



NSSE 2023

High-Impact Practices

University of Wisconsin-Stevens Point

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.

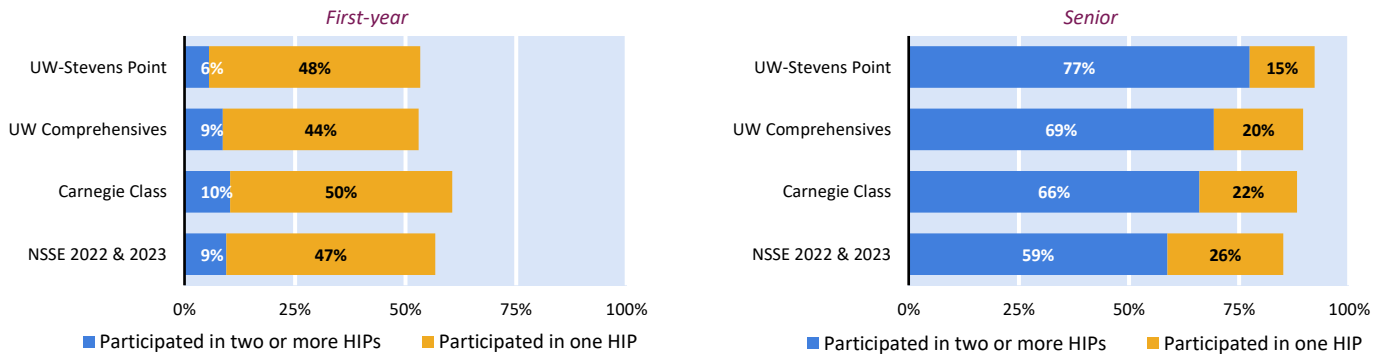
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

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:

	UW-Stevens Point	UW Comprehensives		Carnegie Class		NSSE 2022 & 2023	
	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b
First-year							
Service-Learning	48	-0	-.01	-8	**	-17	
Learning Community	7	-2	-.08	-4	*	-15	**
Research with Faculty	5	-1	-.04	-1		-05	
Participated in at least one	53	+0	.01	-7	**	-15	
Participated in two or more	6	-3	*	-12	**	-18	*
Senior							
Service-Learning	64	+1	.02	-1		-03	+5
Learning Community	26	+3	.06	+1		.03	+4
Research with Faculty	30	+5	.11	+4		.09	+7
Internship or Field Exp.	71	+14	***	.30	***	.36	+23
Study Abroad	6	-3	-.10	-1		-.05	-2
Culminating Senior Exp.	58	+6	.12	+5		.11	+12
Participated in at least one	92	+3	.09	+4	*	.14	+7
Participated in two or more	77	+8	**	.19	***	.25	+19

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).

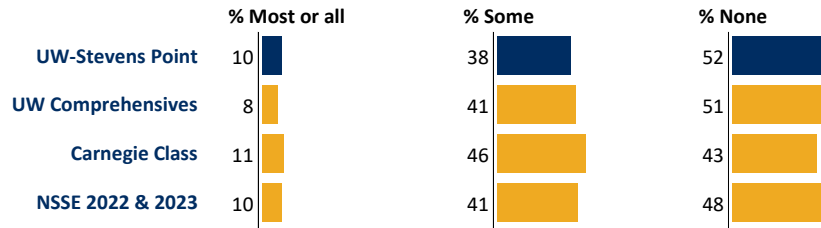
p* < .05, *p* < .01, ****p* < .001 (*z*-test comparing participation rates).

