NSSE
national survey of
student engagement

NSSE 2024
High-Impact Practices
Tennessee Technological University

Prepared 2024-08-11

IPEDS: 221847

NSSE 2024 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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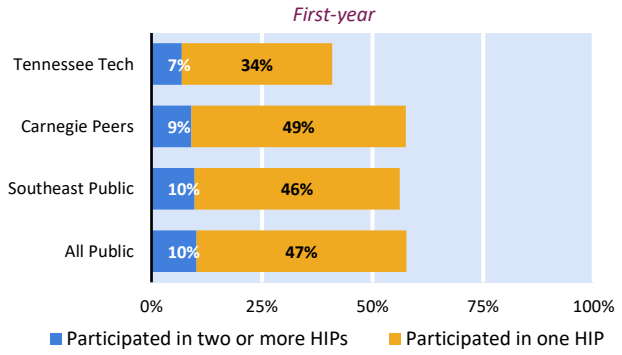
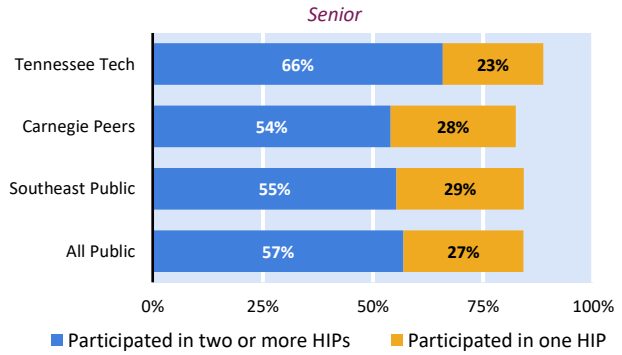
Participation Comparisons

Tennessee Technological 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.)

		Your students' participation compared with:											
	Tennessee Tech	**Carnegie Peers**				**Southeast Public**				**All Public**			
First-year	*%*	*Difference* [a]			*ES* [b]	*Difference* [a]			*ES* [b]	*Difference* [a]			*ES* [b]
Service-Learning	38	-15		***	-.31	-13		***	-.26	-15		***	-.30
Learning Community	8	-3			-.10	-4		*	-.13	-4		**	-.14
Research with Faculty	4	-1			-.07	-2		*	-.10	-2			-.08
Participated in at least one	41	-17		***	-.33	-15		***	-.31	-17		***	-.34
Participated in two or more	7	-2			-.08	-3		*	-.11	-3		*	-.12
Senior													
Service-Learning	58	+0			.01	-0			-.01	-0			.00
Learning Community	22	+2			.05	-1			-.02	+1			.01
Research with Faculty	25	+5		**	.12	+4		*	.09	+3			.07
Internship or Field Exp.	56	+12		***	.23	+11		***	.23	+10		***	.19
Study Abroad	8	+1			.03	-0			-.02	-1			-.02
Culminating Senior Exp.	47	+6		**	.12	+5		*	.09	+4		*	.09
Participated in at least one	89	+6		***	.18	+4		**	.13	+4		***	.13
Participated in two or more	66	+12		***	.24	+10		***	.21	+9		***	.18

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.

