
NSSE 2024

High-Impact Practices

California State University, Fullerton

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.

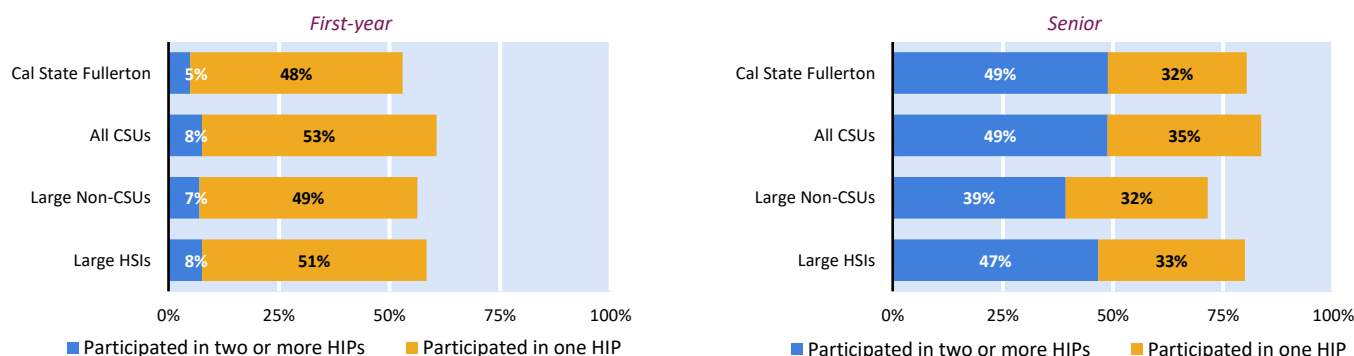
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

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:

	Cal State Fullerton								
		All CSUs		Large Non-CSUs		Large HSIs			
First-year	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b		
Service-Learning	50	-9	***	-17	***	-6	***		
Learning Community	6	-1		-5		-1			
Research with Faculty	3	-1	*	-6	***	-2	***		
Participated in at least one	53	-8	***	-15	*	-5	***		
Participated in two or more	5	-3	***	-11	**	-3	***		
Senior									
Service-Learning	57	-10	***	-21	***	-3	**		
Learning Community	15	-2		-5	*	-2	*		
Research with Faculty	14	-1		-3		-2	*		
Internship or Field Exp.	42	+7	***	15	***	+6	***		
Study Abroad	5	-0		-1	*	-2	**		
Culminating Senior Exp.	33	-3	*	-6		+0			
Participated in at least one	80	-3	**	-9	***	+0			
Participated in two or more	49	+0		00	***	+2			

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).

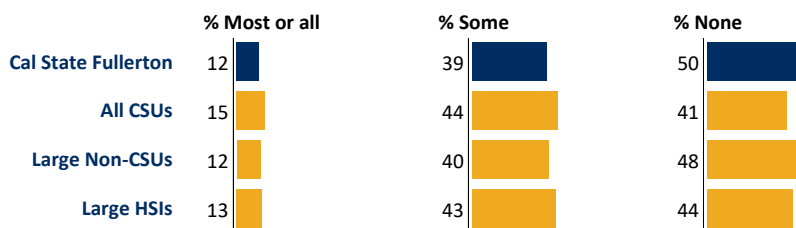
p* < .05, *p* < .01, ****p* < .001 (z-test comparing participation rates).

