
NSSE 2026
High-Impact Practices
CUNY Herbert H. Lehman College

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.

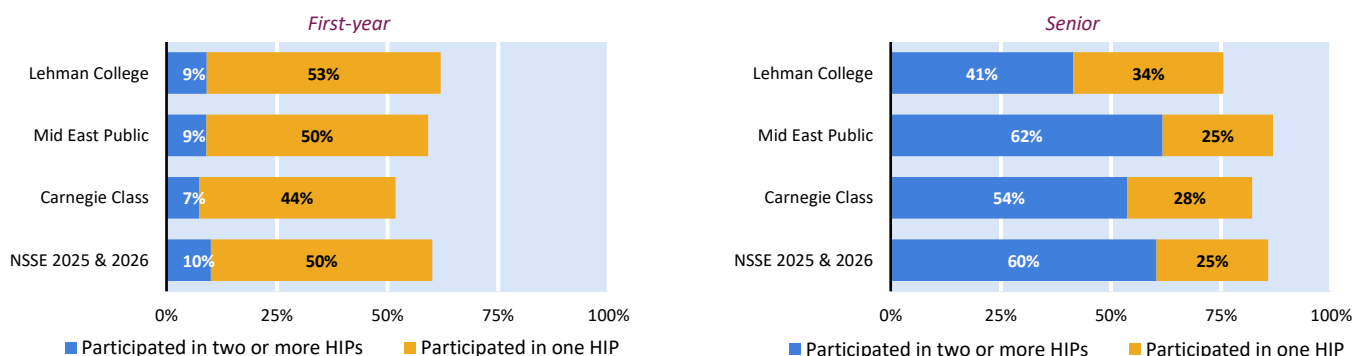
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

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:

	Lehman College	Mid East Public		Carnegie Class		NSSE 2025 & 2026	
	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b
First-year							
Service-Learning	55	-1	-.02	+7	.14	-1	-.01
Learning Community	12	+3	.10	+4	.15	+1	.03
Research with Faculty	5	-0	-.02	+0	.01	-0	-.02
Participated in at least one	62	+3	.06	+10	*.21	+2	.04
Participated in two or more	9	+0	.00	+2	.06	-1	-.03
Senior							
Service-Learning	66	+7	.14	+8	*.16	+4	.09
Learning Community	22	-0	.00	+4	.09	-0	-.01
Research with Faculty	18	-7	*.17	-0	-.01	-6	*.16
Internship or Field Exp.	37	-16	***.33	-7	*.15	-13	***.26
Study Abroad	6	-5	*.18	-3	-.11	-8	***.28
Culminating Senior Exp.	22	-25	***.54	-22	***.47	-24	***.51
Participated in at least one	76	-11	***.29	-7	*.16	-10	***.26
Participated in two or more	41	-20	***.41	-12	***.25	-19	***.38

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.

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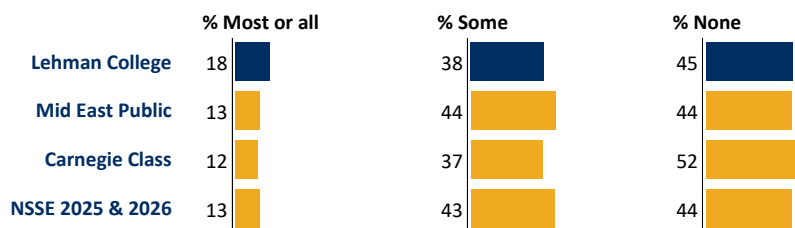
Response Detail

