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# High Impact Practices in Course Design

College courses often involve lectures and group discussions. And to assess learning, undergraduate courses typically rely on frequent quizzes and a final exam. While these widely used activities can be efficacious, consider delivering your course with one or more "High Impact Practices" (HIPs) (Kuh, 2008):

* 1. Common Intellectual Experiences
  2. Learning Communities
  3. Service Learning
  4. First Year Seminar
  5. Internships
  6. Diversity, Global learning
  7. Capstone Projects
  8. Undergraduate Research
  9. Writing-intensive courses
  10. Collaborative assignments and projects
  11. e-Portfolios

The Association of American Colleges and Universities (AACU) takes note of HIPs because, compared to their peers, students who participate it at least one HIP are more engaged in their learning (Watson et al., 2016. p. 65) as measured by the National Survey of Student Engagement (NSSE). Each of the HIPs above has one or more of the following characteristics (Kuh and O'Donnell, 2013, p. 10):

* Exposure to diverse beliefs
* Prompt feedback
* Integration of learning across courses
* Student-faculty interaction on meaningful content
* Significant investment from students
* High expectations of students
* Demonstration of competence
* Application to real life

In fact, some HIPs capture several or all of these characteristics. A capstone project, for example, may involve all of these.

#### Click [here](https://calbaptist.edu/teaching-learning-center/teaching/teaching-resources/high-impact-practices) to see examples of each of these HIPs, and to discover research on how they lead to student achievement.

### References

###### Kuh, George D. (2008). High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter. American Association of Colleges & Universities.

###### Kuh, G. D., O’Donnell, K., & Reed, S. (2013). Ensuring Quality and Taking High-Impact Practices to Scale. Washington DC: Association of American Colleges and Universities.

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