



NSSE 2023

High-Impact Practices

Kenyon College

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.

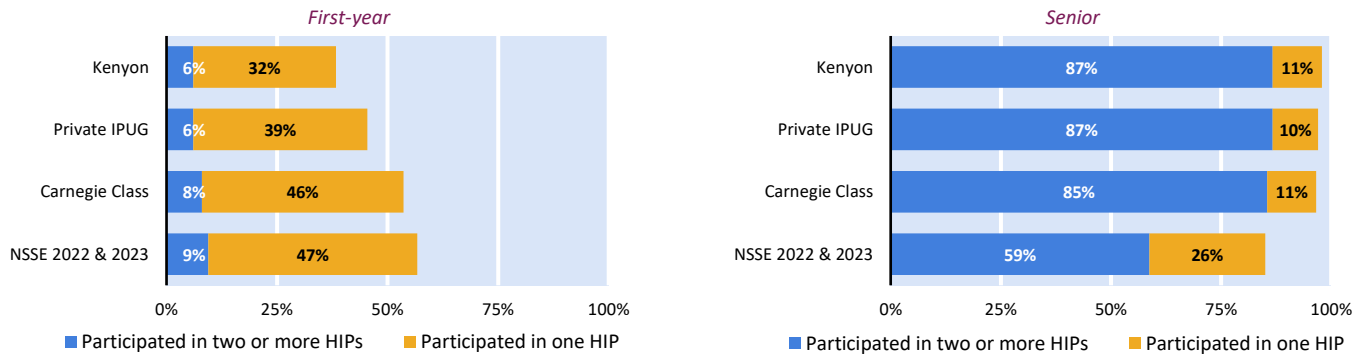
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

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:

	Kenyon	Private IPUG		Carnegie Class		NSSE 2022 & 2023	
	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b
First-year							
Service-Learning	30	-9	**	-19	***	-22	***
Learning Community	5	-2		-4		-6	**
Research with Faculty	11	+5	*	+5	**	+5	***
Participated in at least one	38	-7		-15	***	-18	***
Participated in two or more	6	-0		-2		-3	
Senior							
Service-Learning	53	-2		-10	*	-7	
Learning Community	20	-5		-8	*	-2	
Research with Faculty	51	-0		+4		+29	***
Internship or Field Exp.	66	-2		-0		+18	***
Study Abroad	29	-6		+4		+21	***
Culminating Senior Exp.	93	+18	***	+17	***	+48	***
Participated in at least one	98	+1		+1		+13	***
Participated in two or more	87	-0		+1		+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).

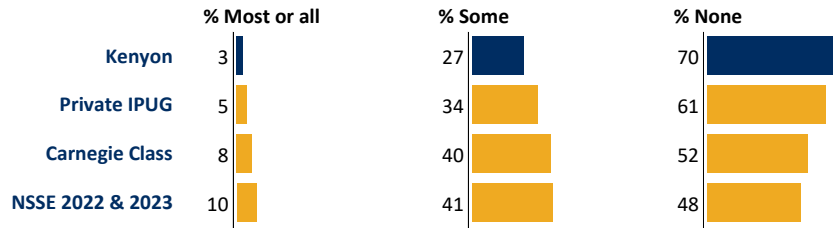
p* < .05, *p* < .01, ****p* < .001 (z-test comparing participation rates).

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. All results weighted by institution-reported sex and enrollment status (and by institution size for comparison groups).

