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HIPs at Ten

By George Kuh, Ken O'Donnell, and Carol Geary Schneider

HAPPY ANNIVERSARY HIPs!

Anniversaries are an occasion to take stock—to look back, reflect, and (if warranted) celebrate what has happened over time. 2017 is the anniversary of the introduction of what are now commonly known as high-impact practices (HIPs). Granted, many of the specific activities pursued under the HIPs acronym have been around in some form for decades, such as study abroad, internships, and student-faculty research. But it was about ten years ago that, after conferring

with Carol Schneider, George Kuh used the phrase “high-impact practices” in his essay introducing the 2006 National Survey of Student Engagement (NSSE) annual report (http://nsse.indiana.edu/NSSE_2006_Annual_Report/docs/NSSE_2006_Annual_Report.pdf).

Just weeks later, the phrase appeared again in the 2007 Association of American Colleges and Universities (AAC&U) report, *College Learning for a New Global Century* together with a “guide” to these effective educational

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practices (AAC&U, 2007, p. 5 and Appendix A). The 2007 NSSE annual report featured a more fulsome discussion about the evidence supporting the benefits of HIPs for student learning and persistence (http://nsse.indiana.edu/NSSE_2007_Annual_Report/index.cfm).

So, it seems reasonable to declare 2017 as the tenth anniversary of HIPs as a potentially powerful approach to enhance student learning and persistence.

In this article, we reflect on the evolution of HIPs as a demonstrably powerful set of interventions to foster student success. By student success, we mean an undergraduate experience marked by *academic achievement, engagement in educationally purposeful activities, satisfaction, persistence, attainment of educational objectives, and acquisition of desired learning outcomes that prepare one to live an economically self-sufficient, civically responsible, and rewarding life*. The rationale for making student success a national priority is clear and persuasive: insuring that America and its citizens thrive in the global future requires access to a postsecondary education that results in high levels of learning and personal development for students of *all* backgrounds.

First, we briefly summarize what HIPs are and why they matter. Then we explain what has fueled their rapid, widespread acceptance and discuss some of the lessons learned from campus-based efforts to increase the number of students who participate in a HIP, including the attendant institutional challenges. We conclude with a glimpse of the future and a nod to other activities and practices that have HIP-like properties and that, with some intentional tweaks, could also provide unusually developmentally powerful experiences for students.

HIPs: WHERE THEY CAME FROM, WHAT THEY ARE, AND WHAT THEY DO

As already noted, most of the educational activities clustered under the HIPs umbrella (Figure 1) have been around

for many years. In fact, it was this accumulated common wisdom about the value of what were then called “engaging educational practices” that compelled the group that designed the original NSSE in 1998 to add the Enriching Education Experiences (EEE) scale to the core questionnaire when it was field tested a year later. This scale listed a variety of activities that a mix of data and anecdote suggested were worthwhile investments of student time and effort—learning communities, service learning, study abroad, student-faculty research, and internships to name a few.

In 2005, Kuh asked the NSSE analyst team to take an in depth look at the items that comprised the EEE scale and their relationships with the other four original NSSE scales (academic challenge, active and collaborative learning, student-faculty interaction, and supportive campus environment) as well as their relationship with self-reported gains questions representing such learning outcomes as critical thinking, writing competence, quantitative reasoning, and so forth. The initial analyses were uniformly positive across the board, showing that participating in any one of these activities was related to higher engagement levels and more robust outcomes compared with students who did not have such an experience. Indeed, the results were generally so strong for different types of students across all types of institutions that Kuh was concerned the initial analysis was flawed.

After multiple checks and analyzing several years of national data multiple times, the overwhelming positive pattern of results held, which has been the case every year since. Moreover, a HIP experience typically has *compensatory effects* for undergraduates who are first in their family to attend college, are less well prepared academically, and are members of historically underrepresented racial and ethnic groups. We discuss these and other positive effects of HIP participation below.

