Tracking Student Participation in Curricular and Co-curricular High-Impact Experiences at Texas A&M University

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10 Second Introductions

• Name?
• Home institution or affiliation?
• If applicable, something you hope to gain from this session?
Learning in College

Starting in School

Deepened through challenging studies in college

Enriched by student engagement in HIEs

With constant focus on the student learning outcomes
Aggies Commit to Learning for a Lifetime

**Student Learning Goal**
Improve student learning by developing habits and skills for integrative and lifelong learning

**Institutional Goal**
Create a culture that makes intentional and thoughtful engagement in high-impact learning experience the norm for A&M students
What Makes an Experience High-Impact?

• They are effortful
• They help students build substantive relationships
• They help students engage across differences
• They provide students with rich feedback
• They help students apply and test what they are learning in new situations
• They provide opportunities for students to reflect on the people they are becoming

(Kuh, 2008)
Let’s Kahoot!

https://play.kahoot.it/#/k/2fa23c7f-769d-4254-9f4d-dbb846fecded
Operationalizing HIEs

• Does your institution use another definition of high-impact experiences?
• Are there strengths or weaknesses that you find in your institutional definition?
• Does your institution use high-impact experiences as a retention strategy?
High-Impact Program

High-Impact Experience

High-Impact Learning
...And Why Does this Matter?

- Reflection
- Deep Learning
- Employers: Complexity, High-Level Learning, Broad Skills, Senior Project, Emphasis on Communication, Critical Thinking, Analytical Reasoning Skills
What We Know...

• We know high-impact learning experiences makes a difference in student persistence and success.
• We know high-impact learning experiences address employer priorities.
• We know “Aggies Commit to Learning for a Lifetime” emphasizes high-impact learning experiences.
Identified Needs

Track student involvement in High-Impact Experiences

• Number and frequency
• Capture activities outside of the classroom
• Student learning assessment
• Awareness and promotion
• Does not adversely impact students
Identified Needs

Record student involvement in curricular and co-curricular High-Impact Experiences

• Include record of curricular HIE on student transcript
• Include participation and completion of co-curricular HIE on student record
Types of High-Impact Experiences

Curricular

and

Co-curricular

Both types of HIE can be tracked
Curricular High-Impact Experiences

High-Impact Experiences that occur in a course or activity associated with a student’s degree program
3 Options for Including High-Impact Experiences in the Curriculum

1. Experiences common among academic units that are inherently believed to be high-impact by the University (e.g. undergraduate research, internships, study abroad)

2. Other high-impact courses vetted by academic colleges

3. High-impact experiences outside the classroom that are approved as zero credit hour courses
## Examples of High-Impact Experiences

<table>
<thead>
<tr>
<th>Listing</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capstone</td>
<td>Upper-level, culminating, can be multi-discipline</td>
</tr>
<tr>
<td>Field Experience</td>
<td>Judging Teams, short-term off campus projects related to student’s academic program, hands-on field-based instruction</td>
</tr>
<tr>
<td>First Year Seminar</td>
<td>Structured course designed to support student success</td>
</tr>
<tr>
<td>Global Learning</td>
<td>International experiences not associated with a course</td>
</tr>
<tr>
<td>Learning Community</td>
<td>Part of a collection of courses and activities that a small group of students complete together</td>
</tr>
<tr>
<td>Lower Division Seminar</td>
<td>First and second year programs taught in small sections with common topics</td>
</tr>
</tbody>
</table>
# Examples of High-Impact Experiences

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<tr>
<td>Research</td>
<td>Research collection and analysis incorporated into a course or as a stand-alone project under faculty supervision</td>
</tr>
<tr>
<td>Service-Learning</td>
<td>Activities that address human or community needs that are tied to structured learning experiences</td>
</tr>
<tr>
<td>Student Employment</td>
<td>Peer Instructors, Tutors, and Coaches</td>
</tr>
<tr>
<td>Student Leadership</td>
<td>Student leadership associated with course or professional projects for which the student is receiving academic credit</td>
</tr>
</tbody>
</table>
Courses that Include High-Impact Experiences

- Part of a Course/Section
  - Z SCH Course Attached
  - Z SCH Course Independent
  - College Approves as HIE & assigns attributes
    - College notifies Scheduling (after CRN established)
Curricular Implementation

• College of Agriculture and Life Sciences
  – Roughly 7,400 students
    • 6,100 undergraduates
    • 1,300 graduates
  – 14 academic departments
  – 87 degree programs
  – 100+ curricular high-impact experiences each semester
  – Funding to support course development
HIE Course Inventory

- High-impact courses nominated by departments via standard template
- Final HIE inventory vetted by college
- Qualifying criteria
  - Outlined in Texas A&M QEP document
  - Additional time requirement
Nomination Form Example

