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**NSSE 2013**  
**High-Impact Practices**  
Cape Breton University

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### 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. This report provides information on the first three for first-year students and all six for seniors. Unlike most questions on the NSSE survey, the HIP questions are not limited to the current school year. Thus, seniors' responses include participation from prior years.

#### *High-Impact Practices in NSSE*

- Learning community or some other formal program where groups of students take two or more classes together
- Courses that included a community-based project (service-learning)
- Work with a faculty member on a research project
- Internship, co-op, field experience, student teaching, or clinical placement
- Study abroad
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)

### Report sections

#### Participation Comparisons (p. 3)

Displays HIP participation for your first-year and senior 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 first-year and senior 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 first-year and senior students relative to those at comparison group institutions, with tests of significance and effect sizes (see below).

#### Response Detail (pp. 5-7)

Provides complete response frequencies for the relevant HIP questions for your first-year and senior students and those at your comparison group institutions.

#### Participation by Student Characteristics (p. 8)

Displays your students' participation in each HIP by selected student characteristics.

### Interpreting comparisons

The "Statistical Comparisons" section on page 3 reports both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. An effect size of .2 is generally considered small, .5 medium, and .8 large.

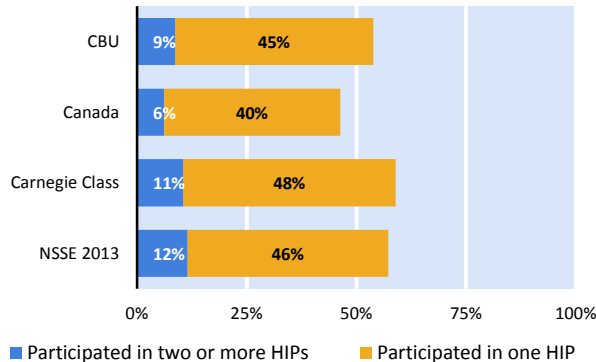
*HIP participation varies more among students within an institution than it does between institutions*, like many experiences and outcomes in higher education. As a result, focusing attention on overall participation rates amounts to examining the tip of the iceberg. It's equally important to understand how student engagement (including HIP participation) varies *within* your institution. The table on page 8 provides an initial look at how HIP participation varies by selected student characteristics. The Institutional Report Builder and your *Major Field Report* (both to be released in the fall) offer further perspectives on internal variation and can help you investigate your students' HIP participation in depth.

Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Washington, DC: Association of American Colleges and Universities.  
National Survey of Student Engagement (2007). *Experiences that matter: Enhancing student learning and success—Annual Report 2007*. Bloomington, IN: Indiana University Center for Postsecondary Research.

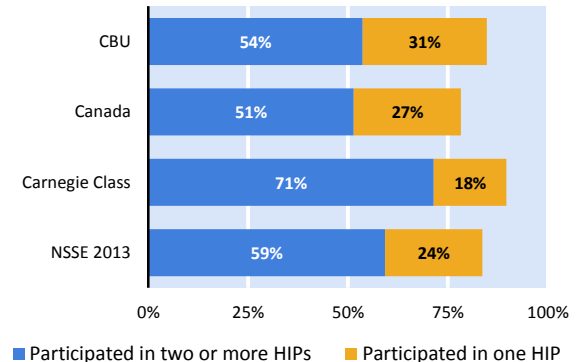
#### Overall HIP Participation

The figures below display the percentage of students who participated in high-impact practices. Both figures include participation in learning communities, service-learning, 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 of students who participated in at least two HIPs, and the full bar (both colors) represents the percentage who participated in at least one.

*First-Year Students*



*Seniors*



#### Statistical Comparisons

The table below compares the percentage of your students who participated<sup>a</sup> in a high-impact practice, including the percentage who participated overall (at least one, two or more), with those at institutions in your comparison groups.

