



NSSE 2024

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.

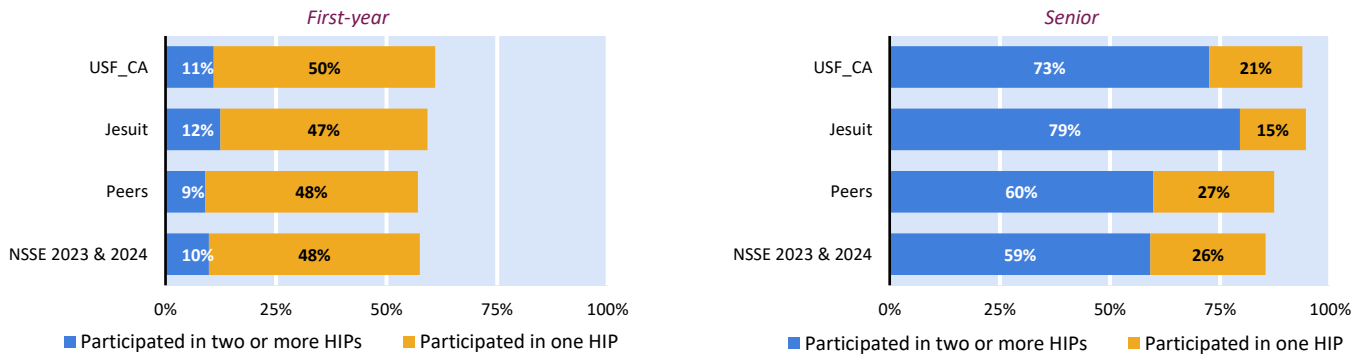
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

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		Peers		NSSE 2023 & 2024	
	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b
First-year							
Service-Learning	60	+8	* .16	+6	.12	+7	* .14
Learning Community	10	-7	*** -.22	-0	-.01	-1	-.05
Research with Faculty	5	+0	.02	+1	.04	-0	-.01
Participated in at least one	61	+2	.04	+4	.08	+3	.07
Participated in two or more	11	-2	-.05	+2	.06	+1	.03
Senior							
Service-Learning	95	+26	*** .73	+33	*** .87	+35	*** .91
Learning Community	28	-5	-.10	+6	.14	+6	.14
Research with Faculty	14	-18	*** -.43	-11	*** -.27	-9	*** -.22
Internship or Field Exp.	62	-3	-.07	+15	*** .29	+14	*** .28
Study Abroad	14	-8	** -.22	-2	-.06	+3	.10
Culminating Senior Exp.	52	-9	* -.18	+6	.12	+6	.12
Participated in at least one	94	-1	-.03	+6	*** .22	+8	*** .28
Participated in two or more	73	-7	* -.16	+13	*** .27	+13	*** .28

a. Percentage point differences (institution – comp. group) rounded to whole numbers. Values less than one may not display a bar and may be shown as +0 or -0.

b. Cohen's *h* (standardized difference between two proportions). Effect sizes indicate the practical importance of observed differences. For service-learning, internships, study abroad, and culminating senior experiences, an ES of about .2 may be considered small, .5 medium, and .8 large. For learning community and research with faculty, an ES of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018).

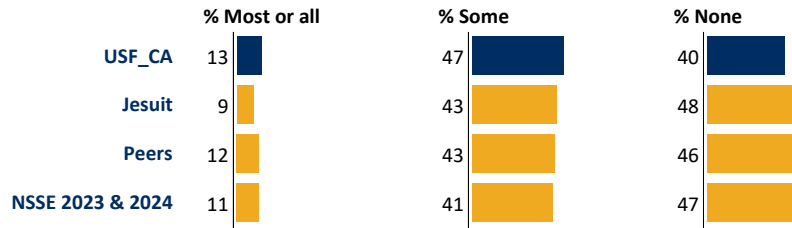
p* < .05, *p* < .01, ****p* < .001 (*z*-test comparing participation rates).

Note: Participation includes the percentage of students who responded "done or in progress" except for service-learning which is the percentage who responded that at least "some" courses included a community-based project. Results are unweighted, except for overall percentages which are weighted by sex and enrollment status.

