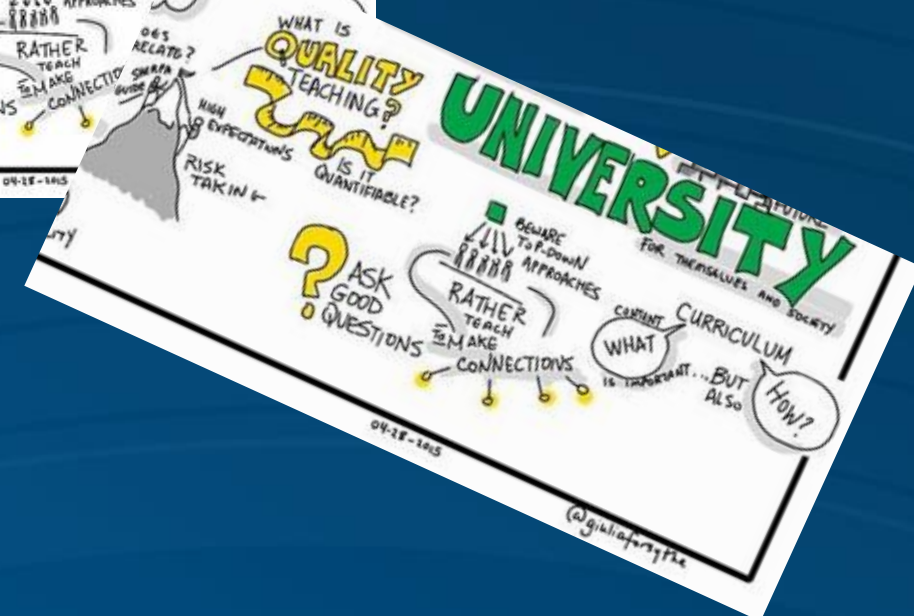


Creating the Conditions for Faculty-Led Redesign at Scale



Meauxmentum Summit 2026



Individual Reflection Activity

I. Purpose First

II. Faculty and Staff Professional Learning

III. Experiential Learning Practices



Workshop Objectives



The Tennessee Story

Faculty Engagement

Models for Scaling

Planning for Impact

TBR 2035 BUILDING TOMORROW'S COLLEGE



Strategic Plan Metrics



Open Access



Completion



Workforce Development



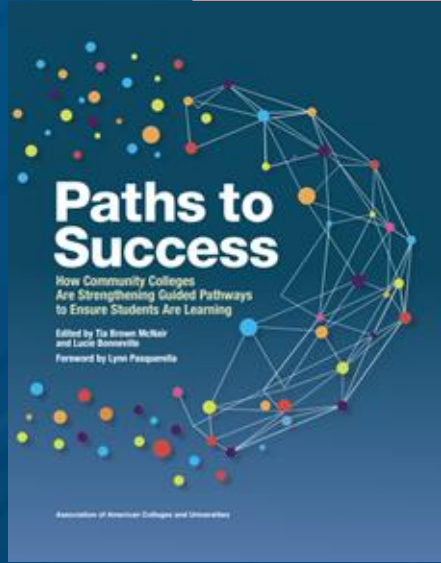
Strategic Priorities



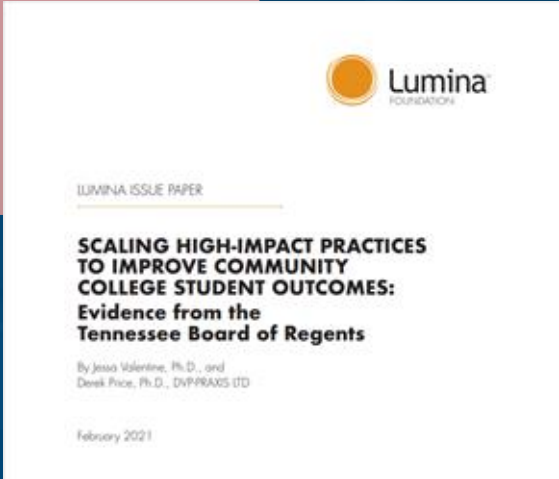
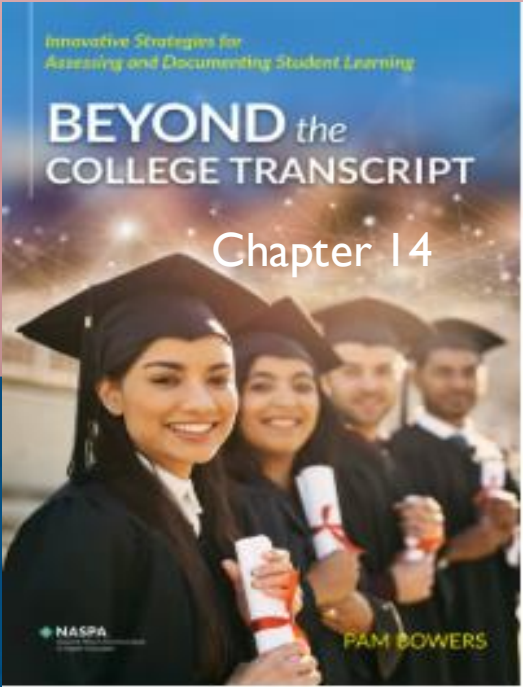
The Tennessee Story



Pedagogy with Purpose
Academic Mindset
Systemwide Accessibility Initiative
High Impact Practices



2015	2016	2017	2018	2019	2020	2021
First 6 HIP Taxonomies (SA, SL, WBL, UR, LC, CERT) Inst'l Self Study Phase I	SIS Coding Taxonomies for FYE, TEL, Honors SA Faculty Training Administrator ePortfolio Training Inst'l Self Study Phase 2	SIS Data Pull for 1 st Review Annual Grants for HIP Focus Course Redesign Begin UVA Mindset Research Begins Faculty ePortfolio Training Faculty Learning Communities Launch Fall Regional Drive-Ins	Statewide HIP Conference TS3 Grant: HIPS in Pathways CLR Project Launches	HIP Annual Conference HIP Pathway Mapping & 5 year Strategic Plan HIP Student Focus Groups	HIP Annual Conference Student Affairs Learning Outcome Training	HIP Annual Conference HIP Ambassador Program Launches Monthly CTL Director Calls Virtual Summer Institute





