Prospect for Success: A Campus Guide for Developing Success, Inquiry and Cultural Awareness in First-year Students (eBook)

April, 2017

Table of Contents

Prospect for Success: A Campus Guide for Developing Success, Inquiry and Cultural Awareness in First Year Students

Introduction

The University of North Carolina at Charlotte is North Carolina's urban research university and over the past few years, the fastest growing university in the University of North Carolina system in terms of student enrollment. Forty-eight percent of all enrollment growth in the UNC system from 2010 and 2015 was at UNC Charlotte. Fall 2015 enrollment was 27,983 students with 22,732 undergraduates and 5,251 graduate students—of these, 4,834 were Freshmen. As enrollment numbers have increased, so has the diversity of the campus. The percentage of ethnically diverse students has increased and as of Fall 2015 is 32% of the student body, and more than 30% of students self-identify as first generation students.

The university comprises seven professional colleges and offers degrees at the bachelor's, master's and doctoral level. The university's mission statement includes a commitment to providing students with an "exemplary undergraduate" education that equips students with strong liberal arts foundation as well as intellectual and professional skills, ethical principles, and an international perspective. The Prospect for Success (Prospect or PFS) is UNC Charlotte's Quality Enhancement Plan (QEP), part of its campus accreditation process through the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

The Prospect has its roots in an analysis of institutional data including the National Survey of Student Engagement (NSSE), the Evaluating Academic Success Effectively (EASE) survey, and internal reviews of the campus Learning Communities and other student success initiatives which showed that undergraduate student engagement could be improved at the university. A comprehensive planning process involving students, faculty and staff was launched in Fall 2010 leading to the selection of engagement as the overarching topic in May 2011. This analysis of institutional needs led the University to define students' engagement in terms of the three interconnected goals: Intentionality, Curiosity, and Awareness. For purposes of assessment, these three goals were translated into three student learning outcomes (SLOs):

- *Commitment to Success* (Intentionality): Students will identify specific and realistic goals for their collegiate experience, develop or exhibit strategies for achieving those goals, and recognize the need to make change in light of experience.
- *Inquiry* (Curiosity): Students understand or experience inquiry as an open-ended process that explores evidence and/or approaches to generate ideas/conclusions
- *Cultural Awareness* (Awareness): Students will demonstrate an understanding of themselves, and of others, as individuals whose worldview and capacities are shaped by culture and experience and a willingness to take the worldview and capacities of others into consideration.

Prospect assessment includes direct and indirect measures. Direct assessment of the SLOs uses rubrics modeled on the VALUE rubrics created by the American Association of Colleges & Universities (AAC&U), and is coordinated at the college level. Samples of student work from the Prospect course(s) in each college are scored on three dimensions, each with a zero-to-three scale. The goal is for 70% of freshmen in Prospect courses to score a 2 or better on each SLO. The rubrics are not fixed assessment tools, but have been part of a cycle of evaluation through which the learning outcomes, rubrics, and curricular programs have been evaluated each year and modified using data and experience. Appendix A includes the version of the rubrics used in the 2015-16 academic year. Indirect measures used to evaluate the PFS include 4 and 6-year graduation rates, Spring retention, grade point average (GPA), and DFW rates (rates of students with a final grade of D or F in a class or who officially Withdrew from a course).

Recognizing the diverse needs of students in the University's seven academic colleges, this engagement curriculum takes different forms in different colleges, but all versions of the curriculum have common elements to make manifest to students both aspirational 'ways of being' (the value of engagement) and practical 'things to do' (how to be engaged). The plan also involves co-curricular partners including the Atkins Library, University Career Center, Multicultural Resource Center, University Center for Academic Excellence (tutoring and supplemental instruction), the Counseling Center, Venture outdoor programs and other campus offices.

The attempt to strike a balance between campus and college needs has been a fundamental part of Prospect from the planning stages. Administration of the Prospect takes place at the campus and college level. The Dean of the University College oversees the Prospect while each college has a Prospect team headed by a team lead for the college. The college teams typically include faculty teaching Prospect courses, academic advisors for that college, and, in many cases, staff involved in unit assessment. A PFS Steering Committee includes representatives from each college, co-curricular units, and project leadership provides input and oversight. The overarching goal of Prospect is help UNC Charlotte meet the challenges faced by undergraduates as they transition to the campus.

Challenges

For recent generations, two trends have characterized the students attending institutions of higher education in the U.S.: an increase in the percentage of 18-30 year olds who pursue education after high school, and an increase in the diversity of the student body. Both of these trends are expected to continue into the future and shape the challenges that institutions of higher education face.

Specifically, the fact that in 2008 one-in-four college freshmen at four-year universities did not return for their sophomore year (ACT, 2008) suggests questions about the degree to which students are prepared for success in college. As a result, the ability of these students to adapt to campus life will be crucial to their success *(*Pascarella et al, 1996*).* This research suggests that

the challenges UNC Charlotte is addressing through the Prospect for Success are common features of the higher education landscape in the 21st century; challenges that must be successfully overcome if the nation is to meet the aggressive attainment goals that have been set.

First-Year Experience

One proven tool for addressing the challenges facing institutions of higher education is a focus on the first-year experience. Scholars agree that students' performance in the first year is a strong predictor of drop out and graduation rates (Astin, 1975; Tinto, 1993*)*. UNC Charlotte's research suggested a strong correlation between participation in a first-year experience and first-to-second year retention rates, and subsequent graduation conformed to the national pattern (Barefoot et al, 1998; Fidler & Moore, 1996; Shanley & Witten 1990; Simmons, 1995). Evidence indicates that the reason first-year experience programs are successful has to do with the ways they shape students' mindset. Pascarella and Terenzini, for example, found that the first-year of college is the most critical year for shaping college student attitudes towards learning (2005). In 2008, George Kuh, with the Association of American Colleges and Universities, identified five high-impact educational practices that increase student engagement and retention, including first-year experiences. This study indicates first-year experiences to be effective because they emphasize relationship building between students and faculty, prompt and frequent feedback, development of student success skills, bridging out of class experiences with classroom discussions, and exposing students to people who are culturally different from themselves (Kuh, 2008).

In practical terms, the goal of first-year programs is to help incoming students make a successful transition into college life (Gardner, 2001; Nelson & Vetter, 2012). There are a wide variety of first-year programs developed at universities, but much of the success in the first-year of college "rests on an intentional first-year curriculum and on supportive curricular structures" (Barefoot et al, 2005). Freshman seminars are a single course intended to assist with students' transition to college and, in some cases, to the discipline or major (Keup & Barefoot, 1995). Barefoot & Fidler (1996) and other higher education literature describe first-year seminars as "curricular innovations and programmatic tools designed to improve the transition experience of first-year students and yield higher rates of student retention and academic success" (Barefoot, 1993;

Fidler & Hunter, 1989; Hunter & Linder, 2005). Learning Communities often leverage the learning within a freshman seminar-type class and expand the opportunities for student engagement by involving more than one course and adding residential or co-curricular elements or both (Shapiro & Levine, 1999; Tinto, 2000). Both freshmen seminars and learning communities are frequently cited as high-impact educational practices (Kuh, 2008) and foundational elements of programs at schools who have achieved institutional excellence in supporting first-year students (Barefoot et al, 2005). Therefore, UNC Charlotte adopted nationally recognized practices (and institutional experience) by designing its QEP as a first-year experience. In particular, the PFS seeks to ensure that students acquire the requisite skills and attitudes by means of a curriculum modeled on the freshman seminar best practices; it also seeks to extend those impacts beyond the freshman seminar to garner some of the proven benefits of the learning community approach.

Engagement

Studies have shown a strong and positive correlation between engagement and academic outcomes. Analysis of survey results and student data indicate that students who described themselves as being engaged were more likely to express satisfaction, attain greater success, and persist in their education (Krause, 2007). Chan (2001), whose work makes a strong connection between engagement and empowerment, suggests that choice and control in learning leads to motivation and in turn to success. A large study conducted by Kuh (2008), using data from eighteen degree-awarding institutions, suggests that "student engagement in educationally purposeful activities is positively related to academic outcomes, as represented by first year student grades and persistence between the first and second year of college."

Student engagement entails a range of curricular and co-curricular practices to help students succeed. These practices, when done by institutions, have resulted in positive impacts on academic performance and retention. UNC Charlotte's focus on a curriculum-centered effort to foster engagement is supported by research that identifies curriculum as an important driver for facilitating student success from the first year onward. Specifically, Marton et al (1997) suggest

that curriculum engagement leads to deeper learning, and White et al (1995) indicate that first-year seminars should be organized, not as a one-time event, but as processes programmatically linked to overall student success.

In their work on what should be included in a curriculum to encourage engagement, Kift and Nelson (2005) outlined six principles for student engagement, all of which are evident in the Prospect for Success:

- developing long term strategies for programs (rather than piecemeal modifications);

- considering students' needs;

- facilitating reflection;

- cumulatively developing skills required after graduation;

- developing student independence and self-management; and

- aligning administrative and institutional support services to these goals to ensure consistency institution-wide.

Perhaps most importantly, Kift and Nelson argue that it is essential to integrate curricular engagement principles through a systemic university-wide change, including administrative and co-curricular programs. This finding is supported by Reason, Terenzini, and Domingo's (2005) analysis of a survey conducted in American colleges involving 6700 students and 5000 academic staff members. They found that there is an association between coherence in first year curriculum, and student perceptions of academic confidence. It is precisely to achieve this coherent, 'systemic university-wide change,' that UNC Charlotte has built on a variety of successful, but disparate efforts by coordinating and expanding on them in the form of the *Prospect for Success*.

Results to date

Results for the Prospect have been assessed using direct measures of the Student Learning Outcomes (SLOs) and indirectly by looking at campus level data for retention, GPA, and DFW rates. Results of the SLOs were reported by college each year so that PFS teams in each college

can chart student progress on each goal—Commitment to Success, Inquiry and Cultural Awareness—and consider curricular changes to improve student learning outcomes. Campus level data is compiled by aggregating the college-level data. In May 2016, the following results for each SLO were reported for each of the three dimensions of each SLO (see Appendix 1):

Figure 1. Commitment to Success SLO results for Fall 2013, Fall 2014 and Fall 2015

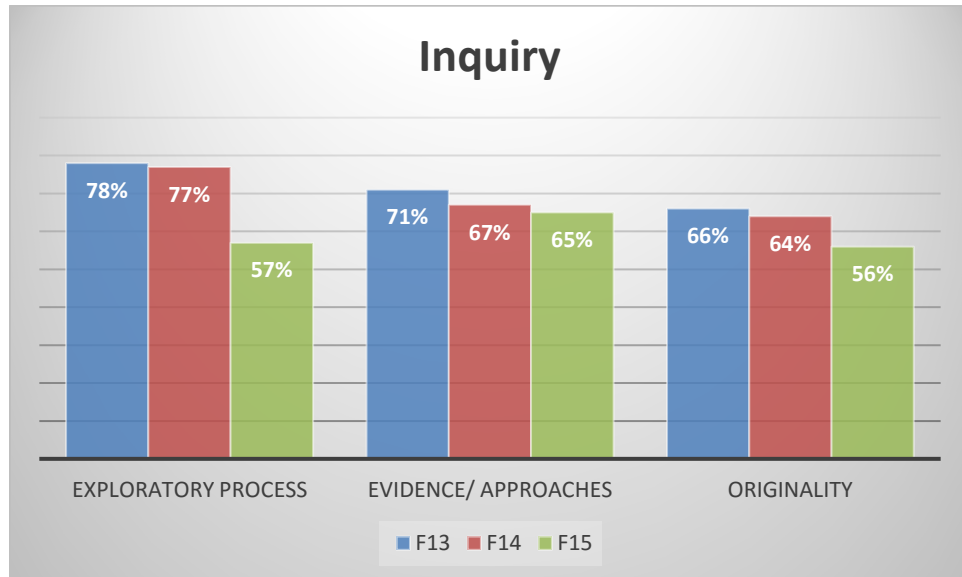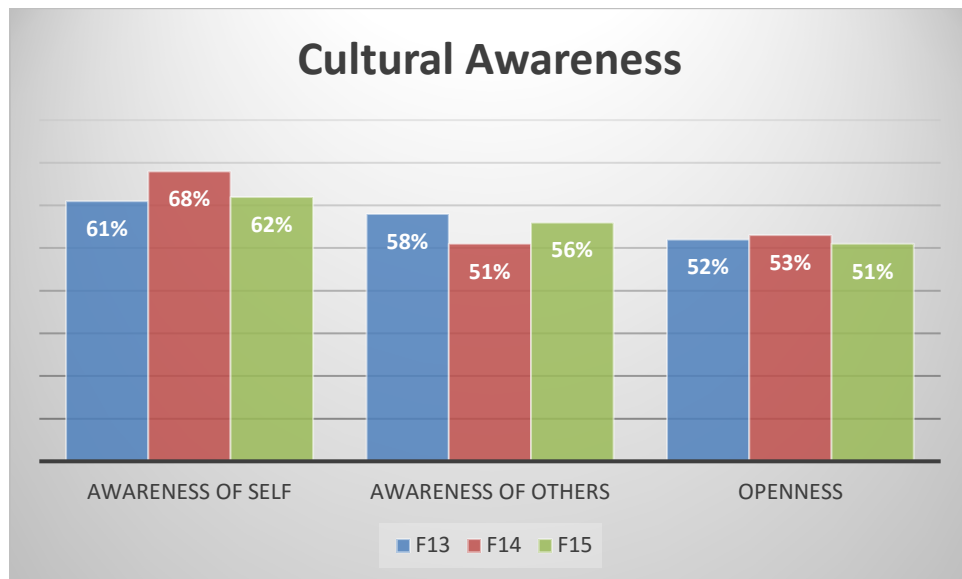*Figure 2. Inquiry SLO results for Fall 2013, Fall 2014 and Fall 2015*

Figure 3. Cultural Awareness SLO results for Fall 2013, Fall 2014 and Fall 2015

While the results of the SLOs show variation from year-to-year, they also suggest some of the strengths and areas of need of the Prospect program. For example, SLO results from the Commitment to Success learning dimensions suggests that students in these courses are learning about goal setting and developing strategies to accomplish those goals but that more work needs to be done on how students use these tools to experience change. Results from the Inquiry SLO point out that students learn more about the process of inquiry but need more help in showing evidence of originality in their writing. The data from the third SLO suggest that more needs to be done to help students with cultural awareness but especially in their openness to viewpoints of others. Year-to-year variation (ups and downs of results across years for each dimension) may be a result of increased awareness and expectations of faculty teaching the PFS courses. Campus leadership for the Prospect (the PFS leadership team and steering committee) have emphasized that the SLO results reported by college are more useful in that they foster conversations about curricular innovation and programmatic change within specific PFS courses.

Indirect measures at the campus level have been more consistently positive even if they cannot be directly linked to the Prospect program. An analysis of DFW, GPA and Spring semester retention rates (i.e., the percentage of first-time, full-time Freshmen returning after the Fall semester) showed that students enrolled in PFS courses outperformed students not enrolled in any type of first-year experience (Freshman Seminars and Learning Communities as well as PFS courses).

Figure 4. University-wide retention rates for first-time, full-time Freshmen

University-Wide FTIC Retention				
F2010	F2011	F2012	F2013	F2014
77.1%	78.0%	80.4%	82.4%	83.3%

First-year student retention rates at UNC Charlotte have also been trending upwards since Fall 2010 as seen in Figure 4. This suggests that student success initiatives at UNC Charlotte, including the Prospect for Success, are contributing to student retention.

Looking Forward

The Prospect for Success was created as UNC Charlotte's response to the SACSCOC Quality Enhancement Plan. Over time, the terminology has changed from *QEP* to *Prospect* and more recently, discussions of PFS as a signature first-year program. This shift in language signals more than the evolution of the Prospect for Success from a plan to an active program reaching more than 90% of incoming freshmen. It also highlights the potential for Prospect to provide a foundation of skills and knowledge students build upon as they move through their undergraduate degree programs. This potential for breadth in the first year and depth throughout the undergraduate experience (4+ years) is captured in Figure 5, the T-shaped student:

Figure 5. The T-shaped student
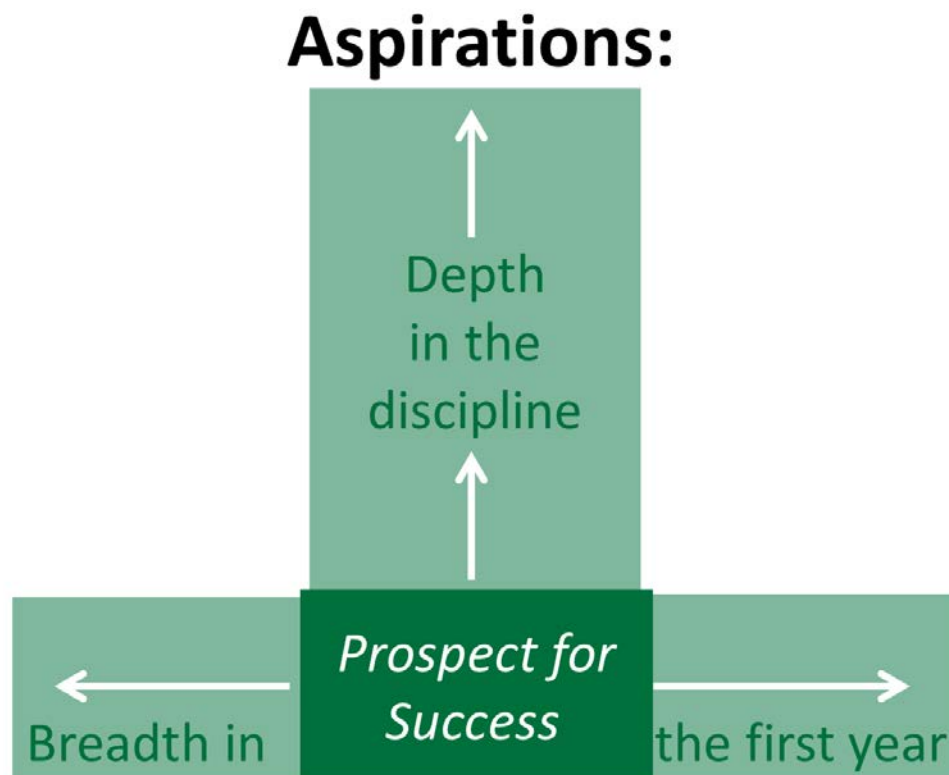
Organization of this eBook

This eBook was developed and written by faculty and staff involved in the Prospect for Success. Members of our team include PFS instructors, members of the campus leadership team and co-curricular partners. Editorial assistance was provided by Dr. Greg Wickliff and students in his editing course. Somaly Kim Wu at J. Murrey Atkins Library formatted the text for publication and provided the platform for publishing the eBook, and Maggie Bailey in Atkins Library designed the cover design based on a graphic created by Lisa Meckley in UNC Charlotte's Enrollment Management Division.

Chapter 2 of this book, "Taking Stock of Prospect," is in three parts and focuses on "doing Prospect," that is, ways in which the three SLOs have evolved and been implemented in courses and how the project as a whole has taken shape. Chapter 2A examines the three SLOs, while 2B discusses the implementation and development of Prospect. Chapter 2C provides information about the contributions of the many co-curricular partners like the University Career Center, Atkins Library, University Center for Academic Success, to name just a few.

Chapter 3, "Looking Forward," addresses the future of Prospect at UNC Charlotte. The authors look at future possibilities for Prospect by examining possibilities for future directions of the Student Learning Outcomes as well as how Prospect, as a signature program, contributes to discussions of depth and breadth (the T-shaped student).

References

ACT (2008) [Tables and line graphs showing data concerning college students' retention and completion rates]. *2008 Retention/Completion Summary Tables*. Retrieved from http://act.org/research/policymakers/pdf/retain_trends.pdf

Association of American Colleges and Universities (n.d). *Valid Assessment of Learning in Undergraduate Education*. Retrieved from http://www.aacu.org/value/project_description.cfm

Astin, A. W. (1975). *Preventing students from dropping out*. San Francisco: Jossey-Bass.

Barefoot, B. (1993). *Exploring the evidence: Reporting outcomes of freshman seminars* (Monograph No. 11). Columbia, SC: University of South Carolina, National Resource Center for the Freshman Year Experience.

Barefoot, B., & Fidler, P. (1996). *The 1994 national survey of freshman seminar programs: Continuing innovations in the collegiate curriculum* (Monograph No. 20). Columbia, SC: University of South Carolina, National Resource Center for the Freshman Year Experience & Students in Transition.

Barefoot, B., Gardner, J., Cutright, M., Morris, L., Schroeder, C., Schwartz, S., Siegel, M. & Swing, R. (2005). *Achieving and sustaining institutional excellence for the first year of college*. San Francisco, CA: Jossey-Bass.

Barefoot, B., Warnock, C., Dickinson, M., Richardson, S., & Roberts, M. (1998). *Exploring the evidence: Reporting outcomes of first-year seminars: Volume II* (Monograph No. 25). Columbia, SC: University of South Carolina, National Resource Center for the First-Year Experience & Students in Transition.

Chan, V. (2001). Learning autonomously: the learners' perspectives. *Journal of Further and Higher Education*, 25(3).

Fidler, P. & Hunter, M. (1989). How Seminars Enhance Student Success. In M. L. Upcraft & J. N. Gardner (Eds.), *The freshman year experience: Helping students survive and succeed in college* (pp. 216-237). San Francisco: Jossey-Bass.

Fidler, P. & Moore, P. (1996). A comparison of effects of campus residence and freshman seminar attendance on freshman dropout rates. *Journal of the Freshman Year Experience & Students in Transition*, 8(2), 7-16.

Gardner, J. (2001). Gardner reflects on FYE at 20. *FYE: Newsletter of the National Resource Center for the First-Year Experience & Students in Transition*, 13(4), 1.

Hunter, M. A., & Linder, C. W. (2005). First-year seminars. In M. L. Upcraft, J. N. Gardner, B. O. Barefoot, & Associates(Eds.), *Challenging and supporting the first-year student: A handbook for improving the first year of college* (pp.275-291). San Francisco: Jossey-Bass.

Keup, R., & Barefoot, B. (1995) Learning how to be a successful student: Exploring the impact of first-year seminars on student outcomes policy. Center on the First Year of College.

Kift, S. & Nelson, K. (2005). Beyond curriculum reform: Embedding the transition experience. *HERDSA*, 225 – 235.

Krause, K. (2007). *New perspectives on engaging first year students in learning.* Retrieved from http://www.enhancementthemes.ac.uk/documents/events/20070308/FYE_Engagement Krause.pdf

Kuh, G. (2008). High impact educational practices: What they are, who has access to them, and why they matter. Association of American Colleges and Universities.

Marton, F., Hounsell, D. & Entwistle, N. (1997). *The experience of learning*. Edinburgh: Scottish

    Academic Press.

National Resource Center for the First-Year Experience and Students in Transition (2002). *The*

    national survey of first-year seminar programs: Continuing innovations in the collegiate

    curriculum (Monograph No. 35). Columbia, SC: University of South Carolina.

Nelson, D. & Vetter, D. (2012). Thriving in the first college year: A research-based approach to

    college student success. In Schreiner et al. (Eds.) *Thriving in Transitions*. Columbia, SC:
    University of South Carolina.

