2017 High-Impact Practices at UD
February 19, 2018 UD Town Hall on Student Engagement and 2017 National Survey of Student Engagement (NSSE) Results
Cosponsored by Institutional Research and Effectiveness, Division of Student Life, and the Center for Teaching & Assessment of Learning

Characteristics of high-impact practices:
- 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:
- **Service-Learning**
  - Courses 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:

Service-Learning
- 53% of all UD seniors
- 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% of U.S. students
- 25% of non-white students and 20% of white students

Learning Community
- 25% of all UD seniors
- 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

Research with Faculty
- 35% of all UD seniors
- 90% of on-campus students, but only 34% of off-campus students

Internship or Field Experience
- 71% of all UD seniors
- 77% of seniors.
- 25% of non-transfer students, but only 25% of international students
- 73% of US students, but only 25% of international students

Senior Experience
- 53% of all UD seniors
- 54% of women and 52% of men

Study Abroad
- 33% of all UD seniors
- 36% of continuing generation students, but only 22% of first generation students

3. Groups are only reported here if there was a difference significant at the p < .05 level.
4. Students who reported on NSSE 2017 that neither of their parents enrolled in postsecondary education.
5. Note that the high-impact practice established by Kuh and others is a comprehensive approach to educational practices: What they are, who has access to them, and why they matter. The question on the NSSE instrument most closely aligned with the other questions on this display, however, only asks about community or service learning.
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