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# **NSSE 2024**

## **High-Impact Practices**

Montclair State 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 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.

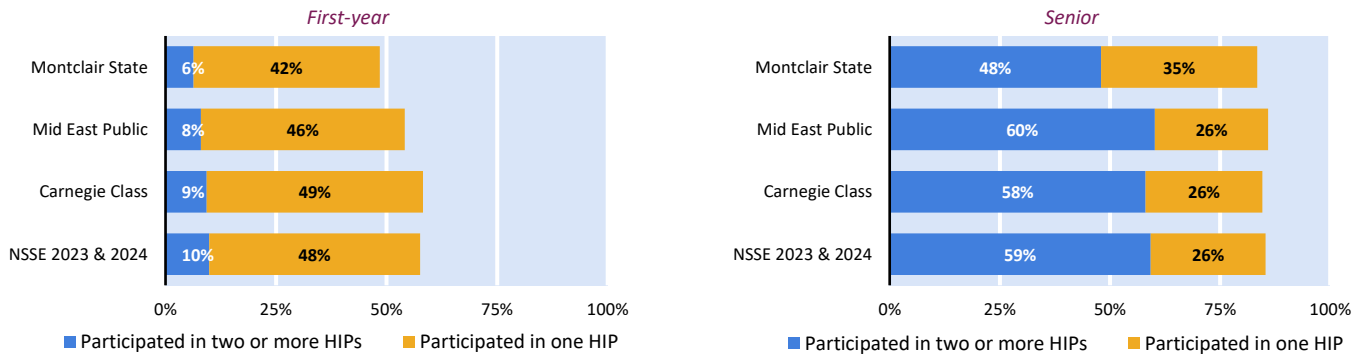
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

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.

### 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:

	Montclair State	Mid East Public		Carnegie Class		NSSE 2023 & 2024	
	%	Difference <sup>a</sup>	ES <sup>b</sup>	Difference <sup>a</sup>	ES <sup>b</sup>	Difference <sup>a</sup>	ES <sup>b</sup>
<b>First-year</b>							
Service-Learning	47	-3	-.06	-7 *	-.13	-6 *	-.12
Learning Community	6	-4 *	-.14	-5 ***	-.19	-6 ***	-.20
Research with Faculty	5	-0	-.01	-0	-.02	-0	-.02
Participated in at least one	48	-6	-.11	-10 **	-.20	-9 **	-.18
Participated in two or more	6	-2	-.06	-3 *	-.11	-4 *	-.13
<b>Senior</b>							
Service-Learning	62	+7	.15 *	+3	.07	+3	.06
Learning Community	16	-6 *	-.15	-6 **	-.15	-6 **	-.16
Research with Faculty	14	-9 ***	-.23	-8 ***	-.21	-9 ***	-.22
Internship or Field Exp.	46	-6 *	-.12	-2	-.03	-2	-.05
Study Abroad	5	-3 *	-.13	-5 **	-.17	-5 ***	-.20
Culminating Senior Exp.	30	-17 ***	-.36	-14 ***	-.29	-16 ***	-.32
Participated in at least one	83	-3	-.07	-1	-.03	-2	-.05
Participated in two or more	48	-12 ***	-.25	-10 **	-.20	-11 ***	-.23

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).

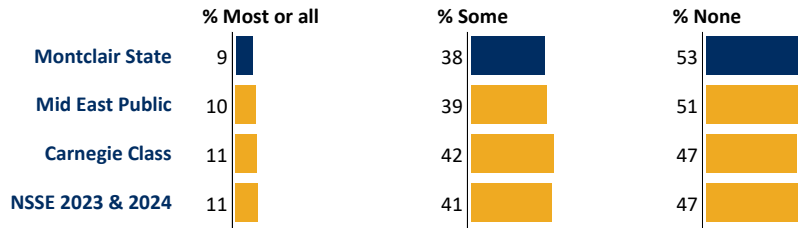
\**p* < .05, \*\**p* < .01, \*\*\**p* < .001 (*z*-test comparing participation rates).

