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**NSSE 2024**  
**High-Impact Practices**  
Memorial University of Newfoundland

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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.

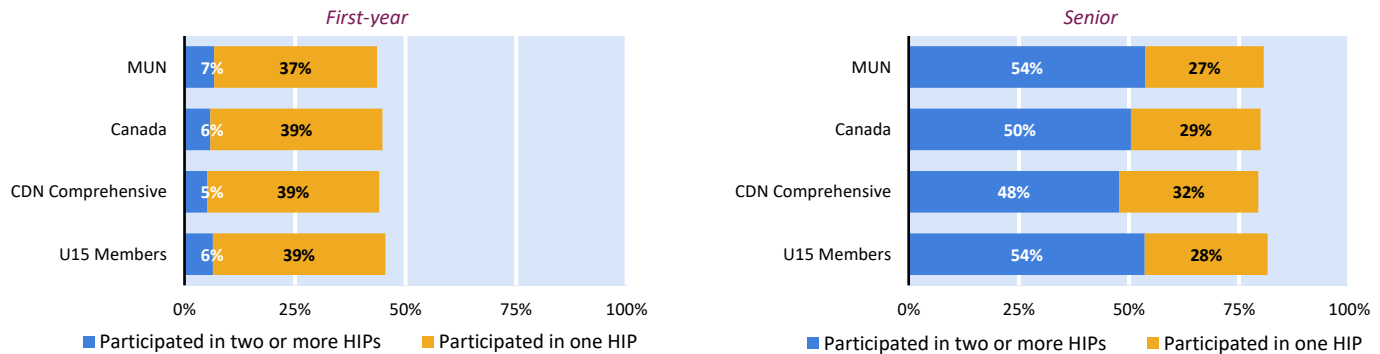
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

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:*

	MUN	Canada		CDN Comprehensive		U15 Members	
	%	Difference <sup>a</sup>	ES <sup>b</sup>	Difference <sup>a</sup>	ES <sup>b</sup>	Difference <sup>a</sup>	ES <sup>b</sup>
<i>First-year</i>							
<b>Service-Learning</b>	39	-1	-.01	-1	-.02	-0	.00
<b>Learning Community</b>	8	-2	-.06	-0	.00	-3	* -.11
<b>Research with Faculty</b>	5	+2	.09	+2	.10	+2	.09
<b>Participated in at least one</b>	44	-1	-.02	-1	-.01	-2	-.04
<b>Participated in two or more</b>	7	+1	.04	+2	.07	+0	.01
<i>Senior</i>							
<b>Service-Learning</b>	50	+4	.09	+5	.11	+6	.12
<b>Learning Community</b>	23	+6	* .15	+8	** .21	+5	.12
<b>Research with Faculty</b>	29	+7	** .17	+11	*** .25	+3	.08
<b>Internship or Field Exp.</b>	46	-4	-.07	-3	-.06	-6	* -.13
<b>Study Abroad</b>	9	+3	.12	+4	* .14	+2	.08
<b>Culminating Senior Exp.</b>	33	+2	.04	+3	.06	+0	.00
<b>Participated in at least one</b>	81	+1	.02	+1	.03	-1	-.02
<b>Participated in two or more</b>	54	+3	.07	+6	.12	+0	.00

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).

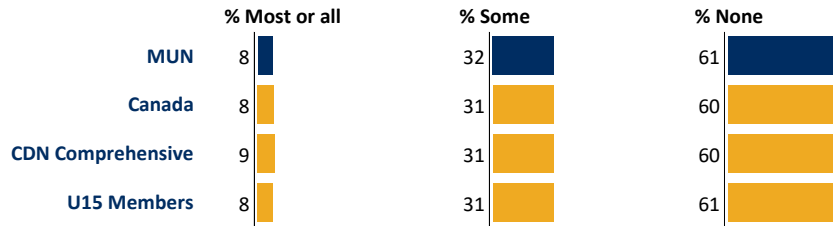
\**p* < .05, \*\**p* < .01, \*\*\**p* < .001 (*z*-test comparing participation rates).

