



NSSE 2023

High-Impact Practices

Longwood University

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.

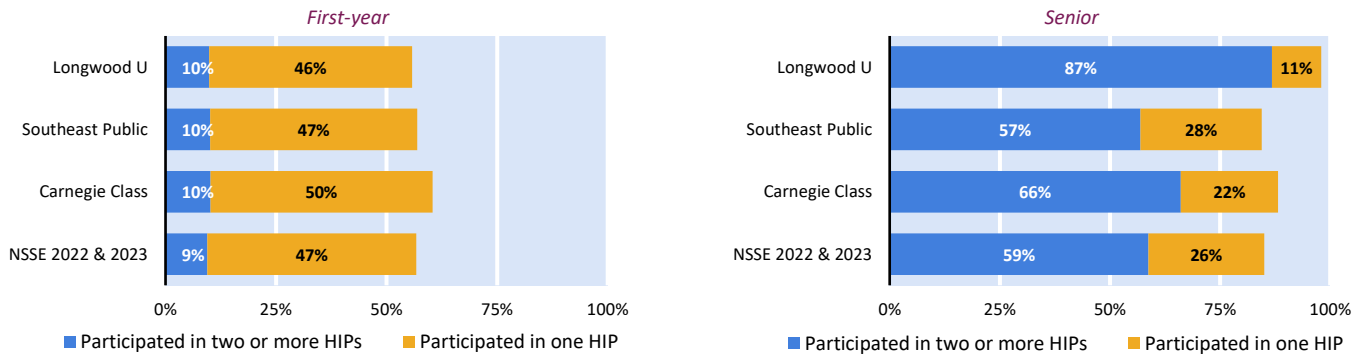
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

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:

	Longwood U	Southeast Public		Carnegie Class		NSSE 2022 & 2023	
	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b
First-year							
Service-Learning	53	+2	.04	-3	-.07	+1	.03
Learning Community	7	-5 *	-.16	-3	-.12	-4	-.13
Research with Faculty	7	+1	.03	+1	.05	+1	.06
Participated in at least one	56	-1	-.02	-5	-.09	-1	-.02
Participated in two or more	10	-0	-.01	-0	-.01	+0	.01
Senior							
Service-Learning	78	+20	*** .43	+12	** .27	+18	*** .40
Learning Community	31	+9	* .20	+7	.15	+9	** .21
Research with Faculty	37	+14	*** .30	+11	** .24	+14	*** .32
Internship or Field Exp.	80	+33	*** .70	+26	*** .56	+32	*** .68
Study Abroad	19	+11	*** .31	+11	*** .34	+10	*** .31
Culminating Senior Exp.	77	+34	*** .72	+25	*** .54	+32	*** .66
Participated in at least one	98	+14	*** .52	+10	*** .42	+13	*** .51
Participated in two or more	87	+30	*** .69	+21	*** .50	+28	*** .65

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).

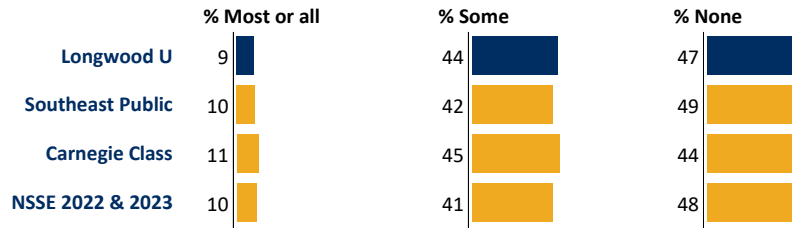
p* < .05, *p* < .01, ****p* < .001 (*z*-test comparing participation rates).