During this same period, Carol Schneider and her colleagues at AAC&U also noted the increased use of engaged

In Short

- Student participation in one or more of the 10 original HIPs is associated with a range of positive outcomes, especially for those historically underrepresented in postsecondary education.
- HIPs are developmentally powerful because they require applied, hands-on, integrative, and often collaborative learning experiences.
- Sadly, HIPs participation is inequitable, with first generation, transfer students, and African-American and Latino students least likely to have such experiences.
- Related efforts such as the National Association of System Heads Taking Student Success to Scale (TS3) project and the ePortfolio movement can potentially expand participation and deepen the learning from HIPs.
- Among the challenges to institutionalizing HIPs are demonstrating the fiscal benefit of increased graduation rates, changing academic reward systems to support faculty and staff involvement in HIPs, and acknowledging HIPs in the institutional data system.

FIGURE 1. HIGH-IMPACT EDUCATIONAL PRACTICES

First-Year Seminars and Experiences

High quality first-year experiences emphasize critical inquiry, writing, information and media literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies.

Common Intellectual Experiences

Congenial with the intent of a "core" curriculum, examples of contemporary efforts to bring a measure of intellectual coherence to the undergraduate experience include a set of required common courses or a vertically integrated general education program that may feature a learning community experience often organized around broad themes such as technology and society, or global interdependence enriched with out-of-class activities.

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 different disciplines.

Writing- and Inquiry Intensive Courses

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

Collaborative Assignments and Projects

A variety of approaches have been found to advance learning from others and collaborative problem solving, ranging from study groups within a course, to team-based assignments and writing, to cooperative projects and research. Such experiences are especially effective in promoting self-understanding and appreciation of alternative views.

Undergraduate Research

The goal of undergraduate research is to expose and involve students early in the undergraduate program with systematic inquiry approaches that introduce contested questions, empirical observation, technologies, and the enthusiasm that comes from working to answer questions or create new formulations through literary or artistic endeavor.

Diversity/Study Away/Global Learning

Most institutions offer some type of course, program, or experiential activity such as study away to introduce and have students experience communities, cultures and world views that differ from their own, whether in the U.S. or abroad, with the aim of increasing understanding and appreciation of human differences.

Service Learning, Community-Based Learning

Field-based applied learning with community partners is an instructional strategy to engage students directly with issues they are studying in order to analyze and seek solutions to concrete, real-world problems which also is good preparation for citizenship, work and life. Key to realizing these desired outcomes is structured reflection about how classroom learning informs community practice and vice-versa.

Internships and Field Experiences

Internships and other forms of field experiences such as student teaching are increasingly common. Such applied, experiential learning provides students with direct experience in a setting typically related to their current career interests during which time they benefit from the supervision and coaching from professionals. Credit-bearing activities usually require students to complete a faculty- or staff-approved project or paper.

Capstone Courses and Projects

Whether called "senior capstones" or some other name, these culminating experiences require students nearing the end of their studies to complete some sort of project that integrates and applies what they have learned. Capstones are offered both in departmental programs and, increasingly, in general education as well.

ePortfolio

ePortfolio is a portable, expandable, updatable vehicle for accumulating and presenting evidence of authentic student accomplishment including the curation of specific proficiencies and dispositions at given points in time. Done well, ePortfolio is a powerful pedagogical approach that requires meaningful student reflection and deepens learning while making achievement visible—to students themselves, to their peers and faculty, and to external audiences.

Note: This is an amended version of the original list of HIPs presented in Kuh (2008) and in numerous subsequent AAC&U publications.

learning practices across higher education. Each year, AAC&U receives proposals from hundreds of institutions to participate in projects, present promising work at conferences, and bring campus teams to summer institutes to focus on educational change. Many of these proposals addressed first year experiences and seminars, learning communities, undergraduate research, diversity engagement, service learning, capstones, and more.

As part of its Greater Expectations initiative, funded by multiple philanthropies from 2000 to 2006, AAC&U compiled its own summary of the research on eight of these practices and even proposed to *U.S. News & World Report* that there should be an "engaged learning" index in its rankings based on evidence on what fraction of the student body at a given institution participated in these forms of highly engaged learning. Carol Schneider highlighted many

of these learning practices, including e-portfolios, in a 2003 AAC&U member paper, *Practicing Liberal Education: Formative Themes in the Re-invention of Liberal Learning*. Later, her colleagues Andrea Leskes and Ross Miller provided another version of these practices in the final report from the Greater Expectations initiative, *Purposeful Pathways: Helping Students Achieve Key Learning Outcomes* (AAC&U, 2006).

