



GLOBAL ENGAGEMENT

QUALITY ENHANCEMENT PLAN

CLASS OF 2013

18-20 March 2013



LAGRANGE
COLLEGE



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LaGrange College Mission Statement

(Approved by the Board of Trustees, October 2010)

LaGrange College challenges the minds and inspires the souls of its students.

- Through an interdisciplinary, broad-based general education curriculum, rigorous study in the major disciplines, innovative learning opportunities and integrative co-curricular programs, LaGrange College students encounter experiences that challenge and inspire them to develop intellectually, socially, and spiritually.

Founded in 1831 and committed to its relationship with the United Methodist Church and its Wesleyan and liberal arts traditions, the college supports students in their search for truth.

- The oldest private college in the state of Georgia, the institution has been affiliated with the United Methodist Church for more than 150 years.
- Firmly rooted in the Christian faith and grounded in the Wesleyan and liberal arts traditions, both of which are devoted to the unfettered pursuit of truth, the college encourages students to deepen their understanding of their faith and empowers them to engage in free intellectual inquiry.
- Welcoming students from widely diverse backgrounds and a variety of faith traditions, the college fosters an environment of respect and humility and is committed to the ideals of religious and academic freedom.

An ethical and caring community valuing civility, diversity, service and excellence, LaGrange College prepares students to become successful, responsible citizens who aspire to lives of integrity and moral courage.

- Understanding the necessity of informed thought directed toward responsible decision making, the academic programs of the college provide opportunities for students to grow in their ability to communicate effectively, to encounter the world with critical insight, and to approach problems and opportunities with creativity.
- Committed to the success of students as members of the college community and as alumni, the institution encourages students to see life and work as deeply related and to engage themselves in rich opportunities for meaningful service.
- Aware of the global nature of 21st -century learning and living, the college provides multiple opportunities for students to experience distant cultures and diverse peoples through study-away options, language study, internships, and a wide exposure to cultural-enrichment events – all in the context of academic study and action that foster responsible, sustainable stewardship.

Executive Summary

The following pages present the LaGrange College plan to enhance the undergraduate experience for all students through “global engagement.” The plan focuses on expanding opportunities for study away and for greater attention within the general education curriculum and within major programs to issues of global concern and to matters of diversity and difference.

The document begins with a description of the process used to select this focus. From there it presents a description of the work involved in creating the document itself, leading to a review of the literature related to the importance of global engagement to the college experience. The document then enumerates student learning outcomes, which center around awareness of global issues, involvement in global thinking, proficiency in communication, and overall program goals. Next, it looks more specifically at the actions necessary to create a working global engagement program, followed by a timeline for implementation. The administrative structure, featuring the Office of Global Engagement and the two basic components of the program, Study Away and Study Here, is then described, followed by a description of the College’s resources to be devoted to the program, primarily the financial resources, with a projected budget. The document addresses the strategies for assessing both student learning outcomes and the program itself. And, finally, a process is presented for ongoing improvement of the program. Briefly stated, the College is committed to the following three initiatives:

- To make travel—domestic and international—more broadly accessible to students, and to strengthen ties with travel - and exchange - oriented institutions, and to create new ties (Study Away)
- To integrate global elements into existing courses, and create new globally-themed courses throughout both general and major curricula (Study Here)
- To enhance global awareness on campus and in extracurricular events and programs.

CR 2.12: *The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution (Quality Enhancement Plan).*

COC CRITERION	EVIDENCE CRITERION MET	PAGE(S)
An institutional process	<p>The QEP Planning Committee, charged with designing a process to help the campus identify a focus for enhancing the quality of the undergraduate experience at LaGrange College, was composed of faculty, staff, and students. All members of the College community were invited to submit QEP topics for consideration. After the topics were reviewed, four district areas of interest emerged. Proponents of each topic were asked to submit detailed proposals, which were made available online to all stakeholders for their review. Survey results were reviewed by the College administration.</p>	<p>9 – 11</p>
	<p>The final step in the decision-making process became that of the Provost's Council, the President's Cabinet, the Academic Affairs Committee of the Board of Trustees, and the full Board of Trustees. After review, Global Engagement was endorsed as the QEP focus.</p>	<p>12</p>
	<p>Then, the QEP Document Preparation Committee, charged with conducting the necessary research into issues related to global engagement and with designing the QEP to enhance the undergraduate student's experience, was composed of administrators, faculty, staff, and students. The QEP Committee divided into several subcommittees. Each subcommittee was then charged with producing an action plan (to be submitted on the Action Plan Form) with a step-by-step strategy to meet deadlines.</p>	<p>13 – 16</p>
Key issues identified that emerge from institutional assessment	<p>Data that supports the QEP topic choice was obtained from the National Survey of Student Engagement (NSSE), given to both first-year and senior students, and through use of the Cooperative Institutional Research Program (CIRP), a survey given to first-year students to gather information about the views and attitudes of the entering class relative to national norms and trends. In addition, student demographic diversity information and student affordability of global engagement activities was also considered.</p>	<p>27 – 32</p>
Focus on learning <i>outcomes</i> and accomplishing the mission of the institution and/or the environment supporting student learning and accomplishing the mission of the institution	<p>Three student learning outcomes that focus on student learning have been identified that are tied directly to the mission of the College. In addition, seven programmatic goals have been identified. The focus of the College's Quality Enhancement Plan, Global Engagement, is consistent with the Mission Statement of the College, which articulates that the College will provide multiple opportunities for students to experience distant cultures and diverse peoples through study away options, language study, internships, and a wide exposure to cultural enrichment events, all in the context of academic study and action.</p>	<p>24 – 26 50 – 56</p>

CS 3.3.2 *The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement. (Quality Enhancement Plan)*

SACS CRITERION	EVIDENCE CRITERION MET	PAGE(S)
<p>Capability to initiate, implement, and complete the plan</p>	<p>LaGrange College is committed to the overall success of the proposed QEP. The institution has provided and pledged continuing support for Global Engagement in the form of financial resources (proposed budget), physical resources (library, Office of Global Engagement) and human resources (Associate Provost for Global Engagement, Multi-cultural Programming director, Global Engagement Committees, faculty) needed to initiate, implement, and complete the plan.</p> <p>SLO Assessment strategies and responsibilities as well as Program goals have been identified. Along with a calendar of events, the assessment tools and the administrator of each assessment tool has been identified.</p>	<p>42 – 49</p> <p>40 – 41, 51, 55 – 56</p>
<p>Broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP</p>	<p>The QEP Document Preparation Committee, charged with conducting the necessary research into issues related to global engagement and with designing the QEP to enhance the undergraduate student's experience, was composed of administrators, faculty, staff, and students. The QEP Committee divided into several subcommittees. Each subcommittee was then charged with producing an action plan with a step-by-step strategy to meet deadlines.</p> <p>Presentations and workshops were conducted by the QEP Committee for various groups on campus, including administrators, staff, faculty, and students. Feedback was gathered at each session, which was used to group the ideas into two themes: Study Away and Study at Home.</p>	<p>9 – 12</p>
<p>Identifies goals and a plan to assess their achievement</p>	<p>The student learning outcomes, central to the College's focus on global engagement are as follows:</p> <ul style="list-style-type: none"> • Students will demonstrate awareness of global issues by constructing solutions to complex problems in a diverse world. • Students will demonstrate global thinking by their ability to acquire, interpret, synthesize, and evaluate information about global issues. • Students will demonstrate communication proficiency (oral, written, visual) in efforts to share their global experiences and understanding. <p>The SLOs will be assessed in a variety of ways, including pre- and post-experience standardized assessment instruments (GPI, NSSE, CIRP) as well as assessment instruments developed locally (Faculty Assessment of Core Skills (FACS)), Performance Tasks, Paper Assignments, Directed Reflections, and Presentations)</p> <p>The College also has a plan for program goal assessment to ensure that the quality and progress of the QEP is maintained.</p> <p>The Global Engagement Assessment Cycle has been identified and a flow chart demonstrating the Global Engagement Effectiveness Improvement Process Flow has been included in the narrative.</p>	<p>50 – 53</p> <p>54 – 56</p> <p>57 – 59</p>

Process Used To Identify the QEP Topic

In the spring of 2011, QEP Planning Committee members were selected from among administrators, faculty, staff, and students; the committee was charged with designing a process to help the campus identify a focus for enhancing the quality of the undergraduate experience at LaGrange College. The following guidelines were articulated to the committee: (a) educate the campus community about the purpose and importance of a quality enhancement plan; (b) devise ways to generate a focus on preliminary areas of interest; (c) create a mechanism for evaluating preliminary proposals; (d) invite formal proposals; (e) create a process for evaluating those proposals; (f) present the final proposals, along with campus reaction to them, for review by the Provost's Council, the President's Cabinet, and the Board of Trustees.

Educating the Community

The process used to educate the LaGrange College community, including stakeholders both on and off the campus, and to identify a compelling topic was broadly participatory and inclusive. To introduce the concept of the QEP process to stakeholders, designated members of the Planning Committee spoke at meetings of numerous groups, including the Student Government Association, the Leadership Council, the Administrative Council, the Faculty, the Cabinet, the Institutional Planning Council (EIPC), the Staff Council, and the Alumni Association (Appendix 1). Additionally, the committee posted and advertised a website to provide all stakeholders an opportunity to learn about the QEP process. A celebratory event, dubbed "The Big Idea," was held on campus in September. This event involved t-shirts, food, music, and community fellowship, all designed to generate enthusiasm for the process. Information was distributed regarding the purpose and process, and the event encouraged participants to submit ideas for improving student learning at LaGrange College using a paper proposal form (Appendix 2). The proposal form was also made available on the QEP website, and ideas were accepted electronically until mid-October of 2011. Through this stage of the process, 30 submissions addressing student learning were submitted.

Determining a Focus and Evaluating Proposals

The Planning Committee reviewed all 30 ideas and categorized them into eight broad topics. An online survey was then created and made available to all stakeholders, based on those eight areas of interest. The survey allowed stakeholders to review the ideas and rank their top five choices (Appendix 3). Respondents were encouraged to make comments regarding any or all of the eight areas of interest (including comments designed to add new QEP ideas). The survey, which was made available for two weeks in October, was advertised through campus e-mail and classroom announcements, with reminder e-mail(s) sent while the survey was open.

By November of 2011, from the survey results and Cabinet consideration of topic feasibility, four distinct areas of interest had emerged:

- 21st-Century Learning at LaGrange College
- Sustainability and Innovative Student Engagement
- Improving Instruction in Oral Communication Across the Curriculum
- Global Engagement.

Proponents of each of these topics were then invited to submit detailed proposals. The Planning Committee set a deadline of mid-December 2011 and provided guidelines (Appendix 4) to assure consistency in presentation. Full proposals, prepared by teams of interested faculty, staff, and others were promptly submitted. (See, as an example, the proposal ultimately chosen to drive the QEP, Appendix 5.)

Once all four proposals had been submitted, the Planning Committee posted those proposals on the QEP website for all stakeholders to review. In addition, the Committee created and posted on the website an open-ended survey (Appendix 6) designed to generate responses to the four proposals. This survey was available in January and February of 2012. Stakeholders were asked to review the four QEP proposals and to answer four identical open-ended questions for each proposal. In the last section of the survey, stakeholders were asked two

questions concerning all the proposals. Respondents could answer as many or as few of the questions as they liked.

The QEP Planning Committee reviewed all submitted survey comments. A qualitative approach was used to analyze results. As each survey was read, comments were noted in the margins. After the reading of the surveys, notes that appeared to have common attributes were grouped together. The next survey was read and comments were noted in the margins. Again, common attributes were grouped together and merged to identify crucial themes present in stakeholder commentary. The following guidelines proposed by Merriam (1998) were used when deciding on themes: (a) themes reflect the purpose of the QEP, (b) themes are exhaustive; that is, all important data are placed in a category, (c) themes are exclusive; that is, a piece of data fits into only one category, (d) themes are sensitizing; that is, a person is able to read the themes and understand their meaning, and (e) themes are conceptually congruent; that is, all sets of data make sense together. Triangulation of the data was used to increase credibility, and member checking was done by the QEP Planning Committee in order to allow for inclusion of additional information and clarification of data. Table 1 (below) provides a summary of the themes that emerged.

Table 1. Emerging Themes

<i>Emerging QEP Themes</i>	<i>Description</i>
The proposal should be applicable across all disciplines.	Responses described the need to implement the QEP across all disciplines.
The proposal should be cost-efficient to implement.	Responses described the concern for monetary caution.
The proposal should set LaGrange College apart.	Responses described the need to implement a QEP that could set LaGrange College apart from other like institutions.
The proposal should include appropriate institutional support.	Responses described a need for institutional support for faculty time and training when implementing the QEP.

Submitting Proposals and Responses to the President

In February of 2012, the QEP Planning Committee presented its summary and the four developed QEP proposals for review by the college administration. All four developed proposals received support from the college community, and so the final step in the decision-making process became that of the Provost’s Council, the President’s Cabinet, the Academic Affairs Committee of the Board of Trustees, and the full Board of Trustees (at its semi-annual meeting in April of 2012). After review, Global Engagement as a means to enhance the transformative experience of the LaGrange College undergraduate student was endorsed as the QEP focus. Immediately following the meeting of the Board of Trustees, in April of 2012, this decision was announced to the Expanded Institutional Planning Council (EIPC), to the Faculty of the College at its meeting during the first week of May, and to the entire college community via e-mail shortly afterwards.

Process Used to Develop This Document

In the spring of 2012, the QEP Document Preparation Committee was appointed, with representation from among administrators, faculty, staff, and students; the committee was charged with conducting the necessary research into issues related to global engagement and with designing a document to comply with SACS-COC expectations, articulating a focused plan to enhance the undergraduate student's experience at LaGrange College. Table 2, below, provides a list of the team members and their respective areas.

