



THE COLLEGE SYSTEM
of TENNESSEE

A Vision for High Impact Practices in TN

HIP Statewide Conference

January 2019

High Impact Practices: The TBR Vision

Building Community, Belonging, and Inclusion for TBR Students

Premise for the Work

Where students attend
college is not as
important as *what they*
do while they are there.

Supporting the Completion Agenda

The effects of participating in high-impact practices are positive for all types of students.

Historically underserved students tend to benefit *more* than majority students.

Underserved students are *less* likely to participate.

Overarching HIP Metrics

1. Explicit institutional commitment.
2. Successful campuses understand that naming the HIPs isn't enough, but that they also rely on consistent and high-quality implementation.
3. Ongoing institutional research to investigate high-impact practice participation rates, number of high impact practices participated in and cohort comparisons of student outcomes before and after participation in HIPs.

Explicit institutional commitment.

Milestone 1 – Beginning Implementation Milestone 2 – Implementation Underway Milestone 3 – Full Implementation

Phase 1 Taxonomies:

Study Abroad = Average < milestone 2

Service Learning = Average < milestone 2

Work-Based Learning Average = Average milestone 2

Phase 2 Taxonomies:

Undergraduate Research = Average < milestone 1

Learning Communities = Average < milestone 2

Certifications = Average < milestone 1

Phase 3 Taxonomies:

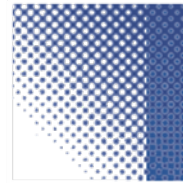
First-Year Seminars = Average milestone 1

Technology-Enhanced Learning (ePortfolio) = Average milestone 1

Honors Programs = Average < milestone 1

Consistent and high-quality implementation

NASH
National Association
of System Heads



Taking Student
Success To Scale

High Impact Practices & Equity Minded Pathways

Learning Frameworks

CHATTANOOGA STATE
COMMUNITY COLLEGE

Quality Assurance

Learning Outcome Assessment

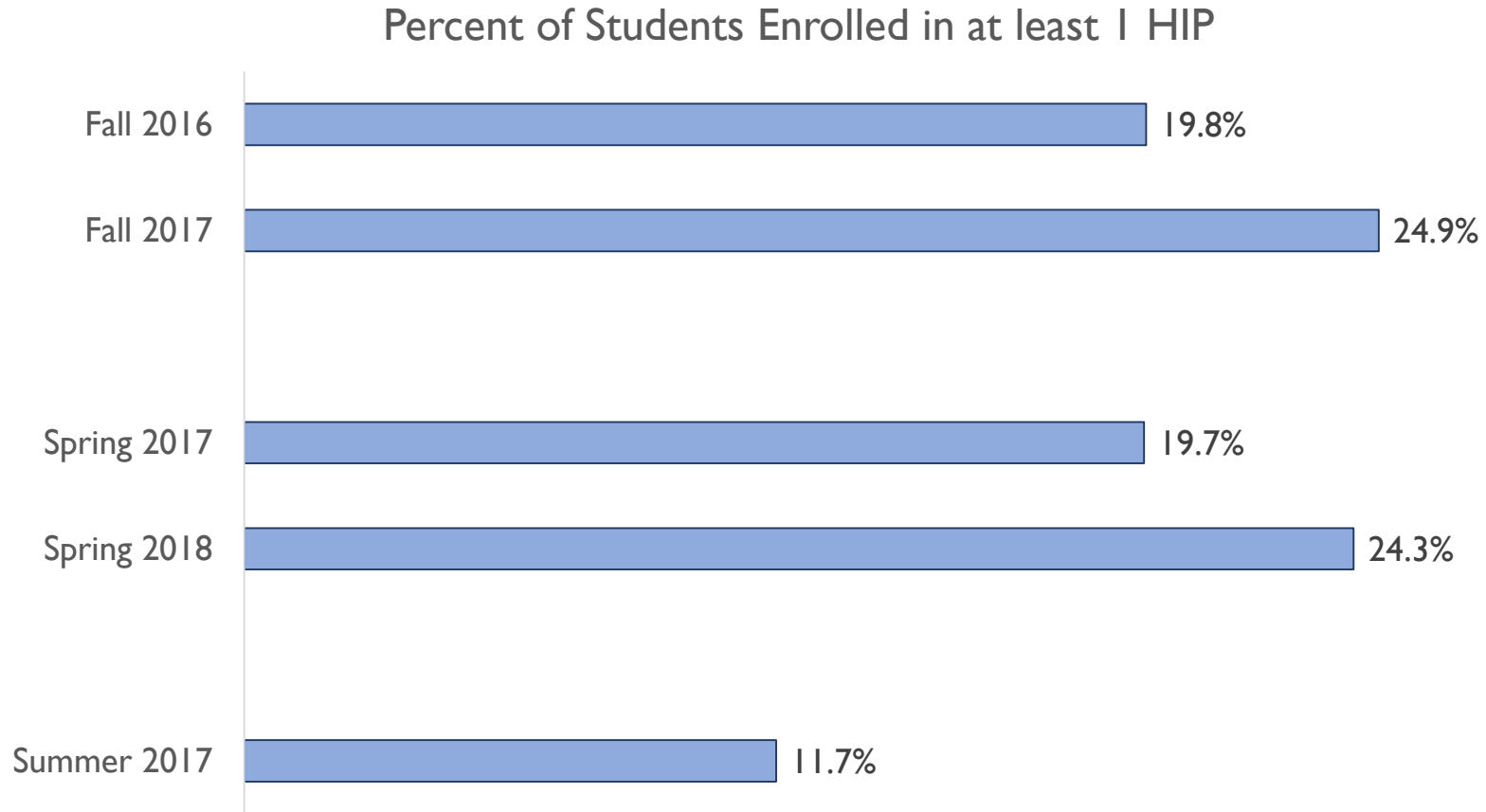
- Critical Thinking
- Global and Cultural Awareness
 - Information Literacy
 - Oral Communication
- Written Communication
- Quantitative Literacy

