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# **NSSE 2023**

## **High-Impact Practices**

Wichita State University

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### 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.

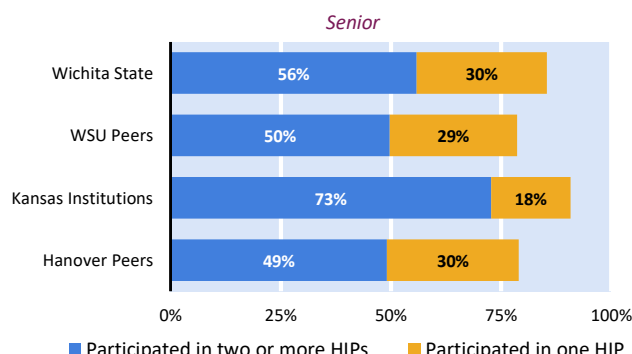
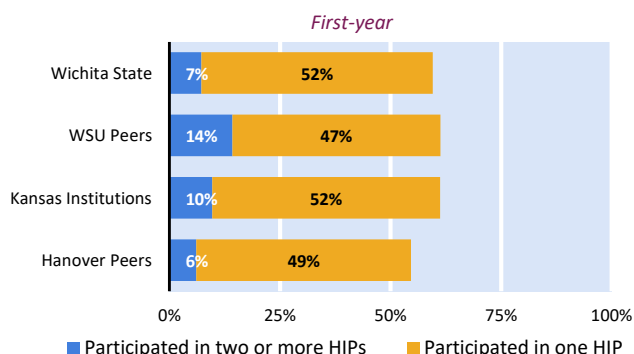
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

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:

	Wichita State	WSU Peers		Kansas Institutions		Hanover Peers	
	%	Difference <sup>a</sup>	ES <sup>b</sup>	Difference <sup>a</sup>	ES <sup>b</sup>	Difference <sup>a</sup>	ES <sup>b</sup>
<b>First-year</b>							
Service-Learning	59	+4	.08	+1	.02	+9	* .18
Learning Community	5	-13	*** -.42	-4	-.15	-3	-.14
Research with Faculty	5	+0	.01	-1	-.06	+1	.05
Participated in at least one	60	-2	-.04	-2	-.03	+5	.10
Participated in two or more	7	-7	** -.23	-2	-.09	+1	.05
<b>Senior</b>							
Service-Learning	62	+7	** .14	-9	* -.19	+6	* .12
Learning Community	19	-2	-.06	-11	*** -.26	-1	-.03
Research with Faculty	15	-0	-.01	-15	*** -.36	-5	** -.14
Internship or Field Exp.	52	+10	*** .21	-13	*** -.27	+12	*** .24
Study Abroad	8	+2	.08	+1	.03	+1	.05
Culminating Senior Exp.	32	-7	** -.14	-27	*** -.55	-3	-.06
Participated in at least one	85	+7	*** .18	-5	* -.17	+6	** .17
Participated in two or more	56	+6	* .12	-17	*** -.36	+7	** .13

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).

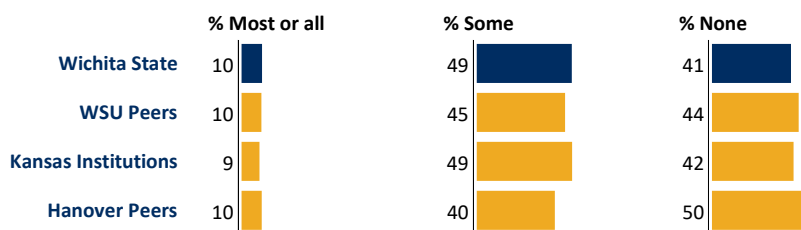
\**p* < .05, \*\**p* < .01, \*\*\**p* < .001 (*z*-test comparing participation rates).

