



# Sparking a Teaching Revolution

Scaling High-Impact Practices in Pathways for Student Success

[TACC.ORG/TSC](https://TACC.ORG/TSC)



Texas Success Center

# AGENDA ITEMS



1. The Tennessee Story
2. Student Learning Outcomes & Assessment
3. Quality Instruction & Faculty Engagement
4. Planning for Impact

*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.



# STRATEGIC PLAN

2015-25



# TBR 2035 BUILDING TOMORROW'S COLLEGE



## Strategic Plan Metrics



Open Access



Completion



Workforce Development



Strategic Priorities



# Community, Belonging, and Inclusion



Pedagogy with Purpose  
Academic Mindset  
Systemwide Accessibility Initiative  
High Impact Practices

# Overarching HIP Metrics

- Explicit institutional commitment.
- Successful campuses understand that naming the HIPs isn't enough, but that they also rely on consistent and high-quality implementation.
- 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.

# High Impact Practices

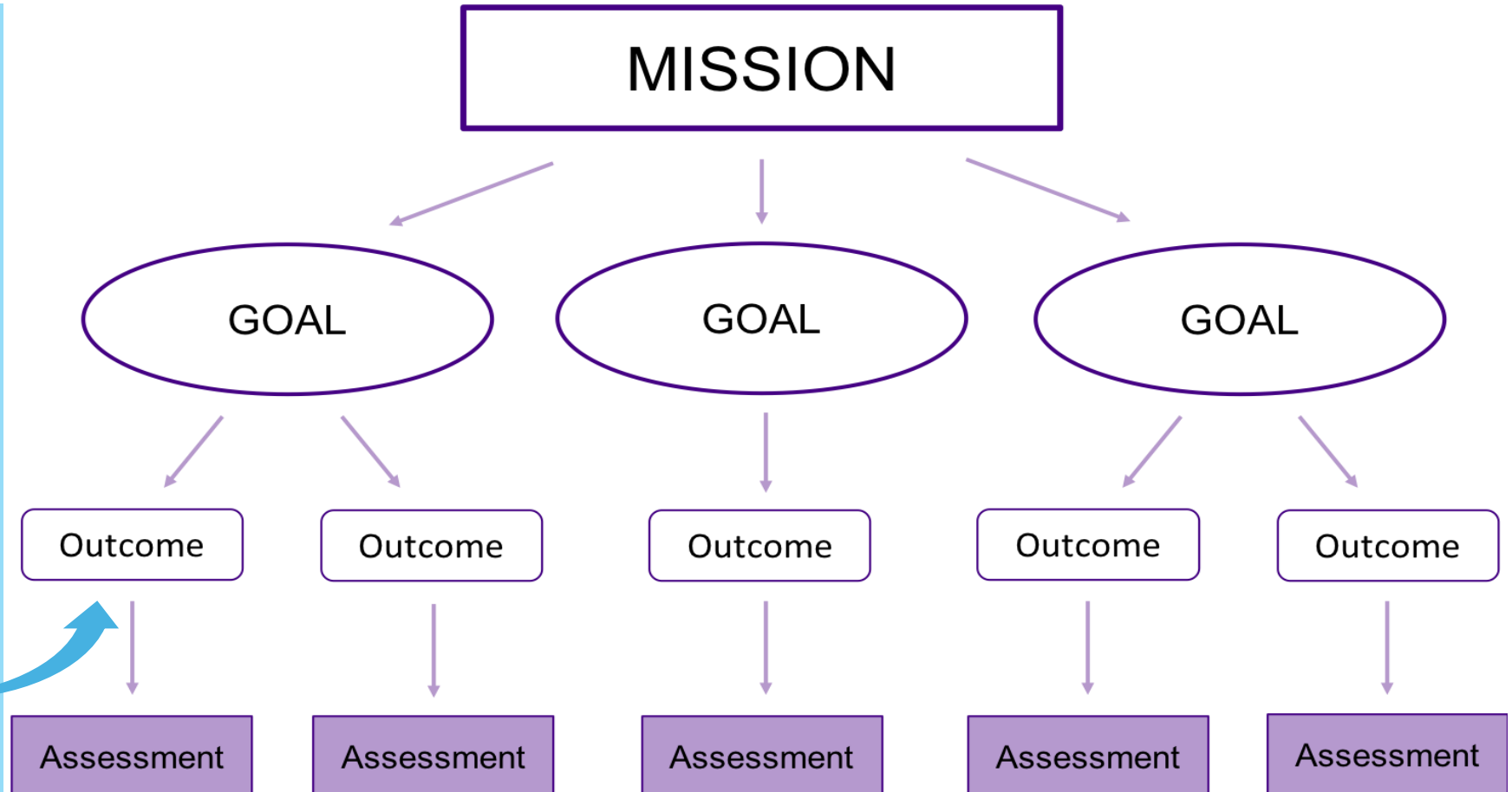
- Use of low-stakes assignments with feedback during first 3 weeks
- Use of performance prognosis inventory with discussion
- Required collaborative learning for credit
- Written feedback on multiple drafts
- Student reflection
- Public demonstration of course knowledge
- Regular use of active learning pedagogy
- Mentorship

HIGH IMPACT PRACTICES

**HIIPs**

# SLOs are Essential to Assessment

Assessment instruments evaluate the learning articulated in specific SLOs.