Strategies for Implementing Digital Learning Infrastructure to Support Equitable Outcomes

A Case-based Guidebook for
Institutional Leaders

2022

everylearner
everywhere



2022

Final HIP
Annual
Conference
Continuation
of other
Programs
Institutional
Data Analysis

2023

Ascendium
Grant to Scale
Mindset in HIP
Courses
Develop
Mindset
Repository
Regional HIP
Drive-Ins

2024

HIP Pathway
Ambassador
Program
Launches
Center for
Innovation in
Teaching and
Learning at
TBR
HIPs & CLR
Campus
Presentations

2025

Bi-Annual
Degrees of
Success
Launches
TBR CRED
Launch
HIP System
Dashboards
Center for
Global
Innovation,
Partnerships,
and Student
Success
Launches at
TBR

2026

Statewide
Undergraduate
Research
Symposium

Regional HIP
Drive-Ins



2022 NASPA Excellence Award

Assessment, Persistence, Data Analytics Category

Gold Award Winner

For TBR's High Impact Practice Initiative



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 at TBR

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





Deep Dives into Data on Specific HIPs

- The Effect of Service Learning Participation on College Outcomes: An Empirical Investigation (Updated December 2021)
- The Impact of Undergraduate Research on Student Outcomes: Examining High Impact Practices in TBR community colleges (Updated December 2021)
- Student Success and the First-Year Experience: Early Evidence from TBR Community Colleges (June 2020)



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).

