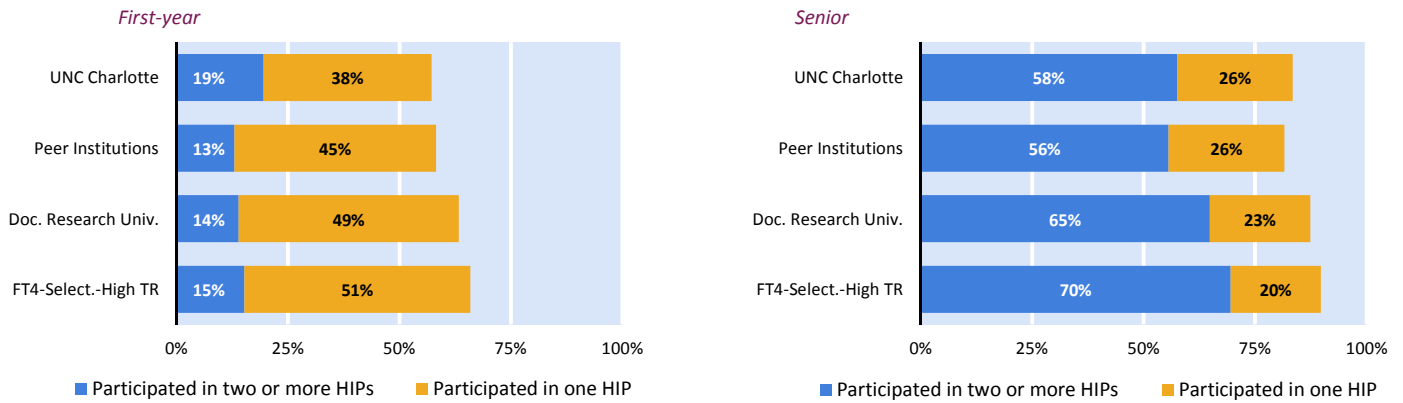


Overall HIP Participation

The figures below display the percentage of students who participated in High-Impact Practices. Both figures include participation in a learning community, service-learning, 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 of students 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 compares the percentage of your students who participated in a High-Impact Practice, including the percentage who participated overall (at least one, two or more), with those at institutions in your comparison groups.

	UNC Charlotte	Peer Institutions	Doc. Research Univ.	FT4-Select.-High TR
	%	%	Effect size ^a	%
<i>First-year</i>				
11c. Learning Community	24	18 **	.14	17 ***
12. Service-Learning	50	50	-.02	58 ***
11e. Research with Faculty	6	5	.04	6
Participated in at least one	57	58	-.02	63 **
Participated in two or more	19	13 ***	.18	14 ***
<i>Senior</i>				
11c. Learning Community	25	21 *	.10	28
12. Service-Learning	56	58	-.04	67 ***
11e. Research with Faculty	22	20	.05	23
11a. Internship or Field Exp.	45	44	.02	52 ***
11d. Study Abroad	11	9	.05	14 *
11f. Culminating Senior Exp.	44	41	.06	47
Participated in at least one	83	82	.05	87 **
Participated in two or more	58	56	.04	65 ***

Note. 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.

a. Cohen's *h*: The standardized difference between two proportions. Effect size indicates the practical importance of an observed difference. An effect size of .2 is generally considered small, .5 medium, and .8 large.

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

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

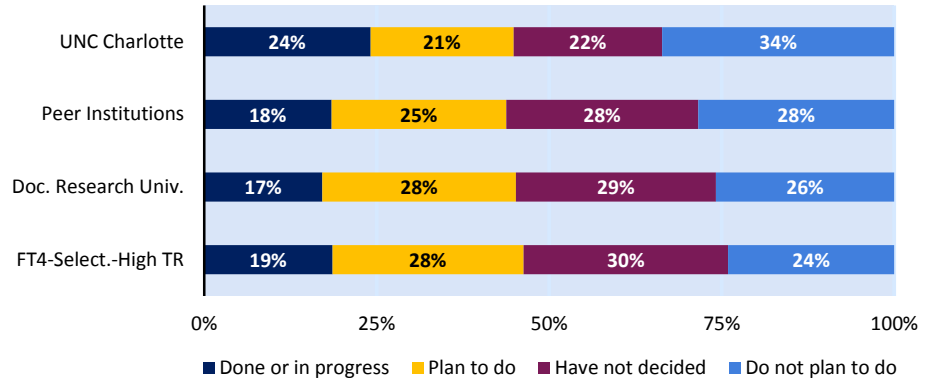
First-year Students

The figures below display further details about each High-Impact Practice for your first-year students and those of your comparison groups.

