



NSSE 2024
High-Impact Practices
University of Kentucky

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.

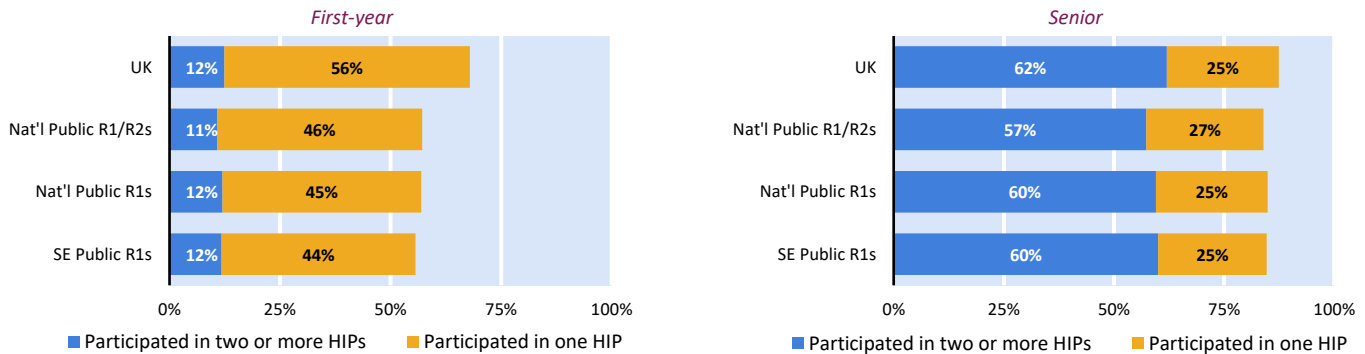
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

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 ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b
First-year							
Service-Learning	65	+14	*** .29	+15	*** .31	+17	*** .35
Learning Community	14	+0	.01	-2	-.04	-2	-.04
Research with Faculty	6	+0	.00	-0	-.01	-1	-.03
Participated in at least one	68	+11	*** .22	+11	*** .23	+12	*** .25
Participated in two or more	12	+2	.05	+0	.01	+1	.02
Senior							
Service-Learning	58	+2	.04	+4	** .08	+4	* .08
Learning Community	29	+6	*** .15	+5	*** .11	+5	*** .12
Research with Faculty	29	+6	*** .15	+4	*** .10	+3	* .06
Internship or Field Exp.	56	+7	*** .14	+4	** .09	+3	* .06
Study Abroad	14	+4	*** .13	+2	* .06	+1	.04
Culminating Senior Exp.	37	-5	*** -.11	-6	*** -.12	-6	*** -.13
Participated in at least one	87	+4	*** .10	+3	** .07	+3	** .08
Participated in two or more	62	+5	*** .09	+2	.05	+2	.04

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).

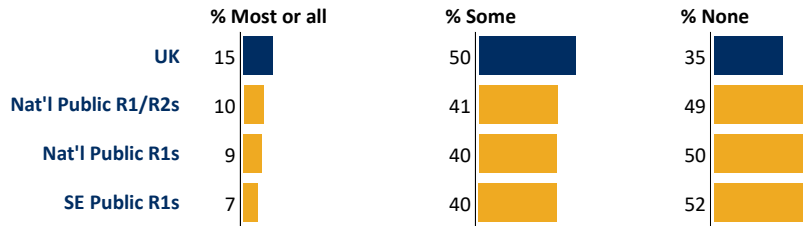
p* < .05, *p* < .01, ****p* < .001 (*z*-test comparing participation rates).

