

Quality & Equity: Best Practices in Scaling High-Impact Practices and Measuring Impact

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**SHEEO Higher Education Policy Conference
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Session Outline

- A. Brief Overview of High-Impact Practices project led by National Association of System Heads
- B. Lumina's Commitment to Quality & Equity
- C. TBR's Success Scaling HIPs with Fidelity
- D. Evidence that HIPs can drive positive outcomes for adults 25+ and for Black & Hispanic students

Brief overview of NASH Project

- 4 systems and 22 campuses
- Identify approaches to HIPs development to benefit minoritized and low-income students
- Develop systematic approaches to data collection and assessment of HIPs
- Develop and scale equitable access and implementation of HIPs

For more information and to see HIPs modules developed by NASH, visit hips.nashonline.org

Lumina's Commitment to Quality and Equity: Refining our Approach to Student Success

A STRONGER NATION

Learning beyond high school builds American talent

America's Progress

Goal-Exploration Tool

Nation

States

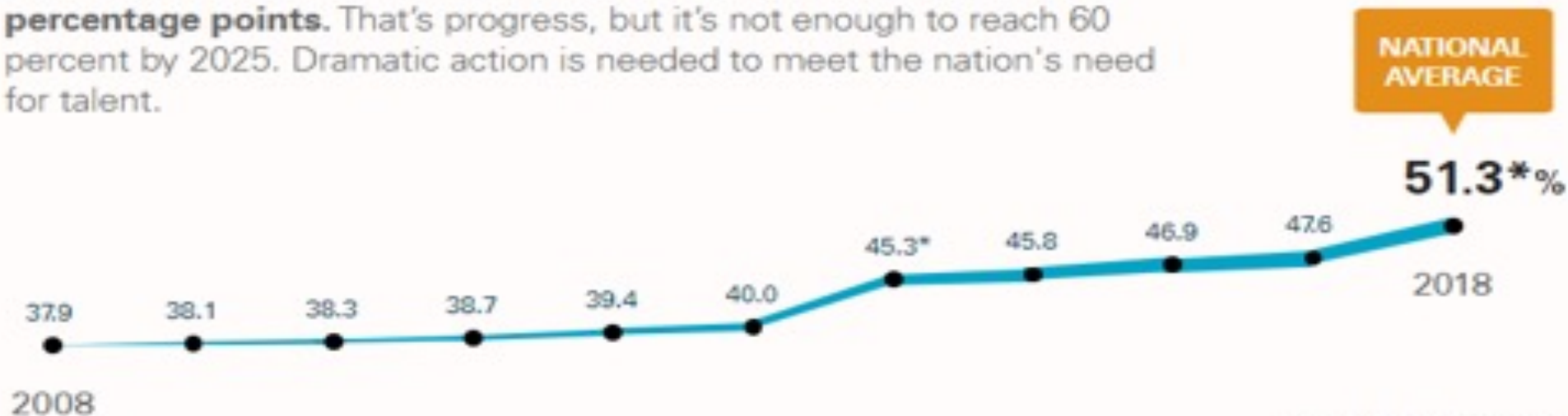
Metro Areas



Downloads

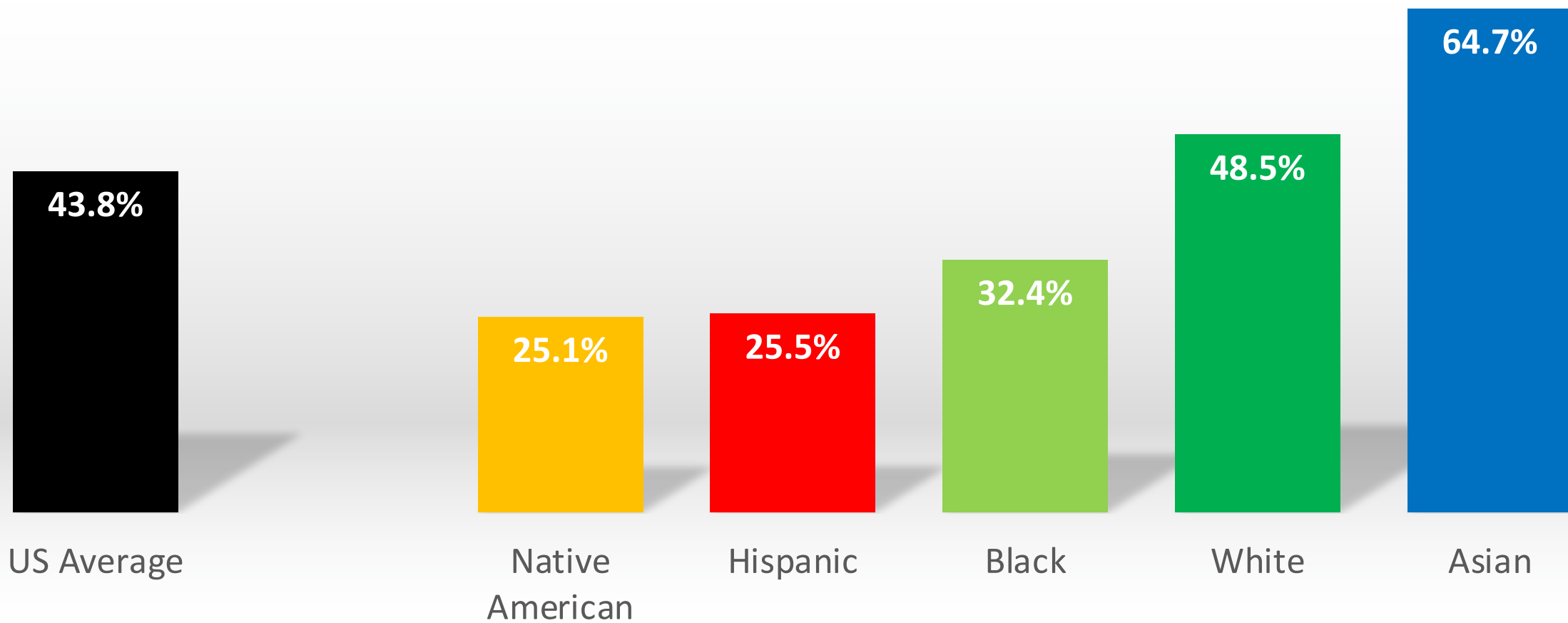
A steady climb

Lumina tracks the post-high school educational attainment of Americans ages 25-64. Since 2008, that figure has increased by **10 percentage points**. That's progress, but it's not enough to reach 60 percent by 2025. Dramatic action is needed to meet the nation's need for talent.



*Since 2014, workforce-relevant

Degree Attainment in the U.S. (2019)



A dual commitment requiring intentional design

