



NSSE 2023

High-Impact Practices

University of New Hampshire at Durham

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.

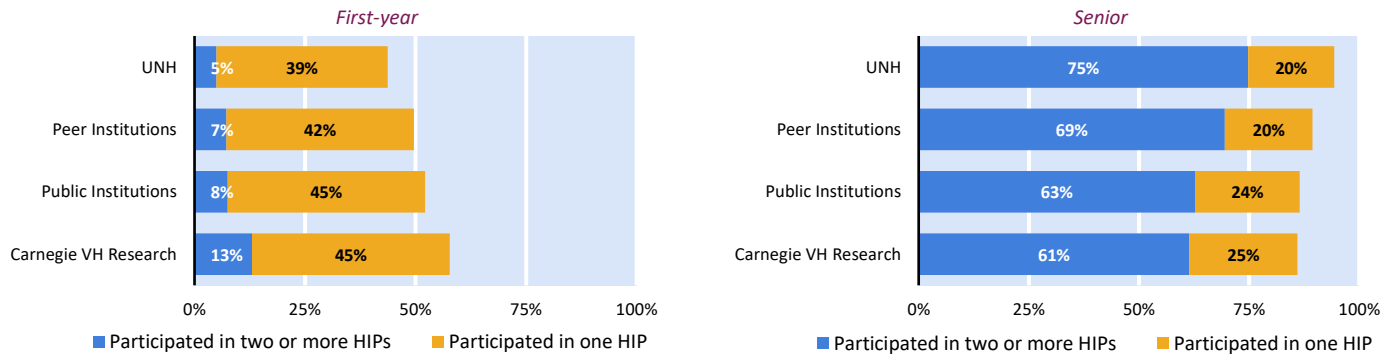
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

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:

	UNH	Peer Institutions		Public Institutions		Carnegie VH Research	
	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b
First-year							
Service-Learning	40	-2	-.05	-7 *	-.15	-10 **	-.20
Learning Community	6	-5 **	-.19	-4 *	-.15	-11 ***	-.36
Research with Faculty	4	-1	-.05	-0	-.02	-2	-.09
Participated in at least one	44	-6	-.12	-8 **	-.17	-14 ***	-.28
Participated in two or more	5	-2	-.09	-3	-.11	-8 ***	-.29
Senior							
Service-Learning	53	+2	.04	-5	-.09	+0	.00
Learning Community	26	+1	.02	+4	.09	+0	.00
Research with Faculty	35	+2	.05	+8	.18 **	+9	.19 ***
Internship or Field Exp.	63	+1	.01	+10	.21 ***	+9	.19 **
Study Abroad	13	-3	-.08	+6	.19 ***	+1	.03
Culminating Senior Exp.	75	+20	.43 ***	+25	.53 ***	+31	.65 ***
Participated in at least one	94	+5	.18 **	+8	.27 ***	+8	.29 ***
Participated in two or more	75	+5	.12	+12	.26 ***	+13	.29 ***

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).

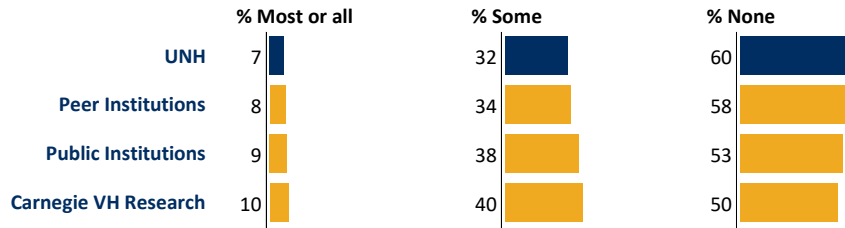
p* < .05, *p* < .01, ****p* < .001 (z-test comparing participation rates).