Exemplary	Proficient	Emerging	Not Evident
Faculty expresses complete and enthusiastic interest in the practice	Faculty expresses belief and some interest in the practice	Faculty expresses belief in the HIP values	Faculty expresses disinterest in the practice

Coding HIP and Institutional Research

- In 2016, the TBR institutions developed a coding practice in Banner that uses course attribute codes to identify courses and course sections that meet the criteria for one or more of the HIP. At the time, six HIP were coded
- Twice a year, TBR collects from institutions unique course identifiers (CRN) for each course section that is coded as an HIP in Banner. This information is then merged with course and enrollment data to determine the students that were enrolled in each HIP in a given term. This allows TBR institutional research to track HIP participation and student outcomes.
- Data for six HIP were collected in fall 2016, spring 2017, and summer 2017.
- In fall 2017, 3 additional HIP (first-year experience, honors education, and technology enhanced learning) were added, bring the total HIP tracked in Banner to nine.
- Data for nine HIP were collected in fall 2017 and spring 2018, which is the most recent term collected.
 - Summer 2018 and fall 2018 HIP data will be collected in February 2019.
 - Data is collected post-term to coincide with student grade and outcome availability.

HIP Participation Trends



Note: Hip Participation Data Does Not Include Honors Education and Undergraduate Research

