

# First Year Experiences (FYE)

Engaging students in first year experiences fosters development of learning goals and formation of relationships with instructors and peers. High-impact first year experiences build a strong foundation for learning and help students create long-lasting connections to support them in college and beyond.



## HIGH IMPACT ELEMENTS OF FYE OFTEN INCLUDE:

- Reflective writing
- Small group discussions
- Collaborative learning and/or projects
- Introductions to campus resources
- Research



## THESE ELEMENTS OF FYE HELP STUDENTS:

- Reflect on their past, present, and future learning.
- Explore new areas of knowledge with a diverse group of learners.
- Feel connected to the campus community.



## STUDENTS WHO PARTICIPATE IN FYE ARE MORE LIKELY TO:

- Return for their second year (Woolfork-Barnes, 2017).
- Have increased community engagement, cultural competence, and are more likely to foster positive relationships with instructors and peers (Keup & Young, 2017).
- Create learning goals for college and beyond (Enyon et al., 2018).

# UNIV101 - A First Year Experience at UA

At UA, UNIV101 (Intro to the General Education Experience) is one of the High Impact Practices built into the General Education curriculum. Read on to learn how UNIV101 provides a high-impact learning experience for students.



## UNIV101 AT UA INCLUDES:

- Weekly reflective writing
- Small group discussions and collaboration
- Introductions to campus resources
- Research
- ePortfolio development



## THESE ELEMENTS OF FYE HELP STUDENTS:

- Reflect on their past, present, and future learning.
- Explore new areas of knowledge with a diverse group of learners.
- Feel connected to the campus community.
- Create learning goals for college and beyond.



## INSTRUCTORS AT UA CAN REINFORCE FYE IMPACT BY:

- **Providing opportunities for reflection on learning.** Reflection can come in many forms (e.g., informal reflection in class, Think-Pair-Share, reflection papers, reflection on a group project).
- **Cultivating relationships with students.**
- **Encouraging students to develop their ePortfolios throughout GE.** One way to do this - inspire students to add signature assignments from your course to their ePortfolio!
- **Validating students' learning progress.** Validation can be achieved by getting to know students' names and backgrounds, and drawing from their assets and strengths.
- **Connecting students to campus resources.**

# Additional Resources

Eynon, B., Gambino, L. M., & Schneider, C. G. (2018). High-Impact Catalyst for Success: ePortfolio Integration in the First-Year Seminar. In *Catalyst in Action*. Taylor & Francis Group. <https://doi-org.ezproxy4.library.arizona.edu/10.4324/9781003443384>

Keup, J. R. & 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>

Woolfork-Barnes, T. (2017). Seven-year (2007-2013) retention study on students enrolled in thematic and nonthematic first-year experience seminar courses. *Strategic Enrollment Management Quarterly*, 5(3), 118-127. [https://arizona-primo.hosted.exlibrisgroup.com/permalink/f/1h28lag/TN\\_cdi\\_proquest\\_journals\\_262230112](https://arizona-primo.hosted.exlibrisgroup.com/permalink/f/1h28lag/TN_cdi_proquest_journals_262230112)

5

<https://ge.arizona.edu/univ-101>