

# Creating the Conditions for Faculty-Led Redesign at Scale



# Individual Reflection Activity

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- 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

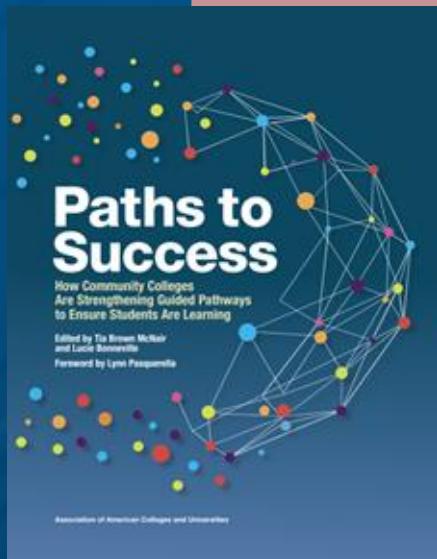
 Strategic Priorities



# The Tennessee Story



Pedagogy with Purpose  
Academic Mindset  
Systemwide Accessibility Initiative  
High Impact Practices



2015

First 6 HIP  
Taxonomies  
(SA, SL, WBL,  
UR, LC, CERT)

Inst'l Self Study  
Phase 1

2016

SIS Coding  
Taxonomies for  
FYE, TEL, Honors  
SA Faculty  
Training  
Administrator  
ePortfolio  
Training  
Inst'l Self Study  
Phase 2

2017

SIS Data Pull for  
1<sup>st</sup> Review  
Annual Grants  
for HIP Focus  
Course Redesign  
Begin  
UVA Mindset  
Research Begins  
Faculty ePortfolio  
Training  
Faculty Learning  
Communities  
Launch  
Fall Regional  
Drive-Ins

2018

Statewide HIP  
Conference  
TS3 Grant: HIPS  
in Pathways  
CLR Project  
Launches

2019

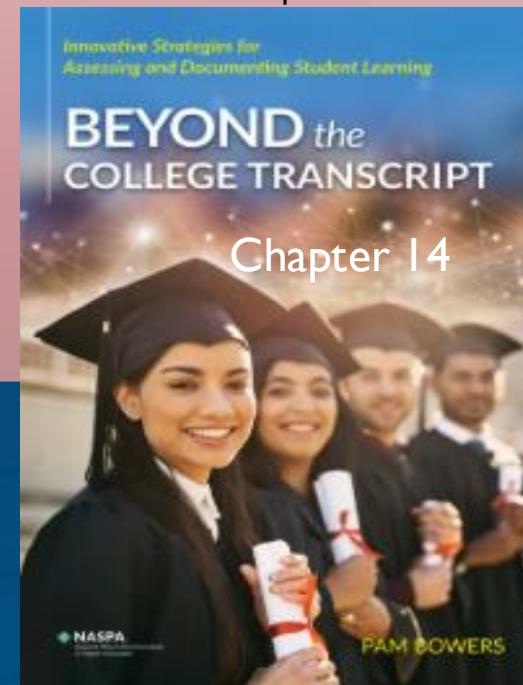
HIP Annual  
Conference  
HIP Pathway  
Mapping & 5  
year Strategic  
Plan  
HIP Student  
Focus Groups

2020

HIP Annual  
Conference  
Student Affairs  
Learning  
Outcome  
Training

2021

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



### 2022 NASPA Excellence Award

Assessment, Persistence, Data Analytics Category

Gold Award Winner

For TBR's High Impact Practice Initiative

2022

Final HIP Annual Conference  
Continuation of other Programs  
Institutional Data Analysis

