



NSSE 2024

High-Impact Practices

Oakland 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.

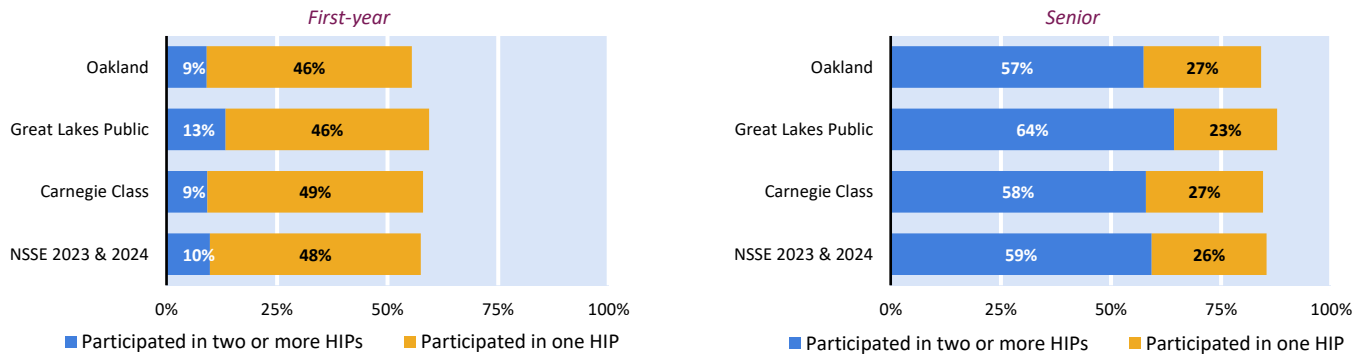
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

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:

	Oakland	Great Lakes Public		Carnegie Class		NSSE 2023 & 2024	
	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b
First-year							
Service-Learning	54	+2	.03	+1	.02	+1	.02
Learning Community	9	-8	*** -.25	-2	-.08	-3	-.10
Research with Faculty	5	-1	-.04	-0	-.01	-0	-.02
Participated in at least one	56	-4	-.08	-3	-.05	-2	-.04
Participated in two or more	9	-4	** -.14	-0	-.01	-1	-.03
Senior							
Service-Learning	53	-5	* -.10	-6	* -.13	-7	** -.14
Learning Community	18	-8	*** -.20	-3	-.08	-4	-.10
Research with Faculty	23	-0	-.01	+1	.03	+0	.01
Internship or Field Exp.	48	-8	** -.15	+0	.00	-1	-.01
Study Abroad	6	-5	*** -.16	-4	** -.14	-4	*** -.16
Culminating Senior Exp.	54	+6	* .12	+10	*** .21	+8	** .17
Participated in at least one	84	-4	-.10	-0	-.01	-1	-.03
Participated in two or more	57	-7	** -.14	-0	-.01	-2	-.04

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).

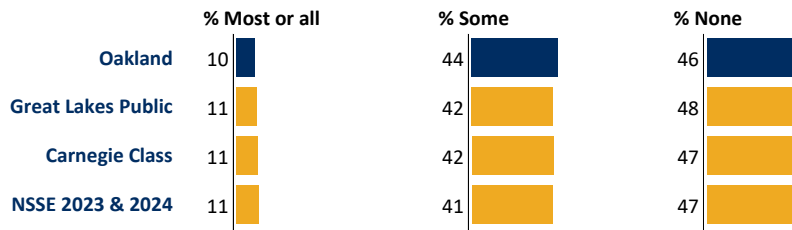
p* < .05, *p* < .01, ****p* < .001 (*z*-test comparing participation rates).

