NSSE
national survey of
student engagement

NSSE 2023
High-Impact Practices
Middle Georgia State University

Prepared 2023-08-08

IPEDS: 482158

NSSE 2023 High-Impact Practices

About This Report

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.

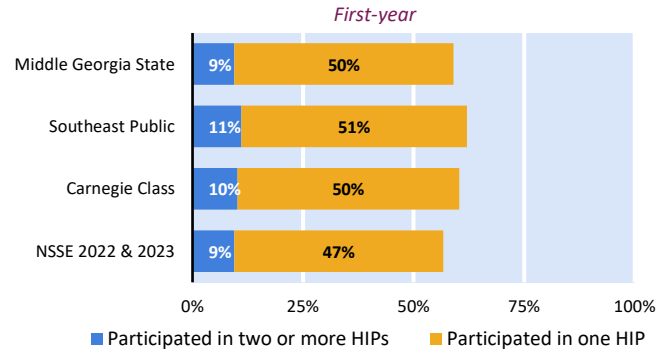
NSSE 2023 High-Impact Practices

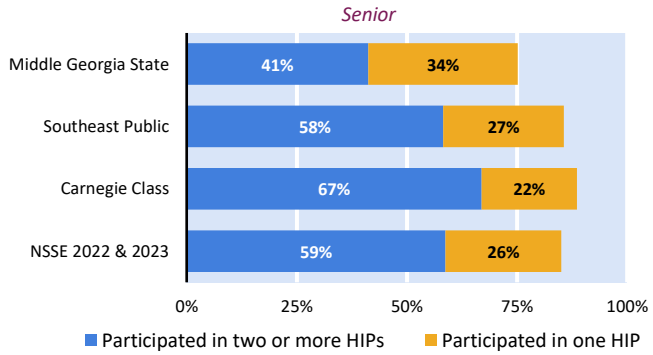
Participation Comparisons

Middle Georgia State University

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.)

	Middle Georgia State	*Your students' participation compared with:* Southeast Public				Carnegie Class				NSSE 2022 & 2023			
First-year	*%*	*Difference* [a]			*ES* [b]	*Difference* [a]			*ES* [b]	*Difference* [a]			*ES* [b]
Service-Learning	55	-2			-.04	-1			-.02	+4			.07
Learning Community	9	-3			-.09	-2			-.05	-2			-.07
Research with Faculty	10	+4			.13	+4		*	.17	+5		*	.17
Participated in at least one	59	-3			-.06	-1			-.03	+2			.05
Participated in two or more	9	-2			-.05	-1			-.02	-0			.00
Senior													
Service-Learning	51	-12		***	-.25	-15		***	-.30	-8		**	-.17
Learning Community	18	-6		*	-.14	-7		*	-.17	-4			-.10
Research with Faculty	14	-9		***	-.24	-12		***	-.31	-8		**	-.22
Internship or Field Exp.	29	-18		***	-.37	-26		***	-.53	-19		***	-.40
Study Abroad	4	-2			-.07	-4		*	-.15	-4		*	-.17
Culminating Senior Exp.	43	-1			-.03	-9		**	-.19	-2			-.05
Participated in at least one	75	-10		***	-.27	-13		***	-.35	-10		***	-.25
Participated in two or more	41	-17		***	-.34	-26		***	-.52	-17		***	-.35

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).

