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# **NSSE 2023**

## **High-Impact Practices**

University of Kentucky

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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.

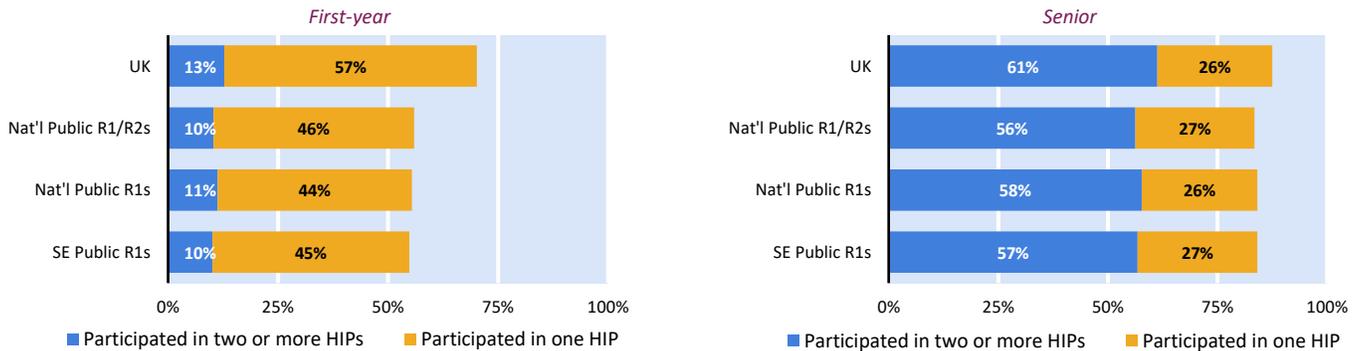
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

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:

	UK	Nat'l Public R1/R2s		Nat'l Public R1s		SE Public R1s	
	%	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	65	+16	*** .32	+18	*** .36	+17	*** .35
Learning Community	14	+1	.02	-1	-.03	+1	* .04
Research with Faculty	6	+1	* .04	+1	.03	+0	.01
<b>Participated in at least one</b>	70	+14	*** .30	+15	*** .31	+15	*** .32
<b>Participated in two or more</b>	13	+2	*** .08	+2	* .05	+3	*** .09
<b>Senior</b>							
Service-Learning	59	+4	*** .09	+6	*** .13	+5	*** .09
Learning Community	29	+7	*** .16	+6	*** .14	+7	*** .16
Research with Faculty	27	+5	*** .12	+4	*** .08	+4	*** .08
Internship or Field Exp.	53	+6	*** .12	+3	** .07	+5	*** .10
Study Abroad	13	+4	*** .14	+3	*** .10	+3	*** .11
Culminating Senior Exp.	38	-4	*** -.07	-4	*** -.08	-5	*** -.09
<b>Participated in at least one</b>	88	+4	*** .12	+3	*** .10	+3	*** .10
<b>Participated in two or more</b>	61	+5	*** .10	+4	*** .07	+5	*** .09

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).

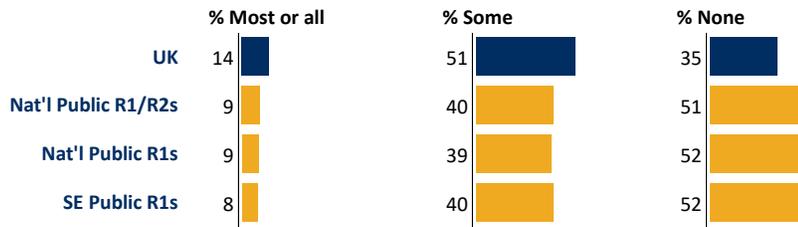
\**p* < .05, \*\**p* < .01, \*\*\**p* < .001 (*z*-test comparing participation rates).

