
NSSE 2025

High-Impact Practices

Texas Tech 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.

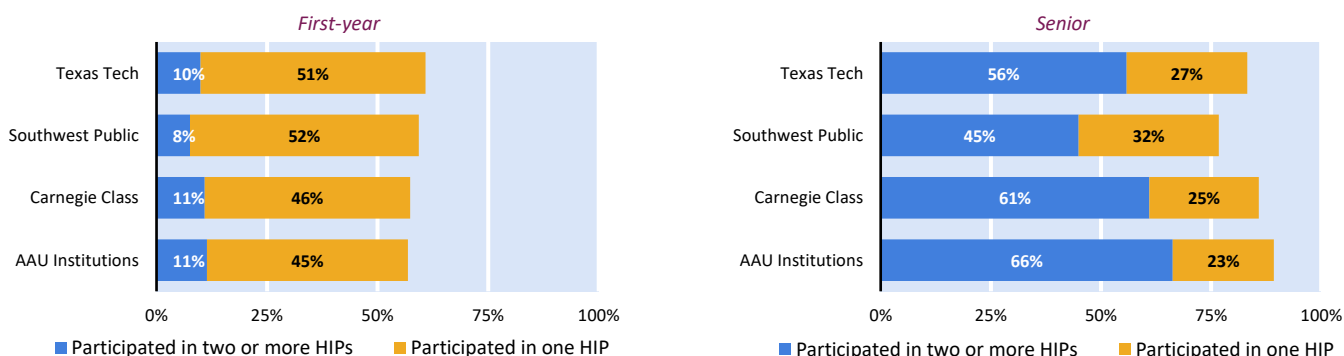
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

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:

	Texas Tech	Southwest Public		Carnegie Class		AAU Institutions	
First-year	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b
Service-Learning	60	+3	.07	+8	**	+9	***
Learning Community	9	+1	.04	-4	*	-5	**
Research with Faculty	6	+1	.04	-0		-1	
Participated in at least one	61	+2	.03	+3		+4	
Participated in two or more	10	+2	.08	-1		-1	
Senior							
Service-Learning	59	+4	.08	+3		+6	*
Learning Community	21	+5	.12	-2		-4	*
Research with Faculty	22	+5	.14	-3		-7	**
Internship or Field Exp.	44	+9	.18	-9	***	-19	***
Study Abroad	15	+9	.29	+0		-5	**
Culminating Senior Exp.	36	+3	.07	-8	***	-6	*
Participated in at least one	83	+6	.16	-3		-6	***
Participated in two or more	56	+11	.22	-5	*	-10	***

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).

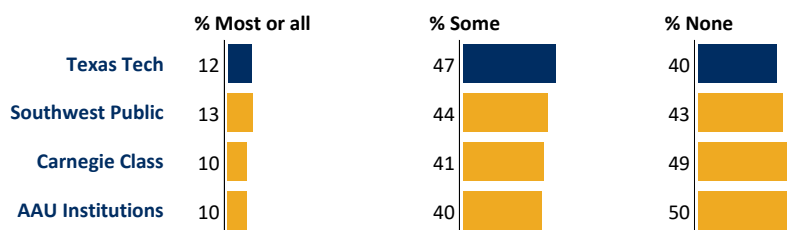
p* < .05, *p* < .01, ****p* < .001 (z-test comparing participation rates).

