NSSE
national survey of
student engagement

NSSE 2020
High-Impact Practices

University of Wyoming

IPEDS: 240727

NSSE 2020 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 can be life-changing (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, comprehensive exam, portfolio, 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 Characteristics (p. 6)
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 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 characteristics. The Report Builder 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.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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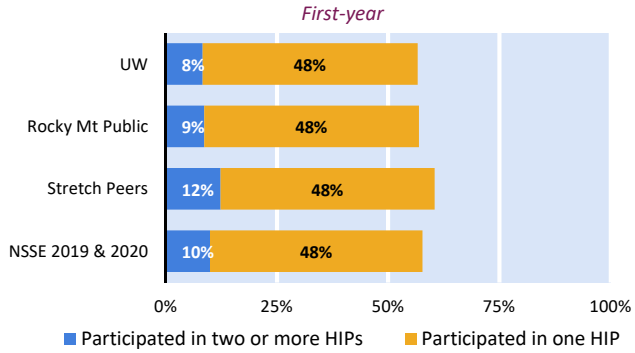
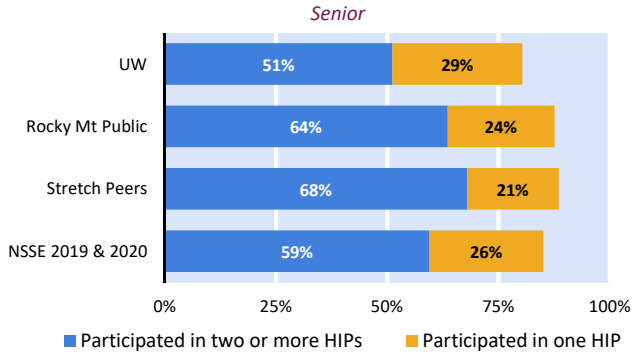
Participation Comparisons

University of Wyoming

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:					
	UW	**Rocky Mt Public**		**Stretch Peers**		**NSSE 2019 & 2020**	
First-year	*%*	*Difference* [a]	*ES* [b]	*Difference* [a]	*ES* [b]	*Difference* [a]	*ES* [b]
Service-Learning	50	-2	-.05	-3	-.05	-3	-.05
Learning Community	11	+1	.02	-6	** -.17	-2	-.05
Research with Faculty	5	+1	.03	-1	-.04	+1	.03
Participated in at least one	57	-0	-.01	-4	-.08	-1	-.02
Participated in two or more	8	-0	-.01	-4	* -.13	-2	-.06
Senior							
Service-Learning	54	-8	*** -.16	-4	-.09	-7	** -.14
Learning Community	17	-5	** -.14	-6	** -.15	-5	** -.13
Research with Faculty	25	-2	-.05	-2	-.04	+2	.05
Internship or Field Exp.	41	-8	*** -.16	-12	*** -.24	-7	** -.13
Study Abroad	14	+3	.08	-4	* -.11	+0	.00
Culminating Senior Exp.	34	-15	*** -.31	-20	*** -.40	-10	*** -.21
Participated in at least one	80	-7	*** -.20	-8	*** -.23	-5	** -.13
Participated in two or more	51	-12	*** -.25	-17	*** -.34	-8	*** -.17

