



NSSE 2024

High-Impact Practices

University of North Carolina at Charlotte

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.

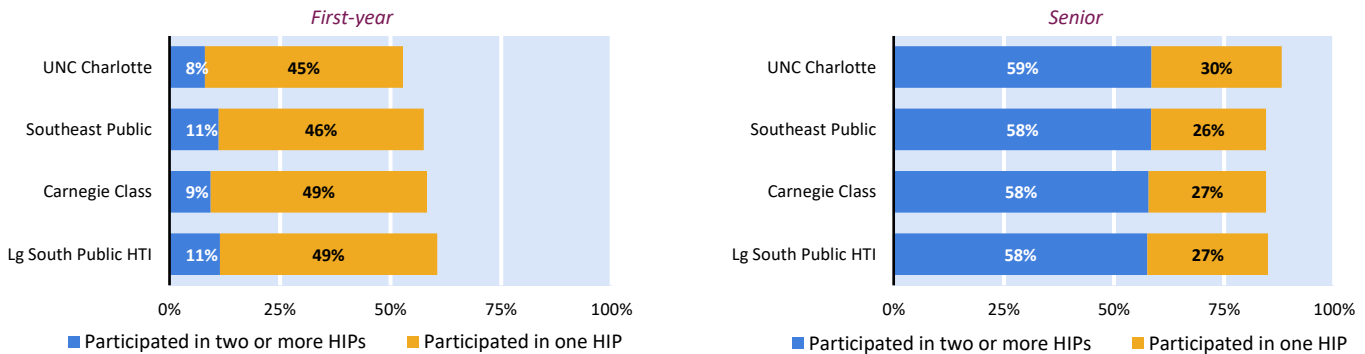
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

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:

	UNC Charlotte	Southeast Public		Carnegie Class		Lg South Public HTI	
	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b
<i>First-year</i>							
Service-Learning	46	-5	**	-7	***	-9	***
Learning Community	12	-1		+1		-1	
Research with Faculty	3	-3	***	-2	**	-3	***
Participated in at least one	53	-5	*	-5	**	-8	***
Participated in two or more	8	-3	**	-1		-3	**
<i>Senior</i>							
Service-Learning	55	-3		-4		-5	*
Learning Community	24	+0		+2		-0	
Research with Faculty	19	-6	**	-4		-5	**
Internship or Field Exp.	45	-4		-3		-4	
Study Abroad	8	-3	*	-2		-3	
Culminating Senior Exp.	52	+9	***	+8	**	+11	***
Participated in at least one	88	+4	*	+4	*	+3	
Participated in two or more	59	+0		+1		+1	

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).

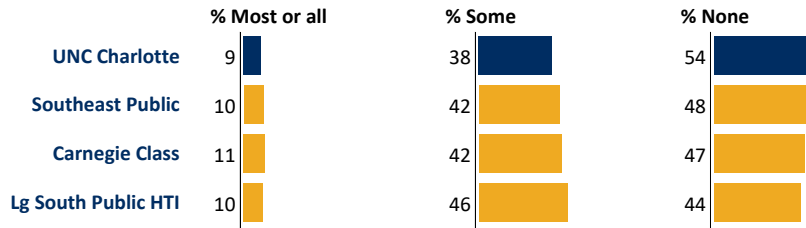
p* < .05, *p* < .01, ****p* < .001 (*z*-test comparing participation rates).

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

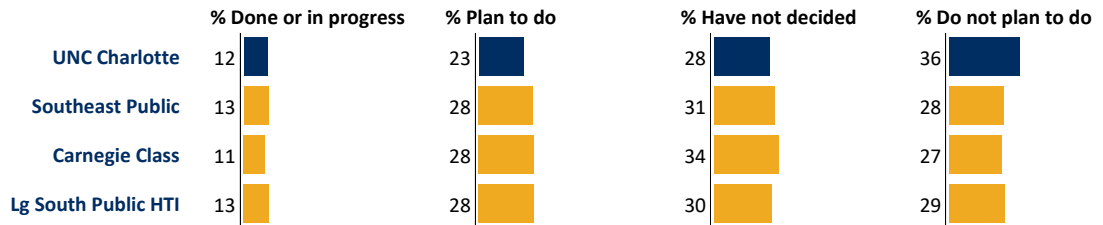
Service-Learning

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



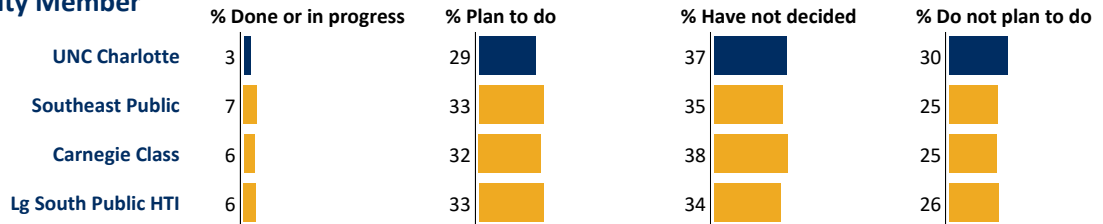
Learning Community

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.



