



NSSE 2023

High-Impact Practices

Illinois 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.

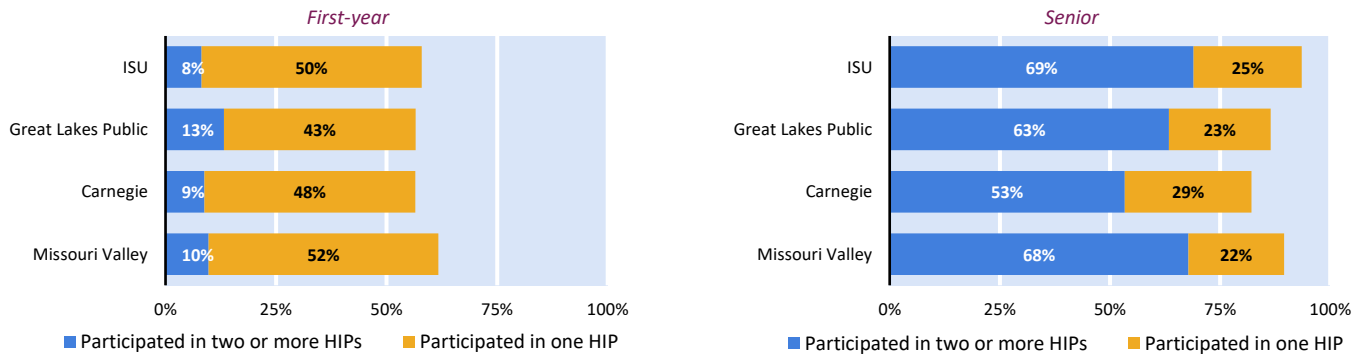
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

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:

	ISU	Great Lakes Public		Carnegie		Missouri Valley	
	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b
First-year							
Service-Learning	55	+7	** .13	+3	.07	-1	-.02
Learning Community	8	-10	*** -.30	-3	-.09	-4	** -.15
Research with Faculty	5	-0	-.02	-0	.00	+0	.02
Participated in at least one	58	+1	.03	+1	.03	-4	-.08
Participated in two or more	8	-5	*** -.17	-1	-.02	-2	-.06
Senior							
Service-Learning	69	+14	*** .29	+12	*** .24	+2	.05
Learning Community	28	+2	.04	+7	*** .17	+2	.05
Research with Faculty	25	+2	.05	+6	*** .15	+2	.05
Internship or Field Exp.	65	+10	*** .21	+22	*** .45	+7	*** .15
Study Abroad	7	-2	* -.09	+0	.02	-4	*** -.15
Culminating Senior Exp.	41	-7	*** -.13	-1	-.01	-7	*** -.14
Participated in at least one	94	+7	*** .24	+11	*** .36	+4	*** .14
Participated in two or more	69	+6	** .12	+16	*** .32	+1	.03

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).

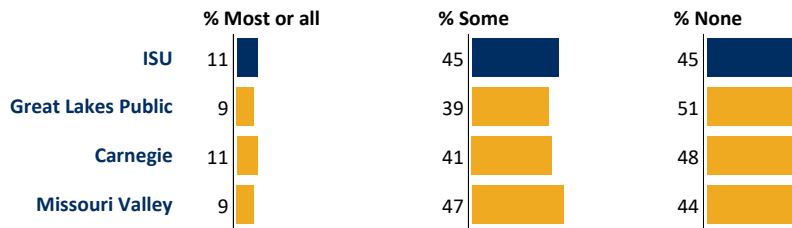
p* < .05, *p* < .01, ****p* < .001 (*z*-test comparing participation rates).

