
NSSE 2026
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.

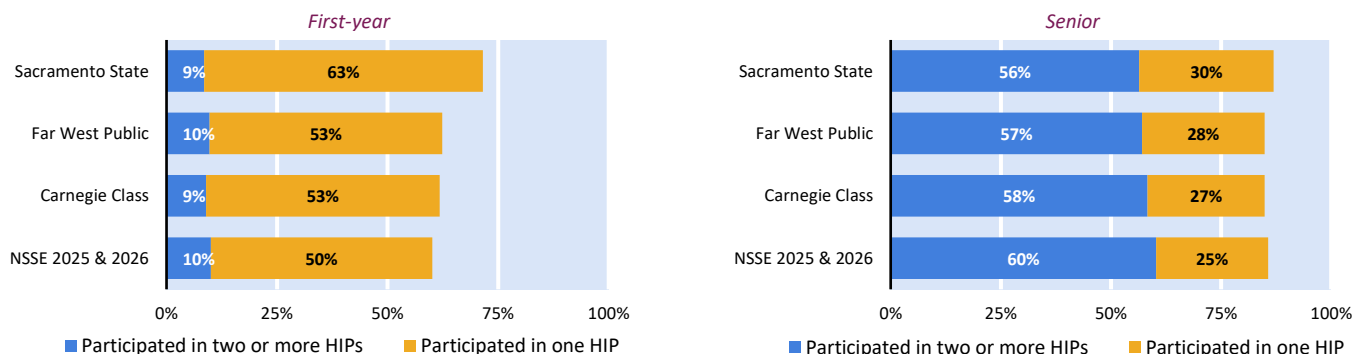
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

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 2025 & 2026			
	%	Difference ^a		ES ^b		Difference ^a		ES ^b		Difference ^a		ES ^b	
First-year													
Service-Learning	70	+12		***	.24	+11		***	.22	+14		***	.29
Learning Community	10		-1		-.04	+1			.03		-1		-.04
Research with Faculty	3		-1		-.07		-2		-.09		-2	*	-.12
Participated in at least one	72	+9		***	.20	+10		***	.21	+11		***	.24
Participated in two or more	9		-1		-.04		-0		-.02		-2		-.05
Senior													
Service-Learning	69	+7		***	.16	+5		**	.12	+8		***	.17
Learning Community	23	+2			.05	+3			.06	+1			.02
Research with Faculty	17		-6	***	-.16		-6	***	-.15		-7	***	-.18
Internship or Field Exp.	40		-2		-.04		-5	*	-.10		-9	***	-.19
Study Abroad	4		-6	***	-.24		-6	***	-.23		-9	***	-.34
Culminating Senior Exp.	42		-2		-.04		-3		-.05		-3		-.07
Participated in at least one	87	+2			.06	+2			.06	+1			.04
Participated in two or more	56		-1		-.01		-2		-.04		-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).

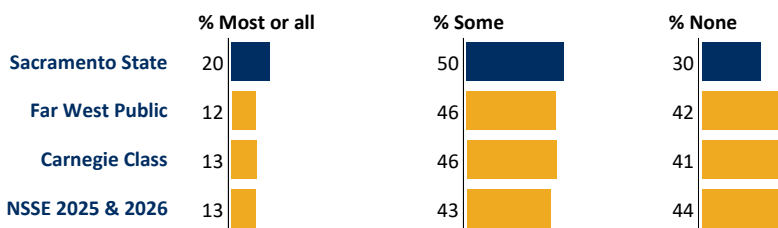
p* < .05, *p* < .01, ****p* < .001 (z-test comparing participation rates).

