

Tradition and Transformation

*A Self Study Conducted in Support
of a Continuing Accreditation Visit
by the Higher Learning Commission*

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Augustana College

Prepared by the 2004-06 Higher Learning Commission Steering Committee

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AUGUSTANA'S MISSION

Augustana College, rooted in the liberal arts and sciences and a Lutheran expression of the Christian faith, is committed to offering a challenging education that develops qualities of mind, spirit and body necessary for a rewarding life of leadership and service in a diverse and changing world. To accomplish this mission, Augustana sets as its goals:

- To develop in each qualified student the characteristics of liberally educated people through a program of general studies.
- To develop in each student expertise in a major field of study.
- To encourage each student to confront the fundamental religious issues of human life through the academic study of religion and the campus ministry program.
- To supplement students' formal curricular programs with a full range of opportunities for personal growth through participation in co-curricular activities.
- To encourage the personal and social growth of students through residential life programs and extracurricular activities.
- To offer its church and community the benefit of its programs and staff within the context of its basic mission as an undergraduate liberal arts college.

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Note: We use Modern Language Association style throughout this self study. Brief parenthetical references following quotations identify the page number of quoted material. Complete citations may be found under “Works Cited,” pages 183-185.

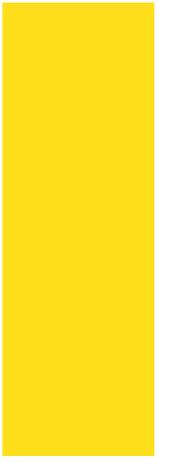
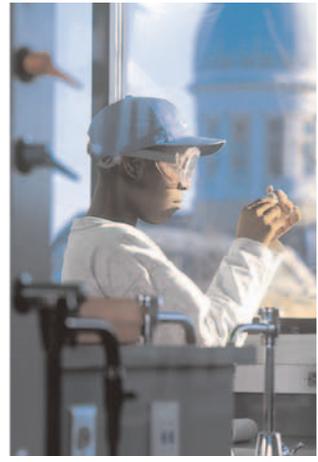
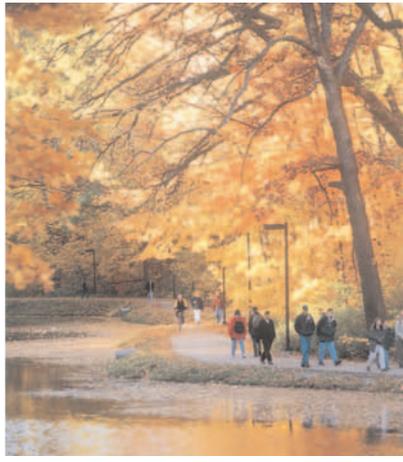
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Introduction

INTRODUCTION

Augustana College has prepared this self study for an accreditation visit by the Higher Learning Commission of the North Central Association. Here we address the core strengths of the institution as well as the challenges of the years ahead. In a time of significant change for our community, we affirm that the college remains within our particular tradition of church-related, liberal arts education, even as all of our constituents envision a new future. In all that we do, we are committed to our sense of purpose and identity, as expressed in our mission statement:

Augustana College, rooted in the liberal arts and sciences and a Lutheran expression of the Christian faith, is committed to offering a challenging education that develops qualities of mind, spirit and body necessary for a rewarding life of leadership and service in a diverse and changing world.

We seek in this self study to affirm that Augustana College fulfills the Higher Learning Commission's criteria for continuing accreditation; we also will demonstrate that Augustana has a focus on mission shared by all in our community and that we are guided by long-range vision. In addition to these goals, we intended the self study process to

- build on the college's strategic planning process to assess both the strengths and challenges for the college;
- engage all of the college's constituencies in the conversation;
- establish a process for regular collection of data and analysis that will serve the college for the future as it seeks continued improvement of its programs.

We developed the study even as the college was completing its new strategic plan, *Authentically Augustana*, and the two processes functioned cooperatively in developing a thorough analysis of our recent past and in planning for the future.

PROFILE OF AUGUSTANA COLLEGE

Augustana College was founded in Chicago in 1860, to "provide an education in the arts and sciences for young people of the Swedish Lutheran Church as

well as for all other qualified persons.” After an attempt to establish the college in rural Paxton, Illinois (1863), Augustana’s founders moved the fledgling college to Rock Island in 1875. The founders were educated Scandinavian Lutherans, both pastors and laypersons, who sought to create a college and seminary to serve the growing immigrant communities in North America.

Today, 2,360 students attend Augustana, most of them living on or near the 115-acre campus. They are a bright and ambitious group, as reflected in their record of personal and professional achievement. Augustana was ranked 53rd among all American colleges in the number of its graduates to earn doctorates of philosophy over the 20th century, in the Franklin and Marshall Baccalaureate Origins study. A dozen Augustana graduates have gone on to become college and university presidents and Augustana stands fifth all-time in the number of student-athletes recognized as Academic All-Americans by the NCAA.

An average of 72 percent of our entering students graduate after four years. Seventy-six percent graduate within five years. In fall 2005, the entering class of 679—a record class for the college—averaged a 25.7 ACT score. Our student body is almost entirely full-time (99 percent), traditional age (97 percent are age 17-22), residential (89 percent of first-year to junior students live in residence halls, seniors are permitted to live off campus), and of high academic profile (ACT median 26.2, 53 percent from top 20 percent of their high school class). Eight-and-a-half percent of all students are from an ethnic minority, and 1 percent are international students. Ninety-nine percent of students receive financial assistance. Students’ average family income is about \$96,000, and about 15 percent are Pell Grant-eligible based on high need. About 25 percent are first generation college students. Our top graduation majors, based on the

A ‘POWERFUL’ ENDORSEMENT

When *Forbes.com* issued its 2005 list of the most powerful women in the world, few people at Augustana were surprised to find 1975 graduate (and, at the time, chair of the college’s board) Brenda Barnes included at eighth on the list. That placed Barnes—CEO of Sara Lee—one rank ahead of her fellow Chicagoan, Oprah Winfrey.

Earlier in 2005, Barnes was featured in a front-page story about CEO *alma maters*. From *USA Today*: “Attending Augustana College in Rock Island, Ill., made me CEO of Sara Lee,” she says. With a workforce of 150,400 and 2004 sales of \$19.6 billion, Sara Lee is the largest corporation with a female CEO.

“We alums at Augustana, we say there might be other schools that open more doors,” says Barnes, who declines most interviews but was quick to come to the phone to talk about her *alma mater*. “Once we get in the door, we stand up better than anybody.”



Brenda Barnes

past three-year average, are business administration, biology, psychology, English and elementary education. About one-third of graduates proceed immediately to full-time graduate study.

Careful financial management and planning have characterized Augustana throughout its history. Growth of the endowment has been an important component of each of the college's comprehensive fund-raising campaigns. The new strategic plan places great emphasis on building a stronger endowment to launch and sustain academic initiatives. When the last self study was conducted in 1996 the college's endowment stood at \$43 million; on January 1, 2006, Augustana's endowment exceeded \$100 million. In addition, the college has maintained a balanced budget for decades.

ORGANIZATION OF THIS SELF STUDY

In the following pages, we will comment upon the most significant changes of the past decade. We will address each Higher Learning Commission criterion in turn and close with a reflection on our study. In constructing our narrative, we have tried to be equally respectful of our consultant-evaluators' need for detail and demands on their time. Thus, we have attempted whenever possible to move purely descriptive text to the appendices. Wherever description has been essential to the narrative, we have attempted to be as brief as circumstances permit.

ACCREDITATION HISTORY

Augustana College has been accredited by the North Central Association since 1913. Augustana also is accredited by the National Association of Schools of Music, the National Council for Accreditation of Teacher Education and the Illinois State Board of Education, and is recognized by the American Chemical Society and the American Association of University Women. In 1949, Augustana established its chapter of the Phi Beta Kappa honor society, the Zeta Chapter of Illinois.

THE LAST TEN YEARS

In the past decade, Augustana has undergone significant change yet retained its core values. As our title suggests, we seek to transform the institution by building on our rich tradition and considerable strengths. In this introduction, we will highlight the three most significant changes of the past decade: our adoption of a new general education program, Augustana General Education Studies (AGES); the hiring of a new president, Steven C. Bahls; and the development of a new strategic plan, *Authentically Augustana*. We will also reflect on the changes that occurred subsequent to the recommendations of the 1996 accreditation review.

MAJOR CHANGES OF THE LAST DECADE

A New General Education Program, 1998-2004

A major achievement of the Augustana faculty in the last ten years is the passage and implementation of the AGES program. Following years of dialogue utilizing assessment data and insights about educational best practices, the faculty implemented this new program in 2004-05. In the introductory note to the *First Year Reader*, Professor Thomas Banks of the Classics department describes our broad understanding of AGES:

The concept of the liberal arts has been an evolving human achievement, not a motionless given. From the classical period to our own time, civilizations have examined the experience of their forbears and their own circumstances, then created studies that seemed most likely to develop the happy—the truly happy—person. As the name suggests (Latin *liberalis*, free) this happiness was known to require freedom of mind, body, and spirit. The *artes liberales* were to enable that freedom. The tradition of the concept eventually counted seven liberal arts and called them the Trivium (the written word, the spoken word, and logic) and the Quadrivium (arithmetic, geometry, astronomy, and music). We would know them by other names and expanded concerns: the humanities, mathematics, natural science, social science, the fine arts, and the critical thinking that accompanies them all.

The origin of this concept, and its evolution since, was practical in so deep a way that it has to be considered idealistic as well. The ideal practicality lay in the goal of preparing a person to be in the deepest sense happy: fulfilled in mind, body, and spirit. This happiness would require the ability to fulfill a calling in many senses: in economic capability, in civic duty and leadership, and in the life of the mind as it confronts all the other richness and challenge of life. Further—and this deeper practicality especially distinguished the liberal arts—this learning must prepare one to meet opportunities and agonies never seen before. If learned well, then, the liberal arts are an ever-new resource for an unknown future.

At Augustana today, our enactment of the liberal arts is the curriculum called Augustana General Education Studies (AGES). Crucially, this begins with the courses we call Liberal Studies. These are introductions to the fundamental *questions* of the liberal arts. As such, they are the basis for deeper happiness, whether sought in citizenship, private life, or vocation. They are in effect—let us be emphatic here—the roots of any major field of study: not preliminary to the major, not in addition to the major, but where a major itself begins.

AGES continues with the Learning Perspectives and Learning Communities. The Learning Perspectives are the modern enactment of the Trivium and Quadrivium. They are the *ways* of inquiring into answers to serious questions. But the power of these ways, these perspectives, is weakened if isolated. The liberal arts are parts of a whole. Therefore the third component of AGES, the Learning Community, shows how to *integrate* learning from more than one perspective. Knowing the questions, knowing how to research and formulate answers, and knowing how to do this in a collaboration both of methods and of colleagues will be the means to achieve that deepest happiness—within self, society, and cosmos. (1)

In chapter four, we discuss the AGES program in detail.

A New Presidential Administration, 2003

Dr. Thomas Tredway retired in 2003 after nearly 40 years of service to the college, 28 as president. His tenure in that office was marked by a campus development program that included many new buildings (the library, opened in 1990, was named in his honor following his retirement). During his presidency the endowment grew from \$4 million to \$72 million; the full-time faculty grew from 113 to 141; the percentage of faculty holding a terminal degree rose from 64 percent to 91 percent; the percentage of women faculty increased from 18 percent to 38 percent; the student:faculty ratio decreased from 18:1 to 12:1; and the academic profile of entering student classes rose steadily and significantly, including a rise in the median ACT score from 24.1 in 1991 to 26.1 in 2003.

In announcing its search for a new leader, the Board of Trustees called for an individual who had a “passion for people, personal warmth and interpersonal skills such that the new president will relate comfortably to faculty, staff, students, and alumni, and be accessible to them” and “the ability to involve all constituencies in planning and to form a consensus.”

Steven C. Bahls accepted the position after a search involving trustees, faculty and staff, and began as Augustana’s eighth president on July 1, 2003. Having started his career in corporate law with Frisch, Dudek and Slattery in Milwaukee, Bahls became a professor and associate dean at the University of Montana School of Law. Immediately prior to joining Augustana College, he served as dean of Capital University Law School, the only law school affiliated with the Evangelical Lutheran Church in America (ELCA). President Bahls brings to Augustana a deep appreciation and broad vision for the mission of Lutheran higher education.

President Steven C. Bahls brings to Augustana a deep appreciation and broad vision for the mission of Lutheran higher education.

**A New Strategic Plan: *Authentically Augustana:*
*A Strategic Plan for a Premier Liberal Arts College, 2005***

The most recent manifestation of the college's planning process is our new strategic plan, *Authentically Augustana*, unanimously adopted by Augustana's Board of Trustees on January 29, 2005. The plan envisions transformation while maintaining the college's vital traditions, framing change in terms of explicit support for the college's mission. We developed the plan over 18 months; our work was both transparent and inclusive, involving numerous consultations with faculty, staff, alumni, students and administrators, as well as many opportunities for critique and revision. Much of the plan's detail emerged from those conversations.

Authentically Augustana articulates the college's ambitious agenda for the next decade. It is grounded in the college's history and mission and flows from the most extensive review of stakeholder opinions we have ever undertaken. It envisions substantial change: demographic (a 10 percent rise in enrollment and a 20 percent increase in staff), financial (our largest-ever comprehensive campaign) and programmatic (a universal capstone research or research-based experience, an expanded international travel program, and a series of programs of distinction). In making a public declaration of higher ambitions, highlighted by the phrase *A Premier Liberal Arts College* in its title, the plan is both promise and challenge to the community.

The plan articulates six broad goals:

- Enrich our academic programs to help a new generation of students develop the qualities of mind, spirit and body necessary for lives of service and leadership in our changing world.
- Increase the diversity and academic qualifications of the student body.
- Strengthen our student life, extra-curricular, co-curricular and campus ministry programs, and strengthen their ties to the academic program, to better educate the whole person.
- Develop and implement a new campus master plan.
- Strengthen the college's endowment, financial structure, human resources, physical facilities and information systems.
- Strengthen ties with alumni and external constituencies and promote opportunities for students by conducting ourselves in a manner befitting a good institutional citizen. (5)

The strategic plan will be assessed with measurable objectives; to aid in this assessment, the plan also creates a highly visible self-monitor, the "dashboard of indicators." The dashboard (Appendix C) is a set of 38 measures of institutional strength. Each indicator has four components: the name of the measure, the goal for the measure, our current position and the five-year range of values. The

administration regularly distributes the dashboard to faculty, the board and other constituents.

The centerpiece of the strategic plan is Senior Inquiry, a reflective research program intended to be the culminating experience of an inquiry-based curriculum that will ask students to bring synthesis, analysis and reflection to their college years.

We expect that Senior Inquiry will require students to ask their own questions of their discipline, to apply their years of learning at Augustana—from within the discipline, from the Augustana General Education Studies program and from their experiences beyond the classroom—in exploring a particular set of questions. We expect students who complete a Senior Inquiry project to employ independent thought and analysis, demonstrating the critical thinking skills they have developed as Augustana students. We will ask all students to reflect on the contribution their Senior Inquiry project will make to the common good; as they reflect on this contribution, students will bring added coherence to their years in college.¹

The Educational Policies Committee—which has led the faculty through a conversation on the program—will encourage departments to develop Senior Inquiry proposals within their majors. Proposals will go through the usual mechanisms of faculty governance, with the expectation that all Senior Inquiry projects will be:

- Substantial in meaning and impact
- Communicative of the discoveries made through the project
- Reflective of one or more of the following:
 - the nature of knowledge and inquiry
 - self-awareness and connection with others
 - the relationship of individuals to a community

In addition to these outcomes, departments are encouraged to design programs that enable students to integrate two or more of the general education dispositions. Given the breadth of these outcomes, departments are expected to state the particular goals they expect for their majors, as well as the means by which they will assess those outcomes.

Continuity and Change

For all that has changed in the ten years since Augustana's last accreditation visit, we have remained true to our core identity and to our commitment to student learning. We undertook each of these major changes with a focus on the effect on student learning, utilizing available data. Senior Inquiry, for instance, responds to specific data that demonstrated a need to help our students integrate their experience over four years. Recognizing the strengths of the institution, we engage in change intentionally, modeling the passion for learning

A Senior Inquiry project allows students to demonstrate the critical thinking skills they've developed at Augustana and to reflect on the value of their work for the common good.

we hope to instill in our students, in which “the object and reward of learning is continued capacity for growth” (Dewey 69).

RESPONSES TO THE CONCERNS OF THE 1996 VISITING TEAM

We were most recently reviewed by the Higher Learning Commission in 1996. The visiting team provided a critical reading of the documentary record following wide-ranging discussions with faculty, administrators, students and staff. The NCA visiting team in its report offered a thought-provoking assessment of the college, and we disseminated the team’s suggestions for improvement throughout the institution. Those suggestions have led to significant changes which have benefited Augustana; in the following pages, we discuss the college’s response to the 1996 report.

- The team found that the administrative five-year plan was “not a visionary plan” (4). As we noted in the preceding section, Augustana’s new strategic plan, *Authentically Augustana*, is an aspirational, visionary document that will continue to be supported by more tactical plans such as the five-year administrative plans mentioned by the Evaluation Team.
- The team suggested that the board should avoid the temptation to micro-manage (6). While taking a stronger role in setting the strategic direction for the college, the board has not ventured into management issues. The board’s major initiatives over the past decade have guided the institution by encouraging the faculty and administration to confront fundamental questions: the college’s direction in a new century (*Advancing Augustana*), the relationship of the college to the church (*Five Faith Commitments*), and the challenge of creating a diverse community.
- The team reported that faculty in the natural sciences were concerned that their new building would not be appropriately equipped (7). In 1998, Augustana opened the new facility. The cost containment moves did spark concern that funds would not be available to fully equip the facility. These concerns turned out to be unfounded. The college has made a major commitment to maintaining and enhancing the building’s capabilities. At opening, the building contained equipment valued at \$1.57 million. Since then, the college has added \$833,000 of new equipment. The last three years have seen additions worth \$61,000, \$193,000 and \$345,000, respectively, in part through significant success with grant writing.
- After a review of the college’s organizational structure and discussions with faculty, the team observed that the number of faculty committees (then 36) was “rather large” and that there is no committee charged with hearing

appeals of other committees' decisions (13). The new administration anticipates asking the faculty to engage in a broad reconsideration of potential change to the current configuration, but the president and dean have delayed that request because of the significant number of change initiatives now before the faculty.

The appeals procedure discussion has likewise advanced modestly. The faculty has not chosen to constitute a committee on appeals, but has endorsed more formal procedures for review of negative tenure recommendations. Those procedures are described in detail in the *Faculty Handbook*.

- The team found that the *Faculty Handbook* was undated, out-of-date and unclear on several essential concerns, tenure among them (13). In 1997, the Faculty Senate created a handbook task force composed of seven faculty members and the dean. The task force labored for more than five years with line-by-line revisions to increase the clarity, coherence, thoroughness and utility of the document. Several major sections, most notably on the canons of membership in the faculty, were the subject of extended campus-wide debate and faculty votes. The completed draft underwent review by the college's attorneys, who proposed several hundred (mostly minor) changes. The faculty unanimously approved the new document at its meeting of May 5, 2005.

The faculty and administration formalized tenure procedures in the last decade, and the Faculty Welfare Committee is presently revising pre-tenure and tenure guidelines, all of which will be proposed for inclusion in the *Faculty Handbook*. As part of the conversation on the *Faculty Handbook*, a vastly expanded System for Faculty Evaluation was devised by a faculty committee, assisted by consultant Raoul Arreola, Director of Institutional Research and Assessment at the University of Tennessee Health Science Center, who helped initiate the discussion with a two-day workshop on evaluation system design and on-going consultation thereafter. The faculty committee designed a new system during the 1997-98 academic year. It was debated at length, revised and formally adopted on May 11, 1999.

- The team concluded that “staff members who are coordinating student activities need more space in which to work” (18). Later that same year, we opened the Brodahl Student Services building, which houses the offices of Residential Life, Student Activities, the Student Government Association and Greek Activities. The building also provides meeting space for student organizations, it is well-used and has been received well by student leaders.
- The team suggested that we need “to reaffirm the contributions of the staff at all levels” and help them feel informed about the decisions which affect their lives (24). With the new presidential administration has come an enormous increase in communication between the college's central administrators and other on-campus constituencies. At the most basic level, we have created a

daily electronic newsletter (*AND: Augustana News Daily*) to highlight achievements, upcoming events and opportunities, and the *Faculty Newsletter* is sent to all offices on campus. *AND* is supplemented with a series of small initiatives: perfect attendance awards, employee appreciation days, and the annual Harold and Violet M. Jaeke Awards for outstanding achievements within each employee group (administration, faculty, food service, grounds, custodial). Desiring additional feedback from staff, the administration conducted a survey of hourly staff in January 2006 to determine staff preferences on benefits; how well the staff feels informed about the college and whether the staff feels its concerns are heard by the college.

The president has consciously and fully incorporated the professional staff in college planning. Staff members now receive time off during the day to attend presidential briefings, forums and question sessions. Each year begins with a session in which the president discusses his goals for the year ahead and each ends with a session on the preceding year's accomplishments.

- The visiting team expressed its concern that “the assessment plan and its implementation are not up to the high standards of the rest of the institution.” The evaluation team recognized that the college was just beginning to implement its assessment program. They highlighted concerns in three areas (the role of the Assessment Review Committee [ARC], assessment of general education, and departmental assessment plans) and required a progress report on implementation of the assessment plan. The college acted immediately to respond to the concerns expressed by the evaluation team. The NCA staff analysis of the implementation report submitted in 1998 noted that, “The college has demonstrated excellent progress in the assessment of student learning for the general education program and for a few departments.... because of the substantial work that has been accomplished and documented, both staff and the team chair are confident that the college will continue to strengthen its efforts to provide for the assessment of student learning across all of its majors and programs” (Lopez 3).

In the years since, the activities of the ARC have become considerably more systematized. The ARC meets regularly to plan assessment activities and to review departmental reports. The careful consideration of general education outcomes has continued, and has been instrumental in shaping the new AGES curriculum, as described in chapter four. The Augustana Learning Initiative (ALI) will add a further dimension to our understanding of student achievement, as will our efforts to assess the value-added by liberal education with a consortium of six liberal arts colleges funded by the Teagle Foundation. All departments have developed ongoing assessment programs, and all have collected data that contributes to their discussion of their effectiveness. We discuss our current assessment efforts in much detail in chapter three.

- Related to those questions of departmental or programmatic assessment is the visiting team's suggestion that we should "give consideration to implementation of periodic reviews (five to seven year intervals) of all academic departments" (31). We instituted internal reviews in 1997 in which departments were required to justify, in writing, all staffing changes in terms of the college and departmental mission and assessment plans. The new administration has committed the college to full formal reviews of every academic program on a regular rotation. The first of these reviews, begun in 2005-06, involves two of our largest departments (business administration and education). The review process entails a self study by the department, with review of the self study by a committee of the faculty (most of whom are not members of the department) and an outside reviewer. We expect that the first round of reviews will be complete by 2012, at which time a second generation will commence.
- The team found that the college needed "clear position descriptions for the provost and academic dean" (36) and those need to be communicated to the faculty. Throughout the 1990s, we experimented with different configurations within the academic administration. In the end, we established a chief academic officer to be supported by associate deans charged with various supporting responsibilities.
- The team noted that the Honors Program has more student attrition between the second and third years than one might wish (12) and "[t]he purposes and outcomes of current and possible new honors programs [should] be clarified" (37). The Honors Program has undergone a significant transformation over the last decade. Foundations, our initial honors offering, was restructured from a six-course, team-taught, two-year sequence to a three-course, first-year experience taught by individual faculty with considerable collaboration. After a year of planning aided by a grant from the American Council of Learned Societies, in 1997-98 a second honors track, Logos: Discourse and Dialogue in Science, was designed to appeal to students interested in the natural sciences. The next year the third-year honors course was eliminated and replaced with LS330 Capstone Tutorial, which asked students to do a major interdisciplinary research project with a faculty mentor. Also, a new second-year honors course, which brought together students from Foundations and Logos, was added. These changes were made to encourage students interested in a rigorous experience of the liberal arts to pursue interdisciplinary study beyond the first year.²
- The 1996 team also voiced concern that Augustana lacks "a systematic effort to familiarize students, staff and faculty with the policies and procedures for dealing with sexual harassment and sexual assault" (22-3). We have addressed these concerns with a series of initiatives to strengthen and clarify our response to such issues. The initiatives include detailed discussion of harassment and assault in the faculty and staff handbooks; required

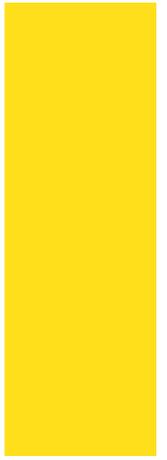
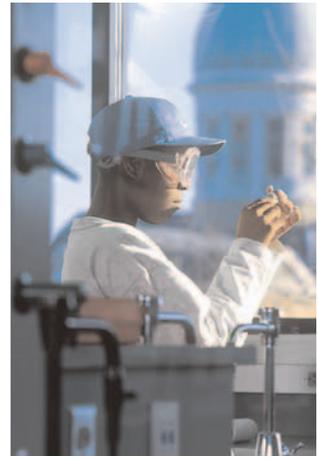
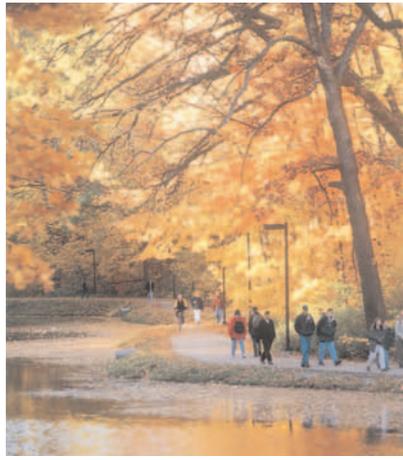
workshops for all faculty and staff on identifying, preventing and responding to sexual harassment; and various efforts to make students aware of harassment issues.³

- Lastly, the team found that, in common with most of our peers, “Augustana has made slight progress toward increasing the diversity of its students, faculty and staff” (23). There is universal recognition that we need to increase diversity on our campus. The college’s 2004 Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis generated nearly 3,000 responses from members of the board, administrators, staff, faculty, students and alumni; all groups recognized that lack of diversity was a weakness. With the board’s support, in 2004 the president empanelled a Diversity Task Force whose report and recommendations are due in 2006. Our relative lack of diversity remains one of the greatest challenges facing Augustana, but we have made limited progress. The percentage of full-time faculty positions held by ethnic minorities has grown steadily since our last two self-studies, from 3 percent in 1986 to 7 percent in 1996 and 11 percent currently. While the college has been able to achieve many of its other enrollment goals, diversity in the student body remains limited. Over the past 20 years, an average of 7 percent of our students have been persons of color (exclusive of international students). For 1996 and 2005, the numbers were 7.5 percent and 7.8 percent respectively. Of the class entering in fall 2005, 9.2 percent are persons of color. We are conducting several diversity initiatives, including a partnership with a Chicago charter school, additional admissions and student services staff to address the needs of a diverse population, and efforts to draw upon the strengths of our African-American and Hispanic alumni. We discuss each of these efforts in detail in the following chapters.

CONCLUSION

With this self study, we hope to provide the primary resources that the 2006 Evaluation Team will need to carry out their charge. The multi-year process of writing the document has helped us to identify Augustana’s strengths and its challenges. In Appendix A, we provide a detailed statement describing the self study process, including a list of individuals involved in the study and a timeline of activities.

At a time of significant change, Augustana College is dedicated to its mission as a church-related, liberal arts college. In conjunction with our strategic plan, the self study has enabled our community to closely examine the opportunities and challenges before us as we seek transformation within our cherished tradition.



CHAPTER ONE

Criterion One: Mission and Integrity

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff and students.

Core component 1A

The organization's mission documents are clear and articulate publicly the organization's commitments.

Core component 1B

In its mission documents, the organization recognizes the diversity of its learners, other constituencies and the greater society it serves.

Core component 1C

Understanding of and support for the mission pervade the organization.

Core component 1D

The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

Core component 1E

The organization upholds and protects its integrity.

CRITERION ONE: MISSION AND INTEGRITY

Augustana operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff and students.

Augustana's mission documents articulate our values and vision, and all of our constituencies contribute to the fulfillment of our mission. Our mission statement—a clear and dynamic expression of the purpose of the institution—was considered and formally adopted in 1997.

CORE COMPONENT 1A – Augustana's mission documents are clear and articulate publicly the organization's commitments.

Augustana College has a long history of stability and integrity in its operations, and is building on a solid foundation of academic and financial strength. The college has fulfilled its mission while honoring its duties and commitments to students, alumni, employees, community members and other constituents. The strategic plan commits the college to ambitious new initiatives while continuing to affirm its historic mission.

Our primary mission documents include:

- *Mission Statement*, quoted in full at the outset of this report;
- *Authentically Augustana*, the strategic plan adopted in 2005;
- *Five Faith Commitments*, a statement of our principles as a college affiliated with the Evangelical Lutheran Church in America (ELCA); and
- *The Statement of Goals* for the Augustana General Education System.

A reading of the mission documents⁴ reveals that for more than a century the college has articulated a series of consistent commitments:

- to the development of the whole person: mind, spirit and body;
- to an education which consciously incorporates all aspects of the college experience, curricular equally with co- and extra-curricular; and

- to ready the student both “for all occupations and professions” and for “participation in the life of his generation” (*College Catalog* 1955 11).

The mission statement is widely available to the institution’s various constituencies and outside observers. It is widely available in print form in the previously-noted documents and others, such as the *Staff Handbook* and all varsity sports’ media guides, and on the college’s website. The mission is viewed as a touchstone for the institution, a guide for all of our activities.

These examples demonstrate that our central mission is openly and widely articulated in forums that reach all of our major constituencies. That mission is clear and has been consistent over the course of decades.

CORE COMPONENT 1B – *In its mission documents, Augustana recognizes the diversity of its learners, other constituencies and the greater society it serves.*

The Lutheran tradition in higher education is profoundly respectful of difference, disagreement and debate. It sees in them the true path to fulfilling one’s central obligation in life: serving others.

Augustana has fostered intellectual diversity for its own sake and demographic diversity both for the intellectual diversity that might accompany it and for the service it renders to society. The *Five Faith Commitments*, for example, promises that:

Augustana welcomes persons of all ages, genders, sexual orientations, races, colors, creeds, ethnic backgrounds, and individuals with disability, to participate fully in all aspects of college life. As such, recognizing that we learn from one another, Augustana encourages collegial dialogue among people of different faiths and cultures, even in moments of disagreement (2).

The original purpose of the college, stated in its Constitution, was “to provide an education in the arts and sciences for young people of their church as well as for all other qualified persons” (1). The history of the college is replete with illustrations of its commitment to finding and serving those “other qualified persons.” For example, students of color attended the college as long as a century ago. Near the close of World War II, our students formed the Interracial Club and its successor Cosmopolitan Club to promote understanding between races and to pursue what we would now call social justice inquiries.

Those historic commitments to diversity, demographic and intellectual, are manifested in the college’s mission documents and its contemporary policy debates and plans. As we engaged in extended debates surrounding the strategic plan, general education (AGES) and the *Faith Commitments*, both faculty and administrators returned repeatedly to the need to recognize and serve a diverse community.

In its opening pages, the strategic plan quotes our mission statement and grounds the plan's commitment to diversity in it:

To develop these qualities of mind, this plan seeks to broaden the quality and diversity of experiences for our students. To develop these qualities of spirit, this plan creates new opportunities for students to confront the basis of their own beliefs and those of others. And to develop these qualities of body, this plan prepares our students to act in and engage in the world, not merely pass through it. (3)

The document concludes by stating that Augustana seeks to offer those experiences to a body of "high-achieving students who represent America's diversity."

Our new general education program makes awareness and understanding of diversity a key element. It establishes both a goal ("students will employ and respect a diversity of perspectives") and assessable measures of its achievement. It expects that students will, for example, "Demonstrate awareness that one's personal or cultural viewpoint is one among many, and does not constitute self-evident truth, and that wisdom is more likely to emerge from sympathetic understanding than from dogma." (Appendix B)

As noted previously, the *Five Faith Commitments* echoes that call to spirited engagement within a diverse community. The *10 Promises*, similarly, pledges "your uniqueness will be honored." Our understanding of diversity originates in this recognition of the uniqueness of each person, and the college recognizes the individuality of each student, faculty member, administrator and staff person. The Dean of Student Services, in her welcome letter at the opening of our *Student Handbook*, states, "We pride ourselves on being a community in which each member is respectful of others, and where all value the diversity of cultures represented on our campus (*Inside Augustana, 2005-2006*, 3). The *Faculty Handbook* echoes those commitments to a multicultural community (section 7.2.1) and grounds that commitment both in Lutheran faith and in its support for academic freedom.

This commitment to diversity is a central feature of our contemporary policy debates and plans. A review of the *Minutes* of the Board of Trustees shows questions of diversity have arisen at every meeting since President Bahls' inauguration. The *Minutes* of January 2005, for example, show 10 points at which questions of strengthening diversity arose during the debate over the strategic plan.

An important manifestation of those efforts was the decision by the President's Cabinet to adopt in 2004 an "Affirmation of Welcome" as part of the Reconciling in Christ movement. The Affirmation holds:

[t]hat gay and lesbian people share with all others the worth that comes from being unique individuals created by God [and t]hat gay and lesbian people are encouraged to participate and become leaders

in the sacramental and general life of Augustana College Campus Ministries. (1)

One concrete manifestation of that commitment was the decision in 2004 to extend employment benefits to the non-married partners of our employees.

The college is committed to building a more diverse community. For example, Augustana hired an Assistant Dean for Multicultural Affairs in 2002, added an African-American pastor to Campus Ministries, incorporated specific steps to increase diversity in its hiring practices, expanded recruiting efforts in high schools with diverse student bodies and made increasing diversity a high priority in its strategic plan.

CORE COMPONENT 1C – *Understanding of and support for the mission pervade the college.*

Augustana has a stable, universally apprehended sense of its mission. Augustana has maintained the same basic mission for more than a century. Indeed, the institution has focused ever more sharply on its core mission in the last two decades. We have intentionally remained focused on our core work of educating a talented student body of traditional college age.

Strong evidence confirms that the college's constituencies understand and endorse our mission. That evidence comes in the form of three major research efforts undertaken in the past two years: SWOT analyses as part of strategic planning; marketing surveys conducted by Carnegie Communications, and surveys contributing to this self study.

As an example, two significant findings emerge from our analysis of recent surveys' findings. First, our constituents identify, and identify with, our mission. The Director of Institutional Research, in his summary of SWOT analysis results from on-campus groups, including the board, affirms the broad support for the mission:

There is a strong consensus that [Augustana] has an excellent academic program that is producing successful graduates. Aspects of this that were noted as significant strengths were the liberal arts focus, the blending of the liberal arts with an emphasis on pre-professional education and vocation, the emphasis on ethical and spiritual values, and the personal and nurturing environment for students. (1)

Second, there is a high degree of agreement across constituencies. Faculty and staff, students and alumni, all identify with this same set of core values and institutional attributes. With minor variations, all of the groups identified the college with the liberal arts, with close and challenging relationships between students and faculty, and with a concern for the whole person (as

reflected in spiritual and ethical values and the role of co-curricular and extra-curricular programs).

Additionally, the “mission interviews” that were a part of this self study allowed us to pursue explicitly the perceived linkages between the formal mission and the actual life of the college. From those interviews, we concluded that most interviewees were capable of providing examples of programs or initiatives whose purpose was directly linked to the college mission and that most felt the mission drove the budget, though they realized the implementation of the mission was always constrained by the size of the budget. Most felt the strategic plan represented an important innovation for the college, and that it would strengthen the relationship between our enduring mission and the long-term budget commitments.

Responses to survey questions and our review of departmental documents demonstrate that the general campus population is aware of the spirit of the Augustana mission statement. Members of the Augustana community can identify the purpose of major initiatives on campus and relate those changes to the larger picture of the mission.

CORE COMPONENT 1D – *Augustana’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.*

We argue in the introduction that the college has done well at maintaining continuity even while implementing change such as AGES, a new presidency and the strategic plan. We undertook a host of other changes, important if not so substantial. Among the most notable are:



From the *Five Faith Commitments of Augustana College*

WHAT’S IN A NAME?

Augustana’s Lutheran background is embedded in its name: “Augustana,” a Latinized name for the German city of Augsburg. This term refers to the Augsburg Confession (in Latin, *Confessio Augustana*), written in 1530 by Philip Melancthon as a definitive statement of Lutheran doctrine at a time when schism plagued the church. The Augsburg Confession invited reconciliation among divergent views rather than emphasizing exclusivity. When Swedish immigrants to the United States formed their own national Lutheran church body, they named it the Augustana Synod after the Augsburg Confession.

The document’s conciliatory approach shaped the strong ecumenical spirit found in the Augustana Synod (which gave its name to the college). That spirit of openness remains central to Augustana College’s vision and mission today.

- In 2000, the Board of Trustees amended the eligibility requirements of the presidency: instead of simply “Lutheran,” the president must be a member of either the Evangelical Lutheran Church in America (ELCA) or those denominations with which it has ecumenical agreements—the Roman Catholic, Episcopal, Presbyterian (USA), Reformed and Moravian Churches, and the United Church of Christ.
- As of January 2005, the Board of Trustees was expanded to allow for a maximum of 35 members and the requirement that the board have a majority of Lutheran members was stricken.
- As of January 2004, the board agreed that their meetings should be expanded to one and one-half days; the time of committee meetings should be lengthened; and several key committees reorganized to allow greater focus on financial and planning challenges.
- We added an Assistant Dean for Multicultural Services in 2002.
- We added two associate deans, in 2002 and 2003, to support the administration of the academic program.
- Following those changes, we undertook a thorough reorganization of reporting relationships and lines of authority within the dean’s office in 2004.

In this section, we outline the governance and administrative structures of Augustana College (Appendix F) and then describe how these structures enable the college to carry out its mission and promote student learning.

Ownership and Structure of Augustana College

Augustana College is a non-profit 501(C)3 corporation chartered by the state of Illinois. Ownership and control of the corporation is vested in the Board of Trustees.

Article I of the Constitution provides, “The purpose of this corporation shall be to afford an opportunity for a higher education in the liberal arts that provides for the development of all dimensions of human existence, in a manner consistent with the life and mission of the Evangelical Lutheran Church in America. In carrying out this purpose, the corporation shall assure freedom of academic inquiry and expression” (1).

Board of Trustees

Augustana’s Board of Trustees is charged with governance and trusteeship of the corporation by terms of the college’s Constitution, a role which it historically has sought to fulfill through active oversight of college operations while not involving itself in the actual management of day-to-day operations. The board is currently composed of 32 members, although, as noted previously, the Constitution allows for up to 35. Seven of these trustees must be members of

ELCA congregations within that body's Regions III and V (the Upper Midwest), three of whom are to be pastors, and one of these three being the bishop of the Northern Illinois Synod of the ELCA; an additional seven trustees must be members of ELCA congregations, though without geographic restriction, one of whom must be a pastor and another of whom must be the ELCA's chief officer for education or that person's designee; at least six members are to be elected at-large (this last category currently has 17 members). The president of the college is also a member of the board.

In addition to an executive committee, the board's work is facilitated by seven standing committees—Academic Affairs, Campus Planning, Development, Finance and Audit, Investment, Membership and Governance, and Student Development. (For further information on the Board of Trustees, see Appendix E.)

Office of the President

According to Article III Section 2 of the Constitution, the duties of the President are to:

- serve as the chief executive officer of the college;
- assume responsibility for all matters pertaining to instruction and discipline;
- present an annual written report to the Board of Trustees;
- recommend to the Board of Trustees new faculty members and promotions;
- preside at meetings of the faculty;
- promote the purpose of the college; and
- seek the realization of the Christian objectives of the college.

As noted in the introduction, the change of administration came on the heels of a presidency that lasted more than a quarter century. Although the duties of the president's office did not change, the management and leadership style of the office-holder inevitably did.

Some of these changes include more open communication with faculty and staff, more collaborative planning efforts, greater focus on communicating with external stakeholders of the college, more emphasis on making connections with the surrounding community and more time spent on fund-raising efforts. These changes have become even more apparent since the 2004-05 academic year, the new dean's first year on campus. Day-to-day management of the academic component of the college is now taking place in the dean's office, while the president is more focused externally.

The current president made it clear from the beginning of his tenure that hiring and depending on a dean to oversee the academic operations of the college and serve as first among equals on the cabinet and vice president of the organization—a significant change from recent history—would be a priority.

This change in leadership philosophy—considered in conjunction with a renewed focus on improving the academic profile of the college, widening its geographical base, and raising funds—has resulted in subsequent changes throughout the Augustana community.

The President’s Cabinet

Neither the *Constitution* nor the *Operating By-laws* mention the existence or responsibilities of administrators other than the president and vice president. The documents’ sole references are to “all other officers of administration.” This leaves the responsibilities of the senior administrators to the interpretation of the president.

The senior academic administrator is the Dean of the College. The dean chairs the faculty personnel, curriculum and general education committees, serves in the president’s cabinet, and oversees the daily operation of the academic program. The dean is supported by two associate deans and three professional staff members. In addition, both the Registrar and Director of Institutional Research report to the dean.

The other senior administrators who serve in the cabinet are the Dean of Students, the Vice President of Enrollment, the Chaplain, the Vice President for Business and Finance and the Vice President for Development. Although each cabinet member is responsible for his or her own area, these functions are coordinated through regularly scheduled meetings of the parties. The President’s Cabinet meets bi-weekly and additionally as needed.

Faculty Governance

The college has a very strong tradition of faculty governance. As outlined in Article IV Section 1 of the Constitution, the faculty has direct responsibility in a number of areas (for example, “determining regulations for admission, promotion, and graduation of students”) while in other areas (“recommending courses of study...[and] candidates for degrees”) it works in partnership with the board. In addition, the faculty has traditionally held primary responsibility for selection of new faculty members and has had a strong voice in virtually all matters determining the direction of the college.

The full faculty meets at least once per term, as required by the Constitution. When the faculty and administration are debating matters of great importance—most recently general education reform—the faculty might meet several times in the same term.

The Faculty Senate was formed by action of the full faculty in 1970. The full faculty retains responsibility for discharge of its powers and duties, but delegates to the Faculty Senate the authority to make decisions and implement policy between meetings of the full faculty. Each spring term, members of the faculty who have voting rights (as defined in Section 3.1 of the *Faculty Handbook*) elect

senators by academic rank to serve one-year terms. The Faculty Senate elects a Chair from its members, with no restriction upon rank. In general, the Senate meets monthly though it will meet more often when the workload demands.

Augustana has a large and active faculty committee system in which faculty, students and administrators work together to set policies that affect methods of carrying out the mission of the college. Committees are described in section 3.9 of the *Faculty Handbook*. The standing committees are divided into two categories, those responsible primarily to the faculty and those responsible primarily to administration. Virtually all faculty members and senior administrators are actively involved in at least one committee; many serve on multiple panels. In addition to the standing committees, *ad hoc* committees (e.g., search committees or special study groups) are almost always constituted with broad-ranging membership, specifically to give voice to faculty, students and administrators. (For a listing of college committees, see Appendix G.)

Two of the faculty committees are particularly important in governance of the college.

The Faculty Welfare Committee (FWC) considers all matters related to tenure and promotion. In addition to the division chairs (tenured faculty who are elected for three-year terms) and dean (who serves as an *ex-officio* member and chair), three untenured faculty members are included when the committee considers fringe benefits and faculty staffing. Students are not included on FWC because of the nature of the topics being considered. This committee is charged with:

- evaluating all full-time and adjunct faculty members on a regular basis;
- making recommendations to the president in the areas of salary, promotion, tenure and sabbatical leave;
- making recommendations to the faculty in the areas of fringe benefits, insurance programs and professional meeting allowance; and
- advising the dean on issues related to faculty staffing.

Faculty Welfare works very closely with the dean and commits a great deal of time to its duties. The six division chairs each receive a two-course release (from a normal seven-course load) in recognition of their extensive workload. This committee's work affects virtually everyone on campus through its performance review processes and its input into compensation matters.

The Educational Policies Committee (EPC) holds primary responsibility for the college's instructional curriculum and graduation requirements. In addition to six tenured divisional representatives, EPC includes three non-tenured faculty members and five students appointed by the Student Government Association. The dean chairs the committee, and two members of the senior administration act in an advisory capacity but have no vote. EPC's functions include:

- recommending changes in educational policies concerning instructional methods, testing and grading, graduation requirements, course of instruction, and instructional procedure;
- advising the dean as to priorities in faculty staffing; and
- appointing sub-committees to study the planning and development of long-range curriculum changes.

In addition to these two key committees, the college has four additional committees that play very important roles in the governance process. The Nominations and Rules Committee oversees virtually all elections that involve faculty; periodically reviews the committee structure; nominates elective members of all committees not elected by division, and makes recommendations to the faculty and Faculty Senate about election procedures and voting privileges. The General Education Committee oversees all aspects of the college's general education program and is charged with reviewing the entire general education program at least every six years. The Advanced Standing and Degrees Committee (AS&D) acts as the college's arbiter regarding academic questions. It considers special cases (e.g., transfer credits, change of grades, advanced placement), recommends candidates for degrees and senior honors, and recommends changes in policies to EPC. Finally, the Student Ratings Supervisory Committee (SRSC) oversees the forms, process and analysis of students' evaluation of faculty members. SRSC designed the form currently in use at Augustana, periodically reviews its content, supervises the analyses performed on the feedback provided and recommends changes to the faculty.

Student Government

Augustana College is well known for the variety, vitality and excellence of its student life programs. The Student Government Association (SGA) sponsors student life activities and serves as a primary resource for other programs. The two principal SGA officers attend the Board of Trustees meetings, and the SGA appoints student members of several standing faculty committees. Student participation in governance structures is a high priority at Augustana.

An Evaluation of Governance and Administrative Structures

Augustana has a continuing commitment to collaborative governance and decision-making. The Constitution of the college requires that decision-making in the key areas of personnel and curriculum be dispersed and shared. The role of the board in these areas, for example, is expressed in terms of its relationship with the faculty and administration. The board may "authorize the granting of degrees...and honorary degrees" but only "as recommended by the faculty." Similarly, the board can upon recommendation of the faculty "authorize courses

of study” and “determine the length of the academic year” (and, by implication, its structure). Their responsibility for determining the teaching load of the faculty, new hires and promotions (again, by implication, tenure) is only upon recommendation of the president.

Section 7 of the board’s *Operating By-laws* stipulates the presence of campus representatives at all, save executive, sessions of the board meeting. In particular, the by-laws call for the chair of the Faculty Senate (who, along with the dean, has voice in the meetings of the Academic Affairs committee) and the principal officers of the Student Government Association (who assist the deliberations of the Student Development committee). The chair and the president make timely, formal reports of the board’s deliberations to the Faculty Senate.

The board’s initiatives have typically been framed as calls to dialogue and not mandates. The board specifically encouraged the faculty and administration to work together with it to create the strategic plan, *Authentically Augustana*. The process was both transparent and inclusive. It involved numerous consultations with faculty, staff, students and administrators, as well as many opportunities to critique and revise the plan.

Within the context of this rich tradition the recent changes in senior administration are inevitably engendering changes in relationships and processes. One of the most significant changes is more open communication between the administration and faculty, and between the Board of Trustees and the president. A result is that administrative decision making is more transparent at the college than in the past.

CORE COMPONENT 1E – *The organization upholds and protects its integrity.*

Augustana’s mission is embedded in the campus community and its board, employees and students take great pride in carrying it out with integrity.

Legal and Financial Integrity

The college carries out its mission in a legal and ethical manner. In addition to complying with all applicable local, state and federal laws, the institution seeks to assure that its future endeavors will meet all legal requirements. Examples of this concern that have occurred within the past year include training for all employees regarding prevention of sexual harassment, legal review of the *Faculty Handbook*, establishment of the Office of Safety and Compliance and environmental reviews of property the college has contracted to purchase.

In addition, the accounting systems and internal control procedures at Augustana are designed to provide safeguards for the college and its financial partners, including students, employees, trustees, creditors and suppliers. These

systems and procedures culminate in the production of financial statements prepared in accordance with generally accepted accounting principles, and audited by an independent certified public accounting firm. The accounting function is under the purview of the college's Vice President for Business and Finance. Annual audited financial statements are provided to each of the college's trustees. In addition, audited statements are provided each year to the Federal Audit Clearinghouse of the U.S. Bureau of the Census.

The budgeting process is carefully scrutinized by senior administration and the Board of Trustees. Budget priorities are established by the strategic plan, which is, in turn, guided by the mission statement. Long-term budgeting is accomplished on a rolling ten-year basis and now reflects goals presented in the strategic plan. Annual budgets translate longer-term objectives into short-term benchmarks. All department and program heads are actively involved in the annual budgeting process. All personnel with responsibilities for expenditures are furnished with monthly budget reports.

Financial performance is widely reported to campus constituents. As mentioned previously, the president initiated the use of a 38-item "dashboard" (Appendix C) to report critical operating criteria to the board, administrators and faculty. These criteria are closely linked to key components of the strategic plan.

Integrity in Dealing with Students

Inside Augustana outlines students' rights and responsibilities, including the judicial systems available for grievances. Records of student grievances and their resolutions are maintained in the President's and Dean of Students' offices.

Augustana presents itself accurately during the admissions process, including admissions documents and the *College Catalog*, as documented by student survey results. The financial assistance office administers aid in a fair and equitable manner in accord with state, federal and professional standards. Likewise, we fulfill our commitments to students as represented in the *College Catalog* and other college documents. This includes providing an accurate catalog of courses, scheduling courses in a manner that makes degree completion possible within four years, providing proper academic advising, and providing due process procedures to hear requests for variances to requirements and regulations.

Augustana actively monitors student satisfaction with college programs through student surveys, exit interviews, retention studies, and other means, and addresses problems when needed. Augustana actively and successfully ensures the success of its graduates not only by providing high quality academic and co-curricular experiences, but also through providing career counseling and placement services and assistance in graduate school placements.

Development of an honor code at Augustana has been an on-going discussion. During the 2004-05 and 2005-06 school years, the student government

has studied the question in detail. Rather than place the burden on the professor to prevent cheating and plagiarism, the new code would establish a student-run honor policy.

Integrity in Dealing with Employees

Augustana's relationship with faculty and staff is characterized by integrity; the relationship is defined in faculty and staff handbooks, which outline employees' rights and responsibilities in relationship to the college. The policies in the handbooks derive from three sources: administrative decisions, federal and state law and committee action. Those committees whose charges affect the lives and working conditions of faculty and staff have representation from both groups.

As noted previously, the *Faculty Handbook*, in particular, has undergone extensive revision over the past few years. The emphasis in each case is on providing the highest degree of flexibility and autonomy possible, while at the same time providing an appropriate structure within which decisions can be made for the good of the college as a whole. The *Staff Handbook* is revised annually, and printed copies are distributed either at the point of hire or at the beginning of each contract year. Interim changes in policies affecting the staff are distributed by campus mail and then incorporated into the following year's handbook. The recent revisions to the *Faculty Handbook* will lead to substantial, parallel revisions to the 2006 *Staff Handbook*.

The most significant change in policy related to faculty that has occurred since the last HLC review is in the tenure process itself. The Faculty Welfare Committee (FWC)—responding to the 1996 accreditation report—has taken strides to demystify this process through a series of initiatives. The typical tenure candidate has two pre-tenure reviews. Prior to each, faculty members meet with the Dean of the College and members of the FWC to learn more about the process and the materials they should provide for review. Afterward, each is provided a written evaluation and some guidance for the years ahead. In interviews with FWC members, all stressed the great care taken in the tenure process, comprehensiveness of the candidates' portfolios, and the full discussions (expressly with no time limit) generated for each person.

The college has made significant strides in making the tenure process more transparent to candidates. Despite that progress, recent changes, undertaken at the administration's initiative, serve as points of concern and we plan for significant additional discussion. The strategic plan calls for an increased expectation for faculty research and publication in future tenure decisions. Some untenured faculty members have expressed concern about the impact that increased research expectations may have on them. And some faculty are concerned that teaching and close relationships with students, longstanding strengths, may suffer as a result of the new demands. Others welcome the new expectation as a clear expression of the appropriate goals for Augustana faculty.

Most faculty believe that the transitional issues, while challenging, can be alleviated with attention and time.

A dialogue announced by the president and dean on this topic began with a two-day Faculty Welfare retreat in August of 2005, subsequent to which the committee issued a statement calling for each department to propose an appropriate interpretation for its discipline of the strategic plan's statement that "peer-reviewed publication" will be a tenure requirement (a copy of the committee's call is in Appendix H). A department chair retreat the next month extended the conversation, and the dialogue will continue throughout the year as departments reply to the Faculty Welfare Committee's call.

Augustana's unwillingness to outsource any of its basic functions is a fundamental expression of the college's commitment to treating its employees with integrity. While institutions often save money by outsourcing facilities operation, food service and security, the outsourced employees typically face lower salaries and fewer benefits (including the loss of tuition exemptions), and commensurately lower self-esteem and morale. The college has rejected such options.

Integrity in Dealing with External Constituents

Augustana formally recognizes the importance of strong, principled ties with its local and regional community. One goal attendant to the mission statement in the *College Catalog*, for example, is "[t]o offer its church and community the benefit of its programs and staff within the context of its basic mission as an undergraduate liberal arts college." (1) The president has made it an explicit goal for the institution and its members to be more intimately connected with the surrounding community.

The college hosts a variety of educational, cultural and social events that are open to the public. chapter five provides an extensive list of such interactions. Additionally, many of our students and staff volunteer in the community. Campus Ministries provides students to help in churches, and the Center for Vocational Reflection offers internships each summer for students to work in church and non-profit settings.

Augustana is making its academic and cultural programming more visible and accessible to the community. Examples include a series of topical presidential debates, forums on popular books and movies, and a plethora of entertainers and artists. The college also is becoming much more active in local, state and federal governmental issues. On the local level, Augustana is engaging surrounding neighborhood groups in discussions of mutual interest, and is becoming much more active in the City of Rock Island's governance activities. At the state and federal levels, Augustana hosted a town hall meeting for U.S. Senator Barack Obama in 2005 and hosted a public address by Senator Tom Harkin in January 2006.

SUMMARY

The evidence demonstrates that Augustana College meets the Mission and Integrity criterion.

Clarity of purpose is an essential strength of the college. From its original statement of purpose, Augustana has shown dedication to the liberal, holistic education of young adults. The mission, purpose and values of the organization are embodied across the spectrum of its mission documents.

Continual exploration through open inquiry is encouraged by our Lutheran heritage and is at the heart of a liberal education in the arts and sciences. Augustana manifests this approach to education, eschewing doctrinaire pledges of faith or allegiance. Inquiry infuses all aspects of campus life, from research in the sciences to searches for spiritual enlightenment to vocational reflection.

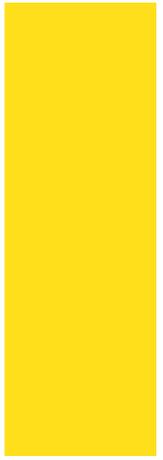
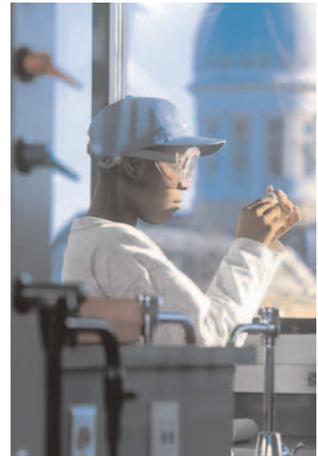
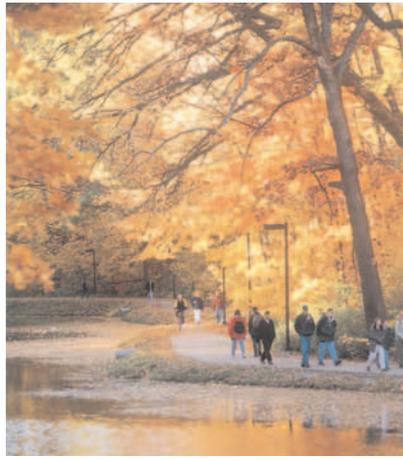
Augustana's Lutheran heritage is inclusive, as well as exploratory. Like the ELCA, the college welcomes different viewpoints, encourages tolerance, acceptance, and celebration of diversity, and seeks to be a vehicle for community. There is a genuine thirst for understanding on campus that goes beyond mere appearances.

On top of this bedrock of stability, heritage and purpose is a vital new energy that promises an even better future. There have been many recent changes among personnel in senior administration, creating significant momentum for positive change. Befitting an organization that was established to carry out an enduring purpose, to which it has remained true, the envisioned changes clarify and refresh the original mission, without straying from it.

The ambitions embodied in the strategic plan will not be easy to accomplish. Raising sufficient resources to carry out the ambitious plans will be a challenge.

