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# **NSSE 2023**

## **High-Impact Practices**

University of Minnesota Duluth

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### About Your *High-Impact Practices* Report

Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." High-Impact Practices (HIPs) share several traits: They demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and students, encourage collaboration with diverse others, and provide frequent and substantive feedback. As a result, participation in these practices has the potential to be very influential and rewarding (Kilgo et al., 2015; Kuh, 2008). NSSE founding director George Kuh recommends that institutions should aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major (NSSE, 2007).

NSSE asks students about their participation in the six HIPs shown in the box at right. Unlike most questions on the NSSE survey, the HIP questions are not limited to the current school year. Thus, senior students' responses include participation from prior years.

#### *High-Impact Practices in NSSE*

##### Service-Learning

Courses that included a community-based project

##### Learning Community

Formal program where groups of students take two or more classes together

##### Research with Faculty

Work with a faculty member on a research project

##### Internship or Field Experience

Internship, co-op, field experience, student teaching, or clinical placement

##### Study Abroad

##### Culminating Senior Experience

Capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.

### Report Sections

#### Participation Comparisons (p. 3)

Displays HIP participation for your students compared with that of students at your comparison group institutions. Two views present insights into your students' HIP participation:

##### Overall HIP Participation

Displays the percentage of students who participated in one HIP and in two or more HIPs, relative to those at your comparison group institutions.

##### Statistical Comparisons

Comparisons of participation in each HIP and overall for your students relative to those at comparison group institutions, with tests of significance and effect sizes.

#### Response Detail (pp. 4-5)

Provides complete response frequencies for the relevant HIP questions for your students and those at your comparison group institutions. First-year results include a summary of their expectations for future HIP participation.

#### Participation by Student Social Identities and Experiences (p. 6-End)

Displays your students' participation in each HIP by selected student social identities and experiences.

### Interpreting Comparisons

*HIP participation varies more among students within an institution than it does between institutions*, like many experiences and outcomes in higher education. As a result, focusing attention on overall participation rates amounts to examining the tip of the iceberg. It is equally important to understand how student engagement (including HIP participation) varies *within* your institution. The table beginning on page 6 provides an initial look at how HIP participation varies by selected student social identities and experiences. Your NSSE Tableau dashboard and Report Builder (released in the fall) offer further perspectives on internal variation to help you investigate your students' HIP participation in depth.

Kilgo, C. A., Sheets, J. K. E., & Pascarella, E. T. (2015). The link between high-impact practices and student learning: Some longitudinal evidence. *Higher Education*, 69, 509-525.

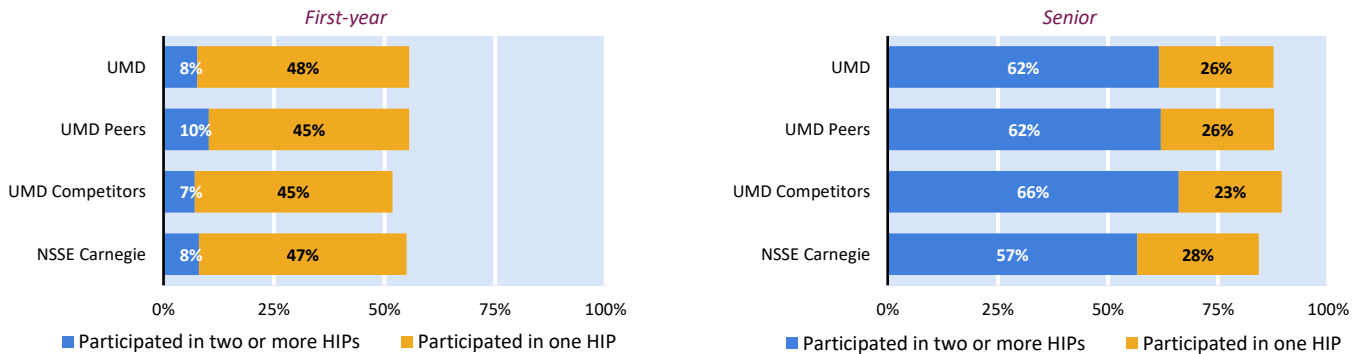
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

National Survey of Student Engagement (2007). *Experiences that matter: Enhancing student learning and success—Annual Report 2007*. Indiana University Center for Postsecondary Research.

