High Impact Practice (HIP) Quality Assurance & Coding:
A Guide for Faculty and Academic Administrators
# High Impact Practice (HIP) Quality Assessment & Coding

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HIP Quality Assessment Guide

This assessment process was developed as a template for institutions to evaluate the quality of any high-impact practices (HIPs) offered. Quality assessment is recommended in the semester the course is first designated as high-impact and every 3 years thereafter. The HIP Implementation Form should be prepared as the course is revised or developed. Following the first semester of implementation, the HIP QA Exit Form should be completed for each HIP-revised section unless several HIP courses are taught using the same syllabus. In that case, one form should be completed per course, not section. As part of the assessment process, faculty from each course section should submit several examples of student work from the class. For this assessment process, these examples are known as class artifacts.

- **Prior to Course**
  - Faculty review the TBR-approved HIP minimum definitions and decide which to include.
  - Faculty complete the HIP Implementation Form to guide course revision or development.
  - Faculty follow institutional protocol to apply for the proper HIP code to be added to the course in Banner.

- **Throughout the First Semester of Implementation**
  - Faculty collect examples/copies of relevant student coursework as artifacts for the end-of-course assessment.
    - Any HIP-relevant coursework that for any reason cannot be submitted to the evaluators should be summarized in a document attached to the HIP QA Exit Form.

- **After Finals**
  - Faculty gather course-level student outcome data and demographics from the campus Institutional Research (IR) office.
  - Faculty complete the HIP QA Exit Form.
  - Faculty submit completed form and all relevant class artifacts to the committee or individuals responsible for HIP assessment.

- **After Course Completion**
  - Quality assessment personnel review...
    - alignment of course with the system-published HIP minimum definition.
    - incorporation of HIP quality dimensions within the course based on the HIP QA Exit Form responses and class artifacts.
  - Results are returned to the faculty member.
  - The HIP code remains for subsequent semesters offered if course meets expectations.
  - If course does not satisfactorily meet expected criteria, the faculty member may receive feedback from the assessment, revise, and resubmit for quality review the following semester. Otherwise, the HIP code is removed for all subsequent offerings.

The concepts below are critical indicators of HIP quality to be included within the course and assessed following implementation.

**HIP Quality Dimensions:**

1. Significant student effort over an extended time
2. Development of potential research questions, hypotheses, or projects related to course materials
3. Experiences with diverse perspectives and cultures
4. Timely, substantive, constructive feedback
5. Reflection opportunities
6. High expectations and appropriate levels of difficulty
7. Opportunities for real-world relevance
8. Discussion of course concepts with peers and faculty
9. Public demonstration or presentation of knowledge gained
TBR High Impact Practice Taxonomy Minimum Definitions

Full taxonomies can be found at https://www.tbr.edu/student-success/tbr-high-impact-practices

Certifications
Certifications are identifiers that a student has completed a qualification for an industry or a particular skill area. Certifications identified in this taxonomy refer to credit-bearing courses that curricularly enable a student to take an assessment leading to industry-recognized certification.

First Year Experience
A course intended to enhance the academic and social integration of first-year students by introducing them to essential skills for college success and a supportive campus community comprised of faculty, staff, and peers. FYSS often place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other crucial competencies. Some FYSSs also feature rigorous discipline-based content.

Honors Education
Honors education is characterized by in-class and extracurricular activities that meet the needs and abilities of the students it serves through practices that are measurably broader, deeper, or more complex than comparable learning experiences typically found at institutions of higher education. Honors experiences include a distinctive learner-directed environment and philosophy, provide opportunities that are appropriately tailored to fit the institution's culture and mission, and frequently occur within a close community of students and faculty (adapted from NCHC, 2016).

Learning Communities
The same groups of students taking two or more classes concurrently for academic credit and engaged in a substantial amount of time in common intellectual activities, within and outside the classroom, with intentional curricular connections.

