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# **NSSE 2024**

## **High-Impact Practices**

The University of Texas at Tyler

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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.

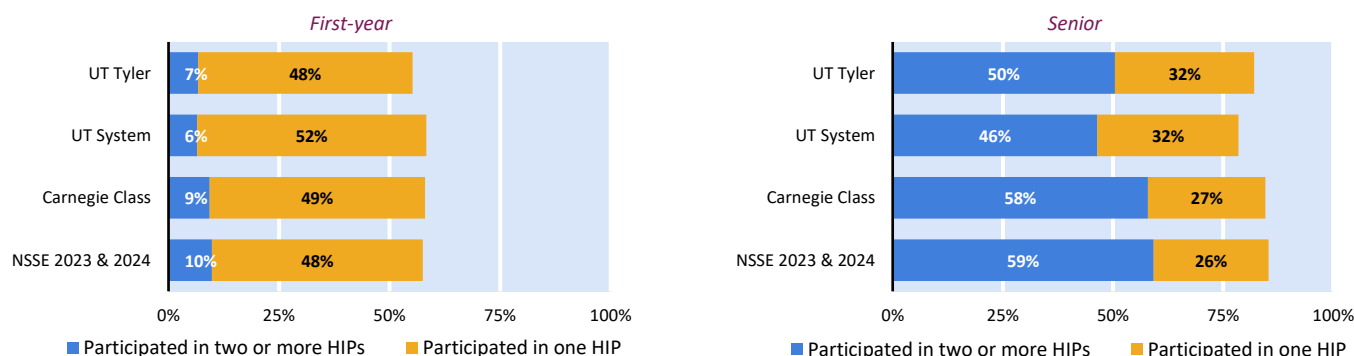
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

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:

	UT Tyler	UT System		Carnegie Class		NSSE 2023 & 2024	
First-year	%	Difference <sup>a</sup>	ES <sup>b</sup>	Difference <sup>a</sup>	ES <sup>b</sup>	Difference <sup>a</sup>	ES <sup>b</sup>
Service-Learning	50	-4	-.09	-3	-.05	-2	-.05
Learning Community	8	+1	.04	-3	-.09	-3	-.10
Research with Faculty	6	+1	.02	+0	.01	+0	.01
Participated in at least one	55	-3	-.06	-3	-.06	-2	-.05
Participated in two or more	7	+0	.01	-3	-.09	-3	-.11
Senior							
Service-Learning	60	+1	.02	+1	.02	+0	.01
Learning Community	22	+6	*** .15	+1	.01	-0	.00
Research with Faculty	18	+1	.02	-5	*** -.12	-5	*** -.14
Internship or Field Exp.	43	+7	*** .14	-5	** -.10	-6	** -.11
Study Abroad	4	-2	* -.08	-5	*** -.21	-6	*** -.24
Culminating Senior Exp.	36	+5	* .10	-8	*** -.17	-10	*** -.20
Participated in at least one	82	+4	* .09	-2	-.07	-3	* -.09
Participated in two or more	50	+4	* .08	-7	*** -.15	-9	*** -.18

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).

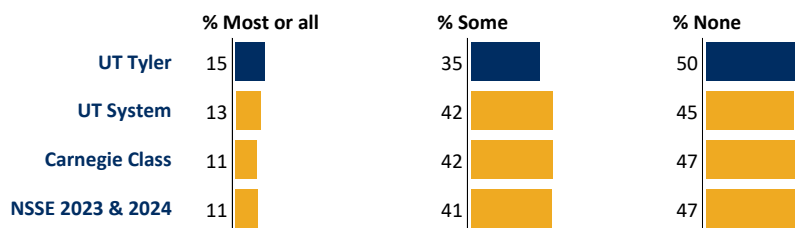
\**p* < .05, \*\**p* < .01, \*\*\**p* < .001 (z-test comparing participation rates).