Rocconi, L.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment*, 13 (Summer/Fall), pp. 22-38.

### Overall HIP Participation

The figures below display the level of participation of students in High-Impact Practices. Both figures include participation in service-learning, learning communities, and research with faculty. The senior figure also includes participation in internships or field experiences, study abroad, and culminating senior experiences. The first segment in each bar shows the percentage who participated in at least two HIPs, and the full bar (both colors) represents the percentage who participated in at least one.



### Statistical Comparisons

The table below displays the percentage of your students who participated in a given High-Impact Practice, including the percentage who participated in at least one or in two or more HIPs. It also graphs the difference, in percentage points, between your students and those of your comparison groups. Blue bars indicate how much higher your institution's percentage is compared to the comparison group. Dark red bars indicate how much lower your institution's percentage is compared to the comparison group. (Comparison group percentages appear on the following pages.)

Your students' participation compared with:

	UMD	UMD Peers		UMD Competitors		NSSE Carnegie	
	%	Difference <sup>a</sup>	ES <sup>b</sup>	Difference <sup>a</sup>	ES <sup>b</sup>	Difference <sup>a</sup>	ES <sup>b</sup>
<b>First-year</b>							
Service-Learning	51	+1	.02	+3	.07	-1	-.01
Learning Community	10	-4	-.13	+1	.02	+0	.01
Research with Faculty	4	-0	-.01	+0	.02	+0	.00
Participated in at least one	56	-0	.00	+4	.08	+1	.01
Participated in two or more	8	-3	-.09	+1	.02	-0	-.01
<b>Senior</b>							
Service-Learning	56	-3	-.06	-7	-.14	-5	-.10
Learning Community	22	-2	-.04	-1	-.03	+2	.04
Research with Faculty	22	+2	.04	-2	-.04	+1	.03
Internship or Field Exp.	56	+4	.08	+3	.05	+13	.26
Study Abroad	11	+3	.12	+3	.10	+4	.12
Culminating Senior Exp.	37	-12	-.25	-13	-.27	-8	-.17
Participated in at least one	88	-0	.00	-2	-.06	+3	.10
Participated in two or more	62	-0	-.01	-4	-.09	+5	.10

a. Percentage point differences (institution – comp. group) rounded to whole numbers. Values less than one may not display a bar and may be shown as +0 or -0.

b. Cohen's *h* (standardized difference between two proportions). Effect sizes indicate the practical importance of observed differences. For service-learning, internships, study abroad, and culminating senior experiences, an ES of about .2 may be considered small, .5 medium, and .8 large. For learning community and research with faculty, an ES of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018).

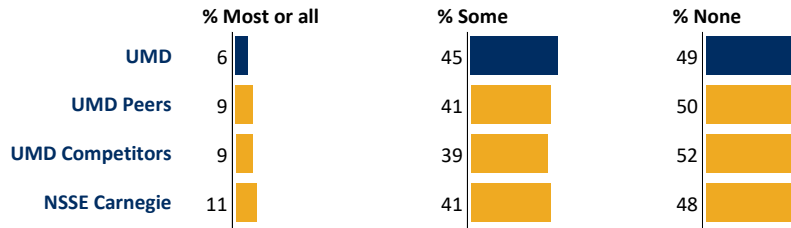
\**p* < .05, \*\**p* < .01, \*\*\**p* < .001 (z-test comparing participation rates).

Note: Participation includes the percentage of students who responded "done or in progress" except for service-learning which is the percentage who responded that at least "some" courses included a community-based project. All results weighted by institution-reported sex and enrollment status (and by institution size for comparison groups).

## First-year students

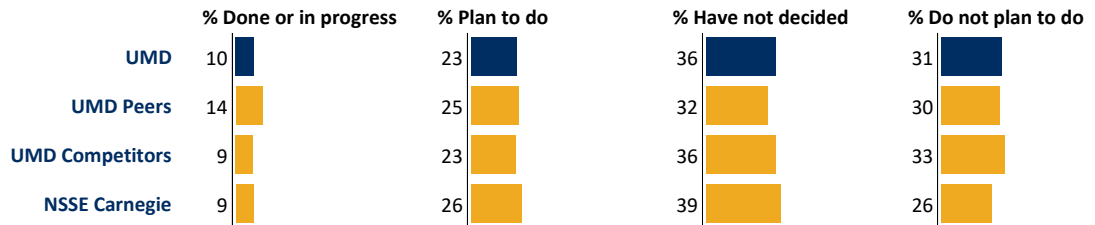
### Service-Learning

About how many of your courses at this institution have included a community-based project (service-learning)?