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

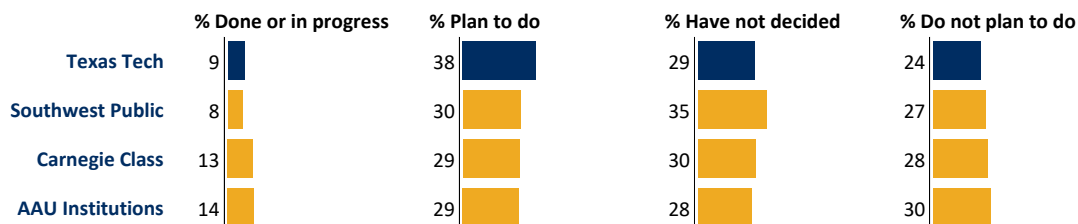
Service-Learning

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



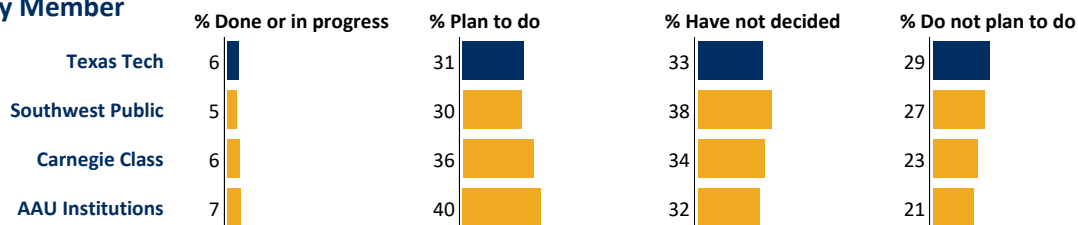
Learning Community

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.



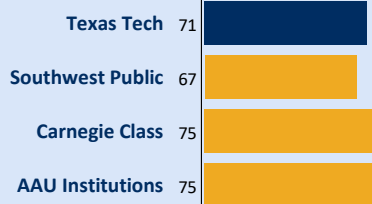
Plans to Participate^a

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"

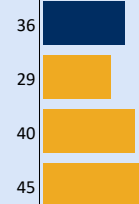
Internship or Field Experience

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



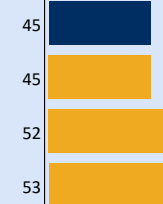
Study Abroad

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.

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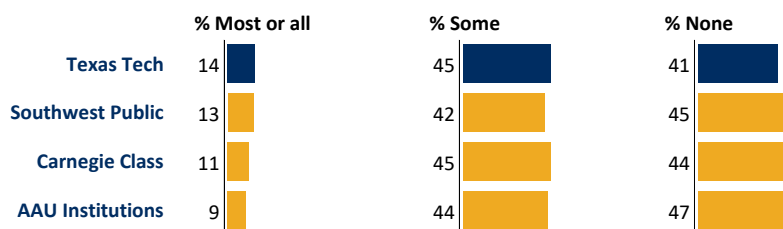
Response Detail

Texas Tech University

Seniors

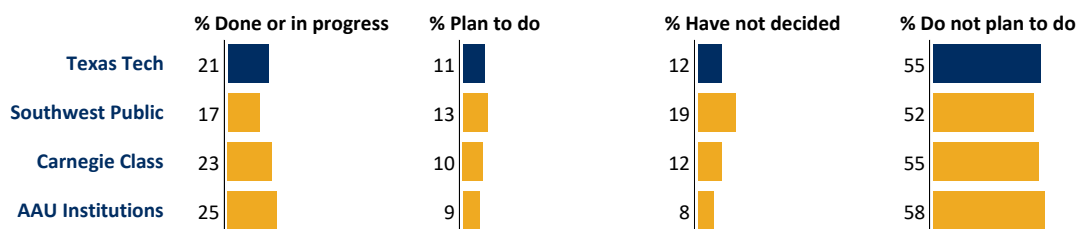
Service-Learning

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



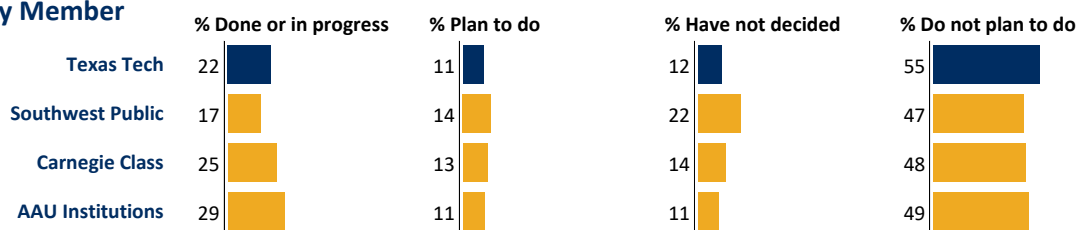
Learning Community

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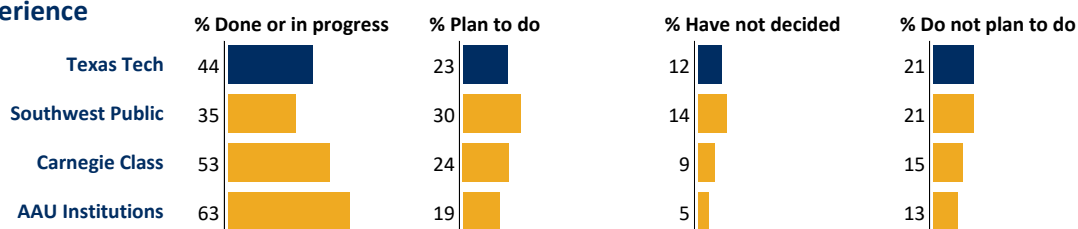
Research with a Faculty Member

Work with a faculty member on a research project.