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

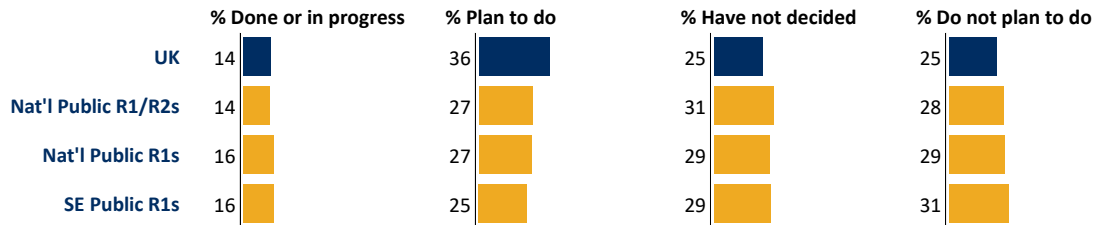
Service-Learning

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



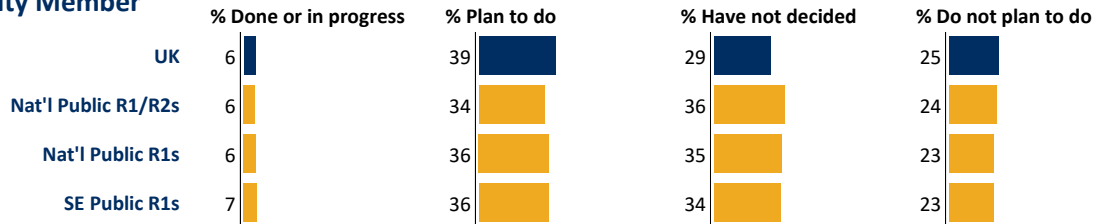
Learning Community

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.



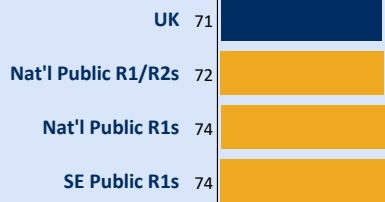
Plans to Participate^a

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"

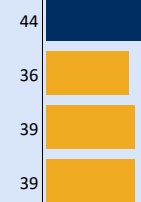
Internship or Field Experience

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



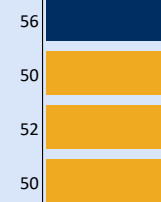
Study Abroad

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.).



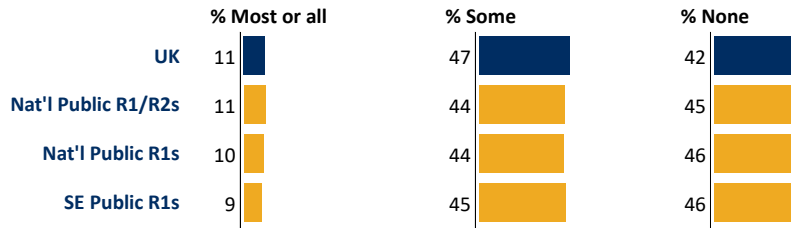
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

