

# Engaged Learning at U-M

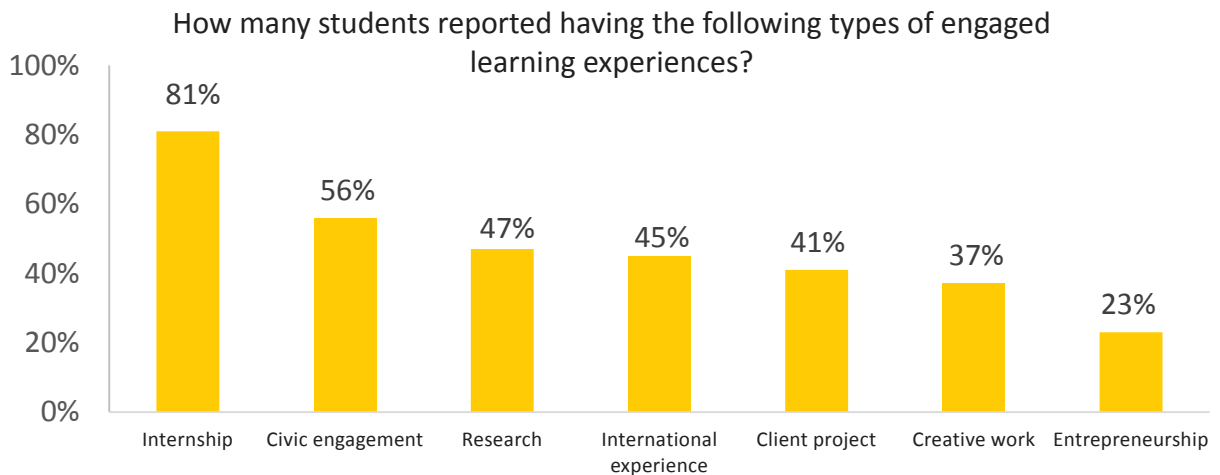
## Engaged Learning Census (ELC) Undergraduate Class of Fiscal Year 2018

The University of Michigan is committed to providing opportunities for all students to participate in high-impact engaged learning experiences. These experiences develop students' capabilities along many dimensions, including helping to develop their creativity, intercultural engagement, understanding of civic responsibility and ethical reasoning, their collaboration and communication skills, and their self-agency and ability to manage risk and effect change (see <http://engaged.umich.edu/engaged-learning/goals-practices/>). For more information about engaged learning at U-M, contact [engagedmichigan@umich.edu](mailto:engagedmichigan@umich.edu).

This report provides a comprehensive snapshot of the level of our students' self-reported participation in a set of high-impact and action-oriented engaged learning practices. When applying for graduation, undergraduates complete a required questionnaire (ELC) about their participation in these experiences while at U-M (see page 5 for questionnaire). This report provides ELC results for students who received a Bachelor's degree in fiscal year 2018, which includes graduates from August 2017, December 2017, and May 2018.

The questionnaire changed in September 2017, so graduates may have completed different versions of the instrument. Research, civic engagement, creative work, international experiences, and entrepreneurship did not change, and thus figures include students who filled out either the old or new instruments (**n=7,138**). Client-based projects and internship experiences are new questions, and these figures are only based on responses from the new instrument (**n=6,143**).

Students are counted once in the U-M overall report, and individually in the school/college reports.

