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**NSSE 2025**  
**High-Impact Practices**  
University of Nebraska at Kearney

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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.

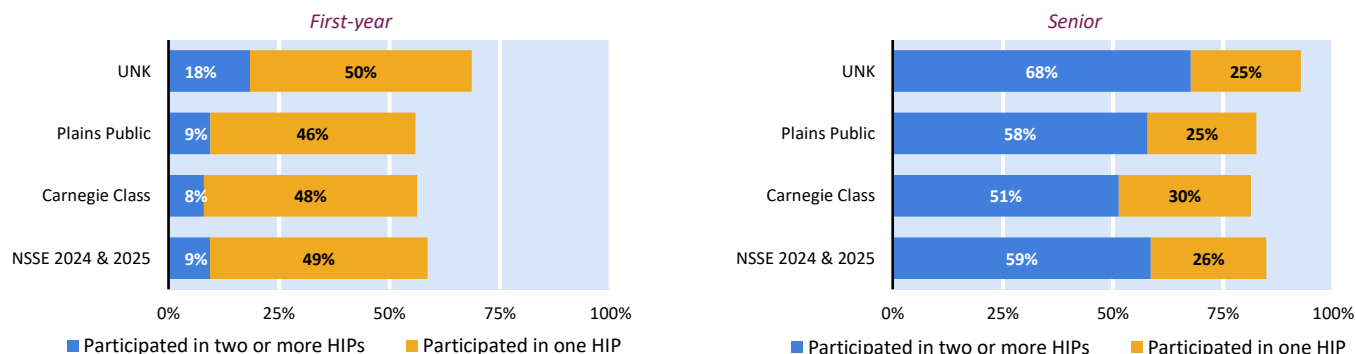
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

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:

	UNK	Plains Public		Carnegie Class		NSSE 2024 & 2025	
First-year	%	Difference <sup>a</sup>	ES <sup>b</sup>	Difference <sup>a</sup>	ES <sup>b</sup>	Difference <sup>a</sup>	ES <sup>b</sup>
Service-Learning	60	+8	*	+6	*	+5	.11
Learning Community	23	+12	***	+15	***	+12	.33
Research with Faculty	6	+2		+1		+1	.04
Participated in at least one	69	+13	**	+12	**	+10	.21
Participated in two or more	18	+9	***	+10	***	+9	.26
Senior							
Service-Learning	68	+6		+9	*	+7	.15
Learning Community	38	+15	***	+19	***	+16	.36
Research with Faculty	26	+6		+9	*	+3	.08
Internship or Field Exp.	57	+9		+17	***	+9	.18
Study Abroad	15	+6	*	+7	**	+3	.10
Culminating Senior Exp.	39	+0		-3		-6	-.12
Participated in at least one	93	+10	**	+11	**	+8	.25
Participated in two or more	68	+10	*	+16	***	+9	.19

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).

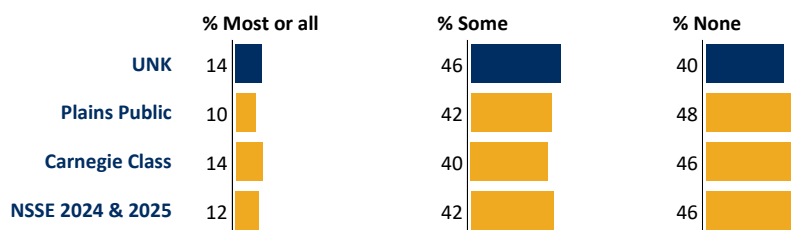
\**p* < .05, \*\**p* < .01, \*\*\**p* < .001 (z-test comparing participation rates).

