

# HIGH-IMPACT PRACTICES (HIPs) SNAPSHOT

FINDINGS FROM ILLINOIS CHANCELLOR'S SENIOR SURVEY

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## OVERVIEW

[High-impact practices](#), or HIPs, are active learning practices that contribute to students' cumulative learning experience. The following snapshot highlights engagement in HIPs based on data from the [Chancellor's Senior Survey \(CSS\)](#), which is administered to graduating seniors each Fall and Spring. Engagement in HIPs is presented across years and by various demographic variables such as sex, gender identity, sexual orientation, first-generation status, race/ethnicity, underrepresented minority (URM) status, transfer status, disability status, and school/college affiliation. Data presented in this snapshot, along with additional unit specific data, can be found in the interactive [Senior Survey Dashboard](#).

## CHANCELLOR'S SENIOR SURVEY RESPONSE RATE

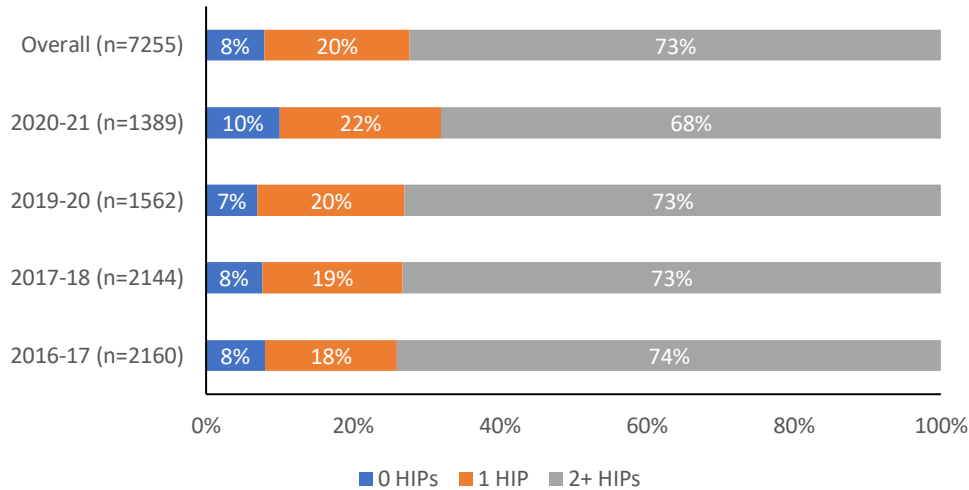
Academic Year	2016-17	2017-18	2019-20	2020-21	Overall
Response Rate	25.4%	25.9%	18.9%	16.9%	24.3%

## HIP ENGAGEMENT TYPE

	2016-17	2017-18	2019-20	2020-21	Overall
<b>High Impact Practices</b>					
Undergraduate Research	40%	40%	40%	37%	39%
International Experience	24%	25%	25%	20%	24%
Internship or Practicum	44%	42%	44%	37%	42%
Capstone course or Senior Project	34%	33%	33%	33%	33%
Honors Program	28%	24%	25%	25%	26%
Diversity/Global Awareness Program	22%	22%	21%	19%	21%
Career Development Program	37%	33%	36%	35%	35%
Volunteer or Community Service	58%	56%	50%	50%	54%