2023

Ascendum 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



# 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).

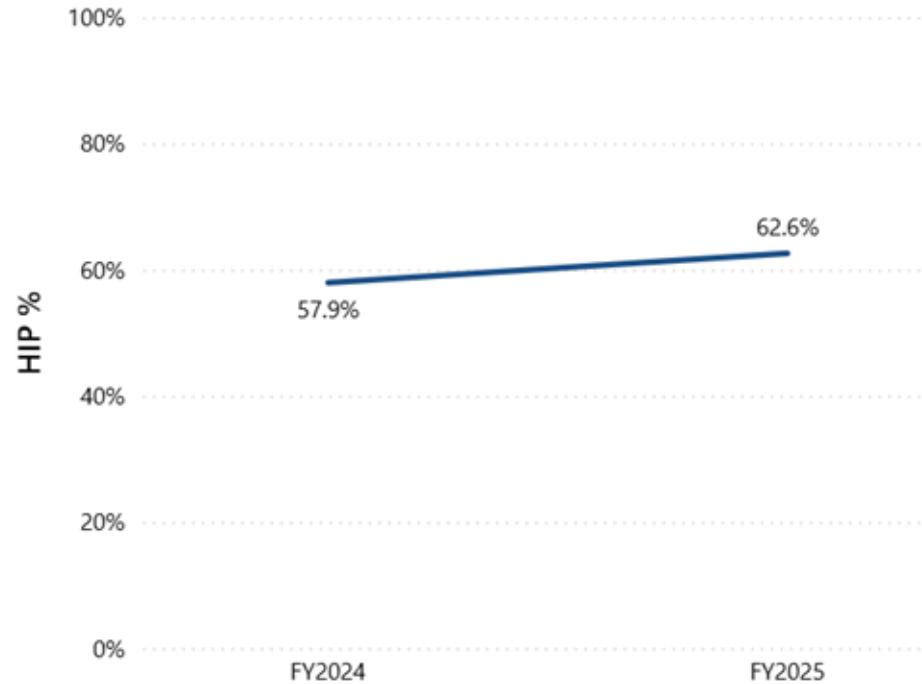
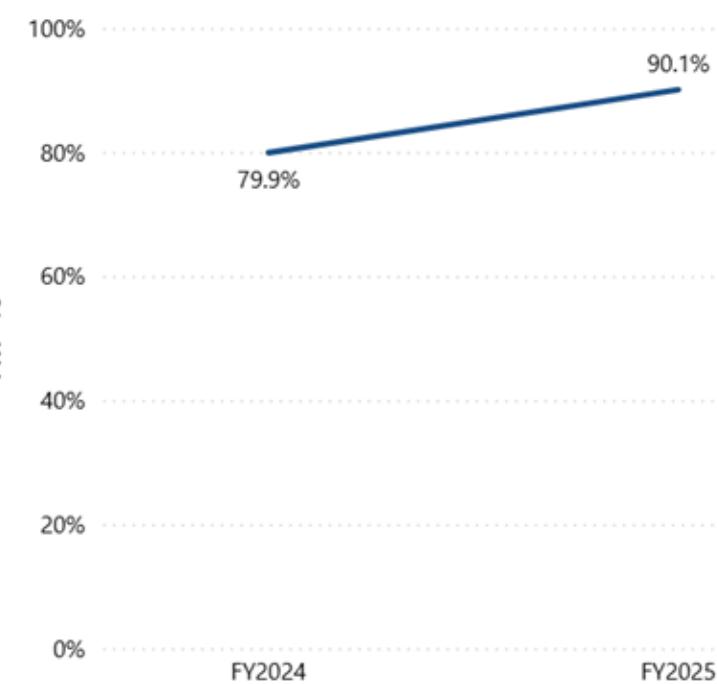
Note: Withdraw Rate = Percent of students with final grade of W or FA (failure for lack of attendance).

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
Cleveland State Community College	4,140	1,792	497	889	129	19	241	816	*	*
Columbia State Community College	7,645	6,885	1,069	1,568	3,384	53	1,113	257	5,275	1,090
Dyersburg State Community College	4,376	2,404	361	911	131	13	369	71	136	1,989
Jackson State Community College	4,748	2,780	523	1,219	*	44	385	*	*	1,281
Motlow State Community College	7,648	7,151	615	1,198	1,785	352	5,107	1,325	5,901	5,739
Nashville State Community College	10,738	8,741	1,230	1,768	28	*	2,615	253	7,831	2,686
Northeast State Community College	7,546	5,264	202	1,591	1,118	198	3,822	1,932	3,425	867
Pellissippi State Community College	12,343	7,005	1,514	2,340	2,535	*	1,971	401	3,400	548
Roane State Community College	6,614	4,881	1,505	1,164	3,748	66	1,648	54	*	11
Southwest Tennessee Community College	9,994	5,105	668	2,351	*	82	234	90	2,717	*
Volunteer State Community College	9,095	4,743	860	*	1,350	37	2,064	744	2,325	*
Walters State Community College	7,283	3,316	275	976	394	132	1,783	255	1,169	142
<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>

