NSSE
national survey of
student engagement

NSSE 2023
High-Impact Practices

California State University-Long Beach

Prepared 2023-08-08

IPEDS: 110583

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.

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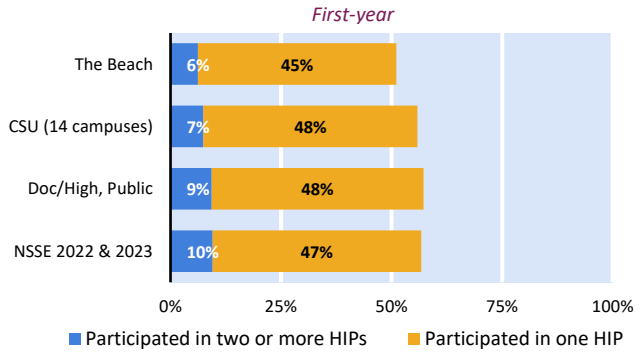
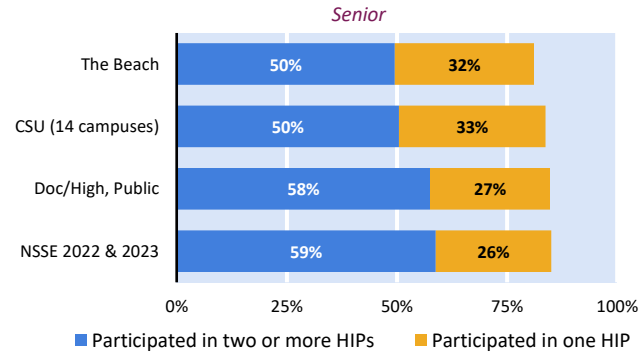
Participation Comparisons

California State University-Long Beach

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:							
	The Beach	**CSU (14 campuses)**			**Doc/High, Public**			**NSSE 2022 & 2023**		
First-year	*%*	*Difference* [a]		*ES* [b]	*Difference* [a]		*ES* [b]	*Difference* [a]		*ES* [b]
Service-Learning	47	-6	***	-.12	-5	**	-.10	-5	**	-.09
Learning Community	7	-1		-.03	-4	***	-.14	-4	***	-.15
Research with Faculty	5	+1		.04	-1		-.02	-0		-.02
Participated in at least one	51	-5	**	-.10	-6	***	-.12	-6	***	-.11
Participated in two or more	6	-1		-.05	-3	***	-.12	-3	***	-.12
Senior										
Service-Learning	58	-7	***	-.14	-1		-.02	-2		-.03
Learning Community	18	+2		.05	-5	***	-.12	-4	**	-.10
Research with Faculty	15	-1		-.03	-6	***	-.16	-8	***	-.20
Internship or Field Exp.	42	+6	***	.11	-5	**	-.10	-7	***	-.13
Study Abroad	6	+2	**	.09	-1		-.02	-2	*	-.08
Culminating Senior Exp.	36	-4	*	-.08	-8	***	-.17	-10	***	-.19
Participated in at least one	81	-3	*	-.07	-4	**	-.10	-4	***	-.10
Participated in two or more	50	-1		-.02	-8	***	-.16	-9	***	-.19

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).

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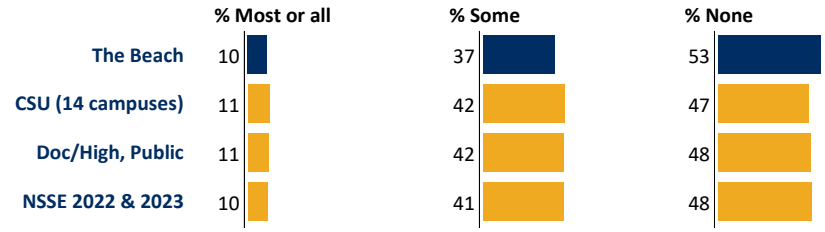
Response Detail