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

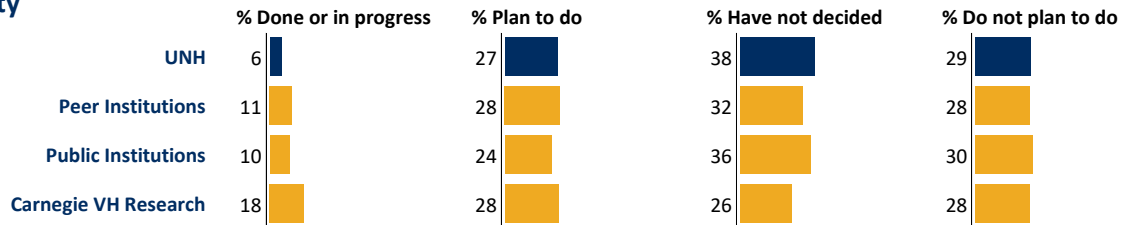
Service-Learning

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



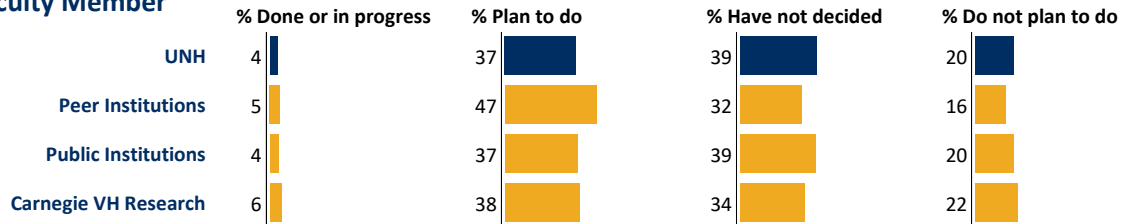
Learning Community

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.



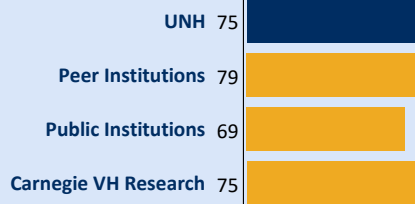
Plans to Participate^a

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"

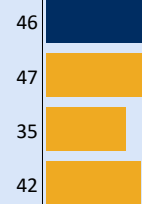
Internship or Field Experience

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



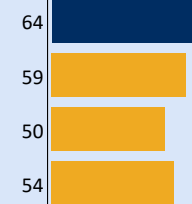
Study Abroad

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.).



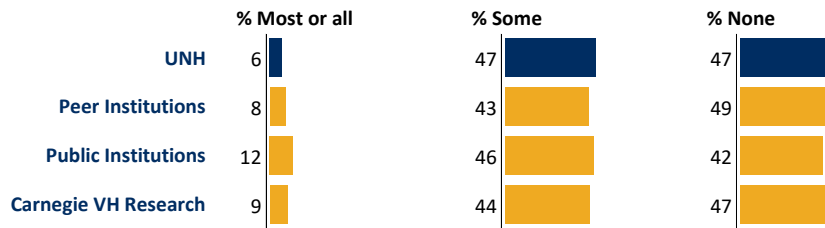
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

