
NSSE 2020
High-Impact Practices
California State University-Long Beach

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 can be life-changing (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

Report Sections

Participation Comparisons (p. 3)

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.

Interpreting Comparisons

Overall HIP Participation

416

Statistical Comparisons

	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b
<i>First-year</i>							
Service-Learning	48	-8	*** -.17	-6	*** -.13	-4	** -.08
Learning Community	9	-1	-.04	-1	-.04	-3	** -.11
Research with Faculty	3	-1	-.06	-2	** -.09	-2	*** -.12
<i>Participated in at least one</i>	53	-8	*** -.15	-6	*** -.11	-5	*** -.11
<i>Participated in two or more</i>	7	-2	* -.07	-2	** -.09	-3	*** -.12
<i>Senior</i>							
Service-Learning	61	-7	*** -.16	-2	-.04	+0	.00
Learning Community	19	+0	.00	-1	-.01	-3	** -.08
Research with Faculty	16	-1	-.02	-2	* -.06	-6	*** -.16
Internship or Field Exp.	45	+3	* .07	+2	.04	-3	* -.07
Study Abroad	10	+1	.04	+0	.01	-4	*** -.14
Culminating Senior Exp.	55	+15	*** .31	+12	*** .24	+10	*** .20
<i>Participated in at least one</i>	87	+1	.04	+4	*** .11	+2	* .06
<i>Participated in two or more</i>	60	+5	** .09	+5	*** .10	+0	.01

NSSE 2020 High-Impact Practices

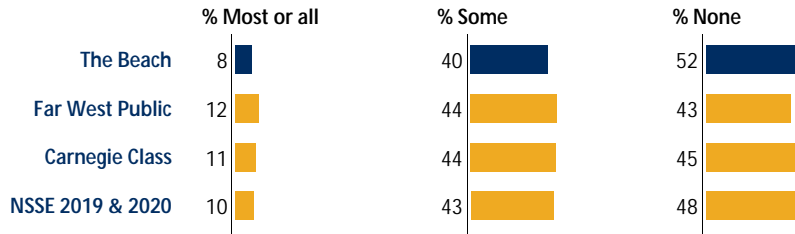
Response Detail

California State University-Long Beach

First-Year Students

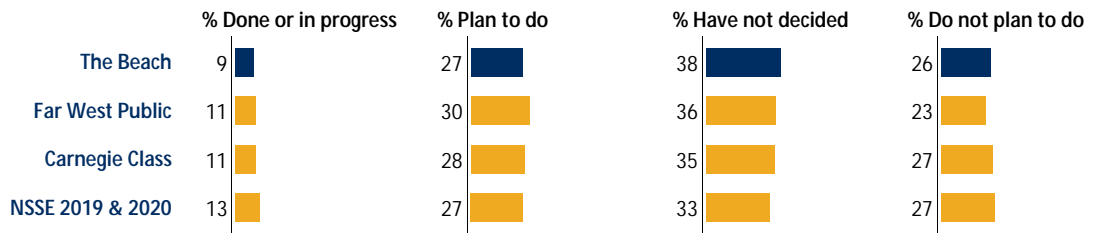
Service-Learning

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



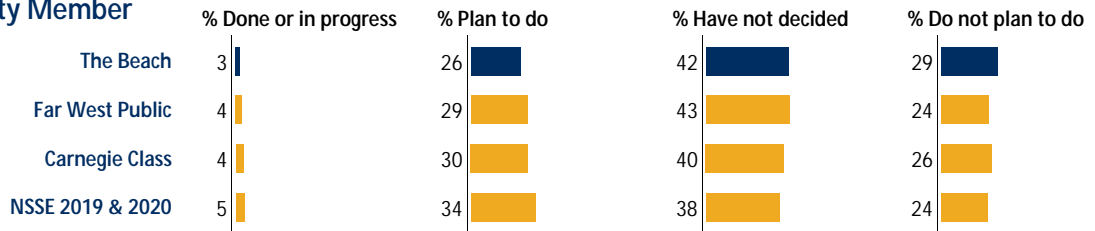
Learning Community

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

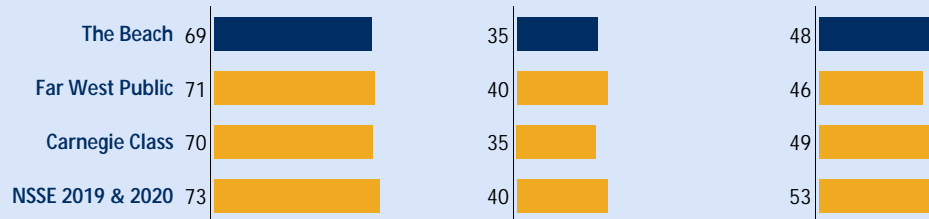
Participate in an internship, co-op, field experience, student teaching, or clinical placement.

Study Abroad

Participate in a study abroad program.

Culminating Senior Experience

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



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

Note: Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).



