
NSSE 2025

High-Impact Practices

Northern Kentucky 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.

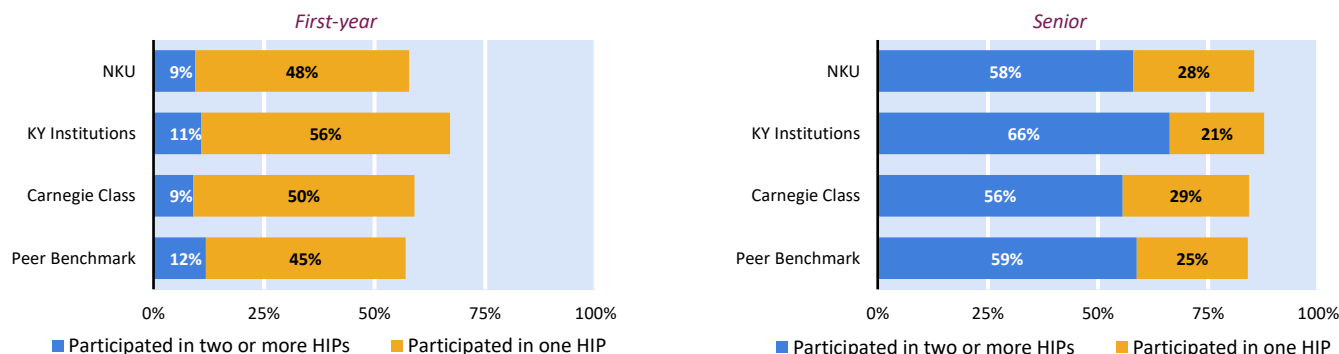
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

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:

	NKU	KY Institutions				Carnegie Class				Peer Benchmark			
	%	Difference ^a	ES ^b			Difference ^a	ES ^b			Difference ^a	ES ^b		
First-year													
Service-Learning	50	-13	***	-.27		-5	-.10			-2	-.04		
Learning Community	10	-2		-.08		-0	-.02			-3	-.11		
Research with Faculty	9	+3	*	.14		+4	**	.16		+2	.08		
Participated in at least one	58	-9	**	-.19		-1	-.03			+1	.02		
Participated in two or more	9	-1		-.04		+0	.02			-2	-.08		
Senior													
Service-Learning	65	+1		.03		-2	-.04			+6	*	.12	
Learning Community	21	-6	*	-.14		+1	.03			-0	-.01		
Research with Faculty	28	-1		-.02		+10	***	.23		+9	***	.22	
Internship or Field Exp.	45	-10	***	-.20		+1	.01			-4	-.08		
Study Abroad	13	-2		-.07		+3	.10			+5	**	.15	
Culminating Senior Exp.	43	-2		-.03		-0	.00			+0	.00		
Participated in at least one	86	-2		-.07		+1	.03			+1	.04		
Participated in two or more	58	-8	**	-.17		+2	.05			-1	-.02		

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).

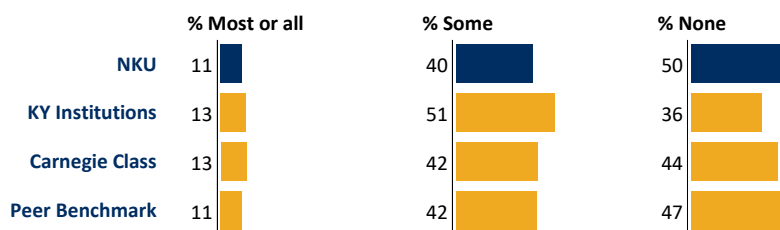
p* < .05, *p* < .01, ****p* < .001 (z-test comparing participation rates).

