
NSSE 2025

High-Impact Practices

Missouri State University

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.

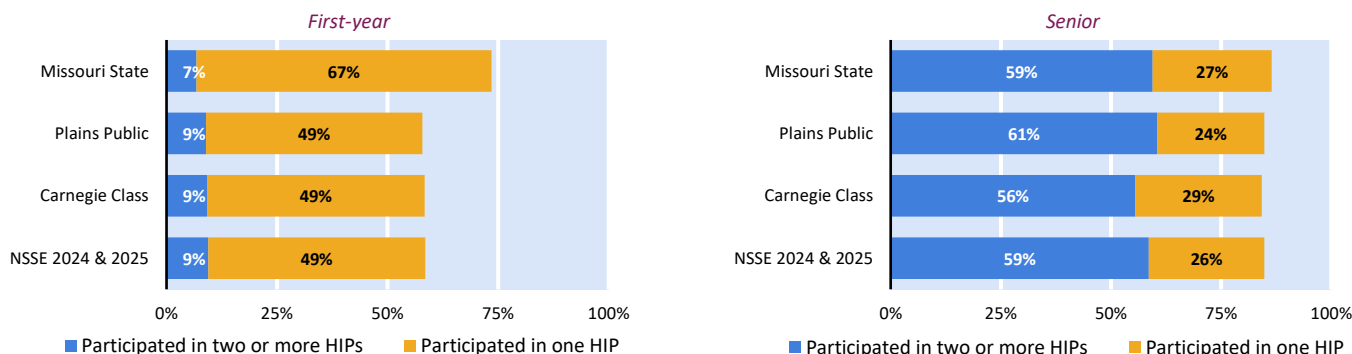
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

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:

	Missouri State	Plains Public		Carnegie Class		NSSE 2024 & 2025	
	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b
First-year							
Service-Learning	72	+20	***	+18	***	+18	***
Learning Community	6	-5	***	-4	***	-5	***
Research with Faculty	4	-2	*	-1		-2	
Participated in at least one	73	+16	***	+15	***	+15	***
Participated in two or more	7	-2	*	-2	*	-3	**
Senior							
Service-Learning	74	+17	***	+7	***	+13	***
Learning Community	21	-1		+1		-0	
Research with Faculty	15	-6	***	-3	*	-7	***
Internship or Field Exp.	47	-6	***	+3		-1	
Study Abroad	8	-2		-1		-3	**
Culminating Senior Exp.	35	-10	***	-9	***	-10	***
Participated in at least one	86	+2		+2		+2	
Participated in two or more	59	-1		+4	*	+1	

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.

NSSE 2025 High-Impact Practices

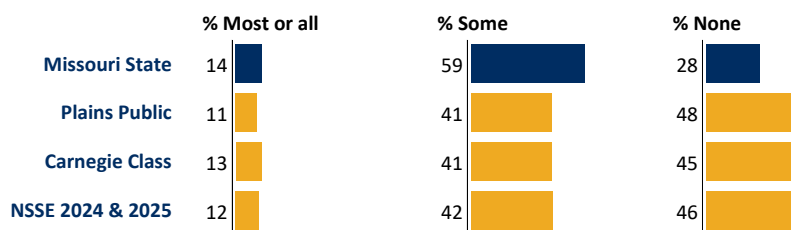
Response Detail

Missouri State University

First-year students

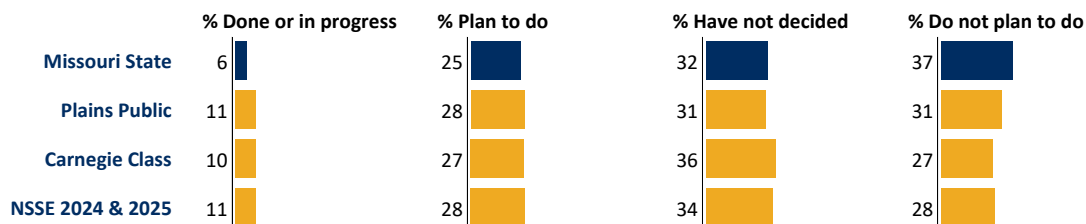
Service-Learning

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



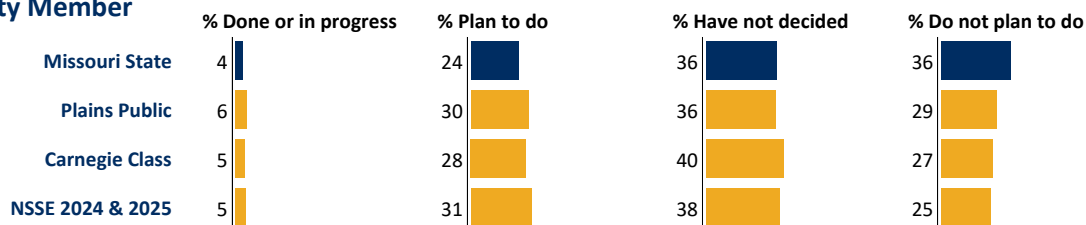
Learning Community

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.



