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Steps to Coding and Collecting Credit Bearing High Impact Practices in Banner

1. Determine best methodology for capturing high impact practices. TBR chose to code only credit bearing high impact practices (HIP) housed in courses. This allowed TBR to track HIP at the course level, rather than the student level, by using course attribute codes in Banner. Course attribute codes can be used to track additional information about a course or course section, and thus seemed like a suitable methodology for identifying courses that met the HIP criteria outlined in the HIP nomenclature. Additionally, multiple attributes can be added to one course. This ensured that the high impact practice codes would not interfere with institution specific codes or initiatives, and also made it possible to identify more than one HIP per course if needed. (example: study abroad course with service learning component).
	1. Attribute codes can be identified either for a course as a whole, or for a specific section of a course if only that section meets the criteria. In Banner, these forms are used:
		1. SCADETL – Catalog level attributes for the entire course.
			1. These can be automatically rolled to the next term.
		2. SSADETL – Schedule level attributes for specific sections.
			1. These must be reentered or updated by script each term.
2. Develop a list of common attribute codes and code descriptions that are used by every institution for coding high impact practices. This ensures that codes from multiple institutions can be collected and interpreted in the same manner. For example, for TBR the attribute code “WSA1” identifies study abroad – intensity 1 at every school. This requires some knowledge of the codes already in use at every school to make sure the system defined codes do not interfere with institution specific codes.
	1. At TBR, codes beginning with “W” are traditionally reserved for system use. Thus, all HIP codes at TBR begin with “W”.
3. Develop a document that identifies the common attributes codes to be recorded in Banner, and also crosswalks those codes to the HIP nomenclature. This document should account for the information that is required in the Banner validation table, and also be a reference document that for those persons who will ultimately record the attributes in Banner.
	1. In Banner, the validation table STVATTR corresponds to attribute codes for both course and section level attributes. STVATTR requires the attribute code, a code description, and an activity date. TBR delivered the codes and code descriptions, and asked the institution to define the delivery date.
4. Ask institution teams to identify course and course sections in a given term that are considered HIP under the criteria laid out in the HIP nomenclature. These teams must then communicate with those who will ultimately code the attributes for the courses and course section in Banner. In the case of TBR, this required communication between student affairs, academic affairs, and the registrar’s office.
5. Create a data collection script that pulls the attribute codes from the tables in Banner where the data ultimately resides. Ensure that the script includes enough information to be tracked back to course and ultimately a student. In the case of TBR, we already collect information that ties students to a specific course. Therefore, TBR only needed to collect enough information to tie an attribute back to a specific course, eventually allowing us to tie the HIP attribute to a student in that course.
	1. TBR created two unique scripts:
		1. For section level data, all course sections in a given term at a given institution have a unique course record number (CRN) in Banner. For section level data, the CRN can be used to identify a specific course section, and so TBR collected the CRN.
		2. For course level data, it did not make sense to collect all of the CRN’s contained within any given course since there would be one CRN for each section offered of the course. Thus for courses, we collected the course subject code and course number.
	2. Note that in Banner, the data may not reside directly in the form.
		1. SCRATTR – Table that contains course attribute data from SCADETL.
		2. SSRATTR – Table that contains section attribute data from SSADETL.
	3. In the script, use the term as a parameter. For example, when collecting fall 2016 HIP data the institutions had to enter fall 2016 as a parameter. This ensured that we collected only the data for the term being evaluated.
	4. Given that specific attribute codes have been designated for use, the script can be written to select those codes alone thus simplifying the collection process.
6. Once satisfied that the institutions have completed coding, disseminate the scripts, and instruct campuses to deliver the results. In the case of TBR, the resulting files did not contain any PII or sensitive information, and so schools were able to quickly email results. Load the resulting data files into the database of choice and merge the files with course and student data already available in order to perform analysis.