NSSE
national survey of
student engagement

NSSE 2026
High-Impact Practices
Western New England University

Prepared 2026-07-23

IPEDS: 168254

NSSE 2026 High-Impact Practices

About This Report

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.

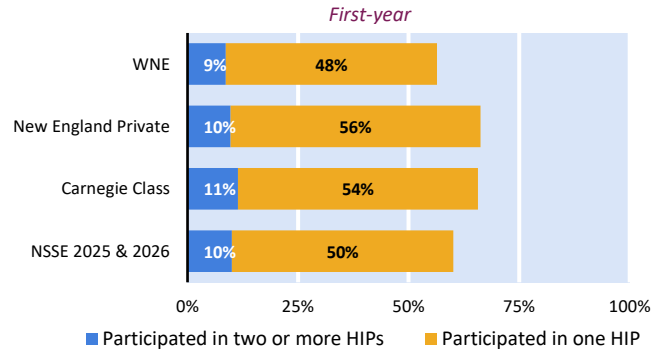
NSSE 2026 High-Impact Practices

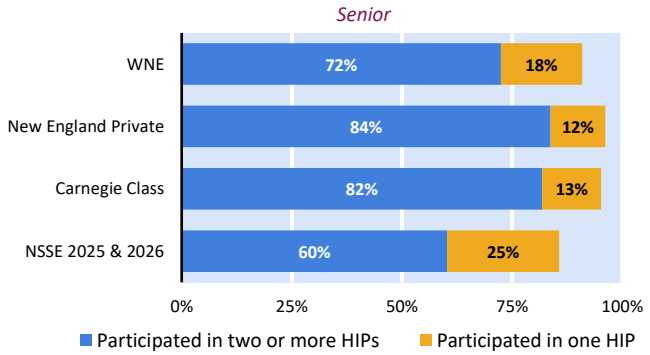
Participation Comparisons

Western New England University

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:									
	WNE	**New England Private**				**Carnegie Class**				**NSSE 2025 & 2026**			
First-year	*%*	*Difference* [a]			*ES* [b]	*Difference* [a]			*ES* [b]	*Difference* [a]			*ES* [b]
Service-Learning	54	-7			-.14	-9			-.18	-1			-.03
Learning Community	7	-3			-.11	-2			-.07	-4			-.13
Research with Faculty	5	-1			-.06	-2			-.10	-1			-.05
Participated in at least one	56	-10		*	-.20	-9		*	-.19	-4			-.07
Participated in two or more	9	-1			-.04	-3			-.09	-1			-.05
Senior													
Service-Learning	54	-18		***	-.38	-23		***	-.50	-8			-.16
Learning Community	26	-0			.00	-5			-.11	+4			.09
Research with Faculty	40	+5			.11	-1			-.02	+16		**	.35
Internship or Field Exp.	62	-9			-.19	-2			-.05	+12		*	.25
Study Abroad	4	-23		***	-.70	-25		***	-.73	-10		*	-.36
Culminating Senior Exp.	65	-3			-.05	-7			-.15	+19		***	.39
Participated in at least one	91	-5		*	-.22	-4			-.17	+5			.16
Participated in two or more	72	-11		*	-.27	-9			-.22	+12		*	.26

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.

