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Education is not preparation for life; education is life itself.

John Dewey

Task Force: Academic Portfolio
Committee Name: Active Learning Subcommittee
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At a Glance Summary

Active learning as a curricular and co-curricular approach reinforces UNC's public purpose mission through a commitment to engage students and society. Active learning supports our anchor institution role to promote vibrant healthy communities, and our civic role to educate students for participation in society. Furthermore, it distinguishes UNC and embodies the diversity of opportunities and experiences we offer to students, and in so doing underscores the value and significance of a UNC degree and educational experience.

The Active Learning subcommittee makes the following recommendations to support the overarching goal that:

> All UNC students will graduate with active learning experiences from their academic programs and co-curricular opportunities that enhance their learning, professional development, and future as engaged members of a just democratic society.

Institutional Recommendations 1-5 provide the foundational structures, resources and leadership, so that:

1. All UNC students will graduate with a range of Active Learning experiences;
2. Active Learning will be acknowledged and scaffolded as a central part of UNC's Academic Portfolio and Student Affairs;
3. An Associate Provost for Undergraduate Education and Academic Engagement will lead the work to implement recommendations across campus;
4. Active Learning will be recognized as central in UNC branding and our identity, and;
5. The acquisition and adoption of a Digital Credential or badging system will document and support this work for students, campus and employers.

Active Learning Signature Area Recommendations 6-12 focus on fortifying existing key elements in the Academic Portfolio and bolstering opportunities for co-curricular learning and engagement as follows:

6. Community Engaged Learning (CEL)
7. Education Abroad/Global Engagement
8. Undergraduate Research and Creative Works (RCW)
9. On-Campus Employment
10. Professional Experiences & Internships
11. Active Learning in the Classroom
12. Campus Student Engagement Experiences

Collective Impact Statement

The Active Learning Subcommittee (Academic Portfolio Task Force), in collaboration with the Career Readiness Strategies (Student Affairs Task Force) and First Year Experiences (Student Success Task Force) subcommittees, acknowledges the significant interrelations between the recommendations expressed in this proposal and those of the other subcommittees. In particular, we support of the centrality of Active Learning as a cornerstone for a distinguishable institutional approach to recruit, retain, and support students' academic success and career readiness. Active Learning as an academic endeavor, grounded in courses and programs, requires executive leadership and support from the Division of Academic Affairs, and in order to lead and coordinate with initiatives in Student Affairs. Furthermore, we collectively endorse the need to research and adopt a digital credentialing software, as a vital resource for students and our campus. While outlined in this Active Learning Subcommittee report, the benefits and applicability of this tool extend into many other areas on campus.

Report

Summary of Recommendations –The Active Learning Subcommittee makes the following five institutional recommendations and seven Active Learning signature area recommendations based on our collective work, research, expert advice, recognition of UNC's current context, and general educational practices in higher education. These recommendations are informed by the excellent work that is already happening in many programs, units and services across campus. The goal is not to mandate active learning across all units, but rather to elevate and recognize the significance of these already existing opportunities, and support new ones as appropriate, for students' academic and career success. Readers are strongly encouraged to consult the appendices for additional information and definitions. Accordingly, we recommend that

1. All UNC students, undergraduate and graduate, will participate in a range of Active Learning Experiences prior to graduation:
    a. Students will successfully complete a range of active learning experiences across varying levels, as defined in the **Matrix for Essential Active Learning (Appendix 1**), in Community Engaged Learning, Professional Experiences and Internships, Education Abroad/Global Engagement, Undergraduate Research and Creative Works, or On-campus Employment**.**
    b. Students will complete at least one capstone or advanced academic experience (junior or senior) and at least one milestone or intermediate experience and one benchmark or beginning experience in any of the Active Learning areas.
    c. Active Learning signature experiences can be fulfilled by existing program/unit requirements or existing opportunities in the curriculum or co-curriculum.
    d. Active learning accomplishments will be recognized and documented for students, and the institution, as High Impact Practices through a digital credential or badging system (described in Recommendation 5)

2. UNC will adopt criteria for Active Learning Engagement levels and develop a scaffolded system, including digital credential or badging that will support cross-unit infusion, incorporation and recognition of Active Learning as a central component in the Academic Portfolio, Student Affairs and a UNC education:
    a. Bring together and recognize all types of active learning activities that are currently fragmented and dispersed around campus to include all academic programs;
    b. Professionalize operations to include documented policies and practices related to active learning in the curriculum and in student affairs programming;
    c. Focus on accountability and data tracking—we need to know where our students are to report, assess and evaluate enrollments, practices, growth opportunities;
    d. Centralize study abroad operations across campus to include Faculty Led Study Abroad, international internships and student teaching abroad and develop standardized student-centered practices and procedures in support of these activities with the emphasis on best practices and international risk management approach as part of a broader UNC Internationalization Strategy (draft proposal submitted to the Provost's Office in October 2018)
    e. Document policies and practices related to student employment for specific categories of students, centralize administrative processes and approaches to report, track, assess and evaluate active learning. Centralize advising, tracking and monitoring of employment and internship opportunities involving international students to meet federal immigration compliance regulations.

3. UNC will appoint an Associate Provost for Undergraduate Education and Academic Engagement to provide vison, oversight, and leadership of the aforementioned activities, as well as undergraduate studies in general. This position entails the refocusing of an existing vacant line.
    a. Provide coordination for the Active Learning proposal and work with academic deans, Graduate School and units, including a student advisory committee, to develop a process for adoption and implementation of Active Learning as signature experiences in undergraduate and graduate studies.
    b. Provide oversight and supervision for appropriate undergraduate units that would be or are already implementing active learning approaches (e.g., Center for Honors, Scholars and Leadership, McNair Scholars, Office of Undergraduate Research and Creative Works, Liberal Arts Core, University 101).
    c. Sustain and promote community engagement and active learning experiences that enrich academics and cultivate new opportunities to build pathways that ensure student success, knowledge development, research and creative works experience, workforce readiness and career opportunities.
    d. Coordinate with Graduate School and graduate programs to support active learning and community engagement as relevant to student needs, program goals, and career readiness.
    e. Coordinate with student representatives and leaders to convene an Active Learning Student Advisory Committee comprised of members from student representative groups on campus relevant to Active Learning (e.g.: President of RHA, UPC cabinet members, representatives from IFC, MGC, Panhellenic)

4. UNC's branding and positioning include a central statement and consistent messaging to acknowledge the centrality of active learning.
    a. For example: "All UNC students will graduate with active learning experiences from academic programs and co-curricular opportunities that enhance their learning, professional development, and future as engaged members of a just democratic society."
    b. UNC is in a unique position given its size, heritage and our recognition as a Carnegie Classified Engaged Campus to further advance a demonstrated commitment to an exceptional educational experience at undergraduate and graduate level, on campus and online.
    c. Active learning as a curricular and co-curricular approach reinforces our anchor institution role to promote vibrant healthy communities and our civic role to educate students for participation in society. Furthermore, it distinguishes UNC and embodies the diversity of opportunities and experiences we offer to students, and in so doing underscores the value and significance of a UNC degree and educational experience.
    d. Work across the institution on and off campus from marketing to messaging; recruitment, campus tours, buildings and signage, new student orientation, student leaders, student ambassadors and others to present a coherent and comprehensive message, together with illustrative stories of success. Active learning concept will augment international recruitment strategy to position UNC as the university of choice for international students seeking distinctive educational experiences and will support international student success and retention efforts.

