



The University of Texas at Dallas
800 West Campbell Road, AD42, Richardson, TX 75080-3021
(972) 883-6749 FAX (972) 883-2276

AGENDA

2018 SACSCOC Reaffirmation Leadership Team Meeting
February 21, 2017
AD 2.204B

1. Call to Order / Approval of Minutes Serenity King

2. Informational Announcements Serenity King
 - A. Dr. Alan Boyette: Chair of the UT Dallas site visit committee
 - B. SACSCOC Annual Meeting: December 2-5, 2017, Dallas, Texas
"Students are the HEART of Education"
 - C. Proposed Changes to SACSCOC Principles of Accreditation: Call for Comment
 - D. Next Meeting: April TBD
 - E. Texas Legislature:
--President Benson's Testimony
--Bills
 - F. CCR Update Michele Lockhart

3. QEP Jessica Murphy

4. Questions Members

5. Adjournment Serenity King

2018 SACSCOC Leadership Team

Meeting Minutes

Wednesday, December 14, 2016 2:00PM
FO 2.702

I. Attendees:

Serenity King (Chair), B. Hobson Wildenthal, Nicole Leeper Piquero, Kim Laird, Jessica Murphy, Joanna Gentsch, Clint Peinhardt, Simon Kane, Ryan Dorman, Simon Kane, Murray Leaf, Ben Porter, Michele Lockhart, Vy Trang

Guests: Mary Jo Venetis, Courtney Brecheen, Deanna Englert Britton, Jennifer Holmes, Karen Huxtable-Jester, Debbie Montgomery, Gloria Shenoy, Beth Tolan

Absent: President Richard Benson, Inga Musselman, Josh Hammers, Marilyn Kaplan

II. Approval of September 28, 2016 meeting minutes

Clint Peinhardt moved to approve, Jessica Murphy seconded the motion. All in favor – minutes approved.

III. Announcements

Workflow

Serenity and Michele has reviewed and scored the drafts of the principles that were submitted. Drafts with scores of 4 require more attention. A document with the scores for each of the drafts can be distributed if the committee members are interested.

SACSCOC December 2016 Accreditation Actions and Public Disclosure Statements

SACSCOC has updated their website with a list of all the institutions that were sanctioned and what principles they were sanctioned for. The URL is listed in the agenda.

IV. SACSCOC Annual Meeting: Debriefing

Courtney Brecheen

She attended many sessions that pertained to undergraduate education and retention. She has also shared information with Marilyn Kaplan on using big data to show student success in SLOs. Courtney also attended a session on strategic plans and how the committee membership should be kept to a reasonable size.

Deanna Englert Britton

She attended the “big data” session. One of the methods presented at the session was that students provide their cell phone numbers which can be used to track how often students went to the library, where they spend their time, and how this impacts their grades.

Jennifer Holmes

At one of the sessions that she attended, it was recommended that the institution being reviewed give the review committee a handout with FAQs with useful information. Another recommendation was to not have gaps in assessment cycles, which UT Dallas does not.

Karen Huxtable-Jester

The Center for Teaching and Learning (CTL) is willing to help with any programs/efforts the university is making with regards to accreditation.

Serenity King

At the session with Dr. Crystal Baird, it was noted that the number of institutions that were found non-compliant with the QEP is raising (60%). Two components may be contributing to this. One is the institutional capacity to administer the QEP and the other is the assessment of the QEP. At the evaluator training session, Serenity was given lots of case studies, documents and ideas that are useful and can be implemented throughout campus.

ACTION ITEM: She will make this information available to all who are interested.

Kim Laird

The core requirements should be brief and to-the-point. Comprehensive standards should be detailed and where any issues should be explained in detail. Attention should be paid to space leases, record maintenance, master plans, and physical property records in order to use in benchmarking efforts.

Murray Leaf

He spent some time in the library looking at other institutions' Compliance Certification Reports (CCR) documents. He is concerned with the boilerplate language that was used by the institutions. Serenity clarified that the on-site review committee will not read the entire CCR but will review the principles that the off-site review team

found us to be in noncompliance with. They will also look to ensure that they agree with the findings of the off-site team regarding the other principles.

Michele Lockhart

She attended sessions that discussed how the campus community can be prepared for the site visit and how the visit can be viewed as another “report” in addition to the Compliance Certification Report (CCR).

Debbie Montgomery

She attended sessions that pertained to the library. The UT Dallas library is already doing what was discussed at the sessions.