“60 percent is more than a numerical goal; we must also ensure that the learning these credentials represent is real. More importantly, it must reflect a quality learning system that eliminates racial and ethnic disparities among people who have college degrees and other credentials of value. In short, we must make a dual commitment to racial equity and educational quality.”

Lumina Foundation Strategic Plan, 2020

Unlocking the Nation's Potential (2019)

“Quality and equity are inextricably linked and...new reform efforts must integrate these priorities. Without improved quality, there can be no meaningful equity. Without improved equity, claims for quality ring hollow....all students deserve access to high-quality educational programs that lead to meaningful opportunity.”

Unlocking the Nation's Potential

Working Definitions

- **Equity** is achieved when outcomes cannot be predicted by a person's race or ethnicity.
- **Justice** is achieved when the underlying policies, practices and root causes of inequitable outcomes are eliminated.

Working Definitions

- High-quality credentials unlock opportunity—enabling individuals to secure meaningful work, grow and learn on the job, exercise leadership and civic responsibility, and pursue further learning and credentialing.
- High-quality credential programs clearly state what students will learn, embed within them engaged and culturally sustaining high-impact teaching and learning strategies, provide supports today's students need, and cultivate the full portfolio of skills and knowledge essential for success.

What is Lumina's coordinated focus on equity and quality?

