

29.7.2024

**Author**

KILGO, Cindy A. (SHEETS, Jessica K. Ezell; PASCARELLA, Ernest T.)

**Title**

The link between high-impact practices and student learning : some longitudinal evidence / Cindy A. Kilgo ; Jessica K. Ezell Sheets ; Ernest T. Pascarella

**Publication year**

2015

**Source/Footnote**

In: Higher education. - 69 (2015) 4, S. 509 - 525

**Inventory number**

37961

**Keywords**

Ausland : USA : einzelne Hochschulen ; Ausland : USA : Studenten, Studium, Lehre

**Abstract**

The current paper used data from the Wabash National Study of Liberal Arts Education?a longitudinal, pretest/posttest design?to estimate the effects of participation in the ten ?high-impact? educational practices put forth and endorsed by the Association of American Colleges and Universities (AAC&U) on a variety of liberal arts educational outcomes. The high-impact practices included in the study were: first-year seminars, academic learning communities, writing-intensive courses, active and collaborative learning, undergraduate research, study abroad, service learning, internships, and capstone courses/experiences. Findings from ordinary least squares regression analyses suggested that active and collaborative learning as well as undergraduate research had broad-reaching positive effects across multiple liberal arts learning outcomes, such as critical thinking, need for cognition, and intercultural effectiveness. Several other high-impact practices?including study abroad, internship, service learning, and capstone course/experience?had more narrowly focused positive effects on student learning. Overall, this study?s findings support

**29.7.2024**

AAC&U's advocacy of high-impact practices as pathways to student success.(HRK / Abstract  
übernommen) Kilgo, Cindy A., cindy-kilgo@uiowa.edu