



Given Weber State's commit

HIEE Definition

promote student learning through curricular and ~~curricular~~ activities that are intentionally designed to foster active and integrative student engagement by utilizing multiple .

Key Elements of High Impact Educational Experiences: \_\_\_\_\_

Research on good college teaching and learning (Chickering and Gamson, ~~1987~~ and Jones, 1996; Kuh and O'Donnell, 2014) has established that high impact learning experiences allow students to personally invest themselves, develop meaningful relationships with peers/faculty/staff through collaborative work, receive frequent ~~ed~~ feedback, actively pose and solve problems, experience real world

5. The use of impact strategies in a course or event does not automatically equate to high impact educational experience; however, all high impact educational experiences regularly integrate impact strategies.

The figure below shows the list of impact strategies encouraged in all learning activities, a list of teaching methods and experiences likely to be high impact because they integrate the impact strategies by design (these are examples rather than an exhaustive list), and the list of general education and Student Affairs learning outcomes that the impact strategies are known to promote.

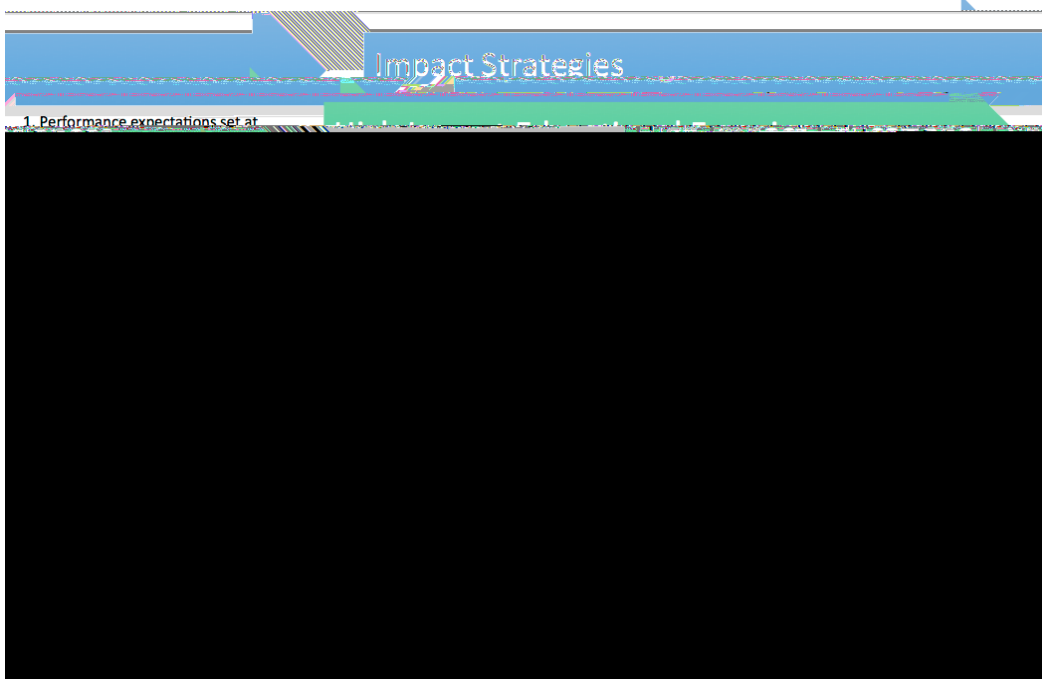


Figure. Impact Strategies lead to Potential High Impact Educational Experiences and Learning Outcomes

Student Success

## **Weber State University HIEE Taxonomy**

This taxonomy is meant to be a tool to help each engagement opportunity be as impactful as possible. It is designed to highlight the different levels of impact that are defined as foundational, integrated and transformative connections with each student. Take the time to assess your programs, courses,

<p>Meaningful Interactions</p>	<p>The engagement opportunity helps students <u>build minimal relationships</u> and interact with faculty, staff, community partners and peers about <u>occasional matters</u> over extended periods of time during which relationships develop.</p>	<p>The engagement opportunity helps students <u>build conversational relationships</u> and interact with faculty, staff, community partners and peers about <u>functional matters</u> over extended periods of time during which relationships develop.</p>	<p>Students <u>engage in meaningful interactions</u> with faculty, staff, community partners and peers about <u>substantive matters</u> over extended periods of time. Students interact with others who share intellectual interests and are committed to student success.</p>	<p>This experience was not intended to incorporate this component.</p>
<p>Diverse &amp; Inclusive Experiences</p>	<p>This practice provides <u>minimal opportunities</u> for students to interact with diverse individuals, thoughts, and/or ideas that are different from which they are familiar (e.g., experiences, knowledge).</p>	<p>This practice provides some opportunities for students to interact with diverse individuals, thoughts, and/or ideas. Provides <u>some opportunities</u> for students to connect with experiences with which they are unfamiliar.</p>	<p>This practice <u>fosters experiences with diversity</u> where students are provided with <u>multiple opportunities</u> to contend with people and circumstances that differ from those which students are familiar.</p>	<p>This experience was not intended to incorporate this component.</p>



<p>Practical Application</p>	<p>The engagement practice helps students test what they are learning in new situations and provides opportunities for students to see how they're learning works in different settings, on and off campus. These opportunities to apply are essential to <u>minimal learning</u> experiences.</p>	<p>The engagement practice helps students apply and test what they are learning in new situations and provides opportunities for students to see how they're learning works in different settings, on and off campus. These opportunities to apply knowledge are essential to <u>constructive learning</u> experiences.</p>	<p>The engagement practice provide students with opportunities to discover relevance of learning through real-world applications or through real-world/authentic experiences.</p> <p>These experiences allow students to gain <u>a deep and meaningful</u> understanding of how their learning relates to the real-world.</p>	<p>This experience was not intended to incorporate this component.</p>
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<p>Demonstration of Competence</p>	<p>Opportunities are <u>not provided</u> for demonstration of competence and are kept with the student and the supervising faculty or staff member.</p>	<p>Opportunities are provided for demonstration of competence on a small scale within a course, program or through <u>some</u> electronic means (e.g., email).</p>	<p>This practice provides <u>significant opportunity (or opportunities)</u> for a public demonstration of competence. Examples of these opportunities include open gatherignude</p>	<p>scalmpbi mof themrt-0.00CID 369 (l),2 (t)2 .9 (pe)JTJ -0.0.</p>
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References:

Chickering, A.W. & Gamson, Z.F. (1987). *Seven Principles for Good Practice in Undergraduate Education*. Washington, D.C.: American Association for Higher Education.

Ewell, P.T. & Jones, D.P. (1996). *Indicators of "Good Practice" in Undergraduate Education: A Handbook for Development and Implementation*. Boulder, CO: National Center for Higher Education Management Systems.

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

Kuh, G.D. & O'Donnell, K. (2014). *Ensuring quality and taking high-impact practices to scale*. Washington, DC: Association of American Colleges and Universities.