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.

## First-year students

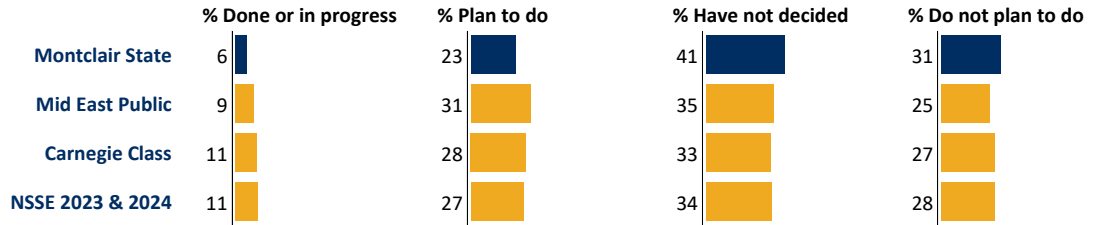
### Service-Learning

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



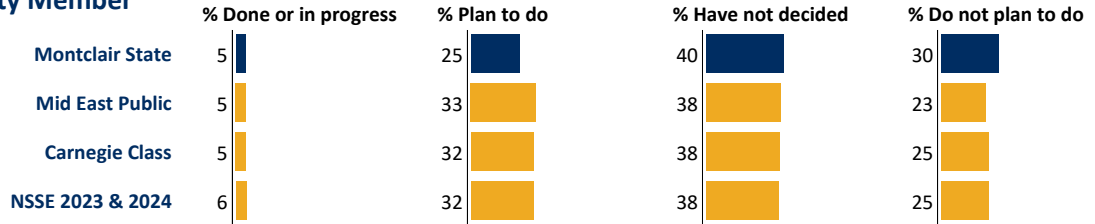
### Learning Community

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.



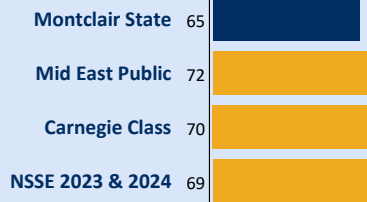
## Plans to Participate<sup>a</sup>

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"

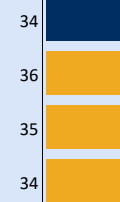
#### Internship or Field Experience

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



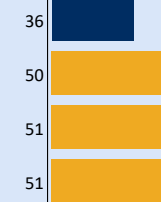
#### Study Abroad

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.).



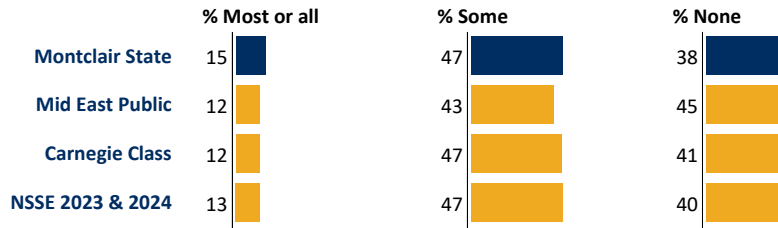
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