5. Recommend the acquisition and adoption of a Digital Credential or badging system.
   a. A digital credential system serves to recognize and acknowledge criteria-based accomplishments attained by students, either through active learning as part of coursework or co-curricular student affairs experiences outlined in the Essentials of Active Learning matrix.
   b. In contrast to 'attendance' or 'credit based' certificates or degrees, badges reflect competencies and criteria that often include mastery, authentic assessment and/or business/industry certifications. Badges are portable and persist with students beyond UNC, similar yet distinct from a co-curricular transcript.
   c. Badges would be designed and earned for attainment in the different knowledge and skills related to active learning but could also be designed and earned in other areas.
   d. A badging system brings added value to a UNC degree and supports Career Readiness goals, as well as indicating preparedness for many graduate programs. Colorado Community College System currently uses Digital Badges, and UNC is well positioned to be an innovator at the four-year college level in our region in this regard.

Detailed Discussion of Recommendations

The Active Learning Subcommittee considers that each of the 5 institutional recommendations outlined above are well aligned with the task force guiding principles (1 through 6), as indicated below in more detailed descriptions of each recommendation. In addition, the Active Learning Signature Area Recommendations 6-10 are also aligned with the other Task Force areas and subcommittees (see Appendix 4 Crosswalk of Active Learning Subcommittee to Other Task Force Subcommittees)

Recommendation 1. All UNC students will graduate with Active Learning experiences

- Extant research and institutional data show that all students benefit from active learning experiences, but especially students of first generation and other underrepresented groups (Principle 1, see also **Appendix 2, CEL Retention & Appendix 3, UNC Senior Survey Infographic)**
- Active learning experiences are recognized as high impact practices and support students' career readiness (Principle 2, see also **Appendix 5)**
- Requirement of active learning in curricular and co-curricular experiences (e.g., internship, community-engaged learning, Undergraduate Research and Creative Works, global education, etc.) as well as on campus employment will benefit student retention and graduation, as well as recruitment. (Principle 2-c and 6)
- Active learning supports UNC institutional learning outcomes as indicated in the Crosswalk document completed by the subcommittee (Principles 3 and 6, see **Appendix 6)**

Recommendation 2. Active Learning will be acknowledged and scaffolded as part of UNC's Academic Portfolio, in Academic Affairs and in collaboration with Division of Student Affairs

- Scaffolding the active learning experiences, both curricular and co-curricular, will include a benchmark/initial, milestone/intermediate, and capstone/advanced approach to ensure academic progression and increased participation for all students (Principles 2, 4, and 5)
- The *Essential Active Learning Matrix*, informed by LEAP Value Rubrics (AAC&U) and external criteria, provides a foundation or starting point to help academic programs and units, and co-curricular student affairs offices to identify and demonstrate where and how students might engage in these experiences. These constitute basic metrics to ensure all

students have a range of active learning experiences that will support retention and persistence. (Principle 4)
- Active learning experiences, especially as embodied in Community Engaged (Academic) Learning (including Practica, Field Experiences, Clinicals), Professional Experiences and Internships, and Undergraduate Research and Creative Works, are foundational elements in many of UNC's strong professional programs (e.g.: business, teacher education, nursing, music). Further visibility and recognition of active learning in these programs could be beneficial and inform development of models for other programs, including the humanities. (Principles 2-a and 2-b)

Recommendation 3. Associate Provost for Undergraduate Education & Academic Engagement
- Advocate for and lead active learning and community engagement in the education of first generation and other underrepresented groups, in such a way that active learning is a part of every undergraduate experience. (Principles 1 & 3)
- Provide coordination and support for academic affairs active learning activities, including deployment of a digital credential or badging system that will recognize Active Learning skills, competencies, and student achievements to help ensure that every student, graduate and undergraduate, is career-ready by the time they graduate. (Principles 2, 2c, and 3)
- Coordinate and support active learning and the badging system in the co-curriculum student affairs areas, including work with Career Services, AVP for Student Engagement, Student Life, and On Campus Employment.
- This position would be responsible to leadership and oversight of implementation and assessment, including tracking of performance targets, including relation to institutional learning outcomes. The position will also coordinate and report on the impact of active learning on retention and persistence, as well as sustaining a transparent and outcomes related reported process. (Principles 3, 5 and 6)

Recommendation 4. Active Learning will be recognized as central in UNC branding.
- Active learning resonates as a 'real' approach to intentionally support as our mission the education of first generation and other underrepresented groups. (Principle 1)
- Active learning is a relevant approach to further our brand, because it engages students with faculty and student affairs professionals, as well as with community organizations and partners that in turn enhances not only the academic and co-curricular experiences but also career readiness to secure meaningful work. (Principles 2 and 3)
- Given the current challenges that Higher Education is facing, branding of Active Learning as a central component, or signature element, of a UNC education provides a unique opportunity to promote our distinctiveness, and to position ourselves and the students with whom we engage for the next era in new ways. (Principle 6)

Recommendation 5. The acquisition and adoption of a Digital Credential or badging system.
- A digital badge system would serve to document performance targets associated with Active Learning in an electronic and recognizable way (Principle 4 and 5)
- Digital badges bring added value to a UNC degree and help document academic success and career readiness (Principles 1 and 4)
- Digital badges are portable (students can transfer them across systems) and can aid recruitment by recognizing prior experiences, and they can be used to support students' post-graduate plans and workforce position after graduation (Principle 4)

- Explore Academic Partnerships with Aims College to support transfer of badges as well as cost sharing possibilities.
- See for example University of Maine Engaged Black Bear Badging System:

Resource Needs

Rather than address each recommendation separately, and given the interrelatedness, we present here an overview of anticipated resources related to this proposal.

Human resources

For this work to be advanced in a meaningful way, it is imperative that institutional resources be dedicated to an academic leadership position, and administrative staff, that will be responsible for providing institutional oversight, support to the respective units involved and cross-campus coordination of these efforts. While much of this the work is extant in many areas, it is often siloed or uncoordinated, and almost always under-resourced, especially with regards to reporting and accountability. A leadership position would bring added support and advocacy for this work.