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

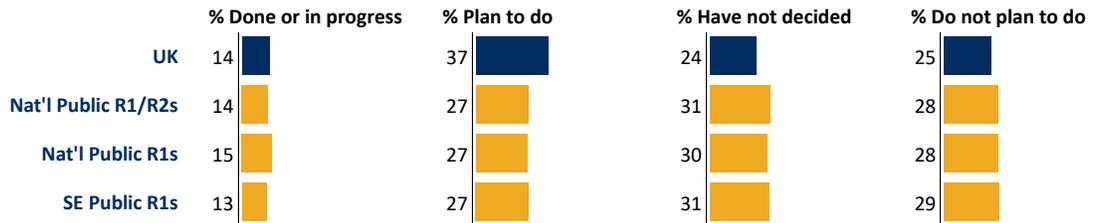
### Service-Learning

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



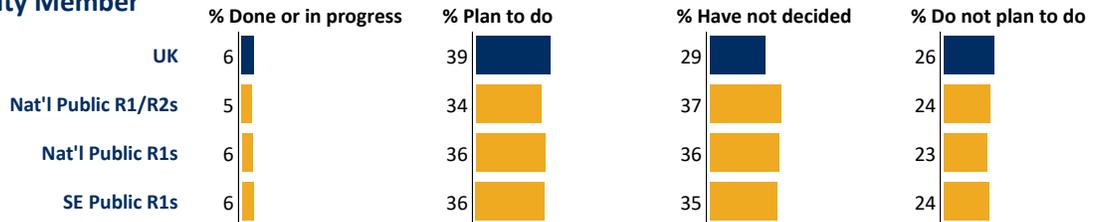
### Learning Community

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.



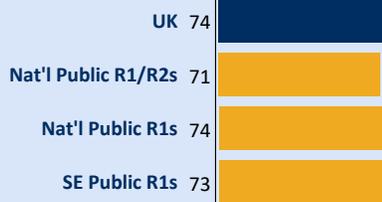
## Plans to Participate<sup>a</sup>

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"

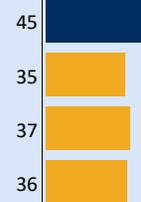
#### Internship or Field Experience

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



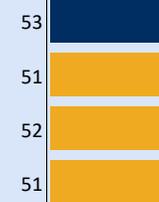
#### Study Abroad

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.).



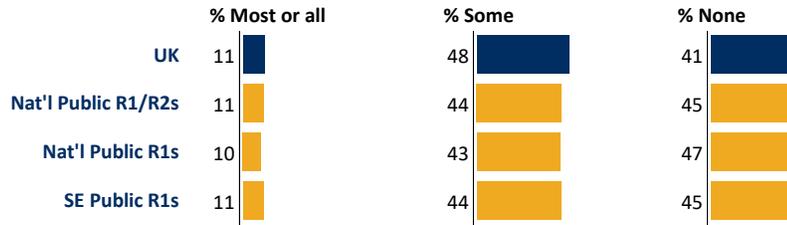
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

