



NSSE 2023

High-Impact Practices

Washington 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.

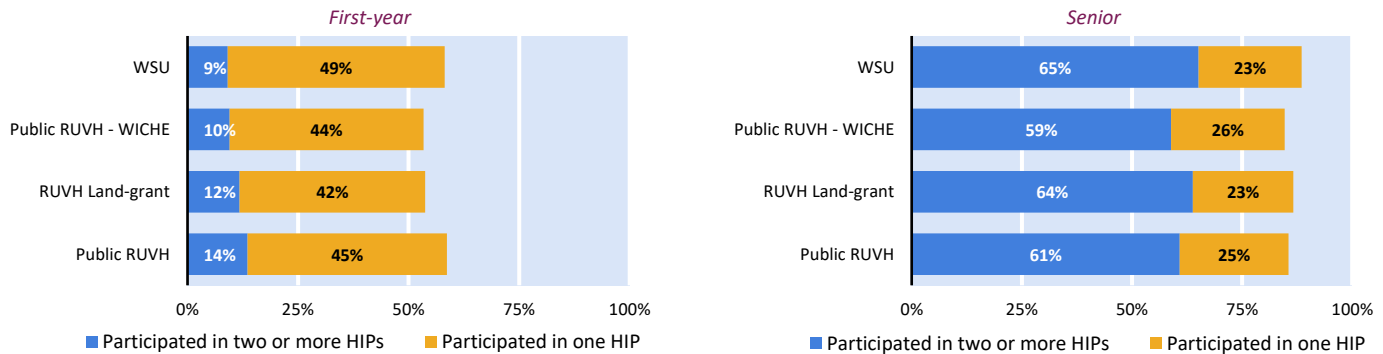
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

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:

	WSU	Public RUVH - WICHE		RUVH Land-grant		Public RUVH	
	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b
First-year							
Service-Learning	53	+7	*** .15	+9	*** .19	+3	.06
Learning Community	10	-4	*** -.14	-7	*** -.22	-9	*** -.26
Research with Faculty	6	+1	.06	-1	-.03	-0	.00
Participated in at least one	58	+5	** .10	+4	** .09	-1	-.01
Participated in two or more	9	-0	-.01	-3	** -.09	-5	*** -.14
Senior							
Service-Learning	59	+8	*** .17	+10	*** .19	+7	*** .13
Learning Community	23	+1	.03	-3	** -.07	-2	* -.05
Research with Faculty	21	-4	*** -.09	-7	*** -.16	-4	*** -.11
Internship or Field Exp.	48	-1	-.02	-9	*** -.18	-5	*** -.11
Study Abroad	7	-2	* -.06	-4	*** -.14	-5	*** -.16
Culminating Senior Exp.	60	+17	*** .34	+17	*** .34	+17	*** .35
Participated in at least one	89	+4	*** .11	+2	* .06	+3	*** .09
Participated in two or more	65	+6	*** .13	+1	.03	+4	*** .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).

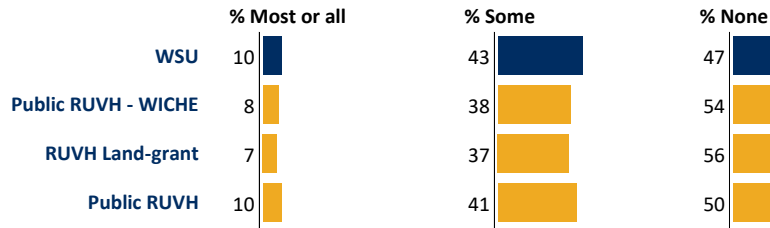
p* < .05, *p* < .01, ****p* < .001 (*z*-test comparing participation rates).

