



NSSE 2023

High-Impact Practices

Wright State University

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.

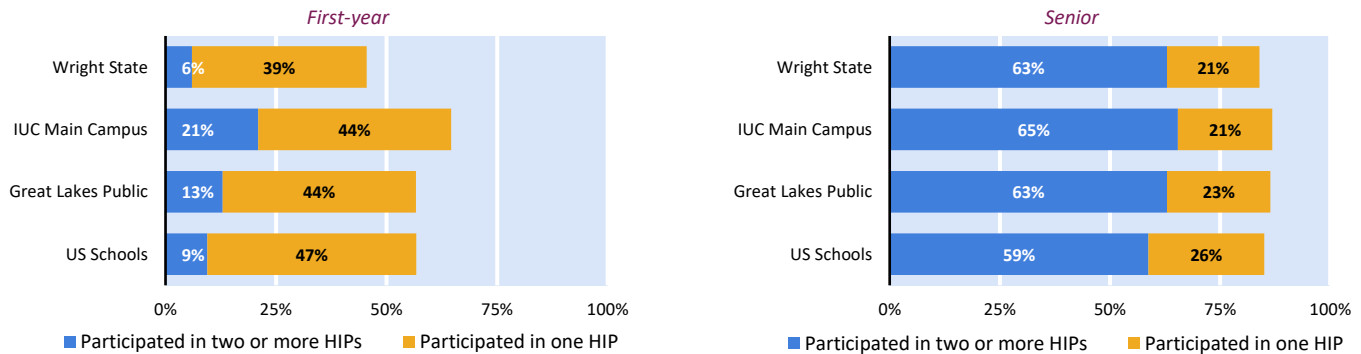
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

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:

	Wright State	IUC Main Campus		Great Lakes Public		US Schools	
	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b
First-year							
Service-Learning	44	-8 **	-0.16	-5	-0.09	-7 *	-0.15
Learning Community	6	-24 ***	-0.67	-11 ***	-0.37	-6 **	-0.20
Research with Faculty	2	-4 *	-0.19	-3 *	-0.16	-3 *	-0.15
Participated in at least one	45	-19 ***	-0.39	-11 ***	-0.22	-11 ***	-0.22
Participated in two or more	6	-15 ***	-0.45	-7 ***	-0.24	-3	-0.13
Senior							
Service-Learning	50	-3	-0.07	-6 *	-0.12	-10 ***	-0.19
Learning Community	25	-8 **	-0.17	-1	-0.03	+3	0.06
Research with Faculty	20	-4	-0.10	-3	-0.08	-3	-0.07
Internship or Field Exp.	50	-9 **	-0.18	-4	-0.08	+2	0.04
Study Abroad	6	-6 **	-0.20	-3	-0.11	-2	-0.09
Culminating Senior Exp.	49	+4	0.07	+2	0.04	+3	0.06
Participated in at least one	84	-3	-0.08	-3	-0.07	-1	-0.03
Participated in two or more	63	-2	-0.05	-0	0.00	+4	0.09

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).

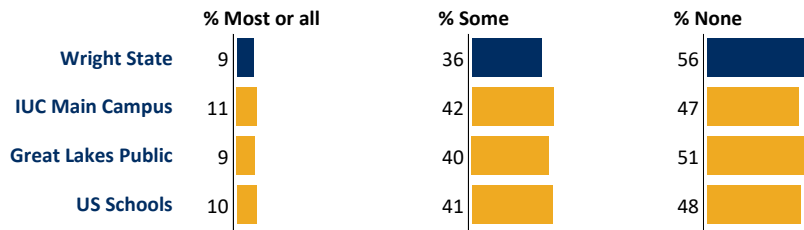
p* < .05, *p* < .01, ****p* < .001 (*z*-test comparing participation rates).