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

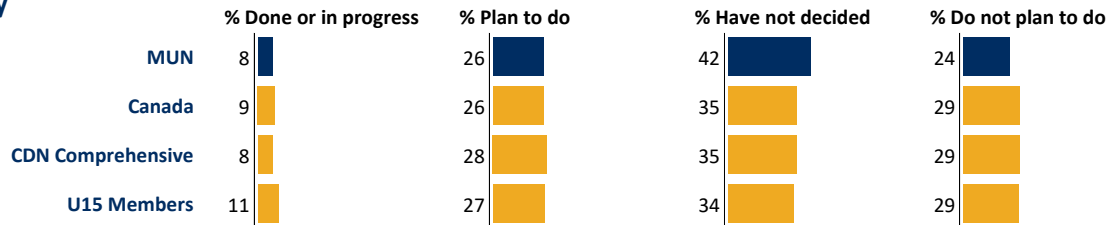
### Service-Learning

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



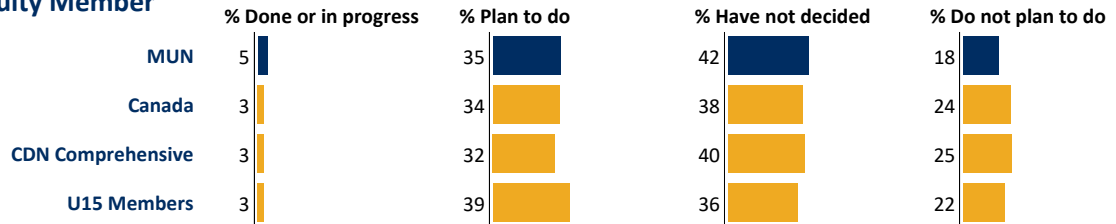
### Learning Community

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.



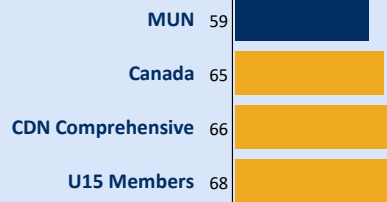
## Plans to Participate<sup>a</sup>

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"

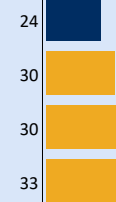
#### Internship or Field Experience

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



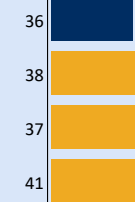
#### Study Abroad

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.).



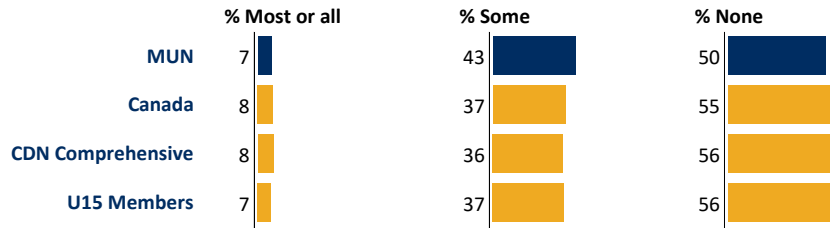
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

