

Academic Portfolio Task Force Interim Report 2
November 12, 2018

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Undergraduate Program Discontinuance or Restructuring

Task Force:	Academic Portfolio
Committee:	UG Subgroup
Committee Chair(s):	Englert and Sileo
Date:	11/14/18

Please provide a brief update on your committee's progress by responding to the four questions below.

1. What are the issues/questions your committee worked on during the reporting period?

We continued with the work done identified in the first interim report (see below in blue). Further we worked to

- identify a definition of “productive,”
- review other IHE strategies/models used to trim/restructure the UG portfolio,
- narrow down the metrics we plan to suggest be used for UG restructuring, and
- outlined the key components of our final report.

Continued from the first interim report:

In three sub-committees, we began to discuss the following questions:

- I. How do we create a UNC-wide approach to decide which programs belong in our academic portfolio?
- II. What data is needed to evaluate true costs of programs?
- III. What external universities/ models can we examine to consider what it would mean to change/revolutionize the Under Graduate (UG) program at UNC?
- IV. What resources would we need for programs that need to restructure, e.g. faculty development, circular design, converting to or adding an online option?
- V. How can we explore standard policies and practices for use of TAs, contingent faculty etc.?
- VI. Do we have and/or need 5-year schedules? A five-year schedule of course offerings would aid in graduation rates/plans/options for students in UG programs? How could we leverage long-range schedules to help units become more responsible to their students and for their programs?

2. What data or other information have you used (numbered or bulleted list is fine)?

After considering 19 potential metrics to use to evaluate the health of academic programs at UNC (e.g., DFW rates, number of majors, SCH), the subgroup identified **and will be discussing and further refining** the following models, metrics, and data sources as we move to conclude our work later this term.

A. Program Cost Model

- To be provided by UNC's Marla Johnson
- Will estimate each program's net revenue and SCH

Program Metrics:

1. 5 Year Trends for Number of Students and Degrees Conferred for Each Major, Minor, M.A., and Ph.D. (Akron used three-year trends). To identify specific academic programs to restructure/prune/enhance, it would be helpful to have these data by the specific degree, minor, or certificate conferred, not by department/program/unit.
2. 5 Year Trends in SCH and FTE for each department/program/unit.
3. Number of Students Impacted by Program Restructuring or Discontinuance. For example, it will be important to manage impact so as to not lose students or disrupt progress toward degree completion.
4. Faculty Productivity in RSCW (e.g., grants awarded; scholarly publications)
5. TT and CR Faculty Teaching Loads (e.g., differentiated course loads) and Number of Courses Taught by Adjuncts
6. Student/Graduate Exit Data

The subgroup further believes the following two factors must be considered prior to any decision-making about the restructuring/pruning/enhancing of academic programs at UNC: (1) the centrality of the program to the university's mission and (2) the context for the program data.

A. Centrality to the University's Mission

How does the program fit into the vision of the larger university (e.g., statutory and public mission), as well as the branding of what/who we are as an institution of higher education in Colorado?

B. Contextual Feedback on Data

1. Feedback. Faculty, staff and students should be provided the opportunity to provide feedback on any program data, perhaps through focus group meetings or feedback forms, prior to administrative decisions about restructuring/pruning/enhancing the program.
2. Accreditation. Some programs hold accreditation or authorization from a national entity and/or external organizations, and the accreditation requirements should be weighed in decisions.
3. Redundancy. Is there redundancy among programs, courses, or tasks delivered across programs?
 - a. Programs. Akron offered a BS in Math and Applied Math programs were redundant; Math was restructured and Applied Math was kept. In addition, Akron's Fashion Merchandising better covered by Kent State.
 - b. Tasks. UNC could combine low-enrolled majors under one department, such as Department of A and Department of B would be combined to be the Department of A and B with one chair and administrative assistant. The combination of department/units would save on course releases, chair stipends, and admin staff.
4. Cost-savings. How much would actually be saved by pruning/restructuring the unit?

3. What action steps are planned for the next reporting period?

The UG Subgroup will work to finalize:

- a definition of a “productive” unit
- a list of metrics to be considered for use in reviewing the UG portfolio
- recommendations related to qualitative considerations to be considered such as centrality of program to the university’s statutory mission and contextual information associated with a program such as external accreditation, program redundancy, etc
- a final report to be shared with the AP Taskforce, PLC, and the campus community

4. What recommendations, if any, have been determined to date?

In progress. See items #2 and #3.

5. Please provide any additional information or comments.

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New or Expanded Academic Programs

Task Force:	Academic Portfolio
Committee:	New or Expanded Academic Programs
Committee Chair(s):	Leo Welch
Date:	November 12, 2018

Please provide a brief update on your committee's progress by responding to the four questions below.

