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# NSSE 2023

## High-Impact Practices

Jacksonville State University

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### 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.

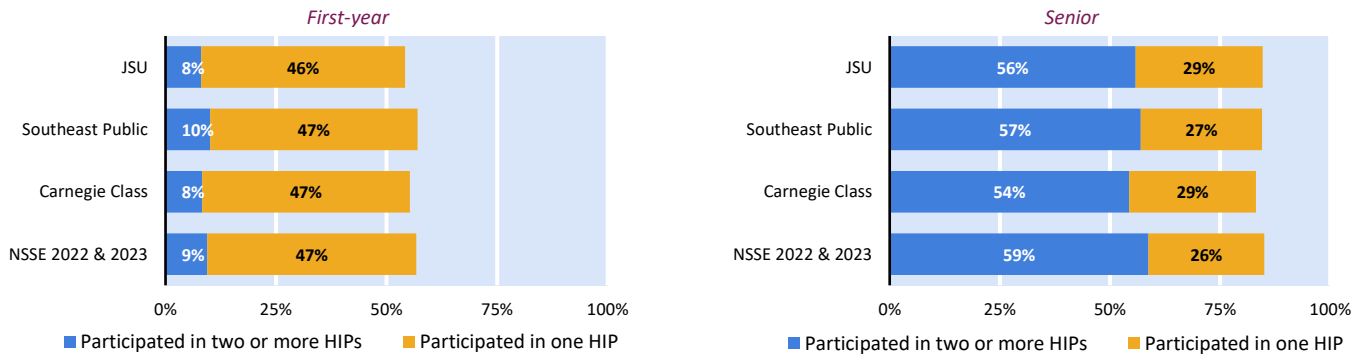
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

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:

	JSU	Southeast Public		Carnegie Class		NSSE 2022 & 2023	
	%	Difference <sup>a</sup>	ES <sup>b</sup>	Difference <sup>a</sup>	ES <sup>b</sup>	Difference <sup>a</sup>	ES <sup>b</sup>
<b>First-year</b>							
Service-Learning	52	+1	.02	-0	.00	+0	.00
Learning Community	6	-6	*** -.21	-3	-.10	-5	*** -.19
Research with Faculty	7	+1	.02	+2	.08	+1	.05
Participated in at least one	54	-3	-.06	-1	-.02	-3	-.05
Participated in two or more	8	-2	-.07	-0	-.01	-1	-.05
<b>Senior</b>							
Service-Learning	67	+9	*** .19	+6	** .12	+7	** .15
Learning Community	24	+1	.03	+4	* .11	+2	.04
Research with Faculty	19	-5	* -.11	+0	.01	-4	* -.10
Internship or Field Exp.	51	+4	.07	+8	*** .15	+3	.05
Study Abroad	3	-6	*** -.26	-3	** -.14	-6	*** -.26
Culminating Senior Exp.	31	-12	*** -.26	-14	*** -.29	-15	*** -.31
Participated in at least one	85	+0	.00	+1	.04	-0	-.01
Participated in two or more	56	-1	-.02	+1	.03	-3	-.06

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).

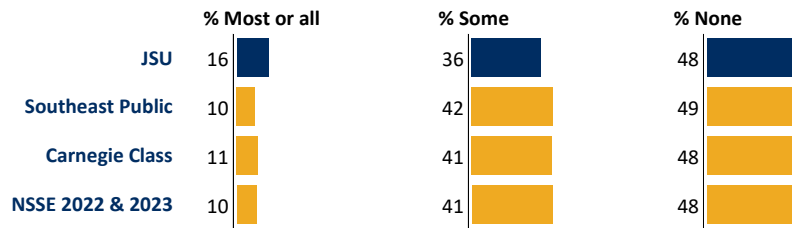
\**p* < .05, \*\**p* < .01, \*\*\**p* < .001 (z-test comparing participation rates).