Jessica Murphy

She learned that getting a good assessment plan comes from having clear student outcomes at the onset. This has helped in the discussions while developing the QEP.

Ben Porter

He attended a session that dealt with survey fatigue in which students were receiving a large number of surveys and the response rate decreased. It was found that having physical surveys at events increased the response rate. For a successful QEP, it was recommended that a marketing plan be implemented and included Q&A sessions with faculty, staff and students.

Gloria Shenoy

She attended a session that talked about the alignment between assessment reports, the strategic plan and program reviews. This is something that the Office of Assessment will explore in the future.

Beth N. Tolan

She attended many sessions that dealt with financial and physical resources. One of the takeaways was that Principle 3.11.3 should be reviewed carefully.

Mary Jo Venetis

SACSCOC is creating a task force that will focus on university systems and their operations. The task force will look into undue influence on policies by interest groups and how it relates to accreditation.

V. Evaluator Training

Serenity has a meeting with Dr. Benson and Dr. Wildenthal in early January 2017 in which she will discuss some senior leadership concerns, one of which is the assessment of the VP level units. This is one of the principles that is frequently cited (49% is found to be noncompliant with Principle 2.5-Institutional Effectiveness).

ACTION ITEM: Members of the Leadership Team should review the peer review training modules by the end of Spring 2017.

ACTION ITEM: Vy will send an email to the Leadership Team with the link to the SACSCOC peer review training modules.

ACTION ITEM: Links to other CCRs will be added to our website.

ACTION ITEM: Serenity will follow-up with the Vice-Provost of the University of Virginia about giving a presentation at their campus.

ACTION ITEM: Communication will be sent to faculty and staff who will meet with the on-site review team.

VI. Next Meeting

The Leadership Team will meet in February and April 2017. An update on the CCR will be sent in Summer 2017. Additional meeting will be scheduled as needed.

VII. Meeting Adjournment

Proposal: The Quality Enhancement Plan

“No student [will give] up on their education for lack of engagement, for a sense that somehow they don’t belong.”

- Chancellor McRaven, *Quantum Leap 9: Student Success*

Summary

In early March of 2016, a group of UT Dallas faculty, staff, students, and administrators convened to begin the process of topic selection for the Quality Enhancement Plan (QEP). Through a robust selection process which included the broad-based vetting of proposals to multiple campus constituency groups, and analysis of assessment data from both the National Survey of Student Engagement (NSSE) and the UT Dallas Office of Strategic Planning and Analysis (OSPA), it became clear that increasing levels of students’ engagement in their first year at UT Dallas, as an evidence-based practice, would serve the purpose of improving retention rates and ultimately student success. With the expansive growth of the UT Dallas student population since 2005, there exists a recognized need to concentrate a focused effort on engagement initiatives and to ensure all new students are recipients of these efforts. To further lend to the importance of improving student engagement, in September of 2016, UT System Chancellor, William McRaven, declared student engagement and students’ sense of belonging as crucial components of the ninth quantum leap related to student success. The expectation that all UT System campuses will commit to improving student engagement speaks to the abilities of UT Dallas to implement and sustain this QEP.

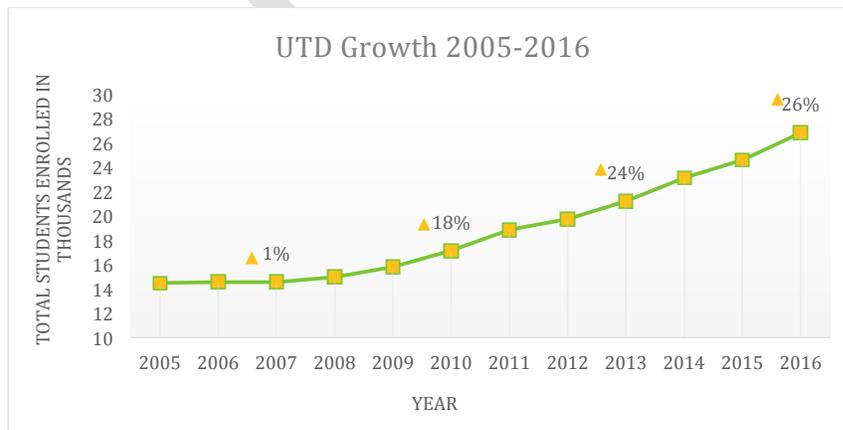


Figure 1: The University of Texas at Dallas Enrollment Growth 2005-2016

Issue

There is a need for increased engagement, leading to a sense of belonging, among students in their first year at UT Dallas.

