

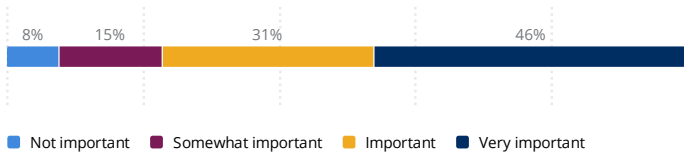
High-Impact Practices

This page displays feature findings for faculty perceptions regarding the importance of high-impact practices that undergraduates at their institution do before they graduate (#1, #8, #11).

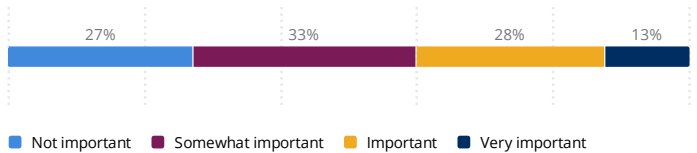
How important is it to you that undergraduates at your institution do the following before they graduate?

Response options: Very important, Important, Somewhat important, Not important

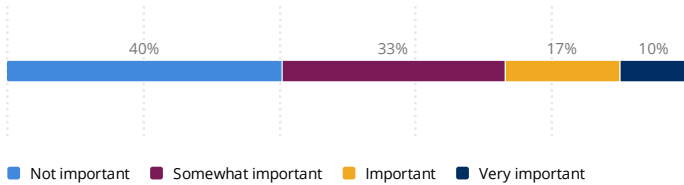
Participate in an internship, co-op, field experience, student teaching, or clinical placement 119 ⓘ



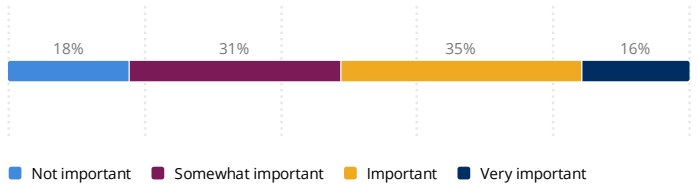
Participate in a learning community or some other formal program where groups of students take two or more classes together 119 ⓘ



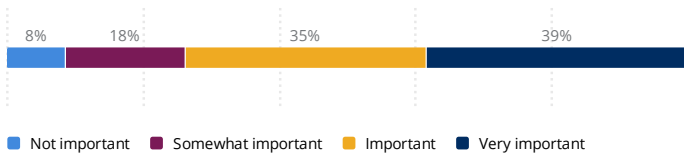
Participate in a study abroad program 119 ⓘ



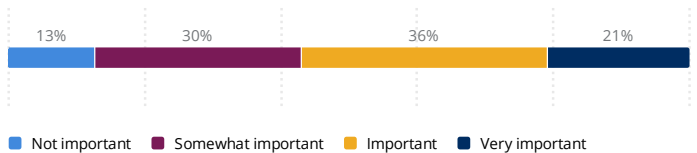
Work with a faculty member on a research project 119 ⓘ



Complete a culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.) 119 ⓘ



Participate in a community-based project (service-learning) as part of a course 119 ⓘ



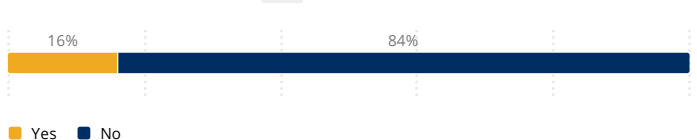
During the current school year, have you participated in the following activities?

Response options: Yes, No

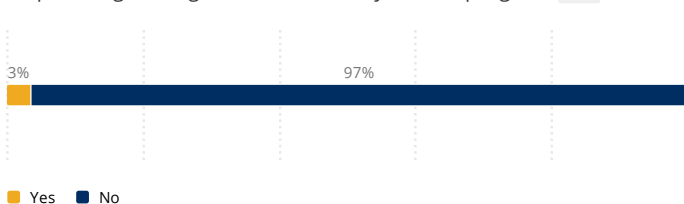
Supervising undergraduate internships or other field experiences 119 ⓘ



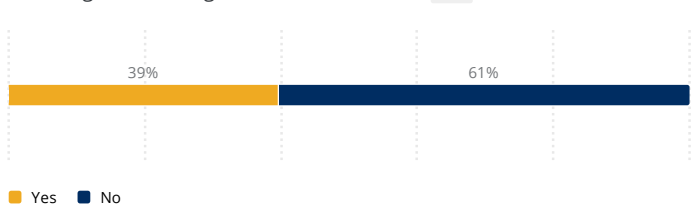
Supervising, mentoring, or teaching undergraduates in a learning community or some other formal program where groups of students take two or more classes 119 ⓘ



Supervising undergraduates in a study abroad program 119 ⓘ



Working with undergraduates on research 119 ⓘ



Mentoring or teaching undergraduates completing a culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.) 119 ⓘ



About how many of your undergraduate courses at this institution have included a community-based project (service-learning)? 106 ⓘ