First-year students

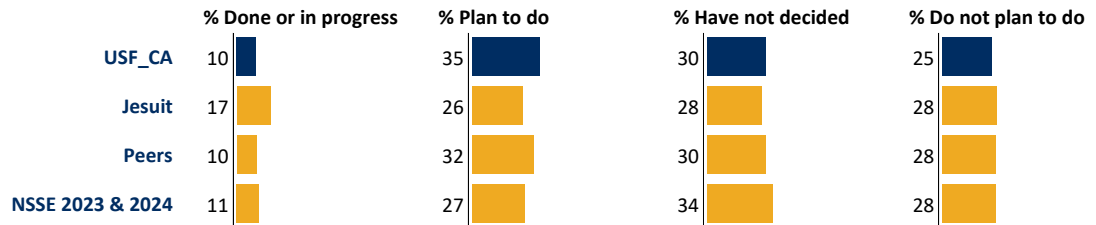
Service-Learning

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



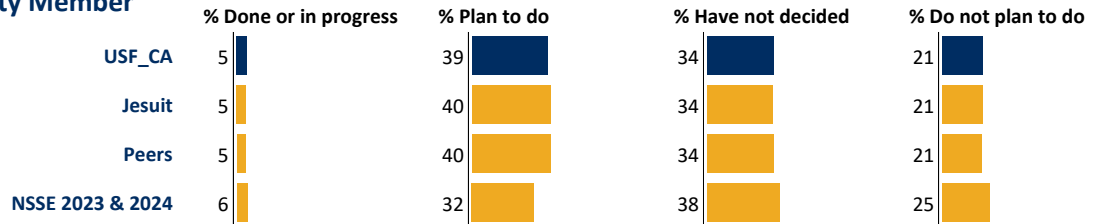
Learning Community

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.



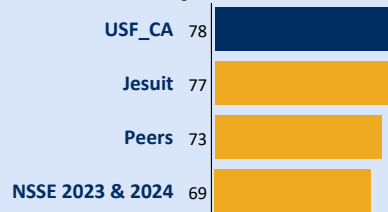
Plans to Participate^a

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"

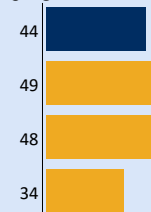
Internship or Field Experience

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



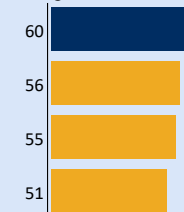
Study Abroad

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.).



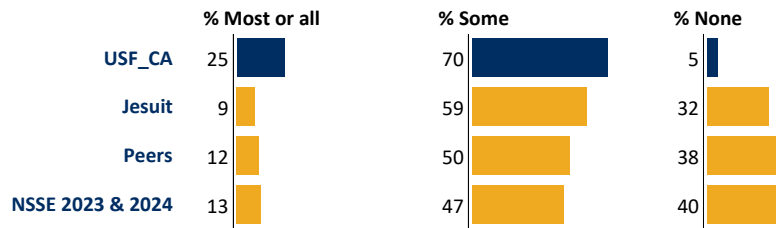
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

