NSSE
national survey of
student engagement

NSSE 2023
High-Impact Practices

Northeastern Illinois University

Prepared 2023-08-08

IPEDS: 147776

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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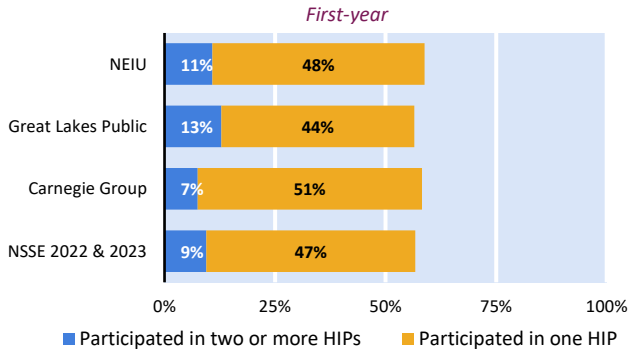
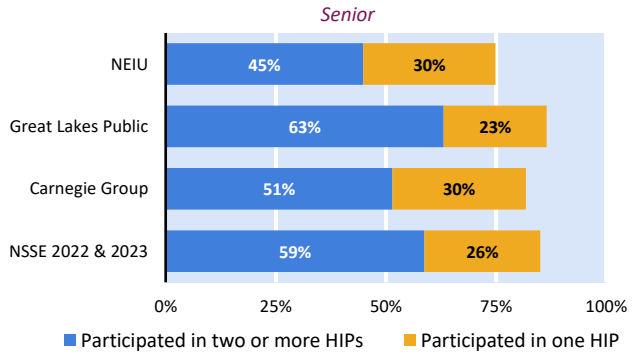
Participation Comparisons

Northeastern Illinois University

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:											
	NEIU	**Great Lakes Public**				**Carnegie Group**				**NSSE 2022 & 2023**			
First-year	*%*	*Difference* [a]			*ES* [b]	*Difference* [a]			*ES* [b]	*Difference* [a]			*ES* [b]
Service-Learning	55	+6			.13	-0			-.01	+4			.07
Learning Community	11	-6			-.18	+3			.12	-1			-.02
Research with Faculty	7	+2			.08	+3			.11	+2			.08
Participated in at least one	59	+2			.05	+1			.01	+2			.04
Participated in two or more	11	-2			-.06	+3			.12	+1			.05
Senior													
Service-Learning	57	+1			.02	-2			-.03	-3			-.06
Learning Community	16	-10	**		-.25	-3			-.08	-6			-.16
Research with Faculty	16	-6	*		-.16	+0			.00	-6			-.15
Internship or Field Exp.	34	-20	***		-.41	-3			-.07	-14	***		-.28
Study Abroad	4	-4	*		-.18	-1			-.05	-4			-.17
Culminating Senior Exp.	37	-10	**		-.21	-5			-.10	-9	*		-.18
Participated in at least one	75	-12	***		-.30	-7	*		-.17	-10	***		-.26
Participated in two or more	45	-18	***		-.37	-7			-.13	-14	***		-.28

