
NSSE 2025

High-Impact Practices

Grand Valley 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.

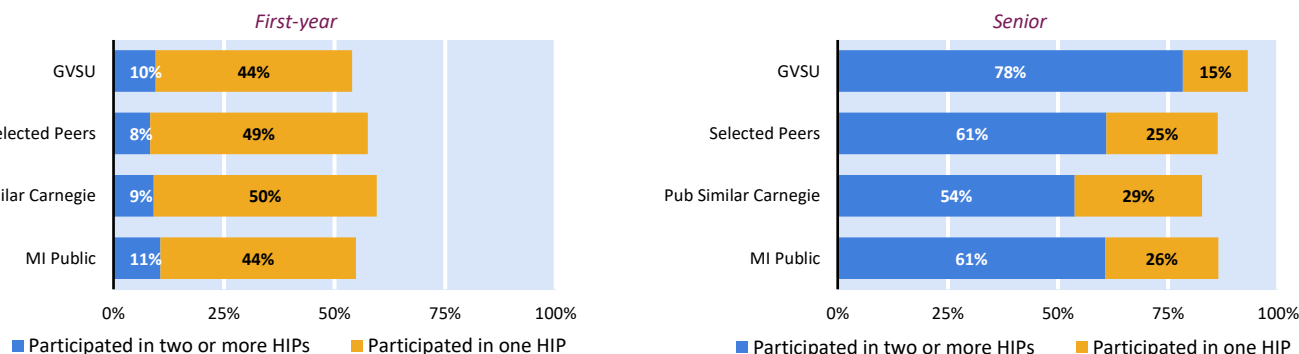
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

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:

	GVSU	Selected Peers		Pub Similar Carnegie		MI Public	
First-year	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b
Service-Learning	49	-4 *	-.08	-7 ***	-.14	-1	-.01
Learning Community	11	+1	.02	+1	.04	-1	-.03
Research with Faculty	6	+1	.05	+0	.01	-1	-.03
Participated in at least one	54	-4 *	-.07	-6 **	-.11	-1	-.02
Participated in two or more	10	+1	.04	+0	.02	-1	-.04
Senior	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b
Service-Learning	65	+7 *	.15	+5 *	.11	+7 *	.14
Learning Community	31	+9 ***	.20	+11 ***	.26	+9 ***	.19
Research with Faculty	26	+3	.06	+7	.17	+6	.14
Internship or Field Exp.	69	+19 ***	.39	+25 ***	.52	+17 ***	.35
Study Abroad	11	-3 *	-.10	+3	.11	+3	.09
Culminating Senior Exp.	75	+25 ***	.53	+34 ***	.71	+28 ***	.59
Participated in at least one	93	+7 ***	.23	+10 ***	.33	+7 ***	.22
Participated in two or more	78	+17 ***	.38	+25 ***	.53	+18 ***	.39

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).

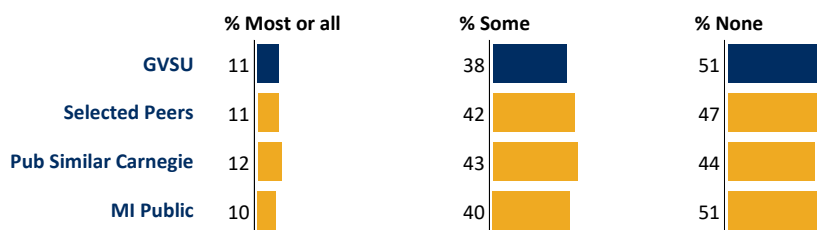
p* < .05, *p* < .01, ****p* < .001 (z-test comparing participation rates).