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

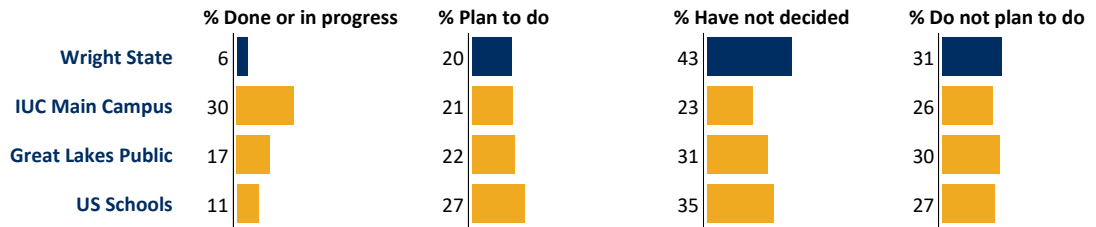
Service-Learning

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



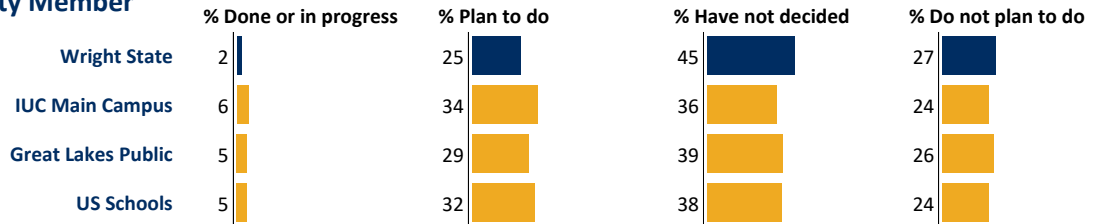
Learning Community

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.



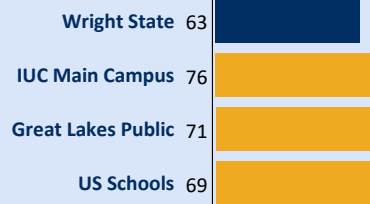
Plans to Participate^a

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"

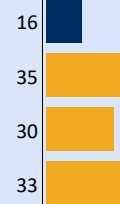
Internship or Field Experience

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



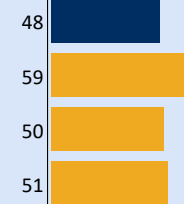
Study Abroad

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.).



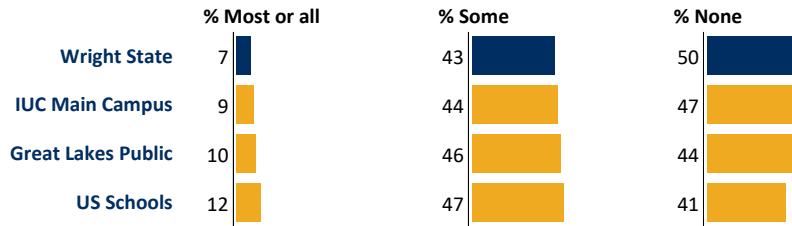
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

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

Seniors

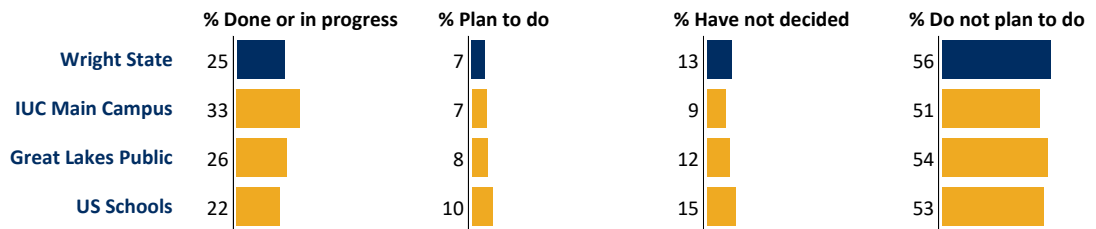
Service-Learning

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



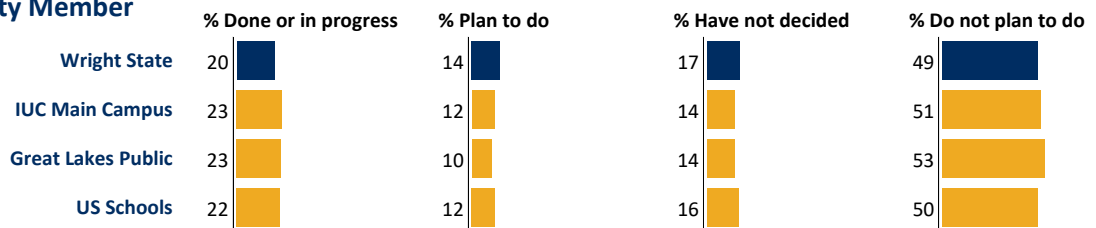
Learning Community

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



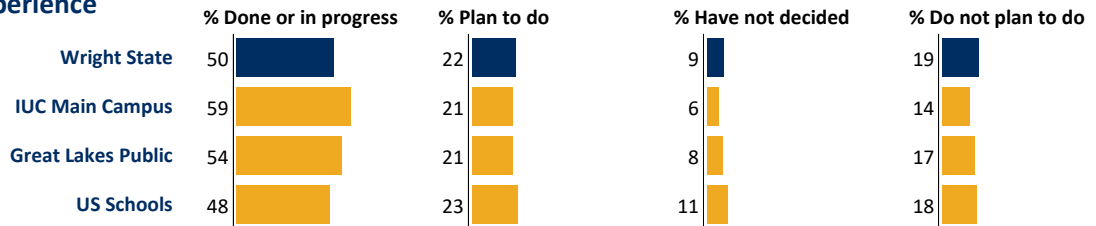
Research with a Faculty Member

Work with a faculty member on a research project.



