

## Strengthening Your Institutional Value Proposition | 02.29.2016 W. Kent Barnds & Mark Salisbury, Ph.D.

Please find a list below of additional resources from the “*Strengthening Your Institutional Value Proposition*” webcast. These resources are included to expand upon the points that will be covered in our webcast. If you wish to print only certain resources, you may click their respective links to jump directly to them in the packet.

### Pre-Webcast Resources

1. [2014 Augustana Senior Survey Report](#) – Pages 2 - 12 – A copy of the 2014 Augustana senior survey data results, as well as the questions that are asked on the survey itself.
2. [Framework: Ten Questions to Guide Value Communication](#) – Page 13 – A list of ten reflective questions that can be used to help guide value communication at your institution.
3. [Framework: The Worth Claim](#) – Page 14 – Some bullet points that suggest a framework for thinking about the worth claim; one graphic example of a worth claim that Augustana uses; and a link to an article written by W. Kent Barnds on the importance of the worth claim and “selling” your institution properly.
4. [Storytelling and Getting Your Message Out](#) – Pages 15 – 20 – A collection of stories from the student experience at Augustana College that support various skills that are currently in demand by employers.

TO: The Augustana Community  
FROM: Institutional Research and Assessment  
RE: 2014 Augustana Senior Survey Results  
September 8, 2014

Happy Fall! Welcome back to campus. We are excited to provide you with the 2014 senior survey results. We continue to refine the survey so you might notice some minor changes and additions, information that we hope will deepen your understanding of how our students experience Augustana. As always, if you have ideas about ways that we might improve this survey please don't hesitate to send them our way.

This report presents the text of each question and its response options, the number of respondents, the average response score, and the standard deviation (variance from the mean). As you review this report, spend some time estimating the kind of response you'd like to see from your students before you focus on the actual mean scores. Then – after looking at the data – take a moment to consider what would have to happen in order for your students to respond as you wished. Even though it might be tempting to just look for grey boxes, the value of this data lies in the time you spend reflecting on what it might mean for the way that we all work together to benefit our students' lives.

With three years of data now hidden in our computer files, some have asked about looking for trends. The tricky part about trend analyses is that it's all too easy to jump to conclusions just because a number moved. So we are trying to be extra careful and look where we actually tried to influence a trend up or down. We will present that data in various ways throughout the fall.

### **Some Particularly Impactful Experiences**

Each year we include three items in the senior survey that represent some of the intended outcomes of an Augustana education. These outcome measures asked about:

- The likelihood of choosing Augustana College again
- The certainty that one's immediate post-graduate plan is a good fit right now
- The likelihood of having a full-time job or graduate school acceptance before graduation

We've updated the survey to reflect changes that have been made over the past two years, so we thought it would be a good time to take another look at how the various aspects of the Augustana experience might influence 2014 graduates' responses on the outcome measures.

As usual, we took into account students' precollege traits (race, gender, socio-economic status, and entering ACT score as a proxy of academic ability). After analyzing the impact of campus participation by itself, we also took campus participation into account in each subsequent analysis. The table on the next two pages shows the experiences that emerged as statistically significant and positive predictors for each outcome. As a note of caution – just because a specific item in the survey did not emerge as significant doesn't mean that the experience in question is not important.

	<b>Likelihood of choosing to come to Augustana again</b>	<b>Certainty that post-graduate plans are a good fit</b>	<b>Already has accepted a full-time job or grad school offer</b>
<b><i>Campus Participation</i></b>	-greek group -NCAA athletics	-greek group -undergrad research -honor society	-internship -honor society -honors course
<b><i>Advising</i></b>		-adviser asks about career goals	-adviser asks about career goals
<b><i>Residential Life</i></b>	-on-campus living developed ways to handle conflict	-participating on-campus senior year	
<b><i>Co-curricular Experiences</i></b>	-connect classroom with real life -finding student groups that fit interests		
<b><i>Curricular Experiences Outside the Major</i></b>	-gen ed skills helped in major courses -appreciate how different disciplines make sense of the world -confidence in numerical and statistical interpretation		-courses required including different perspectives -courses asked them to put together ideas from different courses
<b><i>Overall Curricular Experiences</i></b>	-one-on-one faculty interactions positive influence -faculty interested in students growing more than academically -feedback to improve oral communication -emphasize contributing to local community	-faculty interested in students growing more than academically -student really worked hard to meet expectations	-one-on-one faculty interactions positive influence -student really worked hard to meet expectations

