



NSSE 2025

High-Impact Practices

Central Washington 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.

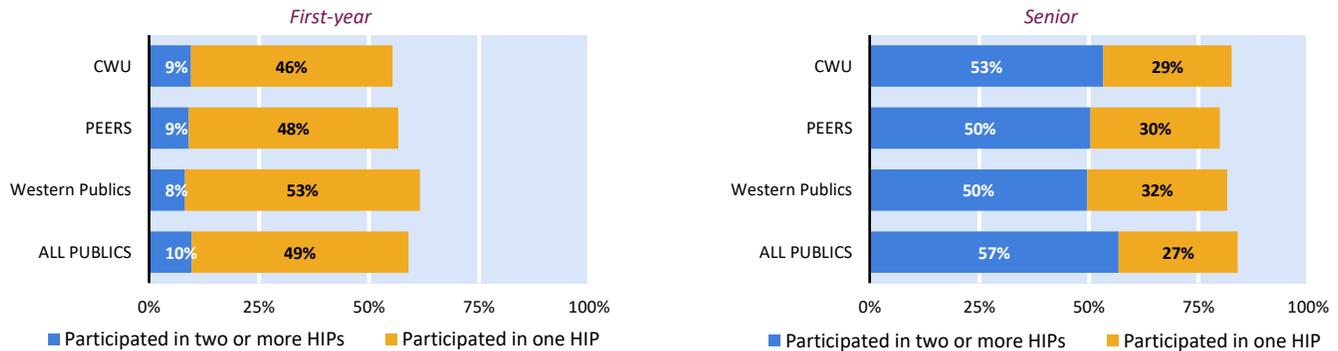
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

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:

	CWU	PEERS		Western Publics		ALL PUBLICS	
	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b
<i>First-year</i>							
Service-Learning	50	-0	-.01	-9	**	-17	
Learning Community	11	-0	-.01	+3		.09	
Research with Faculty	7	+2	.08	+2		.11	+1
Participated in at least one	55	-1	-.03	-6	*	-.13	-4
Participated in two or more	9	+0	.02	+1		.05	-0
<i>Senior</i>							
Service-Learning	60	+2	.05	-1		-.02	+1
Learning Community	18	-4	-.10	-1		-.02	-4
Research with Faculty	19	-1	-.01	+1		.03	-3
Internship or Field Exp.	41	+2	.04	+4		.07	-6
Study Abroad	2	-4	**	-5	***	-.23	-7
Culminating Senior Exp.	42	+10	***	+5		.10	+0
Participated in at least one	83	+3	.07	+1		.03	-1
Participated in two or more	53	+3	.06	+4		.07	-4

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).

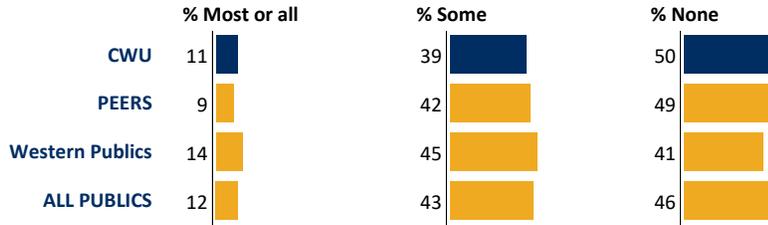
p* < .05, *p* < .01, ****p* < .001 (z-test comparing participation rates).