NSSE 2024 High-Impact Practices

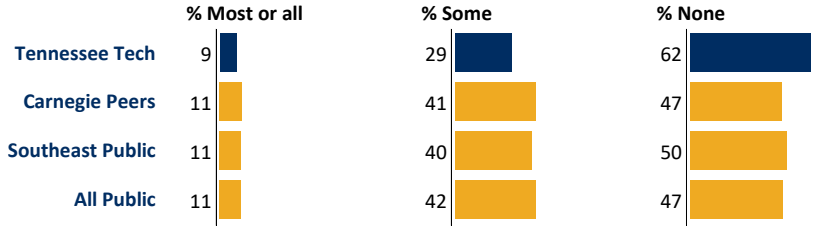
Response Detail

Tennessee Technological University

First-year students

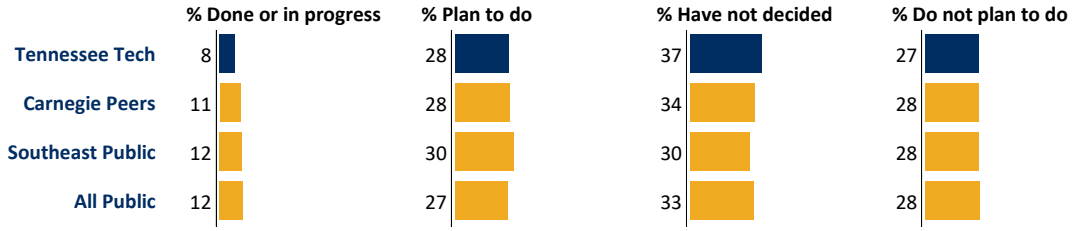
Service-Learning

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



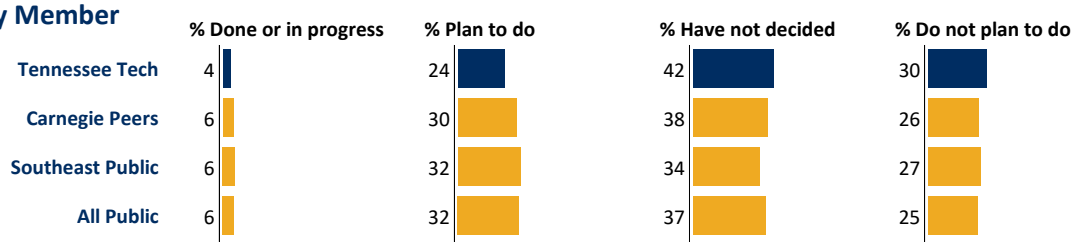
Learning Community

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

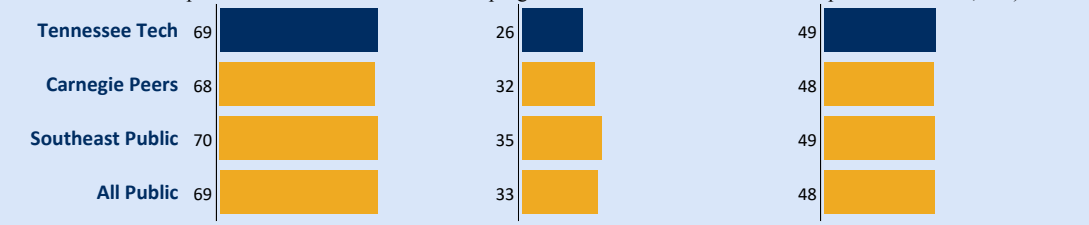
Participate in an internship, co-op, field experience, student teaching, or clinical placement.