	<b>Likelihood of choosing to come to Augustana again</b>	<b>Certainty that post-graduate plans are a good fit</b>	<b>Already has accepted a full-time job or grad school offer</b>
<b><i>Experiences in the Major</i></b>	-courses explored specific interests -faculty helped prepare for post-grad plans	-faculty emphasized making judgments about value of information, arguments, or methods	-faculty helped prepare for post-grad plans
<b><i>Campus Environment</i></b>	-emphasized cross-cultural understanding -Augie concerned about individual -strong sense of belonging on campus -offices were helpful about financial questions/concerns	-Augie concerned about individual -strong sense of belonging on campus	-enough places to study on campus -offices were helpful about financial questions/concerns

The findings listed in the table above reiterate much of what we already know about an Augustana education at its best. When students have experiences that elicit perspective-taking and applying knowledge and skills in a real life situation, have purposeful and supportive interactions with faculty, and are pushed to engage in “thinking about thinking,” they tend to 1) indicate a higher likelihood of choosing Augustana again, 2) claim a greater certainty about the fit of their post-graduate plans, and 3) already have a job or a place in graduate school.

These experiences aren’t formally imposed. Rather, they are experiences that each of us infuses into our work. I hope you’ll seek out ways to guide students toward these experiences.

Feel free to contact us with questions or comments. Thank you for your continued efforts!

Institutional Research and Assessment Office

Kimberly Dyer

Mark Salisbury

## 2014 Senior Survey results

### Pre-College Traits

Gender	60.1% Female	39.9% Male
Race	83.3% White	16.7% Oth./Unk.
Award Category (Socioeconomic status)	24.3% Pell	37.1% DNQ*
Average ACT	25.0	

\*Did not qualify for any federal financial aid

### Campus Participation

These questions were answered with No = 0 and Yes = 1, so the mean gives the proportion participating.

(i.e. Mean of 0.45 says that 45% of students participated)

	Number	Mean	St. Dev.
Did you join a social fraternity or sorority?	612	0.43	0.495
Did you participate in any Intramural Sports?	615	0.51	0.500
Did you participate in intercollegiate NCAA athletics?	617	0.32	0.467
Did you participate in an internship program?	617	0.60	0.491
Did you receive academic credit for this experience?*	369	0.70	0.458
Did you participate in a college music ensemble?	616	0.20	0.400
Did you participate in any other clubs or organizations at Augustana?	615	0.81	0.393
Did you enroll in an independent study?	615	0.27	0.442
Did you assist a faculty member with their research?	609	0.17	0.377
Did you conduct an undergraduate research project?	611	0.57	0.496
Did you volunteer in the community?	611	0.85	0.355
Did you ever volunteer when it was not required or strongly encouraged by an organization in which you were a member?	612	0.66	0.474
Did you participate in a Service Learning course?	615	0.27	0.447
Were you ever enrolled in an honors course?	610	0.10	0.300
Were you a member of an Honor Society on campus?	615	0.28	0.449
Did you ever participate in a study abroad program?	617	0.50	0.500

\* Only those students who participate in an internship responded to this question, so the percentage of those receiving academic credit for their internship is out of the total number of students who participated in an internship.

### Advising

Each of the questions below were answered on one of the following 5 point scales.

\*1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

\*\*1=Never, 2=Rarely, 3=Sometimes, 4=Often, 5=Very Often

\*\*\*1=Never, 2=Less than once per term, 3=1-2 times per term, 4=2-3 times per term, 5=We communicated regularly throughout each term

	Number	Mean	St. Dev.
My major adviser genuinely seemed to care about my development as a whole person.*	615	4.11	1.134

