

HIGH IMPACT PRACTICES IN GENERAL EDUCATION

WHICH HIPS ARE INTEGRATED INTO THE GENERAL EDUCATION PROGRAM AT UA?



First Year
Experience



Writing



Exploring
Diverse
Perspectives



ePortfolios

First Year Experience

UNIV 101: Introduction to the General Education Experience is a first year experience that helps students understand the purpose of their general education. It also allows students to connect their general education to their undergraduate studies and journey as a lifelong learner.



Writing



The General Education **writing attribute** and reflective writing embedded within UNIV101 encourage students to write in ways that stimulate integration of concepts, reflection on various perspectives, and connection to their careers.

Exploring Diverse Perspectives

The **GE Exploring Perspectives curricular category**, along with the **Diversity & Equity** and **World Cultures & Societies attributes**, facilitate student engagement in the HIP of exploring diverse perspectives.



EPORTFOLIOS



Starting in UNIV101, students in general education create an **ePortfolio** using **Digication**.



Throughout the general education program, they engage with and add signature assignments to their ePortfolios.



The ePortfolio experience culminates with **UNIV301**, where students integrate their learning across General Education and finalize their ePortfolios.

Additional Resources

First Year Experiences

Keup, & Young, D. G. (2017). Investigating the first-year seminar as a high-impact practice. In R. S. Feldman (Ed.), *The First Year of College: Research, Theory, and Practice on Improving the Student Experience and Increasing Retention*. (pp. 93–125). Cambridge University Press. <https://doi.org/10.1017/9781316811764.005>

Writing

Anderson, P., Anson, C. M., Gonyea, R. M., & Paine, C. (2016). How To Create High-Impact Writing Assignments That Enhance Learning and Development and Reinvigorate WAC/WID Programs: What Almost 72,000 Undergraduates Taught Us. *Across the Disciplines*, 13(4), 1–18. <https://doi.org/10.37514/ATD-J.2016.13.4.13>

Thaiss, C., Moloney, K., & Chaozon-Bauer, P. (2016). 'Freeing Students to Do Their Best': Examining Writing in First-Year Seminars. *Across the Disciplines*, 13(4), 1–14. <https://doi.org/10.37514/ATD-J.2016.13.4.14>

Exploring Diverse Perspectives

Gurin, P., Dey, E., Hurtado, S., & Gurin, G. (2002). Diversity and Higher Education: Theory and Impact on Educational Outcomes. *Harvard Educational Review*, 72(3), 330-367. https://arizona-primo.hosted.exlibrisgroup.com/permalink/f/1h28lag/TN_cdi_cdl_escholarship_oai_escholarship_org_ark_13030_qt9f77t8j3

ePortfolios

Watson, C. E., Kuh, G. D., Rhodes, T., Light, T. P., & Chen, H. L. (2016). Editorial: ePortfolios - the eleventh high impact practice. *International Journal of ePortfolio*, 6(2), 65-69. <https://www.theijep.com/pdf/IJEP254.pdf>