First-year students

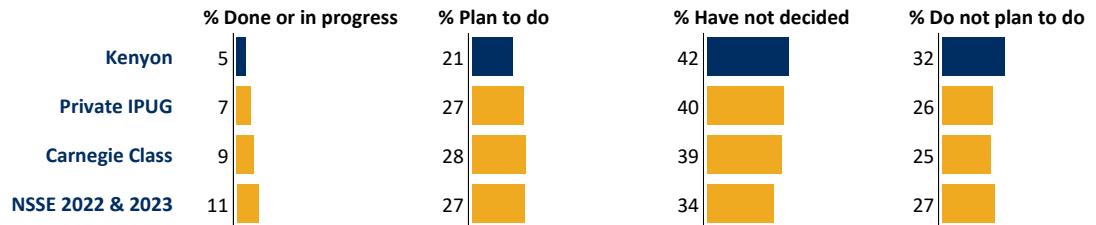
Service-Learning

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



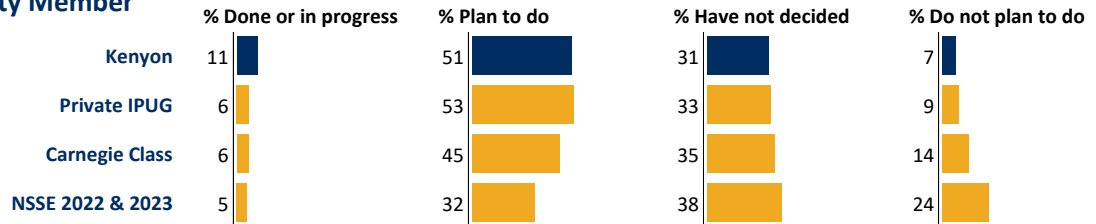
Learning Community

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.



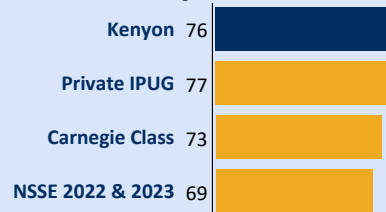
Plans to Participate^a

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"

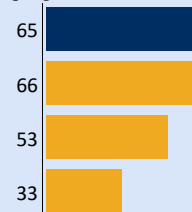
Internship or Field Experience

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



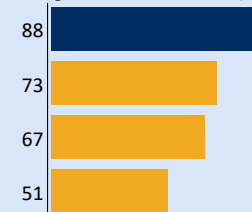
Study Abroad

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.).



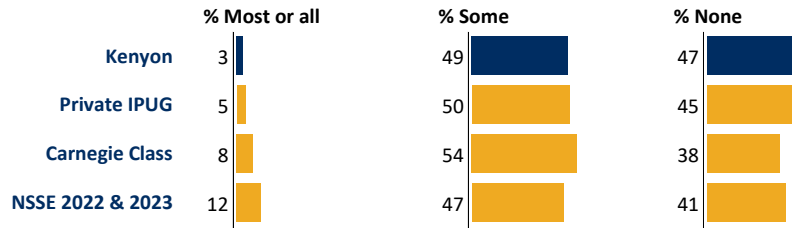
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