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

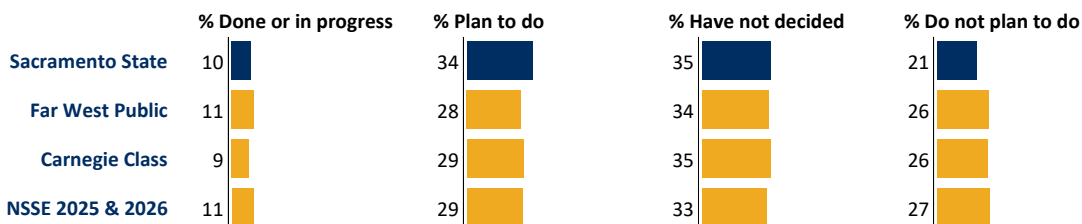
Service-Learning

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



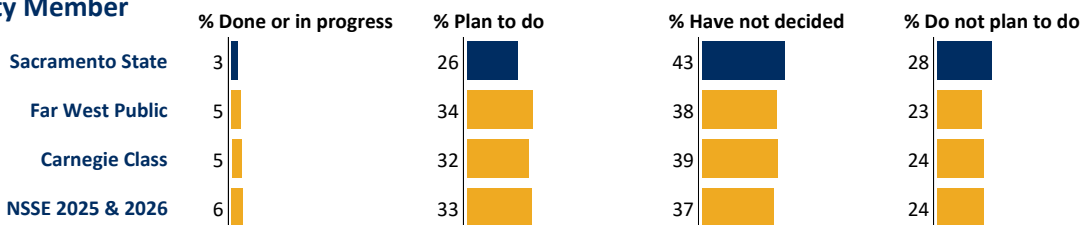
Learning Community

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.



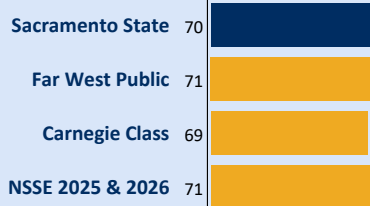
Plans to Participate^a

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"

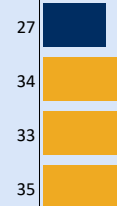
Internship or Field Experience

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



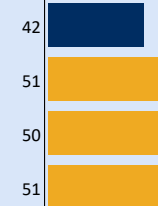
Study Abroad

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.).



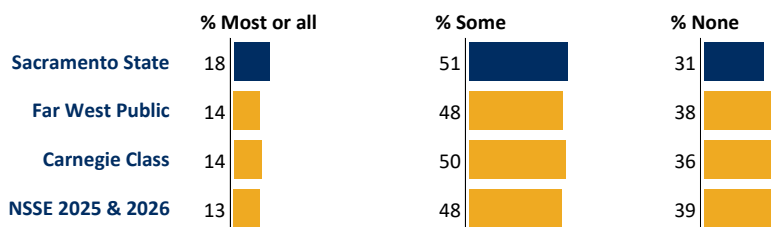
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

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

Seniors

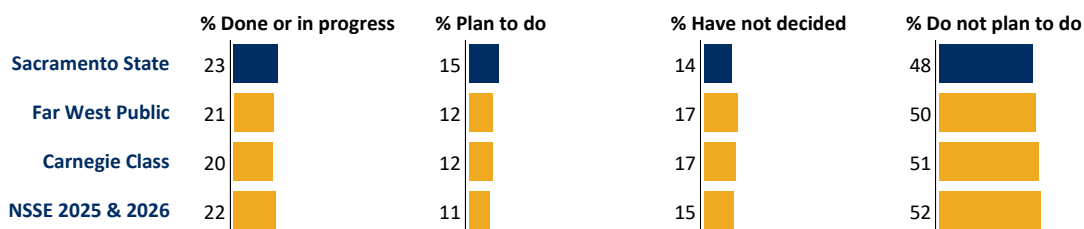
Service-Learning

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



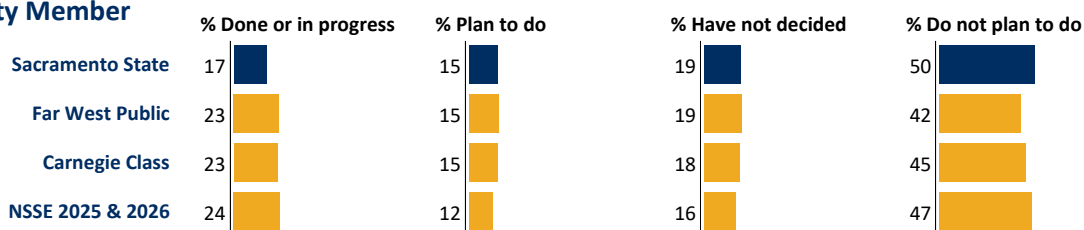
Learning Community

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



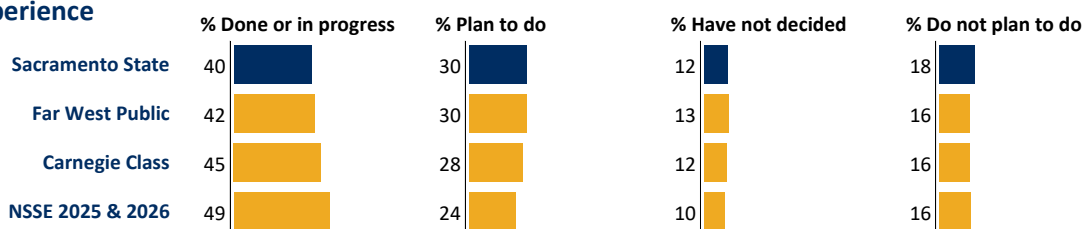
Research with a Faculty Member

Work with a faculty member on a research project.



