

# High-Impact Practices at UD

May 3, 2013 First Friday Roundtable on Teaching: What does an engaged UD student look like?

Cosponsored by the Center for Teaching and Assessment of Learning, Institute for Transforming Undergraduate Education, and Academic Technology Services

## Characteristics of high-impact practices<sup>1</sup>

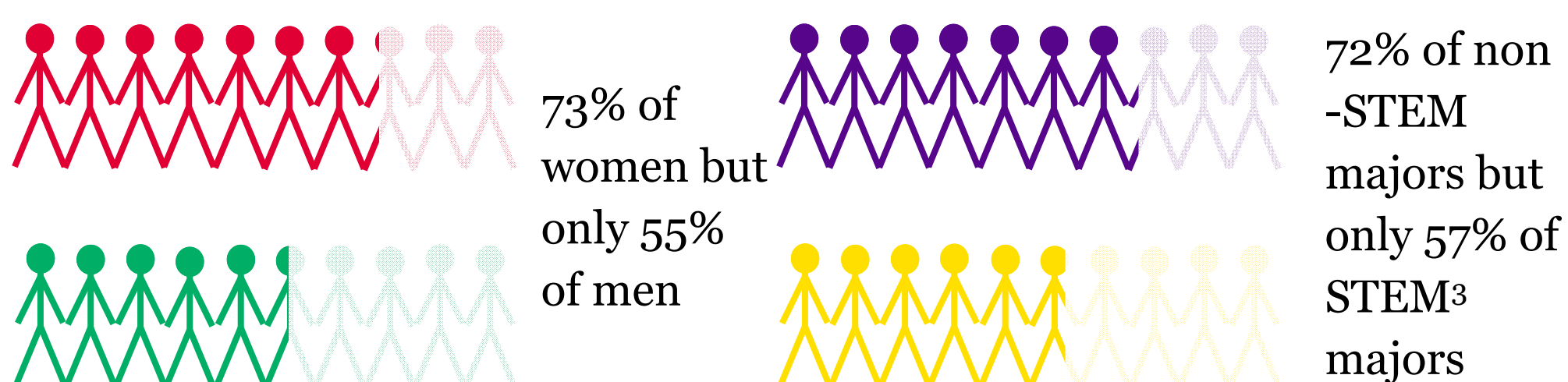
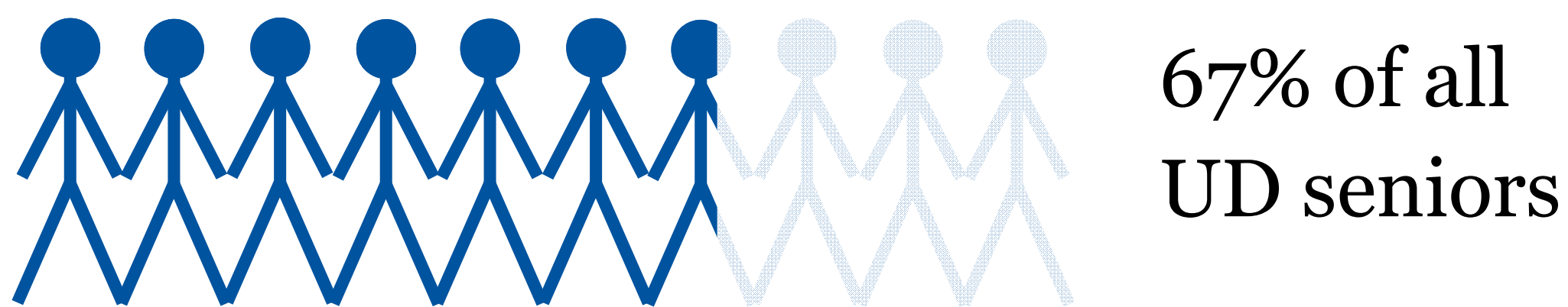
- Focus on purposeful tasks is required on an almost daily basis
- Interactions with faculty that are frequent, and about substantive matters, and occur over extended periods of time
- Interactions with peers are frequent and in a supportive and collaborative manner to solve problems
- Meaningful interactions with diverse people occur on a frequent, intense, or prolonged basis
- Quality constructive feedback is provided frequently during and after a task
- Meaningful synthesis between academic knowledge and real world experiences is required
- The activity is purposefully integrated with the curricular program