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

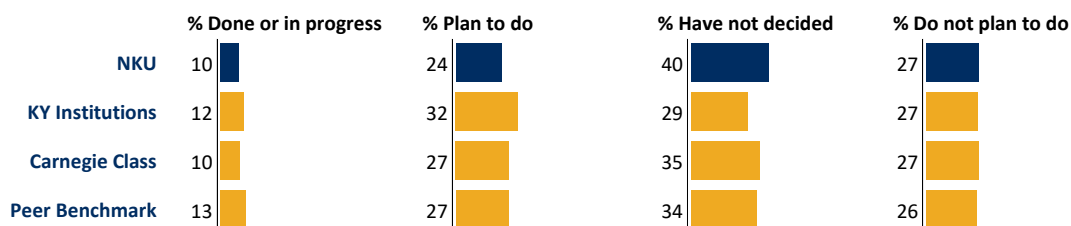
Service-Learning

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



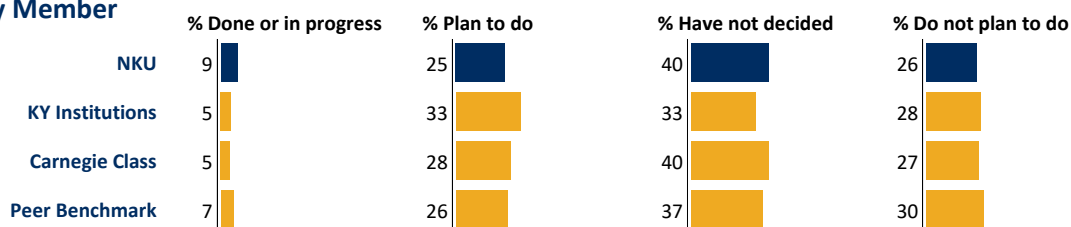
Learning Community

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.



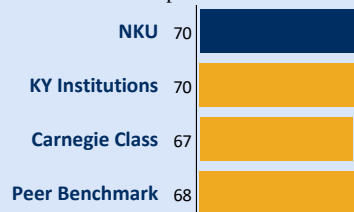
Plans to Participate^a

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"

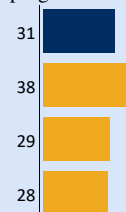
Internship or Field Experience

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



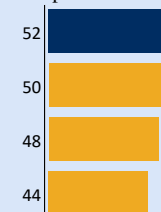
Study Abroad

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.).



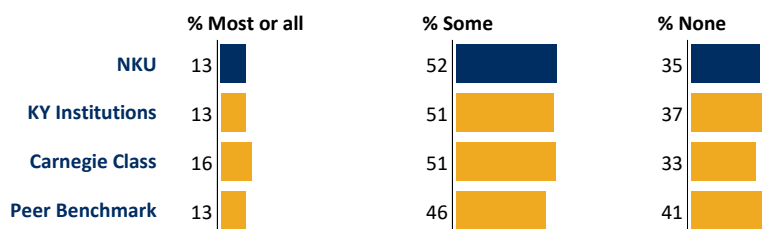
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

