



NSSE 2023

High-Impact Practices

California State University, Sacramento

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.

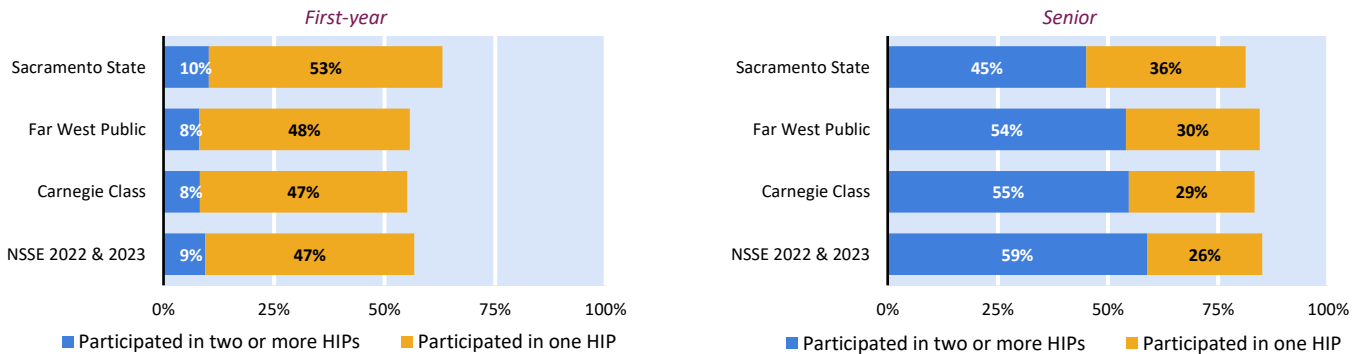
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

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:

	Sacramento State	Far West Public		Carnegie Class		NSSE 2022 & 2023	
	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b
<i>First-year</i>							
Service-Learning	61	+9	*** .18	+9	*** .18	+9	*** .18
Learning Community	10	+1	.02	+1	.05	-1	-.04
Research with Faculty	4	+0	.00	-0	-.02	-1	-.04
Participated in at least one	63	+7	** .15	+8	*** .16	+6	** .13
Participated in two or more	10	+2	.08	+2	.07	+1	.03
<i>Senior</i>							
Service-Learning	63	+0	.01	+2	.05	+4	** .08
Learning Community	17	-1	-.03	-2	* -.06	-5	*** -.13
Research with Faculty	12	-6	*** -.18	-7	*** -.19	-11	*** -.29
Internship or Field Exp.	33	-6	*** -.12	-10	*** -.21	-15	*** -.31
Study Abroad	4	-1	-.02	-1	-.05	-4	*** -.17
Culminating Senior Exp.	35	-9	*** -.18	-10	*** -.20	-11	*** -.22
Participated in at least one	81	-3	** -.08	-2	* -.05	-4	*** -.10
Participated in two or more	45	-9	*** -.18	-10	*** -.19	-14	*** -.28

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).

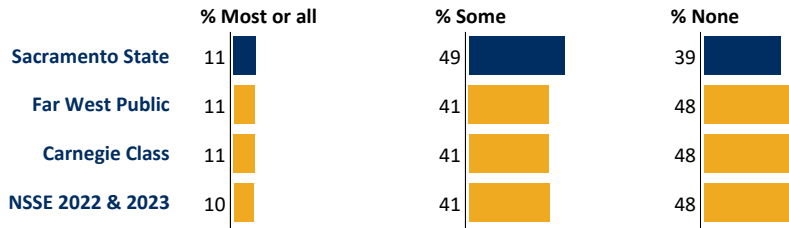
p* < .05, *p* < .01, ****p* < .001 (z-test comparing participation rates).

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).