College of Agriculture and Life Sciences
High-Impact Educational Experiences - Departmental Inventory Reporting Template

Per Texas A&M’s QEP reference sheet (available at [http://provost.tamu.edu/initiatives/quality-enhancement-plan/QEPquickfacts.pdf](http://provost.tamu.edu/initiatives/quality-enhancement-plan/QEPquickfacts.pdf)), high-impact learning experiences share the following six common characteristics:

- demand substantial and sustained effort on purposeful tasks that deepen students’ commitment (i.e. time commitment at least equivalent to 15 student contact hours, or 1 semester credit hour)
- put students in circumstances that demand extended interactions with faculty and peers about substantive matters
- require frequent feedback to student performance
- increase likelihood that students experience diversity through interactions with people who are different from themselves
- help students apply learning in different settings
- often are life-changing experiences

Based on the definition above, please populate this form for each high-impact educational experience available in your department.

1. Type of high-impact experience (check all that apply):
   - Capstone Course
   - Field Experience
   - Internship
   - First-Year Seminar
   - International Experience
   - Learning Community
   - Service Learning
   - Undergraduate Research
   - Other (please specify): ____________________________________________

2. Experience name and description of high-impact components (attach an existing or proposed syllabus):
Nomination Form Example

Undergraduate Studies High-Impact Educational Experiences (most are ZSCH)

• Course must include at least two elements with explanation

• Course must provide students with opportunity for reflection

• Applications scored with rubric
Searchable Course “Attributes”
Lessons Learned

• Everyone is certain that they teach a high-impact experiences
• Paperwork is universally despised
• Generalizations are not useful

“I realize that I’m generalizing here, but as is often the case when I generalize, I don’t care.” – Dave Barry
Co-curricular High-Impact Experiences

Experiences that occur outside of coursework and contribute to student learning.
DSA High Impact Experiences

• We use a similar definition (Kuh’s) as curricular experiences
• The Division of Student Affairs is explicitly mentioned in “Aggies Commit...”
• Assessing student learning is a foundational philosophy in the Division
• The DSA Committee on Student Learning coordinates multiple endeavors
### DSA HIE Examples

<table>
<thead>
<tr>
<th>Student Leadership</th>
<th>Student Experience</th>
<th>Student Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Body President</td>
<td>Spring Leadership Exchange</td>
<td>Resident Advisor</td>
</tr>
<tr>
<td>Texas Aggie Yell Leaders</td>
<td>Corps International Excursions</td>
<td>Rec Sports Student Supervisor</td>
</tr>
<tr>
<td>Extended Orientation Director Staff</td>
<td>International Service Learning Programs</td>
<td>Health Services Lab Technicians</td>
</tr>
<tr>
<td>Student Organization Executive Staff</td>
<td>Learning Communities</td>
<td>Student Professional IT Experience</td>
</tr>
<tr>
<td>Academic Peer Mentors</td>
<td>Music Activities Ensembles</td>
<td>Graduate Hall Director</td>
</tr>
</tbody>
</table>
DSA Application Content

• Describe:
  – Connection to TAMU learning outcomes
  – Experiences based on Kuh’s criteria
  – How students will reflect
  – Assessment method
DSA Approval Process

1. Submit online application
2. HIP Committee Review
3. Approval
4. Annual Assessment and Re-recognition
DSA Lessons Learned/Challenges

- Process needs to be easy
- (Arbitrary) deadlines work
- Centralization in a decentralized environment
- Noting experience in student record
Analysis & Assessment

• Baseline course/enrollment/participation information
• Annual tracking and reporting
• Progress toward university and college participation goals
• Return on investment
• Student learning assessment
### College of Agriculture and Life Sciences
#### Areas of Emphasis

<table>
<thead>
<tr>
<th></th>
<th>UG Research</th>
<th>Experiential Learning (i.e. Internship or Field Experience)</th>
<th>Study Abroad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrative Learning</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Global Competency</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>
Assessment Tools and Emphasis

Strategic workgroups developed assessment methods for artifacts of student work:

– Critical Thinking
  • Modified AAC&U rubric for Critical Thinking
  • Analysis of evidence, student’s position, and implications/consequences

– Global Competency
  • Modified AAC&U rubrics for Global Learning, as well as Intercultural Knowledge and Competence
  • Analysis of global self awareness, personal and social responsibility, and attitudes of openness

– Integrative Learning
  • Modified AAC&U rubric for Integrative Learning
  • Analysis of connections to experience, connections to discipline, and reflection/self-assessment
Resources

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https://aglifesciences.tamu.edu/academics/high-impact-learning/
Darby Roberts: darby@tamu.edu
http://sllo.tamu.edu/HighImpactPractices