



NSSE 2023

High-Impact Practices

University of Houston-Clear Lake

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.

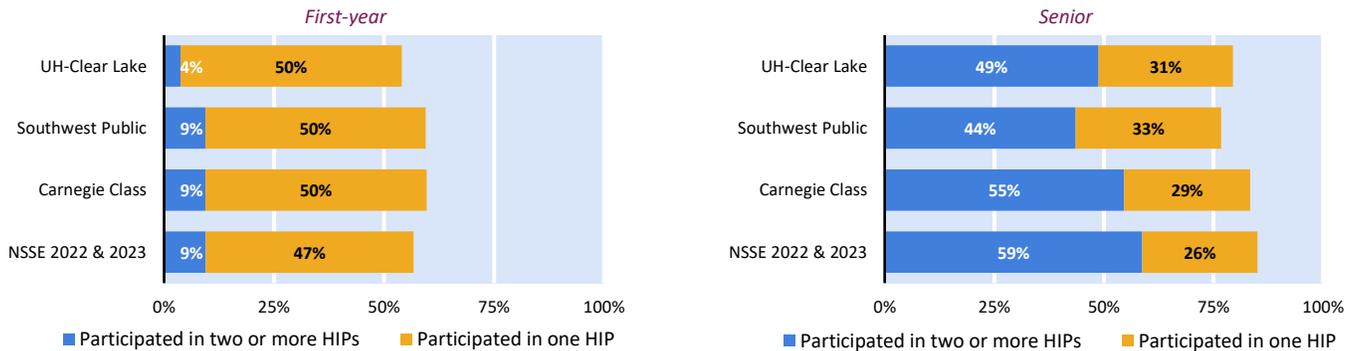
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

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:

	UH-Clear Lake	Southwest Public		Carnegie Class		NSSE 2022 & 2023	
	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b
First-year							
Service-Learning	54	-2	-.04	-2	-.03	+2	.05
Learning Community	4	-6	-.24	-7	-.28	-8	-.29
Research with Faculty	4	-2	-.09	-1	-.07	-2	-.08
Participated in at least one	54	-5	-.11	-6	-.11	-3	-.05
Participated in two or more	4	-6	-.23	-6	-.23	-6	-.24
Senior							
Service-Learning	57	+1	.02	-8	** -.16	-2	-.05
Learning Community	18	+1	.02	-3	-.06	-4	-.09
Research with Faculty	15	-1	-.02	-3	-.08	-7	** -.19
Internship or Field Exp.	41	+7	** .15	-2	-.04	-7	* -.14
Study Abroad	4	-1	-.04	-3	* -.13	-4	** -.17
Culminating Senior Exp.	29	-2	-.05	-14	*** -.28	-17	*** -.35
Participated in at least one	79	+3	.07	-4	-.10	-6	** -.15
Participated in two or more	49	+5	.10	-6	* -.12	-10	*** -.20

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).

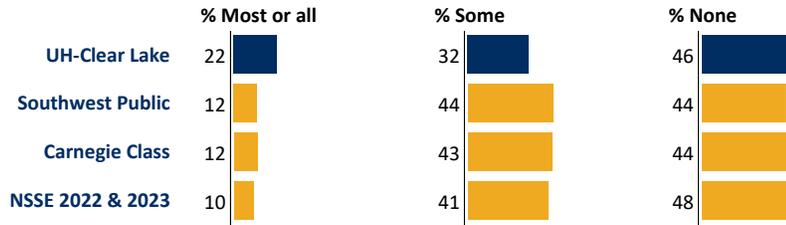
p* < .05, *p* < .01, ****p* < .001 (*z*-test comparing participation rates).

