
NSSE 2024

High-Impact Practices

Stetson University

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.

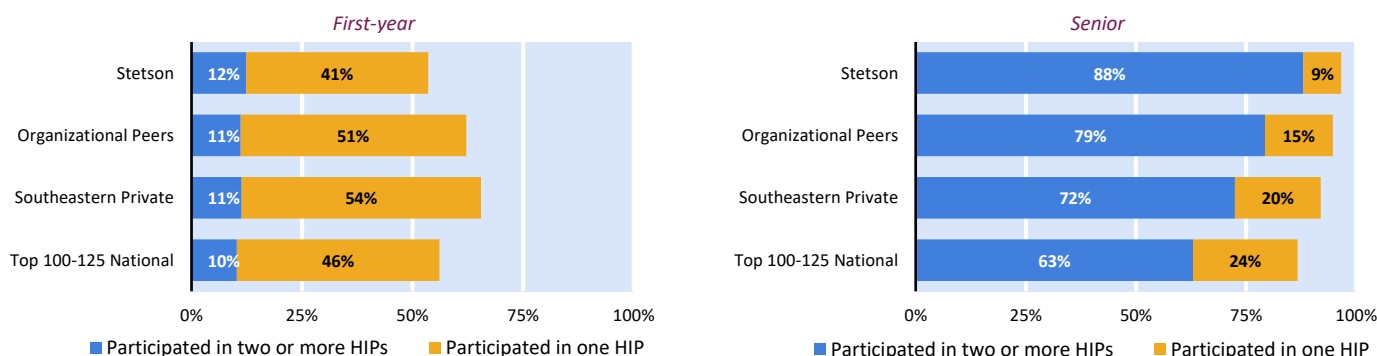
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

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:

	Stetson	Organizational Peers		Southeastern Private		Top 100-125 National	
First-year	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b
Service-Learning	52	-5	-.10	-9 *	-.19	+2	.05
Learning Community	12	-1	-.03	-0	-.01	-1	-.03
Research with Faculty	6	-0	-.01	-0	-.01	+0	.01
Participated in at least one	54	-9 *	-.17	-12 **	-.24	-3	-.05
Participated in two or more	12	+1	.04	+1	.03	+2	.07
Senior							
Service-Learning	65	-4	-.09	-3	-.06	+7	.15
Learning Community	25	-5	-.12	-3	-.07	+2	.04
Research with Faculty	59	+23 ***	.47	+28 ***	.57	+31 ***	.64
Internship or Field Exp.	58	-7	-.15	-0	-.01	+6	.13
Study Abroad	28	+5	.12	+9 *	.22	+12 **	.29
Culminating Senior Exp.	83	+18 ***	.43	+27 ***	.59	+38 ***	.82
Participated in at least one	97	+2	.09	+5	.20	+10 ***	.38
Participated in two or more	88	+9 **	.24	+16 ***	.40	+25 ***	.60

a. Percentage point differences (institution – comp. group) rounded to whole numbers. Values less than one may not display a bar and may be shown as +0 or -0.

b. Cohen's *h* (standardized difference between two proportions). Effect sizes indicate the practical importance of observed differences. For service-learning, internships, study abroad, and culminating senior experiences, an ES of about .2 may be considered small, .5 medium, and .8 large. For learning community and research with faculty, an ES of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018).

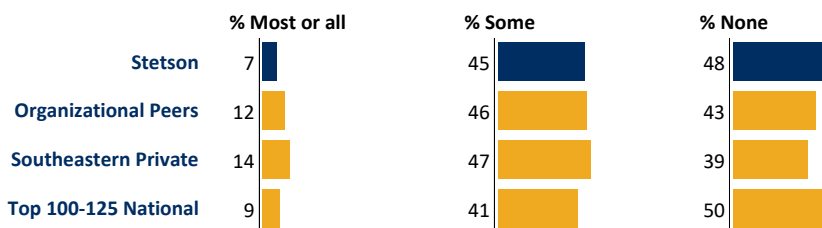
p* < .05, *p* < .01, ****p* < .001 (z-test comparing participation rates).