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

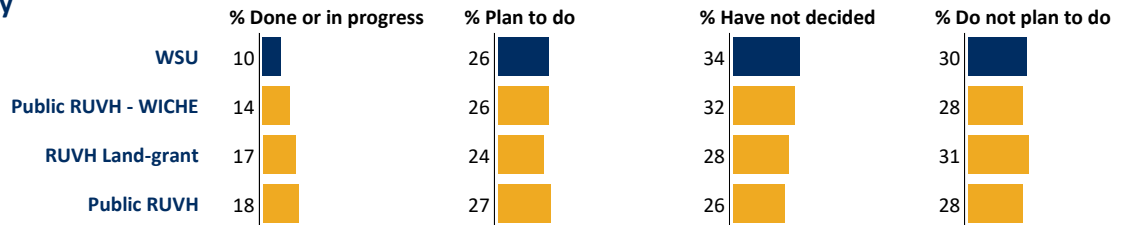
Service-Learning

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



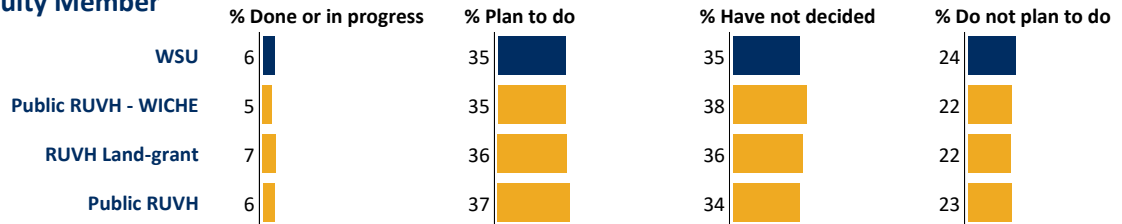
Learning Community

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.



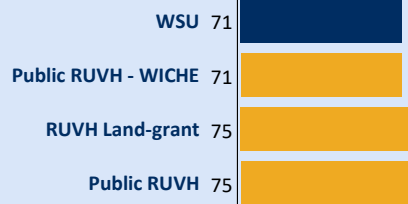
Plans to Participate^a

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"

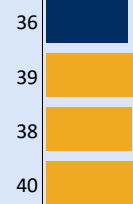
Internship or Field Experience

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



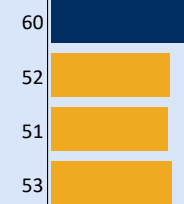
Study Abroad

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.).



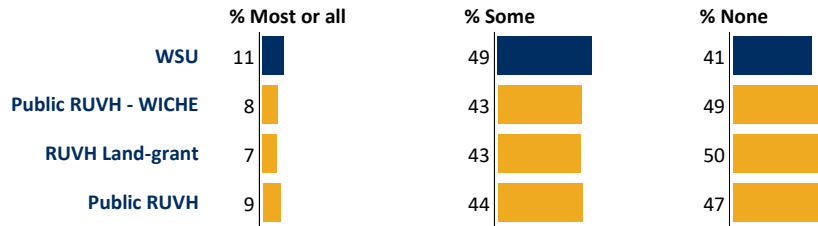
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

