



NSSE 2023

High-Impact Practices

University of North Carolina at Pembroke

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.

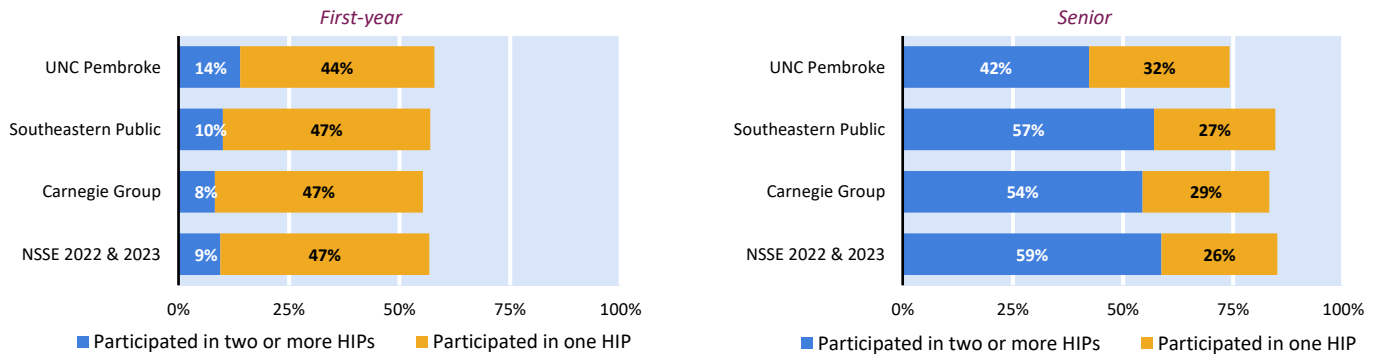
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

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 Pembroke	Southeastern Public		Carnegie Group		NSSE 2022 & 2023	
	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b
First-year							
Service-Learning	56	+5	.10	+4	.08	+4	.09
Learning Community	6	-7	-.24	-3	-.12	-6	-.21
Research with Faculty	12	+6	* .21	+7	** .26	+7	** .24
Participated in at least one	58	+1	.02	+3	.05	+1	.02
Participated in two or more	14	+4	.12	+6	.18	+4	.14
Senior							
Service-Learning	60	+3	.05	-1	-.01	+1	.02
Learning Community	18	-5	-.13	-2	-.05	-5	-.12
Research with Faculty	17	-6	* -.15	-1	-.03	-5	* -.13
Internship or Field Exp.	35	-12	*** -.25	-8	* -.17	-13	*** -.27
Study Abroad	5	-4	* -.14	-1	-.03	-4	* -.15
Culminating Senior Exp.	34	-10	** -.20	-11	*** -.22	-12	*** -.25
Participated in at least one	74	-10	*** -.26	-9	*** -.22	-11	*** -.27
Participated in two or more	42	-15	*** -.30	-12	*** -.24	-16	*** -.33

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).

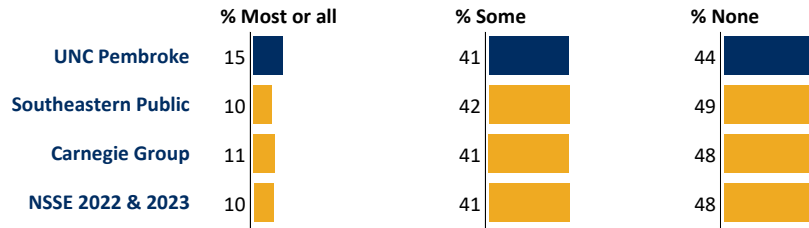
p* < .05, *p* < .01, ****p* < .001 (*z*-test comparing participation rates).