CUNY Herbert H. Lehman College

First-year students

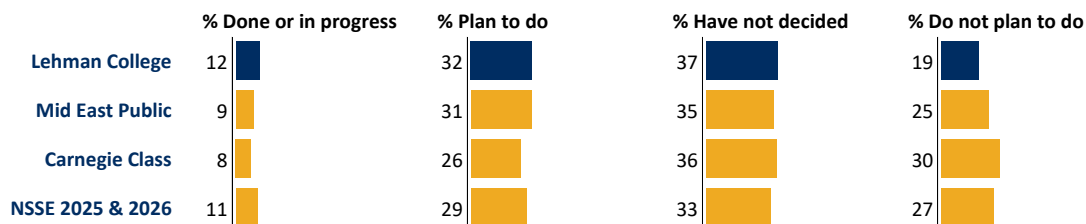
Service-Learning

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



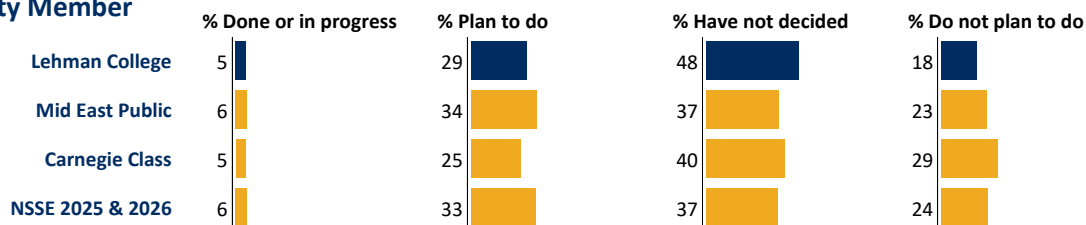
Learning Community

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.



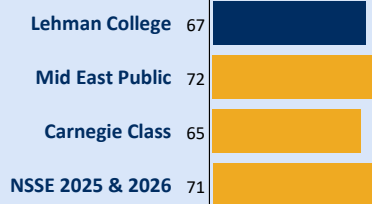
Plans to Participate^a

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"

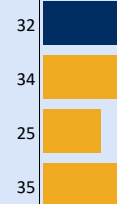
Internship or Field Experience

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



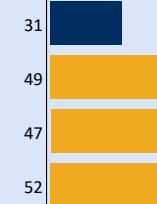
Study Abroad

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.).



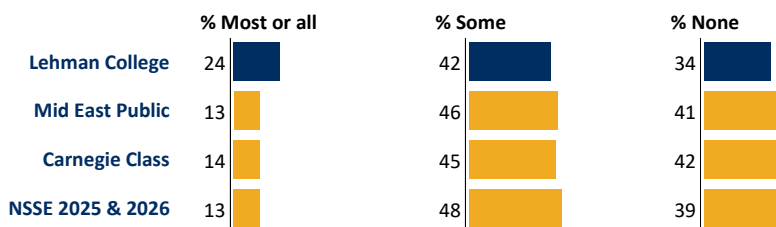
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