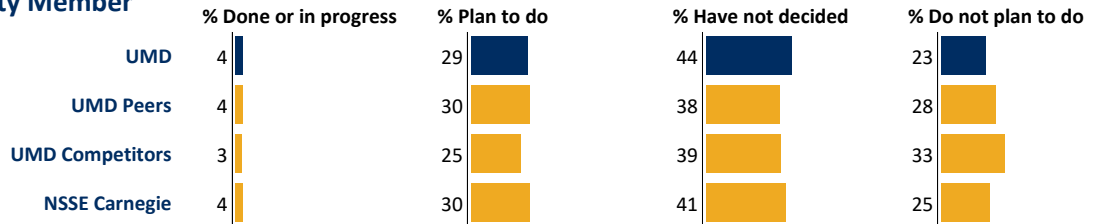
### Learning Community

Participate in a learning community or some other formal program where groups of students take two or more classes together.



### Research with a Faculty Member

Work with a faculty member on a research project.



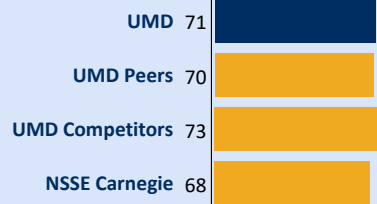
## Plans to Participate<sup>a</sup>

Knowing whether first-year students *plan* to participate in upper-division HIPs can reveal insights about HIP demand, awareness of opportunities, and the clarity of institutional information. These results might also point to topics for additional exploration, such as what contributes to students' expectations, their assumptions about who can participate, or why other students are undecided or have no plans to participate in the activity.

### Percentage responding "Plan to do"

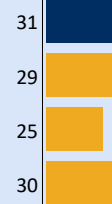
#### Internship or Field Experience

Participate in an internship, co-op, field experience, student teaching, or clinical placement.



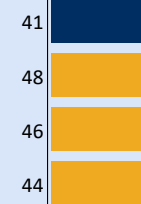
#### Study Abroad

Participate in a study abroad program.



#### Culminating Senior Experience

Complete a culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.).



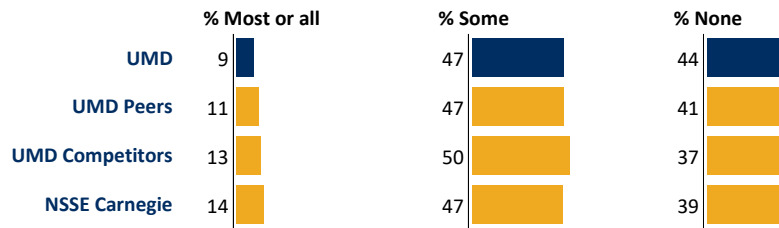
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

Note: Results weighted by institution-reported sex (including "Another" and "Unknown" when provided) and enrollment status (and institutional size for comparison groups).

## Seniors

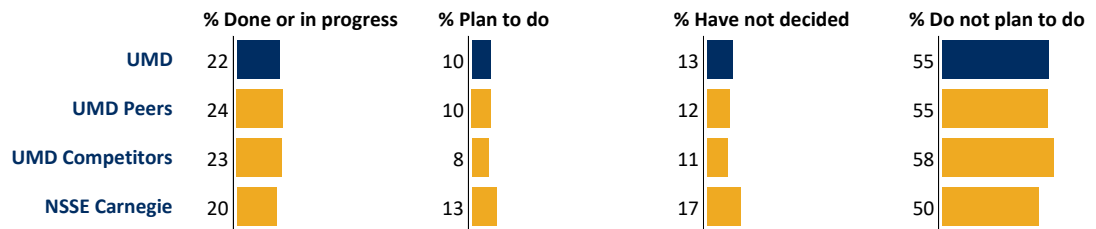
### Service-Learning

About how many of your courses at this institution have included a community-based project (service-learning)?



