
NSSE 2024

High-Impact Practices

Middle Tennessee 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 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.

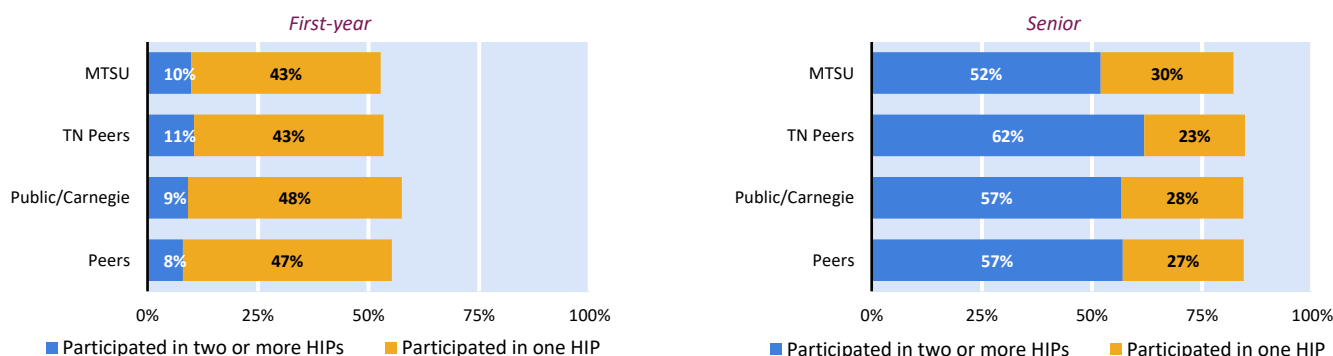
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

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:

	MTSU	TN Peers		Public/Carnegie		Peers	
	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b
First-year							
Service-Learning	50	+3	.06	-2	-.05	-0	-.01
Learning Community	9	-4	-.12	-2	-.05	+0	.00
Research with Faculty	5	-1	-.06	-1	-.04	-1	-.04
Participated in at least one	53	-1	-.01	-5	-.10	-3	-.05
Participated in two or more	10	-1	-.02	+1	.02	+2	.07
Senior							
Service-Learning	61	+3	.05	+2	.03	+2	.03
Learning Community	20	-4	-.09	-2	-.04	-1	-.03
Research with Faculty	18	-6	-.16	-2	-.05	-1	-.04
Internship or Field Exp.	41	-12	-.23	-6	-.12	-4	-.09
Study Abroad	10	-2	-.06	+3	.10	+3	.09
Culminating Senior Exp.	42	-3	-.07	-2	-.03	-5	-.11
Participated in at least one	82	-3	-.07	-2	-.06	-2	-.06
Participated in two or more	52	-10	-.20	-5	-.09	-5	-.10

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).

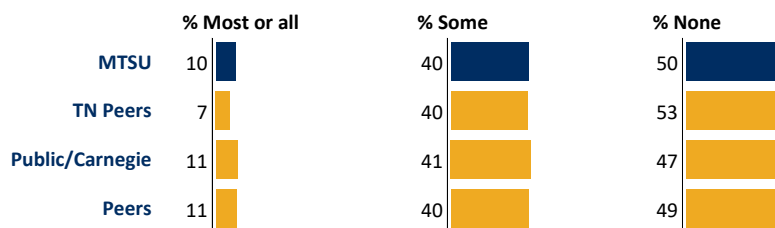
p* < .05, *p* < .01, ****p* < .001 (z-test comparing participation rates).

