

## Glossary of Terms

**ACTL/Augustana Center for Teaching and Learning**—Since 2007, ACTL has supported teaching excellence and scholarship through a wide range of programming and resources that enhance faculty orientation, professional development, collaboration and sharing of ideas.

**AGES/Augustana General Education Studies**—AGES is a broad, solid foundation for learning, offering a variety of courses from different fields to bring deeper relevance to study in a major. An important goal of AGES is to introduce students to college discourse and develop skills for their active participation in an academic community. The AGES program begins in the first year with Liberal Studies First-Year (LSFY) or honors courses, which count toward general studies requirements rather than the major or minor.

**ASQ/Admitted Student Questionnaire**—For the past several years we have surveyed our admitted students to assess their perceptions about Augustana, our programs and their decision-making process. We survey 275 admitted students who chose to attend elsewhere and 75 who chose Augustana. The results of this assessment shape our plans and recruitment tactics.

**Anchor Project**—The college has chosen this term to describe a project that may have both college and community support and benefit. The idea behind this project is to build something on the periphery of campus that would strengthen our surroundings while serving the needs of the campus. Two examples of possibilities are a theatre and art museum.

**Augie Choice**—Augustana's distinctive Augie Choice supports high-impact learning experiences by providing students in their junior or senior year with up to \$2,000 towards international study, research, service learning, or domestic or international internships. Students apply for Augie Choice with an experience in mind, chosen for its benefit to their educational and professional goals.

**Bond Rating**—Obligations rated Baa are subject to moderate credit risk. They are considered medium grade and as such may possess certain speculative characteristics. Augustana's fixed tax-exempt bonds are rated Baa1. Structured long-term issues rated Baa3 and above are considered investment grade.

**CAAP/Collegiate Assessment of Academic Proficiency**—The CAAP is a standardized measure of critical thinking developed and owned by ACT. This measure is a part of the Wabash National Study of Liberal Arts Education, of which Augustana is a participant in the 2008 cohort.

**CLA/Collegiate Learning Assessment**—The CLA is a nationally recognized standardized test that measures critical thinking, complex reasoning and writing. Augustana used the CLA with a sample of the 2005 cohort during the first year and senior year to measure growth on those outcomes. Coincidentally, these were the same years that the study behind the book *Academically Adrift* was administered. Augustana students demonstrated almost twice the gains on the Performance Task measure—one of the aspects of the CLA—as the average students highlighted in *Academically Adrift*.

**CVR/Center for Vocational Reflection**—Through the Center for Vocational Reflection in the Community Engagement Center, students find the resources to explore their vocation or path in life. The CVR offers one-on-one counseling to help students discern their calling; academic offerings to explore vocation; volunteer opportunities to test interests; seminary visits for students considering the ministry; and paid servant-leader internships to explore a vocation in context.

**Campus Master Plan**—In 2004-05 Sasaki & Associates worked with the college to develop a comprehensive master plan for facilities, land use, landscaping, property acquisition and infrastructure. The Campus Master Plan continues to guide our decision-making process about our campus and surroundings.

**Center for Student Life**—The Center for Student Life is also called the "combined center." A task force has recommended centralizing dining adjacent to the library and enlarging the space to accommodate more student life functions.

**Chicago "collar" counties**—Cook, DuPage, Kane, Lake, McHenry and Will counties are the counties we loosely describe as "collar" counties.

**Dashboard of Indicators**—In 2005 a list of data points was identified across a range of categories including Student Body, Admissions, Financial Aid, Physical Plant, Finance, Advancement, Instruction, Student Satisfaction and U.S. News Ranking. While these data points provide some useful knowledge for the college in assessing some aspects

of institutional health, recent discussions have determined that many of these items are not sufficient in assessing educational quality or institutional effectiveness.

**Datatel, Colleague**—In 2007 the college moved to Datatel as the primary means of data management. The virtual space where institutional data is housed is called Colleague.

**Dehne Survey**—Typically, following the recruitment cycle, the college has employed George Dehne & Associates to survey admitted students about their impressions of Augustana.

**FTE/Full-Time Equivalent**—The term can apply to a single student enrolled full-time or faculty member employed full-time, as well as to the pool of students enrolled or faculty employed full-time at Augustana.

**First-year survey**—Augustana has traditionally used a first-year survey from the Higher Education Research Institute called CIRP that measures incoming students' attitudes and pre-college backgrounds. Augustana also has surveyed first-year students in the spring to assess their experience with their first-year advisor.

**Five Faith Commitments**—Adopted by the Board of Trustees in 2005, the Five Faith Commitments comprise a formal statement reflecting the importance of the college's relationship to the church. In their most basic form, the five commitments state that Augustana College: 1) offers every student the opportunity to develop a life-shaping spirituality; 2) encourages our campus community to wrestle with ways in which faith and reason challenge and enrich each other; 3) affirms that work and career—indeed, all human effort—are aspects of an understanding of vocation, which the Lutheran tradition in higher education helps illuminate; 4) celebrates God's regard for the worth of all persons; and 5) encourages the development of a campus community which seeks justice, loves kindness, and acts with love and humility.

