



NSSE 2024

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.

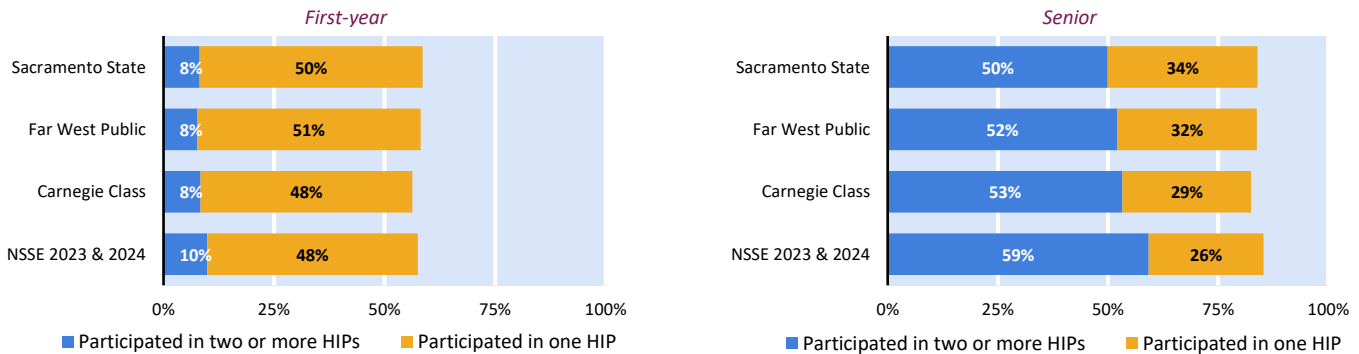
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

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 2023 & 2024	
	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b
<i>First-year</i>							
Service-Learning	56	+1	.02	+3	.05	+3	.06
Learning Community	9	+1	.02	+0	.01	-2	-.08
Research with Faculty	4	-0	-.02	-1	-.04	-2	-.08
Participated in at least one	59	+0	.01	+2	.05	+1	.02
Participated in two or more	8	+1	.02	-0	-.01	-2	-.06
<i>Senior</i>							
Service-Learning	63	-0	-.01	+3	.05	+4	.07
Learning Community	18	-1	-.02	-2	-.04	-5	* -.12
Research with Faculty	19	+1	.04	+1	.02	-4	* -.11
Internship or Field Exp.	37	-1	-.01	-5	* -.10	-12	*** -.23
Study Abroad	4	-1	-.05	-2	* -.10	-6	*** -.24
Culminating Senior Exp.	43	+3	.06	+0	.00	-2	-.05
Participated in at least one	84	+0	.00	+1	.04	-1	-.04
Participated in two or more	50	-2	-.04	-3	-.07	-9	*** -.19

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).

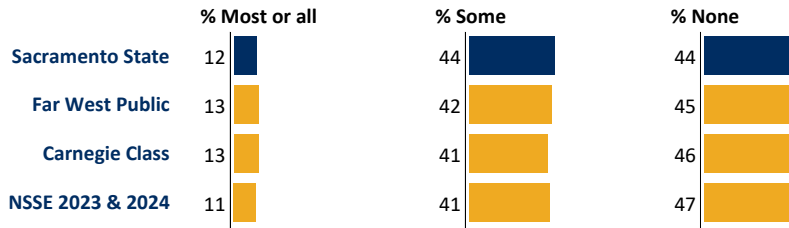
p* < .05, *p* < .01, ****p* < .001 (*z*-test comparing participation rates).