- Associate Provost for Undergraduate Education and Academic Engagement (1.0 FTE)
- Administrative support to Associate Provost (1.0 FTE)
- Professional support for study abroad and faculty led programming and related operations as part of the broader CIE unit reorganization
- Office of Undergraduate Research needs support staff, if there is a structural change in reporting
- Career Services requests more administrative support to potentially centralize and coordinate career services across all areas of campus
- UNIV 101 requests $4500 to fund a class leader

Financial resources

- Funding for the above leadership positions may be available in extant budget lines or currently unfilled positions, although some colleges/units may require additional support to implement active learning.
- Administrative support might be identified through findings from the other taskforces, especially those working to identify efficiencies in Academic Program support. If not, this will need to be addressed.
- Technology funding to procure the digital credentialing badge software and license will be required. Options exist to incrementally procure and roll out this system. We acknowledge the need to develop a financial impact statement (including cost/benefit analysis and return on investment) and consider Huron consulting company is likely in a position to facilitate this work. There is evidence to indicate that companies that use recognition technologies, such as digital credentials, show up to a 20% increase in revenue. This could translate to increases in retention, persistence and graduation for our students.

Technology resources

Currently, UNC already has several platforms that support different aspects of this academic and student affairs work on campus. These include

- *Canvas*, our institutional learning management system supports courses, programs and other offices with modules. Managed and run through Instructional Design and Development.
- *Degree Works* is a powerful tool used by the Registrar to track student credit completion and progress towards the desired degree; algorithms may be leveraged to identify thresholds for certain badges or other accomplishments.
- *Handshake,* used by Career Services to promote internships and career opportunities.
- *Student Success Collaborative*, used to target and support advising and student services.
- *Terra Dotta web-based software,* used by the Study Abroad, Registrar and other units involved in supporting study abroad programming and international operations, managed by Center for International Education
- *UNC Engage Portal*, used and managed by Office of Engagement and shared with other academic and non-academic units and community partners to promote and track academic community engagement.

New technology needs center on the procurement of a *Digital Credential and Badging System.*

- For example: Credly is well-established online credentialing platform that allows us to create and issue digital badges (https://info.credly.com). Credly has integration capability with Canvas and scalability options.
    - I.e. $5000 for startup package and training, then scalable licensing options based on number of badges and users.
- Currently used by the Colorado Community College System, this resource would be of relevance to other units across campus beyond those in the Active Learning subcommittee (Please see Collective Statement at end of this report). Other Credly users include: University of Maine, Madison College, Community College Santa Barbara, State University of New York (SUNY), and businesses such as Adobe, Dell.

Facilities resources- The current proposal does not require any new facilities.

How would implementation of these recommendations improve existing programs and services?

Institutional commitment and support to ensure "every student graduates with an Active Learning experience" brings with it added value and makes the good work we are already doing excellent.
In addition, it would bring the following improvements and benefits:

1. Active Learning provides a university wide framework, a common language (subtle differences acknowledged) to conceptualize student learning and development in the curriculum and in co-curricular opportunities.
2. Active Learning as expressed in this report and the subcommittee work (see Essential Active Learning Matrix) enhances and identifies accessible and incremental approaches to fortify student learning in varying ways across each of the five areas (Community Engage Learning, Professional Experiences and Internships, International Education, Undergraduate Research and Creative Works, On Campus Employment and other Active Learning experiences with Student Affairs).

3. Active Learning is an essential pedagogical approach that can enhance all classroom/online learning, not just the areas addressed in this report, and therefore merits on-going institutional support.
4. Active Learning has a strong potential, especially given its focus on developing specific knowledges, competencies and skills to impact and help shape future revisions and work in the Liberal Arts Core that could reimagine learning beyond the notion of credit-hour or seat time.
5. An Active Learning approach, and the adoption of a badging system, brings an added layer of acknowledgement and motivation that further promotes UNC institutional loyalty and brand recognition.
6. The digital credentials, recognized and sought by employers, help make visible career pathways and the skills and competencies that students have developed that might not otherwise be apparent in an academic transcript.
7. Active Learning is a unique opportunity to fortify our UNC brand, increasing relevance for today's students and tomorrow employers.

<u>What services or programs could be phased out because they would no longer be needed or because implementation of the recommendations would represent a more effective and efficient use of university resources?</u>

None at the current time. However, there is potential that the digital badging system could be expanded beyond its applicability to students and be used to recognize campus or college awards (Teaching Excellence, Research Awards, types of administrative expertise and skills etc.) and recognitions for faculty, student affairs professionals and staff.

<u>Who would be primarily responsible for implementing these recommendations and have those individuals/units been consulted?</u>

The proposed Associate Provost for Undergraduate Education and Academic Engagement would be the primary entity responsible for this work. This would facilitate participation and leadership at the executive administrative level, with the Provost's Office, and if established, with the Division of Student Affairs, while also supporting work with Graduate School, academic colleges and other units, curricular and co-curricular. The concept visualization, on the following page, illustrates how this work might be structured in Academic Affairs, and indicates areas with whom strong collaborations will be mutually beneficial
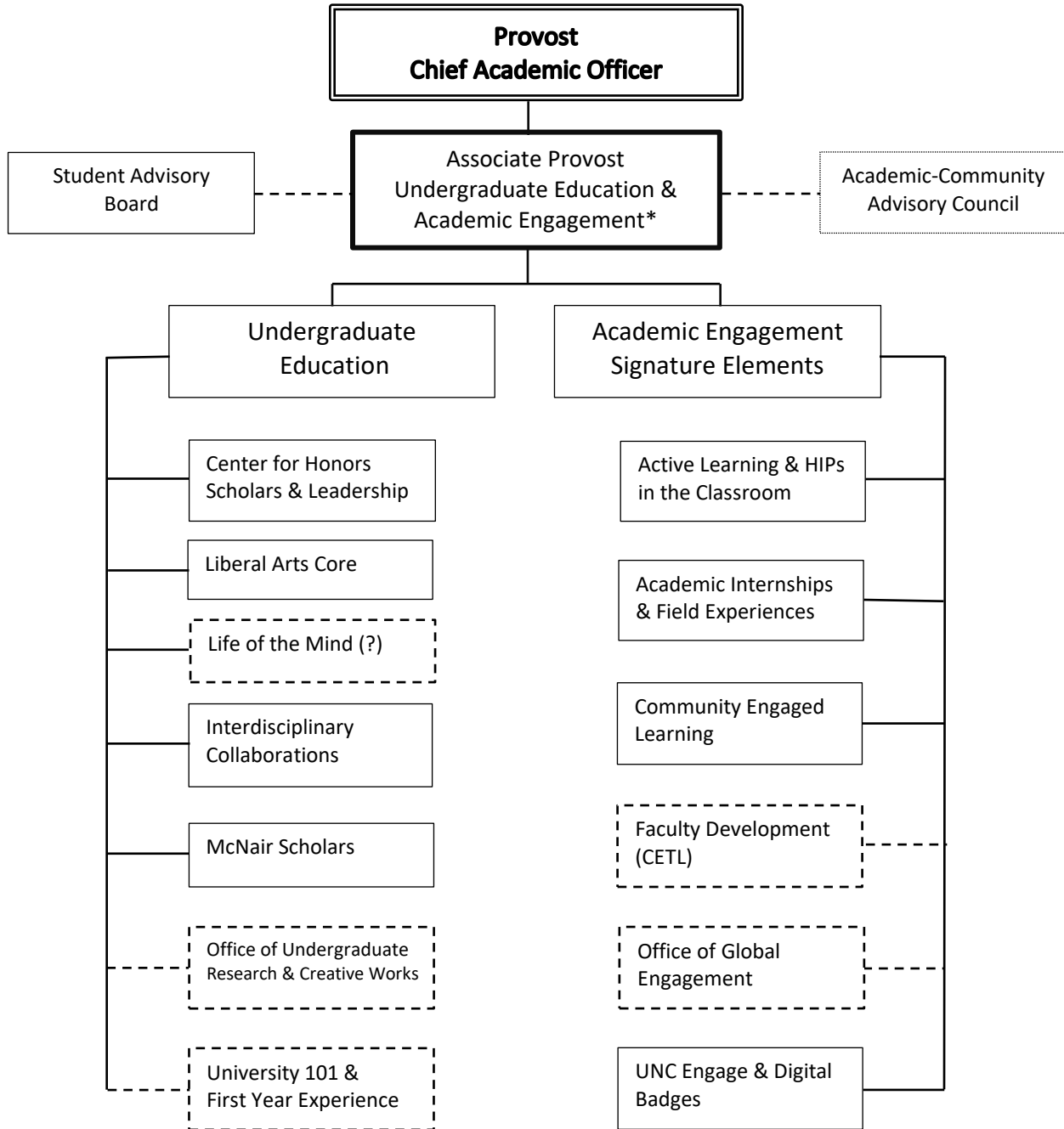
There are aspects of the proposal that potentially could serve as models to support and advance work at other unit levels and central oversight could help facilitate collaboration and sharing of existing mechanisms and processes (i.e. Community Engaged Learning and Undergraduate Research and Creative Works).