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

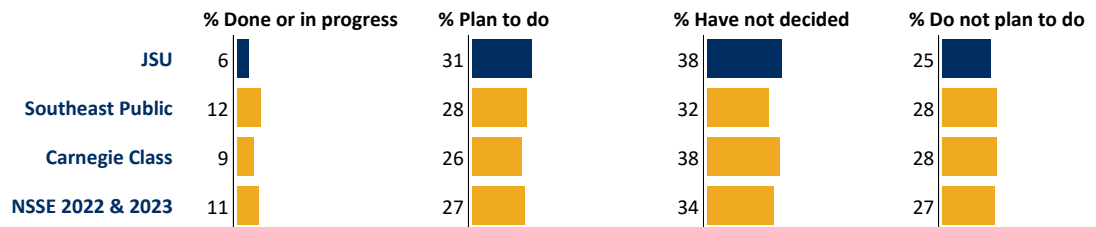
### Service-Learning

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



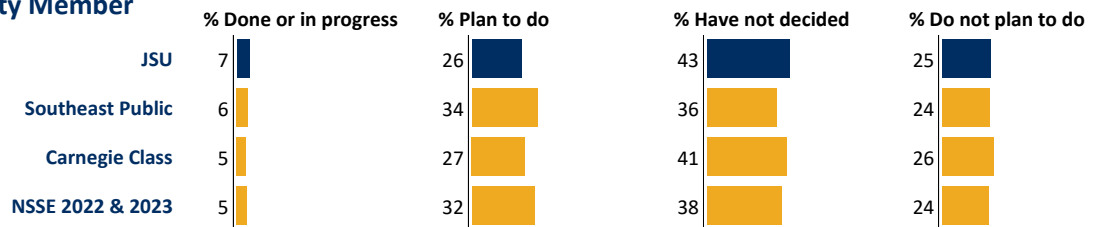
### Learning Community

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.



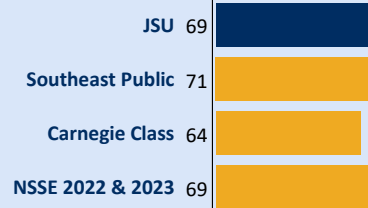
## Plans to Participate<sup>a</sup>

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"

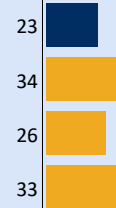
#### Internship or Field Experience

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



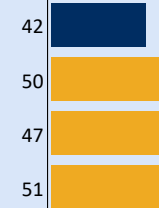
#### Study Abroad

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.).



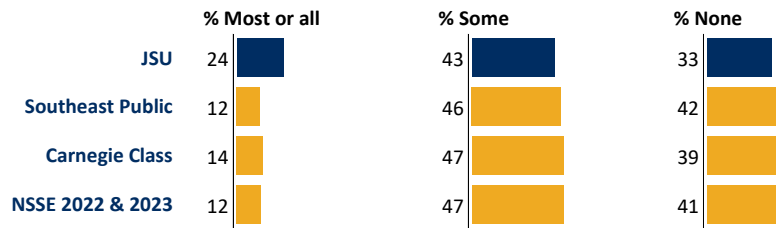
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