Specific Populations Targeted for Inclusion in the QEP

- undergraduate first-time-in-college students (FTIC)
- new undergraduate transfer students
- new graduate students
- new international students

QEP in Support of the UT Dallas Mission

As stated in the UT Dallas mission statement, “The University of Texas at Dallas provides the State of Texas and the nation with excellent, innovative education and research. The University is committed to graduating well-rounded citizens whose education has prepared them for rewarding lives and productive careers in a constantly changing world; to continually improving educational and research programs in the arts and sciences, engineering, and management; and to assisting the commercialization of intellectual capital generated by students, staff, and faculty.” This QEP is specifically designed to improve persistence and bolster engagement opportunities for students in their critical first year at UT Dallas. The UT Dallas student demographic is culturally reflective of global diversity. This QEP provides an opportunity to prepare students to engage successfully in a similar workplace setting.

Student Learning Outcomes

1. Students will be able to identify the resources they need to navigate successfully toward becoming a UT Dallas graduate.

Through the Freshman and Transfer Seminars, new student programming, and the New Student Web Portal, students will be able to discover and connect with The University of Texas at Dallas.

2. Students will demonstrate awareness, inclusivity, and sensitivity when interacting with others.

Through the Freshman and Transfer Seminars’ “Diversity 101” presentation, service learning projects, and intercultural competence course interventions, students will learn to treat others with respect and listen to alternative points of view.

3. Students will garner a sense of belonging by developing a sense that faculty care about whether they learn.

Through the increased faculty development opportunities, the QEP has the potential to foster a sense of belonging through improving faculty-student interactions in the learning environment.

In addition, there will be a number of value-added outcomes to the programming that will be part of the QEP, such as improved communication throughout the university and clearer information for students in transition to UT Dallas.

Goals/Objectives

The QEP will improve student learning and the environment that supports student learning by focusing its programming in the following areas:

- Engagement (Commitment to Success/Partnering in the Learning Experience)
- UTD Readiness (Commitment to Academic Inquiry/Partnering in Knowledge Acquisition)
- Humanitarianism/Civic Engagement/Social Responsibility (Commitment to Self & Environment or Cultural Awareness/Partnering in the Global Experience)

Challenges

- Overall, the QEP will require buy-in from a number of stakeholders in upper-administration positions, including the President, the Executive Vice President, the Provost, the Graduate Dean, the Undergraduate Dean, and the Vice President of Student Affairs.
 - This QEP brings together people from across many different units that are not necessarily accustomed to working with each other.
- Revising the FTIC freshman seminar faces a number of challenges, including:
 - JSOM has adopted a model that works well for them; the other schools are engaging in ongoing revisions
 - variety and diversity are strengths of UT Dallas, but in this case the variety may present a challenge
 - Office of Undergraduate Education is experiencing turnover that has the potential to make the implementation of new ideas for UNIV 1010 difficult

- In addition to the QEP Director, the following positions will play an integral role in successfully implementing this plan:
 - Dean of Undergraduate Education
 - Associate Deans within the Office of Undergraduate Education
 - Provost
 - Vice President for Student Affairs
 - Dean of Graduate Studies
 - Associate Deans within the Office of Graduate Studies
 - Assistant Vice President, International Center

Accordingly, we will make explicit how existing job duties connect to the components of this plan.

- We are revisiting some ideas that we have tried before unsuccessfully.
 - Throughout our meetings in the Development and Implementation Committee, there has been a general agreement that some good ideas are worth trying again.

Components of the QEP

QEP Director

Job duties include:

- Coordinate the New Student Engagement Board
- Assist with developing the transfer student peer mentoring program
- Assist with the coordination and curriculum development of the seminar classes
- Work with the Office of Graduate Studies and the International Center to develop and coordinate proposed programs
- Data collection and assessment
- Best practices benchmarking
- Monitor and update new student web portal

QEP Actions to be Implemented

New Student Engagement Board (NSEB)

The NSEB will oversee the committees on campus responsible for new student engagement and programming and will coordinate all campus-wide efforts that target all first-year-at-UT Dallas students. This coordinated effort will facilitate awareness and stronger oversight of all campus efforts for students in transition to the university as well as the sharing of best practices across different units.