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

Seniors

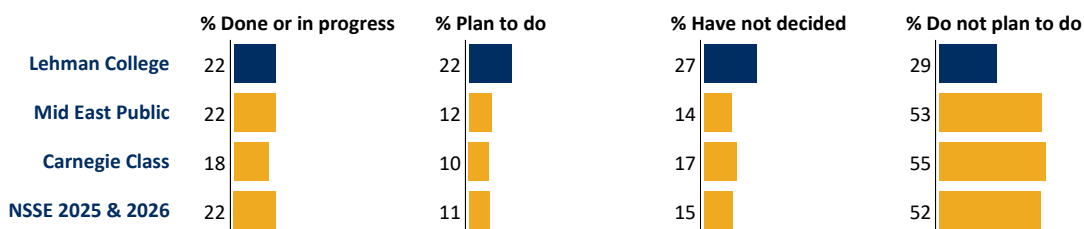
Service-Learning

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



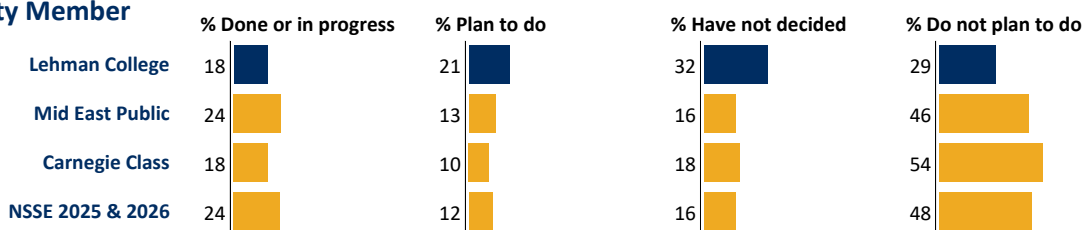
Learning Community

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



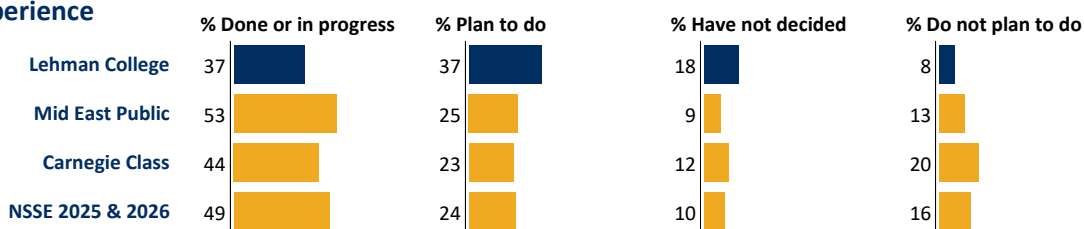
Research with a Faculty Member

Work with a faculty member on a research project.



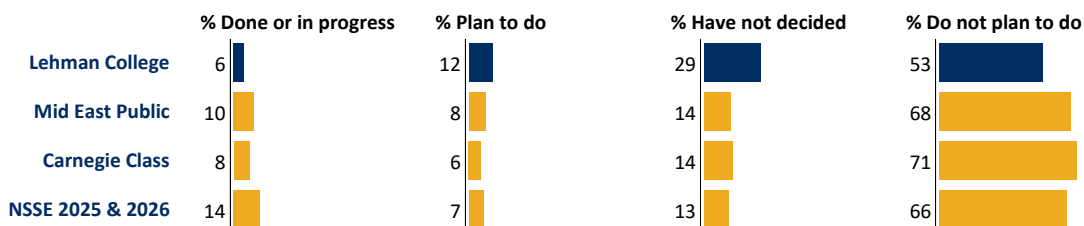
Internship or Field Experience

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



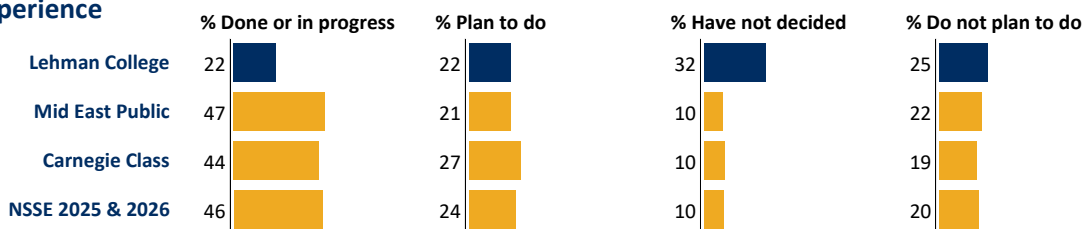
Study Abroad

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.

