

University of Idaho



About This Report

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

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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)	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 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.

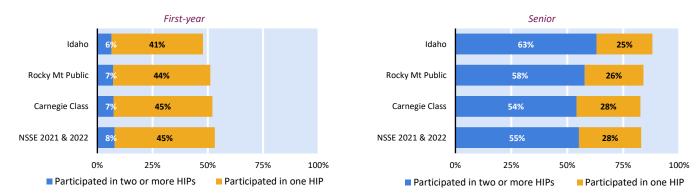
Rocconi, L.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis Research & Practice in Assessment, 13 (Summer/Fall), pp. 22-38.



Participation Comparisons University of Idaho

Overall HIP Participation

The figures below display the percentage of students who participated in High-Impact Practices. Both figures include participation in service-learning, a learning community, and research with faculty. The senior figure also includes participation in an internship or field experience, study abroad, and culminating senior experience. 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 percentages appear on the following pages.)

	Idaho	Rocky Mt Publi		lic	Carnegie Class			s NS		SE 2021 & 2022			
First-year	%	Differ	ence ^a		ES ^b	Differe	ence ^a		ES ^b	Differ	ence ^a		ES ^b
Service-Learning	41		-6	*	11		-7	*	14		-8	**	16
Learning Community	9		-0		.00	1	-1		02	l	-1		03
Research with Faculty	6	+2	1		.08	+2	1		.09	+2	1		.08
Participated in at least one	48		-3		07		-4		09		-5		11
Participated in two or more	6		-1		03	[-1		04	I	-1		06
Senior													
Service-Learning	52		-3		07		-6	*	12		-7	*	14
Learning Community	26	+5		*	.12	+5			.11	+5		*	.12
Research with Faculty	30	+7		**	.17	+10		***	.24	+10		***	.22
Internship or Field Exp.	50	+3			.06	+7		*	.15	+6		*	.13
Study Abroad	5		-1		05		-2		10	I	-2		10
Culminating Senior Exp.	54	+10		***	.20	+13		***	.25	+11		***	.22
Participated in at least one	88	+4			.12	+5		*	.15	+5		*	.14
Participated in two or more	63	+5			.11	+9		**	.18	+8		**	.16

Your students' participation compared with:

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).



Response Detail University of Idaho

First-year students



Learning Community

Participate in a learning

community or some other formal program

students take two or more classes together.

Work with a faculty

project.

member on a research

where groups of

About how many of	
your courses at this	
institution have	Rocky Mt I
included a community-	
based project (service-	Carnegie
learning)?	NSSE 2021 &

Research with a Faculty Member

Idaho 5 Public 8 **Class** 8 NSSE 2021 & 2022 9

Idaho

Idaho

Rocky Mt Public

Carnegie Class

NSSE 2021 & 2022

Rocky Mt Public

Carnegie Class

NSSE 2021 & 2022

9

9

9

10

6

5

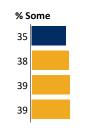
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5

% Most or all

% Done or in progress

% Done or in progress



% Plan to do

% Plan to do

18

25

29

28

28

30

31

31

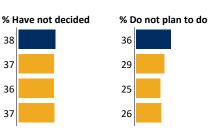
38

37

36

37

40



% Have not decided 42 41 40



23 25 25 24

Plans to Participate^a

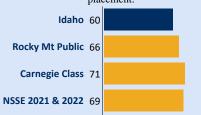
Knowing whether first-year students plan to participate in upper-division HIPs can reveal insights about HIP demand, awareness of opportunities, and the clarity of institutional information. These results might also point to topics for additional exploration, such as what contributes to students' expectations, 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.



Participate in a study abroad

Study Abroad

program.

24

31

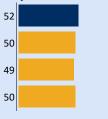
34

33

Experience Complete a culminating

senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.).

Culminating Senior



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

Note: Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).



