
NSSE 2026

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.

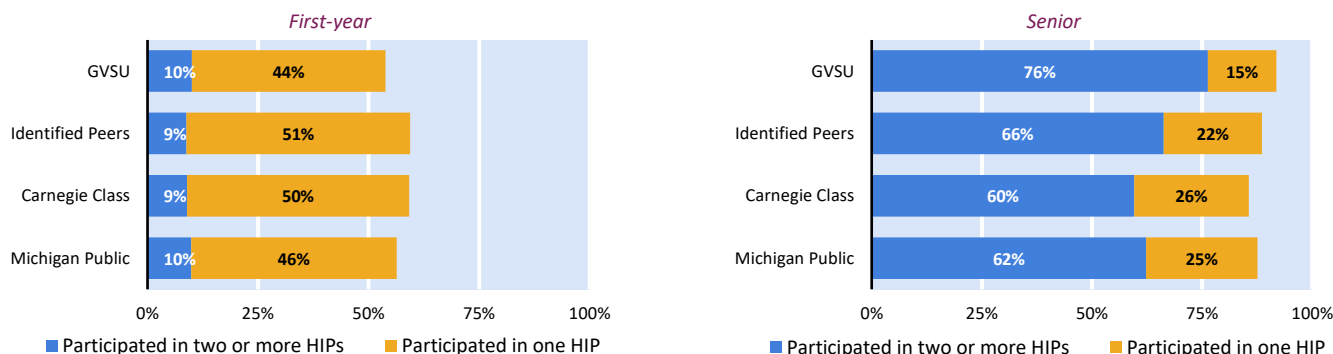
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

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	Identified Peers		Carnegie Class		Michigan Public	
First-year	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b
Service-Learning	47	-8	***	-8	***	-3	-.06
Learning Community	12	+3	*	+3	*	+0	.00
Research with Faculty	6	+1		+0		+0	.01
Participated in at least one	54	-6	**	-5	**	-2	-.05
Participated in two or more	10	+1		+1		+0	.00
Senior	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b
Service-Learning	65	+5		+2		+5	* .10
Learning Community	27	+5	*	+5	**	+4	.09
Research with Faculty	24	-2		+2		+3	.08
Internship or Field Exp.	60	+6	*	+11	***	+8	** .15
Study Abroad	12	-7	***	+2		+3	* .10
Culminating Senior Exp.	68	+16	***	+26	***	+20	*** .41
Participated in at least one	92	+3	*	+6	***	+4	* .14
Participated in two or more	76	+10	***	+17	***	+14	*** .31

a. Percentage point differences (institution – comp. group) rounded to whole numbers. Values less than one may not display a bar and may be shown as +0 or -0.

b. Cohen's *h* (standardized difference between two proportions). Effect sizes indicate the practical importance of observed differences. For service-learning, internships, study abroad, and culminating senior experiences, an ES of about .2 may be considered small, .5 medium, and .8 large. For learning community and research with faculty, an ES of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018).

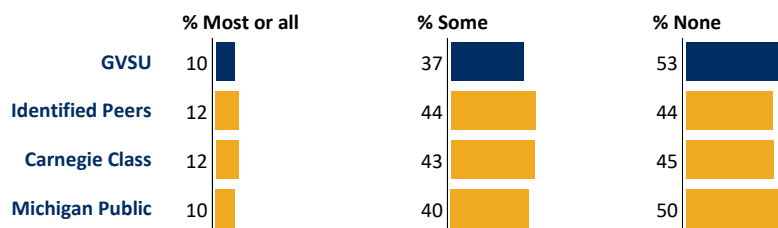
p* < .05, *p* < .01, ****p* < .001 (z-test comparing participation rates).

Note: Participation includes the percentage of students who responded "done or in progress" except for service-learning which is the percentage who responded that at least "some" courses included a community-based project. Results are unweighted, except for overall percentages which are weighted by sex and enrollment status.