Table 2. Document Preparation Committee Membership

Document Preparation Committee Member	Area
Terry Austin, Chair	Associate Professor, Physics
Paige Castle	Student
Mary Lou Dabbs	Librarian and Assistant Professor
David Garrison	Provost
Diana Goldwire	Director and International Advisor, Career Development Center,
Celia Hay	Associate Professor, Nursing
Neila Holland	Associate Professor, Business and Accountancy
Patti Hoxsie	Director of Finance, Business Office
Sharon Livingston	Assistant Professor and Director of Assessment, Education
Sarah Beth Mallory	Associate, Provost. Professor, Biology
Linda McMullen	Director. Evening College
Frank O'Connor	Professor, Anthropology
Michele Raphoon	Program Coordinator, Office of General Education
Joshua Van Lieu	Assistant Professor, History
John Williams	Professor, English
Carol Yin	Director of Institutional Effectiveness, Professor of Mathematics, Compliance Auditor

The chair of the Document Preparation Committee organized a timeline for completing tasks related to the development of the document and assigned subcommittees to oversee specific responsibilities. In May of 2012, each subcommittee was then charged with producing an action plan (to be submitted on the Action Plan Form) with a step-by-step strategy to meet deadlines. Table 3, immediately below, lists the subcommittees and members, and Table 4 provides an overview of the timeline. (Appendix 7 contains a sample of the Action Plan Form.)

Table 3: Document Preparation Subcommittees

Sub-Committee	Member(s)
Steering	Austin, Garrison, Mallory, Raphoon, Yin
Communication	Austin
Selection Process	Anderson, Cauthen
Literature Review	Dabbs, O'Connor
Student Learning Outcomes	Castle, McMullen
Assessment	Livingston, Yin
Resources	Holland, Hoxie
Timeline	Van Lieu
Organizational Chart	Goldwire, Mallory
Actions	Hay
Editing	Williams

Table 4: Timeline May 2012 – January 2013

Completion Date	Task
8 May 2012	Kickoff Document Preparation Committee
15 May	Create Subcommittee Assignments
18 May	Kickoff Subcommittee Meetings
Summer	Prepare Document Drafts
Mid-August	Hold Workshop for Faculty at Faculty Institute
5 September	Review Progress (Full Committee)
5-19 September	Write Sections
19 September	Review Sections (Full Committee)
19 September -3 October	Edit Draft
3 October	Review Draft (Full Committee)
4-5 October	Present Concept Development to Board of Trustees
November-December	Acquire Endorsement of Plan from Faculty, Staff, and Executive Committee of the Board of Trustees
15 January 2013	Submit Revised Draft for review by Provost and President

Following this timeline as closely as possible, and while beginning the process of drafting this document, the Document Preparation Committee (and its subcommittees) worked steadily to encourage campus-wide conversations related to the theme of global engagement and to begin the process of educating the campus about the work to be done in preparation for launching the Quality Enhancement Plan. For example, the committee created a worksheet to be completed by faculty, administrators, staff, and students regarding possible initiatives related to global engagement (see Appendix 8). Most significantly, however, the committee conducted a half-day workshop at the annual Faculty Institute, held in mid-August, which included presentations along with a one-hour breakout session in which faculty members discussed current and future global engagement programming. Faculty members completed worksheets

that listed their recommendations and comments along with expectations regarding needed resources. A similar process took place two weeks later with the Administrative Council and the Staff Council, and shortly after with the Student Government Association. Each group was also reminded about the Global Engagement website created to inform students, faculty, staff, and the general public of the committee's process and to point them toward current global engagement resources. (This website will be continuously updated as implementation of the program progresses.)

After each presentation, the Document Preparation Committee evaluated the suggested initiatives and comments from the breakout sessions. The committee then sorted through the list, grouping them into the two following related themes: Study Away and Study at Home. (Appendix 9 contains the preliminary listing of initiatives and comments that were submitted to the Committee.) As members of the Document Preparation Committee considered the various categories, they became certain that all initiatives could be covered by the two themes of Study Away and Study at Home, with increased student diversity and traditions included in the latter category.



France/2013

Literature Review and Best Practices

Why global engagement? Why now?

Multiple studies have established that college-aged students in the United States have little or no knowledge of other cultures (Hser 2005), a lack increasingly recognized – among educators, the business community, and governmental leaders – as a liability in efforts to compete both economically and politically in a global arena (Hser 2005, Ogden 2005). A review of the literature related to global engagement, study-away opportunities, and the development of graduates who are capable of sophisticated understanding and involvement in global affairs reveals that an increasing number of institutions have become sensitive to these concerns and have implemented programs offering international experiences to students and developing more “internationalized” campuses. A multi-year study by the Center for Internationalization and Global Engagement (CIGE) of the American Council on Education, for example, found in 2012 that over 60% of the institutions surveyed either offered institutional scholarships for their students to support opportunities to study abroad or provided financial aid for international undergraduate students, or both (CIGE 2012). In line with this growing recognition, LaGrange College faculty have realized the need to be more intentional about increasing access to study-away opportunities and about enriching the curriculum with strategies for global awareness. The primary goal is to enhance the degree to which students are capable of thinking from a globally aware perspective.

The documented benefits of global learning through study-away opportunities as well as through curricula that reflect global complexity are numerous. For example, according to Millora, students who study abroad gain “more complex understandings of global issues,” and, because they become more aware of themselves as “outsiders,” they grant greater credibility to the culture and people of the host country; and they become more discerning in their understanding of international relations (such as the value of NGOs) (2011). LaGrange College faculty want to

ensure that students have study-away experiences that challenge them from an intellectual perspective, but that are also, in Ogden's phrase, "interculturally transformative" (2010). Furthermore, through careful incorporation of Program Standards such as those released by the Forum on Education Abroad in its *Standards of Good Practice for Education Abroad, 4th ed.* (Forum 2011), the LaGrange College QEP should drive students to achieve enhanced degrees of comprehensive internationalization, organized by what Olson labels "intentional, systemic, and systematic thinking and implementation strategies" (Olson 2005).

How to do it

During the past decade, the College has offered almost all of its study-away opportunities within the January Interim Term, placing it squarely in line with the practices of many institutions, i.e., "short-term programs" that provide important but limited opportunity for global engagement (Anthony 2009). The LaGrange College QEP will build upon this foundation of Interim Term travel, but it will also develop strategies to include other, longer-term, more deeply involved study-away opportunities, a direction encouraged by the Center for Internationalization and Global Engagement, leading to what the Center terms, "deeper sustained learning opportunities. . ." (CIGE 2012).

The literature focused on global engagement contains numerous suggestions that can contribute to success: attention to building faculty involvement and constructing appropriate and supportive institutional policies (Ogden 2010); enlisting administrative support and broad campus involvement (Skidmore, Marston, & Olson 2005); developing partnerships with foreign institutions (Sakamoto & Chapman (2012); expanding into new areas of faculty expertise (such as Asia and Brazil, in the case of LaGrange College); and systemic curricular reform to produce "world citizens" (Smith & Kruse 2009). Rowan-Kenyon and Niehous offer specific ideas for increasing the transformative nature of study abroad, such as ensuring that students have an opportunity to study *together* after a study-away experience – in classes designed to compel

reflection – and to continue their work on significant, relevant projects. Rowan-Kenyon and Niehaus also encourage the use of “peer-mentor programs” to help prepare students *prior* to study-away experiences: “When [students] are encouraged to pursue opportunities to actively integrate their learning into their lives after returning from abroad, then—and only then—is the possibility of true transformation possible” (2011).

Other suggestions for program improvement include using a multi-pronged approach to support the intellectual, social, and personal development of students (Braskamp 2011), developing a strong support system (Campbell 2012), connecting with the College’s sustainability objectives already in place (Paige, et al., 2009), offering more foreign language courses, and setting up a central international office (Olson 2005). The College can enhance the traditional approach (international courses, travel abroad, study away) which reaches only a small percentage of students, by developing RLO’s (Reusable Learning Objects)—short, digital learning experiences developed by the faculty through their own travel (Dooley 2011).

The LaGrange College commitment

It’s clear from the wide range of discussion on the topic of global engagement that the development of such an engaged learning environment will be a demanding campus-wide commitment, requiring substantial faculty and staff involvement (Ogden 2010). Through the implementation of this QEP, college faculty and administrators will focus efforts effectively to put students in a position to achieve genuine transformation. The College will use its Quality Enhancement Plan to build on the many components already in place and to drive a truly integrated approach to student learning that encourages greater global awareness and deeper thought, influenced by that global awareness.

The lessons of the current literature will provide guidance for initiatives related to the QEP, including the following, among others:

- establishing an office focused on global engagement

- providing institutional support to create universal access to study-away opportunities
- creating increased opportunities beyond the January Interim Term (May-term courses, summer travel, semester-length opportunities, etc.) for study away
- expanding exchange programs for students and faculty
- devoting institutional support for faculty development
- revising the general education program to include new global engagement components
- implementing opportunities for pre-study-away experiences to prepare students more fully
- implementing opportunities for post-study-away experiences to allow student reflection and sharing, as well as continue academic work

These and other activities and initiatives, to be discussed in subsequent sections, will build on more than a decade of experiences with the January Interim Term study-away courses combined with the best practices that support meaningful global awareness.



Galapagos/2012

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Greece/2012

Student Learning Outcomes and Program Goals

Student Learning Outcomes

Listed below are the student learning outcomes (SLOs) central to the College's focus on global engagement:

- Students will demonstrate awareness of global issues by constructing solutions to complex problems in a diverse world.
- Students will demonstrate global thinking by their ability to acquire, interpret, synthesize, and evaluate information about global issues.
- Students will demonstrate communication proficiency (oral, written, visual) in efforts to share their global experiences and understanding.

These learning outcomes are consistent with the Mission Statement of the College (p. 5), which articulates the commitment of the College to nurture students' intellectual, social, and personal development. This commitment, in turn, is grounded in the College's responsibility to prepare students to live, serve, and lead in a global community. That responsibility is best met by curricular and co-curricular initiatives that allow students to engage consistently with the complex socio-cultural, political, and economic issues that are present and continually evolving in the 21st-century. Furthermore, these learning outcomes grow naturally from the College's broad commitment to improve each student's ability to deal creatively with complex problems, to think critically, and to communicate effectively. Faculty and administrators have significant proof, such as value-added percentile rankings on such instruments as the Collegiate Learning Assessment (CLA) examination, that these outcomes are achieved in a general sense. The QEP will enhance the degree and intensity of such development in the context of global competencies.

The learning outcomes desired in the College's Quality Enhancement Plan are supported by the Association of American Colleges and Universities report, *College Learning for*

the New Global Century. The essential outcomes highlighted in that report – engaging with big questions, practicing critical thinking and problem solving, demonstrating ability to synthesize information, and applying intercultural knowledge and competence through engagement with “diverse communities” (2007) – are expressed in the College’s student learning outcomes.

The administration and faculty recognize that few students matriculate with the level of global awareness or intellectual capacity that will be required for them to navigate successfully in the global arena. These shortcomings have long been addressed at LaGrange College through traditional undergraduate programming: opportunities such as the study of foreign languages, internships, cultural enrichment programs, and opportunities to “experience distant cultures and diverse peoples” through a variety of study-away courses. In addition, students are challenged in every discipline, to some degree, to explore, examine, and evaluate global issues from multiple perspectives. The administration and faculty realize, however, that in the contemporary global environment these measures do not go far enough. The five-year plan to enhance global engagement is designed to produce those learning outcomes in a richer, more complete way than in the past.

Programmatic Goals

In addition to having determined student learning outcomes, the College has specified goals for the program itself. Progress toward achieving these goals will be measured on an annual basis as part of the College’s institutional effectiveness practices. The Office of Global Engagement will prepare an annual report offering evidence of progress, and that report will be reviewed by the Provost’s Council, the Expanded Institutional Planning Council, and the President’s Cabinet. A report of progress toward these goals will then be shared with the Board of Trustees. Programmatic goals of the Global Engagement program are listed below:

- Global engagement components will be integrated into the general education curriculum.

- Global engagement components will be integrated into all academic major programs.
- Co-curricular programs and activities leading to student global engagement will be implemented, with a special emphasis on cultural enrichment events.
- Study Away opportunities for students and faculty will be increased. This includes locations, time periods, travel course development, and individual study abroad opportunities.
- The number and reach of international exchange programs will be expanded.
- Information and preparation for all potential travelers will be provided, along with opportunities for students to share their travel experiences.
- Financial support will be provided for students to travel and for faculty and staff development for those who lead student travel.



China/2011

The Institutional Context and Actions to Be Implemented

Implementation of the LaGrange College plan to enhance Global Engagement will occur over a five-year period. (Please see the detailed list of actions and timeline, below, beginning at page 36). To convey the degree to which this plan is anchored in values already present in the College culture, the following paragraphs outline the relevance of the plan to the Mission Statement and the Strategic Plan, both of which were designed and approved in 2010.

Building on the Mission Statement and the Strategic Plan

The LaGrange College Mission Statement (p. 5) emphasizes the expectation that the institution, in its focus on the liberal arts, the Wesleyan tradition of truth-seeking, and the preparation of students for professional success and responsible citizenship, will provide an educational experience that contributes to the formation of graduates who are not only capable of encountering difference, in people and in cultures, but also eager to be significant contributors to a complex world. Language from the Mission Statement makes this point explicit:

Aware of the global nature of 21st -century learning and living, the college provides multiple opportunities for students to experience distant cultures and diverse peoples through study-away options, language study, internships, and a wide exposure to cultural-enrichment events – all in the context of academic study and action that foster responsible, sustainable stewardship.

Directed by its Quality Enhancement Plan, the College seeks to intensify this commitment, through a highly intentional implementation of strategies. Faculty and staff are committed to providing many opportunities for students to develop the necessary skills for informed thought and responsible decision-making, a commitment grounded in the College's three most fundamental student learning outcomes: creative problem solving, critical thinking, and effective communication. It develops naturally from this sense of mission and purpose that the College

should foster the development of characteristics of globally engaged students who will one day be knowledgeable, involved citizens of the world.