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

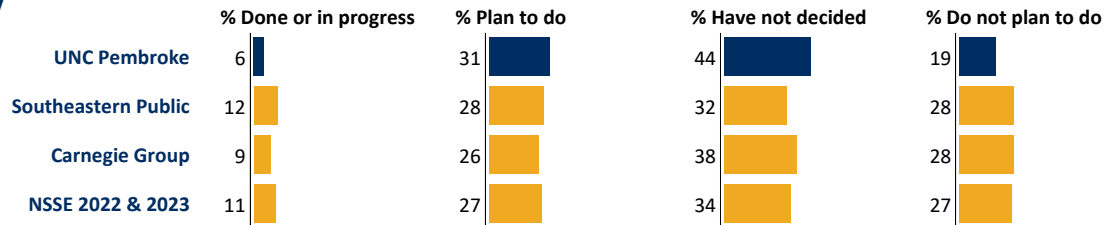
Service-Learning

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



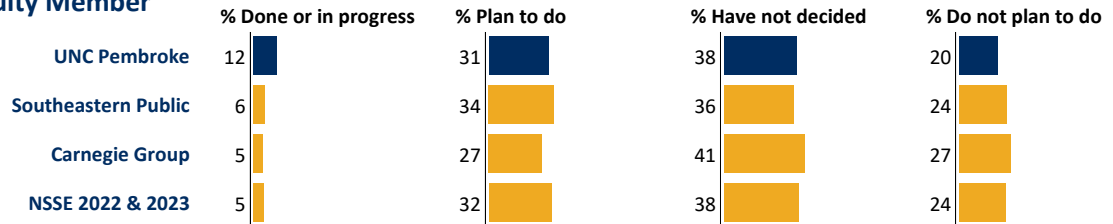
Learning Community

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.



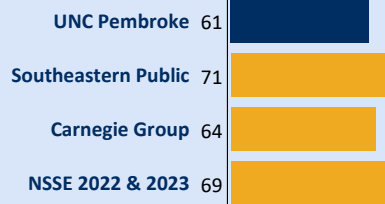
Plans to Participate^a

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"

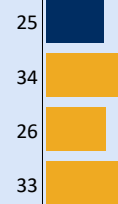
Internship or Field Experience

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



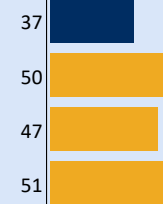
Study Abroad

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.).



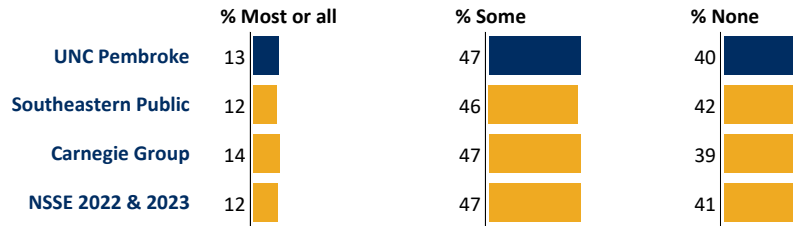
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