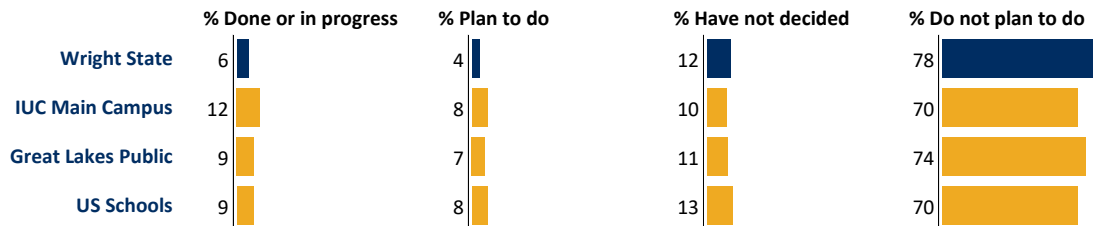
Internship or Field Experience

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



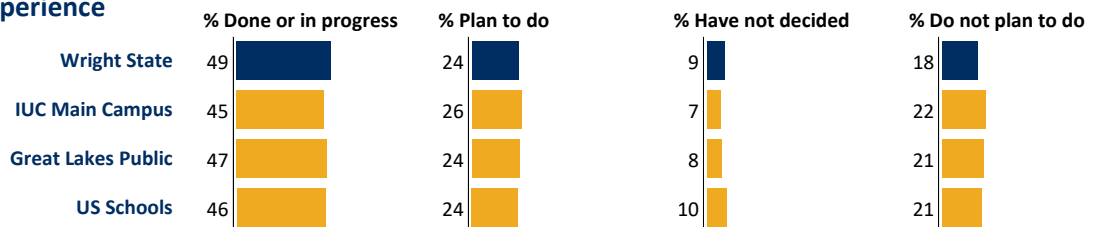
Study Abroad

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	7/23	30	2/23	9	0/23	0	13/27	48	4/28	14	8/28	29	10/28	36	3/28	11	15/28	54
Bio. sci., agric., and natural res.	10/22	45	4/22	18	1/22	5	6/24	25	4/24	17	13/24	54	12/24	50	0/24	0	15/24	63
Physical sci., math, computer sci.	6/16	38	0/17	0	0/17	0	5/16	31	4/16	25	2/16	13	8/16	50	1/16	6	5/16	31
Social sciences	13/18	72	0/18	0	0/18	0	10/25	40	2/25	8	6/25	24	11/25	44	2/25	8	13/25	52
Business	11/28	39	3/30	10	0/30	0	20/46	43	9/45	20	5/46	11	18/46	39	3/46	7	15/46	33
Communications, media, public rel.	3/4	75	0/4	0	0/4	0	3/4	75	1/4	25	0/4	0	2/4	50	0/4	0	2/4	50
Education	16/30	53	1/30	3	1/30	3	32/43	74	25/43	58	8/43	19	36/43	84	5/43	12	23/43	53
Engineering	8/27	30	1/27	4	2/27	7	7/35	20	4/35	11	6/35	17	15/35	43	1/35	3	21/35	60
Health professions	25/51	49	3/51	6	0/51	0	33/44	75	12/44	27	7/44	16	23/44	52	2/44	5	21/44	48
Social service professions	10/14	71	1/14	7	1/14	7	7/8	88	2/8	25	1/8	13	4/8	50	1/8	13	1/8	13
Undecided/undeclared	3/4	75	0/4	0	0/4	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	85/199	43	10/199	5	2/199	1	52/115	45	26/116	22	23/116	20	62/116	53	6/116	5	64/116	55
Started elsewhere	26/46	57	5/47	11	3/47	6	91/164	55	43/163	26	33/164	20	79/164	48	11/164	7	70/164	43
Enrollment status^b	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not full-time	4/11	36	0/12	0	0/12	0	50/99	51	21/100	21	15/100	15	44/100	44	5/100	5	40/100	40
Full-time	113/243	47	16/246	7	7/245	3	95/187	51	51/187	27	42/187	22	102/188	54	13/188	7	100/187	53
First-generation^c	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	64/135	47	9/135	7	4/135	3	70/150	47	38/151	25	34/151	23	76/151	50	8/151	5	78/151	52
First-generation	45/102	44	6/103	6	1/103	1	72/128	56	32/127	25	22/128	17	65/128	51	10/128	8	58/128	45
I prefer not to respond	3/9	33	0/9	0	0/9	0	1/3	33	0/3	0	0/3	0	1/3	33	0/3	0	0/3	0
Race/ethnicity^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	5/10	50	1/11	9	0/11	0	7/18	39	6/18	33	3/18	17	11/18	61	3/18	17	7/18	39
Black or African American	20/37	54	1/37	3	0/37	0	10/15	67	1/15	7	3/15	20	7/15	47	0/15	0	7/15	47
Hispanic, Latina/o, Latine, or Latinx	7/15	47	2/15	13	2/15	13	5/8	63	2/8	25	2/8	25	3/8	38	1/8	13	3/8	38
Indigenous, American Indian, etc.	2/5	40	0/6	0	0/6	0	3/7	43	2/7	29	0/7	0	3/7	43	0/7	0	4/7	57
Middle Eastern or North African	0/2	0	0/2	0	0/2	0	2/5	40	1/5	20	1/5	20	4/5	80	1/5	20	4/5	80
Native Hawaiian or Pacific Islander	1/1	100	0/1	0	0/1	0	1/3	33	0/3	0	0/3	0	0/3	0	1/3	33	1/3	33
White	79/186	42	11/187	6	4/187	2	122/233	52	59/233	25	44/234	19	116/234	50	13/234	6	116/234	50
