1. University of La Verne

2. Kat Weaver, Director of La Verne Experience (principal investigator)
   University of La Verne
   1950 Third Street
   La Verne, CA 91750
   kweaver@laverne.edu

   Felicia Beardsley, Interim Dean, College of Arts and Sciences (additional contact, back-up)
   University of La Verne
   1950 Third Street
   La Verne, CA 91750
   fbeardsley@laverne.edu

3. Our Initiative. Under this grant project, the University of La Verne planned the implementation of a Sophomore Seminar experience as part of its La Verne Experience initiative. This was to be a course offered in a seminar style format with a small student cohort that extends the curricular experience into the co-curricular. The course was to be facilitated by a full-time faculty member who was assisted by a peer student drawn from the Junior or Senior class. The ideal was to scaffold onto the Freshman La Verne Experience by expanding the student experience beyond the classroom and integrating opportunities for personal and social responsibility with relationship building between students, peer, faculty, and the community at large. Ultimately it was expected that the seminar would build on the values of the university while encouraging an appreciation for the co-curricular. It was also expected to provide a safe space for students to identify and develop their strengths and creativity, while they learned how to practice the art of leveraging their unique talents; in short the seminar was expected to offer a transformative experience directed toward a budding wholeness.

The overall parameters for the seminar were set by a faculty committee:
   a small cohort of students joined by a peer mentor from the Junior or Senior class
   facilitation by a full-time faculty member
   a focus on an exploration of values
   participation in a host of co-curricular events both on and off campus
   self-reflection inspired by the co-curricular events

With these parameters in mind, the expectation was to see an integration between the curricular and co-curricular experiences that allow students to draw connections between academe and the world beyond the classroom, expanding their sense of community, and encourage mindfulness, self-reflection, active engagement, and identification of personal values. Additionally, the Sophomore
The seminar experience was expected to expose students to a diversity of viewpoints and experiences, while cultivating reflection, resiliency, confidence and deep connections to their personal lives through open discussions about the ideas and issues presented. From our perspective, the seminar was considered an opportunity for a transformative experience through personal engagement within a community of peers, shared interests and learning beyond the classroom.

For University of La Verne, the psycho-social mission is paramount and integral to our core values and identity. The university is committed to supporting the whole learner through its values, which are fully integrated in a curriculum that engages the co-curricular, guided reflection of self and self as a member of the community ethical reasoning, appreciation for diversity and inclusivity, importance of community and civic engagement, and commitment to lifelong learning. It’s signature program, the La Verne Experience, is the means by which we are devoting energy, resources and attention toward supporting the whole student. The La Verne Experience is a pedagogical initiative that presents curricular and co-curricular opportunities for engagement, purposefulness and flourishing intellectually, emotively, behaviorally, and civically.

For us, the La Verne Experience is a deep commitment across domains and involves the full spectrum of our faculty, deans, students and student peer mentors, administration and the community at large. It is our mechanism to expend students’ personal context from the personal to the global, and combines the pursuit of our Baccalaureate Goals with the rigors of the major field of study. As part of this curricular/co-curricular journey, the SoLVE seminar would be required of every Sophomore student, and was developed as a touch-point of that learning experience and the La Verne Experience, where students explore the broader community, examine a diversity of perspectives and feel safe to express their own, and begin to identify and internalize the values they hold most dear through guided reflection and a contextual appraisal of the university’s values.

4. **Substantive changes to the project.** Our original expectation was to offer the SoLVE seminar every semester, with all Freshmen who advanced to Sophomore status, as well as transfer students entering the university as Advanced Freshmen or as Sophomores taking the class. Our trial offering of the class was Fall 2014. We had planned on 30 sections of 20 students each, taught by full-time faculty and students in our Psy.D. program—this changed to one section of the course offered, taught by an adjunct faculty member who is also the director of our ADA office. We did not plan on any class offerings for Spring 2015 owing to the lack of enrollment in the initial Fall semester.

One of the other aspects of the SoLVE seminar was to engage upperclassmen (Juniors and Seniors) as peer mentors; with the limited enrollment in the Fall semester, we did not recruit any student peer mentors. However, we did extend the student peer mentor recruitment to our FLEX (Freshman La Verne Experience learning communities) program, by running a trial with students who serve as Summer Orientation advisors for the incoming freshman. Four student advisors (Orientation Week Leaders) opted to serve as peer mentors with FLEX learning communities—this has turned into a rewarding experience for them, as well as the students in the learning communities. We have seen an increase in the level of comfort and feeling of sense of community among both the Freshmen and the student peer mentors.

