

Institutionalizing High-Impact Practices

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Session Abstract:

Within a context emphasizing educational attainment and student outcomes, institutions have focused increased attention on the adoption and scaling of high-impact practices to improve student success and enhance student learning. This session will include: 1) data regarding the adoption of high-impact practices as QEP topics, 2) a framework for institutionalizing high-impact practices, and 3) time for participants to use the framework to assess current efforts and to plan successful implementation and maintenance of high-impact practices at their institutions.

Intended Audience:

Senior administrators implementing strategies for improving student success and enhance student learning

Framing Concepts:

1. Student engagement in intentionally-designed, educationally-purposeful, high-impact practices is foundational to creating quality learning environments that prepare students for the challenges facing our society.
2. When these practices are aligned within the institution, they can be highly-effective in optimizing student's college experience.
3. Quality Enhancement Plan activities can be leveraged to support transformative institutional change.
4. To sustain change efforts, leaders must examine how to best integrate and align institutional practices.

Discussion questions:

1. What are the most significant challenges facing your institution?
2. What high impact practices do you currently implement at your institution? What high impact practices are you considering for implementation?
3. Will your institution use a high impact initiative as your QEP? To what extent does your institution want to weave your QEP into the fabric of your institution (i.e., to what extent do you want to institutionalize your QEP; to what extent do you want to leverage your QEP as a transformative initiative)? **Note: This is not a compliance requirement.**
4. How can the institutional alignment grid be applied to the specific high-impact initiative identified by your institution for implementation?
5. Are there specific components of the institutional alignment grid that you believe are particularly essential in implementing your QEP/high-impact practice initiative?

High-impact initiative: _____

Institutional Alignment Grid

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

1. Which of these components are currently in place to support my institution’s implementation of the high impact practice identified?
2. Which of these components are most essential to the success of my institution’s successful implementation and maintenance?
3. Which of these components are likely to be the most challenging/difficult to implement?
4. What are some strategies you have found beneficial in tackling the most difficult of these items?

	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					

Adapted from: Beere, C. A., Votruba, J. C., & Wells, G. W. (2011). *Becoming an engaged campus: A practical guide for institutionalizing public engagement*. San Francisco: Jossey-Bass.

NOTE: Complete institutional alignment as outlined in the above framework is NOT a requirement under the *Principles of Accreditation*.