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# **NSSE 2025**

## **High-Impact Practices**

Western Michigan University

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### 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.

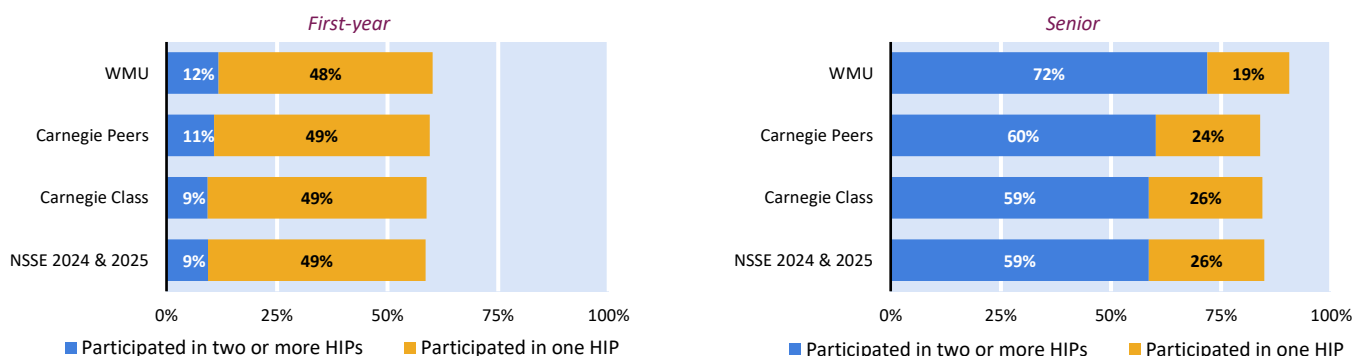
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

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:

	WMU	Carnegie Peers		Carnegie Class		NSSE 2024 & 2025	
	%	Difference <sup>a</sup>	ES <sup>b</sup>	Difference <sup>a</sup>	ES <sup>b</sup>	Difference <sup>a</sup>	ES <sup>b</sup>
<b>First-year</b>							
Service-Learning	50	-6	-.11	-4	-.07	-4	-.08
Learning Community	19	+8	***.24	+9	***.24	+9	***.25
Research with Faculty	6	+0	.02	+1	.05	+1	.04
Participated in at least one	60	+1	.01	+1	.03	+2	.03
Participated in two or more	12	+1	.03	+2	.08	+2	.08
<b>Senior</b>							
Service-Learning	64	+4	.09	+4	.09	+3	.06
Learning Community	25	+2	.04	+3	.08	+3	.08
Research with Faculty	30	+8	**.18	+7	**.17	+8	**.18
Internship or Field Exp.	61	+13	***.25	+12	***.24	+13	***.26
Study Abroad	18	+10	***.30	+7	***.21	+7	***.19
Culminating Senior Exp.	50	+1	.02	+7	*.13	+5	.10
Participated in at least one	90	+7	**.20	+6	**.19	+6	**.17
Participated in two or more	72	+12	***.25	+13	***.28	+13	***.28

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).

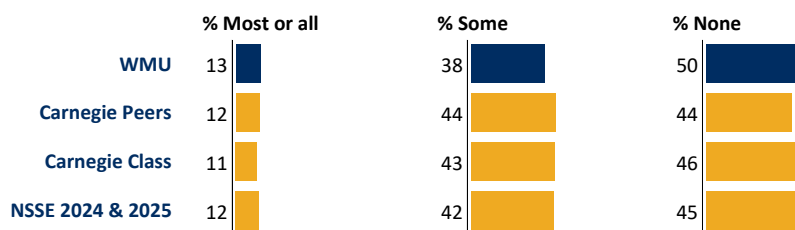
\**p* < .05, \*\**p* < .01, \*\*\**p* < .001 (z-test comparing participation rates).