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

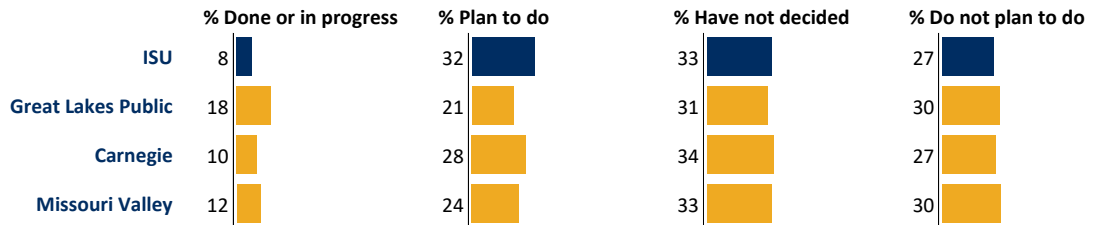
Service-Learning

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



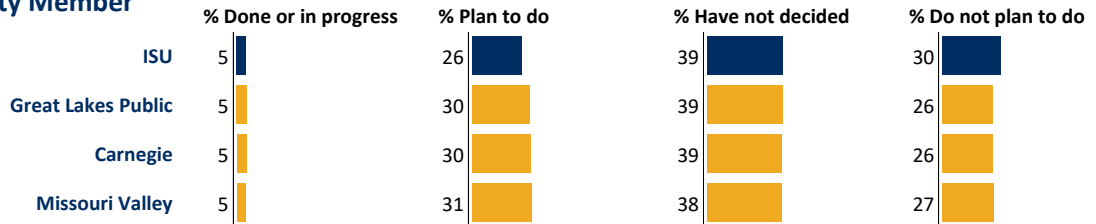
Learning Community

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.



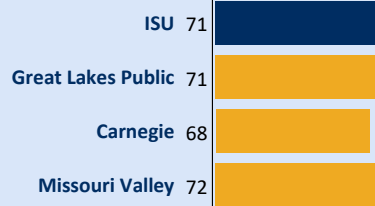
Plans to Participate^a

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"

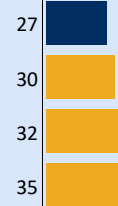
Internship or Field Experience

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



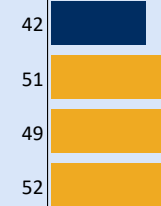
Study Abroad

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.).



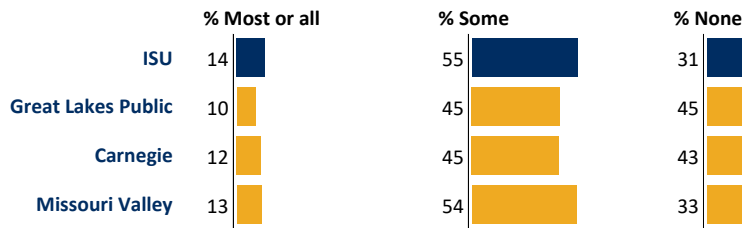
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

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

Seniors

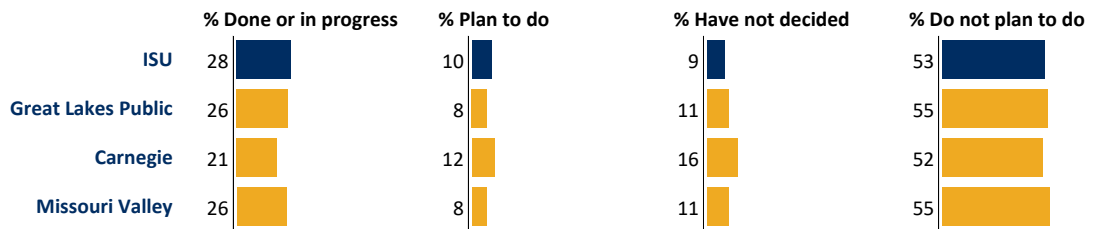
Service-Learning

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



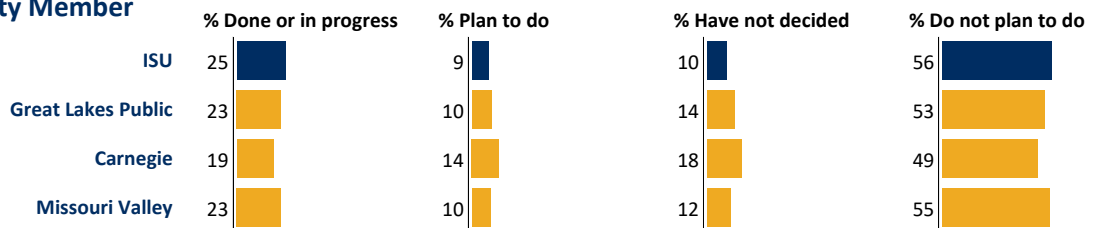
Learning Community

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



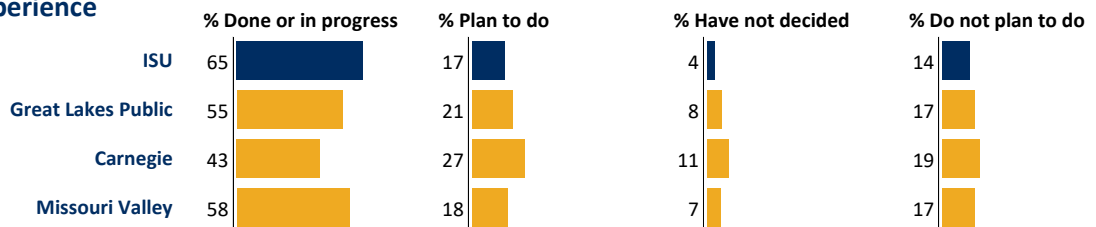
Research with a Faculty Member

Work with a faculty member on a research project.



