

INDEX

A

Aaron, R. W., 337

Academic challenge, 177–192;
 individualized plans for, 114, 115;
 level of, 11; NSSE components of,
 177; and peer support, 248–251;
 and scholarship celebrations,
 190–191; senior culminating
 experiences, 188–189; and student
 performance expectations, 178–182,
 268, 300; and success skills, 196,
 243, 244, 250; and support services,
 302, 306, 312; writing centers,
 185–187; writing courses, 183–185

Academic Skill Achievement Program
(ASAP), 250

Accountability, 348; state-level
 requirements for, 152–153,
 275–276

Accreditation, 20, 145, 201, 265,
 299, 304

Acculturation, 111–113, *See also*
 Cultures, institutional

Activism. *See* Leadership

Addictive substances, avoiding, 199

Adelman, C., 7

Administrative support. *See* Services,
 student; Student affairs

Administrators, 333; escalating
 overload of, 290, 305; leadership by
 senior, 158–161, 299–300;
 monitoring students at risk, 128,
 166–167; reorganization of,
 277–278; respect for, 160–161;
 teaching by, 46

Admission: early, 242–243, 253, 286;
 policies, 14, 290–291; and student
 body diversity, 291–293, 308

Adult students, 30, 254–255, 277

Advisors, academic, 116–117, 127,
 128–130, 213–214, 224, 231, 244,
 268, 278–279; First Peoples'
 Advising program, 254; four-year
 student notebooks, 129–130;
 importance of, 314; living on
 campus, 106–107, 259; networks
 of, 246–248, 260; and student
 affairs, 166–167, 278, 311, 313;
 tag teams of, 251; teams with, 129,
 246–247, 251

Affirmative action, 49, 98, 254, 257

African American colleges and
 universities, 14, 34–35, 55–57, 105

African American faculty, 163–164

African American students. *See* Color,
 students of

Ages of students, 30, 226

Alignment infrastructure, 123–131, 281–282, 297; advising, 128–130; budget, 307; definition of, 110; early warning systems, 127–128, 251–252; performance standards, 124–125; reward systems, 130–131, 309, *See also* Missions, operating

Alverno College, 14, 21, 101, 117, 188, 195, 216, 257; about, 29–30; advising at, 247; Asian studies, 227; assessment at, 84–85, 104, 154, 198, 210, 302; Eight Abilities Curriculum, 80, 166, 184, 279, 287, 298–299, 313; internships, 236–237; operating philosophy, 28, 277, 278; peer evaluation at, 72; Programming Activities and Great Events (PAGE), 224–225; statistics, 15, 30, 221; study abroad, 228, 229

American Association for Higher Education, 281

American College Personnel Association, 137

American Council on Education, 281

Annan, Kofi, 221

Architecture at DEEP schools, 92, 283; African village, 105; Bhutanese, 92, 107; gathering places and, 95–99, 139–140, 209–210; Georgian, 105, 106; Native American, 97, 314; traditions, 121, 273, *See also* Environments

Art students, 55, 190–191, 201

Assessment, student, 21, 29, 32, 79–80, 124–125; alternative techniques of, 204; course-level, 141; external, 84–85, 104, 302; informed by data, 152–155; institutional purposes of, 279–280, 301; and peer evaluation, 72, 197–198, *See also* Feedback

Association of American Colleges and Universities, 287

Astin, A. W., 7, 8, 9, 173, 266, 287

Atkinson, P., 333

AUTOS (Achieving Understanding Towards Off-Campus Students), 254

B

Barefoot, B. O., 286

Baxter Magolda, M. B., 69, 194

Bean-counting classroom discussions, 71

Benchmarking, NSSE cluster, 173–175, 347, 348

Berry, W., 283

Birnbaum, R., 311

Black colleges and universities, 14, 34–35, 55–57, 105

Blaich, C., 337

Bollinger, L., 159

Bost, A., 338

Boyer, E. L., 289

Braskamp, L. A., 338

Braxton, J. M., 7

Bridge programs, 116–117, 251, 253

Bruffee, K. A., 9

Bruning, R., 73

Business advisory groups, 102, 313

C

California State University, Monterey Bay (CSUMB), 14, 21, 91, 197, 267, 274, 275, 287, 288, 304; about, 31–32; Academic Skill Achievement Program (ASAP), 250; assessment at, 154–155, 204–205, 278; collaborative learning at, 75–76, 277; Faculty Peer Mentor Program, 212; faculty welcome, 27; feedback to students, 87, 216–217; Individualized Learning Plans (ILPs), 114, 313; multimedia at, 73, 83, 282; outcomes-based education model, 32, 279; Presidential Access Loan (PAL), 230; senior capstone project, 174, 188; service learning

- program, 104, 148, 202–203;
 statistical profile, 15; student
 development at, 79, 114, 184–185,
 194, 204–205; vision statement, 31;
 “Vision Students,” 27, 299;
 Watershed Institute, 202
- Campus PALs (peer advisor
 leaders), 252
- Capstone projects. *See* Senior students
- Career services offices, 237–238
- Carey, K., 7
- Carini, R. M., 302
- Carnegie Foundation for the
 Advancement of Teaching, 289, 347
- Celebrations of student scholarship and
 creativity, 190–191
- Center for Academic Transformation,
 282–283
- Center for Community Action and
 Service Learning (CCASL),
 38–39, 235
- Center for Research on Learning and
 Teaching (CRLT), 223
- Center for Teaching and Learning, 232
- Center for Teaching Excellence (CTE),
 46, 66
- Center for Teaching, Learning, and
 Assessment, 32, 75, 279
- Center for Teaching, 203
- Centers, campus: abroad, 226; for
 student engagement, 95–99; for
 teaching and learning, 32, 46, 66,
 75, 203, 223, 232, 279, 307
- Century Club, George Mason,
 102, 313
- Ceremonies. *See* Traditions and rituals
- Chaffee, E. E., 275
- Chan, E. K., 338
- Change: campaign, 52; to coeducation,
 19, 39, 54–55, 150; demographic,
 50, 134–136, 159–160, 275, 304;
 faculty and staff, 293–294; general
 recommendations for, 295, 297–316;
 institution reculturing as, 316;
 mission, 52, 275, 279; and
 organization structure,
 277–278
- Checklist approach, 264
- Chickering, A. W., 8, 77, 137, 173,
 174, 221, 266, 285, 288
- Childcare, campus, 255
- Children, 224; teaching, 201, 202
- Circles of Learning for Entering
 Students (CircLES), 199
- Cities, DEEP schools near or in, 19,
 36, 37–38, 40–41, 102, 103, 104
- Citizen leadership focus, 39, 159, 234,
 282, 287
- Civic engagement, 38–39, 229,
 233–236; MCSP project, 100,
 198–199; and Project Pericles,
 203–204
- Clubs, campus. *See* Organizations
 and clubs
- Coburn, E., 311
- Cocurricular experiences. *See* Service to
 society
- Cocurricular services. *See* Student
 affairs
- Code of conduct, campus, 122–123
- Coeducation, 14, 199; campus change
 to, 19, 39, 54–55, 150
- Coffey, A., 333
- Collaborative learning, 30, 37, 71–72,
 75–76; active and, 11; and diversity
 of learning styles, 204–205, 285,
 302–303; in the local community,
 200–204; NSSE survey on, 193,
 277; from peers, 195–199. *See also*
 Group learning, student; Learning
 communities (LCs)
- Collectives, student, 41
- College Reading and Learning
 Association, 196–197
- The College Student Report* (NSSE),
 347–348. *See also* National Survey
 of Student Engagement
 (NSSE) survey

