



NSSE 2023

High-Impact Practices

University of Wisconsin-Whitewater

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.

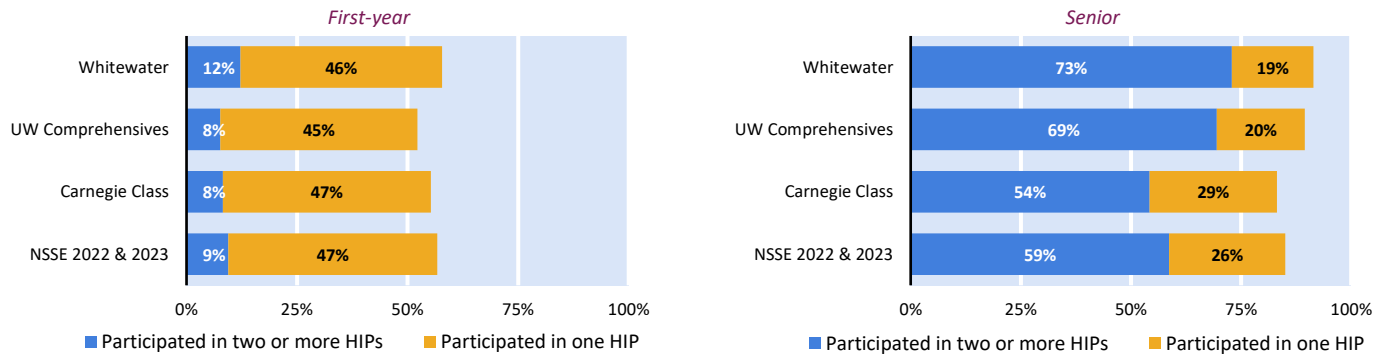
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

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:

	Whitewater	UW Comprehensives		Carnegie Class		NSSE 2022 & 2023	
	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b
<i>First-year</i>							
Service-Learning	51	+3	.06	-1	-.02	-0	-.01
Learning Community	10	+2	.07	+2	.05	-1	-.04
Research with Faculty	11	+6	*** .24	+6	*** .22	+5	*** .20
Participated in at least one	58	+6	.11	+3	.05	+1	.02
Participated in two or more	12	+5	* .15	+4	* .13	+3	.09
<i>Senior</i>							
Service-Learning	65	+2	.03	+4	.08	+5	.11
Learning Community	34	+13	*** .29	+15	*** .34	+12	*** .27
Research with Faculty	23	-3	-.08	+5	.11	+0	.01
Internship or Field Exp.	57	-2	-.04	+14	*** .28	+9	* .17
Study Abroad	6	-3	-.11	+1	.04	-2	-.08
Culminating Senior Exp.	52	+0	.00	+8	* .16	+6	.13
Participated in at least one	91	+2	.07	+8	** .25	+6	** .20
Participated in two or more	73	+3	.08	+19	*** .39	+14	*** .30

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).

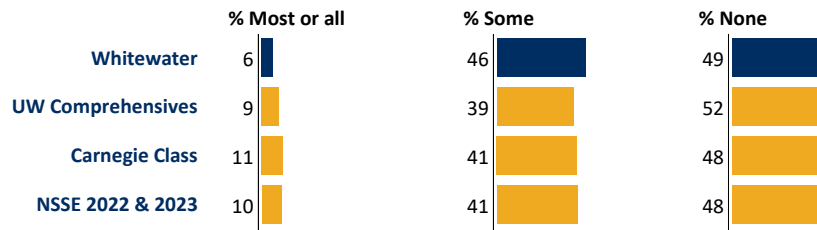
p* < .05, *p* < .01, ****p* < .001 (*z*-test comparing participation rates).