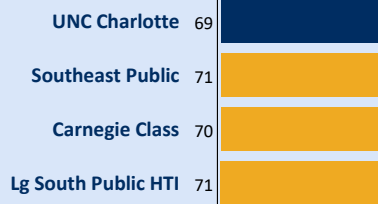
Plans to Participate^a

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"

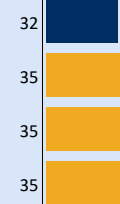
Internship or Field Experience

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



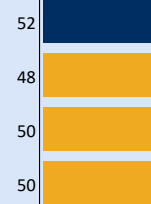
Study Abroad

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.).



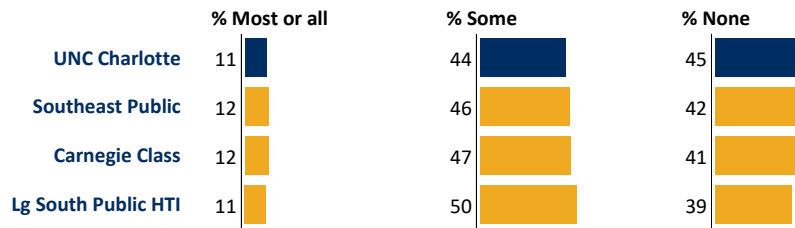
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

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

Seniors

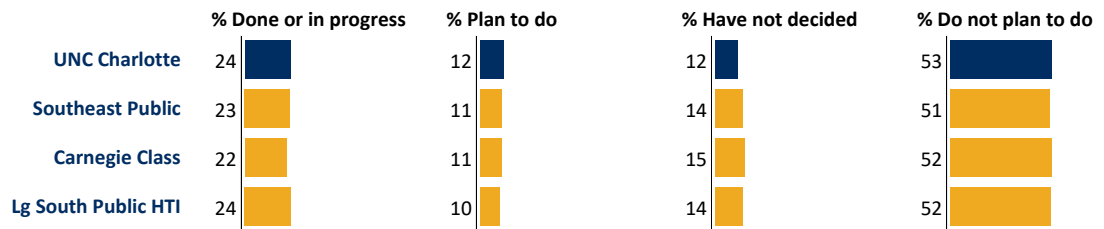
Service-Learning

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



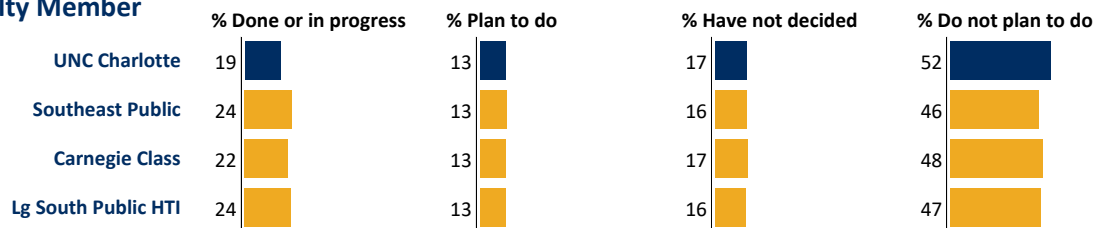
Learning Community

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



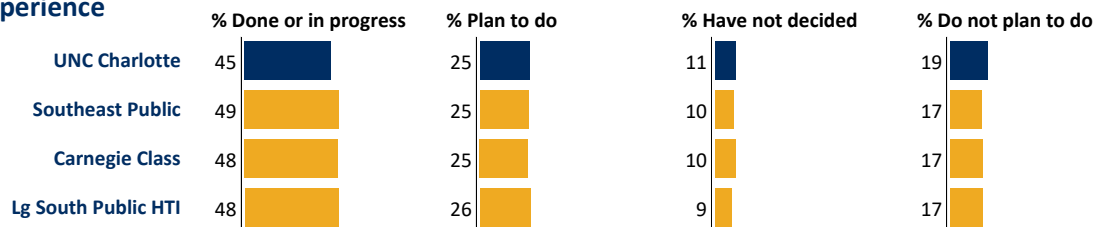
Research with a Faculty Member

Work with a faculty member on a research project.