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

## Seniors

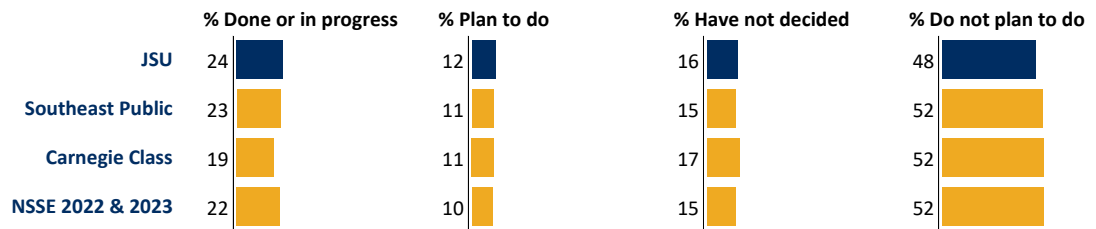
### Service-Learning

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



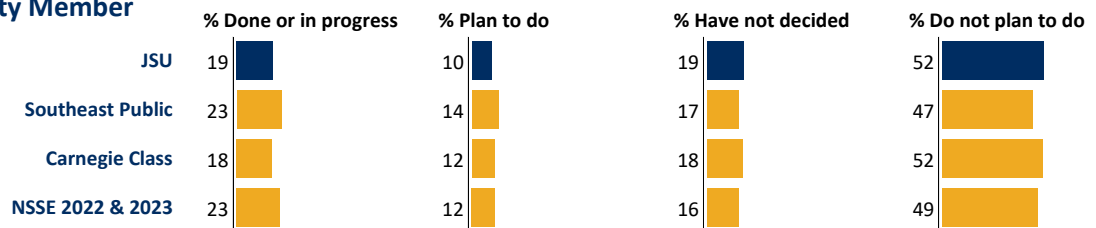
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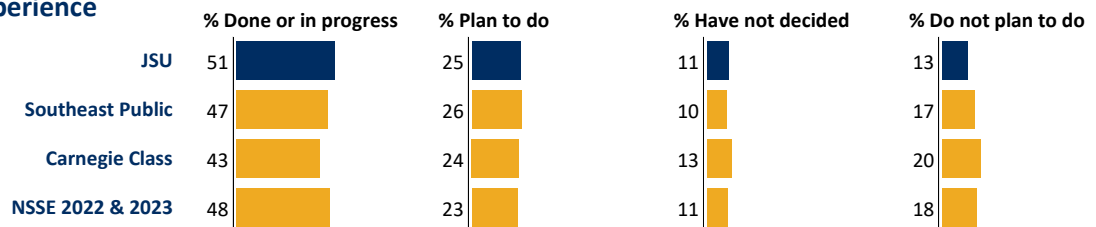
### Research with a Faculty Member

Work with a faculty member on a research project.



