



NSSE 2023

High-Impact Practices

Eastern Washington 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.

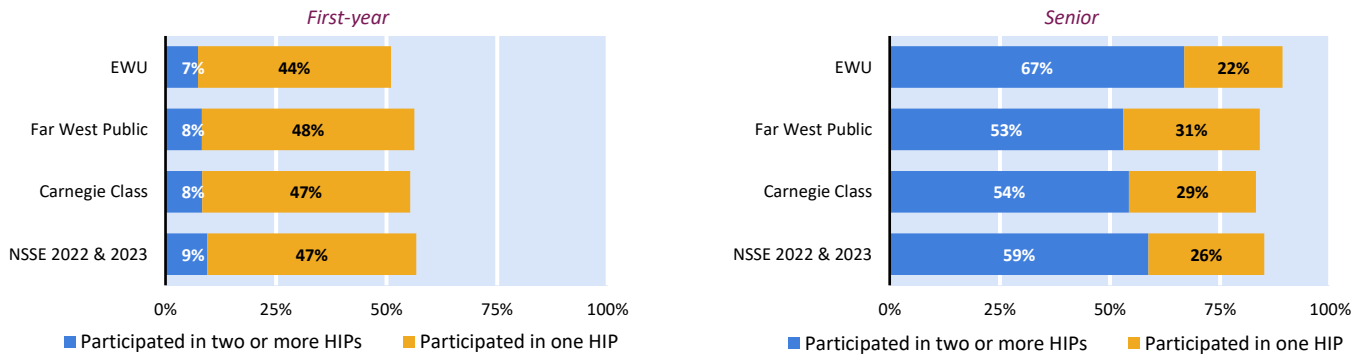
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

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:

	EWU	Far West Public		Carnegie Class		NSSE 2022 & 2023		
	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b	
<i>First-year</i>								
Service-Learning	49	-3	-.06	-3	-.06	-2	-.05	
Learning Community	7	-2	-.08	-1	-.05	-4	-.14	
Research with Faculty	3	-1	-.07	-2	-.10	-2	-.12	
Participated in at least one	51	-5	-.11	-4	-.09	-6	-.12	
Participated in two or more	7	-1	-.03	-1	-.04	-2	-.08	
<i>Senior</i>								
Service-Learning	55	-8	* -.16	-6	-.12	-4	-.09	
Learning Community	26	+8	** .18	+6	* .15	+3	.08	
Research with Faculty	24	+6	* .15	+6	.14	+1	.03	
Internship or Field Exp.	49	+10	** .21	+6	.11	+0	.01	
Study Abroad	2	-3	-.16	-3	* -.19	-6	** -.30	
Culminating Senior Exp.	72	+29	*** .59	+27	*** .56	+26	*** .53	
Participated in at least one	89	+5	.15	+6	* .18	+4	.12	
Participated in two or more	67	+14	*** .28	+13	*** .26	+8	* .17	

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).

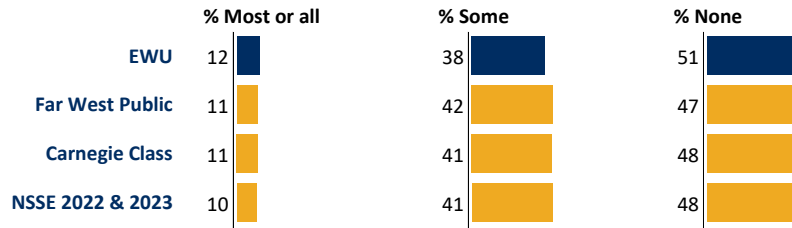
p* < .05, *p* < .01, ****p* < .001 (z-test comparing participation rates).