Our community affirms its mission through all that we do. At a time of significant change for the institution, there are naturally concerns we will need to address. Chief among them are our desire to:

- clearly define roles for faculty, staff and administrators as we work to attain our strategic goals;
- continue frank discussions among faculty and administrators regarding governance issues, including further clarifying the tenure process;
- continue to address recruitment and retention of a diverse college community; and
- emphasize more strongly the service aspect of our mission, possibly through service learning programs, Senior Inquiry projects aimed at the common good, and other means.



CHAPTER TWO

Criterion Two: Preparing for the Future

The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Core component 2A

The organization realistically prepares for a future shaped by multiple societal and economic trends.

Core component 2B

The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Core component 2C

The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Core component 2D

All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

CRITERION TWO: PREPARING FOR THE FUTURE

Augustana's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Augustana College developed its new strategic plan, *Authentically Augustana*, to better fulfill its mission and to establish priorities for the next decade. In this section we demonstrate that the college has a well-conceived planning process which operates effectively in a data-rich environment, highlighting elements of the strategic plan and the planning process, demonstrating that we meet the criterion. Augustana has a clear, participatory planning culture in which planning is a collaborative effort, coordinated among four major constituencies: the Board of Trustees, the President and the President's Cabinet, the faculty, and administrative departments (an administrative and faculty list for the college is included in Appendix F).

Board of Trustees

In establishing mission-related goals, ultimate decision-making authority rests with the Board of Trustees, as stated in the college's constitution and by-laws. The restructuring of the board in the early 1990s, and the concomitant and progressive changes in its governing style and business perspective and expertise, continue to benefit the college. The board vests operational responsibilities in the President of the College. As a member of the board, the president has a special leadership role in defining the official vision and goals for the college.

President and President's Cabinet

The new administrative era at Augustana coincides with our accreditation cycle, which allows the college to assert its vision of the future in the form of a new strategic plan enhanced by the input of the current institutional self-study process. President Bahls and his cabinet have conducted planning in a transparent

manner: following extensive forums, conversations and surveys, the president put forth the initial draft of *Authentically Augustana*, which he revised after extensive consultation with faculty, students, alumni, administrative and hourly staff, community members and the Board of Trustees. The president has committed the institution to the transparent and inclusive planning process modeled through our development of the strategic plan.

The plan flows from the board's 2002 vision statement, *Advancing Augustana*. One of the criteria in the presidential prospectus was a commitment to an effective strategic plan:

Augustana has developed a framework for a college-wide strategic plan. Working with the Board of Trustees and other members of the college community, the next president will be the key leader as the college charts a clear direction for Augustana and articulates a distinct institutional identity for the next phase of the college's life. The new president must engage all of Augustana's major constituencies in the planning process to ensure the plan's widespread support and effective implementation.

The planning process proceeded in seven steps:

- The strategic planning committee, composed of the president, senior administrators and faculty, developed a model for strategic planning.
- We reviewed our existing institutional research and conducted an environmental scan. We studied, in particular, the profound demographic transitions affecting Midwestern colleges: the slow population decline in many states adjacent to Illinois, the rising proportion of Hispanic families, the attenuation of professed ties to mainstream Protestant denominations and the aging of the general population.
- We evaluated other strategic plans, focusing especially on four comparable institutions: Gettysburg, St. Olaf, Wheaton (Massachusetts) and Wooster.
- We conducted informational sessions on campus.
- We conducted Strengths, Weaknesses, Opportunities and Threats (SWOT) analyses to gather input from the Board of Trustees, faculty, students, hourly staff major administrative groups and alumni. Most members of the campus community and nearly 2,400 alumni participated.
- Based on what we learned, the president drafted a plan in the summer of 2004.
- The plan was distributed to the campus community, discussed widely with all of our major campus constituencies and redrafted several times in response to those discussions. The final draft was submitted to the board for its review and was approved in early 2005.

The president has stated that the strategic plan will guide his administration in all major decision-making. Annual goals statements by cabinet members are linked directly to the strategic plan.

Faculty

Major decisions impacting the academic side of the college's operations must gain approval by a majority of voting faculty members (in addition to being approved subsequently by the board). The *Faculty Handbook* statement of the rights and responsibilities of the faculty has been revised recently. Other documents that set forth rules of authority and governance include the recently revised *Staff Handbook*, and a *Department Chair's Handbook* now near completion. Parliamentary procedures are observed during all senate, division and full faculty meetings.

As the major sub-divisions within the college structure, the six divisions (Fine and Performing Arts; History, Philosophy and Religion; Language and Literature; Natural Science; Social Science; Business and Education) have had considerable authority in the past to determine the nature of the academic programs within their purview. The emphasis on this divisional structure recently has been altered by the adoption of a new General Education program stressing interdisciplinary connections. The General Education Committee has oversight of this curriculum, and curricular change must be approved by the Educational Policies Committee and the Faculty Senate.

Administrative Procedures

Administrative departments use clearly defined staffing structures and reporting lines to enhance effective communication and efficiency of operations. This organization is diagrammed in departmental summaries such as the Information Technology Services *2004 Annual Report* and the Facilities Services and Office of Enrollment binders, which are available in the resource room.

CORE COMPONENT 2A – *Augustana realistically prepares for a future shaped by multiple societal and economic trends.*

Augustana is oriented to the future, seeking to anticipate societal and economic trends in all of our planning efforts. Planning takes place in a data-rich environment that is attuned to external shifts and anticipates the college's response to them so that we maintain our capacity to fulfill our mission.

Three primary sources of data serve the institution: the Office of Institutional Research, operational data gathering by other administrative units, and the work of external consultants.

Sources of Data

Office of Institutional Research (OIR)

Augustana committed to institutional research and to empirically based decision making through the establishment of the Office of Institutional Research (OIR) in 1978.⁵

OIR's data are generated both internally and externally. Within the institution, data flow into institutional research from each major administrative unit. As Table 2.1 shows, the office administers and analyzes a large number of national and in-house surveys.

Table 2.1
Recurring Institutional Research Office Assessment Instruments

Instrument	Frequency
Admitted Student Questionnaire Plus	as needed, last used in 2004
CIRP Entering First-Year Students Survey	annually
Your First College Year or in-house first-year survey	annually, rotating
CSS or in-house graduating senior survey	annually, rotating
ACT alumni survey	every three years
National Survey of Student Engagement (NSSE)	every three years
HERI Faculty Survey	every three years
Faculty Survey of Student Engagement (FSSE)	as needed, last used in 2005
Student Rating of Instruction (student evaluations of faculty)	end of each term
Collegiate Learning Assessment	2005/06, 2007/08 and as needed

The range of instruments changes with the college's needs. For example, a 2004 Parent Survey helped the college judge whether its planning takes into account the desires and needs of another core external constituency.

Institutional research data and reports are shared in three forms. The primary means of internal sharing are the databooks, the annually updated compilation of detailed longitudinal data on a variety of topics, and the analysis reports on various surveys. Many of these are available to faculty and administrators online on the OIR website.

The second means of sharing data is through incorporation in periodic studies commissioned by the senior administrators, such as planning studies. Recent ad-hoc surveys have focused on faculty and alumni strategic planning views, student reactions to our new general education courses, and faculty/administrative views on the college's faith commitments. In both cases, the data are distributed automatically to the president and the members of the president's cabinet.

Finally, for both public disclosure and comparative purposes, the data are shared with outside agencies such as federal and state governments, college guidebooks and AAUP, CUPA, CACUBO, CAE, ELCA, HLC, the NCAA and *US News*.

Whenever possible, our internal data are linked with comparative data from peers and aspirant (stretch) institutions. Such data are gathered from public sources such as the Integrated Postsecondary Education Data System (IPEDS).

In addition, Augustana is a member of the Higher Education Data Sharing (HEDS) consortium for sharing institutional research data, which gives us access to a wide variety of comparative data from liberal arts colleges across the country.

Administrative Units

While the OIR takes the lead in gathering and analyzing data, every major administrative unit engages in additional forms of environmental surveillance, from subscriptions to a wide variety of professional publications to supplementary data gathering and analysis. Such efforts enable the administration to anticipate needed change by virtue of awareness of broader trends in academe and society.

Consultants

The college regularly engages external consultants to review our internal assessments and to bring a flow of fresh, critical information into the process. During the 2004-05 academic year, the college engaged the services of consultants for a variety of projects.⁶

Uses of Data

Augustana has enjoyed enrollment success for many years and has a strong enrollment operation. Our enrollment office views planning for the future as its first obligation, and the Vice President of Enrollment regularly shares the results of these planning discussions with the cabinet.

The college faces challenges similar to those of other liberal arts colleges: increasing direct costs, the 2009 demographic plateaus of college-bound students, support for community colleges as an alternative to a four-year college experience. Among the most significant of these are the demographics of our market. Populations that have not traditionally been drawn to liberal arts colleges represent an increasing proportion of the total college-aged population in the region from which we draw, and this will require Augustana to reconsider our approach to admissions, a change

anticipated by the strategic plan. Three new initiatives anticipate these likely changes: attracting a more diverse student body (in particular, minority students), expanding our international study programs, and attracting a more diverse faculty.

Attracting a More Diverse Student Body

The strategic plan envisions seeking “a more diverse student body so as to improve learning on our campus by challenging mainstream perspectives and understanding” and “by enrolling talented students who will contribute to the growth of a dynamic learning community by challenging the status quo.” In addition, “in order to deepen our students’ understanding of perspectives other than their own, Augustana will provide students with an educational environment that provides a strong foundation in thinking from different perspectives” and “will provide opportunities for students to interact with individuals from other cultures.” (9)

Increased diversity is central to our efforts to prepare students for a diverse and changing world. The strategic plan outlines a number of steps that will help achieve the goal of a more diverse student body, especially with regard to increasing the number of American minority students: additional admissions counselors for recruitment purposes, identification and cultivation of new markets, new student and faculty exchange programs with colleges and universities in other nations, and exploring creation of “feeder high school” relationships. Like other initiatives in the strategic plan, these will carry substantial costs but will bring great benefits to the institution.

Recently Augustana has developed programs to better reach out to traditionally under-represented populations through initiatives such as: African-American and Hispanic alumni conferences that addressed recruiting and retention; sponsorship of the National Hispanic Institute’s summer conferences; and “Leadership in Cultural Diversity” scholarships that entice prospective students from a broader ethnic, geographical, economic, social and cultural base. We will build on these existing efforts with new programs. Already the college has hired an additional admissions officer to focus on multicultural recruitment.

We will need to expand the number of minority students at every stage of the admissions funnel. In addition to expanding search efforts, we will need to draw upon other resources such as Lutheran clergy from churches that serve multicultural populations, multicultural alumni who work in education as teachers and/or guidance counselors.

The future of multicultural recruitment will require earlier outreach and stronger counseling and collaboration with partners in community-based and faith-based organizations that serve students of color in their communities. The effort is focused on the long term, rather than the short term. (The Multicultural Recruitment Plan is included in Appendix I.)

The Vice President of Enrollment is responsible for achieving our strategic goals to become more diverse even as we grow. The strategic plan endorses

Augustana has developed innovative programs to reach out to traditionally under-represented populations.

enrollment growth from 2,250 to 2,500 over five years, “if doing so can be accomplished without a negative effect on class quality, and if we have in place the infrastructure to support increased enrollments” (9). The plan carefully lays out an incremental approach, with the additional enrollment and strengthened retention providing the additional revenue needed to improve our ability to fulfill our mission. We expect to expand both the inquiry and applicant pool by 5 percent each year over the next five years. Augustana opened the fall of 2005 with a full-time enrollment of 2,363, which put the college ahead of its enrollment plan by one year.

Each year a consultant from Noel-Levitz aids the Office of Enrollment in review of enrollment patterns and goals in an effort to predict financial aid distribution so that it will be both equitable and cost effective. These efforts help the college to shape classes in accordance with our strategic goals.

Retention and graduation rates are measures of student satisfaction and success, and they demonstrate our ability to engage students in our programs and to meet their needs. The college pays careful attention to the reasons for student withdrawals, using exit interviews conducted through the Dean of Students Office and through the Retention Oversight Group. A key to successfully reaching a student body size of 2,500 will be infrastructure: additional living spaces, classrooms, faculty and staff to support the increased numbers. The strategic plan established the college’s plan for the construction and/or renovation of such facilities, which has begun with the 2005-06 year.

Attracting a More Diverse Faculty

In order to attract a more diverse student body, the college needs to attract a more diverse group of faculty. Over the past decade we have actively recruited minority faculty. Departments have been encouraged to seek and hire minority candidates; the administration has strongly suggested that at least one of the final candidates for every position should be a minority. In a new program, Augustana will partner with the College of Arts and Sciences at the University of Chicago to offer minority graduate students a reduced course load for a year as they complete their degrees. Because of the high demand for faculty members, the college may need to become more financially competitive to achieve our goal.

Facilities

Various faculty committees assist in the administration’s evaluation of campus facilities. The recent reactivation of the budget, facilities and long-range planning committees is an indication of the administration’s desire to engage the whole campus community in its planning process.

Since 1996, the college has invested about \$74 million in new or renewed facilities. The major projects (costing more than \$500,000) are listed in Table 2.2.

Table 2.2
Improvements to Campus Facilities, 1996-2006

Project	Type	Date	Cost
PepsiCo Recreation Center	New	FY96	3,408,358
Art Studios	New	FY97	751,186
Brodahl Student Services Building	New	FY97	807,001
WVIK National Public Radio Station	New	FY97	694,971
Townhouses	New	FY97	4,385,755
Central Utilities	Addition	FY98	2,924,104
Bergendoff Hall of Fine Arts	Addition	FY99	1,419,841
Franklin W. Olin Center for Educational Technology	New	FY99	7,300,378
Science Building	New	FY99	22,261,182
Carver Physical Education Center	Renovation	FY02	621,576
Swenson Hall of Geosciences	Renovation	FY02	2,030,014
Athletic Stadium and Field	Renovation	FY03	1,841,344
Carver Physical Education Center	Addition	FY04	2,494,054
Swanson Baseball Stadium	New	FY04	2,118,500
33 Houses adjacent to the college	Purchase	FY96-05	3,086,350
Dahl President's Home	New	FY05	1,515,154
240-bed residence hall on 38th St	New	FY06	14,000,000
Total			\$73,839,389

Both a stronger academic program and a larger student body will require additional facilities. Those additions will be guided by the new campus master plan envisioned in the strategic plan and approved by the Board of Trustees on May 5, 2005 (see Master Plan Documents in Appendix J). With input from faculty and alumni surveys and architectural planning consultants, construction projects have been prioritized in the strategic plan into three tiers. The first-tier projects are essential to the success of the plan, and we aim to complete them in the next six years:

- constructing an additional residence hall and renovating existing ones;
- renovating Carlsson Hall (at present, a residence hall) for academic use;
- renovating Old Main, the major humanities classroom building; and
- constructing a student center.

Construction of a 240-bed residence hall started in October 2005, with an expected completion date in August 2006. Fund-raising is underway for the next two projects, the conversion of Carlsson Hall and Old Main. The administration anticipates that these two academic projects will cost about \$16 million. Planning for the renovations is likely to start during the 2006-07 academic year. Assuming sufficient funds can be raised, Carlsson will be renovated during the 2007-08 academic year and Old Main will be renovated during the 2009-10 academic year. We expect to construct a student center after completion of these academic projects.

At a second tier, we hope to improve facilities in music and theatre, which will likely include the creation of substantial new space. Finally, there are a number of meritorious projects for which funding is, for the immediate future, unlikely: construction of an art museum and an athletic field house and renovation of Ascension Chapel, Carver Physical Education Center and Bergendoff Hall. We will continue to add parking as necessary, and we will continue to acquire nearby properties when their purchase fits into the goals of the master plan.

Technological / Information Services

The strategic plan outlines steps that will “provide the college and its students with enhanced systems of information technology” (13). The college seeks to support current work and to expand the faculty’s ability to try new, innovative methods of teaching and learning through technology. ITS responds to current needs and assesses future needs for faculty, staff and students.

The Academic Computing Committee aids ITS by considering technology to be used for academic purposes. An Administrative Systems Task Force met in October 2004 to consider upgrades to academic and administrative computing systems; that conversation led to the college’s decision to purchase Datatel administrative software, which we will install and implement over the next two years. A web consulting team was hired to revamp the college’s website during the 2004-05 academic year. (Further detail on Information Technology support can be found in Appendix K.)

CORE COMPONENT 2B – *Augustana’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.*

Augustana’s resources—people, finances, services and facilities—provide the basis for student learning. The strategic plan establishes the clear link between our goals to improve our educational programs and the resources that will be required. We are confident in our ability to achieve our educational objectives in part because the plan includes achievable goals for developing and nurturing key resources, as we demonstrate in the pages the follow.

Human Resources: Past and Present

Since 1995, the total number of full-time equivalent (FTE) faculty has grown by 20, while the student:faculty ratio has decreased from nearly 13:1 to 12:1. The college has added 17 full-time faculty to which an additional eight will be added in the 2006-07 year. Table 2.3 tabulates data for the last decade.

Table 2.3
Student:Faculty Ratios, 1995-2004

Year	FTE Students	FTE Faculty	Student:Faculty Ratio
1995	2174	168.5	12.9
1996	2188	175.6	12.5
1997	2248	178.0	12.8
1998	2274	174.4	13.0
1999	2191	175.4	12.5
2000	2219	180.8	12.3
2001	2214	181.3	12.2
2002	2245	170.9	13.1
2003	2288	185.7	12.3
2004	2275	188.9	12.0

One goal of the new strategic plan is to reduce further the FTE ratio to 11:1, roughly in-line with those in the peer and stretch groups. To achieve this goal, even without any further increases in the student body, the college would need to increase the faculty by about 10 percent. If we meet the strategic plan's enrollment goal (2,500 students by 2010, up from 2,363 now) while reducing the student:faculty ratio, we will need about 227 FTE faculty. The expense just for the larger full-time faculty will be approximately \$2.75 million/year, which we will realize through the additional tuition and fees from the increase of 200 students.

Along with additional faculty increases over the past few decades, Augustana College has been steadily increasing the number of its staff members in order to better serve our students and enhance their learning. This fall the total full-time employees at Augustana numbered 498. This figure included 349 full-time administrators and staff, of whom 210 were females and 139 were males; and 149 full-time faculty, of whom 60 were females and 89 were males. There has been a 15 percent increase in staff (relative to faculty) in the years following the last

NCA accreditation, many of these bolstering Information Technology Services. The college's strategic plan calls for a continuing and corresponding increase in staff and administrators to support the increasing number of students.

Augustana has determined to focus in recent years on faculty hires in order to maintain our commitment to teaching and learning, and we have one-third fewer administrators than our average peer school. Having placed resources behind initiatives that support student learning first, we will proceed with administrative areas as needed. We have recently hired more administrators in the Development Office in preparation for an upcoming capital campaign, for example.

Faculty, Staff and Administration Demographics

Of the full-time faculty, 96 percent hold the terminal degree in their fields. Sixty-three percent are tenured, allowing flexibility to meet future needs with new hires. The group of tenured faculty members includes 58 men (65 percent of the total male faculty) and 36 women (60 percent of the total female faculty). The 15 minority faculty members represent 11 percent of the total full-time faculty. Seven of the 17 minority faculty members are tenured (41 percent of minority faculty). The administration recognizes the limited demographic diversity in its faculty and is pursuing steps to rectify this problem.

Of the 349 full-time administrators and staff, 210 (60 percent) are women and 139 (40 percent) are men. Fifty-four (15 percent) are members of minority groups. In addition, there are 68 part-time staff employees.

Faculty Compensation

The college has long made a connection between faculty compensation and student learning, maintaining clear, public goals for high compensation. Several factors make it very difficult to generate meaningful comparative judgments about faculty compensation. Among the factors particular to Augustana: we are located in a relatively low cost of living area (the cost of living here is about 5 percent below the national average and about a third less than in Chicago) and we have traditionally promoted rather slowly (until recently, promotion to associate professor followed tenure by several years). We can still make several generalizations about faculty compensation here:

- In 2005-06, the average salary for all full-time faculty is \$59,787; female faculty average about \$4,700 less, an amount almost entirely explained by the differences in age and degree status (hence, time in rank) between male and female professors.
- Since 1990, the percentage salary increases for Augustana faculty have always been above the increase in the CPI, with the cumulative effect being a substantial gain in our average salaries compared to the cost of living.

- Our salaries are, on the whole, competitive with those of our various peer groups but are approximately 9 percent lower than those of our aspirational or “stretch” group.
- The Board of Trustees has a long-standing policy of benchmarking Augustana’s faculty salaries against the AAUP IIB 80th percentile. There has been growing concern by the board and others that the college has recently been unable to meet this objective, despite the significant salary increases noted above. Salary data published by the AAUP indicate that our average faculty salaries, taken within rank, met the IIB 80th percentile objective in 1996 but have since declined. Based on 2004-05 salaries, average salaries are at about the 68th percentile for professors, 60th percentile for associate professors, and the 62nd percentile for assistant professors. Part of this decline has technical roots relating to a large number of promotions in rank and our distribution of faculty within rank; and, indeed, when the average for all ranks combined is considered, our salaries are higher—at about the 71st percentile. Efforts to counter this decline are on-going and include a new policy to give an additional salary increase upon promotion in rank. Additionally, \$165,000 was added to the faculty salary pool for 2005-06 to address this issue, and we expect this will lead to an improvement in our percentiles once the data is available from the AAUP next April.

Administrator and Staff Compensation

The strategic plan links excellence in student learning with administrator and staff compensation and commits the institution to paying competitive salaries for non-faculty employees. Hourly paid positions are classified into eight wage grades based on the requirements and responsibilities of the position. The supervisor and a position review committee work together to determine the proper classification. The college maintains a membership with Associated Employers (AE), an affiliate of The Management Association, Inc. (MRA). AE conducts annual benefit and salary surveys of employers in our region. Augustana uses this information to evaluate the compensation and benefit package and remain competitive in our local market.

Administrative-exempt employees’ compensation levels are less structured than for hourly paid employees. Most positions are unique within the college (i.e., we have only one web manager, one safety officer, one catering manager) with two exceptions: admissions counselors and resident directors. In all cases the college maintains competitive compensation levels based on data provided through Associated Employers, the Associated Colleges of Illinois and Colleges and Universities Professional Association for Human Resources (CUPAHR).

Benefits

Our benefits package is the same for all full-time employees. The package includes a pension plan; health, life and disability insurance; worker's compensation; and tuition remission. The college has a 401(a) defined contribution pension plan with TIAA-CREF. The college's contribution is 10 percent of the employee's annual salary. There also is a 403(b) pension plan to which the employee may make voluntary contributions up to \$14,000 (in 2005). The two pension plans provide employees the opportunity to save a significantly greater amount toward retirement than if the college had only a 403(b) plan.

Health insurance is provided for the employee at no cost for single coverage (employee-paid family coverage is available). The college provides life insurance equal to 150 percent of annual salary (maximum benefit of \$400,000) and long-term disability insurance.

After one year of service, full-time and part-time employees are eligible for tuition waivers at Augustana for spouse and children. Full-time employees are entitled to 100 percent tuition waivers. Part-time employees receive a proportional amount based on their percentage of full-time employment (i.e., an employee working 30 hours per week would receive a 75 percent tuition benefit). Over the past decade this benefit has been broadly utilized by faculty and staff at a cost of more than \$9.9 million to the college.

After two years of service at Augustana (or four years elsewhere), full-time employees are eligible for the tuition exchange program, in which the employee's children may attend certain other institutions.

The average institutional cost of fringe benefits per Augustana faculty member in 2004-05 was \$15,373 (25.7 percent of salary), compared to \$16,371 (28.2 percent of salary) for all AAUP IIB schools. The largest difference is in the cost of medical insurance. Augustana contributed an average of \$3,644 to a faculty member's 2004-05 total medical benefit package, or 5.4 percent of salary, compared with the AAUP average of \$4,907, or 8.4 percent of salary. If the contribution for medical benefits is not considered, then Augustana's contribution toward benefits is \$12,109 (20.2 percent of salary) compared to \$11,464 (19.7 percent of salary). The major difference is the amount of pension contribution. Augustana's pension contribution amount is 10 percent. For 2004-05 the actual percentage contribution for faculty was 9.6 percent (due to the one-year waiting period for eligibility) compared to 8.8 percent for all AAUP IIB schools.

The Benefits Committee is responsible for evaluating the benefits package and making recommendations for changes to the college administration. The committee will consider how to improve our benefits package so as to compare more favorably with our peer and stretch schools. In 2004 the average benefits value from these comparison groups ranged from 14 to 32 percent more than our expenditure (of these schools, only Knox College's benefit expenditure is smaller than ours).

Human Resources: Future

The strategic plan contains a host of human resources initiatives to safeguard our ability to continue attracting outstanding faculty and staff and, hence, to ensure the quality of education. A key goal is the addition of \$50 million to the endowment as part of a \$100 million comprehensive campaign, resources that would allow for better compensation packages and lower student:faculty ratios, ambitious initiatives to support student learning. The strategic plan calls for an additional 36 full-time faculty to maintain pace with the growing student body, to support the development of Senior Inquiry, and to bring the student:faculty ratio down to 11:1 from the present 12:1 (25). We address additional faculty development efforts in detail in chapter four.

As previously noted, the college has required academic departments to become more intentional with respect to staffing. All departments submit a program review whenever they conduct a search to fill a faculty position, a change brought about in response to the last HLC accreditation visit. In addition, departments have begun to reassess their programs and staffing needs in light of the recently changed general education requirements and the proposed senior capstone experience.

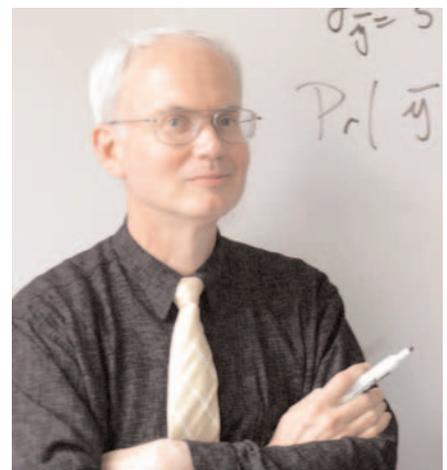
Financial Resources: Past and Present

In the last ten years, Augustana has matched growth in its human resources with a growth in its financial resources. Since 1996, the endowment has grown from \$37 million to more than \$100 million; total net assets have grown from

PROFILE: DR. TOM BENGTON

“Augustana attracts some really great students. It’s fun to challenge them in the classroom and it’s especially fun to work with them one-on-one. When students work on interdisciplinary projects (and many of them do) then I’m somewhat out of it. A student might know more about some aspect of biology or economics than I do. Then I get to become a student again, learning and discovering new things, and the projects become collaborative in a true sense.

“If the future society needs people who know things everybody else already knows, then maybe colleges can just be satisfied with the educational delivery systems of the past. If, however, society needs people who can tackle new problems, work through tough situations, come up with new ideas and get things done, then the educational systems of the future must adapt to the task. For Augustana, that means an increased emphasis on close work with faculty in Senior Inquiry.”



Bengton is a professor in the department of mathematics and computer science and holds the Earl Beling Chair in Mathematics.

\$80 to \$127 million; and net current fund revenues have increased 47 percent, from \$32 to \$47 million. The college has consistently maintained a balanced operating budget, and over the past six years has achieved operating margins of between 1.2 percent and 3.6 percent. This growth in financial strength was reflected in the recent upgrade of the college's Moody bond rating to Baa1. The college anticipates continuing to build financial strength through a major fund drive and the planned increase in student enrollment.

Operating Budget

The percentages of the college's operating budget expended on various functional areas reflect the college's emphasis on our academic mission and are within the normal ranges for peer institutions. The FY05 percentages for major categories were instruction (37 percent), academic support (17 percent), institutional support (16 percent), student services (10 percent) and auxiliary enterprises (18 percent). Educational and general (E&G) operating revenues (net of student aid) reflect the college's tuition dependence: the major sources of net E&G revenue are net tuition (87 percent), private gifts and grants (6 percent), other educational sources (3 percent) and government grants (3 percent). Operating revenues transferred from the endowment fund are based on a fiscal spending rule set by the Board of Trustees at 5 percent of the average of the trailing 12 quarters' fair market values, and amounted to \$3.7 million in FY05. This endowment income, more than doubling since 1997, is applied to debt service, non-mandatory transfers, additional student scholarships, restricted purpose programs and unrestricted operations.

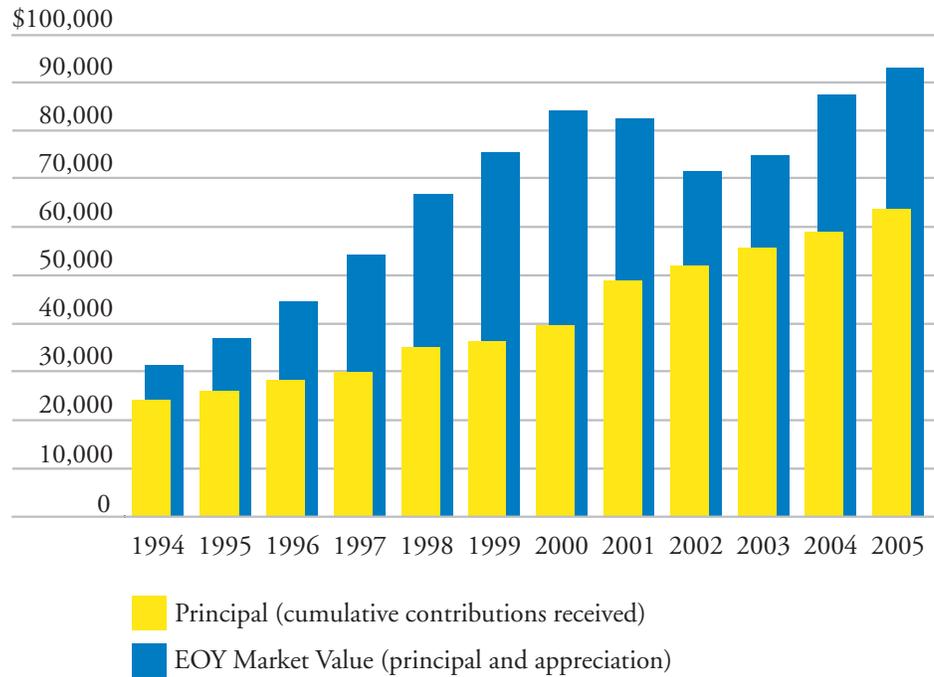
Endowment

From 1994 to 2003, the Board of Trustees increased the endowment's equity exposure from 51 percent to 71 percent. To hedge the downside risk associated with equity and bond markets, the board has recently authorized the college to invest in alternative investments such as private equity, venture capital and private fixed income investments. The percentage invested in these vehicles is 10 percent. The endowment has grown by more than the 5 percent drawdown rate.

Both our endowment and our endowment value per FTE student have more than doubled in the past decade. The endowment has grown from \$37 million to more \$100 million, while our endowment value per FTE student has risen from \$18,300 to \$38,400, even as the size of our student body has increased. Steady increases in the endowment principle have demonstrated the strong commitment of our donors to Augustana's future, even during financially difficult periods. Approximately 43 percent of the funds raised during the past decade have come from alumni. Augustana's alumni rate of giving (36 percent participation rate in 2003) shows the strong loyalty of our alumni.

The college's endowment has more than doubled in the past decade, thanks in part to the strong loyalty of our alumni.

Figure 2.1
Augustana Endowment Growth, 1994-2005



Nevertheless, as shown in Table 2.4, our endowment remains modest when compared to our comparative groups, where the average endowment sizes are expressed as a percentage of Augustana’s endowment values:

Table 2.4
Augustana Endowment versus Peer Group Endowment

	Endowment	Endowment per FTE student
Peer Group	107 %	111 %
Midwest Consortium	106 %	121 %
ELCA Phi Beta Kappa Colleges	132 %	123 %
Stretch Group	301 %	297 %

Augustana’s success in competing with these schools despite a relative endowment disadvantage reflects the quality of our faculty and staff, but building the endowment is key to our future advancement.

Financial Ratios

To improve the quality and value of our educational environment, the administration diligently seeks financial performance data. One method of understanding an institution's financial profile is through financial ratio analysis, as developed by KPMG LLP and Prager, McCarthy & Sealy LLC, and adopted by the Higher Learning Commission as a required, integral part of the Annual Institutional Data Update. Four core ratios are:

- the Primary Reserve Ratio, which addresses whether resources are sufficient and flexible to support the mission;
- the Net Income Ratio, which indicates whether an institution is living within its means, but can be influenced dramatically by swings in investment returns;
- the Return on Net Assets Ratio, which relates whether asset performance supports the strategic direction, but is also sensitive to swings in investment returns;
- the Viability Ratio, which shows whether debt is managed strategically to advance the mission.

Table 2.5
Higher Learning Commission Financial Ratios, 2001-2004

Financial Ratio Analysis Comparison Augustana College

	2000	2001	2002	2003	2004
Primary Reserve Ratio	0.95	0.70	0.49	0.40	0.61
Net Income (%)	6.40	-31.10	-26.30	-6.60	17.30
Return on Net Assets (%)	6.30	-1.20	-8.30	0.80	8.10
Viability Ratio	1.14	0.91	0.69	0.46	0.74
Dept. of Ed. Composite Scores	3.00	2.20	2.20	2.30	3.00

Carnegie classification: Baccalaureate II (number of colleges in KPMG data set not available)

The data in Table 2.5 show that the four financial ratios for Augustana varied considerably during the volatile market of the early decade. Complementing the use of the four core individual ratios is the use of the U.S. Department of Education's composite score of the first three ratios. During the period shown, the college's composite score demonstrated financial responsibility.

The administration, in addition to monitoring the above ratios, pays special attention to the funded debt ratio. The funded debt ratio is the ratio of unrestricted liquid assets to total debt. The college's bond covenants require that the college maintain a ratio of .40 or greater. On July 1, 2003 the ratio fell to .43, close to the required .40 floor. The drop in the covered debt ratio was due primarily to the college's market losses in its investment portfolio. Compounding the problem was a disproportionately large percentage of the college's endowment classified as restricted. In response, the college's board revised its investment philosophy to reduce the impact of market volatility on the endowment and to put a greater focus on raising unrestricted endowment funds. As of July 1, 2005, the ratio had improved to .835.

Financial Resources: Future

The strategic plan envisions a prosperous future for the college even as it addresses likely financial challenges: "the college's board and administration will work with all offices of the college to provide the resources to support our objectives. We recognize that improving in our core mission of student learning will require such resources." This concern for financial resource development and investment drives the strategic aim to add \$50 million to the endowment and strengthen our budget management (e.g., through benchmarking and best practices). A major fund drive now in its quiet phase will incorporate both our endowment and capital needs.

The administration has developed a detailed budget projection based on the strategic plan that incorporates the anticipated increases in enrollment, staffing, student charges, etc. This budget model validates the financial viability of the plan, providing the key assumptions are met. In that regard, it was encouraging that the enrollment goal for the 2005-06 academic year was exceeded.

Information Technology Resources

A strong information technology department prepares students for the technology-rich environments they will encounter in graduate school and the workplace. As noted previously, Augustana's Information Technology Services (ITS) is currently upgrading campus hardware and software. The college is aware of the necessity of remaining technologically current and in 2004 spent \$1.5 million on IT-related items (salaries, benefits, goods, and academic and administrative services; 4.1 percent of E&G), triple the amount spent a decade ago. Given the likely increase in workload, vice presidents are monitoring the implementation timetable in order to provide reasonable support.

Upgrading our current administrative software programs to Datatel is a necessity which will cost more than \$1 million. The administration does not expect that significant savings will be realized by the increased efficiency of the new system, but the campus will be better prepared to make decisions based on

Students report they are very satisfied with Augustana's ITS department, which has nearly quadrupled its staff over the past decade to meet campus needs.

ready data, a key goal of the upgrade. In addition, key areas of the college will be more efficient than at present (e.g., on-line registration, advising, student course audits, payroll and accounting).

With respect to staffing, Augustana's ITS has nearly quadrupled its FTE over the past decade, from 5.5 in 1994 to 21.0 in 2004. As discussed in the assessment section below, in recent years students report very high levels of satisfaction with their use of campus technology and the service they receive from ITS. The college is budgeting sufficient funds to ITS but will need to consider increases as the college emphasizes innovative student-faculty research collaborations. Attracting and retaining highly qualified IT staff and strengthening the entire IT system is a strategic plan priority.

Cost of an Augustana College Education: Past, Present and Future

Augustana is like most private and public colleges across the United States in that we struggle to keep higher education affordable for as many qualified students as possible while improving the quality of education. Augustana's tuition and fees have risen at about the same rate as the national average for all four-year private and for Midwestern four-year private schools (although our actual cost of tuition and fees has been consistently \$2000-3000 more than the average from these groups).

In a more focused analysis, both our tuition and our tuition, room and board charges are among the lowest in our comparison groups (6-16 percent lower). Only three schools have lower tuition (Wheaton⁷, Hope, Alma) and three have lower tuition, room and board (TRB) charges (Wheaton, Hope, Luther) than we do. The mean total tuition and TRB charges in 2004, expressed as a percentage of Augustana's values are shown in Table 2.6.

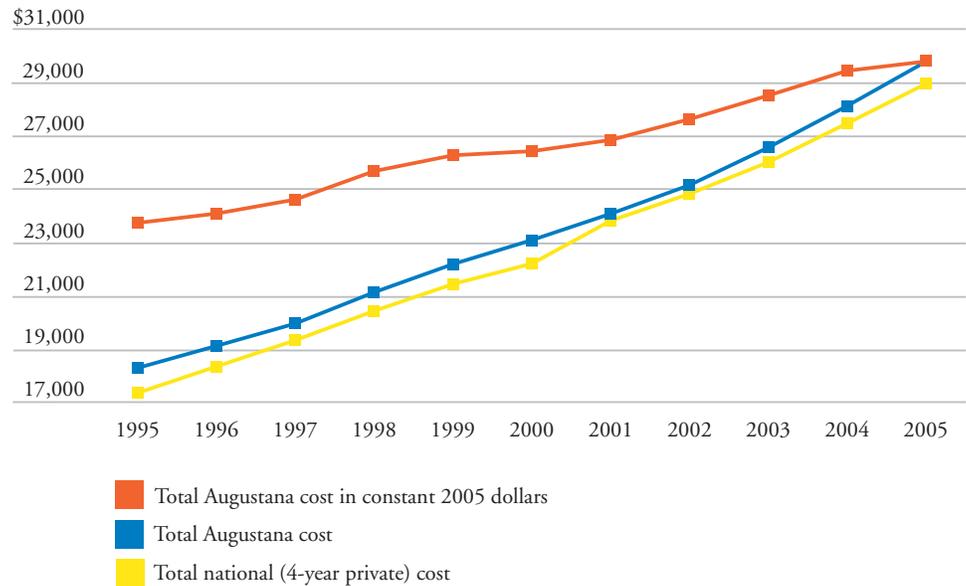
Table 2.6
Tuition, Room and Board Costs: Augustana versus Peer Groups

	Tuition	Tuition, Room, Board
Peer Group	108%	115%
Midwest Consortium	106%	107%
ELCA Phi Beta Kappa Colleges	114%	105%
Stretch Group	116%	111%

When total student charges (tuition, fees, room and board) are compared, the difference between Augustana's cost and the national four-year private college average is minimal, as shown below. In real, inflation-adjusted terms, the total

Augustana cost has risen about 20 percent in the past decade (top curve). Given the great expansion in programs and services, that increase is reasonable.

Figure 2.2
Tuition, Room, Fees and Board Costs:
Augustana versus Four-year Private Colleges



Strengthening Our Student Resource Base

To meet the enrollment goals of the strategic plan, the college is seeking to attract students in innovative ways. In order to recruit and retain the high-achieving students who are most likely to benefit from a high-quality liberal arts education, we plan to create distinctive academic opportunities to strengthen the overall living/learning environment; to better represent the college's strengths; and to better represent the value of an Augustana liberal arts education. We already have taken the first steps in that direction through developing the Senior Inquiry initiative, creating a comprehensive integrated marketing plan, expanding our foreign study options and strengthening on-campus communications with current students.

Achievement of Past Goals, Prospects for Future Success

Over the past few decades, the college has envisioned steps to strengthen all aspects of its educational environment, from growth of its financial resources to expansion of its physical and human resources. Intentional pursuit of attainable goals has laid a solid foundation and fostered a culture of charitable giving among our alumni. Since 1977 the college has conducted three successful

fundraising campaigns. Each campaign exceeded its goal, surpassed any preceding campaign and finished ahead of schedule. Those campaigns were:

Agenda for Leadership, 1977 to 1982. The Agenda campaign targeted \$16 million and raised \$17 million. Its key priorities were creation of the College Center, conversion of the old student center to academic use and renovation of Old Main.

The Campaign for Augustana, 1988 to 1992. The 1982 campaign targeted \$45 million and raised \$48 million for a new library building, renovation of Denkmann Memorial Hall (the former library) and Old Main, and support of the endowment.

Tradition and Promise, The Augustana Campaign, 1995 to 2000. The last campaign targeted \$80 million and raised \$88 million, which supported creation of the Science Building, Franklin W. Olin Center for Educational Technology and the PepsiCo Recreation Center, in addition to aiding the endowment.

As described previously in this chapter, the college has built and renovated an impressive array of buildings since the last HLC accreditation visit, all to enhance the learning/living environment of our campus community as envisioned in the college's mission statement. Thus the funds raised during the previous campaigns have been well used. Based upon these past successes, our future looks bright. A successful upcoming comprehensive campaign will assist us in meeting the goals of the strategic plan. The quiet phase of the new campaign has been particularly promising: the president has stated that, as of January 1, 2006, 15 requests to members of the Board of Trustees have yielded \$9,140,000 in written commitments and \$15,450,000 in verbal commitments. Other gifts and commitments of \$8,360,000 brings the overall total of \$32,950,000. The college has conducted a feasibility study to determine the exact goal of the campaign, and the administration is confident that it can attain the higher end of the recommended range of \$80-100 million, given early success.

CORE COMPONENT 2C – *Augustana's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.*

Augustana supports and maintains effective systems for collecting, analyzing and using organizational information. These evaluation and assessment systems contain appropriate data and feedback loops (including periodic reviews of academic and administrative sub-units) that are used throughout the organization to support continuous improvement. In this section, we describe the evaluation

efforts of some of the major assessment processes. Detailed examples of assessment of student learning are provided in subsequent chapters.

General Education Program

Augustana made major revisions to its general education program in 1992 and again in 2004. In each case, the revision was driven by a careful and widespread consideration of the evidence of student achievement and program structures. These changes are described in detail in chapter four.

Academic Departments and Other Programs of Study

Augustana continues to develop a culture of assessment to benefit students. Because of the central place of the major for student learning, assessment within departments is an important part of our campus-wide assessment effort. In the late 1990s, the administration and faculty took a number of steps to encourage and support the development of departmental and program assessment plans. In the initial phase, five programs submitted models that were used by the other departments. Through a grant from the Aid Association for Lutherans (now Thrivent Financial for Lutherans), an assessment workshop was sponsored on campus in February 1997. More than 30 faculty participated in this two-day session. Faculty travel to other assessment-related conferences also was funded by the AAL grant. In September 1997 a further work session for department chairs also focused attention on assessment. In 1998-99, the Committee met with members of each individual program, asking that they summarize their assessment activities and resulting changes in curriculum and instruction. To keep the entire campus informed on assessment practices, a monthly newsletter entitled *The Assessment Advocate* was sent to all faculty. In 1999-2000, department chairs were contacted about assessment at the beginning of the fall term, and asked to submit updates in the spring. Since 1999, programs proposing a new hire must include an updated program review, and 85 percent of our programs have undergone such an authorization process.

The Assessment Review Committee (ARC) continues its work with departments (outcomes of student learning are discussed in subsequent chapters). To assist this committee, the dean hired an additional consultant during the 2002-03 academic year, and an associate dean met with representatives of every program to discuss current assessment strategies and recommend updates and modifications. Starting in 2003, departments submitted revised assessment plans to the ARC, which discussed the plans and suggested revisions. ARC asks each department to submit an Annual Assessment Update in June, and meets several times each term to monitor the programs' effectiveness in implementing the plans. All departments have developed their assessment strategies and have gathered data annually that informs discussion of student learning and course offerings. Results and modifications are reported to the ARC. Detailed descriptions

of these departmental assessment processes and outcomes are provided in subsequent chapters.

Administrative Departments

Graduating seniors are surveyed on their satisfaction with college services and programs on an annual basis. The American College Testing Service (ACT) Student Opinion Survey (used 1994-96, 1998-99) has been helpful in providing national user norms for satisfaction items. Compared to these national norms, most of Augustana's administrative departments and college services have scored significantly better. Over much of the past decade, these departments continued to improve their service, and the overall trends for student satisfaction have been positive. Augustana's most recent 2005 scores are generally higher than our earlier ones. Notably, ITS has made great strides in satisfaction scores.

In addition to the solicited opinions of students and other potential constituents (i.e., faculty or other staff members), all administrative offices undergo frequent internal assessments. Supervisors evaluate subordinates during yearly employee performance reviews which assess aspects such as quality and quantity of work, dependability, initiative, use of time, knowledge of job, attitude toward supervisor, interpersonal skills, promptness and attendance. At the cabinet level, senior administrators now set annual goals for their areas and assess whether targets have been met through annual reports to the president.

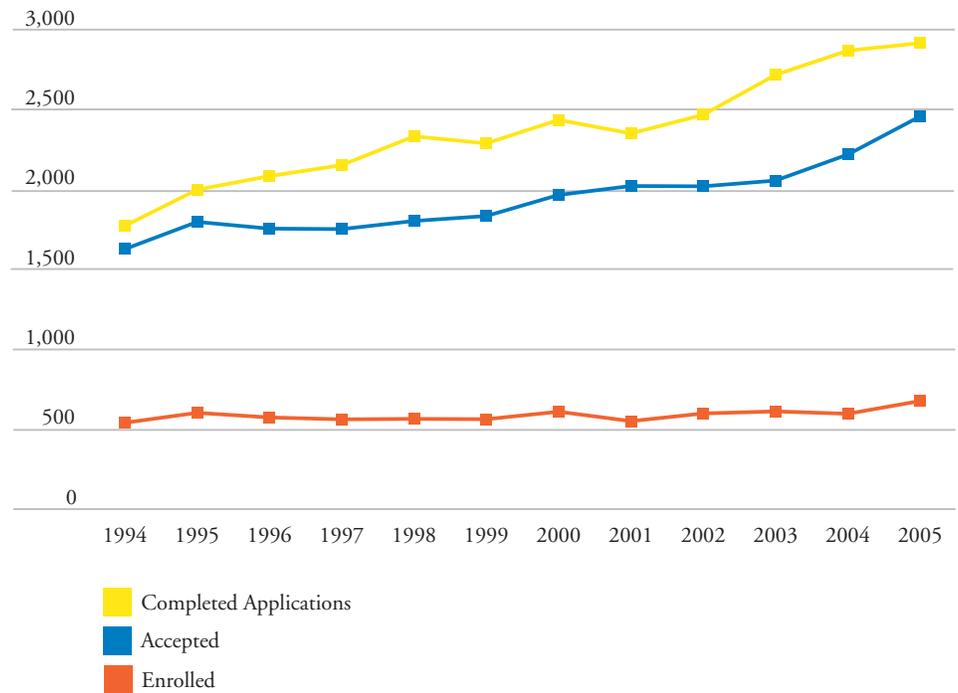
Office of Enrollment

Assessment and environmental scanning are essential to all functions of this office, aided in large part by OIR. Without rapid yet careful adjustments based on evaluations of up-to-date data, the college would lose the ability to respond wisely to changes in the demographic, societal and economic trends which govern student enrollment and, ultimately, the college's ability to function properly. In order to improve continually their ability to assist students, members of the Office of Financial Assistance regularly participate in conferences, workshops and seminars sponsored by the Illinois Student Assistance Commission and the U.S. Department of Education.

The data show a pattern of continued strength in the performance of the Office of Enrollment and in the college's position:

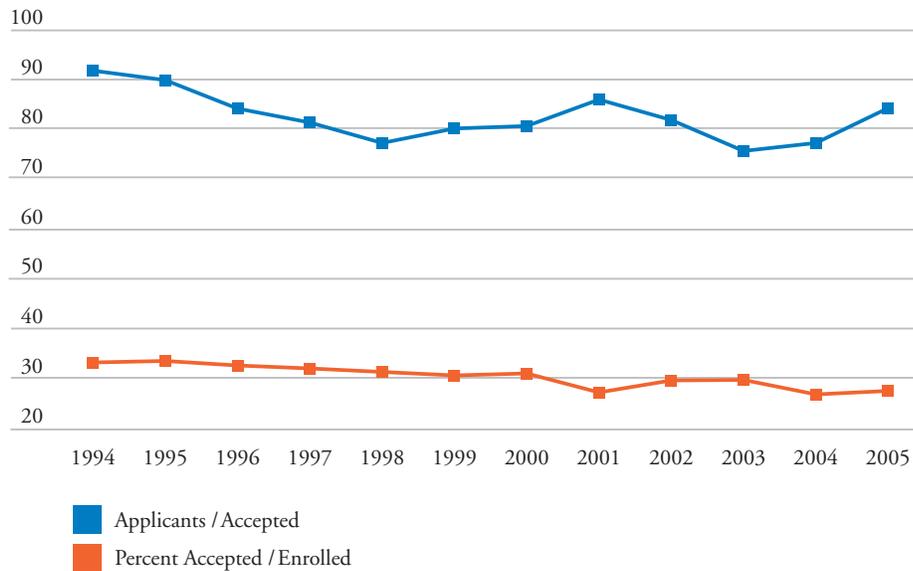
- As Figure 2.3 shows, over the past decade the college has been successful in increasing the number of applications. While students are applying to more colleges than in the past, that rise accounts for only a fraction of the college's applicant pool.

Figure 2.3
Augustana's Applicants, Acceptances and Enrollment, 1994-2005



- Over the same period, our selectivity—measured by the percentage of applicants accepted—has steadily increased. Achieving our targeted increases in applications will further enhance our ability to be selective in admissions.
- As shown in Figure 2.4 our yield—the fraction of accepted students who matriculate—has tended to follow the national decline, possibly as students apply to more colleges, but has remained close to the 30 percent target of the strategic plan. Under the plan we expect to maintain a 30 percent yield by increasing the attractiveness of the college through improvements in our facilities and curriculum, making more scholarship aid available as the endowment is built, and more effective admissions processes.

Figure 2.4
Augustana Admission Selectivity and Yields, 1994-2005



- Our entering classes have become steadily stronger, measured by ACT composite scores: from 1994 to 2003 these averages have increased from 22.3 to 23.7 at the 25th percentile; from 24.7 to 26.1 at the 50th percentile; and from 27.7 to 28.9 at the 75th percentile.

Over the past five years, attrition from first to second year has varied without distinct trend between 13-16 percent, while overall (fall-to-fall) attrition rates for full-time students varied between 11-13 percent. Not surprisingly, retention (between the first and second years and through five- and six-year graduation completions) is weakest for students whose high school achievements were relatively modest (ACT below 25, class rank below top quartile and/or predicted first-year GPA below 2.5). Due to the small numbers, large variability occurs in the retention rates of certain minority students: first- to second-year retention rates of three minority groups (Asian, Black, Hispanic) actually are significantly higher (approximately 90-92 percent) than that of White students (84 percent).

Our graduation rates are roughly double the national average for all institutions. Schools in our various comparison groups, drawing students from similar selective pools, have overall six-year degree completion rates comparable to Augustana's 74.6 percent: for instance, the peer group average is 75.1 percent. The most recent three-year averages of six-year graduation rates indicate our success in graduating minorities; the average for African Americans is 73.1 percent, the average for Hispanic Americans is 79.4 percent, the average for Asian Americans is 67.7 percent, and the average for Caucasians is 76.5 percent. Overall, females are somewhat more likely to graduate in six years than males; the three-year average for females is 78.5 percent, versus 72.8 for males.

ACT composite scores show that entering classes have steadily become stronger.

One of the goals of our strategic plan is to increase our graduation rate by approximately 3 percent. Our students who engage more deeply in academic, social and extracurricular programs graduate at higher rates; thus, our major strategy for increasing the graduation rate involves aggressively encouraging all students to participate in more facets of college life and doing a better job of enrolling students in courses and majors they find interesting, challenging and relevant to their aspirations.

Facilities Services

After the hiring of a new Director of Facilities Services in 1998 and the subsequent assessment of all sub-unit functions, this department now operates more efficiently than in the past. All employees, from crew members to supervisors and even the director, are evaluated in regular performance reviews within the department. Flexibility of schedules, pay levels and high expectations from supervisors are areas of concern for the college, and the strategic plan makes clear our intention to address these issues.

In addition to internal evaluations, surveys are regularly sent to all faculty and other clients to gain feedback of the timeliness and quality of both special work order jobs and everyday custodial efforts. With the exception of two items related to cleanliness of the buildings, 85-99 percent of clients rated the services as “good” or “excellent” on every measure.

Library

In 2002 the library created a new system for collecting, analyzing and using information concerning information literacy. More than 5,000 students have participated in more than 280 instructional sessions, showing the commitment of faculty and library staff to integrating information literacy skills into the very fabric of an Augustana education. The outcomes of these student learning evaluations are discussed in detail in subsequent chapters. Additional feedback on library operations is sought from faculty members involved in the library sessions and from all who use the reference desk. Comparative data are also sought from external sources such as the Oberlin Group of Libraries.

Information Technology Services

More than with most other services, users of information technology have come to expect rapid solutions to their problems. Augustana’s ITS department has established a responsive user support system to mitigate these problems. The Helpdesk provides phone, e-mail and walk-in service to students, faculty and staff. The TrackIt work order database system aids in the assessment process; for example, tracking of turnaround times from initial call to ITS response reveals an efficient department: a 0.6-hour turnaround for critical problems, and a 4.9-hour turnaround for normal problems. In order to alleviate overcrowding of

computer facilities during the stressful period of exam week, ITS monitored hourly computer lab usage, determined that more hours were needed, and then extended open-lab time to 24 hours a day. ITS also tracks usage of such auxiliary equipment as digital recorders in order to make decisions about future equipment purchases. Another aspect of user support is ITS' training programs. Short courses are offered to students based on e-mail surveys of software needs. Faculty are encouraged to attend free development workshops, and staff are trained on job-critical software programs (e.g., Ad-Astra for scheduling).

Assessment of student satisfaction with services provided by ITS has fluctuated; good evaluations (4.0 on a five-point scale) in the early 1990s fell to mediocre (3.1) in the mid-1990s, then shot up to very strong (4.5) evaluations by the end of the decade and have remained strong ever since. Student attitudes of ITS reflect the amount of resources that the college has brought to bear to improve computer technology and services. After the Franklin W. Olin Center for Educational Technology opened in 1998, the college dedicated substantially more money towards technology: the \$200,000 budget in 1996 has grown to \$800,000 currently. In 1998 the college began charging students a technology fee which provided much needed revenue for ITS. These financial commitments allowed for the recruitment of a well-qualified team of service-oriented individuals, a more reliable and robust e-mail system, smart classrooms and labs, wiring of residence halls and improved internet resources. Additionally, faculty began to utilize the newly available technology to supplement their teaching styles and communicate with students. All of these steps contributed to the improved delivery of services and concomitant rise in student satisfaction.

Safety and Security Offices

The college has committed itself to a more aggressive risk-management program. As part of that upgrading, the college hired a new chief compliance officer to direct the Office of Safety. This individual has legal training, 15 years of experience in compliance consulting and training, and an array of professional certifications. The new director can better help the college maintain compliance with OSHA and EPA regulations. The Office of Safety now provides ongoing training, incentive and outreach programs, and performs incident investigation and statistical analysis of incidents so we identify high risk tasks and better understand causality of claims. Claims have fallen substantially in the first ten months of this new program. We expect it to reduce the cost of medical claims, lawsuits and associated insurance premiums, while it simultaneously improves our ability to maintain a healthy and experienced workforce.

In compliance with federal law, the Office of Security distributes the Augustana College Crime Statistics Report. Security, in coordination with various deans' offices, takes a proactive approach in reducing crime on campus. In March 2004, Security/Risk Management Consultants completed a "Security Assessment" that is being implemented over time and includes such goals as establishing a better

line-of-sight, improving lighting, and addressing late-night building access issues. Evaluation of alcohol and date rape awareness programs also occurs campus-wide every three years under the direction of the Dean of Students. Assessment documents and results are available in that office; see also Core Component 3C.

Office of Student Services

DEAN OF STUDENTS OFFICE The Dean of Students oversees all Student Services at Augustana College. Each department tracks the effectiveness of its programs' support for the quality of services offered, the progress of student development, and the support provided to the four dispositions identified in the General Education Curriculum document. Arthur Chickering's theory of student development, which identifies seven stages that traditional-aged college students pass through, is used by Augustana's student affairs professionals to provide guidance in campus programming, policy enforcement and relationship building. The seven vectors include developing intellectual and social competence, managing emotions, becoming independent, developing mature relationships, establishing identity, developing purpose and developing integrity.

