

2023 High Impact Practices (HIPs) Survey

Prepared by Institutional Planning & Analysis, July 2023

Introduction

In Spring 2023, California State University San Marcos (CSUSM) and Institutional Planning & Analysis (IP&A), partnered with various stakeholders on campus to administer the CSUSM High Impact Practices (HIPs) Survey to all degree-seeking undergraduates. The survey was administered March 14-April 18 with outreach efforts being conducted through social media marketing, U-hour tabling, and targeted emails & flyers to stakeholders. All survey respondents were entered into a “select your swag” opportunity drawing to pick their choice of a CSUM sweatshirt or hoodie.

To create the survey, IP&A licensed the [HIP Quality module](#) from The National Survey of Student Engagement (NSSE) for off-cycle administration. The module explored specific HIP experiences by assessing educational benefits, examining quality and equity concerns, and reasons for nonparticipation. IP&A added campus specific questions and included First Year Seminar (GEL 101: The Student, The University, The Community), as a HIP experience to be assessed.

Students were asked about the following HIPs with definitions:

- **Internship or Field Experience:** Internship placements are a work-learning partnership between a student, the University and a community/industry partner that may be paid or unpaid. Other types of field experience may include Student Teaching or Clinical Placement.
- **Undergraduate Research:** Students participate (in or outside the classroom) in individual engagement in research while being guided by a mentor to develop a scholarly or creative contribution to their desired discipline(s). Students will utilize the appropriate methodologies, adhere to the standards of the discipline(s), and aim to contribute to dissemination through publication, presentation, performance, or exhibition.
- **Service Learning:** These experiences promote student learning through active participation in community services opportunities that are substantively related to course content. Through reflective activities, students enhance their understanding of course content, general knowledge, sense of civic responsibility, self-awareness, and commitment to the community.
- **Study Abroad Program:** The study abroad program allows students to attend lectures or conduct research at foreign universities for a semester or academic year while earning credits toward graduation.
- **Learning Community:** Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines (AAC&U).

- **First-Year Seminar:** A First-Year Seminar (known at CSUSM as GEL 101) is a course available to first year students, intended to assist with the academic and social integration to college. The course is interdisciplinary in nature and focuses on topics such as critical thinking, effective communication, goal-setting, and academic success strategies.
- **Culminating Senior Experience:** Culminating senior experiences, which may include a capstone course, senior project or thesis, portfolio, recital, art exhibit, or comprehensive exam, typically occur near the end of the undergraduate journey and require students to create a project of some sort that integrates and applies what they have learned.

The survey flow was designed to allow students who indicated that they have done at least one HIP, to receive a set of questions asking them about the experience, and they were allowed to reflect on up to two experiences.

Students who indicated that they have not done any HIPs received a set of questions exploring their plans to participate or possible barriers to participation.

For more HIPs related survey data, please see the IP&A NSSE Survey page:
<https://www.csusm.edu/ipa/surveys/nsse.html>.

Respondent Profile

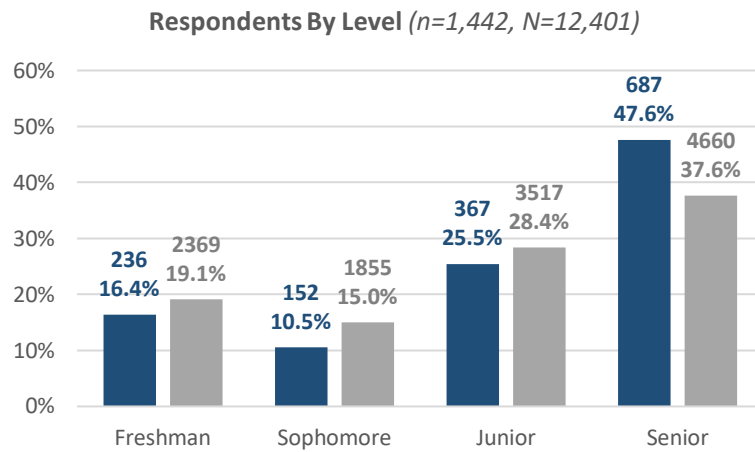
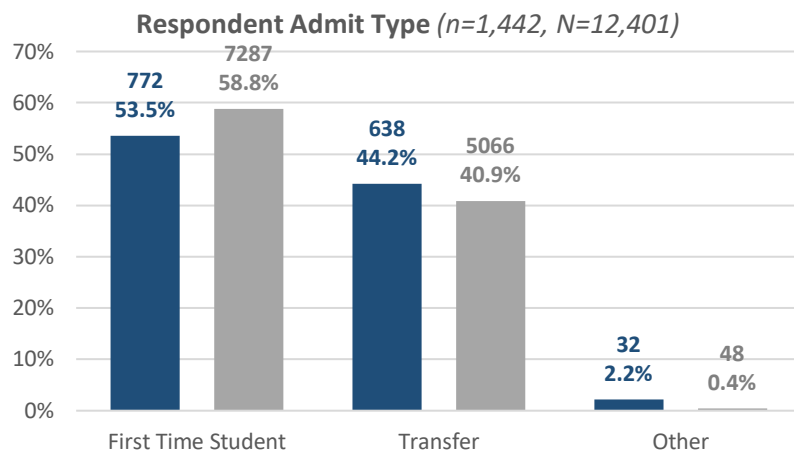
Data Source and Methods

Academic and demographical information of the respondents, including level, admit type, sex, race/ethnicity, and first-generation college status were pulled from CSUSM's PeopleSoft data and included as embedded fields when programming the survey in Qualtrics. College (of primary major) was obtained by joining the Qualtrics results file with official census data in the ERS (enrollment reporting system) database. R, Qualtrics, Tableau, and Excel were used to transform and visualize the data.

Survey Respondents

The survey was sent to 12,369 degree-seeking undergraduate students, with a total of 1,465 responding (1,442 usable cases), earning an 11.84% response rate. Figure 1 (below) shows the responses broken down by student level with almost half the respondents being seniors (students who had earned a total of ninety (90) or more semester units), who were overrepresented in the sample compared to the overall population. 51.2% of respondents originally began at the institution as first-time college students (Figure 2).

For the following charts in this section, the survey sample is represented in **dark blue** and the campus population is represented in **gray**.

Figure 1. Respondents By Level**Figure 2. Respondents By Admit Type**

Figures 3 and 4 break down the respondents by First-Generation status* and Sex, with the majority of respondents being first-generation and female-identifying students, both overrepresented groups in the sample. Over half of the respondents (51.7%) were under the College of Humanities, Arts, Behavioral, and Social Sciences (see Appendix A).