Our expectation, too, was to insure that the SoLVE seminar would be added to the General Educational/Values requirement of our La Verne students beginning Fall 2014. However, our
faculty committee that examines and advises on curricular changes in the General Education program did not approve this change until early this Spring 2015 semester, which means the SoLVE will not be a requirement for current students but for new students admitted in Fall 2015.

5. **Infusion into ongoing aspects of the university.** The SoLVE seminar has now been added to the General Education requirements of new students admitted to the university beginning Fall 2015. It is now a key touch-point of contact with our students as part of the La Verne Experience initiative. The SoLVE seminar, coupled with the first experience of our newly admitted students—the FLEX, freshman learning community—is a combination that covers the core values of the university’s mission and insures students are introduced early in their academic careers to the interdisciplinary nature of knowledge domains.

6. **Major lessons learned to date.**
   a. **Institutional capacity.** The University of La Verne is fully committed to addressing the psycho-social wellbeing of our students. This commitment extends to 1) supporting the SoLVE seminar and its implementation, 2) working to insure the SoLVE seminar is integrated into the core curriculum of each undergraduate student, 3) identifying full-time faculty interested in guiding students within the seminar classes, 4) continuing to recruit and train graduate students to participate and lead the seminar classes. The commitment of the University of La Verne to psycho-social wellbeing is infused throughout the La Verne Experience initiative, and not just confined to the SoLVE seminar.
   b. **Faculty, staff, student understanding.** The core values of University of La Verne sync well with the goals of psycho-social wellbeing; so much so that it has taken little effort to integrate psycho-social wellbeing into the curriculum and co-curricular activities of the university. Our faculty, staff and students have embraced the deliberate, intentional and active programming of psycho-social wellbeing into the La Verne Experience initiative. They have even applauded the intentionality of our efforts because it has benefitted all through increased retention and persistence, higher GPAs, students who are content and feel connected to the community, and faculty who can walk into a class and know that their students are confident in their personal habits and values. The University of La Verne started a deliberate infusion of well-being initiatives with the FLEX program, supported in part by funding and prompting through the Bringing Theory to Practice program. We are forever grateful for this prompt simply because it has made us think, plan and act more deliberately, and to more consciously look at the support systems we have in place for our students.
   c. **Evidence.** Our first (and only) SoLVE seminar resulted in rave reviews by those students who enrolled in the class. The first line of evidence we gather related to the success of a class is through course evaluations, and more importantly the comments students make on those evaluations.

Additional lines of assessment that have yet to be fully evaluated include participation in the PSRI (Personal and Social Responsibility Inventory), pre- and post-seminar reflection essays on values, pre- and post-seminar administration of the Keyes Flourishing Scale, and measures of persistence, retention and participation in peer mentoring programs in their Junior and Senior years.

7. **Next steps.** Our next steps include completion of current timeline provided in the original proposal, and moving forward see the full implementation of SoLVE seminars as a sophomore requirement. This includes the recruitment and training of our PsyD students as instructors, full
development and implementation of a student peer mentoring program, assessment of the culminating reflection essay in student ePortfolios.

The original timetable was:

SoLVE Timetable

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. Faculty workshops to establish broad goals</td>
<td>1. Faculty workshops to create learning objectives</td>
<td>1. Create course outline</td>
<td>1. Submission to catalog</td>
<td>1. Workshop and training for faculty</td>
<td>1. Course goes live, 30 sections offered</td>
<td>1. Assessment for inaugural offering of course</td>
</tr>
<tr>
<td>2. Committee reviews and approvals</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**UPDATE, JULY 2015**

- MET MET MET MET
- MET Submitted to catalog as a requirement for Sophomores in Jan 2015, and has been adopted for the entering Fall 2015 class. Faculty, graduate students and staff recruited.
- MET Only one section of the course was filled. Fall 2015 four sections of the course are planned
- ONGOING

Each goal was met, other than the Fall 2014 goal of 30 sections of the SoLVE seminar offered. Assessment is currently underway. For our next steps, we look toward full implementation of SoLVE.

Fall 2015: Four SoLVE Seminars offered.
- Assessment continues and is ongoing.
- SoLVE is now a La Verne Experience requirement for all Sophomores admitted to the university from Fall 2015 and forward.
- Recruitment of faculty to teach seminars; training and recruitment of student peer mentors.

Subsequent semesters: Continue to offer SoLVE, continue assessment, recruit additional faculty and student peer mentors.

8. **Budget Information.**

a and b. Expenditure categories and amounts for use of BTtoP grant, La Verne matching.

The original budget proposed for the project follows, and identifies the BTtoP expenditure requests and La Verne matching funds. The categories of expenditures includes payment for workshops for faculty, payments for speakers and trainers at the workshops that will focus on foundational information related to well-being, positive psychology, stipends for faculty to participate in the
workshops/training, food and refreshments for the workshops and training, support for the SoLVE seminars through fees to events and travel costs (buses, etc.).

