
NSSE 2026
High-Impact Practices
University of North Carolina at Charlotte

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.

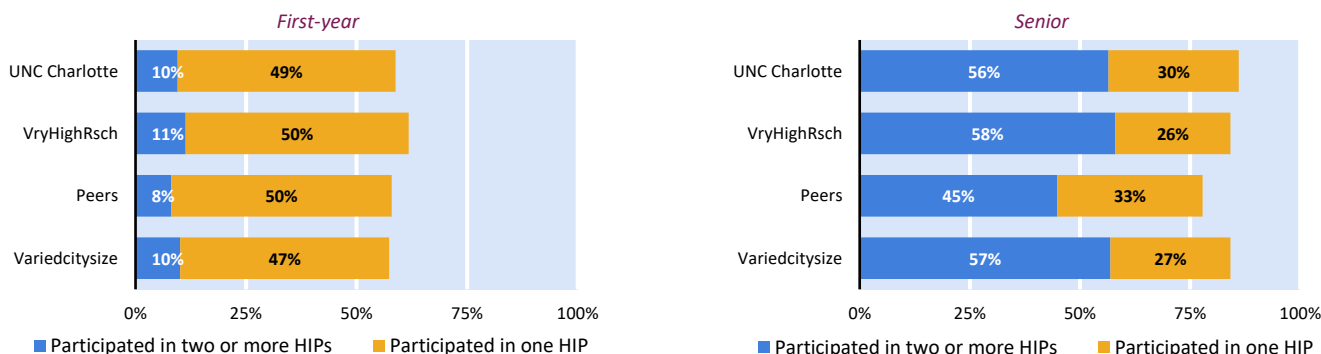
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

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:

	UNC Charlotte	VryHighRsch		Peers		Variedcitysize	
First-year	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b
Service-Learning	55	-0	-.01	-1	-.02	+3	.06
Learning Community	11	-3	**.10	+3	***.11	-1	-.02
Research with Faculty	5	-2	*.07	-0	-.02	-2	*.07
Participated in at least one	59	-3	-.06	+1	.02	+1	.03
Participated in two or more	10	-2	-.06	+1	.05	-1	-.02
Senior	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b
Service-Learning	58	+2	.05	-0	.00	+0	.01
Learning Community	21	-1	-.03	+5	***.14	+0	.01
Research with Faculty	16	-10	***.25	-1	-.02	-5	***.14
Internship or Field Exp.	43	-4	-.08	+8	***.17	-4	-.08
Study Abroad	12	-3	-.08	+6	***.21	-1	-.03
Culminating Senior Exp.	47	+8	***.15	+17	***.36	+7	***.14
Participated in at least one	86	+2	.05	+8	***.21	+2	.05
Participated in two or more	56	-2	-.03	+12	***.23	-0	-.01

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).

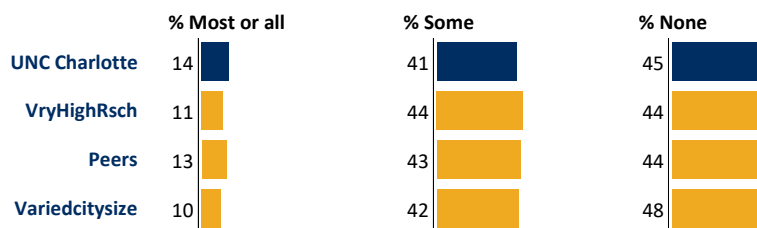
p* < .05, *p* < .01, ****p* < .001 (z-test comparing participation rates).