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

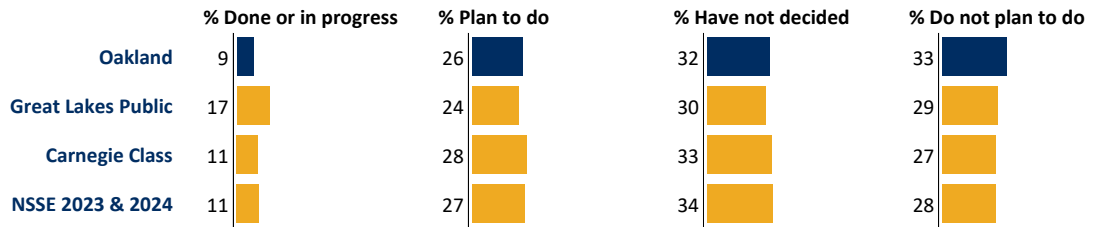
Service-Learning

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



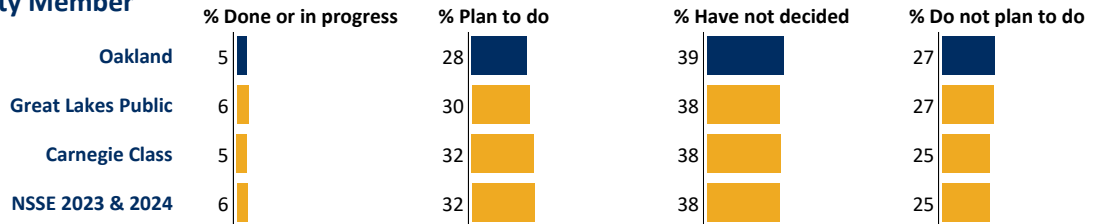
Learning Community

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.



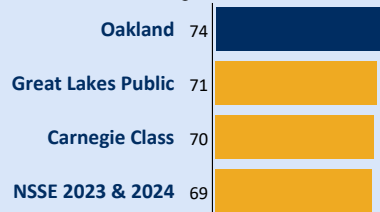
Plans to Participate^a

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"

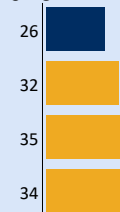
Internship or Field Experience

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



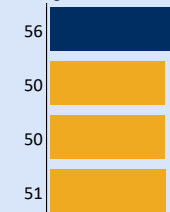
Study Abroad

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.).



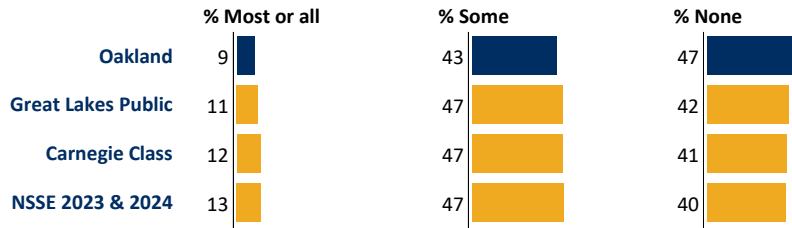
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