- Collins, J. C., 18, 133, 158, 293, 297, 305
- Color: faculty of, 163–164; students of, 14, 34–35, 36, 55–57, 105, 196, 212, 220, 221–222, 225, 253–254, 292, 306
- Common Intellectual Experience (CIE) course, Ursinus, 52, 118, 145, 161–162, 164, 180–181, 187, 245, 258, 287
- Communication abilities, 184
- Community college students, 19, 255–256
- Community, local: collaborative learning in the, 200–204, 307; Mexico-U.S. border, 225–226; partnerships, 313
- Community service. *See* Service to society
- Commuter institutions, 14, 91, 101, 104–105, 254–255, 277
- Compact or covenant, campus, 315
- Comprehensive Studies Program (CSP), 67, 76–77, 254
- Contracts: internship, 238; learning, 33, 205
- Cormier, P., 159
- Courses: and assignments, 301; and curriculum development, 150–151, 153, 203; and diversity experiences, 220–221; electronic technology use in, 72–74, 231, 282–283; experiential learning, 202–204, 214–215; for first-year students, 107, 113, 116–117, 138–139, 179–181, 243–244; infusion and connection in, 151, 220–226; interdisciplinary, 142–143, 146–147, 164, 176, 187; international experienced linked to, 227–228; leadership minor, 239; load reductions of, 144, 183, 272; re-enrollment in, 181–182; required writing, 183–185; requiring enriching, 315; in Spanish, 221, 250; “super-size” gateway, 74–75; titles of, 221, *See also* Curriculum development; *particular school names*
- Creating Higher Expectations for Educational Readiness program (CHEER), 117
- Creative or artistic projects, 190–191
- Creswell, J. W., 335, 336
- Criticism. *See* Feedback
- Cross-cultural experiences, 222, 226–229, 240, *See also* Study abroad
- Cross, K. P., 109, 198
- CSUMB. *See* California State University, Monterey Bay (CSUMB)
- Culture of evidence, 265, 278–279, 301; for DEEP project data collection, 331, 336
- Cultures, institutional, 21, 272–275, 313–315, 331, 335; reculturing, 316; teaching newcomers about, 111–113, 117, 314–315, *See also* Traditions and rituals; *particular school names*
- Cultures, other. *See* Study abroad
- Curriculum development, 150–151, 153, 155, 161, 203; and adoption, 162; and diversity, 220–226, 292, 308; gender-balanced, 55, 223–224, 276, 287; and international experiences, 227–228, 315; liberal and practical arts, 286–287; and reform, 37, 125–127, 311–312; student advice on, 168, *See also* Courses; Seminars, student

D

- Data collection. *See* DEEP project; *The College Student Report* (NSSE)
- Davis, T., 175
- Decision making: informed by data, 152–155, 156, 278–279, 304; student participation in, 119, 141, 168–170, 210–211, 247, 312, *See also* Governance, campus

- DEEP project, 10–18; cross-site data analysis, 335–336; data analysis, 18, 333, 334–335; data collection protocols, 18, 328, 330–333; data trustworthiness, 336; interim and final reports, 332, 333, 336; primary purpose of, 18; qualitative case study method, 327; recommendations and suggestions, 295–317; research team, 18, 328–329; secondary purpose of, 18; selection of institutions, 18, 329–330; selection philosophy, 175; site visits, 18, 274, 328, 330–331, 336; statistics, 18, 333; summary and recommendations, 263–264; team meetings, 328–329, 331–332, 334–335; Web site, 13, 18
- DEEP schools (overviews): academic challenge at, 177–178, 191–192; acculturation to, 111, 123; active and collaborative learning at, 193–194, 206; alignment infrastructures, 123–131, 281–282; Common Data Set, 330; community links of, 200–204; commuter institutions, 14, 101, 104–105, 254–255, 277; and curriculum development, 150–151; disagreement in, 58–59, 293–294; diversity or homogeneity of, 14, 223, 291–293; documents reviewed, 18, 331; EECQ questions about, 4–5; enriching educational experiences of, 219–220, 239–240; environments of, 91–93, 105–106, 108, 175–176, 241–261; as examples, 18–19, 21, 266, 294, 317–318; features of, 10, 11–13, 14, 18; feedback on DEEP reports, 332; focus on student learning by, 62, 88–89, 109–110, 118–119, 131, 173–175; four-year sector, 19, 348; gemstones analogy, 23–24, 317; improvement initiatives at, 133–134, 138–140, 146–150, 153–154, 155–156, 159, 263, 276, 304–306, 311, 317; Institutional Engagement Index (NSSE), 329; institutional philosophies of, 27–28, 58–62; introduction to, 14, 18, 28–29; as learning organizations, 133–134; organizational structure of, 277–278; as outperforming expected scores, 330; perennial challenges at, 287–294; positive restlessness of, 146–150, 265, 276, 290, 300, 303–306, 317; in Project Pericles, 41, 203–204; public and private, 14; quiz and answers, 4–5, 63; religious affiliations, 29, 36, 37–39, 51, 61, 112, 170, 292; selection criteria, 14, 329–330; shared responsibility at, 157–158, 171–172, 305–306; single sex, 26, 29–30, 44–45, 52–54, 257, 276; single sex then coeducational, 39, 54–55; six features of, 24; statistical data table, 15–17; student-faculty interaction at, 207–208, 217–218; two characteristics of, 25, 58–59; types of, 14, 15–17. *See also particular school names*
- Demographics, major changes in, 50, 134–136, 159–160, 275, 304
- De Sousa, D. J., 339
- Dey, E. L., 308
- Disciplines: collaboration across, 311–313; residence halls by major, 258; writing in the, 184, 186
- Discussion: campus listserv, 60, 282; campus roundtables, 224; class, 71, 194, 248; DEEP team visits, 18, 333; dining and student-faculty, 210, 224; electronic, 216; of mission, 49, 60–61, 298–299; public dialogues and, 59; serious, 219, 310; of stopping programs, 305; “Suite Talk,” 258. *See also Decision making*
- Dissent and dialogue, space for, 59–61, 310

Diversity: affirming, 37, 49, 116–123, 220–226; awareness initiatives, 12–13, 100; the educational value of, 220–221, 239; faculty and staff, 163–164, 308; importance of, 49, 220–221, 304, 310; infusion into courses, 151, 220–226, 290, 315; of learning styles, 32, 117, 204–205, 217, 223, 285, 302–303; out-of-class experiences of, 20–21, 96, 224–226; of student ages, 30, 226; student body, 36–37, 40–41, 219, 223, 291–293, 308

Documenting Effective Educational Practice. *See* DEEP project

Domain, 43, 93–95, 114, 121, 200,
See also Sewanee: University of the South

Duderstadt, J. J., 138

Dunlap, B. B., 142

Dweck, C. S., 285

E

Early warning systems, 127–128, 251–252, 260, 268, 269, 311

Eating and gathering facilities, campus, 98–99, 210, 224

Eckel, P., 276, 297, 341

Ecology and agriculture study, 203

Educationally Effective Colleges Quiz (EECQ), 3; answers, 63; questions, 4–5

Educational practices, “sticky,” 24, 269, 284–285, *See also* Pedagogies, engaging

Education Commission of the States, 9, 173

Effective education practices, 11–13, 19–20, 173–175, 264, 284–285

Ehrenreich, B., 179

Electronic technologies. *See* Technologies, electronic

El-Khawas, E., 339–340

El Paso. *See* University of Texas El Paso (UTEP)

E-mail, student-faculty, 83–84, 208, 216–217, 231, 282

Engelkemeyer, S. W., 297

Enriching educational experiences, 219–220, 239–240; cluster questions, 12–13; cocurricular leadership, 44, 238–239; infusion of diversity in, 151, 220–226; internships, 236–238; opportunities and use of, 9–10; study abroad and international, 40–41, 224, 226–229; and technologies, 72–74, 229–233, *See also* Learning; Study abroad