There are other areas where more work needs to be done, given the 'newness of the proposal' and to determine processes and identify specifics related to implementation (i.e. On campus employment, and Financial Aid has collaborated on this proposal).

Finally, there is need for continued cross campus collaboration that would be conducted in close consultation with academic deans, including graduate school, program directors and the units represented on this subcommittee.

Concept Visualization for

Undergraduate Education and Academic Engagement

Division of Academic Affairs

**Provost
Chief Academic Officer**

| Student Advisory Board | **Associate Provost
Undergraduate Education &
Academic Engagement*** | Academic-Community Advisory Council |

Undergraduate Education

Academic Engagement Signature Elements

| Center for Honors Scholars & Leadership | Active Learning & HIPs in the Classroom |

| Liberal Arts Core | Academic Internships & Field Experiences |

| Life of the Mind (?) | Community Engaged Learning |

| Interdisciplinary Collaborations | Faculty Development (CETL) |

| McNair Scholars | Office of Global Engagement |

| Office of Undergraduate Research & Creative Works | UNC Engage & Digital Badges |

| University 101 & First Year Experience |

- - - - Dashes indicate areas currently with other reporting lines and with whom strong collaborations will be mutually beneficial

* The proposed structure provides leadership and comprehensive oversight for Undergraduate Education, related academic programs, interdisciplinary collaborations, and situates Academic Engagement as central to a UNC degree. This visual does not reflect funding lines. **Academic Engagement is a curricular approach** that promotes Active Learning and High Impact Practices, including Community Engaged Learning (a.k.a. Service Learning, Experiential learning, community-based projects, and community engagement), First Year Experiences, Internships, Study Abroad, and Undergraduate Research & Creative Works, as instructional strategies that are required in a course or program of study for credit. As such it is imperative that Academic Engagement, as well as the units and activities that support faculty and students, and that promote these pedagogies, reside in Academic Affairs.

Action Plan Overview

Recommendation 1: All UNC students will graduate with Active Learning experiences.		
Performance Metric(s): 　1.　By 2025 100% of students will graduate with varying types and levels of Active learning experiences. 　2.　All students will earn digital credentials (badges) to recognize their achievements and capabilities across a range of active learning in curricular and co-curricular contexts and carry these into their professional careers.		
Action	Responsibility	Short or Long Term
1.　Using the recommendations for community engaged learning, professional experiences/internship, Undergraduate Research and Creative Works, Global Engagement, as well as on campus employment (listed below 6-12), we will identify where and how active learning will be acknowledged in the curriculum and in co-curricular contexts.	Associate Provost for Undergraduate Ed. & Academic Engagement in consultation with Colleges, Programs, units/offices	Short
2.　Develop designation(s) or identifiers to acknowledge that an experience is recognized as Active Learning (see CEL course designation model).	Assoc. Provost & units/offices	Long
3.　Campaign to raise awareness and onboard units and offices seeking to recognize active learning.	Assoc. Provost & units/offices	Long
4.　Work to identify mechanisms for recognizing Active Learning for transfer students and other non-traditional students.	Assoc. Provost & units/offices	
Recommendation 2: Active Learning will be acknowledged and scaffolded as part of UNC's Academic Portfolio.		
Performance Metric(s): 　1.　UNC will be able to identify, track and assess different examples of Active Learning experiences in all programs and units/offices across campus. 　2.　Gradually increase the number of opportunities and students engage in Active Learning experiences and earn badges, either as part of the curriculum or co-curricular activities (see 6-12 for specific metrics) 　3.　Active Learning will be recognized and supported as a central and unique pedagogical approach within the LAC through course designations.		
Action	Responsibility	Short or Long Term
1.　Academic programs and units/offices will recognize Active Learning experiences in varying levels using a benchmark, milestone and capstone approach to ensure academic progression and increased participation for all students.	Associate Provost in collaboration with Colleges, Programs, units/offices	Intermediate

2. Create digital seals or badges that students can earn to recognize the types and nature of their accomplishments in Active Learning.	Associate Provost in collaboration with Colleges, Programs, units/offices	Long
3. Identify opportunities for incorporating Active Learning into the LAC and in alignment with ILOs.	Associate Provost, LAC Council/ Task Force & Office of Assessment	Mid term

Recommendation 3: Associate Provost for Undergraduate Education and Academic Engagement.

Performance Metric(s):
1. Appoint/hire an Associate Provost for Undergraduate Education and Academic Engagement (1.0 FTE) to start by July 1st 2019
2. Allocate administrative support 1.0 FTE July 2019

Action	Responsibility	Short or Long Term
1. Consult with leadership and HR to repurpose former AP for Undergraduate Studies and expand to include Academic Engagement	Exec. Leadership & Human resources	Short
2. Develop position criteria and qualifications. Determine process for appointment/hire, and determine what units report to AP.	Exec. Leadership & Human resources	Short
3. Identify administrative support needs	Human resources	Short

Recommendation 4: Active Learning will be recognized as central in UNC branding.