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

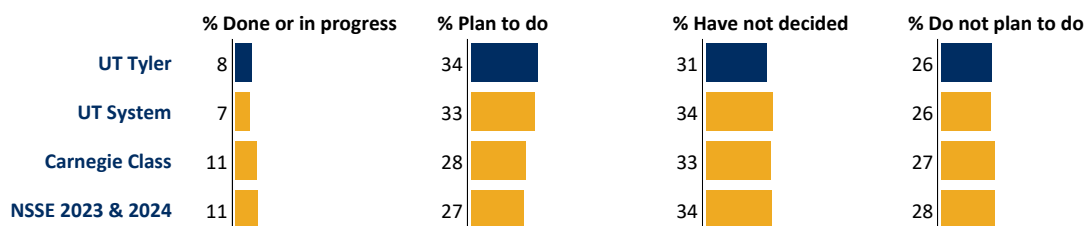
### Service-Learning

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



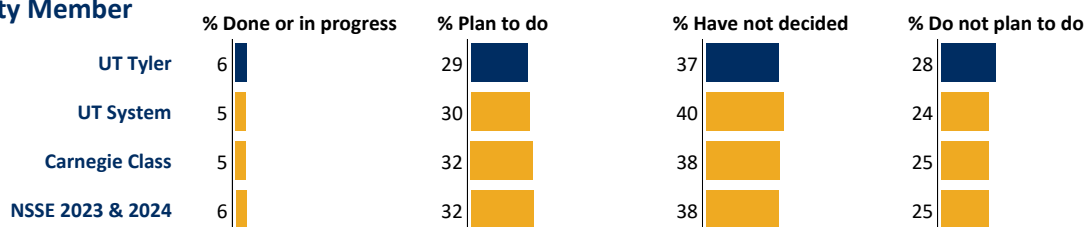
### Learning Community

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.



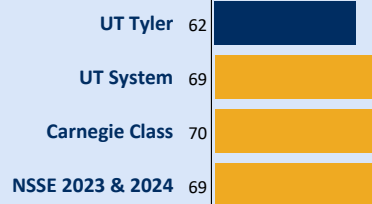
## Plans to Participate<sup>a</sup>

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"

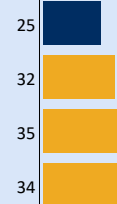
#### Internship or Field Experience

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



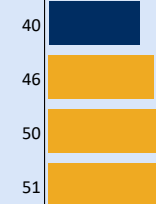
#### Study Abroad

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

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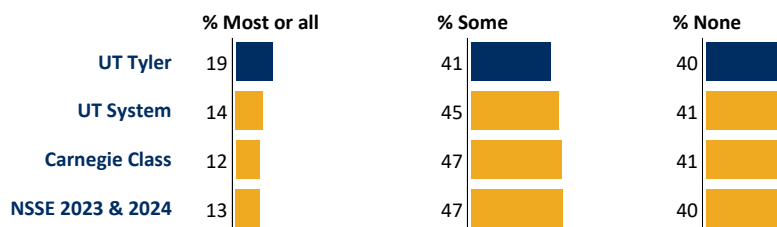
## Response Detail

### The University of Texas at Tyler

## Seniors

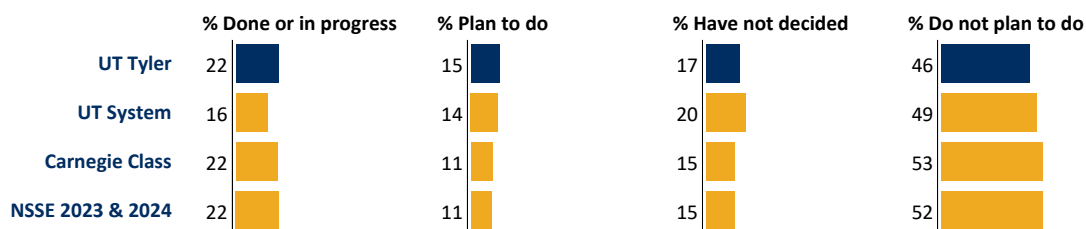
### Service-Learning

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



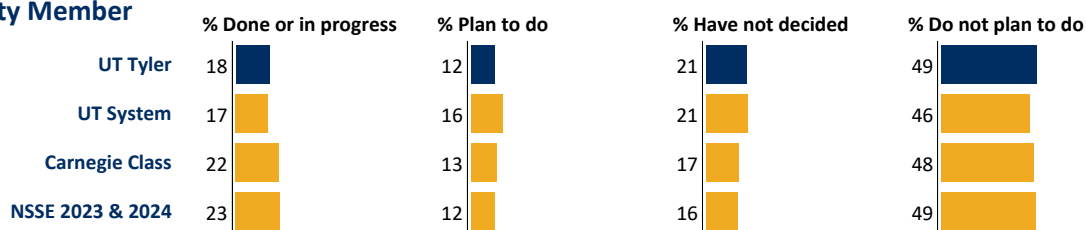
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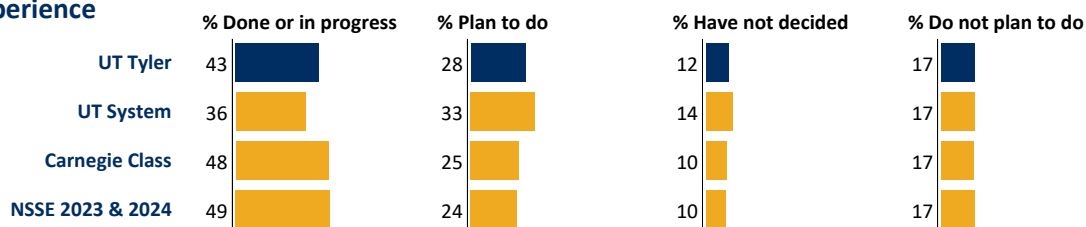
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Work with a faculty member on a research project.