Likewise, the first central goal of the current LaGrange College Strategic Plan, *Vision 2020: From Promise to Prominence* (available on the thumb drive), is to take deliberate steps to distinguish the College from peer institutions. A major step in this process is the College's increased commitment to providing all students with greater *access* for study-away opportunities. While the institution has subsidized travel and study-away through Interim Term scholarships since 2008-2009, these scholarships have been limited in scope, providing support for only 30 to 35 students each year. During the determination of goals for the Strategic Plan, the Expanded Institutional Planning Council (EIPC), with representatives from all groups on campus, recognized the inability of most students to afford a study-away experience (approximately 45% of LaGrange College undergraduates are Pell-eligible). Consequently, a key part of the focus on enhanced global engagement will be the implementation of a voucher system. All students who enter the College as first-year students (as of the fall of 2011), and who maintain continuous enrollment, will be eligible in their junior or senior year for direct financial support of up to \$2,500 to participate in an international or domestic study-away experience sponsored by the College. The establishment of this voucher program will expand access to all qualified students for travel and study-away possibilities, supporting the Strategic Plan and differentiating the LaGrange College experience. In addition, the College will continue its current practice of providing support to transfer students.

Working with the Reality of Student Preparation and Attitudes

Undergraduate students at LaGrange College come primarily from Georgia (see Appendix 10), tend to hold moderately conservative values, and to be untraveled. For a small denominational college in the southeast, the population contains a greater-than-expected percentage of African-American undergraduates (25 to 30 percent), but no other markers of

significant diversity. Consistently, the undergraduate student population includes a small number of international students as a consequence of the College's relationships with such institutions as Rotary International, the Study USA Programme (situated in Northern Ireland, originally known as the Business Education Initiative or BEI), the Goizueta Foundation, Guanacaste Ventures US, Inc. (supporting Costa Rican students), and Seigakuin University (located in Japan, and with which the College has an exchange program). In general, however, the undergraduate student body is not significantly diverse in background, heritage, or experience.

The College attempts to gauge the attitudes and dispositions of its students, along with their experiences and expectations, through use of the National Survey of Student Engagement (NSSE), given to both first-year and senior students, and through use of the Cooperative Institutional Research Program (CIRP), a survey given to first-year students to gather information about the views and attitudes of the entering class relative to national norms and trends. Recently, in an effort to acquire a richer understanding of its students and their perceptions and to gauge the level of preparation and attitudes toward cultural difference, the College analyzed results of the 2011 NSSE survey in order to compare responses of LaGrange College students to those of students from three separate groups of institutions: (1) those considered to be among the "Best Up and Coming" in student satisfaction, (2) other Georgia colleges, and (3) colleges affiliated, like LaGrange College, with the United Methodist Church. Similarly, survey results of the 2011 CIRP instrument were compared with two sets of institutions: (1) private, religious four-year colleges with high selectivity, and (2) all baccalaureate four-year institutions.

The 2011 NSSE contained eleven items related to global engagement (including such concepts as "valuing diversity"); among those eleven items there were no responses from first-year students at LaGrange College which were significantly different from those of the other institutions. These results would seem to suggest that the readiness for study-away experiences

or for confronting difference among LaGrange College students is typical. The comparative analysis among senior students, however, did indicate that LaGrange College students have experienced greater than average growth compared to students at the other institutions. This difference was most dramatic (i.e., statistically significant) in three areas:

- having had “serious” conversations with someone of another race or ethnic background;
- having found the institutional environment to be one encouraging contact among students of different backgrounds;
- having come to “understand” people of a different race or ethnic background.

These areas of growth indicate that the College has a foundation in place upon which to build a more intensive and intentional global focus, especially championing opportunities for exposure to and integration with peoples and cultures of difference. This recognition drives the desire of faculty and staff to increase and enhance those opportunities and those outcomes.

For the 2012 NSSE comparisons, private colleges in the southeast were substituted for Georgia colleges, since no Georgia colleges (other than LaGrange College) administered the survey. Other comparison groups remained the same, including the Best Up and Coming, as well as other colleges affiliated with the United Methodist Church. In this second comparison, statistically significant differences were seen in both first-year and senior respondent categories, most notably in response to questions related to foreign language study. It is not insignificant that LaGrange College, unlike many of its peers, continues to require foreign language study of all undergraduates. This opportunity for language study is another piece of significant foundation or preparation for greater engagement with global issues, concerns, and problem solving.

While the NSSE instrument indirectly exposes information about attitudes and dispositions relative to global matters and cultural difference, the CIRP instrument asks direct questions that provide a more granulated picture of such attitudes and dispositions. In the table

below, one can see students' self-reported understanding of their own engagement with global matters or the degree to which they understand themselves to be engaged with people or cultures of difference. The first column reproduces categories from the CIRP Survey; the second column reports the percentage of first-year students at LaGrange College in the fall of 2011 who responded positively to questions related to those categories.

Table 5. CIRP Responses Indicating Openness to Global Engagement

<i>CIRP Self-Ratings Items</i>	<i>Percentage of Affirmative Answers</i>
Have the ability to see the world from someone else's perspective	61%
Possess openness to having views challenged	52%
Have the ability to discuss and negotiate controversial issues	62%
Have the ability to work cooperatively with diverse people	72%
Have a regard for the importance of racial understanding	34%
Keep up to date with political affairs	33%
Have a goal of becoming a community leader	41%
Believe that racial discrimination is no longer a problem in America	33%
Believe that undocumented immigrants should be denied access to public education	61%

These data suggest a group of first-year students (n = 200) with potential to engage in growth with regard to matters of global engagement, but with no immediate sense of having done so and no indication that they deeply value such behavior. Further examination of the 2011 CIRP results, comparing LaGrange College first-year students with their peers (1) in private, religious, four-year colleges, and (2) all baccalaureate institutions, indicates additional differences in a number of areas. In particular, and related to global engagement, first-year students at LaGrange College are *more likely than their peers* in the two groups to reveal the following attitudes or concerns:

- to feel under significant financial pressure in being able to pay for college, which, of course, has a dampening effect on the expectation to study away;
- to have been academically disengaged in the last year, suggesting perhaps a less-than-eager interest in cultural matters;
- to expect not to participate in study abroad while in college, which conflicts with knowledge of the voucher promise;
- to hold conservative social and political views, including the belief that undocumented immigrants should be denied public education, which, on the surface, would suggest a desire to keep difference at a distance.

Each of these indicators, as self-reported through the CIRP instrument, can be seen as possible impediments to students' capacities for global thinking and involvement and as pointing to a demonstrated need for a targeted plan for developing intercultural awareness and acceptance. These data, along with other matters discussed above, are central to the desire of the faculty and staff of the College to strengthen its work in the areas of global engagement.

Working with Faculty Interests and Expertise

Faculty members at LaGrange College come from a variety of places and cultures, including many areas of the United States as well as Brazil, Germany, Liberia, Norway, South Korea, and Taiwan (please see Appendix 11). More importantly, however, with regard to development and implementation of the Quality Enhancement Plan, is the wide interest and expertise among the faculty in global issues and topics, an expertise and interest which will provide the energy, enthusiasm, and support necessary for sustained improvement in global engagement.

Building on Existing Programs

Most obvious among existing programs that contribute to global engagement and upon which the QEP will build is the January Interim Term opportunity to study away. The “Jan Term,” with its exploratory “Interim” courses, was initiated into the general education curriculum in 2001 and has included a number of travel-embedded courses in a variety of disciplines in the past twelve years. (See Appendix 12 for a list of all travel courses since 2001.) The global travel associated with these courses is topic-specific and typically occurs within a two-week period during the month-long course. Destinations have included Botswana, China, England, France, the Galapagos Islands, Greece, Ireland, Italy, Mexico, New Zealand, Puerto Rico, El Salvador, Turkey, and others. As mentioned above, the number and percentage of students financially able to take advantage of these opportunities has been limited over the years, yet the number of students interested in traveling with an instructor and classmates remains high. The needs-based scholarships offered since 2008-2009 have been in such demand that less than half of those students seeking funding have received it. Furthermore many faculty members who have not been able to lead a travel course in the past are enthusiastic about new opportunities to do so within the initiative of the Quality Enhancement Plan, indicating that the number of travel courses will increase in the future and meet student demand. The voucher system, providing up to \$2,500 of direct support for study away, will have the positive impact of creating access for all students, significantly increasing student capacity to travel; enhanced faculty involvement will likewise insure a wide array of Interim course opportunities.

In addition to study-away opportunities during the Interim Term, the College currently offers basic-level opportunities to think globally and to consider global issues. Foreign language study is required of all undergraduate students, for example, and students may choose from among French, German, Japanese, Korean, Spanish, and, beginning in the fall of 2013, Chinese. Furthermore, minor programs with a global focus exist in Asian Studies, Latin American Studies, and International Business, and the College offers an International Certificate

in the European Union Studies Program (in collaboration with the University System of Georgia). Through its general education program, the College also provides opportunity for a greater focus on global ideas and issues, specifically in such CORE integrative courses as humanities and in “The American Experience in a Global Context,” courses which all students must complete, but also in more traditional literature, art, and history courses. Faculty in sociology and anthropology stress the comparative analysis of cultures, and faculty in education emphasize comparative forms of pedagogy and the comparative study of educational systems. An analysis and revision of the general education program will begin in the fall of 2013; a major focus of that review and revision will be to increase the global focus of the core curriculum and to anchor that global focus to the four values emphasized in the Mission Statement of the College: civility, diversity, service, and excellence.

Outside the classroom, the College has been committed for some time to programs that extend student learning, often with a focus on increasing cultural understanding. Most notably, all students must acquire “Cultural Enrichment” (CE) credits by attending events throughout their college experience (typically accumulating a total of 40 such credits). These events are offered in an array of time slots and settings across campus and, occasionally, in the community. Each semester, a variety of programs approved by a faculty committee are offered, including lectures, presentations, events, performances, recitals, films, and others. In 2011-2012, for example, 130 cultural event credit opportunities were offered and 70 (or 54%) of these contained a focus on increasing global awareness. These programs included such opportunities as “Favorite Foreign Flicks,” with selections from Germany, Japan, France, and other countries; a Japanese tea ceremony; a diversity lecture by faculty who serve as members of the Diversity Committee; a lecture and field trip to the Picasso exhibition at the High Museum in Atlanta; a presentation on the Peace Corps; a variety of presentations by students who participated in travel courses or studied abroad during the previous Interim Term; and presentations by students who were studying at LaGrange College from other countries.

LaGrange College does not intend to build its global engagement initiative alone. The College is currently a member of the Methodist International Student Exchange Network (MISEN) which is a clearinghouse and account manager for international institutions which are connected with the United Methodist Church and who wish to allow students to study at MISEN colleges and universities around the world. LaGrange College also maintains reciprocal exchange agreements with schools in Japan and Mexico. Very recently, the College joined with institutions of the University System of Georgia as a member of the European Council and the Asian Council. Plans are progressing for the College to become a member of the African and Americas Councils as well. These partnerships will provide additional opportunities for students and faculty to participate in affordable study-away opportunities.

Organizing Action Items for the Five-Year Plan

While the College does indeed have a small population of international students on campus, some diversity in its student body and faculty, and a small contingent of travel-embedded courses, the type of transformative global learning that is envisioned in this plan requires a much greater commitment of time and resources from all involved. The Center for Internationalization and Global Engagement (CIGE) of the American Council on Education, in its 2011 survey results of over 1000 institutions, summarizes this commitment: “As with any large-scale, institution-wide undertaking, it requires significant vision, the commitment of adequate financial resources, energy, creativity, time, and above all, broad support from all constituencies” (2012). Members of the faculty and staff recognize the importance of maintaining this focus and providing this support. Specific “action items” to achieve the goals of the global engagement initiative have been determined and are presented below, with the expectation that the twin engines of increased curricular focus on global engagement and enhanced opportunities for meaningful study-away experiences will drive students, faculty, and staff toward the primary learning outcomes and program goals (see above, p. 24) at the core of

the initiative. A timeline, following this list, displays the implementation staging of the following action items.

To increase curricular focus on global engagement

- Review and re-develop the global engagement components in general education which will arise from a thoughtful faculty consideration of transformative learning with a particular emphasis on internationalizing the campus.
- Challenge each major degree program to review its curriculum, leading to contributions from each toward enhancing global engagement.
- Include global awareness components in a first-year seminar series.
- Develop interdisciplinary opportunities for all students to confront issues of civility, diversity, service and excellence.
- Provide an annual focus from and within each discipline on a particular international location or culture, with linkage to the discipline through people, resources, and/or environment.
- Devise international conferencing opportunities with scholars and classes in global settings.
- Host on-campus visiting international scholars.
- Establish certificate programs in global issues.
- Develop joint degree programs with international institutions.

To increase co-curricular focus on global engagement

- Increase focus in residence life on global engagement, which may include internationally-themed living/learning areas.
- Provide multicultural activities and events for all students, faculty, staff, and administration.

- Encourage international food and culture events, occurring each month and/or semester.
- Display campus signage targeted toward internationalization (examples: clocks set at times of home countries of international students; multi-media screens on campus featuring home countries of international students or the international locations chosen by various disciplines).
- Provide an opportunity for an annual focus from and within each staff or administrative office on a particular international location or culture, with linkage to the office through people, resources, and/or environment.

To increase focus on support of international students

- Encourage the growth of exchange programs with internationally located colleges and universities.
- Involve academic disciplines in hosting/sponsoring international students.
- Develop a Host Family program for international students.
- Provide opportunities for international graduate students/scholars on campus for study or work during a semester or year.
- Develop faculty exchange opportunities with international institutions.

