



NSSE 2023

High-Impact Practices

Texas Tech 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.

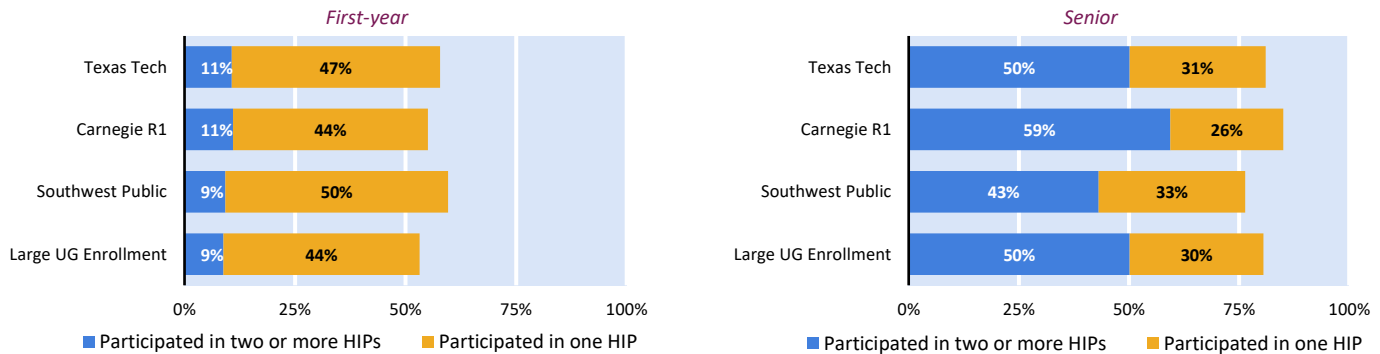
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

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:

	Texas Tech	Carnegie R1		Southwest Public		Large UG Enrollment	
	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b
First-year							
Service-Learning	53	+5	*** .11	-3	* -.07	+5	** .10
Learning Community	13	-2	* -.07	+3	*** .10	+1	.05
Research with Faculty	5	-1	-.02	-0	-.02	+0	.01
Participated in at least one	58	+3	.06	-2	-.04	+5	** .09
Participated in two or more	11	-0	-.01	+1	.05	+2	* .06
Senior							
Service-Learning	56	+3	.05	-1	-.01	+1	.02
Learning Community	22	-2	-.04	+5	*** .12	+3	** .08
Research with Faculty	19	-6	*** -.15	+3	** .08	+0	.01
Internship or Field Exp.	40	-12	*** -.24	+7	*** .14	-2	-.04
Study Abroad	11	+1	.03	+7	*** .26	+4	*** .15
Culminating Senior Exp.	33	-10	*** -.21	+2	.04	-6	*** -.12
Participated in at least one	81	-4	*** -.11	+5	*** .11	+0	.01
Participated in two or more	50	-9	*** -.19	+7	*** .14	-0	.00

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).

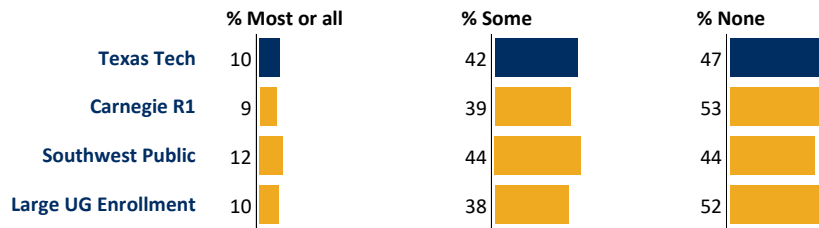
p* < .05, *p* < .01, ****p* < .001 (*z*-test comparing participation rates).