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

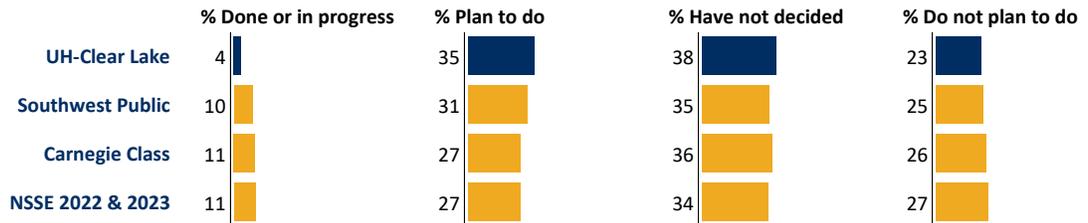
Service-Learning

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



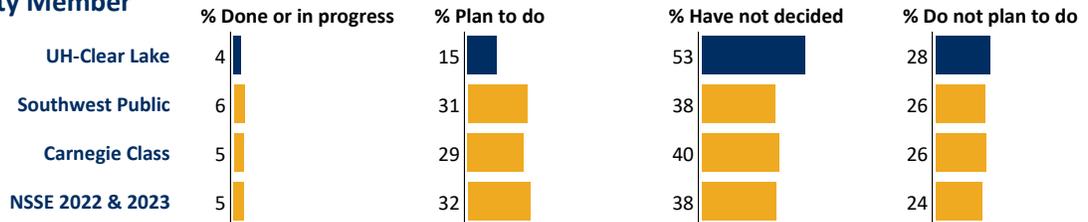
Learning Community

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.



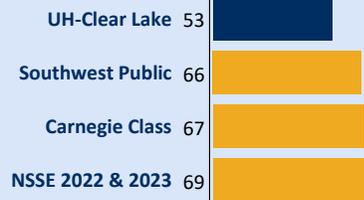
Plans to Participate^a

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"

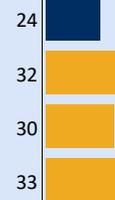
Internship or Field Experience

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



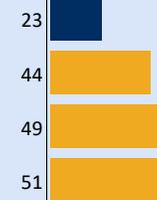
Study Abroad

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.).



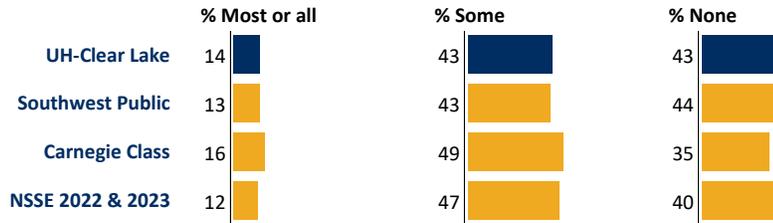
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

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

Seniors

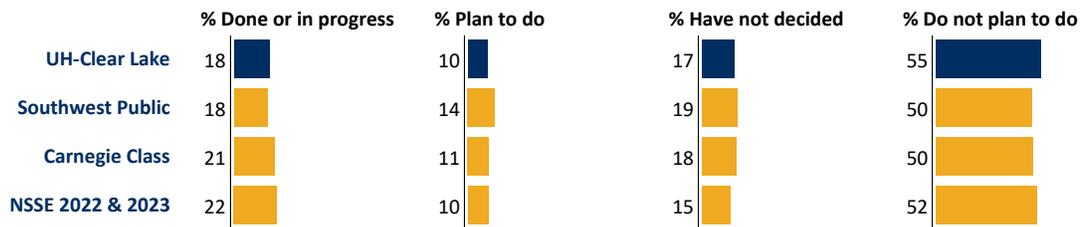
Service-Learning

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



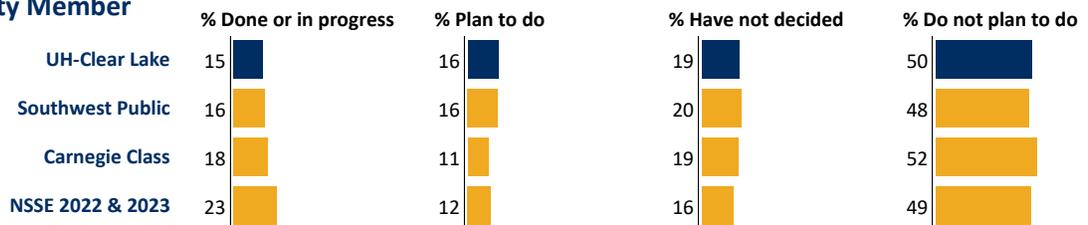
Learning Community

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



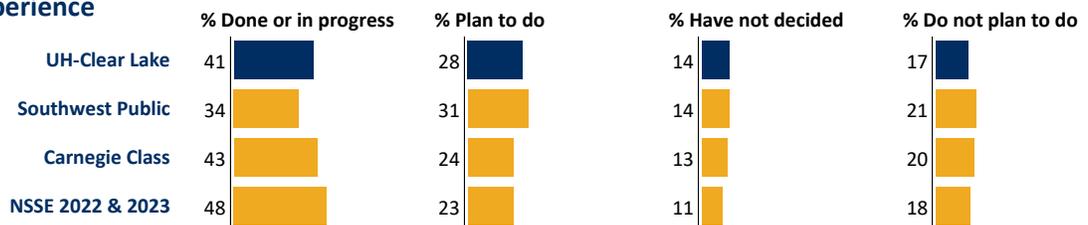
Research with a Faculty Member

Work with a faculty member on a research project.