To increase global engagement through study-away opportunities

- *Increase opportunities. . .*
 - Offer travel-embedded courses which now occur during the January Interim Term at other times during the year: spring semester courses with May/June travel, fall semester courses with December travel, Fall Break and Spring Break travel associated with courses during those terms, Summer travel courses, with a remedy for high tuition costs for students.

- Encourage study abroad at international locations by individual students who have been prepared for such experiences. These would be semester-long or year-long. Seek additional partnerships with organizations and institutions which can facilitate this. These experiences would include courses, internships, or service learning.
- Expand student exchange programs and include agreements with accredited institutions. The exchange would allow students to pay tuition at home and room and board at the host institution.
- Provide faculty and staff development, which is critical in maintaining a sufficient number of travel opportunities for students, and also to encourage and support global study and travel by students.
- *Increase recruitment . . .*
 - Present information on travel vouchers and travel opportunities to prospective and admitted students at Preview days and Orientation sessions. Hold an International Fair during First Week, a time of welcome and orientation for first-year students.
 - Provide on-going information for students throughout the year about travel opportunities, including faculty-led courses, study away for a semester/year, summer travel courses. Also included will be a variety of contact programs, residence hall events and displays, campus signage, and activities designed to encourage student participation in travel opportunities.
 - Conduct information sessions for faculty and staff by the Office of Global Engagement to encourage and orient travel leaders and assistants.
- *Increase preparation. . .*
 - Establish a mandatory travel preparation program for students who have been approved for travel and are scheduled for upcoming trips.
 - Develop multicultural introductory events (discussions, dining, traditions, etc.)



















- Conduct mandatory site and course content preparation meetings for faculty and students.
- *Increase sharing on campus by faculty and students . . .*
 - Present contact programs on campus.
 - Present civic club programs in the community.
 - Produce class papers and articles in print media outlets (campus and local newspaper, etc.).
 - Display photographic and video journals in the library and on social media.
- *Increase support for travel . . .*
 - Provide vouchers up to the amount of \$2,500, to be awarded to eligible students, beginning in fall of 2013, for use during their third or fourth year at the College to participate in College-sponsored study-away experiences. Students must be in good standing and approved for travel. This program will continue in ensuing years, providing potentially every student at LaGrange College with significant support for a domestic or international study-away experience.

*

On the following two pages, please find the projected five-year time line for implementing action items related to enhancing global engagement.

QEP Timeline 2013-2018	<i>Year One (2013-2014)</i>	<i>Year Two (2014-2015)</i>	<i>Year Three (2015-2016)</i>	<i>Year Four (2016-2017)</i>	<i>Year Five (2017-2018)</i>
Study Here					
Curriculum					
Review and begin redevelopment of global engagement components in General Education	■				
Review and begin redevelopment of global engagement components in all programs	■				
Provide opportunities to confront issues of civility, diversity, service, and excellence (as stated in LC mission statement)	■	■	■	■	■
Implement annual disciplinary foci on regions or cultures		■	■	■	■
Implement certificate programs in global issues		■	■	■	■
Include global awareness in first-year seminar series		■	■	■	■
Implement international conferences with scholars and classes in global settings			■	■	■
Host international visiting scholars on campus				■	■
Joint degree programs with international institutions					■
Co-Curricular					
Increase foci in Residence Life on global engagement, e.g., internationally themed living/learning areas	■	■	■	■	■
Multicultural events for faculty, staff, students, administration	■	■	■	■	■
International foci on food and culture, occurring each month/semester	■	■	■	■	■
Campus signage targeted toward internationalization	■	■	■	■	■
Recruitment and Support of International Students					
Involve academic disciplines in hosting/sponsoring international students		■	■	■	■
Develop system to increase international student recruitment and matriculation		■	■	■	■
Increase international student recruitment and matriculation			■	■	■
Implement host family program			■	■	■
Provide opportunities for international grad students/scholars on campus for semester/year				■	■

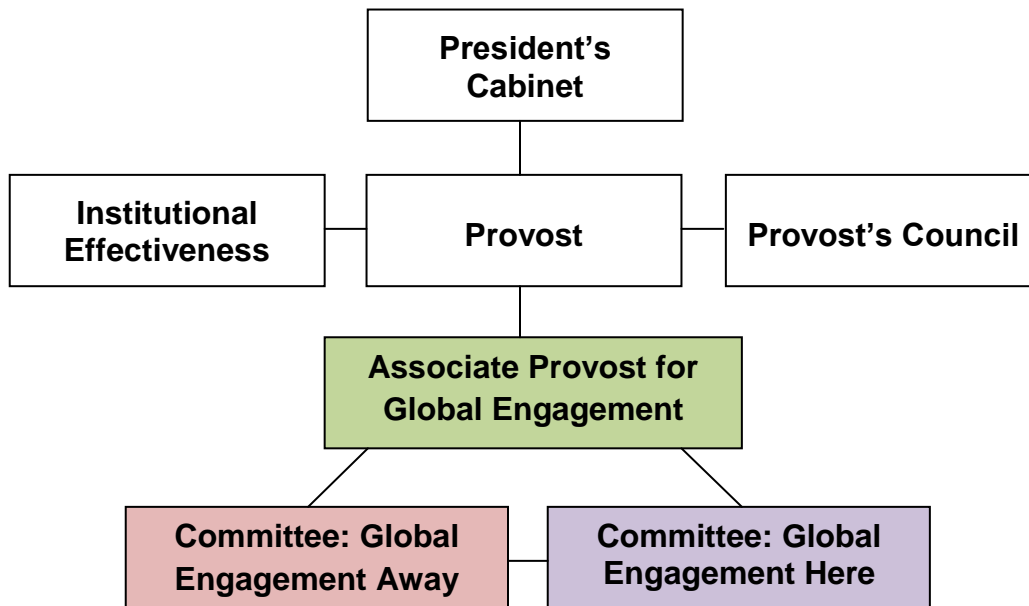
QEP Timeline 2013-2018

	Year One (2013-2014)	Year Two (2014-2015)	Year Three (2015-2016)	Year Four (2016-2017)	Year Five (2017-2018)
Study Away					
Travel Opportunities					
Travel courses which now occur in Jan Term will be offered other times					
Encourage study abroad for individual students					
Expand student exchange programs, including tuition exchange					
Travel Recruitment					
Present information on travel and travel faculty/staff/student/voucher programs to Office of Global Engagement to conduct travel information sessions for faculty					
					
Travel Preparation					
Establish a mandatory travel preparation program for students who have been approved for travel and are scheduled for upcoming trips					
Develop multicultural introductory events (discussions, dining, traditions, etc.)					
Conduct mandatory site and course content preparation meetings for faculty and students					
Travel Sharing (contact programs)					
Present contact programs on campus					
Present civic club programs in the community					
Produce class papers and articles in print media outlets (campus and local newspaper, etc.)					
Display photographic and video journals on social media					
Implement travel voucher program					
Provide vouchers, in the amount of \$2500, to be awarded to juniors in Fall 2013 for use during their third or fourth years at the College.					
<i>Students must be in good standing and approved for travel. This program will continue in ensuing years, potentially giving every student at LaGrange College a domestic or international Study Away experience</i>					
Annual Assessment of Program Goals and SLOs					

Organizational Structure

The College has in the past year created a new office, the Office of Global Engagement, and created a new administrative position, Associate Provost for Global Engagement and General Education. The Office of Global Engagement will assume the leading role in the implementation of the proposed Quality Enhancement Plan. To support that role, two committees will be formed to carry out the day-to-day oversight of the QEP: one committee will be charged with responsibilities associated with “Study Away” activities; the other with “Study Here” activities. Both committees will report to the Associate Provost for Global Engagement and General Education. Both committees will work closely with various campus units already dedicated to specific elements of the QEP.

ORGANIZATIONAL CHART: QEP OVERSIGHT



Global Engagement through Study Away

The focus of this committee will be to identify travel opportunities, manage travel recruitment, oversee travel preparation, instigate and track travel sharing (by travelers) and travel support for both students and faculty. This committee will be responsible for implementing

assessment practices related to study-away initiatives and for providing recommendations for improvement in this area to the Associate Provost.

Global Engagement through Study Here

The focus of this committee will be to facilitate global engagement in the curriculum, global engagement in co-curricular activities and programs, and global engagement in recruitment and support of international students and scholars. This committee will be responsible for implementing assessment practices related to on-campus efforts and global engagement and for providing recommendations for improvement to the Associate Provost.



Hawaii/2013

Resources

Office of Global Engagement

The chief resource established to achieve the College's objective associated with the QEP is the Office of Global Engagement. This office functions currently to coordinate and supervise domestic and international student travel, and is envisioned to become the central administrative office for providing recruitment of faculty and student travelers, discovery of opportunities, planning, training, travel coordination and support, document management, supervision of post-travel presentations, and a wealth of resources for travel, study away, student and faculty exchange, and other domestic and international opportunities. The office will also oversee and administer the \$2,500 student travel vouchers. The Office of Global Engagement will work closely with the Office of Enrollment Management to facilitate exchange programs with foreign colleges and universities and to encourage recruitment of international students. It will also work closely with the Office of Student Engagement.

Library Resources

The Frank and Laura Lewis Library is a state-of-the-art library facility, opened in 2009, with sophisticated instructional technology, a rich array of research materials, and a staff that is committed to the focus on Global Engagement. The facility is equipped with a "smart" auditorium and classroom, capable of supporting SKYPE and other telecommunication activities. Instructional DVDs are available regarding travel in many areas of the world; and DVDs are also available of foreign films and history documentaries. When the College added a minor in Asian Studies in 2012, the library acquisitions staff added both print and electronic resources to the library's holdings for that area of the world.

The Lewis Library maintains a travel guide collection and a wide selection of maps and brochures as well as popular travel magazines. Particular items of note include the following: *Arthur Frommer's Budget Travel; China Pictorial; Britain; France; France Today; Der Spiegel;*

Paris Match; and *Verge*. Furthermore, the Library Catalog provides access to both print books and E-Books on related subjects. General full-text periodical databases that will be useful regarding “global engagement” include Academic Search Complete; Research Library (ProQuest); ABI/Inform (ProQuest); Business Source Complete; Wilson Omnifile; Mergent Online (International); DataMonitor 360 Reports; Countries of the World Reports; and CREDO Reference Online.

The library has both print and electronic reference sources relevant to the Global Engagement initiative, including such titles as the following: (1) *Political Handbook of the World*; (2) *Columbia World Travel Guide*; (3) *Encyclopedia of Modern Asia*; (4) *Encyclopedia of Multicultural Education*; (5) *Food Cultures of the World Encyclopedia*; (6) *Encyclopedia of Latin American History and Culture*; (7) *The Oxford Encyclopedia of the Islamic World*; (8) *CREDO Reference Online*; and (9) *CountryWatch*. Within the past two years, the librarians have created many research guides (LibGuides) for various topics including Global Engagement. These guides provide single point access to a variety of resources relevant to a topic.

Multi-Cultural Programming as a Resource

In 2012 the College created within the Office of Student Engagement a new position devoted to multi-cultural programming and activities. This office, staffed by an experienced coordinator, focuses on diversity programming, on-campus opportunities to experience foods, music, and customs of different peoples. The campus at large will be given opportunities to interact with international students; those students will be given opportunities to present information about their home countries, and the campus itself will reflect an interest in global awareness through symbolic gestures, including the home-country flags of visiting students and clocks in a central location (such as the student center or the library) displaying the current time in the home city or town of each international student.

Financial Resources

The College is committed to financial support of Global Engagement initiative in three direct ways, as detailed in the Budget Summary (p. 49). First, the College will support faculty through various development opportunities, not the least of which will be the opportunity for faculty who have not traveled with students to “shadow” other faculty teaching away and to attend conferences related to enhancing global engagement. Similarly, funds will also be committed to support staff from the Office of Global Engagement and faculty who will travel on exploratory visits to potential study-away sites. (See line 16 of the Budget Summary.) Emphasis will be placed on helping faculty develop strategies for enhancing the experience of students, especially in their ability to reflect on experiences and to articulate new understanding. These initiatives will be one part of an imminent comprehensive capital campaign.

Second, the College will use data gathered from nationally normed instruments to help in assessment processes for various aspects of the Global Engagement initiative. The College will continue to use the Collegiate Learning Assessment (CLA), the National Survey of Student Engagement (NSSE), and the Cooperative Institutional Research Program (CIRP) survey as primary tools for understanding the impact of the LaGrange College experience on students. These instruments are already part of the regular assessment expenditures of the College. However, in addition to these tools, the College will also use the Global Perspectives Inventory (GPI) to measure individual student development over a four-year period as well as to generate aggregate data to aid in the annual commitment to improve the Global Engagement initiative. (See line 17 of the Budget Summary.)

Third, the major impetus for the LaGrange College QEP focus on global engagement is the commitment to increasing access, for every student, to the transformative experience of study in a foreign country. While the College has a history of supporting students in their desires to study away through scholarship monies, that history is one of limited support, almost exclusively distributed to seniors who are able to demonstrate financial need. The desire of the

College to amplify its opportunities for study-away has led to the creation of a voucher system that guarantees each qualified student up to \$2,500 to support his or her study-away experience. (A “qualified” student is one who begins his or her work at the College as an entering first-year student, accumulates a minimum of 60 credit hours, is in good academic standing, and has begun work in the third year of his or her studies.)

As is evident from the “Projected Budget Summary,” planning has occurred to predict the impact of the voucher system and of the increase in study-away offerings hosting by the College. The Projected Budget Summary indicates the progression of costs associated with the voucher program for entering first-year students matriculating to their third (and fourth) years (line 21) at which time they will be eligible for the study away voucher. These costs are predicted to a horizon of FY 2020. Also shown are the four final years (line 20) of the needs-based scholarships for seniors, FY 2011 through FY 2014. (These needs-based scholarships are continued through FY 2013 - 2014 because travel vouchers will only become available to qualified students in FY 2013-2014.)

