



NSSE 2023

High-Impact Practices

University of San Francisco

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.

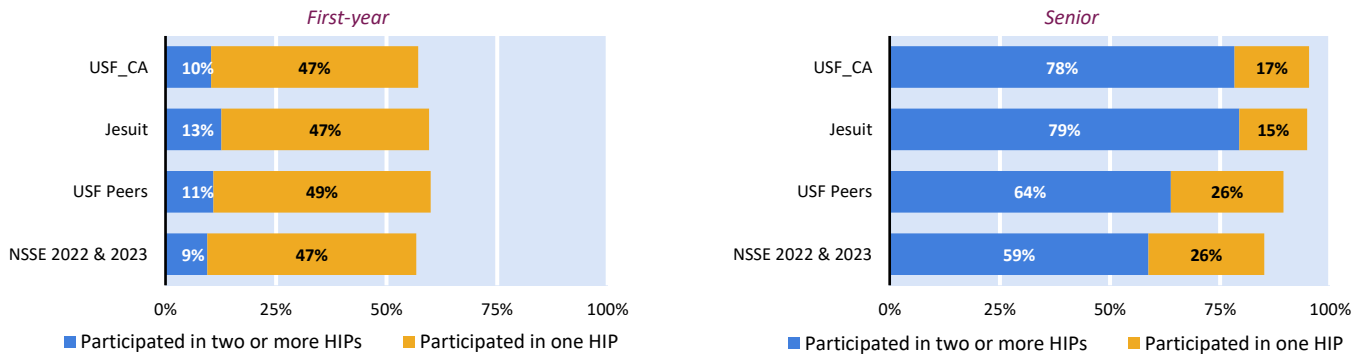
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

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:

	USF_CA	Jesuit		USF Peers		NSSE 2022 & 2023	
	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b
First-year							
Service-Learning	54	+1	.02	-2	-.05	+2	.04
Learning Community	11	-6	** -.18	-1	-.04	-0	-.01
Research with Faculty	5	-1	-.03	-0	-.01	-1	-.03
Participated in at least one	57	-2	-.05	-3	-.06	+0	.01
Participated in two or more	10	-2	-.07	-1	-.02	+1	.03
Senior							
Service-Learning	93	+23	*** .63	+24	*** .65	+34	*** .85
Learning Community	32	-1	-.01	+8	** .18	+9	*** .21
Research with Faculty	20	-11	*** -.25	-3	-.08	-2	-.05
Internship or Field Exp.	61	-5	-.10	+13	*** .27	+13	*** .26
Study Abroad	15	-2	-.05	+4	.11	+6	*** .19
Culminating Senior Exp.	54	-8	** -.17	+0	.00	+8	** .16
Participated in at least one	95	+0	.02	+6	** .22	+10	*** .36
Participated in two or more	78	-1	-.03	+14	*** .32	+20	*** .43

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).

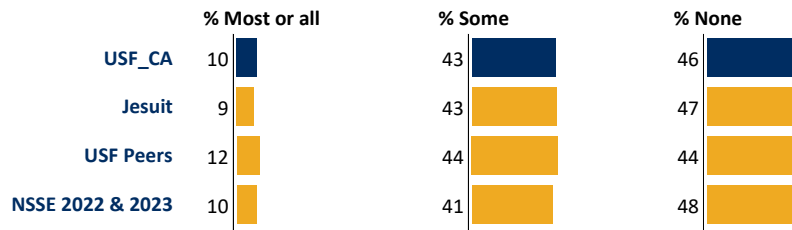
p* < .05, *p* < .01, ****p* < .001 (*z*-test comparing participation rates).

