

# Minnesota Common Report Form Cover Sheet

Date of Report: April 28, 2006  
Report Submitted to: Bush Foundation

## Organization Information

Augustana College

*Name of organization*

*Legal name, if different*

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46-0224588

*Address*

*Employer Identification Number (EIN)*

Sioux Falls, SD 57197

*City, State, Zip*

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Robert W. Kiner, V.P. and Dean

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## Grant Information

Grant ID, if applicable: 20144

Amount and support type:

\$293,600 over 3 yr; Faculty

Development

Date grant issued:

November 2002

2-3 sentence description of grant: Bush Foundation Faculty Development Grant,  
3 years, Nov 2002-Feb 2006. This proposal builds upon a successful foundation

of continuing faculty development and targets specific areas of faculty development

that directly impact student learning and that are highly valued by faculty.

Check one:

Interim Report

Final Report

**Augustana Bush Faculty Development Grant**  
Nov 2002 - Feb 2006

**Final Report**

Project Director

Robert W. Kiner, Ed.D., since June 2005

Vice President for Academic Affairs and Dean of the College

Richard A. Hanson, Ph.D., until June 2005

Vice President for Academic Affairs and Dean of the College

Dr. Hanson currently serves as President of Waldorf College, Forest City, IA

Faculty Development Committee

Karen Dorn, Ph.D., Nursing, until August 2004

Muriel Larson, M.A., Nursing, since August 2004

Geoffrey Dipple, Ph.D., History, until July 2003

Mark Hallenbeck, Ph.D., Special Education, September 2003 through July 2004

Joel Johnson, Ph.D., Government and International Affairs, since August 2004

LaMoyne Pederson, Ph.D., Philosophy

Instructional Technologist

Sharon Gray, M.S.S.

Administrative Assistant, Faculty Development Grant

Karin Lindell, M.A.

Faculty Development Coordinator

Arlen Viste, Ph.D., Chemistry, Emeritus

Director of Assessment

John Clementson, Ph.D., Elementary Education, through June 2004

Assessment and Evaluation

Dennis Larson, Ph.D., Psychology, July 2004-present  
and Director of Assessment since Spring 2005

Consultant and External Evaluator

Susan Hatfield, Ph.D.

Assessment Coordinator, Winona State University, Winona, MN

**Web site for this grant: <http://www.augie.edu/pub/bush/>**

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## Report Narrative

### 1. Please briefly outline your original goals and objectives, as stated in your proposal.

All aspects of the grant and its activities relate to one or more of these **overall goals**, in the original proposal, which are stated as questions for response.

- Goal 1. In what ways have we achieved better understanding of student-teacher relationships and their significance to learning?
- Goal 2. In what ways have we further explored our identity as a college? In what ways have we enriched the dialogue on vocation and the implications for learning?
- Goal 3. In what ways have we explored and applied familiar and unfamiliar enhancements of the teacher-student relationship?
- Goal 4. In what ways have we enhanced assessment of student learning? How can we apply that to the curriculum?

The original goals and objectives can be summarized as six specific problems and opportunities which form the basis of this project. The **first** problem or opportunity is Student Learning Assessment. **Second**, very much related to the assessment of student learning, we are interested in expanding the campus conversation about teaching and learning (pedagogy). **Third**, there is the issue of internships and the expression of liberal thinking. We propose developing, across the three years of this project, five to seven Internship Centers around the country. **Fourth**, we seek to expand educational perspectives of our students and faculty in terms of diversity, globalism, regional and international perspectives as well as intercultural phenomena. **Fifth**, there is the important and inescapable presence of information technology (IT). We see this sort of competence as an expression of the ability to use IT (as tools) to enhance efficiency and effectiveness of life's work and to selectively and critically build life's contexts including the support of self-learning and lifelong learning. **Sixth and finally**, there is the issue of being actively involved in the world, and by doing so, becoming sustainers (as involved persons) of the world, what we are calling vocation.

2. **What progress have you made toward your original goals and objectives? What activities led to meeting these goals and objectives?**

**Appendix 1** provides a comprehensive summary of Awards and Activities during the entire grant reporting period, January 2003- February 2006. On the web site for this Faculty Development grant, Awards and reports are tabulated at these URLs:

**[http://www.augie.edu/pub/bush/Awards\\_y1.html](http://www.augie.edu/pub/bush/Awards_y1.html)**

**[http://www.augie.edu/pub/bush/Awards\\_y2.html](http://www.augie.edu/pub/bush/Awards_y2.html)**

**[http://www.augie.edu/pub/bush/Awards\\_y3.html](http://www.augie.edu/pub/bush/Awards_y3.html)**

**Appendix 2** provides a Table of Goals, Activities and Progress. Recipients of Awards in the various sections of this grant have related their project to one or more of the overall Goals of the grant.

**Appendix 3** provides sample Final Reports from four of the projects carried out under this Faculty Development grant.

**Appendix 4** provides information about the Faculty Development grant web site developed and maintained under this grant.

3. **If applicable, describe the population served or community reached during the grant period. Use numbers and demographics such as race/ethnicity, gender or geographic location.**

The three years of this project have produced a served population that is consistent with our (the program director's) desire to have an impact on this place. For example, project grants have been awarded to faculty members in fifteen of our academic departments. For comparison, there are nineteen department chairs in the current academic organization of the College. Project awards also involved all six of our professional library staff. The Augustana Symposium (April 17, 2004) had a Steering Committee of five, and brought together 16 faculty with 37 students as presenters. In addition, numerous other students and faculty attended the events of the day. A thorough summary of the program is available online. <http://www.augie.edu/pub/symposium/>

In May 2005 Dr. Susan Hatfield, our external consultant/evaluator, met with these departments, in relation to Assessment (section 1): Business Administration, Modern Foreign Languages, Economics, Nursing, Education, and Chemistry.

In addition, broader department-based efforts at Assessment included project grants to the Nursing, Religion, Biology (twice), Music [Performing and Visual Arts], and HPER (Physical Education) departments.

It is our assessment that the three years of the grant have been very good at getting "into the college" both with faculty and with students.

4. **Were there any unanticipated results, either positive or negative? What did you learn because of this grant?**

The projects under this Faculty Development grant have gone very well overall.

We are encouraged at the growing interest in sections 4a and 4b. These are:

4a. Project grants for classroom-based efforts at internationalization and global immersion.

4b. Focused Study Grants to members of the faculty who express an interest and ability to modify learning environments so as to significantly engage the issues of globalism and international learning.

Augustana has been involved for decades in the UMAIE consortium (Upper Midwest Association for Intercultural Education). This facilitates global experiences and inter-campus sharing during our January Interim (and occasionally at other times). The 4a and 4b opportunities in this Faculty Development grant reinforce and broaden this exposure. In some cases student interest and student learning are impacted very directly indeed. An example is the 4a project of student Ingrid Arneson and faculty member Dr. Ann Pederson, which helped Ingrid spend Summer 2004 in an Internship at the Lutheran World Federation (LWF) headquarters in Geneva, Switzerland. Ingrid's experience captured strong interest by some other Augustana students, and led to two additional placements at LWF during Summer 2005. In addition, Ingrid Arneson received an offer of a longer paid internship at LWF after graduation.

Although not unanticipated, the final section of the grant (6) fits well with the nature of this college, and has been tightly linked to some ongoing conversation about Mission and Vocation structured into faculty meetings.

Given the high level of service-learning activity that goes on in the normal work of students and faculty at Augustana College, it was somewhat surprising that grant activity in section 6e, which deals with community-based learning experiences (service learning) for students, was rather slow developing. However 6e blossomed nicely in Year 3 of the grant.

5. **Will you make any changes based on these results?**

We have continued to strongly encourage activity in the areas of global interest, 4a and 4b.

We publicized area 6e, dealing with service-learning, in part through conversation with Division Chairs and Department Chairs. With this directed encouragement of this sort there was more 6e activity in Year 3 of the grant.

6. **(for program/project grants only) What are your future plans for sustaining this program or project?**

Augustana College has worked toward ongoing support and regularization of several sections of this Faculty Development grant. Prime examples include the following.

- 2b. Support each year for the Augustana Symposium.
- 3a. Develop internship centers at various places around the country.
- 5c. Continued support for an instructional technologist.
- 6e. Establish a series of community-based learning experiences (service learning) for students.
- 6f. Nurture development and growth of faculty leaders as part of the vocation of the college [Section added in Year 3, with approval by the Bush Foundation]

The impact of these sections in particular will continue well beyond the formal conclusion of this grant.

In addition there has been a great deal of excitement and activity among both students and faculty in the global areas 4a and 4b.

4a. Project grants for classroom-based efforts at internationalization and global immersion.

4b. Focused Study Grants to members of the faculty who express an interest and ability to modify learning environments so as to significantly engage the issues of globalism and international learning.

The specific 4a and 4b projects that have been supported will continue to bear fruit beyond the formal conclusion of this grant.

However it will be a financial challenge for Augustana College to continue to support new activity in these areas.

7. **Are there any other important outcomes as a result of this grant?**

A particularly effective section of the Faculty Development grant has led to faculty/librarian partnerships around the theme of Information Literacy that are likely to have enduring positive impact on student learning.

2c. Projects that examine the relationship between student learning and pedagogy (Information Literacy theme)

We are pleased by both student and faculty interest in the global areas 4a and 4b. Indeed student interest seems to have caught fire.

8. **Do you have any plans to share your results or findings? How?**

Our sharing to this point has been through the web site for the grant.

<http://www.augie.edu/pub/bush/>

This has come to the attention of the Google search engine, and so to that extent is available to interested visitors.

<http://www.google.com/>

On this campus, Wednesday faculty luncheons provide a venue for sharing Faculty Development activities. The 2003 Fall Faculty Workshop was developed through section 6d. Develop a series of workshops for faculty on the mission and vocation of the college.

<http://www.augie.edu/pub/bush/2003ffr.html>

### **Financials**

1. Please attach an income and expense statement for this grant period. Also, include your original budget.
2. If this is an interim report, please attach a statement including income and expenses for grant period to date. If this is a final report, please attach a statement including actual income and expenses.
3. Please feel free to include a narrative for any of your expenses and income, if necessary.
4. (for program/project grants only) Please include a list of additional funders, including amounts received for this project or program.

Be sure to check each individual funder's guidelines for other reporting requirements.

**Bush Faculty Development Grant  
Summary Years 1--3  
Period Covered: Nov, 2002---Feb, 2006**

		Bush Foundation Revenue Year 1	Bush Foundation Expense Year 1	Bush Foundation Revenue Year 2	Bush Foundation Expense Year 2	Bush Foundation Revenue Year 3	Bush Foundation Expense Year 3	Augustana Revenue Year 1	Augustana Expense Year 1	Augustana Revenue Year 2	Augustana Expense Year 2	Augustana Revenue Year 3	Augustana Expense Year 3
Area 1a	faculty assessment workshop exp	\$ 4,000	\$ (1,970)	\$ 4,000	\$ (395)	\$ 4,000	\$ (771)						
Area 1b	faculty dept. assessment expense	\$ 8,000	\$ (8,000)	\$ 8,000	\$ (5,500)	\$ 8,000	\$ (9,825)						
Area 1c	assessment day			\$ 1,000		\$ 2,500		\$ 1,667	\$ (2,000)	\$ 1,667	\$ -	\$ 1,666	\$ (3,000)
Area 2a	teaching and learning (pedagogy)			\$ 5,000		\$ 5,000	\$ (10,000)						
Area 2b	Augustana Symposium	\$ 4,000	\$ (4,000)	\$ 3,000	\$ (3,017)	\$ 2,000	\$ (3,102)	\$ 1,667	\$ (500)	\$ 1,667	\$ (1,000)	\$ 1,666	\$ (4,082)
Area 2c	student learning/pedagogy	\$ 4,000	\$ (3,997)	\$ 4,000	\$ (3,154)	\$ 4,000	\$ (4,000)						
Area 2d	summer student research	\$ 5,000	\$ (4,642)	\$ 5,000	\$ (3,288)	\$ 5,000	\$ (7,931)						
Area 2e	gen ed/student learning	\$ 4,000		\$ 4,000		\$ 4,000	\$ (3,309)						
Area 3a	develop internship sites	\$ 10,000	\$ (4,696)	\$ 10,000	\$ (10,688)	\$ 15,000	\$ (11,900)	\$ 3,333	\$ (3,333)	\$ 3,333	\$ (3,333)	\$ 3,334	\$ (3,334)
Area 4a	expand ed perspectives	\$ 12,000	\$ (7,270)	\$ 12,000	\$ (6,128)	\$ 12,000	\$ (26,256)						
Area 4b	expand ed perspectives: study grants	\$ 6,000	\$ (2,430)	\$ 6,000	\$ (5,994)	\$ 6,000	\$ (10,516)						
Area 5a	info tech: mentoring	\$ 1,500		\$ 1,500	\$ (2,307)	\$ 1,500	\$ (18,115)						
Area 5b	info tech: mentoring	\$ 1,500		\$ 2,500	\$ (1,605)	\$ 3,500	\$ (4,259)	\$ 833	\$ (833)	\$ 833	\$ (833)	\$ 834	\$ (834)
Area 5c	inst tech (Yrs 1, 2, 3))	\$ 19,000	\$ (19,000)	\$ 12,500	\$ (12,500)	\$ 7,500	\$ (7,500)	\$ 25,000	\$ (35,615)	\$ 25,000	\$ (42,593)	\$ 25,000	\$ (47,962)
Area 6a	vocation	\$ 1,000	\$ (150)					\$ 667	\$ (667)	\$ 667	\$ (667)	\$ 666	\$ (666)
Area 6b	nss	\$ 1,000	\$ (1,000)					\$ 667	\$ (1,100)	\$ 667	\$ (1,100)	\$ 666	\$ -
Area 6c	capstone	\$ 1,000					\$ (162)	\$ 667	\$ -	\$ 667	\$ -	\$ 666	\$ (2,000)
Area 6d	mission/vocation fac. workshops	\$ 1,500	\$ (1,230)	\$ 1,500		\$ 1,500	\$ (603)	\$ 1,667	\$ (1,667)	\$ 1,667	\$ (1,667)	\$ 1,666	\$ (1,666)
Area 6e	community-based learning	\$ 2,500	\$ (494)	\$ 2,500		\$ 2,500	\$ (7,068)	\$ 1,667	\$ (1,667)	\$ 1,667	\$ (1,667)	\$ 1,666	\$ (1,666)
Area 6f	leadership						\$ (10,516)						
Evaluator		\$ 2,500	\$ (2,500)	\$ 2,500	\$ (2,500)	\$ 2,500	\$ (2,500)						
Administration:	Coordinator	\$ 4,200	\$ (4,204)	\$ 4,200	\$ (4,521)	\$ 4,200	\$ (5,546)						
Administration:	Assistant	\$ 7,000	\$ (8,328)	\$ 7,000	\$ (6,369)	\$ 7,000	\$ (7,646)						
Office Operation			\$ (80)		\$ (61)		\$ (57)						
Augustana Admin	Support Year 1/2/3							\$ 19,573	\$ (19,573)	\$ 19,573	\$ (19,573)	\$ 19,574	\$ (19,574)
SUB-TOTAL COLUMNS:		\$ 99,700	\$ (73,991)	\$ 96,200	\$ (68,027)	\$ 97,700	\$ (151,582)	\$ 57,408	\$ (66,955)	\$ 57,408	\$ (72,433)	\$ 57,404	\$ (84,784.45)

**Summary (Project at end of Year 3)**

	Bush	Augustana	Total
<b>Budgeted Revenues</b>	\$ 293,600	\$ 172,220	\$ 465,820
<b>Actual Expenses</b>	\$ (293,600)	\$ (224,172)	\$ (517,772)
<b>Augustana Contribution Exceeded Budgeted Match</b>	\$ -	\$ (51,952)	\$ (51,952)

Comment:

The Augustana contribution exceeded the budgeted match amount in the following areas:

- Area 2b – The Augustana Symposium.  
Due primarily to the inclusion of contributions in the final year of the grant.
- Area 5c – Augustana salary/benefits support for the instructional technologist.
- Area 6b – Support for NSS exceeded match amount slightly.

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**Faculty Development Grant**  
**From the Bush Foundation**  
**Summative Comments and Evaluative Thoughts**  
**Dr. Robert Kiner, Project Director**  
**March 21, 2006**

The initial narrative related to the Bush Foundation Faculty Development Grant suggested that the initiative should, “raise the bar,” on the measurement for evaluation and place emphasis on measures of student learning. As we reflect on the Bush Faculty Development Grant activities of the last three years, I believe we have created significant positive energy and experiences related to assessment, instructional pedagogy, international student experiences, working with diverse students, faculty leadership development, student internship experiences, information technology and vocation.

In the initial stages of the three-year grant, Dr. John Clementson was responsible for coordination of the curricular assessment portion of the grant. Dr. Clementson left Augustana, at the conclusion of the first year, to accept a position at another college. His efforts during the first year included working with selected departments to begin the process of identifying curricular outcomes and student performance on those outcomes. Much of his work focused on the Education and Nursing departments.

During the second year of the grant, the assessment portion was relatively inactive. However, prior to the start of the third year of the grant, Dr. Dennis Larson assumed responsibility for the assessment program. Details of the recent work in assessment will be provided in a separate report by Dr. Larson. From my perspective, the institution has made huge strides in the development of a comprehensive assessment program. The Bush Grant funds were critical in this process and we are well on the way to establishing a comprehensive assessment strategy that will include institutional, programmatic and student benchmarks for expected outcomes.

