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# NSSE 2023

## High-Impact Practices

St. Olaf College

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### 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.

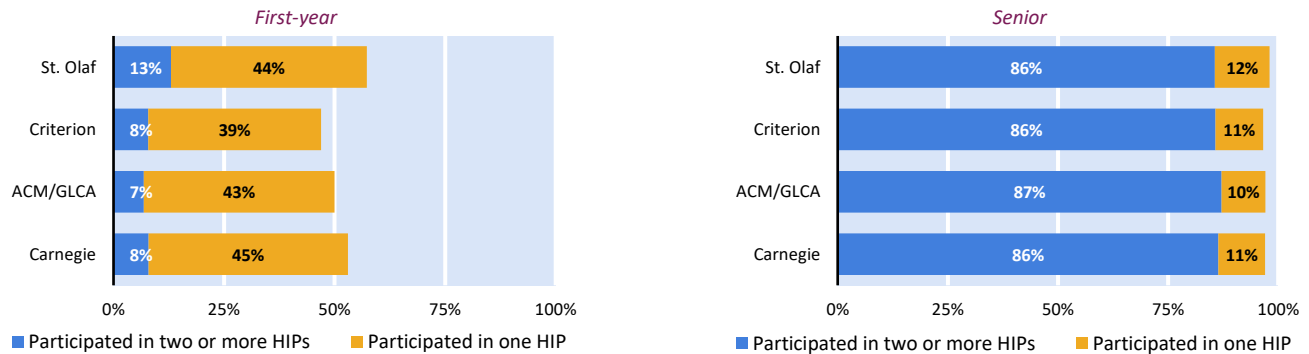
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

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:

	St. Olaf	Criterion		ACM/GLCA		Carnegie	
	%	Difference <sup>a</sup>	ES <sup>b</sup>	Difference <sup>a</sup>	ES <sup>b</sup>	Difference <sup>a</sup>	ES <sup>b</sup>
<b>First-year</b>							
Service-Learning	48	+8	** .15	+3	.06	+0	.00
Learning Community	21	+12	*** .35	+14	*** .42	+12	*** .35
Research with Faculty	4	-4	* -.15	-2	-.11	-2	-.10
<b>Participated in at least one</b>	57	+10	*** .21	+7	* .15	+4	.09
<b>Participated in two or more</b>	13	+5	** .17	+6	*** .21	+5	** .17
<b>Senior</b>							
Service-Learning	75	+20	*** .43	+15	*** .33	+12	*** .26
Learning Community	41	+17	*** .37	+16	*** .34	+13	*** .28
Research with Faculty	47	-4	-.08	-4	-.08	-1	-.01
Internship or Field Exp.	67	-2	-.04	-1	-.03	-2	-.03
Study Abroad	53	+20	*** .42	+26	*** .54	+26	*** .55
Culminating Senior Exp.	48	-27	*** -.55	-30	*** -.63	-29	*** -.61
<b>Participated in at least one</b>	98	+1	.09	+1	.06	+1	.07
<b>Participated in two or more</b>	86	-0	.00	-2	-.04	-1	-.02

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).

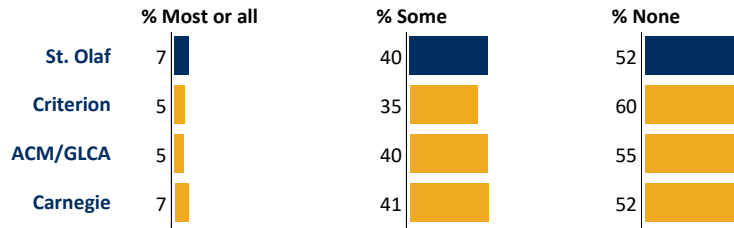
\**p* < .05, \*\**p* < .01, \*\*\**p* < .001 (*z*-test comparing participation rates).

