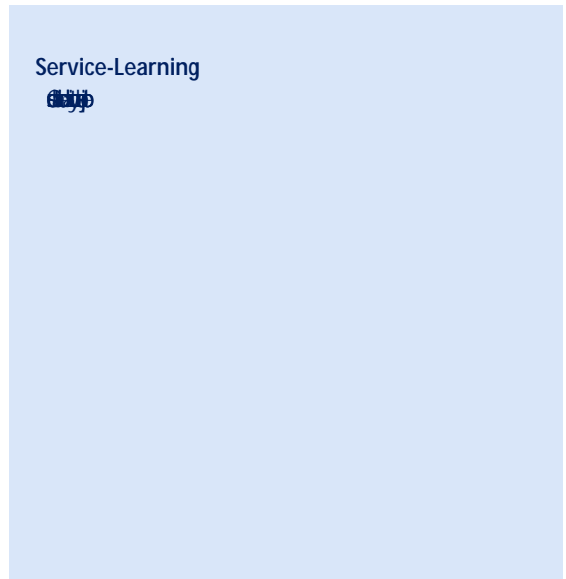

NSSE 2020 High-Impact Practices



NSSE 2020 High-Impact Practices

About This Report

About Your *High-Impact Practices* Report



Report Sections

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:



Displays the percentage of students who participated in one HIP and in two or more HIPs, relative to those at your comparison group institutions.

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.

6

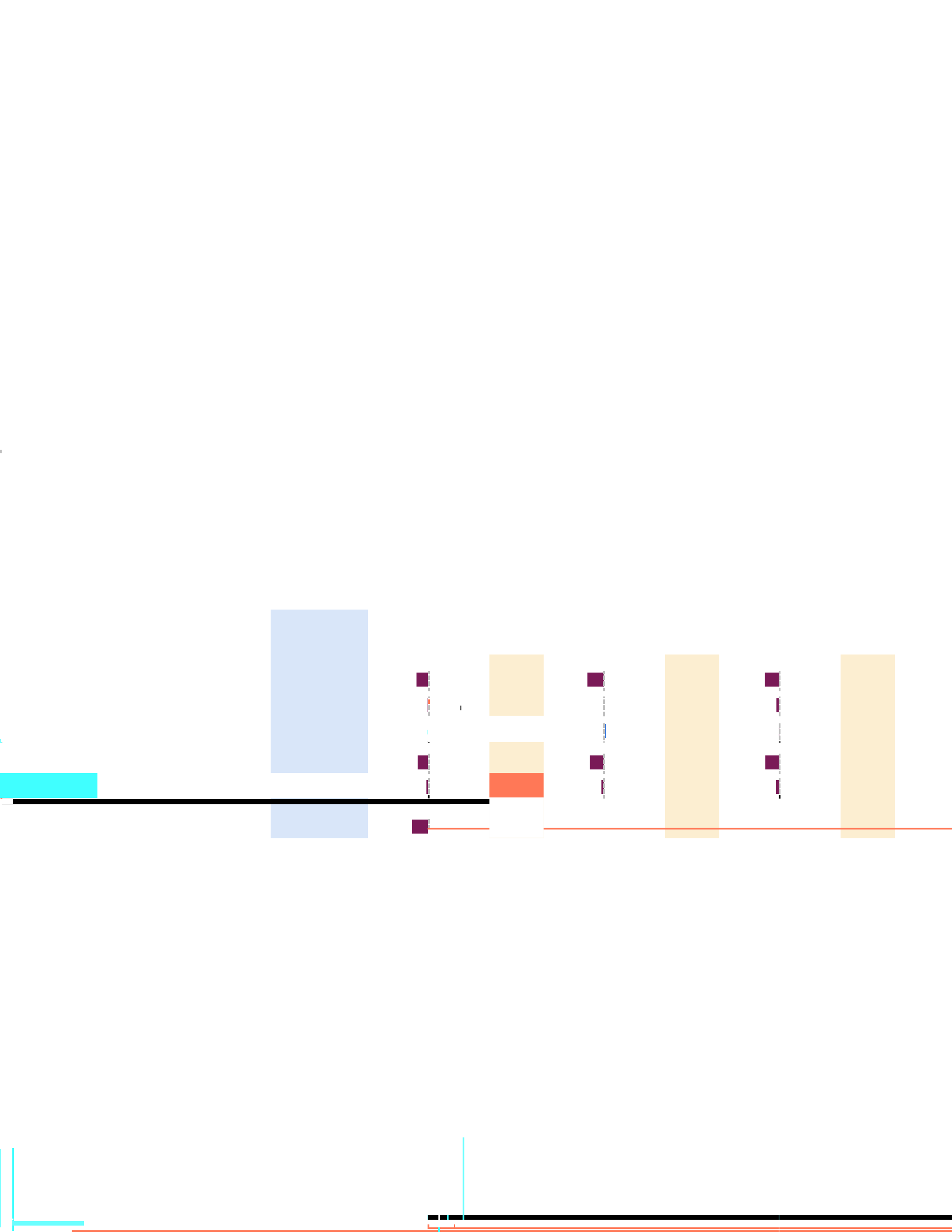
Displays your students' participation in each HIP by selected student characteristics.

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 on page 6 provides an initial look at how HIP participation varies by selected student characteristics. The Report Builder and your *Major Field Report* (both to be released in the fall) offer further perspectives on internal variation and can help you investigate your students' HIP participation in depth.