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

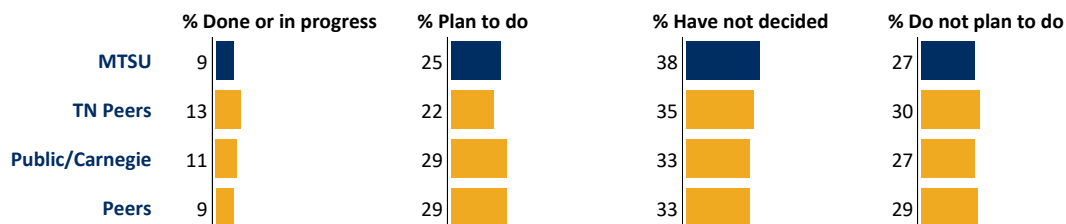
Service-Learning

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



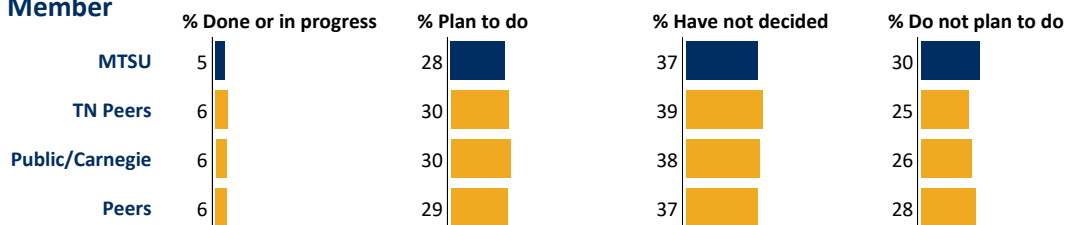
Learning Community

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.



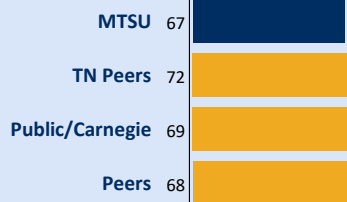
Plans to Participate^a

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"

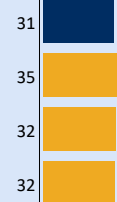
Internship or Field Experience

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



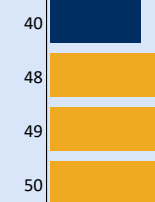
Study Abroad

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.).



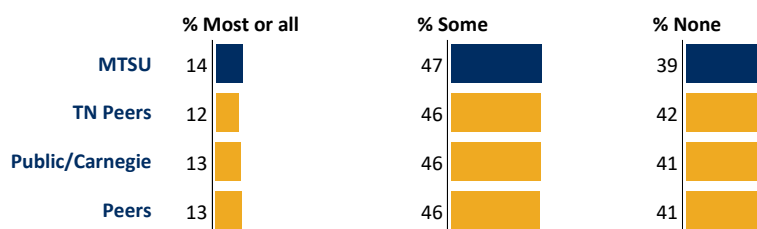
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

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

Seniors

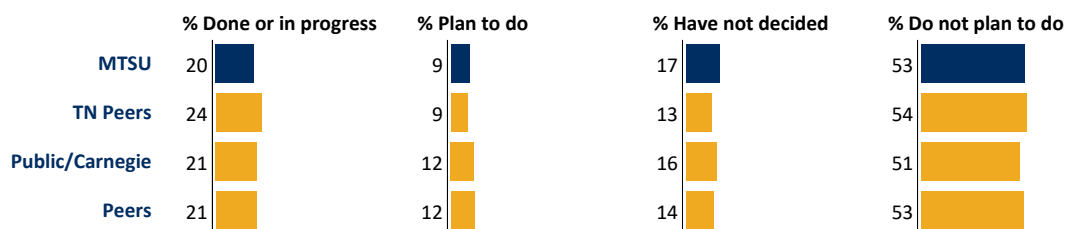
Service-Learning

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



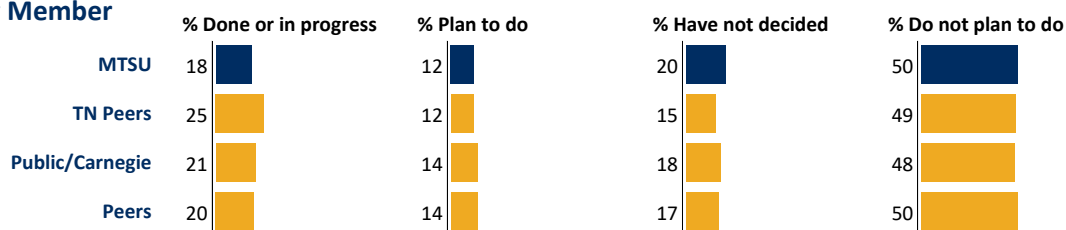
Learning Community

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



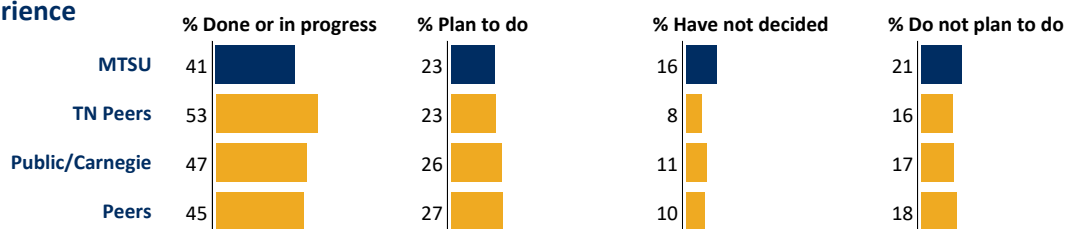
Research with a Faculty Member

Work with a faculty member on a research project.



