



NSSE 2023

High-Impact Practices

Angelo 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.

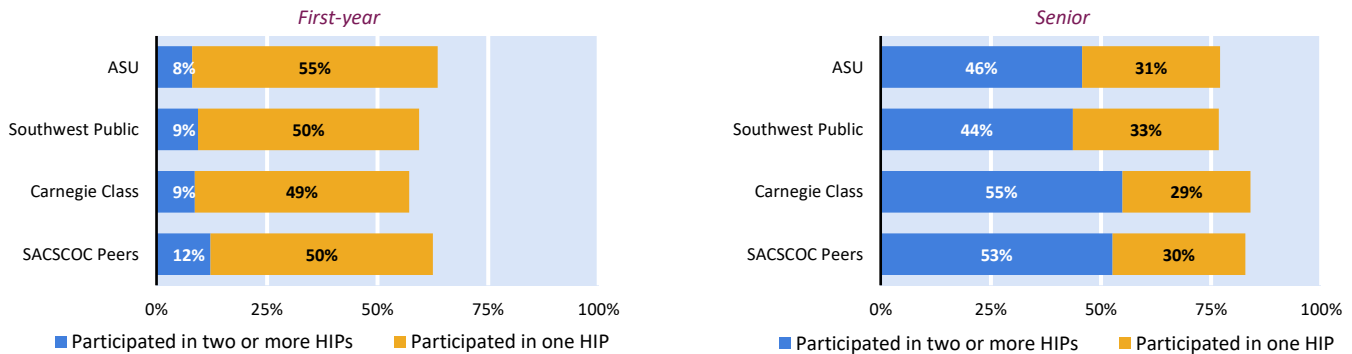
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

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:

	ASU	Southwest Public		Carnegie Class		SACSCOC Peers	
	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b
First-year							
Service-Learning	60	+4	.08	+6	.12	+3	.07
Learning Community	11	+1	.05	+2	.08	-4	-.11
Research with Faculty	3	-3	-.16	-3	-.13	-4	-.18
Participated in at least one	64	+4	.09	+6	.13	+1	.02
Participated in two or more	8	-1	-.05	-1	-.02	-4	-.14
Senior							
Service-Learning	58	+1	.03	-4	-.09	-5	-.10
Learning Community	21	+3	.09	+1	.03	-4	-.08
Research with Faculty	19	+3	.08	+0	.00	+0	.00
Internship or Field Exp.	34	+1	.01	-9	-.18	-6	-.13
Study Abroad	7	+2	.09	+2	.09	+2	.07
Culminating Senior Exp.	29	-2	-.04	-14	-.28	-6	-.14
Participated in at least one	77	+0	.01	-7	-.18	-6	-.14
Participated in two or more	46	+2	.04	-9	-.18	-7	-.14

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).

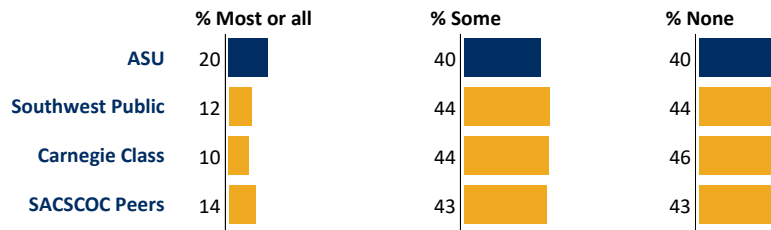
p* < .05, *p* < .01, ****p* < .001 (*z*-test comparing participation rates).