Pascarella, E. T., Edison, M., Nora, A, Hagedorn, L., & Terenzini, P. T. (1996). Influences on

    students' openness to diversity and challenge in the first year of college. *Journal of*

    Higher Education, 67, 174–195.

Pascarella, E.T. & Terenzini, P.T. (2005). *How college affects student: A third decade of*
research (vol. 2). San Francisco, CA: Jossey- Bass.

Reason, R., Terenzini, P. & Domingo, R. (2005). *First things first: Developing academic*

    competence in the first year of college. Paper presented at the meeting of the Association
    for Institutional Research, San Diego, CA.

Shanley, M. & Witten, C. (1990). University 101 freshman seminar course: A longitudinal study

    of persistence, retention, and graduation rates. *NASPA Journal*, 27(4), 344-352.

Shapiro, N. S., & Levine, J. H. (1999). *Creating learning communities: A practical guide to*

    winning support, organizing for change, and implementing programs. San Francisco:

    Jossey-Bass.

Simmons, G. (1995). The effects of a freshman seminar on at- risk, under-, over-, and low

    achievers. *NACADA Journal*, 15(1), 8-14.

Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition (2nd ed.).* Chicago: University of Chicago Press.

Tinto, V. (2000). What we have learned about the impact of learning communities on students. *Assessment Update*. 12, 1-12.

University of North Carolina at Charlotte (2014). *Prospect for success annual report: AY 2013- 14.*

University of North Carolina at Charlotte (2015). *Prospect for success annual report: AY 2014- 15.*

University of North Carolina at Charlotte (2013). *Quality enhancement plan: Prospect for success.* Retrieved from http://prospect.uncc.edu/sites/prospect.uncc.edu/files/media/QEP%20Final.pdf

White, E. Goetz, J. Hunter, M. & Barefoot, B. (1995). Creating successful transitions through academic advising. In M. L. Upcraft & G. L. Kramer (Eds.), *First-year academic advising: Patterns in the present, pathways to the future* (pp.25–34). Columbia: University of South Carolina.

2A: Student Learning Outcomes

Carl DuPont, College of Arts + Architecture

Jeanmarie Higgins, College of Arts + Architecture

Jonathan Mayhorn, William States Lee College of Engineering

The Prospect for Success engagement curriculum is designed around a set of interconnected strands—the three Student Learning Outcomes or SLOs. These include Commitment to Success, Inquiry, and Cultural Awareness. This section provides information about each Student Learning Outcome (SLO) including the rubric developed by the campus to measure student growth followed by examples assignments for each SLO from a PFS course.

Commitment to Success Student Learning Outcome

The Commitment to Success (C2S) SLO was created with the intent of helping students develop skills important to success in their academics (college) and beyond. These include setting specific and achievable goals, developing strategies for reaching those goals, and recognizing the need to change behaviors to achieve goals. Research suggests that in order for students to succeed, they must develop intellectual and academic competence; two important ways to define that success are favorable grade point averages of completed courses, and progress to the second year of enrollment (Ishler & Upcraft, 2005).

 Retention is an important metric for the University. Research shows that in order for first-year students to persist into their second year, they need to feel incorporated into the intellectual and social communities of the institution (Ishler & Upcraft, 2005). Prospect courses are intended to

be one of the many academic communities that students encounter, specifically geared to foster a scholarly community in a student body that is increasingly diverse and capable of vastly differing conceptions of appropriate behavior (Ishler, 2005). This focus on academic success strategies has created a positive impact on student retention, and as seen in Figure 4 in the previous chapter, university retention rates at UNC Charlotte have increased from 77.1% in 2010 to 83.3% in 2014. Causes for the increase are likely due to a larger set of student success initiatives that includes Prospect.

For the benefit of students, the structure of the PFS course is adaptable to be institution and discipline specific. The course is systematically designed to communicate the ideals of the academic mission and guide students towards practical methods of achievement. Success in this area entails equipping students with functional skills to navigate college life, complete assignments, and conceptualize their course of study. The program also directs students to available university resources designed to support them when they experience academic, personal, social and emotional challenges. Figure 6 shows the Commitment to Success SLO rubric used during the 2015-16 academic year.

Figure 6: Commitment to Success SLO Grading Rubric

Commitment to Success				
Dimension	0	1	2	3
Goal Setting	No evidence	Goals are stated but they are not specific or realistic	Goals are somewhat specific and realistic	Goals are specific and realistic
Strategies	No evidence	Articulates only vague strategies for achieving goals	Articulates a few specific strategies for achieving goals	Articulates several specific strategies for achieving goals
Experience change	No evidence	Shows limited recognition of the need to make changes in light of experience	Recognizes the need to make changes in light of experience	Recognizes and specifically describes the need to make changes in light of experience

Prospect courses address the C2S goal in a variety of ways, but a common element is having campus partners share information about resources and services they offer students to help them academically. For example, the University Center for Academic Excellence (UCAE) sends speakers to PFS courses to share information about tutoring and supplemental instruction while the University Career Center (UCC) provides similar introductions to career services including internships. In some courses, the UCC provides career, interest and strengths assessments to help students as they consider academic majors. Below is a description of the C2S assignments used in the Foundations in Dance (DANC 1201) course offered by the College of Arts + Architecture.

DANC 1201 Foundations in Dance C2S Assignment Example: Setting Personal Goals Project

DANC 1201 provides students with an introduction to dance as cultural practice, performing art, and interdisciplinary subject. Students are oriented to the practices that constitute the dance discipline. DANC 1201 is one of the Prospect courses offered in the College of Arts + Architecture (CoAA) and so includes the three SLOs as well. At the beginning of the semester students are asked to complete the following assignments:

1) Write a one-paragraph biography as you imagine yourself in 10 years.

- What will your job be?

- What education will you have attained?

2) Write a one-paragraph biography that presents you as a young professional.

3) List five or six goals for yourself at different stages. Underneath each of these, write four to five strategic actions you will take to achieve your goals.

- What do you want to achieve 10 years from today?

- What do you want to achieve the second semester of your senior year?

- What do you want to achieve the end of this academic year?

- What do you want to achieve the end of this semester?

4) At the end of the semester: write a one or two paragraph reflection. What did I learn about myself as a self-directed goal setter this semester?

This assignment encourages students to conceptualize themselves in their desired field as a natural outgrowth of their collegiate study. It also connects this end goal with the intermediate benchmarks of an academic program of study. Through this process students connect the abstract concept of a course of study to the personal and communal goals their education represents, thereby committing them to their own success.

Inquiry Student Learning Outcome

UNC Charlotte students are meant to experience inquiry as an open-ended process that explores evidence and approaches, to generate ideas and conclusions. Students who are active partners in the educational experience are often curious. Through the Prospect-based classes, they learn to master the techniques of inquiry that allow them to construct critical thinking in the lifelong process of knowledge acquisition.

The learning outcomes for inquiry are evaluated through a reflective writing assignment in the discipline-specific freshman courses. These courses typically require students to learn a specific tool or skill, and to complete projects in their specific discipline over the course of the semester. The assignment is a valuable component of the first year curriculum by means of which students can reflect on what they learned that semester. Inquiry instructors evaluate student assignments, based on three dimensions of the Inquiry rubric: exploratory process, evidence/approaches, and originality (as shown in Figure 7).

Figure 7: Inquiry SLO Grading Rubric

Inquiry				
Dimension	0	1	2	3
Exploratory Process	No evidence	Discussion and/or results indicate that the focus of inquiry was static and narrowly focused	Discussion and/or results indicate that the focus of inquiry evolved to some degree	Discussion and/or results indicate that the focus of inquiry evolved
Evidence / Approaches	No evidence	Discussion and/or results indicate limited exploration of appropriate evidence or approaches	Discussion and/or results indicate some exploration of appropriate evidence or approaches	Discussion and/or results indicate substantial exploration of appropriate evidence or approaches
Originality	No evidence (derivative)	Limited evidence of originality in discussion or results of inquiry	Some evidence of originality in discussion or results of inquiry	Strong evidence of originality in discussion or results of inquiry

The focus of the Inquiry SLO is on inquiry as a process—helping students through an exploratory process of generating questions to guide inquiry, seeking information from a variety of suitable sources and on forming original thoughts and new questions based on that process. Prospect courses approach inquiry in a variety of ways. In some classes inquiry focuses on the content of the course (topics in sociology in a sociology course, for example). In other courses, the Inquiry SLO is linked to the Commitment to Success or Cultural Awareness SLO. As we see below in the ENGR 1202 example, inquiry is linked to success themes of the C2S learning outcome.

ENGR 1202 Engineering Practices and Principles II: Reflective Inquiry Memo

ENGR 1202 provides students with an introduction to the Engineering discipline they have chosen as their four year major. Students are exposed to case studies, design projects, and

assignments that pertain to their chosen Engineering major. The example that is discussed here was used as an assignment in the Systems Engineering ENGR 1202 course. Systems Engineering is a major that teaches students how to improve existing processes or design new ones through their role as a project manager.

The PFS instructor has students write short discussion or forum posts (between 250-300 words), each week, on UNC Charlotte's learning management system (LMS). These posts ask students to reflect on what they learned in class that week, and on how they intend to apply this acquired knowledge to their future academic or professional career. A sample rubric used to grade the forum posts on Moodle is shown below:

Forum Post Rubric**:**

25% - Contains 250-300 words

25% - Answers the question

25% - Demonstrates personal awareness

25% - Is free of errors in grammar and spelling

At the end of the semester, students are asked to write a short memo reflecting on everything they have learned, and on how they see it connected to their present and future circumstances. With over 14 weeks of training in writing forum posts, it is hoped that students write succinct and effective memos. The inquiry SLO rubric (Table 2) is used to assess the outcomes of this assignment.

1) How will you connect the knowledge and skills learned from this project to your future academic or professional career?
2) Using the methodology within this project, you were allowed to generate knowledge through critical thinking rather than being given the answer. How was this methodology similar and/or different than your traditional homework assignments that require you to just memorize information?
3) Now that you have been exposed to this project, what are some of the topics that you are curious to learn about over the next few years, and why would you want to learn more

about them?

Through the use of these open-ended questions in the form of a short memo, the PFS instructor has found that students are able to reflect on the semester and where it ties into their academic and professional journey. This aligns well with the Inquiry SLO grading rubric because students are allowed to explore how their major ties into their personal and professional goals. The reflective memo also allows the students to use evidence to support how they will achieve those goals. Finally, the questions are open ended enough to allow each students response to be original and unique to their situation. After several semesters of testing the reflective memo assignment, the PFS instructor has found this to be a very good match for the inquiry SLO rubric and one that can be replicated to other majors in the University.

Cultural Awareness Student Learning Outcome

Cultural awareness is that level of understanding that you and those around you differ in their world views and experiences. In some contexts, this understanding is focused on recognizing and embracing the difference and diversity students encounter when they enter college. Although the following case study focuses on culture in the form of artistic practices, the Prospect understands culture to mean any expression of values a group undertakes. Instructors engage students in a wide variety of activities in support of the Cultural Awareness learning outcome. This SLO has both an internal dimension, learning about self, and an external dimension, learning about others' whose experiences may differ as can be seen in the Inquiry SLO rubric (Figure 8).

Figure 8: Cultural Awareness SLO Grading Rubric

Cultural Awareness				
Dimension	0	1	2	3
Awareness of self	No evidence	Limited awareness of how culture and experience shape *own* perspectives and capacities	Some awareness of how culture and experience shape *own* perspectives and capacities	Strong awareness of how culture and experience shape *own* perspectives and capacities
Awareness of others	No evidence	Limited awareness of how culture and experience shape *others'* perspectives and capacities	Some awareness of how culture and experience shape *others'* perspectives and capacities	Strong awareness of how culture and experience shape *others'* perspectives and capacities
Openness	No evidence	Limited consideration of multiple points of view	Some consideration of multiple points of view	Strong consideration of multiple points of view

The example below, from THEA 1140, illustrates ways in which faculty in the College of Arts + Architecture connects cultural awareness to students' learning about different theatrical traditions.

THEA 1140 The Theatre Experience: The Performance Tradition Presentation

The Theatre Experience (THEA 1140) is a project-based introduction to the field. Working alone and in teams, students write and produce play-readings, stage site-specific performances, make formal presentations in theatre history, attend dance and theatre productions, and write dramatic criticism.

Pairs of students are assigned different performance traditions. Some examples include the New Orleans carnival, the Japanese Kabuki Theatre, or the Italian commedia dell'arte. This

assignment also integrates the Inquiry SLO. Students are asked to consult three sources—these could include their textbook, a theatre encyclopedia, and one or more books that students check out or download from the library. Students are directed to use these peer-reviewed resources to research their topic. They are expected to create a presentation of between five and 10 slides using images but no text while preparing a three-minute presentation. The assignment yields key artifacts such as the presentation slides, an original paragraph length reflective essay, and a rewrite of this reflective essay (two or three paragraphs) in an exam setting. The reflective essay asks students to answer questions about their research process (thereby relating to the Inquiry SLO).

Assignment Question

Write an essay that addresses the answers to the following questions (while expanding on the essay you wrote for the Performance Tradition Presentation assignment).

1) What did you know about your topic, before reading Chapter 5 of *Think Theatre*?
2) What did you learn from the chapter about your topic?
3) What additional sources did you consult? How did they contribute to your understanding of your topic?
4) What additional or interesting or surprising things do you know about your topic now?
5) How might you apply knowledge of this new form into your own theatre practice, either directly or indirectly?
6) Compare and contrast this performance form with one that you are already familiar with (specifically a football game, or a musical, or a cheerleading performance) – what similarities and differences are there between the two?
7) How do these similarities and differences reflect the cultures or societies that practice these forms?

This assignment fulfills the primary goals of the Cultural Awareness SLO, i.e., to understand and to be able to express how cultural practices are determined by a society's evolving traditions and values. In turn, students reflect on their own cultural practices, which they come to understand not as "normal," but as likewise determined by tradition and values as practices that are foreign to them.

As we see in these examples, each SLO focuses on different skills and habits of mind described as intentionality (Commitment to Success), curiosity (Inquiry), and awareness (cultural awareness). However, across learning outcomes and across colleges and course we see some common ways of engaging students and evaluating change or growth. Often, there is focus on having students engage in experiences in and out of the classroom to provide a basis for discussion and reflection (to see or hear first-hand about campus academic support programs, to engage with cultural events and/or others whose experiences differ, and to conduct inquiry related to the subject matter of the class). In many cases, written reflection is a tool both capture and evaluate change in student thinking across the three SLOs.

References

Ishler, J. L. C. (2005). Today's first-year students. In M. L. Upcraft, J. N. Gardner, and B.O. Barefott (Eds.), *Challenging and supporting the first-year student* (pp. 27-46). San Francisco: Jossey-Bass.

Ishler, J. L. C., & Upcraft, M. L. (2005). The keys of first-year student persistence. In M. L. Upcraft, J. N. Gardner, and B.O. Barefott (Eds.), *Challenging and supporting the first-year student* (pp. 27-46). San Francisco: Jossey-Bass.

University of North Carolina at Charlotte. (2013). *Quality Enhancement Plan.* Retrieved from http://prospect.uncc.edu/sites/prospect.uncc.edu/files/media/QEP%20Final.pdf

2B: Implementation and Execution of Prospect for Success

Kevin Lindsay, William States Lee College of Engineering

The Prospect for Success Quality Enhancement Plan (QEP) came about through a process to fulfill accreditation standards of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and began in Fall 2010 with a call for proposals from the Office of Academic Affairs to all faculty and academic staff. During the Spring 2011 semester, the campus community reviewed and commented on QEP proposals. This process included a half-day retreat, meetings with campus stakeholders and a survey of students. By May 2011 it was clear that a QEP topic centered on student engagement was the strong preference. Following the topic selection in 2011, a campus-level QEP Steering Committee was created with representatives from academic colleges and other campus offices and programs. College-level QEP teams with five to 10 members each were created and charged with planning QEP engagement curriculum for students in their respective colleges. This planning structure led development of the Prospect for Success QEP and pilot programs in 2012 conducted in the College of Education, College of Engineering and College of Liberal Arts and Sciences which informed the official launch of the Prospect in Fall 2013. This section provides information about the development and implementation of PFS from Fall 2013 through Fall 2015 and, in particular, information about the initial structure of faculty development and curricula.

Section I: Program Structure

UNC Charlotte saw the Prospect for Success as an opportunity to re-think and re-imagine its core commitment to undergraduate education by responding to the challenges that are essential for those seeking higher education. The curricular focus of the Prospect focused around the three Student Learning Outcomes or SLOs is in keeping with the academic mission of the University. Each college developed curriculum and identified a course or courses to deliver that curriculum to first-time, full-time freshmen. The Prospect Steering Committee with input from college implementation teams created a common assessment structure to gather data and evaluate each SLO.

Assessment of the PFS Student Learning Outcomes draws on two sources of data: direct and indirect measures. Direct assessment is based primarily on student written reflections scored using rubrics developed for each SLO (see Appendix A). Indirect assessment of student success is based on campus data about retention, graduation, and academic performance. The SLOs—Commitment to Success, Inquiry, and Self and Cultural Awareness—resulted from the goal of implementing the topic of student engagement. It was determined that PFS course design based on these SLOs should enable students to set realistic goals, pursue strategies to achieve those goals, understand inquiry as an open-ended process that is the foundation for life-long learning, and understand how to navigate social and cultural differences.

Indirect measures such as grade point averages (GPA), academic probation and suspension rates, earned-to-attempted hours ratio, rates of students withdrawing from courses, or achieving a grade of D or F help gauge the success of first-time, full-time freshmen. Fall to Spring retention and one-year retention rates are additional indirect data points, and in the future after Freshmen who have been through the Prospect program reach graduation, data on four-year graduation rate and six-year graduation rate as well as attempted hours per baccalaureate degree will provide a clearer picture of the impact of student success efforts like Prospect.

The Prospect QEP plan presented to SACSCOC placed great importance on the need for the PFS engagement curricula to have sufficient variety, scale, and scope to accommodate the unique needs and interests that shape how students learn commitment to success, inquiry, and self and

cultural awareness. Each college was given flexibility within an overarching curricular framework. The components of this framework for each college's PFS curriculum included:

Curriculum Structure

- Be centered on a curricular experience involving, but not limited to, formal instruction for academic credit;

- Include an extension of activities into the spring semester even if formal academic credit is only offered in the fall;

- Include opportunities for small group interaction (ideally 25 students or fewer);

Student Learning Outcomes

- Directly address the QEP student learning outcomes—commitment to success, inquiry, and self and cultural awareness—by including content coverage, activities, and assignments;

- Generate student work, such as responses to reflection prompts, that directly assess student mastery of the student learning outcomes;

Connections

- Reference a common language for PFS messages and expectations to make connections between the classroom experience and university-wide efforts, such as summer orientation, academic Week of Welcome, and academic-year programs focused on student success;

- Create intentional connections between the curriculum that students experience and the advising process;

- Include co-curricular experiences designed to help students become aware of the value of opportunities available to them for academic, professional, or community involvement; and

- Include at least one close partnership with campus resources such as the J. Murrey Atkins Library, the University Center for Academic Excellence, and the University Career

Center, in order to facilitate effective and efficient pathways that connect students to university resources that support their success.

Initial Curriculum Structure Examples

We share information about the initial Prospect curriculum structure developed by colleges and provide an overview of some of the assignments used to address SLOs.

From a general perspective, the College of Arts and Architecture (CoAA) adapted Fall semester foundation courses in each of its majors, all of which already had a faculty-student ratio of less than 1 to 30. These courses included Architecture 1101 (ARCH 1101) and Architecture 1601 (ARCH 1601), Art Basic Foundation Studios 1206 (ARTB 1206), Dance 1217 (DANC1217), Music 1000 (MUSC 1000), and Theatre 1140 (THEA 1140). Exposure to the PFS Curriculum was also expanded into academic advising meetings. The College of Computing and Informatics (CCI) created a fall semester freshman engagement course, Computer Science 1600 (ITCS 1600), which introduced students to computing professions. This class meets in a large group setting to listen to professionals and to learn about support services and engagement opportunities. Students in this class also meet in small groups and work with peer mentors who are active in the CCI's upper division engagement curriculum. In the spring semester, CCI maintains engagement in both a required programming class, Computer Science 1213 (ITCS 1213), and through academic advising. The College of Health and Human Services (CHHS) developed a fall semester freshman seminar, with an enrollment of approximately 25, which uses online modules created around the QEP student learning outcomes. This expanded into a CHHS general education course, Health and Human Services 1000 (HAHS 1000), taught by the college's faculty.

In the College of Engineering the Prospect curriculum was adapted to a 2-hour introductory course taken by Freshmen in the Fall semester. To address the Commitment to Success SLO, students in Engineering are assigned a two-part reflection assignment related to the identification of their passions and academic and career pathways. Part one is due early in the semester and asks students to explain what problems they want to solve as engineers and what skills and aptitudes they will need to do so. The second part is completed toward the end of the semester and involves reflection and research to link their passion to the impact they would like to make in their careers. In the Belk College of Business, students in its PFS course, which provides an

introduction to majors in the college, complete an online career/leadership portfolio that includes a resume, a career path plan, and reflection on how the semester's activities have helped them to better understand how to plan and act for success. Again, this assignment is collected for assessment purposes.

Students in the College of Liberal Arts and Sciences (CLAS) and University College (UCOL), enrolled in General Education courses adapted to Prospect and "Big Questions" courses undertake a semester-long project where they pose and refine questions, undertake research, and present their conclusions in small-group meetings. The final project includes reflection on the inquiry process that is submitted for assessment purposes. In the College of Arts and Architecture students undertake a creative project during the fall semester, which requires them to become familiar with media and other forms of expression in their particular major. This project includes a collaborative student/faculty critique and revision process. As in the case of the CLAS/UCOL inquiry project, the final assignment in this sequence includes a reflection prompt on the creation (inquiry) process that is evaluated in the end.

For the Cultural Awareness SLO, the College of Education presents students in its introductory EDUC 1100 course for Freshmen, adapted from an existing course that was typically taken during the Sophomore year (EDUC 2100), with opportunities throughout the year to visit schools to explore diverse populations and classroom settings. This co-curricular activity supports their understanding of how different spheres of identity are shaped by culture and experience; an understanding essential for becoming a successful teacher. These visits culminate with a culture and identity presentation that is submitted with a reflection responding to a common prompt. In the College of Health and Human Services, students must develop a sophisticated grasp of both self and cultural awareness to be successful in their chosen careers. For students, the variety of course activities related to this outcome culminates in their research of, and volunteering with, a non-profit agency relevant to their major. After which, students reflect on how their own background shaped their contribution to the organization's mission and on the cultural and experiential backgrounds of the populations being taught.

In making connections between the PFS mission and student activities away from the classroom, the Belk College of Business holds its own Week of Welcome event that is a celebration of students' new status as independent learners. Students are given an opportunity to articulate

expectations, while learning about the range of business-oriented organizations and societies with which they can become involved. The goal of this exercise is to establish a common language that students can then use to talk about what they learned from the event, in their PFS course. The College of Computing and Informatics utilizes an online advising tool that is introduced to students in their Computing Professionals course (ITCS 1600), which is then used when students meet with their advisors in subsequent semesters. Expanding on the idea of making connections, students in the College of Education have extensive co-curricular experiences in the elementary, middle, and high schools they visit, while those in College of Liberal Arts and Sciences and University College freshman seminars will undergo the Common Reading Experience and take visits to cultural sites in the community such as the Levine Museum of the New South in uptown Charlotte to explore the history of the community. And finally, the Lee College of Engineering has partnered with their subject-area librarian to provide modules that help students better understand research resources and discipline-appropriate strategies. This support is particularly geared toward students' explorations of the diverse fields applied in engineering.