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

## Seniors

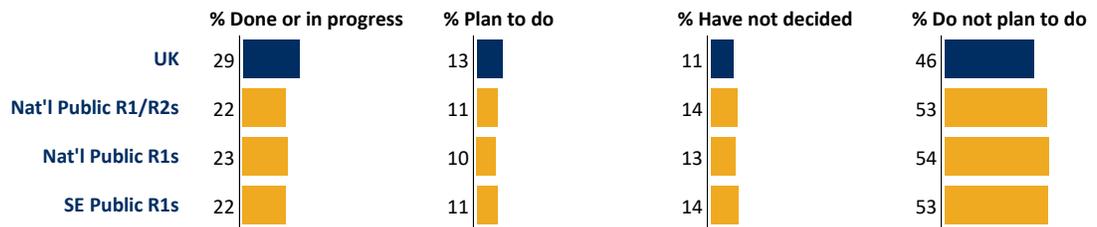
### Service-Learning

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



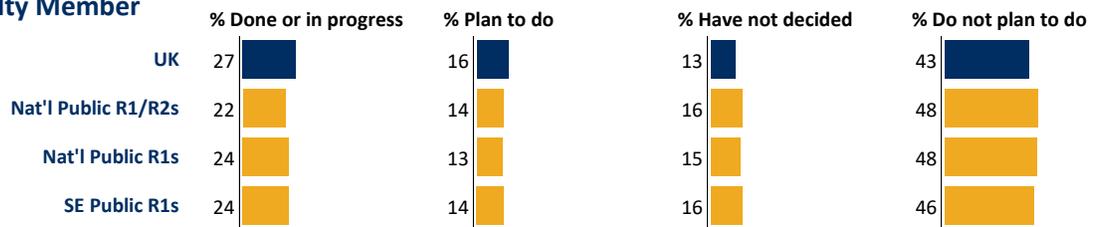
### Learning Community

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



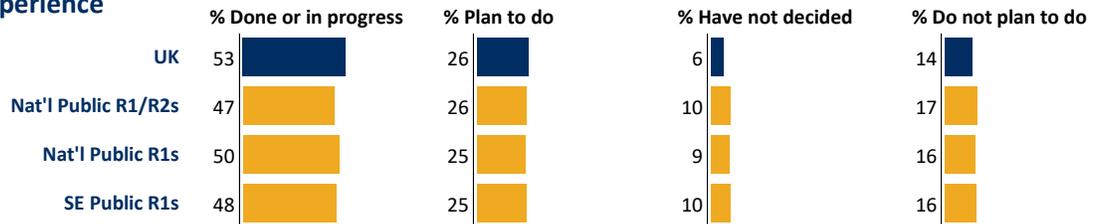
### Research with a Faculty Member

Work with a faculty member on a research project.



