
NSSE 2025

High-Impact Practices

University of Kentucky

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.

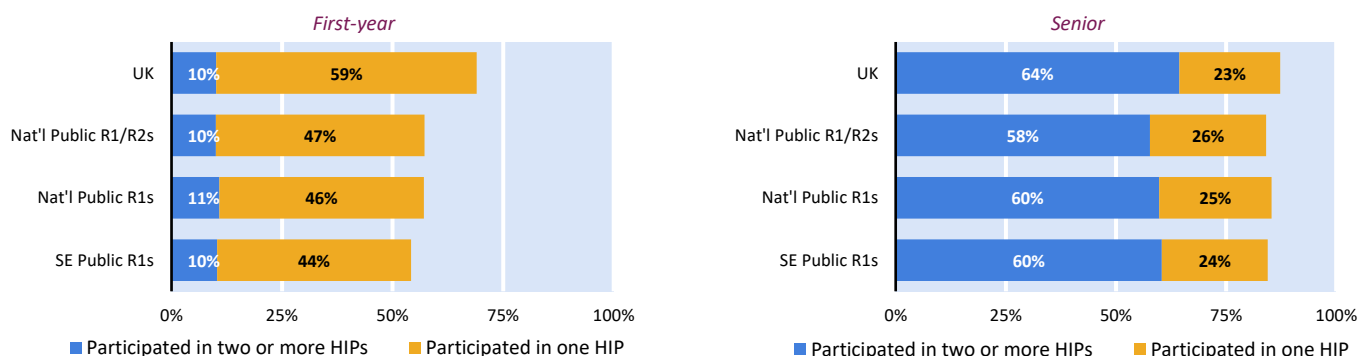
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

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:

	UK	Nat'l Public R1/R2s		Nat'l Public R1s		SE Public R1s	
	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b
First-year							
Service-Learning	66	+14	***	+15	***	+19	***
Learning Community	12	-0	-.01	-1	-.03	-2	-.05
Research with Faculty	5	-1	-.04	-1	-.05	-2	-.07
Participated in at least one	69	+12	***	+12	***	+15	***
Participated in two or more	10	+0	.00	-1	-.02	-0	.00
Senior							
Service-Learning	61	+4	**	+5	***	+5	***
Learning Community	29	+8	***	+7	***	+7	***
Research with Faculty	29	+7	***	+5	***	+4	**
Internship or Field Exp.	56	+6	***	+4	**	+3	*
Study Abroad	15	+4	***	+2	*	+0	.01
Culminating Senior Exp.	39	-4	**	-4	**	-6	***
Participated in at least one	87	+3	**	+2	*	+3	**
Participated in two or more	64	+7	***	+5	***	+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).

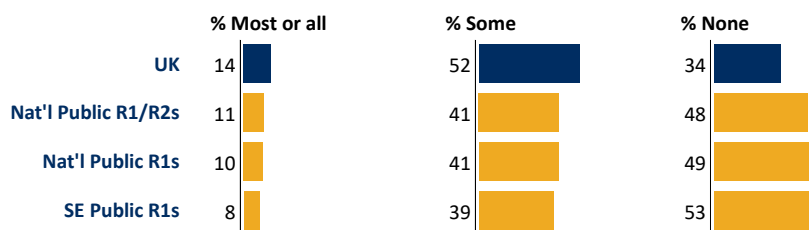
p* < .05, *p* < .01, ****p* < .001 (z-test comparing participation rates).

