A Vision for High Impact Practices in TN

AAC&U National Conference
Atlanta, GA
January 2019
High Impact Practices: The TN College System 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.
Organizations Shaping Institutional HIP Work

**Association of American Colleges & Universities (AAC&U)**
High-Impact Practices Dr. George D. Kuh

**College System of Tennessee**
- HIP Taxonomies & Banner Attributes
- Regional & National HIPs Conferences
- Success, Engagement & Retention Grants
- NASH TS3 Grant
- UVA Motivate Lab

**ChSCC**
Focus on Completion
U.S. Department of Education
Title III Part A Programs
Strengthening Institutions Grant
Achieving the Dream

**HIPs Pioneers!**
- Founding & Ongoing Research, Best Practices & Professional Development

**ChSAC**
- Academic Advising, Academic Early Alert
- Co-Req Support (tutoring)
- FYE and HIPs
<table>
<thead>
<tr>
<th>Peer-Driven</th>
<th>Expert-Led</th>
<th>Recognition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandatory FYE</td>
<td>First Year Experiences</td>
<td>HIPs Attributes in Banner</td>
</tr>
<tr>
<td>Collaborative Assignments &amp; Projects, Classroom Engagement</td>
<td>Global Learning Across the Curriculum</td>
<td>Cords for Graduation</td>
</tr>
<tr>
<td>Student Research Symposium, Volunteer Fair, Book Clubs</td>
<td>HIPs Summer Institute</td>
<td>HIPs Redesign Stipends</td>
</tr>
<tr>
<td>HIPs Master Faculty</td>
<td>Equity</td>
<td>Faculty Recognition Convocation and Division</td>
</tr>
<tr>
<td>• Assessment of HIP for coding attribute in Banner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIPs Communities of Practice</td>
<td>ISLO Assessment</td>
<td>Lumina and AAC&amp;U recognition as highly effective model</td>
</tr>
<tr>
<td>ePortfolio – student and peer mentors</td>
<td>Motivation and Growth Mindset</td>
<td></td>
</tr>
</tbody>
</table>
“Make HIPs a Habit”

http://library.chattanoogastate.edu/care/MAKEHIPSAHABIT
ChSCC: HIPs Work (2015- Present)

National
- Association of American Colleges and Universities
- National Resource Center
- National Association of System Head
- Midwest Institute International Intercultural Education
- Achieving the Dream

Professional Development
- TN Statewide HIP Conferences
- Statewide Faculty Learning Communities
- TCVSL Service-Learning
- Webinars
- Regional Drive-Ins
- Sister Institutions

ChattState
- Student Mentors
- AAC&U Consults
- HIPs Advisory Board
- HIPs Specialist
- 9 HIPs Master Faculty
- UVA Motivate Lab
Communities of Practice

- College Success Course Designers
- Faculty-Facilitated Book Clubs
- Student Research Symposium
- HIPs Advisory Committee
- HIPs Master Faculty
- HIPs Small Groups
- Volunteer Fair
College Success Course

Mandatory 3-Credit Hours for FTF

Foci/Division Specific:
• 5 Academic Divisional Courses
• 2 Mixed Majors Courses for Two Satellite Campuses
• Early College/Dual Enrollment Course

Course Designer Community of Practice
• Facilitated by CARE
• 1/3 of the curriculum is standard across all courses
  • Standardized curricular components focused on Institutional Learning Outcomes (ISLOs)
  • 9 faculty, Coordinator of Library Instruction and Assessment, Career Counseling, Academic Completion Specialist, Student Success Coaches, ePortfolio mentors, and Director of Retention

Robust ePortfolio Use:
- Mentor assigned to each course
- In-class time to adopt
- Required ISLO reflections in each course
System 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

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

<table>
<thead>
<tr>
<th></th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Emerging</th>
<th>Not Evident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<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 disinterest in the practice</td>
</tr>
</tbody>
</table>

High Impact Practices & Equity Minded Pathways
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
Ongoing institutional research

Percent of Students Enrolled in at least 1 HIP

- Fall 2016: 19.8%
- Fall 2017: 24.9%
- Spring 2017: 19.7%
- Spring 2018: 24.3%
- Summer 2017: 11.7%
## 2017-2018 Participation by Population

<table>
<thead>
<tr>
<th></th>
<th>Total Students</th>
<th>HIP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Number</td>
</tr>
<tr>
<td><strong>System Total</strong></td>
<td>113,422</td>
<td>33,474</td>
</tr>
<tr>
<td>Minority (URM)*</td>
<td>27,493</td>
<td>7,770</td>
</tr>
<tr>
<td>Not-Minority</td>
<td>85,929</td>
<td>25,704</td>
</tr>
<tr>
<td>Female</td>
<td>67,110</td>
<td>19,970</td>
</tr>
<tr>
<td>Male</td>
<td>46,312</td>
<td>13,504</td>
</tr>
<tr>
<td>Adult (Age 25+)</td>
<td>29,296</td>
<td>8,699</td>
</tr>
<tr>
<td>Not-Adult</td>
<td>84,126</td>
<td>24,775</td>
</tr>
<tr>
<td>Pell Grant</td>
<td>39,054</td>
<td>16,163</td>
</tr>
<tr>
<td>Not-Pell Grant</td>
<td>74,368</td>
<td>17,311</td>
</tr>
</tbody>
</table>