Another race or ethnicity	0/3	0	0/4	0	0/4	0	3/5	60	2/5	40	1/5	20	2/5	40	1/5	20	0/5	0
I prefer not to respond	4/8	50	0/8	0	0/8	0	3/7	43	1/7	14	4/7	57	4/7	57	1/7	14	1/7	14

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

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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	%
International status																		
Not an international student	107/239	45	14/240	6	5/240	2	142/275	52	68/275	25	55/276	20	139/276	50	16/276	6	133/276	48
International student	5/7	71	1/7	14	0/7	0	1/6	17	2/6	33	1/6	17	3/6	50	2/6	33	3/6	50
Gender identity^d																		
Woman	72/148	49	11/149	7	3/149	2	90/161	56	45/160	28	33/161	20	89/161	55	11/161	7	83/161	52
Man	34/85	40	3/85	4	1/85	1	44/98	45	20/99	20	14/99	14	43/99	43	4/99	4	45/99	45
Agender or gender neutral	4/5	80	0/5	0	1/5	20	0/2	0	0/2	0	1/2	50	0/2	0	0/2	0	1/2	50
Demigender	1/1	100	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0	1/1	100	0/1	0	0/1	0
Genderqueer, non-binary, etc.	7/14	50	1/14	7	1/14	7	4/14	29	2/14	14	4/14	29	5/14	36	2/14	14	6/14	43
Genderfluid	2/5	40	1/5	20	0/5	0	1/3	33	0/3	0	0/3	0	2/3	67	0/3	0	1/3	33
Two-spirit	1/1	100	0/1	0	0/1	0	1/3	33	1/3	33	0/3	0	2/3	67	0/3	0	2/3	67
Cis/Cisgender	11/18	61	1/18	6	0/18	0	10/17	59	5/18	28	4/18	22	10/18	56	0/18	0	6/18	33
Trans/Transgender	0/3	0	0/3	0	0/3	0	2/5	40	0/5	0	2/5	40	1/5	20	0/5	0	1/5	20
Questioning or unsure	0/2	0	0/2	0	0/2	0	1/2	50	1/2	50	1/2	50	2/2	100	1/2	50	1/2	50
Another gender identity	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0
I prefer not to respond	3/3	100	0/3	0	0/3	0	2/6	33	1/6	17	4/6	67	4/6	67	1/6	17	1/6	17
Sexual orientation^d																		
Straight or heterosexual	82/182	45	11/182	6	3/182	2	112/211	53	50/211	24	36/211	17	104/211	49	10/211	5	102/211	48
Bisexual	9/23	39	1/24	4	0/24	0	10/26	38	6/27	22	10/27	37	15/27	56	2/27	7	18/27	67
Lesbian	6/9	67	1/9	11	0/9	0	2/5	40	0/5	0	0/5	0	1/5	20	1/5	20	0/5	0
Gay	4/4	100	1/4	25	0/4	0	2/8	25	4/8	50	0/8	0	3/8	38	1/8	13	3/8	38
Queer	1/6	17	0/6	0	0/6	0	6/12	50	2/12	17	3/12	25	6/12	50	1/12	8	4/12	33
Pansexual or polysexual	6/13	46	1/13	8	1/13	8	4/9	44	3/9	33	3/9	33	8/9	89	0/9	0	7/9	78
Ace, gray, or asexual	2/7	29	1/7	14	0/7	0	4/8	50	2/8	25	2/8	25	3/8	38	2/8	25	3/8	38
Demisexual	1/3	33	1/3	33	0/3	0	4/6	67	2/6	33	2/6	33	3/6	50	0/6	0	3/6	50
Questioning or unsure	0/4	0	0/4	0	0/4	0	2/6	33	0/6	0	1/6	17	0/6	0	0/6	0	5/6	83
Another sexual orientation	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0	1/1	100	1/1	100
I prefer not to respond	6/10	60	0/10	0	1/10	10	6/14	43	3/13	23	6/14	43	8/14	57	1/14	7	4/14	29
Age^b																		
FY 21+, Seniors 25+	5/11	45	0/11	0	1/11	9	54/102	53	22/102	22	14/102	14	41/102	40	7/102	7	38/102	37
FY < 21, Seniors < 25	112/243	46	16/247	6	6/246	2	91/184	49	50/185	27	43/185	23	105/186	56	11/186	6	102/185	55

