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
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/vispends
    - 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/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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