Pedagogically, the Bush Faculty Development Grant has created internal and external growth for our faculty. Internally, we have seen faculty use new teaching strategies that embrace diversity, collaboration, creative thought and technology in their courses. Externally, the faculty has expanded internships to large urban centers in the United States and at international sites. There has been a significant emphasis on the use of technology in the classroom. Using WebCT, smart classrooms and Smart Boards has increased dramatically in the last three years. One of the most important developments from the grant was providing faculty training on WebCT and Moodle that allowed Augustana to offer six online courses for the first time in the history of the College.

Finally, the Bush Faculty Development Grant provided the impetus and opportunity to structure a leadership development program. During the 2005-06 academic year, fifteen emerging faculty leaders were joined with six experienced faculty leaders to explore the meaning and role of faculty leadership on the Augustana campus. The group was asked to select a significant topic to resolve on campus. Conceptually, the emerging leaders would work with veteran leaders to provide leadership to resolve an authentic issue on campus.

The process included reading four books, work with a leadership consultant, develop a process, select a problem, provide a solution and work the process through the governance system of faculty to enhance the academic opportunity for students at Augustana. The process

has worked so well that the emerging leadership team has elected to work into the next academic year to bring to fruition the development of a comprehensive honors strategy for Augustana College. This project could not have been done without the support of the Bush Grant.

In the final analysis, this Bush Faculty Development Grant has allowed our faculty to do the following:

- Develop a comprehensive assessment strategy with a specific assessment plan for every academic department on campus.
- Provide opportunities for faculty to enhance their pedagogical skills development through a variety of instructional techniques.
- Engage a significant number of Augustana students as learners with persons and children from diverse racial, ethnic and cultural groups.
- Enhance the use of technology as an instructional tool on our campus.
- Create a significant interest and agreements for international learning experiences for Augustana students and faculty.
- Create specific internship sites for Augustana students in large urban areas of the United States.
- Provide faculty development which allowed Augustana to engage the electronic world through selected online courses.
- Create a forum for development of emerging faculty leaders.
- Allow Augustana students and faculty to engage in service learning opportunities in Third World Countries.

We are grateful for the investment of the Bush Foundation in faculty development at Augustana. The impact of the allocated funds significantly changes the opportunities and expected learning outcomes for Augustana students. In the final analysis, your support of Augustana faculty development allows us to broaden, deepen and enhance the education of our students and give greater meaning to our core values; Christian, Liberal Arts, Excellence, Community and Service. On behalf of our faculty and our students, thank you for your support.

## II. Executive Summary

This Final report provides a summary of the activities within the three years of the Bush Foundation supported Faculty Development Program. This program was generally intended to envision new avenues and approaches in our pursuit of faculty development and student learning. This proposal was constructed around a firm foundation of continuing faculty development at Augustana College and targeted specific areas of faculty development that directly impact student learning and that are highly valued by faculty. We sought to integrate appropriate faculty development activities (with commensurate impact on student learning) within the strategic direction of Augustana College. Integrating the new Augustana College academic master plan, this project created a directional structure for the college with clear implications for the development of faculty skill, implications for student learning, and implications for the overall direction of the college.

The original goals and objectives can be summarized as six specific problems and opportunities which form the basis of this project. The first problem or opportunity is Student Learning Assessment. Second, very much related to the assessment of student learning, we are interested in expanding the campus conversation about teaching and learning (pedagogy). Third, there is the issue of internships and the expression of liberal thinking. We propose developing, across the three years of this project, five to seven Internship Centers around the country. Fourth, we seek to expand educational perspectives of our students and faculty in terms of diversity, globalism, regional and international perspectives as well as intercultural phenomena. Fifth, there is the important and inescapable presence of information technology (IT). We see this sort of competence as an expression of the ability to use IT (as tools) to enhance efficiency and effectiveness of life's work and to selectively and critically build life's contexts including the support of self-learning and lifelong learning. Finally, there is the issue of being actively involved in the world, and by doing so, becoming sustainers (as involved persons) of the world, what we are calling vocation.

### **III. Statement by Dennis Larson, Director of Assessment**

#### **A. Consultation on individual projects** **Dennis Larson**

In the 2004-05 academic year, I replaced Jennifer Waddell as the project assessment consultant for individual Bush Grant proposals that involved student learning. Faculty, staff and students planning to submit proposals were required to consult with me about the assessment plan for their projects. When I was satisfied with the plan, I would send my approval to Arlen Viste who would subsequently inform the Bush Committee before they considered the proposal. Actual consultations began in Spring semester, 2005 and continued through Fall semester, 2006.

During this time, I consulted with over two dozen individuals or small groups that ranged across the Bush Grant areas. The initial adequacy of the assessment plans varied considerably. In some cases, proposers understood assessment and learning outcomes and means of assessing them were clearly identified. In these cases, I commended the person(s), informed them I would not need to see the proposal again, and sent my approval to Arlen Viste. At the other extreme, proposers did not understand assessment and had not identified learning outcomes or assessment methods. In this event, I would work with them to do so. After seeing the revised proposal that now included the jointly developed assessment plan, I communicated my approval to Arlen. In the majority of proposals, the quality of the assessment plan was somewhere in between. Typically the outcomes and/or assessment methods needed clarification and reworking. If only minor adjustments were necessary, I simply asked the proposer to make the changes and submit the proposal without seeing it again. If major adjustments were needed, I would review the revised proposal before communicating my approval.

The proposals also differed in the immediacy or directness of impact on students learning. With some projects, there was clearly defined and immediate learning expected of participating students (e.g., internships, student research, community-based service learning). Other proposals identified expected learning outcomes that would result when faculty incorporated new knowledge, skills or resources that were developed in their projects (e.g., information literacy and technology). Then there were projects, primarily travel grants to faculty, where the general goal was to promote diversity, globalism and international learning. Because the purpose of these grants was to increase faculty knowledge and resources that would be subsequently incorporated into courses or other student learning experiences, the proposers were unable yet to articulate specific student learning outcomes. Consequently, I encouraged faculty to identify their own specific learning outcomes and assess them upon completion of their projects. I also suggested that they at least speculate about how what they expected to learn could be used in their courses and what student learning outcomes might be expected and how they would be measured.

## B. Report on Assessment Work

### **Dennis Larson**

Prior to my appointment as Director of Assessment in Spring, 2005, assessment work and planning were ably led by John Clementson who was the Director of Assessment until leaving Augustana after Spring, 2004 and John Bart the Associate Academic Dean and Director of General Education. The latter assumed additional assessment responsibilities as Director of Assessment when John Clementson resigned. I replaced John Bart as Director of Assessment when he stepped down and returned full time to the classroom. The leadership provided by these two and the Assessment Committee were key in moving faculty to accepting the importance of assessment and developing and implementing assessment plans. They established a foundation that made possible the assessment work described below.

The initial focus in assessment was on department assessment planning. The Bush Grant was a critical source of funds for faculty development, department planning and assessment resources. This work has been documented in previous reports. In the 2004-05 academic year, the focus shifted to the assessment of general education and the development of general learning outcomes. Again Bush funds were used to support some important activities that were part of this process. John Bart and the Curriculum Council based on conversations with the faculty identified four outcomes that were subsequently approved by the faculty in May, 2005. While these outcomes are related to general education, they are in fact viewed more broadly; that is, as outcomes that emanate from the whole curriculum. For that reason, they were identified as “Augustana educational outcomes” hereafter referred to as integrative outcomes.

As the bulk of this work was done by John Bart and the Curriculum Council and as departments were left to their own assessment development and implementation, the previously active Assessment Committee lapsed into inactivity. With the approval of integrative outcomes, the Curriculum Council assigned the development of their assessment to me and a dormant Assessment Committee. Unfortunately, there was only one member of the original committee left who could resume the work. Thus my first task as the new Director of Assessment was to recruit and train a virtually new committee. In addition to the one carryover member, I recruited five new people who had some knowledge of assessment, were willing to provide leadership to the campus assessment work, and were good committee members.

In the early part of the summer, we became oriented and largely self-trained. Each member was given a binder of all the important earlier documents related to the college’s assessment program, an excellent primer on assessment by Barbara E. Walvoord, a nationally recognized expert on assessment, who espoused a view that we were gradually evolving on our own, and other helpful

assessment materials. As John Bart was probably the most knowledgeable assessment person on campus, it seemed wise to use him as a mentor and tutor. He graciously provided a day's training for the committee which consisted of a brief history of assessment at Augustana including an appraisal of where we were currently; a review of the expectations and guidance from the HLC; a very helpful survey of assessment strategies; and suggestions for the assessment of the integrative outcomes. To benefit from the experience of other similar colleges, committee members visited several individuals who were knowledgeable about assessment work. Particularly valuable was the consultation with Paul Moes who had been centrally involved in a very successful general education assessment program while at Dordt College. Among many helpful tips that Paul offered was one that he consistently emphasized - K.I.S.S. (keep it simple). His advice, particularly this latter admonition, validated the assessment philosophy and direction that we were developing and discussed below. Bush funds were again pivotal here. They covered one month salary support for the Director of Assessment, modest stipends for the Assessment Committee member's work in early summer, the cost of materials, and provision of an honorarium or gift cards for several of the people we consulted. The overall expenditures for the Committee's summer work was small but extremely important; we got a "lot of bang for the buck."

There were two major foci and outcomes of the committee's summer work. First, was the development of an assessment philosophy and strategy and the second was the plan for a survey of all departments regarding the status of their planning. As the committee began to understand assessment and what would work at Augustana, we decided early on that assessment should be simple, meaningful and useful, cost-effective and efficient. We viewed assessment as a natural extension of what we were already doing only more formal and systematic. As alluded to above, this philosophy was validated in Barbara Walvoord's assessment book and by Paul Moes. With this as our fundamental premise, we began to develop logical natural strategies for assessing the four integrative outcomes.

Effective writing was the one we chose for initial development guided by the above philosophy. Because writing is ubiquitous in our curriculum and the evaluation of it is something we are already doing, it seemed immanently sensible to consider developing a common set of writing criteria that could be used across the curriculum to formally assess student writing. Discussions with selected faculty began in the summer and continued in the fall with department chairs and in several departments where criteria were already being used. We are still engaged in this process. However, once agreement is reached on common criteria, we will field test them in several courses, tweak them as necessary and then make them available to all faculty with encouragement to use them. Assuming a sufficient critical mass of courses where the criteria are used, we will begin to track the improvement in students' writing skills and systematically collect and analyze these assessment data. We have begun developing a similar strategy for assessing oral communication skills, critical thinking and the ability to "recognize, evaluate and apply moral values grounded in faith."

Our philosophy and strategy was shared with department chairs, the Academic Dean and the Curriculum Council at the beginning of the 2005-06 academic year. And in fact, we recommended that departments adopt the same philosophy and strategy. It was positively received and endorsed, at least in principle. With that support, the developmental work continues. Because this approach involves considerable discussion and collaboration with faculty (some of the forums for discussion have been underwritten by Bush funds), progress has been slow but steady. Faculty cooperation and acceptance will only occur if they are convinced that such an approach is feasible and desirable, or more to the point, “simple, meaningful and useful, cost-effective and efficient.”

The second major task of our summer work was to develop a survey of department assessment work to determine the status of each department’s planning and implementation. In addition, we solicited information about other issues related to assessment and possible future directions (e.g., did the department use writing criteria, were oral communication projects present in the department’s curriculum, what resources or assistance did the department need, and if senior exit interviews or something comparable were used and whether this might be a means to collect assessment data). The survey instrument was sent to each department and program. Subsequently, I met individually with each person who was responsible for department assessment and completing the survey questionnaire. We jointly reviewed the information, identified and discussed problems with the department’s assessment work and I offered resources and assistance. While some departments were struggling, I was pleasantly surprised to find that overall department assessment was progressing reasonably well. Most departments had developed plans, a significant number were collecting assessment data, and a few were already using the data to inform curricular and instructional decisions. Not all departments are making adequate progress however. In these cases, my approach is to work quietly to encourage and assist them as I can with occasional support from the Academic Dean.

The Bush Grant specified some intended assessment activities during the third and final year of the grant including assessment workshops, department development grants to underwrite assessment activity, and an assessment day and other forums for sharing assessment development and successes. I decided not to implement some of these activities. I thought that campus-wide workshops were not cost-effective nor necessary. Rather, as most departments were making reasonably good progress, it would be more helpful to provide resources specifically tailored to their needs. Similarly, rather than using forums, which I thought might be counterproductive, I judged that it would be more effective for me to occasionally report to the faculty and to communicate assessment strategies and successes among departments during my visits with them.

Finally, I wish to assess where we are in assessment. One of the goals of the assessment portion of the Bush Grant was to “move the college higher on the HLC levels of implementation.” Regarding department assessment, with the exception of a few departments, I think the college is at Level Two: Making Progress in Implementing Assessment Programs. The assessment of

general education, our integrative outcomes, we are yet at Stage One: Beginning Implementation of Assessment Programs. The structure of the assessment program and the infrastructure to support it are in development. However, the Assessment Committee, the Dean and I are satisfied with the direction and emerging program. As noted above, progress has been slow, but that is necessary in developing an assessment program that is genuinely useful and accepted and implemented by faculty.

We have clearly made progress in faculty acceptance of and attitudes toward assessment and in the development and initial implementation of an assessment program. The Bush Grant has played a critical role in this. There is now consensus that assessment can be “simple, meaningful and useful, cost-effective and efficient;” that it is not an arbitrary imposition nor need be an undue burden on faculty. While I am somewhat reluctant to use the term culture of assessment, we are in fact developing such a climate at Augustana.

#### IV. Statement by Sharon Gray, Instructional Technologist

Writers of this grant recognized the need for faculty support in the acquisition and effective use of technology. Not only is it important to provide funds for hardware and software, but money must be allotted for training and support in order to make best use of the hardware and software that are purchased. Therefore, funding was written into the grant for support of the Instructional Technologist position. Over the course of the three years, the grant support for the position would diminish and the institution's support of the position would increase so that by the end of the grant, Augustana College would fully fund the position.

Technology can enhance learning by encouraging exploration and analysis of information, by providing simulation of events and processes, by facilitating visualization of abstract concepts, by allowing manipulation of variables, by encouraging construction of knowledge, and by providing opportunities for drilling and practice of skills. Appropriate integration of technology allows the instructor to accommodate and helps to create engaged learners.

There are basically two types of technology integration: The first type simply makes it easier, quicker, or more efficient to continue teaching the same things in the same ways they've always been taught; The second type makes available new and better ways of teaching, encouraging instructors to re-think how they teach and how their students learn.

Integration of technology is not a "cure-all", but *thoughtful, meaningful, and authentic* integration of technology and information resources can *enhance* learning and lead to *development* of knowledge.

Following is a description of some of the activities of the Instructional Technologist during the course of grant:

Developing the Augustana College Faculty Development website, <http://www.augie.edu/dept/facdev/>. The website includes links to faculty development resources, facilities (including information on technology-equipped classrooms), grants, and conferences.

Presenting at Faculty Development Luncheons:

- o "Why Integrate Technology?"  
[http://www.augie.edu/dept/facdev/Why%20Integrate%20Technology/Why%20Integrate%20Technology%20\(compressed\).ppt](http://www.augie.edu/dept/facdev/Why%20Integrate%20Technology/Why%20Integrate%20Technology%20(compressed).ppt)

A discussion of the benefits of effective technology integration and a demonstration of examples of how to effectively integrate technology to have a positive impact upon student learning. (Note: I present a slightly altered version of this presentation more geared to K-12 teachers entitled "Web Resources for Teachers")

<http://www.augie.edu/dept/facdev/Websites%20for%20K-12%20Teachers/Websites%20for%20K-12%20Teachers.ppt>

to pre-service teachers in Julie Ashworth's and Becky Fiala's education classes.)

- o "Building Community in Online Courses"

<http://www.augie.edu/dept/facdev/Building%20Community%20in%20Online%20Courses/building%20community%20in%20online%20courses.ppt>

A review of the need for planning in instructional design of an online course in order to facilitate the development of a sense of "community" among the students in the course

- o "Integrating Technology in the Information Age"

<http://www.augie.edu/dept/facdev/Integrating%20Technology%20in%20the%20Information%20Age/Integrating%20Technology%20in%20the%20Information%20Age.ppt>

A look at ways to integrate information resources into the curriculum (Note: A version of this presentation, geared specifically for faculty in the Humanities,

<http://www.augie.edu/dept/facdev/Integrating%20Technology%20in%20the%20Information%20Age%20HUMANITIES/HUMANITIES%20Integrating%20Technology%20in%20the%20Information%20Age.ppt>

was also presented.)

- o "The Future of Web-Based Course Tools"

<http://www.augie.edu/dept/facdev/The%20Future%20of%20Web%20Course%20Tools/The%20Future%20of%20Web%20Course%20Tools.ppt>

A review of the direction the area of learning management systems (LMSs) appears to be taking

- o "Summer Technology Workshops and Summer Online Courses"

<http://www.augie.edu/dept/facdev/Summer%20Tech%20Workshop%20and%20Online%20Courses/summer%20tech%20workhop%20and%20online%20courses.ppt>

A presentation showing the format and content of the Summer Technology

Workshop and discussing the process for developing the summer online courses.