*Parent education levels of No College and Some College were combined to report on the First-Generation status

Figure 3. Respondents By First-Gen Status

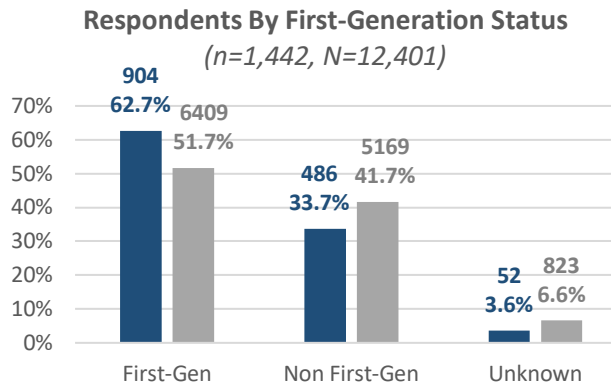
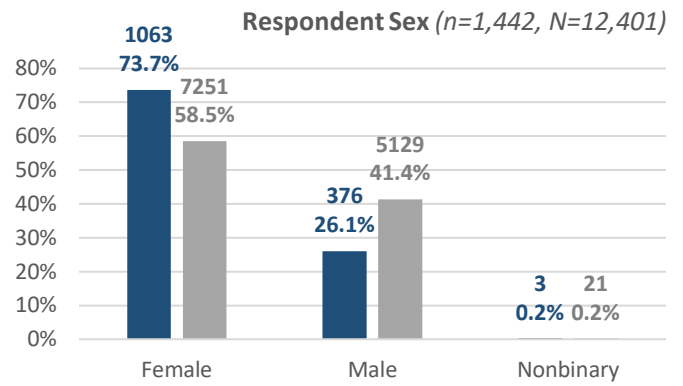


Figure 4. Respondents By Sex



HIP Student Engagement

High Impact Practices have been positively associated with the following benefits and outcomes: persistence and higher GPAs, deeper approaches to learning, higher rates of student-faculty interaction, increases in critical thinking and writing skills, greater appreciation for diversity, and higher student engagement overall (Bronwell, J & Swaner, L (2010); Kuh (2008)).

The first question on the survey asked students to report on their engagement with HIPs during their time at CSUSM thus far. Figure 1 shows that 67.6% of students reported having participated in at least one HIP. Figure 2 breaks down the rates of which specific HIPs students are currently *participating in* or *have completed*, *plan to do*, *undecided*, or *do not plan to do*. First-Year Seminar (31.4%) and Service Learning (30.1%) were the HIP experiences with the greatest participation among respondents, followed by Internship or Field Experience (23.4%).

Figure 1. Student Participation by Number of HIPs

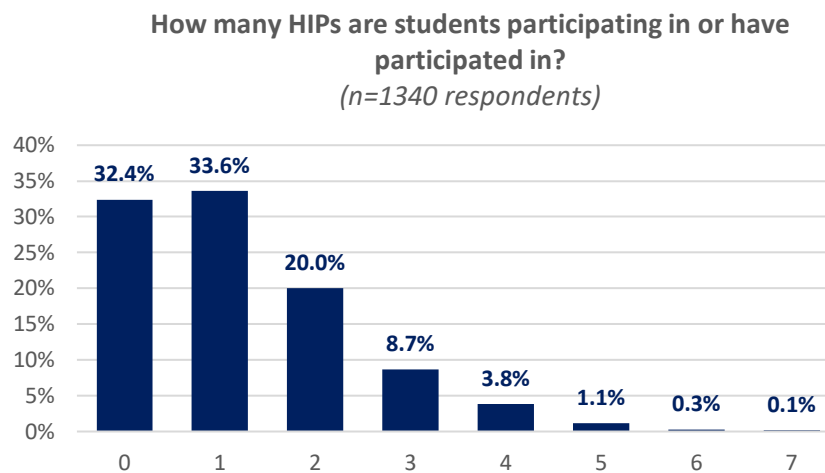
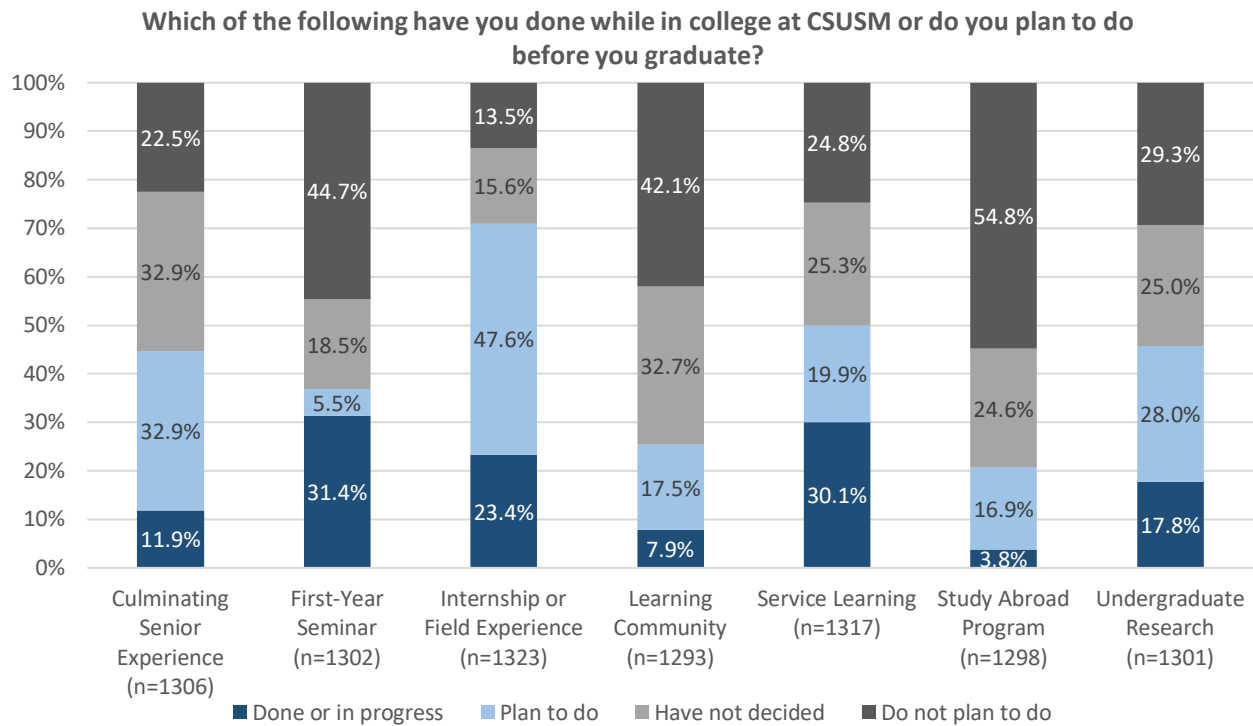


Figure 2. Participation or Planned Participation By HIP



Transfer students show higher rates of “Done or in progress” across HIPs aside from First-Year Seminar. It is also important to note that students later in their academic journeys are also more likely to have participated in certain HIPs such as Internships or Field Experiences, Service Learning, and Undergraduate Research (See Appendix A for breakout of “Done or in progress” by HIP, Admit Type and HIP, Student Level).

