
NSSE 2025

High-Impact Practices

California State University, Sacramento

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.

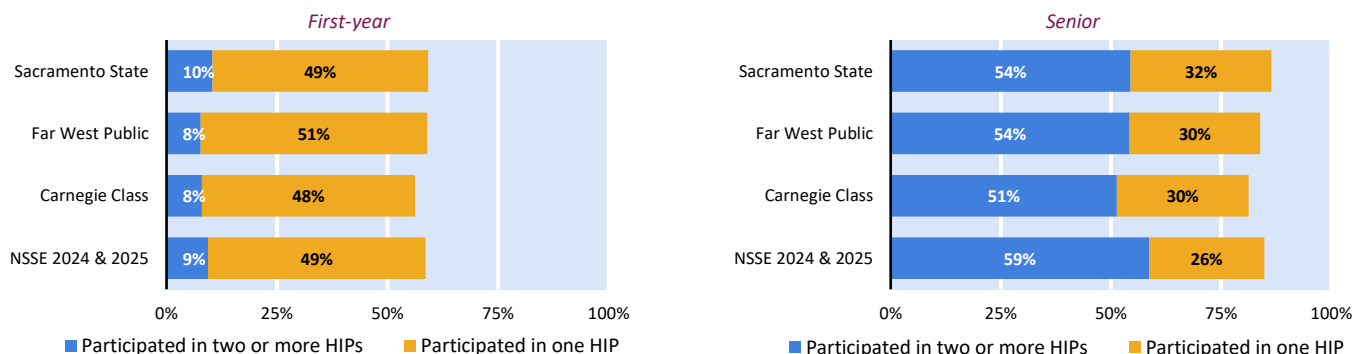
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

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:

	Sacramento State	Far West Public		Carnegie Class		NSSE 2024 & 2025							
<i>First-year</i>	%	<i>Difference^a</i>		<i>ES^b</i>		<i>Difference^a</i>		<i>ES^b</i>					
Service-Learning	58	+2		.05	+5		.09	+4		.07			
Learning Community	10	+1		.05	+1		.05		-1	-.03			
Research with Faculty	4		-0	-.02		-1	-.03		-1	-.06			
<i>Participated in at least one</i>	59	+0		.00	+3		.06	+1		.01			
<i>Participated in two or more</i>	10	+3		*	.09	+2		.08	+1		.03		
<i>Senior</i>													
Service-Learning	68	+6		**	.12	+9		***	.18	+7		***	.14
Learning Community	20	+1			.02	+1			.03		-2		-.05
Research with Faculty	19		-0		-.01	+2			.05		-3	*	-.09
Internship or Field Exp.	38		-3		-.06		-2		-.04		-10	***	-.19
Study Abroad	5		-3	**	-.12		-3	*	-.11		-6	***	-.24
Culminating Senior Exp.	46	+5		**	.11	+4			.07	+1			.02
<i>Participated in at least one</i>	86	+3			.07	+5		***	.14	+2			.05
<i>Participated in two or more</i>	54	+0			.00	+3			.06		-4	*	-.08

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).

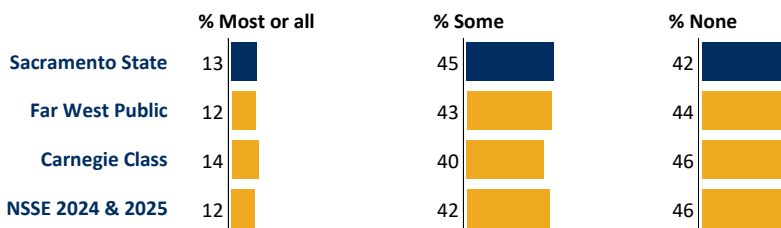
p* < .05, *p* < .01, ****p* < .001 (z-test comparing participation rates).