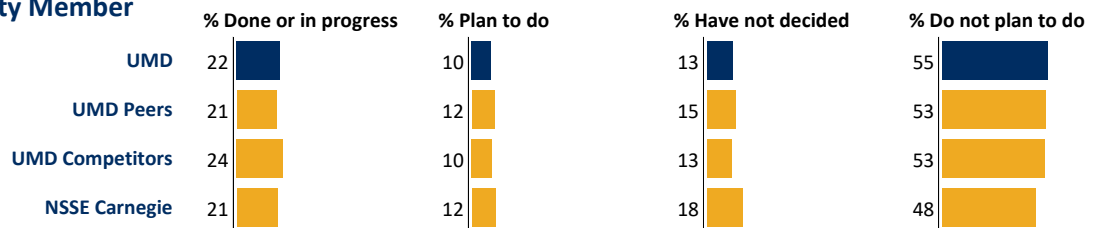
### Learning Community

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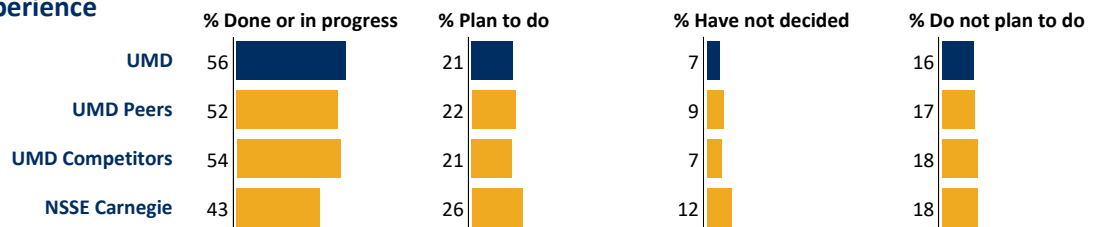
### Research with a Faculty Member

Work with a faculty member on a research project.



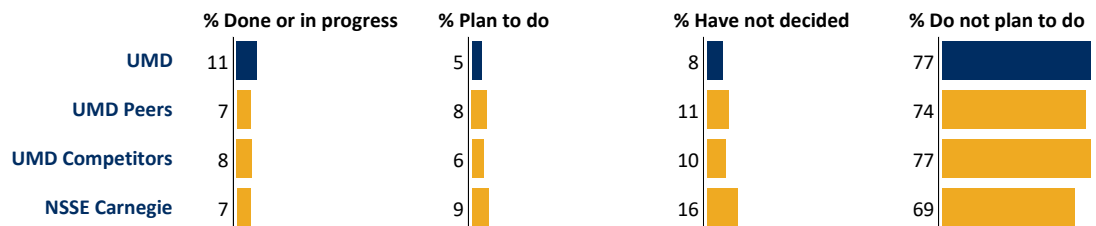
### Internship or Field Experience

Participate in an internship, co-op, field experience, student teaching, or clinical placement.



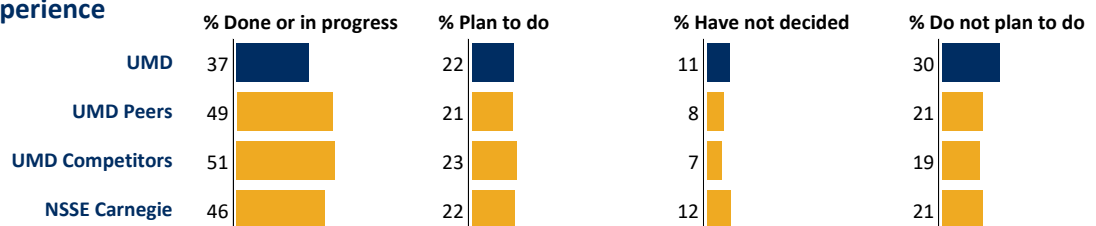
### Study Abroad

Participate in a study abroad program.



### Culminating Senior Experience

Complete a culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.).



Note: Results weighted by institution-reported sex (including "Another" and "Unknown" when provided) and enrollment status (and institutional size for comparison groups).

## Participation in High-Impact Practices by Student Social Identities and Experiences

Examining participation rates for different groups offers insight into how engagement varies within your student population. The table below displays participation in each HIP by selected social identities and experiences. Details include the number of HIP participants (N), the number within the group who responded to the item (total), and the group participation percentage (%).

