



NSSE 2013

High-Impact Practices

Western Michigan 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 can be life-changing (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. This report provides information on the first three for first-year students and all six for seniors. Unlike most questions on the NSSE survey, the HIP questions are not limited to the current school year. Thus, seniors' responses include participation from prior years.

High-Impact Practices in NSSE

- Learning community or some other formal program where groups of students take two or more classes together
- Courses that included a community-based project (service-learning)
- Work with a faculty member on a research project
- Internship, co-op, field experience, student teaching, or clinical placement
- Study abroad
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)

Report sections

Participation Comparisons (p. 3)

Displays HIP participation for your first-year and senior 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 first-year and senior 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 first-year and senior students relative to those at comparison group institutions, with tests of significance and effect sizes (see below).

Response Detail (pp. 5-7)

Provides complete response frequencies for the relevant HIP questions for your first-year and senior students and those at your comparison group institutions.

Participation by Student Characteristics (p. 8)

Displays your students' participation in each HIP by selected student characteristics.

Interpreting comparisons

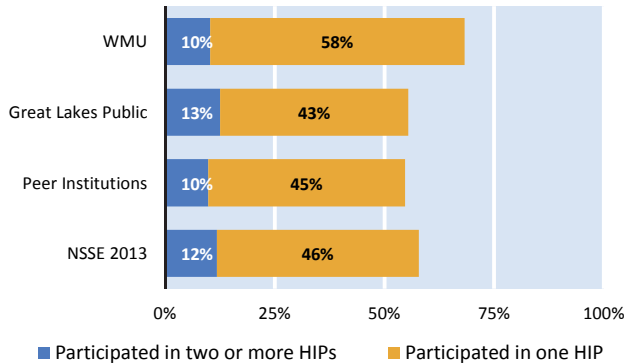
The "Statistical Comparisons" section on page 3 reports both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. An effect size of .2 is generally considered small, .5 medium, and .8 large.

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's equally important to understand how student engagement (including HIP participation) varies *within* your institution. The table on page 8 provides an initial look at how HIP participation varies by selected student characteristics. The Institutional Report Builder and your *Major Field Report* (both to be released in the fall) offer further perspectives on internal variation and can help you investigate your students' HIP participation in depth.

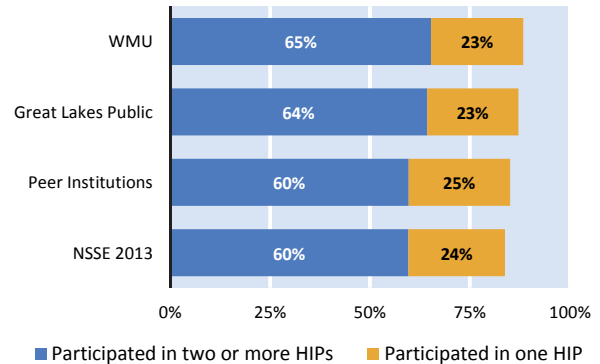
Overall HIP Participation

The figures below display the percentage of students who participated in high-impact practices. Both figures include participation in learning communities, service-learning, 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 of students who participated in at least two HIPs, and the full bar (both colors) represents the percentage who participated in at least one.

First-Year Students



Seniors



Statistical Comparisons

The table below compares the percentage of your students who participated^a in a high-impact practice, including the percentage who participated overall (at least one, two or more), with those at institutions in your comparison groups.

	WMU		Great Lakes Public		Peer Institutions		NSSE 2013	
	%	Effect size ^c	% ^b	Effect size ^c	% ^b	Effect size ^c	% ^b	Effect size ^c
<i>First-Year Students</i>								
11c. Learning community	14		18 *	-.12	13	.02	15	-.04
12. Service-learning	62		47 ***	.30	49 ***	.27	52 ***	.21
11e. Research with faculty	4		5	-.02	5	-.02	5	-.05
Participated in at least one	68		55 ***	.27	55 ***	.28	58 ***	.22
Participated in two or more	10		13	-.07	10	.01	12	-.05
<i>Seniors</i>								
11c. Learning community	23		27 *	-.07	23	.01	24	-.01
12. Service-learning	64		60 **	.10	57 ***	.14	60 *	.08
11e. Research with faculty	23		24	-.02	22	.02	23	.01
11a. Internship or field exp.	51		53	-.05	50	.03	48	.07
11d. Study abroad	12		12	-.03	13	-.03	13	-.03
11f. Culminating senior exp.	46		49	-.06	46	.01	45	.03
Participated in at least one	88		87	.04	85 *	.10	84 ***	.13
Participated in two or more	65		64	.02	60 **	.12	60 **	.12

