NSSE 2018
High-Impact Practices
Lamar University

IPEDS: 22609

NSSE 2018 High-Impact Practices

About This Report

About Your ***High-Impact Practices*** Report

Due to their positive associations with student learning and retention, c 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 asp all students to participate in at least two HIPs over the course of their undergraduate experience twgg8 (g)8 (i)2.9 (]TJ T* [(p)-4 (a)8 (e70.)8 (g8-0 a (f)1.7s8i)2.9 (en (JT1)-10.01 (r)-1t)2.9 (u Tc 0.001 Tw

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 pro

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, comprehensive exam, portfolio, etc.

Report Section

Displays HIP participation for your students compared with that of students at your co 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 mo relative to those at your comparison group institutions.

Response Detail (pp. 4-5)
Provides complete response frequencies for the relevant HIP questions for your stude those at your comparison group institutions. First-year results include a summary of their expectations for future HIP participation.

Participation by Student Characteristics (p
Displays your students' participation in each HIP by selected student characteristics.

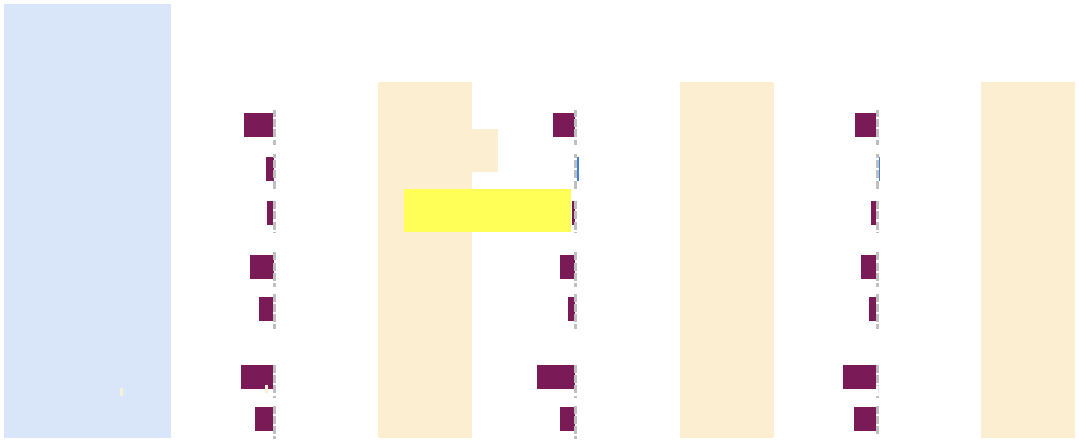
Interpreting Comparisons

HIP participation varies more among students within an institution than it does between institutions, like many experiences and outcomes in higher educatio 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* institution. The table on page 6 provides an initial look at how HIP participation varies by selected student characteristics. The Rep 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.

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

National Survey of Student Engagement (2007). Experiences that matter: Enhancing student learning and success—Annual Report 2007. Bloomington, IN: Indiana University Center for Postsecondary Research.

Rocconi, L., & Gonyea, R. M. (2015, May). Contextualizing student engagement effect sizes: An empirical analysis. Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.



Participation in High-Impact Practices by Student Characteristics

Sex[a]	%	%	%	%	%	%	%	%	%
Female	43	19	3	56	15	12	29	9	20
Male	45	5	3	36	14	21	37	12	34

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Senior Experience

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