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

Seniors

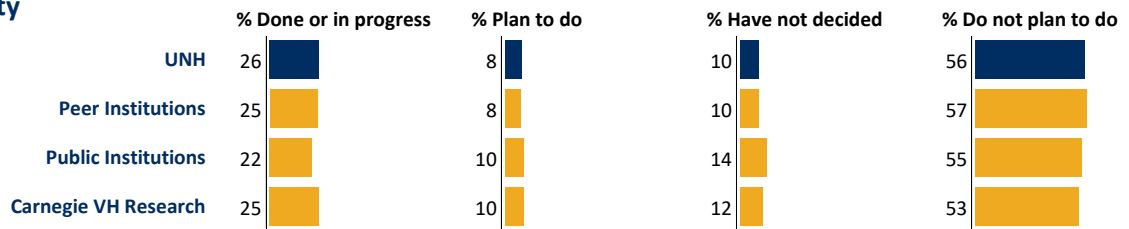
Service-Learning

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



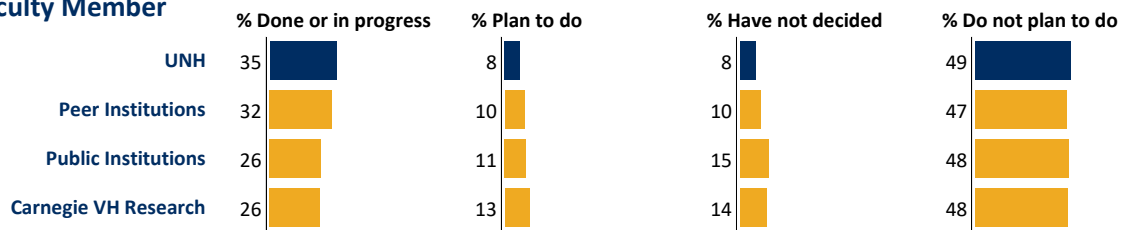
Learning Community

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



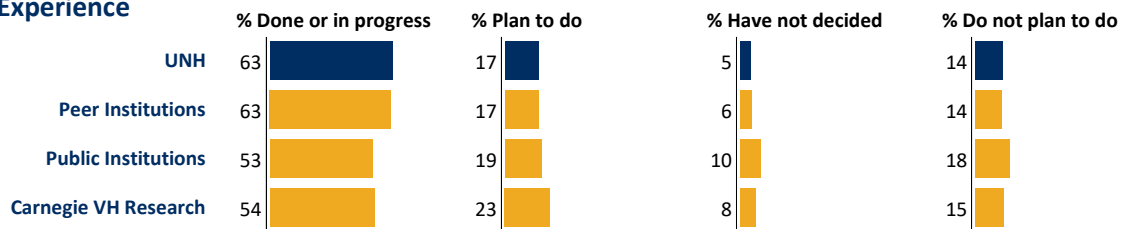
Research with a Faculty Member

Work with a faculty member on a research project.



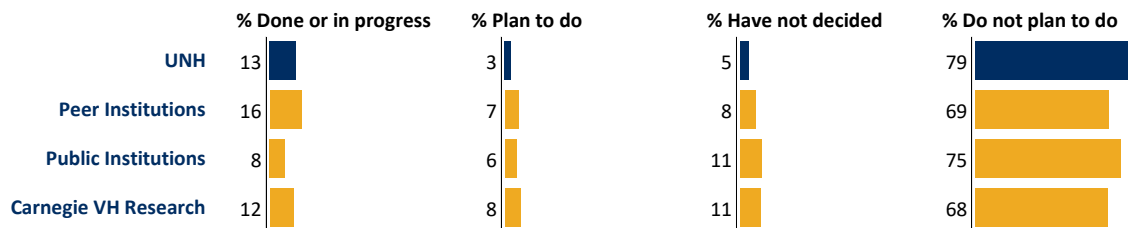
Internship or Field Experience

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



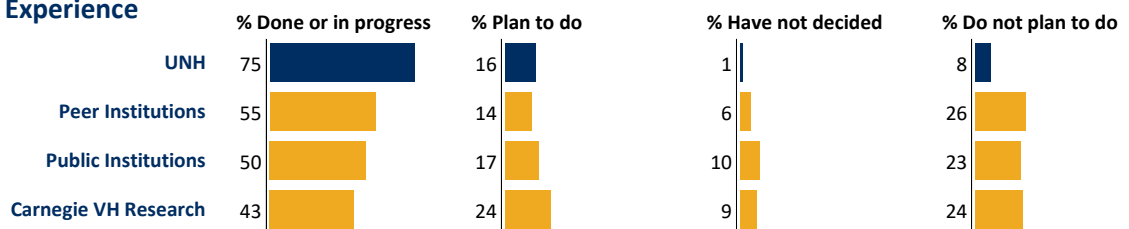
Study Abroad

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 (%).