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

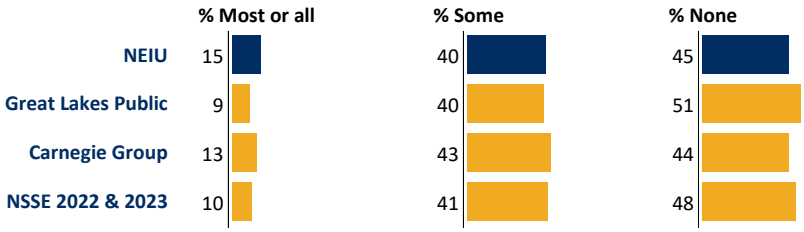
Response Detail

Northeastern Illinois University

First-year students

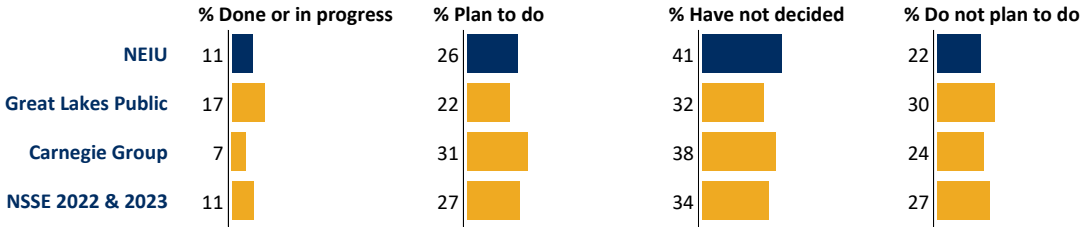
Service-Learning

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



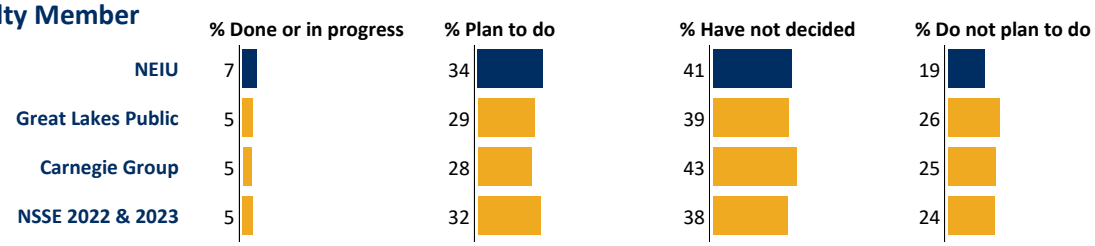
Learning Community

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

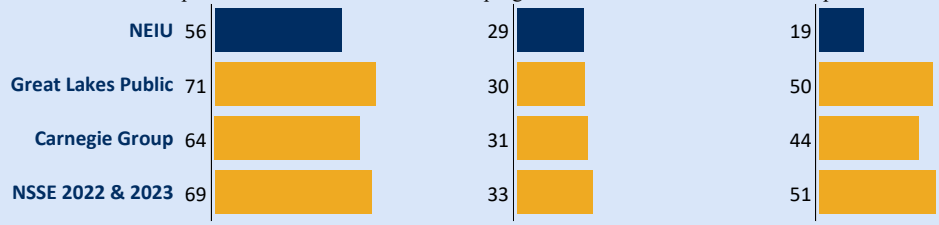
Participate in an internship, co-op, field experience, student teaching, or clinical placement.

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

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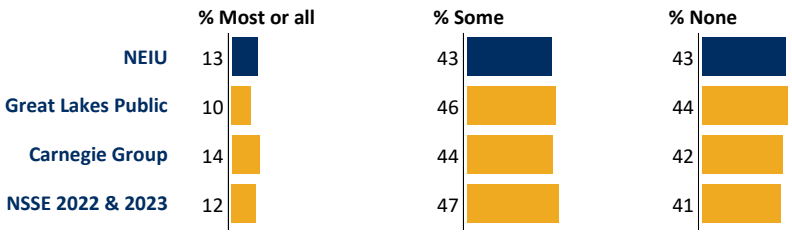
Response Detail