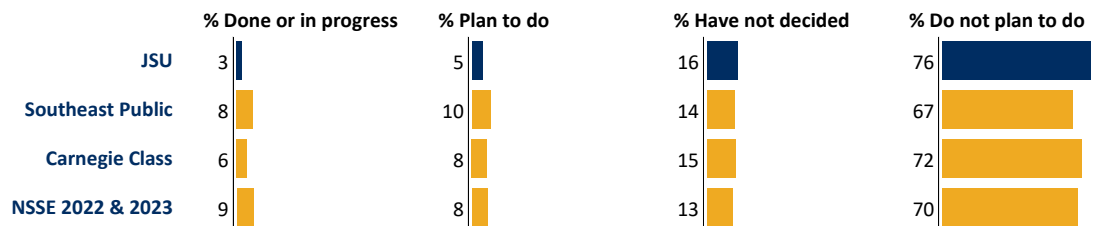
### Internship or Field Experience

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



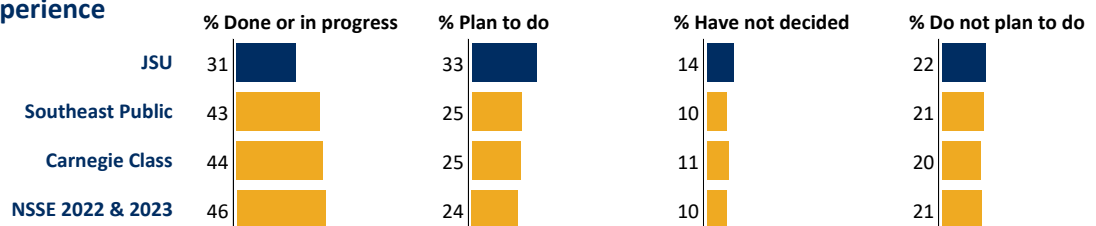
### Study Abroad

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 <sup>a</sup>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Arts & humanities	6/15	40	2/15	13	1/15	7	7/17	41	3/17	18	7/18	39	7/18	39	1/18	6	12/18	67
Bio. sci., agric., and natural res.	13/28	46	1/28	4	1/28	4	12/19	63	2/19	11	9/19	47	6/19	32	1/18	6	4/19	21
Physical sci., math, computer sci.	11/28	39	0/28	0	2/28	7	7/13	54	1/13	8	4/13	31	0/13	0	1/13	8	1/13	8
Social sciences	12/22	55	1/22	5	0/22	0	16/28	57	4/28	14	6/28	21	9/28	32	1/28	4	5/28	18
Business	21/49	43	2/49	4	3/49	6	34/60	57	11/59	19	4/60	7	25/60	42	1/60	2	14/59	24
Communications, media, public rel.	5/9	56	0/9	0	0/9	0	9/14	64	4/14	29	5/14	36	8/14	57	0/14	0	8/13	62
Education	28/67	42	3/67	4	2/67	3	57/75	76	24/75	32	12/74	16	68/75	91	2/75	3	37/75	49
Engineering	4/11	36	1/11	9	1/11	9	3/6	50	3/7	43	1/7	14	6/7	86	0/7	0	3/7	43
Health professions	70/110	64	6/109	6	12/109	11	101/117	86	40/117	34	24/117	21	66/118	56	2/118	2	35/117	30
Social service professions	32/59	54	5/60	8	5/60	8	38/62	61	9/62	15	10/62	16	22/61	36	1/62	2	17/62	27
Undecided/undeclared	2/3	67	0/3	0	0/3	0	0/0		0/0		0/0		0/0		0/0		0/0	
<b>Transfer status</b>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Started here	206/396	52	23/396	6	25/396	6	144/203	71	57/204	28	42/203	21	117/205	57	5/204	2	72/204	35
Started elsewhere	12/27	44	1/27	4	1/27	4	163/249	65	49/247	20	41/249	16	115/248	46	6/249	2	68/246	28
<b>Enrollment status<sup>b</sup></b>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not full-time	3/13	23	0/13	0	0/13	0	46/76	61	11/75	15	9/76	12	28/75	37	0/76	0	21/75	28
Full-time	234/437	54	27/441	6	31/440	7	275/394	70	102/400	26	77/399	19	213/403	53	13/399	3	123/398	31
<b>First-generation<sup>c</sup></b>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	71/164	43	6/164	4	9/165	5	142/196	72	50/196	26	45/197	23	106/198	54	6/197	3	66/196	34
First-generation	129/232	56	15/232	6	17/231	7	164/253	65	56/252	22	37/252	15	125/252	50	5/253	2	74/251	29
I prefer not to respond	17/27	63	1/27	4	1/27	4	3/6	50	1/6	17	1/6	17	2/6	33	0/6	0	1/6	17
<b>Race/ethnicity<sup>d</sup></b>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	4/8	50	0/9	0	0/9	0	8/10	80	3/10	30	0/9	0	4/10	40	0/10	0	4/10	40
Black or African American	79/126	63	10/126	8	10/125	8	54/71	76	21/71	30	16/72	22	28/71	39	1/71	1	20/72	28
Hispanic, Latina/o, Latine, or Latinx	6/24	25	1/24	4	1/24	4	19/30	63	7/30	23	3/30	10	16/30	53	2/30	7	11/30	37
Indigenous, American Indian, etc.	3/10	30	1/10	10	1/10	10	7/8	88	2/8	25	0/8	0	4/7	57	0/8	0	2/8	25
Middle Eastern or North African	0/1	0	0/1	0	0/1	0	2/2	100	0/2	0	0/2	0	0/2	0	0/2	0	0/2	0
Native Hawaiian or Pacific Islander	2/4	50	1/4	25	0/4	0	1/1	100	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0
White	138/276	50	12/276	4	17/277	6	232/350	66	79/349	23	65/350	19	187/351	53	9/351	3	110/347	32
Another race or ethnicity	0/1	0	0/1	0	0/1	0	2/2	100	0/2	0	0/2	0	0/2	0	0/2	0	0/2	0
I prefer not to respond	0/4	0	0/4	0	0/4	0	2/8	25	3/8	38	1/8	13	3/8	38	0/8	0	2/8	25

