
NSSE 2023

High-Impact Practices

Kent State University at Kent

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.

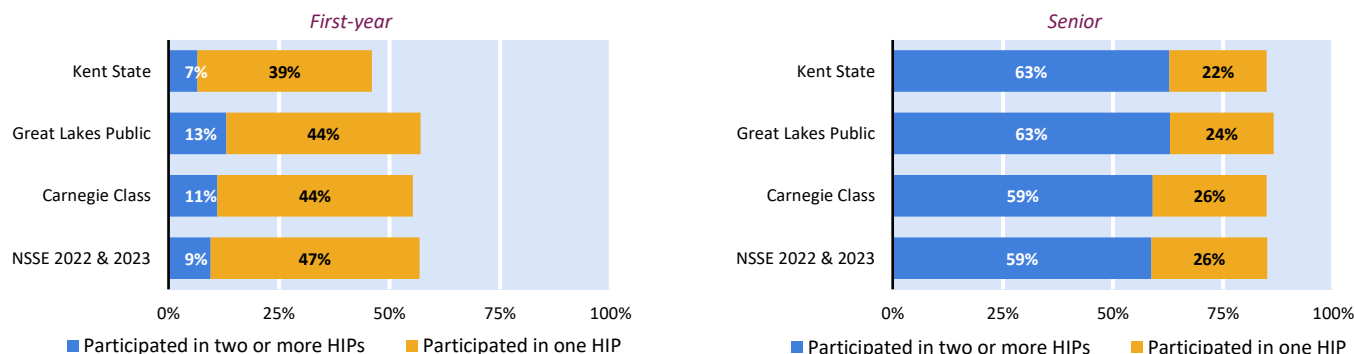
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

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:

	Kent State	Great Lakes Public		Carnegie Class		NSSE 2022 & 2023	
	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b
First-year							
Service-Learning	38	-11 ***	-.22	-9 ***	-.19	-13 ***	-.27
Learning Community	10	-7 ***	-.21	-5 ***	-.15	-1 ***	-.04
Research with Faculty	5	-1	-.03	-1	-.04	-0	-.02
Participated in at least one	46	-11 ***	-.22	-9 ***	-.19	-11 ***	-.22
Participated in two or more	7	-7 ***	-.22	-4 ***	-.16	-3 *	-.11
Senior							
Service-Learning	51	-5 *	-.10	-2	-.05	-9 ***	-.18
Learning Community	21	-5 **	-.11	-2	-.05	-1	-.02
Research with Faculty	23	+0	.00	-2	-.05	+0	.01
Internship or Field Exp.	54	-0	-.01	+3	.05	+6 **	.12
Study Abroad	19	+10	.30 ***	+8	.24 ***	+10 ***	.30
Culminating Senior Exp.	39	-8 ***	-.16	-4	-.08	-7 ***	-.14
Participated in at least one	85	-2	-.04	+0	.00	-0	.00
Participated in two or more	63	-0	.00	+4	.08	+4 *	.08

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).

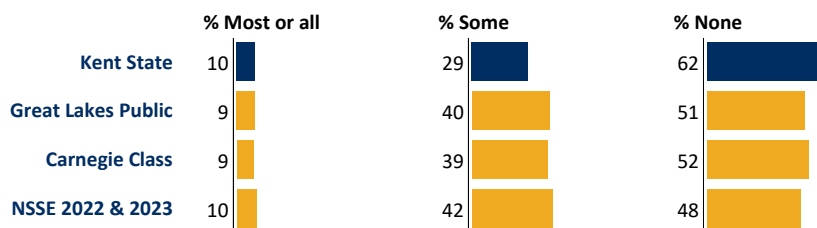
p* < .05, *p* < .01, ****p* < .001 (z-test comparing participation rates).