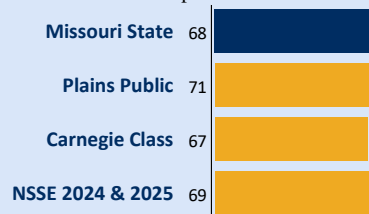
Plans to Participate^a

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"

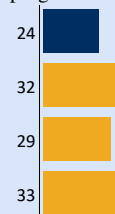
Internship or Field Experience

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



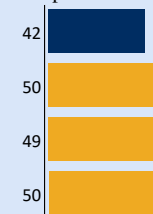
Study Abroad

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.

NSSE 2025 High-Impact Practices

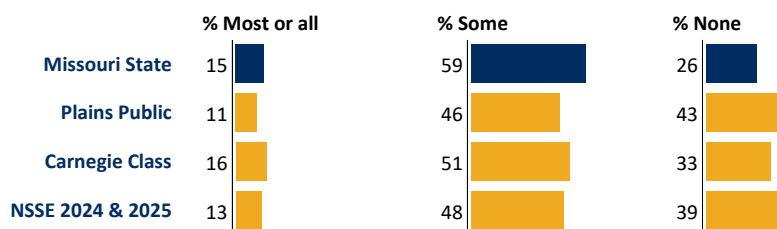
Response Detail

Missouri State University

Seniors

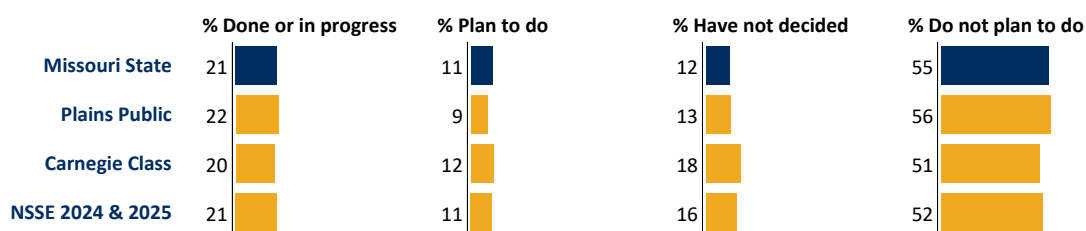
Service-Learning

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



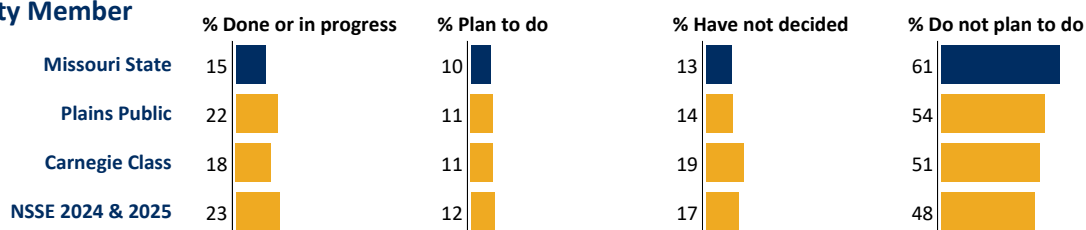
Learning Community

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



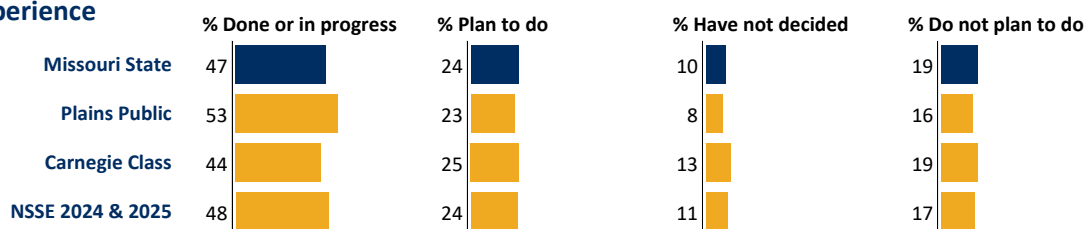
Research with a Faculty Member

Work with a faculty member on a research project.