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

## Seniors

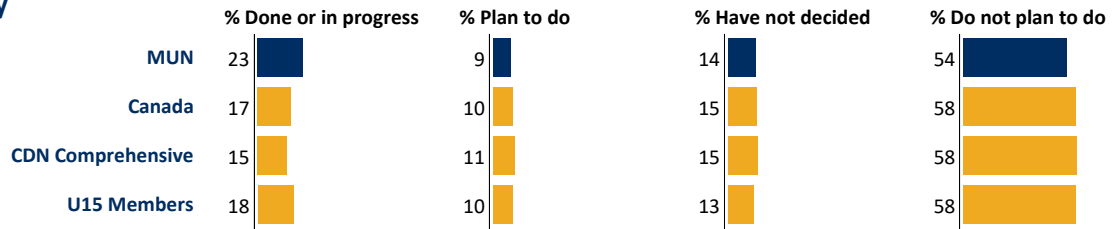
### Service-Learning

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



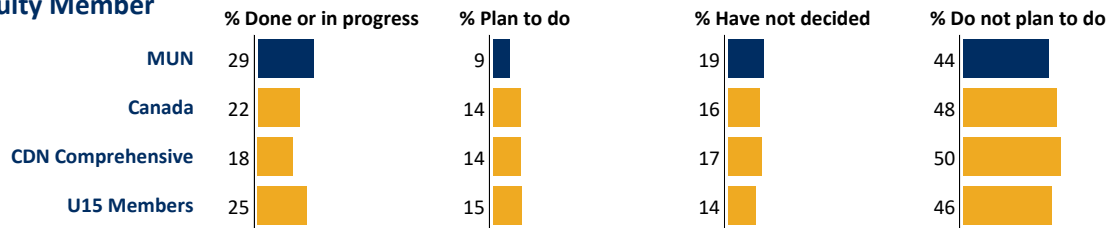
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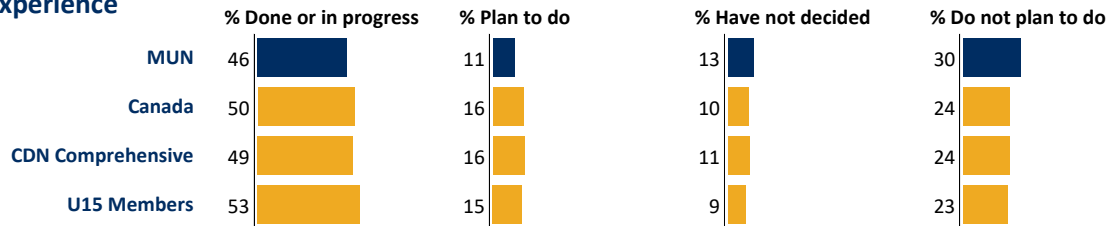
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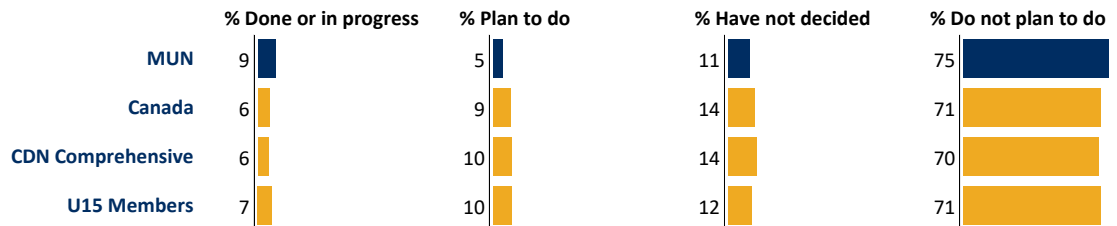
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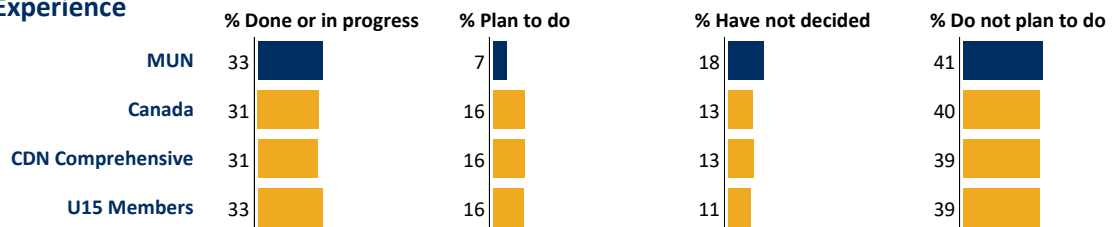
### Study Abroad

