



NSSE 2023

High-Impact Practices

Kennesaw State University

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.

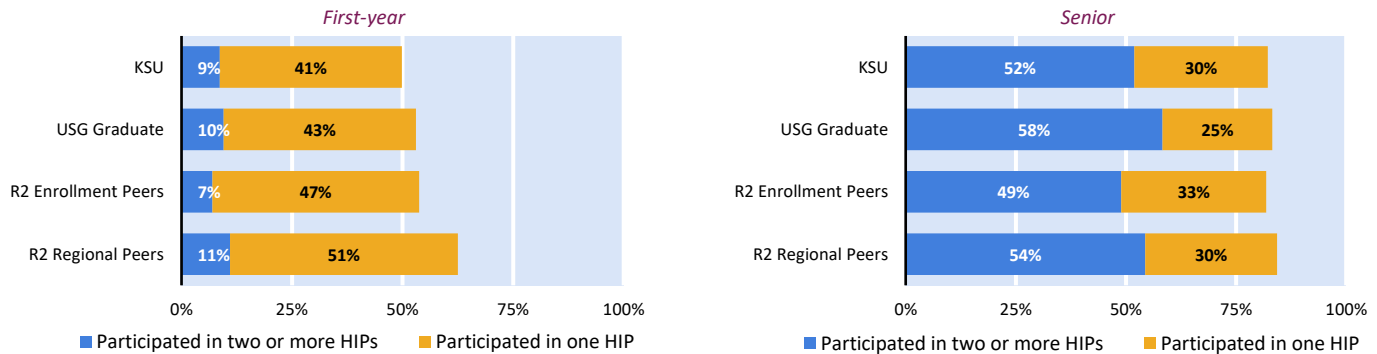
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

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:

	KSU	USG Graduate		R2 Enrollment Peers		R2 Regional Peers	
	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b
First-year							
Service-Learning	43	-3 *	-.07	-8 ***	-.17	-15 ***	-.29
Learning Community	9	-4 ***	-.13	+2 *	.06	-4 ***	-.12
Research with Faculty	9	+3 **	.10	+5 ***	.19	+3 ***	.13
Participated in at least one	50	-3 **	-.06	-4 **	-.08	-13 ***	-.26
Participated in two or more	9	-1 *	-.03	+2 *	.06	-2 *	-.08
Senior							
Service-Learning	49	-3 ***	-.06	-11 ***	-.21	-12 ***	-.25
Learning Community	18	-4 **	-.10	-0	-.01	-6 ***	-.15
Research with Faculty	18	-8 ***	-.19	+2 *	.06	-2	-.04
Internship or Field Exp.	44	-7 ***	-.14	+6 ***	.12	+1	.02
Study Abroad	7	-5 ***	-.18	+2 **	.09	+0	.01
Culminating Senior Exp.	43	+1 **	.03	+4 **	.09	+0	.01
Participated in at least one	82	-1	-.03	+0	.01	-2	-.06
Participated in two or more	52	-6 ***	-.13	+3 *	.06	-3	-.05

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).

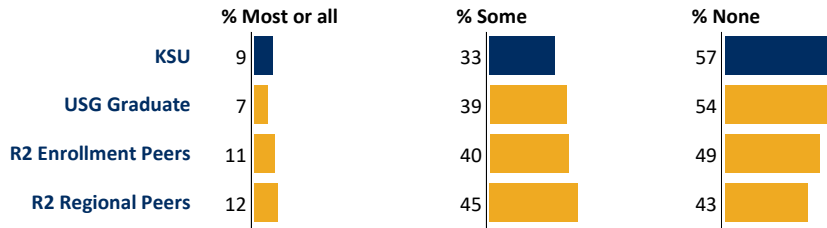
p* < .05, *p* < .01, ****p* < .001 (z-test comparing participation rates).