Equity Focus

- Target multiple opportunity populations with an explicit focus on race and ethnicity
- Focus on African-American, American Indian, Latinx, and in certain contexts some Asian populations

Integrated with Focus on Quality

- Evidence-based teaching and learning practices
- Outcomes including employability
- Flexible, transparent, affordable pathways
- Culturally competent high-impact teaching and learning
- Inclusive campus climates
- Equity-minded institutional structures and support systems





*Quality & Equity: Best Practices in Scaling
High-Impact Practices and Measuring
Impact*

SHEEO Higher Education Policy Conference

Washington, DC

November 8-11, 2021




TBR's Completion Agenda

The College System of Tennessee believes HIPs are an important part of the Teaching and Learning culture of our institutions.

TBR's Approach to Scaling HIPs Systemwide with Fidelity



Faculty Buy-In & Training.

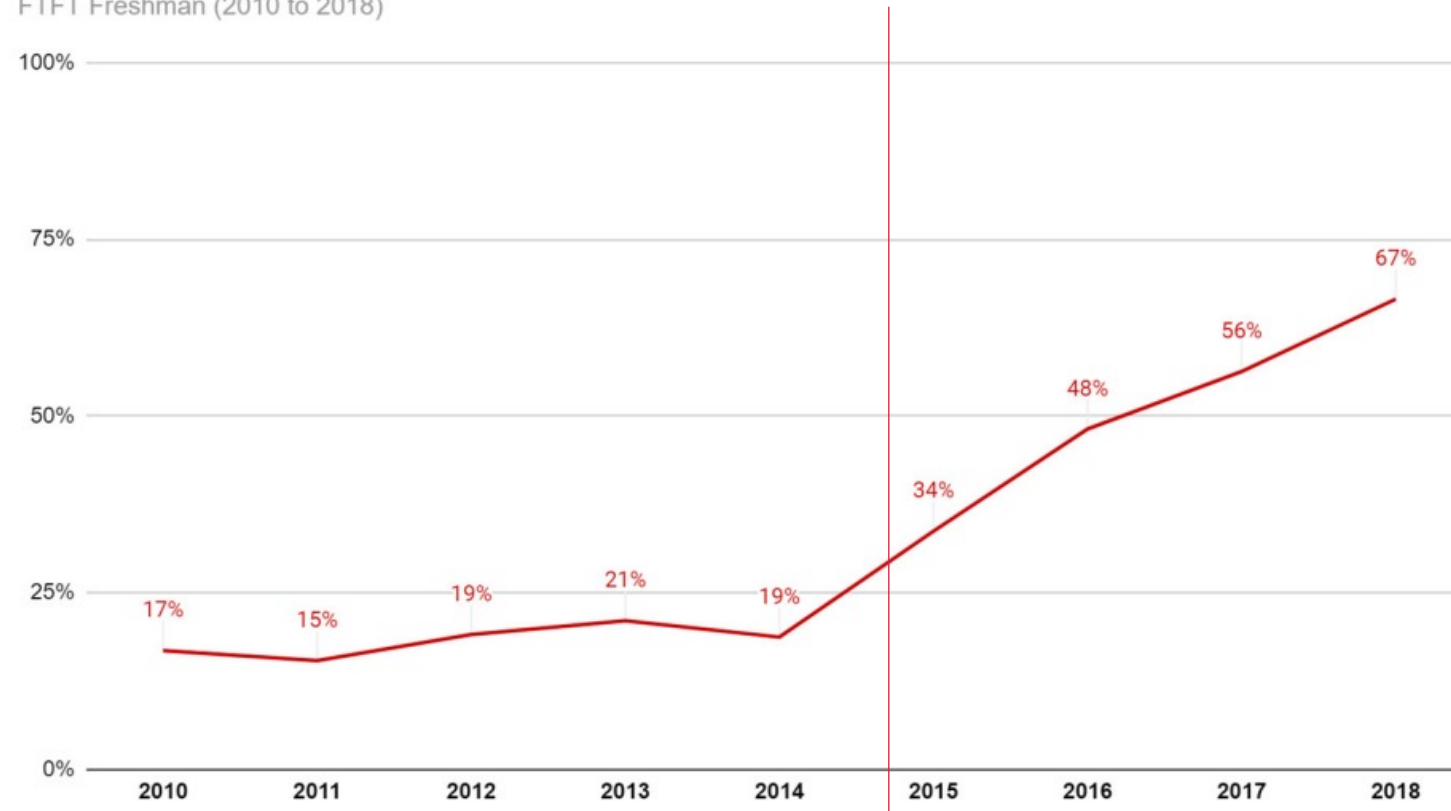
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- ☐ Taxonomy Development Process
 - ☐ Institutional Self-Study
 - ☐ Annual HIP Statewide Conference
 - ☐ Faculty Learning Communities by HIP type
 - ☐ Faculty Course Revitalization Grants
 - ☐ HIP Scaling in Pathways Pilot
 - ☐ Monthly CTL Director Calls
 - ☐ Focused Faculty Institutes
 - ☐ Student Affairs SLO Training