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

Seniors

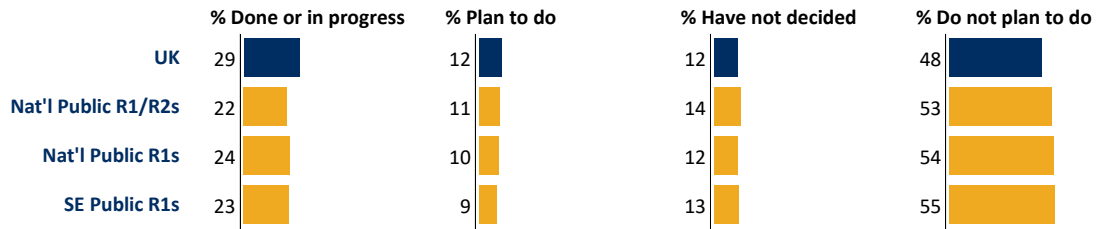
Service-Learning

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



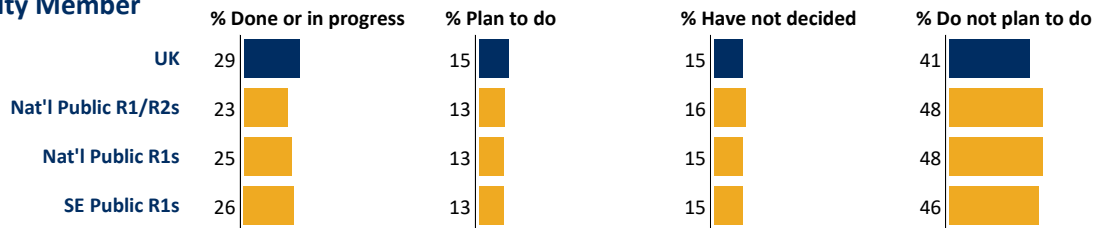
Learning Community

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



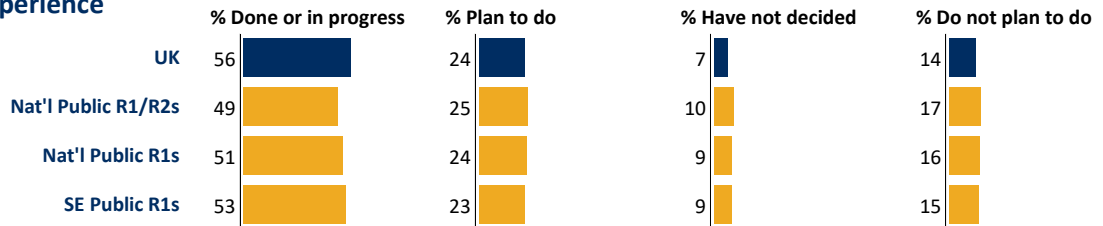
Research with a Faculty Member

Work with a faculty member on a research project.



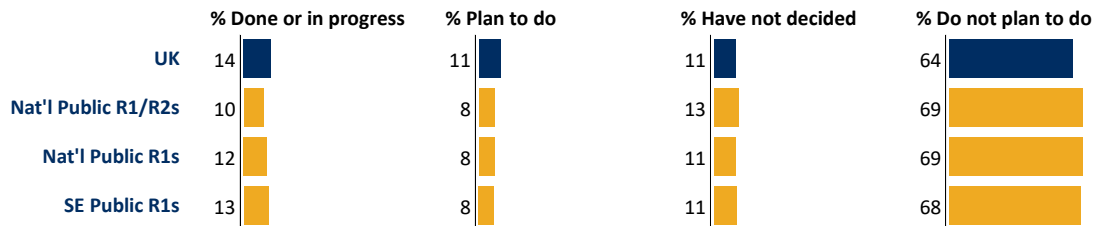
Internship or Field Experience

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



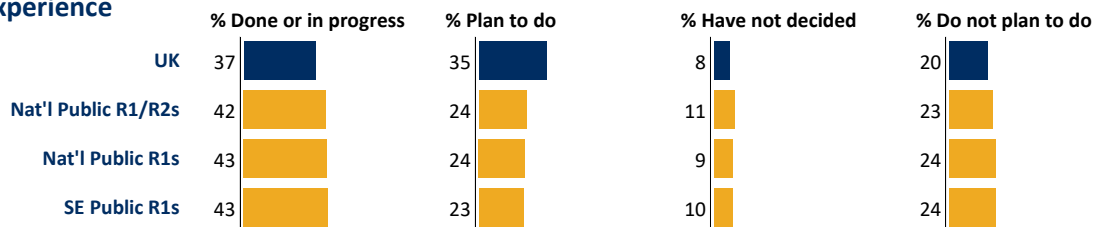
Study Abroad

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 (%).