Peer Mentoring
A mutually beneficial relationship between a specified student group (i.e. mentee) and a more experienced student (i.e. mentor) who engages with the mentee in a structured helping capacity to cultivate strong relationships and provide peer-to-peer support. In many cases, peer influence is stronger than that of the expert. (e.g. student services practitioner/faculty member) (Trip, 2000). Through role modeling and sharing authentic stories of success and failure, the mentee gains the skills and support needed to navigate the college campus. In addition, through systematic training, the mentor gains transferable leadership skills and meaningful professional experiences that can be used to complement and positively affect the retention, academic success and educational experience of the mentee. (Newton& Ender 2010; Terrion, & Leonard 2007).

Service Learning
Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Curriculum includes structured field-based “experiential learning” alongside community partners, which reinforces course learning
outcomes. Within the TBR System, credit-bearing service-learning designated courses are incorporated into general education or college core requirements for a degree program.

**Student Employment**
Student Employment is the practice of providing financial support through Federal Work-Study (FWS), institutional funds, or departmental funds to students enrolled in an undergraduate program in exchange for their contribution to the academic department, support unit, or community organization in which they are employed. Student employees work toward meaningful learning outcomes through the fulfillment of job responsibilities. These outcomes may include intellectual growth, development of the NACE competencies, or receipt of technical training, among other mutually agreed-upon goals (adapted from NASPA).

**Study Abroad**
Study abroad is a credit-bearing experience incorporated into general education or college core requirements for a certificate/degree program. Curriculum includes field-based “experiential learning” in locations outside the U.S. with an emphasis on inter-cultural understanding and communication. Students apply what they are learning in a real-world setting and reflect on their experiences abroad as part of the course requirements.

**Technology-Enhanced Learning**
Instructional practices that leverage digital technologies to enhance teaching and learning. (Digital technology is any electronic tool, system, device or resource that facilitates learning and improves student performance. Examples include, but are not limited to, social media, online games, multimedia, productivity applications, cloud computing, interoperable systems, and mobile devices. Digital technologies can be used to increase engagement, encourage collaboration, deliver support, and increase awareness and understanding.)

**Undergraduate Research**
Undergraduate research is an inquiry or investigation conducted by an undergraduate student in collaboration with a faculty member that makes a unique intellectual, scholarly, or creative contribution to the discipline, and for which the student receives academic credit either through a course or independent study. The student’s contribution may be part of a new or ongoing faculty research project (adapted from CUR).

**Work-based Learning**
Work-based Learning represents credit-bearing experience that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships, practicums, clinicals, co-ops and similar experiences, integrated with a class or related to a major field of study, give students the opportunity to gain valuable applied learning and make connections in professional fields students are considering for career paths, while giving employers the opportunity to guide and evaluate talent (NACE, 2011).
HIP Course Design

The 8 Key HIP Quality Dimensions: Shorthand for Higher Ed Classroom Curriculum Creation
(The online FLCs were modeled after this course design worksheet as an example.)

1. **HIGH EXPECTATIONS:** Performance expectations set at appropriately high levels
   Make students aware of expectations. Publish assessment rubrics for assignments ahead of due dates.

2. **INTEGRATIVE LEARNING:** Significant investment of time and effort by students over an extended period of time
   Incorporate multi-part assignments or those that build on one another.

3. **DISCUSSION:** Interactions with faculty and peers about substantive matters
   Include substantive discussion questions for each class meeting or module. Engage students using HIP Discussion tips and Lim, Cheung, and Hew’s (2011) guide for creating autonomy-supportive responses.

4. **DIVERSITY:** Experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar
   Integrate diversity assignments, intercultural lessons, and/or ethical lessons.

5. **FEEDBACK:** Frequent, timely, and constructive feedback
   Create a feedback/assessment calendar and meta-documents. Utilize rubrics.

6. **REFLECTION:** Periodic, structured opportunities to reflect and integrate learning
   Add reflection assignment prompts encouraging students to relate learning to life.