	CBU		Canada		Carnegie Class		NSSE 2013	
<i>First-Year Students</i>	%		% <sup>b</sup>	Effect size <sup>c</sup>	% <sup>b</sup>	Effect size <sup>c</sup>	% <sup>b</sup>	Effect size <sup>c</sup>
11c. Learning community	9		9	-.01	11	-.08	15 *	-.18
12. Service-learning	51		42 **	.20	55	-.08	51	.00
11e. Research with faculty	4		3	.07	6	-.07	5	-.03
<b>Participated in at least one</b>	54		46 *	.15	59	-.10	57	-.07
<b>Participated in two or more</b>	9		6	.10	11	-.06	12	-.09
<i>Seniors</i>								
11c. Learning community	25		20 *	.14	26	-.02	24	.04
12. Service-learning	65		48 ***	.34	67	-.04	60	.11
11e. Research with faculty	27		22	.10	31	-.11	23	.09
11a. Internship or field exp.	35		46 **	-.24	56 ***	-.43	48 ***	-.26
11d. Study abroad	6		10	-.14	20 ***	-.44	13 **	-.23
11f. Culminating senior exp.	28		31	-.06	59 ***	-.63	44 ***	-.33
<b>Participated in at least one</b>	85		78 *	.17	90 *	-.15	84	.03
<b>Participated in two or more</b>	54		51	.04	71 ***	-.37	59	-.11

a. 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.

b. \*p<.05, \*\*p<.01, \*\*\*p<.001 (z-test comparing participation rates).

c. Cohen's *h*: The standardized difference between two proportions. Effect size indicates the practical importance of an observed difference. An effect size of .2 is generally considered small, .5 medium, and .8 large.

Note: All results weighted by gender and enrollment status (and by institution size for comparison groups).

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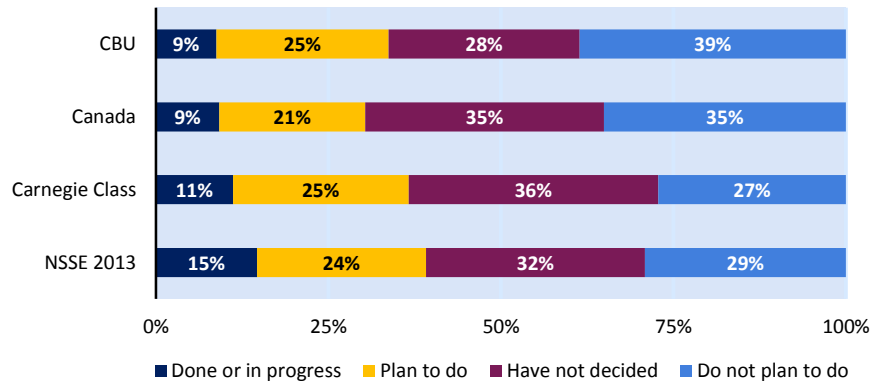
## First-Year Students

The figures below display further details about each high-impact practice for your first-year students and those of your comparison groups.

### Learning Community

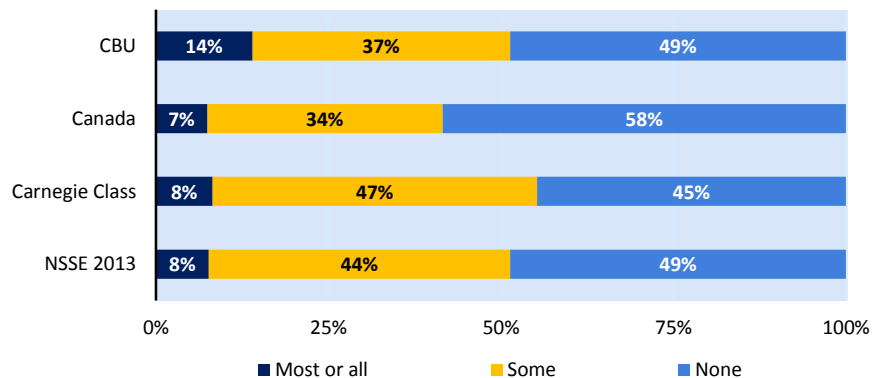
*Which of the following have you done or do you plan to do before you graduate?*

