



NSSE 2025
High-Impact Practices
Washington 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.

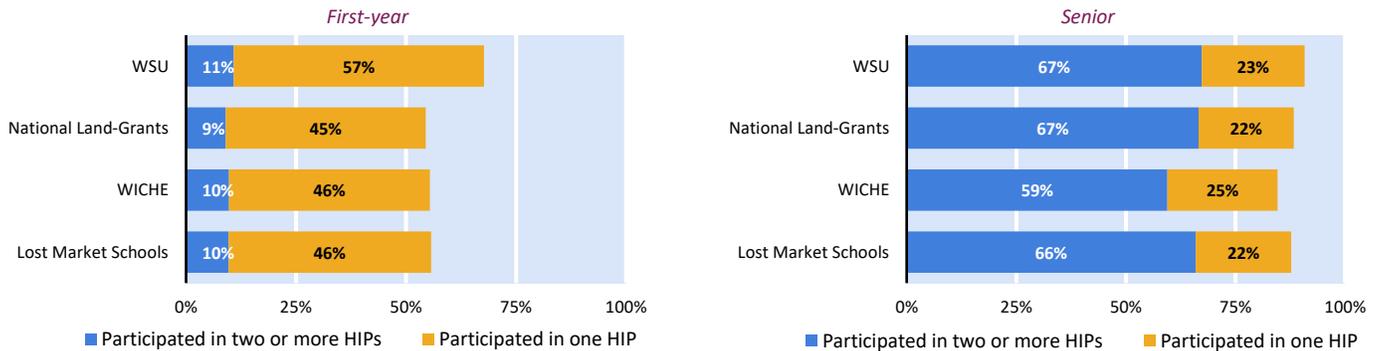
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

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:

	WSU	National Land-Grants		WICHE		Lost Market Schools	
	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b
First-year							
Service-Learning	64	+16	*** .33	+14	*** .28	+15	*** .29
Learning Community	9	-2	* -.06	-1	-.03	-2	* -.07
Research with Faculty	7	+1	.03	+0	.02	+1	.03
Participated in at least one	68	+13	*** .27	+12	*** .25	+12	*** .25
Participated in two or more	11	+2	* .06	+1	.03	+1	.04
Senior							
Service-Learning	64	+8	*** .17	+9	*** .17	+6	*** .13
Learning Community	21	-3	* -.06	-0	.00	-2	-.05
Research with Faculty	23	-6	*** -.14	-3	* -.07	-5	*** -.11
Internship or Field Exp.	47	-11	*** -.23	-2	-.04	-7	*** -.14
Study Abroad	11	-5	*** -.14	+1	.03	-4	*** -.13
Culminating Senior Exp.	64	+14	*** .29	+22	*** .44	+13	*** .26
Participated in at least one	91	+2	* .08	+6	*** .19	+3	** .10
Participated in two or more	67	+1	.01	+8	*** .16	+1	.03

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).

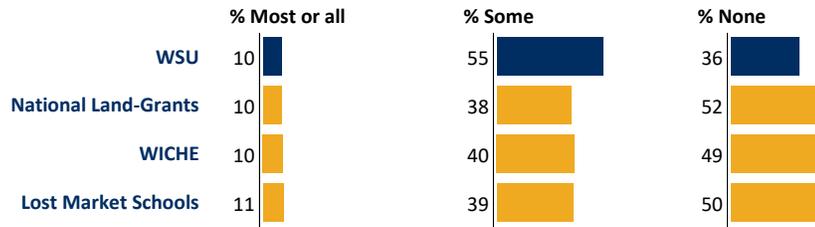
p* < .05, *p* < .01, ****p* < .001 (z-test comparing participation rates).