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

Seniors

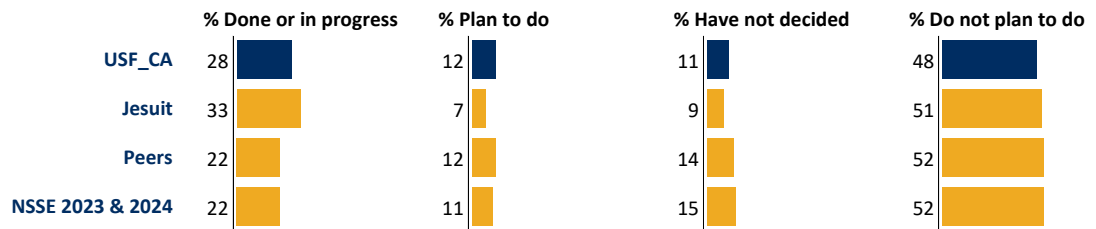
Service-Learning

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



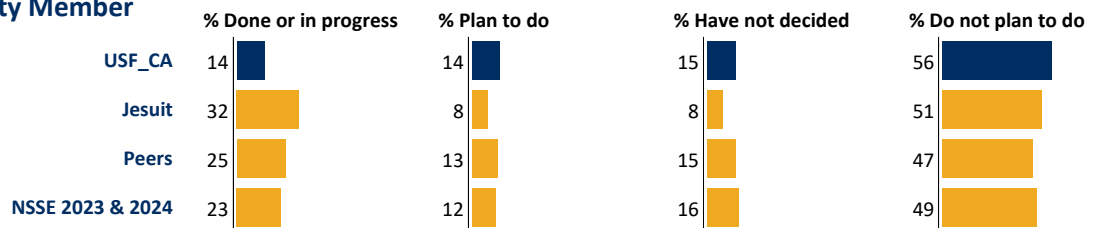
Learning Community

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



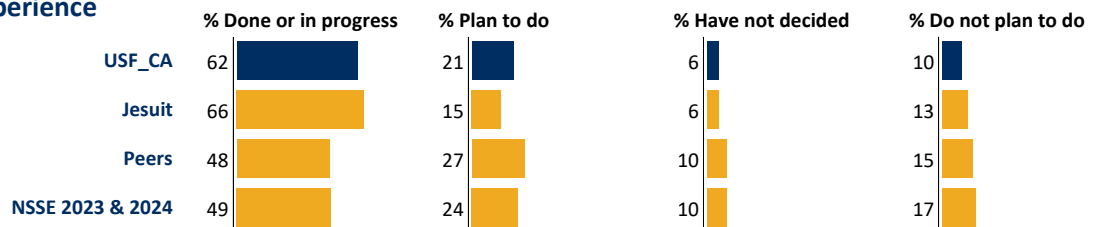
Research with a Faculty Member

Work with a faculty member on a research project.