First-year students

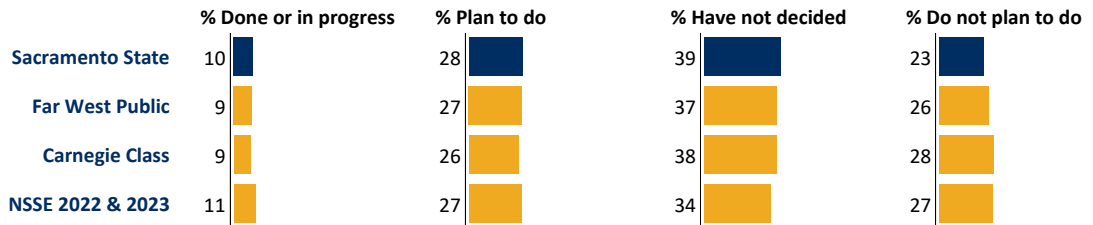
Service-Learning

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



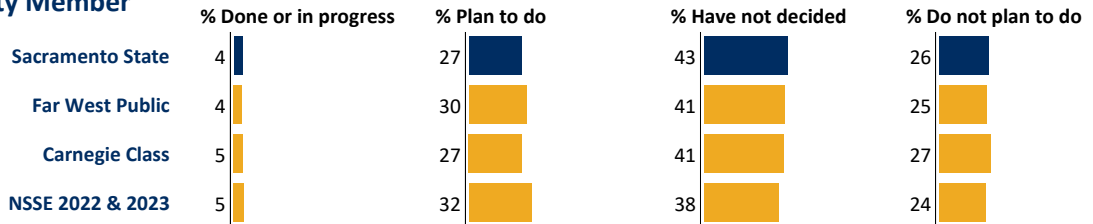
Learning Community

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.



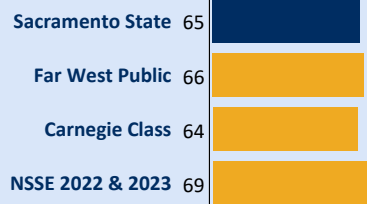
Plans to Participate^a

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"

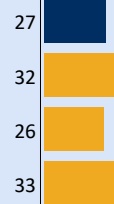
Internship or Field Experience

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



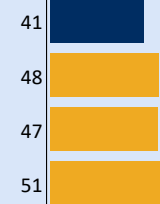
Study Abroad

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.).



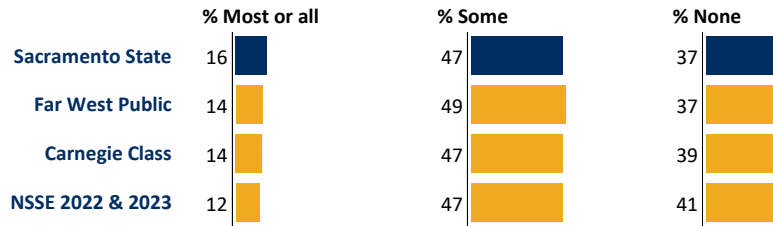
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

Note: Results weighted by institution-reported sex (including "Another" and "Unknown" when provided) and enrollment status (and institutional size for comparison groups).

