NSSE
national survey of
student engagement

NSSE 2023
High-Impact Practices

University of Central Missouri

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IPEDS: 176965

NSSE 2023 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.

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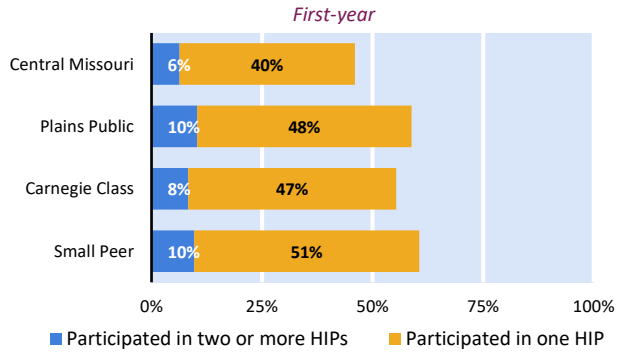
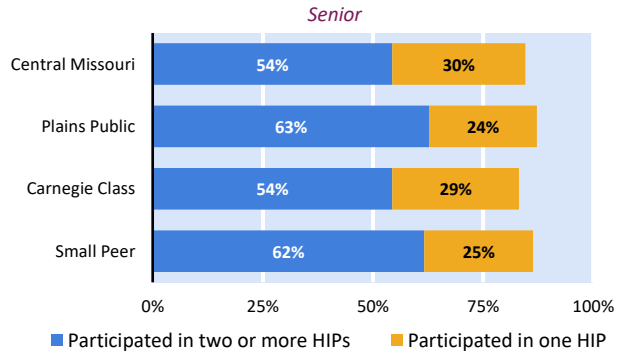
Participation Comparisons

University of Central Missouri

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:											
	Central Missouri	**Plains Public**				**Carnegie Class**				**Small Peer**			
First-year	*%*	*Difference* [a]			*ES* [b]	*Difference* [a]			*ES* [b]	*Difference* [a]			*ES* [b]
Service-Learning	39	-13		**	-.27	-13		**	-.27	-17		***	-.34
Learning Community	8	-6			-.20	-1			-.04	-4			-.13
Research with Faculty	7	+2			.06	+2			.08	+2			.08
Participated in at least one	46	-13		**	-.26	-9		*	-.19	-15		**	-.29
Participated in two or more	6	-4			-.14	-2			-.07	-3			-.12
Senior													
Service-Learning	61	+1			.01	-0			.00	-4			-.09
Learning Community	28	+3			.07	+8		***	.20	+5			.12
Research with Faculty	16	-6		*	-.14	-2			-.06	-4			-.10
Internship or Field Exp.	47	-8		*	-.16	+3			.07	-4			-.08
Study Abroad	6	-1			-.06	+1			.04	-0			.00
Culminating Senior Exp.	36	-8		**	-.17	-8		**	-.17	-7		*	-.15
Participated in at least one	85	-3			-.08	+1			.04	-2			-.05
Participated in two or more	54	-8		**	-.17	-0			.00	-7		*	-.15

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. All results weighted by institution-reported sex and enrollment status (and by institution size for comparison groups).

