
NSSE 2024

High-Impact Practices

Stephen F. Austin 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.

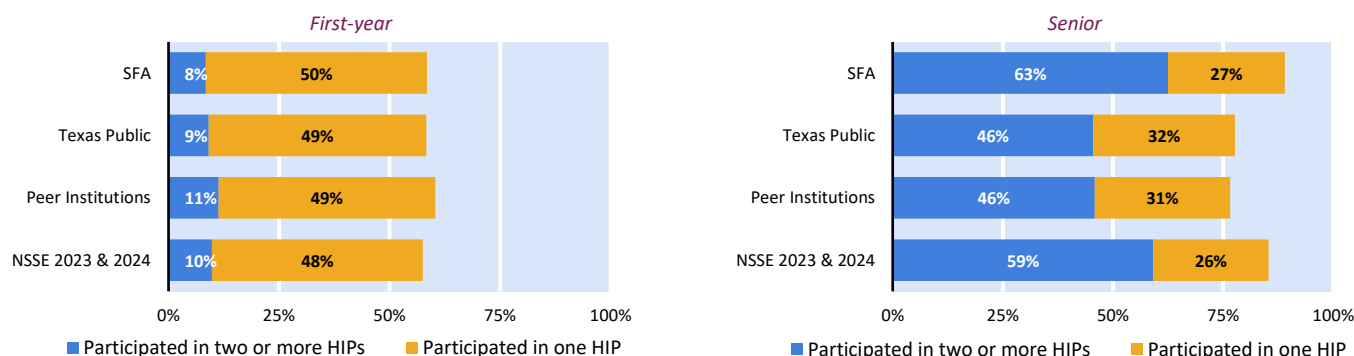
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

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:

	SFA	Texas Public		Peer Institutions		NSSE 2023 & 2024	
	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b
First-year							
Service-Learning	53	-2	-.04	-4	-.07	+0	.01
Learning Community	8	-2	-.06	-5	*** -.16	-3	* -.11
Research with Faculty	7	+2	.08	+2	.07	+2	.07
Participated in at least one	58	+0	.00	-2	-.04	+1	.02
Participated in two or more	8	-1	-.02	-3	* -.10	-1	-.05
Senior							
Service-Learning	66	+9	*** .19	+8	** .17	+7	** .14
Learning Community	23	+5	* .13	+5	* .13	+1	.02
Research with Faculty	20	+4	* .10	+4	.10	-3	-.08
Internship or Field Exp.	51	+16	*** .31	+16	*** .33	+2	.04
Study Abroad	7	+0	.01	+2	* .11	-4	** -.14
Culminating Senior Exp.	41	+10	*** .21	+7	** .15	-4	-.09
Participated in at least one	89	+11	*** .31	+12	*** .33	+4	* .11
Participated in two or more	63	+17	*** .34	+17	*** .34	+3	.07

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).

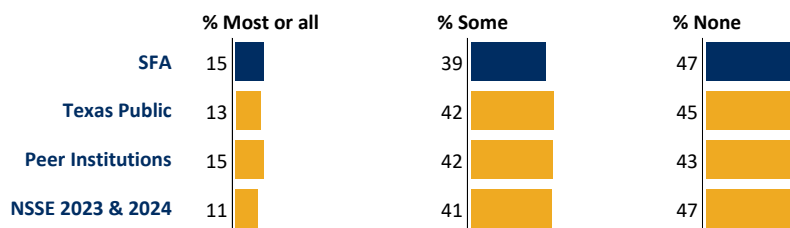
p* < .05, *p* < .01, ****p* < .001 (z-test comparing participation rates).

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. Results are unweighted, except for overall percentages which are weighted by sex and enrollment status.