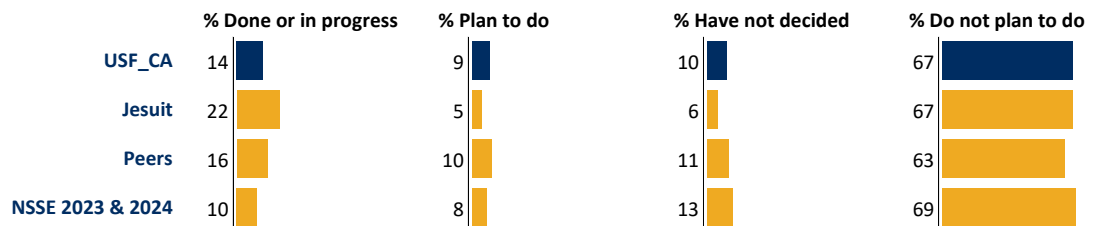
Internship or Field Experience

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



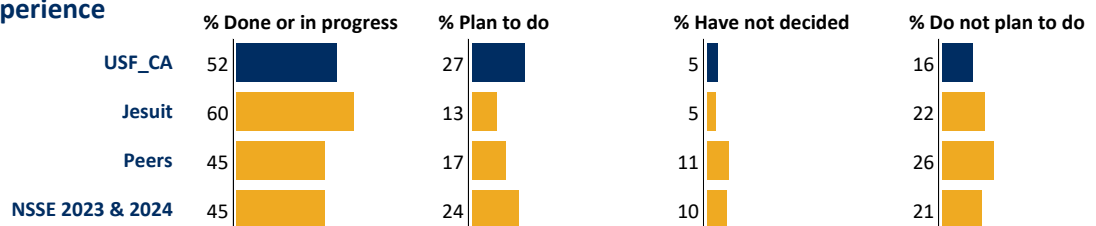
Study Abroad

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	10/24	42	3/24	13	0/24	0	17/17	100	3/17	18	4/17	24	13/17	76	2/17	12	12/16	75
Bio. sci., agric., and natural res.	19/32	59	4/32	13	2/33	6	17/18	94	3/17	18	4/18	22	9/18	50	3/18	17	11/18	61
Physical sci., math, computer sci.	18/27	67	2/27	7	0/27	0	8/10	80	1/10	10	3/10	30	5/10	50	2/10	20	4/10	40
Social sciences	24/41	59	4/41	10	3/41	7	34/35	97	9/35	26	6/35	17	20/34	59	8/35	23	16/35	46
Business	20/40	50	3/40	8	1/40	3	27/28	96	8/26	31	1/28	4	20/28	71	4/28	14	16/28	57
Communications, media, public rel.	4/5	80	0/5	0	1/5	20	10/11	91	1/11	9	1/11	9	10/11	91	1/11	9	7/11	64
Education	2/3	67	0/3	0	0/3	0	1/1	100	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0
Engineering	2/2	100	0/3	0	0/3	0	3/3	100	2/3	67	1/3	33	2/3	67	1/3	33	3/3	100
Health professions	31/54	57	8/54	15	3/54	6	63/68	93	26/68	38	8/68	12	45/69	65	5/69	7	32/69	46
Social service professions	1/1	100	0/1	0	0/1	0	0/0		0/0		0/0		0/0		0/0		0/0	
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	127/224	57	22/224	10	9/225	4	116/120	97	28/118	24	15/120	13	78/118	66	21/120	18	73/119	61
Started elsewhere	4/6	67	2/6	33	1/6	17	68/75	91	24/76	32	13/76	17	46/77	60	5/77	6	29/75	39
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		7/7	100	3/6	50	1/7	14	5/7	71	1/7	14	4/7	57
Full-time	141/241	59	25/243	10	12/244	5	188/199	94	56/203	28	29/204	14	127/204	62	29/206	14	104/203	51
First-generation^c	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	82/142	58	12/142	8	5/143	3	116/122	95	29/123	24	18/123	15	81/122	66	19/123	15	69/122	57
First-generation	46/83	55	11/84	13	5/84	6	63/67	94	24/67	36	10/67	15	39/67	58	6/68	9	29/66	44
I prefer not to respond	2/4	50	1/4	25	0/4	0	4/5	80	0/4	0	0/5	0	3/5	60	1/5	20	3/5	60
Race/ethnicity^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	64/107	60	15/107	14	5/107	5	95/100	95	25/98	26	13/100	13	63/101	62	7/101	7	55/100	55
Black or African American	13/24	54	3/24	13	1/24	4	6/7	86	3/7	43	1/7	14	4/7	57	3/7	43	5/7	71
Hispanic, Latina/o, Latine, or Latinx	28/48	58	3/49	6	5/49	10	32/33	97	6/33	18	4/33	12	20/32	63	2/33	6	13/33	39
Indigenous, American Indian, etc.	3/3	100	0/3	0	1/3	33	1/1	100	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0
Middle Eastern or North African	0/4	0	0/4	0	0/4	0	5/6	83	0/6	0	0/6	0	4/6	67	0/6	0	0/6	0
Native Hawaiian or Pacific Islander	12/15	80	3/15	20	2/15	13	5/5	100	1/5	20	4/5	80	4/5	80	1/5	20	4/5	80
White	48/89	54	8/88	9	4/89	4	61/65	94	19/65	29	14/65	22	41/64	64	15/65	23	34/64	53
Another race or ethnicity	2/2	100	0/2	0	0/2	0	5/5	100	2/5	40	1/5	20	4/5	80	2/5	40	3/5	60
I prefer not to respond	3/3	100	0/3	0	0/3	0	3/4	75	1/4	25	0/4	0	2/4	50	0/4	0	2/4	50

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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	114/208	55	23/208	11	10/209	5	166/177	94	47/176	27	26/177	15	114/176	65	22/178	12	95/177	54	
International student	16/21	76	1/21	5	0/21	0	16/16	100	5/15	33	2/16	13	9/16	56	4/16	25	6/15	40	
Gender identity^d																			
Woman	99/179	55	20/178	11	7/179	4	132/139	95	39/137	28	18/139	13	88/137	64	18/139	13	73/138	53	
Man	29/43	67	4/45	9	3/45	7	49/51	96	14/52	27	11/52	21	34/53	64	8/53	15	28/51	55	
Trans/Transgender	2/6	33	2/6	33	0/6	0	2/2	100	0/2	0	1/2	50	2/2	100	0/2	0	1/2	50	
Agender or gender neutral	1/1	100	1/1	100	0/1	0	0/0		0/0		0/0		0/0		0/0		0/0		
Demigender	1/1	100	1/1	100	1/1	100	0/0		0/0		0/0		0/0		0/0		0/0		
Genderqueer, non-binary, etc.	1/6	17	0/6	0	0/6	0	5/5	100	2/5	40	1/5	20	3/5	60	1/5	20	3/5	60	
Two-spirit	0/0		0/0		0/0		1/2	50	0/2	0	0/2	0	0/2	0	0/2	0	1/2	50	
Cis/Cisgender	15/26	58	3/26	12	0/26	0	14/14	100	3/13	23	3/14	21	11/14	79	2/14	14	9/14	64	
Questioning or unsure	1/1	100	0/1	0	0/1	0	1/1	100	1/1	100	0/1	0	0/1	0	0/1	0	0/1	0	
Another gender identity	0/1	0	0/1	0	0/1	0	1/1	100	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0	
I prefer not to respond	2/2	100	0/2	0	0/2	0	1/2	50	0/2	0	0/2	0	1/2	50	0/2	0	1/2	50	
Sexual orientation^d																			
Straight or heterosexual	83/141	59	15/141	11	5/141	4	144/152	95	37/152	24	22/153	14	97/152	64	18/153	12	77/150	51	
Bisexual	23/44	52	4/43	9	4/44	9	21/22	95	9/22	41	3/22	14	11/21	52	5/22	23	11/22	50	
Lesbian	5/11	45	1/11	9	0/11	0	4/5	80	4/5	80	1/5	20	1/5	20	0/5	0	1/5	20	
Gay	2/4	50	1/5	20	0/5	0	3/3	100	0/3	0	1/3	33	3/4	75	0/4	0	2/4	50	
Queer	6/14	43	2/14	14	0/14	0	5/5	100	1/5	20	2/5	40	5/5	100	1/5	20	3/5	60	
Pansexual or polysexual	9/13	69	0/13	0	0/13	0	5/5	100	1/5	20	0/5	0	4/5	80	1/5	20	4/5	80	
Ace, gray, or asexual	5/9	56	2/9	22	0/9	0	2/2	100	0/2	0	0/2	0	1/2	50	1/2	50	2/2	100	
Demisexual	3/4	75	0/4	0	0/4	0	2/2	100	0/2	0	0/2	0	2/2	100	0/2	0	1/2	50	
Questioning or unsure	5/11	45	1/11	9	0/11	0	3/3	100	1/3	33	0/3	0	3/3	100	0/3	0	2/3	67	
Another sexual orientation	0/0		0/0		0/0		1/1	100	0/1	0	0/1	0	1/1	100	0/1	0	1/1	100	
I prefer not to respond	2/5	40	1/5	20	1/5	20	6/7	86	3/7	43	1/7	14	6/7	86	1/7	14	5/7	71	
Age^b																			
FY 21+, Seniors 25+	0/0		0/0		0/0		29/34	85	11/35	31	5/36	14	14/35	40	2/36	6	10/35	29	
FY < 21, Seniors < 25	141/241	59	25/243	10	12/244	5	166/172	97	48/174	28	25/175	14	118/176	67	28/177	16	98/175	56	

