



NSSE 2024

High-Impact Practices

Indiana University-Purdue University Indianapolis

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.

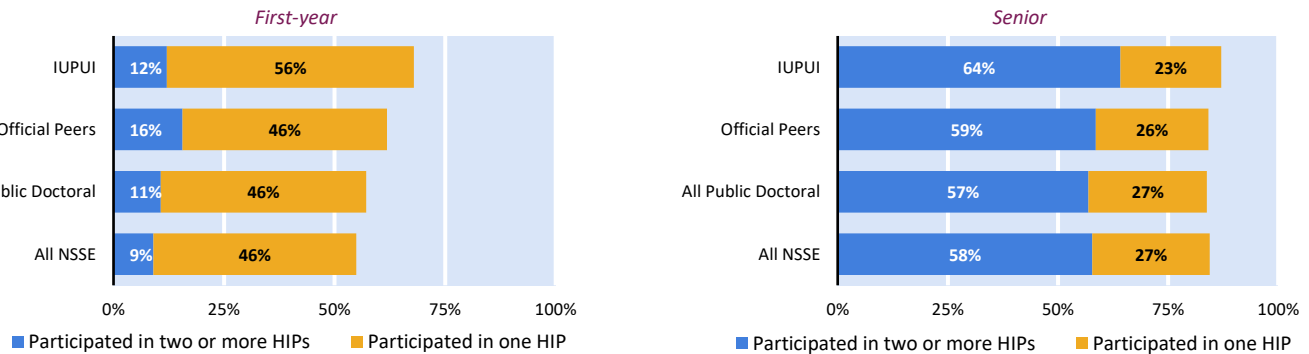
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

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:

	IUPUI	Official Peers		All Public Doctoral		All NSSE	
	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b
First-year							
Service-Learning	59	+4	.08	+8	** .16	+9	** .18
Learning Community	15	-5	* -.12	+2	.05	+4	* .12
Research with Faculty	10	+4	* .16	+4	* .15	+5	** .19
Participated in at least one	68	+6	* .13	+11	*** .22	+13	*** .27
Participated in two or more	12	-4	-.10	+1	.04	+3	.10
Senior							
Service-Learning	66	+8	*** .17	+11	*** .22	+9	*** .19
Learning Community	24	+0	.01	+2	.05	+3	.07
Research with Faculty	25	+4	.09	+3	.07	+3	.06
Internship or Field Exp.	55	+7	** .13	+7	** .13	+6	* .12
Study Abroad	9	+0	.00	-1	-.04	-1	-.03
Culminating Senior Exp.	50	+4	.08	+8	** .15	+6	** .13
Participated in at least one	87	+3	.08	+3	* .09	+3	.08
Participated in two or more	64	+6	* .12	+7	** .15	+6	** .13

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).

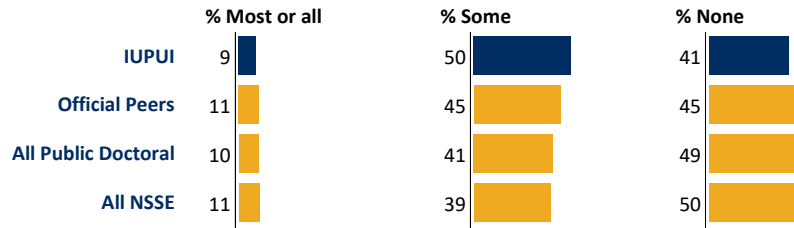
p* < .05, *p* < .01, ****p* < .001 (*z*-test comparing participation rates).

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. Results are unweighted, except for overall percentages which are weighted by sex and enrollment status.