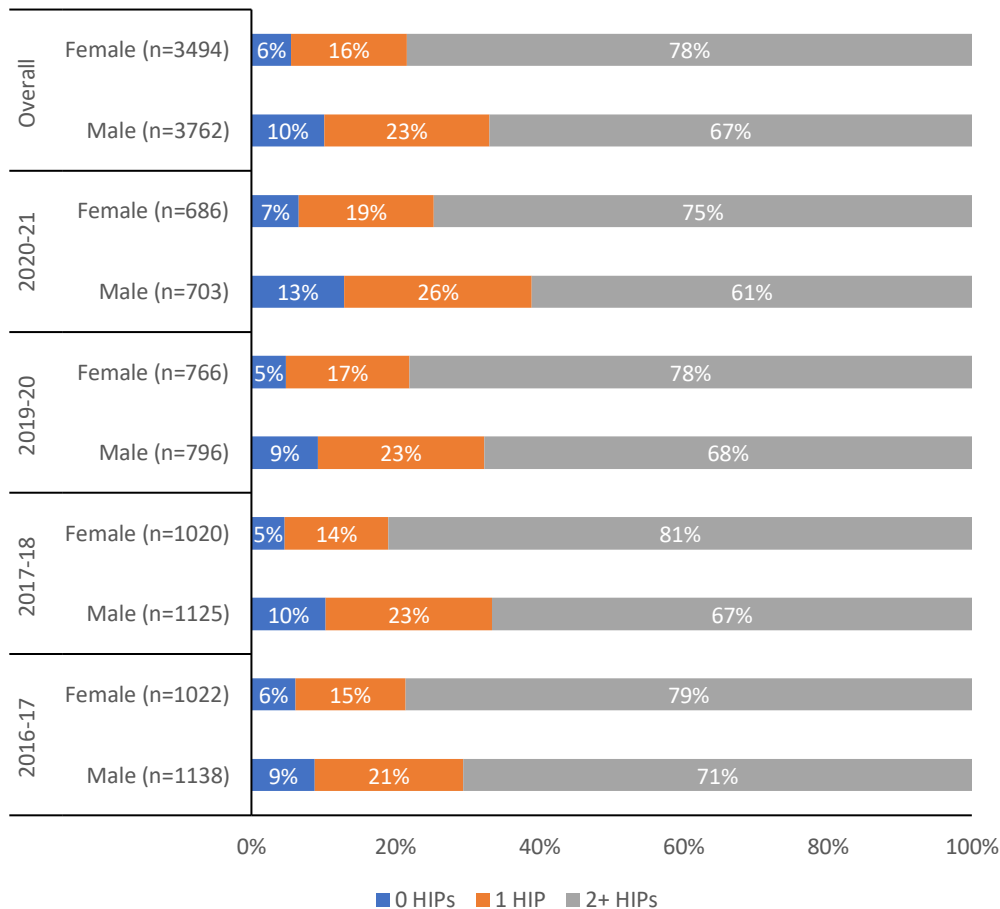
The top three HIPs students engage in the most are **Volunteer or Community Service, Internships or Practicums, and Undergraduate Research**.

## HIP ENGAGEMENT



While students tend to engage in two or more HIPs during their time at Illinois, HIP engagement has remained relatively stable across the years. This trend is consistent with findings from National Survey of Student Engagement.