a. 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.
 b. *p<.05, **p<.01, ***p<.001 (z-test comparing participation rates).
 c. Cohen's *h*: The standardized difference between two proportions. Effect size indicates the practical importance of an observed difference. An effect size of .2 is generally considered small, .5 medium, and .8 large.

Note: All results weighted by gender and enrollment status (and by institution size for comparison groups).

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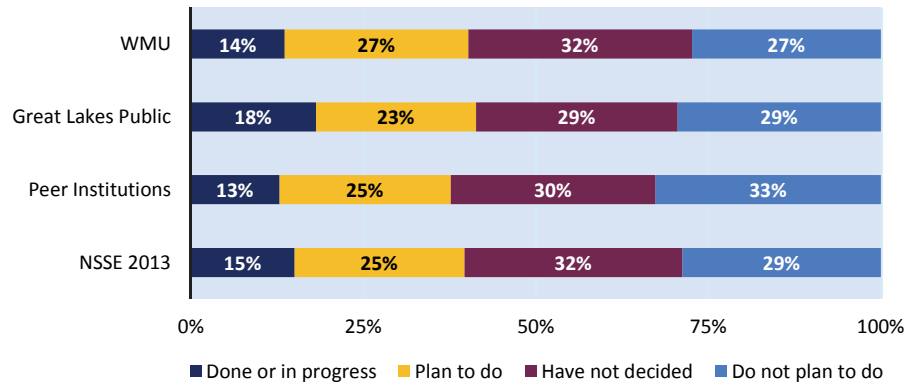
First-Year Students

The figures below display further details about each high-impact practice for your first-year students and those of your comparison groups.

Learning Community

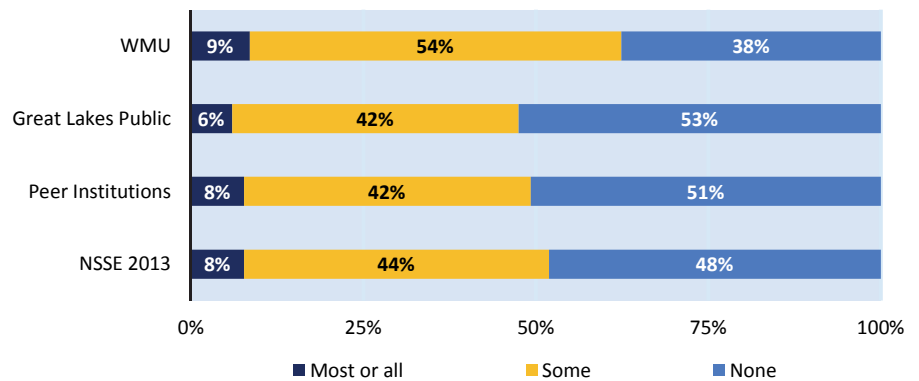
Which of the following have you done or do you plan to do before you graduate?