New Student Web Portal

The NSEB will develop a website that will serve as an electronic student engagement handbook. The site will have tabs to direct students of the four target populations (FTIC, new transfer students, new graduate students, and new international students) to content that is specific to the population. Focus groups will be held with current students in each of the populations to determine content.

Service Learning and Intercultural Competence Faculty Development

The QEP will establish service learning faculty development through the Center for Teaching and Learning and the Office for Student Volunteerism. In this initiative, we will create six small grants for each of two years (see Years 3 and 4 in timeline) for faculty teaching upper-division undergraduate and graduate courses to develop a service-learning component for their existing courses. This intervention uses a high-impact practice (service learning) to reinforce the work of “Diversity 101” presentations in the first-year seminars (another high-impact practice). It also has the potential to outlast the QEP as a faculty development opportunity. As indicated in the literature, programs aimed at first-year students should create ways for them to develop these ideas and skills later as well. The service learning course interventions will allow students the opportunity to continue addressing the humanitarianism objective beyond their first year.

FTIC Student Engagement

Mandatory Seminar Course for FTIC Students

The intent of this existing course is to assist first-time-in-college students with navigating the college experience, while introducing them to information that will provide a connection with engagement opportunities on the UT Dallas campus. The course is currently led by **First Year Leaders** who also provide one-on-one mentoring sessions outside of the classroom.

Recommended Additions to FTIC Seminar Components:

- Required summer reading
 - *Your College Experience: Strategies for Success* (John Gardner & Betsy Barefoot, 2014)
 - Topical book to change each year
 - Active discussion/assignment in the seminar class
- Required service learning activity

- To be coordinated by the Office of Student Volunteerism as an expansion of the Freshman Engaged in Service Together program
- Cultural Awareness through the Multicultural Center’s “Diversity 101” presentation in every section
 - Required intercultural competence writing assignment following the presentation
- Exploration of campus involvement opportunities with the assistance of the Student Affairs Center for Student Engagement
 - Student Organizations
 - Leadership development opportunities
 - Introduction to the Student Affairs Marketable Skills Co-Curricular Mapping Program (yet to be named)
- Health and Wellness awareness
 - To be coordinated with Student Affairs Health and Wellness Initiative (Student Counseling Center, Health Center, Student Wellness Center)
- Career Center information
 - Campus employment opportunities
 - Internship opportunities
 - Marketable Skills Co-Curricular Mapping Program reinforcement through resume integration
- Student Success Center presentation
- Financial Literacy
 - Success Center will present their Comet Cents Introduction Seminar to inform students about their Financial Success Program and workshop opportunities
- Academic Advisor session (general process information, degree plan explanation, etc.)
- Faculty Engagement
 - Faculty representative will provide students information related to appropriately engaging with professors

New Transfer Student Engagement

Development of a Transfer Student Peer Mentoring Program

This program will be reflective of the existing Freshman Mentor Program. All students selected as peer mentors will have been transfer students. Additionally, the transfer peer mentors may also serve as Transfer Year Leaders, leading the transfer seminar courses and providing one-on-one mentoring sessions to new transfer students outside of the classroom.

Jessica Murphy 2/21/2017 9:08 AM
Comment [1]: Some of these components already exist. This list is meant to demonstrate that we take these items to be a QEP priority as the freshman seminar advisory board considers its revisions to the seminar.

Mandatory Seminar Course for New Transfer Students

The intent of this course is to assist first-time at UT Dallas transfer students with navigating the college experience, while introducing them to information that will provide a connection with engagement opportunities on the UT Dallas campus.

Transfer Student Seminar Components:

- Required summer reading
 - Topical book to change each year
 - Active discussion/assignment in the seminar class
- Required service learning activity
 - To be coordinated by the Office of Student Volunteerism
- Cultural Awareness through the Multicultural Center's "Diversity 101" presentation
 - Required intercultural competence writing assignment following the presentation
- Exploration of campus involvement opportunities with the assistance of the Student Affairs Center for Student Engagement
 - Student Organizations
 - Leadership development opportunities
 - Introduction to the Student Affairs Marketable Skills Co-Curricular Mapping Program (yet to be named)
- Health and wellness awareness
 - To be coordinated by the Student Affairs Health and Wellness Initiative (Student Counseling Center, Health Center, Student Wellness Center)
- Career Center information
 - Campus employment opportunities
 - Internship opportunities
 - Resume writing
 - Career preparation
 - Marketable Skills Co-Curricular Mapping Program reinforcement through resume integration
- Student Success Center presentation
- Academic Advisor session (general process information, degree plan explanation, etc.)
- Faculty Engagement
 - Faculty representative will provide students information on how to appropriately engage with professors
 - Engaging in research opportunities

