***Undergraduate quality begins with a campus culture that***

1. Sets high expectations for student learning and makes active efforts to help students reach them;
2. Designs curricula and instructional efforts to meet students’ diverse backgrounds, levels of preparation, and previous experiences
3. Emphasizes the first years of undergraduate study and the importance of transition and challenging core academic experiences.

***Key to a successful first-year experience:*** engagement/belonging (relationships), a campus emphasis on learning and support for student learning, and high expectations.

***Seven Principles For Good Practice in Undergraduate Education by Arthur W. Chickering and Zelda F. Gamson, 1987***

1. Encourages contact between students and faculty: positive impact on academic, social, and personal growth and development

2. Develops reciprocity and cooperation among students (cooperative learning techniques): helps students learn content, promote increased investigation of the subject, and foster greater diligence in learning material.

3. Encourages active learning: promotes learning content, better course success and satisfaction, and persistence to next term. One minute papers, in-class writing, reading quizzes followed by small group discussion, buzz groups.

4. Gives prompt feedback: helps student learn from mistakes, peer reviews can help improve writing.

5. Emphasizes time on task: Students learn how to dedicate out of class time to important activities. Faculty should: communicate time required to prepare for class and understand material (and how to do this); help students set goals for their own learning; emphasize importance of regular work, steady application, self-pacing, scheduling; meet with students who fall behind.

6. Communicates high expectations: facilitates academic, social, personal, and vocational development.

7. Respects diverse talents and ways of learning: introduce diverse perspective with small group discussions, role playing and debates.

Kinzie J. (2014) “Research on Successful Learning Practices” in B. Tobolowsky (Ed.) *Paths to Learning: Teaching for Engagement in College.* Columbia: University of South Carolina, National Resource for the First-Year Experience and Transition.

**From the Center for Learning:**

Attendance

Emphasize time on task: What do you want students to do?

Exam preparation

Growth Mindset: Intelligence, basic talents and abilities can be developed with experience, effort mentorship. Metacognitive approach to learning.