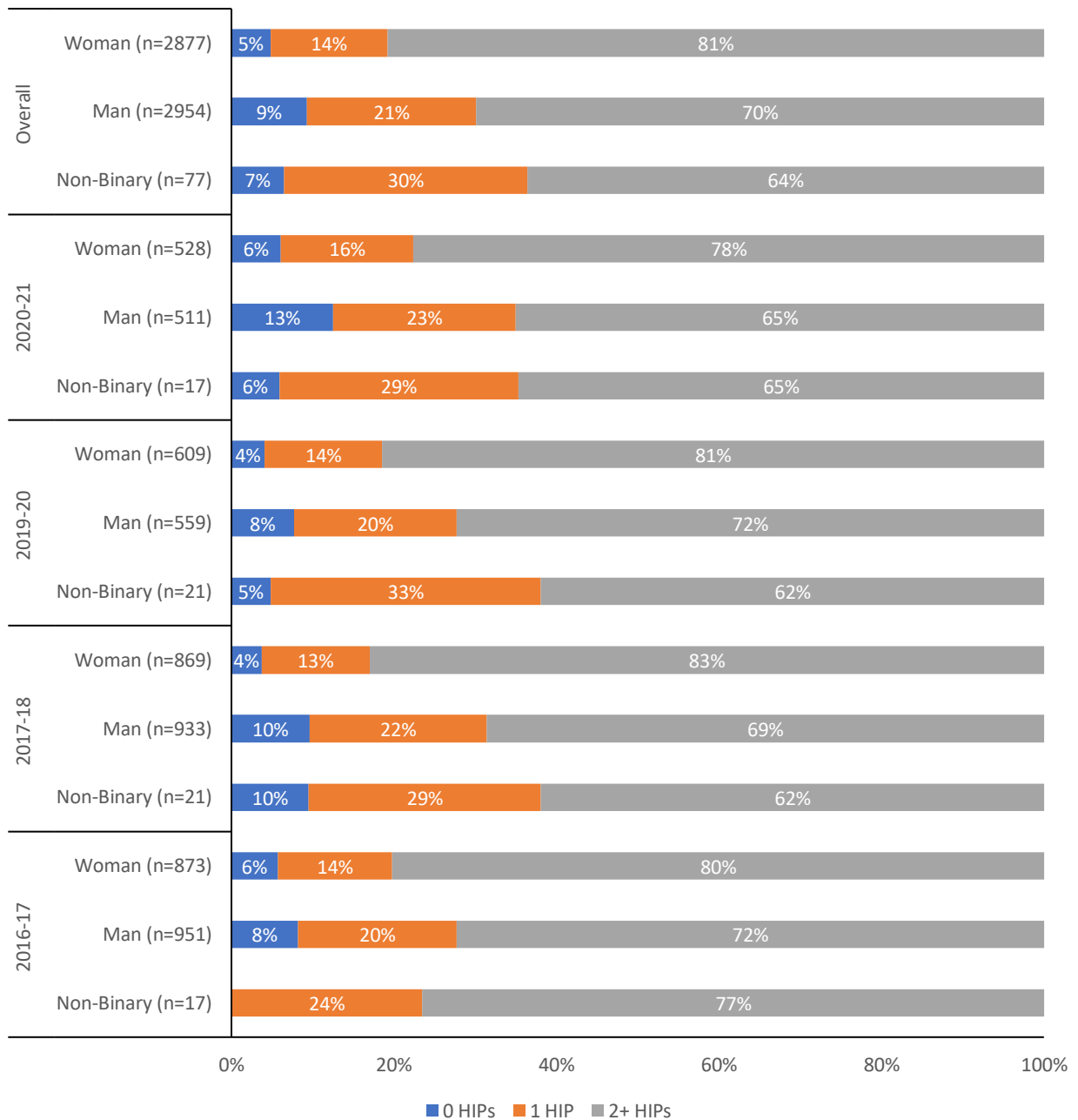
## HIP ENGAGEMENT BY SEX



While most students tend to engage in two or more HIPs during their time at Illinois, female students engage in two or more HIPs at a higher rate than male students. Male students engage in one HIP at a higher rate than female students.