New Graduate Student Engagement

- Enrichment of the pre-orientation eLearning modules presenting information related to:
 - Research opportunities and engaging with faculty
 - Student Volunteerism Opportunities
 - Student engagement opportunities specific to graduate students
 - Cultural awareness education through a modified “Diversity 101” electronic presentation
 - Career Center services
- Development of a Graduate Student Association (similar to Student Government)
 - Approved by Marion Underwood and with the support of Briana Lemos (Student Government Advisor)
 - The Graduate Student Association will assume a primary role in aiding in the development of student engagement opportunities for new to UT Dallas graduate students.
- Viva Volunteer project and Alternative Spring Break trip specific to graduate students

New International Student Engagement

- Peer mentoring programs lead by domestic students. This could be an expansion of the iFriend program.
- Optional seminar course for international graduate students. Above peer mentors would serve as leaders for this course.
- International competency programs, offered by the International Center, to complement “Diversity 101” that will eventually become part of the seminar courses. This program will not only emphasize diversity, inclusivity and sensitivity when interacting with international UTD students, but will also enhance students’ preparation to compete in a global business environment.
- Formation of a UT Dallas Global Engagement Board. Goals:
 - Provide a dedicated forum for issues affecting new international students.
 - Maintain open channels of communication among international students, international student groups, and UT Dallas.
 - Participate in the planning and implementation of campus events and initiatives.
 - Represent the international student body as needed in campus focus groups, etc.

Timeline

All years of the QEP will have ongoing work and assessment by the NSEB. Assessment will involve the development and administration of a survey. Michael Carriaga, Accreditation and Assessment Coordinator, will design an instrument and help with data collection.

Year	QEP Activities
Development Year: 2016-2017	<ul style="list-style-type: none"> • Fall 2016: Development and Implementation Committee meetings, drafting of ideas for proposal • Spring 2017: proposal to President Benson • Spring 2017: Establishment of New Student Engagement Board • Summer 2017: Pilot design
Year 0: 2017-2018	<ul style="list-style-type: none"> • Pilot development and implementation <ul style="list-style-type: none"> • Run one section of revised freshman seminar in Fall 2017 • Make revisions to freshman seminar pilot in Spring 2018 • Report writing • Begin process of establishing the Graduate Student Association • Focus groups for web portal design
Year 1: 2018-2019	<ul style="list-style-type: none"> • Launch freshman seminar course • Develop transfer seminar course • Develop transfer peer mentor program • Expand iFriend program to include a peer mentoring component • Design New Student Web Portal

Jessica Murphy 2/21/2017 9:11 AM
Comment [2]: Given the changes in OUE, we may need to move the pilot to Spring 2018

Year	QEP Activities
Year 2: 2019-2020	<ul style="list-style-type: none"> • Launch the transfer peer mentor program • Pilot one section of the transfer seminar course • Design pre-orientation module for graduate students • Open Viva Volunteer project and Alternative Spring Break opportunity specifically for graduate students • Launch New Student Web Portal • Establish UT Dallas Global Engagement Board • Develop common reading program
Year 3: 2020-2021	<ul style="list-style-type: none"> • Launch transfer seminar course • Launch pre-orientation module for graduate students • Design optional international graduate student seminar • Launch common reading program; incorporate into all first-year programming • 6 service learning faculty development grants awarded <ul style="list-style-type: none"> • faculty chosen work throughout the year to develop service learning projects for their select existing courses
Year 4: 2021-2022	<ul style="list-style-type: none"> • Pilot one section of optional international graduate student seminar • Design international competency program • Launch the 6 service-learning-enhanced classes developed as part of the grant program in Year 3 • Award 6 more development grants for service learning • Continue common reading program

Year	QEP Activities
Year 5: 2022-2023	<ul style="list-style-type: none"> • Launch optional international graduate student seminar • Integrate international competency program into freshman, transfer, and international graduate student seminar courses • Launch 6 service-learning-enhanced classes • Continue common reading program

Budget

Overall estimate for the cost of the QEP over the five years of the plan is \$1,322,750, with \$1,160,000 consisting of additional costs. Our preliminary budget is organized by the Goals/Objectives listed above. Each of the interventions associated with the different target populations falls under one of these goals. Figure 2 includes a breakdown of the budget using these goals.