The ways in which departments assess the quality of services provided to students has remained fairly consistent over the years. Examples of assessment documents are in the resource room. The Student Services notebook provides a good example of the many ways in which Residential Life solicits feedback. These include asking students about the staff, program and facilities, as well as policies and procedures.

Likewise, the data collected by the Director of Institutional Research has been used over the years to assess student growth in regard to Chickering's vectors. National Survey of Student Engagement (NSSE) and the Cooperative Institutional Research Program (CIRP) and the Senior Survey have provided insight about the maturity of our students and identified areas in which our students need help to become more well-rounded. For example, the CIRP data indicated a decrease in students' perception of their physical health and an increase in the number of students seeking counseling over the past five years. We increased our counseling center staff in recent years in response, and added a Coordinator of Medical Support this year.

Most recently, Student Services has been involved in designing assessment documents for the educational objectives associated with each of the dispositions identified in the General Education Curriculum (i.e, leadership, multiculturalism, responsibility and citizenship). The first attempt, available in the Student Services notebook in the resource room, involved identifying the ways in which Student Services helped students meet each of the educational objectives, and then creating an assessment instrument to document change. After employing this method for a year, the department began to see the weaknesses of this plan. Rather than transforming Student Services into a force that could assist students in obtaining their educational objectives, as the General

Education Curriculum has done, the plan simply assessed something that was already being done and did not motivate improvement.

Thus, a new model designed to transform Student Services is now being employed. A certificate program for each of the dispositions is being developed. Given, for example, the focus on leadership, each department is being asked how it can develop leaders and become a part of the certification program. The leadership certificate is close to completion (see #25 in the Student Services notebook). A certification program in multiculturalism will be developed next. The method for developing and assessing responsibility and citizenship is still being discussed.

After a Student Services mission statement was adopted in 1996, a consultant was hired in 2000 to help institute a formal planning process tied to the mission. Each May a full-day retreat is conducted during which the current annual plan and a three- to five-year proposed plan are reviewed and updated. Starting in 2005, each plan will undergo a campus-wide review process. In addition, plans are being developed to conduct external reviews of each sub-department within Student Services on a five-year rotating basis.

OFFICE OF RESIDENTIAL LIFE The Office of Residential Life's general education assessment document clearly outlines the relationship between its departmental goals and the college's mission statement and provides evidence of extensive feedback mechanisms. Learning at Augustana College occurs beyond the classroom. In everyday living, students mature through a carefully orchestrated program that encourages and teaches them to practice leadership, become responsible learners, employ and respect a diversity of perspectives, and practice responsibility in individual living and citizenship. Detailed training manuals along with extensive training aid the staff and make their efforts more effective.

Evaluations occur at every level of the program: students assess staff in a general end-of-year evaluation and residential governance survey; staff have an exit survey; the professional staff Residence Hall Directors (RHD) evaluate student Community Advisers (CA) and Assistant Residence Directors (ARD); students evaluate the CA; ARD evaluate their RHD and CA; CA evaluate their ARD and RHD; ARD and the desk staff evaluate each other; the Director of Residential Life evaluates the entire professional staff; and visitors may fill out a guest comment card. All documents are in the Student Services notebook in the Resource Room. Based on these assessments over the years, The Director of Residential Life has initiated actions which range from firing a CA to increasing the diversity component in staff training sessions.

COUNSELING SERVICES Counseling Services uses a Client Satisfaction Questionnaire to evaluate the overall counseling experience and to address issues concerning office space and staffing. Professional assessments, relative to clients' own perceptions of their progress toward stated goals, are an indication

of the effectiveness of the interventions and treatment plans. Recent revisions to the questionnaire include items that will directly assess general education dispositions (described previously and again in subsequent chapters). In addition, implementation of a new measurement tool, the Outcome Questionnaire (OQ-45) will allow better assessment of a student's inner life, interpersonal relations, and societal roles. Finally, a new, more comprehensive Bio/Psycho/Social Assessment instrument will allow better diagnostic conclusions and clearer direction for therapy.

ATHLETICS Participation in intramural, club and team sporting activities is at the core of the Augustana experience for many of our students. The college recognizes in its mission statement that improved "qualities of body" are fundamental to its educational goals. To improve the quality and competitiveness of the Augustana College athletics program, the department solicits feedback from the athletics committee and from its athletes through the Student-Athlete Exit Inventory and Interview and the Coaching Staff Evaluation form (in Student Services notebook). Feedback on the intramural and recreational sports programs is gained by comment/suggestion cards. Since the majority of these cards reflect student concerns (i.e., worn-out treadmills), the cards help the director prioritize his budget when making expenditures for the building.

CAREER CENTER Augustana graduates are high achievers. The 2002-03 annual summary of the graduating class shows that our students are doing very well: 99 percent are continuing their education or are employed on a full-time or part-time basis. The Career Center uses a number of assessment tools to gauge how well its staff members are meeting the needs of students and how reflective the students are about their own needs and desires: Career Consultant Evaluation, Center for Vocational Reflection Assignment, Career Center Internship Assignment, Information Interview Assignment (available in Student Services notebook).

Office of Human Resources

The work performance of all non-exempt (hourly) employees is evaluated annually by their supervisor. The employee's work is evaluated using ten performance criteria, ranging from quality of work to attendance. The formal written evaluation becomes the basis of a verbal evaluation between the employee and the supervisor, where job performance goals and expectations may be established for the upcoming year.

The Human Resources Office annually evaluates employee salaries and benefits as compared to peer institutions and the local Quad-City employment area through participation in several organizations.⁸

Food Service

Food Service maintains student rating panels which meet weekly to assess the quality and diversity of menu offerings and to serve as a conduit for other students' concerns.

CORE COMPONENT 2D – *All levels of planning align with Augustana's mission, thereby enhancing its capacity to fulfill that mission.*

The 2004 President's Report, entitled "Pulling Together," used the analogy of his recent experience as a crew team rower on the Mississippi River to describe the success that a team may have if its members work in harmony with a common purpose. Employees of Augustana College work together as a team with a common goal. One major example of this coordinated planning process is our revision of the general education curriculum, for the common good of our students. Throughout this self study we document many other efforts that show we are aware of and understand the relationships among educational quality, student learning and the diverse, complex, global and technological world in which Augustana College and its students exist.

The president has offered a vision of Augustana's future that guided the development of the strategic plan and that will continue to guide the college in its implementation of the plan. As described in both this and the preceding chapter, the basic foundation of this plan rests upon the college's mission statement, which commits us to offer "a challenging education that develops qualities of mind, spirit and body necessary for a rewarding life of leadership and service in a diverse and changing world." We can have confidence in the administration's ability to raise necessary resources. The administration has explicitly outlined the plan's reliance on the fund-raising and budgeting processes and its flexibility with respect to reprioritization of the goals, if necessary.

The college's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education and respond to future challenges and opportunities. In short, Augustana satisfies the expectations established by Criterion Two.

SUMMARY

Planning at Augustana occurs in a data-rich environment; data are generated by many internal and external sources, most notably the Office of Institutional Research, which for decades has played a vital role also in interpreting and disseminating the data to the decision-makers. The new administration has been particularly adept at using the data as a driving force for major campus changes that all hope will allow the college to adapt rapidly to current and future challenges.

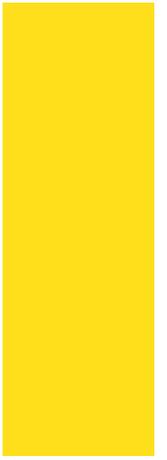
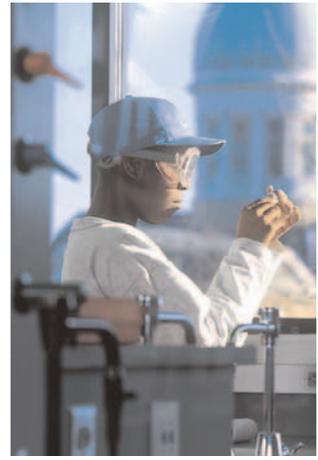
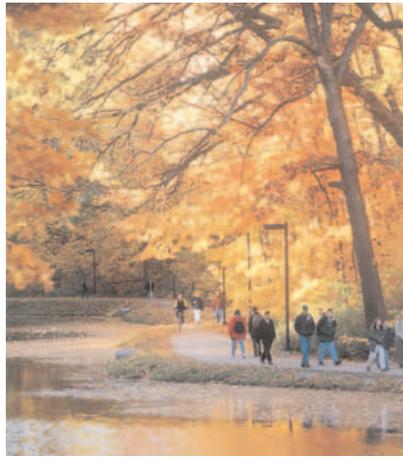
Our new vision of our future, codified in *Authentically Augustana*, sets challenging yet realistic benchmarks to guide us. The strategic plan is rooted in our mission statement, and as such, links our heritage to future growth. A number of recommendations to improve the college are laid out in the plan, based on a detailed SWOT analysis, and the administration has called repeatedly for feedback from all of the college's constituents. The timing of this self study follows the formulation and adoption of the plan and has allowed further exploration of our strategy.

The college is making strides towards increasing diversity, whether the actual demographics of the student body, the faculty, the staff, and the Board of Trustees, or the diversity of experiences which members of these groups gain through college programs.

Our faculty, administration and staff are dedicated to the mission of educating our students to be prepared for lives of leadership and service in their communities. We have a beautiful campus within a moderately sized urban setting. We have many new and refurbished academic and residential buildings, equipped with the latest technology to enhance the learning atmosphere, and plans for additional buildings and renovations. Our recent increase in student enrollment is paving the way for further growth in student capacity, as envisioned in the strategic plan.

We have been achieving impressive results with a relatively small budget and endowment. Areas that require sustained or renewed attention are the following:

- The college showed sufficient financial strength in recently borrowing \$14 million for building projects while maintaining its Moody's Baa1 rating. Given our modest endowment, we must rely on tuition to fund much of our operation. Tuition dependence affects all aspects of our capacity to fulfill our mission, from the number of scholarships we can award, to our ability to achieve our longstanding goal of establishing faculty salaries at the 80th percentile of the AAUP IIB listing.
- The success of the strategic plan will depend, in large part, on how deeply Augustana's alumni, friends, trustees, students and employees feel invested in the college's mission and future, and how those feelings translate into financial, time and energy commitments. We are encouraged that we will succeed in a \$100 million campaign by early success in the capital campaign and by recent studies that have demonstrated strong alumni support of the college.
- An actively managed alumni network—including an updated, accurate alumni database—is essential to the continued welfare all constituents. New alumni will continue to need career opportunity and development advice; graduation should not be thought of as the end of the Augustana experience, but rather as a redefinition of one's relationship with the college.



CHAPTER THREE

Criterion Three: Student Learning and Effective Teaching

The organization provides evidence of student learning and teaching for each educational program and makes effective assessment possible.

Core component 3A

The organization's goals for student learning outcomes are clearly stated for each education program and make effective assessment possible.

Core component 3B

The organization values and supports effective teaching.

Core component 3C

The organization creates effective learning environments.

Core component 3D

The organization's learning resources support student learning and effective teaching.

CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

Augustana provides evidence of student learning and teaching for each educational program and makes effective assessment possible.

Teaching and learning have always been at the heart of Augustana’s mission. We provide continuing opportunities for students to learn and develop, and we continually strive to improve our ability to enable our students to grow in mind, spirit and body. In this chapter, we offer evidence of both student learning and effective teaching, as well as evidence that we are using assessment to further these efforts.

To gauge the effectiveness of its programs, Augustana employs a number of approaches to improve teaching and enhance student learning. At the most general level, the Office of Institutional Research (OIR) gauges student satisfaction, participation in co-curricular activities, and self-reported intellectual growth with a number of longitudinal surveys; OIR also analyzes alumni career histories, graduate degree completion data, and alumni reports of the quality of their career or graduate school curriculum. Academic departments assess student learning and the quality of their curriculum informally through discussions in department meetings and retreats and formally through program reviews and assessment work. Individual faculty seek to improve through many means, including input from the Student Rating of Instruction Form (Appendix L), periodic merit review by the Faculty Welfare Committee (which requests that portfolios provide “evidence of student learning”), and attendance at campus and professional meetings about teaching and pedagogy.

On the whole, Augustana’s assessment efforts aspire to focus on student learning and growth by using multiple direct and indirect measures; locally developed and nationally normed instruments; longitudinal data; comparison of college data to that of national, peer and stretch institutions; value-added designs, when suitable; and embedded assessment techniques, including evaluation of student portfolios. We communicate and respond to results of our assessment efforts. The evidence we share in this chapter demonstrates an institution-wide commitment to seeking ways to foster greater student learning.

Augustana uses multiple data sources and techniques to assess student learning and growth.

Augustana strives to provide students with a broad liberal arts education that emphasizes interdisciplinary connections and a focused expertise in a major.

CORE COMPONENT 3A – *Augustana’s goals for student learning outcomes are clearly stated for each education program and make effective assessment possible.*

Augustana’s overarching goal for student learning outcomes is, as stated in our mission, to offer students “a challenging education that develops qualities of mind, spirit and body necessary for a rewarding life of leadership and service in a diverse and changing world.” Two key goals are to offer students a broad liberal arts education enabling interdisciplinary connections and to ensure focused expertise in the major. The goals for student learning for our general education program have been further detailed in a statement drafted by our general education study committee (Appendix B). Each departmental major or other educational program has drafted a statement of goals for student learning as the foundation of its assessment plan. The Assessment Review Committee (ARC) has reviewed these goal statements to ensure that they guide effective assessment program. This section outlines Augustana’s practice of assessment of teaching and learning at the institutional level, program level and course level, and ways we have used assessment results.

General Education and Institutional Assessment Efforts

Since 1994, the college has been deliberate and persistent in its efforts to assess essential student knowledge, skills and abilities in order to gauge the overall quality of the Augustana educational experience. The evolution of institution-level assessment clearly reflects Augustana’s commitment to designing an assessment program that meets the criteria outlined previously. The results of these assessment efforts have been instrumental in driving a series of revisions of our general education program.

Over the years, our assessment program has used a multi-faceted approach. We have gathered information from a variety of indirect and direct sources, compared and synthesized these findings, and developed an on-going “picture” of student achievement. We present here a brief overview of college-level assessment strategies followed by a synopsis of how we responded to our findings.

Indirect Assessment: Senior Surveys

Senior surveys capture the attitudes and perceptions and the self-reported growth of students at the end of their college careers. Augustana seniors generally rate the college highly on most areas of personal growth and problem-solving and cognitive skills dimensions. Nevertheless, comparative results have pointed to weakness in the areas of communicative skills (speaking and writing) and dissatisfaction with the level of diversity. In addition, the amount of time Augustana students typically report studying per week, although about the same as the national average for liberal arts colleges, is seen as undesirably low. As the



Calder is associate professor and chair of the History Department, and is a nationally recognized Carnegie Scholar.

PROFILE: DR. LENDOL CALDER

“The justification for Senior Inquiry will be grasped immediately by anyone who has ever taken swimming lessons. Once you’ve learned all the strokes on dry land, it’s easy to believe you know how to swim. It’s only when you’re in the deep end that you discover how much you really don’t know about the overhand crawl. It’s the same with learning history. It is not easy or painless or tidy. It is none of the things history appears to be when reading someone else’s finished work. Above all else, a historian’s finished version of past events is not the same thing as the past itself.

“This is why history majors must complete a senior thesis to graduate. We don’t want them leaving Augustana thinking they know how to think historically when in fact they have never been in the deep end of the pool.

“My own college history program did not require a Senior Inquiry project. I had to wait until graduate school to learn what we are teaching even to first-year students: that history, like all thinking, is the study of questions. Until I began to carry out my own independent inquiries, I was like a kid standing on the side of the pool who thinks he knows how to swim just because he can flail his arms and kick his feet. Senior Inquiry, in short, is about moving students from the shallow to the deep end of the pool, which is where lifeguards, Olympians, and lifelong swimmers are made.”

discussion of surveys below will show, the college used insights from the senior surveys to motivate and guide significant revision of the general education curriculum as well as development of the new Senior Inquiry program.

SENIOR SURVEYS 1994-1998 The college has routinely conducted a survey of seniors just before graduation that details our students’ satisfaction with their education and their perceptions of intellectual growth. The categories measured have included general knowledge, ability to speak and write effectively, analytical and problem-solving skills, caring for own physical and mental health, working cooperatively in a group, leadership abilities, understanding different philosophies and cultures, using quantitative tools, understanding and appreciating the arts, understanding and applying scientific principles and methods, and preparation for graduate or professional school or a career. The rating on all dimensions of Augustana’s contribution to growth for 1994, 1996 and 1997 surveys was in the 2-3 range on a three-point scale with 1=very little and 3=very much. The areas of general knowledge, analytic and problem-solving skills, and leadership abilities received the highest mean ratings. Using quantitative tools, caring for physical and mental health, and understanding and applying scientific principles and methods were rated lowest. Because the scores on these instruments and on an expanded set of items used on the 1998 survey were generally positive, the

college did not see reason for major revisions to the curriculum, though it did make changes when needed in other areas, such as the creation of more recreational space and the enhancement of instructional technology.

SENIOR SURVEYS (2000, 2002, 2003, 2004) The use of instruments that allow meaningful comparisons to other institutions has been valuable for the college. In particular, over the past five years, the senior survey has been evaluated against normative data from national and/or selective comparative groups. The in-house survey was constructed deliberately to allow a variety of comparisons to the results of nationally-normed studies that reveal cohort change from first-year to senior year (Cooperative Institutional Research Program—CIRP), student satisfaction (American College Testing—ACT), self-reported growth (Higher Education Data Sharing Consortium—HEDS) and time distribution (National Survey of Student Engagement—NSSE). While the majority of surveys have shown that the college is doing a good job of fostering student growth, students have reported less growth in key areas such as writing than the faculty preferred.

SENIOR SURVEY 2000 In 2000 and 2001 Augustana administered the College Student Survey (CSS) from the Higher Education Research Institute (HERI). HERI provided comparative data based on schools using the survey in spring of 2000 or 2001 that were classified as Private Liberal Arts I by the Carnegie Foundation and rated as highly selective by HERI. In addition to these peer comparisons, the CSS enabled us to measure first-year to senior growth and changes for our own students by comparing questions they answered as entering first-year students on the CIRP survey with their responses to the same questions on the CSS. In the 2000 administration of the CSS, our seniors in comparison to our peer group indicated a higher satisfaction with their “overall college experience,” but we were somewhat concerned with some of the other dispositions that they reported, such as less aspiration to pursue an advanced degree and less engagement with the college. We also noted that they were reporting less growth than the peer group seniors in the skill/knowledge areas. We were anxious to gather further data to determine whether or not these patterns persisted, and a repeat of the CSS in 2001 gave results consistent with the 2000 survey.

SENIOR SURVEYS 2002-2005 In contrast to the CSS survey, subsequent Senior Surveys using showed remarkably consistent and positive patterns. As a member of the HEDS consortium, we were able to use the academic and personal growth items from the HEDS Senior Survey and obtain comparative results based on the HEDS group of nationally recognized private liberal arts colleges. In each of the surveys, our students reported equivalent or greater growth in 15-17 of 20 skill areas. The greatest growth superiority of Augustana seniors appears in these categories (in order of decreasing difference): use of computers and technology, the ability to lead and supervise tasks and groups,

the use of quantitative tools (statistics, graphs), the ability to evaluate the role of science and technology in society, understanding of the process of science and experimentation, ability to function as a member of a team and the ability to plan and execute complex projects. The only area in which we were significantly lower on all three sets of surveys was effective writing, a core focus of our changes in general education and the Senior Inquiry proposal. The overall good news of these surveys did not change the college's commitment to general-education change. The prevailing sense was that the changes that resulted in AGES could make a good educational experience an even better one for our students.⁹

The NSSE Surveys of First-Year and Senior Augustana Students (2002 and 2003)

In spring of 2002 and 2003 Augustana participated in the National Survey of Student Engagement. Responses of first-year and senior students give a picture of the current status of the college normed against both a general pool of NSSE institutions and a more comparable set of baccalaureate-liberal arts (BA-LA) schools. The summary of findings for the spring 2003 report is representative of the two studies:

In summary, the NSSE 2003 results point to many areas of superiority in the educational experiences provided by the BA-LA colleges in comparison to larger universities. Also, in comparison to the BA-LA colleges, the results for Augustana are above average in many areas, and show high self-reported growth, high satisfaction with the college overall, supportive relationships between students and faculty and among students, and an environment with a variety of enriching educational experiences. (vi)

Despite the many positive results, the analysis revealed several areas of relative difference from the comparison groups that are concerns: 1) the relative lack of ethnic/racial/social diversity on campus, 2) the use of shorter writing assignments, 3) the lack of a universal culminating senior experience or project, and 4) the reported low number of hours per week students devote to out-of-class assignments. The strategic plan seeks to address each of these items through various diversity initiatives (1) and Senior Inquiry and the development of an inquiry-based curriculum (2, 3, 4). As discussed in chapter four, alumni surveys of the classes of 1994 and 1997 verified a need to focus on communication skills and diversity.

Direct Assessment Data: General Education

The Augustana general education program has been the object of a sustained direct assessment effort since 1997. Here we summarize some results of these assessment initiatives.

SKILLS RESEARCH Our previous general education system was based largely on a distribution system and a handful of individual requirements (for example, that students complete six credits in religion). Recent direct research efforts began in 1997 and 1998 with syllabus analysis, administration of ACT-COMP to graduating seniors and evaluation of senior projects from a variety of disciplines. The details of these findings were reported to the Higher Learning Commission (HLC) in our 1998 assessment report and provided the impetus for rethinking our approach to general education. Questions about student achievement that arose from these initial findings coupled with perceptions from the indirect methods included:

- What distinguishes general education at Augustana?
- Are students writing as well as they should be?
- Are students developing sufficient oral communication abilities?
- What critical thinking abilities are we attempting to develop? How are we approaching such development?
- Are our students developing an appreciation for the world's diversity?
- Are students acquiring sufficient quantitative knowledge and abilities?

THE ACADEMIC PROFILE We stopped using the ACT-COMP because its reference group was a poor match for our student profile. In 1999 the Assessment Committee chose a new instrument, the Academic Profile, which measured seven dimensions of student knowledge and proficiency: humanities, social science, natural science, reading, writing, critical thinking and math. In a valued-added design, the exam was administered to samples of Augustana students at both the first-year and senior level. The results were encouraging in that the mean scores for the Augustana upper-class sample were higher than that of norm-referencing group on all dimensions except writing. On the other hand, the first-year-to-senior growth raised concerns with respect to the growth of student skills on all dimensions except reading/critical thinking. Some have questioned, however, whether Academic Profile was geared at too low an academic level to properly measure academic growth for our students and whether seniors were motivated to make their best effort.

SENIOR PAPER ANALYSIS Another on-going strategy to monitor student achievement was the analysis of senior papers and projects. From 1997 to 2000, departments that required some form of senior writing (e.g., research papers, seminar papers) were contacted and asked to submit copies of these final projects. Typically 75-100 papers were collected and a random sample across disciplines was chosen for study. Over the summer a small group of faculty members (usually four to six) from different disciplines read and evaluated these papers and then met to discuss their observations. To further systematize our evaluation

of these papers, a colleague in the English department developed a rubric that has been an important part of our subsequent study of senior writing. These analyses were critical in formulating our new general education requirements. An analysis of senior papers in 1998 suggested that students were good at framing questions, but not as skilled at doing rudimentary statistical analysis, crafting longer and more sophisticated arguments, or drawing conclusions that follow from a full exploration of the evidence. For example, the 1998 analysis of syllabi had suggested that the links between course goals and general education outcomes was not strong. A focus on writing, critical reasoning, and disciplined attention to a wide range of texts was evident; however, oral communication, information literacy and use of the scientific method were not.

The need for an increased writing emphasis was apparent. Therefore, both the new first-year program and the upper-level learning community include writing components. The library faculty has worked with the first-year AGES faculty to incorporate information literacy skills in the first-year program, and the Assessment Review Committee (ARC) has created an on-line information literacy test given to students in the fall, the results of which are shared with faculty to guide instruction. ARC repeated several of these assessment activities in 2003, including an analysis of syllabi and a sample of first-year and senior research papers. In addition, the committee developed a critical-thinking rubric, which readers used to rate the same set of papers. This work seeks to establish a baseline so that the college can assess the effectiveness of the AGES curriculum in the coming years.

FUTURE DIRECTIONS IN GENERAL EDUCATION ASSESSMENT

As we began contemplating changes in our requirements, one of the first steps was to define our learning outcomes. “General Education Goals, Knowledge and Dispositions” (commonly known as Draft #8—see Appendix B) emanated from a careful consideration of our mission. The statement includes outcomes in six knowledge areas, six abilities and four dispositions. These statements provided a framework for developing the new requirements and implementing the changes to the curriculum. For example, the statements on critical thinking, communication and information literacy were the basis for the first-year sequence. The six knowledge areas are reflected in the six learning perspectives requirements, and the statements themselves were used in developing guidelines for vetting courses in each area. The General Education Committee and ARC will be developing complete assessment plans in the next year.

The knowledge, skill and dispositional goals articulated in Draft #8 have also been embraced by the Office of Student Services. Our effectiveness in realizing the dispositions is monitored in multiple ways through Residential Life, the

The Teagle Foundation is funding an extensive study of value-added assessment that will provide data about the impact of a liberal arts education at Augustana and five other liberal arts colleges.

Career Center and Student Activities. For example, in reflecting upon internship experiences, students discuss their leadership, their experiences with diversity, and their responsibility as citizens.

As we now move forward in assessing our new requirements, we have added additional components to our institutional assessment plan. Using a random sample of the Class of 2008 as a cohort, the Augustana Learning Initiative (ALI) pilot is tracking these students' development with a combination of local and nationally normed instruments, direct assessment of student work, and focus groups. In another major assessment project, Augustana is the lead college in a new consortium of six selective, liberal-arts colleges that has recently received funding from the Teagle Foundation to conduct an extensive value-added assessment study. This cooperative effort will measure student growth in writing, critical thinking and civic engagement over a three-year period, and explore the relationships among growth in these areas and how growth relates to institutional characteristics. The consortium will use the national Collegiate Learning Assessment (CLA) exam in conjunction with scoring of student papers and self-reported growth from student surveys to give multiple measures of learning that can be cross-validated. The growth results will be compared with climate results from institutional demographic data and analysis of student survey results from CIRP, CSS, NSSE and FSSE, to explore how, for example, curricular and co-curricular differences might affect student growth.

The General Education Committee also has assumed a role in assessment of our new curriculum (AGES). It oversees the first-year courses by collecting and analyzing data from students and faculty, and then planning for faculty development activities. In 2004-05, it administered three surveys to AGES students and used the results to make substantial changes instituted in the fall 2005-06. It also has plans for periodically reviewing courses that meet each learning perspective to ensure that we are meeting the guidelines.

Program Assessment

Since 1998 each department has been asked to submit an annual assessment update describing assessment work for the year, including what the department learned, and possible modifications. As part of this work, each department was asked to write a Department Assessment Plan that included a mission statement and a set of learning goals. In 2002-03, the chair of ARC and a faculty member with experience in assessment met with all 30 departments and programs that offer a major to encourage review and revision of assessment plans. The meetings sought to clarify the HLC's definition of assessment, to encourage departments to include more direct measures of student learning, and to streamline as much as possible the assessment process. All departments or programs have approved assessment plans. Only one decided not to revise its Assessment Plan and is operating under its late '90s version. As will evident in our response to Core Criterion 4C, we continue to gather and interpret data at the department level to ensure that our pro-

grams are meeting their stated objectives. Copies of department and program assessment plans and student outcomes are available in the resource room.

Encouraged by the new administration and guided by the Assessment Review Committee, the Honors Program, internship program and foreign study program all are developing more coherent and detailed assessment plans that will help to make the college more efficient and deliberate in the development of its programming to meet student needs. Co-curricular programs are also committed to assessment and are documenting regularly their work in this area. For example, the Office of Student Services has overseen the implementation of an assessment plan for all programs under its purview; most assessment efforts have been indirect, though some programs are assessing dispositions with direct measures.

Use of Assessment for Improvement

We noted the college's long-standing commitment to institutional research in our discussion of Criterion Two. Because of the sensitivity of the content and need for interpretation, full Institutional Research datasets typically were distributed initially to senior administrators with the expectation they would present the data to others in an appropriate context. Other administrators (e.g., in communication and marketing, the registrar, and associate deans and the directors of financial assistance and admissions) received partial sets relevant to their work while the faculty received interpretations of the data in faculty forums, retreats and topical presentations. Particularly significant assessment results have for many years been presented in faculty forums, at faculty retreats, in the meetings of various college committees (such as Enrollment Management and the General Education Working Group), and at special presentations for faculty. For example, ACT-COMP results, senior paper analyses, and senior, alumni and first-year student surveys were presented to the entire faculty at the September 1999 faculty retreat. In the last two years, President Bahls has encouraged greater transparency; as a result, much of this information is posted in an intranet directory, which is available directly to everyone on campus.

To consider thoroughly our current status and alternatives for curricular revision, more than two-thirds of the faculty formed 20 different study groups (called "Think Forces") that met during the 1999-2000 academic year. These groups focused on a wide range of specific issues such as developing abilities to write, speak and think critically, enhancing understanding of the liberal arts, multiculturalism and diversity, and improving our delivery of instruction and curricular structure. The final executive report of these groups was provided to all faculty at the 2000 retreat. A member of the faculty presented the findings of the 2000 administration of the ETS Academic Profile and the 1999 HERI faculty survey at the October 2000 faculty retreat. As is noted in the background statement in the AGES transition notebook, "The overall conclusion was that we have very bright students who do well at Augustana, but when we compare them to other bright students, our students could do better. Their

cognitive, affective and communicative abilities could be stronger. We needed a curriculum that was more rigorous.”

In 2003, as we started the strategic planning process, each officer of the college presented an overview of his/her area of the college. Presentations on academic, student life and campus ministry outcomes and information about the college’s financial position were shared in open forums. The Power Point notes from these sessions were posted on the campus intranet. As we continued through the process, the SWOT analyses that were conducted with various college constituencies also were posted on the intranet.

Over the last decade, we have done much to develop a culture of assessment at Augustana. The college has made great strides to define outcomes and to assess our effectiveness in achieving these outcomes. All academic departments have an assessment plan, and—though several departments remain whose implementation has not been consistent—we are developing the expectation that assessment will accompany all decision-making and planning at the college. Multiple initiatives are encouraging the faculty to be more deliberate about assessment. For example, when new courses are considered by the Educational Policies Committee (EPC), the individual making the proposal must address how the offering relates to the assessment plan of the program. Any change to a major must be justified on the basis of assessment data. Now that AGES is in place, the General Education and the Assessment Review Committee are developing ways to measure the impact of these classes.

Institutional assessment data is used in a variety of contexts. For instance, these data played a major role in the shaping of our strategic plan, and in the revision of our general education program. Institutional data informs our marketing and admissions efforts. It has led to more specific changes, such as program initiatives in the Office of Student Services aimed at addressing issues of student freedom and participation in decision-making, and the creation of a campus task force to rethink the way we approach advising.

Assessment information also is made available to students. The Director of Institutional Research has encouraged student newspaper articles on CIRP and NSSE data. Likewise, the Office of Institutional Research generally has made available data requested by the SGA and student newspaper, and routinely has given data such as enrollment/retention information to students doing papers. The associate dean has met with the Student Government President to explain the role of assessment and institutional research at Augustana. Student government also appoints students to college committees where institutional data is reviewed.

Currently, ARC continues to encourage departments to file annual updates to their plans, ensuring they are gathering necessary information. Most departments have complied with these requests. ARC reviews each departmental plan/update¹⁰ and provides detailed written feedback to the department. In this manner, a healthy dialogue is currently taking place between ARC and individual department chairs regarding assessment plans. While all academic

major programs have approved assessment plans, ARC has not consistently asked departments to explicitly report in their annual updates how they are using assessment information. This shortcoming is now being remedied as ARC responds to the updates.

As noted previously, many faculty are collecting course assessment data of a variety of sorts. Most faculty engage in the use of the Student Rating of Instruction (SRI); in fact, its use is required of all probationary faculty. SRI results are reviewed by the Faculty Welfare Committee when individuals are reviewed for tenure or merit. As previously mentioned, many faculty are aware of the need to augment indirect measures such as the SRI with more direct assessment techniques. The administration plans to encourage the development and use of these techniques in the years ahead.

CORE COMPONENT 3B – *Augustana values and supports effective teaching.*

From the moment faculty members or students are recruited, they learn that Augustana values teaching. The college posts the following description for prospective faculty members on its faculty search website: “Augustana’s faculty are teaching scholars whom we expect to be broadly involved in their students’ intellectual and moral growth.” That message is reinforced by the individual position descriptions, a typical example of which states: “The successful candidate will demonstrate a commitment to excellent teaching and to an on-going research agenda. Our new colleague will join a collegial faculty committed to excellence in a liberal arts education” (1). Every job interview includes at least one teaching demonstration; every new hire participates in first-year teaching development programs; every pre-tenure, tenure and post-tenure review addresses the question of excellence in teaching. We engage in, encourage and model a life-long commitment to intellectual inquiry, and such activities are viewed as key to active and engaged learning and to successful teaching at Augustana.

Faculty Supervision of the Curriculum

As part of this commitment to teaching, the college ensures that changes to the curriculum and strategies for instruction are thoughtful and deliberate. All such changes are initiated and overseen by the faculty. This approach pertains to our system of requirements (e.g., recent changes to our general education system), and to changes in individual course offerings.

The process by which new courses are proposed is well-documented in the *Faculty Handbook* (section 3.9). The primary responsibility for initiating courses resides with individual faculty members and their departments. Proposals for new general education courses then are sent to the General Education

From a faculty member’s job interview to every pre-tenure, tenure and post-tenure review, the question of teaching excellence is addressed.

Committee; after being vetted by that committee, proposals are sent to the Educational Policies Committee for approval. Finally, course proposals must be ratified by the Faculty Senate. Courses which are not part of the general education program are submitted to divisions for initial approval (in lieu of the General Education Committee), then to EPC and Faculty Senate.

Honors Program

For more than 20 years, the Augustana honors program, Foundations, has offered talented students an interdisciplinary humanities experience. First-year students selected for the program take 12 credits that explore “big questions,”

PROFILE: DR. HEIDI STORL

“An honors program requires several key components. These include knowledge regarding the history of ideas and an emphasis on thinking critically and reasoning critically. A third—and, I think, essential—component of an honors program is that it should have a normative side to it. It’s not just a matter of objective, neutral, impartial spectator reasoning; it also involves what Kierkegaard would call ‘The Passions.’ It involves the response of a real human being. This means a subjective and maybe to a degree ineffable response that’s unique to you.

“At Augustana, students get all of these during their first year in Honors, both in Foundations and in Logos. In the second year, they come together—the students call it “Flogos”—in a team-teaching situation involving faculty members from different divisions. This helps them with one of the aims of the second year, which is to deal with questions at a meta-level. What is perhaps most distinctive in our Honors Program occurs in the third year, when students complete a capstone project which I would describe as an interdisciplinary junior thesis. One of the most radical of these that I’ve had was a student’s combination of cognitive science and philosophy of mind and language.

“What most excites me about Augustana’s Honors program is its development of community. Somewhere in the third term, something clicks. The class no longer thinks individually as students but as an energetic dialectical community. We begin to anticipate one another’s responses. We reach a point where we’re always thinking two and three steps ahead, like a game of chess, and so the level of class dialogue is elevated. That is really productive if you’re thinking about things like the nature of good or bad, or the realism/anti-realism debate in mathematics.

“The neat thing is that this continues throughout their college careers, in ‘Flogos,’ in the capstone, into graduate school and beyond. It goes on forever, which is really, really cool.”



Storl, a professor of philosophy, has taught in both Foundations and Logos. She also serves on the board and Ethics Committee of Trinity Medical Center.

such as the nature of self and community. The planning and teaching of these courses have required ongoing faculty interaction. In addition to frequently visiting each others' classrooms during the year, these faculty members meet during the summer months to discuss texts, prepare the courses, craft writing assignments and plan field trips.

Our honors offerings were expanded at the faculty's initiative in 1997 with the addition of the Logos sequence as another option. Logos is a 12-credit alternative that has an interdisciplinary science focus. Through a grant from the American Council of Learned Societies, 15 faculty spent three weeks in study with experts on the history and philosophy of science, considering the social impact of scientific and technological advances. For the last eight years, the faculty members who completed the summer seminar have rotated through the teaching of these courses. Following the Foundations model, Logos faculty frequently meet during the summer months for course planning retreats.

After the first-year honors courses, students from the two programs can elect to continue study in a single track. At the sophomore level, they complete a team-taught course typically staffed with a faculty member from a humanities field and another from the sciences. This team-teaching experience also has been a unique opportunity for faculty to collaborate on course development and instructional approaches.

International Study

For more than three decades, Augustana has offered international study experiences for students, taught by Augustana faculty. A Foreign Studies Committee, made up of faculty, students and administrators, oversees all Augustana international study programs. This committee reviews and assesses existing programs as well as new program proposals. Faculty members teaching on these terms work closely together in designing courses that complement each other and are relevant to the foreign study sites. One of the associate deans of the college chairs the Foreign Studies Committee and also has oversight of non-Augustana foreign study opportunities for students. We discuss the international study programs in greater detail later in this chapter.

Graduation Requirements

Faculty initiate and approve all changes to graduation requirements. Thus, the process that gave rise to AGES was faculty-driven. The proposal for the new system was generated by the General Education Working Group (comprised of faculty leaders from across campus) after two years of work and was adopted by vote of the full faculty. Additionally, all changes to educational requirements on a smaller scale must be approved by both the EPC and Faculty Senate. The faculty at Augustana firmly control changes to educational requirements.

More than half of the faculty are developing new first-year courses and/or learning communities; the Center for Vocational Reflection provides grants to those who include a component of vocation in their courses.

Resources Devoted to Teaching

Quality teaching clearly necessitates remaining active in one's field and developing one's craft as an instructor, and Augustana fully supports the professional development of its faculty. In addition to regular faculty retreats and regular faculty development offerings on campus, there are a variety of resources devoted to teaching and learning. More than half of the faculty are developing new first-year courses and/or learning communities. These individuals received stipends to support their learning efforts. The Center for Vocational Reflection provides grants to faculty for recasting their courses to include consideration of vocation. The Tredway Library also offers grants to assist faculty interested in integrating archival holdings into coursework. ITS regularly offers stipends to faculty developing uses for various educational technologies. The Center for the Study of Teaching and Learning (CSTL) supports faculty who attend conferences focused on pedagogy.

The Office of Academic Affairs also routinely notifies faculty of professional development opportunities, such as Midwest Faculty Seminars, National Endowment for the Humanities seminars and institutes, and internal grant opportunities. The dean's weekly electronic newsletter is the usual vehicle for such communication.

Academic Affairs supports faculty initiatives in other ways, as well, funding summer workshops on pedagogy, departmental planning retreats, and a host of other efforts. Faculty receive stipends of \$750 for participating in the Honors Program summer planning sessions with smaller amounts frequently available for other summer planning commitments. Faculty are eligible for sabbaticals after seven years of full-time teaching.

Evaluating Teaching Effectiveness

In 1997, the faculty reviewed our teaching evaluation system.¹¹ Following extensive consideration, campus discussion and advice from an expert brought to campus, the committee recommended development of a new instructor evaluation form. The form currently in use (Student Rating of Instruction, or SRI) was piloted in 1998 and adopted as the official evaluation instrument for the faculty in 1999. The previous form, ACE, continued to be available for approximately four more years so that probationary faculty could provide consistent normative data across the years of their probationary status. Virtually all Augustana faculty administer the SRI surveys in at least some of their classes.

According to the *Student Ratings of Instruction Guidebook* provided by the Director of Institutional Research,

a guiding principle in the development of the SRI was to base the ratings on instructor behaviors that were judged to be desirable teaching behaviors for faculty at Augustana, that are observable by

students, and that are behaviors about which students can have valid opinions. Questions outside the students' ability to judge, such as evaluating the instructor's knowledge of the subject matter, were avoided. Also avoided were high inference items that might be less reliable, such as overall ratings of the course or instructor. (1)

The SRI (Appendix B) measures evaluation/grading, organization/time management, cognitive engagement, rapport with students and presentation clarity. Faculty who administer the SRI receive item and factor means, normative data and copies of the students' written comments.

Assessment of teaching effectiveness is one of the primary criteria used to evaluate all faculty. These evaluations are carried out by the Faculty Welfare Committee (FWC). The evaluation of teaching is accomplished through a series of classroom visits by department chairs, division chairs and the dean, as well as evaluation of written materials such as teaching philosophy statements, syllabi, sample assignments/exams and SRI results. In the last two years, FWC has been shifting to an emphasis on student learning as a key component of the teaching portfolio.

Access to the SRI is an issue of current debate on campus. Many faculty believe that intention of the *Faculty Handbook* language on the topic was to provide the data—but not the forms—to the administration. Others object to this interpretation, and the faculty and administration are currently in dialogue on the issue. The former administration did not seek to use the data outside of the review process, but the new administration sought access to the data to assess the implementation of the new general education program, believing it would be beneficial for the dean to have access to this data in some form. As we seek a solution, we will balance faculty concern for confidentiality and ownership of SRI data with the institution's need to have adequate data on which to base decisions. The administration has asked the board—which has expressed concern over the restrictions on the SRI's use—to allow time for the campus to negotiate the matter.

The college has long had a system of post-tenure reviews that attempts to assess teaching effectiveness of tenured faculty using the written materials mentioned above, as well as a formal hearing. These reviews also are carried out by Faculty Welfare, and occur every five years. Effective teaching is specifically recognized in this process by assignment of a numeric rating (campus service, community involvement and professional activity are similarly rated as part of this process). The faculty member has the option to set, within a range of 50-70 percent, the weighting for teaching in his or her overall merit score.

Support for Pedagogical Development

Augustana attempts to provide all faculty with the resources they need to design, assess and revise their work as teachers. One way that we provide such support is through the programming of the Teaching Resources Advisory Committee (TRAC). TRAC was first formed in 1994 as an *ad hoc* group of

faculty. The group initially planned a series of brown-bag discussions and Friday afternoon programs for interested faculty. It received institutional funding (\$2,500) in 1996 which allowed an expanded outreach. At that time, TRAC planning and promotion also moved into the Office of Academic Affairs. Under the TRAC rubric, afternoon sessions are offered on a variety of topics including student development, writing assignment design and evaluation, and service learning. TRAC also sponsors Teaching Partners, which pairs faculty from two different departments who agree throughout the year to visit each others' classes and meet to discuss their observations. Teaching Partners—a formative developmental program with no connection to the formal review process—routinely engages 15 to 30 faculty each year.

In recent years, a small group of faculty created an organization that allows faculty members to help one another improve their teaching. After getting input from colleagues in the form of campus-wide organizational meetings, their efforts eventually resulted in the formation of the Center for the Study of Teaching and Learning (CSTL). While the organization functioned for years without a budget or direct support from the college, in 2004, the administration provided release time and a budget for the director. CSTL has conducted brown-bag lunch seminars on a variety of topics (e.g., problem-based learning), summer workshops on topics such as Writing to Learn, a faculty mentoring program, and a guide to campus teaching resources. CSTL is now responsible for the TRAC program. Some increase in funding for CSTL might be necessary to allow this program to fully meet expectations. The current director has proposed to expand both support and programming for the organization.

The college also sponsors campus-wide workshops focusing on pedagogy, and the dean holds annual faculty retreats. Before the start of the school year or early in the fall term, the faculty convenes to consider a wide range of topics. Recent guest presenters have been Robert Shoenberg of the American Association of Colleges and Universities and Patricia King from the University of Michigan. In conjunction with the start of the academic year, the librarians also have offered a yearly update on information resources that faculty might use in class.

The college was one of the early participants in the Campus Conversations program in the Carnegie Academy for the Study of Teaching and Learning. In the fall of 1999, faculty identified four areas of further study and the dean's office purchased common texts for each of these groups. While ultimately subsumed by the general education reform process, these conversations provided faculty with the opportunity to discuss readings on classroom assessment practices, student motivation and use of instructional technology. The college has also sponsored two Carnegie Scholars in the last 10 years. Both have shared their work on campus with their colleagues.¹²

The Center for Vocational Reflection also provides support for innovations in pedagogy, especially those that encourage spiritual growth and personal reflection.

One example of the type of work they have supported with a fellowship is the resource book for those wanting to use service learning in their courses. The Center for Vocational Reflection also provides funds for departments to find ways to incorporate service learning into their courses, and has developed “tool kits” to assist faculty in this work.

Augustana maintains an institutional commitment to help faculty members stay abreast of research on teaching and learning. For example, the dean’s office sends all faculty a weekly newsletter including information about available resources, work done by colleagues on campus, and links to various teaching-related publications. TRAC funds have been used to purchase teaching-related publications, as well. These have included *The Teaching Professor*, *The National Teaching and Learning Forum*, and the *POD Network Essays on Teaching Excellence*. Initially offered to interested faculty in print form, the availability of electronic site licenses now makes it possible to distribute these to all faculty.

The library has created a section dedicated to materials on the scholarship of teaching and learning. A list of these materials is readily available to faculty on the CSTL webpage. The library also subscribes to the Professional Development Collection, an electronic database of 516 journals related to college teaching in various disciplines, through EBSCO. The link to this is also available on CSTL’s website, again under “resources.” ITS and the library publish an online newsletter, *Bibliotech*, which calls attention to information and technologies that could be of use to faculty in their teaching.

This array of support services is accompanied by a strong message to and among the faculty: Augustana values innovation in practices that enhance learning.

The Center for Vocational Reflection awards fellowships to support innovations in pedagogy, especially those that encourage spiritual growth and personal reflection.

CORE COMPONENT 3C – *Augustana creates effective learning environments.*

Augustana actively promotes learning through a wide variety of opportunities that expand beyond the traditional classroom. An extensive internship program, an evolving service learning program, a leadership program (Explore), and several centers and institutes provide experiences that appeal to different learning styles and individual goals. The AGES curriculum is intentionally designed to introduce first-year students to learning in contexts beyond the classroom. First-year students attend convocations, performances, exhibits and other planned events as a part of their first-year experience.

Increasingly the college is aware that the success of these efforts needs to be systematically measured and demonstrated. With a clear articulation of general education goals (<http://campus.augustana.edu/academic/GenEd/Proposal/AppA.htm>) as a foundation, assessment continues to inform our decision-making.

Assessment Informs Improvements in Curriculum

General Education Assessment

As noted in chapter two, the new AGES system resulted from our careful, on-going review of our assessment data. We believe it will be a substantial improvement in curriculum, both directly and indirectly as individual departments adapt to the model of learning it creates. We developed instruments to measure its success and employed these instruments in the first year of the program. Initial surveys of students in the first year of the program indicated widespread concerns with the program, which resulted in one curricular change (the deletion of the health education requirement) and in on-going consideration of others. The Augustana Learning Initiative and other assessment activities will provide the on-going data which will allow us to continually strengthen the program. The General Education Committee will conduct a complete examination of the new program by the end of its third year.

Departmental Assessment

Augustana departments have made numerous changes over the last decade, whether in response to formal assessment or a more general desire to improve student learning. In the past ten years, biology, business administration, classics, chemistry, English, German, and religion have made major changes to their course offerings. The English department faculty members, for example, felt that their upper-level students did not have a good understanding of literary movements. As part of a major curricular restructuring, the department instituted a year-long survey in American and British literature called gateway courses. Most upper-level courses were revised significantly to build on the gateways and to reflect current issues and critical approaches. The psychology department, concerned with student performance on the senior research project, instituted a four-year “skills by level” curriculum.

Department assessment plans have brought about changes to curriculum, as well, although at present they have tended to be more local. To date, most departments are still in the “snapshot” phase. Their assessment work is helping them to gain a more precise sense of what their students actually can accomplish. For example, reading papers from three points in the coursework helped faculty in business administration to see that their students were good at framing questions and coming up with an approach to answer them, but inconsistent at drawing conclusions that followed from the evidence. Each teacher thought it was a problem only in her/his class or a defect in her/his assignment. From reading portfolios, the religion faculty saw that its students had difficulty contextualizing biblical texts and is considering solutions. The history department is reexamining its senior seminar paper requirement, based on two years of faculty reading sessions and comments made by students in focus groups. ARC plans to build on these successes.

International Study Program Assessment

One of the main objectives of the fall foreign term programs is to make the best instructional use of each off-campus site. Students are asked to fill out separate evaluations of their instructors, the program director(s) and the program itself. One way instructors tend to measure success of instruction is by looking at students' answers to a question that connects visited sites with course content. The instructors, program director(s) and chair of the Foreign Study Committee read these evaluations and make necessary adjustments in planning the next program.

The college also has hired independent consultants to assess the foreign study programs. For example, in 2001 outside reviewers from Wittenberg University and St. Lawrence University provided important feedback concerning the Asian term program. While noting many strengths of the Asian program, these reviewers pointed out that Asian studies faculty have a disproportionate focus on China.

In spring of 2005, Joseph Brockington, Director of International Programs at Kalamazoo College, conducted a comprehensive assessment of all of the college's foreign study programs. Based on program evaluations and institutional data reports, our current international study programs show a high degree of support and satisfaction from our students. However, there are areas for concern and ways to make the program more effective. Brockington's report highlights some of these concerns:

- need for an International Study Office (our administrative structure supporting study abroad and international students on campus is decentralized);
- need for a mission statement and statement of learning outcomes for our programs;
- the expense of study abroad programs for our students;
- high study abroad costs to the college;
- a need to increase faculty interest in participating on our foreign study programs;
- faculty workload, given current course-release procedures;
- dissatisfaction with the current Foreign Study Committee by some language faculty; and
- the need for different and greater variety of international study opportunities.

Brockington's report resulted in the establishment of an International Education Task Force and Advisory Committee that is charged with addressing these and other concerns about the program, with the key goal of creating effective learning environments in all of our international programs (2-3).

As a further example of our use of assessment to create effective learning environments, the Latin American term program uses the assessment of learning to inform decision-making about appropriate activities after students return

Students are highly satisfied with our international study programs, according to recent evaluations and data reports.

to campus. One member of the Spanish faculty who has directed the Latin American term program writes:

In the Latin American term, the seminar includes...a travel journal which is read and graded by the director. This journal allows the directors to assess the students' motivation for learning; students have a chance to think critically about their experience, and to reflect on ways that they can continue to expand their learning about an area of study after the program is over.

Student evaluations help to ensure that the fall foreign term programs make the best possible instructional use of each off-campus site.

The Foreign Study Committee is exploring additional ways program directors can assess students' learning through analysis of journal entries, examinations and program evaluations.

Assessment and Pedagogy

Assessment is taking place on campus at multiple levels, and as a result, there is a great deal of innovation. As the use of assessment continues to increase at the department and institutional levels, we expect that individual faculty increasingly will engage in the use of more direct forms of assessment in their courses. The administration anticipates that the Assessment Review Committee will guide this development.

Assessment Informs Improvements in Student Services

Student Services uses assessment data to improve its work. Student Services was not satisfied with the results of the recent Survey of First-Year Students (2004), which, among other issues, showed slight dissatisfaction with the question regarding "rules governing student conduct," indicating a slight decrease in satisfaction. This data coupled with anecdotal information from Residential Life (professional and student) staff precipitated a review of student policies, particularly policies governing student conduct. The question was asked, "How might we engage students more fully in determining the guidelines and enforcement of policies associated with student life?" Student Services decided that students need more responsibility for their behavior and the behavior of the community members, and so changed the enforcement policy. The new policy for transitional living areas and similar housing for upper-division students relies much more upon reports from residents in the upper-class facilities. We also have responded to assessment data in adding a counseling/education program called Choices to deal with increased use of marijuana on campus. Similarly, the Core Alcohol Survey has indicated over the past several years that our students are not adequately informed about sexual assault. We formed a campus-wide task force in 2004-05 to review our policies and procedures regarding sexual harassment, which resulted in several changes to our website, clarity in our reporting mechanisms and added emphasis during first-year orientation.

Assessment of Diversity Goals

As we have noted earlier in this study, Augustana seeks to create a more diverse learning environment for the improvement of student learning throughout the institution. For more than a decade, the Enhanced Cultural Curriculum Committee (EC3) has been a powerful advocate and agent of change. EC3 promotes the infusion of diversity across the curriculum and discussion of pedagogical issues, especially those which bear on the task of teaching a diverse student body. In addition, the committee tries to link local ethnic communities and experiences to student learning.

During its first years, EC3's initiatives included sponsoring faculty forums where a diversity of students (minorities and those sensory impaired or physically challenged) could discuss their experiences at the college, sponsoring faculty forums where foreign term participants discussed their experiences abroad, and initiating a series of informal "brown bag" discussions and colloquia.

By 2002, EC3 concluded that many of the original goals had been accomplished, largely because the structural changes sought had been achieved. Examples of those transformations include the addition of diversity and global requirements to the new General Education Curriculum, the administration's renewed efforts and strategies to attract more diverse faculty, students and staff, and the hiring of a Director of Multicultural Affairs.

Diverse Learning Styles

The Reading/Writing Center (RWC) helps us address the diversity of student learning styles and aptitudes to create a more effective learning environment for all Augustana students and faculty. Augustana always has welcomed a student body of some diversity in terms of both learning styles and aptitudes. The RWC helps students who need additional instruction and feedback in order to succeed in their coursework. According to its mission statement, the RWC provides a learning community where all students are able to "continue to develop writing, reading, and cognitive skills characteristic of a liberally educated people to encourage their personal and social growth through one-on-one faculty and peer tutoring sessions designed to challenge the mind and enrich the spirit."

The goals of the RWC clearly address the issue of creating a supportive environment to a variety of students. Among other goals, the RWC intends to:

- create and support a knowledgeable and compassionate faculty and student tutoring staff through study of pedagogical approaches to reading, writing and learning within a setting of individualized instruction;
- assist new students with diverse backgrounds and academic needs in making the transition to the requirements of an Augustana liberal arts education; and

- maintain a learning space where students can comfortably question and explore possible academic strategies and where faculty and students can gather for informal intellectual conversation.

We discuss the work of the RWC in more detail later in this chapter.

Advising System

Augustana’s institutionally coordinated advising system is geared primarily toward advising students who have not yet declared a major. All other advising is coordinated within individual academic programs.

The mission of the First-Year Advising Program at Augustana is to “help students understand the meaning of a liberal arts education, and assist the students in selecting courses that will fulfill the requirements of the student’s chosen academic major.”

Throughout the advising program, first-year advisers help students learn to make the successful transition between secondary and higher education. The First-Year Advising Program places a small group of first-year students (10-14 on average) with a full-time faculty member and a student peer mentor. The faculty member helps new students to:

- understand the philosophy of a liberal arts education and the resulting academic expectations;
- distinguish the college academic experience from that of high school. With the assistance of the faculty, students learn to develop academic and personal independence;
- understand the general requirements for graduation and the beginning process of choosing a major and the requirements for graduation; and
- adapt and adjust to college life.

The *Advising Manual*, updated annually, describes each academic program and offers advice for how to begin it. In addition, it describes the general education program and requirements, and provides contact information and general information (e.g., what topics advisers typically need to address in their meetings with students throughout the year).

As part of the first-year advising system, we ask faculty of 100- and 200-level courses to notify advisers and/or the Director of Advising about students having trouble early in any given term. These students then are asked to talk with their adviser, who might refer them to tutors and/or staff of the RWC. Students who are having a particularly difficult time with the transition to college are encouraged to enroll in study skills courses. These one-credit courses, run by the RWC, focus on reading, note-taking, analyzing texts, preparing arguments, developing themes, test-taking, and managing time. Approximately 15-20 students take these courses in winter and spring terms.

Small groups of first-year students are assigned to a faculty member and a student peer mentor to ensure a successful transition from secondary to higher education.

From an institutional perspective, the Director of Advising does not play a central role in advising after a student's first year. The exception to this rule occurs when a student encounters academic difficulty. A report on dismissals, suspensions, probations and warnings is generated by the Dean of Students Office each term; this report is sent to the Director of Advising, coaches, residence hall directors, the RWC director, registrar, academic dean, associate academic deans and the assistant dean of students.

After the first year of the new general education curriculum, we collected data on student experiences in their first-year courses. This data led us to conclude that many students do not understand adequately the liberal arts context for these courses. We plan to increase the emphasis on liberal learning in the advising process. We would like to increase emphasis on vocational reflection in advising. These conclusions have led the college to create a task force that currently is rethinking our advising system. We believe excellent advising can help to shape the formation of effective learning environments throughout the institution.

We plan to emphasize liberal learning and vocational reflection in the advising process for first-year students.

Expanding the Learning Environment on Campus

Guided by the strategic plan, Augustana seeks to expand opportunities for learning by creating a seamless learning environment across, and beyond, campus. Experiential learning opportunities such as internships and service learning will be essential to this effort.

