

## Characteristics of high-impact practices<sup>1</sup>

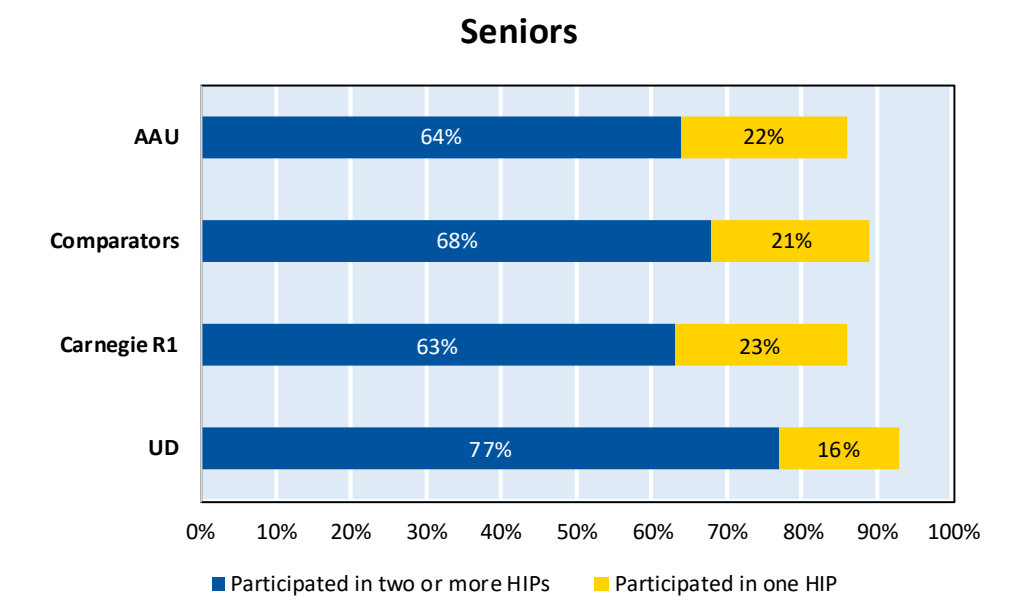
- Demand considerable time and effort
- Facilitate learning outside of the classroom
- Require meaningful interaction with faculty and students
- Encourage collaboration with diverse others
- Provide frequent and substantive feedback

## High-Impact Practices in NSSE<sup>2</sup>

- **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, comprehensive exam, portfolio, etc.

## Comparison With Other Institutions<sup>2</sup>



## Service-Learning

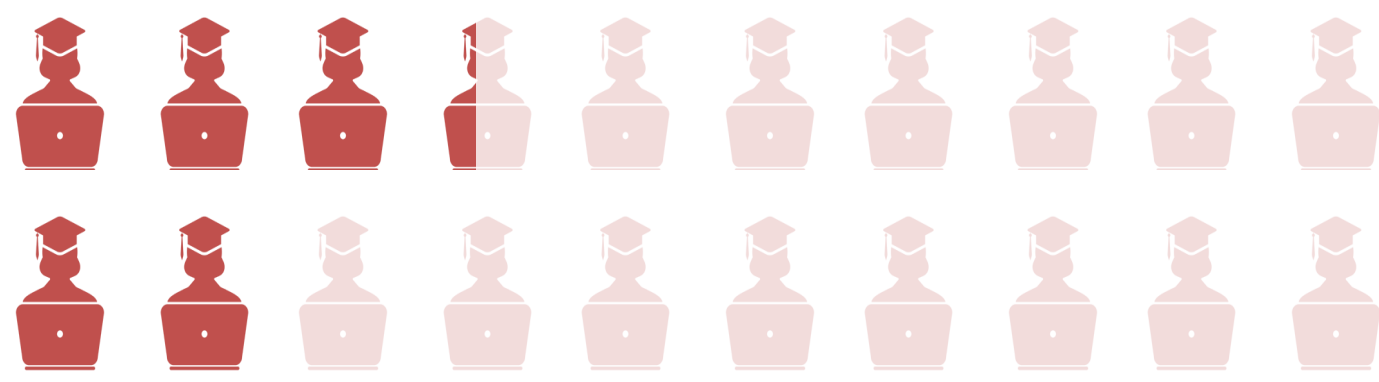
From the NSSE 2017 question: About how many of your courses at this institution have included a community-based project?<sup>3</sup>



