
NSSE 2020
High-Impact Practices
Tennessee Technological 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.

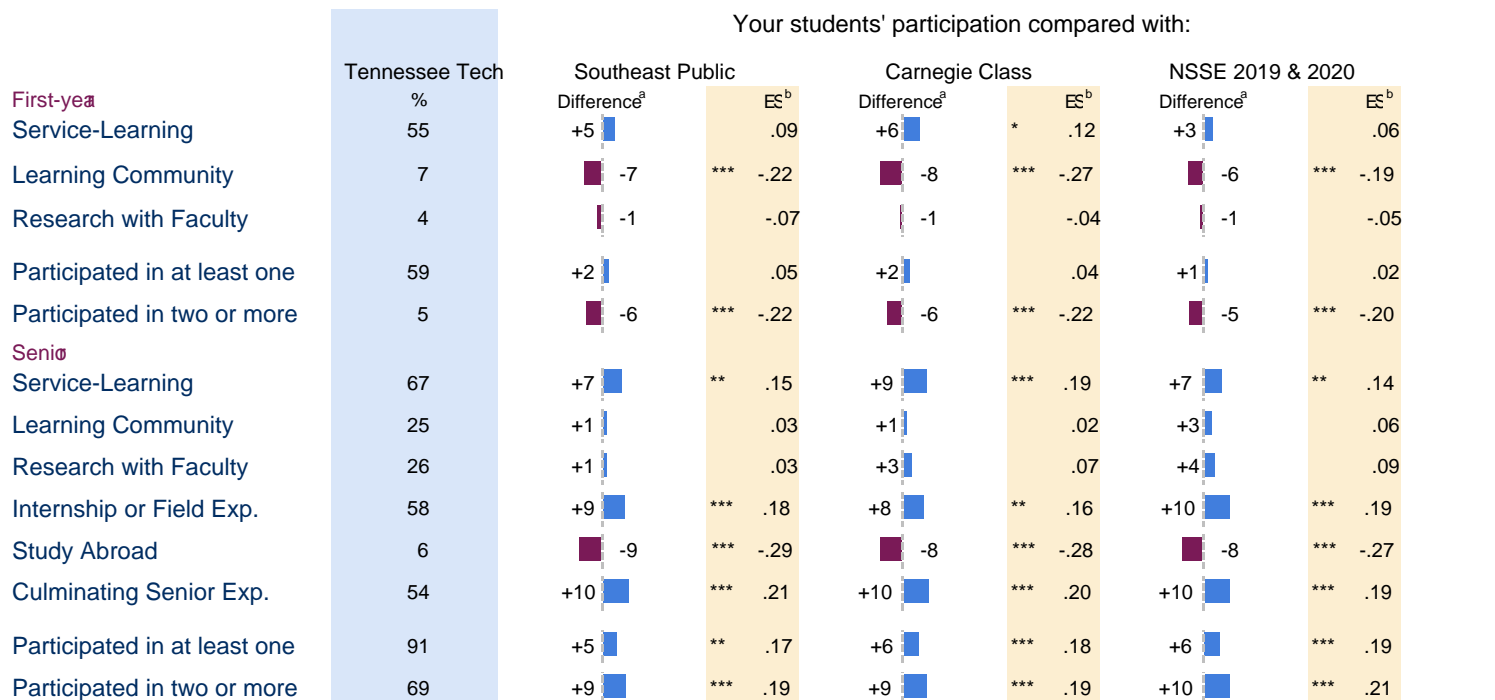
Interpreting Comparisons

Overall HIP Participation

First-year

Senior

Statistical Comparisons



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 d (standardized difference between two proportions). Effect sizes indicate the practical importance of observed differences. For service-learning, d is calculated using the difference between the percentage of students who participated in service-learning and the percentage of students who did not participate in service-learning.

b. Cohen's d

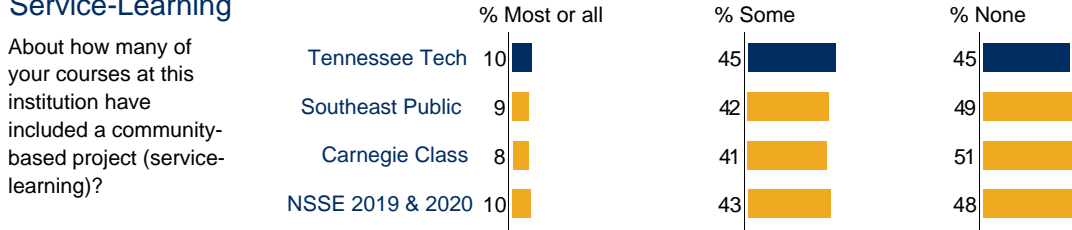
NSSE 2020 High-Impact Practices

Response Detail

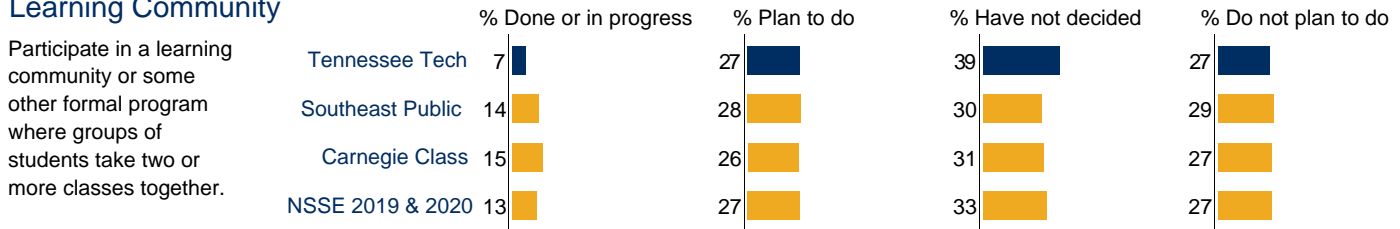
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First-Year Students