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

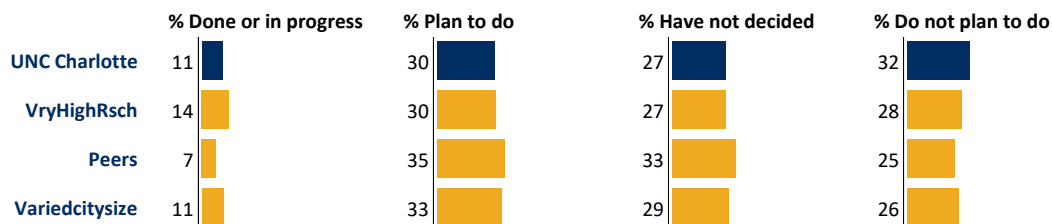
Service-Learning

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



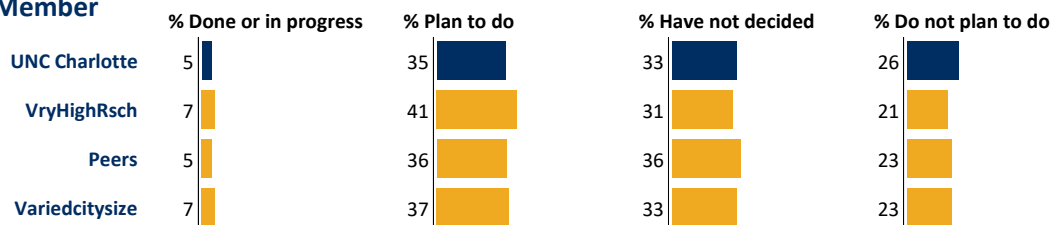
Learning Community

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.



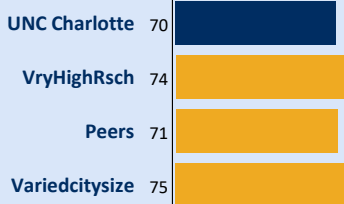
Plans to Participate^a

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"

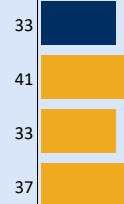
Internship or Field Experience

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



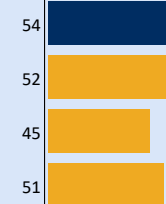
Study Abroad

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.).



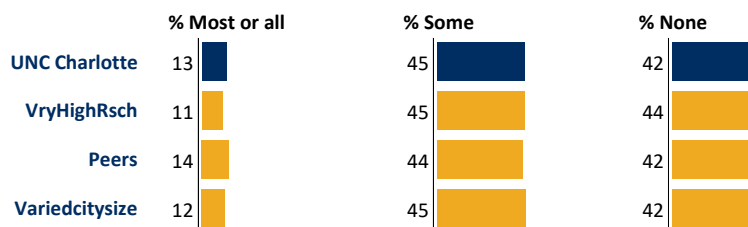
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

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

Seniors

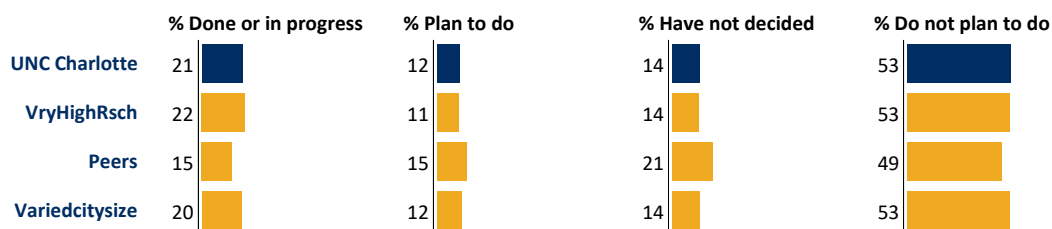
Service-Learning

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



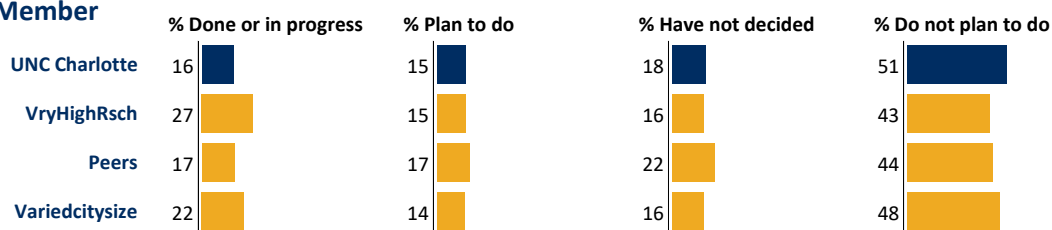
Learning Community

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



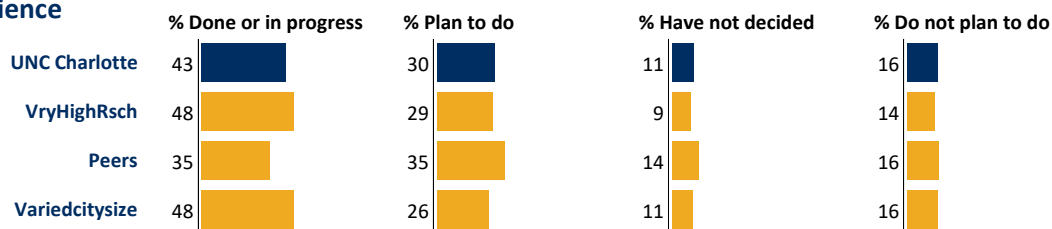
Research with a Faculty Member

Work with a faculty member on a research project.



