
NSSE 2023
High-Impact Practices
Miami University-Oxford

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.

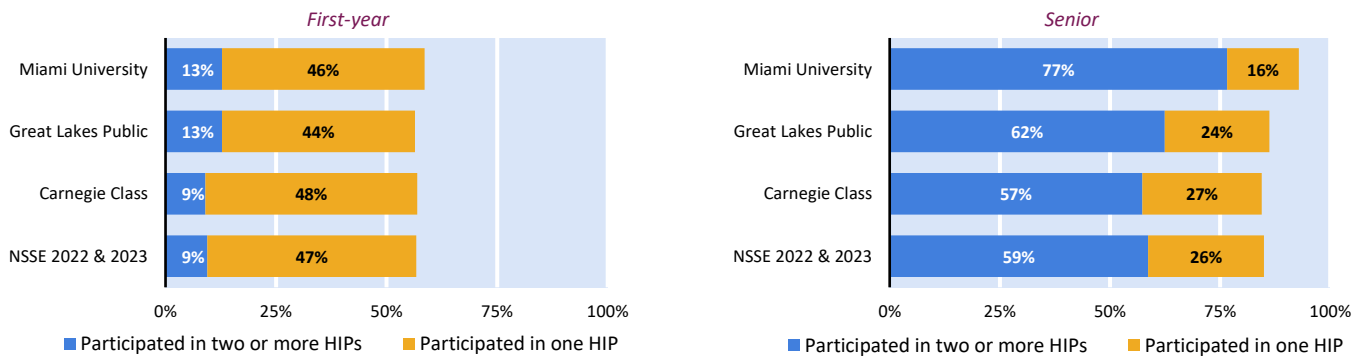
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

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:

	Miami University	Great Lakes Public		Carnegie Class		NSSE 2022 & 2023	
	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b
First-year							
Service-Learning	48	-1	-.02	-4	-.08	-4	-.07
Learning Community	18	+1	.01	+7	*** .20	+6	*** .18
Research with Faculty	8	+3	* .12	+3	* .13	+3	* .12
Participated in at least one	59	+2	.04	+2	.03	+2	.04
Participated in two or more	13	-0	.00	+4	* .12	+3	* .11
Senior							
Service-Learning	60	+4	.08	+1	.03	+0	.00
Learning Community	37	+11	*** .24	+14	*** .32	+14	*** .32
Research with Faculty	32	+10	*** .23	+11	*** .25	+10	*** .22
Internship or Field Exp.	63	+9	** .19	+16	*** .33	+15	*** .30
Study Abroad	32	+24	*** .63	+24	*** .63	+23	*** .61
Culminating Senior Exp.	68	+22	*** .45	+24	*** .50	+22	*** .45
Participated in at least one	93	+7	** .22	+8	*** .27	+8	*** .26
Participated in two or more	77	+14	*** .31	+19	*** .41	+18	*** .39

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).

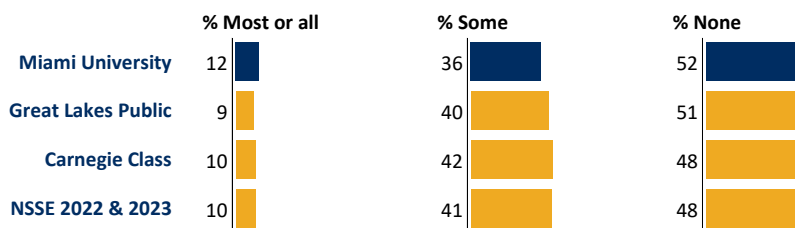
p* < .05, *p* < .01, ****p* < .001 (*z*-test comparing participation rates).