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

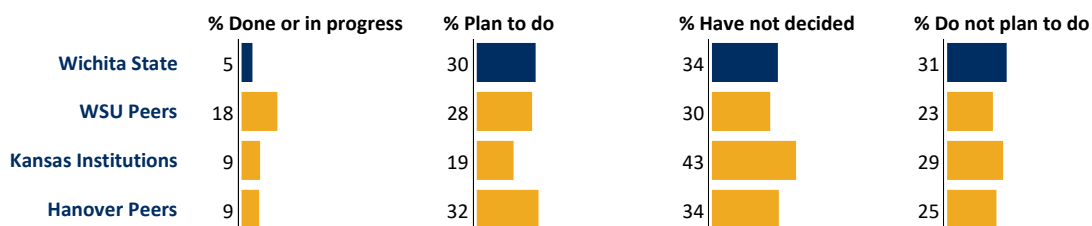
### Service-Learning

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



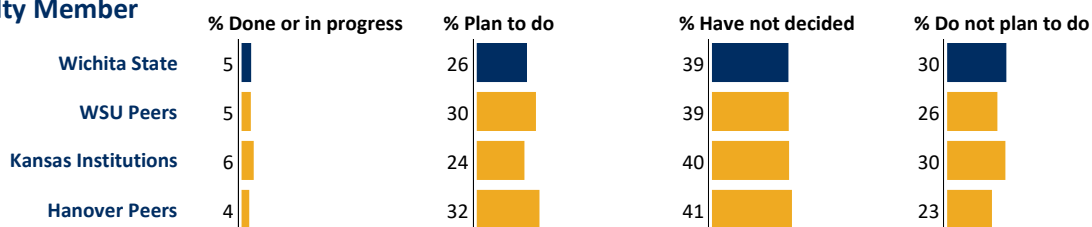
### Learning Community

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.



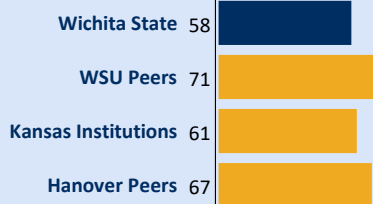
## Plans to Participate<sup>a</sup>

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"

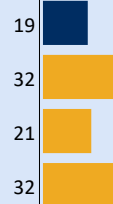
#### Internship or Field Experience

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



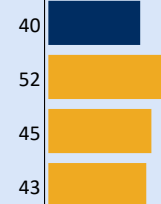
#### Study Abroad

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.).



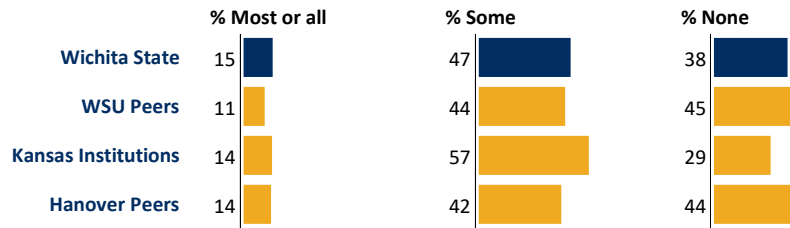
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

