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**NSSE 2023**  
**High-Impact Practices**  
Iowa State University

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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.

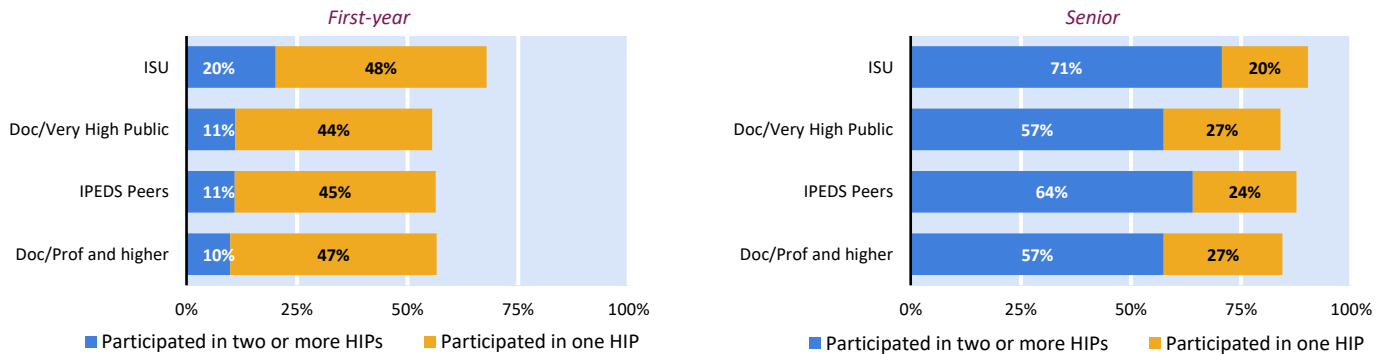
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

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:

	ISU	Doc/Very High Public		IPEDS Peers		Doc/Prof and higher	
	%	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	52	+4	** .08	+4	** .08	+2	.03
Learning Community	31	+16	*** .39	+17	*** .42	+19	*** .46
Research with Faculty	9	+3	*** .12	+2	* .07	+3	*** .13
<b>Participated in at least one</b>	68	+12	*** .25	+11	*** .24	+11	*** .23
<b>Participated in two or more</b>	20	+9	*** .25	+9	*** .26	+10	*** .29
<b>Senior</b>							
Service-Learning	51	-2	-.03	-2	* -.05	-6	*** -.12
Learning Community	38	+15	*** .33	+14	*** .30	+16	*** .35
Research with Faculty	28	+4	*** .09	+0	.00	+5	*** .13
Internship or Field Exp.	66	+17	*** .34	+14	*** .28	+18	*** .37
Study Abroad	15	+6	*** .18	+4	*** .12	+6	*** .19
Culminating Senior Exp.	42	-0	.00	-8	*** -.16	-1	-.02
<b>Participated in at least one</b>	90	+6	*** .19	+3	** .08	+6	*** .18
<b>Participated in two or more</b>	71	+13	*** .28	+7	*** .14	+13	*** .28

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).

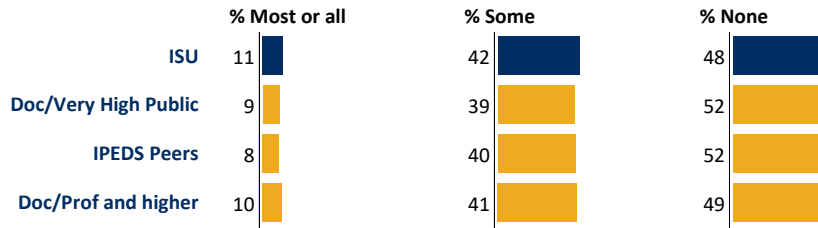
\**p* < .05, \*\**p* < .01, \*\*\**p* < .001 (*z*-test comparing participation rates).