Offering of the "Shadow Program".

<http://www.augie.edu/dept/facdev/Shadow%20Program/Shadow%20Program.ppt>

Through a needs assessment we found faculty were in need of basic computer skills. We also found ourselves repeatedly being asked the same questions. Yet, when we offered formal group training, the sessions were consistently met with a low attendance. It seemed that people were, as Steven Covey puts it, "Too busy sawing to sharpen the saw". They tended to know just enough to "get by" (albeit inefficiently). With a limited number of staff (2 full-time, plus workstudy help desk students) we were finding ourselves challenged to provide meaningful training that users would avail themselves of. Users would report that they didn't want to "impose" on us, even though we tried to make ourselves as approachable as possible. So we came up with the idea for the "Shadow Program". The program was based on our awareness that people develop

habits in how they use computers – habits that are not always the best, easiest, or most efficient way of doing things. Tasks they do everyday – opening programs, saving files, using the web, wading through e-mail – often end up taking more time and involving more steps than necessary. Users miss opportunities for making computers work *for* them rather than *against* them. Through the Shadow Program, users are invited to schedule a time at their convenience when I can come to their offices and watch over their shoulder (“shadow” them, offering suggestions, based upon their unique needs and level of computer skills, on ways the user might more efficiently use the computer. Instruction includes things such as the following:

- o Helping the user organize and manage files, including making use of network drives;
- o Making accessing commonly-used programs and files more easy and efficient;
- o Installing productivity enhancing tools such as those which block annoying pop-up ads;
- o Customizing application interfaces to streamline those tasks performed most often, including teaching users how to set up the links toolbar in Internet Explorer;
- o Helping users learn to manage and organize their e-mail; and
- o Providing customized training addressing specific technology questions or concerns.

The program has met with a great deal of success, allowing me to reach and work individually with more than 50 people, including faculty, staff, and administrators.

An outgrowth of the “Shadow Program” has been the Online Help Desk

<http://www.augie.edu/is/isfacstaff.html>

(which Help Desk Coordinator, Cheryl Swanson, maintains) and specifically the Tips and Tricks page, <http://www.augie.edu/is/faculty/training/TRTips/TrainingOutline.htm> which is a joint effort by the Help Desk, Information Services, and the Instructional Technologist. We scheduled a series of meetings in which we gathered together members of various departments and asked them what tasks *they* frequently perform which they think technology might enable them to perform more efficiently. From those meetings, we developed the Tips and Tricks page, offering solutions to frequently-encountered problems in one easy-to-access location.

An outgrowth of the Tips and Tricks page has been “Quick Tips”, in which answers to commonly-asked questions are sent weekly to all employees via e-mail. Topics have included:

- o Using the Custom Dictionary in Word
- o Sorting in Excel

- o Converting Text to Columns in Excel
- o Customizing Your Browser
- o Creating Desktop Shortcuts
- o Getting Rid of Spyware
- o Checking RAM and Hard Drive Disk Size
- o Defragmenting Your Hard Drive
- o Disk Cleanup
- o Ergonomics
- o Creating Personal Webpages
- o Where to Save Files
- o Accessing Your J Drive [network space] From Off-Campus
- o Inserting Foreign Characters

Each e-mailed Quick Tip includes a link to the Online Help Desk Tips and Tricks page. Sending these tips has proved to not only provide the *intended* benefit of offering helpful tips directly to users, but it also has provided an *unintended benefit*: users will frequently reply to the tips with other questions. The Quick Tips e-mail messages serve as a sort of “Hello, I’m here” message, inviting users to make use of my services.

Working with individual faculty members to explore ways in which they might integrate technology into the teaching/learning environment. This would include helping faculty locate and integrate supplemental textbook resources, WebCT components and coursepacks, online resources, and course-specific hardware and software.

Training individual faculty in use of the smart classrooms and smart carts, as well as other instructional technology on campus. Instructions <http://www.augie.edu/is/shared/Classroomtech/smartrooms.htm> for equipment use are available at the Online Help Desk.

Serving as Augustana’s Online Learning Management Systems Administrator. This includes managing 200+ WebCT courses (not all are active in any given semester, however) and 1800+ WebCT users and now also includes, as a result of the Bush Faculty Development grants to Richard Swanson enabling him to try Moodle as an alternative to WebCT, managing Moodle, <http://lms.augie.edu/moodle/> on which we currently have 14 courses (some of which are only for faculty training) and roughly 250 users. I’ve also helped coordinate a discussion of the issues surrounding a possible migration from WebCT to Moodle (see Richard Swanson’s 5b Moodle and DVD final report for more detail on this ongoing discussion.) As the WebCT and Moodle Administrator, I create the course shells for faculty and then train them in the use of the particular learning management system. In most cases, I populate the courses for them (although some faculty choose to perform this step themselves.) At Augustana, we currently do not require faculty to use a learning management system. Therefore, part of

my role as learning management system administrator is to make a case for the use of such tools when they can benefit the students and have a positive impact upon student learning.

With regard to the integration of technology into the curriculum, I firmly adhere to the philosophy that technology should not be used just because “it’s there”. Instead, it is imperative that the learning objectives drive any adoption of technology.

(Report submitted by Sharon Gray)

V. **Statement by Susan Hatfield, Consultant and External Evaluator**

(Next nine pages.)

**Final Report**  
**Augustana College**  
**Bush Grant – April 2006**  
 Susan R. Hatfield, Ph.D.  
 Winona State University

It has been a pleasure to be associated with Augustana's Bush Grant over the past three years. Augustana has a long and rich history with the Bush Foundation and this grant continues that tradition. The grant has resulted in numerous positive initiatives on campus that has moved the campus forward. Many of these initiatives will continue beyond the funding cycle.

There were several hallmarks of the project.

- First, the management of the project was both highly efficient and effective. Given the complexity of the project and the key personnel changes that took place over the three years, this is a very strong statement of praise for the grant administrator and project management team.
- Second, communication between the project manager and Augustana faculty and staff was direct, honest, and timely. Faculty and staff uniformly reported that they received prompt feedback to their questions and received suggestions that were genuinely helpful. Email was used effectively to keep key players in the communication loop and the project web page was updated continually – sometimes several times a day.
- Finally, the grant presented numerous opportunities for those who participated in the various activities. Faculty and staff reported that even the vague ideas that they had for a project were treated with enthusiasm and respect, and the various committees were both willing and eager to help develop proposals that were fundable within the guidelines set forth. This willingness of the grant staff to nurture ideas into proposals gave faculty and staff the license to think creatively and dream about the possibilities.

## Project Evaluation

### Student Learning Assessment Projects

#### **1a. Student learning assessment workshops**

#### **1b. Department wide projects to improve the assessment of student learning within the department**

#### **1c. Assessment Day**

While the original grant application called for a series of assessment workshops to assist faculty in the development and implementation of program level assessment plans, the assessment committee decided instead to hold a series of individual workshops with departments. These individual sessions were held during the first year of the grant.

After the first year, progress in the area of assessment has been mixed due to changes in key personnel during the second year and third years of the grant along with a conscious change in the approach the college would take to assessment in the third year. While most academic programs have indeed created assessment plans according to a survey conducted in the final year of the grant, it is not clear that the plans are being systematically reviewed for evidence of good practice or the degree to which the plans are being implemented. It is also unclear whether or not the Levels of Implementation document is being used as a reference point any further. While this document is no longer being regularly cited by the Higher Learning Commission, the Levels Document does provide useful guidelines for assessing the developing assessment culture on a campus and is thus worthy of continued attention.

The discussion of an Assessment Day does not appear to have received serious consideration, given the factors previously mentioned.

Still, a common set of writing and presentation criteria that can be used across disciplines have apparently been developed. CAAP is being considered for use on a limited basis for certain categories of scholarship students, but it is unclear that this data will be used for genuine assessment of student learning. Overall, while some achievements have been made, there is still much to do here.

### **Teaching and Learning Projects**

#### **2a. Projects exploring Non Traditional Learning Experiences**

Two departmentally based programs were developed with the help of the Bush grant funding. The Education department is actively engaged in the development of an online course for their Deaf and Hard of Hearing Practicum course

In its interpretation of “nontraditional” students, the Nursing Department chose to focus on 1) learning experiences for international students, 2) clinical skills development through simulation, 3) cultural competency of faculty, and 4) application of technology-based learning. The Nursing Department developed and implemented a two-week curriculum for international students coming to Augustana as fulltime nursing students. The students’ orientation was essential to the success of their educational experience. As stated in their final report, “Without this kind of a bridge, the students would not have been able to participate fully in the nursing major courses in which they were enrolled.”

#### **2b. Support for the Augustana Symposium**

While a fledgling project at the start of the grant, Bush funding had allowed the symposium to develop fully as part of the Culture of the Augustana College. It is one of the ways in which the college defines itself. The growth in participation serves as evidence of how acculturated the symposium has become. According to the final grant report, during its first five years, the Augustana Symposium featured the original research of 134 students.

The organizers of the symposium hit upon a workable structure early on and it has remained basically the same over the course of the grant. This has allowed it to grow more rapidly than it would have if there was a great deal of time spent searching for the right structure and format. The Symposium and its student presenters have received

positive feedback from the external speakers who have also served as evaluators for several of the sessions.

The Augustana Symposium has also become a showcase for several other projects funded by the grant, specifically the student research projects. Augustana has committed funding to this project beyond the grant period, with a line item budget of \$5000 in the 2007 budget.

**2c. Projects examining the relationship between student learning and pedagogy**

These projects were among the most successful projects in the grant. Augustana library faculty have embraced this opportunity with great enthusiasm and success.

Librarians have worked one-on-one with faculty willing to enhance their classes through the use of technology. The results were multilayered. Library faculty found themselves integrated into the life of the university more fully, while students became (as evidenced by pre / post testing) much more technologically literate, especially as effective researchers and consumers of information. Faculty participating in the project are to be commended for their willingness to take risks by sharing their classrooms and trying new approaches. Given the motivation of the library staff and the widespread interest among faculty, there is little doubt that these projects will beyond the life of the grant.

**2d. 2-3 projects per summer for research programs specifically supporting undergraduate research with particular emphasis on student learning outcomes from student research projects**

Funding from the Bush Grant has included significant opportunities for students and faculty to participate in collaborative research over the summer months. The students and faculty I met with expressed how their research projects impacted them personally and academically. These projects have resulted in both presentations (at the Augustana Symposium and professional meetings) and publications. Without Bush Grant funding, these students indicated that they would not have been able to take advantage of these opportunities. This is one of the areas of the grant that will not be able to continue without continued funding from an external source or internal reallocation.

**2e. Projects exploring the ways in which our students learn from general education**

The emphasis of these projects shifted somewhat as a result of the change in personnel that also impacted the projects in goal 1. The result was an emphasis (in the third year of the grant) on the use of information technology (specifically Project MUSE) in general education courses. While not what was specifically intended in the grant proposal, this project was well executed and provided a significant benefit to Augustana College students as they learned solid research skills using academic journals early in the their college careers. Additionally, students in the courses that utilized MUSE also benefited from getting to know a librarian who will serve as a resource for them during the semesters that follow.

The cost of Project MUSE will be absorbed into the library's budget, and impact of the grant will continue. It should be noted however, that taking on the expense will result in an internal shifting of resources within the library's budget.

While the shift in focus of this grant project yielded significant benefits to students, I would suggest that Augustana continue to pursue their assessment of general education and clearly articulate the relationship between general education and the major.

### **Internship Center Project**

#### **3a Develop internship centers at various places around the country**

I had the opportunity to visit with a number of students who participated in the internship program. All of the students reported an excellent experience that resulted in their becoming more open minded, self confident, and willing to take on new challenges – including working in cultures where they were not fluent in the language. Most students expressed how the internship served as a significant capstone experience for their studies. While each student I met with expressed gratitude for the funding provided through the grant, many also said that they would have taken advantage of the opportunity even without the supplemental funding provided by the college. The best ambassadors for this program are going to be the students themselves. While the absence of Bush Grant funding will likely limit some students' ability to participate, continuing to develop the alumni network may help minimize some of the funding issues (for example, if alumni can provide short term housing).

### **Diversity, Globalism, Regional and International Perspectives**

#### **4a. Project Grants (7-10 each year) for classroom-based efforts at internationalization and global immersion**

#### **4b. Focused Study Grants to members of the faculty who express an interest and an ability to modify learning environments so as to significantly engage the issues of globalism and international learning.**

These projects have captured the imagination of Augustana faculty and resulted in the integration of globalism into numerous courses as well as new opportunities for students to study abroad. While there is no pre-grant measure of the pervasiveness of globalism, internationalism and cultural diversity in the curriculum prior to the activities funded by the Bush grant, it is clear that the funded projects have increased students' exposure to these perspectives.

For faculty, these are invigorating opportunities to infuse their classes with worldwide perspectives that they have experienced firsthand. Many faculty members also had the chance to work closely with faculty from other disciplines.

Like the internship students with whom I visited, students who took advantage of the opportunities to study abroad reported that these were rich, life changing learning experiences.

Unfortunately, these projects are not easily scalable and are directly dependent upon Bush grant funding, and therefore, unlikely to be continued at the current level of activity unless Augustana chooses to define itself in terms of global and international experiences and allocate internal resources toward this focus.

## **Information Technology**

- 5a. Faculty fellows/mentoring program for faculty training in the appropriate and effective use of the WWW and the internet in the classroom**
- 5b. Campus Center for Web-based Research and Instruction (CWRI).**
- 5c Continued support of the instructional Technologist**

The goals in this category seem highly integrated to me, and as such, I will address them as a group instead of individually.

There was only one grant funded position in the proposal and that was for the instructional technologist. This position, the salary for whom will be absorbed by the college following the grant funding, is critical as Augustana continues to explore it's identity. How can technology enhance student learning? Are online course offerings in their future? Can they afford to offer classes online? Can they afford not to? These are critical questions which are beginning to be explored though many different avenues, including the use of personal response devices, workshops, mentoring, and tutoring.

The move to offering online course this summer is being approached systematically and will be studied carefully, with the realization that not all courses – or all instructors – should be online. A group of faculty has been recruited and carefully trained in the development of online the courses. The template that has been developed will serve those faculty and students well. Considered attention will be paid to the assessment of student learning outcomes in these courses. I appreciate the great deal of thought and consideration that has gone into the decision to move into online course offerings.

Given the interest of the faculty and the move of the salary of the instructional technologist from soft to hard money, I have no question that explorations such of these questions and issues will continue. Earmarking funds from the online courses offered this summer could support the development of additional online courses.

### **Vocation of the college and for our students: Implications for learning**

- 6a. Revising the orientation of the new faculty process to include reading, mentoring and evaluation of mission development**
- 6b. Revising the New Student Seminar to include questions of mission, of liberal arts, and of college vocation**
- 6c. Revising the Capstone course to include questions of mission, of liberal arts, and of college vocation**
- 6d. Developing a series of workshops for faculty on the mission and vocation of the college**
- 6e. Establishing a series of community-based learning experiences (service learning) for students**
- 6f. Nurturing development and growth of faculty leaders as part of the vocation of the college. (\*added in year 3)**

The grants in the Vocation of the College category did not seem to capture the imagination of the faculty in the way that the other project categories did. Perhaps that is because questions of vocation are already part of the campus dialogue, or perhaps it is simply because there were too many other projects from which to choose. Changes in administration may have also played a role. Still, there was more activity in this category in year three than in previous years, especially with the addition of the leadership project into this category.

I was pleased to see the concentrated effort on service learning projects. I met with several students and faculty who have created or participated in service learning programs and I was very pleased with the reports of their experiences. Clearly, Augustana understands the concept of service *learning*, and the students experience a very rich learning environment in places like the Pine Ridge reservation, in an on-campus PR firm, a soup kitchen, in Nicaragua, or New Orleans. Students form relationships with students in other fields, begin to see faculty as learners as well as teachers, and understanding the difference between Learning and Knowing.

Service learning takes on different structures and formats at Augustana, including for credit, not for credit, as part of class or outside of class service learning offerings. Reflection and dialogue are critical aspects of the service-learning program, regardless of the format of the class.

Many students have participated in several experiences, or repeated an experience several times. As with the internship and globalization projects, students who participated reported their gratitude for the experience that expanded their career options and self-confidence.

I believe that commitment to service is deeply rooted at Augustana, and will continue in its many forms following the grant funding.

This new project created a faculty leadership program, providing an interdisciplinary group of faculty and staff with the opportunity to address a campus issue. Faculty were paired with mentors and worked to develop an honors program for Augustana. The project will continue through the 2006-2007 academic year, with the goal of obtaining approval for the Honors program the year following. Faculty feedback on the program has been very positive.

### **Overall Grant Goals**

The Augustana College Bush Grant Application outlined four key goals. Given my review of the projects over the past three years, my evaluation of their accomplishment is as follows:

#### **1. In what ways have we achieved better understanding of student-teacher relationships and their significance to learning?**

I believe that Augustana has learned a great deal about the roles of teachers and students through the projects funded by this grant.

Research has shown that the relationship between teachers and students is critical to learning. Many of the funded grant projects challenged the traditional notion of teachers and students, for example: placing students in the role of the teacher, or students as co-learners along with faculty members, or including library faculty in the role teacher. The Augustana Symposium, student-faculty research projects, several of the technology projects, study abroad opportunities, and the service learning projects all provided alternatives to the traditional teacher-student roles.