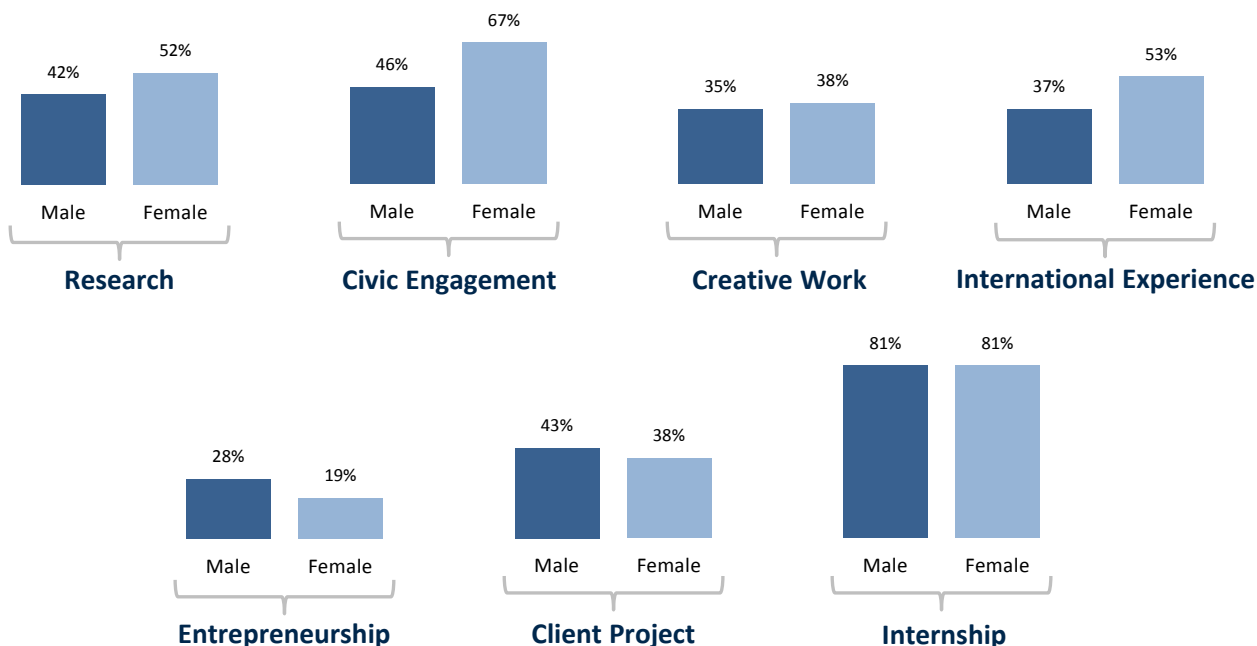


96% of graduating seniors report participating in at least one type of engaged learning experience during their time at U-M.

Number of types of experiences	% U-M graduating seniors
None	4%
At least one	96%
Multiple	85%

## University-wide by Sex

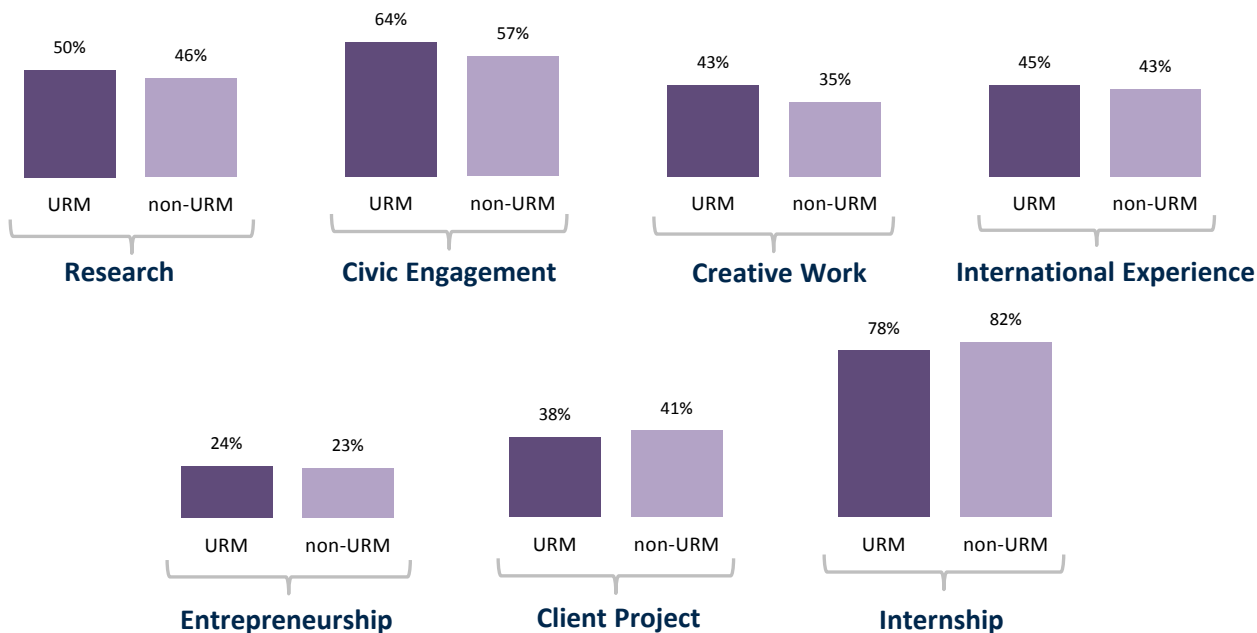
Overall, female students are equally or more likely to report having participated in all types of engaged learning experiences except for entrepreneurship and client project experiences.



\*Sex is gathered from U-M records. Based on 3,585 responses for females and 3,553 responses for males. Client project and internship figures are based on responses from 3,044 females and 3,099 males.