First-year students

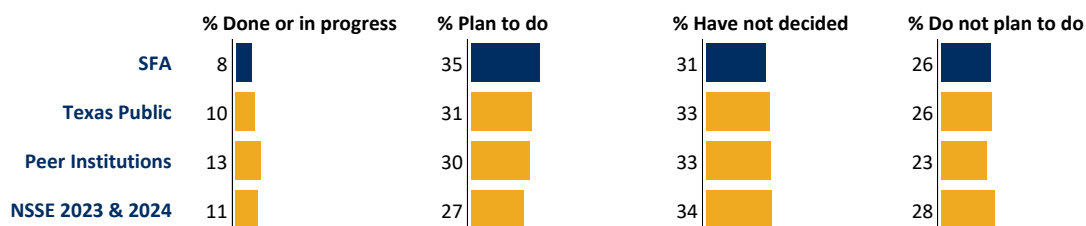
Service-Learning

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



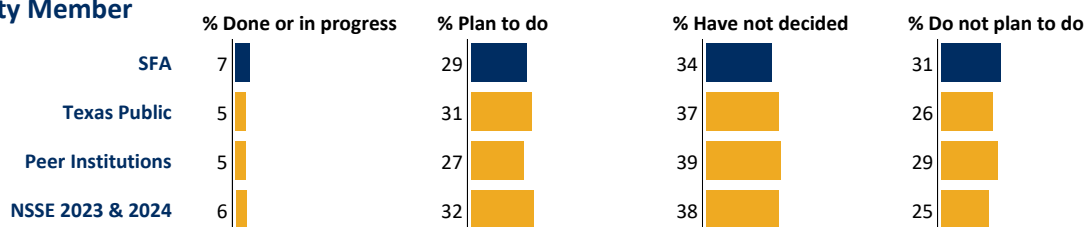
Learning Community

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.



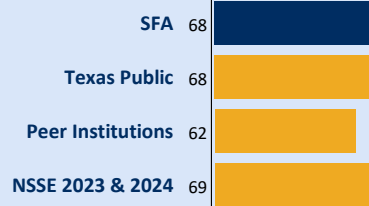
Plans to Participate^a

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"

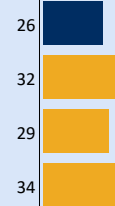
Internship or Field Experience

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



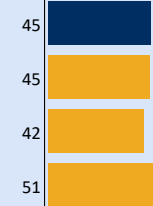
Study Abroad

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.).



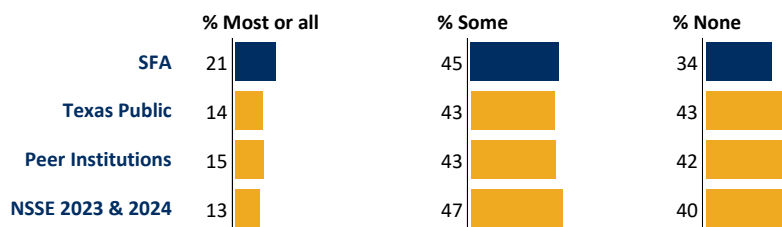
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

Note: Results are unweighted, except for overall percentages which are weighted by sex and enrollment status.

Seniors

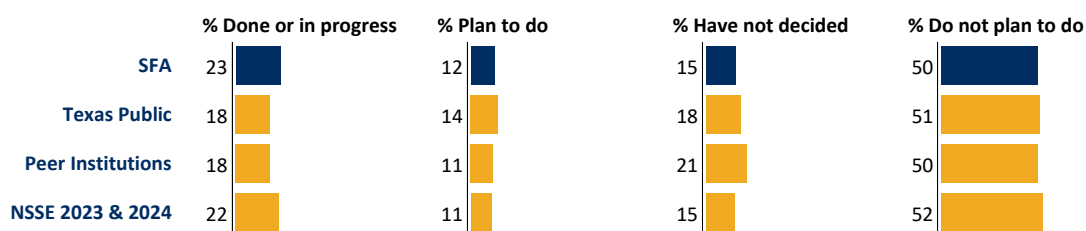
Service-Learning

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



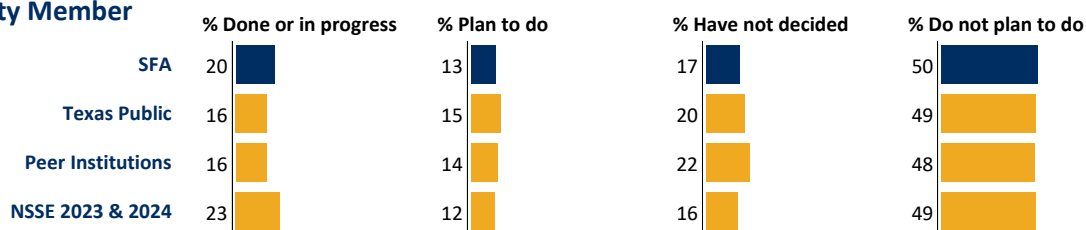
Learning Community

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



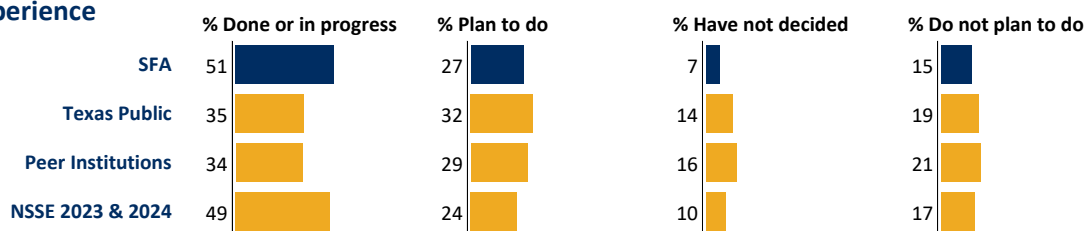
Research with a Faculty Member

Work with a faculty member on a research project.