7. **STUDENT RESEARCH:** Opportunities to discover relevance of learning through real-world applications
   Connect course concepts to societal conflicts, social issues, and life experiences.

8. **PRESENTATION:** Public demonstration of competence
   Include an element of performance or publication as part of the course final such as class presentations.

High-Impact Practice (HIP) Implementation Form

Faculty Name: ________________________________
Department: ________________________________
Course Title and Number: ______________________
Semester & Year: ______________________________
High-Impact Practice Incorporated:________________________

Course Objectives

Course Background
1. Why have you chosen to include a high-impact practice (HIP) in your course?
2. What HIP have you chosen to include?
3. How is this HIP suited for this course?
4. Which of your course objectives are influenced by inclusion of the HIP?
5. In what ways do these course objectives align with the minimum definition for the HIP employed?

Student Outcomes
1. In what ways do you perceive students will benefit from including the chosen HIP?
2. What steps will you take to ensure accessibility in the implementation of the HIP?
3. How do you plan to assess student performance regarding the HIP included in this course?

HIP Quality Dimensions
1. In what ways will students...
   a. invest extended time and effort examining a problem or issue?
   b. utilize methods of investigation, discuss findings, and/or determine solutions?
2. How will you incorporate experiences with diverse perspectives and cultures within this course?
3. In what ways will you structure timely, substantive, constructive feedback to students?
4. How will reflection be incorporated?
5. What high expectations will be established and how will those be conveyed to students?
6. How will real-life applicability be included?
7. In what ways will open discourse and discussions be fostered in this course?
8. How will students provide a public demonstration/presentation of the knowledge gained?

Student Work/Class Artifacts
In what ways will the course assignments and assessments reflect incorporation of the HIP or HIP quality dimensions?
High-Impact Practice (HIP) Quality Assessment Exit Form

Faculty Name: ______________________________

Department: ______________________________

Course Title and Number: ______________________________

Semester & Year: ______________________________

High-Impact Practice Implemented: ______________________________

Step 1: Contact your campus Institutional Research (IR) office to obtain course demographics disaggregated by race, gender, 1st generation status, Pell status, and age. Input those results into the following table.

Table 1: Student Outcomes by Attribute

<table>
<thead>
<tr>
<th>Student Attribute</th>
<th># of students in section</th>
<th>% of total students in section</th>
<th>Course outcome (GPA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Race</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st Generation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pell Recipients</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Over 24-Years-Old</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Step 2: Complete the following form by filling it out electronically or attaching your answers on a separate page and submit it to the HIP committee.

Course Objectives:

Course Background

1. Why did you choose to include a HIP in this course?

---

1 If less than 5 students of any group are enrolled in your course, do not provide data for them as it could potentially be personally identifying. If data is not available for any group, please specify in the table.
2. What HIP was chosen?
3. Explain how this HIP is suited for this course.
4. Which of your course objectives are influenced by inclusion of the HIP?
5. How do the course objectives align with the HIP’s minimum definition?
6. What steps do you plan to take to improve the implementation of this HIP in future sections of this course?
7. What, if any, revisions do you plan on making to this course regarding HIPs in future semesters?

Student Outcomes
1. In what ways have students benefitted from the included HIP?
2. To what extent did students meet the course objectives related to this HIP?
3. What steps were taken to ensure accessibility in the HIP implementation?
4. Other than the summative assessments demonstrated by the attached artifacts, what formative assessments of student performance were used?

HIP Quality Dimensions
1. In what ways did students invest extended time and effort examining a problem or issue?
2. In what ways did students utilize methods of investigation, discuss findings, and determine solutions?
3. How did you incorporate diverse perspectives and cultures within this course?
4. How did you provide timely, substantive, constructive feedback to the students? (Attach example.)
5. How was reflection incorporated into this course?
6. What high expectations were established for students and how were those conveyed?
7. In what ways were real-life applications of the course concepts included?
8. How were open discourse and discussions fostered in this course?
9. What public demonstration/presentation of knowledge gained did students complete?

