



NSSE 2023

High-Impact Practices

University of Colorado Colorado Springs

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.

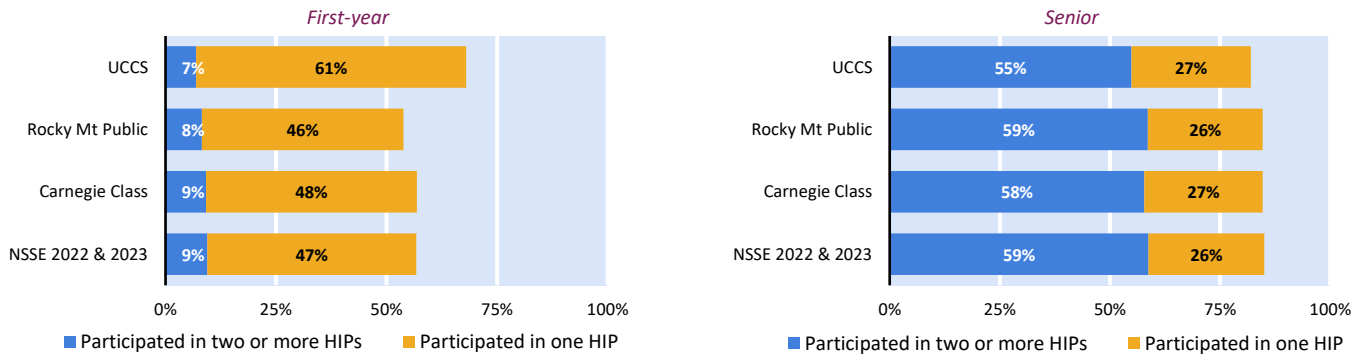
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

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:

	UCCS	Rocky Mt Public		Carnegie Class		NSSE 2022 & 2023	
	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b
<i>First-year</i>							
Service-Learning	67	+18	*** .37	+15	*** .30	+15	*** .31
Learning Community	5	-5	* -.20	-6	** -.24	-7	** -.25
Research with Faculty	5	+0	.01	+0	.01	+0	.00
Participated in at least one	68	+14	*** .29	+11	** .23	+11	** .23
Participated in two or more	7	-1	-.05	-2	-.08	-3	-.09
<i>Senior</i>							
Service-Learning	55	-0	.00	-3	-.06	-4	-.09
Learning Community	17	-4	-.11	-5	* -.13	-5	* -.13
Research with Faculty	18	-6	* -.16	-4	-.10	-5	-.12
Internship or Field Exp.	41	-8	* -.15	-6	* -.12	-7	* -.14
Study Abroad	3	-5	** -.22	-6	*** -.26	-6	*** -.27
Culminating Senior Exp.	51	+7	* .14	+7	* .15	+6	.11
Participated in at least one	82	-3	-.07	-3	-.07	-3	-.08
Participated in two or more	55	-4	-.08	-3	-.06	-4	-.08

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).

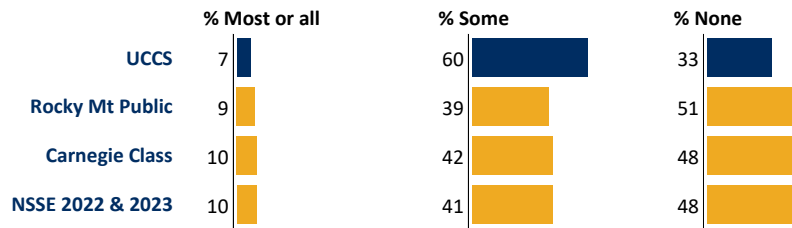
p* < .05, *p* < .01, ****p* < .001 (*z*-test comparing participation rates).