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

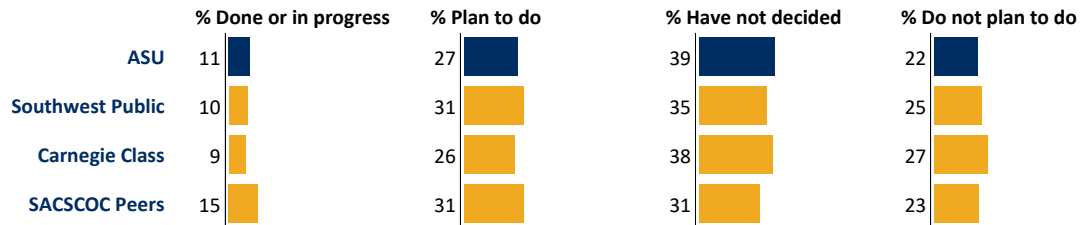
Service-Learning

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



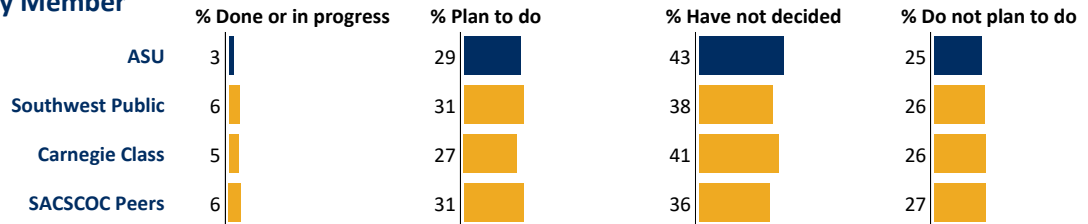
Learning Community

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.



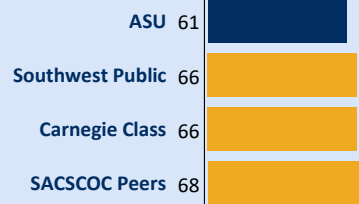
Plans to Participate^a

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"

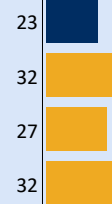
Internship or Field Experience

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



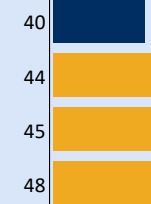
Study Abroad

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.).



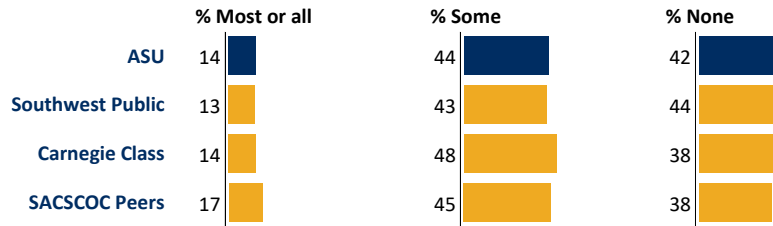
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

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

Seniors

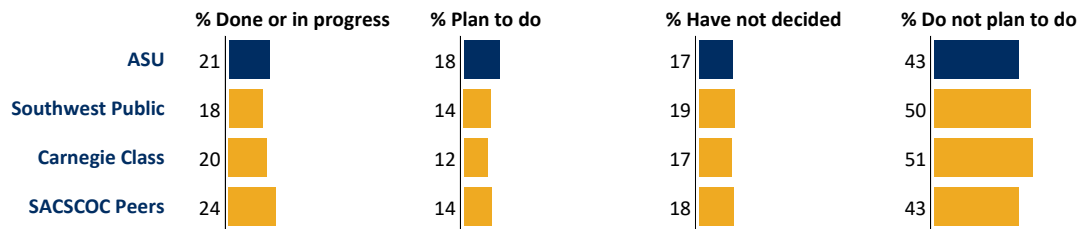
Service-Learning

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



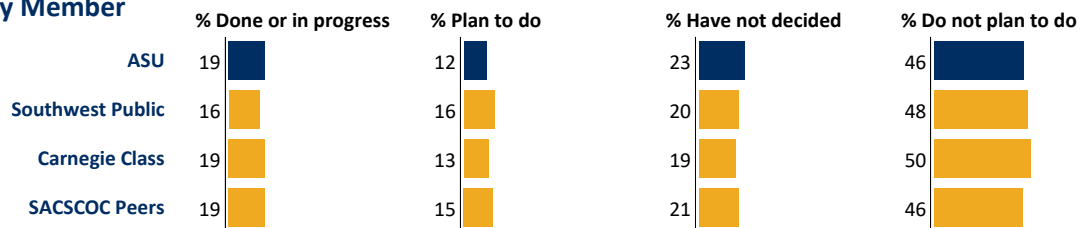
Learning Community

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



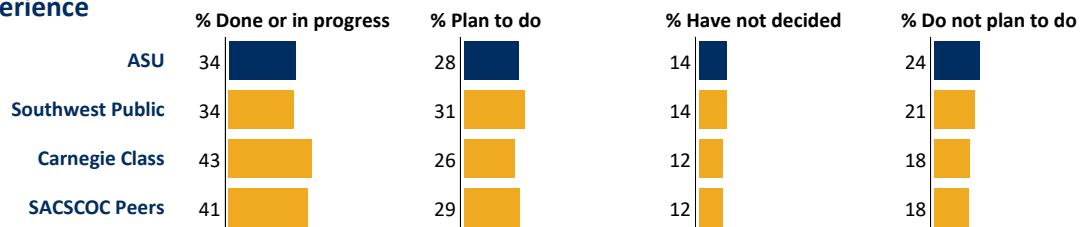
Research with a Faculty Member

Work with a faculty member on a research project.