	First-year						Senior											
	Service-Learning		Learning Community		Research with Faculty		Service-Learning		Learning Community		Research with Faculty		Internship or Field Experience		Study Abroad		Culminating Senior Experience	
Major category ^a	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Arts & humanities	39/70	56	14/70	20	3/71	4	45/82	55	19/82	23	32/82	39	40/81	49	24/81	30	38/82	46
Bio. sci., agric., and natural res.	90/152	59	31/152	20	23/152	15	93/155	60	54/156	35	77/155	50	89/156	57	20/155	13	62/156	40
Physical sci., math, computer sci.	29/52	56	8/52	15	3/52	6	28/66	42	13/68	19	19/68	28	28/68	41	4/68	6	23/68	34
Social sciences	64/121	53	14/122	11	5/122	4	52/104	50	30/106	28	38/106	36	52/106	49	19/106	18	49/106	46
Business	187/274	68	34/283	12	15/284	5	92/149	62	36/152	24	15/152	10	82/151	54	35/152	23	43/152	28
Communications, media, public rel.	56/85	66	4/87	5	3/86	3	25/51	49	14/52	27	7/52	13	32/52	62	10/52	19	24/52	46
Education	58/78	74	11/79	14	3/79	4	33/40	83	22/40	55	5/39	13	27/40	68	0/40	0	12/39	31
Engineering	100/158	63	36/160	23	9/159	6	74/185	40	64/186	34	59/186	32	130/186	70	12/185	6	77/185	42
Health professions	208/298	70	38/302	13	12/302	4	178/241	74	73/244	30	73/244	30	140/244	57	35/243	14	86/243	35
Social service professions	30/46	65	2/46	4	1/46	2	21/25	84	10/25	40	6/26	23	16/26	62	4/26	15	12/26	46
Undecided/undeclared	9/12	75	3/12	25	3/11	27	2/3	67	0/2	0	0/3	0	0/3	0	0/3	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	824/1279	64	181/1296	14	74/1297	6	484/810	60	291/820	35	283/820	35	511/820	62	139/817	17	343/818	42
Started elsewhere	63/96	66	19/98	19	5/97	5	181/343	53	52/345	15	62/346	18	143/346	41	28/347	8	102/346	29
Enrollment status^b	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not full-time	13/22	59	1/23	4	1/23	4	71/140	51	16/140	11	20/141	14	57/141	40	12/139	9	46/141	33
Full-time	920/1419	65	207/1453	14	86/1449	6	624/1062	59	337/1079	31	335/1077	31	618/1082	57	165/1077	15	408/1076	38
First-generation^c	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	563/906	62	149/915	16	51/918	6	448/765	59	234/776	30	252/774	33	448/775	58	122/773	16	309/774	40
First-generation	295/427	69	45/434	10	24/432	6	209/371	56	102/371	27	86/374	23	191/373	51	41/372	11	129/372	35
I prefer not to respond	28/43	65	7/47	15	5/46	11	9/18	50	6/19	32	7/19	37	12/19	63	3/19	16	7/19	37
Race/ethnicity^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	68/109	62	12/111	11	13/111	12	44/79	56	23/80	29	33/81	41	40/81	49	12/81	15	25/80	31
Black or African American	107/152	70	23/153	15	9/152	6	37/68	54	18/68	26	16/68	24	26/68	38	10/68	15	31/68	46
Hispanic, Latina/o, Latine, or Latinx	63/105	60	13/107	12	5/107	5	41/79	52	19/79	24	22/79	28	37/77	48	16/79	20	25/79	32
Indigenous, American Indian, etc.	18/28	64	4/28	14	2/28	7	8/17	47	0/17	0	2/17	12	8/17	47	2/17	12	2/17	12
Middle Eastern or North African	13/18	72	3/18	17	4/18	22	10/18	56	2/18	11	5/18	28	8/18	44	3/18	17	9/18	50
Native Hawaiian or Pacific Islander	9/13	69	1/13	8	3/13	23	6/12	50	1/12	8	3/12	25	4/12	33	3/12	25	3/12	25
White	676/1062	64	153/1074	14	53/1076	5	539/927	58	285/937	30	277/936	30	541/936	58	130/935	14	363/935	39
Another race or ethnicity	1/6	17	1/6	17	3/6	50	9/14	64	3/14	21	4/14	29	9/14	64	1/14	7	7/14	50
I prefer not to respond	27/34	79	4/37	11	2/36	6	25/40	63	8/42	19	6/43	14	16/43	37	4/42	10	15/43	35