## Examples of high-impact practices<sup>1</sup>

- First-year seminars and experiences
- Common intellectual experiences
- Learning communities
- Writing-intensive courses
- Collaborative assignments and projects
- Undergraduate research
- Diversity/global learning
- Service learning, community-based learning
- Internships
- Capstone courses and projects

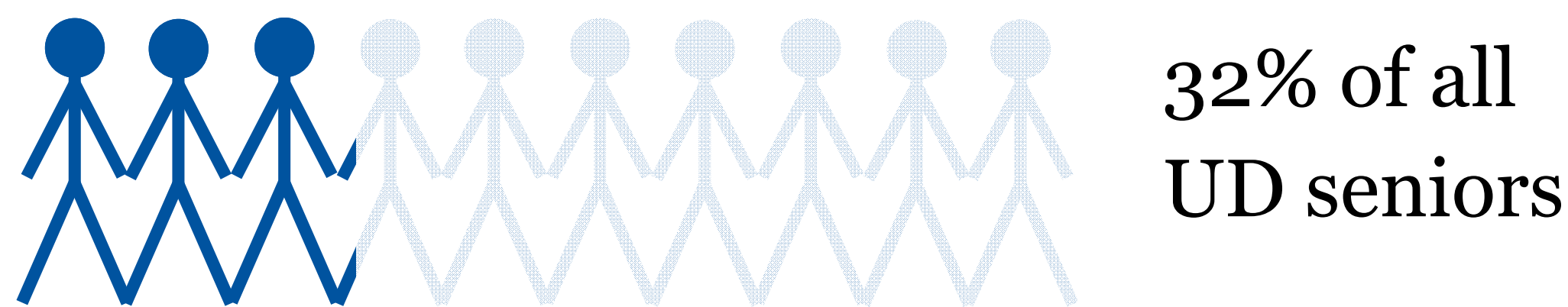
## Internships

From the NSSE 2011 question: Which of the following have you done or do you plan to do before you graduate from your institution? Practicum, internship, field experience, co-op experience, or clinical assignment<sup>2</sup>