These analyses helped AAC&U envision and plan what became its LEAP (Liberal Education and America's Promise) initiative, launched in 2005 as a long-term effort to help higher education move from "islands of innovation" to a pervasive focus on "essential learning outcomes" and on engaged learning practices that would help students successfully achieve these outcomes. When NSSE released its own findings in 2006 and 2007, this led AAC&U to formally "declare" the existence of ten empirically supported HIPs (Kuh, 2008). Recently, AAC&U has strongly endorsed another powerful pedagogical practice, ePortfolio. After reviewing the empirical evidence (e.g., Eynon & Gambino, 2017), Kuh recommended ePortfolio become the eleventh HIP (Kuh

2017). Thus, HIPs became and remain a central theme in the LEAP framework for making excellence inclusive.

As we've explained in some detail elsewhere (Kuh, 2008; Kuh, O'Donnell, & Reed, 2013), HIPs can take different forms, depending on learner characteristics, institutional priorities and contexts. The positive influence of participating in a HIP is likely a function of multiple effective educational practices that are characteristic of a HIP done well. Thus, what makes a HIP developmentally powerful is that all of them induce high levels of student engagement in substantive tasks that in turn deepen learning (Figure 2).

Evident from Figures 1 and 2 is that HIPs require applied, hands-on, integrative, and often collaborative learning experiences. In addition, subsequent research conducted at institutions in three state systems showed that participating in multiple HIPs has cumulative, additive effects (Finley & McNair, 2013). That is, on average, the more HIPs students have done the more likely they are to earn a baccalaureate degree within six years and the more they learn compared with their counterparts who have not had such an experience. This general pattern holds for first-generation students,

FIGURE 2. EIGHT KEY HIPs FEATURES ILLUSTRATED

Performance expectations set at appropriately high levels

Example: A writing- or inquiry-intensive first-year seminar in which assignments, projects, and activities such as multiple short papers, problem sets or projects challenge students to achieve beyond their current ability level as judged by criteria calibrated to students' pre-college accomplishment evidenced by placement tests or ACT or SAT scores.

Significant investment of concentrated effort by students over an extended period of time

Example: A multiple-part class assignment or community engagement project on which a student works over the course of the academic term, beginning with a synopsis of the problem or issue to be examined and the methods or procedures that will be used, followed subsequently with narrative sections describing the methods, findings, and conclusions which together culminate in a completed paper, demonstration or performance evaluated by an independent third party or faculty supervisor.

Interactions with faculty and peers about substantive matters

Example: Out-of-class activities in which students in a learning community or first-year seminar come together at least once weekly to attend an enrichment event such as lecture by a visiting dignitary and/or discuss common readings and assignments facilitated by an upper-division peer mentor.

Experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar

Example: A service learning field assignment wherein students work in a setting populated by people from different backgrounds and demographics, such as an assisted living facility or shelter for abused children, which is coupled with class discussions and journaling about the connections between class readings and the field assignment experience.

Frequent, timely, and constructive feedback

Example: A student-faculty research project during which students meet with and receive suggestions from the supervising faculty (or staff) member at various points to discuss progress, next steps, and problems encountered and to review the quality of the student's contributions up to and through the completion of the project.

Opportunities to discover relevance of learning through real-world applications

Example: An internship, practicum or field placement that requires that students apply the knowledge and skills acquired during their program of study, or supervisor mediated discussions among student workers that encourage students to reflect on and see the connections between their studies and experiences in the work setting.

Public demonstration of competence

Example: An oral presentation to classmates of the required capstone seminar product that is evaluated by a faculty member and/or an accomplished practitioner, or a narrative evaluation of an internship, practicum or field placement by the work setting supervisor and/or supervising faculty or staff member.

Periodic, structured opportunities to reflect and integrate learning

Example: Linked courses in a learning community wherein an instructor of one course designs assignments that require students to draw on material covered in one or more of the other linked courses supplemented by a peer preceptor who coordinates student attendance and discussion at relevant campus events, or a capstone course in which students finalize their ePortfolio and explain the relative contributions of the artifacts contained therein that represent the knowledge and proficiencies attained at various points during their program of study.

transfers, and those from different ethnic backgrounds (Finley & McNair, 2013).