	First-year						Senior											
	Service-Learning		Learning Community		Research with Faculty		Service-Learning		Learning Community		Research with Faculty		Internship or Field Experience		Study Abroad		Culminating Senior Experience	
Major category <sup>a</sup>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Arts & humanities	18/37	49	5/38	13	4/38	11	28/42	67	6/42	14	6/42	14	13/42	31	7/42	17	18/42	43
Bio. sci., agric., and natural res.	55/109	50	8/108	7	5/109	5	43/82	52	15/83	18	33/83	40	33/83	40	16/83	19	29/82	35
Physical sci., math, computer sci.	13/41	32	3/41	7	0/41	0	11/36	31	5/36	14	11/36	31	13/36	36	1/36	3	3/36	8
Social sciences	37/65	57	9/65	14	3/65	5	31/44	70	8/44	18	15/45	33	22/44	50	5/45	11	15/45	33
Business	56/98	57	11/98	11	2/98	2	61/100	61	20/101	20	11/101	11	56/101	55	8/101	8	32/101	32
Communications, media, public rel.	3/8	38	1/8	13	0/8	0	5/11	45	1/11	9	4/11	36	7/11	64	1/11	9	8/11	73
Education	28/50	56	6/50	12	0/50	0	42/64	66	34/64	53	10/65	15	56/65	86	11/65	17	22/65	34
Engineering	32/86	37	7/86	8	3/86	3	34/83	41	13/83	16	18/83	22	58/82	71	6/83	7	37/83	45
Health professions	21/41	51	2/41	5	0/41	0	18/30	60	10/30	33	5/30	17	16/30	53	1/30	3	14/30	47
Social service professions	21/29	72	3/29	10	1/29	3	17/23	74	9/23	39	2/23	9	19/23	83	2/23	9	9/23	39
Undecided/undeclared	4/7	57	1/7	14	0/7	0	0/0		0/0		0/0		0/0		0/0		0/0	
<b>Transfer status</b>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Started here	262/496	53	44/497	9	14/497	3	205/364	56	92/365	25	83/367	23	224/365	61	43/367	12	145/366	40
Started elsewhere	32/79	41	13/78	17	4/79	5	89/156	57	32/157	20	35/157	22	73/157	46	16/157	10	47/157	30
<b>Enrollment status<sup>b</sup></b>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not full-time	3/9	33	0/9	0	1/9	11	44/71	62	11/72	15	20/73	27	44/72	61	7/72	10	36/73	49
Full-time	302/584	52	57/588	10	19/588	3	254/461	55	117/463	25	102/464	22	261/463	56	54/465	12	164/464	35
<b>First-generation<sup>c</sup></b>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	202/413	49	42/413	10	12/414	3	196/355	55	80/354	23	89/357	25	214/354	60	46/356	13	136/357	38
First-generation	88/154	57	14/154	9	6/154	4	84/147	57	35/150	23	26/150	17	75/150	50	12/150	8	50/149	34
I prefer not to respond	4/9	44	1/9	11	0/9	0	12/16	75	7/16	44	4/16	25	7/16	44	0/16	0	5/16	31
<b>Race/ethnicity<sup>d</sup></b>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	16/27	59	2/27	7	1/27	4	15/26	58	7/27	26	7/27	26	11/27	41	1/27	4	12/27	44
Black or African American	10/16	63	4/16	25	2/16	13	8/13	62	3/13	23	4/13	31	10/13	77	2/13	15	5/13	38
Hispanic, Latina/o, Latine, or Latinx	15/25	60	0/25	0	1/25	4	2/6	33	2/6	33	3/6	50	4/6	67	2/6	33	3/6	50
Indigenous, American Indian, etc.	3/7	43	1/7	14	0/7	0	9/12	75	4/12	33	3/12	25	9/12	75	0/12	0	8/12	67
Middle Eastern or North African	0/7	0	0/7	0	0/0		2/4	50	2/4	50	2/4	50	1/4	25	1/4	25	1/4	25
Native Hawaiian or Pacific Islander	1/1	100	0/1	0	0/1	0	1/1	100	1/1	100	0/1	0	1/1	100	1/1	100	1/1	100
White	264/517	51	47/517	9	17/518	3	251/455	55	102/456	22	101/458	22	263/456	58	49/458	11	165/457	36
Another race or ethnicity	2/5	40	0/5	0	1/5	20	1/2	50	1/2	50	0/2	0	1/2	50	0/2	0	0/2	0
I prefer not to respond	5/13	38	4/13	31	0/13	0	17/24	71	9/24	38	5/24	21	13/24	54	4/24	17	9/24	38

## Participation in High-Impact Practices by Student Social Identities and Experiences

Examining participation rates for different groups offers insight into how engagement varies within your student population. The table below displays participation in each HIP by selected social identities and experiences. Details include the number of HIP participants (N), the number within the group who responded to the item (total), and the group participation percentage (%).