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

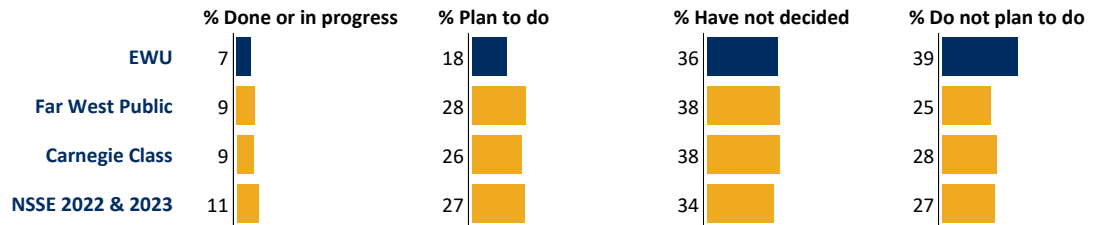
Service-Learning

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



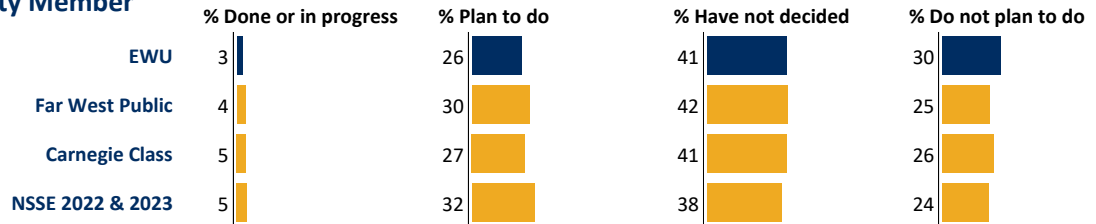
Learning Community

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.



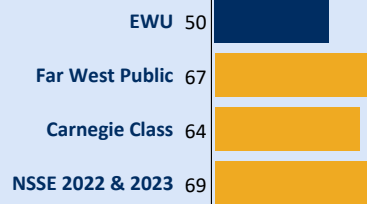
Plans to Participate^a

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"

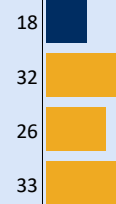
Internship or Field Experience

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



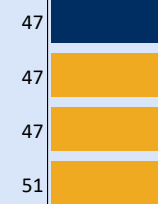
Study Abroad

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.).



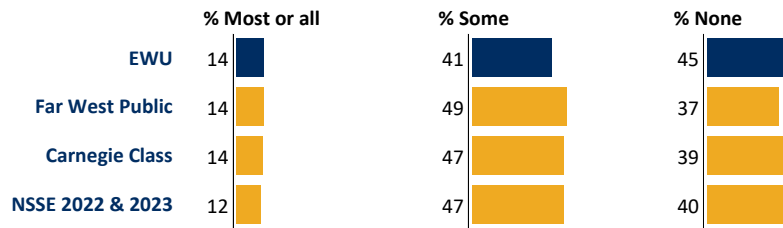
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