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

Seniors

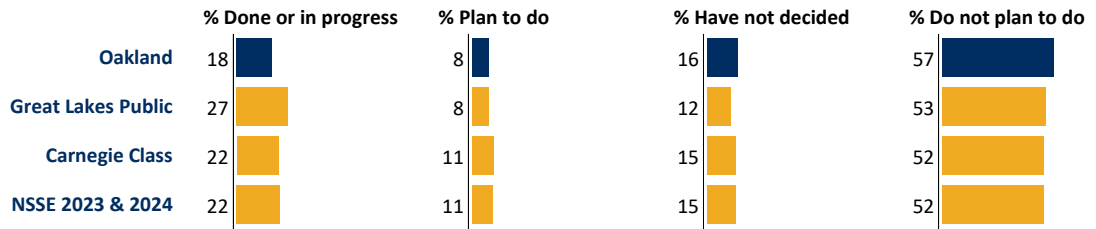
Service-Learning

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



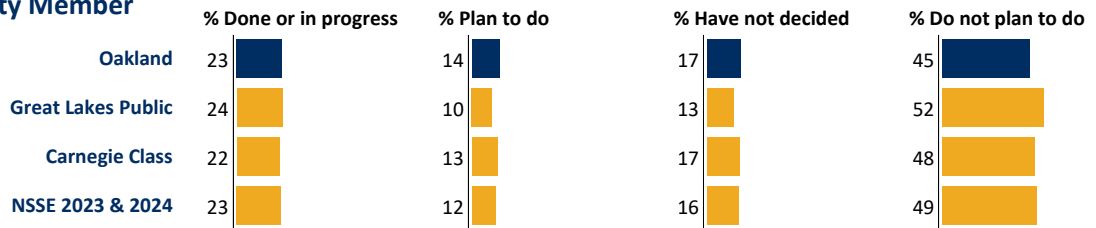
Learning Community

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



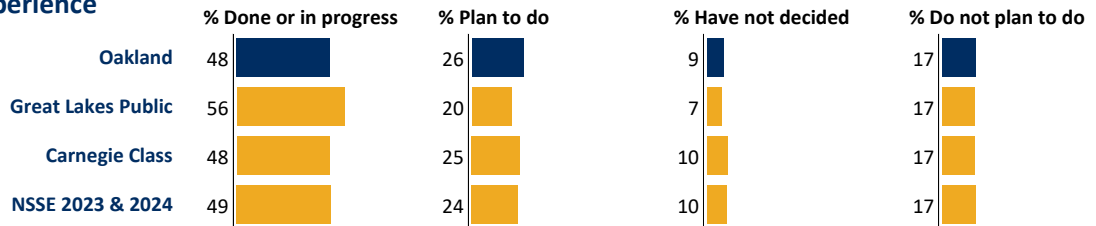
Research with a Faculty Member

Work with a faculty member on a research project.