	<i>First-year</i>						<i>Senior</i>												
	Service-Learning		Learning Community		Research with Faculty		Service-Learning		Learning Community		Research with Faculty		Internship or Field Experience		Study Abroad		Culminating Senior Experience		
	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	
<b>International status</b>																			
Not an international student	292/573	51	57/573	10	18/574	3	289/514	56	121/515	23	116/517	22	294/515	57	56/517	11	189/516	37	
International student	3/4	75	0/4	0	0/4	0	3/4	75	1/5	20	3/5	60	2/5	40	2/5	40	1/5	20	
<b>Gender identity<sup>d</sup></b>																			
Woman	166/326	51	26/327	8	9/327	3	171/290	59	84/291	29	75/293	26	179/291	62	40/292	14	112/292	38	
Man	110/210	52	21/209	10	9/210	4	112/209	54	36/210	17	43/211	20	111/210	53	16/211	8	74/211	35	
Agender or gender neutral	2/10	20	2/10	20	0/10	0	3/5	60	0/5	0	0/5	0	0/5	0	0/5	0	1/5	20	
Demigender	2/3	67	2/3	67	0/3	0	0/0		0/0		0/0		0/0		0/0		0/0		
Genderqueer, non-binary, etc.	13/24	54	3/24	13	0/24	0	8/17	47	2/17	12	2/17	12	2/17	12	1/17	6	5/17	29	
Genderfluid	2/5	40	1/5	20	0/5	0	3/4	75	0/4	0	0/4	0	0/4	0	0/4	0	0/4	0	
Two-spirit	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		
Cis/Cisgender	12/34	35	4/34	12	1/34	3	23/43	53	10/43	23	11/43	26	28/43	65	7/43	16	10/43	23	
Trans/Transgender	3/7	43	1/7	14	0/7	0	3/4	75	0/4	0	0/4	0	0/4	0	0/4	0	1/4	25	
Questioning or unsure	4/10	40	0/10	0	0/10	0	1/3	33	0/3	0	1/3	33	0/3	0	0/3	0	0/3	0	
Another gender identity	0/1	0	0/1	0	0/1	0	0/0		0/0		0/0		0/0		0/0		0/0		
I prefer not to respond	5/13	38	2/13	15	0/13	0	4/8	50	2/8	25	1/8	13	5/8	63	1/8	13	3/8	38	
<b>Sexual orientation<sup>d</sup></b>																			
Straight or heterosexual	217/408	53	37/409	9	14/409	3	230/412	56	102/413	25	88/415	21	237/413	57	41/415	10	158/414	38	
Bisexual	42/91	46	11/90	12	2/91	2	29/52	56	9/52	17	16/53	30	30/52	58	7/52	13	22/53	42	
Lesbian	9/19	47	1/19	5	0/19	0	4/12	33	2/12	17	4/12	33	4/12	33	3/12	25	3/12	25	
Gay	5/12	42	0/12	0	1/12	8	5/6	83	0/6	0	1/6	17	1/6	17	0/6	0	1/6	17	
Queer	11/29	38	4/29	14	0/29	0	11/15	73	3/16	19	4/16	25	7/16	44	2/16	13	4/16	25	
Pansexual or polysexual	9/19	47	3/19	16	0/19	0	7/10	70	1/10	10	5/10	50	5/10	50	3/10	30	2/10	20	
Ace, gray, or asexual	7/17	41	2/17	12	0/17	0	6/13	46	2/13	15	4/13	31	6/13	46	2/13	15	3/13	23	
Demisexual	4/7	57	1/7	14	1/7	14	4/7	57	2/7	29	3/7	43	4/7	57	3/7	43	2/7	29	
Questioning or unsure	9/27	33	2/27	7	2/27	7	6/12	50	2/12	17	3/12	25	5/12	42	2/12	17	5/12	42	
Another sexual orientation	0/0		0/0		0/0		4/4	100	1/4	25	2/4	50	4/4	100	1/4	25	1/4	25	
I prefer not to respond	6/14	43	2/14	14	0/14	0	11/19	58	6/19	32	4/19	21	12/19	63	3/19	16	7/19	37	
<b>Age<sup>b</sup></b>																			
FY 21+, Seniors 25+	4/5	80	0/5	0	1/5	20	21/34	62	5/35	14	8/35	23	13/35	37	3/35	9	7/35	20	
FY < 21, Seniors < 25	301/588	51	57/592	10	19/592	3	277/498	56	123/500	25	114/502	23	292/500	58	58/502	12	193/502	38	