My major adviser helped me select courses that best met my educational or personal goals.*	615	3.93	1.164
How often did your major adviser ask you about your career goals and aspirations?***	616	3.62	1.151
My major adviser connected me with other campus resources and opportunities (Student Activities, CEC, the Counseling Center, etc.) that helped me succeed in college.*	616	3.35	1.235
How often did your major adviser ask you to think about the connections between your academic plans, co-curricular activities, and your career or post-graduate plans?***	614	3.41	1.248
My major adviser helped me plan to make the most of my college career.*	617	3.85	1.235
About how often did you talk with your primary major adviser?***	616	3.62	1.101

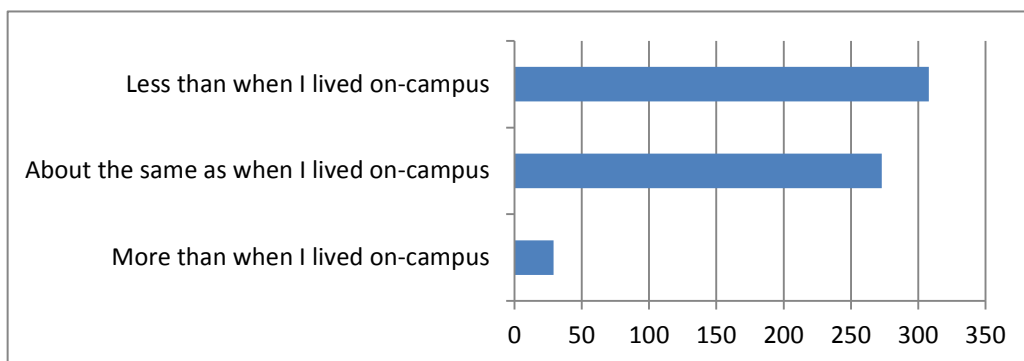
### Residential Life

Each of the questions below were answered on the following 5 point scale.

\*1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

	Number	Mean	St. Dev.
My on campus living experience helped me develop useful ways to handle conflict and resolve disagreement tactfully.*	609	3.40	0.919
The Transitional Living Area (TLA) experience helped me develop the skills to live independently.*	612	3.50	1.071

How often did you participate in on-campus events during your senior year?



### Co-Curricular

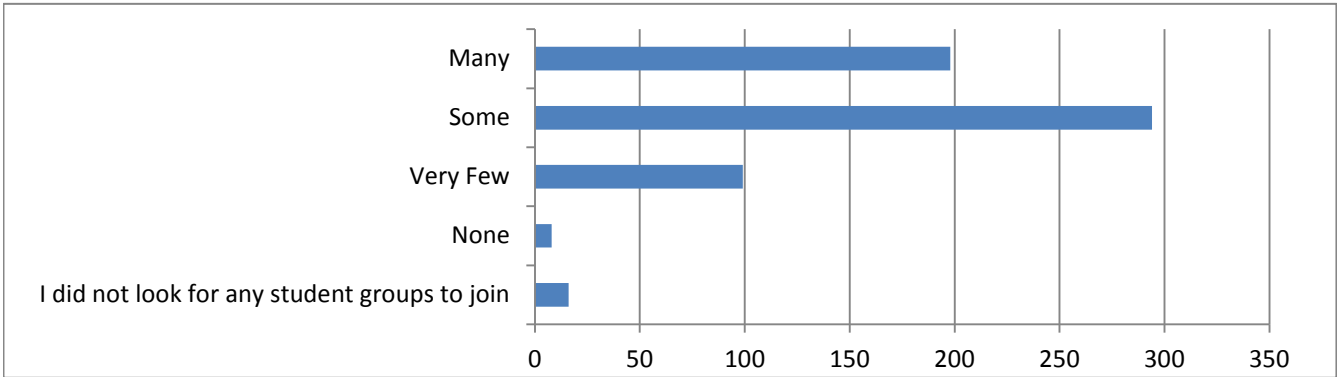
Each of the questions below were answered on the following 5 point scale.