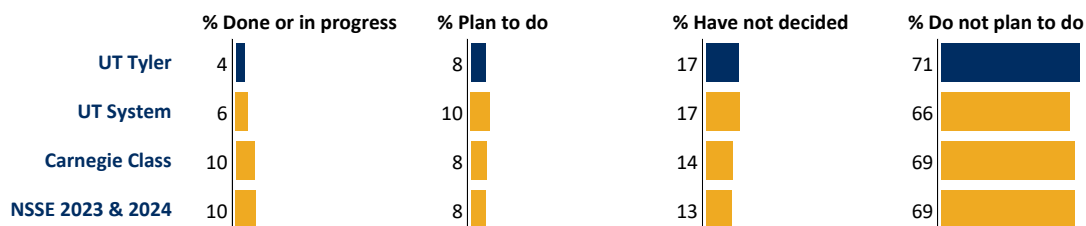
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Participate in an internship, co-op, field experience, student teaching, or clinical placement.



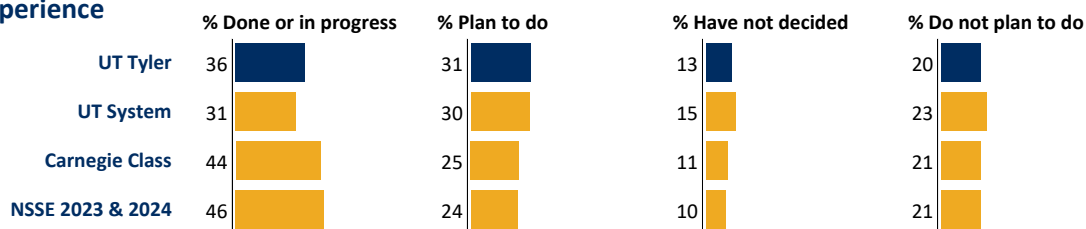
### Study Abroad

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.