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

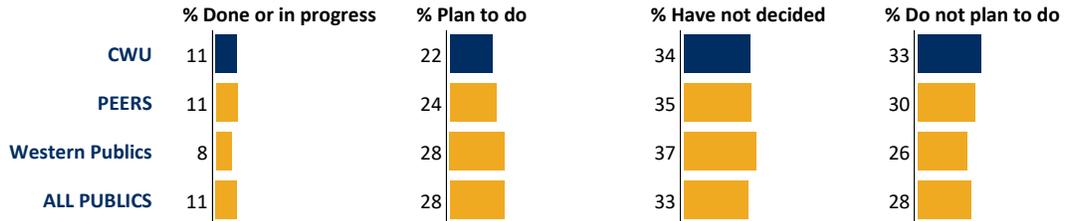
Service-Learning

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



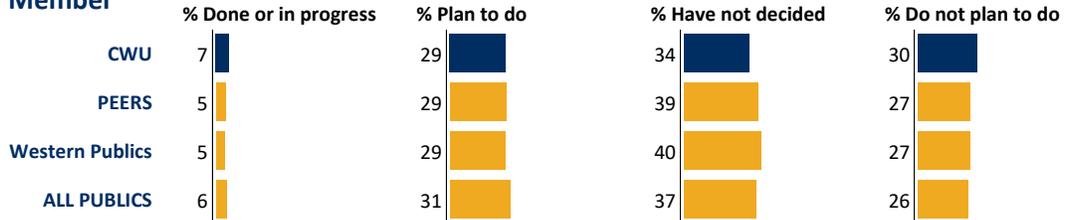
Learning Community

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.



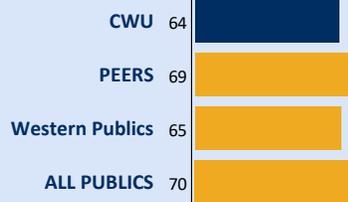
Plans to Participate^a

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"

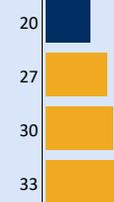
Internship or Field Experience

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



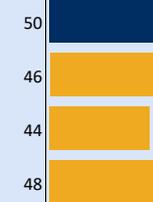
Study Abroad

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.).



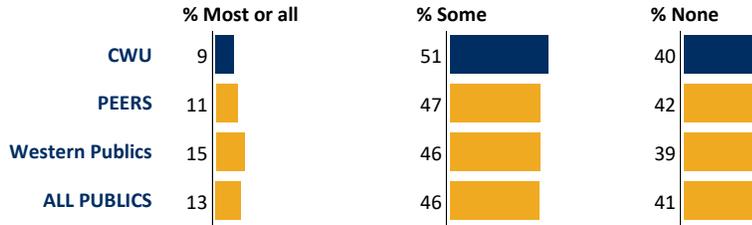
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

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

Seniors

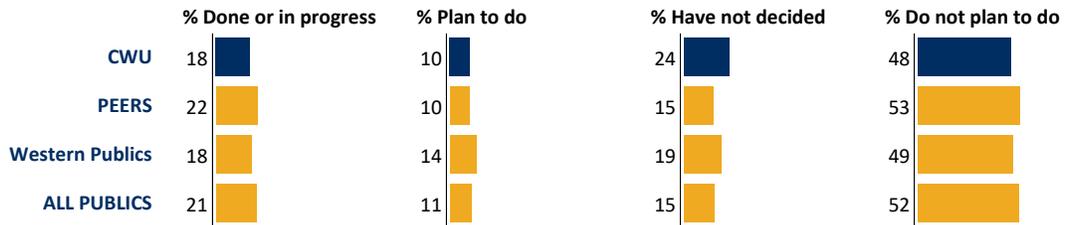
Service-Learning

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



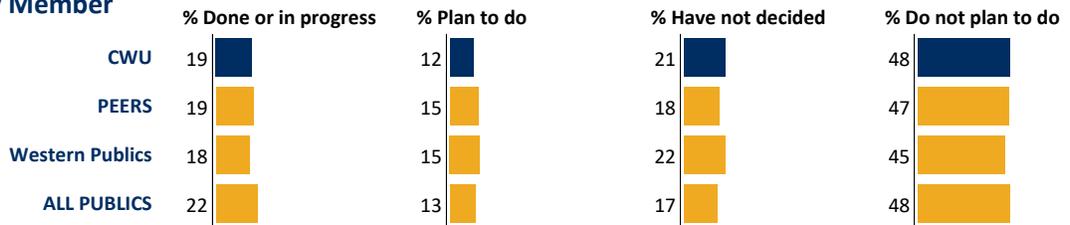
Learning Community

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



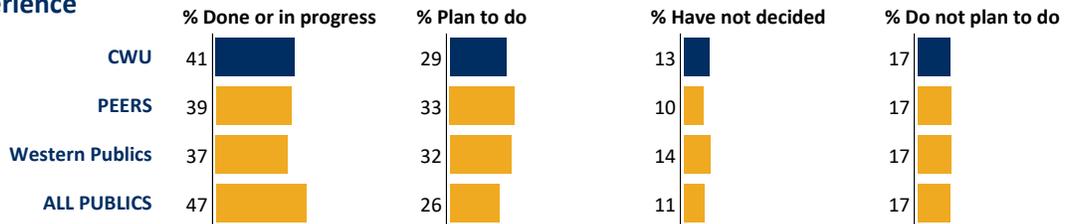
Research with a Faculty Member

Work with a faculty member on a research project.