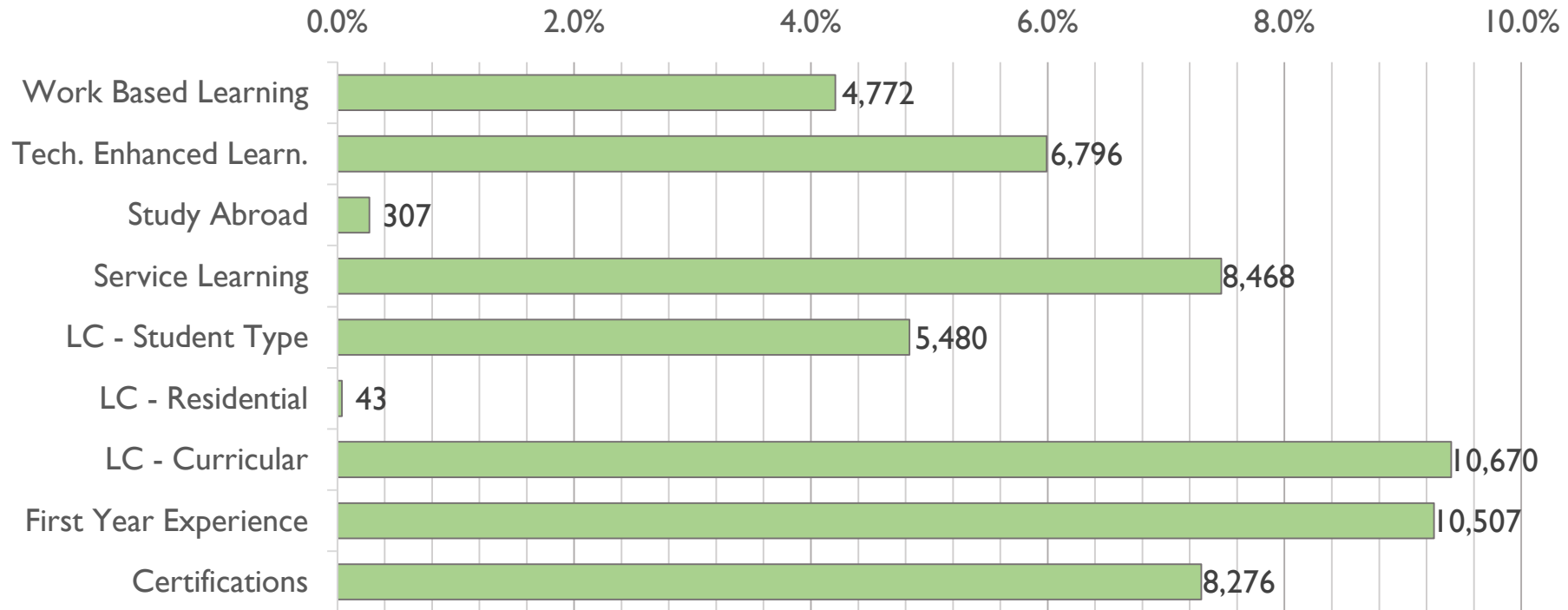
2017-2018 Participation by Population

	Total Students	HIP	
		Number	Percent
System Total	113,422	33,474	29.5%
Minority (URM)*	27,493	7,770	28.3%
Not-Minority	85,929	25,704	29.9%
Female	67,110	19,970	29.8%
Male	46,312	13,504	29.2%
Adult (Age 25+)	29,296	8,699	29.7%
Not-Adult	84,126	24,775	29.4%
Pell Grant	39,054	16,163	41.4%
Not-Pell Grant	74,368	17,311	23.3%

* Underrepresented Minority = All students with race or ethnicity that is not Asian, white, or unknown.
 Note: 2017-2018 academic year includes unique students from summer 2017, fall 2017, and spring 2018

2017-2018 Participation by HIP Type

Number and Percent of Students Enrolling at Least Once in the HIP Type



Outcomes by Term

Fall 2017

All Students	HIP	No HIP
Student Count	21,711	65,509
Avg. Earned Hrs.	9.4	7.1
Avg. Term GPA	2.43	2.58
Fall-Fall Persistence	57.7%	44.6%

URM*	HIP	No HIP
Student Count	5,263	15,633
Avg. Earned Hrs.	12.1	9.5
Avg. Term GPA	1.96	2.18
Fall-Fall Persistence	41.2%	33.7%

Spring 2018

All Students	HIP	No HIP
Student Count	18,359	57,065
Avg. Earned Hrs.	9.4	7.0
Avg. Term GPA	2.61	2.61
Sp-Sp Persistence	69.5%	50.4%

URM*	HIP	No HIP
Student Count	3,787	13,983
Avg. Earned Hrs.	11.3	9.3
Avg. Term GPA	2.11	2.23
Sp-Sp Persistence	56.1%	37.7%

* Underrepresented Minority = All students with race or ethnicity that is not Asian, white, or unknown.

