High Impact Practices (2017 version)

First-Year Seminars and Experiences

High quality first-year experiences emphasize critical inquiry, writing, information and media literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies.

Common Intellectual Experiences

Congenial with the intent of a "core" curriculum, examples of contemporary e orts to bring a measure of intellectual coherence to the undergraduate experience include a set of required common courses or a vertically integrated general education program that may feature a learning community experience often organized around broad themes such as technology and society, or global interdependence enriched with out-of-class activities.

Learning Communities

The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through different disciplines.

Writing- and Inquiry Intensive Courses

These courses emphasize writing at all levels and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences and disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, information literacy, and, so on.

Collaborative Assignments and Projects

A variety of approaches have been found to advance learning from others and collaborative problem solving, ranging from study groups within a course, to team-based assignments and writing, to cooperative projects and research. Such experiences are especially effective in promoting self-understanding and appreciation of alternative views.

Undergraduate Research

The goal of undergraduate research is to expose and involve students early in the undergraduate program with systematic inquiry approaches that introduce contested questions, empirical observation, technologies, and the enthusiasm that comes from working to answer questions or create new formulations through literary or artistic endeavor.

Diversity/Study Away/Global Learning

Most institutions offer some type of course, program, or experiential activity such as study away to introduce and have students experience communities, cultures and world views that differ from their own, whether in the U.S. or abroad, with the aim of increasing understanding and appreciation of human differences.

Service Learning, Community-Based Learning

Field-based applied learning with community partners is an instructional strategy to engage students directly with issues they are studying in order to analyze and seek solutions to concrete, real-world problems which also is good preparation for citizen- ship, work and life. Key to realizing these desire outcomes is structured reflection about how classroom learning informs community practice and vice-versa.

Internships and Field Experiences

Internships and other forms of field experiences such as student teaching are increasingly common. Such applied, experiential learning provides students with direct experience in a setting typically related to their current career interests during which time they bene t from the supervision and coaching from professionals. Credit-bearing activities usually require students to complete a faculty- or staff-approved project or paper.

Capstone Courses and Projects

Whether called "senior capstones" or some other name, these culminating experiences require students nearing the end of their studies to complete some sort of project that integrates and applies what they have learned. Capstones are offered both in departmental programs and, increasingly, in general education as well.

ePortfolio

ePortfolio is a portable, expandable, updatable vehicle for accumulating and presenting evidence of authentic student accomplishment including the curation of specific proficiencies and dispositions at given points in time. Done well, ePortfolio is a powerful pedagogical approach that requires meaningful student reflection and deepens learning while making achievement visible—to students themselves, to their peers and faculty, and to external audiences.

Note: This is an amended version of the original list of HIPs presented in Kuh (2008) and in numerous subsequent AAC&U publications.

Source

Kuh, G. D., O'Donnell, K., & Schneider, C. G. (2017). HIPs at Ten. *Change: the Magazine of Higher Learning*, *49*(5), 8–16. http://doi.org/10.1080/00091383.2017.1366805