\*1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

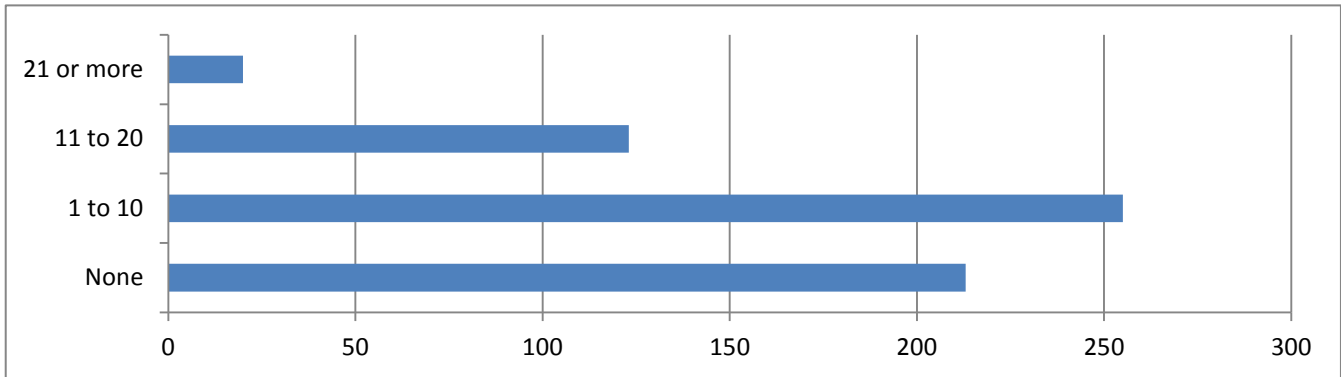
	Number	Mean	St. Dev.
My out-of-class experiences have helped me connect what I learned in the classroom with real-life events.*	614	3.91	0.811
My out-of-class experiences have helped me develop a deeper understanding of myself.*	613	4.22	0.823

My out-of-class experiences have helped me develop a deeper understanding of how I relate to others.*	615	4.21	0.761
My co-curricular involvement helped me build a network of healthy lasting friendships.*	613	4.13	0.926
My co-curricular involvement helped me develop a better understanding of my leadership skills.*	610	4.20	0.823
My co-curricular experiences encouraged interactions with students who were very different from me in race, ethnicity, sexual orientation, religious beliefs or social/political values.*	613	3.73	0.950

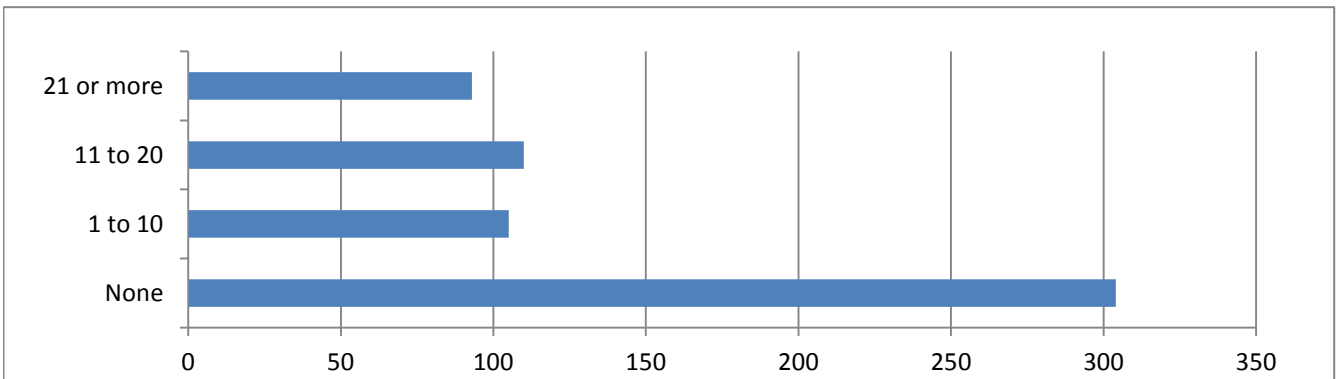
How many student groups or clubs did you find that fit your interests?



During this academic year how many hours did you work per week on campus?



During this academic year how many hours did you work per week off campus?



## Curriculum outside major

Each of the questions below were answered on one of the following 5 point scales.