# ABCD Method of Writing Quality SLOs

ABCD is an acronym that refers to 4 important components of quality SLOs:

**Audience** – Who are you trying to impact?

**Behavior** – What should students be able to do upon completion?

**Condition** – What is the program or intervention?

**Degree** – How will you know when students meet the outcome?

*“As a result of completing a **30-minute session** on academic resources (Condition), incoming transfer students (Audience) will be able to **list** (Behavior) **4 academic resources** (Degree) on campus.”*

# Articulate Learning and Alignment with Workforce Needs



## Employers' Top 3 Mindsets, Aptitudes, and Dispositions for Students<sup>†</sup>

01

Work Ethic

02

Agency/  
Ability to  
Take  
Initiative

03

Self-  
Confidence

Employers are saying the following skills are VERY important (70% or higher):

- Oral Communication
- Adaptability and flexibility
- Critical thinking
- Complex problem-solving
- Written communication
- Creative and innovative thinking
- Analyzing and interpreting data
- Integrating ideas across settings and context
- Working with people from different backgrounds
- Locating and evaluating information from a variety of sources
- Utilizing technology and digital media platforms

*AAC&U (2023) Annual Employer Survey*

# Assessment Cycle

- Identify SLOs
- Design Program
  - Align with SLOs
- Create Assessment Tools
- Implement Program
- Collect Data
- Analyze & Interpret Data
- Identify Findings
- Determine Recommended Changes
- Publicize Findings & Decisions
- Implement Changes
- Reassess



# Reimagining A Career Immersion College

Before Entering the Path	0-15 Hours	16-30 Hours	31-45 Hours	46-60 hours
<ul style="list-style-type: none"><li>• Complete Enrollment Checklist</li><li>• Orient to the College</li><li>• Complete Career Exploration to Confirm Choice of Program</li></ul>	<ul style="list-style-type: none"><li>• Meet with your Success Coach</li><li>• Learn more about How to Succeed in COLL 1000/1500</li><li>• Participate in Career Development – Draft a Resume</li></ul>	<ul style="list-style-type: none"><li>• Meet with an Advisor to Review and Confirm Degree Plan</li><li>• Complete a Certificate or Industry Recognized Credential</li><li>• Participate in Project-Based Learning Experience</li></ul>	<ul style="list-style-type: none"><li>• Meet with your Career Mentor and/or Transfer University Representative</li><li>• Update your Resume and Practice Interview Skills</li><li>• Participate in Experiential Learning</li></ul>	<ul style="list-style-type: none"><li>• Complete Capstone Work-Based Learning Requirement</li><li>• Participate in Career/Transfer Fairs</li><li>• Complete Exit Checklist</li></ul>

# Example Institution HIP Curriculum Model

## Computer Information Technology: Cyber Defense Pathway

Credit Hours	Curriculum	Co-Curricular Experiences
Before You Start		<ul style="list-style-type: none"> <li>Complete the Enrollment Checklist</li> <li>Participate in Orientation</li> </ul>

Credit Hours	Curriculum	Co-Curricular Experiences
		Exploration
0-15 hours	<ul style="list-style-type: none"> <li>BUSN 1305 - Introduction to Business</li> <li>CITC 1301 - Introduction to Programming &amp; Logic </li> <li>CITC 1321 - A+ Hardware  </li> <li>CITC 1322 - A+ Software  </li> <li>COLL 1000 - First Year Seminar </li> <li>ENGL 1010 - English Composition I </li> </ul>	<ul style="list-style-type: none"> <li>Meet with your Success Coach</li> <li>Draft a resume with Career Development</li> </ul>
16-30 hours	<ul style="list-style-type: none"> <li>CITC 1302 - Introduction to Networking  </li> <li>CITC 1303 - Database Concepts</li> <li>CITC 1330 - Microsoft Desktop OS  </li> <li>COMM 2025 - Fundamentals of Communication or COMM 2045 - Public Speaking </li> <li>MATH 1530 - Introductory Statistics </li> </ul>	<ul style="list-style-type: none"> <li>Meet with Advisor and Confirm Degree Plan</li> </ul>
31-45 hours	<ul style="list-style-type: none"> <li>BUSN 2510 - Emerging Trends in Technology </li> <li>CITC 1333 - Linux LPIC-1 </li> <li>CITC 1351 - Principles of Information Assurance</li> <li>CITC 2326 - Network Security </li> <li>HUM/FA - Humanities/Fine Arts Elective 3 Credit(s) </li> </ul>	<ul style="list-style-type: none"> <li>Update your Resume and Practice Interview Skills with Career Development</li> </ul>

Credit Hours	Curriculum	Co-Curricular Experiences
	<ul style="list-style-type: none"> <li>CITC 2353 - Tactical Perimeter Defense</li> <li>CITC 2390 - Capstone in Computer Information Technology</li> <li>CITC 2399- Internship in Computer Information Technology </li> <li>ECON 2100 - Principles of Macroeconomics </li> </ul>	<p>Fair</p> <ul style="list-style-type: none"> <li>Complete Exit Checklist</li> </ul>

### Legend:

- Courses to complete A+/Network + Certificate

- Courses include industry recognized certifications that prepare students for careers in the field

- Foundational Courses (General Education)

- Career Readiness Experiences - these courses include opportunities for students to participate in experiences that prepare them for work in the field