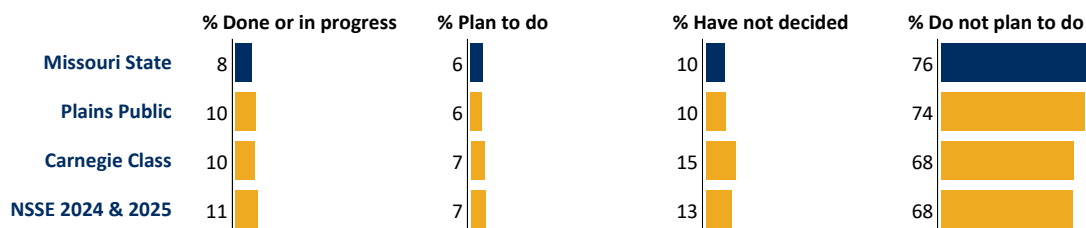
Internship or Field Experience

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



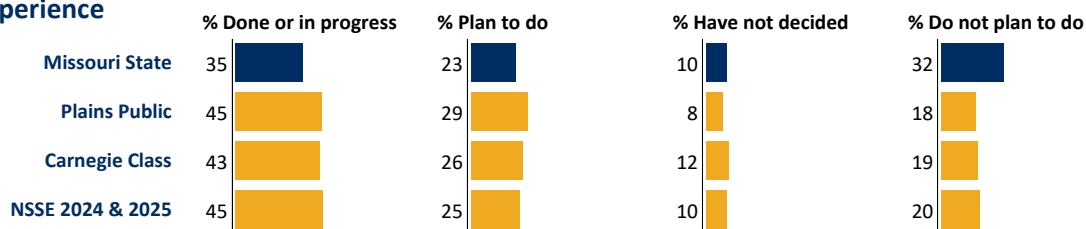
Study Abroad

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 2025 High-Impact Practices

Disaggregated Results

Missouri State University

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	37/54	69	0/54	0	2/53	4	54/76	71	16/76	21	17/76	22	21/76	28	13/76	17	52/76	68
Bio. sci., agric., and natural res.	74/90	82	7/90	8	6/90	7	81/100	81	21/101	21	31/101	31	46/101	46	12/101	12	42/101	42
Physical sci., math, computer sci.	14/22	64	3/22	14	1/21	5	24/36	67	6/36	17	17/36	47	14/36	39	5/36	14	18/36	50
Social sciences	48/76	63	6/76	8	5/75	7	81/107	76	13/107	12	26/107	24	39/107	36	10/107	9	39/107	36
Business	111/143	78	6/143	4	5/143	3	133/205	65	32/206	16	19/207	9	103/207	50	22/207	11	50/207	24
Communications, media, public rel.	16/27	59	2/29	7	1/29	3	23/27	85	5/27	19	3/27	11	12/27	44	1/27	4	12/27	44
Education	74/105	70	14/105	13	1/105	1	98/118	83	48/120	40	9/120	8	96/120	80	12/120	10	41/120	34
Engineering	7/17	41	1/17	6	0/17	0	3/5	60	1/5	20	0/5	0	0/5	0	0/5	0	3/5	60
Health professions	109/145	75	8/146	5	5/146	3	112/140	80	40/140	29	19/140	14	69/140	49	9/140	6	48/140	34
Social service professions	34/46	74	3/46	7	1/45	2	58/70	83	22/70	31	5/70	7	38/69	55	0/69	0	17/70	24
Undecided/undeclared	14/18	78	0/19	0	0/19	0	1/1	100	0/1	0	1/1	100	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	399/491	81	28/494	6	18/492	4	363/443	82	118/447	26	85/447	19	247/446	55	60/447	13	192/447	43
Started elsewhere	160/282	57	21/283	7	10/282	4	354/509	70	98/509	19	67/510	13	217/510	43	27/509	5	154/510	30
Enrollment status ^b	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not full-time	18/28	64	0/28	0	2/28	7	87/140	62	21/139	15	14/139	10	44/139	32	5/139	4	34/139	24
Full-time	563/772	73	52/781	7	27/777	3	646/835	77	199/840	24	143/840	17	428/841	51	84/839	10	317/840	38
First-generation ^c	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	312/422	74	23/422	5	14/419	3	434/563	77	136/566	24	91/567	16	284/566	50	56/567	10	205/567	36
First-generation	240/338	71	26/340	8	13/340	4	276/382	72	77/382	20	58/382	15	177/382	46	29/381	8	136/382	36
I prefer not to respond	6/13	46	0/14	0	0/14	0	8/10	80	3/10	30	2/10	20	3/10	30	1/10	10	5/10	50
Race/ethnicity ^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	37/55	67	3/55	5	1/55	2	52/60	87	16/60	27	19/60	32	23/60	38	16/60	27	27/60	45
Black or African American	38/50	76	1/51	2	1/49	2	24/37	65	4/37	11	7/37	19	11/36	31	4/37	11	11/37	30
Hispanic, Latina/o, Latine, or Latinx	35/49	71	4/49	8	5/49	10	28/37	76	8/37	22	9/37	24	17/37	46	7/37	19	14/37	38
Indigenous, American Indian, etc.	12/21	57	0/21	0	2/21	10	16/18	89	4/18	22	2/18	11	3/18	17	1/18	6	6/18	33
Middle Eastern or North African	1/2	50	0/2	0	0/2	0	6/7	86	0/7	0	3/7	43	2/7	29	2/7	29	3/7	43
Native Hawaiian or Pacific Islander	1/4	25	0/4	0	0/3	0	8/8	100	2/8	25	2/8	25	2/8	25	2/8	25	3/8	38
White	482/669	72	43/671	6	23/669	3	628/838	75	187/841	22	125/842	15	420/842	50	64/841	8	306/842	36
Another race or ethnicity	6/8	75	0/8	0	0/8	0	3/6	50	0/6	0	2/6	33	1/6	17	1/6	17	2/6	33
I prefer not to respond	13/16	81	2/17	12	0/17	0	14/20	70	6/20	30	3/20	15	10/20	50	1/20	5	6/20	30