California State University-Long Beach

First-year students

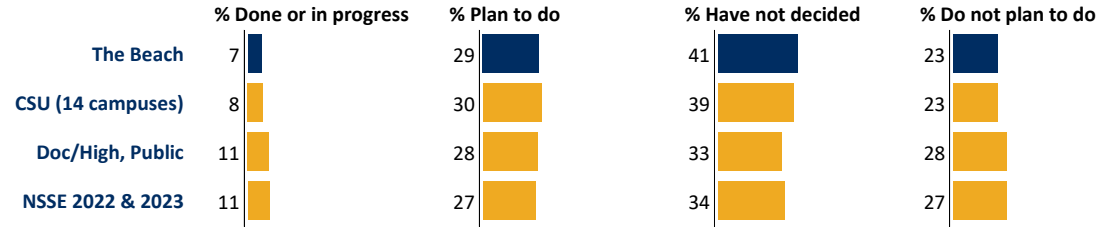
Service-Learning

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



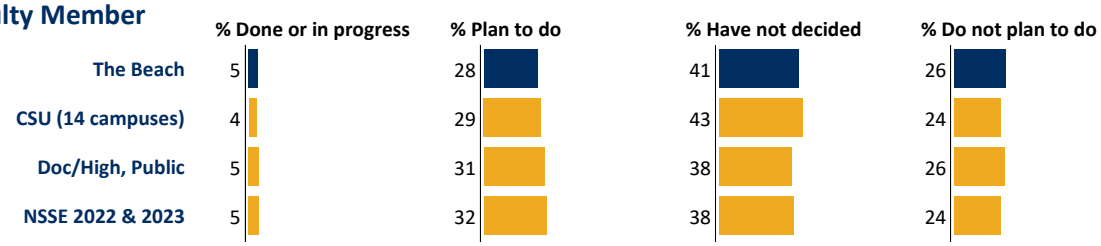
Learning Community

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

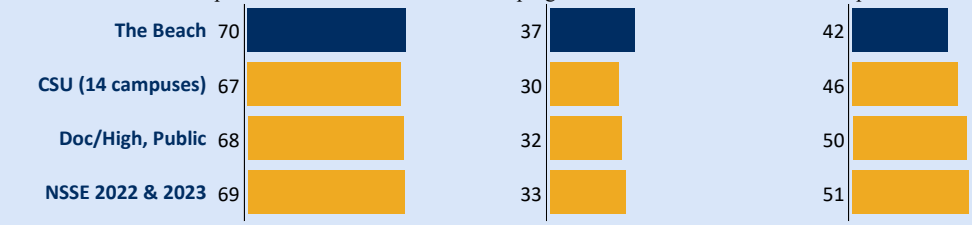
Participate in an internship, co-op, field experience, student teaching, or clinical placement.

Study Abroad

Participate in a study abroad program.

Culminating Senior Experience

Complete a culminating senior experience (capstone course, senior project or thesis, 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).

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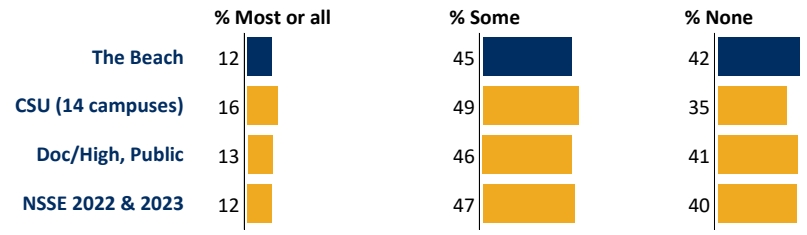
Response Detail