Enrollment: percentages among students, 308, 329; size challenges, 36, 276, 287–288, 304

Entering students. *See* First-year students

“Environmental residents,” 259

Environments: and community connections, 101–104, 119, 313; community service, 234; cross-cultural U.S., 229; of DEEP schools, 91–93, 283; DEEP schools and city, 19, 36, 37–38, 40–41, 102, 103, 104; international, 221, 226–229, 256; and location challenges, 104–105; natural resources, 93–95, 200; off-campus learning, 196, 202, 228, 229, 233–236, 236–238, 237, 287, 307; scavenger hunt, 72; socially catalytic, 209–210, 218, 242–243, 283, 314; supportive campus, 13, 241–261, 314; for teaching and learning, 8–9, 93–106, 195–196, *See also* Architecture at DEEP schools; Residences, campus

Evergreen State College. *See* The Evergreen State College

Ewell, P. T., 273

Examinations: comprehensive, 124–125, 189; senior comprehensive, 188

Excellence: celebrations of, 190–191, 290; institutional, 9, 159, 304; student academic, 60, 302; teaching, 48, 130–131

EXCEL program (Excellence through Connected and Engaged Learning), 73–74, 141, 191, 230, 232–233

Expectations of students, 113–116, 168, 187–188, 270, 300; about academic work time, 182–183; and academic challenge, 178–182, 268, 300, *See also* Students

F

Faculty, 333; accessible and responsive, 58, 208–213, 259, 261, 280–281; alliances with students, 170; collegiality, 161, 293; of color, 163–164; course assessments by, 146–148, 152–155; course-load reductions, 144, 183, 272; development, 46, 66, 223, 232; Disappearing Task Forces (DTFs), 147, 162; diversity, 163–164, 222; evaluations by students, 1, 87–88, 125; external evaluation of, 289; feedback communication, 83, 84–88, 125, 216–217; full-time and adjunct, 170; HBCU exchange of, 164; importance of student meetings with, 116; Integrated Learning, 142; intellectual connections among, 145–146, 311–312; investment in, 306–307; lunch rooms and meetings, 98, 149; named professorships for, 131, 139; notes to students, 85, 208, 251, 269; overload problems, 290, 305; performance standards setting by, 124–125; recruitment, 46, 118, 130, 163–164, 170, 172, 211, 218, 267, 281, 300, 308, 309; reward systems, 130–131, 309; as role models, 70–71; scholarship expectations of, 288–289, 300; socializing new, 118–119, 164, 281, 309; and student affairs partnership,

159, 164–167, 281, 286, 311; student interaction questions, 12; student spaces near, 209–210; summer workshops, 144; task forces, 138, 147, 162, 278–279, 306; tenure, 51–52, 293–294; time for students, 80–84, 208–213; women, 164; workshops, 144, 223, 279; writing center seminar, 186, *See also* Advisors, academic

Faculty Colloquium, 118, 146, 164, 310

Faculty development, 46, 66, 223, 232

Faculty Learning Committee (FLC), 68, 147–148

Faculty mentors. *See* Mentoring

Faculty-student relationships. *See* Student-faculty interaction

Faculty Survey of Student Engagement (FSSE), 284, 304

Farmington. *See* University of Maine at Farmington (UMF)

Fayetteville State University (FSU), 14, 21, 155, 209, 214, 274, 275, 288, 304; about, 34–35; AUTOS group, 254; Bronco Cohort, 35; Careers on the Move, 237; Center for Personal Development, 258; Chancellor's Scholars, 35; CHEER program, 117; community programs learning, 201; cross-cultural study, 228; diversity experiences, 220; Early Alert System, 127, 181, 251, 269; electronic feedback at, 216, 231; experimental instruction at, 70; Extension Grade policy, 181–182; Freshman Year Institute (F.Y.I.), 137, 220; and NC-LSAMP, 196; operating philosophy, 28, 267, 278; Professional Image Day (PID), 244–245; statistics, 15, 35; student development at, 77, 78–79, 109–110, 128, 136–138, 198, 258; Student Government Association (SGA), 251; University College, 213–214, 244, 313

- Federal TRIO programs, 35
- Feedback: constructive criticism, 85–86; to faculty and staff, 46, 130, 270, 279; from faculty to students, 44, 83, 84–88, 125, 208, 280, 302, 303; from schools on DEEP reports, 332; from students to faculty, 152, 153, 168–170; two-way student-faculty, 34, 301; using technologies, 216–217, *See also* Assessment, student
- Field experience. *See* Internships; Service to society
- Financial aid (student), 35; book loan fund, 136; for electronic technologies, 230; for internships, 237–238; on-campus employment and, 48, 73, 127; for study abroad, 228, 229
- Financial support for programs. *See* Investment
- First-generation college students, 30, 35, 50, 212, 228, 242–243, 310
- First Year College (FYC), 113, 252
- First-year students: academic support for, 179–180, 181–182, 185–187, 197, 208–213, 213–214, 268, 279, 302; acculturation of, 111–113, 117; advising networks for, 246–247; “Choice Matters” initiative, 126; comprehensive programs for, 244–245, 285–286; course clustering for, 135, 199; courses and seminars for, 107, 113, 116–117, 126, 139, 180–181, 222, 231–232, 243–244, 255–256, 311; diversity experiences, 222, 227; expectations of, 113–116, 179, 187–188, 270; leadership program, 239; learning communities, 135, 199; monitoring the difficulties of, 127, 165, 166–167; orientation programs, 40, 94, 109–110, 113–116, 131, 161, 165, 176, 179–181, 194, 227, 242–245, 248, 255–256, 286; residential environments for, 257–259; social support for, 76–77, 109–110, 111, 165, 212, 225–226, 257–259, 315; talent development of, 78–79, 129, 136–138, 239; transition programs for, 56, 68, 113–116, 242–245, 314, 315; welcoming, 111–112, 242–243, 249, 255, 315, *See also* Seminars, student; Students
- Flags, international student, 221
- Fort Ord campus. *See* California State University, Monterey Bay (CSUMB)
- Founding years, DEEP schools, 15–17
- Fraternities, 41, 53
- Freshman-Sophomore Advising Center (FSAC), 129–130, 246
- Friendships. *See* First-year students; Student-faculty interaction
- FSU. *See* Fayetteville State University
- Fullan, M., 271, 304, 311
- F.Y.I. (Freshman Year Institute), 137, 220

G

- Gabelnick, F., 198
- Gainen, J., 74
- Gamson, Z. E., 8, 137, 173, 266, 285
- Gardner, J. N., 286
- Garland, J., 288–289
- Garvin, D. A., 297
- Gemstones analogy, 23–24, 317
- Gender issues: and diversity, 223, 225; integration into courses, 151, 221, 276; and women, 53, 54–55, 221–222, 223–224, 257
- George Mason University (GMU), 14, 21, 101, 117, 223, 228, 236, 288, 300; about, 36–37; advising at, 247; campus abroad, 226; Center for Teaching Excellence, 66; Century Club, 102, 313; community connections, 19, 102, 104–105, 313; Information Technology and Engineering school, 179; innovation