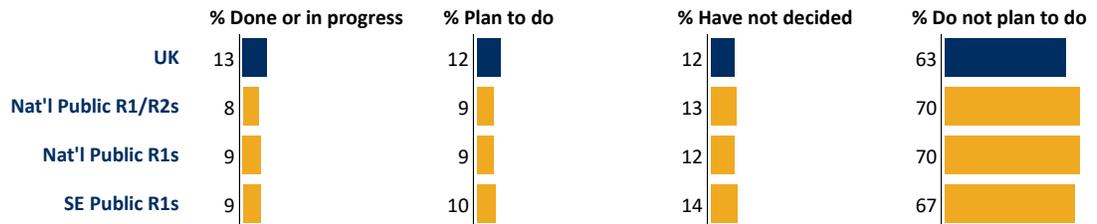
### Internship or Field Experience

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



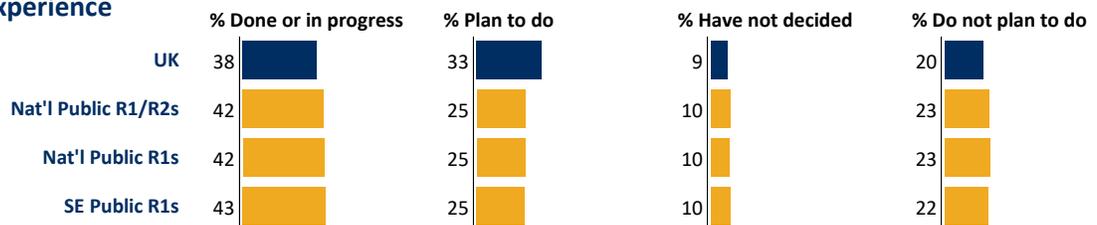
### Study Abroad

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 <sup>a</sup>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Arts & humanities	84/158	53	33/158	21	5/158	3	83/153	54	40/152	26	31/153	20	67/154	44	21/153	14	68/153	44
Bio. sci., agric., and natural res.	162/260	62	59/260	23	30/261	11	178/308	58	91/307	30	156/308	51	168/309	54	45/309	15	135/309	44
Physical sci., math, computer sci.	48/85	56	7/87	8	4/87	5	49/114	43	31/114	27	42/114	37	52/114	46	11/113	10	54/114	47
Social sciences	140/229	61	26/232	11	19/233	8	110/216	51	63/218	29	77/217	35	108/218	50	34/218	16	101/218	46
Business	348/495	70	55/502	11	18/502	4	218/363	60	89/365	24	36/364	10	181/365	50	58/364	16	106/365	29
Communications, media, public rel.	85/141	60	16/145	11	5/145	3	58/96	60	25/95	26	19/96	20	50/96	52	13/96	14	40/96	42
Education	81/113	72	17/114	15	11/114	10	58/76	76	35/76	46	20/76	26	50/76	66	6/76	8	28/76	37
Engineering	144/241	60	47/243	19	18/244	7	142/300	47	101/301	34	85/299	28	200/301	66	23/300	8	126/299	42
Health professions	365/519	70	81/522	16	35/524	7	299/411	73	135/413	33	122/416	29	240/415	58	58/414	14	149/413	36
Social service professions	24/34	71	1/35	3	3/35	9	34/38	89	14/38	37	7/38	18	27/38	71	3/38	8	15/38	39
Undecided/undeclared	21/34	62	3/35	9	0/35	0	1/2	50	0/2	0	0/2	0	0/2	0	0/2	0	0/2	0
Transfer status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Started here	1436/2183	66	316/2200	14	133/2205	6	941/1560	60	522/1563	33	499/1564	32	922/1567	59	228/1566	15	661/1565	42
Started elsewhere	89/161	55	31/167	19	15/167	9	321/577	56	112/578	19	103/579	18	241/581	41	44/579	8	173/579	30
Enrollment status <sup>b</sup>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not full-time	26/32	81	0/33	0	4/33	12	127/237	54	35/237	15	39/239	16	94/239	39	14/239	6	75/239	31
Full-time	1563/2404	65	358/2442	15	156/2446	6	1188/1983	60	628/1999	31	587/2000	29	1113/2010	55	275/1999	14	790/1999	40
First-generation <sup>c</sup>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	1047/1648	64	248/1662	15	100/1667	6	899/1518	59	476/1520	31	459/1522	30	869/1524	57	209/1522	14	619/1522	41
First-generation	444/643	69	90/654	14	46/654	7	353/595	59	153/597	26	137/597	23	287/600	48	63/598	11	210/599	35
I prefer not to respond	35/53	66	7/54	13	2/54	4	17/34	50	7/35	20	8/35	23	12/35	34	3/35	9	8/34	24
Race/ethnicity <sup>d</sup>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	74/114	65	20/116	17	9/116	8	94/158	59	48/157	31	49/158	31	73/159	46	26/159	16	46/158	29
Black or African American	171/234	73	35/238	15	14/239	6	88/141	62	44/143	31	28/143	20	76/143	53	10/141	7	51/143	36
Hispanic, Latina/o, Latine, or Latinx	105/163	64	34/164	21	12/165	7	61/118	52	25/117	21	35/118	30	67/118	57	14/118	12	40/118	34
Indigenous, American Indian, etc.	24/33	73	7/33	21	2/33	6	16/32	50	9/32	28	10/32	31	13/32	41	5/32	16	14/32	44
Middle Eastern or North African	17/30	57	4/30	13	4/30	13	17/30	57	7/30	23	6/30	20	14/30	47	4/30	13	11/30	37
Native Hawaiian or Pacific Islander	12/18	67	0/19	0	0/19	0	9/16	56	6/15	40	4/16	25	7/16	44	2/16	13	6/16	38
White	1224/1927	64	281/1946	14	114/1950	6	1040/1764	59	539/1767	31	507/1767	29	979/1771	55	229/1769	13	713/1768	40
Another race or ethnicity	12/14	86	2/14	14	1/14	7	9/17	53	5/17	29	4/17	24	8/17	47	3/16	19	7/16	44
I prefer not to respond	31/39	79	5/39	13	2/39	5	30/54	56	14/55	25	11/55	20	31/55	56	6/55	11	24/55	44