Estimated Budget for Planning, Development and Implementation of SoLVE

<table>
<thead>
<tr>
<th>Training</th>
<th>Spring 2014</th>
<th>BTtP</th>
<th>ULV</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stipends, faculty</td>
<td>30 @ $100</td>
<td></td>
<td></td>
<td>3,000</td>
</tr>
<tr>
<td>Speakers</td>
<td>2 @ $1,000</td>
<td>1 @ $3,000 (transportation, lodging, speaking fee)</td>
<td></td>
<td>5,000</td>
</tr>
<tr>
<td>Materials</td>
<td>$150 (copying, other)</td>
<td></td>
<td></td>
<td>150</td>
</tr>
<tr>
<td>Snacks</td>
<td>$350 (food, beverages)</td>
<td></td>
<td></td>
<td>350</td>
</tr>
<tr>
<td>Course</td>
<td>Fall 2014</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation, entry fees, tickets into events</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stipends, faculty (incentive, enticement)</td>
<td>30 faculty/instructors 10 on load, 10 overload, 10 PsyD, $1,500 (equiv)</td>
<td></td>
<td></td>
<td>15,000</td>
</tr>
<tr>
<td>Scholarships, student peers</td>
<td>30 @ $150</td>
<td></td>
<td></td>
<td>4,500</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td>10,000</td>
</tr>
</tbody>
</table>

c. **In-kind commitments by La Verne.** In-kind commitments by La Verne are included in the table above, but are not listed as “(equiv) —or equivalent to $10,000”—in recognition that the courses are taught on-load, at an equivalent rate of $1,000 per course per faculty member.

d. **Current balances in all categories.** Explanation for changes are included in italics in each section of the budget chart. The chart is followed by additional descriptions of expenditures.

Current Balances in SoLVE Budget for Planning, Development and Implementation

<table>
<thead>
<tr>
<th>Training</th>
<th>Spring 2014</th>
<th>BTtP</th>
<th>ULV</th>
<th>TOTAL SO FAR</th>
<th>EXPECTED COSTS MOVING FORWARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stipends, faculty</td>
<td>*incentive to attend training workshops</td>
<td>30 @ $100</td>
<td></td>
<td></td>
<td>3,000</td>
</tr>
<tr>
<td>Speakers</td>
<td>*fees changed between submission of proposal and actual workshops/training</td>
<td>2 @ $1,000</td>
<td>1 @ $3,000 (transportation, lodging, speaking fee)</td>
<td></td>
<td>5,000</td>
</tr>
<tr>
<td>2 Psychology faculty as key trainers (1-Multicultural; 1-Positive Psychology)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key speaker was Laurie Schreiner, Professor and Chair of Doctoral</td>
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</tbody>
</table>
La Verne sponsored two workshops for faculty and staff, in preparation for the trial launch of the first SoLVE seminars. The first workshop was focused on a discussion about first generation and underserved students, the diversity of pedagogical needs and learning styles considered best practices for these populations, and psycho-social well-being and awareness. Two of our key faculty members were invited to lead the workshop: Dr. Rocio Rosales, who specializes in multicultural psychology and Latino/a community engagement, and Dr. Jerry Kernes, who specializes in positive psychology. The workshop was lively, engaging and provided a significant foundation in our move forward to establishing the SoLVE program. This was a half-day workshop with refreshments provided.

The second workshop was all day, with an invitation to all faculty, staff and students. The keynote speaker was Dr. Laurie Schreiner, Professor and Chair of Doctoral Programs in Higher Education at Azusa Pacific University. The workshop was entitled, Thriving in College: Expanding our Vision for Student Success. Dr. Schreiner’s expertise is on student success and thriving in college, student satisfaction and retention, strengths-based advising and educational practices, campus climate and
sense of community, and the programming needs of first-year students and sophomores. She is co-author of the Student Satisfaction Inventory, and has been a senior research associate for the Gallup Organization; she has also completed the national validity study of StrengthsFinder with college students. A reception followed for workshop participants, including the FLEX faculty—particularly as their students would be the participants in SoLVE; for us, it is important the FLEX learning communities are aware of the next benchmark in the La Verne Experience.
1. **Course Designation, Authorship, and Date**
   a. CORE 200  
   b. Sophomore Seminar  
   c. 2 Semester Hours  
   d. Cross Listing:  
   e. Proposed for Fall Semester, 2014  
   f. Proposed by Kat Weaver  
   g. Prepared January 15, 2014  