26% of students in a fraternity or sorority, but only 18% of students not affiliated with a fraternity or sorority



34% of international students, but only 20 percent of U.S. students

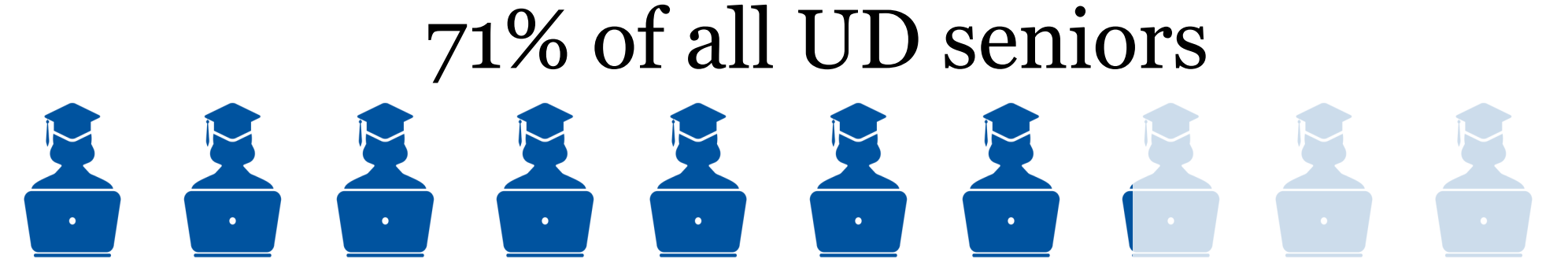


25% of non-white students and 20% of white students

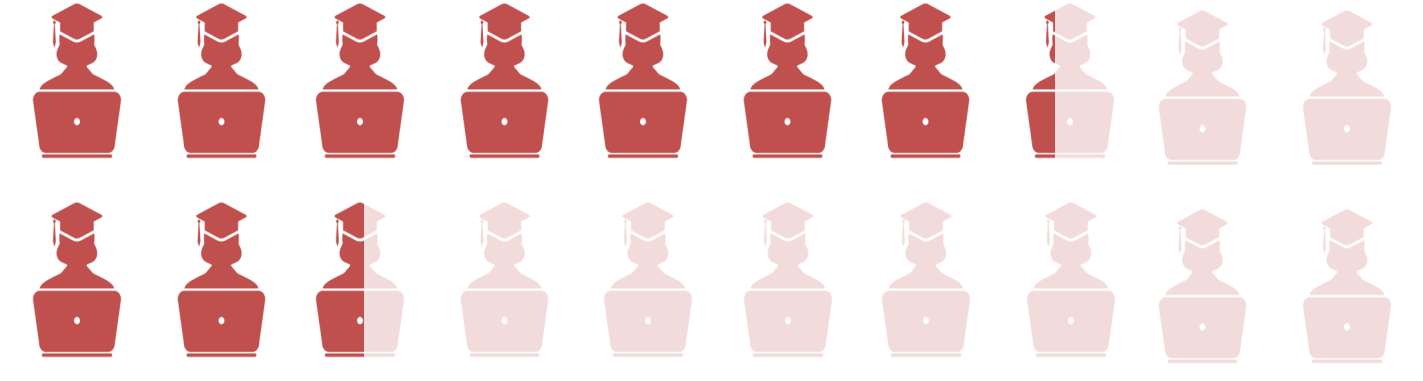


## Internship or Field Experience

From the NSSE 2017 question: Which of the following have you done or do you plan to do before you graduate? Participate in an internship, co-op, field experience, student teaching, or clinical placement<sup>3</sup>