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



### Service-Learning

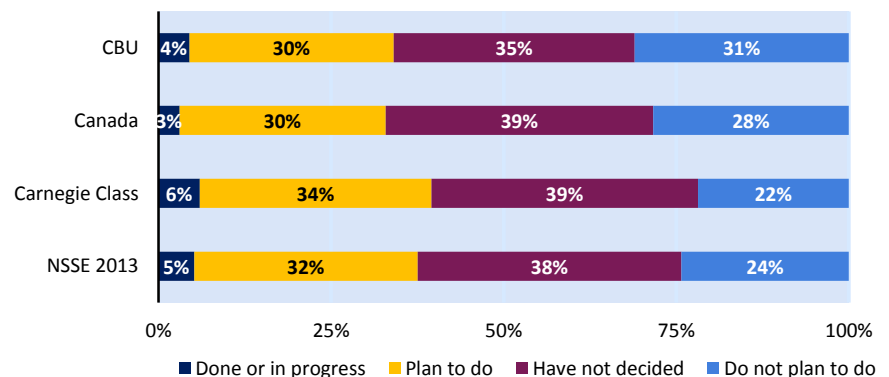
About how many of your courses at this institution have included a community-based project (service-learning)?



### Research with a Faculty Member

*Which of the following have you done or do you plan to do before you graduate?*

Work with a faculty member on a research project.



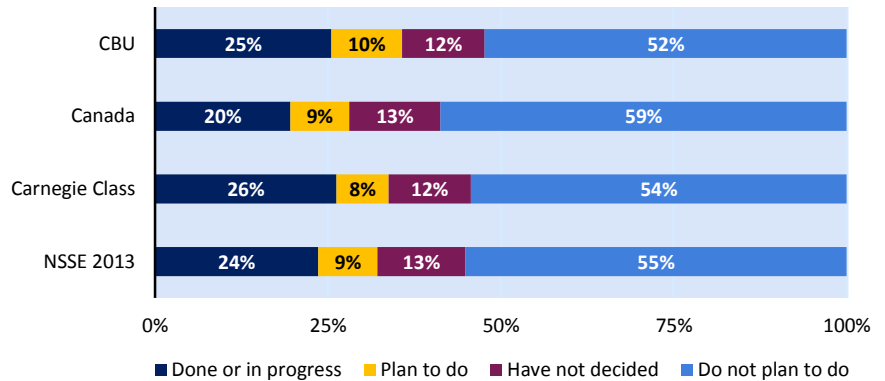
## Seniors

The figures below display further details about each high-impact practice for your seniors and those of your comparison groups.

### Learning Community

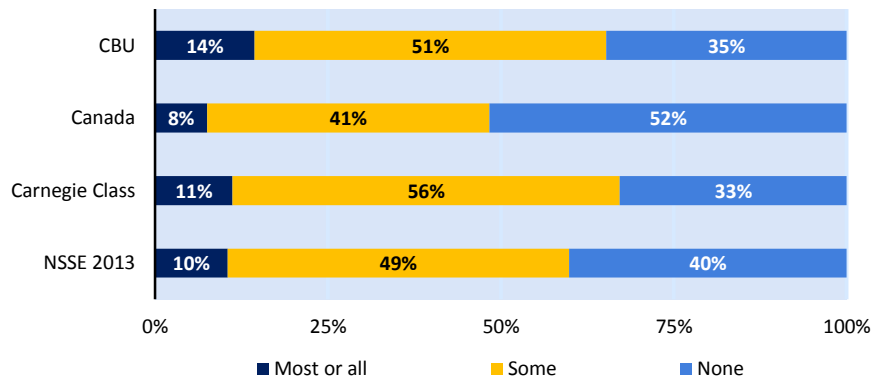
*Which of the following have you done or do you plan to do before you graduate?*