\*1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

\*\*1=Never, 2=Rarely, 3=Sometimes, 4=Often, 5=Very Often

	Number	Mean	St. Dev.
The skills I learned in my general education courses helped me succeed in my major courses.*	613	3.38	1.023
The classes I took outside my major(s) helped me appreciate the way that different disciplines make sense of the world.*	615	3.98	0.903
My classes outside my major(s) challenged me to produce my best academic work.*	616	3.44	1.020
In your non-major courses, about how often were you asked to include different perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments?***	616	3.41	0.852
About how often did you discuss ideas from your non-major courses with faculty members outside of class?***	615	2.76	0.949
Symposium Day activities influenced the way I now think about real world issues.*	615	2.30	1.107
I am confident in my ability to interpret numerical and statistical quantities.*	612	3.92	0.925
In your non-major courses, about how often were you asked to put together ideas or concepts from different courses when completing assignments or during class discussions?***	614	3.17	0.860

## Overall Curricular Experience

Each of the questions below were answered on one of the following 5 point scales.

\*1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

\*\*1=Never, 2=Rarely, 3=Sometimes, 4=Often, 5=Very Often

	Number	Mean	St. Dev.
My one-on-one interactions with faculty have had a positive influence on my intellectual growth and interest in ideas.*	613	4.42	0.727
The faculty with whom I have had contact were interested in helping students grow in more than just academic areas.*	616	4.26	0.745
How frequently did your faculty ask you to examine the strengths and weaknesses of your own views on a topic or issue?***	617	3.48	0.919
How often did you receive feedback on your in-class presentation style that helped you improve your oral communication skills?***	617	3.40	0.872
I really worked hard to meet my instructors' expectations.**	617	4.23	0.824
How often did faculty and staff emphasize the importance of contributing to the quality of local neighborhoods and surrounding community?***	614	3.24	1.012
How frequently did your faculty ask you to try to understand someone else's views by imagining how an issue looks from his or her perspective?***	616	3.45	0.895
The courses I needed to take were available in the order in which I needed to take them.*	616	3.06	1.270



## Library

Each of the questions below were answered on one of the following 5 point scales.

\*1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

\*\*1=Never, 2=Rarely, 3=Sometimes, 4=Often, 5=Very Often

	Number	Mean	St. Dev.
My interactions with the librarians helped me improve my approach to researching a topic.*	612	3.51	0.960
My interactions with the librarians helped me gain confidence in my own ability to research a future topic.*	613	3.52	0.989
How often did you study - by yourself or in small groups - in any part of the Center for Student Life (CSL) or the Tredway library? **	615	3.39	1.180

## Experiences in the major

Each of the questions below were answered on one of the following 5 point scales.

\*1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

\*\*1=Never, 2=Rarely, 3=Sometimes, 4=Often, 5=Very Often

	Number	Mean	St. Dev.
The courses offered in this major allowed me to explore my specific interests.*	836	4.08	0.956
The courses I took in this major seemed to follow each other in a logical sequence.*	839	4.00	0.913
Faculty in this major cared about my development as a whole person.*	837	4.27	0.845
Faculty in this major were accessible and responsive outside the classroom.*	838	4.31	0.808
In this major, I consistently received feedback on my writing that helped me improve my written communication skills.*	835	3.93	0.966
In this major, how frequently did your faculty emphasize analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components? **	834	4.12	0.816
In this major, how frequently did your faculty emphasize applying theories or concepts to practical problems or in new situations? **	834	4.14	0.808
In this major, how frequently did your faculty emphasize synthesizing and organizing ideas, informations, or experiences into new, more complex interpretations and relationships? **	833	4.11	0.816
In this major, how frequently did your faculty emphasize making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions? **	839	4.05	0.9
My senior inquiry project in this major challenged me to produce my best possible intellectual work.*	678	4.13	0.968
During my senior inquiry project in this major I learned a lot about myself (work habits, handle set backs, manage a larger project, etc.) in addition to the topic of my paper/project.*	678	4.16	0.912
Faculty in this major knew how to help me prepare to achieve my post-graduate plans.*	836	3.94	1.001

Percent of students who had two or three majors.	45.20%
Percent of students who had three majors.	2.40%

### Environment

Each of the questions below were answered on one of the following 5 point scales.