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

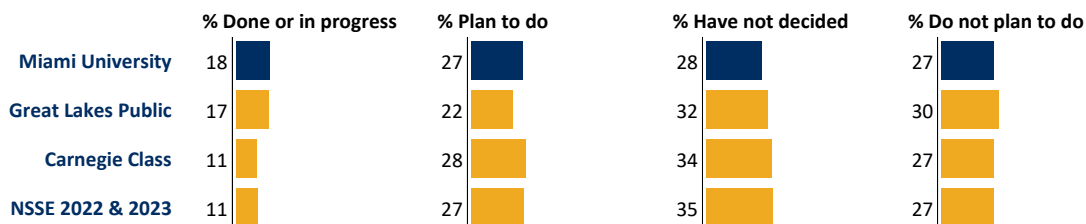
Service-Learning

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



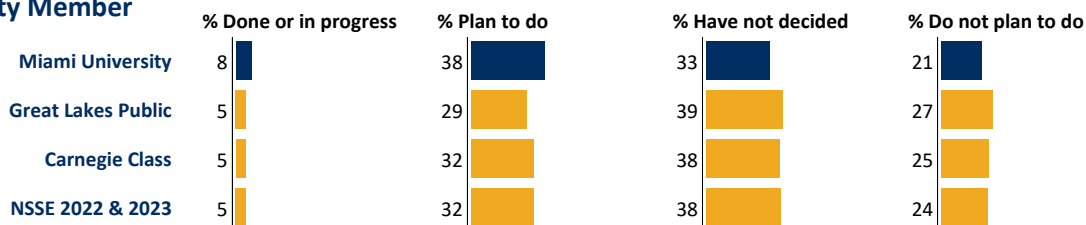
Learning Community

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.



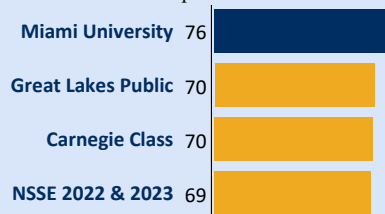
Plans to Participate^a

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"

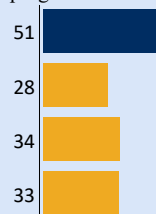
Internship or Field Experience

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



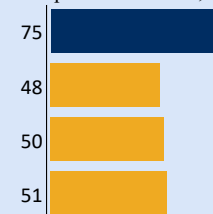
Study Abroad

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.).



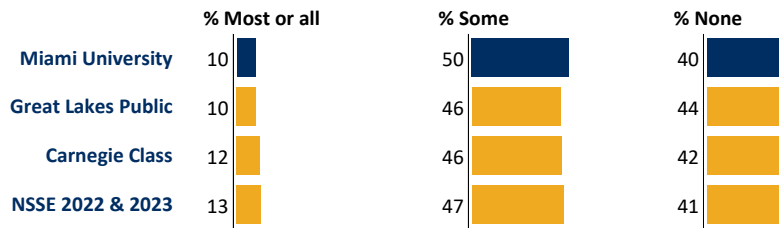
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

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

Seniors

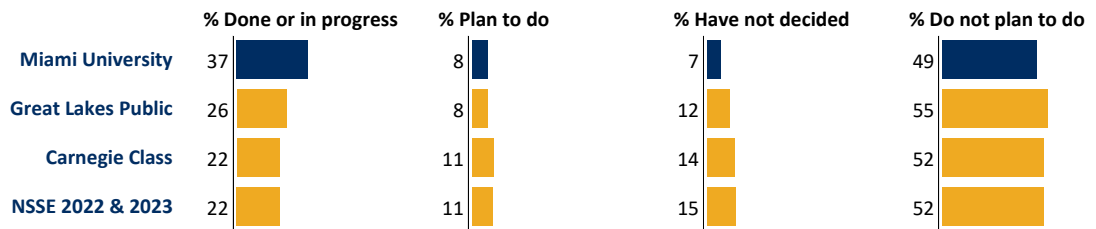
Service-Learning

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



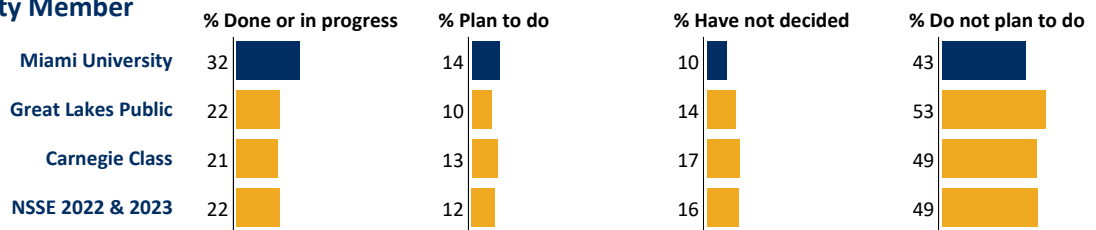
Learning Community

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



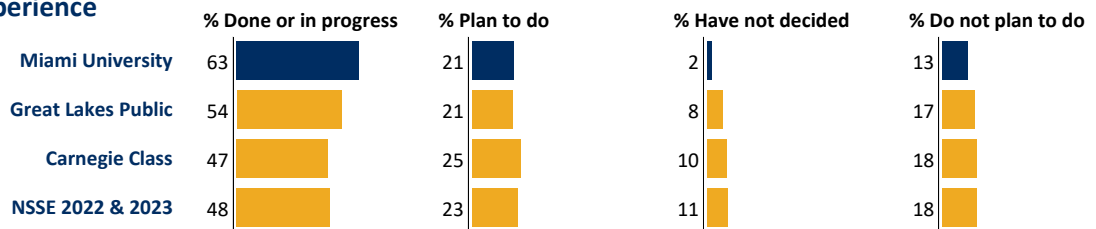
Research with a Faculty Member

Work with a faculty member on a research project.



