



NSSE 2023

High-Impact Practices

University of South Carolina Columbia

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.

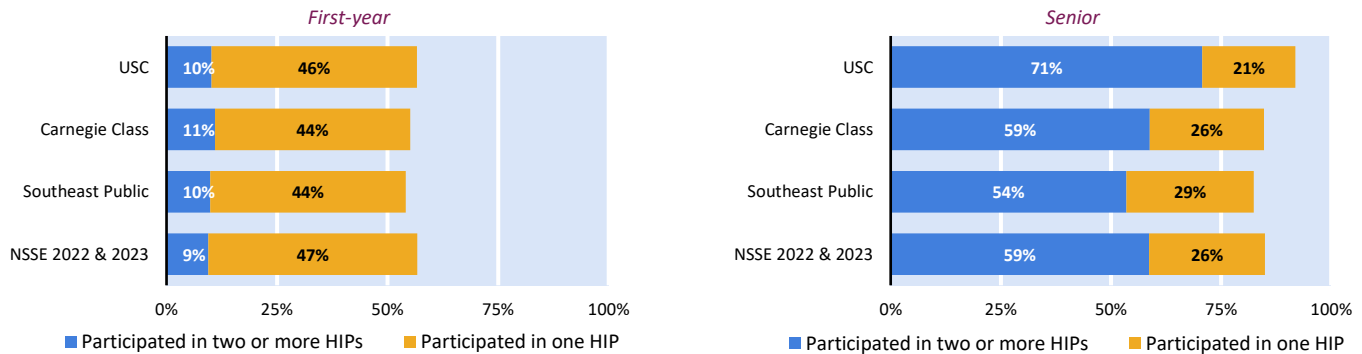
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

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:

	USC	Carnegie Class		Southeast Public		NSSE 2022 & 2023	
	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b
<i>First-year</i>							
Service-Learning	49	+2	.03	+2	.03	-3	-.05
Learning Community	15	+0	.01	+2	.07	+4	** .12
Research with Faculty	4	-2	* -.11	-2	* -.11	-2	-.09
Participated in at least one	57	+2	.03	+2	.05	-0	.00
Participated in two or more	10	-1	-.03	+0	.01	+1	.02
<i>Senior</i>							
Service-Learning	55	+2	.04	+2	.03	-4	* -.09
Learning Community	30	+7	*** .16	+9	*** .20	+8	*** .18
Research with Faculty	33	+9	*** .19	+11	*** .25	+11	*** .25
Internship or Field Exp.	63	+12	*** .24	+17	*** .34	+15	*** .31
Study Abroad	21	+10	*** .29	+12	*** .35	+12	*** .35
Culminating Senior Exp.	48	+5	** .11	+8	*** .16	+2	.05
Participated in at least one	92	+7	*** .23	+9	*** .29	+7	*** .22
Participated in two or more	71	+12	*** .25	+17	*** .36	+12	*** .25

a. Percentage point differences (institution – comp. group) rounded to whole numbers. Values less than one may not display a bar and may be shown as +0 or -0.

b. Cohen's *h* (standardized difference between two proportions). Effect sizes indicate the practical importance of observed differences. For service-learning, internships, study abroad, and culminating senior experiences, an ES of about .2 may be considered small, .5 medium, and .8 large. For learning community and research with faculty, an ES of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018).

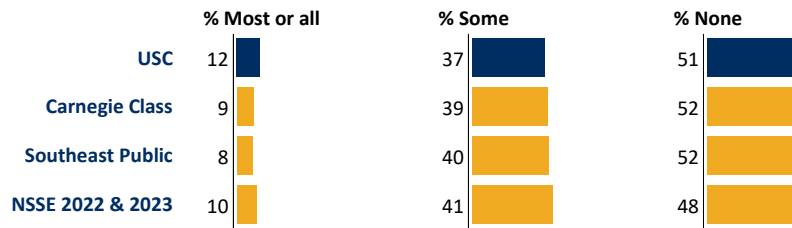
p* < .05, *p* < .01, ****p* < .001 (*z*-test comparing participation rates).