Section II: Faculty Development

Developing the Prospect curriculum and structure required an ongoing commitment from faculty involved in planning and teaching. Ensuring that these courses allow the University to accomplish the goals of the Prospect requires a significant faculty development effort, both in terms of nurturing the curriculum and ensuring ongoing vitality and relevance. The faculty development program for Prospect is a centralized effort that occurs as a regular, on-going initiative. The first all-Prospect faculty and staff workshop occurred in May 2013, and continues to occur annually with activities scheduled throughout the year. All faculty and staff involved in Prospect are expected to participate. The faculty development program includes opportunities for instructors to collaborate and team with other Prospect faculty across the University. The faculty development program provides an opportunity for those supporting Prospect courses—advisors, co-curricular partners—to explore strategies for supporting and leveraging the Prospect efforts. Examples include instructors of introductory courses seeking to expand the impact of the engagement curriculum beyond the PFS courses, or faculty in a department seeking to improve the curriculum's effectiveness based on the QEP foundations.

Some of the topics covered in the annual faculty development program vary to ensure that the program is fresh, engaging, and responsive to issues that emerge as the curriculum is introduced and assessment is conducted. However, other topics essential to the success of the effort are covered every year, including:

- analysis of assessment results and structured opportunities to review curriculum design based on those results;

- an outcomes-oriented approach to curriculum design to ensure that PFS courses are developed from the ground up to address the three student learning outcomes;

- support for creating semester-long activity/assignment complexes that develop students' competencies, including commitment to success, inquiry, and self and cultural awareness;

- detailed discussion of assignments designed to generate student products used for assessment purposes to ensure that they are authentic and that they reflect course content;

- approaches and techniques for developing students' capacity to reflect in a deep and meaningful fashion, which is essential if the reflection prompt model for assessment is to be effective; and

- opportunities to explore effective ways to integrate campus-wide messaging and programming to better leverage the services of campus resources that support the PFS QEP.

Many Prospect courses use students to support the instructional effort in some form or another; graduate students serve as teaching assistants and discussion section leaders, and undergraduate students serve as Preceptors and learning coaches or peer mentors. Structured, centralized training takes place to ensure that these students who are involved in supporting teaching and learning are prepared to work in the classroom and can fully support faculty. Graduate student and Preceptor training provides students in these roles with information about Prospect as well as ideas for supporting teaching and learning. Additionally, graduate and undergraduate students meet regularly with the faculty teaching their respective PFS courses to review course content, plan classroom activities, and discuss grading.

The Prospect leadership team housed in University College has the responsibility of developing the agenda for the annual Prospect faculty development program, and faculty development is a significant job responsibility for the two positions – the Associate Dean for the QEP and the QEP Curriculum Director. The Prospect Assessment Director is responsible for supporting the annual program of faculty development activities. These Prospect staff positions work closely with the Prospect Steering Committee to create the faculty development program activities each year. Other units including the University's Center for Teaching and Learning, VENTURE, Communication Across the Curriculum, Multicultural Resource Center and the Atkins Library provide support to these efforts.

Implementation

Assessment data used in the evaluation of PFS can be classified as two components, 1) direct data, e.g. SLO rubrics and 2) indirect data, e.g. retention rates. The underlying purpose of Prospect is to drive curricular change in ways that continuously improve our ability to address the needs of students based on measures of direct and indirect data over time. From this emerges the need for a re-interpretation and re-characterization of student PFS experiences and recognition of how those outcomes direct change. Since its inception, there has been variation across Prospect courses within the direct assessment outcomes, and minor, but incremental gains based on indirect measures. Among those involved with Prospect, the direct measures are seen as a tool for fostering curricular improvement in these courses for first-year students. Indirect results are encouraging, but must be taken into consideration as one component of a larger network of campus wide success-based initiatives.

These measures have driven change across the curricula for all PFS courses. Examples of this can be seen through changes made by:

- The College of Engineering to adjust the course schedule to allow freshman more of an opportunity to acclimate to university life prior to administering assessment-based tasks.
- The College of Computing and Informatics to provide additional training to their faculty, and additional components to course work to better illustrate the PFS SLOs.
- The College of Liberal Arts and Sciences to better integrate and connect course work with the Prospect SLOs through sharing of curricular outcome information via

departmental collaborations within the college, in order to provide students with a more diverse experience.

- The Belk College of Business to increase faculty involvement and decrease class sizes.
- The College of Health and Human Services to improve measures of the Inquiry SLO through a partnership with the Atkins Library.

The Prospect Steering Committee has also taken action by developing marketing and communication plans, and by helping to develop clearer policies to establish a more transparent understanding of the Prospect SLOs, their corresponding rubrics, and improved assessment methodologies. For the purpose of faculty development, the Prospect team in consultation with the steering committee has hosted workshops, training, meetings, professional consultation, and educationally-promotional social gatherings for PFS faculty with the goal of addressing specific issues regarding curriculum, planning, implementation, integration, and collaboration within and among colleges across the university.

Section III: Curricula Structure

The following vignettes of Prospect courses and interviews with faculty and staff offer a more holistic view of PFS courses and curricula in different colleges at UNC Charlotte.

College of Education Initial Planned Curriculum Structure

The College of Education (COED) developed *EDUC 1100: Introduction to Education and Diversity in Schools* as its Prospect course for first-time, full-time freshmen entering UNC Charlotte as pre-education majors. This course is four credit hours and is a redesign of a pre-existing three-credit course, *EDUC 2100*. This course maintains traditional foundations of education course content with an emphasis on COED professional dispositions and understanding diversity and the inclusion of Prospect curriculum. To address the SLOs, this course requires students to explore concepts of active learning, to map a plan for attaining professional and educational goals, to examine culture and identity beginning with the self and proximal spheres of influence, to develop awareness of community responsibilities, to develop awareness of professional dispositions expected of teachers, to engage in intercultural and civic understanding through service, and to articulate personal rationale for becoming a teacher. The

course includes an inquiry project in which students investigate issues relevant to early childhood and K-12 education. They also leverage clinical experiences at schools as a way to reflect on diversity and cultural awareness.

In the Spring semester, the freshmen who completed *EDUC 1100* continue in the progression by taking the course, *SPED 2100: Introduction to Students with Special Needs*. As in the Fall semester, this course maintains traditional course content with an emphasis on the Prospect curriculum. To fulfill the PFS SLOs, this course requires students to further engage in intercultural/civic understanding through clinical school experiences in specialized settings, explore culturally responsive curriculum and pedagogy in addressing individual student needs through differentiation, continue investigations of culture and identity through expanding spheres of influence, examine in more detail educational dispositions and their importance in the school context and with learners, explore the professionalism of educators through contemporary issues, examine educational law as advocacy for all learners, and formalize personal rationale for becoming a teacher and an educator of all students. Reflection and communication skills have been interwoven and used extensively in both fall and spring courses.

College of Liberal Arts and Sciences and University College Curriculum Structure

Students in the College of Liberal Arts and Sciences (CLAS) and undeclared students in the University College (UCOL) initially undertake a general course of study that is often independent from a career in a particular profession. These courses provide students with a first-year curriculum that helps them appreciate the value of a liberal arts education that they can engage in based on their personal interests. Three options that are made available to these students include, 1) Freshman Seminars (includes freshman seminars in the curricula of Learning Communities), 2) General education courses that have been adapted to the PFS, and 3) Big Questions courses: new courses with an interdisciplinary focus on a question that allows exploration of multiple approaches to knowledge from across the disciplines in the College of Liberal Arts and Sciences.

Freshman Seminars are traditionally offered in the Fall semester and target new freshmen; course enrollments are limited to approximately 25 students per section, allowing the development of strong relationships within the group and between students and instructor. The Prospect curriculum in Freshman Seminars include graduation and career planning activities, culminating in the preparation of a graduation and career plan-based aspirational 'map,' developmental theory-based self-exploration and reflection, cultural diversity exploration, mini-service learning project to help build awareness of social and community responsibility, exploration of the common reading book's topics that support inquiry and self and cultural awareness outcomes, and an inquiry project.

Learning Communities are a first-year program that offer students experiences to support them academically and socially. Students in Learning Communities enroll in two or more of the same courses and in many cases live together in the same residence hall (although some Learning Communities do not have the residential component). The curricula of Learning Community programs include a seminar and a structured program of co-curricular activities. Learning Community curricula and activities do carry forward into the Spring semester.

The general education courses adapted for the PFS in the Fall are typically large lecture classes of 100 students with weekly break-out discussion sections of approximately 25 students. These courses are restricted to new first-time, full-time freshmen in one of the two colleges (unless capacity allows space for other students). The faculty member is assisted by a graduate teaching assistant and, in some cases, undergraduate preceptors. Liberal studies (LBST) courses are among the general education courses frequently adapted to PFS.

Faculty who have agreed to adapt their general education course for the Prospect have committed to including the following:

- A before/after reflection exercise that asks students to outline their vision for their university education and what will be expected of them, and then reflect on how that vision has changed at the end of the semester. This activity will be supported by partnerships with advising staff and support units.

- A semester-long inquiry project related to the subject matter covered in the class: posing and then refining questions, undertaking research, and presenting their conclusions in a

formal piece of writing. The inquiry project will make use of time available in the small-group break-out meetings for discussion, peer review, and presentations.

- Cultural awareness activities pertinent for the subject matter of the course. These activities include both an exploration of the process by which culture and experience shape identity, and opportunities to confront and then consider the different cultures and experiences of others.

Fall semester Big Questions courses are specifically designed around the Prospect outcomes. Some are team-taught courses with enrollments of approximately 100 students per faculty member. As in the case of the Prospect General Education courses, faculty are supported by graduate teaching assistants and in some cases undergraduate preceptors. Courses are structured to include both large meetings and smaller discussion sections limited to approximately 25 students. Enrollment is limited to first-time full-time freshman in CLAS/UCOL unless capacity allows space for other students. Faculty who develop a Big Questions course agree to include the same set of activities listed above for other Prospect General Education courses. Advising structures provide carryover into the spring semester, particularly as it relates to the commitment to success outcome.

The following section brings in the perspective of three Prospect instructors whose perspectives are shared in a question and answer format.

Instructor Practices

Information about the Prospect for Success was provided by Cheryl Hester, Academic Advisor and Assistant Director for Student Success in the University Advising Center, Dr. Vaughn Schmutz, Assistant Professor in the Department of Sociology, and Dr. Jeanmarie Higgins, Assistant Professor of Dramaturgy in the College of Arts + Architecture.

QUESTION 1: How have specific activities, assignments, projects, classroom interactions, etc. changed over time, and how do they relate to the SLOs?

HESTER: The UCOL 1200 PFS course focuses on students interested in Engineering. The assignments have generally consisted of engineering career research, interviewing an

engineering professional, researching an ethical or current issue in the engineering field, and then sharing this information with the class in presentation form. Engineering faculty members from each discipline also visit the class and provide students with insight into the specifics of their field. The information from faculty is crucial in helping students confirm the Engineering major they want to pursue while also pointing out differences in the Engineering Science and Engineering Technology majors.

In week four of the semester, students are assigned a goal-setting assignment. In week eight, students reassess their goals and develop a plan of action (for example, a student may realize they need help in General Chemistry I and attends Supplemental Instruction (SI) or sees a tutor to get help to perform better in the course). At the end of the semester, students reflect on and reassess their semester goals again, specifically addressing whether or not they actually made the necessary changes needed to achieve the goals they set for themselves.

The assignments, combined with the information provided by engineering faculty, allow students to reflect on the work needed to reach their goal of declaring an Engineering major and pursuing a career in the desired Engineering discipline; all of which relate to the Commitment to Success SLO. The only change I have made is eliminating the interview with an Engineering professional assignment due to student schedule conflicts and lack of transportation.

SCHMUTZ: A significant change that applies to several assignments and a project is that I've added elements that require students to reflect more about themselves and the process of inquiry. One assignment, for example, asks students to identify how their own "social location" (which could refer to their race, class, gender, religion, family background, neighborhood or city where they were raised, etc.) influences their view of a specific issue we have discussed in class (e.g., segregation, economic inequality, etc.). In terms of reflecting about the inquiry process, I have found that this has become more useful as I divide student projects into more discrete tasks. In other words, by breaking the inquiry process into more steps, starting it earlier in the semester, talking about it more intentionally seems to help students identify where in the process they are likely to encounter challenges and to see things more clearly from beginning to end. Shifting to a Learning Community has made it much easier to change classroom interactions to involve more active learning and team-based activities as well. I have also started to assign students to groups more often to make sure that students have had a class-based

interaction with everyone else in the class. As a result, their responses are more meaningful when I ask them what they've learned from others in the Learning Community and I give them a chance to give "kudos" to students who have contributed a lot to our class and community.

HIGGINS: For the Commitment to Success SLO, students are evaluated on goal-setting related to their work on a running crew for a theatre department production. After students meet with the production stage manager/supervisor, they complete a short-answer writing assignment that asks them: 1. Given what your crew assignment will entail, list three to five strengths that will help you to do a good job; 2. List three to five weaknesses that might get in the way of doing a good job; and 3. List three to five strategies you will use to make up for those weaknesses. After the crew assignment ends (a few weeks later), students write a reflective essay about how they did: "Knowing what you know now, would those lists change? What did you learn? What would they do differently?" The goal is for students to name achievable, specific goals, and to realize that plans need to be adjusted as circumstances evolve.

Theatre Experience uses one assignment to assess two SLOs, Inquiry and Cultural Awareness. The Performance Tradition presentation asks students to work in pairs to research a performance tradition that is unfamiliar to them (for example, Japanese Kabuki, Mardi Gras, or Rabinal Achi), to make a three minute presentation about the tradition, and to then reflect on the assignment (individually) in writing. Students are guided to particular sources that are useful and peer-reviewed, including encyclopedias, books, and their textbook for the course. We spend time talking about finding and citing images. Students then make their presentations. On the day the presentation is made, they each hand in an essay that charts their research/inquiry process. Later, as one of the course's take-home exams, they are given these essays back and asked to rewrite them, integrating answers to the following question:

- Compare this performance tradition to one of the following: a football game, a piece of musical theatre, or a cheerleading competition. How do these two different traditions reflect the society that performs/engages in them?

This second essay is the piece that is assessed, as it asks students to contextualize the meaning that any given performance tradition might have, as it also reinforces that different societies use performance to reinforce different ideas.

Over time, I have actually adjusted my assignments more toward PFS goals, simply because the SLOs really do measure valuable things. The biggest change in my assignment for Cultural Awareness/Inquiry is that I have streamlined it, aligning the learning outcomes with PFS outcomes. Over four years, this assignment has gotten clearer, and students do better on it.

QUESTION 2: How have the SLO metrics that you use evolved?

HESTER: I have attempted to revise assignments to ensure they address the SLOs so that they can be evaluated for their effectiveness. I am not sure how this has panned out.

SCHMUTZ: Initially, PFS led me to make my metrics a bit more formalized and specific. This was good because it required me to clarify what I thought "cultural awareness" involved and how it could be demonstrated, for example. Since then, I have backed away from formalizing my metrics too much because I think it was constraining what I was expecting and what the students were giving. Now I try to provide diverse examples to students of what "creativity" on a project might look like or what would signal "critical thinking" on a given assignment, but I also try to make it clear that there are a number of ways to successfully fulfill an SLO. This is still a work in progress for me, perhaps most especially with the "commitment to success" stuff. At times, I think they are producing stuff that sounds like what they think I'm looking for but that does not come across as very authentic.

HIGGINS: I've used more reflective writing than I normally would in a theatre class. Reflective writing assignments do help me to see if students are processing the assignment goals. On the other hand, I would like to develop ways to assess the artistic and scholarly products they create without the mediation of a reflective writing assignment. There is nothing that says 'I can't do that', it just makes those artifacts more difficult to grade for readers outside my discipline.

QUESTION 3: What mistakes do you feel have been made? What have you learned from those mistakes? What process have you gone through in making changes for improvement?

HESTER: I do not feel I have a good grasp on how to incorporate assignments that address the Inquiry and Cultural Awareness SLOs. I have attended the PFS Faculty Development

workshops and reviewed sample assignments provided by other PFS instructors that address the Inquiry and Cultural Awareness SLOs, but I still find implementation of both quite challenging. That said, I would not say I have made mistakes but that I need more guidance.

SCHMUTZ: I guess one is implied above (see #2) in terms of over-formalizing SLO metrics. I also think that at one point I focused too much on the PFS objectives and messed too much with things that I knew were working well. At one point, I also adopted a "commitment to success" portfolio that was far too involved. I learned that there were a few core activities that were most effective and that students enjoyed doing. A significant part of my process for making changes is frequent student feedback. I ask students for specific feedback, often anonymous, about a variety of things. This helped me identify things that they liked, things they didn't take seriously, and things that they thought were useful or not. Of course, I don't change everything based on student popularity, but give students a chance to assess what is going on in the class and they can get really reflective!

HIGGINS: Reliance on reflective writing is not necessarily a mistake, but it does limit what can be evaluated. It also makes clear on writing a PFS goal. That's not necessarily a mistake either, but if writing is a goal, it should be stated. Is there some meta-goal that is about Communication? If so, integrate this into PFS.

In my own classroom, I adjust my assessment tools each year, if only a bit, based on results from the previous year. I also spend more time on the areas for improvement I see in my students' results. Over time I have also "embraced" PFS more, using its goals to shape my own course goals. Overall, this has had positive results, but if taken too far, an instructor might lose sight of disciplinary goals. I think it will always be a balancing act in this regard.

References

ACT (2008) [Tables and line graphs showing data concerning college students' retention and

    completion rates]. *2008 Retention/Completion Summary Tables.* Retrieved from

    http://act.org/research/policymakers/pdf/retain_trends.pdf

Association of American Colleges and Universities (n.d). *Valid Assessment of Learning in*

    Undergraduate Education. Retrieved from

    http://www.aacu.org/value/project_description.cfm

Astin, A. W. (1975). *Preventing students from dropping out*. San Francisco: Jossey-Bass.

Barefoot, B. (1993). *Exploring the evidence: Reporting outcomes of freshman seminars*

    (Monograph No. 11). Columbia, SC: University of South Carolina, National Resource

    Center for the Freshman Year Experience.

Barefoot, B., & Fidler, P. (1996). *The 1994 national survey of freshman seminar programs:*

    Continuing innovations in the collegiate curriculum (Monograph No. 20). Columbia, SC:

    University of South Carolina, National Resource Center for the Freshman Year
    Experience & Students in Transition.

Barefoot, B., Gardner, J., Cutright, M., Morris, L., Schroeder, C., Schwartz, S., Siegel, M. &

    Swing, R. (2005). *Achieving and sustaining institutional excellence for the first year of*
    college. San Francisco, CA: Jossey-Bass.

Barefoot, B., Warnock, C., Dickinson, M., Richardson, S., & Roberts, M. (1998). *Exploring the*

    evidence: Reporting outcomes of first-year seminars: Volume II (Monograph No. 25).

    Columbia, SC: University of South Carolina, National Resource Center for the First-Year
    Experience & Students in Transition.

Chan, V. (2001). Learning autonomously: the learners' perspectives. *Journal of Further and Higher Education*, 25(3).

Fidler, P. & Hunter, M. (1989). How Seminars Enhance Student Success. In M. L. Upcraft & J. N. Gardner (Eds.), *The freshman year experience: Helping students survive and succeed in college* (pp. 216-237). San Francisco: Jossey-Bass.

Fidler, P. & Moore, P. (1996). A comparison of effects of campus residence and freshman seminar attendance on freshman dropout rates. *Journal of the Freshman Year Experience & Students in Transition*, 8(2), 7-16.

Gardner, J. (2001). Gardner reflects on FYE at 20. *FYE: Newsletter of the National Resource Center for the First-Year Experience & Students in Transition*, 13(4), 1.

Hunter, M. A., & Linder, C. W. (2005). First-year seminars. In M. L. Upcraft, J. N. Gardner, B. O. Barefoot, & Associates(Eds.), *Challenging and supporting the first-year student: A handbook for improving the first year of college* (pp.275-291). San Francisco: Jossey-Bass.

Keup, R., & Barefoot, B. (1995) Learning how to be a successful student: Exploring the impact of first-year seminars on student outcomes policy. Center on the First Year of College.

Kift, S. & Nelson, K. (2005). Beyond curriculum reform: Embedding the transition experience. *HERDSA*, 225 – 235.

Krause, K. (2007). *New perspectives on engaging first year students in learning.* Retrieved from http://www.enhancementthemes.ac.uk/documents/events/20070308/FYE_Engagement Krause.pdf

Kuh, G. (2008). High impact educational practices: What they are, who has access to them, and why they matter. Association of American Colleges and Universities.

Marton, F., Hounsell, D. & Entwistle, N. (1997). *The experience of learning*. Edinburgh: Scottish

    Academic Press.

National Resource Center for the First-Year Experience and Students in Transition (2002). *The*

    national survey of first-year seminar programs: Continuing innovations in the collegiate

    curriculum (Monograph No. 35). Columbia, SC: University of South Carolina.

Nelson, D. & Vetter, D. (2012). Thriving in the first college year: A research-based approach to

    college student success. In Schreiner et al. (Eds.) *Thriving in Transitions*. Columbia, SC:
    University of South Carolina.

Pascarella, E. T., Edison, M., Nora, A, Hagedorn, L., & Terenzini, P. T. (1996). Influences on

    students' openness to diversity and challenge in the first year of college. *Journal of*

    Higher Education, 67, 174–195.

Pascarella, E.T. & Terenzini, P.T. (2005). *How college affects student: A third decade of*
research (vol. 2). San Francisco, CA: Jossey- Bass.

Reason, R., Terenzini, P. & Domingo, R. (2005). *First things first: Developing academic*

    competence in the first year of college. Paper presented at the meeting of the Association
    for Institutional Research, San Diego, CA.

Shanley, M. & Witten, C. (1990). University 101 freshman seminar course: A longitudinal study

    of persistence, retention, and graduation rates. *NASPA Journal*, 27(4), 344-352.

Shapiro, N. S., & Levine, J. H. (1999). *Creating learning communities: A practical guide to*

    winning support, organizing for change, and implementing programs. San Francisco:

    Jossey-Bass.

Simmons, G. (1995). The effects of a freshman seminar on at- risk, under-, over-, and low

    achievers. *NACADA Journal*, 15(1), 8-14.

Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition (2nd ed.).*

Chicago: University of Chicago Press.

Tinto, V. (2000). What we have learned about the impact of learning communities on students. *Assessment Update*. 12, 1-12.

University of North Carolina at Charlotte (2014). *Prospect for success annual report: AY 2013-14.*

University of North Carolina at Charlotte (2015). *Prospect for success annual report: AY 2014-15.*

University of North Carolina at Charlotte (2013). *Quality enhancement plan: Prospect for success*. Retrieved from http://prospect.uncc.edu/sites/prospect.uncc.edu/files/media/QEP%20Final.pdf

White, E. Goetz, J. Hunter, M. & Barefoot, B. (1995). Creating successful transitions through academic advising. In M. L. Upcraft & G. L. Kramer (Eds.), *First-year academic advising: Patterns in the present, pathways to the future* (pp.25–34). Columbia: University of South Carolina.