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	867/1345	64	195/1362	14	77/1362	6	648/1123	58	335/1134	30	331/1135	29	636/1135	56	161/1133	14	435/1133	38	
International student	20/32	63	6/35	17	3/35	9	15/25	60	6/26	23	11/26	42	12/26	46	4/26	15	8/26	31	
Gender identity^d																			
Woman	547/858	64	134/869	15	42/868	5	408/690	59	221/695	32	224/695	32	393/694	57	112/693	16	275/694	40	
Man	306/465	66	59/470	13	31/472	7	231/417	55	110/423	26	110/423	26	238/424	56	45/424	11	153/422	36	
Trans/Transgender	10/13	77	2/13	15	1/13	8	6/9	67	1/9	11	1/9	11	3/9	33	1/9	11	0/9	0	
Agender or gender neutral	6/10	60	1/10	10	1/10	10	6/8	75	3/8	38	2/8	25	4/8	50	2/8	25	2/8	25	
Demigender	5/7	71	1/7	14	2/7	29	2/2	100	0/2	0	0/2	0	0/2	0	0/2	0	0/2	0	
Genderqueer, non-binary, etc.	12/19	63	4/19	21	4/19	21	18/25	72	6/25	24	9/25	36	10/25	40	8/25	32	8/25	32	
Two-spirit	2/3	67	0/3	0	1/3	33	1/3	33	0/3	0	0/3	0	0/3	0	0/3	0	0/3	0	
Cis/Cisgender	38/56	68	8/57	14	4/57	7	39/79	49	21/80	26	31/80	39	48/80	60	12/80	15	29/80	36	
Questioning or unsure	6/8	75	1/8	13	1/8	13	2/5	40	1/5	20	2/5	40	1/5	20	1/5	20	2/5	40	
Another gender identity	3/3	100	1/4	25	1/4	25	3/4	75	0/4	0	2/4	50	0/4	0	1/4	25	1/4	25	
I prefer not to respond	15/23	65	3/25	12	2/24	8	13/23	57	5/24	21	4/24	17	12/24	50	1/23	4	11/24	46	
Sexual orientation^d																			
Straight or heterosexual	737/1138	65	160/1154	14	58/1156	5	536/928	58	281/940	30	264/939	28	540/939	58	124/938	13	356/938	38	
Bisexual	68/100	68	13/102	13	9/102	9	61/97	63	26/98	27	38/98	39	47/98	48	17/98	17	36/98	37	
Lesbian	16/24	67	5/24	21	4/24	17	8/18	44	4/18	22	6/18	33	7/18	39	3/18	17	6/18	33	
Gay	13/19	68	2/19	11	0/19	0	19/27	70	10/26	38	8/27	30	18/27	67	3/27	11	13/26	50	
Queer	12/24	50	4/24	17	0/24	0	14/18	78	6/18	33	8/18	44	7/18	39	7/18	39	7/18	39	
Pansexual or polysexual	10/20	50	6/20	30	1/19	5	11/21	52	3/21	14	8/21	38	7/21	33	4/21	19	8/21	38	
Ace, gray, or asexual	9/18	50	5/18	28	3/18	17	6/17	35	3/17	18	9/17	53	8/17	47	6/17	35	6/17	35	
Demisexual	3/5	60	2/5	40	1/5	20	4/7	57	3/7	43	2/7	29	3/7	43	2/7	29	2/7	29	
Questioning or unsure	12/20	60	3/20	15	0/20	0	8/18	44	2/18	11	5/18	28	7/18	39	2/18	11	6/18	33	
Another sexual orientation	3/5	60	0/5	0	0/5	0	1/3	33	0/3	0	1/3	33	0/3	0	0/3	0	0/3	0	
I prefer not to respond	34/51	67	10/53	19	5/52	10	23/41	56	10/42	24	12/43	28	24/43	56	7/42	17	20/43	47	
Age^b																			
FY 21+, Seniors 25+	7/11	64	0/12	0	0/12	0	94/193	49	22/196	11	37/197	19	77/197	39	15/197	8	53/197	27	
FY < 21, Seniors < 25	926/1430	65	208/1464	14	87/1460	6	601/1009	60	331/1023	32	318/1021	31	598/1026	58	162/1019	16	401/1020	39	