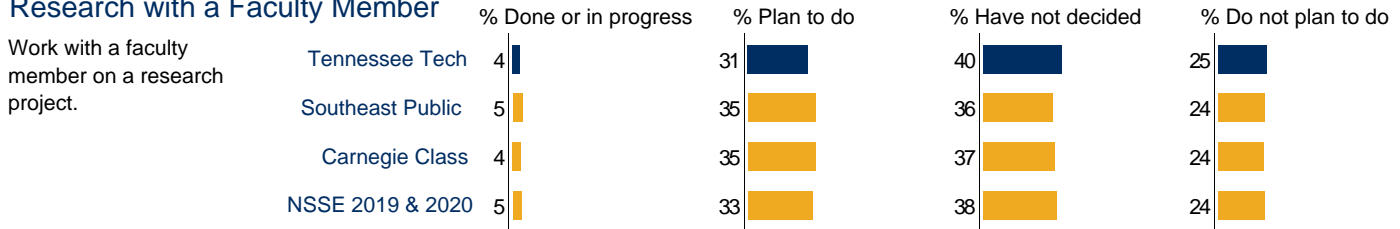
Service-Learning



Learning Community



Research with a Faculty Member



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

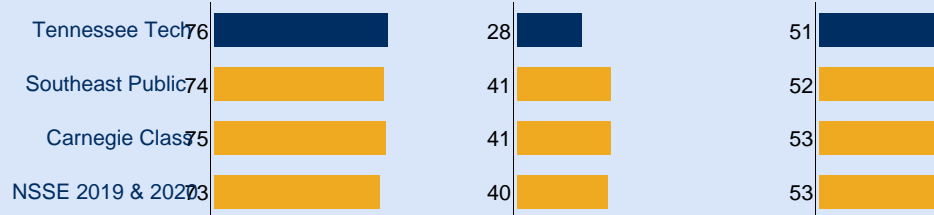
Participate in an internship, co-op, field experience, student teaching, or clinical placement.

Study Abroad

Participate in a study abroad program.

Culminating Senior Experience

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



a. Refer to youFrequencies and Statistical Comparisons for details on the other response options.

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

NSSE 2020 High-Impact Practices

Participation by Student Characteristics

Tennessee Technological University

Participation in High-Impact Practices by Student Characteristics

The table below displays the percentage of your students who participated 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			Senior					
	Service-Learning	Learning Community	Research with Faculty	Service-Learning	Learning Community	Research with Faculty	Internship or Field Experience	Study Abroad	Culminating Senior Experience
Sex^a	%	%	%	%	%	%	%	%	%
Female	63	7	3	74	32	26	65	10	50
Male	49	7	4	63	20	27	52	3	58
Race/ethnicity or international^b									
American Indian or Alaska Native	—	—	—	—	—	—	—	—	—
Asian	60	10	0	87	27	40	29	27	60
Black or African American	75	0	0	82	35	29	71	0	53
Hispanic or Latino	—	—	—	—	—	—	—	—	—
Native Hawaiian/Other Pac. Islander	—	—	—	—	—	—	—	—	—
White	56	7	3	68	27	26	61	6	54
Other	—	—	—	—	—	—	—	—	—
Foreign or nonresident	—	—	—	—	—	—	—	—	—
Two or more races/ethnicities	50	13	6	45	27	27	45	0	45
Age									
Traditional (FY < 21, Seniors < 25)	58	7	3	71	30	28	65	7	57
Nontraditional (FY 21+, Seniors 25+)	61	0	6	57	20	24	43	4	45
First-generation^b									
Not first-generation	58	8	4	63	26	30	60	6	54
First-generation	58	5	3	74	28	24	59	7	55
Enrollment status^b									
Not full-time	—	—	—	54	16	32	54	4	47
Full-time	57	7	3	71	28	26	60	7	55
Residence									
Not on campus	57	7	2	68	27	26	61	7	53
On campus	59	7	4	67	33	37	47	3	70
Major category^c									
Arts & humanities	42	8	8	57	19	10	43	10	48
Biological sciences, agriculture, natural resources	63	10	7	50	17	40	42	6	33
Physical sciences, math, computer science	63	5	5	53	9	47	56	0	53
Social sciences	79	7	3	63	20	47	48	3	57
Business	73	6	3	57	22	14	27	26	48
Communications, media, public relations	—	—	—	—	—	—	—	—	—
Education	70	7	2	90	35	11	85	0	57
Engineering	32	5	1	62	25	32	60	6	68
Health professions	67	10	0	91	46	23	71	7	36
Social service professions	—	—	—	—	—	—	—	—	—
Undecided/undeclared	—	—	—	—	—	—	—	—	—
Overall	55	7	4	67	25	26	58	6	54

Notes: 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. Percentages are not reported (—) for row categories containing fewer than 10 students. Results are unweighted, except for overall percentages which are weighted by sex and enrollment status.

a. Institution-reported variable. If provided, "Another" and "Unknown" categories for sex are not displayed due to low Ns, but do appear in the data file.

b. Neither parent (or guardian) holds a bachelor's degree.

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