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

Seniors

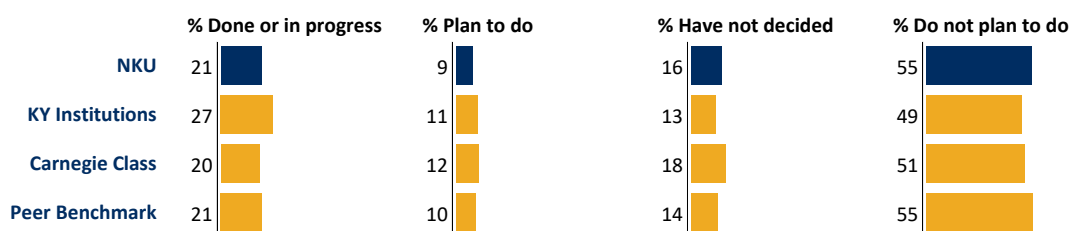
Service-Learning

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



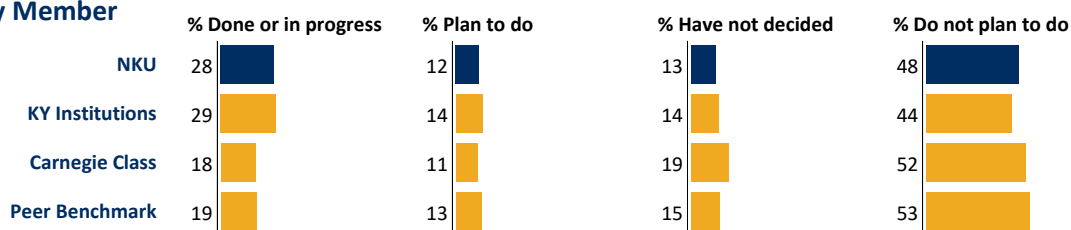
Learning Community

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



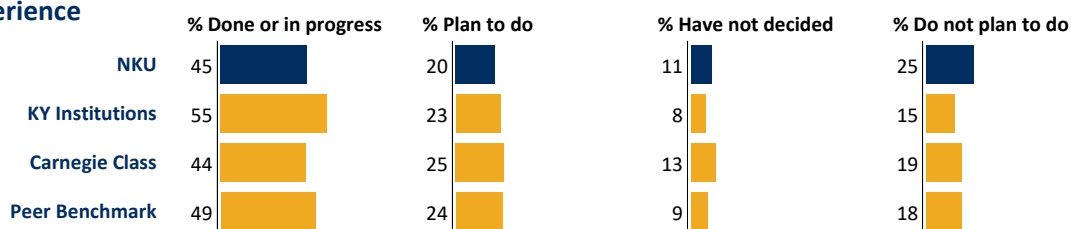
Research with a Faculty Member

Work with a faculty member on a research project.