Table 1 shows that, except for the First-Year Seminar and Study Abroad, First Time students show slightly higher proportions of participation and planned participation, which reflects that while Transfers are more likely to have already completed (a) HIP(s), First Time students are more aspirational about planning to do (a) HIP(s). First Time students are also generally more likely than Transfers to be undecided about participating in a HIP, while Transfer students are more likely to be certain about *not* participating (Appendix A). These numbers reveal a potential opportunity for the University to further investigate the differences in interest, priorities, and perception of access and feasibility between First Time and Transfer students and refine the messaging and promotion of HIPs.

Table 1. “Done or in progress” and “Plan to do” By HIP, Admit Type

Which of the following have you done while in college at CSUSM or do you plan to do before you graduate? % "Done or in progress", "Plan to do"	First-Time Student		Transfer	
	%	n	%	n
Culminating Senior Experience	45.9%	702	43.9%	572
First-Year Seminar	52.8%	708	17.2%	564
Internship or Field Experience	74.6%	708	67.0%	584
Learning Community	26.6%	699	24.0%	563
Service Learning	48.9%	705	50.7%	580
Study Abroad Program	25.2%	702	15.4%	566
Undergraduate Research	43.7%	700	47.6%	569

Table 2 shows the breakout by First-Generation status* and students who are undecided about participating in certain HIPs. The table similarly identifies potential opportunities for CSUSM to further educate and promote HIPs to students who have less solidified plans regarding HIPs participation. When considering the “Have not decided” response option, a larger percentage of first-generation students are undecided on whether they will engage in most HIPs, except for Service Learning.

Table 2. “Have not decided” by HIP, First-Generation Status

Which of the following have you done while in college at CSUSM or do you plan to do before you graduate? % "Have not decided"	FG		Non-FG	
	%	n	%	n
Culminating Senior Experience	34.6%	809	30.4%	448
First-Year Seminar	19.6%	812	15.8%	442
Internship or Field Experience	16.7%	818	13.3%	457
Learning Community	33.3%	804	32.7%	440
Service Learning	24.6%	812	28.1%	455
Study Abroad Program	25.3%	810	24.1%	440
Undergraduate Research	26.1%	809	23.5%	443

See Appendix A for participation broken down by major.

Themes

The survey asked students sets of themed questions that go beyond participation to assess important aspects of their HIP experiences.

Motivation, Modality & Hours Spent

Understanding the reasons for students' engagement, as well as when in their academic journey they participated in these experiences, allows a better understanding of students' perceptions of the benefits of HIPs. For an even deeper insight, it may be important to also consider modality and hours spent on the experience.

Kuh suggests that participation in high-impact educational practices has many positive outcomes for students (Kuh, 2008) and higher education professionals often discuss how HIPs help ensure access, equity, and educational quality (Goldman, 2021). However, students' motivation for participating in HIPs can vary on many factors including their perception and knowledge of the HIPs (see *section: Non-Participant Respondents*). Below are brief discussions by specific HIPs that review respondents' reasons for participation, and further explore the modality of the experience and hours spent. For full breakouts by HIP experience, please see **Appendix B**.

Internships/Field Experiences

Although internships and/or field experiences are required for some specific majors or programs at CSUSM, the most selected reason for participating in an internship or field experience was to gain job-related knowledge and skills (22.8%) followed by wanting a hands-on learning experience (21.5%) as seen in Table 1. The vast majority (70.2%) of internship or field experience subscribers participated in-person (Figure 1), and 85.1% participated in their junior or senior year (see Appendix B *Internship Level at Time of Participation*). Notably, 81.5% of students spent 6 hours or more per week on their internship or field work activity (Figure 2), in contrast to most other HIPs.

Table 1. *Reasons for Participating in an Internship or Field Experience*

Why did you decide to participate in an Internship or Field Experience at CSUSM? (n=624)	
I wanted to gain job-related knowledge and skills.	22.8%
I wanted a hands-on learning experience.	21.5%
It was part of a class requirement.	17.9%
I participated for personal development.	15.9%
I wanted to engage with others.	9.8%
I was encouraged to participate by a faculty or staff member.	8.5%
I was encouraged to participate by my peers.	2.1%
Other (please specify)	1.6%

Figure 1. Internship or Field Experience Modality of Participation

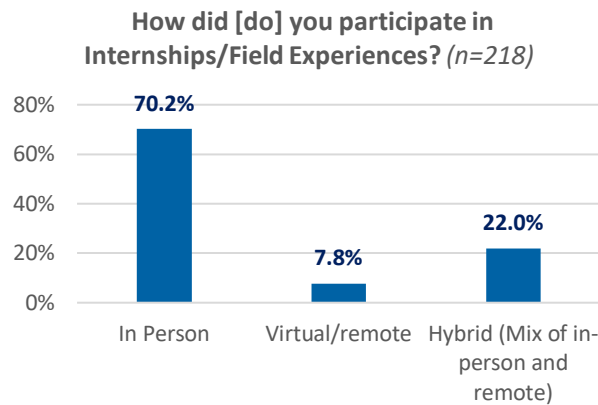
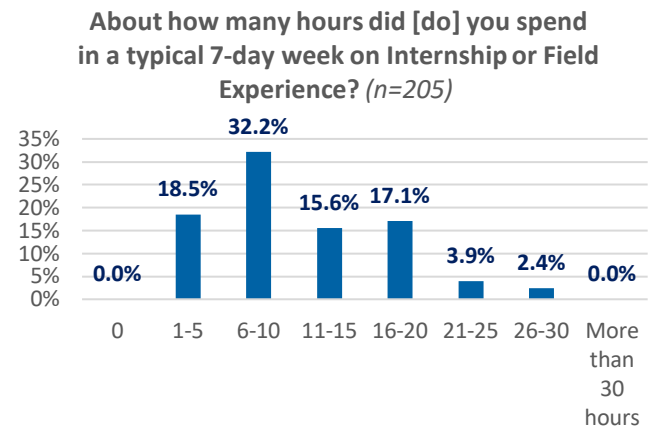


Figure 2. Internship/Field Experience Hours Spent Per Week

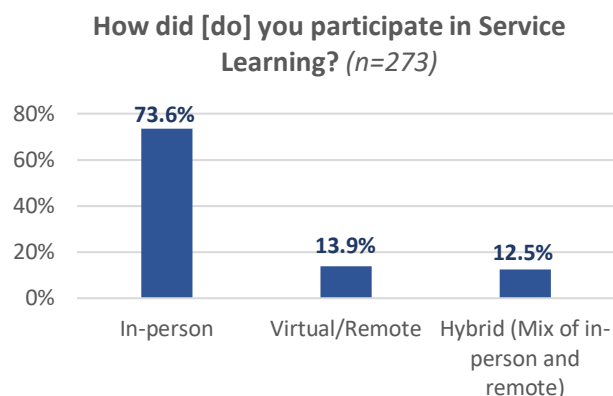
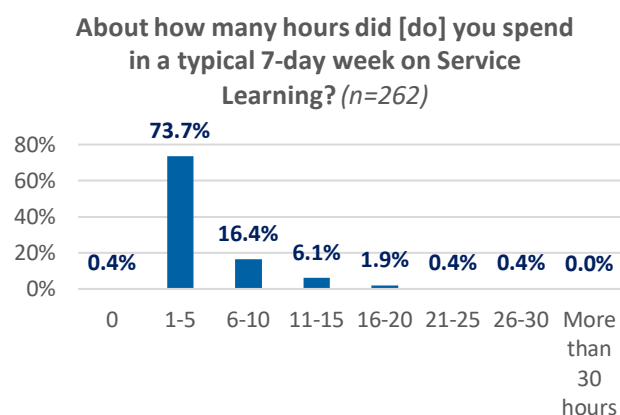


Service Learning

Differing from Internships, almost half of Service Learning participants (47.5%) engaged in Service Learning as part of a class requirement (Table 1), with the majority (73.6%) participating in-person (Figure 1). More than half (53.6%) participated as juniors (Appendix B *Service Learning Level at Time of Participation*), and the majority (73.7%) spent 1-5 hours per week on the activity (Figure 2).

