

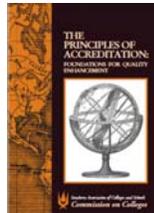


**Institutionalizing High Impact Practices:
A Framework for Implementing Institutional
Change**

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2012 Principles of Accreditation

• CR 2.12: The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution. (*Quality Enhancement Plan*)



• CS 3.3.2.: The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement. (*Quality Enhancement Plan*)

QEP Topics: 2012 Principles of Accreditation

- Almost all QEPs (99%) have integrated at least one high-impact practice.
 - 58% integrate two or more.
 - 25% integrate three or more.
- The most commonly integrated high-impact practices have been:
 - First-Year seminars and experiences
 - Including orientation, developmental educational experiences, and advising
 - [Skill] across the curriculum
 - Including writing, information literacy, critical thinking, reading-comprehension
 - Collaborative assignments and projects
 - Including peer tutoring and supplemental instruction
- All ten high-impact practices have been implemented by institutions in the design of QEPs.
 - Each high-impact practice is utilized by at least 7-10% of QEPs.

2018 Principles of Accreditation

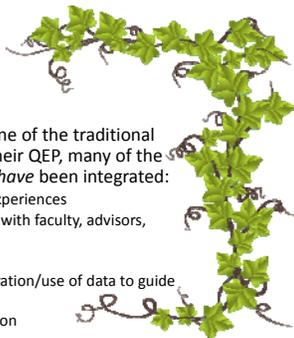


- 7.2: The institution has a QEP that (a) has a **topic identified through its ongoing, comprehensive planning and evaluation processes**; (b) has broad-based support of institutional constituencies; (c) focuses on improving specific student learning outcomes **and/or student success**; (d) commits resources to initiate, implement, and complete the QEP; and (e) includes a plan to assess achievement. (*Quality Enhancement Plan*)
- Change in language expands the focus to more explicitly align with ongoing institutional initiatives and include student achievement measures (e.g., retention, progression, graduation rates) as an option

QEP Topics: 2018 Principles of Accreditation

- Many institutions in the first class appear to be maintaining a focus on student learning for their QEP (i.e., critical thinking, ethical decision-making, writing)
- Many institutions also appear to be using high impact practices in their implementation strategies
- Some increase in topics related to academic advising, using data analytics for targeted interventions, academic support structures/systems, meta majors and guided pathways, career readiness
- Increase in explicit inclusion of metrics such as retention, progression, and completion rates; course completion; time to completion

Influence of High Impact Practices on Institutional Initiatives



- Even when institutions don't include one of the traditional high impact practices as the focus of their QEP, many of the concepts regarding effective practices *have* been integrated:
 - Developing structures to guide student experiences
 - Supporting substantive interactions (e.g., with faculty, advisors, career coaches)
 - Providing frequent feedback
 - Engaging students in reflection and integration/use of data to guide decision-making
 - Emphasizing relevance, practical application

Discussion Question: Large Group

- What high impact initiatives are you currently implementing at your institution, or are you planning to implement?



Institutionalizing High Impact Practices

- Aligning your institution to maximize results
- Leveraging accreditation processes, like the QEP, to transform your institution and/or align your institution with good practices

QEP topic/high-impact practice initiative: _____

Institutional Alignment Grid

For each cell in the grid below, answer the following two questions:

1. Which of these indicators are currently in place to support my institution's implementation of its QEP?
2. Which of these indicators are most essential to the success of my institution's successful implementation and maintenance of our QEP?

	Institution	College/ Division	Department/ Academic Unit	Faculty and Staff	Students
1. Vision, mission, and values					
2. Planning and goal setting					
3. Financial resources: Internal and external support					
4. Physical resources: Facilities and environment					
5. Internal policies and procedures					
6. Leadership selection, evaluation, and development					
7. Organizational structure					
8. Faculty and staff: recruitment, selection, orientation, and professional development					
9. Individual incentives and rewards					
10. Unit-level incentives and rewards					
11. Rituals, awards, and ceremonies					
12. Curriculum and student educational opportunities					
13. Library and learning resources					
14. Co-curricular activities, academic and student services					
15. Information and reporting systems					
16. Evaluation and accountability					
17. Communication					
18. Partnerships and collaboration					
19. Public policy and accreditation					

Completing the Alignment Grid

- For each of the cells in the grid,
 - Which of these indicators are currently in place to support your institution's implementation of the high impact initiative identified?
 - Which of these indicators are most essential to the success of your institution's successful implementation and maintenance of its QEP?
 - Which of these indicators are likely to be the most challenging/difficult to implement?



Discussion Questions (Small Group)

- How can the institutional alignment grid be applied to the specific high-impact initiative identified by your institution?
- Are there specific components of the institutional alignment grid that you believe are particularly essential in implementing your QEP/high-impact practice initiative?
- Are there specific components of the institutional alignment grid that you believe are likely to be particularly challenging/difficult to implement?



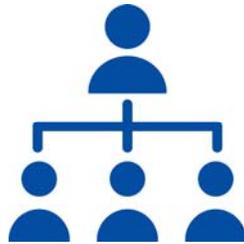
Guiding Principles

- Institution
 - Mission, vision, core values
 - Strategic plan
 - Operational plans
 - Academic master plan
 - Facilities master plan
- Academic Units
 - Unit goals
 - Academic policies and procedures
 - Curriculum requirements
 - Co-curricular requirements
- Faculty
 - Individual annual goals
- Students
 - Individual academic plans



Organizational Structures

- Formal structures
 - Organizational charts
 - Units, personnel
 - Reporting lines, authority, and responsibility
- Formal collaborative structures
 - Standing committees
 - Leadership, membership, representation
 - Charge
- Informal collaborative structures
 - Support



Resources

- Institutional Budget
 - Personnel lines
 - Primary funding
 - Split funding
 - Supplemental funding/stipends
 - Reassigned time
 - Operational budgets
 - Equipment
 - Travel
- Grants and contracts
- Library and learning resources
- Professional development
- Facilities



Faculty Appointment, Promotion, and Tenure



- Advertisement
- Job description
- Workload
- Annual evaluation
- Pre-tenure, tenure, and post-tenure requirements
- Promotion requirements

Curricular and Co-Curricular Experiences

- Enhancing opportunity
- Integrating experiences
- Assessing student learning outcomes



Recognition and Celebration

- Recognition and reward structures:
 - Honors and awards
 - Internal grant support
 - External grant support
- Rituals, ceremonies, and celebrations



Accountability and Reporting Systems



- Tracking key performance indicators
- Reporting systems
 - Internal reports
 - External reports
- Annual evaluations
 - Units
 - Personnel

Communication and Public Relations



- Communication goals
- Audience
- Medium
- Leader messages

External constituents



- Partnerships and collaboration
 - Active engagement
 - Grants and contracts
- Public policy
 - Clarifying mission and purpose
 - Influencing the accountability narrative
- Accreditation
 - Constructing standards to promote educational quality

Discussion Questions (Large Group)



- What areas of the alignment grid do you think you need to be prioritized that were not on “your radar”?
 - Why do you think these areas are more easily/more often overlooked?
- Which parts of the alignment grid do you believe will be most challenging to accomplish?
 - How might you best meet these challenges?
- What are some strategies you have found beneficial at your institution in tackling some of the challenges identified by others?



Questions?

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