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

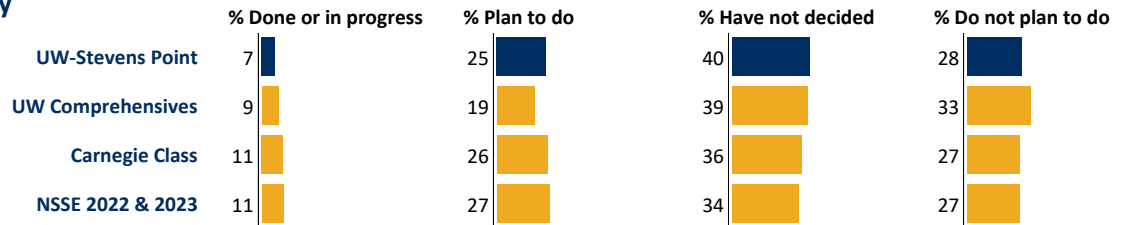
Service-Learning

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



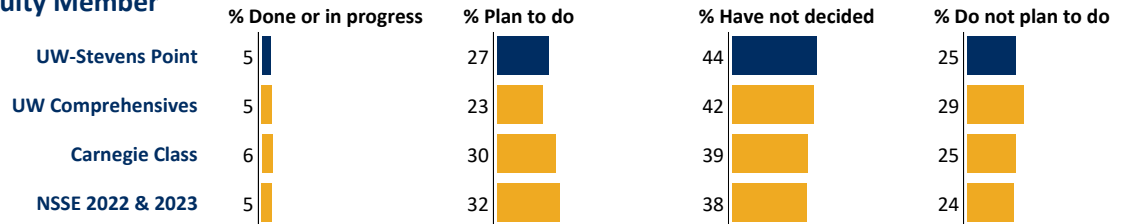
Learning Community

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.



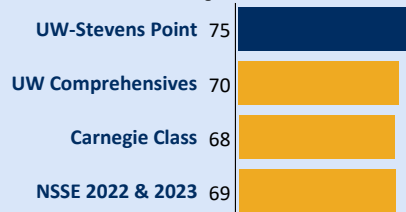
Plans to Participate^a

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"

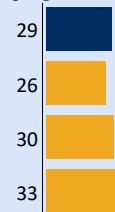
Internship or Field Experience

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



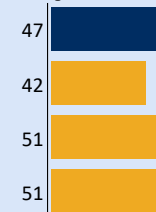
Study Abroad

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.).



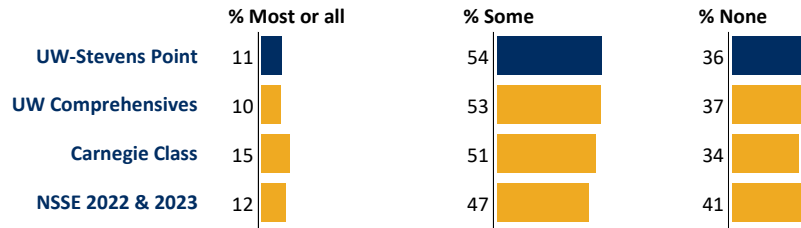
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

