

learning and enriching educational experiences⁶. Learning is supported when it occurs across the spectrum of the students' experience, but currently our students do not often connect these campus experiences to learning. The Arts Learning Plan helps foster a sense of cohesion across the campus. In this way students develop an intentional plan that engages in a variety of learning activities that occur across the campus, integrating cognitive and non-cognitive learning goals.

One challenge of a post-secondary learning institution is to help students who enter as **passive learners to become active learners**: facilitating their personal and academic growth to take responsibility for their learning. The first theme: *Active Learning to Scholarly Engagement* frames activities to help students develop skills or access resources for learning; others help students plan for opportunities in their senior years to develop and share their learning and skills such as engaging in research or student-directed seminars. The language and framing helps students to understand what high levels of academic engagement are expected of them during their time at UBC.

Arts students struggle with the need to navigate the complexity of degree programs and to understand how their learning is linked to developing purpose and career exploration.

UBC is a complex institution and students' struggle to learn the academic expectations, and to understand the academic procedures and policies. As a result, students often miss out on the available resources and learning opportunities. UBC and the Faculty of Arts offers a complexity of choice and students need a framework to help them navigate and select the learning experiences that will be meaningful and transformative. The second theme of *Degree Planning and Career Exploration* identifies the activities and resources for students to begin the self discovery process in choosing a major and participating in experiences such as Arts Coop, Arts Internships, and Career Services to connect their campus learning to future goals. An articulation of the skills and strengths students may gain through the activities in each of the themes further promotes the link between learning and the value of their UBC degree.

UBC promises to **'provide all students with at least two enriched educational opportunities during their course of studies'**⁷. The third theme of the Arts Learning Plan of *Campus Life and Community Engagement* highlights these experiences. We know these experiences provide the deepest learning – now we need to help students engage in these activities. The focus of this theme is the areas and activities that would contribute to and qualify for enriched educational experiences to fulfill the promise of Place and Promise. Many entering students may indicate an interest in participating in some of these activities, but currently few are following through with their intentions. Increased functionality and integration will increase awareness and allow staff and faculty to target deadlines and opportunities to students, helping students realize their intentions.

Students' engagement with this platform is what will make it meaningful.

The current plan is a good beginning but we need to increase the functionality of the site and integrate with other UBC systems to make the Arts Learning Plan pervasive across the undergraduate Arts student experience. As an online platform, this learning plan allows students to access and develop their plan anywhere. Its initial launch has been targeted to first-year students in ASTU 150 classes, to help us gauge challenges with the site and determine areas for improvement. Peer mentors and academic advisors use this plan to work individually with students to develop their plans, choose well not all, reflect on their learning, and engage with the educationally enriching opportunities.

Project Summary (150 words maximum)

Keeling & Associates identified UBC as a place of institutional complexity, academic complexity, and a fragmented student experience.¹ Students are offered diverse, outstanding experiences at UBC, but many don't find out about them or undervalue their significance in their learning experience throughout their degree.

The Faculty of Arts has piloted an online learning plan (www.lp.arts.ubc.ca) that provides Arts undergraduate students with a framework for many resources and educationally enriching opportunities offered to help them develop an intentional plan for their UBC experience,² and to engage in the activities highlighted in Place and Promise.³ More than an individualized learning plan, this holistic approach to learning across campus is a platform by which students can discuss their learning with peers, faculty, and staff.

The online plan is a good beginning, but necessary improvements are needed: design improvements for increased usability and functionality; integration with UBC systems for seamless referral and connection to program and resource providers; technological applications to better connect to students' own platforms; development of back-end functionality for improved reporting, communication, and staff interaction; and finally content and applications for reflective learning.

Provide a clear statement of the project's rationale and objectives and how it meets TLEF criteria.