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

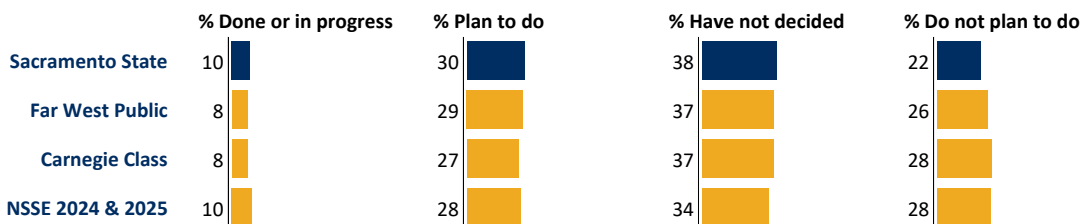
Service-Learning

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



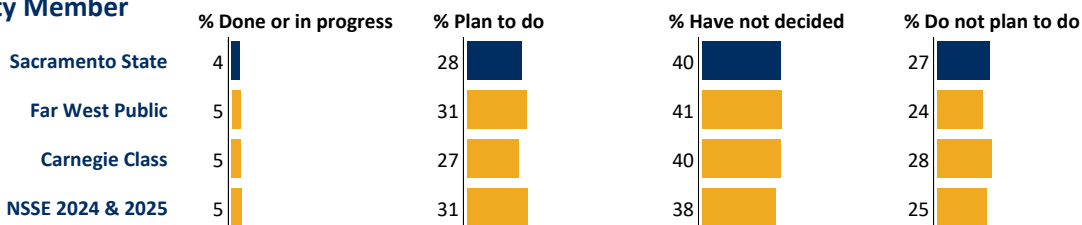
Learning Community

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.



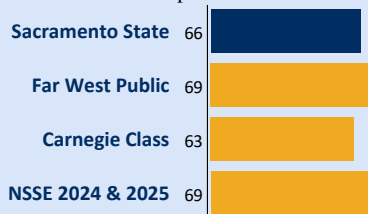
Plans to Participate^a

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"

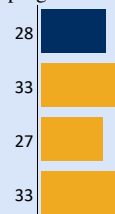
Internship or Field Experience

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



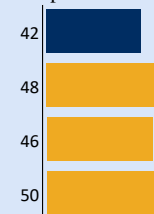
Study Abroad

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.).



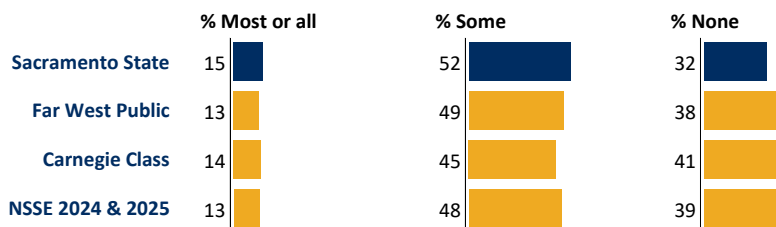
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

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

Seniors

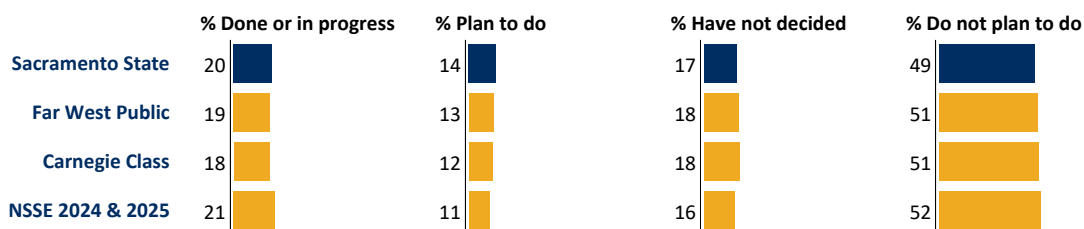
Service-Learning

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



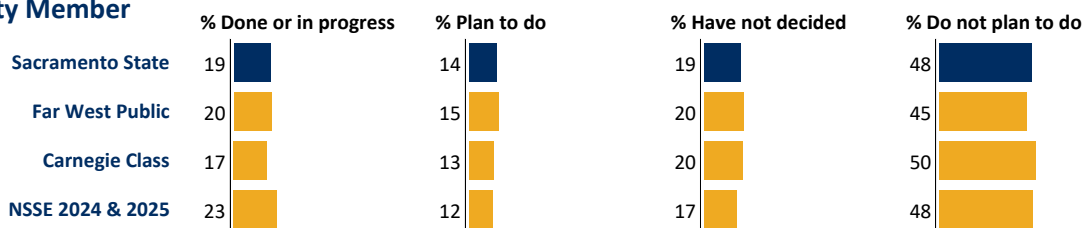
Learning Community

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



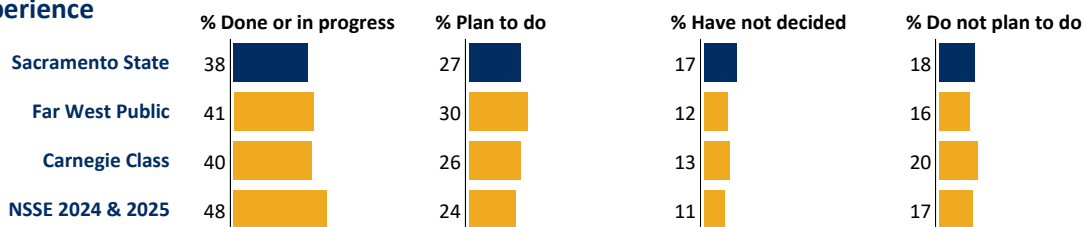
Research with a Faculty Member

Work with a faculty member on a research project.