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

Seniors

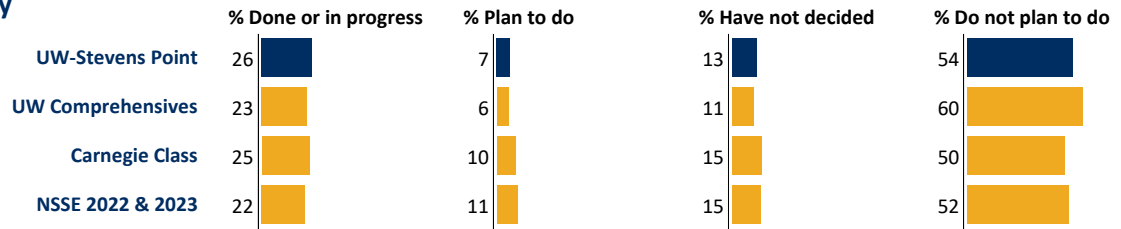
Service-Learning

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



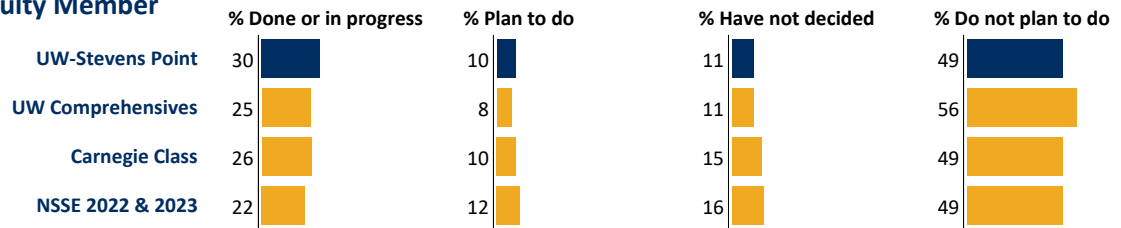
Learning Community

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



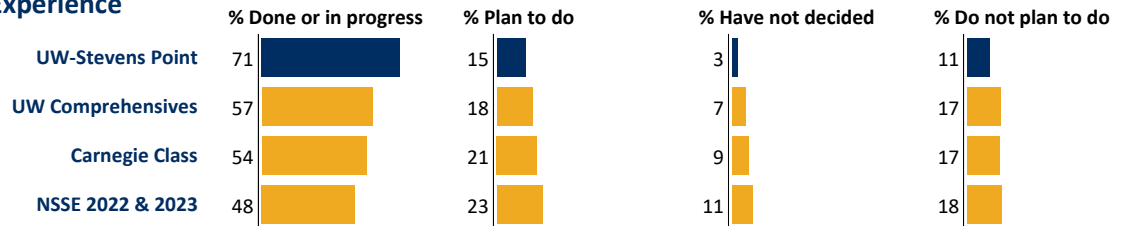
Research with a Faculty Member

Work with a faculty member on a research project.