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Disaggregated Results

CUNY Herbert H. Lehman College

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	1/6	17	1/6	17	0/6	0	7/18	39	1/18	6	5/18	28	6/18	33	3/18	17	6/18	33
Bio. sci., agric., and natural res.	1/4	25	2/4	50	0/4	0	9/13	69	7/13	54	7/13	54	11/13	85	1/13	8	5/13	38
Physical sci., math, computer sci.	4/9	44	0/9	0	0/9	0	2/6	33	0/6	0	0/6	0	2/6	33	0/6	0	1/6	17
Social sciences	9/13	69	1/13	8	1/13	8	24/33	73	6/33	18	8/33	24	10/33	30	1/33	3	9/33	27
Business	12/18	67	4/18	22	3/18	17	6/16	38	0/17	0	0/17	0	2/17	12	1/17	6	0/17	0
Communications, media, public rel.	1/3	33	0/3	0	0/3	0	3/4	75	1/4	25	2/4	50	2/4	50	0/4	0	1/4	25
Education	3/5	60	0/5	0	0/5	0	4/4	100	0/4	0	0/4	0	1/4	25	0/4	0	0/4	0
Engineering	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Health professions	16/23	70	3/23	13	1/23	4	56/74	76	25/74	34	11/74	15	28/74	38	5/74	7	16/74	22
Social service professions	2/5	40	1/5	20	0/5	0	10/12	83	3/12	25	2/11	18	10/12	83	0/12	0	2/12	17
Undecided/undeclared	3/4	75	0/4	0	1/4	25	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	43/82	52	9/82	11	3/82	4	26/43	60	8/43	19	7/43	16	20/43	47	2/43	5	8/43	19
Started elsewhere	10/12	83	3/12	25	3/12	25	97/144	67	36/145	25	29/144	20	55/145	38	10/145	7	32/145	22
Enrollment status ^b	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not full-time	4/7	57	1/7	14	1/7	14	53/84	63	10/85	12	7/83	8	23/85	27	4/84	5	11/84	13
Full-time	53/95	56	12/96	13	5/95	5	86/120	72	38/123	31	31/122	25	57/123	46	9/123	7	37/122	30
First-generation ^c	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	10/26	38	5/26	19	1/26	4	32/49	65	15/49	31	11/49	22	26/49	53	3/49	6	14/49	29
First-generation	35/57	61	6/57	11	5/57	9	79/117	68	30/118	25	24/118	20	45/118	38	9/118	8	25/118	21
I prefer not to respond	8/11	73	1/11	9	0/11	0	16/25	64	0/25	0	1/24	4	5/25	20	0/25	0	3/25	12
Race/ethnicity ^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	6/8	75	0/8	0	0/8	0	10/15	67	3/15	20	4/15	27	8/15	53	0/15	0	5/15	33
Black or African American	16/30	53	7/30	23	3/30	10	44/60	73	21/61	34	10/61	16	23/61	38	3/61	5	13/61	21
Hispanic, Latina/o, Latine, or Latinx	36/62	58	6/62	10	3/62	5	67/102	66	23/102	23	22/101	22	46/102	45	7/102	7	23/102	23
Indigenous, American Indian, etc.	0/0		0/0		0/0		1/3	33	0/3	0	0/3	0	1/3	33	0/3	0	0/3	0
Middle Eastern or North African	1/1	100	0/1	0	0/1	0	2/2	100	0/2	0	1/2	50	1/2	50	1/2	50	1/2	50
Native Hawaiian or Pacific Islander	1/1	100	0/1	0	0/1	0	0/0		0/0		0/0		0/0		0/0		0/0	
White	1/4	25	1/4	25	0/4	0	8/12	67	1/12	8	4/12	33	6/12	50	2/12	17	3/12	25
Another race or ethnicity	0/0		0/0		0/0		2/4	50	1/4	25	2/4	50	2/4	50	0/4	0	2/4	50
I prefer not to respond	1/2	50	1/2	50	0/2	0	11/17	65	2/17	12	1/17	6	2/17	12	1/17	6	2/17	12

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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	47/86	55	12/86	14	6/86	7	111/170	65	41/171	24	32/171	19	71/171	42	11/171	6	36/171	21
International student	1/1	100	0/1	0	0/1	0	11/14	79	4/14	29	3/13	23	5/14	36	1/14	7	5/14	36
I prefer not to respond	5/7	71	0/7	0	0/7	0	5/7	71	0/7	0	1/7	14	0/7	0	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	42/71	59	10/71	14	6/71	8	94/137	69	34/138	25	25/137	18	54/138	39	11/138	8	29/138	21
Man	11/22	50	2/22	9	0/22	0	26/44	59	10/44	23	9/44	20	16/44	36	1/44	2	10/44	23
Trans/Transgender	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Agender or gender neutral	0/0		0/0		0/0		1/1	100	0/1	0	0/1	0	1/1	100	0/1	0	1/1	100
Demigender	0/0		0/0		0/0		1/1	100	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0
Genderqueer, non-binary, etc.	2/3	67	0/3	0	1/3	33	2/3	67	1/3	33	3/3	100	3/3	100	0/3	0	2/3	67
Two-spirit	0/0		0/0		0/0		1/1	100	0/1	0	1/1	100	0/1	0	0/1	0	1/1	100
Cis/Cisgender	2/4	50	1/4	25	0/4	0	3/6	50	2/6	33	0/6	0	4/6	67	0/6	0	1/6	17
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	0/0		0/0		0/0		3/5	60	1/5	20	0/5	0	2/5	40	0/5	0	1/5	20
Sexual orientation ^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Straight or heterosexual	43/75	57	9/75	12	3/75	4	102/143	71	41/144	28	28/143	20	58/144	40	8/144	6	32/144	22
Bisexual	1/5	20	1/5	20	1/5	20	7/11	64	1/11	9	4/10	40	6/11	55	1/11	9	5/11	45
Lesbian	3/3	100	0/3	0	0/3	0	2/3	67	0/3	0	0/3	0	0/3	0	0/3	0	0/3	0
Gay	0/0		0/0		0/0		1/6	17	1/6	17	0/6	0	1/6	17	0/6	0	0/6	0
Queer	0/2	0	0/2	0	0/2	0	5/8	63	1/8	13	4/8	50	6/8	75	2/8	25	3/8	38
Pansexual or polysexual	1/2	50	0/2	0	1/2	50	3/6	50	0/6	0	2/6	33	3/6	50	0/6	0	3/6	50
Ace, gray, or asexual	1/1	100	0/1	0	0/1	0	4/7	57	0/7	0	2/7	29	5/7	71	1/7	14	1/7	14
Demisexual	0/0		0/0		0/0		1/3	33	0/3	0	0/3	0	2/3	67	0/3	0	1/3	33
Questioning or unsure	2/2	100	0/2	0	0/2	0	1/2	50	0/2	0	1/2	50	2/2	100	0/2	0	1/2	50
Another sexual orientation	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
I prefer not to respond	3/7	43	2/7	29	1/7	14	9/16	56	1/16	6	0/16	0	2/16	13	1/16	6	3/16	19
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	2/21	10	4/21	19	112/154	73	36/157	23	27/154	18	51/157	32	10/156	6	33/155	21
FY < 21, Seniors < 25	43/81	53	11/82	13	2/81	2	27/50	54	12/51	24	11/51	22	29/51	57	3/51	6	15/51	29

