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**NSSE 2024**

**High-Impact Practices**

California State University-Dominguez Hills

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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.

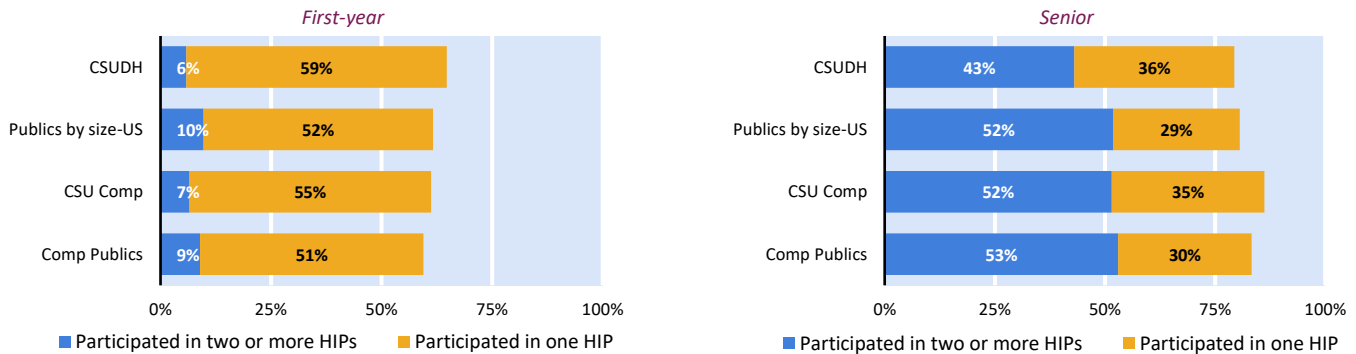
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

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:*

	CSUDH	Publics by size-US		CSU Comp		Comp Publics	
	%	Difference <sup>a</sup>	ES <sup>b</sup>	Difference <sup>a</sup>	ES <sup>b</sup>	Difference <sup>a</sup>	ES <sup>b</sup>
<i>First-year</i>							
<b>Service-Learning</b>	62	+4	.08	+3	.06	+6	.11
<b>Learning Community</b>	7	-3	-.12	+0	.00	-2	-.08
<b>Research with Faculty</b>	4	-2	-.12	+0	.01	-2	-.08
<b>Participated in at least one</b>	65	+3	.06	+4	.07	+5	.11
<b>Participated in two or more</b>	6	-4	-.15	-1	-.03	-3	-.12
<i>Senior</i>							
<b>Service-Learning</b>	66	+6	* .13	-5	* -.11	+4	* .09
<b>Learning Community</b>	18	+0	.01	-0	.00	-2	-.05
<b>Research with Faculty</b>	14	-3	-.08	-2	-.06	-4	** -.12
<b>Internship or Field Exp.</b>	31	-9	*** -.19	-5	* -.10	-10	*** -.21
<b>Study Abroad</b>	4	-2	* -.10	-0	-.01	-2	** -.10
<b>Culminating Senior Exp.</b>	33	-8	** -.16	-3	-.06	-7	*** -.14
<b>Participated in at least one</b>	79	-1	-.03	-7	*** -.18	-4	* -.10
<b>Participated in two or more</b>	43	-9	*** -.18	-8	*** -.17	-10	*** -.20

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).

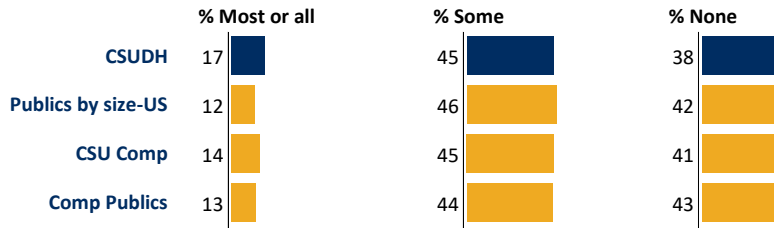
\**p* < .05, \*\**p* < .01, \*\*\**p* < .001 (*z*-test comparing participation rates).