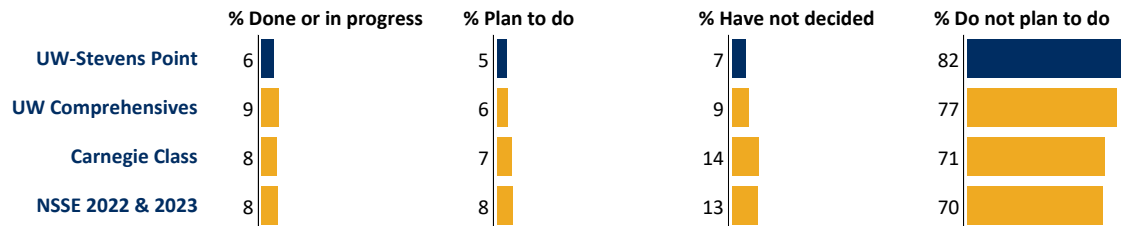
Internship or Field Experience

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



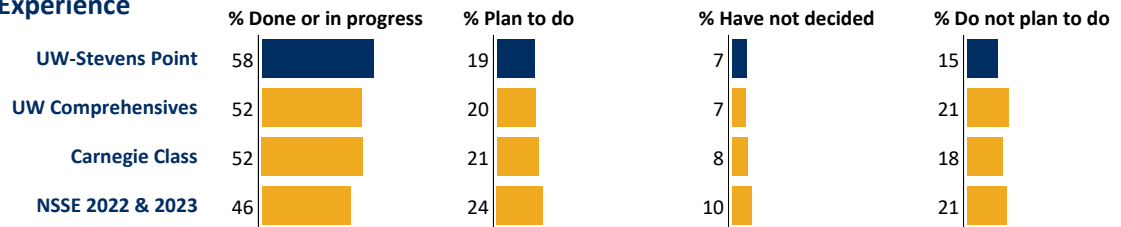
Study Abroad

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	18/45	40	6/45	13	2/45	4	8/17	47	2/17	12	6/17	35	13/17	76	1/17	6	12/17	71
Bio. sci., agric., and natural res.	33/95	35	7/95	7	11/96	11	46/83	55	20/83	24	37/83	45	64/83	77	10/83	12	50/83	60
Physical sci., math, computer sci.	2/7	29	0/7	0	1/7	14	5/9	56	1/9	11	4/9	44	3/9	33	1/9	11	5/9	56
Social sciences	13/23	57	1/23	4	0/23	0	12/19	63	8/19	42	10/19	53	10/19	53	1/19	5	13/19	68
Business	13/23	57	1/23	4	0/23	0	11/18	61	2/18	11	2/18	11	14/18	78	0/18	0	13/18	72
Communications, media, public rel.	4/10	40	0/10	0	0/10	0	3/4	75	1/4	25	1/4	25	3/4	75	1/4	25	4/4	100
Education	46/64	72	6/65	9	1/65	2	30/38	79	18/38	47	5/38	13	33/38	87	2/38	5	20/38	53
Engineering	3/5	60	0/5	0	0/5	0	2/4	50	3/4	75	2/4	50	4/4	100	0/4	0	4/4	100
Health professions	12/34	35	1/34	3	0/34	0	29/39	74	6/40	15	6/40	15	25/40	63	1/40	3	18/40	45
Social service professions	9/14	64	1/14	7	0/14	0	6/6	100	1/6	17	1/6	17	6/6	100	0/6	0	3/6	50
Undecided/undeclared	4/6	67	0/6	0	0/6	0	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	152/318	48	21/320	7	15/321	5	115/175	66	57/175	33	53/175	30	134/175	77	15/175	9	107/175	61
Started elsewhere	12/24	50	2/24	8	0/24	0	47/78	60	12/79	15	21/78	27	53/79	67	5/79	6	40/79	51
Enrollment status^b	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not full-time	1/3	33	0/3	0	0/3	0	9/18	50	4/18	22	3/18	17	8/18	44	1/18	6	9/18	50
Full-time	167/350	48	23/353	7	15/353	4	156/238	66	67/240	28	72/238	30	182/240	76	19/240	8	140/239	59
First-generation^c	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	95/219	43	16/220	7	12/220	5	79/135	59	38/136	28	43/136	32	102/136	75	9/136	7	74/136	54
First-generation	65/114	57	7/115	6	3/116	3	81/114	71	29/114	25	31/113	27	83/114	73	11/114	10	73/114	64
I prefer not to respond	5/10	50	0/10	0	0/10	0	2/3	67	2/3	67	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	8/12	67	0/12	0	1/12	8	6/8	75	3/8	38	3/8	38	5/8	63	0/8	0	4/8	50
Black or African American	5/10	50	1/10	10	0/10	0	2/4	50	2/5	40	1/5	20	2/5	40	0/5	0	1/5	20
Hispanic, Latina/o, Latine, or Latinx	6/14	43	0/14	0	0/14	0	6/10	60	2/10	20	0/10	0	5/10	50	1/10	10	2/10	20
Indigenous, American Indian, etc.	2/6	33	0/6	0	0/6	0	3/4	75	1/4	25	0/4	0	3/4	75	0/4	0	1/4	25
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	1/1	100	0/1	0	0/1	0	0/0		0/0		0/0		0/0		0/0		0/0	
White	147/317	46	22/319	7	15/320	5	147/228	64	63/228	28	67/227	30	173/228	76	19/228	8	138/228	61
Another race or ethnicity	0/1	0	1/1	100	0/1	0	0/2	0	1/2	50	1/1	100	2/2	100	0/2	0	1/2	50
I prefer not to respond	4/5	80	0/5	0	0/5	0	3/5	60	1/5	20	3/5	60	3/5	60	1/5	20	4/5	80

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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	165/342	48	23/344	7	15/345	4	160/250	64	68/251	27	73/250	29	184/251	73	20/251	8	146/251	58
International student	0/1	0	0/1	0	0/1	0	1/1	100	1/1	100	1/1	100	1/1	100	0/1	0	1/1	100
Gender identity^d																		
Woman	108/230	47	13/231	6	8/231	3	114/174	66	52/174	30	47/173	27	134/174	77	16/174	9	102/174	59
Man	49/95	52	10/96	10	5/97	5	42/68	62	13/69	19	23/69	33	47/69	68	2/69	3	39/69	57
Agender or gender neutral	1/5	20	3/5	60	2/5	40	0/1	0	0/1	0	1/1	100	1/1	100	0/1	0	1/1	100
Demigender	0/1	0	1/1	100	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.	6/20	30	2/20	10	2/20	10	2/7	29	2/7	29	1/7	14	3/7	43	1/7	14	2/7	29
Genderfluid	5/9	56	1/9	11	0/9	0	2/2	100	1/2	50	1/2	50	1/2	50	0/2	0	0/2	0
Two-spirit	1/2	50	1/2	50	0/2	0	0/0		0/0		0/0		0/0		0/0		0/0	
Cis/Cisgender	7/27	26	3/27	11	2/27	7	12/22	55	6/22	27	8/22	36	16/22	73	1/22	5	14/22	64
Trans/Transgender	2/9	22	2/9	22	1/9	11	1/1	100	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0
Questioning or unsure	1/4	25	2/4	50	0/4	0	1/1	100	1/1	100	0/1	0	0/1	0	0/1	0	0/1	0
Another gender identity	0/1	0	1/1	100	0/1	0	1/1	100	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0
I prefer not to respond	1/2	50	0/2	0	0/2	0	1/2	50	0/2	0	2/2	100	2/2	100	1/2	50	2/2	100
Sexual orientation^d																		
Straight or heterosexual	115/233	49	16/234	7	7/235	3	117/179	65	50/180	28	47/180	26	135/180	75	10/180	6	110/180	61
Bisexual	22/52	42	5/52	10	2/52	4	18/32	56	11/32	34	12/31	39	25/32	78	5/32	16	18/32	56
Lesbian	3/11	27	3/11	27	1/11	9	5/7	71	2/7	29	3/7	43	6/7	86	0/7	0	3/7	43
Gay	3/8	38	1/8	13	0/8	0	5/6	83	1/6	17	2/6	33	3/6	50	0/6	0	4/6	67
Queer	11/23	48	3/23	13	3/23	13	6/9	67	2/9	22	5/9	56	7/9	78	2/9	22	2/9	22
Pansexual or polysexual	7/16	44	1/16	6	2/16	13	4/7	57	0/7	0	2/7	29	3/7	43	0/7	0	2/7	29
Ace, gray, or asexual	6/17	35	2/17	12	0/17	0	7/13	54	2/13	15	1/13	8	6/13	46	1/13	8	5/13	38
Demisexual	1/5	20	1/5	20	1/5	20	2/5	40	1/5	20	2/5	40	4/5	80	0/5	0	3/5	60
Questioning or unsure	5/10	50	2/10	20	1/10	10	8/11	73	4/11	36	5/11	45	8/11	73	2/11	18	9/11	82
Another sexual orientation	0/10	0	0/10	0	0/10	0	0/11	0	0/11	0	0/11	0	0/11	0	1/1	100	1/1	100
I prefer not to respond	5/7	71	0/8	0	0/8	0	3/6	50	1/6	17	4/6	67	4/6	67	1/6	17	4/6	67
Age^b																		
FY 21+, Seniors 25+	8/16	50	0/16	0	1/16	6	19/28	68	7/29	24	11/28	39	16/29	55	3/29	10	16/29	55
FY < 21, Seniors < 25	160/337	47	23/340	7	14/340	4	146/228	64	64/229	28	64/228	28	174/229	76	17/229	7	133/228	58