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 2020 High-Impact Practices

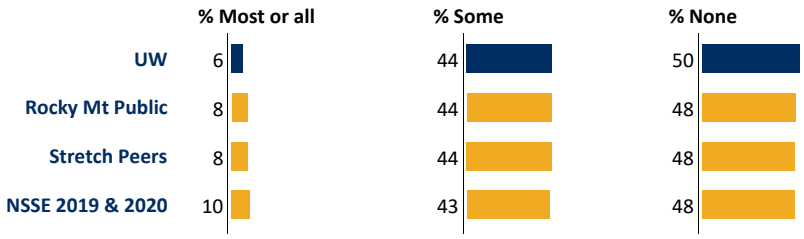
Response Detail

University of Wyoming

First-Year Students

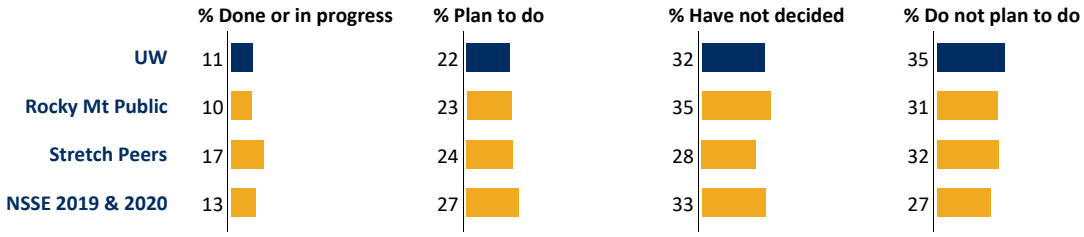
Service-Learning

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



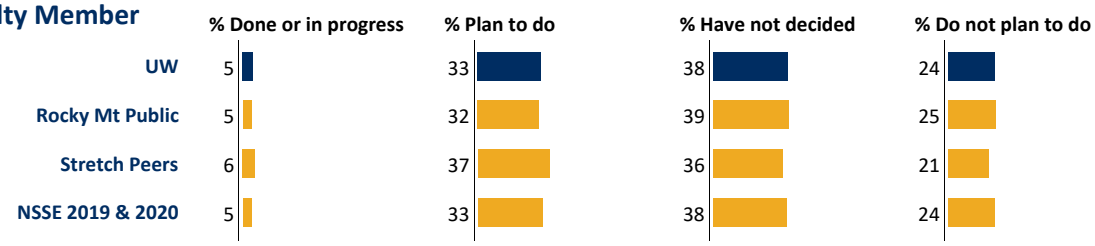
Learning Community

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

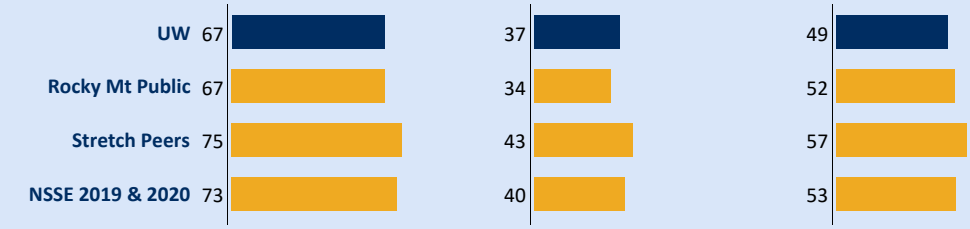
Participate in an internship, co-op, field experience, student teaching, or clinical placement.

Study Abroad

Participate in a study abroad program.

Culminating Senior Experience

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

NSSE 2020 High-Impact Practices

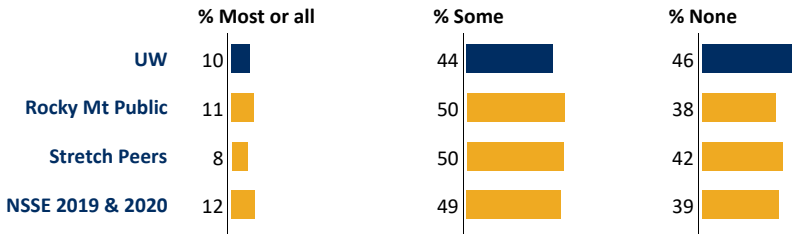
Response Detail

University of Wyoming

Seniors

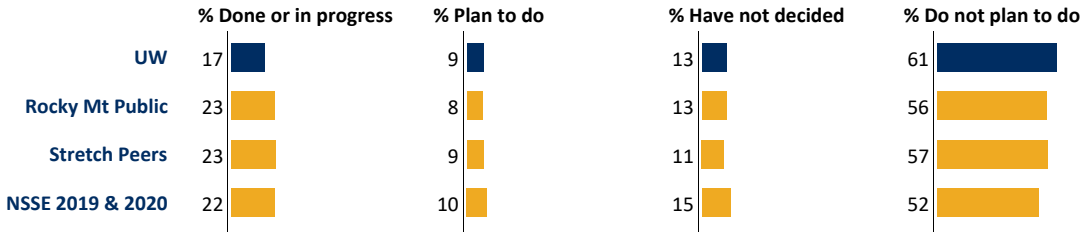
Service-Learning

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



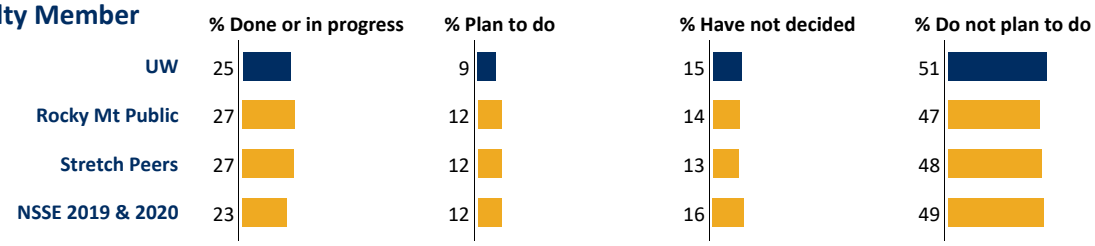
Learning Community

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



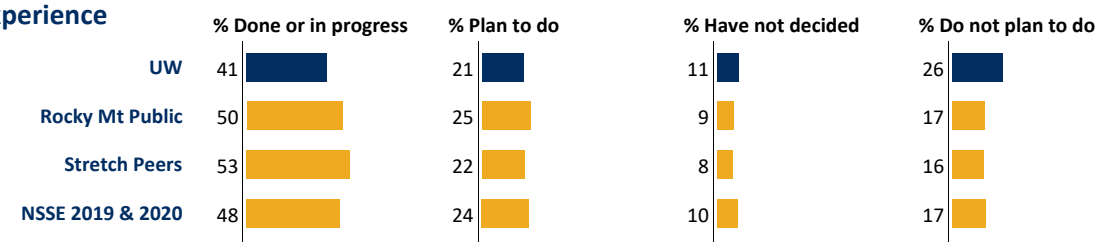
Research with a Faculty Member

Work with a faculty member on a research project.