NSSE 2023 High-Impact Practices

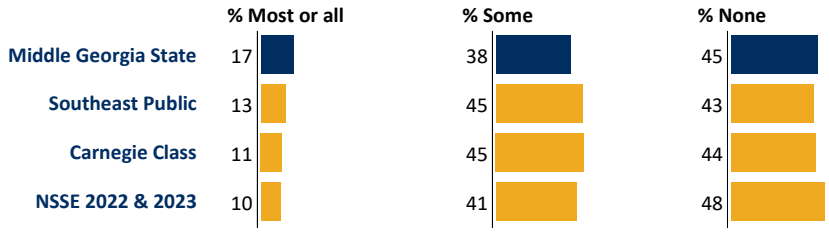
Response Detail

Middle Georgia State University

First-year students

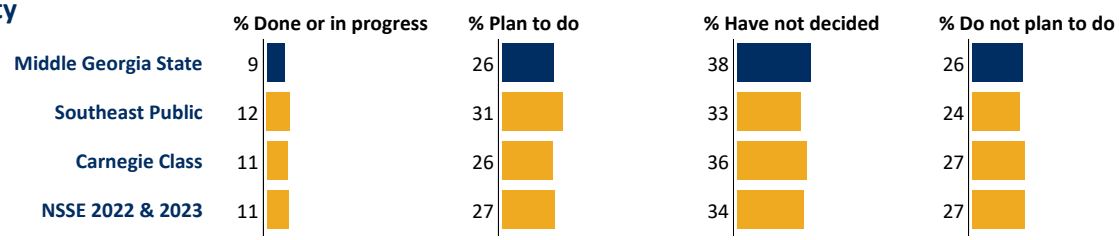
Service-Learning

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



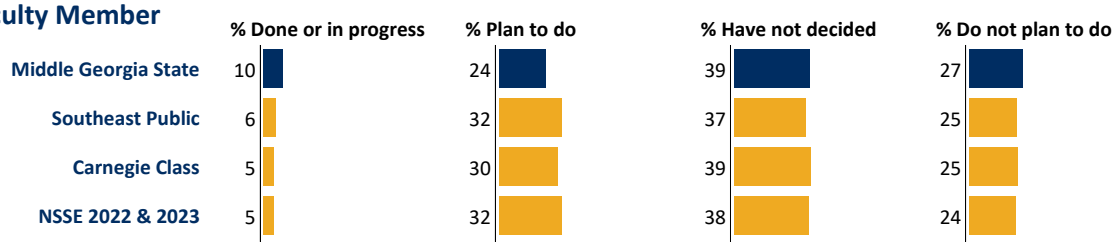
Learning Community

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

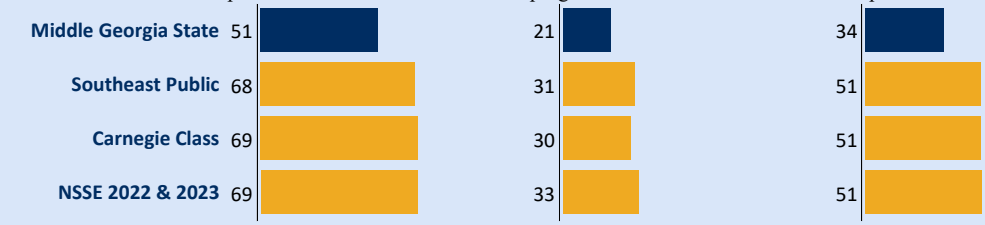
Participate in an internship, co-op, field experience, student teaching, or clinical placement.

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).