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

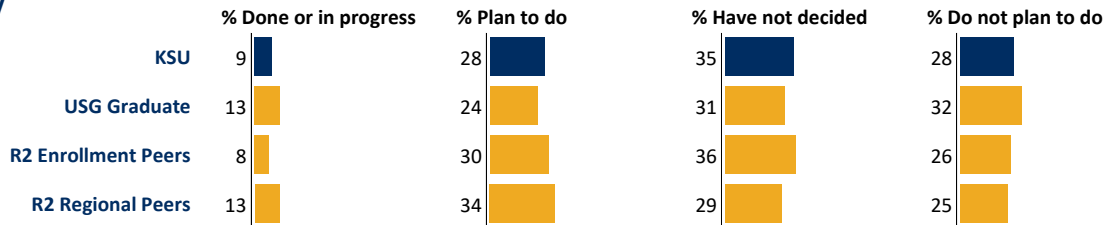
Service-Learning

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



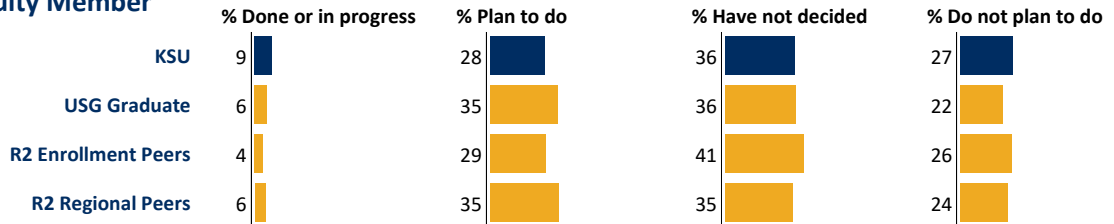
Learning Community

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.



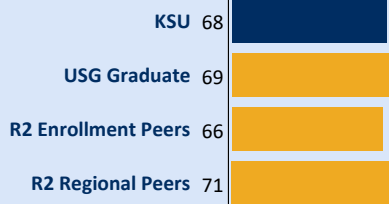
Plans to Participate^a

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"

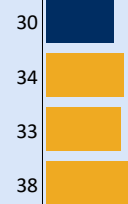
Internship or Field Experience

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



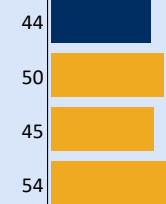
Study Abroad

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.).



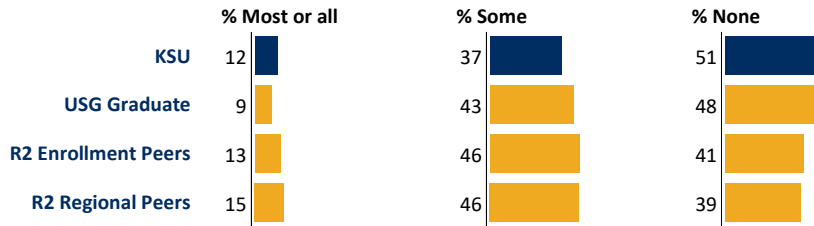
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