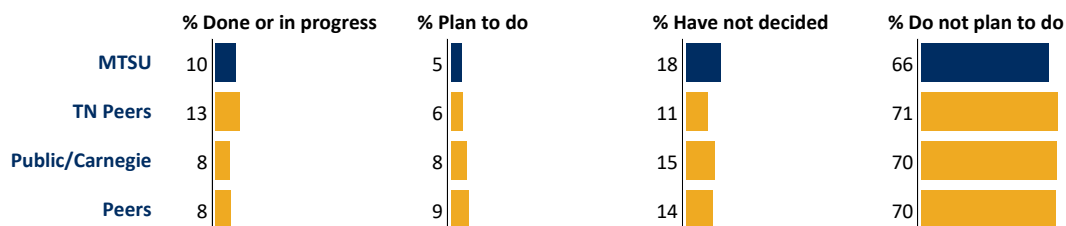
Internship or Field Experience

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



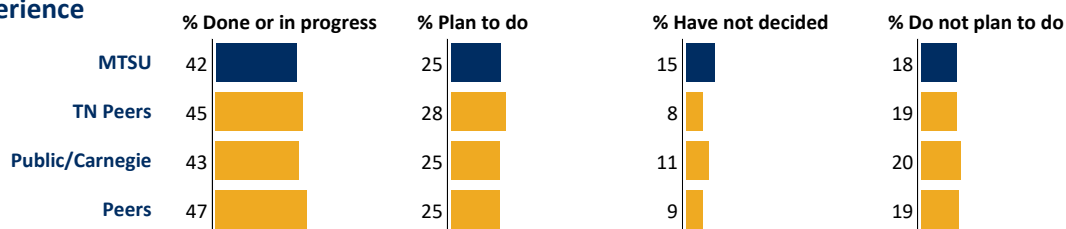
Study Abroad

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.

NSSE 2024 High-Impact Practices

Disaggregated Results

Middle Tennessee State 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	
Major category ^a	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Arts & humanities	15/33	45	4/33	12	1/33	3	26/39	67	6/40	15	12/41	29	15/41	37	5/41	12	25/41	61
Bio. sci., agric., and natural res.	14/24	58	1/22	5	0/24	0	15/30	50	6/30	20	16/30	53	16/30	53	6/30	20	15/30	50
Physical sci., math, computer sci.	5/13	38	0/13	0	1/13	8	3/12	25	1/12	8	5/12	42	6/12	50	2/12	17	4/12	33
Social sciences	16/31	52	1/31	3	1/31	3	22/36	61	4/35	11	7/35	20	11/36	31	7/35	20	13/36	36
Business	11/32	34	2/33	6	0/33	0	36/70	51	11/69	16	4/69	6	28/70	40	6/70	9	22/70	31
Communications, media, public rel.	5/11	45	2/10	20	1/11	9	11/21	52	5/21	24	3/21	14	9/21	43	4/21	19	6/21	29
Education	6/13	46	3/13	23	0/13	0	17/18	94	6/18	33	4/18	22	14/18	78	1/18	6	11/18	61
Engineering	11/19	58	1/17	6	2/19	11	12/24	50	3/23	13	1/24	4	10/24	42	1/24	4	12/24	50
Health professions	18/38	47	4/38	11	1/38	3	34/38	89	15/38	39	9/38	24	20/38	53	3/38	8	16/38	42
Social service professions	9/18	50	1/18	6	0/17	0	22/31	71	11/31	35	6/31	19	16/31	52	2/31	6	15/31	48
Undecided/undeclared	3/4	75	0/4	0	0/4	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	136/272	50	26/268	10	12/271	4	75/119	63	30/118	25	37/121	31	56/120	47	19/120	16	71/120	59
Started elsewhere	7/21	33	0/21	0	0/21	0	159/261	61	49/260	19	36/258	14	109/261	42	21/261	8	95/261	36
Enrollment status ^b	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not full-time	4/6	67	0/6	0	0/6	0	55/94	59	15/95	16	12/95	13	32/95	34	2/95	2	33/95	35
Full-time	154/308	50	29/309	9	14/309	5	189/299	63	65/299	22	62/300	21	134/302	44	38/302	13	135/302	45
First-generation ^c	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	69/144	48	14/144	10	5/144	3	132/208	63	51/206	25	39/207	19	97/208	47	28/207	14	90/208	43
First-generation	67/138	49	12/134	9	7/137	5	100/167	60	28/167	17	32/167	19	66/168	39	12/169	7	72/168	43
I prefer not to respond	8/12	67	0/12	0	0/12	0	5/9	56	0/9	0	2/9	22	2/9	22	0/9	0	4/9	44
Race/ethnicity ^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	12/20	60	1/20	5	2/20	10	11/21	52	3/19	16	3/21	14	7/21	33	1/20	5	9/21	43
Black or African American	26/47	55	6/47	13	4/45	9	24/31	77	5/31	16	8/31	26	11/30	37	2/31	6	16/30	53
Hispanic, Latina/o, Latine, or Latinx	19/38	50	2/38	5	1/38	3	15/27	56	5/28	18	2/27	7	6/28	21	2/28	7	8/28	29
Indigenous, American Indian, etc.	2/5	40	1/4	25	1/5	20	3/4	75	2/4	50	1/4	25	2/4	50	0/4	0	1/4	25
Middle Eastern or North African	8/15	53	0/13	0	1/15	7	7/9	78	1/9	11	0/9	0	5/9	56	2/9	22	5/9	56
Native Hawaiian or Pacific Islander	1/1	100	0/1	0	0/1	0	3/3	100	1/3	33	1/3	33	3/3	100	0/3	0	2/3	67
White	87/188	46	17/186	9	5/188	3	172/284	61	64/283	23	59/283	21	132/285	46	33/285	12	121/285	42
Another race or ethnicity	4/5	80	1/5	20	0/5	0	1/1	100	0/1	0	0/1	0	1/1	100	0/1	0	1/1	100
I prefer not to respond	3/6	50	0/6	0	0/6	0	13/23	57	2/23	9	2/23	9	6/23	26	0/23	0	11/23	48