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

Seniors

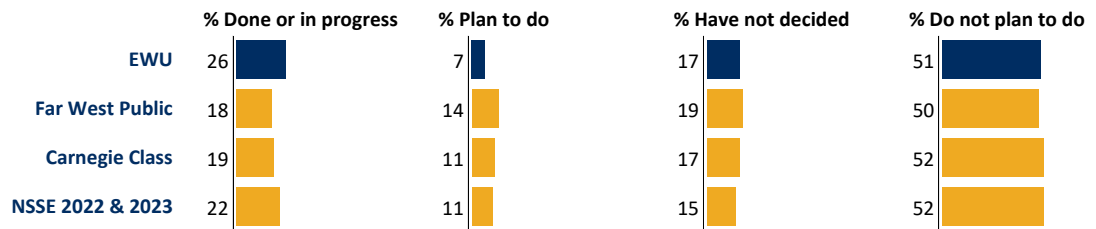
Service-Learning

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



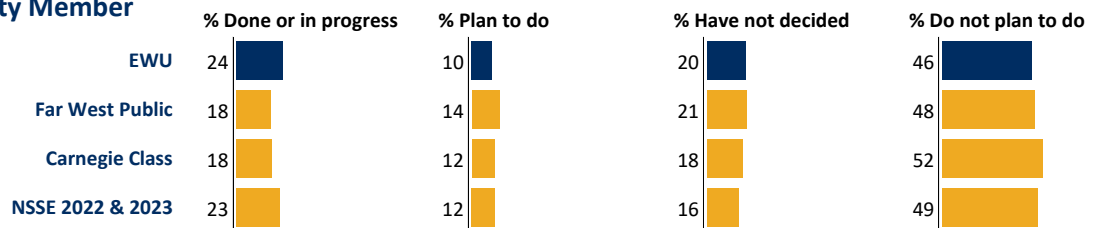
Learning Community

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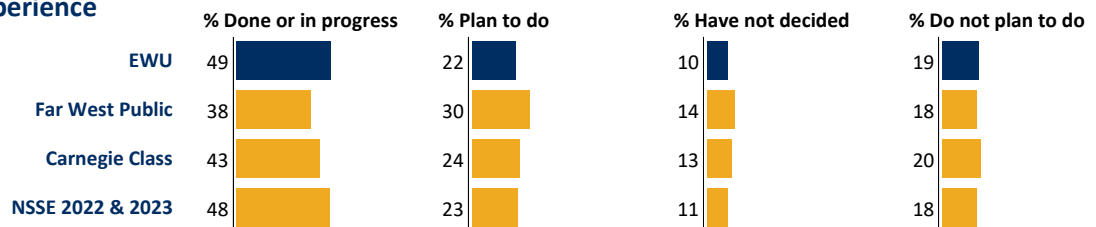
Research with a Faculty Member

Work with a faculty member on a research project.