2C: Campus Partnerships Supporting Prospect

Pilar d. Zuber, College of Health and Human Services

This section provides information about co-curricular partners and other resources at UNC Charlotte that have supported Prospect faculty and students.

Overview

The effectiveness of the Prospect for Success program is closely tied to the utilization of university partners. While courses vary by college, they all share the same principle of increasing both the depth and the breadth of students' engagement with UNC Charlotte. Prospect courses allow instructors to provide opportunities for students to foster relationships with university partners.

To that end, this chapter serves as a resource for faculty teaching Prospect courses. Divided into three sections, Academic Resources, Health and Safety Resources, and Other Resources, it contains descriptions of many university partners, along with partnership ideas for use the Prospect courses. This chapter is meant as a resource for faculty and others looking for ways to integrate university partners into their courses and teaching. College Prospect teams and instructors are encouraged to draw on those resources they feel are most germane to their own PFS courses. Some of these partners consult with Prospect instructors and teams (Atkins Library and VENTURE, for example). Others provide a range of services including in-class workshops (the University Center for Academic Excellence, the Multicultural Resource Center, and the Career Center, for example). Some resources, such as the Registrar, Financial Aid, and Police,

provide important services to students and may be introduced through an activity such as a scavenger hunt.

Figure 8 at the end of this chapter identifies the PFS Student Learning Outcomes—Commitment to Success, Inquiry, and Cultural Awareness—each office supports as well as website, email, and other contact information.

Academic Resources

Academic Advising

The mission of academic advising is to assist students in achieving their educational and life-long learning goals through an interactive and educational partnership. Academic advising supports student success and assists students with timely progress toward their degree. Academic advisors may be faculty members or full-time staff advisors in a department or college which houses the student's major. UNC Charlotte also has the University Advising Center which provides advising for undeclared students as well as students transitioning from one major to another. Additionally, academic advising provides resources and training for faculty and staff to ensure high standards of academic advising for students.

Academic advisors support Prospect courses in a variety of ways. In many colleges, advisors conduct meetings with students during the Spring semester to follow up on advising and success initiatives that began in Fall PFS courses. In the College of Education, advisors helped design assignments which they grade for COED Prospect instructors and students.

Ideas to use in PFS courses include:

- requiring students to make an appointment with their academic advisor;
- use a PFS class as a group advising session to facilitate advising during peak registration times;
- assigning students a scavenger hunt for information on the advising website; and
- providing an in-class presentation by an academic advisor.

J. Murrey Atkins Library

UNC Charlotte's J. Murrey Atkins Library provides students, faculty and staff with extensive collections, knowledgeable staff, innovative services, and study spaces. Atkins Library has an extensive collection of media (books, articles, journals) in both print and electronic form, including free access to over 225,000 eTextbooks. Atkins Library also provides computer access and study rooms for students. The staff provide students with subject-area research support through online guides and appointments with subject-area librarians.

The Atkins Library created learning modules with information about the inquiry process for Prospect courses. Subject-area librarians meet with college PFS teams to help with curriculum planning to support inquiry and many visit Prospect courses. Other ideas to integrating the library's services in PFS courses include:

- bringing students to the library for a workshop on searching for sources or citations/referencing;
- requiring students to use library resources for a class project (a book, journal article, or other source); and
- requiring students to meet (individually or in groups) with a subject librarian.

University Center for Academic Excellence

The University Center for Academic Excellence (UCAE) provides free academic support for enrolled UNC Charlotte students. The UCAE houses several programs that provide academic support services, programs, and resources to increase learning effectiveness, enhance student success, and promote academic excellence.

Tutorial Services

Tutorial Services offers free tutoring to any enrolled UNC Charlotte student needing assistance in a current course or courses. UCAE offers individual and group tutoring by appointment as well as drop-in tutoring. Tutoring appointments are scheduled through TutorTrac, web-based scheduling software.

Supplemental Instruction

Supplemental Instruction (SI) is an academic support program that utilizes peer-led study groups to help students succeed in challenging courses. The SI sessions are led by students who have successfully completed that SI course in a previous semester.

SOS Peer Mentoring

Students Obtaining Success (SOS) is a peer-mentoring program for students on academic probation at UNC Charlotte. This program is designed to help students identify causes leading to probation and develop an action plan to improve grades and return to good academic standing.

Personal Academic Consultation

Personal Academic Consultations (PACs) are one-on-one sessions that help students develop specific strategies to address their academic concerns. PACs cover topics such as test taking, time management, study habits, stress, and dealing with procrastination.

Study Smarter Workshops

UCAE offers academic skill development to students through a variety of workshops available to all students. Topics include: test preparation, time management, succeeding in large classes, and communication with instructors. Workshops are repeated throughout the semester and are available for classroom presentations.

Ideas to use in PFS courses include:

- having UCAE come into classrooms for presentations/in-class workshops;
- requiring students to attend a UCAE workshop and present experience to class; and
- refer students to UCAE tutoring, SI, or PAC services.

Writing Resources Center

The Writing Resources Center (WRC) is an extension of the University Writing Program. The WRC provides free one-on-one writing consultation for UNC Charlotte students, faculty, and staff. WRC staff work with clients at any stage of the writing process, from brainstorming and

understanding the assignment, to gathering research and drafting, to revising for grammar and usage.

Ideas to use in PFS courses include:

- requiring students to take one writing assignment for consultation to the WRC;
- having a WRC representative come to classroom for in-class presentation.

Academic Integrity Resource Site

The Academic Integrity resource site brings together all of the resources and information available relating to academic integrity at UNC Charlotte. The website provides background information regarding academic integrity as well as information directed at both students and faculty. Resources include examples for faculty on how to encourage academic integrity in the classrooms, as well as examples for students to avoid academic integrity issues. Links are provided to University Policy 407: The Code of Student Academic Integrity, The Noble Niner Code developed by the SGA (Scholarship, Integrity, Respect, Accountability, Dignity, Honor, Compassion, Character, and Nobility), and the Academic Integrity Settlement forms.

Ideas to use in PFS courses include:

- having students download University Policy 407 and/or Noble Niner Code for discussion in class;
- class activity in which students are given examples of academic integrity violations and identify the type of violation as described in Policy 407;
- having students discuss in class strategies for avoiding academic integrity violations based on guidance from the website; and
- having students connect the aspects of the Noble Niner Code with situations they have come across or could come across as students at UNC Charlotte.

Center for Teaching and Learning

The Center for Teaching and Learning (CTL) is a unit within Information and Technology Services which enhances the University's mission of teaching and learning excellence, providing

enterprise-level instructional technologies, and promoting the advancement of scholarly teaching. Major priorities include:

- providing professional development opportunities to ensure constructive and active learning environments;

- leveraging the experience and wisdom of faculty leaders to promote teaching excellence;

- encouraging innovative research and scholarly publication on teaching and learning;

- identifying, developing, and sustaining enterprise level instructional technology systems;

- collaborating with campus constituents to assess programs, tools, and services that support their teaching and learning needs; and

- contributing to the development of policies, initiatives, and campus-wide culture that supports excellence in teaching.

Some ideas to use in PFS courses include:

- faculty attending CTL workshops for effective teaching with Moodle/Canvas, teaching with clickers, teaching large classes, ePortfolios, and active learning techniques;
- using Camtasia Studio software to create videos for use in the PFS course

Health and Safety Resources

Counseling Center

The UNC Charlotte Counseling Center offers individual, group, and couples counseling to enrolled students. The Counseling Center also provides consultations for students who are concerned about a fellow student. Counseling provides an opportunity for individuals to learn to make better decisions, improve personal skills, develop increased confidence, and overcome blocks to personal effectiveness. In counseling, students may address issues of relationships, personal development, or specific psychological problems such as anxiety, depression, substance abuse, eating issues, or difficulties in adjustment. Students may make an appointment by phone or in person.

Ideas to use in PFS courses include:

- having the Counseling Center staff come into class to present on topics such as anxiety or depression/suicide;
- having students visit Counseling Center group sessions; and
- having students visit Counseling Center website as part of online scavenger hunt, or to complete online screening.

Student Health Center

The UNC Charlotte Student Health Center provides primary medical care, disease prevention, health education, wellness promotion, and various specialty services to all registered UNC Charlotte students, regardless of the type of health insurance they carry. The mission is to promote student health by providing healthcare, education, and outreach services.

In keeping with the mission, the Student Health Center provides primary medical care, psychiatric care, disease prevention and health education, wellness promotion, and various specialty services to all registered UNC Charlotte students. The Student Health Center welcomes and respects the needs of a diverse student population within a safe, supportive, and confidential environment.

Center for Wellness Promotion

The Center for Wellness Promotion (CWP) at UNC Charlotte promotes, supports, and affirms healthy living behaviors among campus community members to foster knowledge, attitudes, and skills that are essential for positive decision-making and enhancement of self-esteem. The CWP is the campus resource for health education programs, services, and information, as well as direct-care consultation and referrals. The CWP presents a variety of group and campus-wide wellness events related to alcohol, tobacco, and other drug use, sexual responsibility, and men's and women's health issues. Certified health educators and substance abuse staff are available to speak to UNC Charlotte students and groups, as well as one-on-one consultation for students related to alcohol/drug issues, tobacco cessation, sexual health issues, and interpersonal violence issues. The CWP also houses the Collegiate Recovery Community and sponsors the Wellness Passport program.

Collegiate Recovery Community

The Collegiate Recovery Community (CRC) at UNC Charlotte supports students recovering from addictions. They offer programming, resources, and activities that provide a pathway to both recovery and academic achievement. Their goal is to provide educational opportunities, along with recovery support, to ensure that students do not have to sacrifice one for the other. The CRC can offer a "typical" college experience for students in recovery apart from the culture of drinking or drug use that is present on today's university campuses.

Ideas to use in PFS courses include:

- having SHC staff come to class to present on topics such as healthy relationships or sexual health;
- requiring, recommending, or using as extra credit that students complete the Wellness Passport program which gives students an opportunity to attend a variety of health-related events (including events offered by other organizations such as UCAE).

Recreational Services

Recreational Services encourages healthy and active living, promoting not only fitness and social interaction, but helping students develop life-long skills such as sportsmanship, leadership, team building, self-esteem, and communication. Through group fitness, intramurals, sport clubs, special events, and facility management, staff and over 300 student employees work together to encourage healthy and active lifestyles.

Ideas to use in PFS courses include:

- requiring students to visit fitness center outside of class;
- taking small class to fitness center for a tour; and
- in-class presentations on rec-services programs.

Police and Public Safety

UNC Charlotte Police & Public Safety is a fully authorized state police agency, providing both police and security services to students, faculty and staff. The Department is comprised of two

divisions--Patrol and Support Services--with a special emphasis on community-oriented policing. The UNC Charlotte Police Department collaborates regularly with the Charlotte Mecklenburg Police Force and other regional law enforcement agencies.

Ideas to use in PFS courses include:

- having students visit the Police and Public Safety website as part of online scavenger hunt (i.e., students must identify information they learned from the website or find the answers to a set of questions);
- requiring or suggesting students attend a program or presentation sponsored by Police and Public Safety;
- showing safety videos from Police and Public Safety website in class as part of discussion on campus safety

Other Resources

Office of Disability Services

The Office of Disability Services (DS) ensures students with documented disabilities programmatic and physical access to UNC Charlotte. DS works to remove barriers in order to provide students with disabilities equal access to meet their educational goals. Students who wish to receive accommodations are required to register with Disability Services.

Ideas to use in PFS courses include:

- having students visit the Disability Services website as part of online scavenger hunt;
- using Office of Disability Services as a resource for faculty in regards to disability law and services offered.

Office of Financial Aid

The Office of Financial Aid provides support to UNC Charlotte students applying for and receiving financial aid, including federal grants, state grants, student loans, parent loans, and work-study employment. The website for the Office of Financial Aid is comprehensive, providing students with basic information about financial aid, as well as all forms and

information necessary to apply for and accept aid. They also provide opportunities for students to meet with Financial Aid Counselors in person.

Ideas to use in PFS courses include:

- having students visit the Financial Aid website as part of online scavenger hunt (i.e., students must find the answers to a set of questions about financial aid;
- showing some of the "helpful videos" from the website in class; and
- requiring or suggesting students attend information sessions sponsored by Office of Financial Aid (when available)

University Career Center

The mission of the University Career Center is to provide a comprehensive approach to career preparation and development with experiential learning as a key component, resulting in enhanced and engaged academic and life-long career experiences for students. The University Career Center provides individual appointments to students at UNC Charlotte who are currently enrolled in an undergraduate, graduate, or doctoral program. The office provides individual appointments to alumni up to 5 years after graduation. Career advisors serve as liaisons to specific majors, providing students with advisors thoroughly informed in both academic needs, as well as industry and employment trends. The Career Center also administers a variety of inventories for students to assess their strengths and weaknesses as they relate to future career paths.

Ideas to use in PFS courses include:

- having students visit the Career Center website as part of online scavenger hunt (i.e., have students find particular information or answer a set of questions;
- having representative from the Career Center present in class
- having students complete interest and/or personality inventory followed by in-class presentation with Career Center representative to discuss how to use results

The Student Accounts Department

The Student Accounts department is a unit of the Controller's Office that provides quality account management service to students, parents and alumni by proactively assisting them in meeting their financial responsibilities for attendance.

Ideas to use in PFS courses include:

- having students visit the Student Accounts website as part of online scavenger hunt (i.e, have students find the answers to a set of questions, or identify a set of information they learned by visiting the website;
- integrating information from the Student Accounts website into sessions on financial planning or time management.

Multi-Cultural Resource Center

UNC Charlotte's Multicultural Resource Center (MRC) seeks to create an environment that celebrates and recognizes cultural differences through programs, advocacy, education, and engagement with the community. The MRC offers a host of multicultural programs that provide expanded learning opportunities for students, while honoring the unique diversity present at UNC Charlotte and the greater Charlotte community.

Ideas to use in PFS courses include:

- suggesting or requiring students attend a presentation or event sponsored by the MRC;
- having representatives from the MRC come to class to present on a variety of diversity-related topics such as language and culture, gender, or LGBTQ

Office of International Programs

Established at UNC Charlotte in 1975, the Office of International Programs strives to strengthen international education at the University, as well as in the Charlotte community. On campus, it seeks to make international understanding and global awareness a fundamental part of the curriculum and an integral part of campus programming.

Education Abroad

The Office of Education Abroad at the University of North Carolina at Charlotte is dedicated to providing the most academically sound and cost-effective programs available. It is the goal of the Office of Education Abroad to establish, encourage, and promote education-abroad opportunities to all of our students and to the community, and to strengthening the international dimension of UNC Charlotte's campus by promoting multicultural and international understanding.

English Language Training Institute

Since 1978, the English Language Training Institute (ELTI) has been serving international students by providing quality English language instruction in a safe, friendly academic environment. International students planning to attend U.S. universities or colleges will find the ELTI committed to helping them fit into the UNC Charlotte community through several means:

- highly trained, experienced lecturers,

- modern, well-equipped University classrooms,

- access to UNC Charlotte resources, such as the library, computer labs, student health center, and sports facilities,

- interaction with UNC Charlotte students through the Conversation Partners Program, class exchanges, and on-campus housing,

- enrollment in UNC Charlotte courses for credit or audit (advanced students only after first semester), and

- TOEFL preparation.

Intercultural Outreach Programs

Intercultural Outreach Programs (IOP) provides a broad range of innovative training programs, language-immersion programs, faculty-led programs, and customized short courses in Charlotte, North Carolina. Programs are designed for undergraduate and graduate university students, university faculty, experienced professionals, language learners, and more. IOP utilizes the

expertise and resources at the University of North Carolina at Charlotte and the surrounding community to assist its participants in achieving success in our global society. Customized programs emphasize development and education through experience and are designed to meet the needs of the program participants.

International Student and Scholar Office

The mission of the International Student and Scholar Office (ISSO) is to provide information, services and programs that help international students and visiting scholars achieve their individual educational and personal goals and that foster an appreciation for a culturally diverse learning environment in the larger University community.

ISSO Services

The ISSO provides support services and programs for international students and scholars in the following areas:

- orientation to the University and the Charlotte community,

- individual counseling and advising,

- information and referral on issues related to academics, health, finances, housing, and campus programs,

- immigration advising and processing of documents,

- cross-cultural programs,

- immigration based workshops and presentations,

- coordination of the Host Family Program,

- coordination of the Friendship & Culture exchange program,

- advising of international student club,

- support to hiring departments of international scholars, and

- tax assistance.

Ideas to use in PFS courses include:

- suggesting or requiring that students attend an event sponsored by the OIP such as the International Coffee Hour or International Festival (Fall semester), and share their experiences with the class;
- having representatives from the OIP visit classes for presentations on such as the Cultural Ambassadors Program or Study Abroad information sessions.

Office of the Registrar

The Office of the Registrar logs the official academic record for all students and maintains the integrity, accuracy, and privacy of those records. In addition, the Registrar ensures compliance with all federal, state, and University regulations and policies.

Ideas to use in PFS courses include:

- including the Registrar's Office (or website) as a stop on a scavenger hunt;
- using the Registrar's Office as a resource for faculty in regards to academic policies (i.e., FERPA).

University Partners and SLOs

University Partners (with link)	Course Topic (Y/N)	Commitment to Success	Inquiry	Cultural Awareness	Student (S) or Faculty (F) Focus	Contact Information
Advising	Y	X	X		S	General advising information and links to departmental and college advising offices: http://advising.uncc.edu/ Advising for University College and undeclared students: **University Advising Center** http://advisingcenter.uncc.edu/ Colvard 2200 704-687-7717 advising1@uncc.edu
J. Murrey Atkins Library		X	X	X	F and S	**J. Murrey Atkins Library** (704) 687-0494 askatkins@uncc.edu
University Center for Academic Excellence (UCAE)		X			S	**University Center for Academic Excellence (UCAE)** Colvard North 2300 704-687-7837 uncc-ucae@uncc.edu

UCAE: Tutoring		X			S	**UCAE Tutorial Services** Colvard North 2300 704-687-7837 tutoringserv@uncc.edu
UCAE: Supplemental Instruction		X			S	**UCAE Supplemental Instruction** Colvard North 2300 704-687-7837
UCAE: SOS Peer Mentoring		X			S	**UCAE Students Obtaining Success Peer Mentoring** Colvard North 2300 704-687-7837
UCAE: Personal Academic Consultations (PACS)		X			S	**UCAE: Personal Academic Consultations** Colvard North 2300 704-687-7837
UCAE: Workshops	Y	X	X		S	**UCAE: Workshops** Colvard North 2300 704-687-7837
Writing Resources Center (WRC)		X	X	X	S	**Writing Resources Center** Cameron 125 704-687-1899 wrchelp@uncc.edu
Academic Integrity Resource Site	Y	X			F and S	

Registrar's Office		X			F and S	**Office of the Registrar** King 141 704-687-5505 registrar@uncc.edu
Center for Teaching and Learning (CTL)		X	X	X	F	**Center for Teaching and Learning** Kennedy, 202B 704-687-8080 ctl@uncc.edu
Counseling Center	Y	X		X	F and S	**Counseling Center** Atkins 158 704-687-0311 counselingcenter@uncc.edu 8:00 a.m. to 5:00 p.m., Monday through Friday. Evening hours are available by appointment.
Student Health Center	Y	X		X	S	**Student Health Center** Corner of Cameron Blvd and Mary Alexander Rd. 704-687-7400 8:00 a.m. – 6:30 p.m., Monday – Thursday; 8:00 a.m. – 5:00 p.m., Friday
Center for Wellness Promotion	Y	X		X	S	**Center for Wellness Promotion** 704-687-7407 8 a.m.-5 p.m., Monday – Friday wellness@uncc.edu

Collegiate Recovery Community		X		X	S	**Collegiate Recovery Community** 704-687-7407 or 704-687-7414
Recreational Services		X			S	**Recreational Services** Belk Gym 704-687-0430 recservices@uncc.edu
Office of Disability Services		X			S	**Office of Disability Services** Fretwell 230 704-687-0040 8 a.m.-5 p.m., Monday – Friday disability@uncc.edu
Office of Financial Aid		X	X		S	**Office of Financial Aid** 122 Reese 704-687-5504 8 a.m.-5 p.m., Monday - Friday
University Career Center	Y	X	X		S	**University Career Center** 704-687-0795 Atkins 150 (next to Atkins Library) 8 a.m.-5 p.m., Monday - Friday career@uncc.edu

Student Accounts		X			S	**Student Accounts** 704-687-5506 Reese 2nd Floor 8:00 a.m. - 4:30 p.m., Monday - Friday studentaccounts@uncc.edu
Multicultural Resource Center	Y			X	F and S	**Multicultural Resource Center** 704-687-7121 Student Union 210
Police & Public Safety		X		X	S	**Police & Public Safety** 704-687-8300 (non-emergency) 704-687-2200 (emergency) 9151 Cameron Blvd police@uncc.edu
Office of International Programs (OIP)				X	S	**Office of International Programs** 704-687-7755 CHHS 213 8:00 a.m. – 5:00 p.m., Monday – Friday international@uncc.edu
Office of Education Abroad					S	**Office of Education Abroad** 704-687-7747 CHHS 256 8 a.m.-5 p.m., Monday - Friday edabroad@uncc.edu

OIP English Language Training Institute					S	**English Language Training Institute** 704-687-7777 CHHS 267 8 a.m.-5 p.m., Monday – Friday elti@uncc.edu
OIP Office of Intercultural and Educational Programs					S	**Office of Intercultural and Educational Programs** 704-687-7765 CHHS 231 8 a.m.-5 p.m., Monday – Friday intercultural@uncc.edu
OIP International Student and Scholar Office					S	**Office of Education Abroad** 704-687-7747 CHHS 256 8 a.m.-5 p.m., Monday - Friday edabroad@uncc.edu

3A: Depth and Breadth in First Year Programs

Takiyah Amin, College of Arts + Architecture

Erik Jon Byker, Cato College of Education

Stephanie Otis, J. Murrey Atkins Library

Christine Robinson, Office of Assessment and Accreditation

Christina Sanchez, Office of International Programs

The Prospect for Success (PFS) was created as an engagement curriculum to provide first-time, full-time students with tools to enhance success in college and beyond. However, the Prospect was not developed as a stand-alone initiative at UNC Charlotte but, rather, as part of a suite of new and ongoing student success and curricular initiatives. In this chapter, the authors discuss efforts to link Prospect to other campus initiatives including the J. Murrey Atkins Library, Communications Across the Curriculum, and First Year Writing in an effort to create breadth in the first year and depth throughout the undergraduate experience, a concept that has been dubbed the T-shaped student.
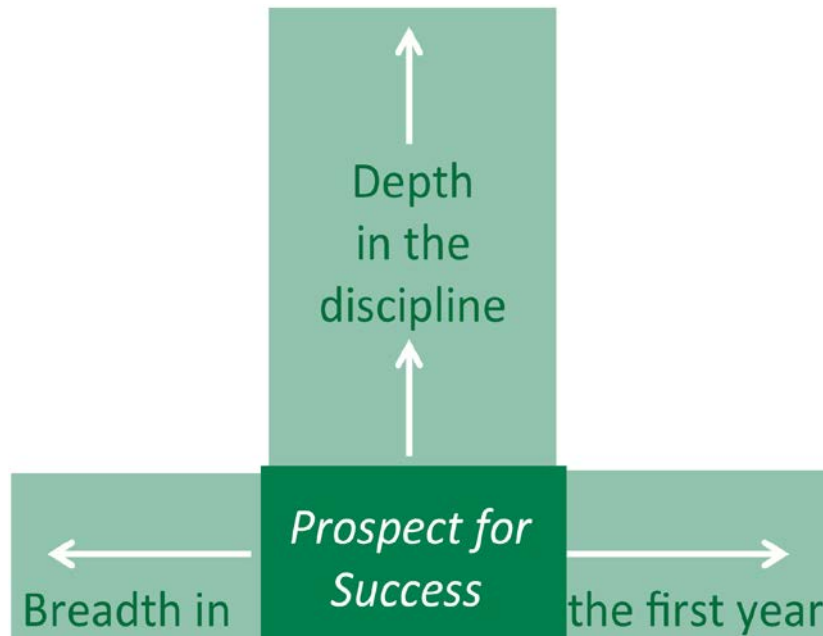
The T-Shaped Student

The initial implementation of UNC Charlotte's Prospect for Success Quality Enhancement Plan established a platform for engaged dialogue among a cohort of faculty members from various disciplines who teach classes in which a majority of students were

first-semester Freshmen. The goal was for all or most first-time, full-time Freshmen to partake in an academic journey to address three learning outcomes: academic success, inquiry, and cultural awareness. The institution sought to build upon the inroads made from the PFS initial implementation, to strengthen the foundational building blocks of the program and expand the framework to explicitly embrace the development of curricular and course design based on the T-shaped individual.

