

# ROLLINS COLLEGE

## Drafted Idea and Rationale for Rollins College's

### *Quality Enhancement Plan*--required for SACS reaffirmation of accreditation 2/19/04

#### *Education for citizenship and leadership in local and global communities*

1. A&S students desire greater exploration of citizenship and leadership topics in their education at Rollins, as shown in their recent demonstration of support at the 2/13/04 Colloquium. Exploration of these topics could be adapted for Crummer and Holt as well. Emphases of these topics could be both curricular and co-curricular. Faculty and student scholars might collaborate on local, national, and international projects focusing on these topics. Thematic approaches for sustained discussion over the course of a year (similar to "Gender Matters") could be an approach to integrate and make efforts more intentional across campus. New and existing courses could emphasize these topics in the context of the social and natural sciences as well as the humanities and post-911 national and international perspectives. Assessment measures could include pre- and post attitudinal surveys of students, individual course assessment related to field and travel studies, and entrance essays compared with demonstrated competencies in capstone courses.
2. A stronger climate of student engagement and social integration would encourage a more supportive environment for academic excellence. Academic achievement and student retention correlate positively with greater student engagement and social integration as demonstrated in the research of Alexander Astin and Vincent Tinto. At Rollins, several surveys (including the National Survey of Student Engagement, the Cooperative Institutional Research Program, the First-Year Initiative, the Residence Life Survey, and the College Student Survey) of A&S first-year students and seniors highlight the opportunity to improve social integration among students at Rollins. Early indications from the First-Year Initiative Survey at Rollins also show that students in living-learning communities are more likely than other first-year students to report positive academic experiences such as identifying solutions for complex problems, having meaningful class discussions, the ability to see multiple sides of issues, and the ability to evaluate the quality of opinions and facts. Learning community opportunities could also be created and encouraged for non-residential students (A&S, Crummer, and Holt) to further test these positive results.
3. The Honor Code being developed by and for A&S students addresses issues of academic integrity central to citizenship within the Rollins community. Being accountable for behavior would further encourage the development of values necessary to support an effective learning environment.
4. Citizenship and leadership are central elements in the 2004 mission statement for Rollins College. These elements can be traced to the 1992 mission statement advocating the education of Rollins students "for active citizenship in a global society." One goal proposed in the drafted strategic plan is to "educate our students for responsible citizenship and ethical leadership in local and global communities." Strategies drafted to support this goal could serve as a possible guide for the QEP:
  1. Explore/design initiatives across College programs to promote responsible citizenship.
  2. Explore/design initiatives across College programs to promote ethical leadership.
  3. Continue to develop ties with selected local, national, and international entities that promote faculty and student involvement in service, including internships.
  4. Strengthen our international programs, including faculty and student exchanges, study-abroad opportunities, and curricular offerings.
5. As a QEP topic, "education for citizenship and leadership in local and global communities" offers an important international focus with the potential for promoting student awareness of international issues and cultural understanding. It would encourage the development of international ties to promote faculty and student involvement in service, collaborative learning, and research opportunities in global communities. Students could learn and apply theoretical concepts and historical examples through case studies, internships, practica, service learning, and community engagement with desired learning outcomes specified for such experiences.