Note: Hip Outcome Data Does Not Include Honors Education and Undergraduate Research

Outcomes by Academic Variables

Fall 2017 – Enrollment Status

Full-time Students	HIP	No HIP
Student Count	15,880	29,034
Avg. Earned Hrs.	10.6	10.4
Avg. Term GPA	2.38	2.37
Fall-Fall Persistence	56.7%	51.9%

Part-time Students	HIP	No HIP
Student Count	5,831	36,475
Avg. Earned Hrs.	6.2	4.5
Avg. Term GPA	2.60	2.75
Fall-Fall Persistence	60.7%	38.7%

Fall 2017 – Preparation*

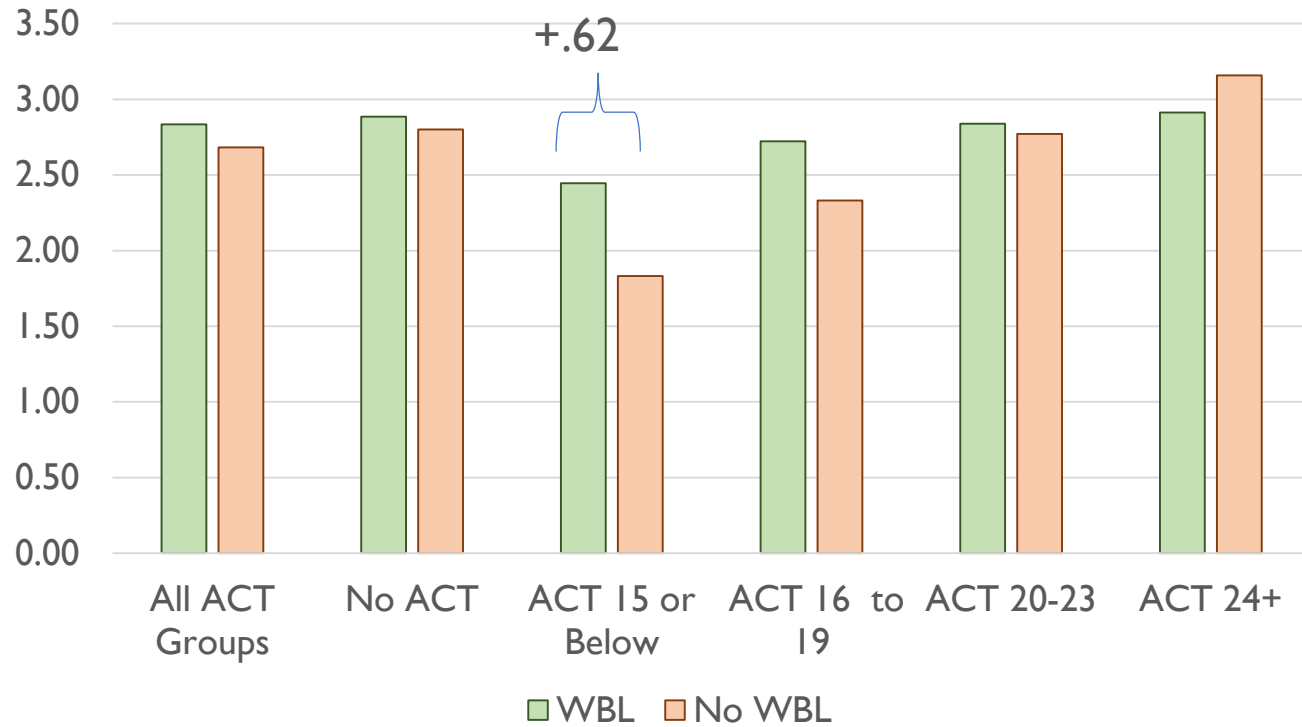
ACT Comp. \geq 19	HIP	No HIP
Student Count	8,240	28,479
Avg. Earned Hrs.	10.7	7.6
Avg. Term GPA	2.66	2.79
Fall-Fall Persistence	65.1%	45.4%

ACT Comp. $<$ 19	HIP	No HIP
Student Count	6,724	13,750
Avg. Earned Hrs.	8.5	7.6
Avg. Term GPA	1.90	2.00
Fall-Fall Persistence	43.1%	40.9%