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

## Seniors

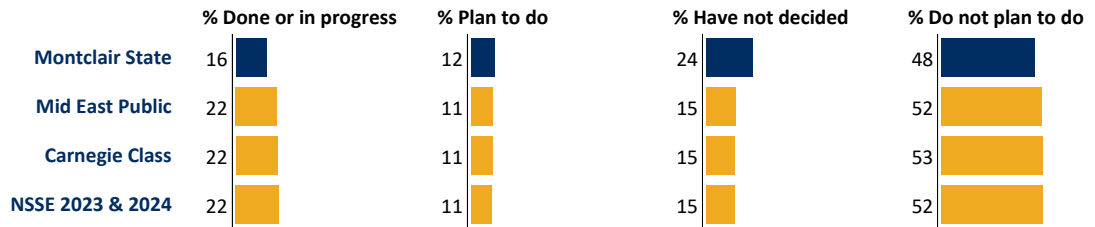
### Service-Learning

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



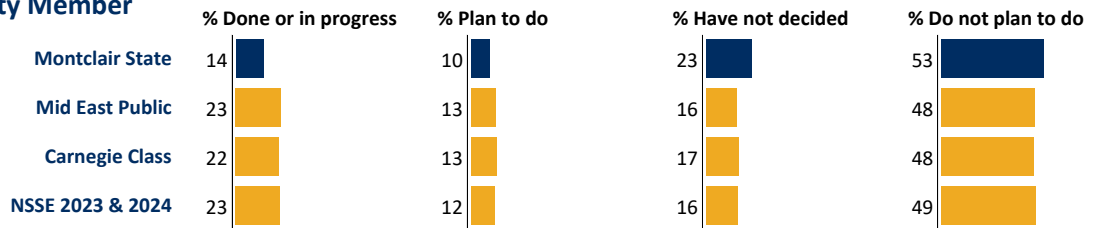
### Learning Community

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



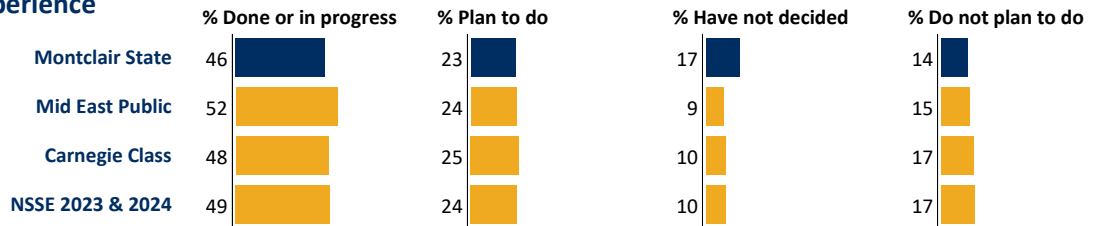
### Research with a Faculty Member

Work with a faculty member on a research project.



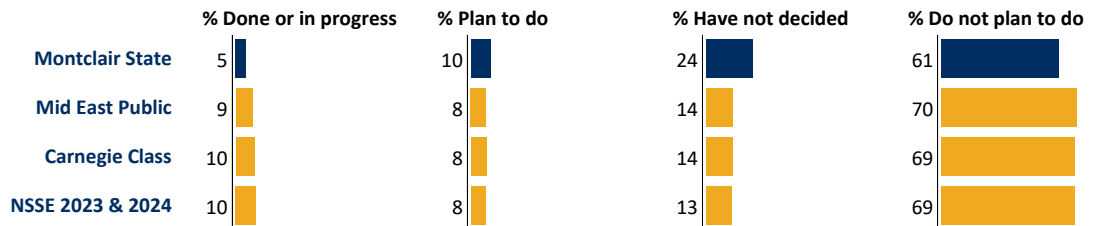
### Internship or Field Experience

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



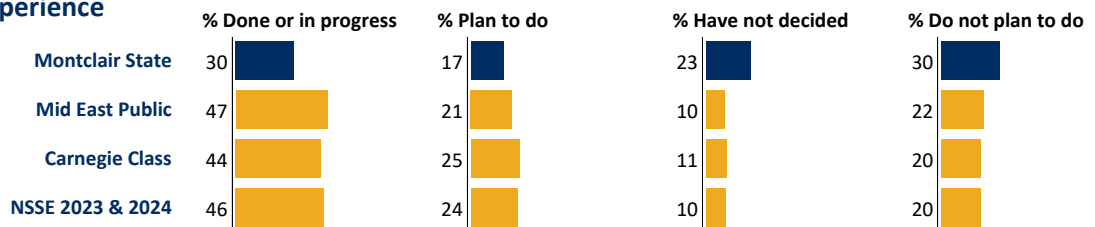
### Study Abroad

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 (%).