\*1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

\*\*1=Definitely Not, 2=Not Really, 3=Not Sure, 4=Most of the Time, 5=Definitely Yes

	Number	Mean	St. Dev.
The college emphasized an atmosphere of ethnic and cross-cultural understanding.*	612	3.43	0.931
Augustana College was concerned about me as an individual.*	616	3.27	1.151
I felt a strong sense of belonging on campus.*	613	3.77	0.979
Augustana faculty and staff welcomed student input on institutional policy and handbook decisions.*	615	2.99	1.073
There are enough places on campus for students to study effectively.*	614	3.32	1.156
When you had questions or concerns about financial issues, were the offices you contacted responsive and helpful?***	612	3.83	1.005

### Outcomes

Each of the questions below were answered on one of the following scales.

\*1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

\*\*1=Definitely Not, 2=Probably Not, 3=Not Sure, 4=Probably Yes, 5=Definitely Yes

\*\*\*0=No, 1=Yes

	Number	Mean	St. Dev.
If you could relive your college decision, would you choose Augustana again?***	616	3.96	1.083
I am certain that my post-graduate plans are a good fit for who I am right now and where I want my life to go.*	609	4.14	0.873
Do you have a job confirmed or have you been accepted to graduate school?***	617	0.40	0.490

### 2014 Senior Survey post-graduate preparation

For what purpose did you use your Augie Choice money?	I've never heard of Augie Choice	I didn't use my Augie Choice money even though I knew about it	Internship	Study Abroad or International Tour	Undergraduate research project
	1.50%	12.20%	30.00%	50.40%	5.90%

When did you actively begin to create your resume or portfolio in preparation to apply for your first job or graduate school?	Freshman Year	Sophomore Year	Junior Year	Senior Year	I haven't started yet
	12.70%	26.80%	33.60%	20.90%	6.00%

Percentage of students who applied to graduate or professional school.	34.00%
Percentage of those who applied that were accepted into graduate or professional school at the time of the survey (which may be as early as January).	77.00%
Percentage of those who applied that were accepted into their first or second choice graduate or professional school at the time of the survey.	68.00%

Please indicate the highest academic degree you intend to obtain- even if you aren't planning to go back to school right away.	Bachelor's Degree	Master's Degree in a professional field (MBA, MBS, MPH, MDiv, etc.)	Master's Degree in a liberal arts field (MA, MS)	MD, DD, DVM (medical degree)	Ph.D.
	16.10%	28.30%	20.20%	13.20%	17.60%
	JD (law degree)	Master's Degree in Fine Arts (MFA, Mmus)			
	1.50%	3.10%			

Who recommended that you use the resources in the CEC (Community Engagement Center)?*	Faculty within my major(s)	Faculty outside my major(s)	My first year adviser	My major adviser	Residential Life staff
	45.87%	19.94%	15.72%	35.49%	3.08%
	Student Activities staff	My parents	Another student	Other Administrators	No one recommended the CEC to me
	2.92%	7.13%	22.85%	11.83%	18.96%

What are your immediate plans after you graduate from Augustana College?*	Graduate school full-time	Graduate school part-time	Work full-time	Work part-time	Volunteer
	31.60%	3.73%	54.94%	11.67%	9.40%
	Join the military or other government service	Take some time off to consider future plans	Internship		
	2.11%	15.07%	1.78%		

\*Students were allowed to choose multiple responses so these categories may total to more than 100%.

If you have already accepted a job offer, how did you find out about this opportunity?	Personal contacts, networking, word of mouth, family or friends	The Augustana college Internships and Career Office resources or contacts (including on-campus recruiting)	Faculty resources or contacts	Contacts made through an internship, clinical experience, practicum, summer job, etc	Applying directly to the organization/company where you now work
	32.46%	8.77%	7.89%	14.91%	9.65%
	Through a third party recruiter, placement agency, or head hunter	Augie Hub	Other job search or professional website	Career Fair	Other
	0.00%	3.51%	6.14%	5.26%	11.41%

# Framework: Ten Questions to Guide Value Communication

1. What do you want value to mean for your college?
2. How does price relate to value in your story?
3. What questions will you ask to confirm that graduates find value in their education?
4. What experiences at your institution are most important in contributing to the perception of value?
5. How intentional is your institution in preparing graduates for a global economy?
6. Do you routinely connect institutional practice to national data and benchmarks?
7. How are you demonstrating that your graduates have what employers want?
8. Do you have all the institutional data you need to demonstrate value?
9. Does your data make a strong case for value? If not, how can you position what you have to show value?
10. Are you telling powerful success stories that demonstrate clear value and ROI?