Year	RACE	Gender	*-Data suppressed at fewer than 10			Age	Enrollment Type	Pell type
<input type="checkbox"/> FY2024	<input type="checkbox"/> BLACK	<input type="checkbox"/> Female				<input type="checkbox"/> Adult (25+)	<input type="checkbox"/> Full-time	<input type="checkbox"/> No Pell
<input checked="" type="checkbox"/> FY2025	<input type="checkbox"/> HISPANIC	<input type="checkbox"/> Male				<input type="checkbox"/> Traditional Age	<input type="checkbox"/> Part-time	<input type="checkbox"/> Pell
	<input type="checkbox"/> OTHER		Clear all slicers					
	<input type="checkbox"/> WHITE							

**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**

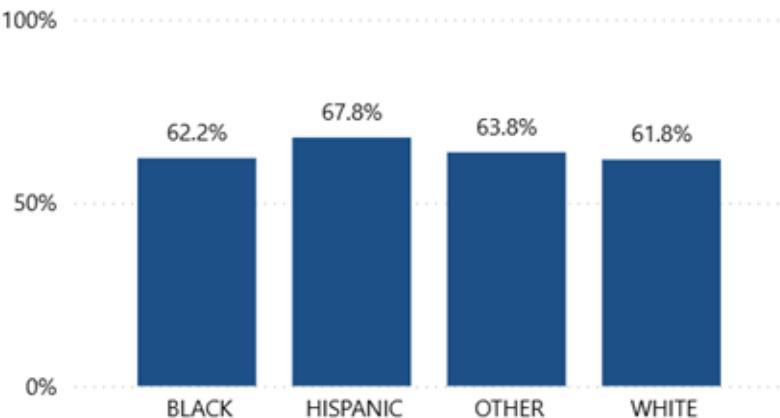
- Full-time
- Part-time