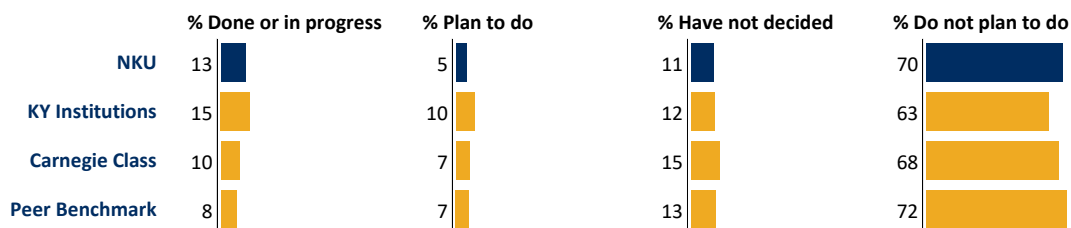
Internship or Field Experience

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



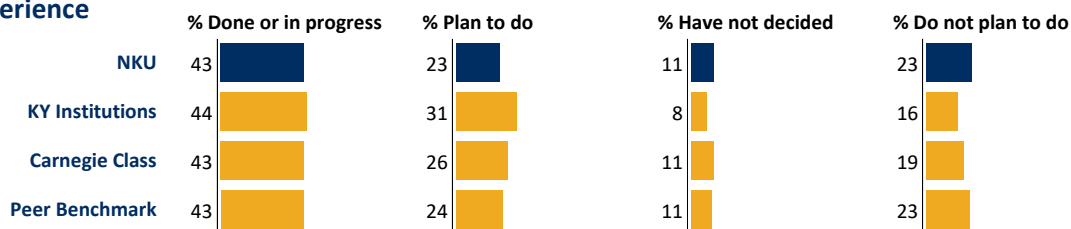
Study Abroad

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

Northern Kentucky 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	12/31	39	3/31	10	1/31	3	13/26	50	1/26	4	6/25	24	6/26	23	10/26	38	14/26	54
Bio. sci., agric., and natural res.	10/24	42	2/24	8	5/24	21	21/30	70	10/29	34	17/30	57	15/29	52	5/30	17	18/30	60
Physical sci., math, computer sci.	6/17	35	0/17	0	5/17	29	12/18	67	4/18	22	12/18	67	12/18	67	1/18	6	10/18	56
Social sciences	12/16	75	4/17	24	1/17	6	12/22	55	6/21	29	9/22	41	6/22	27	4/22	18	5/22	23
Business	25/39	64	3/39	8	1/39	3	41/63	65	12/63	19	9/63	14	22/63	35	9/63	14	24/63	38
Communications, media, public rel.	8/12	67	1/11	9	1/12	8	8/16	50	1/16	6	4/16	25	8/16	50	6/16	38	5/16	31
Education	8/18	44	3/18	17	1/18	6	18/20	90	11/21	52	2/21	10	17/21	81	2/21	10	13/21	62
Engineering	4/6	67	0/6	0	1/6	17	5/8	63	2/8	25	5/8	63	6/8	75	1/8	13	8/8	100
Health professions	18/37	49	5/37	14	1/37	3	58/69	84	18/68	26	16/68	24	34/68	50	2/69	3	27/69	39
Social service professions	11/19	58	0/19	0	2/19	11	5/12	42	1/12	8	3/12	25	7/12	58	1/12	8	2/12	17
Undecided/undeclared	2/3	67	0/3	0	0/3	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	111/220	50	19/219	9	17/220	8	122/187	65	44/186	24	65/187	35	99/188	53	33/188	18	89/188	47
Started elsewhere	13/25	52	4/26	15	2/26	8	88/133	66	28/131	21	26/132	20	51/131	39	12/133	9	52/133	39
Enrollment status ^b	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not full-time	0/249	0	0/250	0	0/251	0	30/49	61	5/50	10	8/51	16	12/50	24	2/51	4	12/51	24
Full-time	128/249	51	24/250	10	21/251	8	184/279	66	68/277	25	84/278	30	141/280	50	43/281	15	134/280	48
First-generation ^c	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	59/135	44	12/135	9	12/135	9	103/156	66	39/154	25	49/155	32	78/156	50	27/156	17	76/156	49
First-generation	62/100	62	10/100	10	8/101	8	106/163	65	33/162	20	42/163	26	72/163	44	18/164	11	64/164	39
I prefer not to respond	2/8	25	1/8	13	0/8	0	1/1	100	0/1	0	0/1	0	0/0		0/1	0	1/1	100
Race/ethnicity ^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	2/7	29	1/7	14	1/7	14	21/28	75	8/28	29	10/28	36	15/28	54	5/28	18	17/28	61
Black or African American	15/31	48	3/30	10	3/31	10	16/19	84	7/18	39	7/19	37	9/19	47	2/19	11	9/19	47
Hispanic, Latina/o, Latine, or Latinx	10/18	56	3/18	17	2/18	11	6/9	67	1/9	11	2/9	22	5/9	56	2/9	22	5/9	56
Indigenous, American Indian, etc.	2/5	40	1/5	20	0/5	0	2/2	100	0/2	0	0/2	0	1/2	50	0/2	0	1/2	50
Middle Eastern or North African	3/5	60	1/5	20	1/5	20	2/3	67	1/3	33	2/3	67	1/3	33	0/3	0	2/3	67
Native Hawaiian or Pacific Islander	1/1	100	0/1	0	0/1	0	0/0		0/0		0/0		0/0		0/0		0/0	
White	96/194	49	18/194	9	14/195	7	165/259	64	54/258	21	69/258	27	121/260	47	34/260	13	106/260	41
Another race or ethnicity	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
I prefer not to respond	3/5	60	0/5	0	2/5	40	8/11	73	2/11	18	3/11	27	5/10	50	2/11	18	6/11	55

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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	122/241	51	23/241	10	20/242	8	195/297	66	65/295	22	80/296	27	136/297	46	41/298	14	128/298	43
International student	1/2	50	0/2	0	0/2	0	15/22	68	7/22	32	11/22	50	14/22	64	3/22	14	12/22	55
Gender identity^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Woman	77/146	53	13/146	9	10/147	7	143/209	68	53/206	26	56/207	27	99/208	48	27/209	13	90/209	43
Man	35/73	48	8/73	11	6/73	8	56/88	64	18/88	20	27/89	30	41/89	46	10/89	11	38/89	43
Trans/Transgender	5/9	56	2/9	22	1/9	11	2/10	20	2/10	20	4/10	40	5/10	50	5/10	50	5/10	50
Agender or gender neutral	1/4	25	0/4	0	1/4	25	3/7	43	2/7	29	3/7	43	3/7	43	1/7	14	3/7	43
Demigender	0/0		0/0		0/0		0/1	0	1/1	100	1/1	100	1/1	100	0/1	0	1/1	100
Genderqueer, non-binary, etc.	8/18	44	2/18	11	2/18	11	5/13	38	3/13	23	5/13	38	7/13	54	3/13	23	6/13	46
Two-spirit	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Cis/Cisgender	11/17	65	0/17	0	2/17	12	13/19	68	7/19	37	5/19	26	10/19	53	3/19	16	7/19	37
Questioning or unsure	0/1	0	1/1	100	0/1	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	2/4	50	0/4	0	2/4	50	7/9	78	1/9	11	5/9	56	6/8	75	3/9	33	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	82/158	52	17/159	11	13/159	8	169/246	69	52/244	21	68/246	28	117/247	47	28/247	11	108/247	44
Bisexual	19/30	63	4/30	13	1/30	3	20/30	67	11/30	37	11/30	37	15/30	50	10/30	33	15/30	50
Lesbian	4/10	40	0/10	0	2/10	20	4/10	40	5/10	50	3/10	30	6/10	60	2/10	20	5/10	50
Gay	3/6	50	0/6	0	0/6	0	4/7	57	4/7	57	3/7	43	4/7	57	1/7	14	3/7	43
Queer	4/10	40	2/10	20	1/10	10	2/9	22	2/9	22	3/9	33	4/9	44	1/9	11	3/9	33
Pansexual or polysexual	6/11	55	1/11	9	1/11	9	5/12	42	2/12	17	6/11	55	5/12	42	2/12	17	6/12	50
Ace, gray, or asexual	6/14	43	1/13	8	1/14	7	3/7	43	2/7	29	4/7	57	3/7	43	3/7	43	4/7	57
Demisexual	4/5	80	0/5	0	0/5	0	2/5	40	1/5	20	2/5	40	2/5	40	2/5	40	2/5	40
Questioning or unsure	3/9	33	1/9	11	0/9	0	2/3	67	0/2	0	1/3	33	1/3	33	0/3	0	1/3	33
Another sexual orientation	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
I prefer not to respond	7/13	54	0/13	0	3/13	23	8/12	67	2/12	17	5/12	42	7/11	64	2/12	17	7/12	58
Age^b	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
FY 21+, Seniors 25+	7/17	41	2/17	12	2/17	12	68/105	65	14/106	13	17/107	16	26/106	25	4/107	4	35/106	33
FY < 21, Seniors < 25	121/235	51	22/236	9	19/237	8	146/223	65	59/221	27	75/222	34	127/224	57	41/225	18	111/225	49

