



NSSE 2023

High-Impact Practices

Central Connecticut 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.

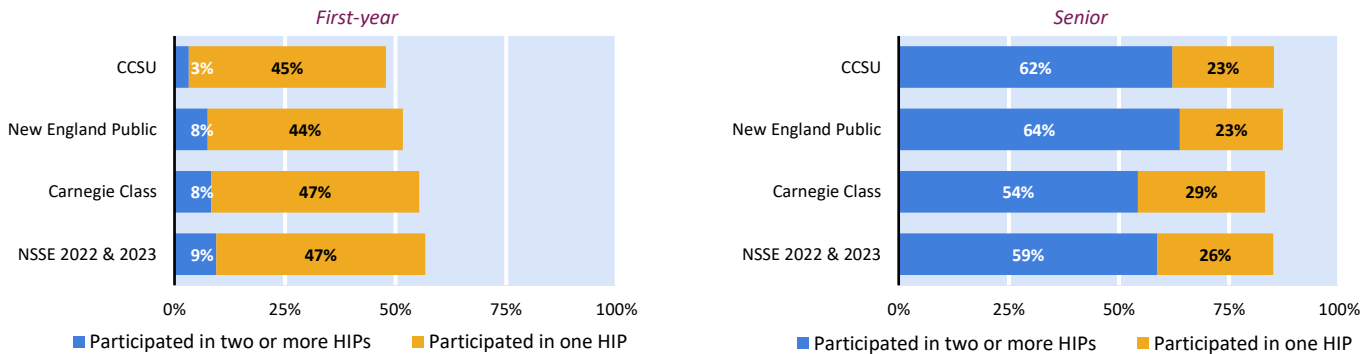
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

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:

	CCSU	New England Public		Carnegie Class		NSSE 2022 & 2023	
	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b
First-year							
Service-Learning	44	-3	-.06	-9 *	-.17	-8 *	-.16
Learning Community	5	-5 *	-.18	-3	-.13	-6 *	-.22
Research with Faculty	3	-2	-.09	-2	-.11	-3	-.13
Participated in at least one	48	-4	-.08	-8 *	-.15	-9 *	-.18
Participated in two or more	3	-4 *	-.19	-5 *	-.22	-6 **	-.27
Senior							
Service-Learning	53	-4	-.09	-8 *	-.17	-7 *	-.13
Learning Community	21	-1	-.03	+1	.04	-1	-.04
Research with Faculty	24	-3	-.08	+6	.14	+1	.03
Internship or Field Exp.	62	+9	.18 **	+19	.39 ***	+14	.29 ***
Study Abroad	6	-3	-.11	+0	.00	-3	-.11
Culminating Senior Exp.	43	-9 **	-.19	-2	-.03	-3	-.06
Participated in at least one	85	-2	-.06	+2	.06	+0	.00
Participated in two or more	62	-2	-.04	+8	.16 *	+3	.07

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).

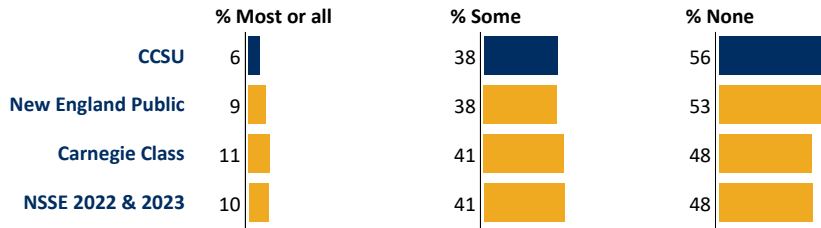
p* < .05, *p* < .01, ****p* < .001 (z-test comparing participation rates).