Internships

An internship for credit gives the student an opportunity to combine on-the-job training and experience with the knowledge and skills learned in the classroom. The academic component is supervised by faculty in the major area and is related to the student's preparation, background and general interests. Internship participation provides students with an opportunity to develop competence and a greater sense of purpose. We plan to encourage more departments to offer such opportunities to students, in part through the Senior Inquiry experience. Additional information on Augustana's internship programs and field experiences is available in the resource room.

Service Learning

Augustana's commitment to developing genuine service learning opportunities for our students grows from our mission. We are increasingly developing assessment models to help us learn how to improve our efforts. In the spring of 2004, 288 students and 78 faculty and administrators responded to a service learning survey. These surveys revealed that a substantial percentage of students, faculty, staff and administrators are involved in service-related work in the community in and around Augustana, but have little experience in service learning.

Sixty percent of Augustana students are involved in community service.

These Center for Vocational Reflection (CVR) surveys identified 180 different community agencies for whom Augustana students, faculty, staff and administrators do volunteer work.¹³

Currently, 60 percent of Augustana students participate in some form of community service. This service learning occurs in academic departments such as geography, history, sociology and Spanish. Organizations founded on service learning goals such as Habitat for Humanity and Alpha Phi Omega flourish on campus. In addition, 12 fraternities and sororities coordinate approximately 7,000 hours of volunteer service each year. Augustana is a member of Campus Compact, a coalition of nearly 1,000 college and university presidents committed to engaging with and learning from their communities.

Explore Program

The Explore Programming Series is based on an educational model developed by the Office of Student Activities and Residential Life. The program mission states that Explore promotes personal development and empowers students through stimulating activities so that they can succeed in a diverse and changing world. Explore features four series: Emerging Leaders, Leadership Development, Personal Development and Life Skills. Each year Explore offers at least 40 programs, which are developed based on student needs and interests, opportunity to connect with academic programs and curricular offerings, and support of developmental strategies outlined by student services professionals.

Exit data is collected at the end of each program, seeking information on what students have learned and how they might put this information into practice. At this point, this data is used to ascertain the effectiveness of speakers in meeting desired program goals. We can conclude from the 2004-05 data that programs dealing with relationships, identity, ethics (integrity), teamwork/collaboration and diversity are of great interest to our students and thus should continue to be offered. These programs attracted high attendance and high scores on educational value. Programs such as time management, servant leadership and spirituality attracted few students, with lower scores on educational value. The Office of Student Activities utilized this information when developing the 2005-06 Explore program series.

Student Services

Each department in Student Services assesses learning based on Arthur Chickering's theory of student development. The development of this assessment plan is on-going. However, each department in Student Services has already developed programs based on this theory. For example, the residential life program assumes that first- and second-year students need more supervision, guidance and opportunities to interact with others than upper-class students as they move from dependence on parents to independence in college. The

program also assumes that seniors need to experience the highest degree of independent living, so that they can establish their identities and develop integrity. Therefore, first- and second-year students live in supervised, traditional residence halls where 25-30 students live on a floor with a Community Adviser. Juniors live in semi-supervised houses with smaller numbers of housemates and seniors are encouraged to live off campus and experience full independence.

Additionally, in an effort to determine how well programs provide direct support of the curricular goals, all of the departments in Student Services assess the dispositions identified in the AGES document: leadership, citizenship, responsibility and diversity. Assessment plans have been developed by each Student Services department and the 2004-05 academic year was the first year these plans were used.

There are two major results from this assessment effort thus far. The first is that as a result of trying to determine how programming was supporting the curriculum, the Office of Student Services redesigned its programs so that the AGES dispositions were at the heart of their efforts. Thus, thinking about assessment actually drove changes to the programs offered. One example of this approach is described by the Dean of Students:

One of the best results of our initial attempts is the changes that the Career Center was able to make in regard to interns. The Career Center added a reflective assignment for interns, which asked them to talk with the supervisor about his/her community involvement and how the intern could use what was learned to become more involved in the community. The intern's talking with the supervisor and writing the paper created an interactive learning activity that had not existed before. A mid-term evaluation focused on 'collaboration' and 'teamwork' was also introduced so that the intern had to reflect on how he/she was doing in regard to being part of a team and working effectively with others. (Campbell 1)

The other major result is enhanced information about the extent to which Student Services is providing students with opportunities to develop the AGES dispositions (Appendix B). A portion of the Student Activities Interest/Satisfaction Survey (administered each spring) seeks to find to what degree a student's involvement outside the classroom enhances his or her development in three of the four General Education Dispositions. The April 2005 results indicate that students have ample opportunities to practice leadership and ultimately do learn and grow interpersonally from these experiences. Eighty-eight percent of the students surveyed indicate that often or very often their involvement outside the classroom promotes enhanced leadership knowledge and development.

The data suggests that new opportunities should be developed to create opportunities in these areas for students, and we plan to develop such programs in both the curriculum and the co-curriculum.

Finally, each department assesses learning based on interests specific to the department. For example, Residential Life may ask students whether or not they know about certain policies related to sexual assault in order to help staff do a better job communicating the risks.

In addition, Student Services has adopted the following plan to review and consider its impact on several specific issues relating to student development, health and wellness. Every three years, the following areas of Students Services will be reviewed by a college-wide task force: sexual assault prevention, substance use and abuse, safety, disability services and diversity. Table 3.1 sets forth the following schedule of reviews:

Table 3.1
Schedule of Student Services Program Reviews

Safety	2004, 2007, 2010
Disability Services	2004, 2007, 2010
Sexual Assault Prevention	2005, 2008, 2011
Diversity	2005, 2008, 2011
Substance Use/Abuse	2006, 2009, 2012

Quality Assurance

The college engages in a high level of institutional assessment and quality assurance. Most of our institutional research data are gathered for this purpose. This includes regular administration of instruments including the Survey of First-Year Students, Survey of Graduating Seniors, Assessing and Augustana's Impact: Report from Alumni Four Years After Graduation, and instruments generated by NSSE and CIRP.

The system of departmental assessment reviews mentioned earlier also provides a level of quality assurance. In addition to these reviews, assessment is either being conducted or planned for most programs at the college. As an example, direct assessment efforts for the Honors Program began in 2004-05. Papers written in honors courses are being collected and will be assessed to add to the indirect assessment that already takes place. The number of students who continued through the program is tracked and analyzed independently and compared to overall school retention rates. In addition, end-of-year meetings are held with honors faculty and the dean to discuss program effectiveness. In the next year, the college will compare a high-level cohort group who are not in an honors program to the honors students to determine whether the Honors Program is having a demonstrable impact.

Augustana intentionally assesses academic and non-academic programs to ensure that we are creating the most effective environment for learning.

CORE COMPONENT 3D – *Augustana's learning resources support student learning and effective teaching.*

Augustana has multiple learning resources to support student learning and effective teaching. Among the most effective are the Thomas Tredway Library, Information Technology Services and the Reading/Writing Center. There are many smaller resources, many of them provided at the department level. With regard to teaching, CSTL and TRAC continually provide resources for faculty to develop more effective teaching (both described earlier in the chapter). Many services and opportunities across campus support student learning, e.g., several departments on campus provide tutoring services; the geography and geology departments regularly offer field trip experiences for students; the physics department holds two-hour help sessions for introductory-level students each week.

Thomas Tredway Library

The Thomas Tredway Library effectively supports the mission of the college, in part through a superb collection among liberal arts colleges of the Midwest. In addition to 482,000 physical artifacts—books, periodicals, maps, audiovisual resources—the library subscribes to more than 85 electronic databases. The 85,000-square-foot building also includes meeting rooms, private study offices, computer labs, conference rooms and a coffee shop, as well as the Loring Map Library, which contains more than 100,000 maps and aerial photographs. Networked computers are provided for student use, and a campus-wide network connects the library's electronic resources to all of the campus buildings. The Augustana Center of Vocation Reflection, established through a \$2 million grant from the Lilly Endowment, is on the second floor of the library.

The library and its professional staff provide a very high level of service to the college, in many ways far above what their resources might predict. The professional librarians hold faculty rank, serve on the Faculty Senate, have been actively involved in the General Education reform effort and sit on many of the college's committees. The library has been extremely active in pursuing the gains provided from consortial efforts, electronic databases and resource sharing arrangements. In fall 2002, the Tredway Library joined the Illinois Library Computer Systems Organization (ILCSO). This consortium of Illinois academic libraries allowed Augustana to acquire an integrated library system and extensive system support at a fraction of the usual cost. Participation in ILCSO has given our students and faculty quick access to the books and videos of 65 member college and university libraries, including the University of Illinois,

Champaign-Urbana. In addition, in 2004-05 the Tredway Library acquired 8,800 items for its users through its interlibrary loan service. ILCISO membership also provides other benefits, such as the recent provision of open URL and federated search software to all members. Both of these enhancements will make library resources more easily accessible to users.

The library keeps the campus abreast of these developments through continuous contact between the librarians and the teaching faculty and through electronic newsletters. For the last decade, students have received assignment-based library sessions in both general education and selected majors' courses. Librarians actively seek collaboration with the faculty to teach each Augustana student to locate, evaluate and use information effectively. For example, the librarians built a developmental sequence of skills for each term to assist faculty in integrating information literacy into the first-year General Education courses. Faculty have used the resulting document to incorporate information literacy into their courses, and nearly every first-year Liberal Studies instructor has worked with a librarian in designing assignments.

PROFILE: DR. FRITIOF FRYXELL AND DR. WILLIAM HAMMER

Although several dinosaurs greet visitors as they enter the Fryxell Geology Museum, the museum is far more than just a bag of bones. It's a showcase for gems from around the world, minerals from apophyllites to zeolites, and such exotica as two-billion-year old stromatolites. The museum, with contributions from two distinguished professors, is a learning resource with a compelling story.

Earth sciences enjoy a rich history at Augustana dating back to 1879, when Josua Lindahl came to campus after expeditions with the royal geographic societies of Sweden and Great Britain. An actual department of geology would have to wait, however, until Fritiof Fryxell established one in 1929, just a few years after the Scopes Monkey Trial at a time when many church-related colleges were stepping back scientifically.

The museum named in Fryxell's honor provides a showcase for specimens from what is believed to be the second-largest natural history collection in Illinois, after Chicago's Field Museum. A major renovation of the Swenson Hall of Science in 2002 added to the available display space, and expanded the foyer to accommodate *Cryolophosaurus ellioti*, a theropod that became the first dinosaur ever unearthed in Antarctica following its 1991 discovery by Bill Hammer, Augustana's Fryxell Professor in Geology. In 2004, Hammer discovered bones (now being researched) from what is thought to be a sauropod—another Antarctic first.



*Bill Hammer, Fritiof Fryxell
Professor in Geology*

*Fritiof Fryxell '22, was a student
debater and later returned as
a professor.*

As a result of these efforts, the library sees much more student activity than is normal for an institution of our size. The 2005 First Year College Survey shows that 62 percent of our first-year students have used the library for research or homework, compared to 40 percent in the reference group. In Table 3.2 we can find that pattern in broader usage statistics:

Table 3.2
Patron Usage: Augustana Tredway Library versus Peer Groups

	Circulation transactions, per FTE	Total interlibrary loan received	Reference transactions, per week	Hours open, per week	Gate count, per week
Augustana	47	9,450	224	98	7,680
Peer Group	27	5,640	152	102	5,370
Carnegie Liberal Arts Colleges, 1,500-3,000 students	40	6,500	203	103	6,390
Association of College and Research Libraries	19	n/a	n/a	87	n/a

The indirect assessment data available to us suggest that the library is both well-respected and highly effective in serving the college's mission, as indicated by college-wide first-year and senior surveys, and user evaluations of the library. The 2005 *Your First College Year* survey shows 94 percent of first-year students being "satisfied" or "very satisfied" with the library and its services; the reference group was 75 percent. For seniors, 92.5 percent were satisfied or very satisfied. Their mean score for this item was 4.6, while the ACT private college user norm for the same question was 3.7. In addition, the library administers a general satisfaction survey once each term, which does allow a sample of library users to comment on the available resources. Evaluation of library resources is consistently very positive. This data leads to changes in the library program: some patrons have requested more quiet areas for study, for example. This request was addressed by specifically designating one room for that purpose. A second room for quiet study likely will be added in the near future, and certain floors informally will be designated for quiet study.

The librarians distribute *Choice* book reviews to faculty and collaborate closely with faculty when purchasing or canceling resources. Assessment data also are used when making these decisions. Over the last several years a new integrated online catalog, improved interlibrary loan system, and improvements in library vendors' provision of online resource usage statistics have allowed us to do better

Librarians and professors work together to ensure that each Augustana student learns how to locate, evaluate and use information effectively.

analysis of some indicators of the effectiveness of our resources. The library carefully consults all of this data when making purchasing decisions.

The challenge for the library is and will continue to be provision of resources to a growing campus community with relatively modest resources. The 2004-05 total budget for the library was \$1.3 million, 2.9 percent of the total budget for the college. When compared with other similar institutions, the contrast in resources is clear:

Table 3.3
Staffing and Expenditures:
Augustana Tredway Library versus Peer Groups

	FTE librarians	Professional staff per 1000 enrolled, FTE	Total expenditures	Expenditures per FTE student
Augustana	7.3	3	1.16 million	519
Peer Group	6	4	1.39 million	670
Carnegie Liberal Arts Colleges, 1500-3000 students	9	5	2.04 million	989
Association of College and Research Libraries, Carnegie IIB libraries	6	3.6	0.88 million	521

The number of interlibrary loan items mentioned previously, for example, is a testament to both the library activity generated among students, and the fact that our students tend to identify a large number of items that our library does not own. The limited nature of the budget has necessitated making some difficult decisions; for example, librarians have had to determine which periodical subscriptions might be cut to continue to offer the most relevant and effective selection.

Budget pressures are likely to increase over the next few years, especially as the college adopts the Senior Inquiry initiative. Implementation of Senior Inquiry will require a significant increase in the library's budget to provide greater access to online indexes (such as citation indexes), scholarly journals, online primary documents, and books. It also will require an increase in library staff. At least one more full-time librarian who can provide information literacy instruction and research assistance will be needed, and this addition is provided for in the strategic plan. Additional staff may be needed in Special Collections if projects focus on any of our collection strengths in that area. Since an undergraduate library cannot reasonably contain all resources needed for in-depth research on any given topic, it is likely that additional staff will be required in

the interlibrary loan department to handle an increase in requests.

Augustana is fortunate to have a remarkable staff, program and facility in the Thomas Tredway Library. The college will need to support this essential resource as we pursue the goals of the strategic plan.

Information Technology Services (ITS)

The mission of Augustana College Information Technology Services is to provide leadership, support and training in an environment that fosters the effective and efficient use of technology in support of the college mission. Many indicators, such as network reliability, work order completion statistics and user satisfaction statistics indicate that ITS supports student learning and effective teaching.

This mission has been steadily redefined and broadened over the years, from early beginnings in 1968, when academic computing was provided through a regional computing consortium centered at the University of Iowa; to Augustana's purchase of its first time sharing-minicomputer in 1976 for shared academic and administrative use; and continuing through the microcomputer revolution and development of the Internet. In the mid-1990s the college committed substantial resources to modernizing the computing infrastructure of the campus. With the opening of the Franklin W. Olin Center for Educational Technology, and a complete rewiring of the campus for data/voice and video applications, Augustana has emerged as a contemporary campus capable of supporting a technology-rich learning environment.

The 20 professionals in ITS provide three essential services to the academic program: these colleagues research, acquire and maintain an array of campus-related technology; provide training on the effective use of the available technology; and provide quick support in response to system problems and user inquiries.

The college is supported by a growing array of information technology resources. The hub is the Franklin W. Olin Center. The Olin Center houses ITS and the academic department of math and computer science, and a wide variety of specialized classrooms including "smart classrooms," computer classrooms, project studios, an instructional video room, a multimedia lab, open access computing lab and a video conference room. Additionally, the Olin Center houses a 300-seat auditorium. The classrooms and other academic resources are open to classes from all disciplines.

While Olin is our primary technology facility, ITS has worked diligently to ensure that appropriate technology is widely available on campus. Forty-five smart classrooms are available in ten buildings across campus. Personal computers and computer clusters are distributed across campus, with PCs in virtually every office and computer clusters in every residence hall and most academic buildings. The college offers a variety of equipment (laptop computers, digital cameras, camcorders and LCD projectors) which are available to check out for use in academic projects.

ITS provides three essential services to the academic program: acquisition and maintenance of technology; software training; and support in response to system problems and user inquiries.

The college's computer network is supported by five T-1 lines. ITS reports that as of fall 2004, 89 percent of the 1,400 network ports provided in residence halls were being used. The network-based public folders system (part of the Microsoft Exchange Server software used across campus to provide e-mail service) is being widely used; 95 faculty members from 33 academic programs reported using public folders for their classes in the past year. As of fall 2004, more than 2,100 public folders were in use. These folders are used to distribute materials/information to students and to host threaded discussions among faculty and students. Student organizations and academic advisers are using public folders. We also track how much our network connections are being utilized. For example, we know that nearly 100 gigabytes of data are transferred to and from the Internet on an average day. Roughly 87 percent of this is web page traffic.

Since pedagogy increasingly is infused with technology, Augustana provides substantial information technology support to its faculty. ITS has two educational technology specialists, one full-time and one half-time. These individuals assist faculty in learning how to effectively integrate technology into their teaching. Faculty development is fostered through an annual series of workshops offered the week following graduation ceremonies in May. Typical offerings include course management, digital imaging and video, and a "best practices showcase" of projects faculty have implemented in the past academic year.

For students, ITS offers a variety of short (1-2 hour) courses each term in the evenings on a number of software packages. It sends an electronic survey to the students to determine software packages for which students felt they needed training. Faculty and staff are encouraged to attend any of the evening short courses offered by ITS. ITS often is contacted by faculty to provide in-class special training on topics such as PowerPoint and Digital Video. ITS-offered training plays a key role in fulfilling the state technology requirements for teacher education. Staff and administrator training tends to be more focused toward job-critical software such as Ad-Astra (our scheduling package), Microsoft Access, which is widely used for departmental databases, or other key software applications used in a variety of departments

ITS also offers support for student and faculty technology questions, usually through the Helpdesk. The Helpdesk is located on the first floor of the Olin Center and provides phone, e-mail and walk-in support for Augustana students, faculty and staff. The Helpdesk is staffed by two full-time analysts and one part-time weekend analyst. Any issue that cannot be resolved immediately is entered into a work order database system called TrackIt. This software allows the flow of support from the Helpdesk to second-tier support structures such as the Desktop Support team or Network Services team to be monitored and tracked.

ITS assesses some of its faculty/student/staff instructional programs. For example, a group of faculty is participating in a campus pilot program to evaluate the course management software package Moodle. ITS staff have contacted the faculty involved and invited them to participate in a follow-up meeting to evalu-

ate the effectiveness of the software. The goal of this assessment effort is to help determine how the college can best promote use of Moodle by faculty on campus.

ITS staff have indicated that they have been generally less consistent with assessment of student informational sessions. Plans to make these assessments a more uniform expectation are being developed. ITS activities have not yet undergone review as to their effectiveness.

The information technology demands at most schools are increasing, and Augustana is no different. The availability and faculty use of technology to augment teaching has risen dramatically as a result. Our financial commitment to information technology has risen accordingly. Between 1992 and the present, our annual expenditures on technology-based resources have roughly quadrupled, from \$203,000 to \$850,000. Measured as a percentage of the overall budget, IT expenses have doubled from 2 percent to 4 percent. Expenditures per student have risen four-fold, from \$94 per student per year to \$370.

On the other hand, the ITS budget remains modest when compared with other selective liberal arts colleges; a comparison with the Consortium of Liberal Arts Colleges (CLAC) schools finds that our IT spending as a percentage of the overall operating budget places us in the lowest quartile. Increased funding would allow the creation of enough smart classroom facilities to meet the current needs of faculty who teach during the most popular class periods, additional bandwidth to the Internet, construction of computer mini-labs for residence halls and construction of language labs. The college continues to balance the need to support existing systems and assets with acquisitions such as these. ITS efficiently provides critical support for teaching and learning at Augustana.

Augustana's annual expenditures on technology-based resources have roughly quadrupled since 1992, as have technology expenditures per student.

Reading/Writing Center

Augustana's Reading/Writing Center provides students with instruction and personalized feedback concerning their writing and study skills. The RWC serves as both a writing center and learning center on campus. It is a primary resource for ESL students and students with learning differences. It deliberately reaches out to the small commuting and non-traditional student populations on campus. It provides a meeting place for various other small groups and individuals from both on and off campus. This multi-purpose, multi-mission approach always has been a strength of the Reading/Writing Center. The energy that results from collaboration and interaction create a dynamic and flexible resource for many of Augustana's students, and a laboratory for learning and teaching, for reading, writing and critical and academic thinking.

The staff of the RWC provide instruction/feedback regarding writing and general study skills (test-taking, studying for tests, and time management). They also provide guidance regarding post-baccalaureate tests (GRE, LSAT, MCAT). They work with students on an individual basis (often by appointment) and with classes at the request of instructors. For example, the RWC director fre-

quently visits psychology courses to assist in teaching students how to conduct literature searches and write research papers.

Last year, students made 1,585 individual appointments with RWC staff: 565 in fall, 490 in winter, and 530 in spring. The average in the past year has been 500-600 individual appointments per term. The director actively tracks which subjects the students are requesting help on, their year in school, and which times during the year they make appointments.

RWC is staffed by two faculty members (one full-time director and one part-time instructor) and 24 student consultants. Training of new student consultants takes place over three terms. Students who are identified by faculty or request application materials are recruited during winter term. These students are interviewed, and their applications (including two faculty recommendations and a writing sample) are evaluated. Eight to twelve students are selected, and they are required to enroll in EN407 Tutoring Theory and Practice I before they begin work as peer tutors. This course introduces them to the pedagogy of one-to-one teaching. When they start their tutoring work in the subsequent fall term, they enroll in EN408 Tutoring Theory and Practice II. This course supports their tutoring efforts.

The staffing strategy for the RWC has undergone some change over the last few years. In the winter and spring terms of the 2000-01 academic year, the academic dean's office formed a task force to examine the Reading/Writing Center's effectiveness and to consider possible alterations in its staffing and programming. This task force recommended that the Center shift to the peer tutoring system now in place. The staffing was shifted from three full-time staff members to a full-time director with additional support from the newly created director of advising for the college. This enabled an increase in the number of students on staff from 14 to 24 tutors. As a further development of this new peer-tutoring approach, a writing fellows program was initiated last year with the ultimate goal of placing student writing fellows in a majority of first-year general education courses. This program has involved assessment of peer tutor perceptions and student writer's perceptions. Both indicate that in this first year, the program shows great promise. The tutors report feeling a sense of accomplishment; one reports gaining an ability to give feedback concerning "the thesis, the support, the clarity, the focus, the organization and the grammar" of the writer's papers. The student writers also report an appreciation for the effectiveness of the program. When asked to indicate agreement on a scale of 1 to 5 (5 indicating agreement), writers' average response to the item "The next draft of my paper improved based on what I learned from the [peer tutoring] session" was 4.35. The RWC continues to work to develop this system.

Surveys show that most students believed their writing improved after a peer tutoring session on writing papers.

Changes to the RWC in recent years reflect Augustana's efforts to use assessment to improve support for teaching and learning. In the years ahead, we will explore expanding the RWC to build on its success, considering, for instance, extending its hours to include evenings and weekends, when most students are

working on their writing, or allowing RWC staff to train discipline-specific student tutors across campus.

SUMMARY

Augustana meets the criterion on student learning and teaching effectiveness. We are committed to the development of innovative and effective teaching. Indeed, Augustana faculty members have through decades of work created an innovative curriculum, and, in the last ten years, they have created a more systematic and intentional general education system. Our international studies program is particularly noteworthy and continues to play an important role in the curriculum. Faculty receive substantial support for the development of their teaching skills and their course offerings. There is ample evidence of professional development and accomplishment as a result. In addition, Student Services has created several co-curricular programs that improve our students' experiences and move them toward our core learning goals for all students.

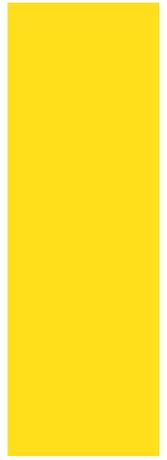
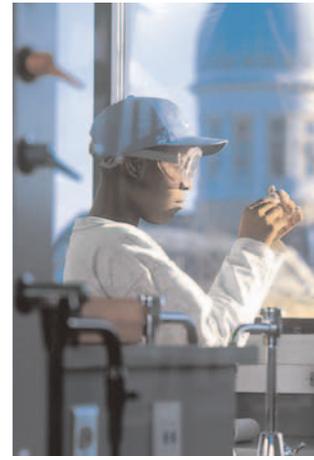
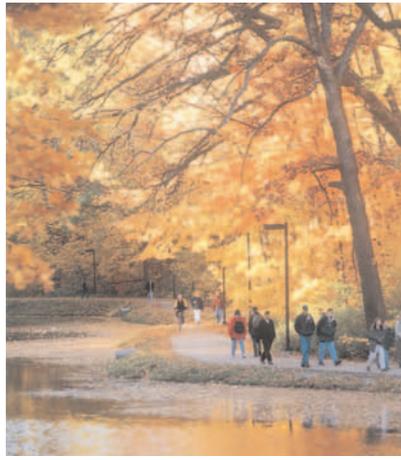
The college has created and continues to develop an effective learning environment. We have invested substantial energy in revising our general education system; we have built assessment into this system and continue to monitor its progress and make necessary changes. We are using assessment to enhance our successful international studies programs, as well. The Office of Student Services also has embraced assessment. We have made great strides at engaging diversity through the activities of our EC3 group and our on-going task force on the matter. We have many other examples of various groups on campus working to create an effective learning environment.

The college provides important resources that support student learning and effective teaching. There are few groups or organizations on campus that receive more favorable reviews by faculty, students and staff than ITS, the Thomas Tredway Library and the Reading/Writing Center.

We are mindful of areas that deserve sustained or renewed attention:

- We will continue to develop our use of assessment, encouraging departments to more consistently implement their plans and to report the application of assessment data. We will also encourage the validation of curricular changes not yet assessed by systematic and formal assessment work. We will ensure that co-curricular programs continue to develop assessment plans, and we plan to review the implementation of these programs on a regular basis. Finally, we will encourage faculty on campus to use assessment to improve their courses.
- We will continue to support our major resources in support of student learning (ITS, library and RWC). Each plays a vital role on campus, with direct impact on the mission of the college. The demands on these

resources likely will increase in the very near future as we put Senior Inquiry into place, launch a campus-wide administrative computing package that initially will tax the resources of ITS, and increase enrollment per our strategic plan. We will work to ensure that our budgets are adequate to the goals we have for these essential areas.



CHAPTER FOUR

Criterion Four: Acquisition, Discovery and Application of Knowledge

The organization promotes a life of learning for its faculty, administration, staff and students by fostering and supporting inquiry, creativity, practice and social responsibility in ways consistent with its mission.

Core component 4A

The organization demonstrates, through the actions of its board, administrators, students, faculty and staff, that it values a life of learning.

Core component 4B

The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

Core component 4C

The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse and technological society.

Core component 4D

The organization provides support to ensure that faculty, students, and staff acquire, discover and apply knowledge responsibly.

CRITERION FOUR: ACQUISITION, DISCOVERY AND APPLICATION OF KNOWLEDGE

Augustana promotes a life of learning for its faculty, administration, staff and students by fostering and supporting inquiry, creativity, practice and social responsibility in ways consistent with its mission.

Augustana's mission statement asserts our commitment to the values embodied in Criterion Four in calling for a challenging liberal education that "develops qualities of mind, spirit and body necessary for a rewarding life of leadership and service in a diverse and changing world." Students achieve these qualities through study and reflection in general studies, development of expertise in a major field of study and an examination of the fundamental religious issues of human life. The college seeks for students to become learners in the broadest sense and so also provides opportunities for personal growth through participation in co-curricular activities and encouragement of social growth of students through residential life programs and extracurricular activities, and service to the church and community.

These programs are essential to fostering inquiry, creativity, application of knowledge and the civic values of leadership and social engagement. They have long been central to the Augustana vision and are specifically carried forward in the newly adopted strategic plan, itself based on broad community input:

The primary and clarion values of the college community are those values associated with authenticity—truthfulness, excellence, genuineness and faithfulness to mission. As evidence of our commitment to these values, we seek to cherish academic excellence, conduct ourselves with integrity and civility, respect academic freedom and traditions of academic governance, promote creativity, foster critical thinking and an active life of the mind, encourage spiritual development, ensure a student-centered approach and attitude, act collaboratively within the college while seeking partnerships within the community, embrace diversity and respect for others, and remain accountable to our students and to our mission. (3)

The strategic plan affirms that these values also guide Augustana's relationship to its employees and that the college aspires to be a "workplace of choice" among liberal arts colleges and in our geographical area.

CORE COMPONENT 4A – *Augustana demonstrates, through the actions of its board, administrators, students, faculty and staff that it values a life of learning.*

Academic Freedom

In support of encouraging a life of learning for all in our community, Augustana is committed to free and open inquiry. Recent events reported in the media¹⁴ have raised the issue of academic and intellectual freedom on college campuses to national scrutiny. An examination of the Augustana College policy and practice gives clear evidence of a deep regard for and solid affirmation of intellectual freedom for both faculty and students.

Official Statements of Policy

The official college documents clearly espouse academic freedom. The Constitution's statement of freedom of inquiry appears in Article I, Section 2. The *Faculty Handbook* contains two important sections affirming academic and intellectual freedom. The first adopts for Augustana the position of the American Association of University Professors (Section 2.6.3). The second affirms the commitment of the Thomas Tredway Library to the policies of the American Library Association (Section 7.1.2) on intellectual freedom and free flow of information; the Confidentiality Act related to library users usage; and the Library Records Confidentiality Act guaranteeing confidentiality of registration and circulation records; reinforced by the five-point Augustana College Library Bill of Rights prohibiting censorship of materials and discrimination against users.¹⁵

The Board of Trustees has approved and disseminated statements supporting freedom of inquiry for the college's students, faculty and staff and honors those statements in its practices.

The Augustana Statement of Student Rights and Responsibilities (revised in 2004) is based on AAUP and National Student Association guidelines on the following: student rights and responsibilities, classroom discussion, freedom of expression, academic evaluation, disclosure of information, student records, freedom of association, freedom of inquiry and expression, student government, student participation in college governance, student publications and off-campus freedoms. The policy document also sets the standards for disciplinary action and due process.

Faculty and Intellectual Freedom

Evidence demonstrates that Augustana faculty value academic freedom. The 2001 Higher Education Research Institute (HERI) Faculty Survey report contains data that give a sense of fairly recent faculty perceptions and attitudes with regard to intellectual freedom at Augustana in comparison to a sample of private four-year colleges at three points in time (1995, 1998 and 2001) and to a more restricted sample of Higher Education Data Sharing (HEDS) schools in 2001. The percent of faculty rating Augustana favorably on “autonomy and independence” was higher than either comparison group at each point and steadily increased over the three time periods (from 91 percent to 95 percent). Another item reflects faculty attitude toward discussion of controversial issues on campus. Augustana faculty reported significantly less support for the statement “The college can ban speakers with extreme views” than did faculty at private four-year institutions in both 1998 and 2001, and results are statistically indistinguishable from the HEDS group in 2001. In comparative terms, then, the Augustana faculty has registered strong support for intellectual freedom.

Students and Intellectual Freedom

Augustana is committed to intellectual freedom, which for students starts with a learning environment that accepts and encourages differing perspectives. Several questions on Student Rating of Instruction (SRIs) evaluations provide some idea of student perception of their academic freedom in the Augustana classroom. As shown in Table 4.1, on a five-point scale, students responded as follows to key classroom-related item:

Table 4.1
Student Perception of Classroom Openness

	Five-year mean	Five-year range
Students' opinions are welcomed	4.59	4.52-4.63
Classroom atmosphere very positive	4.21	4.12-4.29
Instructor liked/respected students	4.48	4.40-4.55
I have been graded fairly	4.14	4.04-4.22

Students have consistently reported that the classroom is a safe place to express their opinions.

Student Publications and Activities

Students enjoy generally unfettered freedom of expression in the activities under their control and responsibility. For example, although the college is the legal

publisher of the student newspaper, the *Augustana Observer*, it has maintained a “hands-off” policy with respect to the content of articles. The administration has not, in recent memory, exercised prior restraint on articles.¹⁶

The same policy applies to other areas of student decision-making and expression. Entertainment planned by the student programming board (College Union Board of Managers, or CUBOM), for example, is not constrained by any guidelines; according to the student activities adviser, the only test is “what best meets the needs and interests of students” from the choices available in the market.

Student Academic Freedom and Research

The college has recently had occasion to consider the nature of our commitment to student freedom of inquiry. In the fall of 2005, the president denied a proposed student research project in psychology involving exposure of fellow students to hard-core pornographic images. The Human Subjects Research Review Committee (HRRC) approved the project using the normal Institutional Review Board (IRB) criteria established by federal regulations for the review of human participant research, but referred the project to the president for additional consideration out of concern that the project involved possible legal liability and issues of institutional values that were beyond the normal IRB criteria. The president’s cabinet stated, in a written response shared with that community, their concern that the welfare of the college might be materially affected, prohibiting the data-gathering techniques in part because of the ELCA view that “pornography damages even consenting viewers.” In addition, the cabinet noted that “neither the student nor the HRRC made a compelling case that the pictures involved in this study are not illegal obscenity in Rock Island, Illinois.” The president held open the possibility that the result might have been different if there had been time to visit with “various important stakeholders of the college,” particularly those representing the interests of the ELCA. The student was permitted to appeal the president’s cabinet decision to the Board of Trustees but chose not to do so.

The case has allowed for meaningful discussion of the student academic freedom for students. As a result of these deliberations, the administration proposed changes in the structure and procedures of the review committee that were reported at meetings of the Faculty Senate and full faculty in February 2005, and subsequently discussed at a faculty forum and at meetings of the president and dean with the HRRC. The major result of these deliberations was a recommendation that the HRRC continue to review human participant research projects using the normal IRB procedure, with provisions for the exceptional projects that might warrant further review on institutional values to be considered by a committee whose voting members would be senior faculty chosen to be representative by academic division. Academic freedom would be recognized as a core institutional value in that review. In addition to giving

faculty the primary role in the review, this procedure meets the president's goal of creating a broader and more thoughtful discussion of the ethos of the college, along with a greater concern for the value of student academic freedom. A proposal to this effect was approved by the Faculty Senate in January 2006.

Support for a Life of Learning

General Institutional Support

The college's support for a life of learning is reflected in its budgetary decisions. Augustana has clearly placed its greatest priority on the teaching mission with "instruction" and "academic support" consuming between 52.5 and 54.1 percent of the college's annual budget (exclusive of auxiliary enterprises). That percentage is modestly higher than the average for our peer (50.1 percent) or stretch (46.0 percent) groups. Measured from the student perspective, Augustana spends about \$12,700 per student on instruction and academic support. That amount has increased by about 17 percent over the past five years. The student:faculty ratio, which we discussed in some detail in chapter three, averaged 12.4:1 between 2000 and 2004, reached its lowest level in history in 2004 with a ratio of 12:1 and is targeted for a reduction to 11:1.

The college is working to increase the research funds available to its faculty. Over the past decade, we have provided between \$200,000 and \$300,000 each year in research support. Between 80-90 percent of those funds were provided by external grants. Internal funding generally decreased over the past decade until the last two years, which have seen a sharp increase, in both real dollar terms and as a relative percentage of the overall research expenditures. The amount spent in sponsored research has increased over the years as well, most recently bolstered by large outside grants for major equipment purchases in the sciences.

To support the goals of the strategic plan for a greater emphasis on faculty and student research, budget forecasts from the president and board project continued expansion in expenditures for research, contingent on income from a larger student population.

Table 4.2
Actual and Proposed Expenditures for
Faculty Research: 2004, 2008, 2012

Year	2004	2008	2012
Students	2,266	2,385	2,500
Expenditures	154,155	314,318	340,228

GRANTS OFFICERS Grants assist our efforts to enable faculty and students to pursue their research ambitions. In August 2004 we created a Director of Corporate and Foundation Relations in the Development Office. The director works solely in researching, writing and/or assisting with grant proposals related to government grant programs, private foundation proposals, appeals to businesses and civic organizations, and so on. He maintains regular contact with the academic dean and assists with grant projects as needed, sometimes taking the lead role in drafting a proposal, sometimes a support role.

The college is also building direct support for faculty grant writing. The college is moving to fill this gap: a faculty member in chemistry was recently named Grants Officer for the Sciences, and the position of Associate Dean for Grants and Assessment was added to the Office of Academic Affairs. A website defining grant policies, separate roles of the development grants officer and academic grants officers and other details has been established.

THE HUMANITIES FUND Many of the activities that occur each year to enhance the cultural environment at Augustana are sponsored by the Humanities Fund, a \$100,000 permanent endowment established as part of an NEH Challenge Grant used for student and faculty enrichment opportunities as well as for the development and enhancement of courses and programs in the humanities.

Staff Support and Recognition

Professional development mechanisms for administration and staff are less programmatic than those offered to faculty. Nevertheless, members of the administration and staff are encouraged to take advantage of opportunities to develop job-related skills, as well as participate in community cultural life and campus programs enhancing personal growth and well-being. The most prominent venue of recognition for administration and staff are the yearly Jaeke Awards. An alumnus of the college established an endowment in 1981 to recognize outstanding performance in all sectors of the college. Awards of approximately \$1,500 per individual are granted in a number of categories (administration, facilities, faculty, food service and office personnel). The Jaeke Committee reviews nominations in each category and chooses recipients who receive recognition at the College Honors Convocation. The Augustana Association of Educational Office Professionals hosts the Technical and Clerical Appreciation Night each spring. Each year the Office of Student Employment solicits nominations for Student Worker of the Year. Upon retirement, staff, administration and faculty are honored with a reception.

IN-HOUSE GRANTS, STIPENDS, AWARDS The college has a budget line for administrative and staff in-house grants, stipends and awards. Such expenditures have risen from about \$81,000 in 1996 to more than \$200,000 at present.

TUITION EXCHANGE AND TUITION EXEMPTION A major benefit extended to all Augustana faculty and to full-time staff and administration is the tuition-exchange program with two consortiums, which enables children of faculty and staff to attend a wide range of schools tuition-free. Both full- and part-time employees and their families may take courses at the college tuition-free. After a 90-day probationary period, full-time staff may take courses. After one year of employment, part-time employees, spouses and children of employees become eligible for this benefit. Tuition exemption of employees is generally limited to a maximum of six credits per term. Staff are limited to taking three credits during regular working hours and the time must be made up during the week or deducted from personal leave or vacation.

SUBSIDIZED WORK-RELATED TRAINING AND RELEASE TIME The college and the staff member's department share costs of attendance at work-related seminars authorized by the employee's supervisor; the college pays \$75 per member and the department pays the rest. Staff are frequently authorized to take computer- and technology-related short courses, regularly offered by ITS to the entire Augustana community. Staff also participate in campus life programs during the day if their work situation allows it. With supervisor permission and without dock-time or make-up time, staff may attend regular campus events, such as Tuesday Reflection and convocation. Many staff members, for example, belong to the Augustana Association of Educational Office Professionals (AAEOP), which meets monthly.

PARTICIPATION IN COMMUNITY LIFE Augustana encourages interaction among students, faculty and staff in multiple venues. At each week's Tuesday Reflection program in the college chapel, for instance, one or two members of the Augustana community (students, staff or faculty) share personal thoughts on a subject of their choice. The meetings of the AAEOP frequently involve on-campus or local speakers, often on health and personal development topics. Augustana faculty often are invited to speak; for example, recently a faculty member gave a talk on "Women in the Workplace." The Center for Vocational Reflection makes presentations to AAEOP and counsels staff on their jobs as vocations. Most recently, the Center conducted a program for hourly staff (in Food Services and Facilities Management) called "Come to the Table," to encourage discussion of their work as a vocation.

PERSONAL ENRICHMENT AND WELL-BEING The college offers staff and faculty a variety of regular campus activities designed to enhance personal life and well-being. There are frequent TIAA-CREF and financial planning workshops. Recently, the Augustana Office of Security sponsored a 12-hour RAD (Rape Aggression Defense) Basic Women's Defense Class, for example. A regular series of aerobics, pilates and other health-related programs is available to all

PROFILE: DR. PETER KIVISTO

Dr. Peter Kivisto, chair of the Department of Sociology, Anthropology and Social Welfare, was recently named editor of *The Sociological Quarterly*. One challenge of editing *TSQ* comes from what Kivisto describes as the “unsettled” nature of the field. It’s a term that can apply to different facets of sociology: the changing nature of societies, the challenge of studying social forces and effects, even the many kinds of academic “settlers” the field attracts.

Because of the “unsettled” nature of sociology, there are a relatively greater number of published academic journals in sociology than in other fields. What helps distinguish *TSQ* is its generalist nature. Representing a variety of voices and advances in sociology, the periodical requires an editor capable of being diplomatic. Such a trait also comes in handy both in teaching and in faculty governance, and Kivisto is known on campus for his leadership in both regards.



Kivisto holds Augustana’s Richard Swanson Professorship in Social Thought. Recent books include Incorporating Diversity (Paradigm Publishers) and, with Thomas Faist, The Future of Citizenship (Blackwell Publishing).

in the community. The college promotes participation in local events such as the Employee Fitness Day Health Walk sponsored by Two Rivers YMCA as part of National Employee Fitness Day. Augustana participates in the Well For Life program sponsored by Trinity Regional Health System and The Quad-City Health Initiative.

The college encourages participation in campus life and provides access to opportunities for personal enrichment. Some of these are: free or discounted admission to college events; free admission to travelogue films sponsored by the Rock Island Exchange Club and Putnam Museum; library privileges; use of the Carver Physical Education Center facilities; a 10 percent discount on the purchase of books and a 15 percent discount on the purchase of all other items at the bookstores.

Support for Faculty Scholarship, Creative Activity and Professional Development

The *Faculty Handbook* Section 2.4 details a basic set of regular, budgeted provisions specifically designed to encourage and support on-going faculty professional engagement and growth. These include provisions for professional leaves of absence, a sabbatical program, stipend support for sabbaticals, a faculty research fund, professional meeting allowances and dedicated support for new faculty.

SABBATICALS AND PROFESSIONAL LEAVES OF ABSENCE After completing six full years of service (18 terms, excluding summer school, but not necessarily consecutive), full-time, tenured individual appointment and shared-appointment members of the teaching faculty are eligible to apply for a sabbatical. One-term leave may be taken at full salary, two terms at 75 percent of salary or three terms at 50 percent of a salary with a continuation of benefits. Upon completion of the sabbatical, the faculty member must submit to the Faculty Welfare Committee a report of the work accomplished and make a public presentation of sabbatical activity to the faculty. The budgets for sabbaticals and leaves for the last 10 years are summarized in Table 4.3:

Table 4.3
Expenditures for Faculty Sabbaticals, 1997-2005

1997	1998	1998	2000	2001	2002	2003	2004	2005
\$230,000	\$234,000	\$271,000	\$144,000	\$144,000	\$127,000	\$265,000	\$273,000	\$383,000

Our intention has been to encourage greater use of sabbaticals, and so this budget line has never been formally capped.¹⁷ As the college encourages additional scholarship, we anticipate even greater expectation for sabbaticals.

College policy allows for professional leaves in cases where the faculty member and college will benefit from extended career-related activity outside the college. Such leaves may be granted for up to two years with approval of the dean and the president.

RESEARCH FUNDS Upon the recommendation of the Faculty Research Committee, the Augustana Research Foundation awards four annual stipends totaling \$10,800 under the auspices of the Augustana Research and Sabbatical Grant Program. In support of sabbatical projects, faculty may compete for two yearly Sabbatical Leave Stipends of \$3,600 each. Two \$1,800 research stipends are reserved for non-tenured faculty after one full year of service. All of these awards stipulate that the recipient make a public presentation to the faculty upon completion of the grant work.

In addition to the above-mentioned grants, the Faculty Research Committee has approximately \$12,000 in the Faculty Research Fund to distribute each year for creative and scholarly faculty projects. The funds may be used for most costs associated with the project, including student salaries, etc. The committee seeks to fund as many worthy proposals as possible. Requests for the funds have been steadily growing:

Table 4.4
Faculty Research Committee Funding
Requests and Approvals, 2002-2005

Year	Proposals submitted	Proposals approved	Amount requested	Amount approved	Percent of total requests funded
2004-05	18	12	\$28,024	\$11,499 ¹⁸	41
2003-04	15	13	\$21,405	\$13,939	65
2002-03	11	11	\$18,312	\$12,266	67
2001-02	13	12	\$18,776	\$13,730	73

OTHER RESEARCH SUPPORT FOR FACULTY There is support for research, creative endeavors and general professional development within the college in a number of other places. The Office of Academic Affairs manages a professional development budget which has been increased significantly in the most recent three years, as seen below (amounts include the supplemental meeting allowance reported previously):

Table 4.5
Funding for Faculty Professional Development, 1997-2005

1997	1998	1999	2000	2001	2002	2003	2004	2005
\$115,000	\$124,000	\$126,000	\$127,000	\$126,000	\$125,000	\$133,000	\$155,000	\$179,000

The dean regularly informs faculty of funding and other professional opportunities through the weekly faculty newsletter (which has a regular section on grants), the faculty development page on the Augustana website (with links to a variety of opportunities for faculty), timely e-mail announcements, and regular intercampus mail distribution of information on standard funding sources such as the Fulbright Foundation, NIH and NSF. Whenever possible, the dean's office materially supports emergent faculty development opportunities. The dean's office also grants one-course teaching releases for faculty in the terminal phase of a research project. In 2005-06, the president offered research grants for support of summer research, totaling an addition of \$64,000 to the budget for faculty research.

PROFESSIONAL MEETING/SUPPLEMENTAL MEETING ALLOWANCE

Full-time faculty are allotted \$1,000 per year to cover expenses associated with

conference attendance; adjunct faculty receive a proportionally smaller grant. Presentations are not a requirement of this allowance, which may be accumulated for up to two years. The college acknowledges that even with these increases, the costs of conference attendance are only partially defrayed in many cases. There is some sentiment for broadening the meeting allowance to cover other types of professional expenses incurred by faculty.

Faculty may request additional support from the Office of Academic Affairs, which maintains a supplemental meeting allowance. Supplemental funding, usually limited to \$500 per year, is awarded for active participation in a conference with top priority given to presentations of original work, performances or invited lectures. Over the past decade, the Dean of the College has approved between \$14,000 and \$17,000 per year in such funding. The budget was increased by a third (from \$15,000 to \$20,000) in 2002, an amount which comfortably exceeds current demands.

In addition, the college provides awards of up to \$400 for service as an officer in a national professional organization, and up to \$200 for serving at the executive level in a state or regional organization. Each year, faculty who serve as first-year advisers receive a \$500 allowance that may be used for most professional purposes, including travel, memberships, subscriptions and materials.

ALUMNI SUPPORT Augustana alumni offer several kinds of support to faculty. Alumni Departmental Assistantships of \$400 are awarded to students who intend to engage in a research project with a faculty member. Four such assistantships were awarded in 2003-04. In addition, alumni can contribute money to the Academic Venture Fund, which helps finance faculty opportunities that go beyond budgetary limits. The Alumni Foundation recently sponsored Augustana Alumni Technology Summer Grants to support projects designed to improve teaching through the application of technology.

SCHOLARS' WRITING WORKSHOP In June 2005, Academic Affairs sponsored a four-day pilot workshop on campus to provide space, time and academic coaching to those most interested in completing articles, dissertations and books. The workshop was conducted by Dr. Sonja Foss, Professor and Chair of the Department of Communication at the University of Colorado at Denver. The workshop format was "hands-on and intensive," with faculty participants committing to writing in their offices throughout the workshop.

NEW FACULTY The college offers extensive support to new faculty, including funding for the development of research. Each year, the Office of Academic Affairs provides support for new faculty in the form of New Faculty Development Grants. As with research funds, the budget for the development grants has grown substantially in recent years:

Table 4.6
Funding for New Faculty Development Grants, 1997-2005

1997	1998	1999	2000	2001	2002	2003	2004	2005
\$46,600	\$33,700	\$36,000	\$38,600	\$32,600	\$56,300	\$87,500	\$79,900	\$70,400

On average, faculty apply for grants equal to about 56 percent of the budgeted amount.

Beyond the indicated research support dedicated to new faculty, the college seeks to encourage and sustain them through a variety of additional measures. New faculty participate in an initial day-and-a-half orientation on the college. On a monthly basis new faculty meet in the New Faculty Teaching Circle to exchange ideas and discuss matters related to teaching and learning. The early agenda of the teaching circle is set by the administration; the group then turns to topics chosen by the new faculty. The Center for the Study of Teaching and Learning (CSTL) offers a mentoring program for new faculty in which Augustana faculty members are paired up with new faculty to discuss a wide range of issues throughout the academic year.

FACULTY TIME With an ambitious new strategic plan in place, a concern expressed by some faculty is a perceived lack of time. Some faculty and staff members already feel at the limit of their time commitments, and the future directions outlined in the strategic plan will require more time. The president and dean have publicly acknowledged these concerns, and have suggested reductions in teaching loads and reduced committee commitments as possible responses. Dialogue on the pace and extent of change is ongoing and encouraged by the administration. Some faculty members have expressed concern that decision-making authority is becoming more centralized than has historically been the case at Augustana. Others note that the addition of an ambitious strategic plan inevitably means that the administration will be more actively involved in academic matters.

DIALOGUES ON FACULTY WORK In his first year, President Bahls hired a new chief academic officer charged with taking more direct responsibility for academic decision-making than had previous deans. As a result, the relationship among the president, dean and faculty has changed in various ways, as when the president asked for a direct recommendation from the dean on tenure cases and made clear his preference that the dean not be a voting member of Augustana's tenure and promotion committee. The new administration brings a direct style that represents a significant change for the college. Both the president and the dean have committed to collegial decision-making, embodying renewed and

systematized commitment to dialogue and to the sharing of vital information with the faculty.

President Bahls' initial goal, presented to the full faculty at the beginning of his first year, was to "engage in a dialogue with trustees, faculty, staff, students, alumni and community members about Augustana's past and present." He committed to seven specific strategies to meet that goal. The dean's first goal was to "[b]egin a dialogue with faculty to begin to know their priorities and to sense current strengths and weaknesses." His strategies involved meeting every faculty member individually and every department corporately.

By the end of President Bahls' second year, he and the dean were engaged in several extended dialogues with the faculty: these included the culmination of the strategic plan, the content of the Five Faith Commitments and a debate over student research. They proposed a series of additional, formal dialogues with the faculty. In their *Invitation to Dialog* (May 5, 2005), they noted that "[w]e have no desire to make decisions about these critical issues behind closed doors, and we offer this invitation as a way of seeking the guidance of the faculty and its collective wisdom." They proposed four dialogues related to faculty work:

- On establishing a reasonable pace to meet the expectations for scholarship stated in the strategic plan.
- On steps to move toward the expectation that all seniors engage in a Senior Inquiry project.
- On attracting strong faculty members in disciplines where there is a shortage of PhDs.
- On the extent to which, and the purposes for which, the dean's office and department chairs might have access to a faculty member's teaching evaluations.¹⁹

In the present year, the administration has continued these and other dialogues through a series of faculty forums in the present year, affirming the commitment to dialogue and transparent decision-making that President Bahls established on arriving. The president addressed the pace of change at Augustana in his December 2005 state of the college speech and hosted a well attended discussion on the topic at the Dahl President's Home. While many faculty members endorse the more rapid pace of change the college is undertaking, not all do. Most, however, agree that the discussion of the pace of change is an open and transparent one.

The dialogue on Senior Inquiry provides one example of the productive nature of the ongoing conversations. Multiple opportunities for discussion on campus were offered through the aegis of the Faculty Senate when, in the fall of 2005, some faculty members expressed unease over the progress on Senior Inquiry. Some were concerned that the board, president and dean had, without

We fully anticipate Augustana's longstanding pattern of mutual respect and collaboration will continue amidst the changes we are experiencing.

faculty vote, mandated that all Augustana seniors would complete a significant research project. At the same time, other faculty noted that there was substantial faculty input, including a strategic plan survey in which 76 percent of faculty indicated support for a culminating senior experience. As the dialogue has continued—three forums were held in the fall term of 2005 and the new program was the subject of a two-day faculty retreat as well as a chair's retreat and numerous committee and senate meetings—the president and dean have made it clear that Senior Inquiry is a strategic aspiration and will not become a graduation requirement unless approved as such by the faculty. At the same time, the administration will actively encourage departments to develop Senior Inquiry proposals. In creating guidelines for the new program, the faculty and the Educational Policies Committee (EPC) have refined the Senior Inquiry concept in several ways not contemplated by the administration. In his state of the college address, the president gave his full support to these modifications, calling them a “material improvement” in Senior Inquiry. The EPC's proposal of guidelines for the new program (Appendix D) was to be considered by the Faculty Senate at its January meeting.

Augustana College has a long-standing pattern of mutual respect and collaboration that is no mere artifact or curiosity: it represents a continuing, vital and revitalizing process in our current governance. We fully anticipate that this pattern will continue amidst the changes currently occurring.

THE FACULTY REVIEW SYSTEM The faculty review process, as outlined in the *Faculty Handbook* (Section 2.2.21) and adopted by faculty vote on May 11, 1999, reflects an overhaul of the faculty merit and tenure review process intended to create not only greater flexibility and objectivity in the faculty evaluation process for the purposes of tenure and promotion, but also to support and guide faculty in their professional development. The Faculty Welfare Committee meets with individual faculty for pre-tenure, tenure and post-tenure reviews to discuss the member's teaching, professional activity, campus service and public service. Faculty, within certain guidelines, must choose to weight these various components to reflect their circumstances. Teaching, which must comprise between 50-65 percent of the weighting, receives priority. Faculty meet with the Faculty Welfare Committee for either one or two pre-tenure reviews, depending on the teaching experience prior to arriving at Augustana to ensure that they receive timely and well-informed affirmative and cautionary feedback on their performance. Post-tenure reviews help faculty members reflect on their careers. Performance reviews of non-tenure-track faculty (adjunct appointments, three-year appointments, librarians and coaches) were added to the review system beginning in 2004-05.

Support for Student Scholarship, Creative Activity and Professional Development
Support for student intellectual and creative talents and accomplishments is

evident throughout the academic program of the college. Student research has been a regular feature of student experience at Augustana, and data shows that our students' research experience has increased over the five-year period between 2000 and 2004. The Director of Institutional Research estimates that between 34 and 43 percent of our students earned credit in research-oriented courses each year during that time, with the total rising during the period. These data include the senior seminar courses offered in many disciplines, if the catalog description indicates a significant research component, as well as dedicated research-oriented courses in many departments.

SENIOR INQUIRY An impetus for student research is the senior capstone proposal, Senior Inquiry. We envision Senior Inquiry as a signature program for the college and for departments. The rationale for senior capstone projects is articulated in some detail in "Inquiry for the Common Good: Independent Research at Augustana: A Report to the Board of Trustees" (Appendix of the Strategic Plan) and in the Senior Inquiry Task Force's white paper on the subject ("Senior Inquiry: Vision, Outcomes, Guidelines").

Senior Inquiry builds on collaboration between students and faculty, long a feature of the academic landscape at Augustana. Such collaborations have ranged from fully collaborative projects to student assistance with faculty research. A number of departments, notably in the sciences and other laboratory disciplines, have a long-standing tradition of collaboration in the research process.²⁰ Each year since 1973, departmental assistantships funded by the Augustana Alumni Board have helped to spur collaborative research by students and faculty in virtually every discipline represented in the college catalog. Professors propose cooperative projects, and funds are awarded to students to support their work on the endeavor. Students are later invited to make presentations of their work to the Alumni Board. Alumni assistantships are funded through interest generated by a special Alumni Board fund. The Alumni Board is currently seeking to enhance the fund's principal so that more such grants can be made in the future. New funding opportunities specifically designed to encourage collaborative ventures should help the trend spread to other disciplines. Both the Center for Vocational Reflection and the Center for Ethics are actively supporting collaborative projects.

In 2004 the college received a \$50,000 grant from the Lindstrom Foundation to pilot Senior Inquiry through student-faculty collaborative engagement. Administered by a faculty committee, the funds were used to support summer (2005) student research projects guided by faculty members. The call for projects elicited a set of 44 collaborative proposals, 29 of which were funded by the grant and additional resources supplied by the Office of Academic Affairs. The summer Anderson Fellows Program was encouraging, and 25 students received funding to work with faculty on research projects and presented on that work at the end of the summer. The experience made clear that programs of this sort

Between 34 and 43 percent of our students earned credit in research-oriented courses every year from 2000 to 2004, with the percentage increasing annually.

will require considerable additional funding, and, through various means—including another \$50,000 grant from the Lindstrom Foundation and a grant from the Eli Lilly Corporation—the college has raised the amount available for summer 2006 to \$102,000.

STUDENT RESEARCH The Augustana Research Foundation, as well as individual departments and programs, offer various types of support and recognition to encourage student scholarly and creative activity and professional engagement. These include capstone experiences, individual or collaborative research opportunities, funding for events, professionally oriented clubs, etc. In a number of cases this support and recognition extends to prospective students through special scholarships and awards.

