NSSE 2022
High-Impact Practices

Texas Lutheran University

NSSE 2022 High-Impact Practices

About This Report

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)	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 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.

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Participation Comparisons

Texas Lutheran University

Overall HIP Participation

The figures below display the percentage of students who participated in High-Impact Practices. Both figures include participation in service-learning, a learning community, and research with faculty. The senior figure also includes participation in an internship or field experience, study abroad, and culminating senior experience. 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:										
	TLU	**Southwest Private**				**Carnegie Class**				**NSSE 2021 & 2022**		
First-year	*%*	*Difference* [a]		*ES* [b]		*Difference* [a]		*ES* [b]		*Difference* [a]		*ES* [b]
Service-Learning	79	+24	***	.52		+22	**	.47		+30	***	.64
Learning Community	4	-3		-.14		-5		-.22		-6		-.23
Research with Faculty	3	-2		-.11		-2		-.13		-2		-.10
Participated in at least one	77	+21	**	.45		+17	*	.37		+24	***	.52
Participated in two or more	5	-2		-.09		-3		-.14		-2		-.10
Senior												
Service-Learning	88	+19	**	.47		+21	**	.52		+29	***	.68
Learning Community	21	+1		.03		-6		-.13		+0		.00
Research with Faculty	36	+20	***	.47		+10		.22		+15	*	.33
Internship or Field Exp.	50	+10		.19		-2		-.04		+6		.12
Study Abroad	13	+7	*	.25		+6		.21		+5		.16
Culminating Senior Exp.	79	+43	***	.91		+25	***	.54		+36	***	.76
Participated in at least one	98	+13	*	.48		+8		.35		+14	**	.53
Participated in two or more	84	+33	***	.72		+18	*	.41		+28	***	.63

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).

NSSE 2022 High-Impact Practices

Response Detail

Texas Lutheran University

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 and enrollment status (and institutional size for comparison groups).

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Response Detail

Texas Lutheran University

Seniors

Service-Learning

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

	% Most or all	% Some	% None
TLU	29	59	12
Southwest Private	20	50	31
Carnegie Class	16	51	33
NSSE 2021 & 2022	12	47	41

Learning Community

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

	% Done or in progress	% Plan to do	% Have not decided	% Do not plan to do
TLU	21	5	22	52
Southwest Private	20	13	21	46
Carnegie Class	27	11	15	47
NSSE 2021 & 2022	21	11	16	53

Research with a Faculty Member

Work with a faculty member on a research project.

	% Done or in progress	% Plan to do	% Have not decided	% Do not plan to do
TLU	36	6	11	48
Southwest Private	16	12	21	52
Carnegie Class	25	12	15	49
NSSE 2021 & 2022	21	12	17	50

Internship or Field Experience

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

	% Done or in progress	% Plan to do	% Have not decided	% Do not plan to do
TLU	50	22	4	24
Southwest Private	41	25	15	19
Carnegie Class	52	22	9	16
NSSE 2021 & 2022	44	25	12	19

Study Abroad

Participate in a study abroad program.

	% Done or in progress	% Plan to do	% Have not decided	% Do not plan to do
TLU	13	4	7	76
Southwest Private	6	10	19	66
Carnegie Class	7	8	14	71
NSSE 2021 & 2022	8	8	14	70

Culminating Senior Experience

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

	% Done or in progress	% Plan to do	% Have not decided	% Do not plan to do
TLU	79	11	2	7
Southwest Private	36	28	15	22
Carnegie Class	54	22	9	15
NSSE 2021 & 2022	43	25	11	21

Note: Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

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Participation by Student Social Identities and Experiences

Texas Lutheran University

Participation in High-Impact Practices by Student Social Identities and Experiences

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

	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
Institution-reported sex[a]	%	%	%	%	%	%	%	%	%
Female	79	9	6	93	31	48	48	15	89
Male	78	0	0	83	11	21	53	11	68
Race/ethnicity or international[a]									
American Indian or Alaska Native	—	—	—	—	—	—	—	—	—
Asian	—	—	—	—	—	—	—	—	—
Black or African American	—	—	—	—	—	—	—	—	—
Hispanic or Latino	75	4	0	95	25	38	43	14	81
Native Hawaiian/Other Pac. Islander	—	—	—	—	—	—	—	—	—
White	76	5	0	82	17	35	57	13	78
Other	—	—	—	—	—	—	—	—	—
Foreign or nonresident	—	—	—	—	—	—	—	—	—
Two or more races/ethnicities	—	—	—	—	—	—	—	—	—
Age									
FY < 21, Seniors < 25	79	6	4	89	22	37	50	13	80
FY 21+, Seniors 25+	—	—	—	—	—	—	—	—	—
First-generation[b]									
Continuing generation	76	8	8	82	18	50	59	18	91
First-generation	81	4	0	95	27	22	43	9	70
Enrollment status[a]									
Not full-time	—	—	—	—	—	—	—	—	—
Full-time	79	6	4	91	23	36	52	14	80
Residence									
Not on campus	71	7	7	91	31	36	55	12	82
On campus	81	6	3	83	0	33	42	17	75
Major category[c]									
Arts & humanities	—	—	—	—	—	—	—	—	—
Biological sciences, agriculture, natural res.	—	—	—	—	—	—	—	—	—
Physical sciences, math, computer science	—	—	—	—	—	—	—	—	—
Social sciences	—	—	—	—	—	—	—	—	—
Business	—	—	—	—	—	—	—	—	—
Communications, media, public relations	—	—	—	—	—	—	—	—	—
Education	—	—	—	—	—	—	—	—	—
Engineering	—	—	—	—	—	—	—	—	—
Health professions	75	5	0	91	64	45	64	18	91
Social service professions	—	—	—	—	—	—	—	—	—
Undecided/undeclared	—	—	—	—	—	—	—	—	—
Overall	79	4	3	88	21	36	50	13	79

Notes: 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. Percentages are not reported (—) for row categories containing fewer than 10 students. Results are unweighted, except for overall percentages which are weighted by sex and enrollment status.

a. Institution-reported variable. If provided, “Another” and “Unknown” categories for sex are not displayed due to low Ns, but do appear in the data file. Race/ethnicity labels are based on IPEDS reporting requirements.

b. Neither parent (or guardian) holds a bachelor's degree.

c. These are NSSE's default related-major 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."