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

Seniors

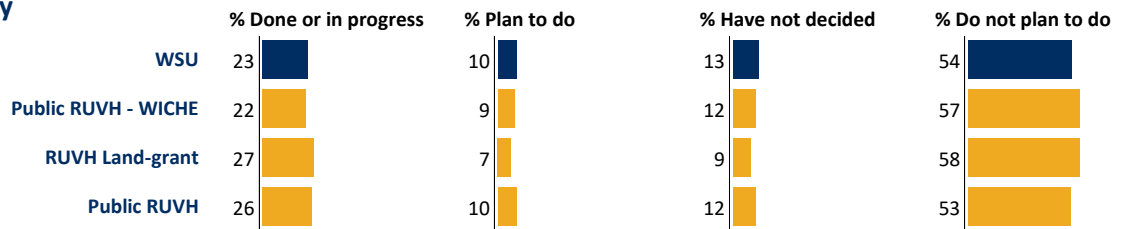
Service-Learning

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



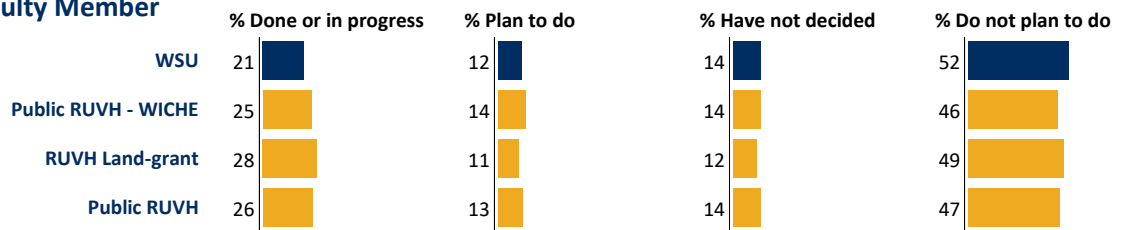
Learning Community

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



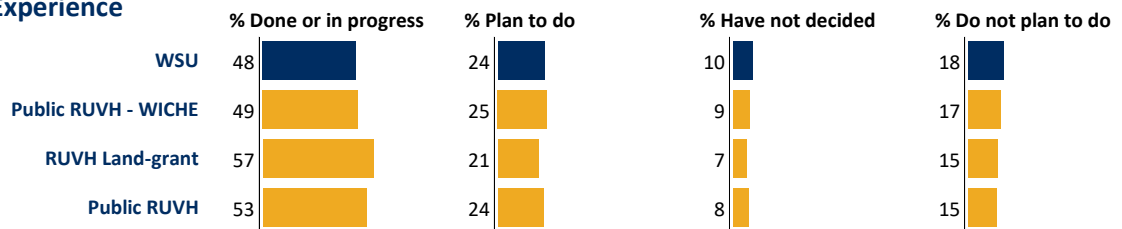
Research with a Faculty Member

Work with a faculty member on a research project.