NSSE 2025 High-Impact Practices

Disaggregated Results Missouri State University

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	534/738	72	46/742	6	25/739	3	678/909	75	203/912	22	140/913	15	453/912	50	74/912	8	329/913	36
International student	23/34	68	3/34	9	2/34	6	39/45	87	13/45	29	11/45	24	10/45	22	12/45	27	17/45	38
Gender identity ^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Woman	404/559	72	41/562	7	17/561	3	492/634	78	163/637	26	103/637	16	322/636	51	67/636	11	242/637	38
Man	131/186	70	7/186	4	8/185	4	202/285	71	44/285	15	39/286	14	127/286	44	16/286	6	91/286	32
Trans/Transgender	10/13	77	1/13	8	1/13	8	6/9	67	2/9	22	2/9	22	5/9	56	1/9	11	4/9	44
Agender or gender neutral	3/5	60	1/5	20	0/5	0	5/5	100	1/5	20	3/5	60	2/5	40	1/5	20	2/5	40
Demigender	4/6	67	1/6	17	0/6	0	2/3	67	0/3	0	1/3	33	0/3	0	1/3	33	2/3	67
Genderqueer, non-binary, etc.	17/21	81	2/21	10	2/20	10	17/23	74	5/23	22	5/23	22	5/23	22	5/23	22	10/23	43
Two-spirit	3/4	75	1/4	25	0/4	0	3/3	100	1/3	33	2/3	67	1/3	33	2/3	67	2/3	67
Cis/Cisgender	23/43	53	3/43	7	0/43	0	43/52	83	12/51	24	18/51	35	27/51	53	9/51	18	24/51	47
Questioning or unsure	4/5	80	1/6	17	0/6	0	4/4	100	0/4	0	2/4	50	1/4	25	1/4	25	2/4	50
Another gender identity	1/4	25	0/4	0	0/4	0	1/3	33	1/3	33	1/3	33	2/3	67	1/3	33	1/3	33
I prefer not to respond	8/10	80	1/10	10	0/10	0	11/15	73	3/15	20	3/15	20	5/15	33	0/15	0	4/15	27
Sexual orientation ^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Straight or heterosexual	440/602	73	40/604	7	22/602	4	577/767	75	181/769	24	112/770	15	382/769	50	66/769	9	270/770	35
Bisexual	66/89	74	8/90	9	2/90	2	49/69	71	14/69	20	15/69	22	30/69	43	10/69	14	25/69	36
Lesbian	14/24	58	1/24	4	0/23	0	24/30	80	5/30	17	8/30	27	12/30	40	4/30	13	13/30	43
Gay	13/16	81	1/16	6	0/16	0	18/24	75	6/24	25	8/24	33	15/24	63	5/24	21	12/24	50
Queer	15/22	68	2/22	9	1/22	5	27/33	82	5/33	15	8/33	24	14/33	42	4/33	12	18/33	55
Pansexual or polysexual	15/21	71	1/21	5	0/21	0	15/18	83	4/18	22	5/18	28	6/18	33	3/18	17	9/18	50
Ace, gray, or asexual	4/9	44	1/9	11	0/9	0	13/17	76	1/16	6	7/17	41	5/17	29	2/17	12	5/17	29
Demisexual	5/7	71	1/7	14	1/7	14	9/11	82	2/11	18	3/11	27	2/11	18	3/11	27	3/11	27
Questioning or unsure	11/17	65	0/17	0	0/17	0	10/14	71	2/14	14	2/14	14	5/14	36	3/14	21	3/14	21
Another sexual orientation	3/7	43	0/7	0	1/7	14	2/4	50	2/4	50	1/4	25	3/4	75	1/4	25	1/4	25
I prefer not to respond	13/22	59	1/23	4	1/23	4	23/31	74	4/32	13	5/32	16	13/32	41	2/32	6	9/32	28
Age ^b	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
FY 21+, Seniors 25+	97/172	56	12/173	7	3/172	2	182/280	65	44/279	16	37/279	13	95/279	34	11/279	4	78/279	28
FY < 21, Seniors < 25	484/628	77	40/636	6	26/633	4	551/695	79	176/700	25	120/700	17	377/701	54	78/699	11	273/700	39