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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	
Disability status ^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Sensory disability	0/0		0/0		0/0		1/3	33	0/3	0	1/3	33	3/3	100	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	14/35	40	3/34	9	2/35	6	18/28	64	5/28	18	9/28	32	14/28	50	7/28	25	10/28	36
Another disability or condition	3/5	60	0/5	0	1/5	20	3/3	100	0/3	0	1/3	33	3/3	100	1/3	33	2/3	67
Multiple types of disab. or cond.	16/29	55	6/29	21	2/29	7	21/37	57	10/37	27	13/36	36	15/37	41	6/37	16	15/37	41
No disability or condition	83/160	52	12/161	7	13/161	8	155/227	68	50/225	22	62/227	27	107/228	47	25/228	11	103/228	45
I prefer not to respond	6/13	46	2/13	15	2/13	15	9/16	56	3/16	19	2/16	13	5/15	33	2/16	13	3/16	19
Residence	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not on campus	68/149	46	9/149	6	12/149	8	187/285	66	58/285	20	76/284	27	136/285	48	35/286	12	122/286	43
On campus	54/93	58	14/93	15	8/94	9	20/30	67	12/29	41	14/30	47	13/30	43	8/30	27	15/30	50
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	112/225	50	22/226	10	17/226	8	200/308	65	69/306	23	89/307	29	146/308	47	43/309	14	135/309	44
Student-athlete	11/18	61	1/17	6	3/18	17	7/7	100	1/7	14	2/7	29	3/7	43	1/7	14	2/7	29
Greek membership	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not a member	110/222	50	20/222	9	19/223	9	184/281	65	55/279	20	72/280	26	127/281	45	33/282	12	118/282	42
Member	12/18	67	3/18	17	1/18	6	22/31	71	15/31	48	17/31	55	22/31	71	10/31	32	19/31	61
Military status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
No military service	122/242	50	23/242	10	20/243	8	203/307	66	68/305	22	89/306	29	146/307	48	43/308	14	135/308	44
Current or former military service	1/1	100	0/1	0	0/1	0	5/9	56	3/9	33	2/9	22	4/9	44	1/9	11	3/9	33
Satisfaction ^e	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Fair or poor	11/28	39	1/28	4	1/28	4	21/46	46	5/44	11	8/46	17	16/46	35	7/46	15	16/46	35
Good or excellent	115/218	53	22/218	10	19/219	9	187/272	69	64/271	24	81/271	30	131/271	48	37/273	14	122/273	45
Overall	128/252	50	24/253	10	21/254	9	214/328	65	73/327	21	92/329	28	153/330	45	45/332	13	146/331	43

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?"