## University-wide by Underrepresented Minority (URM) Status

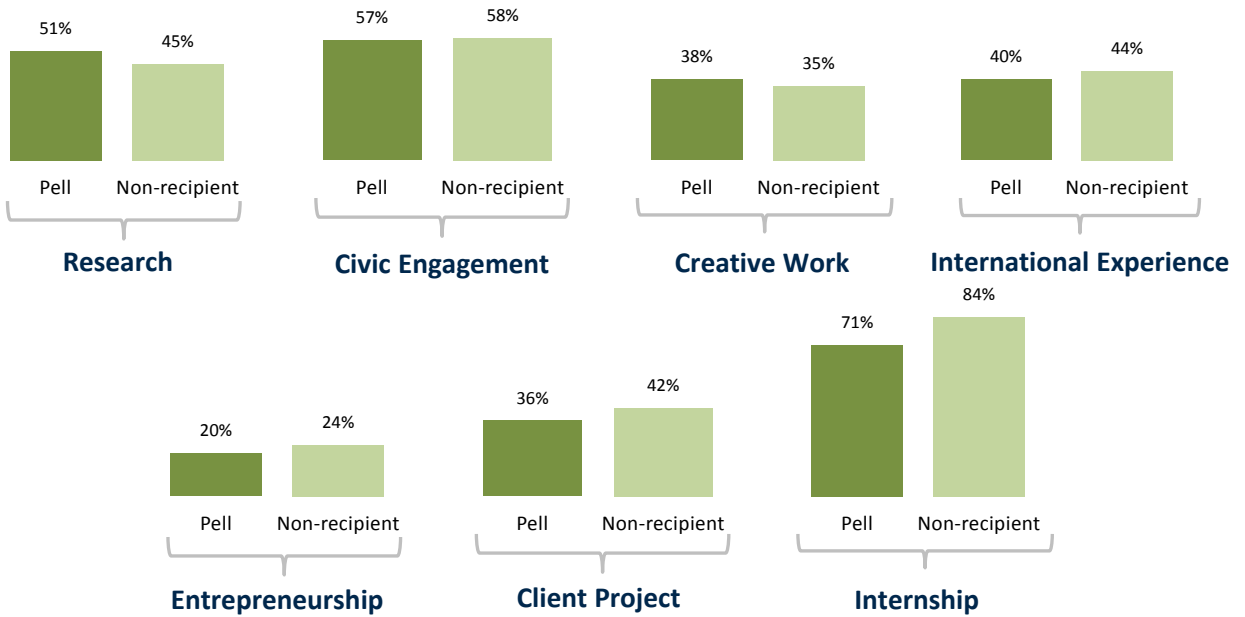
Underrepresented minority (URM) students report comparable or higher levels of participation across the experience types, although they are slightly less likely than non-URM students to report participating in client projects and internships.



\*Underrepresented minority (URM) is based on a Federal definition that includes Black, American Indian, Hispanic, and Hawaiian students. Figures based on responses from 708 URM and 6,430 non-URM students. Client project and internship figures based on responses from 567 URM and 5,576 non-URM students.

## University-wide by Pell Grant Status

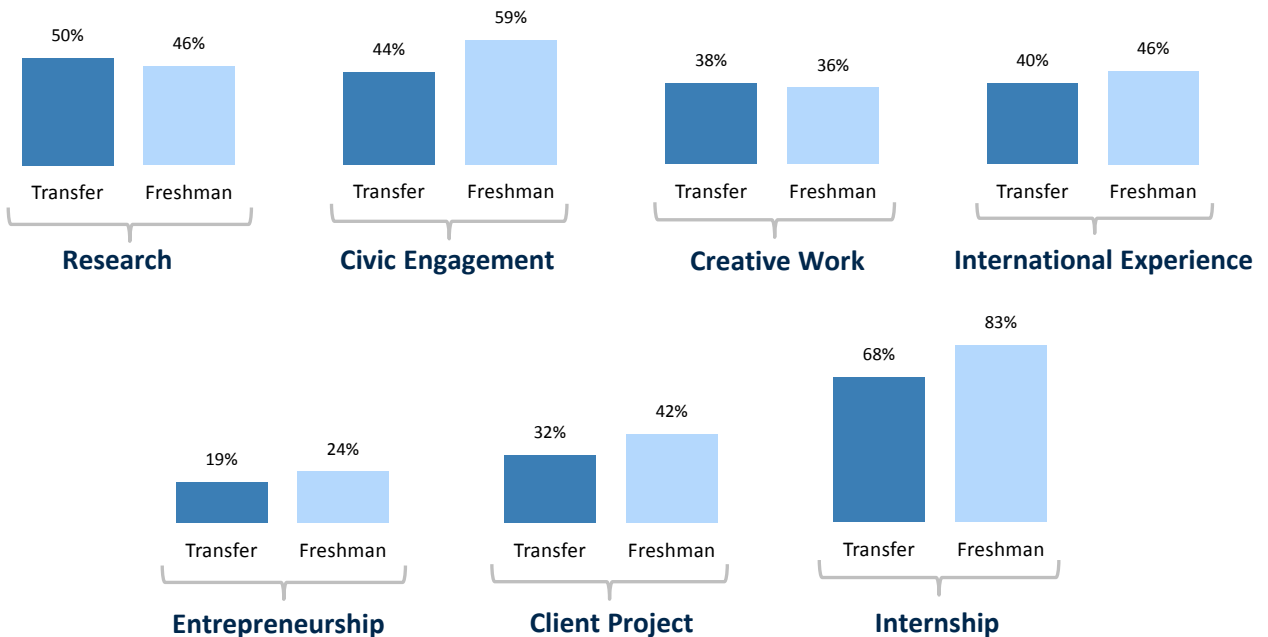
Pell recipients are equally or more likely to report having participated in research and creative work experiences.