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

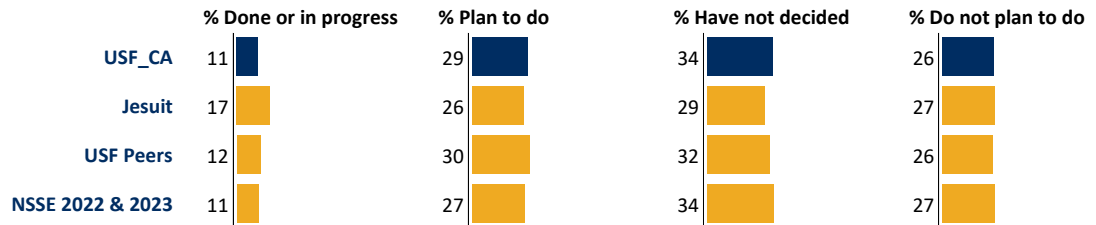
Service-Learning

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



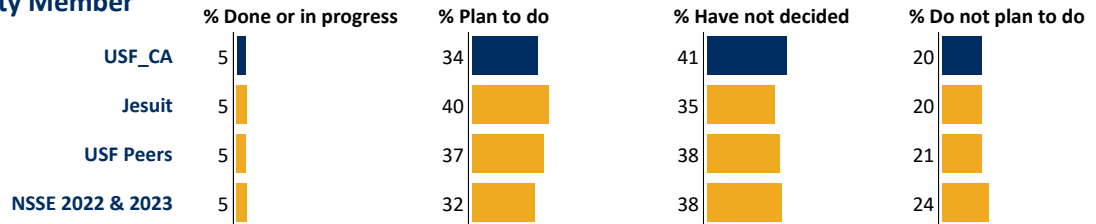
Learning Community

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.



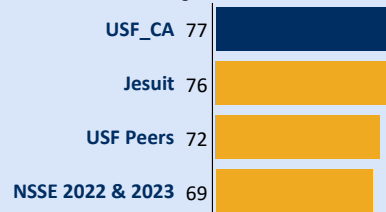
Plans to Participate^a

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"

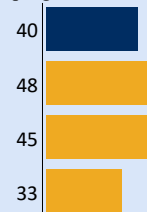
Internship or Field Experience

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



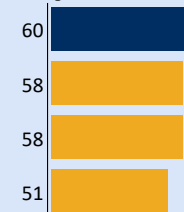
Study Abroad

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.).



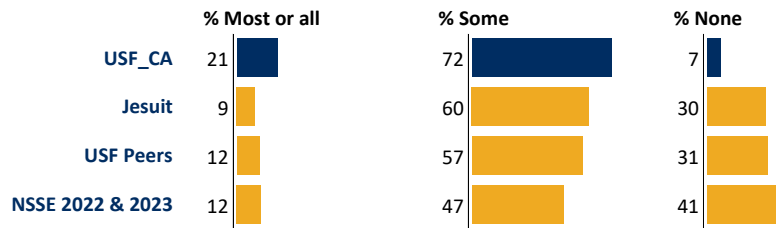
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