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	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	
Disability status^d																			
Sensory disability	0/0		0/0		0/0		1/1	100	0/1	0	0/1	0	0/1	0	0/1	0	1/1	100	
Physical disability	1/4	25	0/4	0	1/4	25	2/3	67	1/3	33	0/3	0	0/3	0	0/3	0	3/3	100	
Mental health or develop. disability	17/32	53	2/32	6	0/32	0	14/30	47	4/30	13	8/30	27	16/30	53	1/30	3	17/30	57	
Another disability or condition	4/8	50	0/8	0	0/8	0	4/8	50	2/8	25	1/8	13	6/8	75	1/8	13	4/8	50	
Multiple types of disab. or cond.	13/21	62	2/21	10	0/21	0	13/32	41	8/32	25	10/32	31	14/32	44	3/32	9	11/32	34	
No disability or condition	70/170	41	10/171	6	3/171	2	106/199	53	53/199	27	33/200	17	100/200	50	12/200	6	97/200	49	
I prefer not to respond	6/10	60	1/10	10	1/10	10	3/7	43	2/7	29	3/7	43	5/7	71	1/7	14	2/7	29	
Residence																			
Not on campus	64/134	48	8/135	6	4/135	3	131/252	52	60/252	24	47/253	19	127/253	50	15/253	6	123/253	49	
On campus	47/110	43	7/110	6	1/110	1	12/29	41	10/29	34	9/29	31	15/29	52	3/29	10	13/29	45	
Athlete status						0				0									
Not an athlete	106/231	46	13/232	6	4/232	2	137/272	50	69/272	25	56/273	21	139/273	51	18/273	7	131/273	48	
Student-athlete	5/13	38	2/13	15	1/13	8	6/8	75	1/8	13	0/8	0	3/8	38	0/8	0	4/8	50	
Greek membership																			
Not a member	107/233	46	14/233	6	5/233	2	131/259	51	62/259	24	52/260	20	129/260	50	14/260	5	128/260	49	
Member	4/10	40	1/11	9	0/11	0	8/18	44	7/18	39	4/18	22	10/18	56	4/18	22	6/18	33	
Military status																			
No military service	111/240	46	15/242	6	4/242	2	131/255	51	63/255	25	53/256	21	132/256	52	16/256	6	128/256	50	
Current or former military service	0/2	0	0/2	0	0/2	0	11/24	46	6/24	25	2/24	8	10/24	42	2/24	8	7/24	29	
Satisfaction^e																			
Fair or poor	17/46	37	1/47	2	0/47	0	38/81	47	16/81	20	14/81	17	46/81	57	6/81	7	43/81	53	
Good or excellent	96/202	48	13/204	6	5/203	2	103/199	52	53/199	27	41/200	21	95/200	48	12/200	6	93/200	47	
Overall	117/254	44	16/258	6	7/257	2	145/286	50	72/287	25	57/287	20	146/288	50	18/288	6	140/287	49	

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?"