Learning Community

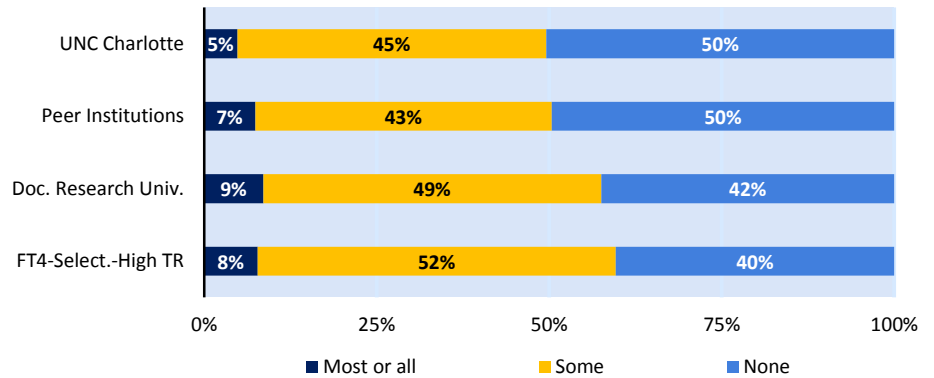
Which of the following have you done or do you plan to do before you graduate?

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



Service-Learning

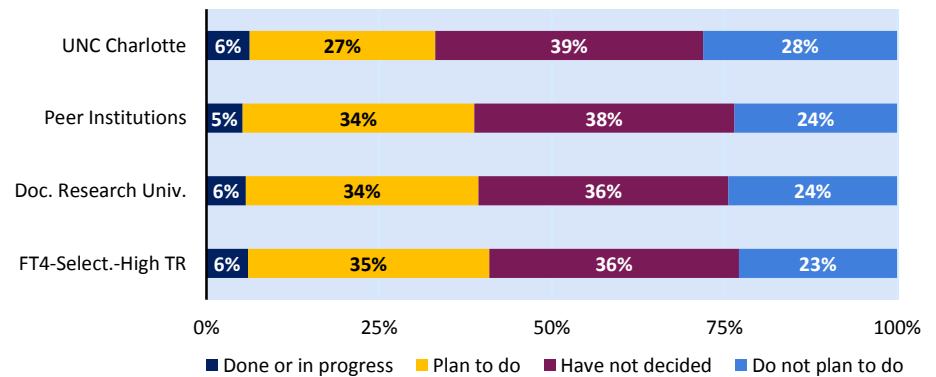
About how many of your courses at this institution have included a community-based project (service-learning)?



Research with a Faculty Member

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.



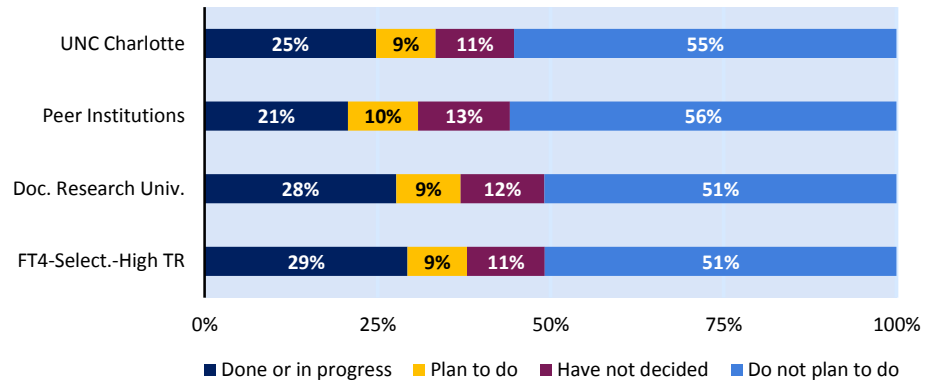
Seniors

The figures below display further details about each High-Impact Practice for your seniors and those of your comparison groups.