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

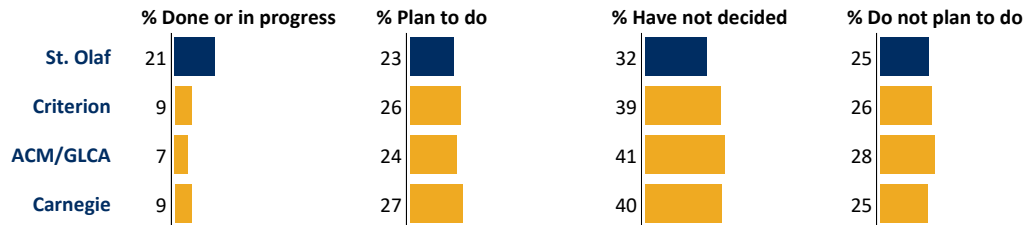
#### Service-Learning

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



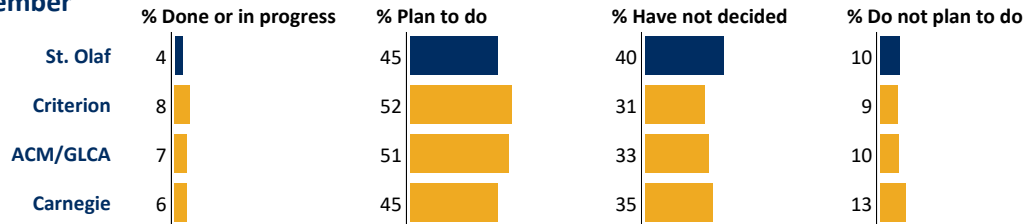
#### Learning Community

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.



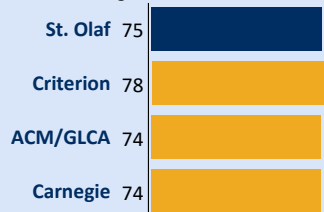
### Plans to Participate<sup>a</sup>

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"

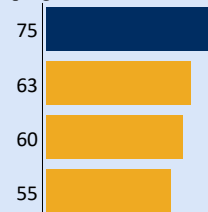
##### Internship or Field Experience

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



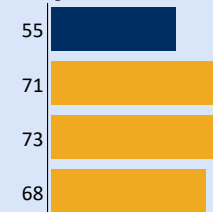
##### Study Abroad

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.).



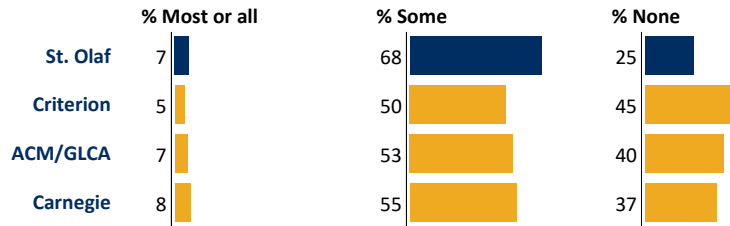
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

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

### Seniors

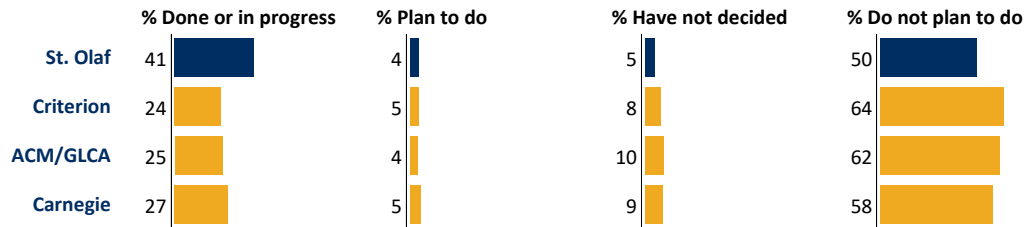
#### Service-Learning

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



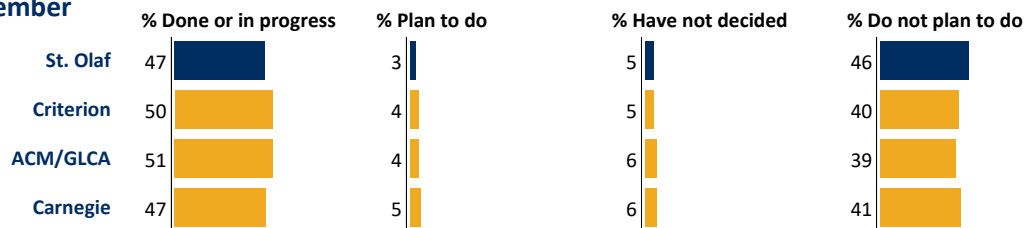
#### Learning Community

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



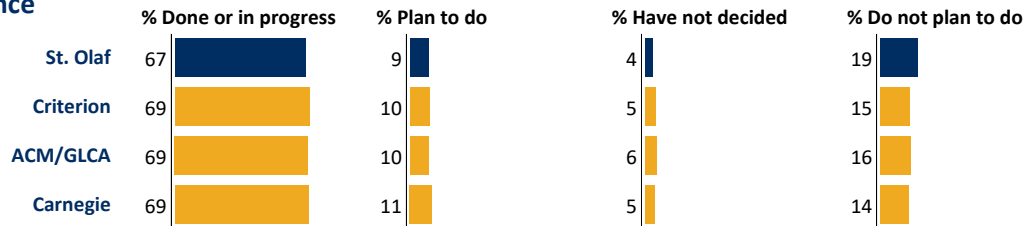
#### Research with a Faculty Member

Work with a faculty member on a research project.