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

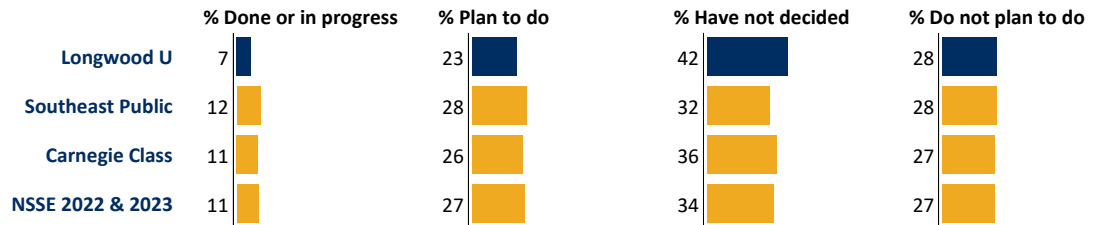
Service-Learning

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



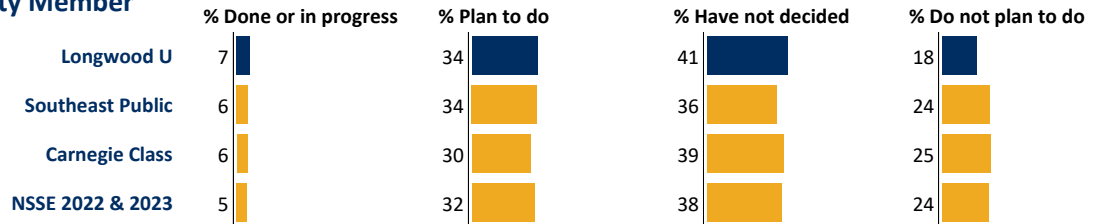
Learning Community

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.



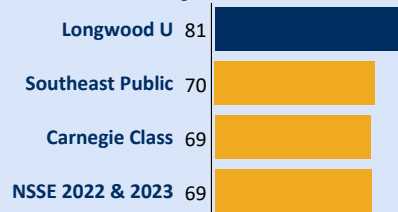
Plans to Participate^a

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"

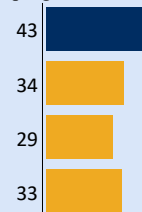
Internship or Field Experience

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



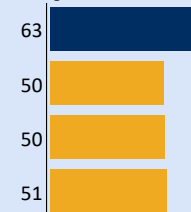
Study Abroad

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.).



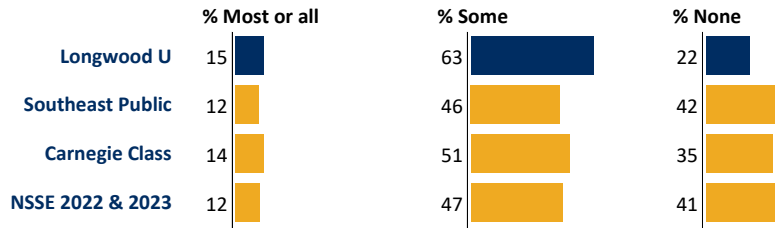
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