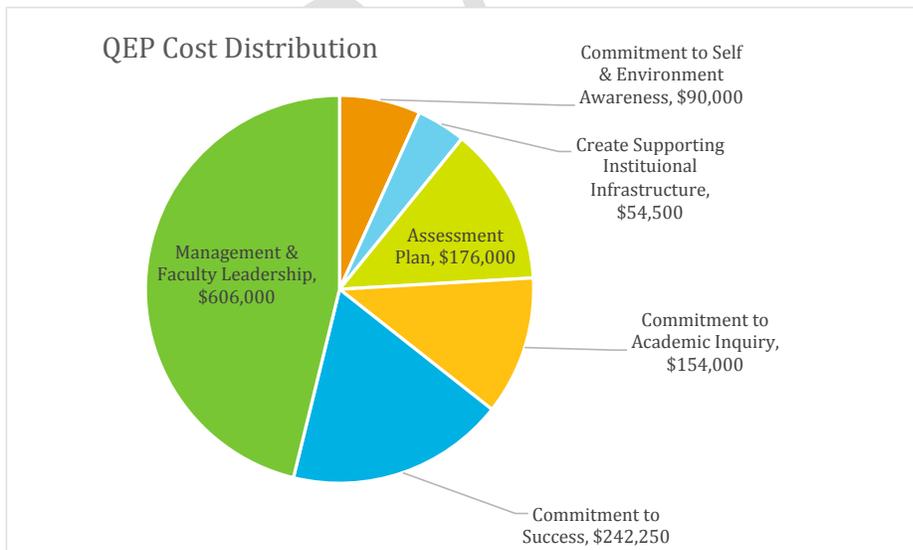


Figure 2: Quality Enhancement Plan Cost Distribution

QEP Goals and Interventions	Total
Commitment to Success	
Establish New Student Engagement Board (NESB)	
Events	8,000
Seed funding for staff/student organizations	2,250
Establish New Student Engagement Board Subtotal	10,250
Alignment of Graduate and Undergraduate Pre-Orientation Activities	
Curriculum development	4,500
Seed funding for staff/student organizations	3,000
Alignment of Graduate and Undergraduate Pre-Orientation Activities Subtotal	7,500
Establish Transfer Seminar	
Curriculum/Course Development	10,000
Course Materials	5,000
Facilitators	7,500
Establish Transfer Seminar Subtotal	22,500
Establish Graduate Student Government	
Executive Committee	40,000
Administrative Costs	12,000
Student Projects & Student Travel	140,000
Student Elections	10,000
Establish Graduate Student Government Subtotal	202,000
Commitment to Success Subtotal	242,250
Commitment to Academic Inquiry	
Expand Freshman Seminar Curriculum to Promote Intellectual Curiosity	
Curriculum Development	3,000
Service Learning Development	5,000
Expand Freshman Seminar Curriculum to Promote Intellectual Curiosity Subtotal	8,000
Establish Common Reading Program	
Books and Course Materials	80,000
Invited Speaker	40,000
Curriculum Development	20,000
Faculty Facilitators	6,000
Establish Common Reading Program Subtotal	146,000

QEP Goals and Interventions	Total
Commitment to Academic Inquiry	154,000
Commitment to Self & Environment Awareness	
Incorporate Service Learning Components into Existing Courses	
Service Learning Workshops/Faculty Development	25,000
Course Development	20,000
Incorporate Service Learning Components into Existing Courses Subtotal	45,000
Develop Cultural Awareness Writing Assignment for Existing Courses	
Cultural Awareness Workshops/Faculty Development	25,000
Course Development	20,000
Develop Cultural Awareness Writing Assignment for Existing Courses Subtotal	45,000
Commitment to Self & Environment Awareness Subtotal	90,000
Create Supporting Institutional Infrastructure	
Communications and Marketing	41,000
Travel (directors/program managers)	13,500
Create Supporting Institutional Infrastructure Subtotal	54,500
Plan Assessment	
Administrative Oversight and Support	115,000
Faculty Release Time	45,000
Materials and Supplies	16,000
Plan Assessment Subtotal	176,000
Plan Management and Faculty Leadership	
Director	362,000
Administrative Assistant	205,000
Student Assistants	39,000
Plan Management and Faculty Leadership Subtotal	606,000
Total	\$1,322,750