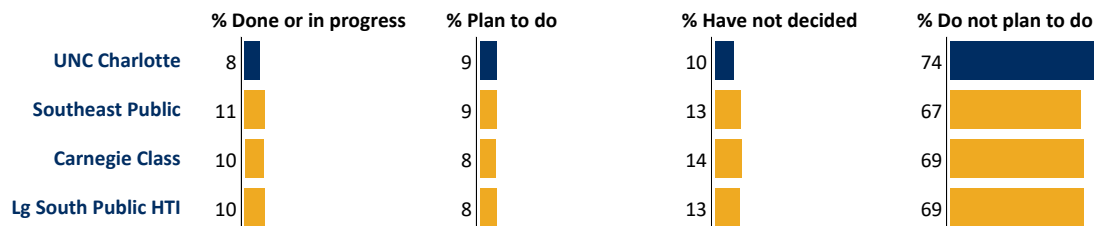
Internship or Field Experience

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



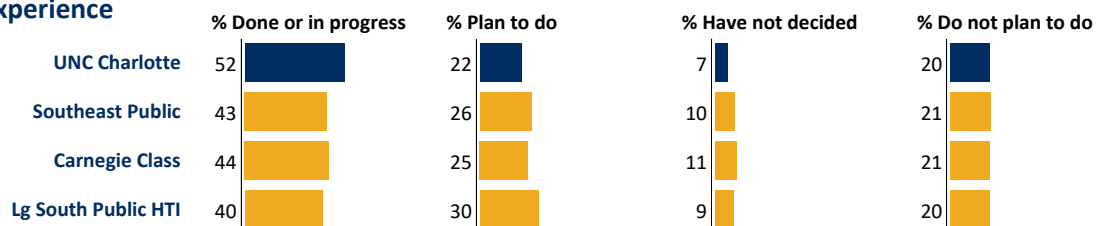
Study Abroad

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 (%).

	<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	18/38	47	4/39	10	0/39	0	28/41	68	10/41	24	13/41	32	19/41	46	9/40	23	19/41	46
Bio. sci., agric., and natural res.	36/53	68	5/52	10	3/53	6	16/20	80	6/21	29	6/21	29	8/21	38	2/21	10	7/21	33
Physical sci., math, computer sci.	42/101	42	8/101	8	6/101	6	14/42	33	7/42	17	8/42	19	13/42	31	1/42	2	28/42	67
Social sciences	41/82	50	13/82	16	3/82	4	42/70	60	11/70	16	14/70	20	22/69	32	7/69	10	41/70	59
Business	60/117	51	10/117	9	3/118	3	34/67	51	12/67	18	6/67	9	34/67	51	6/66	9	39/67	58
Communications, media, public rel.	10/22	45	4/22	18	1/22	5	3/9	33	4/9	44	1/9	11	5/9	56	1/9	11	6/9	67
Education	23/29	79	6/29	21	0/29	0	22/31	71	17/31	55	4/31	13	27/31	87	2/31	6	17/31	55
Engineering	29/86	34	19/88	22	2/88	2	25/52	48	14/52	27	9/53	17	22/53	42	2/52	4	28/52	54
Health professions	34/74	46	6/75	8	2/75	3	30/45	67	15/45	33	10/45	22	25/45	56	5/45	11	19/45	42
Social service professions	11/30	37	3/29	10	1/30	3	18/26	69	4/27	15	2/27	7	12/27	44	1/27	4	6/27	22
Undecided/undeclared	2/6	33	1/6	17	1/6	17	1/1	100	1/1	100	1/1	100	1/1	100	0/1	0	0/1	0
Transfer status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Started here	207/400	52	60/403	15	16/404	4	126/216	58	67/218	31	41/218	19	113/217	52	22/215	10	123/218	56
Started elsewhere	105/255	41	24/254	9	8/256	3	115/205	56	36/205	18	36/207	17	85/206	41	14/205	7	99/205	48
Enrollment status^b	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not full-time	15/36	42	3/36	8	1/36	3	30/57	53	12/58	21	9/58	16	23/58	40	5/56	9	23/58	40
Full-time	313/652	48	85/657	13	24/658	4	217/377	58	96/381	25	72/383	19	180/381	47	32/380	8	207/379	55
First-generation^c	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	173/370	47	56/370	15	17/372	5	144/242	60	64/245	26	45/245	18	130/244	53	24/243	10	131/245	53
First-generation	126/258	49	26/259	10	6/260	2	90/171	53	38/171	22	31/172	18	67/172	39	11/170	6	89/171	52
I prefer not to respond	11/23	48	2/24	8	1/24	4	3/5	60	0/5	0	1/5	20	1/5	20	0/5	0	2/5	40
Race/ethnicity^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	56/101	55	17/101	17	10/101	10	26/42	62	13/43	30	7/43	16	18/43	42	6/43	14	25/43	58
Black or African American	51/105	49	13/106	12	2/107	2	45/65	69	17/67	25	8/67	12	24/67	36	8/66	12	34/67	51
Hispanic, Latina/o, Latine, or Latinx	63/120	53	11/120	9	6/121	5	29/65	45	8/66	12	7/67	10	26/67	39	3/66	5	33/66	50
Indigenous, American Indian, etc.	5/8	63	0/9	0	0/9	0	8/9	89	1/9	11	0/10	0	1/9	11	1/9	11	4/9	44
Middle Eastern or North African	8/10	80	2/11	18	1/11	9	10/14	71	1/15	7	3/15	20	6/15	40	2/15	13	7/15	47
Native Hawaiian or Pacific Islander	2/5	40	1/5	20	0/5	0	2/4	50	0/5	0	0/5	0	2/5	40	0/5	0	3/5	60
White	157/363	43	46/363	13	8/365	2	135/251	54	66/252	26	53/253	21	136/252	54	19/250	8	139/252	55
Another race or ethnicity	2/7	29	0/8	0	0/8	0	3/5	60	1/6	17	1/6	17	1/6	17	0/6	0	1/6	17
I prefer not to respond	10/19	53	3/19	16	0/19	0	9/16	56	4/16	25	3/16	19	5/16	31	2/16	13	8/16	50