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

Seniors

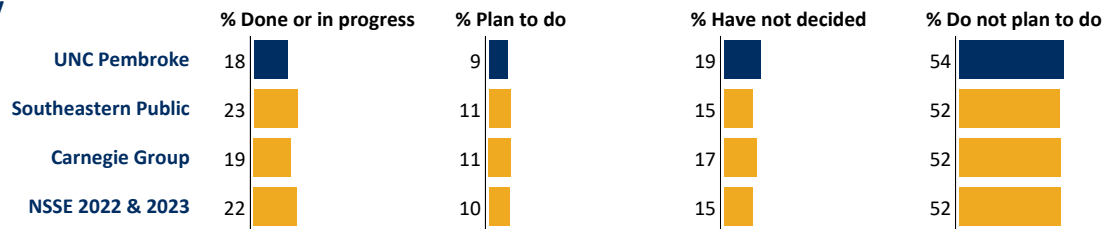
Service-Learning

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



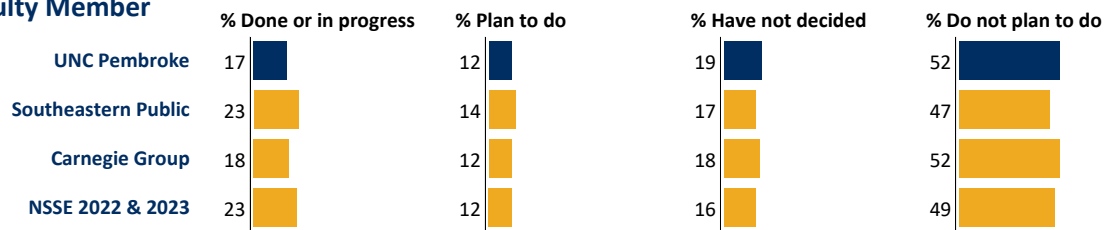
Learning Community

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



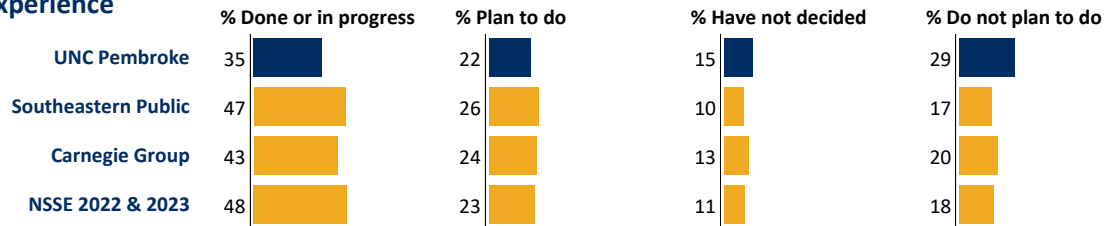
Research with a Faculty Member

Work with a faculty member on a research project.