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

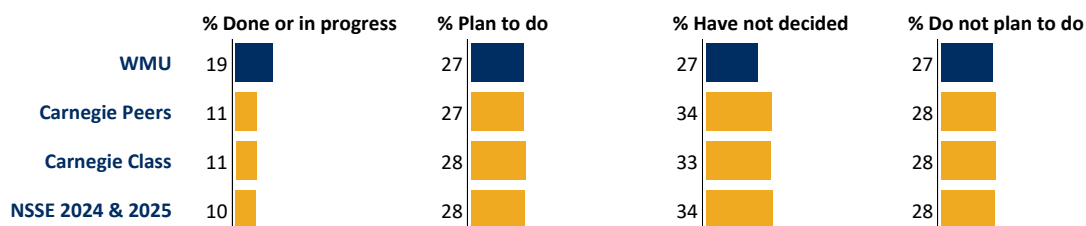
### Service-Learning

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



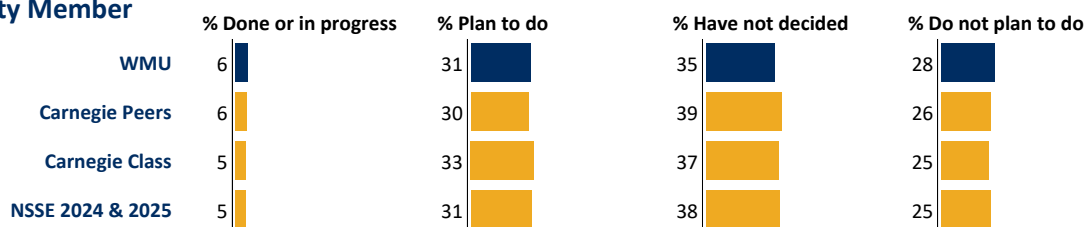
### Learning Community

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.



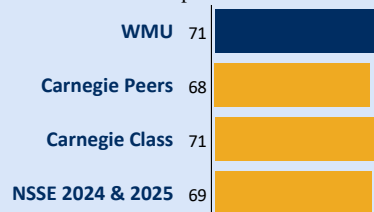
## Plans to Participate<sup>a</sup>

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"

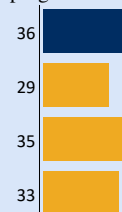
#### Internship or Field Experience

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



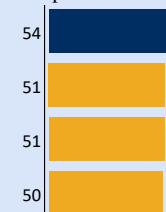
#### Study Abroad

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.).



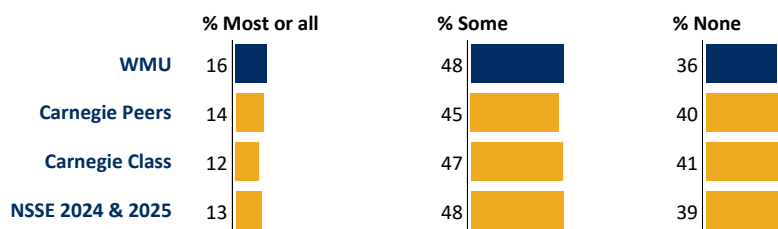
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

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

## Seniors

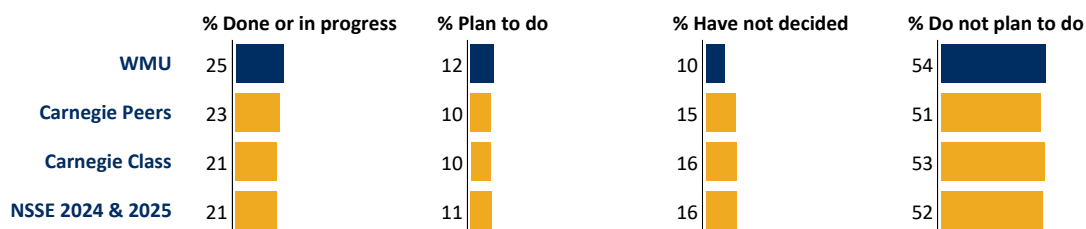
### Service-Learning

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



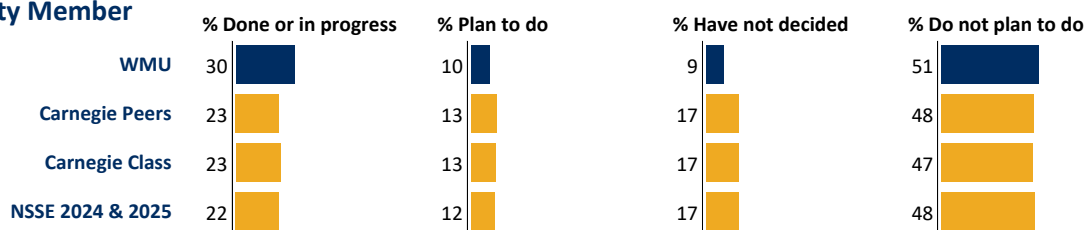
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Participate in a learning community or some other formal program where groups of students take two or more classes together.