Note: Participation includes the percentage of students who responded "done or in progress" except for service-learning which is the percentage who responded that at least "some" courses included a community-based project. Results are unweighted, except for overall percentages which are weighted by sex and enrollment status.

First-year students

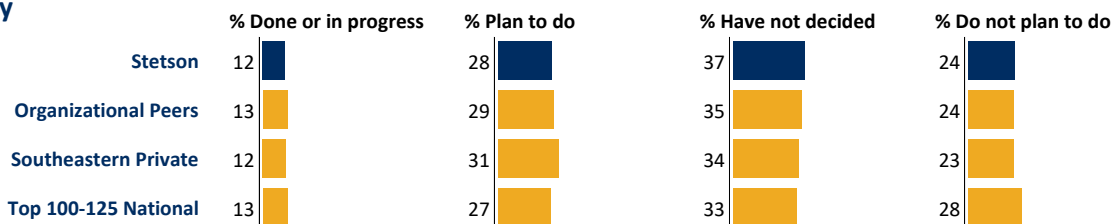
Service-Learning

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



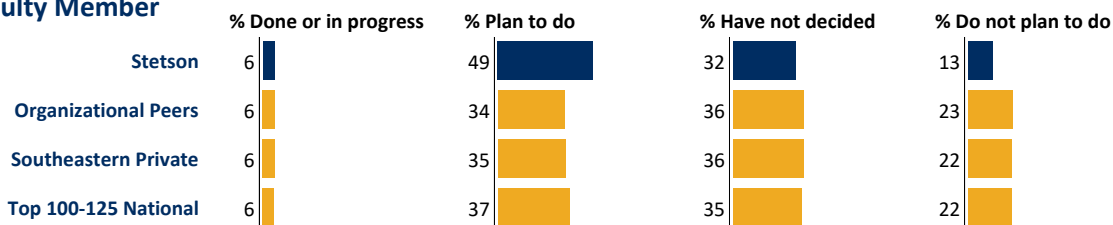
Learning Community

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



Research with a Faculty Member

Work with a faculty member on a research project.



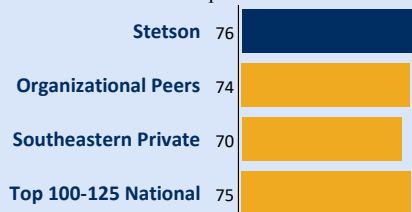
Plans to Participate^a

Knowing whether first-year students *plan* to participate in upper-division HIPs can reveal insights about HIP demand, awareness of opportunities, and the clarity of institutional information. These results might also point to topics for additional exploration, such as what contributes to students' expectations, their assumptions about who can participate, or why other students are undecided or have no plans to participate in the activity.

Percentage responding "Plan to do"

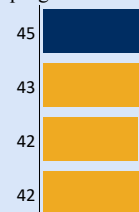
Internship or Field Experience

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



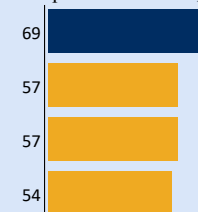
Study Abroad

Participate in a study abroad program.



Culminating Senior Experience

Complete a culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.).



