# 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.

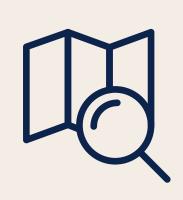


# Writing

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 <u>GE Exploring Perspectives curricular</u> <u>category</u>, along with the <u>Diversity & Equity</u> and <u>World Cultures & Societies</u> <u>attributes</u>, 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 <u>UNIV301</u>, 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. <a href="https://doi.org/10.1017/9781316811764.005">https://doi.org/10.1017/9781316811764.005</a>

# 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. <a href="https://doi.org/10.37514/ATD-J.2016.13.4.13">https://doi.org/10.37514/ATD-J.2016.13.4.13</a>

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. <a href="https://arizona-primo.hosted.exlibrisgroup.com/permalink/f/1h28lag/TN\_cdi\_cdl\_escholar\_ship\_oai\_escholarship\_org\_ark\_13030\_qt9f77t8j3">hip\_oai\_escholarship\_org\_ark\_13030\_qt9f77t8j3</a>

### **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