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

Seniors

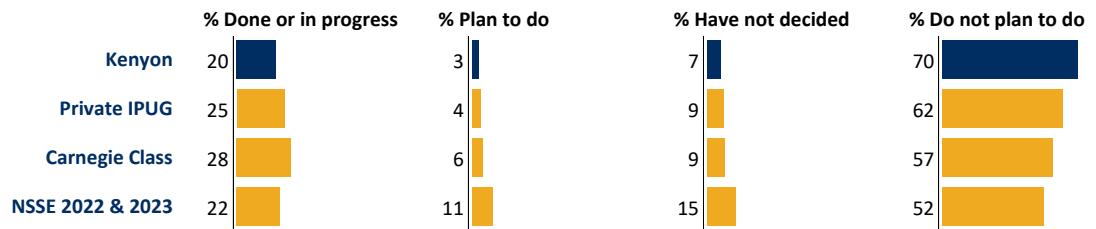
Service-Learning

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



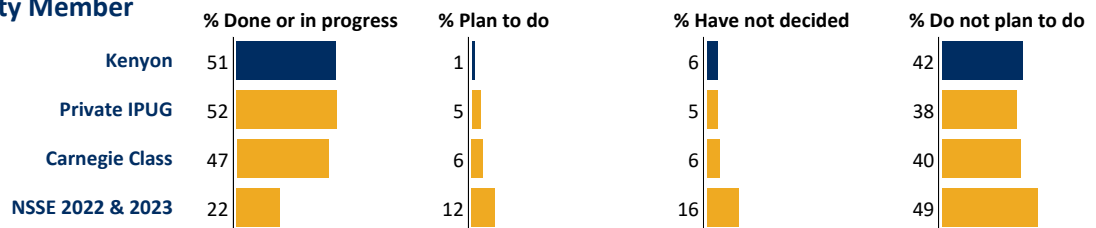
Learning Community

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



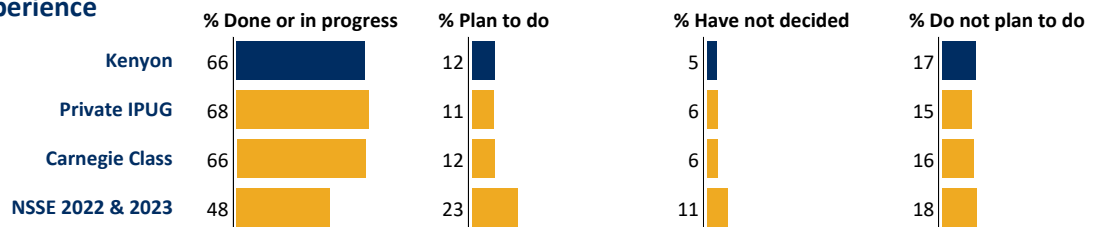
Research with a Faculty Member

Work with a faculty member on a research project.