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

## Seniors

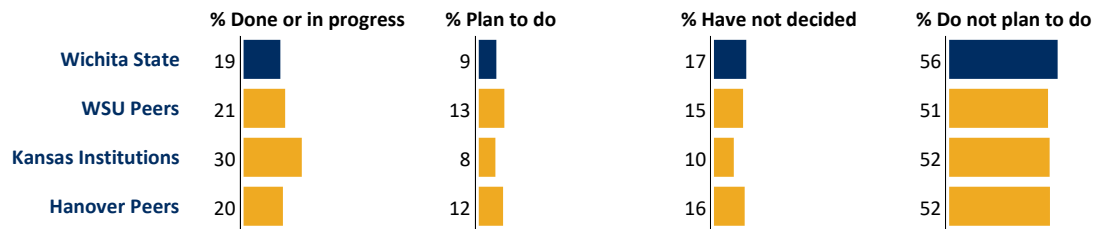
### Service-Learning

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



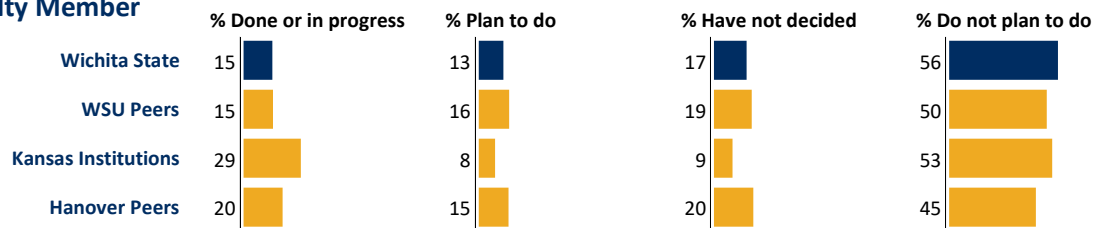
### Learning Community

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



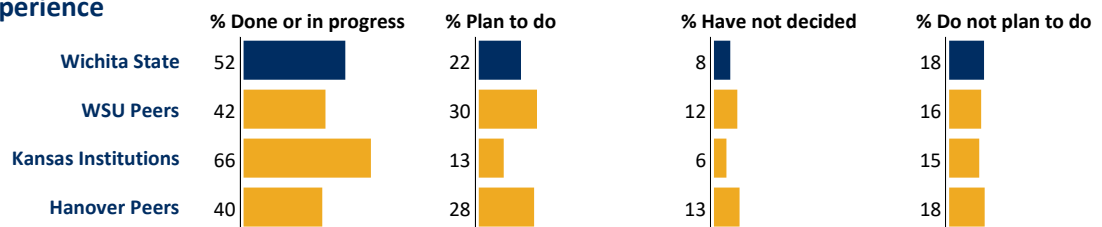
### Research with a Faculty Member

Work with a faculty member on a research project.



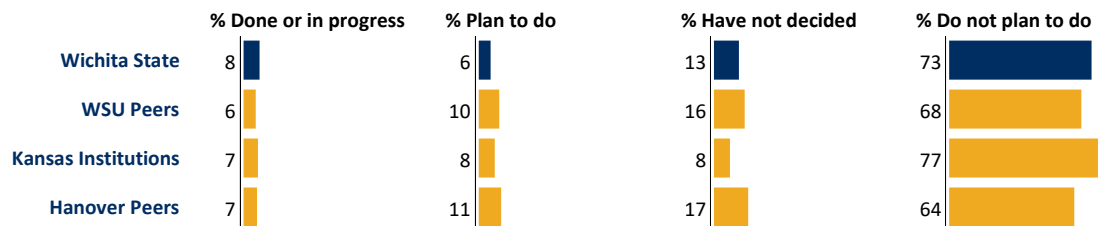
### Internship or Field Experience

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



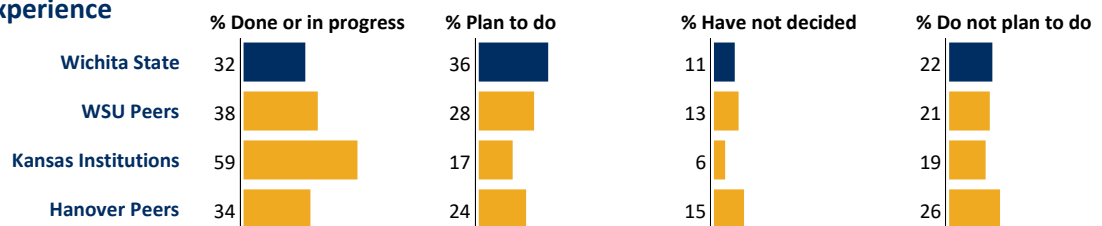
### Study Abroad

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).