**Pell type**

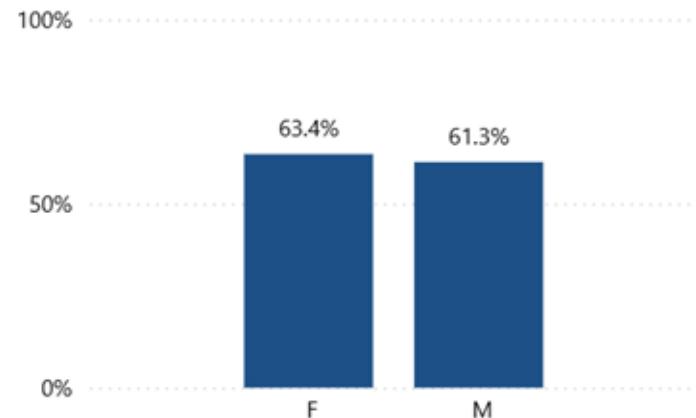
- No Pell
- Pell

**Back****Next**

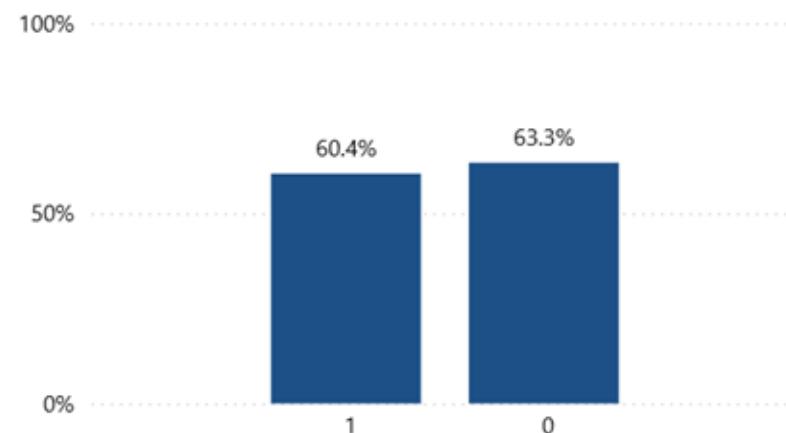
### HIP % by RACE



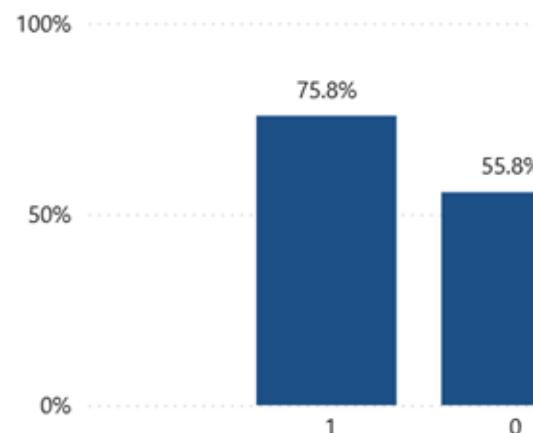
### HIP % by GENDER



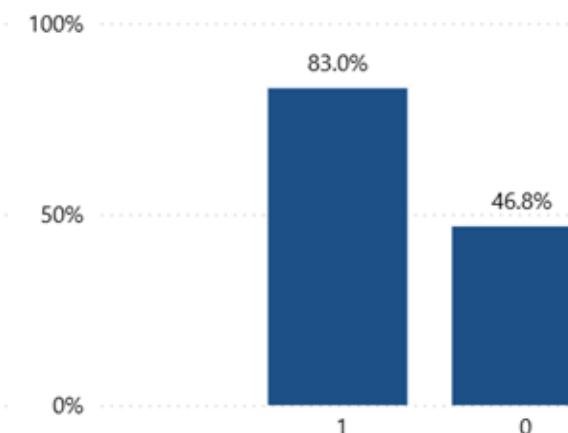
### HIP % by ADULT\_FLAG



### HIP % by PELL



### HIP % by FT\_FLAG



College

All

Back

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

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Next ➔

## 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.

## 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

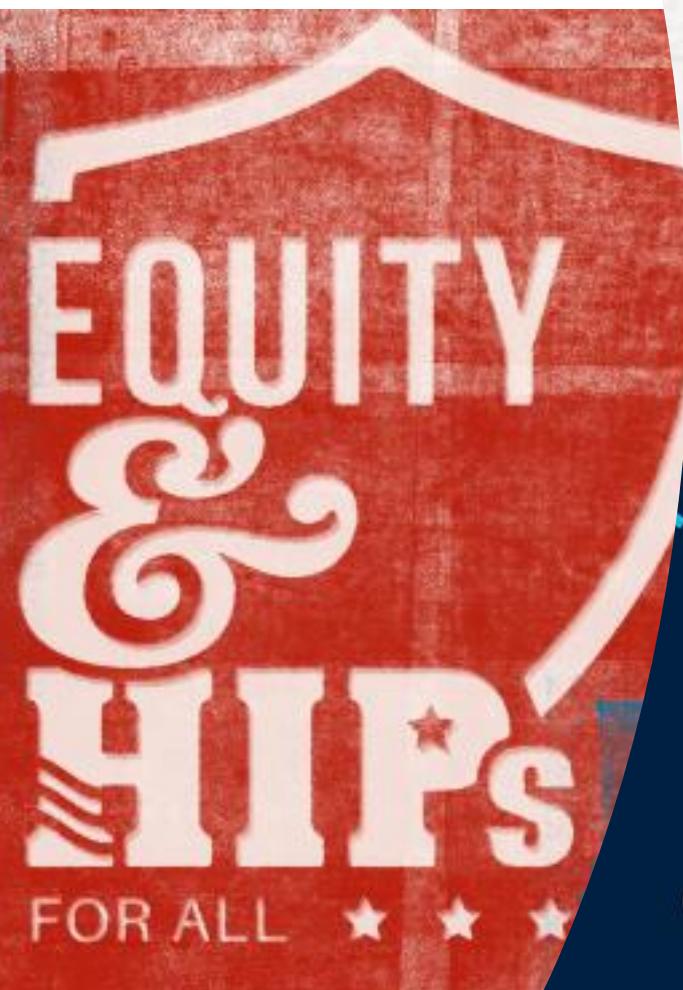
Institution belongs to 3 or more national/regional associations and participates actively with industry accrediting bodies\*\*; CC 2\*