California State University-Long Beach

Seniors

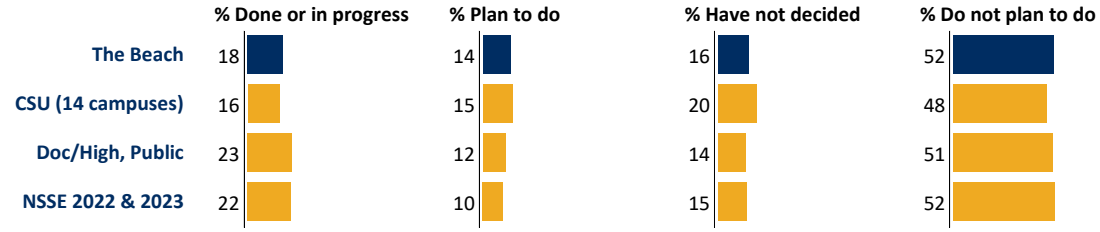
Service-Learning

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



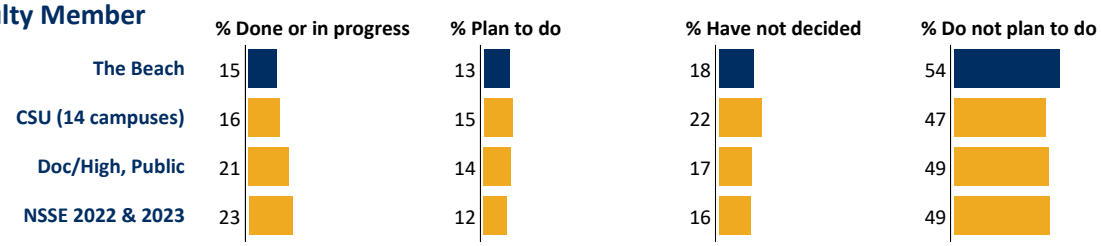
Learning Community

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



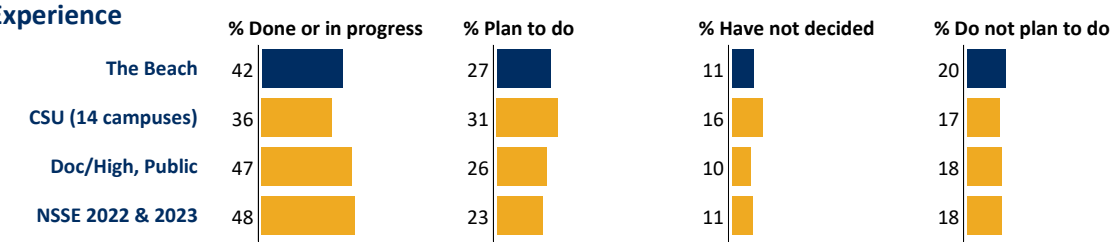
Research with a Faculty Member

Work with a faculty member on a research project.



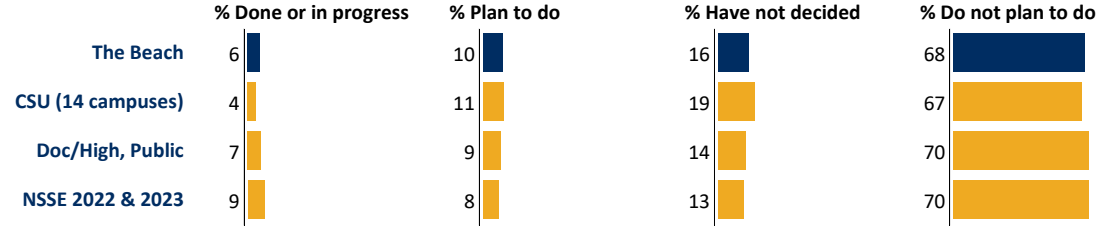
Internship or Field Experience

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



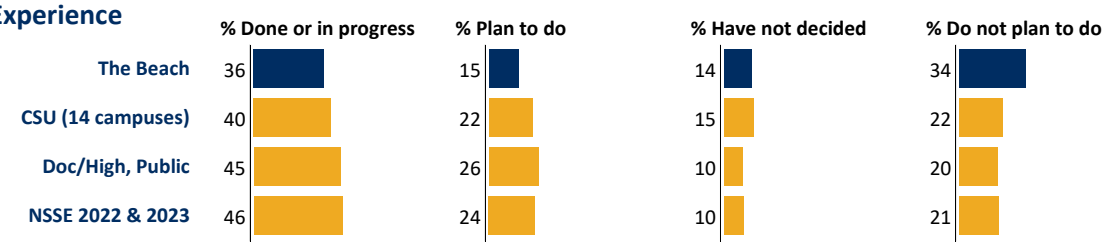
Study Abroad

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).