The Projected Budget Summary makes a variety of assumptions based on historical trends in enrollment and retention. In the fall of 2011, for example, there were 226 entering students (line 1). Each of these students is potentially eligible to receive the \$2,500 study-away voucher upon reaching 60 credit hours and his or her third year (i.e., for most, FY 2014). However, in keeping with historical trends in retention, of those 226 students, 61.9 percent (i.e., 140 students) persisted into the second year (see line 2). Similarly, and still in keeping with historical trends, of those 140 students, 68.6% (i.e., 97 students) returned for their third year (see line 3). Assuming that approximately 75 percent of the 97 students opt for a study-away experience in 2013-14, there would be 73 students who claim a voucher. At \$2,500 per student, the voucher cost would equal \$181,875 for FY 2014. This is a change from the practice of the last five years of providing need-based scholarships to a limited number of students, to the

significantly broader access of the voucher program. This change of methodology is reflected on lines 20-21 of the budget summary.

In addition to supporting students through the voucher system, the College will support faculty through development opportunities, not the least of which will be the opportunity for faculty who have not traveled with students to “shadow” other faculty teaching away and to attend conferences related to enhancing global engagement. Funds will also be committed to support staff from the Office of Global Engagement and faculty who will travel on exploratory visits to potential study-away sites.

There will be three means by which the variable costs are to be funded by the college:

- First, by increasing the number of first-time students entering the institution each fall.
- Second, by increasing the retention rate of those students.
- Third, as with all budgetary priorities, through manipulation of priorities to assure appropriate funding within a given academic year.



El Salvador/2013

Projected Budget Summary

LaGrange College Quality Enhancement Plan											
Projected Budget Summary											
		Actual	Actual	Budget	Projected	Projected	Projected	Projected	Projected	Projected	Projected
		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Student populations:											
1	Freshmen		226	200	248	253	258	263	268	273	278
2	Sophomore	61.9%	-	140	124	154	157	160	163	166	169
3	Junior	69.6%	-	-	97	86	107	109	111	113	116
4	Senior	100.0%	-	-	-	24	3	24	9	21	13
5	Population eligible for Study Away Voucher				97	110	110	133	120	134	129
6	Assume 75% of population claim award				73	83	83	100	90	100	96
7	Amount of award				2,500	2,550	2,601	2,653	2,706	2,760	2,815
8	Projected costs to the college				181,875	210,853	215,192	265,167	243,650	277,321	271,395
9	Net revenues from increasing freshmen class by an additional ten students (a)				157,460	162,184	167,050	172,061	177,223	182,540	188,016
10	Net revenues from improving retention from freshmen to sophomore from 62% to 72%				174,804	216,756	265,352	315,695	367,787	421,626	429,492
11	Combined revenue enhancement				332,264	378,941	432,402	487,757	545,010	604,166	617,508
Revenues:											
12	Improvement in net TRB revenues	-	-	-	332,264	378,941	432,402	487,757	545,010	604,166	617,508
13	Gifts underwriting study away	72,481	67,375	70,000	70,000	70,000	70,000	70,000	70,000	70,000	70,000
14	Student fees	152,456	202,290	154,000	154,000	154,000	154,000	154,000	154,000	154,000	154,000
15	Total revenues	224,937	269,665	224,000	556,264	602,941	656,402	711,757	769,010	828,166	841,508
Expenses:											
16	Faculty development (b)	-	-	-	60,000	61,800	63,654	65,564	67,531	69,556	71,643
17	Assessment tool (a)	-	-	-	1,000	1,030	1,061	1,093	1,126	1,159	1,194
18	Other expenses (a)	12,143	13,510	13,510	13,915	14,333	14,763	15,206	15,662	16,132	16,616
19	Salaries and benefits (c)	19,571	24,838	23,790	24,504	25,239	25,996	26,776	27,580	28,407	29,259
20	Study away stipends	44,785	68,393	75,000	75,001	-	-	-	-	-	-
21	Voucher system support	-	-	-	181,875	210,853	215,192	265,167	243,650	277,321	271,395
22	Transportation and housing (a)	144,247	171,666	115,048	118,499	122,054	125,716	129,488	133,372	137,373	141,495
23	Total expenses	220,746	278,408	227,348	474,795	435,310	446,382	503,293	488,920	529,949	531,602
24	Net	4,191	(8,743)	(3,348)	81,469	167,631	210,020	208,464	280,090	298,217	309,907
Assumptions:											
(a) Assumes a 3% increase per year.											
(b) Assumes faculty members traveling abroad each year to develop a course, and other professional development opportunities for the faculty.											
(c) Assumes a 3% increase in adjunct salaries and benefits each year											

Student Learning Outcomes Assessment Plan

As presented earlier in this document (see p. 24) the College has determined the following student learning outcomes (SLOs) as indicators of individual student achievement to be associated with the initiative to enhance global engagement:

- Students will demonstrate awareness of global issues by constructing solutions to complex problems in a diverse world.
- Students will demonstrate global thinking by their ability to acquire, interpret, synthesize, and evaluate information about global issues.
- Students will demonstrate communication proficiency (oral, written, visual) in efforts to share their global experiences and understanding.

Assessment strategies designed to measure student achievement in these areas will, of course, focus on the intellectual and personal transformation of undergraduate students over the course of their global engagement studies at LaGrange College. The success of the plan will be measured by the extent to which students gain a greater understanding of the interconnectedness of global issues. In turn, that success will be measured by showing development of such qualities as creative problem solving, critical thinking, and refined communication skills. As shown in the table below, the overall assessment plan takes a mixed-methods approach to gather data on all three SLOs, using multiple forms of direct and indirect assessments from different assessors over multiple points in time. In particular, the use of ePortfolios will allow the collection and storage of assessment data over the course of a student's college experience, providing an important longitudinal insight into the depth of each student's experience. The paragraphs following the table discuss the value of these assessment strategies.

Table 6. SLO Assessment Strategies and Responsibilities

Tools	Assessments	Implementation	Administration and Analysis
1	Pre- and Post-Experience standardized assessment instruments: GPI, NSSE, CIRP	Administer as First-Year and Senior Assessments	Office of Institutional Effectiveness
2	Faculty Assessment of Core Skills (FACS) in Global Engagement	Submit upon completion of all courses with embedded Global Engagement components	Faculty
3	Performance Tasks	Embed as common assignments in global engagement classes	Faculty
4	Paper Assignments	Embed as a common assignment in a junior/senior level common core class	Faculty
5	Directed Reflections	Embed as common assignments in Study-Away classes	Faculty
6	Presentations with visual requirement, such as Power Point, Prezi, or tri-board	Require for Study-Away students during formal presentation days	Faculty Panel appointed by the Office of Global Engagement

Campus-wide pre- and post- assessment:

As an external form of assessment, the Global Perspectives Inventory (GPI), developed by Braskamp, et al., is an instrument designed to measure an individual's global perspective, with an emphasis on global and cultural influences. Using 46 questions, the GPI provides self-reports of participants' perspectives in three domains of global competence: cognitive, intrapersonal, and interpersonal. The cognitive domain includes the dimensions of knowing and knowledge. The intrapersonal domain includes the dimensions of identity and affect, and the interpersonal domain includes the dimensions of social interactions and social responsibility. The results of the GPI provide a holistic view of student learning and development related to

global competence and can be used for such purposes as program evaluation and first-year-to-senior gains. The National Survey of Student Engagement (NSSE) and the (CIRP), described previously, will also be administered for pre/post comparisons of student achievement of the learning outcomes. The pre-assessments will be administered to First-Year Cornerstone classes and the post-assessment will be completed during the senior year as part of a senior capstone course. The advantage of using standardized assessments is the ability to test all students, study-away participants and non-study away participants, in order to disaggregate the data to determine the effect of the travel component on student learning over many years.

Individual-student assessments:

In order to assess individual students in their performance relative to the SLOs associated with Global Engagement, faculty have several mechanisms that will serve a variety of roles. One goal will be to establish consistency in assessment methods between the experiences and growth of students who experience study-away opportunities and those who do not. A mix of external, objective tools and institution-specific evaluation rubrics will be used. The Global Engagement SLOs listed above will function as an addition to subject-specific learning outcomes and the broader general education expectations of creative problem solving, critical thinking, and effective communication. Individual assessments for all students will be evaluated by teaching faculty in a variety of ways, with the goal of having multiple means of assessment.

For example, at the close of *a particular course* (i.e., those with a defined global engagement component), through use of the *Faculty Assessment of Core Skills in Global Engagement* (FACS-GE), the instructor will assign a score to each SLO for each student, based on a faculty-designed rubric. Likewise, in other courses with a global engagement component, students will be asked to complete a Performance Task, using texts, artifacts, and other materials, that demonstrates proficiency in thinking critically about issues or information in a

global context. Furthermore, students in such courses, especially at the upper-division level, will be asked to complete a research paper requiring evidence of the ability to acquire, interpret, synthesize, and evaluate information specific to the course content and its interconnectedness with global issues. Finally, students in study-away courses will complete directed reflections to address course-specific topics in study-away classes.

Group-student assessment:

Students taking study-away courses and those who study abroad independently will be required to participate in mandatory group presentations to the campus community. A common rubric will be designed to assess students' communication proficiency in their efforts to share global experiences and understandings. In addition, an online ePortfolio system will provide students with the opportunity to collect, store, and organize global engagement artifacts. Artifacts may include pictures, videos, graphs, journals, music, reflections, and essays. An ePortfolio system will also allow faculty to carry out evaluation of growth over time, using faculty-designed rubrics. The ability to aggregate the evaluation data is a substantial advantage of the ePortfolio system that will greatly strengthen the assessment of the QEP's student learning outcomes and allow comparisons between and within groups. The first year of the assessment cycle will be used to identify the appropriate attainment levels of the learning outcome assessments and, using the GPI norms for four-year private colleges, to set benchmarks for progress. In the succeeding years, modifications and improvements to the program will be made based on these annual assessments.

Program Goals Assessment Plan

As presented earlier in this document (see pp. 25-26) the College has determined the following programmatic goals for the Global Engagement initiative:

- Global engagement components will be integrated into the general education curriculum.
- Global engagement components will be integrated into all academic major programs.
- Co-curricular programs and activities leading to student global engagement will be implemented, with a special emphasis on cultural enrichment events.
- Study Away opportunities for students and faculty will be increased. This includes locations, time periods, travel course development, and individual study abroad opportunities.
- The number and reach of international exchange programs will be expanded.
- Information and preparation for all potential travelers will be provided, along with opportunities for students to share their travel experiences.
- Financial support will be provided for students to travel and for faculty and staff development for those who lead student travel.

In addition to assessing progress on the desired student learning outcomes, the overall Global Engagement Program Goals will be evaluated using multiple assessments from multiple constituents over multiple points in time. With there being two components to the Global Engagement Program, the “Here” component and the “Away” component, implementation and assessment practices are best separated for clarity. Table 7 below shows the alignment between the “Here” action items and assessments, while Table 8 addresses the “Away” action items and assessments.

Table 7. Alignment of Global Engagement “Here” Actions to be Implemented and Assessments

“Here” Actions	Descriptions	Assessments	Administration/Analysis
Incorporate global awareness and engagement into general education courses and major disciplines	Develop new courses in general education core	<ul style="list-style-type: none"> • Syllabi analyses • Global Engagement FACS assessments • Annual Reports 	Department Chairs Teaching Faculty Provost’s Council
	Support revision of existing major courses		
Increase interaction with international scholars	Establish polycom conferences with international scholars	<ul style="list-style-type: none"> • Monitor number of conferences, on-line international classes, and scholars in residence 	Office of Global Engagement
	Establish on-line classes in international settings		
	Invite international scholars in residence		
Offer certificate programs in global issues	Establish programs	<ul style="list-style-type: none"> • Confirm new program development 	Associate Provost for Program Development
Globalize the campus	Increase the number of international students	<ul style="list-style-type: none"> • Document recruitment & matriculation numbers 	Office of Enrollment Management
	Display international time clocks	<ul style="list-style-type: none"> • Confirm completion of project 	Office of Student Engagement
	Establish a Fall International Week in addition to Spring	<ul style="list-style-type: none"> • Audit Calendar of Events 	Office of Student Engagement
	Have a monthly international food focus	<ul style="list-style-type: none"> • Document monthly menus • Use select item responses on Food Service surveys 	Office of Student Engagement
	Program dorm events for international residents	<ul style="list-style-type: none"> • Document events • Use select item responses on Student Engagement surveys 	Office of Student Engagement

Table 8. Alignment of Global Engagement “Away” Actions to be Implemented and Assessments

“Away” Actions	Descriptions	Assessments	Administration/Analysis
Issue Travel Vouchers	Provide financial support to full-time Juniors and Seniors	<ul style="list-style-type: none"> Yearly audit of vouchers issued 	Office of Global Engagement
Promote Travel Opportunities	Recruit and develop faculty	<ul style="list-style-type: none"> Monitor faculty participation rate 	Office of Global Engagement
	Recruit students	<ul style="list-style-type: none"> Monitor student participation rate 	
	Allow flexible scheduling of travel away courses	<ul style="list-style-type: none"> Audit Academic Calendar 	
	Establish relationships with student exchange organizations	<ul style="list-style-type: none"> Document exchange organizations 	
	Travel with other institutions	<ul style="list-style-type: none"> Document involvement with other institutions 	
Provide Travel Preparation	Hold workshops to prepare and instruct faculty and students to travel	<ul style="list-style-type: none"> Document workshops – dates, agenda, attendance 	Office of Global Engagement
Embed travel within the disciplines	Each academic department will pick an area of focus	<ul style="list-style-type: none"> Conduct syllabi analysis Use select CIRP & NSEE questions 	Department Chairs Provost’s Council
Promote study away	Provide study away introduction to first-year students	<ul style="list-style-type: none"> Document first-year student interactions 	Office of Global Engagement
	Create promotional materials for external interchange (websites, TV, banners)	<ul style="list-style-type: none"> Archive promotional materials 	
	Establish a Facebook study away page	<ul style="list-style-type: none"> Confirm development of page Track number of visits to page 	