# NSSE 2024 High-Impact Practices

## Disaggregated Results

### The University of Texas at Tyler

## 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	5/15	33	0/15	0	1/15	7	15/41	37	5/41	12	9/41	22	17/41	41	1/41	2	15/41	37
Bio. sci., agric., and natural res.	15/26	58	1/26	4	4/26	15	26/57	46	12/57	21	26/56	46	21/57	37	5/57	9	8/57	14
Physical sci., math, computer sci.	10/16	63	0/15	0	2/16	13	8/21	38	3/21	14	1/21	5	7/21	33	1/21	5	8/21	38
Social sciences	8/22	36	2/23	9	0/22	0	41/56	73	11/56	20	8/55	15	27/56	48	5/56	9	9/56	16
Business	17/39	44	5/39	13	2/39	5	51/107	48	16/109	15	8/108	7	28/109	26	3/109	3	38/109	35
Communications, media, public rel.	4/4	100	0/4	0	0/4	0	9/11	82	2/11	18	2/11	18	3/11	27	0/11	0	8/11	73
Education	4/13	31	1/13	8	1/13	8	23/37	62	11/37	30	5/37	14	26/37	70	0/37	0	15/37	41
Engineering	13/21	62	2/21	10	1/20	5	41/92	45	18/93	19	18/93	19	39/93	42	2/93	2	47/91	52
Health professions	44/90	49	8/90	9	3/90	3	178/223	80	71/223	32	41/224	18	128/224	57	9/224	4	81/222	36
Social service professions	6/8	75	0/8	0	0/8	0	26/34	76	9/35	26	7/35	20	15/35	43	3/35	9	16/35	46
Undecided/undeclared	1/2	50	0/3	0	0/3	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	118/230	51	19/229	8	15/229	7	130/176	74	52/176	30	46/175	26	94/176	53	11/176	6	79/176	45
Started elsewhere	13/31	42	3/31	10	0/31	0	311/546	57	114/551	21	83/550	15	229/552	41	18/552	3	182/548	33
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	11/17	65	2/18	11	1/18	6	117/215	54	38/218	17	26/218	12	79/220	36	4/219	2	69/216	32
Full-time	124/253	49	20/255	8	14/254	6	332/525	63	131/529	25	106/527	20	252/529	48	29/529	5	197/528	37
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	47/118	40	11/118	9	8/118	7	188/290	65	80/293	27	66/292	23	152/293	52	12/293	4	125/291	43
First-generation	78/136	57	11/136	8	7/136	5	242/417	58	81/419	19	61/418	15	168/420	40	17/420	4	134/418	32
I prefer not to respond	7/9	78	0/9	0	0/9	0	10/15	67	6/15	40	3/15	20	4/15	27	1/15	7	3/15	20
Race/ethnicity <sup>d</sup>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	14/20	70	0/21	0	2/20	10	31/40	78	10/40	25	6/40	15	15/40	38	2/40	5	15/40	38
Black or African American	20/40	50	4/40	10	2/40	5	65/91	71	28/93	30	22/94	23	44/94	47	5/94	5	28/94	30
Hispanic, Latina/o, Latine, or Latinx	43/70	61	7/70	10	3/70	4	110/180	61	38/182	21	25/181	14	75/182	41	8/182	4	64/180	36
Indigenous, American Indian, etc.	2/10	20	0/10	0	1/10	10	9/13	69	6/13	46	7/13	54	7/13	54	1/13	8	5/13	38
Middle Eastern or North African	1/4	25	1/4	25	1/4	25	2/4	50	1/4	25	0/4	0	0/4	0	0/4	0	0/4	0
Native Hawaiian or Pacific Islander	1/2	50	1/2	50	1/2	50	2/3	67	1/3	33	1/3	33	0/3	0	0/3	0	0/3	0
White	65/148	44	14/147	10	8/147	5	243/426	57	94/426	22	79/425	19	205/427	48	17/427	4	175/427	41
Another race or ethnicity	0/2	0	0/2	0	1/2	50	7/7	100	1/7	14	2/7	29	2/7	29	0/7	0	1/7	14
I prefer not to respond	2/4	50	0/4	0	0/4	0	11/22	50	4/22	18	3/22	14	5/22	23	1/22	5	2/20	10

# NSSE 2024 High-Impact Practices

## Disaggregated Results

### The University of Texas at Tyler

## 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	
<b>International status</b>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not an international student	125/252	50	20/251	8	13/251	5	424/704	60	160/708	23	124/706	18	315/709	44	27/709	4	254/705	36
International student	6/10	60	1/11	9	1/11	9	17/19	89	7/20	35	6/20	30	9/20	45	3/20	15	8/20	40
<b>Gender identity<sup>d</sup></b>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Woman	87/170	51	12/171	7	7/171	4	300/469	64	117/472	25	83/471	18	237/473	50	17/473	4	173/470	37
Man	45/91	49	10/90	11	8/90	9	128/231	55	45/233	19	41/232	18	78/233	33	11/233	5	84/233	36
Trans/Transgender	0/3	0	1/3	33	0/3	0	0/1	0	0/1	0	0/1	0	1/1	100	0/1	0	0/1	0
Agender or gender neutral	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Demigender	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Genderqueer, non-binary, etc.	0/1	0	0/1	0	0/1	0	3/7	43	1/7	14	1/7	14	4/7	57	1/7	14	3/7	43
Two-spirit	0/0		0/0		0/0		1/1	100	1/1	100	1/1	100	1/1	100	0/1	0	1/1	100
Cis/Cisgender	2/13	15	1/13	8	0/13	0	16/27	59	7/27	26	5/27	19	12/27	44	2/27	7	10/27	37
Questioning or unsure	0/1	0	0/1	0	0/1	0	1/2	50	0/2	0	1/2	50	1/2	50	0/2	0	0/2	0
Another gender identity	0/1	0	1/1	100	0/1	0	0/0		0/0		0/0		0/0		0/0		0/0	
I prefer not to respond	0/0		0/0		0/0		7/14	50	2/14	14	2/14	14	5/14	36	1/14	7	2/13	15
<b>Sexual orientation<sup>d</sup></b>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Straight or heterosexual	107/217	49	19/217	9	12/217	6	378/610	62	143/615	23	103/615	17	272/616	44	25/616	4	231/615	38
Bisexual	14/25	56	1/25	4	2/25	8	20/42	48	7/42	17	11/41	27	22/42	52	3/42	7	11/41	27
Lesbian	3/5	60	1/5	20	0/5	0	12/15	80	4/15	27	4/15	27	4/15	27	0/15	0	4/15	27
Gay	2/3	67	0/3	0	0/3	0	4/9	44	2/9	22	2/8	25	4/9	44	0/9	0	2/9	22
Queer	0/4	0	1/4	25	0/4	0	6/7	86	3/7	43	2/7	29	4/7	57	1/7	14	3/7	43
Pansexual or polysexual	2/4	50	0/4	0	0/4	0	8/12	67	5/12	42	3/12	25	9/12	75	0/12	0	5/12	42
Ace, gray, or asexual	0/1	0	0/1	0	0/1	0	3/8	38	2/8	25	4/8	50	4/8	50	0/8	0	3/8	38
Demisexual	1/2	50	1/2	50	1/2	50	4/6	67	1/6	17	0/6	0	2/6	33	0/6	0	2/6	33
Questioning or unsure	1/4	25	0/4	0	0/4	0	2/7	29	2/7	29	3/7	43	5/7	71	1/7	14	4/7	57
Another sexual orientation	0/1	0	1/1	100	0/1	0	1/2	50	1/2	50	0/2	0	2/2	100	0/2	0	0/2	0
I prefer not to respond	7/9	78	0/9	0	0/9	0	17/32	53	5/32	16	4/32	13	12/32	38	1/32	3	6/30	20
<b>Age<sup>b</sup></b>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
FY 21+, Seniors 25+	8/13	62	0/13	0	0/13	0	158/289	55	55/294	19	33/293	11	102/296	34	11/295	4	93/292	32
FY < 21, Seniors < 25	127/257	49	22/260	8	15/259	6	291/451	65	114/453	25	99/452	22	229/453	51	22/453	5	173/452	38