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



### Service-Learning

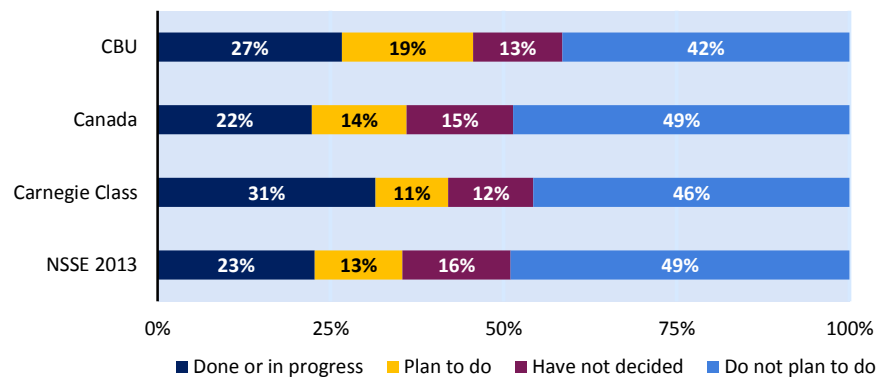
About how many of your courses at this institution have included a community-based project (service-learning)?



### Research with a Faculty Member

*Which of the following have you done or do you plan to do before you graduate?*

Work with a faculty member on a research project.



Note: Results weighted by gender and enrollment status (and institutional size for comparison groups).

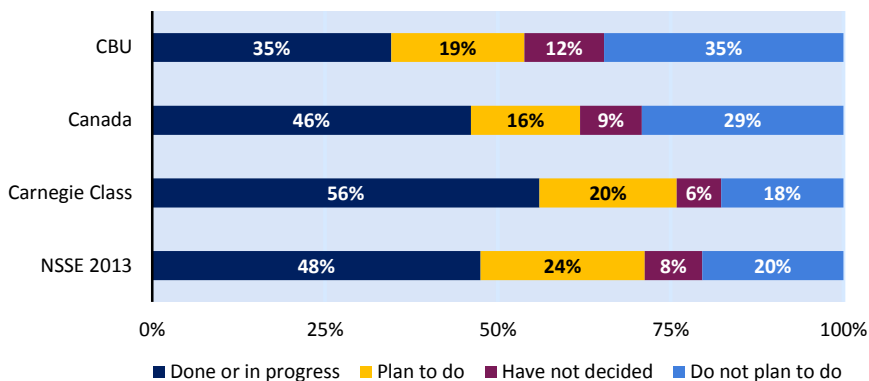
#### Seniors (continued)

The figures below display further details about each high-impact practice for your seniors and those of your comparison groups.

#### Internship or Field Experience

*Which of the following have you done or do you plan to do before you graduate?*

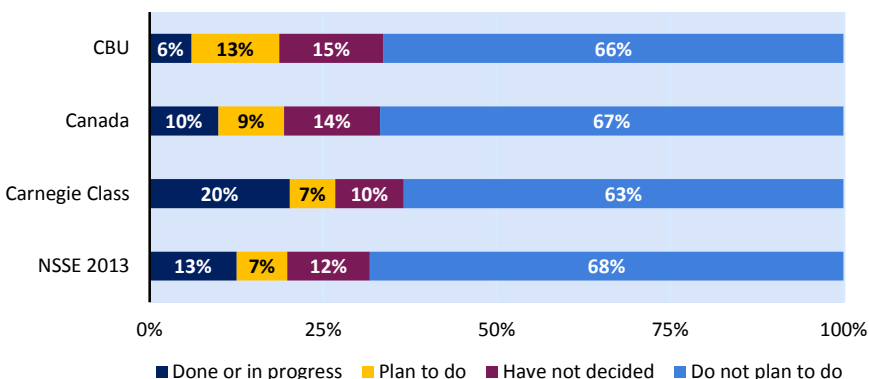
Participate in an internship, co-op, field experience, student teaching, or clinical placement.