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

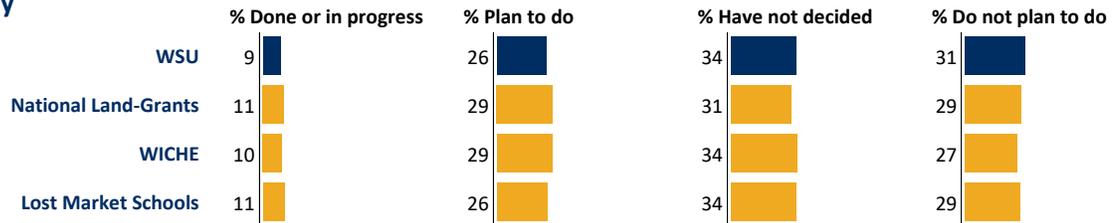
Service-Learning

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



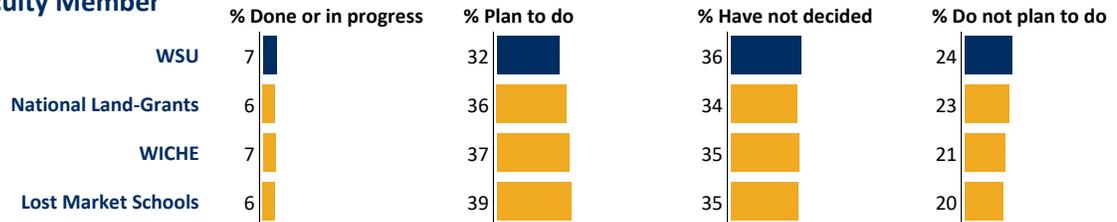
Learning Community

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.



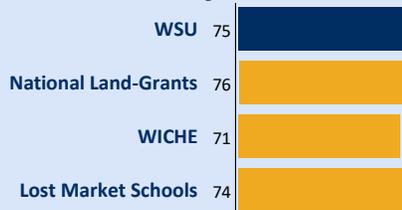
Plans to Participate^a

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"

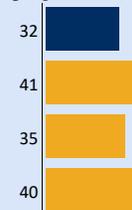
Internship or Field Experience

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



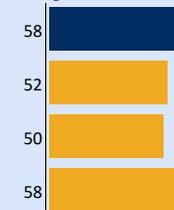
Study Abroad

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.).



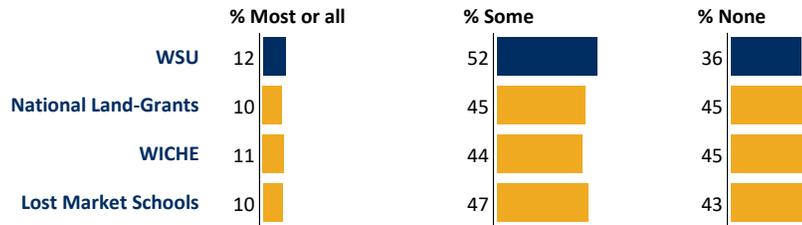
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

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

Seniors

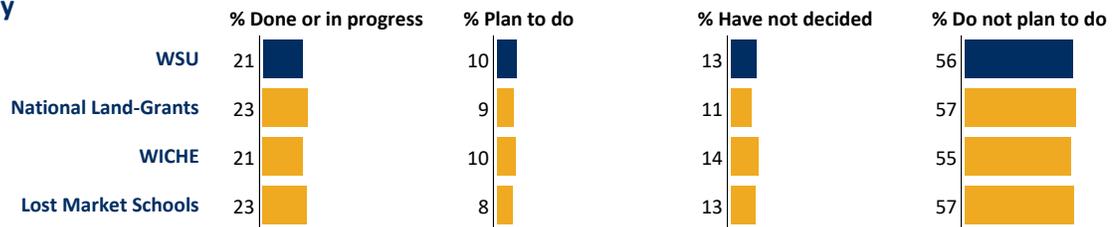
Service-Learning

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



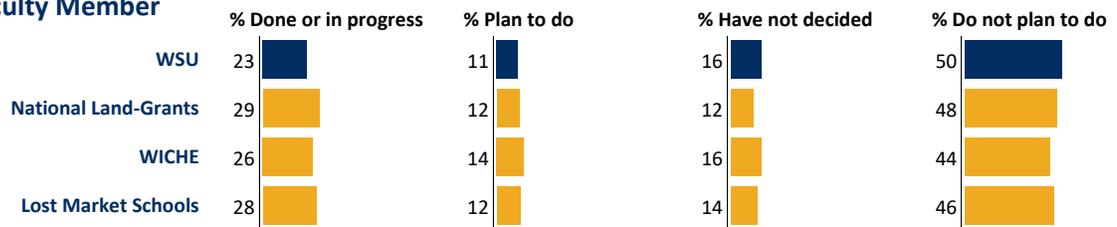
Learning Community

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



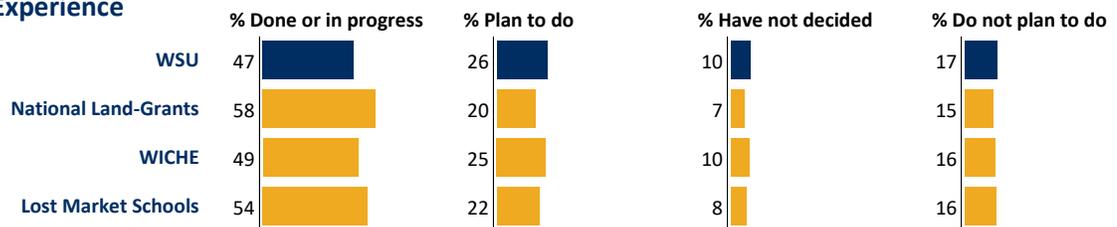
Research with a Faculty Member

Work with a faculty member on a research project.