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
Total	101,955	63,823	10,249	17,813	14,602	1,062	21,352	6,314	34,267	15,814	5,676

*-Data suppressed at fewer than 10

Year

☐ FY2024

☒ FY2025

RACE

☐ BLACK

☐ HISPANIC

☐ OTHER

☐ WHITE

Gender

☐ Female

☐ Male

Age

☐ Adult (25+)

☐ Traditional Age

Enrollment Type

☐ Full-time

☐ Part-time

Pell type

☐ No Pell

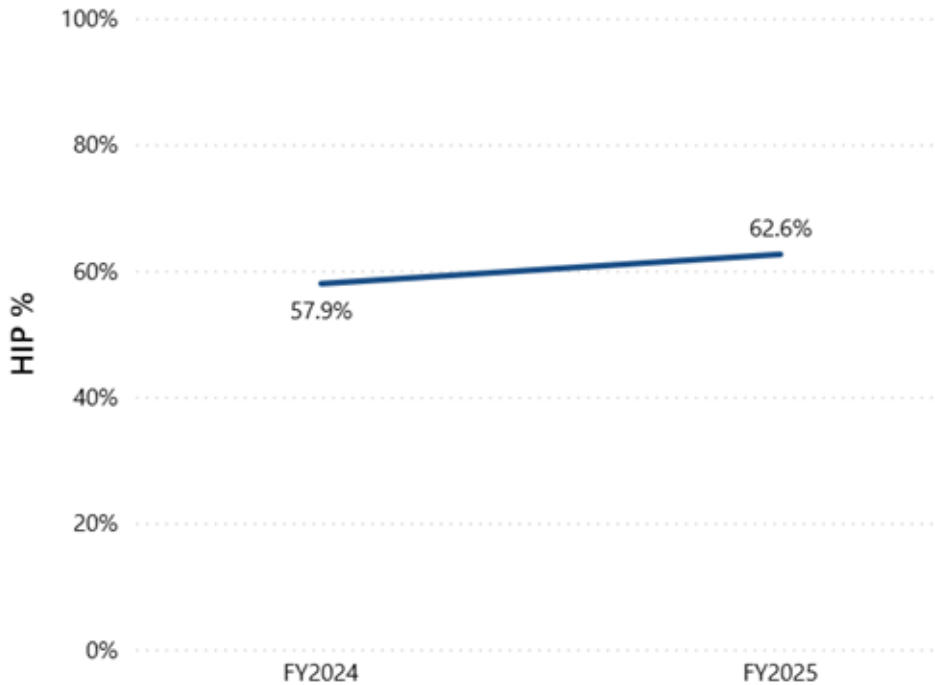
☐ Pell

Clear all slicers

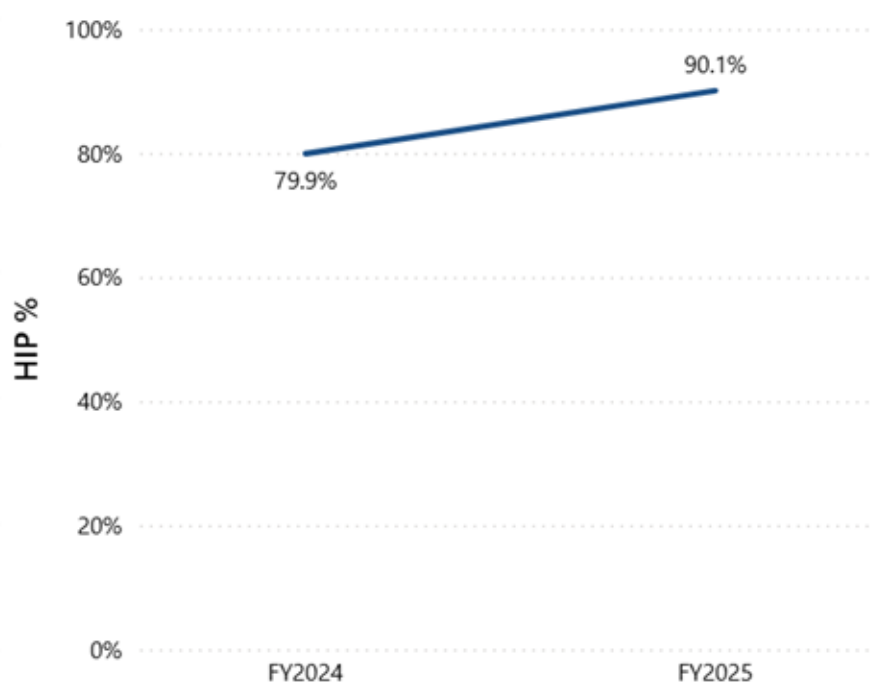
SCHOOL_CODE_DESC

- ☐ 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
- ☐ Part-time

Pell type

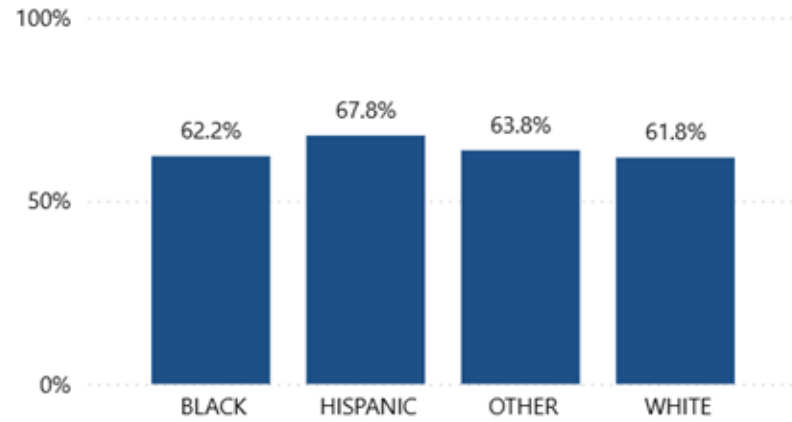
- ☐ No Pell
- ☐ Pell



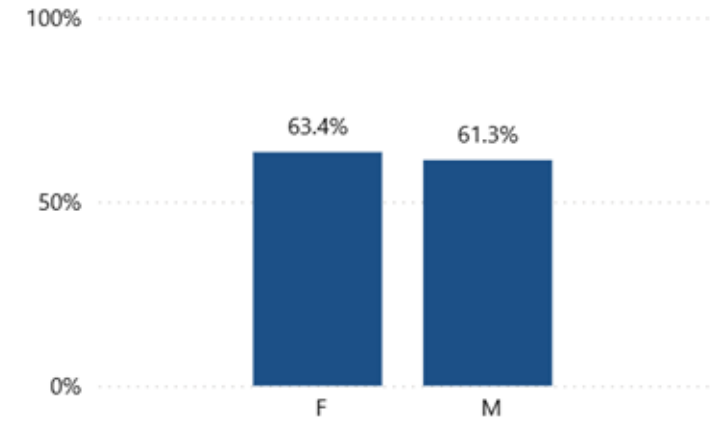
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Next →

