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# **NSSE 2025**

## **Multi-Year Report**

Northeastern Illinois University

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### About Your Multi-Year Report

For institutions participating in multiple NSSE administrations since 2013, the year of the last survey update, this report presents year-to-year results for Engagement Indicators (EIs), High-Impact Practices (HIPs), and key academic challenge items to illustrate patterns of change or stability. It also provides details such as numbers of respondents, standard deviations, and standard errors so that statistical tests can be calculated.

For more information and recommendations for analyzing NSSE data over time, view our webinar entitled *Recommendations for Using Multiple Years of NSSE Data*: <http://go.iu.edu/2R1r>

This report contains three main parts: (a) a page that provides a quick reference to important information about each year's administration, (b) multi-year figures, and (c) detailed statistics. Key terms and features are illustrated below.

### Report sections

Administration Summaries (p. 3)	A summary of respondent counts, response rates, sampling errors, and administration details for each participation year.
Engagement Results by Theme (pp. 4-7)	Results for ten EIs and selected individual survey items are displayed, organized under four broad themes. The Academic Challenge theme is represented by four EIs as well as several individual items. The three remaining engagement themes (Learning with Peers, Experiences with Faculty, and Campus Environment) are each represented by two EIs.
High-Impact Practices (pp. 8-9)	Results for six HIPs are displayed. First-year student results indicate students who participated in service-learning, a learning community, and research with faculty, and who <i>planned to do</i> an internship or field experience, study abroad, and a culminating senior experience. Senior results indicate students who participated in all six.
Detailed Statistics (pp. 10-13)	Displays detailed information for results including counts, standard errors, and confidence intervals (CIs) for each measure.

### Interpreting year-to-year results

When examining year-to-year results, you may wonder whether observed differences signify meaningful change and whether a trend is indicated. Figures display CIs around each score showing the range of values that is estimated to contain the population score 95% of the time. Upper and lower CI bounds are also reported in the Detailed Statistics section.

### For further investigation

The Report Builder, updated with current data in the fall, allows for multi-year analysis of Engagement Indicators and individual items (including HIPs). It also affords the analysis of results by subpopulation. The Report Builder can be accessed via the NSSE Institution Interface.

The precision of an institution's population estimates can vary between administrations. An important early step in conducting a multi-year analysis is to review data quality. The values in the tables below were drawn from your *Administration Summary* reports.

#### Response Details by Participation Year

Year	First-year students					Seniors				
	Response rate <sup>a</sup>	Sampling error <sup>b</sup>	Total respondents <sup>c</sup>	Full completions	Partial completions	Response rate <sup>a</sup>	Sampling error <sup>b</sup>	Total respondents <sup>c</sup>	Full completions	Partial completions
2013										
2014	33%	+/- 4.7%	290	245	45	37%	+/- 3.8%	417	373	44
2015	26%	+/- 6.0%	201	150	51	34%	+/- 3.7%	472	368	104
2016	26%	+/- 6.1%	189	131	58	33%	+/- 4.4%	331	254	77
2017										
2018	22%	+/- 6.6%	171	110	61	30%	+/- 4.7%	303	249	54
2019										
2020	38%	+/- 5.5%	197	153	44	46%	+/- 2.6%	769	668	101
2021										
2022										
2023	11%	+/- 12.8%	52	24	28	21%	+/- 5.7%	230	162	68
2024										
2025	11%	+/- 9.1%	104	66	38	14%	+/- 6.6%	190	138	52

#### Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified <sup>d</sup>	BCSSE	FSSE
2013							
2014	Email	Census	Yes	Academic Advising, Civic Engagement		No	No
2015	Email	Census	Yes	Academic Advising, Civic Engagement		No	No
2016	Email	Census	Yes	Academic Advising, Civic Engagement		No	No
2017							
2018	Email	Census	Yes	Academic Advising, Civic Engagement	No	No	No
2019							
2020	Email	Census	Yes	None	No	No	No
2021							
2022							
2023	Email	Census	No	Academic Advising, Career Preparation	No	No	No
2024							
2025	Email	Census	No	Academic Advising	No	No	No

Note: All of your institution's participation years since 2013 (the first year of the updated NSSE) are reported. Years in which your institution did not participate are blank.

a. Response rates (number of respondents divided by sample size) are adjusted for ineligibility, nondeliverable addresses, and students who were unavailable during the survey administration.

b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much results for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors (such as +/-10%) need not be dismissed out of hand, such results should be interpreted more conservatively.

c. Count used to calculate response rates and sampling errors for each *Administration Summary* report. Includes all census-administered and randomly sampled students, regardless of "Report Sample" designation.

d. Starting in 2017, institutions had the option to flag a subset of students for exclusion from reports. Refer to your *Administration Summary* reports. When applied, results will be unweighted.

# NSSE 2025 Multi-Year Report

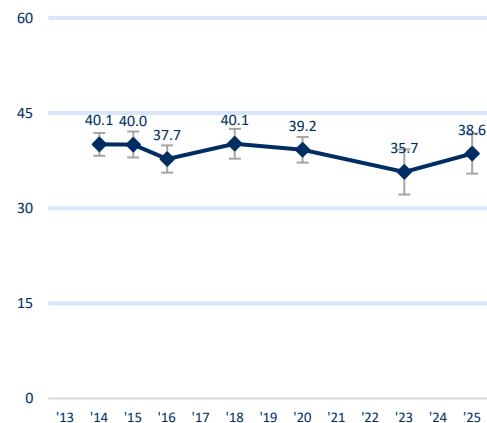
## Engagement Results by Theme

### Northeastern Illinois University

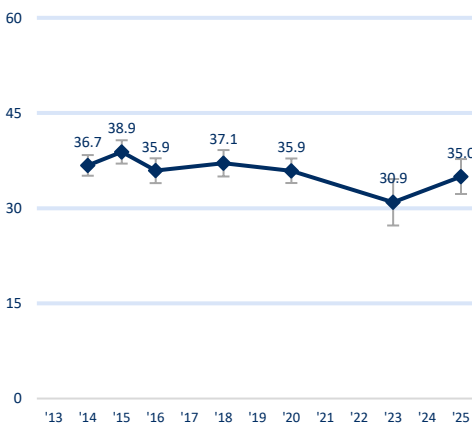
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See the end of this report for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