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	5/24	21	3/24	13	0/24	0	14/32	44	5/32	16	8/32	25	5/32	16	5/31	16	8/32	25
Bio. sci., agric., and natural res.	20/50	40	4/49	8	4/50	8	9/34	26	6/34	18	14/34	41	13/34	38	5/34	15	11/34	32
Physical sci., math, computer sci.	9/36	25	2/37	5	0/37	0	6/20	30	3/20	15	8/20	40	11/20	55	0/20	0	8/20	40
Social sciences	14/39	36	2/39	5	1/39	3	25/44	57	6/44	14	16/44	36	11/44	25	1/44	2	15/44	34
Business	20/37	54	2/37	5	4/37	11	14/34	41	7/34	21	4/34	12	16/34	47	5/34	15	7/34	21
Communications, media, public rel.	0/0		0/0		0/0		2/5	40	1/5	20	0/5	0	0/5	0	0/5	0	0/5	0
Education	6/16	38	0/16	0	0/16	0	7/9	78	4/9	44	0/9	0	8/9	89	1/9	11	1/9	11
Engineering	13/37	35	3/37	8	1/37	3	9/21	43	8/21	38	7/21	33	16/21	76	3/21	14	17/21	81
Health professions	26/52	50	6/53	11	2/53	4	29/35	83	14/35	40	15/35	43	29/35	83	2/35	6	13/35	37
Social service professions	5/17	29	1/18	6	0/18	0	8/10	80	4/10	40	1/10	10	6/10	60	0/10	0	1/10	10
Undecided/undeclared	8/14	57	1/14	7	1/14	7	0/0		0/0		0/0		0/0		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	119/303	39	20/305	7	11/306	4	95/201	47	47/201	23	61/201	30	96/201	48	18/200	9	68/201	34
Started elsewhere	8/21	38	3/21	14	2/21	10	30/48	63	11/48	23	13/48	27	22/48	46	5/48	10	15/48	31
<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	9/22	41	3/22	14	4/22	18	9/33	27	3/33	9	4/33	12	6/33	18	4/33	12	6/33	18
Full-time	132/336	39	23/341	7	12/341	4	125/234	53	62/238	26	75/237	32	122/239	51	21/236	9	83/237	35
<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	66/175	38	11/177	6	7/178	4	65/129	50	39/129	30	54/129	42	78/129	60	13/129	10	61/129	47
First-generation	49/125	39	10/125	8	7/125	6	59/117	50	18/117	15	19/117	16	41/117	35	9/116	8	23/117	20
I prefer not to respond	10/23	43	3/23	13	0/23	0	2/5	40	1/5	20	0/5	0	0/5	0	1/5	20	0/5	0