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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	2/2	100	1/2	50	0/2	0	0/0		0/0		0/0		0/0		0/0		0/0	
Physical disability	1/1	100	0/1	0	0/1	0	1/1	100	0/1	0	1/1	100	1/1	100	0/1	0	0/1	0
Mental health or develop. disability	10/23	43	0/23	0	0/23	0	19/20	95	6/20	30	1/20	5	14/19	74	3/20	15	11/20	55
Another disability or condition	5/8	63	2/7	29	1/8	13	3/3	100	1/3	33	1/3	33	2/3	67	0/3	0	1/3	33
Multiple types of disab. or cond.	5/10	50	1/10	10	0/10	0	8/9	89	4/9	44	1/9	11	6/9	67	0/9	0	3/9	33
No disability or condition	95/165	58	19/166	11	8/166	5	135/142	95	41/141	29	22/142	15	90/142	63	22/143	15	78/141	55
I prefer not to respond	10/18	56	1/18	6	0/18	0	14/16	88	1/16	6	2/16	13	10/16	63	1/16	6	8/16	50
Residence																		
Not on campus	13/28	46	0/28	0	2/28	7	160/170	94	48/169	28	26/170	15	110/170	65	25/171	15	92/169	54
On campus	116/199	58	24/199	12	7/200	4	21/22	95	5/21	24	2/22	9	13/22	59	1/22	5	10/22	45
Athlete status																		
Not an athlete	121/218	56	22/218	10	8/219	4	174/185	94	52/183	28	28/185	15	118/184	64	26/186	14	99/184	54
Student-athlete	9/10	90	2/10	20	1/10	10	8/8	100	0/8	0	0/8	0	5/8	63	0/8	0	3/8	38
Greek membership																		
Not a member	122/211	58	20/211	9	8/212	4	164/175	94	48/173	28	25/175	14	110/174	63	20/176	11	91/174	52
Member	6/14	43	3/14	21	1/14	7	16/16	100	5/16	31	2/16	13	12/16	75	6/16	38	9/16	56
Military status																		
No military service	129/227	57	24/227	11	9/228	4	173/184	94	50/182	27	27/184	15	118/183	64	26/185	14	101/183	55
Current or former military service	0/0		0/0		0/0		9/9	100	2/9	22	1/9	11	5/9	56	0/9	0	1/9	11
Satisfaction^e																		
Fair or poor	17/43	40	3/42	7	2/43	5	31/36	86	8/37	22	2/37	5	19/38	50	3/38	8	17/37	46
Good or excellent	118/191	62	22/193	11	9/193	5	158/164	96	46/161	29	27/164	16	107/162	66	24/164	15	86/162	53
Overall	141/241	60	25/243	10	12/244	5	195/206	95	59/209	28	30/211	14	132/211	62	30/213	14	108/210	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?"