2. **Course Description**
   The Sophomore Seminar course focuses on La Verne values, extends the curricular experience into the co-curricular, and builds the e-portfolio (a tool that will present artifacts that demonstrate transformative learning through the application of discipline and integrative knowledge). The goal of the Sophomore Seminar course is to expose students to how their liberal arts education provides a foundation that reveals the inter-connection of social justice, civic engagement, diversity and inclusivity, and their role in solving local, national, and global problems. Sophomore Seminar will scaffold onto the Freshman La Verne Experience (FLEX) by expanding the student experience beyond the classroom. The seminar provides a safe space for students to begin to explore their belief systems, develop skills in cultural competence, cultivate and expand their sense of personal and social responsibility, as well as identify their strengths and creativity, as they engage with the university and local community. The expectation is that each class will retain a theme, so a catalog entry will look something like this: **CORE 200, Sophomore Seminar: Social Justice**

   Catalog description: The Sophomore Seminar course focuses on La Verne values, extends the curricular experience into the co-curricular, and builds the e-portfolio.

3. **Goals**
   a. Integrate a diversity of viewpoints and experiences through meaningful reflection and encourage a sense of responsibility toward others and an appreciation for the opinions, beliefs, values and viewpoints of others.  
   b. Collaborate within a community of peers and explore shared interests and critical thinking beyond the classroom.  
   c. Develop competency skills in diversity and cultural awareness, interfaith understanding, and personal and social responsibility.

4. **Course Contents**
   a. Exploration of university values  
   b. Attendance of Co-curricular Events (on and off campus) and discussion of the inter-connection of curricular, co-curricular, and values areas.  
   c. Development of an e-Portfolio  
   d. Examination of Major/Career options  
   e. Exploration of the inter-connection of social justice, civic engagement, diversity and inclusivity and the student’s role in solving local, national, and global problems.

5. **Evidence of Learning Outcomes**
Students will be expected to demonstrate proficient analysis, synthesis and organized insight articulated through:

a. Consistent participation in classroom discussion.

b. Attendance and personal reflection within an e-Portfolio of eight co-curricular events (six university sponsored, main campus events and two off-campus events).

c. Demonstration of effective critical thinking and evidence of meaningful reflection on the University of La Verne’s values, reading assignments, and class discussions within an e-Portfolio.

6. Assessment Plan

a. Attendance at Co-curricular events
Students will attend eight co-curricular events (six university sponsored, main campus events and two off-campus events).

b. Build an e-Portfolio
Students will build an e-Portfolio and will create reflective artifacts that contemplate, examine, and internalize university values, co-curricular events, readings, class discussions, speakers, faculty panels, and workshops. E-Portfolios will be presented to the class in a formal presentation at the end of the semester.

c. Classroom Discussion
Students are expected to attend faculty panels and values workshops. All students are expected to participate in the open classroom discussion sessions, lending their opinions and insights based on the assigned readings, workshops, events, and other material provided by the professors.

7. Texts, Materials and Resources

a. Potential Books
Night - Elie Wiesel

Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets - John P. Kretzmann and John L. McKnight


Democracy and Education by John Dewey

The Poverty and Education Reader: A Call for Equity in Many Voices - Edited by Paul C. Gorski and Julie Landsman

Streets of Hope: The Fall and Rise of an Urban Neighborhood
By Peter Medoff and Holly Sklar
Community: The Structure of Belonging by Peter Block

The Careless Society: Community And Its Counterfeits
By John Mcknight

Better Together: Restoring the American Community
By Robert D. Putnam, Lewis Feldstein, and Donald J. Cohen

Walk Out Walk On: A Learning Journey into Communities Daring to Live the Future Now (BK Currents) by Margaret Wheatley and Deborah Frieze

Appendix:

Evidence of GE Learning Outcomes

Ethical Reasoning (UVVO), Diversity & Inclusivity (UVCD), and Life-long Learning (UVLL)

1. The course will cover the values of the University through a number of modes. Students will read a text related to the university’s values (UVVO, UVCD, UVLL, or UVCS). Faculty panels and workshops led by the offices of community engagement, diversity, as well as the university chaplain, will introduce values systems, issues around diversity and cultural awareness, as well as interfaith differences. Class discussions led by course professors and faculty sponsored co-curricular events will encourage reflection on all university values.

2. The course will require students to write a reflection on their own values that integrates activities and events within a larger community (university as well as outside events).

3. The course will require students to integrate a diversity of viewpoints and experiences through meaningful reflection and encourage a sense of responsibility toward others and an appreciation for the opinions, beliefs, cultures, values, and viewpoints of others.

4. The course will require students to develop an e-Portfolio that incorporates reflections on values, co-curricular events, as well as major/career paths. Reflections will integrate information from readings, events, lectures, discussions, and outside research on career goals. Students will utilize appropriate technology in their searches and incorporate information within the reflections.