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

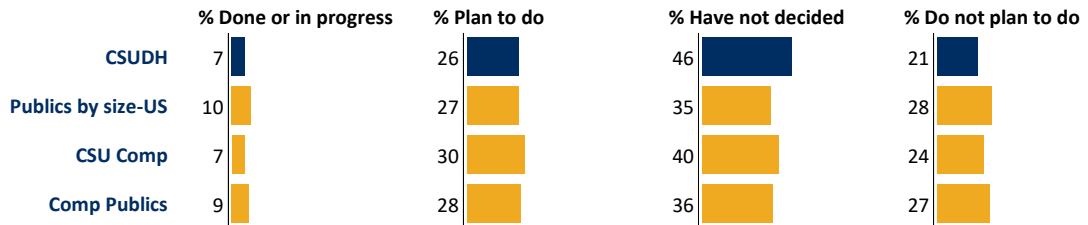
### Service-Learning

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



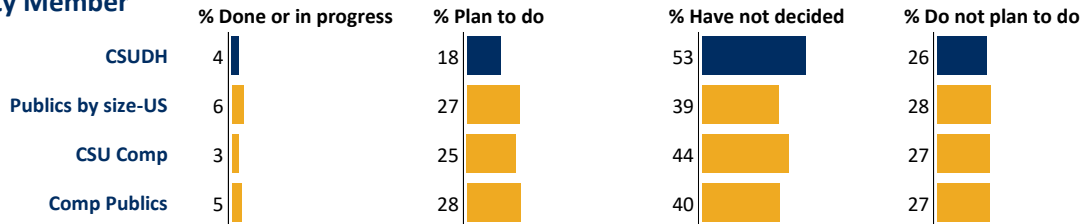
### Learning Community

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.



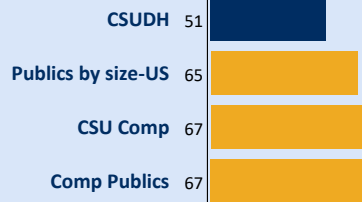
## Plans to Participate<sup>a</sup>

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"

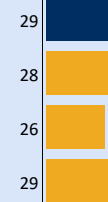
#### Internship or Field Experience

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



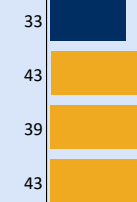
#### Study Abroad

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.).



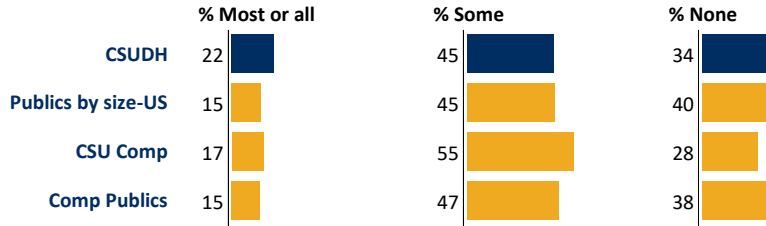
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

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

## Seniors

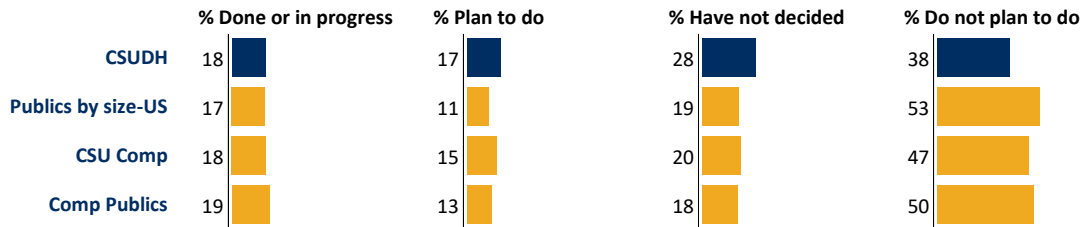
### Service-Learning

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



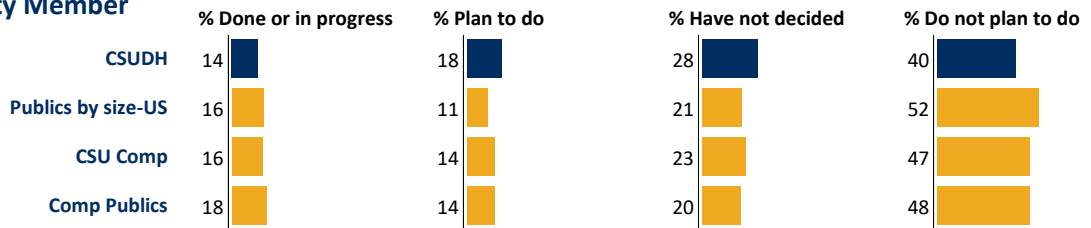
### Learning Community

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



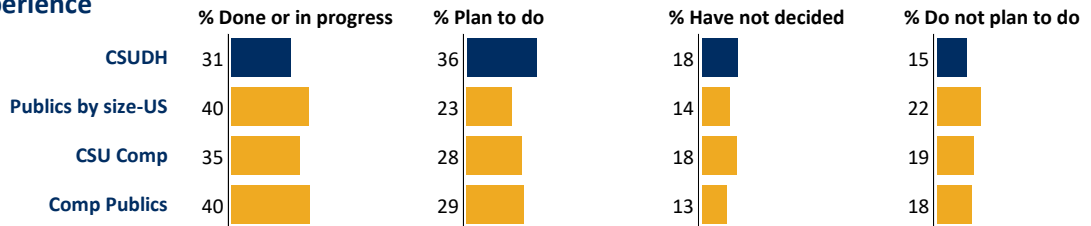
### Research with a Faculty Member

Work with a faculty member on a research project.