Performance Metric(s):
1. UNC branding materials will depict and promote Active Learning as central to a UNC educational experience
2. Active learning will be marketed as relevant to our unique identity and for the students with whom we engage (especially first generation and underrepresented groups)
3. UNC Marketing will tell the stories of successful graduates, and employers, and how this success relates to Active Learning experiences

Action	Responsibility	Short or Long Term
1. Identify language, images and approaches to market Active Learning	Associate Provost & University Relations	Short
2. Active learning will be promoted as relevant to students' enrichment of academics and co-curricular learning, as well to their career readiness	Associate Provost UR & Career Services	Short
3. Identify successful alumni to tell the stories and impact that Active Learning has made in their professional, personal and social success	Associate Provost, Alumni and University Relations	Intermediate

Recommendation 5: The acquisition and adoption of a Digital Credential or badging system.

Performance Metric(s):
1. UNC will roll out an online digital credentialing platform to document performance targets associated with Active Learning
2. All new students starting 2020/21 will begin earning digital credentials
3. By 2024/25 all students graduate with digital credentials/badges that document their accomplishments in Active Learning

Action	Responsibility	Short or Long Term
1. Convene a representative working group to research and identify a suitable platform for the digital credentials, and other logistics related to adoption, implementation and maintenance.	Associate Provost, UR, Career Services, IMT, IDD, Student Affairs and Student Success	Short
2. Consult with other institutions using digital credentials to understand benefits and challenges	Associate Provost, Career Services, and Digital Credential working group	Short
3. Work with units to identify where and in what way badges relate to different Active Learning achievements	Associate Provost & Career Services	Intermediate
4. Plan an incremental and progressive approach to begin implementation of badges across campus	Associate Provost & Career Services	Intermediate
5. Integrate badges and course designation with Degree Works	Associate Provost, Student Success, Registrar	Long

Recommendation 6: Community Engaged Learning (CEL)

Performance Metric(s):
1. 80% of all students will have at least one type of Community Engaged Learning experience by 2020, as reported on Senior Survey Data
2. 100% of students will have at least one capstone level Active Learning experience (from any category below) by graduation by 2025
3. Students will earn digital badges or credentials to document mastery and skills developed
4. Academic Program self-assessments to document CEL courses, ideally at least one (Level 1,2 or 3) in every program, using the Active Learning matrix as a guide
5. Increase number of students using UNC Engage (target 50% by 2020) and number of active agencies and opportunities by 50% from fall 2018 to 2020

Action	Responsibility	Short or Long Term
1. Increase onboarding of students in the UNC Engage Portal (initial targets: Freshman, Res. Ed., Honors & Scholars, Leadership, UNIV 101 & other specific programs)	Office of Engagement	Short
1. Deploy CEL designated courses, working with faculty, in the UNC Engage Portal	Office of Engagement	Short

Action	Responsibility	Short or Long Term
2. Incremental rollout of a system (digital badges or credentials) that recognizes levels & varying experiences with CEL	Multiple offices (Office of Engagement, Career Services, OUR, Global Engagement, Financial Aid)	Short
3. Continue with CEL Designation (undergrad and grad) by partnering and supporting faculty teaching these courses	Office of Engagement & academic departments	Short
4. Work on CEL program level designation	Office of Engagement & academic departments	Long
5. Identify opportunities and work to increase number of CEL courses in the LAC (in particular benchmark and milestone)	Office of Engagement, LAC Task Force, LAC Council	Long
6. Increase number of opportunities, as well as sustainable and ongoing partnerships for CEL in local community, organizations and businesses	Office of Engagement and Career Services (Academic Units as appropriate)	Long

Recommendation 7: Education Abroad/Global Engagement

Performance Metric(s):
1. Increase the number of students who participate in education abroad and related global learning experiences to 20% by 2020
2. Professionalize education abroad operations with increased focus on risk management, health and safety of students, support programming during pre-departure and post-return to document experience, knowledge and skills
3. Students who participate in varying levels of Global Engagement will earn different badges/credentials

Action	Responsibility	Short or Long Term
1. Increase number of study abroad students	CIE in close collaboration with academic units and academic advising across campus	Short
2. Create 1-credit pre-departure study abroad course on intercultural communication & related/relevant topics	Global Engagement & Exchange Office in collaboration with Undergraduate Education Faculty	Long
3. Seek buy-in and approval for the UNC Internationalization Strategic Plan with emphasis on the study abroad and faculty led study abroad programming with FY20-FY25 goals and outcomes	Provost's Office, CIE, in collaboration with appropriate units on campus	Short

Recommendation 8: Undergraduate Research and Creative Works

Performance Metrics:		
1. 100% of programs will offer an undergraduate research and creative works experience that meets benchmark (level 1) by 2025		
2. 100% of all students will complete a benchmark (level 1) undergraduate research and creative works experience by 2025		
3. 50% of all students will complete at least one level 2 or higher undergraduate research and creative works experience by 2025		

Action	Responsibility	Short or Long Term
1. Establish process by which Colleges designate which courses meet benchmarks 1, 2, & 3 (badges) for Research and Creative Works	Associate Provost & College Deans/Program Chairs	Short
2. All Colleges and programs will identify which courses meet different levels of Research and Creative Works, if at all	Associate Provost & College Deans/Program Chairs	Short
3. All Colleges and programs will identify, in consultation with LAC, which courses in the LAC meet different levels of Research and Creative Works	Associate Provost & College Deans/Program Chairs	Intermediate
5. At institutional level – convene committees with representatives for the curriculum, careers, & student activities to support Active Learning	Associate Provost and Active Learning committees, Office of Undergraduate Research and Creative Works	Short

Recommendation 9: On-Campus Employment

Performance Metric(s):		
1. Students will be able to identify opportunities for on campus employment that support Active Learning		
2. On campus employers will be able to support and promote Active Learning as beneficial to students		
3. On campus employers will be trained and understand how to design, facilitate and document Active Learning in their office		

Action	Responsibility	Short or Long Term
1. Convene group of key stakeholders, including Financial Aid Student Employment, Human Resources, Career Services, & representatives of large campus employers	Career Services & Associate Provost, Financial Aid, and others as needed	Short
2. Group will work to build on-campus employment into a High Impact Practice (as outlined in "A Good Job: On Campus Employment as a High Impact Practice")	Career Services & Associate Provost, Financial Aid, and others as needed	Long
3. Group will create protocol for how to hire a student	Career Services & Associate Provost, Financial Aid, and others as needed	Long
4. Group will write and collect job descriptions to be in federal compliance	Career Services, HR & Associate Provost	Long
5. Group will create performance evaluations	Multiple hiring offices	Long

6. Group will provide formal training to supervisors and students, requiring all campus employment supervisors to be trained	Career Services, HR & Associate Provost	Long
7. Group will update student employee handbook	Career Services, HR & Associate Provost	Long
8. Group will create Canvas shells for student learning and supervisor learning	Career Services, Associate Provost & Instructional Design Development	Long
Connect On-campus Employment to badging system	Multiple offices	Long

Recommendation 10: Professional Experiences & Internships

Performance Metric(s):
1. UNC will know how many and what kind/range of internship experiences exist across campus
2. UNC will be able to document how many students participate in both required and optional professional experience/internship opportunities
3. Individual programs and units will create digital credentials or badges related to specific Active learning outcomes for internships

Action	Responsibility	Short or Long Term
1. Inventory of program- or College-level credit-bearing and non-credit-bearing internships or professional experiences	Associate Provost & Career Services	Short
2. Advocate for all employer connections to go through Handshake	Career Services	Short
3. Create UNC interest group to meet quarterly, discussing trends & developments (Dept. of Labor requirements)	Associate Provost, Career Services & Others	Long
4. Host Colorado Internship Coordinator Association within 5 years	Career Services	Long
5. Collaborate with programs to design mechanisms for shared data gathering approaches that document student learning on the intellectual connection between the PE&I and their academic growth	Programs and units/ Career Services and Associate Provost	Long

Recommendation 11: Active Learning in the Classroom

Performance Metric(s):
- Establish criteria that recognize the critical significance of Active Learning to student success and engagement in the classroom.
- Identify how and where Active Learning exists in classroom instructional pedagogies, in addition to those mentioned above. Examples include engaging students in Think-Pair-Share, Jigsaw Reading, discussion groups, concept mapping, just-in-time teaching and peer review groups, flipped classrooms and other.