73% of US students, but only 25% of international students

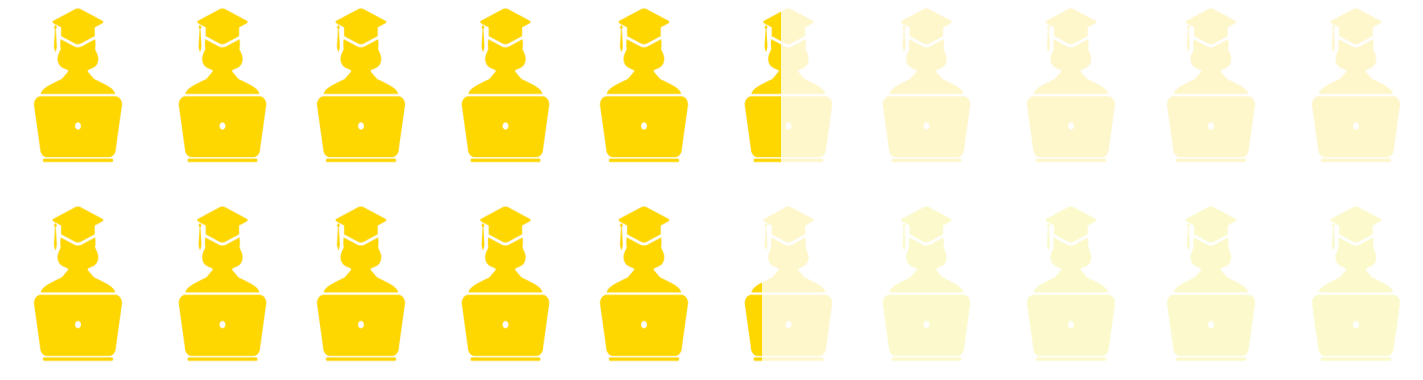


## Senior Experience

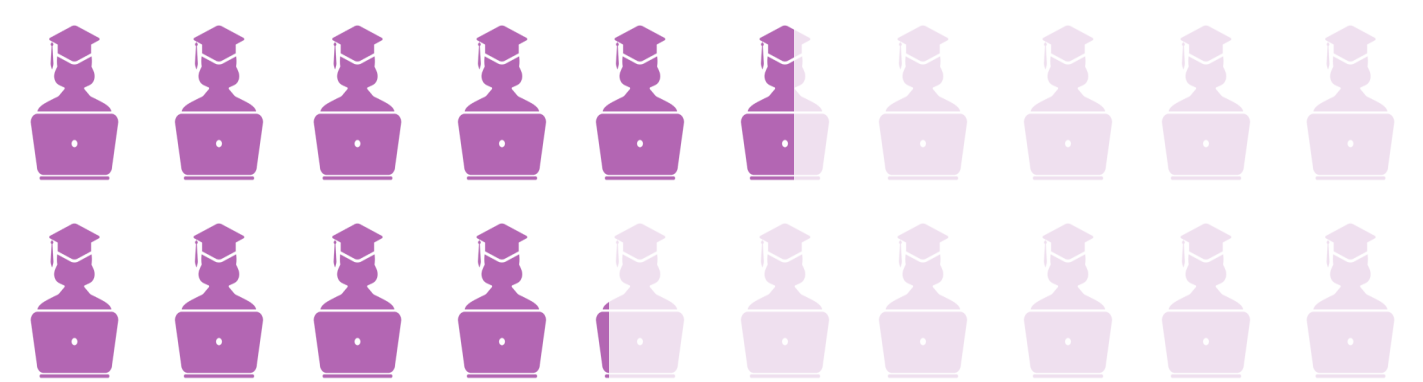
From the NSSE 2017 question: Which of the following have you done or do you plan to do before you graduate? Complete a culminating non-transfer experience (capstone course, non-transfer project or thesis, comprehensive exam, portfolio, etc.)<sup>3</sup>



