

DIRECTIONS FOR REPORTING HIGH IMPACT EDUCATIONAL EXPERIENCES

The state requires colleges and universities to identify and report High Impact Educational Experiences (HIEE). When you submit your final grades, you will see a "High Impact Educational Experience" channel in the STARS faculty tab just under the channel where you submit your grades. When you click on this channel, you will see a drop down menu to select the type of experience (such as, Service Learning, Internship, etc. or none) and your courses/rosters. On each roster you can select all students or check the ones who participated in the HIEE. Then click Submit.

Please see below for a summary of HIEE with the state's definitions of the types of High Impact Educational Experiences to be reported. Additionally, there is a list of courses identified by faculty as potentially having an HIEE component. If you teach one of these courses, but your students do not participate in an HIEE as defined by the state, report none. If the course you teach is not listed, but you have students who participate in an HIEE, please select the type of experience and the students who participated in the HIEE. If you have questions, please contact your division chair or Sandy Frey.

SUMMARY OF HIGH IMPACT EDUCATIONAL EXPERIENCES

Department of Higher Education Imperatives for Change Indicator (which requires reporting to DHE):

Imperatives for Change (IFC) Indicator: 2E1 Percentage of students participating in "high impact" learning activities such as internships, study abroad, student faculty research and service learning.

Assumptions

- HIEEs are substantive activities significantly correlated to student learning and development
- Reporting HIEEs is based on clear and unambiguous definitions of practices, assessments and documentation of student learning. This clarity allows for easier recording and comparability, while excluding other worthwhile experiences without clear definitions or assessment potential.
- Significant time commitments and intensity of effort are critical components of HIEE. Time on task, effort, and sustained intellectual engagement are critical factors in learning. While some high impact common intellectual experiences may occur over brief periods of time, we focus upon those requiring persistent and sustained effort or engagement. Definition To be reported as a HIEE, the educational experience(s) must: be for curricular or co-curricular institutionally transcribed credit include time on-task equivalent to at least one semester credit hour (normally 15 contact hours)

Definition

To be reported as a HIEE, the educational experience(s) must:

- be for curricular or co-curricular institutionally transcribed credit
- include time on-task equivalent to at least one semester credit hour (normally 15 contact hours)
- have identified learning outcome(s) to be addressed and evaluated
- require documentation of student's work and the evaluation of that work
- be from one or more of the following categories:

Inclusion for reporting requires an experience to meet not only the above general definitional elements but the specific descriptions below. Experiences sharing a similar name may not necessarily meet the

requirements. Not all Learning Communities, Service Learning activities, etc. will count. Only those meeting the rigor of the following definitions.

1. Learning Communities: Must involve a) two or more linked courses, or b) a course and an established external learning community that include cooperative assignments involving two or more students. The learning community must identify one or more activities that together meet the HIEE definitional requirements.
2. Collaborative Assignments and Projects: The 15 on-task hours must be committed to one assignment or project that involves a student and at least one other participant.
3. Student-Faculty Research/Creative Activity: Student must work with an identified faculty person or sanctioned professional with significant involvement in the development, collection, analysis and write-up of the research project. For a creativity activity, the student must play a key role in the design and production of the created product.
4. Service Learning: The 15 on-task hours must be committed to a single or multiple integrated, structured learning experience(s). Experience must include an evaluation of the student's ability to apply the identified knowledge and skill(s) in a real world context.
5. Internships/Practica/Student Teaching: Student must a) be supervised and assessed on agreed-upon outcomes and b) complete a project, paper, oral presentation or alternative integrative evaluation that is approved by the sponsoring faculty member or sanctioned professional upon the completion of the internship/practicum.
6. Focused Field Experiences The 15 on-task hours must be committed to a single or multiple integrated, structured learning experience(s). The student must be supervised and assessed on agreed-upon outcomes and complete a project, paper, oral presentation or alternative integrative evaluation.
7. Study Abroad The student must be supervised and assessed on agreed-upon outcomes and complete a project, paper, oral presentation or alternative integrative evaluation.

Courses at Jefferson identified currently as HIEE courses:

ART	270
AUT	120,130, 205, 221, 225, 231, 232, 240, 245, 251
BIT	120,135, 270, 275
BUS	107, 265, 270, 275
CDA	124, 266
CDD	247
CDM	123, 268
CIS	135,145,153, 160, 210, 235, 236, 243, 247, 282, 283, 287, 290
CRJ	215, 220, 222, 224, 242
CUL	104,110, 256, 273
ECE	201, 202, 205,
EDU	230
EGR	101
EMT	111, 236
ENG	101,102,102H, 235H, 250H
ETC	110, 111, 132,
ETI	225, 260, 263, 277, 299
ETT	235,
FST	101,116
HRA	101,105,121, 122, 216, 225, 248, 249
HUM	270H
MGT	132,133,151, 199, 299
MTT	116,122,148, 151, 234, 235, 263, 265, 269
PNE	041,141
RNR	225, 268
VAT	106,107,108,114, 252, 256, 264, 265
WLD	141,142, 243, 244, 245, 246