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

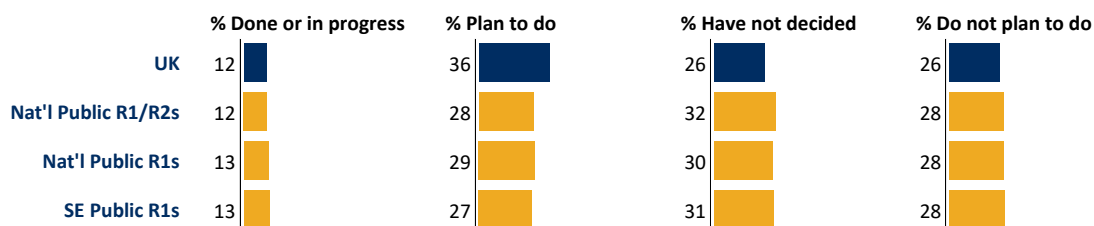
Service-Learning

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



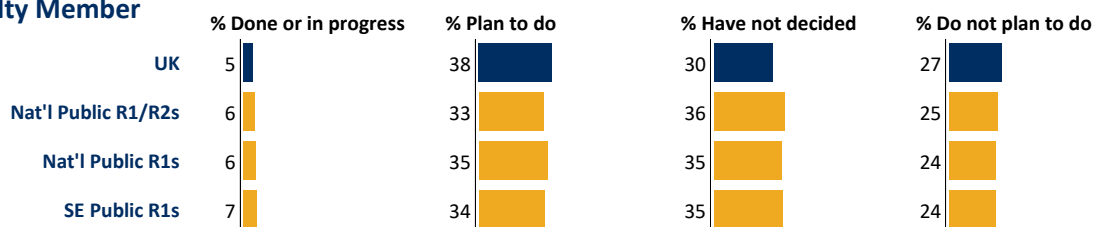
Learning Community

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.



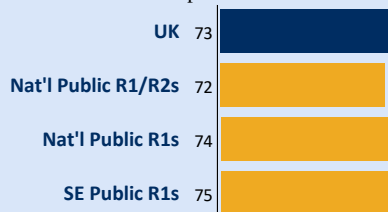
Plans to Participate^a

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"

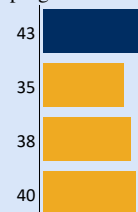
Internship or Field Experience

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



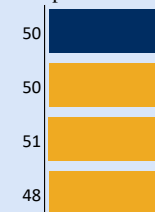
Study Abroad

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.).



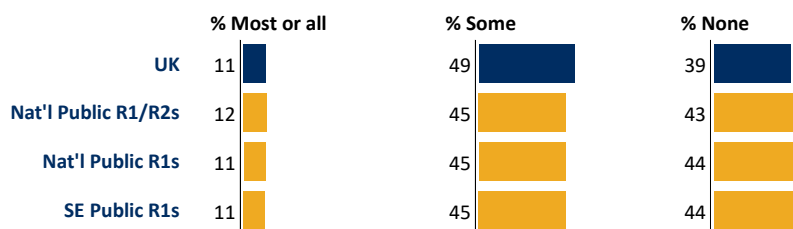
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

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

Seniors

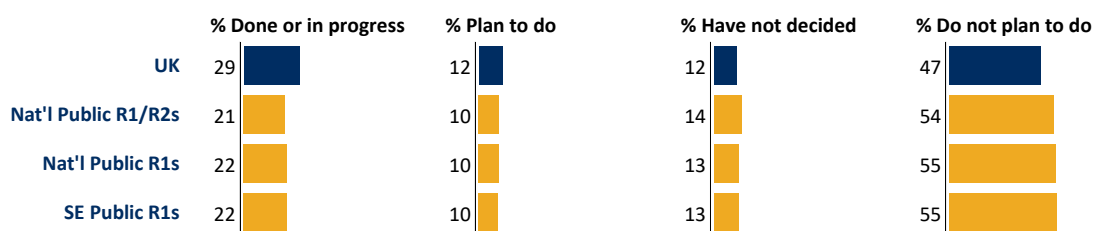
Service-Learning

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



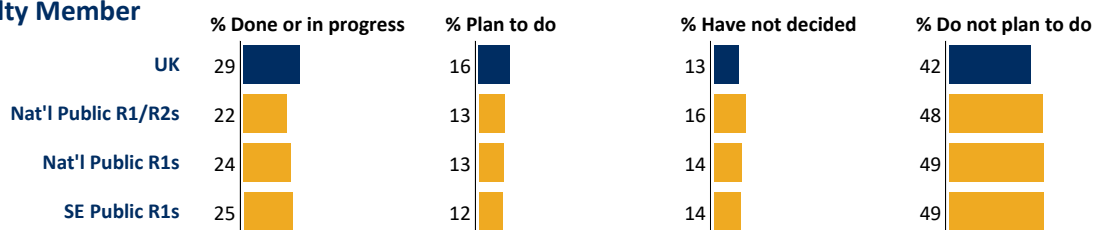
Learning Community

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



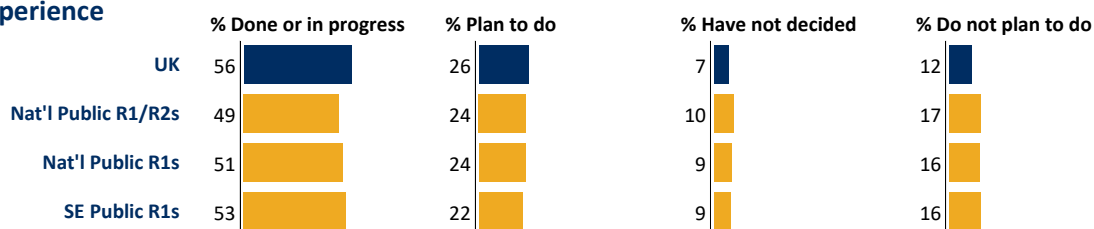
Research with a Faculty Member

Work with a faculty member on a research project.