Table 1: Budget Detail for Life of Plan

Assessment Plan

1. We will assess the QEP using rubrics and surveys derived from programs as well as data from the National Survey of Student Engagement.
 - a. Suggestions from our assessment experts include:
 - i. Select items from the NSSE (would apply to FTIC students, only)
 - ii. Select items from program assessments
 - iii. Integrate a survey for each of the eLearning modules
 - iv. Service learning outcomes will be measured through reflective writing. This will require development of writing prompts and a rubric, as well as recruitment of staff and faculty to review and score students' reflection papers.
 - v. Use the AAC&U Rubrics to score students' writing assignments. The rubric may need to be adapted to align with specific outcomes of these assignments.
 - vi. Tracking use/participation in programs/experiences/services
 - vii. Co-curricular program assessments

QEP References

- Barnett, E. A., Bork, R. H., Mayer, A. K., Pretlow, J., Wathington, H. D., & Weiss, M. J. (2012). Bridging the Gap: An Impact Study of Eight Developmental Summer Bridge Programs in Texas. *National Center for Postsecondary Research*.
- Bauer, T., Kniffin, L. E., & Priest, K. L. (2015). The future of service-learning and community engagement: asset-based approaches and student learning in first-year courses. *Michigan Journal of Community Service Learning, 22*(1), 89-93.
- Calhoun, J. (2016). Junior Year in College: Make it Great. *UniversityParent*. Retrieved May 25, 2016 from <https://www.universityparent.com/topics/academics/junior-year-in-college/#gsc.tab=0>
- Carini, R. M., Kuh, G. D., & Klein, S. P. (2006). Student engagement and student learning: Testing the linkages. *Research in Higher Education, 47*(1), 1-32.
- Coley, C., Coley, T., & Lynch-Holmes, K. (n.d.). Retention and student success: Implementing strategies that make a difference. *ellucian White Paper Series*. Retrieved May 24, 2016 from <http://www.ellucian.com/Insights/Retention-and-student-success--Implementing-strategies-that-make-a-difference/>
- Colleges with Great First-Year Experiences. (2016). *U.S. News & World Report*. Retrieved October 11, 2016 from <http://colleges.usnews.rankingsandreviews.com/best-colleges/rankings/first-year-experience-programs>
- Cox, T. D., & Lemon, M. A. (2016). A Curricular Intervention for Teaching and Learning: Measurement of Gains of First-Year College Student Learning. *Journal of the Scholarship of Teaching and Learning, 16*(3), 1-10.
- Dartmouth University. (2016). *Welcome to your Junior Year*. Retrieved May 24, 2016 from <http://www.dartmouth.edu/~upperde/juniors/>
- DeAngelo, L. (2014). Programs and Practices that Retain Students from the First to Second Year: Results from a National Study. *New Directions for Institutional Research, 160*, 53-75.
- Elkins, S. A., Braxton, J. M., & James, G. W. (2000). Tinto's separation stage and its influence on first-semester college student persistence. *Research in Higher Education, 41*(2), 251-268.
- Greenfield, G. M., Keup, J. R., & Gardner, J. N. (2013). *Developing and sustaining successful first-year programs: A guide for practitioners*. John Wiley & Sons.