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

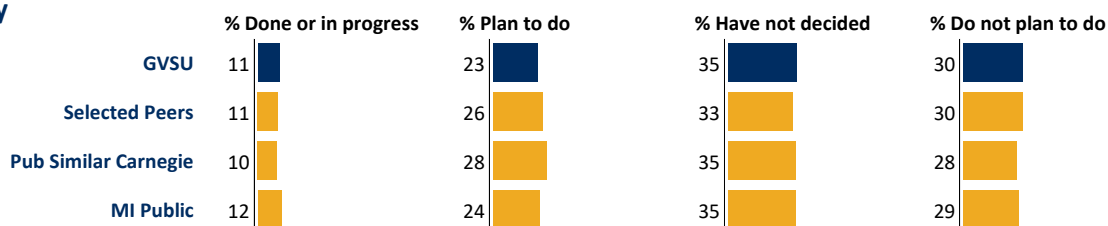
Service-Learning

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



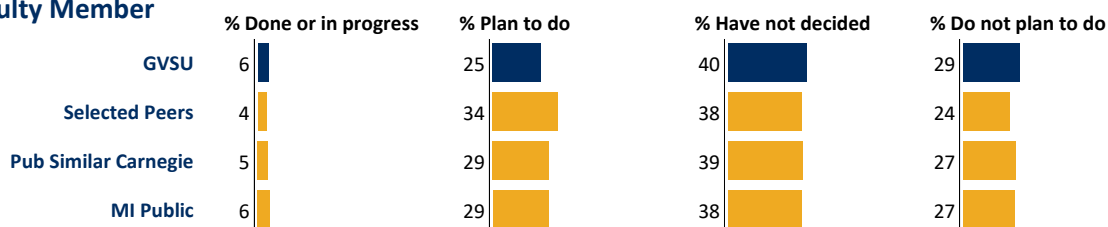
Learning Community

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.



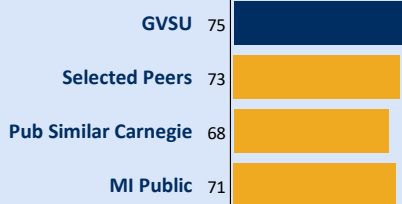
Plans to Participate^a

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"

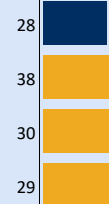
Internship or Field Experience

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



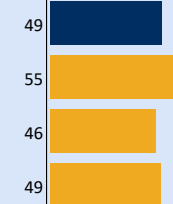
Study Abroad

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.).



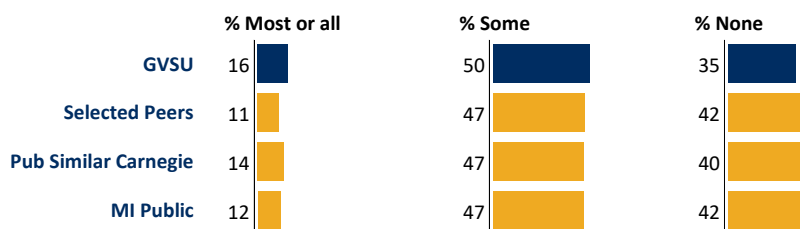
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

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

Seniors

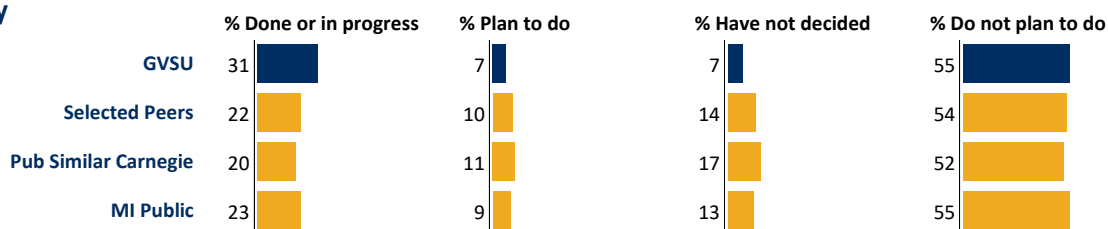
Service-Learning

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



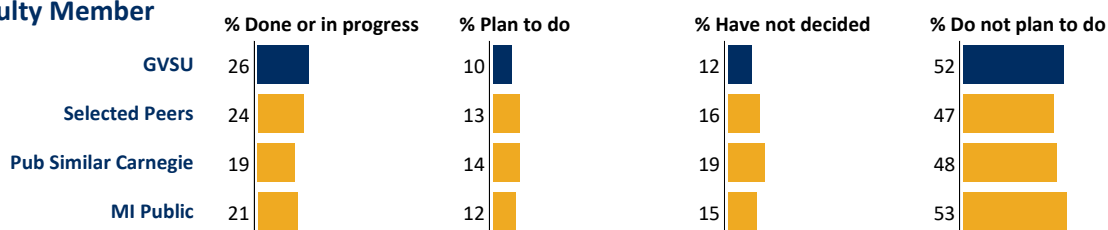
Learning Community

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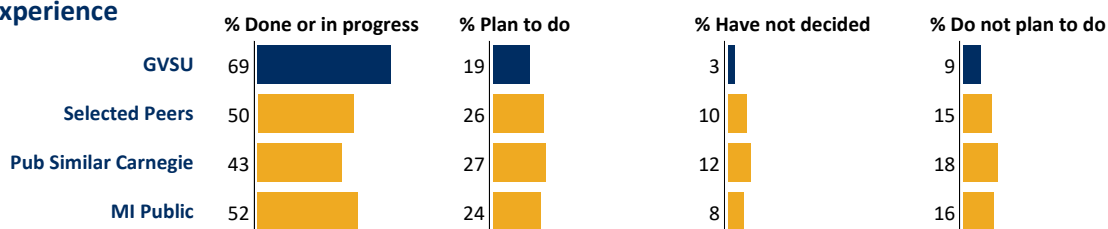
Research with a Faculty Member