**Note:** Sex is recorded from BANNER.

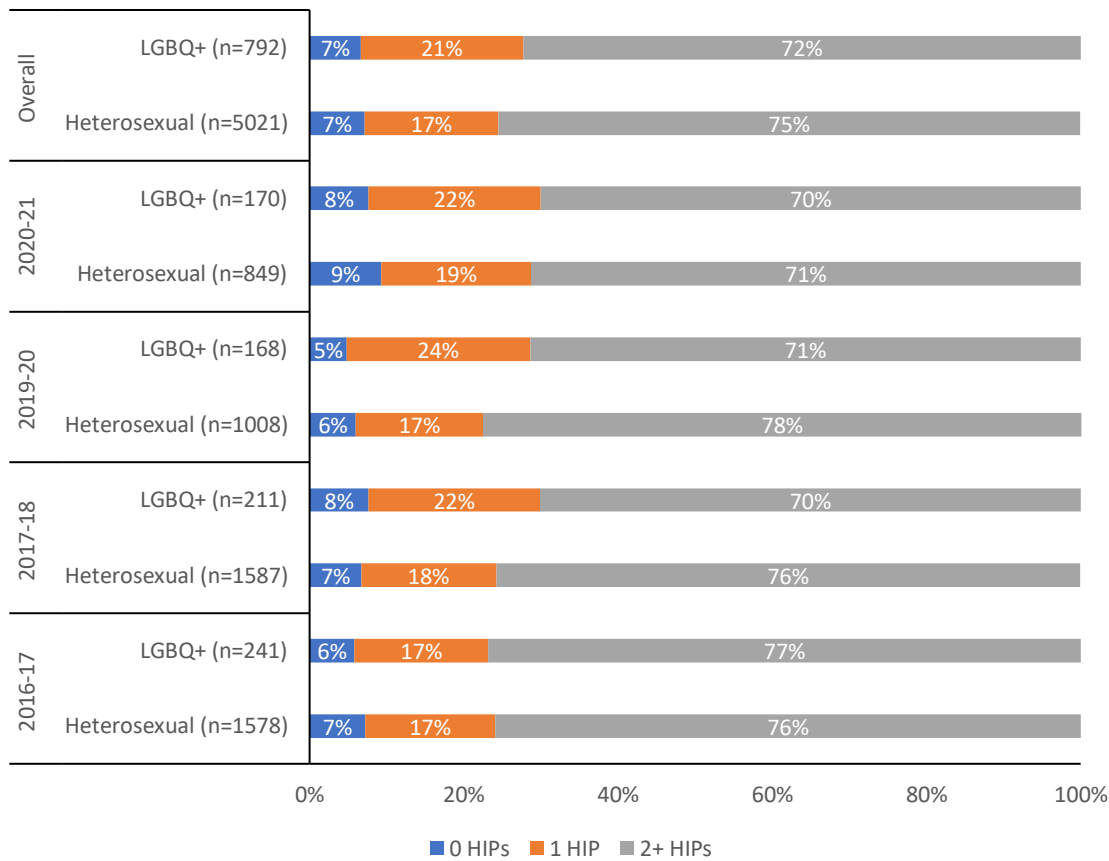
**HIP ENGAGEMENT BY GENDER IDENTITY**



While most students tend to engage in two or more HIPs during their time at Illinois, women engage in two or more HIPs at a higher rate than men and non-binary students. Non-binary students engage in one HIP at a higher rate than both women and men.

**Note:** Non-Binary includes students who identify as non-binary, transgender, transwoman, transman, genderqueer, gender non-conforming, or “a gender not listed here”.

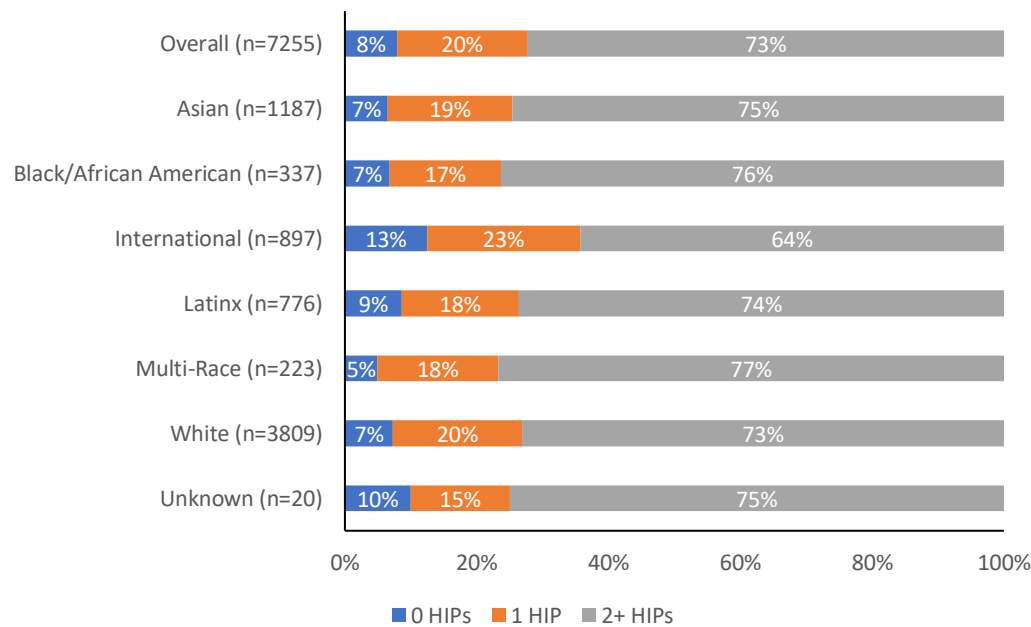
## HIP ENGAGEMENT BY SEXUAL ORIENTATION



While most students tend to engage in two or more HIPs during their time at Illinois, heterosexual students engage in two or more HIPs at a slightly higher rate than LGBQ+ students. LGBQ+ students engage in one HIP at a slightly higher rate than heterosexual students.

**Note:** LGBQ+ includes students who identify as gay, lesbian, bisexual, asexual, queer, pansexual, or “a sexual orientation not listed here”. Students who identify as transgender are included under Gender Identity.