NSSE 2023 High-Impact Practices

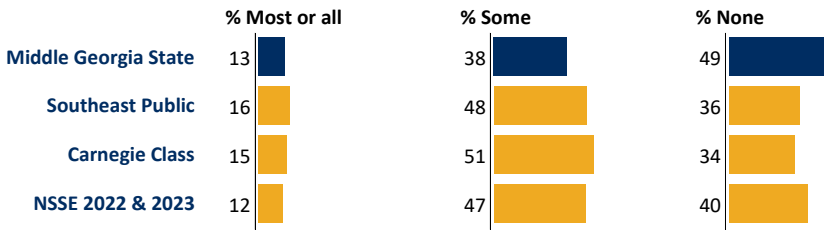
Response Detail

Middle Georgia State University

Seniors

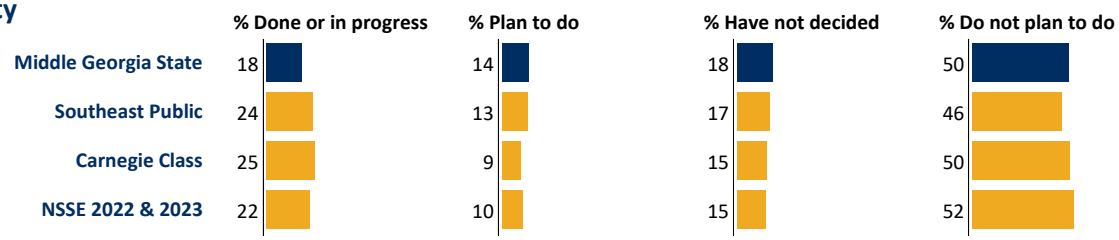
Service-Learning

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



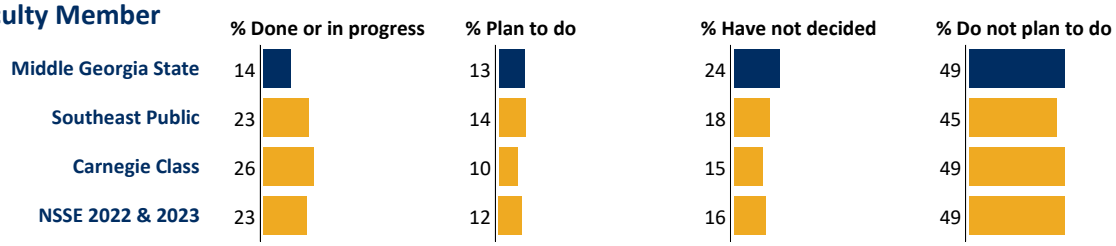
Learning Community

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



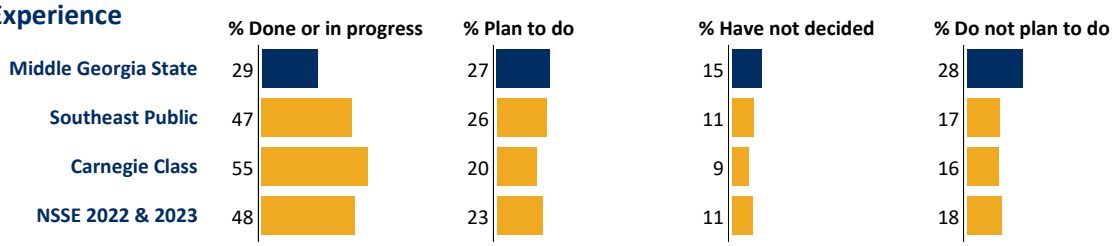
Research with a Faculty Member

Work with a faculty member on a research project.



