High-Impact Educational Practices

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First-Year Seminars and Experiences

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

Common Intellectual Experiences

The older idea of a "core" curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

Learning Communities

The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link "liberal arts" and "professional courses"; others feature service learning.

Writing-Intensive Courses

These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Collaborative Assignments and Projects

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

Undergraduate Research

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Diversity/Global Learning

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore "difficult differences" such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

Service Learning, Community-Based Learning

In these programs, field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both *apply* what they are learning in real-world settings and *reflect* in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Internships

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects

Whether they're called "senior capstones" or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.

LEAP

Table 1

Relationships between Selected High-Impact Activities, Deep Learning, and Self-Reported Gains

	Deep Learning	Gains: General	Gains: Personal	Gains: Practical
First-Year				
Learning Communities	+++	++	++	++
Service Learning	+++	++	+++	+++
Senior				
Study Abroad	++	+	+	++
Student–Faculty Research	+++	++	++	++
Internships	++	++	++	++
Service Learning	+++	++	+++	+++
Senior Culminating Experience	+++	++	++	++

+ p<0.001, ++ p<0.001 & Unstd B > 0.10, +++ p<0.001 & Unstd B > 0.30

Table 2

Relationships between Selected High-Impact Activities and Clusters of Effective Educational Practices

	Level of Academic Challenge	Active and Collaborative Learning	Student–Faculty Interaction	Supportive Campus Environment
First-Year				
Learning Communities	+++	+++	+++	++
Service Learning	+++	+++	+++	+++
Senior				
Study Abroad	++	++	++	++
Student–Faculty Research	+++	+++	+++	++
Internships	++	+++	+++	++
Service Learning	+++	+++	+++	+++
Senior Culminating Experience	++	+++	+++	++

+ p<0.001, ++ p<0.001 & Unstd B > 0.10, +++ p<0.001 & Unstd B > 0.30
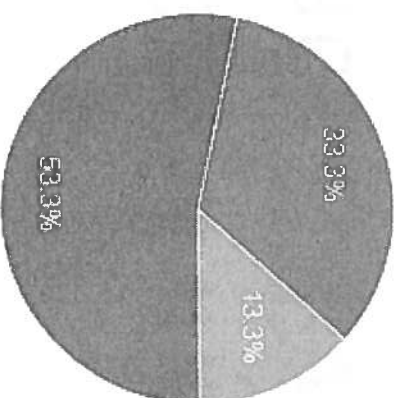
College 1 Institute: Feedback & Evaluations

May 30th – June 1st, 2017

How valuable or impactful were the following components of the College 1 Institute for you:

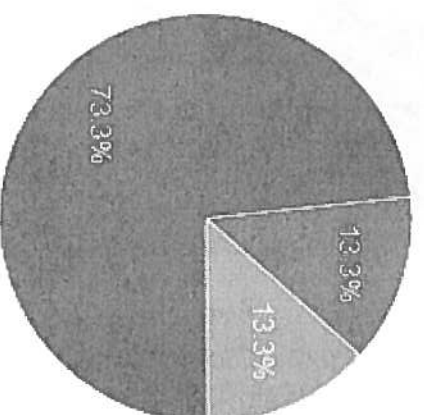## Fostering an equity-centered environment for students:

15 responses

Legend:
- Very valuable
- Valuable
- Somewhat valuable
- Not valuable

Pie chart values: 33.3%, 13.3%, 53.3%

How valuable or impactful were the following components of the College 1 Institute for you:

Exploring pedagogical approaches for first-year students:
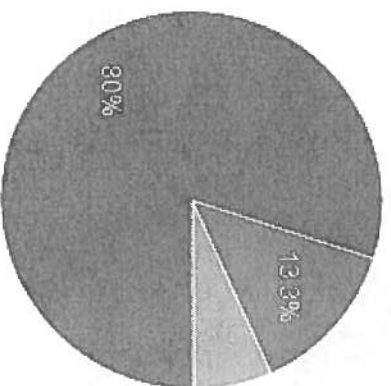
15 responses

73.3%

13.3%

13.3%

- ● Very valuable
- ● Valuable
- ● Somewhat valuable
- ● Not valuable

How valuable or impactful were the following components of the College 1 Institute for you:

Identifying and incorporating metacognitive conversations across curricula:
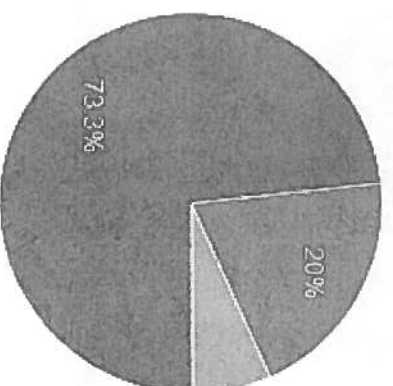
15 responses