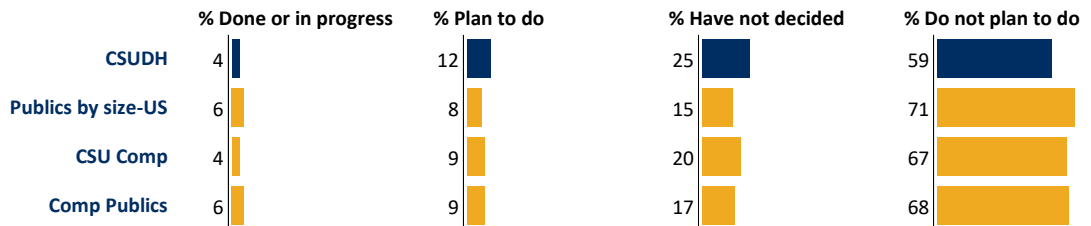
### Internship or Field Experience

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



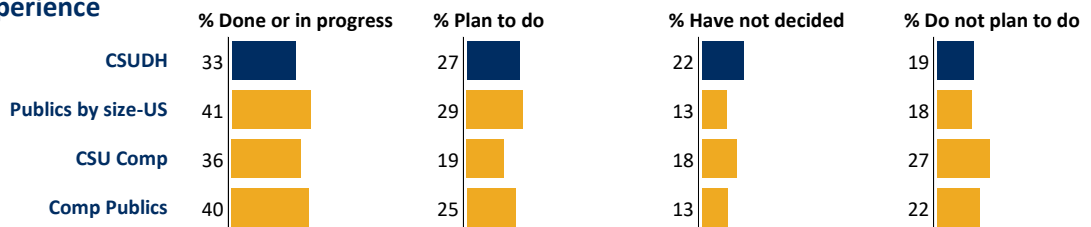
### Study Abroad

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.

## 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	11/17	65	1/16	6	1/17	6	30/51	59	13/52	25	14/52	27	19/51	37	5/52	10	23/52	44
Bio. sci., agric., and natural res.	9/18	50	0/19	0	0/19	0	16/27	59	5/27	19	8/27	30	10/27	37	2/27	7	7/27	26
Physical sci., math, computer sci.	8/16	50	2/16	13	0/16	0	21/38	55	4/38	11	7/38	18	9/38	24	0/38	0	10/38	26
Social sciences	26/46	57	1/46	2	1/46	2	91/150	61	20/153	13	20/152	13	28/152	18	5/153	3	60/153	39
Business	27/38	71	2/38	5	1/38	3	50/91	55	14/93	15	6/93	6	13/93	14	1/92	1	22/93	24
Communications, media, public rel.	4/4	100	0/4	0	0/4	0	19/22	86	6/22	27	3/22	14	15/22	68	1/22	5	13/22	59
Education	4/9	44	1/9	11	1/9	11	18/22	82	5/22	23	3/22	14	5/22	23	0/22	0	7/22	32
Engineering	5/7	71	0/7	0	0/8	0	1/3	33	1/3	33	0/3	0	1/3	33	0/3	0	0/3	0
Health professions	8/15	53	1/15	7	0/14	0	56/74	76	18/76	24	7/75	9	31/76	41	6/76	8	19/75	25
Social service professions	10/12	83	1/12	8	1/12	8	21/28	75	1/28	4	4/28	14	17/28	61	0/27	0	14/27	52
Undecided/undeclared	7/7	100	1/7	14	2/7	29	3/3	100	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	131/204	64	15/204	7	7/205	3	102/136	75	25/137	18	24/137	18	53/137	39	7/136	5	54/137	39
Started elsewhere	2/2	100	0/2	0	1/2	50	270/428	63	76/435	17	56/434	13	119/433	27	14/433	3	142/434	33
<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	21/36	58	2/36	6	1/36	3	177/275	64	50/282	18	38/282	13	90/283	32	8/280	3	86/281	31
Full-time	120/187	64	13/187	7	8/188	4	216/317	68	59/324	18	45/321	14	95/323	29	16/323	5	115/323	36
<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	14/23	61	4/22	18	3/23	13	67/105	64	19/107	18	15/107	14	32/107	30	5/107	5	39/107	36
First-generation	103/161	64	11/162	7	6/161	4	277/420	66	77/426	18	57/425	13	124/424	29	14/424	3	142/425	33
I prefer not to respond	17/25	68	0/25	0	0/25	0	29/40	73	6/40	15	7/40	18	15/40	38	2/40	5	14/40	35
<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	14/19	74	1/19	5	2/19	11	41/69	59	10/70	14	8/70	11	17/70	24	4/70	6	21/70	30
Black or African American	12/22	55	4/22	18	1/22	5	68/93	73	19/93	20	14/93	15	37/93	40	2/92	2	41/93	44
Hispanic, Latina/o, Latine, or Latinx	110/168	65	9/168	5	7/169	4	237/358	66	56/362	15	48/361	13	102/361	28	14/361	4	116/361	32
Indigenous, American Indian, etc.	4/5	80	0/5	0	0/6	0	11/18	61	7/18	39	3/18	17	7/18	39	1/18	6	5/18	28
Middle Eastern or North African	0/0	0	0/0	0	0/0	0	1/3	33	2/3	67	0/3	0	0/3	0	0/3	0	2/3	67
Native Hawaiian or Pacific Islander	0/0	0	0/0	0	0/0	0	7/9	78	1/9	11	0/9	0	0/9	0	0/9	0	3/9	33
White	9/14	64	3/14	21	1/14	7	38/64	59	17/66	26	11/66	17	20/65	31	0/66	0	26/66	39
Another race or ethnicity	0/0	0	0/0	0	0/0	0	2/4	50	1/4	25	1/4	25	1/4	25	0/4	0	1/4	25
I prefer not to respond	1/1	100	0/1	0	0/1	0	15/20	75	6/21	29	3/21	14	6/21	29	2/21	10	6/21	29