## HIP ENGAGEMENT BY RACE/ETHNICITY

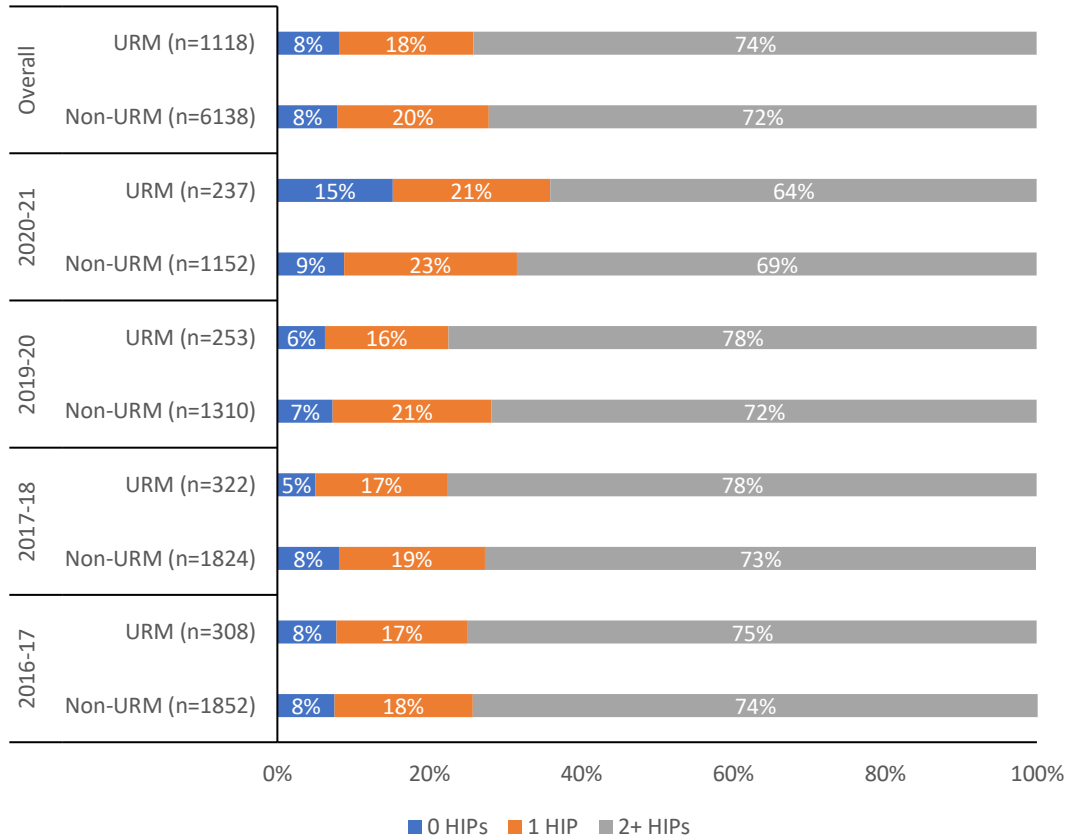


While most students tend to engage in two or more HIPs during their time at Illinois, international students engage in two or more HIPs at lower rate compared to all other students. International students engage in one HIP at a higher rate than all other students.

**Source:** Aggregated CSS data from AY 2016-17, 2017-18, 2019-20, and 2020-21.

**Note:** American Indian and Alaska Native (n=1) and Native Hawaiian/Pacific Islander (n=3) are not represented in the figure.