In each of these situations, students worked closely with teachers in situations outside of the classroom and had the opportunity to interact with them in new ways. These experiences broadened and deepened the understanding of “teaching” and “learning” for everyone involved.

The end result is that students leave the college understanding that there will always be opportunities to learn, sometimes from the most unexpected sources. I found it interesting that many internship and service learning project participants reported learning from those they thought they were teaching or helping.

The traditional student – teacher roles were blurred in many projects, allowing students to see their teachers learning along with them.

The introduction of online courses will add another opportunity to explore the teacher-student relationship in a unique context. I am interested in following that project through the summer.

Feedback from the academic faculty, library faculty, and students participating reported that their learning was enhanced both academically and personally as the result of the projects explored in this grant.

## **2. In what ways have we further explored our identity as a college? In what ways have we enriched the dialogue on vocation and the implications for learning?**

Virtually every project funded by this grant contributed to the exploration of the identity of Augustana College. Emerging from these projects was a clearer understanding of the role of research in the undergraduate experience, and the interconnectedness of Augustana College with the ELCA, the region in which it is located, the country, and the world.

The major outcome achieved through this grant is that Augustana students have the world available to them – starting in their own neighborhood and extending around the globe. Either virtually through electronic information sources and the infusion of global perspectives in their classes, or through the skills that allow them to conduct research and work on teams, and experientially through internships, study abroad, and service learning projects, the grant projects have developed students’ self confidence so that they are ready to take on new roles and challenges.

Numerous forums, including the Augustana Symposium exist for students to share, discuss, and process what they have learned. These opportunities for dialog and celebrations of achievement also seem to have become part of the identity of the

college.

Notably in the third year of the grant an additional project was developed to explore faculty leadership, thus modeling the behaviors desired from students. It was an important addition to the project.

### **3. In what ways have we explored and applied familiar and unfamiliar enhancements of the teacher-student relationship?**

Many of these enhancements have already been detailed in my observations related to the first grant goal concerning teacher-student relationships. Just as taking learning outside of the classroom (and perhaps outside of the country) is certainly enhancing to the teacher-student relationships, the use of technology also provided some unique opportunities for the exploration of that relationship.

Many projects explored technological enhancements to teacher-student relationship. These projects were among the most popular and successful of the grant. Faculty are to be commended for their willingness to experiment with new ideas and ways of thinking about their classes. Perhaps the biggest experiment will happen this summer as Augustana makes a major push in online learning. These pure online offerings will provide a very interesting opportunity to examine the teacher-student relationship in a technologically mediated context. It is my hope that the faculty offering these classes will have the opportunity to meet often during the summer to talk about their classes and share their observations and challenges.

### **4. In what ways have we enhanced assessment of student learning? How can we apply that to the curriculum?**

Virtually all of the funded grant projects assessed student learning. Pre-post tests, rubrics, portfolios, reflection papers, journals, and presentations were some of the authentic assessment methods. In addition, interviews, surveys, and other indirect methods also provided useful feedback. As a result of the student learning assessments, projects were tweaked and adjusted, which is exactly how assessment is supposed to work.

While assessing the projects is a step in the right directions, there still remains the issue of assessment of program level student learning outcomes. I am hopeful that the methodologies developed through the assessment of the specific projects will be translated to assessment of individual academic programs, including general education. While the methodologies certainly are transferable, such a transfer is often difficult because the degree of enthusiasm for program level assessment is often markedly lower. And, to be fair, the process is also significantly more complex. Instead of assessing a singular experience or class, the assessment of academic program encompasses multiple classes over a longer time frame. Still, lessons that were learned through the assessment of the funded projects will serve as valuable models. Time, though, is of the essence. Program assessment needs to move forward quickly.

Susan Rickey Hatfield, Ph.D.  
Assessment Coordinator / Winona State University  
April, 2006

## **VI. Appendix**

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## **Appendix 1: Faculty Development Grant**

### **a. Year 1 (January 2003 - May 2004)**

RFPs are posted at URL <http://www.augie.edu/pub/bush/RFPs.html>

#### **1. Student Learning Assessment**

Year 1 budget: \$12,000

This section is administered by the Assessment Committee, in association with the Faculty Development Committee.

#### **1b. Department wide projects to improve the assessment of student learning within the department**

Three projects funded on April 7, 2003:

Biology Department \$2620

Nursing Department \$2760

Religion Department \$2620

Award on December 18, 2003 \$2000 from 1b Year 2 funds and \$2620 from reallocated 3a (Internship Centers) Year 1 funds.

Sharon Andrews, John Clementson, Bob Kiner, Mike Mullin, Gary Olson.

Pilot Praxis II Testing Project

1a and 1c respectively consist of developing a series of student learning assessment workshops and creating an Assessment Day.

#### **2. Teaching and learning (pedagogy)**

##### **2a. Projects exploring nontraditional student learning experiences**

Year 1 budget: \$0 (first implemented in Year 2).

Assigned to Bob Kiner and the education department for Year 2 (\$5000)

##### **2b. Support for the Augustana Symposium**

Year 1 budget: \$4000.

Award to Michael Waddell (\$4000 March 31, 2003).

Augustana Symposium held Saturday, April 12, 2003.

##### **2c. Projects examining the relationship between student learning and pedagogy (Year 1 Theme: Information Literacy)**

Year 1 budget: \$4000.

Six projects funded on April 30, 2003:

Julie Ashworth (\$500) and Judith Howard.

Incorporate information literacy skills into Education 275: Generic Methods. Specifically, to incorporate the use of instructional technology to address Standard Four of the ACRL competency standards

Martin Dennis (\$500) and Lisa Brunick (\$500).  
Modify PSYC 115, General Psychology course to enhance the current course objectives through the integration of information literacy skills.

Sherry Feinstein (\$500) and Lisa Brunick.  
Educational Psychology and Measurement, EDUC 245. Develop and strengthen students' ability to successfully access and critically evaluate resources and insure that "students learn the information inquiry process necessary to further their understanding of the course content" (Orr, Appleton, & Wallin, 2001, 458).

Trygve Fredrickson (\$500) and Kay Christensen.  
Incorporate information literacy skills into Business Administration 320: Principles of Management (BSAD 320).

Karen Mahan (\$500), Lisa Brunick, and Judith Howard.  
SPED 376: Language Disorders. Introduce students to the scholarly literature of the field of language disorders and develop their evaluation skills and ability to identify bias in a variety of sources.

Peg Preston (\$500) and Jan Brue Enright (\$500).  
Integrate information literacy education into Western Civilization 115 (Honors).

2d. **2-3 projects per summer for research programs specifically supporting undergraduate research with particular emphasis on student learning outcomes from student research projects**

Year 1 budget: \$5000.

Three undergraduate research projects funded for Summer 2003.

Amounts indicated are student stipends. The grant also covers Augustana FICA and Medicare.

Student researcher **Amanda Jonas** (\$2000), Faculty mentor **Martin Dennis**.  
Explore the possibility of residual processing of unattended stimuli in an inattentive blindness paradigm. (Awarded April 16, 2003)

Student researchers: Three pre-service teachers, **Katie Hoffman** (\$350), **Anne Madison** (\$350), and **Jason Smalley** (\$350), Faculty mentors **Sherry Feinstein** and **John Clementson**.

Research appropriate teaching strategies for secondary education students. Strategies will address the cognitive, social, and emotional needs of adolescents. The project focuses on the Circle of Courage, the conceptual framework of the teacher education program at Augustana College. (Awarded April 16, 2003)

Student researcher **Corey Nuffer** (\$1486), Faculty mentor **Ann Pederson**.

Demonstrate how music can expand, clarify, and enrich Christian theology, particularly the notions of temporality and finitude. The primary resource for this project is a new theological text, *Theology, Music, and Time*, by Jeremy Begbie. (Awarded April 29, 2003)

2e. **Projects that explore the way students learn from general education (pedagogy, student learning outcomes)**

Year 1 budget: \$4000.

At its meeting on Feb 24, 2003, the Faculty Development Committee agreed to invite leaders for several sections of the Faculty Development Grant, including 2e. The leader will organize the activities of that area. In stewardship of that section the leader agrees to carry out evaluation /assessment substantially equivalent to that specified in the grant, in communication with John Clementson. The leader will submit a report to the Faculty Development Committee by the end of Year 1, with an interim progress report by Nov 30, 2003.

In section 2e, the selected leader is **John Bart**.

### 3. Internship centers

- 3a. The college will develop at least five internship centers (2-5 students at each) in various places around the country. These centers will be integrated into the college's funding capability by the end of the third year. Year 1 budget: \$10,000.

After several exploratory conversations, Dick Hanson and Arlen Viste met with the Alumni Council on May 24 and October 3, 2003. On June 29, Dick and Arlen met with several Denver area alumni to begin the project there. On September 28, Arlen met with alumni in the Minneapolis area and on October 12 with Chicago area alumni. The next areas targeted will be San Francisco and Washington D.C. Students Elizabeth Hoium and Matthew Peirce are serving January internships in Denver and Chicago respectively..

### 4. Diversity, globalism, regional and international perspectives

- 4a. **Project Grants (7-10 each year) for classroom-based efforts at internationalization and global immersion**

Year 1 budget: \$12,000.

Donn Grinager, Sandra Looney, Craig Spencer, Geoffrey Dipple, student intern Micah Aberson, a second student intern (\$1500).

Develop a campus-wide consensus of outcomes of international programs and assessment tools to facilitate international programming. (Awarded May 20, 2003).

Val Olness (\$2000), Suchin Visavateereanon (Thailand).  
Put together an international course for future Interims.  
Travel to Thailand to solidify all academic, travel, and housing arrangements. (Awarded May 20, 2003).

Reynold Nesiba (\$2000).  
Create a January 2005 UMAIE course to Australia, "The Australian Economy in a Global Context." (Awarded June 9, 2003).

Ann Pederson (\$3000).  
Bring Arthur and Rosemary Peacocke to campus. (Awarded June 30, 2003; request withdrawn January 8, 2004).

Cari Skogberg (\$1770).  
Center the Spanish Conversation and Composition course on an in-depth study of history, culture, geography, and contemporary life in Latin American countries. (Awarded August 27, 2003).

- 4b. **Focused Study Grants to members of the faculty who express an interest and an ability to modify learning environments so as to significantly engage the issues of globalism and international learning.**  
Year 1 budget: \$6000.

Sherry Feinstein, Laurie Wenger, Julie Ashworth (\$3070).  
Involve Augustana College education department faculty and students in the study of and immersion into educational, familial, and cultural structures of Native American students. Develop knowledge, skills, and dispositions that will be useful in teaching Native American children in reservation or non-reservation schools. (Awarded May 20, 2003)

Patrick Hicks (\$2430).  
Establish the course "England: From Imperialism to Internationalism.," investigating the internationalism that has influenced English identity over the past two thousand years. (Awarded December 5, 2003).

## 5. Information technology (IT)

- 5a. **Faculty fellows/mentoring program for faculty training in the appropriate and effective use of the WWW and the internet in the classroom**  
Year 1 budget: \$1500.

Nancy Dickinson.  
Integrate a WebCT coursepack that correlates with the current text to provide online access to external links and tools for GENL 116, Becoming a Master Student.

Shelly Gardner.

Integrate online assessment using algorithmic questions into a beginning accounting course, ACCT 110.

Julia Pachoud.

Acting One and Directing One, THEA 220 & 225.

5b. **Campus Center for Web-based Research and Instruction (CWRI).**

"Virtual Faculty Development Center"

Year 1 budget: \$1500.

Mary Brendtro.

Incorporate WebCT components into NURS 632, Concepts in Community Health.

Participate in virtual conferences and desktop lectures through the Center for Web-based Research and Instruction.

5c. **Continued support for an Instructional Technologist**

Year 1 budget: \$19,000.

The Faculty Development Grant and Augustana College cooperatively support the salary of Instructional Technologist Sharon Gray. Over the three years, grant support will taper off and Augustana support increase.

## 6. Vocation of the college and for our students: Implications for learning

At its meeting on Feb 24, 2003, the Faculty Development Committee agreed to invite leaders for several sections of the Faculty Development Grant, including 6a - 6d. The leader will organize the activities of that area. In stewardship of that section the leader agrees to carry out evaluation /assessment substantially equivalent to that specified in the grant, in communication with John Clementson. The leader will submit a report to the Faculty Development Committee by the end of Year 1, with an interim progress report by Nov 30, 2003.

6a. **Revising the orientation of the new faculty process to include reading, mentoring and evaluation of mission development**

Year 1 budget: \$1000.

In section 6a, the selected leader is **Dick Hanson**.

6b. **Revising the New Student Seminar to include questions of mission, of liberal arts, and of college vocation**

Year 1 budget: \$1000.

In section 6b, the selected leader is **Marcia Entwistle**.

6c. **Revising the Capstone course to include questions of mission, of liberal arts, and of college vocation**

Year 1 budget: \$1,000.

In section 6c, the selected leader is **John Bart**.

6d. **Developing a series of workshops for faculty on the mission and vocation of the college**

Year 1 budget: \$1500.

In section 6d, the selected leaders are **Ann Pederson** and **Paul Rohde**.

A faculty seminar on vocation was held on August 27, 2003 with presenter Dr. DeAne Lagerquist, associate professor of religion at St. Olaf College, and a panel of Augustana faculty.

6e. **Establishing a series of community-based learning experiences (service learning) for students**

Year 1 budget: \$2500.

Bob Kiner (\$1500) and Mike Moore (Whittier Middle School).

Mentor experience for Augustana and Whittier students. Community based service-learning project designed to include specific activities for tutoring, social interaction, small group discussion and community service projects. (Awarded May 12, 2003)

## Faculty Development Grant

### b. Year 2 (January 2004 - December 2004)

RFPs are posted at URL <http://www.augie.edu/pub/bush/RFPs.html>

#### 1. Student Learning Assessment

Year 2 budget: \$13,000

This section is administered by the Assessment Committee, in association with the Faculty Development Committee.

##### 1b. Department wide projects to improve the assessment of student learning within the department

Award on December 18, 2003 \$2000 from 1b Year 2 funds and \$2620 from reallocated 3a (Internship Centers) Year 1 funds.

Sharon Andrews, John Clementson, Bob Kiner, Mike Mullin, Gary Olson.

Pilot Praxis II Testing Project

Two projects funded on June 22, 2004

Biology Department \$2000

Sherry Barkley, HPER \$1500

1a and 1c respectively consist of developing a series of student learning assessment workshops and creating an Assessment Day.

#### 2. Teaching and learning (pedagogy)

##### 2a. Projects exploring nontraditional student learning experiences

Year 2 budget: \$5000.

Assigned to Bob Kiner and the education department

##### 2b. Support for the Augustana Symposium

Year 2 budget: \$3000.

Liz Tolman (\$3000. awarded March 16, 2004)

##### 2c. Projects examining the relationship between student learning and pedagogy (Year 2 Theme: Information Literacy)

Year 2 budget: \$4000.

Shelly Gardner (\$500) and Kay Christensen (\$500); Business periodicals (\$160)

Incorporate information literacy skills into Business Administration 320: Principles of Management (BSAD 320). (Awarded February 17, 2004)

Patrick Hicks (\$500) and Jan Brue Enright (\$500)  
Integrate information literacy education into an English 200 class to introduce first and second- year students to the increasingly complex world of library research.  
(Awarded May 11, 2004)

Muriel Larson (\$500) and Judith Howard (\$500)  
Integrating Information Literacy instruction into Nursing 322 to begin the process of developing nurses who are lifelong learners; knowledgeable about how information is created and disseminated in the nursing profession, and proficient in accessing and retrieving high quality evidence-based resources. (Awarded April 20, 2004)

Steve Matzner (\$500) and Lisa Brunick (\$500)  
Modifying BIOL 180 to enhance the current course objectives through the integration of information literacy skills. (Awarded July 19, 2004)

- 2d. **2-3 projects per summer for research programs specifically supporting undergraduate research with particular emphasis on student learning outcomes from student research projects**  
Year 2 budget: \$5000.

Mark Hallenbeck and Annmarie Kowalczyk (student) \$1408  
Implement and analyze a best-practice expository writing instruction model that combines Cognitive Strategy Instruction in Writing (CSIW) with the format of the writing workshop. The intent is to develop and evaluate a model of writing instruction that brings together powerful writing research from both special education and general education. (Awarded May 11, 2004)

Ann Pederson and Jaci Sutton (student) \$2400  
Summer research project focusing on the relationship between spirituality and health with possible course curriculum development. (Awarded April 20, 2004)

- 2e. **Projects that explore the way students learn from general education (pedagogy, student learning outcomes)**  
Year 2 budget: \$4000.

### 3. Internship centers

- 3a. The college has developed internship centers in Denver, Minneapolis, Chicago, San Francisco, and Washington, D.C.. These centers will be integrated into the college's funding capability by the end of the third year. Year 2 budget: \$10,000.