## Framework: The Worth Claim

- Bold symbols and language about your value and values;
- A base built on advantages and reinforced by evidence;
- Anticipatory thinking, because worth is fully comprehended through future success;
- Emotion and attendance to the primary needs of a deciding student.

### 1. EXAMPLE:



2. The Worth Claim: How to “Sell” Your College’s Value; article by W. Kent Barnds:

<http://www.academicimpressions.com/news/worth-claim-how-sell-your-colleges-value>

# STORIES THAT CONVEY VALUE - Augustana College

Teamwork - <http://www.augustana.edu/x61628.xml>

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## How a Pizza Hut problem calls on the liberal arts

February 08, 2015



Use of Science/Technology in “real world” - <http://www.augustana.edu/x57485.xml>

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## Researching health of Mississippi River watersheds

Biodiversity Day will mark the final phase of a summer research project involving Augustana students, faculty and the Upper Mississippi Studies Center. The team has worked with the cities of Moline and Rock Island to assess the health of 13 urban watersheds.





Use of Science/Technology in “real world” - <http://www.augustana.edu/x12778.xml>

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> Geography Boat

April 29, 2009

Geography Boat

Geography topics

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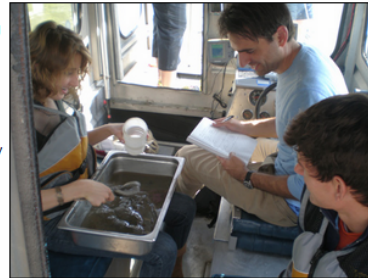
## Boat lets students contribute to Mississippi research

Augustana College geography students are taking their studies onto the Mississippi River, thanks to what Professor Reuben Heine calls his floating classroom.

The 22-foot Jon boat has carried more than 200 on the river since the college purchased it in the spring of 2006, and several students have contributed this past year to a research project funded by the Rock Island District Corps of Engineers. Dr. Heine has had students on the water every two weeks monitoring the movement of the riverbed.

"There are waves of sand at the bottom of the river. They move just like the water down river," Heine explained. "They can be big. Because it's a muddy river, you can't see to the bottom to see how these dunes are formed. In the summer, the barges are actually running into the crowns of these things. They come up that close to the surface. The Corps has really been interested in what we're doing here."

Heine and his team of students have come up with a way to essentially



Geography professor Reuben Heine, shown here working with students on Augustana College's research boat, has been taking his classroom onto the Mississippi River for the past three years.

Communicate well - <http://www.augustana.edu/x61328.xml>

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## Learning history on stage: 'Katrina: the K Word'

January 30, 2015





Communicate well - <http://www.augustana.edu/x61018.xml>

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## Augustana wins Outstanding Delegation Award

December 05, 2014



Think clearly about complex problems - <http://www.augustana.edu/x57484.xml>

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## Summer research: animals, cancer, media and more

July 29, 2013

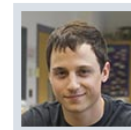
This summer nine Augustana students are participating in full-scale scientific research projects under the guidance of their faculty advisors, gaining experience to utilize in graduate school and careers after college. Each summer research project is funded through an Augustana Summer Student Research Fellowship.



**Hannah Bohn**, a French and anthropology major from Conifer, Colo., is doing research in Ireland. Her research explores how the Irish tell the story of the Troubles, an ethno-political conflict that took place in Northern Ireland from the late 1960s to the late 1990s. Through this research, she has the opportunity to carry out ethnographic fieldwork while immersing herself in the Irish culture.

"What is so exciting about this fieldwork is that the outcome is based on the stories of the people I meet," Bohn said. She is working with Dr. Camie Hough, an assistant professor in the sociology department. Bohn noted that she has been able to share with her advisor her "triumphs and obstacles."