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

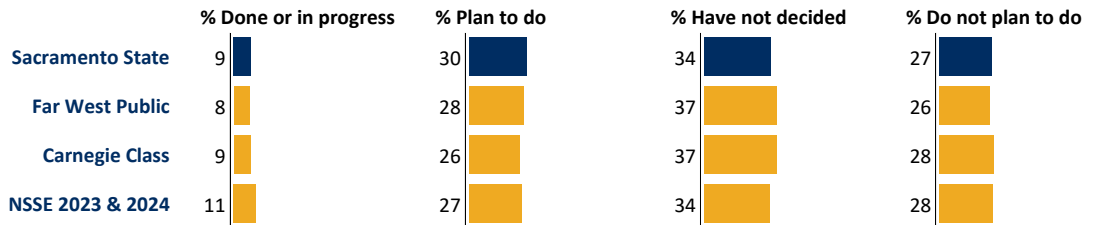
Service-Learning

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



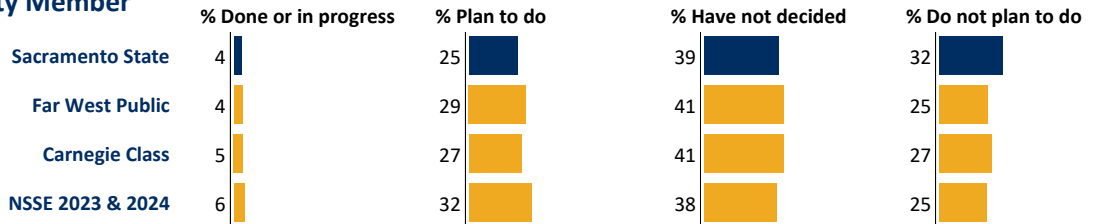
Learning Community

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.



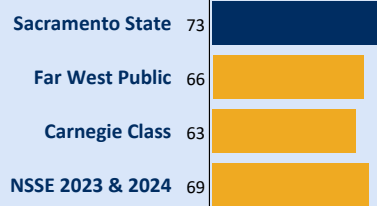
Plans to Participate^a

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"

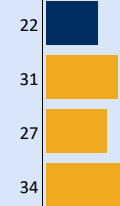
Internship or Field Experience

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



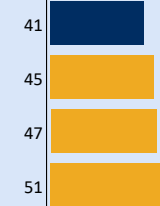
Study Abroad

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.).



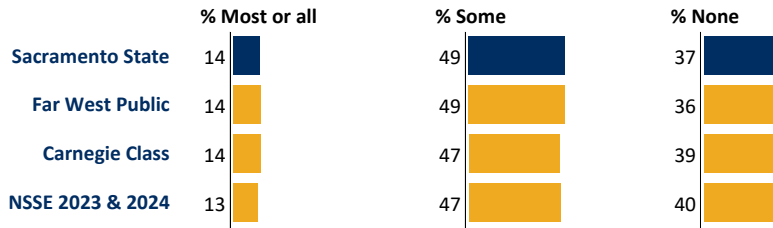
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

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

Seniors

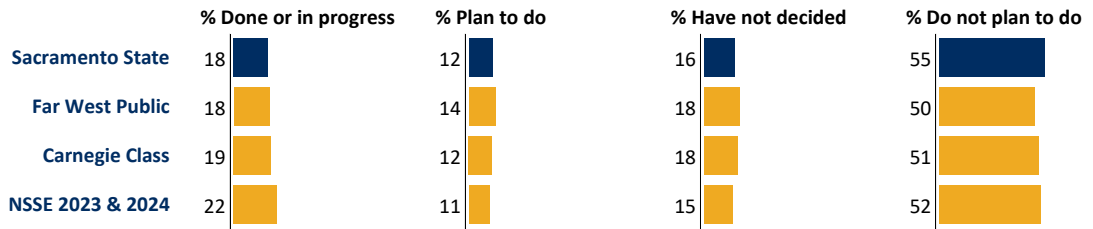
Service-Learning

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



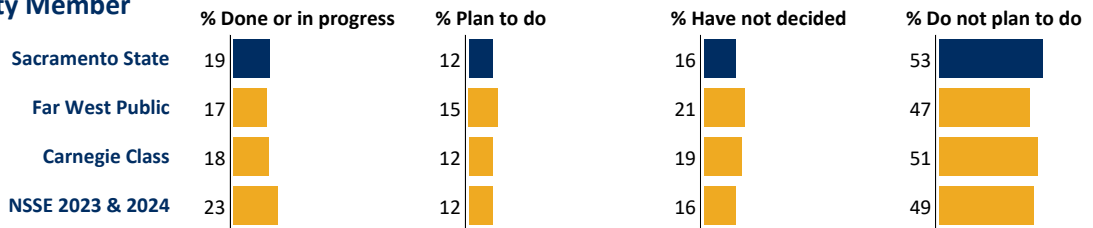
Learning Community

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



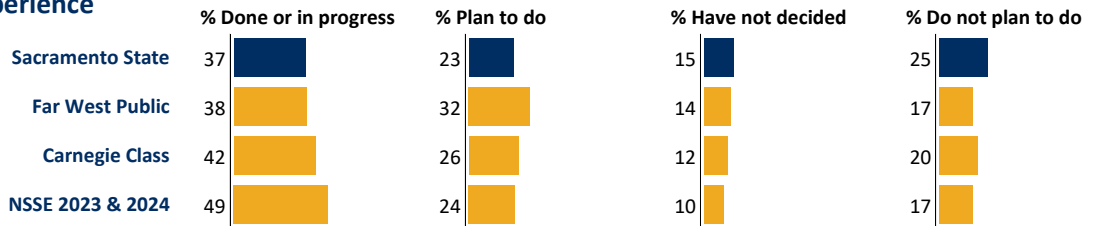
Research with a Faculty Member

Work with a faculty member on a research project.