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



# 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](http://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

— 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.

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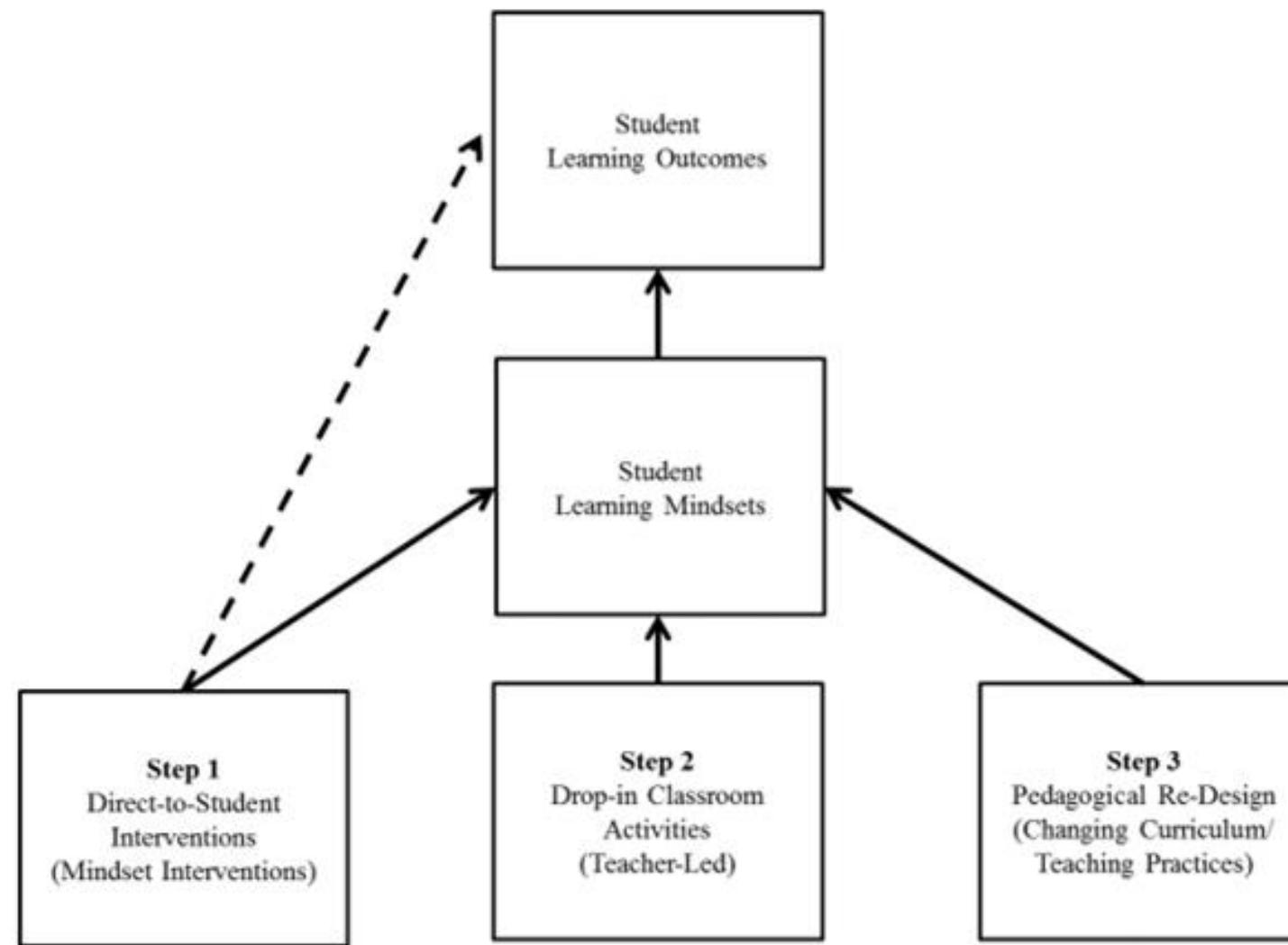
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Chapter 18