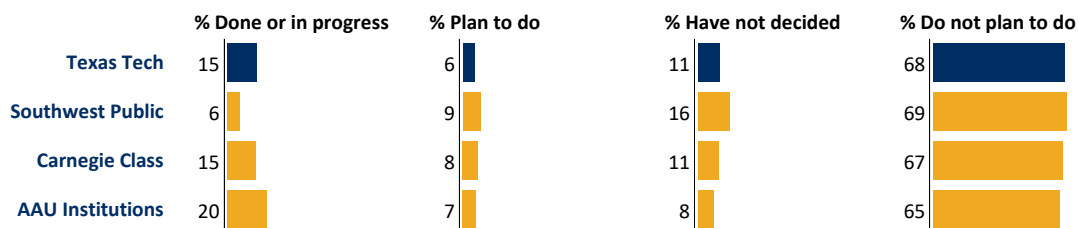
Internship or Field Experience

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



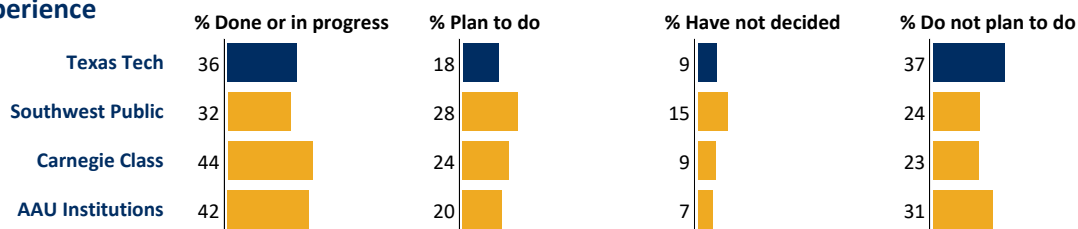
Study Abroad

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.

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	24/40	60	5/39	13	2/40	5	30/43	70	4/43	9	8/43	19	12/43	28	9/43	21	15/43	35
Bio. sci., agric., and natural res.	21/34	62	0/34	0	2/33	6	19/36	53	8/36	22	14/37	38	19/37	51	3/36	8	9/37	24
Physical sci., math, computer sci.	13/25	52	3/25	12	1/26	4	11/25	44	5/25	20	11/25	44	11/25	44	3/25	12	14/25	56
Social sciences	24/35	69	5/35	14	2/35	6	28/46	61	6/47	13	16/47	34	12/47	26	5/47	11	8/46	17
Business	34/54	63	3/55	5	5/55	9	39/66	59	16/66	24	6/66	9	21/67	31	8/66	12	29/66	44
Communications, media, public rel.	11/22	50	1/21	5	1/22	5	22/35	63	8/35	23	5/34	15	11/35	31	4/35	11	17/34	50
Education	7/11	64	0/12	0	0/11	0	31/43	72	17/44	39	8/44	18	39/44	89	4/44	9	7/44	16
Engineering	28/47	60	7/47	15	3/48	6	17/37	46	9/37	24	11/37	30	30/37	81	16/37	43	29/37	78
Health professions	39/64	61	6/65	9	4/65	6	34/49	69	11/49	22	10/49	20	19/49	39	5/49	10	3/49	6
Social service professions	8/12	67	0/12	0	1/12	8	4/8	50	3/8	38	1/8	13	2/8	25	1/8	13	2/8	25
Undecided/undeclared	1/2	50	0/2	0	0/2	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	193/326	59	26/327	8	19/328	6	140/235	60	56/235	24	62/235	26	122/236	52	40/236	17	95/233	41
Started elsewhere	13/25	52	4/24	17	1/25	4	116/197	59	41/198	21	32/198	16	68/198	34	18/197	9	49/198	25
Enrollment status ^b	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not full-time	38/64	59	6/64	9	4/65	6	80/122	66	29/124	23	25/123	20	46/125	37	19/124	15	34/123	28
Full-time	184/307	60	28/311	9	19/311	6	190/330	58	70/334	21	72/334	22	151/336	45	45/333	14	115/332	35
First-generation ^c	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	121/209	58	18/211	9	14/212	7	140/244	57	58/243	24	67/244	27	114/244	47	44/243	18	88/243	36
First-generation	82/131	63	11/129	9	6/130	5	106/175	61	36/177	20	25/177	14	72/177	41	14/177	8	52/176	30
I prefer not to respond	3/10	30	1/10	10	0/10	0	9/12	75	3/12	25	2/11	18	4/12	33	1/12	8	3/12	25
Race/ethnicity ^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	17/27	63	4/28	14	2/28	7	17/25	68	6/25	24	8/25	32	13/25	52	4/24	17	9/25	36
Black or African American	22/39	56	3/40	8	2/40	5	21/35	60	11/35	31	15/35	43	17/35	49	3/35	9	14/34	41
Hispanic, Latina/o, Latine, or Latinx	85/138	62	11/137	8	8/137	6	84/137	61	29/138	21	23/138	17	55/138	40	16/138	12	43/136	32
Indigenous, American Indian, etc.	4/5	80	0/5	0	0/5	0	4/7	57	1/7	14	2/7	29	2/7	29	1/7	14	0/7	0
Middle Eastern or North African	1/3	33	0/3	0	0/3	0	1/1	100	0/1	0	1/1	100	1/1	100	0/1	0	0/1	0
Native Hawaiian or Pacific Islander	4/4	100	1/3	33	0/4	0	4/4	100	0/4	0	0/4	0	0/4	0	0/4	0	0/4	0
White	124/203	61	15/201	7	11/204	5	155/268	58	53/268	20	55/268	21	110/269	41	40/269	15	84/268	31
Another race or ethnicity	1/3	33	1/3	33	0/3	0	2/5	40	1/5	20	2/5	40	2/5	40	2/5	40	2/5	40
I prefer not to respond	4/8	50	0/8	0	0/8	0	6/9	67	1/9	11	1/9	11	6/9	67	1/9	11	4/9	44