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

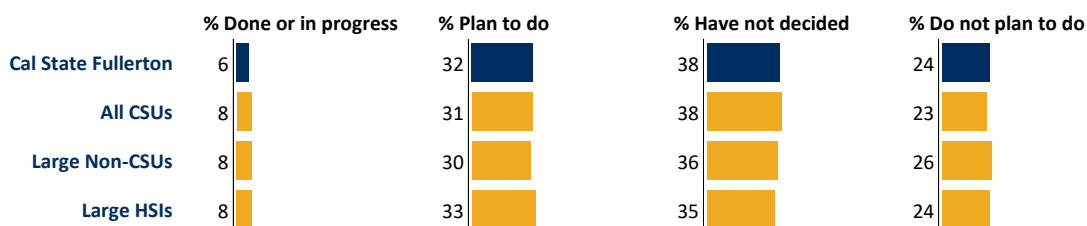
Service-Learning

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



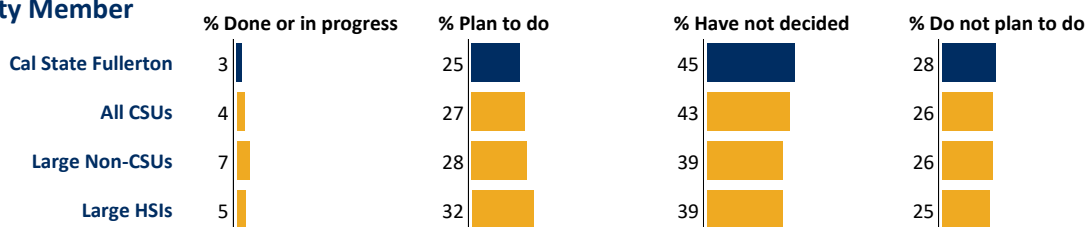
Learning Community

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.



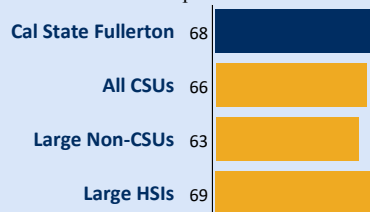
Plans to Participate^a

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"

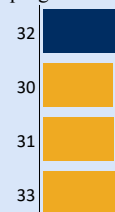
Internship or Field Experience

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



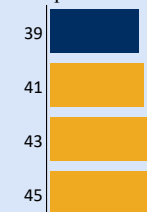
Study Abroad

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.).



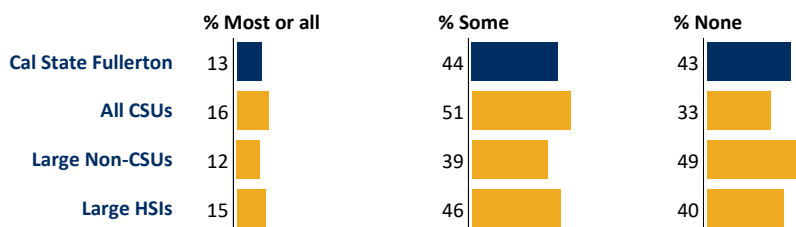
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