NSSE 2023 High-Impact Practices

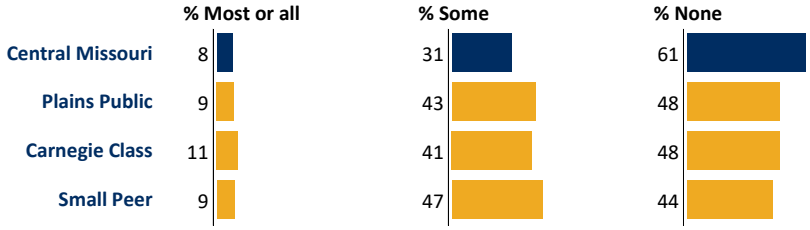
Response Detail

University of Central Missouri

First-year students

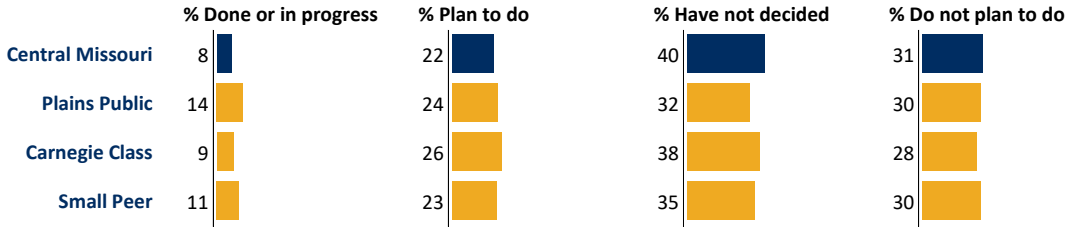
Service-Learning

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



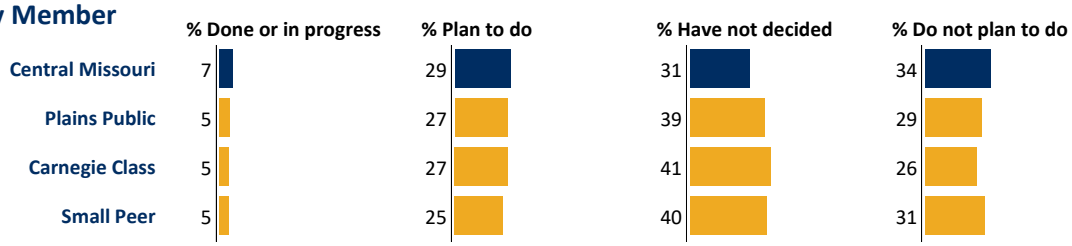
Learning Community

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

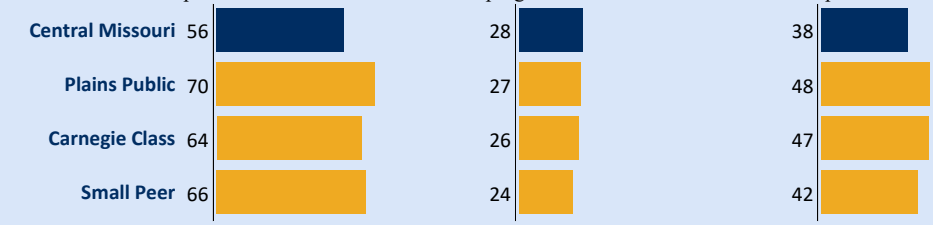
Participate in an internship, co-op, field experience, student teaching, or clinical placement.

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 weighted by institution-reported sex (including "Another" and "Unknown" when provided) and enrollment status (and institutional size for comparison groups).