College	Student Count	Any HIP	Certifications	First Year Experience	Global Cultural Awareness	Honors Education	Learning Communities	Study Abroad	Technology-Enhanced Learning	Undergraduate Research	Work-Based Learning
Chattanooga State Community College	9,785	3,756	930	1,838	*	66	*	116	2,088	1,456	146
Cleveland State Community College	4,140	1,792	497	889	129	19	241	816	*	*	347
Columbia State Community College	7,645	6,885	1,069	1,568	3,384	53	1,113	257	5,275	1,090	576
Dyersburg State Community College	4,376	2,404	361	911	131	13	369	71	136	1,989	114
Jackson State Community College	4,748	2,780	523	1,219	*	44	385	*	*	1,281	203
Motlow State Community College	7,648	7,151	615	1,198	1,785	352	5,107	1,325	5,901	5,739	490
Nashville State Community College	10,738	8,741	1,230	1,768	28	*	2,615	253	7,831	2,686	394
Northeast State Community College	7,546	5,264	202	1,591	1,118	198	3,822	1,932	3,425	867	189
Pellissippi State Community College	12,343	7,005	1,514	2,340	2,535	*	1,971	401	3,400	548	840
Roane State Community College	6,614	4,881	1,505	1,164	3,748	66	1,648	54	*	11	853
Southwest Tennessee Community College	9,994	5,105	668	2,351	*	82	234	90	2,717	*	334
Volunteer State Community College	9,095	4,743	860	*	1,350	37	2,064	744	2,325	*	633
Walters State Community College	7,283	3,316	275	976	394	132	1,783	255	1,169	142	557
<b>Total</b>	<b>101,955</b>	<b>63,823</b>	<b>10,249</b>	<b>17,813</b>	<b>14,602</b>	<b>1,062</b>	<b>21,352</b>	<b>6,314</b>	<b>34,267</b>	<b>15,814</b>	<b>5,676</b>

\*-Data suppressed at fewer than 10

**Year**

- FY2024
- FY2025

**RACE**

- BLACK
- HISPANIC
- OTHER
- WHITE

**Gender**

- Female
- Male

Clear all slicers

**Age**

- Adult (25+)
- Traditional Age

**Enrollment Type**

- Full-time
- Part-time

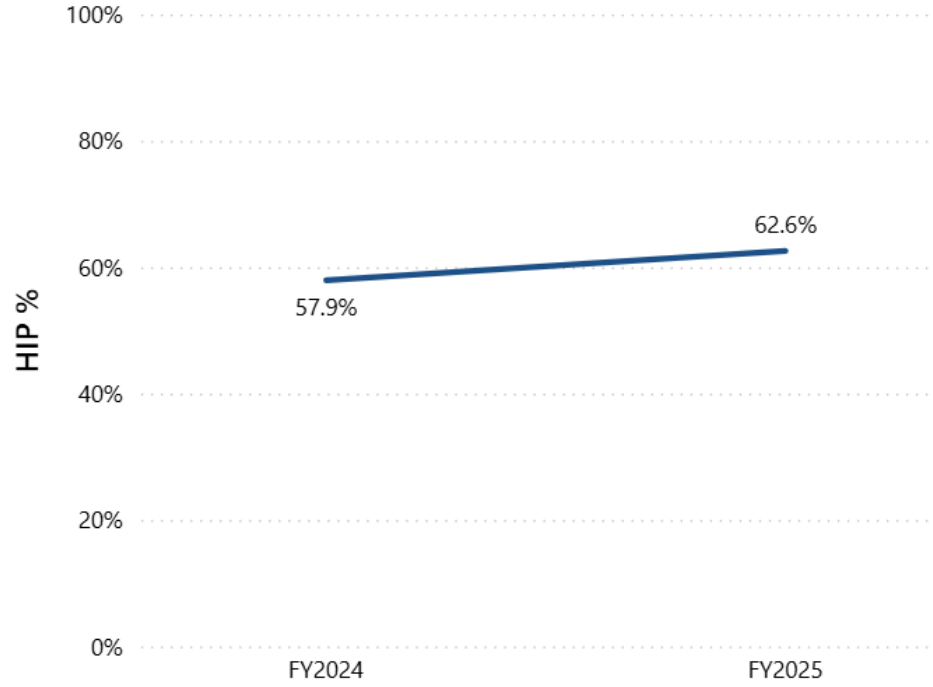
**Pell type**

- No Pell
- Pell

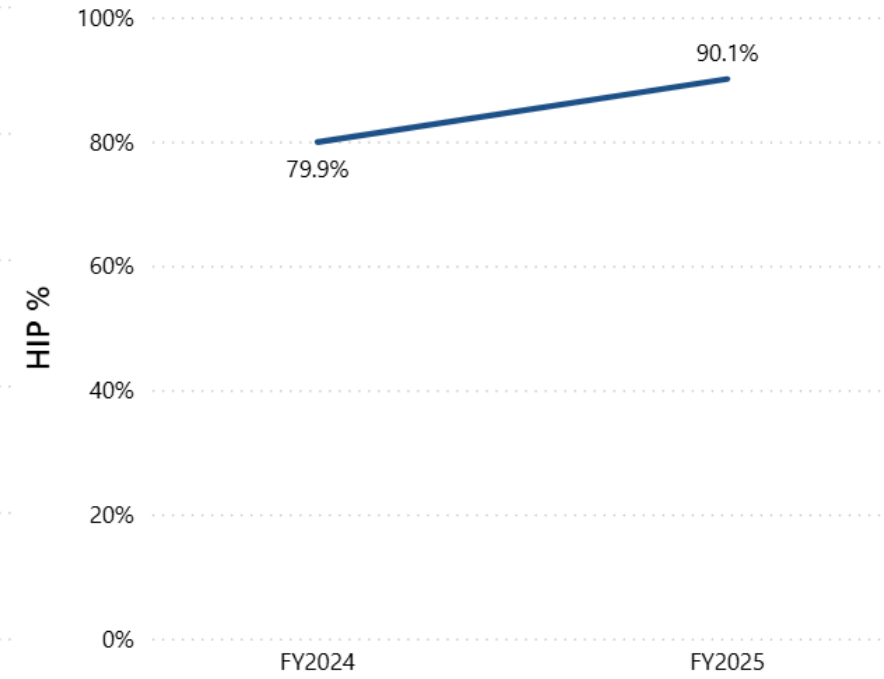
**SCHOOL\_CODE\_DESC**

- Chattanooga State Community College
- Cleveland State Community College
- Columbia State Community College
- Dyersburg State Community College
- Jackson State Community College
- Motlow State Community College
- Nashville State Community College
- Northeast State Community College
- Pellissippi State Community College
- Roane State Community College
- Southwest Tennessee Community College
- Volunteer State Community College
- Walters State Community College