	<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	
Major category ^a	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Arts & humanities	4/13	31	1/13	8	2/13	15	13/22	59	6/22	27	11/22	50	13/22	59	7/22	32	16/22	73
Bio. sci., agric., and natural res.	16/49	33	2/49	4	2/49	4	32/69	46	16/69	23	29/68	43	39/69	57	7/69	10	53/69	77
Physical sci., math, computer sci.	0/9	0	1/9	11	0/9	0	3/13	23	2/13	15	6/13	46	8/13	62	4/13	31	6/13	46
Social sciences	13/35	37	1/35	3	2/35	6	12/26	46	3/26	12	9/26	35	17/26	65	6/26	23	24/26	92
Business	16/35	46	1/36	3	1/36	3	27/51	53	13/51	25	7/51	14	34/51	67	7/51	14	40/51	78
Communications, media, public rel.	2/4	50	0/4	0	0/4	0	8/12	67	2/13	15	5/13	38	9/13	69	5/13	38	9/13	69
Education	5/10	50	0/10	0	1/10	10	5/8	63	2/8	25	1/8	13	4/7	57	2/8	25	7/8	88
Engineering	13/38	34	4/39	10	5/39	13	19/42	45	17/41	41	22/42	52	28/41	68	3/42	7	33/42	79
Health professions	21/42	50	6/43	14	1/43	2	32/41	78	16/41	39	15/41	37	25/41	61	4/40	10	27/41	66
Social service professions	10/13	77	0/13	0	0/13	0	8/11	73	3/10	30	2/11	18	10/11	91	2/11	18	9/11	82
Undecided/undeclared	6/14	43	1/14	7	0/14	0	0/0		0/0		0/0		0/0		0/0		0/0	
Transfer status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Started here	108/263	41	17/266	6	14/266	5	144/259	56	75/259	29	96/259	37	168/258	65	44/259	17	204/260	78
Started elsewhere	0/1	0	0/1	0	0/1	0	18/45	40	7/44	16	15/45	33	27/45	60	3/45	7	27/45	60
Enrollment status ^b	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not full-time	0/0		0/0		0/0		4/8	50	1/8	13	2/8	25	3/8	38	2/8	25	5/8	63
Full-time	113/280	40	17/286	6	14/286	5	161/301	53	81/301	27	109/302	36	196/301	65	45/302	15	230/302	76
First-generation ^c	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	85/207	41	14/209	7	10/209	5	118/221	53	62/219	28	80/220	36	144/219	66	38/220	17	169/221	76
First-generation	20/53	38	3/54	6	4/54	7	43/79	54	20/80	25	30/80	38	51/80	64	8/80	10	60/80	75
I prefer not to respond	3/5	60	0/5	0	0/5	0	1/4	25	0/4	0	1/4	25	0/4	0	1/4	25	2/4	50
Race/ethnicity ^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	4/13	31	0/13	0	0/13	0	15/22	68	7/22	32	9/21	43	19/22	86	4/22	18	19/22	86
Black or African American	1/4	25	0/4	0	0/4	0	4/4	100	0/4	0	1/4	25	3/4	75	0/4	0	4/4	100
Hispanic, Latina/o, Latine, or Latinx	4/11	36	1/11	9	2/11	18	4/7	57	1/7	14	2/7	29	6/7	86	2/7	29	6/7	86
Indigenous, American Indian, etc.	0/11	0	0/11	0	0/11	0	1/1	100	0/7	0	1/1	100	1/1	100	1/1	100	1/1	100
Middle Eastern or North African	0/2	0	1/2	50	1/2	50	0/2	0	0/2	0	0/2	0	0/2	0	0/2	0	2/2	100
Native Hawaiian or Pacific Islander	1/1	100	0/1	0	0/1	0	0/0		0/0		0/0		0/0		0/0		0/0	
White	97/236	41	16/239	7	13/239	5	148/275	54	72/274	26	97/276	35	174/274	64	42/275	15	208/276	75
Another race or ethnicity	2/4	50	1/4	25	1/4	25	0/2	0	0/2	0	1/2	50	1/2	50	0/2	0	2/2	100
I prefer not to respond	2/6	33	0/6	0	0/6	0	3/10	30	4/10	40	4/10	40	3/10	30	2/10	20	6/10	60

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

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	<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	%
International status																		
Not an international student	101/257	39	16/260	6	14/260	5	160/301	53	82/300	27	110/301	37	193/300	64	47/301	16	230/302	76
International student	7/8	88	1/8	13	0/8	0	2/3	67	0/3	0	1/3	33	2/3	67	0/3	0	1/3	33
Gender identity^d																		
Woman	75/171	44	10/171	6	11/171	6	115/208	55	59/207	29	82/208	39	143/208	69	40/208	19	167/209	80
Man	29/77	38	6/79	8	2/79	3	43/84	51	19/84	23	26/84	31	48/83	58	5/84	6	58/84	69
Agender or gender neutral	0/1	0	0/1	0	0/1	0	1/3	33	2/3	67	0/3	0	1/3	33	0/3	0	1/3	33
Demigender	0/0		0/0		0/0		0/1	0	0/1	0	0/1	0	0/1	0	0/1	0	1/1	100
Genderqueer, non-binary, etc.	1/13	8	1/14	7	1/14	7	2/7	29	1/7	14	5/7	71	5/7	71	3/7	43	4/7	57
Genderfluid	1/6	17	0/6	0	1/6	17	1/3	33	0/3	0	1/3	33	0/3	0	0/3	0	0/3	0
Two-spirit	0/0		0/0		0/0		1/1	100	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0
Cis/Cisgender	8/20	40	1/20	5	2/20	10	23/43	53	12/43	28	20/43	47	33/43	77	9/42	21	30/43	70
Trans/Transgender	2/6	33	0/6	0	0/6	0	0/2	0	0/2	0	1/2	50	1/2	50	0/2	0	1/2	50
Questioning or unsure	0/3	0	0/3	0	1/3	33	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0	1/1	100
Another gender identity	0/0		0/0		0/0		0/1	0	0/1	0	0/1	0	0/1	0	0/1	0	1/1	100
I prefer not to respond	1/2	50	0/2	0	0/2	0	0/4	0	1/4	25	1/4	25	1/4	25	0/4	0	2/4	50
Sexual orientation^d																		
Straight or heterosexual	76/190	40	10/191	5	4/191	2	124/223	56	64/222	29	75/223	34	147/222	66	28/223	13	175/224	78
Bisexual	21/52	40	7/53	13	6/53	11	22/43	51	8/43	19	20/43	47	24/43	56	12/43	28	32/43	74
Lesbian	0/4	0	0/4	0	0/4	0	5/8	63	4/8	50	5/8	63	7/8	88	0/8	0	7/8	88
Gay	0/1	0	0/2	0	1/2	50	3/5	60	2/5	40	2/5	40	4/5	80	1/5	20	4/5	80
Queer	3/11	27	0/11	0	1/11	9	7/15	47	2/15	13	9/15	60	8/15	53	8/15	53	9/15	60
Pansexual or polysexual	3/11	27	1/11	9	1/11	9	6/8	75	1/8	13	2/8	25	6/8	75	2/8	25	5/8	63
Ace, gray, or asexual	1/7	14	0/7	0	1/7	14	1/7	14	4/7	57	5/7	71	6/7	86	2/7	29	4/7	57
Demisexual	1/2	50	0/2	0	0/2	0	3/9	33	3/9	33	4/9	44	5/9	56	3/9	33	4/9	44
Questioning or unsure	4/10	40	0/10	0	2/10	20	3/10	30	1/10	10	3/10	30	6/10	60	1/10	10	6/10	60
Another sexual orientation	0/1	0	0/1	0	1/1	100	0/0		0/0		0/0		0/0		0/0		0/0	
I prefer not to respond	3/4	75	0/4	0	0/4	0	2/10	20	3/10	30	3/10	30	4/10	40	0/10	0	4/10	40
Age^b																		
FY 21+, Seniors 25+	2/2	100	0/2	0	0/2	0	5/11	45	1/11	9	3/11	27	4/11	36	1/11	9	4/11	36
FY < 21, Seniors < 25	111/278	40	17/284	6	14/284	5	160/298	54	81/298	27	108/299	36	195/298	65	46/299	15	231/299	77