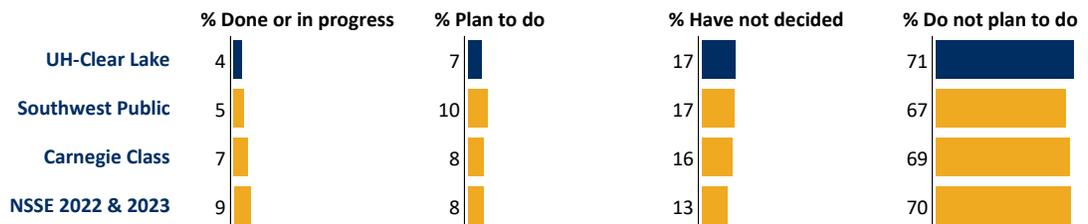
Internship or Field Experience

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



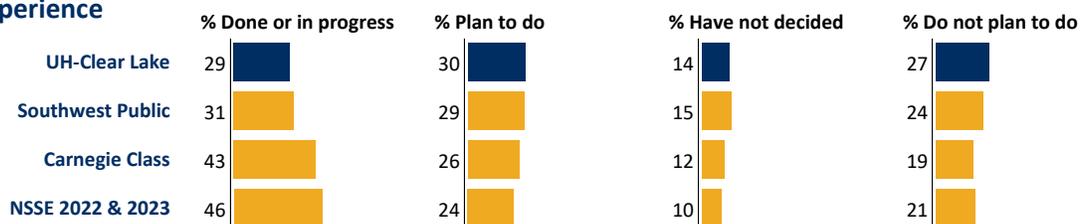
Study Abroad

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	1/5	20	0/5	0	0/5	0	11/23	48	5/23	22	2/23	9	4/23	17	0/23	0	6/23	26
Bio. sci., agric., and natural res.	1/3	33	0/3	0	0/3	0	21/34	62	10/34	29	16/34	47	16/34	47	4/34	12	9/34	26
Physical sci., math, computer sci.	2/4	50	0/4	0	0/4	0	9/20	45	6/20	30	6/20	30	9/20	45	1/20	5	5/20	25
Social sciences	2/2	100	0/2	0	0/2	0	17/32	53	2/32	6	2/32	6	8/32	25	3/32	9	2/31	6
Business	4/7	57	0/7	0	0/7	0	18/46	39	2/46	4	2/46	4	12/46	26	1/46	2	20/46	43
Communications, media, public rel.	0/0		0/0		0/0		5/9	56	1/9	11	1/9	11	6/9	67	0/9	0	6/9	67
Education	2/2	100	0/2	0	0/2	0	41/42	98	5/42	12	1/42	2	24/42	57	0/42	0	4/42	10
Engineering	1/2	50	0/2	0	0/2	0	9/19	47	7/19	37	6/19	32	10/19	53	2/19	11	9/19	47
Health professions	1/2	50	1/2	50	1/2	50	11/23	48	7/23	30	3/22	14	7/23	30	0/23	0	5/23	22
Social service professions	1/3	33	0/3	0	0/3	0	16/21	76	8/21	38	2/21	10	9/21	43	1/21	5	5/21	24
Undecided/undeclared	1/2	50	0/2	0	0/2	0	0/1	0	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	15/31	48	1/31	3	1/31	3	28/38	74	11/38	29	11/38	29	20/38	53	3/38	8	14/38	37
Started elsewhere	0/1	0	0/1	0	0/1	0	140/254	55	43/254	17	31/253	12	99/254	39	10/254	4	63/253	25
Enrollment status^b	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not full-time	3/10	30	1/10	10	1/10	10	90/159	57	28/159	18	19/158	12	68/159	43	9/159	6	40/159	25
Full-time	13/23	57	0/23	0	0/23	0	89/147	61	29/147	20	25/147	17	57/149	38	4/146	3	42/146	29
First-generation^c	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	4/13	31	0/13	0	0/13	0	56/94	60	19/94	20	17/94	18	48/94	51	4/94	4	30/93	32
First-generation	9/17	53	1/17	6	1/17	6	103/183	56	30/183	16	23/183	13	63/183	34	8/183	4	46/183	25
I prefer not to respond	3/3	100	0/3	0	0/3	0	9/15	60	5/15	33	2/14	14	9/15	60	1/15	7	2/15	13
Race/ethnicity^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	7/9	78	0/9	0	0/9	0	19/30	63	9/30	30	8/30	27	15/30	50	4/30	13	12/30	40
Black or African American	2/3	67	1/3	33	1/3	33	11/19	58	8/19	42	2/19	11	9/19	47	1/19	5	8/19	42
Hispanic, Latina/o, Latine, or Latinx	4/15	27	0/15	0	0/15	0	78/134	58	21/134	16	18/134	13	53/134	40	3/134	2	25/134	19
Indigenous, American Indian, etc.	0/0		0/0		0/0		4/10	40	1/10	10	1/10	10	3/10	30	0/10	0	1/9	11
Middle Eastern or North African	1/1	100	0/1	0	0/1	0	2/3	67	0/3	0	0/3	0	1/3	33	0/3	0	0/3	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	2/10	20	0/10	0	0/10	0	70/121	58	17/121	14	17/121	14	49/121	40	4/121	3	33/120	28
Another race or ethnicity	1/2	50	0/2	0	0/2	0	5/5	100	0/5	0	1/5	20	1/5	20	0/5	0	2/5	40
I prefer not to respond	0/0		0/0		0/0		6/13	46	4/13	31	3/12	25	7/13	54	2/13	15	4/13	31