## 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	1491/2290	65	332/2312	14	140/2317	6	1228/2086	59	628/2091	30	586/2092	28	1142/2097	54	263/2093	13	821/2093	39
International student	32/53	60	14/56	25	8/56	14	42/63	67	10/63	16	19/63	30	28/63	44	13/63	21	19/63	30
<b>Gender identity<sup>d</sup></b>																		
Woman	934/1448	65	232/1462	16	100/1462	7	762/1274	60	419/1275	33	415/1277	32	735/1280	57	197/1278	15	526/1278	41
Man	525/802	65	104/811	13	43/816	5	457/788	58	198/791	25	169/792	21	398/793	50	68/790	9	278/790	35
Agender or gender neutral	6/8	75	0/8	0	1/8	13	4/10	40	3/10	30	0/10	0	1/10	10	1/10	10	2/10	20
Demigender	1/1	100	0/1	0	0/1	0	5/9	56	3/9	33	2/9	22	2/9	22	1/9	11	3/9	33
Genderqueer, non-binary, etc.	20/38	53	7/38	18	3/38	8	13/34	38	10/34	29	9/34	26	17/34	50	5/34	15	15/34	44
Genderfluid	7/13	54	1/13	8	0/13	0	9/13	69	2/13	15	4/12	33	5/13	38	0/13	0	4/13	31
Two-spirit	4/5	80	0/6	0	0/6	0	4/8	50	0/8	0	0/8	0	1/8	13	0/8	0	1/8	13
Cis/Cisgender	68/118	58	26/120	22	8/120	7	84/150	56	43/149	29	59/151	39	78/151	52	21/151	14	70/150	47
Trans/Transgender	8/13	62	2/13	15	0/13	0	12/19	63	7/19	37	4/19	21	9/19	47	2/19	11	7/19	37
Questioning or unsure	11/17	65	2/18	11	0/18	0	4/12	33	5/12	42	5/12	42	5/12	42	2/12	17	5/12	42
Another gender identity	2/2	100	0/2	0	0/2	0	0/5	0	0/5	0	1/5	20	0/5	0	0/5	0	2/5	40
I prefer not to respond	24/33	73	5/34	15	2/34	6	20/36	56	12/37	32	10/37	27	20/37	54	5/37	14	17/37	46
<b>Sexual orientation<sup>d</sup></b>																		
Straight or heterosexual	1263/1927	66	268/1950	14	117/1955	6	1045/1756	60	516/1757	29	477/1760	27	979/1763	56	224/1759	13	668/1759	38
Bisexual	116/179	65	35/179	20	12/179	7	98/186	53	53/186	28	75/186	40	88/186	47	24/186	13	81/186	44
Lesbian	25/40	63	6/42	14	4/42	10	26/39	67	10/40	25	10/40	25	17/40	43	7/40	18	9/40	23
Gay	20/30	67	3/30	10	2/30	7	35/49	71	19/49	39	11/49	22	26/49	53	7/49	14	21/49	43
Queer	27/54	50	8/54	15	6/54	11	31/48	65	19/48	40	15/48	31	23/48	48	7/48	15	18/48	38
Pansexual or polysexual	27/45	60	8/45	18	4/45	9	17/32	53	8/32	25	9/32	28	13/32	41	5/32	16	14/32	44
Ace, gray, or asexual	11/27	41	4/27	15	1/27	4	14/25	56	6/24	25	11/24	46	7/25	28	3/25	12	8/25	32
Demisexual	6/11	55	1/11	9	0/11	0	9/20	45	4/19	21	7/20	35	8/20	40	3/20	15	7/20	35
Questioning or unsure	21/38	55	11/39	28	1/39	3	15/32	47	11/33	33	11/33	33	11/34	32	3/33	9	14/33	42
Another sexual orientation	4/6	67	0/6	0	1/6	17	1/7	14	0/7	0	0/7	0	2/7	29	0/7	0	2/7	29
I prefer not to respond	47/70	67	13/70	19	4/70	6	31/58	53	17/60	28	16/60	27	30/60	50	4/60	7	24/60	40
<b>Age<sup>b</sup></b>																		
FY 21+, Seniors 25+	18/28	64	4/29	14	4/29	14	137/271	51	39/270	14	38/273	14	105/273	38	17/272	6	77/272	28
FY < 21, Seniors < 25	1571/2408	65	354/2446	14	156/2450	6	1178/1949	60	624/1966	32	588/1966	30	1102/1976	56	272/1966	14	788/1966	40