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

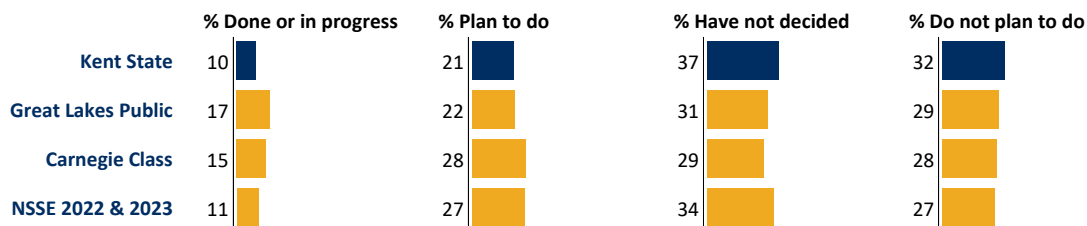
Service-Learning

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



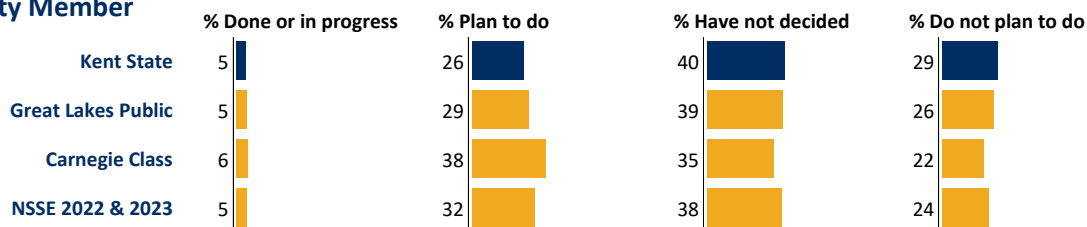
Learning Community

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.



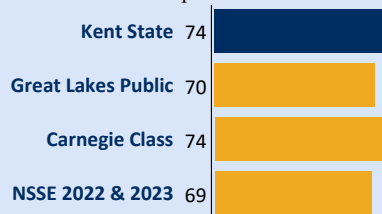
Plans to Participate^a

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"

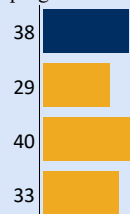
Internship or Field Experience

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



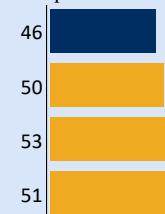
Study Abroad

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.).



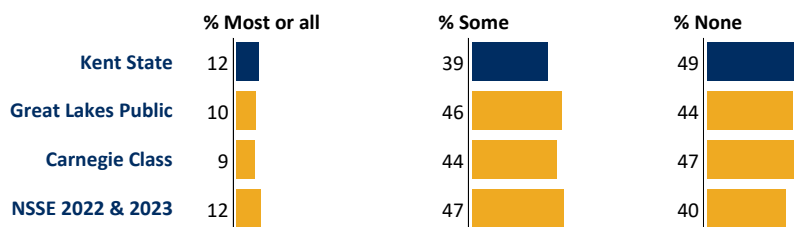
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

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

Seniors

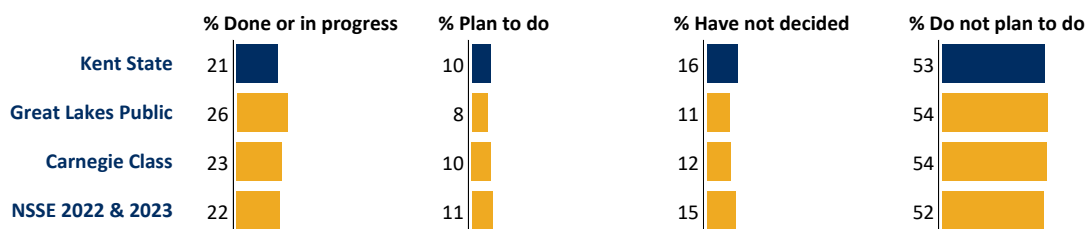
Service-Learning

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



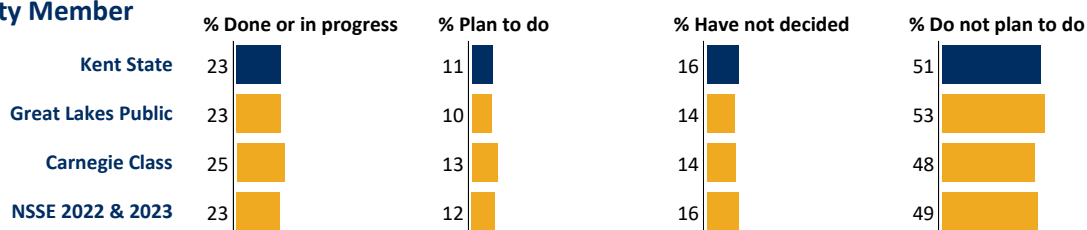
Learning Community

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



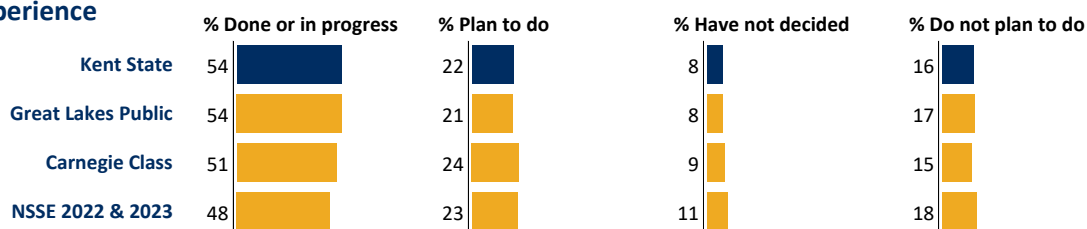
Research with a Faculty Member

Work with a faculty member on a research project.