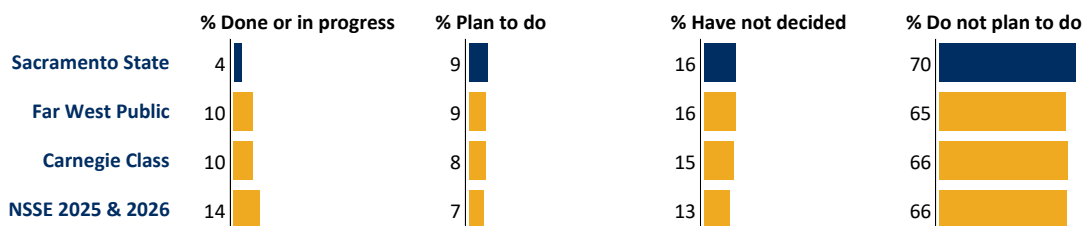
Internship or Field Experience

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



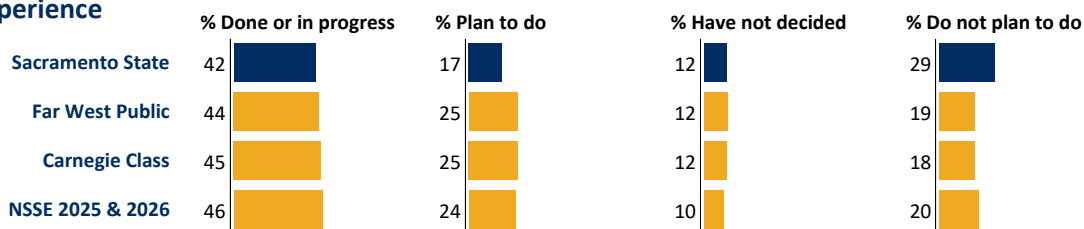
Study Abroad

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 2026 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	14/25	56	3/25	12	0/25	0	32/51	63	14/51	27	6/51	12	15/51	29	2/51	4	31/51	61
Bio. sci., agric., and natural res.	22/33	67	2/34	6	0/33	0	22/36	61	7/36	19	11/36	31	13/36	36	3/36	8	7/36	19
Physical sci., math, computer sci.	13/16	81	1/16	6	0/16	0	31/46	67	11/45	24	16/46	35	21/46	46	3/46	7	32/46	70
Social sciences	41/63	65	8/65	12	3/65	5	94/134	70	32/135	24	35/135	26	55/135	41	3/134	2	71/133	53
Business	39/55	71	9/55	16	1/54	2	54/89	61	16/89	18	7/90	8	25/89	28	4/90	4	32/90	36
Communications, media, public rel.	1/1	100	0/1	0	0/1	0	10/18	56	4/18	22	1/18	6	7/18	39	2/18	11	3/18	17
Education	5/6	83	0/6	0	0/6	0	13/13	100	1/13	8	1/13	8	5/13	38	1/13	8	5/13	38
Engineering	27/47	57	7/47	15	5/46	11	21/33	64	7/32	22	8/33	24	14/33	42	1/33	3	25/33	76
Health professions	83/115	72	6/116	5	2/116	2	85/111	77	30/111	27	13/110	12	45/111	41	8/111	7	19/111	17
Social service professions	30/35	86	4/35	11	1/35	3	45/54	83	16/55	29	2/53	4	35/55	64	0/54	0	17/54	31
Undecided/undeclared	3/7	43	1/7	14	0/7	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	261/374	70	35/378	9	11/375	3	113/158	72	37/157	24	27/158	17	73/158	46	16/158	10	72/158	46
Started elsewhere	22/31	71	5/31	16	0/31	0	306/442	69	101/443	23	73/442	17	171/444	39	11/443	2	173/442	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	4/9	44	0/9	0	0/9	0	53/87	61	20/86	23	18/86	21	28/87	32	4/87	5	42/86	49
Full-time	299/427	70	46/435	11	14/431	3	392/548	72	129/554	23	87/554	16	236/557	42	24/554	4	220/554	40
First-generation ^c	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	84/130	65	14/130	11	1/129	1	142/215	66	46/214	21	48/214	22	82/215	38	11/215	5	89/214	42
First-generation	180/248	73	23/251	9	9/249	4	261/363	72	87/364	24	49/364	13	154/365	42	14/364	4	149/364	41
I prefer not to respond	16/24	67	2/24	8	0/24	0	19/25	76	6/25	24	3/25	12	10/25	40	2/25	8	9/25	36
Race/ethnicity ^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	96/127	76	10/128	8	3/128	2	115/162	71	45/160	28	26/161	16	66/161	41	11/162	7	68/162	42
Black or African American	42/58	72	10/60	17	2/60	3	40/48	83	18/50	36	10/49	20	20/50	40	2/49	4	23/49	47
Hispanic, Latina/o, Latine, or Latinx	105/159	66	17/159	11	5/156	3	146/200	73	35/201	17	18/200	9	79/201	39	4/200	2	78/200	39
Indigenous, American Indian, etc.	11/15	73	1/15	7	0/15	0	14/19	74	4/19	21	3/19	16	7/19	37	2/19	11	8/19	42
Middle Eastern or North African	8/8	100	2/8	25	1/8	13	15/18	83	6/17	35	4/18	22	10/18	56	1/18	6	8/17	47
Native Hawaiian or Pacific Islander	8/9	89	1/9	11	0/9	0	9/16	56	3/17	18	4/17	24	6/17	35	0/17	0	4/17	24
White	56/95	59	11/95	12	2/93	2	142/216	66	40/216	19	42/216	19	92/216	43	10/215	5	97/216	45
Another race or ethnicity	4/10	40	1/10	10	0/10	0	7/12	58	1/12	8	2/12	17	2/12	17	1/12	8	6/12	50
I prefer not to respond	3/9	33	1/9	11	0/9	0	13/26	50	4/27	15	6/27	22	8/27	30	0/27	0	7/27	26