Note: Participation includes the percentage of students who responded "done or in progress" except for service-learning which is the percentage who responded that at least "some" courses included a community-based project. All results weighted by institution-reported sex and enrollment status (and by institution size for comparison groups).

First-year students

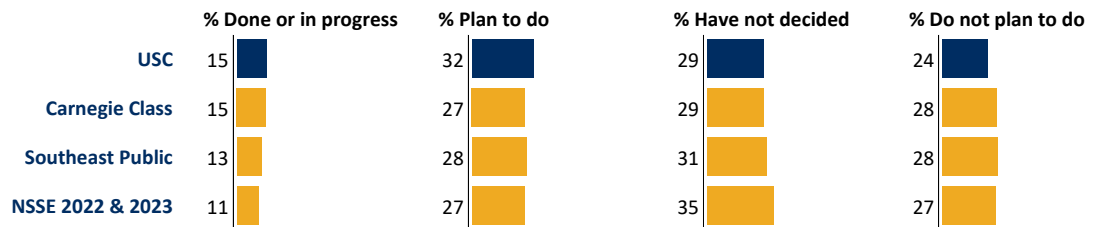
Service-Learning

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



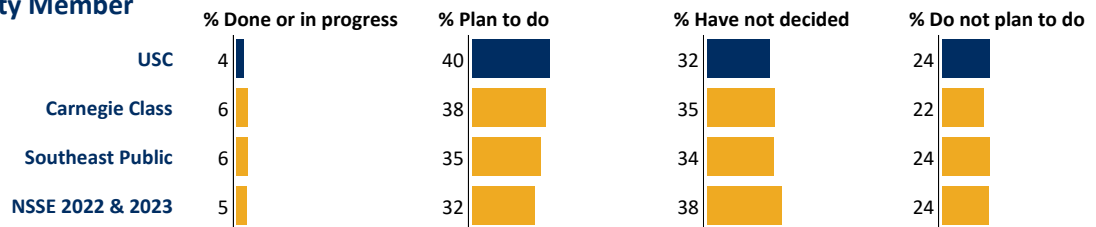
Learning Community

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



Research with a Faculty Member

Work with a faculty member on a research project.



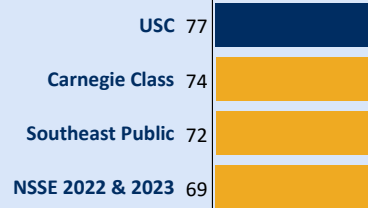
Plans to Participate^a

Knowing whether first-year students *plan* to participate in upper-division HIPs can reveal insights about HIP demand, awareness of opportunities, and the clarity of institutional information. These results might also point to topics for additional exploration, such as what contributes to students' expectations, their assumptions about who can participate, or why other students are undecided or have no plans to participate in the activity.

Percentage responding "Plan to do"

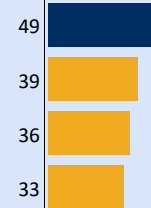
Internship or Field Experience

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



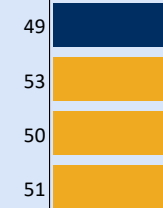
Study Abroad

Participate in a study abroad program.



Culminating Senior Experience

Complete a culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.).



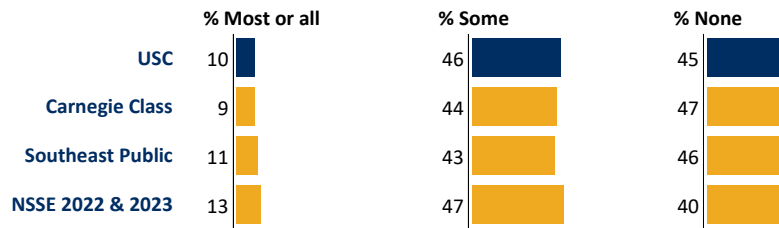
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