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

NSSE 2024 High-Impact Practices

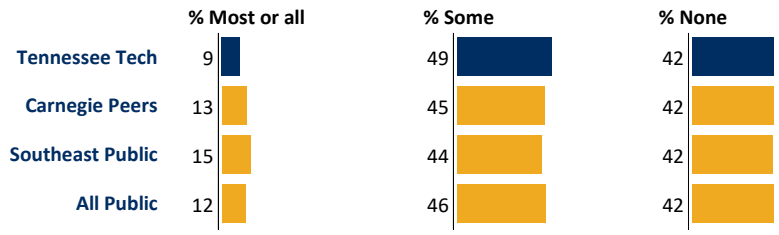
Response Detail

Tennessee Technological University

Seniors

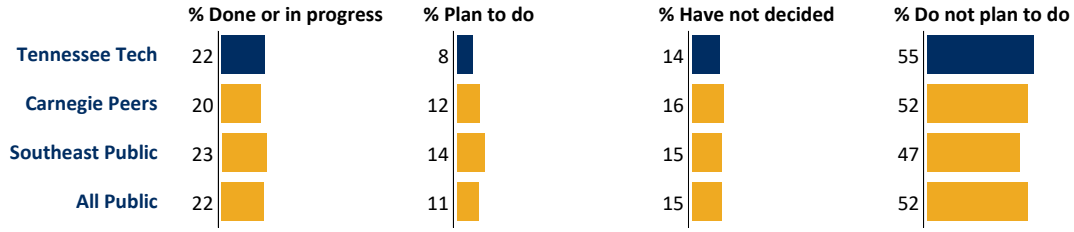
Service-Learning

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



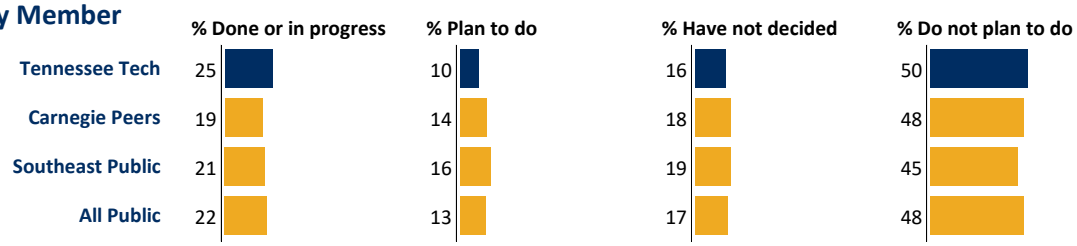
Learning Community

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



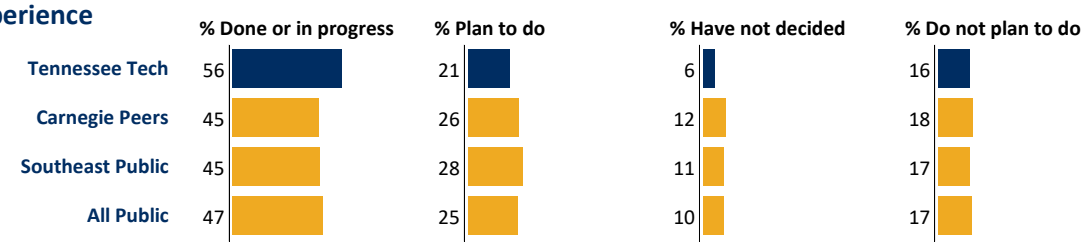
Research with a Faculty Member

Work with a faculty member on a research project.



