|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **High Impact Practices--Implementation and Assessment/Notes from Session** | | |  |  |
|  |  |  |  |  |
| **HIP** | **Curricular/Cocurricular Location** | **Desired Outcome** | **Assessment Strategy** | **Other** |
| **Learning Communities, First-Year Seminars, Common Book Programs, Advising/Mentoring** | **Common Book/across institution** | **belonging, problem solving, critical thinking, engagement** | **thematic discussions within departments, departments choose how to assess** |  |
| **Collaborative Assignments/Projects, Problem-based Learning** | **City revitalization/College of Design** | **communication, writing, collaboration, application** | **presentation to city is evaluated** |  |
| **Writing-Intensive Courses, Eportfolios** | **Undergraduate Peer Mentors in Teacher Ed Department** | **Strengthen writing and increase student belonging/engagement** | **na** | **pay students $8.25/hr** |
| **Undergraduate Research, Interdisciplinary Inquiry** |  |  |  |  |
| **Study Away/Abroad** |  |  |  |  |
| **Service/Community-Based Learning, Internships/Co-op** | **Animal Sciences/the U's** | **problem solving, oral communication, written communication** | **showcase involving colleagues, peers, clients, three minute thesis given by each student** | **same rubric no matter the HIP.** |
| **Capstone Experiences** |  |  |  |  |
| **THINGS TO CONSIDER…** | **When should assessment be happening (right after HIP or end of degree), Most faculty are most comfortable with capstone experiences, HIPs seem to be limited to our "best" students (those that want to attend grad school, high GPA/ACT), many folks are fuzzy on assessment** | | | | |