Northeastern Illinois University

Seniors

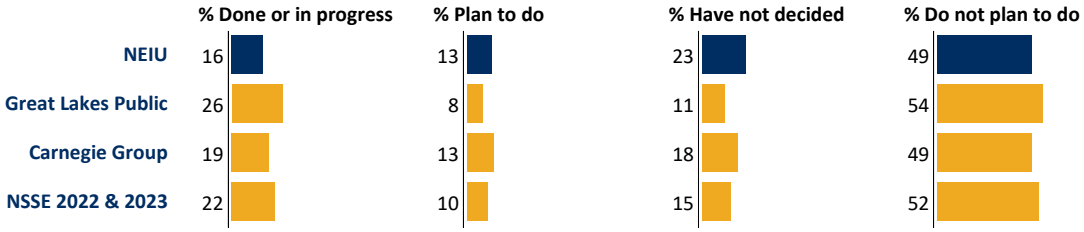
Service-Learning

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



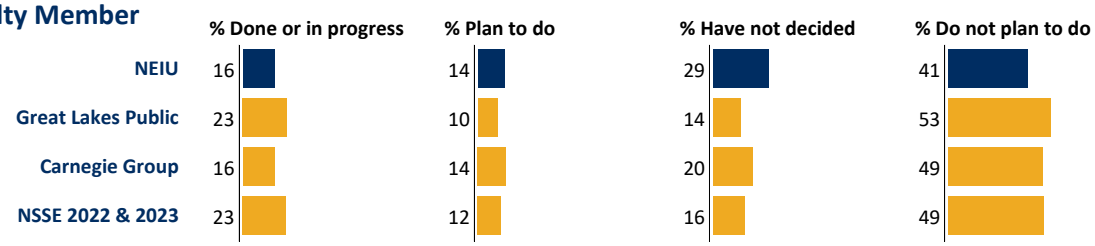
Learning Community

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



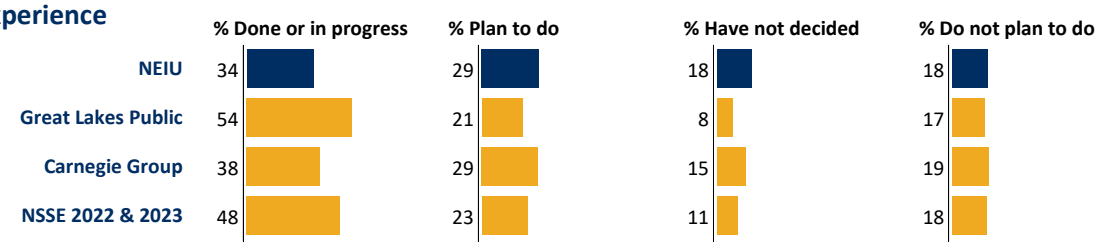
Research with a Faculty Member

Work with a faculty member on a research project.