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

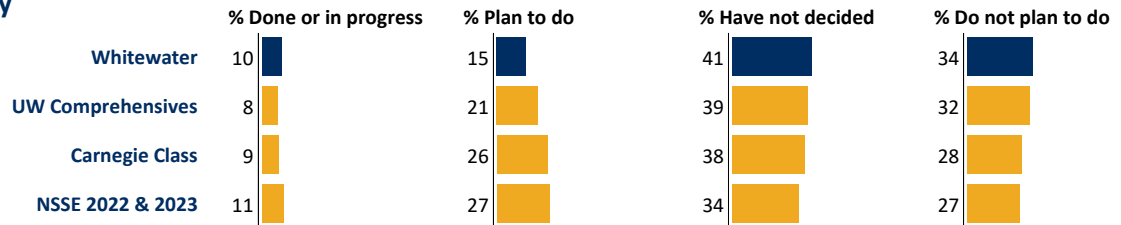
Service-Learning

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



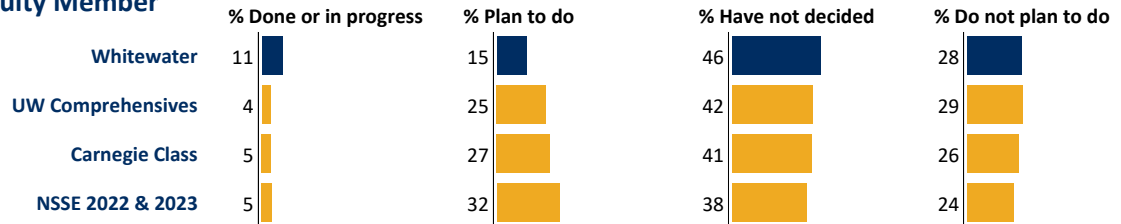
Learning Community

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.



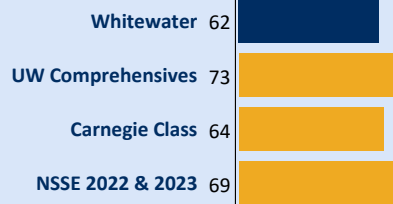
Plans to Participate^a

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"

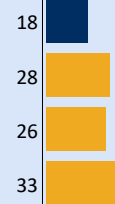
Internship or Field Experience

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



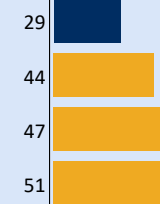
Study Abroad

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.).



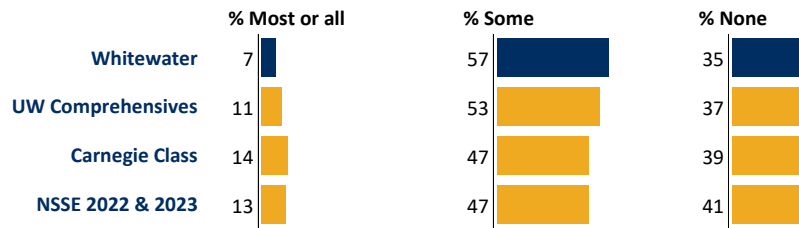
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