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

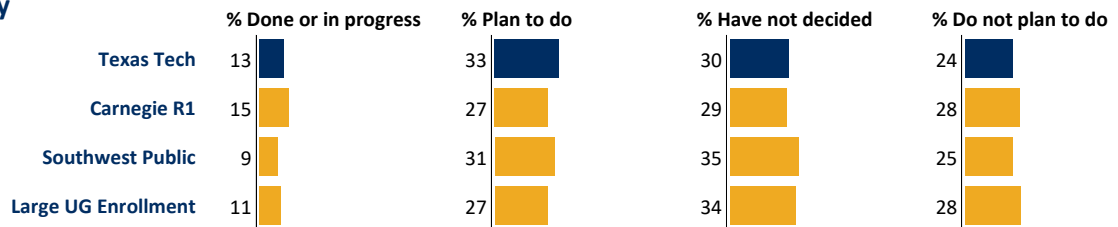
Service-Learning

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



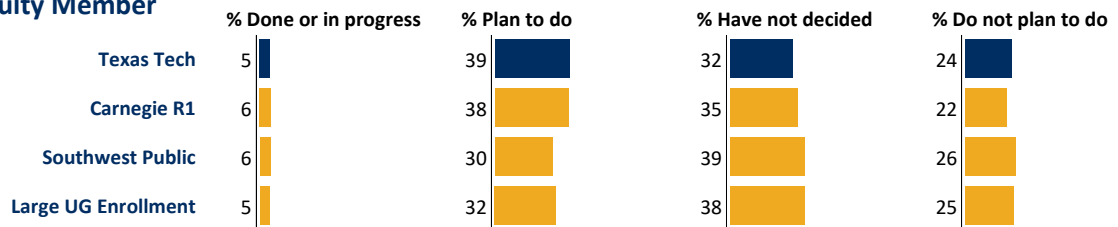
Learning Community

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.



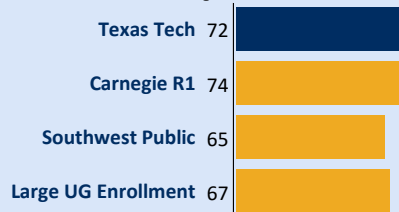
Plans to Participate^a

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"

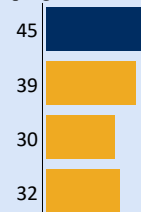
Internship or Field Experience

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



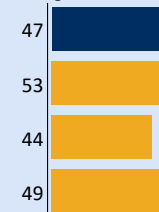
Study Abroad

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.).



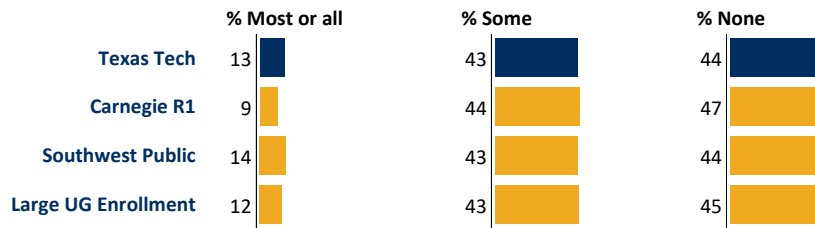
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