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

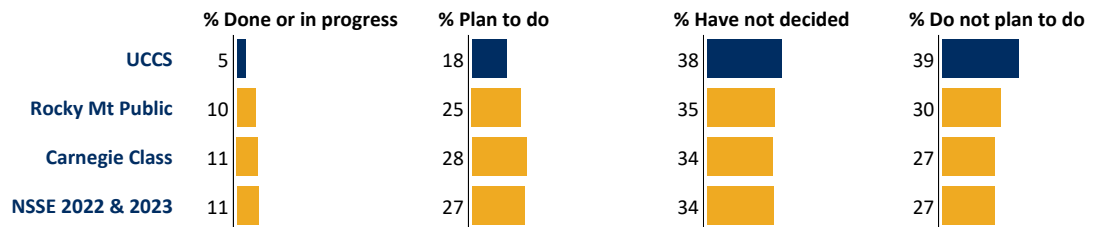
Service-Learning

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



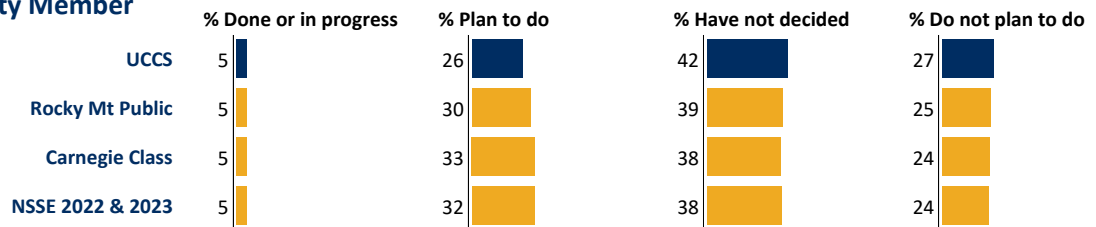
Learning Community

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.



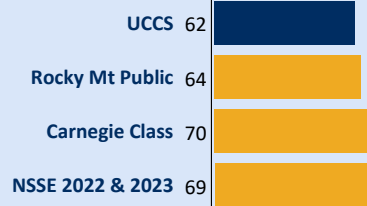
Plans to Participate^a

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"

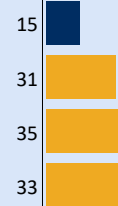
Internship or Field Experience

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



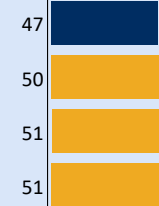
Study Abroad

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.).



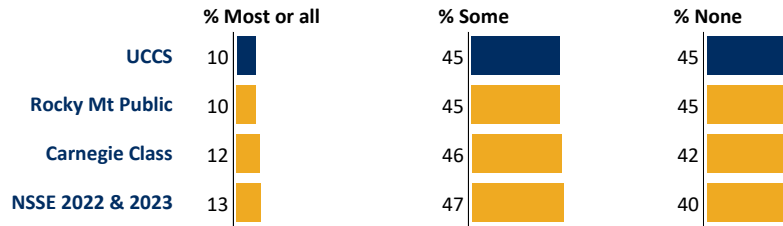
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

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

Seniors

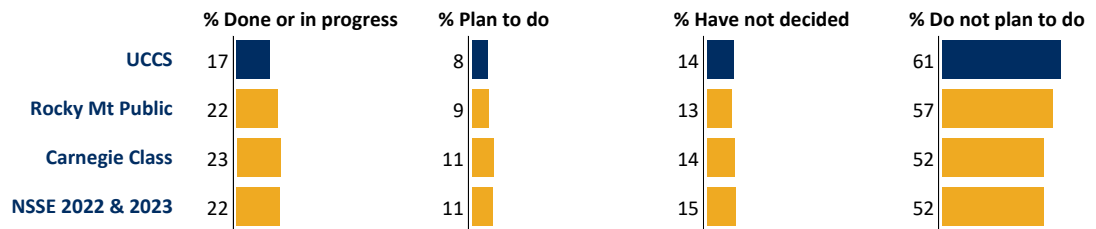
Service-Learning

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



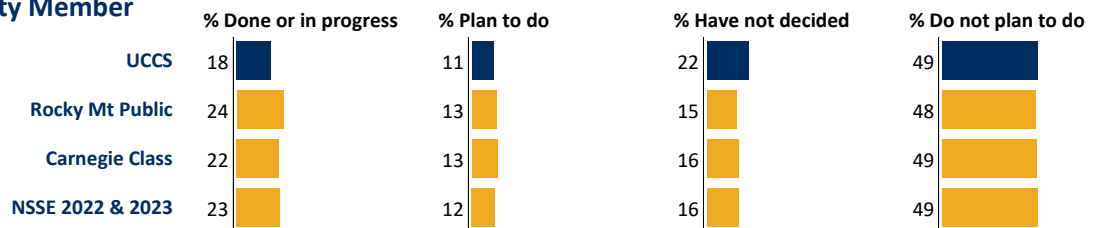
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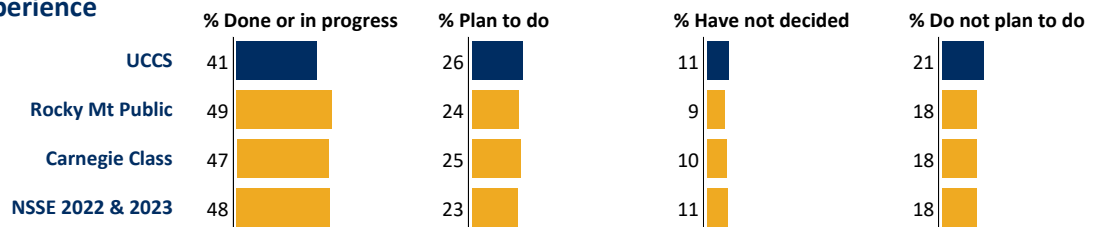
Research with a Faculty Member

Work with a faculty member on a research project.