**System**



**Columbia State Community College**



**RACE**

- BLACK
- HISPANIC
- OTHER
- WHITE

**Gender**

- Female
- Male

Clear all slicers

**Age**

- Adult (25+)
- Traditional Age

**Enrollment Type**

- Full-time
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**Pell type**

- No Pell
- Pell

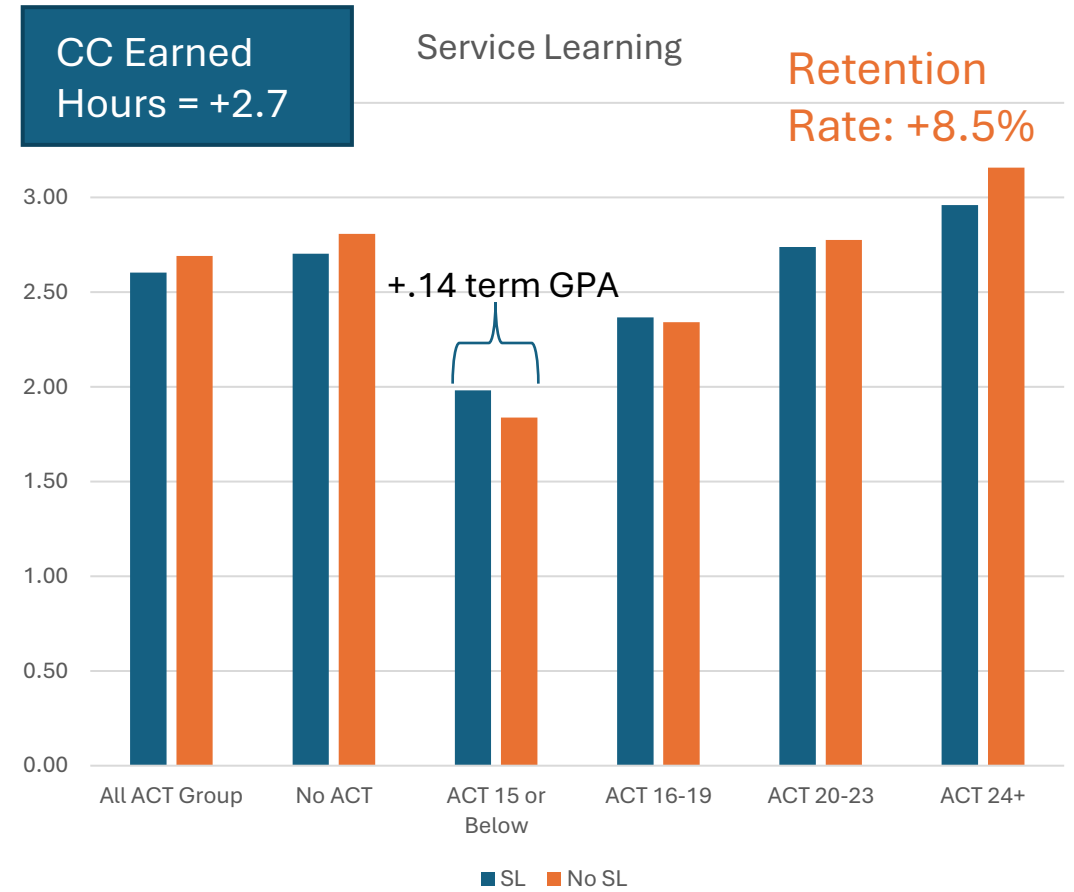
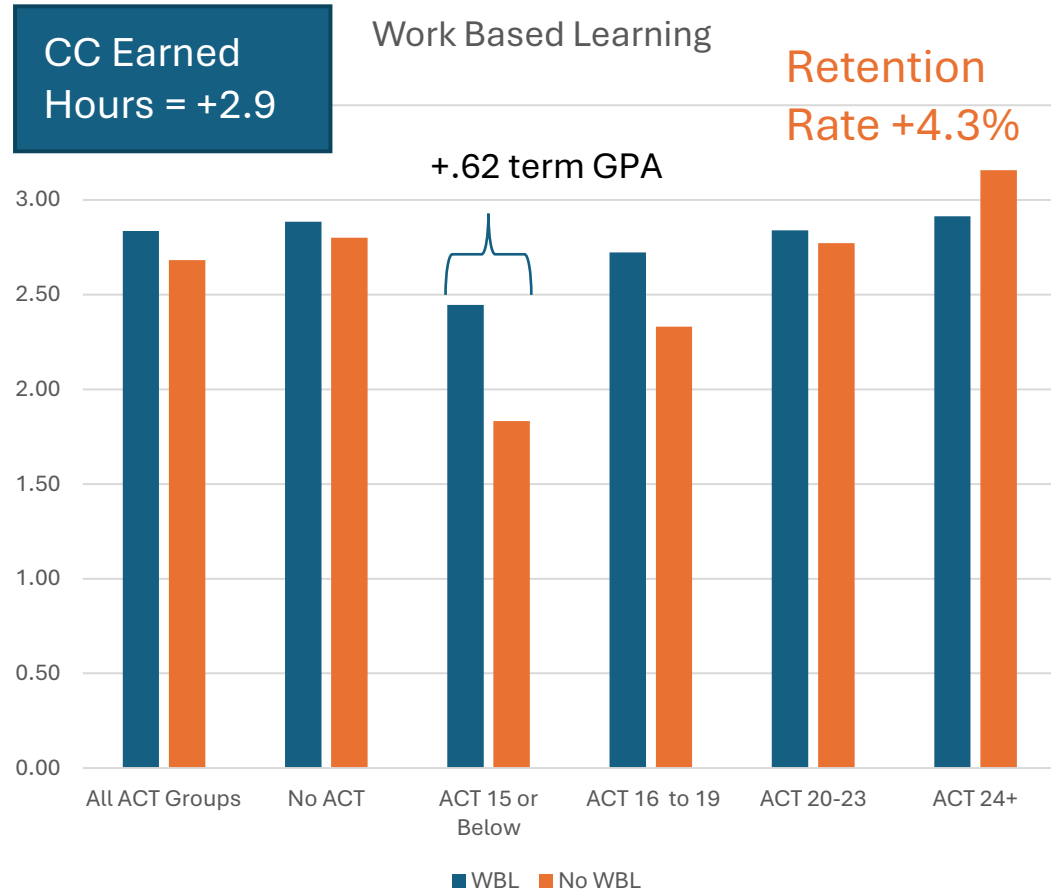
# High Impact Practices at TBR