Seniors

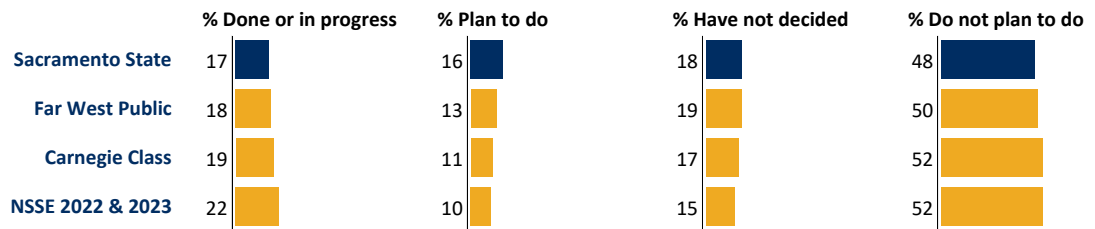
Service-Learning

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



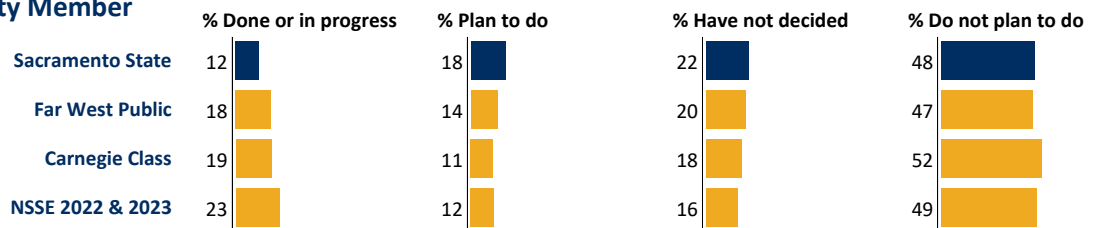
Learning Community

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



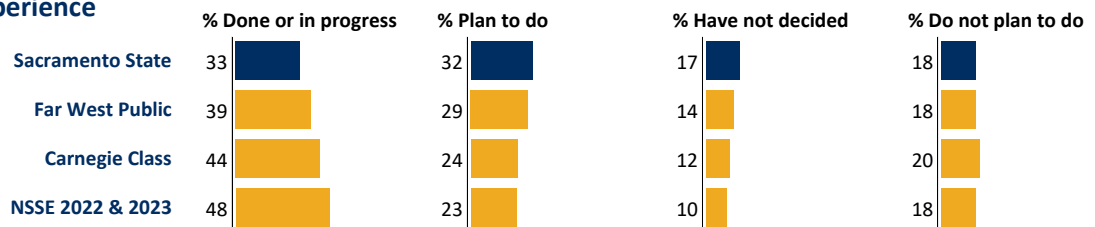
Research with a Faculty Member

Work with a faculty member on a research project.



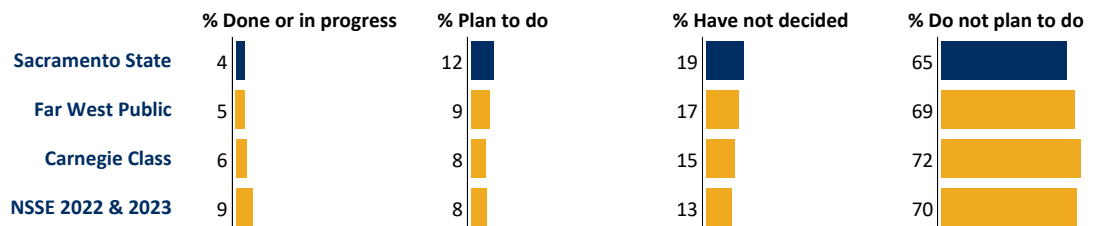
Internship or Field Experience

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



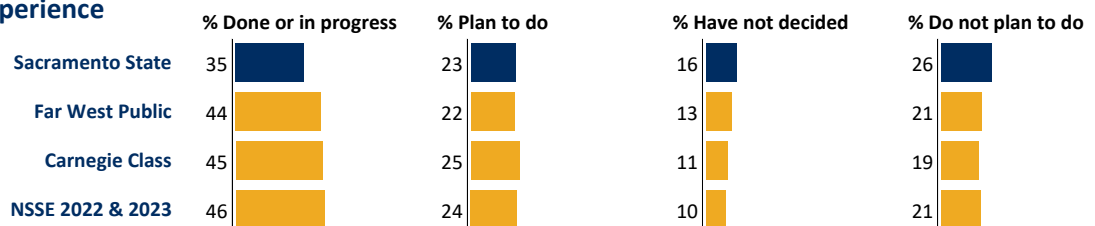
Study Abroad

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 weighted by institution-reported sex (including "Another" and "Unknown" when provided) and enrollment status (and institutional size for comparison groups).