First-year students

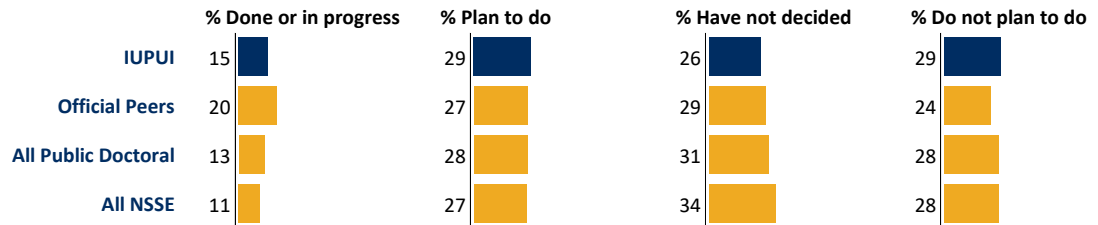
Service-Learning

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



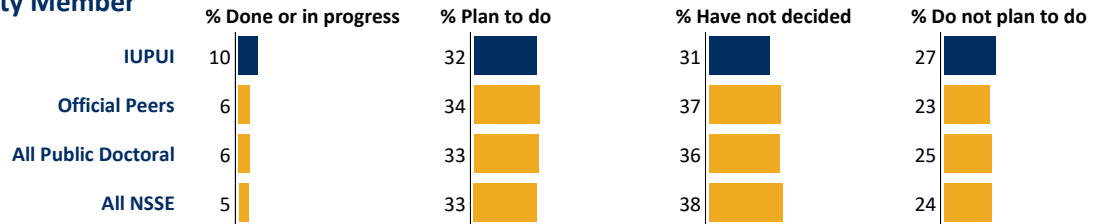
Learning Community

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.



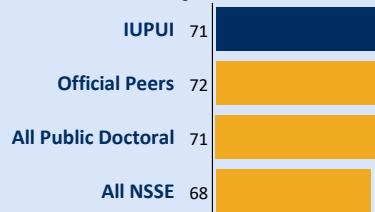
Plans to Participate^a

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"

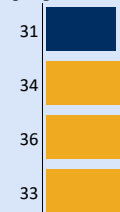
Internship or Field Experience

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



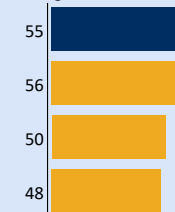
Study Abroad

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.).



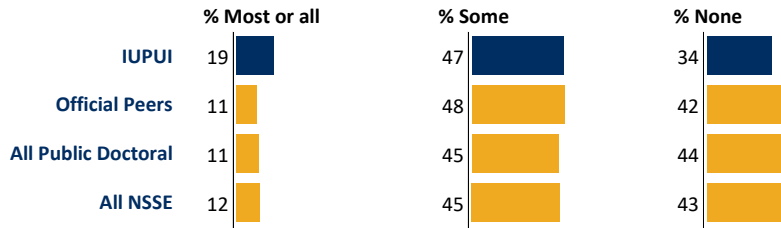
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

Note: Results are unweighted, except for overall percentages which are weighted by sex and enrollment status.