#### Academic Challenge: First-year students

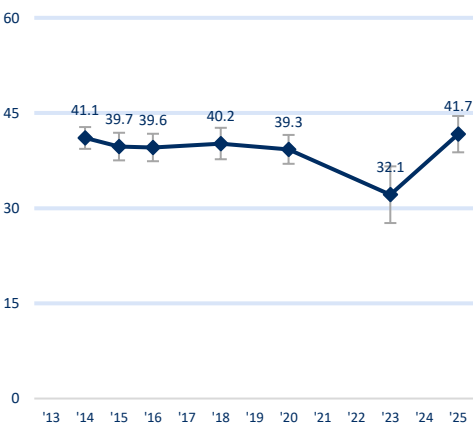
##### Higher-Order Learning



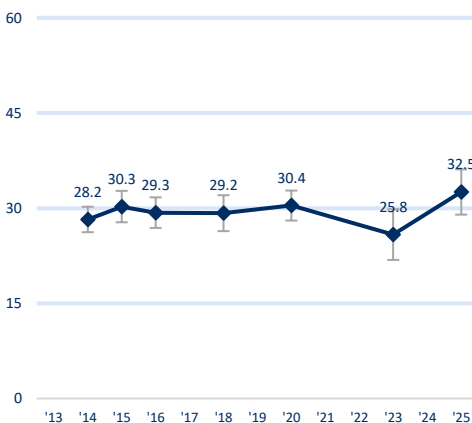
##### Reflective & Integrative Learning



##### Learning Strategies

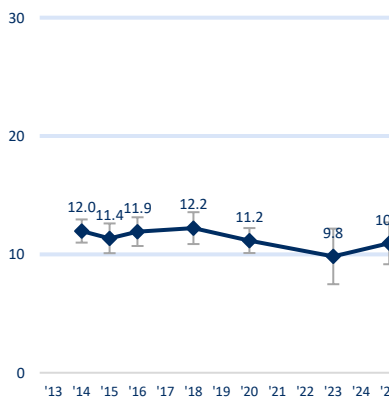


##### Quantitative Reasoning

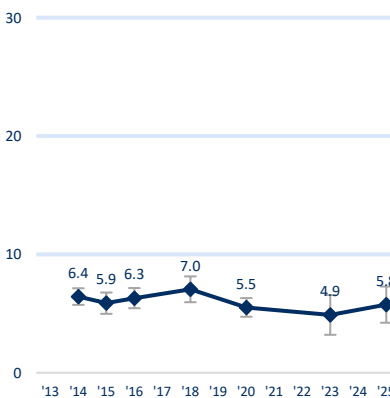


#### Academic Challenge (additional items): First-year students

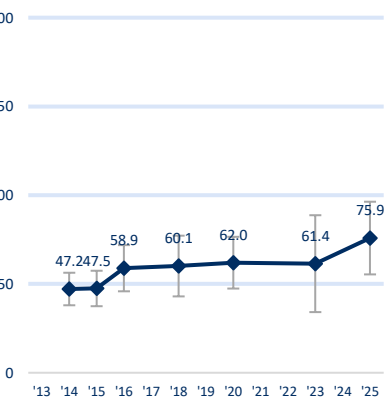
##### Preparing for Class (hrs/wk)



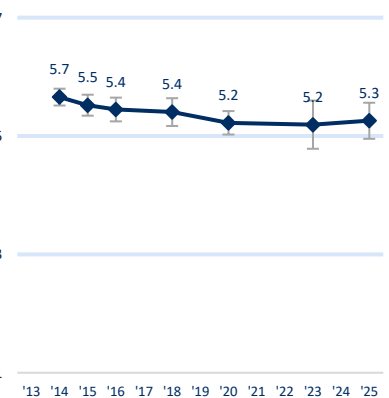
##### Course Reading (hrs/wk)<sup>a</sup>



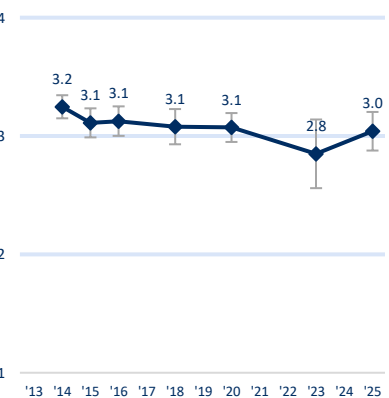
##### Assigned Writing (pages)<sup>a</sup>



##### Course Challenge<sup>b</sup>



##### Academic Emphasis<sup>c</sup>



a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions.

b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

# NSSE 2025 Multi-Year Report

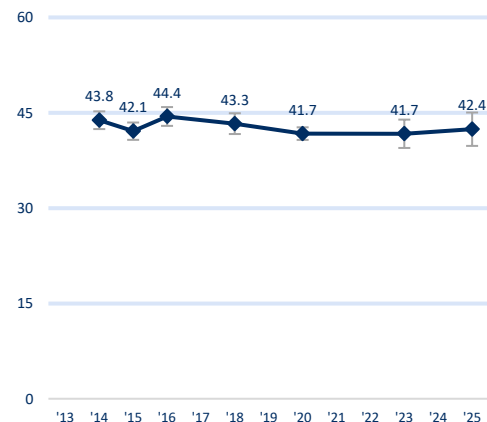
## Engagement Results by Theme

### Northeastern Illinois University

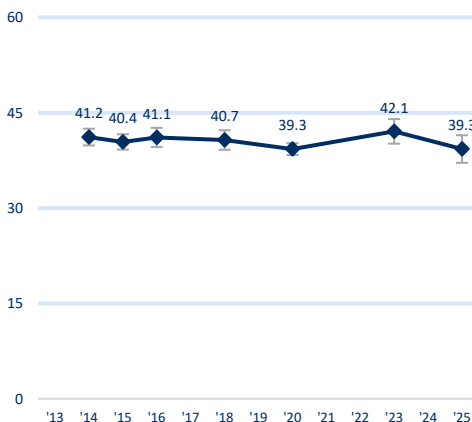
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#### Academic Challenge: Seniors