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	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	5/8	63	0/8	0	0/8	0	4/5	80	2/5	40	0/5	0	2/5	40	0/5	0	1/5	20	
Physical disability	4/5	80	1/5	20	1/5	20	3/7	43	2/7	29	3/7	43	5/7	71	2/7	29	4/7	57	
Mental health or develop. disability	162/275	59	44/281	16	10/281	4	154/282	55	76/284	27	101/284	36	152/285	53	34/284	12	115/284	40	
Another disability or condition	25/42	60	9/43	21	4/43	9	21/32	66	9/32	28	10/32	31	19/32	59	6/32	19	14/32	44	
Multiple types of disab. or cond.	78/117	67	18/118	15	9/117	8	68/120	57	40/120	33	34/118	29	63/120	53	15/120	13	55/120	46	
No disability or condition	1178/1792	66	256/1805	14	118/1811	7	964/1613	60	486/1616	30	429/1619	26	884/1621	55	207/1619	13	620/1619	38	
I prefer not to respond	53/84	63	17/85	20	4/85	5	49/81	60	18/81	22	24/81	30	40/81	49	10/80	13	26/80	33	
<b>Residence</b>																			
Not on campus	324/477	68	38/485	8	32/485	7	1053/1795	59	493/1801	27	485/1800	27	988/1806	55	214/1802	12	734/1804	41	
On campus	1179/1842	64	305/1859	16	112/1864	6	208/341	61	138/339	41	117/341	34	173/340	51	61/340	18	100/339	29	
<b>Athlete status</b>						0				0									
Not an athlete	1463/2249	65	336/2273	15	136/2277	6	1226/2088	59	620/2093	30	585/2093	28	1139/2098	54	267/2096	13	815/2096	39	
Student-athlete	50/82	61	8/83	10	9/84	11	35/46	76	12/47	26	18/47	38	24/47	51	5/46	11	18/46	39	
<b>Greek membership</b>																			
Not a member	1053/1674	63	266/1687	16	107/1691	6	907/1595	57	427/1601	27	429/1601	27	837/1606	52	180/1602	11	599/1604	37	
Member	424/611	69	74/620	12	38/621	6	337/514	66	202/513	39	166/515	32	316/514	61	88/515	17	227/513	44	
<b>Military status</b>																			
No military service	1489/2301	65	335/2326	14	139/2331	6	1220/2067	59	617/2072	30	590/2073	28	1136/2078	55	265/2075	13	810/2076	39	
Current or former military service	14/19	74	6/19	32	4/19	21	39/65	60	16/65	25	8/65	12	24/65	37	9/65	14	20/64	31	
<b>Satisfaction<sup>e</sup></b>																			
Fair or poor	205/315	65	27/323	8	8/324	2	136/285	48	66/285	23	54/285	19	126/285	44	31/285	11	92/285	32	
Good or excellent	1344/2060	65	321/2080	15	146/2084	7	1135/1870	61	573/1873	31	551/1875	29	1046/1880	56	246/1876	13	751/1877	40	
<b>Overall</b>	1589/2436	65	358/2475	14	160/2479	6	1315/2220	59	663/2236	29	626/2239	27	1207/2249	53	289/2238	13	865/2238	38	

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?"