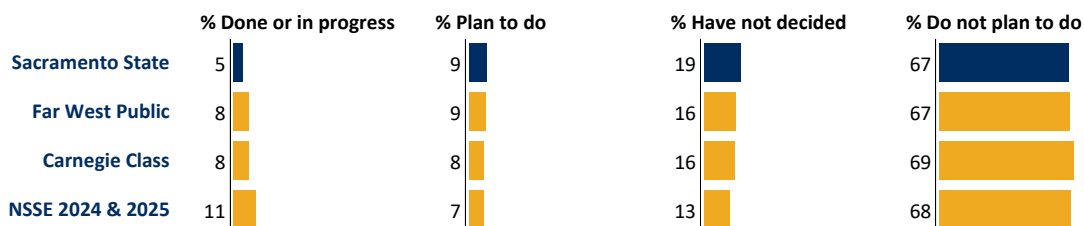
Internship or Field Experience

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



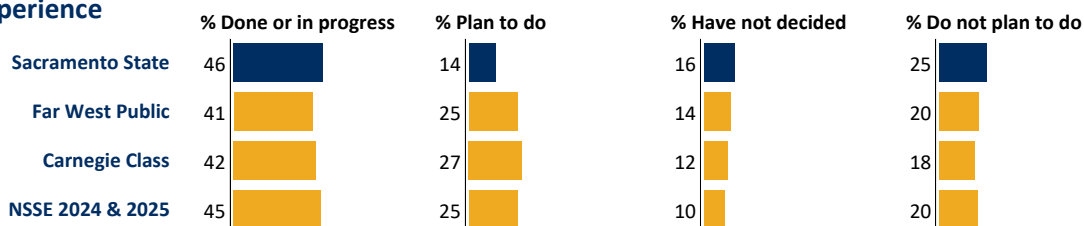
Study Abroad

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 2025 High-Impact Practices

Disaggregated Results

California State University, Sacramento

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	16/30	53	3/30	10	3/30	10	47/74	64	9/75	12	14/74	19	19/75	25	7/75	9	47/75	63
Bio. sci., agric., and natural res.	19/32	59	2/32	6	0/32	0	21/31	68	8/31	26	13/31	42	11/31	35	2/31	6	16/31	52
Physical sci., math, computer sci.	13/25	52	1/27	4	2/27	7	25/37	68	10/37	27	8/38	21	15/38	39	4/38	11	29/37	78
Social sciences	29/44	66	7/44	16	1/43	2	103/154	67	29/156	19	41/155	26	66/156	42	5/155	3	78/156	50
Business	32/55	58	4/55	7	1/55	2	54/82	66	11/82	13	7/82	9	26/82	32	3/81	4	37/81	46
Communications, media, public rel.	5/9	56	0/9	0	0/9	0	12/19	63	2/19	11	1/19	5	2/19	11	0/19	0	6/19	32
Education	3/4	75	2/4	50	2/4	50	9/9	100	3/9	33	2/9	22	7/9	78	0/9	0	6/9	67
Engineering	22/42	52	4/42	10	4/42	10	14/30	47	8/30	27	9/30	30	16/30	53	3/30	10	25/30	83
Health professions	74/131	56	11/132	8	2/132	2	79/102	77	30/103	29	19/102	19	53/103	51	3/103	3	27/103	26
Social service professions	28/46	61	4/46	9	0/46	0	32/43	74	9/42	21	5/43	12	18/43	42	2/43	5	6/43	14
Undecided/undeclared	3/5	60	0/5	0	1/5	20	1/1	100	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0
Transfer status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Started here	230/404	57	36/407	9	15/406	4	134/175	77	43/178	24	31/177	18	76/178	43	13/178	7	85/178	48
Started elsewhere	12/18	67	3/18	17	1/18	6	290/436	67	86/435	20	92/436	21	175/437	40	16/436	4	202/435	46
Enrollment status ^b	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not full-time	2/4	50	0/4	0	0/4	0	74/116	64	17/118	14	19/116	16	33/119	28	7/117	6	48/118	41
Full-time	260/446	58	42/452	9	17/452	4	362/512	71	114/519	22	109/519	21	226/522	43	24/520	5	247/518	48
First-generation ^c	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	75/128	59	13/128	10	7/128	5	137/210	65	52/209	25	46/209	22	99/210	47	13/210	6	112/210	53
First-generation	151/269	56	26/272	10	8/271	3	267/371	72	71/376	19	71/375	19	143/377	38	13/375	3	160/375	43
I prefer not to respond	15/24	63	0/24	0	1/24	4	20/30	67	5/30	17	6/30	20	9/30	30	3/30	10	14/30	47
Race/ethnicity ^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	70/125	56	13/125	10	6/125	5	103/145	71	36/145	25	29/144	20	61/146	42	9/145	6	74/146	51
Black or African American	29/45	64	10/45	22	6/45	13	45/62	73	16/64	25	14/64	22	28/64	44	3/64	5	30/63	48
Hispanic, Latina/o, Latine, or Latinx	109/185	59	15/187	8	4/187	2	151/212	71	39/214	18	36/214	17	81/214	38	7/214	3	75/212	35
Indigenous, American Indian, etc.	9/10	90	0/10	0	1/10	10	16/21	76	3/21	14	9/21	43	9/21	43	1/21	5	11/21	52
Middle Eastern or North African	6/8	75	2/9	22	2/9	22	15/20	75	4/19	21	3/20	15	12/20	60	0/20	0	9/20	45