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

Seniors

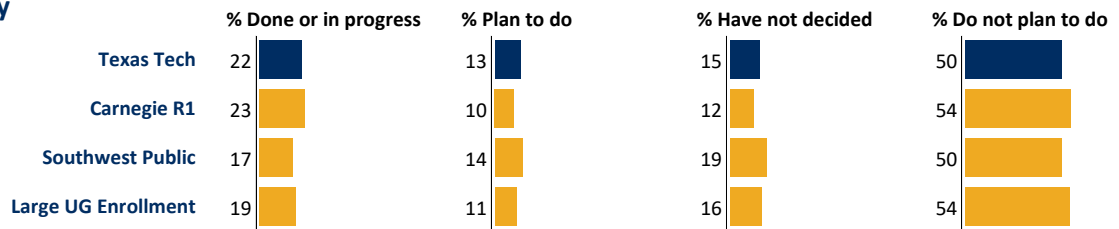
Service-Learning

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



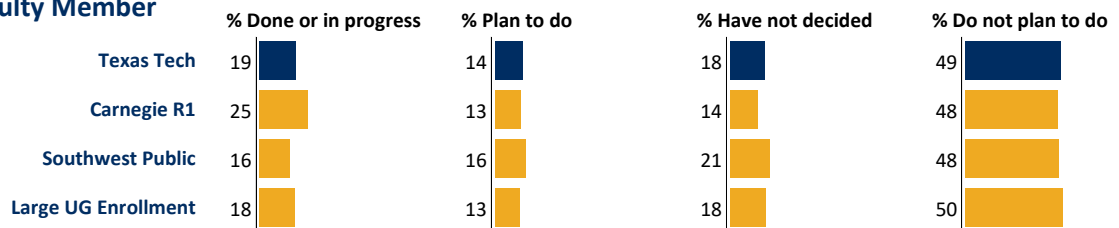
Learning Community

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



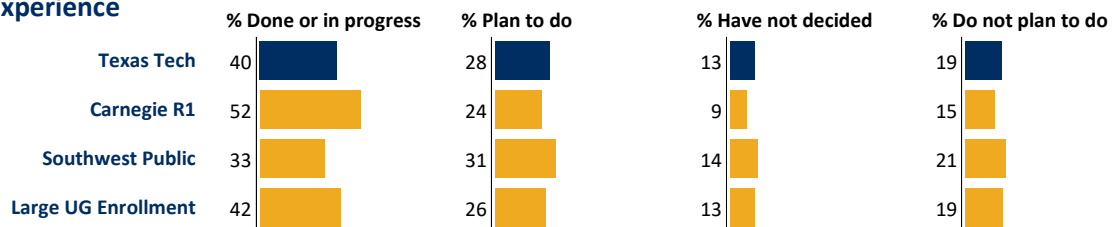
Research with a Faculty Member

Work with a faculty member on a research project.



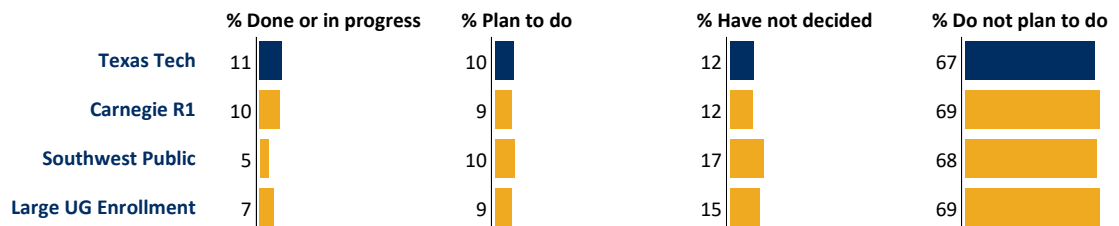
Internship or Field Experience

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



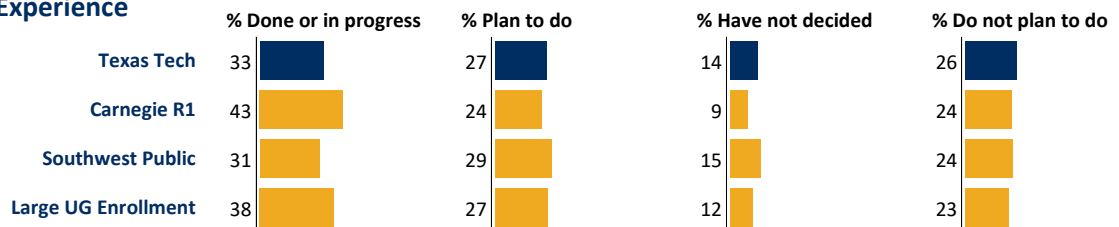
Study Abroad

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 (%).

