HIGH IMPACT PRACTICES Characteristics for Use in Curriculum Information Management System and Course Development

High Impact Practices (HIPs) are instructional approaches that require students to more actively and intensively engage in their own learning. The use of HIPs correlates positively with deepened learning, increased academic achievement, and persistence to graduation (Kuh, G.D. (2008). High Impact Educational Practices: What They Are, Who Has Them, and Why They Matter. Washington, DC: Association of American Colleges and Universities). While HIPs are often associated with particular types of educational experiences (e.g., first-year seminars, internships, study abroad, or capstone courses), the extent to which these experiences incorporate key characteristics (noted below) to support learning determines the educational impact. Use of the characteristics is not an end in itself; rather, use of the characteristics should support students' mastery of course- and program-level learning outcomes.

As you create or refresh courses, and include Student Learning Outcomes (SLOs) and Content Competencies, consider how you can also include High Impact Practice characteristics into course design in order to promote student achievement of both course- and program-level learning outcomes.

In designing foundational level courses, consider how and to what extent students gain exposure and reflect upon specific high impact practices that connect to SLOs and content competencies. In developing upper division courses, consider how these courses can deepen impact and help student toward integrative learning. In capstone or similar experiences, consider how these courses can provide unique opportunities for enriched and transformative experience. The characteristics indicated on the chart on page two can be copied and pasted into the "student learning experience" portion of the CIM course approval process.

For more information on HIPs, see https://www.aacu.org/leap/hips.

HIP Characteristics	Example Teaching and Learning Practices[1] (Not Exhaustive)	
o Develops metacognitive thinking o Provides constructive feedback o Fosters cultural competency and global perspectives o Engages students in collaborative projects o Strengthens intellectual and practical skills o Deepens personal and social responsibility o Provides for integrative and applied learning	o Undergraduate research o Common intellectual experiences o Learning communities o Writing-intensive courses o Collaborative assignments and projects o Other – please specify:	o First-year seminar and experiences o Service- or community-based learning o Internships o Diversity/global learning o Capstone course/seminar/projects o Pedagogical innovation

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[1] Adapted from Kuh, G.D. (2008).

Key HIP Characteristics
Metacognitive Thinking Students show how the course or experience contributes to their ability to monitor and improve their learning strategies and their intellectual/personal growth in substantive ways with long-term implications. To help students recognize how their thinking has shifted over a semester, they engage in structured reflections at the beginning and end of the semester, and at other points.
Constructive Feedback Students receive frequent, constructive feedback on their knowledge/abilities and use this feedback to improve performance. Students are prepared to offer substantive critiques of peers' work and engaged regularly in doing so.
Intellectual and Practical Skills Students engage in activities intentionally designed to require inquiry, analysis, development of creative products, and interaction; such activities should build skills in both interpreting and thinking critically about written, oral, quantitative, and/or research-based materials. Students complete projects that ask them to communicate disciplinary concepts to varied audiences, critique and refine their presentation and knowledge.
Collaborative Projects Students engage with peers, faculty/staff, and/or others to problem solve, share intellectual interests/experiences, collaborate on projects, and encourage one another's intellectual growth; in the process, they build meaningful relationships.
Cultural, Disciplinary, and Global Perspectives Students respond to and discuss example cases from multiple diverse perspectives, exposing these cases' global, cultural, socio-economic, disciplinary, and/or technical implications for various demographics; students engage in regular and substantive interactions with diverse others to understand issues from various viewpoints. Students reflect regularly to assess and expand their levels of openness to others' perspectives.
Personal and Social Responsibility: Students participate in civic engagement (locally or globally); Students participate in civic engagement (locally or globally); significant historical, societal or scientific problems/issues that promote life-long learning enrich discussions. Students consider how to apply, ethically and responsibly, disciplinary knowledge in civic situations.
Integrative and/or Applied Learning: Students are asked to demonstrate the ability to integrate multiple threads from prior learning and/or to apply prior learning to complex, novel, or re-contextualized problems; application and/or integration should increase students' ability to adapt to, and contribute in, a wide variety of situations.