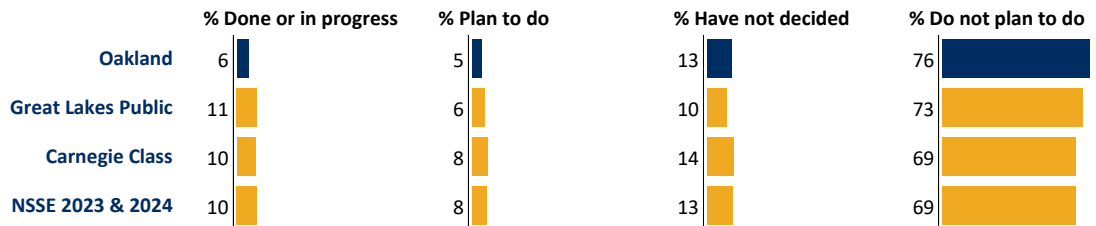
Internship or Field Experience

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



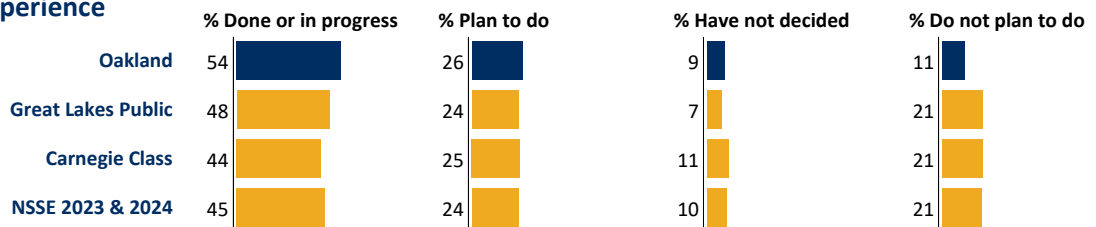
Study Abroad

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	12/32	38	0/32	0	0/31	0	15/31	48	9/31	29	9/31	29	10/31	32	5/31	16	27/31	87
Bio. sci., agric., and natural res.	11/26	42	4/25	16	2/25	8	9/28	32	0/28	0	14/28	50	12/28	43	1/28	4	17/28	61
Physical sci., math, computer sci.	15/25	60	0/24	0	0/25	0	3/19	16	1/19	5	4/19	21	8/19	42	0/19	0	9/19	47
Social sciences	27/41	66	4/41	10	2/40	5	21/43	49	6/43	14	14/43	33	16/43	37	1/43	2	28/43	65
Business	22/42	52	4/44	9	2/44	5	18/38	47	6/38	16	4/38	11	19/38	50	6/38	16	15/38	39
Communications, media, public rel.	5/8	63	1/8	13	1/8	13	7/12	58	1/12	8	3/12	25	7/12	58	0/12	0	8/12	67
Education	10/20	50	1/20	5	1/20	5	23/29	79	14/30	47	6/30	20	25/30	83	1/30	3	16/30	53
Engineering	21/38	55	3/38	8	2/38	5	13/34	38	4/34	12	8/34	24	17/34	50	0/34	0	13/34	38
Health professions	40/70	57	9/70	13	3/69	4	52/74	70	20/75	27	21/74	28	36/75	48	1/75	1	39/75	52
Social service professions	10/25	40	1/24	4	1/25	4	18/26	69	8/26	31	6/26	23	20/25	80	4/26	15	18/26	69
Undecided/undeclared	7/11	64	0/11	0	0/11	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	168/305	55	25/305	8	15/305	5	95/174	55	36/176	20	63/176	36	99/175	57	13/176	7	118/176	67
Started elsewhere	13/34	38	3/33	9	1/34	3	98/186	53	34/187	18	27/186	15	79/187	42	9/187	5	84/187	45
Enrollment status^b	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not full-time	0/353	0	0/355	0	0/356	0	36/73	49	12/73	16	6/72	8	24/73	33	4/73	5	30/73	41
Full-time	191/353	54	31/355	9	19/356	5	163/296	55	61/300	20	86/300	29	159/302	53	19/300	6	178/300	59
First-generation^c	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	95/186	51	23/184	13	11/187	6	99/199	50	42/200	21	61/200	31	101/200	51	11/200	6	119/200	60
First-generation	72/129	56	3/130	2	4/128	3	93/158	59	29/158	18	29/157	18	73/157	46	11/158	7	80/158	51
I prefer not to respond	13/22	59	2/22	9	1/22	5	1/4	25	0/5	0	0/5	0	3/5	60	0/5	0	3/5	60
Race/ethnicity^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	16/30	53	4/30	13	2/30	7	14/27	52	3/27	11	10/27	37	10/27	37	2/27	7	10/27	37
Black or African American	26/49	53	7/48	15	4/49	8	18/30	60	6/30	20	7/30	23	10/30	33	1/30	3	15/30	50
Hispanic, Latina/o, Latine, or Latinx	19/27	70	3/27	11	2/27	7	5/14	36	3/14	21	4/14	29	5/14	36	0/14	0	8/14	57
Indigenous, American Indian, etc.	3/4	75	0/4	0	0/4	0	6/11	55	1/11	9	3/10	30	4/11	36	0/11	0	4/11	36
Middle Eastern or North African	20/36	56	2/36	6	4/35	11	12/27	44	3/27	11	6/27	22	11/27	41	0/27	0	10/27	37
Native Hawaiian or Pacific Islander	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
White	109/213	51	12/212	6	5/212	2	145/265	55	60/266	23	65/265	25	137/266	52	18/266	7	159/266	60
Another race or ethnicity	5/7	71	2/7	29	1/7	14	3/6	50	0/6	0	1/6	17	3/5	60	1/6	17	1/6	17
I prefer not to respond	11/17	65	4/18	22	2/18	11	5/14	36	1/15	7	3/15	20	7/15	47	0/15	0	8/15	53

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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	
International status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not an international student	167/319	52	23/317	7	15/319	5	190/355	54	71/357	20	89/356	25	175/356	49	19/357	5	199/357	56
International student	13/17	76	4/18	22	1/17	6	4/7	57	0/7	0	1/7	14	2/7	29	3/7	43	3/7	43
Gender identity^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Woman	104/203	51	16/201	8	10/201	5	135/220	61	58/222	26	62/221	28	115/221	52	13/222	6	133/222	60
Man	57/103	55	7/104	7	3/105	3	51/121	42	12/121	10	23/121	19	50/121	41	9/121	7	55/121	45
Trans/Transgender	6/10	60	1/10	10	1/9	11	3/4	75	1/4	25	1/4	25	1/4	25	1/4	25	4/4	100
Agender or gender neutral	1/2	50	0/2	0	0/2	0	0/2	0	0/2	0	2/2	100	0/2	0	0/2	0	1/2	50
Demigender	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Genderqueer, non-binary, etc.	8/15	53	1/15	7	1/15	7	3/8	38	1/8	13	4/8	50	3/8	38	0/8	0	6/8	75
Two-spirit	1/1	100	0/1	0	0/1	0	0/0		0/0		0/0		0/0		0/0		0/0	
Cis/Cisgender	13/25	52	1/25	4	0/25	0	9/22	41	4/22	18	9/22	41	12/22	55	1/22	5	15/22	68
Questioning or unsure	2/7	29	0/7	0	0/7	0	1/3	33	0/3	0	0/3	0	1/3	33	0/3	0	1/3	33
Another gender identity	0/0		0/0		0/0		1/3	33	0/3	0	0/3	0	3/3	100	0/3	0	3/3	100
I prefer not to respond	10/15	67	3/15	20	1/15	7	4/10	40	0/10	0	2/10	20	7/10	70	0/10	0	6/10	60
Sexual orientation^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Straight or heterosexual	124/229	54	20/228	9	11/229	5	146/259	56	53/260	20	59/259	23	126/260	48	14/260	5	136/260	52
Bisexual	23/42	55	2/41	5	2/42	5	23/47	49	12/47	26	18/47	38	29/46	63	4/47	9	35/47	74
Lesbian	5/11	45	0/11	0	0/11	0	2/5	40	1/5	20	2/5	40	3/5	60	0/5	0	2/5	40
Gay	2/6	33	0/6	0	0/6	0	2/6	33	0/6	0	1/6	17	1/6	17	1/6	17	3/6	50
Queer	8/13	62	1/13	8	0/13	0	7/14	50	3/14	21	5/14	36	6/14	43	1/14	7	12/14	86
Pansexual or polysexual	3/13	23	0/13	0	1/13	8	6/10	60	2/10	20	3/10	30	4/9	44	1/10	10	5/10	50
Ace, gray, or asexual	3/10	30	1/10	10	0/10	0	1/5	20	0/5	0	3/5	60	1/5	20	0/5	0	3/5	60
Demisexual	3/5	60	0/5	0	1/5	20	1/2	50	0/2	0	2/2	100	2/2	100	2/2	100	2/2	100
Questioning or unsure	5/11	45	0/11	0	1/11	9	5/9	56	1/9	11	2/9	22	6/9	67	2/9	22	6/9	67
Another sexual orientation	0/0		0/0		0/0		1/1	100	0/1	0	0/1	0	1/1	100	0/1	0	1/1	100
I prefer not to respond	12/19	63	4/19	21	1/19	5	9/23	39	1/24	4	4/24	17	9/24	38	1/24	4	11/24	46
Age^b	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
FY 21+, Seniors 25+	4/13	31	0/13	0	1/13	8	53/105	50	14/105	13	8/104	8	32/105	30	3/105	3	39/105	37
FY < 21, Seniors < 25	187/342	55	31/344	9	18/345	5	146/264	55	59/268	22	84/268	31	151/270	56	20/268	7	169/268	63