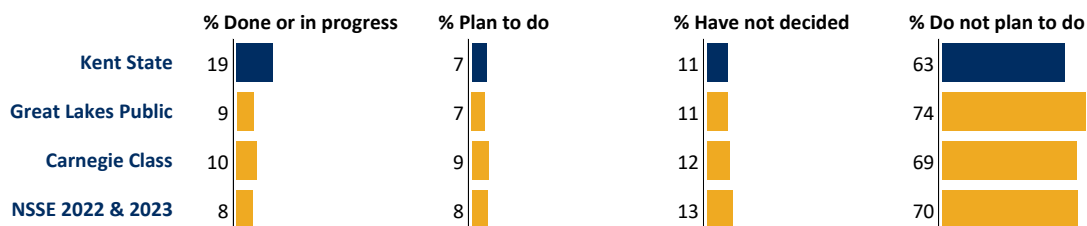
Internship or Field Experience

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



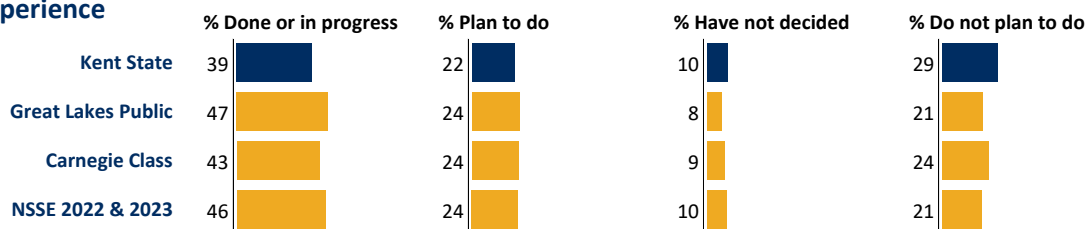
Study Abroad

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).

NSSE 2023 High-Impact Practices

Disaggregated Results

Kent State University at Kent

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	41/106	39	8/106	8	3/105	3	41/89	46	24/89	27	25/89	28	44/89	49	37/89	42	44/89	49
Bio. sci., agric., and natural res.	26/80	33	8/80	10	3/80	4	18/56	32	10/57	18	27/57	47	26/57	46	7/57	12	11/57	19
Physical sci., math, computer sci.	8/33	24	1/33	3	4/33	12	6/26	23	3/26	12	10/26	38	13/26	50	4/26	15	11/26	42
Social sciences	26/73	36	10/73	14	2/73	3	22/61	36	6/62	10	17/62	27	22/62	35	11/61	18	14/62	23
Business	31/76	41	6/76	8	3/76	4	51/106	48	22/106	21	16/106	15	58/106	55	24/106	23	52/105	50
Communications, media, public rel.	16/38	42	1/38	3	2/38	5	22/34	65	6/34	18	3/34	9	24/34	71	7/34	21	20/34	59
Education	23/47	49	6/46	13	3/47	6	46/60	77	23/61	38	7/61	11	49/61	80	10/61	16	20/61	33
Engineering	18/36	50	6/36	17	1/36	3	3/13	23	2/13	15	5/13	38	5/13	38	1/13	8	2/13	15
Health professions	45/91	49	12/91	13	6/91	7	51/86	59	20/86	23	19/86	22	54/86	63	6/86	7	33/86	38
Social service professions	7/19	37	0/19	0	1/19	5	7/15	47	5/15	33	3/15	20	9/15	60	2/15	13	2/15	13
Undecided/undeclared	2/13	15	3/13	23	1/13	8	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	219/560	39	55/560	10	26/559	5	187/386	48	105/389	27	102/389	26	235/389	60	88/389	23	155/388	40
Started elsewhere	27/76	36	11/76	14	4/76	5	104/200	52	23/200	12	35/200	18	93/199	47	24/200	12	71/200	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	2/8	25	0/8	0	0/8	0	21/51	41	4/51	8	9/51	18	20/50	40	9/51	18	17/51	33
Full-time	256/651	39	69/652	11	30/650	5	281/550	51	128/553	23	132/555	24	316/555	57	107/554	19	213/552	39
First-generation ^c	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	156/406	38	46/406	11	21/407	5	183/382	48	92/385	24	103/385	27	224/385	58	77/385	20	153/385	40
First-generation	85/212	40	21/211	10	9/210	4	102/194	53	36/194	19	32/194	16	101/193	52	33/194	17	71/193	37
I prefer not to respond	4/20	20	0/20	0	0/20	0	6/11	55	0/11	0	2/11	18	3/11	27	2/11	18	2/11	18
Race/ethnicity ^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	11/41	27	3/41	7	4/41	10	9/31	29	3/33	9	7/33	21	14/33	42	10/33	30	10/33	30
Black or African American	24/49	49	3/48	6	4/48	8	29/49	59	14/49	29	8/49	16	19/49	39	5/49	10	16/49	33
Hispanic, Latina/o, Latine, or Latinx	15/37	41	4/36	11	3/37	8	12/26	46	4/26	15	5/26	19	15/26	58	8/26	31	11/26	42
Indigenous, American Indian, etc.	5/8	63	1/7	14	2/8	25	3/3	100	0/3	0	1/3	33	2/3	67	0/3	0	0/3	0
Middle Eastern or North African	2/12	17	4/12	33	1/12	8	4/11	36	0/11	0	3/11	27	3/11	27	2/11	18	3/11	27
Native Hawaiian or Pacific Islander	4/7	57	1/7	14	1/7	14	1/2	50	1/2	50	0/2	0	1/2	50	1/2	50	0/2	0
White	196/527	37	57/528	11	23/527	4	244/493	49	108/494	22	121/494	24	288/493	58	93/494	19	195/493	40
Another race or ethnicity	5/8	63	1/7	14	0/8	0	2/3	67	1/3	33	1/3	33	1/3	33	1/3	33	0/3	0
I prefer not to respond	4/10	40	0/10	0	0/10	0	6/13	46	2/13	15	1/13	8	7/13	54	4/13	31	6/13	46