Classroom Artifacts
In what ways did the course assignments and assessments reflect incorporation of the HIP or HIP quality dimensions?

Additional Comments:

Signature: ____________________________

3Attach syllabus and rubrics for all coursework to this document. Additionally, include two student examples of each assignment as attachments from the approximate median-achieving students in your course without identifying information.
3 I certify the information included is accurate to the best of my knowledge.
HIP Quality Assessment Rubric

Introduction
This form serves as a guide to the HIP Quality Assessment Committee for each of the questions on the HIP Exit Form, providing inclusion rationale, key elements assessed, and performance rubrics. Answers provided by faculty may be useful in the evaluation of multiple questions, so any answers can be consulted and considered for evaluation of any question. Point values may be assigned to the questions at the discretion of the institutional assessment committee who would also determine what point value/level is desirable.

If this evaluation is being conducted at the course level, rather than the section level, ensure that each faculty has contributed at least two class artifacts and has co-authored the form. Due to the nature of coding at the course level, the weakest section in the course should determine the level of delivery quality.

Rubric
Student Outcomes by Attribute
This demographic section is part of the analysis process because under-represented minorities traditionally have had less access to HIPs. However, research shows they receive more positive academic benefits from the practices. Therefore, it is imperative that institutions address this equity issue at the course level.

Student course outcomes should be approximately equal after accounting for institutional and national trends. If one or more demographic achieves significantly less than another in the course, then the course cannot be considered high-impact for all students. Comparing demographic data with a similar non-HIP course may yield useful comparative data.

Course Objectives
Course objectives provided should match the course objectives listed on the syllabus. They should be clear, concise, and utilize upper-level thinking processes as defined by Bloom’s Taxonomy. Course objectives should be easily relatable to, or directly reference, the faculty member’s chosen high-impact practice.

Course Background

Question 1 – Why did you choose to include a HIP in this course?
This question measures faculty engagement and enthusiasm for HIPs. If a faculty member does not demonstrate enthusiasm for the project, then that attitude will likely pass to their students and they will not be engaged with the practice and receive the benefits.

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Emerging</th>
<th>Not Evident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty expresses complete and enthusiastic interest in the practice</td>
<td>Faculty expresses belief and some interest in the practice</td>
<td>Faculty expresses belief in the HIP values</td>
<td>Faculty expresses no real interest in the practice</td>
</tr>
</tbody>
</table>
**Question 2 – What HIP was chosen?**
The answer to this question should be logical and easy to understand. No rubric is necessary.

**Question 3 – Explain how this HIP is suited for this course.**
This question is measures to what extent the faculty member understands the context of the chosen high-impact practice and its suitability for the course. The answer should be simple enough that a student could understand.

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Emerging</th>
<th>Not Evident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explanation fully articulates relevant contexts of the HIP within the selected course.</td>
<td>Explanation articulates either context or suitability but may be missing one or the other.</td>
<td>Explanation briefly articulates surface-level observations about suitability.</td>
<td>Explanation does not demonstrate a clear understanding of HIP context or suitability.</td>
</tr>
</tbody>
</table>

**Question 4 – Which of your course objectives are influenced by inclusion of the HIP?**
The answer to this question should be logical and easy to understand. No rubric is necessary.

**Question 5 -- How do the course objectives align with the HIP’s minimum definition?**
This question assesses the alignment of course objectives with the inclusion of the HIP.

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Emerging</th>
<th>Not Evident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response indicates not only which objectives are influenced by the inclusion of the HIP, but also how they are influenced.</td>
<td>Response indicates which objectives are influenced by the inclusion of the HIP.</td>
<td>Response vaguely indicates how course objectives align with the HIP.</td>
<td>Alignment of course objectives with the included HIP is not apparent.</td>
</tr>
</tbody>
</table>

**Student Outcomes**

**Question 1 – In what ways have students benefitted from the included HIP?**
This question measures to what extent the faculty member understands the benefits of HIP inclusion versus what students would gain in the course without participation in the HIP.