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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	0/1	0	0/1	0	0/1	0	3/3	100	2/3	67	0/3	0	2/3	67	0/3	0	1/3	33
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	25/59	42	3/59	5	4/59	7	22/34	65	10/34	29	14/34	41	25/34	74	2/34	6	21/34	62
Another disability or condition	2/5	40	0/5	0	0/5	0	2/2	100	0/2	0	0/2	0	1/2	50	0/2	0	1/2	50
Multiple types of disab. or cond.	17/31	55	5/32	16	0/32	0	15/19	79	6/19	32	7/19	37	14/19	74	1/19	5	10/19	53
No disability or condition	119/237	50	13/236	6	9/237	4	114/183	62	49/184	27	52/183	28	139/184	76	16/184	9	109/184	59
I prefer not to respond	1/8	13	1/9	11	1/9	11	5/10	50	2/10	20	1/10	10	4/10	40	1/10	10	5/10	50
Residence																		
Not on campus	16/43	37	2/43	5	2/43	5	138/212	65	60/213	28	63/212	30	156/213	73	17/213	8	125/213	59
On campus	147/298	49	21/300	7	13/301	4	22/38	58	9/38	24	11/38	29	28/38	74	3/38	8	21/38	55
Athlete status																		
Not an athlete	141/307	46	21/309	7	15/310	5	144/228	63	63/229	28	69/228	30	168/229	73	20/229	9	130/229	57
Student-athlete	21/33	64	2/33	6	0/33	0	15/21	71	6/21	29	4/21	19	16/21	76	0/21	0	16/21	76
Greek membership																		
Not a member	158/327	48	20/329	6	15/330	5	148/232	64	62/233	27	69/232	30	171/233	73	19/233	8	136/233	58
Member	4/11	36	3/11	27	0/11	0	9/13	69	7/13	54	4/13	31	11/13	85	1/13	8	9/13	69
Military status																		
No military service	157/328	48	23/330	7	15/331	5	155/244	64	67/244	27	69/243	28	179/244	73	20/244	8	141/244	58
Current or former military service	6/10	60	0/10	0	0/10	0	6/7	86	2/8	25	5/8	63	6/8	75	0/8	0	6/8	75
Satisfaction^e																		
Fair or poor	19/49	39	2/49	4	0/49	0	16/23	70	6/23	26	7/23	30	16/23	70	0/23	0	12/23	52
Good or excellent	145/293	49	20/295	7	14/296	5	148/232	64	64/233	27	68/232	29	173/233	74	20/233	9	136/233	58
Overall	168/353	48	23/356	7	15/356	5	165/256	64	71/258	26	75/256	30	190/258	71	20/258	6	149/257	58

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?"