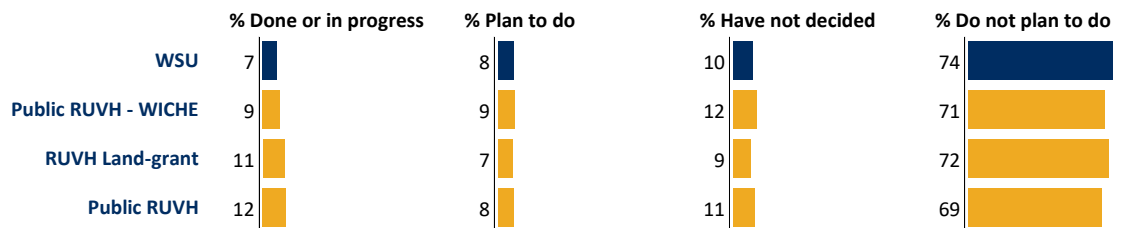
Internship or Field Experience

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



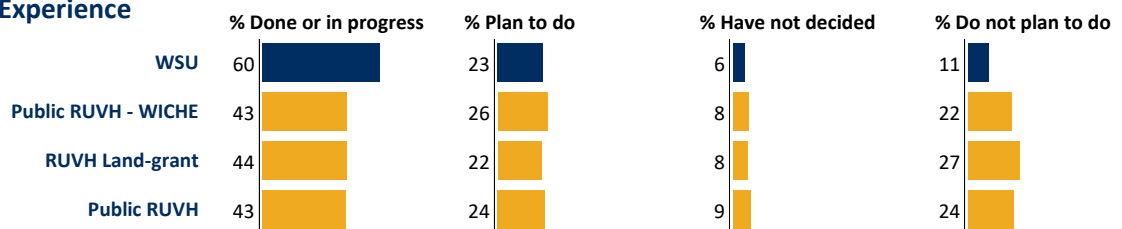
Study Abroad

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	35/64	55	10/64	16	1/64	2	60/109	55	19/109	17	20/109	18	34/109	31	14/108	13	66/108	61
Bio. sci., agric., and natural res.	96/186	52	25/186	13	20/186	11	143/263	54	58/265	22	104/266	39	138/267	52	31/267	12	185/267	69
Physical sci., math, computer sci.	35/87	40	9/88	10	9/88	10	68/142	48	27/140	19	38/142	27	57/141	40	8/142	6	91/142	64
Social sciences	76/148	51	10/148	7	5/148	3	162/268	60	40/270	15	52/269	19	110/271	41	18/270	7	181/270	67
Business	106/167	63	16/166	10	10/167	6	181/292	62	69/295	23	31/294	11	124/295	42	41/294	14	168/294	57
Communications, media, public rel.	21/42	50	1/42	2	0/42	0	48/66	73	16/65	25	10/66	15	37/66	56	8/66	12	45/65	69
Education	52/66	79	11/65	17	1/66	2	97/120	81	54/119	45	12/118	10	94/119	79	4/119	3	53/120	44
Engineering	43/112	38	11/112	10	5/111	5	144/287	50	73/290	25	78/289	27	160/291	55	7/289	2	186/288	65
Health professions	86/161	53	13/162	8	17/162	10	146/178	82	67/177	38	45/178	25	107/178	60	11/178	6	90/177	51
Social service professions	21/36	58	1/36	3	0/36	0	25/45	56	4/44	9	7/45	16	15/45	33	1/45	2	32/45	71
Undecided/undeclared	5/11	45	0/11	0	0/11	0	0/1	0	0/1	0	0/1	0	1/1	100	0/1	0	0/1	0
Transfer status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Started here	461/834	55	82/834	10	45/835	5	509/777	66	218/779	28	206/779	26	448/781	57	84/781	11	533/778	69
Started elsewhere	122/270	45	27/270	10	23/270	9	596/1050	57	226/1055	21	202/1056	19	455/1060	43	59/1056	6	598/1056	57
Enrollment status^b	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not full-time	9/17	53	0/16	0	0/16	0	109/219	50	27/218	12	23/219	11	81/219	37	4/218	2	109/218	50
Full-time	600/1128	53	112/1132	10	70/1132	6	1029/1656	62	433/1666	26	396/1667	24	852/1680	51	144/1670	9	1048/1665	63
First-generation^c	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	307/614	50	57/614	9	42/613	7	582/1002	58	256/1007	25	252/1005	25	524/1010	52	92/1009	9	645/1007	64
First-generation	261/459	57	49/459	11	26/461	6	501/792	63	174/792	22	145/795	18	364/796	46	47/793	6	468/793	59
I prefer not to respond	15/30	50	2/30	7	1/30	3	24/34	71	14/35	40	10/35	29	15/35	43	4/35	11	19/35	54
Race/ethnicity^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	84/155	54	11/154	7	7/153	5	169/261	65	63/263	24	60/264	23	111/264	42	23/264	9	170/263	65
Black or African American	34/47	72	4/48	8	3/48	6	52/76	68	22/77	29	17/77	22	37/77	48	4/77	5	47/77	61
Hispanic, Latina/o, Latine, or Latinx	148/238	62	23/239	10	10/240	4	187/277	68	73/275	27	48/275	17	121/277	44	20/276	7	158/277	57
Indigenous, American Indian, etc.	21/39	54	3/39	8	2/39	5	33/53	62	4/54	7	8/54	15	19/54	35	5/54	9	33/54	61
Middle Eastern or North African	6/10	60	1/10	10	1/10	10	6/18	33	3/18	17	6/18	33	10/18	56	2/18	11	14/18	78
Native Hawaiian or Pacific Islander	21/38	55	2/38	5	2/38	5	17/31	55	8/34	24	4/34	12	19/34	56	3/33	9	19/34	56
White	385/766	50	80/765	10	54/765	7	746/1276	58	297/1280	23	280/1280	22	660/1283	51	98/1282	8	802/1278	63
Another race or ethnicity	10/16	63	2/16	13	0/16	0	14/25	56	7/25	28	5/25	20	15/26	58	3/25	12	16/25	64
I prefer not to respond	8/24	33	3/24	13	1/24	4	45/84	54	16/84	19	26/84	31	38/84	45	3/84	4	51/84	61