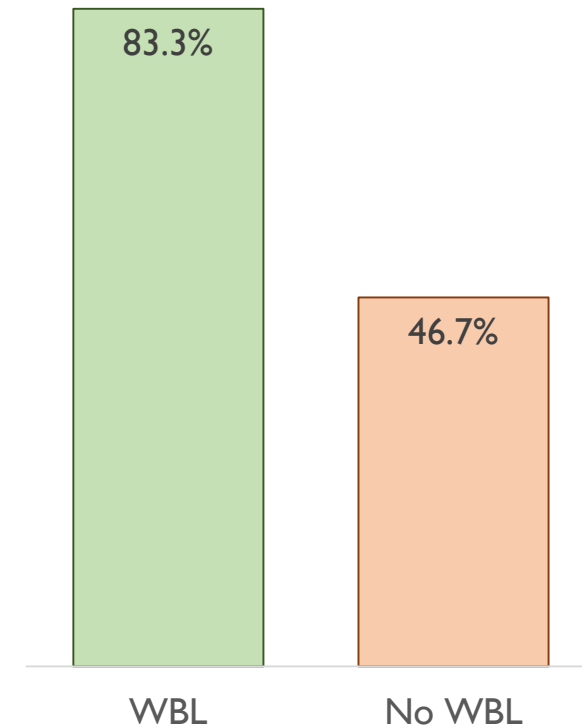
* Only students with an ACT on record included in this analysis