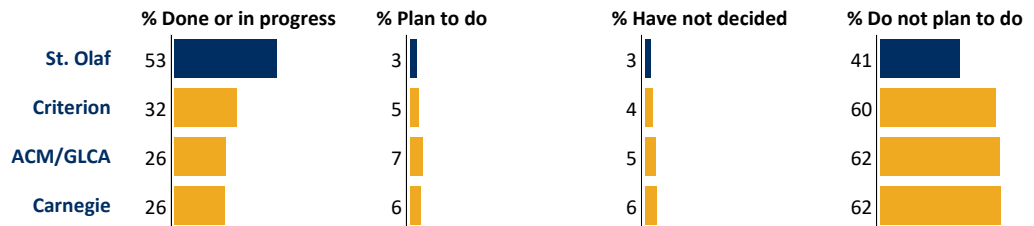
#### Internship or Field Experience

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



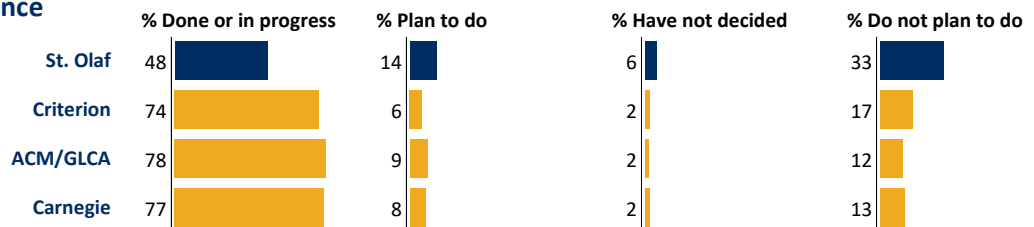
#### Study Abroad

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 <sup>a</sup>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Arts & humanities	19/55	35	13/55	24	3/55	5	28/47	60	18/47	38	14/47	30	25/47	53	22/47	47	19/47	40
Bio. sci., agric., and natural res.	30/56	54	18/55	33	2/55	4	25/32	78	17/33	52	23/33	70	26/33	79	26/33	79	17/33	52
Physical sci., math, computer sci.	24/47	51	6/47	13	5/47	11	38/52	73	19/52	37	28/52	54	36/52	69	26/52	50	21/52	40
Social sciences	37/87	43	20/88	23	1/88	1	43/50	86	20/51	39	27/51	53	35/51	69	27/49	55	26/51	51
Business	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
Communications, media, public rel.	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Education	4/5	80	0/6	0	1/6	17	6/7	86	2/7	29	0/7	0	6/7	86	2/7	29	5/7	71
Engineering	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Health professions	15/23	65	1/23	4	0/23	0	12/13	92	7/13	54	6/13	46	10/13	77	4/13	31	10/13	77
Social service professions	1/5	20	0/5	0	0/5	0	3/3	100	1/3	33	0/3	0	3/3	100	2/3	67	1/3	33
Undecided/undeclared	11/16	69	4/16	25	1/16	6	0/0		0/0		0/0		0/0		0/0		0/0	
<b>Transfer status</b>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Started here	141/292	48	61/293	21	12/293	4	153/201	76	83/203	41	99/203	49	139/203	68	108/201	54	100/203	49
Started elsewhere	5/11	45	1/11	9	1/11	9	3/5	60	1/5	20	0/5	0	3/5	60	1/5	20	0/5	0
<b>Enrollment status<sup>b</sup></b>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not full-time	2/2	100	0/3	0	0/2	0	5/6	83	3/6	50	4/6	67	3/6	50	1/6	17	5/6	83
Full-time	146/308	47	65/310	21	13/310	4	153/205	75	83/207	40	96/207	46	141/207	68	112/205	55	97/207	47
<b>First-generation<sup>c</sup></b>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	107/247	43	55/247	22	9/247	4	121/164	74	69/166	42	83/166	50	115/166	69	90/165	55	79/166	48
First-generation	38/51	75	7/52	13	4/52	8	32/38	84	13/38	34	16/38	42	25/38	66	18/37	49	21/38	55
I prefer not to respond	1/5	20	0/5	0	0/5	0	3/4	75	2/4	50	0/4	0	2/4	50	1/4	25	0/4	0
<b>Race/ethnicity<sup>d</sup></b>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	20/31	65	6/31	19	3/31	10	22/26	85	14/26	54	13/26	50	17/26	65	10/25	40	13/26	50
Black or African American	9/15	60	2/15	13	0/15	0	5/6	83	0/6	0	1/6	17	3/6	50	1/5	20	3/6	50
Hispanic, Latina/o, Latine, or Latinx	21/31	68	5/31	16	3/31	10	10/12	83	3/12	25	3/12	25	7/12	58	6/12	50	6/12	50
Indigenous, American Indian, etc.	3/3	100	0/3	0	1/3	33	0/0		0/0		0/0		0/0		0/0		0/0	
Middle Eastern or North African	4/6	67	5/6	83	0/5	0	3/3	100	2/3	67	1/3	33	3/3	100	1/3	33	2/3	67
Native Hawaiian or Pacific Islander	0/1	0	0/1	0	0/1	0	0/0		0/0		0/0		0/0		0/0		0/0	
White	93/226	41	49/227	22	9/228	4	127/171	74	71/172	41	86/172	50	123/172	72	96/172	56	83/172	48
Another race or ethnicity	1/6	17	1/6	17	0/6	0	1/1	100	0/1	0	0/1	0	1/1	100	0/1	0	1/1	100
I prefer not to respond	5/8	63	0/8	0	0/8	0	3/5	60	2/6	33	0/6	0	3/6	50	2/6	33	2/6	33

