faculty of Concursive Journeys, a training and consultant service through which he develops programs and therapeutic alternative opportunities for healing and justice in other states and countries, as well as open training/healing experiences for spiritual leaders, victims/victim advocates, attorneys and other professionally engaged. See Web sites www.concursivejourneys.com

Denise A. Mendezca, Ph.D., is an independent researcher, writer, and performer focusing on race, class, gender, and ethnicity tensions that abound in South Texas. She has published several essays in scholarly journals, such as *Text and Performance Quarterly*, as well as in anthologies. She is currently working on a biography about an unknown working-class Mexican-American woman who raised her children alone during the Great Depression. Dr. Mendezca teaches, on occasion, at TUU and is the director of The Carolina Center, a nonprofit, research cooperative concerned with the cultural practices that influence race, class, gender, and ethnicity issues in the United States.

The PeaceCENTER's mission is to nurture the ever-growing circles of peacemakers and resources in a unifying approach to end violence in San Antonio and beyond by partnering individuals and organizations addressing all issues of violence, providing creative opportunities for all people, and building community and relationships focused on a vision of peace in this time and place and for future generations.

Harvey Taylor Shivers is Board Certified in the field of immigration and nationality law by the Texas Board of Legal Specialization.

PIRE SYMPOSIUM EVENTS

Sept. 26 and 27, 6-8 p.m.

Journey through Hate and Hope

Following the performance, facilitators will invite participants to engage with the issues of hate and hope as they process their experiences with each other in small groups. Asking their faith they may become aware of everyday oppression taking place in a variety of forms.

This program will provide an opportunity for participants to become more aware of oppression enacted in our culture in people's everyday lives, and to be inspired to work against these forms of oppression. Participants will begin their journey together as they experience staged readings entitled, "I Hate..."