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Disaggregated Results

California State University-Long Beach

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	45/127	35	7/126	6	1/128	1	79/161	49	28/163	17	17/161	11	38/162	23	16/163	10	61/162	38
Bio. sci., agric., and natural res.	60/120	50	14/119	12	11/120	9	35/65	54	12/65	18	20/65	31	21/64	33	2/65	3	22/65	34
Physical sci., math, computer sci.	26/75	35	5/76	7	3/76	4	14/43	33	4/44	9	8/43	19	15/44	34	4/44	9	20/44	45
Social sciences	54/117	46	10/117	9	7/117	6	106/174	61	25/174	14	31/173	18	59/174	34	11/173	6	38/172	22
Business	59/132	45	7/133	5	9/132	7	78/153	51	23/154	15	9/155	6	52/155	34	11/155	7	59/155	38
Communications, media, public rel.	13/21	62	0/21	0	1/21	5	33/53	62	11/53	21	6/53	11	28/52	54	7/53	13	17/52	33
Education	11/28	39	0/28	0	0/28	0	21/29	72	7/29	24	3/29	10	9/29	31	1/28	4	7/29	24
Engineering	50/105	48	9/104	9	7/105	7	43/82	52	26/83	31	27/83	33	45/83	54	2/83	2	65/83	78
Health professions	91/169	54	16/167	10	6/168	4	84/114	74	27/115	23	17/115	15	85/115	74	5/115	4	37/115	32
Social service professions	27/49	55	0/49	0	3/49	6	28/41	68	8/42	19	3/41	7	29/42	69	2/42	5	3/42	7
Undecided/undeclared	8/16	50	0/16	0	0/16	0	1/1	100	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0
Transfer status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Started here	442/946	47	67/943	7	48/948	5	204/349	58	73/350	21	58/349	17	170/351	48	21/352	6	141/351	40
Started elsewhere	16/32	50	3/32	9	3/31	10	369/626	59	110/631	17	86/630	14	247/629	39	43/629	7	213/628	34
Enrollment status[b]	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not full-time	12/18	67	3/18	17	1/18	6	67/134	50	9/135	7	14/136	10	36/135	27	7/136	5	41/135	30
Full-time	465/1006	46	70/1014	7	50/1016	5	527/878	60	182/891	20	137/887	15	400/893	45	60/890	7	322/887	36
First-generation[c]	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	156/361	43	34/357	10	14/361	4	191/333	57	66/335	20	61/335	18	147/336	44	28/336	8	139/335	41
First-generation	275/567	49	33/568	6	33/568	6	362/611	59	113/616	18	80/614	13	257/614	42	35/615	6	206/614	34
I prefer not to respond	28/54	52	4/54	7	4/54	7	19/32	59	5/32	16	4/32	13	15/32	47	2/32	6	11/32	34
Race/ethnicity[d]	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	132/306	43	26/305	9	17/307	6	154/253	61	54/257	21	39/257	15	118/256	46	16/258	6	90/256	35
Black or African American	24/52	46	3/54	6	6/54	11	39/50	78	8/50	16	9/50	18	22/49	45	5/50	10	14/50	28
Hispanic, Latina/o, Latine, or Latinx	251/519	48	28/517	5	25/518	5	262/448	58	78/448	17	62/448	14	181/449	40	28/448	6	159/447	36
Indigenous, American Indian, etc.	5/14	36	2/15	13	2/15	13	13/26	50	6/26	23	4/26	15	12/26	46	2/26	8	9/26	35
Middle Eastern or North African	10/15	67	3/16	19	1/16	6	16/27	59	5/27	19	4/27	15	13/27	48	2/27	7	10/27	37
Native Hawaiian or Pacific Islander	8/17	47	3/18	17	2/18	11	10/18	56	3/18	17	4/18	22	11/17	65	2/18	11	7/18	39
White	80/187	43	22/188	12	9/189	5	155/282	55	54/284	19	54/282	19	125/284	44	24/283	8	107/284	38
Another race or ethnicity	3/10	30	3/11	27	1/11	9	8/12	67	4/12	33	1/12	8	4/12	33	1/12	8	4/12	33
I prefer not to respond	8/14	57	0/14	0	0/14	0	17/34	50	5/36	14	6/36	17	15/36	42	3/36	8	15/36	42