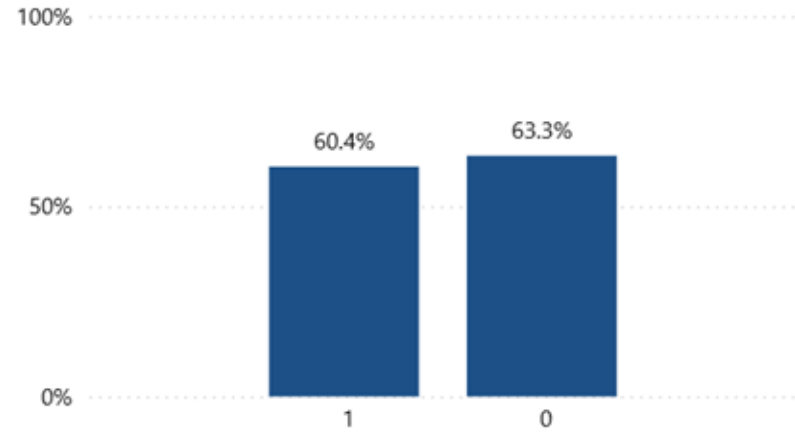
HIP % by RACE



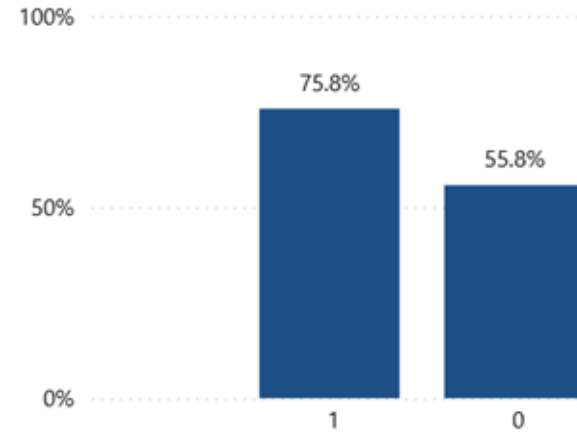
HIP % by GENDER



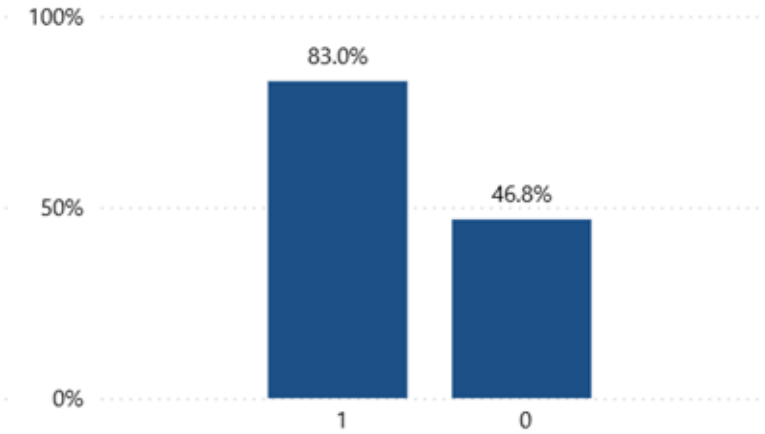
HIP % by ADULT_FLAG



HIP % by PELL



HIP % by FT_FLAG



College

Year

- ☐ FY2024
- ☒ FY2025

Pell type

- ☐ No Pell
- ☐ Pell

Enrollme...

- ☐ Full-time
- ☐ Part-time

Age

- ☐ Adult (25+)
- ☐ Traditional Age

RACE

- ☐ BLACK
- ☐ HISPANIC
- ☐ OTHER
- ☐ WHITE

Gender

- ☐ Female
- ☐ Male

Goals

- What core learning outcomes do you have for your students?
- What experiences will lead to those outcomes?
- How will this focus connect with your mission and strategic plan?

Connections to Curriculum

- What are the institution's areas of inquiry (general education requirements)?
- How do students know the purpose of taking the GE courses and how it connects to their future career goals?
- What are the curricular elements included in each area of inquiry?
- What are the associated experiential education activities that can align to those elements? Curricular and co-curricular.

Delivering on the Promise of High-Impact Practices

Research and Models for Achieving
Equity, Fidelity, Impact, and Scale

Edited by
John Zilvinskis, Jillian Kinzie,
Jerry Daday, Ken O'Donnell,
and Carleen Vande Zande

Foreword by [to come]
Afterword by George D. Kuh

Chapter 18

- Faculty Engagement



Faculty Engagement

- Taxonomy Development Process
- Faculty Development & CTL Director Engagement
 - Adoption of AAC&U Value Rubrics



CENTER FOR
INNOVATION
IN TEACHING & LEARNING



Taxonomies

- Create minimum definitions of practice when coding in SIS
- Program elements describe institutionalization of practice over 3 milestones

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.

Institutional Commitment

Milestone 1

Minimal or no institutional support for certifications

Certifications do not integrate elements of HIP best practices

Institution does not belong to any national/regional associations or engage with industry accrediting bodies

Institution has identified courses needing faculty with certifications prior to teaching the course. Either a plan is in place for faculty to obtain the certification or the certification is in place prior to teaching the course.

Professional certifications are partially funded by institution

Milestone 3

Extensive institutional support for certifications

Institution has fully integrated elements of HIP best practices

Institution belongs to 3 or more national/regional associations and participates actively with industry accrediting bodies**; CC 2*

Institution has a strategic plan for ongoing re-certification trainings for faculty who teach courses.

Administration fully supports and funds professional re-certifications for faculty

5 Years of HIP Convenings!

2020



GET **HIP.**
STAY **HIP**



2019

Sparking a
TEACHING
Revolution

2022

2018



STATEWIDE CONFERENCE
HIPS FRONT
STEPS FOR INSTRUCTORS
PS FOR STUDENT SUCCE



HIP Ambassador Program



Orientation

Monthly Ambassador Connection Calls

Monthly Connection Calls by HIP for All Faculty

**Individual Consultations & Campus
Presentations for System**

Transfer Pathway Connections

[Tbr.edu/student-success/hip-ambassadors](https://tbr.edu/student-success/hip-ambassadors)

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 Quality Assessment Rubric



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.

