



NSSE 2024

High-Impact Practices

Valparaiso 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.

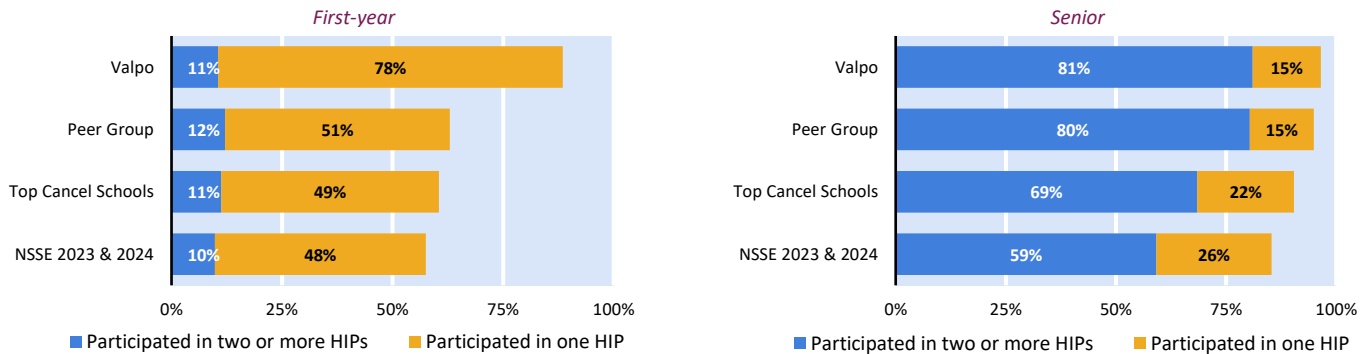
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

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:

	Valpo	Peer Group		Top Cancel Schools		NSSE 2023 & 2024	
	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b
First-year							
Service-Learning	85	+28	*** .64	+29	*** .65	+32	*** .71
Learning Community	11	-4	-.13	-2	-.05	-0	-.01
Research with Faculty	5	-0	.00	-1	-.03	-0	-.01
Participated in at least one	88	+26	*** .62	+28	*** .67	+31	*** .73
Participated in two or more	11	-2	-.05	-1	-.02	+1	.02
Senior							
Service-Learning	72	+0	.01	+7	* .16	+12	*** .26
Learning Community	35	+2	.04	+9	* .20	+13	*** .29
Research with Faculty	42	+9	* .19	+15	*** .32	+19	*** .40
Internship or Field Exp.	72	+6	.13	+14	*** .30	+23	*** .48
Study Abroad	28	+7	.15	+12	*** .31	+17	*** .45
Culminating Senior Exp.	58	-8	* -.17	+9	* .18	+12	** .25
Participated in at least one	96	+2	.08	+6	*** .25	+11	*** .41
Participated in two or more	81	+1	.02	+13	*** .29	+22	*** .48

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).

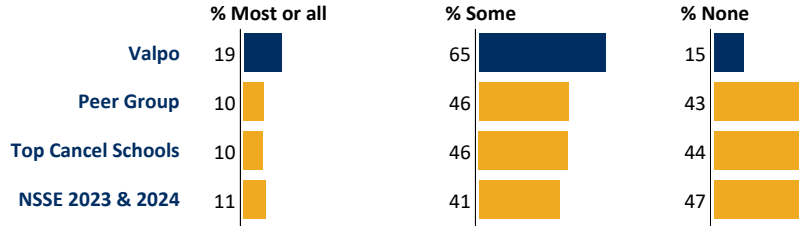
p* < .05, *p* < .01, ****p* < .001 (*z*-test comparing participation rates).