In an on-campus lab, senior biology major **Jimmy Wiebler**, a native of Davenport, Iowa, has been collaborating for more than a year on a research project with Dr. Tim Muir, a biology assistant professor. They are studying the cold-conditioning response in Vertebrate Ectotherm. Specifically, Wiebler and Dr. Muir will work to determine the thermal dynamics necessary to elicit the cold-conditioning response in hatching painted turtles by changing the duration at which they experience a subzero temperature before a subsequent cold-shock.



This research project will allow Wiebler to discover something new about animal physiology and how it

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## On to Greenland, glaciers and MIT

May 16, 2014



Understanding global contexts - <http://www.augustana.edu/academics/majors--areas-of-study/economics/vuk-bojovic->

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## Economics major sees Asia in different way

June 04, 2014

Each year, many Augustana students study abroad and return with a memorable experience and a new world view. But how does study abroad could affect a student's understanding of the world economy?

Economics graduate Vuk Bojovic '14 traveled on East Asia term in the fall of 2013. He said the journey opened his eyes to the societies that will play a major role in foreign affairs in decades to come.

"My favorite thing about the East Asia quarter is that we got to change locations every few days," said Bojovic, a native of Belgrade, Serbia. "It was fascinating to see differences in the living standard in bigger and smaller cities in both China and Japan. One of the most interesting places in that aspect is Hong Kong, which has an independent monetary policy from the Chinese Central Bank."





Applying knowledge in new settings - <http://www.augustana.edu/x57299.xml>

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## Hitting it big with sports internships

June 25, 2013

"Sports have been my passion since I was a kid," said Paul Kleinhans-Schulz, an Augustana College senior from Waverly, Iowa. That passion is helping fuel his impressive path and ability to collect internships the way other sports enthusiasts collect pennants.

This summer, Kleinhans-Schulz, a business administration-marketing major, is an intern for the Cedar Rapids Kemels, a Class A minor league baseball team.



Applying knowledge in new settings - <http://www.augustana.edu/x60954.xml>

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## New public health major leads to wide-ranging careers

December 16, 2014



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**Creativity in problem-solving** - <http://www.augustana.edu/academics/academic-centers/upper-mississippi-center/projects>

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## Projects

### Sustainable Working Landscapes Initiative

[Community partner request for proposal](#)

**Overview**

In early 2014, Augustana College's Upper Mississippi Center will be accepting proposals from departments of city, county, state, and federal government; school districts; neighborhood associations; non-profits; small businesses, and other entities in Rock Island County to be a partner for a pilot Sustainable Working Landscape Initiative.

**More information**

Contact UMC director [Michael Reisner](#) at 309-794-3418.

The pilot SWLI is a year-long partnership between Augustana College and Rock Island County. The goal of the Initiative is to combine Augustana's academic resources and the civic resources of Rock Island County to tackle the social, economic, and environmental challenges facing our community and create a better quality of life for everyone.



Starting in June 2014 and continuing through the 2014-2015 academic year, the Augustana will launch a year-long pilot in partnership with Rock Island County. During this pilot SWLI, Augustana intends to select 10 to 15 community-identified and driven sustainability projects to be completed between June 2014 and May 2015. Successful applicants will benefit from hundreds of hours of work by Augustana College students and faculty, representing a diverse array of disciplines, working collaboratively to solve the partner's sustainability challenge(s).

**Ethics** - <http://www.augustana.edu/x57633.xml>

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## Student volunteer hours = 10 full-time years

**August 28, 2013**

You might find them coaching a kids' soccer team, building a Habitat house, planting a garden in Cambodia or filling sandbags in Rock Island.

From schools to museums, city cleanups and tax preparation, Augustana students pretty much do it all and they do a lot of it. They put in more than 20,422 hours of volunteer service in the 2012-13 school year. That's 7 percent more than the previous year, and it's the equivalent of 10 full-time workers for an entire year.



Actually, the total is probably quite a bit more, said Laura Mahn, coordinator of volunteer and off-campus programming. Because as good as students are at volunteering, they often forget to log their hours.

**Community Connection 2013**

First-year students started volunteering at last Saturday's Community Connection, traveling to more than a dozen sites to work. This annual event introduces new students and faculty to the area and prompts them to reflect on their role in community.