Work with a faculty member on a research project.



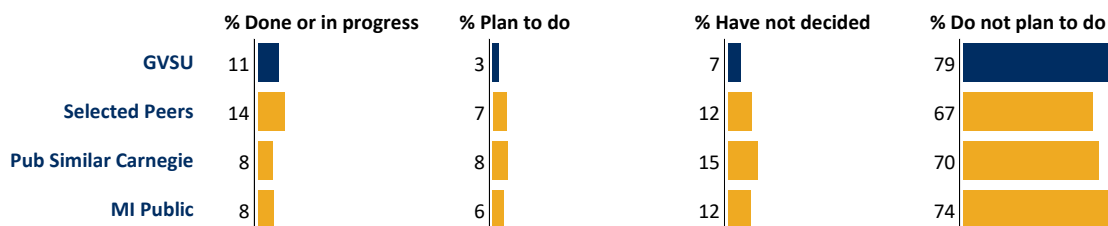
Internship or Field Experience

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



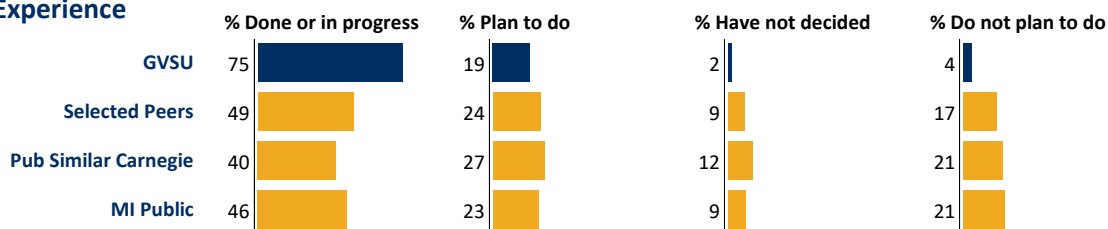
Study Abroad

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 2025 High-Impact Practices

Disaggregated Results

Grand Valley 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	11/36	31	4/36	11	2/37	5	16/35	46	8/36	22	13/36	36	14/36	39	7/36	19	29/36	81
Bio. sci., agric., and natural res.	55/94	59	14/95	15	11/95	12	42/61	69	13/61	21	29/61	48	26/61	43	6/61	10	47/61	77
Physical sci., math, computer sci.	13/41	32	5/41	12	1/42	2	12/28	43	7/28	25	11/28	39	14/28	50	4/28	14	15/28	54
Social sciences	23/64	36	7/64	11	4/64	6	22/33	67	10/33	30	12/32	38	20/33	61	8/33	24	29/33	88
Business	73/139	53	13/138	9	7/139	5	31/46	67	7/46	15	11/46	24	32/46	70	5/46	11	32/46	70
Communications, media, public rel.	6/16	38	1/16	6	0/16	0	7/14	50	2/14	14	1/14	7	11/14	79	0/14	0	10/14	71
Education	45/62	73	6/62	10	6/62	10	56/72	78	35/72	49	14/72	19	60/72	83	16/72	22	67/72	93
Engineering	12/33	36	7/33	21	0/33	0	19/36	53	8/36	22	7/36	19	34/36	94	1/36	3	26/35	74
Health professions	99/210	47	21/211	10	8/210	4	105/137	77	68/137	50	36/137	26	116/138	84	9/138	7	100/138	72
Social service professions	20/42	48	3/42	7	1/42	2	31/33	94	10/32	31	4/33	12	27/33	82	2/33	6	28/33	85
Undecided/undeclared	3/9	33	1/10	10	0/10	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	332/678	49	77/679	11	41/681	6	226/308	73	114/308	37	90/309	29	233/310	75	44/310	14	250/309	81
Started elsewhere	35/86	41	9/86	10	1/86	1	121/206	59	57/206	28	51/205	25	130/206	63	17/206	8	141/206	68
Enrollment status ^b	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not full-time	4/7	57	1/7	14	0/7	0	51/89	57	16/89	18	16/88	18	50/90	56	1/89	1	61/88	69
Full-time	386/800	48	89/805	11	44/806	5	306/439	70	158/441	36	128/442	29	326/445	73	61/443	14	338/441	77
First-generation ^c	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	204/455	45	57/455	13	24/456	5	212/303	70	104/304	34	93/304	31	223/305	73	45/305	15	241/305	79
First-generation	148/287	52	26/288	9	17/289	6	133/207	64	67/206	33	48/206	23	140/207	68	15/207	7	150/206	73
I prefer not to respond	15/21	71	2/21	10	0/21	0	3/5	60	1/5	20	0/5	0	2/5	40	1/5	20	2/5	40
Race/ethnicity ^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	17/32	53	5/33	15	2/33	6	13/22	59	5/22	23	6/21	29	11/22	50	1/22	5	15/22	68
Black or African American	48/85	56	10/84	12	5/84	6	11/15	73	5/15	33	5/15	33	7/15	47	3/15	20	10/15	67
Hispanic, Latina/o, Latine, or Latinx	33/63	52	6/62	10	2/63	3	23/29	79	8/29	28	9/29	31	17/29	59	3/29	10	21/29	72
Indigenous, American Indian, etc.	11/19	58	2/19	11	0/19	0	5/7	71	3/7	43	3/7	43	6/7	86	0/7	0	5/7	71
Middle Eastern or North African	3/9	33	1/8	13	0/9	0	6/7	86	1/7	14	1/7	14	4/7	57	1/7	14	5/7	71
Native Hawaiian or Pacific Islander	1/2	50	0/2	0	0/2	0	2/2	100	0/2	0	0/2	0	0/2	0	0/2	0	0/2	0