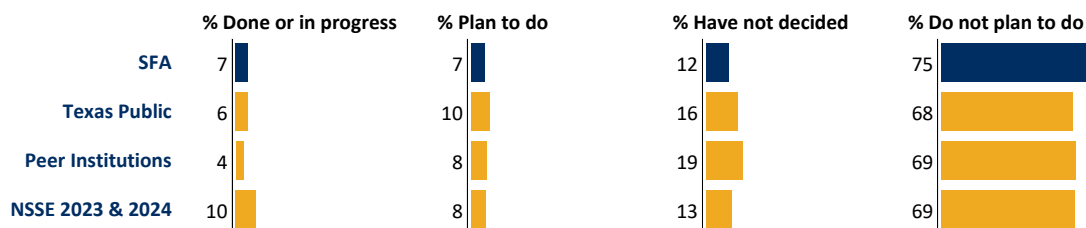
Internship or Field Experience

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



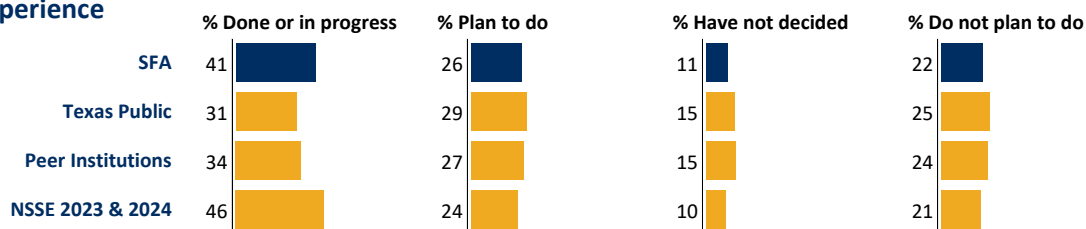
Study Abroad

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 are unweighted, except for overall percentages which are weighted by sex and enrollment status.

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Disaggregated Results

Stephen F. Austin State University

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	21/45	47	1/45	2	4/45	9	27/37	73	11/37	30	9/37	24	13/37	35	5/37	14	12/37	32
Bio. sci., agric., and natural res.	20/42	48	4/43	9	4/43	9	25/36	69	11/36	31	18/36	50	22/36	61	3/35	9	24/36	67
Physical sci., math, computer sci.	13/29	45	2/29	7	2/29	7	7/16	44	5/16	31	10/16	63	9/16	56	0/16	0	7/16	44
Social sciences	6/18	33	2/18	11	1/18	6	20/34	59	4/35	11	9/35	26	15/35	43	4/34	12	14/35	40
Business	26/48	54	3/48	6	4/48	8	28/54	52	12/55	22	9/55	16	13/55	24	5/55	9	27/55	49
Communications, media, public rel.	2/5	40	0/5	0	0/5	0	8/11	73	1/11	9	0/11	0	4/11	36	1/11	9	4/11	36
Education	18/36	50	4/36	11	3/36	8	40/55	73	17/55	31	8/55	15	40/55	73	2/55	4	26/55	47
Engineering	9/18	50	0/18	0	1/18	6	1/4	25	2/4	50	1/4	25	2/4	50	0/4	0	1/4	25
Health professions	76/136	56	15/136	11	6/136	4	71/93	76	22/93	24	10/92	11	52/93	56	6/92	7	27/93	29
Social service professions	15/20	75	2/20	10	1/20	5	18/21	86	4/21	19	1/20	5	13/21	62	0/21	0	7/20	35
Undecided/undeclared	1/1	100	0/1	0	0/1	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	197/360	55	34/361	9	24/362	7	118/174	68	51/175	29	41/175	23	106/175	61	16/174	9	90/175	51
Started elsewhere	29/66	44	4/65	6	4/65	6	147/222	66	42/223	19	37/223	17	99/223	44	9/221	4	73/222	33
Enrollment status ^b	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not full-time	1/4	25	0/4	0	0/4	0	33/59	56	4/60	7	7/60	12	22/60	37	2/60	3	17/60	28
Full-time	231/433	53	38/433	9	30/434	7	236/341	69	93/345	27	73/342	21	188/346	54	24/343	7	149/344	43
First-generation ^c	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	92/196	47	13/196	7	10/196	5	123/192	64	45/194	23	44/193	23	101/194	52	16/192	8	90/194	46
First-generation	126/218	58	24/218	11	18/219	8	139/198	70	48/198	24	33/197	17	104/198	53	10/197	5	69/197	35
I prefer not to respond	8/14	57	1/14	7	1/14	7	5/8	63	1/8	13	1/8	13	2/8	25	0/8	0	5/8	63
Race/ethnicity ^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	10/21	48	3/21	14	1/21	5	6/12	50	5/12	42	3/12	25	6/12	50	2/12	17	4/12	33
Black or African American	35/72	49	8/73	11	1/73	1	29/42	69	8/42	19	4/41	10	25/42	60	1/41	2	12/42	29
Hispanic, Latina/o, Latine, or Latinx	66/126	52	11/125	9	4/126	3	68/101	67	26/101	26	23/101	23	50/101	50	4/100	4	50/101	50
Indigenous, American Indian, etc.	3/8	38	0/8	0	0/8	0	5/11	45	0/11	0	1/11	9	3/11	27	1/11	9	4/11	36
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	0/0		0/0		0/0		3/4	75	2/4	50	0/4	0	2/4	50	0/4	0	2/4	50
White	125/236	53	20/236	8	21/236	9	175/266	66	62/268	23	57/267	21	147/268	55	20/266	8	111/267	42
Another race or ethnicity	2/2	100	1/2	50	1/2	50	0/0		0/0		0/0		0/0		0/0		0/0	
I prefer not to respond	2/5	40	1/5	20	2/5	40	11/13	85	3/13	23	4/13	31	4/13	31	1/13	8	4/13	31