Response Detail University of Idaho

Seniors

Service-Learning	
About how many of your courses at this	Idaho
institution have	Rocky Mt Public
included a community- based project (service- learning)?	Carnegie Class
	N33E 2021 & 2022

Learning Community

Participate in a learning	Idaho
community or some	
other formal program	Rocky Mt Public
where groups of	
students take two or	Carnegie Class
more classes together.	NSSE 2021 & 2022

Research with a Faculty Member

Work with a faculty member on a research	Idaho
project.	Rocky Mt Public
	Carnegie Class
	NSSE 2021 & 2022

Internship or Field Experience

Participate in an	Idaho
internship, co-op, field	
experience, student	Rocky Mt Public
teaching, or clinical	
placement.	Carnegie Class
	NSSE 2021 & 2022

Study Abroad

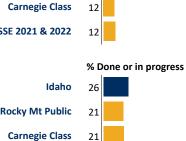
Participate in a study
abroad program.

Idaho **Rocky Mt Public Carnegie Class**

NSSE 2021 & 2022

Culminating Senior Experience

Complete a culminating senior experience	Idaho	54
(capstone course, senior project or thesis,	Rocky Mt Public	44
portfolio, recital,	Carnegie Class	42
comprehensive exam, etc.).	NSSE 2021 & 2022	43

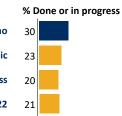


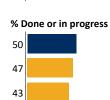
% Most or all

8

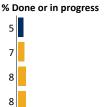
10











% Plan to do 13 13 13 12

% Some

44

46

46

47

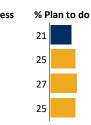
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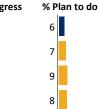
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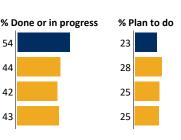
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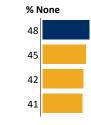
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% Plan to do

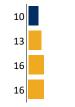




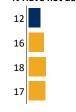




% Have not decided



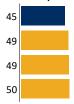
% Have not decided



% Do not plan to do

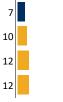


% Do not plan to do



% Do not plan to do

% Have not decided



18 18

21

19

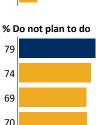
% Have not decided 10 12 14



% Have not decided



14



% Do not plan to do



Note: Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).



Participation by Student Social Identities and Experiences

University of Idaho

Participation in High-Impact Practices by Student Social Identities and Experiences

The table below displays the percentage of your students who participated in each HIP by selected student social identities and experiences. Examining participation rates for different groups offers insight into how engagement varies within your student population.