- culture of, 149, 191; Johnson Center, 97, 98–99, 221, 283, 314; New Century College (NCC), 195, 198, 202, 222, 227; Robinson Scholars program, 130–131; slogan, 36; STAR Center, 74, 232; statistics, 15, 36; student advisory committees, 211, 247; student assessment at, 127, 205; technology access at, 230, 231; Technology Assistants Program (TAP), 233; University 100 courses, 237, 243, 248; Writing Across the Curriculum program, 183–184
- Gladwell, M., 284
- Globalism, study of, 222
- Gonyea, R. M., 174, 182
- Gonzaga University, 14, 20, 208, 226; about, 37–39; community service, 101, 149–150, 202, 235; Core Curriculum, 38, 287; faculty advisors, 214; GEL recruitment program, 112; Jesuit tradition of, 61, 112, 170; mission, 38, 61, 169–170, 276; Positive Choice living, 199; social justice core requirement, 203; statistical profile, 15; Unity House, 98
- Goodsell, A. M., 9
- Governance, campus, 46, 47, 168–170, 210–211; and community service, 234; shared, 312; Student Government Association (SGA), 251, *See also* Decision making
- Graduate teaching assistants (TAs), 46
- Grants. *See* Investment
- Green, M., 297
- Group learning, student, 71–72, 75–76, 168; active, 11, 193–194; affiliations, 144; peer networks and, 249–250; physical facilities for, 30, 72, 95–99; study groups, 195–196; via electronic discussions, 216, *See also* Collaborative learning; Peer learning
- Gruenwald, D. A., 92
- Guba, E., 333, 334, 335, 336
- Gurin, G., 308
- Gurin, P. Y., 308
- ## H
- Hawthorne effect, 274
- HBCU (Historically Black College or University), 14, 34–35, 55–57, 105; faculty exchanges, 164
- High schools, student presentations to, 202
- Hill, B., 297
- Hinkle, S. E., 340
- Hispanic students, 14, 50, 134–136, 159–160, 221, 225–226, 250, 256; institutions serving, 14, 31–32, 49–51
- Hoffman, N., 8
- Hossler, D., 286
- Howard-Hamilton, M., 340
- Hurtado, S., 308
- ## I
- Indiana. *See* Wabash College
- Indiana University Center for Postsecondary Research, 327
- Information technology personnel. *See* Technologies, electronic
- Infusion principle. *See* Courses; Diversity
- Institutional Engagement Index, NSSE, 329
- Integration of ideas, student, 174
- Intelligence, self-theories about, 285
- International experiences. *See* Study abroad
- Internships, 102–103, 176, 190, 215, 236–238, 307, 315
- Interviews: DEEP project, 18, 333; NSSE project, 348; of seniors by faculty, 152

Investment: in assessment, 141; in community service, 234–236, 307; in course-based technology, 72–74, 232; and enrollments, 288; in faculty, 306–307; grants (received and denied), 135, 143, 148, 215, 279; in learning communities, 143, 144, 148, 272; mission-related, 150, 271–272, 279; in student engagement, 306–307, 315; student-managed, 200; in student support services, 310–311; in teaching and learning, 68, 149, 307; in undergraduate programs, 67, 68, 127, 138–139, 140; in undergraduate research, 54, 55, 215

J

Jacobs, B. A., 340–341
Jayhawk Boulevard. *See* University of Kansas (KU)
Jesuit traditions. *See* Gonzaga University
Jobs: peer mentor, 197, 233; work study on-campus, 48, 73, 127, 272, 306, 307
Johnson, C., 57
Johnson, D. W., 9
Johnson, R., 9
Juarez, Mexico, University of, 225–226
Judiciary, campus, 211

K

Kalikow, T. J., 140, 141
Kansas. *See* University of Kansas
Kazis, R., 8
Keeton, M. T., 25, 266
Keller, G., 8
Kezar, A., 276, 297, 341
Killian, T., 174
Kimball, B., 287
King, M. L., Jr., 225
King, P. M., 109

Kinzie, J. L., 299, 341
Klein, S. P., 302
Knowledge: celebrations of, 190–191; construction of, 194
Kuh, G. D., 8, 9, 25, 33, 134, 136, 173, 174, 182, 221, 266, 277, 282, 284, 297, 299, 302, 303, 305, 308, 315, 316, 336, 341–342
KU. *See* University of Kansas

L

Landry, E., 297
Language: institution-specific, 298–299, 315; Spanish, 221, 250; study of, 227, 229
Lave, J., 277
Leadership, 43, 158–163; citizen, 159, 234; cocurricular, 44, 238–239; development, 56, 225–226, 234, 250–251; distributed, 161–163; of senior administrators, 21, 134–135, 136–137, 140, 141, 142, 158–161, 270–271, 299–300, 305–306, 309, 335; shared institutional, 157–158; student, 239, 250–251, 250, 312; and student activism, 98, 168–170; training, 250–251, *See also* Presidents and provosts, institutional
Learning: active and collaborative, 11, 69–72, 75–76, 80–81, 88–89, 202; contracts, 33, 205; enriching educational, 219–220, 239–240; experiential, 200–204, 214–215, 236–238, 240; four streams of practice encouraging, 65; to learn actively, 194; outcomes and learning styles, 32, 204–205, 217, 223, 285, 302–303; via electronic technologies, 72–74, 231–232
Learning communities (LCs), 49, 76, 217, 272, 287, 288, 311; and course clustering, 142–144, 148, 176, 199; first-year student, 135, 199, 259

- Learning environments, pluralistic, 59, 291–293
- Lecturers, visiting, 200, 258
- Levine, J., 198
- Levy, J., 164
- Lewis, M., 136, 271
- Liberal arts education values, 14, 286–287
- Libraries, 249, 259; campus-community, 102; faculty service in, 162; Internet access, 230; and librarians, 312; writing lab location in, 186
- Lincoln, Y. S., 333, 334, 335, 336
- Lin, Y., 9
- Listservs, campus, 60, 282
- Living on campus. *See* Residences, campus; Statistics
- Longhouse Education and Cultural Center, Evergreen, 97, 314
- Longwood University, 20, 150, 234, 282, 286; about, 39–40; active learning at, 72, 202; assessment mandate, 39, 152–153, 275–276; capstone projects, 188–189; college funds management, 200; faculty advisors, 213; leadership program, 239, 287; peer mentors, 197, 233; RAs, 100; statistical profile, 15; Student Educators for Active Leadership (SEAL), 250–251; student-faculty interaction at, 81–82, 118, 128–129, 208–209
- “Loose-tight” organizational properties, 311
- Low, L., 128
- Lundberg, C. C., 316
- Lynch, R. A., 342
- M**
- Macalester College, 14, 20, 91, 92, 101, 129, 147, 214, 223, 259, 289; about, 40–41; Campus Center, 96, 210, 283; community connections, 103, 235, 313; course reading, 187–188, 194; First Year Seminar (FYS), 246; four “pillars” mission, 40, 60, 293, 315; mission discussion at, 60–61; a Project Pericles pilot college, 203; statistics, 16, 40–41, 278–279; UN commitment of, 221
- MacGregor, J., 198
- MacGregor, R., 198
- Magolda, P., 342
- Maher, M., 9
- Maine. *See* University of Maine at Farmington (UMF)
- Major Field Achievement Test (MFAT), 189
- Majorities, Hispanic, 14, 31–32, 49–51, *See also* Minority students
- Majors, 213; campus residences for, 39, 40, 258; faculty advisors for, 313; new student preparation for, 113, 258
- Malcolm X Institute (MXI), 105
- Mallon, D., 297
- Manning, K., 342–343
- Martin, H. L., Sr., 56–57
- Martin, J., 274
- Mascots, campus, 119
- Matthews, R., 198
- McKeachie, W. J., 9
- McLeod, W., 78, 136, 137
- McLeod, W. B., 136–137
- Men’s college. *See* Wabash College
- Mentoring, 244, 260; by faculty, 113, 127, 211–213, 218, 231, 249; of faculty, 119; junior-freshman, 121; by students, 40, 94, 105, 197, 206, 249, 252, 314, *See also* Peer learning
- Merriam, S. B., 327, 333
- Merton, A., 36
- Mexican students. *See* University of Texas El Paso (UTEP)