Table 1. Service Learning Reasons for Participation

Why did you decide to participate Service Learning at CSUSM? (n=552)	
It was part of class requirement.	47.5%
I wanted a hands-on learning experience.	13.0%
I wanted to engage with others.	11.7%
I wanted to gain job-related knowledge and skills.	10.5%
I participated for personal development.	8.8%
I was encouraged to participate by a faculty or staff member.	5.0%
I was encouraged to participate by my peers.	2.5%
Other (please specify)	1.0%

Figure 1. Service Learning Modality**Figure 2. Service Learning Hours Spent Per Week**

Undergraduate Research

Students reported a variety of reasons for participating in undergraduate research, with many choices receiving relatively substantial representation. Like Internships/Field Experiences, students most commonly reported practical reasons for participating in undergraduate research, including wanting a hands-on learning experience (18.3%) and wanting to gain job-related knowledge and skills (17.2%), but other reasons including personal development (15.2%) and encouragement by faculty or staff (13.6%) were not far behind (Table 1). Unlike Internships and Service Learning, while 54.0% participated in-person, 34.7% participated in a hybrid environment (Figure 1). 77.8% of participants participated in their 3rd or 4th year, and almost half (47.2%) reported that undergraduate research required *more* effort compared to their typical learning experiences at CSUSM (See Appendix B *Undergraduate Research Level at Time of Participation & Effort Required*). 71.6% spent 1-10 hours per week on their research (Figure 2).

Table 1. Undergraduate Research Reasons for Participation

Why did you decide to participate in Undergraduate Research at CSUSM? (n=361)	
I wanted a hands-on learning experience.	18.3%
I wanted to gain job-related knowledge and skills.	17.2%
It was part of a class requirement.	15.8%
I participated for personal development.	15.2%
I was encouraged to participate by a faculty or staff member.	13.6%
I wanted to engage with others.	12.7%
I was encouraged to participate by my peers.	5.0%
Other (please specify)	2.2%

Figure 1. Undergraduate Research Modality of Participation

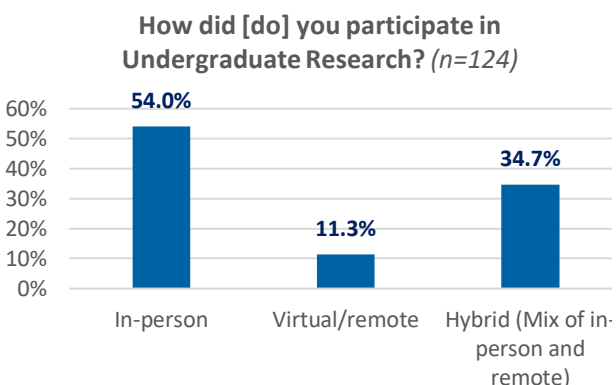
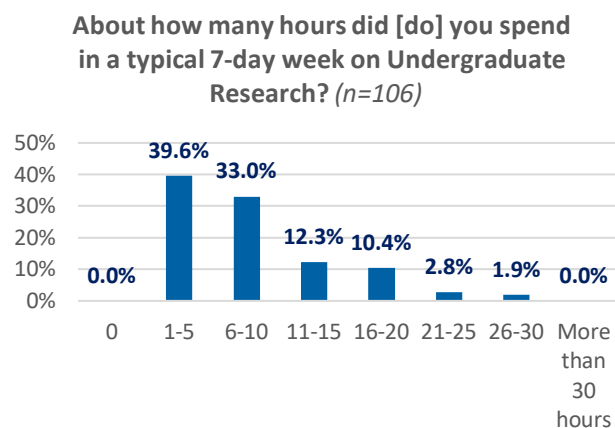


Figure 2. Undergraduate Research Hours Spent Per Week



First-Year Seminar

The First-Year Seminar at CSUSM is known as GEL 101: The Student, The University, The Community. Currently, first-year students are offered this specific course option to meet Area E requirements. Table 1 shows that more than half of the students who responded to this question (53.9%) indicated that they viewed First Year Seminar as a requirement followed by an almost even distribution of students who were encouraged to participate by a faculty or staff (10.9%) and by those who participated for personal development (10.4%).

Because this specific HIP is a 3-unit class course, there is a unit load requirement of the amount of time a student should devote to the course each week (2 hours of preparation each week per unit). Most students (59.2%) reported spending 1-5 hours a week, followed by 29.0% who stated that they spent 6-10 hours a week as shown in Figure 1. When asked what type of modality *in-person*, *remote*, or *hybrid* (offered during the 21-22 and 22-23 academic year), approximately 2/3 of First-Year seminar students enrolled in the in-person modality (Figure 2).

Table 1. First-Year Seminar Reasons for Participation

Why did you decide to participate in a First-Year Seminar (GEL 101) at CSUSM? (n=412)	
It was part of a class requirement.	53.9%
I was encouraged to participate by a faculty or staff member.	10.9%
I participated for personal development.	10.4%
I wanted to engage with others.	8.3%
I wanted to gain job-related knowledge and skills.	7.3%
I was encouraged to participate by my peers.	3.6%
I wanted a hands-on learning experience.	3.6%
Other (please specify)	1.9%

Figure 1. First-Year Seminar Modality of Participation

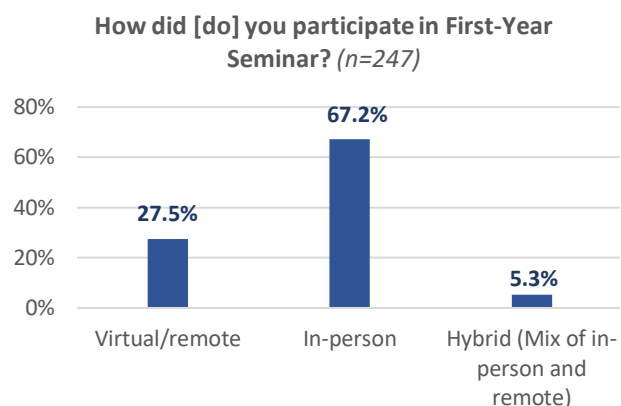
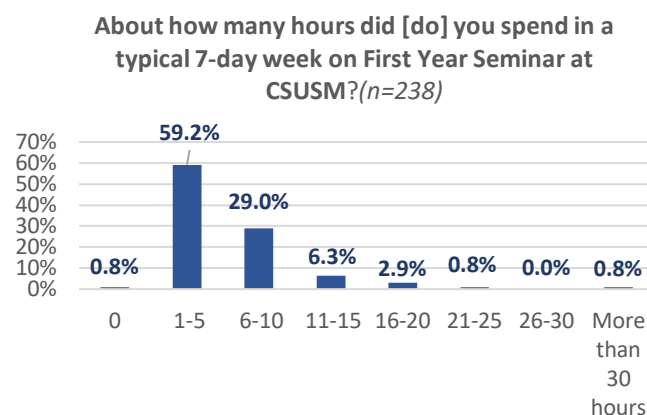