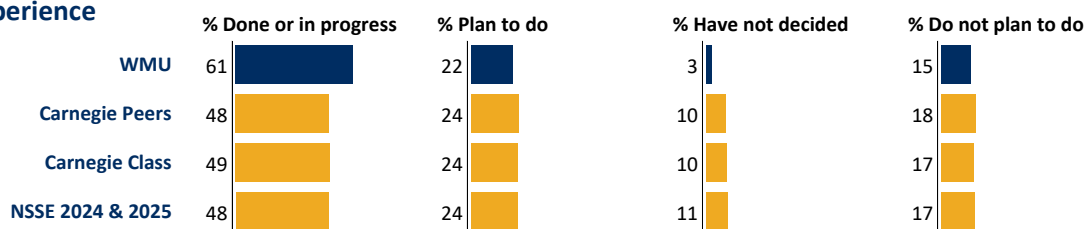
### Research with a Faculty Member

Work with a faculty member on a research project.



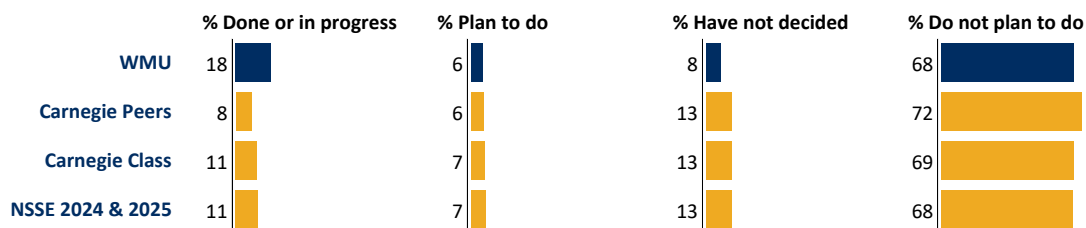
### Internship or Field Experience

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



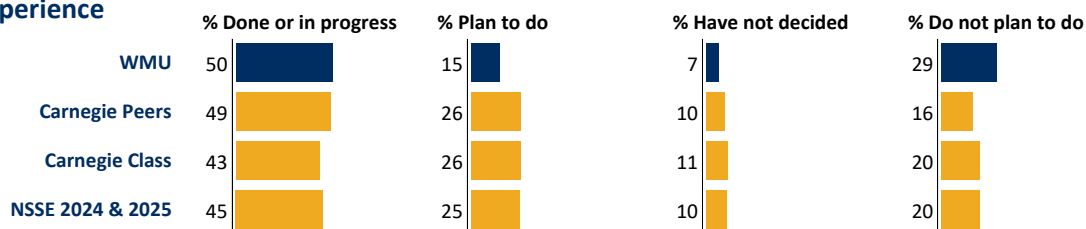
### Study Abroad

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

### Western Michigan 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 <sup>a</sup>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Arts & humanities	16/39	41	11/39	28	5/39	13	21/33	64	5/33	15	14/33	42	17/33	52	7/33	21	20/33	61
Bio. sci., agric., and natural res.	9/23	39	3/23	13	1/23	4	9/18	50	3/18	17	8/18	44	11/18	61	6/18	33	12/18	67
Physical sci., math, computer sci.	4/8	50	4/8	50	0/9	0	2/12	17	2/12	17	7/12	58	4/12	33	3/12	25	6/12	50
Social sciences	13/21	62	3/21	14	3/21	14	17/24	71	9/24	38	10/24	42	14/24	58	6/24	25	13/24	54
Business	22/41	54	3/41	7	3/41	7	21/29	72	8/29	28	7/29	24	23/29	79	13/29	45	11/29	38
Communications, media, public rel.	1/3	33	0/3	0	0/3	0	7/7	100	1/7	14	1/7	14	4/7	57	0/7	0	3/7	43
Education	19/29	66	8/29	28	3/29	10	22/31	71	11/31	35	3/31	10	26/31	84	5/31	16	13/31	42
Engineering	9/28	32	10/28	36	1/28	4	18/35	51	6/35	17	16/35	46	23/35	66	3/34	9	27/35	77
Health professions	29/41	71	2/41	5	3/40	8	20/21	95	11/21	52	8/21	38	17/21	81	4/20	20	11/21	52
Social service professions	14/18	78	2/18	11	0/18	0	15/18	83	9/18	50	3/18	17	15/18	83	1/18	6	5/18	28
Undecided/undeclared	2/4	50	0/4	0	0/4	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	133/263	51	52/263	20	20/262	8	89/138	64	39/137	28	48/138	35	96/139	69	32/137	23	83/138	60
Started elsewhere	21/38	55	5/38	13	2/39	5	74/116	64	29/115	25	31/116	27	68/116	59	17/115	15	47/116	41
Enrollment status <sup>b</sup>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not full-time	1/1	100	0/1	0	0/1	0	25/36	69	6/37	16	10/37	27	18/37	49	3/36	8	16/36	44
Full-time	162/313	52	58/315	18	23/315	7	146/228	64	64/226	28	72/228	32	151/229	66	49/227	22	119/229	52
First-generation <sup>c</sup>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	95/205	46	39/205	19	12/205	6	105/169	62	45/168	27	53/169	31	114/170	67	34/167	20	92/169	54
First-generation	57/93	61	17/93	18	10/93	11	58/85	68	24/85	28	26/85	31	51/85	60	16/85	19	39/85	46
I prefer not to respond	3/4	75	1/4	25	1/4	25	2/2	100	0/1	0	0/2	0	0/2	0	0/2	0	0/2	0
Race/ethnicity <sup>d</sup>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	10/16	63	2/16	13	2/15	13	17/22	77	7/22	32	6/22	27	7/22	32	8/22	36	8/22	36
Black or African American	11/26	42	7/26	27	2/26	8	15/19	79	8/18	44	3/19	16	14/19	74	5/19	26	9/19	47
Hispanic, Latina/o, Latine, or Latinx	12/27	44	7/27	26	1/28	4	15/22	68	5/22	23	10/22	45	16/22	73	3/22	14	12/22	55
Indigenous, American Indian, etc.	1/3	33	0/3	0	0/3	0	5/7	71	2/7	29	3/7	43	4/7	57	1/7	14	4/7	57
Middle Eastern or North African	2/3	67	1/3	33	0/3	0	4/4	100	1/4	25	1/4	25	3/4	75	1/4	25	2/4	50