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	270/386	70	39/389	10	11/386	3	413/587	70	134/587	23	96/587	16	239/589	41	22/588	4	241/587	41
International student	4/7	57	0/7	0	0/7	0	7/10	70	4/10	40	3/10	30	4/10	40	5/10	50	5/10	50
I prefer not to respond	7/12	58	2/13	15	0/13	0	3/7	43	1/7	14	1/7	14	3/7	43	0/7	0	1/7	14
Gender identity ^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Woman	187/262	71	26/265	10	5/265	2	257/365	70	96/368	26	59/367	16	152/368	41	20/367	5	133/366	36
Man	87/127	69	12/128	9	5/125	4	148/209	71	39/206	19	39/207	19	81/208	39	6/208	3	102/208	49
Trans/Transgender	3/8	38	4/8	50	1/8	13	6/10	60	2/10	20	0/10	0	5/10	50	1/10	10	6/10	60
Agender or gender neutral	0/4	0	3/4	75	1/4	25	1/1	100	0/1	0	0/1	0	1/1	100	0/1	0	1/1	100
Demigender	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0	1/1	100	0/1	0	1/1	100
Genderqueer, non-binary, etc.	6/10	60	1/10	10	0/10	0	9/16	56	2/16	13	2/16	13	8/16	50	1/16	6	7/16	44
Two-spirit	1/2	50	0/2	0	0/2	0	1/2	50	0/2	0	0/2	0	1/2	50	0/2	0	1/2	50
Cis/Cisgender	8/15	53	1/15	7	0/15	0	20/34	59	8/34	24	8/33	24	14/34	41	4/34	12	22/34	65
Questioning or unsure	0/1	0	0/1	0	0/1	0	2/2	100	0/2	0	1/2	50	1/2	50	0/2	0	1/2	50
Another gender identity	0/0	0	0/0	0	0/0	0	0/2	0	1/2	50	0/2	0	1/2	50	0/2	0	1/2	50
I prefer not to respond	2/3	67	0/3	0	0/3	0	7/14	50	1/14	7	1/14	7	4/14	29	0/14	0	4/14	29
Sexual orientation ^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Straight or heterosexual	215/304	71	31/307	10	9/305	3	327/448	73	104/448	23	75/448	17	186/450	41	21/449	5	174/448	39
Bisexual	32/50	64	6/51	12	1/50	2	37/62	60	17/62	27	13/62	21	22/61	36	3/62	5	29/62	47
Lesbian	5/10	50	2/10	20	0/10	0	10/16	63	4/16	25	5/16	31	10/16	63	1/16	6	9/16	56
Gay	1/4	25	1/4	25	1/4	25	11/16	69	2/16	13	2/16	13	7/16	44	0/16	0	8/16	50
Queer	4/7	57	2/7	29	1/7	14	8/17	47	2/17	12	2/17	12	9/17	53	1/17	6	6/17	35
Pansexual or polysexual	5/11	45	0/11	0	0/11	0	10/19	53	3/19	16	2/19	11	7/19	37	0/19	0	8/19	42
Ace, gray, or asexual	2/6	33	1/6	17	0/6	0	8/12	67	1/12	8	3/12	25	7/12	58	0/12	0	10/12	83
Demisexual	0/2	0	1/2	50	1/2	50	7/10	70	4/11	36	1/11	9	6/11	55	0/11	0	7/11	64
Questioning or unsure	5/8	63	0/8	0	0/8	0	5/8	63	2/8	25	3/8	38	4/8	50	1/8	13	7/8	88
Another sexual orientation	2/2	100	0/2	0	0/2	0	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0	1/1	100
I prefer not to respond	16/23	70	2/23	9	1/23	4	22/36	61	7/36	19	3/36	8	13/36	36	0/36	0	10/36	28
Age ^b	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
FY 21+, Seniors 25+	0/0	0	0/0	0	0/0	0	151/214	71	51/218	23	33/216	15	82/219	37	6/218	3	93/215	43
FY < 21, Seniors < 25	303/436	69	46/444	10	14/440	3	294/421	70	98/422	23	72/424	17	182/425	43	22/423	5	169/425	40