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

Seniors

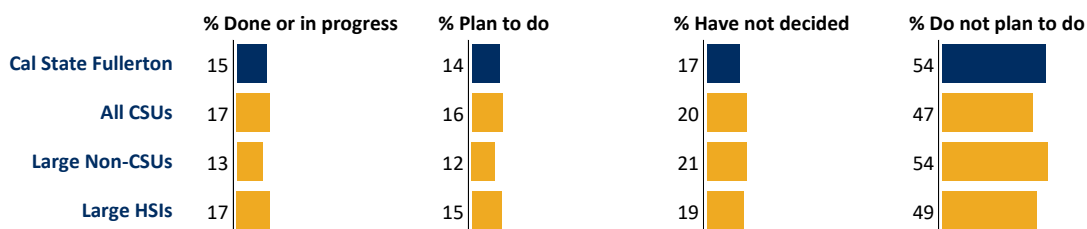
Service-Learning

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



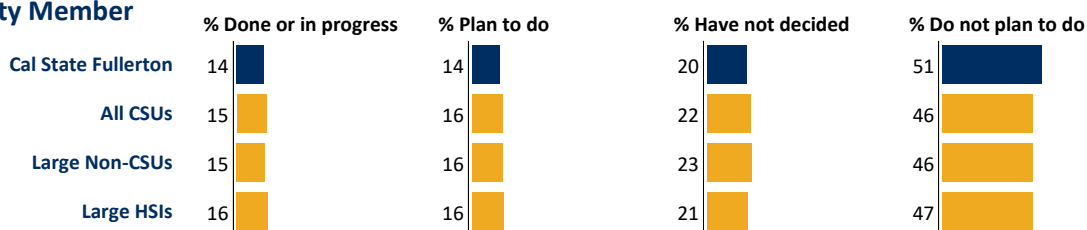
Learning Community

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



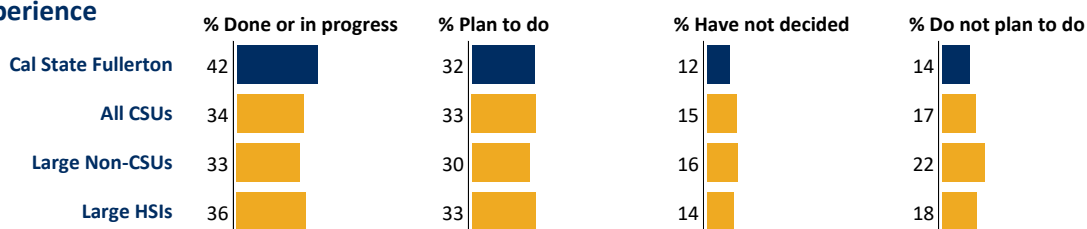
Research with a Faculty Member

Work with a faculty member on a research project.



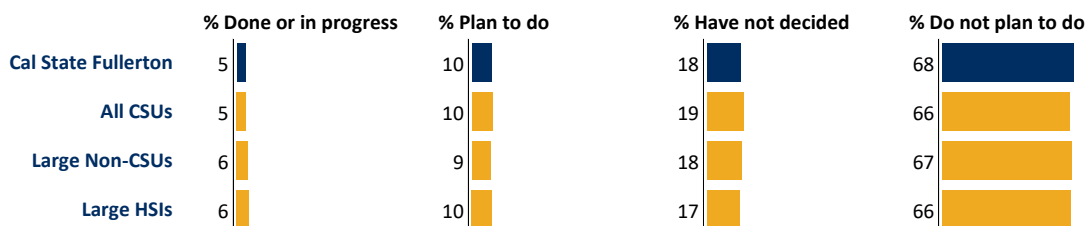
Internship or Field Experience

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



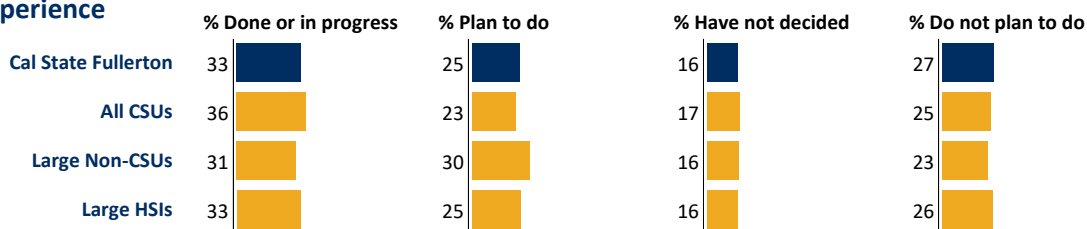
Study Abroad

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.

NSSE 2024 High-Impact Practices

Disaggregated Results

California State University, Fullerton

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 (%).