## 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	130/204	64	14/204	7	9/205	4	365/555	66	100/563	18	75/562	13	169/561	30	19/561	3	191/562	34	
International student	4/5	80	1/5	20	0/5	0	7/8	88	2/8	25	3/8	38	1/8	13	2/8	25	2/8	25	
<b>Gender identity<sup>d</sup></b>																			
Woman	87/134	65	9/134	7	7/135	5	253/381	66	73/385	19	53/384	14	114/383	30	14/384	4	136/384	35	
Man	42/69	61	6/69	9	2/69	3	106/161	66	25/164	15	21/164	13	50/164	30	5/163	3	50/164	30	
Trans/Transgender	0/0		0/0		0/0		2/4	50	0/4	0	1/4	25	2/4	50	0/4	0	1/4	25	
Agender or gender neutral	0/0		0/0		0/0		1/2	50	0/2	0	0/2	0	0/2	0	0/2	0	0/2	0	
Demigender	1/1	100	0/1	0	0/1	0	0/0		0/0		0/0		0/0		0/0		0/0		
Genderqueer, non-binary, etc.	3/4	75	0/4	0	0/4	0	6/11	55	1/11	9	3/11	27	3/11	27	0/11	0	4/11	36	
Two-spirit	0/0		0/0		0/0		0/1	0	0/1	0	0/1	0	1/1	100	0/1	0	0/1	0	
Cis/Cisgender	2/4	50	1/4	25	1/4	25	13/19	68	2/19	11	3/19	16	6/19	32	0/19	0	8/19	42	
Questioning or unsure	2/2	100	0/2	0	0/2	0	2/2	100	0/2	0	0/2	0	0/2	0	0/2	0	1/2	50	
Another gender identity	0/0		0/0		0/0		1/1	100	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0	
I prefer not to respond	2/2	100	0/2	0	0/2	0	9/12	75	4/13	31	3/13	23	6/13	46	2/13	15	6/13	46	
<b>Sexual orientation<sup>d</sup></b>																			
Straight or heterosexual	108/165	65	12/165	7	5/166	3	321/472	68	86/479	18	60/479	13	148/477	31	19/477	4	161/478	34	
Bisexual	12/18	67	1/18	6	1/18	6	17/31	55	5/31	16	6/30	20	8/31	26	0/31	0	7/31	23	
Lesbian	3/6	50	0/6	0	0/6	0	4/8	50	0/8	0	0/8	0	1/8	13	0/8	0	2/8	25	
Gay	1/1	100	0/1	0	0/1	0	11/17	65	4/17	24	6/17	35	3/17	18	0/17	0	7/17	41	
Queer	0/0		0/0		0/0		5/10	50	2/10	20	3/10	30	3/10	30	0/10	0	6/10	60	
Pansexual or polysexual	1/2	50	0/2	0	0/2	0	6/9	67	1/9	11	1/9	11	2/9	22	0/9	0	2/9	22	
Ace, gray, or asexual	3/5	60	1/5	20	2/5	40	1/4	25	0/4	0	1/4	25	1/4	25	0/4	0	3/4	75	
Demisexual	0/0		0/0		0/0		0/2	0	0/2	0	0/2	0	0/2	0	0/2	0	1/2	50	
Questioning or unsure	3/4	75	0/4	0	0/4	0	3/8	38	0/8	0	0/8	0	1/8	13	0/8	0	4/8	50	
Another sexual orientation	2/2	100	1/2	50	1/2	50	1/1	100	1/1	100	0/1	0	1/1	100	0/1	0	0/1	0	
I prefer not to respond	5/14	36	1/14	7	1/14	7	11/22	50	4/23	17	4/23	17	7/23	30	2/23	9	10/23	43	
<b>Age<sup>b</sup></b>																			
FY 21+, Seniors 25+	4/6	67	0/6	0	0/6	0	242/381	64	73/390	19	52/389	13	116/389	30	13/388	3	118/390	30	