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

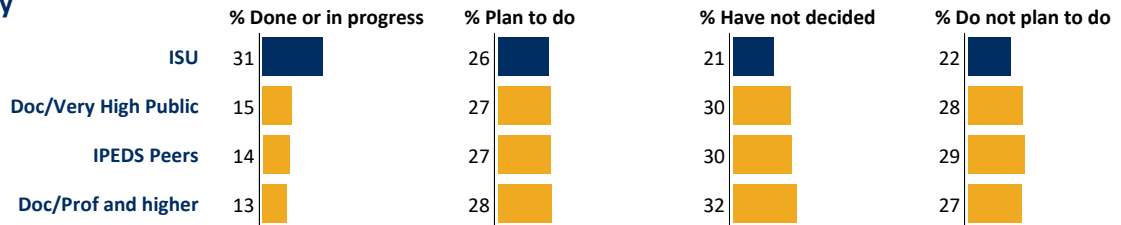
### Service-Learning

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



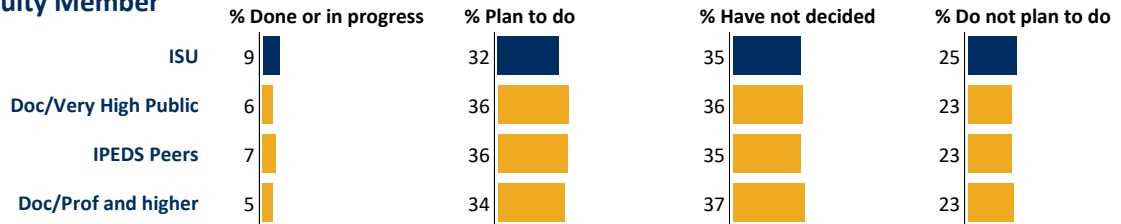
### Learning Community

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.



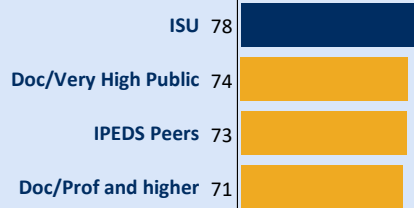
## Plans to Participate<sup>a</sup>

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"

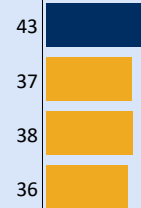
#### Internship or Field Experience

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



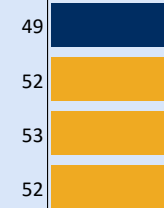
#### Study Abroad

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.).



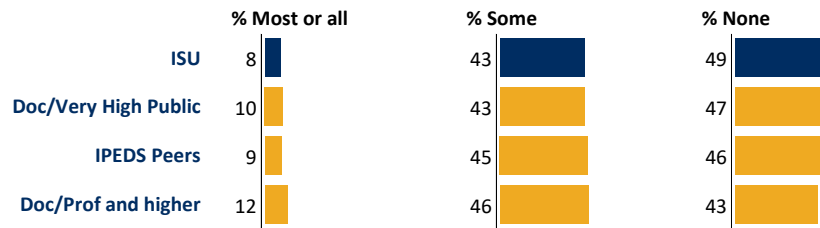
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