NSSE 2026 High-Impact Practices

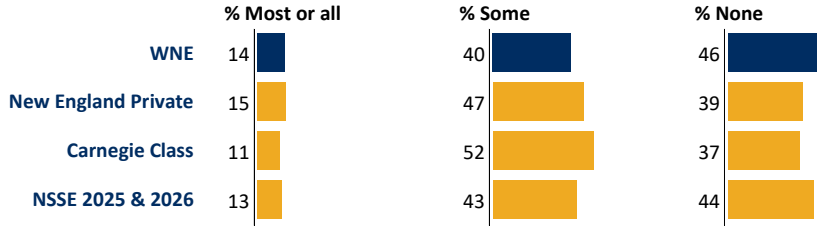
Response Detail

Western New England University

First-year students

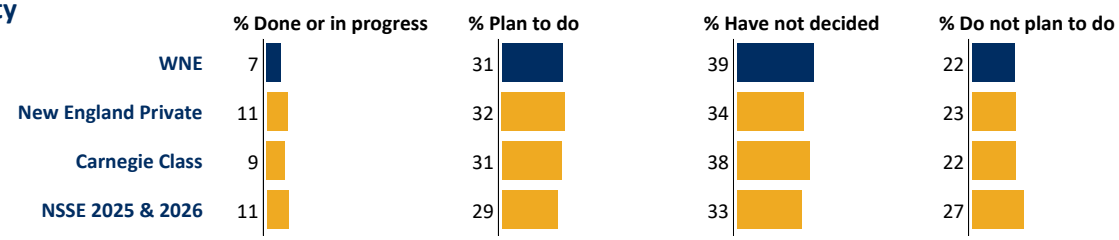
Service-Learning

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



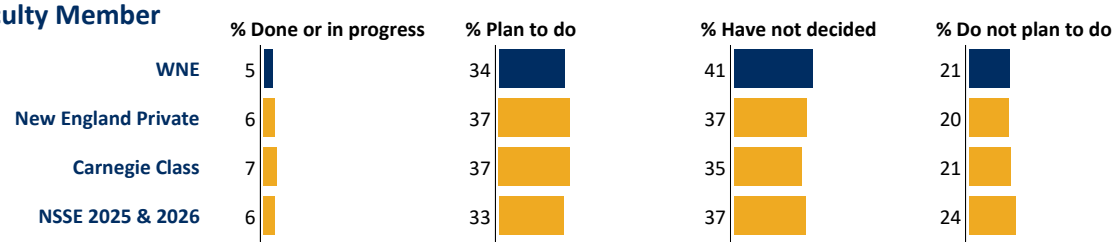
Learning Community

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

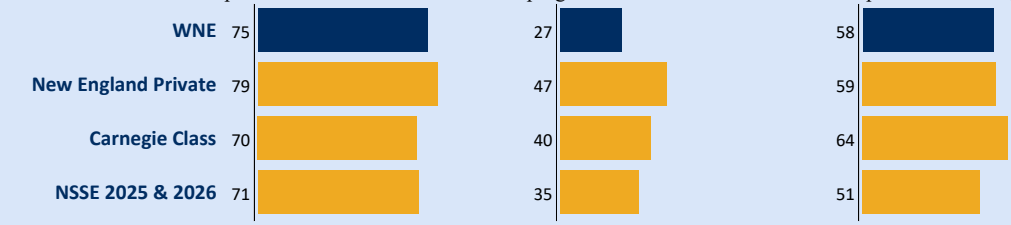
Participate in an internship, co-op, field experience, student teaching, or clinical placement.

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.