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	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	133/276	48	26/272	10	11/275	4	229/375	61	77/373	21	72/374	19	162/376	43	39/376	10	165/376	44
International student	11/18	61	0/18	0	1/18	6	7/8	88	1/8	13	1/8	13	2/8	25	1/8	13	1/8	13
Gender identity ^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Woman	73/144	51	14/143	10	4/144	3	153/227	67	52/227	23	44/229	19	104/228	46	22/228	10	104/228	46
Man	60/123	49	10/120	8	8/122	7	74/136	54	26/134	19	22/133	17	51/136	38	16/136	12	54/136	40
Trans/Transgender	1/5	20	0/5	0	0/5	0	2/4	50	1/4	25	2/4	50	3/4	75	0/4	0	1/4	25
Agender or gender neutral	1/4	25	0/4	0	0/4	0	1/4	25	0/4	0	1/4	25	1/4	25	0/4	0	0/4	0
Demigender	2/2	100	0/2	0	0/2	0	1/1	100	0/1	0	1/1	100	1/1	100	0/1	0	0/1	0
Genderqueer, non-binary, etc.	8/19	42	2/19	11	0/19	0	8/14	57	1/14	7	10/14	71	7/14	50	3/14	21	7/14	50
Two-spirit	2/2	100	0/2	0	0/2	0	0/0		0/0		0/0		0/0		0/0		0/0	
Cis/Cisgender	9/16	56	1/15	7	2/16	13	9/14	64	2/14	14	5/14	36	6/14	43	1/14	7	5/14	36
Questioning or unsure	2/2	100	0/2	0	0/2	0	2/2	100	1/2	50	2/2	100	1/2	50	0/2	0	2/2	100
Another gender identity	2/4	50	2/4	50	0/4	0	2/3	67	0/3	0	0/3	0	2/3	67	0/3	0	3/3	100
I prefer not to respond	2/4	50	0/4	0	0/4	0	3/8	38	1/8	13	1/8	13	4/8	50	0/8	0	4/8	50
Sexual orientation ^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Straight or heterosexual	108/212	51	19/208	9	10/211	5	175/282	62	62/279	22	46/279	16	120/281	43	32/281	11	118/281	42
Bisexual	19/38	50	3/38	8	2/38	5	27/51	53	8/51	16	11/52	21	25/52	48	4/52	8	23/52	44
Lesbian	0/6	0	1/6	17	0/6	0	3/5	60	1/5	20	4/5	80	2/5	40	1/5	20	4/5	80
Gay	1/3	33	0/3	0	0/3	0	4/7	57	0/7	0	3/7	43	1/7	14	0/7	0	3/7	43
Queer	3/11	27	1/11	9	0/11	0	5/9	56	1/9	11	5/9	56	6/9	67	1/9	11	4/9	44
Pansexual or polysexual	4/9	44	0/9	0	1/9	11	7/11	64	3/11	27	1/11	9	6/11	55	1/11	9	6/11	55
Ace, gray, or asexual	2/4	50	0/4	0	0/4	0	7/10	70	1/10	10	6/10	60	5/10	50	3/10	30	5/10	50
Demisexual	3/6	50	0/6	0	0/6	0	2/3	67	0/3	0	1/3	33	2/3	67	0/3	0	1/3	33
Questioning or unsure	6/9	67	1/9	11	0/9	0	5/10	50	1/10	10	4/10	40	4/10	40	2/10	20	5/10	50
Another sexual orientation	2/6	33	2/6	33	0/6	0	1/2	50	0/2	0	0/2	0	1/2	50	0/2	0	2/2	100
I prefer not to respond	7/16	44	1/16	6	0/16	0	14/22	64	3/23	13	3/23	13	8/23	35	0/23	0	9/23	39
Age ^b	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
FY 21+, Seniors 25+	6/17	35	0/18	0	1/17	6	78/151	52	22/152	14	23/151	15	52/151	34	8/152	5	49/151	32
FY < 21, Seniors < 25	152/297	51	29/297	10	13/298	4	166/242	69	58/242	24	51/244	21	114/246	46	32/245	13	119/246	48