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

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

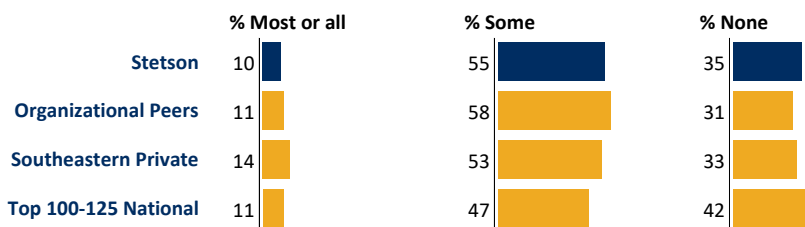
NSSE 2024 High-Impact Practices

Response Detail Stetson University

Seniors

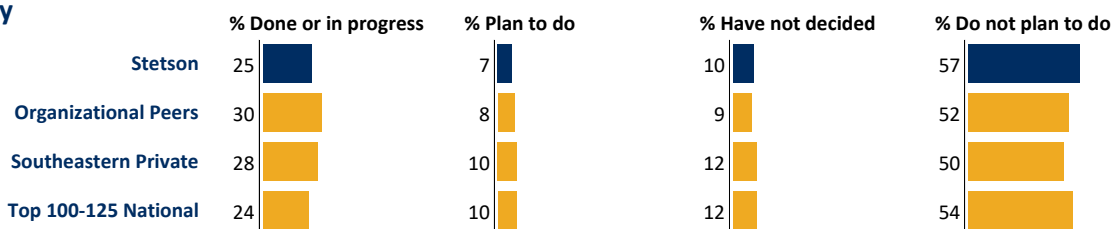
Service-Learning

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



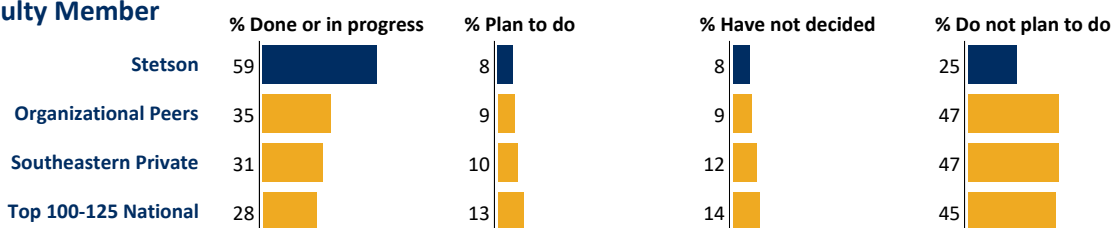
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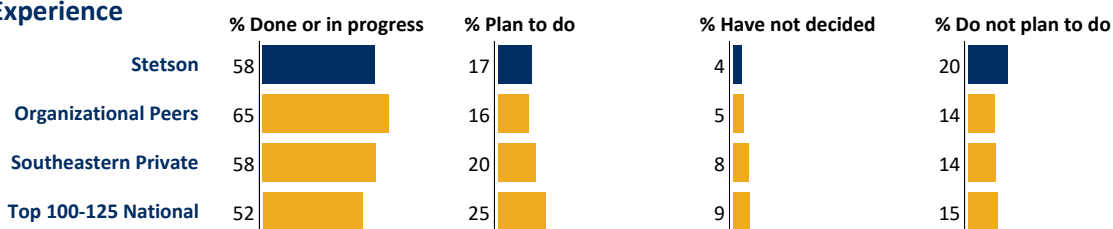
Research with a Faculty Member

Work with a faculty member on a research project.