1. What are the issues/questions your committee worked on during the reporting period?

- 1) We worked on developing specific markers (enrollment goals, return on investment, qualitative factors) that predicate a new program's continuance.
- 2) We learned that regional data is available regarding typical program size through the Integrated Recruiting and Marketing Team's market scan process.
- 3) We further refined our responses to specific committee charge questions.
- 4) We discussed how UNC's Institutional Learning Outcomes are aligned with new program development.
- 5) We investigated further and confirmed that our present new program protocol aligns directly with the state process.
- 6) We continue to have discussions with Academic Task Force A Chair (program closure) regarding our progress, as there are possible intersections between the two sub-groups.
- 7) We worked on developing a hierarchy of concrete action steps that the university could incorporate both now and later regarding new program initiation and development.

2. What data or other information have you used (numbered or bulleted list is fine)?

- 1) Article from the Chronicle reflecting the changing landscape of new program development entitled "Self-Directed Learning and Augmented Reality: How to Teach Gen Z"
- 2) Complete listing of the initial of new programs from 2011-2017 (CCHE.website gathered through Admissions)

3. What action steps are planned for the next reporting period?

We will develop and refine materials that we have worked on for the final report.

4. What recommendations, if any, have been determined to date?

- 1) Set broad, clear strategic institutional goals for new programs: i.e. interdisciplinary studies, programs that already have a strong reputation on campus (brand identity).
- 2) Use a grassroots process (faculty driven, guided by the administration) for generating new ideas.
- 3) Continue to develop an informal and formal review process that involves accurate enrollment predictors, market scans, and return on investment in the beginning of the process.
- 4) The importance of diversity in delivery--specifically hybrid, or online options is critical.
- 5) Programs should be able to demonstrate how they prepare students for professional lives after graduation.
- 6) When possible, each new program should have a set of co-curricular learning experiences relevant to the student's field of study
- 7) Final decisions should be made based upon the needs of the institution
- 8) The institution should choose programs using internal or external ideas to create ideas that include: brand synergies, excess capacity, incremental additions, student need data, and market trend data
- 9) Further resource existing strong programs based upon retention rates, graduation rates, what the market determines for desirable degrees; consider the expense of programs.
- 10) New programs should include a first year experience with the major; creating community should be a consideration.
- 11) Three-year programs with summer included should be considered and evaluated regarding their potential.

5. Please provide any additional information or comments.

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Extended Campus

Task Force:	Academic Portfolio
Committee:	Extended Campus
Committee Chair(s):	Nancy Rubin and Kiki Gilderhus
Date:	November 12, 2018

Please provide a brief update on your committee’s progress by responding to the four questions below.

1. What are the issues/questions your committee worked on during the reporting period?

- Clarify the mission of Extended Campus; what is ExC’s role in revenue generation, community service, and brand recognition
- Determine best structure for unit; continue as a campus or become a School of Professional Studies
- Review existing program offerings
 - Need consistent set of metric across all groups doing program review.
- Clarify the State definitions of extended studies to determine the types of programs that could/should be run through Extended Campus.
 - Should all online programs run through ExC or can departments offer online versions of existing programs
- Determine and prioritize short term strategies, i.e. within the next 1-2 years and longer term strategies based on recommendations.
- Assess value of each ExC location – Loveland, Denver and Colorado Springs
 - Review rents, usage, offerings.
- Create a strategy around dual enrollment for more consistent offerings to a broader set of partners that benefits HS students.
 - Path to a degree
 - Waive application fees
 - Enhanced marketing to existing students and school partners
 - More partners (expand outreach beyond Greeley and surrounding districts to Denver area)
 - Summer Programs for Juniors, Seniors and Recent College Graduates
 - Identify strategy for concurrent enrollment at the same time
- Build out professional development offerings; both for credit and non-credit.
 - Coding bootcamp launching in December
 - Partner with businesses, school districts and professional organizations to provide more prof dev offerings.
- Untangle the Center for International Education from ExC (faculty led study abroad and Intensive English Program and return budget lines to department.

2. What data or other information have you used (numbered or bulleted list is fine)?

- Enrollment reports
- Payroll Reports

- Accounting Reports
- Historical reports

EAB – COE 101: Intro to Org Models - <https://www.eab.com/-/media/EAB/Research-and-Insights/COE/Events/Webconferences/2018/Introduction%20to%20Organizational%20Benchmarking.pdf>

EAB - Understanding the Changing Market for Professional Master's Programs - <https://www.eab.com/research-and-insights/academic-affairs-forum/studies/2015/understanding-the-changing-landscape-for-professional-masters-programs>

EAB - Organizing Continuing and Professional Education Units - <https://www.eab.com/research-and-insights/academic-affairs-forum/custom/2014/6/organizing-continuing-and-professional-education-units-at-large-public-universities>

3. What action steps are planned for the next reporting period?

Provide reports to committee re: data in item #2
Consolidate feedback from all task force members into a report.