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

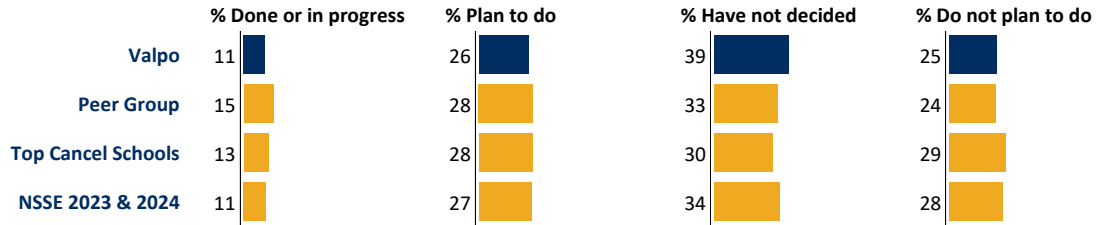
Service-Learning

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



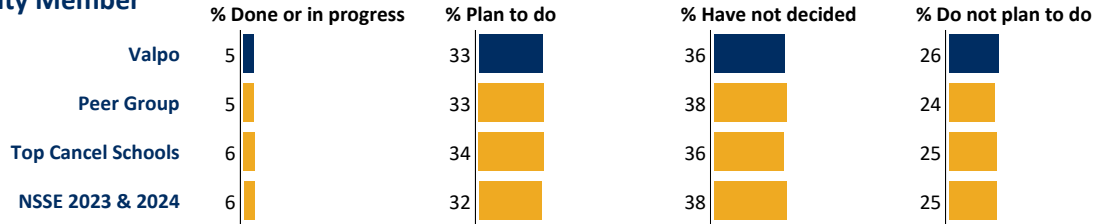
Learning Community

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.



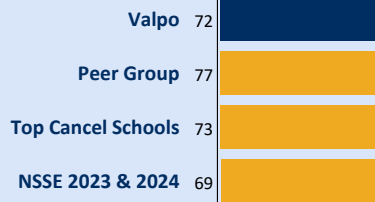
Plans to Participate^a

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"

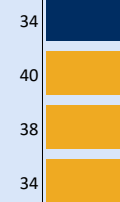
Internship or Field Experience

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



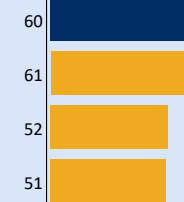
Study Abroad

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.).



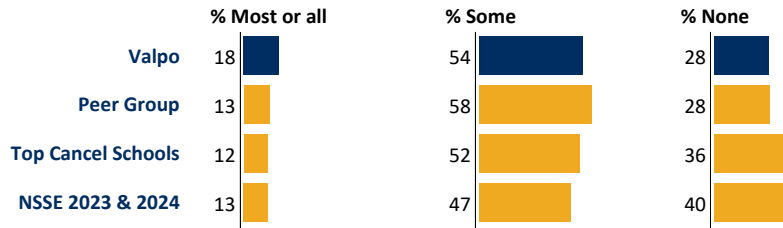
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