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	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	
International status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not an international student	222/421	53	37/421	9	29/422	7	263/392	67	92/394	23	77/392	20	206/394	52	26/391	7	165/393	42
International student	2/5	40	1/5	20	0/5	0	5/7	71	2/7	29	2/7	29	1/7	14	0/7	0	0/7	0
Gender identity ^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Woman	158/299	53	31/299	10	19/299	6	196/279	70	71/280	25	50/278	18	150/280	54	18/278	6	110/279	39
Man	60/110	55	5/110	5	9/111	8	59/101	58	20/102	20	22/102	22	48/102	47	7/101	7	46/102	45
Trans/Transgender	1/5	20	0/5	0	1/5	20	1/2	50	0/2	0	2/2	100	1/2	50	0/2	0	1/2	50
Agender or gender neutral	2/5	40	0/5	0	0/5	0	2/2	100	1/2	50	1/2	50	0/2	0	0/2	0	0/2	0
Demigender	2/2	100	0/2	0	1/2	50	0/0		0/0		0/0		0/0		0/0		0/0	
Genderqueer, non-binary, etc.	7/14	50	1/14	7	0/14	0	4/8	50	2/9	22	6/9	67	2/9	22	2/8	25	6/9	67
Two-spirit	1/3	33	1/3	33	1/3	33	0/0		0/0		0/0		0/0		0/0		0/0	
Cis/Cisgender	6/20	30	5/20	25	1/20	5	8/17	47	3/17	18	3/17	18	6/17	35	0/17	0	7/17	41
Questioning or unsure	1/3	33	0/3	0	1/3	33	1/1	100	1/1	100	0/1	0	1/1	100	0/1	0	0/1	0
Another gender identity	0/0		0/0		0/0		1/3	33	0/3	0	0/3	0	1/3	33	0/3	0	0/3	0
I prefer not to respond	2/4	50	0/4	0	0/4	0	7/8	88	2/8	25	1/8	13	5/8	63	1/8	13	4/8	50
Sexual orientation ^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Straight or heterosexual	168/307	55	33/307	11	23/308	7	221/326	68	81/328	25	58/326	18	167/328	51	23/326	7	129/327	39
Bisexual	29/50	58	1/50	2	4/50	8	23/30	77	6/30	20	8/30	27	20/30	67	2/30	7	16/30	53
Lesbian	7/13	54	2/13	15	1/13	8	2/4	50	1/4	25	2/4	50	2/4	50	0/4	0	2/4	50
Gay	4/8	50	0/8	0	1/8	13	1/4	25	1/4	25	2/4	50	3/4	75	0/3	0	4/4	100
Queer	1/13	8	0/13	0	0/13	0	7/9	78	2/9	22	5/9	56	5/9	56	0/8	0	5/9	56
Pansexual or polysexual	9/17	53	0/17	0	0/17	0	8/11	73	4/11	36	3/11	27	4/11	36	1/11	9	4/11	36
Ace, gray, or asexual	3/7	43	2/7	29	0/7	0	4/7	57	3/8	38	6/8	75	4/8	50	2/8	25	4/8	50
Demisexual	1/2	50	0/2	0	0/2	0	3/3	100	2/3	67	0/3	0	3/3	100	0/3	0	1/3	33
Questioning or unsure	2/5	40	1/5	20	0/5	0	4/5	80	0/5	0	4/5	80	3/5	60	0/5	0	4/5	80
Another sexual orientation	1/1	100	0/1	0	0/1	0	1/2	50	0/2	0	0/2	0	0/2	0	0/2	0	0/2	0
I prefer not to respond	3/15	20	1/15	7	2/15	13	9/17	53	2/17	12	1/17	6	8/17	47	0/17	0	8/17	47
Age ^b	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
FY 21+, Seniors 25+	2/2	100	0/2	0	1/2	50	64/103	62	15/105	14	16/103	16	54/105	51	3/104	3	33/105	31
FY < 21, Seniors < 25	230/435	53	38/435	9	29/436	7	205/297	69	82/300	27	64/299	21	156/301	52	23/299	8	133/299	44