4. What recommendations, if any, have been determined to date?

5. Please provide any additional information or comments.

What could a School of Professional Studies provide UNC? Or, how to incorporate business practices into existing unit.

Several on the committee stressed the importance of doing this work closely with schools and departments on campus to determine best strategy for their disciplines. Do not compete directly with departments on campus for new programs.

- Market-led programs
 - o Ability to launch own programs
 - o Fast-cycle launch of high demand, B2C applied programs
 - o Catalyzes collaboration across colleges for new Interdisciplinary programs
- Flexible faculty costs
 - o Long-term, non-tenured FT contracts
 - o Adjuncts
 - o Easier to add sections or cut back courses
- Flexible pricing
 - o Market-driven discounting in price-sensitive programs and online
- Active sunseting
 - o Declining programs can be cancelled
 - o Fund reinvested in new high-demand areas
 - Ideas for Professional Programs
 - Applied Nutrition
 - Applied Analytics

- Any Applied Degree can be tailored to working professionals to be more skills based rather than theory based
- Organizational Communication
- Criminal Justice Leadership
- Global Studies and International Affairs
- Nonprofit Management
- Healthcare Management
- Risk Management
- Respiratory Care Leadership
- Informatics
- Health Informatics
- Regulatory Affairs for Drugs, Biologics and Medical Devices
- Technical Communication
- Technology Commercialization
- TESOL
- Geographic Information Systems
- Negotiation and Conflict Management
- Sports Management
- Sustainability Management
- Data Science
- Characteristics of High-Revenue COE (Continuing and Online Education)
 - Offer more non-degree offerings like certificates, courses, and nano degrees
 - Leverage large pools of bachelor's-prepared professionals through robust graduate-level offerings
 - Partner with regional employers to create market aligned programs for tuition revenue reimbursement
 - Incorporate both F2F and Online offerings

Source: COE 101: Intro to Org Models. EAB. 2016

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Active Learning

Task Force:	Academic Portfolio
Committee:	Active Learning
Committee Chair(s):	Romero and Kimball
Date:	11/9/2018

Please provide a brief update on your committee's progress by responding to the four questions below.

1. What are the issues/questions your committee worked on during the reporting period?

<p>A. Our subgroup collaborated on the completion of a "Matrix of Essential Active Learning," whose attributes we discussed, researched, defined and revised:</p> <ol style="list-style-type: none">1. Column 1: Five active learning types: (1) Community Engaged Learning; (2) Professional Experiences & Internships; (3) Study Abroad; (4) Undergraduate Research; (5) On-Campus Employment;2. Columns 2-4: Three levels of engagement for each learning type adapted from Bloom's Taxonomy: (1) Early Exposure: Peripheral Participation; (2) Active Participation & Situated Learning; (3) Co-Creation: Reciprocal Engagement & Leadership;3. Column 5: Formative/Summative Assessments or Indicators for each active learning type. <p>B. We developed a proposal for ways the three levels of engagement (item A.2. above) might be combined to form a scaffolded system for infusing active learning across all units;</p> <p>C. We completed a "Crosswalk of Active Learning Experiences to UNC's Institutional Learning Outcomes" for each of the active learning types;</p> <p>D. We created an "Active Learning Considerations re Task Force Charges" matrix consisting of</p> <ol style="list-style-type: none">1. Column 1: Active Learning Type2. Column 2: Immediate and Long-Term Concrete Action Steps3. Column 3: Performance Metrics4. Column 4: Performance Data Collection Procedures5. Column 5: Resources (saved or required) <p>E. We considered relations between active learning and career readiness and resolved to meet with the Career Readiness subgroup to discuss articulation.</p> <p>F. We are currently exploring the efficacy of cost-effective third-party solutions for integrating and implementing our active learning matrix.</p>

2. What data or other information have you used (numbered or bulleted list is fine)?

<ul style="list-style-type: none">• Expert opinion (subgroup members)• Student employment data• Senior Survey and CSS data• Institutional Learning Outcomes
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3. What action steps are planned for the next reporting period?

- We will meet with the Career Readiness subgroup (see item 1.D. above) to discuss possible articulations
- We will explore third-party solutions (see item 1.E above) and, based on our results, work toward completing the “Active Learning Considerations re Task Force Charges” matrix;
- We will compile and forward our recommendations to the Academic Portfolio Task Force Chair.