NSSE 2023 High-Impact Practices

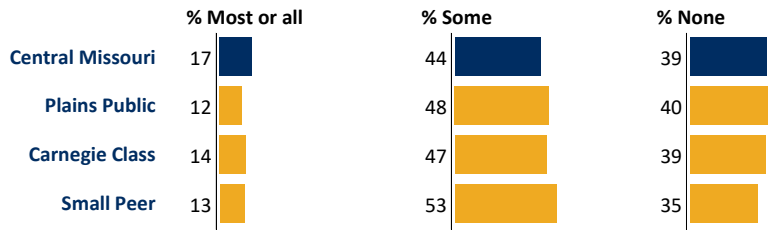
Response Detail

University of Central Missouri

Seniors

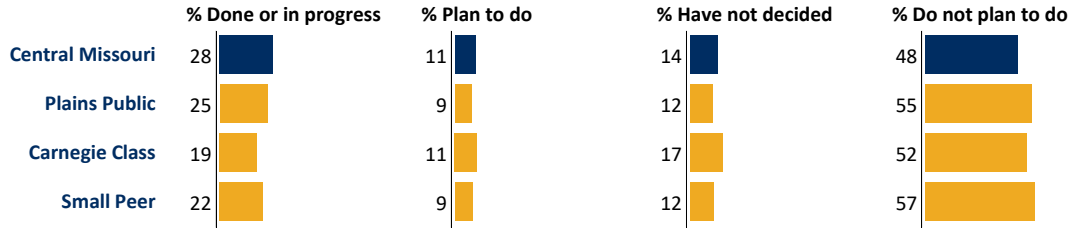
Service-Learning

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



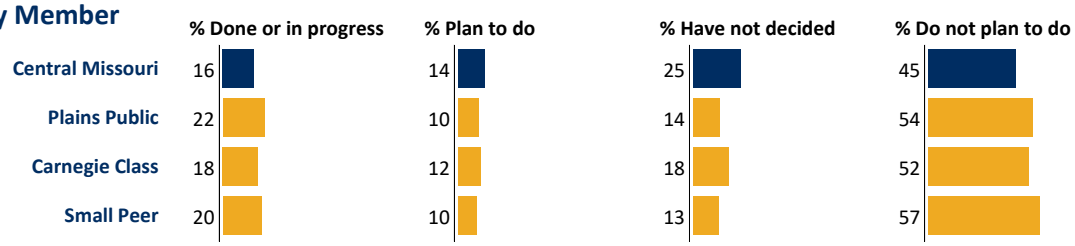
Learning Community

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



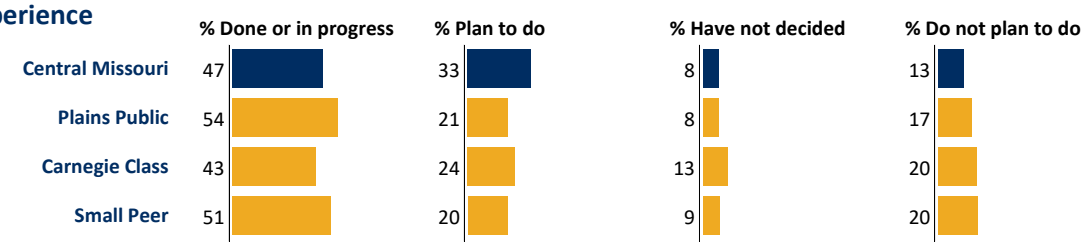
Research with a Faculty Member

Work with a faculty member on a research project.



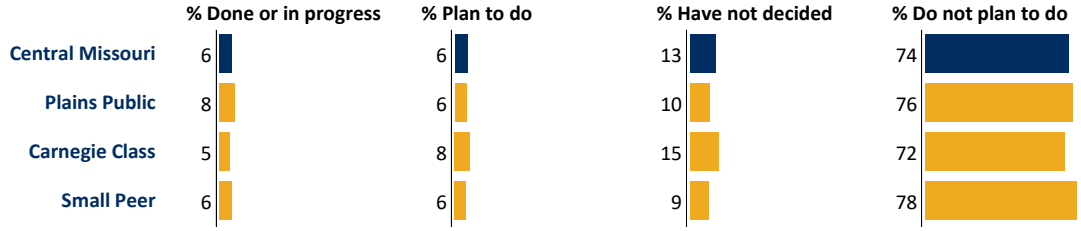
Internship or Field Experience

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



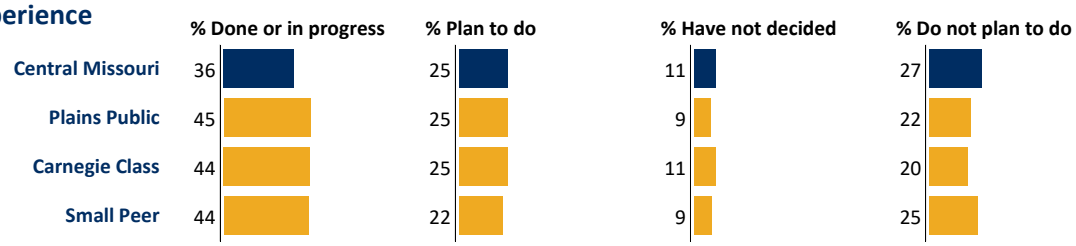
Study Abroad

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 weighted by institution-reported sex (including "Another" and "Unknown" when provided) and enrollment status (and institutional size for comparison groups).