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

Seniors

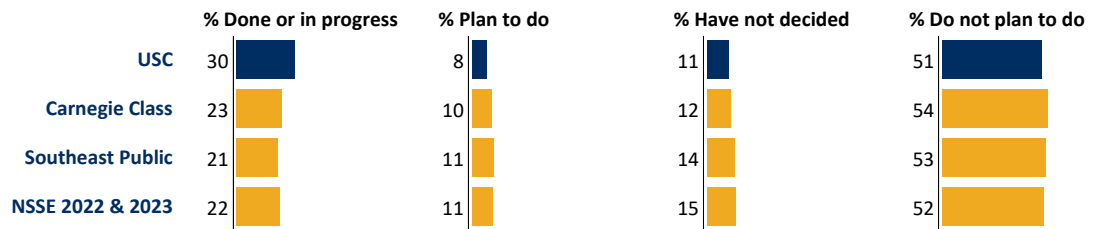
Service-Learning

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



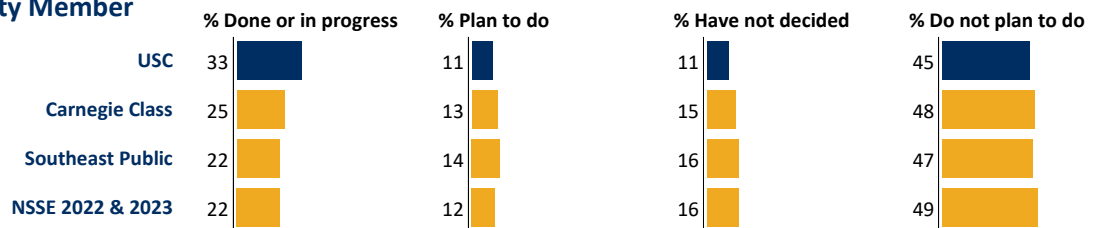
Learning Community

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



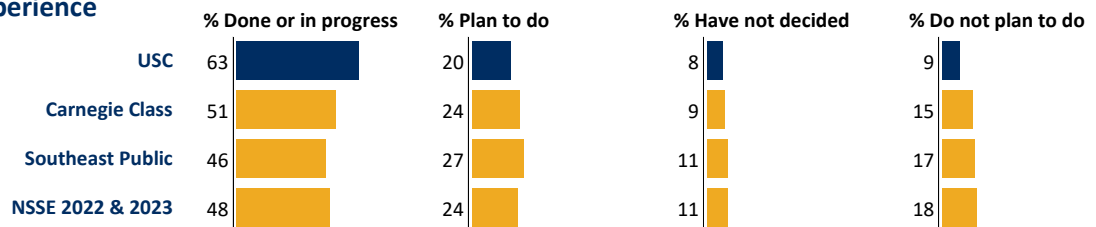
Research with a Faculty Member

Work with a faculty member on a research project.



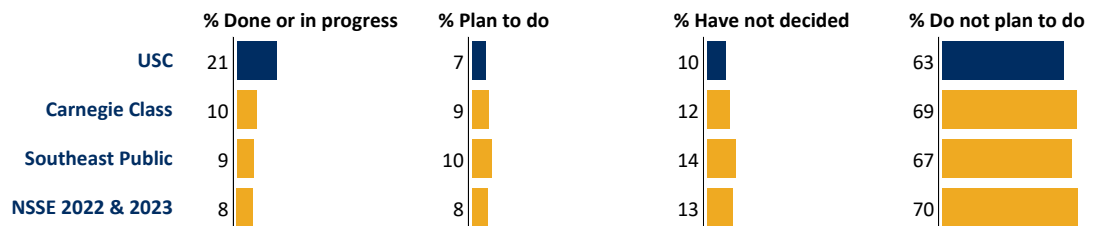
Internship or Field Experience

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



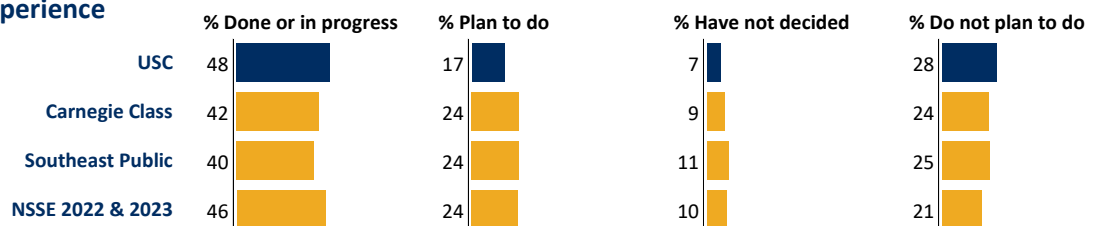
Study Abroad

Participate in a study abroad program.