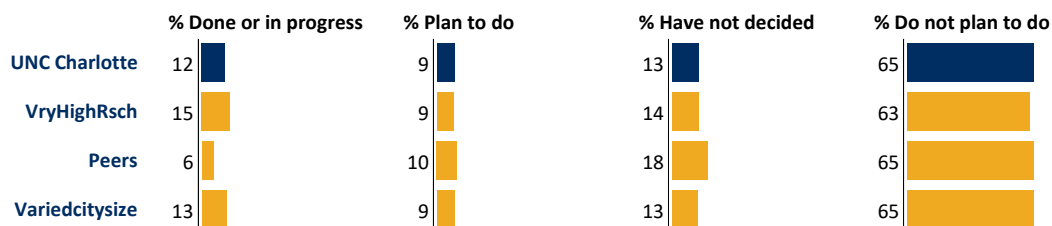
Internship or Field Experience

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



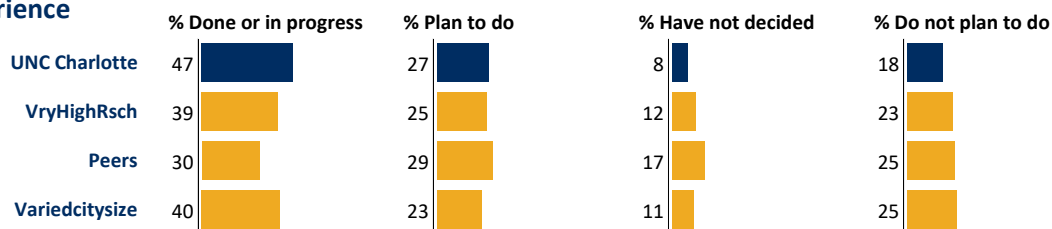
Study Abroad

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

University of North Carolina at Charlotte

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	24/73	33	15/72	21	4/72	6	30/42	71	10/42	24	14/42	33	14/42	33	9/42	21	20/42	48
Bio. sci., agric., and natural res.	54/98	55	3/99	3	3/99	3	24/34	71	7/35	20	10/35	29	10/35	29	5/34	15	10/35	29
Physical sci., math, computer sci.	56/121	46	13/120	11	8/120	7	40/76	53	12/76	16	14/76	18	27/76	36	12/75	16	49/76	64
Social sciences	72/115	63	13/114	11	7/115	6	38/60	63	12/60	20	11/60	18	19/60	32	9/59	15	35/60	58
Business	118/197	60	22/196	11	12/197	6	44/96	46	15/96	16	12/95	13	47/96	49	17/96	18	47/96	49
Communications, media, public rel.	6/18	33	8/18	44	2/18	11	9/19	47	5/19	26	6/19	32	11/19	58	1/19	5	7/19	37
Education	21/28	75	5/28	18	2/28	7	25/29	86	12/29	41	4/29	14	24/29	83	2/29	7	13/29	45
Engineering	89/156	57	14/157	9	3/157	2	24/48	50	11/48	23	7/48	15	26/47	55	2/48	4	17/48	35
Health professions	95/156	61	17/155	11	7/156	4	37/52	71	16/53	30	7/53	13	28/53	53	4/53	8	17/53	32
Social service professions	24/54	44	2/55	4	2/56	4	19/26	73	7/26	27	2/26	8	13/26	50	2/26	8	7/26	27
Undecided/undeclared	5/8	63	0/7	0	0/8	0	1/1	100	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0
Transfer status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Started here	362/610	59	73/611	12	25/612	4	162/251	65	68/251	27	49/251	20	127/251	51	37/250	15	132/252	52
Started elsewhere	214/448	48	41/446	9	25/447	6	141/253	56	42/254	17	38/254	15	101/254	40	25/253	10	101/254	40
Enrollment status ^b	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not full-time	25/70	36	9/72	13	5/72	7	32/74	43	12/76	16	7/76	9	24/76	32	11/75	15	24/76	32
Full-time	588/1040	57	112/1047	11	51/1049	5	278/453	61	104/454	23	82/454	18	216/457	47	57/452	13	222/455	49
First-generation ^c	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	317/613	52	65/613	11	26/616	4	184/296	62	75/298	25	57/297	19	149/297	50	37/297	12	144/298	48
First-generation	237/409	58	45/409	11	23/410	6	115/199	58	35/198	18	28/199	14	77/199	39	25/197	13	88/199	44
I prefer not to respond	23/34	68	3/34	9	1/33	3	4/8	50	1/8	13	2/8	25	1/8	13	1/8	13	2/8	25
Race/ethnicity ^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	111/177	63	19/176	11	9/178	5	48/67	72	13/67	19	14/68	21	31/68	46	8/68	12	26/68	38
Black or African American	139/241	58	31/241	13	14/242	6	49/77	64	14/78	18	12/78	15	36/78	46	8/76	11	27/78	35
Hispanic, Latina/o, Latine, or Latinx	92/164	56	13/164	8	3/163	2	51/88	58	21/88	24	11/88	13	34/88	39	15/87	17	51/88	58
Indigenous, American Indian, etc.	23/34	68	7/33	21	2/34	6	3/8	38	0/8	0	2/8	25	5/8	63	2/8	25	4/8	50
Middle Eastern or North African	11/25	44	3/25	12	3/25	12	8/12	67	5/12	42	2/12	17	3/11	27	2/12	17	6/12	50
Native Hawaiian or Pacific Islander	7/8	88	2/7	29	3/8	38	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0
White	267/521	51	54/520	10	22/522	4	166/291	57	65/291	22	55/291	19	135/291	46	34/291	12	140/291	48
Another race or ethnicity	14/24	58	8/24	33	3/24	13	2/6	33	3/6	50	2/5	40	4/6	67	0/6	0	2/6	33
I prefer not to respond	16/36	44	3/37	8	1/36	3	7/15	47	3/15	20	2/15	13	5/15	33	2/15	13	9/15	60