Seniors

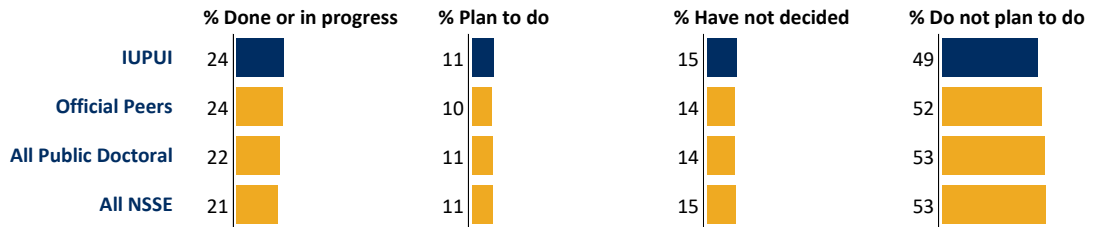
Service-Learning

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



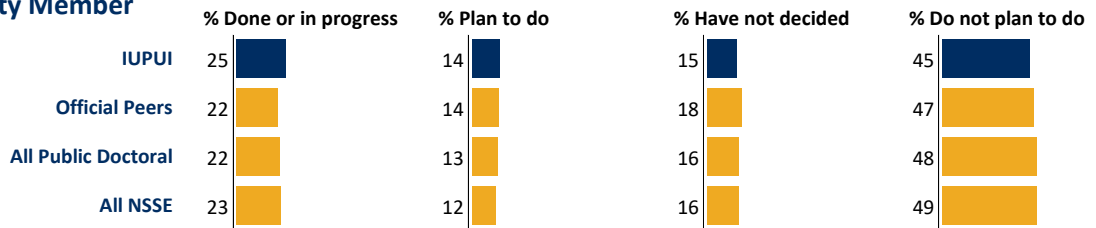
Learning Community

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



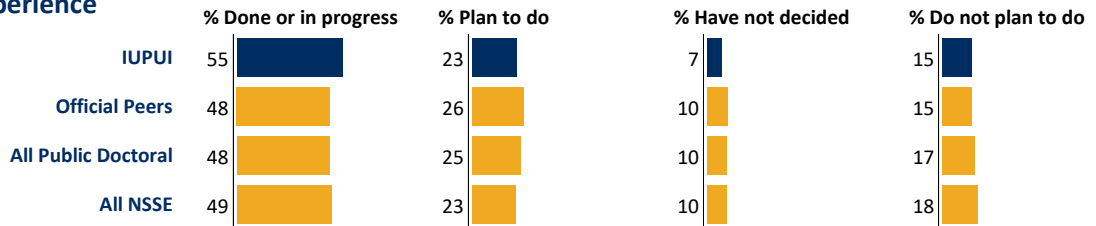
Research with a Faculty Member

Work with a faculty member on a research project.



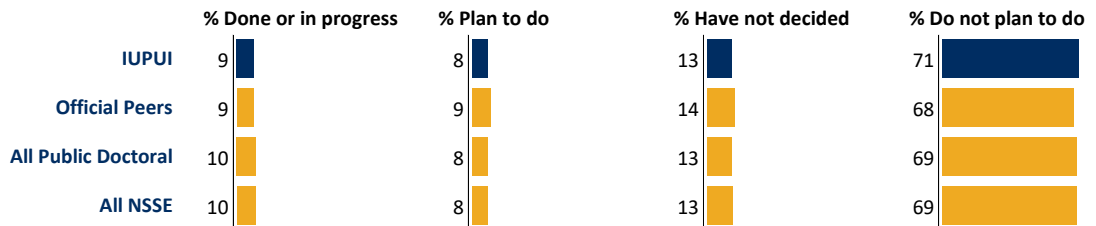
Internship or Field Experience

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



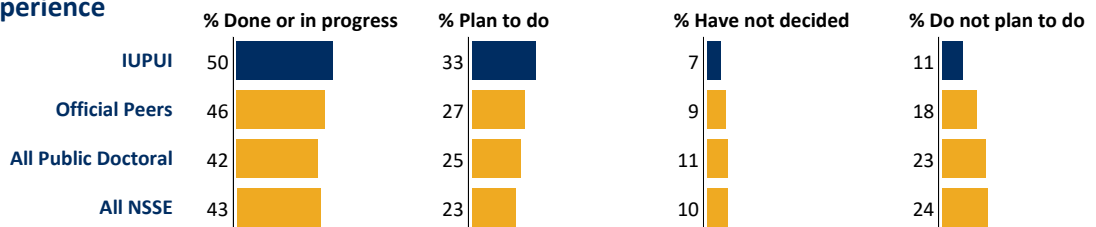
Study Abroad

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 are unweighted, except for overall percentages which are weighted by sex and enrollment status.