	<i>First-year</i>						<i>Senior</i>											
	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 <sup>a</sup>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Arts & humanities	22/49	45	6/50	12	4/50	8	20/37	54	5/37	14	6/37	16	16/37	43	3/36	8	17/37	46
Bio. sci., agric., and natural res.	17/35	49	1/34	3	2/35	6	7/14	50	1/14	7	3/14	21	5/14	36	1/14	7	0/14	0
Physical sci., math, computer sci.	5/23	22	1/24	4	0/24	0	7/13	54	3/13	23	4/12	33	7/13	54	0/13	0	2/13	15
Social sciences	22/52	42	3/52	6	6/52	12	29/39	74	6/40	15	12/39	31	18/40	45	4/39	10	12/39	31
Business	17/35	49	3/35	9	2/35	6	18/42	43	6/42	14	1/42	2	11/42	26	5/42	12	14/42	33
Communications, media, public rel.	15/29	52	0/29	0	0/29	0	11/13	85	2/13	15	0/13	0	6/13	46	0/13	0	5/13	38
Education	2/9	22	2/9	22	0/9	0	27/34	79	5/34	15	1/34	3	18/34	53	1/34	3	14/34	41
Engineering	1/1	100	0/1	0	0/1	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0
Health professions	10/15	67	0/15	0	0/15	0	18/27	67	9/26	35	6/27	22	15/27	56	1/27	4	10/27	37
Social service professions	5/10	50	0/10	0	0/10	0	7/15	47	3/15	20	3/15	20	10/14	71	0/15	0	3/15	20
Undecided/undeclared	1/2	50	0/2	0	1/2	50	1/1	100	0/1	0	0/1	0	1/1	100	0/1	0	0/0	0
<b>Transfer status</b>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Started here	119/249	48	15/247	6	15/250	6	69/100	69	20/100	20	15/99	15	54/100	54	7/100	7	38/100	38
Started elsewhere	6/17	35	1/17	6	1/17	6	87/152	57	21/151	14	22/152	14	64/151	42	8/151	5	41/152	27
<b>Enrollment status<sup>b</sup></b>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not full-time	1/6	17	0/6	0	0/6	0	29/55	53	5/58	9	3/57	5	18/58	31	3/58	5	19/58	33
Full-time	132/279	47	16/282	6	16/284	6	134/208	64	39/212	18	38/211	18	109/212	51	12/211	6	67/209	32
<b>First-generation<sup>c</sup></b>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	40/92	43	9/91	10	8/92	9	61/100	61	13/100	13	15/100	15	47/100	47	6/100	6	28/100	28
First-generation	74/156	47	5/155	3	7/157	4	86/139	62	25/138	18	21/138	15	65/138	47	7/138	5	47/138	34
I prefer not to respond	11/20	55	2/20	10	1/20	5	10/13	77	2/13	15	0/13	0	6/13	46	1/13	8	4/13	31
<b>Race/ethnicity<sup>d</sup></b>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	21/31	68	2/31	6	4/31	13	8/17	47	6/17	35	3/17	18	9/17	53	0/16	0	1/16	6
Black or African American	24/53	45	2/53	4	3/53	6	25/38	66	8/38	21	7/38	18	17/38	45	4/38	11	16/38	42
Hispanic, Latina/o, Latine, or Latinx	59/129	46	6/127	5	6/129	5	57/90	63	11/89	12	16/90	18	44/90	49	4/90	4	31/90	34
Indigenous, American Indian, etc.	4/6	67	0/6	0	1/6	17	1/5	20	0/5	0	2/5	40	4/5	80	0/5	0	1/5	20
Middle Eastern or North African	7/11	64	1/11	9	1/11	9	6/9	67	1/9	11	1/9	11	4/8	50	0/9	0	0/9	0
Native Hawaiian or Pacific Islander	3/3	100	0/3	0	0/3	0	1/2	50	0/2	0	2/2	100	1/2	50	0/2	0	0/2	0
White	28/75	37	8/75	11	5/76	7	71/112	63	19/112	17	17/111	15	60/112	54	7/112	6	36/112	32
Another race or ethnicity	1/5	20	0/5	0	1/5	20	2/5	40	1/5	20	2/5	40	1/5	20	0/5	0	2/5	40
I prefer not to respond	6/15	40	0/15	0	0/15	0	6/11	55	2/11	18	2/11	18	4/11	36	2/11	18	2/11	18