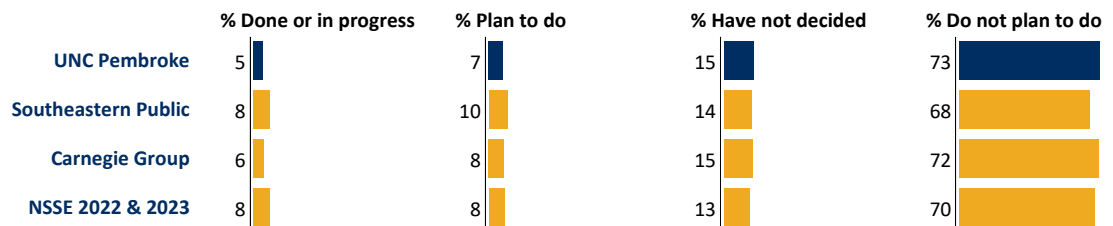
Internship or Field Experience

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



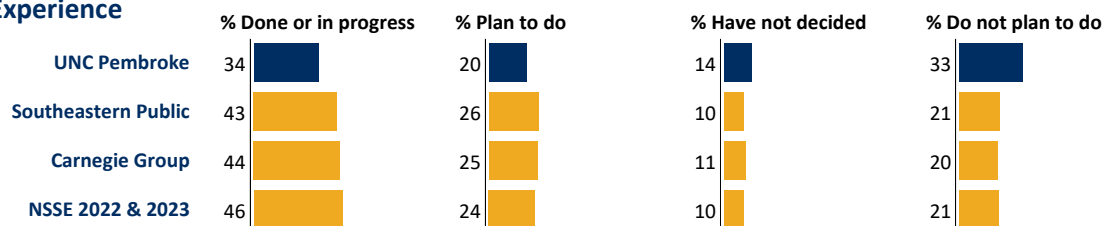
Study Abroad

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	4/7	57	0/7	0	1/7	14	6/10	60	1/9	11	0/10	0	3/10	30	1/10	10	4/10	40
Bio. sci., agric., and natural res.	5/14	36	1/14	7	1/14	7	15/22	68	7/22	32	9/22	41	7/22	32	1/22	5	9/22	41
Physical sci., math, computer sci.	7/11	64	1/11	9	1/11	9	4/10	40	1/10	10	3/10	30	3/10	30	0/10	0	4/10	40
Social sciences	5/8	63	0/8	0	1/8	13	17/28	61	7/28	25	7/28	25	10/28	36	2/28	7	16/28	57
Business	6/10	60	0/10	0	1/10	10	22/42	52	2/41	5	5/42	12	9/42	21	0/41	0	13/41	32
Communications, media, public rel.	1/1	100	0/1	0	1/1	100	4/5	80	1/5	20	1/5	20	3/5	60	0/5	0	2/5	40
Education	2/7	29	0/7	0	0/7	0	27/30	90	11/30	37	7/30	23	20/30	67	3/30	10	13/30	43
Engineering	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Health professions	8/10	80	1/10	10	2/10	20	10/14	71	5/14	36	6/14	43	11/14	79	3/14	21	7/14	50
Social service professions	6/11	55	2/11	18	0/11	0	16/29	55	4/29	14	0/29	0	5/29	17	0/29	0	4/29	14
Undecided/undeclared	0/0		0/0		0/0		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	35/62	56	4/62	6	5/62	8	54/66	82	20/65	31	20/66	30	35/66	53	6/66	9	35/65	54
Started elsewhere	6/13	46	1/13	8	2/13	15	85/159	53	23/158	15	20/159	13	45/159	28	6/157	4	43/159	27
Enrollment status ^b	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not full-time	0/0		0/0		0/0		35/71	49	5/71	7	5/71	7	16/72	22	2/70	3	13/71	18
Full-time	45/84	54	5/85	6	9/85	11	111/169	66	39/168	23	37/169	22	71/173	41	10/169	6	68/168	40
First-generation ^c	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	9/19	47	3/19	16	2/19	11	40/72	56	15/72	21	14/72	19	22/72	31	1/71	1	24/71	34
First-generation	29/51	57	2/51	4	5/51	10	90/143	63	24/141	17	21/143	15	52/143	36	10/142	7	48/143	34
I prefer not to respond	3/5	60	0/5	0	0/5	0	9/11	82	3/11	27	4/11	36	5/11	45	1/11	9	6/11	55
Race/ethnicity ^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	2/4	50	0/4	0	1/4	25	2/3	67	1/3	33	2/3	67	3/3	100	0/3	0	0/3	0
Black or African American	20/29	69	2/29	7	3/29	10	43/68	63	12/68	18	13/68	19	30/68	44	5/68	7	26/67	39
Hispanic, Latina/o, Latine, or Latinx	7/16	44	0/16	0	2/16	13	19/27	70	5/25	20	3/27	11	12/27	44	3/27	11	8/27	30
Indigenous, American Indian, etc.	10/17	59	3/17	18	2/17	12	26/35	74	9/35	26	8/35	23	16/35	46	2/35	6	15/35	43
Middle Eastern or North African	0/0		0/0		0/0		1/1	100	1/1	100	0/1	0	1/1	100	0/1	0	1/1	100
Native Hawaiian or Pacific Islander	1/1	100	0/1	0	0/1	0	0/0		0/0		0/0		0/0		0/0		0/0	
White	16/32	50	1/32	3	3/32	9	64/113	57	20/113	18	19/113	17	32/113	28	4/111	4	37/113	33
Another race or ethnicity	2/2	100	0/2	0	0/2	0	0/0		0/0		0/0		0/0		0/0		0/0	
I prefer not to respond	0/0		0/0		0/0		2/9	22	1/9	11	1/9	11	0/9	0	0/9	0	2/9	22

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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	39/72	54	5/72	7	7/72	10	135/224	60	42/222	19	38/224	17	79/224	35	11/222	5	77/223	35	
International student	2/4	50	0/4	0	0/4	0	3/3	100	1/3	33	1/3	33	1/3	33	1/3	33	1/3	33	
Gender identity^d																			
Woman	23/46	50	4/46	9	3/46	7	101/150	67	32/148	22	23/150	15	54/150	36	7/150	5	50/149	34	
Man	14/22	64	1/22	5	2/22	9	31/66	47	6/66	9	10/66	15	20/66	30	3/65	5	21/66	32	
Agender or gender neutral	0/0		0/0		0/0		4/4	100	2/4	50	2/4	50	2/4	50	1/4	25	1/4	25	
Demigender	0/0		0/0		0/0		1/1	100	0/1	0	0/1	0	1/1	100	0/1	0	1/1	100	
Genderqueer, non-binary, etc.	3/5	60	0/5	0	2/5	40	6/8	75	5/8	63	4/8	50	4/8	50	1/8	13	4/8	50	
Genderfluid	2/2	100	0/2	0	1/2	50	0/1	0	0/1	0	1/1	100	0/1	0	0/1	0	0/1	0	
Two-spirit	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0	1/1	100	0/1	0	0/1	0	0/1	0	
Cis/Cisgender	1/4	25	1/4	25	0/4	0	2/7	29	1/7	14	3/7	43	3/7	43	0/7	0	4/7	57	
Trans/Transgender	0/0		0/0		0/0		2/3	67	2/3	67	1/3	33	2/3	67	0/3	0	1/3	33	
Questioning or unsure	1/2	50	0/2	0	0/2	0	1/1	100	1/1	100	0/1	0	1/1	100	0/1	0	1/1	100	
Another gender identity	0/0		0/0		0/0		1/2	50	0/2	0	1/2	50	2/2	100	0/1	0	1/2	50	
I prefer not to respond	1/2	50	0/2	0	0/2	0	0/2	0	0/2	0	0/2	0	0/2	0	0/2	0	0/2	0	
Sexual orientation^d																			
Straight or heterosexual	30/53	57	4/53	8	6/53	11	112/184	61	29/182	16	30/184	16	62/184	34	11/182	6	59/183	32	
Bisexual	6/12	50	1/12	8	0/12	0	13/18	72	9/18	50	6/18	33	10/18	56	1/18	6	9/18	50	
Lesbian	0/0		0/0		0/0		0/2	0	0/2	0	1/2	50	0/2	0	0/2	0	1/2	50	
Gay	0/0		0/0		0/0		3/5	60	2/5	40	0/5	0	2/5	40	0/5	0	3/5	60	
Queer	0/0		0/0		0/0		4/5	80	4/5	80	0/5	0	5/5	100	0/5	0	3/5	60	
Pansexual or polysexual	2/3	67	0/3	0	1/3	33	6/9	67	4/9	44	1/9	11	4/9	44	0/9	0	5/9	56	
Ace, gray, or asexual	0/0		0/0		0/0		3/4	75	2/4	50	0/4	0	3/4	75	0/4	0	0/4	0	
Demisexual	0/0		0/0		0/0		2/2	100	1/2	50	0/2	0	1/2	50	0/2	0	1/2	50	
Questioning or unsure	1/3	33	0/3	0	0/3	0	1/1	100	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0	
Another sexual orientation	1/1	100	0/1	0	1/1	100	2/2	100	1/2	50	0/2	0	2/2	100	0/2	0	1/2	50	
I prefer not to respond	2/5	40	0/5	0	0/5	0	3/9	33	1/9	11	2/9	22	2/9	22	0/9	0	3/9	33	
Age^b																			
FY 21+, Seniors 25+	5/9	56	0/9	0	1/9	11	71/135	53	15/135	11	12/135	9	37/137	27	5/133	4	33/135	24	
FY < 21, Seniors < 25	40/75	53	5/76	7	8/76	11	75/105	71	29/104	28	30/105	29	50/108	46	7/106	7	48/104	46	

