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**NSSE 2020**  
**High-Impact Practices**  
University of Central Missouri

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# NSSE 2020 High-Impact Practices

## About This Report

### About Your *High-Impact Practices* Report

#### Service-Learning

Courses that included a community-based project

### 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:

#### 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.

#### 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 Characteristics (p. 6)

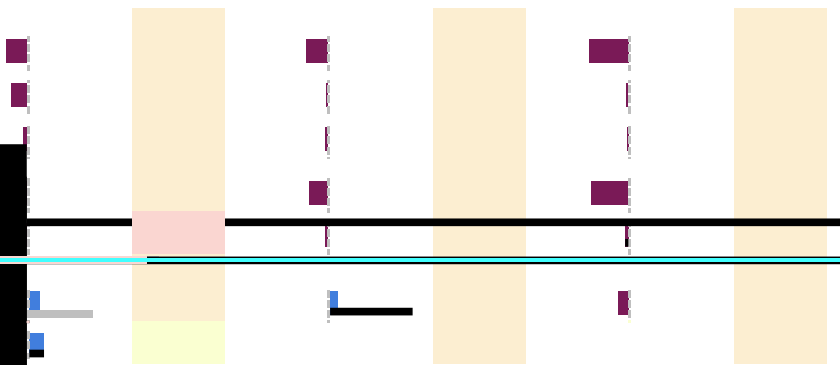
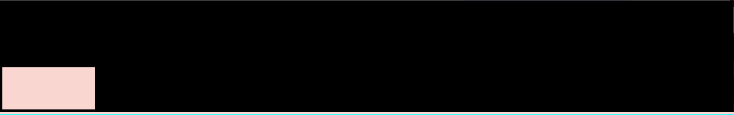
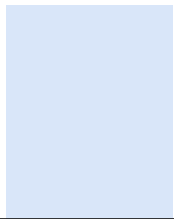
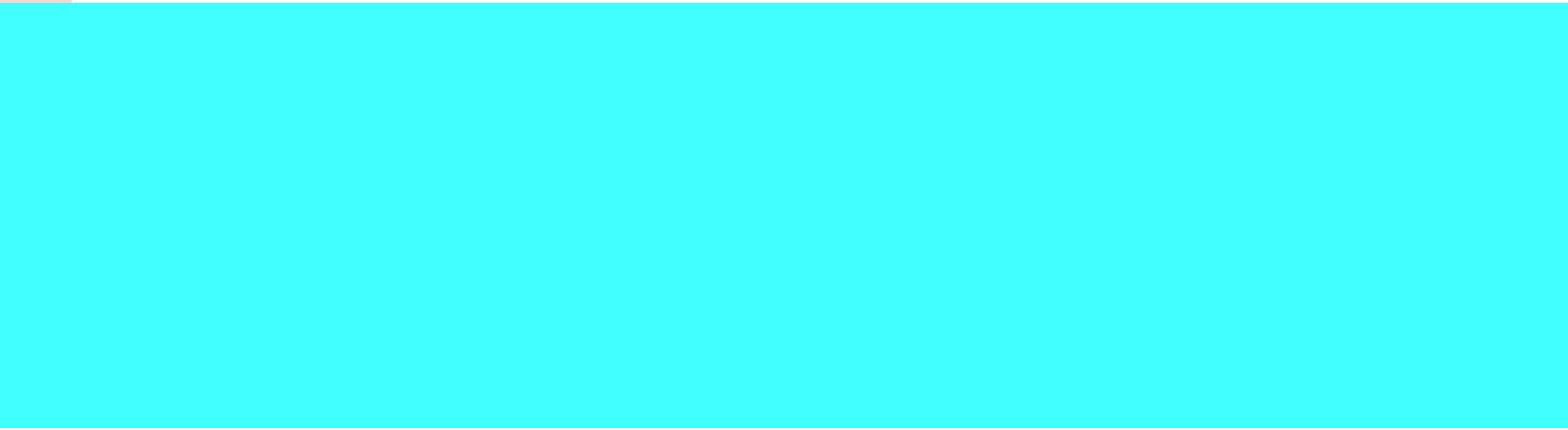
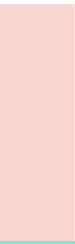
Displays your students' participation in each HIP by selected student characteristics.

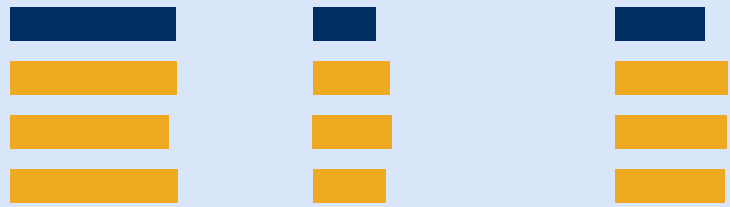
### Interpreting Comparisons

*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. *Research & Practice in Assessment*, 13 (Summer/Fall), pp. 22-38.