## 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 (%).

	<i>First-year</i>						<i>Senior</i>											
	Service-Learning		Learning Community		Research with Faculty		Service-Learning		Learning Community		Research with Faculty		Internship or Field Experience		Study Abroad		Culminating Senior Experience	
	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
<b>International status</b>																		
Not an international student	112/252	44	14/250	6	12/253	5	152/247	62	42/246	17	37/246	15	117/246	48	15/246	6	79/246	32
International student	11/14	79	2/14	14	4/14	29	6/7	86	0/7	0	0/7	0	2/7	29	0/7	0	1/7	14
<b>Gender identity<sup>d</sup></b>																		
Woman	83/176	47	10/176	6	12/177	7	115/182	63	31/181	17	34/182	19	93/181	51	13/182	7	63/181	35
Man	36/74	49	6/72	8	3/74	4	42/66	64	9/66	14	3/65	5	23/66	35	2/65	3	13/66	20
Trans/Transgender	1/4	25	0/4	0	0/4	0	3/7	43	2/7	29	2/7	29	4/7	57	0/7	0	2/7	29
Agender or gender neutral	2/3	67	0/2	0	0/3	0	0/1	0	0/1	0	0/1	0	1/1	100	0/1	0	1/1	100
Demigender	2/2	100	0/2	0	0/2	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0
Genderqueer, non-binary, etc.	5/7	71	0/7	0	0/7	0	1/3	33	1/3	33	0/3	0	2/3	67	0/3	0	2/3	67
Two-spirit	1/1	100	0/1	0	0/1	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0
Cis/Cisgender	6/12	50	0/12	0	0/12	0	7/11	64	1/11	9	2/11	18	7/11	64	1/11	9	3/11	27
Questioning or unsure	5/7	71	0/7	0	1/7	14	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0
Another gender identity	1/2	50	0/2	0	0/2	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0
I prefer not to respond	1/10	10	0/10	0	0/10	0	0/2	0	0/2	0	0/2	0	0/2	0	0/2	0	0/2	0
<b>Sexual orientation<sup>d</sup></b>																		
Straight or heterosexual	90/189	48	14/188	7	9/190	5	133/209	64	33/208	16	20/208	10	94/208	45	13/208	6	63/208	30
Bisexual	13/27	48	1/27	4	2/27	7	8/16	50	4/16	25	8/16	50	8/16	50	1/16	6	7/16	44
Lesbian	4/6	67	0/5	0	1/6	17	11/11	100	1/11	9	4/11	36	6/11	55	1/11	9	4/11	36
Gay	1/3	33	0/3	0	0/3	0	2/4	50	0/4	0	1/4	25	1/4	25	0/4	0	1/4	25
Queer	2/5	40	0/5	0	0/5	0	3/6	50	3/6	50	2/6	33	5/6	83	0/6	0	1/6	17
Pansexual or polysexual	6/12	50	0/12	0	0/12	0	2/6	33	2/6	33	2/6	33	3/6	50	0/6	0	2/6	33
Ace, gray, or asexual	4/9	44	1/9	11	0/9	0	1/1	100	0/1	0	0/1	0	0/1	0	0/1	0	1/1	100
Demisexual	3/4	75	0/4	0	0/4	0	0/1	0	0/1	0	1/1	100	0/1	0	0/1	0	1/1	100
Questioning or unsure	5/8	63	1/8	13	1/8	13	2/2	100	1/2	50	0/2	0	2/2	100	0/2	0	2/2	100
Another sexual orientation	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0
I prefer not to respond	13/29	45	0/29	0	3/29	10	2/9	22	1/9	11	1/9	11	3/9	33	0/9	0	1/9	11
<b>Age<sup>b</sup></b>																		
FY 21+, Seniors 25+	3/14	21	1/14	7	2/14	14	63/105	60	17/106	16	16/106	15	39/107	36	5/106	5	33/105	31
FY < 21, Seniors < 25	130/271	48	15/274	5	14/276	5	100/158	63	27/164	16	25/162	15	88/163	54	10/163	6	53/162	33