## NSSE 2023 High-Impact Practices

### Disaggregated Results

### Wichita 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 <sup>a</sup>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Arts & humanities	7/14	50	0/14	0	0/14	0	13/27	48	1/27	4	3/27	11	7/27	26	1/27	4	9/27	33
Bio. sci., agric., and natural res.	3/5	60	0/5	0	0/5	0	10/19	53	4/19	21	4/19	21	6/19	32	0/19	0	1/19	5
Physical sci., math, computer sci.	7/9	78	0/9	0	0/9	0	4/12	33	2/12	17	1/12	8	6/12	50	2/12	17	5/12	42
Social sciences	7/14	50	1/14	7	1/14	7	20/37	54	3/37	8	6/37	16	9/37	24	2/37	5	9/37	24
Business	20/33	61	1/33	3	1/33	3	40/59	68	9/59	15	10/59	17	23/59	39	5/59	8	17/59	29
Communications, media, public rel.	3/9	33	0/9	0	1/9	11	2/6	33	1/6	17	0/6	0	2/6	33	0/6	0	3/6	50
Education	12/17	71	2/17	12	0/17	0	77/110	70	22/107	21	9/107	8	84/110	76	3/110	3	46/107	43
Engineering	23/32	72	3/32	9	4/32	13	32/61	52	14/61	23	18/61	30	42/60	70	12/61	20	19/60	32
Health professions	13/25	52	2/26	8	2/26	8	55/73	75	24/74	32	9/74	12	37/74	50	5/74	7	23/74	31
Social service professions	6/10	60	0/10	0	0/10	0	17/25	68	5/25	20	5/25	20	13/25	52	0/25	0	4/25	16
Undecided/undeclared	1/3	33	0/3	0	0/3	0	1/1	100	0/1	0	0/1	0	0/1	0	0/1	0	1/1	100
Transfer status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Started here	101/168	60	8/169	5	8/170	5	84/147	57	28/147	19	31/147	21	78/146	53	17/147	12	58/145	40
Started elsewhere	6/11	55	1/11	9	1/11	9	189/292	65	60/292	21	35/291	12	159/293	54	17/293	6	83/291	29
Enrollment status <sup>b</sup>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not full-time	12/21	57	1/21	5	1/21	5	67/107	63	20/106	19	11/105	10	47/105	45	5/106	5	23/104	22
Full-time	101/170	59	9/173	5	9/174	5	222/353	63	69/353	20	56/353	16	197/356	55	29/355	8	123/353	35
First-generation <sup>c</sup>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	54/87	62	3/87	3	6/88	7	128/208	62	37/205	18	30/205	15	120/207	58	21/207	10	65/207	31
First-generation	51/84	61	6/85	7	3/85	4	147/229	64	51/230	22	35/229	15	115/229	50	13/230	6	76/226	34
I prefer not to respond	3/9	33	0/9	0	0/9	0	5/9	56	1/9	11	1/9	11	4/9	44	0/9	0	1/9	11
Race/ethnicity <sup>d</sup>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	17/23	74	2/24	8	2/24	8	22/37	59	6/37	16	8/37	22	18/36	50	7/37	19	12/35	34
Black or African American	7/14	50	2/14	14	1/14	7	27/31	87	7/30	23	8/30	27	18/31	58	2/31	6	12/31	39
Hispanic, Latina/o, Latine, or Latinx	19/32	59	1/32	3	0/32	0	26/47	55	10/48	21	9/48	19	22/48	46	6/48	13	15/48	31
Indigenous, American Indian, etc.	6/11	55	0/11	0	0/11	0	13/17	76	4/17	24	3/17	18	10/17	59	2/17	12	4/17	24
Middle Eastern or North African	1/2	50	0/2	0	1/2	50	4/5	80	0/5	0	3/5	60	1/5	20	2/5	40	2/5	40
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	0/0	0	0/0	0
White	64/108	59	5/108	5	3/109	3	196/324	60	66/324	20	42/323	13	178/325	55	18/325	6	101/324	31
Another race or ethnicity	1/4	25	0/4	0	0/4	0	5/5	100	2/5	40	3/5	60	3/5	60	1/5	20	3/5	60
I prefer not to respond	2/4	50	0/4	0	1/4	25	12/17	71	4/17	24	2/17	12	10/17	59	0/17	0	3/16	19