* 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

- Work Based Learning: 4,772
- Tech. Enhanced Learn.: 6,796
- Study Abroad: 307
- Service Learning: 5,480
- LC - Student Type: 8,468
- LC - Residential: 43
- LC - Curricular: 10,670
- First Year Experience: 10,507
- Certifications: 8,276
# Outcomes by Term

## Fall 2017

<table>
<thead>
<tr>
<th></th>
<th>HIP</th>
<th>No HIP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Students</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Count</td>
<td>21,711</td>
<td>65,509</td>
</tr>
<tr>
<td>Avg. Earned Hrs.</td>
<td>9.4</td>
<td>7.1</td>
</tr>
<tr>
<td>Avg. Term GPA</td>
<td>2.43</td>
<td>2.58</td>
</tr>
<tr>
<td>Fall-Fall Persistence</td>
<td>57.7%</td>
<td>44.6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>URM</strong>*</th>
<th>HIP</th>
<th>No HIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Count</td>
<td>5,263</td>
<td>15,633</td>
</tr>
<tr>
<td>Avg. Earned Hrs.</td>
<td>12.1</td>
<td>9.5</td>
</tr>
<tr>
<td>Avg. Term GPA</td>
<td>1.96</td>
<td>2.18</td>
</tr>
<tr>
<td>Fall-Fall Persistence</td>
<td>41.2%</td>
<td>33.7%</td>
</tr>
</tbody>
</table>

## Spring 2018

<table>
<thead>
<tr>
<th></th>
<th>HIP</th>
<th>No HIP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Students</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Count</td>
<td>18,359</td>
<td>57,065</td>
</tr>
<tr>
<td>Avg. Earned Hrs.</td>
<td>9.4</td>
<td>7.0</td>
</tr>
<tr>
<td>Avg. Term GPA</td>
<td>2.61</td>
<td>2.61</td>
</tr>
<tr>
<td>Sp-Sp Persistence</td>
<td>69.5%</td>
<td>50.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>URM</strong>*</th>
<th>HIP</th>
<th>No HIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Count</td>
<td>3,787</td>
<td>13,983</td>
</tr>
<tr>
<td>Avg. Earned Hrs.</td>
<td>11.3</td>
<td>9.3</td>
</tr>
<tr>
<td>Avg. Term GPA</td>
<td>2.11</td>
<td>2.23</td>
</tr>
<tr>
<td>Sp-Sp Persistence</td>
<td>56.1%</td>
<td>37.7%</td>
</tr>
</tbody>
</table>

* 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

<table>
<thead>
<tr>
<th></th>
<th>Full-time Students</th>
<th>Part-time Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HIP</strong></td>
<td>15,880</td>
<td>5,831</td>
</tr>
<tr>
<td><strong>No HIP</strong></td>
<td>29,034</td>
<td>36,475</td>
</tr>
<tr>
<td>Avg. Earned Hrs.</td>
<td>10.6</td>
<td>6.2</td>
</tr>
<tr>
<td>Avg. Term GPA</td>
<td>2.38</td>
<td>2.60</td>
</tr>
<tr>
<td>Fall-Fall Persistence</td>
<td>56.7%</td>
<td>60.7%</td>
</tr>
</tbody>
</table>

## Fall 2017 – Preparation*

<table>
<thead>
<tr>
<th></th>
<th>ACT Comp. &gt;= 19</th>
<th>ACT Comp. &lt; 19</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HIP</strong></td>
<td>8,240</td>
<td>6,724</td>
</tr>
<tr>
<td><strong>No HIP</strong></td>
<td>28,479</td>
<td>13,750</td>
</tr>
<tr>
<td>Avg. Earned Hrs.</td>
<td>10.7</td>
<td>8.5</td>
</tr>
<tr>
<td>Avg. Term GPA</td>
<td>2.66</td>
<td>1.90</td>
</tr>
<tr>
<td>Fall-Fall Persistence</td>
<td>65.1%</td>
<td>43.1%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Any HIP</th>
<th>Work Based Learning</th>
<th>Service Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>URM Gap</td>
<td>1.6%</td>
<td>2.7%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Adult Gap</td>
<td>-0.3%</td>
<td>-3.5%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Pell Gap</td>
<td>-18.1%</td>
<td>1.1%</td>
<td>-5.2%</td>
</tr>
</tbody>
</table>

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.
2019 Work Underway Statewide

- Development of Peer Mentoring and Student Employment Taxonomies

- System Faculty Learning Communities for 2018-19
  - Undergraduate Research
  - Honors Education
  - Peer Mentoring
  - Co-requisite Remediation

2nd Annual Statewide Conference:
January 10, 2019
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](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