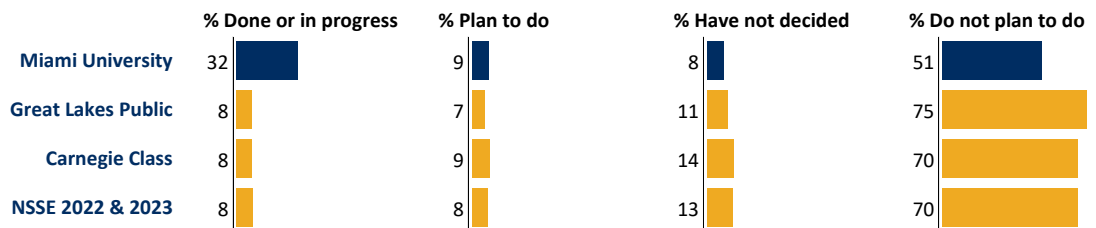
Internship or Field Experience

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



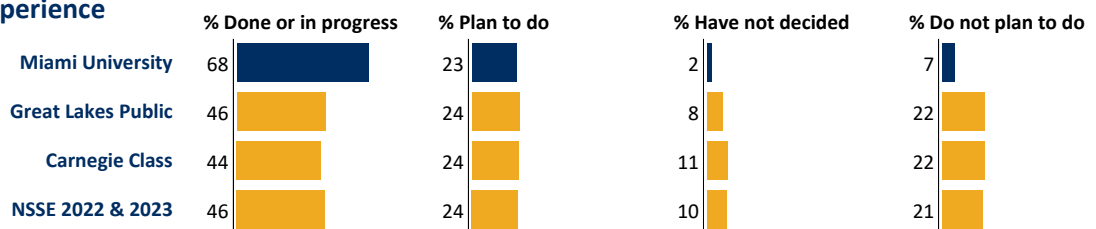
Study Abroad

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 (%).

	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	10/22	45	5/22	23	4/22	18	13/20	65	7/20	35	8/20	40	10/20	50	7/20	35	15/20	75
Bio. sci., agric., and natural res.	24/58	41	14/58	24	12/58	21	16/30	53	6/30	20	10/30	33	13/30	43	6/30	20	20/30	67
Physical sci., math, computer sci.	13/38	34	3/38	8	3/38	8	5/18	28	4/18	22	6/18	33	10/18	56	4/17	24	12/18	67
Social sciences	20/43	47	8/42	19	0/43	0	24/38	63	15/38	39	18/38	47	22/38	58	11/38	29	29/38	76
Business	28/55	51	16/55	29	2/55	4	23/40	58	18/39	46	5/41	12	31/41	76	19/40	48	25/39	64
Communications, media, public rel.	8/17	47	2/16	13	0/17	0	7/11	64	5/11	45	5/11	45	10/11	91	5/11	45	9/11	82
Education	14/18	78	3/18	17	0/18	0	20/23	87	16/23	70	10/23	43	21/23	91	6/23	26	21/23	91
Engineering	7/20	35	2/20	10	4/20	20	9/23	39	3/23	13	7/23	30	14/23	61	9/23	39	11/23	48
Health professions	21/35	60	7/36	19	1/35	3	23/32	72	12/31	39	15/32	47	20/33	61	10/33	30	24/33	73
Social service professions	3/4	75	3/4	75	2/4	50	5/7	71	2/7	29	4/7	57	7/7	100	1/7	14	7/7	100
Undecided/undeclared	2/3	67	0/3	0	0/3	0	0/0		0/0		0/0		0/0		0/0		0/0	
Transfer status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Started here	135/285	47	61/283	22	24/285	8	129/219	59	78/218	36	82/219	37	145/220	66	71/220	32	162/219	74
Started elsewhere	16/31	52	3/31	10	3/31	10	21/31	68	11/30	37	7/31	23	18/31	58	9/31	29	19/31	61
Enrollment status^b	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not full-time	1/5	20	0/5	0	0/5	0	6/8	75	4/8	50	2/8	25	5/8	63	3/8	38	3/8	38
Full-time	163/332	49	66/334	20	28/335	8	150/249	60	90/248	36	88/251	35	165/254	65	79/250	32	182/250	73
First-generation^c	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	108/234	46	44/232	19	19/234	8	121/203	60	76/201	38	73/204	36	138/205	67	70/204	34	145/203	71
First-generation	38/73	52	17/73	23	6/73	8	25/42	60	12/42	29	14/42	33	23/42	55	8/42	19	32/42	76
I prefer not to respond	6/9	67	2/9	22	2/9	22	3/3	100	1/3	33	1/3	33	1/3	33	1/3	33	2/3	67
Race/ethnicity^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	13/26	50	10/26	38	3/26	12	12/22	55	4/22	18	6/22	27	8/22	36	3/22	14	13/22	59
Black or African American	11/19	58	3/19	16	3/19	16	10/14	71	7/13	54	4/14	29	12/14	86	3/14	21	11/14	79
Hispanic, Latina/o, Latine, or Latinx	5/12	42	3/12	25	1/12	8	11/17	65	5/17	29	3/17	18	8/17	47	6/17	35	10/17	59
Indigenous, American Indian, etc.	5/6	83	1/6	17	0/6	0	5/5	100	3/5	60	2/5	40	4/5	80	1/5	20	5/5	100
Middle Eastern or North African	3/4	75	1/4	25	3/4	75	1/1	100	0/1	0	0/1	0	1/1	100	1/1	100	1/1	100
Native Hawaiian or Pacific Islander	2/3	67	0/3	0	0/3	0	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0
White	123/267	46	50/265	19	18/267	7	127/209	61	77/208	37	78/209	37	139/210	66	71/210	34	154/209	74
Another race or ethnicity	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
I prefer not to respond	6/9	67	2/9	22	2/9	22	1/3	33	1/3	33	1/3	33	1/3	33	0/3	0	1/3	33

