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# NSSE 2023

## High-Impact Practices

San Francisco 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.

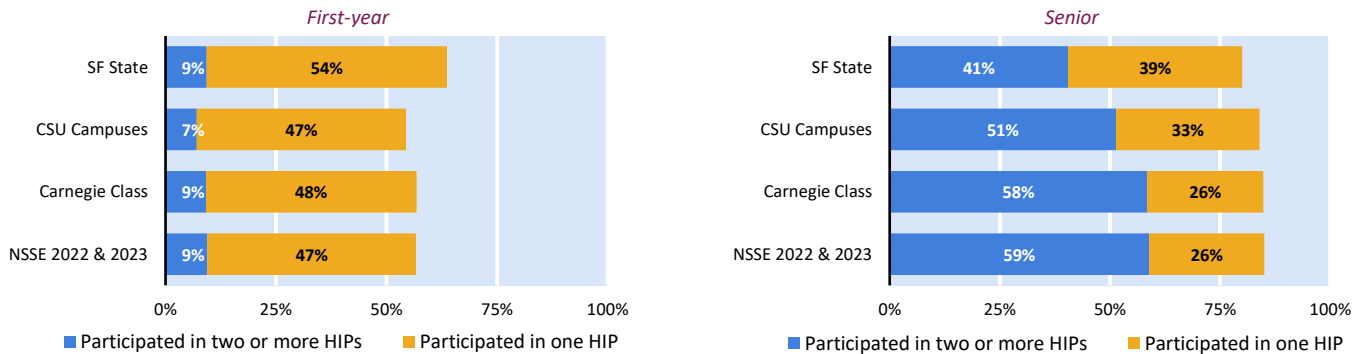
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

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:

	SF State	CSU Campuses		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	63	+12	*** .24	+12	*** .23	+12	*** .24
Learning Community	9	+1	.05	-2	-.06	-2	-.07
Research with Faculty	5	+1	.03	-1	-.03	-1	-.03
<b>Participated in at least one</b>	64	+9	*** .19	+7	** .14	+7	** .14
<b>Participated in two or more</b>	9	+2	.08	+0	.00	-0	-.01
<b>Senior</b>							
Service-Learning	62	-2	-.05	+4	* .08	+2	.05
Learning Community	16	-1	-.03	-7	*** -.19	-7	*** -.17
Research with Faculty	13	-3	** -.09	-9	*** -.24	-10	*** -.26
Internship or Field Exp.	28	-9	*** -.20	-20	*** -.42	-20	*** -.42
Study Abroad	6	+1	.06	-3	** -.11	-3	** -.12
Culminating Senior Exp.	31	-9	*** -.19	-13	*** -.27	-14	*** -.30
<b>Participated in at least one</b>	80	-4	** -.10	-5	*** -.13	-5	*** -.13
<b>Participated in two or more</b>	41	-11	*** -.22	-18	*** -.36	-18	*** -.37

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).

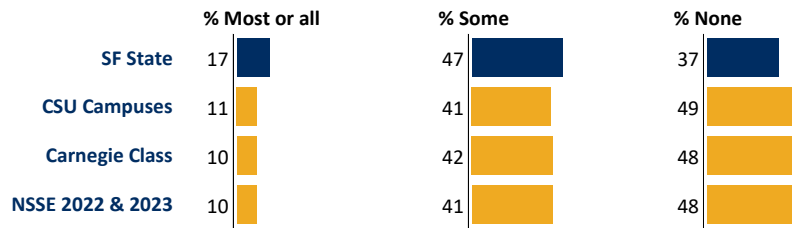
\**p* < .05, \*\**p* < .01, \*\*\**p* < .001 (*z*-test comparing participation rates).