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

Seniors

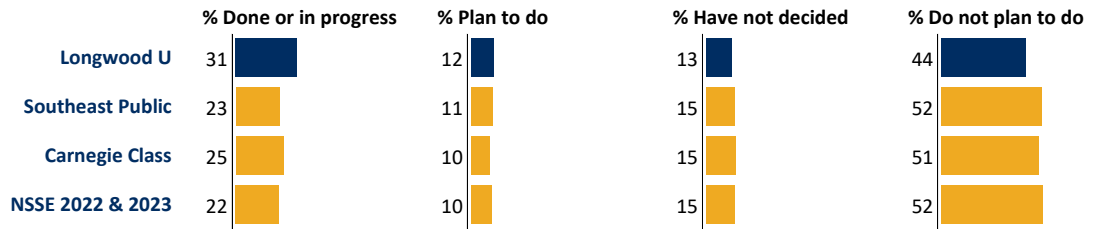
Service-Learning

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



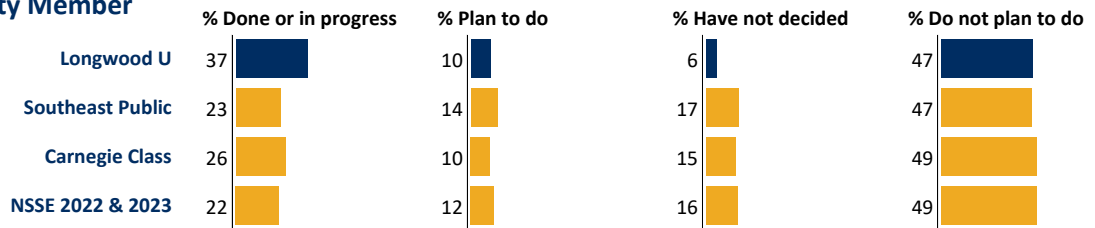
Learning Community

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



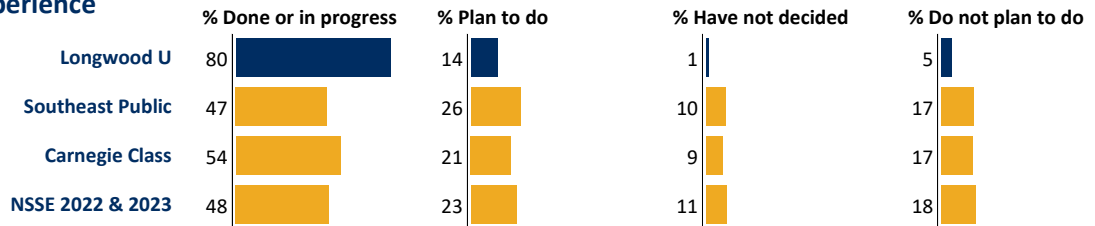
Research with a Faculty Member

Work with a faculty member on a research project.