## NSSE 2023 High-Impact Practices

### Disaggregated Results

### Wichita 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	
International status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not an international student	93/159	58	5/160	3	5/161	3	271/434	62	87/433	20	64/432	15	236/434	54	30/435	7	141/431	33
International student	14/21	67	3/21	14	3/21	14	8/11	73	2/11	18	2/11	18	3/11	27	4/11	36	1/11	9
Gender identity <sup>d</sup>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Woman	65/107	61	4/108	4	7/108	6	198/310	64	66/310	21	43/310	14	169/310	55	19/311	6	98/308	32
Man	39/63	62	5/63	8	2/63	3	70/112	63	20/111	18	18/110	16	61/112	54	14/112	13	35/111	32
Agender or gender neutral	2/6	33	0/6	0	0/6	0	3/6	50	0/6	0	1/6	17	3/6	50	0/6	0	3/6	50
Demigender	1/1	100	0/1	0	0/1	0	1/2	50	0/2	0	0/2	0	2/2	100	0/2	0	0/2	0
Genderqueer, non-binary, etc.	4/7	57	0/7	0	0/8	0	2/5	40	0/5	0	1/5	20	2/5	40	0/5	0	2/5	40
Genderfluid	1/2	50	0/2	0	0/2	0	3/6	50	1/6	17	2/6	33	1/6	17	1/6	17	3/6	50
Two-spirit	1/1	100	0/1	0	0/1	0	1/1	100	0/1	0	0/1	0	1/1	100	0/1	0	0/1	0
Cis/Cisgender	6/10	60	0/10	0	0/10	0	15/23	65	2/23	9	2/23	9	10/23	43	3/23	13	10/23	43
Trans/Transgender	1/4	25	0/4	0	0/4	0	1/3	33	0/3	0	0/3	0	1/3	33	0/3	0	0/3	0
Questioning or unsure	3/3	100	0/3	0	0/3	0	1/2	50	0/2	0	1/2	50	0/2	0	0/2	0	2/2	100
Another gender identity	2/3	67	0/3	0	0/3	0	0/2	0	0/2	0	0/2	0	2/2	100	0/2	0	1/2	50
I prefer not to respond	1/2	50	0/2	0	0/2	0	5/10	50	2/10	20	1/10	10	6/10	60	0/10	0	3/10	30
Sexual orientation <sup>d</sup>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Straight or heterosexual	74/123	60	6/124	5	5/124	4	215/337	64	71/336	21	43/335	13	182/337	54	26/338	8	104/335	31
Bisexual	15/26	58	2/26	8	2/27	7	32/50	64	8/50	16	11/50	22	28/50	56	2/50	4	19/50	38
Lesbian	4/6	67	0/6	0	0/6	0	4/8	50	2/8	25	1/8	13	5/8	63	1/8	13	4/8	50
Gay	5/8	63	0/8	0	0/8	0	8/11	73	4/11	36	4/11	36	6/11	55	6/11	55	5/11	45
Queer	2/3	67	0/3	0	0/3	0	4/11	36	1/11	9	2/11	18	5/11	45	1/11	9	4/11	36
Pansexual or polysexual	7/11	64	1/11	9	1/11	9	8/14	57	4/14	29	6/14	43	8/14	57	1/14	7	5/14	36
Ace, gray, or asexual	5/9	56	0/9	0	0/9	0	5/12	42	1/12	8	3/12	25	5/12	42	3/12	25	2/12	17
Demisexual	1/2	50	0/2	0	0/2	0	4/8	50	3/8	38	2/8	25	4/8	50	2/8	25	3/8	38
Questioning or unsure	5/6	83	0/6	0	0/6	0	3/8	38	1/8	13	5/8	63	3/8	38	2/8	25	3/8	38
Another sexual orientation	1/1	100	0/1	0	0/1	0	0/3	0	0/3	0	1/3	33	2/3	67	1/3	33	2/3	67
I prefer not to respond	3/6	50	0/6	0	0/6	0	11/20	55	1/20	5	2/20	10	9/20	45	0/20	0	5/19	26
Age <sup>b</sup>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
FY 21+, Seniors 25+	16/31	52	1/31	3	2/31	6	135/211	64	37/208	18	27/208	13	116/210	55	11/211	5	58/207	28
FY < 21, Seniors < 25	97/160	61	9/163	6	8/164	5	154/249	62	52/251	21	40/250	16	128/251	51	23/250	9	88/250	35