## 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	
	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
<b>Ethnic/cultural background<sup>1</sup></b>																		
Indigenous	14/31	45	2/31	6	2/31	6	14/24	58	3/24	13	6/24	25	8/24	33	6/24	25	10/24	42
<i>First Nations</i>	6/16	38	2/16	13	1/16	6	11/19	58	2/19	11	5/19	26	7/19	37	5/19	26	9/19	47
<i>Métis</i>	1/1	100	0/1	0	0/1	0	1/1	100	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0
<i>Inuit/Inuk</i>	4/9	44	0/9	0	1/9	11	0/1	0	0/1	0	0/1	0	0/1	0	1/1	100	0/1	0
<i>Another indigenous background</i>	2/4	50	0/4	0	0/4	0	2/3	67	1/3	33	1/3	33	1/3	33	0/3	0	1/3	33
Caucasian or White	82/239	34	17/238	7	8/239	3	101/201	50	47/201	23	58/201	29	98/201	49	17/200	9	67/201	33
Chinese	1/3	33	0/3	0	0/3	0	1/2	50	0/2	0	1/2	50	1/2	50	0/2	0	1/2	50
South Asian	10/21	48	0/21	0	0/21	0	6/15	40	3/15	20	5/15	33	7/15	47	0/15	0	3/15	20
Black	14/27	52	3/29	10	2/29	7	3/9	33	2/9	22	3/9	33	3/9	33	1/9	11	6/9	67
Filipino	4/5	80	0/6	0	0/6	0	1/2	50	0/2	0	1/2	50	0/2	0	0/2	0	1/2	50
Latin American	3/4	75	1/4	25	1/4	25	1/2	50	0/2	0	0/2	0	0/2	0	0/2	0	1/2	50
Southeast Asian	2/4	50	0/4	0	0/4	0	2/2	100	0/2	0	0/2	0	1/2	50	0/2	0	0/2	0
Arab (Saudi, Egyptian, etc.)	3/3	100	0/3	0	0/3	0	3/5	60	3/5	60	2/5	40	3/5	60	1/5	20	3/5	60
West Asian (Afghan, Iranian, etc.)	0/0		0/0		0/0		2/3	67	1/3	33	1/3	33	3/3	100	0/3	0	2/3	67
Japanese	0/0		0/0		0/0		0/3	0	0/3	0	0/3	0	0/3	0	0/0		0/3	0
Korean	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Another	3/5	60	1/5	20	1/5	20	4/6	67	1/6	17	1/6	17	3/6	50	1/6	17	2/6	33
I prefer not to respond	3/11	27	2/11	18	1/11	9	4/7	57	2/7	29	1/7	14	2/7	29	3/7	43	1/7	14
<b>Citizenship status</b>																		
Citizen of another country	24/51	47	4/53	8	4/53	8	14/30	47	8/30	27	12/30	40	14/30	47	3/30	10	13/30	43
Canadian permanent resident	9/19	47	1/20	5	1/20	5	3/6	50	1/6	17	0/6	0	6/6	100	0/6	0	2/6	33
Canadian citizen	92/254	36	19/253	8	9/254	4	108/214	50	49/214	23	61/214	29	99/214	46	20/213	9	69/214	32

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	<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>Gender identity<sup>d</sup></b>																			
Woman	77/195	39	13/196	7	5/197	3	82/163	50	40/163	25	40/163	25	79/163	48	17/163	10	46/163	28	
Man	40/107	37	9/108	8	9/108	8	39/73	53	15/73	21	26/73	36	36/73	49	6/73	8	32/73	44	
Trans/Transgender	0/6	0	0/6	0	0/6	0	2/6	33	3/6	50	5/6	83	2/6	33	0/6	0	3/6	50	
Agender or gender neutral	3/5	60	1/5	20	0/5	0	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0	
Demigender	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		
Genderqueer, non-binary, etc.	5/18	28	0/18	0	0/18	0	4/9	44	2/9	22	4/9	44	3/9	33	1/9	11	4/9	44	
Two-spirit	1/1	100	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0	
Cis/Cisgender	8/29	28	1/29	3	1/29	3	12/21	57	2/21	10	6/21	29	9/21	43	0/21	0	7/21	33	
Questioning or unsure	1/4	25	1/4	25	0/4	0	0/1	0	0/1	0	1/1	100	0/1	0	0/0	0	1/1	100	
Another gender identity	0/1	0	1/1	100	0/1	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	
I prefer not to respond	0/5	0	1/5	20	0/5	0	0/1	0	0/1	0	0/1	0	1/1	100	0/1	0	1/1	100	
<b>Sexual orientation<sup>d</sup></b>																			
Straight or heterosexual	96/221	43	16/223	7	11/224	5	94/177	53	40/177	23	44/177	25	88/177	50	17/177	10	56/177	32	
Bisexual	10/44	23	2/44	5	1/44	2	12/28	43	5/28	18	12/28	43	13/28	46	4/28	14	8/28	29	
Lesbian	4/12	33	2/12	17	0/12	0	4/8	50	3/8	38	3/8	38	4/8	50	0/7	0	4/8	50	
Gay	2/6	33	0/6	0	0/6	0	3/9	33	1/9	11	4/9	44	3/9	33	0/9	0	4/9	44	
Queer	1/12	8	1/12	8	1/12	8	2/9	22	3/9	33	3/9	33	2/9	22	1/9	11	2/9	22	
Pansexual or polysexual	4/11	36	2/11	18	1/11	9	1/9	11	2/9	22	4/9	44	4/9	44	1/9	11	2/9	22	
Ace, gray, or asexual	4/12	33	1/12	8	0/12	0	4/9	44	1/9	11	3/9	33	4/9	44	0/9	0	5/9	56	
Demisexual	0/2	0	0/2	0	0/2	0	1/3	33	0/3	0	1/3	33	3/3	100	0/3	0	1/3	33	
Questioning or unsure	2/8	25	0/8	0	0/8	0	5/8	63	2/8	25	2/8	25	4/8	50	1/8	13	3/8	38	
Another sexual orientation	1/2	50	2/2	100	0/2	0	2/4	50	1/4	25	1/4	25	2/4	50	1/4	25	1/4	25	
I prefer not to respond	5/16	31	1/16	6	1/16	6	1/4	25	1/4	25	0/4	0	3/4	75	1/4	25	1/4	25	
<b>Age<sup>b</sup></b>																			
FY 21+, Seniors 25+	13/43	30	5/43	12	5/43	12	39/75	52	12/75	16	18/75	24	33/76	43	5/75	7	18/75	24	
FY < 21, Seniors < 25	128/315	41	21/320	7	11/320	3	95/192	49	53/196	27	61/195	31	95/196	48	20/194	10	71/195	36	