- Mexico, U.S. students in, 225–226, 229
- Mezirow, J., 294
- Miami University, 14, 20, 28, 74, 92, 187, 188, 194, 274, 282, 291, 312; about, 41–43, 272; architecture applications, 201; campus abroad, 226; “Choice Matters” initiative, 126, 165, 313; diversity at, 292–293; faculty advisors, 213; Faculty Learning Committee, 68, 147–148, 307; First Year Institute (FYI), 179, 311; improvement momentum, 153–154, 155, 306; living-learning residences, 101, 106–107, 129, 247, 258, 286; Miami Plan Core Curriculum, 42, 287; mission statement, 42; statistics, 16, 42; Summer Scholars programs, 190, 215; teaching and scholarship, 288–289
- Michigan Community Scholars Program (MCSP), 14, 100, 198–199, 274, 282; mission, 48
- Michigan. *See* University of Michigan
- Miller, D. L., 336
- Minority students, 55–57, 105, 196, 212, 225, 253–254, 292, 306; Hispanic students, 14, 31–32, 49–51, 134–136, 159–160, 221, 225–226, 256
- Missions, operating, 25–27; balancing teaching and, research, 54, 55, 59, 116, 118, 130–131, 288–289, 300; campus compact or covenant, 315; challenges to, 58–59, 61, 275, 310; changing and reaffirming, 59–61; and changing demographics, 134–135, 159–160, 275; espoused and enacted, 26, 266–268, 298–300; importance of, 21, 62, 151, 156, 217; language of, 299; living, 266–268; reward systems aligned with, 130–131, 309; statements, 31, 42, 299; and student affairs, 164–166, 281–282; and student success, 266–268, 298–300; variations in, 26–27, *See also* Alignment infrastructure; Philosophies, institutional
- Mistakes, freedom to make, 123
- Model Institutions for Excellence (MIE), NSF-funded, 135
- Monterey. *See* California State University, Monterey Bay (CSUMB)
- Morelon, C., 286, 343
- Mortenson, T., 330
- Mottos and slogans, DEEP school, 36, 50, 56, 112, 234, 315
- Mulholland, S. D., 343
- Multiculturalism, commitment to, 40, 221–223, 291–293, 314
- Multimedia uses, 73, 83, 232
- Murrell, P., 175
- Muthiah, R., 343

N

- Natalicio, D., 134, 160
- National Association of Student Personnel Administrators, 281
- National Coalition Building Institute (NCBI), 151, 222
- National Endowment for the Humanities (NEH), 148
- National Science Foundation (NSF) grants, 135, 143, 215
- National Survey of Student Engagement (NSSE) Institute, DEEP project management and coordination, 328, 334, 336
- National Survey of Student Engagement (NSSE) survey, 18, 125, 152, 304, 307, 315; clusters of effective educational practices, 10, 11–13, 173–175, 264, 329, 331, 334; clusters summary (table), 11–13; collaborative learning practices, 193; enriching

educational experiences, 219;
Institutional Engagement Index,
329; results, scores and data, 277,
278, 293, 329, 331; statistics,
214; student-faculty interaction
behaviors, 23, 207, 303; supportive
campus environment conditions,
13, 241; *The College Student Report*,
347–348

Native American traditions, 97, 314

Nelson Laird, T. F., 282, 284

Networking: advisor team, 246–248;
community, 102; student, 83,
243–244, 257–259, 260–261

New Century College. *See* George
Mason University (GMU)

Newspaper, student, 238

Noel-Levitz Inc., 128, 254

Norby, M., 73

North Carolina Louis Stokes Alliance
for Minority Participation
(NC-LSAMP), 196

North Carolina. *See* Winston-Salem
State University (WSSU)

Notebooks, “Graduate in Four”
advising, 129–130

Novels, student-written, 183

NSSE. *See* National Survey of Student
Engagement (NSSE) survey

NUD*IST/INVivo software, 335

O

Obstacles as opportunities,
104–105

O’Connor, J., 221

Opera attendance, 103–104

Organizations and clubs, 39, 43;
campus facilities for, 98; and
diversity experiences, 225–226;
events programming, 224–225;
faculty advisors for, 212–213; for
international students, 256;
involvement in, 269, 273; learning

about, 243, 248; networking with
external, 102–103, 313

Orientation courses. *See* First-year
students

Orrill, R., 287

Other institutions: benchmarking
against, 49, 154, 304; partnerships
with, 103; visits to, 150

P

Pace, C. R., 8, 195

Paraprofessionals. *See* Peer learning;
Tutoring programs

Pascarella, E. T., 7, 8, 9, 173, 195, 248,
266, 268, 297

Passion, cool, 77–80

Patton, L., 286, 335

Patton, M. Q., 335

Pedagogies, engaging, 2, 69–77, 147;
collaborative learning, 69–72,
75–76, 88–89, 193–194, 206;
and diversity of learning styles,
204–205, 217, 223, 285, 302–303;
and electronic technologies, 72–74,
231; improving, 66–67, 147–148,
311–312, 347; innovative, 70, 156,
307; in large classes, 74–76;
mainstreaming of, 276–277; and
“sticky” practices, 24, 269,
284–285; and teaching awards, 46,
130, 290; and writing in the
disciplines, 184, 186

Peer Communicators (PCs), 259

Peer learning: about technologies, 73–74,
232–233; and evaluation, 30, 70, 72,
197–198; in groups, 195–196;
outside the classroom, 76–77; student
diversity and, 219, 226; and support,
248–252, 260–261; and teaching, 40,
73–74, 167–168, 170, 196–197,
248–251; with tutors, 186–187,
196–197, 280, 302, *See also* Group
learning, student; Mentoring;
Tutoring programs

- Performance, reports on institutional, 66–67, 278, 347–348
- Performance standards, 124–125, 242, 269–270, 301
- Persistence and graduation rates, student, 13, 35, 56, 127, 135, 136, 137–138, 175, 251, 254, 256, 278–279, 317; and budgeting, 307; predictors of, 7–8, 10; and recruitment, 290–291; regression models of, 10, 329–330; six features fostering, 24
- Peters, T. J., 266, 311
- Phi Beta Kappa, 57
- Philosophies, institutional, 25, 27–28, 148, 223–224; about undergraduate education, 160, 309; and campus policy development, 211; commonalities in, 274; egalitarian, 28, 30, 31, 34, 274; holistic talent development, 65, 77–80, 136–138, 204–205, 207, 239, 266–268, 271, 285, 300–303, 309, 312; importance of, 62; of innovation, 70, 149, 156, 191, 307; meritocratic, 275; and positive restlessness, 146–150, 265, 276, 290, 300, 303–306, 317; student-centric, 1, 136, 242, 256, 300–303. *See also* Missions, operating; Presidents and provosts, institutional
- Physical facilities. *See* Architecture at DEEP schools; Residences, campus
- Pike, G. R., 9, 174, 175
- Pintrich, P. R., 9
- “Place,” the importance of, 91–93, 108. *See also* Environments
- Portfolios, student, 125, 189, 202, 204; diagnostic digital, 154; electronic, 231; writing or design, 184, 186, 238
- POSSE programs (Pathways to Student Success and Excellence), 116
- Pound, R., 305
- Practicum experiences, 236, 238–239
- Preceptors, student, 167–168, 197, 246, 249, 280, 314
- Presentations, student, 71–72, 202
- Presidents and provosts, institutional, 242–243; with academic careers, 270, 309; innovations led by, 21, 134–135, 136–137, 140, 141, 142, 158–161, 270–271, 305–306, 335; leadership and modeling by, 270–271, 299–300; staying the course, 272
- Principles for promoting student success, 264, 265–294; alignment, 297, 309; applicability of, 18–19, 21, 266, 294; fresh ideas, 265–266, 283–287; as institutional priority, 270–271; and perennial challenges, 287–294; sleepers, 265; staying the course, 272–275; sustainability, 297–298; three categories of, 265–266; tried and true, 265, 266–275. *See also* Student success
- Pritchett, P., 305
- Proctors, student, 259
- Professional Image Day (PID), 244–245
- Programs: advising, 128–130; redesign of to meet student needs, 125–127, 311–312; types of undergraduate, 67, 126
- Project Pericles pilot schools, 41, 203–204
- Prospective students, programs for, 112, 115–116, 242–243
- Provosts. *See* Presidents and provosts, institutional
- Publications, institutional, 57–58; “Graduate in Four” advising notebooks, 129–130; for prospective students, 112
- Public schools: student pen pals in, 224; student work in, 35, 201, 202
- Puget Sound. *See* The Evergreen State College