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

Seniors

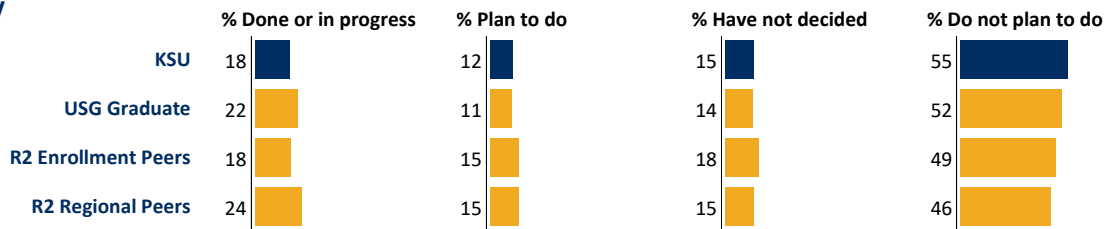
Service-Learning

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



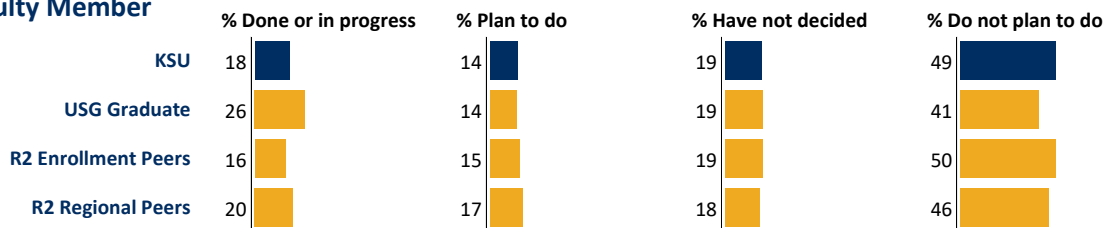
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Participate in a learning community or some other formal program where groups of students take two or more classes together.



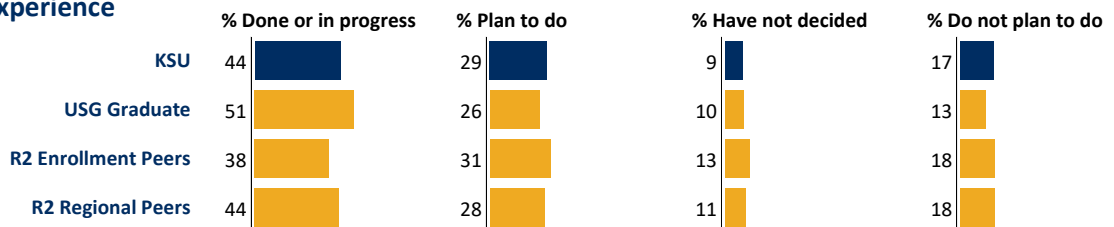
Research with a Faculty Member

Work with a faculty member on a research project.



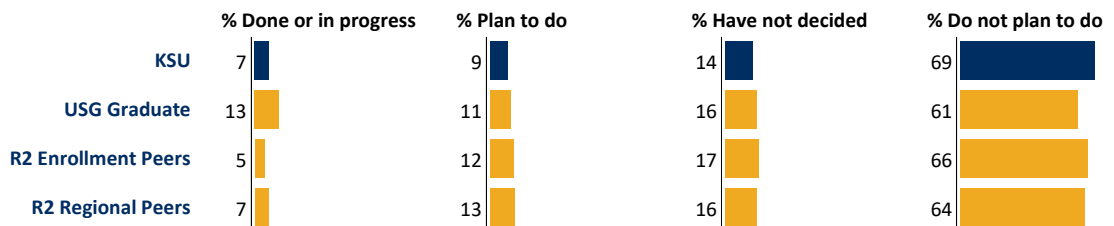
Internship or Field Experience

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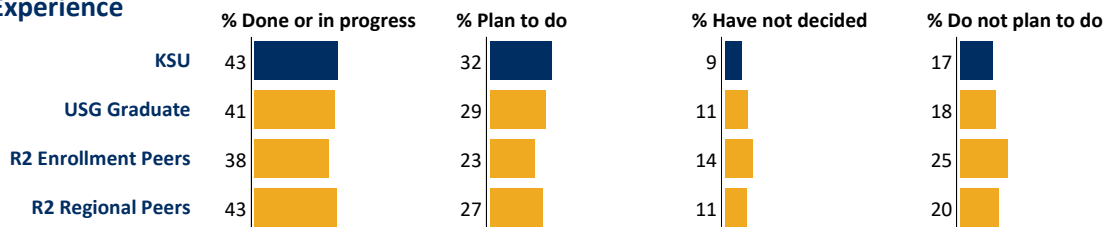
Study Abroad