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

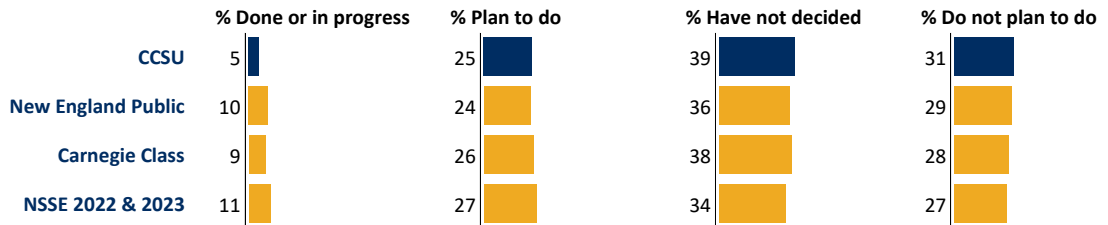
Service-Learning

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



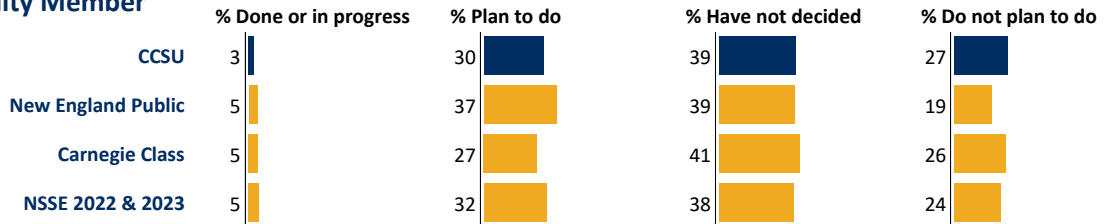
Learning Community

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.



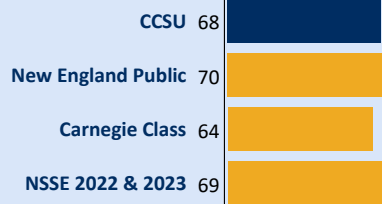
Plans to Participate^a

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"

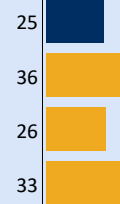
Internship or Field Experience

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



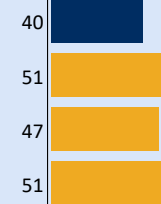
Study Abroad

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.).



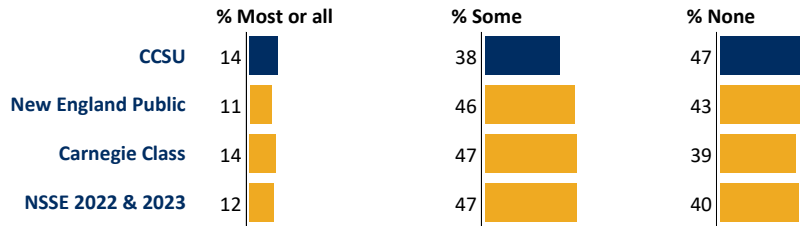
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