4. What recommendations, if any, have been determined to date?

- We recommend that our active learning engagement levels (see item A.2 above) and proposal for a scaffolded system for cross-unit infusion be incorporated into the Academic Portfolio;
- Bring together all types of active learning activities that are currently fragmented and dispersed around campus to include all programs:
 - Professionalize operations to include documented policies and practices related to active learning programming
 - Focus on accountability and data tracking—we need to know where our students are to report, assess and evaluate enrollments, practices, growth opportunities
- 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.
- We recommend that a statement along the lines of the following be incorporated into UNC’s branding:
 - “All UNC students will graduate with active learning experiences from their programs and co-curricular opportunities that enhance their learning, professional

5. Please provide any additional information or comments.

See Appendices at end of document for additional information.

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Reports are not available from the following committees:

Liberal Arts Core

Graduate Programs

Academic Program Support

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Active Learning Appendix 1: Crosswalk of Active Learning to UNC’s Institutional Learning Outcomes
Active Learning Appendix 2: Crosswalk to Other Task Forces & Subcommittees
Active Learning Appendix 3: Matrix for Essential Active Learning

Cross walk of Active Learning Experiences to UNC's Institutional Learning Outcomes

UNC's Institutional Learning Outcomes	Community Engaged Learning	Internships	Study Abroad	Undergraduate Research	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		

Crosswalk to Other Task Forces & Subcommittees

UNC's Task Force Initiatives	Community Engaged Learning	Internships	Study Abroad	Undergraduate Research	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

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 Engaged 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.
<p>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.</p> <p>Community refers broadly to include public, private, non-profit, educational entities, governmental agencies, businesses, and other organizations external to UNC.</p> <p>A collective experience.</p>	<p>Student encounters community engagement and civic contexts and structures, primarily through listening, observation or visiting with community partners.</p> <p>100-200 level LACs Introduction and observation in community service/volunteering</p>	<p>Student has participated in community engaged learning experiences and begins to reflect on or describe how these actions may benefit individual(s) or communities.</p> <p>Demonstrates experience identifying intentional ways to participate community engaged activities. Student makes linkages between class/academic content and their activities in the community</p> <p>200-300 in major Experiences different from self Assessment of community needs</p>	<p>Demonstrates ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.</p> <p>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.</p> <p>A community experience that applies a culmination of content from student’s academic program to their community/capstone experience. Program specific deliverables</p>	<p>UNC Engage Resume</p> <p>Completion of a recognized Community Engaged Learning Course, or a Capstone, Internship, Field Experience, Practica or similar.</p> <p>e-portfolio</p> <p>Community Partner Deliverables</p>

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 Engaged 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.
<p>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.</p> <p>An internship can be paid or unpaid (strong preference for paid).</p> <p>An individual experience.</p>	<p>Through job-shadowing, informational interviews, and other indirect means, student is exposed to a prospective career or field of study and how it operates</p>	<p>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.</p>	<p>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.</p>	<p>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.</p> <p>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.</p>
<p>International Education/ Study Abroad (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.</p>	<p>Student encounters and learns about cultural variability through exposure to information and perspectives in the classroom or in workshops and presentations.</p> <p>Information sessions; guest speak in courses in relevant LACs (Area 7, maybe Area 3?)</p>	<p>Student participates in an intercultural program and begins to reflect on or describe how this may benefit themselves and others</p> <p>The Study Abroad experience; potentially add 'structured' component about communication and culture (through Canvas?)</p>	<p>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</p> <p>International Ambassador; Welcome Back Orientation – reception & workshop for students</p>	<p>Complete pre, during, and post course component (topics: communication, culture, culture shock, etc).</p> <p>Complete Study Abroad experience. Participate in an engaged learning component upon return (International Ambassador, speak at class, present at Research Night or fair, etc)</p>

Active Learning Type ² (definition)	Types and scope of participation in Engaged 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.
<p>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.</p>	<p>Student encounters the prospect and potential of undergraduate RSCW in the classroom or in workshops and presentations (Observation/Introduction to the Process)</p>	<p>Student participates in a faculty-supervised undergraduate RSCW experience and begins to reflect on or describe how this may benefit themselves and others (Research)</p>	<p>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)</p>	<p>Intro LAC courses (e.g., ENG 123) UNIV 101 (Research Nights) Attending Research Nights/ Research Days/ Recitals etc.</p> <p>Upper Level Coursework</p> <p>Capstones Submissions/ Acceptance to Undergraduate Research Journal Recitals, Presentations at Research Day, Symposium NCUR</p>
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>