

## High Impact Practice (HIP) Implementation Model Campus Planning Document

### STEP 1: CREATE A HIPs TASKFORCE (12-20 HIP Campus Change Agents)

- High Impact Practice Coordinator
- Administration
- Institutional Research
- Institutional Technology
- Registrar
- Other representatives

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### STEP 2: CAMPUS-WIDE HIPs INVENTORY (Include both Academic and Student Affairs)

**Task Description:**  
Create an exhaustive list of campus High Impact Practices by:  
Task 1:  
Task 2:  
Task 3:

**Inventory Coordinator(s):**

**Timeline:**

### STEP 3: PRE-HIP STATUS DESIGNATION PROCESS

(HIPs TaskForce reviews campus HIPs Inventory and assigns HIPs to the below HIP designations based on identified variables)

	HIP Level I	HIP Level II	HIP Level III
<b>Development</b>	HIP is currently developing or in its initial year of operation	HIP operational for 1-3 years	HIP is well-developed and/or sustained for several years
<b>Students Served</b>	Serves a small number of students representative to campus population	Has served a number of student cohorts, but still relatively small (less than 10% of campus population)	Serves a large percentage of student population
<b>Personnel Training</b>	HIP personnel is not formally trained or HIP certified	HIP personnel has been trained at the program level	HIP personnel is formally trained and HIP certified
<b>Space</b>	HIP environment is not custom designed for HIP and may be lacking resources	HIP environment has allocated and sufficient space, but may lack some resources	Custom HIP environment with key resources necessary to conduct HIP
<b>Data</b>	HIP data tracked utilizing HIP program specific methods	HIP data tracked utilizing HIP program specific methods. Some interaction with IR	Data collection and reporting automated and/or displayed on electronic dashboards
<b>Tracking</b>	Tracking student data via paper and pencil or via electronic method within program only	Program specific group created in student electronic records	Program specific group created in student electronic records. Regular communication with group administrator (IT or Registrar)
<b>Measures</b>	Measures created, administered, analyzed in program	Measures mostly created, administered, analyzed in program with some collaboration with IR or external departments specializing in data measurement.	All measures verified to be reliable and valid by IR or data specialists. Multiple levels of analysis conducted to ensure accurate student participants and student success
<b>Assessment</b>	Informal assessment generally conducted when measure findings become available.	Internal formal assessment cycle. Measure findings are reviewed at a particular frequency and program changes are made based on findings	Formal assessment structure on a specific cycle. Assessment is conducted within program and submitted externally for review
<b>Collaboration</b>	Little to no continuous collaboration with campus departments such as IR, IT, the Registrar, Academic Affairs, etc.	Some continuous collaboration with campus departments such as IR, IT, the Registrar, Academic Affairs, etc. But no formal protocols or communication in place	Continuous collaboration with campus departments such as IR, IT, the Registrar, Academic Affairs, etc. Regular meetings, information, and reports are shared across departments to inform campus-level decision making

### STEP 4: HIP DEVELOPMENT PROCESS (Up to three-year process depending on initial HIP level)

HIP Level	Students Served	Personnel Training	Space	Data	Tracking	Measures	Assessment	Collaboration
<b>HIP Level I</b>	Identify large student demographic in need of program services.  Narrow large student demographic to a sustainable but manageable student group to initially administer HIP program.	Identify current training.  Identify available on-campus, in-system, or national training/certification.  Coordinate training of personnel.	Identify and/or remodel appropriate program space to ensure the best administration of program.	Identify current HIP data.  Create a collaborative team, utilizing external data specialists, with designated meetings and reporting protocols.  Collect and analyze data to determine HIP effectiveness.	Identify current data tracking method.  Create automated data tracking protocols.  Create appropriate student groups in electronic records.  Collaborate continuous meetings with on-campus tracking specialist.	Identify current measures.  Validate current measures with on-campus data specialist.  Modify measures if necessary.	Identify current assessment plan.  Revise current assessment plan with on-campus assessment specialist if necessary.  Align assessment plan with other existing on-campus assessment processes.	Introduce program personnel to HIPs TaskForce and other HIP related departments.  Create a structure of collaboration and regular working meetings to support HIP Development Process.  Inform program of HIP Development Process requirements.
<b>HIP Level I</b>	If HIP measures determine a positive effect on student success, to initial student group, increase number of students served.	Continued Training.  Creation of on-campus training/certification.	Administer program within maximized space.	Continue to track and analyze data for effectiveness and appropriateness of serving identified student demographic.	Continue collaborative team meetings and data tracking protocols with on-campus tracking specialists.	Pilot program measures.  Test for reliability and validity.	Begin assessment plan.  Continue regular consultation with on-campus assessment specialist.	Continued and regular collaboration between program and HIPs TaskForce.  Assessment of HIP Development Process requirements by program and HIPs TaskForce.
<b>HIP Level I</b>	If HIP measures determine a continuous positive effect on student success, increase number of students served.	Provide continuous training/certification opportunities to personnel.	Make necessary adjustment to space to accommodate growth and program changes as necessary.	Ensure effectiveness and appropriateness.	Continue collaborative team meetings and data tracking protocols with on-campus tracking specialists.	Continue to administer valid and reliable measures.	Continue assessment plan.	Continued and regular collaboration.  Assessment of HIP Development Process requirements by program and HIPs TaskForce.

### STEP 5: HIP DESIGNATION

(HIPs which compete Level I, II, & III)

Annual Assessment Plan Components	Finalized	Frequency	Key Personnel
<b>Mission Statement</b>	Yes	Annual	Review and revisions by program staff and HIPs TaskForce in conjunction with university mission statement
<b>Student Characteristics</b>	Yes	Annual	Review and revisions by program staff and HIPs TaskForce to ensure target population is adequate in size and demographic
<b>Program Description</b>	Yes	Annual	Review and revisions by program staff and HIPs TaskForce
<b>Goals &amp; Outcomes</b>	Yes	Annual	Review and revisions by program staff and HIPs TaskForce in conjunction with institutional, accreditation outcomes and/or other relevant outcomes sets.
<b>Activities &amp; Outcome Matrix</b>	Yes	Annual	Review and revisions by program staff and HIPs TaskForce in conjunction with other HIPs and campus activities.
<b>Assessment Measures</b>	Yes	Annual	Review and revisions by program staff, HIPs TaskForce, other data specialists.
<b>Assessment Findings</b>	Yes	Annual	Review and revisions by program staff, HIPs TaskForce, other data specialists.
<b>Action Plans</b>	Yes	Annual	Review and revisions by program staff and HIPs TaskForce
<b>Action Plan Status</b>	Yes	Annual	Review and revisions by program staff and HIPs TaskForce
<b>Annual Report</b>	Yes	Annual	Review and revisions by program staff and HIPs TaskForce