

SLCC High-Impact Practice (HIP) rubric for proposal and assessment

This scoring sheet is used to evaluate high-impact practices (HIP) funding proposals and used to evaluate experiences after they have occurred.

Alignment of activity to SLCC strategic plan and HIPs

This question measures how well the program leader describes their activity and why it is a high-impact practice (HIP) that will help engage and retain students. The answer should be logical and easy to follow, so a layperson can understand why the proposed activity impacts students.

| Exemplary-3 | Proficient-2 | Emerging-1 | Not Evident-0 |
|---|---|---|--|
| Clearly describes the chosen activity. Effectively explains how their activity aligns with HIPs and how it will engage or retain students. | Describes the activity and mostly explains how their activity aligns with HIPs. Mostly explains how the activity will engage or retain students. | Mostly provides a clear explanation of the activity but does not explain how it aligns with HIPs or will engage or retain students. | Little to no explanation was provided. |

Accessibility and inclusion

This question measures a vital issue in the implementation and requirement for HIPs: accessibility and inclusion. Program leaders should describe how they will make their activity accessible to students who are traditionally underrepresented (first-generation college students of color, students with disabilities, veterans). They represent the steps they will use to address the accessibility of their activity.

| Exemplary-3 | Proficient-2 | Emerging-1 | Not Evident-0 |
|--|--|---|---|
| Articulates a strong commitment to inclusion and diversity and outlines the steps they will take to ensure students who are traditionally underrepresented are the primary funding recipients. | Articulates a commitment to diversity, but the plan to ensure inclusion of students who are traditionally underrepresented is only moderately fleshed out. | Commitment to diversity, but no plan for inclusion is outlined. | It does not describe inclusive practices and has not considered accessibility |

Learning outcomes

Does the activity have well-articulated outcomes for the students (academic, skill-based, interpersonal, equity focused)?

| Exemplary-3 | Proficient-2 | Emerging-2 | Not Evident-0 |
|--|--|---|--|
| Learning outcomes are well articulated, clear, and assessable. | Some learning outcomes are articulated and assessable. | Learning outcomes are not transparent or not assessable. Or not stated. | No learning outcomes were articulated. |

Exposure to Diversity

Do the students learn about diversity or gain experience navigating diverse environments or perspectives?

| Exemplary-3 | Proficient-2 | Emerging-1 | Not Evident-0 |
|--|---|--|---|
| A plan for meaningful interactions with diverse populations or perspectives is well articulated and effective. | A plan for meaningful interactions with diverse populations or perspectives is somewhat outlined and appears effective. | The plan for interacting with diverse populations or perspectives is unclear or ineffective. | A plan for interacting with diverse populations or perspectives is not mentioned. |

Plan to ensure students document and reflect on their HIP experience

What is the plan to ensure students complete their reflections on their experience?

| Exemplary-3 | Proficient-2 | Emerging-1 | Not Evident-0 |
|--|------------------------------|------------------------------------|----------------------------------|
| A plan for reflection is well articulated. | A basic plan is articulated. | A reflection plan is insufficient. | There is no plan for reflection. |

Student HIP Reflection form

After the trip, how well did students describe the details of the experience?

| Exemplary-3 | Proficient-2 | Emerging-1 | Not Evident-0 |
|---|--------------|------------|--|
| Student describes their engagement in the experience. They discuss what they did, where it occurred, who was involved, and why they did the experience. (via the HIPs reflection form). | | | The reflection form was not submitted. |

Student HIP Reflection

After the trip, how well did students reflect on what was learned from the experience?

| Exemplary-3 | Proficient-2 | Emerging-1 | Not Evident-0 |
|---|--|--|---|
| Students write at least three strong paragraphs in which they reflect on the experience. They reflect on at least three of the following: What did the experience mean to them? Did the experience challenge assumptions about the topic or location? How did it help them better know themselves? What were the most challenging things encountered and what was the response? What did they think about the experience before it happened versus after it was over? How does the experience connect to learning classes or in life? | Students write two paragraphs and include moderate reflection. | Students write one paragraph and include minimal reflection. | There is no reflection about the student's High Impact Practice experience. |

Qualifying Need

If provided for individual students, or if a list is available for the group, how many areas of qualifying need do the student[s] meet?

- First-Generation
- Underrepresented (i.e., Students of color, a student with a disability, or veterans)
- Financial Need

| Exemplary-3 | Proficient-2 | Emerging-1 | Not Evident-0 |
|--------------------------------------|------------------------------------|----------------------------------|---------------------------|
| Three areas of need are represented. | Two areas of need are represented. | One area of need is represented. | No areas are represented. |

References:

- [The College System of Tennessee High-Impact Practice Evaluation Rubric](#)
- [University of Delaware High Impact Practice Rubric](#)