NSSE national survey of student engagement

NSSE 2023 High-Impact Practices

Disaggregated Results

California State University-Long Beach

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	447/957	47	66/955	7	48/958	5	544/935	58	173/941	18	137/939	15	406/941	43	59/941	6	341/940	36
International student	12/24	50	5/23	22	3/24	13	29/41	71	11/42	26	8/42	19	14/41	34	6/42	14	14/41	34
Gender identity[d]	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Woman	288/634	45	45/632	7	32/632	5	389/645	60	124/649	19	87/648	13	283/648	44	46/649	7	210/647	32
Man	145/290	50	20/291	7	17/294	6	159/285	56	51/288	18	47/287	16	117/288	41	16/288	6	128/288	44
Agender or gender neutral	6/16	38	4/17	24	2/17	12	4/11	36	0/11	0	1/11	9	4/11	36	1/11	9	3/11	27
Demigender	0/2	0	1/3	33	1/3	33	0/2	0	0/2	0	0/2	0	1/2	50	0/2	0	0/2	0
Genderqueer, non-binary, etc.	13/39	33	9/40	23	4/40	10	12/25	48	8/26	31	7/26	27	14/26	54	4/26	15	10/26	38
Genderfluid	4/7	57	3/7	43	1/8	13	6/9	67	0/9	0	0/9	0	1/9	11	1/9	11	1/9	11
Two-spirit	2/3	67	2/4	50	1/4	25	1/2	50	1/2	50	0/2	0	0/2	0	0/2	0	0/2	0
Cis/Cisgender	19/78	24	8/79	10	3/79	4	26/66	39	11/65	17	8/66	12	26/66	39	4/66	6	15/66	23
Trans/Transgender	4/18	22	5/19	26	3/19	16	5/12	42	2/12	17	2/12	17	3/12	25	0/12	0	3/12	25
Questioning or unsure	3/13	23	3/13	23	1/13	8	4/7	57	0/7	0	1/7	14	3/7	43	0/7	0	2/7	29
Another gender identity	1/2	50	1/2	50	0/2	0	1/3	33	1/3	33	0/3	0	1/3	33	0/3	0	2/3	67
I prefer not to respond	7/12	58	0/12	0	0/12	0	10/17	59	2/17	12	2/17	12	5/17	29	1/17	6	5/17	29
Sexual orientation[d]	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Straight or heterosexual	358/708	51	50/708	7	38/708	5	446/729	61	140/736	19	102/733	14	317/734	43	42/736	6	277/733	38
Bisexual	47/131	36	11/130	8	5/132	4	64/118	54	20/118	17	21/118	18	53/118	45	11/118	9	37/118	31
Lesbian	8/24	33	4/25	16	2/25	8	11/24	46	2/24	8	3/24	13	8/24	33	2/24	8	8/24	33
Gay	10/20	50	2/21	10	1/21	5	16/26	62	10/26	38	3/26	12	10/26	38	2/26	8	11/26	42
Queer	16/34	47	5/35	14	5/35	14	12/25	48	5/25	20	3/25	12	12/25	48	3/25	12	9/25	36
Pansexual or polysexual	10/26	38	2/27	7	3/27	11	18/32	56	7/31	23	7/32	22	10/32	31	3/32	9	11/32	34
Ace, gray, or asexual	4/23	17	2/24	8	1/24	4	3/15	20	0/15	0	1/15	7	6/15	40	2/15	13	4/15	27
Demisexual	2/7	29	2/8	25	1/8	13	5/10	50	1/10	10	4/10	40	6/10	60	1/10	10	2/10	20
Questioning or unsure	12/40	30	6/40	15	1/41	2	12/24	50	7/24	29	4/24	17	6/24	25	4/24	17	8/24	33
Another sexual orientation	2/4	50	0/4	0	0/4	0	1/5	20	1/5	20	0/5	0	1/5	20	0/5	0	2/5	40
I prefer not to respond	11/36	31	2/35	6	3/36	8	23/41	56	4/42	10	8/42	19	19/42	45	2/41	5	12/42	29
Age[b]	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
FY 21+, Seniors 25+	1/1	100	0/1	0	0/1	0	180/301	60	55/306	18	46/304	15	117/306	38	15/304	5	107/303	35
FY < 21, Seniors < 25	476/1023	47	73/1031	7	51/1033	5	414/711	58	136/720	19	105/719	15	319/722	44	52/722	7	256/719	36