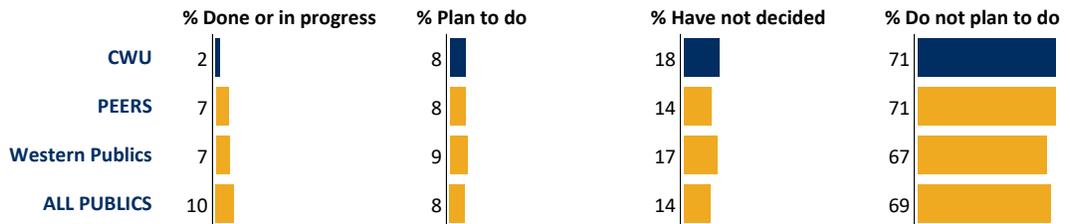
Internship or Field Experience

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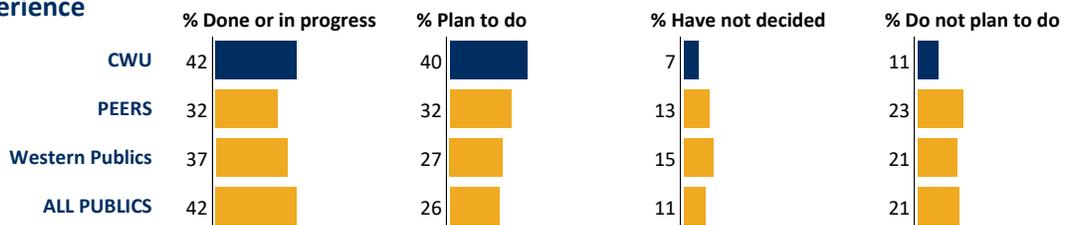
Study Abroad

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	13/34	38	7/34	21	1/33	3	20/41	49	4/41	10	7/41	17	7/41	17	4/41	10	11/41	27
Bio. sci., agric., and natural res.	9/20	45	0/20	0	4/20	20	14/23	61	4/23	17	11/23	48	9/23	39	0/23	0	13/23	57
Physical sci., math, computer sci.	3/13	23	0/13	0	2/13	15	17/34	50	8/36	22	15/36	42	15/35	43	0/36	0	19/36	53
Social sciences	17/33	52	3/33	9	2/33	6	30/40	75	4/40	10	11/40	28	12/40	30	0/40	0	19/40	48
Business	22/32	69	3/32	9	2/32	6	34/68	50	10/67	15	7/68	10	24/68	35	0/68	0	21/68	31
Communications, media, public rel.	0/6	0	0/0	0	0/0	0	3/6	50	3/7	43	2/7	29	4/7	57	2/7	29	1/7	14
Education	27/42	64	6/42	14	2/42	5	50/66	76	16/67	24	5/67	7	47/67	70	1/67	1	29/67	43
Engineering	2/5	40	1/5	20	0/5	0	2/4	50	1/4	25	0/4	0	3/4	75	0/4	0	1/4	25
Health professions	16/28	57	2/28	7	2/28	7	16/18	89	5/18	28	3/18	17	10/18	56	0/18	0	10/18	56
Social service professions	5/15	33	3/15	20	1/15	7	7/12	58	1/13	8	1/13	8	5/13	38	0/13	0	6/13	46
Undecided/undeclared	5/6	83	0/6	0	0/6	0	0/0	0	0/0	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	87/171	51	15/171	9	10/171	6	75/105	71	28/108	26	21/108	19	48/108	44	5/108	5	56/108	52
Started elsewhere	42/81	52	14/81	17	6/80	8	144/254	57	39/257	15	50/258	19	108/257	42	5/258	2	97/258	38
Enrollment status^b	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not full-time	10/18	56	2/18	11	2/17	12	26/46	57	6/47	13	6/47	13	11/47	23	0/47	0	20/47	43
Full-time	124/243	51	28/247	11	15/246	6	204/329	62	63/335	19	68/335	20	151/336	45	10/335	3	138/335	41
First-generation^c	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	61/116	53	16/116	14	4/116	3	94/167	56	30/170	18	44/171	26	72/171	42	7/171	4	72/171	42
First-generation	61/124	49	13/124	10	12/124	10	123/185	66	37/187	20	25/187	13	81/187	43	2/187	1	79/187	42
I prefer not to respond	6/11	55	0/11	0	0/10	0	3/7	43	0/8	0	2/8	25	3/8	38	1/8	13	2/8	25
Race/ethnicity^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	12/19	63	1/19	5	0/19	0	20/37	54	9/37	24	5/37	14	12/37	32	4/37	11	10/37	27
Black or African American	6/13	46	1/13	8	0/13	0	14/23	61	5/23	22	4/24	17	7/24	29	0/24	0	10/24	42
Hispanic, Latina/o, Latine, or Latinx	32/64	50	5/64	8	6/64	9	52/66	79	14/66	21	8/66	12	38/66	58	0/66	0	26/66	39
Indigenous, American Indian, etc.	6/10	60	1/10	10	0/10	0	3/11	27	3/11	27	2/11	18	2/10	20	0/11	0	5/11	45
Middle Eastern or North African	1/2	50	0/2	0	0/2	0	4/6	67	1/6	17	3/6	50	3/6	50	0/6	0	1/6	17
Native Hawaiian or Pacific Islander	4/4	100	1/4	25	1/4	25	6/6	100	3/6	50	1/6	17	1/6	17	0/6	0	3/6	50
White	88/172	51	21/172	12	11/171	6	139/243	57	45/247	18	52/248	21	105/248	42	7/248	3	114/248	46
Another race or ethnicity	1/1	100	0/1	0	0/1	0	6/7	86	1/7	14	1/7	14	3/7	43	0/7	0	3/7	43
I prefer not to respond	4/6	67	1/6	17	0/6	0	7/13	54	1/14	7	2/14	14	7/14	50	1/14	7	5/14	36