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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	%
<b>International status</b>																		
Not an international student	122/267	46	56/268	21	12/268	4	139/188	74	76/189	40	89/189	47	132/189	70	104/189	55	90/189	48
International student	23/35	66	6/35	17	1/35	3	17/18	94	8/19	42	10/19	53	10/19	53	5/17	29	10/19	53
<b>Gender identity<sup>d</sup></b>																		
Woman	82/163	50	36/163	22	9/164	5	95/124	77	51/124	41	66/124	53	90/124	73	73/123	59	63/124	51
Man	58/119	49	22/120	18	4/119	3	47/66	71	27/67	40	29/67	43	44/67	66	28/66	42	30/67	45
Agender or gender neutral	4/6	67	3/6	50	0/6	0	0/0		0/0		0/0		0/0		0/0		0/0	
Demigender	2/4	50	1/4	25	0/4	0	1/1	100	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0
Genderqueer, non-binary, etc.	5/20	25	6/20	30	0/20	0	10/11	91	5/11	45	4/11	36	4/11	36	5/11	45	7/11	64
Genderfluid	3/6	50	3/6	50	0/6	0	1/1	100	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0
Two-spirit	1/1	100	1/1	100	0/1	0	0/0		0/0		0/0		0/0		0/0		0/0	
Cis/Cisgender	15/41	37	10/41	24	0/41	0	22/25	88	12/26	46	14/26	54	16/26	62	11/26	42	12/26	46
Trans/Transgender	4/9	44	4/9	44	1/9	11	2/4	50	1/4	25	3/4	75	1/4	25	2/4	50	4/4	100
Questioning or unsure	2/12	17	3/12	25	0/12	0	1/4	25	1/4	25	2/4	50	3/4	75	1/4	25	2/4	50
Another gender identity	1/2	50	1/2	50	0/2	0	0/1	0	0/1	0	0/1	0	1/1	100	0/1	0	1/1	100
I prefer not to respond	2/4	50	0/4	0	0/4	0	5/5	100	1/6	17	0/6	0	2/6	33	2/6	33	0/6	0
<b>Sexual orientation<sup>d</sup></b>																		
Straight or heterosexual	97/178	54	34/178	19	11/178	6	96/132	73	45/133	34	70/133	53	91/133	68	64/131	49	64/133	48
Bisexual	28/64	44	16/65	25	1/65	2	33/39	85	17/39	44	19/39	49	28/39	72	19/39	49	21/39	54
Lesbian	5/13	38	3/13	23	0/13	0	2/5	40	2/5	40	1/5	20	3/5	60	3/5	60	1/5	20
Gay	4/12	33	2/12	17	0/12	0	6/6	100	2/6	33	2/6	33	3/6	50	3/6	50	3/6	50
Queer	7/26	27	7/26	27	1/26	4	19/21	90	13/21	62	11/21	52	12/21	57	13/21	62	11/21	52
Pansexual or polysexual	8/19	42	6/19	32	0/19	0	2/3	67	2/3	67	1/3	33	1/3	33	1/3	33	2/3	67
Ace, gray, or asexual	8/20	40	5/20	25	1/20	5	7/9	78	4/9	44	4/9	44	6/9	67	7/9	78	6/9	67
Demisexual	3/8	38	2/8	25	0/8	0	1/1	100	1/1	100	1/1	100	1/1	100	1/1	100	1/1	100
Questioning or unsure	10/29	34	10/29	34	1/29	3	6/8	75	6/8	75	4/8	50	7/8	88	7/8	88	6/8	75
Another sexual orientation	1/3	33	1/3	33	0/3	0	1/1	100	1/1	100	0/1	0	1/1	100	1/1	100	1/1	100
I prefer not to respond	5/10	50	1/10	10	0/10	0	7/8	88	4/9	44	0/9	0	4/9	44	6/9	67	2/9	22
<b>Age<sup>b</sup></b>																		
FY 21+, Seniors 25+	5/8	63	0/8	0	0/8	0	0/0		0/0		0/0		0/0		0/0		0/0	
FY < 21, Seniors < 25	143/302	47	65/305	21	13/304	4	158/211	75	86/213	40	100/213	47	144/213	68	113/211	54	102/213	48