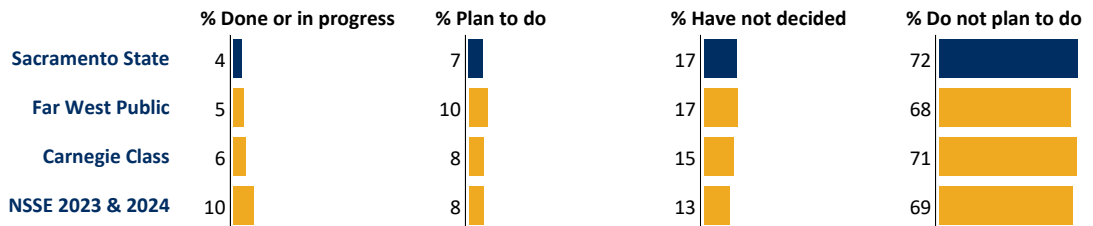
Internship or Field Experience

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



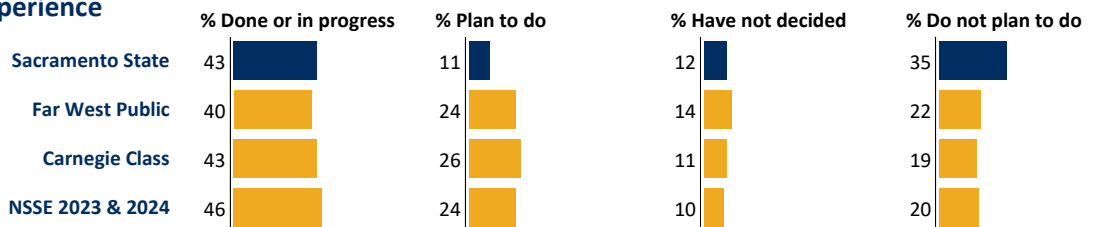
Study Abroad

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 (%).