Ann Pederson (\$2000 from 4a) and student Ingrid Arneson (\$2000 from 3a)  
Lutheran World Federation internship in Geneva, Switzerland; redefining the curriculum  
of RELI 332A. (Awarded March 16, 2004)

Fenecia Homan (\$300) January internship in a congregation in Milwaukee, WI.  
(Awarded December 2, 2004)

Marcella Prokop( \$300) Fall 2004 internship in Washington D.C. (Awarded December 9,  
2004)

Alexia Stave (\$300) January 2005 internship at Fairview University Medical Center,  
Minneapolis., MN. (Awarded December 23, 2004)

Kari Elgersma Jill Pomerence, Holly Sturzenbecher (\$300 each) January 2005 internship  
at Valley Baptist Medical Center, Harlingen, TX. (Awarded December 13, 2004)

Katie Breazier (\$300) Fall 2004 internship in Washington D.C. (Awarded December 14,  
2004)

Philip Knight (\$600) January 2005 internship with Minnesota Orchestra, Minneapolis,  
MN (Awarded December 15, 2004)

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#### 4. Diversity, globalism, regional and international perspectives

- 4a. **Project Grants (7-10 each year) for classroom-based efforts at internationalization and global immersion**  
Year 2 budget: \$12,000

Ivan Fuller (\$2000)  
Developing a UMAIE course on the artistic and cultural life of Russia. (Awarded  
February 17, 2004)

Reynold Nesiba and Cari Skogberg (\$2000)  
Spring break trip to Nicaragua , GENL 197A “Nicaragua: Faith and Hope” (Awarded  
March 8, 2004)

Ann Pederson (\$2000 from 4a) and student Ingrid Arneson (\$2000 from 3a)  
Lutheran World Federation internship in Geneva, Switzerland; redefining the curriculum  
of RELI 332A. (Awarded March 16, 2004)

- 4b. **Focused Study Grants to members of the faculty who express an interest and an ability to modify learning environments so as to significantly engage the issues of globalism and international learning.**  
Year 2 budget: \$6000.

Mary Brendtro and Margot Nelson (\$4000)

Exploration and development of opportunities for faculty and student experiences in nursing and health care in Norway. (Awarded April 20, 2004)

Stephan Lhotzky (\$2000)

Improving the written communication skills of students taking advanced German courses. (Awarded July 7, 2004)

## 5. Information technology (IT)

### 5a. **Faculty fellows/mentoring program for faculty training in the appropriate and effective use of the WWW and the internet in the classroom**

Year 2 budget: \$1500.

Jenny Hill (\$725)

The use of motion analysis software and digital video to help students analyze motion in order to improve performance. (Awarded March 16, 2004)

Eric Wells (\$1500)

Purchase and installation of a radio-frequency response system in GSC 201. (Awarded April 20, 2004)

### 5b. **Campus Center for Web-based Research and Instruction (CWRI).**

"Virtual Faculty Development Center"

Year 2 budget: \$2500.

Cheryl Swanson and Sharon Gray (up to \$750)

Technology workshop to help faculty members with individual projects (Awarded May 3, 2004)

Sharon Gray (\$920)

Attendance at three WebCT virtual workshops. (Awarded October 19, 2004)

### 5c. **Continued support for an Instructional Technologist**

Year 2 budget: \$12,500.

The Faculty Development Grant and Augustana College cooperatively support the salary of Instructional Technologist Sharon Gray. Over the three years, grant support will taper off and Augustana support increase.

## 6. Vocation of the college and for our students: Implications for learning

### 6a. **Revising the orientation of the new faculty process to include reading, mentoring and evaluation of mission development**

Year 2 budget: \$0.

- 6b. **Revising the New Student Seminar to include questions of mission, of liberal arts, and of college vocation**  
Year 2 budget: \$0.
- 6c. **Revising the Capstone course to include questions of mission, of liberal arts, and of college vocation**  
Year 2 budget: \$0.
- 6d. **Developing a series of workshops for faculty on the mission and vocation of the college**  
Year 2 budget: \$1500.  
In section 6d, the selected leaders are **Ann Pederson** and **Paul Rohde**.
- 6e. **Establishing a series of community-based learning experiences (service learning) for students**  
Year 2 budget: \$2500.

## Evaluation

**Susan Hatfield** (Winona State University, MN) serves as consultant and external evaluator for the Faculty Development Grant.  
Year 2 budget: \$2500.

**Dennis Larson**, Psychology, works with the Faculty Development Committee with project assessment and evaluation

The budget also includes **Administrative Support**.

Administrative Assistant: **Karin Lindell**  
Year 2 budget: \$7000.

Faculty Development Coordinator: **Arlen Viste**  
Year 2 budget: \$4200.

Members of the **Faculty Development Committee**, 2004:

**Karen Dorn**, Nursing, Natural Science Division (through summer 2004)  
**Mark Hallenbeck**, Education, Social Science Division (through summer 2004)  
**Joel Johnson**, Government/Int. Affairs, Social Science Division (beginning fall 2004)  
**Muriel Larson**, Nursing, Natural Science Division (beginning fall 2004)  
**LaMoyne Pederson**, Philosophy, Humanities Division

**Project Director: Richard Hanson (fall 2004, John Bylsma)**

**Dianne Hammrich** handles the grant budget.

## Faculty Development Grant

### c. Year 3 (January 2005 - December 2005; February 2006 extension)

RFPs are posted at URL <http://www.augie.edu/pub/bush/RFPs.html>

#### 1. Student Learning Assessment

Year 3 budget: \$14,500

This section is administered by the Assessment Committee, in association with the Faculty Development Committee.

##### 1b. Department wide projects to improve the assessment of student learning within the department

Music department

1a and 1c respectively consist of developing a series of student learning assessment workshops and creating an Assessment Day.

#### 2. Teaching and learning (pedagogy)

##### 2a. Projects exploring nontraditional student learning experiences

Year 3 budget: \$5000

Assigned to the nursing department

##### 2b. Support for the Augustana Symposium

Year 3 budget: \$2000 (Awarded February 23, 2005)

\$3000 awarded December 13, 2005

##### 2c. Projects examining the relationship between student learning and pedagogy (Year 2 Theme: Information Literacy)

Year 3 budget: \$4000

Joel Johnson (\$500) and Lisa Brunick (\$500)

Integrate information literacy skills into GOVT 275 "Politics and Literature." (Awarded May 10, 2005)

Richard Swanson (\$500) and Jan Brue Enright (\$500)

Integrate information literacy education into RELI 218 "Hope and the Future." (Awarded May 10, 2005)

Beverly Gibson (\$500) and Judith Howard (\$500)

Integrate information literacy into MUSI 214, "Music History and Literature of the Non-Western World." (Awarded June 9, 2005)

Diane Josephson (\$500) and Kay Christensen (\$500)  
 Incorporate information literacy skills into NURS 431, "Community Health Nursing II."  
 (Awarded December 13, 2005)

2d. **2-3 projects per summer for research programs specifically supporting undergraduate research with particular emphasis on student learning outcomes from student research projects**

Year 3 budget: \$5000

Sherry Feinstein and two students (\$1100)  
 Two secondary education majors and one education faculty in research focused on adolescent development and Lakota culture, analyzing Lakota adolescents using Urie Bronfenbrenner's ecological theory of human development. (Awarded April 14, 2005)

Eric Wells and student Ryan Mello (\$3731)  
 Complete a measurement of the angular differential cross section for singly ionizing collisions between fast (4 MeV) protons and hydrogen molecules. (Awarded April 14, 2005)

Sherry Feinstein and four students (\$1100)  
 Four secondary education majors and one education faculty in research focused on adolescent development and adolescent males in correctional facilities. (Awarded May 10, 2005)

Adrien Hannus and student Landon Karr (\$2000, supplemental funds from 3a)  
 Immersion in archeological field methods and theory with a specific research focus on analysis of bone and ceramic materials at the Mitchell Prehistoric Indian Village site. (Awarded May 21, 2005)

2e. **Projects that explore the way students learn from general education (pedagogy, student learning outcomes)**

Year 3 budget: \$4000

Ronelle Thompson, Deb Hagemeyer, and Lisa Brunick (\$3167; increased to \$3309 Nov. 21, 2005)  
 Assessment of Project MUSE full-text online journals. (Awarded August 29, 2005)

Supplemental funds to Kiner/Gray 5a project

Supplemental funds to Schroeder/Younger/Isaacson 5a project

Supplemental funds to Gray et al. 5b project

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### 3. Internship centers

- 3a. The college has developed internship centers in Denver, Minneapolis, Chicago, San Francisco, and Washington, D.C. These centers will be integrated into the college's funding capability by the end of the third year. Year 3 budget: \$15,000

Joe Dondelinger and student Andrea Halverson (\$2000 from 3a; \$2000 from 4b) Lutheran World Federation internship in Geneva, Switzerland, using research and experience to enhance the further development of GOVT 345 "Identity Conflict and World Politics." (Awarded March 12, 2005)

Janet Blank-Libra and student Christy Hallenbeck (\$2000 from 4b; \$2000 from 3a) Lutheran World Federation internship in Geneva, Switzerland, building global perspectives into JOUR 239 "Advanced Journalism." (Awarded March 29, 2005)

Supplemental funds to Hannus/Karr 2d project

Supplemental funds to Kiner/Gray 5a project

Supplemental funds to Schroeder/Younger/Isaacson 5a project

Supplemental funds to Gray et al. 5b project

\$800 ea. Kate Henkin, Tricia VanDyke, NURS internship, USASK

\$700 Karen Vavricek, NURS internship, Omaha, NE

\$700 Maggie Williamson, NURS/BIO internship, Oakland, CA

\$400 ea.: Missy Croegaert, Traci Kelm, Jennifer Schmidt, NURS internship, Harlingen, TX

\$400 Melissa Eberhard, NURS internship, Fort Collins, CO

\$400 Betsy Parsley, NURS internship, Denver, CO

\$400 ea. Karen Kunze, Julianne Minar, Blake E. Stave, Washington Semester internship

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### 4. Diversity, globalism, regional and international perspectives

- 4a. **Project Grants (7-10 each year) for classroom-based efforts at internationalization and global immersion**  
Year 3 budget: \$12,000

Rob Oliver (\$2540)

Travel to Norway to build relationships and establish a faculty exchange program in international business; stimulating interest in study abroad opportunities for Augustana and Norwegian students. (Awarded January 21, 2005)

Murray Haar and Sandra Looney (\$6000)

Develop a UMAIE course involving students in an extensive study of religious holy places in India. (Awarded February 3, 2005)

Michael Wanous (\$2000)

Develop a unit in BIOL 233 “Genetics” comparing American and European perspectives on genetically modified organisms (GMOs). (Awarded March 1, 2005)

Stephan Lhotzky (\$2500)

Writing in German at the Advanced Level. (Awarded August 3, 2005)

Michael Nitz (\$2300)

Expand Augustana’s global and multicultural connections in Norway and developing a course in International PR. (Awarded October 9, 2005)

Jeff Johnson and David O’Hara (\$3041)

Travel to Greece to prepare for study abroad course. (Awarded November 4, 2005)

Karen Younger and Pam Schroeder (\$2415)

Travel to Norway to develop nursing department faculty in the area of international exchange (Awarded December 13, 2005)

Shelly Gardner and Jaciel Keltgen (\$4160)

Travel to Norway to explore international studies in business administration (Awarded January 16, 2006)

- 4b. **Focused Study Grants to members of the faculty who express an interest and an ability to modify learning environments so as to significantly engage the issues of globalism and international learning.**  
Year 3 budget: \$6000

Ingrid Arneson (student) (\$2500)

Travel with Profs. Haar and Looney to India to establish a UMAIE course on Indian religion. (Awarded February 23, 2005)

Muriel Larson and Diane Josephson (\$3000)

Cultivate relationships, develop connections, and explore opportunities for collaboration with the nursing department at the University of Saskatchewan (USASK). (Awarded March 11, 2005) Supplemental \$800 awarded May 25, 2005, a portion from 4a

Joe Dondelinger and student Andrea Halverson (\$2000 from 4b; \$2000 from 3a)

Lutheran World Federation internship in Geneva, Switzerland, using research and experience to enhance the further development of GOVT 345 Identity Conflict and World Politics. (Awarded March 12, 2005)

Janet Blank-Libra and student Christy Hallenbeck (\$2000 from 4b; \$2000 from 3a)

Lutheran World Federation internship in Geneva, Switzerland, building global perspectives into JOUR 239 Advanced Journalism. (Awarded March 29, 2005)

Muriel Larson (\$1500)

Increase cultural competence for students in the helping professions (Awarded December 13, 2005; supplemental support from 6e)

## 5. Information technology (IT)

- 5a. **Faculty fellows/mentoring program for faculty training in the appropriate and effective use of the WWW and the internet in the classroom**

Year 3 budget: \$1500

Bob Kiner and Sharon Gray (\$15,000)

Online Course Development (Awarded November 15, 2005; supplemental funds from 2e and 3a)

Pam Schroeder, Karen Younger, Mary Isaacson (\$1200)

Respondus Site License (Awarded November 15, 2005; supplemental funds from 2e and 3a)

- 5b. **Campus Center for Web-based Research and Instruction (CWRI).**

"Virtual Faculty Development Center"

Year 3 budget: \$3500

Richard Swanson (\$619)

Explore the possibilities of Moodle as a course-tool. (Awarded September 9, 2005)

Sharon Gray et al. (\$3640)

Linux Training (Awarded November 15, 2005; supplemental funds from 2e and 3a)

- 5c. **Continued support for an Instructional Technologist**

Year 3 budget: \$7500

The Faculty Development Grant and Augustana College cooperatively support the salary of Instructional Technologist Sharon Gray. Over the three years, grant support will taper off and Augustana support increase.

## 6. Vocation of the college and for our students: Implications for learning

- 6a. **Revising the orientation of the new faculty process to include reading, mentoring and evaluation of mission development**

Year 3 budget: \$0

- 6b. **Revising the New Student Seminar to include questions of mission, of liberal arts, and of college vocation**  
Year 3 budget: \$0
- 6c. **Revising the Capstone course to include questions of mission, of liberal arts, and of college vocation**  
Year 3 budget: \$0
- 6d. **Developing a series of workshops for faculty on the mission and vocation of the college**  
Year 3 budget: \$1500  
In section 6d, the selected leaders are **Ann Pederson** and **Paul Rohde**.
- 6e. **Establishing a series of community-based learning experiences (service learning) for students**  
Year 3 budget: \$2500
- Michael Nitz (\$1850)  
Start-up of a student-run PR firm to help non-profit organizations in the Augustana community meet their communication goals and objectives. (Awarded October 8, 2005)
- Laurie Wenger and Evie Brouwer (\$1600)  
Community-based learning experience for education majors participating in a public school English as a New Language academic program. (Awarded October 17, 2005)
- Paul Rohde (\$618)  
Travel expenses for faculty/staff leaders on service learning trip to Pine Ridge. SD. (Awarded October 18, 2005)
- Jeff Johnson (\$1500)  
Student intern researching and producing organizational history
- Supplemental support to M. Larson 4b, 6e project
- 6f. **Nurturing development and growth of faculty leaders as part of the vocation of the college**  
Added in Year 3. Budget \$10,000

## Evaluation

Consultant and External Evaluator: **Susan Hatfield**, Assessment Coordinator, Winona State University, Winona, MN .  
Year 3 budget: \$2500.

Project Assessment and Evaluation: **Dennis Larson**, Psychology (beginning July 2004)

**Administrative Support**

Administrative Assistant: **Karin Lindell**  
Year 3 budget: \$7000.

Faculty Development Coordinator: **Arlen Viste**  
Year 3 budget: \$4200.

**Faculty Development Committee, 2005:**

**Joel Johnson**, Government/Int. Affairs, Social Science Division  
**Muriel Larson**, Nursing, Natural Science Division  
**LaMoyne Pederson**, Philosophy, Humanities Division

**Project Director: Richard Hanson**, Vice-President for Academic Affairs and Dean of the College (after June 1, **Robert Kiner**, Interim Dean)

**Grant Budget: Dianne Hammrich**

## Appendix 2. Table of Program and Goals

- Goal 1. In what ways have we achieved better understanding of student-teacher relationships and their significance to learning?
- Goal 2. In what ways have we further explored our identity as a college? In what ways have we enriched the dialogue on vocation and the implications for learning?
- Goal 3. In what ways have we explored and applied familiar and unfamiliar enhancements of the teacher-student relationship?
- Goal 4. In what ways have we enhanced assessment of student learning? How can we apply that to the curriculum?