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

## Seniors

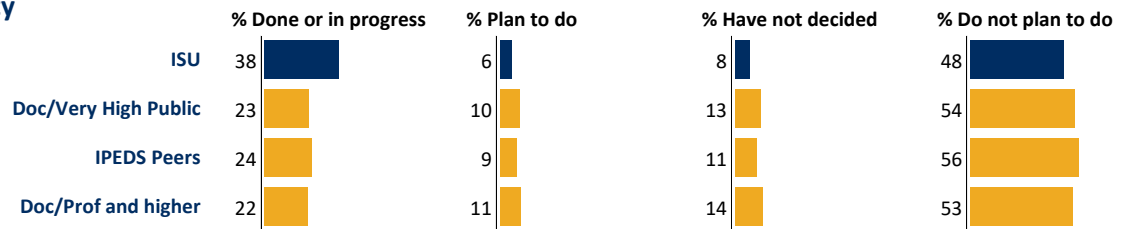
### Service-Learning

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



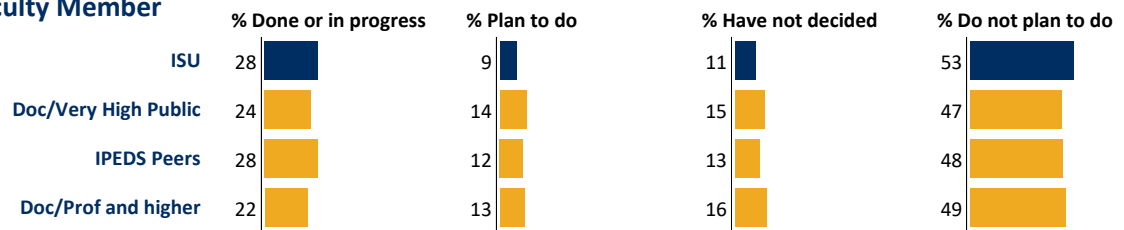
### Learning Community

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



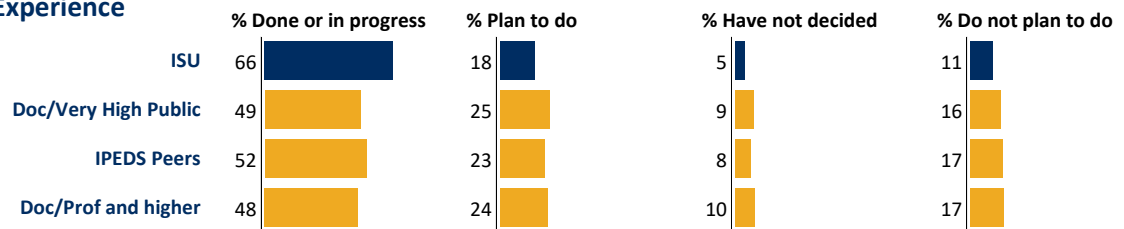
### Research with a Faculty Member

Work with a faculty member on a research project.