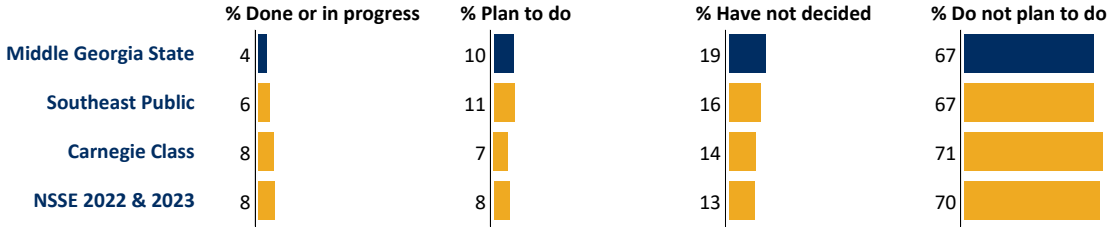
Internship or Field Experience

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



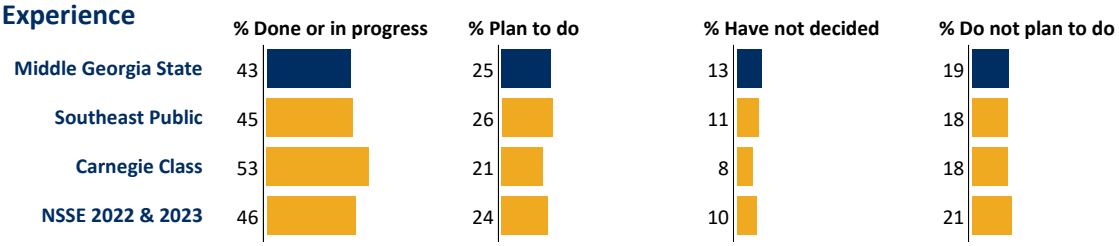
Study Abroad

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

Middle Georgia State 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	
Major category[a]	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Arts & humanities	3/9	33	1/9	11	0/9	0	10/16	63	1/16	6	4/16	25	5/16	31	1/16	6	5/16	31
Bio. sci., agric., and natural res.	3/8	38	1/8	13	1/8	13	4/8	50	3/8	38	2/8	25	5/8	63	1/8	13	6/8	75
Physical sci., math, computer sci.	1/2	50	0/2	0	0/2	0	0/2	0	0/2	0	0/2	0	0/2	0	0/2	0	1/2	50
Social sciences	7/12	58	0/12	0	0/12	0	11/26	42	2/26	8	5/26	19	4/26	15	0/26	0	13/26	50
Business	13/23	57	1/23	4	1/23	4	10/24	42	3/24	13	3/24	13	5/24	21	1/24	4	12/24	50
Communications, media, public rel.	1/4	25	0/4	0	0/4	0	3/5	60	2/5	40	0/5	0	1/4	25	0/5	0	2/5	40
Education	7/13	54	2/13	15	2/13	15	12/14	86	7/14	50	1/14	7	9/14	64	0/14	0	8/14	57
Engineering	2/4	50	1/5	20	1/4	25	2/2	100	1/2	50	1/2	50	1/2	50	1/2	50	2/2	100
Health professions	11/23	48	2/23	9	2/23	9	32/38	84	16/38	42	5/38	13	19/38	50	4/37	11	10/38	26
Social service professions	4/7	57	0/7	0	0/7	0	7/9	78	4/9	44	3/9	33	5/9	56	0/9	0	6/9	67
Undecided/undeclared	2/2	100	0/2	0	1/2	50	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	59/120	49	13/121	11	11/120	9	50/96	52	20/96	21	12/96	13	28/95	29	4/95	4	47/96	49
Started elsewhere	14/24	58	0/25	0	3/25	12	75/136	55	27/138	20	23/138	17	44/138	32	5/138	4	57/138	41
Enrollment status[b]	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not full-time	25/37	68	5/38	13	5/38	13	45/98	46	10/100	10	8/100	8	21/101	21	5/99	5	37/99	37
Full-time	53/116	46	9/120	8	10/117	9	83/141	59	39/144	27	29/144	20	55/143	38	6/144	4	71/143	50
First-generation[c]	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	26/53	49	7/54	13	8/53	15	60/107	56	23/108	21	12/108	11	31/107	29	4/107	4	43/108	40
First-generation	48/88	55	5/89	6	6/89	7	64/122	52	22/123	18	23/123	19	39/123	32	5/123	4	60/123	49
I prefer not to respond	2/5	40	1/5	20	0/5	0	1/4	25	2/4	50	0/4	0	2/4	50	0/4	0	1/4	25
Race/ethnicity[d]	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	6/13	46	0/13	0	2/13	15	11/20	55	5/20	25	6/20	30	5/20	25	2/20	10	9/20	45
Black or African American	37/55	67	4/57	7	7/57	12	47/76	62	15/76	20	10/76	13	21/76	28	2/76	3	27/76	36
Hispanic, Latina/o, Latine, or Latinx	7/17	41	0/17	0	1/17	6	7/14	50	1/14	7	2/14	14	4/14	29	0/14	0	5/14	36
Indigenous, American Indian, etc.	1/2	50	0/2	0	0/2	0	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0	1/1	100
Middle Eastern or North African	2/3	67	0/3	0	0/3	0	0/0		0/0		0/0		0/0		0/0		0/0	
Native Hawaiian or Pacific Islander	1/2	50	0/2	0	0/2	0	0/1	0	0/1	0	1/1	100	0/1	0	0/1	0	1/1	100
White	28/69	41	7/70	10	4/69	6	61/128	48	25/130	19	19/130	15	44/129	34	5/129	4	64/130	49
Another race or ethnicity	1/1	100	0/1	0	0/1	0	1/1	100	0/1	0	0/1	0	0/1	0	0/1	0	1/1	100
I prefer not to respond	2/3	67	1/3	33	2/3	67	5/7	71	3/7	43	0/7	0	2/7	29	0/7	0	2/7	29