Figure 2. First-Year Seminar Hours Spent Per Week



Further Exploration of HIP Modality

Over the last few years, modality has become more of a focus of discussion in higher education as one considers overall learning outcomes and preference of learning in-person, remote, or a mixture of the two (hybrid). In this survey, students were asked *how they participated in this specific experience*, which becomes a more interesting data source when it is broken out by student responses to the question *How would you evaluate the quality of this experience?* (Table 1). Across all HIPs and modalities, most students reported *Excellent* or *Good* overall quality (see Appendix B *Evaluation of Overall Quality by HIP*), but *In-person* experiences were slightly more likely to be reported as *Excellent* than other modalities were. However, the fact that *Hybrid* and *Virtual* experiences were still rated high in overall quality by respondents and may offer increased accessibility should be considered.

Table 1. Overall Quality Ratings by Delivery Modality

Delivery Modality	Excellent	Good	Average	Poor	Terrible	n
Hybrid (Mix of in-person and remote)	48.7%	38.0%	11.4%	1.3%	0.6%	158
In-person	54.7%	31.2%	11.2%	2.2%	0.7%	589
Virtual/remote	47.1%	35.7%	15.7%	0.7%	0.7%	140

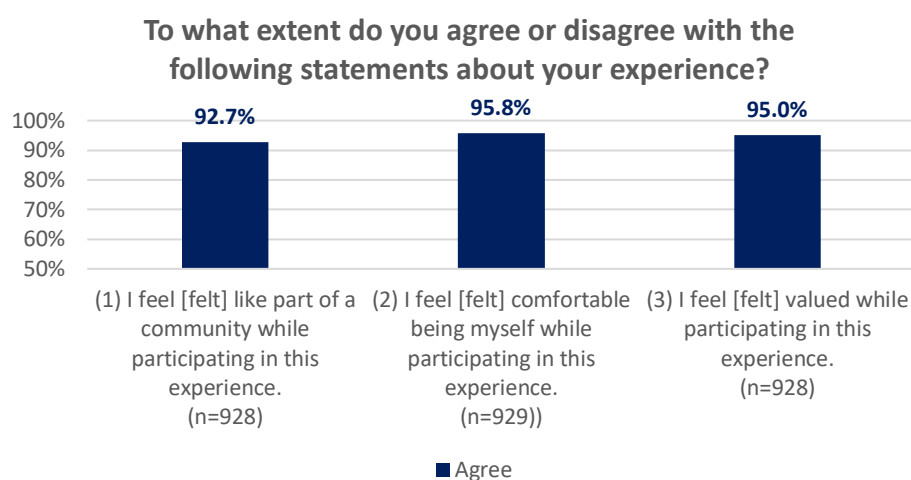
Many students at the time of the survey administration experienced remote learning, and Table 2 provides a breakdown of the HIP modality experiences by academic level. The majority of respondents participated *In-person*, but sizeable proportions at every level aside from freshmen also participated via other modalities.

Table 2. *Delivery Modality By Level*

How do [did] you participate in this experience?	In-person	Hybrid	Virtual/remote	n
Freshman	83.2%	8.4%	8.4%	119
Sophomore	66.3%	13.3%	20.4%	98
Junior	63.1%	11.2%	25.7%	187
Senior	65.4%	22.1%	12.5%	593

Sense of Belonging

Sense of belonging is widely defined as the psychological feeling of belonging or connectedness to a social, spatial, cultural, professional, or other type of group or a community (Hurtado & Carter, 1997). NSSE included questions in the HIP Quality module around sense of belonging to help gauge how it influences students' engagement and persistence while participating in these specific experiences. Figure 1 breaks down the statements regarding sense of belonging reflecting students' experiences across all 7 HIPs. Students responded positively to the statements with over 90% *strongly agreeing* or *agreeing*, with a small opportunity for further growth around students feeling like part of the community while participating.

Figure 1. *Sense of Belonging Experiences*

When asked to what extent students feel like a part of the community while participating in their HIP experiences, 10.6% Disagreed/Strongly disagreed with this statement while participating in First-Year Seminar, followed by 10.3% Disagreed/Strongly disagreed when participating in Study Abroad (see Table 2. *Sense of Belonging (B1) Item Responses by HIP* in Appendix B) showing opportunities for improved community-building and inclusion.

See Appendix B for all Sense of Belonging questions broken down by HIP.

Diversity, Equity, and Inclusion (DEI)

Diversity, Equity, and Inclusion (DEI) efforts are important to all areas of student success, promoting greater student learning, social justice, and educational and institutional excellence. According to Kuh (2008), HIPs “increase the likelihood that students will experience diversity through contact with people who are different from themselves... [and] challenge students to develop new ways of thinking about and responding immediately to novel circumstances as they work side-by-side with peers on intellectual and practical tasks, inside and outside the classroom, on and off-campus.”

The survey asked students to assess how each HIP emphasized “issues of equity or privilege” and “respecting the expression of diverse ideas”. While 92.8% of students reported that their various HIP experiences had *very much* or *quite a bit* of emphasis on “Respecting the expression of diverse ideas”, only 76.3% felt the same when asked about the emphasis on “Examining issues of equity or privilege” (Table 1).