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

Seniors

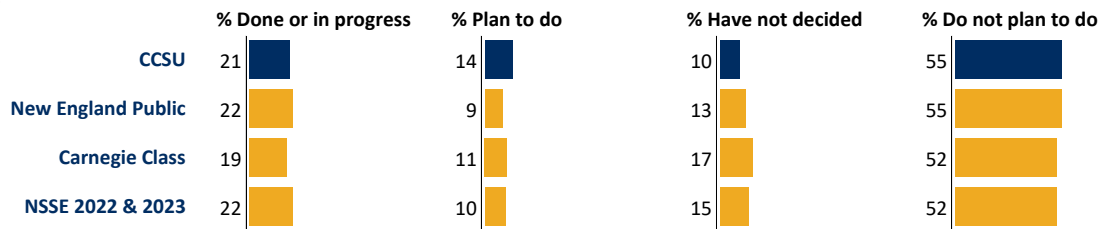
Service-Learning

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



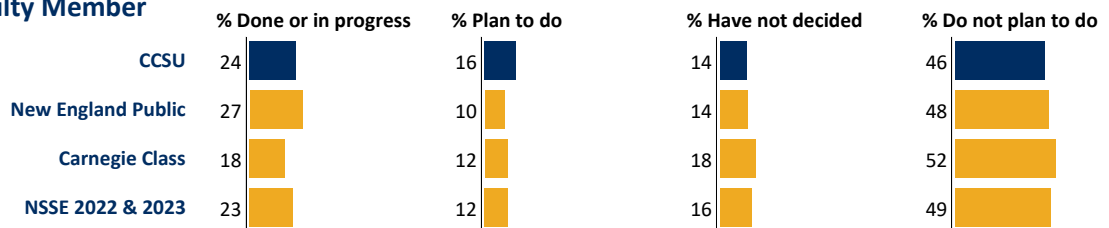
Learning Community

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



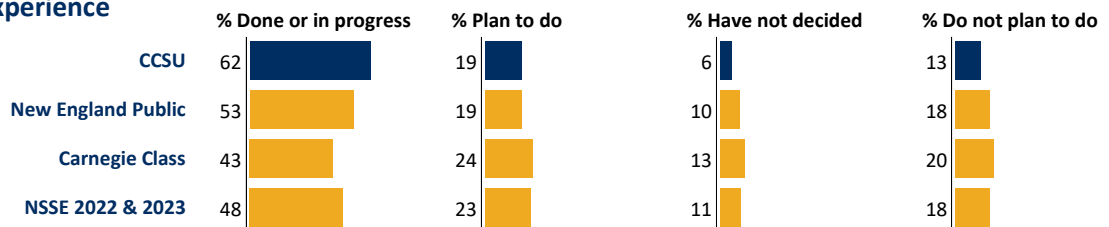
Research with a Faculty Member

Work with a faculty member on a research project.