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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	
	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
International status																		
Not an international student	546/1004	54	109/1004	11	46/1006	5	289/482	60	106/483	22	83/483	17	220/483	46	61/481	13	221/484	46
International student	18/30	60	2/30	7	2/30	7	12/16	75	5/16	31	3/16	19	5/16	31	2/16	13	9/16	56
I prefer not to respond	10/18	56	1/18	6	2/18	11	2/5	40	0/5	0	1/5	20	2/5	40	0/5	0	4/5	80
Gender identity^d																		
Woman	333/597	56	67/599	11	25/598	4	201/325	62	80/326	25	55/325	17	161/326	49	46/324	14	143/326	44
Man	211/394	54	39/392	10	20/395	5	89/155	57	27/155	17	25/156	16	60/155	39	12/155	8	75/156	48
Trans/Transgender	13/24	54	5/24	21	2/24	8	6/11	55	3/11	27	5/11	45	2/11	18	3/11	27	8/11	73
Agender or gender neutral	4/8	50	1/8	13	1/8	13	0/3	0	0/3	0	1/3	33	2/3	67	0/3	0	3/3	100
Demigender	1/2	50	0/2	0	0/2	0	1/1	100	1/1	100	0/1	0	0/1	0	0/1	0	0/1	0
Genderqueer, non-binary, etc.	12/30	40	3/30	10	3/30	10	5/10	50	2/10	20	4/10	40	2/10	20	1/10	10	8/10	80
Two-spirit	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
Cis/Cisgender	26/61	43	9/61	15	3/61	5	30/42	71	12/42	29	12/42	29	21/42	50	4/42	10	21/42	50
Questioning or unsure	5/10	50	0/9	0	2/10	20	1/3	33	0/3	0	0/3	0	0/3	0	0/3	0	2/3	67
Another gender identity	2/2	100	1/2	50	1/2	50	0/1	0	0/1	0	1/1	100	0/1	0	0/1	0	1/1	100
I prefer not to respond	8/24	33	1/25	4	1/24	4	3/8	38	1/8	13	1/8	13	1/8	13	2/8	25	5/8	63
Sexual orientation^d																		
Straight or heterosexual	450/796	57	85/795	11	37/798	5	237/382	62	85/383	22	62/383	16	177/383	46	46/381	12	175/384	46
Bisexual	57/121	47	10/121	8	2/120	2	34/56	61	17/56	30	12/56	21	32/56	57	6/56	11	28/56	50
Lesbian	11/24	46	4/24	17	2/24	8	9/18	50	4/18	22	6/18	33	8/18	44	2/18	11	9/18	50
Gay	10/19	53	2/19	11	1/19	5	3/7	43	0/7	0	0/7	0	2/7	29	1/7	14	3/7	43
Queer	16/31	52	4/31	13	3/31	10	6/10	60	1/10	10	1/10	10	4/10	40	4/10	40	6/10	60
Pansexual or polysexual	19/25	76	4/25	16	2/25	8	5/11	45	1/11	9	3/11	27	3/11	27	3/11	27	5/11	45
Ace, gray, or asexual	8/21	38	3/21	14	1/21	5	2/6	33	1/6	17	2/6	33	2/6	33	0/6	0	3/6	50
Demisexual	3/11	27	2/11	18	1/11	9	2/3	67	2/3	67	0/3	0	2/3	67	0/3	0	1/3	33
Questioning or unsure	12/22	55	3/21	14	2/22	9	4/7	57	2/7	29	2/7	29	4/7	57	0/7	0	2/7	29
Another sexual orientation	1/2	50	1/2	50	0/2	0	1/1	100	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0
I prefer not to respond	26/61	43	5/63	8	2/62	3	11/23	48	3/23	13	4/23	17	6/23	26	3/23	13	10/23	43
Age^b																		
FY 21+, Seniors 25+	114/256	45	21/260	8	16/258	6	54/93	58	14/94	15	9/94	10	30/94	32	7/93	8	34/94	36
FY < 21, Seniors < 25	499/854	58	100/859	12	40/863	5	256/434	59	102/436	23	80/436	18	210/439	48	61/434	14	212/437	49