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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	
	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
International status																		
Not an international student	237/627	38	65/627	10	30/626	5	282/566	50	124/568	22	133/568	23	321/567	57	105/568	18	216/567	38
International student	9/11	82	2/10	20	0/11	0	9/20	45	4/21	19	3/21	14	6/21	29	6/21	29	10/21	48
Gender identity^d																		
Woman	178/440	40	51/440	12	19/439	4	205/423	48	95/425	22	102/425	24	247/424	58	82/425	19	154/424	36
Man	56/163	34	13/162	8	11/163	7	67/123	54	27/123	22	23/123	19	58/123	47	19/123	15	53/123	43
Agender or gender neutral	6/11	55	0/11	0	2/11	18	3/9	33	1/9	11	1/9	11	6/9	67	1/9	11	5/9	56
Demigender	2/3	67	0/3	0	1/3	33	1/3	33	0/3	0	1/3	33	2/3	67	1/3	33	2/3	67
Genderqueer, non-binary, etc.	15/32	47	1/32	3	2/32	6	7/16	44	4/16	25	5/16	31	9/16	56	2/16	13	7/16	44
Genderfluid	3/8	38	0/8	0	1/8	13	7/9	78	0/9	0	3/9	33	2/9	22	1/9	11	3/9	33
Two-spirit	2/3	67	0/3	0	1/3	33	1/1	100	0/1	0	0/1	0	1/1	100	0/1	0	1/1	100
Cis/Cisgender	19/65	29	10/66	15	3/66	5	16/51	31	15/51	29	14/51	27	30/51	59	13/51	25	20/51	39
Trans/Transgender	7/20	35	2/20	10	2/20	10	8/12	67	2/12	17	4/12	33	5/12	42	2/12	17	8/12	67
Questioning or unsure	7/13	54	1/13	8	2/13	15	4/7	57	2/8	25	2/8	25	3/8	38	4/8	50	3/8	38
Another gender identity	2/2	100	0/2	0	1/2	50	2/2	100	0/2	0	0/2	0	1/2	50	1/2	50	1/2	50
I prefer not to respond	2/8	25	2/8	25	0/8	0	3/12	25	1/12	8	3/12	25	5/12	42	2/12	17	3/12	25
Sexual orientation^d																		
Straight or heterosexual	171/419	41	43/416	10	18/416	4	220/410	54	99/411	24	86/411	21	236/410	58	72/411	18	165/410	40
Bisexual	40/114	35	11/115	10	7/115	6	37/83	45	20/83	24	26/83	31	44/83	53	21/83	25	27/83	33
Lesbian	11/28	39	2/28	7	3/28	11	5/13	38	1/13	8	3/13	23	5/13	38	2/13	15	3/13	23
Gay	5/15	33	1/15	7	1/15	7	7/15	47	1/15	7	3/15	20	5/15	33	2/15	13	4/15	27
Queer	7/25	28	3/26	12	3/26	12	8/21	38	5/21	24	6/21	29	11/21	52	4/21	19	10/21	48
Pansexual or polysexual	7/21	33	6/22	27	2/22	9	9/21	43	5/21	24	7/21	33	11/21	52	7/21	33	12/21	57
Ace, gray, or asexual	2/21	10	0/21	0	2/21	10	9/23	39	3/24	13	6/24	25	16/24	67	8/24	33	8/24	33
Demisexual	5/11	45	0/11	0	2/11	18	2/5	40	1/5	20	1/5	20	3/5	60	0/5	0	2/5	40
Questioning or unsure	14/29	48	0/29	0	1/29	3	6/17	35	2/17	12	4/17	24	10/17	59	1/17	6	4/17	24
Another sexual orientation	0/2	0	1/2	50	0/2	0	1/3	33	0/3	0	2/3	67	1/3	33	0/3	0	2/3	67
I prefer not to respond	7/20	35	2/20	10	0/20	0	8/24	33	3/25	12	4/25	16	14/25	56	3/25	12	7/25	28
Age^b																		
FY 21+, Seniors 25+	5/15	33	1/15	7	0/15	0	47/96	49	9/96	9	17/96	18	34/96	35	6/96	6	33/96	34
FY < 21, Seniors < 25	253/644	39	68/645	11	30/643	5	255/505	50	123/508	24	124/510	24	302/509	59	110/509	22	197/507	39