The T-shaped individual (Brown, 1991) is commonly referenced as a metaphor indicating the depth of one's skills within a particular area (vertical line of the T) and one's ability to apply skills across a spectrum of fields (horizontal line of the T). The concept is commonly applied to academic and business environments regarding types of employees and learners. In business, T-shaped individuals "are deep problem solvers in their home discipline but also capable of interacting with and understanding specialists from a wide range of disciplines and functional areas" (Daviding, 2008).

Figure 9. The T-shaped student

T-shaped individuals drive innovation and creativity (Hansen, M.T., n.d.). UNC Charlotte sought to produce graduates imbued with these skills and with this in mind, the

University adapted this model to create the T-shaped student (Figure 9). During the undergraduate program, T-shaped students experience depth (vertical dimension) in academic discipline or major and breadth (horizontal dimension) in the first year.

The call is for institutions to graduate T-shaped individuals. However, there are concerns that institutions of higher education are producing students with deep disciplinary knowledge without providing the systems, or cross-disciplinary, knowledge that produces adaptive innovators as explored in the national T-Summit 2016 readings. Only an I-shaped individual emerges from the traditional model of discipline-specific learning. The National Leadership Council for Liberal Education and America's Promise (LEAP) (2007) issued a **report** outlining the outcomes for educational excellence necessary to meet the realities of the 21st century. A re-envisioning of the traditional approach to curricular and course formulation is necessary to advance student learning with an integrated formula that embeds core competencies throughout all courses. The T-shaped academic environment is present in the course (e.g., mastery of a concept situated within a broader analysis such as comparative review, inquiry, etc.), and in the curriculum (e.g., core learning outcomes incorporated and defined through all academic programs such as critical thinking, problem solving, cultural understanding, communication, leadership, etc.). Ultimately, the T-shaped individual obtains a comprehensive understanding of an academic discipline complemented by one's ability to traverse knowledge and skills.

Curriculum and Course Integration

The T-shaped curriculum is one that "goes very deep in one area, but sits on top of a very strong liberal arts foundation…" (Tucker, 2015). Linkages—including connections students make across courses that foster development of important skills such as writing, communications, and critical thinking—are vital to students' success as the skillset developed by T-shaped learners assists them in their career pursuits. According to the Bureau of Labor Statistics, college graduates will hold 10 or more jobs, on average, within two decades of graduation (Bahney, 2006). At UNC Charlotte, several academic initiatives are advancing linkages within the curriculum (for example, First Year Writing,

FYW, and Communication Across the Curriculum or CxC) to promote students' ability to identify connections and understand the importance of linkages. The authors propose expanding upon the work accomplished explicitly to adopt the T-shaped model in our curriculum and course design.

Prospect course design serves as a catalyst to strengthen cross-college, interdisciplinary connections to maximize student learning and position UNC Charlotte graduates for greater success. In addition to the linkages of programs such as FYW and CxC, additional opportunities exist through the General Education Curriculum and its related learning outcomes and the Critical Thinking and Communication (CTC) program under development during the 2015-16 and 2016-17 academic years, among other academic initiatives. Two examples featuring the use of the T-shaped curricular model in the College of Education and the College of Arts + Architecture follow.

First Year Writing & J. Murrey Atkins Library

First Year Writing (FYW) courses at UNC Charlotte serve as the foundation for writing practice that continues as students progress through their studies. Just as importantly, FYW courses introduce a variety of core competencies throughout the curriculum including rhetorical knowledge, critical reading, critical reflection, knowledge of conventions, and composing processes. As such, FYW serves as a complement to Prospect for Success in providing breadth of cross-disciplinary knowledge in the first year. FYW also has connections to Prospect in that it is "inquiry-driven, process-based….and strives to help students become adaptive writers" (University Writing Programs). Addressing similar goals in FYW and Prospect first-year programs supports students' ability to transfer knowledge and skills across their educational experience. The goal of positioning Prospect as a component of students' engagement in a T-shaped curriculum requires rich collaboration within Colleges and departments and between departments and campus partners. Breadth in the first-year experience necessitates common goals and language among Prospect courses and their counterparts in FYW and other introductory courses. Depth in the majors requires repeating and building on the

terminology and pedagogies to assist students in identifying the connections between the foundation that has been laid and their increasingly sophisticated, recursive practices in upper level courses.

During the early stages of the program, Prospect leadership emphasized the development of shared language and common terminology to help communicate the goals and concepts of the program. However, some variation and uncertainty remained around the outcomes, their measures, and consistent implementation. Given the potential connections between programs like FYW and Prospect on the horizontal (breadth) arm of the T, Prospect teams and FYW instructors were brought together to discuss their programs and look for possible collaborations and sharing of ideas. The Atkins Library was also positioned to support and emphasize the connections between these initiatives. Given the emphasis on inquiry in FYW, and looking forward to strengthening the links between Prospect, FYW, and critical thinking in the general education curriculum, the model is particularly persuasive. The Atkins Library and FYW have a long history of close collaboration at UNC Charlotte, with increasing innovation in recent years. Part of that shift emerged from a change in focus from in-person demonstrations for students to collaboration on course design and assignment planning with FYW instructors. Partnerships between FYW and the library have sought to establish connections and common ground in pedagogy and in the vocabulary used to talk about student outcomes. At the bottom of the inverse-T, First Year Writing and instruction librarians worked to get first–year students to ask good questions. Both also emphasized the benefits of entertaining ambiguity, and of privileging process and discovery over certainty and definitive answers. For the inquiry outcome in particular, the relationship between the library and Prospect teams and courses worked in a similarly successful way. The Prospect curriculum, FYW, and library instruction could all reinforce from different perspectives what questioning means, what it accomplishes, and how students can engage with and apply these practices in different contexts. All serve to support students' continually evolving practice, laying the foundation for vertical (depth) activity in more sophisticated and specific contexts. Further connections, through language and pedagogy,

to other academic work (course-based and co-curricular) in the first-year would add even greater strength to this foundation. Going forward, this breadth could support the proposed addition of a new general education course in the second year to emphasize critical thinking and transition to depth in the major. A common commitment to interdisciplinarity, a history of collaboration, and shared pedagogies have contributed to the success of the library-FYW partnership and its role in promoting successful, innovative inquiry work. Current and future Prospect instructors and teams can look to FYW, not just for common language and goals around inquiry, but also for examples of interdisciplinary and collaborative planning, and how both build towards Liberal Studies courses and critical thinking and communication goals across the curriculum.

Communication Across the Curriculum (CxC)

As noted, Prospect for Success is a curricular initiative committed to engaging all UNC Charlotte first-time, full-time undergraduate students in stimulating coursework that centers on the three learning outcomes: Commitment to Success, Inquiry and Cultural Awareness. While all Prospect courses across departments are not the same, the courses are shaped by each academic unit to provide opportunities for personal and professional growth that act as a foundation for students as they continue pursuing their studies at UNC Charlotte.

Similarly, the [Communication Across the Curriculum](#) program (CxC) is a curricular initiative centered around ensuring that UNC Charlotte students develop robust and recognizable proficiency in writing and speaking within the context of their chosen discipline. CxC provides faculty development to departments to help bring consensus around communication norms in their fields, shape course objectives to facilitate communication skill development, and implement best practices for assessment. The goal for CxC departments is to develop a "communication enhanced curriculum that includes oral and written communication outcomes and provides students with frequent opportunities for writing and speaking across the curriculum."

Both Prospect and CxC seek to improve approaches to teaching and learning and enhance necessary skills for student to thrive beyond the university experience in an increasingly complex, global environment. The ability to write and speak effectively is enhanced by one's commitment to intentional engagement, sustained curiosity, and awareness of both self and others. Prospect courses could benefit from engaging more deeply with the CxC program to ensure *simultaneous involvement* in a range of writing and speaking activities while addressing the critical learning outcomes within Prospect courses. The writing and speaking activities could be thoughtfully developed as a means by which students demonstrate not only increased proficiency in communication but also the student learning outcomes of any specific Prospect course. Taken together, embracing the goals of a communication enhanced curriculum within the context of Prospect courses could help ensure that students "write to learn and learn to write" and that they "think more critically and creatively, engage more deeply in their learning, and are better able to transfer what they have learned from course to course, and from context to context" (from the [Communications Across the Curriculum website](#)). Students might then emerge from their Prospect courses better equipped to take with them a set of communication skills as well as ways of approaching learning that they can apply across the remainder of the courses taken at UNC Charlotte.

Examples of College Initiatives

The FYW and CXC programs are examples of how UNC Charlotte is committed to developing its undergraduates as T-shaped individuals. Both programs are in alignment with the vision of Prospect, which is to provide a high-quality and robust undergraduate education that supports the intellectual development of students who are intentional, curious, and culturally aware. In the present section, the authors examined two case studies of Prospect initiatives at UNC Charlotte that incorporate address of the T-shaped individual within the curriculum of courses, not tied to centralized Prospect initiatives (such as the FYE and CxC shared). The case studies presented illustrate how colleges at UNC Charlotte designed Prospect to be responsive to the needs of their learners while at

the same time maintaining the integrity of the Prospect goals. The first case study describes and reports on the EDUC 1100 Inquiry Project in the Cato College of Education as an example of developing T-shaped individuals who are prepared to teach. The second case study examines how the DANC 1201 course in the College of Arts + Architecture blends the Prospect goals of intentionality, curiosity, and cultural awareness within it Prospect coursework. Both case studies include recommendations for improving and further building on Prospect foundation within their programs.

College of Education T-Shaped Model

EDUC 1100 Foundations of Education and Diversity in Schools, the Prospect course in UNC Charlotte's Cato College of Education (COED) provides first-year undergraduate students an introduction into what might be a future career in teaching. One critical component of good teaching is to understand and value what it means to inquire. If the purpose of Prospect is to prepare undergraduates to develop into T-shape individuals, then the COED's Prospect course is preparing undergraduate to be effective T-shape individuals who become teachers committed to inquiry. The following section (a) describes the Prospect Inquiry Project in COED, (b) explains how the project has evolved to be more responsive to students' needs, and (c) briefly discusses recommendations related to improving the Inquiry Project.

### *College of Education Inquiry Project*

The Cato College of Education Inquiry Project aligns closest to the Prospect goal of curiosity (inquiry). The following objectives are part of the Inquiry Project in the Cato COED: 1) develop and refine a research question; 2) locate and analyze resources; and 3) draw conclusions, insights, and ideas. For the actual Inquiry Project assignment, COED Prospect students choose their inquiry topics. Students then develop a research question and outline a research plan for answering their question. University wide systems—such as the resources offered through the J. Murrey Atkin's Library—provide additional support for the Inquiry Project. For instance, the university librarians host

"how-to" workshops for Prospect students demonstrating the ways to locate, identify, and select salient, peer-reviewed literature. Prospect students are also provided with information about resources offered through the First Year Writing (FYW) program. COED's Prospect professors, graduate assistants, and undergraduate preceptors work with the Prospect students in formulating and refining their research questions. COED Prospect students' Inquiry Projects are further honed through opportunities to make classroom visits to area schools in order to observe what life is like in the classroom. At semester's end the students present their inquiry projects in written and verbal formats to the COED community.

Responsiveness to COED Students

The COED Prospect team has found that Prospect students come into the course being able to define inquiry, but the students are confused about the actual inquiry process. In response to their vague understanding regarding the process of inquiry, the COED Prospect team developed an inquiry-based learning model called the Inquiry Processing Cycle (Byker, Coffey, Harden, Good, & Brown, 2016). The Inquiry Processing Cycle (see Figure 10) illustrates the inquiry process as a cycle of learning; it is a model that conveys the inquiry process both in a descriptive and a graphic form. Curiosity is at the core of the Inquiry Processing Cycle as inquiry is birthed in the ideas, issues, or problems that spark the knowledge construction of learners (Dewey, 1944; Root-Bernstein & Root-Bernstein, 2012). Curiosity and inquiry need not be solitary activities. The Inquiry Processing Cycle depicts how collaboration is a key component in encouraging and fostering inquiry. Collaborating with others is a way to cultivate more ideas, develop deeper questions, and create artifacts that represent products of an inquiry. Curiosity and collaboration are the mechanisms for an inquiry's momentum. Girded by these mechanisms, the Inquiry Processing Cycle also includes these actions: 1) research questions; 2) investigate resources; 3) draft conclusions; 4) create writing; 5) present artifact; and 6) reflect on applications.

Figure 10. Graphic representation of the Inquiry Processing Cycle.

Inquiry Processing Cycle
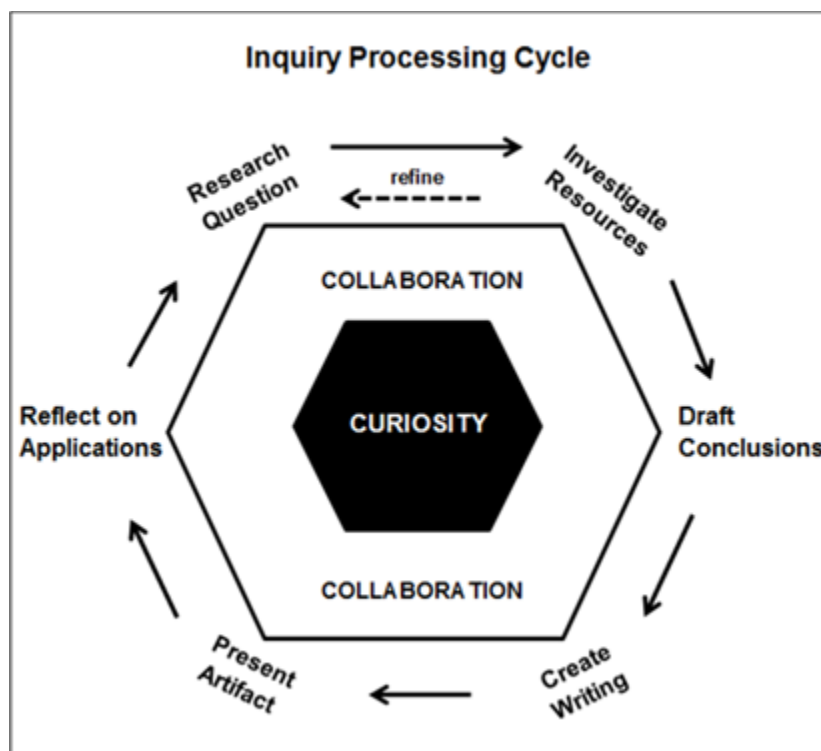
The COED Prospect team has found the Inquiry Processing Cycle to be a helpful model for guiding Prospect students in their Inquiry Projects. The model helps Prospect student conceptualize what inquiry actually entails. Rather than viewing inquiry as a singular activity, the Prospect students perceive it as a robust process. The Inquiry Processing Cycle is an instructive model for teaching about the inquiry process. The model captures the action components that make up inquiry process. Likewise, it also shows how curiosity and collaboration are at the core of the cycle. It is recommended that educators use this cycle when discussing the contours of the inquiry process with their students.

Recommendations

The Cato College of Education Prospect faculty team has found the Inquiry Project to be a fruitful assignment in the development of T-Shape individual. Faculty continue to revise and refine the assignment. One revision the team is currently implementing is to include a stronger integration between the Cultural Awareness project and Inquiry Project. One member of the COED Prospect team explained:

The Inquiry Project should connect with the class discussions about cultural diversity. Such discussion builds background knowledge about diversity. Then students would have greater understanding of the relationship between cultural diversity and their inquiry project topics.

Another improvement is extending the Inquiry Project timeline to a two semester project. The COED Prospect has a two course Prospect sequence where students take the introductory EDUC 1100 course and then take SPED 2100, which follows in the next semester. The COED Prospect team is piloting an Inquiry Project initiative where Prospect students choose their inquiry topics, develop the research question, and outline a research plan for answering their question during EDUC 1100. During the SPED 2100 course, the students write up the findings of their research and present their Inquiry Projects in a public forum. Having a stronger continuum between the two courses is likely to enhance Prospect students' conception of the process of inquiry. The spanning of courses and semesters also strengthens students' understanding of the breadth of the T-shaped model, offering opportunity to expand contextual understanding beyond a solitary class or academic term. The Inquiry Project has promising outcomes and an innovative approach for Prospect students by grounding the project in the inquiry process, integrating cultural awareness, and providing more time for inquiry through a two course Prospect sequence.

College of Arts + Architecture T-Shaped Model

During the first years of the Prospect program, each department in the College of Arts + Architecture has had its own Prospect for Success course: Dance, Art, Music, Theatre, and Architecture. Each of these courses integrates the three learning outcomes of Prospect with the discipline-specific content of the course. To emphasize the T-shaped model of breadth and depth in the learning process, beyond the Prospect curriculum to other courses in these departments, faculty continue to support students in applying the three interconnected goals of Commitment to Success, Inquiry, and Cultural Awareness within their foundational and upper-level courses. While not fully adopted by all faculty,

the College of Arts + Architecture promotes the use of the Prospect learning outcomes in developing course objectives overall, and/or for specific courses activities and assignments, as an intentional and best practice,

CoAA Department of Dance Prospect Course

In the College of Arts + Architecture, the Department of Dance embeds the Prospect goals within the course DANC 1201: Foundations in Dance. This cornerstone course was deemed as most appropriate by department faculty for introducing the core ideas of Prospect to incoming students. The assignment structure includes a comprehensive project incorporating inquiry and cultural awareness. Students explore individual, social, and cultural relevancies of dance in the contemporary world through reflective and analytical meaning making. Research for the project includes: (1) development of a set of interview questions as a class project; (2) interviews with at least three classmates; (3) interviews with each student's family; and (4) exploration of at least two academic articles or books that explore the relevance of dance in the contemporary world. A more complete example of Prospect assignments from the department can be found in Appendix B.

Implications for Students & Curriculum

Incorporating frequent references to the Prospect learning outcomes in courses outside the Prospect program reminds students of the importance of the PFS learning outcomes as a central element to their studies at UNC Charlotte. For example, faculty can reference goal setting (an aspect of Commitment to Success) as a critical part of developing the steps for completing a research project, while also encouraging students to explore issues of interest and concern in their work. Further still, other faculty frame course assignments and projects as opportunities for developing greater awareness of both self and other, embedding critical reflection at the beginning and end of an assignment to allow students time to think through how completing the work deepened their knowledge.

After working with Prospect and reviewing the course materials, the authors share several implications or "lessons learned" for course design. First, it is critical to consider how the goals of Prospect are introduced to students. We suggest that Prospect be integrated through the course rather than being treated as a separate set of tasks or as an add-on. For example, instructors can identify in the syllabus which assignments are tied to Prospect goals gives students a pathway by which to understand the importance of course-related activities. Second, framing the goals in a manner that makes them accessible to students is especially important. While students may generally have an understanding of commitment to success as a goal-setting and work related endeavor, the other goals may need additional time to clarify and discuss. Notably, the Dance department has embraced an understanding of cultural awareness that asks students to consider their own relationship to and responsibility within the larger community—of the college, the department, the campus and as members of society. Cultural awareness then is not shorthand for diversity as much as it encourages students to reflect on their own perspectives and relationships with a larger whole and to consider how they might contribute meaningfully to society through their chosen academic discipline. Third, similar to cultural awareness, framing inquiry as an open-ended, unfolding process that leads to more questions helps students embrace this goal as one that is about process as opposed to final product. Inquiry allows students to learn about the process of research, refine their ability to shape research questions and explore questions and phenomena that they have perhaps taken for granted. Inquiry becomes a mindset for deep and meaningful exploration as opposed to merely the completion of steps or procedure.

Recommendations

We believe it is essential point that in order for Prospect to shape the undergraduate experience, frequent references to the three core learning outcomes must be made throughout any given curriculum. Otherwise, students are introduced to the frameworks in the first year with no explicit opportunity to continue developing in these areas for the duration of their studies. Faculty who are not teaching in the Prospect curriculum, then, have a responsibility to learn about the program, work to embed these ideas into their

courses, and are encouraged to—at a bare minimum—make frequent use of the Prospect terminology. The emphasis here is not to radically change student learning objectives or individual course outcomes but rather to encourage students to begin thinking across the content and skills-development opportunities offered by their courses as informed by the goals of Prospect to deepen their understanding and strengthen the application of the T-shaped model for students throughout their undergraduate experience.

References

Bahney, A. (June 8, 2006). A life between jobs. *New York Times*.

Brown, T. (1991). The hunt is on for the renaissance man of computing. *The Independent,* September 17, 1991.

Byker, E.J., Coffey, H., Harden, S., Good, A., & Brown, K. (2016). Preparing teacher-scholars to inquire: constructing the inquiry processing cycle. In D. Polly & C. Martin (Eds.), *Handbook of Research on Teacher Education and Professional Development.* Hershey, PA: IGI Global.

Daviding. (September 2008). T-shaped professionals, t-shaped skills, hybrid managers. *Coevolving Innovations*…in business organizations and information technologies. [Retrieved from: http://coevolving.com/blogs/index.php/archive/t-shaped-professionals-t-shaped-skills-hybrid-managers/]

Dewey, J. (1944). *Democracy and education*. New York: The Free Press.

Hansen, M.T. (n.d.). IDEO CEO Tim Brown: T-shaped stars: The backbone of IDEO's collaborative culture. *Chief Executive.Net* [Interview Retrieved 2/8/16 from: http://web.archive.org/web/20110329003842/http://www.chiefexecutive.net/ME2/dirmod.asp?sid=&nm=&type=Publishing&mod=Publications::Article&mid=8F3A7027421841978F18BE895F87F791&tier=4&id=F42A23CB49174C5E9426C43CB0A0BC46]

Root-Bernstein, R. S., & Root-Bernstein, M. M. (2013). *Sparks of genius: The thirteen thinking tools of the world's most creative people*. New York: Houghton Mifflin Harcourt.