FY < 21, Seniors < 25	137/217	63	15/217	7	9/218	4	151/211	72	36/216	17	31/214	14	69/217	32	11/215	5	83/214	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	%	
<b>Disability status<sup>d</sup></b>																			
Sensory disability	0/0		0/0		0/0		2/2	100	0/3	0	0/3	0	1/3	33	0/3	0	1/3	33	
Physical disability	0/0		0/0		0/0		4/5	80	2/5	40	3/5	60	3/5	60	1/5	20	3/5	60	
Mental health or develop. disability	7/11	64	2/11	18	3/11	27	23/48	48	9/48	19	10/48	21	19/48	40	1/48	2	20/48	42	
Another disability or condition	6/8	75	0/8	0	0/8	0	9/15	60	1/15	7	1/15	7	4/15	27	1/14	7	6/15	40	
Multiple types of disab. or cond.	10/14	71	2/14	14	0/14	0	25/39	64	14/40	35	6/40	15	17/40	43	2/39	5	13/40	33	
No disability or condition	95/153	62	10/153	7	4/154	3	290/428	68	70/433	16	51/432	12	120/431	28	16/433	4	141/432	33	
I prefer not to respond	13/18	72	1/18	6	2/18	11	18/24	75	5/25	20	7/25	28	6/25	24	0/25	0	9/25	36	
<b>Residence</b>																			
Not on campus	114/180	63	7/180	4	6/180	3	350/536	65	95/542	18	73/542	13	159/540	29	17/540	3	180/541	33	
On campus	16/23	70	7/23	30	2/24	8	18/23	78	6/24	25	4/23	17	9/24	38	3/24	13	11/24	46	
<b>Athlete status</b>																			
Not an athlete	130/202	64	14/202	7	8/202	4	365/555	66	101/563	18	78/562	14	167/561	30	21/561	4	188/562	33	
Student-athlete	0/1	0	0/1	0	0/2	0	5/5	100	2/5	40	1/5	20	2/5	40	1/5	20	4/5	80	
<b>Greek membership</b>																			
Not a member	128/199	64	14/199	7	8/199	4	343/524	65	89/531	17	73/530	14	156/530	29	19/529	4	177/530	33	
Member	3/3	100	0/3	0	1/3	33	17/23	74	11/24	46	2/24	8	8/23	35	0/24	0	10/24	42	
<b>Military status</b>																			
No military service	130/204	64	14/204	7	8/205	4	356/541	66	97/549	18	78/548	14	161/547	29	22/547	4	187/548	34	
Current or former military service	0/0		0/0		0/0		15/20	75	6/20	30	1/20	5	8/20	40	0/20	0	6/20	30	
<b>Satisfaction<sup>e</sup></b>																			
Fair or poor	36/59	61	3/59	5	3/58	5	43/69	62	9/70	13	9/70	13	23/70	33	4/70	6	22/70	31	
Good or excellent	97/153	63	11/153	7	6/155	4	337/503	67	95/510	19	72/509	14	152/508	30	17/507	3	172/509	34	
<b>Overall</b>	141/223	62	15/223	7	9/224	4	393/592	66	109/606	18	83/603	14	185/606	31	24/603	4	201/604	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?"