Native Hawaiian or Pacific Islander	9/13	69	4/13	31	3/13	23	6/10	60	3/10	30	2/9	22	5/10	50	1/10	10	6/10	60
White	54/105	51	6/106	6	3/105	3	142/224	63	47/225	21	60/223	27	100/225	44	12/225	5	127/224	57
Another race or ethnicity	2/9	22	1/9	11	2/9	22	9/14	64	1/15	7	3/15	20	2/15	13	0/15	0	6/15	40
I prefer not to respond	3/5	60	0/5	0	0/5	0	18/25	72	7/26	27	2/26	8	11/26	42	2/25	8	11/26	42

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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	232/408	57	38/411	9	16/410	4	412/593	69	121/597	20	114/596	19	243/599	41	24/597	4	275/597	46
International student	9/13	69	1/13	8	0/13	0	11/16	69	6/16	38	8/16	50	7/16	44	4/16	25	10/16	63
Gender identity^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Woman	165/275	60	26/277	9	8/276	3	297/403	74	89/403	22	86/402	21	174/404	43	18/403	4	183/404	45
Man	70/127	55	13/128	10	8/128	6	106/175	61	29/178	16	27/178	15	58/179	32	9/178	5	83/177	47
Trans/Transgender	1/5	20	0/5	0	0/5	0	7/9	78	2/9	22	4/9	44	6/9	67	0/9	0	8/9	89
Agender or gender neutral	0/2	0	0/2	0	0/2	0	3/3	100	1/4	25	2/4	50	1/4	25	0/4	0	2/4	50
Demigender	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Genderqueer, non-binary, etc.	5/13	38	0/13	0	0/13	0	8/15	53	4/15	27	6/15	40	10/15	67	1/15	7	10/15	67
Two-spirit	0/1	0	0/1	0	0/1	0	1/1	100	0/1	0	0/1	0	1/1	100	0/1	0	1/1	100
Cis/Cisgender	13/18	72	1/18	6	1/18	6	40/53	75	12/54	22	6/53	11	21/54	39	7/54	13	26/54	48
Questioning or unsure	0/2	0	0/2	0	0/2	0	1/1	100	1/1	100	1/1	100	1/1	100	0/1	0	1/1	100
Another gender identity	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
I prefer not to respond	2/6	33	0/6	0	0/6	0	11/16	69	4/16	25	2/16	13	7/16	44	0/16	0	9/16	56
Sexual orientation^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Straight or heterosexual	183/317	58	31/320	10	12/319	4	310/436	71	94/439	21	82/438	19	173/441	39	19/440	4	194/440	44
Bisexual	32/46	70	6/46	13	3/46	7	52/88	59	10/88	11	25/88	28	37/88	42	4/88	5	47/88	53
Lesbian	6/18	33	3/18	17	2/18	11	5/7	71	2/7	29	0/7	0	4/7	57	0/7	0	3/7	43
Gay	6/9	67	1/9	11	1/9	11	8/9	89	1/9	11	1/9	11	3/9	33	0/9	0	4/8	50
Queer	2/8	25	2/8	25	1/8	13	10/16	63	6/16	38	5/16	31	8/16	50	1/16	6	10/16	63
Pansexual or polysexual	4/9	44	2/9	22	1/9	11	6/11	55	1/11	9	2/11	18	4/11	36	0/11	0	6/11	55
Ace, gray, or asexual	5/11	45	1/11	9	1/11	9	5/8	63	4/8	50	2/8	25	5/8	63	1/8	13	5/8	63
Demisexual	1/4	25	1/4	25	1/4	25	7/10	70	2/10	20	1/10	10	5/10	50	1/10	10	5/10	50
Questioning or unsure	6/10	60	2/10	20	1/10	10	4/6	67	0/6	0	2/6	33	3/6	50	1/6	17	3/6	50
Another sexual orientation	0/0		0/0		0/0		1/3	33	0/3	0	0/3	0	0/3	0	0/3	0	0/3	0
I prefer not to respond	12/22	55	1/22	5	1/22	5	34/48	71	13/49	27	8/49	16	22/49	45	2/48	4	22/49	45
Age^b	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
FY 21+, Seniors 25+	3/4	75	1/4	25	0/4	0	162/242	67	48/247	19	52/246	21	92/247	37	12/245	5	110/245	45
FY < 21, Seniors < 25	259/446	58	41/452	9	17/452	4	274/386	71	83/390	21	76/389	20	167/394	42	19/392	5	185/391	47