Evidence of HIP Scaling Efforts

Overall FYS Participation

FTFT Freshman (2010 to 2018)



Across all community colleges, FYS participation increased between 2010 and 2018, with large increases starting in 2015.

Note: Includes first-time, full-time freshmen at TBR community colleges who were enrolled during the fall term in a course that could be identified as a first-year seminar course, first-year experience course, or student success course.

Emphasis on Quality Assurance.

High-Impact Practice Exit Form

Faculty Name: _____

Department: _____

Course Title and Number: _____

Semester & Year: _____

High-Impact Practice: _____

Step 1: Contact your institution's Institutional Research office to obtain course outcomes disaggregated by race, gender, 1st generation status, Pell status, and age. Input those results into the following table.

Table 1: Student Outcomes by Attribute*

Student Attribute	# of students in section	% of total students in section	Course outcome (GPA)
White			
Black			
Hispanic			
Other Race			
Male			
Female			
1 st Generation			
Pell Recipients			
Over 24-Years-Old			



CENTER FOR
INNOVATION
IN TEACHING & LEARNING

Academic Mindset

+

Classroom Management

+

Competency-based Education

+

Conference Presentations & Resources

+

CTE Specific Resources

+

Course Design

+

High Impact Practices

+

Student Supports

+

TN eCampus & Online Learning

+

Understanding Learning

+

Continuous Improvement.



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CHARTING UNCERTAIN WATERS

LEARNING BEYOND QUARANTINE

JOIN US FOR THE 2021 COLLABORATIVE TBR VIRTUAL SUMMER INSTITUTE FOR ALL INTERESTED FACULTY, ADJUNCTS, STAFF, AND ADMINISTRATORS ACROSS THE TBR SYSTEM. PROVIDING FRESH IDEAS FOR YOU EVERY THURSDAY IN JUNE WITH KEYNOTES, PANELS, WORKSHOPS AND MORE.

JUNE 3 - SPARKING STUDENT ENGAGEMENT

*Topics: TILT, Online Retention and Engagement,
Student Motivation and Mindset*

JUNE 10 - CLASSROOM PERSONALITIES AND ONLINE PRESENCE

*Topics: Culturally-Responsive Teaching, Equity,
Instructor Authenticity/Humanity*

JUNE 17 - NEW STRATEGIES FOR NEW STRESSES

*Topics: Using HIPs Online, Managing Stress as an Instructor,
Mentoring and OER*

JUNE 24 - PROPOSALS, PILOTS, AND PREPARING FOR THE FUTURE

*Topics: Teaching Innovation, Faculty Mindset,
Data-Driven Decision-Making in the Classroom*

High Impact practice Tracking & Coding Process



Faculty Identifies HIP to include in Course/Section

Learning Outcomes and Assessments Identified

Faculty Submits Online
Application to Offer HIP

Curriculum
Management
Software

Application Reviewed by
Curriculum Committee

Course and HIP Approved by CAO

HIP Identification Associated with Course in Institutional Course Catalog

HIP Identification Coded in Banner for Transcript Notation

Upon Course/Section Completion Student Transcript Reflects HIP Identification

HIP Participation

2019-20



HIP PARTICIPATION BY ETHNICITY AND RACE

	Percent Participating	
	Any HIP	Any HIP, Except FYE
Total All Students	33%	26%
Black	36%	23%
Hispanic	37%	30%
White	32%	26%
Other	30%	24%

System-Level Data Collection



LESSONS LEARNED

- ❑ Students who engage in HIPs higher average Term GPA, have higher fall-spring persistence and higher fall-fall persistence
- ❑ Adult learners who engage in work-based learning opportunities have significantly higher fall-fall persistence
- ❑ System level data allows us to see differences by institution to highlight promising HIP implementation strategies

In-Depth HIP Research Continues...