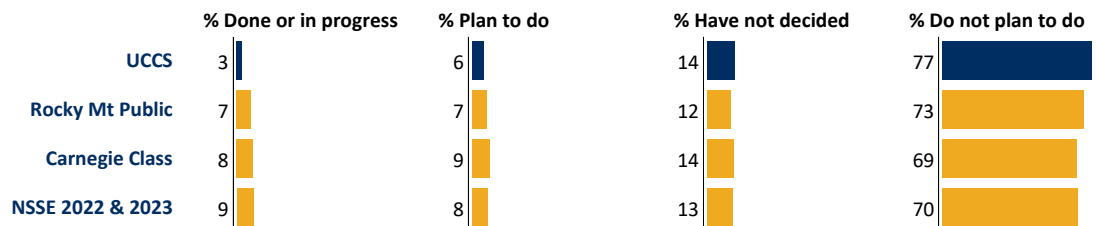
Internship or Field Experience

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



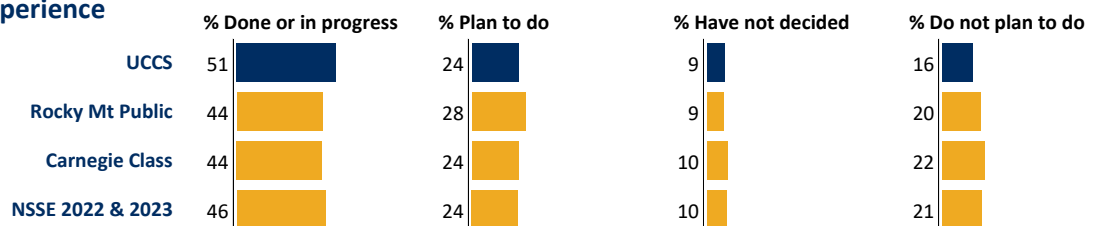
Study Abroad

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 (%).

	<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	6/11	55	1/11	9	0/11	0	15/32	47	4/32	13	8/32	25	4/32	13	2/32	6	21/32	66
Bio. sci., agric., and natural res.	11/17	65	2/17	12	2/17	12	17/32	53	6/32	19	7/32	22	12/32	38	1/32	3	17/32	53
Physical sci., math, computer sci.	14/21	67	0/21	0	1/21	5	5/21	24	1/21	5	2/21	10	4/21	19	0/21	0	9/21	43
Social sciences	10/14	71	3/15	20	2/15	13	17/33	52	7/33	21	12/33	36	13/33	39	0/32	0	20/33	61
Business	14/20	70	1/20	5	0/20	0	16/31	52	4/31	13	1/31	3	12/31	39	2/31	6	9/31	29
Communications, media, public rel.	5/6	83	0/6	0	1/6	17	6/11	55	2/11	18	2/11	18	1/11	9	0/11	0	6/11	55
Education	8/10	80	1/10	10	1/10	10	21/23	91	6/23	26	2/23	9	20/23	87	1/23	4	14/23	61
Engineering	12/20	60	0/20	0	0/20	0	8/28	29	5/28	18	7/28	25	15/28	54	1/28	4	15/28	54
Health professions	21/30	70	0/30	0	0/30	0	33/41	80	12/41	29	11/41	27	23/41	56	0/41	0	19/41	46
Social service professions	11/15	73	1/15	7	3/15	20	15/23	65	1/23	4	1/23	4	14/23	61	0/23	0	11/23	48
Undecided/undeclared	1/1	100	0/1	0	0/1	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	104/143	73	8/144	6	9/144	6	62/103	60	22/103	21	18/103	17	44/103	43	4/103	4	57/103	55
Started elsewhere	13/26	50	1/26	4	1/26	4	102/188	54	30/189	16	36/189	19	81/189	43	3/188	2	93/188	49
Enrollment status^b	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not full-time	4/8	50	1/8	13	0/8	0	34/69	49	10/70	14	6/70	9	27/70	39	4/70	6	30/69	43
Full-time	116/170	68	9/173	5	10/173	6	134/228	59	44/229	19	49/229	21	101/230	44	4/228	2	123/228	54
First-generation^c	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	81/116	70	7/116	6	8/116	7	101/172	59	34/172	20	37/172	22	78/172	45	5/172	3	88/172	51
First-generation	28/45	62	2/46	4	2/46	4	59/112	53	18/113	16	17/113	15	45/113	40	3/112	3	61/112	54
I prefer not to respond	7/7	100	0/7	0	0/7	0	4/7	57	1/7	14	1/7	14	3/7	43	0/7	0	2/7	29
Race/ethnicity^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	9/14	64	0/14	0	0/14	0	13/25	52	5/25	20	2/25	8	10/25	40	1/25	4	12/25	48
Black or African American	4/5	80	0/5	0	0/5	0	8/14	57	6/14	43	6/14	43	8/14	57	0/14	0	10/14	71
Hispanic, Latina/o, Latine, or Latinx	23/32	72	4/32	13	4/32	13	28/51	55	6/51	12	7/51	14	27/51	53	3/51	6	27/51	53
Indigenous, American Indian, etc.	3/4	75	0/4	0	1/4	25	2/6	33	2/6	33	1/6	17	2/6	33	1/6	17	3/6	50
Middle Eastern or North African	0/0		0/0		0/0		0/1	0	0/1	0	0/1	0	1/1	100	0/1	0	1/1	100
Native Hawaiian or Pacific Islander	0/1	0	0/1	0	0/1	0	2/3	67	0/3	0	0/3	0	3/3	100	0/3	0	3/3	100
White	87/125	70	7/125	6	9/125	7	122/211	58	37/212	17	47/212	22	90/212	42	6/211	3	112/211	53
Another race or ethnicity	1/1	100	0/1	0	0/1	0	3/5	60	2/5	40	2/5	40	3/5	60	0/5	0	4/5	80
I prefer not to respond	8/12	67	2/13	15	1/13	8	4/18	22	3/18	17	0/18	0	6/18	33	0/18	0	7/18	39