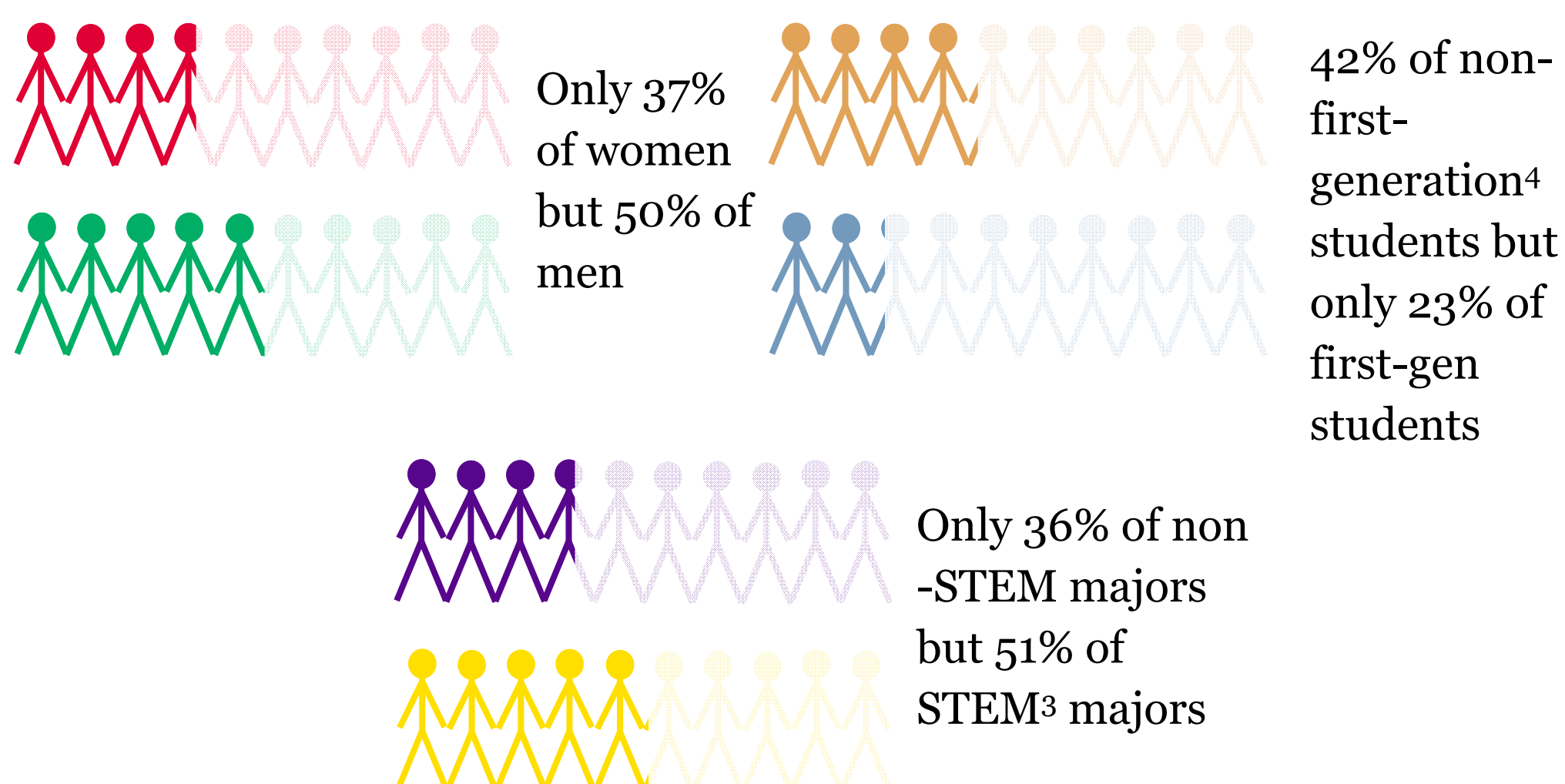
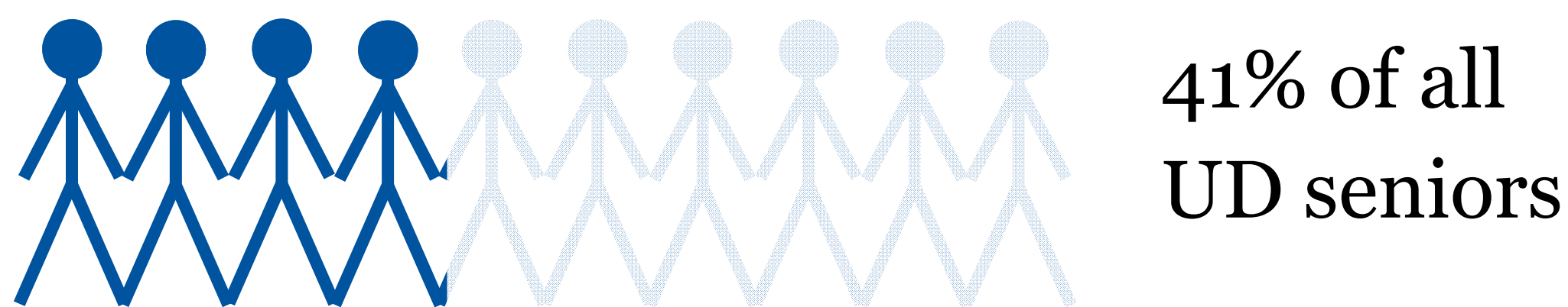
## Learning Communities

From the NSSE 2011 question: Which of the following have you done or do you plan to do before you graduate from your institution? Participate in a learning community or some other formal program where groups of students take two or more classes together<sup>2</sup>