WBL: Fall 2017 Outcomes

Average Term GPA



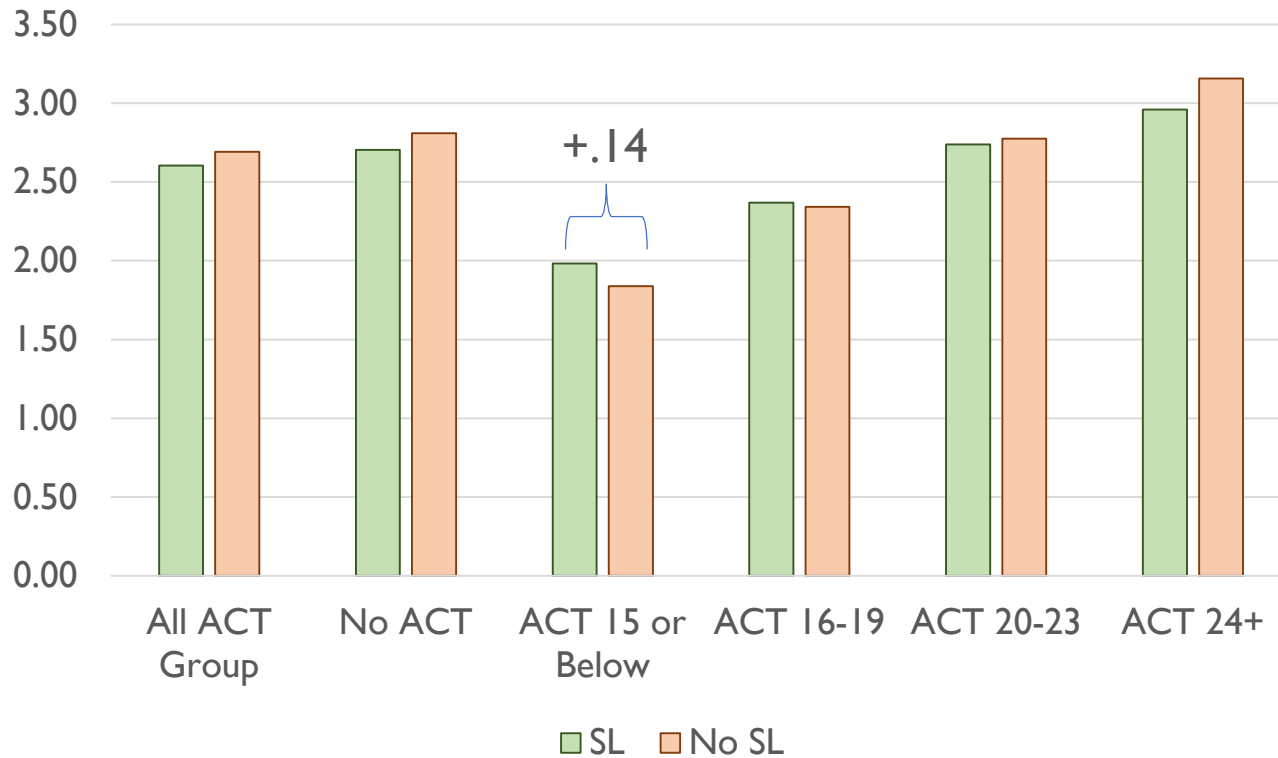
Fall-to-Fall Persistence



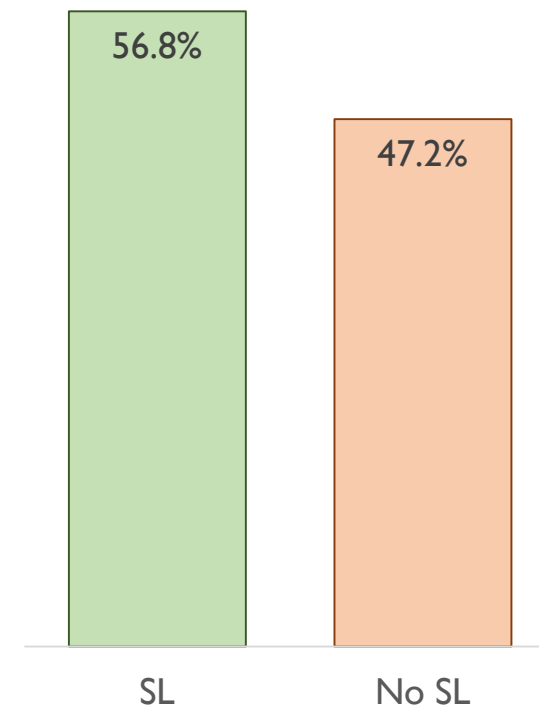
Note: 2,655 students enrolled in work based learning in fall 2017.

SL: Fall 2017 Outcomes

Average Term GPA



Fall-to-Fall Persistence



Note: 6,055 students enrolled in service learning in fall 2017.

LC: Fall 2017 Outcomes

LC – Student Type (FTF)

<u>College Level Placed</u>	HIP	No HIP
Avg. Earned Hrs.	10.0	9.4
Avg. Term GPA	2.28	2.19
Fall-Fall Persistence	48.6%	45.4%

<u>Learning Support Placed</u>	HIP	No HIP
Avg. Earned Hrs.	8.0	8.9
Avg. Term GPA	2.10	1.67
Fall-Fall Persistence	42.1%	42.3%

LC – Curricular (FTF)

<u>College Level Placed</u>	HIP	No HIP
Avg. Earned Hrs.	9.3	9.5
Avg. Term GPA	2.08	2.21
Fall-Fall Persistence	51.2%	45.1%

<u>Learning Support Placed</u>	HIP	No HIP
Avg. Earned Hrs.	9.3	8.4
Avg. Term GPA	2.13	1.92
Fall-Fall Persistence	44.6%	42.3%

Note: 3,999 students enrolled in learning community - student type and 6,825 in learning community - curricular in fall 2017.

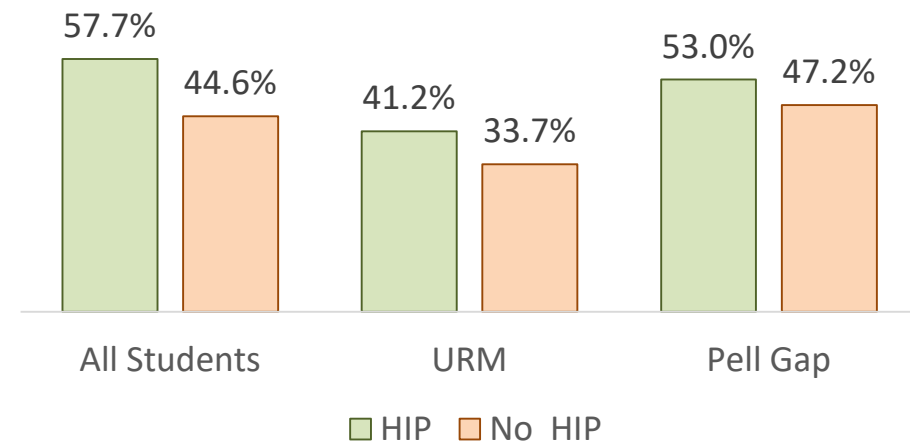
HIP Equity

At a high level, participation looks equitable, but more research is necessary. The below chart shows the participation gap for several populations and HIP.