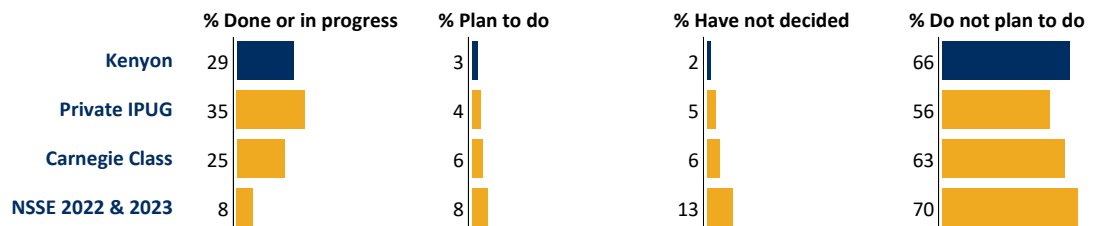
Internship or Field Experience

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



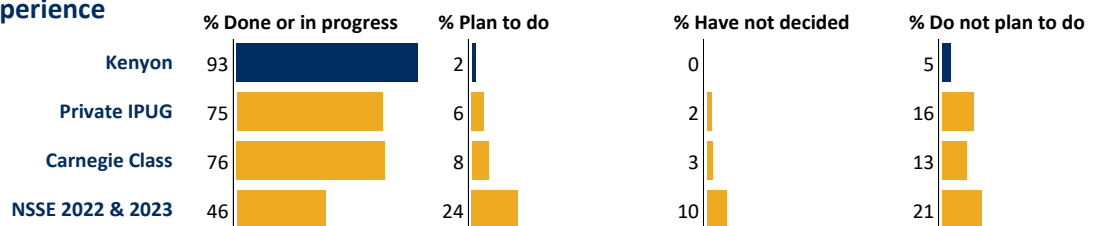
Study Abroad

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	17/67	25	2/67	3	2/67	3	24/55	44	11/56	20	21/56	38	33/56	59	22/56	39	52/56	93
Bio. sci., agric., and natural res.	19/41	46	5/41	12	13/41	32	21/33	64	10/33	30	23/33	70	26/33	79	7/33	21	31/33	94
Physical sci., math, computer sci.	6/18	33	0/18	0	3/18	17	10/17	59	5/17	29	12/17	71	13/17	76	2/17	12	17/17	100
Social sciences	11/58	19	2/58	3	1/58	2	30/54	56	7/54	13	27/53	51	35/54	65	16/53	30	50/54	93
Business	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Communications, media, public rel.	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Education	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Engineering	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Health professions	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Social service professions	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Undecided/undeclared	1/3	33	0/3	0	0/3	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	55/185	30	8/185	4	19/185	10	82/153	54	33/154	21	81/153	53	104/154	68	47/153	31	145/154	94
Started elsewhere	1/2	50	0/2	0	1/2	50	3/5	60	0/5	0	2/5	40	3/5	60	0/5	0	5/5	100
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	
Full-time	58/192	30	10/192	5	21/192	11	85/159	53	33/160	21	83/159	52	107/160	67	47/159	30	150/160	94
First-generation^c	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	46/164	28	7/164	4	17/164	10	79/145	54	29/145	20	76/144	53	100/145	69	44/144	31	138/145	95
First-generation	7/17	41	2/17	12	2/17	12	6/9	67	4/10	40	5/10	50	6/10	60	2/10	20	9/10	90
I prefer not to respond	3/7	43	0/7	0	1/7	14	0/3	0	0/3	0	2/3	67	1/3	33	1/3	33	2/3	67
Race/ethnicity^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	13/33	39	4/33	12	1/33	3	11/15	73	6/15	40	10/15	67	11/15	73	6/15	40	14/15	93
Black or African American	3/8	38	2/8	25	1/8	13	3/7	43	3/8	38	5/8	63	6/8	75	2/8	25	8/8	100
Hispanic, Latina/o, Latine, or Latinx	4/10	40	1/10	10	0/10	0	6/11	55	2/11	18	6/11	55	6/11	55	3/11	27	9/11	82
Indigenous, American Indian, etc.	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Middle Eastern or North African	1/8	13	1/8	13	3/8	38	2/3	67	1/3	33	3/3	100	3/3	100	1/3	33	3/3	100
Native Hawaiian or Pacific Islander	0/0		0/0		0/0		1/2	50	0/2	0	1/2	50	1/2	50	1/2	50	1/2	50
White	39/146	27	5/146	3	18/146	12	67/129	52	22/129	17	67/128	52	89/129	69	37/128	29	123/129	95
Another race or ethnicity	1/2	50	1/2	50	0/2	0	0/0		0/0		0/0		0/0		0/0		0/0	
I prefer not to respond	1/5	20	0/5	0	0/5	0	2/3	67	0/3	0	2/3	67	1/3	33	0/3	0	3/3	100

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	
	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
International status																		
Not an international student	48/162	30	8/162	5	18/162	11	74/141	52	28/141	20	70/140	50	96/141	68	43/140	31	133/141	94
International student	8/26	31	1/26	4	2/26	8	11/17	65	5/18	28	13/18	72	11/18	61	4/18	22	17/18	94
Gender identity^d																		
Woman	39/108	36	9/108	8	18/108	17	53/90	59	21/90	23	52/89	58	64/90	71	29/90	32	86/90	96
Man	9/61	15	0/61	0	2/61	3	27/60	45	10/61	16	25/61	41	36/61	59	14/60	23	56/61	92
Agender or gender neutral	4/8	50	0/8	0	0/8	0	1/1	100	1/1	100	1/1	100	1/1	100	0/1	0	1/1	100
Demigender	0/2	0	0/2	0	0/2	0	0/0		0/0		0/0		0/0		0/0		0/0	
Genderqueer, non-binary, etc.	5/16	31	1/16	6	1/16	6	7/10	70	2/10	20	7/10	70	9/10	90	3/10	30	10/10	100
Genderfluid	1/3	33	0/3	0	0/3	0	0/0		0/0		0/0		0/0		0/0		0/0	
Two-spirit	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Cis/Cisgender	4/22	18	2/22	9	5/22	23	8/20	40	5/20	25	12/19	63	12/20	60	9/20	45	20/20	100
Trans/Transgender	3/12	25	0/12	0	1/12	8	1/2	50	1/2	50	1/2	50	1/2	50	0/2	0	1/2	50
Questioning or unsure	0/8	0	0/8	0	0/8	0	2/5	40	1/5	20	1/5	20	3/5	60	1/5	20	5/5	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	0/5	0	1/1	100	1/1	100	1/1	100	1/1	100	0/1	0	1/1	100
Sexual orientation^d																		
Straight or heterosexual	30/101	30	5/101	5	9/101	9	46/94	49	17/95	18	42/94	45	58/95	61	24/94	26	89/95	94
Bisexual	12/44	27	3/44	7	8/44	18	17/34	50	8/34	24	21/34	62	27/34	79	14/34	41	31/34	91
Lesbian	2/11	18	0/11	0	3/11	27	4/7	57	1/7	14	4/7	57	4/7	57	2/7	29	7/7	100
Gay	2/5	40	0/5	0	1/5	20	3/5	60	1/5	20	3/5	60	4/5	80	2/5	40	5/5	100
Queer	6/15	40	0/15	0	2/15	13	11/13	85	5/13	38	7/13	54	9/13	69	2/13	15	13/13	100
Pansexual or polysexual	5/11	45	1/11	9	2/11	18	7/10	70	2/10	20	6/10	60	7/10	70	2/10	20	8/10	80
Ace, gray, or asexual	4/18	22	0/18	0	3/18	17	2/3	67	1/3	33	2/3	67	2/3	67	1/3	33	3/3	100
Demisexual	1/4	25	0/4	0	1/4	25	3/5	60	2/5	40	3/5	60	2/5	40	3/5	60	5/5	100
Questioning or unsure	3/16	19	0/16	0	2/16	13	4/6	67	1/6	17	3/6	50	6/6	100	4/6	67	6/6	100
Another sexual orientation	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
I prefer not to respond	3/9	33	0/9	0	0/9	0	2/4	50	1/4	25	4/4	100	2/4	50	1/4	25	4/4	100
Age^b																		
FY 21+, Seniors 25+	0/189	0	0/189	0	0/189	0	0/158	0	0/159	0	0/158	0	0/159	0	0/158	0	1/1	100
FY < 21, Seniors < 25	58/189	31	10/189	5	21/189	11	85/158	54	33/159	21	83/158	53	107/159	67	47/158	30	149/159	94