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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	%
International status																		
Not an international student	124/247	50	28/247	11	16/246	7	204/338	60	61/344	18	65/345	19	149/345	43	9/345	3	146/345	42
International student	4/4	100	1/4	25	0/4	0	15/21	71	6/21	29	5/21	24	6/20	30	1/21	5	7/21	33
Gender identity^d																		
Woman	91/157	58	22/157	14	10/156	6	149/229	65	46/232	20	45/232	19	102/232	44	7/232	3	94/232	41
Man	34/74	46	5/74	7	6/74	8	56/102	55	17/103	17	19/104	18	39/103	38	2/104	2	43/104	41
Trans/Transgender	2/10	20	1/10	10	0/10	0	6/12	50	4/12	33	4/12	33	5/12	42	0/12	0	6/12	50
Agender or gender neutral	2/8	25	1/8	13	1/8	13	1/2	50	0/3	0	1/3	33	1/3	33	0/3	0	1/3	33
Demigender	1/2	50	0/2	0	0/2	0	1/1	100	0/1	0	0/1	0	0/1	0	0/1	0	1/1	100
Genderqueer, non-binary, etc.	1/13	8	1/13	8	1/13	8	13/20	65	3/21	14	6/21	29	8/21	38	0/21	0	11/21	52
Two-spirit	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
Cis/Cisgender	11/17	65	2/17	12	0/16	0	15/22	68	5/22	23	5/22	23	12/22	55	1/22	5	12/22	55
Questioning or unsure	0/0	0	0/0	0	0/0	0	0/1	0	1/2	50	1/2	50	0/2	0	0/2	0	1/2	50
Another gender identity	1/3	33	1/3	33	0/3	0	1/1	100	0/1	0	0/1	0	1/1	100	0/1	0	1/1	100
I prefer not to respond	1/8	13	0/8	0	0/8	0	3/9	33	0/10	0	3/10	30	5/10	50	1/10	10	5/10	50
Sexual orientation^d																		
Straight or heterosexual	85/155	55	18/155	12	11/155	7	151/247	61	48/250	19	47/251	19	105/251	42	5/251	2	94/251	37
Bisexual	25/46	54	6/46	13	3/45	7	30/48	63	8/49	16	11/49	22	21/49	43	2/49	4	26/49	53
Lesbian	6/11	55	2/11	18	0/11	0	8/13	62	2/13	15	4/13	31	6/13	46	0/13	0	5/13	38
Gay	1/7	14	0/7	0	0/7	0	5/10	50	1/11	9	4/11	36	3/10	30	0/11	0	6/11	55
Queer	0/10	0	0/10	0	1/10	10	13/19	68	4/20	20	7/20	35	8/20	40	0/20	0	10/20	50
Pansexual or polysexual	6/12	50	0/12	0	0/12	0	16/21	76	3/21	14	4/21	19	7/21	33	1/21	5	11/21	52
Ace, gray, or asexual	3/11	27	2/11	18	0/11	0	5/6	83	2/6	33	3/6	50	1/6	17	1/6	17	3/6	50
Demisexual	3/7	43	0/7	0	1/7	14	3/5	60	1/5	20	3/5	60	3/5	60	1/5	20	3/5	60
Questioning or unsure	4/8	50	4/8	50	1/8	13	3/3	100	0/3	0	0/3	0	2/3	67	0/3	0	1/3	33
Another sexual orientation	3/6	50	1/6	17	0/6	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0
I prefer not to respond	2/12	17	0/12	0	0/12	0	7/17	41	2/18	11	4/18	22	9/18	50	1/18	6	9/18	50
Age^b																		
FY 21+, Seniors 25+	10/18	56	0/18	0	2/18	11	92/145	63	22/149	15	23/149	15	49/149	33	3/149	2	57/149	38
FY < 21, Seniors < 25	124/243	51	30/247	12	15/245	6	138/230	60	47/233	20	51/233	22	113/234	48	7/233	3	101/233	43