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		
	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	
International status																			
Not an international student	294/626	47	80/628	13	21/631	3	231/406	57	102/410	25	77/410	19	195/409	48	36/407	9	216/410	53	
International student	15/25	60	4/25	16	3/25	12	9/14	64	1/12	8	0/14	0	4/13	31	0/12	0	7/12	58	
Gender identity^d																			
Woman	201/385	52	53/384	14	16/387	4	163/265	62	72/267	27	50/267	19	136/266	51	26/265	10	145/267	54	
Man	93/225	41	29/227	13	8/227	4	70/140	50	27/142	19	25/143	17	61/143	43	8/141	6	68/142	48	
Trans/Transgender	1/9	11	1/10	10	0/10	0	2/6	33	2/6	33	1/7	14	1/6	17	1/6	17	5/6	83	
Agender or gender neutral	1/7	14	2/7	29	1/7	14	1/1	100	0/2	0	1/2	50	0/2	0	0/2	0	1/2	50	
Demigender	2/3	67	0/3	0	0/3	0	1/1	100	0/2	0	0/2	0	0/2	0	0/2	0	0/2	0	
Genderqueer, non-binary, etc.	8/24	33	1/26	4	0/26	0	6/7	86	2/8	25	2/8	25	4/8	50	1/8	13	3/8	38	
Two-spirit	1/1	100	0/2	0	0/2	0	1/3	33	2/3	67	0/4	0	2/3	67	0/3	0	2/3	67	
Cis/Cisgender	16/50	32	6/50	12	2/50	4	18/26	69	5/26	19	6/27	22	15/26	58	4/25	16	15/26	58	
Questioning or unsure	3/6	50	0/6	0	0/6	0	2/3	67	1/3	33	1/4	25	1/3	33	0/3	0	2/3	67	
Another gender identity	0/1	0	0/1	0	0/1	0	1/2	50	0/2	0	0/3	0	1/2	50	0/2	0	0/2	0	
I prefer not to respond	7/14	50	1/14	7	0/14	0	1/3	33	1/3	33	0/3	0	0/3	0	0/3	0	1/3	33	
Sexual orientation^d																			
Straight or heterosexual	236/497	47	64/498	13	21/500	4	191/332	58	79/335	24	58/336	17	161/335	48	25/333	8	171/335	51	
Bisexual	40/82	49	10/84	12	1/84	1	26/43	60	12/44	27	6/44	14	16/44	36	6/44	14	25/44	57	
Lesbian	7/14	50	2/14	14	0/14	0	3/7	43	3/8	38	2/8	25	4/8	50	0/8	0	3/8	38	
Gay	7/13	54	2/13	15	1/13	8	4/11	36	3/12	25	5/12	42	6/12	50	1/11	9	4/12	33	
Queer	7/18	39	0/18	0	1/18	6	8/14	57	4/15	27	2/15	13	8/15	53	2/15	13	9/15	60	
Pansexual or polysexual	10/18	56	1/17	6	0/18	0	10/12	83	2/13	15	5/13	38	4/13	31	3/13	23	7/13	54	
Ace, gray, or asexual	5/13	38	2/13	15	0/13	0	4/6	67	1/6	17	0/7	0	1/6	17	1/6	17	3/6	50	
Demisexual	3/9	33	1/10	10	0/10	0	2/3	67	0/4	0	1/4	25	1/4	25	0/4	0	1/4	25	
Questioning or unsure	3/9	33	2/9	22	0/9	0	6/12	50	2/13	15	1/13	8	5/13	38	0/13	0	7/13	54	
Another sexual orientation	1/2	50	1/2	50	1/2	50	0/1	0	0/3	0	0/3	0	1/3	33	0/3	0	0/3	0	
I prefer not to respond	16/26	62	3/26	12	0/26	0	3/7	43	0/7	0	1/7	14	2/7	29	0/7	0	3/7	43	
Age^b																			
FY 21+, Seniors 25+	44/127	35	14/129	11	4/129	3	42/84	50	13/84	15	13/84	15	28/84	33	4/83	5	36/83	43	
FY < 21, Seniors < 25	284/561	51	74/564	13	21/565	4	205/350	59	95/355	27	68/357	19	175/355	49	33/353	9	194/354	55	