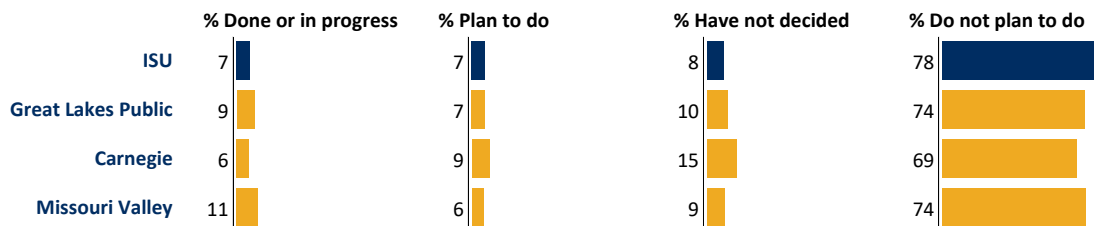
Internship or Field Experience

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



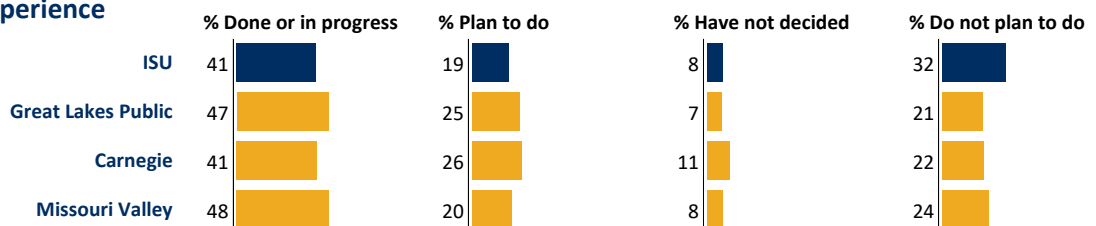
Study Abroad

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	22/48	46	5/48	10	1/48	2	43/66	65	17/66	26	18/66	27	29/66	44	5/66	8	40/66	61
Bio. sci., agric., and natural res.	15/35	43	2/35	6	1/35	3	22/39	56	6/40	15	14/40	35	19/40	48	2/40	5	5/40	13
Physical sci., math, computer sci.	8/18	44	1/18	6	0/17	0	14/30	47	7/30	23	11/30	37	22/30	73	0/30	0	5/30	17
Social sciences	25/55	45	4/55	7	2/56	4	43/71	61	10/70	14	31/71	44	42/71	59	2/71	3	48/71	68
Business	56/83	67	5/83	6	7/83	8	72/117	62	16/117	14	18/116	16	62/117	53	8/117	7	44/117	38
Communications, media, public rel.	13/24	54	3/25	12	2/25	8	26/34	76	12/34	35	3/34	9	28/34	82	3/34	9	22/34	65
Education	52/87	60	8/87	9	7/87	8	154/194	79	93/195	48	40/196	20	158/196	81	19/195	10	77/196	39
Engineering	3/7	43	0/7	0	0/7	0	1/5	20	2/5	40	1/5	20	4/5	80	1/5	20	3/5	60
Health professions	39/65	60	7/65	11	1/65	2	86/115	75	43/115	37	40/115	35	78/115	68	10/115	9	32/115	28
Social service professions	17/29	59	3/29	10	0/29	0	23/27	85	5/27	19	9/27	33	24/27	89	1/27	4	9/27	33
Undecided/undeclared	8/9	89	1/9	11	3/9	33	1/1	100	0/1	0	0/1	0	0/1	0	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	263/465	57	39/466	8	21/466	5	307/422	73	137/421	33	137/422	32	305/423	72	37/422	9	186/423	44
Started elsewhere	8/18	44	1/18	6	3/18	17	207/317	65	80/317	25	57/318	18	185/318	58	15/317	5	115/317	36
Enrollment status^b	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not full-time	0/491	0	0/496	0	0/496	0	32/50	64	9/51	18	14/50	28	32/52	62	4/51	8	20/50	40
Full-time	276/491	56	40/496	8	25/496	5	495/708	70	215/710	30	185/711	26	478/713	67	50/711	7	292/711	41
First-generation^c	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	139/277	50	16/278	6	15/278	5	317/455	70	133/454	29	126/456	28	306/456	67	38/456	8	178/455	39
First-generation	117/183	64	18/183	10	9/184	5	190/272	70	84/273	31	69/273	25	181/274	66	14/272	5	119/274	43
I prefer not to respond	13/19	68	5/19	26	0/18	0	8/13	62	1/13	8	0/13	0	6/13	46	0/13	0	4/13	31
Race/ethnicity^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	17/27	63	2/27	7	1/27	4	29/43	67	12/43	28	12/43	28	33/43	77	5/43	12	22/43	51
Black or African American	42/66	64	6/66	9	3/66	5	40/52	77	12/50	24	12/52	23	36/52	69	4/52	8	21/52	40
Hispanic, Latina/o, Latine, or Latinx	51/78	65	8/78	10	3/77	4	53/78	68	27/78	35	17/78	22	48/78	62	10/78	13	33/78	42
Indigenous, American Indian, etc.	4/7	57	1/7	14	1/7	14	2/3	67	0/3	0	1/3	33	2/3	67	1/3	33	2/3	67
Middle Eastern or North African	1/2	50	0/2	0	0/2	0	4/6	67	1/6	17	1/6	17	5/6	83	1/6	17	3/6	50
Native Hawaiian or Pacific Islander	0/1	0	0/1	0	0/1	0	3/3	100	0/3	0	0/3	0	1/3	33	0/3	0	1/3	33
White	182/345	53	26/346	8	17/346	5	408/593	69	177/594	30	165/594	28	389/595	65	36/593	6	242/594	41
Another race or ethnicity	2/4	50	0/4	0	0/4	0	1/1	100	1/1	100	1/1	100	0/1	0	0/1	0	0/1	0
I prefer not to respond	5/9	56	0/9	0	0/9	0	13/17	76	3/18	17	3/18	17	14/18	78	2/18	11	5/18	28