Service-Learning

Participation in service-learning leads to:

- ☐ Higher probability of graduation & transfer
- ☐ Higher college GPA
- ☐ Faster progression to graduation
- ☐ Lower probability of departure
- ☐ Effect sizes are not trivial.

Undergraduate Research

Participation in undergraduate research leads to:

- ☐ Higher college GPA
- ☐ Higher probability of graduation & transfer
- ☐ Lower likelihood of departure
- ☐ No evidence that participants graduate faster
- ☐ Effect sizes are substantial

First Year Seminars

- FYS is often paired with learning support, with learning support students participating at higher rates
- 67% of FTFT freshman participate in FYS
- Currently analyzing how different FYS models impact student success

The College System of Tennessee believes HIPs are an important part of the Teaching and Learning culture of our institutions. Research indicates that HIPs can address college completion goals by fulfilling equity, strengthening collaboration, harnessing innovation, and enhancing institutional and operational capacity.



Strengthening Collaboration

System Goal: Embed HIPs into all academic pathways so that all students have the opportunity to experience two HIPs before they complete an associate's degree.

Harnessing Innovation

System Goal: Increase the availability of HIP data and teaching/learning resources to expand quality HIP opportunities for students that provide evidence of learning for workforce success.

Enhancing Institutional and Operational Capacity

System Goal: Double the number of academic pathways offered at the institution to include at least two HIP designated courses for students by 2025.

Fulfilling Equity

System Goal: As student participation grows, maintain or exceed proportional participation of students of color in HIPs at each institution.



Future Work.

December 2021 Pilot Completion

*Comprehensive
Learner Record*



Certifications

Complete a qualification for a particular industry or skill area by taking an assessment in a credit-bearing course leading to an industry-recognized certification.



Study Abroad

Complete a credit-bearing course or experience that includes field-based experiential learning in locations outside the U.S. with an emphasis on intercultural learning, understanding, and communication.



First Year Experience

Complete a credit-bearing college success course in one of the first two semesters.



Technology-Enhanced Learning

Complete a credit-bearing course that incorporates digital technologies within instructional practices to enhance learning.



Honors Education

Complete a credit-bearing class or experience that is designated as honors.



Undergraduate Research

Complete a credit-bearing course or experience that includes a scholarly inquiry or investigation in collaboration with a faculty member that contributes to the field of knowledge in that subject.



Learning Communities

Complete two or more credit-bearing courses simultaneously that are intentionally connected by the institution for enhanced learning.



Work-Based Learning

Complete a credit-bearing course or experience that applies learning within professional fields with prospective employers including internships, practicums, clinicals, co-ops, and more.



Service Learning

Complete a credit-bearing course or experience that includes meaningful service with a community partner and provides opportunities to learn more about civic responsibility and strengthening communities.

June 2022 Mapping Goal

*HIPs in Pathways
Project*



HIP Ambassador Program





DVP - PRAXIS | Strategic Thinking for Action-Oriented Organizations

Scaling HIPs to Improve Community College Student Outcomes: Evidence from Tennessee