Female 38 11 6 51 26 31 53 6 47 Male 44 6 7 53 26 31 50 6 63 Race/ethnicity or international ⁸			First-ye	ar			S	enior		
Female 38 11 6 51 26 31 53 6 47 Male 44 6 7 53 26 31 53 6 47 Male 44 6 7 53 26 31 50 6 6 6 American Indian or Alaska Native -		Service- Learning	Learning Community	Research with Faculty	Service- Learning	Learning Community	Research with Faculty	Internship or Field Experience	Study Abroad	Culminating Senior Experience
Male 44 6 7 53 26 31 50 6 63 Race/ethnicity or international ¹ - - <td< td=""><td>Institution-reported sex^a</td><td>%</td><td>%</td><td>%</td><td>%</td><td>%</td><td>%</td><td>%</td><td>%</td><td>%</td></td<>	Institution-reported sex ^a	%	%	%	%	%	%	%	%	%
Race/ethnicity or international ^a American Indian or Alaska Native	Female	38	11	6	51	26	31	53	6	47
American Indian or Alaska Native -	Male	44	6	7	53	26	31	50	6	63
Asian - <td>Race/ethnicity or international^a</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>	Race/ethnicity or international ^a									
Black or African American -<	American Indian or Alaska Native	_	_	_	_	_	_	_	_	_
Hispanic or tatino 52 16 6 53 17 23 40 0 47 Native Hawaiian/Other Pac. Islander -	Asian	_	_	_	_	_	_	_	_	_
Native Hawaiian/Other Pac. Islander -	Black or African American	_	-	_	—	_	—	—	—	_
White 36 9 6 50 26 32 53 6 57 Other -	Hispanic or Latino	52	16	6	53	17	23	40	0	47
Other - <td>Native Hawaiian/Other Pac. Islander</td> <td>_</td> <td>-</td> <td>_</td> <td>—</td> <td>_</td> <td>—</td> <td>—</td> <td>—</td> <td>_</td>	Native Hawaiian/Other Pac. Islander	_	-	_	—	_	—	—	—	_
Foreign or nonresident 58 4 4 - <td>White</td> <td>36</td> <td>9</td> <td>6</td> <td>50</td> <td>26</td> <td>32</td> <td>53</td> <td>6</td> <td>57</td>	White	36	9	6	50	26	32	53	6	57
Two or more races/ethnicities 33 7 7 - <th< td=""><td>Other</td><td>_</td><td>_</td><td>_</td><td>_</td><td>_</td><td>—</td><td>—</td><td>_</td><td>_</td></th<>	Other	_	_	_	_	_	—	—	_	_
Age FY < 21, Seniors < 25	Foreign or nonresident	58	4	4	—	_	—	—	—	_
FY < 21, Seniors < 25 40 9 7 52 29 35 55 7 59 FY 21+, Seniors 25+ 39 11 5 53 14 17 38 0 41 Continuing generation b 38 9 9 52 28 36 56 7 59 First-generation b 44 7 1 50 24 24 46 5 52 Enrollment status ³ 9 9 6 52 28 36 56 7 59 Not full-time 43 14 0 54 25 17 33 0 38 Full-time 40 9 6 52 26 32 53 6 56 Residence 7 7 7 47 23 31 50 4 56 5 Major category ⁶ 4 51 7 7 47 23 31 50 4 56 56 Sological sciences, agriculture, natural res. 37	Two or more races/ethnicities	33	7	7	—	_	—	_	—	-
FY 21+, Seniors 25+ 39 11 5 53 14 17 38 0 41 First-generation ^b Continuing generation 38 9 9 52 28 36 56 7 59 First-generation 44 7 1 50 24 24 46 5 52 Enrollment status ^a 43 14 0 54 25 17 33 0 38 9 9 6 52 26 32 53 6 56 7 59 7 Not full-time 43 14 0 54 25 17 33 0 38 7 Residence	Age									
First-generation 38 9 9 52 28 36 56 7 59 First-generation 44 7 1 50 24 24 46 5 52 Enrollment status ³	FY < 21, Seniors < 25	40	9	7	52	29	35	55	7	59
Continuing generation 38 9 9 52 28 36 56 7 59 First-generation 44 7 1 50 24 24 46 5 52 Enrollment status ^a	FY 21+, Seniors 25+	39	11	5	53	14	17	38	0	41
First-generation 44 7 1 50 24 24 46 5 52 Enrollment status ^a Not full-time 43 14 0 54 25 17 33 0 38 38 Full-time 40 9 6 52 26 32 53 6 56 Residence Not on campus 37 8 6 63 36 33 59 11 57 Major category ⁶ 4 7 7 47 23 31 50 4 56 6 Biological sciences, agriculture, natural res. 37 4 11 50 25 42 69 4 54 Physical sciences, math, computer science 37 4 11 50 25 42 69 4 54 Social sciences 37 4 11 50 25 42 69 4 54 Business 65 5 0 62 37 26 57 11 63 64	First-generation ^b									