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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	0/0		0/0		0/0		2/2	100	1/2	50	0/2	0	2/2	100	0/2	0	1/2	50
Physical disability	0/0		0/0		0/0		0/2	0	0/2	0	0/0		0/2	0	1/1	100	0/2	0
Mental health or develop. disability	40/104	38	13/104	13	6/102	6	34/92	37	17/92	18	22/92	24	53/92	58	13/92	14	35/92	38
Another disability or condition	6/9	67	3/9	33	1/9	11	4/12	33	5/12	42	2/12	17	5/12	42	3/12	25	5/12	42
Multiple types of disab. or cond.	24/59	41	7/60	12	4/60	7	25/56	45	10/56	18	17/56	30	33/56	59	15/56	27	18/56	32
No disability or condition	163/437	37	39/435	9	19/437	4	213/399	53	91/401	23	93/401	23	222/400	56	73/401	18	158/400	40
I prefer not to respond	13/28	46	5/28	18	0/28	0	12/22	55	4/23	17	2/23	9	11/23	48	6/23	26	9/23	39
Residence																		
Not on campus	44/140	31	8/140	6	7/140	5	260/522	50	111/524	21	119/524	23	296/523	57	99/524	19	198/523	38
On campus	201/495	41	59/494	12	23/494	5	31/64	48	17/65	26	18/65	28	31/65	48	13/65	20	28/65	43
Athlete status						0				0								
Not an athlete	236/618	38	67/617	11	29/617	5	284/574	49	127/577	22	132/577	23	320/576	56	112/577	19	223/576	39
Student-athlete	10/19	53	0/19	0	1/19	5	7/11	64	0/11	0	5/11	45	7/11	64	0/11	0	2/11	18
Greek membership																		
Not a member	212/565	38	57/563	10	21/564	4	242/501	48	97/503	19	109/503	22	269/502	54	79/503	16	182/503	36
Member	28/64	44	9/65	14	6/64	9	47/80	59	29/81	36	25/81	31	56/81	69	31/81	38	41/80	51
Military status																		
No military service	244/631	39	67/630	11	29/630	5	282/562	50	125/565	22	136/565	24	322/564	57	111/565	20	219/564	39
Current or former military service	1/2	50	0/2	0	0/2	0	10/24	42	3/24	13	1/24	4	6/24	25	1/24	4	7/24	29
Satisfaction^e																		
Fair or poor	40/99	40	10/100	10	8/100	8	35/103	34	16/104	15	20/104	19	54/104	52	16/104	15	34/104	33
Good or excellent	213/548	39	58/545	11	22/544	4	258/486	53	112/488	23	115/488	24	274/487	56	94/487	19	192/488	39
Overall	258/659	38	69/660	10	30/658	5	302/601	51	132/604	21	141/606	23	336/605	54	116/605	19	230/603	39

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?"