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	45/127	35	12/127	9	8/127	6	57/128	45	26/128	20	29/128	23	44/127	35	19/128	15	65/128	51
Bio. sci., agric., and natural res.	70/125	56	31/127	24	16/125	13	36/80	45	23/80	29	31/80	39	19/79	24	5/80	6	22/79	28
Physical sci., math, computer sci.	45/122	37	12/124	10	14/123	11	24/74	32	14/75	19	13/75	17	24/75	32	7/75	9	24/75	32
Social sciences	37/112	33	7/112	6	9/112	8	86/167	51	21/170	12	40/170	24	69/170	41	14/170	8	94/170	55
Business	73/184	40	12/185	6	9/185	5	69/152	45	17/152	11	13/151	9	66/152	43	12/152	8	36/152	24
Communications, media, public rel.	23/58	40	4/57	7	3/57	5	29/52	56	8/52	15	2/52	4	23/52	44	4/51	8	34/52	65
Education	39/69	57	6/69	9	5/69	7	72/97	74	45/97	46	14/97	14	89/97	92	5/96	5	43/97	44
Engineering	85/197	43	18/202	9	23/202	11	95/225	42	31/226	14	41/225	18	112/226	50	13/226	6	106/226	47
Health professions	96/192	50	20/192	10	19/191	10	97/133	73	38/132	29	33/132	25	63/133	47	10/132	8	37/133	28
Social service professions	9/34	26	1/36	3	4/36	11	12/25	48	3/25	12	6/25	24	18/25	72	0/25	0	15/25	60
Undecided/undeclared	6/14	43	1/14	7	1/14	7	2/2	100	0/2	0	0/2	0	1/2	50	1/2	50	1/2	50
Transfer status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Started here	477/1145	42	112/1156	10	105/1150	9	324/619	52	155/619	25	132/618	21	320/620	52	51/619	8	318/620	51
Started elsewhere	92/192	48	20/192	10	13/192	7	326/680	48	96/683	14	116/683	17	277/682	41	44/683	6	250/684	37
Enrollment status ^b	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not full-time	58/129	45	14/132	11	5/131	4	187/422	44	74/428	17	69/425	16	170/430	40	34/426	8	178/426	42
Full-time	539/1257	43	122/1275	10	121/1269	10	487/909	54	187/911	21	183/909	20	442/912	48	65/911	7	400/911	44
First-generation ^c	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	303/770	39	74/774	10	64/775	8	383/768	50	159/769	21	145/769	19	371/769	48	64/770	8	348/770	45
First-generation	247/527	47	55/532	10	52/527	10	251/494	51	86/495	17	92/494	19	208/495	42	31/494	6	206/496	42
I prefer not to respond	23/46	50	4/47	9	4/46	9	19/41	46	9/42	21	9/42	21	17/42	40	2/42	5	16/42	38
Race/ethnicity ^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	66/134	49	16/132	12	21/132	16	63/118	53	18/118	15	30/117	26	51/118	43	10/117	9	51/118	43
Black or African American	198/439	45	48/448	11	40/444	9	161/319	50	70/323	22	65/321	20	131/320	41	18/323	6	136/322	42
Hispanic, Latina/o, Latine, or Latinx	110/246	45	22/247	9	20/247	8	96/178	54	35/177	20	35/178	20	81/178	46	16/178	9	66/178	37
Indigenous, American Indian, etc.	13/21	62	2/21	10	2/21	10	10/21	48	6/21	29	5/21	24	8/21	38	2/21	10	8/21	38
Middle Eastern or North African	7/17	41	2/18	11	1/18	6	9/15	60	1/15	7	4/15	27	5/15	33	1/15	7	9/15	60
Native Hawaiian or Pacific Islander	9/15	60	1/15	7	1/15	7	11/14	79	4/14	29	0/14	0	7/14	50	1/14	7	6/14	43
White	230/607	38	49/609	8	48/610	8	365/726	50	144/724	20	132/725	18	349/727	48	61/725	8	344/727	47
Another race or ethnicity	9/19	47	0/20	0	3/20	15	10/14	71	2/14	14	2/14	14	4/14	29	0/14	0	3/14	21
I prefer not to respond	21/39	54	7/39	18	2/38	5	16/54	30	5/55	9	7/55	13	23/55	42	5/55	9	15/55	27

