**High-Impact Practice Assessment Action Steps**

This process is intended to be used be institutions of higher education to assess the quality of high-impact pedagogy in their system. Recommended use for this process is to evaluate each section the semester they are first designated high-impact and reevaluate them on a set year schedule, recommended every 3 years. If this occurs at the course level, rather than the section level, only one form needs to be filled out (with input from each faculty member teaching the sections) but the faculty from each section must submit class artifacts.

* Prior to Course
	+ Faculty applies for HIP code to be added to course
	+ Coding is accepted
	+ Faculty receives materials and instructions stating that they should keep all relevant student coursework as artifacts (preferably digital) for the HIP review committee
		- Relevant coursework that cannot be submitted to the evaluators should be summarized in an attached document
* Throughout Semester
	+ Faculty retains major course artifacts from students
* After Finals
	+ Faculty gather course-level student outcome data based on demographics from their respective Institutional Research office
	+ Faculty submits completed exit form to committee/individuals responsible for assessing HIP
* After Course
	+ HIP review committee consisting of at least 1 faculty member from within the course’s subject area and 1 faculty member outside of it is formed.
	+ HIP Exit Form is assessed by committee using rubrics and returned to the faculty member

In the assessment of experiential learning in your course, the concepts below will be the focus of your evaluation. These concepts have been determined by pedagogical research to be critical indicators of quality. Therefore, it would be beneficial to think about these throughout the course and when filling out the exit form.

**Performance Indicators:**

1. Appropriate levels of difficulty
2. Opportunities for real-world relevance
3. Significant student effort over an extended time
4. Significant space for reflection in the curriculum
5. Experiences with diversity
6. Timely, constructive feedback

**Faculty Checklist:**

1. I understand the HIP quality assessment process
2. I retained student evidence of engagement with my HIP
3. I filled out the Exit Form
	1. I met with Institutional Research to obtain student demographic records
	2. I attached two examples of each relevant student artifact from the median achievers in my course
4. I submitted the Exit Form to the appropriate evaluators