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

Seniors

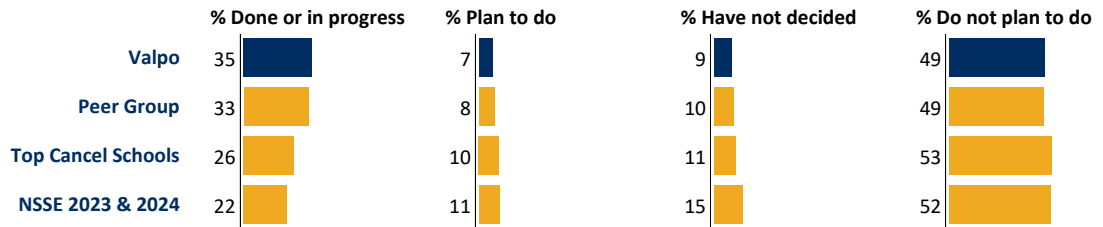
Service-Learning

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



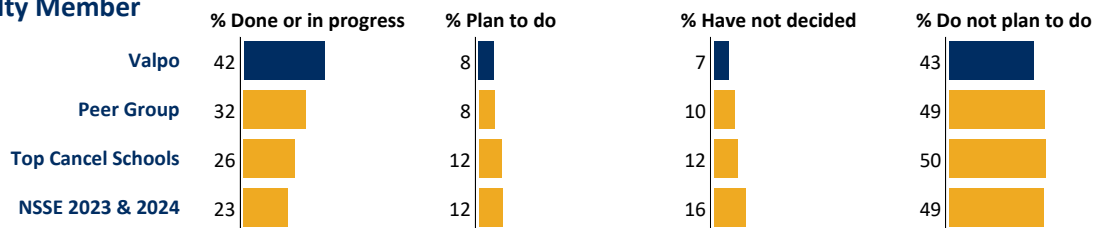
Learning Community

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



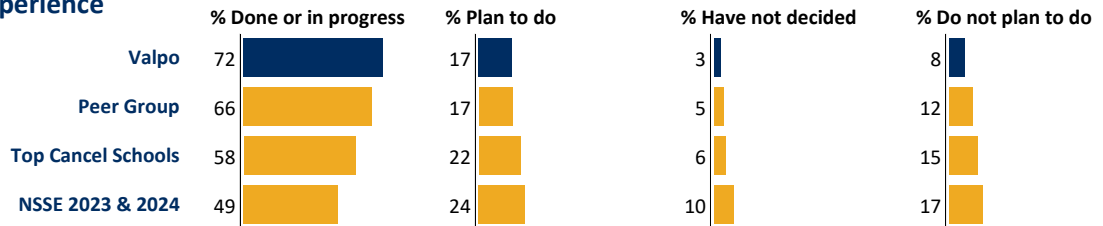
Research with a Faculty Member

Work with a faculty member on a research project.



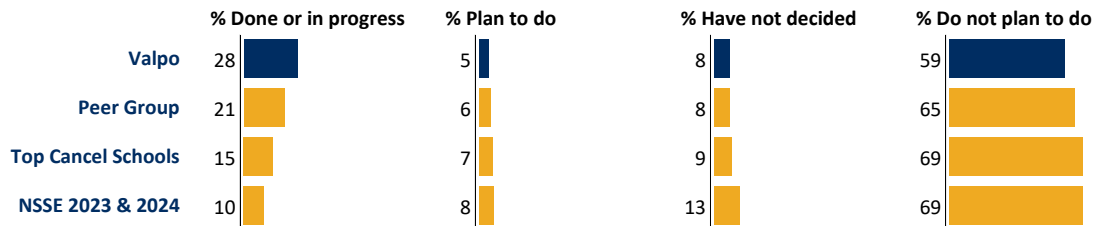
Internship or Field Experience

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



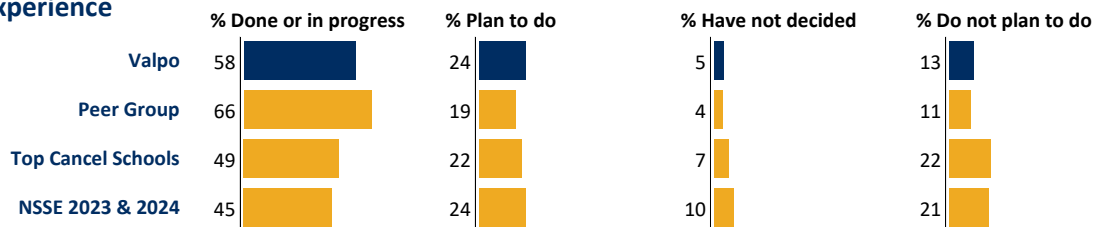
Study Abroad

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.