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

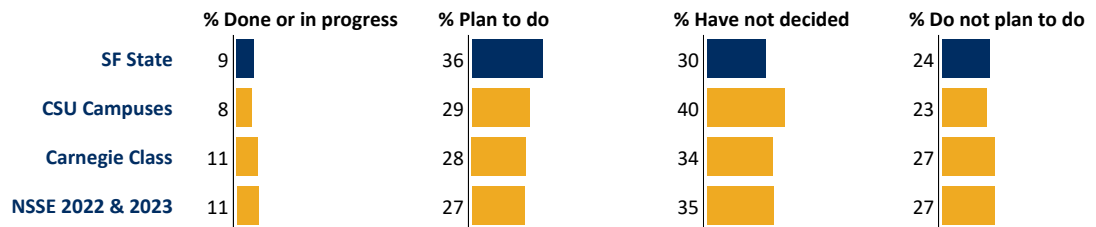
### Service-Learning

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



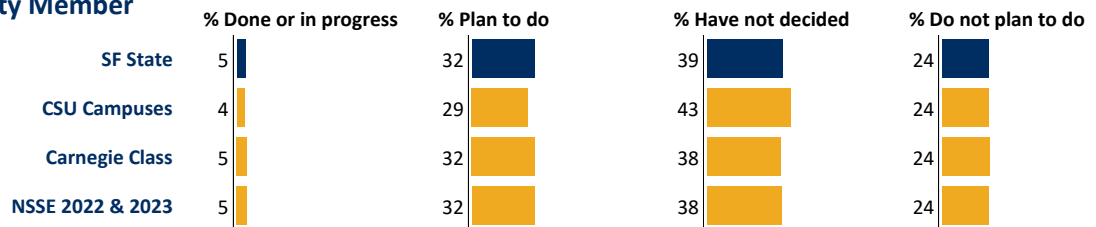
### Learning Community

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.



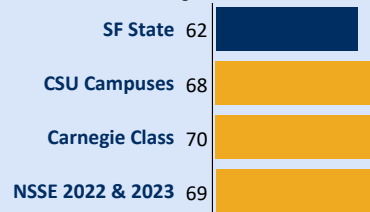
## Plans to Participate<sup>a</sup>

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"

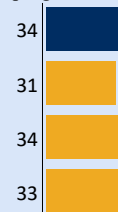
#### Internship or Field Experience

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



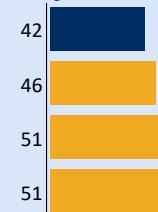
#### Study Abroad

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.).



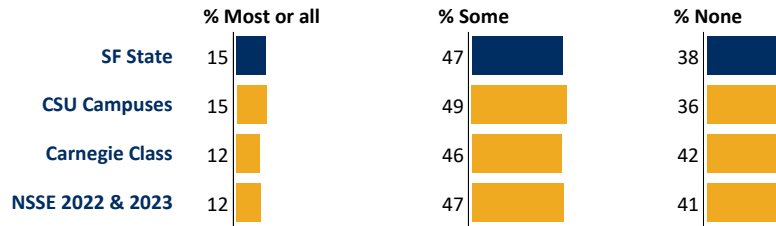
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

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

## Seniors

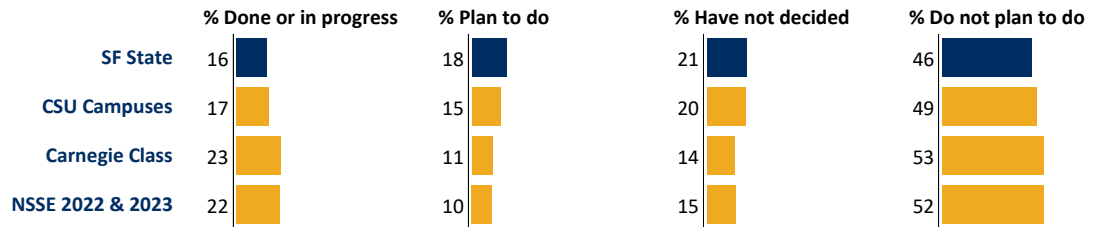
### Service-Learning

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



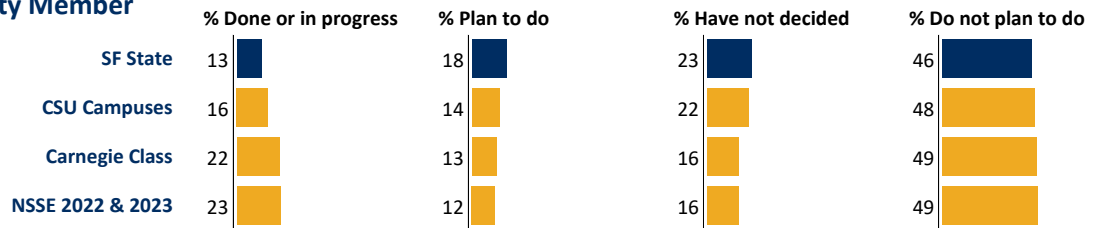
### Learning Community

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



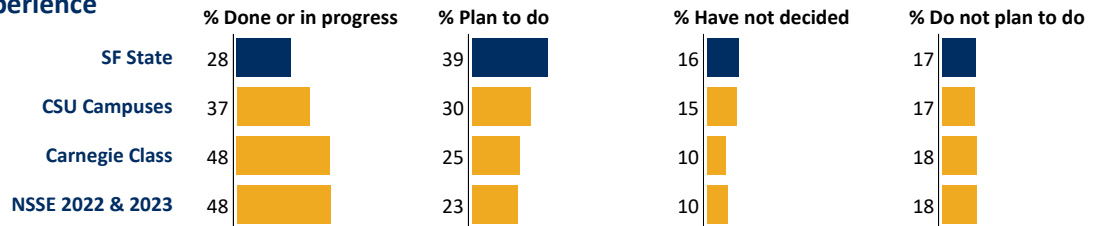
### Research with a Faculty Member

Work with a faculty member on a research project.