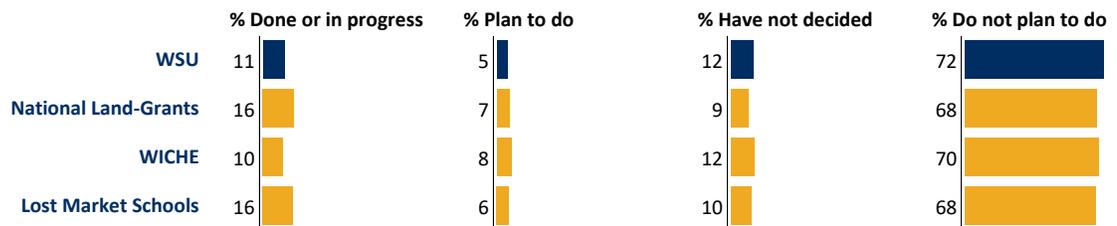
Internship or Field Experience

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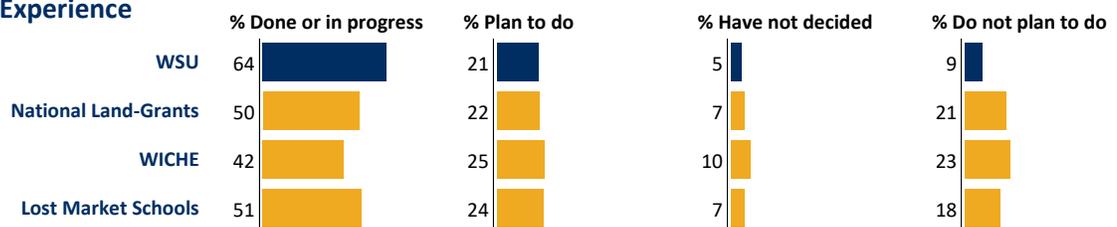
Study Abroad

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 ^a	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Arts & humanities	49/73	67	5/74	7	5/74	7	47/78	60	7/77	9	18/78	23	27/78	35	13/78	17	51/78	65
Bio. sci., agric., and natural res.	93/156	60	12/156	8	20/155	13	123/207	59	41/207	20	73/207	35	100/207	48	27/206	13	152/207	73
Physical sci., math, computer sci.	27/56	48	4/57	7	5/57	9	39/76	51	14/77	18	23/77	30	27/77	35	6/77	8	48/77	62
Social sciences	79/112	71	9/112	8	3/112	3	109/185	59	23/186	12	31/186	17	66/181	36	13/185	7	118/185	64
Business	91/147	62	11/148	7	8/149	5	132/196	67	46/198	23	29/196	15	82/197	42	34/197	17	112/197	57
Communications, media, public rel.	30/39	77	5/41	12	4/41	10	20/27	74	5/27	19	3/27	11	13/27	48	4/27	15	18/27	67
Education	54/69	78	9/69	13	3/69	4	43/50	86	16/50	32	5/49	10	40/50	80	4/50	8	18/50	36
Engineering	60/137	44	15/138	11	7/138	5	86/159	54	28/159	18	42/158	27	92/159	58	12/159	8	103/159	65
Health professions	118/155	76	13/156	8	11/155	7	79/97	81	40/98	41	29/98	30	62/98	63	12/98	12	65/97	67
Social service professions	29/34	85	5/34	15	5/34	15	20/28	71	4/28	14	3/28	11	9/28	32	4/28	14	25/28	89
Undecided/undeclared	10/11	91	1/11	9	1/11	9	2/2	100	0/2	0	1/2	50	0/2	0	0/1	0	0/2	0
Transfer status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Started here	521/779	67	70/786	9	55/785	7	301/427	70	106/427	25	124/426	29	237/427	56	76/427	18	324/427	76
Started elsewhere	140/242	58	26/242	11	16/241	7	427/714	60	131/718	18	140/716	20	302/713	42	55/716	8	411/716	57
Enrollment status^b	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not full-time	14/27	52	2/27	7	2/27	7	75/145	52	22/146	15	20/145	14	47/144	33	8/144	6	74/144	51
Full-time	684/1042	66	97/1051	9	75/1049	7	669/1019	66	220/1023	22	248/1020	24	505/1021	49	125/1021	12	673/1021	66
First-generation^c	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	341/541	63	59/547	11	41/545	8	397/639	62	131/643	20	170/642	26	327/641	51	92/641	14	433/642	67
First-generation	301/449	67	32/449	7	28/449	6	314/478	66	103/478	22	89/476	19	201/475	42	38/478	8	288/477	60
I prefer not to respond	23/35	66	4/36	11	4/36	11	17/23	74	3/23	13	5/23	22	10/23	43	1/23	4	13/23	57
Race/ethnicity^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	86/133	65	17/133	13	14/133	11	92/129	71	29/129	22	28/129	22	58/129	45	18/128	14	76/129	59
Black or African American	48/65	74	9/66	14	4/66	6	34/51	67	17/53	32	10/53	19	23/53	43	5/53	9	29/53	55
Hispanic, Latina/o, Latine, or Latinx	146/214	68	24/217	11	16/216	7	134/187	72	49/187	26	37/185	20	86/187	46	18/186	10	127/187	68
Indigenous, American Indian, etc.	14/24	58	7/24	29	2/24	8	26/38	68	10/38	26	9/38	24	21/37	57	6/38	16	22/38	58
Middle Eastern or North African	11/20	55	3/20	15	1/20	5	18/23	78	7/23	30	8/23	35	11/23	48	7/23	30	16/23	70
Native Hawaiian or Pacific Islander	22/27	81	3/27	11	5/27	19	11/19	58	3/19	16	1/18	6	8/19	42	2/18	11	11/18	61
White	444/705	63	58/708	8	45/707	6	497/824	60	162/826	20	199/824	24	403/822	49	92/826	11	539/824	65
Another race or ethnicity	8/13	62	4/13	31	2/13	15	9/13	69	3/13	23	3/13	23	9/13	69	2/13	15	8/13	62
I prefer not to respond	24/33	73	3/34	9	2/34	6	28/42	67	4/42	10	8/42	19	17/41	41	3/42	7	25/42	60