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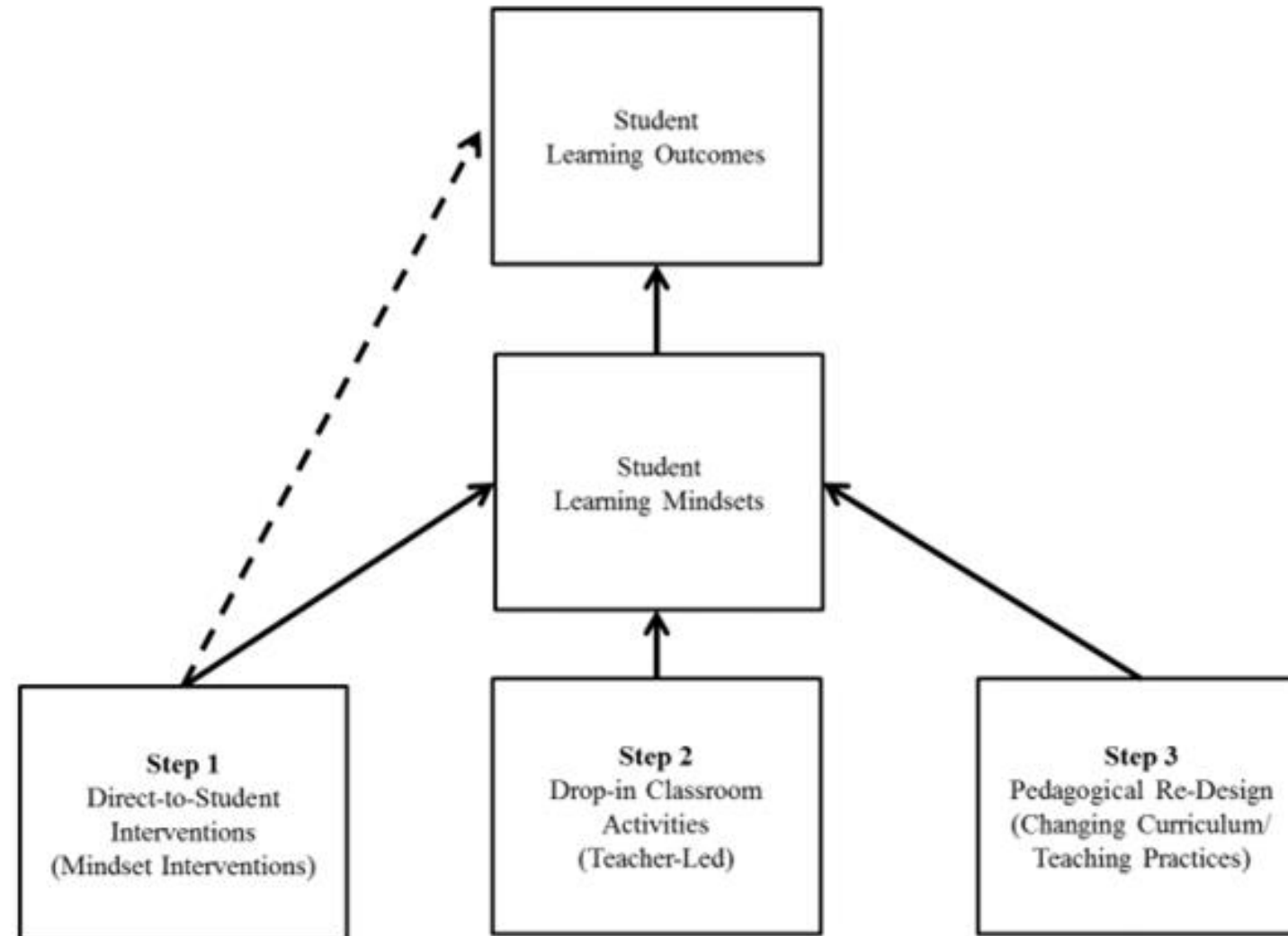
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Chapter 18