Native Hawaiian or Pacific Islander	0/0		0/0		0/0		2/3	67	1/3	33	0/3	0	0/3	0	1/3	33	1/3	33
White	124/246	50	46/246	19	19/246	8	123/200	62	51/198	26	61/200	31	133/201	66	36/198	18	104/200	52
Another race or ethnicity	3/7	43	2/7	29	1/7	14	1/2	50	0/2	0	1/2	50	0/2	0	1/2	50	1/2	50
I prefer not to respond	1/3	33	1/3	33	1/3	33	4/7	57	0/7	0	1/7	14	2/7	29	0/7	0	3/7	43

## 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	
International status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not an international student	150/292	51	56/292	19	21/293	7	150/238	63	64/236	27	71/238	30	159/239	67	45/236	19	122/238	51
International student	3/7	43	1/7	14	1/6	17	15/18	83	5/18	28	8/18	44	6/18	33	5/18	28	9/18	50
Gender identity <sup>d</sup>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Woman	109/205	53	34/205	17	19/204	9	103/155	66	49/154	32	49/155	32	109/156	70	36/154	23	83/155	54
Man	35/76	46	18/76	24	4/75	5	49/83	59	17/82	21	25/83	30	47/83	57	13/82	16	40/83	48
Trans/Transgender	2/8	25	2/8	25	1/7	14	2/5	40	1/5	20	1/5	20	3/5	60	0/5	0	2/5	40
Agender or gender neutral	4/6	67	1/6	17	0/5	0	2/2	100	0/2	0	2/2	100	2/2	100	1/2	50	1/2	50
Demigender	0/2	0	0/2	0	0/1	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0
Genderqueer, non-binary, etc.	6/10	60	3/10	30	0/10	0	6/11	55	3/11	27	6/11	55	7/11	64	0/11	0	7/11	64
Two-spirit	0/10	0	0/10	0	0/0	0	1/1	100	0/11	0	0/11	0	0/11	0	0/0	0	0/11	0
Cis/Cisgender	13/28	46	7/28	25	2/27	7	13/19	68	6/19	32	7/19	37	10/19	53	5/19	26	10/19	53
Questioning or unsure	0/2	0	1/2	50	0/1	0	1/2	50	0/2	0	1/2	50	2/2	100	1/2	50	1/2	50
Another gender identity	1/2	50	1/2	50	0/1	0	1/1	100	0/1	0	0/1	0	1/1	100	0/1	0	0/1	0
I prefer not to respond	1/6	17	1/6	17	0/6	0	4/5	80	0/5	0	0/5	0	1/5	20	0/5	0	2/5	40
Sexual orientation <sup>d</sup>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Straight or heterosexual	109/208	52	38/208	18	17/208	8	121/190	64	53/188	28	55/190	29	120/191	63	39/188	21	94/190	49
Bisexual	26/48	54	7/48	15	4/47	9	16/28	57	7/28	25	10/28	36	20/28	71	6/28	21	13/28	46
Lesbian	4/7	57	2/7	29	0/6	0	3/4	75	0/4	0	2/4	50	3/4	75	0/4	0	3/4	75
Gay	3/4	75	0/4	0	0/3	0	3/3	100	2/3	67	1/3	33	2/3	67	1/3	33	2/3	67
Queer	4/14	29	3/14	21	1/13	8	5/9	56	3/9	33	4/9	44	7/9	78	1/9	11	6/9	67
Pansexual or polysexual	5/12	42	2/12	17	0/11	0	5/9	56	1/9	11	3/9	33	5/9	56	1/9	11	4/9	44
Ace, gray, or asexual	2/11	18	3/11	27	0/10	0	6/8	75	2/8	25	3/8	38	7/8	88	2/8	25	4/8	50
Demisexual	3/5	60	0/5	0	0/4	0	5/6	83	1/6	17	2/6	33	3/6	50	0/6	0	3/6	50
Questioning or unsure	4/10	40	1/10	10	1/9	11	4/4	100	0/4	0	1/4	25	2/4	50	0/4	0	2/4	50
Another sexual orientation	2/3	67	1/3	33	0/2	0	3/4	75	1/4	25	2/4	50	4/4	100	1/4	25	3/4	75
I prefer not to respond	6/12	50	3/12	25	0/12	0	10/13	77	3/13	23	3/13	23	6/13	46	1/13	8	5/13	38
Age <sup>b</sup>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
FY 21+, Seniors 25+	5/7	71	2/7	29	2/7	29	36/53	68	13/52	25	13/53	25	24/53	45	4/53	8	20/53	38
FY < 21, Seniors < 25	158/307	51	56/309	18	21/309	7	135/211	64	57/211	27	69/212	33	145/213	68	48/210	23	115/212	54