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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	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
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	15/32	47	3/32	9	3/32	9	31/47	66	9/47	19	9/47	19	23/47	49	0/47	0	27/47	57
Another disability or condition	3/6	50	0/6	0	1/6	17	4/8	50	1/8	13	3/8	38	4/8	50	0/8	0	3/8	38
Multiple types of disab. or cond.	15/24	63	2/24	8	1/24	4	24/36	67	6/38	16	10/38	26	12/38	32	2/38	5	19/38	50
No disability or condition	84/169	50	21/169	12	10/169	6	147/244	60	47/246	19	44/247	18	110/247	45	7/247	3	95/247	38
I prefer not to respond	7/14	50	2/14	14	0/13	0	13/23	57	4/25	16	4/25	16	7/24	29	1/25	4	8/25	32
Residence																		
Not on campus	23/55	42	2/55	4	4/55	7	201/324	62	56/327	17	62/328	19	137/327	42	7/328	2	136/328	41
On campus	101/192	53	26/192	14	11/191	6	19/34	56	11/37	30	8/37	22	19/37	51	3/37	8	16/37	43
Athlete status																		
Not an athlete	117/233	50	27/233	12	15/232	6	211/344	61	63/350	18	68/351	19	149/351	42	10/351	3	146/351	42
Student-athlete	8/15	53	1/15	7	0/15	0	6/10	60	4/10	40	2/10	20	6/10	60	0/10	0	5/10	50
Greek membership																		
Not a member	122/244	50	27/244	11	14/243	6	211/342	62	64/348	18	65/349	19	146/349	42	10/349	3	146/349	42
Member	0/1	0	0/1	0	0/1	0	5/10	50	1/10	10	3/10	30	7/9	78	0/10	0	4/10	40
Military status																		
No military service	123/243	51	27/243	11	14/242	6	208/336	62	65/342	19	68/343	20	149/343	43	9/343	3	142/343	41
Current or former military service	1/3	33	1/3	33	1/3	33	11/18	61	2/18	11	2/18	11	6/18	33	1/18	6	9/18	50
Satisfaction^e																		
Fair or poor	23/44	52	2/44	5	3/43	7	27/60	45	6/62	10	10/63	16	24/62	39	1/63	2	31/63	49
Good or excellent	109/211	52	27/211	13	13/211	6	195/301	65	60/305	20	60/305	20	134/305	44	9/305	3	122/305	40
Overall	134/261	50	30/265	11	17/263	7	230/375	60	69/382	18	74/382	19	162/383	41	10/382	2	158/382	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?"