FELLOWSHIP/SCHOLARSHIP ADVISING The college offers advising support for students interested in pursuing national and international scholarship/fellowship opportunities. The Associate Dean of the College coordinates this advising through mailings, posters, informational meetings, an intranet site for resources and a faculty mentoring system to help encourage and work on applications. The associate dean currently supports advising for the Fulbright Scholarships, James Madison Fellowships and many others.

Recognition of Student Scholarly and Creative Achievement

Augustana recognizes and showcases the intellectual and creative achievements of faculty and students, as well as outstanding performance of its employees through numerous media announcements and publications, awards, and opportunities for presentation and performance, and other means.

Press releases from the Office of Communication and Marketing and Augustana publications such as the *Augustana Magazine* and the student newspaper the *Augustana Observer* regularly feature faculty and student activities and achievements. The college's homepage regularly features faculty members, students and alumni.

We use a number of channels to recognize the scholarly accomplishments of our faculty. Among them are the dean's weekly faculty newsletter, and his celebratory announcements at the beginning of faculty meetings. In addition, the library hosts a yearly faculty publication reception and publishes a list entitled Augustana Faculty Publications as part of the event. The college recognizes faculty achievement through 16 endowed chairs.

Avenues for regular, collegial recognition include the faculty Celebration of Learning linked to the student Celebration of Learning, discussed below. Others include a Friday Scholarship Series, Teaching Circle meetings for new faculty, Friday Conversations, the Feminist Tea Hour and yearly functions such as the Naeseth Dinner held by the Division of Languages and Literature. The artistic

talent of Augustana faculty is regularly displayed through events such as faculty recitals and art exhibitions. Recently, art work by Augustana faculty has been installed in the hallway adjacent to the president's office.

CELEBRATION OF LEARNING The main on-campus event for showcasing creative activity and research by students is the annual Celebration of Learning. The celebration, which itself is the outgrowth of the earlier student-initiated Augustana Research Fair, begins with a keynote address from a faculty member followed by two concurrent sessions of thematically-organized oral presentations by students or co-presentations by students and faculty. Students also participate through poster sessions, and in an on-campus publication that features the best of student work. It has become the primary venue for capstone projects emerging from the Honors Program, as well as those funded by the Augustana Research Foundation. In 2003 the celebration became the forum for announcing the Eddie Mabry Award on Diversity, sponsored by the Enhanced Cultural Curriculum Committee. The Eddie Mabry Award on Diversity gives recognition in excellence in analytical essays and creative work.

HONORS RECOGNITION Outstanding students are accorded honors in a variety of ways. Academically adept high school students are invited to apply for admission to one of the Augustana honors programs, Foundations or Logos, described in chapter three. Augustana also supports four general honors societies, each of which maintains strict academic criteria for membership. The premier honor society is Phi Beta Kappa, whose chapter was established here in 1949. Aristeia is a first-year student honor society established in 1977. Mortar Board is a national honor society of college seniors and Augustana's Aglaia Chapter initiates only 50 new members each year. The Omicron Delta Kappa Society is the national leadership honor society for college students, faculty, staff, administrators and alumni, honoring superior scholarship, leadership and exemplary character. In addition to the general honor societies, twelve discipline-based honorary groups are active at Augustana, each requiring demonstration of excellence for induction. The disciplines involved are biology, chemistry, classics, English, history, music, physics, psychology, sociology, speech communication and the natural sciences. Each term, students who earn a grade-point average of 3.50 or above are included on the Dean's Honor List.

HONORS CONVOCATION A new Honors Convocation was established in 2004-05; we intend the ceremony to celebrate student learning and achievement. All faculty were asked to participate in regalia in the first Augustana Honors Convocation scheduled on the final Thursday of spring term classes. The ceremony recognized honors for all classes, special departmental awards, class honors, society inductions, the Jaeke Award recipients and the Phi Beta

Kappa awards. In addition, the Student Government Association honored two students for their work with campus organizations. Parents of the honorees were invited to attend the ceremony and the college hosted a reception for the honorees, parents and faculty immediately following the ceremony. Offices closed to encourage maximum participation in the event.

Recognition of Student/Faculty Professional Expression

In a web-based survey, faculty were asked for data on numbers of students under their direct supervision who had engaged in various kinds of professional activity over the last three years. Among the highlights of the faculty report:

- Nine students had articles accepted or under review in refereed journals and seven students have articles in non-refereed journals.
- 54 students have made presentations at conferences where not all papers are accepted and another 32 made presentations at open conferences.
- 99 students participated in juried or invited shows, recitals or performances and 19 performed in non-juried events.
- Six students have directed plays, conducted concerts or organized a show or exhibition.

The survey also inquired about collaborations in professional expression. Three faculty say they have, along with five students, co-authored articles that have been accepted or are under review in refereed journals. Thirty-five faculty members have made co-presentations, co-exhibitions or co-performances with a total of 94 students.

Recognition of Faculty Scholarly and Creative Achievement at Augustana

While teaching has always been and will remain the most important responsibility of Augustana faculty, we now ask new faculty to be more engaged in their disciplines as scholars and artists. While new hires continue to be attracted by the commitment of the college to the primacy of its teaching mission, it is also the case that the faculty we seek to hire often value the college's commitment to support of their research and artistic production.

The college recently undertook three separate inquiries on professional engagement: a written survey, a web-based survey and an analysis of vita on file with the dean's office. Response rates, the composition of the respondents and the questions all varied, but collectively they offer support for the argument that our faculty have always been professionally engaged and are becoming increasingly so.

According to a written survey of the faculty which received 89 responses, 35 percent have recently held office in professional organizations, 60 percent of which are national or international groups, 77 percent have recently presented at

a conference, 93 percent have attended conferences in the past two years, 80 percent have assisted in student research projects. Forty-eight percent have been professionally active on the Internet, from maintaining websites or discussion groups to submitting manuscripts for electronic publication.

Despite the relatively relaxed, non-pressured environment for pursuing teaching and professional activity, Augustana faculty have achieved an impressive record of scholarship. Academic Affairs recently tabulated faculty research and scholarly work for the five-year period 2000-2004 as reported in 217 available faculty *vitae* (including all ranks and categories of teaching faculty) in 32 academic units. Table 4.7 summarizes some findings below:

Table 4.7
Faculty Research, Scholarly and Creative Work, 2000-2004

	Number of Activities Reported	Number of Programs Reporting Activity
Journal article	224	24
Journal editorship	4	1
Book essay	25	9
Book review	116	14
Monograph	7	2
Textbook	38	8
Abstract	34	3
Conference presentation	472	29
Conference attendance without presentation	168	18
Invited lectures	98	6
Professional organizations	465	25
Exhibitions	38	1
Grant writing	33	11

We recently surveyed faculty to learn of their scholarly activities in the preceding three years. Ninety-seven full-time faculty (two-thirds of the population) responded. Among the highlights of this survey:

- 53 percent of the respondents reported a publication in the past three years. Those faculty members averaged 3.8 publications for that period.

- 25 percent had at least one publication under review at the time of the survey.
- 15 percent reported having at least one monograph accepted or under review, on average nearly two manuscripts each.
- 37 percent had published in, or submitted manuscripts to, refereed journals while 21 percent had done so in non-refereed venues. On average, there were 3.6 submissions per person to refereed journals and 2.5 to non-referred ones.

Consistent with the HERI findings, our survey showed high levels of engagement in the fine arts. Seven of 14 faculty responding had participated in a total of 105 off-campus juried or invited art shows, exhibitions, recitals or performances, an average of 15 each. Four reported participation in 91 non-juried events. Six indicate having performed a total of 242 new additions to their music repertoire and two reported performing a total of 60 new additions to their non-musical performance repertoires.

Augustana faculty are also quite active in their professional associations. With respect to conference participation at the national or international level, about 77 percent had attended one or more conferences in the three-year period; 53 percent had presented (three papers on average) and 20 percent had chaired or organized sessions. Figures were substantially higher for involvement in state and regional conferences. In addition, nearly 30 percent have given invited talks at other academic institutions, in the last three years.

The new emphasis on scholarship, for all that our faculty have achieved, represents a significant change. A general lack of focus on research and scholarly production is evident in the data provided by the 2001 HERI report. The HERI Report provides some comparative self-report data on faculty activity and attitudes with respect to a number of issues relevant to the importance of scholarship and professional activity. The most recent survey in 2001 reflects a faculty with a lower commitment to research and publication than faculty at peer institutions:

Table 4.8
HERI Data for Augustana Faculty Research versus
Peer Institution Faculty Research, 2001

Percent who ...	Augustana	Private undergrad	All HEDS
Cite research or publication pressures as a source of stress	22	46	61
Have had an exhibit or performance in the fine arts	20	21	19
Have had an article in a professional journal	73	75	87
Have published a book, manual or monograph	18	36	43
Have had a publication in the past two years	46	54	72
Who wish to become authority in own field	31	46	45
Believe my research valued by faculty in my department	71	73	78

These data indicate lower pressure and perhaps propensity to conduct research and publish or to seek professional recognition. Augustana's strategic plan will raise the bar for faculty in terms of research and professional expression. The administration has expressed the expectation of "peer-reviewed" publication as an important criterion for tenure and promotion. As we note previously, the college is engaged in a dialogue addressing the extent to which increased expectation will affect the current and incoming cohorts of untenured faculty, who belong to disciplines and departments that vary substantially with respect to existing expectations, resources and needs. As we have noted, the Faculty Welfare Committee has asked departments to establish a statement on professional expectations (Appendix H).

As we move toward the goals for scholarship in the strategic plan, the college will need to ensure that there is sufficient support for research, especially for new faculty who will feel keenly the pressure to achieve excellence in teaching, scholarship and service.

CORE COMPONENT 4B – *Augustana demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.*

Augustana's commitment to a principled and well-conceived general education program is essential to assuring that our students achieve both breadth of knowledge and command of the basic skills and dispositions that enable and encourage genuine intellectual inquiry. Augustana faculty have worked intentionally over the past decade to review and revise the program of general education, and place it at the center of the curriculum.

Augustana's long-standing program of institutional and general education assessment led, in 2004, to a new general education system, the Augustana General Education System (AGES). AGES represents a major step toward integration of the curriculum through interdisciplinary inquiry and collaborative interaction. In the following paragraphs we briefly describe the evolution of general education at Augustana and the role of assessment and faculty review in fostering and guiding change. In addition, we outline the essential features of the new AGES program. We describe the Augustana Learning Initiative (ALI), the assessment program designed to measure the effects of AGES from its inception in chapter three.

In 1992, the faculty adopted a general education program that eliminated most individual course requirements, created a simple distribution system and required students to demonstrate competency in a foreign language and to complete a cross-cultural course. At the time of the 1996 HLC visit, our assessment plans for general education were in formation. Their development was complicated by the fact that the 1992 system had no articulated educational goals; it was, instead, the product of a series of political compromises whose intent was to reduce both faculty workload and the rigidity of the general education program. We revised our original assessment plan in November 1995 as we prepared for the visit. The visiting team in 1996 recommended a more extensive summary of our assessment outcomes.

Our Assessment Review Committee (ARC) studied the impact of the general education curriculum by gathering and analyzing data from several different sources. These included findings from transcript and syllabi analyses (1997-98), the ACT-COMP (1998), senior surveys (1997-98), alumni surveys (1995, 98), and analyses of senior papers and projects (1997-98). The report, submitted to HLC and the faculty, offered two conclusions: that our general education failed to improve students' learning in measurable ways, and that we needed to articulate clear, assessable goals for general education.

During the next two academic years, the ARC repeated many of these assessment strategies to identify and confirm patterns of strength and weakness. Their findings were reported to the entire faculty at a September 1999 retreat. That

report confirmed the concern that our general education requirements did not have as measurable an impact on our students as we desired and formalized the call for a thorough reconsideration of our goals and expectations. More than two-thirds of the faculty participated in 20 different study groups—“Think Forces”—that were at the core of that reconsideration.

The Assessment Review Committee added the ETS Academic Profile, a more sophisticated rubric for analyzing writing and the HERI College Senior Survey to refine our understanding of our system’s impacts. Based on the college mission statement, study group reports, analysis of assessment data and a year of college-wide debate, the faculty-led General Education Working Group produced a document entitled *General Education Goals: Knowledge, Skills and Dispositions*, commonly called “Draft #8.” Draft #8 (Appendix B) served as a cornerstone for the design of AGES and continues to guide the development and assessment of the program. AGES was adopted by the faculty in April 2002.

The Assessment Review Committee continues to gather information through analyses of syllabi, evaluation of papers written by first-year and senior students, surveys of alumni, students, and faculty and the National Survey of Student Engagement. These provide a baseline against which to measure the new system’s effects.

The Augustana General Education System, 2004

AGES is designed to engender intellectual flexibility in students, encouraging them to make connections across disciplines and to analyze problems and phenomena from a variety of disciplinary perspectives. The courses for each of the three major AGES components were developed or adapted based on a set of explicitly stated developmental goals. To guarantee adherence to common goals, AGES courses are vetted separately from regular academic courses by the General Education Committee before going to the Educational Policies Committee and then Faculty Senate for final approval.

The AGES program has four main components: the first-year Liberal Studies program, Learning Perspectives, Learning Communities and Skills/Dispositions. Faculty maintain high levels of commonality in the program through, for example, shared communication and information literacy expectations for each term.

Liberal Studies, Learning Perspectives and Learning Communities

Liberal Studies (LS) is a four-course program for first-year students launched in fall 2004. There are three roughly chronological courses (Origins in fall spans the beginning of time to the Renaissance; Birth of Modern Times in winter covers the Renaissance through the early 20th century; and Diverse and Changing World in spring begins with the mid-20th century) and a composition course. The courses share a theme, reader, expectations and out-of-class experiences.

Courses for each of the three major AGES components were developed or adapted based on a set of explicit goals.

PROFILE: DR. SANGEETHA RAYAPATI

As part of Augustana’s Liberal Studies (LS) program, Sangeetha Rayapati teaches a course titled *Bono, Beyoncé and Beyond: Musician Response to Worlds in Crisis*. It’s one of the courses on the LS list from which all first-years choose their two option courses. The aim of the LS program is to provide the underpinning of the General Education experience at Augustana, and as such its courses strive to show connections between disciplines and equip students with those skills used by academics in all intellectual pursuits—careful thought and clear expression among them.

It’s in the cross-disciplinary nature of LS that Rayapati shines. Her own creative work, in which she involves her students, relies heavily on fields far beyond music. Working with colleagues in biology, communication sciences and disorders and psychology, Rayapati offers class voice instruction to nine community members, ages 63 to 79. The project establishes baseline data on the subjects’ lung and laryngeal function, and—using a questionnaire—even on their life-satisfaction.

By fusing considerations of gerontology, social psychology and physiology to her core passion of music, Rayapati is able to model for students in all of her courses, but especially LS113, the importance of seeing above and beyond disciplinary distinctions.



Rayapati is assistant professor in the department of music.

One religion course, *Christian Traditions*, is required of all students and is an option under each of the theme courses.

The LS component is designed to foster an appreciation of the value of a liberal arts education, develop intellectual and communicative skills, and promote integration of coursework with experience beyond the classroom. Course materials and activity in the LS program are crafted and sequenced to lead students through a series of developmental stages in thinking and written and oral expression, characterized each term by three main descriptors and articulated into a specific set of objectives:

- **Fall: Understand / Comprehend / React:** Accurately represent ideas and explore implications, discover and describe assumptions, consider alternatives. Identify and challenge claims, draw reasonable inference from observations.
- **Winter: Apply / Analyze / Interpret:** Compare and contrast two or more ideas, texts, sources of information. Provide an illustration or example of a concept or idea. Analyze the meaning, effect or merit of a text or premise. Construct and support an argument using evidence.

- Spring: Evaluate / Synthesize / Integrate: Define subject and state a position. State clear claims to support the position. Use relevant evidence to support the claims. Consider rival claims, state limitations and misgivings, reinforce position.

In spring term, students write and orally present a research-based, thesis-driven paper. The general education writing program receives continued emphasis across-the-curriculum in the LPs and LCs.

In addition to a set of shared readings, the LS courses each term actively seek to extend beyond the boundary of the classroom by involving students in a series of common co-curricular experiences. The weekly Community Convocation Series, a central feature of Augustana cultural life, is systematically integrated into the planning of LS courses. Augustana's theatre arts program and art museum have planned performances and exhibitions in support of LS.

Learning Perspectives (LP), the second component of AGES, requires students to take a minimum of two courses (six credits) in each of six learning perspectives: the Past, the Natural World, Individuals and Society, Literature and Texts, the Arts, and Human Existence and Values. Although reminiscent of a distributional system, the definitions of the LP categories purposely seek to break up traditional departmental and divisional boundaries by requiring faculty and students to consider how the content and methodology of a particular discipline can be applied to answer basic questions posed in each of the broader perspectives. Classes have been offered from most academic departments. Although the initial set of LP offerings have drawn heavily on pre-existing courses, all courses have undergone substantial reconfiguration in the vetting process to meet the new general education criteria.

The third component of AGES, Learning Communities (LC), are paired courses that relate content from two different areas of study and are taught to the same cohort of students in the same term. Each student must successfully complete at least one learning community. The two courses in the LC may count toward the Learning Perspectives requirement and toward a major. Augustana's fall foreign term qualifies as an LC, as well as traditional honors course sequences. Indeed, LCs are in part designed to extend the honors course experience to the general student body. The following are Learning Communities in the 2005-06 academic year:

- Women, Politics and Public Discourse (speech/political science)
- Ethics and Economics of Healthcare (religion/economics)
- Writing and Speaking Challenges in the 21st Century (business administration/speech communication)
- Healthcare in America—An Exploration of its Philosophical and Sociological Dimension (philosophy/sociology)
- The Rise and Fall of the Modern Individual (political science/world literature)

Liberal Studies courses extend the boundary of the classroom by involving students in a series of co-curricular experiences.

- Social Responsibility and the Business World (business administration/religion)
- Greek Mythology in Classical Art and Literature (classics/art history)

The final component of AGES, Skills and Dispositions, is a series of additional categories that students must satisfy by taking specially suffixed courses. These categories are: *Scientific Method*, requiring at least one three-credit course with an investigative lab component exposing students to the scientific method; *Quantitative Reasoning*, requiring one three-credit course that features mathematical methods necessary for dealing with real-world problems; *Foreign Language*, in which students must show competence equivalent to one year of college-level foreign language, and *Diversity/Global Perspectives*, an expanded requirement in which students take one D-suffixed course dedicated to issues related to domestic social and cultural diversity, and one G-suffixed course designed to expose them to non-Western European culture. In addition, students must complete two credits of physical education, either through activity or health courses.

Commitment and Integration of the Faculty

Our faculty are broadly supportive of AGES. In addition to the full participation of all members of the departments of religion and English, the first year of the LS program has enjoyed widespread support from across campus involving the faculty from 17 departments.

The structural components of AGES is meant to foster creative and flexible reasoning and problem-solving on the part of students by breaking down traditional disciplinary boundaries, and the collaborative planning and preparation will be a powerful vehicle for faculty interaction and integration, as well. The development of AGES is the product of a long process of faculty collaboration in a variety of cross-disciplinary venues including task forces, workshops, regular meetings, etc. Maintenance of the program will require continued interaction across traditional boundaries.

In sum, AGES is the product of a long history of general education assessment at Augustana, as well as intense involvement of the majority of faculty through Thinkforce participation and dialogue with the General Education Working Group. As described in Core Component 3A, the new program has been accompanied from its inception by the Augustana Learning Initiative (ALI), an evolving assessment plan that seeks to evaluate the effectiveness of general education at Augustana in increasingly sophisticated ways.

Through our new general education program, Augustana enables students to acquire the broad knowledge and skills that will be necessary for rich lives of service and leadership to their communities.

CORE COMPONENT 4C – *Augustana assesses the usefulness of its curricula to students who will live and work in a global, diverse and technological society.*

In chapter three, we discussed student learning, teaching effectiveness and their assessment. This section provides evidence of the preparation of Augustana students for life and work in contemporary society.

Here we consider the ways in which the college and its academic units

1) scan and respond to the external environment to guarantee the relevance of its programs to the world that students will enter, and 2) assess whether graduates are prepared for careers in areas related to their majors. Important sources of information are: the post-graduate experience of alumni who have faced the realities of the outside world and program and student outcomes assessment at the level of the academic unit. Our discussion will move from institutional to department/program data and from indirect to direct evidence.

Indirect Evidence of Readiness: Alumni Survey Data

One indicator of successful undergraduate preparation is the experience of alumni. The Office of Institutional Research has surveyed alumni for many years. The instruments used typically include items on occupation and advanced degrees pursued and achieved; income; the alumni view of the impact of their education at Augustana on their knowledge and skills; and their assessment of how well undergraduate studies prepared them for employment and advanced study, etc.²¹

The results of these surveys show that Augustana graduates, over the years on nearly all measures, consistently compare favorably against comparison schools. They find gainful employment readily; a significant percentage pursues advanced degrees; and they regard their undergraduate experience as good preparation for their lives, work or further education. Alumni regularly give very positive responses to three questions that constitute an overall rating of the college: 1) they would be more likely to attend this school again, 2) they rate Augustana overall as “excellent,” and 3) they would recommend Augustana to a friend without reservation. Nevertheless, alumni surveys indicate, more or less consistently, two areas of concern that the college is working to address: oral and written communicative skills and exposure to and understanding of diverse ethnic, national and religious groups. Augustana results on occasion have been lower than the comparison set for one or another specific cognitive skill. These findings tend to echo those from senior surveys and other assessments at Augustana reported in chapter three. The studies summarized below are ordered chronologically by year of graduation of the sample.

Comparative Advantage Alumni Study

The Comparative Advantage Alumni Study is based on 300 telephone surveys of about 25 minutes each with a randomly selected group of alumni who graduated

Alumni regularly report very positive feelings about their alma mater, saying they would recommend Augustana to a friend without reservation.

from Augustana between 1958 and 1993 that was submitted to the Board of Trustees winter planning conference, February 16-18, 2001. It presents a set of findings indicating positive outcomes of an Augustana education with respect to preparation for careers, career success, further education and income level, in comparison to a) the graduates of flagship public universities in Midwestern states (and in particular to graduates of the University of Illinois), and b) a set of 26 selective private Lutheran colleges and universities. Augustana alumni register satisfaction with their skill development during college and can relate their undergraduate experience to later success, but they report somewhat lower satisfaction than do graduates from other selective private schools in the study.

Alumni Outcomes Surveys Four Years after Graduation

The Office of Institutional Research conducted studies of alumni four years after graduation of the Class of 1994 (reported in 1999) and the Class of 1997 (reported in 2003). The instrument used was the American College Testing Service (ACT) “Alumni Outcomes Survey,” with added questions of interest to the college. The survey gathered data on alumni careers and graduate study, satisfaction with the educational experience, the perceived importance of certain educational objectives, and Augustana’s impact on those objectives. The alumni study focused on comparisons with two sub-groups of schools: a) schools offering baccalaureate degrees, and b) private four-year colleges.²²

Of the 1994 graduates, 73 percent were fully employed, 18 percent were attending graduate or professional schools, 35 percent had achieved advanced degrees, and 69 percent rated Augustana as “excellent,” compared with 42 percent for the comparative national data. Our Director of Institutional Research concluded that we appeared to be succeeding, especially, in our focus on educating the whole person:

...the differences for “communication/leadership skills” are positive but very modest for verbal and written communication skill areas and problem-solving areas, but a bit higher for leadership skills. For this factor Augustana appears to be doing about the same as the normative group. In contrast, for the “interpersonal skills” and “intellectual orientation/liberal arts” factors, Augustana’s impact appears to be considerably stronger. Again, Augustana appears comparable for the normative groups on the impact for the “research/analysis skills” and “career socialization” skills. One particular item emerges, however—Augustana had a statistically higher impact on “understanding the interaction of human beings and the environment,” according to alumni reports. (8)

For the Class of 1997, the areas of highest impact in comparison to the national norm were (in decreasing order of impact): understanding and appreciating the arts; thinking objectively about beliefs, attitudes and values; developing original ideas; working cooperatively in groups; developing and using leadership

skills; making and exercising a lifelong commitment to learning and understanding the impact of human beings and the environment; getting along with people whose attitudes and opinions are different from one's own. Augustana alumni scored lower on the following: understanding and appreciating cultural and ethnic differences; recognizing and using effective verbal communication skills; appreciating one's rights, responsibilities and privileges as a citizen; getting along with people from various cultures, races and backgrounds.

Alumni Survey 2004

As part of the strategic plan's 2004 SWOT research, the college contacted all living alumni. The report does provide information on satisfaction with undergraduate study and further education and employment status of the alumni. Seventy percent of alumni reported that they were very satisfied with their undergraduate experiences at Augustana; 87 percent reported that their Augustana education contributed substantially or greatly to their lives, and 70 percent indicated they definitely would encourage a high school senior to attend the college. With respect to further education and employment, about 15 percent of alumni in the survey reported a doctoral-level degree completed or in progress; 38 percent reported a master's or other five- or six-year degree completed or in progress. These results most likely underestimate the number of lower degrees achieved since many alumni probably marked only the most advanced degree completed or in progress rather than "all that apply."

Direct Evidence of Readiness

More direct measures of student preparedness for the challenges of life after graduation are available in studies of graduation rates and the pursuit and achievement of higher degrees, the performance of Augustana graduating seniors and graduates on certification exams, and external evaluations of student performance in clinical activity and internships.

One example of a direct measure of student preparation is the *Baccalaureate Origins of Doctoral Recipients*, 8th edition, a ranking by discipline of four-year private institutions for the period 1920-1995 which provides a measure of our alumni's graduate performance by tracking PhDs earned in comparison to four groups: 1) all public and private institutions of all levels, 2) private institutions, 3) baccalaureate-liberal arts school and 4) baccalaureate-general. Augustana ranked 52nd (of 249 schools analyzed) in the production of science PhDs for the period 1920-1995 and 61st for the decade from 1986-1995, their most recent reporting period. The study ranks the Augustana earth science programs 9th in production of PhDs. Our Director of Institutional Research concludes that, "Augustana is making a significant and above-average contribution to doctoral production, both in terms of relative total numbers and as a percentage of graduates."

Furthermore, an research paper commissioned by the Teagle Foundation²³ notes Augustana’s success in graduating students and in producing doctoral-quality students. The work, by economists at Amherst and Smith Colleges, sought to identify which “private undergraduate liberal arts colleges were achieving exceptional results with limited resources.” They restricted their analysis to the 105 liberal arts at the top of the *U.S. News* rankings and examined two outcome indicators: graduation rates and the percentage of students going on to receive PhDs. After multiple regressions that took the schools’ finances and the characteristics of their student bodies into account, Teagle identified a “baker’s dozen” of colleges—including Augustana—who perform well on both measures. (Kaufman and Woglom, 2004)

Career Center Surveys

Near-term direct evidence of the readiness of Augustana graduates for graduate school or employment is provided by the Career Center, which generates a yearly report entitled “Comparative Annual Summary of Graduating Classes,” charting the status of alumni surveyed. A compilation of available data since 1996 is detailed in Table 4.9. It attests to very low rates of unemployment among 85-90 percent of the alumni who typically respond:

Table 4.9
Augustana Alumni Employment, 1998-2003

Graduation Year	Graduate School	Employed Full-Time	Employed Part-Time	Still Seeking
2003	35%	59%	5%	1%
2002	34%	60%	5%	1%
2001	30%	64%	3%	2%
2000	28%	65%	5%	2%
1999	28%	67%	3%	1%
1998	30%	65%	2%	3%

Department/Program Level Reports

The college has regularly surveyed alumni and sought objective data on the performance of its graduates. Most departments and programs employ one or more means of calibrating their curriculum with the demands and expectations of the outside world. Available data gathered at the college and department/program level data indicate that Augustana prepares students well for life in general, and for the workplace in particular.

Departmental/Program reports indicate that the majority of academic units at Augustana assess the usefulness and relevance of their curricula or gauge the preparedness of their students using a wide variety of strategies.²⁴ Available results of department- and program-level alumni surveys or end-point assessments of student knowledge and skills indicate that Augustana students are well prepared for the world they will enter. This is particularly evident in the case of graduates from the sciences and professional programs which provide consistent test and alumni tracking data for analysis. Another favorable indicator is the uniformly high ratings that Augustana internship students receive from both program supervisors and sponsors in the community. (An overview of academic department and program assessment plans and student outcomes is available in the resource room.)

CORE COMPONENT 4D – *Augustana provides support to ensure that faculty, students, and staff acquire, discover and apply knowledge responsibly.*

Augustana has policies and procedures in place to guarantee adherence to accepted standards in the research activities involving human and animal subjects. The college is firmly committed to the defense of intellectual property rights, as well as to identifying and combating plagiarism and other forms of academic dishonesty. A number of programs afford students an opportunity to apply their knowledge and skills in roles of leadership and social service.

Ethical Conduct

Augustana ensures through its formal policies that all of our work is conducted in an ethical and legal manner. *The Faculty Handbook* carefully details policies and procedures related to research on humans and animals (sections 7.141 and 7.142, respectively), defining the researchers' responsibilities with regard to record-keeping, risk-benefit assessments, confidentiality and consent for human subjects and humane treatment for animal subjects. Both sections refer researchers to the governing federal policies.

A number of standing committees oversee and enforce those policies and procedures. Professional Ethics hears cases referred by the Dean of the College involving allegations of unfair grading practices after all other avenues of appeal have been exhausted. Human Research Review monitors compliance with policy and investigates allegations of misconduct. The Institutional Animal Care and Use Committee monitors compliance with the guidelines on animal research. The Student Judiciary Committee not only enforces the Augustana Code of Social Conduct but seeks to instill a sense of responsibility and self-discipline in the offender. The Student Policies Committee interprets and enforces college policies related to student life.

Intellectual Property Rights

The *Faculty Handbook* (Section 7) lays out, in considerable detail, college policies on cheating, plagiarism, software use, copyright infringement and photocopying. This section provides guidance on both policy and procedure. As an additional admonition against computer-related infringements, ITS circulates a statement of legal dangers of file-sharing and downloading, as well as the actions it will take.

The student handbook, *Inside Augustana 2005-06*, defines plagiarism and cheating, indicating the procedural actions following from violations of intellectual property right policies, and referring student to the appeals process. (49-51)

Student Academic Integrity

Academic integrity is a vital component of an Augustana education. We are integrating discussions of academic integrity into the curriculum and co-curriculum so that it permeates the culture of the campus.

Concern over student academic misconduct is an ongoing concern for academic communities generally, as it is for Augustana. Even as students are leading an effort to establish an honor code, the faculty and administration are taking steps to publicly articulate the obligations of academic integrity. We have, for instance, created a website describing the obligations of academic integrity. The Dean of Students has discussed academic integrity in an e-mail to students, and we provide a clear statement of policy in *Inside Augustana*.

We are also reminding students of the policy and penalties for plagiarism and cheating. A recent incident of cheating occasioned a letter from the Dean of Students to the student body (March 10, 2005) and an article in the *Augustana Observer* (March 24, 2005). Academic Affairs is actively encouraging faculty to address plagiarism and cheating on their syllabi and to discuss academic honesty and plagiarism in class. Syllabus reviews indicate that where present, statements vary widely in scope and content.²⁵ With the Dean of Students, Academic Affairs is currently reviewing college policies in an effort to provide students clear definitions of plagiarism and cheating (to include specific examples of those definitions) as well as clear policies for investigation and punishment. Academic Affairs has, in addition, this year provided the faculty with additional resources for identifying and deterring dishonesty: the plagiarism-prevention software Turnitin is now available for the use of all faculty. These efforts dovetail with the efforts to produce a new honor code, discussed below.

The AGES program seeks to raise early awareness of the importance of academic integrity. The new *AGES Handbook* contains a two-page statement on “Standards for Academic Integrity” that reads: “Your name on any written or spoken exercise (e.g., quizzes, exams, papers, project reports, journals, speeches) constitutes a statement that the work is the result of your own thought and study, stated in your own words, and produced without the unauthorized assis-

tance of others, except where you have clearly indicated otherwise” (7). The AGES statement goes on to list examples of behavior that constitute plagiarism and academic dishonesty, and summarizes the official sanctions declared in *Inside Augustana*.

The AGES program engages students in a discussion of academic integrity at multiple points, utilizing, for instance, the college writing course to provide standard advice on research writing and academic honesty issues. The General Education Committee is concerned, however, that instructors in the first-year Liberal Studies program have not yet integrated information on academic honesty into their courses. A winter 2004-05 survey of students in the first-year AGES program found that only about 35 percent had read the chapters; only 25 percent believed that “connections were made between the reading and course content.” The committee plans to work with faculty to ensure that students are aware of the obligations of academic integrity and on Augustana’s policies.

Assessment instruments have produced contrasting measures of student opinion on plagiarism and cheating. Our primary data, from the student course evaluation forms (SRIs), indicate a relatively low incidence of cheating in Augustana courses. Over the past five years, we have received an average of 14,500 responses to this question. The number reporting that cheating never occurs moves between 86-88 percent while the number who “very often” observe cheating averages just over one-half of one percentage. As Table 4.10 shows, the reports remain stable over time.

Table 4.10
Student Reports of Cheating, 1999-2004

	1999	2000	2001	2002	2003	2004*
% No Response	4.3	4.8	5.2	5.4	6.4	6.1
% Very Often	0.9	0.5	0.5	0.57	0.3	0.6
% Occasionally	9.4	8.9	7.1	6.8	5.4	7.2
% Never	85.5	85.8	87.2	87.3	87.9	86.1
Total N	16,281	14,689	14,226	14,461	15,210	5,280

*spring data not included

Two recent measures, by contrast, indicate that cheating is a concern, and they have led to our efforts to define academic integrity. A recent Student Government Association (SGA) survey on academic cheating found that 45 percent of the 750 student respondents had witnessed at least one instance of cheating. A second source of evidence is the disciplinary actions undertaken by the Dean of Students Office. The combined number of cheating and plagiarism actions have risen from six in 2002-03 to 16 in 2004-05.

The Dean of Students attributes the problem in part to the nature of modern technology, which facilitates cut-and-paste copying; she questions whether students clearly understand what plagiarism is. The Associate Dean of the College reports that, of the 20 cases of academic misconduct actually appealed since 2001 (10 for cheating and 10 for plagiarism), all but one case was confirmed as academic misconduct. One case in 2003-04 was decided in favor of the students.

Any degree of cheating in academic work is unacceptable. The data suggest reason for concern on our campus, and the Office of Academic Affairs plans a more detailed study of the issue to be conducted by the Office of Institutional Research in spring 2006. This study will help us to refine our efforts to address academic integrity.

Honor Code

The strategic plan calls for the college to consider development of an honor code. The SGA and an Administrative Liaison Committee are leading the discussion. A Teaching Resources and Advising Center (TRAC) session on honor codes was held in support of the discussion. Since the Liaison Committee felt that students should advance this issue, the matter is currently in the hands of a student Honor Code Committee empowered by the SGA. The SGA researched traditional and non-traditional honor codes at other schools, surveyed students and produced a preliminary report as groundwork for the committee, which has met regularly with faculty and administrators as well as students. The subject of an honor code has engendered a lively debate among students, and student leaders say there appears to be general acceptance of the concept of an academic honor code but a variety of opinion with respect to any requirement to report infractions.

SUMMARY

Augustana meets the expectations of Criterion Four. The college values freedom of expression. Official documents establish our firm commitment to academic freedom for all in our community; comparative HERI survey data show that faculty affirm these statements; and students enjoy freedom of expression in class and in student activities.

The college uses available resources to foster a life of learning and devotes a large percentage of its budget to instruction and academic support. The college has aggressively assessed and restructured its general education program to place it at the center of the students' undergraduate experience. The new AGES program integrates the various elements of a student's educational experience while promoting an interdisciplinary perspective and approach to understanding the world. Budgeted expenditures for faculty research and professional activity have grown significantly in recent years and are projected to grow much more. Though peer-reviewed publication has not previously been an explicit expecta-

tion for faculty advancement in most departments, a core of faculty has been prolific in scholarly or creative production. Along with general acceptance of the strategic plan, peer-reviewed publication is emerging as a requirement for tenure and promotion. Scholarship and creative activity on the part of both faculty and students are encouraged and publicly celebrated. A senior capstone project is required in some form by an increasing number of departments and programs, and Senior Inquiry will likely become a college standard. Augustana is actively pursuing additional support for faculty-student collaboration in research.

Alumni data indicate that Augustana graduates are quite satisfied with their experience and succeed well in graduate school and the workplace. A soon-to-be published study commissioned by the Teagle Foundation identifies Augustana as one of a “baker’s dozen” schools that manage to achieve high graduation rates and generate a substantial portion of graduate degrees despite limited financial resources. Data on the college career-oriented and pre-professional programs, teacher preparation, and internship experiences show that students are ready for the next step in their careers.

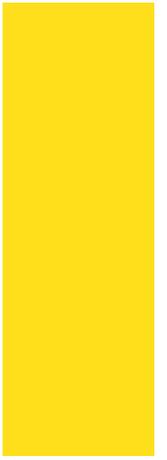
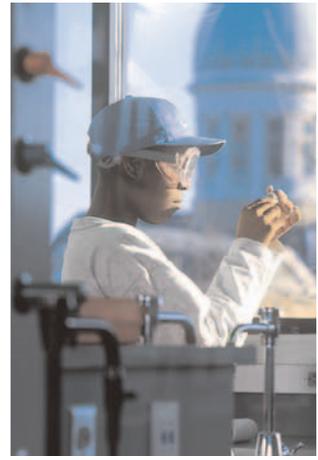
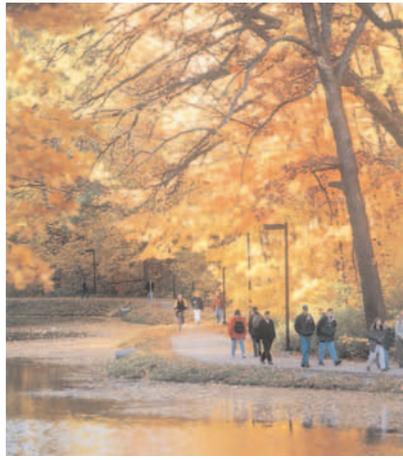
Augustana holds paramount the value of faculty and student responsibility in the acquisition, discovery and application of knowledge. All faculty and student research on human or animal subjects must pass rigorous review by the Human Subjects Research Review Committee. Student academic misconduct is regarded as a very serious matter and the penalties are severe.

Our community is proud of its accomplishments but committed to improvement. Some areas that require sustained or renewed attention are the following:

- Although Augustana enjoys a tradition of academic freedom and freedom of expression for both faculty and students, the recent case involving a student research project has caused the college to examine its philosophy, policies and procedures. The faculty has clarified the structure and role of the Human Subjects Research Review Committee and its relationship to the administration.
- With the change of administration and the ratification of the strategic plan, it is clear that faculty will be increasingly held to the standard of peer-reviewed publication. While the handbook has always been clear that scholarly activity is expected, an emphasis on peer-reviewed scholarship is new. The dialogue on scholarship being led by the Faculty Welfare Committee will be essential to working out concerns on this matter, as will the development of additional resources to support faculty.
- In addition to expectations for research, the model of faculty activity envisioned in the strategic plan also emphasizes quality faculty-student interaction at the individual level to mentor student research and support Senior Inquiry. Some faculty members feel over-extended under current expectations, so the college must address workload to enable faculty to carry out their mission. Much of the strategic plan hinges crucially on the success of

the capital campaign, an increase in size of student body, additions to the faculty, and creation of various faculty support mechanisms.

- The student-led effort to create an honor code exemplifies the commitment that all constituencies at the college feel to academic integrity. Recent cases of academic dishonesty among students—along with assessment efforts including syllabus analysis and first-year ALI survey data—indicate the need to better define plagiarism at the course level and to promote other solutions across the campus.



CHAPTER FIVE

Criterion Five: Engagement and Service

The organization identifies its constituencies and serves them in ways both value.

Core component 5A

The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

Core component 5B

The organization has the capacity and the commitment to engage with all constituencies.

Core component 5C

The organization demonstrates its responsiveness to those constituencies that depend on it for service.

Core component 5D

Internal and external constituencies value the services the organization provides.

CRITERION FIVE: ENGAGEMENT AND SERVICE

Augustana identifies its constituencies and serves them in ways both value.

Robert Putnam asserts that “the greatest threat to American liberty comes from the disengaged” (358). With collective action and long-term focus, however, local and global communities, including college communities, can help build and maintain a responsible citizenry:

If today’s college graduates are to be positive forces in this world, they need not only to possess knowledge and intellectual capabilities but also to see themselves as members of a community, as individuals with a responsibility to contribute to their communities... If a college education is to support the kind of learning graduates need to be involved and responsible citizens, its goals must go beyond the development of intellectual and technical skills and beginning mastery of a scholarly domain. They should also include the competence to act in the world and the judgment to do so wisely. (Colby et al. 7)

In preparing students for lives of service and leadership in a diverse and changing world, Augustana serves the common good even as we meet our mission. In this chapter, we reflect on the college’s service to local, national and global constituencies in a diverse and changing world.

CORE COMPONENT 5A – *Augustana learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.*

Our prime constituency is, of course, our students: our focus is providing a high-quality liberal arts education to traditional-aged students in a residential environment. This focus best allows us to create an effective and sustained living and learning community. As we have demonstrated throughout this self study, we are committed to understanding, addressing and anticipating our students’ needs. In this chapter, we will consider how Augustana responds to

changing needs of our constituents, how we recognize diversity in responding to those needs, how we understand the needs of external communities, and what we do to reach out to those communities.

The preeminent example of institutional engagement with our constituents is the strategic plan. The planning process involved an enormous amount of information-gathering and the plan commits us to still more extensive assessment going forward. In direct response to early community feedback, we revised the plan to “encourage programmatic engagement with the local community” (13). The college invites feedback from its constituencies and responds to that feedback when received.

Recognizing Diversity

In order to respond to changing needs of our constituents, we must recognize the needs of an increasingly diverse populace, in part by creating a campus culture that involves listening and reflection. Comparing Augustana students to peer institutions, our students report a lower level of interaction and understanding of diverse groups. In fact, in the 2003 NSSE data, the item with the single largest negative effect size indicated that our students lacked “serious conversations with students of a different race or ethnicity than your own” (3).

As noted previously, we continue to focus on improving campus diversity in a number of ways. The Diversity and Gender Equity Committee reviews diversity issues on campus, and the current Task Force on Diversity is examining the issue in careful detail in response to the strategic plan. The Office of Admissions continues to work toward increasing the racial and ethnic diversity of the Augustana student community.²⁶ Multiple organizations exist on campus designed to address the needs of under-represented students and others, as a review of *Inside Augustana* will demonstrate.

In terms of religious diversity, the most recent demographic analyses from 2003-04 indicates the two largest self-reported groups on campus were Catholic students (23.1 percent) and Lutheran students (16 percent). The second largest group of students, around 17.5 percent, did not mark any category at all, and about 16 percent of the markings fell in the category of “Other.” Sixty-six percent of the responses indicate an affiliation with a Christian religion, and less than 1 percent of Augustana students indicate affiliation with a non-Christian religion. Four recognized student religious groups exist on campus.²⁷

In the current academic year, 23 students reported a physical or mental disability of some kind. The college responds to this diverse population in various ways, depending on the nature of the disability. Off-campus, Augustana’s public radio station, WVIK, operates the Augustana Public Radio Information Service (APRIS) for persons with visual and/or mobility difficulties. APRIS is staffed by nearly 170 volunteers, who read local and regional newspapers to an estimated 1,185 people who listen on special receivers provided free-of-charge on indefinite

loan. On campus, the Dean of Students Office notifies professors of the specific disability and offers suggestions for how to accommodate the student, such as providing extended time for test-taking. Augustana has fewer structures in place—such as specific distraction-free offices for test-taking, equipment to translate notes into Braille, and the like—than do some schools, and the Task Force on Diversity will address this challenge in its forthcoming report.

Though Augustana recognizes the value of a diverse body of students and faculty, we also recognize that diversity itself does not guarantee a more effective learning environment. The campus culture must support an inclusive learning environment that takes advantage of our diverse world. Faculty members are critical to this effort, and continue to support efforts to improve diverse populations and diverse learning experiences on our campus. Examples include a history faculty member whose scholarship is in Shawnee populations and who has sponsored events such as drum circles, pow wows, movies, conversations and other performances. Continued participation in international term programs take faculty and students to four continents for study. Many faculty are dedicated to an inclusive curriculum and intentionally use resources from multiple perspectives. Finally, many faculty encourage students to take advantage of the opportunity to become involved with diverse communities.

For the 2005-06 year, Augustana enrolled 18 international students (those with F-1 visas). While the number of international students is increasing, it is still unacceptably low for a school that seeks to be diverse and to teach diversity. The new Vice President of Enrollment recognizes this concern and has devoted resources to improved recruitment via a specially-focused position within the admissions staff. The college is also planning for a new International Education Office and director to support international students on campus, and providing a fuller orientation to Augustana culture.

Finally, two important administrative positions recently have been filled by people of color, both of whom are working to serve the needs of under-represented students. First, the Director of Multicultural Services is responsible for cultural diversity programming for the campus community, including collaborating with academic departments to sponsor programming that impacts under-represented students. In consultation with Residence Life staff, the director initiated and supported the continuation of diversity training for Community Advisors (CA). The CAs are responsible for the supervision of approximately 66 percent of the student body living in campus housing.

Through the Office of Multicultural Services (OMS), a variety of endeavors supporting conversation about difference and diversity issues have been instituted. The office helped sponsor the visit of a social activist and expert on “white privilege,” Tim Wise, for a community convocation. Events such as these spur ongoing conversations or, occasionally, new campus organizations altogether: Honest Conversations is a new group that offers students an opportunity to openly discuss and question issues of difference. These conversations led the

Dean of Students Office to organize a trip for administrators and students to a 2004 conference on white privilege at Central College. The OMS sponsored a trip for Augustana students to Knox College's International Day and The University of Iowa's annual Diversity Day celebration with the vision of developing a similar event at Augustana College, and supported the attendance of additional staff and a student at the National Conference on Race and Ethnicity. Additionally, the Director led TRAC workshops, designed to discuss the challenge of creating and practicing coursework and a climate conducive for students to learn about and across differences. These sessions also were designed to explore ways faculty and staff can contribute to a more inclusive campus climate.

Second, the Associate Pastor for Campus Ministries offers spiritual and religious guidance and counseling as well as programming to address the needs of under-represented students. Examples of this include the creation of "Soul Food Sundays" (an opportunity for food and fellowship for students of color) and her work with service trips which have taken students to South America and Africa. As part of her role, the Associate Pastor works on committees addressing diversity issues and provides a mentoring relationship for under-represented students.

In sum, Augustana faculty, staff and administrators are committed to teaching our students about diversity so that they are prepared for engagement with the larger world when they graduate.

Responding to Specific Community Needs

College programs contribute significantly to the Quad Cities' K-12 system. Since 2001, Augustana has had student teaching and clinical placements in 117 different schools in the Quad Cities. The Spanish department has helped a number of area elementary schools start Spanish programs with Augustana volunteers. The music education program as well as the Augustana chapter of the Music Educator's National Conference also works extensively with area schools.

In addition to educational needs, finance/accounting, social service and environmental needs in the community are being addressed. For the past 20 years, the accounting department has trained students in the accounting, economics and business communication departments to help approximately 200 low-income residents of the Quad Cities prepare their state and federal tax forms in the Volunteer Income Tax Assistance (VITA) program. Additionally, service organizations such as Circle K, the Augustana chapter of Habitat for Humanity, and the environmental activism and awareness-building group Global Affect address other needs in the community.

There is evidence that we try to ask local community constituents themselves what they need, and to address those needs when they are consistent with our mission. As an example, the Illinois Music Educators' Association invited Augustana to host one of their district music competitions for high school and junior high ensembles. The music department accepted and has been hosting

competitions for many years. The Performance Hall Management Office is one of the most active bridges to the community, fielding daily calls from off-campus community members wanting information on Augustana's programs and services. Augustana has an organizational culture that includes active listening to community needs.

Reaching out to the Community

The college has many examples of community outreach programs. In 2004, in response to the needs of clients at a local domestic violence shelter, Augustana faculty and staff members designed and conducted a career-training workshop that offered one-on-one training and guidance for résumé preparation, materials on writing effective letters and applications, and interview clothing. This creative mix of outreach and customized training was met with immediate requests from the shelter staff for more such programs. In this section, we will offer more examples of outreach by various Augustana groups, in particular by highlighting Campus Ministries' Mission outreach programs, the Longfellow Adopt-a-School Program, and a student group, Augustana Community Health Outreach Organization.

Campus Ministries

Campus Ministries at Augustana offers opportunities for students to engage their faith through service. Youth Ministry is a particularly vital area. Campus Ministries coordinates Youth Ministry Outreach Teams of Augustana students; these teams are out in Lutheran parishes up to a dozen weekends a year providing leadership for junior high and high school youth. We have for many years coordinated and hosted a summer Leadership Lab, which attracts 300-400 high school and college students. A new venture supported through a grant from the Thrivent Foundation will bring 72 young people from 12 congregations to Augustana in June 2005 and 2006 for training in service learning, led by our college staff. Our Center for Vocational Reflection provides paid summer internships for our students to work in parish and outdoor ministry settings.

One of our component ministry programs, Community Outreach and Global Concern, addresses service through social justice and service learning so that our students have a chance to be immersed briefly in communities and cultures different than their own. Every spring break since 2000, our students have traveled 600 miles to Chavies, Kentucky, to partner with the Appalachia Service Project in repairing and building homes for low-income families in rural central Appalachia. Since the inception of Augustana's participation in the Appalachia Service Project, the number of participants has increased from seven to 28. In 2006, 30 students plan to travel to Florida to aid hurricane relief efforts. These projects offer our students exposure to active faith development through work, relationships and reflection, preparing them to be responsible global citizens.

For the past two years, Campus Ministries has traveled to Belize, Central America, to partner with Target Earth, International, a faith-based non-governmental organization whose mission is to serve the world's poor. Campus Ministries also hosted a service-learning opportunity to Meru, Kenya, in East Africa. Participants in this endeavor made repairs to the Mutuuma Primary School, which was in need of desks, shelving, flooring, classrooms, doors and windows. Campus Ministries' work is not just important to faith and service. People who are involved in religious organizations seem also to be more engaged in general (Putnam 7).

Longfellow Adopt-a-School Program

Another example of community outreach on a local level to diverse external constituents is the Longfellow Adopt-a-School Program. In an effort to forge tighter connections with the community, faculty and staff volunteer in classrooms and after-school programs at Longfellow Elementary School. Located about five blocks from Augustana, Longfellow serves a diverse group of children, with 81 percent of the students falling in the low income bracket (receiving free or reduced price lunch) when the Illinois state average is 33 percent low income. The school is made up of 23 percent African American, 27 percent Hispanic, and 49 percent Caucasian students. In spring 2004, 12 Augustana students and 41 Augustana staff, faculty and administrators volunteered. In fall, 2004, 27 faculty and staff volunteered in classrooms, after school, at special events, and as pen pals. Because so many parents' first language is Spanish, faculty from the Spanish department have translated documents into Spanish for the school *pro bono*. The college supports the program by giving staff time off (usually one hour per week) from regular duties to help at Longfellow. Longfellow principal Michael Resler has come to depend on Augustana as a resource, and he and his staff turn to the college as specific needs arise.

Augustana Community Health Outreach Organization (ACHOO)

The Augustana Community Health Outreach Organization is a student organization, composed of biology and pre-medicine majors, that focuses on health awareness. ACHOO's activities include tutoring at the Martin Luther King Center, partnering with the Rock Island Schools' PTA by collecting eyeglasses for the disadvantaged, and raising money for a local shelter. In providing health awareness and outreach, and by sponsoring programs for youth in under-represented healthcare professions, important and diverse constituencies are included. This is a "win-win" for Augustana: faculty are able to volunteer locally and at the same time model behavior of engagement in the community; students are provided an excellent opportunity to learn firsthand the needs of a diverse population. ACHOO maintains ongoing affiliations with local hospitals, the Ronald McDonald Foundation and the American Red Cross.

Nationwide statistics show that this generation of college students is attracted to community service work. Indeed, Augustana seniors report significantly more involvement with community service work compared to peer baccalaureate-granting institutions.

Involvement necessitates communication. The following section highlights the structures Augustana has in place to encourage communication among various constituent groups.

Asking, Listening and Responding to Changing Needs

Augustana actively seeks to respond to the needs of its constituents. In addition to the college-wide alumni surveys discussed in chapter four, for instance, many departments administer alumni surveys as one means of determining whether they are meeting students' needs. In the past five years, approximately two dozen different alumni surveys have been distributed to graduates of particular programs, and some of these programs have been surveyed multiple times.

Among our constituencies, the biggest challenge in terms of connectedness and integration seems to be our communications with staff, and we seek to ensure that staff have a voice in college governance. Thus staff are represented on seven college committees, facilitating some communication among faculty, staff and students. Recently we have begun to invite all staff to regular opportunities to provide feedback on the direction of the college and for the first time, in January 2006, we conducted a survey of staff seeking their opinions and concerns. We will build on these efforts to monitor existing programs and satisfaction, and to ensure the entire community knows the integral role that many of our staff members play in the success of the college. The administration has responded to lingering concern among staff over the previous administration's decision to maintain a dining area for faculty and professional staff by renewing conversations on the matter. In fall of 2005, the president's office announced a new mid-level administrative position in the Human Resources Office, in part to ensure opportunities for more training and personnel support programs for our employees.

Augustana learns from its constituents and works to understand the nature of their needs.

CORE COMPONENT 5B – *Augustana has the capacity and the commitment to engage with all constituencies.*

Augustana increasingly engages its constituencies. In the last 10 years, Augustana has shown increasing openness to many constituents and more intentionally invitational rhetoric. Students, faculty and staff all are given information on grievance procedures for various issues. Parents receive refrigerator magnets with the Dean of Students' phone number on them. Alumni have been invited on campus in increasing numbers for both general and group-specific gatherings.

Augustana seniors are more involved in community service work than their peers at similar baccalaureate-granting institutions.

The college desires open lines of communication, as demonstrated in the following examples in which we seek to enable communication among and between students, alumni, administrators, board members, faculty and staff; peer institutions, and local community organizations.

Students

Many structures are in place to enable effective communication between students and faculty, staff, administrators and alumni. Some structures are generally understood rules of this culture, such as students' reliance on posted office hours to engage with faculty and on their understanding that every student organization requires a faculty adviser in order to be recognized. Other practices have been put into place to address perceived needs: for example, to strengthen the understanding that communication is desired between the administration and the student body, the Dean of Students has instituted an online chat room, so that every week any student can log in and have a discussion with the dean about topics of importance. Likewise, the Dean of the College has open walk-in hours for students. Partly as a result of campus conversations about date rape prevention, informative posters on sexual misconduct with explicit suggestions for how to respond and who to call are now located in every residence hall room. The following are examples focusing on the lines of communication between students and various other constituencies, including faculty, top administrators, alumni and even other students.

Students in the first year have multiple contacts with faculty. Among the first on-campus experiences for first-year students is the first-year orientation. Faculty advisers and upper-class students who serve as peer mentors write letters to incoming students both to welcome them and to offer an open line of communication. Each first-year student is assigned a faculty adviser with whom he or she works during the entire first year at Augustana, for at least three advising sessions on course selection, and usually with multiple informative or "check-in" sessions and social occasions. Students choose a major adviser for their remaining time at Augustana.

President Bahls has explicitly encouraged open communication between the administration and students, and he models that openness with students in numerous ways. The president meets with the officers of the Student Government Association each term (over dinner) and the full SGA annually. He speaks to student groups approximately once each month (e.g., Greek Council, InterVarsity Fellowship, Connections), has met with numerous campus groups both formally and informally, and has well-attended open office hours every month, rotating between his office and the campus coffee shop, Java 101. He has met with the general student body multiple times. In 2003-04, in preparation for the strategic plan, these meetings focused on a discussion of the strengths, weaknesses, opportunities and threats to the college. In 2004-05, he met with students to discuss an

early draft of that plan, and provided an online survey associated with the strategic plan that was sent to students for their feedback.

The Career Center offers students important links to alumni. The center already bridges students to alumni with networking programs and is trying creative new programs to expand on alumni connections, such as recognizing those alumni who submit job and internship openings to the Career Center. Those connections can keep alumni involved and connected to current students.

Various programs have evolved to better serve particular subsets of students. The Multicultural Programming Board (MPB) is one organization specifically designed to encourage interaction among all students, but especially students of color. When the MPB was created, it was given an office in the Student Activities Building and a \$30,000 budget, reporting to the Director of Student Activities. Contact between majority and minority students and between minority students and administrators has noticeably increased. Collaborative programs are on the rise and in recent years there has been some effort among the student leaders to support each others' programs. Additionally, although many positions in MPB are intended to be held by members of the college's culture-specific groups (Black Student Union, Latinos Unidos and Asian Student Organization), majority students also participate. We continue to analyze the effectiveness of MPB, but the end result is that with the creation of the Multicultural Programming Board, the college has bettered communication among all student groups.