NSSE national survey of student engagement

NSSE 2023 High-Impact Practices

Disaggregated Results

California State University-Long Beach

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	2/5	40	0/5	0	1/5	20	2/3	67	1/3	33	1/3	33	2/3	67	1/3	33	1/3	33
Physical disability	1/1	100	0/1	0	0/1	0	3/4	75	0/4	0	0/4	0	1/4	25	0/4	0	2/4	50
Mental health or develop. disability	30/65	46	5/64	8	4/65	6	49/88	56	19/90	21	15/90	17	36/90	40	5/90	6	27/90	30
Another disability or condition	5/11	45	2/11	18	0/11	0	7/12	58	4/12	33	0/12	0	5/11	45	0/12	0	6/12	50
Multiple types of disab. or cond.	16/36	44	9/35	26	0/36	0	31/58	53	12/58	21	13/58	22	23/58	40	6/57	11	24/58	41
No disability or condition	376/809	46	52/808	6	45/810	6	454/753	60	138/757	18	106/755	14	331/758	44	49/758	6	279/756	37
I prefer not to respond	24/46	52	3/46	7	1/46	2	21/48	44	9/48	19	7/48	15	19/48	40	2/48	4	13/48	27
Residence	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not on campus	325/688	47	48/685	7	28/688	4	550/941	58	174/946	18	133/944	14	404/946	43	59/946	6	343/944	36
On campus	129/286	45	23/285	8	22/286	8	21/30	70	10/30	33	12/30	40	13/30	43	6/30	20	10/30	33
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	440/950	46	69/948	7	49/951	5	560/961	58	183/968	19	143/966	15	415/967	43	62/968	6	350/966	36
Student-athlete	11/19	58	1/18	6	1/19	5	9/10	90	1/10	10	2/10	20	3/10	30	2/10	20	2/10	20
Greek membership	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not a member	437/942	46	69/940	7	48/943	5	535/909	59	166/914	18	132/912	14	387/913	42	59/914	6	327/912	36
Member	16/29	55	2/28	7	3/29	10	28/48	58	15/48	31	10/48	21	24/48	50	6/48	13	21/48	44
Military status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
No military service	454/967	47	71/963	7	49/967	5	555/947	59	182/954	19	141/952	15	408/953	43	63/954	7	345/952	36
Current or former military service	1/3	33	0/3	0	1/3	33	15/24	63	2/24	8	3/24	13	11/24	46	1/24	4	8/24	33
Satisfaction[e]	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Fair or poor	88/187	47	6/185	3	6/187	3	95/184	52	17/186	9	17/184	9	69/186	37	11/186	6	55/186	30
Good or excellent	375/805	47	66/803	8	45/805	6	483/802	60	169/807	21	127/806	16	352/806	44	55/807	7	301/804	37
Overall	477/1024	47	73/1032	7	51/1034	5	594/1012	58	191/1026	18	151/1023	15	436/1028	42	67/1026	6	363/1022	36

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?"