White	283/608	47	68/609	11	36/611	6	309/451	69	155/451	34	123/452	27	335/453	74	56/453	12	349/452	77
Another race or ethnicity	6/9	67	2/9	22	0/9	0	2/5	40	1/5	20	0/5	0	3/5	60	0/5	0	3/5	60
I prefer not to respond	5/17	29	2/17	12	0/17	0	5/14	36	4/14	29	6/14	43	8/14	57	1/14	7	10/14	71

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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	353/743	48	81/746	11	39/746	5	344/511	67	170/511	33	139/511	27	363/513	71	61/513	12	390/512	76
International student	12/17	71	3/15	20	2/17	12	3/3	100	1/3	33	1/3	33	1/3	33	0/3	0	2/3	67
Gender identity ^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Woman	269/555	48	58/558	10	25/557	4	264/363	73	132/364	36	101/364	28	268/365	73	48/365	13	284/365	78
Man	89/179	50	23/178	13	14/180	8	67/117	57	29/117	25	30/116	26	79/117	68	10/117	9	84/116	72
Trans/Transgender	3/13	23	4/13	31	3/13	23	4/9	44	2/9	22	2/9	22	3/9	33	1/9	11	7/9	78
Agender or gender neutral	1/3	33	1/3	33	0/3	0	0/6	0	1/6	17	1/6	17	3/6	50	0/6	0	4/6	67
Demigender	1/1	100	0/0		0/1	0	0/0		0/0		0/0		0/0		0/0		0/0	
Genderqueer, non-binary, etc.	3/16	19	2/16	13	1/16	6	9/22	41	7/22	32	6/22	27	13/22	59	3/22	14	16/22	73
Two-spirit	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Cis/Cisgender	16/45	36	10/45	22	4/45	9	29/36	81	13/36	36	10/36	28	27/36	75	5/36	14	27/36	75
Questioning or unsure	4/9	44	2/9	22	0/9	0	2/2	100	1/2	50	1/2	50	1/2	50	0/2	0	0/2	0
Another gender identity	1/2	50	0/2	0	0/2	0	1/1	100	1/1	100	1/1	100	1/1	100	0/1	0	1/1	100
I prefer not to respond	3/11	27	1/11	9	0/11	0	6/12	50	2/11	18	2/12	17	5/12	42	0/12	0	8/12	67
Sexual orientation ^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Straight or heterosexual	294/599	49	61/599	10	31/600	5	271/388	70	132/388	34	102/387	26	283/389	73	45/389	12	293/388	76
Bisexual	40/75	53	14/75	19	8/76	11	34/54	63	21/55	38	19/55	35	38/55	69	7/55	13	43/55	78
Lesbian	6/19	32	2/20	10	1/20	5	6/13	46	6/13	46	4/13	31	10/13	77	3/13	23	11/13	85
Gay	3/8	38	1/8	13	1/8	13	6/11	55	1/11	9	3/11	27	8/11	73	1/11	9	8/11	73
Queer	8/17	47	4/17	24	0/17	0	12/19	63	6/19	32	7/19	37	14/19	74	2/19	11	17/19	89
Pansexual or polysexual	8/18	44	2/18	11	0/18	0	5/8	63	1/8	13	1/8	13	4/8	50	1/8	13	5/8	63
Ace, gray, or asexual	3/13	23	4/13	31	2/13	15	4/9	44	0/9	0	1/9	11	5/9	56	1/9	11	7/9	78
Demisexual	1/3	33	0/3	0	0/3	0	4/11	36	2/11	18	2/11	18	5/11	45	0/11	0	8/11	73
Questioning or unsure	5/12	42	1/12	8	0/12	0	6/8	75	4/8	50	3/8	38	6/8	75	1/8	13	5/8	63
Another sexual orientation	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0	1/1	100
I prefer not to respond	8/27	30	2/27	7	1/27	4	12/21	57	4/20	20	4/21	19	9/21	43	2/21	10	13/21	62
Age ^b	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
FY 21+, Seniors 25+	4/13	31	2/13	15	0/13	0	59/111	53	28/112	25	21/112	19	58/113	51	6/112	5	68/111	61
FY < 21, Seniors < 25	386/794	49	88/799	11	44/800	6	298/417	71	146/418	35	123/418	29	318/422	75	56/420	13	331/418	79