	First-year						Senior											
	Service-Learning		Learning Community		Research with Faculty		Service-Learning		Learning Community		Research with Faculty		Internship or Field Experience		Study Abroad		Culminating Senior Experience	
Major category ^a	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Arts & humanities	48/115	42	4/115	3	1/115	1	100/200	50	29/201	14	30/202	15	50/202	25	11/201	5	73/202	36
Bio. sci., agric., and natural res.	53/99	54	8/99	8	5/99	5	37/79	47	17/79	22	28/79	35	35/78	45	1/79	1	24/79	30
Physical sci., math, computer sci.	42/93	45	8/93	9	5/91	5	35/103	34	14/105	13	31/104	30	19/105	18	1/105	1	51/105	49
Social sciences	75/154	49	11/155	7	6/155	4	206/276	75	44/278	16	39/276	14	184/279	66	18/278	6	51/277	18
Business	118/236	50	16/237	7	7/239	3	165/360	46	37/361	10	31/365	8	96/365	26	23/364	6	149/365	41
Communications, media, public rel.	15/38	39	2/39	5	0/39	0	65/100	65	14/100	14	11/100	11	61/100	61	3/100	3	65/100	65
Education	17/40	43	3/40	8	1/40	3	54/69	78	10/68	15	3/69	4	42/69	61	1/69	1	21/69	30
Engineering	39/88	44	6/88	7	1/88	1	39/75	52	12/75	16	10/75	13	33/75	44	0/75	0	29/75	39
Health professions	73/126	58	8/125	6	2/126	2	125/179	70	40/179	22	28/179	16	113/177	64	14/179	8	47/179	26
Social service professions	46/74	62	6/75	8	2/76	3	22/49	45	13/50	26	4/50	8	10/50	20	2/50	4	2/50	4
Undecided/undeclared	7/19	37	0/19	0	0/19	0	1/1	100	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0
Transfer status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Started here	529/1062	50	63/1065	6	27/1067	3	355/581	61	109/583	19	116/582	20	292/582	50	40/584	7	217/583	37
Started elsewhere	21/48	44	6/48	13	3/48	6	577/1011	57	143/1016	14	117/1019	11	413/1019	41	40/1018	4	320/1019	31
Enrollment status ^b	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not full-time	37/63	59	1/63	2	2/63	3	160/278	58	27/278	10	34/279	12	109/279	39	12/279	4	76/280	27
Full-time	542/1095	49	72/1103	7	30/1106	3	804/1372	59	234/1381	17	203/1385	15	621/1393	45	72/1387	5	473/1384	34
First-generation ^c	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	173/412	42	33/411	8	10/412	2	280/545	51	94/548	17	94/549	17	251/549	46	37/549	7	215/549	39
First-generation	349/632	55	38/638	6	18/637	3	631/1001	63	159/1003	16	134/1005	13	434/1005	43	45/1006	4	307/1007	30
I prefer not to respond	30/65	46	0/64	0	2/66	3	27/55	49	3/55	5	7/55	13	23/55	42	1/55	2	15/55	27
Race/ethnicity ^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	142/285	50	19/287	7	10/287	3	223/380	59	57/382	15	59/383	15	160/384	42	20/383	5	143/384	37
Black or African American	19/44	43	4/45	9	1/45	2	39/65	60	11/65	17	9/66	14	34/66	52	3/66	5	25/66	38
Hispanic, Latina/o, Latine, or Latinx	340/647	53	35/651	5	17/650	3	487/827	59	123/828	15	110/828	13	363/829	44	42/830	5	254/829	31
Indigenous, American Indian, etc.	8/17	47	3/17	18	2/17	12	21/39	54	9/40	23	6/40	15	17/40	43	2/40	5	15/39	38
Middle Eastern or North African	11/20	55	4/20	20	1/20	5	28/44	64	12/45	27	7/45	16	23/45	51	3/45	7	14/45	31
Native Hawaiian or Pacific Islander	10/20	50	3/20	15	2/20	10	24/29	83	5/29	17	5/29	17	12/29	41	1/29	3	11/29	38
White	98/223	44	22/223	10	5/223	2	222/442	50	65/443	15	77/445	17	200/445	45	25/445	6	180/445	40
Another race or ethnicity	6/7	86	1/7	14	1/7	14	6/12	50	5/12	42	2/12	17	6/12	50	1/12	8	4/12	33
I prefer not to respond	14/31	45	1/30	3	0/31	0	34/53	64	11/53	21	9/53	17	20/52	38	2/52	4	16/53	30