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	2/3	67	1/3	33	1/3	33	2/6	33	1/6	17	5/6	83	2/5	40	3/6	50	5/6	83
Bio. sci., agric., and natural res.	9/12	75	1/12	8	2/12	17	3/6	50	1/6	17	5/6	83	5/6	83	3/6	50	2/6	33
Physical sci., math, computer sci.	13/16	81	2/16	13	1/16	6	12/19	63	5/19	26	10/19	53	14/19	74	3/19	16	10/19	53
Social sciences	7/7	100	0/7	0	0/7	0	11/15	73	8/14	57	9/15	60	10/15	67	7/15	47	8/15	53
Business	10/13	77	1/13	8	1/13	8	13/16	81	6/17	35	8/17	47	15/17	88	5/17	29	15/17	88
Communications, media, public rel.	5/6	83	2/6	33	0/6	0	5/7	71	1/7	14	0/7	0	5/7	71	1/7	14	6/7	86
Education	4/4	100	1/4	25	0/4	0	6/7	86	4/7	57	4/7	57	7/7	100	2/7	29	5/7	71
Engineering	19/23	83	6/23	26	1/23	4	25/35	71	12/35	34	16/34	47	27/35	77	9/35	26	23/35	66
Health professions	23/24	96	0/25	0	0/25	0	32/40	80	12/40	30	7/40	18	25/40	63	9/40	23	15/40	38
Social service professions	6/6	100	0/6	0	0/6	0	5/5	100	3/5	60	1/5	20	5/5	100	2/5	40	4/5	80
Undecided/undeclared	1/2	50	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	101/119	85	14/120	12	5/120	4	96/131	73	50/131	38	57/131	44	98/131	75	38/132	29	78/132	59
Started elsewhere	1/1	100	0/1	0	1/1	100	19/28	68	6/28	21	10/28	36	18/28	64	8/28	29	16/28	57
Enrollment status^b	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not full-time	2/3	67	0/3	0	0/3	0	1/1	100	0/1	0	0/1	0	1/1	100	0/1	0	0/1	0
Full-time	102/120	85	14/123	11	6/122	5	116/161	72	56/161	35	67/161	42	117/162	72	46/162	28	95/162	59
First-generation^c	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	64/75	85	13/76	17	3/76	4	84/118	71	38/117	32	55/117	47	88/117	75	36/118	31	69/118	58
First-generation	32/39	82	0/39	0	3/39	8	31/41	76	18/42	43	11/42	26	27/42	64	10/42	24	24/42	57
I prefer not to respond	5/6	83	1/6	17	0/6	0	1/1	100	0/1	0	1/1	100	1/1	100	0/1	0	1/1	100
Race/ethnicity^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	7/7	100	1/7	14	0/7	0	4/7	57	3/7	43	4/7	57	4/6	67	3/7	43	4/7	57
Black or African American	7/10	70	1/11	9	1/11	9	4/4	100	1/4	25	2/4	50	4/4	100	1/4	25	2/4	50
Hispanic, Latina/o, Latine, or Latinx	11/13	85	1/13	8	0/13	0	10/11	91	8/12	67	6/12	50	9/12	75	2/12	17	7/12	58
Indigenous, American Indian, etc.	4/5	80	1/5	20	0/5	0	0/0		0/0		0/0		0/0		0/0		0/0	
Middle Eastern or North African	1/1	100	0/1	0	0/1	0	4/4	100	1/4	25	2/4	50	2/4	50	2/4	50	1/4	25
Native Hawaiian or Pacific Islander	2/2	100	1/2	50	0/2	0	0/0		0/0		0/0		0/0		0/0		0/0	
White	81/95	85	12/95	13	5/95	5	97/136	71	47/135	35	58/135	43	98/135	73	43/136	32	80/136	59
Another race or ethnicity	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
I prefer not to respond	3/4	75	0/4	0	0/4	0	3/6	50	1/6	17	1/6	17	5/6	83	0/6	0	4/6	67

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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	98/117	84	14/118	12	5/118	4	113/156	72	55/156	35	66/156	42	115/156	74	46/157	29	93/157	59
International student	3/3	100	0/3	0	1/3	33	3/4	75	1/4	25	1/4	25	1/4	25	0/4	0	1/4	25
Gender identity^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Woman	58/71	82	10/71	14	2/71	3	80/106	75	34/106	32	42/107	39	79/106	75	35/107	33	64/107	60
Man	32/36	89	3/37	8	4/37	11	33/49	67	21/49	43	21/48	44	32/49	65	11/49	22	25/49	51
Trans/Transgender	1/1	100	0/1	0	0/1	0	0/2	0	0/2	0	2/2	100	1/2	50	0/2	0	2/2	100
Agender or gender neutral	0/0		0/0		0/0		1/2	50	0/2	0	1/2	50	2/2	100	0/2	0	2/2	100
Demigender	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Genderqueer, non-binary, etc.	6/6	100	0/6	0	0/6	0	1/3	33	1/3	33	3/3	100	2/3	67	0/3	0	3/3	100
Two-spirit	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Cis/Cisgender	10/10	100	1/10	10	1/10	10	5/11	45	3/11	27	7/11	64	7/11	64	5/11	45	6/11	55
Questioning or unsure	2/2	100	0/2	0	0/2	0	1/1	100	0/1	0	1/1	100	1/1	100	0/1	0	1/1	100
Another gender identity	0/0		0/0		0/0		0/1	0	1/1	100	0/1	0	1/1	100	0/1	0	0/1	0
I prefer not to respond	3/5	60	0/5	0	0/5	0	1/2	50	0/2	0	1/2	50	2/2	100	0/2	0	2/2	100
Sexual orientation^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Straight or heterosexual	67/80	84	10/80	13	5/80	6	98/128	77	47/128	37	51/128	40	93/128	73	36/129	28	72/129	56
Bisexual	11/13	85	1/13	8	0/13	0	6/12	50	3/12	25	6/12	50	7/12	58	5/12	42	7/12	58
Lesbian	4/5	80	0/5	0	0/5	0	2/3	67	0/3	0	2/3	67	3/3	100	1/3	33	2/3	67
Gay	2/2	100	0/3	0	0/3	0	1/1	100	0/1	0	1/1	100	1/1	100	0/1	0	1/1	100
Queer	6/6	100	1/6	17	0/6	0	3/5	60	2/5	40	4/5	80	4/5	80	1/5	20	5/5	100
Pansexual or polysexual	3/4	75	0/4	0	0/4	0	1/3	33	2/3	67	2/3	67	3/3	100	2/3	67	3/3	100
Ace, gray, or asexual	4/6	67	2/6	33	0/6	0	3/6	50	1/6	17	2/6	33	4/6	67	2/6	33	5/6	83
Demisexual	2/4	50	0/4	0	1/4	25	3/4	75	1/4	25	1/4	25	3/4	75	0/4	0	2/4	50
Questioning or unsure	4/5	80	2/5	40	1/5	20	1/1	100	0/1	0	1/1	100	1/1	100	1/1	100	1/1	100
Another sexual orientation	1/1	100	0/1	0	0/1	0	0/1	0	1/1	100	0/1	0	1/1	100	0/1	0	0/1	0
I prefer not to respond	5/6	83	0/6	0	0/6	0	3/5	60	1/5	20	2/5	40	3/5	60	1/5	20	4/5	80
Age^b	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
FY 21+, Seniors 25+	0/1	0	0/1	0	1/1	100	4/5	80	1/5	20	0/5	0	3/5	60	0/5	0	0/5	0
FY < 21, Seniors < 25	104/122	85	14/125	11	5/124	4	113/157	72	55/157	35	67/157	43	115/158	73	46/158	29	95/158	60