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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	15/32	47	1/32	3	1/32	3	162/284	57	50/284	18	39/283	14	114/284	40	11/284	4	71/283	25
International student	1/1	100	0/1	0	0/1	0	6/7	86	4/7	57	3/7	43	5/7	71	2/7	29	6/7	86
Gender identity^d																		
Woman	14/27	52	1/27	4	1/27	4	125/208	60	41/208	20	25/207	12	86/208	41	8/208	4	46/208	22
Man	2/5	40	0/5	0	0/5	0	33/64	52	11/64	17	12/64	19	27/64	42	2/64	3	24/63	38
Agender or gender neutral	0/0		0/0		0/0		5/5	100	0/5	0	2/5	40	1/5	20	1/5	20	1/5	20
Demigender	0/0		0/0		0/0		1/1	100	0/1	0	1/1	100	0/1	0	0/1	0	1/1	100
Genderqueer, non-binary, etc.	0/1	0	0/1	0	0/1	0	4/6	67	0/6	0	2/6	33	2/6	33	1/6	17	3/6	50
Genderfluid	0/0		0/0		0/0		4/5	80	0/5	0	1/5	20	1/5	20	0/5	0	2/5	40
Two-spirit	0/0		0/0		0/0		1/1	100	0/1	0	1/1	100	0/1	0	0/1	0	1/1	100
Cis/Cisgender	0/2	0	0/2	0	0/2	0	9/16	56	5/16	31	5/16	31	7/16	44	1/16	6	3/16	19
Trans/Transgender	0/1	0	0/1	0	0/1	0	1/2	50	0/2	0	1/2	50	0/2	0	0/2	0	1/2	50
Questioning or unsure	1/1	100	0/1	0	0/1	0	4/5	80	0/5	0	2/5	40	1/5	20	2/5	40	2/5	40
Another gender identity	0/0		0/0		0/0		3/4	75	0/4	0	3/4	75	1/4	25	0/4	0	3/4	75
I prefer not to respond	0/0		0/0		0/0		3/8	38	2/8	25	2/8	25	3/8	38	2/8	25	2/8	25
Sexual orientation^d																		
Straight or heterosexual	14/23	61	1/23	4	1/23	4	131/220	60	43/220	20	29/220	13	97/220	44	8/220	4	58/220	26
Bisexual	1/5	20	0/5	0	0/5	0	16/27	59	4/27	15	4/27	15	7/27	26	1/27	4	7/27	26
Lesbian	0/1	0	0/1	0	0/1	0	2/4	50	0/4	0	1/4	25	1/4	25	0/4	0	1/4	25
Gay	0/0		0/0		0/0		7/10	70	0/10	0	3/10	30	3/10	30	0/10	0	3/10	30
Queer	0/1	0	0/1	0	0/1	0	5/6	83	1/6	17	2/6	33	2/6	33	0/6	0	2/5	40
Pansexual or polysexual	0/2	0	0/2	0	0/2	0	4/8	50	2/8	25	2/8	25	3/8	38	1/8	13	3/8	38
Ace, gray, or asexual	1/2	50	0/2	0	0/2	0	3/7	43	0/7	0	2/7	29	3/7	43	1/7	14	3/7	43
Demisexual	1/1	100	0/1	0	0/1	0	3/6	50	1/6	17	2/6	33	1/6	17	1/6	17	1/6	17
Questioning or unsure	1/1	100	0/1	0	0/1	0	5/7	71	1/7	14	3/7	43	1/7	14	1/7	14	3/7	43
Another sexual orientation	0/1	0	0/1	0	0/1	0	1/1	100	0/1	0	1/1	100	0/1	0	0/1	0	1/1	100
I prefer not to respond	0/0		0/0		0/0		7/19	37	6/19	32	5/18	28	8/19	42	3/19	16	7/19	37
Age^b																		
FY 21+, Seniors 25+	0/32	0	0/32	0	0/32	0	90/162	56	31/162	19	19/161	12	56/163	34	6/162	4	41/162	25
FY < 21, Seniors < 25	16/32	50	1/32	3	1/32	3	89/144	62	26/144	18	25/144	17	69/145	48	7/143	5	41/143	29