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	12/31	39	8/31	26	3/30	10	16/25	64	6/25	24	6/25	24	9/25	36	4/25	16	15/25	60
Bio. sci., agric., and natural res.	15/24	63	5/24	21	5/24	21	19/27	70	10/28	36	15/28	54	15/28	54	3/28	11	17/28	61
Physical sci., math, computer sci.	5/22	23	1/22	5	3/22	14	13/20	65	3/20	15	9/20	45	8/20	40	0/20	0	14/20	70
Social sciences	19/28	68	8/28	29	6/28	21	19/28	68	2/28	7	8/27	30	11/28	39	4/27	15	19/28	68
Business	24/35	69	0/35	0	0/35	0	24/44	55	12/44	27	8/44	18	23/44	52	7/44	16	28/44	64
Communications, media, public rel.	3/3	100	0/3	0	0/3	0	4/8	50	0/8	0	0/8	0	4/8	50	0/8	0	4/8	50
Education	19/19	100	3/18	17	2/19	11	18/21	86	8/20	40	3/21	14	17/21	81	2/20	10	8/21	38
Engineering	11/24	46	7/24	29	3/24	13	16/35	46	8/35	23	9/35	26	21/35	60	1/35	3	10/35	29
Health professions	69/105	66	9/106	8	6/107	6	101/121	83	32/121	26	30/122	25	73/123	59	9/122	7	54/123	44
Social service professions	12/20	60	3/20	15	4/20	20	21/32	66	10/32	31	11/32	34	17/32	53	2/32	6	22/32	69
Undecided/undeclared	3/3	100	0/3	0	0/3	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	174/296	59	47/295	16	32/297	11	165/221	75	61/221	28	65/223	29	134/223	60	24/222	11	131/223	59
Started elsewhere	17/22	77	2/22	9	0/22	0	113/187	60	39/187	21	41/185	22	88/187	47	14/186	8	80/187	43
Enrollment status^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	3/9	33	0/8	0	38/76	50	14/76	18	12/74	16	27/75	36	4/75	5	22/76	29
Full-time	201/327	61	47/326	14	33/330	10	250/346	72	92/348	26	98/351	28	207/352	59	38/348	11	194/351	55
First-generation^c	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	112/171	65	30/171	18	20/172	12	138/211	65	52/212	25	62/213	29	124/213	58	21/212	10	111/214	52
First-generation	75/137	55	18/136	13	12/137	9	135/190	71	47/189	25	43/189	23	93/191	49	17/189	9	99/190	52
I prefer not to respond	5/11	45	1/11	9	0/11	0	4/6	67	1/6	17	1/6	17	4/6	67	0/6	0	1/6	17
Race/ethnicity^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	19/30	63	4/30	13	6/31	19	28/35	80	5/36	14	8/36	22	17/36	47	2/35	6	21/36	58
Black or African American	22/38	58	5/37	14	4/38	11	36/47	77	8/46	17	10/47	21	18/48	38	5/47	11	22/47	47
Hispanic, Latina/o, Latine, or Latinx	26/48	54	8/48	17	4/48	8	31/41	76	9/41	22	8/41	20	21/41	51	1/41	2	19/41	46
Indigenous, American Indian, etc.	3/5	60	0/5	0	0/5	0	1/3	33	1/3	33	1/3	33	1/3	33	1/3	33	2/3	67
Middle Eastern or North African	6/9	67	3/9	33	2/9	22	2/3	67	1/3	33	0/3	0	2/3	67	0/3	0	1/3	33
Native Hawaiian or Pacific Islander	4/6	67	0/6	0	0/6	0	0/0		0/0		0/0		0/0		0/0		0/0	
White	134/216	62	32/216	15	21/216	10	193/291	66	74/292	25	82/292	28	172/294	59	31/292	11	155/294	53
Another race or ethnicity	1/1	100	0/1	0	0/1	0	3/5	60	2/5	40	2/5	40	2/5	40	0/5	0	3/5	60
I prefer not to respond	4/6	67	2/6	33	1/6	17	6/13	46	6/13	46	4/13	31	6/12	50	1/13	8	8/13	62

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	188/311	60	46/309	15	31/311	10	269/399	67	98/399	25	103/400	26	217/402	54	36/399	9	205/402	51
International student	4/8	50	3/9	33	1/9	11	8/9	89	2/9	22	3/9	33	5/9	56	2/9	22	6/9	67
Gender identity^d																		
Woman	137/212	65	33/212	16	19/213	9	200/281	71	72/281	26	76/283	27	157/285	55	33/281	12	153/284	54
Man	38/77	49	12/76	16	11/77	14	62/107	58	23/107	21	21/106	20	55/107	51	4/107	4	46/107	43
Trans/Transgender	6/12	50	3/12	25	2/12	17	3/4	75	0/4	0	1/4	25	1/4	25	1/4	25	2/4	50
Agender or gender neutral	3/5	60	1/5	20	0/5	0	3/4	75	0/4	0	2/4	50	3/4	75	0/4	0	2/4	50
Demigender	2/4	50	0/4	0	0/4	0	1/1	100	1/1	100	1/1	100	1/1	100	1/1	100	1/1	100
Genderqueer, non-binary, etc.	9/16	56	2/16	13	1/16	6	12/14	86	5/14	36	7/14	50	9/14	64	5/14	36	8/14	57
Two-spirit	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Cis/Cisgender	9/15	60	4/15	27	2/15	13	16/27	59	4/27	15	8/28	29	15/28	54	2/28	7	16/28	57
Questioning or unsure	1/2	50	0/2	0	1/2	50	2/3	67	1/3	33	2/3	67	2/3	67	1/3	33	1/3	33
Another gender identity	0/0		0/0		0/0		0/1	0	1/1	100	0/1	0	0/1	0	0/1	0	0/1	0
I prefer not to respond	5/7	71	1/7	14	0/7	0	5/8	63	1/8	13	3/8	38	3/7	43	0/8	0	5/8	63
Sexual orientation^d																		
Straight or heterosexual	136/224	61	29/222	13	26/225	12	212/313	68	71/313	23	73/314	23	170/316	54	28/312	9	153/315	49
Bisexual	19/38	50	7/38	18	2/37	5	32/43	74	13/43	30	20/43	47	26/44	59	6/44	14	31/44	70
Lesbian	7/10	70	3/10	30	0/10	0	5/8	63	5/8	63	3/8	38	6/8	75	1/8	13	6/8	75
Gay	1/4	25	2/4	50	1/4	25	4/6	67	2/6	33	1/6	17	3/6	50	0/6	0	2/6	33
Queer	10/12	83	3/12	25	2/12	17	13/15	87	4/15	27	6/15	40	8/15	53	2/15	13	12/15	80
Pansexual or polysexual	9/13	69	3/13	23	2/13	15	9/14	64	2/14	14	4/14	29	6/14	43	2/14	14	6/14	43
Ace, gray, or asexual	6/12	50	3/12	25	3/12	25	6/13	46	1/13	8	5/12	42	6/13	46	2/13	15	5/13	38
Demisexual	4/11	36	2/11	18	1/11	9	6/9	67	2/9	22	3/9	33	4/9	44	1/9	11	3/9	33
Questioning or unsure	3/6	50	0/6	0	0/6	0	3/7	43	2/7	29	1/7	14	3/7	43	0/7	0	2/7	29
Another sexual orientation	0/2	0	1/2	50	0/2	0	1/2	50	0/2	0	0/2	0	1/2	50	0/2	0	1/2	50
I prefer not to respond	10/15	67	3/15	20	0/15	0	9/13	69	5/13	38	5/13	38	7/12	58	1/13	8	9/13	69
Age^b																		
FY 21+, Seniors 25+	5/13	38	3/13	23	1/12	8	77/133	58	23/133	17	26/132	20	57/132	43	11/133	8	50/133	38
FY < 21, Seniors < 25	199/323	62	47/322	15	32/326	10	211/289	73	83/291	29	84/293	29	177/295	60	31/290	11	166/294	56