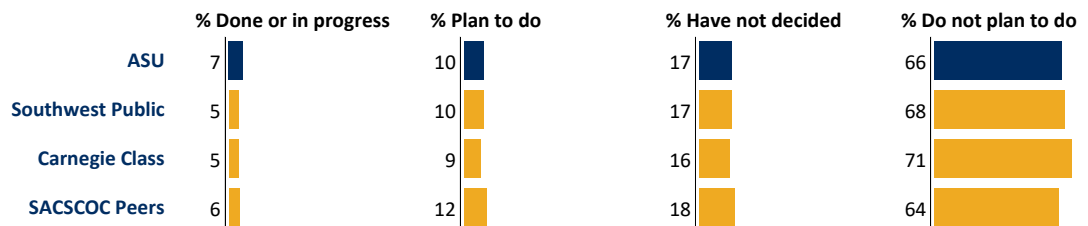
Internship or Field Experience

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



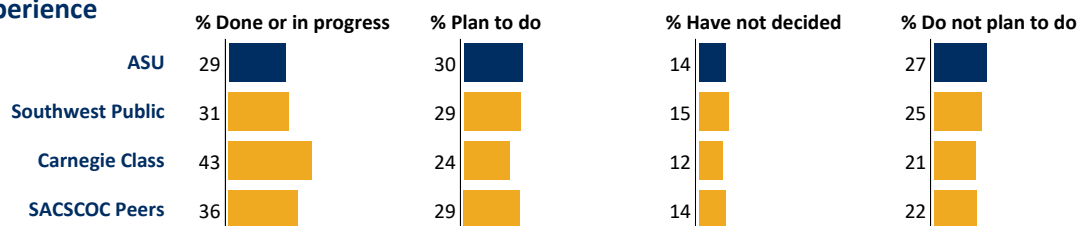
Study Abroad

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	8/16	50	0/16	0	1/16	6	7/13	54	6/12	50	4/13	31	2/13	15	2/13	15	7/13	54
Bio. sci., agric., and natural res.	12/22	55	2/22	9	0/22	0	9/20	45	5/20	25	9/20	45	6/20	30	0/20	0	7/20	35
Physical sci., math, computer sci.	5/12	42	0/12	0	0/12	0	7/22	32	8/22	36	8/21	38	5/23	22	2/22	9	6/23	26
Social sciences	5/13	38	0/13	0	0/13	0	4/11	36	1/11	9	4/11	36	1/11	9	0/11	0	3/11	27
Business	15/24	63	1/25	4	2/25	8	27/44	61	7/44	16	4/44	9	15/44	34	9/44	20	15/44	34
Communications, media, public rel.	2/3	67	0/3	0	0/3	0	1/2	50	0/2	0	0/2	0	0/2	0	0/2	0	2/2	100
Education	11/16	69	2/16	13	0/16	0	13/18	72	6/18	33	3/18	17	13/18	72	1/18	6	2/18	11
Engineering	5/7	71	1/7	14	0/7	0	3/8	38	1/7	14	3/7	43	5/8	63	1/8	13	5/8	63
Health professions	24/37	65	5/37	14	1/37	3	36/48	75	12/48	25	6/47	13	17/48	35	1/48	2	10/48	21
Social service professions	6/9	67	0/9	0	0/9	0	22/29	76	5/27	19	2/30	7	14/30	47	1/30	3	11/30	37
Undecided/undeclared	0/0		0/0		0/0		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	91/140	65	13/140	9	3/140	2	79/124	64	34/122	28	32/122	26	54/125	43	14/124	11	37/125	30
Started elsewhere	8/27	30	1/28	4	1/28	4	56/103	54	17/102	17	12/104	12	28/105	27	4/105	4	32/105	30
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	18/32	56	4/34	12	2/33	6	9/34	26	3/34	9	7/34	21
Full-time	106/178	60	19/181	10	4/180	2	122/202	60	49/199	25	42/202	21	76/206	37	15/204	7	63/205	31
First-generation^c	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	43/77	56	6/77	8	4/77	5	69/113	61	27/112	24	28/111	25	46/114	40	12/114	11	32/114	28
First-generation	54/86	63	8/87	9	0/87	0	65/112	58	24/109	22	16/112	14	36/113	32	6/113	5	36/113	32
I prefer not to respond	2/5	40	0/5	0	0/5	0	2/3	67	0/4	0	0/4	0	0/4	0	0/3	0	1/4	25
Race/ethnicity^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	5/6	83	0/6	0	0/6	0	7/12	58	4/12	33	5/11	45	3/12	25	4/12	33	5/12	42
Black or African American	8/13	62	0/13	0	1/13	8	11/18	61	2/18	11	4/18	22	6/18	33	1/18	6	4/18	22
Hispanic, Latina/o, Latine, or Latinx	38/62	61	2/63	3	3/63	5	59/85	69	23/83	28	8/86	9	30/87	34	6/87	7	30/87	34
Indigenous, American Indian, etc.	4/5	80	0/5	0	0/5	0	2/4	50	0/3	0	1/4	25	2/4	50	1/4	25	2/4	50
Middle Eastern or North African	1/1	100	1/1	100	0/1	0	1/1	100	1/1	100	0/1	0	0/1	0	0/1	0	0/1	0
Native Hawaiian or Pacific Islander	2/3	67	0/3	0	0/3	0	2/2	100	1/2	50	1/2	50	2/2	100	0/2	0	1/2	50