	Any HIP	Work Based Learning	Service Learning
URM Gap	● 1.6%	● 2.7%	● 2.5%
Adult Gap	● -0.3%	● -3.5%	● 3.5%
Pell Gap	● -18.1%	● 1.1%	● -5.2%

HIP participation leads to higher retention compared to those that do not participate across all populations, but the affect varies by population, school, and HIP type.

Fall-to-Fall Retention by HIP Participation



Next Steps

2018-19 Timeline of Activities

Next Steps

- Continue to refine data coding, particularly for UR and Honors Education
 - Institutional quality assurance and vetting
- Greater analysis at institutional level, especially of equity gaps in participation and outcomes.
- Complete detailed analysis of learning community data by reviewing at the course and program level.
- Scale HIPs to include more students
 - System Faculty Learning Communities for 2018-19
 - Undergraduate Research
 - Honors Education
 - Peer Mentoring
 - Co-requisite Remediation
- Development of Peer Mentoring and Student Employment Taxonomies

NASH HIP & Equity Grant

- Pilot launching this fall with following pathways:
 - Physical Therapy & General Studies (ChSCC)
 - Early Childhood AAS (CISCC)
 - General Studies & Agriculture AAS (WSCC)
- Pilot launching in spring at SWTCC and NSCC
 - Criminal Justice AAS (SWTCC)
 - Business, Management AAS (NSCC)

Quality Assurance Tool – testing done; revisions in progress

Comprehensive Learner Record

Based on foundational work that has been done by the Lumina Foundation, NASPA, and AACRAO.
More information can be found: <http://www.aacrao.org/resources/record>

Will connect TBR's initial HIP coding in Banner to efforts to record non-credit bearing experiential learning experiences.

Will engage all public postsecondary institutions in Tennessee to build consensus on a common set of descriptors to include on a student record.

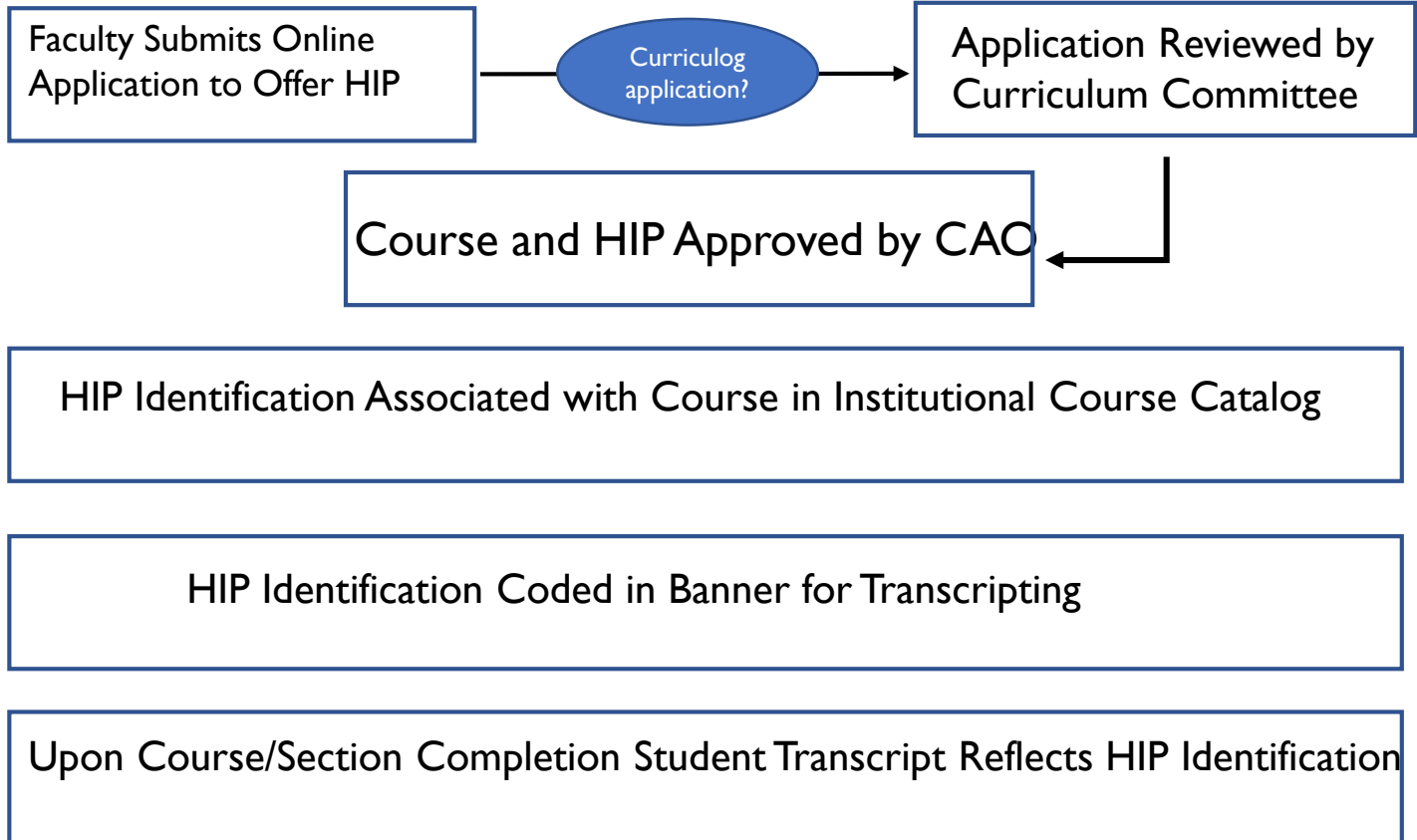
Competency based record to articulate HIP learning outcomes