Q

- Questions on your college or university, 20
- Quiz, DEEP schools, 4–5, 63
- Quizzes, class, 74, 249–250
- Quotes from students. *See* Students

R

- Race relations, 151, 163–164, 220–226, 291–293; faculty discussions on, 222, *See also* Diversity
- Reading programs: incoming class common, 1, 57–58, 179–180, 194, 245; intensive, 187–188
- Real-world experience. *See* Internships; Service to society
- Recommendations and suggestions to readers, 295–317; general, 295, 297–316
- Recruitment programs: competent people, 309–311; faculty, 46, 118, 130, 163–164, 170, 172, 211, 218, 267, 281, 300, 308, 309; of students, 89, 112, 290–291; underserved students, 253, 291
- Reculturing the institution, 316
- Reisser, L., 8, 173, 288
- Religious affiliations, DEEP school, 29, 36, 37–39, 51, 61, 112, 170, 292
- Reports on institutional performance, public, 278, 304, 332
- Reports, project. *See* DEEP project
- Requirements, learning, 114–115, 183–185, 203; student time spent on, 182–183
- Research: balancing teaching and, 54, 55, 59, 116, 118, 130–131, 288–289, 300; celebrations of, 190–191; institutional, 125, 147, 152–155, 162, 278–279; needed, 302–303; student-faculty collaborative, 12, 54, 55, 174, 303;

undergraduate, 45–46, 82–83, 116, 190, 197, 214–215, 306; universities, 100, 138–140, *See also* Surveys and studies

- Research, DEEP. *See* DEEP project
 - Residence life staff: RAs (assistants), 100, 161, 166–167, 310–311; technology assistants, 73, 233, 259
 - Residences, campus, 14, 45, 99–101, 199; advisors living in, 247, 252, 259; apartment-style, 108; career services at, 237; Freshman Centers, 115, 258; human scale, 106–108, 288; Language Houses, 227; living-learning, 101, 106–107, 129, 198–199, 247, 258, 282, 286; major-related, 39, 40, 258; supportive environments in, 257–259, 261; for theme communities, 99, 101, 148, 198–199, *See also* Environments
 - Retention. *See* Persistence and graduation rates, student
 - Reward systems, 190–191, 309; teaching awards, 48, 130–131, 290
 - Rhatigan, J. J., 297
 - Richards, L., 335
 - Rita, Miss, 171
 - Rituals. *See* Traditions and rituals; *particular school names*
 - Robes, academic, 122
 - Robinson Scholars. *See* George Mason University
 - Ronning, R., 73
 - Rose, M., 285
- ## S
- Safety nets, multiple, 251–252
 - Schein, E. H., 27, 316
 - Scholarship: celebrations of student, 190–191; expectations of faculty, 288–289, 300; programs, 117
 - Schraw, G., 73
 - Schroeder, C. C., 302, 344

- Schuh, J. H., 8, 9, 25, 173, 266, 297, 299, 315, 344
- Seminars, student, 34, 39–40, 70–71, 114, 126, 139, 168, 176; first-year, 50, 56, 69–70, 181, 213–214, 220–221, 222, 227, 243–244, 246, 259, 279, 313; reading and interdisciplinary, 164, 187, *See also* Courses; Curriculum development
- Senge, P., 133, 297, 311, 316
- Senior students, 152; capstone experiences, 42, 110, 114, 124, 174, 176, 188–189; comprehensive examinations, 188; theses, 188
- Service learning projects and programs, 38, 42, 104, 148, 190, 199, 200–204, 233–236, 307, 315
- Services, student, 128, 139, 237–238, 251–252; and academic challenges, 302, 306; encouraging use of, 268–269; location of, 314; for special students, 252–257; SSS, 35, 128; supportive, 49, 268–269, 275, 302, 310–311
- Service to society: and the campus, 149–150; campus spirit and, 234; and cocurricular leadership, 238–239; and collaborative learning, 200–204; community connections and, 101–104, 200, 225–226; defining, 60; institutional support for, 35, 38–39, 40–41, 234–236; programs, 13, 100, 101, 176, 188, 200–204, 233–236
- “Seven Principles for Good Practice in Undergraduate Education” (Chickering & Gamson), 8, 173
- Sewanee: University of the South, 21, 28, 129, 183, 188, 194, 233, 274, 278, 291, 304; about, 43–44, 272; campus rituals, 121, 273; comprehensive exams, 189; environmental studies, 200–201; expectations at, 115; faculty feedback at, 85–86, 247; Faculty Minority Mentor Program, 212; First Year Program (FYP), 258–259; forested campus Domain, 43, 93–95, 114, 121, 200; freshman seminars, 181, 214; language studies, 227; Lilly Summer Discernment Institute, 200, 238; mountaintop education at, 43–44, 93–94; off-campus study, 228, 229, 237; Outing Program, 94; residence life, 258; senior “bookend” experience, 189; service learning courses, 203; statistics, 16, 43–44; Summer Bridge program, 253
- Sexual orientation diversity, 225, 226
- Shapiro, N., 198
- Shulman, L. S., 289, 310
- Site visits. *See* DEEP project
- Size: class, 66, 74–76, 303; enrollment, 14, 36, 276, 287–288, 289; and human scale, 106–108, 195, 288; large DEEP school, 14, 62, 82, 100, 106–107, 175, 195–196
- Sleeper principles, 275–276, *See also* Principles for promoting student success
- Smith, B. L., 198
- Smith, D., 9
- Smith, K. A., 9
- Smith, P., 158
- Snowball sampling, 332–333
- Snyder, H. N., 57
- Snyder, M. B., 344–345
- Socialization: in academic expectations, 178–181, 268, 300; of new faculty, 118–119, 164, 281, 309
- Social justice studies, 203, 222
- Software: Blackboard, 73, 87, 162, 216; course management, 73, 216–217; DEEP project NUD*IST/INVivo, 335
- Sorcinelli, M. D., 9
- Space, physical. *See* Architecture at DEEP schools; Environments
- Spanish, courses in, 221, 250