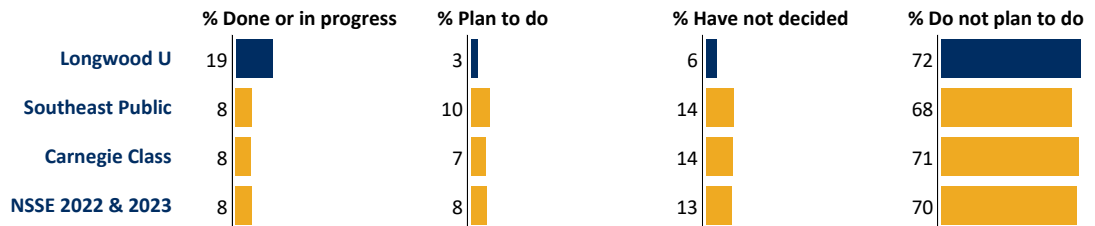
Internship or Field Experience

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



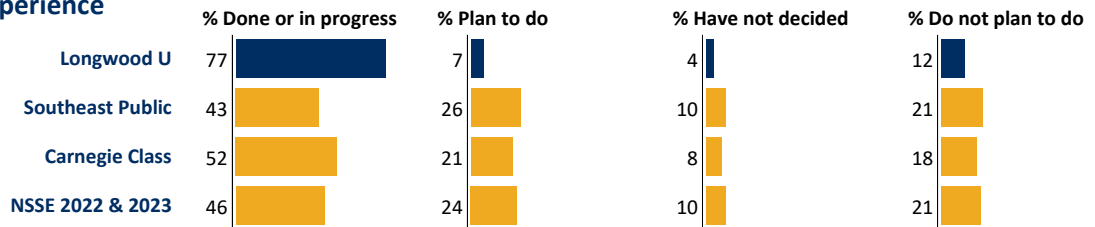
Study Abroad

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	6/15	40	0/15	0	0/15	0	9/13	69	3/13	23	9/13	69	11/13	85	3/13	23	12/13	92
Bio. sci., agric., and natural res.	11/30	37	3/29	10	2/30	7	9/10	90	1/10	10	9/10	90	9/10	90	3/10	30	7/10	70
Physical sci., math, computer sci.	1/4	25	0/4	0	0/4	0	5/6	83	1/6	17	5/6	83	5/6	83	2/6	33	4/6	67
Social sciences	15/26	58	2/26	8	1/26	4	15/19	79	3/19	16	11/19	58	16/19	84	5/19	26	17/19	89
Business	5/11	45	0/11	0	1/11	9	14/18	78	7/19	37	1/19	5	12/19	63	0/19	0	13/19	68
Communications, media, public rel.	10/12	83	2/12	17	0/12	0	5/6	83	3/7	43	1/7	14	7/7	100	3/7	43	7/7	100
Education	24/50	48	3/50	6	2/50	4	6/9	67	4/9	44	2/9	22	8/9	89	2/9	22	7/8	88
Engineering	1/3	33	0/3	0	1/3	33	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0
Health professions	29/44	66	6/44	14	4/44	9	18/24	75	8/24	33	5/24	21	19/24	79	4/24	17	16/24	67
Social service professions	9/15	60	1/15	7	3/15	20	16/18	89	7/18	39	5/18	28	16/18	89	2/18	11	16/18	89
Undecided/undeclared	3/6	50	1/6	17	0/6	0	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	107/205	52	17/204	8	12/205	6	74/98	76	34/100	34	40/100	40	85/100	85	20/100	20	80/100	80
Started elsewhere	9/12	75	1/12	8	2/12	17	24/26	92	6/26	23	9/26	35	18/26	69	4/26	15	19/25	76
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	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0
Full-time	119/225	53	19/225	8	14/225	6	102/131	78	41/134	31	49/134	37	107/134	80	24/134	18	102/133	77
First-generation^c	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	68/118	58	11/118	9	7/118	6	52/66	79	23/66	35	27/66	41	58/66	88	16/66	24	58/66	88
First-generation	42/89	47	6/88	7	5/89	6	44/56	79	16/58	28	21/58	36	44/58	76	8/58	14	40/57	70
I prefer not to respond	6/10	60	1/10	10	1/10	10	2/2	100	1/2	50	1/2	50	1/2	50	0/2	0	1/2	50
Race/ethnicity^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	7/11	64	2/11	18	0/11	0	4/5	80	1/5	20	1/5	20	3/5	60	0/5	0	2/5	40
Black or African American	9/29	31	4/29	14	1/29	3	13/15	87	6/16	38	6/16	38	10/16	63	2/16	13	10/16	63
Hispanic, Latina/o, Latine, or Latinx	12/23	52	1/22	5	1/23	4	4/4	100	0/4	0	3/4	75	3/4	75	2/4	50	2/4	50
Indigenous, American Indian, etc.	2/3	67	0/3	0	1/3	33	4/4	100	1/4	25	2/4	50	4/4	100	1/4	25	3/4	75
Middle Eastern or North African	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
Native Hawaiian or Pacific Islander	2/2	100	1/2	50	0/2	0	1/1	100	0/1	0	0/1	0	1/1	100	0/1	0	1/1	100
White	96/170	56	12/170	7	11/170	6	79/103	77	34/104	33	40/104	38	88/104	85	21/104	20	84/103	82
Another race or ethnicity	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
I prefer not to respond	1/7	14	0/7	0	2/7	29	1/1	100	0/1	0	1/1	100	1/1	100	0/1	0	1/1	100

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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	113/213	53	18/212	8	14/213	7	96/122	79	39/124	31	49/124	40	102/124	82	24/124	19	98/123	80
International student	2/4	50	0/4	0	0/4	0	2/2	100	1/2	50	0/2	0	1/2	50	0/2	0	1/2	50
Gender identity^d																		
Woman	82/156	53	17/155	11	8/156	5	70/88	80	26/89	29	35/89	39	74/89	83	14/89	16	69/88	78
Man	24/43	56	1/43	2	3/43	7	25/33	76	13/34	38	13/34	38	28/34	82	9/34	26	28/34	82
Agender or gender neutral	0/0		0/0		0/0		1/1	100	0/1	0	0/1	0	1/1	100	0/1	0	1/1	100
Demigender	1/1	100	0/1	0	0/1	0	1/1	100	1/1	100	1/1	100	1/1	100	0/1	0	1/1	100
Genderqueer, non-binary, etc.	4/8	50	0/8	0	0/8	0	2/2	100	2/2	100	2/2	100	1/2	50	1/2	50	2/2	100
Genderfluid	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Two-spirit	0/0		0/0		0/0		1/1	100	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0
Cis/Cisgender	10/12	83	1/12	8	2/12	17	9/10	90	1/10	10	6/10	60	10/10	100	4/10	40	7/10	70
Trans/Transgender	4/6	67	0/6	0	0/6	0	1/1	100	0/1	0	0/1	0	1/1	100	0/1	0	1/1	100
Questioning or unsure	3/5	60	0/5	0	0/5	0	2/2	100	2/2	100	2/2	100	1/2	50	1/2	50	2/2	100
Another gender identity	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
I prefer not to respond	2/5	40	0/5	0	3/5	60	0/0		0/0		0/0		0/0		0/0		0/0	
Sexual orientation^d																		
Straight or heterosexual	79/143	55	15/142	11	8/143	6	74/96	77	33/98	34	34/98	35	82/98	84	18/98	18	77/97	79
Bisexual	17/33	52	2/33	6	1/33	3	17/20	85	5/20	25	11/20	55	15/20	75	3/20	15	15/20	75
Lesbian	4/9	44	0/9	0	0/9	0	2/2	100	1/2	50	1/2	50	1/2	50	1/2	50	1/2	50
Gay	2/4	50	0/4	0	0/4	0	1/2	50	0/2	0	0/2	0	2/2	100	0/2	0	1/2	50
Queer	4/7	57	1/7	14	1/7	14	1/1	100	1/1	100	1/1	100	0/1	0	1/1	100	1/1	100
Pansexual or polysexual	5/9	56	0/9	0	0/9	0	2/2	100	0/2	0	2/2	100	2/2	100	1/2	50	1/2	50
Ace, gray, or asexual	2/8	25	0/8	0	1/8	13	3/3	100	1/3	33	1/3	33	3/3	100	0/3	0	3/3	100
Demisexual	2/6	33	0/6	0	0/6	0	3/3	100	1/3	33	3/3	100	3/3	100	1/3	33	3/3	100
Questioning or unsure	4/11	36	0/11	0	0/11	0	1/1	100	0/1	0	1/1	100	1/1	100	1/1	100	1/1	100
Another sexual orientation	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0	1/1	100	0/1	0	1/1	100
I prefer not to respond	3/8	38	0/8	0	3/8	38	2/2	100	1/2	50	1/2	50	2/2	100	0/2	0	2/2	100
Age^b																		
FY 21+, Seniors 25+	0/224	0	0/224	0	0/224	0	4/4	100	0/130	0	0/130	0	4/4	100	0/130	0	3/3	100
FY < 21, Seniors < 25	119/224	53	19/224	8	14/224	6	98/127	77	41/130	32	49/130	38	103/130	79	24/130	18	99/130	76