Learning Community

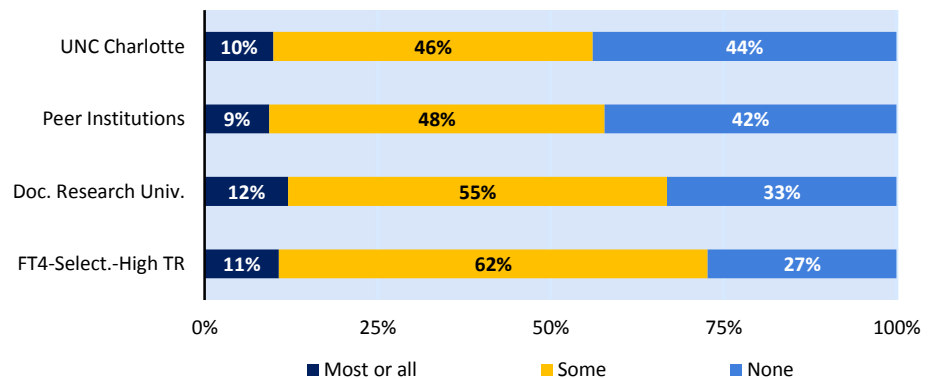
Which of the following have you done or do you plan to do before you graduate?

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



Service-Learning

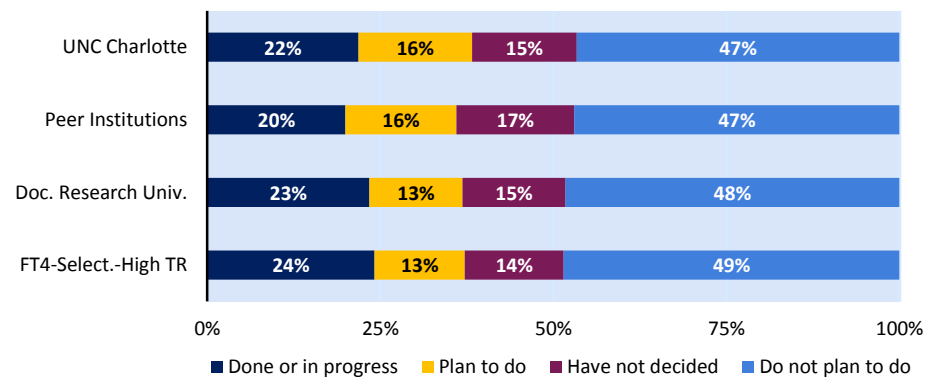
About how many of your courses at this institution have included a community-based project (service-learning)?



Research with a Faculty Member

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.



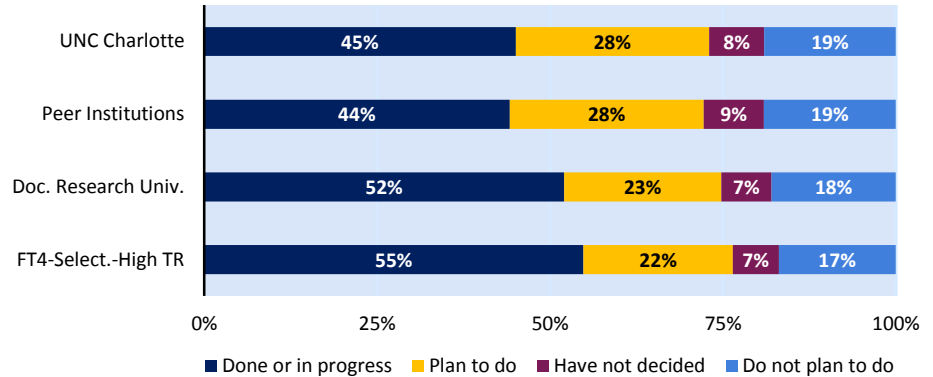
Seniors (continued)

The figures below display further details about each High-Impact Practice for your seniors and those of your comparison groups.

Internship or Field Experience

Which of the following have you done or do you plan to do before you graduate?

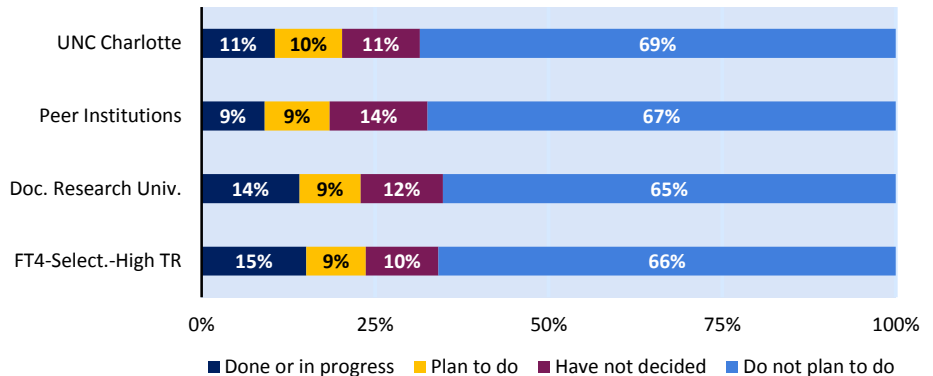
Participate in an internship, co-op, field experience, student teaching, or clinical placement.