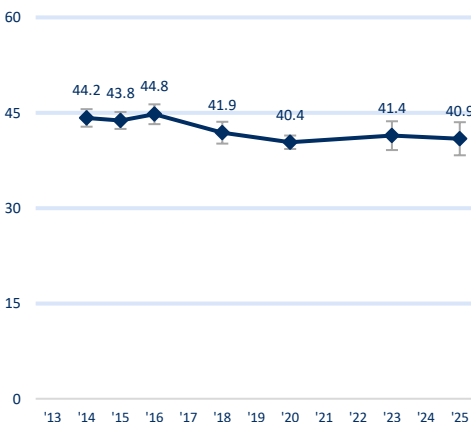
##### Higher-Order Learning



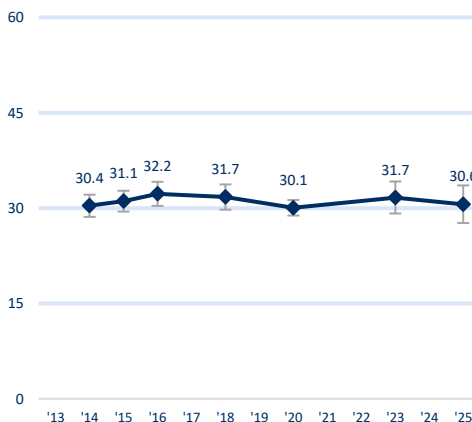
##### Reflective & Integrative Learning



##### Learning Strategies

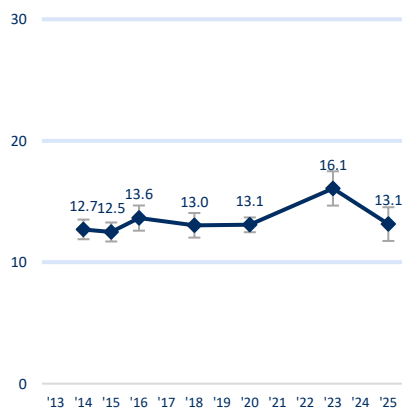


##### Quantitative Reasoning

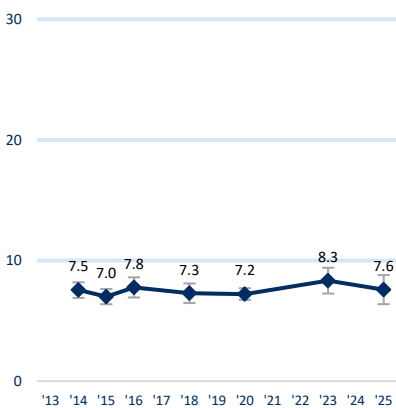


#### Academic Challenge (additional items): Seniors

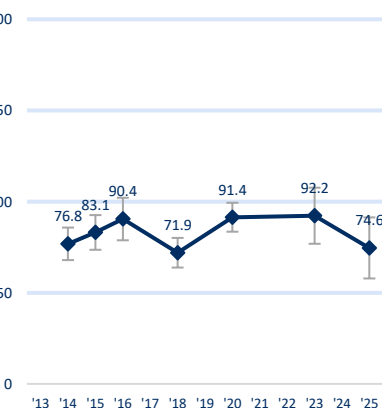
##### Preparing for Class (hrs/wk)



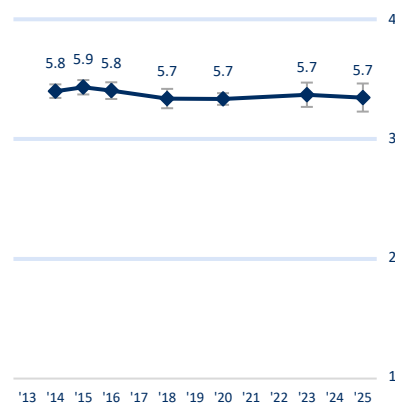
##### Course Reading (hrs/wk)<sup>a</sup>



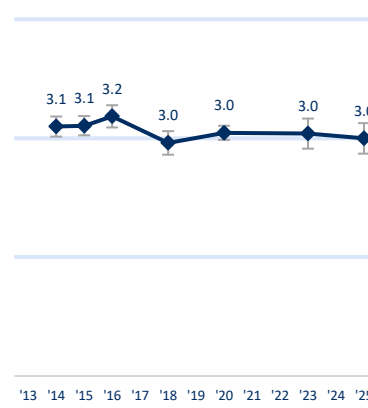
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##### Academic Emphasis<sup>c</sup>



a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions.

b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

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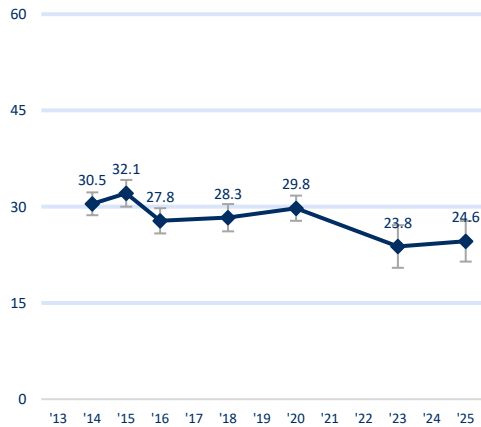
## Engagement Results by Theme

### Northeastern Illinois University

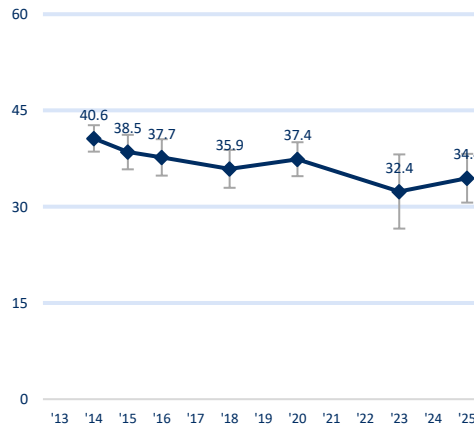
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