## 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	%
<b>International status</b>																		
Not an international student	206/404	51	22/404	5	27/404	7	303/448	68	106/447	24	83/449	18	232/449	52	10/449	2	140/446	31
International student	12/20	60	1/20	5	0/20	0	5/6	83	1/6	17	0/5	0	1/6	17	1/6	17	1/6	17
<b>Gender identity<sup>d</sup></b>																		
Woman	150/277	54	14/277	5	20/277	7	230/317	73	78/315	25	54/315	17	166/316	53	8/316	3	98/314	31
Man	65/136	48	8/136	6	7/136	5	73/126	58	27/127	21	27/128	21	66/128	52	2/128	2	42/127	33
Agender or gender neutral	2/2	100	0/2	0	0/2	0	0/0		0/0		0/0		0/0		0/0		0/0	
Demigender	1/3	33	0/3	0	0/3	0	0/0		0/0		0/0		0/0		0/0		0/0	
Genderqueer, non-binary, etc.	5/8	63	1/8	13	0/8	0	5/6	83	1/6	17	2/6	33	1/6	17	0/6	0	2/6	33
Genderfluid	2/4	50	0/4	0	0/4	0	2/2	100	1/2	50	1/2	50	1/2	50	0/2	0	1/2	50
Two-spirit	1/1	100	0/1	0	0/1	0	0/0		0/0		0/0		0/0		0/0		0/0	
Cis/Cisgender	3/10	30	1/10	10	2/10	20	10/14	71	4/14	29	6/14	43	5/14	36	0/14	0	7/14	50
Trans/Transgender	1/2	50	0/2	0	0/2	0	0/0		0/0		0/0		0/0		0/0		0/0	
Questioning or unsure	2/3	67	0/3	0	0/3	0	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0
Another gender identity	1/2	50	0/2	0	0/2	0	0/0		0/0		0/0		0/0		0/0		0/0	
I prefer not to respond	0/2	0	0/2	0	0/2	0	1/5	20	1/5	20	0/5	0	0/5	0	0/5	0	0/5	0
<b>Sexual orientation<sup>d</sup></b>																		
Straight or heterosexual	175/335	52	18/335	5	23/336	7	273/388	70	94/386	24	75/387	19	210/388	54	11/388	3	118/385	31
Bisexual	24/42	57	4/42	10	2/41	5	21/34	62	8/34	24	6/34	18	12/34	35	0/34	0	12/34	35
Lesbian	6/14	43	2/14	14	0/13	0	8/9	89	0/9	0	0/9	0	1/9	11	0/9	0	1/9	11
Gay	4/6	67	0/6	0	0/6	0	5/10	50	2/11	18	2/11	18	6/11	55	0/11	0	4/11	36
Queer	5/7	71	3/7	43	0/6	0	2/2	100	0/2	0	0/2	0	1/2	50	0/2	0	2/2	100
Pansexual or polysexual	10/15	67	3/15	20	1/14	7	8/11	73	0/11	0	1/11	9	1/11	9	0/11	0	2/11	18
Ace, gray, or asexual	1/2	50	0/2	0	0/2	0	1/2	50	1/2	50	0/2	0	1/2	50	0/2	0	1/2	50
Demisexual	2/8	25	1/8	13	0/8	0	5/6	83	1/6	17	2/6	33	3/6	50	0/6	0	2/6	33
Questioning or unsure	5/7	71	2/7	29	0/6	0	0/4	0	0/4	0	1/4	25	1/4	25	0/4	0	2/4	50
Another sexual orientation	2/2	100	1/2	50	0/2	0	1/1	100	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0
I prefer not to respond	6/14	43	0/14	0	1/14	7	3/12	25	4/12	33	1/12	8	1/12	8	0/12	0	3/12	25
<b>Age<sup>b</sup></b>																		
FY 21+, Seniors 25+	6/20	30	1/20	5	1/20	5	87/139	63	21/139	15	16/140	11	51/139	37	2/140	1	31/139	22
FY < 21, Seniors < 25	231/430	54	26/434	6	30/433	7	234/331	71	92/336	27	70/335	21	190/339	56	11/335	3	113/334	34