	<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	11/15	73	2/14	14	1/15	7	20/37	54	5/38	13	8/38	21	11/38	29	3/38	8	20/38	53
Bio. sci., agric., and natural res.	11/18	61	3/18	17	0/17	0	13/16	81	4/17	24	7/17	41	6/17	35	0/17	0	3/17	18
Physical sci., math, computer sci.	10/16	63	1/17	6	1/17	6	10/17	59	4/17	24	5/17	29	8/17	47	1/17	6	12/17	71
Social sciences	23/32	72	2/33	6	0/32	0	60/100	60	13/100	13	26/100	26	33/100	33	3/100	3	52/100	52
Business	11/24	46	1/24	4	2/24	8	23/39	59	9/39	23	5/39	13	15/39	38	2/39	5	13/39	33
Communications, media, public rel.	0/4	0	0/4	0	0/4	0	14/25	56	6/25	24	5/25	20	9/25	36	2/25	8	9/25	36
Education	1/5	20	0/5	0	0/5	0	4/4	100	0/4	0	0/4	0	2/4	50	0/4	0	4/4	100
Engineering	10/21	48	2/21	10	0/21	0	7/16	44	3/16	19	5/16	31	5/16	31	1/16	6	14/16	88
Health professions	26/45	58	6/45	13	4/45	9	43/60	72	13/61	21	3/61	5	26/61	43	1/61	2	14/60	23
Social service professions	6/12	50	0/13	0	0/13	0	24/29	83	7/29	24	2/29	7	14/29	48	1/29	3	4/29	14
Undecided/undeclared	0/0		0/0		0/0		1/1	100	0/25	0	0/25	0	0/25	0	0/25	0	1/1	100
Transfer status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Started here	106/188	56	16/190	8	8/189	4	67/105	64	24/107	22	16/107	15	33/107	31	5/107	5	45/107	42
Started elsewhere	7/15	47	3/15	20	0/15	0	163/249	65	42/250	17	51/250	20	103/249	41	10/250	4	106/249	43
Enrollment status^b	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not full-time	3/5	60	1/5	20	0/5	0	45/74	61	11/74	15	8/74	11	22/74	30	2/74	3	30/74	41
Full-time	121/212	57	20/214	9	8/213	4	192/296	65	58/301	19	64/300	21	121/303	40	16/300	5	130/299	43
First-generation^c	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	31/67	46	4/67	6	2/67	3	74/118	63	19/119	16	22/119	18	58/119	49	5/119	4	54/119	45
First-generation	73/122	60	14/124	11	6/123	5	145/223	65	42/225	19	43/225	19	73/224	33	9/225	4	94/224	42
I prefer not to respond	8/13	62	1/13	8	0/13	0	12/15	80	6/15	40	3/15	20	5/15	33	2/15	13	4/15	27
Race/ethnicity^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	41/72	57	6/72	8	2/71	3	48/76	63	11/77	14	13/77	17	28/77	36	4/77	5	26/76	34
Black or African American	8/16	50	1/16	6	0/16	0	19/29	66	4/29	14	7/29	24	12/29	41	1/29	3	12/29	41
Hispanic, Latina/o, Latine, or Latinx	45/80	56	7/81	9	6/82	7	82/127	65	26/127	20	22/127	17	46/126	37	4/127	3	52/127	41
Indigenous, American Indian, etc.	4/6	67	0/6	0	0/6	0	10/13	77	3/13	23	2/13	15	6/13	46	0/13	0	8/13	62
Middle Eastern or North African	3/3	100	0/3	0	0/3	0	4/5	80	0/5	0	1/5	20	1/5	20	0/5	0	1/5	20
Native Hawaiian or Pacific Islander	7/9	78	1/9	11	0/9	0	8/10	80	4/10	40	1/10	10	3/10	30	0/10	0	4/10	40
White	31/54	57	5/55	9	0/54	0	84/141	60	23/143	16	29/143	20	62/142	44	8/143	6	69/143	48
Another race or ethnicity	2/3	67	0/3	0	0/3	0	7/10	70	0/10	0	2/10	20	3/10	30	0/10	0	3/10	30
I prefer not to respond	2/5	40	0/5	0	1/5	20	7/11	64	3/11	27	3/11	27	5/11	45	0/11	0	7/11	64

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	
International status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not an international student	109/198	55	19/200	10	8/199	4	223/345	65	60/348	17	67/348	19	129/347	37	14/348	4	145/347	42
International student	4/5	80	0/5	0	0/5	0	8/11	73	7/11	64	1/11	9	7/11	64	2/11	18	7/11	64
Gender identity^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Woman	73/123	59	12/122	10	4/122	3	156/236	66	49/238	21	44/238	18	92/237	39	13/238	5	98/237	41
Man	37/71	52	5/74	7	4/73	5	60/97	62	14/98	14	17/98	17	36/98	37	3/98	3	44/98	45
Trans/Transgender	3/6	50	2/6	33	0/6	0	3/5	60	1/5	20	1/5	20	5/5	100	1/5	20	2/5	40
Agender or gender neutral	1/1	100	0/1	0	0/1	0	1/3	33	0/3	0	1/3	33	3/3	100	0/3	0	1/3	33
Demigender	0/2	0	0/2	0	0/2	0	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0	1/1	100
Genderqueer, non-binary, etc.	2/4	50	0/4	0	0/4	0	8/14	57	2/14	14	1/14	7	3/14	21	0/14	0	9/14	64
Two-spirit	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0
Cis/Cisgender	6/8	75	0/8	0	0/8	0	21/31	68	5/31	16	7/31	23	17/31	55	1/31	3	11/31	35
Questioning or unsure	2/2	100	1/2	50	0/2	0	0/1	0	0/1	0	1/1	100	0/1	0	0/1	0	0/1	0
Another gender identity	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0
I prefer not to respond	0/1	0	1/1	100	0/1	0	6/8	75	2/8	25	3/8	38	3/8	38	0/8	0	3/8	38
Sexual orientation^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Straight or heterosexual	83/148	56	10/150	7	6/150	4	167/261	64	49/264	19	44/264	17	93/263	35	10/264	4	106/263	40
Bisexual	14/21	67	4/21	19	0/20	0	37/51	73	9/51	18	14/51	27	23/51	45	3/51	6	26/51	51
Lesbian	2/4	50	0/4	0	0/4	0	4/8	50	1/8	13	1/8	13	3/8	38	0/8	0	2/8	25
Gay	1/6	17	2/6	33	0/6	0	5/7	71	2/7	29	2/7	29	3/7	43	1/7	14	4/7	57
Queer	2/4	50	0/4	0	0/4	0	7/12	58	1/12	8	4/12	33	7/12	58	0/12	0	8/12	67
Pansexual or polysexual	6/7	86	2/7	29	0/7	0	7/11	64	2/11	18	2/11	18	4/11	36	1/11	9	6/11	55
Ace, gray, or asexual	5/10	50	0/10	0	2/10	20	3/3	100	0/3	0	1/3	33	2/3	67	0/3	0	0/3	0
Demisexual	1/3	33	0/3	0	0/3	0	3/3	100	1/3	33	1/3	33	3/3	100	0/3	0	2/3	67
Questioning or unsure	2/6	33	1/6	17	0/6	0	3/6	50	1/6	17	3/6	50	2/6	33	0/6	0	3/6	50
Another sexual orientation	1/1	100	0/1	0	0/1	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0
I prefer not to respond	2/5	40	0/5	0	0/5	0	12/19	63	4/19	21	4/19	21	9/19	47	2/19	11	8/19	42
Age^b	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
FY 21+, Seniors 25+	0/214	0	0/216	0	0/215	0	95/145	66	31/148	21	30/148	20	60/149	40	9/148	6	65/147	44
FY < 21, Seniors < 25	124/214	58	21/216	10	8/215	4	142/225	63	38/227	17	42/226	19	83/228	36	9/226	4	95/226	42