NSSE 2025 High-Impact Practices

Disaggregated Results Missouri State University

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	1/2	50	0/2	0	1/2	50	1/1	100	0/1	0	0/1	0	1/1	100	0/1	0	1/1	100
Physical disability	3/4	75	0/4	0	0/4	0	2/3	67	0/3	0	0/3	0	1/3	33	0/3	0	1/3	33
Mental health or develop. disability	42/73	58	2/74	3	2/73	3	66/95	69	23/95	24	15/95	16	48/95	51	12/95	13	39/95	41
Another disability or condition	10/16	63	0/16	0	0/15	0	14/16	88	5/16	31	2/16	13	6/16	38	1/16	6	7/16	44
Multiple types of disab. or cond.	35/50	70	3/50	6	0/50	0	49/71	69	9/71	13	10/71	14	23/71	32	5/71	7	23/71	32
No disability or condition	442/589	75	40/592	7	23/591	4	559/731	76	170/734	23	117/735	16	375/734	51	64/734	9	263/735	36
I prefer not to respond	19/31	61	4/31	13	1/31	3	19/28	68	7/28	25	4/28	14	7/28	25	1/28	4	7/28	25
Residence	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not on campus	195/318	61	18/320	6	9/319	3	665/884	75	195/887	22	136/887	15	422/886	48	79/886	9	314/887	35
On campus	358/450	80	31/452	7	18/450	4	50/65	77	19/65	29	13/66	20	39/66	59	6/66	9	29/66	44
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	523/733	71	47/737	6	24/734	3	684/915	75	207/918	23	147/919	16	449/918	49	84/918	9	333/919	36
Student-athlete	29/32	91	1/32	3	2/32	6	28/31	90	8/31	26	2/31	6	12/31	39	1/31	3	10/31	32
Greek membership	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not a member	477/673	71	40/677	6	25/675	4	605/814	74	172/818	21	126/819	15	379/818	46	74/818	9	302/819	37
Member	70/89	79	8/89	9	2/88	2	104/121	86	41/121	34	20/121	17	80/121	66	11/121	9	40/121	33
Military status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
No military service	546/755	72	47/759	6	26/756	3	695/920	76	207/923	22	142/924	15	456/923	49	83/923	9	333/924	36
Current or former military service	8/13	62	2/13	15	1/13	8	20/28	71	7/28	25	7/28	25	5/28	18	2/28	7	8/28	29
Satisfaction ^e	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Fair or poor	90/130	69	10/131	8	7/129	5	83/142	58	17/142	12	19/142	13	63/142	44	13/142	9	45/142	32
Good or excellent	478/654	73	40/657	6	22/655	3	641/819	78	200/822	24	135/823	16	401/822	49	75/822	9	302/823	37
Overall	581/800	72	52/809	6	29/805	4	733/975	74	220/979	21	157/979	15	472/980	47	89/978	8	351/979	35

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?"