- Very valuable
- Valuable
- Somewhat valuable
- Not valuable

80%

13.3%

How valuable or impactful were the following components of the College 1 Institute for you:

Identifying and incorporating reading strategies across curricula:
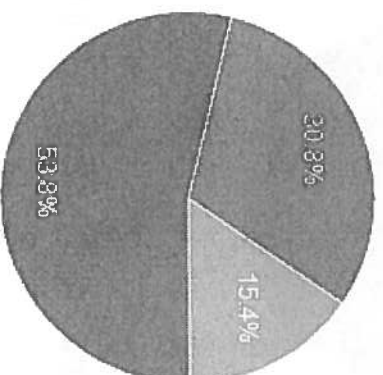
15 responses

- Very valuable
- Valuable
- Somewhat valuable
- Not valuable

73.3%

20%

How valuable or impactful were the following components of the College 1 Institute for you:

Identifying and incorporating information literacy across curricula:
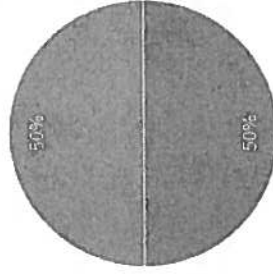
13 responses

- Very valuable
- Valuable
- Somewhat valuable
- Not valuable

53.8%

30.8%

15.4%

I understand the College 1 design and framework:
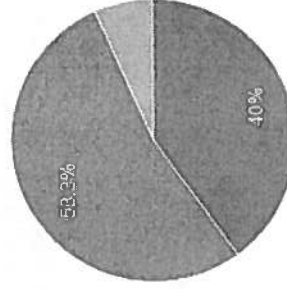
14 responses

50%

50%

- Agree
- Somewhat Agree
- Somewhat Disagree
- Disagree

I feel prepared to teach College 1:

15 responses

53.3%

40%

- Agree
- Somewhat Agree
- Somewhat Disagree
- Disagree

What components did you find most useful and what components can be improved?

13 responses

Literally, every part of this 3-day workshop was incredible. I feel that I have real skills and activities that I can take back to my classroom.

Mindset was one of the most useful component I knew nothing about.

Most use for right now since I am not teaching IDST 110 is Text Sets. To improve: session on Info Competency as it related to the article on this and more needs to be said and covered on growth mindset; too brief

I would prefer more time given to implementation and efforts towards alignment between sections.

I really enjoyed the Information comp section and also appreciated the variety of guest "expert" speakers.

Mindset, splitting the work and bringing it back together, everyone doing one work each for a huge work to be combined

discussions on pedagogy, student success (useful)

I have already used some of these (metacognitive reading strategies, etc) but it was very valuable to revisit theses. I would like more time for group discussion during activities. We would get on a roll and be out of time :)

Various strategies that can be used with students (useful)

Mindset 4.0, reading strategies, norms, different gap activities all were very helpful components for teaching College 1

the group lesson planning was most helpful. I wish evidence had been presented as to why R.A. and mindset 4.0 are effective and important

Great workshop! It mostly help moving. Nice to keep it interactive and reflection based.

Assignment creation time each day and peer review opportunity each day

Any other feedback or comments you would like to provide:

12 responses

Perhaps build in an assignment OR activity that we complete on Canvas, to model how First-Year students might experience it (experience canvas in their courses). Suggestion: Repeat in 2018 as a second-year cohort! I want more!

Enjoyed the 3 day workshop. Thank you!!!

"Fostering equity-centered environment": Felt like it was all over the place. Very important topic but felt disjointed
"Incorporating reading strategies" Still digesting how to apply this. I sense how very valuable it is but I need to work with it more
"Incorporating info literacy" Due to the fact that I had a hard time keeping up with the conversation. I need to think aloud with the article
"I feel prepared to teach College 1": Yes, with lots of work to do kind of in between
Great job to all creators and presenters!!!

I'd hope that as IDST grows that the training remains, as well as can incorporate feedback from instructors who have taught! Also, perhaps allow for a "refresher" course to happen in addition as training for the newbies.

I can use this for Mana and just as an instructor. I am excited to teach Year 1 because I feel like I am ready and have support, now I just gotta weave it, which I do this part best :)

I still feel like it would help to have nailed down some content. What shall we cover in IDST? Mindset feels a bit abstract.

I really enjoyed this workshop and will use the strategies presented in my class and in workshops also.

Very helpful training

would have been good to have faculty teaching it in fall have more time to work together

I feel like the group reflection time would have been more impactful if you were collecting it. Felt a little bit like folks didn't want to be there... Jeremiah's assignment is what we could have done as our reflection

Thank you!

Thanks!