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Emerging</th>
<th>Not Evident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response indicates significant understanding of benefits students experienced directly related to inclusion of the HIP.</td>
<td>Response indicates some understanding of benefits students experienced directly related to inclusion of the HIP.</td>
<td>Response indicates a vague understanding of benefits students experienced directly related to inclusion of the HIP.</td>
<td>Response demonstrates no understanding of any benefits to students specifically related to inclusion of the HIP.</td>
</tr>
</tbody>
</table>
Question 2 – To what extent did students meet the course objectives related to this HIP?
This question assesses the success of the HIP inclusion within the course according to how well students met the aligned course objectives. The response to this question should include references to student performance within specific course assessments related to HIP-aligned course objectives, not just faculty conjecture.

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Emerging</th>
<th>Not Evident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty directly assessed student understanding or knowledge gained related to the included HIP, and the response clearly indicates the data obtained.</td>
<td>Faculty directly assessed student understanding or knowledge gained related to the included HIP, but the response includes conjecture.</td>
<td>Faculty indirectly assessed student understanding or knowledge gained related to the included HIP, and the response includes conjecture.</td>
<td>Faculty did not assess student understanding or knowledge gained related to the included HIP, so the response is purely conjecture.</td>
</tr>
</tbody>
</table>

Question 3 – What steps were taken to ensure accessibility in the HIP implementation?
This question measures a key issue in the implementation of HIPs: accessibility. Responses should demonstrate an understanding of accessibility needs for the included HIP and outline steps taken or planned to address accessibility within the coded course.

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Emerging</th>
<th>Not Evident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response indicates acknowledgement of the need to ensure accessibility, and specific steps planned and taken were effective.</td>
<td>Response indicates acknowledgement of the need to ensure accessibility, but specific steps planned or taken were ineffective or irrelevant.</td>
<td>Response indicates some acknowledgement of the need to ensure accessibility, but no specific steps were planned or taken.</td>
<td>Response indicates means to ensure accessibility were not planned or taken.</td>
</tr>
</tbody>
</table>

Question 4 – Other than the summative assessments demonstrated by the attached artifacts, what formative assessments of student performance were used?
This question measures whether assessment methods were used that were not captured by the submitted rubrics or class artifacts. Exemplary faculty will utilize a variety of assessment techniques.

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Emerging</th>
<th>Not Evident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty included frequent formative assessments for students within this course.</td>
<td>Faculty included a few formative assessments for students within this course.</td>
<td>Faculty used only one formative assessment method within this course.</td>
<td>Faculty only uses summative assessments within this course.</td>
</tr>
</tbody>
</table>
**HIP Quality Dimensions**

**Question 1** – In what ways did students invest extended time and effort examining a problem or issue?

This question measures a key HIP quality dimension: investment over time. The answer should demonstrate that students were engaged with a large project throughout the semester (or longer) or periodic smaller assignments that tie together to form something larger. This should be successfully demonstrated by at least one of the attached classroom artifacts.

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Emerging</th>
<th>Not Evident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty has students complete longer or interconnected assignments and has included an example with classroom artifacts.</td>
<td>Faculty states students complete longer or interconnected assignments but did not include an example with classroom artifacts.</td>
<td>Faculty may have students complete some longer or multi-part assignments, but those are unrelated to the included HIP.</td>
<td>Faculty does not demonstrate students’ engagement over time with longer or multi-part assignments.</td>
</tr>
</tbody>
</table>

**Question 2** – In what ways did students utilize methods of investigation, discuss findings, and determine solutions?

This question measures to what extent student research is featured within the course. Experience with research is a key quality dimension of HIPs, regardless of which HIP or the student demographics.