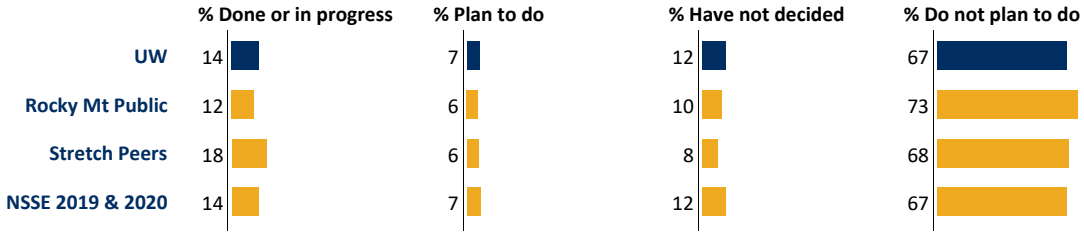
Internship or Field Experience

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



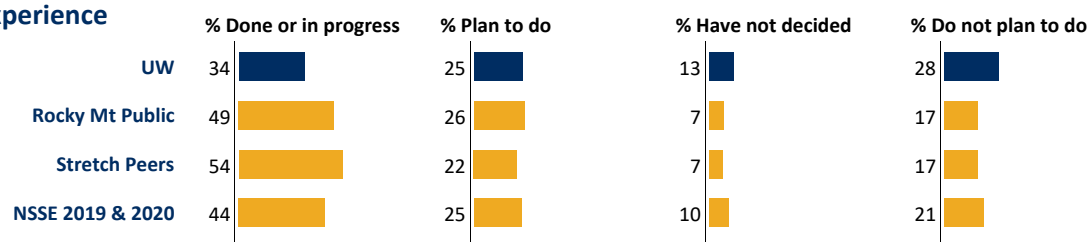
Study Abroad

Participate in a study abroad program.



Culminating Senior Experience

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



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

Participation in High-Impact Practices by Student Characteristics

The table below displays the percentage of your students who participated in each HIP by selected student characteristics. 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
Sex[a]	%	%	%	%	%	%	%	%	%
Female	54	12	4	57	23	27	40	16	35
Male	45	10	7	52	12	24	44	12	33
Race/ethnicity or international[a]									
American Indian or Alaska Native	—	—	—	—	—	—	—	—	—
Asian	—	—	—	—	—	—	—	—	—
Black or African American	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—	—	—	—	—
Native Hawaiian/Other Pac. Islander	—	—	—	—	—	—	—	—	—
White	51	13	4	54	21	25	46	14	37
Other	—	—	—	—	—	—	—	—	—
Foreign or nonresident	55	9	18	67	17	39	26	17	44
Two or more races/ethnicities	36	7	0	14	0	19	32	14	43
Age									
Traditional (FY < 21, Seniors < 25)	51	11	4	57	23	31	50	18	39
Nontraditional (FY 21+, Seniors 25+)	50	0	8	51	11	15	26	10	27
First-generation[b]									
Not first-generation	54	11	6	55	20	30	46	18	41
First-generation	43	11	2	55	17	18	35	11	25
Enrollment status[a]									
Not full-time	—	—	—	46	10	12	24	10	23
Full-time	51	11	5	57	21	29	46	16	37
Residence									
Not on campus	42	1	3	54	18	25	41	14	34
On campus	53	14	5	63	25	28	50	34	34
Major category[c]									
Arts & humanities	70	19	7	57	9	23	31	31	46
Biological sciences, agriculture, natural res.	42	10	10	49	15	43	48	21	33
Physical sciences, math, computer science	58	13	0	30	22	35	65	13	48
Social sciences	68	20	4	70	14	39	30	18	35
Business	38	3	0	61	9	6	19	4	25
Communications, media, public relations	—	—	—	67	13	40	33	53	33
Education	63	15	0	60	33	8	55	15	20
Engineering	42	3	7	37	23	38	61	9	66
Health professions	43	13	0	61	25	22	50	12	31
Social service professions	31	6	6	68	32	11	53	5	0
Undecided/undeclared	53	0	7	—	—	—	—	—	—
Overall	50	11	5	54	17	25	41	14	34

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.

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. Institution-customized major categories will be included on the Major Field Report, to be released in the fall. Excludes majors categorized as "all other."