Culminating Senior Experience

Complete a culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.).



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

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

Examining participation rates for different groups offers insight into how engagement varies within your student population. The table below displays participation in each HIP by selected social identities and experiences. Details include the number of HIP participants (N), the number within the group who responded to the item (total), and the group participation percentage (%).

	<i>First-year</i>						<i>Senior</i>											
	Service-Learning		Learning Community		Research with Faculty		Service-Learning		Learning Community		Research with Faculty		Internship or Field Experience		Study Abroad		Culminating Senior Experience	
Major category ^a	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Arts & humanities	13/25	52	7/25	28	0/25	0	18/39	46	11/40	28	14/40	35	22/40	55	15/40	38	23/40	58
Bio. sci., agric., and natural res.	28/52	54	9/53	17	3/53	6	34/67	51	19/67	28	35/67	52	40/67	60	10/66	15	32/67	48
Physical sci., math, computer sci.	8/22	36	2/21	10	1/22	5	17/37	46	9/37	24	17/37	46	25/37	68	6/37	16	20/37	54
Social sciences	30/61	49	10/61	16	1/61	2	42/67	63	19/67	28	26/67	39	38/67	57	12/67	18	27/67	40
Business	49/114	43	18/113	16	3/114	3	62/119	52	43/120	36	28/120	23	85/120	71	46/119	39	44/119	37
Communications, media, public rel.	7/22	32	2/22	9	1/22	5	13/29	45	9/29	31	6/29	21	18/29	62	12/29	41	19/29	66
Education	11/17	65	3/18	17	1/18	6	26/31	84	18/31	58	6/31	19	26/31	84	3/31	10	14/31	45
Engineering	18/47	38	6/47	13	2/46	4	21/66	32	17/66	26	27/66	41	41/66	62	2/66	3	37/66	56
Health professions	63/120	53	23/120	19	2/120	2	74/97	76	29/96	30	32/97	33	55/98	56	17/98	17	54/97	56
Social service professions	15/26	58	1/26	4	0/26	0	12/17	71	5/17	29	1/16	6	11/16	69	0/17	0	8/17	47
Undecided/undeclared	2/4	50	0/4	0	0/4	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	234/495	47	83/495	17	16/496	3	237/436	54	149/436	34	173/436	40	304/437	70	117/435	27	237/435	54
Started elsewhere	20/35	57	4/35	11	0/35	0	100/164	61	39/165	24	27/165	16	77/165	47	14/165	8	55/166	33
Enrollment status ^b	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not full-time	0/561	0	0/563	0	0/564	0	18/28	64	4/28	14	3/28	11	6/28	21	1/28	4	9/28	32
Full-time	277/561	49	90/563	16	18/564	3	331/588	56	190/591	32	201/591	34	386/593	65	135/590	23	290/590	49
First-generation ^c	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	164/369	44	64/369	17	8/369	2	231/440	53	141/441	32	162/442	37	295/443	67	112/442	25	220/441	50
First-generation	80/144	56	22/144	15	8/144	6	102/155	66	43/155	28	36/154	23	84/154	55	18/153	12	69/155	45
I prefer not to respond	9/17	53	1/17	6	0/18	0	4/6	67	4/6	67	2/6	33	3/6	50	1/6	17	2/6	33
Race/ethnicity ^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	22/39	56	7/39	18	2/39	5	31/50	62	16/50	32	24/50	48	34/50	68	16/48	33	25/50	50
Black or African American	42/71	59	16/70	23	1/71	1	34/52	65	19/54	35	12/54	22	30/53	57	6/54	11	20/54	37
Hispanic, Latina/o, Latine, or Latinx	15/33	45	5/32	16	0/33	0	14/29	48	7/29	24	6/29	21	18/29	62	5/29	17	15/29	52
Indigenous, American Indian, etc.	5/10	50	0/10	0	0/10	0	2/3	67	0/3	0	0/3	0	1/3	33	0/3	0	2/3	67
Middle Eastern or North African	2/4	50	0/4	0	0/4	0	6/9	67	3/9	33	3/9	33	5/9	56	2/9	22	5/9	56
Native Hawaiian or Pacific Islander	0/1	0	0/1	0	0/1	0	2/2	100	0/2	0	1/2	50	2/2	100	1/2	50	1/2	50
White	174/385	45	60/385	16	13/386	3	262/486	54	153/485	32	169/485	35	313/487	64	113/486	23	240/485	49
Another race or ethnicity	2/4	50	0/4	0	0/4	0	1/4	25	0/4	0	1/4	25	2/4	50	0/4	0	2/4	50
I prefer not to respond	10/19	53	4/20	20	0/19	0	4/9	44	3/9	33	3/9	33	6/9	67	1/9	11	6/9	67