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

Seniors

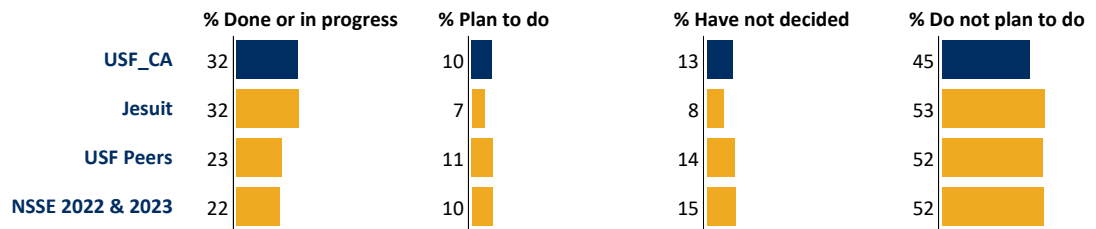
Service-Learning

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



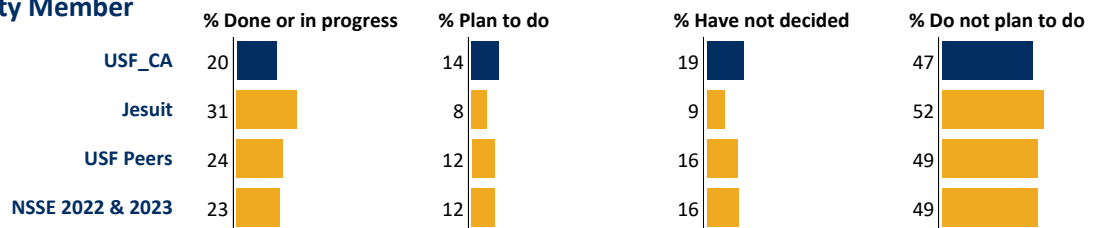
Learning Community

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



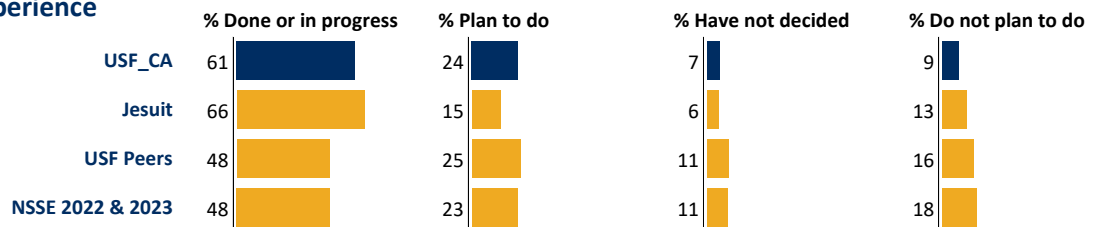
Research with a Faculty Member

Work with a faculty member on a research project.