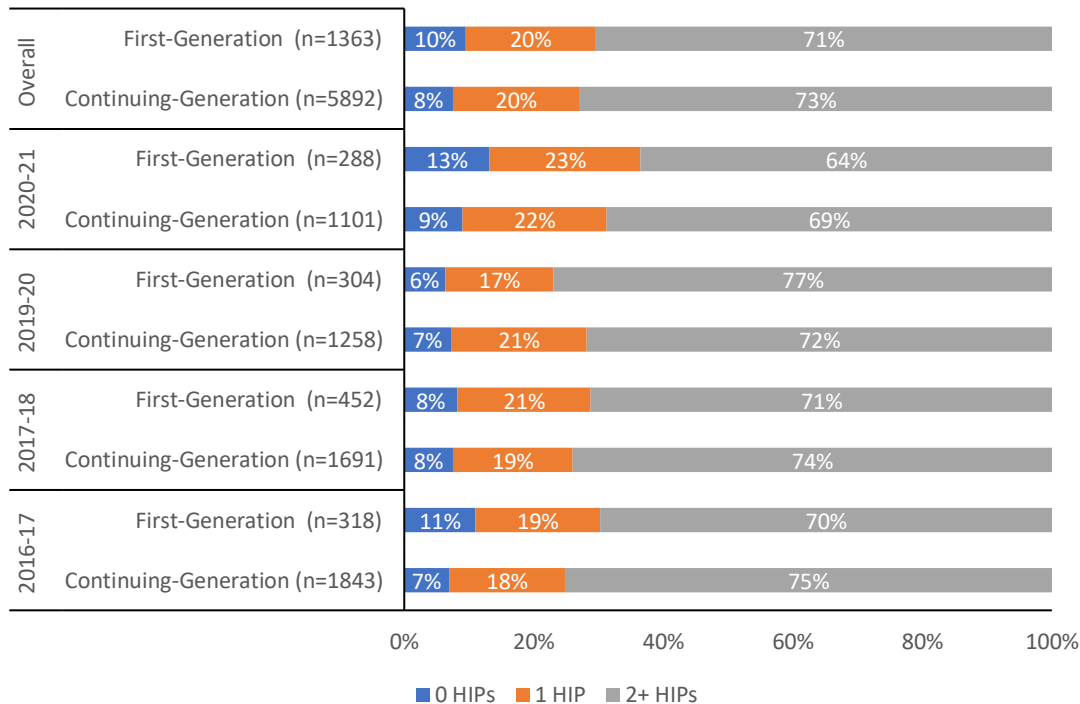
## HIP ENGAGEMENT BY UNDERREPRESENTED MINORITY (URM) STATUS



While most students tend to engage in two or more HIPs during their time at Illinois, Underrepresented minority (URM) students engage in two or more HIPs at slightly higher rate compared to Non-URM students. Non-URM students engage in one HIP at a higher rate than URM students.

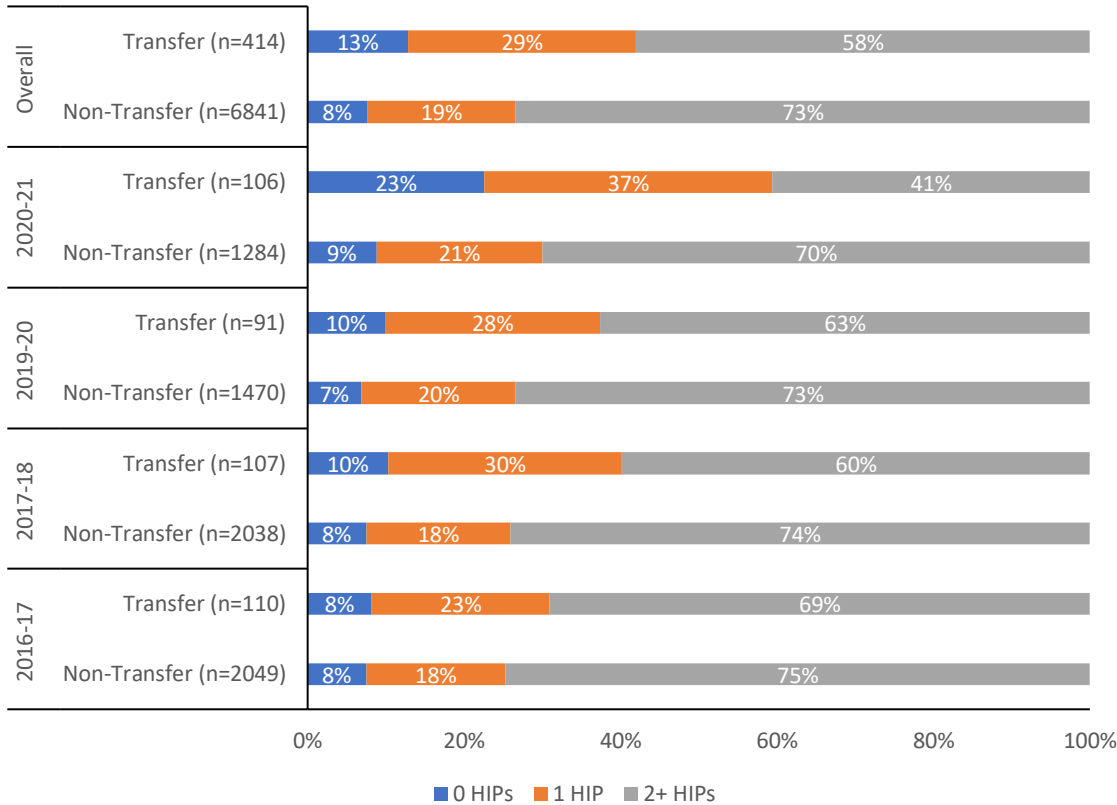
**Note:** URM includes Black or African American, Latinx, Native American or Alaska Native, and Native Hawaiian or Pacific Islander.