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Disaggregated Results Texas Tech University

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	186/317	59	22/316	7	17/317	5	250/417	60	90/417	22	88/417	21	180/418	43	55/417	13	130/415	31
International student	21/33	64	8/34	24	3/35	9	7/14	50	6/14	43	4/14	29	9/14	64	4/14	29	12/14	86
Gender identity ^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Woman	129/215	60	20/212	9	13/214	6	174/283	61	68/284	24	55/285	19	119/285	42	35/285	12	73/283	26
Man	74/126	59	9/129	7	7/129	5	77/137	56	29/137	21	38/136	28	67/137	49	23/136	17	68/136	50
Trans/Transgender	1/4	25	1/4	25	1/4	25	2/2	100	0/2	0	1/2	50	2/2	100	1/2	50	0/2	0
Agender or gender neutral	0/0		0/0		0/0		1/2	50	0/2	0	0/2	0	0/2	0	0/2	0	0/2	0
Demigender	0/1	0	0/1	0	0/1	0	1/2	50	0/2	0	0/2	0	0/2	0	0/2	0	0/2	0
Genderqueer, non-binary, etc.	0/3	0	0/3	0	1/3	33	2/5	40	0/5	0	1/5	20	0/5	0	0/5	0	1/5	20
Two-spirit	0/0		0/0		0/0		1/3	33	1/3	33	1/3	33	1/3	33	0/3	0	1/3	33
Cis/Cisgender	5/10	50	0/10	0	0/10	0	6/28	21	4/28	14	12/28	43	9/28	32	5/28	18	3/28	11
Questioning or unsure	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Another gender identity	1/1	100	0/1	0	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	2/4	50	0/4	0	0/4	0	3/4	75	0/4	0	0/4	0	2/4	50	0/4	0	2/4	50
Sexual orientation ^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Straight or heterosexual	180/300	60	26/299	9	15/301	5	213/354	60	81/354	23	71/354	20	162/355	46	50/355	14	125/352	36
Bisexual	14/20	70	2/21	10	2/21	10	20/34	59	8/34	24	12/34	35	15/34	44	3/34	9	7/34	21
Lesbian	2/9	22	0/9	0	0/9	0	2/8	25	1/8	13	3/8	38	1/8	13	0/8	0	0/8	0
Gay	1/1	100	0/1	0	0/1	0	4/6	67	2/6	33	2/6	33	3/6	50	0/6	0	2/6	33
Queer	1/1	100	1/2	50	0/2	0	3/5	60	1/5	20	3/5	60	2/5	40	2/5	40	1/5	20
Pansexual or polysexual	1/1	100	0/1	0	0/1	0	4/7	57	1/7	14	1/7	14	2/7	29	2/7	29	2/7	29
Ace, gray, or asexual	1/7	14	0/7	0	1/7	14	4/7	57	0/7	0	2/7	29	2/7	29	2/7	29	2/7	29
Demisexual	0/0		0/0		0/0		1/3	33	1/3	33	0/3	0	1/3	33	0/3	0	1/3	33
Questioning or unsure	2/4	50	0/4	0	0/4	0	0/6	0	0/6	0	3/6	50	2/6	33	2/6	33	1/6	17
Another sexual orientation	0/0		0/0		0/0		2/2	100	0/2	0	1/2	50	2/2	100	1/2	50	1/2	50
I prefer not to respond	8/14	57	1/14	7	2/14	14	11/17	65	2/17	12	4/17	24	4/17	24	0/16	0	4/17	24
Age ^b	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
FY 21+, Seniors 25+	14/21	67	2/20	10	0/21	0	52/95	55	21/96	22	14/96	15	22/96	23	6/96	6	25/96	26
FY < 21, Seniors < 25	208/350	59	32/355	9	23/355	6	218/357	61	78/362	22	83/361	23	175/365	48	58/361	16	124/359	35