#### Learning With Peers: First-year students

##### Collaborative Learning

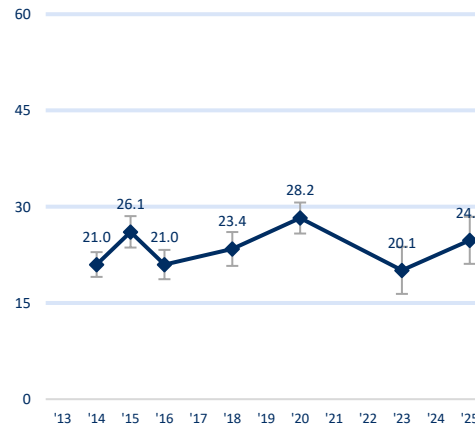


##### Discussions With Diverse Others

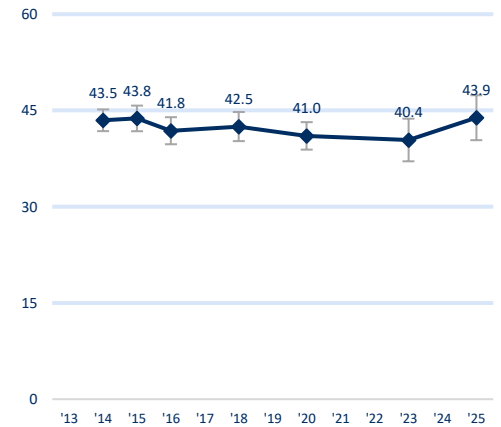


#### Experiences With Faculty: First-year students

##### Student-Faculty Interaction

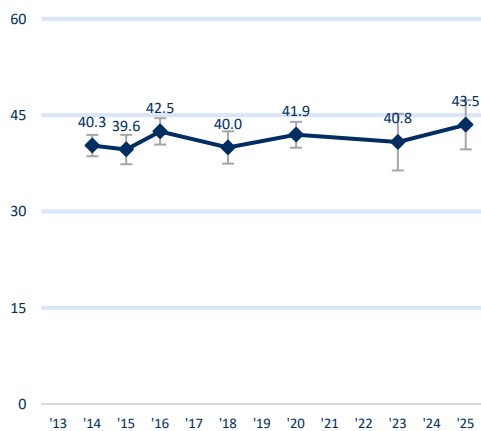


##### Effective Teaching Practices

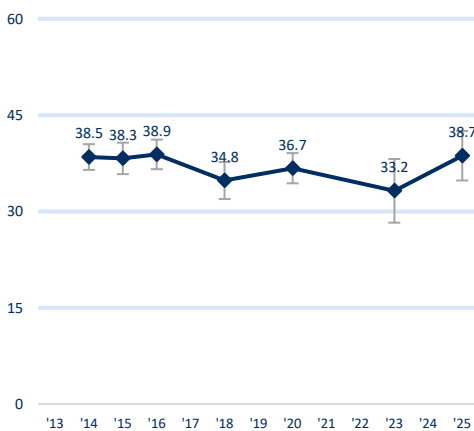


#### Campus Environment: First-year students

##### Quality of Interactions



##### Supportive Environment



# NSSE 2025 Multi-Year Report

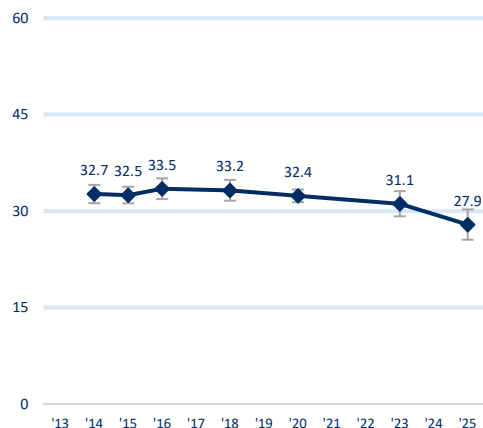
## Engagement Results by Theme

### Northeastern Illinois University

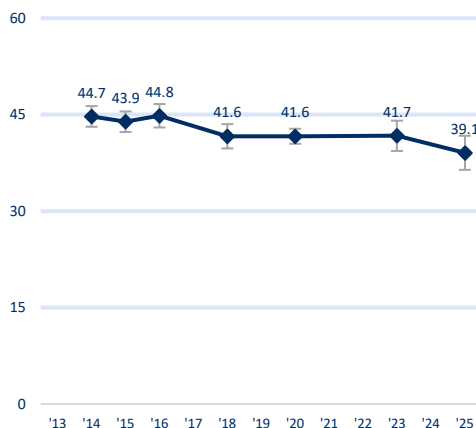
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#### Learning With Peers: Seniors

##### Collaborative Learning

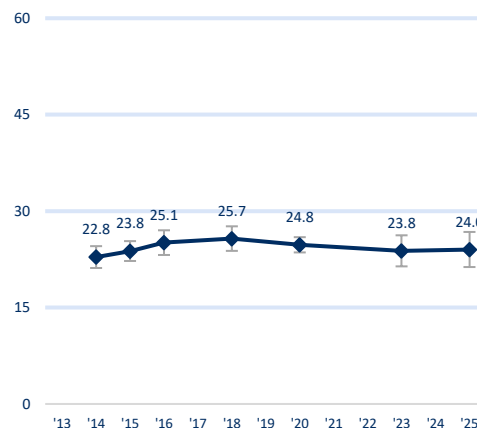


##### Discussions With Diverse Others

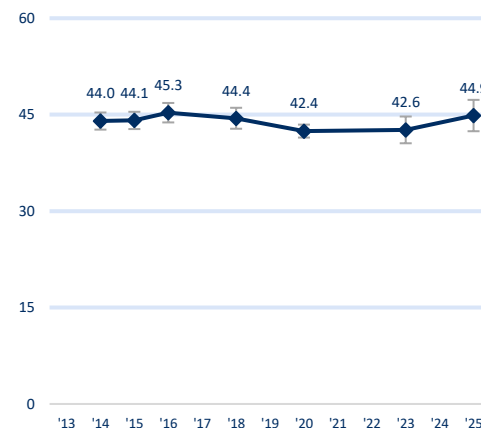


#### Experiences With Faculty: Seniors

##### Student-Faculty Interaction

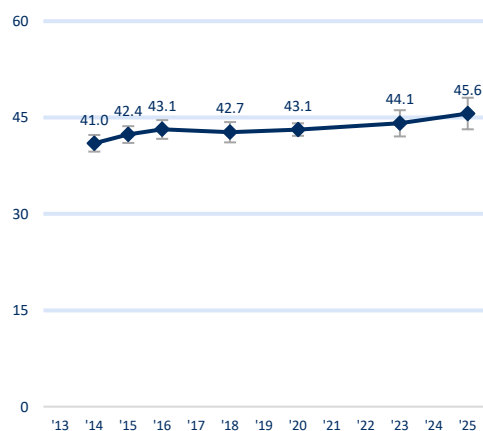


##### Effective Teaching Practices

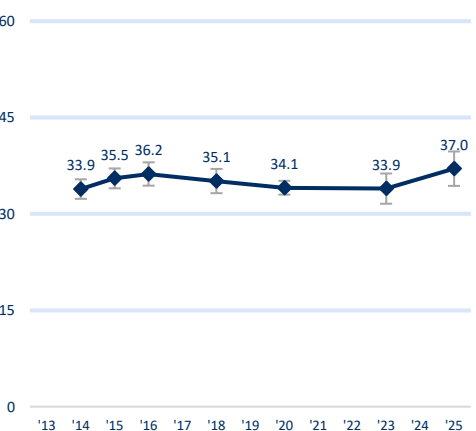


#### Campus Environment: Seniors

##### Quality of Interactions



##### Supportive Environment



# NSSE 2025 Multi-Year Report

## High-Impact Practices

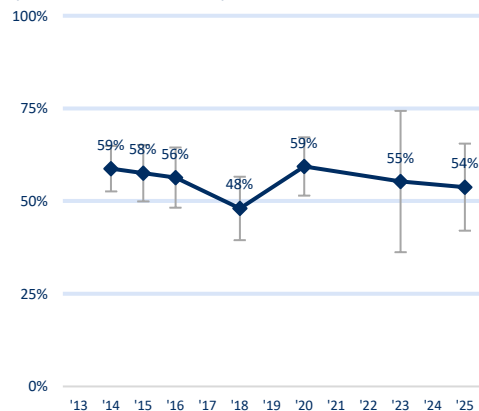
### Northeastern Illinois University

Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

#### High-Impact Practices: First-year students

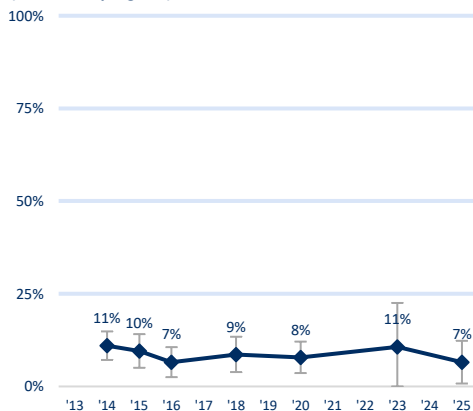
##### Service-Learning

(Some, most, or all courses)



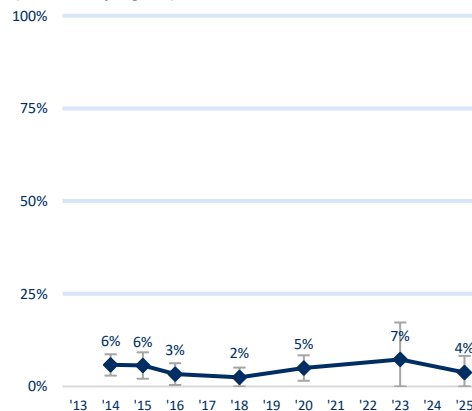
##### Learning Community

(Done or in progress)