## HIP ENGAGEMENT BY GENERATION STATUS



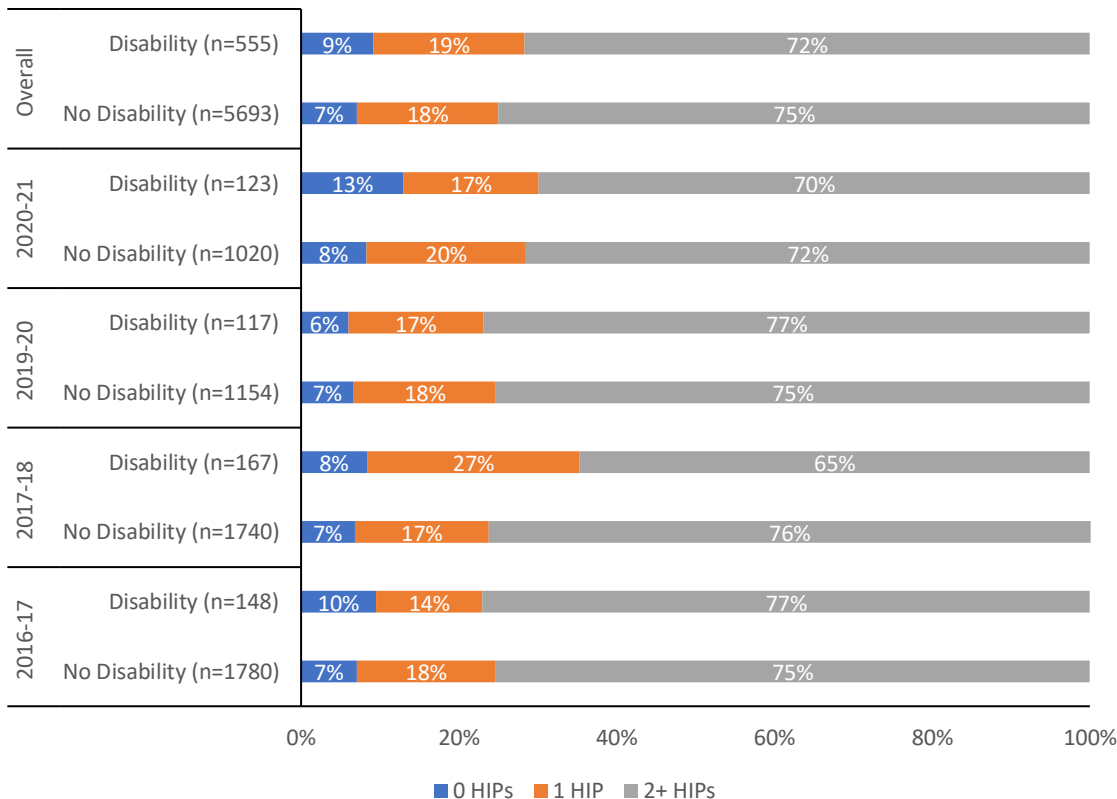
While most students tend to engage in two or more HIPs during their time at Illinois, first-generation students engage in two or more HIPs at a slightly lower rate than continuing-generation students. This trend is consistent with findings from National Survey of Student Engagement.

