Questions for Discussing HIPs Elements

This chart, which originally appears in *Trends in Assessment: Ideas, Opportunities, and Issues for Higher Education* (2024), can be used to prompt discussion or as a professional development activity. The questions guide a critical consideration of the 10 "when done well" elements of HIPs in practice.

Element	Guiding Questions in Practice
Performance Expectations Set At Appropriately High Levels	● How are we defining "high expectations" to challenge students in meaningful ways without increasing barriers to success? ● How, where, and how often are these expectations communicated to students? ● Are there opportunities for students to perform these expectations in ways that are culturally affirming and professionally relevant?
Significant Investment Of Concentrated Effort By Students Over An Extended Period	● What constitutes significant investments of time and effort for *our* students given what we know about their responsibilities, needs, and goals for learning? ● How, where, and how often will we communicate expectations related to time and effort to students? ● How do different modalities affect students' time and effort? Do students need to engage in synchronous, on-site activities, or can they participate synchronously online via hyflex events or asynchronously at a pacing that fits their schedule?
Interactions With Faculty And Peers About Substantive Matters	● How are we defining "interactions," and what will we do to assure interactions are positive, culturally affirming, and equitable? ● In what ways have we prepared educators and peers to have positive, equitable, and safe interactions? ● Do we factor these interactions into student and educator workloads and reward faculty for mentorship and student engagement in TPE processes?
Experiences With Diversity, Wherein Students Are Exposed To And Must Contend With People And Circumstances That Differ From Those With Which Students Are Familiar	● In what ways are we preparing students to engage with diversity mindfully and empathetically? ● How will we know that students are being enriched by these experiences with diversity? ● Given what we know about our students, do we need to balance experiences with diversity with opportunities for affinity experiences? ● Recognizing that unfamiliar circumstances and people can turn "contending" into contention, how will we process negative experiences with students?

Chart originally produced in Cicchino, A., O'Donnell, K., Schofield, R., & Gilbert, B. (2024). When done well: A primer on where we are and where we are going in High-Impact Practices (HIPs). In S. P. Hundley & C. J. Keith (Eds.), *Trends in assessment: Ideas, opportunities, and issues for higher education.* Routledge.

Frequent, Timely, And Constructive Feedback	● When will students receive feedback and what will they be prompted to do with that feedback? ● How have we prepared those delivering feedback to give feedback that we define as "constructive?" ● How can expectations for feedback be balanced with other workload expectations? Put differently, what strategies can support faculty in giving less labor-intensive forms of feedback, and/or what changes need to be made regarding class or participant pool size to make feedback a feasible workload expectation?
Opportunities To Discover Relevance Of Learning Through Real-World Applications	● Do representations of real-world application mirror our student population demographics? ● How will students be prepared to meet expectations of professionalism as they engage in real-world applications of their learning? ● How can we ensure all students have access to real-world application opportunities, especially if students are unable to attend on- or off-campus events?
Public Demonstration Of Competence	● How will students demonstrate their knowledge? And why is that form of public demonstration meaningful for students? ● Are there opportunities to create flexibility by offering students choice in the demonstrations' format, modality, and/or timing? ● What criteria will be used to evaluate whether these demonstrations are successful and have equitable frameworks been taken into account in developing these criteria (i.e., culturally relevant teaching, Universal Design for Learning, accessibility standards)?
Periodic, Structured Opportunities To Reflect And Integrate Learning	● When and why will students engage in reflective practice? ● How can reflective writing prompts be culturally affirming, professionally relevant, and made meaningful for students? ● What opportunities will students have to receive feedback on and make changes to their reflective practice?
Making a Difference for Others	● What will we do to prepare students to have positive, reciprocal interactions with community members outside of our institution? ● What forms of feedback are in place from students and community members to refine and reflect on making a difference experiences? ● What relationships and networks support and sustain these opportunities, and what forms of compensation, support, and recognition are in place for maintaining them?
Agency and Accomplishment	● What agency have students had in the planning, design, and delivery of HIPs at our institution, inside and outside the classroom? ● How are we defining "agency?" Does this definition create opportunities for students with different cultural backgrounds, abilities, and personalities to be successful? ● What will this criteria look like and how will we measure it?

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