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

Seniors

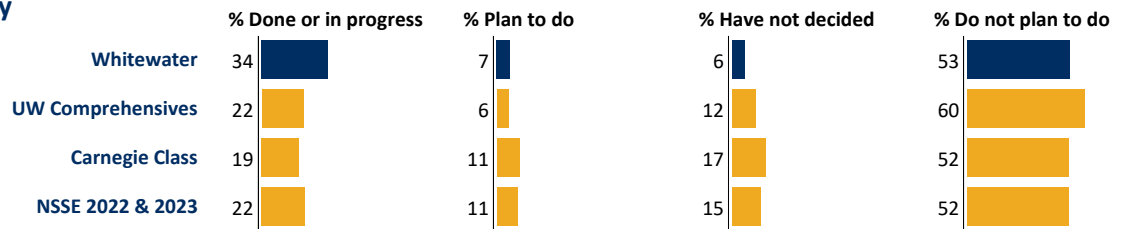
Service-Learning

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



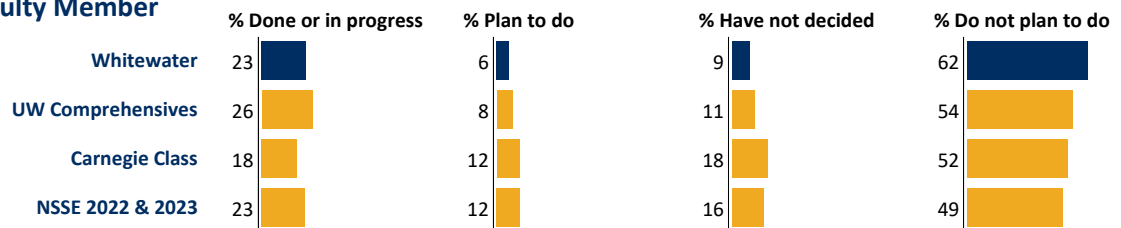
Learning Community

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



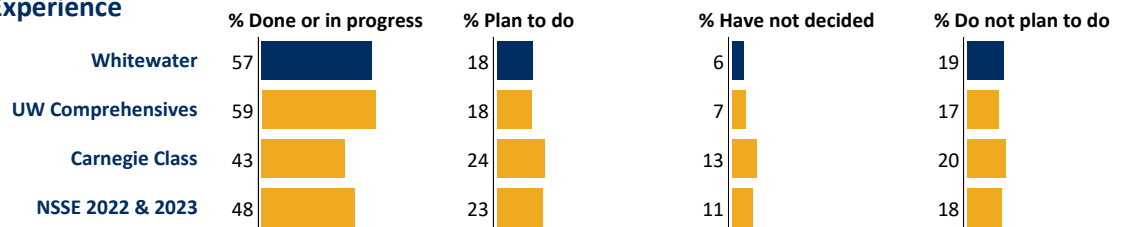
Research with a Faculty Member

Work with a faculty member on a research project.