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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	0/0		0/0		0/0		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	31/44	70	8/44	18	6/44	14	30/47	64	14/47	30	17/46	37	24/47	51	4/47	9	27/47	57
Another disability or condition	1/4	25	2/5	40	1/5	20	3/5	60	0/5	0	0/5	0	3/5	60	0/5	0	2/5	40
Multiple types of disab. or cond.	13/23	57	4/23	17	4/22	18	24/40	60	11/40	28	14/40	35	24/40	60	7/40	18	26/40	65
No disability or condition	143/236	61	34/234	15	21/237	9	207/295	70	71/295	24	70/297	24	160/298	54	25/295	8	150/298	50
I prefer not to respond	3/9	33	1/9	11	0/9	0	12/20	60	3/20	15	5/20	25	11/20	55	2/20	10	6/20	30
Residence																		
Not on campus	116/188	62	23/187	12	13/189	7	250/368	68	88/368	24	92/369	25	202/371	54	33/368	9	190/371	51
On campus	75/128	59	26/128	20	18/128	14	26/38	68	12/38	32	14/38	37	19/38	50	5/38	13	20/38	53
Athlete status						0				0								
Not an athlete	183/307	60	47/306	15	29/308	9	270/401	67	97/401	24	104/402	26	217/404	54	37/401	9	206/404	51
Student-athlete	8/10	80	1/10	10	1/10	10	4/4	100	3/4	75	2/4	50	3/4	75	1/4	25	3/4	75
Greek membership																		
Not a member	170/287	59	44/286	15	28/288	10	255/373	68	87/373	23	94/374	25	199/376	53	32/374	9	187/376	50
Member	15/20	75	2/20	10	2/20	10	15/24	63	9/24	38	8/24	33	15/24	63	3/24	13	16/24	67
Military status																		
No military service	190/314	61	48/313	15	31/315	10	267/389	69	96/389	25	103/390	26	218/392	56	36/389	9	205/392	52
Current or former military service	1/2	50	0/2	0	0/2	0	7/15	47	3/15	20	2/15	13	3/15	20	2/15	13	4/15	27
Satisfaction^e																		
Fair or poor	18/47	38	6/47	13	7/47	15	51/77	66	20/76	26	14/76	18	36/78	46	6/77	8	38/77	49
Good or excellent	177/276	64	42/275	15	26/277	9	227/332	68	79/333	24	92/335	27	185/335	55	32/332	10	171/336	51
Overall	204/336	59	50/335	15	33/338	10	288/422	66	106/424	24	110/425	25	234/427	55	42/423	9	216/427	50

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 if applicable. 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?"