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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	%
Disability status^d																		
Sensory disability	0/1	0	1/1	100	1/1	100	0/0		0/0		0/0		0/0		0/0		0/0	
Physical disability	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Mental health or develop. disability	15/54	28	5/55	9	7/55	13	29/47	62	13/47	28	24/47	51	30/47	64	10/47	21	36/47	77
Another disability or condition	0/3	0	0/3	0	0/3	0	2/3	67	3/3	100	2/3	67	3/3	100	1/3	33	3/3	100
Multiple types of disab. or cond.	10/24	42	1/24	4	1/24	4	18/33	55	7/32	22	15/33	45	18/33	55	6/33	18	21/33	64
No disability or condition	75/167	45	10/169	6	5/169	3	104/207	50	54/207	26	63/207	30	136/206	66	26/207	13	160/208	77
I prefer not to respond	8/14	57	0/14	0	0/14	0	8/13	62	5/13	38	7/13	54	8/13	62	4/13	31	11/13	85
Residence																		
Not on campus	7/21	33	0/22	0	1/22	5	105/204	51	54/204	26	69/204	34	132/204	65	28/204	14	156/205	76
On campus	102/245	42	17/247	7	13/247	5	55/98	56	28/97	29	42/98	43	62/97	64	19/98	19	73/98	74
Athlete status																		
Not an athlete	103/252	41	17/255	7	14/255	5	151/290	52	79/289	27	107/291	37	184/289	64	45/290	16	220/291	76
Student-athlete	6/13	46	0/13	0	0/13	0	10/13	77	3/13	23	4/12	33	10/13	77	2/13	15	10/13	77
Greek membership																		
Not a member	90/237	38	14/239	6	11/239	5	134/258	52	65/256	25	90/257	35	162/257	63	40/257	16	192/258	74
Member	19/27	70	3/28	11	3/28	11	28/46	61	17/47	36	21/47	45	33/46	72	7/47	15	39/47	83
Military status																		
No military service	106/263	40	16/266	6	14/266	5	157/298	53	81/297	27	109/298	37	190/297	64	46/298	15	228/299	76
Current or former military service	2/2	100	1/2	50	0/2	0	3/4	75	1/4	25	2/4	50	3/4	75	1/4	25	1/4	25
Satisfaction^e																		
Fair or poor	14/58	24	3/58	5	4/58	7	26/49	53	7/49	14	13/49	27	23/49	47	4/49	8	30/49	61
Good or excellent	95/214	44	14/217	6	10/217	5	136/255	53	75/254	30	98/255	38	173/255	68	43/255	17	201/256	79
Overall	113/280	40	17/286	6	14/286	4	165/309	53	82/309	26	111/310	35	199/309	63	47/310	13	235/310	75

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?"