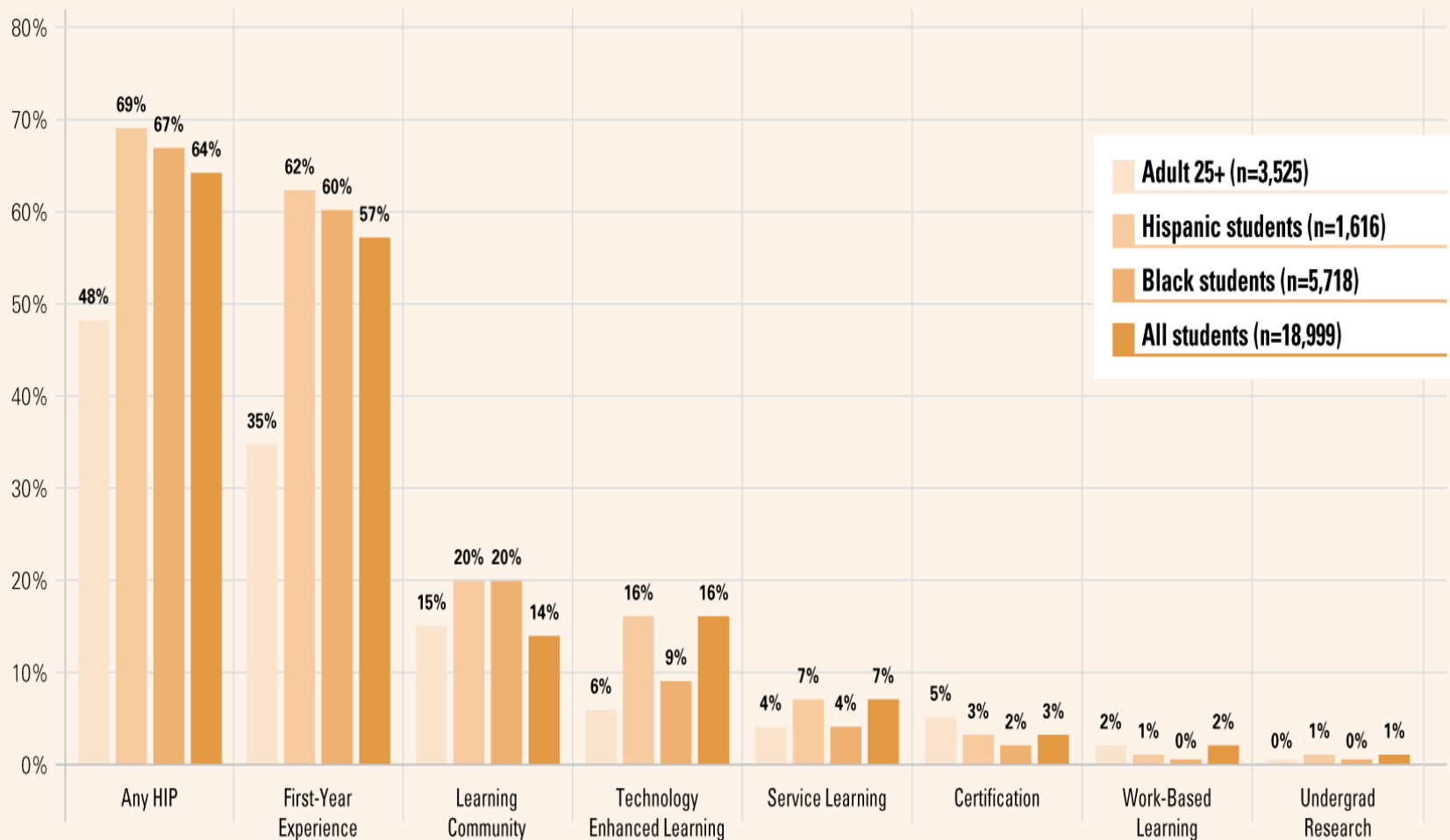
HIPs & Student Outcomes: A Review

- Robust evidence base on benefits of HIP participation on student engagement, learning outcomes, and attainment
- Notable benefits of HIPs for minoritized and first-gen students *who have the opportunity to participate*
- Most evidence of impact in 4-year space, based on self-reported data (e.g., NSSE)