\*Pell grant status is gathered from U-M records. Figures based on responses from 1,320 Pell recipients and 5,818 non-recipients. Client project and internship figures based on responses from 1,049 Pell recipients and 5,094 non-recipients.

## University-wide by Matriculation Status

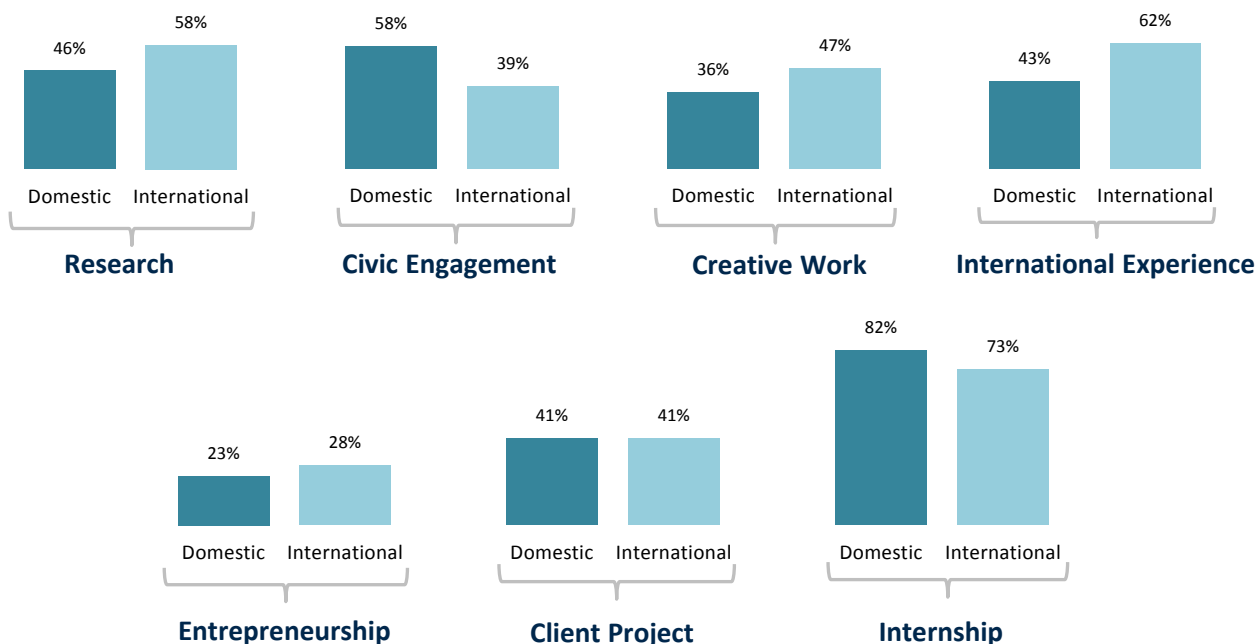
Students that matriculated as external transfers are more likely to report having participated in research and creative work experiences than students who matriculated as freshmen.



\*Matriculation status is gathered from U-M records. Figures based on responses from 1,061 transfer students and 6,077 freshman students. Client project and internship figures based on responses from 836 transfer students and 5,307 freshman students.