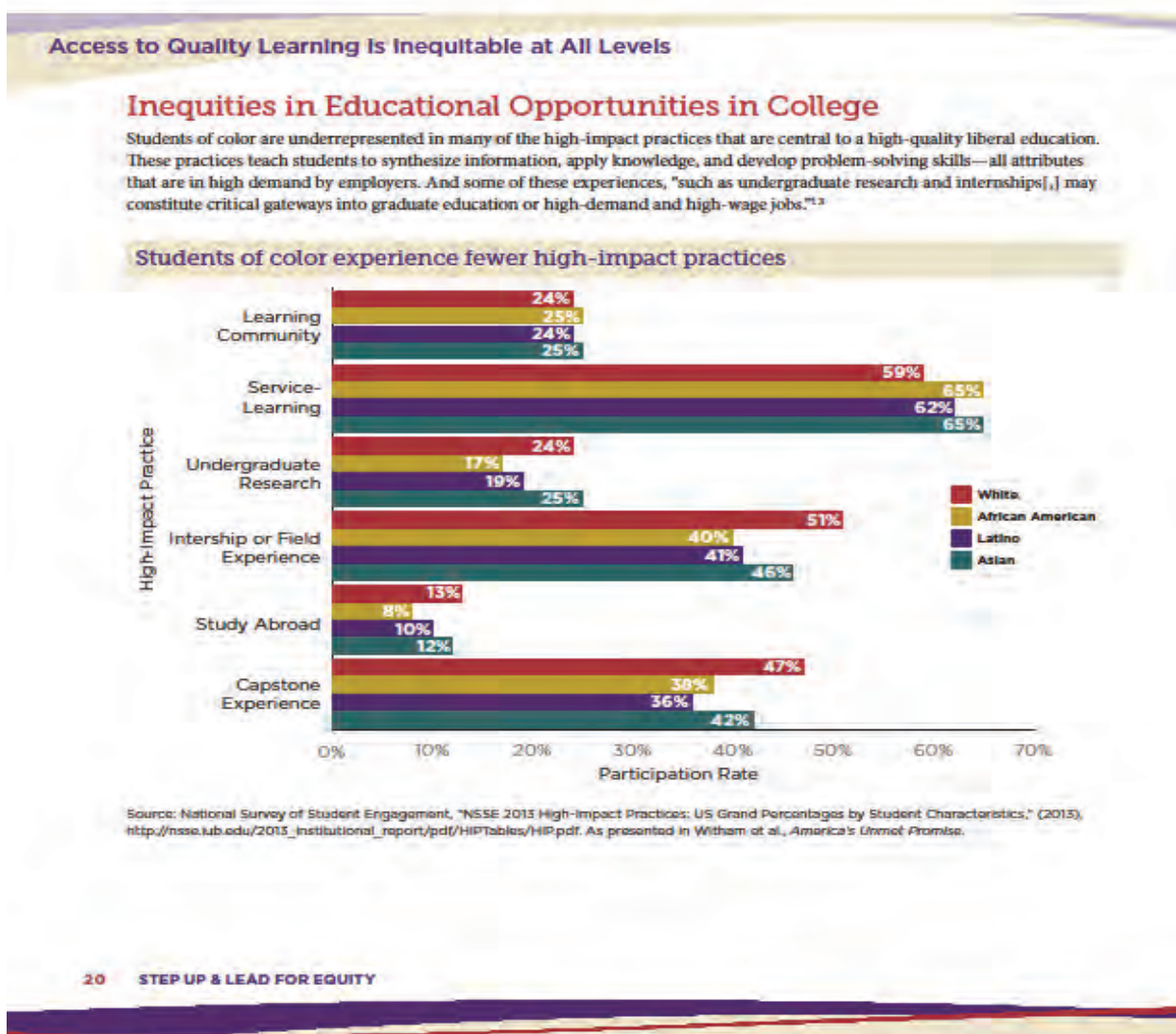
Another reason participating in a HIP is helpful is because the experience helps shrink the psychological size of a campus. That is, a HIP usually puts students in close proximity to faculty or staff members and peers for an extended period of time, much of it focused on substantive tasks. This personalizes the learning experience and increases the likelihood that students have an affinity group with which to identify at some level. In this way, participating in a HIP essentially guarantees that every student and a relatively small group of peers involved in the same educationally purposeful activity are known by name by at least one faculty or staff person. Thus, it is nearly impossible for a student in a HIP to be anonymous, a condition that is unfriendly to persistence and other desired outcomes. And when done well, the HIP experience creates conditions whereby all students, including those from historically underrepresented groups, are seen, heard, and impelled to engage, because the nature of a HIP obliges them to be actively involved.