White	53/100	53	9/100	9	2/100	2	68/124	55	25/122	20	28/123	23	48/125	38	7/125	6	36/125	29
Another race or ethnicity	1/1	100	0/1	0	0/1	0	3/4	75	1/4	25	1/4	25	2/4	50	0/4	0	0/4	0
I prefer not to respond	3/5	60	3/5	60	0/5	0	1/5	20	0/6	0	0/6	0	0/6	0	0/5	0	0/6	0

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	95/163	58	14/164	9	4/164	2	128/217	59	49/214	23	41/216	19	80/220	36	14/219	6	65/220	30
International student	4/5	80	0/5	0	0/5	0	8/11	73	2/11	18	3/11	27	2/11	18	4/11	36	4/11	36
Gender identity^d																		
Woman	68/113	60	8/114	7	1/114	1	104/155	67	41/152	27	29/153	19	60/156	38	13/156	8	45/156	29
Man	26/43	60	3/43	7	2/43	5	28/66	42	10/65	15	16/66	24	21/67	31	5/67	7	23/67	34
Agender or gender neutral	0/0		0/0		0/0		1/1	100	0/1	0	0/1	0	0/1	0	0/1	0	1/1	100
Demigender	0/1	0	0/1	0	1/1	100	0/0		0/0		0/0		0/0		0/0		0/0	
Genderqueer, non-binary, etc.	3/4	75	0/4	0	0/4	0	3/5	60	1/5	20	0/5	0	1/5	20	0/5	0	2/5	40
Genderfluid	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	
Cis/Cisgender	3/9	33	1/9	11	0/9	0	2/8	25	3/9	33	3/9	33	2/9	22	1/8	13	3/9	33
Trans/Transgender	1/2	50	0/2	0	0/2	0	2/2	100	0/2	0	1/2	50	0/2	0	0/2	0	0/2	0
Questioning or unsure	0/2	0	0/2	0	1/2	50	1/2	50	0/2	0	2/2	100	1/2	50	0/2	0	1/2	50
Another gender identity	1/1	100	0/1	0	0/1	0	0/0		0/0		0/0		0/0		0/0		0/0	
I prefer not to respond	3/6	50	3/6	50	0/6	0	0/2	0	0/2	0	0/2	0	0/2	0	0/2	0	0/2	0
Sexual orientation^d																		
Straight or heterosexual	77/120	64	8/121	7	3/121	2	99/174	57	39/172	23	36/172	21	67/175	38	13/175	7	51/175	29
Bisexual	12/19	63	1/19	5	0/19	0	22/27	81	7/24	29	4/27	15	9/27	33	2/27	7	11/27	41
Lesbian	4/9	44	0/9	0	1/9	11	2/2	100	2/2	100	0/1	0	2/2	100	1/2	50	2/2	100
Gay	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
Queer	1/2	50	0/2	0	0/2	0	3/7	43	1/8	13	2/8	25	3/8	38	0/8	0	5/8	63
Pansexual or polysexual	0/0		0/0		0/0		1/2	50	0/2	0	0/2	0	1/2	50	0/2	0	0/2	0
Ace, gray, or asexual	1/7	14	0/7	0	0/7	0	0/7	0	1/7	14	2/7	29	2/7	29	1/7	14	1/7	14
Demisexual	1/2	50	0/2	0	0/2	0	1/3	33	0/3	0	2/3	67	1/3	33	0/3	0	2/3	67
Questioning or unsure	1/1	100	0/1	0	0/1	0	4/5	80	0/6	0	1/6	17	1/6	17	0/5	0	1/6	17
Another sexual orientation	0/1	0	1/1	100	0/1	0	0/2	0	0/2	0	0/2	0	0/2	0	0/2	0	0/2	0
I prefer not to respond	6/13	46	4/13	31	0/13	0	9/13	69	3/13	23	3/13	23	3/13	23	2/13	15	3/13	23
Age^b																		
FY 21+, Seniors 25+	3/7	43	1/7	14	0/7	0	29/56	52	6/56	11	9/57	16	16/58	28	2/58	3	15/58	26
FY < 21, Seniors < 25	104/174	60	18/177	10	4/176	2	111/178	62	47/177	27	35/178	20	69/182	38	16/180	9	55/181	30