- 13 Taxonomies
- Credit-bearing & Out-of-classroom
- Coding in Student Information System
- Research Dives on Specific Practices
- Quality Assessment Tools
- Focus on Quality Instruction



CENTER FOR  
**INNOVATION**  
IN TEACHING & LEARNING

# Outcomes by Preparation Level





# Deep Dives into Data at Course Level

## Intro to Sociology (SOCI 1010) – Same Institution Service Learning (SL)

### Course Success and Withdraw Rates

	Total Enrollments	Success Rate	Withdraw Rate
SL	240	✓ 76.8%	10.5%
No SL	185	68.5%	✗ 13.0%

### Course Success Rates by Subpopulation

	Race/Ethnicity		Pell Status		Age	
	White	Non-White	Pell	No-Pell	Adult	Not Adult
SL	78.2%	72.4%	83.3%	73.2%	77.8%	76.6%
No SL	72.1%	56.8%	62.3%	72.2%	73.5%	66.7%
	↑ 6.1%	↑ 15.6%	↑ 21.0%	↑ 1.0%	↑ 4.3%	↑ 9.9%

Note: Success Rate = Percent of Students Earning A, B, C, or P (pass).

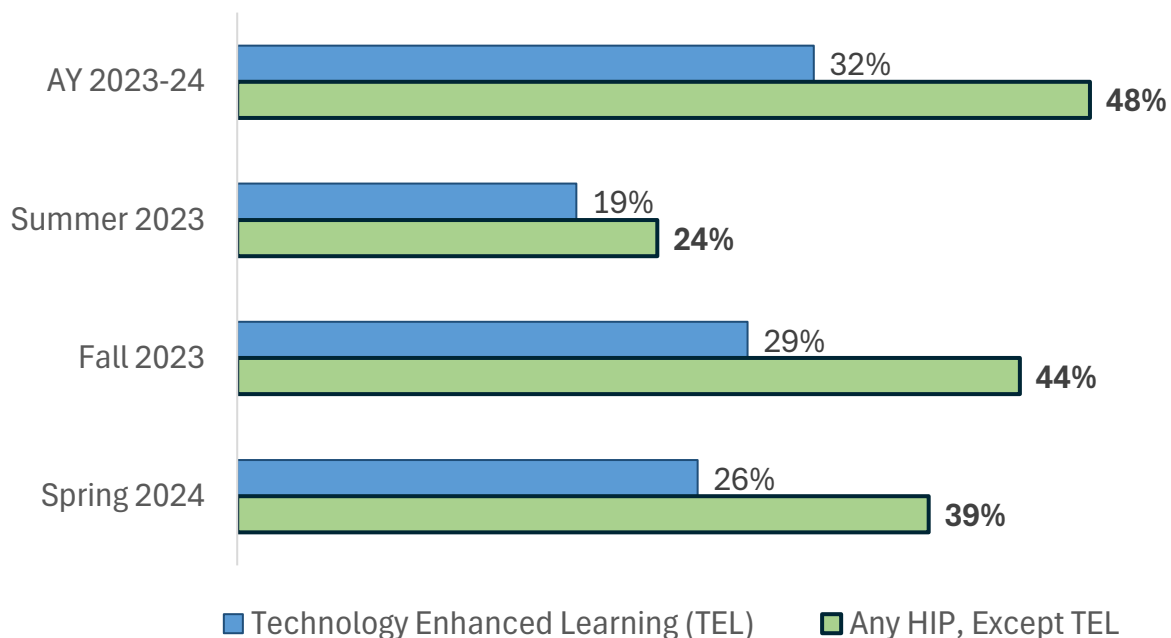
Note: Withdraw Rate = Percent of students with final grade of W or FA (failure for lack of attendance).



# HIP Participation, 2023-24

TBR community colleges coded 2,855 courses and an additional 13,103 course sections as including a HIP in 2023-24.

Student HIP Participation Rates



## High Impact Practices at TBR:

Technology Enhanced Learning, Learning Communities, and First-Year Seminars are the most frequently encountered HIPs.

Learning Communities are often encountered as a part of corequisite learning support and are a best practice.