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	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	1/1	100	0/1	0	0/1	0	2/3	67	1/3	33	1/3	33	3/3	100	0/3	0	2/3	67
Physical disability	1/1	100	1/1	100	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0
Mental health or develop. disability	19/44	43	2/44	5	2/44	5	26/48	54	13/48	27	14/49	29	26/49	53	5/49	10	18/49	37
Another disability or condition	2/7	29	2/7	29	0/7	0	6/7	86	2/7	29	0/7	0	5/7	71	0/7	0	3/7	43
Multiple types of disab. or cond.	13/22	59	1/23	4	1/23	4	18/29	62	5/29	17	7/29	24	11/30	37	3/29	10	11/30	37
No disability or condition	96/201	48	18/197	9	9/199	5	164/263	62	50/261	19	43/262	16	103/262	39	30/263	11	121/262	46
I prefer not to respond	9/15	60	1/14	7	0/15	0	18/29	62	7/29	24	7/28	25	14/29	48	2/29	7	10/29	34
Residence	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not on campus	90/192	47	12/187	6	7/192	4	213/345	62	71/343	21	64/344	19	148/346	43	32/346	9	150/346	43
On campus	53/101	52	14/102	14	5/100	5	22/36	61	7/36	19	9/36	25	15/36	42	8/36	22	16/36	44
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	139/285	49	25/281	9	12/284	4	234/380	62	76/378	20	72/379	19	163/381	43	39/381	10	163/381	43
Student-athlete	5/8	63	1/8	13	0/8	0	2/3	67	2/3	67	1/3	33	1/3	33	1/3	33	3/3	100
Greek membership	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not a member	130/264	49	22/260	8	9/263	3	205/340	60	64/338	19	62/339	18	135/341	40	36/341	11	144/341	42
Member	12/25	48	4/25	16	2/25	8	25/35	71	11/35	31	8/35	23	25/35	71	3/35	9	19/35	54
Military status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
No military service	141/287	49	25/283	9	12/286	4	221/348	64	74/346	21	70/348	20	153/349	44	38/349	11	154/349	44
Current or former military service	3/4	75	1/4	25	0/4	0	15/35	43	4/35	11	3/34	9	11/35	31	2/35	6	12/35	34
Satisfaction ^e	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Fair or poor	19/51	37	1/50	2	2/51	4	37/69	54	12/69	17	9/67	13	24/69	35	5/69	7	18/69	26
Good or excellent	127/247	51	25/244	10	11/246	4	203/319	64	67/318	21	64/321	20	141/321	44	35/321	11	148/321	46
Overall	158/314	50	29/315	9	14/315	5	244/393	61	80/394	20	74/395	18	166/397	41	40/397	10	168/397	42

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?"