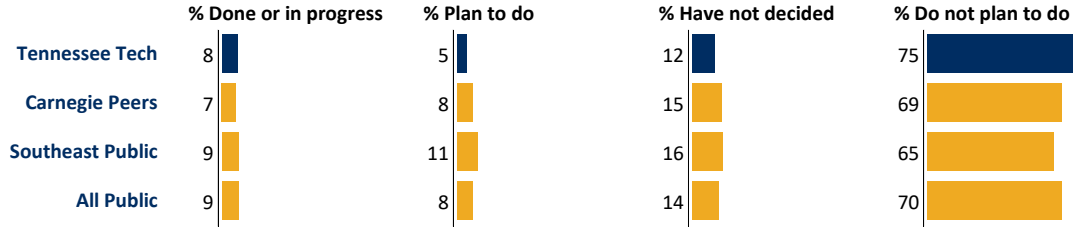
Internship or Field Experience

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



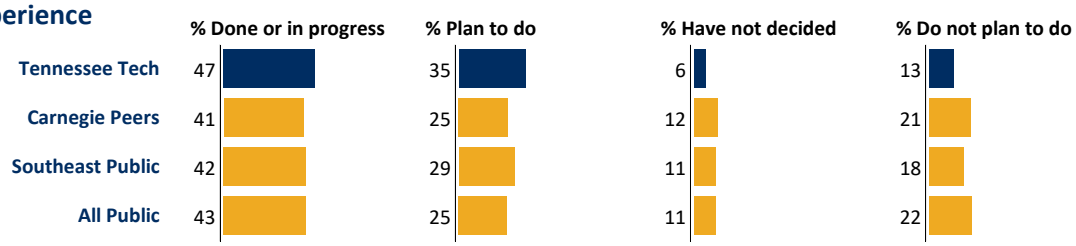
Study Abroad

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 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	5/15	33	1/16	6	2/16	13	14/29	48	5/29	17	4/29	14	9/29	31	4/29	14	18/29	62
Bio. sci., agric., and natural res.	10/30	33	1/30	3	1/30	3	30/60	50	15/60	25	19/60	32	26/60	43	10/60	17	21/60	35
Physical sci., math, computer sci.	14/34	41	2/34	6	0/34	0	26/62	42	14/62	23	28/62	45	33/62	53	4/62	6	34/62	55
Social sciences	10/29	34	2/29	7	0/29	0	13/24	54	4/25	16	12/25	48	14/25	56	2/25	8	17/25	68
Business	11/41	27	3/42	7	1/41	2	38/65	58	12/67	18	11/67	16	32/67	48	10/67	15	33/67	49
Communications, media, public rel.	1/2	50	0/2	0	0/2	0	3/4	75	1/4	25	0/4	0	2/4	50	0/4	0	2/4	50
Education	14/28	50	3/28	11	1/28	4	38/55	69	16/55	29	4/55	7	47/54	87	4/55	7	30/55	55
Engineering	26/72	36	5/72	7	6/72	8	80/159	50	31/155	20	44/158	28	103/160	64	5/160	3	73/160	46
Health professions	23/45	51	5/45	11	2/45	4	54/65	83	23/66	35	12/66	18	45/66	68	6/66	9	20/66	30
Social service professions	1/2	50	0/2	0	0/2	0	2/3	67	1/3	33	1/3	33	1/3	33	0/3	0	1/3	33
Undecided/undeclared	1/2	50	1/2	50	0/2	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	102/281	36	23/282	8	12/281	4	178/314	57	78/316	25	93/317	29	196/316	62	30/317	9	155/317	49
Started elsewhere	12/27	44	2/27	7	1/27	4	148/246	60	50/243	21	49/246	20	125/247	51	18/247	7	113/247	46
Enrollment status[b]	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not full-time	1/5	20	0/5	0	0/5	0	31/59	53	13/61	21	13/60	22	27/61	44	2/61	3	25/60	42
Full-time	120/311	39	26/314	8	13/313	4	308/519	59	121/524	23	132/527	25	306/528	58	48/529	9	252/528	48
First-generation[c]	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	59/166	36	12/166	7	4/166	2	191/344	56	82/345	24	97/347	28	207/347	60	33/348	9	166/348	48
First-generation	54/131	41	12/133	9	8/132	6	130/211	62	45/209	22	44/211	21	109/211	52	15/211	7	100/211	47
I prefer not to respond	3/10	30	1/10	10	1/10	10	6/7	86	2/7	29	2/7	29	6/7	86	0/7	0	4/7	57
Race/ethnicity[d]	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	10/26	38	4/26	15	2/26	8	10/20	50	7/21	33	7/21	33	11/21	52	2/21	10	7/21	33
Black or African American	7/14	50	1/14	7	0/14	0	9/15	60	4/15	27	5/16	31	10/16	63	2/16	13	9/16	56
Hispanic, Latina/o, Latine, or Latinx	8/25	32	2/25	8	0/25	0	14/27	52	8/27	30	8/27	30	16/28	57	5/28	18	17/28	61
Indigenous, American Indian, etc.	2/6	33	0/6	0	0/6	0	2/6	33	1/7	14	1/7	14	2/7	29	0/7	0	1/7	14
Middle Eastern or North African	0/2	0	0/2	0	0/2	0	4/7	57	1/8	13	3/8	38	4/8	50	0/8	0	4/8	50
Native Hawaiian or Pacific Islander	2/3	67	1/3	33	0/3	0	1/1	100	1/2	50	0/2	0	1/2	50	0/2	0	0/2	0
White	93/250	37	18/252	7	11/251	4	291/494	59	111/493	23	126/497	25	281/496	57	41/497	8	242/497	49
Another race or ethnicity	1/2	50	0/2	0	0/2	0	0/2	0	0/3	0	1/3	33	2/3	67	1/3	33	1/3	33
I prefer not to respond	4/12	33	1/12	8	1/12	8	11/21	52	4/22	18	5/22	23	11/22	50	2/22	9	10/22	45

NSSE 2024 High-Impact Practices

Disaggregated Results

Tennessee Technological 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	106/292	36	22/294	7	12/293	4	321/554	58	128/553	23	140/557	25	317/557	57	47/558	8	267/558	48
International student	9/14	64	3/14	21	1/14	7	5/7	71	1/7	14	3/7	43	4/7	57	1/7	14	3/7	43
Gender identity[d]	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Woman	67/162	41	16/163	10	7/162	4	169/271	62	74/274	27	70/274	26	164/274	60	30/274	11	133/274	49
Man	43/124	35	8/124	6	5/124	4	138/253	55	50/250	20	58/254	23	144/254	57	15/255	6	119/255	47
Trans/Transgender	0/4	0	0/4	0	0/4	0	3/5	60	2/5	40	3/5	60	2/5	40	1/5	20	4/5	80
Agender or gender neutral	1/3	33	0/4	0	0/4	0	1/2	50	1/2	50	1/2	50	1/2	50	0/2	0	1/2	50
Demigender	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Genderqueer, non-binary, etc.	1/9	11	0/9	0	0/9	0	7/13	54	2/13	15	6/13	46	5/13	38	0/13	0	9/13	69
Two-spirit	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Cis/Cisgender	0/9	0	0/9	0	1/9	11	7/21	33	1/21	5	4/21	19	7/21	33	1/21	5	10/21	48
Questioning or unsure	1/5	20	0/5	0	0/5	0	0/1	0	0/1	0	1/1	100	0/1	0	0/1	0	0/1	0
Another gender identity	0/2	0	0/2	0	0/2	0	1/4	25	0/4	0	1/4	25	2/4	50	0/4	0	2/4	50
I prefer not to respond	5/13	38	1/13	8	1/13	8	10/17	59	4/17	24	6/17	35	6/17	35	2/17	12	7/17	41
Sexual orientation[d]	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Straight or heterosexual	98/247	40	22/249	9	11/249	4	271/453	60	107/452	24	109/457	24	275/456	60	34/457	7	217/457	47
Bisexual	6/26	23	1/26	4	0/25	0	26/47	55	7/47	15	16/47	34	23/47	49	10/47	21	26/47	55
Lesbian	2/5	40	0/5	0	0/5	0	1/2	50	1/2	50	0/2	0	1/2	50	0/2	0	1/2	50
Gay	0/2	0	0/2	0	0/2	0	1/6	17	2/6	33	0/6	0	2/6	33	2/6	33	2/6	33
Queer	0/4	0	0/4	0	0/4	0	2/8	25	1/8	13	5/8	63	3/8	38	0/8	0	5/8	63
Pansexual or polysexual	2/5	40	1/5	20	1/5	20	7/16	44	5/16	31	3/16	19	7/16	44	1/16	6	8/16	50
Ace, gray, or asexual	0/3	0	0/3	0	0/3	0	5/13	38	1/13	8	7/13	54	6/13	46	0/13	0	6/13	46
Demisexual	1/6	17	0/6	0	0/6	0	1/2	50	0/2	0	0/2	0	0/2	0	0/2	0	1/2	50
Questioning or unsure	3/7	43	0/7	0	1/7	14	0/6	0	0/6	0	2/6	33	4/6	67	1/6	17	3/6	50
Another sexual orientation	1/3	33	0/3	0	0/3	0	1/3	33	0/3	0	0/3	0	2/3	67	0/3	0	1/3	33
I prefer not to respond	6/17	35	1/17	6	1/17	6	18/27	67	7/27	26	10/27	37	9/27	33	4/27	15	14/27	52
Age[b]	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
FY 21+, Seniors 25+	4/10	40	2/10	20	1/10	10	52/86	60	20/86	23	20/86	23	39/87	45	3/87	3	38/86	44
FY < 21, Seniors < 25	117/306	38	24/309	8	12/308	4	287/492	58	114/499	23	125/501	25	294/502	59	47/503	9	239/502	48