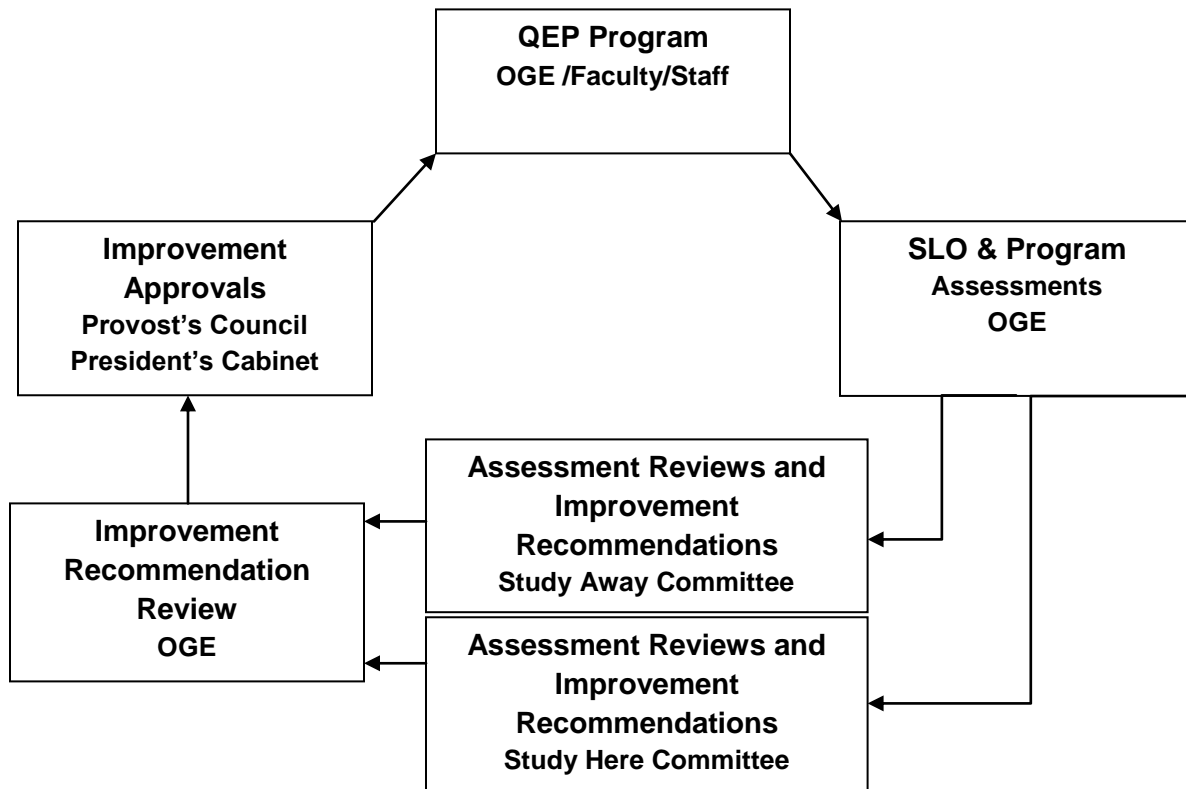
Improvement Cycle

The first year of the assessment cycle will be used to identify appropriate goal attainment levels and to determine appropriate benchmark comparison data. In the succeeding years, modifications and improvements to the programs will be made based on these annual assessments. The assessments for all of the above action items in both the “Here” and “Away” components of the Global Engagement Program involve the collection and analysis of internal documentation and artifacts with the purpose of longitudinally tracking the number of activities and changes made within academic and administrative units. Student feedback will be captured by incorporating items on surveys administered on campus by various administrative units as well as through the nationally normed standardized assessments currently administered to first-years and seniors. To integrate QEP related outcomes into the campus’s assessment and improvement cycle, QEP data will be captured through annual academic and administrative unit reports. Summative analysis of these outcomes will be made part of the Global Engagement Office’s annual report along with being incorporated into the College’s *Fact Book*. While this initial assessment plan primarily is the administrative and summative reporting of data, it is recognized that the transformation process needed for global awareness also involves a transformation process of self-assessment for the campus community. Beginning the QEP assessment cycle with effective evaluation and analysis processes is intended to lead to collaborative instructional and policy decision-making involving the many constituencies working with both student and program outcomes. Through many iterations of this cycle, where program goals are reformulated based on data, a transformative assessment model can be achieved. Table 9 and the following chart illustrate the continuous global engagement assessment cycle.

Table 9. Global Engagement Assessment Cycle

JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
	Spring Syllabi Analysis			Fall GE FACS			Fall Syllabi Analysis			Spring GE FACS	
Day of Record Enrollment Count	Day of Record Enrollment Count		Travel Enrollment Count		Audit of Travel Vouchers			Day of Record Enrollment Count		Travel Courses Confirmed	
						Fact Book Data Analysis		Annual Reports Analysis			
		SR GPI & CIRP	NSSE				FYS GPI & CIRP		Food Service Survey		
		Spring International Week Audit						Fall International Week Audit			
							Faculty Institute Global Engagement Data Sharing	Cabinet Global Engagement Data Sharing	BOT Global Engagement Data Sharing		

Global Engagement Effectiveness Continuous Improvement Process Flow



Appendix 1 – The Big Idea Kick-Off

What is QEP?

QEP is an accreditation requirement that reinforces the SACSCOC (the Southern Association of Colleges and Schools Commission on Colleges) commitment to the enhancement of the quality of higher education and the importance of student learning.

According to SACSCOC: "The QEP describes a carefully designed course of action that addresses a well-defined and focused topic or issue related to enhancing student learning."

Who selects the QEP topic?

Students, faculty, alumni, staff, board of trustees, and community members will be involved in the QEP topic selection process.

According to SACSCOC: The institution must include "broad-based instructional participation of all appropriate campus constituencies in the identification of the topic or issue to be addressed by the QEP."

Who is on the QEP Committee?

Dr. Nickie Cauthen	Dr. Becky Alexander
Lauren Gledhill	Diana Goldwire
Dr. Jack Slay	Tiffany Mixon,
Sharon Newton	Linda McMullen
Dr. David Cason	Dr. Jack Slay
Dr. Terry Austin	Marty Pirman
Dr. Doug Flor	
Mary-Katherine Drescher	

We need your input

If you want to submit an idea to be considered in the QEP topic selection process, please fill out the form included in this brochure and place it in the QEP suggestion box located in the cafeteria. OR fill out a form at the QEP Big Idea Kick-Off on September 20, 2011, 4:00-7:00 pm. The form is also located on the QEP website and may be electronically submitted.

For more information about QEP:

Visit: list website address
Attend the QEP Big Idea Kick-Off on September 20, 2011, 4:00-7:00 pm

Quality Enhancement Plan (QEP)

BIG IDEA KICK-OFF

You are Invited!



Save the Date
September 20, 2011
4:00-7:00

Appendix 2 – QEP Idea Proposal Form

Proposal for LaGrange College QEP Topic 2011

Please respond to each item below. Your time is valuable, and we are interested in collecting many ideas from as many people and groups on campus as possible. To encourage this goal, it is acceptable to be brief in your responses to the call for QEP topic ideas. The committee will review the ideas, and one of the committee members may contact you to discuss your response further. Thank you for your input on the important task of defining our QEP Topic for SACS Reaffirmation.

Submit your ideas electronically to QEP@lagrange.edu or by paper copy to the QEP suggestion box located in the foyer of the café.

Name _____ Phone _____ e-mail _____

I am a _____ faculty member _____ staff member _____ student _____ other (_____)

Describe your idea for the QEP topic.

What is your rationale for this idea as the QEP topic?

In what ways do you think this idea be broadly implemented across disciplines?

How does this idea support the mission and/or the strategic plan?

Appendix 3 – QEP Topics Survey

QEP focus idea survey—planning
Timeline

October 5, 2011

Please review the following list of submitted QEP focus ideas. Select your top 5 choices, ranking your first choice 1 and your fifth choice 5. General comments may be added at the end of the survey. If you have not already done so, please submit your QEP topic now by going to the QEP website and clicking on the proposal link. <http://home.lagrange.edu/qep/index.html>

___ Several suggestions were made that promoted new program development—Programs suggested were neuroscience/neurobiology major or minor, family and child development major, MBA, non-profit leadership, leadership for evening college students, film major, sports management major.

On another screen allow people to rank these if they choose this as one of their top 5

___ Neuroscience/neurobiology major or minor

___ Family and child development major

___ MBA

___ Non-profit leadership

___ Leadership program for evening college students

___ Film major

___ Sports management program

___ Enhance Study Away Program- This idea would improve student ability to navigate in a global arena, increase offerings in study away opportunities, lengthen study away possibilities to allow semester or year-long study, and fully integrate study away with the curriculum.

___ Sustainable Environment- This idea would be a campus initiative for transforming LC into a sustainable environment. Sustainability would be broadly defined (more than recycling) and integrated into the curriculum, campus organizations, and activities. The Oikos program could be expanded.

___ Enhance communication— This initiative would integrate writing across the curriculum in all content areas and require a speech class. Oral presentations would be imbedded into all disciplines. Skills of verbal communication would be integrated throughout all curriculum and activities on campus (Toastmasters, debate club, etc.)

___ Science Shop/Community Research Center— This focus would be a way to connect the research capabilities of the college to community organizations for collaborative work. The campus community would find out what is needed in the community; courses, offices, departments, organizations, etc. could use research skills to meet the needs of the community by providing data to answer questions and solve problems.

QEP focus idea survey—planning
Timeline

October 5, 2011

___ **Enhance learning through 21st century technology**—Hardware and software would be purchased to move teaching and learning into the 21st century. Professional learning communities would be developed in the area of integrating technology in teaching and learning. Faculty would be trained in online teaching (hybrid format) methods and technology.

___ **Focus on improving funding for programs through named giving.** This would enhance student learning through a (named donor) speakers' series. Each year the theme could change with such topics as sustainability, undergraduate research, community research collaborations, etc. (alternatively this idea could be incorporated other QEP initiatives as a way to reach a broad audience across campus).

___ **Enhance facilities.** This initiative would increase student, faculty, and staff recruitment and retention by providing quality and up-to-date facilities. Facilities specified were the science building and its offerings and fitness facilities.

Provide comments about any of the QEP focus ideas. (Space to type a comment)

If you have not already done so, submit your QEP topic now by going to the QEP website and clicking on the proposal link. (<http://home.laqrangle.edu/qep/index.html>)'.

Appendix 4 – QEP Proposal Guidelines

Proposal Form

The Quality Enhancement Plan (QEP) Planning Committee is soliciting proposals that identify and provide justification for the selection QEP topic for LaGrange College. The following four topics in no particular order are being considered for further development:

- Developing direct experience in global learning through curricular and study-away opportunities.
- Enhancing teaching and learning through increased use of 21st century technology.
- Improving instruction in communication (both oral and written) across the curriculum.
- Integrating a curricular and co curricular approach to sustainability.

If you are interested in serving on a committee to develop one of the above four topics, please email QEP@lagrange.edu. Please include your name and on which committee you would like to serve. Contact Becky Alexander or Nickie Cauthen if you have questions.

QEP Proposal Guidelines

To submit a proposal based on one of the four topics above, please organize your proposal, no more than 3 pages, into the following four sections:

Title and Contact Information: Please list a person of contact and provide contact information (e-mail address and phone number).

Section 1: Vision

Share your vision of how your proposal has the potential to transform an issue related to student learning at the institutional level. Why should we embrace this topic and how will it enhance student learning at LC?

Section 2: Congruence with Mission and Goals

Demonstrate how your proposal is consistent with LC's mission and strategic plan. Demonstrate how your proposed topic is aligned with one of the following: (1) making LaGrange College different from other colleges, and (2) program development.

Section 3: Student Learning Outcomes

List at least four *measurable* student learning outcomes that your proposal expects to address. Specifically, if your plan were to be adopted, what would students be expected to know post-implementation of the QEP that they don't know now? What should students be able to do that they can't do now? How should their behavior change? What changes in values are anticipated?

Section 4: Implementation

Describe possible strategies for implementing your proposal so that we could obtain meaningful results. When possible, highlight opportunities to build on current institutional initiatives and resources. If implemented, what type of assessment could be used to monitor results and gather feedback?

Completed proposals will be submitted to QEP@lagrange.edu on or before December 14, 2011. Please direct questions to Becky Alexander or Nickie Cauthen.



Appendix 5 – The Selected QEP Proposal

QEP Proposal

Global Engagement Initiative

Contact Information: Sarah Beth Mallory (smallory/8338)

The Global Engagement Initiative, a QEP proposal, aims to create a greater sense of global awareness on the LaGrange College campus, through making travel and study-away courses more available to more students, encouraging the development of a more globally-aware curriculum, enhancing the international nature of extracurricular programs, both on-campus and through distance-learning, and through encouraging a lively two-way movement of students via exchange programs. The ultimate goal is to create an international campus environment and transformative educational experience for LaGrange College students.

Vision

The objective of the program is to transform the learning experience of our students by enlarging their world to the size of the globe. By exposing our students to other cultures and to a worldwide mindset, we will foster in them compassion and understanding beyond the norm in college-age Americans, we will give them a perspective that will make them more knowledgeable and aware of global affairs, and make them personally more competitive in a global market. This perspective will also create in our students a basis of comparison that will translate to a greater sense of what is good and bad about America, and a motivation to engage in efforts for change. Our students will find themselves in a campus environment where an international perspective is the norm; they will travel, rub shoulders with their peers who travel, and enjoy constant exposure to classes and programs that are globally-oriented.