Program/Goals connections identified by:

- A Award recipient (cumulative for Year 1, Year 2, Year 3 awards)  
 C Arlen Viste, Faculty Development Coordinator  
 D Director of Assessment (John Clementson Year 1)

Program Strategy	Goal 1	Goal 2	Goal 3	Goal 4
1. Student Learning Assessment 1a. Student learning assessment workshops				C D
1b. Department development grants		C D		C D
1c. Explore the possibility of creating an Assessment Day.				C D
2. Teaching and learning (pedagogy) 2a. Projects exploring nontraditional student learning experiences [This section began in Year 2]	C	A	C	A
2b. Support each year for the Augustana Symposium	A (3)		A (3)	
2c. Projects that examine the relationship between student learning and pedagogy (Information Literacy theme)			A(6)	A(8)
2d. 2-3 projects per summer for research programs specifically supporting undergraduate research with particular emphasis on student learning outcomes from student research projects	A(6)	A	A(5)	A(2)
2e. Projects that explore the way students learn from general education (pedagogy, student learning outcomes.)			A	C
3. Internship Centers 3a. Develop internship centers at various places around the country	A	C	C	

<b>Program Strategy</b>	<b>Goal 1</b>	<b>Goal 2</b>	<b>Goal 3</b>	<b>Goal 4</b>
4. Diversity, globalism, regional and international perspectives 4a. Project Grants (7-10 each year) for classroom-based efforts at internationalization and global immersion	A(5)	A(5)	A(5)	A(5)
4b. Focused Study Grants to members of the faculty who express an interest and an ability to modify learning environments so as to significantly engage the issues of globalism and international learning.	A(2)	A(5)C	A(2)C	A(4)
5. Information technology (IT) 5a. Faculty fellows/mentoring program for faculty training in the appropriate and effective use of the WWW and the internet in the classroom	C		A(2)C	
5b. Campus Center for Web-based Research and Instruction (CWRI).	A(2) C		A(2)	
5c. Continued support for an instructional technologist			C	
6. Vocation of the college and for our students: Implications for learning 6a. Revision of the orientation of new faculty process to include reading, mentoring and evaluation of mission development		C		
6b. Revision of the New Student Seminar to include questions of mission, of liberal arts, and of college vocation		C		
6c. Revision of the Capstone course to include questions of mission, of liberal arts, and of college vocation		C		
6d. Develop a series of workshops for faculty on the mission and vocation of the college		C		
6e. We will establish a series of community-based learning experiences (service learning) for students	A	A(3)C	AC	A(2)

## Appendix 3

### Sample Project Reports

- A. **Sample Project Report -- Year 1** Page 59  
**Area 2c: Student Learning and Pedagogy -- Theme: Information Literacy**  
**Dr. Trygve Fredrickson (Business Administration) and Kay Christensen, MLS**
- B. **Sample Project Report -- Year 2** Page 66  
**Area 4b: Modify learning environments so as to significantly engage the issues of globalism and international learning**  
**Stephan Lhotzky, Ph.D., Professor, Modern Foreign Languages (German)**
- C. **Sample Project Report -- Year 3** Page 75  
**2d Student faculty research project**  
**Dr. Sheryl Feinstein, Education**  
**Jyl Baartman & Chris Driving-Hawk, student researchers**
- D. **Sample Project Report -- Year 3** Page 85  
**Area 4b: modify learning environments so as to significantly engage the issues of globalism and international learning.**  
**and Area 3a: Internships**  
**Dr. Joe Dondelinger, Government and International Affairs, and**  
**Andrea Halverson, Government major and Truman Scholar**

## Appendix 3

### A. Sample Project Report -- Year 1

#### Area 2c: Student Learning and Pedagogy -- Theme: Information Literacy

Faculty Development Grant

Final Report – February 2004

Dr. Trygve Fredrickson and Kay Christensen, MLS

The purpose of our Faculty Development Grant was to incorporate information literacy components into Business Administration 320: Principles of Management (BSAD 320). During the summer of 2003 we revised the course syllabus to integrate information literacy components. We implemented the collaboration in the 2003 fall semester with two sections of BSAD 320. A total of 57 students were enrolled in the two sections.

An information literacy survey was administered to both sections the first week of class and also at the end of the semester. The survey was completed by 52 of the 57 students registered for the class. Three labs were scheduled during the semester. The first lab focused on general business publications and methods of accessing the content of those publications: print, publication web site, and via an electronic periodical database. Scholarly publications and advanced search techniques were the focus of the second lab. The third lab covered resources for locating company information.

Did the collaboration have a positive impact on student learning? According to the survey results and the assessment components for the assignments tied to the information literacy labs, it did.

#### **Learning Outcomes and Evaluation:**

The learning outcomes stated in the grant proposal were developed prior to the planning phase. While all the outcomes were addressed, once the planning was complete, some outcomes received more focus than others. Recognizing the difference between scholarly and non-scholarly periodical publications was not listed in the grant proposal learning outcomes. However, after the planning phase, the difference between scholarly and non-scholarly publications ended up being a focus of the information literacy component.

#### **1. Students will identify and evaluate general business trade publications.**

One of the survey questions listed various information sources and asked students to indicate whether or not the source was credible. The rankings for the general business publication titles that were included in the list and covered in detail in the first lab changed significantly over the semester.

Survey question 9: “A *credible* source is defined as one that you can rely on to be accurate and one that you would use as a reference in a paper you were writing. When would you consider the following examples as *credible* sources?”

Responses for business publications included in the list of information resources:

		Question 9D <b>Fast Company</b>				Total
		Usually	Sometimes	Never/ Don't Know	Don't Know	
Before		1	4	45	0	50
After		23	16	2	11	52
Total		24	20	47	11	102

		Question 9F <b>Inc.</b>				Total
		Usually	Sometimes	Never/ Don't Know	Don't Know	
Before		4	10	36	0	50
After		27	18	1	6	52
Total		31	28	37	6	102

		Question 9K <b>Business 2.0</b>			Total
		Usually	Sometimes	Never/ Don't Know	
Before		19	10	23	52
After		41	11	0	52
Total		60	21	23	104

		Question 9M <b>Forbes</b>				Total
		Usually	Sometimes	Never/ Don't Know	Don't Know	
Before		29	15	8	0	52
After		34	17	0	1	52
Total		63	32	8	1	104

		Question 9R <b>Harvard Business Review</b>				Total
		Usually	Sometimes	Never/ Don't Know	Don't Know	
Before		35	9	8	0	52
After		47	3	0	2	52
Total		82	12	8	2	104

## **2. Students will distinguish print versus electronic access to business/trade publications and the limitations and advantages of each.**

While this was not a major focus of the information literacy labs, all of the students were able to list advantages and disadvantages to the various forms of access to a particular business periodical (print, publication web site, online periodical database) and which mode of access they preferred. Some typical responses:

“I still prefer print copy for casual reading but would prefer library database for research.”

“I still prefer using the hard copy because then I know I have the entire article. I am still somewhat computer illiterate and have problems getting where I want to be.”

“I prefer the online access. It allows me to get it from my computer. I spend lots of time on the computer, so this is the most convenient.”

“Print copy – I preferred, but I can see how the database allows more options than the print copy. [The publication] website was my least favorite. There was too much clutter and I found it the hardest to navigate.”

“The access through the Ebscohost Business Source Premier database was one in which I preferred due to its easy access to past & current issues of publications and their articles.”

## **3. Students will identify appropriate library databases for acquiring business information.**

When asked at the **beginning of the semester** to identify which library database they used the most, **only 36.5% (19/52) could name a specific library database. 63% could not name a library database.** Of the nineteen students that could name a database, InfoTrac was the database named by all the students. One student named InfoTrac and Proquest and another student named InfoTrac and Academic Universe (Lexis Nexis). **At the end of the semester, 88.5% could name a library database.** InfoTrac was still named the most frequently (28 times). Proquest was named 4 times, Ebscohost 13 times and Lexis Nexis was named once. The student’s comfort level with using library databases also changed over the course of the semester. **At the beginning of the semester, 42% of the students were in the undecided/neutral to very uncomfortable range. Slightly over 50% indicated comfortable and only 2 students indicated they were very comfortable when seeking information from a library database. At the end of the semester, no students indicated they were uncomfortable or very uncomfortable using a library database. Only 13% indicated undecided/neutral and 86.5% chose either very comfortable (23%) or comfortable (63.5%).**

Survey question 1C: “How comfortable/confident do you feel when seeking information from a library database?”

		Question 1C A library database					
		Very Comfortable	Comfortable	Undecided/ Neutral	Uncomfortable	Very Uncomfortable	Total
Before		2	28	16	5	1	52
After		12	33	7	0	0	52
Total		14	61	23	5	1	104

Not only did students' overall confidence in searching a library database in general rise over the semester, but how they rated their ability to use the particular library databases covered during the information literacy labs also increased.

Survey question 7: "Please rate your ability to use the following by circling the appropriate number:"

		InfoTrac					Total
		Not Skilled	2	Skilled	4	Highly Skilled	
Before		8	13	18	13	0	52
After		0	3	23	22	4	52
Total		8	16	41	35	4	104

		Proquest					Total
		Not Skilled	2	Skilled	4	Highly Skilled	
Before		14	17	14	7	0	52
After		0	4	27	20	1	52
Total		14	21	41	27	1	104

		Lexis Nexis					Total
		Not Skilled	2	Skilled	4	Highly Skilled	
Before		26	16	8	2	0	52
After		4	19	21	7	1	52
Total		30	35	29	9	1	104

		Ebscohost Business Source Premier					Total
		Not Skilled	2	Skilled	4	Highly Skilled	
Before		31	14	7	0	0	52
After		1	10	14	21	6	52
Total		32	24	21	21	6	104

	InfoTrac General Business File ASAP					Total
	Not Skilled	2	Skilled	4	Highly Skilled	
Before	29	13	7	3	0	52
After	0	4	21	22	5	52
Total	29	17	28	25	5	104

#### **4. Students will construct effective search strategies to locate relevant articles according to established criteria.**

One of the course assignments was to locate a scholarly or refereed article on a concept covered in the textbook and to prepare an article review. Of the 52 article reviews turned in, only five (less than 10%) were not from a source considered scholarly. Seven students did not include a search log but 45 did. Of the assignments that did include a search log, 80% clearly indicated using a database option to limit search results to scholarly articles only.

The second article review assignment was more complex than the first. Students were asked to locate an article describing how an external environmental factor (technology, sociocultural, economic, legal/political, or international) had a recent impact on the business or industry of the manager they would be interviewing. Approximately 15% (8/54) of the students chose an article that did not meet the assignment criteria. Five students did not include a search log. Of the students that did include documentation of their search process (49), 43% used some type of advanced search strategy. However, over half the students (55%) used the default search option of the database they selected to search. While students were able to locate an article using the default keyword search option, a number of students would have had better results if they had used a different search strategy. One student chose to browse a newspaper to locate an article.

#### **5. Students will identify and access sources for company information.**

All of the students except two were able to locate company information using one of the methods covered in the last lab session. The majority of the students were able to get the information they needed from their manager's company web site.

#### **Learning outcome not listed in the grant proposal: students will distinguish between scholarly versus non-scholarly periodical publications.**

Although 90% of the students were able to locate an article from a scholarly source for the first article review assignment, only 61.5% of the students were able to successfully identify scholarly resources from a list of citations on the survey at the end of the semester. Although students were able to use the

database limit option successfully, nearly 40% of the students were not able to correctly identify scholarly sources from a list of citations on the survey at the end of the semester. The list included *Academy of Management Executive*, *Fast Company*, *Harvard Business Review*, *Fortune*, and *The Wall Street Journal*. While the *Wall Street Journal*, *Fast Company* and *Fortune* are credible sources, they are not scholarly/peer-reviewed publications. This suggests that while the students comprehended the mechanics of limiting to scholarly sources in a database search, they didn't fully grasp the difference in the content of scholarly versus non-scholarly periodicals.

Even so, in the final question on the end of the semester survey, almost 40% of the students specifically mentioned learning about the difference between scholarly and non-scholarly resources as a benefit from the lab sessions. A representative comment: "I also learned what scholarly articles were and how they differ from other articles."

What didn't work so well?

1. Some of the survey questions were too general and not applicable to the learning outcomes on which the information literacy labs were focused.
2. Combining information/instructions for both article reviews in the same lab was confusing to the students. There was not enough time between the lab and the first article review due date and too much time before the 2<sup>nd</sup> article review was due. Approximately 40% of the students used the scholarly limit for the second article review. This was not a requirement for the assignment and actually made locating an appropriate article more difficult. We don't think this confusion would have happened had the information for the two assignments been given in separate sessions.

Overall the collaboration worked very well. The final question on the end of the semester survey was an open question: "The lab sessions were designed to give you tools to turn information into knowledge. What are the three best skills and/or behaviors that you learned because of the labs? Why do you feel these skills/behaviors are important?"

Only two students chose not to answer the final survey question. Of the 50 responses, 49 had positive/favorable comments. Only one student had a negative comment and that comment was in regards to a grade on a particular assignment and not related to the benefits of the labs.

Thank you to the Bush Committee for the opportunity to undertake this collaboration.

Submitted by Kay Christensen  
February 4, 2004

## Appendix 3

### B. Sample Project Report -- Year 2

**Area 4b: Modify learning environments so as to significantly engage the issues of globalism and international learning**

### **Faculty Development Grant from the Bush Foundation Final Report**

Report Date: June 6, 2005

Title of Project: **Writing in German: Assessing the Gulf Between the Intermediate and the Advanced Level**

Project Director: **Stephan Lhotzky, Ph.D.**  
Professor, Modern Foreign Languages (German)

Grant section: 4a, 4b

Project timeline: July, 2004 – June, 2005

#### **I. Project Description**

The project's focus was on the written communication skills of Augustana students graduating with a major or minor in German. It was the intent of the project to assess the effectiveness of text-specific grammar and writing exercises introduced into the course MDFL 337 German Seminar: The German Song in History, taught in fall 2004.

The project was concluded within the proposed timeframe. During July and August, 2004, the course materials for MDFL 337 were revised and supplemented. The revision included a complete re-writing of the text used; the text was then supplemented by student worksheets.

The text and the worksheets were distributed to the students at the beginning of fall semester 04. During the semester, the materials were used as scheduled (see attached course syllabus).

After the course had concluded in December 04, all written student work was evaluated in the context of the course grade.

The analysis of the project took place from January to May, 2005. During the same time period, the decision was reached that, due to the success of the project, the writing materials should be further developed for “The German Song in History” and be expanded to other advanced German courses for which these materials are not commercially available or included in a commercially available, suitable textbook.

## II. Assessment materials

**Text:** The text was completely re-written and its structure changed. As can be seen on the syllabus, chapter four is used as the first reading selection of the semester because the song of German Romanticism is central to the course. It appears as chapter four due to the text’s adherence to chronology. The text difficulty in grammar and vocabulary was adjusted to the language level of students having just completed Intermediate German II (the prerequisite for this course). The next reading assignments included chapter one, then chapter two, chapter three, chapter 5 etc., each chapter’s text being slightly more advanced in difficulty than the text of the previous chapter.

**Worksheets:** The worksheets were completely integrated into the progression of the reading assignments from the text and consist of four parts, each part designed to reinforce chapter content and language (see attached worksheet chapter five):

1. Vocabulary exercises pertaining to the assigned reading
2. Grammar exercises using the vocabulary of the assigned reading
3. Detailed questions about the reading (short answers, complete sentences)
4. At the end of each chapter, students are asked to write an analysis of one of the songs heard and discussed in class.

## III. Evaluation

The writings produced by the students in the end-of-chapter song analyses were carefully studied according to recurring grammatical errors. They were then compared to the same type of essay response in two recently taught advanced German courses,

- a. MDFL 334 History of German Literature II, fall 2002; and
- b. MDFL 332 German Conversation & Composition II, spring 2003.

## IV. Outcome

Keeping in mind that the student population in both the two recently taught advanced German courses and in “The German Song in History” is small and does not consist of the exact same student group, the comparison was interesting: In the project course “The German Song in History”, the percentages of correct forms in the specifically targeted areas of

verb forms/endings  
 verb tenses  
 adjective endings  
 comparative/superlative  
 conjunctions  
 relative pronouns and clauses

were consistently higher by approximately 30% when compared to similar writing assignments in MDFL 334 and MDFL 332.

The project did, at first, not include a comparison between student performance related to content and limited itself to the correct application of grammar. At the same time, content performance in the project course was higher than in MDFL 334 and MDFL 332.

## **V. Project assessment**

It is difficult to attribute the overall higher student performance in the project course as compared to MDFL 334 and MDFL 332 to the project features alone. The variables that must be considered are the difference in student population as well as the difference in topic and therefore, course structure. The project outcome might suggest that a grammar review which is fully integrated into the course content will increase student performance also in the area of content. More projects involving this aspect of the role of grammatical correctness are needed to confirm that conclusion.

What seems clear in the context of this project, however, is that student writing in German is substantially improved by the introduction of a context-related grammar review that is integrated into course content.

The outcome of this project comes as no surprise and reinforces the notion that correct writing in a foreign language cannot be achieved by separating grammar from content, and that the relative mastery of grammar is a lengthy process spanning many years of language study. At the same time, it is essential to document the functions of different elements in a foreign language program in order to assess the overall quality of the program and ensure its constant improvement. This project was an important phase in the on-going assessment of Augustana's German program.

## **VI. Future assessment projects**

The logical continuation of this assessment project is to expand its findings to all advanced German courses at Augustana in order to facilitate the transition from intermediate to advanced courses in the area of writing. In fall 2005, a new advanced German course will be taught, "The Literature of Romanticism". It would seem logical to use the method of course development and assessment for

“The Song in German History” in this new course, which could serve to further test the validity of the outcome described above.

## VII. Final comment

This project was stimulating and encouraging and produced clear results within less than a year. I would like to thank the Faculty Development Committee for accepting, and, Arlen Viste in particular, for encouraging me to submit the proposal. The Augustana German program has been strengthened through this project.