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



Service-Learning

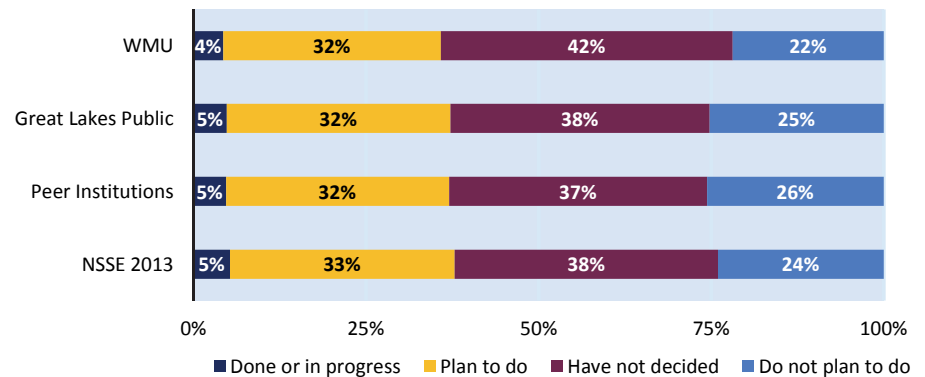
About how many of your courses at this institution have included a community-based project (service-learning)?



Research with a Faculty Member

Which of the following have you done or do you plan to do before you graduate?

Work with a faculty member on a research project.



Note: Results weighted by gender and enrollment status (and institutional size for comparison groups).

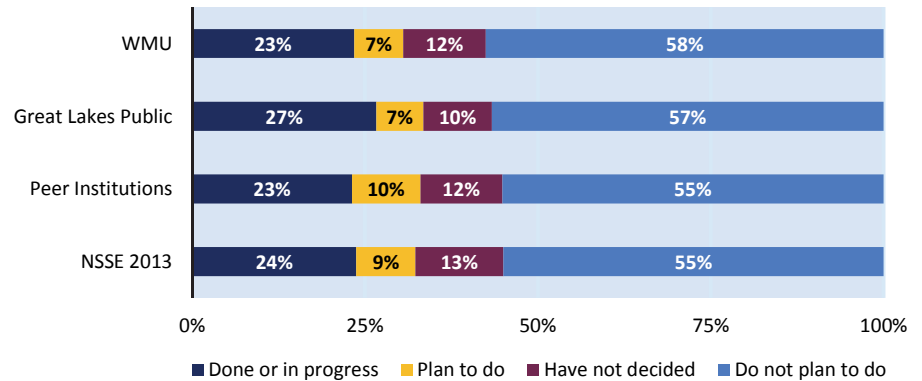
Seniors

The figures below display further details about each high-impact practice for your seniors and those of your comparison groups.

Learning Community

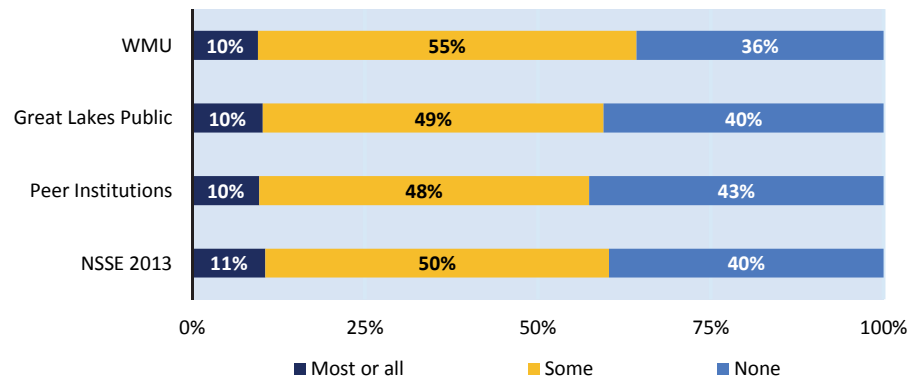
Which of the following have you done or do you plan to do before you graduate?