The sobering reality, however, is that participation in HIPs remains inequitable, with first generation, transfer students, and African-American and Latino students least likely to participate. AAC&U's commissioned study of the research on the benefits of HIPs for underserved students found the focus of most research was on grades, persistence, transfer, and completion with almost no attention to underserved students' achievement of learning outcomes (Brownell & Swaner, 2010). Similarly, NSSE data show that significantly fewer African-American and Latino students take part in undergraduate research, internships, study abroad, and capstone experiences, each of which can provide a bridge between college learning and post-graduate study or career opportunities (Figure 3).

THE HIPs JUGGERNAUT

HIPs have received a fair amount of attention, and efforts to both increase the numbers of available HIPs and encourage more students to participate in them are widespread across different types of colleges and universities.

FIGURE 3. PARTICIPATION PATTERNS IN SELECTED HIPs



For example, state systems such as the 23-campus California State University and the 64-campus State University of New York are implementing initiatives to encourage many more students to participate in a HIP-like activity. SUNY has adopted a policy requiring every graduate to complete at least one applied learning experience before graduating (<https://www.suny.edu/applied-learning/>). Presentations by faculty members, institutional research and assessment personnel, and student affairs staff from institutions across sectors at national and regional meetings reporting positive patterns of outcomes also continue to add campus-based evidence and enthusiasm for scaling HIPs participation.

The consistent pattern of positive student outcomes and compensatory effects associated with HIPs participation likely is a key factor driving their acceptance, as the vast majority of colleges and universities feel pressed to graduate a greater and more diverse share of the students they enroll. That is, the HIPs framework was timely, giving campus leaders a way to respond practically and effectively to the national completion and equity-minded agenda declared by the Obama administration and supported by foundations such as Lumina and Gates and advocacy organizations such as Complete College America and Education Sector.

Just because an intervention seems to be effective does not guarantee that it will spread. But the HIPs movement has been assisted in this regard by AAC&U featuring HIPs in its ongoing LEAP campaign, supporting additional research and hosting multiple forums each year to promote their value, and publicizing their utility in its publications, annual meetings, and summer institutes. Similarly, NSSE has conducted additional research and discussed HIPs in its annual and individual institutional reports, and regional accreditors have been responsive to institutions that emphasize using HIPs in institutional improvement plans.

The rapid propagation of the HIPs framework has arisen from one of its key strengths. It articulates and legitimizes what educators have long known intuitively: student engagement in learning matters, and some educational experiences are more impactful than others. The key “high-impact” insight wasn’t only that learning communities, community engagement, undergraduate research, and international experiences and the other HIPs are important, but also that such a seemingly wide range of practices belong in a shared category, one that can be identified and then institutionalized, scaled, and directed toward the students who most stand to benefit.

It seems fair to say that after a decade of effort across hundreds of institutions, HIPs are now part of the postsecondary lexicon and have earned a place among the most promising approaches to enhancing student success. But such promise carries with it a moral and public obligation: once something seems to promote high-quality learning, completion, and equity, the only acceptable response is adoption—with consistency, fidelity, and reliability. Yet in some important ways such adoption is still ahead of us; there are significant challenges in terms of scaling and insuring quality.

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HEADWINDS

The efforts to institutionalize HIPs have begun on a strong footing, benefitting from clear identification, widely promulgated early evidence, and broad advocacy. The next goals are institutionalization and legitimacy. We need a higher education infrastructure better than the one we inherited, one in which HIPs are built into the college experience for all who enroll, rather than a supplement or innovation on the margins.

Three substantial obstacles loom ahead in realizing this aspiration. One is money: high-impact practices are costlier to implement compared to the typical credit hour. In other words, engaged, personalized learning cannot compete with the large lecture in terms of instructional cost. But on a per-degree basis they are a bargain, because on average more students who participate in a HIP will go on to graduate.