Alumni

Augustana has sought close relationships with alumni since the founding of the Augustana Alumni Association in 1877. An Alumni Association Board of Directors advises members of the Alumni Relations staff on activities and plans for alumni. The Alumni Board is composed of 30 alumni members representing seven decades of graduation and eight regions of the country. Four to six current students are selected to serve on the board. The Alumni Relations Office supports a mailing list of nearly 20,000 alumni, and our alumni participation rate in financial support of the college has consistently remained between 36 percent and 39 percent throughout the last decade.

The college keeps in touch with alumni through newsletters, alumni gatherings in major cities and numerous on-campus events designed to encourage alumni to stay involved in the life of the campus. Alumni receive specific event related mailings, the *Augustana Magazine* (sent twice each year), e-mail newsletters (sent four to six times each year), class representative letters and the annual president's report. Additionally, many departments send newsletters to their graduates, as well as surveys designed to provide feedback to improve the major.²⁸

In addition to the "big three" events, alumni get involved on campus in a number of ways. For example, the Alumni Association hosts an annual Alumni Career Night; in 2005, 45 alumni participated, sharing stories of their career

development with students. The newly created SMART (Select Major: Assess, Reflect, Transform) Sophomore Event brought in alumni in 2004 and 2005 from most departments to help students make decisions about potential majors. While most programs with alumni participation reportedly are beneficial, they're not all successes: the 2005 version of the SMART event was not well attended by the sophomore class. While we are trying to ascertain reasons for this poor showing, it is clear that students are not always aware of the importance of alumni connections.

Parents

In recent years, we have become increasingly aware of the changing role of parents. Parents expect to actively participate in their student's decision-making and frequently are ready to intervene on their student's behalf. As is evident in higher education literature, "helicopter parents" are pervasive. Augustana has taken several steps to address this parental presence and engage them in a manner that is responsible and positive.

Our parent focus starts when students arrive on campus. During our summer registrations, we hold day-long sessions for parents so that they become familiar with policies, procedures and resources of the college. The Dean of Students provides each family with contact information and a *Parent Handbook*. At orientation in the fall, parents have the opportunity to meet with their student's faculty adviser.

The recently formed Augustana Parent Association (APA) holds institutional membership in College Parents of America. The APA sends quarterly e-letters to parents updating them on campus events and issues, and hosts two yearly meetings, one during family weekend in the fall and another in the spring.

Administration, Board, Faculty and Staff

Both the college organizational chart and the schedule of cabinet and board meetings are clearly articulated. The President's Cabinet generally meets bi-weekly, and meets with the Board of Trustees three times each year. The fall and spring board meetings are generally a day and a half, the first half-day including an opportunity for the board to interact with various campus constituencies. The winter meeting is a two-day retreat for in-depth discussion of key issues confronting the college.

The structure continues to be clear at all levels of administration. Each cabinet member oversees a number of directors (i.e., Director of the Library, Director of Residential Life, etc.) so that anything discussed with the board or in cabinet meetings can be shared with the directors through the cabinet members. Directors then share information with each of their staff members. Most cabinet members have staff meetings at least every other week, which keeps the flow of communication moving and current.

Peer Institutions

Augustana is an active member of numerous associations and organizations, from discipline-specific organizations to administrative organizations. A query to administrators resulted in a list of 89 affiliations, memberships or connections to accrediting organizations. Faculty and administrators, in particular, are in close contact with peers in similar institutions at many levels. Beyond these associations, one creative and recent example of the building of a structure that will enable better access to peer institutions is the consortium funded by the Teagle Foundation, in which Augustana serves as lead member.²⁹ By joining with five other selective, Midwestern, Phi Beta Kappa institutions—Alma, Gustavus Adolphus, Luther, Illinois Wesleyan and Wittenberg—Augustana will have many more opportunities to expand faculty development initiatives and pool to acquire other resources, and, in turn, will be able to do its part to strengthen our peer institutions in the shared goal of enhancing the educational experience for all of our students.

Quad Cities Community

Finally, Augustana is committed to open engagement with local community members. Two offices will serve as exemplars of how Augustana's structures and processes enable easy and effective connections with Quad Cities residents and leaders.

First, the Office of Performance Hall Management is a major gateway to the public. Because so many community members call the office with questions, it serves as a kind of “welcome center” to the community. This office sends out on average 16,000 issues of a quarterly newsletter, *Augustana Arts*, to homes, civic organizations, schools and churches, inviting the public to Augustana programs. They have taken steps to simplify the contact process, by creating e-mail aliases that are more self-explanatory (e.g., tickets@augustana.edu) and broadcasting a toll-free number for information and reservations.

Second, the Augustana Public Relations Office maintains files on faculty expertise, and frequently coordinates media interviews with Augustana personnel. Local television and radio stations take advantage of this connection, with many faculty and staff being interviewed on topics ranging from election issues to gender issues to sports analysis.

Having considered the people served by structures that encourage communication, we now focus on the programming itself, including co-curricular activities and educational programs that keep constituents reflecting not just on their own but on others' needs.

Co-curricular Activities Engage External Communities

Augustana College has an impressive array of co-curricular activities that engage multiple communities. From the convocation series to the Model U.N., from the Quad Cities Playwright Festival to environmental groups like Global Affect,

PRIVATE COLLEGE, PUBLIC RADIO

For more than a quarter of a century, Augustana's public radio station, WVIK, has served as a resource for information and critical discussion on matters concerning the arts, public affairs, issues and ideas affecting the greater Quad Cities region. The station's broadcast region includes large, small, and rural communities along the upper Mississippi River in 12 Illinois and nine Iowa counties.

The station is affiliated with National Public Radio, but prides itself on local programming. This category includes *Rock Island Lines*, a daily audio essay on the history and lore of our region produced and presented by Dr. Roald Tweet, professor emeritus of English at Augustana and former holder of the college's oldest endowed position, the Conrad Bergendoff Chair in the Humanities. Other service to the local community includes broadcasts of concerts by the Quad City Symphony Orchestra, and weekly programs, *Art Talks* and *About Books*, which highlight the work of regional artists and authors.

The station's founding general manager, Don Wooten, retired in 2002 after more than two decades of service to WVIK. For his many contributions to the cultural life of the regional community, Wooten received the Studs Terkel Humanities Award from the Illinois Humanities Council in 1999.



there are literally hundreds of examples. Athletic events, music, art exhibitions, lectures, film festivals and theatre performances are open to the Quad Cities community; when athletes and musicians travel, their performances are open to the public, as well, often giving our alumni an opportunity to stay connected to the college without traveling to campus. In this section, we'll examine selected programs from the athletic department, music and theatre arts.

Approximately 30 percent of Augustana students participate in the athletic programs, and many of those programs build bridges to various communities. Elementary, junior high and high school students participate in athletic camps throughout the year. On-campus camp experiences are offered for boys' and girls' basketball, along with gender-specific camps for football, baseball, softball, volleyball and wrestling. Both the Pompons and Cheerleaders host clinics for community children during the year. Many coaches also offer clinics for both high school students and high school coaches, with meetings enrolling up to 30 area coaches.

An example from the music department also illustrates ongoing events that connect communities. The Augustana Band Festival occurs annually in January over Martin Luther King, Jr. Weekend; it brings approximately 250 high school students representing 40-50 high schools from Illinois, Iowa, Wisconsin, Missouri and Indiana to the Augustana campus for performance and fellowship.

Educational Programs Engage External Communities

Augustana's educational programs connect our students with external communities. The Center for Communicative Disorders offers an invaluable service to the community by providing specialized therapy and consultation on a wide variety of speech disorders, from apraxia to autism, on a sliding fee scale. It provides the Quad Cities community with information on the nature, prevention and treatment of speech, language, and hearing disorders, while providing all the Communication Sciences and Disorders (CSD) majors with supervised clinical experience. Between 1995 and 2004, services were provided for 1,274 clients. The Center for Communicative Disorders is the only such provider in the Quad Cities area.

In the case of CSD, entire programs are built for community engagement. Even when the program itself is not obviously tied to the community, our faculty still engage with enthusiasm. The popular Augustana College National Chemistry Week Open House, during National Chemistry Week in October, typically draws approximately 200 people to campus and involves 20-25 Augustana students and the chemistry faculty. During the open house, students and faculty perform chemical demonstrations and engage young visitors with hands-on activities. Chemistry Week consistently has generated coverage by local television stations, helping link Augustana to the community.

The Center for Communicative Disorders' commitment to providing the community with specialized therapy and consultation gives CSD majors opportunities for invaluable supervised clinical experience.

Resources Show Priorities

Faculty members address their community involvement during pre-tenure, tenure and merit reviews. A review of their presentations during the last merit cycle revealed 180 community organizations in which faculty were actively involved, often in leadership roles.

The Office of Student Activities has long involved students in service to the community. The evolution of the office toward a better understanding of service learning is evident in work with the Greek system. In past years, students affiliated with Greek organizations were required to perform 10 hours of volunteer work every term. Students have performed many different projects from raising money for breast cancer research to cleaning up the highway. In 2004-05, individual Greek organizations selected one community organization to serve and undertook five projects for them. The goal was to have the groups develop long-term relationships with community organizations and to deepen their understanding of the role of service and citizenship.

Augustana's mission focuses on a diverse and changing world, and one priority is to increase diversity on campus and to encourage understanding of diversity beyond the Augustana campus. In an effort to meet that goal, we offer the Leadership in Cultural Diversity Scholarship program, which provides up to ten scholarships to students who can enrich the social, economic, geographical or cultural diversity of Augustana. The Office of Multicultural Services has begun

to renovate the three houses which are home to the Asian and Black Student Unions and Latinos Unidos, and we are now working to strengthen the programs offered therein.

Planning Processes Project Ongoing Engagement and Service

The strategic plan clearly projects ongoing engagement and service across campus as it asserts that “our students develop a passion for critical and creative thinking that leads them to ethical service and leadership to their communities” (2). Service and its role in leadership are continuously emphasized in the document, in the academic program and in co-curricular programming. The strategic plan also notes, for example, that the “president and dean will work with members of the Augustana community, particularly alumni and neighbors, to identify and develop new ways in which Augustana will have a greater impact on the community, recognizing that the college must model the sort of engagement it seeks in its students” (13).

A specific future initiative that involves engagement with community is Pulse of the River, a new multicultural music festival to be held on Augustana’s campus in the spring of 2006. In collaboration with Quad Cities organizations such as the River Music Experience Museum and Gospel Sound Productions, this signature event will explore numerous genres of multicultural music as they relate to the Mississippi River. In addition to music performances, another key component of this event will be an educational component, bringing high school students to music venue workshops.

Service Learning and Community Service

We know that we can do more to transform community service into service-learning opportunities. At a glance, such a need might not be apparent, because Augustana students are more likely to be involved in the community than peer liberal arts institutions and all NSSE institutions:

Table 5.1
Student Extracurricular Community Service, 2003

	Augustana	All NSSE 2003	NSSE liberal arts category	
Participated in community service or volunteer work	First-Years	.87	.75	.82
	Seniors	.84	.66	.77

Responses to a 2-point scale: 0-No or Undecided; 1-Yes

Our students are less likely to have that involvement in association with an academic course, however as Table 5.1 shows:

Table 5.2
Student Co-curricular Community Service, 2003

	Augustana	All NSSE 2003	NSSE liberal arts category
Participated in a community-based project as part of a regular course	First-Years	1.33	1.46
	Seniors	1.49	1.63

Responses to a 4-point scale: 1-Never; 2-Sometimes; 3-Often; 4-Very Often

In the years ahead, we hope to shift the focus from service alone to service, engagement and learning. Following we share examples of interdisciplinary coursework that serve as models for a more engaged future. Given the evidence of positive impact of such courses, we know involvement can be more meaningful if developed through intensive learning experiences. We hope to encourage more such experiences through structures such as learning communities in the general education curriculum. Although our intentional use of service learning is just beginning, the Center for Vocational Reflection is committed to developing this important component over the next three years. In 2004, the college became a member of Illinois Campus Compact, a coalition of campuses “that bond together to actively engage presidents, faculty, staff and students to promote...civic development” and to encourage campus-community engagement. Campus Compact has put us in touch with resources and support to educate faculty members about how to include service learning in their classrooms.

CORE COMPONENT 5C – *Augustana demonstrates its responsiveness to those constituencies that depend on it for service.*

Augustana works efficiently with multiple constituencies, anticipating their needs for service. One of the goals articulated in the college’s strategic plan is to “strengthen ties with alumni and external constituencies and promote opportunities for students by conducting ourselves in a manner befitting a good institutional citizen” (38). We also are working to improve our responsiveness to existing and new constituencies by establishing national and community advisory committees, encouraging more engagement from our faculty, staff, student and administration with local organizations, establishing better ties with the City of

Rock Island, and using Augustana's NPR affiliate, WVIK, to reach out to the community through the arts and through other lecture programs. Through these new initiatives, the college will be in a better position to identify and respond to the needs of our constituents.

We try, through individual and institutional efforts, to support, strengthen and enrich our local community. Any overview of our involvement would include some of the following highlights. Augustana generated \$106 million in local economic activity in 2004, according to econometric research conducted by David Swenson at Iowa State University. We offered more than 240 public programs in the past year, most free, which drew more than 100,000 visitors to campus. Our students contribute more than 10,000 hours of voluntary service to the community each year and our faculty, administrators and staff participate in more than 180 local civic organizations.

Members of the Quad Cities community are involved in the Augustana Center for the Study of Ethics. The center is designed to encourage interaction between Augustana students and community leaders and specifically to invite discussion of ethics across the professions and in the business world in general. Community members include Augustana alumnus Mark Schweibert, mayor of Rock Island, and people in accounting, business, church, community service, education, government, health care, labor and law sectors.

While the majority of community relationships are good or excellent, there are members of the Rock Island community who have concerns about student disturbances and late-night gatherings in the neighborhoods close to the campus. The Dean of Students Office works with community members, neighborhood associations and the police to alleviate these problems. When residents complain to the police about large crowds of students, noise and/or disorderly behavior, local police file reports with the college. When those reports provide names, these students receive letters from the college informing them that continuation of unruly behavior could result in on-campus disciplinary procedures. From August 2004-May 2005, 24 students received such letters, and four students faced formal disciplinary action for disturbing neighbors at their off-campus property. In one recent case, a mediation session was set up between student renters and neighborhood residents to try to alleviate problems of late-night noise. When unfortunate incidents occur, we hope to strengthen community relationships by working through solutions together.

Collaborating with Educational Institutions

Augustana collaborates with other educational institutions in a variety of ways, both formal and informal. Examples of creative educational collaborations at the local and regional, national and international levels follow.

ASIANETWORK

*For more information
on the consortium, visit
www.asianetwork.org.*

The rise in prominence of Asia on the global stage is irrefutable. What's not so certain is the extent to which U.S. higher education has adequately equipped the nation's students with a functional understanding of the cultures, politics and markets of such ascendant powers as China and India. In 1992, a group of liberal arts colleges with an interest in Asia created a consortium called ASIANetwork to promote Asian Studies. Augustana is one of its charter members, which is not surprising when one considers the institution's history.

Augustana became one of the first American colleges to re-enter China following the watershed summit between Richard Nixon and Mao Tse Tung in 1972, restoring relationships which dated back to the beginning of the twentieth century. Augustana now has exchange agreements with two universities and offers numerous study opportunities for Augustana students and faculty.

These opportunities have grown in number and variety, as has the membership of ASIANetwork, now numbering more than 160 institutions. Dr. Van Symons, professor of history and former director of Asian Studies at Augustana, recently completed service as the consortium's executive director. In addition, ASIANetwork's administrative functions were hosted by Augustana from 1999 to 2005.

Local and Regional

Examples of local collaborations abound. Here we'll focus on CommUniversity and on collaborations with local and regional high schools, colleges and universities to enhance educational opportunities for minority students.

The CommUniversity program provides low-cost enrichment courses to Quad Cities residents in subjects that range from theology and the arts to philosophy and personal enrichment. Since 1979, thousands of Quad Cities residents have participated in this community program. The majority of academics who teach through the program come from St. Ambrose University and Augustana College. Augustana faculty have served as directors and teachers since the inception of CommUniversity, and the current president of the board is an Augustana faculty member.

The Office of Multicultural Services regularly collaborates with other local and regional colleges and universities to support a shared goal of enhancing educational opportunities for minority students. For example, in collaboration with Western University, Black Hawk Community College, University of Iowa, Scott Community College and St. Ambrose University, Augustana co-sponsors an annual program to acknowledge and celebrate the achievements of local high school minority students who are graduating. We also support and participate in Multicultural Day at Rock Island High School.

The education department has strong connections to area schools. Area educators serve as members of the Advisory Council, a committee that provides program policy recommendations to the Teacher Education Committee. The teachers and administrators on this council stress the importance of clinical experiences throughout the program and strongly endorse our pre-student teaching clinical experience model. Area educators have a voice in other ways, as well. As the college supervisors partner with clinical faculty in the development of our candidates, they ask for feedback on the preparation of the candidates.

In November 2004, Augustana initiated contact with Perspectives Charter School in Chicago. Perspectives is an open enrollment public school, so its student body reflects the economic and social challenges of inner city Chicago: 98 percent of the students are African American or Hispanic, 80 percent come from families whose incomes are below the poverty line, teachers' salaries lag behind the state averages. Nonetheless, Perspectives has had a graduation rate of 100 percent in each of the past three years, against a district-wide average under 60 percent. More remarkably, Perspectives has also achieved a 100-percent college-placement and attendance rate for its students.

After discussions with the school's founder and principal, Augustana committed to a partnership with Perspectives. We anticipate numerous benefits from the partnership, including strengthening the ability of Perspectives Charter School to continue effectively serving its students in the face of increasing budget constraints; strengthening the ability of Augustana to continue effectively serving its students by providing rich opportunities for both students and faculty to lead and serve in a diverse setting; and serving both sets of students by providing an entrée through which Perspectives students might eventually become Augustana students.

Augustana's initial commitments, for the period through August 2005, were 1) to create a shadowing program through which Perspectives students, at no cost, accompanied Augustana students for two days in April; 2) to open our scientific field stations for review by Perspectives science faculty; and 3) to host their annual faculty retreat and workshop, called Camp Perspectives. During that faculty retreat, Augustana students had the opportunity to participate in workshops on conflict management, the multicultural classroom and character-based education. Several other initiatives, including on-site and computer-mediated support by Augustana faculty and the appointment of a program coordinator, will be pursued in the near future.

National

As noted previously, we have formed a consortium, funded by the Teagle Foundation, of Midwestern Phi Beta Kappa schools that are highly selective, with 1,300-2,500 students. The schools will join forces to apply for grant proposals, institute new foreign study opportunities, share IT resources and offer faculty development initiatives.

International

Augustana offers students multiple foreign study opportunities and encourages student involvement. Information in previous chapters as well as the resource room lists the many foreign study opportunities, describing in depth Augustana's international study programs; foreign exchange programs; and programs for teaching abroad.

Transfer Policies and Mobility of Learners

The Quad City Chamber of Commerce conducted extensive research to ascertain the educational needs of Quad Cities residents. That study, entitled "An Assessment of the Higher Education Needs of the Quad Cities" indicates that young people in the Quad Cities area do not see Augustana as a likely option for them, either because they seek a more "practical" education or they believe they would not be able to afford to attend. We are working to address that perception while staying true to our mission.

We help local citizens earn college degrees through our sponsorship of the Quad-Cities Graduate Studies Center (the Grad Center). Augustana offered graduate degrees as late as the 1980s. Those degree programs were carefully tailored to support the needs and interests of local professionals, primarily educators, who were seeking continuing education credits. As part of that commitment, in 1969 we co-founded and housed the Grad Center, a not-for-profit organization that coordinates graduate and professional education courses from 12 different state and private Illinois and Iowa colleges and universities. The Grad Center's enrollment has steadily increased over the past decade, from about 2,500 students per year in the mid-90s to about 6,000 per year (albeit most of these take courses through distance learning). On average, the students enroll in two courses per year, giving the Grad Center a total enrollment of 82,000 since 1994-95. While we no longer offer courses through the Grad Center (and have no plans to return to any form of graduate education), we continue to house and support it, and the Dean of the College is a member of the Grad Center board.

Educational, Economic and Social Partnerships

Our faculty are involved in a number of organizations with shared educational, economic and social goals. On the local level, we will highlight examples of arts organizations, neighborhood associations and school boards. On the national and international levels, we'll highlight ties to associations of higher learning institutions, professional associations and to the ELCA.

Local

Augustana has ties to nearly all of the local arts organizations. Quad City Ballet Company collaborates with the orchestra and jazz ensembles; multiple faculty

members in art and art history have served on its board for years. Quad City Arts has a Visiting Artist Series in which Augustana hosts concerts, lectures and presentations on campus for our community and the community at large. A dozen music faculty members are involved with the Quad City Symphony Orchestra, which regularly performs in Centennial Hall. Finally, the new Figge Art Museum in Davenport has had much support from Augustana faculty on the regular Board and the Artists' Advisory Board, which is made of professional artists from the area who are charged with providing input and advice to the director, administrators, board and sub-committees of the museum on matters ranging from local and regional exhibitions to needs of the artists in the community.

Augustana faculty and staff also are heavily involved in neighborhood associations and local school boards, coming together to support the local community. One geography faculty member, for example, served as vice president and had a long association with a volunteer organization that restored abandoned neighborhood houses in Rock Island. Currently he is president of the Rock Island Economic Growth Corporation. Faculty offered extensive staff development workshops for teachers in the areas of mathematics and reading/language arts; co-developed and presented a six-part Literacy Academy for elementary school principals; conducted a faculty-student research project that examined the attitudes of students at risk for failing or dropping out at both the junior high and high school level; and worked with the Rock Island School District in the curriculum design of the new primary and intermediate Rock Island Academy Schools which opened in fall 2005.

State and National

Augustana participates in important college and university associations with shared goals, such as the Associated Colleges of Illinois, Council for the Advancement and Support of Education, Federated Colleges of Illinois, Council of Independent College; the college also is a member of The Annapolis Group, an organization of the hundred leading national independent liberal arts colleges which comes together to share mutual interests and information. The Annapolis group works cooperatively and collectively to promote greater public understanding of the purpose and goals of a liberal arts education.

Evangelical Lutheran Church in America (ELCA)

Augustana College's relationship with the Evangelical Lutheran Church in America (ELCA) is central to the strategic mission of the college. We provide office space to the Northern Illinois Synod, and the Synod Assembly is held on campus each June. The ILLOWA Lutheran Coalition, a joint venture of the 37 Quad Cities ELCA congregations, also maintains an office on campus. Their monthly clergy luncheons are held in our College Center, as are monthly con-

tinuing education events. The college sponsors worship for all ILLOWA congregations every year on Ascension Day.

Augustana participates in the life of the ELCA in numerous ways. Four major examples of various types of engagement follow. First, Augustana faculty and administrators are involved in Lutheran associations and participate in annual events sponsored by the Division for Higher Education of the ELCA. For example, a member of our English faculty attended the 2004 Harvard convention of the Lutheran Academy of Scholars; each August, Augustana sends representatives to the Vocation of a Lutheran College Conference; a variety of administrators look forward to the annual gatherings of professional colleagues from the other ELCA colleges; and the president, dean, dean of students, and chaplain participate in the annual gatherings of their ELCA peers. These events provide an opportunity for networking and for comparing notes with professionals at similar church-related institutions. Second, Augustana is a member of the Lutheran Educational Conference of North America (LECNA), which has done research to support joint marketing efforts by Lutheran colleges and universities. Third, *Intersections*, a journal published by the ELCA Division for Higher Education which looks at relationships between the ELCA and its colleges, is now hosted by Augustana. Finally, in partnership with the Northern Illinois Synod of the ELCA and its predecessors, Augustana has helped educate talented young persons from church communities in developing nations around the world. Most recently, this includes Pamela Maeda '05 of Tanzania; perhaps most notable is Daniel Tsui '61 of China, the winner of the 1998 Nobel Prize in Physics.

Augustana's many partnerships reportedly are valued by the constituencies addressed.

CORE COMPONENT 5D – *Internal and external constituencies value the services Augustana provides.*

Much evidence demonstrates that our constituencies value our services, and they regularly engage the college in conversation about how those services might be expanded.

Evaluation Involves Constituencies Served

We carefully gather information about the ways in which students and employees perceive the college. Those data are gathered both centrally through the dozens of instruments administered by the Office of Institutional Research and locally through the efforts of virtually every individual administrative program. Summary descriptions of those and similar reports suggest that student satisfaction at Augustana is quite high. The Survey of Graduating Seniors, Spring 2004 report detailed responses to questions of satisfaction with college services and

programs. Students' overall satisfaction averaged 4.28 on a 5-point scale, and compared to other private colleges, Augustana students rate greater satisfaction in 25 out of 29 categories.

A great many external constituents value the services provided by Augustana students, faculty and staff. Many students do field work or have clinical experiences in off-campus locations. For example, the psychology department's clinical experience course (PS490) introduced earlier in this chapter enables students to work within a human service organization to test out and apply what they have learned in the classroom. Every student is evaluated by the organization to which he or she is assigned. The Communication Sciences and Disorders Assessment Updates indicate results of evaluations of clients using the services of the Center for Communicative Disorders: for the 2002-03 school year, all of the clients who returned the evaluation (68 of 151) agreed or strongly agreed that they were pleased with the speech-language services provided at the Center.

Positive Impact of Service Programs

In July of 2004, faculty members were asked to list the community organizations in which they were involved. Organizations regularly call on Augustana for volunteers because history has demonstrated that our students, faculty and staff are responsible and task-oriented.

Civic and business leaders seem to value Augustana's workforce development activities. The Augustana Research Foundation, mentioned in chapter four, promotes, underwrites and administers research projects involving both professors and students, and they do research for the community at the community's request.

Some workforce development initiatives represent creative contributions to specialized disciplines. For example, geology faculty contribute significantly in partnership with the Illinois State Geological Survey (ISGS) to facilitate a continuing education course in earth science aimed at K-12 teachers. A group of 20-25 local teachers participate annually in the program, which includes a crash course in geology, complete with lab exercises, group activities, take-home materials such as maps and posters, and field trips to local geological sites such as gravel pits, parks and a quarry. The Rock Island Regional Board of Education oversees the credit that teachers receive. Similar programs are conducted around the state, but reportedly the ISGS staff view the program at Augustana as one of the best and most effective.

Activities and Programs Open to the Public

At all levels, Augustana opens its doors to the community. The new Dahl President's Home, for example, is both residence and gathering place. The president is a member of the Chamber of Commerce board, and the board meets at his residence. An open house for Quad Cities neighbors was recently held at the

residence, and the president already has hosted multiple faculty discussions and campus-initiated fundraising events at the residence.

The college routinely hosts more than 110,000 visitors per year, exclusive of prospective students and their families. They come for summer camps, film festivals, speech and cardiac therapy, planetarium shows and genealogical research, among a host of other opportunities. Ticketed cultural events drew 12,000 visitors in 2003-04 and another 34,000 attended events that allowed them to visit our art museum gallery in Centennial Hall. Those visitors include students from Cornell and Black Hawk colleges, and from area high schools such as Rivermont Collegiate and Sherrard High School.

The following are a few examples of Augustana's active engagement with the community.

The Fryxell Geology Museum, founded in 1929, houses one of the largest and finest collections of rocks, minerals and fossils in the Midwest. It serves a large and varied audience including students of biology, geology, community school groups and other education sectors and tour groups. Each year, the museum hosts school field trips for 3,500 K-12 students from 75 local schools, often in conjunction with programs at the adjacent John Deere Planetarium. In addition to the school groups, the museum annually serves 3,000 adult visitors. All visits are provided free of charge.

The John Deere Planetarium hosts 10,000 visitors annually. Built in 1969 with support from the John Deere Foundation, it provides permanent displays, including a 556-pound iron meteorite from the Barringer Crater in Arizona, and year-round instrumentation which simulates the sky regardless of weather conditions.

Our facilities are regularly used by other groups for free or through a rental agreement. Athletics is one prime example. Alleman High School, located just two blocks from campus, plays some basketball games in the gymnasium that draw up to 1,000 fans and uses Ericson Field for its home games, which draw as many as 1,500 community members. Local high school tournaments are routinely played in PepsiCo Recreation Center, and we allow use of the Carver facility is used for selected high school functions, including invitational events such as the Illinois-Iowa boys' high school basketball shootout, an all-day affair with an average attendance of 1,000 for each of five games.

Augustana truly is engaged with its many constituents.

SUMMARY

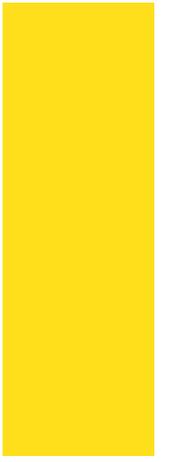
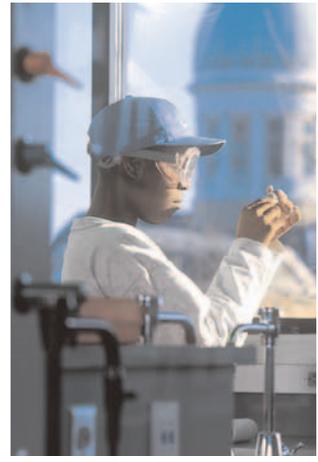
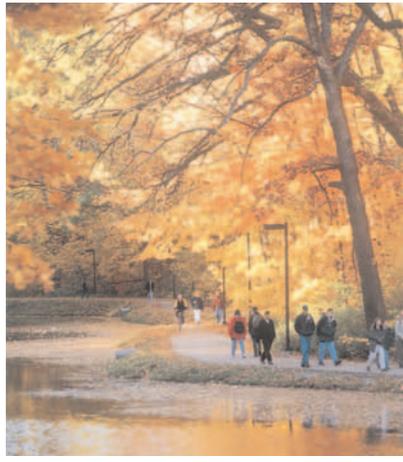
Augustana meets the Service and Engagement Criterion. We recognize multiple constituencies, and both quantitative and qualitative evidence demonstrates that our constituents value the services Augustana provides. We use assessment data to learn of the changing needs of constituents, and we persistently seek ways to better serve all those within the Augustana community and others

beyond the campus. As a Lutheran college, we take it as a key part of our mission to engage the community, modeling the engagement we hope our students pursue in their lives.

Augustana encourages students to act counter to a culture that encourages disconnection from society. In discussing the many studies reporting on Americans' sense of disconnectedness from their communities, Robert Putnam asserts that "Americans are right that the bonds of our communities have withered, and we are right to fear that this transformation has very real costs. The challenge for us is not to grieve over social change, but to guide it" (*Bowling Alone*, 402). At Augustana, service and engagement are a rich part of our community. Augustana's mission and plan for the future challenges faculty in particular to guide students in rigorous discussion and purposeful action because we believe responsible education can help build meaningful living and a better world.

Some areas that require sustained or renewed attention are the following:

- Engagement with staff members should be strengthened. Augustana's goal to become "an employer of choice" should be guided by systematic and regular input from Augustana's non-academic employees, in particular from its hourly workers. Strengthening connections with staff will improve communication and satisfaction in multiple arenas.
- Attaining a diverse faculty and student body is both a challenge and a goal. Recommendations that stem from a study of our service and engagement include monitoring students' awareness of our diverse world, and their attendant recognition of the value of learning about diverse peoples. With funding, additional attention devoted to recruiting diverse students could be considered, as well as strengthening support structures for our current students, such as international students.
- While Augustana students are more likely to be involved in the community compared to peer institutions, they are slightly less likely to have that involvement be initiated by or integrated with the curriculum. Consequently, we will assertively consider ways to integrate local, regional and global engagement or civic participation with scholarly activity. The Senior Inquiry program proposed in our strategic plan offers possibilities for meaningful scholarly engagement with the community.



CODA

Tradition and Transformation

CODA: TRADITION AND TRANSFORMATION

We end this self study by reflecting on change on our campus. As we have indicated throughout, the last ten years have seen remarkable growth at Augustana: we have undertaken major curricular reform and created an innovative new general education program. We have welcomed a new president, who has led our efforts to draft a visionary strategic plan. Under the provisions of that plan, we have increased expectations for excellence in both pedagogy and scholarship, begun the early building phases of a new master plan, and initiated a comprehensive campaign of critical importance to our ambitions. We are beginning implementation of Senior Inquiry, the major programmatic goal of the strategic plan, and we are expanding an international study program that has long been a strength of the college. We are building on our successful efforts to assess student learning across the campus, and we are initiating program review for academic departments. How will we sustain both tradition and transformation? How will we maintain balance amidst these multiple conversations and commitments, especially in view of the further aspirations of the strategic plan?

The answer lies in our history. We will do as we have since our founding by continuing to cherish dialogue and debate as critical components of progress and change. Together, we will nurture the energy and imagination that have brought us to this dynamic moment. We will continue to plan and set priorities with care, ever keeping in mind the central expression of our identity, our mission:

Augustana College, rooted in the liberal arts and sciences and a Lutheran expression of the Christian faith, is committed to offering a challenging education that develops qualities of mind, spirit and body necessary for a rewarding life of leadership and service in a diverse and changing world.

Interconnections

Our self study process has led us to discover the ways in which the multiple interactions of the five criteria help to demonstrate the strengths of the college. In keeping with the Higher Learning Commission's "cross-cutting themes," we have found that our college is profoundly focused on the future, driven by mission, cognizant of social and economic change, and aware of the future of our constituents.

Augustana is a future-oriented college driven by a mission that has support across our campus. Throughout the college, we plan for the future, anticipating new social and economic trends and anticipating as well not merely how such trends will affect the college but how they will impact all of our constituents, especially our students. We have undertaken this self study at a time of significant change for the college, integrating the process with the development of our strategic plan, *Authentically Augustana*. The documents complement one another, and our self study exemplifies our future orientation: through the self-study process we have determined the specific opportunities and challenges before us.

Augustana is focused on learning for all of our constituents. Among our faculty, we have nationally known experts in the assessment of student learning. We support scholarship in all its forms, including the scholarship of teaching and learning. And we expect our new Senior Inquiry program to help us encourage our students to become lifelong learners by engaging them in the very sort of inquiry we support for faculty.

Augustana College serves the broader community as a connected partner and citizen. The theme for Senior Inquiry is “Inquiry for the Common Good,” suggesting the connection we see between the academic program and community. We seek multiple connections with society, increasingly encouraging engagement through service learning. Our collaboration with Perspectives Charter School in Chicago demonstrates our sense of commitment.

Ours is a distinctive community. Our mission is clear and focused: we have not sought to expand beyond the core identity that has always been with the college. We seek to be more diverse in all that we do—in our faculty and student body, in our staff, in our student life programming and in our curriculum—in part because a commitment to diversity is a unique component of our Lutheran heritage. Faculty and staff alike model the reflective lives we hope that our students will lead through active self-reflection such as we have demonstrated in this self study.

Findings of the Self Study

Abundant evidence demonstrates that Augustana College meets the criteria of the Higher Learning Commission for continuing accreditation. In the following pages, we will summarize this evidence and the findings presented in this self study.

Criterion One requires that Augustana operate “with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.” Augustana has a clearly articulated mission expressed throughout our mission documents that unifies our constituents and provides guidance for the future of the institution. We will build the future of our college on a strong tradition of which we are proud that extends back to our Swedish Lutheran founders. Our new vision—expressed in *Authentically Augustana: A Strategic Plan for Premier*



*Daniel Tsui, Arthur LeGrand Doty
Professor of Electrical Engineering,
Princeton University*

TRADITION AND TRANSFORMATION: A PROMISE

In 1951, a 12-year old boy arrived in Hong Kong from central China. He'd been sent on this precarious journey by his parents, who wanted him to join two older sisters who were working with Lutheran institutions in Hong Kong. The Augustana Synod had been active in central China from 1905 to 1950, when the Chinese Civil War and its aftermath forced it to leave. The boy's sisters had been part of the relocation from central China to Hong Kong.

By the time he was in his teens, it was clear to leaders of the Augustana Association in Hong Kong that this promising young man needed a top-flight college education. With funds raised partially by Augustana students, Dan Tsui was brought to the college, where he graduated in just three years with a major in mathematics.

After Augustana, Dan Tsui's remarkable career included work with two other researchers which led to the discovery of a phenomenon known as the Fractional Quantum Hall Effect. This, in turn, led to the Nobel Prize in Physics being awarded to Dan in 1998—an achievement celebrated on campus with the Daniel Tsui Laboratory in Augustana's Science Building.

No one person should be an emblem for a college, but Dan Tsui might be held as a promise for *this* college. His story incorporates ideals and aspirations for Augustana as it looks to its future. His is a story of globalism, of old relationships flourishing in new forms, of a community which defines itself beyond the bounds of a campus, and of a dedication to higher goals and extraordinary accomplishments. In short, it's a story of tradition and transformation, and Augustana would do well to hold it as an inspiration for the work ahead.

Liberal Arts College—clarifies and refreshes our original mission, without straying from it. We are confident in our ability to achieve the ambitions of our strategic plan.

In the coming years, we will work to address important concerns that have been articulated through the self study process. We will, for instance, continue our work to clearly define roles for faculty, staff and administrators as we work to attain our strategic goals; in particular we will clarify the expectations of the tenure process, which are once again undergoing change. We will likewise continue our important work to increase diversity in our student body, faculty and staff, to better reflect America's rich diversity and, so, to provide a greater learning experience for all our students.

Criterion Two requires that the college's "allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges

and opportunities.” Augustana maintains a longstanding commitment to planning in a data-rich environment, and data are generated by multiple sources. Indeed, the development of both the strategic plan and this self study was driven by data. We are committed to making decisions in a transparent environment. We have set challenging benchmarks to guide us toward our new goals, and we are confident of our success in achieving them.

Our faculty, administration and staff are dedicated to the mission of educating our students to be prepared for lives of leadership and service in their communities. We have a beautiful campus with many new and refurbished academic and residential buildings, equipped with the latest technology to enhance the learning atmosphere. Our increase in student enrollment enables other goals of our strategic plan.

We are eager to address the concerns that this self study has helped us to identify. Early indicators—among them an improved financial rating, strong support for the capital campaign, enrollment goals well ahead of schedule—reveal that we are making strong progress toward the critical financial goals of the plan; success there will be essential to the success of our ambitions. We will need to ensure that we continue to build our relationship with our alumni, encouraging graduates to maintain their connection to the college.

Criterion Three requires that the college “provides evidence of student learning and teaching for each educational program and makes effective assessment possible.” The Augustana community is committed to the development of innovative and effective teaching, as demonstrated by our extensive efforts to assess learning and teaching at both departmental and institutional levels. In the last ten years, our faculty has created an innovative general education curriculum and built an increasingly valuable assessment program. In leading the successful effort to create a new consortium of liberal arts colleges, we hope to contribute to the development of assessment models that will benefit all in academe. We provide an abundance of resources to support teaching and learning, most notably our successful information technology department, our library and the Reading and Writing Center.

Our self study has identified key areas where we will improve our efforts. While our commitment to the assessment of student learning is widespread, we will continue to encourage departments to more consistently implement their plans and to apply assessment data to the improvement of student learning. We will provide strong encouragement and resources for those programs lacking strong assessment efforts. We will build on our work with the Teagle consortium to encourage multiple instruments for indirect and direct course-level assessment of student learning. We will provide resources necessary for support programs such as the library as our student body grows and the curriculum develops a greater emphasis on inquiry and research.

Criterion Four requires that Augustana promote “a life of learning for its faculty, administration, staff and students by fostering and supporting inquiry,

creativity, practice, and social responsibility in ways consistent with its mission.” Our strategic plan substantiates and extends our commitment to a life of learning for all of our constituencies. Official documents demonstrate our commitment to academic freedom for all in our community, and we utilize all available resources to foster a life of learning. We devote a larger percentage of our budget to instruction and academic support than peer and stretch schools. The new AGES program encourages students and faculty alike to extend learning beyond a single discipline; AGES models a liberal arts education in placing disciplinary knowledge within the broad context of multiple ways of knowing.

We encourage open inquiry across the campus and throughout the curriculum, especially with the development of Senior Inquiry, our new capstone program. We have a talented, creative faculty who are outstanding teachers and scholars for whom teaching and learning are always of foremost importance. Augustana values faculty and student responsibility in the acquisition, discovery and application of knowledge.

In the next years, we will ensure that our policies and procedures actively support the open, unfettered inquiry to which we are committed. As we increase expectations for faculty scholarship, we will ensure that new faculty understand our expectations. As the AGES program develops, we must ensure the broadest commitment of faculty and likewise ensure that students understand the critical nature of the program to all of the work they do at Augustana. We will continue to promote dialogue on the nature of faculty work as the college moves toward the aims of the strategic plan, recognizing that we ask a great deal of our faculty at the present time. And we will continue to define the principles of academic integrity for all in our community.

Criterion Five requires that “Augustana identifies its constituencies and serves them in ways both value.” We recognize multiple constituencies, and evidence demonstrates that our constituents value our services. Augustana encourages students to engage fully in the life of society as servants and leaders. Service and engagement are a rich part of our identity as a college, and we believe responsible education can help build a better world.

Our self study has demonstrated several concerns that we will address. We plan to increase our engagement with staff so that we will become an employer of choice guided by systematic and regular input from non-academic employees. We will seek to nurture all forms of diversity on our campus. And we will continue to engage our students in integration of their academic work and active commitment to society.

A Life of Learning

We have undertaken this study to learn just what we have accomplished at Augustana College and how we will improve. In “The American Scholar,” Ralph Waldo Emerson writes that colleges best serve society “when they aim

not to drill, but to create; when they gather from [a]far every ray of genius to their hospitable halls, and, by the concentrated fires, set the hearts of their youth on flame” (59). This is just what we have always sought to do at Augustana College—to set our students’ hearts afire with a passion for learning—and with our ambitious goals before us, our hopes are great for the students here today and for those who will come to us in the generations ahead.

ENDNOTES

1. This and subsequent paragraphs on Senior Inquiry come from a document approved by the Educational Policies Committee and the Faculty Senate in January 2006 and included here as Appendix D.

2. We have responded to the team's concerns with additional changes, as well. The creation of the Honors Director brought greater focus to the program, for instance. From 1997-2000 the director position was filled by faculty members with release time. After 1998, the program has been run by an assistant or associate dean in the Office of Academic Affairs. In addition to restructuring the curricular offerings, the honors director reconstituted the Honors Committee and clarified its membership and function. In 2004, the position of honors director again was awarded to a faculty member who receives release time for this work.

The Honors Program has been guided by a clear vision of its purposes and desired outcomes. The creation of Logos is instructive. The faculty planners drew on the qualities they saw as central to Foundations. These include addressing fundamental questions about human existence and knowledge; pursuing interdisciplinary study; reading and discussing challenging "classic" and contemporary texts; and modeling engaged, open, and fair-minded discussion and exploration. Through frequent class discussion and rigorous writing and speaking assignments, the Foundations faculty seek to encourage students to improve their writing, speaking, and critical thinking abilities and to gain confidence in their ability to explore and express their reasoned ideas. Most importantly, in keeping with the college's promise to test and shape student's moral and ethical commitments, our honors courses focus upon ultimate questions of existence and meaning.

These goals are set forth in various documents: the honors brochure sent to prospective students, the Honors Program web page, the calls for honors faculty, the Capstone Tutorial Guidelines, the Frequently-Asked-Questions document shared with faculty interviewers, the presentations at Orientation Weekend meetings with the incoming honors students, and, of course, the materials used in the honors courses themselves. With the recent decision by the dean's office to extend formal assessment beyond only departments or programs that offer a major, the Honors Committee, in consultation with the Assessment Review Committee, has begun crafting more specific learning outcomes to guide assessment. Currently, the new director of the honors program is attempting to identify those assessable goals and objectives that distinguish this program from the AGES program. The next step will be to design the mechanisms to collect and use the data for meaningful assessment.

3. Other efforts include:

- College policies and procedures for harassment issues have been added to the orientation program for all new faculty each year.
- The student handbook, *Inside Augustana*, and the attendant website maintained by the Dean of Students Office, directly address the exact nature of harassment and assault. Both resources give detailed instructions on reporting such activities and are updated regularly.
- Student Services workshops on assault and harassment take place in the residence halls each year and are well-attended.
- The new student orientation program includes "Sex Signals," an hour-long program in which males and females stage a variety of complex sexual encounters that students might experience. They interrupt the enactment to solicit responses and questions from

the student audience. This program—which is attended by virtually all first-year students—has been in place for three years and has been well-received.

- The college-wide community convocation series, a Thursday morning event during which no classes are scheduled and for which staff are permitted to leave work, features at least one speaker each year who addresses issues of sexual justice and conduct. In 2005-06, for instance, the college will host sociologist and author Gail Dines, who will address how images of violence against women affect the way we think about ourselves as males and females, as sexual beings and as potential victims and victimizers.
- “Sexual misconduct” posters are prominent in all academic buildings and residence halls. The posters state the college’s policy, explain what conduct is forbidden, and provide contact information for the appropriate college officers. The posters have generated substantial student response and we have used those responses in redesigning subsequent versions of the posters.

4. In addition to these three central documents, we considered the following documents in our mission. A document qualified if it was adopted by joint action of the faculty, administration and Board of Trustees or, if it was universally distributed to at least one of the college’s major constituencies. Examples of documents which meet the first criterion are:

- *Faculty Handbook*;
- *10 Promises*, an admissions marketing brochure that has been in circulation for the better part of a decade, is shared with every prospective student and begins, “In these pages, we’ll tell you exactly what we’ll do for you and equip you to do for yourself—at Augustana”;
- *Augustana College Catalog*, updated on a one- to two-year cycle, the catalog is shared with prospective faculty members and student and begins with a section entitled “About Augustana”;
- *Inside Augustana*, updated annually, the student handbook is shared with all students and
- *Augustana.edu*, the college’s website, a recent search of which revealed more than 400 references to “mission.”

5. The Director of Institutional Research has held the post since the office’s founding and reports to the Dean of the College. Our most recent data collection initiatives focus on matching our data against four sets of peer or near-peer institutions. These sets are: the stretch group—seven colleges with similar profiles but resources superior to ours; the peer group—seven colleges with profiles and resources comparable to ours; the Midwest Consortium—five colleges with whom we’ve formed a cooperative relationship, and the five other Phi Beta Kappa schools affiliated with the ELCA.

6. The Lawlor Group (admissions); Carnegie Communications (marketing); Studio/Lab (visual identity); Purple Monkey (website); Noel-Levitz (financial aid); Security/Risk Management Consultants (campus security); Ruffallo, Cody, and Johnson, Grossnickle and Associates (capital campaign); BLDD and Sasaki groups (master planning); Dr. Joseph Brockington of Kalamazoo College (international programs).

7. In all comparative data, Wheaton (Ill.) is the comparison school.

8. CUPA-HR (College and University Professional Association for Human Resources), AAUP (American Association of University Professors), ACI (Associated Colleges of Illinois), and Associated Employers (a division of MRA—The Management Association, Inc.).

9. We continue to explore why the CSS and HEDS comparisons yielded inconsistent results.

10. In addition to internal assessment of departments, three departments (chemistry, education and music) undergo regular review by external agencies. While the assessment information gathered for these reviews is almost certainly used by the departments in question, the information is not systematically gathered by or used by others.

11. Since 1984 Augustana College faculty have had the option of incorporating a formal course evaluation system in their classes. From 1984-1989 the college purchased use of the Illinois Course Evaluation System (ICES) through the University of Illinois. The system is a cafeteria-style system with two “global” prompts included on all forms. Though useful, the system was expensive and turn-around time did not facilitate timely course modification.

In 1990 the faculty agreed to let a member of the psychology department develop an alternative system for use on campus. That system became known as the Augustana Course Evaluation system (ACE). This model was a factor analysis questionnaire containing 24 items consisting of five factors including a “general evaluation,” “clarity,” “appropriateness of work,” “evaluation of writing,” and “pace and difficulty of the coursework.” The system had been administered, researched and maintained by the same individual who developed it in 1990. Between 1990 and 1996, use of the system steadily increased to the point that to many it appeared to be a *de facto* required element in the tenure process. Since the system was used widely by tenured faculty and by nearly all probationary faculty, concerns regarding the normative base caused the administrator in 1996 to formally request that the faculty vote to require its use by all faculty for one year for the purpose of establishing accurate campus-wide norms.

12. Both the CSTL brown bag lunches and TRAC sessions described above have been used to promote best practices on campus. In addition to a presentation by one of our Carnegie scholars, CSTL brown bag sessions also have covered topics like using problem-based learning. TRAC sessions have included discussion of international learning opportunities, fostering effective classroom discussions and service learning.

13. A number of other smaller centers, some endowed and some supported by ongoing alumni contributions, further enrich this dialogue. These include the Center for the Study of Ethics, the Freistat Center for Studies in World Peace, the Institute for Leadership and Service and the annual Celebration of Learning.

14. Such as a Colorado professor’s remarks about the victims of the September 11th attacks, the censure of a Harvard president on the basis of statements about women in the sciences, the renewed charge that college campuses are dominated by a liberal bias which restricts the freedom of expression of conservative-minded students and the resurgence of creationism (or intelligent design) in opposition to the theory of evolution.

15. All references to the *Faculty Handbook* signify the summer 2003 draft, which was ratified by the faculty in spring 2005.

16. The college does, however, place limits on some types of advertisements: for example, ads for alcohol, services which provide prewritten essays and papers and competing undergraduate institutions are prohibited. Students themselves have decided to reject certain types of content, such as advertisements for self-published books that deny the Holocaust.

17. These numbers reflect the portion of salary equivalent to the number of classes from which the faculty member is released rather than actual dollars spent to replace those classes. The college will need to track the latter as the number of sabbaticals increases.

18. In actuality, due to an increase in the number of project proposals in 2004-05, the Office of Academic Affairs increased funding budgeted for 2004-05 from \$11,500 to \$15,500, to achieve an 80 percent approval rate for the total of \$19,429 requested by approved projects.

19. To these important dialogues, the Faculty Senate has added the question of whether to change Augustana's calendar from our present term system. A task force is considering possible options and will report back to the Faculty Senate in the latter half of the 2005-06 year. Calendar change is a perennial issue for the Augustana faculty, perhaps because of the relative rarity of our term system, and past debates on the subject have been robust. Senate debate suggests that senators were persuaded to proceed with the conversation because the question of calendar—which bears on student learning, student research, faculty research, faculty load, advising load, length of sabbatical and international study—needs to be answered at a time when the college is considering other changes affecting each of these areas.

20. A number of departments and programs offer or require a research project or capstone experience for their graduating seniors involving an independent research project, a presentation, a performance or an exhibition. Currently, the formats vary from required independent study projects not tied to a class, to two and three course sequences involving a research course and resulting in a juried project. Geography, a pioneer at the college with respect to capstone experiences, is an example of the latter model. Geography majors are required to take five methods courses terminating with a one-credit seminar on geographic research to guide student preparation for an original research project followed by a three-credit seminar in which students complete and present their work.

21. Although self-report surveys provide subjective data, research indicates that they produce valid findings if appropriately applied. For interpretive purposes, the college has normed most of this data against peer/representative and/or nationwide sets of institutions.

22. The study cautions that neither set represents a true "peer" group for Augustana and that age differentials make certain comparisons difficult or meaningless.

23. The president of the Teagle Foundation discussed the study on his web page:
<http://www.teaglefoundation.org/president/essays/20041213b.aspx>

24. Augustana's departments use multiple approaches to such assessment including one or more of the following:

- follow guidelines established by professional organizations (accounting, biology, business internships, chemistry, classics, communication sciences and disorders, education, music, pre-med and health-related pre-professional programs, psychology and the Reading/Writing Center). The scientific disciplines in general have established professional criteria to guide them. Chemistry offers an American Chemical Society approved degree in chemistry and a non-ACS approved chemistry degree, which is nearly identical, except it doesn't include a student research project in chemistry (CH452 & CH453) and an advanced course in inorganic chemistry (CH421) and physical chemistry (CH363). The chemistry degree follows

the “Undergraduate Professional Education in Chemistry Guidelines and Evaluation Procedures” as published by the American Chemical Society Committee on Professional Training. Classics used the Illinois State Board of Education Content-Area Standards for Latin in developing its capstone senior seminar. Communication and Speech Disorders follows criteria established by several professional bodies: 1) American Speech-Language-Hearing Association (national certifying and governing body of speech-language pathologists (SLPs) and audiologists (Auds) practicing in the U.S.), 2) Illinois Speech-Language-Hearing Association (state licensing and governing body of SLPS and Auds practicing in IL), and 3) Illinois State Board of Education (state board that sets standards for SLPs and Auds practicing in the IL public school system). The program in Education necessarily defines its curriculum content and requirements strictly in terms of the Illinois State Board of Education mandates. English has very carefully oriented its Language Arts (teacher training) major to NCATE and NCTE standards. Music adheres to guidelines of the National Association of Schools of Music. Psychology curriculum references the American Psychological Association statement on undergraduate goals and objectives. The Reading-Writing Center has developed its program in reference to the criteria and standards in NCTE (National Council of Teachers of English), WPA (Writing Program Administrators), CRLA (College Reading and Learning Association) and for general philosophy and development (no professional standards per se) IWCA (International Writing Centers Association). Common pre-requisites for Pre-Med programs outlined at the website <http://www.aamc.org>. The Pre-Optometry program refers to adviser information found at www.opted.org;

- establish an oversight board of directors (the Augustana Research Foundation, Career Center–Internships, geology, and pre-med and health-related pre-professional programs);
- invite periodic program review by outside examiners (Asian studies, chemistry, philosophy and psychology);
- survey alumni and/or track advanced degrees or employment (accounting, business administration, art and art history, chemistry, communication sciences and disorders, economics, English, geography, geology, history, mathematics, music, physics and astronomy, psychology, religion, sociology, speech communication, and theatre arts);
- survey seniors at graduation or students after practicum (Asian studies, education, English, German, honors program, Career Center and business internships, mathematics and computer science, religion, and Spanish);
- assess discipline-based knowledge and/or skills by exam at graduation or embed assessment items in regular coursework (accounting, art and art history, biology, business administration, chemistry, communication sciences and disorders, economics, education, English, geography, geology, philosophy, political science, psychology, sociology, and theatre arts);
- assess knowledge and skills by means of capstone project, presentation or performance (Asian studies, chemistry, classics, communication sciences and disorders, English, geography, geology, German, history, honors, mathematics and computer science, music, philosophy, political science, psychology, religion, sociology, Spanish and speech communication);
- maintain and assess student portfolios or assess a sampling of student work (art and art history, Asian studies, classics, economics, education, English, geography, geology, German, history, physics and astronomy, political science, psychology, religion, sociology, speech communication and theatre arts);
- employ outside assessment of student outcomes or performance by independent examiners or practicum sponsors (classics, education, internship programs, philosophy, speech communication, sociology and theatre arts).

25. In summer of 2004, the Assessment Review Committee began a study of a sample of syllabi solicited from across campus for spring 2003-04. Among other things, the syllabi received were rated on the question, "To what extent does this course appear to set forth a thorough explanation of plagiarism / academic honesty?" Raters found that, on a scale of 1 (not apparent) to 5 (very explicit and evident), the mean score was 2.18, which was somewhat lower than a 2.5 indicating (evident but not explicit).

26. Effort in this area is evidenced by the inclusion of the City of Chicago's public and charter schools as targets for recruitment in addition to Chicago's surrounding suburban areas; attendance at college fairs dedicated to under-represented student populations such as that sponsored by the 100 Black Men and Associated Colleges of Illinois organizations; the 2004 co-sponsoring of the first annual Multicultural Weekend for 13 visiting students of color, primarily from the Chicago and surrounding areas; the development of the Leadership and Cultural Diversity scholarship program which provides funds for incoming students of color who show promise in academics and leadership; and collaboration with campus-wide constituencies to seek answers for improving the recruitment, retention and climate for under-represented students on our campus.

27. The Catholic Organization for Religious Experiences, Fellowship of Christian Athletes, InterVarsity Christian Fellowship and the Alliance for Islamic Awareness.

28. The Alumni Relations Office works with volunteers throughout the country. Key areas for alumni gatherings include Chicago, the Quad Cities, Rockford, Ill., Peoria, Ill., Minneapolis, New York, Washington, D.C., St. Louis, Denver, Naples, Fla., Seattle, Phoenix, Dallas/Houston, Los Angeles, Cincinnati and Columbus, Ohio. The Alumni Relations Office supports the tours of the Augustana Choir and the symphonic band each spring by hosting receptions before or after many of the concerts. In spring 2005 alone, the Alumni Relations Office hosted 10 receptions following concerts in Illinois, Virginia, Massachusetts, and Washington, D.C. During our new president's first year, the Alumni Relations Office hosted 31 events throughout the country to introduce him to alumni.