NSSE 2023 High-Impact Practices

Disaggregated Results

University of Central Missouri

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	1/12	8	2/12	17	0/12	0	11/16	69	3/16	19	3/16	19	5/16	31	2/16	13	10/16	63
Bio. sci., agric., and natural res.	3/9	33	1/9	11	0/9	0	4/11	36	2/11	18	2/11	18	4/11	36	1/11	9	3/11	27
Physical sci., math, computer sci.	0/3	0	1/3	33	0/3	0	7/18	39	3/18	17	4/18	22	4/18	22	1/18	6	8/18	44
Social sciences	3/5	60	2/5	40	1/5	20	7/20	35	3/20	15	6/20	30	4/20	20	2/20	10	12/20	60
Business	6/14	43	0/14	0	2/14	14	12/19	63	8/19	42	2/19	11	11/19	58	2/19	11	11/19	58
Communications, media, public rel.	3/11	27	0/11	0	1/11	9	8/11	73	2/11	18	0/11	0	4/11	36	0/11	0	6/10	60
Education	9/14	64	1/14	7	1/14	7	34/47	72	17/48	35	7/48	15	34/49	69	2/47	4	11/48	23
Engineering	0/1	0	0/1	0	0/1	0	2/3	67	2/3	67	2/3	67	2/3	67	0/3	0	2/3	67
Health professions	8/13	62	0/13	0	0/13	0	39/52	75	15/52	29	8/52	15	28/52	54	2/51	4	16/52	31
Social service professions	2/5	40	0/5	0	1/5	20	11/16	69	6/16	38	2/16	13	5/16	31	2/16	13	2/16	13
Undecided/undeclared	2/4	50	0/4	0	0/4	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	37/94	39	8/94	9	6/94	6	64/98	65	35/97	36	19/98	19	52/99	53	9/97	9	47/98	48
Started elsewhere	2/8	25	0/8	0	0/8	0	86/143	60	34/144	24	20/144	14	62/144	43	7/143	5	41/143	29
Enrollment status[b]	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not full-time	10/22	45	1/22	5	2/22	9	16/31	52	7/32	22	3/32	9	13/32	41	1/32	3	3/32	9
Full-time	30/84	36	8/85	9	4/84	5	139/221	63	65/222	29	38/222	17	109/225	48	16/221	7	90/221	41
First-generation[c]	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	18/58	31	3/58	5	3/58	5	80/127	63	32/127	25	18/128	14	64/129	50	7/126	6	48/128	38
First-generation	20/40	50	5/40	13	3/40	8	68/110	62	37/110	34	20/110	18	49/110	45	8/110	7	39/109	36
I prefer not to respond	1/4	25	0/4	0	0/4	0	2/4	50	0/4	0	1/4	25	1/4	25	1/4	25	1/4	25
Race/ethnicity[d]	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	3/5	60	0/5	0	0/5	0	7/11	64	3/11	27	2/11	18	2/11	18	2/11	18	5/11	45
Black or African American	4/9	44	2/9	22	1/9	11	14/20	70	7/20	35	4/20	20	11/20	55	4/20	20	7/20	35
Hispanic, Latina/o, Latine, or Latinx	2/4	50	0/4	0	0/4	0	13/17	76	7/17	41	5/17	29	9/17	53	4/17	24	7/17	41
Indigenous, American Indian, etc.	1/2	50	0/2	0	0/2	0	6/8	75	4/8	50	2/8	25	4/8	50	2/8	25	4/8	50
Middle Eastern or North African	0/0		0/0		0/0		1/2	50	2/2	100	1/2	50	2/2	100	1/2	50	1/2	50
Native Hawaiian or Pacific Islander	1/2	50	0/2	0	0/2	0	1/2	50	1/2	50	1/2	50	1/2	50	1/2	50	1/2	50
White	31/81	38	6/81	7	4/81	5	123/198	62	60/198	30	34/199	17	95/200	48	11/197	6	76/198	38
Another race or ethnicity	0/1	0	0/1	0	0/1	0	3/4	75	2/4	50	1/4	25	3/4	75	1/4	25	2/4	50
I prefer not to respond	3/9	33	1/9	11	1/9	11	3/7	43	0/7	0	0/7	0	2/7	29	0/7	0	2/7	29