- Speakers, keynote, 225
- Sports and teams, 41, 43, 276
- Staff, 137, 309, 312; cultural practitioners on, 316; diversity, 308; importance of supportive, 170–171, 172; library, 312; professional advising, 246–248, *See also* Student affairs
- Stake, R. E., 332
- STAR (Student Technology Assistance and Resource) Center, 74, 232
- State mandates: and accountability, 39, 152–153, 275–276; and enrollments, 288, 304
- Statistics: campus living, 31, 257; college graduation rate, 7; DEEP project, 18, 333; DEEP schools (table), 15–17; institutional and student characteristic, 329; NSSEE project, 348; on undergraduate research participation, 214, *See also particular school names*
- Stories, traditional campus, 119–120
- Strauss, A. L., 334
- Structure, organizational, 277–278, *See also* Alignment infrastructure
- Student affairs, 161–162, 226, 278, 333; internships support, 236–238, 239–240; partnerships with faculty, 159, 164–167, 281, 286, 304, 312, 314; and student success, 164–167, 281–282; support for civic engagement, 234–236, *See also* Services, student
- Student engagement, 29, 95–99, 306–307, 315, 331; indicators set, 8, 24, 347; and student success, 8–10, 13, 264, *See also* Civic engagement
- Student-faculty interaction, 28, 83, 119, 170, 207–208, 217–218; and academic advising, 213–214, 278–279; and correspondence, 279; and electronic technologies, 216–217, 230–231, 282–283; and faculty accessibility, 208–213, 259, 261, 280–281, 282–283, 301; friendships, 81; NSSE cluster questions, 12; ratios for, 15–17; on research projects, 214–215; and student development, 303
- Students, 333; achievement emphasis, 52, 290–291; adult, 30, 254–255; at risk, 127–128; of color, 14, 34–35, 36, 55–57, 105, 196, 212, 220, 221–222, 225, 253–254, 292, 306; commuter, 14, 91, 254–255, 277; demographic changes in, 50, 134–136, 159–160; diversity or homogeneity of, 220–226, 223, 291–293; engagement of, 8–10, 29, 264, 306–307, 315, 331; entering, 135, 199, 245, 279, 290–291; faculty focus on, 118–119; feedback to faculty, 152, 153, 168–170; first-generation college, 30, 35, 50, 212, 228, 242–243, 310; fostering the agency of, 167–170; Hispanic, 14, 31–32, 50, 134–136, 159–160, 221, 225–226, 256; initiative by, 116; international, 36, 40–41, 221; interventions for underengaged, 315; interviews of, 18, 152, 333, 348; IPEDS data characteristics, 329; knowing the, 301; making time for, 80–84; marginalized, 270; NSSE interviews of, 348; paraprofessional, 280; part-time, 14, 15–17; pathways to success of, 109–110, 116, 131, 136–138; as preceptors, 167–168, 197, 246, 249, 280, 314; quotes from, 1–2, 30, 43, 75, 204, 240, 243, 245, 254, 257; as role models, 250, 251, 258; scholarship celebrations, 190–191; selection of, 290–291; self-evaluations by, 125, 154, 198; Spanish-speaking, 221, 250; survival of, 116; suspension of, 182; “tag teaming” the, 251; teaching students, 167–168; as technology experts, 73–74, 232–233; traditions and rituals connecting, 119–123, 190–191, 273; transfer, 15–17, 252,

- Students (*Continued*)
- 253, 255–256; upper-class and new, 244; valuing, 66–69, 310; “Vision”, 27, 299, *See also* First-year students
 - Student success: and cross-functional collaboration, 311–313; identifying obstacles to, 316; information and paths to, 313–315; no single blueprint for, 20; reculturing the institution for, 316; six features fostering, 26; taking responsibility for, 296, 305–306, *See also* Principles for promoting student success
 - Student support services. *See* Services, student
 - Study abroad, 1, 14, 42, 176, 203, 215, 222, 292; cross-border, 225–226, 229; enrichment of, 40–41, 224, 226–229, 315; short-term, 228–229
 - Study facilities near faculty, 209–210
 - Study Group on the Conditions of Excellence in American Higher Education, 9
 - Study groups. *See* Group learning, student
 - Suggestions. *See* Recommendations and suggestions
 - Summer courses, 74, 180, 187, 190, 194, 203, 215, 253, 306
 - Summer Discernment Institute, Lilly, 200, 238
 - Summer Scholars Symposium, 190
 - Summer transition programs, 116–117, 178–179, 242, 253; common reading programs, 179–180, 187, 194, 286
 - Surveys and studies: decision making informed by, 152–155; of students, 18, 125–126, 136, 137, 152, 333, 348, *See also* Research
 - Sweet Briar College, 14, 21, 110, 183, 184, 257, 292, 304; about, 44–45; active learning at, 70–71, 80–81; campus traditions, 121–122, 273, 276; feedback to students, 87; internships, 237–238; statistical profile, 16; student mentors, 197
 - Symbols, 122, 221, 273
- ## T
- Tagg, J., 33, 277, 302
 - Tag teams, advisor, 251
 - Talent development, 2, 35–36, 129, 174–175; centrality of, 300–303; philosophies, 65, 77–80, 136–138, 204–205, 207, 239, 266–268, 271, 274, 285, 312
 - Task forces. *See* Faculty
 - Technologies, electronic, 37, 229–233, 240; expanding availability of, 139–140, 216–217, 230–231; and IT personnel, 179, 312; learner-centered, 68; and pedagogy, 72–74, 231, 303; and student assistants, 37, 73, 233, 259; and student-faculty interaction, 216–217, 230–231, 282–283; support for, 73, 231–232, 259
 - Tenure, faculty, 51–52, 293–294
 - Terenzini, P. T., 7, 8, 9, 173, 195, 248, 266, 268, 297
 - Tests: group quizzes, 249–250; standardized, 14, 204, 302
 - Texas Western College. *See* University of Texas El Paso (UTEP)
 - Theatre troupes, 223, 225
 - The Evergreen State College, 20, 21, 146–147, 188, 197, 236, 272, 274, 287, 288, 304; about, 32–34; campus environments, 19, 94, 97, 314; Coordinated Study Program, 33; Disappearing Task Forces (DTFs), 147, 162, 306; expectations of, 114–115, 168; First Peoples’ Advising program, 254; operating philosophy, 28, 33, 162–163, 276,

- 277, 278, 298; “seminaring” at, 69–70, 70–71, 187; statistical profile, 16; student affairs at, 165–166, 238; student-faculty feedback at, 87–88, 125, 208; Upside Down Degree program, 33, 255; Writing Center, 185
- Thurnau Professors. *See* University of Michigan
- Tierney, W. G., 59, 146, 310, 316
- Time and effort: faculty, 307; overload of, 290, 305; student, 8, 9
- Time for students, faculty and staff, 80–84, 290
- Tinto, V., 7, 9, 248
- Traditions and rituals, 45, 97, 273, 314–315; connecting students, 119–123, 190–191, 244
- Transfer students, 36, 252, 253, 255–256
- Transition to college, programs assisting, 56, 68, 113–116, 242–245, 252–254, 314, 315, *See also* Summer transition programs
- TRIO programs, federal, 128
- Tuitions, DEEP school, 15–17; free, 117
- Tutoring programs, 35, 44, 128, 170, 206, 244, 302, 307; and preceptors, 167–168, 197, 246, 249, 280, 314; for school children, 201, 202; and trained peer educators, 40, 73–74, 196–197, 248–249, 280, *See also* Peer learning
- Twigg, C., 282–283
- U**
- UCLA Cooperative Institutional Research Program (CIRP), 125
- Umbach, P. D., 221, 284, 308
- UMF. *See* University of Maine at Farmington
- Undergraduate education focus, 14, 42, 66–67, 82–83, 181, 299–300, 309
- Undergraduate Initiatives Fund, 138–139
- Undergraduate Learning Center (ULC), 68, 107
- Undergraduate Research Opportunity Program (UROP), 82–83, 100, 126, 190
- Undergraduates, valuing, 66–69, 310
- Underrepresented groups in higher education, historically, 14, 27, 51, 128, 134, 163–164, 175, 196, 212, 225–226, 253–254, 290, 299, 308, 314; prior learning of, 285, *See also* Minority students
- Uniqueness paradox, 274
- United Nations, 221
- University College at Fayetteville, 213–214
- University College at UTEP, 68
- University of Kansas (KU), 14, 152, 195, 229, 273, 288, 300, 304, 313; about, 45–47; campus residences, 99; corporate “campaigns course,” 202; Freshman-Sophomore Advising Center (FSAC), 129–130, 246; HAWK Link, 253–254; “Hawk Week,” 119–120; internships, 238; Jayhawk Boulevard, 92, 95; “KU lighthouse,” 283; leadership minor, 239; Multicultural Resource Center, 224; Office of Multicultural Affairs (OMA), 253–254; pedagogy at, 64, 74–75, 224, 310; PRE 101 orientation seminar, 227, 243, 248, 286; provost leadership at, 160–161, 272; statistics, 16, 66; student-faculty relationships at, 83, 119, 170, 209, 211, 312; teaching awards, 46, 130; trained peer educators, 196; undergraduate focus at, 45–46, 66; undergraduate research, 45–46, 215; Writing Center, 185–186