54% of women and 52% of men



56% of non-transfer students, but only 41% of transfer students

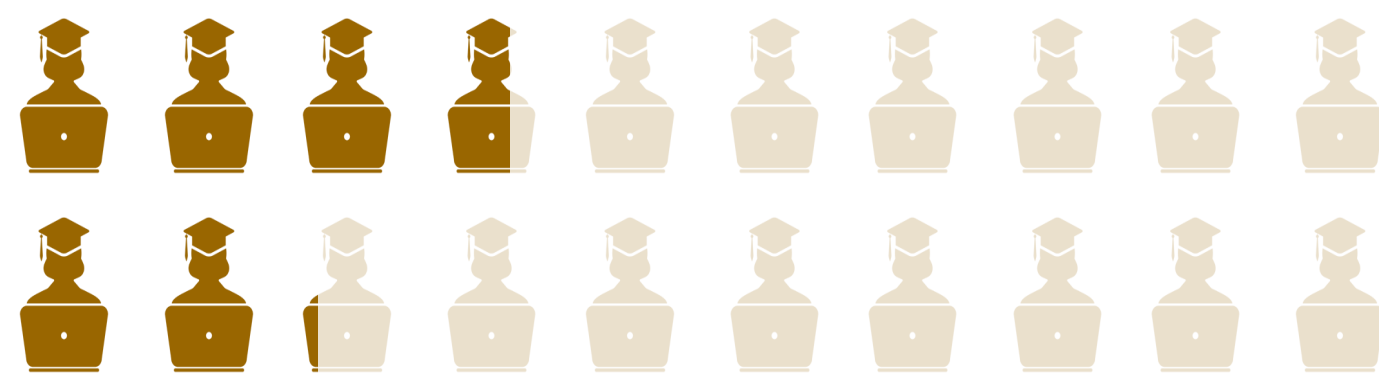


## Learning Community

From the NSSE 2017 question: Which of the following have you done or do you plan to do before you graduate? Participate in a learning community or some other formal program where groups of students take two or more classes together<sup>3</sup>



37% of students in a sorority or fraternity, but only 21% of students not affiliated with a fraternity or sorority