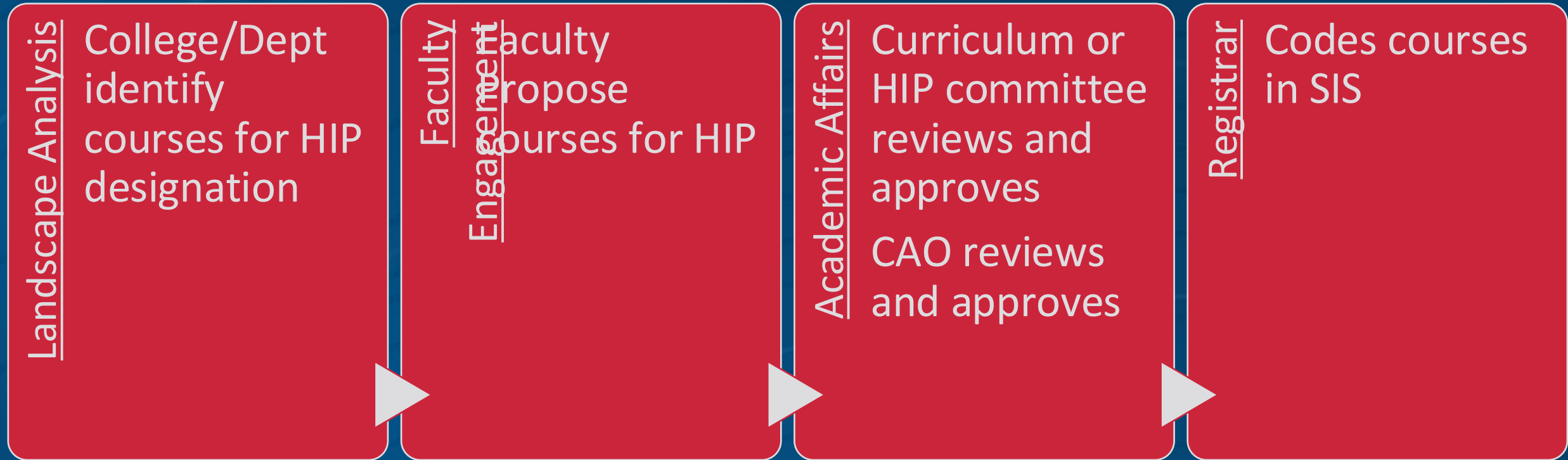
- Models for Faculty Led Innovation and Scaling

Example Faculty Course Redesign Model

Figure 1. An Intervention Translation Model for Mindset Interventions in Education.



Example Institution HIP Coding Process



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"> Complete the Enrollment Checklist Participate in Orientation



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



Credit Hours	Curriculum	Co-Curricular Experiences
46-60 hours	<ul style="list-style-type: none"> CITC 2353 - Tactical Perimeter Defense CITC 2390 - Capstone in Computer Information Technology CITC 2399- Internship in Computer Information Technology ★ ECON 2100 - Principles of Macroeconomics 	<p>Fair</p> <ul style="list-style-type: none"> Complete Exit Checklist

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



Design Charette

To construct a plan for scaling up interventions across an institution or state, it is important to bring together groups of people with various expertise and capitalize on their shared wisdom.

Participants

- Administrators and other key higher education stakeholders
- Researchers knowledgeable in social-psychological phenomena and interventions
- Practitioners and funders with significant scale-up experience
- Facilitators trained in design-based methodology



Design Charette

Meeting Activities

- Overview of relevant research, the proposed project, and education context
- Formal and informal meetings centered around key challenges to scaling up interventions (e.g., working with diverse student populations; technical versus 2-year versus 4-year colleges; interfacing with instructors and advisors; student dropout)
- Design activities involving intervention materials
- Small group and whole group discussions

Products

- Project timeline for bringing interventions to scale
- Staffing and logistic needs to support intervention implementation and the scale-up process
- Working budget and plans for obtaining necessary resources

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?