- University of Maine at Farmington (UMF), 20, 21, 77, 109, 181, 184, 197, 275, 291; about, 47–48, 92; community connections, 102, 224, 230; early admission, 242–243; EXCEL program, 73–74, 141, 191, 230, 232–233; faculty, 208–209, 210, 309; institutional renewal at, 140–141, 149; operating philosophy, 28, 47; practicum experiences, 236; rural environment of, 19, 91–92, 95, 118; Spring Symposium, 190, 215, 229; statistics, 17, 48; student governance at, 211; Student Work Initiative, 48, 306; Summer Experience, 180
- University of Michigan, 20, 21, 208, 273; about, 48–49, 138–140, 272; Center for Research on Learning and Teaching (CRLT), 67, 223; compact disks, 286, 313; Comprehensive Studies Program, 67, 76–77, 254; “Diag” gathering place, 97–98; Ginsberg Center for Community Service and Learning, 67, 235; institution-wide improvement agenda, 138–140, 155, 159, 306, 311–312; International Center, 256; living learning programs, 198–199, 282; mentoring at, 67, 212, 250; POSSE program, 116; Project Community, 203; reports on the undergraduate experience, 66–67, 304; research at, 116, 288, 300; residence communities, 67, 107, 198–199; Science Learning Center, 195–196; statistics, 17, 48; study groups at, 76, 195–196; Thurnau Professors, 131, 139; undergraduate focus and programs at, 66–67, 82–83, 181; UROP (program), 49, 67, 82–83, 100, 126, 190; writing center, 186
- University of Texas El Paso (UTEP), 14, 21, 77, 101, 109, 150, 278, 287, 288, 300; about, 49–51; Bhutanese architecture of, 92, 107; changing demographics and the mission of, 50, 134–136, 155, 159–160, 275, 304; collaborative learning at, 71–72, 103, 135, 199, 311; commuter students, 254–255, 277; course clustering, 199; Entering Student Program (ESP), 135, 245; faculty, 214; freshman seminars, 181; Mexican-American and Hispanic students, 50, 134–136, 159–160, 221, 225–226, 256; mission, 28, 59, 267, 275; off-campus learning, 202; slogans, 50; statistical profile, 17; student affairs at, 167; Student Leadership Institute (SLI), 250; Tutoring Learning Center (TLC), 196–197, 280; Undergraduate Learning Center (ULC), 68, 107; UNIV 1301 program, 50–51, 68, 71–72, 103, 135, 220–221; University College, 68; U.S.-Mexico student commuters, 91, 225–226, 229
- University of Virginia. *See* George Mason University (GMU)
- Untraveled students, 228
- Upcraft, M. L., 286
- Upside Down Degree program, 33, 255
- Ursinus College, 20, 95, 98, 155, 183, 202, 236, 269, 286, 304; about, 51–52; Bridge Program, 116–117, 251; campaign change metaphor, 52; campuswide intellectual community of, 145–146; Common Intellectual Experience (CIE) course, 52, 118, 145, 161–162, 164, 180–181, 187, 245, 258, 287; faculty, 163–164, 209, 289, 290; Freshman Centers, 115, 258; Independent Learning Experience (ILE), 51, 214–215, 227; Laptop Initiative, 216, 230; Leadership Scholars Program, 238–239; mission, 52, 298; a Project Pericles

pilot college, 203; RAs and advisors, 166–167, 311; statistical profile, 17; “tag teaming” students at, 251; technology uses at, 231, 232
UTEP. *See* University of Texas El Paso (UTEP)

V

Vaill, P. B., 311, 316
Vargas, J., 8
Video cameras, classroom, 74–75
Virginia. *See* George Mason University (GMU)
Virginia state accountability requirements, 39, 152–153, 275–276
“Vision Students,” CSUMB, 27, 299
Visits to campus: DEEP team, 274, 328, 330–331, 336; of potential hires, 309
Volunteerism, 233–236

W

Wabash College, 2, 14, 19, 110, 221, 228, 347; about, 52–54, 272; academic work at, 112–113, 124–125, 188, 190–191; comprehensive examinations, 189; Freshman tutorials, 181, 187; Gentleman’s Rule, 53, 122–123, 257, 315; Malcolm X Institute (MXI), 105; mission, 21, 52–53, 54, 267, 276; Quantitative Skills Center (QSC) tutors, 196; statistical profile, 17; student-faculty relationships at, 81; Writing Center, 187
Washington, D.C., 19, 102
Waterman, R. H., Jr., 266, 311
Web sites: assessment records, 127; campus, 18, 331; course-related, 73–74, 231, 233; DEEP project, 13, 18; NSSE survey, 348
Weick, K. E., 297

Wenber, E., 277
Wheaton College (MA), 59, 110, 129, 181, 197, 258, 274, 291, 298, 304; about, 54–55; Center for Global Education (CGE), 256; community connections, 102–103; curriculum development at, 150–151, 161; faculty, 163, 214; Filene Center for Work and Learning, 235–236, 237, 249; First Year Seminars (FYSs), 243–244, 246–247, 249; gender-balanced education at, 223–224, 276, 287; POSSE program, 116; Research Partnerships, 54, 55; statistical profile, 17; Student Life department, 251–252; study abroad, 227; summer reading, 180, 187, 194
Whitehead, D., 286
Whitt, E. J., 8, 9, 25, 173, 266, 297, 299, 315, 316, 336, 345
Williams, J. M., 182
Winston-Salem State University (WSSU), 14, 77, 91, 92, 109, 188, 209, 274, 275, 282, 288, 304; about, 55–57; campus center, 96; campus traditions, 120–121, 273; Center for Student Success, 128, 252; community connections, 103–104; faculty, 214, 313; First Year College (FYC), 113, 252; “Lamb to Ram” pinning ceremony, 56, 120; mission, 28, 267; motto, 56, 234, 315; performance standards, 124; statistical profile, 17
Wofford College, 14, 110, 129, 155, 160, 187, 227, 236, 274, 283, 287, 291, 292, 304; about, 57–58, 82; arboretum environment, 95; campus traditions, 120; courses, 180, 183; faculty, 164, 209; group work at, 76; learning communities (LCs) initiative, 142–144, 198, 272, 275; mission change, 275, 279; Miss Rita of, 170–171; peer

- Wofford College (*Continued*)
tutoring, 248–249; preceptors at, 197, 280; statistical profile, 17; student reading essays, 180, 194, 286; student research, 190; study abroad, 228; the welcome to, 111–112; Writing Lab, 186
- Women and gender issues, 53, 54–55, 221–222, 223–224, 257
- Women faculty, 164
- Women in Science and Engineering (WISE), Michigan, 49, 67, 100, 257, 282
- Women's colleges, 14, 29–30, 44–45
- Women's programs, 257; Mothers and Daughters (UTEP), 103; then coeducation, 39, 54–55, 150
- Women students, 29–30, 44–45
- Work ethic, student, 112–113
- Writing Across the Curriculum (WAC), 183–184
- Writing courses, 183–185
- Writing, student, 180, 181, 244, 246, 301; in the disciplines, 184, 186; drafts uploaded, 73, 216; emphasis on, 39, 45, 183–185; importance of, 86; publication of, 57–58; reading essays, 180, 194, 286; support centers, 185–187, 196; theses, 188; writing centers for, 185–187
- WSSU. *See* Winston-Salem State University