	First-year						Senior											
	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	51/88	58	15/88	17	4/88	5	86/136	63	28/138	20	20/138	14	29/138	21	16/138	12	48/138	35
Bio. sci., agric., and natural res.	76/130	58	20/131	15	6/130	5	67/142	47	29/143	20	58/143	41	58/142	41	10/142	7	28/143	20
Physical sci., math, computer sci.	38/78	49	10/78	13	2/78	3	28/68	41	12/68	18	19/68	28	21/68	31	13/68	19	26/68	38
Social sciences	49/96	51	9/96	9	6/95	6	64/135	47	19/134	14	33/134	25	43/135	32	9/135	7	27/135	20
Business	66/127	52	12/127	9	9/129	7	115/191	60	45/192	23	19/192	10	88/192	46	11/191	6	84/192	44
Communications, media, public rel.	21/40	53	4/40	10	2/40	5	54/97	56	19/97	20	13/97	13	38/97	39	11/96	11	42/97	43
Education	26/43	60	6/43	14	3/43	7	62/85	73	50/84	60	6/85	7	69/85	81	2/84	2	30/85	35
Engineering	65/137	47	16/137	12	5/138	4	92/192	48	54/192	28	45/193	23	105/192	55	67/193	35	79/192	41
Health professions	132/242	55	39/240	16	12/242	5	92/121	76	23/121	19	24/120	20	50/121	41	6/121	5	25/121	21
Social service professions	3/7	43	1/7	14	0/7	0	7/7	100	2/7	29	2/7	29	3/7	43	0/7	0	2/7	29
Undecided/undeclared	3/6	50	0/6	0	0/6	0	1/2	50	0/3	0	0/3	0	0/3	0	0/3	0	0/3	0
Transfer status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Started here	474/900	53	118/901	13	46/904	5	368/658	56	179/660	27	175/659	27	316/659	48	101/658	15	259/660	39
Started elsewhere	86/136	63	16/136	12	9/136	7	357/635	56	117/635	18	79/637	12	214/636	34	51/635	8	173/636	27
Enrollment status^b	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not full-time	5/12	42	0/12	0	0/12	0	86/189	46	34/192	18	26/193	13	57/193	30	11/193	6	49/192	26
Full-time	580/1070	54	145/1084	13	58/1083	5	670/1153	58	273/1157	24	239/1157	21	494/1161	43	145/1156	13	396/1156	34
First-generation^c	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	320/644	50	98/645	15	35/645	5	463/778	60	209/782	27	180/782	23	373/782	48	115/782	15	294/782	38
First-generation	224/359	62	33/358	9	17/361	5	255/492	52	85/491	17	68/492	14	150/491	31	34/490	7	134/492	27
I prefer not to respond	14/30	47	2/30	7	3/30	10	12/27	44	5/27	19	6/26	23	8/27	30	4/26	15	5/27	19
Race/ethnicity^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	46/77	60	12/77	16	3/77	4	42/80	53	18/82	22	22/82	27	33/82	40	11/82	13	25/82	30
Black or African American	54/95	57	5/96	5	2/96	2	66/107	62	28/107	26	19/106	18	38/106	36	14/107	13	30/107	28
Hispanic, Latina/o, Latine, or Latinx	176/283	62	33/283	12	13/284	5	212/364	58	74/364	20	61/364	17	114/365	31	39/362	11	106/365	29
Indigenous, American Indian, etc.	12/21	57	2/21	10	2/21	10	12/24	50	8/24	33	6/24	25	10/24	42	4/24	17	9/24	38
Middle Eastern or North African	3/6	50	2/6	33	0/6	0	7/13	54	3/13	23	5/13	38	7/13	54	6/13	46	8/13	62
Native Hawaiian or Pacific Islander	5/9	56	1/9	11	0/9	0	6/9	67	2/9	22	1/9	11	2/9	22	2/9	22	1/9	11
White	331/651	51	89/650	14	36/652	6	457/825	55	199/827	24	155/827	19	373/827	45	102/827	12	295/828	36
Another race or ethnicity	10/15	67	5/15	33	0/15	0	4/8	50	0/8	0	2/8	25	1/8	13	1/8	13	0/8	0
I prefer not to respond	13/25	52	5/25	20	4/25	16	23/44	52	7/44	16	11/44	25	17/44	39	5/44	11	14/44	32