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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	2/2	100	0/2	0	0/2	0	2/2	100	0/2	0	1/2	50	1/2	50	0/2	0	1/2	50
Physical disability	2/2	100	2/2	100	0/2	0	2/3	67	1/3	33	0/3	0	2/3	67	0/3	0	1/3	33
Mental health or develop. disability	14/28	50	5/29	17	3/29	10	35/54	65	9/56	16	13/56	23	30/56	54	3/56	5	28/55	51
Another disability or condition	5/5	100	0/5	0	0/5	0	7/8	88	2/8	25	3/8	38	3/8	38	0/8	0	4/8	50
Multiple types of disab. or cond.	13/17	76	2/17	12	0/17	0	36/51	71	11/51	22	15/51	29	17/51	33	1/51	2	26/51	51
No disability or condition	189/342	55	28/344	8	12/343	3	317/455	70	96/457	21	86/457	19	183/459	40	23/458	5	211/458	46
I prefer not to respond	12/20	60	1/20	5	0/20	0	20/32	63	7/32	22	4/32	13	12/32	38	1/32	3	12/32	38
Residence	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not on campus	168/300	56	26/302	9	11/302	4	403/581	69	120/584	21	115/583	20	236/586	40	25/585	4	267/584	46
On campus	68/114	60	12/115	10	4/114	4	19/27	70	7/28	25	7/28	25	14/28	50	3/28	11	18/28	64
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	229/402	57	36/405	9	14/404	3	414/598	69	125/602	21	120/601	20	246/604	41	28/602	5	281/602	47
Student-athlete	4/8	50	1/8	13	0/8	0	5/7	71	2/7	29	1/7	14	3/7	43	0/7	0	3/7	43
Greek membership	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not a member	230/403	57	35/406	9	15/405	4	400/568	70	110/570	19	109/569	19	232/572	41	26/572	5	260/570	46
Member	6/10	60	3/10	30	0/10	0	17/31	55	12/32	38	10/32	31	14/32	44	1/32	3	19/32	59
Military status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
No military service	234/412	57	38/415	9	15/414	4	410/589	70	124/592	21	120/591	20	244/594	41	28/592	5	276/593	47
Current or former military service	1/1	100	0/1	0	0/1	0	9/16	56	2/17	12	1/17	6	4/17	24	0/17	0	8/16	50
Satisfaction ^e	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Fair or poor	43/86	50	7/88	8	2/87	2	60/109	55	18/110	16	11/108	10	35/110	32	6/110	5	51/109	47
Good or excellent	202/339	60	31/340	9	13/340	4	365/502	73	111/506	22	113/507	22	216/508	43	23/506	5	237/507	47
Overall	262/450	58	42/456	10	17/456	4	436/628	68	131/637	20	128/635	19	259/641	38	31/637	5	295/636	46

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?"