NSSE 2023 High-Impact Practices

Disaggregated Results

University of Central Missouri

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	38/100	38	8/100	8	5/100	5	143/234	61	68/234	29	37/235	16	111/236	47	14/233	6	85/234	36
International student	1/2	50	0/2	0	1/2	50	7/8	88	1/8	13	2/8	25	3/8	38	2/8	25	3/8	38
Gender identity[d]	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Woman	26/60	43	4/60	7	5/60	8	96/150	64	46/150	31	22/150	15	75/151	50	10/148	7	50/149	34
Man	12/37	32	4/37	11	1/37	3	48/81	59	21/81	26	15/82	18	35/82	43	4/82	5	32/82	39
Agender or gender neutral	0/37	0	0/37	0	0/37	0	1/1	100	1/1	100	1/1	100	1/1	100	1/1	100	1/1	100
Demigender	0/0		0/0		0/0		2/2	100	1/2	50	1/2	50	1/2	50	1/2	50	1/2	50
Genderqueer, non-binary, etc.	0/1	0	0/1	0	0/1	0	4/7	57	1/7	14	2/7	29	4/7	57	2/7	29	6/7	86
Genderfluid	0/0		0/0		0/0		2/3	67	2/3	67	2/3	67	2/3	67	2/3	67	3/3	100
Two-spirit	0/1	0	0/1	0	0/1	0	1/1	100	1/1	100	1/1	100	1/1	100	1/1	100	1/1	100
Cis/Cisgender	0/5	0	1/5	20	0/5	0	10/16	63	12/16	75	2/16	13	6/16	38	3/16	19	4/16	25
Trans/Transgender	0/1	0	0/1	0	0/1	0	3/4	75	2/4	50	2/4	50	2/4	50	2/4	50	2/4	50
Questioning or unsure	0/1	0	0/1	0	0/1	0	2/2	100	2/2	100	1/2	50	2/2	100	1/2	50	1/2	50
Another gender identity	0/1	0	0/1	0	0/1	0	1/1	100	1/1	100	1/1	100	1/1	100	1/1	100	1/1	100
I prefer not to respond	1/3	33	0/3	0	0/3	0	1/1	100	0/1	0	0/1	0	0/1	0	0/1	0	1/1	100
Sexual orientation[d]	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Straight or heterosexual	29/72	40	6/72	8	6/72	8	125/193	65	50/193	26	30/194	15	92/195	47	12/193	6	67/194	35
Bisexual	6/13	46	0/13	0	0/13	0	12/22	55	11/22	50	4/22	18	10/22	45	2/21	10	10/22	45
Lesbian	1/3	33	0/3	0	0/3	0	3/6	50	3/6	50	2/6	33	3/6	50	1/6	17	5/6	83
Gay	0/1	0	1/1	100	0/1	0	3/5	60	1/5	20	2/5	40	4/5	80	1/5	20	3/5	60
Queer	1/3	33	0/3	0	0/3	0	5/6	83	4/6	67	3/6	50	4/6	67	3/6	50	3/6	50
Pansexual or polysexual	0/1	0	0/1	0	0/1	0	2/4	50	2/4	50	2/4	50	1/4	25	1/4	25	3/4	75
Ace, gray, or asexual	0/5	0	1/5	20	0/5	0	2/4	50	3/4	75	2/4	50	2/4	50	2/4	50	3/4	75
Demisexual	0/0		0/0		0/0		6/6	100	4/6	67	2/6	33	4/6	67	1/6	17	4/6	67
Questioning or unsure	0/2	0	0/2	0	0/2	0	2/4	50	2/4	50	1/4	25	2/4	50	1/4	25	3/4	75
Another sexual orientation	0/1	0	0/1	0	0/1	0	1/2	50	1/2	50	1/2	50	1/2	50	1/2	50	2/2	100
I prefer not to respond	3/6	50	0/6	0	0/6	0	3/10	30	1/10	10	1/10	10	4/10	40	1/10	10	3/9	33
Age[b]	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
FY 21+, Seniors 25+	5/12	42	1/12	8	1/12	8	32/59	54	10/61	16	10/61	16	22/61	36	2/60	3	17/61	28
FY < 21, Seniors < 25	35/94	37	8/95	8	5/94	5	123/193	64	62/193	32	31/193	16	100/196	51	15/193	8	76/192	40