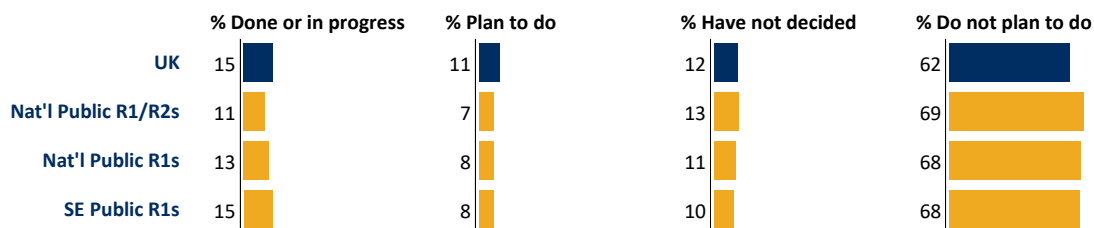
Internship or Field Experience

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



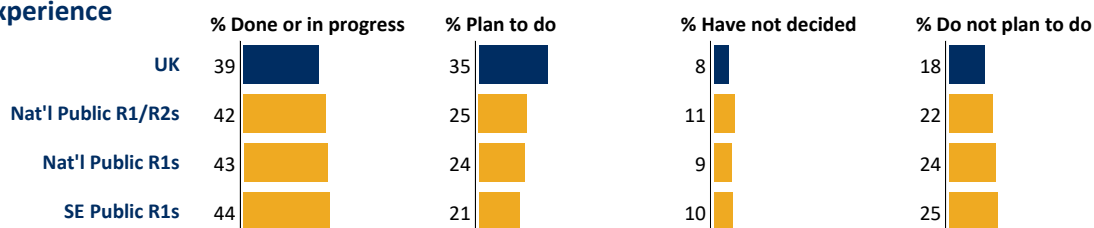
Study Abroad

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 University of Kentucky

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	58/102	57	18/102	18	5/102	5	64/92	70	29/92	32	30/93	32	37/93	40	21/93	23	40/92	43
Bio. sci., agric., and natural res.	117/175	67	25/176	14	22/176	13	98/173	57	59/174	34	101/173	58	97/174	56	33/172	19	73/174	42
Physical sci., math, computer sci.	28/54	52	9/54	17	4/54	7	29/66	44	19/66	29	21/66	32	33/67	49	12/67	18	25/67	37
Social sciences	85/143	59	13/143	9	8/143	6	61/116	53	30/115	26	46/116	40	56/116	48	25/116	22	62/116	53
Business	265/394	67	35/401	9	12/397	3	105/181	58	43/183	23	22/185	12	101/184	55	32/185	17	59/185	32
Communications, media, public rel.	58/89	65	7/90	8	3/91	3	46/77	60	12/77	16	4/77	5	40/75	53	12/77	16	26/75	35
Education	46/69	67	4/69	6	0/69	0	39/47	83	17/47	36	8/47	17	38/47	81	2/47	4	15/47	32
Engineering	105/180	58	37/181	20	12/182	7	103/209	49	68/210	32	69/209	33	145/210	69	23/209	11	97/210	46
Health professions	301/432	70	49/437	11	15/435	3	214/293	73	96/293	33	85/293	29	166/293	57	43/293	15	99/293	34
Social service professions	52/75	69	4/77	5	1/77	1	34/44	77	9/45	20	3/45	7	27/45	60	4/45	9	14/45	31
Undecided/undeclared	13/17	76	0/18	0	0/18	0	1/2	50	1/2	50	0/2	0	1/2	50	0/2	0	0/2	0
Transfer status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Started here	1078/1631	66	191/1649	12	79/1644	5	589/953	62	318/957	33	324/956	34	605/959	63	174/959	18	413/959	43
Started elsewhere	67/120	56	14/121	12	7/120	6	214/375	57	68/375	18	65/377	17	142/375	38	32/375	9	107/375	29
Enrollment status ^b	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not full-time	12/18	67	1/18	6	1/18	6	79/146	54	19/144	13	25/147	17	44/148	30	11/147	7	42/147	29
Full-time	1202/1832	66	221/1867	12	92/1860	5	763/1240	62	388/1248	31	381/1248	31	733/1250	59	205/1249	16	501/1249	40
First-generation ^c	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	740/1154	64	153/1161	13	57/1157	5	555/918	60	295/918	32	303/918	33	563/919	61	169/920	18	384/920	42
First-generation	372/540	69	45/550	8	24/549	4	239/391	61	87/395	22	83/395	21	179/395	45	36/394	9	129/394	33
I prefer not to respond	36/60	60	6/61	10	5/61	8	11/22	50	5/22	23	4/23	17	7/23	30	1/23	4	8/23	35
Race/ethnicity ^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	72/120	60	18/121	15	13/121	11	63/106	59	33/108	31	47/108	44	62/108	57	17/108	16	39/107	36
Black or African American	103/151	68	12/155	8	9/154	6	72/103	70	36/105	34	37/105	35	51/104	49	19/105	18	47/104	45
Hispanic, Latina/o, Latine, or Latinx	107/161	66	12/161	7	6/161	4	56/88	64	29/86	34	29/88	33	49/88	56	14/87	16	33/88	38
Indigenous, American Indian, etc.	14/23	61	3/23	13	1/23	4	9/11	82	2/11	18	4/11	36	5/11	45	2/11	18	7/11	64
Middle Eastern or North African	13/21	62	5/21	24	3/21	14	11/13	85	4/13	31	6/13	46	7/13	54	3/13	23	7/13	54
Native Hawaiian or Pacific Islander	10/12	83	0/12	0	0/12	0	2/3	67	1/3	33	2/3	67	1/3	33	0/3	0	0/3	0
White	922/1422	65	164/1435	11	62/1430	4	630/1061	59	308/1064	29	290/1063	27	613/1065	58	159/1064	15	412/1065	39
Another race or ethnicity	5/6	83	0/6	0	0/6	0	6/7	86	1/7	14	2/7	29	3/7	43	2/7	29	4/7	57
I prefer not to respond	25/37	68	4/37	11	2/37	5	23/42	55	8/42	19	10/42	24	17/41	41	5/42	12	16/42	38