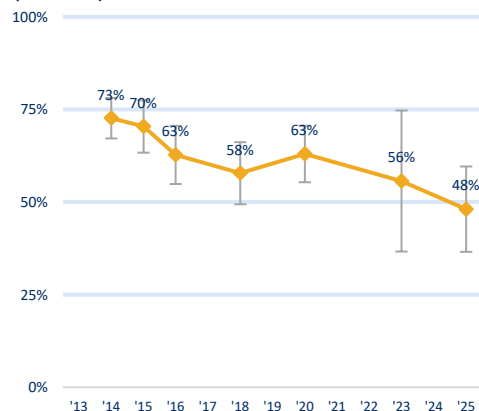
##### Research With Faculty

(Done or in progress)



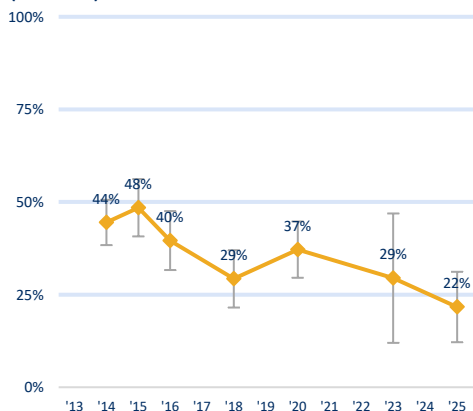
##### Internship/Field Experience

(Plan to do)



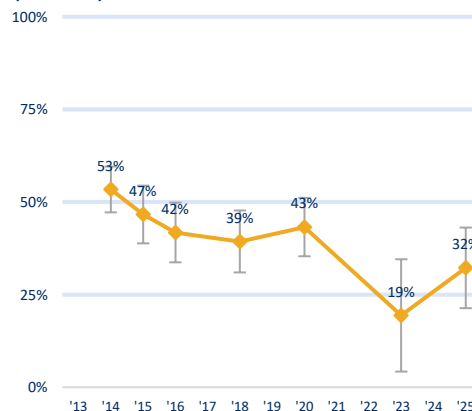
##### Study Abroad

(Plan to do)



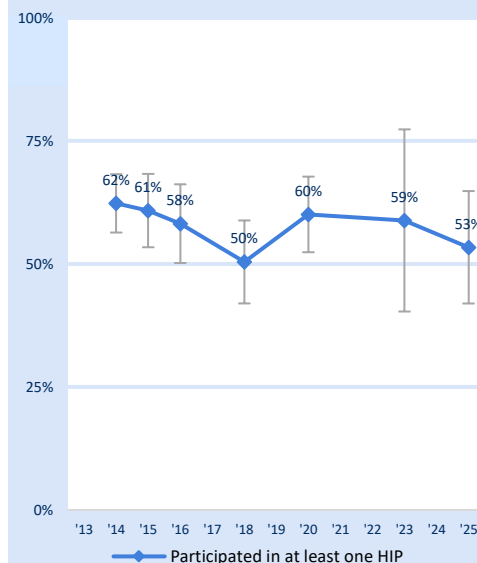
##### Culminating Senior Experience

(Plan to do)



#### Overall first-year HIP participation

The figure below displays the percentages of first-year students who participated in at least one high-impact practice. The figure is limited to participation in service-learning, a learning community, and research with faculty.



NSSE founding director George Kuh recommends that institutions 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 2025 Multi-Year Report

## High-Impact Practices

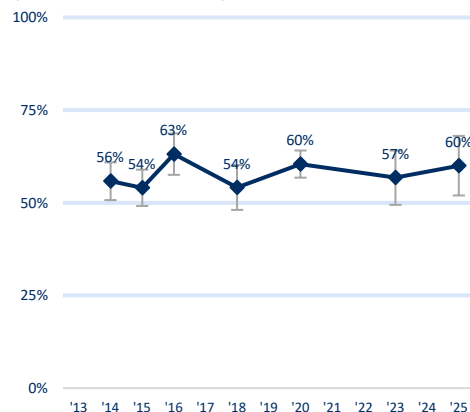
### Northeastern Illinois University

Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

#### High-Impact Practices: Seniors

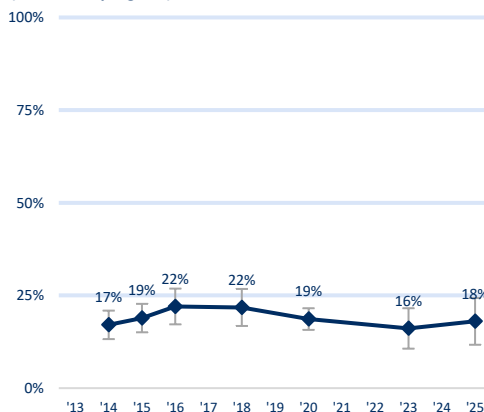
##### Service-Learning

(Some, most, or all courses)



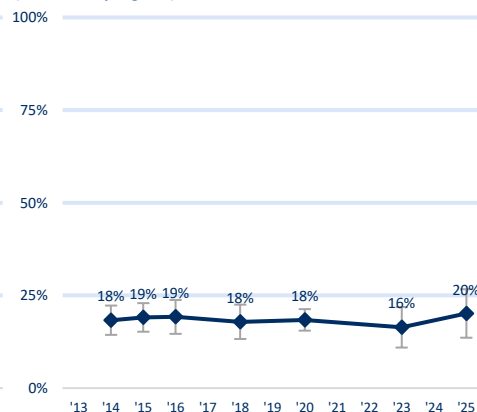
##### Learning Community

(Done or in progress)



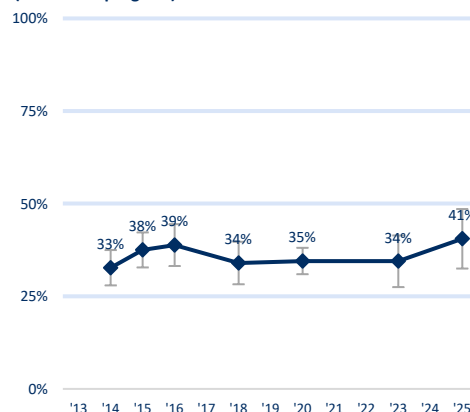
##### Research With Faculty

(Done or in progress)



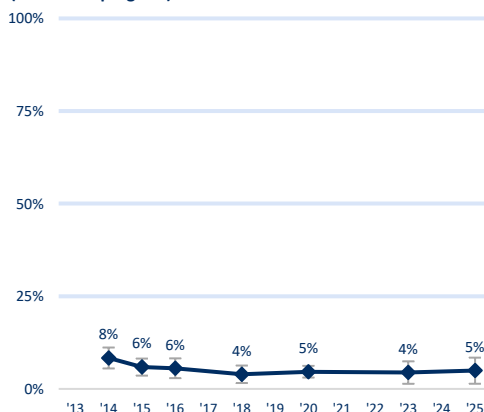
##### Internship/Field Experience

(Done or in progress)