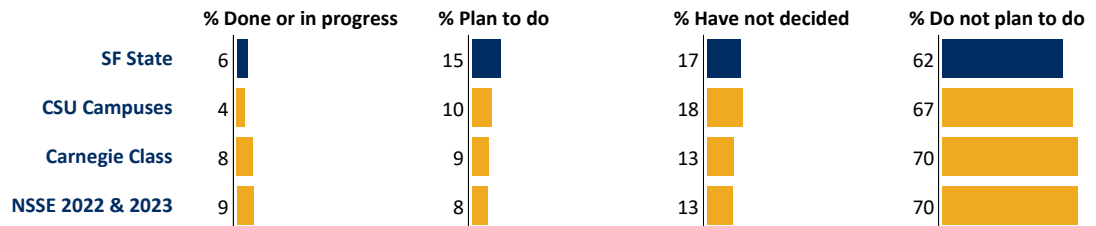
### Internship or Field Experience

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



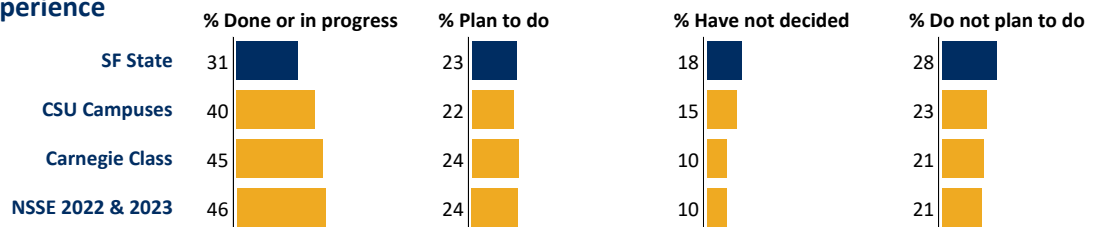
### Study Abroad

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 <sup>a</sup>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Arts & humanities	24/53	45	4/54	7	1/54	2	69/126	55	13/127	10	15/127	12	27/127	21	15/127	12	56/127	44
Bio. sci., agric., and natural res.	33/60	55	8/60	13	1/60	2	75/99	76	14/99	14	27/99	27	34/99	34	3/99	3	14/99	14
Physical sci., math, computer sci.	21/35	60	1/35	3	0/34	0	47/92	51	13/93	14	15/93	16	25/92	27	3/92	3	33/93	35
Social sciences	25/39	64	2/38	5	2/40	5	113/175	65	22/174	13	23/175	13	53/175	30	10/176	6	50/176	28
Business	33/56	59	6/56	11	1/56	2	107/175	61	28/176	16	13/176	7	35/177	20	10/177	6	27/176	15
Communications, media, public rel.	5/10	50	1/10	10	0/10	0	31/58	53	10/58	17	8/58	14	18/58	31	4/58	7	32/58	55
Education	5/6	83	0/6	0	0/6	0	17/21	81	3/21	14	0/21	0	4/21	19	0/21	0	3/21	14
Engineering	23/27	85	2/27	7	3/27	11	27/53	51	13/52	25	9/53	17	20/53	38	3/53	6	33/52	63
Health professions	34/48	71	4/48	8	4/48	8	57/70	81	20/70	29	10/69	14	36/70	51	3/70	4	23/69	33
Social service professions	14/26	54	2/26	8	1/26	4	27/33	82	14/35	40	5/34	15	17/35	49	3/35	9	17/35	49
Undecided/undeclared	12/17	71	2/17	12	0/17	0	0/3	0	0/3	0	0/3	0	0/3	0	0/3	0	0/3	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	226/374	60	29/374	8	11/375	3	207/316	66	64/319	20	43/317	14	108/319	34	22/319	7	103/318	32
Started elsewhere	5/8	63	3/8	38	2/8	25	378/606	62	89/609	15	84/611	14	166/611	27	33/611	5	195/611	32
<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	19/27	70	6/29	21	4/29	14	120/205	59	24/204	12	22/205	11	55/205	27	7/206	3	63/205	31
Full-time	230/380	61	27/381	7	10/382	3	481/743	65	130/752	17	105/750	14	225/758	30	48/752	6	239/752	32
<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	68/132	52	9/134	7	1/134	1	191/333	57	50/333	15	44/333	13	91/333	27	22/334	7	105/333	32
First-generation	139/219	63	19/217	9	11/219	5	364/541	67	94/545	17	77/544	14	169/546	31	30/546	5	176/546	32
I prefer not to respond	24/32	75	4/32	13	1/31	3	33/50	66	8/50	16	5/50	10	14/51	27	2/50	4	16/50	32
<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	91/138	66	16/140	11	7/139	5	239/351	68	63/351	18	45/350	13	105/352	30	21/353	6	109/353	31
Black or African American	12/21	57	2/20	10	0/21	0	55/79	70	17/81	21	8/80	10	25/81	31	2/80	3	23/80	29
Hispanic, Latina/o, Latine, or Latinx	97/158	61	9/158	6	2/159	1	205/312	66	47/314	15	46/315	15	103/316	33	20/316	6	103/315	33
Indigenous, American Indian, etc.	3/7	43	0/7	0	0/7	0	14/24	58	4/25	16	3/25	12	6/25	24	1/25	4	8/25	32
Middle Eastern or North African	6/12	50	2/12	17	2/12	17	20/34	59	6/35	17	6/35	17	7/35	20	1/35	3	7/35	20
Native Hawaiian or Pacific Islander	4/8	50	1/8	13	0/8	0	25/34	74	6/34	18	5/34	15	10/34	29	2/34	6	11/33	33