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Disaggregated Results

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	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	
Disability status ^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Sensory disability	2/2	100	0/2	0	0/2	0	0/0		0/0		0/0		0/0		0/0		0/0	
Physical disability	0/22	0	0/21	0	0/22	0	0/19	0	0/19	0	0/19	0	1/1	100	0/0		1/1	100
Mental health or develop. disability	27/54	50	6/55	11	4/55	7	26/45	58	7/45	16	14/45	31	23/45	51	2/45	4	18/45	40
Another disability or condition	10/15	67	1/15	7	1/15	7	5/7	71	2/7	29	2/7	29	2/7	29	1/7	14	3/7	43
Multiple types of disab. or cond.	14/22	64	5/22	23	2/22	9	16/27	59	7/27	26	8/26	31	12/27	44	1/27	4	11/27	41
No disability or condition	157/304	52	25/303	8	20/303	7	203/297	68	74/299	25	48/298	16	159/299	53	22/296	7	121/298	41
I prefer not to respond	8/22	36	1/21	5	1/22	5	15/19	79	3/19	16	7/19	37	9/19	47	0/19	0	10/19	53
Residence	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not on campus	37/81	46	2/80	3	8/80	10	213/319	67	72/320	23	60/318	19	164/320	51	19/318	6	126/319	39
On campus	184/341	54	36/342	11	21/343	6	54/77	70	22/78	28	18/78	23	40/78	51	7/77	9	38/78	49
Athlete status	N/total	%	N/total	%	N/total	0	N/total	%	N/total	0	N/total	%	N/total	%	N/total	%	N/total	%
Not an athlete	205/399	51	35/399	9	27/400	7	255/377	68	89/379	23	75/377	20	197/379	52	26/376	7	156/378	41
Student-athlete	15/22	68	3/22	14	2/22	9	7/13	54	4/13	31	2/13	15	5/13	38	0/13	0	5/13	38
Greek membership	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not a member	185/361	51	33/362	9	24/363	7	206/310	66	59/311	19	57/309	18	154/311	50	15/308	5	116/310	37
Member	34/57	60	5/56	9	5/56	9	57/80	71	32/81	40	22/81	27	49/81	60	11/81	14	47/81	58
Military status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
No military service	218/419	52	38/419	9	28/420	7	260/387	67	92/389	24	75/387	19	197/389	51	25/386	6	160/388	41
Current or former military service	3/3	100	0/3	0	1/3	33	7/9	78	2/9	22	3/9	33	7/9	78	1/9	11	4/9	44
Satisfaction ^e	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Fair or poor	37/76	49	1/76	1	2/76	3	33/53	62	10/53	19	9/53	17	18/53	34	3/53	6	21/53	40
Good or excellent	191/355	54	37/355	10	27/356	8	235/346	68	85/348	24	70/346	20	189/348	54	23/345	7	144/347	41
Overall	232/437	53	38/437	8	30/438	7	269/400	66	97/405	23	80/402	20	210/406	51	26/403	7	166/404	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 if applicable. 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?"