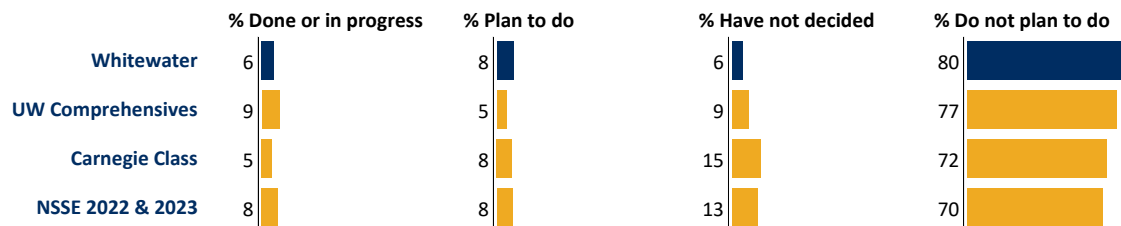
Internship or Field Experience

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



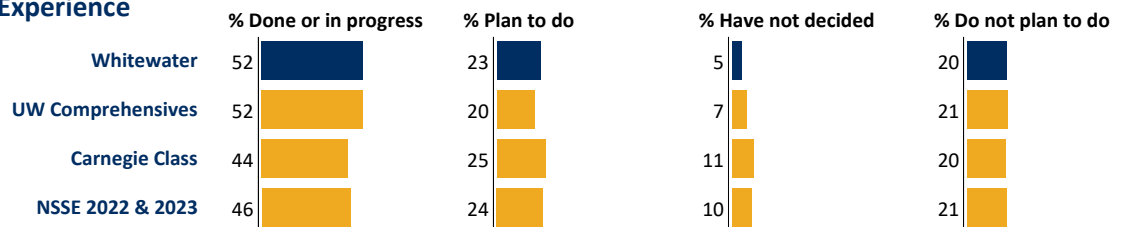
Study Abroad

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	8/13	62	1/13	8	2/13	15	8/11	73	4/11	36	2/11	18	2/11	18	1/11	9	9/11	82
Bio. sci., agric., and natural res.	6/12	50	2/12	17	2/12	17	10/17	59	7/17	41	8/17	47	10/17	59	0/17	0	8/17	47
Physical sci., math, computer sci.	5/11	45	1/10	10	1/11	9	3/8	38	2/7	29	3/8	38	2/8	25	2/8	25	0/8	0
Social sciences	9/20	45	2/20	10	1/20	5	11/15	73	7/15	47	4/15	27	5/15	33	0/15	0	6/15	40
Business	27/49	55	9/49	18	6/49	12	42/64	66	19/64	30	12/64	19	33/64	52	6/64	9	40/63	63
Communications, media, public rel.	3/8	38	0/8	0	0/8	0	8/9	89	3/9	33	4/9	44	4/9	44	2/9	22	4/9	44
Education	18/36	50	6/36	17	5/37	14	33/47	70	19/47	40	3/47	6	41/47	87	1/47	2	21/47	45
Engineering	0/0		0/0		0/0		1/1	100	0/1	0	0/1	0	1/1	100	0/1	0	0/1	0
Health professions	6/7	86	1/7	14	1/7	14	12/16	75	7/16	44	6/16	38	11/16	69	1/16	6	12/16	75
Social service professions	6/10	60	0/10	0	1/10	10	7/9	78	4/9	44	1/9	11	5/9	56	0/9	0	6/9	67
Undecided/undeclared	2/6	33	0/6	0	1/6	17	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	94/177	53	22/176	13	18/178	10	78/118	66	59/118	50	30/118	25	72/118	61	10/118	8	71/118	60
Started elsewhere	4/10	40	0/10	0	1/10	10	58/87	67	15/86	17	13/87	15	46/87	53	3/87	3	37/86	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	4/6	67	0/6	0	0/6	0	20/35	57	6/35	17	5/35	14	14/35	40	0/35	0	13/34	38
Full-time	99/191	52	22/192	11	20/193	10	118/173	68	68/172	40	39/173	23	104/173	60	13/173	8	96/173	55
First-generation^c	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	54/107	50	18/106	17	14/107	13	60/89	67	39/89	44	23/89	26	50/89	56	7/89	8	52/89	58
First-generation	41/68	60	3/67	4	4/68	6	73/113	65	35/112	31	20/113	18	66/113	58	6/113	5	55/112	49
I prefer not to respond	3/12	25	1/13	8	1/13	8	3/3	100	0/3	0	0/3	0	2/3	67	0/3	0	1/3	33
Race/ethnicity^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	7/11	64	2/11	18	1/11	9	6/9	67	1/9	11	0/9	0	3/9	33	0/9	0	5/8	63
Black or African American	2/6	33	0/6	0	1/6	17	6/7	86	2/7	29	1/7	14	2/7	29	1/7	14	3/7	43
Hispanic, Latina/o, Latine, or Latinx	12/14	86	1/14	7	2/14	14	13/22	59	5/22	23	3/22	14	9/22	41	1/22	5	12/21	57
Indigenous, American Indian, etc.	1/3	33	1/3	33	0/3	0	1/3	33	1/3	33	1/3	33	2/3	67	0/3	0	3/3	100
Middle Eastern or North African	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Native Hawaiian or Pacific Islander	0/2	0	0/2	0	0/2	0	1/1	100	1/1	100	0/1	0	1/1	100	0/1	0	0/1	0
White	79/157	50	20/156	13	16/158	10	109/169	64	64/168	38	35/169	21	101/169	60	10/169	6	89/169	53
Another race or ethnicity	1/2	50	0/2	0	0/2	0	1/1	100	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0
I prefer not to respond	1/5	20	0/5	0	0/5	0	5/7	71	1/7	14	4/7	57	2/7	29	1/7	14	4/7	57

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	
	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
International status																		
Not an international student	95/183	52	22/182	12	19/184	10	134/203	66	73/202	36	42/203	21	117/203	58	12/203	6	107/202	53
International student	3/4	75	0/4	0	0/4	0	2/2	100	1/2	50	1/2	50	1/2	50	1/2	50	1/2	50
Gender identity^d																		
Woman	56/106	53	16/106	15	7/107	7	87/126	69	50/126	40	18/126	14	73/126	58	7/126	6	68/125	54
Man	36/71	51	6/70	9	9/71	13	39/64	61	17/64	27	18/64	28	36/64	56	3/64	5	31/64	48
Agender or gender neutral	2/3	67	0/3	0	1/3	33	3/5	60	5/5	100	2/5	40	2/5	40	2/5	40	3/5	60
Demigender	0/1	0	0/1	0	0/1	0	1/1	100	1/1	100	1/1	100	0/1	0	1/1	100	0/1	0
Genderqueer, non-binary, etc.	1/2	50	0/2	0	0/2	0	7/8	88	5/7	71	2/8	25	4/8	50	0/8	0	5/8	63
Genderfluid	2/3	67	0/3	0	2/3	67	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0
Two-spirit	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
Cis/Cisgender	6/12	50	3/11	27	1/12	8	9/11	82	5/11	45	2/11	18	6/11	55	1/11	9	6/11	55
Trans/Transgender	1/4	25	0/4	0	0/4	0	2/2	100	2/2	100	0/2	0	1/2	50	0/2	0	2/2	100
Questioning or unsure	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
Another gender identity	1/2	50	0/2	0	0/2	0	2/3	67	1/3	33	0/3	0	3/3	100	0/3	0	3/3	100
I prefer not to respond	2/6	33	0/6	0	0/6	0	4/5	80	0/5	0	3/5	60	2/5	40	1/5	20	3/5	60
Sexual orientation^d																		
Straight or heterosexual	77/144	53	17/142	12	15/144	10	108/163	66	56/163	34	31/163	19	96/163	59	8/163	5	85/162	52
Bisexual	13/26	50	2/26	8	4/26	15	6/11	55	3/10	30	3/11	27	7/11	64	2/11	18	4/11	36
Lesbian	1/4	25	0/4	0	0/4	0	3/4	75	4/4	100	1/4	25	3/4	75	0/4	0	4/4	100
Gay	0/3	0	0/3	0	0/3	0	2/3	67	0/3	0	2/3	67	0/3	0	0/3	0	2/3	67
Queer	0/2	0	0/2	0	1/2	50	6/7	86	4/6	67	2/7	29	4/7	57	0/7	0	6/7	86
Pansexual or polysexual	1/3	33	0/3	0	0/3	0	2/4	50	1/4	25	0/4	0	1/4	25	0/4	0	3/4	75
Ace, gray, or asexual	1/2	50	0/2	0	0/2	0	7/10	70	5/10	50	3/10	30	5/10	50	1/10	10	4/10	40
Demisexual	1/2	50	0/2	0	0/2	0	2/2	100	2/2	100	0/2	0	1/2	50	0/2	0	1/2	50
Questioning or unsure	3/6	50	3/6	50	1/6	17	8/11	73	5/11	45	1/11	9	3/11	27	2/11	18	4/11	36
Another sexual orientation	2/3	67	1/3	33	0/3	0	0/2	0	0/2	0	0/2	0	1/2	50	0/2	0	1/2	50
I prefer not to respond	4/9	44	1/9	11	0/9	0	7/8	88	1/8	13	3/8	38	3/8	38	1/8	13	6/8	75
Age^b																		
FY 21+, Seniors 25+	6/12	50	0/12	0	1/12	8	35/55	64	11/55	20	6/55	11	24/55	44	2/55	4	17/54	31
FY < 21, Seniors < 25	97/185	52	22/186	12	19/187	10	103/153	67	63/152	41	38/153	25	94/153	61	11/153	7	92/153	60

