Active and Collaborative Learning (ACL)

**Mean Comparisons**

<table>
<thead>
<tr>
<th>Class</th>
<th>UNC Charlotte</th>
<th>Urban Universities</th>
<th>Carnegie Class - DRU</th>
<th>NSSE 2009 - US</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year</td>
<td>40.8</td>
<td>43.5 ***</td>
<td>-.16</td>
<td>43.2 **</td>
</tr>
<tr>
<td>Senior</td>
<td>47.7</td>
<td>50.1 **</td>
<td>-.14</td>
<td>51.0 ***</td>
</tr>
</tbody>
</table>

*Weighted by gender, enrollment status, and institutional size.

*p<.05 **p<.01 ***p<.001 (2-tailed).

Mean difference divided by the pooled standard deviation.

**Distributions of Student Benchmark Scores**

**Active and Collaborative Learning (ACL) Items**

Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college.

- Asked questions in class or contributed to class discussions
- Made a class presentation
- Worked with other students on projects **during class**
- Worked with classmates **outside of class** to prepare class assignments
- Tutored or taught other students (paid or voluntary)
- Participated in a community-based project (e.g., service learning) as part of a regular course
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)