Tucker, M. (June 2015). The 't-shaped curriculum': Liberal arts, technical education, or both? *Education Week*. [Retrieved 2/8/2016 from http://blogs.edweek.org/edweek/top_performers/2015/06/the_t-

shaped_curriculum_liberal_arts_technical_education_or_both.html?r=584750147&preview=1]

3B: Challenges and Future Directions for Prospect

Christina Sanchez, Office of International Programs

Christine Robinson, Office of Assessment and Accreditation

Stephanie Otis, J. Murrey Atkins Library

Erik Jon Byker, Cato College of Education

Takiyah Amin, College of Arts + Architecture

As has been noted in other chapters, the Prospect for Success was established to enhance first-year student engagement and impact student learning and build a foundation for continued academic success. The development of the T-shaped student, discussed in Chapter 3A, is an example of the depth and breadth that Prospect could help develop in students' academic journeys. Prospect required collaborative efforts as well as shared goals and language to address three learning outcomes: Student Success, Inquiry, and Cultural Awareness. As implementation of Prospect has progressed, institutional leaders and others have considered ways to leverage this signature program for first-year students to enhance student success. The present chapter addresses the challenges and future directions for Prospect, with consideration for implementing lessons learned from the original Prospect plan. The authors seek to incorporate ideas and strategies of faculty, staff and others involved in the program as well as from the Prospect Steering Committee. We reflect on these insights from faculty and staff involved in the Prospect, identifying strengths and successes of the original plan, and incorporating new research and ideas (e.g., concepts, assessment, instruction, etc.). Prospect has experienced success by several measures since the early stages of implementation. Through Prospect, the institution better

defined student learning outcomes (SLOs; agreed upon three essential outcomes for all undergraduates and created and implemented cross-college assessment measurement through rubric development; clarified expectations and responsibilities of faculty and staff fulfilling instructional responsibility for undergraduate, first-year students; expanded engagement of faculty across disciplines within and between colleges; facilitated collaborative environments and academic linkages (e.g., First Year Writing, Communication Across the Curriculum); and introduced a curricula with the goal of developing T-shaped individuals. The authors encourage celebration of the accomplishments achieved and exploration of the education and re-education of participants to continue to enhance Prospect.

Previous chapters showcased the development of Prospect and examples of success achieved through Prospect. In this chapter we share opportunities to address challenges and recommendations regarding future direction for Prospect. As Prospect moves forward, opportunities remain to strengthen and refine the program. Following discussion with faculty members implementing Prospect classes, consultation with the eBook authors, as well as input from the Provost and Associate Provost for Undergraduate Studies, various recommendations for moving forward with Prospect emerged. Four key considerations are included:

1. development of a process to establish a common, single definition for each SLO that includes theoretical and conceptual understanding for all Prospect instructors to understand how the SLO applies to their respective academic disciplines;
2. establishment of cross-disciplinary and co-curricular service support engagement with the Prospect;
3. discussion about the use of the Common Reading selection to anchor the Prospect and offer a unified grounding for first-year students enrolled at UNC Charlotte; and
4. expansion of the resources identified to support Prospect, including but not limited to funding innovative approaches, interdisciplinary linkages, training programs, etc.

In exploring future directions, the two SLOs that remain the most challenging for the campus are Inquiry and Cultural Awareness. Data reported for years 2013-2015 show uneven progress across dimensions of the three student learning outcomes (see Figures 1, 2 and 3 in the first

chapter). The Commitment to Success SLO shows the most consistent progress towards the campus benchmarks. However, beyond the findings of results measured by the rubrics, Prospect stakeholders share other challenges related to Inquiry and Cultural Awareness. The Inquiry SLO is taught by some instructors as an ordered series of steps rather than an exploration of significant questions. Cultural Awareness also presented challenges in that some instructors positioned cultural awareness in context of the culture of a profession or a course theme, as opposed to awareness of individual perspectives based on foundational cultural awareness, inclusive of diversity. With these challenges in mind, the authors propose recommendations related to the Inquiry and Cultural Awareness SLOs below.

Future Steps: Collaborative Partnerships to Address the Challenges to Prospect

As outlined above, the recommendations regarding future steps in the Prospect are ambitious. Yet, the investment in time and effort to implement them could result in a stronger, more robust program with greater impact on students. Some of these measures are already underway. Furthermore, as indicated, some aspects of the program require little change. For example, few adjustments are needed for the Commitment to Success SLO. As such, the authors focus on two of the three SLOs—Inquiry and Cultural Awareness—to provide consideration for future strategic steps in refining the Prospect framed from a partnership model.

The Inquiry and Cultural Awareness SLOs lend themselves to natural co-curricular partnerships with offices such as the J. Murrey Atkins Library, as well as the Office of International Programs and Multicultural Resource Center, respectively. Faculty and administrators in these areas have expertise and experience to inform planning and implementation of curricular initiatives related to the Inquiry and Cultural Awareness SLOs. The following sections address some of the challenges related to the noted SLO and opportunities identified to move Prospect forward through intentional partnerships. Each section recommends considerations and strategies for continued Prospect implementation and for the ongoing expectations of revising and enriching the University curriculum.

Inquiry Partnership with Atkins Library

The Prospect for Success learning outcome for Inquiry asks that students "understand inquiry as an open-ended pursuit of knowledge, driven by curiosity, which builds a foundation for future learning." Inquiry-based learning is a constructivist pedagogical approach receiving increasing attention and acceptance in college curricula. According to Justice and colleagues (2007), "inquiry is a potent pedagogical tool in higher education, encouraging students to become self-directed and engaged learners" (p. 201). The desire to support students' growth as curious and self-directed learners appears frequently in the mission and goals of higher education. Differences arise, though, in defining what inquiry means, and how it is accomplished and evaluated in various educational and disciplinary settings: What is inquiry? Does it involve research? What kind of research is involved? What kind of final products are possible with an inquiry process or assignment? The J. Murrey Atkins Library has been instrumental in supporting Prospect and in facilitating responses to these questions throughout planning and implementation of the curriculum. Both process and outcomes have been strengthened by a significant shift from a service provider model for the library to a collaborative partnership between librarians and Prospect faculty.

Inquiry Challenge: Definition.

In early stages of implementation, Prospect teams were challenged by inconsistency and uncertainty about definitions and examples of inquiry. Given the complex relationship between research and inquiry, the library can help students navigate the ways that inquiry is *not* synonymous with research. From an interdisciplinary perspective, librarians can work with students on the way these processes transcend discipline but also point to the importance of specific connections and relationships in-and-between disciplinary particulars. That inquiry is not the same as research creates an even greater opportunity for faculty-library collaboration, in teasing out those components and differences, and in helping faculty structure class conversations and activities that respect the spirit of the inquiry outcome. Inquiry does not require that students reach a convincing conclusion, an easy answer, or a tidy solution. The creation of new knowledge, a goal of the inquiry outcome, can mean a new question, or

recognizing a gap in the research, or a problem in the existing literature or scholarly conversation. Examples such as the Cato College of Education case study in the previous chapter show how this authentic inquiry can be accomplished in the field of education. Co-curricular partners like the library can be more relevant and valuable collaborators if they are involved in designing the situations in which they will be assisting and offering support. This involvement might be assisting with definitions and language in the outcomes themselves or in joining in course design and assignment development early in the process with Colleges and departments.

Inquiry Challenge: Inconsistent Implementation.

As colleges and departments sought to incorporate inquiry visibly into their Prospect course(s), different approaches emerged. Some groups chose to create new content and even new courses. Others changed existing content and pedagogies to align with the goals of inquiry; still others added the language of inquiry to existing content and assignments. While the outcomes to these approaches might have been guessed at early on, especially by partners well-versed in inquiry (such as the library and FYW faculty), concerns for faculty autonomy and the realities of the planning process may have kept these cautions from being heard sooner. To give a specific example, career and argument papers are assigned in some Prospect classes, but those modes of information-seeking do not necessarily match with an understanding of the concept of inquiry in the library profession or in other disciplines. Straightforward searches for facts (consulting the Occupational Outlook Handbook for salary data) or awkward positioning of random sources on one side or the other of a controversial argument do not, on their own, accomplish the goals of inquiry. Just as inquiry is not a straightforward hunt for information to answer a question, the library is not just a place to find materials, but one of the places where students can begin to learn how to analyze and utilize information sources of all kinds.

Alongside the differences in course design and assignments, levels of collaboration with the library have varied and have changed throughout the Prospect planning and implementation process. Some Colleges, with ongoing relationships with their subject librarians had the librarians involved from nearly the beginning of planning, in spite of this collaboration not being formally mandated or accounted for in the early planning process. Other Colleges recognized

need for support for front-line implementers (such as Freshman Seminar instructors) and invited the library to collaborate on aspects of the course and support structures soon after the targeted courses were established. In some cases, where college variety (e.g., College of Arts + Architecture, College of Liberal Arts and Sciences) necessitated a multi-pronged approach, collaboration with the library was more varied and sporadic, and has continued to develop and expand in various directions late into the implementation process. On one end of the spectrum, it is possible to invite a library representative to present resources and strategies relevant to an existing inquiry assignment. At the other end of the spectrum, faculty could collaborate early and often with a librarian to create assignments and to scaffold inquiry concepts and skills throughout a course with targeted discussions and activities. An in-between solution is one that pairs existing library content, in the form of how-to videos and e-learning tutorials, with in-person library instruction and best practices for research/inquiry assignments. Of course, within the full spectrum a number of possibilities for engagement with the library exist. Perhaps most heartening is the way that multidisciplinary and interdisciplinary conversations and Prospect events have led to collaboration and encouragement between and among various departments around library collaboration.

Overcoming Challenges

In response to concerns about the inquiry outcome and to some linear and formulaic inquiry assignments, the library presented best practices and examples of inquiry activities and small assignments at an all-Prospect faculty meeting for those teaching Prospect courses. Much of the spirit and detail for these examples came from ongoing collaboration between the library and First-Year Writing (FYW), but also from Prospect teams who had begun to think more flexibly about their College's inquiry assignments. One valuable take-away from that meeting, which has inspired some College teams, is the idea that inquiry assignments can be small and can focus on just one part of the inquiry or research process. Various mind-mapping and infographics activities, for example, were met with enthusiasm as a way to get students thinking about potential inquiry topics, connections between sources, and the necessary changes and revisions to an inquiry question as more information is considered and incorporated.

Collaboration with librarians can address potential hesitation by instructors about their ability to guide students in an in-depth exploration of a topic that may be outside their content of expertise. Librarians frequently find themselves navigating and facilitating conversations where they are not subject experts. Their expertise, though, at asking and exploring questions is key in approaching these conversations. The library has provided support for Freshman Seminar instructors implementing the Prospect by sharing discussion questions, source activities, and inquiry exercises relevant to the Freshman Seminar course and Common Reading selection. A modular approach, implemented and tested early on in University College, gained appeal for other disciplines, who saw a way to make the general inquiry tenants specific to particular research and writing conventions. In thinking about collaboration going forward, and about other kinds of curricular change that may benefit from library support, it may be helpful to consider various models of potential library collaboration.

In review of various options for partnerships and collaborative engagement, teaching faculty and librarians have had many productive conversations about the balance that have led to positive changes on both sides of the collaboration: to instructional methods, to assignments, and to the nature of the collaborative relationship. This type of collaboration, rather than the model of "service provider" offering a one-size-fits-all or menu or support services, will generate more productive and collegial outcomes for Prospect as well. An integrative, rather than an add-on approach will also make the relationship between first-year breadth and depth in the major easier to accomplish, as skills distributed throughout the curriculum can be connected, returned to, and approached in increasingly sophisticated ways. Since College teams have expressed a desire to help students better develop in the area of inquiry, several instructors have embraced more collaborative, integrated strategies for teaching inquiry as part of the cycle of assessment, reflection, and improvement in the Prospect implementation process. A deliberate and somewhat formal planning process is important for making these options known to front line implementation teams. Many departmental faculty members might be surprised to know that librarians offer and welcome such in-depth collaboration. Whether for continuing to improve Prospect implementation, or in considering similar curricular initiatives in the future, recognizing the implications of this process and cycle and the ways various partners can contribute is

important.

The emphasis on inquiry in the Prospect curriculum for first-year students has created unique opportunities to spread critical thinking and research skills into earlier coursework for students. To prepare for the complex group of skills required for successful inquiry and research in the major, low stakes activities and scaffolded structures can connect, repeat, and build in scope for upper-level courses. Many college level research assignments ask students to undertake the process of locating, evaluating, and incorporating information sources as an uninterrupted, linear practice they tackle individually. Allowing students to practice smaller research tasks and add to their experiences with information sources supports their success at more complex and sophisticated research activities. One struggle with incorporating inquiry into courses designated as Prospect is related to the problem of definition and scope: what counts as inquiry, or, how much critical thinking and research is enough? For already developed courses to which Prospect expectations have been added, or for many first-year courses generally, adding a research project or paper can seem daunting and awkward. With FYW as an example, along with early implementations in UCOL First Year Seminars, a modular or scaffolded approach can answer some of these concerns and help students better accomplish a transfer of these competencies in the first year and beyond. Providing scaffolded or tiered assignments and activities guides students intentionally through the inquiry process and prepares for later discipline-specific research.

When carefully and critically considering information sources apart from a larger research assignment, students move away from easy answers and chunks of information towards reasoning for themselves and creating new meaning. One simple way that Prospect instructors can ask for library support and input for this approach is with curated lists of relevant, approachable sources. Apart from the demands of search and evaluation, students can focus on reading and thinking critically about those sources in open-ended, curiosity-driven explorations that prepare them for future learning. This approach of scaffolding learning around the inquiry process prepares students to think in more abstract, flexible, and independent ways about information. These activities disrupt the linear and sometimes mechanical approach to teaching the research process and introduce critical thinking to the instruction. The ability to question well

connects critical thinking to the inquiry process. By integrating conversations such as these into instruction sessions or course design, we better articulate and support the process of inquiry we expect students to accomplish. The library can also help facilitate fall-spring connections and incorporating/expanding Prospect expectations into other classes and years of a program. The QEP planning documents recommend "more sophisticated versions of similar assignments" to accomplish these connections, an approach to which building a series of low-stakes inquiry assignments into a larger project is well-suited.

The work of guiding students through the inquiry process, and our own work at collaborating in these efforts should be intentional and visible. We cannot just assume that collaboration in pursuit of the T-shaped curriculum is happening, or have our own isolated approaches towards it. Recent efforts to coordinate various curricular programs have led to promising progress. With library partners involved constructively and collaboratively already in individual parts of these initiatives, they could play a role in even greater cohesiveness and interdisciplinary spirit in the curriculum and on campus. The work of positioning the library as an "academic unit" is larger, of course than Prospect implementation, or SACSCOC accreditation, and requires that a shift occur in faculty and campus views of the library and its role. Curricular initiatives such as Prospect can be one place where some of this progress is made.

Cultural Awareness Partnership Next Steps

The third Prospect Student Learning Outcome, Cultural Awareness, is defined as "the understanding of yourself and that of others whose world view and experiences differ" (Appendix A). When selecting the Prospect SLOs, Cultural Awareness emerged as a critical learning area from more than forty proposed potential outcomes. Perhaps an acknowledgement of the expectations of cultural competence as a fundamental necessity for students in any academic area for their professional success helped support the ultimate selection of the Cultural Awareness Student Learning Outcome (SLO). In many instances, faculty have addressed the SLO in their courses, particularly for disciplines naturally aligned with related research and content focus. A case study example from the College of Arts + Architecture is provided in the previous chapter to showcase intentional integration of cultural awareness. Nevertheless, similar

to the challenges noted for the Inquiry learning outcome, definition and scope remain problematic in addressing the Cultural Awareness SLO. The present section explores options for clarifying Cultural Awareness and expands upon the present and future opportunities for implementation of the Cultural Awareness SLOs at UNC Charlotte.

Cultural Awareness Challenge: Definition.

In *Students Pathway to Success: A Faculty Guide* (UNC Charlotte, 2015), an eBook written by instructors involved with the first year experience at UNC Charlotte, the stated goal for the cultural awareness learning outcome is for faculty to "maintain an environment that is inviting to all students by increasing understanding of the needs, concerns, and strengths of students from different backgrounds, abilities, and circumstances" (Jason et al., 2015, p. 3). Framing diversity within categories of classification is in alignment with the UNC Charlotte *Plan for Campus Diversity, Access, and Inclusion* (2012-2013) which defines diversity as, "the acknowledgement of the many facets of human difference" (p. 2). The Plan for Campus Diversity notes that "diversity encompasses a variety of characteristics and experiences that include, but are not limited to, ethnicity, race, gender, age, sexual orientation, disability, and religion" (p. 2). As UNC Charlotte is second in the UNC system with respect to the diversity of its student body based on race/ethnicity composition (UNC System Statistical Abstract, 2014-2015) and third in the UNC System for international student population (IIE, 2015), combined with the increased demand by employers for students who graduate with intercultural competence (European Commission, 2014; McCarthy, 2016), it is logical that the University must prioritize its role in strengthening students' understanding of others to better prepare all students for success in their campus engagement and post-graduation experiences. The continued change in the diverse composition of the institution's community necessitates a proactive approach to address the challenges presented within culturally diverse groups (Wing, 1991).

One proactive measure involves the inclusion of self-awareness regarding cultural exploration. Integral to the investigation of the cultural "other" is the examination of self. While the decision was made to remove "Self" in the name reference from the "Self and Cultural Awareness" SLO after the pilot year, the goal remains imbedded within the Cultural Awareness learning outcome

since the cultural self is inclusive of cultural awareness, and one's understanding of and identification with culture is strengthened through learning about cultural concepts. In fact, through exploration of other cultures, one learns a great deal about self (Storti, 2007; Weigl, 2009). As Prospect instructors attempt to navigate the SLO definitions and options for implementation in the classroom, one strategy adopted by some instructors was to collapse the Inquiry and Cultural Awareness assignments into one. While the examination of self connects well with the desire to increase students' inquiry skills, there is need to ensure that an affective in addition to cognitive element remains in addressing Cultural Awareness, preferably with reflection incorporated into an assignment. The main objective of including an emphasis on one's own culture is to promote a sense of personal understanding. Through awareness and understanding of one's own cultural framework (e.g., identity construct), an individual is better prepared to interact with others in a culturally informed manner, while also expanding capacity for empathy, collaboration, and effective teamwork (Hansen, n.d.).

As such, the rubric breakdown for measurement of the Cultural Awareness SLO (Appendix A) includes awareness of self, awareness of others, and openness. However, the specific definitions and elements of the type of evidence necessary to meet the worldview and individual predispositions, values, expectations, and capacities for cultural awareness are interpreted broadly. Hence, faculty members are tasked with determining how best to address Cultural Awareness in the classroom while also navigating their content-specific goals. A starting point to assist with clarification is the identification of the definition of culture, such as the one proposed by Lustig and Koester (2010): "Culture is a learned set of interpretations about beliefs, values, norms, and social practices which affect the behaviors of a relatively large group of people." (p. 25). In defining culture, Prospect for Success instructors cannot reduce the Cultural Awareness SLO to simple reference of one's academic classroom culture or professional cultures. Rather, faculty are charged with addressing the overarching concept of Cultural Awareness addressing the inter- and intra-personal aspects within the definition. Furthermore, the Cultural Awareness SLO must provide a framing of culture that addresses the broad definition and offers a shared understanding of culture that is transferable to all courses. Subsequently, assignments issued by faculty then have continuity and offer students a shared understanding of culture to explore

throughout their undergraduate experience. The following paragraphs address some of the Cultural Awareness learning outcome adopted strategies and note possible options for future consideration.

Present and Future Cultural Awareness SLO Opportunities

At present the process for defining culture and the associated assessment of students' cultural awareness is measured by the identification of an assignment that an instructor submits for evaluation based on the Prospect Cultural Awareness rubric. Limited direction and support is provided to instructors regarding Cultural Awareness. In years when the Common Reading text directly addresses issues of culture, campus partners such as the Office of International Programs (OIP) have conducted workshops for First Year Seminar instructors. However, professional development like that offered by OIP reaches only part of the Prospect instructors—those using the Common Reading. This further complicates creation of a more unified understanding of cultural awareness throughout Prospect courses. Additionally, not all Prospect instructors are Freshmen Seminar instructors. Without a unified approach to address Cultural Awareness SLOs, an ad hoc approach is often adopted.

The efforts to address the Cultural Awareness learning outcome are commendable but will benefit from further structure. The approach is often segmented, particularly for the Freshmen Seminar courses. A default option for Cultural Awareness incorporation includes presentation by offices serving particular cultural groups. UNC Charlotte hosts numerous administrative units to provide faculty support in addressing needs of specific cultural communities (e.g., Multicultural Resource Center, Disability Services, Veteran's Affairs, International Student and Scholar Office, Transfer Student Services, etc.). Service providers offer classroom presentations, workshops, and programs. An overview of some of these offices and their services is included in Chapter 2C of the present eBook. The present breadth of definition for Cultural Awareness, however, fails to provide students with the necessary skillset to explore principles of cultural learning to various groups. The Cultural Awareness rubric and example assignments offers a surface level address of Cultural Awareness that can translate into isolated introduction to a singular community (e.g., LGBTQ, African-American, Muslim Students, etc.), nuances of group

dynamics and team work principles, or career pursuits versus a focused exploration of fundamental cultural constructs (e.g., word views, dimensions of culture, etc.). While a commendable starting point, to expand and enhance the Prospect work, incorporation of an inclusive definition of culture is advised.

Incorporating the larger cultural context framing in presentations is often a challenge for campus partners. It could be useful for the Prospect process to include a standard framing presentation for instructors and/or presenters to use when invited to the classroom. Of course, as reviewed in Chapter 2C, some of the resource offices provide diversity and cultural awareness training and support programs for faculty and staff that are inclusive of a broad cultural context. Nevertheless, the programs are not integrated with the instructor expectations or student engagement requirements associated with Prospect. Two campus partners, in particular, are often voluntarily utilized by faculty to assist with exploration of students' Cultural Awareness: The Office of International Programs and the Multicultural Resource Center. Yet, even with these operational areas, an intentional framing of Cultural Awareness is not implemented for the standard presentations. As addressed previously, the adoption of the T-shaped model in addressing learning outcomes provides the roadmap for the next steps required of Prospect. For the Cultural Awareness SLO, the literature on the T-shaped individual frames the cultural awareness discussion around intercultural learning:

> Learning about cultures and social structures dramatically different from one's own is no longer a matter just for specialists. Intercultural learning is already one of the new basics in a contemporary liberal arts education, because it is essential for work, civil society, and social life (NLC, 2007, p. 15).

As supported in the definition of cultural awareness, one's intercultural competence is determined by one's ability to interact appropriately within various situations. Exploration of world views (Hofstede, 1980) and developmental stages of intercultural learning (Bennett, 1993) provide theoretical foundations for intercultural competence and offer a common framework to incorporate cultural awareness into the curriculum and courses. Framed assignments that address appropriate student developmental levels (see Appendices B and C) can offer instructors the

support needed to succeed with the Cultural Awareness SLO.