First-year students

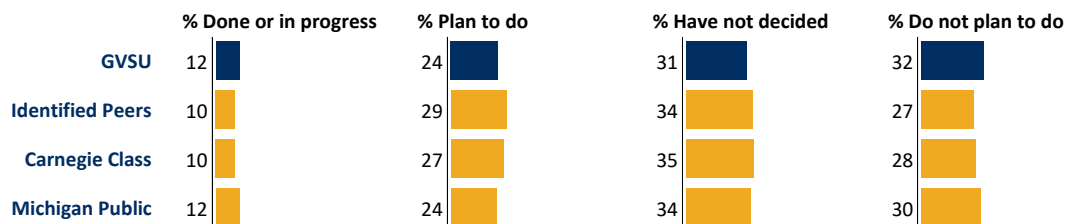
Service-Learning

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



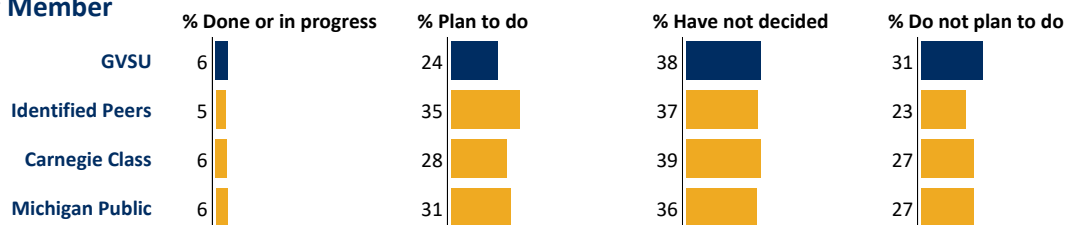
Learning Community

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



Research with a Faculty Member

Work with a faculty member on a research project.



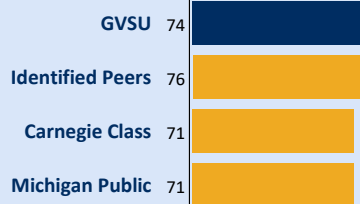
Plans to Participate^a

Knowing whether first-year students *plan* to participate in upper-division HIPs can reveal insights about HIP demand, awareness of opportunities, and the clarity of institutional information. These results might also point to topics for additional exploration, such as what contributes to students' expectations, their assumptions about who can participate, or why other students are undecided or have no plans to participate in the activity.

Percentage responding "Plan to do"

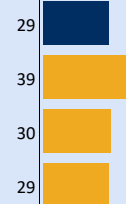
Internship or Field Experience

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



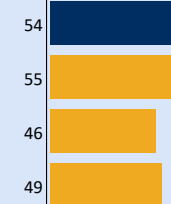
Study Abroad

Participate in a study abroad program.



Culminating Senior Experience

Complete a culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.).



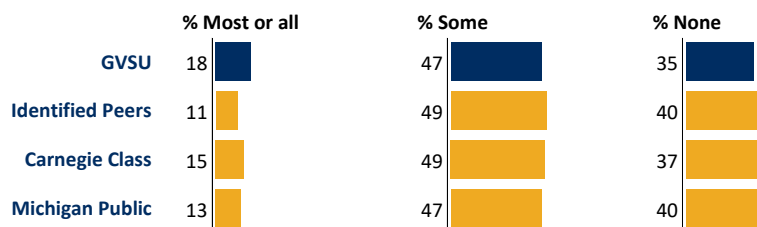
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