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	561/1076	52	107/1076	10	68/1077	6	1065/1767	60	423/1773	24	388/1774	22	880/1780	49	133/1777	7	1098/1774	62
International student	24/32	75	2/32	6	1/32	3	40/58	69	20/58	34	17/58	29	22/58	38	11/57	19	31/58	53
Gender identity^d																		
Woman	365/678	54	66/677	10	38/680	6	679/1056	64	275/1056	26	227/1057	21	541/1060	51	97/1058	9	661/1057	63
Man	195/356	55	37/357	10	23/355	6	373/664	56	145/669	22	136/668	20	308/672	46	38/669	6	407/668	61
Agender or gender neutral	4/10	40	1/10	10	1/10	10	3/13	23	2/13	15	4/13	31	8/13	62	1/13	8	9/13	69
Demigender	4/7	57	1/7	14	0/7	0	2/4	50	1/4	25	0/4	0	2/4	50	0/4	0	4/4	100
Genderqueer, non-binary, etc.	9/32	28	2/32	6	3/32	9	17/42	40	8/42	19	13/42	31	20/42	48	4/42	10	28/42	67
Genderfluid	9/13	69	2/13	15	2/13	15	7/13	54	3/13	23	5/13	38	4/13	31	1/13	8	11/13	85
Two-spirit	2/5	40	0/5	0	1/5	20	3/5	60	0/5	0	0/5	0	1/5	20	1/5	20	4/5	80
Cis/Cisgender	37/80	46	10/80	13	5/80	6	67/122	55	29/124	23	32/124	26	66/123	54	11/124	9	81/123	66
Trans/Transgender	7/18	39	0/18	0	1/18	6	9/23	39	1/23	4	5/23	22	11/23	48	1/23	4	13/23	57
Questioning or unsure	4/12	33	1/12	8	1/12	8	10/17	59	4/17	24	5/17	29	9/17	53	1/17	6	8/17	47
Another gender identity	1/3	33	0/3	0	0/3	0	2/11	18	4/12	33	5/12	42	8/12	67	2/12	17	7/12	58
I prefer not to respond	9/25	36	3/25	12	1/25	4	32/58	55	12/58	21	24/59	41	28/59	47	5/59	8	34/59	58
Sexual orientation^d																		
Straight or heterosexual	435/795	55	69/794	9	46/795	6	877/1412	62	340/1416	24	293/1415	21	691/1421	49	112/1417	8	856/1416	60
Bisexual	80/160	50	23/161	14	14/161	9	106/195	54	47/195	24	44/195	23	91/197	46	16/196	8	136/196	69
Lesbian	11/24	46	1/24	4	0/24	0	23/40	58	9/40	23	11/40	28	20/40	50	4/40	10	26/40	65
Gay	13/21	62	6/21	29	1/21	5	15/24	63	4/23	17	6/24	25	13/24	54	4/24	17	17/24	71
Queer	20/42	48	8/42	19	1/42	2	17/37	46	6/37	16	8/37	22	16/37	43	3/37	8	27/37	73
Pansexual or polysexual	18/41	44	3/41	7	1/41	2	28/50	56	12/50	24	15/50	30	23/50	46	2/50	4	34/50	68
Ace, gray, or asexual	11/29	38	2/29	7	2/29	7	17/37	46	3/37	8	12/36	33	20/37	54	2/37	5	23/37	62
Demisexual	7/19	37	4/19	21	2/19	11	18/34	53	7/34	21	9/33	27	13/34	38	3/34	9	24/34	71
Questioning or unsure	22/42	52	4/42	10	2/42	5	13/29	45	4/29	14	5/28	18	12/28	43	2/29	7	16/29	55
Another sexual orientation	3/7	43	0/7	0	1/7	14	5/14	36	2/15	13	5/15	33	6/15	40	1/15	7	10/15	67
I prefer not to respond	20/43	47	3/43	7	4/43	9	58/97	60	26/99	26	31/99	31	54/99	55	7/99	7	61/98	62
Age^b																		
FY 21+, Seniors 25+	14/34	41	1/34	3	1/34	3	275/516	53	93/519	18	95/518	18	210/522	40	19/517	4	289/515	56
FY < 21, Seniors < 25	595/1111	54	111/1114	10	69/1114	6	863/1359	64	367/1365	27	324/1368	24	723/1377	53	129/1371	9	868/1368	63