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	Service-Learning		Learning Community		Research with Faculty		Service-Learning		Learning Community		Research with Faculty		Internship or Field Experience		Study Abroad		Culminating Senior Experience	
	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
<b>Disability status<sup>d</sup></b>																		
Sensory disability	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Physical disability	2/5	40	1/5	20	0/5	0	1/1	100	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0
Mental health or develop. disability	40/93	43	12/93	13	2/93	2	38/74	51	15/74	20	15/74	20	34/73	47	7/74	9	27/73	37
Another disability or condition	1/4	25	0/4	0	0/4	0	2/4	50	0/4	0	2/4	50	2/4	50	0/4	0	2/4	50
Multiple types of disab. or cond.	16/30	53	3/31	10	0/31	0	23/32	72	15/33	45	7/33	21	20/33	61	7/33	21	13/33	39
No disability or condition	222/421	53	37/421	9	16/421	4	217/392	55	88/392	22	92/394	23	233/393	59	42/394	11	145/394	37
I prefer not to respond	13/22	59	4/21	19	0/22	0	10/13	77	4/14	29	3/14	21	7/14	50	2/14	14	2/14	14
<b>Residence</b>																		
Not on campus	35/71	49	7/71	10	8/71	11	268/466	58	112/467	24	99/469	21	273/467	58	47/469	10	173/469	37
On campus	261/507	51	50/507	10	10/508	2	24/52	46	10/52	19	20/52	38	23/52	44	11/52	21	17/51	33
<b>Athlete status</b>						0				0								
Not an athlete	275/540	51	55/540	10	17/541	3	274/488	56	116/489	24	111/491	23	284/489	58	55/491	11	182/490	37
Student-athlete	18/33	55	1/33	3	1/33	3	18/29	62	6/30	20	8/30	27	12/30	40	3/30	10	7/30	23
<b>Greek membership</b>																		
Not a member	276/548	50	55/548	10	17/549	3	273/486	56	113/487	23	116/489	24	275/487	56	52/489	11	180/488	37
Member	15/19	79	1/19	5	0/19	0	13/23	57	7/24	29	2/24	8	16/24	67	5/24	21	7/24	29
<b>Military status</b>																		
No military service	290/571	51	57/571	10	18/572	3	282/505	56	119/506	24	118/508	23	291/506	58	57/508	11	188/507	37
Current or former military service	6/7	86	0/7	0	0/7	0	8/11	73	3/11	27	1/11	9	3/11	27	1/11	9	1/11	9
<b>Satisfaction<sup>e</sup></b>																		
Fair or poor	62/119	52	12/118	10	5/119	4	49/99	49	24/101	24	16/101	16	54/101	53	13/101	13	33/101	33
Good or excellent	235/460	51	45/461	10	13/461	3	245/423	58	100/423	24	102/425	24	244/423	58	46/425	11	161/424	38
<b>Overall</b>	305/593	51	57/597	10	20/597	4	298/532	56	128/535	22	122/537	22	305/535	56	61/537	11	200/537	37

Notes: Results are of those responding "done or in progress" except for service-learning which is the percentage responding that at least "some" courses included a community-based project. Results are unweighted, except for overall percentages which are weighted by sex and enrollment status. Percentages are within-group and can be read, for example, "X% of business major respondents participated in a learning community."

- a. NSSE's default categories, based on first major if more than one was reported. Customizable major categories are available in your NSSE Tableau dashboards and Report Builder (released in the fall). Excludes majors categorized as "all other."
- b. Institution-reported variable.
- c. No parent, guardian, or person who raised you holds a bachelor's degree.
- d. Select-all-that-apply item; students may be represented in more than one category.
- e. Based on responses to "How would you evaluate your entire educational experience at this institution?"