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	%
International status																		
Not an international student	650/1005	65	93/1011	9	68/1009	7	704/1107	64	226/1111	20	256/1108	23	529/1106	48	119/1109	11	714/1109	64
International student	11/16	69	2/17	12	5/17	29	23/30	77	9/30	30	8/30	27	7/30	23	11/30	37	18/30	60
Gender identity^d																		
Woman	426/614	69	52/617	8	40/616	6	440/662	66	144/664	22	162/663	24	323/660	49	87/663	13	437/662	66
Man	207/354	58	36/356	10	21/355	6	254/419	61	88/420	21	89/418	21	190/420	45	39/419	9	261/420	62
Trans/Transgender	7/20	35	1/20	5	1/20	5	10/21	48	1/22	5	6/22	27	8/22	36	0/22	0	13/22	59
Agender or gender neutral	4/9	44	0/9	0	0/9	0	7/11	64	2/11	18	3/11	27	2/11	18	1/11	9	6/11	55
Demigender	0/5	0	0/5	0	0/5	0	1/5	20	1/5	20	1/5	20	0/5	0	0/5	0	4/5	80
Genderqueer, non-binary, etc.	11/29	38	3/30	10	6/30	20	11/27	41	4/27	15	8/27	30	10/27	37	2/27	7	18/27	67
Two-spirit	2/3	67	2/3	67	2/3	67	2/4	50	1/4	25	1/4	25	0/4	0	0/4	0	2/4	50
Cis/Cisgender	31/61	51	6/62	10	5/62	8	61/101	60	19/101	19	20/101	20	52/101	51	9/101	9	75/100	75
Questioning or unsure	5/16	31	0/16	0	1/16	6	4/7	57	2/7	29	2/7	29	2/7	29	0/7	0	3/7	43
Another gender identity	0/2	0	1/2	50	0/2	0	4/7	57	1/7	14	2/7	29	2/6	33	0/7	0	4/7	57
I prefer not to respond	17/24	71	3/25	12	4/25	16	17/29	59	3/29	10	6/29	21	14/28	50	3/29	10	15/29	52
Sexual orientation^d																		
Straight or heterosexual	496/727	68	72/731	10	47/730	6	565/855	66	190/858	22	185/856	22	408/856	48	93/857	11	546/857	64
Bisexual	81/139	58	15/140	11	9/140	6	78/138	57	26/138	19	39/138	28	61/135	45	17/137	12	89/137	65
Lesbian	17/36	47	2/37	5	2/37	5	15/24	63	2/25	8	7/25	28	11/24	46	2/25	8	16/25	64
Gay	8/17	47	0/17	0	4/17	24	10/17	59	2/17	12	4/17	24	9/17	53	2/17	12	10/17	59
Queer	14/24	58	3/24	13	3/24	13	16/37	43	6/37	16	9/36	25	22/37	59	6/37	16	25/37	68
Pansexual or polysexual	20/28	71	3/28	11	1/27	4	20/33	61	4/33	12	7/33	21	17/32	53	4/33	12	24/33	73
Ace, gray, or asexual	15/35	43	3/35	9	3/35	9	10/21	48	0/21	0	3/21	14	9/20	45	0/21	0	12/21	57
Demisexual	3/8	38	2/8	25	0/8	0	6/16	38	2/16	13	4/16	25	7/16	44	0/16	0	11/16	69
Questioning or unsure	12/24	50	2/24	8	0/24	0	14/24	58	3/24	13	7/24	29	13/23	57	3/24	13	13/24	54
Another sexual orientation	1/2	50	0/2	0	0/2	0	5/8	63	3/8	38	3/8	38	2/7	29	0/8	0	4/8	50
I prefer not to respond	36/56	64	4/57	7	5/57	9	37/63	59	9/63	14	15/62	24	27/62	44	9/63	14	35/63	56
Age^b																		
FY 21+, Seniors 25+	36/63	57	4/64	6	5/64	8	191/342	56	63/342	18	61/341	18	129/337	38	19/341	6	189/339	56
FY < 21, Seniors < 25	662/1005	66	94/1013	9	72/1011	7	553/822	67	179/827	22	207/824	25	423/828	51	114/824	14	558/826	68