NSSE 2026 High-Impact Practices

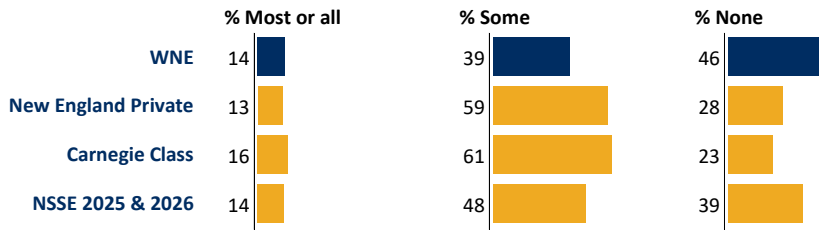
Response Detail

Western New England University

Seniors

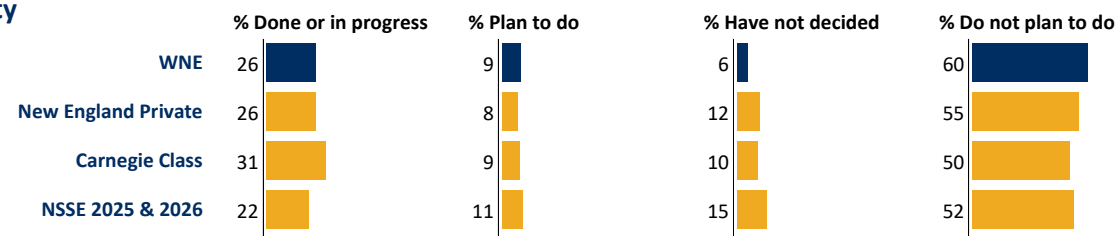
Service-Learning

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



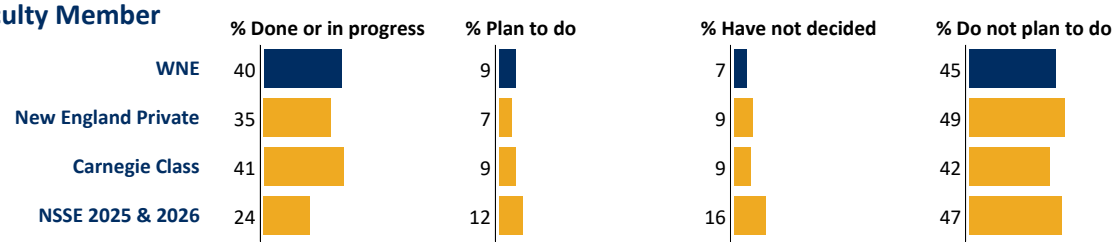
Learning Community

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



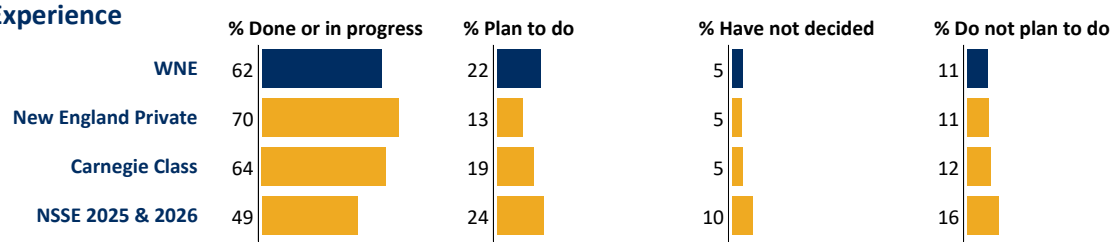
Research with a Faculty Member

Work with a faculty member on a research project.



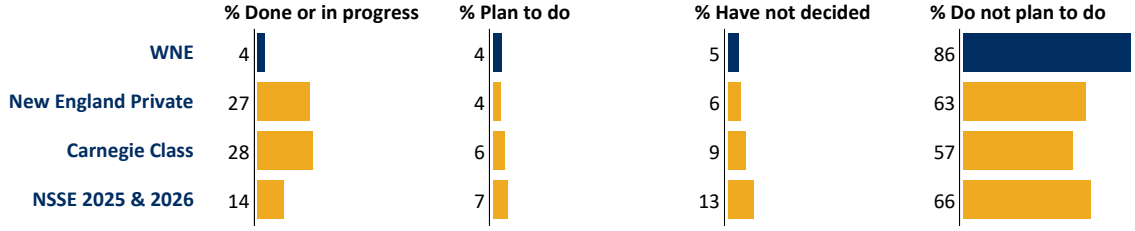
Internship or Field Experience

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



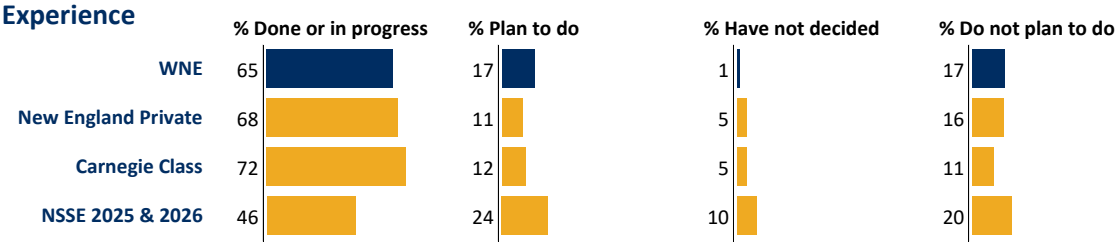
Study Abroad

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.