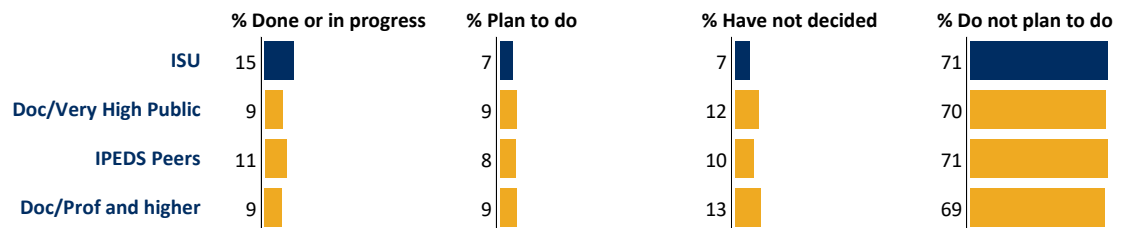
### Internship or Field Experience

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



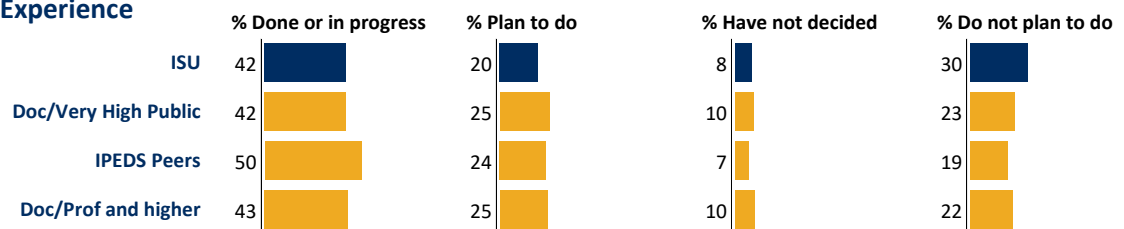
### Study Abroad

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	61/119	51	32/119	27	11/119	9	64/139	46	36/140	26	31/139	22	88/140	63	49/140	35	77/140	55
Bio. sci., agric., and natural res.	93/172	54	63/172	37	19/171	11	156/273	57	109/274	40	93/275	34	196/276	71	62/275	23	87/275	32
Physical sci., math, computer sci.	35/93	38	17/97	18	12/96	13	29/97	30	40/98	41	47/99	47	59/99	60	7/99	7	36/99	36
Social sciences	43/58	74	19/58	33	5/58	9	49/128	38	33/127	26	59/128	46	59/127	46	27/127	21	32/127	25
Business	84/162	52	18/162	11	4/160	3	149/267	56	69/269	26	28/268	10	176/269	65	44/269	16	86/269	32
Communications, media, public rel.	18/34	53	7/35	20	2/35	6	34/51	67	16/51	31	8/51	16	35/51	69	11/51	22	22/51	43
Education	33/55	60	10/56	18	1/56	2	69/100	69	43/100	43	11/101	11	82/101	81	18/101	18	28/100	28
Engineering	166/337	49	186/342	54	42/342	12	205/455	45	247/457	54	150/455	33	345/455	76	48/456	11	285/457	62
Health professions	83/145	57	23/145	16	11/145	8	102/171	60	58/171	34	51/171	30	92/171	54	19/171	11	35/170	21
Social service professions	14/22	64	8/21	38	3/22	14	20/26	77	6/26	23	8/26	31	20/26	77	5/26	19	11/26	42
Undecided/undeclared	4/19	21	3/19	16	1/19	5	2/4	50	1/4	25	0/4	0	0/4	0	0/4	0	0/4	0
Transfer status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Started here	608/1165	52	377/1174	32	102/1171	9	635/1232	52	559/1235	45	380/1234	31	888/1238	72	242/1237	20	561/1234	45
Started elsewhere	41/78	53	21/79	27	12/79	15	266/512	52	103/515	20	113/517	22	287/516	56	52/516	10	147/517	28
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	1/1	100	0/1	0	0/1	0	31/67	46	29/67	43	23/67	34	47/68	69	8/67	12	23/67	34
Full-time	677/1286	53	404/1301	31	116/1296	9	898/1724	52	654/1734	38	483/1733	28	1159/1737	67	294/1736	17	706/1732	41
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	459/881	52	304/887	34	93/886	10	645/1266	51	505/1270	40	389/1271	31	894/1272	70	248/1272	19	557/1270	44
First-generation	171/326	52	89/328	27	18/327	6	254/474	54	161/476	34	106/476	22	280/477	59	48/477	10	153/477	32
I prefer not to respond	21/36	58	5/39	13	2/38	5	10/17	59	2/17	12	1/17	6	7/17	41	1/17	6	5/17	29
Race/ethnicity <sup>d</sup>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	90/141	64	39/142	27	16/141	11	70/129	54	45/130	35	32/130	25	78/129	60	18/130	14	57/130	44
Black or African American	36/53	68	15/55	27	4/55	7	51/69	74	28/70	40	18/69	26	41/70	59	13/70	19	31/70	44
Hispanic, Latina/o, Latine, or Latinx	55/99	56	25/99	25	9/98	9	57/106	54	39/106	37	32/106	30	61/106	58	22/106	21	40/106	38
Indigenous, American Indian, etc.	7/11	64	1/11	9	0/11	0	14/21	67	7/21	33	7/21	33	11/21	52	3/21	14	9/21	43
Middle Eastern or North African	7/12	58	4/12	33	2/12	17	9/15	60	4/15	27	4/15	27	8/15	53	1/15	7	3/15	20
Native Hawaiian or Pacific Islander	4/6	67	1/6	17	0/6	0	2/2	100	0/2	0	0/2	0	1/2	50	0/2	0	0/2	0
White	499/1001	50	334/1008	33	91/1005	9	754/1495	50	573/1497	38	429/1498	29	1030/1500	69	260/1500	17	605/1498	40
Another race or ethnicity	3/7	43	2/8	25	2/8	25	16/18	89	7/18	39	1/18	6	10/18	56	1/18	6	6/18	33
I prefer not to respond	11/19	58	3/20	15	1/20	5	18/38	47	13/40	33	9/40	23	19/40	48	4/40	10	18/40	45