Action	Responsibility	Short or Long Term

1. The subcommittee acknowledges as imperative the inclusion of this category in future iterations of this work. 2. Professional development for Active learning to incorporate additional perspectives and teaching techniques or approaches that are relevant to large and small classes. 3. Create a process that will allow for active learning to permeate the whole academic portfolio in a diversity of ways, and to constitute a recognizable practice for enhancing student learning and success.	Associate Provost for Undergrad. Education, Center for Enhancement of Teaching & Learning, Instructional Design & Development & faculty	

Recommendation 12: University Engagement Experiences

Performance Metric(s):
- Identify roles, activities and responsibilities that promote active learning across campus for students.
- For example: Student Senate, Clubs & Organizations, Residence Hall Association, Center for Peer Education, ASAP, UPC, Catalyst, Fraternity and Sorority Life, Stryker Institute, and Graduate Student Association will be recognized as active learning experiences.
- Explore the relevance of these proposals for Campus Rec (intramural sports, club sports etc.)

Action	Responsibility	Short or Long Term
1. The subcommittee acknowledges the need to include those non-employment experiences where students are engaged outside the classroom on campus, such as those listed, and that enable the development of unique knowledge and skills, including leadership and/or active membership/participation. 2. Since this was not originally the focus of this charge, we include it here to recognize more work is needed in this area and that it should be included moving forward.	Associate Provost for Undergrad. Education, Student Affairs & others	

Appendices

Appendix 1 Matrix for Essential Active Learning

Appendix 2 CEL Retention

Appendix 3 UNC Senior Survey Infographic

Appendix 4 Crosswalk of Active Learning Subcommittee to other Task Force Subcommittees

Appendix 5 High Impact Practices & Employer Needs

Appendix 6 Crosswalk of Active Learning Experiences to UNC's ILOs

Appendix 1: Matrix for Essential Active Learning

Active learning was first defined by Bonwell and Eison (1991) as "anything that involves students in *doing things and thinking about the things they are doing*" (emphasis added). Growing from developments in adult, cognitive, and educational research, active learning responds to traditional lecture formats with more engaged activities that invite students to participate in learning, including developing conceptual awareness, applying knowledge through experience, and transferring skills across contexts. Active learning helps students to ascend Bloom's Taxonomy from remembering and understanding to analyzing and creating.[1]

Active Learning Type[2] (definition)	Types and scope of participation in Active Learning Experiences[3]			
	Early exposure: Peripheral Participation	Active participation & situated learning	Co-Creation[4]: reciprocal engagement & leadership	Formative/Summative Assessments or Indicators
	Benchmark 1	Milestones 2	Capstone 3	6 points required, at least one 2, & one 3.
Community Engaged Learning is defined as learning that integrates academic content and reflection into students' engagement with the community in and out of the classroom. Community refers broadly to include public, private, non-profit, educational entities, governmental agencies, businesses, and other organizations external to UNC. A collective experience.	Student encounters community engagement and civic contexts and structures, primarily through listening, observation or visiting with community partners. 100-200 level LACs Introduction and observation in community service/volunteering	Student has participated in community engaged learning experiences and begins to reflect on or describe how these actions may benefit individual(s) or communities. Demonstrates experience identifying intentional ways to participate community engaged activities. Student makes linkages between class/academic content and their activities in the community 200-300 in major Experiences different from self Assessment of community needs	Demonstrates ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim. Demonstrates initiative in team leadership of complex or multiple community engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions. A community experience that applies a culmination of content from student's academic program to their community/capstone experience. Program specific deliverables	UNC Engage Resume Completion of a recognized Community Engaged Learning Course, or a Capstone, Internship, Field Experience, Practica or similar. e-portfolio Community Partner Deliverables

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[1] Source: https://ctl.yale.edu/ActiveLearning

[2] See also High Impact Educational Practices (Kuh, 2008)

[3] Informed by theories of situated learning and Legitimate Peripheral Participation in communities of practice (Lave & Wenger, 1991)

[4] Guided by Bloom's Taxonomy (1956, revised 2001, see also Krathwohl, 2002) that contemplates learning as progression from lower to higher-order thinking with creative thinking constituting the highest order, defined as "Students can put elements together to form a novel, coherent whole or make an original product."

Active Learning Type[2] (definition)	Types and scope of participation in Active Learning Experiences[3]			
	Early exposure: Peripheral Participation	Active participation & situated learning	Co-Creation[4]: reciprocal engagement & leadership	Formative/Summative Assessments or Indicators
	Benchmark 1	Milestones 2	Capstone 3	6 points required, at least one 2, & one 3.
Professional Experiences and Internships for credit/Not for credit: Experiential learning intended to provide students with direct experience in a professional work setting, in an area of interest or related to their career. There will be opportunities for mentoring and coaching with professionals in the field. An internship can be paid or unpaid (strong preference for paid). An individual experience.	Through job-shadowing, informational interviews, and other indirect means, student is exposed to a prospective career or field of study and how it operates	Through executing basic responsibilities in the workplace under supervision, student begins to reflect on or describe how their participation contributes to their learning and the organization for which they work.	Student demonstrates ability for and commitment to full engagement in furthering the mission of an organization by collaborating with others on a workplace initiative and taking responsibility for its design, implementation, completion and evaluation. Student can articulate skills gained.	Mid-term and final report of how a student did or did not meet pre established learning outcomes and how the internship connected to the students academics. Handshake is capable of tracking work flow, evaluative reports from students and employers. Within Handshake faculty have the capability to approve or deny students' internships.
Education Abroad & Global Engagement (Faculty Led Study Abroad National Student Exchange, Virtual Exchange) Experiences that engage students to explore cultures, life experiences or world views different from their own. An immersion experience enables students to reflect on issues of race, ethnicity, human rights, and other matters related to social justice, equity and diversity.	Student encounters and learns about cultural variability through exposure to information and perspectives in the classroom or in workshops and presentations. Information sessions; guest speak in courses in relevant LACs (Area 7, maybe Area 3?)	Student participates in an intercultural program and begins to reflect on or describe how this may benefit themselves and others The Study Abroad experience; potentially add 'structured' component about communication and culture (through Canvas?)	Student demonstrates ability for and commitment to full cross-cultural engagement by collaborating with others on a project or task in an intercultural setting and taking responsibility for its design, implementation and evaluation International Ambassador; Welcome Back Orientation – reception & workshop for students	Complete pre, during, and post course component (topics: communication, culture, culture shock, etc). Complete Study Abroad experience. Participate in an engaged learning component upon return (International Ambassador, speak at class, present at Research Night or fair, etc)