## 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>Disability status<sup>d</sup></b>																		
Sensory disability	1/3	33	0/3	0	0/3	0	1/3	33	0/3	0	0/3	0	0/3	0	0/3	0	0/3	0
Physical disability	1/3	33	0/3	0	0/3	0	0/0		0/0		0/0		0/0		0/0		0/0	
Mental health or develop. disability	17/47	36	3/47	6	1/47	2	23/51	45	11/51	22	22/51	43	27/51	53	8/50	16	19/51	37
Another disability or condition	3/8	38	1/8	13	1/8	13	4/7	57	1/7	14	2/7	29	4/7	57	1/7	14	4/7	57
Multiple types of disab. or cond.	7/31	23	3/31	10	1/31	3	10/25	40	9/25	36	8/25	32	7/25	28	1/25	4	8/25	32
No disability or condition	92/215	43	14/217	6	10/218	5	85/157	54	37/157	24	40/157	25	78/157	50	11/157	7	51/157	32
I prefer not to respond	5/17	29	3/17	18	1/17	6	2/6	33	0/6	0	1/6	17	3/6	50	2/6	33	2/6	33
<b>Residence</b>																		
Not on campus	99/245	40	16/248	6	11/248	4	105/221	48	53/221	24	64/221	29	109/221	49	22/220	10	72/221	33
On campus	26/78	33	8/77	10	3/78	4	20/29	69	5/29	17	9/29	31	10/29	34	1/29	3	12/29	41
<b>Athlete status</b>																		
Not an athlete	119/316	38	23/319	7	12/319	4	120/243	49	56/243	23	69/243	28	114/243	47	21/242	9	80/243	33
Student-athlete	6/9	67	1/8	13	2/9	22	5/7	71	2/7	29	4/7	57	5/7	71	2/7	29	4/7	57
<b>Greek membership</b>																		
Not a member	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Member	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
<b>Satisfaction<sup>e</sup></b>																		
Fair or poor	32/109	29	5/109	5	2/109	2	33/80	41	13/80	16	19/80	24	34/80	43	9/80	11	21/80	26
Good or excellent	101/226	45	20/228	9	13/229	6	95/174	55	46/174	26	56/174	32	86/174	49	14/173	8	64/174	37
<b>Overall</b>	<b>141/358</b>	<b>39</b>	<b>26/363</b>	<b>8</b>	<b>16/363</b>	<b>5</b>	<b>134/267</b>	<b>50</b>	<b>65/271</b>	<b>23</b>	<b>79/270</b>	<b>29</b>	<b>128/272</b>	<b>46</b>	<b>25/269</b>	<b>9</b>	<b>89/270</b>	<b>33</b>

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?"