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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	1/1	100	0/1	0	0/1	0	2/3	67	0/3	0	1/3	33	1/3	33	0/3	0	0/3	0
Physical disability	1/2	50	0/2	0	0/2	0	1/3	33	2/3	67	1/3	33	1/3	33	0/3	0	1/3	33
Mental health or develop. disability	10/20	50	0/20	0	2/20	10	33/57	58	15/57	26	16/57	28	34/57	60	3/57	5	20/56	36
Another disability or condition	4/9	44	0/9	0	2/9	22	8/9	89	2/9	22	4/9	44	6/9	67	1/9	11	6/9	67
Multiple types of disab. or cond.	8/23	35	2/23	9	2/23	9	32/52	62	10/52	19	10/52	19	18/52	35	4/52	8	16/52	31
No disability or condition	102/196	52	17/196	9	8/196	4	346/568	61	130/573	23	90/571	16	249/574	43	21/574	4	209/573	36
I prefer not to respond	5/10	50	2/10	20	0/10	0	16/26	62	7/26	27	6/26	23	13/26	50	1/26	4	9/24	38
Residence	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not on campus	70/127	55	10/127	8	10/128	8	378/636	59	136/641	21	98/639	15	276/642	43	27/642	4	231/639	36
On campus	61/135	45	11/135	8	4/134	3	61/84	73	30/84	36	31/84	37	47/84	56	3/84	4	30/83	36
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	117/239	49	20/239	8	12/239	5	418/694	60	158/699	23	126/697	18	313/700	45	29/700	4	256/696	37
Student-athlete	13/22	59	1/22	5	2/22	9	17/22	77	7/22	32	3/22	14	7/22	32	1/22	5	4/22	18
Greek membership	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not a member	119/238	50	19/238	8	12/238	5	402/660	61	142/665	21	111/664	17	291/666	44	26/666	4	235/662	35
Member	8/18	44	2/18	11	2/18	11	30/45	67	19/45	42	16/44	36	24/45	53	2/45	4	15/45	33
Military status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
No military service	129/260	50	21/260	8	14/260	5	419/685	61	162/690	23	126/688	18	310/691	45	28/691	4	252/688	37
Current or former military service	1/2	50	0/2	0	0/2	0	18/32	56	3/32	9	3/32	9	11/32	34	2/32	6	8/31	26
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	21/39	54	3/40	8	2/40	5	24/66	36	8/67	12	7/67	10	23/67	34	2/67	3	18/66	27
Good or excellent	112/226	50	19/225	8	13/225	6	418/660	63	160/664	24	123/662	19	303/665	46	29/665	4	244/662	37
Overall	135/270	50	22/273	8	15/272	6	449/740	60	169/747	22	132/745	18	331/749	43	33/748	4	266/744	36

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?"