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	%
International status																		
Not an international student	142/303	47	60/302	20	23/303	8	144/241	60	88/239	37	87/241	36	159/242	66	78/242	32	177/241	73
International student	10/14	71	4/13	31	4/14	29	6/9	67	1/9	11	2/9	22	4/9	44	2/9	22	4/9	44
Gender identity^d																		
Woman	103/199	52	47/198	24	15/199	8	99/157	63	58/156	37	61/157	39	114/158	72	53/158	34	126/158	80
Man	41/96	43	9/95	9	8/96	8	40/75	53	25/74	34	20/75	27	41/75	55	25/75	33	43/74	58
Agender or gender neutral	3/5	60	0/5	0	0/5	0	3/3	100	1/3	33	2/3	67	2/3	67	2/3	67	2/3	67
Demigender	3/3	100	0/3	0	0/3	0	0/0		0/0		0/0		0/0		0/0		0/0	
Genderqueer, non-binary, etc.	5/13	38	2/13	15	1/13	8	5/6	83	2/6	33	1/6	17	0/6	0	1/6	17	4/6	67
Genderfluid	3/5	60	2/5	40	1/5	20	1/1	100	0/1	0	0/1	0	0/1	0	0/1	0	1/1	100
Two-spirit	3/3	100	1/3	33	0/3	0	0/0		0/0		0/0		0/0		0/0		0/0	
Cis/Cisgender	8/22	36	6/22	27	4/22	18	13/27	48	11/27	41	12/27	44	20/27	74	8/27	30	23/27	85
Trans/Transgender	3/8	38	0/7	0	0/8	0	2/3	67	0/3	0	0/3	0	1/3	33	1/3	33	3/3	100
Questioning or unsure	2/8	25	3/8	38	1/8	13	3/4	75	1/4	25	3/4	75	3/4	75	0/4	0	3/4	75
Another gender identity	1/2	50	0/2	0	0/2	0	0/0		0/0		0/0		0/0		0/0		0/0	
I prefer not to respond	6/8	75	3/8	38	3/8	38	4/8	50	2/8	25	2/8	25	3/8	38	1/8	13	4/8	50
Sexual orientation^d																		
Straight or heterosexual	118/223	53	42/222	19	16/223	7	108/178	61	66/178	37	62/179	35	122/179	68	54/179	30	127/178	71
Bisexual	11/34	32	8/34	24	2/34	6	16/30	53	11/28	39	11/29	38	20/30	67	13/30	43	22/30	73
Lesbian	3/10	30	4/10	40	3/10	30	8/11	73	2/11	18	4/11	36	7/11	64	3/11	27	9/11	82
Gay	2/6	33	0/6	0	0/6	0	3/6	50	4/6	67	1/6	17	1/6	17	3/6	50	3/6	50
Queer	5/12	42	2/11	18	1/12	8	5/10	50	4/10	40	5/10	50	7/10	70	7/10	70	8/10	80
Pansexual or polysexual	5/13	38	4/13	31	4/13	31	5/8	63	4/8	50	4/8	50	3/8	38	2/8	25	6/8	75
Ace, gray, or asexual	5/15	33	3/14	21	1/15	7	7/9	78	1/9	11	2/9	22	4/9	44	1/9	11	7/9	78
Demisexual	4/9	44	3/8	38	1/9	11	2/2	100	1/2	50	1/2	50	1/2	50	0/2	0	2/2	100
Questioning or unsure	3/13	23	3/13	23	1/13	8	7/8	88	2/8	25	3/8	38	4/8	50	1/8	13	6/8	75
Another sexual orientation	1/2	50	0/2	0	0/2	0	0/1	0	0/1	0	1/1	100	1/1	100	0/1	0	1/1	100
I prefer not to respond	6/13	46	4/13	31	3/13	23	3/7	43	3/7	43	3/7	43	4/7	57	2/7	29	5/7	71
Age^b																		
FY 21+, Seniors 25+	1/6	17	0/6	0	1/6	17	5/12	42	2/12	17	2/12	17	7/12	58	1/12	8	4/12	33
FY < 21, Seniors < 25	163/331	49	66/333	20	27/334	8	151/245	62	92/244	38	88/247	36	163/250	65	81/246	33	181/246	74