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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	0/0		0/0		0/0		1/1	100		0/1	0	0/1	0	0/1	0	0/1	0	1/1	100					
Physical disability	0/0		0/0		0/0		0/1	0		0/1	0	1/1	100		1/1	100	0/1	0	0/1	0				
Mental health or develop. disability	3/9	33		0/9	0		9/14	64		0/14	0	3/14	21		4/14	29		0/14	0	4/14	29			
Another disability or condition	1/3	33		1/3	33		3/3	100		0/3	0	0/3	0		0/3	0		0/3	0	0/3	0			
Multiple types of disab. or cond.	2/3	67		0/3	0		8/13	62		4/13	31		4/13	31		5/13	38		2/13	15	1/13	8		
No disability or condition	40/70	57		10/70	14		4/70	6		95/140	68		28/139	20		64/140	46		10/140	7	32/140	23		
I prefer not to respond	2/4	50		0/4	0		0/4	0		10/17	59		0/18	0		2/18	11		0/18	0	3/18	17		
Residence	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%		
Not on campus	50/91	55		12/91	13		6/91	7		122/186	66		43/187	23		36/186	19		74/187	40	12/187	6	41/187	22
On campus	0/0			0/0			0/0			2/2	100		1/2	50		0/2	0		1/2	50	0/2	0	0/2	0
Athlete status	N/total	%	N/total	%	N/total	0	N/total	%	N/total	0	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not an athlete	47/87	54		10/87	11		5/87	6		123/186	66		44/187	24		36/186	19		74/187	40	12/187	6	41/187	22
Student-athlete	3/4	75		2/4	50		1/4	25		0/1	0		0/1	0		0/1	0		1/1	100	0/1	0	0/1	0
Greek membership	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not a member	48/89	54		12/89	13		6/89	7		117/181	65		39/182	21		34/181	19		69/182	38	10/182	5	39/182	21
Member	0/0			0/0			0/0			3/3	100		2/3	67		0/3	0		2/3	67	0/3	0	0/3	0
Military status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
No military service	51/92	55		12/92	13		6/92	7		123/186	66		44/187	24		36/186	19		75/187	40	12/187	6	40/187	21
Current or former military service	0/0			0/0			0/0			2/3	67		0/3	0		0/3	0		0/3	0	0/3	0	1/3	33
Satisfaction ^e	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Fair or poor	7/16	44		0/16	0		0/16	0		17/25	68		4/25	16		3/25	12		9/25	36	1/25	4	8/25	32
Good or excellent	46/79	58		12/79	15		6/79	8		113/169	67		43/170	25		34/169	20		69/170	41	12/170	7	36/170	21
Overall	57/102	55		13/103	12		6/102	5		139/204	66		48/208	22		38/205	18		80/208	37	13/207	6	48/206	22

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?"