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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	%
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	
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	10/33	30	2/33	6	1/33	3	15/26	58	9/27	33	14/27	52	16/27	59	9/27	33	25/27	93
Another disability or condition	2/4	50	1/4	25	0/4	0	2/3	67	0/3	0	2/3	67	2/3	67	0/3	0	3/3	100
Multiple types of disab. or cond.	3/13	23	1/13	8	1/13	8	9/14	64	3/14	21	5/13	38	12/14	86	5/14	36	13/14	93
No disability or condition	38/131	29	5/131	4	17/131	13	55/105	52	19/105	18	54/105	51	72/105	69	30/104	29	99/105	94
I prefer not to respond	1/4	25	0/4	0	0/4	0	4/9	44	2/9	22	8/9	89	5/9	56	3/9	33	9/9	100
Residence																		
Not on campus	2/5	40	0/5	0	0/5	0	8/16	50	4/16	25	7/16	44	7/16	44	5/16	31	14/16	88
On campus	53/182	29	9/182	5	19/182	10	77/142	54	29/143	20	76/142	54	100/143	70	42/142	30	136/143	95
Athlete status						0				0								
Not an athlete	39/147	27	6/147	4	16/147	11	56/107	52	24/108	22	59/107	55	73/108	68	39/108	36	104/108	96
Student-athlete	16/39	41	3/39	8	3/39	8	29/51	57	9/51	18	24/51	47	34/51	67	8/50	16	46/51	90
Greek membership																		
Not a member	49/164	30	7/164	4	19/164	12	64/123	52	25/124	20	69/124	56	81/124	65	36/124	29	120/124	97
Member	3/17	18	1/17	6	0/17	0	19/32	59	8/32	25	14/31	45	24/32	75	11/31	35	28/32	88
Military status																		
No military service	54/186	29	9/186	5	18/186	10	84/157	54	33/158	21	82/157	52	107/158	68	47/157	30	149/158	94
Current or former military service	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Satisfaction^e																		
Fair or poor	4/18	22	1/18	6	1/18	6	3/13	23	1/13	8	3/13	23	3/13	23	4/13	31	11/13	85
Good or excellent	51/170	30	8/170	5	18/170	11	82/145	57	32/146	22	80/145	55	104/146	71	43/145	30	139/146	95
Overall	58/192	30	10/192	5	21/192	11	85/159	53	33/160	20	83/159	51	107/160	66	47/159	29	150/160	93

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?"