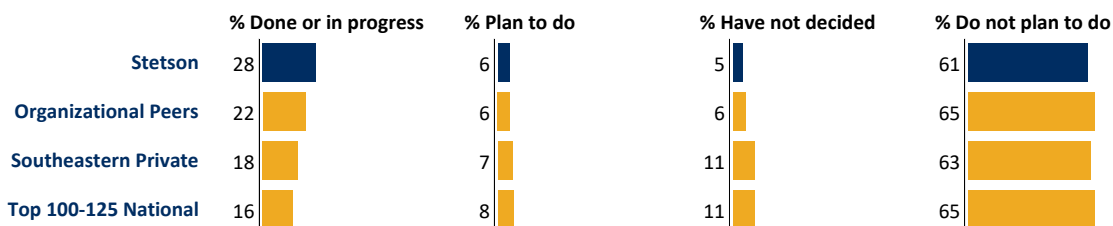
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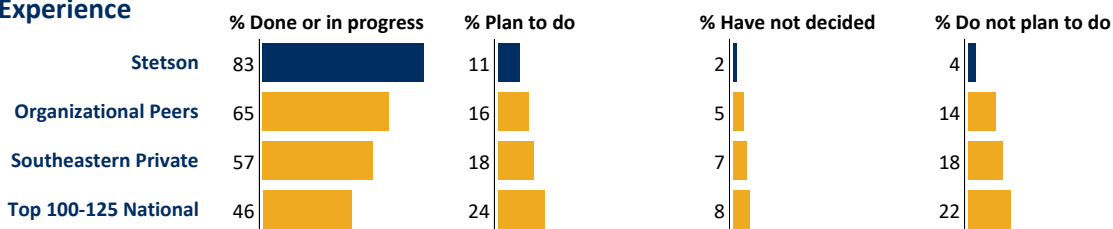
Study Abroad

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 (%).

	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	16/29	55	2/30	7	2/30	7	17/31	55	8/31	26	15/31	48	12/31	39	9/31	29	25/31	81
Bio. sci., agric., and natural res.	12/20	60	3/20	15	2/20	10	13/22	59	6/22	27	20/22	91	14/22	64	8/22	36	21/22	95
Physical sci., math, computer sci.	12/15	80	4/15	27	1/15	7	1/5	20	2/5	40	3/5	60	2/5	40	2/5	40	2/5	40
Social sciences	10/25	40	2/25	8	1/24	4	16/28	57	5/28	18	17/28	61	19/28	68	9/27	33	25/27	93
Business	25/48	52	5/48	10	2/48	4	14/18	78	8/18	44	5/18	28	14/18	78	8/18	44	15/18	83
Communications, media, public rel.	5/12	42	2/12	17	1/12	8	2/4	50	1/5	20	2/5	40	4/5	80	0/5	0	2/4	50
Education	4/9	44	2/9	22	2/9	22	6/6	100	3/6	50	3/6	50	6/6	100	0/6	0	6/6	100
Engineering	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Health professions	10/27	37	1/27	4	0/27	0	14/20	70	4/21	19	18/21	86	9/21	43	2/21	10	19/21	90
Social service professions	1/1	100	0/1	0	0/1	0	0/0		0/0		0/0		0/0		0/0		0/0	
Undecided/undeclared	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Transfer status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Started here	88/169	52	21/170	12	10/169	6	72/113	64	31/114	27	72/114	63	71/114	62	30/114	26	96/112	86
Started elsewhere	6/16	38	0/16	0	1/16	6	15/26	58	8/27	30	14/27	52	12/27	44	10/26	38	23/27	85
Enrollment status ^b	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not full-time	0/189	0	0/190	0	0/189	0	2/2	100	2/2	100	1/2	50	2/2	100	1/2	50	2/2	100
Full-time	96/189	51	21/190	11	11/189	6	89/142	63	37/146	25	88/146	60	84/147	57	41/145	28	121/144	84
First-generation ^c	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	58/112	52	12/112	11	7/112	6	53/84	63	25/85	29	58/85	68	54/85	64	27/85	32	72/83	87
First-generation	36/73	49	9/73	12	4/73	5	31/49	63	13/50	26	25/50	50	28/50	56	12/49	24	44/50	88
I prefer not to respond	1/2	50	0/3	0	0/2	0	2/5	40	1/5	20	2/5	40	0/5	0	0/5	0	2/5	40
Race/ethnicity ^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	7/13	54	2/13	15	1/13	8	3/5	60	2/5	40	4/5	80	2/5	40	2/5	40	5/5	100
Black or African American	23/35	66	3/36	8	3/36	8	10/17	59	2/18	11	7/18	39	7/18	39	3/18	17	14/17	82
Hispanic, Latina/o, Latine, or Latinx	22/45	49	4/45	9	4/45	9	19/30	63	6/30	20	15/30	50	17/30	57	7/29	24	24/29	83
Indigenous, American Indian, etc.	2/5	40	3/5	60	1/5	20	1/2	50	0/2	0	1/2	50	1/2	50	0/2	0	2/2	100
Middle Eastern or North African	2/4	50	1/4	25	1/4	25	1/2	50	0/2	0	2/2	100	2/2	100	1/2	50	2/2	100
Native Hawaiian or Pacific Islander	2/2	100	0/2	0	0/2	0	2/3	67	2/3	67	2/3	67	2/3	67	2/3	67	3/3	100
White	54/122	44	12/122	10	3/121	2	64/100	64	31/101	31	64/101	63	62/101	61	32/100	32	85/100	85
Another race or ethnicity	1/5	20	0/5	0	0/5	0	1/2	50	0/2	0	0/2	0	0/2	0	1/2	50	1/2	50
I prefer not to respond	1/3	33	1/3	33	1/3	33	3/5	60	2/5	40	3/5	60	4/5	80	1/5	20	5/5	100