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 (%).

	<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	
Major category ^a	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Arts & humanities	37/54	69	6/54	11	2/54	4	67/142	47	26/144	18	17/145	12	35/144	24	7/143	5	60/145	41
Bio. sci., agric., and natural res.	24/35	69	2/35	6	0/34	0	67/99	68	21/98	21	23/99	23	38/100	38	9/99	9	23/98	23
Physical sci., math, computer sci.	27/41	66	3/40	8	4/41	10	45/93	48	15/93	16	13/93	14	24/93	26	2/93	2	39/93	42
Social sciences	36/66	55	4/66	6	1/66	2	211/330	64	48/331	15	48/332	14	115/332	35	18/330	5	149/330	45
Business	32/48	67	8/48	17	3/48	6	108/188	57	27/189	14	15/189	8	49/190	26	8/188	4	69/190	36
Communications, media, public rel.	4/6	67	0/6	0	1/6	17	43/77	56	8/79	10	5/79	6	21/79	27	5/78	6	19/79	24
Education	5/7	71	1/7	14	0/7	0	18/28	64	4/28	14	3/28	11	9/28	32	1/27	4	9/27	33
Engineering	29/52	56	5/52	10	2/52	4	55/91	60	20/92	22	14/92	15	35/92	38	2/92	2	52/92	57
Health professions	64/104	62	14/105	13	5/105	5	169/227	74	53/229	23	26/228	11	90/227	40	11/229	5	60/229	26
Social service professions	18/31	58	5/30	17	2/31	6	77/104	74	17/102	17	7/104	7	43/103	42	1/104	1	17/104	16
Undecided/undeclared	7/10	70	0/10	0	0/10	0	2/3	67	0/3	0	0/3	0	0/3	0	1/3	33	0/3	0
Transfer status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Started here	268/434	62	49/433	11	16/434	4	240/355	68	74/358	21	59/360	16	142/358	40	16/359	4	130/359	36
Started elsewhere	12/21	57	1/21	5	3/21	14	649/1059	61	173/1064	16	111/1066	10	341/1065	32	45/1058	4	370/1065	35
Enrollment status^b	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not full-time	12/26	46	1/25	4	1/26	4	201/338	59	51/339	15	40/340	12	92/339	27	19/336	6	114/340	34
Full-time	289/463	62	51/466	11	20/464	4	747/1154	65	213/1167	18	140/1170	12	426/1174	36	50/1167	4	412/1165	35
First-generation^c	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	71/139	51	16/139	12	8/138	6	246/421	58	70/420	17	57/421	14	158/423	37	27/419	6	153/421	36
First-generation	186/283	66	32/282	11	10/284	4	610/949	64	174/954	18	111/957	12	314/953	33	35/952	4	335/956	35
I prefer not to respond	24/34	71	3/34	9	2/34	6	41/57	72	7/59	12	4/59	7	14/59	24	3/58	5	17/59	29
Race/ethnicity^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	113/151	75	21/151	14	8/150	5	246/358	69	57/362	16	44/363	12	99/362	27	22/360	6	114/362	31
Black or African American	21/34	62	5/36	14	4/35	11	72/106	68	24/108	22	9/107	8	43/108	40	6/108	6	25/108	23
Hispanic, Latina/o, Latine, or Latinx	112/200	56	19/198	10	7/200	4	304/485	63	88/485	18	51/486	10	172/485	35	11/486	2	178/486	37
Indigenous, American Indian, etc.	7/11	64	1/11	9	1/11	9	21/46	46	5/45	11	5/44	11	14/46	30	2/45	4	16/45	36
Middle Eastern or North African	5/7	71	0/7	0	0/7	0	29/43	67	11/43	26	9/43	21	24/44	55	2/43	5	14/44	32
Native Hawaiian or Pacific Islander	10/16	63	1/16	6	2/16	13	31/46	67	12/45	27	8/46	17	17/46	37	1/46	2	14/46	30
White	51/96	53	11/96	11	3/96	3	288/511	56	81/514	16	71/516	14	182/514	35	26/511	5	204/514	40
Another race or ethnicity	9/19	47	2/19	11	1/19	5	18/35	51	8/35	23	6/35	17	12/35	34	5/35	14	16/35	46
I prefer not to respond	4/9	44	0/9	0	0/9	0	30/55	55	7/55	13	8/55	15	16/54	30	2/54	4	14/55	25