# NSSE 2025 High-Impact Practices

## Disaggregated Results

### Western Michigan University

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Disability status <sup>d</sup>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Sensory disability	2/3	67	0/3	0	0/3	0	1/1	100	1/1	100	1/1	100	1/1	100	0/1	0	1/1	100
Physical disability	0/13	0	0/0		0/0		2/2	100	1/2	50	1/2	50	1/2	50	2/2	100	1/2	50
Mental health or develop. disability	19/39	49	7/39	18	2/39	5	20/29	69	7/29	24	14/29	48	23/29	79	4/29	14	14/29	48
Another disability or condition	4/6	67	1/6	17	0/6	0	2/2	100	1/2	50	2/2	100	2/2	100	0/1	0	2/2	100
Multiple types of disab. or cond.	15/26	58	4/26	15	2/26	8	11/16	69	3/15	20	5/16	31	11/16	69	3/16	19	8/16	50
No disability or condition	104/208	50	42/208	20	17/208	8	117/191	61	54/190	28	52/191	27	119/192	62	39/190	21	98/191	51
I prefer not to respond	8/13	62	0/13	0	0/13	0	12/15	80	2/15	13	4/15	27	8/15	53	2/15	13	7/15	47
Residence	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not on campus	42/62	68	7/62	11	4/63	6	133/211	63	54/209	26	62/211	29	135/212	64	38/209	18	110/211	52
On campus	111/236	47	50/236	21	19/235	8	32/45	71	15/45	33	17/45	38	30/45	67	12/45	27	21/45	47
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	146/290	50	55/290	19	21/290	7	162/251	65	66/249	27	76/251	30	161/252	64	48/249	19	127/251	51
Student-athlete	7/7	100	2/7	29	2/7	29	2/4	50	2/4	50	2/4	50	3/4	75	2/4	50	3/4	75
Greek membership	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not a member	131/268	49	51/268	19	18/268	7	148/228	65	58/227	26	69/228	30	147/229	64	42/226	19	112/228	49
Member	21/29	72	6/29	21	5/29	17	15/26	58	11/25	44	9/26	35	18/26	69	8/26	31	18/26	69
Military status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
No military service	150/294	51	56/294	19	22/295	7	160/249	64	69/247	28	78/249	31	163/250	65	50/247	20	128/249	51
Current or former military service	0/0		0/0		0/0		4/6	67	0/6	0	0/6	0	2/6	33	0/6	0	2/6	33
Satisfaction <sup>e</sup>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Fair or poor	26/47	55	8/47	17	3/48	6	20/36	56	7/36	19	9/36	25	20/36	56	7/36	19	17/36	47
Good or excellent	130/256	51	49/256	19	20/255	8	148/225	66	63/223	28	72/225	32	146/225	65	44/223	20	116/225	52
Overall	163/314	50	58/316	19	23/316	6	171/264	64	70/263	25	82/265	30	169/266	61	52/263	18	135/265	50

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?"