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	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	%
Disability status^d																		
Sensory disability	1/3	33	1/3	33	0/3	0	6/8	75	0/8	0	2/8	25	4/8	50	0/8	0	4/8	50
Physical disability	1/3	33	0/3	0	0/3	0	4/7	57	2/7	29	1/7	14	3/7	43	0/7	0	4/7	57
Mental health or develop. disability	61/138	44	15/138	11	8/138	6	150/255	59	61/255	24	61/254	24	125/254	49	16/253	6	164/253	65
Another disability or condition	9/16	56	4/16	25	2/16	13	21/32	66	7/33	21	12/33	36	15/33	45	2/33	6	21/33	64
Multiple types of disab. or cond.	43/83	52	11/83	13	5/83	6	88/161	55	43/162	27	41/162	25	82/162	51	15/162	9	99/162	61
No disability or condition	447/817	55	75/817	9	52/818	6	782/1271	62	301/1271	24	266/1274	21	631/1279	49	102/1276	8	781/1275	61
I prefer not to respond	19/41	46	3/41	7	1/41	2	43/79	54	24/83	29	20/82	24	39/83	47	6/83	7	50/82	61
Residence																		
Not on campus	157/288	55	25/288	9	8/288	3	1015/1661	61	409/1667	25	368/1669	22	824/1673	49	130/1670	8	1028/1668	62
On campus	423/813	52	83/813	10	60/814	7	86/157	55	33/157	21	36/156	23	76/157	48	14/157	9	96/157	61
Athlete status						0				0								
Not an athlete	554/1059	52	106/1059	10	68/1061	6	1077/1780	61	435/1785	24	390/1786	22	879/1791	49	139/1789	8	1102/1786	62
Student-athlete	29/46	63	3/46	7	1/45	2	22/34	65	6/35	17	14/35	40	20/35	57	4/34	12	22/35	63
Greek membership																		
Not a member	489/956	51	86/957	9	57/957	6	899/1520	59	339/1528	22	328/1526	21	715/1531	47	103/1528	7	913/1528	60
Member	81/130	62	23/130	18	11/130	8	179/267	67	101/265	38	70/268	26	170/268	63	38/268	14	193/266	73
Military status																		
No military service	574/1080	53	106/1080	10	68/1081	6	1064/1742	61	424/1748	24	386/1750	22	868/1754	49	139/1751	8	1083/1750	62
Current or former military service	8/18	44	3/18	17	1/18	6	37/76	49	20/76	26	19/75	25	34/76	45	5/76	7	44/75	59
Satisfaction^e																		
Fair or poor	93/213	44	19/214	9	16/213	8	158/318	50	76/320	24	74/318	23	137/318	43	23/319	7	180/320	56
Good or excellent	498/902	55	91/901	10	51/903	6	950/1513	63	371/1518	24	336/1521	22	767/1526	50	121/1522	8	954/1519	63
Overall	609/1145	53	112/1148	10	70/1148	6	1138/1875	59	460/1884	23	419/1886	21	933/1899	48	148/1888	7	1157/1883	60

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?"