
NSSE 2020
High-Impact Practices
Middle Georgia State 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 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

NSSE 2020 High-Impact Practices

Participation Comparisons Middle Georgia State University

Overall HIP Participation

The figures below display the percentage of students who participated in High-Impact Practices. Both figures include participation in service-learning, a learning community, and research with faculty. The senior figure also includes participation in an internship or field experience, study abroad, and culminating senior experience. The first segment in each bar shows the percentage who

First-year

Senior

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 compar

	Middle Georgia State	Your students' participation compared with:					
		Georgia System		Southeast Enrollment		NSSE 2019 & 2020	
	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b
<i>First-year</i>							
Service-Learning	46	-3	-0.07	-9	** -0.18	-6	* -0.13
Learning Community	7	-5	* -0.17	-5	** -0.18	-6	** -0.20
Research with Faculty	4	-1	-0.05	-2	-0.09	-1	-0.05
<i>Participated in at least one</i>	49	-6	-0.11	-11	*** -0.22	-9	** -0.18
<i>Participated in two or more</i>	6	-3	-0.11	-4	* -0.14	-4	-0.13
<i>Senior</i>							
Service-Learning	54	-4	-0.08	-10	** -0.20	-7	* -0.13
Learning Community	19	-6	* -0.14	-7	** -0.18	-4	-0.09
Research with Faculty	10	-17	*** -0.44	-15	*** -0.40	-12	*** -0.34
Internship or Field Exp.	31	-19	*** -0.39	-17	*** -0.36	-17	*** -0.35
Study Abroad	3	-15	*** -0.52	-11	*** -0.41	-10	*** -0.39
Culminating Senior Exp.	34	-8	* -0.16	-11	*** -0.23	-10	*** -0.21
<i>Participated in at least one</i>	72	-14	*** -0.34	-14	*** -0.36	-13	*** -0.33
<i>Participated in two or more</i>	43	-18	*** -0.36	-18	*** -0.36	-16	*** -0.33

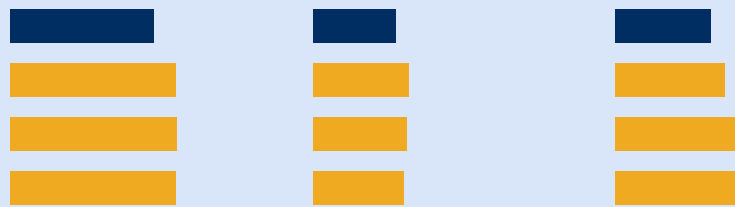
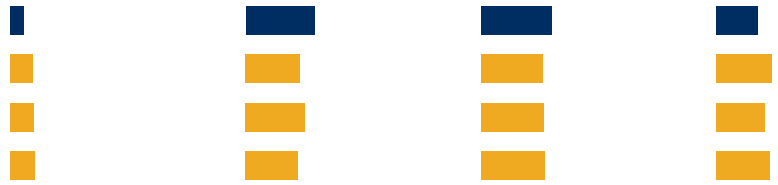
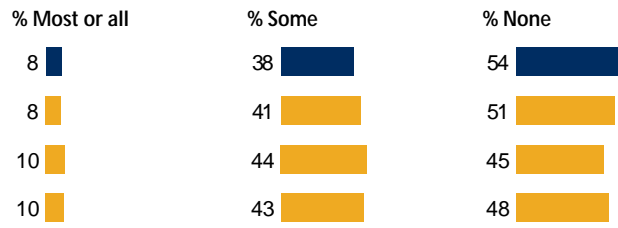
a. Percentage point differences (institution – comp. group) rounded to whole numbers. Values less than one may not display a bar and may be shown as +0.0. b. Cohen's d (standardized difference between two proportions). Effect sizes indicate the practical importance of observed differences. For service-learning, 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 and comparison groups).

First-Year Students

Service-Learning



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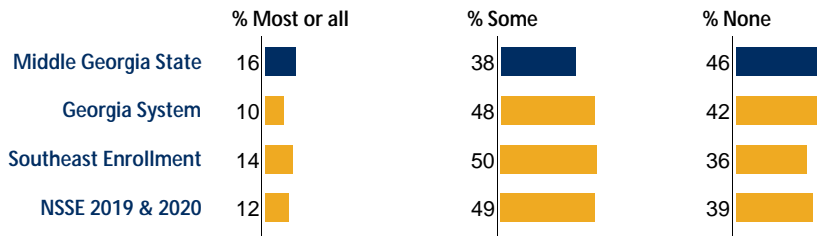
Response Detail

