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# High Impact Practices Q & A for Admissions/Registrar Group

## Prepared for A/R Meeting on 6/16/16

Everyone is encouraged to check out the TBR HIP Website for an overview of this initiative and copies of each of the 6 taxonomies used to identify which courses should be coded. The webpage and associated resources can be located at <https://www.tbr.edu/academics/studentaffairs/tbr-high-impact-practices>

## Question: Is the intention to have consistency among all the campuses by coding and by definition, or are we coding using our own rubrics?

Response: Yes, the intention to have consistency across all campuses so we can gain greater accuracy in our data collection. Each taxonomy has a minimum definition that a course must meet before it is coded. You can find the minimum definition at the top of each taxonomy (posted on the TBR HIP website). Once the minimum definition has been met, then code the course based on the criteria outlined in directions that Chris Tingle laid out for the group.

## Question: Does anyone have examples of courses and rubrics?  What about transfer courses - do we keep track of those as well?

Response: You need to use the taxonomies to ensure that minimum definitions are met and then use the criteria sent by Chris Tingle to code the courses. You do not need to keep track of transfer courses. If every campus codes the courses using the same criteria, then when a student transfers within the TBR system it should follow that student record. We do not intend to code courses coming from outside the TBR system since those institutions may or may not meet our minimum definition of practice.

## Question: Does the use of HIP at one campus transfer to a new campus along with the credit evaluations?  What if the equivalency at the receiving school does not have high-impact practices included but the transfer credit does?

The coding of the student’s enrollment in a HIP coded course should follow their student record when they transfer within the TBR System, but the receiving institution does not need to do anything related to a credit review since the original coding should ensure that the minimum definition of practice is met. There should be no equivalency issues to resolve since we are only concerned about the practices the student participated in when enrolled at a TBR institution, not whether the credit for that experience is accepted for a comparable course at the transfer institution.

EXAMPLE: Susie takes a TnCIS Study Abroad course for General Biology II in Brazil that Columbia State recognizes as fulfilling the course requirement for biology, but MTSU does not recognize the same TnCIS course for Biology II. For the intent of this project, TBR is only concerned that Susie’s student record reflects that she participated in a study abroad experience. The transferability of General Biology II from Columbia State to MTSU is not of concern for this coding. Even if the course doesn’t transfer in to fulfill a biology requirement, it would show as an elective or extra course that would still hold the original HIP attribute for study abroad in her record. So, the original attribute should stay with her record regardless of what happens with the transfer credit.

## Question: What do the 3 certification categories mean? How would we use them?

The three certification categories correspond with the intensity levels of the practice. So, the taxonomy for certifications has identified three milestones for the practice. To start with, the minimum definition has to be met. Then, the course is coded based on how the course either prepares a student to take a certification exam or if the course embed the exam within the course itself. For this particular taxonomy, your chief academic officer is going to have to develop a process where faculty identify whether their courses are preparing students to take a certification and if it is a single course, a two-course sequence or whether the certification exam is embedded within the course. It won’t be intuitive to identify what courses meet each of these standards.

## Question: Is there any other documentation for HIP other than courses?  (Internships, leadership/involvement, student government, etc.) These things are also high-impact, but I’m not sure if these are being tracked in this rubric.

There is an extensive list of high impact practices, but at this time we are only able to track the credit-bearing experiences identified in the first 6 taxonomies. (Note that work-based learning includes credit bearing internships, co-ops, clinicals, etc.). We are looking at other means by which we can track non-credit experiences and are closely monitoring the work that NASPA and AACRAO are doing right now with funding from Lumina to address this issue. Future work may explore how the use of ePortfolios can be used for students to record their non-credit bearing high impact practices.   
  
For more information about the AACRAO/NASPA initiative: <http://www.aacrao.org/resources/resources-detail-view/aacrao-and-naspa-name-comprehensive-student-record-implementation-institutions>