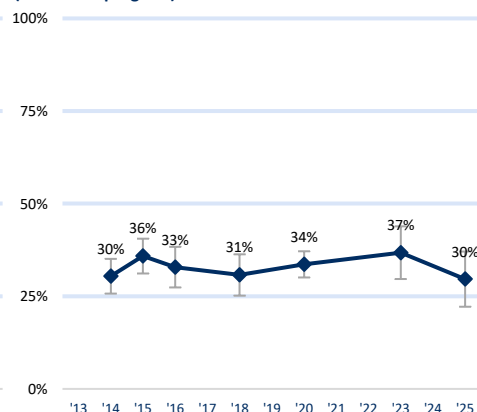
##### Study Abroad

(Done or in progress)



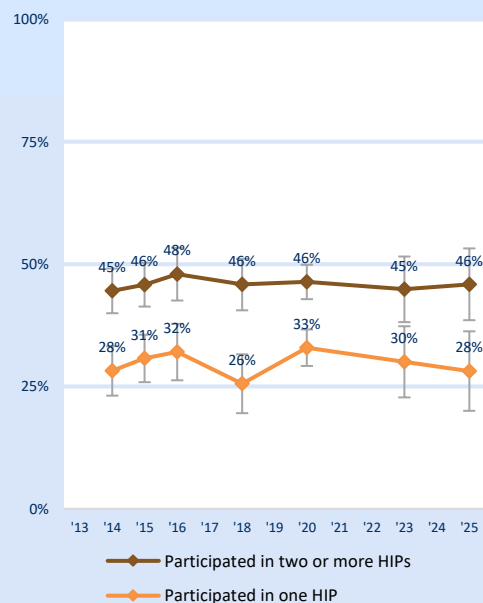
##### Culminating Senior Experience

(Done or in progress)



#### Overall senior HIP participation

The figure below displays the percentages of seniors who participated in one, and two or more, high-impact practices. The figure includes all six HIPs.



NSSE founding director George Kuh recommends that institutions 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 2025 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Challenge Items

### Northeastern Illinois University

First-year students													Seniors															
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25
Academic Challenge																												
Higher-Order Learning	Mean		40.1	40.0	37.7		40.1		39.2			35.7		38.6		43.8	42.1	44.4		43.3		41.7				41.7		42.4
	n		255	171	161		142		162			33		76		376	430	301		276		709				192		156
	SD		14.7	13.6	13.9		14.3		13.1			10.4		14.1		13.8	14.4	13.1		13.8		13.5				15.8		16.7
	SE		.92	1.04	1.10		1.20		1.03			1.82		1.61		.71	.70	.75		.83		.51				1.14		1.34
	CI up bnd		41.9	42.1	39.9		42.5		41.2			39.3		41.8		45.2	43.5	45.9		44.9		42.7				43.9		45.0
CI low bnd		38.3	38.0	35.6		37.8		37.2			32.1		35.4		42.4	40.7	42.9		41.7		40.7				39.5		39.8	
Reflective & Integrative Learning	Mean		36.7	38.9	35.9		37.1		35.9			30.9		35.0		41.2	40.4	41.1		40.7		39.3				42.1		39.3
	n		271	186	173		153		171			44		88		384	446	313		291		736				211		172
	SD		13.7	12.8	13.1		13.1		12.9			12.4		13.2		13.2	13.0	13.6		13.4		12.9				14.4		14.5
	SE		.83	.94	1.00		1.06		.99			1.87		1.41		.67	.61	.77		.78		.47				.99		1.11
	CI up bnd		38.4	40.7	37.9		39.2		37.8			34.6		37.7		42.5	41.6	42.6		42.2		40.2				44.0		41.5
CI low bnd		35.1	37.0	34.0		35.0		34.0			27.3		32.2		39.9	39.2	39.6		39.2		38.4				40.1		37.1	
Learning Strategies	Mean		41.1	39.7	39.6		40.2		39.3			32.1		41.7		44.2	43.8	44.8		41.9		40.4				41.4		40.9
	n		250	160	143		138		155			26		74		361	394	288		261		688				177		145
	SD		13.9	14.0	13.2		14.9		14.5			11.6		12.5		13.4	13.5	13.5		14.1		14.1				15.4		16.0
	SE		.88	1.11	1.10		1.26		1.16			2.28		1.46		.70	.68	.80		.88		.54				1.16		1.33
	CI up bnd		42.8	41.9	41.7		42.7		41.5			36.6		44.5		45.6	45.1	46.3		43.6		41.4				43.7		43.5
CI low bnd		39.3	37.5	37.4		37.7		37.0			27.7		38.8		42.8	42.5	43.2		40.1		39.3				39.1		38.3	
Quantitative Reasoning	Mean		28.2	30.3	29.3		29.2		30.4			25.8		32.5		30.4	31.1	32.2		31.7		30.1				31.7		30.6
	n		267	172	162		140		157			29		79		377	438	307		268		700				180		148
	SD		16.7	16.6	15.6		17.1		15.1			11.0		16.1		17.3	17.5	17.0		16.6		16.5				17.2		18.4
	SE		1.02	1.26	1.23		1.44		1.21			2.04		1.82		.89	.84	.97		1.01		.62				1.28		1.51
	CI up bnd		30.2	32.7	31.7		32.0		32.8			29.8		36.1		32.1	32.7	34.1		33.7		31.3				34.2		33.6
CI low bnd		26.2	27.8	26.9		26.4		28.0			21.8		29.0		28.6	29.4	30.3		29.7		28.8				29.1		27.7	
Academic Challenge (additional items)																												
Preparing for Class (hours/week)	Mean		12.0	11.4	11.9		12.2		11.2			9.8		10.9		12.7	12.5	13.6		13.0		13.1				16.1		13.1
	n		239	148	133		124		152			27		66		354	371	262		259		673				172		142
	SD		7.7	7.8	7.1		7.7		6.6			6.2		7.3		7.8	7.7	8.6		8.3		8.1				9.5		8.4
	SE		.50	.64	.62		.69		.54			1.20		.90		.41	.40	.53		.52		.31				.72		.71
	CI up bnd		13.0	12.6	13.1		13.6		12.2			12.2		12.7		13.5	13.3	14.7		14.1		13.7				17.5		14.5
CI low bnd		11.0	10.1	10.7		10.9		10.1			7.5		9.2		11.9	11.7	12.6		12.0		12.5				14.7		11.8	
Course Est. hrs per week calculated from two items.	Mean		6.4	5.9	6.3		7.0		5.5			4.9		5.8		7.5	7.0	7.8		7.3		7.2				8.3		7.6
	n		234	146	132		123		151			27		65		348	365	260		258		667				171		142
	SD		5.5	5.5	5.0		6.2		4.9			4.5		6.3		6.2	6.2	6.9		6.7		6.4				7.1		7.3
	SE		.36	.46	.44		.56		.40			.86		.78		.33	.32	.43		.41		.25				.55		.61
	CI up bnd		7.1	6.8	7.2		8.1		6.3			6.6		7.3		8.2	7.6	8.6		8.1		7.7				9.4		8.8
CI low bnd		5.7	5.0	5.5		6.0		4.7			3.2		4.2		6.9	6.4	6.9		6.5		6.7				7.3		6.4	

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 \* SE).