Middle Georgia State University

Seniors

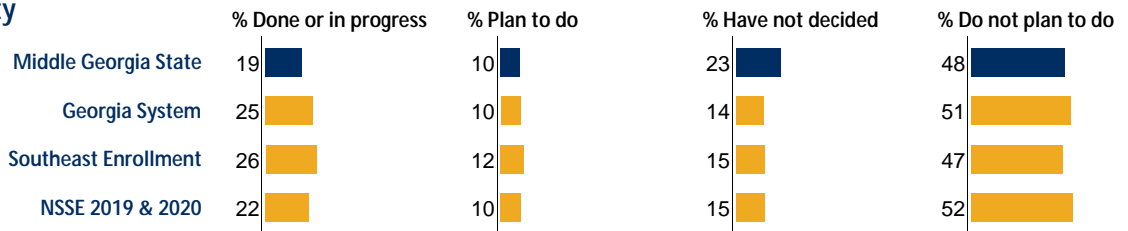
Service-Learning

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



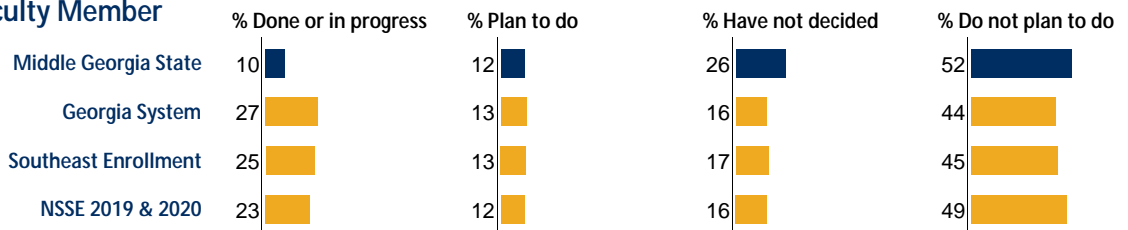
Learning Community

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



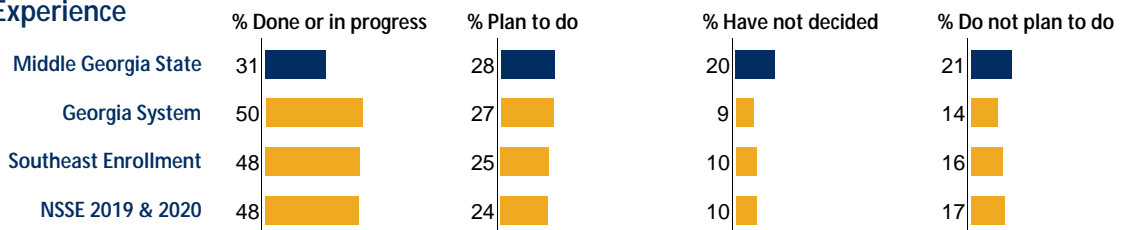
Research with a Faculty Member

Work with a faculty member on a research project.



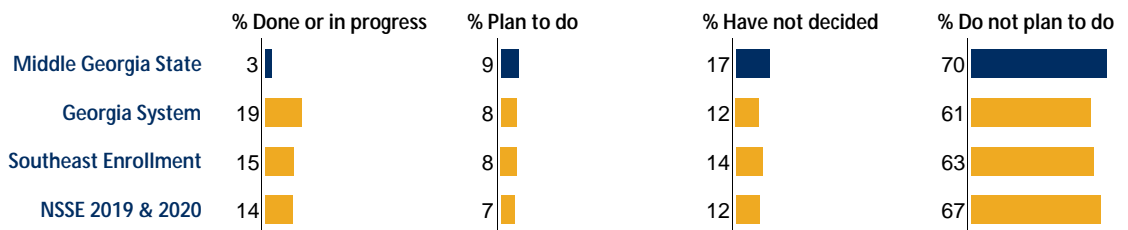
Internship or Field Experience

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



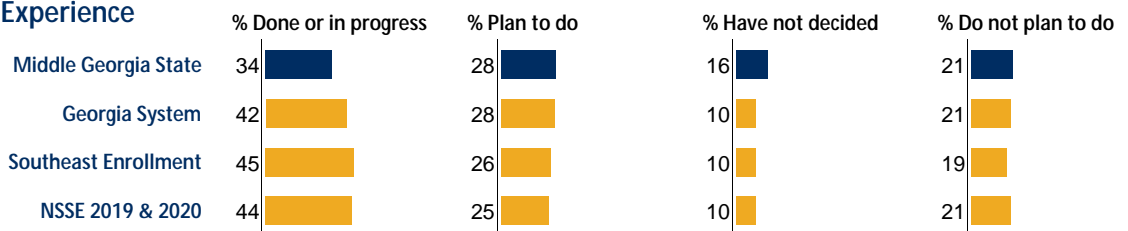
Study Abroad

Participate in a study abroad program.



Culminating Senior Experience

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



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