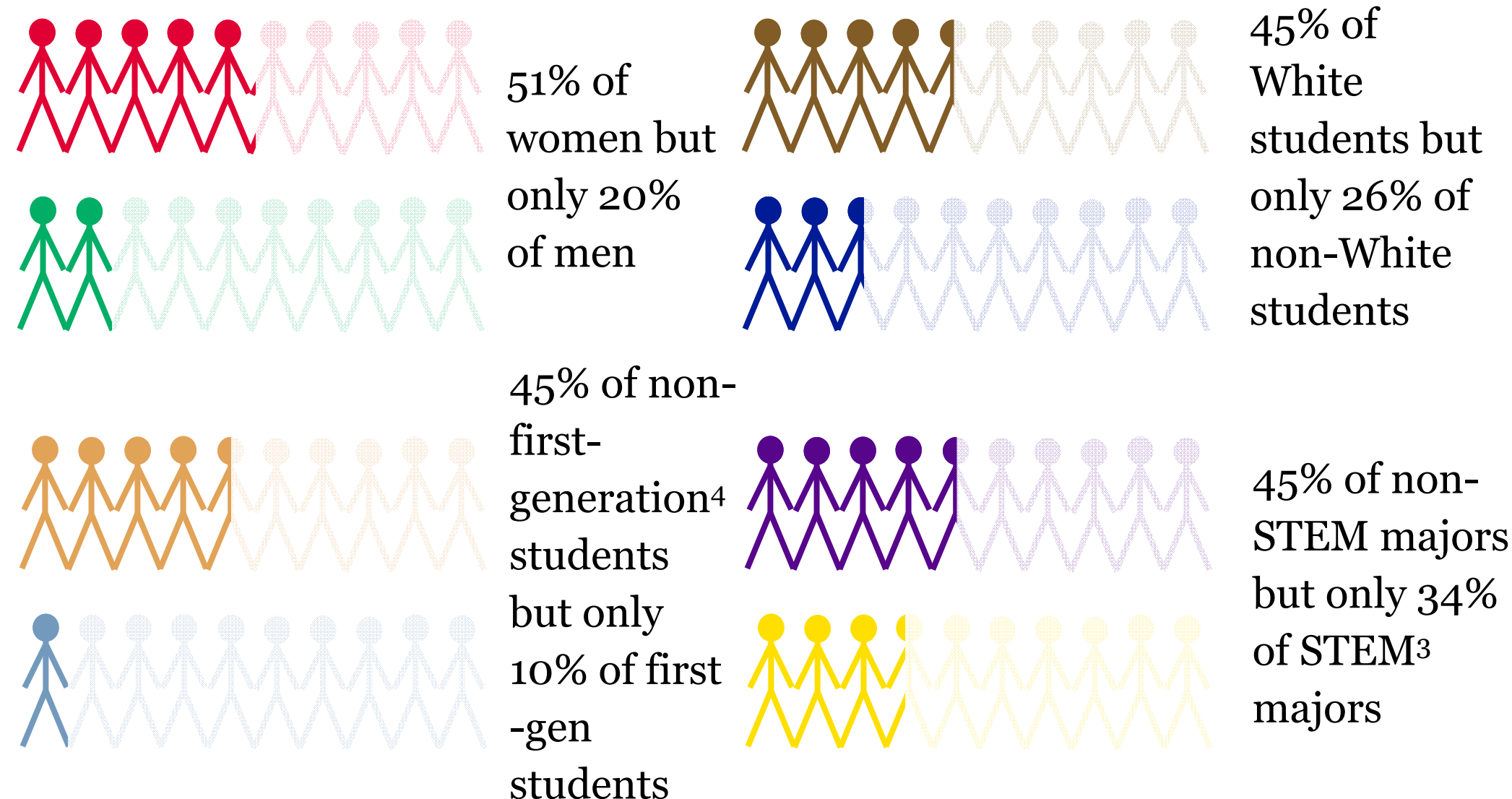
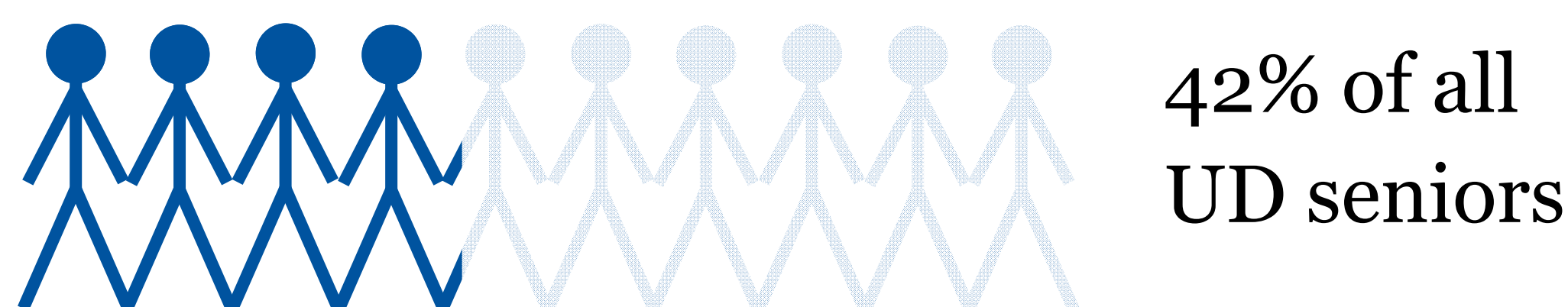
## Senior Capstone Experience