Now is the time for UNC Charlotte to build upon its Prospect accomplishments and take its work to the next level. There will be challenges to do so. It is naïve to not recognize that there is a tension inherent to potential next steps. For example, a standardized curriculum that requires all instructors to use certain resources (e.g., the Common Reading, designated resource office, etc.) can be considered as interference in an instructor's academic freedom. Furthermore, the academic disciplines may not integrate successfully with a common platform for Cultural Awareness SLO address. There is also a capacity factor for the demands required if an office is designated to provide specific resource support to the First Year Seminar instructors.

To do so, the institution's leadership must make a bold step in setting expectations and guidelines for faculty engaged with the Prospect. Fortunately, UNC Charlotte's leadership is already taking measures: First, all Freshman Seminar (Prospect courses in the University College) instructors are now using the Common Reading; and, second, the book selection for the Common Reading is now required to have a prominent focus on cultural awareness and understanding that is integral to the text. Additional measures for consideration include:

- Define culture and related measureable indicators more explicitly in the rubric
- Streamline the parameters for a Cultural Awareness Learning Outcome (Cultural Awareness learning outcome) to offer common understanding of the Cultural Awareness expectations
- Offer annual dedicated professional development opportunities for Prospect instructors
- Establish support resources and academic instructional materials to assist Prospect faculty

Conclusion

The institution has accomplished much towards implementing the Prospect curriculum thus far. As the SLOs continue to develop, lessons learned offer directional guidance to build upon the foundational work and develop a scaffolding to uphold further initiatives toward the T-shaped model. Prospect has evolved from the Commitment to Success, Inquiry, and Cultural Awareness

engagement curriculum of first-time, full-time students in the first semester to the linkages of these outcomes to first-year curricula (breadth) to examining linkages to other courses in the four-year undergraduate experience (depth). The future of Prospect will not only entail the latter but also include demonstrating its relationship to general education, program, institutional, and other courses' outcomes. The intentional development of deeper points of connection for the SLOs throughout the curriculum affords a unifying continuity that supports the institutional and academic objectives of improving the first-time freshman retention rate and the first-time, full-time, freshman, six-year graduation rate.

References

Bennett, M. J. (1993). Tow*ards ethnorelativism: A developmental model of intercultural sensitivity* (revised). In R. M. Paige (Ed.), Education for the Intercultural Experience. Yarmouth, Me: Intercultural Press.

European Commission. (2014). The Erasmus impact study: Effects of mobility on the skills and employability of students and the internationalization of higher education institutions. Publications Office of the European Union. [Retrieved 6/5/16 from http://ec.europa.eu/education/library/study/2014/erasmus-impact_en.pdf]

Hansen, M.T. (n.d.). IDEO CEO Tim Brown: T-shaped stars: The backbone of IDEO's collaborative culture. *Chief Executive.Net* [Interview Retrieved 2/8/16 from: http://web.archive.org/web/20110329003842/http://www.chiefexecutive.net/ME2/dirmod .asp?sid=&nm=&type=Publishing&mod=Publications::Article&mid=8F3A70274218419 78F18BE895F87F791&tier=4&id=F42A23CB49174C5E9426C43CB0A0BC46]

Hofstede, G.H. (1980). *Culture's consequences: International differences in work related valued*. Beverly Hills, Sage Publishers.

Jason, K., Schmutz, V., Missihoun, H., Pass, M. & Katsanos, T. (2015). Diversity, inclusion, and cultural awareness. In Students' Pathway to Success: A Faculty Guide. UNC Charlotte. http://journals.uncc.edu/index.php/facultyguide/article/view/388

Lustig, M.W., & Koester, J. (2010). *Intercultural competence: interpersonal communication across cultures*. Allyn & Bacon, Boston.

McCarthy, B. (2016). How studying abroad boost your graduate job prospects. Student.com [Article retrieved 6/5/16 from https://www.student.com/articles/study-abroad-boosts-graduate-job-prospects/]

NLC (National Leadership Council for Liberal Education and America's Promise). (2007). College learning for the new global century. Association of American Colleges and

Universities. [Report Retrieved 2/8/16 from

https://www.aacu.org/sites/default/files/files/LEAP/GlobalCentury_final.pdf]

IIE (Institute for International Education). (2015). Open Doors: Report on International

Educational Exchange. IIEBooks, Sewickley, PA.

Storti, C. (2007). *The art of crossing cultures*, 2nd edition. Intercultural Press, Yarmouth, ME.

UNC Charlotte. (2015). *Students' pathway to success: A faculty guide*. Retrieved from:
http://journals.uncc.edu/facultyguide.

UNC System Statistical Abstract (2014-2015). Table 19 - Racial Composition of Student
Headcount Enrollment in North Carolina Colleges and Universities. Retrieved from

http://www.northcarolina.edu/apps/stat_abstract/index.php?pg=vs&id=17914&added=1

Weigl, R.C. (2009). Intercultural competence through cultural self-study: a strategy for adult
learners. *International Journal of Intercultural Relations, 33 (4)*, 346-360.

Wing S. D. (September-October 1991). A model for cultural diversity training.
Psychology Journal of Counseling & Development, 70(1), 99–105.

Appendices

Appendix A. Prospect for Success Student Learning Outcomes and Rubrics used in 2015-16 Academic Year

Commitment to Success

Learning Outcome

Students will identify specific and realistic goals for their collegiate experience, develop or exhibit strategies for achieving those goals, and recognize the need to make change in light of experience.

Students who are active partners in the learning experience have the ability to identify who they want to become and the skills, knowledge, and motivation needed to get there. Commitment to Success is obviously important on a small scale (for example as it relates to academic performance in a single course) but for the purpose of Prospect for Success the focus is on a commitment to success as evident on a more holistic scale of the student's collegiate experience and beyond.

Rubric

<table>
<tr><th colspan="5">Commitment to Success</th></tr>
<tr><th>Dimension</th><th>0</th><th>1</th><th>2</th><th>3</th></tr>
<tr><td>Goal Setting</td><td>No evidence</td><td>Goals are stated but they are not specific or realistic</td><td>Goals are somewhat specific and realistic</td><td>Goals are specific and realistic</td></tr>
<tr><td>Strategies</td><td>No evidence</td><td>Articulates only vague strategies for achieving goals</td><td>Articulates a few specific strategies for achieving goals</td><td>Articulates several specific strategies for achieving goals</td></tr>
<tr><td>Experience → change</td><td>No evidence</td><td>Shows limited recognition of the need to make changes in light of experience</td><td>Recognizes the need to make changes in light of experience</td><td>Recognizes and specifically describes the need to make changes in light of experience</td></tr>
</table>

Assessment Suggestions

1.   Reflection on semester's work: Students complete an assignment early in the semester in which they have to articulate goals and strategies. During the semester, students engage in activities and/or complete assignments that require them to refer back to their original statement and incorporate modifications.   Towards the end of the semester students refine and revise their goals / strategies statements and reflect on the changes they have made. This last assignment is the artifact used for assessment.

2. Portfolio w/ summary analysis: Students do various assignments during the semester that require them to describe the impact of specific experiences, activities, interactions on their goals and strategies. Each of those assignments goes into the portfolio, and at the end of the semester students are given an assignment that requires them to reflect on how these assignments (or selected assignments) served to develop their thinking re goals and strategies. This final reflection is the artifact used for assessment.

3. Portfolio w/o summary analysis: As above except that students simply collect all of these assignments in a portfolio they submit at the end of the semester.   Instructors will have designed the assignments so that it is possible to use the rubric to score the totality of students' work vis a vis the outcomes.

EXPLICATION (*and examples*)

Goal Setting: Students need to be able to articulate their educational, career, and personal goals in order to commit to success. The goals students identify should be specific in the sense that they represent tangible outcomes. Goals should also be realistic, both in the sense that they are achievable and also in the sense that they are coordinated with each other. Finally goals should be informed by both honest self assessment and a realistic assessment of external factors.

- *More specific/realistic/well informed:*
  - *"entry level position in engineering";*
  - *"1st year GPA >3.2";*
  - *"competitive for internship in junior year";*

- *Less specific:*
  - *"do well in school"'*
  - *"become Fortune 500 CEO";*
  - *"get a good job"*

Strategies: Students need to be able to identify the strategies they will need to pursue to achieve their goals. Strategies can be both internal (things the student will do him or her self) and external (support resources/networks the students will take advantage of).

- *Clear strategies:*
  - *"I will join/form study group in all classes with 50 or more students";*
  - *"go to my professors' / TAs' office hours regularly";*
  - *"limit work hours to 12 per week,"*
  - *"started early with tutoring in Math because that subject is difficult for me;"*
  - *"joined student organization in chosen field of study."*
- *Weak strategies:*
  - *"study hard";*
  - *"get to know faculty"*

Experience → Change: Students need to know themselves to be able to set realistic goals and identify the strategies they need to pursue to achieve those goals; self understanding includes students' ability to assess their own strengths and weaknesses as well as the ability to be reflexive in that assessment.

- *Strong self-understanding:*
  - *"I tend to get distracted so I need to carefully manage my time for studying;"*
  - *"I think that a Public Health major will suit me well because I really like working with and helping other people and also enjoy analyzing and presenting information."*

- o *"I thought that being good in math was enough to make me successful in Engineering but now realize that you need to have a passion as well."*
- *Minimal self-understanding:*
  - o *"I'll study harder next time";*
  - o *"I got unlucky with the essay question"*
  - o *"subject isn't really relevant to my major"*
  - o *"I couldn't understand the professor's accent"*

Inquiry

Learning Outcome

Students understand or experience inquiry as an open-ended process that explores evidence and/or approaches to generate ideas / conclusions

Students who are active partners in the educational experience are intrinsically curious. They understand that knowledge is made rather than simply received. They also are on their way to mastering the process of inquiry by means of which knowledge is constructed.

Rubric

Inquiry				
Dimension	0	1	2	3
Exploratory Process	No evidence	Discussion and/or results indicate that the focus of inquiry was static and narrowly focused	Discussion and/or results indicate that the focus of inquiry evolved to some degree	Discussion and/or results indicate that the focus of inquiry evolved
Evidence / Approaches	No evidence	Discussion and/or results indicate limited exploration of appropriate evidence or approaches	Discussion and/or results indicate some exploration of appropriate evidence or approaches	Discussion and/or results indicate substantial exploration of appropriate evidence or approaches
Originality	No evidence	Limited evidence of originality in discussion or results of inquiry	Some evidence of originality in discussion or results of inquiry	Strong evidence of originality in discussion or results of inquiry

Assessment Suggestions

1. Inquiry project w/ reflection: Students do an inquiry project – a structured, multi-step process of developing questions, exploring evidence, and presenting conclusions and further questions. This can be research, design, performance, whatever is appropriate for the field. Along with the inquiry project itself, students turn in a summation of their experience with the inquiry process that is designed to elicit their understanding of how inquiry works. (Note responses to this prompt are likely to be better if the incremental steps in the inquiry process include opportunities for students to reflect on what they are learning about how inquiry works.) The summation (not the inquiry project itself) is what is used as the artifact for assessment.

2. Inquiry Project w/o reflection: Students do an inquiry project – a structured, multi-step process of developing questions, exploring evidence and presenting conclusions and further questions – this can be research, design, performance, whatever is appropriate for the field. Instructors will have designed the inquiry project so that the final product manifests the developmental inquiry processes called for in the rubric.

3. Portfolio w/ summary analysis: Students do various design / inquiry assignments during the semester. Each assignment is placed into the portfolio, and at the end of the semester students prepare a reflection in response to a prompt that asks them to select assignments and describe how those illustrate what the student now understands about the process of inquiry

4. Portfolio w/o summary analysis: As above except that the specific assignments that comprise a student's portfolios will have been designed to enable instructors to use the rubric to assess the student's grasp of the inquiry process.

EXPLICATION (and examples)

Exploratory Process: Students should see the process of inquiry as open-ended rather than rote. It begins with a problem or vision rather than a topic or subject, and the process of inquiry should be described in terms of the evolution of the problem or vision rather than as the regurgitation of information or the rote application of a rule or process. The evolution of the questions that drive an inquiry process comes in part from a substantive engagement with new ideas, approaches, information, and evidence. The evolving questions and engagement with new material means that while an inquiry process will come to an end (because the assignment has to be turned in) students should be cognizant of the new lines of inquiry or creative opportunities that have been opened up and new material that needs to be explored.

- Open ended:
    o "I am interested in _____ and particularly the question of why/how _____";
    o "I started out working on ____ but realized that the more interesting/feasible question was _____?;"

- o "I wanted to express _____ and realized that it worked best if I _____"
- Rote learning:
  - o "my topic is ____";
  - o "In order to _____ the first step is to _____, then …"

Evidence / Approaches: Students should conduct inquiry with an open mind. In some contexts that will mean that they are exploring for evidence that will help them accomplish their purpose or solve their problem; in other contexts 'evidence' is less important than the ability to explore a purpose or problem using different approaches or methodologies. (The latter perhaps more appropriate in the design fields.)

- Exploratory:
  - o "When I found out that _____ I realized I needed more information on _____"
  - o "My first design focused on balance and symmetry, but then I tried a version that deliberately created imbalance."
- Fixed:
  - o "Once I got my three sources I tried to fit them together."

Generation of Ideas/Conclusions: Students should 'discover' rather than 'report' or in design terms they should 'create' rather than 'replicate'

- Creative / new ideas:
  - o " I discovered _____
  - o " I realized ___"
- Report:
  - o "I found three reasons why _____"

Cultural Awareness

Learning Outcome

Students will demonstrate an understanding of themselves, and of others, as individuals whose worldview and capacities are shaped by culture and experience and a willingness to take the worldview and capacities of others into consideration.

Students who are active partners in the educational experience are aware. This awareness has two aspects. On one hand they are able to see themselves from "outside" in the sense of understanding how culture and experiences have shaped their own pre-dispositions, values, expectations, and capacities. On the other hand they are able to appreciate others from the "inside" in the same fashion. Being culturally aware allows a student to be open when interacting with others.

Rubric

Cultural Awareness				
Dimension	0	1	2	3
Awareness of self	No evidence	Limited awareness of how culture and experience shape *own* perspectives and capacities	Some awareness of how culture and experience shape *own* perspectives and capacities	Strong awareness of how culture and experience shape *own* perspectives and capacities
Awareness of others	No evidence	Limited awareness of how culture and experience shape *others'* perspectives and capacities	Some awareness of how culture and experience shape *others'* perspectives and capacities	Strong awareness of how culture and experience shape *others'* perspectives and capacities
Openness	No evidence	Limited consideration of multiple points of view	Some consideration of multiple points of view	Strong consideration of multiple points of view

Assessment Suggestions

1. Interaction Experience w/ reflection: Students do an assignment (set of assignments) that will, necessarily, require interaction with or consideration of individuals who are different from themselves. The particular nature of the assignment will vary depending upon the Prospect curriculum. Moreover, the interactions with 'difference' could come from the project per se, or from the fact that students are working in a diverse group, or both. As part of the assignment (or

at the end of the semester) students must summarize what they have learned about themselves and others in the process of completing the assignment.

2. Interaction Experience w/o reflection: Students do an assignment (set of assignments) that will, necessarily, require interaction with or consideration of individuals who are different from themselves. The particular nature of the assignment will vary depending upon the Prospect curriculum. Moreover, the interactions with 'difference' could come from the project per se, or from the fact that students are working in a diverse group, or both. Instructors will have designed the interaction experience assignments so that the final product manifests the awareness and openness called for in the rubric.

3. Portfolio w/ summary analysis: Students do various cultural interaction assignments during the semester. Each assignment is placed into the portfolio and at the end of the semester students prepare a reflection in response to a prompt that asks them to select assignments and describe how those illustrate what they now understands about awareness and openness.

4. Portfolio w/o summary analysis: As above except that the specific assignments that comprise a student's portfolio will have been designed to enable instructors to use the rubric to assess the student's grasp of the awareness and openness.

EXPLICATION (and examples)

Awareness: Students should be aware that their own values and perspectives, and those of other's, are shaped by culture and experience. Students lacking this awareness often assume that their worldview is normal or natural and are therefore critical of differences with others.

- Strongly aware: "I understand now how my attitudes towards people from the North have been shaped by the environment in which I grew up;" "It has been really interesting to learn about people from different backgrounds in my class see the world differently."

- Not aware: "I can't understand how the people we read about in Wine to Water couldn't have invested in their own water supply, can't they take responsibility for themselves?"

Openness: Students should be able to interpret the actions of others, and interact with others, in a fashion that takes into consideration the worldviews, experiences, and aptitudes of those individuals or groups. Students without this openness are likely to be judgmental or at best merely tolerant of others.

- Open: "We had an interesting discussion about our experiences," "I realized that we would have understood what happened when [reference to some event] from one another."

- Tolerant: "Everyone is different, I guess that's ok;" "They are entitled to their beliefs"

- Judgmental: "I can't imagine how people could do/believe that"; "It is obvious that the right way to _____"; "I had to keep my mouth shut when she _____"

Appendix B. Prospect for Success Assignment Examples from the Department of Dance (CoAA)

Shared below are samples of PFS projects from the department of dance, as previously referenced. You will note the department has opted to fold cultural awareness and inquiry into a single research project completed by students in the department's cornerstone course.

Commitment to Success Project

SETTING PERSONAL GOALS

Step 1: Write a one-paragraph biography as you imagine yourself in ten years. What will your job be? What education will you have attained? If you're looking for examples, you might look at the faculty bios on the Dance webpage: http://coaa.uncc.edu/academics/department-of-dance/faculty-and-staff

Step 2: Write a one-paragraph biography that presents you as a young professional. Add this to your Mahara site as a profile, along with a picture. You will also want to include this biography as part of your Personal Goals project.

Step 3: List at least **5** goals for yourself at different stages:

• for ten years from today: What do you want to achieve?

• for the second semester of your senior year: What do you want to achieve?

• for the end of this academic year: What do you want to achieve?

• for the end of this semester: What do you want to achieve?

Step 3: Underneath each goal, write 4-5 strategic actions you will take to achieve your goals.

COMMITMENT TO SUCCESS BIOGRAPHIES GRADING RUBRIC

Unsatisfactory 0 points	Developing 5 points	Proficient 10 points	Exemplary 15 points
Use of language detracts from the conveying of ideas;	Uses some descriptive language;	Uses descriptive language;	Uses descriptive and varied language;
Thoughts are disorganized;	Thoughts are somewhat organized;	Thoughts are organized;	Thoughts are well organized;
Multiple mechanical or grammatical errors.	Some mechanical or grammatical errors.	Few mechanical or grammatical errors.	No mechanical or grammatical errors.

COMMITMENT TO SUCCESS GOALS AND STRATEGIC ACTIONS

Dimension	0	1	3	5
Goal Setting	No evidence	Goals are stated but not specific or realistic	Goals are somewhat specific and realistic	Goals are specific and realistic.
Strategies	No evidence	Articulates only vague strategies for achieving goals	Articulate a few specific strategies for achieving goals	Articulates several specific strategies for achieving goals
Experience leads to change	No evidence	Shows limited recognition of the need to make changes in light of experience.	Recognizes the need to make changes in light of experience.	Recognizes and specifically describes the need to make changes in light of experience.

PROJECT PROCESS

In this project, you will explore individual, social, and cultural relevancies of dance in the contemporary world. For this project, a "relevance" is a way of making life meaningful, a means of connecting to self and others through dance. Research for the project will include:

1. development of a set of interview questions as a class project
2. interviews with at least three classmates
3. interviews with your family
4. exploration of at least two academic articles or books that explore the relevance of dance in the contemporary world. **You may not use websites**, except for the library's search feature for articles and books.
5. self-exploration and reflection as a class project.

PROJECT REQUIREMENTS

After you have collected this evidence, write a 4-5 page discussion of your inquiry. Like any research paper, your discussion must have:

• a thesis statement that makes your central idea clear. We will start with the question, how is dance relevant to individuals and social and cultural groups in the contemporary world?, but you may end up with a different question.

• a discussion of your research process and resources. Please include these sentences (or something like them):

> This inquiry project is a form of qualitative research. The purpose of qualitative research is to provide insight into a question and to explore ideas and not to provide definitive answers. To begin my work, I explored a central question: how is dance relevant to individuals and social and cultural groups in the contemporary world? My research includes interviews, existing literature, and self-reflection. I interviewed five people, including three first year dance students at UNC Charlotte and two members of my family, using the questions

appended to this paper. The existing literature I read included XYZ AND ZYX (author name, area of study, and title of article and journal or chapter and book).

• clear evidence of research. You should quote the interviews and literature you use, cite your interviews and articles, and include a bibliography. The quotations should SUPPORT YOUR IDEAS, NOT REPORT THE IDEAS OF OTHERS.

• include a copy of your interview questions as an appendix; use pseudonyms for your interviewees;

• be written from first person—say "I"—and include a personal statement and self-reflection. How did your own background shape your research, ideas, and conclusions? What did you find out about yourself through the research, in clarifying your ideas, and building an argument?   Do you have further thoughts or questions that you would like to know more about?

• be engagingly written in complete sentences and with a structure that is conducive to reading.

• be in 12 point Times New Roman font, double spaced with 1 inch margins and no extra space between paragraphs.

• let your interviewees know that you will respect their privacy by using pseudonyms in your paper and by using their ideas, information, and personal stories only in the research context.

RUBRICES FOR GRADING: This project is graded on 3 dimensions – Inquiry, Cultural Awareness and Attention to Process.

Inquiry

Learning Outcome

> **Students understand or experience inquiry as an open-ended process that explores evidence and/or approaches to generate ideas / conclusions**

Students who are active partners in the educational experience are intrinsically curious. They understand that knowledge is made rather than simply received. They also are on their way to mastering the process of inquiry by means of which knowledge is constructed.

Rubric

Inquiry				
Dimension	0	5	7	10
Exploratory Process	No evidence	Discussion and/or results indicate that the focus of inquiry was static and narrowly focused	Discussion and/or results indicate that the focus of inquiry evolved to some degree	Discussion and/or results indicate that the focus of inquiry evolved
Evidence / Approaches	No evidence	Discussion and/or results indicate limited exploration of appropriate evidence or approaches	Discussion and/or results indicate some exploration of appropriate evidence or approaches	Discussion and/or results indicate substantial exploration of appropriate evidence or approaches
Originality	No evidence	Limited evidence of originality in discussion or results of inquiry	Some evidence of originality in discussion or results of inquiry	Strong evidence of originality in discussion or results of inquiry

Cultural Awareness

Learning Outcome

Students will demonstrate an understanding of themselves, and of others, as individuals whose worldview and capacities are shaped by culture and experience and a willingness to take the worldview and capacities of others into consideration.