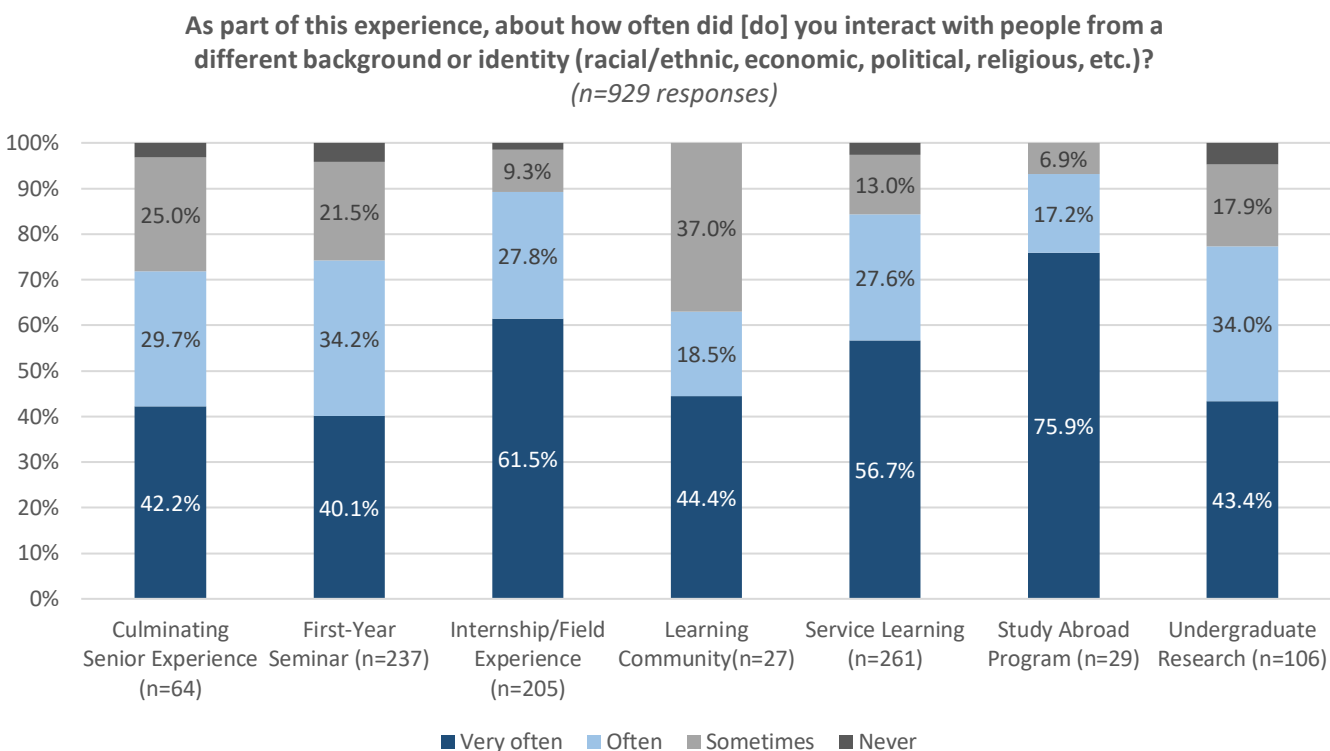
Table 1. *DEI Experiences*

How much does [did] this experience emphasize the following?	Very much	Quite a bit	Some	Very little	Not at all	n
(1) Examining issues of equity or privilege	47.4%	22.5%	18.7%	7.0%	4.4%	927
(2) Respecting the expression of diverse ideas	61.0%	26.1%	10.0%	1.3%	1.6%	931

See Appendix B for individual DEI questions broken down by HIP.

Figure 1 looks at the question “How often did [do] you interact with people from a different background or identity” broke out by HIP. Out of the 929 responses across all HIPs, 80.8% reported that they have *very often* or *often* had diverse interactions as part of the HIP experience overall (*Interaction with People from a Different Background or Identity Across HIPs*, Appendix B), with this being more prevalent for Study Abroad, Service Learning or Internship/Field Experience. There may be an opportunity to increase these interactions within some of the other HIP experiences assessed.

Figure 1. Interaction with People from a Different Background or Identity By HIP



HIP Applications

High-impact practices connect learning to life and provide opportunities for students to apply their experiences to their academics and personal development. HIPs are effective because they require students to “devote considerable time and effort to purposeful tasks,” and they help students see how the knowledge they learn in the classroom works in different settings (Kuh, 2008).

The survey provided opportunities for students to reflect on parts of their HIP participation that related to their academic experiences and how they may be applying them inside and outside of the classroom. 52.0% of respondents indicated that they “worked with other students” *very often* during their HIP involvement, and 49.2% said they *very often* had “connect[ed] what they were learning to their major field or career goals” (Table 1).

Table 1. Academic Applications

As part of this experience, about how often did you [have you done] the following?	Very often	Often	Sometimes	Never	n
(1) Connect what you were learning to societal problems or issues	37.7%	32.0%	22.3%	7.9%	883
(2) Connect what you were learning to your major field or career goals	49.2%	28.8%	17.9%	4.1%	882
(3) Discuss your experience with other students in an organized setting (class, seminar, work group, etc.)	40.0%	30.8%	19.4%	9.7%	885
(4) Work with other students	52.0%	23.4%	14.6%	10.0%	884

Students were asked to consider to what extent their HIP experience has contributed to their knowledge, skills, and personal development in various areas. Table 1 shows that most students reported that their experience positively contributed to their development. Only 12.8% of students reported *Very little* contribution to their plans after graduation.

Table 2. Personal Development Applications

To what extent has this experience contributed to your knowledge, skills, and personal development in the following areas?	Very much	Quite a bit	Some	Very little	n
(1) Acquiring job- or work-related skills	53.5%	23.9%	16.2%	6.3%	882
(2) Developing the skills necessary to work effectively with people from various backgrounds	56.0%	25.7%	14.1%	4.2%	879
(3) Preparing for your plans after graduation	42.5%	24.1%	20.6%	12.8%	880

See Appendix B for all Academic and Personal Development Application items broken down by HIP.

Open-ended Comments

Toward the end of the survey, students were given the opportunity to share whether they had any profound educational experiences during their time at CSUSM. While the survey collected a number of open-ended responses from the students ($n=654$) reflecting on a wide variety of experiences, some were about their involvement in specific HIPs ($n=102$). The Office of Institutional Planning & Analysis (IP&A) reviewed the verbatim comments and identified those that mentioned or implied a specific HIP. Exemplars (with no identifying information) are provided in the table below to humanize the data and provide “voices” that mirror the feedback, thoughts, and opinions shared while still ensuring the confidentiality of the data collected.

Table 1. Educational Experiences with a Profound Impact - Open-Ended Responses

<i>"So far at this institution, have you had any educational experiences that profoundly impacted you or that you consider life-changing? If so, please describe."</i>	
Theme	Exemplary Quote
Internship or Field Experience	"...my current internship has impacted me by completely altering my perception of educational institutions. I used to perceive school as simply showing up and putting in the hard work, as a sort of solo journey. But as I began working in my internship and getting to know my professor, I came to realize that school is also an opportunity to build community."
Undergraduate Research	"Yes, this research has opened the path of PhD or grad school, which I have never imagined being part of my future. I was also able to present my research in conferences which allowed me to meet so many people from all over the country where it helped me open my perspective."
Service Learning	"Service Learning, although is an extra amount of required time needed to take out of my weekly work and school schedule, it was enjoyable and provided me with new experiences in the real world."
Study Abroad Program	"Study abroad was for me life changing. I had never been out of the country beside my parent home country. I would have never been able to without school. I learned so much about myself. I finally felt that I belong. I learned about so many cultures. Also, I found passions. I now know what I want to do in my life."
Learning Community	"The learning community experience gave me a new perspective and appreciation for other cultures. It also allowed me to work with people that take different approaches to things and expanded my want for learning."
First-Year Seminar	"GEL has prepped me for the future. The leadership goals that were taught in this class has influence me to apply this to my future job. Also, this class taught organization and how to set goal for our self which is very important."
Culminating Senior Experience	"Having the opportunity to choose my massive Senior Capstone project and have the support of staff while self-propelling the project, gave me real-world experience for my desired career path and has prepared me for the work necessary to achieve the same goals again post-graduate."

