

Campus Discussions: Promoting High-Impact Practices

As colleges examine and redesign students' educational experiences, they will benefit from thoughtful discussions that include a range of stakeholders. These discussions should be informed whenever possible by data, so participants can evaluate the effectiveness of the college's current practices as well as those under consideration. Key questions include the following:

- Do we regularly review and fully understand the data describing students' current experiences at our college—data about student engagement, learning, progress, and attainment?
- What percentages of students at our college participate in each of the identified high-impact practices? What are the target levels of participation?
- What are the characteristics of students who participate—and of those who do not—in terms of enrollment status, day versus evening enrollment, race/ethnicity, gender, age, etc.? In other words, which students appear to have access to these experiences, and which students do not?
- Do any particular groups of students appear to benefit from participation in one or more of these practices in disproportionately positive ways? Are there student groups at our college who do not experience those benefits?
- What percentages of students at our college participate in multiple high-impact practices—a pattern that evidence suggests will further heighten their engagement levels and prospects for success?
- At our college, what are the relationships between participation in high-impact practices and students' overall levels of engagement?
- How well are we incorporating key design principles (see [*Design Principles for Effective Practice*](#)) into these experiences for students?
- What are our plans and our processes for ensuring quality of implementation and routinely evaluating the effectiveness of these practices?
- What is the standard of evidence that would lead us to make certain experiences *mandatory* for some or all students? Once such requirements are established, what measures must we take to ensure that experiences *intended* to be mandatory *actually* are mandatory?
- In what ways can we analyze and document the return on investment in bringing high-impact practices to substantial scale?
- How can we engage the college community in thinking about how high-impact practices can be integrated into clear, coherent, structured academic and career pathways for students?