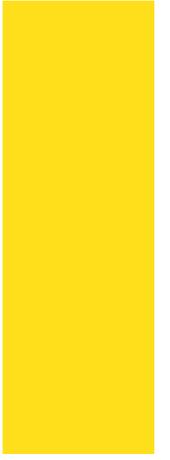
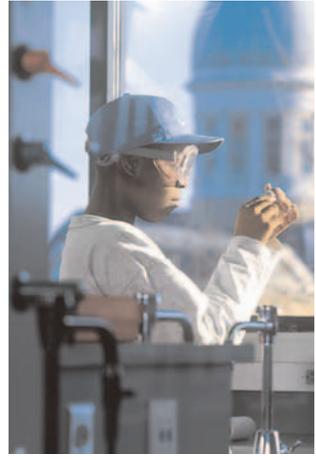
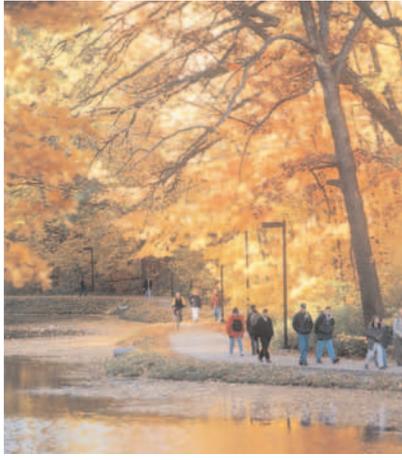
29. Augustana initially invited these five colleges and two others—Allegheny and Washington and Jefferson—to a discussion of the possibility of forming a consortium; the principal investigator of the Teagle grant is Augustana's Associate Dean for Grants and Assessment.

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Appendices

APPENDIX A

THE SELF STUDY: PROCESS AND PRODUCT

Augustana recently has had a number of opportunities to engage in healthy self-reflection. The movement toward ongoing assessment has matured, spurring a three-year conversation that led to a thoroughgoing revision of our general education program. We have completed our first formal strategic plan, which occasioned input from literally thousands of interested parties. And we have created our first integrated marketing plan, the creation of which involved extensive reviews of our perceptions of ourselves and those of outside parties. In those investigations, we discovered and addressed—or, are addressing—a variety of deficiencies and challenges. But we have discovered, even more, a host of strengths which we have underplayed or overlooked.

All of this introspection and ambition culminated in the self study undertaken for the Higher Learning Commission. In 2003-2004, the Office of the Dean of the College surveyed faculty, collected evidence, and prepared for the work of the self study. In the summer, the dean's office, in preparation for the later work of the Self Study Committee, reviewed the Higher Learning Commission's (HLC) new criteria and drafted a list of resources that might be tapped to address each criterion, core components and evidence. The office also solicited feeder reports from all academic, administrative and facilities departments, as well as all necessary documentation to support the review process. These materials were housed in a resource room to facilitate self study research.

The development of the self study began in earnest in the spring of 2004. In July of 2004, the new dean selected a faculty team to lead the process: Michael Finnemann, Professor of Spanish; Sharon Varallo, Associate Professor of Speech Communication; Craig VanSandt, Assistant Professor of Business Administration; Mark Vincent, Associate Professor of Psychology, and Michael Wolf, Associate Professor of Geology. Each team member was released from two courses in a normal seven-course load. Each was responsible for one criterion. And each engaged three challenges: to learn the process of self study, to lead the local investigation, and to produce a documentary record.

Each chair proposed a list of subcommittee members representative of the faculty, administration, staff and students. In addition, the dean named a liaison from his office to each of the committees. The five criterion chairs and the dean formed the Self-Study Committee, which was part of and reported to a larger Self-Study Steering Committee chosen to represent the various constituencies of the college.

The membership of the Steering Committee is listed at the beginning of the self study. Subcommittees consisted of faculty, staff and students:

Criterion One

Craig VanSandt, chair (Business Administration)

Evelyn Campbell (Dean of Students)

Virginia Johnson (Reading Writing Center)

Peter Kivisto (Sociology)

Larry McCallum (Psychology)

Chris Vaughan (ITS)

Criterion Two

Mike Wolf, chair (Geology)
 Dick Ballman (Economics)
 Kurt Christoffel (Chemistry)
 Mike Green (Academic Affairs)
 Bob Grenier (Business Administration)
 Ken Johnson (Human Relations)
 Kristy Nabhan-Warren (Religion)
 Kumari Ratnayake ('06 Elementary Education/Geology)

Criterion Three

Mark Vincent, chair (Psychology)
 Jon Clauss (Mathematics)
 Kathy Jakielski (Communication Sciences and Disorders)
 Esteban Loustaunau (Spanish)
 Ken Brill (Office of Student Activities)
 Jeff Sturek ('05, Biology)
 Steve Hager (Biology)
 Laura Green (English)

Criterion Four

Mike Finnemann, chair (Spanish)
 Shawn Beattie (ITS)
 Casie Behrens ('05, Biology, Religion, Philosophy)
 Randy Hengst (Education)
 Mike Nolan (Academic Affairs)
 Carla Tracy (Library)
 Kim Vivian (German)

Criterion Five

Sharon Varallo, chair (Speech Communication)
 Mike Green (Academic Affairs)
 Lori Scott (Biology)
 Rowen Schussheim-Anderson (Art)
 Steve Warren (History)

The five committees met on a weekly or bi-weekly basis during fall and most of winter terms. The first meetings were concerned with interpretation of the criteria, the development of working procedures, and framing of guiding questions. By the third or fourth week each committee was gathering data through research in the resource room, interviews, focus sessions, faculty surveys and other means. Although committees varied in their approach, it was common to assign a subcommittee to each core statement and rely fairly heavily on the examples

of evidence as a guide, at least in the beginning stages. The dean set a series of deadlines for the year: first for general conclusions, then core component drafts and finally full chapter drafts.

The Self-Study Committee met weekly or bi-weekly throughout the entire academic year, to review progress and problems at the Criterion Committee level. A major point of discussion involved how to appropriately represent and evaluate an institution in the midst of major administrative and curricular change characterized by new top-level administration, implementation of the beginning phase of a new general education program, and discussion of a strategic plan which envisioned substantial change at the college. Other key issues included establishment of common formatting guidelines, sorting out the redundancies inherent in the HLC criteria, and devising mechanisms for informing the Augustana community about the progress of the self study and encouraging input. During spring term, criterion chairs reviewed all chapter reports as a group and in pairs to maintain a sense of the whole and address redundancy issues.

The Steering Committee met monthly to receive updates from the Self-Study Committee, review the progress of the study, and comment on drafts of the emerging report. Due to time limitations and the need for focused feedback, close work with the broad-based Steering Committee was preferred to general faculty forums in the process of self-study. To facilitate the dialogue between the two groups, sub-groups of Steering Committee members were assigned primary reading responsibility for each criterion report. In mid-March we hosted a visit with then HLC liaison, and the Steering Committee participated in the morning session of a full day retreat to further consolidate the work of the Self-Study Committee. A key focus of meetings with the Steering Committee was to determine whether the document is fully representative of campus concerns.

In April, the Self-Study Committee attended the Higher Learning Commission conference, “Becoming a Learning-Focused Institution: Conversations and Commitments” in Chicago, where it met with representatives of other similar institutions engaged in self-study process to assure ourselves that we were on the right track in our efforts.

Through February and March, brief summary reports from the Criterion Committees were published serially in the dean’s weekly *Faculty Newsletter*. A self study website was established with links to the previous (1996) self study, the new statement of Higher Learning Commission criteria, the timeline for the process, minutes from the meetings of the Self-Study and the Criterion Committees. A feedback mechanism was devised to allow all Augustana faculty to respond electronically to the self study as it emerged.

At the end of May final drafts of each criterion report were submitted to the dean and posted on the self study website. Due to the wide range of style and tone, and the differing balance of tabular data and nearly narrative discussion represented by each of the criterion chapters, David Snowball, professor of speech communication and a former dean, was engaged during the summer of 2005 to review the report in its entirety, eliminate redundancies, provide greater general coherence to the document, and write introductory material. Beginning in September, the Self-Study Committee resumed meeting to consider and respond to the changes made during the summer. In the meantime the dean engaged a series of outside readers, including Augustana’s liaison to the Higher Learning Commission, to provide commentary. This resulted in various degrees of chapter redrafting, under the presumption that criterion chairs had editorial authority. Final chapter drafts were submitted to the dean in early October. At that point, Mike Finnemann took a lead role in the final revisions, and he was joined by Mike Green, Ellen Hay, Mike Nolan and Sharon Varallo. The dean assumed a general editorial function, making the document more consistent in tone and voice and coordinating the composition. The report, in its various drafts, has been reviewed and commented upon by members of all constituencies of the college. All members of the campus community were invited to read the entire document in the last weeks before it was to

be submitted to the visiting team. The Academic Affairs Committee of the Board of Trustees reviewed the self study twice as it developed, and the entire Board reviewed the document in January 2006.

Augustana's Office of Communication directed production of the self study document. This effort was led by Debra Lukehart, Assistant Vice President for Communication; Barbara Bradac coordinated design of the document, and Beth Roberts made numerous editorial contributions in bringing the draft to final form.

HIGHER LEARNING COMMISSION ACCREDITATION SCHEDULE

TIMELINE

SUMMER 2003 **Develop HLC Accreditation Web Page**

- Post criteria
- Timeline

2003-2004 **Opening Faculty Meeting**

- President Bahls and Dean Hay—NCA-HLC Plans

Weekly Planning Meetings with Academic Deans

- Develop criteria breakdown chart
- Assessment plans

Faculty Handbook

- Update/Edit
- Review by college lawyers

Strategic Plan

- President articulates plan to campus
- All units of college present information session on their areas using SWOT format
- All units of college participate in SWOT survey
- Faculty, administration and staff complete survey on future allocation of funds for program and campus improvement and development

Department Liaisons Appointed for HLC

- Collection of current faculty *vitae* (full, part-time and adjunct)
- Summary of department activities

SUMMER 2004 **Establish Steering Committee, Self-Study Team and Subcommittees**

- Develop guidelines for committee(s)
- Develop timetable for report

Assessment Activities

Associate Deans meet with all unit directors—HLC Process

- Admissions/Financial Aid
- Advising
- Athletics
- Business Office
- Campus Ministries
- Dean of Students/Student Services
- Development
- Facilities Services
- Food Service
- Human Resources
- Library
- Records

Resource/Evidence Room for committees and HLC evaluators

- Begin accumulating materials from college units

Establish electronic reserves of data for HLC process

August 2004 Chairs of Criteria Subcommittees meet with academic deans

- Develop timeline for report
- Resources available

2004-2005 Self-Study team meetings with academic deans

Department meetings with deans

Faculty Handbook to faculty for approval

Opening Faculty Meeting: Self-Study plans

President presents draft of Strategic Plan to campus

Subcommittees report to Steering Committee—Sept. 27

- How they intend to address criteria
- How they will include all units of the campus
- Data needed to complete reports

Strategic Plan goes to Board of Trustees—October 7-8

Subcommittees Second Report to Steering Committee—Oct. 29

Subcommittees Third Report—Nov. 19

- Detailed outline
- Work to be done
- Issues

Self-Study Team issues Preliminary Report to dean's office—Dec. 17

Dean's office feedback to Steering Committee and Self-Study Team—Jan. 3

First Draft of report due in dean's office –Feb. 25

Self-Study Team/Dean's Retreat—March 3-4

Feedback to subcommittees on first draft—March 11

Final draft of report due in dean's office—April 18

SUMMER 2005 Compiling/writing HLC Self Study

2005-2006 Final editing of report

2005-2007 Report to faculty—November forum

Reports to Academic Affairs Committee, Board of Trustees December and January

Report to Board of Trustees—January meeting

Prepare Resource Room

HLC Visiting Team on Campus—March 12-15

APPENDIX B

GENERAL EDUCATION GOALS: KNOWLEDGE, SKILLS AND DISPOSITIONS

Draft #8—11/5/01

Augustana College, rooted in the liberal arts and sciences and a Lutheran expression of the Christian faith, is committed to offering a challenging education that develops qualities of mind, body and spirit necessary for a rewarding life of leadership and service in a diverse and changing world.

—Mission statement of Augustana College

The General Education Working Group has used Augustana’s mission statement as the foundation of our goals document, based on our belief that the college’s mission should be purposefully and continually enacted in its curriculum. The visionaries who founded Augustana College more than a century ago believed that we are all called to serve—in the careers that we choose, in the communities in which we live, and in other places both far and near. That tradition continues today as Augustana equips students to excel in a rapidly changing world. But career preparation is only *one part* of that agenda. The Augustana experience challenges students to think about fundamental questions of human existence, ones that the great religions of the world have wrestled with through the ages: questions about who we are and what we might become; questions about the nature of human beings and the world they live in; questions about meaning and purpose in life; questions about what responsibilities we bear towards ourselves and others.

Thus, words like “leadership” and “service” from the mission statement suggest more than simply the desire to become someone else’s boss, or to serve one’s employer. They suggest personal *and* communal responsibilities—first of all, the responsibility to understand oneself and one’s place in the world through a process of intellectual and spiritual seeking (for only with self-knowledge can one truly “lead”); secondly the responsibility to act in the service of others, which requires the ability to see things from more than one point of view. So, for example, as learners, our students must first behave responsibly towards themselves by engaging actively in their own learning process, by taking the initiative to explore and expand their own minds, hearts and beliefs. As they become self-aware learners, we want to broaden their sense of perspective, so that they are disposed to take responsible human action—towards others, as well as towards themselves. In short, we want to help our students develop so that they can effectively meet their own needs—intellectual, practical, physical and spiritual—and the needs of the larger community as well.

In order to prepare themselves for leadership and service, students must develop certain qualities of mind, body and spirit. What are these qualities? To try to answer that question, we have tentatively organized our outcomes framework into three dimensions of learning that each student should have some mastery of by the time he or she graduates from Augustana. The three-part organizer we use—composed of knowledge, skills and dispositions—is derived from a set of categories used and approved by other highly respected educational organizations, including the American Association of Colleges and Universities, the Higher Learning Commission of the North Central Association, the Association for General and Liberal Studies, and the National Council for the Accreditation of Teacher Education.

In short, the essential segment of the Augustana Mission statement might be interpreted (→) in the following way:

**leadership and service in a diverse and changing world → Responsibility / Action / Diversity of Perspective
which require
qualities of mind, body, spirit → Knowledge / Skills / Dispositions**

Embedded in the categories of knowledge, skills and dispositions are the more specific intellectual, practical and spiritual ideals that we want our students to possess and enact. For these more specific goals, we have relied on the standards published by well-known educational organizations (such as the Mathematical Association of America, The American Council on the Teaching of Foreign Languages, the National Council of Teachers of English, and the American Association for Higher Education), and even more so on the Think Force reports generated by our own faculty.

KNOWLEDGE

Learning Perspectives and their Objects of Study

(Learning Perspectives emphasize the intellectual connections among different disciplines and are not intended to reflect departmental or divisional boundaries)

Given the following learning perspectives—

Perspectives on the Past: understanding ideas, institutions, achievements, and events of the past, both in relation to one another and in relation to the present; may include historiographical studies as well as the focused study of the history of art, literature, philosophy, politics, science, and religion.

Perspectives on the Natural World: understanding how theories, mathematical systems, and natural laws, are inferred, tested, and applied to a range of phenomena, and how they are related to current technical and values-based issues.

Perspectives on Individuals and Society: understanding human behavior—as well as the values and social structures humans generate—and how each affects the other.

Perspectives on Literature and Texts: understanding the creative, expressive, and rhetorical functions of language in the production and interpretation of texts and the traditions they represent. Texts are studied not simply as bearers of meaning, but as vehicles in which form, style, and content intersect.

Perspectives on the Arts: understanding the inspirations, processes, tools, and critical/historical contexts relating to the creation of artistic products or performances; may include the opportunity to directly engage in the creative process.

Perspectives on Human Existence and Values: considering those broad questions of human existence that have been given religious, philosophical, and literary expression of enduring importance, but inevitably take on different meanings for individuals whose values and cultural traditions differ.

An Augustana graduate will be able to

- a. demonstrate understanding of the fundamental facts, concepts and major questions appropriate to these learning perspectives
- b. describe the premises, assumptions and operating principles of these various perspectives as they generate knowledge
- c. make connections and identify differences among these various perspectives
- d. apply these various perspectives to a given text, idea, data set or artifact in order to understand a diverse and changing world

SKILLS

Critical Thinking Skills

An Augustana graduate will be able to

- a. analyze, construct and criticize arguments
- b. solve problems
- c. do a) and b) with
 - the willingness to suspend judgment until sufficient evidence is in
 - the willingness to question and contemplate rather than accept the word of authority
 - the willingness to believe as the evidence dictates
 - the capacity to examine and critique one's own process and conclusions
 - a tolerance for uncertainty and multiple meanings

Creative Thinking Skills

An Augustana graduate will be able to

- a. employ unexpected or nonlinear methods to generate ideas and solve problems
- b. extend or expand existing ideas in ways that are, for the student, unique
- c. communicate and criticize one's ideas at all stages of the creative process

Communicative Skills in First Language

When reading and listening, an Augustana graduate will be able to

- a. identify the purpose and most important points/characteristics of the text/speech
- b. evaluate the strengths and weaknesses of a text/speech, given its purpose
- c. identify points of agreement (similarity) and disagreement (difference) among different texts/speeches (synthesize)
- d. notice and appreciate the craft and form of linguistic expression in the text/speech

When writing and speaking, an Augustana graduate will be able to

- a. demonstrate effective mastery of a variety of genres or modes, including (but not limited to) analytic/argumentative and creative/expressive
- b. effectively identify one's audience and address its needs and expectations
- c. effectively identify and achieve one's purpose

**Communicative Skills
in Second Language**

An Augustana graduate, through the medium of a non-native language and at a basic but meaningful level, will be able to

- a. communicate and comprehend ideas and information, in modes appropriate to the language in question, and in a variety of contexts
- b. show evidence of knowledge and understanding of the cultures and societies that use that language and an appreciation of cultural diversity and difference
- c. show evidence of insight into the nature of language and differences of world view gained through comparison and contrast with the student's native language

Information Skills

An Augustana graduate will be able to

- a. determine the nature and extent of the information needed
- b. access needed information effectively and efficiently
- c. evaluate information and its sources critically and assess the utility of that information to the task at hand
- d. effectively use information to accomplish a specific purpose
- e. access and use information ethically and legally

Quantitative Skills

An Augustana graduate will be able to

- a. represent mathematical information in a variety of modes, i.e. symbolically, visually, numerically and verbally
- b. interpret information presented in mathematical models (e.g. formulas, graphs), draw inferences from them, and critically assess the validity of the inferences drawn by oneself or presented by others
- c. use mathematical methods to solve problems; estimate and check answers in order to determine reasonableness, identify alternatives and select optimal results
- d. recognize that mathematical and statistical methods have limitations

DISPOSITIONS

Practice Leadership

An Augustana graduate will be able to

- a. collaborate and cooperate with others to achieve goals
- b. build and sustain productive relationships among team members
- c. exercise good judgment based on the information at hand when making decisions

Become a Responsible Learner

An Augustana graduate will be able to

- a. take responsibility for one's own learning
- b. cultivate intellectual curiosity
- c. engage in learning as an active and life-long process
- d. exhibit intellectual honesty

Employ and Respect a Diversity of Perspectives

An Augustana graduate will be able to

- a. carry on an informed discussion of issues related to national, global, historical, religious, and political diversity—including issues related ethnicity, race, gender, sexual orientation, and/or cultural difference
- b. demonstrate awareness that one's personal or cultural viewpoint is one among many, and does not constitute self-evident truth, and that wisdom is more likely to emerge from sympathetic understanding than from dogmatism
- c. tolerate conflicting perspectives without reaching for simplistic solutions, thus recognizing and respecting the complexity that follows from difference
- d. make use of more than one perspective in dealing with personal problems and public issues

Practice Responsibility in Individual Living and Citizenship

An Augustana graduate will be able to

- a. promote personal health and development
- b. act responsibly toward self, others, and the environment
- c. develop ethical convictions and act on them
- d. show concern for issues that transcend one's own immediate interests and situation
- e. participate effectively in the civic life of the community and the state

APPENDIX C

Dashboard Indicators Fall 2005/06		KEY:	Indicator Name	
			5-year high	Current Value ▲
			Benchmark	
			5-year low	
Student Body				
Full-Time FTE				
1	2,371	<2500	2,371	▲
	2,214			
Admissions (First-Year Cohort)				
Applicant Pool				
10	2,921	4,000	2,921	▲
	2,355			
First-Year - Sophomore Attrition				
2	15.6%	12%	15.5%	▲
	13.0%			
4-Year Graduation Rate				
3	72.6%	75%	71.1%	▼
	68.6%			
Selectivity (Acceptance Rate)				
11	86.0%	65%	84.3%	▲
	75.7%			
Yield (% Accepted Enrolled)				
12	29.8%	32%	27.6%	▲
	26.9%			
Racial Diversity				
4	8.5%	15%	8.5%	▲
	6.9%			
Enrolled First-Year				
13	679	650 max	679	▲
	551			
Percent Male				
5	43.2%	45%	41.8%	▼
	41.8%			
Mean ACT/Top 20%				
14	26.1 / 56.1%		25.7 • / 54.8%	▼
	28.0			
	25.6 / 54.8%			
Admissions (Transfers)				
Enrolled Transfers				
15	81	85-100	63	▼
	63			
Student Financial Assistance				
Total Discount/Unfunded Discount Rates				
16	36.8% / 32.0%		36.8% ▲ / 32.0% ▲	
	33.9% / 27.3%			
Percent Residential (excl. seniors)				
8	91%	85%+	85%	▼
	85%			
States/Countries				
7	31 / 24		28 ▼ / 24 ▲	
	28 / 19			
Percent Lutheran				
9	22.9%	>21%	22.2%	▼
	21.2%			
Average Total Loans for Aided Graduates				
18	15,049		15,049	▲
	12,913			
Physical Plant				
Plant Reinvestment Rate				
19	5.0%	5.0%	2.2%	▼
	1.3%			

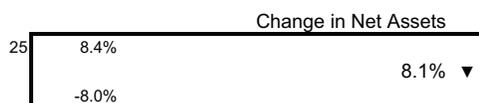
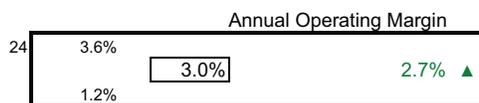
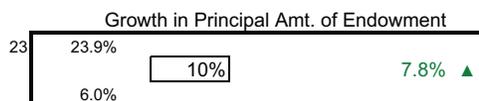
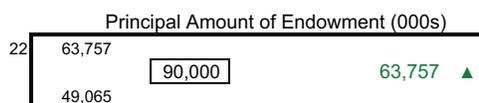
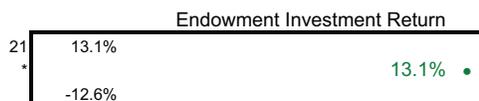
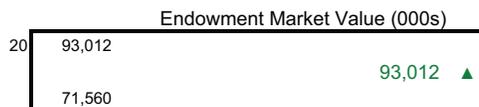
* Value for the current year not yet available.

Direction of Change for Current Value vs. Previous Value

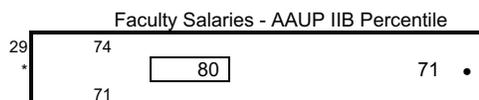
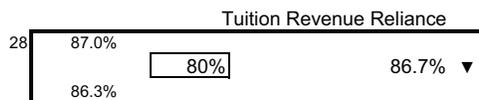
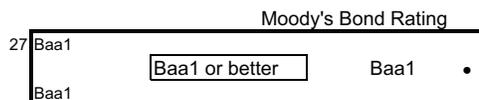
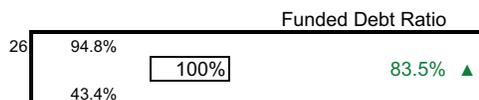
- ▲ Higher
- No Change
- ▼ Lower

Benchmarks are aspirational benchmarks of the strategic plan for 2010.

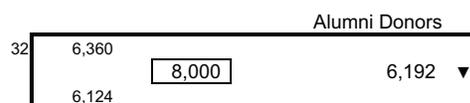
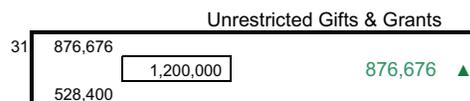
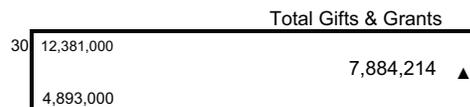
Finance



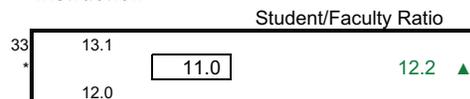
Year 2004 value excluded extraordinary loss in advance of debt refunding.



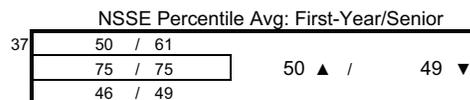
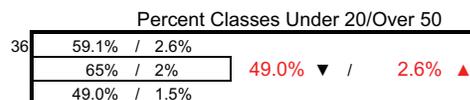
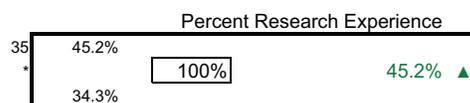
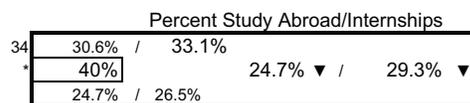
Advancement



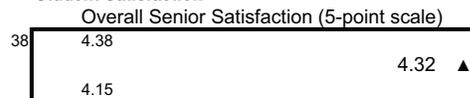
Instruction



Current year value is for fall 2003.



Student Satisfaction



Green values indicate a favorable 3-year high or low.
Red values indicate an unfavorable 3-year high or low.

Dashboard Definitions and Notes:

Unless otherwise noted, student data is based on our fall term census date, fiscal data is based on end-of-fiscal-year values.

Student Body

The “first-year cohort” is the group of degree seeking students enrolling full-time in the fall term of each year that are enrolling in college for the first-time (excluding college courses taken while in high school). All student demographic data is based on the 10th day of classes, fall term.

1	Full-Time FTE	Full-time equivalent students = full-time plus 1/3 of part-time.
2	First-Year - Sophomore Attrition	Percent of the first-year cohort entering the fall of the previous year that did not return as full-time students for fall term of the second year.
3	4-Year Graduation Rate	Percent of the first-year cohort entering each fall that graduate within four years.
4	Racial Diversity	Percent of all students (U.S. and international) that are non-Caucasian.
5	Percent Male	Percent of all students that are male.
6	Percent Illinois	Percent of all students that are Illinois residents.
7	States/Countries	Number of different states and countries represented by students.
8	Percent Residential (ex. Seniors)	Percent of full-time students, excluding seniors and non-degree that are living in college housing.
9	Percent Lutheran	Percent of all students that are Lutheran.

Admissions

10	Applicant Pool	Number of applicants for the first-year cohort.
11	Selectivity	Percent of applicants accepted for admission.
12	Yield	Percent of accepted students who enroll.
13	Enrolled	Number of enrolled students in the first-year cohort.
14	Percent from Top 20% of High School Class	Percent of the first-year cohort that graduated in the top 20th percent of their high school class, based on those with a known high school rank.
15	Enrolled Transfers	Number of enrolled full-time transfer students.

Student Aid

16	Total Discount	Total institutional aid as a percent of tuition revenue. Total institutional aid includes scholarship aid funded by the endowment (funded aid) and aid awarded as forgone tuition (unfunded aid). Based on EOFY data.
16	Unfunded Discount Rate	Unfunded institutional aid as a percent of tuition revenue. Based on EOFY data.
17	Percent Receiving Inst. Aid	Percent of all full-time students (annual basis) receiving institutional financial aid.
18	Average Total Loans for Aided Graduates	Average cumulative loan aid for students in each entering cohort who graduated within four years and had any aid. Available data begins with the 1998 cohort, class of 2002.

Physical Plant

19	Plant Reinvestment Rate	Net additions to beginning property and equipment value.
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Finance

20	Endowment Market Value (000s)	Market value of the endowment, as determined for the NACUBO endowment study. Past values as of EOFY, current value as of the end of the most recent quarter.
21	Endowment Investment Return	For the endowment investment pool, unit value change plus unit income earned divided by beginning unit value.
22	Principal Amount of Endowment	Cumulative value of gifts to the endowment valued at the time of donation. Based on EOFY.
23	Growth in Principal Amt. of Endowment	Percent growth in the cost basis value of the endowment, based on the BOFY and EOFY values.
24	Annual Operating Margin	Excess of operating revenues above committed operating expenses. (Current fund revenues minus expenses, before reductions for transfers to reserves or for optional end-of-year improvement expenditures.)
25	Change in Net Assets	Percent change in college net assets.
26	Funded Debt Ratio	Ratio of unrestricted liquid assets to total debt. Values of 40% or greater are required by our bond covenant. Values as of EOFY.
27	Moody's Bond Rating	Moody's bond rating.
28	Tuition Revenue Reliance	Tuition revenues as a percent of all educational and general (E&G) revenues. E&G revenues are total revenues less auxiliary enterprise revenues.
29	Faculty Salaries -AAUP IIB Percentile	The percentile rank of Augustana faculty salaries among AAUP Category IIB (General Baccalaureate) institutions, as interpolated. Beginning 2002, the average salary for all ranks combined is used. The value for the current academic year is not available until April.

Advancement

30	Total Gifts & Grants	Total gifts and grants, including deferred gifts.
31	Unrestricted Gifts & Grants	Gifts and grants given without being restricted to a specified purpose.
32	Alumni Donors	Number of alumni donors during a given fiscal year.

Instruction

33	Student/Faculty Ratio	Ratio of full-time equivalent students to full-time equivalent faculty based on the fall term. In computing FTE faculty, part-time faculty are counted based on their teaching load as a proportion of a full-time teaching load.
34-	Percent Study Abroad	Percent of the graduates from an entering first-year cohort who complete a credit-based course abroad, research course or seminar, or internship, respectively. Transfer students are excluded from the base. The data for a cohort is updated annually through the sixth year after entry.
35	Percent Research Experience	
	Percent Internship	
36	Percent Classes Under 20/Over 50	Percent of fall term regular course sections with under 20 and over 50 students enrolled.
37	NSSE Percentile Avg: First-Year	The average percentile of Augustana's benchmark scores on the National Survey of Student Engagement in the pool of Baccalaureate Liberal Arts colleges.

Student Satisfaction

38	Overall Senior Satisfaction	From our annual survey of graduating seniors, the average satisfaction with "Augustana College in general", based on a five point rating scale.
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APPENDIX D

SENIOR INQUIRY GUIDELINES

January 3, 2006

The Educational Policies Committee encourages departments to add a Senior Inquiry (SI) requirement over the next two years. If they choose to do so, departments should propose Senior Inquiry within their majors through the usual mechanisms of faculty governance, with the expectation that all SI projects will meet the following outcomes:

- Substantial in meaning and impact
- Communicative of the discoveries made through the project
- Reflective of one or more of the following:
 - the nature of knowledge and inquiry
 - self-awareness and connection with others
 - the relationship of individuals to a community

In addition to these outcomes, departments are encouraged to design programs that enable students to integrate two or more of the general education dispositions. Given the breadth of these outcomes, departments should state the particular goals they expect for their majors, as well as the means by which they will assess those outcomes.

Departments will establish their own standards for the completion of SI within a major. Multiple models within each department are encouraged. Projects may extend beyond a single term, whether for data collection, literature review, or the like. All SI projects—including creative projects—should result in a permanent record. A department might choose to require a methods seminar or other course before accepting direction of a student's project. Students should be expected to register for SI during senior year. Students will normally be expected to present a successful defense of the SI project.

Departments will determine how SI operates in the case of a student with more than one major. However, to ensure the benefits and feasibility of the double major, the following guidelines are recommended (but not required):

- First, encourage the student to propose a “contract SI project”—similar to the newly instituted “contract major”—in which case the guidelines for participation will be set by the department, e.g. that a member of the department serve on the contract SI committee along with a member from the other department, that the project be approved by the department, that the final project in its execution meet the standards of the department, etc. These details will be negotiated between departments participating in the contract SI project and the student. These contracts can be renegotiated at the request of the student, but such changes should be finalized at least one full term prior to commencing the SI project.
- If no project can be envisioned that meets both the student's interests and the requirements of the departments, then the student will complete an SI in each department
- Departments may waive their own SI requirement if the student is pursuing an SI in another department

Proposal Guidelines

If departments are proposing an alternative load count (as is the expectation), they must initially propose their Senior Inquiry program and related changes to the major to the Dean of the College, who will be advised by the Senior Inquiry Development Committee (described below). In most circumstances, those projects that meet the above outcomes will qualify for an alternative load count in which the supervision of X Senior Inquiry projects will count for one course toward load. The number X may be relatively low (5 or 6) in departments in which very close supervision and ambitious, multi-term projects are the norm. By contrast, X will be higher where such conditions do not apply.

Once the load agreement has been established, the proposal must be considered through the usual faculty governance structure: Division, Educational Policies Committee, Faculty Senate.

In order to build a curriculum to support Senior Inquiry, departments most likely will re-conceive their offerings from the beginning of the major. In consultation with the Senior Inquiry Development Committee and the dean, departments will determine what curricular and staffing changes might be necessary.

Senior Inquiry Development Committee

As departments begin to develop programs for Senior Inquiry, there will be a need for feedback in advance of submitting the finalized proposals to the Educational Policies Committee for approval. EPC proposes the creation of a Senior Inquiry Development Committee, with representation by both elected and appointed members, to serve this purpose. The committee's chief functions will be to a) aid and advise departments in crafting their programs and b) advise the dean on the merits of the proposal with specific reference to load counts. The committee will consist of the Director of the Center for Vocational Reflection, two members selected from EPC, two members selected from the General Education Committee and two members to be appointed by the Dean of the College from divisions not already represented. The dean serves as an *ex officio* member. The committee will elect a chair. An evaluation of the need for and function of a permanent committee will occur in the 2010-2011 academic year.

APPENDIX E

BOARD OF TRUSTEES

Augustana College
Rock Island, Illinois
2005-2006

NAME	PROFESSIONAL AFFILIATION
Dr. Paula Y. Arnell '60	Laboratory Director and Pathologist Metropolitan Medical Laboratory, P.L.C. Moline, Illinois
Mr. Steven C. Bahls	President Augustana College Rock Island, Illinois
Ms. Brenda Czajka Barnes '75	President and Chief Executive Officer Sara Lee Corporation Chicago, Illinois
Mr. Kim M. Brunner '71	Executive Vice President and General Counsel State Farm Insurance Bloomington, Illinois
Mr. Dean O. Christensen '54	Senior Partner (Retired) Arthur Andersen & Company Columbus, Ohio
Mr. John A. Dahl '68	Vice President-Heavy Equipment Group (Retired) Comerica Bank-Texas Dallas, Texas
Mr. Dale F. Eck '65	Vice President of Finance (Retired) The Entwistle The Entwistle Company Hudson, Massachusetts
Mr. Murry S. Gerber '75	President and Chief Executive Officer Equitable Resources, Inc. Pittsburgh, Pennsylvania

Mr. Richard C. Godfrey '76	Partner Kirkland & Ellis Chicago, Illinois
Mr. Charles P. Hammersmith, Jr. '73	President and Chief Executive Officer Elmhurst-Chicago Stone Company Elmhurst, Illinois
The Reverend Dr. Thomas F. Hanson	Senior Pastor (Retired) First Lutheran Church DeKalb, Illinois
Mr. Franz Helpenstell	Owner/Chairman of the Board A.D. Huesing Corporation Rock Island, Illinois
Mr. Kurt J. Horberg '74	Managing Partner Telleen, Horberg, Smith & Carmen, P.C. Cambridge, Illinois
Mr. Douglas M. Hultquist '77	Chairman QCR Holdings, Inc. Moline, Illinois
Mr. Robert S. Karlblom '65	Managing Director (Retired) Lehman Brothers Chicago, Illinois
Dr. Millicent L. Knight '82	Doctor of Optometry North Shore Eye Center Evanston, Illinois
Mr. Thomas D. Leach '83	Vice President of Development The Tribune Company Chicago, Illinois
Mr. Charles D. Lindberg '50	Of Counsel Taft, Stettinius & Hollister Cincinnati, Ohio
Ms. Linda E. Newborn, '73	Vice President and Chief Compliance Officer Deere & Company Moline, Illinois
The Reverend Paul J. Olson	Senior Pastor St. John's Lutheran Church Springfield, Illinois

The Reverend Joseph N. Robb '62	Director of Pastoral Care (Retired) Trinity Medical Center Rock Island, Illinois
Dr. Willie J. Rucker '79	Dentist Markham, Illinois
Mr. Lee S. Selander '72	Executive Vice President The Northern Trust Company Chicago, Illinois
Dr. Arne J. Selbyg	Division for Higher Education and Schools Evangelical Lutheran Church in America Chicago, Illinois
The Reverend Dr. Robert L. Shaner	Senior Pastor Grace Lutheran Church LaGrange, Illinois
Mr. Duane R. Swanson '61	Owner and Chairman of the Board Raymond Building Supply Corporation North Ft. Myers, Florida
The Reverend Dr. Reuben Swanson '47	Pastor (Retired) Omaha, Nebraska
Mr. Perry M. Waughtal '58	Chairman and Co-Founder Songy Partners Limited Houston, Texas
Mr. Thomas F. Weigand '85	Co-Founder and Director Noodles & Company Boulder, Colorado
The Reverend Dr. Gary Wollersheim	Bishop, Northern Illinois Synod Evangelical Lutheran Church in America Rockford, Illinois
Ms. Kathleen Zimmerman	Co-Founder Software Negotiation and Purchasing Program Belvedere, California

APPENDIX F

ORGANIZATIONAL LISTS

AUGUSTANA COLLEGE FACULTY

(As of September 1, 2005. The first year given is the year of initial appointment. The second year is the year of appointment to the current position or rank.)

- Abernathy, Jeff. Dean of the College, Professor of English; (2004, 2004)
- Anderson, Jacob E. Part-time Instructor of Physical Education and Head Swim Coach (2004, 2004)
- Anderson, Robert L. Part-time Instructor of Religion (2005, 2005)
- Arnold, Julie. Part-time Instructor of Political Science (1997, 1997)
- Ashcraft, Eric. Part-time Instructor of Music (2000, 2000)
- Aumuller, Karen. Part-time Clinical Instructor of Communication Sciences and Disorders (1996, 1996)
- Baldwin, Gail. Part-time Instructor of Music (1988, 1988)
- Ballman, Richard J., Jr. Professor of Economics (1972, 1995)
- Banks, Thomas R. Professor of Classics, Dorothy Parkander Professor of Literature (1974, 1991)
- Banks-Gunzenhauser, Monica. Part-time Instructor of Spanish (1997, 1997)
- Barnes, James K. Assistant Professor of Physical Education and Head Football Coach (2000, 2000)
- Baugous, Amanda M. Instructor of Business Administration (2004, 2004)
- Bawden, Susan. Part-time Instructor of Music (1990, 1990)
- Belby, Louis C. Professor of Spanish (1979, 1995)
- Bengtson, Thomas E. Professor of Mathematics and Earl H. Beling Chair in Mathematics (1988, 2002)
- Bertsche, Allen Parker-Suarez. Associate Professor of Spanish (1996, 2004)
- Biggin, Mary Ellen. Assistant Professor of Chemistry (2001, 2001)
- Black, James. Instructor of Physical Education and Head Women's Basketball Coach (2000, 2001)
- Boaden, Lucille Ann. Adjunct Associate Professor of English (1970, 1996)
- Bonzon, Roman P. Professor of Philosophy (1989, 2005)
- Bradley, John. Part-time Instructor of Accounting (2005, 2005)
- Brown, Thomas A. Professor of History (1972, 1987)
- Burgmeier, Sally B. Part-time Instructor of Chemistry (1997, 1997)
- Byrd, Dorian Williams. Part-time Instructor of Physical Education (1983, 1983)
- Calder, Lendol G. Associate Professor of History (1996, 2002)
- Carkner, Lee. Assistant Professor of Physics (1999, 1999)
- Christoffel, Kurt M. Professor of Chemistry (1985, 2001)
- Clauss, Jon M. Associate Professor of Mathematics (1993, 2001)
- Connolly, Daniel K. Assistant Professor of Art History (2004, 2004)
- Cooley, Laura J. Part-time Instructor of Speech Communication (2001, 2001)
- Corts, Daniel P. Assistant Professor of Psychology (2000, 2000)
- Coussens, Jeffrey L. Director and Associate Professor of Theatre (1987, 1995)
- Crede, Kendra A. Part-time Instructor of English (2005, 2005)
- Crossley, Roger P.A. Professor of French (1976, 1994)
- Crowe, David W. Associate Professor of English (1989, 2000)
- Culver, Daniel H. Professor of Music, Henry Veld Professor of Music, Director of Orchestral Activities (1974, 1993)
- Dakin, Deborah. Adjunct Assistant Professor of Music (1989, 2003)
- Deason, John. Part-time Instructor of Art (2002, 2002)
- DeGeorge, Joseph. Instructor of Physical Education and Assistant Football Coach (2003, 2003)
- Dehnel, David M. Professor of Political Science (1987, 2003)
- Delaney, John S. Assistant Professor of Accounting (2003, 2003)
- Delcourt, Carrie. Part-time Instructor of Computer Science (1996, 1996)
- DeWit, David. Professor of Chemistry (1971, 1988)
- DeWit, Dortha. Part-time Instructor of Music (2000, 2000)
- Dorrance, Brigette R. Assistant Professor of Psychology (2000, 2000)
- Douglas, Kristen R. Assistant Professor of Biology (2003, 2003)
- Dreier, James H. Part-time Instructor of Music (1994, 1994)
- Driscoll, Kerry. Assistant Professor of Spanish (2003, 2003)
- Druger, Pamela J. Professor of Accounting (1987, 2003)
- Dungan, Dona M. Professor of Computer Science (1979, 1997)
- Dziadyk, Bohdan. Director of College Field Stations and Professor of Biology (1980, 1996)
- Ehrlich, Janina. Associate Professor of Music (1979, 2003)
- Ejsing, Anette. Visiting Assistant Professor of Religion (2005, 2005)
- Ellis, David L. Assistant Professor of History (2001, 2002)
- Ellis, James. Part-time Instructor of Music (1999, 1999)
- Ellis, Margaret. Instructor of Music and Physical Education and Administrative Assistant (1995, 1998)
- Engbretson, David A. Visiting Instructor of Chemistry (2005, 2005)
- Erickson, Don L. Professor of English (1965, 1989)
- Ericson, Ann E. Associate Professor of Business Administration (1987, 2004)
- Etzel, Brent. Reference Librarian, Instructor (2003, 2003)
- Farrar, Margaret E. Assistant Professor of Political Science (2000, 2000)
- Fenwick, Shirlee A. Professor of Psychology (1979, 2002)
- Ferm, Barry. Part-time Instructor of Chemistry (2005, 2005)
- Fincher, Warren K. Assistant Professor of Sociology (2003, 2003)

- Finnemann, Michael D. Professor of Spanish (1990, 1998)
- Fitzmier, Daniel J. Assistant Professor of Speech Communication and Director of Debate (2005, 2005)
- Garrett, Jack A. Associate Professor of Education (1988, 1996)
- Geedey, C. Kevin. Associate Professor of Biology (1996, 2004)
- Ghinazzi, Constance D. Reference Librarian, Instructor (2001, 2001)
- Giovanine, Grey. Instructor of Physical Education, Head Men's Basketball Coach and Head Men's Golf Coach (1999, 1999)
- Goebel, Catherine C. Professor of Art History and Paul A. Anderson Chair in the Arts (1983, 2003)
- Good, Darrin S. Associate Professor of Biology (1995, 2003)
- Gordon, Ann R. Adjunct Instructor of Business Education (2001, 2001)
- Grace, Desiree C. Part-time Instructor of Business Administration (2002, 2002)
- Green, Michael. Associate Dean of the College and Associate Professor (1986, 1997)
- Greene, Laura E. Associate Professor of English (1996, 2004)
- Greiner, Robert H. Assistant Professor of Business Administration (2000, 2000)
- Grismore, Steven D. Adjunct Instructor of Music (1994, 2004)
- Haak, Robert D. Professor of Religion (1983, 2002)
- Hager, Stephen. Associate Professor of Biology (1998, 2005)
- Hall, Randall. Assistant Professor of Music (2005, 2005)
- Hammer, William R. Professor of Geology and Fritiof Fryxell Chair in Geology (1981, 1995)
- Hand, Angela R. Adjunct Assistant Professor of Music (1999, 2000)
- Hanson, Catherine. Adjunct Instructor of English (1991, 1995)
- Harrington, Ian A. Assistant Professor of Psychology (2005, 2005)
- Harris, Tom Robin. Professor of Music (1968, 1988)
- Haskill, Allison M. Assistant Professor of Communication Sciences and Disorders (2002, 2002)
- Hay, Ellen. Professor of Speech Communication (1989, 1996)
- Heckert, Connie. Part-time Instructor of English (2001, 2001)
- Heine, Reuben A. Assistant Professor of Geography (2005, 2005)
- Hengst, H. Randall II. Associate Professor of Education (1993, 2001)
- Herrarte, Barbara O. Associate Professor of Spanish (1984, 2003)
- Hildreth, John W. Professor of Music (1970, 1995)
- Hill, David K. Professor of Philosophy (1979, 1992)
- Hilton-Morrow, Wendy S. Assistant Professor of Speech Communication (1999, 2004)
- Hurty, Jon. Associate Professor of Music and Director of Choral Activities (1996, 1996)
- Hurty, Sonja. Adjunct Instructor of Music (1996, 1996)
- Huse, Nancy L. Professor of English (1972, 1990)
- Hyser, Charles P. Associate Professor of Education (1990, 1998)
- Jaeschke, Frederick G III. Assistant Professor of Music (2002, 2002)
- Jakielski, Kathy J. Associate Professor of Communication Sciences and Disorders (1998, 2005)
- Jenner, Lars B. Assistant Professor of Scandinavian (2001, 2001)
- Jensen, Dell W. Assistant Professor of Chemistry (2002, 2002)
- Jessee, Thomas B. Instructor of Physical Education, Director of Carver Center and Assistant Men's Basketball Coach (1996, 1997)
- Johansson, L. Christina. Instructor of Scandinavian and Head of Archives and Library in the Swenson Swedish Immigration Research Center (1990, 1999)
- Johnsen, Larry E. Assistant Professor of Physical Education and Assistant Football Coach (1987, 1995)
- Johnson, Ruth Ann. Associate Professor of Psychology (1986, 1994)
- Johnson, Virginia K.S. Instructor of English and Director of Reading/Writing Center (1984, 1994)
- Kalas, Taddy R. Associate Professor of French (1990, 1999)
- Keessen, Jan. Associate Professor of English (1991, 2000)
- Kilbride, Mary J. Adjunct Instructor of Mathematics (1983, 1985)
- Kistler, Kristina V. Instructor of Physical Education and Head Softball Coach (1999, 1999)
- Kivisto, Peter J. Professor of Sociology, Richard Swanson Professor of Social Thought (1982, 1997)
- Klien, Stephen A. Assistant Professor of Speech Communication (2001, 2001)
- Knudsen, Sonja. Part-time Professor of French (1969, 2001)
- Koenigsaecker, Patty A. Associate Professor of Theatre Arts and Designer/Technical Director for Theatre (1984, 1999)
- Konrad, H. James. Adjunct Assistant Professor of Art (1989, 1994)
- Koo, Siaw-Sing. Assistant Professor of Music (2002, 2002)
- Koontz, Jason A. Assistant Professor of Biology (2004, 2004)
- Kramer, Emil A. Assistant Professor of Classics (2002, 2002)
- Kriegel, Kevin F. Part-time Instructor of Music (2005, 2005)
- Lambrech, Cynthia. Part-time Instructor of Music (1989, 1989)
- Lambrech, James M. Associate Professor of Music and Director of Bands (1988, 1998)
- Lang, Mary S. Technical Services Librarian and Instructor (2001, 2001)
- Lee, Daniel E. Professor of Religion (1974, 1991)
- Leinicke, Kris G. Part-time Instructor of History. (1982, 1982)
- Lewellan, Paul. Part-time Instructor of Business Administration and English (2002, 2002)
- Loftin, W. Dennis. Part-time Instructor of Music (1986, 1986)
- Lonergan, Janis A. Professor of Business Administration and Frank Strohkarck Professor of Business and Economics (1976, 1994)
- Loustaunau, Esteban E. Associate Professor of Spanish (1998, 2005)
- Ma, Jen-mei. Associate Professor of Chinese (1993, 1998)
- Mack, Joni. Part-time Clinical Instructor of Communication Sciences and Disorders (1998, 1998)
- Magalhaes, Mariano J. Associate Professor of Political Science (2003, 2003)
- Magdalene, F. Rachel. Assistant Professor of Religion (2005, 2005)
- Magelssen, Scott. Assistant Professor of Theatre (2002, 2002)
- Mahaffey, Charles G. Professor of Geography (1977, 1994)
- Maillet, Carol M. Assistant Professor of Biology (2001, 2001)
- Makula, Amanda R. Part-time Reference Librarian (2004, 2004)
- Mann, Gary A. Associate Professor of Religion (1990, 1998)
- Marmé, Christopher B. Associate Professor of Economics and Business Administration (1988, 2001)
- Marmé, Mamata. Adjunct Instructor of Business Administration and Economics (1988, 1993)
- Marsh, Patrick S. Part-time Instructor of Physical Education, Head Wrestling Coach and Head Tennis Coach (2000, 2000)

- Mayer, Thomas F. Professor of History (1985, 2001)
- McAninch, Thomas. Part-time Instructor of Sociology (2002, 2002)
- McBain, Melissa. Director of Clinical Experiences in Education (1991, 1998)
- McCallum, Lawrence W. Professor of Psychology and Violet M. Jaeke Professor of Family Life (1971, 1993)
- McChesney, Timothy L. Instructor of Physical Education and Assistant Baseball Coach (2004, 2004)
- McCollum, Lori O'Dell. Part-time Instructor of Psychology (2002, 2002)
- McDowell, Joseph D. Associate Professor of English (1991, 1999)
- McDowell, Sarah. Adjunct Instructor of English (1998, 2003)
- Mejia, Scott M. Instructor of Physical Education and Head Men's and Women's Soccer Coach (2001, 2001)
- Melaas-Swanson, Barbara. Part-time Instructor of Religion (2003, 2003)
- Miller, Marian. Part-time Reference Librarian, Associate Professor (1981, 1998)
- Mishra, Pramod K. Assistant Professor of English (2002, 2003)
- Moline, Norman T. Professor of Geography and Edward Hamming Chair in Geography (1968, 1985)
- Montover, Nathan J. Part-time Instructor of Religion (2004, 2004)
- Moore, Matthew M. Instructor of Speech Communication (2001, 2001)
- Moreno, Samuel P. Part-time Instructor of Psychology (1981, 1981)
- Morrow, Carroll W., Jr. Professor of Computer Science (1976, 1992)
- Mueller, Diane C. Adjunct Instructor of Mathematics (1995, 1997)
- Nabhan-Warren, Kristy. Assistant Professor of Religion (2002, 2002)
- Narske, Richard M. Professor of Chemistry (1979, 1990)
- Nathanson, Louise. Part-time Instructor of Music (1980, 1980)
- Nayding, Inga. Assistant Professor of Philosophy (2004, 2004)
- Nefzger, Ben D. Part-time Professor of Sociology (1973, 1981)
- Neil, Mary. Professor of Music (1987, 2005)
- Nelson, Douglas L. Professor of Mathematics (1971, 1992)
- Nelson, Jamie. Special Collections Librarian, Instructor (2000, 2000)
- Norling, Dennis. Part-time Instructor of Business Administration (2005, 2005)
- Normoyle, Angela H. Part-time Instructor of Speech Communication (2001, 2001)
- Ntarangwi, Mwenda. Assistant Professor of Anthropology (2003, 2003)
- Olsen, Paul V. Professor of English and Head Men's Track and Cross Country Coach (1966, 1993)
- Palmer, Gary W. Part-time Instructor of Music (2005, 2005)
- Peters, Jason R. Associate Professor of English (1996, 2004)
- Petersen, Karen. Adjunct Instructor of Business Administration and Director of Business Administration Internships (1989, 1993)
- Pfautz, John S. Professor of Music (1987, 2005)
- Pitz, Arthur. Part-time Instructor of History (2005, 2005)
- Pobanz, Randy. Part-time Instructor of Music (1985, 1985)
- Poust, Renee A. Part-time Instructor of Communication Sciences and Disorders (1991, 1991)
- Pugh, Mary N. Part-time Instructor of Religion (2005, 2005)
- Quinn, Megan E. Professor of Art (1980, 1998)
- Quinn, Sandra A. Part-time Instructor of English (2005, 2005)
- Rayapati, Sangeetha. Assistant Professor of Music (2001, 2002)
- Renneke, David R. Professor of Physics (1968, 1986)
- Richardson, Deanna M. Part-time Instructor of Physical Education (1989, 1989)
- Rittgers, Rochel. Assistant Professor of Physical Education and Head Athletic Trainer (1985, 1992)
- Robertson, Jemmie H. Adjunct Instructor of Music (2005, 2005)
- Robinson, Glenn A. Professor of Political Science (1988, 2005)
- Rodman, Stacey. Associate Professor of Mathematics (1995, 2004)
- Rogal, Margaret. Reference Librarian and Instructor (2002, 2002)
- Rose, Jayne A. Professor of Psychology (1987, 2003)
- Roseman, Barbara A. Associate Professor of Communication Sciences and Disorders (1970, 1997)
- Ruff, Stacey. Instructor and Head Volleyball Coach and Assistant Track Coach (2005, 2005)
- Salgado, Nirmala S. Associate Professor of Religion (1993, 2001)
- Schebler, James. Part-time Instructor of Education (1986, 1986)
- Schmelzer, Samanta. Part-time Instructor of Spanish (2005, 2005)
- Schmullbach, Thomas. Assistant Professor of Physical Education and Assistant Football Coach (1982, 2000)
- Schroeder, Michael W. Associate Professor of Education (1995, 2004)
- Schussheim-Anderson, Rowen. Professor of Art (1982, 2001)
- Schwaegler, Susan. Part-time Instructor of Music (1998, 1998)
- Scott, Larry E. Professor of Scandinavian (1981, 1993)
- Scott, Lori R. Associate Professor of Biology (1989, 1998)
- Seidlitz, Lisa. Assistant Professor of German (2003, 2003)
- Shaw, Donald. Assistant Professor of Biology (2003, 2003)
- Shearer, Michiru K. Part-time Instructor of Japanese (1995, 1995)
- Shellhouse, Barbara. Part-time Instructor of Music (1995, 1995)
- Sherman, Marilyn L. Visiting Assistant Professor of Biology (2005, 2005)
- Short, Joanna S. Assistant Professor of Economics (2001, 2001)
- Sieglauff, Dean R. Associate Professor of Physics (2004, 2004)
- Skoning, Stacey N. Assistant Professor of Education (2003, 2003)
- Skorepa, Thomas A. Part-time Instructor of Business Administration (1982, 1982)
- Slone, Ruth. Part-time Instructor of Music (2004, 2004)
- Smith, Marsha Y. Professor of Sociology (1982, 2001)
- Snowball, W. David. Professor of Speech Communication (1984, 2002)
- Sommer, Vicki L. Professor of Sociology and Social Welfare (1973, 2001)
- Stewart, Donald T. Part-time Instructor of Sociology (1978, 1978)
- Stodd, Janet. Part-time Instructor of Music (1977, 1977)
- Stone, Susan E. Professor of Music (1986, 2004)
- Storl, Heidi. Professor of Philosophy (1989, 2005)
- Strasser, Jeffrey C. Associate Professor of Geology (1996, 2004)
- Suchenski, Kathleen M. Instructor of French (1998, 2003)
- Swatos, William H. Jr. Part-time Instructor of Sociology (1983, 2005)
- Symons, Van J. Professor of History (1978, 1991)

- Sztajer, Jean C. Associate Professor of Accounting and S. James Galley Chair in Accounting (1981, 1994)
- Tallitsch, Robert B. Professor of Biology (1975, 1992)
- Tawiah-Boateng, John. Assistant Professor of English (2002, 2002)
- Tracy, Carla. Director of the Library and Instructor (1994, 2004)
- Trotter, Pamela J. Assistant Professor of Chemistry (2001, 2001)
- VanSandt, Craig V. Assistant Professor of Business Administration (2000, 2001)
- Varallo, Sharon M. Associate Professor of Speech Communication (1998, 2004)
- Vazquez, Jeanneth. Associate Professor of Spanish (1991, 2004)
- Vincent, Mark A. Associate Professor of Psychology (1996, 2004)
- Vivian, Kim. Professor of German (1989, 2005)
- Vogel, Cecilia J. Associate Professor of Physics (1992, 2002)
- Wallace, Gregory D. Instructor of Physical Education and Head Baseball Coach (1994, 1994)
- Walters, Bruce D. Part-time Instructor of Art (1999, 1999)
- Wanke, Randall. Associate Professor of Chemistry (1995, 2003)
- Warren, Stephen. Assistant Professor of History (2002, 2005)
- Weaver, David. Reference Librarian and Instructor (2000, 2000)
- Wee, Rebecca L. Associate Professor of English (1994, 2004)
- Wegman-Geedey, Dara L. Associate Professor of Biology (1995, 2003)
- Whiteside, Frederick. Instructor of Physical Education and Women's Track and Cross Country Coach (1975, 1975)
- Wille, Steven C. Director of the Summer Spanish Program in Ecuador (1984, 1988)
- Williams, Ritva H. Associate Professor of Religion (1998, 2005)
- Winship, James A. Professor of Political Science and William Freistat Professor of Studies in World Peace (1975, 1995)
- Wolf, Michael B. Associate Professor of Geology (1995, 2002)
- Wood, David R. Adjunct Instructor of Mathematics and Computer Science (2002, 2005)
- Xiao, Peter Tong. Associate Professor of Art (1989, 1997)
- Yoder, Denise L. Instructor of Physical Education and Assistant Trainer (1997, 1997)
- Youngberg, Karin L. Professor of English and Conrad Bergendoff Professor of Humanities (1967, 1979)
- Zemek, Michael. Part-time Instructor of Music (2004, 2004)
- Zhou, Lina. Assistant Professor of Business Administration (2005, 2005)