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	
	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		0/0		0/0		0/0		0/0		0/0		0/0	
Physical disability	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Mental health or develop. disability	11/28	39	2/27	7	4/28	14	9/23	39	8/23	35	7/23	30	15/23	65	1/23	4	14/22	64
Another disability or condition	1/3	33	0/3	0	0/3	0	3/6	50	1/6	17	1/6	17	2/6	33	0/6	0	3/6	50
Multiple types of disab. or cond.	8/18	44	1/18	6	0/18	0	21/26	81	10/25	40	8/26	31	15/26	58	2/26	8	10/26	38
No disability or condition	71/126	56	16/125	13	12/126	10	98/145	68	53/145	37	27/145	19	85/145	59	10/145	7	79/145	54
I prefer not to respond	6/10	60	2/10	20	3/10	30	5/5	100	2/5	40	0/5	0	1/5	20	0/5	0	2/5	40
Residence																		
Not on campus	31/54	57	1/53	2	7/54	13	115/173	66	57/172	33	36/173	21	100/173	58	10/173	6	94/172	55
On campus	66/131	50	20/130	15	12/131	9	19/30	63	16/30	53	7/30	23	17/30	57	3/30	10	14/30	47
Athlete status						0				0								
Not an athlete	91/172	53	21/170	12	18/172	10	127/195	65	69/194	36	39/195	20	110/195	56	13/195	7	102/194	53
Student-athlete	6/13	46	0/13	0	1/13	8	7/8	88	4/8	50	4/8	50	7/8	88	0/8	0	6/8	75
Greek membership																		
Not a member	88/172	51	21/170	12	19/172	11	121/184	66	64/183	35	37/184	20	108/184	59	11/184	6	94/183	51
Member	8/10	80	0/10	0	0/10	0	11/16	69	8/16	50	5/16	31	9/16	56	2/16	13	13/16	81
Military status																		
No military service	95/182	52	21/180	12	19/182	10	129/194	66	70/193	36	41/194	21	114/194	59	12/194	6	105/193	54
Current or former military service	1/2	50	0/2	0	0/2	0	5/9	56	3/9	33	2/9	22	3/9	33	1/9	11	3/9	33
Satisfaction^e																		
Fair or poor	14/32	44	3/32	9	3/32	9	20/36	56	9/36	25	8/36	22	23/36	64	2/36	6	17/36	47
Good or excellent	85/158	54	19/157	12	17/159	11	117/170	69	65/169	38	36/170	21	94/170	55	11/170	6	91/169	54
Overall	103/197	51	22/198	10	20/199	11	138/208	65	74/207	34	44/208	23	118/208	57	13/208	6	109/207	52

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?"