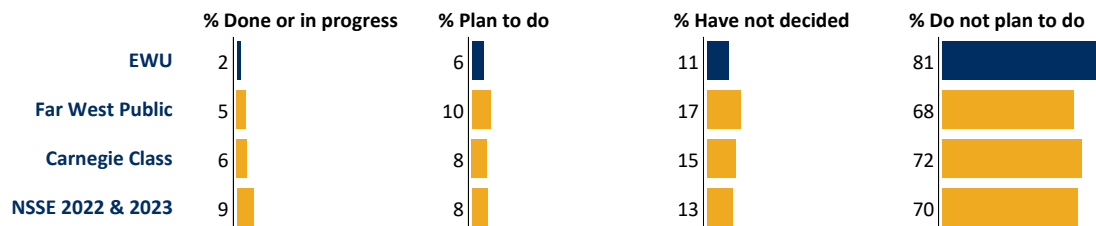
Internship or Field Experience

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



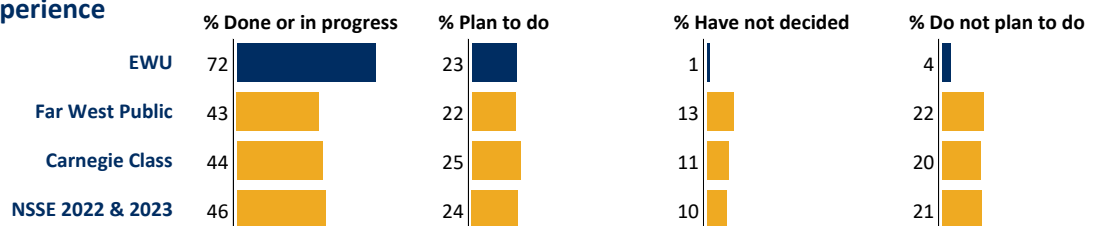
Study Abroad

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	2/8	25	0/8	0	0/8	0	9/14	64	4/15	27	5/15	33	6/15	40	0/14	0	11/15	73
Bio. sci., agric., and natural res.	3/4	75	0/4	0	0/4	0	5/21	24	2/21	10	9/21	43	11/21	52	0/21	0	13/21	62
Physical sci., math, computer sci.	2/6	33	1/6	17	0/6	0	6/25	24	3/26	12	7/26	27	8/26	31	0/26	0	18/26	69
Social sciences	4/17	24	1/17	6	0/17	0	14/22	64	5/22	23	5/22	23	12/22	55	2/22	9	19/22	86
Business	9/16	56	0/16	0	1/16	6	6/12	50	0/12	0	0/12	0	5/12	42	0/12	0	8/12	67
Communications, media, public rel.	3/3	100	0/3	0	0/3	0	2/3	67	1/3	33	0/3	0	1/3	33	1/3	33	1/3	33
Education	3/10	30	1/10	10	0/10	0	12/20	60	8/20	40	5/20	25	15/20	75	0/20	0	13/20	65
Engineering	1/3	33	0/3	0	0/3	0	6/11	55	3/11	27	2/11	18	6/11	55	0/11	0	10/11	91
Health professions	17/27	63	3/27	11	2/27	7	25/27	93	12/27	44	8/26	31	15/27	56	1/27	4	21/26	81
Social service professions	7/7	100	2/7	29	1/7	14	9/11	82	6/11	55	0/11	0	8/11	73	0/11	0	8/11	73
Undecided/undeclared	2/2	100	0/2	0	0/2	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	39/77	51	5/77	6	2/77	3	30/56	54	11/56	20	15/56	27	31/56	55	2/56	4	46/56	82
Started elsewhere	14/26	54	2/26	8	2/26	8	68/116	59	33/117	28	25/116	22	57/117	49	2/117	2	82/116	71
Enrollment status^b	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not full-time	2/5	40	1/5	20	0/5	0	12/20	60	2/20	10	2/20	10	6/20	30	0/20	0	14/21	67
Full-time	55/108	51	8/109	7	4/109	4	92/160	58	47/164	29	42/163	26	88/166	53	4/163	2	118/163	72
First-generation^c	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	18/39	46	1/39	3	2/39	5	51/84	61	26/86	30	23/85	27	46/86	53	2/85	2	61/85	72
First-generation	32/51	63	6/51	12	2/51	4	44/83	53	18/83	22	16/83	19	40/83	48	2/83	2	64/83	77
I prefer not to respond	3/9	33	0/9	0	0/9	0	3/5	60	1/5	20	1/5	20	2/5	40	0/5	0	3/5	60
Race/ethnicity^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	2/5	40	1/5	20	1/5	20	1/9	11	1/9	11	1/9	11	5/9	56	1/9	11	6/9	67
Black or African American	3/7	43	0/7	0	0/7	0	3/4	75	2/5	40	2/5	40	3/5	60	0/4	0	4/5	80
Hispanic, Latina/o, Latine, or Latinx	18/24	75	2/24	8	1/24	4	14/24	58	6/24	25	5/24	21	14/24	58	1/24	4	21/24	88
Indigenous, American Indian, etc.	1/2	50	0/2	0	0/2	0	3/4	75	2/4	50	2/4	50	2/4	50	0/4	0	3/4	75
Middle Eastern or North African	1/3	33	1/3	33	0/3	0	2/4	50	0/4	0	0/4	0	1/4	25	0/4	0	3/4	75
Native Hawaiian or Pacific Islander	2/2	100	0/2	0	0/2	0	0/0		0/0		0/0		0/0		0/0		0/0	
White	25/64	39	4/64	6	2/64	3	75/133	56	35/134	26	32/133	24	65/134	49	2/134	1	95/133	71
Another race or ethnicity	1/3	33	1/3	33	1/3	33	0/2	0	0/2	0	0/2	0	0/2	0	0/2	0	1/2	50
I prefer not to respond	3/3	100	0/3	0	0/3	0	3/8	38	0/8	0	3/8	38	6/8	75	1/8	13	7/8	88

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	49/95	52	7/95	7	4/95	4	95/168	57	43/170	25	40/169	24	86/170	51	4/169	2	124/169	73
International student	4/5	80	0/5	0	0/5	0	1/1	100	1/1	100	0/1	0	1/1	100	0/1	0	1/1	100
Gender identity^d																		
Woman	38/67	57	5/67	7	3/67	4	70/102	69	31/102	30	23/101	23	59/102	58	3/102	3	77/101	76
Man	13/25	52	1/25	4	1/25	4	21/59	36	12/61	20	14/61	23	24/61	39	1/60	2	43/61	70
Agender or gender neutral	0/2	0	0/2	0	0/2	0	1/1	100	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0
Demigender	0/0		0/0		0/0		1/1	100	0/1	0	0/1	0	1/1	100	0/1	0	1/1	100
Genderqueer, non-binary, etc.	1/6	17	1/6	17	0/6	0	6/8	75	3/8	38	3/8	38	6/8	75	0/8	0	6/8	75
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	3/6	50	1/6	17	1/6	17	4/13	31	3/13	23	6/12	50	7/13	54	0/13	0	7/12	58
Trans/Transgender	0/2	0	0/2	0	1/2	50	1/2	50	0/2	0	1/2	50	1/2	50	0/2	0	2/2	100
Questioning or unsure	0/0		0/0		0/0		1/1	100	0/1	0	0/1	0	1/1	100	0/1	0	1/1	100
Another gender identity	0/1	0	0/1	0	0/1	0	2/3	67	2/3	67	1/3	33	1/3	33	0/3	0	2/3	67
I prefer not to respond	1/1	100	0/1	0	0/1	0	2/4	50	0/4	0	1/4	25	2/4	50	0/4	0	4/4	100
Sexual orientation^d																		
Straight or heterosexual	42/70	60	5/70	7	2/70	3	68/124	55	32/125	26	27/124	22	62/125	50	3/125	2	96/124	77
Bisexual	4/13	31	1/13	8	0/13	0	10/18	56	5/18	28	2/18	11	9/18	50	1/18	6	10/18	56
Lesbian	1/4	25	0/4	0	1/4	25	3/3	100	1/3	33	0/3	0	1/3	33	0/3	0	1/3	33
Gay	2/3	67	0/3	0	1/3	33	4/4	100	0/4	0	1/4	25	1/4	25	0/4	0	1/4	25
Queer	2/4	50	0/4	0	1/4	25	4/5	80	2/5	40	2/5	40	4/5	80	0/5	0	5/5	100
Pansexual or polysexual	1/5	20	1/5	20	0/5	0	3/6	50	1/6	17	3/6	50	4/6	67	0/6	0	5/6	83
Ace, gray, or asexual	0/2	0	0/2	0	0/2	0	3/6	50	1/6	17	0/6	0	1/6	17	0/6	0	5/6	83
Demisexual	4/7	57	1/7	14	1/7	14	2/3	67	1/3	33	0/3	0	0/3	0	0/3	0	2/3	67
Questioning or unsure	0/3	0	1/3	33	0/3	0	1/5	20	2/5	40	1/5	20	1/5	20	0/5	0	5/5	100
Another sexual orientation	1/1	100	0/1	0	0/1	0	1/2	50	3/3	100	1/3	33	0/3	0	0/2	0	1/3	33
I prefer not to respond	2/3	67	0/3	0	0/3	0	6/10	60	1/10	10	4/10	40	7/10	70	0/10	0	7/10	70
Age^b																		
FY 21+, Seniors 25+	15/25	60	3/25	12	2/25	8	39/71	55	18/73	25	11/72	15	36/73	49	2/72	3	50/73	68
FY < 21, Seniors < 25	42/88	48	6/89	7	2/89	2	65/109	60	31/111	28	33/111	30	58/113	51	2/111	2	82/111	74