Congruence with Mission and Goals

The vision outlined above is in perfect harmony with the mission of LaGrange College. Our students' search for truth, and their need for an ethical framework to foster their lives of integrity and moral courage, will be greatly enhanced by the personal enlargement they will experience through this initiative. And when they take challenging, globally-oriented courses on campus, or travel, they will spread their influence throughout the college community. LaGrange College wants to be known for this kind of challenging and inspiring experience—unlike any other institution in the area. It should be common knowledge that when one comes to LaGrange College, one steps into the world.

Student Learning Outcomes

We would put our students in situations of engagement and expect to see fruits of that engagement. We would expect our students to gain a comfort level with travel—a familiarity with extended stays abroad, an ability to solve problems of language, lodging, navigation, local culture, finances. We would expect them to gain proficiency in interaction with people of other cultures, hold their own, and positively reflect American culture and values. We would expect

them, through travel and through domestic study, to gain a greater understanding of the interconnectedness of global economics and politics, and a broader familiarity with world literature, history, art, and science. These outcomes would be measured in their classes by their sponsoring professors who would be asked to add at least one evaluation method to consider global issues, and through the programs the students would be expected to present upon their return. We would also expect to find in our students a greater sense of tolerance, and a willingness and ability to appreciate diverse perspectives. Young people thus transformed will reflect this tolerance and sophistication in their bearing, their conversation, their treatment of others. Their values will encompass something much larger than themselves: a deep awareness of the interconnectedness of life on earth.

Implementation

Implementation of this initiative would build from the base we already have at the College and would involve the entire campus in one way or another. We could create a global learning foundations course in our core curriculum, infuse the entire core curriculum with global awareness, adapt and revise existing upper-level courses, and create new courses, supported by co-curricular activities. We would develop and recruit faculty to be effective sponsors, and would hold regular faculty workshops to prepare and instruct faculty members for travel. We would encourage departments to come up with themes for travel courses, and to seek co-curricular interactions across all disciplines, emphasizing the interconnectedness of all kinds of knowledge, and the interrelation of all kinds of systems throughout the global community. We would educate and prepare students for travel opportunities through ongoing orientation and advising sessions, and one-on-one counseling. We would actively seek to re-energize the exchange programs we already have and establish new ones. We would locate funds to provide additional scholarships. We would build upon the interim travel program already in place and seek other possibilities in the calendar for travel. We would establish ways to connect the global curriculum with service learning and community involvement.

Assessment would be ongoing—through evaluation and the solicitation of feedback in domestic courses, and through a routine expectation that our students bring something back to campus from their travel and study abroad experiences, which would be monitored by the sponsoring professors. We would constantly solicit and re-channel feedback from all our students. Student presentations, as well as weekly roundtable discussions on recent issues, perhaps through a partnership with a national publication such as the *New York Times*, could be featured on our College website and shared with other courses and the broader community.

We would give our students a creative, highly engaged education for the times they live in.

Submitted by QEP Global Engagement Proposal Committee:

John Williams, lead author

Celia Hay

Sarah Beth Mallory

Maranah Sauter

Appendix 6 – QEP Open-ended Survey

For each of the four QEP proposals (posted at <http://home.lagrange.edu/qep/index.html>), you will be asked to answer four identical open ended questions. In the last section of the survey, you will be asked two questions concerning all the proposals. You may answer as many or as few of the questions as you like.

Please review the following QEP proposal and respond to the following questions:
Improving Instruction in Oral Communication across the Curriculum

1. In the space provided, please provide your positive feedback for and your constructive criticism of this proposal.
2. In your opinion, are there Learning Outcomes that could be added or removed? If so, please elaborate.
3. In your opinion, are there Assessments that could be added or removed? If so, please elaborate.
4. In your opinion, are there implementation changes that could be made? If so, please elaborate.

Please review the following QEP proposal and respond to the following questions:
21st Century Learning at LaGrange College

1. In the space provided, please provide your positive feedback for and your constructive criticism of this proposal.
2. In your opinion, are there Learning Outcomes that could be added or removed? If so, please elaborate.
3. In your opinion, are there Assessments that could be added or removed? If so, please elaborate.
4. In your opinion, are there implementation changes that could be made? If so, please elaborate.

Please review the following QEP proposal and respond to the following questions:
Global Engagement Initiative

1. In the space provided, please provide your positive feedback for and your constructive criticism of this proposal.
2. In your opinion, are there Learning Outcomes that could be added or removed? If so, please elaborate.
3. In your opinion, are there Assessments that could be added or removed? If so, please elaborate.
4. In your opinion, are there implementation changes that could be made? If so, please elaborate.

Please review the following QEP proposal and respond to the following questions:
Sustainability and Innovative Student Engagement

1. In the space provided, please provide your positive feedback for and your constructive criticism of this proposal.
2. In your opinion, are there Learning Outcomes that could be added or removed? If so, please elaborate.
3. In your opinion, are there Assessments that could be added or removed? If so, please elaborate.
4. In your opinion, are there implementation changes that could be made? If so, please elaborate.

After reviewing all the QEP proposals, please respond to the following questions:

1. After reviewing all four proposals, did you see possible ways in which components from one or more proposals could be integrated (please clearly indicate to which proposal(s) you are referring)?
2. Are there any other aspects of the QEP proposals that these questions have not touched upon and that you feel are important? If so, please elaborate (please clearly indicate to which proposal(s) you are referring).

Appendix 7 – QEP Subcommittee Action Plan form

QEP Subcommittee Action Plan

Subcommittee Name: Desired Student Learning Outcomes

Committee Members: Linda McMullen, Chair; Paige Castle

Committee Task Statement: Specific, well-defined goals related to an issue of substance and depth, expected to lead to observable results (providing support for compliance with CS 3.3.2 “identifies goals”)

Note: Refer to the SACS QEP Rubric when preparing the report section.

Step	Action Item	Person Responsible	Start Date	End Date	Comments
1	DRAFT 5 student outcomes including evening, graduate as appropriate	Linda	6/4/12	6/6/12	
2	IDENTIFY two or three examples from other QEPs (of appropriate language)	Paige	5/21/12	5/25/12	Share with Assessment Committee
3	2 nd DRAFT	Linda & Paige	6/11/12	6/13/12	Send via Mentor
4	Meet with Assessment Committee	Paige & Linda	6/19/12	6/19/12	(following Orientation)
5	REFINE 3 rd DRAFT	Linda	6/25/12	6/27/12	
6	Meeting with Assessment Group	Paige & Linda	7/13/12	7/13/12	Check alignment between two committees
7	Submit draft				

**Appendix 8 – Sample Worksheet for QEP Faculty and Administrative and Staff Council
Workshops**



QEP PRESENTATION

FACULTY INSTITUTE

8/16/2012

Breakout Session Room Assignments

Fine and Performing Arts..... Turner 101
Art & Design, Music, Theatre Arts

Sciences..... Turner 118
Biology, Chemistry, Physics and Psychology

Humanities..... Turner, The Boopie
English, Religion, Latin American Studies and Modern Languages

Library..... Turner, The Boopie

Social Studies..... Turner TV Lounge
History, Political Science, Sociology, and Anthropology

Education..... Dickson Assembly Hall

Nursing, PE, and Exercise Science..... Dickson Assembly Hall

Math and Computer Science..... Dickson Assembly Hall

Accountancy and Business..... Dickson Assembly Hall

2012 Faculty Institute QEP Presentation Handout

What is the QEP?

- A component of accreditation reaffirmation by SACS
- Focuses on enhancing student learning and/or enhancing the environment supporting student learning.
- A long term action plan that will be assessed five years after LaGrange College's accreditation reaffirmation evaluation which is scheduled for Spring 2013.

What is LaGrange College's QEP?

- Global Engagement Initiative
- Objective of the program is to transform students' learning experiences by enlarging their "local world" perspective to a global perspective.
- In perfect harmony with the mission of LaGrange College. Students' search for truth, and their need for an ethical framework to foster their lives of integrity and moral courage, will be greatly enhanced through this initiative.

What will the Global Engagement QEP do for our students?

They will gain a comfort level with

- Extended travel (solve problems of language, lodging, navigation, and finances),
- Proficiency in interaction with people of other cultures, and
- A greater understanding of the interconnectedness of global economics and politics.

Ways in which LaGrange College can transform students' learning experiences by enlarging their "local world" perspective to a global perspective...

- Academic courses
- Interim term
- Cultural Enrichment Events/Lectures
- Traditions

Breakout Sessions:

List the current activities in your courses or departments that support our Global Engagement QEP.

<u>CURRENT</u> ACTIVITIES: Humanities	
Academic Courses <ul style="list-style-type: none"> • All LANG courses—add KORN • Philippines • RLGN revised 4 courses – Global Ethics, American Christianity • Interim classes • Opportunities with United Methodists Church associate institutions of higher ed. 	What’s needed for Success
Cultural Enrichment Programs <ul style="list-style-type: none"> • Favorite Foreign Flicks • Hannah Williams – Spain presentation 	
Traditions <ul style="list-style-type: none"> • FREN cheese parties • International Week • Suzuki’s origami • Institute de Laurens –Mexico-exchange of students • East-West Foundation • Spring Break Trips 	
Other <ul style="list-style-type: none"> • Leslie Rhoades-Costa Rica • Tim Quirk-Laos • Mission trips to Latin America • Daniel Maycock-Oxford • Jacob Nessamar-Quebec • Japanese Club • Costa Rican Students • Sr. internships with language speaking community (jobs) • Seigakuin University • Fulbright Program/Rotary Scholarships 	

Prepare a list of future ways departments and the College can increase our students’ global engagement.

FUTURE ACTIVITIES: Humanities

Academic Courses	Comments
<ul style="list-style-type: none"> • Contemporary world literature (e.g., novels) • Cross-referenced “lit in translation” between ENGL and languages/LAST 	<ul style="list-style-type: none"> • Less “trip mentality—greater sense of academic engagement. • Increased visibility of such opportunities. • Accreditation issues need to be resolved. • Develop opportunities that accommodate student-athletes playing seasons.
Cultural Enrichment Programs <ul style="list-style-type: none"> • Visiting professor from Mideast (J. Cook) • French theatre in ATL • More chances to sample foreign cuisine—“culinary club” • RLGX excursions to non-Christian groups • Work with refugee/immigrant communities 	<ul style="list-style-type: none"> • Need an office on LC campus for coordinating short and long-term travel abroad. • Liability issues—better vetting of programs
Traditions <ul style="list-style-type: none"> • Rotary/International Club needs to be revived and expanded <ul style="list-style-type: none"> • May terms for travel 	<ul style="list-style-type: none"> • More reciprocal rapport with faculty and students from other countries. • More long-term connections abroad. • More \$ for faculty to develop these ideas.
Other <ul style="list-style-type: none"> • UMC – Jan Term courses “Bridges” to 9 different parts of globe • (similar to alternative spring Break) ATL airport? • Get students more proficient in LANGs before going abroad • More awareness of immigrant populations here in US • Read a novel, order food • Send students to Anglo-American programs abroad with one LC faculty member teaching 1 course • Study among foreign students who are learning ENGL 	<ul style="list-style-type: none"> • More consultation with our knowledgeable faculty for planning overseas programs.

QEP Breakout Sessions:

List the current activities in your courses or departments that support our Global Engagement QEP.

<u>CURRENT</u> ACTIVITIES: Administrative Council	
Cultural Enrichment Events /Lectures <ul style="list-style-type: none"> • Study Away • Sustainability in Cornerstone classes • Exchange programs • Visiting Professor • International week • Speakers with 3D presentations • ASB presentation post travel • Rotary student presentation (on and off campus) • Alternative spring break (student engagement) • International Page (admission) • Update study away prices • Seigakuin exchange • BEI student from Ireland 	Comments <ul style="list-style-type: none"> ○ International business certification program ○ Tie in internship with International companies
Traditions <ul style="list-style-type: none"> • International week • Earth day • Spiritual life • Alternative spring break (pre-lectures/discussions before travel) 	
Other <ul style="list-style-type: none"> • International recruitment for sports (Golf, Soccer) • Coordinate Multicultural program and service initiatives • Korean housewives programming connections • 3D travel lectures with community engagement • Costa Rican Scholars • Advancement funding for travel • Religion classes hosting Korean fun day for community (Spring 2012) 	

Prepare a list of future ways departments and the College can increase our students' global engagement.

<u>FUTURE</u> ACTIVITIES: Administrative Council	
Cultural Enrichment Events /Lectures	Comments
<ul style="list-style-type: none"> • CEP expanded programming options (international presentations – local resources) • Religious diversity • Restructure language courses – survival/ practical applications • Lectures before Jan-term to prepare students • Lectures about business practices and etiquette • Increasing efforts of International week (celebrating holidays) 	
Traditions	
Other <ul style="list-style-type: none"> • Foot print survey (pre and post assessment) • Increased RA programming focused on global awareness • Faculty exchange program – build relationships • Community sponsorship for students studying away • Further develop internship program • Dream travel plans (list where you want to travel) • NGA UMC Bridges program to connect students with global service and missions of UMC • ESL and other offerings for Korean Community • Athletics – Host and send international teams • Expand study away trips to the academic levels including fine arts, etc. • Educating parents on study away travel (marketing) • Host day trips prior to travel or as an alternative means to experience culture. 	

QEP Breakout Sessions:

List the current activities in your courses or departments that support our Global Engagement QEP.

<u>CURRENT</u> ACTIVITIES: Staff Council	
Cultural Enrichment Events /Lectures <ul style="list-style-type: none"> • Jan term travel • Alternative spring break • Classes – Language, history, music • Cultural enrichment programs <ul style="list-style-type: none"> - Sustainability/ FYI • Travel abroad-education • International week – tea ceremony, etc. • Send appeals to international graduates • ESL to Korean women • Evening activities – cultural aspect • Expose students to culture before trip – mandatory • International Week – Rotary students • Japanese Tea ceremony • Chinese artist exhibit 	Comments <ul style="list-style-type: none"> • Greeting practice by country, clothing
Traditions <ul style="list-style-type: none"> • International week • Fair on the Hill • The new traditions day 2012 • Japanese Tea 	<ul style="list-style-type: none"> • Help with global sustainable practices • credit for cultural enrichment
Other <ul style="list-style-type: none"> • CE presentation of trips • Technology – training • Less is more • Vegetable garden • Diversity calendar • The fair on the Hill • African American read in • History day 	<ul style="list-style-type: none"> • Grow food • Communicate • Faculty and staff learn critical thinking

Prepare a list of future ways departments and the College can increase our students' global engagement.