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	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	%	
Disability status^d																			
Sensory disability	1/1	100	1/1	100	0/1	0	5/8	63	3/8	38	3/8	38	2/7	29	0/8	0	6/8	75	
Physical disability	5/6	83	1/6	17	1/6	17	3/3	100	2/3	67	1/3	33	1/3	33	1/3	33	2/3	67	
Mental health or develop. disability	73/119	61	5/120	4	8/120	7	83/150	55	23/152	15	31/151	21	62/151	41	17/152	11	103/151	68	
Another disability or condition	16/22	73	1/22	5	3/21	14	16/23	70	9/23	39	8/23	35	14/23	61	8/23	35	18/23	78	
Multiple types of disab. or cond.	39/75	52	10/76	13	6/76	8	67/113	59	23/113	20	32/113	28	53/112	47	12/113	11	69/113	61	
No disability or condition	499/743	67	73/745	10	53/745	7	515/777	66	163/779	21	170/777	22	375/777	48	86/777	11	499/778	64	
I prefer not to respond	27/52	52	2/55	4	0/54	0	36/59	61	11/59	19	18/59	31	26/59	44	7/59	12	33/59	56	
Residence																			
Not on campus	183/308	59	25/310	8	19/310	6	658/1017	65	212/1022	21	230/1018	23	468/1016	46	111/1019	11	655/1019	64	
On campus	479/714	67	69/719	10	54/717	8	69/120	58	22/119	18	34/120	28	68/120	57	20/120	17	78/120	65	
Athlete status						0				0									
Not an athlete	637/991	64	91/997	9	72/995	7	714/1118	64	229/1122	20	258/1119	23	528/1117	47	130/1120	12	719/1120	64	
Student-athlete	22/28	79	3/29	10	1/29	3	9/15	60	4/15	27	5/15	33	7/15	47	1/15	7	10/15	67	
Greek membership																			
Not a member	570/897	64	74/903	8	67/902	7	615/990	62	193/993	19	222/990	22	451/989	46	105/992	11	627/991	63	
Member	82/110	75	18/111	16	5/110	5	97/128	76	35/129	27	37/129	29	79/128	62	25/128	20	95/129	74	
Military status																			
No military service	653/1007	65	94/1013	9	72/1011	7	692/1073	64	218/1077	20	253/1074	24	512/1072	48	128/1075	12	698/1075	65	
Current or former military service	7/13	54	0/13	0	1/13	8	30/58	52	14/58	24	10/58	17	23/58	40	3/58	5	33/58	57	
Satisfaction^e																			
Fair or poor	85/149	57	7/150	5	5/148	3	90/180	50	29/180	16	41/179	23	88/179	49	15/180	8	110/179	61	
Good or excellent	585/886	66	89/891	10	68/891	8	638/963	66	208/967	22	223/965	23	449/963	47	117/964	12	623/966	64	
Overall	698/1069	64	99/1078	9	77/1076	7	744/1164	64	242/1169	21	268/1165	23	552/1165	47	133/1165	11	747/1165	64	

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?"