Stephan Lhotzky, Ph.D.  
Professor  
Modern Foreign Languages (German)

### MODERN FOREIGN LANGUAGES 337 A

#### THE GERMAN SONG IN HISTORY

FALL 2004

TIME:	MO WE FR 11-11:50
ROOM:	HUMANITIES 302
INSTRUCTOR:	S. Lhotzky
OFFICE:	HUMANITIES 316
TELEPHONE:	274-5478 (office) 335-1488 (home)
E-MAIL:	stephan_lhotzky@augie.edu
OFFICE HOURS:	T Th 12:00-1:50 p.m. F 1-2 p.m. and by appointment
REQUIRED TEXTS:	Lhotzky. <u>Das deutsche Lied in der Geschichte: Ein Überblick.</u> Arbeitsblätter zum Text
COURSE DESCRIPTION:	This course examines major phases of German history through the study of the German song. The central theme of the course is German identity and its perception from both abroad and within Germany in an historical context. A major emphasis is given to the period of Romanticism as well as post-World War II Germany, East and West. Students will listen to and discuss in class a substantial number of songs. The course

also includes worksheets referring to each text chapter with vocabulary building, grammar, and content-oriented exercises.

**COURSE OBJECTIVES:** At the end of this course, students should be able to

- identify and put into historical context the major works discussed in the course;
- critically evaluate a literary work of their choice in its historical context;
- present information about a work and/or an author in a meaningful way;
- develop an insight into the rich culture of the German song,
- develop a sense for the complexity of German identity, and
- increasingly monitor their writing ability in German.

The above objectives will be assessed using the following outcome measurement categories:

<b>GRADING:</b>	Worksheet Assignments	35%
	Class participation	35%
	Final exam	30%

**ACADEMIC DISHONESTY:** All work in this course must be completed individually. Academic dishonesty during the final exam will result in a failing grade for the course. Students are asked to approach the instructor about cases in which they are uncertain whether the academic dishonesty policy is violated or not.

**FINAL EXAM:** The written final exam for this course is on Tuesday, December 14 at 1:00 p.m. in Humanities 302. Students who have three final exams scheduled on the same day may request to take one of the exams on a different day. Prior arrangements must be made by approaching the different instructors concerned.

**DISABILITY:** Students with a learning or other disability that requires special attention by the instructor or specific arrangements should not make these arrangements with the instructor but through the office of Ms. Susan Bies during the first week of classes. Ms. Bies's campus extension is 5503; her office is located in Madsen 140.

**PLEASE NOTE:** This course is taught in German. Students should be prepared to work with a grammar review book as well as a German-English-English-German dictionary.

**SEMESTER SCHEDULE**

<b>SEPTEMBER</b>	<b>TEXT</b>	<b>WRITTEN ASSIGNMENT</b>
1	Einführung	
3	Kapitel 4	Arbeitsblatt 4 A I-II
8	Kapitel 4	Arbeitsblatt 4 A III
10	Kapitel 4	Arbeitsblatt 4 B I-II
13	Kapitel 4	Arbeitsblatt 4 B III
15	Kapitel 4	Arbeitsblatt 4 C I-II
17	Kapitel 4	Arbeitsblatt 4 C III
20	Kapitel 4	Arbeitsblatt 4 D I-II
22	Kapitel 4	Arbeitsblatt 4 D III
24	Kapitel 4	
27	Kapitel 4	Arbeitsblatt 4 D IV
29	Kapitel 1	Arbeitsblatt 1 I-III
<b>OKTOBER</b>		
1	Kapitel 2	Arbeitsblatt 2 A I-III
4	Kapitel 2	Arbeitsblatt 2 B I-III
6	Kapitel 2	
8	Kapitel 2	Arbeitsblatt 2 B IV
11	Kapitel 3	Arbeitsblatt 3 A I-III
13	Kapitel 3	Arbeitsblatt 3 B I-III
15	Kapitel 3	
18	Kapitel 3	Arbeitsblatt 3 B IV

20	Kapitel 5	Arbeitsblatt 5 A I-III
22	Kapitel 5	Arbeitsblatt 5 B I-III
27	Kapitel 5	
29	Kapitel 5	Arbeitsblatt 5 B IV

**NOVEMBER**

1	Kapitel 6	Arbeitsblatt 6 I-III
3	Kapitel 6	
5	Kapitel 6	Arbeitsblatt 6 IV
8	Kapitel 7	
10	Kapitel 7	Arbeitsblatt 7 I-III
12	Kapitel 7	
15	Kapitel 7	Arbeitsblatt 7 IV
17	Kapitel 7	
19	Kapitel 8	Arbeitsblatt 8 I-III
22	Kapitel 8	
29	Kapitel 8	

**DEZEMBER**

1	Kapitel 8	Arbeitsblatt 8 IV
3	Kapitel 9	Arbeitsblatt 9 I-III
6	Kapitel 9	
8	Kapitel 9	Arbeitsblatt 9 IV
10	Reading Day	

- 12            **Christbaumschmücken**  
              **16.30 Uhr, 928 South Walts**
- 14            **FINAL EXAM** 1:00 p.m.,  
              HUMANITIES 302

### Appendix 3

#### C. Sample Project Report -- Year 3

2d Student faculty research project

Bush Faculty Development Grant Report

Dr. Sheryl Feinstein, Education

Jyl Baartman & Chris Driving-Hawk, student researchers

#### Summary:

This project involved two secondary education majors and one education faculty in research focused on Bronfenbrenner's environmental theory as it pertains to adolescent development and Native American culture in the following areas: a.) microsystem (the environment in which the adolescent lives and actively participates), b.) mesosystem (connections between the experiences in the microsystem), c.) exosystem (social settings that the adolescent is not directly involved in, but that influence them), d.) macrosystem (the culture), and e.) chronosystem (sociohistorical events over a life span). We met together several times to develop our research design and then the students conducted a literature review independently.

Both students were able to investigate, through numerous research journal articles, books, and Internet resources the following topics: at-risk and resiliency theories and Bronfenbrenner's environmental theory. Once the students had researched the topic we began to develop interview questions. A basic framework of questions was developed by Dr. Feinstein using a literature review of Bronfenbrenner's Ecological Subsystems, the Search Institutes Risk and Resiliency Theory, and The Circle of Courage. The questions were then refined by the two undergraduates. Dr. Feinstein and the undergraduates met frequently to review questions and prepare for the student interviews.

Interviews were tape recorded and field notes were taken. Collaboratively and independently the researchers identified themes and patterns from the interviews. They chose significant quotes from their interviews with the students to support the patterns they found. Due to the emergent nature of qualitative research it was decided to send a questionnaire to the junior and senior high school students on the reservation. Two teachers at the school distributed and collected 53 surveys. Data from the survey was tabulated and presented in percentage form.

This fall, the team presented the results of the research at the Education Department Symposium, please find the program attached. In addition, an article for possible publication in the American Secondary Education Journal is being written, please find a draft attached.

## Overall Goals of Bush Faculty Development Grant

The purpose of this project was for students to research a topic related to secondary education, and in particular resiliency in Native American youth. This project was a meaningful way for students to engage in research. It was their first experience at qualitative research and they stated it set the groundwork for action research in their future classrooms.

There is a need in education to not only identify at-risk youth, but to find ways to encourage adolescent resiliency. Hopefully, strategies can be adopted to prevent problems from occurring in the first place. This research project offered the opportunity for students and professor to explore and identify strategies to support resiliency factors. Not only is this best practice, but our accreditation service, NCATE, requires involvement with minority populations.

Thank you to the Bush Faculty Development Committee for the opportunity to create a worthwhile learning experience for these students.

Sincerely,

Sheryl Feinstein

## **2d Faculty Development grant 2005 Addressing the Goals -- Sheryl Feinstein**

1. In what ways have we achieved better understanding of student-teacher relationships and their significance to learning?

### Resiliency in Native American Adolescents

The purpose of this project was for pre-service teachers to research a topic related to secondary education, and in particular resiliency in Native American youth living on a Reservation. This project was a meaningful way for students to engage in research. It was the college students' first experience at qualitative research and they stated it set the groundwork for action research in their future classrooms.

There is a need in education to not only identify at-risk youth, but to find ways to encourage adolescent resiliency. Hopefully, strategies resulting from this research can be implemented in the classroom. This research project offered the opportunity for students and professor to explore and identify strategies to support resiliency factors in diverse populations.

The team presented the results of the research at the Education Department Symposium

Fall, 2005. An article was submitted for publication in the American Secondary Education Journal. Both of these activities denote a high level of professional and scholarship from the students.

## Resiliency and Native American Teenagers

John is a 17-year-old Native American. His father left the family when John was four and now he, his mother and younger sister live in poverty struggling to make ends meet. Despite the stresses in John's life he is on track to receive his high school diploma at the end of the school year and plans to attend college in the fall.

Mike is from the same neighborhood with a similar family structure, but unlike John, Mike struggles to make it through each day. He has a criminal record, frequently experiments with drugs and dropped out of school after the 8<sup>th</sup> grade. He appears unable to break the at-risk cycle.

Why is one teenager resilient and another vulnerable? Research has demonstrated that between one-half and two-thirds of youth faced with adversity are capable of transforming their lives and becoming successful, productive adults (Bernard, 1996). These optimistic numbers compel us to seek an understanding of resiliency and how to foster it in our youth.

The term resiliency is used to describe the "human capacity and ability to face, overcome, be strengthened by, and even be transformed by experience of adversity" (Cesarone, 1999, pg 12). Researchers have compiled an extensive list of characteristics, relationships, traits and skills found among resilient youth. The Search Institute of the University of Minneapolis foster resiliency in youth. The external assets include family and adult support, empowerment through service in the community, boundaries and expectations set by families and schools, and constructive use of time in extracurricular activities, church or home. The internal assets presented consist of a commitment to learning in school and home, a positive self-identity, values such as integrity and responsibility, social competencies in decision making, and resistance skills.

Native American culture also provides a framework for fostering resiliency. The Lakota Sioux society identified four core needs that foster resiliency and motivate individuals to reach their potential; the *Circle of Courage*. These fundamental needs include belonging, mastery, independence and generosity (Brendtro, Brokenleg and Van Bockern, 1990).

A sense of belonging is established when students form relationships within family, school and community. Potentially, all of these factors work collectively to form the belief that we belong. Independence is developed as students turn from irresponsible behavior to responsible, independent behavior. Mastery is cultivated in experiences that facilitate success and knowledge. Key components in promoting a sense of mastery are active learning, cooperative learning groups, and stress free, fun surroundings. A spirit of generosity is based in unselfish and giving behavior. Students are encouraged to see the world through others eyes enhancing their ability to be empathetic, ultimately leading to altruistic behavior.

Viewing resiliency theories through the lense of Urie Bronfenbrenner's Ecological Systems Theory, an approach to human development, offers a framework for understanding teenage resiliency. Bronfenbrenner's theory allows for a close examination of human development through the division of five environmental subsystems. Direct and indirect influences on the subsystems are defined and examined.

The first layer, called the microsystem, consists of the interpersonal interactions in an individual's life. The individual has direct contact and interactions with this part of their environment. Examples include family, friends, school and work. Traditionally, this has been the system examined exclusively by psychologists and educators.

Following the microsystem is the mesosystem. The mesosystem is composed of the interrelationships among the various settings of the individual's microsystem

and teacher or the relationship between a parent and their teenager's friends. These relationships are examined in the context of how they impact the individual.

The third layer, the exosystem, consists of the indirect forces on an individual's life. These indirect forces include such factors as a parents' workplace, the school board or extended family. The student does not interact directly with the entities in the exosystem in the exosystem.

Next is the macrosystem. This layer provides the broad ideological and organizational patterns that direct human society. It is composed of the cultural values, customs and societal laws of the individual's community. Examples include an economic recession, war, the media and technological advances.

Finally, the Chronosystem includes a broad picture of the individual's life within a socio-historical perspective. For instance, women in the work force, high divorce rates or a parent's death would be examined to see their effect on the adolescent (Sandtrock, 2005).

The purpose of this research was to examine resiliency factors in Native American teenagers using the structure of Bronfenbrenner's Ecological System's Theory.

#### Methodology

This qualitative study took place on an Indian Reservation in the upper mid-west. The community had a population of 904 residents and was steeped in poverty. Upon entering the county in which the town resided there was an immediate change. Cars merged from a well constructed highway with a shoulder to pull onto, to a small, narrow two lane road.

Prior to entering the studied community there was a buffalo pasture to the left and buildings that housed an old boarding school to the right. Since post-boarding school days the buildings had been renovated into a small institution of higher learning. In town there was only one stop light and stop sign, a few stores, a post office, and three churches. All of the buildings were run down and many of the surrounding buildings were condemned. Areas of the ground were littered with garbage, trash collection was not done on a regular basis; and had to be initiated with a telephone call. The town was a gathering place for people for miles around – this was partly due to the fact that all mail boxes were located in town, requiring a drive to town to pick up mail. Homes in the area ranged from new, low income housing, to a few nicer homes for teachers, to trailers. The median household income was \$23,631. The majority of residents were Native American.

The 9 – 12 high school provided a sense of security for its 416 enrolled students. Cameras recorded any traffic inside the doors and a guard locked the doors once school commenced. Enrollment by grade levels were as follows: 9<sup>th</sup>: 182, 10<sup>th</sup>: 116, 11<sup>th</sup>: 74, and 12<sup>th</sup>: 44. The typical freshman class had 160 – 175 students enrolled. Sixty-five to seventy-five students graduated annually. Due to the low graduation rates teachers often offered extra credit to facilitate graduation. Ninety-eight percent of the students were Native American. All students qualified for free and reduced lunches. Many of the students commuted 20 to 30 miles one way to attend school.

Nine high school students participated in the interview segment of the study. All students were identified by a teacher in the high school to be academically successful, a quality of resiliency. The participants were individually interviewed one time at their high school. Interviews lasted between 15 and 30 minutes. The interviews were audio-taped and field notes were taken.

Interview questions were developed by the lead researcher using a literature review of Bronfenbrenner's Ecological Subsystems, the Search Institutes Risk and Resiliency Theory, and The Circle of Courage. Preliminary questions were then refined by two undergraduate students. Both college students were in the process of completing a secondary pre-service teaching program. The lead researcher and the undergraduates

met frequently to review questions and prepare for the student interviews. One of the students, due to his Native American background and connections with educators on the reservation, conducted all of the interviews.

Sample questions included:

#### Microsystem

1. What are your plans following high school?
2. Do you have a role model? Who? Why?

#### Mesosystem

1. What are your parents' attitudes toward school? Are they involved in your school?
2. What are your friend attitudes toward school?

#### Exosystem

1. Describe your relationship with your extended family.

#### Macrosystem

1. Describe your community.

#### Chronosystem

1. How does the majority white culture impact the Native American culture?

Many of the students were hesitant to provide detailed answers during the interview process. The researchers met, and after trying to relate participants' answers to risk and resiliency theory, it was decided a follow up with a written survey of students in the high school. The ten questions on the survey followed a similar theme to the questions in the interview. Nine of the questions were designed using a Likert scale response format; the remaining tenth question was open-ended. This questionnaire venue was intended to allow time for the participants to reflect on their thoughts and remove any intimidation from speaking to an unfamiliar adult. Two teachers distributed 53 surveys in two required classes.

#### Data Analysis

Answers were coded according to Bronfenbrenner's subsystems. Collaboratively the three researchers searched for patterns and relationships with the answers provided from the interviews. The majority of the data collected from the survey was tabulated and presented in percentage form.

#### Findings

##### Microsystem

The main areas examined within the microsystem support. The majority of students surveyed had plans for their future. Over three-fourths of them intended to continue in school. Another eleven percent planned a future in the military. Only 6% of students had no future plans. All of the students interviewed had plans for college off the reservation, with one boy planning to attend Harvard – a realistic goal for him. When asked what advice they would give incoming freshman their answers revolved around education, “graduate,” “work hard in school,” and other comments that

emphasized the value placed on school in the future life of the individual.

Of the students interviewed all believed having a job was important, but only one student held a job. The others were either involved with school work and extra-curricular activities or had too far a commute to hold a job. This may reflect a combination of good time management skills and a willingness to delay gratification. Many of the students identified as resilient were highly involved in extra-curricular activities – basketball, volleyball, golf, music, and dancing in pow resilient watched TV on a regular basis, even though it was available.

Most students surveyed and interviewed chose a role model from either their nuclear or extended family. The majority (44%) indicated an individual from their nuclear family; mother, father, sibling. Another 21% selected someone from their extended family; grandmas or uncles were routinely mentioned. The remaining students chose coaches and teachers (6%), a famous person (17%) or a friend (4%). The following comments give insight into the positive qualities students identified in their role models, “she is there for me, helps/guides me through situations,” “they’ll always smiles and laughs,” and “he’s a hard worker.”

The positive relationship students had with significant members of their family could be seen in a response to solving a problem at home. For example, “they talk about it” and “they meet half way” reflected the home climate. Family expectations seemed reasonable, as one girl stated, “Rules on the weekend are to know what I’m doing, how long and to call.”

Interestingly, all of the students interviewed chose the same teacher as a role model. He was viewed as someone that supported their academic growth as well as their social/emotional need to belong. This attitude can be seen in the student’s descriptors of the teacher, “laid back” “he respects us and so we respect him,” “he makes sure we understand,” “relates to us,” and “cares about us.”

Indicators of a positive self-concept could be seen in student’s ability to identify an area of achievement. Eighty-nine percent (89%) of students were able to identify something they were good at and many students chose more than one skill. Over half (51%) of the students believed they were good at sports. The other top choices were school (49%) and work (23%). Although some chose activities not related to academics such as life-guard and taking care of people, they were skills they valued. The interviewed students described themselves as “hard working,” “quiet,” and “easy-going.” No negative descriptors were included.

Students were asked to rate on a Likert scale the value they placed in five categories related to resiliency, with 1 being very unimportant and 5 being very important.