Assessing Impacts of HIPs Tennessee CC's

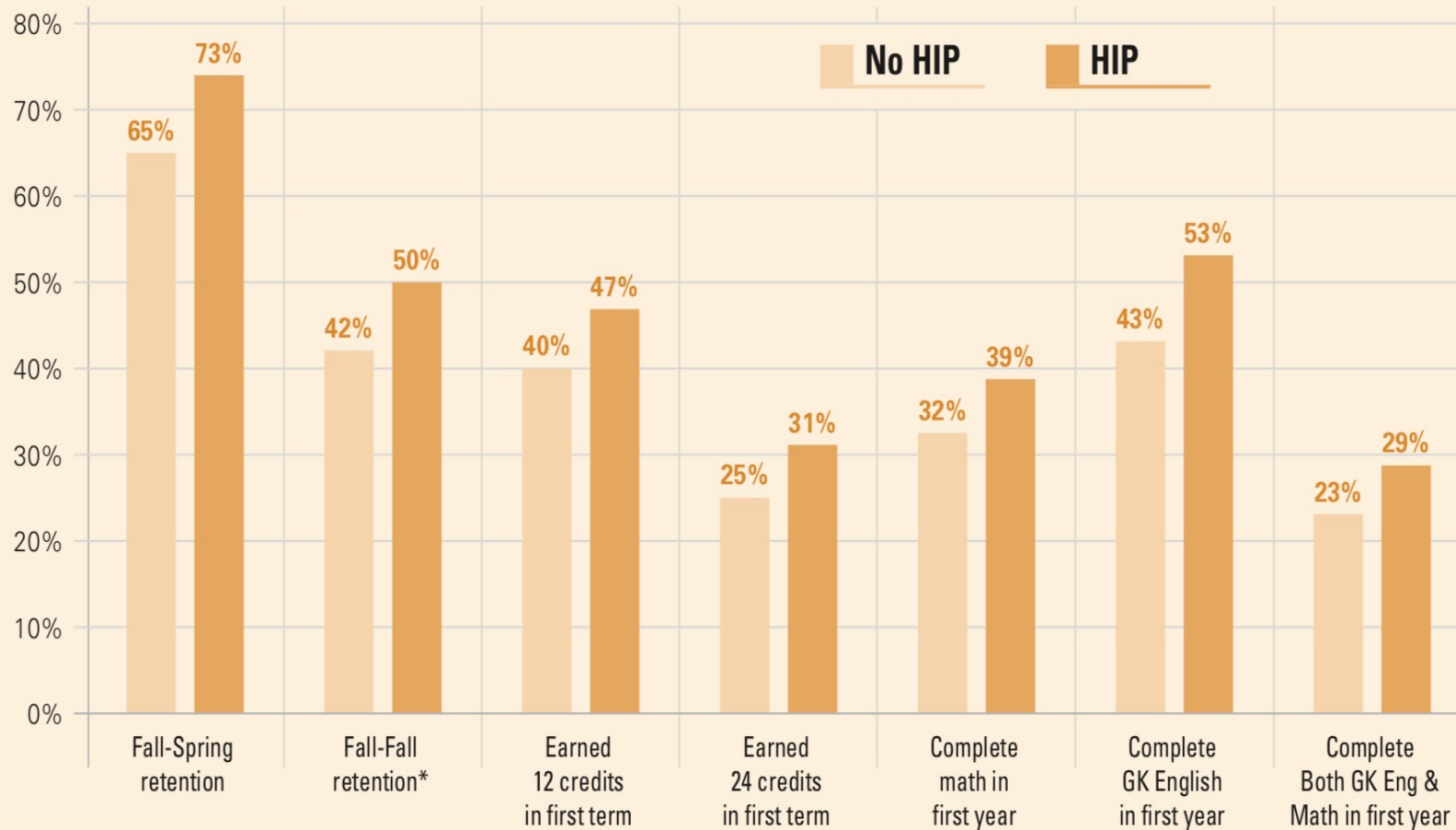
- First-time students in 5 TN community colleges: AY2018-19 & AY2019-20
 - ~19,000 students
- Statewide HIP taxonomies establishing minimum thresholds for practice
- Standardized coding process allowing for systematic tracking of student HIP participation across multiple campuses
- HIPs of focus include first-year experience, learning community, undergraduate research, service-learning, and work-based learning
- Focus on shorter-term “momentum metrics” associated with longer-term success