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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	537/990	54	129/990	13	51/993	5	704/1257	56	288/1258	23	242/1258	19	515/1258	41	142/1256	11	419/1259	33
International student	20/43	47	5/43	12	4/43	9	26/42	62	11/44	25	11/44	25	17/44	39	11/44	25	15/44	34
Gender identity^d																		
Woman	370/635	58	94/633	15	33/636	5	435/753	58	192/750	26	163/750	22	318/752	42	80/749	11	245/753	33
Man	169/360	47	33/362	9	17/363	5	273/504	54	103/508	20	81/508	16	198/506	39	67/508	13	178/506	35
Agender or gender neutral	4/5	80	2/5	40	0/4	0	1/6	17	0/6	0	2/6	33	2/6	33	1/6	17	2/6	33
Demigender	1/1	100	0/1	0	0/1	0	4/4	100	1/4	25	0/4	0	1/4	25	0/4	0	1/4	25
Genderqueer, non-binary, etc.	6/11	55	3/11	27	2/11	18	8/15	53	3/15	20	8/15	53	8/15	53	2/14	14	3/15	20
Genderfluid	7/10	70	0/10	0	1/10	10	5/8	63	1/8	13	2/8	25	1/8	13	1/8	13	2/8	25
Two-spirit	3/3	100	0/3	0	1/3	33	2/2	100	1/2	50	1/2	50	2/2	100	1/2	50	2/2	100
Cis/Cisgender	28/60	47	11/60	18	3/60	5	26/59	44	13/59	22	18/59	31	17/59	29	7/59	12	16/59	27
Trans/Transgender	2/7	29	1/7	14	0/7	0	3/4	75	0/5	0	1/5	20	2/5	40	1/5	20	1/5	20
Questioning or unsure	4/7	57	0/7	0	1/7	14	4/7	57	3/7	43	3/7	43	4/7	57	1/7	14	3/7	43
Another gender identity	4/8	50	0/8	0	2/8	25	1/4	25	1/4	25	0/4	0	2/4	50	1/4	25	2/4	50
I prefer not to respond	6/13	46	2/13	15	1/13	8	5/15	33	1/16	6	3/16	19	6/16	38	3/16	19	5/16	31
Sexual orientation^d																		
Straight or heterosexual	464/846	55	98/845	12	47/848	6	623/1084	57	254/1085	23	199/1086	18	450/1085	41	122/1084	11	379/1086	35
Bisexual	46/89	52	20/90	22	2/90	2	45/99	45	17/99	17	27/98	28	39/99	39	16/99	16	28/99	28
Lesbian	7/12	58	2/12	17	0/12	0	14/24	58	4/25	16	9/25	36	10/25	40	3/25	12	4/25	16
Gay	8/12	67	3/12	25	0/12	0	15/21	71	8/21	38	6/21	29	8/21	38	0/21	0	5/21	24
Queer	13/19	68	5/19	26	3/19	16	10/15	67	4/15	27	3/15	20	6/15	40	1/15	7	3/15	20
Pansexual or polysexual	11/17	65	4/17	24	0/17	0	8/13	62	2/13	15	1/12	8	4/13	31	1/13	8	3/13	23
Ace, gray, or asexual	6/15	40	5/15	33	1/15	7	6/19	32	5/19	26	6/19	32	4/19	21	2/19	11	2/19	11
Demisexual	5/10	50	1/10	10	0/10	0	4/10	40	3/10	30	3/9	33	2/10	20	0/10	0	2/10	20
Questioning or unsure	9/22	41	4/22	18	3/22	14	7/15	47	1/15	7	3/15	20	5/15	33	5/15	33	4/15	27
Another sexual orientation	5/9	56	1/9	11	2/9	22	2/3	67	1/3	33	0/3	0	2/3	67	1/3	33	2/3	67
I prefer not to respond	17/32	53	4/32	13	1/32	3	20/45	44	12/46	26	7/46	15	16/46	35	9/45	20	15/46	33
Age^b																		
FY 21+, Seniors 25+	2/7	29	0/8	0	0/8	0	163/309	53	43/307	14	35/309	11	63/308	20	23/309	7	87/309	28
FY < 21, Seniors < 25	583/1075	54	145/1088	13	58/1087	5	593/1033	57	264/1042	25	230/1041	22	488/1046	47	133/1040	13	358/1039	34

