

High Impact Practices (HIP) Job Aid

High Impact Practice definitions and system coding established May, 2024 in order to facilitate the data needs for 2030 Strategic Planning Metrics. Below please find the draft definitions and partial coding mechanisms to be used for these reporting needs.

HIP Category	Definition	Cls Attr Code	Cls Attr	Cls Attr Value Code	Cls Attr Value
Internships	Experiential learning in a work setting, generally related to a student's career objective. Internships must be supervised by a qualified professional at the organization where the internship is being conducted. The internship may consist of full-time or part-time work, be paid or unpaid and may be taken for credit or independently for no credit by the student for the purpose of gaining practical experience.	HIP	High Impact Practices	INTERNSHIP	Internship
Practicum	Course consisting of practical work in a particular field that is conducted concurrently or consecutively with educational instruction.	HIP	High Impact Practices	PRACTICUM	Practicum
Co-op	A program that provides for alternate class attendance and employment in business, industry, or government. Co-ops are a three way partnership between employers, students, and the institution and generally are full-time, paid positions that last anywhere from three to twelve months.	HIP	High Impact Practices	COOP	Co-op
Clinical	Placement of the student in a licensed practitioner location medical facility by the student's school for the purpose of hands-on experience or employment in the area of the student's chosen field of study.	HIP	High Impact Practices	CLINICAL	Clinical
Student Teaching	Placement of the student in an elementary or secondary educational setting by the student's school for the purpose of hands-on experience or employment in the educational concentration of the student's chosen field of study.	HIP	High Impact Practices	STUDENTTCH	Student Teaching
Community Based Learning/Service Learning	School placement of a student into a community service activity or community partnership (e.g. non-profit organization, for-profit business, government agency) that is directly connected to the student's academic coursework and related to the expected learning outcome of the community based learning assignment or client vision.	HIP	High Impact Practices	COMM/SERV	Community Based/Service Learnng
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.	HIP	High Impact Practices	LRNCOMNTYS	Learning Communities
Capstones	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.	HIP	High Impact Practices	CAPSTONE	Capstone
Research Experience	A research project/initiative supervised by or in collaboration with a faculty member that is geared toward a discipline specific/interdisciplinary topic.	HIP	High Impact Practices	RESEARCH	Research Experience

Steps to Follow

1. Identify classes that should be identified as high impact practice (HIP) classes.
2. Identify the HIP Category that each class will be assigned by using the definitions provided above.
3. Place the appropriate coding (e.g. Cls Attr Code, Cls Attr, Cls Attr Value Code, Cls Attr Value) for each high impact practice class in SIS.
3. These codes need to be entered by fall 2024 Census in order to be captured as baseline numbers for 2030 Strategic Plan purposes.
4. Academic Affairs/faculty responsible for identifying HIP courses and working with the Campus Registrar Offices to get these in the SIS system.
5. IA and Registrar offices will establish an audit report. (Examples: CLINICAL component or mention of CLINICAL within course title, but no HIP class attribute listed).
6. Registrars from each campus will provide reminders and run audits during this initial process to help identify missing attributes. The Registrars are ready to provide technical assistance as necessary to support this initiative.

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