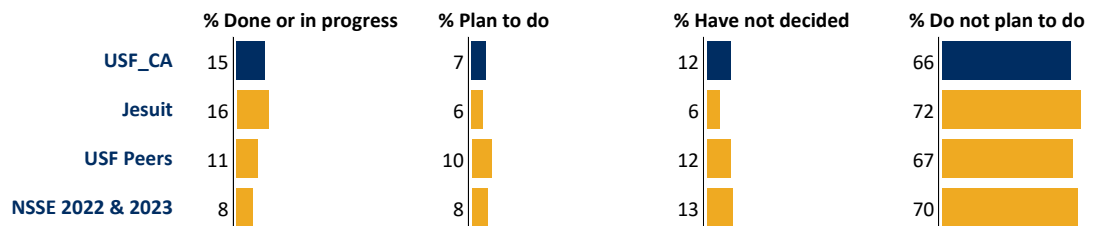
Internship or Field Experience

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



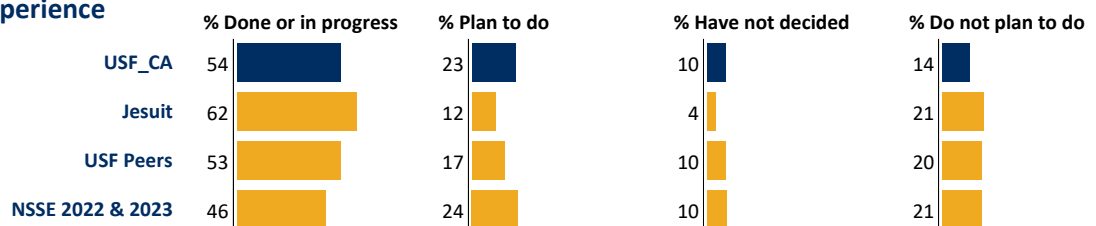
Study Abroad

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	27/51	53	8/52	15	2/52	4	28/29	97	8/28	29	11/27	41	21/29	72	8/29	28	20/29	69
Bio. sci., agric., and natural res.	21/41	51	2/41	5	0/40	0	20/22	91	7/22	32	7/22	32	11/22	50	7/22	32	13/22	59
Physical sci., math, computer sci.	22/52	42	2/52	4	2/52	4	28/34	82	8/35	23	10/35	29	14/35	40	3/35	9	18/35	51
Social sciences	42/75	56	6/76	8	5/75	7	38/40	95	10/39	26	9/38	24	24/40	60	5/40	13	20/40	50
Business	40/78	51	12/78	15	3/78	4	47/51	92	20/51	39	5/51	10	32/51	63	6/51	12	40/51	78
Communications, media, public rel.	14/23	61	3/23	13	0/23	0	10/10	100	0/10	0	1/10	10	6/10	60	2/10	20	5/10	50
Education	1/1	100	0/1	0	1/1	100	1/1	100	0/1	0	0/1	0	1/1	100	0/1	0	0/1	0
Engineering	7/9	78	2/10	20	1/10	10	1/1	100	1/1	100	0/1	0	0/1	0	0/1	0	0/1	0
Health professions	28/48	58	4/48	8	2/48	4	93/96	97	36/96	38	16/96	17	71/96	74	10/96	10	39/96	41
Social service professions	1/2	50	1/2	50	0/2	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0
Undecided/undeclared	5/10	50	2/10	20	2/10	20	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	207/391	53	42/393	11	18/391	5	172/180	96	56/180	31	39/178	22	126/181	70	34/181	19	121/181	67
Started elsewhere	4/8	50	1/9	11	0/9	0	97/108	90	33/107	31	20/108	19	53/108	49	8/108	7	34/108	31
Enrollment status ^b	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not full-time	1/1	100	0/1	0	1/1	100	15/15	100	6/15	40	4/15	27	7/15	47	4/15	27	9/15	60
Full-time	220/412	53	46/415	11	18/413	4	265/286	93	88/286	31	59/284	21	184/290	63	41/288	14	155/288	54
First-generation ^c	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	144/268	54	32/271	12	13/269	5	171/181	94	55/180	31	36/179	20	119/182	65	32/182	18	98/182	54
First-generation	58/110	53	9/109	8	5/109	5	93/102	91	35/102	34	23/102	23	59/102	58	10/102	10	55/102	54
I prefer not to respond	8/18	44	1/19	5	0/19	0	4/4	100	0/4	0	0/4	0	2/4	50	0/4	0	2/4	50
Race/ethnicity ^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	91/169	54	16/168	10	11/168	7	135/143	94	51/143	36	25/143	17	92/144	64	17/144	12	80/144	56
Black or African American	23/52	44	9/52	17	1/52	2	17/17	100	6/17	35	4/17	24	10/17	59	2/17	12	12/17	71
Hispanic, Latina/o, Latine, or Latinx	48/87	55	10/88	11	3/87	3	41/48	85	18/48	38	11/47	23	28/48	58	3/48	6	24/48	50
Indigenous, American Indian, etc.	5/10	50	2/10	20	1/10	10	0/1	0	0/1	0	1/1	100	0/1	0	0/1	0	0/1	0
Middle Eastern or North African	9/15	60	1/15	7	0/15	0	10/10	100	2/10	20	2/10	20	5/10	50	1/10	10	3/10	30
Native Hawaiian or Pacific Islander	7/11	64	0/11	0	1/11	9	6/7	86	4/7	57	3/7	43	3/7	43	2/7	29	5/7	71
White	71/140	51	18/142	13	4/141	3	93/98	95	28/98	29	24/96	25	66/98	67	21/98	21	56/98	57
Another race or ethnicity	5/7	71	1/7	14	1/7	14	6/6	100	0/5	0	2/6	33	4/6	67	1/6	17	3/6	50
I prefer not to respond	3/8	38	1/9	11	0/9	0	5/6	83	0/6	0	2/6	33	2/6	33	0/6	0	1/6	17

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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	180/354	51	37/354	10	14/352	4	236/251	94	83/250	33	52/249	21	165/252	65	37/252	15	135/252	54
International student	31/44	70	5/46	11	3/46	7	32/36	89	7/36	19	7/36	19	15/36	42	5/36	14	20/36	56
Gender identity^d																		
Woman	139/261	53	29/261	11	10/259	4	179/188	95	60/187	32	43/187	23	130/188	69	33/188	18	106/188	56
Man	59/112	53	10/114	9	8/114	7	76/84	90	26/84	31	13/84	15	42/85	49	8/85	9	40/85	47
Agender or gender neutral	2/3	67	0/3	0	0/3	0	1/1	100	0/1	0	0/1	0	1/1	100	0/1	0	0/1	0
Demigender	4/6	67	0/6	0	0/6	0	0/0		0/0		0/0		0/0		0/0		0/0	
Genderqueer, non-binary, etc.	10/18	56	4/18	22	0/18	0	8/10	80	5/10	50	1/9	11	7/10	70	0/10	0	6/10	60
Genderfluid	6/8	75	3/8	38	0/8	0	1/2	50	0/2	0	1/2	50	1/2	50	0/2	0	1/2	50
Two-spirit	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Cis/Cisgender	21/38	55	6/38	16	0/38	0	18/19	95	9/19	47	6/19	32	15/19	79	4/19	21	12/19	63
Trans/Transgender	6/10	60	1/10	10	0/9	0	3/3	100	3/3	100	2/3	67	2/3	67	0/3	0	2/3	67
Questioning or unsure	1/3	33	1/3	33	0/3	0	2/2	100	1/2	50	0/2	0	2/2	100	0/2	0	2/2	100
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	4/6	67	0/7	0	0/7	0	5/5	100	0/5	0	0/5	0	2/5	40	1/5	20	3/5	60
Sexual orientation^d																		
Straight or heterosexual	138/242	57	23/242	10	12/240	5	205/218	94	67/219	31	43/219	20	136/219	62	32/219	15	115/219	53
Bisexual	35/76	46	7/77	9	1/77	1	32/33	97	16/32	50	8/32	25	25/33	76	2/33	6	20/33	61
Lesbian	4/10	40	2/10	20	0/10	0	5/6	83	3/6	50	0/5	0	4/6	67	1/6	17	4/6	67
Gay	4/11	36	2/11	18	1/11	9	6/7	86	4/7	57	1/7	14	4/7	57	2/7	29	5/7	71
Queer	16/29	55	2/29	7	0/29	0	9/10	90	5/10	50	2/9	22	8/10	80	1/10	10	4/10	40
Pansexual or polysexual	8/23	35	4/23	17	1/23	4	1/3	33	1/3	33	0/3	0	1/3	33	0/3	0	1/3	33
Ace, gray, or asexual	6/14	43	1/14	7	1/14	7	3/3	100	1/2	50	1/2	50	2/3	67	0/3	0	2/3	67
Demisexual	1/4	25	0/4	0	0/4	0	3/3	100	1/2	50	2/3	67	3/3	100	0/3	0	2/3	67
Questioning or unsure	7/22	32	2/22	9	1/22	5	7/7	100	3/7	43	0/7	0	5/7	71	2/7	29	4/7	57
Another sexual orientation	1/1	100	0/1	0	0/1	0	1/1	100	0/0		1/1	100	1/1	100	0/1	0	1/1	100
I prefer not to respond	13/24	54	3/25	12	0/25	0	14/14	100	1/14	7	4/14	29	6/14	43	4/14	29	8/14	57
Age^b																		
FY 21+, Seniors 25+	0/0		0/0		0/0		40/45	89	14/45	31	11/46	24	23/46	50	5/46	11	15/46	33
FY < 21, Seniors < 25	221/413	54	46/416	11	19/414	5	240/256	94	80/256	31	52/253	21	168/259	65	40/257	16	149/257	58