AUGUSTANA COLLEGE ADMINISTRATIVE STAFF

[as of 12/06]

OFFICE OF THE PRESIDENT

- * Steven C. Bahls, President
Kai S. Swanson, Executive Assistant to the President

OFFICE OF ACADEMIC AFFAIRS

- * Jeff Abernathy, Dean of the College, Vice President of the College
Michael Green, Associate Dean of the College
Michael Nolan, Associate Dean for Grants and Assessment

Art Museum

- Sherry Maurer, Director of Augustana Art Museum
and Permanent Art Collection

Augustana Center for Vocational Reflection

- Robert D. Haak, Director
Kristen Glass, Program Associate

The Center for the Study of Teaching and Learning (CSTL)

- Dara Wegman-Geedy, Coordinator

Honors Program

- Jon Clauss, Director

Institutional Research

- Timothy N. Schermer, Director of Institutional Research

Library

- Carla Tracy, Director of the Library
Mary Lang, Technical Services Librarian
Jamie Nelson, Special Collections Librarian
Brent Etzel, Reference Librarian
Connie Ghinazzi, Reference Librarian
Marian I. Miller, Reference Librarian
Margi Rogal, Reference Librarian
David Weaver, Reference Librarian
Amanda Makula, Reference Librarian

Office of the Registrar

- Liesl Fowler, Registrar
Susan Granet, Associate Registrar

Performance Hall Management

- Rita O. Gustafson, Business Manager
Kent M. Dexter, Technical Coordinator

Reading/Writing Center

- Virginia Johnson, Director of Reading/Writing Center
Bill Coker, Instructor, Director of Academic Advising

Red Shoes Prekindergarten

- Vicki Morrow, Director

Swenson Swedish Immigration Research Center

Dag Blanck, Director
 Christina Johansson, Head of Archives
 Anne Jenner, Researcher
 Jill Seaholm, Head of Genealogical Services

Theatre

Jeffrey L. Coussens, Director of Theatre
 Patty Koenigsaecker, Designer/Technical Director for Theatre

OFFICE OF ENROLLMENT

* W. Kent Barnds, Vice President of Enrollment
 Diane Carnithan, Administrative Assistant, Coordinator of
 International Student Admissions

Admissions

Rachel Gustafson, Associate Director of Admissions
 _____ Associate Director of Admissions
 Matthew J. Walsh, Associate Director of Admissions
 _____ Assistant Director of Admissions
 Meghan Cooley, Assistant Director of Admissions
 George Acosta, Multicultural Recruitment Counselor
 Shiny Edwards, Multicultural Recruitment Counselor
 Tara Crandall, Admissions Counselor
 Ethan Douglass, Admissions Counselor
 Karen Flint, Admissions Counselor
 Piper Mead, Admissions Counselor
 Danielle Pallasch, Admissions Counselor
 Alissa Worrall, Admissions Counselor
 Rebecca Urton, Recruitment Data Manager

Financial Assistance

Sue Standley, Director of Financial Assistance
 David R. Myatt, Associate Director of Financial Assistance
 Julie L. Bacon, Financial Assistance Counselor
 Ann M. Brill, Assistant Director of Financial Assistance
 Paula Ploen, Financial Assistance Counselor
 Betty Youngberg, Financial Assistance Counselor, Student
 Employment Coordinator

DEAN OF STUDENTS OFFICE

* Evelyn S. Campbell, Dean of Students, Vice President for Student
 Services
 Stephen D. Backmeyer, Associate Dean of Students
 Lanese Aggrey, Assistant Dean of Students, Director of
 Multicultural Affairs

Athletics

Chuck Gordon, Director of Athletics
 Rochel R. Rittgers, Coordinator of Athletic Training
 David Wrath, Sports Information Director
 Tom Jessee, Director of Carver Center

Career Center

Kristi Gimmel Becker, Director of the Career Center
 Jeanne Ellis, Assistant Director of the Career Center
 Jana Klauke, Assistant Director of the Career Center

Recreation and Intramural Sports

Don Umland, Director of Intramural and Recreational Sports

Residential Life

Carmen Hoppenjan, Assistant Dean of Students, Director of
 Residential Life
 Kelly Giovanine, Assistant to the Director of Residential Life,
 Coordinator of Medical Support Services
 Audrey Adamson, Resident Director, Traditional Living Areas
 (Common Areas)
 Danielle Clavizio, Resident Director, Andreen Hall
 Heather Downing, Resident Director, Seminary Hall
 Christina Lorge-Grover, Resident Director, Westerlin Center
 Joseph McCartney, Resident Director, Carlsson Hall
 Jeter Smith, Resident Director, Erickson Hall
 Juan Wilson, Resident Director, Transitional Living Areas (Suite-style)

Student Activities

Kenneth A. Brill, Assistant Dean of Students, Director of Student
 Activities
 Amy Mynough, Assistant Director of Student Activities

Student Counseling Services

Michael W. Tendall, Associate Dean of Students, Director of
 Student Counseling Services
 Deborah VanSpeybroeck, Counselor, Student Counseling Services

OFFICE OF CAMPUS MINISTRIES

Richard W. Priggie, Chaplain
 April G. Johnson, Associate Chaplain
 Marilyn F. Ring, Associate Chaplain
 Larry B. Peterson, Director of Music

OFFICE OF FINANCIAL AFFAIRS

* Paul D. Pearson, Chief Business and Financial Officer,
 Vice President of Business and Finance
 Mary J. Doonan, Controller
 Darlene J. Link, Director of Fiscal Operations
 Diane K. McCann, Assistant Controller
 Sharon Cramer, Director of Facilities Services
 Michael P. Ruane, Director of Food Service
 Tom Schaubroeck, Director of Purchasing
 Bradley Bridges, Manager of the Bookstore
 Kenneth H. Johnson, Director of Human Resources
 and Auxiliary Services
 Wendy Kelley, Assistant Director of Human Resources
 John R. Olson, Support Services Manager
 Thomas M. Phillis, Director of Security Services

Technology Services

Chris Vaughan, Director of Information Technology Services
Shawn T. Beattie, Educational Technology Services Coordinator
Scott Dean, Network Manager
Charles Henderson, Network Administrator
Denny Hurd, Technical Support Manager
Brad Bjork, Programmer/Analyst
Amy Copeland, Programmer/Analyst
Patti Quick, Programmer/Analyst
Kris Spencer, Operations Analyst
Beth Weber, Software Analyst
Gil Koenigsaecker, Educational Technologist
Tim Stevenson, Web Technician

**OFFICE OF DEVELOPMENT
AND ALUMNI RELATIONS**

* Albert J. DeSimone, Vice President for Development
Nancy A. Johnson, Assistant Vice President for Development
Sue A. Rector, Assistant Vice President for Development
Dean M. Bacon, Director of Corporate and Foundation Relations
Scott Park, Director of Planned Giving
Michelle Brandt, Director of Annual Giving
Beth Swanson, Assistant Director of Annual Giving

Patricia A. Huff, Coordinator of Special Projects
Heather M. Rusch, Assistant Director of Alumni Relations
Gregory W. Petty, Senior Development Officer
Eric J. Rowell, Development Officer
Stephen Ehrhart, Development Officer
Heather L.W. Haben, Development Associate
Christopher B. Myers, Coordinator of Research

Communication and Marketing

Barbara Bradac, Creative Director
Debbie Blaylock, Editor, *Augustana Magazine*
Debra Lukehart, Assistant Vice President for Communication
and Marketing
Marla Alvarado Neuerburg, Publications Coordinator, Photographer
Beth Nordby, Web Manager
Beth Roberts, Editorial Director
Douglas Tschopp, Director of Marketing
Kirby Winn, Director of Public Relations, Brand Manager

WVIK-FM

Lowell Dorman, General Manager
Sonita Oldfield-Carlson, Director of Development

* Cabinet members

APPENDIX G

COLLEGE COMMITTEES 2005 – 2006

COMMITTEES RESPONSIBLE PRIMARILY TO THE FACULTY

	Chair of Committee
1. Accommodations for Students with Special Needs	Evelyn Campbell
2. Advanced Standing and Degrees (AS&D)	Liesl Fowler
3. Assessment Review	Michael Nolan
4. Educational Policies (EPC)	Jeff Abernathy
5. Enrollment Management and Retention	Kent Barnds
6. Facilities Planning	Steve Bahls
7. Faculty Research	Craig VanSandt
8. Faculty Welfare	Jeff Abernathy
9. Foreign Study	Michael Green
10. General Education	Jeff Abernathy
11. Honors Committee	Jon Clauss
12. Internship/Cooperative Education	Michael Green
13. Library/Bookstore	Carla Tracy
14. Nominations and Rules	Mary Neil
15. Professional Ethics	Michael Green
16. Radio Board	Wendy Hilton-Morrow
17. Student Publications Board	Clifford Brockman
18. Student Ratings Supervisory (SRSC)	Ruth Ann Johnson
19. Teacher Education	Chuck Hyser

COMMITTEES RESPONSIBLE PRIMARILY TO ADMINISTRATION

1. Academic Computer	Chris Vaughan
2. Advisory Committee on Harassment and Discrimination	Michael Green
3. Athletics	Craig VanSandt
4. Benefits	Ken Johnson
5. Budget	Steve Bahls
6. Campus Ministry	Richard Priggie
7. Campus Parking	Tom Phillis
8. College Center and CUBOM Advisory Board	Ken Brill
9. Convocation	Michael Green
10. Diversity and Gender Equity	Lanese Aggrey
11. Greek/Faculty Liaison	Ken Brill

- | | |
|---|-----------------|
| 12. Health and Safety | Linda Roy |
| 13. Human Research Review | Tim Schermer |
| 14. Humanities Fund | Jeff Abernathy |
| 15. Institutional Animal Care and Use | Doug Nelson |
| 16. Jaeke Awards | Jeff Abernathy |
| 17. Long Range Planning | Steve Bahls |
| 18. Permanent Art Collection | Sherry Maurer |
| 19. Student Judiciary | Steve Backmeyer |
| 20. Student Parking Ticket Appeal Board | (Student) |
| 21. Student Policy Committee (SPC) | Evelyn Campbell |

APPENDIX H

FACULTY SCHOLARSHIP

Faculty Welfare Committee

Statement on Professional Expression

September 9, 2005

In response to *Authentically Augustana*, the college's strategic plan, the Faculty Welfare Committee wishes to engage departments in a dialogue on the role of faculty scholarship. Specifically, we ask each department to propose expectations for the tenure decision consistent with the emphasis that the strategic plan places on "significant publications and performances that have been subjected to peer review."

While the emphasis on peer reviewed publication is in keeping with the language of the *Handbook*, it also raises the bar for tenure, and Faculty Welfare will propose new language for the *Faculty Handbook* in response to this dialog.

Since all new faculty now come to the college with the understanding that peer-reviewed publication or the equivalent artistic work is expected for tenure, we ask departments to establish a philosophical statement assessing the likely expectations of junior colleagues in their discipline. Given the change to the status quo at Augustana, how should the expectation for peer-reviewed publication or performance be articulated in your discipline? While we do not expressly discourage quantitative measures, we do value peer-reviewed publication primarily as a qualitative indicator of scholarship.

Faculty Welfare is concerned about the transition to the new requirement for those who came to the college before the strategic plan was adopted in January of 2005. However, this exercise is intended specifically to establish guidelines for new colleagues who have joined the college since that time. Once we have established such guidelines, we will work with the faculty and the administration to determine a reasonable schedule for the transition.

We find that there are several reasons for the college to increase its emphasis on publication. While we do not intend this document to provide a complete rationale, the following points will provide departments with an understanding of the committee's present thinking as we seek to continue a dialog across campus on scholarship.

The initial impetus for change at Augustana was the Board of Trustees' call for Augustana to become a "premier liberal arts college." While there are many changes that must take place at Augustana for this goal to be realized, faculty publication is one of the more critical among them. Both prospective students and faculty see faculty engagement in research as part of academic life at a premier liberal arts college. Because we seek to enter the top rank of liberal arts colleges—and our board has indicated that this is a key goal since the presidential search committee was formed—our expectations of faculty must be similar to the expectations held at those institutions. The strategic plan details the benefits that would come to the college were we to realize this goal.

The second reason—and the most critical to the academic program—is the new call for curricular support for research, and specifically the Senior Inquiry program. The strategic plan describes the importance of research to learning at the college:

Each student's work will lead to a culminating independent research project guided by a faculty mentor called Senior Inquiry, which will require the student to engage substantive questions in an academic discipline within the broad context of a liberal education centered on the aspiration to further the common good. In all our efforts, we seek to develop a passion for learning in all Augustana students. Our faculty will enhance the innovative learning environments on our campus, emphasizing problem-based learning, discovery methods in science instruction, collaborative research and experiential learning through, for instance, service learning and international travel opportunities. We will actively encourage faculty efforts to further the reach of human knowledge through research and artistic production, recognizing that such efforts are an extension of the classroom, enabling the types of innovations we seek in student learning.

As we seek to implement this vision of the curriculum, more students will be engaged in research and research-based experiences throughout their years at Augustana. As their mentors in this research, faculty members need to model these research goals.

A third reason for an increased emphasis on research is that such an expectation will enable the college to continue to recruit and retain excellent faculty. Prospective faculty seeking jobs at top liberal arts colleges expect support for their research, which means, in part, that they expect to come into an environment where research is a substantial component of their work. By valuing scholarly and artistic production, we will be more successful in retaining these faculty members, who see teaching as a primary goal but very much want to retain their commitment to scholarship. All of the top fifty liberal arts colleges expect colleagues to be both excellent teachers and scholars (often with an express linkage of scholarship to pedagogy): to compete with these institutions, we should have similar expectations.

Given the success in publishing that so many Augustana faculty have had while maintaining superb teaching, we are not persuaded by the argument that to expect scholarship is to degrade teaching. Still, we have cautioned the administration that Augustana must never become an institution that will value research before teaching: to do so would be to cast aside our identity. Instead, we hope that research will be valued as an essential component in the improvement of student learning and in the development of excellent teachers.

APPENDIX I

RE-TOOLING MULTICULTURAL RECRUITMENT EFFORTS

Kent Barnds – Vice President of Enrollment

January 2006

It is my belief that the success of our multicultural recruitment program will require us to think in different ways. Traditional methods of recruitment, like relying on Chicago public high schools as the primary focal point of our multicultural efforts, must be reevaluated and reassessed.

We will engage in the following activities to begin the long, hard work of increasing the proportion of multicultural students enrolled at and graduating from Augustana College.

- We will need to identify ways to expand the number of students of color at every stage of the funnel (inquiries, applicants, accepts, enrolled). In addition to expanding search efforts we will need to draw upon other resources as well (i.e. Lutheran clergy from churches that serve multicultural populations, multicultural alumni who work in education as teachers and or guidance counselors, etc.). We may also want to consider doing some targeted advertising and/or sponsorship opportunities that are directed toward college-bound minority students.
- As the Quad Cities and surrounding area (75 miles) becomes increasingly diverse we will do a more effective job of “mining our backyard” for students of color. We need to be more effective at identifying students of color in suburban and rural school environments. These students are often overlooked, but are often are better prospects for enrollment than multicultural students from an urban environment. We will make sure that we don’t overlook students of color who live in communities like Augustana’s. With this population we need to build stronger relationships with the students and families than we do with most prospects. We will let students know that they can be close to home and parents need to be reassured that their son or daughter is going to be safe and comfortable. Regardless of culture, we need to recruit and reassure the family as we recruit multicultural students.
- We will use our current multicultural students more effectively in the recruitment process. We should ask them to visit their high schools and identify students who may be interested in Augustana College. This program should be directed by the admissions office and should be designed to serve as a professional development opportunity for those students who participate.
- We will expand partnerships with institutions/organizations that emphasize the importance of college to multicultural students. We will need to expand our efforts with:
 - The National Hispanic Institute <http://www.nhi-net.org/>
 - Perspectives Charter School <http://www.perspectivescs.org/>
 - Clergy serving multicultural congregations on the Southside of Chicago

We will need to explore partner/sponsor possibilities with other organizations like:

- Illinois College Access Network <http://www.illinoiscan.org/>
 - ASPIRA of Illinois http://www.aspirail.org/about_il.htm
 - Venture Scholars Program <http://www.venturescholar.org/>
 - Philadelphia Futures <http://www.philadelphiafutures.org/>
 - Boys and Girls Club of Chicago <http://www.bgcc.org/>
 - The Quad-Cities Scholars Program at Alleman High School
 - Boys and Girls Clubs of the Mississippi Valley
 - The Milton Hershey School
 - The George Pullman Foundation <http://www.pullmanfoundation.org/>
 - 100 Black Men of the Quad Cities
 - 100 Black Men of Chicago
 - The Martin Luther King Center of Rock Island
 - The Indian Association of the Quad Cities
 - Introspect Youth Service, Inc. Chicago
 - Ada S. McKinley Community Services, Inc. <http://www.adasmckinley.org/programs/education/default.htm>
 - Hispanic Community Center of Moline
 - Indian Communities in the Chicago Suburbs
 - Admissions Possible <http://www.admissionpossible.org/>
- It will be important to identify a team of “difference makers” on campus to help with students’ visits and retention efforts. The idea behind a group of difference makers is to build a robust support structure for multicultural students that will ensure their success. This group of people needs to include faculty, staff and students who are interested in making Augustana more diverse. This team of people needs to be prepared to work with prospective students during visits so students and families are assured that there are more people who care than the admissions officer with whom the family has worked. We need to introduce prospective students to the “team” and support community (students, faculty, staff, etc....) that will work with them throughout the Augustana experience, rather than rely exclusively on the multicultural recruitment team.
 - Recruiting the family of multicultural students is critical. We need to explore family-oriented recruitment activities and programmatic initiatives that are aimed at families who may be unfamiliar with the admissions and financial aid process (i.e. a Saturday morning session to assist families in completing financial aid documents, etc...). Our multicultural recruitment efforts depend on the family being comfortable with the environment into which they will be sending their son or daughter. We will need to expand our communication with parents of multicultural students during recruitment and through enrollment.
 - It may be prudent to consider some outreach travel efforts in Texas and California, where the population of college-bound students of color seems to be growing more than in most other areas. We will also need to develop specific strategies to reach out to each of ethnic group. The fastest growing group of minority students continues to be Hispanic and it is likely that we will have the most success with this group. We need to do a more effective job with Asian and Pacific Islanders than we have in the past. They are a rapidly expanding group and have a higher income than other ethnic groups. They also place a higher emphasis on higher education and graduate school—both areas that we should be able to exploit. Chicago will likely continue to be a source for African-American students, but we will need to find those students in areas other than the Chicago

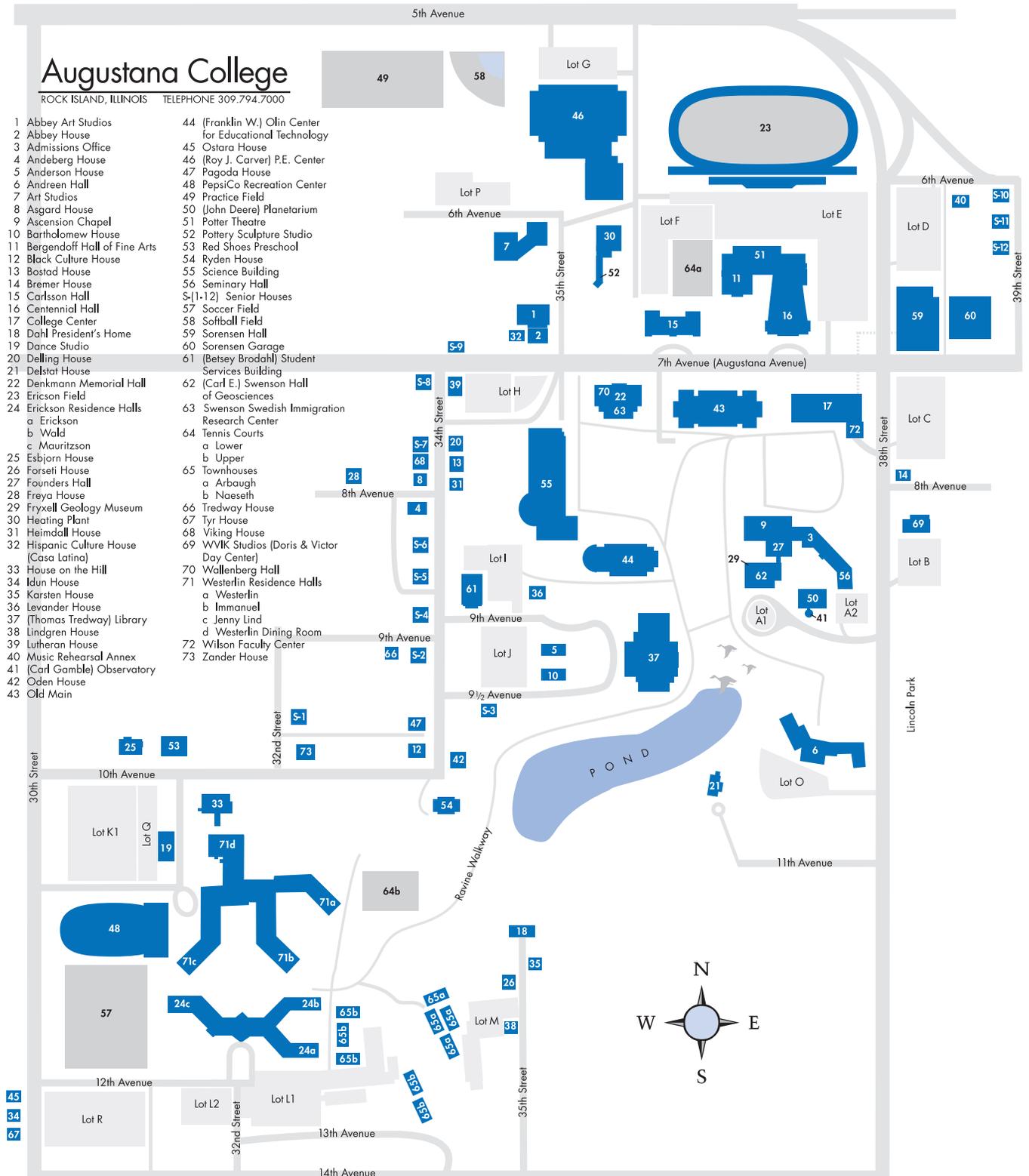
Public Schools. *We will need to continue to be sensitive to the special interest that members of the Board of Trustees, Alumni Board, and others have for the recruitment of African-American students, but our planning cannot be one-dimensional in nature (focused exclusively on African-American recruitment) if we are to achieve the goals outlined in the strategic plan.

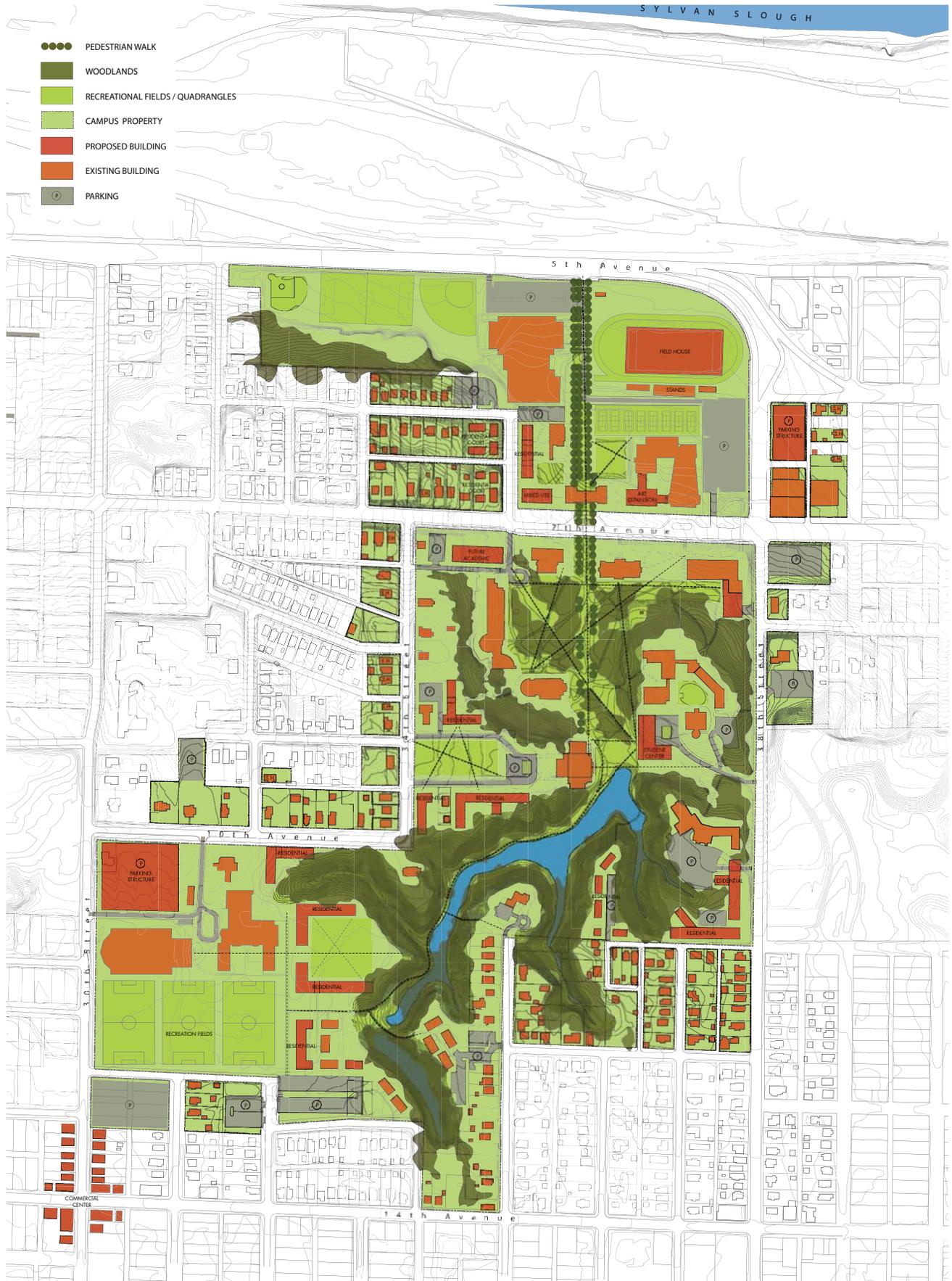
- The future of multicultural recruitment is twofold: 1) earlier outreach and stronger counseling and 2) working with partners in community-based and faith-based organizations that serve students of color in their communities. The effort is focused on the long term, rather than the short term.

Additionally, we will need to figure out how to balance the conflict between the rise of celebrating individual cultures, with fewer students wanting to identify themselves as part of a particular ethnic group. We may need increase our celebration of diversity at a corporate level (college) and minimize our emphasis on the same at the individual level (prospective student). This may be necessary to ensure that students recognize our commitment to diversity without assuming that every student of color wants to be recognized and identified.

We also need to explore ways that we can be involved in earlier outreach in local schools and organizations.

APPENDIX J





APPENDIX K

INFORMATION TECHNOLOGY SERVICES

The college provides abundant access to PCs and broad access to classroom technology. All faculty members have at least one workstation. As a guideline, ITS sets a minimum configuration (CPU speed) and replaces workstations accordingly each year. Laptop computers are provided in special cases. All academic buildings have at least three “smart classrooms” with internet access, computer projection and integrated multimedia capability. Some departments have outside funding for additional computer systems, e.g. a Kresge fund allows rapid upgrades to science division systems. Faculty and students can check out, free of charge, ITS equipment such as digital cameras, camcorders, laptops, and audiovisual recorders. Tracking of the equipment usage indicates increasing demand each year for the last four years.

We also continue to upgrade our software systems. Augustana has licensing agreements for Microsoft Office which assures that we will have licenses and support for the latest version of Microsoft Office (including support for faculty home use), a business statistics program (SAS, Statistical Analysis System) and the Mathematica program. One of the major administrative systems that needs to be replaced soon is called Simon, a legacy system developed by Augustana staff more than 15 years ago. Simon, and several other legacy applications, are scheduled to be succeeded by Datatel during 2005-06—a \$1 million investment.

As elsewhere, connectivity—to the Internet and to our telecommunication services—is a major challenge for ITS. The campus network utilizes five T-1 lines (seven by November 2005) to connect to the Internet and mainly a fiber optic system internally to connect to its 2,500+ nodes. All residence halls and academic buildings are connected to the Internet and, with 89 percent of the 1,358 available network ports available in campus housing have been activated this year; our students are well-connected. ITS actively manages email traffic flow to optimize efficiency by blocking upwards of 70 percent of the incoming volume (primarily spam but also mail to invalid addresses). The system handles more than 100 GB of data flow per day, mostly as web page traffic. Student activities such as downloading music consume a lot of the bandwidth, causing slow response. In 2003, ITS installed a bandwidth shaper which more than doubled the line capacity by giving music downloads and similar activities a lower priority during the daytime hours. Normal internet activities are not impacted. Wireless Internet access points have been installed in Olin, Bergendoff, Tredway Library, the Music Annex and the College Center in response to a growing demand for wireless access. Unless technology changes significantly, there are no plans for further wireless expansion in the near future.

Improvements in Library IT

Technological advances over the past decade have had an enormous impact on the library system. Four tablet computers and five laptop computers are available for wireless network use throughout the library. “Smart classroom” technology has been added to the instruction area. More journals are provided online rather than in paper form. Some reference materials now are being provided solely online. In general the Tredway Library is not going to buy paper versions if the resource is available online, although there may be special situations where both forms are purchased. Moving some resources online frees up space, some of which has been con-

verted work areas for collaborative projects. The strategic plan's proposed capstone experience might necessitate the installation of additional carrels in the Tredway Library and expansion of the online journal services.

Probably, the most significant step the library has taken to prepare for the future is to become associated with the Illinois Library Computer Systems Organization (ILCSO), whose mission "is to effectively utilize and to enhance and expand access to global information resources through collaborative partnerships among ILCSO members and with the broader library community." ILCSO membership is providing faculty and students with access to a much larger number of resources by allowing them to search and borrow from the combined holdings of 63 academic libraries (including the large public research libraries) in the state of Illinois. As an ILCSO member, the Tredway Library also will receive other resources, such as link-resolver (software which might connect the reference notes in an electronic text directly to the original work being cited) and federated search software (technology which allows a user to search many networked information sources from one interface), both of which will greatly benefit the Augustana community.

Improvements in Enrollment IT

The Office of Enrollment is moving more slowly, but steadily, to greater dependence on networked technology. In 2003 half of Augustana's applicants filed electronically. In response to this continuing trend, ITS is currently setting up a chat room for prospective students. Recruiting activities of the admissions counselors and faculty also are relying heavily on internet systems (e-mail and web). Determination of financial assistance packages is aided by a state-of-the-arts software program purchased from Noel-Levitz consultants.

APPENDIX L

Instructor/Class ID

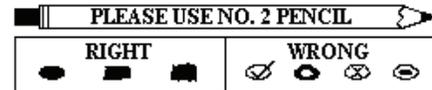
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	32	33	34	35
36	37	38	39	40	41	42
43	44	45	46	47	48	49
50	51	52	53	54	55	56

Augustana College Student Rating of Instruction Form SAMPLE -NOT FOR USE

Augustana is a community of learners, concerned with important ideas and with those skills and attitudes which help our students to succeed in life, not just on the job but as concerned and educated citizens. The instruction you receive here is crucial to achieving this. We ask you to help us judge how well we are doing.

Your ratings are a significant part of the process by which instructors are evaluated for tenure and merit, so please consider your answers carefully. Try to be fair and accurate. Some of the items require a rating from strongly agree through strongly disagree. Others are worded differently, but in each case

there is a five-point rating scale. **Caution:** The most favorable responses are NOT necessarily those with higher values. For proper scanning, written comments must stay within the boxes provided.



Classification:

- first-year student
- sophomore
- junior
- senior

For me, this course is (choose the one best response):

- an elective, not chosen for any requirement
- a general education requirement
- a required supporting course for my major/minor/program
- required for my major/minor program
- an option for my major/minor/program

The work required for this course was:

- way below average
- below average
- about average
- above average
- way above average

I missed class:

- 0-1 times
- 2-4 times
- 5-7 times
- 7-10 times
- over 10 times

Grade expected:

- A
- B
- C
- D
- F

Gender:

- female
- male

When I registered for this course/section it was:

- a first choice selection
- an alternate choice due to conflicts, closed courses, etc.

To my knowledge, cheating occurred in this course:

- very often
- occasionally
- never

How frequently were the following teaching methods used in this course?

	never				very often
instructor lectures.....	1	2	3	4	5
classroom discussion.....	1	2	3	4	5
student presentations.....	1	2	3	4	5
student collaboration on projects, assignments, labs	1	2	3	4	5
student research, case studies, or "real life" activities	1	2	3	4	5
individualized instruction.....	1	2	3	4	5
students influenced course topics.....	1	2	3	4	5

Please respond to the questions below using the scale indicated.

- | | | | | | | |
|--|---|---|---|---|---|----------------------|
| 1. I found this instructor to be..... | 1 | 2 | 3 | 4 | 5 | very clear |
| 2. In class the questions and opinions of others were | 1 | 2 | 3 | 4 | 5 | discouraged |
| 3. In this course I learned..... | 1 | 2 | 3 | 4 | 5 | a great deal |
| 4. In the classroom, the instructor was..... | 1 | 2 | 3 | 4 | 5 | very helpful |
| 5. In this class I found myself appreciating this subject..... | 1 | 2 | 3 | 4 | 5 | very little |
| 6. Outside of class, the instructor was..... | 1 | 2 | 3 | 4 | 5 | not helpful at all |
| 7. This instructor is the kind of teacher who makes a subject..... | 1 | 2 | 3 | 4 | 5 | exciting |
| 8. This instructor usually came to class..... | 1 | 2 | 3 | 4 | 5 | very unprepared |
| 9. With this instructor, feedback on assignments was | 1 | 2 | 3 | 4 | 5 | very slow |
| 10. Feedback on assignments was..... | 1 | 2 | 3 | 4 | 5 | very helpful |
| 11. The atmosphere in this class was generally..... | 1 | 2 | 3 | 4 | 5 | very negative |
| 12. When I went to this class, I generally | 1 | 2 | 3 | 4 | 5 | looked forward to it |
| 13. When asked for help the instructor seemed..... | 1 | 2 | 3 | 4 | 5 | annoyed |

Your comments are very important! In terms of your learning the material of this course, what 2-3 things were most (or least) helpful?

Please continue to the back

Please respond to the questions below using a five point scale from 1=Strongly Agree (SA) to 5=Strongly Disagree (SD).

SAMPLE ONLY- NOT FOR USE

	SA					SD				
14. The instructor was NOT good at explaining things.....	1	2	3	4	5	1	2	3	4	5
15. The instructor liked and respected students.....	1	2	3	4	5	1	2	3	4	5
16. The instructor was NOT very clear about how we were to be evaluated....	1	2	3	4	5	1	2	3	4	5
17. The instructor stimulated my interest in the subject.....	1	2	3	4	5	1	2	3	4	5
18. The instructor made good use of class time.....	1	2	3	4	5	1	2	3	4	5
19. The instructor's explanations of courses material were generally clear....	1	2	3	4	5	1	2	3	4	5
20. My impression is that the instructor does NOT like teaching very much....	1	2	3	4	5	1	2	3	4	5
21. The instructor demonstrated concern for us as individuals.....	1	2	3	4	5	1	2	3	4	5
22. I have no idea what the instructor wanted us to achieve in this course.....	1	2	3	4	5	1	2	3	4	5
23. The instructor's answers to questions were clear and understandable....	1	2	3	4	5	1	2	3	4	5
24. The instructor did NOT seem to care about student progress.....	1	2	3	4	5	1	2	3	4	5
25. I have been graded fairly in this class.....	1	2	3	4	5	1	2	3	4	5
26. My interest in this subject grew as the course proceeded.....	1	2	3	4	5	1	2	3	4	5
27. The objectives of this course were clearly explained.....	1	2	3	4	5	1	2	3	4	5
28. The assignments were good learning experiences.....	1	2	3	4	5	1	2	3	4	5
29. Classes began on time.....	1	2	3	4	5	1	2	3	4	5
30. The instructor clearly defined my responsibilities in this course.....	1	2	3	4	5	1	2	3	4	5
31. Exams were NOT what the instructor led us to expect they would be.....	1	2	3	4	5	1	2	3	4	5
32. Assignments were related to the goals of this course.....	1	2	3	4	5	1	2	3	4	5
33. In this course we followed the syllabus.....	1	2	3	4	5	1	2	3	4	5

Supplemental Questions: If supplemental multiple-choice questions are used, please respond in this section.

Module ID (if provided):	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
1.	1	2	3	4	5	6.	1	2	3	4	5	11.	1	2	3	4	5
2.	1	2	3	4	5	7.	1	2	3	4	5	12.	1	2	3	4	5
3.	1	2	3	4	5	8.	1	2	3	4	5	13.	1	2	3	4	5
4.	1	2	3	4	5	9.	1	2	3	4	5	14.	1	2	3	4	5
5.	1	2	3	4	5	10.	1	2	3	4	5	15.	1	2	3	4	5

Your comments are very important! Please use this space to explain any of your responses above or to comment on the strengths or weaknesses of this course or instructor.

Supplemental Written Question. If requested, please use this space to respond to the supplemental written question.

APPENDIX M

FEDERAL COMPLIANCE

Augustana College's Federal Compliance Program

The *Handbook of Accreditation* published by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC-NCA) requires institutional self-studies to contain a special section entitled "Federal Compliance." Organizations are required to address the following commission policies.

- I.C.7. *Credits, Program Length and Tuition*: Augustana College is in full compliance with HLC-NCA expectations: 1) courses are equated to semester credit hour equivalencies; 2) program lengths (i.e., degree requirements) are consistent with Illinois Board of Higher Education (IBHE) requirements; and 3) the college does not offer program-specific tuition; therefore, justification of differential tuition rates is not applicable.
- I.A.5. *Organizational Compliance with the Higher Education Reauthorization Act (HERA)*: Consistent with the HERA: 1) the college provides copies of all documents relevant to Title IV compliance to the HLC-NCA site review team; 2) the college maintains federal loan default rates below national averages; and, 3) the college complies with HLC-NCA expectations regarding disclosure of campus crime statistics, graduation rates, and other information.
- I.C.2. *Federal Compliance Visits to Off-Campus Locations*: Augustana College maintains no off-campus sites. Therefore, this section is not applicable.
- IV.B.2. *Advertising and Recruitment Materials*: Reference to the college's affiliation with the Commission, including college contact information and the Commission's URL and telephone number, can be found on the college's website. The omission of the Commission's URL and telephone number in the college's catalog is being corrected.
- III.A.1. *Professional Accreditation*: All teacher preparation programs are certified by the Illinois State Board of Education (ISBE); Augustana College is accredited by the National Council for Accreditation of Schools of Music.
- III.A.3. *Requirements of Institutions Holding Dual Institutional Accreditation*: The college is not affiliated with another Council for Higher Education Accreditation-recognized or federally recognized institutional accrediting association. Therefore, requirements of institutions holding dual institutional accreditation are not applicable.
- IV.B.4. *Organizational Records of Student Complaints*: Written student complaints are filed in the Offices of the President, Dean of the College, and Dean and Vice President of Student Services. The college is in full compliance with HLC-NCA expectations for maintaining institutional records of student complaints and their disposition.

Discussion of each of these areas follows.

I.C.7. *Credits, Program Length and Tuition*

The Commission expects an affiliated institution to be able to equate its learning experiences with semester or quarter credit hours using practices common to institutions of higher education, to justify the lengths of its programs in comparison to similar programs found in accredited institutions of higher education, and to justify any program-specific tuition in terms of program costs, program length, and program objectives. Affiliated institutions notify the Commission of any significant changes in the relationships among credits, program length, and tuition. (HLC-NCA Handbook for Accreditation, Section 8.2).

- Course credits are awarded on a semester credit hour basis at Augustana College. Details of transcribed courses are provided in the annual *College Catalog*, available at <http://www.augustana.edu/catalog/>.
- The college is in full compliance with credit hour and degree requirements of the Illinois Board of Higher Education (IBHE). IBHE defines the bachelor's degree as "an award that requires completion of an organized program of study of at least four but not more than five years of full-time academic study with at least 120, but fewer than 150 semester credit hours." The Augustana bachelor's degree requires completion of 123 semester hours, which students typically earn over a four-year period at a rate of 30-31 semester hour credits per year. About 76 percent of an entering first-year cohort will complete their degree at Augustana, and of those about 93 percent will complete it in four years.
- The college does not have tuition rates that are program-specific. Justification of differential tuition rates is not applicable.

I.A.5. *Institutional Compliance with the Higher Education Reauthorization Act*

The Commission expects that its affiliated institutions comply if required with the Title IV requirements of the Higher Education Reauthorization Act as amended in 1998. Therefore, institutions will provide teams for review and consideration the most recent default rates (and any default reduction plans approved by the Department of Education) and any other documents concerning the institution's program responsibilities under Title IV of the Act, including any results of financial or compliance audits and program reviews. (HLC-NCA's Handbook for Accreditation, Section 8.2).

Title IV Compliance documentation:

- Upon request, the following documents related to Title IV funding are available to the HLC-NCA Review team:
 - Title IV Program Participation Agreements
 - Letter of Eligibility
 - Fiscal Operations Reports and Applications to Participate (FISAP) for federal campus-based programs consisting of Federal Perkins Loan, Federal Supplemental Education Opportunity Grant, and Federal Work Study)
 - Annual audit conducted by an outside agency.
 - Most recent audit conducted by the Illinois Student Assistance Commission (November, 2002)

- Title IV programs at the college have not been the subject of a federal program review since September, 1995. There have been no limitations, restrictions, or termination measures taken against any Title IV programs.

Loan Default Rates:

- The Financial Assistance Office awards the Perkins loan to eligible students. The Business Office administers the Perkins program and conducts entrance and exit counseling to all students who have a Perkins loan. University Accounting Service based in Brookfield, Wisc., is the college's loan servicer. University Accounting Service also handles the due diligence requirements for the college and monthly billing. Augustana receives monthly reports from UAS and the college makes contact with students who are past due on their accounts. This correspondence is through e-mail, letter or telephone. If a borrower does not respond to any of our correspondence, the account may be sent to an outside collection agency when it is approximately six to nine months past due. The two collection agencies currently used by the college are National Credit Management in St. Louis and National Recoveries, in Blaine, Minn. The default rates for the three most recent fiscal years have been well below national averages:

FY	Default Rate
2005	5.10%
2004	2.51%
2003	2.27%

- The college's cohort default rates for the FFELP loans for the three most recent years are also below national averages :

Cohort	Default Rate
2003	2.4%
2002	2.1%
2001	2.4%

Title IV Information Dissemination Activities and Compliance

- Augustana complies with all requirements for submission of data to the Department of Education. The Director of Institutional Research coordinates all college Integrated Postsecondary Education Data System submissions (IPEDS) (*Completions, Institutional Characteristics, Enrollment, Finance, Graduation Rates, Student Financial Aid, Fall Staff, Employees by Assigned Positions, and Salaries*) and Equity in Athletics submissions. The Dean of Students coordinates submission of campus crime statistics.
- Information is disseminated to students as required under Section 485 of Title IV. Upon the initial inquiry, prospective students are sent a letter listing of the information that is required to be provided and the procedures required to obtain such information. Similarly, a notice of the availability of the information available in compliance with Title IV is included in the student handbook published annual and distributed to all current students.
- The information required for dissemination to students is made readily available through publication in the annual *College Catalog*, the annual student handbook (*Inside Augustana*), the college website, and/or at NCES websites. The *College Catalog* is also available on-line on the college's website.

The required data is distributed through the following principal sources:

- Financial assistance programs available to students, methods by which assistance is distributed, and rights and responsibilities of students receiving financial assistance under Title IV—*College Catalog* (pp. 12-15) supplemented by financial assistance brochures.
- Means and forms by which application for financial assistance is made and requirements for accurately preparing applications—*College Catalog* (pp. 12-15) and forms available in the Financial Assistance Office.
- Cost of attending the institution—Institutional costs are published annually in a Schedule of Charges that supplements the catalog. We are correcting the omission of an estimate of the cost of books and supplies from this schedule.
- The college does not have differential costs for programs, so disclosure is not applicable.
- The college's refund policy—*College Catalog* (pp. 12, 38).
- Requirements for the return of Title IV grant or loan assistance—*Inside Augustana* (p. 54).
- Withdrawal policies—*College Catalog* (pp. 12, 28).
- College academic programs—*College Catalog* (pp. 49-109).
- College academic facilities—*College Catalog* (pp. 3-6, 45-47).
- Faculty profile—*College Catalog* (pp. 111-115).
- Financial Assistance contact information—*College Catalog* (p. iii).
- Facilities and services for handicapped students—*College Catalog* (p. 9), *Inside Augustana* (p. 9).
- Accreditation information—*College Catalog* (p. 2). The omission of the North Central Association's URL and local phone number will be corrected in future editions.
- Standards for satisfactory academic progress—*College Catalog* (p. 31).
- Graduation rates for entering cohorts—*College Catalog* (p. 118). The four- and five-year graduation rates are published in the current catalog, the six year rates will be added to future editions.
- The terms and conditions for deferral or partial cancellation of federal student loans for service in the Peace Corps or under the Domestic Volunteer Service Act are included in the financial assistance exit interview.
- Policy that enrollment in a program of study abroad approved for credit at Augustana will be considered enrollment at Augustana for purposes of applying for Federal student assistance—students are currently being informed individually as the need arises. A statement of the policy will be added to the next addition of the *College Catalog*.
- The campus crime report—*Inside Augustana* (pp 23-25) and college web site.
- Annual security report—provided to students in *Inside Augustana* (pp. 22-34), and to employees by the HR department. Although a statement advising students where State supplied sex offender information may be obtained is provided on the Security Office's web page, it has not been included in the annual security report document. This will be added to future reports.

Title IV Campus Security Compliance

- Augustana complies with the information disclosure requirements relating to crime statistics and to the annual security report.
- Timely reporting to the campus community of crimes considered to be a threat to other students or employees is done through alerts by multiple methods. Eight bright yellow security boards in the residence halls and academic buildings inform the community on a daily basis of security issues. Campus Incident Reports may

be viewed on the CampusNet website. Additional “alert information” is posted on the Security Office’s web page, and security alert emails are broadcast as needed.

- The Augustana Security Office maintains a daily log that records all crimes in a manner that complies with the provisions of Title IV.

Equity in Athletics Disclosure Act Compliance:

- Augustana files the Equity in Athletics Report annually and makes that report available to students, prospective students, and the public upon request to the athletic department. It is also available at the Department of Education web site <http://ope.ed.gov/athletics/>. At least once a year, the college informs all students and prospective students of the summary results and their right to examine the entire report.

Drug-Free Schools and Communities Act Compliance:

- The Drug-Free Schools and Communities Act requires schools that receive Federal Student Aid to provide information to students, faculty, and employees to prevent drug and alcohol abuse, and to identify appropriate standards of conduct, sanctions for violation, and campus resources available. Students receive this information annually in the student handbook, *Inside Augustana* (pp. 30-34). Employees are provided this information in the Staff and Faculty Handbooks.

Family Educational Rights and Privacy Act Compliance

- To protect the privacy of student education records, the Family Educational Rights and Privacy Act requires institutions to identify student rights under that act (i.e., the right to inspect and review education records; the right to amend education records; the right to consent to or withhold disclosure of personal information; and the right to file complaints with the U.S. Department of Education). The college provides this information to all students annually in *Inside Augustana* (pp. 43-48).

I.C.2 Federal Compliance Visits to Off-Campus Locations

Federal regulations for recognition of accrediting agencies require the Commission to conduct a variety of evaluation activities to review and monitor the development of off-campus sites and campuses. Some activities occur at the time of approval of a new site, while other activities occur after the site or campus has been in operation for a period of time or when the institution has multiple sites in place. The Commission has determined that an off-campus site is a location at which a student can complete fifty percent or more of a degree program. (HLC-NCA’s Handbook for Accreditation, Section 8.2).

- Augustana College has no off-campus sites. This section is not applicable.

IV.B.2. Institutional Advertising and Recruitment Materials

Whenever an organization makes reference to its affiliation with the Commission, it will include the Commission’s address and phone number^{1/4}[When] including the Commission’s contact information, the organization should use the URL of the Commission’s website, rather than its street address, and its local, rather than toll free, phone number. To

avoid confusion, particularly among prospective students, organizations should clearly and prominently provide their own contact information so students know how to reach them (HLC-NCA Handbook for Accreditation, Section 8.2).

Reference to the college's affiliation with the Commission, including its URL, local address, local telephone number, and college contact information can be found in:

- The Augustana *College Catalog* (p. 2). The 2005-06 catalog omitted the URL and phone number of the Commission. This will be corrected in the 2006-07 catalog.
- The Commission's URL and phone number have been included whenever the Commission is mentioned on the college's public website, including the online 2005-06 catalog: <http://www.augustana.edu/>.

III. A.1 *Professional Accreditation*

The Commission grants general institutional accreditation. Because the Commission accredits an organization as a whole, it cannot omit from its evaluation any area or program of an organization. However, the organization's affiliation with the Commission—accredited or candidate status—is not equivalent to specialized accreditation of individual programs. Institutional accreditation is not automatically affected by the accreditation given or withheld by any particular professional association, although the Commission does take cognizance of the standards set by professional societies. An organization identifies in its Annual Report to the Commission any adverse actions taken by professional accreditation agencies. (HLC-NCA's Handbook for Accreditation, Section 8.1).

- Augustana College is accredited by the National Council for the Accreditation of Teacher Education and the National Association of Schools of Music.

IV.B.4. *Requirements of Institutions Holding Dual Institutional Accreditation*

- The college is not affiliated with one or more other Council for Higher Education Accreditation-recognized or federally recognized institutional accrediting association. Requirements of institutions holding dual institutional accreditation is not applicable.

IV.B.4. *Institutional Records of Student Complaints*

The Commission expects an affiliated organization to provide a comprehensive evaluation team with an organizational account of the student complaints that it has received and their disposition. This account should cover the two years of operation preceding the comprehensive evaluation....The Commission believes that the reporting obligation should focus principally on nontrivial complaints, either academic or nonacademic, made formally in writing, signed by a student, and addressed to and submitted to an organizational officer with the responsibility to handle the complaint (HLC-NCA's Handbook for Accreditation, Section 8.2).

- The Offices of the President, Dean of the College, and Dean and Vice President of Student Services collect and maintain files of written student complaints. A summative account of student complaints received by these offices and their disposition for the past two years is available to the HLC-NCA site review team. The college is in full compliance with HLC-NCA expectations for maintaining institutional records of student complaints and their disposition.

Federal Compliance—Institutional Processing and Records of Student Complaints

Student complaints are handled institutionally in a variety of ways, depending on the area, nature, and severity of the complaint. Students will typically bring minor complaints to the institutional official most directly responsible, and a complaint will move to the appropriate higher level administrative office if it cannot be resolved. The college has also established a number of mechanisms, such as a parking committee where parking tickets can be appealed, that are designed to handle specific issues that more frequently lead to minor disputes. Policies and procedures for handling complaints are included in the student handbook, *Inside Augustana*, and in the *Faculty Handbook*.

Student academic complaints are handled by an associate academic dean. When appropriate, students are encouraged to first resolve complaints with the department chair of the academic department involved. If a complaint is not resolved there, the student meets with the associate dean, who will make a determination. If the student is still dissatisfied, the decision of the associate dean may be appealed to the dean. Additionally, for issues relating to academic dishonesty, an appeal can be made to a specifically constituted faculty committee, the Professional Ethics Committee. The associate dean maintains files of complaints received and issues a periodic report of the numbers of student grievances handled by category. The report covering fall term 2005-06 and the preceding four academic years is attached below.

The Dean of Students Office handles student complaints relating to student life, such as residence hall, food service and campus security issues, and complaints about other students (non-criminal). All complaints are first heard and resolved by the Dean or Associate Dean of Students. Issues involving such items as release from campus residence hall contracts may be appealed to our Student Personnel Committee. In the rare case that a satisfactory resolution cannot be obtained through these mechanisms, the student may appeal to the President. Records of student complaints and the disposition of the complaints are filed in the file folders of the individual students. In the past two years, no formal written complaints signed by the student have been received.

APPENDIX N

GLOSSARY OF ABBREVIATION

AAL	Aid Association for Lutherans
AACU	Association of American Colleges and Universities
AAEOP	Augustana Association of Educational Office Professionals
AAUP	American Association of University Professors
ACE	Augustana Course Evaluation
ACHOO	Augustana Community Health Outreach Organization
ACI	Associated Colleges of Illinois
ACM	Associated Colleges of the Midwest
ACT-COMP	ACT Average Composite Score
AE	Associated Employers
AGES	Augustana General Education Studies
ALI	Augustana Learning Initiative
AND	Augustana News Daily
ARC	Assessment Review Committee
ARD	Assistant Residence Director
AS&D	Advanced Standing and Degrees Committee
AUD	Audiologist
BA-LA	Baccalaureate-Liberal Arts
CA	Community advisor
CAAP	College Assessment of Academic Proficiency
CACUBO	Central Association of College and University Business Officers
CAE	Council for Aid to Education
CIRP	Cooperative Institutional Research Program
CLA	Collegiate Learning Assessment
CSD	Communication Sciences and Disorders
CSS	College Student Survey
CSTL	Center for the Study of Teaching and Learning
CUPAHR	College & University Professional Association for Human Resources
CVR	Center for Vocational Reflection
E&G	Educational and General Operating
EC3	Enhanced Cultural Curriculum Committee
ELCA	Evangelical Lutheran Church in America
EPA	US Environmental Protection Agency
EPC	Educational Policies Committee
ETS	Educational Testing Service
FAFSA	Free Application for Federal Student Aid
FSSE	Faculty Survey of Student Engagement

FTE	Full-time Equivalent
FWC	Faculty Welfare Committee
GEWG	General Education Working Group
GLCA	Great Lakes Colleges Association
GRE	Graduate Record Examination
HEDS	Higher Education Data Sharing Consortium
HERI	Higher Education Research Institute
HLC	Higher Learning Commission
HRRC	Human Subjects Research Review Committee
ILCSO	Illinois Library Computer Systems Organization
IPEDS	Integrated Postsecondary Education Data System
IRB	Institutional review board
ISGS	Illinois State Geological Survey
ITS	Information Technology Services
LECNA	Lutheran Educational Conference of North America
LC	Learning Community
LS	Liberal Studies
LSAT	Law School Admission Test
MCAT	Medical College Admission Test
MPB	Multicultural Programming Board
NALEO	National Association of Latino Elected and Appointed Officials
NCA	North Central Association
NCAA	National Collegiate Athletic Association
NCATE	National Council for Accreditation of Teacher Education
NCES	National Center for Education Statistics
NCTE	National Council of Teachers of English
NEH	National Endowment for the Humanities
NPR	National Public Radio
NSF	National Science Foundation
NSSE	National Survey of Student Engagement
OIR	Office of Institutional Research
OMS	Office of Multicultural Services
OSHA	Occupational Safety and Health Administration
POD network	Professional and Organizational Development Network in Higher Education
PBK	Phi Beta Kappa
RAD	Rape aggression defense
RHD	Residence Hall director
RWC	Reading/Writing Center
SI	Senior Inquiry
SLP	Speech-language pathologist
SMART	Select Major: Assess, Reflect, Transform
SRI	Student Rating of Instruction
SRSC	Student Ratings Supervisory Committee

SGA	Student Government Association
SWOT	Strengths, Weaknesses, Opportunities and Threats
TIAA-CREF	Teachers Insurance and Annuity Association
TRAC	Teaching Resources Advisory Committee
TRB	Tuition, Room and Board
UAS	University Accounting Service
UNICEF	United Nations Children's Fund
VITA	IRS Volunteer Income Tax Assistance