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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	0/1	0	2/2	100	1/2	50	1/2	50	2/2	100	0/2	0	0/2	0
Physical disability	0/0		0/0		0/0		1/1	100	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0
Mental health or develop. disability	13/25	52	4/25	16	0/25	0	40/64	63	22/63	35	9/63	14	37/64	58	3/64	5	37/63	59
Another disability or condition	1/3	33	1/3	33	0/3	0	9/11	82	3/11	27	3/10	30	4/11	36	2/11	18	5/11	45
Multiple types of disab. or cond.	15/23	65	2/23	9	0/23	0	29/48	60	12/49	24	10/48	21	16/49	33	0/49	0	25/49	51
No disability or condition	234/325	72	30/328	9	10/326	3	322/452	71	97/452	21	73/454	16	180/453	40	21/452	5	169/452	37
I prefer not to respond	10/16	63	2/16	13	0/16	0	15/21	71	3/21	14	2/21	10	5/21	24	0/21	0	7/21	33
Residence	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not on campus	185/258	72	19/259	7	5/257	2	391/561	70	129/561	23	89/562	16	226/563	40	21/563	4	226/562	40
On campus	85/131	65	21/134	16	5/133	4	27/37	73	10/37	27	9/36	25	19/37	51	6/36	17	19/36	53
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	263/381	69	37/384	10	10/381	3	406/580	70	134/580	23	94/580	16	237/582	41	25/581	4	238/580	41
Student-athlete	9/12	75	3/13	23	0/13	0	9/14	64	2/14	14	1/14	7	3/14	21	0/14	0	3/14	21
Greek membership	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not a member	253/366	69	33/369	9	6/366	2	383/560	68	127/560	23	89/561	16	227/562	40	21/561	4	225/561	40
Member	14/19	74	7/19	37	3/19	16	28/31	90	9/31	29	6/31	19	13/31	42	5/31	16	16/31	52
Military status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
No military service	270/388	70	40/392	10	10/389	3	410/587	70	136/587	23	96/587	16	240/589	41	27/588	5	237/587	40
Current or former military service	2/3	67	0/3	0	0/3	0	8/12	67	2/12	17	3/12	25	3/12	25	0/12	0	7/12	58
Satisfaction ^e	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Fair or poor	55/78	71	8/78	10	0/77	0	72/118	61	16/118	14	13/118	11	44/118	37	5/118	4	43/117	37
Good or excellent	229/331	69	32/335	10	13/333	4	355/489	73	126/489	26	87/489	18	206/492	42	22/490	4	206/490	42
Overall	303/436	70	46/444	10	14/440	3	445/635	69	149/640	23	105/640	17	264/644	40	28/641	4	262/640	42

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?"