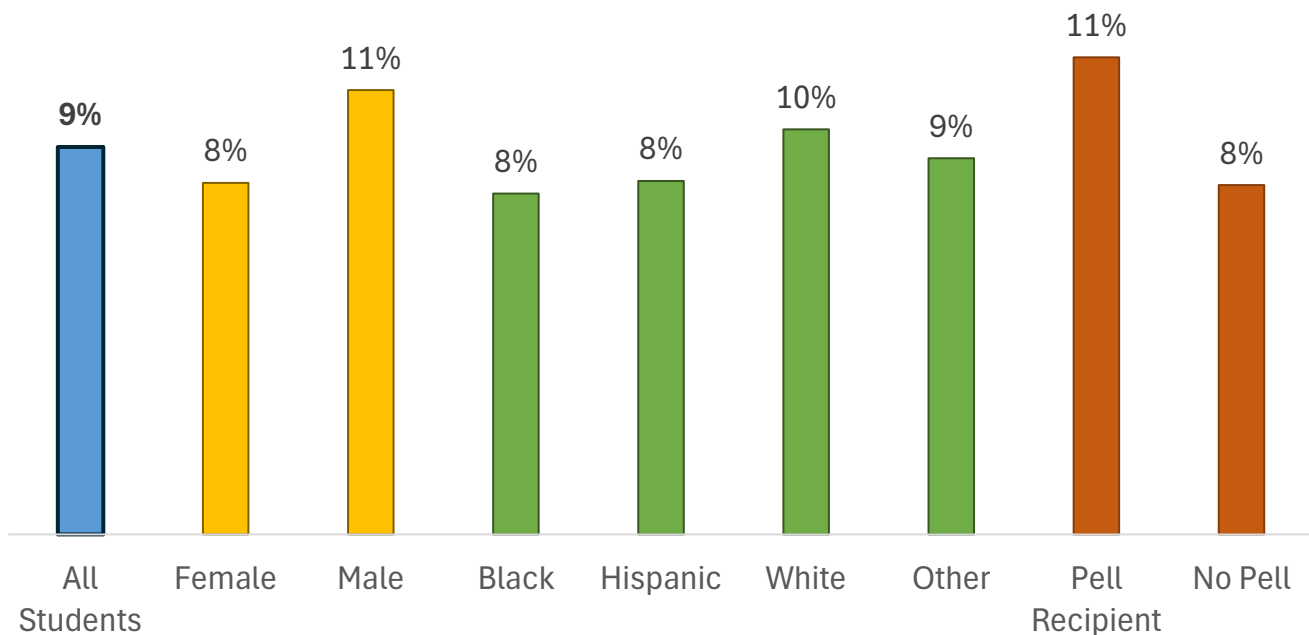
Prior research at TBR has identified the benefits of Service Learning and Undergraduate Research.



# Certifications, 2023-24

9% of students took a course that has an embedded certification or is part of a series of courses that leads to taking a certification exam.

Certification Participation Rate, by Population



## Courses Leading to Certifications:

At TBR colleges, healthcare programs most often have courses with embedded certification opportunities.

IT, Applied Technology, and Business courses are also commonly identified.

In associate programs, certifications are generally associated with 2000 level courses.



LUMINA ISSUE PAPER

**SCALING HIGH-IMPACT PRACTICES TO IMPROVE COMMUNITY COLLEGE STUDENT OUTCOMES: Evidence from the Tennessee Board of Regents**