- Hunt, K., Kelleher, J.P., Mattingly, S., & Ambrose, J. (2008). *Ground Up or Top Down: Two Ways to Create a Senior Year Experience*. Presented at the 15th National Conference on Students in Transition, Columbia, SC.
- Ishler, J., & Upcraft, M. (2004). The Keys to First-Year Student Persistence. In Upcraft, M. & Gardner, J. & Barefoot, B. (Eds.), *Challenging and Supporting the First-Year Student: A Handbook for Improving the First Year in College* (27-46). Indianapolis, IN: Jossey-Bass.
- Jamelske, E. (2009). Measuring the impact of a university first-year experience program on student GPA and retention. *Higher Education*, 57(3), 373-391.
- Kinkead, J., & Blockus, L. (2012). *Undergraduate research offices & programs: Models and practices*. Utah State University Faculty Monographs.
- Kinzie, J. (2013). Advancing the study of a movement: The status of methods and measures in first-year experience and student transition research. *Journal of The First-Year Experience & Students in Transition*, 25(2), 39-52.
- Kuh, G. D., & O'Donnell, K., & Reed, S. (2013). *Ensuring Quality & Taking High-Impact Practices to Scale*. Washington, DC: AAC&U. Retrieved from <http://www.aacu.org/leap>
- Lane, S. D., & Lewis, T.N. (2013). The “digital divide”, social media, and education-related outcomes. *The Online Journal of New Horizons in Education*, 3(2), 39-50.
- Lopatto, D. (2003). The essential features of undergraduate research. *Council on Undergraduate Research Quarterly*, 24, 139-142.
- Mills, S. A., & Mehaffy, G. L. (2016). Challenging the First Year of College: Old Models and New Imperatives. *New Directions for Teaching and Learning*, 145, 57-65.
- Najmabadi, S. (2017, January 13). How Colleges Can Teach Students to Be Good Citizens. *The Chronicle of Higher Education*. Retrieved January 13, 2017 from <http://www.chronicle.com/article/How-Colleges-Can-Teach/238891>
- Nalbone, D. P., Kovach, R. J., Fish, J. N., McCoy, K. M., Jones, K. E., & Wright, H. R. (2016). Social Networking Web Sites as a Tool for Student Transitions: Purposive Use of Social Networking Web Sites for the First-Year Experience. *Journal of College Student Retention: Research, Theory & Practice*, 17(4), 489-512.
- Padgett, R. D., & Keup, J. R. (2011). *2009 National Survey of First-Year Seminars: Ongoing Efforts to Support Students in Transition. Research Reports on College Transitions No. 2*. Columbia, SC: National Resource Center for The First-Year Experience and Students in Transition.

- Padgett, R. D., Keup, J. R., & Pascarella, E. T. (2013). The impact of first-year seminars on college students' life-long learning orientations. *Journal of Student Affairs Research and Practice*, 50(2), 133-151.
- Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students (Vol. 2)*. K. A. Feldman (Ed.). San Francisco, CA: Jossey-Bass.
- Permzadian, V., & Credé, M. (2016). Do first-year seminars improve college grades and retention? A quantitative review of their overall effectiveness and an examination of moderators of effectiveness. *Review of Educational Research*, 86(1), 277-316.
- Porter, S. R., & Swing, R. L. (2006). Understanding how first-year seminars affect persistence. *Research in Higher Education*, 47(1), 89-109.
- Powers, E. (2008, January 31). Targeting 'The Lost Year'. *Inside Higher Ed*. Retrieved May 25, 2016 from <https://www.insidehighered.com/news/2008/01/31/secondyear>
- Ray, J., & Kafka, S. (2014). Life in College Matters for Life After College. *GALLUP*. Retrieved December 15, 2016 from <http://www.gallup.com/poll/168848/life-college-matters-life-college.aspx>
- Schaller, M. A. (2005). Wandering and wondering: Traversing the uneven terrain of the second college year. *About Campus*, 10(3), 17-24.
- Strayhorn, T. L. (2012). *College students' sense of belonging: A key to educational success for all students*. Routledge.
- Tinto, V. (2016, September 26). From Retention to Persistence. *Inside Higher Ed*. Retrieved September 26, 2016 from <https://www.insidehighered.com/views/2016/09/26/how-improve-student-persistence-and-completion-essay>
- University of Leicester, Student Retention Project. (n.d.). *Sense of Belonging Literature Review*. Retrieved from <http://www2.le.ac.uk/offices/ssds/projects/student-retention-project/dissemination/papers-and-publications/Sense%20of%20Belonging%20Lit%20Review.docx/view>
- University of Leicester, Student Retention Project. (2010). *The Student Retention and Success Project*. Retrieved from <http://www2.le.ac.uk/offices/ssds/projects/student-retention-project>
- University of Texas at Dallas, Office of Strategic Planning and Analysis. (n.d.). *UT Dallas Common Data Set 2015-2016*. Retrieved May 27, 2016 from https://www.utdallas.edu/ospa/files/CDS_2015-2016-FINAL.pdf
- University of Texas at Dallas. (2012). *UTD Strategic Plan: Creating the Future*. Retrieved May 24, 2016 from <http://www.utdallas.edu/strategicplan/index.php?id=b>

Webb, S. A. (2007, July 6). The Importance of Undergraduate Research. *Science Careers*. Retrieved November, 29, 2013 from <http://www.sciencemag.org/careers/2007/07/importance-undergraduate-research>

DRAFT