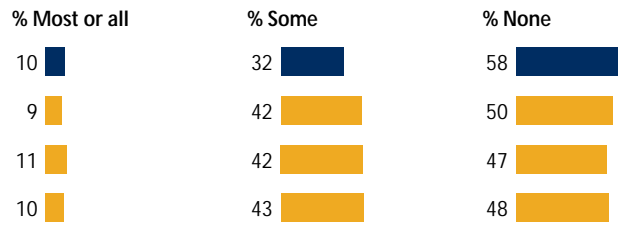
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Washington, DC: Association of American Colleges and Universities. National Survey of Student Engagement (2007). *Experiences that matter: Enhancing student learning and success—Annual Report 2007*. Bloomington, IN: 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. *Practice in Assessment*, 13 (Summer/Fall), pp. 22-38.

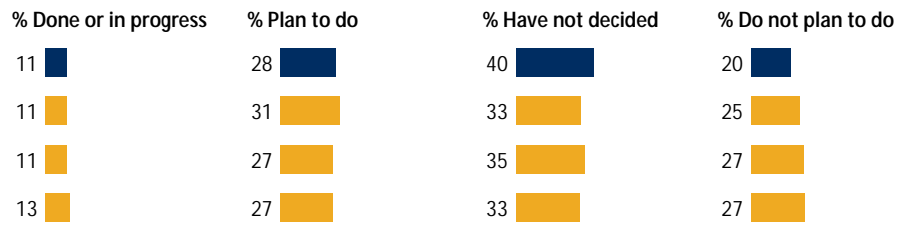


First-Year Students

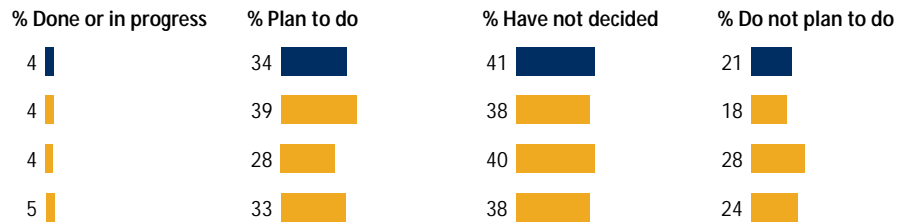
Service-Learning



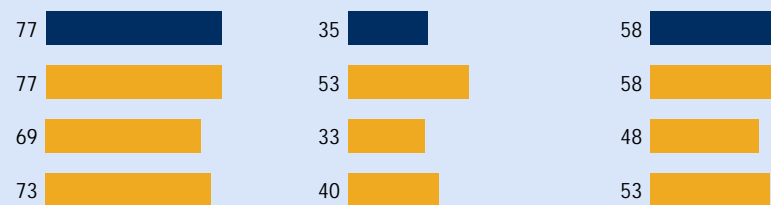
Learning Community



Research with a Faculty Member



Plans to Participate^a





NSSE 2020 High-Impact Practices

Participation by Student Characteristics

Western New England University

Participation in High-Impact Practices by Student Characteristics

The table below displays the percentage of your students who participated in each HIP by selected student characteristics. Examining participation rates for different groups offers insight into how engagement varies within your student population.

	First-year			Senior		
	Done or in progress	Some	None	Done or in progress	Some	None
Sex ^a	%	%	%	%	%	%
Male	41	9	4	51	29	39
Female	44	13	5	51	24	44
Parental Education ^a						
None	—	—	—	—	—	—
High school	50	10	10	—	—	—
Some college	25	23	8	—	—	—
Bachelor's	42	11	0	55	36	36
Master's	—	—	—	—	—	—
PhD	42	9	5	52	27	41
Other	—	—	—	—	—	—
Unknown	—	—	—	—	—	—
Parental Income ^a						
< \$21,000	41	11	5	53	27	42
\$21,000+	—	—	—	—	—	—
Parental Degree ^b						
None	35	11	5	47	25	44
Bachelor's	47	10	5	59	29	37
Parental Major ^a						
None	—	—	—	—	—	—
Business	42	11	4	53	28	42
Education	—	—	—	—	—	—
Health	—	—	—	—	—	—
Humanities	40	14	9	53	28	34
Other	41	10	3	50	24	51
Related Major ^c						
None	—	—	—	—	—	—
Business	25	25	8	—	—	—
Education	20	0	0	—	—	—
Health	33	10	0	48	10	48
Humanities	51	5	3	68	16	22
Other	—	—	—	—	—	—
Science	48	16	6	33	30	61
Social Sciences	22	5	4	72	56	12
Unknown	58	21	4	—	—	—
Other	—	—	—	—	—	—
Other ^d						
None	42	11	4	51	26	42
Business	—	—	—	—	—	—
Education	—	—	—	—	—	—
Health	—	—	—	—	—	—
Humanities	—	—	—	—	—	—
Other	—	—	—	—	—	—
Science	—	—	—	—	—	—
Social Sciences	—	—	—	—	—	—
Unknown	—	—	—	—	—	—
Other	—	—	—	—	—	—

Notes: 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. Percentages are not reported (—) for row categories containing fewer than 10 students. Results are unweighted, except for overall percentages which are weighted by sex and enrollment status.

a. Institution-reported variable. If provided, "Another" and "Unknown" categories for sex are not displayed due to low Ns, but do appear in the data file.

b. Neither parent (or guardian) holds a bachelor's degree.

c. These are NSSE's default related-major categories, based on first major if more than one was reported. Institution-customized major categories will be included on the Major Field Report, to be released in the fall. Excludes majors categorized as "all other."