White	41/82	50	6/82	7	2/82	2	107/216	50	37/216	17	40/216	19	65/216	30	15/216	7	82/216	38
Another race or ethnicity	1/4	25	1/4	25	0/4	0	12/25	48	0/25	0	0/25	0	5/25	20	1/25	4	3/25	12
I prefer not to respond	4/9	44	0/9	0	0/9	0	12/24	50	2/24	8	2/24	8	5/24	21	0/24	0	9/24	38

## 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	209/354	59	31/354	9	12/355	3	542/866	63	141/871	16	117/870	13	261/874	30	52/874	6	277/872	32
International student	23/30	77	1/30	3	1/30	3	45/58	78	12/59	20	9/59	15	14/59	24	3/59	5	21/59	36
<b>Gender identity<sup>d</sup></b>																		
Woman	132/224	59	19/223	9	8/224	4	366/546	67	94/554	17	80/552	14	173/554	31	35/555	6	165/552	30
Man	86/127	68	10/128	8	5/128	4	187/316	59	48/315	15	38/315	12	80/317	25	17/316	5	106/318	33
Agender or gender neutral	2/5	40	0/5	0	0/5	0	4/9	44	1/9	11	1/9	11	2/9	22	0/9	0	4/9	44
Demigender	3/4	75	0/4	0	0/4	0	1/3	33	1/3	33	1/3	33	1/3	33	0/3	0	0/3	0
Genderqueer, non-binary, etc.	8/23	35	3/23	13	0/23	0	31/41	76	6/41	15	8/41	20	13/41	32	0/41	0	19/41	46
Genderfluid	1/4	25	0/4	0	0/4	0	13/19	68	5/19	26	4/19	21	6/19	32	1/19	5	7/19	37
Two-spirit	2/2	100	0/2	0	0/2	0	0/4	0	0/4	0	0/4	0	1/4	25	0/4	0	1/4	25
Cis/Cisgender	14/30	47	1/30	3	0/30	0	39/63	62	15/65	23	12/65	18	20/65	31	4/65	6	32/65	49
Trans/Transgender	3/9	33	0/9	0	0/9	0	9/20	45	1/20	5	5/20	25	8/20	40	0/20	0	7/20	35
Questioning or unsure	4/10	40	0/10	0	0/10	0	4/11	36	1/11	9	0/11	0	1/11	9	1/11	9	6/11	55
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	4/8	50	0/8	0	0/8	0	7/19	37	3/19	16	0/19	0	4/19	21	1/19	5	5/19	26
<b>Sexual orientation<sup>d</sup></b>																		
Straight or heterosexual	171/254	67	21/253	8	11/254	4	437/665	66	117/669	17	87/669	13	200/671	30	45/672	7	205/671	31
Bisexual	26/60	43	5/60	8	2/60	3	72/107	67	15/108	14	15/108	14	28/108	26	6/108	6	36/107	34
Lesbian	6/10	60	0/10	0	0/10	0	14/27	52	5/27	19	5/27	19	10/27	37	1/27	4	9/27	33
Gay	7/11	64	2/12	17	0/12	0	23/40	58	5/40	13	11/40	28	12/40	30	2/40	5	14/40	35
Queer	10/29	34	3/29	10	0/29	0	34/47	72	6/47	13	10/47	21	17/47	36	1/47	2	17/47	36
Pansexual or polysexual	5/16	31	2/16	13	0/16	0	18/35	51	5/35	14	8/35	23	10/35	29	0/35	0	12/35	34
Ace, gray, or asexual	5/11	45	0/11	0	0/11	0	8/18	44	2/18	11	3/18	17	6/18	33	0/18	0	6/18	33
Demisexual	5/7	71	1/7	14	0/7	0	9/17	53	2/17	12	4/17	24	6/17	35	1/17	6	7/17	41
Questioning or unsure	12/17	71	1/17	6	0/17	0	14/26	54	4/26	15	1/26	4	6/26	23	1/26	4	8/26	31
Another sexual orientation	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
I prefer not to respond	8/13	62	0/13	0	0/13	0	22/43	51	9/44	20	1/43	2	8/44	18	1/44	2	16/44	36
<b>Age<sup>b</sup></b>																		
FY 21+, Seniors 25+	4/7	57	0/7	0	0/7	0	257/418	61	64/420	15	61/422	14	115/424	27	22/422	5	133/421	32
FY < 21, Seniors < 25	245/400	61	33/403	8	14/404	3	344/530	65	90/536	17	66/533	12	165/539	31	33/536	6	169/536	32