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

Seniors

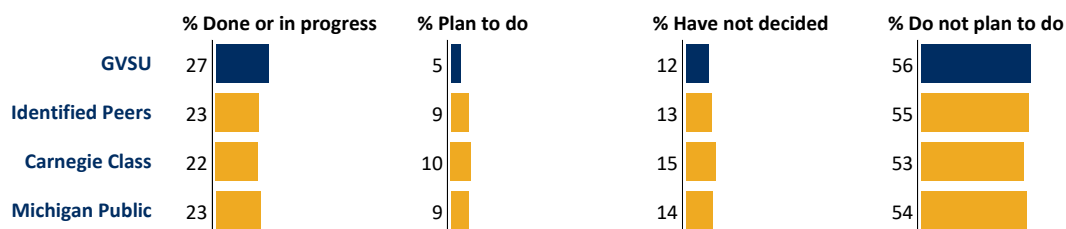
Service-Learning

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



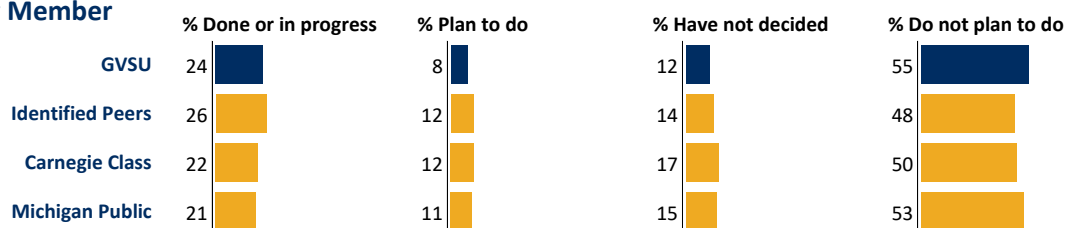
Learning Community

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



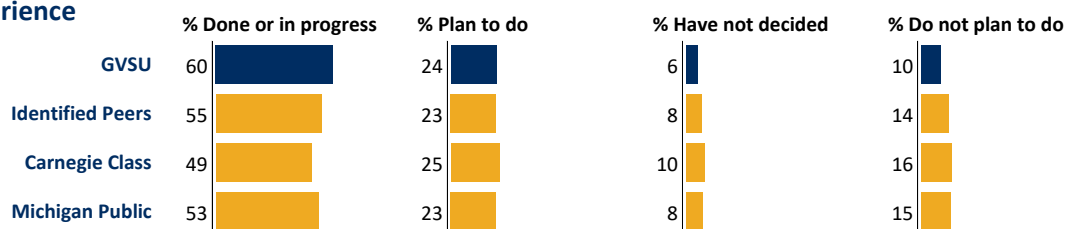
Research with a Faculty Member

Work with a faculty member on a research project.



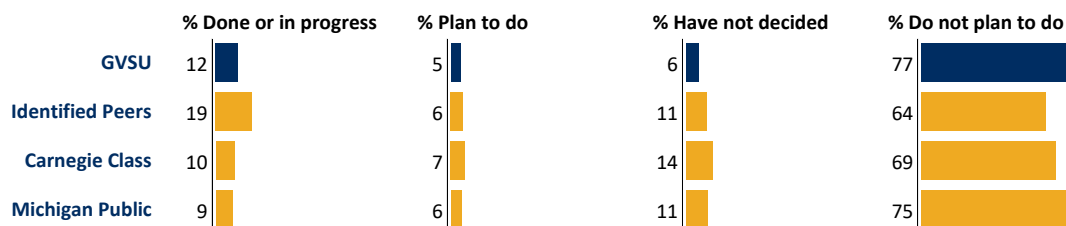
Internship or Field Experience

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



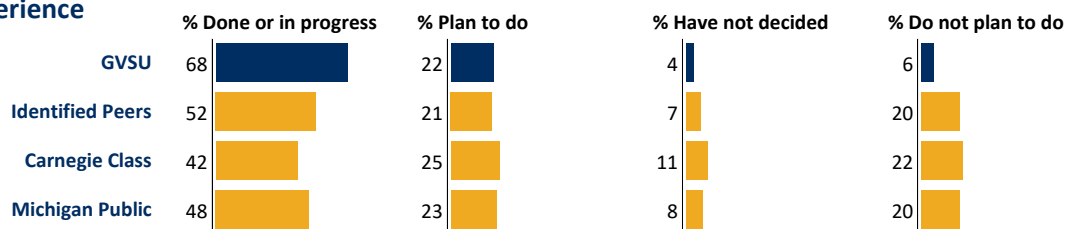
Study Abroad

Participate in a study abroad program.



Culminating Senior Experience

Complete a culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.).