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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	555/1315	42	128/1325	10	116/1320	9	626/1253	50	242/1256	19	233/1254	19	577/1255	46	91/1255	7	552/1257	44	
International student	16/28	57	5/28	18	4/28	14	31/54	57	12/54	22	14/55	25	20/55	36	6/55	11	18/55	33	
Gender identity^d																			
Woman	337/742	45	82/745	11	54/743	7	413/772	53	182/772	24	161/773	21	371/772	48	64/774	8	340/774	44	
Man	201/515	39	42/520	8	54/519	10	216/468	46	66/470	14	74/468	16	199/470	42	27/468	6	203/470	43	
Agender or gender neutral	5/11	45	2/11	18	1/11	9	3/4	75	0/4	0	1/4	25	1/4	25	0/4	0	3/4	75	
Demigender	7/11	64	0/11	0	3/11	27	1/2	50	0/2	0	0/2	0	1/2	50	0/2	0	1/2	50	
Genderqueer, non-binary, etc.	15/49	31	6/49	12	8/49	16	12/26	46	7/26	27	8/26	31	11/26	42	3/26	12	16/26	62	
Genderfluid	6/10	60	2/10	20	2/10	20	3/7	43	2/7	29	1/7	14	4/7	57	0/7	0	5/7	71	
Two-spirit	3/3	100	0/3	0	2/3	67	2/2	100	1/3	33	0/3	0	0/3	0	1/3	33	1/3	33	
Cis/Cisgender	27/91	30	5/91	5	3/91	3	37/78	47	19/78	24	21/79	27	32/79	41	6/79	8	43/79	54	
Trans/Transgender	11/27	41	2/28	7	5/28	18	4/7	57	0/7	0	3/7	43	6/7	86	1/7	14	5/7	71	
Questioning or unsure	5/17	29	3/17	18	3/17	18	5/9	56	0/9	0	1/9	11	2/9	22	1/9	11	4/9	44	
Another gender identity	2/6	33	0/6	0	0/6	0	3/6	50	0/6	0	0/6	0	2/6	33	2/6	33	2/6	33	
I prefer not to respond	12/30	40	5/31	16	3/29	10	10/37	27	2/37	5	5/37	14	15/37	41	3/37	8	11/37	30	
Sexual orientation^d																			
Straight or heterosexual	422/974	43	102/981	10	85/978	9	521/1001	52	194/1004	19	189/1002	19	468/1003	47	67/1004	7	427/1005	42	
Bisexual	86/181	48	15/183	8	17/183	9	72/145	50	31/145	21	28/145	19	62/145	43	9/144	6	72/145	50	
Lesbian	5/23	22	2/23	9	4/23	17	10/23	43	3/23	13	5/23	22	10/23	43	2/23	9	10/23	43	
Gay	18/39	46	5/39	13	6/39	15	15/31	48	8/31	26	3/31	10	11/31	35	6/31	19	12/31	39	
Queer	14/40	35	1/40	3	3/40	8	12/31	39	6/31	19	8/31	26	13/31	42	4/31	13	21/31	68	
Pansexual or polysexual	18/48	38	2/49	4	4/49	8	15/39	38	12/39	31	7/39	18	14/39	36	3/39	8	21/39	54	
Ace, gray, or asexual	13/46	28	6/47	13	6/47	13	7/21	33	3/20	15	4/21	19	9/21	43	3/21	14	10/21	48	
Demisexual	13/24	54	3/25	12	4/25	16	11/21	52	7/22	32	5/22	23	9/22	41	2/22	9	11/22	50	
Questioning or unsure	11/33	33	2/33	6	1/33	3	11/24	46	4/24	17	5/24	21	9/24	38	3/24	13	14/24	58	
Another sexual orientation	1/3	33	1/3	33	1/3	33	1/3	33	1/3	33	0/3	0	0/3	0	1/3	33	1/3	33	
I prefer not to respond	24/57	42	3/58	5	3/56	5	18/56	32	8/57	14	8/57	14	23/57	40	6/57	11	26/57	46	
Age^b																			
FY 21+, Seniors 25+	24/60	40	3/59	5	2/60	3	183/400	46	65/403	16	55/402	14	140/403	35	28/401	7	141/403	35	
FY < 21, Seniors < 25	573/1326	43	133/1348	10	124/1340	9	491/931	53	196/936	21	197/932	21	472/939	50	71/936	8	437/934	47	