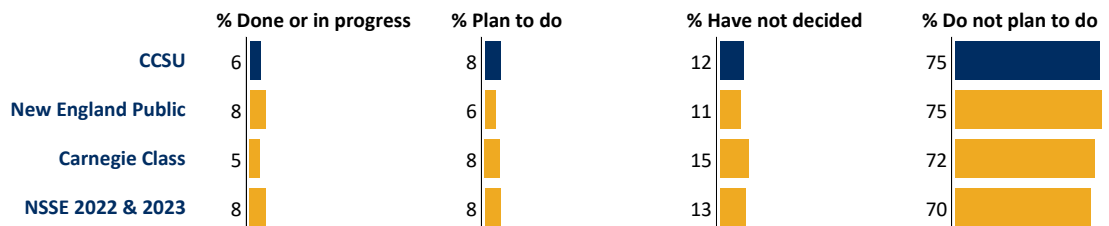
Internship or Field Experience

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



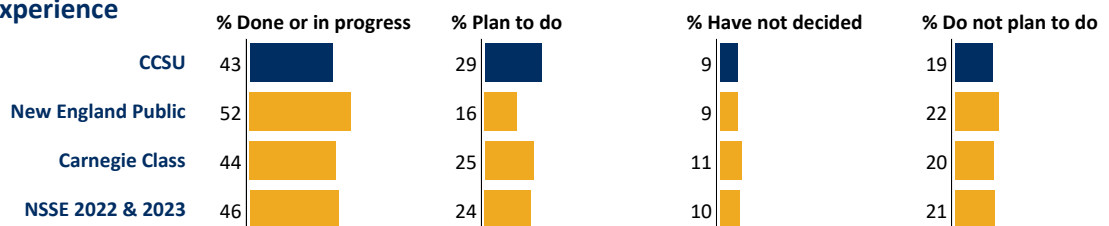
Study Abroad

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	2/9	22	0/9	0	0/9	0	7/14	50	2/14	14	6/14	43	6/14	43	1/14	7	9/14	64
Bio. sci., agric., and natural res.	2/7	29	0/7	0	0/7	0	0/13	0	1/13	8	6/13	46	9/13	69	1/13	8	3/13	23
Physical sci., math, computer sci.	2/8	25	0/9	0	0/9	0	3/15	20	2/15	13	6/15	40	7/15	47	2/15	13	5/15	33
Social sciences	8/15	53	0/15	0	0/15	0	11/18	61	3/18	17	7/18	39	9/18	50	3/18	17	7/18	39
Business	12/20	60	1/20	5	1/20	5	22/35	63	6/36	17	6/36	17	20/36	56	2/36	6	22/36	61
Communications, media, public rel.	5/7	71	1/7	14	1/7	14	4/7	57	2/7	29	1/7	14	2/7	29	0/6	0	2/7	29
Education	12/21	57	3/21	14	0/21	0	26/31	84	11/31	35	6/31	19	26/31	84	1/31	3	12/31	39
Engineering	10/29	34	2/29	7	2/29	7	10/32	31	10/32	31	8/31	26	20/32	63	0/32	0	14/32	44
Health professions	12/27	44	4/27	15	0/27	0	22/26	85	6/26	23	3/26	12	21/26	81	0/26	0	9/26	35
Social service professions	5/7	71	0/7	0	0/7	0	11/19	58	2/19	11	5/19	26	16/19	84	2/19	11	9/19	47
Undecided/undeclared	2/4	50	0/4	0	1/4	25	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0
Transfer status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Started here	71/153	46	10/153	7	5/153	3	41/79	52	22/79	28	24/79	30	60/79	76	4/79	5	42/79	53
Started elsewhere	3/7	43	0/7	0	0/7	0	78/145	54	27/146	18	30/146	21	86/146	59	8/145	6	53/146	36
Enrollment status^b	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not full-time	4/7	57	0/7	0	0/7	0	51/98	52	19/98	19	18/98	18	59/98	60	3/97	3	35/98	36
Full-time	71/161	44	11/163	7	5/163	3	75/137	55	32/139	23	41/138	30	93/139	67	11/139	8	67/138	49
First-generation^c	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	33/77	43	8/77	10	4/77	5	50/104	48	26/105	25	29/104	28	72/105	69	10/105	10	51/105	49
First-generation	34/74	46	3/75	4	1/75	1	61/109	56	22/109	20	23/109	21	66/109	61	2/108	2	43/109	39
I prefer not to respond	6/10	60	0/10	0	0/10	0	8/11	73	1/11	9	2/11	18	7/11	64	0/11	0	1/11	9
Race/ethnicity^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	2/9	22	0/9	0	0/9	0	13/19	68	5/19	26	2/19	11	12/19	63	0/19	0	10/19	53
Black or African American	7/17	41	0/17	0	0/17	0	16/28	57	8/29	28	5/29	17	20/29	69	3/29	10	9/29	31
Hispanic, Latina/o, Latine, or Latinx	13/32	41	2/33	6	2/33	6	16/27	59	4/27	15	8/27	30	13/27	48	0/27	0	11/27	41
Indigenous, American Indian, etc.	1/4	25	0/4	0	0/4	0	2/3	67	1/3	33	2/3	67	3/3	100	1/3	33	2/3	67
Middle Eastern or North African	4/7	57	2/7	29	0/7	0	2/6	33	1/6	17	3/6	50	6/6	100	1/6	17	4/6	67
Native Hawaiian or Pacific Islander	0/2	0	0/2	0	0/2	0	1/1	100	0/1	0	0/1	0	1/1	100	0/1	0	0/1	0
White	50/106	47	8/107	7	4/107	4	83/151	55	33/151	22	38/150	25	100/151	66	7/150	5	66/151	44
Another race or ethnicity	0/0	0	0/0	0	0/0	0	0/3	0	0/3	0	1/3	33	1/3	33	0/3	0	1/3	33
I prefer not to respond	5/8	63	0/8	0	0/8	0	0/6	0	2/6	33	3/6	50	4/6	67	0/6	0	3/6	50

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	%		
International status																				
Not an international student	72/159	45		11/160	7		5/160	3	118/221	53	48/222	22	53/221	24	143/222	64	12/221	5	93/222	42
International student	1/2	50		0/2	0		0/2	0	1/3	33	1/3	33	1/3	33	2/3	67	0/3	0	2/3	67
Gender identity^d																				
Woman	37/80	46		9/81	11		3/81	4	76/129	59	27/130	21	34/130	26	89/130	68	6/129	5	53/130	41
Man	33/73	45		2/73	3		2/73	3	40/86	47	20/86	23	18/85	21	50/86	58	5/86	6	39/86	45
Agender or gender neutral	0/0			0/0			0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Demigender	0/0			0/0			0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Genderqueer, non-binary, etc.	2/3	67		0/3	0		0/3	0	0/2	0	1/2	50	0/2	0	0/2	0	0/2	0	1/2	50
Genderfluid	1/2	50		0/2	0		0/2	0	1/2	50	0/2	0	1/2	50	1/2	50	1/2	50	1/2	50
Two-spirit	0/0			0/0			0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Cis/Cisgender	5/7	71		0/7	0		0/7	0	4/12	33	0/12	0	5/12	42	10/12	83	0/12	0	5/12	42
Trans/Transgender	0/1	0		0/1	0		0/1	0	2/3	67	0/3	0	0/3	0	1/3	33	0/3	0	1/3	33
Questioning or unsure	0/0			0/0			0/0		1/1	100	0/0		1/1	100	1/1	100	1/1	100	1/1	100
Another gender identity	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	1/5	20	1/5	20	1/5	20	5/5	100	0/5	0	1/5	20
Sexual orientation^d																				
Straight or heterosexual	57/118	48		9/118	8		3/118	3	100/180	56	43/180	24	39/179	22	120/180	67	7/179	4	74/180	41
Bisexual	8/21	38		1/21	5		1/21	5	13/24	54	1/25	4	10/25	40	15/25	60	3/25	12	14/25	56
Lesbian	2/4	50		0/4	0		0/4	0	0/1	0	0/1	0	0/1	0	1/1	100	0/1	0	1/1	100
Gay	0/4	0		0/4	0		0/4	0	2/3	67	0/3	0	1/3	33	1/3	33	1/3	33	1/3	33
Queer	1/2	50		0/2	0		0/2	0	2/4	50	0/4	0	1/4	25	2/4	50	0/4	0	0/4	0
Pansexual or polysexual	1/3	33		0/4	0		0/4	0	1/6	17	1/6	17	2/6	33	2/6	33	1/6	17	2/6	33
Ace, gray, or asexual	1/1	100		0/1	0		0/1	0	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0
Demisexual	1/2	50		0/2	0		0/2	0	0/2	0	0/2	0	1/2	50	2/2	100	1/2	50	1/2	50
Questioning or unsure	3/6	50		0/6	0		0/6	0	2/2	100	1/2	50	0/2	0	2/2	100	0/2	0	0/2	0
Another sexual orientation	0/1	0		1/1	100		1/1	100	0/2	0	1/2	50	0/2	0	2/2	100	0/2	0	0/2	0
I prefer not to respond	4/9	44		0/9	0		0/9	0	3/9	33	3/9	33	3/9	33	5/9	56	0/9	0	3/9	33
Age^b																				
FY 21+, Seniors 25+	0/4	0		1/4	25		0/4	0	48/97	49	12/98	12	20/97	21	45/98	46	6/98	6	32/98	33
FY < 21, Seniors < 25	75/164	46		10/166	6		5/166	3	78/138	57	39/139	28	39/139	28	107/139	77	8/138	6	70/138	51