By Jessa Valentine, Ph.D., and Derek Price, Ph.D., DVP-PRACTIS LTD

February 2021

# 2022 NASPA Excellence Award

Assessment, Persistence, Data Analytics Category

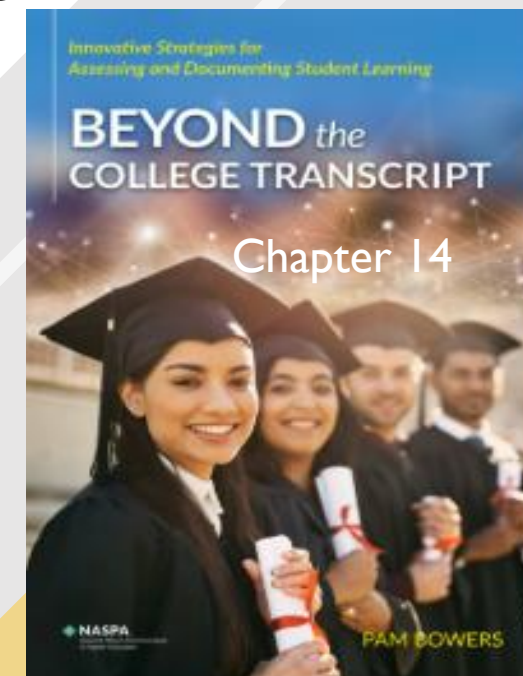
Gold Award Winner

For TBR's High Impact Practice Initiative

## Strategies for Implementing Digital Learning Infrastructure to Support Equitable Outcomes

A Case-based Guidebook for Institutional Leaders

everylearner everywhere



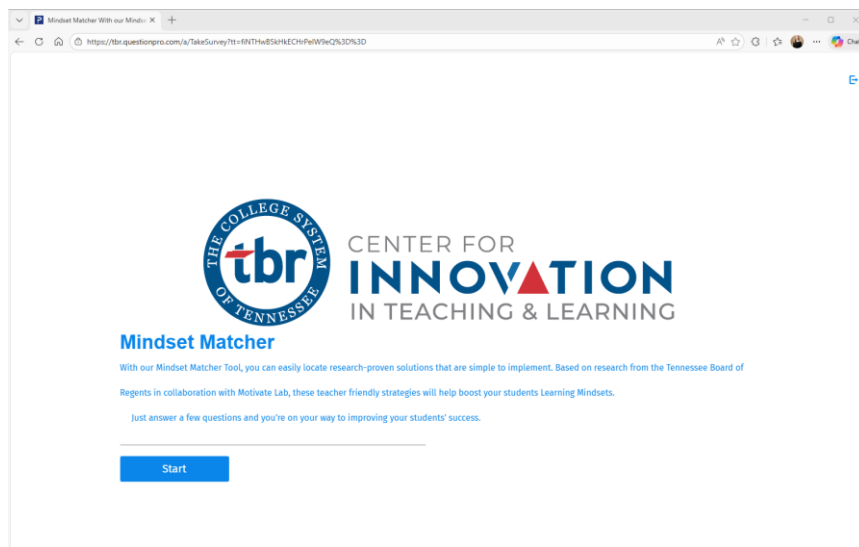


# Focus on Quality Instruction

- Faculty Development
- Center for Innovation in Teaching and Learning
- Annual Statewide & Regional Convenings
- Adoption of AAC&U Value Rubrics
- Taxonomy Development Process
- CTL Director Engagement



# Teaching Tools



When thinking about implementing new Mindset Strategies to support your students, which of these 3 aspects is most important to you? Choose one below:

- Time:** The estimated time commitment for me to implement is most important.
- G-P-S:** Choosing a specific G-P-S activity (Growth mindset, Purpose & Relevance, Sense of Belonging) is most important to me.
- Theme:** Choosing an activity based on specific "theme" is most important to me (i.e. building classroom community, feedback to students, etc.).



# Teaching Tools



# TECHNOLOGY ENHANCED LEARNING

## HIP Sample Implementation Guides

HIP Sample Implementation Guides offer real examples of how current TBR faculty are applying different high impact practices in courses across various disciplines. Faculty are encouraged to use these examples for inspiration and ideas as they plan to adopt HIPs into their courses.

- [Global Cultural Awareness - Sample Implementation](#)
- [Service Learning - Sample Implementation](#)
- [Technology Enhanced Learning - Sample Implementation](#)
- [Undergraduate Research - Sample Implementation](#)

### Minimum Definition

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.)

## Sample Implementation

<b>Course</b>	ENGL 2130: Topics in American Literature
<b>Assignment</b>	Multimedia Literary Analysis Essay
<b>Overview</b>	For this assignment, students write a literary analysis. Students must select one short fiction reading from the class schedule and critically examine the text's response to the following question: <i>How does the main character's personal beliefs conflict with his/her ethical or moral responsibilities?</i> The instructor provides a detailed assignment sheet (embedded within D2L) that lists due dates, word count, task, purpose, and assessment guidelines. The assignment provides students the opportunity to achieve the first Student Learning Outcome: explain the ways that American literary works emerge from and respond to particular cultures, historical moments, and values.
<b>Assessment</b>	Students are assessed using the standard Language Department rubric for literary essays.
<b>Digital Enhancement</b>	In lieu of a traditional essay, students complete a multi-media assignment using a variety of digital tools (Sway, Canva, YouTube, D2L ePortfolio, etc.) to create and present their work. By allowing students to incorporate multimedia aspects to support their argument, as well as offer a digitally enhanced mode of presentation, students are more engaged in the writing process. Moreover, the digital presentation tools encourage collaboration.

# HIP Quality Assessment Rubric

**HIP Resources**



HIP Ambassadors	HIP Customizable Flyer	HIP Customizable Brochure	HIP Badges	HIP Quality Assurance and Coding Guide (2024)
HIP Quality Assurance Rubric	HIP Quality Assurance Evaluation Form (2024)	HIP Codes	NASH TS3 HIPs in Pathways Video	Documenting Learning: The Comprehensive Learner Record (Baker & Jankowski, NILOA)

**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.

Exemplary (3)	Proficient (2)	Emerging (1)	Not Evident (0)
Rigorous course expectations were conveyed, and student outcomes/artifacts demonstrated majority achievement of the high expectations.	Rigorous course expectations were conveyed, but student outcomes/artifacts did not demonstrate majority achievement of the high expectations.	Course expectations were conveyed but were not set at an appropriately high or rigorous level.	Course expectations were absent or set at inappropriately high or low levels.

**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.

Exemplary (3)	Proficient (2)	Emerging (1)	Not Evident (0)
Course materials and assignments aid students in making clear and relevant connections to application in career and life.	Course materials and assignments aid students in making surface connections to applications in career or life.	Course materials make some reference to career or life relevance, but this relevance is not explored intentionally through assignments.	Coursework does not illustrate relevance to real life.

