

2023 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 2023 semester, all first-year and senior students were invited to participate in the NSSE; approximately 22% of these students completed the survey. A variety of recruitment messages were used to encourage student participation, including emails from President Coley, messages displayed on students' Bronco portal, and advertisements posted in the library. The first 500 respondents were provided with \$5 Bronco Bucks, and 10 seniors were randomly selected to receive \$100 Bronco Bucks.

High-Impact Practices (HIP) 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 HIPs, disaggregated by student characteristics where equity gaps and concerns are typically reflected. While the table below illustrates first-year students' responses, the narrative in this report focuses on senior students. The percentages are based on the number of students in within each group who participated in HIPs, not the entire CPP student population. No data are provided where the n < 10.

CPP First-year students					CPP Senior students					
	Service- Learning	Learning Community	Research with Faculty		Service- Learning	Learning Community	Research with Faculty	Internship or Field Experience	Study Abroad	Culminating Senior Experience
Generation Status										
Continuing-generation*	55%	10%	-		57%	20%	28%	49%	-	54%
First-generation ^a	58%	8%	9%		65%	18%	20%	36%	7%	43%
Race/Ethnicity ^b										
Asian	62%	-	-		59%	19%	25%	43%	-	50%
Black or African American	-	-	-		52%	-	-	-	-	52%
Hispanic, Latina/o, Latine, Latinx	60%	9%	7%		66%	19%	20%	40%	7%	40%
Indigenous, American Indian, etc.	-	-	-		-	-	-	-	-	-
Middle Eastern or North African	-	-	-		65%	-	38%	46%	-	77%
Native Hawaiian or Pac. Islander	-	-	-		67%	-	-	-	-	-
White	53%	-	-		56%	18%	24%	41%	-	52%
Another race or ethnicity	-	-	-		-	-	-	-	-	-
I prefer not to respond	-	-	-		-	-	-	-	-	-
Gender										
Female	55%	10%	-		65%	19%	23%	43%	6%	45%
Male	65%	-	-		58%	18%	22%	38%	4%	50%
Cis/Cisgender	68%	-	-		46%	-	-	36%	-	56%

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

b. Race/ethnicity and gender were select-all-that-apply items; for conciseness, only the top reported genders are included in the table.

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

*Note: Continuing-generation college student is defined as an undergraduate who has at least one parent with a bachelor's or higher degree

Service Learning

NSSE defines courses that include a community-based project as service-learning. According to NSSE data, CPP's first-generation students participated in service learning at higher rates than continuing-generation students. This was even more pronounced with senior students; 65% of CPP senior first-generation students reported participating in courses that offer service-learning, whereas 57% of continuing-generation did, a difference of 8%.

Service-learning varied by race/ethnicity. While Black or African American seniors (52%), White seniors (56%) and Asian seniors (59%) reported lowest rates of service-learning participating, participation rates were higher for other race/ethnicity groups, namely, Middle Eastern/North African seniors (65%), Hispanic/Latinx seniors (66%), and Native Hawaiian/Pacific Islander seniors (67%). Most noticeably was a decrease in reported participation rates for Black or African American seniors which decreased to 52% from 77% as reported in our 2020 NSSE results.

Furthermore, 65% of females, 58% of males, and 46% of Cis/Cisgender students 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 continuing-generation seniors, where both groups reported participating in a learning community at almost the same rate (18% and 20%, respectively). The number of students participating learning communities was too small to draw meaningful inferences.

Research with Faculty

NSSE results revealed that 20% of first-generation seniors and 28% of continuing-generation seniors reported engaging in research with a faculty member. However, differences were found between racial/ethnic groups. That is, 38% of seniors who identify as Middle Eastern or North African, and 25% of Asian seniors reported involvement in research with faculty in comparison to 20% Hispanic/Latinx seniors, and 24% of White seniors. 2023 results were similar to 2020.

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. Forty-nine percent of continuing-generation seniors reported participating in an internship or field experience in comparison to 36% of first-generation seniors. NSSE results reflect that participation rates for seniors ranged from 40% to 46% - Middle Eastern or North African (46%), Asian (43%), White (41%), and Hispanic/Latinx (40%). In addition, a greater percentage of females (43%) reported participating in an internship or field experience than males (38%), but the sample size was not large enough for cis/cisgender students. Similar results were reflected in 2020 data.

Study Abroad

There were 7% of first-generation seniors who participated in a study abroad program. There were also 7% Hispanic/Latinx students who reported studying abroad. However, no other race/ethnic group has a sample size large enough to report. Lastly, slightly more females indicated they studied abroad than males (6% and 4%, respectively).

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. Forty-three percent of CPP first-generation students reported participating in a culminating senior experience compared to 54% of continuing-generation students, a difference of 11%. CPP seniors reported participating in a culminating senior experience ranging from 40% to 77% for different race/ethnicity groups. Hispanic/Latinx seniors reported the lowest rates of participation (40%) while 77% of Middle Eastern/North African seniors reported doing so. No meaningful change was seen when comparing 2020 and 2023 NSSE results.