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	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Physical disability	0/10	0	0/10	0	0/0		1/1	100	0/11	0	0/11	0	0/11	0	0/0		0/11	0
Mental health or develop. disability	9/18	50	1/18	6	1/18	6	14/29	48	6/29	21	7/29	24	19/29	66	3/29	10	11/29	38
Another disability or condition	1/2	50	0/2	0	0/2	0	6/7	86	3/7	43	0/7	0	6/7	86	0/7	0	3/7	43
Multiple types of disab. or cond.	10/20	50	1/20	5	0/20	0	11/24	46	3/24	13	8/24	33	17/24	71	1/24	4	10/24	42
No disability or condition	47/110	43	6/111	5	4/111	4	82/152	54	34/153	22	35/152	23	96/153	63	8/152	5	65/153	42
I prefer not to respond	6/10	60	3/10	30	0/10	0	5/11	45	3/11	27	4/11	36	7/11	64	0/11	0	6/11	55
Residence																		
Not on campus	35/82	43	7/82	9	4/82	5	105/202	52	40/203	20	48/203	24	128/203	63	11/202	5	88/203	43
On campus	39/79	49	4/80	5	1/80	1	11/19	58	9/19	47	5/19	26	15/19	79	0/19	0	6/19	32
Athlete status						0				0								
Not an athlete	69/151	46	10/152	7	5/152	3	114/216	53	47/217	22	52/216	24	138/217	64	11/216	5	90/217	41
Student-athlete	4/9	44	1/9	11	0/9	0	4/7	57	2/7	29	2/7	29	6/7	86	1/7	14	5/7	71
Greek membership																		
Not a member	71/158	45	11/159	7	5/159	3	103/198	52	44/199	22	47/198	24	130/199	65	8/198	4	84/199	42
Member	1/2	50	0/2	0	0/2	0	5/11	45	2/11	18	3/11	27	5/11	45	1/11	9	5/11	45
Military status																		
No military service	73/160	46	11/161	7	5/161	3	113/209	54	47/210	22	52/210	25	135/210	64	11/209	5	89/210	42
Current or former military service	1/1	100	0/1	0	0/1	0	6/14	43	1/14	7	2/13	15	8/14	57	1/14	7	4/14	29
Satisfaction^e																		
Fair or poor	26/45	58	2/46	4	2/46	4	20/48	42	12/48	25	17/48	35	33/48	69	5/48	10	24/48	50
Good or excellent	49/118	42	9/118	8	3/118	3	101/179	56	38/180	21	38/179	21	114/180	63	8/179	4	73/180	41
Overall	75/168	44	11/170	5	5/170	3	126/235	53	51/237	21	59/236	24	152/237	62	14/236	6	102/236	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?"