<u>FUTURE</u> ACTIVITIES: Staff Council	
	Comments
Cultural Enrichment Events /Lectures <ul style="list-style-type: none"> • Increase exchange program • Internships with organizations • More preparation for travel • More travel dates • Sustainability quotes from FYI in other places • Make international food better • Jan-term – Africa • Opportunities that are not Euro-centric • Speakers once a month from another country <ul style="list-style-type: none"> - Skype • Take advantage of local people from other countries • Global companies make presentations (Interface) NOK 	
Traditions <ul style="list-style-type: none"> • International week enhanced • CE • International music and art events (advertise better) • Art displays of different countries/ regions • Earth day 	<ul style="list-style-type: none"> • Should be able to wear your Earth day t-shirts <ul style="list-style-type: none"> - Include International tables during Earth Day
Other <ul style="list-style-type: none"> • Diversity calendar • Dedicate display in dining hall or other buildings - poster • How does activity relate to academic discipline • Add Korean culture events • Have host families and students speak • International food once a week or month 	<ul style="list-style-type: none"> • Get students curious

Appendix 9 –Preliminary List of QEP Initiatives

QEP Global Engagement Initiatives August 29, 2013

Study Away:

Study Away Voucher Program, Business Office is currently working on logistics on how this will be handled.

Study Away Travel Date Flexibility

Going at different times of year so major events in different countries can be a part of the course.

Additional Preparation before Study Away Travel

Improved level of preparation before going on trip for students and faculty.

Connections with other institutions, repeat trips

International partnerships for semester or year-long study abroad programs for students.

Some partnerships already in the works such as Methodists colleges and Georgia University system's European Council and Asia Council.

Study At Home:

Visiting International Scholars

Provide Fulbright, Committee for the International Exchange of Scholars and NEH information for faculty.

Polycom conferencing may be of assistance in exposing more students to international scholars.

Increased focus on International Week

Traditions: International Week, focus on an international holiday each month. The new Coordinator of Multicultural Programming and Service Initiatives in Student Engagement may be the person to take this on.

Food and culture was a popular theme in several of the departments.

Global Awareness Courses

Review Core curriculum and consider international/global awareness.

Conduct workshops, think tanks, and crash courses for faculty to expand resources and knowledge about cultures and how to use this information in current courses.

Need to expand global engagement content to include other cultures and religions and not so much a Eurocentric orientation, e.g., Latin American Studies and Asian Studies programs.

Certificate program for business; evening college is considering this option.

Increasing International student diversity:

Admission's Pipeline program contact would be Joseph Miller, Dean of Enrollment Management.

ESL program for LAGRANGE COLLEGE's foreign students and local community.

Host families or guardians for **foreign exchange students** to use as **support** during their stay, not to live with them.

Expand direct exchange programs with international universities.

Traditions:

International Week

Create an introduction to Study Away program for freshmen, have Lee Davis produce a short film to show students, post on Facebook page, etc.

Globe for each freshman student

Appendix 10 - Student Demographics (2011)

Student Day Population Enrollment Percentages Distributed by Race

African American	Asian Pacific Islander	Caucasian	Hispanic	Native American	Multi- racial
23.3%	1.4%	69.7%	2.3%	0.2%	1.5%

Student Evening College Population Enrollment Percentages Distributed by Race

African American	Asian Pacific Islander	Caucasian	Hispanic	Native American	Multi- racial
64.4%	0%	34%	1.4%	0%	0%

Permanent Residence Location (State) of Domestic Student Population

State of Residence	Day Students	Evening Students
Alabama	38	2
Florida	47	0
Georgia	714	71
Iowa	1	0
Kentucky	1	0
Maryland	1	0
Massachusetts	1	0
New Hampshire	1	0
New Jersey	1	0
New Mexico	1	0
New York	2	0
North Carolina	3	0
Ohio	2	0
Pennsylvania	2	0
South Carolina	7	0
Tennessee	4	0
Texas	2	0
US Virgin Islands	1	0
Virginia	1	0

Permanent Residence Location (Country) of International Student Population (2011)

Country of Residence	Day Students	Evening Students
Costa Rica	5	0
Denmark	1	0
Iceland	1	0
India	1	0
Ireland	1	0
Japan	1	0
Korea	1	0
Mexico	1	0
United Kingdom	2	0
Venezuela	1	0

Source: 2011 LaGrange College Fact Book

Appendix 11 - Faculty Demographics: Global connections by birth and areas of expertise/interest and areas of significantly developed experience.

Faculty Member	Country of Birth	Department
Jon Birkeli	Norway	Business
Melvin Hall	Liberia	Science
Neila Holland	Brazil	Business
Seok Hwang	Korea	Mathematics
Christiane Price	Germany	Humanities
Kuo-chuan Yin	Taiwan	Mathematics

Faculty Member*	Area of Global Expertise/Interest	Department
David Ahearn	Japanese culture/world religions	Humanities
Elizabeth Appleby	French culture/language	Humanities
Terry Austin	International business	Science
Kim Barber Knoll	Greek theatre/culture	Fine and Performing Arts
Cindi Bearden	World missions/business management	Business
Jon Birkeli	International business	Business
Marcia Brown	Printmaking in Paris	Fine and Performing Arts
Alicia Campbell	Linguistics/Spanish	Humanities
Joe Cafaro	Russian history	History and Social Sciences
Randy Colvin	Northern climates; tropical ecology; water issues	Science
John Cook	Religions/philosophy; ancient/modern languages	Humanities
Lisa Crutchfield	Latin American colonial history and cultures	History and Social Sciences
Nina Dulin-Mallory	Medieval literature	Humanities
David Garrison	Irish literature/culture	Provost
Jeff Geeter	World War I	Exercise Science
Dorothy Joiner	European art history/French	Fine and Performing Arts
Celia Hay	History of nursing	Nursing
Neila Holland	International entrepreneurship	Business
Seok Hwang	Korean culture/language	Mathematics
Christi Hu	History of psychology; Chinese culture	Science
Chuck Kraemer	History of psychology	Science
John Lawrence	International photography	Fine and Performing Arts
Tracy Lightcap	African politics and society	History and Social Sciences

Alvin Lingenfelter	International service learning	Humanities
Livingston, Don	Comparative education	Education
Livingston, Sharon	Comparative education	Education
Sarah Beth Mallory	Global water issues/tropical biology	Science
Linda McMullen	Cultural aspects of international business	Business
Frank O'Connor	Latin American studies	History and Social Sciences
William Paschal	Galapagos/evolution; natural history	Science
Amanda Plumlee	Latin American Studies/Spanish	Humanities
Loren Pinkerman	England, music, and cathedrals	Library
Melinda Pomeroy- Black	Pacific Islands culture and ecology	Science
Christiane Price	German/French languages/culture	Humanities
Eric Rauch	Reading and literacy	Education
Margaret Reneke	Painting influences of Paris	Fine and Performing Arts
Lydia Rosencrants	International child welfare/adoption	Business
Laine Scott	French, German, & Japanese language/culture	Humanities
Kevin Shirley	Medieval European history	History and Social Sciences
Jack Slay	Modern/contemporary British literature	Humanities
Tim Taunton	Ceramics of world cultures	Fine and Performing Arts
Justin Thurman	Classical rhetoric/Language theory	Humanities
John Tures	International politics	History and Social Sciences
Joshua Van Lieu	Korean & Northeast Asian history	History and Social Sciences
John Williams	Irish literature; Indian literature and film	Humanities
Kuo-chuan Yin	Chinese culture/language; Chinese/Japanese martial arts and philosophy	Mathematics

*full-time and regular part-time

Appendix 12 – Travel Courses of the Last Decade

2004	Imaginary Landscapes and Moral Dilemmas in the Fiction of C.S. Lewis and J.K. Rowling	England	Thomas, B	5
	The Path of Darwin: The Galapagos Islands	Galapagos	Buchanan, L	12
	Introduction to Non-Violence: A Journey to Northern Ireland	Ireland	Flores, A	4
	Exploring Animal Behavior	Costa Rica	Mallory, S	10
	Great Impressions: Printmaking in Paris	Paris	Brown, M	3
	Inspiration in the City of Light	Paris	Reneke, M	7
	The Art and Architecture of Paris	Paris	Joiner, D	30
2005	The Treasures of Southern Spain	Spain	O'Connor, F Plumlee, A	19
	Political, Literary, and Theological Responses to the Rise of Industrialism in 19 th Century British Culture	England	Simmons, J Gulley, S	19
	Principles and Practices of Yoga	Costa Rica	Tremblay, P	8
	Nursing Since Nightingale: Study in the United Kingdom	London	Hay, C	10
	A Grecian Odyssey: The Art and Architecture of Greece	Greece	Joiner, D	12
	The Ceramics of Greece	Greece	Taunton, T	4
	Picturing Greece and the Greek Experience: Ancient and Modern Influences on America	Greece	Lawrence, J	9
	Greek Theatre: The Classics Emerge	Greece	Barber Knoll, K	13
	Back to the Future: Sustainability in the Tropics	Costa Rica	Mallory, S	6
2006	The Art and Architecture of Istanbul & Western Anatolia	Turkey	Joiner, D	6
	East Meets West: The Byzantine Empire	Turkey	Lawrence, J	3
	The Path of Darwin: The Galapagos Islands	Galapagos	Buchanan, L Paschal, W	21
	Principles and Practices of Yoga	Costa Rica	Tremblay, P	10
	Nursing Since Nightingale: Study in the United Kingdom	London	Hay, C	10
	Seminary Road Trip: Christian Vocation & the Graduate	U.S.	Lingenfelter, A	6
	Fighting Back: Botswana's AIDS Crisis	Botswana	Flores, A	9
	Exploring Animal Behavior	Costa Rica	Mallory, S	9

	Promoting Literacy in Diverse Cultures: Learning from New Zealand Schools & Communities	New Zealand	Hillyer, J Livingston, D	9
2007	Art and Architecture of Italy	Italy	Joiner, D	14
	Picturing Italy	Italy	Lawrence, J	8
	The World of Rome	Italy	Shirley, K	4
	From Cavour to Common Market: The Rise of Modern Italy	Italy	Cafaro, J	13
	The Imperial Ceramics of Italy	Italy	Taunton, T	8
	Sustainability in the Tropics	Costa Rica	Mallory, S	11
	Yeats and the Celtic Renaissance	Ireland	Thomas, B Williams, J	10
2008	Shakespeare on Film and Stage	England	Brevik, F	8
	Art and Architecture of Japan	Japan	Joiner, D	6
	The Religious Art of Japan	Japan	Ahearn, D	9
	The Treasures of Southern Spain	Spain	O'Connor, F Plumlee, A	22
	Exploring Animal Behavior	Costa Rica	Mallory, S	15
2009	The Art and Architecture of Paris	Paris	Joiner, D	16
	Inspiration in the City of Light	Paris	Reneke, M	14
	Paris: From Versailles to Fifth Republic	Paris	Cafaro, J	13
	Nursing Since Nightingale	London	Hay, C	13
	The Path of Darwin: the Galapagos Islands	Galapagos	Paschal, W	11
	Exploring Animal Behavior	Costa Rica	Mallory, S	12
	Managing the Apalachicola River Basin: Past, Present, and Future	Apalachicola FL	Pomeroy- Black, M	5
	America's Second War of Independence: Testing the Myths of the War of 1812	New Orleans	Tures, J	11
2010	French Food Culture and Sustainability	France	Appleby, E	9
	The Art and Architecture of Northern Italy	Italy	Joiner, D	15
	Picturing Italy	Italy	Lawrence, J	10
	Dante and <i>The Inferno</i>	Italy	Dulin-Mallory, N	10
	Exploring Animal Behavior	Costa Rica	Mallory, S	12
	The Lullaby of Broadway	New York	Barber Knoll,K Anderson, T	16

2011	The Ireland of Yeats and Joyce	Ireland	Thomas, B Williams, J	18
	Traditional and New Religions in China	China	Ahearn, D	7
	The Art and Architecture of China	China	Joiner, D	5
	The Art and Beauty of Barcelona	Spain	O'Connor, F Plumlee, A	12
	Nursing Since Nightingale	London	Hay, C	4
	Exploring Animal Behavior	Costa Rica	Mallory, S	5
2012	Greek Theatre: The Birth of Drama	Greece	Barber Knoll, K	10
	The Art and Architecture of Greece	Greece	Joiner, D	24
	Picturing Greece: A Study of the Influence of Classical Greece on American Art	Greece	Lawrence, J	10
	The Path of Darwin: the Galapagos Islands	Galapagos	Paschal, W	10
	Doomsday 2012: Cycles of History in Mayan Mexico	Mexico	Crutchfield, L	4
	Introduction to Mexican Culture and Civilization	Mexico	Appleby, E	3
2013	Nursing Since Nightingale	London	Hay, C	11
	The Art and Architecture of Paris	Paris	Joiner, D	7
	Picturing France	Paris	Lawrence, J	4
	American GIs in World War II Britain	UK/France	Crutchfield, L	4
	Britain & World War II	UK/France	Cafaro, J	12
	On the Home Front: World War II	UK/France	Bearden, C	5
	El Salvador Immersion	El Salvador	Lingenfelter, A	11
	Ecology and Culture of Hawaii	Hawaii	Pomeroy-Black, M	16
	Tennessee Williams: Mississippi Delta	MS and NO	Riggs, T	8