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



Service-Learning

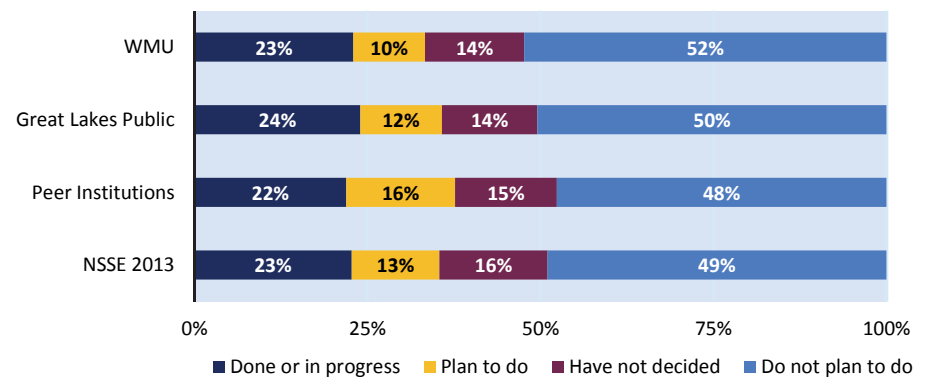
About how many of your courses at this institution have included a community-based project (service-learning)?



Research with a Faculty Member

Which of the following have you done or do you plan to do before you graduate?

Work with a faculty member on a research project.



Note: Results weighted by gender and enrollment status (and institutional size for comparison groups).

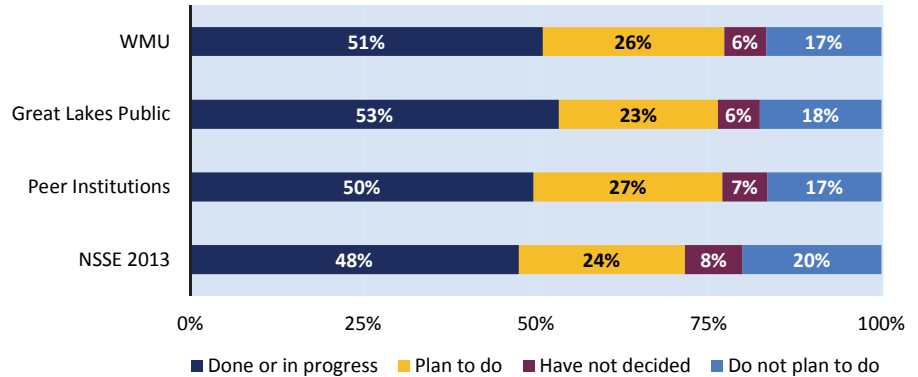
Seniors (continued)

The figures below display further details about each high-impact practice for your seniors and those of your comparison groups.

Internship or Field Experience

Which of the following have you done or do you plan to do before you graduate?

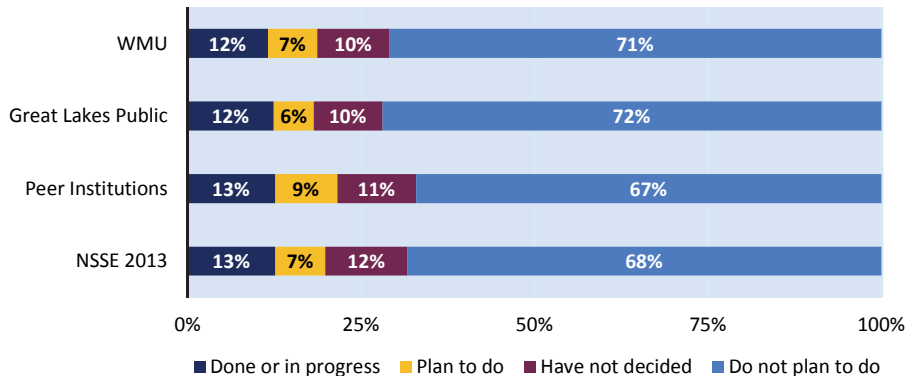
Participate in an internship, co-op, field experience, student teaching, or clinical placement.



Study Abroad

Which of the following have you done or do you plan to do before you graduate?