HIP Participation Rates in the First Term



- Approximately 2/3 of students enroll in a HIP in their first term, driven by FYE
- HIP participation slightly higher for Black and Hispanic students (driven by FYE & Learning Community)
- Adults 25+ participate in HIPs at lower rates across the board

Figure 2: Academic Outcomes for HIP Participants and Non-Participants



- HIP participation brings large improvements in retention, credit completion, and gatekeeper English and math
- First-Year Experience and Undergrad Research most consistently associated with large benefits across outcomes

Table 2: Academic Outcomes for HIP Participants and Non-Participants, for Black and Hispanic Students

	Black students (n=5,718)			Hispanic students (n=1,616)			All students (n=18,850)		
	No HIP		HIP	No HIP		HIP	No HIP		HIP
Fall-Spring retention	+8%	59%	67%	+6%	73%	79%	+7%	66%	73%
Fall-Fall retention*	+8%	35%	43%	+4%	50%	54%	+7%	42%	49%
Earned 12 credits in first term	+10%	25%	35%	+8%	46%	54%	+7%	40%	47%
Earned 24 credits in first year	+5%	12%	17%	+4%	31%	35%	+6%	25%	31%
Complete GK math in first year	+7%	22%	29%	+6%	39%	45%	+7%	32%	39%
Complete GK Eng. in first year	+11%	40%	51%	+13%	51%	64%	+10%	43%	53%
Complete Both GK Eng. & Math	+5%	18%	23%	+7%	30%	37%	+6%	23%	29%

- Black students and Hispanic students reap large academic benefits from participation in HIPs, with particularly large impacts among Black students

Table 3: Academic Outcomes for HIP Participants and Non-Participants, for Students 25+

	Students 25+ (n=3,498)			All students (n=18,850)		
		No HIP	HIP		No HIP	HIP
Fall-Spring retention	+10%	62%	72%	+7%	66%	73%
Fall-Fall retention*	+9%	41%	50%	+7%	42%	49%
Earned 12 credits in first term	+6%	25%	31%	+7%	40%	47%
Earned 24 credits in first year	+8%	11%	19%	+6%	25%	31%
Complete GK math in first year	+9%	24%	33%	+7%	32%	39%
Complete GK Eng. in first year	+12%	36%	48%	+10%	43%	53%
Complete Both GK Eng. & Math	+7%	17%	24%	+6%	23%	29%

- Older students (25 years and older) are less likely to participate in HIPs, but derive especially large benefits from participation

HIPs and Academic Outcomes in TN: Summary of Findings

- HIP participation is widespread and experienced at slightly higher rates by Black and Hispanic students, but at lower rates by adult students 25+
- HIP participation is strongly connected to improved outcomes for a host of shorter-term academic metrics, with especially pronounced benefits for Black and Hispanic students, and adult students 25+

Evaluation Takeaways

- High-quality educational experiences are critical for community college student success, especially for adults 25+, and for Black & Hispanic students
- Embedding HIPs within educational pathways is a key strategy for more equitable access
- System-level commitment to HIPs can bolster campus progress:
 - ✓ Systemwide '3 HIP' goal
 - ✓ Faculty learning communities
 - ✓ HIP taxonomies & quality assessment tools

High Impact Practices Advances Multiple Goals

- **Potential for closing equity gaps in attainment**
- **Alignment with vision of quality**
- **Evidence-based and potential for transparency about quality of student pathways**
- **Tools for assuring equitable access to quality learning experiences**

Frontier Issues

- **Tailoring new high-impact practices for working adult students**
- **More tight connections between work and learning**
- **Elevating HIPs data for use in quality assurance at system, state, accreditation levels**
- **Connecting HIPs participation with authentic student learning outcomes data**

What is role of SHEEO or System?

- Set goals and vision—both for quality and equity
- Collaborate to create authentic criteria for data collection
- Gather data and contextualize it for campus educators and leaders to use
- Create opportunities for collaboration, learning, sharing
- Transparency and communication with stakeholders
- Build capacity—leaders, faculty, advisors