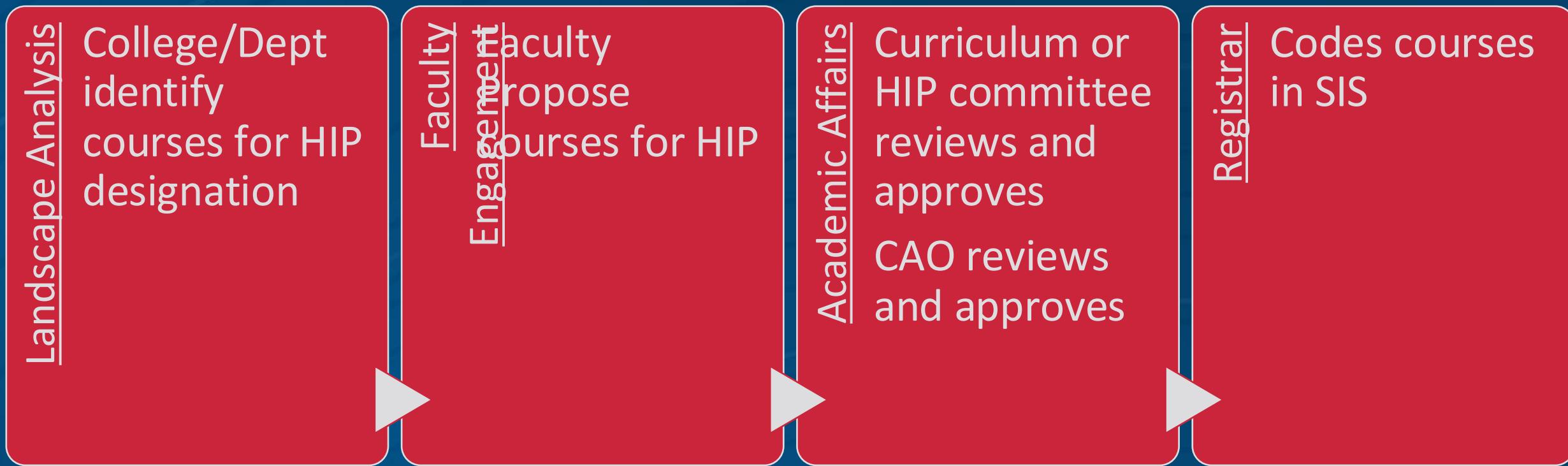
- Models for Faculty Led  
Innovation and Scaling

# 24 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"> <li>• Complete the Enrollment Checklist</li> <li>• Participate in Orientation</li> </ul>
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>

 PELLISSIPPI STATE COMMUNITY COLLEGE

[COURSES](#) [CAREERS](#) [CITC 2353 - Digital Forensics](#) [Participate in Career](#)

<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>
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**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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## Chapter 18

- Planning for Impact

## ***Momentum Year***

TBR Completion Academy, November 17 - 18, 2016

PLANNING TEMPLATE – Purpose, Scheduling and Engagement

**TBR Institution:**

III.	<b>A. 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>
	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.
	<b>ENRICHMENT ACTIVITY DISCUSSED BELOW:</b>
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.	<b>What more needs to be done to fully implement the practice?</b>
4.	<b>By whom and in what timeframe?</b>
5.	<b>How do you know or will you know that this practice is making a difference in student purposefulness, progress, connectivity and/or satisfaction?</b>
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.	<b>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.</b>

# High Impact Practice Promotional Materials

Ready for download and institutional customization!

- Brochure
- Campus Flyer
- Badges for Syllabi and Catalogs



# 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

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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>
- **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>