Institutionalizing High Impact Practices

Patricia L. Donat
Vice President
SACSCOC

Valerie Jones
Associate Vice Chancellor, Academic Affairs
Lone Star College – System Office

By the end of the session, participants will be able to:

• Describe national and regional student success data
• Identify high impact strategies that may be implemented as part of a Quality Enhancement Plan or other full-scale initiative
• Understand the value of institutional transformation for student success outcomes
• Apply a framework for institutionalizing transformative strategies across campus

Too Few Students Are Continuing Their Studies Beyond The First Year

First Year Persistence Rates By State, 2007 Cohort

Nearly one in five college freshmen in four-year institutions in SREB states does not persist to the sophomore year.

Source: SREB State Data Exchange
College Completion Rates Are Too Low And Completion Gaps Persist

Overall 6-Year Completion Rates, Fall 2010 Cohort

Note: Includes both certificate and degree completions, as well as transfer completions
Source: National Student Clearinghouse Research Center

National Concerns Are Reflected in Accreditation Standards

• 7.2: The institution has a QEP that...focuses on improving specific student learning outcomes and/or student success. *(Quality Enhancement Plan)*
  • Change to expand the focus to include student achievement measures (e.g., retention, progression, graduation rates) as an option.

• 8.1: The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution’s mission, the nature of the students it serves, and the kind of programs offered... *(Student Achievement Core Requirement)*
  • Change to explicitly address disaggregated completion data beginning spring 2020

The Promise of High Impact Practices

• Higher persistence, retention, and/or graduation rates
• Higher learning gains
• Higher levels of student engagement
• Higher grade point averages

Moreover,
• Historically underserved students benefit significantly
• Participating in multiple HIPs appear to have “cumulative, accentuating effects”

Kuh, 2005; Finley & McNair, 2013
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

WHY?

Start with Why—Simon Sinek

Why = The Purpose
What is your cause? What do you believe?

How = The Process
Specific actions taken to realize the Why.

What = The Result
Full-Scale Impact Transformative Practices

- 8-week terms
- Guided Pathways
- Faculty & Student Connection Programs
  - Drop Rate Improvement Program (Odessa College)
  - No Excuses (Amarillo College)
  - Caring Campus
- Open Education Resources
  - Z Degree, Virginia Community Colleges
  - Achieving the Dream, grant supported design work

Why don’t we change?

- Maintain the normal – how we’ve always done it
- Politics – internal and external
- Personal workload impact – don’t move my cheese
- Business practices and norms
- Fear of the unknown – what if it doesn’t work?

So why SHOULD we change? What COULD we do?
- Capitalize on SACSCOC requirements
- Create Initiative Synergy with a singular “why” rather than Initiative Fatigue
DROPPED classes (after census date)

- 11% - 2.8% in class
- 15% - 4.8% online

SUCCESS rate (all students)
- 73.1% - 83% in class
- 67.4% - 76% online

PERSISTENCE

SUCCESS rate

8 Week
- 82% in class
- 79% 8-Week

16 Week
- 76% in class
- 74% 16-Week

All Courses

8-Week vs. 16-Week Course Success Comparison

5 Year Enrollment 2012-2017
Fall 2018 Term 8 - Week 16
Full-Time 52% 72%
Part-Time 48% 28%

Fall 2017 Term 8 - Week 16
Full-Time 63% 64%
Part-Time 37% 36%

Note: Excludes Dual Credit Students
Change to Program-Specific 8-week Terms & Pathways

A number of years ago, a comprehensive program review revealed that students were not experiencing high levels of success in our HVAC program. Enrollments were stagnant, retention was subpar, and a two-year associate’s degree could take up to three and a half years to complete, due to faulty course scheduling.

HVAC PROGRAM

- 98% Course Retention
- 90% Job Placement
- 42% Increase

Course Success Rates

- 80% C or higher

Proposed Initiatives

- Academic Support Considerations
  - Common First Semester
  - Block Schedules (Morning, Afternoon, Evening, Weekend)
  - Shorter Terms (8-week semesters)
  - Entire Programs at Each Location
  - Smaller Class Sizes (15-18)
  - Reduced Faculty Loads for FTIC Mentoring
  - Expanded Workforce Offerings
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)

- 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?

Patricia L. Donat, PhD
SACSCOC Vice President
pdonat@sacscoc.org, 404-994-6558

Valerie Jones
Associate Vice Chancellor, Academic Affairs, Lone Star College – System Office
Valerie.Jones@Lonestar.edu, 832-813-6726