## NSSE 2023 High-Impact Practices

### Disaggregated Results

### Wichita State University

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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	
Disability status <sup>d</sup>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Sensory disability	0/0		0/0		0/0		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		1/1	100	0/3	0	0/0	0	0/3	0	0/0	0	0/3	0
Mental health or develop. disability	16/27	59	1/27	4	1/27	4	36/52	69	12/52	23	9/52	17	32/52	62	1/52	2	17/52	33
Another disability or condition	3/3	100	0/3	0	0/3	0	3/4	75	1/4	25	0/4	0	2/4	50	0/4	0	1/4	25
Multiple types of disab. or cond.	11/23	48	1/23	4	1/23	4	22/36	61	7/36	19	10/36	28	14/36	39	2/36	6	7/36	19
No disability or condition	68/110	62	7/111	6	4/112	4	206/332	62	66/331	20	43/330	13	185/332	56	29/333	9	113/329	34
I prefer not to respond	9/16	56	0/16	0	3/16	19	6/11	55	1/11	9	2/11	18	1/11	9	0/11	0	0/11	0
Residence	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not on campus	59/103	57	3/104	3	3/104	3	267/427	63	85/426	20	62/425	15	229/427	54	31/428	7	136/424	32
On campus	49/77	64	6/77	8	6/78	8	8/13	62	4/13	31	4/13	31	8/13	62	2/13	15	5/13	38
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	104/171	61	9/172	5	8/173	5	266/431	62	85/430	20	65/429	15	232/431	54	33/432	8	137/428	32
Student-athlete	4/9	44	0/9	0	1/9	11	10/11	91	4/11	36	1/11	9	6/11	55	0/11	0	5/11	45
Greek membership	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not a member	88/159	55	7/160	4	9/161	6	257/414	62	76/412	18	58/411	14	224/414	54	29/414	7	132/411	32
Member	16/17	94	2/17	12	0/17	0	17/25	68	12/25	48	7/25	28	13/24	54	4/25	16	10/24	42
Military status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
No military service	99/169	59	8/170	5	8/171	5	263/423	62	87/422	21	64/421	15	229/423	54	30/424	7	137/420	33
Current or former military service	7/9	78	0/9	0	0/9	0	10/16	63	1/16	6	2/16	13	6/16	38	3/16	19	3/16	19
Satisfaction <sup>e</sup>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Fair or poor	26/45	58	0/45	0	1/45	2	43/92	47	13/93	14	6/92	7	45/93	48	4/93	4	27/91	30
Good or excellent	82/136	60	9/137	7	8/138	6	238/354	67	76/351	22	60/352	17	195/353	55	30/354	8	116/352	33
Overall	113/191	59	10/194	5	10/195	5	289/460	62	89/459	19	67/458	15	244/461	52	34/461	8	146/457	32

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?"