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	1/4 25	1/5 20	0/5 0	1/1 100	1/1 100	1/1 100	1/1 100	1/1 100	1/1 100
Bio. sci., agric., and natural res.	3/5 60	1/5 20	0/5 0	1/5 20	3/5 60	2/5 40	0/5 0	0/5 0	3/5 60
Physical sci., math, computer sci.	2/11 18	0/11 0	0/11 0	3/3 100	2/3 67	1/3 33	1/3 33	0/3 0	3/3 100
Social sciences	5/10 50	0/10 0	2/10 20	1/3 33	1/3 33	2/3 67	3/3 100	0/3 0	0/3 0
Business	8/17 47	0/17 0	1/16 6	4/9 44	1/9 11	4/9 44	6/9 67	0/9 0	6/9 67
Communications, media, public rel.	1/2 50	0/2 0	0/2 0	1/1 100	0/1 0	1/1 100	0/1 0	0/1 0	1/1 100
Education	4/6 67	1/6 17	0/6 0	2/3 67	2/3 67	1/3 33	3/3 100	1/3 33	2/3 67
Engineering	21/32 66	2/32 6	1/32 3	11/22 50	6/22 27	10/22 45	15/22 68	1/22 5	18/22 82
Health professions	11/16 69	2/16 13	0/16 0	4/9 44	1/9 11	1/9 11	4/9 44	0/9 0	1/9 11
Social service professions	7/12 58	1/12 8	2/11 18	2/7 29	0/7 0	2/7 29	6/7 86	0/7 0	3/7 43
Undecided/undeclared	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	64/114 56	10/115 9	6/113 5	24/49 49	10/49 20	21/49 43	31/48 65	2/49 4	31/49 63
Started elsewhere	2/3 67	0/3 0	0/3 0	10/21 48	8/21 38	6/21 29	12/21 57	1/21 5	11/21 52
Enrollment status[b]	N/total %	N/total %	N/total %	N/total %	N/total %	N/total %	N/total %	N/total %	N/total %
Not full-time	0/0	0/0	0/0	1/4 25	0/4 0	1/4 25	2/4 50	0/4 0	2/4 50
Full-time	68/124 55	10/126 8	6/124 5	35/68 51	18/67 27	27/68 40	42/68 62	3/68 4	42/68 62
First-generation[c]	N/total %	N/total %	N/total %	N/total %	N/total %	N/total %	N/total %	N/total %	N/total %
Continuing generation	35/64 55	6/64 9	5/64 8	23/39 59	11/39 28	14/39 36	22/38 58	2/39 5	26/39 67
First-generation	27/45 60	4/46 9	1/45 2	11/29 38	7/29 24	13/29 45	21/29 72	1/29 3	15/29 52
I prefer not to respond	4/10 40	0/10 0	0/9 0	0/2 0	0/2 0	0/2 0	0/2 0	0/2 0	1/2 50
Race/ethnicity[d]	N/total %	N/total %	N/total %	N/total %	N/total %	N/total %	N/total %	N/total %	N/total %
Asian	5/5 100	1/5 20	0/5 0	2/4 50	1/4 25	1/4 25	4/4 100	0/4 0	1/4 25
Black or African American	7/17 41	1/18 6	0/17 0	1/1 100	0/1 0	0/1 0	1/1 100	0/1 0	0/1 0
Hispanic, Latina/o, Latine, or Latinx	16/25 64	2/25 8	0/24 0	2/6 33	2/6 33	2/6 33	4/6 67	0/6 0	1/6 17
Indigenous, American Indian, etc.	1/2 50	0/2 0	0/2 0	0/0	0/0	0/0	0/0	0/0	0/0
Middle Eastern or North African	1/3 33	1/3 33	0/3 0	0/2 0	1/2 50	1/2 50	0/2 0	0/2 0	1/2 50
Native Hawaiian or Pacific Islander	0/3 0	0/3 0	0/0	1/1 100	1/1 100	1/1 100	1/1 100	1/1 100	1/1 100
White	43/78 55	8/78 10	6/77 8	29/59 49	17/59 29	23/59 39	35/58 60	2/59 3	38/59 64
Another race or ethnicity	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0
I prefer not to respond	2/6 33	0/6 0	0/6 0	1/3 33	0/3 0	2/3 67	3/3 100	0/3 0	2/3 67