NSSE 2023 High-Impact Practices

Disaggregated Results

Middle Georgia State 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	73/142	51	11/144	8	11/143	8	122/225	54	45/227	20	34/227	15	69/226	31	9/226	4	100/227	44
International student	3/4	75	1/4	25	2/4	50	3/8	38	2/8	25	1/8	13	3/8	38	0/8	0	4/8	50
Gender identity[d]	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Woman	40/86	47	7/86	8	8/86	9	91/146	62	37/146	25	23/146	16	49/146	34	8/145	6	63/146	43
Man	32/52	62	4/54	7	4/53	8	30/77	39	10/79	13	9/79	11	21/79	27	1/79	1	37/79	47
Agender or gender neutral	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0	1/1	100	0/1	0	0/1	0	1/1	100
Demigender	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Genderqueer, non-binary, etc.	4/4	100	1/4	25	1/4	25	1/3	33	0/3	0	2/3	67	1/3	33	0/3	0	2/3	67
Genderfluid	2/4	50	0/4	0	0/4	0	0/2	0	0/2	0	2/2	100	0/2	0	0/2	0	2/2	100
Two-spirit	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Cis/Cisgender	1/4	25	0/4	0	1/4	25	3/6	50	1/6	17	1/6	17	2/5	40	0/6	0	3/6	50
Trans/Transgender	1/1	100	0/1	0	0/1	0	0/1	0	0/1	0	1/1	100	0/1	0	0/1	0	1/1	100
Questioning or unsure	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Another gender identity	1/1	100	0/1	0	0/1	0	2/3	67	0/3	0	0/3	0	0/3	0	0/3	0	2/3	67
I prefer not to respond	2/2	100	0/2	0	0/2	0	1/5	20	0/5	0	1/5	20	2/5	40	0/5	0	1/5	20
Sexual orientation[d]	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Straight or heterosexual	56/110	51	8/112	7	8/111	7	108/201	54	39/203	19	27/203	13	62/203	31	8/202	4	90/203	44
Bisexual	8/13	62	2/13	15	4/13	31	6/10	60	3/10	30	4/10	40	4/10	40	2/10	20	3/10	30
Lesbian	2/3	67	0/3	0	0/3	0	1/2	50	0/2	0	0/2	0	2/2	100	0/2	0	0/2	0
Gay	1/1	100	0/1	0	0/1	0	4/8	50	1/8	13	2/8	25	1/7	14	0/8	0	4/8	50
Queer	2/3	67	0/3	0	0/3	0	0/3	0	0/3	0	2/3	67	0/3	0	0/3	0	3/3	100
Pansexual or polysexual	4/8	50	0/8	0	1/8	13	0/4	0	0/4	0	2/4	50	0/4	0	0/4	0	3/4	75
Ace, gray, or asexual	1/3	33	0/3	0	0/3	0	0/2	0	0/2	0	0/2	0	0/2	0	0/2	0	1/2	50
Demisexual	1/3	33	0/3	0	1/3	33	1/2	50	1/2	50	2/2	100	1/2	50	0/2	0	2/2	100
Questioning or unsure	1/1	100	0/1	0	0/1	0	1/3	33	0/3	0	0/3	0	0/3	0	0/3	0	2/3	67
Another sexual orientation	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
I prefer not to respond	4/9	44	2/9	22	1/9	11	4/6	67	3/6	50	0/6	0	3/6	50	0/6	0	4/6	67
Age[b]	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
FY 21+, Seniors 25+	22/35	63	3/37	8	5/36	14	66/134	49	21/137	15	18/137	13	36/136	26	5/136	4	58/135	43
FY < 21, Seniors < 25	56/118	47	11/121	9	10/119	8	62/105	59	28/107	26	19/107	18	40/108	37	6/107	6	50/107	47

