

High-Impact Practices (HIPs) are intentionally designed teaching and learning experiences that require sustained student effort, meaningful interaction with faculty and peers, exposure to diverse perspectives, and real-world application of knowledge. These practices promote deep learning, engagement, retention, and equitable student success and are widely recognized through NSSE research and accreditation expectations as indicators of educational quality and effectiveness.

Core High-Impact Practices

Foundational & First-Year Experiences

- First-year seminars and experiences
- Common intellectual experiences
- Learning communities
- Writing-intensive courses

Experiential & Applied Learning

- Service learning / community-based learning
- Undergraduate research with faculty
- Internships, co-ops, clinicals, student teaching
- Study abroad / global learning
- Collaborative projects & problem-based learning

Integrative & Advanced Learning

- Capstone courses & culminating senior experiences
- ePortfolios
- Integrative & applied learning projects (connect learning across courses, disciplines, and experiences and apply that knowledge to authentic problems, professional contexts, or community needs.)

Key Design Elements of Effective HIPs

Across NSSE and AAC&U research, effective HIPs share these characteristics:

- ✓ High expectations and significant time investment
- ✓ Frequent faculty and peer interaction
- ✓ Exposure to diverse perspectives
- ✓ Real-world application of learning
- ✓ Frequent feedback and reflection
- ✓ Public demonstration of competence

Why HIPs Matter (Useful for Assessment & HLC)

Research consistently links HIP participation to:

- deeper learning & critical thinking
- improved retention and persistence
- stronger career readiness
- greater equity in student success outcomes