# 2012 Institute on High Impact Practices and Student Success:

# Heritage University ACTION PLAN

This template is offered to help you shape your campus action plan. It is not meant to be prescriptive and should be adapted to your specific project goals and institutional context.

# BACKGROUND: In 2010 HU created learning outcomes adapted from the LEAP Essential Learning Outcomes. Our team wants to make faculty more aware of High Impact Practices, many of which they are already applying in their classes, and to invite the faculty to expand and systematize these applications in a way that is more intentional and coherent.

# PROJECT DESCRIPTION AND GOALS

* Content goals (the “what” of your project) Refined Key Characteristics of Effective Heritage Faculty, General Education curriculum, and curriculum in the majors that will lead to greater retention and student success.
* Process goals (the “how” and “who” of your project) Consultations with key stakeholders and supporters, including the VP and Assistant VP for Student Affairs, the Provost, the President, and the faculty through a series of meetings and a focused faculty workshop with follow-up sessions that involve professional development and curriculum committees.

# BARRIERS TO ACCOMPLISHMENT: Faculty or student affairs staff perspectives that this work has already been done or will involve significant amount of work to little purpose. However, most faculty and staff are open to learning about systematic strategies for supporting student success.

# OPPORTUNITIES FOR SUPPORT: Demonstrate link between HIPs and achieving the goals of the HU strategic plan. Helping faculty and staff realize they are doing great work in this area already that could be improved by more intentional sequencing, connecting, and scaffolding.

**ENGAGEMENT PLAN FOR STAKEHOLDERS:** Point out that we do not need a complete overhaul of curriculum and methods, and that great gains could come from more intentional efforts at refining the process through connecting, sequencing, and scaffolding key elements.

**COMMUNICATION STRATEGY:** Taking our talking points to VP and Assistant VP for Student Affairs, the Provost, and the President. By engaging the faculty during a Faculty Day workshop and beyond. By using our current language, such as best practice or experiential learning, to help stakeholders understand and relate to the effort.

**TEAM ACTIONS AND TIMELINE**

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| --- | --- | --- |
| **Action** | **Purpose/Details** | **When** |
| Develop action plan |  | June 22 |
| Develop timeline |  | June 22 |
| Develop talking points |  | June 22 |
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**RECOMMENDED TIMELINE FOR CAMPUS WORK** (Refer to detailed timeline doc)

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| --- | --- | --- |
| **Action** | **Who** | **When** |
| Schedule appointments and meet with key players | Ed and Charro | By June 25 |
| Prepare faculty workshop | Charro and Ed | July 27 |
| Facilitate faculty workshop | Ed, Charro, and Mel | August 23 |
| Compile lists of current practices | Work study student | By September 7 |
| Follow-up meetings with key players | Ed and Charro | By September 28 |
| Schedule midterm follow-up session with faculty | CILT | By September 28 |
| Sharing the work with key committees to refine Key Characteristics, General Education, Majors | Charro and Ed with Professional Development and Undergrad Curriculum Committees | By October 15 |
| Revisit to recognize progress in January Faculty Day | CILT | January 2013 |
| Assess progress and extend plan | CILT | May 2013 |
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**EVIDENCE OF SUCCESS (How will we know we’re making progress?)**

1. Support from Student Affairs, Provost, and President.
2. Compiled list of current applications of HIPs.
3. Student success stories related to HIPs are shared in HU newsletter, and HU Facebook page, etc.
4. Engagement of Faculty Professional Development Committee to review Key Characteristics.
5. Revised Key Characteristics document for evaluation process 2013-2014.
6. Engagement of Undergraduate Curriculum Committee to define a process for refining curriculum of General Education Program.
7. Revised map of relationships of curriculum and practices in General Education and majors.
8. Review of student retention data.