Participation in High-Impact Practices by Student Social Identities and Experiences

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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	1126/1720	65	201/1736	12	85/1731	5	774/1292	60	378/1297	29	374/1296	29	732/1297	56	197/1297	15	506/1298	39
International student	17/28	61	4/30	13	1/30	3	28/37	76	8/36	22	14/38	37	17/38	45	8/38	21	14/37	38
Gender identity ^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Woman	707/1095	65	117/1100	11	42/1101	4	506/827	61	271/830	33	250/829	30	482/829	58	148/829	18	332/827	40
Man	408/605	67	73/617	12	36/611	6	267/453	59	111/453	25	124/455	27	247/457	54	54/456	12	169/458	37
Trans/Transgender	7/16	44	4/16	25	2/16	13	3/11	27	0/11	0	5/11	45	5/11	45	0/11	0	2/11	18
Agender or gender neutral	6/7	86	2/7	29	1/7	14	2/4	50	0/4	0	1/4	25	1/4	25	0/4	0	1/4	25
Demigender	2/3	67	1/3	33	0/3	0	2/2	100	0/2	0	0/2	0	0/2	0	0/2	0	0/2	0
Genderqueer, non-binary, etc.	8/13	62	3/13	23	2/13	15	12/22	55	2/23	9	6/23	26	11/23	48	4/23	17	8/23	35
Two-spirit	0/0		0/0		0/0		2/2	100	0/2	0	0/2	0	1/2	50	0/2	0	0/2	0
Cis/Cisgender	44/84	52	18/84	21	7/84	8	43/86	50	30/85	35	33/85	39	45/86	52	18/86	21	43/86	50
Questioning or unsure	5/7	71	0/7	0	1/6	17	2/6	33	1/6	17	2/6	33	4/6	67	0/6	0	1/6	17
Another gender identity	0/0		0/0		0/0		2/5	40	1/5	20	1/5	20	2/5	40	0/5	0	1/5	20
I prefer not to respond	20/33	61	8/34	24	4/34	12	14/26	54	5/26	19	10/26	38	10/25	40	2/26	8	12/26	46
Sexual orientation ^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Straight or heterosexual	989/1483	67	165/1501	11	61/1496	4	666/1088	61	316/1093	29	302/1093	28	629/1095	57	161/1094	15	427/1095	39
Bisexual	68/117	58	16/117	14	9/117	8	57/97	59	33/97	34	32/97	33	58/97	60	19/97	20	36/96	38
Lesbian	20/28	71	4/28	14	3/28	11	14/20	70	5/20	25	7/20	35	9/20	45	2/20	10	7/20	35
Gay	13/24	54	2/24	8	3/24	13	12/22	55	6/22	27	8/22	36	13/22	59	4/22	18	9/22	41
Queer	11/25	44	7/25	28	3/25	12	18/27	67	4/27	15	13/27	48	18/27	67	8/27	30	10/27	37
Pansexual or polysexual	8/16	50	0/16	0	1/16	6	19/29	66	9/28	32	6/29	21	15/29	52	3/29	10	15/29	52
Ace, gray, or asexual	6/18	33	4/18	22	3/18	17	11/17	65	4/17	24	8/17	47	6/17	35	3/17	18	8/17	47
Demisexual	4/6	67	1/6	17	2/6	33	5/10	50	2/10	20	3/10	30	2/10	20	1/10	10	2/10	20
Questioning or unsure	12/19	63	1/19	5	0/19	0	6/13	46	4/13	31	4/13	31	9/13	69	3/13	23	5/13	38
Another sexual orientation	2/3	67	2/4	50	1/4	25	2/3	67	2/3	67	2/3	67	1/3	33	0/3	0	0/3	0
I prefer not to respond	39/65	60	8/65	12	5/65	8	27/62	44	15/62	24	21/62	34	26/61	43	11/62	18	24/62	39
Age ^b	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
FY 21+, Seniors 25+	8/16	50	0/16	0	1/16	6	116/210	55	22/209	11	35/211	17	65/210	31	11/211	5	51/210	24
FY < 21, Seniors < 25	1206/1834	66	222/1869	12	92/1862	5	726/1176	62	385/1183	33	371/1184	31	712/1188	60	205/1185	17	492/1186	41