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	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	1/2	50	0/2	0	0/2	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	17/36	47	2/36	6	2/36	6	14/19	74	5/19	26	13/19	68	16/19	84	3/19	16	18/19	95
Another disability or condition	2/3	67	1/3	33	0/3	0	1/2	50	1/2	50	1/2	50	2/2	100	0/2	0	2/2	100
Multiple types of disab. or cond.	20/27	74	4/27	15	1/27	4	5/6	83	3/6	50	2/6	33	4/6	67	1/6	17	4/6	67
No disability or condition	72/136	53	11/135	8	9/136	7	75/94	80	29/96	30	31/96	32	79/96	82	19/96	20	74/95	78
I prefer not to respond	3/12	25	0/12	0	2/12	17	2/2	100	1/2	50	2/2	100	2/2	100	1/2	50	1/2	50
Residence																		
Not on campus	7/18	39	1/18	6	2/18	11	75/96	78	31/97	32	33/97	34	81/97	84	19/97	20	75/96	78
On campus	108/199	54	17/198	9	12/199	6	23/28	82	9/29	31	16/29	55	22/29	76	5/29	17	24/29	83
Athlete status						0				0								
Not an athlete	109/205	53	15/204	7	14/205	7	92/116	79	38/118	32	46/118	39	97/118	82	22/118	19	96/117	82
Student-athlete	6/11	55	3/11	27	0/11	0	6/8	75	2/8	25	3/8	38	6/8	75	2/8	25	3/8	38
Greek membership																		
Not a member	96/183	52	14/182	8	10/183	5	60/75	80	18/76	24	30/76	39	60/76	79	17/76	22	55/75	73
Member	17/31	55	4/31	13	3/31	10	36/47	77	21/48	44	19/48	40	42/48	88	7/48	15	43/48	90
Military status																		
No military service	114/215	53	18/214	8	14/215	7	95/121	79	38/123	31	49/123	40	101/123	82	24/123	20	96/122	79
Current or former military service	1/1	100	0/1	0	0/1	0	1/1	100	1/1	100	0/1	0	0/1	0	0/1	0	1/1	100
Satisfaction^e																		
Fair or poor	19/46	41	6/46	13	2/46	4	15/22	68	7/22	32	7/22	32	15/22	68	0/22	0	15/22	68
Good or excellent	98/174	56	12/173	7	12/174	7	82/102	80	33/104	32	42/104	40	89/104	86	24/104	23	85/103	83
Overall	119/225	53	19/225	7	14/225	7	102/131	78	41/134	31	49/134	37	107/134	80	24/134	19	102/133	77

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?"