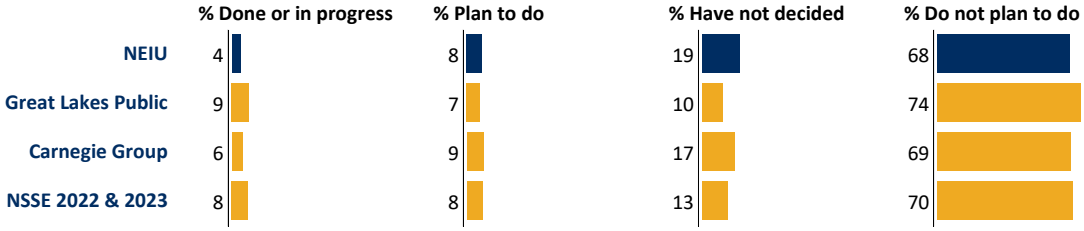
Internship or Field Experience

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



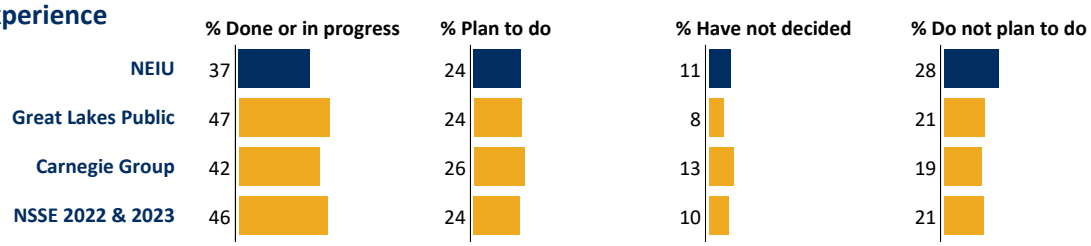
Study Abroad

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

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Disaggregated Results

Northeastern Illinois 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	1/2	50	0/2	0	0/2	0	10/15	67	3/15	20	2/15	13	3/15	20	0/15	0	7/15	47
Bio. sci., agric., and natural res.	1/1	100	0/0		0/0		8/15	53	1/15	7	3/15	20	6/16	38	1/15	7	5/15	33
Physical sci., math, computer sci.	2/4	50	1/4	25	1/4	25	5/13	38	2/12	17	2/13	15	1/13	8	1/13	8	1/13	8
Social sciences	1/3	33	0/3	0	1/3	33	15/28	54	7/28	25	14/28	50	11/28	39	2/28	7	19/28	68
Business	3/5	60	1/5	20	0/5	0	10/26	38	1/26	4	0/26	0	5/26	19	1/26	4	8/26	31
Communications, media, public rel.	0/0		0/0		0/0		1/1	100	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0
Education	1/2	50	0/2	0	0/2	0	18/25	72	9/25	36	2/25	8	16/25	64	0/25	0	6/25	24
Engineering	1/1	100	0/1	0	0/1	0	1/1	100	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0
Health professions	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Social service professions	1/1	100	0/1	0	0/1	0	18/20	90	1/20	5	4/20	20	13/20	65	0/20	0	14/20	70
Undecided/undeclared	1/1	100	0/1	0	0/1	0	1/2	50	0/2	0	0/2	0	0/2	0	0/2	0	1/2	50
Transfer status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Started here	10/21	48	2/21	10	1/21	5	26/36	72	8/36	22	5/36	14	11/36	31	2/36	6	13/36	36
Started elsewhere	4/4	100	0/4	0	1/4	25	68/134	51	19/133	14	23/134	17	47/133	35	6/134	4	52/134	39
Enrollment status[b]	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not full-time	3/7	43	0/7	0	0/7	0	44/85	52	11/85	13	15/85	18	27/87	31	3/85	4	25/85	29
Full-time	12/20	60	3/20	15	2/20	10	56/93	60	17/92	18	14/94	15	34/94	36	5/93	5	40/94	43
First-generation[c]	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	3/8	38	0/8	0	1/8	13	26/46	57	6/46	13	8/46	17	9/47	19	4/46	9	17/46	37
First-generation	11/16	69	2/16	13	1/16	6	63/115	55	20/114	18	18/116	16	46/115	40	4/115	3	43/116	37
I prefer not to respond	0/1	0	0/1	0	0/1	0	5/9	56	0/9	0	1/9	11	2/9	22	0/9	0	4/9	44
Race/ethnicity[d]	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	8/9	89	1/9	11	2/9	22	10/17	59	1/17	6	2/17	12	3/17	18	0/17	0	5/17	29
Black or African American	2/2	100	1/2	50	0/2	0	15/28	54	4/27	15	5/28	18	7/28	25	6/28	21	5/28	18
Hispanic, Latina/o, Latine, or Latinx	4/11	36	0/11	0	0/11	0	35/58	60	9/58	16	8/58	14	22/57	39	3/58	5	30/58	52
Indigenous, American Indian, etc.	0/0		0/0		0/0		2/4	50	1/4	25	1/4	25	1/4	25	1/4	25	1/4	25
Middle Eastern or North African	1/2	50	0/2	0	0/2	0	1/2	50	0/2	0	0/2	0	0/2	0	0/2	0	0/2	0
Native Hawaiian or Pacific Islander	0/0		0/0		0/0		1/1	100	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0
White	2/6	33	0/6	0	0/6	0	30/65	46	8/65	12	11/66	17	24/67	36	1/65	2	25/66	38
Another race or ethnicity	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		7/10	70	4/10	40	2/10	20	3/10	30	0/10	0	4/10	40