# 5 Years of HIP Convenings!

2020



2019

*Sparking a*  
**TEACHING**  
*Revolution*

2022

2018



STATEWIDE CONFERENCE  
**HIPS FRONT**  
STEPS FOR INSTRUCTORS  
PS FOR STUDENT SUCCESS

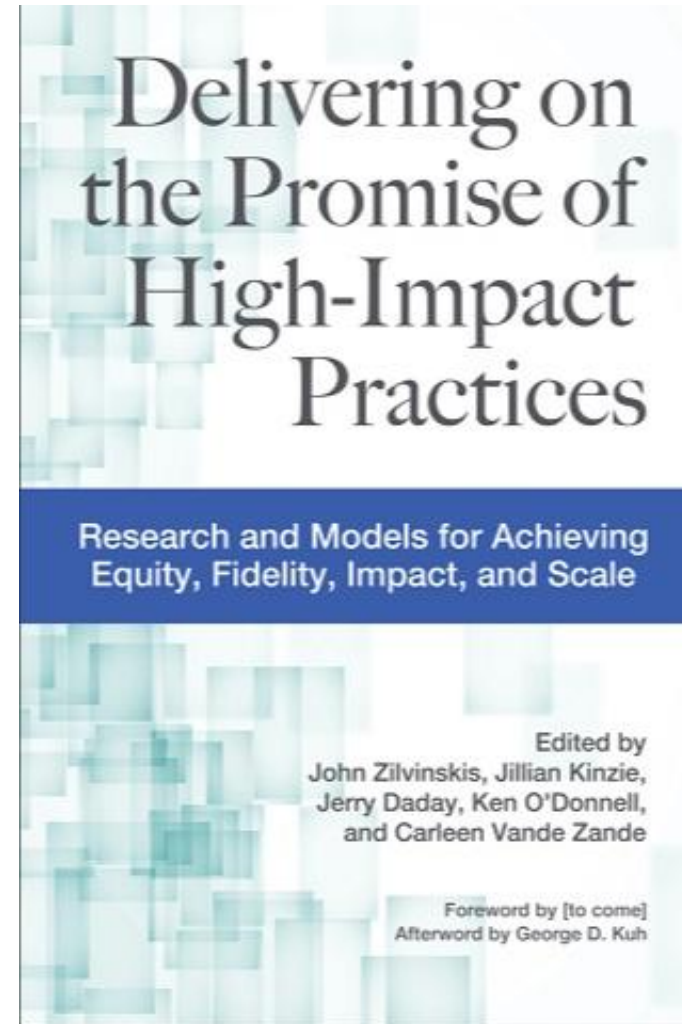


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# Chapter 18

## Models for Scaling

- What level of scaling do you want to do? Course, pathway, institutional, system?
- Is there an existing process for training, review, and approval of HIPs to revise or do you need to develop a process?
- Who are the experts to be engaged with to assist with formulating a plan?
- What is a reasonable timeline for the work? Will you do the work in phases?



## Momentum Year

TBR Completion Academy, November 17 - 18, 2016

PLANNING TEMPLATE – Purpose, Scheduling and Engagement

TBR Institution:

III.	<b>ENGAGEMENT: CONNECTING WITH ACADEMIC AND EXTRACURRICULAR LIFE IN A MEANINGFUL MANNER SO THAT EVERY STUDENT'S PATHWAY INVOLVES THEM IN A HIGH IMPACT PRACTICE DURING THE FIRST YEAR.</b>
A.	In Part III of the template, select specific enrichment activities that your institution is investigating, piloting, implementing or is building to a greater scale that promote student engagement, connectivity and satisfaction with their program of study and college life itself. These may be the High Impact Practices (HIP), for which a system-wide taxonomy has been developed or is under development are the following: <i>Certifications, Learning Communities, Service Learning, Study Abroad, Undergraduate Research, Work-based Learning, Honors programs, Technology-enhanced Learning (e.g. ePortfolio) and First Year Experience</i> . You may include another high impact practice outside of these nine such as the Academic Mindset in teaching and learning, expanded orientation and bridge programs and others.
	ENRICHMENT ACTIVITY DISCUSSED BELOW:
1.	<b>Key Accomplishments:</b> Describe major steps you have enacted so far to bring the practice to scale.
2.	<b>Challenges:</b> Indicate what challenges you anticipate or have encountered during the implementation of this practice.
3.	What more needs to be done to fully implement the practice?
4.	By whom and in what timeframe?
5.	How do you know or will you know that this practice is making a difference in student purposefulness, progress, connectivity and/or satisfaction?
6.	<b>Needs Assessment:</b> Identify and list the resources, data, data analytics or other assistance that you need to fully actualize the practice.
7.	Discuss if this practice is targeted towards or suitable for first year students and how those first year students are encouraged to participate in this practice.

# Laying out the plan

- Goals & Objectives defined
- Who are the key stakeholders that need to be engaged?
- What are the incremental steps that can be taken to scale your efforts?
- What are the existing resources that can be leveraged?
- What are additional resources you will need?

# Team Time



## Faculty & Staff Professional Learning

What are existing structures or programs available at your institution?

Are there specific opportunities for faculty and staff to develop plans to align experiential learning to courses level outcomes?

Who are key influencers that can be leveraged to bring others to the table?



## Experiential Learning Assessment

What is the current landscape of course offerings and student participation?

What data exists to show impact towards goals?

What data is needed to show impact?

What processes currently measure quality and continuous improvement?

## HIP and CLR Resources



## Mindset Repository

<https://www.tbr.edu/student-success/tbr-mindset-resource-repository>

## Research Library



# Handouts & Supporting Materials

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- Clark, J. E. (2024). *HIPS at LaGuardia: Documenting the landscape*. CUNY Academic Commons. Retrieved December 18, 2025, from <https://academiccommons.cuny.edu>
- Kaminski, H. L., Marten, K., & Murphy, D. D. (2025). Measuring student success using the High-Impact Practices Spectrum: Evidence for the value of high engagement experiences. *Journal of the Scholarship of Teaching and Learning*, 25(1), 103–121. <https://doi.org/10.14434/josotl.v25i1.36373>
- Kuh, G. D., & Kinzie, J. (2018, May 10). What really makes a 'high-impact' practice high impact? *Inside Higher Ed*. <https://www.insidehighered.com/views/2018/05/01/kuh-and-kinzie-respond-essay-questioning-high-impact-practices-opinion>
- National Association of System Heads. *High Impact Practices: An Educators Guide*. Retrieved December 18, 2025, from <http://hips.nashonline.org/>
- Valentine, J., & Price, D. (2021, February). *Scaling high-impact practices to improve community college student outcomes: Evidence from the Tennessee Board of Regents*. Lumina Foundation. Retrieved December 18, 2025, from <https://www.luminafoundation.org>

# THANK YOU!

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