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	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	1/1	100	0/1	0	0/1	0	1/1	100	0/1	0	0/1	0	0/1	0	0/1	0	1/1	100
Physical disability	0/13	0	0/0		0/0		1/1	100	0/20	0	0/20	0	0/20	0	0/20	0	0/20	0
Mental health or develop. disability	16/35	46	2/35	6	4/36	11	29/45	64	6/45	13	15/45	33	18/45	40	6/45	13	10/45	22
Another disability or condition	11/14	79	1/14	7	0/14	0	6/7	86	1/8	13	1/8	13	2/8	25	1/8	13	2/7	29
Multiple types of disab. or cond.	18/30	60	7/30	23	2/30	7	10/18	56	5/18	28	3/18	17	7/18	39	2/18	11	2/18	11
No disability or condition	154/254	61	20/253	8	13/255	5	200/335	60	81/334	24	72/334	22	152/335	45	48/334	14	122/333	37
I prefer not to respond	6/13	46	0/13	0	0/12	0	7/20	35	4/20	20	2/20	10	8/20	40	2/20	10	4/20	20
Residence	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not on campus	48/86	56	8/83	10	5/86	6	245/412	59	89/412	22	85/412	21	179/413	43	53/412	13	136/410	33
On campus	159/263	60	22/266	8	15/265	6	10/16	63	8/16	50	8/16	50	9/16	56	6/16	38	6/16	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	199/340	59	27/340	8	19/342	6	252/423	60	96/423	23	93/423	22	187/424	44	58/423	14	142/421	34
Student-athlete	7/9	78	2/9	22	1/9	11	3/5	60	1/5	20	0/5	0	1/5	20	1/5	20	0/5	0
Greek membership	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not a member	179/305	59	26/303	9	17/305	6	206/359	57	76/359	21	74/359	21	155/360	43	47/359	13	116/358	32
Member	23/37	62	3/38	8	2/38	5	45/62	73	19/62	31	18/62	29	31/62	50	11/62	18	23/61	38
Military status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
No military service	206/344	60	29/344	8	19/346	5	249/415	60	95/415	23	92/415	22	185/416	44	59/415	14	137/413	33
Current or former military service	1/4	25	0/4	0	0/4	0	3/9	33	1/9	11	0/9	0	2/9	22	0/9	0	4/9	44
Satisfaction ^e	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Fair or poor	24/48	50	2/48	4	2/47	4	26/50	52	9/51	18	13/51	25	20/51	39	7/51	14	11/50	22
Good or excellent	190/311	61	30/312	10	19/314	6	237/390	61	87/391	22	82/391	21	173/392	44	54/391	14	134/390	34
Overall	222/371	60	34/375	9	23/376	6	270/452	59	99/458	21	97/457	22	197/461	44	64/457	15	149/455	36

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?"