#### Study Abroad

*Which of the following have you done or do you plan to do before you graduate?*

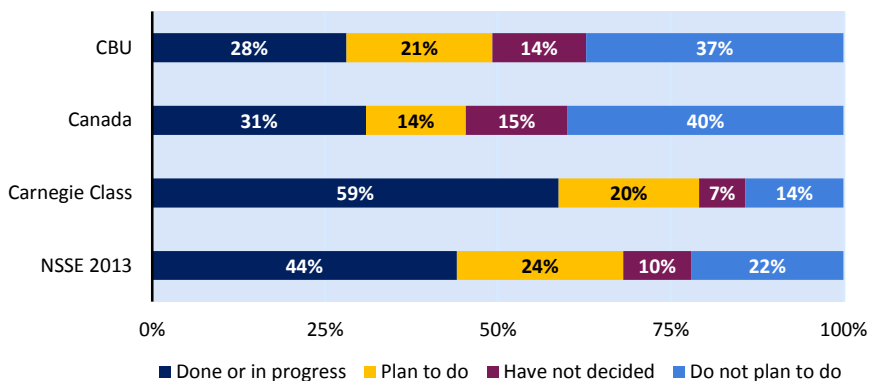
Participate in a study abroad program.



#### Culminating Senior Experience

*Which of the following have you done or do you plan to do before you graduate?*

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



Note: Results weighted by gender and enrollment status (and institutional size for comparison groups).

# NSSE 2013 High-Impact Practices

## Participation by Student Characteristics

### Cape Breton University

### Percent Participation in High-Impact Practices by Student Characteristics

The table below displays the percentage of your students who participated<sup>a</sup> in each HIP by selected student characteristics. Examining participation rates for different groups offers insight into how engagement varies within your student population.

	First-Year Students			Seniors					
	Learning Community	Service-Learning	Research with Faculty	Learning Community	Service-Learning	Research with Faculty	Internship or Field Experience	Study Abroad	Culminating Senior Experience
<b>Gender</b>	%	%	%	%	%	%	%	%	%
Female	7	46	1	22	62	30	39	5	31
Male	11	55	7	32	70	21	28	9	23
<b>Age</b>									
Traditional (FY < 21, Seniors < 25):	8	48	1	28	61	33	37	7	32
Nontraditional (FY 21+, Seniors 25+)	9	54	10	18	73	8	35	3	20
<b>First-generation<sup>b</sup></b>									
Not first-generation	7	56	2	27	59	25	40	7	30
First-generation	9	47	4	24	67	31	35	6	30
<b>Enrollment</b>									
Part-time	9	60	6	24	80	16	28	4	12
Full-time	9	47	3	25	61	30	37	6	32
<b>Residence</b>									
Living off campus	8	48	3	24	63	30	41	6	28
Living on campus	12	64	6	33	64	21	15	6	36
<b>Major category<sup>c</sup></b>									
Arts & humanities	0	23	0	21	29	50	36	21	64
Biological sciences, agriculture, natural res.	4	42	4	5	41	45	23	5	36
Physical sciences, math, computer science	15	35	5	—	50	50	0	10	30
Social sciences	3	63	3	26	55	32	24	0	32
Business	8	64	0	9	66	19	31	6	22
Communications, media, public relations	—	—	—	—	70	40	40	—	50
Education	—	—	—	—	—	—	—	—	—
Engineering	16	31	7	—	—	—	—	—	—
Health professions	8	71	4	42	89	18	74	8	21
Social service professions	6	56	13	—	—	—	—	—	—
Undecided/undeclared	5	47	0	—	—	—	—	—	—
<b>Overall</b>	9	51	4	25	65	27	35	6	28

Notes: Results unweighted, except for overall percentages which are weighted by gender and enrollment status.

a. Percentage of students who responded "Done or in progress" for all HIPs except service-learning, where they reported at least "Some" of their courses included a community-based project.

Gender and enrollment status are institution-reported variables. Percentages are not reported (—) for row categories containing fewer than 10 students.

b. Neither parent holds a bachelor's degree.

c. These are NSSE's default related-major categories, based on students' first reported majors. Institution-customized major categories will be included on the *Major Field Report*, to be released in the fall. Excludes majors categorized as "all other."