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	251/520	48	85/520	16	15/521	3	328/587	56	184/588	31	196/588	33	373/589	63	126/588	21	284/588	48
International student	3/8	38	1/8	13	1/8	13	9/14	64	4/14	29	4/14	29	9/14	64	5/13	38	7/14	50
Gender identity^d																		
Woman	184/391	47	69/392	18	9/392	2	236/399	59	132/400	33	127/399	32	255/400	64	97/400	24	194/399	49
Man	59/122	48	15/120	13	6/121	5	93/183	51	50/183	27	63/184	34	117/184	64	29/182	16	88/184	48
Agender or gender neutral	1/2	50	0/2	0	0/2	0	0/2	0	0/2	0	1/2	50	1/2	50	0/2	0	2/2	100
Demigender	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Genderqueer, non-binary, etc.	5/11	45	2/11	18	0/11	0	4/10	40	4/10	40	7/10	70	5/10	50	5/10	50	6/10	60
Genderfluid	3/4	75	1/4	25	1/4	25	0/1	0	1/1	100	1/1	100	0/1	0	0/1	0	0/1	0
Two-spirit	0/1	0	0/1	0	0/1	0	0/0		0/1	0	0/1	0	0/1	0	1/1	100	0/1	0
Cis/Cisgender	8/22	36	4/22	18	0/22	0	17/30	57	11/31	35	14/31	45	13/31	42	8/31	26	11/31	35
Trans/Transgender	1/2	50	0/2	0	0/2	0	1/3	33	0/3	0	1/3	33	1/3	33	1/3	33	1/3	33
Questioning or unsure	0/2	0	0/2	0	0/2	0	2/4	50	0/4	0	3/4	75	1/4	25	0/4	0	1/4	25
Another gender identity	0/1	0	0/1	0	0/1	0	2/4	50	0/4	0	2/4	50	2/4	50	0/4	0	3/4	75
I prefer not to respond	3/6	50	1/7	14	0/7	0	3/4	75	1/4	25	1/4	25	3/4	75	1/4	25	1/4	25
Sexual orientation^d																		
Straight or heterosexual	207/435	48	69/434	16	12/435	3	284/494	57	160/494	32	158/494	32	321/495	65	101/493	20	243/494	49
Bisexual	27/43	63	8/43	19	2/43	5	33/54	61	9/55	16	17/55	31	30/55	55	13/55	24	24/55	44
Lesbian	4/11	36	2/11	18	0/11	0	5/13	38	6/14	43	8/14	57	9/14	64	4/14	29	3/14	21
Gay	1/2	50	0/2	0	0/2	0	5/13	38	6/13	46	8/13	62	8/13	62	4/13	31	7/13	54
Queer	5/10	50	2/10	20	0/10	0	3/10	30	7/10	70	7/10	70	9/10	90	4/10	40	5/10	50
Pansexual or polysexual	3/9	33	3/9	33	2/9	22	3/11	27	5/12	42	4/12	33	3/12	25	3/12	25	4/12	33
Ace, gray, or asexual	0/2	0	0/2	0	0/2	0	5/11	45	5/12	42	4/12	33	6/12	50	3/12	25	4/12	33
Demisexual	0/4	0	2/4	50	0/4	0	2/7	29	4/7	57	4/7	57	6/7	86	2/7	29	3/7	43
Questioning or unsure	3/13	23	2/13	15	0/13	0	4/6	67	1/6	17	4/6	67	1/6	17	3/6	50	3/6	50
Another sexual orientation	0/0		0/0		0/0		2/4	50	0/4	0	3/4	75	2/4	50	1/4	25	3/4	75
I prefer not to respond	10/20	50	3/21	14	0/21	0	4/8	50	1/8	13	1/8	13	4/8	50	2/8	25	2/8	25
Age^b																		
FY 21+, Seniors 25+	3/4	75	0/4	0	0/4	0	30/58	52	11/58	19	11/58	19	22/57	39	5/57	9	21/58	36
FY < 21, Seniors < 25	274/559	49	90/561	16	18/562	3	319/558	57	183/561	33	193/561	34	370/564	66	131/561	23	278/560	50