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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	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	
Physical disability	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	0/0	0/0	
Mental health or develop. disability	6/15	40		0/15	0	1/15	7	18/26	69	5/27	19	9/27	33	12/27	44	0/27	0	16/27	59
Another disability or condition	0/4	0	0/0		0/0		0/4	0	0/4	0	1/4	25	1/4	25	0/0		2/4	50	
Multiple types of disab. or cond.	5/12	42	3/12	25	2/12	17	11/17	65	6/17	35	3/17	18	9/17	53	0/17	0	15/17	88	
No disability or condition	40/66	61	4/66	6	1/66	2	65/117	56	30/118	25	26/117	22	64/118	54	4/117	3	88/117	75	
I prefer not to respond	1/4	25	0/4	0	0/4	0	2/4	50	1/4	25	0/4	0	1/4	25	0/4	0	4/4	100	
Residence																			
Not on campus	28/52	54	3/52	6	3/52	6	89/157	57	41/159	26	36/158	23	83/159	52	4/158	3	116/158	73	
On campus	25/48	52	4/48	8	1/48	2	7/11	64	1/11	9	3/11	27	4/11	36	0/11	0	9/11	82	
Athlete status						0				0									
Not an athlete	51/94	54	7/94	7	4/94	4	93/165	56	42/167	25	39/166	23	86/167	51	4/166	2	123/166	74	
Student-athlete	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	
Greek membership																			
Not a member	51/94	54	7/94	7	3/94	3	89/157	57	39/158	25	37/158	23	82/158	52	3/158	2	116/158	73	
Member	1/4	25	0/4	0	0/4	0	4/7	57	3/8	38	0/7	0	3/8	38	1/7	14	4/7	57	
Military status																			
No military service	52/99	53	7/99	7	4/99	4	92/159	58	41/161	25	38/160	24	84/161	52	4/160	3	116/160	73	
Current or former military service	1/1	100	0/1	0	0/1	0	4/9	44	1/9	11	1/9	11	3/9	33	0/9	0	9/9	100	
Satisfaction^e																			
Fair or poor	8/33	24	1/33	3	1/33	3	19/42	45	8/42	19	11/42	26	14/42	33	0/42	0	28/42	67	
Good or excellent	48/73	66	7/73	10	3/73	4	82/132	62	38/134	28	31/133	23	75/134	56	4/133	3	100/133	75	
Overall	57/113	49	9/114	7	4/114	3	104/180	55	49/184	26	44/183	24	94/186	49	4/183	2	132/184	72	

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?"