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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	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	12/30	40	1/30	3	1/30	3	18/52	35	9/53	17	12/53	23	27/53	51	1/53	2	28/53	53
Another disability or condition	5/6	83	0/6	0	1/6	17	5/6	83	0/6	0	2/6	33	3/6	50	0/6	0	5/6	83
Multiple types of disab. or cond.	15/24	63	3/24	13	3/23	13	14/27	52	7/27	26	8/27	30	15/27	56	2/27	7	17/27	63
No disability or condition	136/256	53	21/255	8	11/256	4	149/261	57	50/262	19	64/261	25	123/261	47	17/262	6	143/262	55
I prefer not to respond	11/18	61	2/18	11	0/19	0	7/14	50	5/14	36	3/14	21	7/14	50	2/14	14	7/14	50
Residence																		
Not on campus	109/202	54	20/201	10	11/202	5	160/303	53	59/304	19	62/303	20	141/304	46	13/304	4	157/304	52
On campus	70/133	53	7/133	5	5/133	4	33/57	58	12/58	21	27/58	47	35/57	61	8/58	14	44/58	76
Athlete status						0				0								
Not an athlete	174/320	54	26/319	8	15/320	5	188/353	53	71/355	20	89/354	25	175/354	49	20/355	6	197/355	55
Student-athlete	5/15	33	1/15	7	1/15	7	5/6	83	0/6	0	0/6	0	0/6	0	1/6	17	3/6	50
Greek membership																		
Not a member	167/317	53	25/316	8	15/317	5	176/332	53	62/334	19	78/333	23	159/334	48	18/334	5	184/334	55
Member	8/11	73	2/11	18	1/11	9	15/23	65	8/23	35	10/23	43	14/22	64	2/23	9	15/23	65
Military status																		
No military service	175/331	53	26/330	8	15/331	5	189/354	53	68/356	19	89/355	25	173/355	49	21/356	6	198/356	56
Current or former military service	2/2	100	1/2	50	1/2	50	3/5	60	2/5	40	0/5	0	2/5	40	0/5	0	2/5	40
Satisfaction^e																		
Fair or poor	28/65	43	7/64	11	0/65	0	32/74	43	10/74	14	12/74	16	42/74	57	4/74	5	39/74	53
Good or excellent	158/282	56	22/282	8	18/282	6	165/291	57	62/293	21	78/292	27	138/293	47	18/293	6	166/293	57
Overall	191/355	54	31/357	9	19/358	5	199/369	53	73/373	18	92/372	23	183/375	48	23/373	6	208/373	54

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?"