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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	1/1	100	0/1	0	0/1	0	1/3	33	1/3	33	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	7/18	39	0/18	0	2/18	11	11/20	55	3/20	15	3/21	14	5/21	24	1/21	5	9/21	43
Another disability or condition	2/5	40	0/5	0	0/5	0	3/4	75	2/4	50	1/4	25	3/4	75	0/4	0	1/4	25
Multiple types of disab. or cond.	6/9	67	4/9	44	0/9	0	14/25	56	4/24	17	3/25	12	9/25	36	4/25	16	4/25	16
No disability or condition	78/125	62	9/126	7	2/126	2	102/164	62	39/163	24	37/163	23	60/166	36	12/165	7	51/166	31
I prefer not to respond	5/9	56	1/9	11	0/9	0	2/9	22	2/8	25	0/9	0	2/9	22	1/9	11	1/9	11
Residence																		
Not on campus	33/58	57	7/58	12	4/58	7	116/191	61	40/190	21	40/191	21	70/194	36	15/193	8	56/194	29
On campus	64/108	59	7/109	6	0/109	0	19/35	54	11/33	33	4/35	11	10/35	29	3/35	9	12/35	34
Athlete status						0				0								
Not an athlete	89/155	57	12/156	8	4/156	3	125/215	58	49/212	23	42/216	19	77/218	35	16/217	7	65/218	30
Student-athlete	9/12	75	2/12	17	0/12	0	10/12	83	2/12	17	2/11	18	4/12	33	2/12	17	3/12	25
Greek membership																		
Not a member	86/153	56	12/154	8	3/154	2	122/205	60	43/202	21	39/204	19	73/207	35	12/207	6	62/207	30
Member	10/12	83	2/12	17	1/12	8	12/19	63	8/19	42	5/20	25	8/20	40	6/19	32	4/20	20
Military status																		
No military service	95/162	59	13/162	8	4/162	2	131/211	62	51/207	25	41/210	20	78/213	37	18/212	8	64/213	30
Current or former military service	1/2	50	1/2	50	0/2	0	4/16	25	0/17	0	3/17	18	3/17	18	0/17	0	4/17	24
Satisfaction^e																		
Fair or poor	11/20	55	1/20	5	1/20	5	13/25	52	4/24	17	5/26	19	6/26	23	1/25	4	3/26	12
Good or excellent	90/151	60	14/151	9	3/151	2	125/206	61	49/204	24	39/204	19	77/208	37	17/208	8	66/208	32
Overall	107/181	60	19/184	11	4/183	3	140/234	58	53/233	21	44/235	19	85/240	34	18/238	7	70/239	29

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?"