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Afterword by George D. Kuh

Chapter 18

- Planning for Impact

Momentum Year

TBR Completion Academy, November 17 - 18, 2016

PLANNING TEMPLATE – Purpose, Scheduling and Engagement

TBR Institution:

III.	ENGAGEMENT: CONNECTING WITH ACADEMIC AND EXTRACURRICULAR LIFE IN A MEANINGFUL MANNER SO THAT EVERY STUDENT'S
A.	PATHWAY INVOLVES THEM IN A HIGH IMPACT PRACTICE DURING THE FIRST YEAR.
	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.	Key Accomplishments: Describe major steps you have enacted so far to bring the practice to scale.
2.	Challenges: 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.	Needs Assessment: 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.

High Impact Practice Promotional Materials

Ready for download and institutional customization!

- Brochure
- Campus Flyer
- Badges for Syllabi and Catalogs

DON'T WAIT!
Experience at least 3 HIP courses before you graduate.

TALK TO YOUR ADVISOR TODAY!

TAKE LEARNING TO THE NEXT LEVEL

HIGH IMPACT PRACTICES (HIPs) help you earn more hours and stay on track!

On the right is the McGary 4-student at Volunteer State, earned the Dr. James award as part of a Study Abroad program to Brazil.

tbr THE COLLEGE SYSTEM OF TENNESSEE

[tbr.edu/hips]

HIP Opportunities!

Look for these icons to identify HIP courses in the catalog and on syllabi.

- Certifications**
HIP certification courses allow you to complete a qualification for a particular industry or skill area by taking an assessment that leads to an industry-recognized certification.
- Study Abroad**
Take your course in a location outside the U.S. to learn more about other cultures, gain understanding of other perspectives, and communicate in new ways.
- First Year Experience**
Start off HIP by taking a college success course in one of your first two semesters. FYE courses provide you with tools and resources to be successful at your college.
- Technology-Enhanced Learning**
These HIP courses incorporate digital technologies like ePortfolios, virtual reality experiences, or app creation to enhance your learning experience.
- Honors Education**
HIP honors courses challenge dedicated students who have a desire to explore general education subject matter in greater depth, develop strong leadership skills, and engage in service to the campus and surrounding community.
- Undergraduate Research**
Under the supervision of an instructor, work answers to challenging questions through scholarly inquiry, market research or scientific investigation like experiments.
- Learning Communities**
Enhance your learning by joining a HIP learning community in which a cohort of peers complete two or more courses that are linked either by program, semesters or by theme.
- Work-Based Learning**
Apply your learning to your desired profession by working with prospective employers in experiences like internships, practicum, clinicals, co-ops, and more.
- Service Learning**
As part of a course, engage in service that connects coursework while also helping a community partner. Learn more about civic responsibility, and strengthen your community.

What are HIPs?
HIPs, also known as high impact practices, are activities integrated into courses that are known to make learning more interesting and engaging by relating course materials to real-life and career experiences.

Who should take HIP courses?
Everyone! Data shows that when you participate in multiple HIP experiences while in college, you graduate as a more globally-aware, solution-oriented, and workforce-ready citizen.

What makes a HIP course different?
In HIP courses you will experience more interaction with faculty and peers about important issues, explore diverse perspectives, gain a higher degree of global awareness, apply course concepts to real world situations, reflect on your learning, receive frequent feedback from instructors, and have opportunities to share your learning beyond the classroom.

[tbr.edu/hips]

GET HIP!

EARN MORE HOURS & STAY ON TRACK!

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Earn HIP Badges!

- Certifications
- First Year Experience
- Honors Education
- Learning Communities
- Service Learning
- Study Abroad
- Technology-Enhanced
- Undergraduate Research
- Work-Based Learning

[tbr.edu/hips]

tbr THE COLLEGE SYSTEM OF TENNESSEE

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?

HANDOUTS & SUPPORTING MATERIALS

- Clark, J. E. (2024). *HIPS at LaGuardia: Documenting the landscape*. CUNY Academic Commons. Retrieved December 18, 2025, from <https://academiccommons.cuny.edu>
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- 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>
- **Learning Mindset Resources:**
 - Tennessee Board of Regents Repository: <https://www.tbr.edu/student-success/tbr-mindset-resource-repository>
 - University of Virginia's Motivate Lab: <https://www.tbr.edu/student-success/tbr-mindset-resource-repository>