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Emerging</th>
<th>Not Evident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response indicates full inclusion of the scientific methods for quantitative or qualitative research processes within the course.</td>
<td>Response indicates inclusion of more than one element of quantitative or qualitative research processes within the course.</td>
<td>Response indicates inclusion of at least one element of quantitative or qualitative research processes within the course.</td>
<td>Response indicates no inclusion of student research within the course.</td>
</tr>
</tbody>
</table>

**Question 3** – How did you incorporate diverse perspectives and cultures within this course?

This question measures the extent to which a variety of cultural perspectives and diverse ideas were included within the course. Experience with diversity is a key quality dimension of HIPs, regardless of the practice or the student demographics.

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Emerging</th>
<th>Not Evident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response indicated significant inclusion of diversity through unique classroom experiences, speakers, activities, materials, perspectives, and ideas.</td>
<td>Response indicated moderate inclusion of diversity through speakers, activities, materials, perspectives, or ideas.</td>
<td>Response indicated minimal inclusion of diversity through speakers, activities, materials, perspectives, or ideas.</td>
<td>Response indicated no inclusion of diversity through speakers, activities, materials, perspectives, or ideas.</td>
</tr>
</tbody>
</table>
Question 4 – How did you provide timely, substantive, constructive feedback to students?
This question measures the key HIP quality dimension: timely, substantive feedback. Exemplary faculty will also provide students with personally meaningful and constructive feedback throughout the course. This should be successfully demonstrated by an attached example.

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Emerging</th>
<th>Not Evident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response indicates that timely, substantive, personal, and constructive feedback was provided at frequent intervals within the semester. An example is provided.</td>
<td>Response indicates that timely, substantive feedback was provided at frequent intervals within the semester, but it was not personal or constructive. An example is provided.</td>
<td>Response indicates that either timely or substantive feedback was provided at infrequent intervals within the semester, but it was not personal or constructive.</td>
<td>Response indicates that no timely, substantive, personal or constructive feedback was provided to students during the course.</td>
</tr>
</tbody>
</table>

Question 5 – How was reflection incorporated into this course?
This question measures the key HIP quality dimension: reflection, which is a vital part of HIP pedagogy and cannot be separated from the practice. Reflection assignments should be meaningful and provide students opportunity to demonstrate personal growth. Sample reflections should be attached.

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Emerging</th>
<th>Not Evident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meaningful reflection opportunities are provided within the course that prompt students to consider personal growth.</td>
<td>A meaningful reflection opportunity is provided within the course but does not prompt students to consider personal growth.</td>
<td>A surface-level reflection opportunity is provided within the course.</td>
<td>Reflection opportunities are not provided within the course.</td>
</tr>
</tbody>
</table>

Question 6 – What high expectations were established for students and how were they conveyed?
This question measures a key HIP quality dimension: high expectations. Course expectations should be effectively conveyed and appropriately challenge students to achieve new hard and/or soft skills.

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Emerging</th>
<th>Not Evident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rigorous course expectations were conveyed, and student outcomes/artifacts demonstrated majority achievement of the high expectations.</td>
<td>Rigorous course expectations were conveyed, but student outcomes/artifacts did not demonstrate majority achievement of the high expectations.</td>
<td>Course expectations were conveyed but were not set at an appropriately high or rigorous level.</td>
<td>Course expectations were absent or set at inappropriately high or low levels.</td>
</tr>
</tbody>
</table>
Question 7 – In what ways were real-life applications of the course concepts included?

This question measures the key HIP quality dimension: integrative social pedagogy, or the opportunity to discover the real-world relevance of learning. Class artifacts should demonstrate connections.

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Emerging</th>
<th>Not Evident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course materials and assignments aid students in making clear and relevant connections to application in career and life.</td>
<td>Course materials and assignments aid students in making surface connections to applications in career or life.</td>
<td>Course materials make some reference to career or life relevance, but this relevance is not explored intentionally through assignments.</td>
<td>Coursework does not illustrate relevance to real life.</td>
</tr>
</tbody>
</table>

Question 8 – How were open discourse and discussions fostered in this course?