# NSSE 2025 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Challenge Items

### Northeastern Illinois University

First-year students															Seniors														
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25		
Academic Challenge (additional items, continued)																													
Assigned Writing Est. no. of pages calculated from three survey questions.	Mean		47.2	47.5	58.9		60.1		62.0			61.4		75.9		76.8	83.1	90.4		71.9		91.4			92.2		74.6		
	n		242	153	143		133		157			30		77		333	360	259		268		695			181		145		
	SD		72.6	63.1	79.4		100.7		93.2			76.3		91.8		83.1	92.1	95.8		68.0		106.8			105.7		103.0		
	SE		4.67	5.10	6.64		8.73		7.44			13.92		10.44		4.55	4.86	5.95		4.15		4.05			7.85		8.55		
	CI up bnd		56.3	57.5	71.9		77.2		76.6			88.7		96.3		85.7	92.6	102.1		80.1		99.4			107.6		91.3		
	CI low bnd		38.0	37.5	45.9		43.0		47.4			34.2		55.4		67.9	73.6	78.8		63.8		83.5			76.9		57.8		
Course Challenge Extent courses challenged students to do best work (1="Not at all" to 7="Very much").	Mean		5.7	5.5	5.4		5.4		5.2			5.2		5.3		5.8	5.9	5.8		5.7		5.7			5.7		5.7		
	n		257	164	146		136		155			27		73		366	403	288		263		691			181		147		
	SD		1.2	1.2	1.2		1.4		1.3			1.1		1.3		1.1	1.2	1.2		1.3		1.3			1.4		1.5		
	SE		.07	.09	.10		.12		.10			.21		.16		.06	.06	.07		.08		.05			.10		.12		
	CI up bnd		5.8	5.7	5.6		5.6		5.4			5.6		5.6		5.9	6.0	5.9		5.8		5.8			5.9		5.9		
	CI low bnd		5.5	5.3	5.2		5.2		5.0			4.8		5.0		5.7	5.7	5.7		5.5		5.6			5.5		5.5		
Academic Emphasis Perceived inst. emphasis on spending time studying and on acad. work (1 = "Very little" to 4 = "Very much").	Mean		3.2	3.1	3.1		3.1		3.1			2.8		3.0		3.1	3.1	3.2		3.0		3.0			3.0		3.0		
	n		239	147	138		130		153			27		68		360	373	270		263		681			175		144		
	SD		0.8	0.8	0.7		0.9		0.8			0.8		0.7		0.8	0.8	0.8		0.8		0.8			0.9		0.8		
	SE		.05	.06	.06		.08		.06			.15		.08		.04	.04	.05		.05		.03			.06		.07		
	CI up bnd		3.3	3.2	3.3		3.2		3.2			3.1		3.2		3.2	3.2	3.3		3.1		3.1			3.2		3.1		
	CI low bnd		3.1	3.0	3.0		2.9		3.0			2.6		2.9		3.0	3.0	3.1		2.9		3.0			2.9		2.9		
Learning With Peers																													
Collaborative Learning	Mean		30.5	32.1	27.8		28.3		29.8			23.8		24.6		32.7	32.5	33.5		33.2		32.4			31.1		27.9		
	n		273	182	172		166		185			47		94		388	447	310		292		754			219		179		
	SD		15.0	14.4	13.1		14.0		13.6			11.6		15.6		14.3	13.9	14.4		14.1		13.8			14.8		16.1		
	SE		.91	1.06	1.00		1.08		1.00			1.70		1.61		.73	.66	.82		.83		.50			1.00		1.20		
	CI up bnd		32.2	34.2	29.8		30.4		31.7			27.1		27.8		34.1	33.8	35.1		34.9		33.4			33.1		30.3		
	CI low bnd		28.7	30.0	25.8		26.2		27.8			20.5		21.4		31.2	31.2	31.9		31.6		31.4			29.2		25.5		
Discussions With Diverse Others	Mean		40.6	38.5	37.7		35.9		37.4			32.4		34.4		44.7	43.9	44.8		41.6		41.6			41.7		39.1		
	n		252	162	142		132		153			28		75		361	402	284		265		693			179		146		
	SD		16.7	17.5	17.2		17.3		16.7			15.6		16.8		15.6	16.4	15.7		15.7		15.7			16.1		16.3		
	SE		1.05	1.37	1.45		1.50		1.35			2.95		1.94		.82	.82	.93		.96		.60			1.20		1.35		
	CI up bnd		42.7	41.2	40.5		38.8		40.1			38.2		38.2		46.3	45.5	46.7		43.5		42.8			44.1		41.7		
	CI low bnd		38.6	35.8	34.8		32.9		34.8			26.6		30.6		43.1	42.3	43.0		39.8		40.5			39.4		36.4		

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 \* SE).

# NSSE 2025 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Challenge Items

### Northeastern Illinois University

		First-year students													Seniors												
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25
Experiences with Faculty																											
Student-Faculty Interaction	Mean		21.0	26.1	21.0		23.4		28.2			20.1		24.8		22.8	23.8	25.1		25.7		24.8			23.8		24.0
	n		260	178	160		147		166			40		82		380	437	303		285		718			197		164
	SD		15.9	16.7	14.7		16.3		15.9			11.9		16.9		16.9	16.5	17.1		16.5		16.2			17.3		17.8
	SE		.98	1.25	1.17		1.35		1.23			1.87		1.87		.87	.79	.98		.97		.61			1.23		1.39
	CI up bnd		22.9	28.5	23.3		26.1		30.7			23.8		28.4		24.5	25.3	27.0		27.6		25.9			26.2		26.8
	CI low bnd		19.1	23.6	18.7		20.8		25.8			16.4		21.1		21.2	22.2	23.2		23.8		23.6			21.4		21.3
Effective Teaching Practices	Mean		43.5	43.8	41.8		42.5		41.0			40.4		43.9		44.0	44.1	45.3		44.4		42.4			42.6		44.9
	n		270	177	165		142		163			34		79		391	442	310		278		712			188		155
	SD		14.2	13.5	13.8		13.8		13.9			9.9		15.9		13.4	14.4	13.6		13.9		13.7			14.6		15.5
	SE		.86	1.02	1.08		1.16		1.09			1.70		1.79		.68	.68	.77		.83		.51			1.06		1.24
	CI up bnd		45.2	45.8	44.0		44.8		43.2			43.7		47.4		45.3	45.4	46.8		46.1		43.5			44.7		47.3
	CI low bnd		41.8	41.8	39.7		40.2		38.9			37.1		40.4		42.7	42.8	43.8		42.8		41.4			40.6		42.4
Campus Environment																											
Quality of Interactions	Mean		40.3	39.6	42.5		40.0		41.9			40.8		43.5		41.0	42.4	43.1		42.7		43.1			44.1		45.6
	n		248	162	139		122		148			25		66		357	384	273		256		648			163		132
	SD		13.3	14.9	12.3		14.2		12.5			11.3		15.8		12.5	13.0	12.3		12.9		12.6			13.3		14.4
	SE		.85	1.17	1.05		1.28		1.03			2.25		1.95		.66	.67	.74		.81		.50			1.04		1.25
	CI up bnd		41.9	41.9	44.5		42.5		44.0			45.2		47.3		42.3	43.7	44.6		44.3		44.1			46.1		48.1
	CI low bnd		38.6	37.3	40.4		37.4		39.9			36.4		39.7		39.7	41.1	41.7		41.1		42.2			42.1		43.2
Supportive Environment	Mean		38.5	38.3	38.9		34.8		36.7			33.2		38.7		33.9	35.5	36.2		35.1		34.1			33.9		37.0
	n		236	144	134		125		150			26		66		360	370	265		260		676			173		141
	SD		15.7	15.0	13.6		16.4		14.7			12.9		16.0		14.7	15.2	15.1		15.6		14.3			15.8		16.3
	SE		1.02	1.25	1.17		1.47		1.20			2.53		1.97		.78	.79	.93		.96		.55			1.20		1.37
	CI up bnd		40.5	40.7	41.2		37.7		39.1			38.2		42.5		35.4	37.1	38.0		37.0		35.2			36.3		39.7
	CI low bnd		36.5	35.8	36.6		31.9		34.4			28.2		34.8		32.4	34.0	34.4		33.2		33.0			31.6		34.4