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

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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	%
International status																		
Not an international student	267/438	61	47/437	11	16/438	4	876/1398	63	244/1404	17	165/1408	12	472/1406	34	54/1400	4	492/1407	35
International student	13/16	81	3/16	19	3/16	19	22/29	76	7/29	24	8/29	28	12/29	41	11/29	38	11/29	38
Gender identity^d																		
Woman	170/285	60	35/286	12	11/286	4	583/912	64	165/914	18	109/918	12	331/917	36	45/912	5	318/917	35
Man	102/155	66	15/154	10	7/154	5	279/446	63	76/450	17	54/450	12	135/449	30	17/449	4	165/450	37
Agender or gender neutral	1/3	33	0/3	0	0/3	0	3/7	43	1/7	14	0/7	0	2/7	29	1/7	14	0/7	0
Demigender	1/3	33	0/3	0	0/3	0	3/6	50	1/6	17	1/6	17	2/6	33	1/6	17	2/6	33
Genderqueer, non-binary, etc.	6/12	50	1/11	9	1/12	8	13/33	39	5/33	15	4/33	12	12/33	36	0/33	0	13/33	39
Genderfluid	3/8	38	3/7	43	0/8	0	6/15	40	2/15	13	1/15	7	5/15	33	0/15	0	5/15	33
Two-spirit	3/4	75	1/4	25	1/4	25	2/4	50	0/4	0	0/4	0	0/4	0	0/4	0	2/4	50
Cis/Cisgender	19/30	63	3/30	10	2/30	7	45/85	53	11/84	13	10/84	12	31/84	37	2/83	2	40/84	48
Trans/Transgender	4/6	67	0/6	0	0/6	0	4/13	31	5/13	38	1/13	8	4/13	31	1/13	8	4/13	31
Questioning or unsure	5/7	71	1/7	14	1/7	14	2/8	25	0/8	0	0/8	0	0/8	0	0/8	0	5/8	63
Another gender identity	3/3	100	0/3	0	0/3	0	1/4	25	0/4	0	1/4	25	2/4	50	0/4	0	3/4	75
I prefer not to respond	4/6	67	0/6	0	0/6	0	20/35	57	4/35	11	5/35	14	10/35	29	1/34	3	8/35	23
Sexual orientation^d																		
Straight or heterosexual	216/345	63	40/343	12	15/345	4	718/1098	65	196/1105	18	118/1108	11	375/1105	34	51/1101	5	394/1107	36
Bisexual	37/54	69	6/54	11	3/54	6	83/152	55	25/150	17	30/152	20	48/153	31	4/151	3	51/152	34
Lesbian	8/11	73	1/11	9	1/11	9	13/22	59	3/22	14	3/22	14	5/22	23	2/22	9	6/22	27
Gay	4/6	67	1/6	17	0/6	0	9/19	47	4/19	21	4/19	21	5/19	26	2/19	11	8/19	42
Queer	3/7	43	1/7	14	0/7	0	14/37	38	7/36	19	6/36	17	10/37	27	2/36	6	14/35	40
Pansexual or polysexual	4/10	40	1/11	9	0/11	0	17/43	40	12/43	28	5/44	11	16/43	37	4/44	9	15/44	34
Ace, gray, or asexual	3/6	50	0/6	0	0/6	0	8/19	42	5/19	26	4/18	22	7/19	37	0/19	0	7/19	37
Demisexual	4/6	67	0/6	0	0/6	0	6/21	29	4/21	19	4/21	19	7/21	33	1/21	5	5/21	24
Questioning or unsure	10/17	59	1/17	6	0/17	0	21/35	60	5/35	14	5/35	14	12/35	34	1/35	3	14/35	40
Another sexual orientation	2/3	67	0/3	0	0/3	0	2/7	29	0/7	0	1/7	14	2/7	29	0/7	0	3/7	43
I prefer not to respond	9/20	45	1/20	5	2/19	11	40/70	57	9/70	13	9/70	13	19/70	27	5/69	7	20/70	29
Age^b																		
FY 21+, Seniors 25+	8/17	47	2/17	12	1/17	6	354/580	61	119/585	20	79/587	13	197/585	34	32/579	6	222/585	38
FY < 21, Seniors < 25	293/472	62	50/474	11	20/473	4	594/912	65	145/921	16	101/923	11	321/928	35	37/924	4	304/920	33