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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	112/163	69	9/164	5	10/164	6	163/289	56	53/290	18	55/290	19	126/290	43	8/289	3	150/289	52
International student	4/5	80	0/5	0	0/5	0	1/2	50	0/2	0	0/2	0	0/2	0	0/2	0	1/2	50
Gender identity^d																		
Woman	72/102	71	7/103	7	6/103	6	110/184	60	37/185	20	32/185	17	89/185	48	6/184	3	96/184	52
Man	36/52	69	1/52	2	1/52	2	44/85	52	11/85	13	17/85	20	27/85	32	1/85	1	46/85	54
Agender or gender neutral	2/3	67	0/4	0	0/4	0	2/6	33	0/6	0	1/6	17	2/6	33	0/6	0	2/6	33
Demigender	0/1	0	0/2	0	0/2	0	0/3	0	0/3	0	0/3	0	1/3	33	0/3	0	2/3	67
Genderqueer, non-binary, etc.	3/6	50	1/7	14	2/7	29	4/9	44	3/9	33	4/9	44	3/9	33	0/9	0	4/9	44
Genderfluid	1/2	50	0/3	0	1/3	33	0/2	0	0/2	0	0/2	0	1/2	50	0/2	0	1/2	50
Two-spirit	0/0		0/0		0/0		0/3	0	0/3	0	0/3	0	1/3	33	0/3	0	2/3	67
Cis/Cisgender	9/14	64	0/14	0	0/14	0	9/21	43	6/22	27	6/22	27	11/22	50	1/22	5	11/21	52
Trans/Transgender	2/4	50	2/4	50	1/4	25	3/7	43	1/7	14	4/7	57	3/7	43	0/7	0	4/7	57
Questioning or unsure	1/2	50	0/3	0	0/3	0	2/5	40	1/5	20	1/5	20	3/5	60	0/5	0	2/5	40
Another gender identity	1/1	100	0/1	0	1/1	100	1/4	25	1/4	25	1/4	25	2/4	50	0/4	0	2/4	50
I prefer not to respond	3/5	60	0/5	0	1/5	20	2/10	20	0/10	0	0/10	0	5/10	50	1/10	10	3/10	30
Sexual orientation^d																		
Straight or heterosexual	81/114	71	5/114	4	3/114	3	118/204	58	34/205	17	33/205	16	90/205	44	7/204	3	104/204	51
Bisexual	14/23	61	2/24	8	0/24	0	20/37	54	9/37	24	11/37	30	17/37	46	0/37	0	23/37	62
Lesbian	2/4	50	0/5	0	1/5	20	3/9	33	0/9	0	0/9	0	3/9	33	0/9	0	7/9	78
Gay	1/3	33	0/3	0	0/3	0	5/7	71	0/7	0	1/7	14	4/7	57	0/7	0	3/7	43
Queer	0/2	0	0/3	0	0/3	0	1/8	13	1/8	13	2/8	25	2/8	25	0/8	0	4/8	50
Pansexual or polysexual	5/6	83	1/6	17	3/6	50	3/7	43	1/7	14	4/7	57	2/7	29	0/7	0	2/7	29
Ace, gray, or asexual	8/10	80	0/10	0	0/10	0	7/13	54	3/13	23	5/13	38	7/13	54	1/13	8	7/13	54
Demisexual	2/2	100	1/2	50	1/2	50	2/3	67	1/3	33	2/3	67	2/3	67	0/3	0	2/3	67
Questioning or unsure	2/3	67	0/4	0	1/4	25	7/14	50	2/14	14	3/14	21	5/14	36	1/14	7	10/14	71
Another sexual orientation	0/0		0/0		0/0		2/4	50	1/4	25	1/4	25	2/4	50	0/4	0	3/4	75
I prefer not to respond	9/12	75	0/12	0	2/12	17	10/21	48	2/21	10	2/21	10	9/21	43	0/21	0	10/21	48
Age^b																		
FY 21+, Seniors 25+	3/7	43	0/7	0	1/7	14	69/121	57	21/123	17	19/123	15	47/123	38	1/122	1	52/121	43
FY < 21, Seniors < 25	117/171	68	10/174	6	9/174	5	99/176	56	33/176	19	36/176	20	81/177	46	7/176	4	101/176	57