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 \* SE).

# NSSE 2025 Multi-Year Report

## Detailed Statistics: High-Impact Practices

### Northeastern Illinois University

First-year students														Seniors													
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'25
Service-Learning <sup>a</sup>	%		59	58	56		48		59			55		54		56	54	63		54		60			57		60
	<i>n</i>		248	163	144		132		151			27		70		367	399	288		262		684			177		144
	<i>SE</i>		3.1	3.9	4.1		4.4		4.0			9.7		6.0		2.6	2.5	2.8		3.1		1.9			3.7		4.1
	<i>CI up bnd</i>		65	65	64		57		67			74		66		61	59	69		60		64			64		68
	<i>CI low bnd</i>		53	50	48		39		51			36		42		51	49	58		48		57			49		52
Learning Community <sup>a</sup>	%		11	10	7		9		8			11		7		17	19	22		22		19			16		18
	<i>n</i>		254	162	145		135		156			27		72		370	402	285		264		684			175		143
	<i>SE</i>		2.0	2.3	2.1		2.4		2.2			6.0		2.9		2.0	2.0	2.5		2.5		1.5			2.8		3.2
	<i>CI up bnd</i>		15	14	11		13		12			23		12		21	23	27		27		22			22		24
	<i>CI low bnd</i>		7	5	3		4		4			0		1		13	15	17		17		16			11		12
Research With Faculty <sup>a</sup>	%		6	6	3		2		5			7		4		18	19	19		18		18			16		20
	<i>n</i>		255	162	145		133		155			27		73		369	400	286		265		684			178		145
	<i>SE</i>		1.5	1.8	1.5		1.3		1.8			5.1		2.3		2.0	2.0	2.3		2.4		1.5			2.8		3.3
	<i>CI up bnd</i>		9	9	6		5		8			17		8		22	23	24		23		21			22		27
	<i>CI low bnd</i>		3	2	0		0		2			0		0		14	15	15		13		16			11		14
Internship or Field Experience <sup>b</sup> (FY results: Plan to do)	%		73	70	63		58		63			56		48		33	38	39		34		35			34		41
	<i>n</i>		257	160	146		134		155			27		73		373	404	287		263		687			179		144
	<i>SE</i>		2.8	3.6	4.0		4.3		3.9			9.7		5.9		2.4	2.4	2.9		2.9		1.8			3.6		4.1
	<i>CI up bnd</i>		78	77	71		66		71			75		60		37	42	44		40		38			41		49
	<i>CI low bnd</i>		67	63	55		49		55			37		37		28	33	33		28		31			27		32
Study Abroad <sup>b</sup> (FY results: Plan to do)	%		44	48	40		29		37			29		22		8	6	6		4		5			4		5
	<i>n</i>		255	161	146		134		156			27		73		369	403	285		263		684			177		145
	<i>SE</i>		3.1	3.9	4.1		4.0		3.9			8.9		4.8		1.4	1.2	1.4		1.2		0.8			1.5		1.8
	<i>CI up bnd</i>		51	56	48		37		45			47		31		11	8	8		6		6			7		8
	<i>CI low bnd</i>		38	41	32		22		30			12		12		6	4	3		2		3			1		1
Culminating Senior Experience <sup>b</sup> (FY results: Plan to do)	%		53	47	42		39		43			19		32		30	36	33		31		34			37		30
	<i>n</i>		251	158	145		132		153			27		72		371	402	284		264		686			178		145
	<i>SE</i>		3.2	4.0	4.1		4.3		4.0			7.7		5.5		2.4	2.4	2.8		2.8		1.8			3.6		3.8
	<i>CI up bnd</i>		60	54	50		48		51			35		43		35	41	38		36		37			44		37
	<i>CI low bnd</i>		47	39	34		31		35			4		21		26	31	27		25		30			30		22
Overall HIP Participation <sup>c</sup>																											
Participated in one HIP	%		52	52	51		43		51			48		47		28	31	32		26		33			30		28
	<i>n</i>		257	165	146		135		156			27		73		373	406	289		265		689			181		145
	<i>SE</i>		3.1	3.9	4.1		4.3		4.0			9.8		5.9		2.3	2.3	2.8		2.7		1.8			3.4		3.7
	<i>CI up bnd</i>		58	59	59		51		59			67		59		33	35	37		31		36			37		35
	<i>CI low bnd</i>		46	44	43		34		43			29		36		24	26	27		20		29			23		21
Participated in two or more HIPs	%		10	9	7		8		9			11		6		45	46	48		46		46			45		46
	<i>n</i>		257	165	146		135		156			27		73		373	406	289		265		689			181		145
	<i>SE</i>		1.9	2.2	2.2		2.3		2.3			6.1		2.8		2.6	2.5	2.9		3.1		1.9			3.7		4.1
	<i>CI up bnd</i>		14	13	11		12		14			23		12		50	51	54		52		50			52		54
	<i>CI low bnd</i>		6	5	3		3		5			0		1		39	41	42		40		43			38		38

Notes: n = Number of respondents; SE = Standard error of the proportion ( $\sqrt{p * (1 - p) / (n - 1)}$ ) where p is the proportion; upper and lower bounds represent the 95% confidence interval ( $p \pm 1.96 * SE$ ).

a. Results are the percentage who had done the activity.

b. First-year results are the percentage who planned to do the activity; Senior results are the percentage who had done the activity.

c. First-year results are limited to participation in a Learning Community, Service-Learning, and Research with Faculty; senior results include all six HIPs.