**Five-year Capital Improvement Plan**—In October of 2011 the Board of Trustees will be asked to endorse a Five-year Capital Improvement Plan for enhancement of campus facilities and environment.

**GPI/Global Perspectives Inventory**—The GPI is a survey that measures students' intercultural competence along a range of cognitive, psychosocial and interpersonal dimensions in the belief that these dimensions are intertwined and not separate, independent dimensions. It has been used at Augustana most often to assess the educational effect of international study.

**HERI/Higher Education Research Institute**—HERI offers several surveys that Augustana has used in the past. The Survey of Faculty has been used several times over the past decade while the Survey of Incoming Freshmen has been used every year for several decades.

**High-impact learning experiences**—"High-impact learning" refers to the kinds of meaningful, intensive academic experiences that promote: 1) advanced work in a career field or graduate program; 2) recognition of one's place within the global community; and/or 3) more specific discernment of one's vocation. Such learning experiences include but are not limited to: international study programs; research with a professor or travel opportunities to showcase research; creative projects with a faculty mentor or opportunities to showcase original art; service learning in a local or distant community; and domestic and international internships.

**IDEA reports**—In the fall of 2010, the faculty voted to adopt a new mechanism for assessing educational effectiveness at the course level. The IDEA Center, a non-profit organization focused on providing and supporting courses assessment for improvement, was chosen because of its capacity to provide formative information to instructors that could be used to improve the next iteration of course delivery. In the academic year 2011-12, all Augustana faculty will be required to use the instrument to establish college-wide norms by which the faculty can begin to assess educational quality and teaching effectiveness.

**IPEDS/Integrated Postsecondary Education Data System**—IPEDS is the mechanism by which all higher education institutions in the U.S. report data required by the federal government. This data is made available to the public through the College Navigator website.

**LEED certification (Silver)**—Silver certification is the third-highest rating in the Leadership in Energy & Environmental Design (LEED) green building certification system recognized by the international community since its inception in 1998.

**Longfellow Liberal Arts Elementary**—In the fall of 2009, Augustana and Longfellow began a partnership to create a liberal arts focus at the neighborhood elementary school. Faculty, staff and students invest weekly in the school in a variety of ways including tutoring, student teaching, service projects and research.

**MGUDS/Mivill-Guzman Universal-Diverse Survey**—The MGUDS scale measures student intercultural competence along three dimensions: inclination toward diverse contact, comfort with diverse contact, and relativistic appreciation of cultural difference. This measure is a part of the Wabash National Study of Liberal Arts Education, of which Augustana is a participant in the 2008 cohort.

**NFC/Need for Cognition Scale**—The NFC scale measures students' inclination toward lifelong learning and engaging in thoughtful contemplation for its own sake. This measure is a part of the Wabash National Study of Liberal Arts Education, of which Augustana is a participant in the 2008 cohort.

**NSSE/National Survey of Student Engagement**—The National Survey of Student Engagement is a survey of student experiences. It surveys first-year and senior students in the spring to ask a series of questions about curricular, co-curricular and extra-curricular experiences and activities in which they participated. NSSE originated over a decade ago and now is one of the primary assessment instruments among U.S. higher education institutions. The report generated provides data on each question; organizes the results into five categories, also called benchmarks (Level of Academic Challenge, Active and Collaborative Learning, Student-Faculty Interaction, Enriching Educational Experiences, and Supportive Campus Environment); and provides comparative data against the overall averages among all NSSE participant schools, among NSSE participants in the same Carnegie Classification, and among a subgroup of similar institutions—in the case of Augustana, that group is small liberal arts colleges.

**Non-need-based financial assistance**—Any financial assistance awarded regardless of demonstrated financial need or eligibility for financial assistance is non-need-based. Our non-need-based aid includes merit-based, talent-based and action-based aid (e.g., FAFSA early filer award and the Travel Award).

**Reflective e-portfolio**—Now in its beginning stages, a reflective e-portfolio maintained by every student could document his or her entire college career. Such a process could identify the stages in the student's academic path as well as the benefits of that experience to the student's personal and professional life. An e-portfolio could be an excellent tool for students to use as they articulate the value of their educational background to graduate schools and potential employers.

**Senior Inquiry**—Through the Senior Inquiry capstone project students have the opportunity to investigate a topic related to their major, guided by a faculty mentor. Students create and carry out a project that is meaningful to their studies and their professional path, and has broader value to a community. As of May 2011, 97% of the college's departmental majors include Senior Inquiry in their programming.

**Senior survey**—Virtually every senior completes a short survey during the final preparations for graduation. This survey asks a number of questions regarding satisfaction with various aspects of the Augustana experience as well as perceptions about the impact of the Augustana experience on the students' development within a range of cognitive and personal dimensions.

**"Stealth" inquiries and applications**—A recent phenomenon in college admissions is the stealth inquiry/applicant, someone one who never opts in to the recruitment program before submitting an application for admission. These students use the college website and third-party resources to gather information, but never request information from the college directly.

**Unfunded discount/financial assistance**—This is any financial assistance for which there is not a funding source. Ninety-five percent of our institutional financial assistance is unfunded. The remaining 5% is funded from endowed scholarships.