From the NSSE 2011 question: Which of the following have you done or do you plan to do before you graduate from your institution? Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)<sup>2</sup>



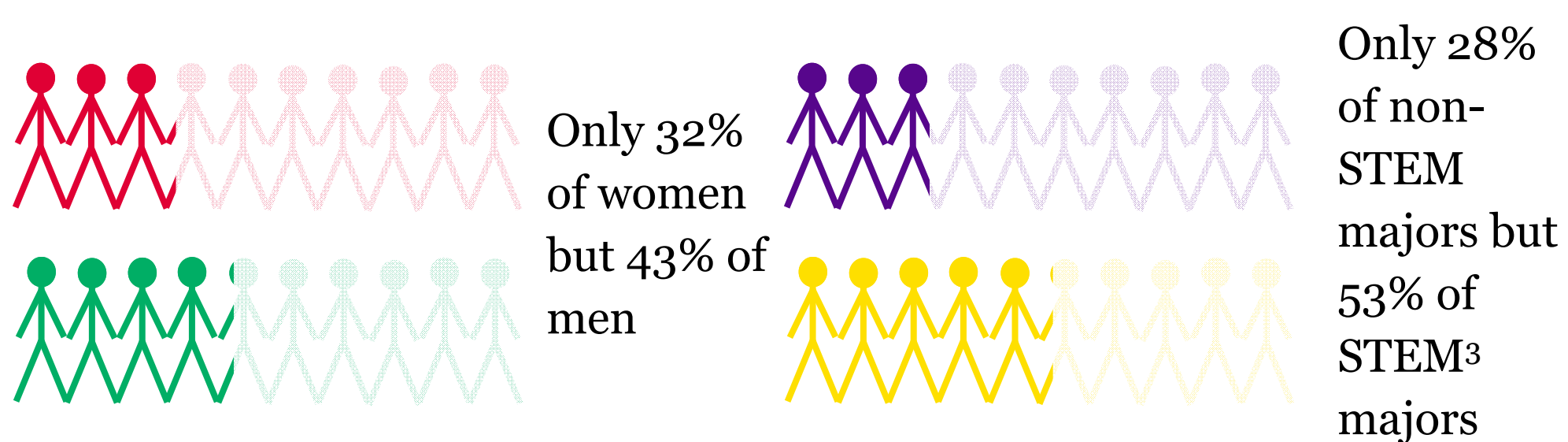
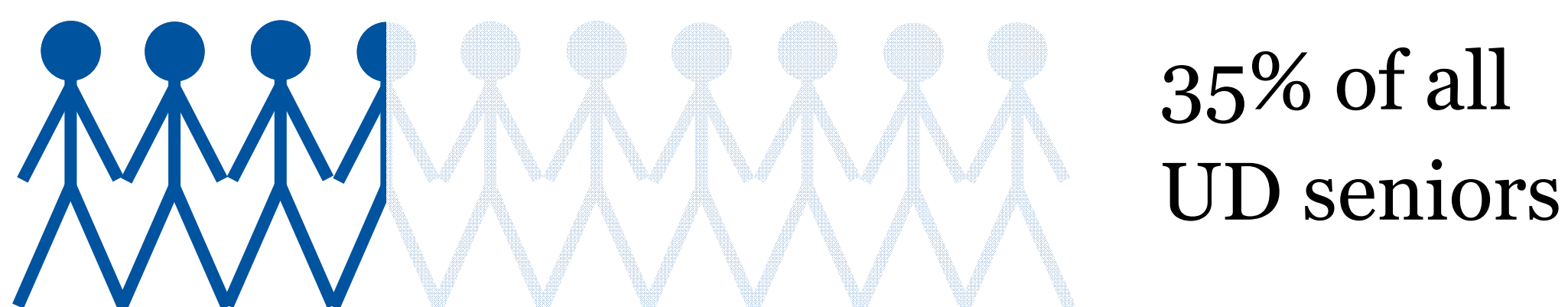
## Study Abroad