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	Service-Learning		Learning Community		Research with Faculty		Service-Learning		Learning Community		Research with Faculty		Internship or Field Experience		Study Abroad		Culminating Senior Experience	
	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Disability status^d																		
Sensory disability	2/3	67	1/3	33	0/3	0	1/3	33	0/3	0	2/3	67	3/3	100	0/3	0	2/3	67
Physical disability	1/1	100	1/1	100	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0
Mental health or develop. disability	19/44	43	10/44	23	1/44	2	51/80	64	29/81	36	25/81	31	45/81	56	15/81	19	37/81	46
Another disability or condition	10/15	67	4/15	27	0/14	0	6/9	67	5/9	56	3/9	33	5/9	56	5/9	56	4/9	44
Multiple types of disab. or cond.	20/34	59	3/34	9	2/34	6	16/38	42	14/38	37	12/38	32	19/38	50	10/38	26	20/38	53
No disability or condition	183/405	45	62/405	15	13/407	3	253/450	56	138/450	31	152/450	34	300/451	67	99/449	22	222/450	49
I prefer not to respond	14/19	74	5/19	26	0/19	0	7/15	47	2/15	13	6/15	40	9/15	60	1/15	7	5/15	33
Residence																		
Not on campus	50/102	49	8/102	8	1/101	1	312/548	57	163/548	30	174/548	32	348/549	63	118/547	22	264/548	48
On campus	202/422	48	78/422	18	15/424	4	21/47	45	23/48	48	24/48	50	32/48	67	11/48	23	25/48	52
Athlete status																		
Not an athlete	247/515	48	86/515	17	16/516	3	329/588	56	182/589	31	194/589	33	376/590	64	128/588	22	283/589	48
Student-athlete	5/8	63	0/8	0	0/8	0	4/7	57	3/7	43	3/7	43	4/7	57	1/7	14	5/7	71
Greek membership																		
Not a member	183/387	47	59/388	15	12/388	3	242/429	56	115/430	27	139/429	32	265/430	62	78/428	18	193/430	45
Member	67/134	50	26/133	20	4/134	3	88/159	55	69/159	43	58/160	36	113/160	71	51/160	32	93/159	58
Military status																		
No military service	244/514	47	85/514	17	16/515	3	321/572	56	177/573	31	193/573	34	372/574	65	128/572	22	277/573	48
Current or former military service	6/7	86	1/7	14	0/7	0	12/21	57	9/21	43	4/21	19	8/21	38	1/21	5	11/21	52
Satisfaction^e																		
Fair or poor	30/67	45	8/66	12	2/66	3	40/80	50	16/81	20	19/80	24	40/80	50	13/80	16	39/81	48
Good or excellent	228/473	48	81/474	17	15/475	3	299/522	57	173/522	33	182/523	35	343/524	65	119/522	23	253/522	48
Overall	277/563	49	90/565	15	18/566	4	349/616	55	194/619	30	204/619	33	392/621	63	136/618	21	299/618	48

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?"