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	0/13	0	0/13	0	0/12	0	1/1	100	0/23	0	1/1	100	0/24	0	0/24	0	0/24	0
Physical disability	0/0		0/0		0/0		2/4	50	1/4	25	2/4	50	3/4	75	0/4	0	4/4	100
Mental health or develop. disability	8/31	26	1/31	3	0/31	0	28/65	43	10/64	16	17/64	27	32/65	49	4/65	6	26/65	40
Another disability or condition	0/4	0	1/4	25	0/4	0	2/3	67	0/3	0	1/3	33	2/3	67	0/3	0	2/3	67
Multiple types of disab. or cond.	5/13	38	2/13	15	2/13	15	20/32	63	8/32	25	8/32	25	14/32	44	1/32	3	14/32	44
No disability or condition	98/243	40	18/245	7	9/245	4	264/430	61	107/431	25	107/434	25	257/433	59	41/434	9	213/434	49
I prefer not to respond	5/13	38	2/13	15	1/12	8	9/24	38	2/23	9	7/24	29	11/24	46	2/24	8	10/24	42
Residence	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not on campus	35/93	38	6/95	6	2/95	2	288/485	59	111/484	23	125/488	26	282/488	58	38/489	8	240/489	49
On campus	79/210	38	16/210	8	9/209	4	36/73	49	16/73	22	18/73	25	36/73	49	10/73	14	29/73	40
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	101/286	35	22/287	8	10/286	3	314/540	58	121/538	22	137/542	25	306/542	56	47/543	9	258/543	48
Student-athlete	14/18	78	2/19	11	2/19	11	7/14	50	5/15	33	5/15	33	9/15	60	0/15	0	8/15	53
Greek membership	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not a member	107/281	38	21/282	7	11/282	4	272/476	57	103/473	22	124/477	26	270/477	57	40/478	8	231/478	48
Member	8/22	36	2/23	9	1/22	5	46/73	63	22/75	29	16/75	21	46/75	61	6/75	8	36/75	48
Military status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
No military service	115/304	38	24/305	8	12/304	4	310/541	57	121/540	22	138/544	25	312/544	57	45/545	8	264/545	48
Current or former military service	0/1	0	0/2	0	0/2	0	13/16	81	5/16	31	4/16	25	5/16	31	3/16	19	4/16	25
Satisfaction[e]	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Fair or poor	21/52	40	5/53	9	2/53	4	35/80	44	11/79	14	25/81	31	42/81	52	7/81	9	38/81	47
Good or excellent	97/261	37	20/262	8	11/261	4	292/483	60	119/484	25	118/485	24	281/486	58	41/487	8	232/487	48
Overall	121/316	38	26/319	8	13/318	4	339/578	58	134/585	22	145/587	25	333/589	56	50/590	8	277/588	47

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?"