NSSE 2024 High-Impact Practices

Disaggregated Results

Stetson University

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	
International status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not an international student	72/157	46	14/158	9	7/157	4	81/132	61	38/134	28	81/134	60	79/134	59	39/133	29	113/132	86
International student	23/31	74	7/31	23	4/31	13	5/6	83	1/6	17	5/6	83	4/6	67	1/6	17	5/6	83
Gender identity ^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Woman	62/131	47	12/131	9	7/131	5	55/96	57	29/98	30	65/98	66	57/98	58	31/97	32	85/96	89
Man	32/51	63	8/52	15	4/51	8	24/32	75	7/32	22	17/32	53	21/32	66	7/32	22	26/32	81
Trans/Transgender	1/3	33	0/3	0	0/3	0	3/4	75	1/4	25	3/4	75	1/4	25	2/4	50	4/4	100
Agender or gender neutral	1/2	50	0/2	0	0/2	0	1/1	100	0/1	0	1/1	100	0/1	0	0/1	0	1/1	100
Demigender	0/2	0	0/0		0/0		1/1	100	0/0		1/1	100	0/0		1/1	100	1/1	100
Genderqueer, non-binary, etc.	3/5	60	1/5	20	0/5	0	7/8	88	1/8	13	4/8	50	3/8	38	1/7	14	6/8	75
Two-spirit	2/2	100	2/2	100	1/2	50	0/0		0/0		0/0		0/0		0/0		0/0	
Cis/Cisgender	8/15	53	3/15	20	1/15	7	4/11	36	1/11	9	8/11	73	5/11	45	5/11	45	10/11	91
Questioning or unsure	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Another gender identity	0/0		0/0		0/0		2/2	100	2/2	100	2/2	100	1/2	50	1/2	50	2/2	100
I prefer not to respond	0/1	0	0/1	0	0/1	0	2/4	50	1/4	25	1/4	25	2/4	50	1/4	25	3/4	75
Sexual orientation ^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Straight or heterosexual	71/142	50	17/143	12	8/142	6	60/99	61	30/101	30	63/101	62	62/101	61	28/101	28	86/99	87
Bisexual	11/20	55	2/20	10	1/20	5	12/18	67	4/18	22	10/18	56	10/18	56	7/18	39	14/17	82
Lesbian	2/6	33	0/6	0	0/6	0	4/4	100	0/4	0	4/4	100	1/4	25	1/4	25	3/4	75
Gay	2/3	67	1/3	33	1/3	33	1/2	50	0/2	0	2/2	100	2/2	100	0/2	0	2/2	100
Queer	4/4	100	1/4	25	0/4	0	3/5	60	1/5	20	4/5	80	2/5	40	3/5	60	5/5	100
Pansexual or polysexual	2/4	50	0/4	0	0/4	0	4/6	67	1/6	17	1/6	17	2/6	33	0/5	0	5/6	83
Ace, gray, or asexual	2/4	50	1/4	25	1/4	25	2/3	67	0/3	0	3/3	100	1/3	33	2/3	67	3/3	100
Demisexual	2/3	67	1/3	33	1/3	33	2/3	67	0/3	0	1/3	33	2/3	67	1/3	33	3/3	100
Questioning or unsure	2/4	50	0/4	0	0/4	0	1/2	50	1/2	50	1/2	50	1/2	50	2/2	100	0/1	0
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	3/6	50	1/6	17	1/6	17	4/10	40	4/10	40	5/10	50	6/10	60	4/10	40	7/10	70
Age ^b	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
FY 21+, Seniors 25+	4/5	80	2/5	40	0/5	0	3/6	50	2/6	33	3/6	50	2/6	33	2/6	33	5/6	83
FY < 21, Seniors < 25	92/185	50	19/186	10	11/185	6	88/138	64	37/142	26	86/142	61	84/143	59	40/141	28	118/140	84