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

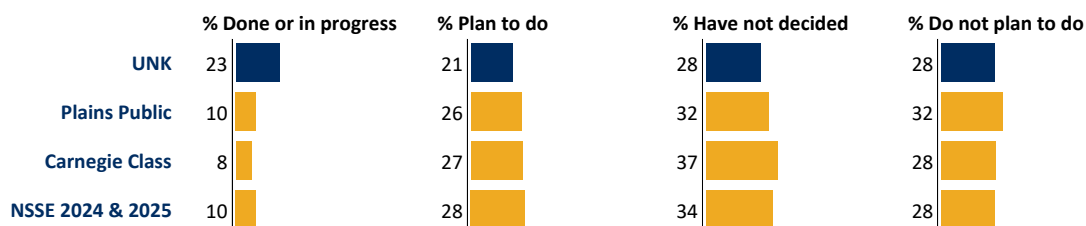
### Service-Learning

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



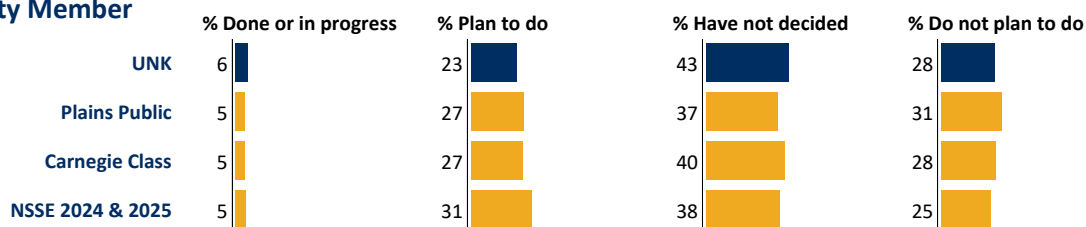
### Learning Community

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.



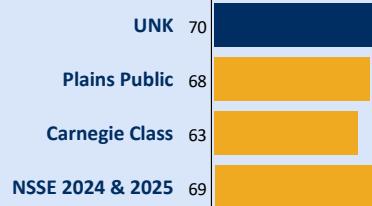
## Plans to Participate<sup>a</sup>

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"

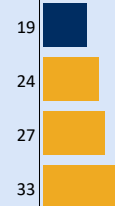
#### Internship or Field Experience

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



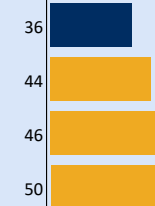
#### Study Abroad

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.).



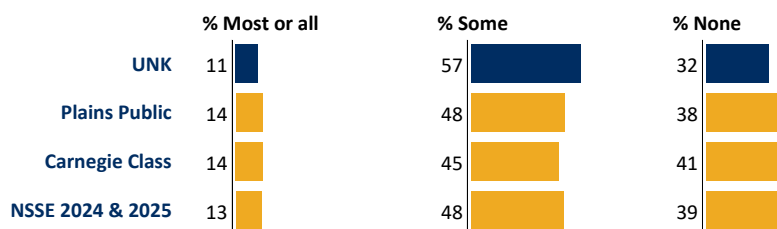
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