Table 1: Student Value of Resiliency Factors

Category	1	2	3	4	5
Having a job	0	2%	10%	17%	71%
Getting an education	0	0	7%	19%	74%
Religious membership	21%	32%	26%	8%	13%
Helping a neighbor	10%	4%	47%	28%	11%
Sports or exercise	9%	6%	9%	42%	34%

Ninety-two percent (92%) of the students believed strongly or very strongly that an education was important; they also valued having a job (87%) and sports/exercise (75%). Interestingly, helping a neighbor, an attribute of empathy and altruism, was considered only of average importance, with 47% selecting a 3 on the scale.

An additional indicator of support and guidance may be seen by examining the shared values and beliefs of the students and their parents/guardians. Table 2 reflects the views the students believed their parents/guardians had of resiliency factors.

Table 2: Students' Perception of Parents/Guardians' Value of Resiliency Factors

Category	1	2	3	4	5
Having a job	0	0	7%	13%	80%
Getting an education	0	0	0%	7%	93%
Religious membership	19%	16%	21%	25%	19%
Helping a neighbor	11%	7%	21%	34%	27%
Sports or exercise	6%	9%	19%	30%	36%

Students believed that their parents' values were similar to theirs. They perceived 100% of parents/guardians to value an education and 93% to value a job. Helping a neighbor was seen as more important to the adults (61%) than to students (39%). Religious membership was also believed to be more valued by adults (44%) than students (21%).

Friends' esteem is important in establishing adolescents' self-esteem. Shared attitudes and values support identity formation. Table 3 represents the students' perceptions of how their friends valued the various categories involved in resiliency.

Table 3: Students' Perceptions of Friends' Value of Resiliency Factors

Category	1	2	3	4	5
Having a job	2%	11%	23%	32%	32%
Getting an education	4%	8%	26%	28%	34%
Religious membership	43%	32%	9%	8%	8%
Helping a neighbor	26%	32%	25%	9%	8%
Sports or exercise	9%	17%	10%	30%	34%

Students believed their friends valued every category less than they and their parents. The area that most closely aligned with their views was sports or exercise, with the belief that 64% of their friends believed it was important, compared to their 76%. Having a job (64%) and an education (62%), while somewhat important to their friends did not reflect the heavy emphasis they placed on an education or job. Student interviews supported the belief that friends did not share their positive attitudes toward school. Helping a neighbor was not perceived as relevant to friends (58%).

### Mesosystem

Several trends were found in the mesosystem school, peers and school, and peers and parents/guardians. Seventy-eights percent (78%) of students believed their friends and parents had a positive association. One thing routinely cited as causing friction between friends and parents was drinking alcohol.

Sixty-two percent (62%) of the students believed that their parents/guardians and teachers had a good relationship. The resilient students' parents/guardians participated at the school; this was evidenced by their

presence at parent/teacher conferences. These students believed their parents/guardians held high expectations that they attend school regularly and expressed “disappointment” if they did not make the honor role.

The relationship between friends and teachers was seen as weak. Their friends’ poor relationship with school can be seen in a variety of ways. Both the students surveyed and those interviewed believed their friends did not value school as much as they did. Other indicators included a high absentee and drop out rate. Twenty-four percent (24%) of students were absent daily and 75% of students typically dropped out of school. Some students complained of a 60 minute bus commute to school contributing to the lack of attendance.

### Exosystem

The exosystem dealt with factors that indirectly impacted the adolescent. The extended family played an unusually important role in the Native American adolescents’ life. Many students chose a member of their extended family as their role model and during the interviews spoke of getting together on a regular basis. Numerous students had an adopted grandma in town or ate meals regularly with cousins. These individuals offered support and guidance to the adolescent.

### Macrosystem

The majority of students surveyed believed their community was very similar to other communities. It was unclear if this reflected an inability to envision a better life or if it showed true contentment with their community.

Students that were interviewed believed laws were constantly being broken in their community, especially drinking and curfew. As one student expressed, “laws are not really enforced.” Even so, they felt safe in town.

### Chronosystem

The biggest issue facing students in the chronosystem was feeling judged by the majority white culture. During the interviews many of the students spoke of being the victim of discrimination when traveling across county lines. They recounted stories of being followed in their cars or while shopping. One student said, “As soon as they see the license plate (indicating county of residence) we’re treated differently.” Some expressed bitterness and anger toward the prejudice, others had almost a feeling of acceptance, voicing the opinion that they were born into this.

### Conclusions and Recommendations

According to resiliency theory and Bronfenbrenner’s existence of individual and environmental factors of resiliency. According to Bronfenbrenner it is optimal when all systems are supportive of the individual, but it is not a prerequisite of resiliency.

The following are recommendations to foster resiliency in Native American adolescents residing on reservations:

1. Goal setting, and in particular career education, should be an integral part of the curriculum.
2. Teachers properly prepared and supported to meet the emotional and social needs of the students.
3. Research based instructional strategies implemented to encourage academics in order to encourage content mastery and a positive identity.
4. Provide a curriculum in concert with the Native American culture to build pride and self-respect.
5. Encourage empathy by fostering programs for peer helpers, tutors, and conflict resolution.

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### Appendix 3

#### D. Sample Project Report -- Year 3

**Area 4b: modify learning environments so as to significantly engage the issues of globalism and international learning.**  
**and Area 3a: Internships**

Bush Faculty Development Grant : Dondelinger/Halverson  
 Awarded Under Section 4/ 4b  
 Final Report /Assessment  
 November 30, 2005

Andrea Halverson and I are pleased to submit this final report on our cooperative Bush Faculty Development Grant project undertaken over the course of the Summer 2005. On behalf of Andrea and myself, I gratefully acknowledge the support of the Bush foundation for this project in student/faculty cooperation. Under this grant, Andrea was able to pursue an internship with the Lutheran World Federation Office for International Affairs and Human Rights. Andrea's portion of the grant was used to finance airfare, housing, meals, and transportation. In order to maximize the amount of funds available, Andrea's travel and lodging expenses were disbursed directly through Augustana College. As far as my own \$ 1000 portion of the grant is concerned, the funds will continue to be used to purchase appropriate scholarly materials over the next year in connection with the preparation of the upgraded GOVT 345 W Identity Conflict and World Politics. The course is scheduled as a Government Department offering in the Fall 2006 Semester and will cycle around every two years thereafter. Sadly enough, the course's topic and the questions it raises are unlikely to go away any time soon.

The organization of the comments below generally follows the section outline and numbered point of our grant proposal.

My Goals for the Internship Are:

- 1/2. Andrea has provided empirical case study material which will be integrated into my coursework, especially GOVT 345 (see specifics below).
3. By all indications, Andrea's internship was accomplished in a manner that reflects very positively on the quality of students at Augustana College and leaves the door wide open for future experiences through Lutheran World Federation in Geneva.
4. Andrea's internship has already exposed other Augustana students to issues of diversity and women's rights through a public presentation on campus and will continue to do so through future scheduled class presentations.

### Internship Curriculum Goals:

(1, 2, 3, 4) Specifically, Andrea's internship experience will impact the formation and structure of GOVT 345 as follows: the course will strengthen its focus upon women's rights by having a distinct component identified in the syllabus under the heading 'Identity, Culture, and Gender Relations: The Question of Women's Rights' as well as 'Diversity, Cultural Relativism and Women's Rights: Tolerating the Intolerable?' This section of the course will clarify the gender related aspects of identity conflicts by addressing such issues as: rape used as a tool of war and of ethnic cleansing (Bosnia and Darfur); rape as a tool of judicial enforcement and punishment (tribal Pakistan); cultural preference for male offspring and gender selective abortion (India and China); manifestations of mandated gender segregation (various religious and cultural traditions); honor killing (Middle Eastern and South Asian societies); female genital mutilation (African practices); forced/arranged marriage and marriage of minors (various cultures).

### Andrea's Personal Learning Objectives / Dondelinger's Responsibilities

1. Andrea plans to integrate her internship experience into the Augustana community by continuing the intellectual discussion upon which her research was focused. She used her working experience in Geneva to more fully understand and apply the intellectual principles studied within her Government and International Affairs major, and her intent is to build on this experience to deepen future intellectual pursuits. By offering the upcoming GOVT 345 course added depth with empirical case study and presenting further research on the interface between gender and human rights, Andrea will continue to impact student learning at Augustana College. Andrea was able to keep an internship journal to more deeply reflect upon spiritual and intellectual growth during the summer, and she has attached reflective thoughts to this assessment report.

2. Andrea and I have already collaborated on a public presentation to the Augustana Campus community under the sponsorship of Professor Geoffrey Dipple in his capacity as Chair of Moral Values. The presentation was made on Thursday, November 10 under the title "An American in Geneva: Observing the Struggle for Women's Rights in the Global Arena."

A further integration opportunity not mentioned in our Bush proposal has become obvious. Given Andrea's developing interest in an academic career, I have invited her to present a lecture during the Spring Semester 2006 in my GOVT 235, American Foreign Policy on women's rights, international institutions, and US foreign policy. I fondly recall my own undergraduate teaching experience offered to me by my professor and academic mentor at Miami University (Ohio). In addition to offering Andrea this undergraduate teaching opportunity, her presentation will allow me to refer to her experience in recommending her for possible graduate school teaching assistantships.

### Concluding Comments:

1. One of the most significant shaping experiences in my own academic and professional development (and a sobering corrective to academic theorizing) was the combination of a quality academic preparation and roughly 18 months of practical diplomatic experience as a member of Luxembourg's UN delegation at UN headquarters in New York City (1975 and 1980/81). I believe that Andrea's experience under this internship has begun to benefit her in a similar manner. It has contributed to her intellectual maturation.

2. As our presentation to the Augustana community has shown, the dialogue on women's issues requires further learning. Faculty and students alike who may perceive themselves as progressive social critics, as diversity sensitive and culturally tolerant, as supporters of women's rights in good standing may be face with an uncomfortable paradox: should certain (mis)treatments of women be met by intolerance?

3. See specific comments on changes to GOVT 345 above.

The following is a reflective piece on the value of Andre's summer internship and its impact on her education and the intellectual environment of Augustana College:

#### An American in Geneva

International human rights standards for women pose a compelling paradox for the Western consciousness. How can modern society balance the interests of women's dignity, freedom, and personal autonomy against a desire for "cultural sensitivity"? Such concerns formed the basis of my research in Geneva, Switzerland. As an intern for the Lutheran World Federation in the Office for International Affairs and Human Rights, I was able to act as a liaison between the LWF and the United Nations. This first-hand exposure to the inner workings of international human rights mechanisms proved profoundly useful to my current study and future intellectual pursuits.

As an LWF intern, I observed and reported at the UN Human Rights Committee, Committee on the Elimination of Racial Discrimination, and the Sub-Commission on the Promotion and Protection of Human Rights. Each of these insights into the organization proved immensely useful for understanding

the conflicting interests and challenges towards implementing universal human rights standards. In addition to reporting at these meetings, I also acted as a guide for a visiting Ethiopian Lutheran minister, attended a conference sponsored by the World Federation of United Nations Associates, and reported on the proposed UN reform committee meetings.

Throughout my internship, I was mindful of opportunities to gather empirical evidence on the status of women's human rights to enhance the curriculum of Government 345 Identity Conflict and World Politics, which will be taught by Dr. Joseph M. Dondelinger in the fall 2006. To that end, I attended and researched several United Nations forums dealing with the international status of women. Especially pertinent to the course objectives included information on instances of rape used as a tool of war or judicial remedy, honor killings, female genital mutilation, and forced marriages. These gender-motivated instances of human rights violations also highlight cultural, ethnic, and religious conflicts in modern society useful to the course's development. I have also gladly agreed to guest lecture on this topic for two courses taught by Dr. Dondelinger in the spring of 2006.

I presented preliminary research on the paradoxical nature of international women's human rights for the Chair of Moral Values on November 10, 2005. I will be continuing my study on this topic this spring with an extended research project through the Government Honors Program. I plan to present research on women's international human rights at the spring symposium, spring gender studies conference, and possibly at the 2006 Peace Prize Forum. Due to my summer experience and research, I now plan to pursue doctoral studies in the field of international relations or political theory with an emphasis on international women's human rights.

The educational grant from the Bush foundation funded my airline ticket (\$859), rent for two months (\$800), and additional miscellaneous meal and travel costs. Because of this financial support, I have been able to significantly impact the intellectual development of Augustana College as well as spark a lasting intellectual curiosity and future career plan for myself. Living and working in Geneva has proven to be an immeasurably valuable experience, enhancing my education both intellectually and spiritually. I am profoundly thankful for the chance to share my experiences and insights with my fellow members of the Augustana community, and I hope that the connection between the LWF and Augustana College may continue to fund overseas learning initiatives.

**Addressing the Goals**  
**4b and 3a Project in Year 3**

**Dr. Joe Dondelinger (Government and International Affairs)**  
**and Andrea Halverson (Government major, Truman Scholar)**

How our project addresses the goals of the grant (#1-4):

The organization of the comments below generally follows the section outline and numbered point of our grant proposal.

**Dr. Dondelinger's Goals for the Internship are:**

1/2. Andrea has provided empirical case study material which will be integrated into my coursework, especially GOVT 345 (see specifics below).

3. By all indications, Andrea's internship was accomplished in a manner that reflects very positively on the quality of students at Augustana College and leaves the door wide open for future experiences through Lutheran World Federation in Geneva.

4. Andrea's internship has already exposed other Augustana students to issues of diversity and women's rights through a public presentation on campus and will continue to do so through future scheduled class presentations.

### **Internship Curriculum Goals:**

#### **Overall Goals #1-4:**

1. In what ways have we achieved better understanding of student-teacher relationships and their significance to learning?
2. In what ways have we further explored our identity as a college? In what ways have we enriched the dialogue on vocation and the implications for learning?
3. In what ways have we explored and applied familiar and unfamiliar enhancements of the teacher-student relationship?
4. In what ways have we enhanced assessment of student learning? How can we apply that to the curriculum?

(1, 2, 3, 4) Specifically, Andrea's internship experience will impact the formation and structure of GOVT 345 as follows: the course will strengthen its focus upon women's rights by having a distinct component identified in the syllabus under the heading 'Identity, Culture, and Gender Relations: The Question of Women's Rights' as well as 'Diversity, Cultural Relativism and Women's Rights: Tolerating the Intolerable?' This section of the course will clarify the gender related aspects of identity conflicts by addressing such issues as: rape used as a tool of war and of ethnic cleansing (Bosnia and Darfur); rape as a tool of judicial enforcement and punishment (tribal Pakistan); cultural preference for male offspring and gender selective abortion (India and China); manifestations of mandated gender segregation (various religious and cultural traditions); honor killing (Middle Eastern and South Asian societies); female genital mutilation (African practices); forced/arranged marriage and marriage of minors (various cultures).

### **Andrea/s Personal Learning Objectives / Dondelinger's Responsibilities**

1. Andrea plans to integrate her internship experience into the Augustana community by continuing the intellectual discussion upon which her research was focused. She used her working experience in Geneva to more fully understand and apply the intellectual principles studied within her Government and International Affairs major, and her intent is to build on this experience to deepen future intellectual pursuits. By offering the upcoming GOVT 345 course added depth with empirical case study and presenting further research on the interface between gender and human rights, Andrea will continue to

impact student learning at Augustana College. Andrea was able to keep an internship journal to more deeply reflect upon spiritual and intellectual growth during the summer, and she has attached reflective thoughts to this assessment report.

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**Concluding Comments:**

1. One of the most significant shaping experiences in my own academic and professional development (and a sobering corrective to academic theorizing) was the combination of a quality academic preparation and roughly 18 months of practical diplomatic experience as a member of Luxembourg's UN delegation at UN headquarters in New York City (1975 and 1980/81). I believe that Andrea's experience under this internship has begun to benefit her in a similar manner. It has contributed to her intellectual maturation.

2. As our presentation to the Augustana community has shown, the dialogue on women's issues requires further learning. Faculty and students alike who may perceive themselves as progressive social critics, as diversity sensitive and culturally tolerant, as supporters of women's rights in good standing may be face with an uncomfortable paradox: should certain (mis)treatments of women be met by intolerance?

3. See specific comments on changes to GOVT 345 above.

The following is a reflective piece on the value of Andrea's summer internship and its impact on her education and the intellectual environment of Augustana College:

Please see [http://www.augie.edu/pub/bush/4b\\_Halv\\_Dond\\_finalYr3.pdf](http://www.augie.edu/pub/bush/4b_Halv_Dond_finalYr3.pdf), pages 3-4.



Andrea Halverson  
Geneva, Switzerland

Summer 2005



Home St. Pierre



Lake Geneva



Geneva Fountain



Geneva city street



Snowy Alps



Alps



Geneva's Flower Clock



In the Swiss Alps

Left to right: Sonja, Christy and Andrea



LWF Interns -- On the roof of Home

St. Pierre where Christy and Andrea lived



At the UN -- Sub Commission on the Promotion and Protection of Human Rights

## Appendix 4

### Faculty Development web site

A comprehensive web site for this Faculty Development grant from the Bush Foundation is available at this URL:

**<http://www.augie.edu/pub/bush/index.html>**

This web site, as of April 2006, is also provided on a long lasting CD, which is filed with this Final Report.

To get started with the CD form of the web site, please place the CD in the CD drive, and point the web browser to this location on the CD:

**bush/index.html**