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	First-year						Senior											
	Service-Learning		Learning Community		Research with Faculty		Service-Learning		Learning Community		Research with Faculty		Internship or Field Experience		Study Abroad		Culminating Senior Experience	
International status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not an international student	549/1105	50	70/1109	6	29/1111	3	923/1578	58	253/1583	16	231/1585	15	704/1585	44	80/1586	5	531/1587	33
International student	3/6	50	1/6	17	1/6	17	16/23	70	3/23	13	4/24	17	5/24	21	3/24	13	7/24	29
Gender identity ^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Woman	355/701	51	43/705	6	21/704	3	653/1026	64	173/1029	17	147/1029	14	520/1029	51	63/1032	6	329/1030	32
Man	175/345	51	25/346	7	9/348	3	242/499	48	72/501	14	78/504	15	163/504	32	15/503	3	178/505	35
Trans/Transgender	6/16	38	2/16	13	2/16	13	5/8	63	1/8	13	1/8	13	2/8	25	0/8	0	4/8	50
Agender or gender neutral	1/5	20	1/5	20	1/5	20	6/11	55	3/11	27	3/11	27	3/11	27	3/11	27	7/11	64
Demigender	2/4	50	1/4	25	1/4	25	2/4	50	2/4	50	1/4	25	1/4	25	0/4	0	1/4	25
Genderqueer, non-binary, etc.	11/38	29	3/38	8	2/38	5	22/40	55	8/40	20	7/40	18	16/40	40	3/40	8	19/40	48
Two-spirit	1/2	50	1/2	50	1/2	50	2/4	50	1/4	25	0/4	0	2/4	50	0/4	0	1/4	25
Cis/Cisgender	29/78	37	6/78	8	2/78	3	60/100	60	13/100	13	19/100	19	48/100	48	7/100	7	36/100	36
Questioning or unsure	6/11	55	2/11	18	1/11	9	8/13	62	3/13	23	1/13	8	4/13	31	1/13	8	4/13	31
Another gender identity	1/5	20	1/6	17	1/6	17	2/4	50	1/4	25	1/4	25	0/4	0	1/4	25	2/4	50
I prefer not to respond	11/24	46	1/23	4	0/24	0	20/33	61	5/33	15	6/33	18	12/33	36	1/32	3	10/33	30
Sexual orientation ^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Straight or heterosexual	427/821	52	53/826	6	25/827	3	736/1239	59	197/1243	16	175/1246	14	548/1250	44	58/1248	5	412/1248	33
Bisexual	55/117	47	10/118	8	4/117	3	88/152	58	19/153	12	22/153	14	66/151	44	10/153	7	47/153	31
Lesbian	11/24	46	3/24	13	2/24	8	19/31	61	2/31	6	4/31	13	14/30	47	0/31	0	8/31	26
Gay	13/21	62	2/21	10	1/21	5	21/37	57	7/37	19	5/37	14	19/37	51	6/37	16	14/37	38
Queer	9/29	31	3/29	10	3/29	10	23/39	59	4/39	10	9/39	23	18/39	46	2/39	5	17/39	44
Pansexual or polysexual	14/30	47	2/30	7	1/30	3	22/45	49	11/46	24	11/46	24	21/46	46	3/46	7	22/46	48
Ace, gray, or asexual	6/30	20	3/30	10	1/30	3	7/22	32	4/24	17	7/24	29	7/24	29	3/24	13	9/24	38
Demisexual	3/10	30	2/10	20	1/10	10	14/21	67	4/21	19	1/21	5	5/21	24	1/21	5	7/21	33
Questioning or unsure	12/24	50	2/24	8	1/24	4	16/28	57	6/30	20	1/30	3	12/30	40	1/30	3	11/30	37
Another sexual orientation	1/2	50	1/2	50	1/2	50	5/7	71	1/7	14	3/7	43	3/7	43	0/7	0	4/7	57
I prefer not to respond	31/65	48	2/63	3	1/65	2	37/76	49	14/76	18	13/76	17	31/74	42	4/75	5	20/76	26
Age ^b	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
FY 21+, Seniors 25+	0/0		0/0		0/0		316/522	61	87/519	17	74/525	14	201/529	38	17/526	3	159/525	30
FY < 21, Seniors < 25	579/1158	50	73/1166	6	32/1169	3	648/1128	57	174/1140	15	163/1139	14	529/1143	46	67/1140	6	390/1139	34