Study Abroad

Which of the following have you done or do you plan to do before you graduate?

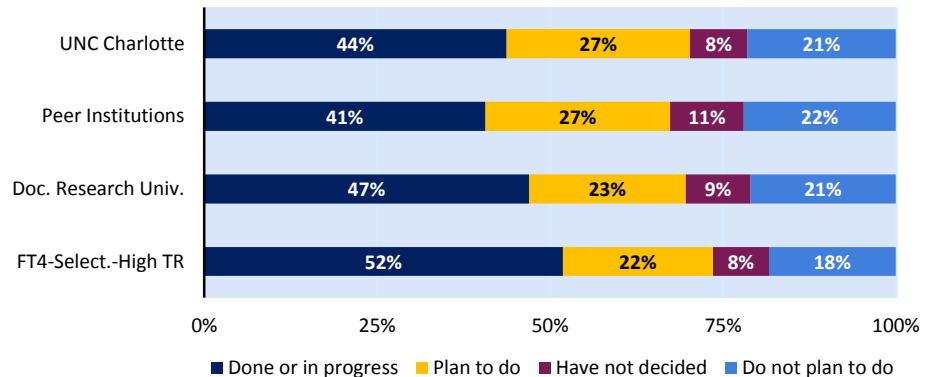
Participate in a study abroad program.



Culminating Senior Experience

Which of the following have you done or do you plan to do before you graduate?

Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.).



Participation in High-Impact Practices by Student Characteristics

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

	First-year			Senior					
	Learning Community	Service-Learning	Research with Faculty	Learning Community	Service-Learning	Research with Faculty	Internship or Field Experience	Study Abroad	Culminating Senior Experience
Sex^a	%	%	%	%	%	%	%	%	%
Female	24	54	6	27	59	21	49	12	42
Male	24	45	6	22	53	23	40	9	45
Race/ethnicity or international^a									
American Indian or Alaska Native	—	—	—	—	—	—	—	—	—
Asian	—	—	—	—	—	—	—	—	—
Black or African American	32	53	4	21	58	15	41	3	33
Hispanic or Latino	24	45	8	33	57	27	30	27	40
Native Hawaiian/Other Pac. Islander	—	—	—	—	—	—	—	—	—
White	21	48	6	26	56	23	51	11	47
Other	—	—	—	—	—	—	—	—	—
Foreign or nonresident alien	8	83	17	9	64	18	27	9	36
Two or more races/ethnicities	37	63	0	29	53	24	35	6	59
Age									
Traditional (FY < 21, Seniors < 25):	24	50	6	32	61	23	54	12	47
Nontraditional (FY 21+, Seniors 25+)	14	36	5	13	47	20	29	8	37
First-generation^b									
Not first-generation	29	54	6	30	59	27	52	16	47
First-generation	17	44	5	20	53	18	39	7	41
Enrollment status^a									
Not full-time	20	40	0	11	51	13	21	5	36
Full-time	24	51	6	28	58	23	51	12	45
Residence									
Living off campus	12	46	7	23	55	21	43	10	44
Living on campus	31	52	5	40	64	32	60	17	47
Major category^c									
Arts & humanities	19	41	8	20	40	18	25	16	32
Biological sciences, agriculture, natural res.	21	58	12	27	67	40	20	7	27
Physical sciences, math, computer science	20	53	6	18	32	30	47	3	43
Social sciences	28	40	6	17	54	37	35	11	57
Business	14	43	4	18	49	8	32	14	41
Communications, media, public relations	8	36	8	29	61	29	57	7	32
Education	18	79	4	35	87	19	97	10	45
Engineering	40	45	2	26	44	24	41	6	58
Health professions	31	56	1	39	83	24	69	18	69
Social service professions	21	38	17	44	79	12	59	6	12
Undecided/undeclared	—	—	—	—	—	—	—	—	—
Overall	24	50	6	25	56	22	45	11	44

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 community-based 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.

b. Neither parent holds a bachelor's degree.

c. These are NSSE's default related-major categories, based on first major if more than one was reported. Institution-customized major categories will be included on the *Major Field Report*, to be released in the fall. Excludes majors categorized as "all other."