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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	3/4	75	1/4	25	1/4	25	3/5	60	1/5	20	1/5	20	2/5	40	0/5	0	2/5	40	
Physical disability	0/52	0	0/54	0	0/54	0	1/3	33	1/3	33	1/3	33	2/3	67	0/57	0	0/57	0	
Mental health or develop. disability	84/144	58	23/147	16	9/147	6	75/132	57	42/133	32	39/133	29	77/133	58	16/133	12	52/133	39	
Another disability or condition	17/27	63	3/28	11	2/28	7	10/21	48	6/21	29	6/21	29	12/21	57	6/21	29	12/21	57	
Multiple types of disab. or cond.	48/79	61	7/80	9	1/80	1	53/86	62	33/86	38	30/87	34	47/87	54	14/86	16	33/87	38	
No disability or condition	682/1051	65	162/1064	15	62/1064	6	492/841	59	246/850	29	250/850	29	488/850	57	122/849	14	329/848	39	
I prefer not to respond	37/52	71	5/54	9	5/54	9	26/55	47	12/57	21	15/57	26	21/57	37	7/57	12	15/57	26	
Residence																			
Not on campus	216/333	65	30/337	9	17/336	5	545/974	56	272/983	28	287/984	29	559/984	57	131/983	13	379/982	39	
On campus	657/1027	64	170/1042	16	63/1043	6	117/171	68	70/174	40	57/174	33	89/174	51	34/173	20	65/174	37	
Athlete status																			
Not an athlete	831/1301	64	193/1319	15	76/1318	6	647/1118	58	336/1129	30	336/1130	30	635/1130	56	163/1128	14	434/1128	38	
Student-athlete	45/62	73	7/63	11	4/64	6	15/25	60	6/26	23	7/26	27	13/26	50	1/26	4	10/26	38	
Greek membership																			
Not a member	639/1023	62	142/1029	14	56/1027	5	507/898	56	240/906	26	268/909	29	485/908	53	121/906	13	325/906	36	
Member	219/314	70	57/323	18	21/325	6	145/226	64	96/229	42	70/227	31	158/228	69	42/228	18	112/228	49	
Military status																			
No military service	858/1341	64	196/1359	14	78/1359	6	643/1111	58	337/1122	30	339/1122	30	636/1122	57	163/1120	15	437/1120	39	
Current or former military service	17/20	85	4/21	19	2/21	10	18/34	53	4/35	11	5/36	14	11/36	31	2/36	6	6/36	17	
Satisfaction^e																			
Fair or poor	115/180	64	17/185	9	11/185	6	61/143	43	25/143	17	27/144	19	65/144	45	14/144	10	47/143	33	
Good or excellent	783/1208	65	187/1222	15	72/1222	6	608/1017	60	317/1028	31	318/1028	31	588/1028	57	153/1026	15	397/1027	39	
Overall	933/1441	65	208/1476	14	87/1472	6	695/1202	58	353/1219	29	355/1218	29	675/1223	56	177/1216	14	454/1217	37	

Notes: Results are of those responding "done or in progress" except for service-learning which is the percentage responding that at least "some" courses included a community-based project. Results are unweighted, except for overall percentages which are weighted by sex and enrollment status 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?"