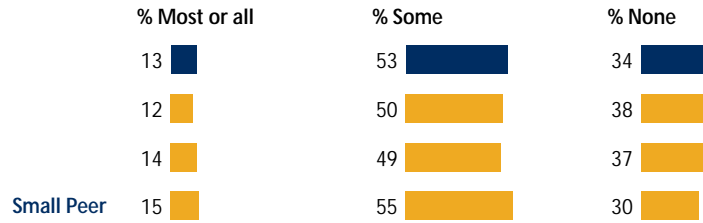
# NSSE 2020 High-Impact Practices

## Response Detail

### University of Central Missouri

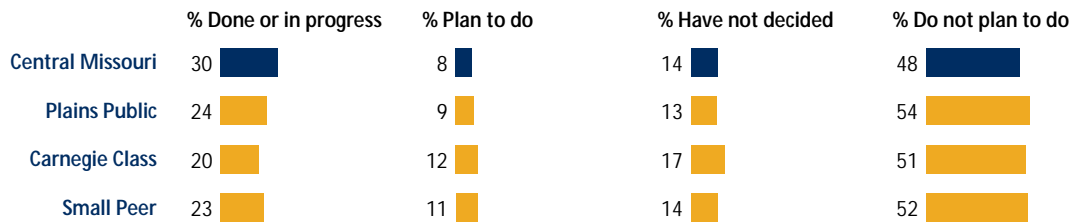
#### Seniors

##### Service-Learning

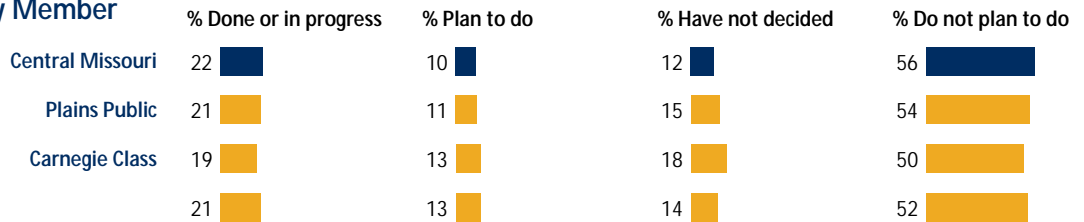


##### Learning Community

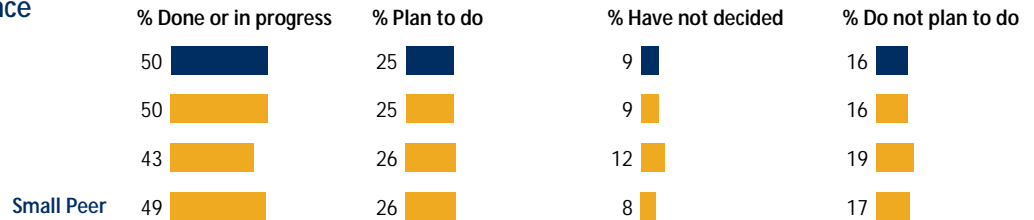
Participate in a learning community or some other formal program where groups of students take two or more classes together.



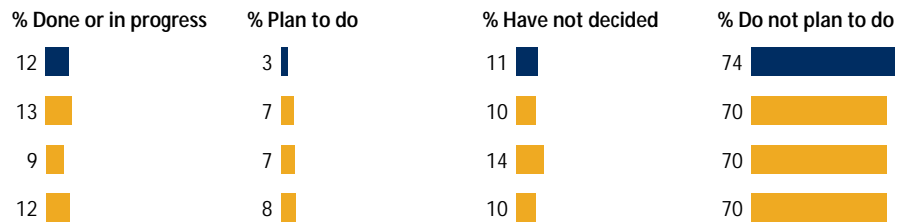
##### Research with a Faculty Member



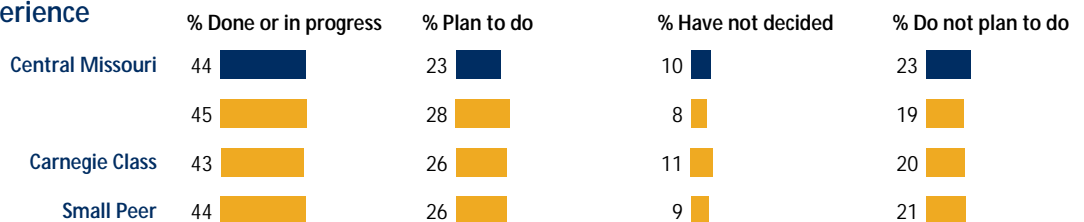
##### Internship or Field Experience



##### Study Abroad



##### Culminating Senior Experience



Note: Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