NSSE national survey of student engagement

NSSE 2023 High-Impact Practices

Disaggregated Results

Middle Georgia State 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	
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	0/1	0	0/1	0	2/2	100	1/2	50	1/2	50	1/2	50	0/2	0	2/2	100
Physical disability	0/0		0/0		0/0		1/1	100	1/1	100	0/1	0	0/1	0	0/1	0	0/1	0
Mental health or develop. disability	9/25	36	0/25	0	2/25	8	10/22	45	3/23	13	2/23	9	5/22	23	1/23	4	9/23	39
Another disability or condition	0/0		0/0		0/0		2/3	67	0/3	0	0/3	0	1/3	33	0/3	0	2/3	67
Multiple types of disab. or cond.	5/11	45	2/11	18	1/11	9	8/20	40	3/20	15	2/20	10	6/20	30	1/20	5	7/20	35
No disability or condition	55/97	57	8/99	8	8/99	8	96/171	56	36/172	21	28/172	16	54/172	31	7/171	4	81/172	47
I prefer not to respond	5/11	45	2/11	18	1/10	10	5/13	38	2/13	15	2/13	15	4/13	31	0/13	0	3/13	23
Residence	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not on campus	50/100	50	9/101	9	12/101	12	116/213	54	43/215	20	34/215	16	68/214	32	9/214	4	94/215	44
On campus	26/45	58	3/46	7	1/45	2	8/19	42	3/19	16	1/19	5	3/19	16	0/19	0	10/19	53
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	74/142	52	11/144	8	13/143	9	122/225	54	43/227	19	33/227	15	68/226	30	8/226	4	100/227	44
Student-athlete	2/2	100	0/2	0	0/2	0	1/5	20	1/5	20	0/5	0	2/5	40	0/5	0	2/5	40
Greek membership	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not a member	72/137	53	12/139	9	13/138	9	116/219	53	42/221	19	31/221	14	66/220	30	8/220	4	97/221	44
Member	3/3	100	0/3	0	0/3	0	5/8	63	3/8	38	2/8	25	3/8	38	1/8	13	4/8	50
Military status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
No military service	72/139	52	11/141	8	12/140	9	115/214	54	43/216	20	32/216	15	64/215	30	8/215	4	96/216	44
Current or former military service	2/3	67	1/3	33	1/3	33	9/18	50	3/18	17	3/18	17	7/18	39	1/18	6	8/18	44
Satisfaction[e]	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Fair or poor	13/29	45	2/30	7	3/29	10	20/41	49	8/41	20	6/41	15	14/40	35	3/41	7	20/41	49
Good or excellent	64/120	53	12/121	10	12/121	10	105/192	55	39/194	20	29/194	15	58/194	30	6/193	3	85/194	44
Overall	78/153	55	14/158	9	15/155	10	128/239	51	49/244	18	37/244	14	76/244	29	11/243	4	108/242	43

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?"