## 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	617/1189	52	391/1199	33	109/1196	9	880/1713	51	659/1717	38	486/1718	28	1156/1720	67	291/1720	17	699/1718	41	
International student	35/54	65	7/55	13	4/55	7	30/44	68	9/45	20	10/45	22	25/45	56	6/45	13	15/45	33	
<b>Gender identity<sup>d</sup></b>																			
Woman	347/648	54	206/652	32	69/650	11	522/988	53	359/986	36	295/988	30	678/989	69	215/988	22	341/986	35	
Man	280/555	50	180/560	32	40/559	7	365/710	51	281/718	39	179/716	25	467/717	65	72/718	10	343/718	48	
Agender or gender neutral	0/2	0	1/2	50	0/2	0	6/14	43	6/14	43	4/14	29	10/14	71	2/14	14	7/14	50	
Demigender	2/4	50	1/4	25	0/4	0	5/7	71	2/7	29	0/7	0	3/7	43	1/7	14	2/7	29	
Genderqueer, non-binary, etc.	12/22	55	6/22	27	4/22	18	19/42	45	23/42	55	16/42	38	23/42	55	10/42	24	19/42	45	
Genderfluid	4/11	36	4/11	36	2/11	18	5/10	50	4/10	40	4/10	40	6/10	60	1/10	10	4/10	40	
Two-spirit	0/0		0/0		0/0		5/7	71	1/7	14	3/7	43	4/7	57	2/7	29	5/7	71	
Cis/Cisgender	30/63	48	24/64	38	6/64	9	51/122	42	49/121	40	38/122	31	75/122	61	19/122	16	46/122	38	
Trans/Transgender	6/12	50	4/12	33	2/12	17	2/12	17	5/12	42	5/12	42	7/12	58	1/12	8	7/12	58	
Questioning or unsure	5/12	42	4/12	33	1/12	8	6/12	50	3/12	25	3/12	25	8/12	67	1/12	8	4/12	33	
Another gender identity	4/4	100	1/4	25	1/4	25	2/5	40	1/5	20	1/5	20	3/5	60	0/5	0	1/5	20	
I prefer not to respond	6/13	46	2/15	13	0/15	0	8/19	42	6/20	30	2/20	10	9/20	45	1/20	5	6/20	30	
<b>Sexual orientation<sup>d</sup></b>																			
Straight or heterosexual	537/1007	53	326/1014	32	80/1012	8	759/1426	53	545/1432	38	381/1432	27	976/1434	68	231/1434	16	585/1432	41	
Bisexual	51/114	45	38/116	33	20/116	17	71/158	45	55/158	35	51/158	32	98/157	62	29/158	18	50/158	32	
Lesbian	6/16	38	8/16	50	1/16	6	14/31	45	10/31	32	7/31	23	18/32	56	8/31	26	10/31	32	
Gay	11/19	58	3/19	16	2/19	11	15/37	41	13/37	35	13/37	35	20/37	54	7/37	19	18/37	49	
Queer	12/27	44	11/27	41	5/27	19	23/45	51	20/45	44	16/45	36	30/45	67	12/45	27	18/45	40	
Pansexual or polysexual	11/29	38	6/29	21	1/29	3	18/31	58	12/31	39	15/31	48	19/31	61	4/31	13	15/31	48	
Ace, gray, or asexual	17/28	61	10/28	36	7/27	26	15/39	38	15/39	38	13/39	33	29/39	74	6/39	15	23/39	59	
Demisexual	11/20	55	8/20	40	3/20	15	11/22	50	6/22	27	9/22	41	13/22	59	6/22	27	8/22	36	
Questioning or unsure	9/26	35	9/27	33	4/27	15	15/34	44	12/33	36	13/34	38	25/34	74	7/34	21	17/34	50	
Another sexual orientation	5/8	63	0/8	0	1/8	13	5/8	63	3/8	38	2/8	25	5/8	63	0/8	0	1/8	13	
I prefer not to respond	17/36	47	9/37	24	5/37	14	27/54	50	13/55	24	12/55	22	27/55	49	7/55	13	15/55	27	
<b>Age<sup>b</sup></b>																			
FY 21+, Seniors 25+	12/18	67	3/18	17	1/18	6	75/145	52	30/147	20	36/146	25	62/148	42	11/146	8	42/146	29	
FY < 21, Seniors < 25	666/1269	52	401/1284	31	115/1279	9	854/1646	52	653/1654	39	470/1654	28	1144/1657	69	291/1657	18	687/1653	42	