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

## Seniors

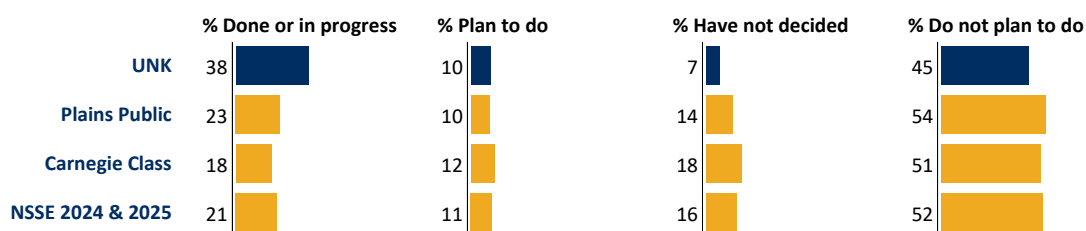
### Service-Learning

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



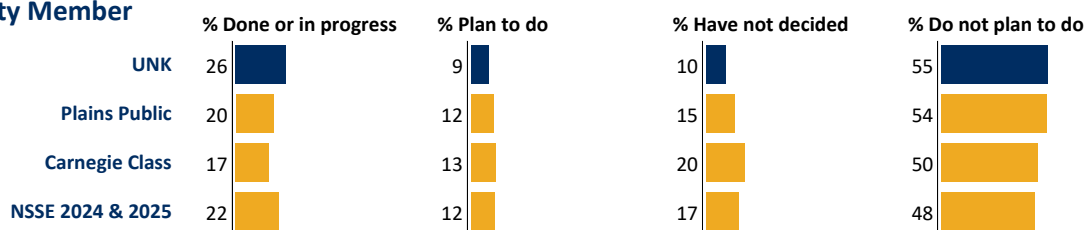
### Learning Community

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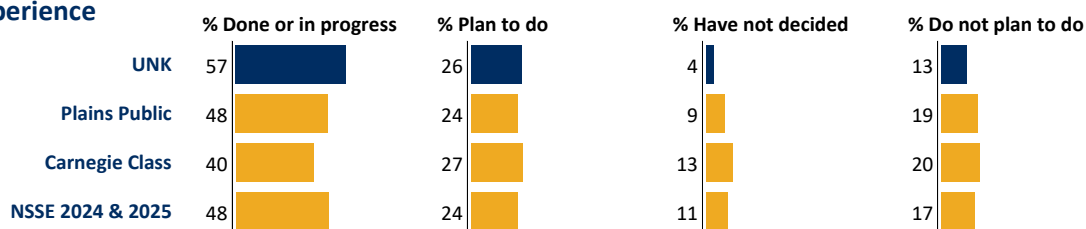
### Research with a Faculty Member

Work with a faculty member on a research project.



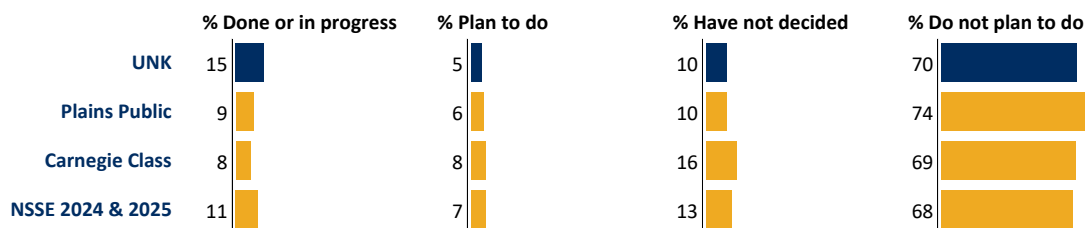
### Internship or Field Experience

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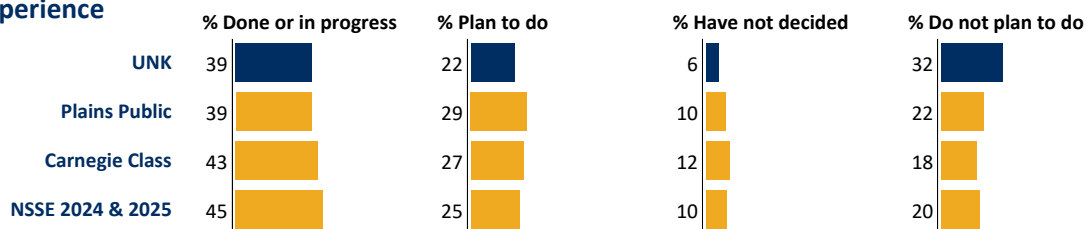
### Study Abroad