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	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
<b>Disability status<sup>d</sup></b>																		
Sensory disability	1/2	50	0/2	0	0/2	0	1/1	100	1/1	100	0/1	0	0/1	0	0/1	0	1/1	100
Physical disability	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Mental health or develop. disability	13/27	48	2/27	7	1/27	4	14/23	61	6/22	27	5/23	22	10/23	43	1/23	4	4/23	17
Another disability or condition	0/23	0	0/23	0	0/23	0	6/7	86	2/7	29	1/7	14	3/7	43	1/7	14	1/7	14
Multiple types of disab. or cond.	3/13	23	0/13	0	0/13	0	5/13	38	2/13	15	4/13	31	8/13	62	1/13	8	4/13	31
No disability or condition	96/196	49	11/193	6	12/196	6	119/190	63	30/190	16	25/189	13	89/189	47	12/189	6	63/189	33
I prefer not to respond	9/23	39	2/23	9	2/23	9	11/18	61	1/18	6	2/18	11	9/18	50	0/18	0	7/18	39
<b>Residence</b>																		
Not on campus	86/176	49	9/175	5	9/177	5	137/223	61	32/222	14	31/222	14	102/222	46	12/222	5	65/222	29
On campus	37/88	42	7/87	8	7/88	8	19/28	68	9/28	32	5/28	18	16/28	57	3/28	11	14/28	50
<b>Athlete status</b>						0				0								
Not an athlete	116/253	46	14/251	6	14/254	6	154/248	62	39/247	16	37/247	15	117/247	47	15/247	6	79/247	32
Student-athlete	2/5	40	1/5	20	1/5	20	2/3	67	1/3	33	0/3	0	1/3	33	0/3	0	0/3	0
<b>Greek membership</b>																		
Not a member	117/255	46	14/253	6	15/256	6	143/234	61	39/233	17	35/233	15	113/233	48	14/233	6	75/233	32
Member	2/5	40	1/5	20	0/5	0	9/10	90	1/10	10	1/10	10	4/10	40	1/10	10	4/10	40
<b>Military status</b>																		
No military service	119/259	46	15/258	6	15/260	6	151/245	62	41/244	17	36/244	15	118/244	48	14/244	6	77/244	32
Current or former military service	3/4	75	1/4	25	1/4	25	4/5	80	0/5	0	0/5	0	1/5	20	1/5	20	1/5	20
<b>Satisfaction<sup>e</sup></b>																		
Fair or poor	29/69	42	1/67	1	4/69	6	14/34	41	3/34	9	4/33	12	12/33	36	3/34	9	6/34	18
Good or excellent	98/203	48	14/204	7	11/205	5	146/222	66	40/222	18	35/222	16	109/223	49	12/221	5	76/221	34
<b>Overall</b>	133/285	47	16/288	6	16/290	5	163/263	62	44/270	16	41/268	14	127/270	46	15/269	5	86/267	30

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?"