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		
	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	
Disability status^d																			
Sensory disability	1/1	100	1/1	100	0/1	0	3/3	100	1/3	33	1/3	33	2/3	67	0/3	0	1/3	33	
Physical disability	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		
Mental health or develop. disability	12/20	60	1/20	5	1/20	5	20/34	59	4/34	12	6/34	18	18/34	53	1/34	3	17/34	50	
Another disability or condition	1/2	50	0/2	0	0/2	0	4/5	80	1/5	20	1/5	20	1/5	20	0/5	0	2/5	40	
Multiple types of disab. or cond.	5/12	42	2/12	17	0/11	0	25/36	69	6/36	17	11/36	31	17/36	47	2/36	6	18/36	50	
No disability or condition	91/161	57	13/163	8	7/163	4	168/262	64	52/265	20	45/265	17	92/264	35	13/265	5	111/264	42	
I prefer not to respond	3/7	43	2/7	29	0/7	0	11/16	69	3/16	19	4/16	25	6/16	38	0/16	0	3/16	19	
Residence																			
Not on campus	69/127	54	15/130	12	4/128	3	222/342	65	62/343	18	68/343	20	129/343	38	16/343	5	149/342	44	
On campus	43/74	58	4/73	5	4/74	5	7/12	58	3/14	21	0/14	0	6/13	46	0/14	0	3/14	21	
Athlete status						0				0									
Not an athlete	108/195	55	17/196	9	7/195	4	228/351	65	65/354	18	68/354	19	135/353	38	16/354	5	151/353	43	
Student-athlete	3/5	60	2/6	33	1/6	17	1/2	50	0/2	0	0/2	0	0/2	0	0/2	0	0/2	0	
Greek membership																			
Not a member	111/200	56	18/201	9	6/200	3	210/328	64	59/329	18	58/329	18	124/328	38	13/329	4	140/328	43	
Member	2/3	67	1/4	25	2/4	50	15/20	75	6/22	27	8/22	36	9/22	41	2/22	9	10/22	45	
Military status																			
No military service	112/200	56	19/202	9	8/201	4	224/348	64	64/351	18	66/351	19	129/350	37	15/351	4	149/350	43	
Current or former military service	0/0		0/0		0/0		5/6	83	1/6	17	2/6	33	5/6	83	1/6	17	3/6	50	
Satisfaction^e																			
Fair or poor	24/49	49	4/49	8	2/49	4	23/48	48	3/50	6	5/50	10	16/50	32	2/50	4	16/49	33	
Good or excellent	90/156	58	15/158	9	5/157	3	207/309	67	62/309	20	61/309	20	119/308	39	13/309	4	134/309	43	
Overall	124/217	56	21/219	9	8/218	4	237/370	63	69/375	18	72/374	19	143/377	37	18/374	4	160/373	43	

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?"