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	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
<b>Disability status<sup>d</sup></b>																		
Sensory disability	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	
Mental health or develop. disability	22/51	43	13/52	25	2/52	4	33/44	75	22/45	49	19/45	42	33/45	73	20/45	44	27/45	60
Another disability or condition	4/7	57	1/7	14	0/7	0	6/6	100	5/6	83	4/6	67	5/6	83	3/6	50	1/6	17
Multiple types of disab. or cond.	14/27	52	7/27	26	0/27	0	6/13	46	6/13	46	2/13	15	6/13	46	8/13	62	5/13	38
No disability or condition	92/190	48	36/190	19	9/190	5	98/127	77	48/128	38	66/128	52	90/128	70	73/126	58	59/128	46
I prefer not to respond	11/22	50	4/22	18	2/22	9	11/14	79	3/14	21	7/14	50	7/14	50	4/14	29	8/14	57
<b>Residence</b>																		
Not on campus	3/5	60	0/5	0	0/5	0	31/38	82	14/38	37	19/38	50	26/38	68	27/38	71	19/38	50
On campus	142/295	48	62/296	21	13/296	4	123/166	74	70/168	42	80/168	48	116/168	69	82/167	49	81/168	48
<b>Athlete status</b>						0				0								
Not an athlete	111/247	45	55/248	22	11/248	4	127/169	75	72/170	42	76/170	45	115/170	68	88/168	52	82/170	48
Student-athlete	34/53	64	7/53	13	2/53	4	28/36	78	12/37	32	23/37	62	27/37	73	21/37	57	18/37	49
<b>Greek membership</b>																		
Not a member	140/292	48	61/293	21	13/293	4	136/180	76	69/182	38	82/182	45	122/182	67	95/180	53	84/182	46
Member	2/2	100	0/2	0	0/2	0	15/18	83	11/18	61	12/18	67	15/18	83	11/18	61	11/18	61
<b>Military status</b>																		
No military service	143/297	48	62/298	21	12/298	4	155/205	76	84/207	41	99/207	48	142/207	69	109/205	53	100/207	48
Current or former military service	1/1	100	0/1	0	1/1	100	0/0		0/0		0/0		0/0		0/0		0/0	
<b>Satisfaction<sup>e</sup></b>																		
Fair or poor	28/51	55	4/52	8	3/52	6	15/21	71	4/21	19	1/21	5	10/21	48	4/21	19	8/21	38
Good or excellent	119/255	47	59/254	23	10/254	4	142/186	76	80/188	43	98/188	52	132/188	70	105/186	56	92/188	49
<b>Overall</b>	148/310	48	65/313	21	13/312	4	158/211	75	86/213	41	100/213	47	144/213	67	113/211	53	102/213	48

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?"