This was speculation when Jane Wellman wrote *Connecting the Dots between Learning and Resources* (2010). Wellman’s point was corroborated by MDRC and Columbia University Teachers College evaluations of CUNY’s Accelerated Study in Associate Programs (ASAP) initiative and Metro Academies at San Francisco State. At both institutions, wraparound learning communities and contextualized learning came at a steep up-front price, but both programs have demonstrated that the returns—as measured by completions rather than enrollments—more than offset the investment. For example, MDRC (2015) found that while ASAP cost about 60 percent more overall compared with how the college typically provided instruction and support services, many more ASAP students completed their degree, making it more cost-effective than the college’s “business as usual” model. The ASAP program reduced the cost of

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graduating a student by 11 percent. The Metro Academies at San Francisco State and City College of San Francisco saw similarly dramatic reductions in cost per completion. (Metro Academies, 2013.)

However, most of higher education is not funded on a per-degree basis, but rather a per credit hour of instruction with a unit typically equal to one-third of a semester-long course. The three-unit course is the basis of the transcript, how we pay full- and part-time faculty, and how we invoice students, the states, and financial aid. It is the coin of the realm, the common measurement unit that calibrates everything from student progress to faculty and staff workload to classroom and laboratory space use.

These accounting tools are the legacy of an instruction-centered approach to college, and the system is now so pervasive and culturally and programmatically embedded that it makes most efforts to refocus institutions on learning very, very difficult. HIPs can help us do that, by visibly compelling institutional spending on the things that matter and demonstrating their value, e.g. in terms of the cost of a degree. But until we make more progress on the overall model of funding and spending, HIPs will be swimming upstream.

The second obstacle to scaling high-impact practices is related to norms for professional and career advancement. For almost everyone, and especially for probationary tenure-track faculty, investing time in designing and implementing a HIP-like activity usually is not a focus of institutional reward systems. That the curricular experimentation or innovation required to scale HIPs is typically undervalued in academic reward systems is not unique to HIPs. But it is a substantial cultural deterrent. Unequivocal ongoing support by department chairs and institutional-level academic leaders along with adjustments to promotion and tenure criteria are needed to encourage more faculty and staff to participate in increasing the number of HIP-like experiences.

The third non-trivial hurdle to scaling HIPs is that they are invisible on most transcripts. That makes them untraceable by traditional tools of institutional research, like federally reported IPEDS data or campus-based Student Information Systems. Even as the research supporting the value of HIPs has accumulated, their claimed contributions to equity and student success are also often based on student self-reported data or documented by anecdotal accounts from individual faculty and student affairs directors, whose very passion and personal investment make some see the evidence as less compelling, even suspect. Recently, Elon University, developed the Elon Experiences Transcript organized around selected HIPs that are common to the Elon experience (<http://elon.smartcatalogiq.com/en/2016-2017/Academic-Catalog/Support-Services/The-Elon-Experiences-Transcript>). But this is the exception that illustrates the point.

These three persistent headwinds to adopting and scaling HIPs—money, professional incentives, and institutional data system recognition—are interrelated and not without tensions. Yes, the evidence about the benefits that accrue to students who participate in one or more HIPs is promising, and in the eyes of some even compelling. At the same time, a larger data base is needed from a larger number of schools to convince institutional leaders and policy makers to earmark funding to support professional development processes and structures to scale HIPs.

CAUSES FOR OPTIMISM

The still dominant instruction-centered paradigm can feel like an impenetrable monolith. Its long-standing sway over credit hours, transcripts, and content-focused delivery is inimical to the large-scale adoption of HIPs. It can be hard to see even where to start.

But, in fact the work is already underway, proceeding as successful change always does: on multiple fronts at once, authentically driven by the field. Cracks in the status quo are already appearing, and a new regime is taking shape. Here are some of the leading causes for optimism that engaged learning experiences will become an expectation for all students in the higher education landscape:

Comprehensive Student Record Project. This Lumina Foundation-funded collaboration between NASPA (the national organization of student affairs

professions) and the American Association of Collegiate Registrars and Admissions Officers seeks to overcome the limitations of current transcripts by including more of the experiences that matter to students, employers, and educators. The HIP-focused Elon Experiences Transcript noted above is an example of nascent efforts to systematically document learning outside the classroom (<http://www.nacweb.org/job-market/trends-and-predictions/expanding-the-academic-record-revolutionizing-credentials/>).

Boundary spanning between academic and student affairs. The Comprehensive Student Record project is one manifestation of a broader realization that traditionally separate divisions of academic affairs and student affairs need stronger partnerships to answer calls for student success and equity. Since many HIPs straddle these organizational structures, such closer collaboration bodes well.