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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	2/4	50	0/4	0	0/4	0	1/5	20	0/5	0	0/5	0	2/5	40	0/5	0	4/5	80
Physical disability	0/0		0/0		0/0		2/7	29	3/7	43	1/7	14	4/7	57	1/7	14	3/7	43
Mental health or develop. disability	99/169	59	20/169	12	11/168	7	79/142	56	38/143	27	53/142	37	77/143	54	22/143	15	65/142	46
Another disability or condition	22/32	69	4/33	12	2/31	6	16/24	67	9/24	38	11/24	46	15/24	63	5/23	22	5/24	21
Multiple types of disab. or cond.	62/94	66	14/94	15	6/94	6	54/101	53	30/101	30	27/101	27	50/100	50	11/101	11	38/101	38
No disability or condition	906/1374	66	156/1389	11	59/1387	4	608/982	62	293/985	30	274/985	28	573/986	58	154/986	16	383/987	39
I prefer not to respond	46/69	67	11/70	16	7/70	10	34/58	59	11/57	19	18/59	31	24/59	41	8/59	14	17/58	29
Residence	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not on campus	256/405	63	17/411	4	18/409	4	700/1161	60	317/1164	27	324/1165	28	651/1165	56	168/1165	14	458/1165	39
On campus	880/1336	66	187/1346	14	67/1343	5	101/166	61	70/167	42	63/167	38	99/168	59	37/168	22	62/168	37
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	1092/1677	65	196/1691	12	80/1688	5	783/1298	60	375/1303	29	379/1303	29	734/1304	56	201/1304	15	505/1304	39
Student-athlete	45/64	70	8/65	12	6/63	10	20/30	67	11/29	38	9/30	30	16/30	53	3/30	10	14/30	47
Greek membership	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not a member	781/1241	63	150/1254	12	65/1251	5	611/1040	59	278/1044	27	307/1045	29	567/1046	54	149/1045	14	398/1046	38
Member	344/484	71	51/485	11	19/484	4	172/260	66	101/260	39	71/261	27	173/260	67	47/261	18	108/260	42
Military status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
No military service	1113/1709	65	199/1724	12	84/1719	5	777/1278	61	378/1281	30	378/1282	29	731/1283	57	203/1283	16	506/1283	39
Current or former military service	18/23	78	6/24	25	1/24	4	24/47	51	8/47	17	10/47	21	18/47	38	2/47	4	12/47	26
Satisfaction ^e	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Fair or poor	140/233	60	12/240	5	5/238	2	87/169	51	40/171	23	40/171	23	81/169	48	17/171	10	53/170	31
Good or excellent	1029/1555	66	196/1567	13	81/1564	5	727/1174	62	352/1176	30	355/1177	30	673/1180	57	193/1178	16	472/1179	40
Overall	1214/1850	66	222/1885	12	93/1878	5	842/1386	61	407/1392	29	406/1395	29	777/1398	56	216/1396	15	543/1396	39

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?"