Non-Participant Respondents

Non-Participant Barriers

75 respondents were identified as having not yet participated in a HIP and either did not plan to or have not decided to participate in any HIP. These individuals were invited to select up to 21 different reasons for why they might not participate in any of these opportunities at CSUSM. Out of the 317 total responses received from this pool of non-participants, by far the most selected reason for not participating in a HIP opportunity at CSUSM was lack of knowledge, which made up 17.4% of the responses (Table 1). This was followed by inability to fit a HIP into the students' academic plans at CSUSM (9.8%), (perceived) lack of affordability (9.2%), and lack of feasibility due to family or work obligations (8.8%).

Table 1. *Reasons for Not Participating in a HIP Opportunity at CSUSM (Top 10)*

Which of the following is a reason why you might not participate in a HIP opportunity at CSUSM? (Read all reasons below and select all that apply) (n=317 responses)	
You do not know enough about it	17.4%
You can't fit it into your academic plans at this institution	9.8%
It is not affordable	9.2%
It is not feasible due to family or work obligations	8.8%
You don't need it to graduate (not required by your major or degree program, for example)	7.9%
You are not interested	6.3%
You would not feel prepared for it	6.0%
You think you would not be eligible or selected, or you applied and were not accepted	5.7%
It is not related to your major(s)	4.4%
You do not meet the GPA requirement	3.8%

See Appendix C for the full table of reasons for not participating.

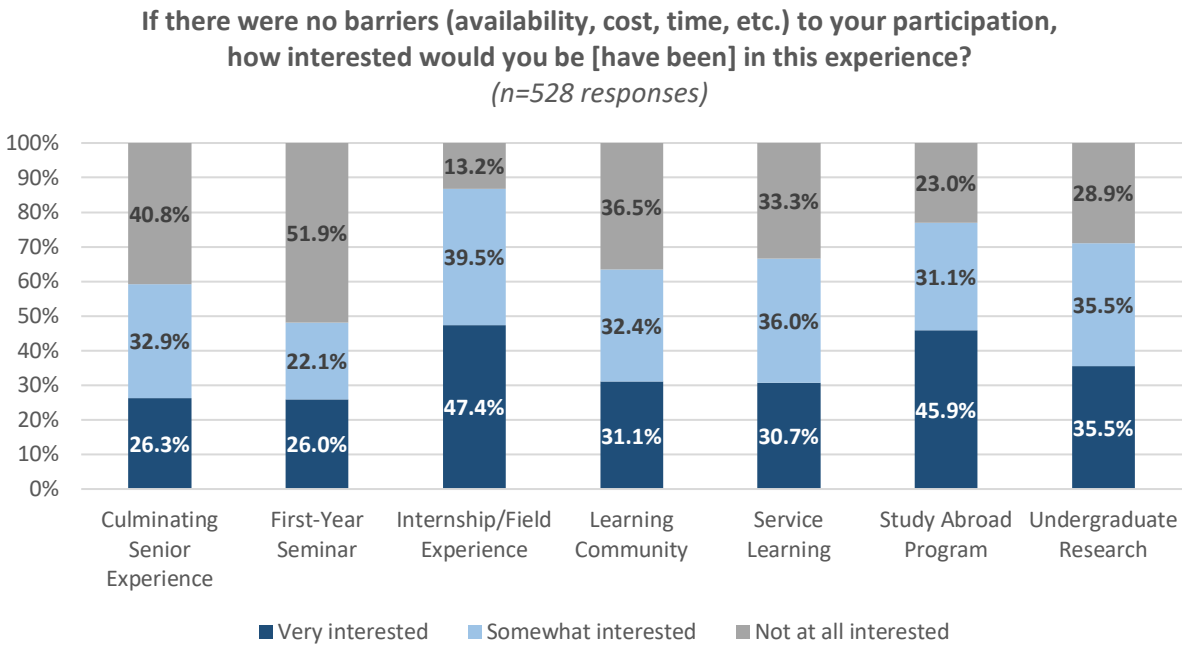
Following this, non-participants were later asked, "How much do you know about this HIP experience?", with respondents being the least knowledgeable about Culminating Senior Experience, First Year Seminar, and Learning Community (Appendix C), though this question saw a low number of respondents (*n=147 responses from 26 respondents*).

Interest Without Barriers

Respondents who either selected "do not plan to do" or "have not decided" for any of the HIP opportunities were invited to indicate their interest levels for each of the 7 HIPs given no barriers to their participation. Students were most interested in Internships/Field Experience (47.4% of responses indicating "Very interested", 39.5% indicating "somewhat interested"), followed by Study Abroad and Undergraduate Research. The least popular HIPs among this pool were First-Year Seminar and Culminating Senior Experience (Figure 1). It is important to note that juniors and seniors were

overrepresented in the pool of respondents who did not plan to do or had not decided whether to participate in certain HIPs, with a portion of them having begun at CSUSM as transfer students as well, suggesting that these respondents may have less time in their academic journey to explore HIPs.

Figure 1. Interest Without Barriers



For questions or data request regarding the HIPs Survey data, please contact the Office of Institutional Planning & Analysis at survey@csusm.edu.

Appendix

A. Respondent Profile

Survey Respondents

Table 1. *Respondents by Level*

Respondent Level (n=1442)	
Freshman	16.4%
Sophomore	10.5%
Junior	25.5%
Senior	47.6%

Table 2. *Respondents by First-Generation College Status*

Respondent FG Status (n=1442)	
First-Gen	62.7%
Non First-Gen	33.7%
Unknown	3.6%

Table 3. *Respondents by Sex*

Respondent Sex (n=1442)	
Female	73.7%
Male	26.1%
Nonbinary	0.2%

Table 4. *Respondents by Admit Type*

Respondent Admit Type (n=1442)	
First Time Student	53.5%
Transfer	44.2%
Other	2.2%

Table 5. Respondents by Race

Respondent Race/Ethnicity (n=1442)	
Hispanic/Latino	45.3%
White	25.7%
Asian	10.7%
Two or More Ethnicities/Races	9.5%
Black/African American Preference	5.2%
Decline to State	2.4%
American Indian/Alaska Native	0.7%
Native Hawaiian/Other Pacific Islander	0.6%
Unknown	0.5%

Table 6. Respondents by College of Primary Major

Respondent College (n=1442)	
CHABSS	50.6%
CSTEM	17.3%
CEHHS	16.2%
COBA	14.6%
Undeclared	0.6%
Unknown	0.7%

*Unavailable college major for 10 respondents

HIP Student Engagement

Table 1. Participation or Planned Participation by HIP

Which of the following [HIPs] have you done while in college at CSUSM or do you plan to do before you graduate?	Done or in progress	Plan to do	Have not decided	Do not plan to do	n
Culminating Senior Experience	11.9%	32.9%	32.9%	22.5%	1306
First-Year Seminar	31.4%	5.5%	18.5%	44.7%	1302
Internship or Field Experience	23.4%	47.6%	15.6%	13.5%	1323
Learning Community	7.9%	17.5%	32.7%	42.1%	1293
Service Learning	30.1%	19.9%	25.3%	24.8%	1317
Study Abroad Program	3.8%	16.9%	24.6%	54.8%	1298
Undergraduate Research	17.8%	28.0%	25.0%	29.3%	1301