### HIP ENGAGEMENT BY TRANSFER STATUS



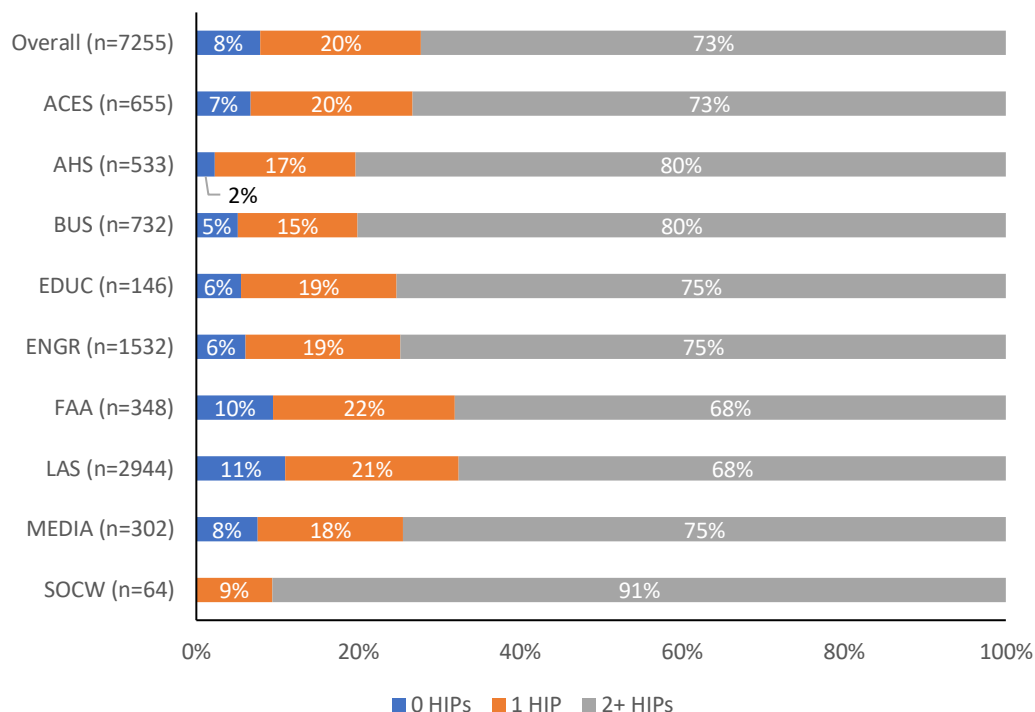
While most students tend to engage in two or more HIPs during their time at Illinois, transfer students engage in two or more HIPs at lower rate compared to non-transfer students. Transfer students engage in one HIP at a higher rate than non-transfer students.

### HIP ENGAGEMENT BY DISABILITY STATUS



Overall, students with a disability engage in two or more HIPs at a slightly lower rate than students without a disability. While the differences among engagement in one HIP are minimal, students with a disability engaged in one HIP at much higher rate than students without a disability during AY 2017-18.

## HIP ENGAGEMENT BY SCHOOL/COLLEGE



While most students tend to engage in two or more HIPs during their time at Illinois, students in the School of Social Work engage in two or more HIPs at a much higher rate than any other school or college.

**Source:** Aggregated CSS data from AY 2016-17, 2017-18, 2019-20, and 2020-21.

**Note:** ACES = Agricultural, Consumer and Environmental Sciences; AHS = Applied Health Sciences; BUS = Gies Business; EDUC = Education; ENGR = Grainger Engineering; FAA = Fine and Applied Arts; LAS = Liberal Arts and Sciences; MEDIA = Media; SOCW = Social Work.

## HIP ENGAGEMENT TYPE BY SCHOOL/COLLEGE

	ACES	AHS	BUS	EDUC	ENGR	FAA	LAS	MEDIA	SOCW	Overall
Undergraduate Research	41%	49%	18%	30%	44%	20%	46%	14%	26%	39%
International Experience	32%	23%	46%	27%	18%	20%	19%	31%	27%	24%
Internship or Practicum	53%	58%	48%	68%	44%	39%	33%	40%	92%	42%
Capstone course or Senior Project	31%	10%	41%	10%	59%	52%	20%	57%	18%	33%
Honors Program	17%	26%	29%	33%	29%	24%	24%	26%	22%	26%
Diversity/Global Awareness Program	20%	23%	26%	25%	14%	28%	23%	17%	48%	21%
Career Development Program	36%	36%	45%	23%	36%	32%	34%	36%	34%	35%
Volunteer or Community Service	56%	75%	62%	69%	40%	47%	55%	50%	77%	54%

- Students from the **College of Applied Health Sciences** engage in undergraduate research at a higher rate than any other school or college.
- Students from the **Gies College of Business** engage in international experiences and career development programs at a higher rate than any other school or college.
- Students from the **College of Education** engage in honors programs at a higher rate than any other school or college.
- Students from the **Grainger College of Engineering** engage in capstone courses or senior projects at a higher rate than any other school or college.
- Students from the **School of Social Work** engage in internships or practicums, diversity/global awareness programs, and Volunteer or Community Service at a higher rate than any other school or college.

**Source:** Aggregated CSS data from AY 2016-17, 2017-18, 2019-20, and 2020-21.

**Note:** ACES = Agricultural, Consumer and Environmental Sciences; AHS = Applied Health Sciences; BUS = Gies Business; EDUC = Education; ENGR = Grainger Engineering; FAA = Fine and Applied Arts; LAS = Liberal Arts and Sciences; MEDIA = Media; SOCW = Social Work.