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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	266/477	56	39/478	8	23/478	5	510/736	69	217/736	29	194/738	26	492/739	67	51/738	7	300/738	41
International student	4/6	67	0/6	0	0/6	0	5/6	83	1/6	17	1/6	17	2/6	33	1/5	20	2/6	33
Gender identity^d																		
Woman	181/308	59	26/308	8	16/308	5	341/482	71	165/480	34	141/482	29	347/483	72	38/482	8	193/483	40
Man	76/149	51	11/151	7	7/150	5	147/223	66	46/224	21	44/224	20	128/224	57	11/223	5	92/223	41
Agender or gender neutral	2/3	67	0/3	0	0/3	0	6/8	75	2/8	25	4/8	50	5/8	63	1/8	13	6/8	75
Demigender	1/1	100	0/1	0	0/1	0	0/1	0	1/1	100	0/1	0	1/1	100	1/1	100	1/1	100
Genderqueer, non-binary, etc.	6/14	43	2/13	15	0/14	0	12/19	63	6/19	32	5/19	26	10/19	53	4/19	21	10/19	53
Genderfluid	2/4	50	0/4	0	0/4	0	3/5	60	3/5	60	0/5	0	2/5	40	2/5	40	2/5	40
Two-spirit	2/2	100	0/2	0	1/2	50	0/1	0	1/1	100	0/1	0	1/1	100	1/1	100	1/1	100
Cis/Cisgender	17/35	49	5/35	14	2/35	6	46/73	63	26/74	35	23/74	31	48/74	65	8/74	11	31/73	42
Trans/Transgender	1/6	17	0/6	0	0/6	0	7/11	64	1/11	9	3/11	27	6/11	55	1/11	9	5/11	45
Questioning or unsure	2/5	40	1/5	20	0/5	0	2/5	40	3/5	60	2/5	40	4/5	80	1/5	20	2/5	40
Another gender identity	0/1	0	0/1	0	0/1	0	6/9	67	1/9	11	2/9	22	2/9	22	0/9	0	2/9	22
I prefer not to respond	5/11	45	1/11	9	0/11	0	6/6	100	1/7	14	2/7	29	5/7	71	1/7	14	3/7	43
Sexual orientation^d																		
Straight or heterosexual	213/357	60	31/358	9	18/357	5	387/550	70	165/549	30	133/551	24	370/552	67	32/550	6	211/551	38
Bisexual	27/65	42	2/65	3	4/65	6	53/91	58	27/91	30	32/91	35	63/91	69	13/91	14	48/91	53
Lesbian	7/14	50	1/14	7	1/14	7	17/24	71	10/24	42	6/24	25	15/24	63	2/24	8	7/24	29
Gay	3/7	43	0/7	0	1/7	14	8/10	80	1/10	10	3/10	30	3/10	30	0/10	0	4/10	40
Queer	8/15	53	3/15	20	1/15	7	14/18	78	6/18	33	8/18	44	12/18	67	5/18	28	12/18	67
Pansexual or polysexual	6/11	55	1/10	10	0/11	0	12/19	63	3/19	16	5/19	26	12/19	63	1/19	5	10/19	53
Ace, gray, or asexual	5/7	71	0/7	0	0/7	0	17/19	89	5/19	26	5/19	26	13/19	68	3/19	16	8/19	42
Demisexual	2/3	67	1/3	33	0/3	0	7/9	78	3/9	33	4/9	44	3/9	33	0/9	0	4/9	44
Questioning or unsure	5/14	36	2/15	13	1/15	7	13/22	59	11/22	50	8/22	36	17/22	77	2/22	9	9/22	41
Another sexual orientation	1/3	33	0/3	0	0/3	0	4/6	67	0/6	0	2/6	33	1/6	17	1/6	17	3/6	50
I prefer not to respond	8/18	44	2/18	11	0/18	0	16/22	73	3/23	13	6/23	26	12/23	52	2/23	9	11/23	48
Age^b																		
FY 21+, Seniors 25+	1/4	25	0/4	0	0/4	0	41/60	68	10/60	17	16/60	27	36/60	60	3/60	5	17/60	28
FY < 21, Seniors < 25	275/490	56	40/495	8	25/495	5	486/698	70	214/701	31	183/701	26	474/705	67	51/702	7	295/701	42