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Disaggregated Results

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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	
Disability status ^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Sensory disability	3/3	100	1/3	33	1/3	33	0/1	0	0/1	0	1/1	100	1/1	100	1/1	100	1/1	100
Physical disability	1/1	100	0/1	0	0/1	0	1/2	50	0/2	0	1/2	50	1/2	50	0/2	0	2/2	100
Mental health or develop. disability	48/115	42	13/113	12	3/115	3	38/69	55	17/69	25	16/69	23	34/69	49	11/69	16	30/69	43
Another disability or condition	10/14	71	2/14	14	1/14	7	2/2	100	0/2	0	1/2	50	2/2	100	0/2	0	1/2	50
Multiple types of disab. or cond.	44/73	60	11/73	15	4/72	6	23/46	50	10/46	22	11/46	24	21/46	46	5/46	11	20/46	43
No disability or condition	424/775	55	76/776	10	39/778	5	225/360	63	76/361	21	54/361	15	159/361	44	43/359	12	166/362	46
I prefer not to respond	26/47	55	5/48	10	1/47	2	12/19	63	6/19	32	2/19	11	7/19	37	3/19	16	12/19	63
Residence	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not on campus	249/512	49	44/512	9	26/513	5	273/449	61	99/450	22	79/451	18	200/450	44	55/448	12	209/451	46
On campus	309/518	60	67/518	13	22/519	4	29/51	57	12/51	24	8/50	16	26/51	51	8/51	16	22/51	43
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	543/1004	54	111/1004	11	46/1006	5	293/487	60	109/488	22	86/488	18	222/488	45	63/486	13	226/489	46
Student-athlete	16/29	55	1/29	3	2/29	7	8/14	57	2/14	14	1/14	7	5/14	36	0/14	0	8/14	57
Greek membership	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not a member	508/958	53	100/959	10	42/960	4	266/438	61	95/439	22	74/439	17	188/439	43	54/437	12	202/440	46
Member	35/52	67	7/51	14	3/52	6	29/53	55	11/53	21	10/53	19	32/53	60	7/53	13	26/53	49
Military status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
No military service	546/1005	54	108/1005	11	46/1007	5	292/485	60	108/485	22	85/485	18	220/485	45	62/483	13	225/486	46
Current or former military service	11/22	50	3/22	14	1/22	5	10/16	63	2/17	12	2/17	12	7/17	41	1/17	6	8/17	47
Satisfaction ^e	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Fair or poor	101/181	56	17/181	9	9/180	5	29/58	50	9/58	16	6/59	10	22/59	37	4/57	7	22/59	37
Good or excellent	487/884	55	99/882	11	43/886	5	275/449	61	103/451	23	82/450	18	206/450	46	60/450	13	215/451	48
Overall	613/1110	55	121/1119	11	56/1121	5	310/527	58	116/530	21	89/530	16	240/533	43	68/527	12	246/531	47

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?"