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	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Disability status^d																		
Sensory disability	0/0		0/0		0/0		1/1	100	0/1	0	0/1	0	1/1	100	0/1	0	1/1	100
Physical disability	0/0		0/0		0/0		2/4	50	0/4	0	0/4	0	1/4	25	0/4	0	0/4	0
Mental health or develop. disability	4/8	50	1/8	13	0/8	0	12/20	60	4/20	20	3/20	15	6/20	30	0/20	0	5/20	25
Another disability or condition	1/1	100	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0
Multiple types of disab. or cond.	2/4	50	0/4	0	1/4	25	11/15	73	5/14	36	4/15	27	9/15	60	1/15	7	5/15	33
No disability or condition	31/58	53	4/58	7	6/58	10	106/174	61	34/173	20	32/174	18	59/174	34	11/172	6	63/173	36
I prefer not to respond	3/4	75	0/4	0	0/4	0	5/11	45	0/11	0	0/11	0	4/11	36	0/11	0	4/11	36
Residence																		
Not on campus	15/31	48	2/31	6	4/31	13	120/199	60	35/197	18	32/199	16	65/199	33	10/197	5	64/198	32
On campus	27/46	59	3/46	7	3/46	7	18/26	69	8/26	31	7/26	27	15/26	58	2/26	8	14/26	54
Athlete status						0				0								
Not an athlete	36/69	52	5/69	7	6/69	9	134/219	61	40/217	18	38/219	17	75/219	34	12/217	6	75/218	34
Student-athlete	6/8	75	0/8	0	1/8	13	4/6	67	3/6	50	1/6	17	5/6	83	0/6	0	3/6	50
Greek membership																		
Not a member	37/72	51	4/72	6	6/72	8	121/203	60	35/201	17	34/203	17	68/203	33	12/201	6	70/202	35
Member	4/4	100	1/4	25	1/4	25	13/18	72	7/18	39	3/18	17	9/18	50	0/18	0	6/18	33
Military status																		
No military service	39/74	53	5/74	7	6/74	8	130/203	64	41/201	20	37/203	18	74/203	36	11/202	5	74/202	37
Current or former military service	2/2	100	0/2	0	1/2	50	7/23	30	2/23	9	2/23	9	5/23	22	1/22	5	4/23	17
Satisfaction^e																		
Fair or poor	11/27	41	2/27	7	2/27	7	22/37	59	3/36	8	4/37	11	11/37	30	0/37	0	7/37	19
Good or excellent	33/52	63	3/52	6	6/52	12	117/191	61	40/190	21	35/191	18	67/191	35	12/189	6	69/190	36
Overall	45/84	56	5/85	6	9/85	12	146/240	60	44/239	18	42/240	17	87/245	35	12/239	5	81/239	34

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?"