Students who are active partners in the educational experience are aware. This awareness has two aspects. On one hand they are able to see themselves from "outside" in the sense of understanding how culture and experiences have shaped their own pre-dispositions, values, expectations, and capacities. On the other hand they are able to appreciate others from the "inside" in the same fashion. Being culturally aware allows a student to be open when interacting with others

Rubrics

Cultural Awareness				
Dimension	0	5	7	10
Awareness of self	No evidence	Limited awareness of how culture and experience shape *own* perspectives and capacities	Some awareness of how culture and experience shape *own* perspectives and capacities	Strong awareness of how culture and experience shape *own* perspectives and capacities
Awareness of others	No evidence	Limited awareness of how culture and experience shape *others'* perspectives and capacities	Some awareness of how culture and experience shape *others'* perspectives and capacities	Strong awareness of how culture and experience shape *others'* perspectives and capacities
Openness	No evidence	Limited consideration of multiple points of view	Some consideration of multiple points of view	Strong consideration of multiple points of view

Attention to Process				
Dimension	0	5	7	10
Follows project requirements for format and length.	No evidence	Limited awareness of project requirements	Some awareness of project requirements	Strong awareness of project requirements
Follows requirements for handling of interviews and existing literature	No evidence	Limited awareness of project requirements	Some awareness of project requirements	Strong awareness of project requirements
Creates a paper that is a pleasure to read	No attention to grammar, structure, and engaging language	Limited attention to grammar, structure, and engaging language	Some attention to grammar, structure, and engaging language	Strong attention to grammar, structure, and engaging language

INQUIRY PROCESS: Students should see the process of inquiry as open-ended rather than rote. It begins with a problem or vision rather than a topic or subject, and the process of inquiry should be described in terms of the evolution of the problem or vision rather than as the regurgitation of information or the rote application of a rule or process.   The evolution of the questions that drive an inquiry process comes in part from a substantive engagement with new ideas, approaches, information, and evidence. The evolving questions and engagement with new material means that while an inquiry process will come to an end (because the assignment has to be turned in) students should be cognizant of the new lines of inquiry or creative opportunities that have been opened up and new material that needs to be explored.

- Open ended:
    - "I am interested in _____ and particularly the question of why/how _____";
    - "I started out working on ____ but realized that the more interesting/feasible question was _____?;"
    - "I wanted to express _____ and realized that it worked best if I _____"
- Rote learning:
    - "my topic is ____";
    - "In order to _____ the first step is to _____, then …"

Evidence / Approaches: Students should conduct inquiry with an open mind. In some contexts that will mean that they are exploring for evidence that will help them accomplish their purpose

or

solve their problem; in other contexts 'evidence' is less important than the ability to explore a purpose or problem using different approaches or methodologies.   (The latter perhaps more appropriate in the design fields.)

- Exploratory:
    - "When I found out that _____ I realized I needed more information on _____"
    - "My first design focused on balance and symmetry, but then I tried a version

that deliberately created imbalance."

- Fixed:
  - o "Once I got my three sources I tried to fit them together."

Generation of Ideas/Conclusions: Students should 'discover' rather than 'report' or in design terms they should 'create' rather than 'replicate'

- Creative / new ideas:
  - o " I discovered _____
  - o " I realized ___"
- Report:
  - o "I found three reasons why _____"

CULTURAL AWARENESS: Students should be aware that their own values and perspectives, and those of other's, are shaped by culture and experience. Students lacking this awareness often assume that their worldview is normal or natural and are therefore critical of differences with others.

- Strongly aware: "I understand now how my attitudes towards people from the North have been shaped by the environment in which I grew up;" "It has been really interesting to learn about people from different backgrounds in my class see the world differently."
- Not aware: "I can't understand how the people we read about in Wine to Water couldn't have invested in their own water supply, can't they take responsibility for themselves?"

Openness: Students should be able to interpret the actions of others, and interact with others, in a fashion that takes into consideration the worldviews, experiences, and aptitudes of those individuals or groups. Students without this openness are likely to be judgmental or at best merely tolerant of others.

- Open: "We had an interesting discussion about our experiences," "I realized that we would have understood what happened when [reference to some event] from one another."

- Tolerant: "Everyone is different, I guess that's ok;" "They are entitled to their beliefs"
- Judgmental: "I can't imagine how people could do/believe that"; "It is obvious that the right way to _____"; "I had to keep my mouth shut when she _____"

Appendix C. Developmental Level Cultural Awareness Assignments

Class Assignments Promoting the Cultural Awareness Student Learning Outcome

Prepared by Dr. Christina Sanchez & Dr. Rachawan Wongtrirat (2016)

The sample assignments noted provide ideas related to course assignments that support the cultural awareness learning outcome. Assignments are grouped into four challenge levels that correspond to student development models and associated challenge points (Astin, 1993; Bennett, 1986; Gudykunst, 2005; Sanford, 1962).

Each activity noted includes a sample assignment with an emphasis on reflective journal writing.

Most assignments include a link reference where additional information is available online. In many cases, the information is on the UNC Charlotte Office of International Programs website at https://oip.uncc.edu/.

Challenge Level	Reference Classification	Description
Level 1	**EXPERIENCE**	An entry level of exposure to activities and assignments that require intellectual stimulation and cognitive thinking. ● Low risk, low contact, low effort, cognitive emphasis
Level 2	**EXPLORE**	An intermediate level of activities and assignments that assist with the development and cultivation of cultural awareness and intercultural learning. ● Low/medium risk, moderate contact (1:1), moderate effort, cognitive & affective emphasis
Level 3	**ENGAGE**	An advanced level of activities and assignments that encourage students to engage in ongoing interactive experiences focused on a cultural group different from one's own. ● Medium risk, high contact, high effort, cognitive & affective emphasis
Level 4	**EXCEL**	An advanced "plus" level of activities and assignments that require engagement beyond an individual's "comfort zone," strengthening cultural awareness, appreciation of international perspectives, and application of intercultural skills. ● High risk, high contact, high effort, cognitive & affective emphasis
Level 1 Learning	**Activities/Assignments:** An entry level of exposure to activities and assignments that require intellectual stimulation and cognitive thinking.	
EXPERIENCE	● **Study Abroad Fair** (http://edabroad.uncc.edu/) **Fall (usually September/October) & Spring (February)** The fall Study Abroad Fair is the perfect opportunity for students to learn more about a country that interests them, hear stories about students who have gone abroad, and/or explore options for a study abroad experience. There are possibilities for students pursing any major in almost every country on the planet! [A smaller Study Abroad fair is also hosted each spring semester.] *Sample Assignment:* Attend the fair and discuss study abroad opportunities with representatives. Identify a minimum of one study abroad program of interest to you. Bring at least one question about study abroad and the brochure/program information found about Study Abroad at the fair for in-class discussion about the country destination. ● **International Festival** (http://ifest.uncc.edu/) **Fall (usually held in September/October)** Students are encouraged to attend and/or volunteer at the UNC Charlotte International Festival. The International Festival is a 40+ year tradition, celebrating the music, dance, and food of UNC Charlotte international students and members of Charlotte's international	

community. Over 60 countries from around the world are represented and 20,000 attendees come to celebrate. The International Festival is located in and around the Student Activities Center (SAC) and admission is free.

Sample Assignment: Complete a student passport, using the questions at the bottom of the Passport's visa pages to guide you. Inquire with cultural organizations to learn something specific about each cultural group offering a "visa stamp". Journal about your experience at the International Festival. What did you learn about a new group/culture? Did you try a new type of food? Watch a new dance? Hear new music?

- **International Education Week**
  (http://oip.uncc.edu/programs-and-speakers/international-education-week)

  Fall (held each November the week prior to Thanksgiving)

  International Education Week (IEW) is an opportunity to celebrate the benefits of international education and exchange worldwide. This joint initiative of the U.S. Department of State and the U.S. Department of Education is part of OIP efforts to promote programs that prepare Americans for a global environment and attract future leaders from abroad to study, learn, and exchange experiences in the United States. IEW is observed in more than 80 countries, providing an intentional effort to raise awareness about international matters on college campuses. UNC Charlotte typically provides 10~30 events as part of the IEW festivities.

  Sample Assignment: Attend the signature program during IEW (usually a film director's screening with facilitated dialogue). Write a brief reflection incorporating the class outcome of cultural awareness. In what way are you more culturally aware by attending the presentation? What is one thing you learned about yourself through exposure to the program? Did you learn anything about another culture? Post your reflections to the class Canvas site, and be prepared to discuss what you learned from participation in IEW during class.

- **Cultural Festival Experience**
  (http://charmeck.org/city/charlotte/cic/resources/Pages/default.aspx)
  Ongoing (but more options in Fall)

  Charlotte is a community with many different cultural groups. Throughout the fall semester there are various cultural festivals held in the city. Identify a festival to attend.

  Sample Assignment: Research to determine the historical context/background around the festival you selected. Have you attended this kind of festival before in your home town? What did you learn about the cultural group associated with this festival? What did you enjoy the most about the festival? What was your least favorite part? Why? What cultural values/norms were evident while attending the festival? While at the festival, speak to someone involved with the program and someone who attended to hear their perspectives on the event. Share your reflections in two journal entries.

- **International Speaker Series** (http:/oip.uncc.edu/calendar/international-speaker-series)

Fall & Spring (Announcements posted to OIP website)

The Office of International Programs hosts international or internationally-focused speakers during every semester.

Sample Assignment: To complete this option, students must attend one of the approved international lectures and complete a total of two journal entries. Include one pre-event journal entry based on your exploration of the presenter's background, the speaker's writings/past interviews, etc. Prepare at least one question to pose to the speaker during the open Q&A session. Your second journal entry should reflect on the lecture, the question you posed, and what you learned from attending the program.

- **Great Decision Speaker Series** (http://oip.uncc.edu/community-engagement/great-decisions)
Spring (usually late January into early February)

The Office of International Programs at UNC Charlotte coordinates a local community lecture series annually. The Charlotte Great Decisions Lecture Series consists of five weekly sessions and is an opportunity for citizens to meet, discuss and learn about some of the issues facing our world. Each week a local expert from nearby colleges and universities provides additional perspective on the topic of interest and answers questions regarding the information presented in the Briefing Book and through the lecture.

Sample Assignment: Student must attend one of these lectures and complete two journal entries. First entry: write description of the knowledge and information that you learned from the lecture. Second entry: write your reflection alongside the classroom readings and intercultural competencies.

- **Going Global: International Jobs, Internships, and Country Resources**
(https://oip.uncc.edu/webform/goinglobal)
 Going Global career and employment resources include more than 10,000 pages of constantly-updated content on topics such as: job search sources, work permit/visa regulations, resume writing guidelines and examples, employment trends, salary ranges, networking groups, cultural/interviewing advice… and much more!

Sample Assignment: Login onto the Going Global Career database. Explore the database and identify the jobs and internships that are available. What jobs seem to be available? Select a job, or country, and write a journal entry on why and what type of job you selected? If offered employment, would you accept it, if so why or why not? In what way is an international experience an asset to your job search?

- **Art Exhibit (https:/studentunion.uncc.edu/gallery)**
Attend any art exhibit. Select one piece of art to describe in detail, including information about the artists. Explore the intersect of the artist's background/life experience on his/her work.

Sample Assignment: Discuss how the artist may have felt while creating it. In what way is the artist's culture represented through the piece? How do you connect with the artwork? If you could

purchase the piece, where would you place it? Why? Provide a minimum of two journal entries (e.g., 1 = why you selected X exhibit/who is the artist----his/her background, style/medium, etc. and 2 = what did you discover when at the exhibit---w/ reflection on the questions above/what did you learn about yourself through the experience? How might an exhibit that you create differ/resemble the artist's?).

● **Film Analysis**

Watch an assigned international film. If possible, invite a classmate/friend familiar with or curious about the film and its country/cultural focus. Note: UNC Charlotte hosts the annual [International Film Festival](#) each Spring.

Sample Assignment: Describe what you learned about that culture through the film. What did you learn about yourself and your own cultural expectations from viewing the film? In what way do you feel this was an accurate representation of the culture? Would you like to visit this country? Why/why not? [Note: It is probably helpful to first investigate a little about the country's culture prior to watching the film for this assignment.] Provide two journal entries (pre-viewing/preparation/expectation/reflection & post-view understanding/exploration/learning) to address your experience and respond to the types of questions noted.

● **World Affairs Council of Charlotte (WACC): Student Membership**
Connect with other internationally-minded individuals, newcomers, students, and members of the Charlotte business community. Keep-up-to-date on fast breaking global developments at WACC programs and learn from ambassadors, heads of state, foreign dignitaries, experts on foreign affairs and other internationally renowned speakers. Sign-up to become a member online. The Office of International programs sponsors UNC Charlotte Students to become members of the World Affairs Council of Charlotte.

Note: Sponsored student can attend World Affair Council events such as WorldQuest and The Magellan Society (TMS)—young professionals of the WACC—events.

 Sample Assignment: Attend a WACC/TMS event. Prior to the program, reflect upon the topic addressed by

 the speaker/program. What are our initial thoughts/perceptions/understanding of the topic matter? After

 attending the program, write a reflection that explores your preconceptions and the key points of learning you

 acquired from the program.

Level 2 Learning	Activities/Assignments: An intermediate level of activities and assignments that assist with the development and cultivation of cultural awareness and intercultural learning.
	● **Cultural Interview** Interview someone from another country who is living in the United States. Note: The

EXPLORE	ongoing [International Coffee Hour](#) is a great, low-risk environment to meet potential students to interview.

Sample Assignment: What were their initial expectations and assumptions about the United States? What motivated them to come to the U.S? What surprises did they encounter when they arrived? What differences have they noticed between their culture & U.S. culture(s)? How have they adjusted? What do they miss the most about their home? What do they like the most about the U.S.? What did you learn about yourself in reflecting on their responses regarding your culture/cultural adjustment/etc.? Provide two journal entries (pre-interview/expectations/reflections & post-interview understanding/exploration/learning) to address your experience and respond to the types of questions noted.

- **Expatriate Interview**
  Interview someone from the United States (i.e., U.S. citizen) who has lived for at least six months in another country. What surprises did s/he encounter in the new country? What differences did s/he notice? How did s/he adjust? Were there any particular challenges s/he faced when returning to the United States? Does s/he recommend the experience for someone else? Why or why not? Based on this interview, what are your thoughts about the country described by the expat? What do you think the person interviewed gained from this experience? What are your thoughts about visiting other countries? [Note: It is probably helpful to first investigate a little about the country's culture prior to the interview for this assignment.]

  Sample Assignment: Provide two journal entries (pre-interview/preparation/expectation/reflection & post-interview understanding/exploration/ learning) to address your experience and respond to the types of questions noted

- **Community Organization/Career Exploration/International Educator Informative Interview**
  Identify someone in an internationally relevant field and coordinate an opportunity to interview the person selected. Prior to the interview, complete some background investigation about the person's work (e.g., explore jobs within a specific academic discipline, read about the corporation and its international mission, review the professional organization/affiliations with the field, etc.). Organize an appointment in advance and conduct an informational interview.

  Sample Assignment: Provide two journal entries (pre-interview/preparation/expectation & post-interview understanding/exploration/learning) to address your experience.

- **Foods of the World**
  Food is an integral part of culture. For this assignment, students will share their understanding of a cultural dish by creating a poster display and sharing a brief presentation about their selected dish to the class.

  Sample Assignment: A student's presentation should address how the dish is made (i.e., the recipe) and what its cultural relevance is: What is the origin of the dish? When is it prepared/used within a culture (e.g., every-day meal, weddings, etc.)? Why did they select this dish (e.g., family tradition, |

	learning more about a roommate's culture, etc.)? If the dish is used in their family, share its relevance in relationship to the family (e.g., grandmother's recipe shared through generations with its origin in Italy…). Further, each student will bring that dish to class to share with classmates! ● **International Coffee Hour** (http://oip.uncc.edu/calendar/international-coffee-hour) **1st & 3rd Thursday of each month (Fall/Spring) + 1x a month (summer)** International Coffee Hour is an opportunity for American students and international students to speak to one another and to interact. The event takes place every first and third Thursday of each month throughout the semester. The focus is on giving international students a chance to practice their English speaking skills with native English speakers. It also provides a great opportunity for native English speakers to learn about other cultures and countries by having a conversation with an international student (or to just have fun meeting someone new!). *Sample Assignment:* At the event students should make an effort to meet two people from different countries and learn how to say hello or different greetings from that particular country. Ask international students about education experience and campus life at UNC Charlotte as well as the education system in their home country. Questions to ask other student: What is the cultural difference or similarity between the USA and their home country? What surprises did they encounter when they arrived? How have they adjusted? What differences have they noticed between their culture & U.S. culture(s)? What did you like best about your hometown? Is there a story about your name, if so what is it? If you could live anywhere in the world where would it be? If you could meet a famous person who would it be?
Level 3 Learning	**Activities/Assignments:** An advanced level of activities and assignments that encourage students to engage in ongoing interactive experiences focused on a cultural group different from one's own.
ENGAGE	● **New Cultural Organization Immersion** (https://studentorgs.uncc.edu) Select an organization or group that is culturally different from you. Participate in the activities, meetings, events, etc. with this group. Research the historical perspective of the group and/or select a particular aspect (e.g., ideology, philosophy, values, norms, etc.) about the group that you would like to know more about. For example, if I am a Muslim, I might want to participate in Christian cultural activities and select a church group to observe/engage with for a period of time; within this context, I might want to research the fundamental principles of Christianity or investigate the Christian approach to pro-choice. Some suggestions for additional groups include, but are not limited to: student groups at UNC Charlotte (Indian Student Association, International Student Club, etc.) and community organizations (e.g., Vietnamese Assoc. of Charlotte, Charlotte International House, Bosnian Group, etc.). You must actively engage with the group for at least 6-8 hours in addition to doing your research. At least four scholarly

sources should be used.

Sample Assignment: Provide journal entries throughout your experience (minimum of 4 incorporating personal reflection, application of classroom readings/discussion, and at least one intercultural competency.

- **Intercultural Dialogue**
  Find someone from a different country than the one in which you grew up who is willing to engage in dialogue with you throughout the semester (at least 4~6 separate interactions totaling a minimum of 5 hours are necessary). During your discussions/interactions, explore how your partner learned about your country's culture. What are/were his/her expectations about your country (e.g., regarding customs, behaviors, norms, etc.)? If s/he has now lived in your country, how have these views/opinions changed? How do you feel about your partner's view of your culture? What are the major differences and similarities between your culture and your partner's? Use academic resources to support and enhance your writing.

  Sample Assignment: Provide journal entries throughout your experience (minimum of 4), incorporating personal reflection, application of classroom readings/discussion, and at least one intercultural competency.

- **International Friendship and Culture Exchange Program**
  (https://isso.uncc.edu/webform/friendship-culture-exchange-face-application)
  The International Friendship and Culture Exchange (FACE) Program is an opportunity for US American and International students to spend an hour together each week in interesting one-on-one conversation, sharing the ideas, customs, and concerns of their respective countries. A student will be matched with another student who shares similar interests and notified by email with details of their first meeting.

  Sample Assignment: Students will decide when to meet and what to talk about! They will be provided with a list of great cross cultural conversation starters. Write a journal entry, reflecting on their experience getting to know other students from different countries, the different or similarity on their college experience, and their adjustment to college life.

- **Internationally-Focused Student Organizations** (https://studentorgs.uncc.edu/)
  UNC Charlotte has a number of student organizations for international students or for students with an interest in non-U.S. languages and cultures. Participating in these organizations is a great way to connect with students from diverse backgrounds and to learn more about the world. Look at organizations in both the "International" and "Multicultural" student group categories.

  Sample Assignment: Write reflection in regards to your participation and engagement in the student organization. How does this organization effectively engage in international involvement and intercultural learning?

- **English Conversation Partner Program**
  (http://oip.uncc.edu/resources/volunteer-opportunities/students)

	The English Language Training Institute (ELTI) provides intensive English instruction for international students planning to attend U.S. universities as well as for those hoping to improve their general English skills. ELTI welcomes volunteers to serve as conversation partners for specific ELTI students and to interact with ELTI students in other ways. *Sample Assignment:* A Conversation Partner is typically paired with a small group of ELTI students. The group meets weekly for conversation that is facilitated by the US conversation partner. Partners participate in training with ELTI and then work to engage with the students in their group. As a Conversation Partner, throughout one's experience, a student can explore various cultural concepts, stereotypes, misperceptions, and understanding. Based on your course focus, a student could explore specific content comparison based on the countries represented by the ELTI group. Supplemental research in the library is important to offer additional framing in understanding the cultures and concepts explored.
Level 4 Learning	**Activities/Assignments:** An advanced "plus" level of activities and assignments that require engagement beyond an individual's "comfort zone," strengthening cultural awareness, appreciation of international perspectives, and application of intercultural skills.
EXCEL	● **Religious Service** (https://rsl.uncc.edu/) Tell the who, where, when, why, and how of the religious service that you have never been to before but you observed for this assignment. Explain how you gained access to this religious service. Did your observing interfere with what you were seeking to observe? Religion is an institution in which cultural values are usually expressed. What cultural values did you observe? How was the religious service that you observed different from the religious tradition with which you are more familiar? What role did music play? Symbols? Language? Complete some basic research regarding the religious service/religion selected (minimum of 3 sources). *Sample Assignment:* Provide journal entries throughout your experience (minimum of 4): pre-service expectations/thoughts/feelings, initial research/findings about religion, rich description of the service/observations, & personal reflection, application of classroom readings/discussion, and at least one intercultural competency. ● **International Organization Volunteer Service** (http://oip.uncc.edu/resources/volunteer-opportunities/members-charlotte-community) Identify a community service organization that connects with the international community of Charlotte. Coordinate participating in an ongoing service experience that entails you working with the group a minimum of four times during the semester. Why did you choose this organization? In what way does it connect to the international community of Charlotte? What did you learn through your involvement with the organization? Who did you meet in the community? What lessons were shared by the people you encountered? What impact has this experience had on you personally? *Sample Assignment:* Provide journal entries throughout your experience (minimum of 4): pre-service expectations/thoughts/feelings, initial research/findings about the service organization, rich

	description of the service completed (work done) & personal reflection, application of classroom readings/discussion, and at least one intercultural competency.

Consideration for future international education experience:

- **Study Abroad Programs** (Short term, summer, semester, and year-long programs) (http://edabroad.uncc.edu/programs)

  Study abroad is an amazing educational opportunity which can expand your horizons, deepen your education, develop your cultural skills, push your own boundaries, all while having the adventure of a lifetime. While study abroad is an exciting and adventurous experience, we know students have a lot of questions about how it all works. Use the links to the left to start your experience abroad! See more at: http://edabroad.uncc.edu/student-resources#sthash.qGH6qnl5.dpuf

  Greetings from OEA! We're very excited that you're considering study abroad and have provided several resources to help you through the process. Use the links on the left hand side listed under "Prospective Students" to get started!

- **Global Gateways Program** (http://oip.uncc.edu/resources/opportunities-and-services-students/global-gateways-program)

  A dynamic, fun, internationally-focused environment where we can learn about our world together. The Global Gateways Program was founded in Fall 2013, bringing together female students from the USA and various other countries to live together in the Global Gateways House, also referred to as House 9 of Greek Village. The Global Gateways Program is a residential-based programming model designed to increase students' self and cultural awareness with an international emphasis. The Gateways House offers a central location where students curious about different cultures, global issues, and our world can gather in a comfortable, inclusive, welcoming space.

- **Global Certificate Program**

  The UNC Charlotte Global Certificate Program is a uniquely designed learning experience that fosters students' global awareness and understanding through participation in curricular and co-curricular engagement opportunities. The GCP supports the University of North Carolina at Charlotte's education goal to promote cultural awareness and strengthen global perspectives, while promoting an inclusive global learning environment.