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 Nebraska at Kearney

## 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	3/7	43	0/7	0	0/7	0	2/5	40	0/5	0	1/5	20	2/5	40	1/5	20	4/5	80
Bio. sci., agric., and natural res.	9/14	64	4/14	29	1/14	7	5/12	42	9/12	75	6/12	50	7/12	58	3/12	25	1/12	8
Physical sci., math, computer sci.	5/9	56	3/9	33	0/9	0	1/3	33	1/3	33	1/3	33	3/3	100	1/3	33	2/3	67
Social sciences	8/17	47	5/17	29	2/17	12	7/10	70	3/10	30	5/10	50	5/10	50	1/10	10	5/10	50
Business	13/19	68	3/19	16	2/19	11	14/24	58	8/23	35	7/24	29	15/24	63	4/24	17	12/24	50
Communications, media, public rel.	1/5	20	0/5	0	0/5	0	1/1	100	1/1	100	0/1	0	0/1	0	0/1	0	1/1	100
Education	19/25	76	8/24	33	1/25	4	20/24	83	10/24	42	4/24	17	19/24	79	2/24	8	7/24	29
Engineering	2/3	67	0/3	0	1/3	33	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0
Health professions	28/47	60	15/47	32	2/47	4	13/16	81	8/16	50	6/16	38	5/16	31	1/16	6	6/15	40
Social service professions	5/7	71	0/7	0	0/7	0	7/10	70	2/10	20	0/10	0	8/10	80	1/10	10	5/10	50
Undecided/undeclared	1/2	50	0/2	0	0/2	0	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	87/141	62	34/140	24	9/141	6	54/80	68	37/80	46	25/80	31	52/80	65	14/80	18	32/79	41
Started elsewhere	8/18	44	3/18	17	1/18	6	26/38	68	7/37	19	7/38	18	16/38	42	2/38	5	13/38	34
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	5/11	45	2/11	18	1/11	9	12/16	75	7/16	44	3/16	19	6/16	38	4/16	25	7/16	44
Full-time	98/161	61	38/161	24	9/161	6	74/109	68	39/108	36	30/109	28	68/110	62	14/109	13	42/108	39
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	54/88	61	23/88	26	5/88	6	43/65	66	27/64	42	20/65	31	39/65	60	13/65	20	25/64	39
First-generation	42/71	59	14/70	20	5/71	7	34/48	71	15/48	31	10/48	21	26/48	54	3/48	6	17/48	35
I prefer not to respond	0/1	0	0/1	0	0/1	0	1/3	33	2/3	67	1/3	33	1/3	33	0/3	0	1/3	33
Race/ethnicity <sup>d</sup>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	4/6	67	0/6	0	1/6	17	2/3	67	0/3	0	0/3	0	2/3	67	1/3	33	3/3	100
Black or African American	4/5	80	0/5	0	1/5	20	3/4	75	2/4	50	2/4	50	3/4	75	1/4	25	2/4	50
Hispanic, Latina/o, Latine, or Latinx	9/17	53	4/17	24	0/17	0	11/16	69	6/16	38	4/16	25	11/16	69	1/16	6	7/16	44
Indigenous, American Indian, etc.	1/1	100	0/1	0	0/1	0	1/1	100	1/1	100	0/1	0	1/1	100	0/1	0	1/1	100
Middle Eastern or North African	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0
Native Hawaiian or Pacific Islander	0/1	0	0/1	0	0/1	0	1/1	100	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0
White	79/133	59	34/132	26	7/133	5	61/92	66	34/91	37	24/92	26	51/92	55	13/92	14	29/91	32
Another race or ethnicity	0/0	0	0/0	0	0/0	0	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0	1/1	100
I prefer not to respond	1/1	100	0/1	0	1/1	100	1/1	100	1/1	100	1/1	100	1/1	100	0/1	0	1/1	100