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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	%
<b>Disability status<sup>d</sup></b>																		
Sensory disability	0/29	0	0/30	0	0/0		2/2	100	0/57	0	0/56	0	0/57	0	0/57	0	0/57	0
Physical disability	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Mental health or develop. disability	18/37	49	1/37	3	1/37	3	59/111	53	16/111	14	22/112	20	36/112	32	7/112	6	48/112	43
Another disability or condition	3/8	38	1/8	13	1/8	13	4/8	50	2/9	22	1/9	11	2/9	22	2/9	22	1/9	11
Multiple types of disab. or cond.	8/18	44	2/17	12	0/18	0	51/83	61	17/84	20	19/84	23	27/84	32	5/84	6	33/83	40
No disability or condition	187/288	65	25/288	9	11/288	4	435/657	66	110/660	17	74/659	11	198/662	30	39/662	6	202/661	31
I prefer not to respond	14/29	48	3/30	10	0/30	0	31/56	55	8/57	14	8/56	14	10/57	18	2/57	4	13/57	23
<b>Residence</b>																		
Not on campus	146/223	65	18/224	8	10/224	4	538/838	64	141/842	17	111/841	13	252/845	30	48/845	6	269/844	32
On campus	83/156	53	14/155	9	3/156	2	47/83	57	11/85	13	15/85	18	21/85	25	7/85	8	29/84	35
<b>Athlete status</b>						0				0								
Not an athlete	224/374	60	31/374	8	12/375	3	573/906	63	149/912	16	123/911	14	270/915	30	51/915	6	291/913	32
Student-athlete	5/7	71	1/7	14	1/7	14	9/12	75	1/12	8	2/12	17	3/12	25	3/12	25	5/12	42
<b>Greek membership</b>																		
Not a member	218/364	60	29/364	8	13/365	4	544/864	63	140/869	16	117/868	13	253/872	29	50/872	6	278/870	32
Member	7/11	64	3/11	27	0/11	0	30/43	70	7/43	16	5/43	12	14/43	33	1/43	2	13/43	30
<b>Military status</b>																		
No military service	228/380	60	32/380	8	13/381	3	557/880	63	145/886	16	121/885	14	260/889	29	54/890	6	284/887	32
Current or former military service	2/2	100	0/2	0	0/2	0	24/36	67	6/36	17	5/36	14	12/36	33	0/35	0	11/36	31
<b>Satisfaction<sup>e</sup></b>																		
Fair or poor	52/93	56	6/93	6	3/93	3	91/188	48	25/189	13	21/190	11	49/189	26	13/189	7	59/190	31
Good or excellent	183/294	62	26/293	9	10/294	3	498/743	67	128/746	17	105/745	14	226/748	30	41/748	5	239/746	32
<b>Overall</b>	249/407	63	33/410	9	14/411	5	601/948	62	154/956	16	127/955	13	280/963	28	55/958	6	302/957	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?"