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	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%		
Disability status^d																				
Sensory disability	0/11	0	0/0		0/12	0	1/1	100	0/12	0	0/12	0	1/1	100	1/1	100	1/1	100	1/1	100
Physical disability	0/0		0/0		0/0		1/2	50	2/2	100	1/2	50	2/2	100	0/1	0	1/2	50	1/2	50
Mental health or develop. disability	11/19	58	2/19	11	1/19	5	21/43	49	8/43	19	13/43	30	22/43	51	1/43	2	19/43	44	19/43	44
Another disability or condition	2/3	67	0/3	0	0/3	0	4/9	44	2/9	22	3/9	33	5/9	56	0/9	0	6/9	67	6/9	67
Multiple types of disab. or cond.	15/17	88	2/17	12	2/17	12	16/30	53	5/30	17	6/30	20	11/30	37	1/30	3	17/30	57	17/30	57
No disability or condition	79/119	66	5/119	4	5/119	4	115/193	60	33/194	17	30/194	15	80/194	41	5/194	3	99/193	51	99/193	51
I prefer not to respond	10/11	91	0/12	0	2/12	17	5/12	42	3/12	25	2/12	17	4/12	33	0/12	0	7/12	58	7/12	58
Residence																				
Not on campus	58/81	72	2/81	2	4/81	5	150/270	56	47/271	17	50/271	18	119/271	44	7/270	3	139/270	51	139/270	51
On campus	58/87	67	7/88	8	6/88	7	12/18	67	4/18	22	4/18	22	7/18	39	1/18	6	11/18	61	11/18	61
Athlete status																				
Not an athlete	108/158	68	9/159	6	10/159	6	156/280	56	47/281	17	53/281	19	120/281	43	6/280	2	148/280	53	148/280	53
Student-athlete	8/10	80	0/10	0	0/10	0	4/6	67	3/6	50	2/6	33	4/6	67	1/6	17	3/6	50	3/6	50
Greek membership																				
Not a member	115/165	70	9/166	5	10/166	6	154/274	56	47/275	17	53/275	19	118/275	43	8/274	3	142/274	52	142/274	52
Member	0/1	0	0/1	0	0/1	0	7/12	58	5/12	42	2/12	17	6/12	50	0/12	0	7/12	58	7/12	58
Military status																				
No military service	113/160	71	9/161	6	9/161	6	141/254	56	47/255	18	47/255	18	110/255	43	8/255	3	134/254	53	134/254	53
Current or former military service	2/7	29	0/7	0	1/7	14	22/34	65	5/34	15	8/34	24	15/34	44	0/33	0	17/34	50	17/34	50
Satisfaction^e																				
Fair or poor	21/38	55	1/38	3	2/38	5	22/54	41	8/55	15	9/55	16	24/55	44	0/55	0	26/54	48	26/54	48
Good or excellent	95/131	73	7/132	5	8/132	6	143/239	60	44/239	18	45/239	19	102/239	43	8/238	3	125/239	52	125/239	52
Overall	120/178	67	10/181	5	10/181	5	168/297	55	54/299	17	55/299	18	128/300	41	8/298	3	153/297	51	153/297	51

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?"