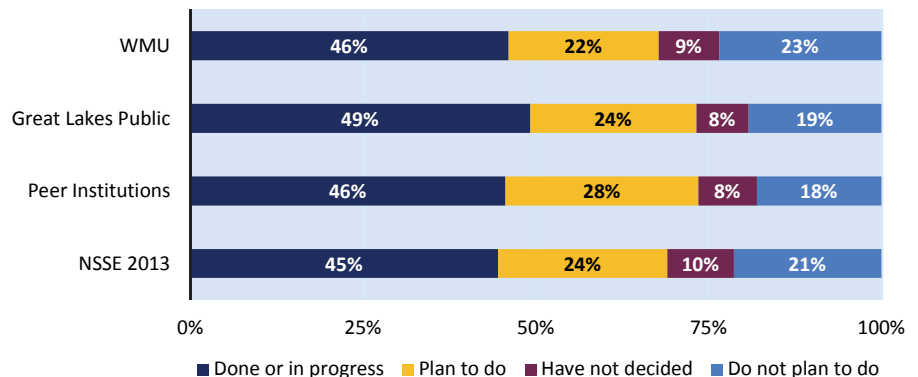
Participate in a study abroad program.



Culminating Senior Experience

Which of the following have you done or do you plan to do before you graduate?

Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.).



Note: Results weighted by gender and enrollment status (and institutional size for comparison groups).

Percent Participation in High-Impact Practices by Student Characteristics

The table below displays the percentage of your students who participated^a in each HIP by selected student characteristics. Examining participation rates for different groups offers insight into how engagement varies within your student population.

	First-Year Students			Seniors					
	Learning Community	Service-Learning	Research with Faculty	Learning Community	Service-Learning	Research with Faculty	Internship or Field Experience	Study Abroad	Culminating Senior Experience
Gender	%	%	%	%	%	%	%	%	%
Female	10	74	4	28	70	22	58	13	43
Male	18	50	5	20	58	24	44	10	50
Race/ethnicity or international									
American Indian or Alaska Native	—	—	—	—	—	—	—	—	—
Asian	—	—	—	—	—	—	—	—	—
Black or African American	8	77	0	28	76	20	50	9	43
Hispanic or Latino	0	48	0	28	62	32	59	21	45
Native Hawaiian/Other Pac. Islander	—	—	—	—	—	—	—	—	—
White	15	63	4	24	65	23	54	11	45
Other	—	—	—	—	—	—	—	—	—
Foreign or nonresident alien	13	81	25	21	71	32	28	20	48
Two or more races/ethnicities	7	53	0	25	64	25	54	11	39
Age									
Traditional (FY < 21, Seniors < 25):	14	65	4	31	70	28	58	14	52
Nontraditional (FY 21+, Seniors 25+)	0	50	8	9	57	13	40	6	32
First-generation^b									
Not first-generation	16	64	6	30	69	27	57	14	51
First-generation	10	66	3	18	63	19	47	9	38
Enrollment									
Part-time	0	38	0	13	60	17	42	7	34
Full-time	13	65	4	28	67	25	56	13	49
Residence									
Living off campus	13	63	5	24	65	22	52	12	44
Living on campus	13	65	4	31	74	36	56	11	57
Major category^c									
Arts & humanities	12	55	6	21	44	26	44	26	53
Biological sciences, agriculture, natural res.	5	55	7	10	50	41	32	16	68
Physical sciences, math, computer science	31	43	8	15	25	45	45	0	55
Social sciences	8	63	8	12	65	35	64	10	54
Business	4	65	4	21	61	18	44	9	45
Communications, media, public relations	11	95	5	21	79	26	46	18	51
Education	11	69	3	28	82	10	58	10	37
Engineering	46	41	6	32	55	33	60	8	65
Health professions	5	75	1	36	84	17	64	6	23
Social service professions	23	86	0	48	93	27	61	7	37
Undecided/undeclared	8	88	4	—	—	—	—	—	—
Overall	14	62	4	23	64	23	51	12	46

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

a. Percentage of students who responded "Done or in progress" for all HIPs except service-learning, where they reported at least "Some" of their courses included a community-based project.

Gender, enrollment status, and race/ethnicity are institution-reported variables. Percentages are not reported (—) for row categories containing fewer than 10 students.

b. Neither parent holds a bachelor's degree.

c. These are NSSE's default related-major categories, based on students' first reported majors. Institution-customized major categories will be included on the *Major Field Report*, to be released in the fall. Excludes majors categorized as "all other."