NASH (National Association of System Heads) Taking Student Success to Scale (TS3). TS3 is a consortial project of 23 state systems and over 300 institutions spanning 18 states (Martin, 2017). Participants are seeking to scale and institutionalize HIPs for their combined undergraduate enrollment of 2.6 million students, approximately 39% of all public undergraduate enrollments in the United States. Part of the TS3 project is connecting high-impact practices with the initiative's threefold emphasis on definitions, tracking, and assessment. What they learn could help address several of the challenges HIPs now face for members and non-members alike.

The AAC&U's LEAP Challenge. AAC&U has sounded a clarion call that all college students prepare for and successfully complete "signature work," an integrative project lasting a semester or more in which the student defines the question or problem and takes responsibility for producing significant work related to the question. NSSE findings that only about half of the nation's college seniors completed or expected to complete some form of "capstone" or culminating experience prompted AAC&U to assert that all students should do such work to be prepared to navigate the post-college world of complex, unscripted problems. In addition to capstone experiences, other HIPs that might qualify as "Signature Work" are undergraduate research, a series of inquiry papers completed across linked courses (a learning community), and service learning (AAC&U, 2015; Schneider, 2015).

ePortfolios. ePortfolios represent a kind of "meta-high impact practice" that encompasses and orients the other HIPs a student may have engaged in. Work from Eynon and Gambino (2017) suggests ePortfolios can be transformational, not only for students but also for

the institutions that enroll them by moving all participants closer to a learning-centered paradigm.

Continued field organizing. AAC&U and others such as the National Institute for Learning Outcomes Assessment (NILOA) are orienting and informing campus leaders and faculty to the value of HIPs in helping students practice and achieve expected learning outcomes. Above all, campus leadership is the driver of grass roots change that makes the organizational and administrative reform possible.

As these different threads of progress develop and eventually connect, it seems inevitable that the original thinking about HIPs will evolve too and likely expand to include other practices characterized by the same mix of experiential immersion, compensatory benefits, and contextualized learning. Candidates for next-generation HIPs include:

- peer leadership and mentoring
- campus employment and other efforts to integrate work and formal learning
- co-curricular leadership requiring focused effort over an extended period
- campus publications
- intensive skill-building activities such as intercollegiate athletics, touring bands, and choirs

CONCLUSION

In the long run, HIPs promise to change and improve on the institutional policies and practices we inherited by drawing on what we know about high quality learning and engagement. Having this prospect in sight is a cause for some celebration of a ten-year anniversary.

But even with the right incentives and structures, the intended effects of HIPs won't happen if the efforts are coasting on auto-pilot. They need to be intentionally designed and delivered, with fidelity to the model but leaving room for local expert judgment—benefiting as they always have from clearly defined purpose, inclusive pedagogy, improvisation, and iterative feedback and comment from all those involved—faculty, staff, and students.

Meanwhile, in the short run we make do, relying on courageous, visionary leaders who advocate for the things educators know to be right even before the data and business structures have caught up. Indeed, at many colleges and universities high-impact practices live a kind of apologetic existence, the extra things faculty and staff do that are not directly counted toward promotion, tenure, or salary increments. Fortunately, intrinsic motivations are powerful, and so the HIPs juggernaut continues to spread.


In large part, this is because the extant data cannot be ignored. HIPs matter because:

- (a) They are associated with unusually positive effects on a variety of desired learning and persistence outcomes;

- (b) When done well, they require applied, hands-on, integrative learning;
- (c) They have *compensatory effects* for students from historically underserved populations; and
- (d) Participating in multiple HIPs has cumulative, additive effects for learning and persistence.

For students and teachers, the HIPs framework is indispensable for helping ensure access, equity, and educational quality. For the postsecondary enterprise, the thinking and actions that undergird HIPs help us go beyond the legacy

of lecture, transcript, and credit hour structures to focus on the effortful, purposeful, and deeply interpersonal nature of learning.

Despite ten years of promising developments, there is much more to learn and do given that these are still early days in scaling and ensuring the quality of HIPs. This is work well worth doing, as HIPs offer a proven, promising framework for harnessing the positive effects of applied, integrative learning experiences and enhancing the performance of both students and institutions. 

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