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	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
<b>Disability status<sup>d</sup></b>																		
Sensory disability	1/2	50	0/2	0	0/2	0	2/3	67	0/3	0	1/3	33	2/3	67	0/3	0	0/3	0
Physical disability	1/2	50	0/2	0	1/2	50	2/2	100	1/2	50	1/2	50	1/2	50	0/2	0	1/2	50
Mental health or develop. disability	20/41	49	2/41	5	1/41	2	19/36	53	6/37	16	10/37	27	17/37	46	0/37	0	9/37	24
Another disability or condition	5/8	63	1/8	13	2/8	25	0/3	0	0/3	0	0/3	0	1/3	33	0/3	0	1/3	33
Multiple types of disab. or cond.	14/27	52	4/27	15	5/26	19	17/26	65	4/26	15	7/26	27	12/26	46	0/26	0	6/26	23
No disability or condition	165/321	51	14/321	4	16/322	5	257/364	71	91/362	25	61/363	17	192/364	53	11/364	3	117/361	32
I prefer not to respond	7/16	44	1/16	6	1/16	6	9/18	50	5/18	28	3/18	17	8/18	44	0/18	0	7/18	39
<b>Residence</b>																		
Not on campus	73/158	46	3/157	2	11/158	7	264/385	69	88/383	23	65/384	17	196/385	51	11/386	3	116/382	30
On campus	144/264	55	20/265	8	16/264	6	41/65	63	18/66	27	18/66	27	35/66	53	0/65	0	25/66	38
<b>Athlete status</b>						0				0								
Not an athlete	195/388	50	21/388	5	26/388	7	293/434	68	102/433	24	81/434	19	224/435	51	9/435	2	137/432	32
Student-athlete	23/32	72	2/32	6	1/32	3	13/17	76	5/17	29	2/17	12	8/17	47	2/17	12	3/17	18
<b>Greek membership</b>																		
Not a member	191/374	51	19/373	5	20/373	5	248/376	66	84/375	22	67/376	18	193/376	51	10/376	3	109/374	29
Member	25/47	53	4/48	8	7/48	15	54/71	76	21/71	30	15/71	21	36/72	50	0/72	0	30/72	42
<b>Military status</b>																		
No military service	216/413	52	23/413	6	27/413	7	290/430	67	102/430	24	81/430	19	226/432	52	11/431	3	138/428	32
Current or former military service	2/9	22	0/9	0	0/9	0	16/22	73	4/21	19	2/22	9	6/21	29	0/22	0	3/22	14
<b>Satisfaction<sup>e</sup></b>																		
Fair or poor	38/87	44	3/86	3	7/86	8	20/43	47	4/43	9	5/43	12	15/43	35	0/43	0	13/43	30
Good or excellent	185/341	54	21/342	6	21/342	6	292/415	70	104/414	25	78/415	19	219/416	53	11/416	3	127/413	31
<b>Overall</b>	237/450	52	27/454	6	31/453	7	321/470	67	113/475	24	86/475	19	241/478	51	13/475	3	144/473	31

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?"