Incollment status ^a Not full-time 43 14 0 54 25 17 33 0 38 Full-time 40 9 6 52 26 32 53 6 56 Residence 0 45 7 7 47 23 31 50 4 56 Major category ^c 37 8 6 63 36 33 59 11 57 Major category ^c 37 8 6 63 36 33 59 11 57 Major category ^c 37 8 6 63 36 33 59 11 57 Major category ^c 37 4 11 50 25 42 69 4 54 Biological sciences, agriculture, natural res. 37 4 11 50 25 42 69 4 54 Communications, media, public relations 45 0 9 - - - - - -	Continuing generation	38	9	9	52	28	36	56	7	59
Not full-time 43 14 0 54 25 17 33 0 38 Full-time 40 9 6 52 26 32 53 6 56 Residence .	First-generation	44	7	1	50	24	24	46	5	52
Full-time 40 9 6 52 26 32 53 6 56 Residence Not on campus 45 7 7 47 23 31 50 4 56 56 On campus 37 8 6 63 36 33 59 11 57 Major category ^c X 8 6 63 36 25 42 69 4 56 Biological sciences, agriculture, natural res. 37 4 11 50 25 42 69 4 54 Physical sciences, math, computer science 37 11 17 30 19 44 48 0 56 Social sciences 37 4 41 48 13 23 29 6 39 Business 65 5 0 62 37 26 57 11 63 Communications, media, public relations 45 0 9 - - - - - - -	Enrollment status ^a									
Residence Not on campus 45 7 7 47 23 31 50 4 56 On campus 37 8 6 63 36 33 59 11 57 Major category ^c	Not full-time	43	14	0	54	25	17	33	0	38
Not on campus 45 7 7 47 23 31 50 4 56 On campus 37 8 6 63 36 33 59 11 57 Major category ^C Arts & humanities 39 7 2 57 19 24 38 19 62 Biological sciences, agriculture, natural res. 37 4 11 50 25 42 69 4 54 Physical sciences, math, computer science 37 11 17 30 19 44 48 0 56 Social sciences 37 4 11 50 25 42 69 4 54 Business 65 5 0 62 37 26 57 11 63 Communications, media, public relations 45 0 9 - - - - - - Education 64 17 4 100 44 25 69 6 44 65 59 59	Full-time	40	9	6	52	26	32	53	6	56
On campus 37 8 6 63 36 33 59 11 57 Major category ^c Arts & humanities 39 7 2 57 19 24 38 19 62 Biological sciences, agriculture, natural res. 37 4 11 50 25 42 69 4 54 Physical sciences, math, computer science 37 11 17 30 19 44 48 0 56 Social sciences 37 4 4 48 13 23 29 6 39 Business 65 5 0 62 37 26 57 11 63 Communications, media, public relations 45 0 9 - - - - - Education 64 17 4 100 44 25 69 6 44 Engineering 33 5 3 34 24 29 44 0 56 Health professions 29 13<	Residence									
On campus 37 8 6 63 36 33 59 11 57 Major category ^c Arts & humanities 39 7 2 57 19 24 38 19 62 Biological sciences, agriculture, natural res. 37 4 11 50 25 42 69 4 54 Physical sciences, math, computer science 37 11 17 30 19 44 48 0 56 Social sciences 37 4 4 48 13 23 29 6 39 Business 65 5 0 62 37 26 57 11 63 Communications, media, public relations 45 0 9 - - - - - Education 64 17 4 100 44 25 69 6 44 Engineering 33 5 3 34 24 29 44 0 56 Social service professions 29	Not on campus	45	7	7	47	23	31	50	4	56
Arts & humanities 39 7 2 57 19 24 38 19 62 Biological sciences, agriculture, natural res. 37 4 11 50 25 42 69 4 54 Physical sciences, math, computer science 37 11 17 30 19 44 48 0 56 Social sciences 37 4 4 48 13 23 29 6 39 Business 65 5 0 62 37 26 57 11 63 Communications, media, public relations 45 0 9 - - - - - Education 64 17 4 100 44 25 69 6 44 Engineering 33 5 3 34 24 29 44 0 56 Health professions 29 13 11 62 37 38 69 5 59 Social service professions 20 10	On campus	37	8	6	63	36	33	59	11	57