NSSE 2026 High-Impact Practices

Disaggregated Results

Western New England 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	
International status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not an international student	64/113	57	10/114	9	6/112	5	33/69	48	18/69	26	26/69	38	42/68	62	3/69	4	41/69	59
International student	1/2	50	0/2	0	0/2	0	0/0		0/0		0/0		0/0		0/0		0/0	
I prefer not to respond	1/4	25	0/4	0	0/4	0	1/1	100	0/1	0	1/1	100	1/1	100	0/1	0	1/1	100
Gender identity[d]	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Woman	32/55	58	7/55	13	4/54	7	9/30	30	6/30	20	9/30	30	16/29	55	2/30	7	10/30	33
Man	29/53	55	3/53	6	2/52	4	24/35	69	10/35	29	15/35	43	22/35	63	1/35	3	29/35	83
Trans/Transgender	1/3	33	0/3	0	0/3	0	0/1	0	0/1	0	0/1	0	1/1	100	0/1	0	0/1	0
Agender or gender neutral	1/1	100	0/1	0	0/1	0	0/1	0	0/1	0	1/1	100	1/1	100	0/1	0	0/1	0
Demigender	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Genderqueer, non-binary, etc.	3/7	43	0/8	0	0/8	0	1/3	33	2/3	67	2/3	67	3/3	100	0/3	0	1/3	33
Two-spirit	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Cis/Cisgender	4/8	50	1/8	13	0/8	0	2/4	50	1/4	25	2/4	50	2/4	50	0/4	0	3/4	75
Questioning or unsure	0/0		0/0		0/0		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	3/7	43	0/7	0	0/7	0	1/3	33	0/3	0	1/3	33	3/3	100	0/3	0	2/3	67
Sexual orientation[d]	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Straight or heterosexual	50/85	59	8/85	9	3/83	4	29/52	56	13/52	25	19/52	37	32/51	63	2/52	4	33/52	63
Bisexual	7/14	50	1/15	7	2/15	13	2/7	29	2/7	29	2/7	29	3/7	43	0/7	0	2/7	29
Lesbian	1/1	100	1/1	100	1/1	100	0/4	0	3/4	75	3/4	75	2/4	50	0/4	0	2/4	50
Gay	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Queer	2/3	67	0/4	0	0/4	0	0/1	0	0/1	0	0/1	0	1/1	100	0/1	0	0/1	0
Pansexual or polysexual	1/5	20	0/5	0	0/5	0	2/4	50	1/4	25	2/4	50	3/4	75	1/4	25	2/4	50
Ace, gray, or asexual	1/2	50	0/2	0	0/2	0	0/1	0	0/1	0	1/1	100	1/1	100	0/1	0	0/1	0
Demisexual	1/1	100	0/1	0	0/1	0	1/1	100	0/1	0	0/1	0	1/1	100	0/1	0	1/1	100
Questioning or unsure	0/0		0/0		0/0		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	5/11	45	0/11	0	0/11	0	1/5	20	0/5	0	2/5	40	4/5	80	0/5	0	3/5	60
Age[b]	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
FY 21+, Seniors 25+	2/4	50	0/4	0	0/4	0	2/8	25	0/8	0	0/8	0	2/8	25	0/8	0	3/8	38
FY < 21, Seniors < 25	66/120	55	10/122	8	6/120	5	34/64	53	18/63	29	28/64	44	42/64	66	3/64	5	41/64	64

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	
Disability status[d]	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		1/1	100	0/1	0	0/1	0	1/1	100	0/1	0	1/1	100
Physical disability	1/1	100	0/1	0	0/1	0	0/0		0/0		0/0		0/0		0/0		0/0	
Mental health or develop. disability	11/25	44	2/25	8	3/25	12	0/3	0	0/3	0	0/3	0	2/3	67	0/3	0	0/3	0
Another disability or condition	0/0		0/0		0/0		0/2	0	1/2	50	0/2	0	0/2	0	0/2	0	2/2	100
Multiple types of disab. or cond.	4/8	50	1/8	13	0/8	0	2/9	22	4/9	44	5/9	56	4/9	44	0/9	0	5/9	56
No disability or condition	48/76	63	7/77	9	3/75	4	29/52	56	13/52	25	20/52	38	34/51	67	3/52	6	32/52	62
I prefer not to respond	2/8	25	0/8	0	0/8	0	2/3	67	0/3	0	2/3	67	2/3	67	0/3	0	2/3	67
Residence	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not on campus	24/43	56	2/43	5	0/42	0	25/50	50	10/50	20	17/50	34	30/49	61	1/50	2	33/50	66
On campus	41/75	55	8/76	11	6/75	8	8/19	42	7/19	37	9/19	47	12/19	63	1/19	5	8/19	42
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	60/107	56	8/108	7	6/106	6	29/58	50	15/58	26	23/58	40	34/57	60	1/58	2	35/58	60
Student-athlete	4/10	40	1/10	10	0/10	0	5/11	45	3/11	27	4/11	36	8/11	73	2/11	18	7/11	64
Greek membership	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not a member	63/115	55	10/116	9	5/114	4	32/64	50	15/64	23	23/64	36	40/63	63	2/64	3	38/64	59
Member	0/0		0/0		0/0		2/6	33	3/6	50	4/6	67	3/6	50	1/6	17	4/6	67
Military status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
No military service	65/117	56	10/118	8	6/116	5	33/68	49	17/68	25	26/68	38	42/67	63	2/68	3	40/68	59
Current or former military service	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0	1/1	100
Satisfaction[e]	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Fair or poor	10/23	43	1/24	4	1/24	4	7/13	54	4/13	31	6/13	46	9/12	75	1/13	8	6/13	46
Good or excellent	56/97	58	9/97	9	5/95	5	27/57	47	14/57	25	21/57	37	34/57	60	2/57	4	36/57	63
Overall	68/124	54	10/126	7	6/124	5	36/72	54	18/71	26	28/72	40	44/72	62	3/72	4	44/72	65

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?"