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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	3/5	60	0/5	0	1/5	20	2/6	33	0/6	0	1/6	17	1/6	17	0/6	0	0/6	0	
Physical disability	1/1	100	0/1	0	0/1	0	2/4	50	1/4	25	0/4	0	3/4	75	0/4	0	2/4	50	
Mental health or develop. disability	44/84	52	6/83	7	4/84	5	57/132	43	33/133	25	28/133	21	55/133	41	7/133	5	29/133	22	
Another disability or condition	20/32	63	5/32	16	3/31	10	24/30	80	6/30	20	9/30	30	11/30	37	2/29	7	13/30	43	
Multiple types of disab. or cond.	42/70	60	18/70	26	7/70	10	44/90	49	15/90	17	18/91	20	29/90	32	11/91	12	33/91	36	
No disability or condition	417/787	53	99/788	13	37/791	5	575/977	59	230/979	23	184/979	19	413/979	42	121/978	12	338/979	35	
I prefer not to respond	28/50	56	6/50	12	3/50	6	18/48	38	11/48	23	9/47	19	16/48	33	9/47	19	13/48	27	
Residence																			
Not on campus	111/180	62	19/177	11	15/179	8	679/1228	55	276/1230	22	232/1230	19	496/1230	40	144/1229	12	409/1231	33	
On campus	443/847	52	115/850	14	40/851	5	43/63	68	22/64	34	21/64	33	31/64	48	8/63	13	21/64	33	
Athlete status						0				0									
Not an athlete	548/1009	54	132/1010	13	54/1012	5	711/1275	56	296/1277	23	251/1277	20	525/1277	41	152/1275	12	427/1278	33	
Student-athlete	7/17	41	2/16	13	1/17	6	10/12	83	3/13	23	2/13	15	5/13	38	0/13	0	3/13	23	
Greek membership																			
Not a member	449/859	52	111/859	13	46/861	5	567/1053	54	221/1055	21	202/1055	19	424/1054	40	116/1054	11	333/1055	32	
Member	94/154	61	22/154	14	8/155	5	146/215	68	75/216	35	47/216	22	98/217	45	34/215	16	94/217	43	
Military status																			
No military service	549/1018	54	130/1018	13	54/1021	5	703/1243	57	290/1245	23	247/1245	20	521/1245	42	150/1243	12	422/1246	34	
Current or former military service	2/4	50	2/4	50	0/4	0	19/46	41	7/47	15	6/47	13	8/47	17	2/47	4	9/47	19	
Satisfaction^e																			
Fair or poor	75/156	48	14/156	9	7/157	4	81/189	43	30/189	16	29/190	15	63/189	33	26/188	14	40/190	21	
Good or excellent	491/891	55	121/894	14	48/896	5	658/1128	58	273/1130	24	229/1130	20	476/1131	42	129/1131	11	396/1131	35	
Overall	585/1082	53	145/1096	13	58/1095	5	756/1342	56	307/1349	22	265/1350	19	551/1354	40	156/1349	11	445/1348	33	

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?"