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		1/3	33	0/3	0	0/3	0	1/3	33	0/3	0	1/3	33
Physical disability	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Mental health or develop. disability	4/12	33	1/12	8	0/12	0	19/32	59	13/32	41	4/32	13	15/32	47	0/32	0	15/32	47
Another disability or condition	0/0		0/0		0/0		1/3	33	1/3	33	0/3	0	2/3	67	0/3	0	0/3	0
Multiple types of disab. or cond.	7/15	47	3/15	20	2/15	13	12/21	57	7/21	33	8/21	38	10/21	48	4/21	19	9/21	43
No disability or condition	26/67	39	3/67	4	4/67	6	110/172	64	47/172	27	26/173	15	80/174	46	12/171	7	60/173	35
I prefer not to respond	2/8	25	1/8	13	0/8	0	5/9	56	1/9	11	1/9	11	4/9	44	0/9	0	2/8	25
Residence	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not on campus	17/40	43	2/40	5	3/40	8	133/212	63	58/212	27	32/213	15	96/213	45	11/211	5	67/212	32
On campus	22/61	36	6/61	10	3/61	5	17/30	57	11/30	37	7/30	23	18/31	58	5/30	17	21/30	70
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	35/94	37	7/94	7	5/94	5	140/226	62	64/226	28	36/227	16	110/228	48	14/225	6	84/226	37
Student-athlete	4/8	50	1/8	13	1/8	13	10/14	71	3/14	21	2/14	14	2/14	14	2/14	14	3/14	21
Greek membership	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not a member	38/95	40	8/95	8	5/95	5	119/199	60	57/200	29	33/200	17	91/201	45	10/199	5	73/199	37
Member	1/7	14	0/7	0	1/7	14	28/38	74	11/37	30	6/38	16	20/38	53	6/37	16	13/38	34
Military status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
No military service	38/99	38	8/99	8	6/99	6	142/230	62	65/230	28	34/231	15	108/232	47	14/229	6	83/230	36
Current or former military service	0/2	0	0/2	0	0/2	0	8/12	67	4/12	33	5/12	42	6/12	50	2/12	17	5/12	42
Satisfaction[e]	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Fair or poor	6/16	38	1/16	6	2/16	13	16/35	46	8/35	23	6/35	17	16/35	46	1/34	3	15/35	43
Good or excellent	33/87	38	7/87	8	4/87	5	135/210	64	61/210	29	33/211	16	100/212	47	15/210	7	74/210	35
Overall	40/106	39	9/107	8	6/106	7	155/252	61	72/254	28	41/254	16	122/257	47	17/253	6	93/253	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. 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?"