

2020 National Survey of Student Engagement (NSSE) High-Impact Practices Equity Gaps Summary Report

Cal Poly Pomona (CPP) is deeply committed to ensuring an educational experience that fosters student learning and success for every student. As part of that commitment, the Office of Assessment and Program Review participates in the nationwide National Survey of Student Engagement (NSSE) every three years to gather information as to the extent to which CPP is meeting this commitment. This survey collects information from first-year and senior students about their participation in programs and activities, what they have gained from their classes, the quality of interactions with faculty and students, as well as their satisfaction with educationally-important activities. Survey results are used to understand and improve student learning and experiences, and also assists the institution in addressing potential equity gaps, and identifying additional resources to improve the undergraduate experience.

In the Spring 2020 semester, all first-year and senior students were invited to participate in the NSSE; approximately 25% of these students completed the survey. A variety of recruitment messages were used to encourage student participation, including emails from President Coley's office, messages displayed on students' Bronco portal, and advertisements posted around campus. The first 500 respondents were incentivized with a \$5 Starbucks gift card. However, due to the COVID-19 restrictions soon after the survey launched, these students were provided the opportunity to choose between the gift card or Bronco Bucks.

High-Impact Practices refer to certain undergraduate opportunities that have positive associations with student learning and retention (Kuh, 2008).¹ They share various traits including learning outside of the classroom, having meaningful interactions with faculty and other students, and collaborating with a diversity of individuals. The table below details CPP student participation in high-impact practices, disaggregated by student characteristics where equity gaps and concerns are typically reflected. While the table below illustrates first-year students' response, the narrative in this report focuses on senior students only.

First-year students (n=698)					Senior students (n=1,049)					
	Service-Learning	Learning Community	Research with Faculty		Service-Learning	Learning Community	Research with Faculty	Internship or Field Experience	Study Abroad	Culminating Senior Experience
First-generation ^a										
Not first-generation	55%	9%	3%		60%	19%	28%	50%	8%	43%
First-generation	60%	7%	2%		62%	19%	26%	41%	6%	49%
Race/Ethnicity										
American Indian or Alaska Native ^b	-	-	-		-	-	-	-	-	-
Asian	57%	15%	5%		62%	20%	25%	47%	9%	43%
Black or African American	-	-	-		77%	31%	23%	40%	6%	47%
Hispanic or Latino	58%	4%	3%		61%	15%	23%	40%	6%	47%
Native Hawaiian/Other Pac. Islander ^b	-	-	-		-	-	-	-	-	-
White	60%	7%	0%		49%	23%	36%	55%	5%	52%
Other ^b	-	-	-		-	-	-	-	-	-
Foreign or nonresident	70%	19%	0%		70%	30%	26%	42%	10%	50%
Two or more races	62%	8%	0%		65%	21%	38%	47%	9%	50%
Sex										
Female	60%	6%	3%		63%	19%	25%	47%	8%	44%
Male	54%	11%	3%		58%	20%	28%	42%	5%	49%

a. Neither parent (nor guardian) holds a bachelor's degree.

b. No data for American Indian or Alaska Native, Native Hawaiian/Other Pacific Islander, or Other because respondents < 10.

¹ https://www.aacu.org/sites/default/files/files/LEAP/hip_tables.pdf

Service Learning

NSSE defines courses that include a community-based project as service-learning. According to NSSE data, both CPP first-generation and non-first-generation students reported participating in courses that offer service-learning at the same rate. However, the same cannot be said for students who identify as underrepresented minorities (URM) and those who do not (non-URM). Specifically, Black/African American students (77%) and Hispanic/Latino students (61%) reported participating in service-learning at higher rates than White students (49%). In fact, White students reported lower levels of participation in service-learning in comparison to all other races/ethnicities at CPP. Furthermore, 63% of females and 58% of males reported participating in service-learning.

Learning Community

A learning community is a formal program where groups of students enroll in two or more classes together. No equity gaps were found between first-generation and non-first-generation students with both groups reported participating in a learning community at the same rate (19%). There were also essentially no differences in male and female involvement with 19% of females and 20% of males indicating that they were part of a learning community. Black/African American students (31%) and foreign or nonresident students (30%) reported higher learning community participation rates than other races/ethnicities at CPP with only 15% of Hispanic/Latino students, 20% of Asian students, and 23% of White students reported doing so.

Research with Faculty

NSSE results reveal that 26% of first-generation students and 28% of students who are not first-generation engaged in research with a faculty member, showing little difference between the two groups. However, differences were found between racial/ethnic groups. Thirty-eight percent of students who identify as two or more races, and 36% of White students reported involvement in research with faculty in comparison to 23% of Black/African American and Hispanic/Latino students, and 24% of Asian students.

Internship or Field Experience

According to NSSE, an internship or field experience is defined as an internship, co-op, field experience, student teaching, or clinical placement. Fifty-percent of non-first-generation students reported participating in an internship or field experience in comparison to 41% of first-generation students. NSSE results reflect that while 55% of White students reported engaging in internships or field experiences, participation rates for Black/African American students and Hispanic/Latino students were reported as notably lower, 37% and 40% respectively. Also, a greater percentage of females (47%) reported participating in an internship or field experience than males (42%).

Study Abroad

There were essentially no differences in studying abroad between first-generation students and students who are not first-generation. That is, 8% of students who are not first-generation and 6% of first-generation students stated they participated in a study abroad program. Only 5% of White students, and 6% of Black/African American and Hispanic/Latino students reported studying abroad.

Culminating Senior Experience

A culminating senior experience may take various forms, including a capstone course, senior project or thesis, comprehensive exam, a portfolio, among others. Approximately half of CPP students reported participating in a culminating senior experience with slight differences for different groups. Almost half (49%) of CPP first-generation students reported participating in a culminating senior experience compared to 43% of students who were not first-generation. There was also a five percent difference between the number of males (49%) and females (44%) who reported participating in a culminating senior experience.