SLCC High-Impact Practice (HIP) proposal scoring sheet

This scoring sheet evaluates high-impact practices (HIP) funding proposals.

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.

Use of ePortfolio

Is there a plan to ensure students post to their ePortfolio about the experience? Are ePortfolio links included?

Exemplary-3	Proficient-2	Emerging-1	Not Evident-0
A plan for ePortfolio integration is well articulated. Links for ePortfolio are included.	An integration plan for ePortfolio meets basic requirements. Most links are included.	An integration plan for ePortfolio is insufficient. There are few or no links included.	There is no plan for ePortfolio integration. No links are included.

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](#)