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

NSSE 2026 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	13/24	54	5/25	20	0/25	0	12/21	57	5/21	24	6/21	29	8/21	38	6/21	29	13/21	62
Bio. sci., agric., and natural res.	26/71	37	13/71	18	6/71	8	18/45	40	9/45	20	18/45	40	17/45	38	7/44	16	30/45	67
Physical sci., math, computer sci.	12/37	32	5/37	14	4/38	11	12/24	50	5/24	21	13/24	54	12/24	50	4/24	17	22/24	92
Social sciences	24/50	48	5/50	10	0/50	0	14/26	54	6/26	23	9/26	35	14/26	54	7/26	27	22/26	85
Business	40/88	45	14/89	16	11/90	12	30/47	64	6/47	13	8/47	17	29/47	62	5/47	11	33/47	70
Communications, media, public rel.	5/10	50	3/10	30	1/10	10	3/3	100	0/3	0	0/3	0	2/3	67	2/3	67	2/3	67
Education	42/58	72	4/59	7	2/59	3	62/76	82	32/77	42	20/77	26	60/77	78	13/77	17	64/77	83
Engineering	14/30	47	3/30	10	1/30	3	19/31	61	9/31	29	5/31	16	28/31	90	1/31	3	18/31	58
Health professions	74/174	43	17/175	10	4/173	2	65/85	76	37/85	44	13/85	15	54/84	64	5/85	6	51/85	60
Social service professions	21/39	54	6/38	16	3/39	8	15/18	83	4/18	22	0/18	0	14/18	78	1/18	6	13/18	72
Undecided/undeclared	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	237/527	45	70/529	13	30/529	6	139/202	69	67/203	33	56/203	28	138/203	68	33/202	16	155/203	76
Started elsewhere	36/66	55	5/66	8	4/67	6	124/198	63	47/198	24	41/198	21	107/197	54	18/198	9	126/198	64
Enrollment status ^b	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not full-time	3/3	100	0/3	0	0/3	0	47/80	59	16/82	20	13/81	16	43/82	52	4/81	5	54/81	67
Full-time	292/624	47	82/629	13	36/630	6	226/333	68	103/334	31	90/335	27	210/335	63	48/333	14	234/335	70
First-generation ^c	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	141/333	42	46/334	14	23/335	7	152/241	63	70/242	29	65/242	27	150/242	62	41/241	17	171/242	71
First-generation	126/244	52	28/245	11	11/245	4	106/154	69	42/154	27	31/154	20	91/153	59	9/154	6	106/154	69
I prefer not to respond	6/17	35	1/17	6	0/17	0	4/4	100	1/4	25	1/4	25	3/4	75	0/4	0	3/4	75
Race/ethnicity ^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	15/23	65	2/24	8	2/24	8	10/17	59	3/17	18	2/17	12	10/17	59	2/17	12	7/17	41
Black or African American	43/72	60	10/73	14	7/73	10	14/21	67	5/21	24	2/21	10	10/20	50	1/21	5	12/21	57
Hispanic, Latina/o, Latine, or Latinx	28/51	55	7/51	14	3/51	6	21/25	84	9/25	36	1/25	4	13/25	52	2/25	8	17/25	68
Indigenous, American Indian, etc.	5/8	63	2/8	25	1/8	13	4/5	80	2/5	40	2/5	40	2/5	40	1/5	20	4/5	80
Middle Eastern or North African	6/9	67	1/9	11	3/9	33	3/5	60	4/5	80	3/5	60	3/4	75	1/5	20	4/5	80
Native Hawaiian or Pacific Islander	3/4	75	1/4	25	1/4	25	1/1	100	0/1	0	0/1	0	1/1	100	0/1	0	0/1	0
White	204/469	43	58/469	12	24/471	5	224/340	66	95/341	28	86/341	25	210/341	62	45/340	13	245/341	72
Another race or ethnicity	3/8	38	2/8	25	1/8	13	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0
I prefer not to respond	5/11	45	2/11	18	1/11	9	5/12	42	4/12	33	4/12	33	8/12	67	3/12	25	8/12	67

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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	260/577	45	73/578	13	33/579	6	257/391	66	112/392	29	97/392	25	240/391	61	51/391	13	277/392	71
International student	9/12	75	1/13	8	0/13	0	3/4	75	1/4	25	0/4	0	1/4	25	0/4	0	0/4	0
I prefer not to respond	4/5	80	1/5	20	1/5	20	2/4	50	1/4	25	0/4	0	3/4	75	0/4	0	3/4	75
Gender identity ^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Woman	197/424	46	58/426	14	21/425	5	192/275	70	88/276	32	65/276	24	168/275	61	37/275	13	200/276	72
Man	67/147	46	14/146	10	12/148	8	58/101	57	21/101	21	24/101	24	64/101	63	8/101	8	61/101	60
Trans/Transgender	3/8	38	3/8	38	1/8	13	3/7	43	0/7	0	3/7	43	3/7	43	0/7	0	6/7	86
Agender or gender neutral	3/6	50	2/6	33	2/6	33	2/4	50	0/4	0	2/4	50	1/4	25	1/4	25	4/4	100
Demigender	3/6	50	2/6	33	2/6	33	1/2	50	1/2	50	1/2	50	1/2	50	0/2	0	2/2	100
Genderqueer, non-binary, etc.	6/13	46	4/13	31	1/13	8	7/16	44	5/16	31	8/16	50	7/16	44	6/16	38	13/16	81
Two-spirit	2/2	100	1/2	50	1/2	50	1/1	100	0/1	0	1/1	100	0/1	0	0/1	0	1/1	100
Cis/Cisgender	12/38	32	8/38	21	2/38	5	10/19	53	9/19	47	2/19	11	12/19	63	1/19	5	11/19	58
Questioning or unsure	1/2	50	1/2	50	1/2	50	3/4	75	1/4	25	1/4	25	4/4	100	0/4	0	4/4	100
Another gender identity	1/1	100	1/1	100	1/1	100	0/4	0	0/4	0	0/4	0	0/4	0	0/0	0	0/4	0
I prefer not to respond	3/11	27	1/12	8	1/12	8	5/9	56	3/9	33	1/9	11	6/9	67	1/9	11	7/9	78
Sexual orientation ^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Straight or heterosexual	222/455	49	46/456	10	27/457	6	201/295	68	88/296	30	60/296	20	191/295	65	31/295	11	205/296	69
Bisexual	28/60	47	12/60	20	4/60	7	29/45	64	11/45	24	15/45	33	23/45	51	8/45	18	32/45	71
Lesbian	8/19	42	4/19	21	1/19	5	11/24	46	4/24	17	9/24	38	15/24	63	4/24	17	17/24	71
Gay	3/11	27	2/11	18	2/11	18	4/7	57	1/7	14	3/7	43	2/7	29	0/7	0	4/7	57
Queer	4/7	57	2/7	29	1/7	14	4/6	67	1/6	17	2/6	33	2/6	33	1/6	17	4/6	67
Pansexual or polysexual	5/13	38	5/13	38	2/13	15	5/7	71	4/7	57	3/7	43	4/7	57	4/7	57	5/7	71
Ace, gray, or asexual	8/15	53	3/15	20	1/15	7	6/10	60	2/10	20	7/10	70	3/10	30	3/10	30	9/10	90
Demisexual	2/5	40	4/5	80	1/5	20	4/8	50	2/8	25	3/8	38	4/8	50	0/8	0	6/8	75
Questioning or unsure	4/14	29	5/14	36	3/14	21	3/3	100	1/3	33	1/3	33	2/3	67	0/3	0	3/3	100
Another sexual orientation	3/4	75	2/4	50	2/4	50	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0	1/1	100
I prefer not to respond	5/22	23	4/23	17	1/23	4	10/19	53	5/19	26	5/19	26	11/19	58	2/19	11	12/19	63
Age ^b	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
FY 21+, Seniors 25+	5/12	42	3/12	25	0/12	0	67/116	58	20/117	17	26/116	22	57/117	49	7/115	6	68/116	59
FY < 21, Seniors < 25	290/615	47	79/620	13	36/621	6	206/297	69	99/299	33	77/300	26	196/300	65	45/299	15	220/300	73