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	%
Disability status^d																		
Sensory disability	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	
Mental health or develop. disability	0/1	0	0/1	0	0/1	0	17/31	55	7/31	23	9/31	29	11/31	35	1/31	3	6/31	19
Another disability or condition	0/0		0/0		0/0		4/9	44	0/9	0	1/9	11	5/9	56	0/9	0	3/9	33
Multiple types of disab. or cond.	2/5	40	0/5	0	0/5	0	9/20	45	7/20	35	4/20	20	6/20	30	2/20	10	5/20	25
No disability or condition	14/24	58	1/24	4	1/24	4	128/216	59	36/216	17	26/215	12	90/216	42	10/216	5	59/215	27
I prefer not to respond	0/0		0/0		0/0		7/12	58	3/12	25	2/12	17	4/12	33	0/0		3/12	25
Residence																		
Not on campus	11/27	41	0/27	0	0/27	0	166/285	58	51/285	18	42/284	15	117/285	41	13/285	5	75/284	26
On campus	5/6	83	1/6	17	1/6	17	0/4	0	3/4	75	0/4	0	1/4	25	0/4	0	1/4	25
Athlete status						0				0								
Not an athlete	15/32	47	1/32	3	1/32	3	166/288	58	54/288	19	42/287	15	118/288	41	13/288	5	77/287	27
Student-athlete	1/1	100	0/1	0	0/1	0	0/0		0/0		0/0		0/0		0/0		0/0	
Greek membership																		
Not a member	16/33	48	1/33	3	1/33	3	155/270	57	48/270	18	39/269	14	111/270	41	11/270	4	72/269	27
Member	0/0		0/0		0/0		10/15	67	5/15	33	2/15	13	6/15	40	0/15	0	4/15	27
Military status																		
No military service	15/32	47	0/32	0	0/32	0	160/278	58	51/278	18	39/277	14	116/278	42	13/278	5	73/277	26
Current or former military service	0/0		0/0		0/0		6/10	60	3/10	30	2/10	20	1/10	10	0/10	0	4/10	40
Satisfaction^e																		
Fair or poor	1/5	20	0/5	0	0/5	0	32/59	54	10/59	17	9/59	15	18/59	31	2/59	3	15/59	25
Good or excellent	15/28	54	1/28	4	1/28	4	141/238	59	45/238	19	33/237	14	103/238	43	11/238	5	64/237	27
Overall	16/33	54	1/33	4	1/33	4	179/306	57	57/306	18	44/305	15	125/308	41	13/305	4	82/305	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?"