

Identifying Service Learning Courses as a High Impact Practice for Inclusion in Banner

What is a High Impact Practice?

The American Association of Colleges & Universities has established a set of High Impact Practices that encourage postsecondary institutions to adopt and scale. High Impact Practices are teaching and learning practices that have been widely tested and have been shown to be beneficial for college students from many backgrounds. These practices take many different forms, depending on learner characteristics and on institutional priorities and contexts.¹

Guidelines for Qualifying a Service Learning Course as a High Impact Practice

The University System of Georgia (USG) institutions should consider the following guidelines as they engage in a review process to identify whether a Service Learning course should be categorized as a High Impact Practice in the Banner Student Information System. The guidelines were developed in consultation with USG institution representatives involved in the implementation of Service Learning courses. These guidelines expand upon those articulated by the American Association of Colleges & Universities to provide just-in-time answers for USG institution faculty:

Characteristics of Service Learning Courses as a High Impact Practice²

- Field-based “experiential learning” with community partners.
- Direct experience with issues students are studying in the curriculum
- Ongoing efforts to analyze and solve problems in the community.
- Performance expectations set at appropriately high levels
- A significant investment of time and effort over an extended period of time.
- Interactions with faculty and peers about substantive matters
- Experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar
- Feedback is frequent, timely and constructive
- Periodic and structured opportunities for students to reflect on and integrate learning
- Opportunities to discover the relevance of learning through real-world applications
- Public demonstration of competence

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Institutions have the sole authority to establish a process and criteria for the review of Service Learning courses to determine if they qualify as a High Impact Practice. The USG does *not* make the determination but provides these guidelines to promote system-wide consistency. The institutional process for qualifying courses as High Impact Practices may include a review committee of faculty and teaching staff at the college or academic department level. Institutions should consider developing a process for faculty to submit courses for review. Review committees can determine the nature of the application process to approve course

¹ AAC&U, <https://www.aacu.org/leap/hips>

² AAC&U, <https://www.aacu.org/leap/hips>

artifacts that should be included in the review process. Artifacts might include a course syllabus and lesson plan. With the assistance of the Guidelines for Qualifying for a Service Learning course as a High Impact Practice, each institution will develop its own criteria qualifying a course. The final decision for approving a Service Learning Course as a High Impact Practice rests at the institution-level.

The institution may qualify non-course, non-credit based experiences as High Impact Practices. Campuses have the discretion to identify these experiences in Banner as a non-credit based course option in a manner that is consistent with institutional practice. If non-course, non-credit based experiences are entered into Banner, they must use the High Impact Practice codes included in this document.

Banner Code Categories

The Banner Codes for qualified Service Learning Courses will include the following categories

Primary Codes: Must have one primary code

Code	Description
ZSLP	Service Learning course meets institution's criteria as a High Impact Practice for Service Learning MGA defines Service Learning as: In service learning courses, students [have] direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service learning experiences. (Source: https://www.aacu.org/leap/hips)

Contact Hour Codes: Include code indicating number of hours student is engaged in Service Learning, if applicable

Code	Description*
ZSL1	Service learning courses that require 10 or less hours of service
ZSL2	Service learning courses that require 11-20 hours of service
ZSL3	Service learning courses that require 21-50 hours of service
ZSL4	Service learning courses that require 51 or more hours of service

Required Course Codes: For each course section that meets the following institution criteria

Code	Description
ZHIR	Course meets a High Impact Practice requirement established by institution.

The following scenarios must be met in order to successfully pass the data validations in Banner.

- Each course section must have one primary code.
- Each course section must have one contact hour code, where applicable. If not applicable, leave blank.
- Each course section must include a code to indicate it is a required course by the institution, if applicable. If not, leave blank.
- Each course section must use all required course codes if the course meets the criteria associated with the code.

- Campuses have the option to develop additional institution-based codes and establish criteria for using the codes for their Service Learning experience courses.

Primary Code

Service Learning course meets institution's criteria as a High Impact Practice for Service Learning

Contact Hour Code

Number of hours student is engaged in Service Learning activities as defined by the institution.

Required Course Code

Course section meets a High Impact Practice requirement established by institution.

Courses that meet an institutional requirement that graduates complete a minimum number of courses or non-course-based experiences designated as a High Impact Practice. The requirement, to include the type and number of student experiences, is determined by the institution.

The USG may add additional codes, as necessary.