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Disability status ^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Sensory disability	1/1	100	1/1	100	1/1	100	0/0		0/0		0/0		0/0		0/0		0/0	
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	8/18	44	1/19	5	1/19	5	12/21	57	4/22	18	18/22	82	14/22	64	5/22	23	19/22	86
Another disability or condition	2/6	33	1/6	17	1/6	17	1/1	100	0/1	0	1/1	100	0/1	0	1/1	100	1/1	100
Multiple types of disab. or cond.	6/15	40	2/15	13	1/15	7	7/13	54	4/14	29	8/14	57	9/14	64	4/14	29	13/13	100
No disability or condition	74/135	55	16/135	12	7/134	5	64/95	67	30/95	32	53/95	56	55/95	58	28/94	30	78/94	83
I prefer not to respond	4/11	36	0/11	0	0/11	0	2/7	29	1/7	14	5/7	71	5/7	71	2/7	29	6/7	86
Residence	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not on campus	7/25	28	0/25	0	1/25	4	40/59	68	18/59	31	33/59	56	37/59	63	16/59	27	53/59	90
On campus	87/161	54	21/162	13	10/161	6	44/77	57	20/79	25	51/79	65	45/79	57	24/78	31	64/77	83
Athlete status	N/total	%	N/total	%	N/total	0	N/total	%	N/total	0	N/total	%	N/total	%	N/total	%	N/total	%
Not an athlete	84/153	55	19/154	12	8/153	5	75/122	61	35/124	28	75/124	60	75/124	60	34/123	28	107/123	87
Student-athlete	9/31	29	2/31	6	3/31	10	11/16	69	4/16	25	11/16	69	8/16	50	6/16	38	11/15	73
Greek membership	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not a member	75/153	49	13/154	8	8/154	5	65/102	64	28/104	27	60/104	58	57/104	55	26/103	25	86/103	83
Member	17/30	57	7/30	23	2/29	7	18/33	55	9/33	27	25/33	76	23/33	70	13/33	39	29/32	91
Military status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
No military service	94/186	51	21/187	11	11/186	6	82/134	61	38/136	28	83/136	61	80/136	59	39/135	29	115/134	86
Current or former military service	1/1	100	0/1	0	0/1	0	1/1	100	0/1	0	0/1	0	1/1	100	0/1	0	1/1	100
Satisfaction ^e	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Fair or poor	7/22	32	2/22	9	0/22	0	6/19	32	2/19	11	12/19	63	15/19	79	2/19	11	16/19	84
Good or excellent	87/165	53	19/166	11	11/165	7	81/120	68	37/122	30	74/122	61	68/122	56	38/121	31	103/120	86
Overall	96/190	52	21/191	12	11/190	6	91/144	65	39/148	25	89/148	59	86/149	58	42/147	28	123/146	83

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?"