NSSE national survey of student engagement

NSSE 2023 High-Impact Practices

Disaggregated Results

Northeastern Illinois 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	12/23	52	2/23	9	1/23	4	94/168	56	25/167	15	27/168	16	56/168	33	8/168	5	64/168	38
International student	2/2	100	0/23	0	1/2	50	0/168	0	0/167	0	0/168	0	0/168	0	0/168	0	0/168	0
Gender identity[d]	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Woman	9/14	64	2/14	14	1/14	7	58/103	56	13/103	13	12/103	12	32/103	31	5/103	5	37/103	36
Man	4/10	40	0/10	0	1/10	10	30/55	55	9/54	17	11/55	20	19/55	35	2/55	4	21/55	38
Agender or gender neutral	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Demigender	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Genderqueer, non-binary, etc.	0/1	0	0/1	0	0/1	0	4/8	50	1/8	13	3/8	38	4/8	50	1/8	13	6/8	75
Genderfluid	1/1	100	0/1	0	0/1	0	0/3	0	0/3	0	1/3	33	0/3	0	0/3	0	1/3	33
Two-spirit	0/0		0/0		0/0		2/2	100	2/2	100	1/2	50	1/2	50	0/2	0	2/2	100
Cis/Cisgender	0/2	0	0/2	0	0/2	0	5/7	71	1/7	14	3/7	43	1/7	14	1/7	14	5/7	71
Trans/Transgender	0/1	0	0/1	0	0/1	0	2/4	50	0/4	0	1/4	25	1/4	25	0/4	0	1/4	25
Questioning or unsure	0/0		0/0		0/0		1/2	50	0/2	0	1/2	50	0/2	0	0/2	0	1/2	50
Another gender identity	0/0		0/0		0/0		1/1	100	0/1	0	0/1	0	1/1	100	0/1	0	1/1	100
I prefer not to respond	0/0		0/0		0/0		4/6	67	2/6	33	2/6	33	3/6	50	0/6	0	3/6	50
Sexual orientation[d]	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Straight or heterosexual	8/17	47	1/17	6	2/17	12	67/122	55	20/121	17	18/122	15	39/122	32	5/122	4	41/122	34
Bisexual	2/3	67	1/3	33	0/3	0	11/16	69	3/16	19	4/16	25	4/17	24	1/16	6	7/16	44
Lesbian	0/0		0/0		0/0		3/4	75	0/4	0	0/4	0	1/4	25	0/4	0	2/4	50
Gay	0/0		0/0		0/0		3/7	43	1/7	14	2/7	29	4/7	57	1/7	14	3/7	43
Queer	0/1	0	0/1	0	0/1	0	3/6	50	1/6	17	2/6	33	3/6	50	1/6	17	4/6	67
Pansexual or polysexual	1/1	100	0/1	0	0/1	0	3/5	60	0/5	0	0/5	0	2/5	40	1/5	20	3/5	60
Ace, gray, or asexual	0/0		0/0		0/0		1/1	100	0/1	0	0/2	0	0/2	0	0/1	0	0/2	0
Demisexual	0/0		0/0		0/0		0/2	0	0/2	0	1/2	50	0/2	0	1/2	50	1/2	50
Questioning or unsure	0/1	0	0/1	0	0/1	0	1/2	50	0/2	0	1/2	50	1/2	50	0/2	0	1/2	50
Another sexual orientation	1/1	100	0/1	0	0/1	0	0/0		0/0		0/0		0/0		0/0		0/0	
I prefer not to respond	2/3	67	0/3	0	0/3	0	8/15	53	1/15	7	2/15	13	5/15	33	0/15	0	6/15	40
Age[b]	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
FY 21+, Seniors 25+	4/6	67	0/6	0	1/6	17	69/129	53	23/128	18	20/129	16	46/130	35	7/129	5	41/129	32
FY < 21, Seniors < 25	11/21	52	3/21	14	1/21	5	31/49	63	5/49	10	9/50	18	15/51	29	1/49	2	24/50	48

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		0/2	0	0/2	0	0/2	0	0/2	0	0/2	0	1/2	50
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	0/0		0/0		0/0		11/15	73	1/14	7	2/15	13	6/15	40	1/15	7	10/15	67
Another disability or condition	1/1	100	0/1	0	0/1	0	3/6	50	1/6	17	0/6	0	0/6	0	0/6	0	0/6	0
Multiple types of disab. or cond.	2/4	50	1/4	25	0/4	0	12/19	63	5/19	26	2/19	11	8/19	42	2/19	11	7/19	37
No disability or condition	11/15	73	1/15	7	2/15	13	58/107	54	17/107	16	16/108	15	35/108	32	4/107	4	36/108	33
I prefer not to respond	0/0		0/0		0/0		9/18	50	1/18	6	7/18	39	7/18	39	1/18	6	9/18	50
Residence	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not on campus	11/21	52	1/21	5	1/21	5	84/158	53	23/157	15	24/159	15	52/159	33	8/158	5	57/159	36
On campus	3/4	75	1/4	25	1/4	25	8/8	100	2/8	25	3/8	38	4/8	50	0/8	0	6/8	75
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	14/25	56	2/25	8	2/25	8	92/167	55	25/166	15	27/167	16	56/167	34	8/167	5	63/167	38
Student-athlete	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Greek membership	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not a member	13/24	54	2/24	8	2/24	8	83/154	54	22/153	14	23/154	15	49/153	32	7/154	5	54/154	35
Member	0/0		0/0		0/0		8/10	80	3/10	30	4/10	40	6/10	60	1/10	10	7/10	70
Military status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
No military service	13/24	54	2/24	8	2/24	8	87/161	54	25/160	16	26/161	16	55/161	34	8/161	5	62/161	39
Current or former military service	1/1	100	0/1	0	0/1	0	5/6	83	0/6	0	1/7	14	1/7	14	0/6	0	1/7	14
Satisfaction[e]	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Fair or poor	6/8	75	2/8	25	1/8	13	19/32	59	4/31	13	4/32	13	10/32	31	0/32	0	8/32	25
Good or excellent	9/18	50	0/18	0	1/18	6	78/141	55	23/141	16	25/142	18	49/141	35	8/141	6	57/142	40
Overall	15/27	55	3/27	11	2/27	7	100/178	57	28/177	16	29/179	16	61/181	34	8/178	4	65/179	37

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?"