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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	
Disability status ^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Sensory disability	2/2	100	0/2	0	0/2	0	2/3	67	1/3	33	0/3	0	2/3	67	0/3	0	2/3	67
Physical disability	1/1	100	0/1	0	0/1	0	0/0		0/0		0/0		0/0		0/0		0/0	
Mental health or develop. disability	28/72	39	10/73	14	2/72	3	40/66	61	18/66	27	24/66	36	42/66	64	10/66	15	55/66	83
Another disability or condition	6/16	38	0/17	0	1/17	6	7/7	100	3/7	43	2/7	29	6/7	86	0/7	0	6/7	86
Multiple types of disab. or cond.	25/41	61	7/42	17	4/42	10	27/46	59	18/46	39	18/46	39	27/46	59	6/46	13	34/46	74
No disability or condition	293/595	49	67/593	11	34/596	6	264/381	69	128/382	34	95/381	25	278/383	73	44/383	11	289/382	76
I prefer not to respond	9/30	30	0/30	0	0/30	0	5/9	56	2/9	22	1/9	11	7/9	78	1/9	11	5/9	56
Residence	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not on campus	63/143	44	9/144	6	6/144	4	317/465	68	150/466	32	121/466	26	335/467	72	52/467	11	359/466	77
On campus	301/614	49	75/614	12	34/616	6	29/47	62	21/47	45	19/47	40	27/47	57	9/47	19	31/47	66
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	346/714	48	79/715	11	36/717	5	330/493	67	163/493	33	136/493	28	350/495	71	57/495	12	376/494	76
Student-athlete	16/39	41	5/39	13	3/39	8	15/19	79	7/19	37	4/19	21	13/19	68	4/19	21	15/19	79
Greek membership	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not a member	322/679	47	73/681	11	35/682	5	310/465	67	149/465	32	123/464	27	328/466	70	49/466	11	352/465	76
Member	39/71	55	10/70	14	5/71	7	30/39	77	19/39	49	13/40	33	32/40	80	12/40	30	33/40	83
Military status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
No military service	358/749	48	84/750	11	40/752	5	342/502	68	166/502	33	138/502	27	356/504	71	61/504	12	388/503	77
Current or former military service	6/8	75	0/8	0	0/8	0	4/10	40	4/10	40	1/10	10	6/10	60	0/10	0	3/10	30
Satisfaction ^e	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Fair or poor	44/105	42	2/106	2	2/106	2	34/68	50	16/68	24	13/68	19	37/68	54	4/68	6	45/68	66
Good or excellent	330/666	50	84/667	13	39/668	6	319/454	70	157/454	35	129/454	28	330/456	72	57/456	13	350/455	77
Overall	390/807	49	90/812	11	44/813	6	357/528	65	174/530	31	144/530	26	376/535	69	62/532	11	399/529	75

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?"