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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	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Physical disability	1/1	100	0/1	0	0/1	0	0/0		0/0		0/0		0/0		0/0		0/0	
Mental health or develop. disability	9/11	82	3/11	27	1/11	9	9/17	53	3/17	18	7/17	41	12/17	71	6/17	35	11/17	65
Another disability or condition	3/5	60	2/5	40	0/5	0	2/3	67	0/3	0	2/3	67	2/3	67	1/3	33	2/3	67
Multiple types of disab. or cond.	11/12	92	2/12	17	0/12	0	9/12	75	1/12	8	5/12	42	10/12	83	2/12	17	7/12	58
No disability or condition	70/82	85	7/83	8	5/83	6	91/120	76	50/120	42	50/120	42	87/120	73	35/121	29	70/121	58
I prefer not to respond	7/9	78	0/9	0	0/9	0	4/7	57	2/7	29	3/7	43	5/7	71	2/7	29	4/7	57
Residence																		
Not on campus	22/27	81	1/27	4	2/27	7	62/81	77	23/82	28	28/82	34	62/82	76	24/82	29	49/82	60
On campus	78/92	85	13/93	14	4/93	4	53/78	68	33/77	43	39/77	51	54/77	70	22/78	28	45/78	58
Athlete status						0				0								
Not an athlete	85/103	83	11/104	11	6/104	6	102/144	71	51/144	35	62/144	43	103/144	72	42/145	29	84/145	58
Student-athlete	16/17	94	3/17	18	0/17	0	12/12	100	5/12	42	4/12	33	11/12	92	4/12	33	9/12	75
Greek membership																		
Not a member	85/100	85	11/101	11	5/101	5	68/97	70	26/97	27	39/97	40	66/98	67	31/98	32	58/98	59
Member	14/18	78	3/18	17	1/18	6	45/60	75	30/60	50	27/60	45	49/59	83	14/60	23	35/60	58
Military status																		
No military service	100/119	84	14/120	12	6/120	5	115/159	72	56/159	35	67/159	42	116/159	73	46/160	29	94/160	59
Current or former military service	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Satisfaction^e																		
Fair or poor	12/13	92	0/13	0	0/13	0	9/15	60	6/15	40	5/16	31	10/16	63	3/16	19	9/16	56
Good or excellent	90/108	83	14/109	13	6/109	6	106/144	74	50/144	35	62/143	43	105/143	73	43/144	30	84/144	58
Overall	104/123	85	14/126	11	6/125	5	117/162	72	56/162	35	67/162	42	118/163	72	46/163	28	95/163	58

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?"