

Excerpt from “High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter”

By George D. Kuh

Kuh’s (2008, p. 21) has noted: “when I am asked, what one thing we can do to enhance student engagement and increase student success? I now have an answer: make it possible for every student to participate in *at least two high-impact activities* during his or her undergraduate program, one in the first year, and one taken later in relation to the major field. The obvious choices for incoming students are first-year seminars, learning communities, and service learning.” The following are brief descriptions of those *high-impact activities* for student engagement and success.

Excerpt below accessed via <https://secure.aacu.org/PubExcerpts/HIGHIMP.html>

A Brief Overview

The following teaching and learning practices have been widely tested and have been shown to be beneficial for college students from many backgrounds. These practices take many different forms, depending on learner characteristics and on institutional priorities and contexts. On many campuses, assessment of student involvement in active learning practices such as these has made it possible to assess the practices’ contribution to students’ cumulative learning. However, on almost all campuses, utilization of active learning practices is unsystematic, to the detriment of student learning. Presented below are brief descriptions of high-impact practices that educational research suggests increase rates of student retention and student engagement. The rest of this publication will explore in more detail why these types of practices are effective, which students have access to them, and, finally, what effect they might have on different cohorts of students.

First-Year Seminars and Experiences

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on

a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students’ intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members’ own research.

Common Intellectual Experiences

The older idea of a “core” curriculum has evolved into a variety of modern forms such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

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 the lenses of different disciplines. Some deliberately link “liberal arts” and “professional courses”; others feature service learning (see below).

Writing-Intensive Courses

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

Collaborative Assignments and Projects

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

Undergraduate Research

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Diversity/Global Learning

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore “difficult differences” such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

Service Learning, Community-Based Learning

In these programs, field-based “experiential learning” with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in

the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Internships

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for “course credit,” students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects

Whether they're called “senior capstones” or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of “best work,” or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.

See also:

Kuh, George D. (2008). “High-impact educational practices: What they are, who has access to them, and why they matter.” AAC&U, Washington, D.C. 34 pp.

Kuh, G. D., Kinzie, J., Buckley, J. A., Bridge, B. K., and Hayek, J. C. (2006). “What matters to student success: A review of the literature.” Commissioned Report for the “National Symposium on Postsecondary Student Success: Spearheading a Dialog on Student Success.” National Postsecondary Educational Cooperative. 151 pp.
http://nces.ed.gov/IPEDS/research/pdf/Kuh_Team_Report.pdf

Why they leave: the impact of stereotype threat on the attrition of women and minorities from science, math and engineering majors. *Social Psychology of Education*, 15: 427-488. Describes a study using longitudinal data that examined the impact of stereotype threat—the anxiety caused by the expectation of being judged based on a negative group stereotype—on the retention of underrepresented students in STEM. [3] Borum, V., Hilton, A.A., & Walker, E. (2016). *The Role of Black Colleges in the Development of Mathematicians*. Excerpted from *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter* (2008). Association of American Colleges & Universities. [High-Impact Educational Practices: What They Are, Who Has Access To Them, and Why They Matter (2008) AAC&U; Kuh & O’Donnell, 2013]. HIPs on NSSE. HIPs at Your Institution. Are these HIPs offered at your institution? college? Which HIPs are your students most likely to experience? Why? Do you track students HIP participation? How are you assessing HIPs? HIP Participation NSSE 2007 vs. 2016. * S-L question changed in 2013, but is roughly approximate. High-impact educational practices: What they are, who has access to them, and why they matter. AAC&U. Impact of HIPs is Greatest for Historically Underserved. (excerpts from O’Neill, Peer Review, 2010; Kuh, O’Donnell, 2013). Assessing HIP Quality: Does the HIP assure the 8 elements? Below is an excerpt from *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*, by George D. Kuh (AAC&U, 2008). [Chart of High-Impact Practices \(pdf\)](#). *High-Impact Educational Practices: A Brief Overview*. The following teaching and learning practices have been widely tested and have been shown to be beneficial for college students from many backgrounds. These practices take many different forms, depending on learner characteristics and on institutional priorities and contexts. On many campuses, assessment of student involvement in active learning practices such as these has made it possible to assess the practices’ contribution to students’ cumulative learning.