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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	%
<b>Disability status<sup>d</sup></b>																		
Sensory disability	1/3	33	0/3	0	0/3	0	3/4	75	1/4	25	0/4	0	3/4	75	3/4	75	1/4	25
Physical disability	1/2	50	2/2	100	1/2	50	0/1	0	1/1	100	1/1	100	1/1	100	1/1	100	0/1	0
Mental health or develop. disability	60/132	45	43/133	32	13/132	10	95/205	46	63/204	31	65/205	32	125/205	61	18/205	9	79/205	39
Another disability or condition	12/19	63	6/19	32	1/19	5	13/27	48	8/27	30	11/27	41	22/27	81	8/27	30	12/27	44
Multiple types of disab. or cond.	25/60	42	25/60	42	6/60	10	56/98	57	44/98	45	38/98	39	62/98	63	15/97	15	35/98	36
No disability or condition	524/971	54	311/979	32	90/977	9	704/1346	52	524/1351	39	364/1351	27	933/1353	69	242/1354	18	555/1351	41
I prefer not to respond	25/47	53	10/49	20	2/49	4	33/64	52	26/66	39	15/66	23	28/66	42	9/66	14	28/66	42
<b>Residence</b>																		
Not on campus	124/217	57	39/218	18	23/218	11	749/1436	52	522/1442	36	384/1442	27	971/1444	67	226/1444	16	557/1442	39
On campus	523/1019	51	359/1029	35	90/1026	9	154/309	50	144/310	46	108/310	35	202/310	65	68/310	22	151/310	49
<b>Athlete status</b>						0				0								
Not an athlete	633/1216	52	393/1227	32	113/1224	9	890/1716	52	660/1723	38	485/1723	28	1161/1725	67	294/1725	17	700/1723	41
Student-athlete	13/18	72	3/18	17	0/18	0	14/29	48	4/29	14	9/29	31	11/29	38	2/29	7	9/29	31
<b>Greek membership</b>																		
Not a member	533/1056	50	341/1065	32	98/1063	9	768/1497	51	540/1504	36	415/1503	28	997/1505	66	228/1505	15	601/1505	40
Member	102/156	65	50/158	32	12/157	8	129/235	55	117/234	50	73/236	31	168/236	71	64/236	27	105/234	45
<b>Military status</b>																		
No military service	633/1219	52	393/1230	32	112/1228	9	871/1691	52	657/1697	39	483/1698	28	1147/1699	68	291/1699	17	694/1697	41
Current or former military service	12/14	86	3/14	21	0/14	0	35/56	63	11/57	19	11/56	20	28/57	49	4/57	7	16/57	28
<b>Satisfaction<sup>e</sup></b>																		
Fair or poor	99/208	48	60/211	28	16/211	8	96/227	42	58/228	25	57/229	25	134/229	59	21/229	9	79/228	35
Good or excellent	556/1041	53	339/1050	32	100/1047	10	815/1532	53	613/1538	40	443/1538	29	1048/1540	68	277/1540	18	637/1538	41
<b>Overall</b>	678/1287	52	404/1302	31	116/1297	9	929/1791	51	683/1801	38	506/1800	28	1206/1805	66	302/1803	15	729/1799	42

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?"