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	%
Disability status^d																		
Sensory disability	1/1	100	1/1	100	0/1	0	0/0		0/0		0/0		0/0		0/0		0/0	
Physical disability	0/0		0/0		0/0		0/2	0	0/2	0	0/2	0	0/2	0	0/2	0	1/2	50
Mental health or develop. disability	19/57	33	14/56	25	3/57	5	28/46	61	12/44	27	15/45	33	27/46	59	14/46	30	37/46	80
Another disability or condition	2/5	40	0/5	0	0/5	0	2/4	50	0/4	0	0/4	0	3/4	75	1/4	25	3/4	75
Multiple types of disab. or cond.	12/19	63	7/18	39	2/19	11	7/11	64	4/11	36	4/11	36	6/11	55	2/11	18	7/11	64
No disability or condition	111/221	50	39/221	18	20/221	9	102/166	61	64/166	39	61/167	37	114/167	68	58/167	35	119/166	72
I prefer not to respond	7/13	54	3/13	23	2/13	15	11/20	55	9/20	45	8/20	40	12/20	60	5/20	25	13/20	65
Residence																		
Not on campus	19/41	46	5/40	13	1/41	2	135/223	61	84/221	38	83/223	37	149/224	67	71/224	32	166/223	74
On campus	130/272	48	56/271	21	25/272	9	15/27	56	5/27	19	6/27	22	14/27	52	9/27	33	15/27	56
Athlete status						0				0								
Not an athlete	143/294	49	58/292	20	25/294	9	145/245	59	86/243	35	87/245	36	160/246	65	78/246	32	177/245	72
Student-athlete	6/18	33	2/18	11	1/18	6	4/4	100	2/4	50	2/4	50	3/4	75	1/4	25	3/4	75
Greek membership																		
Not a member	108/243	44	46/242	19	21/243	9	99/175	57	52/173	30	59/175	34	112/175	64	48/175	27	123/174	71
Member	36/62	58	16/62	26	4/62	6	49/73	67	36/73	49	28/73	38	51/74	69	31/74	42	56/74	76
Military status																		
No military service	147/310	47	61/308	20	26/310	8	147/245	60	87/243	36	87/246	35	161/247	65	79/246	32	178/245	73
Current or former military service	2/3	67	0/3	0	0/3	0	3/5	60	2/5	40	2/5	40	2/5	40	1/5	20	3/5	60
Satisfaction^e																		
Fair or poor	14/38	37	4/38	11	4/38	11	16/37	43	15/37	41	10/37	27	22/37	59	9/37	24	26/37	70
Good or excellent	143/287	50	61/285	21	24/287	8	136/216	63	76/214	36	79/216	37	144/218	66	71/216	33	156/216	72
Overall	164/337	48	66/339	18	28/340	8	156/257	60	94/256	37	90/259	32	170/262	63	82/258	32	185/258	68

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?"