

What Are High-Impact Educational Practices

High-Impact Educational Practices (HIPs) are learning experiences that strengthen a student's academic experience. Participating in HIPs strengthens a student's ability to develop intellectually and gain practical skills such as communication, collaboration, and critical thinking. (Kuh, 2008).

Students engaging in HIPs should:

- 1) Devote considerable time and effort to purposeful tasks that deepen their commitment to their activity and academic program.
- 2) Interact with faculty about substantive matters over an extended period of time.
- 3) Experience diversity through contact with people who are different from themselves.
- 4) Receive frequent feedback about their performance.
- 5) Connect what they are learning in different settings on-and-off campus.
- 6) Receive the tools and ethical grounding to act with confidence for the betterment of the human condition.

UCF Signature Experience Initiative

Based on shared student-learning outcomes, specific upper division HIP experiences will be designated as signature experiences for each major. They will be integrated into each degree program as a culminating academic experience. Beginning in the 2020-2021 catalog year, participating in a signature experience HIP will be a graduation requirement in all degree programs.

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

<https://dtl.ucf.edu/hip/>



First Year Courses/Seminars

Small groups of students and faculty meet on a regular basis to foster a classroom-community that emphasize critical inquiry, writing, information literacy, and collaborative learning to elicit students' academic and social development.

Learning Communities

Integrate learning across courses to provide students with critical thinking experiences and opportunities for engagement beyond the traditional classroom.

Undergraduate Research

Research Intensive Courses - Curriculum-based classes that actively engage students in a guided line of inquiry that adhere to some aspect of the research process and include a research deliverable.

Directed Independent Research- With guidance from a faculty mentor, undergraduate students explore an inquiry or investigation that makes or supports the creation of an original intellectual or creative contribution to the discipline.

Experiential Learning

Service-Learning - Course-based activity that furthers the learning objectives of the class, addresses community needs, and requires students to reflect on their activity in order to gain an appreciation for the relationship between civics and academics.

Internship, Co-Ops, Clinical, Practicum- Occur in a professional setting—usually related to their career interests—that allows students to gain real-world experience and benefit from supervision and coaching from professionals in the field.



Study Abroad & Global Learning

Experiences that encourage global and civic engagement, as well as an increased appreciation for culture and diversity. Students have the opportunity to broaden their perspectives by studying in diverse, local communities or at international institutions.

Capstone Courses

A culminating experience that enables students, who have nearly completed their degree program, to integrate and apply learnings from their degree programs into projects.

Integrative Experiences

Offers students an opportunity to explore integrative pathways that connect the core knowledge and skills of their major to real-world professional and civic contexts through cooperative learning.