Active Learning Type[2] (definition)	**Types and scope of participation in Active Learning Experiences[3]**			
	Early exposure: Peripheral Participation	Active participation & situated learning	Co-Creation[4]: reciprocal engagement & leadership	Formative/Summative Assessments or Indicators
	Benchmark 1	Milestones 2	Capstone 3	6 points required, at least one 2, & one 3.
Undergraduate Research actively involves students in systematic and rigorous basic or applied research, scholarship or creative works (RSCW). These RSCW experiences engage students to explore and address questions and issues in our disciplines, communities and society at large.	Student encounters the prospect and potential of undergraduate RSCW in the classroom or in workshops and presentations (Observation/Introduction to the Process)	Student participates in a faculty-supervised undergraduate RSCW experience and begins to reflect on or describe how this may benefit themselves and others (Research)	Student demonstrates ability for and commitment to leading the production of an undergraduate RSCW, presenting its results in a formal setting, and identifying and articulating its value to research beneficiaries. (Dissemination)	Intro LAC courses (e.g., ENG 123) UNIV 101 (Research Nights) Attending Research Nights/ Research Days/ Recitals etc. Upper Level Coursework Capstones Submissions/ Acceptance to Undergraduate Research Journal Recitals, Presentations at Research Day, Symposium NCUR
On-Campus Employment (Work Study/Other) Work place experiences that are structured and supervised in such a way as to provide students with meaningful employment and career preparation. The experience may be related to students' field of study or not.	Student orientation and outreach events such as financial aid nights expose students to the benefits of participating in Student Employment. Student Employers are trained to understand the benefits of learning experiences connected to work-study and student employment positions. Student and Employer work toward the development of basic career readiness skills.	Student and Employer work to identify ways that connect academic learning to work experience. Employer identifies tangible career goals and learning outcomes for students. Outcomes that reinforce ILOs ie Developing professional competence, Engaging in Health Behaviors, Strengthening Interactions with Others.	Student and Employer determine increased levels of responsibility; leadership roles and training of other students. Student has an active voice in providing innovative ideas to further develop departmental mission and values.	Level 3 students develop an employment portfolio, (e-portfolio) to demonstrate career readiness skills gained. Receipt of institution awards to recognize on-campus/work-study student employment. Units engaged in Active Learning Outcomes provide student employee evaluations.

Active Learning Type[2] (definition)	Types and scope of participation in Active Learning Experiences[3]			
	Early exposure: Peripheral Participation	Active participation & situated learning	Co-Creation[4]: reciprocal engagement & leadership	Formative/Summative Assessments or Indicators
	Benchmark 1	Milestones 2	Capstone 3	6 points required, at least one 2, & one 3.
Campus Engagement Experiences: Student Senate, Clubs & Organizations, Residence Hall Association, Center for Peer Education, ASAP, UPC, Catalyst, Fraternity and Sorority Life, Stryker Institute, Graduate Student Association, etc….	The subcommittee acknowledges the need to include those non-employment experiences where students are engaged outside the classroom on campus, such as those listed, and that enable the development of unique knowledge and skills. Since this was not originally the focus, we include it here to recognize more work is needed in this area and that it should be included.			
Active Learning in the Classroom Active learning exists in classroom instructional pedagogies in addition to those mentioned above. Examples include engaging students in Think-Pair-Share, Jigsaw Reading, discussion groups, concept mapping, just-in-time teaching and peer review groups. Flipped classrooms and other.	The subcommittee acknowledges the need to include this category in future iterations of this work. Active learning incorporates additional perspectives and teaching techniques or approaches that are relevant to large and small classes. This will allow for active learning to permeate the whole academic portfolio in a diversity of ways, and to constitute a recognizable practice for enhancing student learning and success.			

Appendix 2: CEL Retention

UNIVERSITY OF NORTHERN COLORADO

Office of Engagement

Community Engaged Learning (a.k.a. Service Learning, Experiential learning, community-based projects, and community engagement) is a high-impact practice, an instructional strategy often required in the course.

> "The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both *apply* what they are learning in real-world settings and *reflect* in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life." (Kuh, 2008)

UNC student data,* supporting extant research, shows that **Community Engaged Learning** (CEL) has an impact on student success and retention.

Key takeaways:

- ✓ There is a relationship between community engagement and student retention, involvement, and recruitment.

- ✓ Community engaged pedagogies enhance student learning in academic and disciplinary content across diverse subject areas, and develop awareness about social justice, cultural diversity, and civic responsibility.

- ✓ There is a benefit to early exposure with community engaged learning and community engagement is also relevant in post-graduate studies.

- ✓ Community engaged learning supports and enhances other High-Impact Practices and student success.

Recommended action steps:

- ➢ Identify where and how to introduce early community engaged experiences into the curriculum, including the Liberal Arts Core.

- ➢ Design and support opportunities for interdisciplinary community engaged learning, and integration of other High-Impact Practices (i.e. first-year seminars, collaborative assignments and projects, and diversity/global learning).

- ➢ Apply our knowledge and expertise to work with students and communities to identify and address pressing social issues through community engaged learning (i.e. Education, Economy, Energy, Health, Justice & Equality).

- ➢ Deliver professional development, recognition and support mechanisms for faculty using, or interested in using, community engaged pedagogies (i.e. CEL Designation, Engaged Faculty Institutes).

*Students with one or more CEL opportunity, compared to students who reported no CEL opportunities, reported significantly greater scores on the following constructs: (a) Sense of belonging, (b) positive cross-racial interaction, and (c) social agency.