## University-wide by Citizenship Status

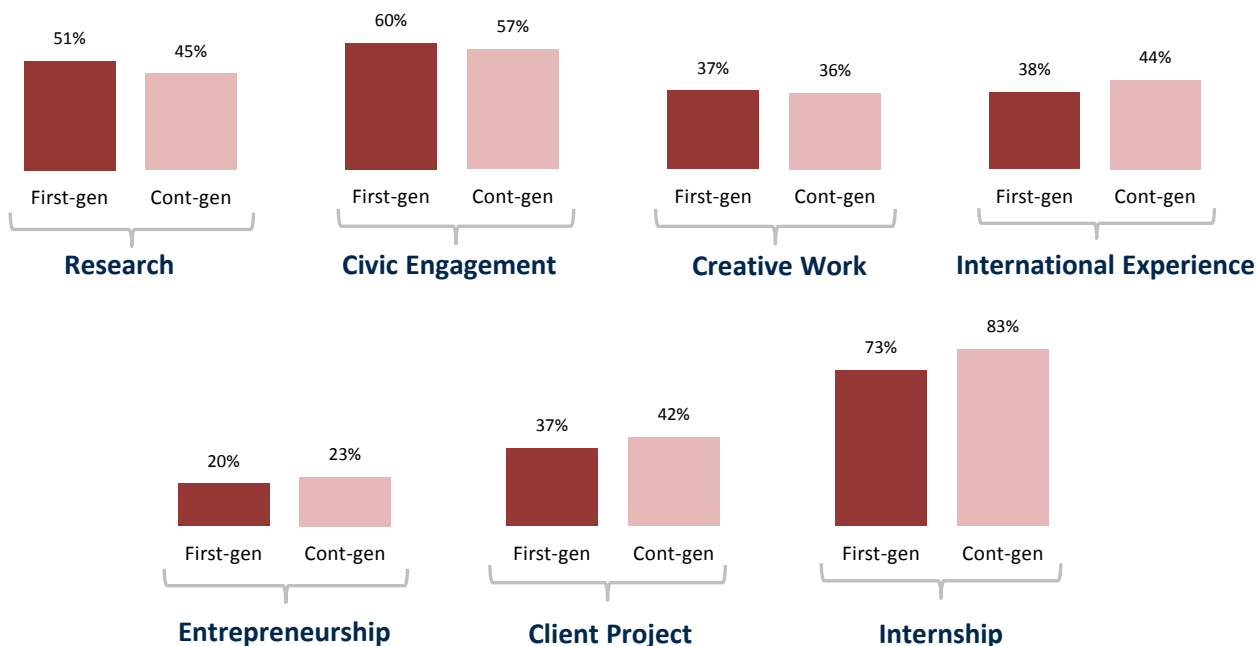
International students report comparable or higher levels of participation across the experience types except for civic engagement and internships.



\*Domestic includes U.S. Citizens and Permanent Residents. Figured based on responses from 6,585 domestic students and 553 international students. Client project and internship figures based on responses from 5,655 domestic students and 488 international students.

## University-wide by First-Generation Status

First-generation college students are equally or more likely to report having participated in civic engagement, research, and creative work experiences.



\*First-generation (first-gen) includes domestic students whose parents have not obtained a Bachelor's degree or higher whereas continuing-generation (cont-gen) includes BA or higher. Figures based on responses from 731 first-gen and 5,414 cont-gen students. Client project and internship figures based on responses from 605 first-gen and 4,685 cont-gen students.

## ELC Questionnaire

During your time at U-M, have you participated in any of the following high-impact engaged learning experiences? Select all in which you have directly engaged:

<b>Research:</b> Have you participated in a discovery-based research experience with a faculty or graduate student mentor as part of an effort to explore novel research questions and create new knowledge?	Yes	No
<b>Creative work:</b> Have you engaged in the production, curation, or interpretation of a creative work or performance that was shared with an audience beyond that of a typical course?	Yes	No
<b>International experiences:</b> Have you had an international experience, which could include study abroad as well as project, internship, volunteer work or other field-based experiences abroad (whether for academic credit or not)?	Yes	No
<b>Civic Engagement:</b> Have you participated in a civic engagement project, service learning, or community-based experience, with substantial interaction in a community setting (whether for academic credit or not)?	Yes	No
<b>Internship, Practicum, or Clinical Experience:</b> Have you had an internship, practicum, or clinical assignment with immersion in a professional or project setting (whether for academic credit or not)?	Yes	No
<b>Client-Based Project Experience:</b> Have you had a client-based project experience wherein the project specifications of a real client or community stakeholder drove the work (whether for academic credit or not)?	Yes	No
<b>Entrepreneurship:</b> Have you participated in an entrepreneurial experience involving the actual implementation of an idea to address a need or opportunity, which could include participating in the launch of a for-profit company or social venture?	Yes	No