Arts & humanities 39 7 2 57 19 24 38 19 62 Biological sciences, agriculture, natural res. 37 4 11 50 25 42 69 4 54 Physical sciences, math, computer science 37 11 17 30 19 44 48 0 56 Social sciences 37 4 4 48 13 23 29 6 39 Business 65 5 0 62 37 26 57 11 63 Communications, media, public relations 45 0 9 - - - - - Education 64 17 4 100 44 25 69 6 44 Engineering 33 5 3 34 24 29 44 0 56 Health professions 29 13 11 62 37 38 69 5 59 Social service professions 20 10	Major category ^c									
Physical sciences, math, computer science 37 11 17 30 19 44 48 0 56 Social sciences 37 4 4 48 13 23 29 6 39 Business 65 5 0 62 37 26 57 11 63 Communications, media, public relations 45 0 9 - - - - - - Education 64 17 4 100 44 25 69 6 44 Engineering 33 5 3 34 24 29 44 0 56 Health professions 29 13 11 62 37 38 69 5 59 Social service professions 20 10 0 - - - - - -		39	7	2	57	19	24	38	19	62
Physical sciences, math, computer science 37 11 17 30 19 44 48 0 56 Social sciences 37 4 4 48 13 23 29 6 39 Business 65 5 0 62 37 26 57 11 63 Communications, media, public relations 45 0 9 - - - - - - Education 64 17 4 100 44 25 69 6 44 Engineering 33 5 3 34 24 29 44 0 56 Health professions 29 13 11 62 37 38 69 5 59 Social service professions 20 10 0 - - - - - -	Biological sciences, agriculture, natural res.	37	4	11	50	25	42	69	4	54
Social sciences 37 4 4 48 13 23 29 6 39 Business 65 55 0 62 37 26 57 11 63 Communications, media, public relations 45 0 9 - - - - - Education 64 17 4 100 44 25 69 6 44 Engineering 33 5 3 34 24 29 44 0 56 Health professions 29 13 11 62 37 38 69 5 59 Social service professions 20 10 0 - - - - -	Physical sciences, math, computer science	37	11	17	30	19	44	48	0	56
Business 65 5 0 62 37 26 57 11 63 Communications, media, public relations 45 0 9 - - - - - - Education 64 17 4 100 44 25 69 6 44 Engineering 33 5 3 34 24 29 44 0 56 Health professions 29 13 11 62 37 38 69 5 59 Social service professions 20 10 0 - - - - -	Social sciences	37	4	4	48	13	23	29	6	39
Education 64 17 4 100 44 25 69 6 44 Engineering 33 5 3 34 24 29 44 0 56 Health professions 29 13 11 62 37 38 69 5 59 Social service professions 20 10 0 - - - - - -	Business	65	5	0	62		26	57	11	63
Education 64 17 4 100 44 25 69 6 44 Engineering 33 5 3 34 24 29 44 0 56 Health professions 29 13 11 62 37 38 69 5 59 Social service professions 20 10 0 - - - - - -	Communications, media, public relations	45	0	9	_	_	_	_	_	_
Health professions 29 13 11 62 37 38 69 5 59 Social service professions 20 10 0 - - - - - -	Education	64	17	4	100	44	25	69	6	44
Social service professions 20 10 0 -	Engineering	33	5	3	34	24	29	44	0	56
Social service professions 20 10 0	Health professions	29	13	11	62	37	38	69	5	59
Undecided/undeclared	-	20	10	0	_	_	_	_	_	_
	Undecided/undeclared	_	_	_	_	_	_	_	_	_
Overall 41 9 6 52 26 30 50 5 54	Overall	41	9	6	52	26	30	50	5	54

Notes: 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 communitybased project. Percentages are not reported (—) for row categories containing fewer than 10 students. Results are unweighted, except for overall percentages which are weighted by sex and enrollment status.

a. Institution-reported variable. If provided, "Another" and "Unknown" categories for sex are not displayed due to low Ns, but do appear in the data file.

Race/ethnicity labels are based on IPEDS reporting requirements.

b. Neither parent (or guardian) holds a bachelor's degree.

c. These are NSSE's default related-major 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."