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			
	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%		
Disability status^d																				
Sensory disability	2/4	50	1/5	20	1/5	20	1/2	50	0/2	0	0/2	0	0/2	0	0/2	0	0/2	0	0/2	0
Physical disability	0/0		0/0		0/0		0/1	0	0/1	0	0/1	0	1/1	100	0/1	0	0/1	0	0/1	0
Mental health or develop. disability	31/75	41	12/77	16	2/77	3	26/44	59	9/45	20	9/45	20	22/45	49	1/45	2	26/45	58	26/45	58
Another disability or condition	2/7	29	1/7	14	1/7	14	5/11	45	4/11	36	3/11	27	4/10	40	1/10	10	7/11	64	7/11	64
Multiple types of disab. or cond.	13/37	35	6/38	16	0/38	0	19/31	61	9/32	28	8/32	25	16/32	50	3/32	9	16/32	50	16/32	50
No disability or condition	246/499	49	56/497	11	18/500	4	175/305	57	77/305	25	54/307	18	146/306	48	27/303	9	161/305	53	161/305	53
I prefer not to respond	12/23	52	7/23	30	1/23	4	10/20	50	3/20	15	2/20	10	7/20	35	3/20	15	11/20	55	11/20	55
Residence																				
Not on campus	134/305	44	30/304	10	11/307	4	213/370	58	87/372	23	71/374	19	174/372	47	32/369	9	194/372	52	194/372	52
On campus	173/342	51	54/345	16	13/345	4	26/47	55	15/47	32	5/47	11	23/47	49	3/47	6	27/47	57	27/47	57
Athlete status																				
Not an athlete	301/638	47	82/639	13	24/642	4	232/407	57	102/410	25	76/411	18	195/410	48	35/407	9	220/410	54	220/410	54
Student-athlete	7/9	78	2/10	20	0/10	0	5/9	56	0/9	0	0/9	0	1/9	11	0/9	0	0/9	0	0/9	0
Greek membership																				
Not a member	284/606	47	79/609	13	21/611	3	217/375	58	87/377	23	67/378	18	170/378	45	28/375	7	192/377	51	192/377	51
Member	22/36	61	5/35	14	3/36	8	21/39	54	15/39	38	9/40	23	25/38	66	6/38	16	29/39	74	29/39	74
Military status																				
No military service	305/635	48	84/637	13	24/640	4	230/405	57	99/408	24	73/409	18	194/408	48	35/405	9	216/408	53	216/408	53
Current or former military service	3/12	25	0/12	0	0/12	0	7/12	58	3/12	25	3/12	25	2/12	17	0/12	0	5/12	42	5/12	42
Satisfaction^e																				
Fair or poor	51/131	39	13/130	10	6/131	5	30/61	49	14/59	24	9/61	15	22/60	37	3/59	5	34/59	58	34/59	58
Good or excellent	265/531	50	71/534	13	18/536	3	213/364	59	90/367	25	69/367	19	178/366	49	33/364	9	190/367	52	190/367	52
Overall	328/688	46	88/693	12	25/694	3	247/434	55	108/439	24	81/441	19	203/439	45	37/436	8	230/437	52	230/437	52

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?"