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Disaggregated Results

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	First-year						Senior											
	Service-Learning		Learning Community		Research with Faculty		Service-Learning		Learning Community		Research with Faculty		Internship or Field Experience		Study Abroad		Culminating Senior Experience	
Disability status ^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Sensory disability	4/5	80	1/5	20	0/5	0	2/7	29	2/7	29	0/7	0	3/7	43	0/7	0	4/7	57
Physical disability	3/5	60	0/5	0	0/5	0	0/0		0/0		0/0		0/0		0/0		0/0	
Mental health or develop. disability	34/78	44	3/78	4	1/78	1	80/146	55	24/144	17	20/146	14	63/146	43	9/146	6	48/146	33
Another disability or condition	6/12	50	1/12	8	0/12	0	16/26	62	4/26	15	6/27	22	9/27	33	1/27	4	9/26	35
Multiple types of disab. or cond.	12/29	41	3/29	10	3/29	10	62/100	62	23/101	23	18/101	18	36/102	35	4/101	4	40/101	40
No disability or condition	464/910	51	56/916	6	24/917	3	717/1224	59	188/1231	15	182/1230	15	553/1230	45	65/1232	5	401/1234	32
I prefer not to respond	28/68	41	7/66	11	2/67	3	60/91	66	12/91	13	9/91	10	39/90	43	2/90	2	29/90	32
Residence	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not on campus	454/908	50	57/911	6	25/911	3	901/1540	59	243/1545	16	227/1548	15	681/1548	44	78/1549	5	516/1550	33
On campus	93/194	48	14/194	7	5/196	3	32/53	60	11/53	21	9/53	17	23/53	43	3/53	6	18/53	34
Athlete status	N/total	%	N/total	%	N/total	0	N/total	%	N/total	0	N/total	%	N/total	%	N/total	%	N/total	%
Not an athlete	539/1087	50	70/1091	6	28/1092	3	923/1581	58	253/1585	16	233/1588	15	697/1588	44	81/1589	5	527/1590	33
Student-athlete	11/15	73	1/14	7	1/15	7	9/12	75	1/13	8	3/13	23	8/13	62	0/13	0	6/13	46
Greek membership	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not a member	521/1056	49	66/1059	6	27/1061	3	879/1504	58	228/1509	15	214/1511	14	657/1511	43	77/1512	5	494/1513	33
Member	26/44	59	3/44	7	3/44	7	35/61	57	17/61	28	16/61	26	38/61	62	3/61	5	30/61	49
Military status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
No military service	548/1100	50	69/1103	6	29/1105	3	913/1564	58	246/1570	16	232/1572	15	698/1571	44	82/1573	5	522/1574	33
Current or former military service	2/4	50	2/4	50	1/4	25	21/32	66	9/31	29	4/32	13	8/32	25	0/32	0	12/32	38
Satisfaction ^e	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Fair or poor	109/241	45	12/243	5	7/243	3	139/330	42	35/331	11	31/333	9	96/332	29	13/332	4	118/332	36
Good or excellent	454/886	51	60/888	7	24/890	3	804/1281	63	220/1284	17	202/1286	16	614/1288	48	70/1289	5	421/1289	33
Overall	579/1158	50	73/1166	6	32/1169	3	964/1650	57	261/1659	15	237/1664	14	730/1672	42	84/1666	5	549/1664	33

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?"