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	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	3/4	75	0/4	0	0/4	0	8/10	80	3/10	30	0/10	0	4/10	40	0/10	0	3/10	30
Physical disability	0/0		0/0		0/0		1/1	100	0/1	0	0/1	0	0/1	0	0/1	0	1/1	100
Mental health or develop. disability	10/27	37	4/29	14	1/29	3	73/135	54	24/133	18	16/134	12	47/134	35	8/134	6	46/133	35
Another disability or condition	1/2	50	0/2	0	0/2	0	15/25	60	3/25	12	3/25	12	8/25	32	0/24	0	11/25	44
Multiple types of disab. or cond.	5/14	36	1/14	7	0/14	0	55/93	59	23/93	25	23/94	24	35/93	38	6/91	7	42/94	45
No disability or condition	239/378	63	42/375	11	15/376	4	703/1089	65	187/1096	17	122/1098	11	361/1097	33	48/1094	4	377/1098	34
I prefer not to respond	14/19	74	0/19	0	3/19	16	34/60	57	10/61	16	6/61	10	21/61	34	2/61	3	19/61	31
Residence																		
Not on campus	198/313	63	35/313	11	11/313	4	854/1355	63	240/1360	18	160/1364	12	462/1362	34	55/1357	4	474/1363	35
On campus	73/132	55	13/131	10	8/132	6	34/57	60	8/58	14	9/58	16	17/58	29	9/57	16	23/58	40
Athlete status						0				0								
Not an athlete	269/438	61	45/437	10	18/438	4	873/1394	63	241/1400	17	166/1404	12	476/1403	34	61/1396	4	490/1403	35
Student-athlete	6/10	60	3/10	30	1/10	10	13/18	72	5/18	28	2/18	11	3/18	17	2/18	11	7/18	39
Greek membership																		
Not a member	269/441	61	46/440	10	18/441	4	833/1333	62	224/1339	17	158/1342	12	444/1340	33	58/1334	4	469/1341	35
Member	3/5	60	1/5	20	1/5	20	42/58	72	19/59	32	8/59	14	27/59	46	4/59	7	23/59	39
Military status																		
No military service	271/444	61	49/443	11	19/443	4	866/1372	63	243/1378	18	162/1382	12	464/1381	34	59/1374	4	481/1381	35
Current or former military service	2/3	67	0/2	0	0/3	0	20/38	53	6/38	16	7/38	18	13/37	35	4/38	11	17/38	45
Satisfaction^e																		
Fair or poor	43/80	54	7/81	9	6/80	8	136/259	53	30/260	12	22/261	8	60/262	23	11/259	4	75/261	29
Good or excellent	243/383	63	43/381	11	14/383	4	781/1192	66	223/1199	19	153/1202	13	433/1198	36	55/1195	5	432/1199	36
Overall	301/489	61	52/491	10	21/490	4	948/1492	63	264/1506	17	180/1510	12	518/1513	33	69/1503	4	526/1505	35

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. 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?"