

## High-Impact Educational Practices

High-Impact Practices are techniques and designs for teaching and learning that have proven to be beneficial for student engagement and successful learning among students from many backgrounds. Through intentional program design and advanced pedagogy, these types of practices can enhance students learning and work to narrow gaps in achievement across student populations. Students engaged in high-impact learning often see improvement in grade point averages, get their degrees more quickly, and are more engaged in their education. The Soules College of Business (Soules COB) is committed to providing high-impact learning experiences to business students across all disciplines.

Soules COB uses the following High-Impact Practices as an assessment of student involvement in active learning practices which are important to student learning. These practices help increase rates of student retention and engagement. As part of a high-impact learning experience, students actively pose and solve problems, work collaboratively in a community of peers, experience real-world applications of knowledge, and reflect on learning processes (*High-Impact Practices, 2013, <http://www.aacu.org/resources/high-impact-practices>*).

### **First-Year Seminars and Experience**

All incoming business majors are required to take an introduction to business course that touches on the major functional areas of business: accounting, finance, management, marketing, and information technology. The course also discusses core topics such as ethics, social responsibility, and international business.

### **Common Intellectual Experiences**

Business students must complete a business core as part of their degree. These courses provide students with a general knowledge of the business field regardless of their major. Students are required to take a set amount of hours in accounting, economics, business calculus, computer applications, statistics and speech. Student also complete a set of core courses within their chosen major.

### **Learning Communities**

Every Fall semester, freshman business students have the opportunity to participate in a Student Learning Community (SLC). Students take courses together and learn about resources on and off campus related to business. They learn study skills to help them succeed academically. In addition, guest speakers from the business community come in and share their insights with the students.

### **Writing-Intensive Courses**

Across the curriculum, students are expected to produce and revise various forms of writing. Writing-intensive assignments also help our business students build skills in areas such as quantitative reasoning, oral communication, information literacy and ethical inquiry.

### **Collaborative Assignments and Projects**

Business students are engaged in collaborative assignments and projects throughout Business Core courses to learn to work together and gain insights from each other to solve problems. 33.3% of undergraduate accounting and management courses, 50% of undergraduate marketing courses and 57% of undergraduate finance courses include collaborative assignments and projects.

### **Undergraduate Research**

Business students engage in undergraduate research in management and marketing courses. 28% of undergraduate management courses and 50% of undergraduate marketing courses provide students with research experience. Students connect key concepts with active involvement in research to experience the sense of excitement that comes from working to answer important questions.

### **Diversity/Global Learning**

As part of the business core, all business students are required to take an international management course. Students in this course participate in an international project called X-Culture. This requires students to work on real business projects in global virtual teams (seven students, 7 different countries). All CBT students also have the chance to participate in study aboard opportunities that take place over the Thanksgiving Break and summer semesters.

### **Service Learning, Community-Based Learning**

Business Core courses give students hands-on experience with what they are studying by taking a real situation/problem from the community and analyzing it in the classroom. 16.6% of undergraduate management courses and 40% of undergraduate marketing courses. Service learning and community-based learning is also incorporated into CBT student organizations such as, Financial Management Association, The Accounting Society and Beta Alpha Psi.

### **Internships**

There are multiple internship opportunities at both the undergraduate and graduate level for business students across all areas of study. Internships provide students with hands-on experience in exchange for course credit and often times lead to full-time job positions upon graduation.

### **Capstone Courses and Projects**

All business students must complete a capstone course prior to graduating. These courses are taken after the completion of the business core and when students reach senior status. Students must create a project that integrates and applies everything they have learned throughout their previous business courses.