Project launched in January 2018 – work with planning committee is on-going

High Impact practice Tracking & Coding Process



Faculty Identifies HIP to include in Course/Section
Learning Outcomes and Assessments Identified



Statewide Marketing of HIPs



HIGH IMPACT PRACTICES

Department Name
Course Title | Code | Credits
Prerequisites/Corequisites
Meeting Days and Times
Type of Instruction (lab, lecture, clinic, internship, practicum, recitation):

Professor's Name
Email address
Other Contact Info

HIGH IMPACT PRACTICE: SERVICE LEARNING



This course 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.

Catalog Course Description:
[Description here](#)

Course Learning Outcomes:
[Learning outcomes here.](#) Contact Department Chair for the most current required learning outcomes.

General Course Requirements:
What do you require? Exams, research papers, textbooks, supplies, etc...

Grading in this Class:
Put your grading system here. Be specific.

Institution Grading System
Please see the College Catalog for the current (insert institution here) Grading System

Week by Week Class Outline:
Begin your week by week class outline here. A weekly outline is REQUIRED. Of course, you should note that it might change due to weather or other events that preclude a class meeting.

Date	Topic	Student Learning Outcomes
Week 1	Topic 1	•
Week 2	Topic 2	•
Week 3	Topic 3	•

Syllabi Templates
with Badges

System Brochure
Template



Course Offerings
Fall 2018 Semester



- Certifications
- First Year
- Honors Ed.
- Learning Communities
- Service Learning
- Study Abroad
- Tech Enhanced Learning
- Undergraduate Research
- Work Based Learning

Course Catalog
Identifications

Accounting
Credit hours: 3 Course Description:

ACCT 1010 - Principles of Accounting I (TTP)



ACCT 1010 - Principles of Accounting I (TTP)

This course is an introduction to accounting principles, practices, and techniques with emphasis on the preparation and reporting of financial statements. Student Learning Outcomes: Students will be able to: Demonstrate knowledge of generally accepted accounting principles.

1. Complete the steps in the accounting cycle and prepare the financial statements.
2. Determine the application, interpretation, and financial statement effect of specific accounting methods and procedures.

- ACCT 1020 - Principles of Accounting II (TTP)
- ACCT 1371 - Accounting Spreadsheets I
- ACCT 2195 - Accounting Applications
- ACCT 1371 - Accounting Spreadsheets I
- ACCT 2195 - Accounting Applications
- ACCT 2295 - Accounting Applications