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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	1/1	100	0/1	0	0/1	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0
Physical disability	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0
Mental health or develop. disability	17/41	41	5/42	12	0/40	0	30/32	94	13/31	42	8/31	26	21/32	66	7/32	22	17/32	53
Another disability or condition	0/2	0	1/2	50	0/2	0	3/4	75	1/4	25	1/4	25	3/4	75	0/4	0	3/4	75
Multiple types of disab. or cond.	19/25	76	4/25	16	1/25	4	20/23	87	6/22	27	9/23	39	10/23	43	2/23	9	12/23	52
No disability or condition	158/296	53	26/296	9	16/296	5	203/212	96	65/213	31	39/212	18	137/213	64	32/213	15	113/213	53
I prefer not to respond	12/26	46	5/27	19	0/27	0	12/15	80	4/15	27	2/14	14	9/15	60	1/15	7	9/15	60
Residence																		
Not on campus	47/82	57	1/83	1	5/82	6	229/243	94	76/242	31	48/242	20	155/244	64	29/244	12	135/244	55
On campus	162/312	52	40/313	13	11/312	4	36/41	88	13/41	32	10/40	25	24/41	59	12/41	29	19/41	46
Athlete status						0				0								
Not an athlete	201/382	53	39/384	10	16/382	4	251/270	93	84/269	31	57/268	21	171/271	63	42/271	15	149/271	55
Student-athlete	9/13	69	3/13	23	1/13	8	14/14	100	5/14	36	2/14	14	7/14	50	0/14	0	5/14	36
Greek membership																		
Not a member	201/370	54	41/372	11	17/370	5	228/244	93	67/244	27	47/243	19	146/245	60	30/245	12	128/245	52
Member	7/20	35	0/20	0	0/20	0	32/33	97	17/33	52	9/33	27	27/33	82	9/33	27	21/33	64
Military status																		
No military service	208/391	53	42/393	11	16/391	4	256/273	94	87/272	32	56/271	21	173/274	63	41/274	15	149/274	54
Current or former military service	1/2	50	0/2	0	0/2	0	10/12	83	2/12	17	2/12	17	6/12	50	0/12	0	5/12	42
Satisfaction^e																		
Fair or poor	44/101	44	9/101	9	5/100	5	49/54	91	10/53	19	6/52	12	26/54	48	5/54	9	19/54	35
Good or excellent	167/297	56	35/300	12	14/299	5	222/237	94	80/237	34	53/236	22	157/238	66	37/238	16	138/238	58
Overall	221/413	54	46/416	11	19/414	5	280/301	93	94/301	32	63/299	20	191/305	61	45/303	15	164/303	54

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?"