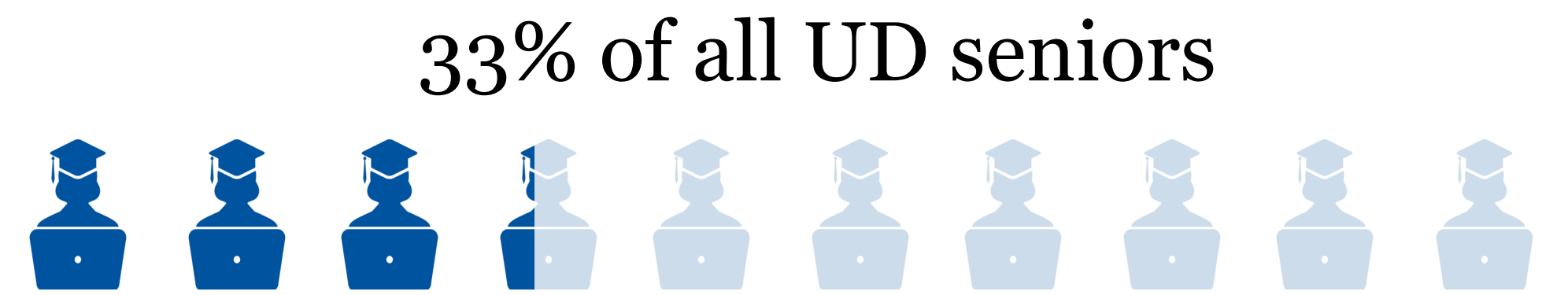


27% of non-transfer students, but only 12% of transfer students



## Study Abroad

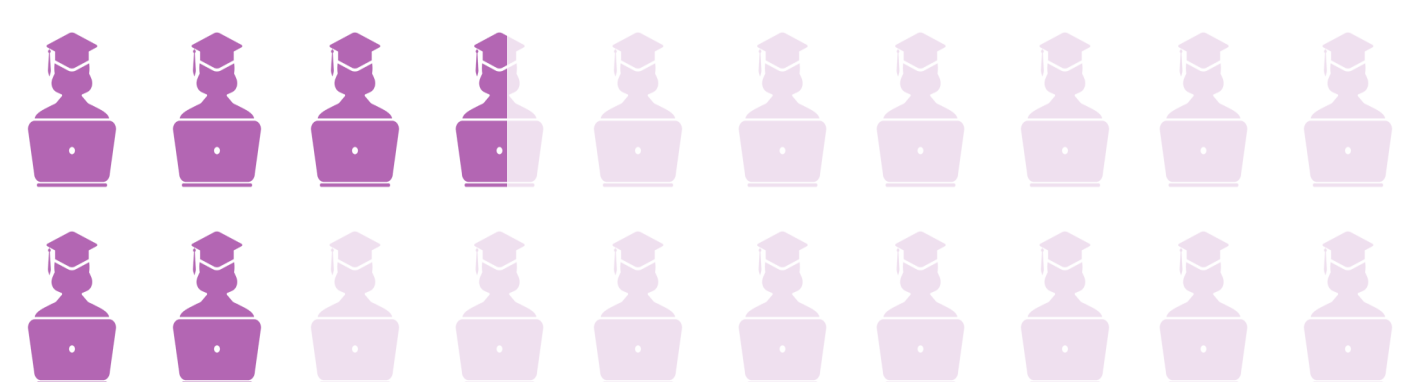
From the NSSE 2017 question: Which of the following have you done or do you plan to do before you graduate? Participate in a study abroad program<sup>3</sup>



36% of continuing generation students, but only 22% of first generation students<sup>4</sup>



36% of non-transfer students, but only 20% of transfer students

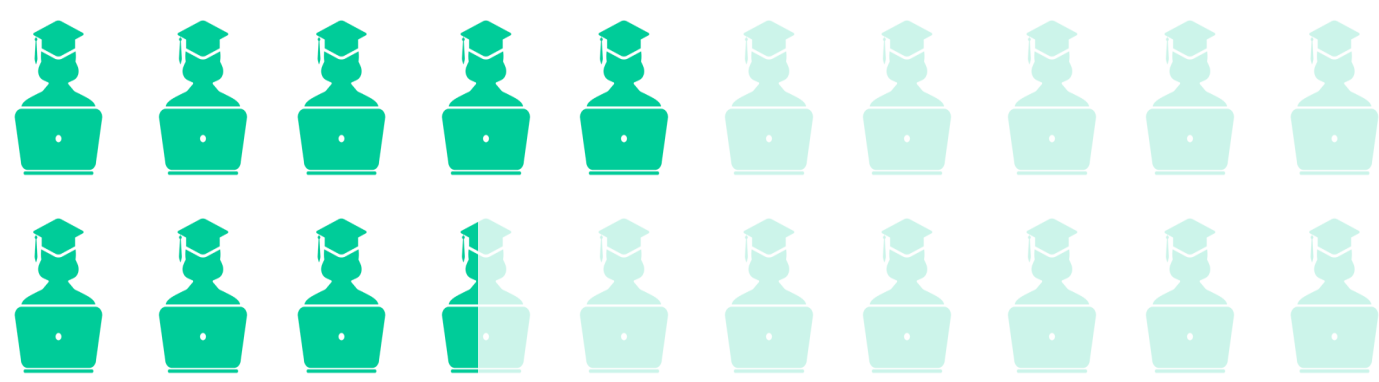


## Research with Faculty

From the NSSE 2017 question: Which of the following have you done or do you plan to do before you graduate? Work with a faculty member on a research project<sup>3</sup>



50% of on-campus students, but only 34% of off-campus students



- Adapted from Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Washington, DC: AAC&U.
- Source: NSSE 2017 High-Impact Practices report.
- Groups are only reported here if there was a difference significant at the  $p \leq .05$  level.
- Students who reported here if neither of their parents enrolled in postsecondary education.
- Note that the high-impact practice established by Kuh and others is "service learning." The question on the NSSE instrument most closely aligned with the other questions on this display, however, only asks about community or volunteer service.
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