# NSSE 2025 High-Impact Practices

## Disaggregated Results

### University of Nebraska at Kearney

## 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	90/152	59	37/151	25	8/152	5	75/111	68	43/110	39	29/111	26	63/111	57	15/111	14	39/110	35
International student	5/7	71	0/7	0	2/7	29	3/5	60	1/5	20	2/5	40	3/5	60	1/5	20	4/5	80
Gender identity <sup>d</sup>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Woman	57/99	58	26/98	27	5/99	5	60/82	73	32/82	39	23/82	28	51/82	62	13/82	16	30/81	37
Man	34/55	62	11/55	20	5/55	9	16/32	50	10/31	32	7/32	22	13/32	41	3/32	9	11/32	34
Trans/Transgender	1/2	50	0/2	0	0/2	0	0/0		0/0		0/0		0/0		0/0		0/0	
Agender or gender neutral	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Demigender	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Genderqueer, non-binary, etc.	5/5	100	0/5	0	0/5	0	0/0		0/0		0/0		0/0		0/0		0/0	
Two-spirit	0/0		0/0		0/0		1/1	100	1/1	100	0/1	0	1/1	100	0/1	0	1/1	100
Cis/Cisgender	2/4	50	3/4	75	0/4	0	3/8	38	3/8	38	3/8	38	5/8	63	2/8	25	1/8	13
Questioning or unsure	1/1	100	0/1	0	0/1	0	0/0		0/0		0/0		0/0		0/0		0/0	
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	0/0		0/0		0/0		1/1	100	1/1	100	1/1	100	1/1	100	0/1	0	1/1	100
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	75/133	56	29/132	22	7/133	5	68/101	67	37/100	37	26/101	26	56/101	55	12/101	12	36/100	36
Bisexual	7/8	88	3/8	38	2/8	25	7/9	78	2/9	22	4/9	44	7/9	78	3/9	33	3/9	33
Lesbian	1/1	100	0/1	0	0/1	0	0/0		0/0		0/0		0/0		0/0		0/0	
Gay	1/4	25	1/4	25	0/4	0	0/0		0/0		0/0		0/0		0/0		0/0	
Queer	3/4	75	1/4	25	0/4	0	1/1	100	0/1	0	0/1	0	1/1	100	1/1	100	0/1	0
Pansexual or polysexual	3/3	100	0/3	0	0/3	0	3/4	75	3/4	75	0/4	0	2/4	50	1/4	25	2/4	50
Ace, gray, or asexual	4/6	67	2/6	33	1/6	17	0/0		0/0		0/0		0/0		0/0		0/0	
Demisexual	2/2	100	0/2	0	0/2	0	1/1	100	0/1	0	0/1	0	1/1	100	0/1	0	1/1	100
Questioning or unsure	2/3	67	2/3	67	0/3	0	0/0		0/0		0/0		0/0		0/0		0/0	
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	3/4	75	1/4	25	1/4	25	1/3	33	2/3	67	1/3	33	1/3	33	0/3	0	3/3	100
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+	12/20	60	1/20	5	2/20	10	14/22	64	4/22	18	1/22	5	9/22	41	1/22	5	10/22	45
FY < 21, Seniors < 25	91/152	60	39/152	26	8/152	5	72/103	70	42/102	41	32/103	31	65/104	63	17/103	17	39/102	38

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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	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Physical disability	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Mental health or develop. disability	5/10	50	4/10	40	1/10	10	7/11	64	3/11	27	0/11	0	5/11	45	1/11	9	4/11	36
Another disability or condition	2/2	100	1/2	50	0/2	0	0/2	0	1/2	50	1/2	50	1/2	50	0/2	0	0/2	0
Multiple types of disab. or cond.	4/8	50	0/8	0	0/8	0	2/4	50	1/4	25	0/4	0	2/4	50	1/4	25	2/4	50
No disability or condition	77/130	59	30/129	23	9/130	7	68/97	70	37/96	39	29/97	30	56/97	58	14/97	14	36/96	38
I prefer not to respond	6/8	75	1/8	13	0/8	0	1/2	50	2/2	100	1/2	50	2/2	100	0/2	0	1/2	50
Residence	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not on campus	21/31	68	1/31	3	3/31	10	54/83	65	30/83	36	17/83	20	46/83	55	14/83	17	31/82	38
On campus	75/128	59	36/127	28	7/128	5	23/32	72	14/31	45	14/32	44	20/32	63	2/32	6	12/32	38
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	85/138	62	33/137	24	8/138	6	72/105	69	40/104	38	27/105	26	60/105	57	15/105	14	40/104	38
Student-athlete	10/20	50	4/20	20	2/20	10	5/10	50	4/10	40	4/10	40	6/10	60	1/10	10	3/10	30
Greek membership	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not a member	84/140	60	27/140	19	10/140	7	65/99	66	35/98	36	25/99	25	54/99	55	13/99	13	34/99	34
Member	11/18	61	10/17	59	0/18	0	12/16	75	9/16	56	6/16	38	12/16	75	3/16	19	9/15	60
Military status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
No military service	92/154	60	36/153	24	9/154	6	77/113	68	43/112	38	31/113	27	66/113	58	16/113	14	42/112	38
Current or former military service	2/2	100	0/2	0	0/2	0	0/2	0	1/2	50	0/2	0	0/2	0	0/2	0	1/2	50
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	7/16	44	1/16	6	0/16	0	5/14	36	3/14	21	2/14	14	8/14	57	3/14	21	3/14	21
Good or excellent	92/148	62	36/147	24	10/148	7	74/103	72	41/102	40	29/103	28	60/103	58	13/103	13	42/103	41
Overall	103/172	60	40/172	23	10/172	6	86/125	68	46/124	38	33/125	26	74/126	57	18/125	15	49/124	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?"