From the NSSE 2011 question: Which of the following have you done or do you plan to do before you graduate from your institution? Study abroad<sup>2</sup>



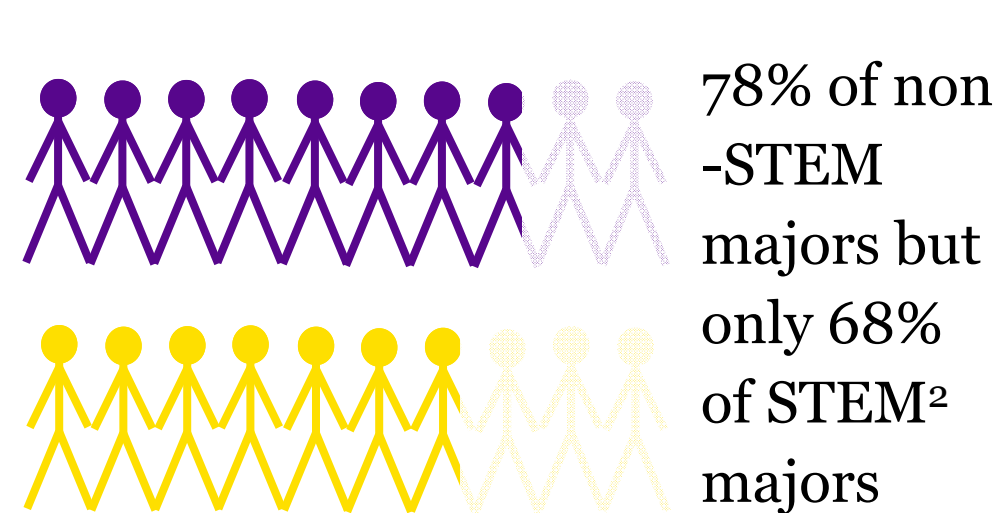
## Undergraduate Research

From the NSSE 2011 question: Which of the following have you done or do you plan to do before you graduate from your institution? Work on a research project with a faculty member outside of course or program requirements<sup>2</sup>



## Volunteer/Community Service<sup>5</sup>

From the NSSE 2011 question: Which of the following have you done or do you plan to do before you graduate from your institution? Community service or volunteer work<sup>2</sup>



1. Adapted from Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Washington, DC: AAC&U.

2. Groups are only reported here if there was a difference significant at the  $p \leq .05$  level.

3. Using student self-reported majors from NSSE 2011 and the Department of Homeland Security's listing of STEM disciplines at <http://www.ice.gov/sevis/stemlist.htm>.

4. Students who reported on NSSE 2011 that neither of their parents enrolled in postsecondary education.

5. Note that the high-impact practice established by Kuh and others is "service learning." The question on the NSSE instrument most closely aligned with the other questions on this display, however, only asks about community or volunteer service.