

HIGH-IMPACT FIRST YEAR EXPERIENCES (FYES) @UND

Students engaging in an FYE with high intensity interactions will experience a range of outcomes such as: a greater sense of belonging to the classroom, institutional and academic community; supportive relationships with faculty and peers; greater understanding of and engagement with campus programs and resources related to academic, professional, and social development; and a greater depth of learning and understanding of academic content, skills, and the learning process through shared learning experiences.

To qualify as a high-impact FYE, the following four required key elements must be present, along with two additional elements (of four possible recommended elements).

Key Elements	Required?	Expected Features	Illustrative Examples
Interactions with faculty and peers about substantive matters	Yes	Minimally once weekly activities that promote student interaction with faculty, peers, and/or community partners which contribute to their knowledge.	Small group discussions each week; student lead presentations; attendance at out-of-class events which provide opportunities to dialogue with peers, faculty and/or community partners; students come together at least once weekly to attend an enrichment event such as a lecture by a visiting dignitary and/or discuss common readings and assignments.
Significant investment of time and effort by students over an extended period of time	Yes <i>Note: Understood to be in the context of a semester (in a course setting) and having key learning outcomes strategically and intentionally reiterated and reinforced in student work.</i>	Purposeful concepts are introduced and reinforced throughout the semester which focus on recognized growth and development from the beginning to the end of the semester. Required opportunities for intentional and sustained reflection based on course learning outcomes.	Conducting in-depth research and exploration over the course of a semester; embedding a multiple-part class assignment or activity structured to move the student to a deeper understanding.
Engagement with diversity, wherein students grapple with unfamiliar viewpoints and experiences	Yes <i>Note: This understanding of diversity does not relate to it as a content area but as a pedagogical approach—that students be required to engage with diverse others and diverse perspectives.</i>	A diversity/global learning course outcome. A demonstrated understanding of the value of diverse perspectives.	Working effectively and respectfully with others, incorporating diverse points of view; activities, assignments, and reflective writing designed to help students explore themselves as a member of a diverse campus community, and their responsibilities as a citizen within and outside the university; reading that poses issues or experiences of diverse people with discussion, listening to others, and responding respectfully to issues and ideas; attending appropriate events with peers with reflection and feedback required.

Frequent, timely, and constructive feedback	Yes	Feedback from faculty, peers, and/or outside individuals. Feedback should reflect on accomplishments, comment on both positives and negatives of work, provide suggestions for a path forward, incorporate past feedback into current feedback, and be actionable. Over the period of time students work on a task, there should be at least four instances of substantive constructive feedback.	Instructors engage in a dialogue with students by providing frequent and constructive feedback (in a variety of modalities with the goal of offering guidance to students regarding ways to improve and refine); specific and tailored responses to student work, experiences, or classroom interactions; use of rubrics, peer reviews, student conferencing, audio comments.
Performance expectations set at appropriately high levels	Recommended	Students are challenged to achieve beyond their current ability level.	A writing- or inquiry-intensive class in which student are required to complete challenging assignments, projects, and activities such as multiple short papers, problem sets or projects.
Periodic, structured opportunities to reflect and integrate learning	Recommended	Intentional learning (assignments and material) that requires reflection and integration. Opportunities to demonstrate how transferable/applicable learning is to other courses and experiences.	A learning community where assignments require students to draw on material covered in linked courses; submitting a portfolio and explaining the relative contributions of the artifacts contained therein that represent a range of knowledge and proficiencies attained.
Opportunities to discover relevance of learning through real-world applications	Recommended	Incorporating opportunities for students to bring their cultural competencies into their learning, and to see how academic content and approaches are relevant to the world. Opportunities to demonstrate how transferable/applicable course learning is to life outside of the classroom.	Applying knowledge to address problems/ issues within the campus, local and/or global community; service learning; writing assignments that address how students are applying concepts outside the classroom.
Public demonstration of competence	Recommended	An assessment of public demonstrations of competent by appropriate members of the public.	Conducting service work that is assessed as competent by outside evaluators; presenting a poster; given a demonstration to a public school or organization.

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