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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	2/3	67	2/3	67	0/3	0	0/0		0/0		0/0		0/0		0/0		0/0	
Physical disability	0/26	0	0/26	0	0/26	0	1/1	100	0/24	0	1/1	100	1/1	100	0/0		1/1	100
Mental health or develop. disability	23/54	43	5/54	9	5/54	9	68/105	65	24/105	23	24/105	23	60/105	57	8/105	8	55/104	53
Another disability or condition	5/7	71	0/7	0	0/7	0	8/11	73	4/11	36	2/11	18	7/11	64	1/10	10	4/11	36
Multiple types of disab. or cond.	19/36	53	2/36	6	0/36	0	28/41	68	14/41	34	14/41	34	25/41	61	3/41	7	21/41	51
No disability or condition	202/352	57	28/353	8	17/353	5	394/559	70	171/559	31	149/561	27	385/562	69	39/561	7	215/562	38
I prefer not to respond	15/26	58	2/26	8	1/26	4	15/24	63	4/24	17	4/24	17	15/24	63	0/24	0	6/24	25
Residence																		
Not on campus	21/46	46	2/47	4	0/47	0	487/703	69	204/702	29	184/704	26	471/705	67	48/703	7	287/704	41
On campus	245/431	57	37/431	9	23/431	5	24/35	69	12/36	33	9/36	25	20/36	56	3/36	8	14/36	39
Athlete status																		
Not an athlete	260/464	56	38/465	8	22/465	5	497/715	70	207/715	29	186/717	26	480/718	67	50/717	7	292/717	41
Student-athlete	7/14	50	1/14	7	1/14	7	15/23	65	8/23	35	7/23	30	11/23	48	1/22	5	10/23	43
Greek membership																		
Not a member	219/403	54	34/403	8	20/403	5	433/628	69	184/629	29	159/631	25	413/631	65	36/629	6	249/630	40
Member	49/75	65	5/76	7	3/76	4	75/105	71	32/104	31	31/104	30	72/105	69	15/105	14	49/105	47
Military status																		
No military service	259/469	55	38/470	8	23/470	5	497/717	69	211/717	29	192/719	27	475/720	66	50/718	7	297/719	41
Current or former military service	4/6	67	1/6	17	0/6	0	13/17	76	4/17	24	0/17	0	12/17	71	1/17	6	3/17	18
Satisfaction^e																		
Fair or poor	61/112	54	9/112	8	7/112	6	60/104	58	20/104	19	15/105	14	60/105	57	2/105	2	35/105	33
Good or excellent	210/373	56	31/374	8	17/374	5	455/637	71	198/637	31	179/638	28	432/639	68	50/637	8	266/638	42
Overall	276/494	55	40/499	8	25/499	5	527/758	69	224/761	28	199/761	25	510/765	65	54/762	7	312/761	41

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?"