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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	3/8	38	1/8	13	1/8	13	1/4	25	1/4	25	0/4	0	2/4	50	0/4	0	2/4	50
Physical disability	0/1	0	0/1	0	0/1	0	2/3	67	0/3	0	0/3	0	0/3	0	0/3	0	0/3	0
Mental health or develop. disability	63/170	37	16/170	9	14/170	8	62/151	41	34/151	23	31/151	21	63/150	42	14/151	9	67/151	44
Another disability or condition	12/21	57	4/21	19	1/21	5	10/21	48	4/20	20	4/20	20	16/21	76	2/21	10	6/21	29
Multiple types of disab. or cond.	31/78	40	12/79	15	8/79	10	31/78	40	17/78	22	15/78	19	33/78	42	6/78	8	36/78	46
No disability or condition	441/1008	44	92/1015	9	92/1010	9	525/992	53	189/994	19	190/993	19	464/994	47	70/993	7	437/995	44
I prefer not to respond	16/50	32	6/51	12	3/51	6	19/47	40	5/48	10	4/48	8	15/48	31	5/48	10	17/48	35
Residence																		
Not on campus	291/675	43	54/678	8	47/675	7	604/1192	51	231/1193	19	222/1192	19	556/1193	47	86/1193	7	511/1195	43
On campus	276/663	42	78/669	12	73/667	11	52/110	47	23/110	21	24/110	22	40/110	36	11/110	10	56/110	51
Athlete status						0				0								
Not an athlete	546/1298	42	124/1305	10	113/1300	9	636/1279	50	250/1280	20	244/1279	19	586/1281	46	95/1280	7	557/1282	43
Student-athlete	22/40	55	9/42	21	6/42	14	13/16	81	1/16	6	3/16	19	8/16	50	1/16	6	10/16	63
Greek membership																		
Not a member	537/1286	42	128/1294	10	111/1289	9	575/1163	49	210/1163	18	210/1162	18	516/1163	44	79/1164	7	497/1165	43
Member	27/48	56	4/48	8	8/48	17	71/128	55	41/129	32	36/129	28	79/129	61	17/128	13	67/129	52
Military status																		
No military service	552/1313	42	128/1320	10	116/1315	9	631/1244	51	248/1245	20	236/1244	19	581/1245	47	94/1245	8	547/1247	44
Current or former military service	10/20	50	3/21	14	2/21	10	22/54	41	5/54	9	9/54	17	14/54	26	3/54	6	20/54	37
Satisfaction^e																		
Fair or poor	106/268	40	22/270	8	25/268	9	87/227	38	29/227	13	33/227	15	89/228	39	11/228	5	92/228	40
Good or excellent	473/1090	43	110/1102	10	99/1099	9	575/1084	53	226/1087	21	214/1086	20	510/1086	47	87/1086	8	475/1088	44
Overall	597/1386	43	136/1407	9	126/1400	9	674/1331	49	261/1339	18	252/1334	18	612/1342	44	99/1337	7	578/1337	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. 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?"