This question measures the key HIP quality dimension: class discussion. For students to have the opportunity to authentically engage with course concepts and materials, they must be provided a safe space for sharing views and experiences with classmates and faculty. The course syllabus should indicate inclusion and timing of these discussions.

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Emerging</th>
<th>Not Evident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus shows frequent scheduled opportunities for open discussion with classmates or faculty.</td>
<td>Syllabus shows at least three scheduled opportunities for open discussion with classmates or faculty.</td>
<td>Syllabus shows one or two scheduled opportunities for open discussion with classmates or faculty.</td>
<td>Syllabus shows no scheduled opportunities for open discussion with classmates or faculty.</td>
</tr>
</tbody>
</table>

Question 9 – What public demonstration/presentation of knowledge gained did students complete?

This question assesses the key HIP quality dimension: presentation. The answer to this question should be logical and easy to understand. No rubric is necessary.

**Classroom Artifacts**

Question 1 -- In what ways did the course assignments and assessments reflect incorporation of the HIP or HIP quality dimensions?

This question measures to what extent course assignments and assessments relate to the included HIP. Evaluators should consider this response as context for evaluating whether classroom artifacts demonstrate successful implementation of the included HIP.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Artifacts impressively demonstrate thorough alignment with the included HIP.</td>
<td>Artifacts demonstrate moderate alignment with the included HIP.</td>
<td>Artifacts suggest minimal alignment with the included HIP.</td>
<td>Artifacts demonstrate no alignment with the included HIP.</td>
</tr>
</tbody>
</table>

**Additional Comments**

Information contained in this section may provide more insight related to the HIP pedagogy not captured by questions within the quality assurance rubric. Comments should be taken into consideration in drawing final conclusions regarding suggestions provided to faculty and coding the course as HIP in future semesters.
Coding and Collecting Credit-Bearing High Impact Practices in Banner

1. TBR codes only credit-bearing high impact practices (HIP) housed within courses. This allows TBR to track HIPs at the course level, rather than the student level, by using course attribute codes in Banner. Multiple attributes can be added to one course, ensuring HIP codes will not interfere with institution-specific codes or initiatives, and allows for identification of more than one HIP per course if needed (e.g., study abroad course with service-learning component).

   a. Attribute codes can be identified either for a course or for a specific section of a course if only that section meets the criteria.

2. Common attribute codes and code descriptions are used by every institution for coding high impact practices to gain greater accuracy in system data collection. 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.

   a. At TBR, codes beginning with “W” are traditionally reserved for system use. Thus, all HIP codes at TBR begin with “W”.

3. Institution teams identify courses and course sections in a given term that meet the minimum definitions of system-defined HIPs. These faculty/staff teams then communicate with administrators and the registrar’s office who ultimately codes the attributes in Banner.

4. A data collection script was created to pull the attribute codes from the tables in Banner, ensuring the script included enough information to be tracked back to a course and ultimately to a student.

   a. TBR created two unique scripts:
      i. For section level data, all course sections in a given term at a given institution have a unique course record number (CRN) in Banner. The CRN can be used to identify a specific course section, so TBR collects the CRN.
      ii. For course level data, only the course subject code and course number are collected.

   b. In the scripts, the academic term is used as a parameter. This ensures that TBR collects only the data for the term being evaluated.

   c. Because specific attribute codes have been designated for use, the script can be written to select those codes alone, thus simplifying the collection process.

5. The resulting files do not contain any PII or sensitive information. Therefore, schools can quickly email results. Resulting data files are loaded into the database of choice and the files are merged with course and student data already available in order to perform analysis.

6. The coding of a student’s enrollment in a HIP-coded course will remain in the student’s record and follow the student if they transfer within the TBR System.