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Disaggregated Results

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Disability status ^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Sensory disability	1/1	100	0/1	0	0/1	0	0/0		0/0		0/0		0/0		0/0		0/0	
Physical disability	0/0		0/0		0/0		1/1	100	0/1	0	1/1	100	0/1	0	0/1	0	1/1	100
Mental health or develop. disability	25/74	34	10/74	14	9/74	12	32/55	58	13/55	24	15/55	27	27/54	50	11/55	20	40/55	73
Another disability or condition	5/11	45	4/11	36	0/11	0	1/1	100	0/1	0	0/1	0	1/1	100	0/1	0	1/1	100
Multiple types of disab. or cond.	16/42	38	9/42	21	1/42	2	26/36	72	14/36	39	14/36	39	19/36	53	6/36	17	23/36	64
No disability or condition	207/430	48	46/430	11	18/431	4	189/285	66	79/286	28	59/286	21	180/286	63	32/285	11	199/286	70
I prefer not to respond	12/27	44	4/28	14	5/28	18	12/19	63	7/19	37	7/19	37	16/19	84	2/19	11	15/19	79
Residence	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not on campus	49/115	43	16/114	14	2/114	2	230/359	64	99/360	28	88/360	24	218/359	61	42/359	12	253/360	70
On campus	213/466	46	56/468	12	28/469	6	30/38	79	13/38	34	8/38	21	24/38	63	9/38	24	26/38	68
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	256/565	45	70/566	12	30/567	5	258/392	66	111/393	28	95/393	24	239/392	61	50/392	13	276/393	70
Student-athlete	6/17	35	2/17	12	0/17	0	4/7	57	2/7	29	1/7	14	5/7	71	1/7	14	4/7	57
Greek membership	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not a member	237/534	44	63/535	12	27/536	5	240/357	67	96/358	27	84/358	23	219/358	61	43/357	12	251/358	70
Member	20/39	51	6/39	15	3/39	8	18/34	53	15/34	44	10/34	29	22/33	67	6/34	18	24/34	71
Military status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
No military service	259/575	45	72/576	13	30/577	5	256/387	66	109/388	28	92/388	24	236/387	61	50/387	13	271/388	70
Current or former military service	4/6	67	0/6	0	0/6	0	5/11	45	4/11	36	4/11	36	7/11	64	1/11	9	8/11	73
Satisfaction ^e	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Fair or poor	44/110	40	12/109	11	8/110	7	29/48	60	9/48	19	10/48	21	23/48	48	2/48	4	27/48	56
Good or excellent	237/493	48	66/496	13	27/497	5	236/353	67	105/354	30	88/354	25	222/353	63	49/353	14	254/354	72
Overall	295/627	47	82/632	12	36/633	6	273/413	65	119/416	27	103/416	24	253/417	60	52/414	12	288/416	68

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?"