A significant, positive correlation was found between having experience with community-based teaching and learning opportunities and the following items: (a) Desire to complete undergraduate studies at UNC, (b) preparedness for future profession/career, and, (c) motivation to pursue graduate studies. (UNC Senior Survey)

Appendix 2: CEL Retention

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Appendix 3: SENIOR SURVEY UNC

COMMUNITY-BASED LEARNING

94% feel faculty provide an opportunity to apply classroom learning to real-life issues

70% took a course, outside of internship or practicum courses, that included Community-based teaching/learning opportunities

55% performed community service as part of a class

50% took a course, outside of internship or practicum courses, that included Community-based creative works opportunities

49% took a course, outside of internship or practicum courses, that included Community-based research/scholarship opportunities

DIVERSITY AND GLOBAL LEARNING

65% took an ethnic studies course

34% attended a racial/cultural awareness workshop

33% took a women's studies course

12% participated in study abroad

11% participated in an ethnic/racial student organization

7% participated in an LGBTQ student organization

UNDERGRADUATE RESEARCH

67% feel faculty provide an opportunity to work on a research project

40% spent at least 1 month working on a professor's research project while at UNC

17% participated in an undergraduate research program

COLLABORATIVE ASSIGNMENTS & PROJECTS

98% worked with classmates on group projects

WRITING-INTENSIVE COURSES

99% took a class that required multiple short papers

92% took a class that required one or more 10+ page papers

CAPSTONE COURSES AND PROJECTS

67% completed a culminating experience for their degree (e.g., capstone, thesis, comp exam)

INTERNSHIPS

56% participated in an internship

UNIVERSITY OF NORTHERN COLORADO

Appendix 4: Crosswalk of Active Learning Subcommittee to Other Task Force Subcommittees

UNC's Task Force Initiatives	Community Engaged Learning	Internships & Professional Experiences	Education Abroad & Global Engagement	Undergraduate Research & Creative Works	On-Campus Employment
1. Academic Portfolio					
a. Undergraduate Programs Discontinuance or Restructuring	1, 2, 3		1, 2* *Specific programs	1, 2, 3	
b. New or Expanded Academic Programs	1, 2, 3			1, 2, 3	
c. Liberal Arts Core	1, 2		1, 2	1	
d. Active Learning	1, 2, 3		1, 2, 3	1, 2, 3	
e. Graduate Programs	1, 2, 3		1, 2, 3	1, 2, 3	
f. Extended Campus	1, 2, 3			1, 2, 3	
2. Student Affairs Task Force					
a. Inventory & organizational structure.	1, 2, 3			X	
b. Student Data Analysis	1, 2, 3			X	
c. Equity Minded Strategies	1, 2, 3			X	
d. First year Experience	1		1	X	
3. Student Success Task Force					
a. Student Success Vision	3	X	1, 2	1, 2, 3	X
b. Student success data strategy		X		1, 2, 3	X
c. Gateway Course Completion	1	1		1	1
d. First-Year Experiences	1, 2	1, 2	1	1	1, 2
e. First-Year Advising	Intro to 1, 2, 3	1, 2	1	1, 2, 3	1, 2

High-Impact Educational Practices

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

First-Year Seminars and Experiences

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

Common Intellectual Experiences

The older idea of a "core" curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

Learning Communities

The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/ or common readings through the lenses of different disciplines. Some deliberately link "liberal arts" and "professional courses"; others feature service learning.

Writing-Intensive Courses

These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Collaborative Assignments and Projects

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

Undergraduate Research

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Diversity/Global Learning

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore "difficult differences" such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

Service Learning, Community-Based Learning

In these programs, field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both *apply* what they are learning in real-world settings and *reflect* in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Internships

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects

Whether they're called "senior capstones" or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.

LEAP

Table 1

Relationships between Selected High-Impact Activities, Deep Learning, and Self-Reported Gains

	Deep Learning	Gains General	Gains Personal	Gains Practical
First-Year				
Learning Communities	+++	++	++	++
Service Learning	+++	++	+++	++
Senior				
Study Abroad	++	+	++	
Student-Faculty Research	+++	++	++	++
Service Learning	++	+++	+++	++
Senior Culminating Experience	++	++	+++	++

+ p < .001, ++ p < .001 & Unstd B > .10, +++ p < .001 & Unstd B > .30

Table 2

Relationships between Selected High-Impact Activities and Clusters of Effective Educational Practices

	Level of Academic Challenge	Active and Collaborative Learning	Student-Faculty Interaction	Supportive Campus Environment
First-Year				
Learning Communities	++	+++	+++	++
Service Learning	++	+++	+++	++
Senior				
Study Abroad	++	++	++	+
Student-Faculty Research	+++	+++	+++	++
Service Learning	++	+++	+++	++
Senior Culminating Experience	++	++	+++	++

+ p < .001, ++ p < .001 & Unstd B > .10, +++ p < .001 & Unstd B > .30

EMPLOYER RESEARCH SUPPORTS
INQUIRY AND ENGAGED LEARNING PRACTICES

Employer Endorsement of Select Practices

Seven existing and emerging educational practices were tested and employers believe that these practices have the potential to improve the education of today's college students and prepare graduates to succeed in the workplace. These include:

More likely to hire employees with these experiences:	Executives	Hiring Managers
Internship/apprenticeship with a company/organization	93%	94%
Project in community with people from diverse backgrounds	72%	83%
Multiple courses requiring significant writing assignments	82%	72%
Research project done collaboratively with peers	81%	81%
Advanced, comprehensive senior project/thesis	80%	76%
Service learning project with community organization	71%	78%
Study abroad program	54%	47%

Employer-Related Civic Engagement*

(Company currently does this or is considering doing it)

	Executives	Hiring Managers
Organize opportunities for employees to volunteer	71%	72%
Give employees time off to volunteer	62%	63%
Provide in-kind donations of equipment/supplies to charitable organizations	62%	63%
Provide pro-bono services to charitable organizations	56%	49%

Appendix 6: Crosswalk of Active Learning Experiences to UNC's Institutional Learning Outcomes

UNC's Institutional Learning Outcomes	Community Engaged Learning	Internships & Professional Experiences	Education Abroad & Global Engagement	Undergraduate Research & Creative Works	On-Campus Employment
1. Mastering Foundational Skills					
a. Describe how knowledge is discovered in various fields of study.	X	X	X	X	
b. Apply critical thinking to analyze, integrate, and evaluation information.	X	X	X	X	X
c. Apply ethical principles to evaluate and make decisions.	±	X	X	X	X
d. Make informed decisions using numeric and scientific information.	±	X	X	X	
e. Express ideas through multiple media and modes of communication.	±	X	X	X	
2. Strengthening Interactions with Others					
a. Develop the capacity to understand and interact effectively with other whose identities, beliefs, behaviors, and values differ from their own.	X		X	X	X
b. Demonstrate teamwork skills that enable collaboration.	X	X	X	X	X
c. Develop and sustain mutually beneficial relationships.	X	X	X		X
d. Demonstrate the capacity to engage in civic, social and political responsibilities.	X		X	X	X
3. Connecting Ideas and Experiences					
a. Apply multidisciplinary perspectives to gain new insights into issues and concepts.	±	X	X	X	X
b. Describe issues from diverse cultural, socioeconomic, geographic, and global perspectives.	±	X	X	X	X
c. Evaluate the social, economic, political, and environmental consequences of individual and group actions.	±		X	X	
d. Connect experiences in and out of the classroom.	X	X	X	X	X
4. Developing Professional Competence					
a. Use the tools, terminology, and methods related to their program of study.	X	X	±	X	X
b. Apply the standards and practices of their major or program of study.	X	X	±	X	
5. Engaging in Healthy Behaviors					
a. Describe factors that impact the health and wellness of individuals and their communities.	±		±		
b. Reflect critically on their own personal growth.	X	X	X		X
c. Demonstrate practices that promote health and well-being.	±		X		

± = Variable by program or experience