Table 2. *“Done or in progress”, by HIP, Admit Type*

Which of the following have you done while in college at CSUSM or do you plan to do before you graduate? % "Done or in progress"	First-Time Student		Transfer		Other	
	%	n	%	n	%	n
Culminating Senior Experience	10.1%	702	14.3%	572	6.7%	30
First-Year Seminar	47.9%	708	10.8%	564	31.0%	29
Internship or Field Experience	20.6%	708	26.0%	584	35.5%	31
Learning Community	7.7%	699	8.3%	563	3.4%	29
Service Learning	25.1%	705	35.2%	580	50.0%	30
Study Abroad Program	3.7%	702	3.7%	566	6.7%	30
Undergraduate Research	14.3%	700	21.1%	569	36.7%	30

Table 3. *“Done or in progress” by HIP, Academic Level*

Which of the following have you done while in college at CSUSM or do you plan to do before you graduate? % "Done or in progress"	Freshmen		Sophomores		Juniors		Seniors	
	%	n	%	n	%	n	%	n
Culminating Senior Experience	1.4%	210	2.8%	143	1.5%	337	23.3%	614
First-Year Seminar	47.0%	215	53.8%	143	25.2%	337	24.1%	606
Internship or Field Experience	4.7%	213	8.4%	143	13.4%	337	38.4%	630
Learning Community	7.6%	210	6.3%	143	5.4%	332	9.7%	606
Service Learning	9.0%	212	20.1%	144	24.7%	336	42.5%	623
Study Abroad Program	0.9%	211	0.7%	143	5.1%	336	4.8%	608
Undergraduate Research	9.0%	210	6.3%	144	8.9%	336	28.4%	609

Table 4. *“Do not plan to do” By HIP, Admit Type*

Which of the following have you done while in college at CSUSM or do you plan to do before you graduate? % "Do not plan to do"	First-Time Student		Transfer	
	%	n	%	n
Culminating Senior Experience	20.1%	702	25.0%	572
First-Year Seminar	29.7%	708	62.6%	564
Internship or Field Experience	10.6%	708	16.4%	584
Learning Community	38.5%	699	45.8%	563
Service Learning	22.8%	705	27.2%	580
Study Abroad Program	50.1%	702	60.1%	566
Undergraduate Research	30.0%	700	28.5%	569

Participation by Major

For the tables on the following few pages, please use caution when interpreting or comparing results for small populations. Within majors, subpopulations such as admit type or student level may be over- or under-represented, contributing to deviations in the results.

Table 5. Culminating Senior Experience Participation by Major

Which of the following have you done while in college at CSUSM or do you plan to do before you graduate? % "Done or in progress" Results omitted if n < 5.					
Culminating Senior Experience					
Major	Done or in progress	Plan to do	Have not decided	Do not plan to do	n
Anthropology BA	28.6%	28.6%	28.6%	14.3%	7
Applied Physics BS	0.0%	83.3%	0.0%	16.7%	6
Art, Med&Des BA	14.3%	25.7%	48.6%	11.4%	35
Biochemistry BS	0.0%	37.5%	37.5%	25.0%	32
Biol Sci BS	3.8%	27.5%	40.0%	28.8%	80
Biotechnology BS	0.0%	41.2%	35.3%	23.5%	17
Bus Admin BS or Pre-Business	24.5%	52.1%	15.4%	8.0%	188
Chemistry BS	14.3%	57.1%	28.6%	0.0%	7
Child & Adolescent Developmnt	4.3%	25.5%	40.4%	29.8%	47
Communication BA	13.9%	19.4%	36.1%	30.6%	36
Comp Sci BS	6.6%	45.9%	29.5%	21.3%	61
Crim & Justice Studies BA	14.9%	41.9%	24.3%	18.9%	74
Economics BA					4
Electrical Engineering BS	0.0%	77.8%	11.1%	11.1%	9
Environmental Studies	10.5%	26.3%	36.8%	26.3%	19
Ethnic Studies BA					1
Geography BA					1
Global Studies	0.0%	60.0%	40.0%	0.0%	5
History BA	21.4%	28.6%	14.3%	35.7%	14
Hum Dev BA	15.3%	28.8%	33.9%	22.0%	59
Kinesiology BS	3.9%	35.0%	39.8%	21.4%	103
Liberal Studies BA	0.0%	16.2%	38.2%	45.6%	68
Linguistics-Speech & Lang Sci					4
Literature & Writing BA	11.5%	19.2%	34.6%	34.6%	26
Mathematics BS	0.0%	10.0%	50.0%	40.0%	10
Media Studies BA	0.0%	20.0%	40.0%	40.0%	5
Music BA					2
Nursing BS or RN/BSN	4.8%	19.0%	38.1%	38.1%	21
Political Sci BA	30.8%	26.9%	23.1%	19.2%	26
Psychological Science BA	6.0%	23.9%	45.1%	25.0%	184
Sociology BA	25.0%	32.1%	23.8%	19.0%	84
Software Engineering BS	27.3%	27.3%	27.3%	18.2%	11
Spanish BA	12.5%	12.5%	50.0%	25.0%	8
Special Major BA					1
Speech-Language Pathology BS	13.8%	17.2%	34.5%	34.5%	29
Theatre BA					4
Undeclared	0.0%	44.4%	55.6%	0.0%	9
Vis & Perf Arts-Arts & Tech BA					2
Wildfire Sci & Urban Inter BS					3
Women's, Gender & Sexuality BA					2

Table 6. First-Year Seminar Participation by Major

Which of the following have you done while in college at CSUSM or do you plan to do before you graduate?					
% "Done or in progress"					
Results omitted if n < 5.					
First-Year Seminar					
Major	Done or in progress	Plan to do	Have not decided	Do not plan to do	n
Anthropology BA	42.9%	28.6%	0.0%	28.6%	7
Applied Physics BS	16.7%	16.7%	16.7%	50.0%	6
Art, Med&Des BA	40.0%	2.9%	25.7%	31.4%	35
Biochemistry BS	50.0%	6.3%	9.4%	34.4%	32
Biol Sci BS	38.3%	4.9%	17.3%	39.5%	81
Biotechnology BS	41.2%	5.9%	11.8%	41.2%	17
Bus Admin BS or Pre-Business	32.8%	8.6%	16.1%	42.5%	186
Chemistry BS	14.3%	14.3%	14.3%	57.1%	7
Child & Adolescent Developmnt	38.3%	0.0%	21.3%	40.4%	47
Communication BA	17.1%	5.7%	20.0%	57.1%	35
Comp Sci BS	33.3%	5.0%	18.3%	45.0%	60
Crim & Justice Studies BA	44.6%	8.1%	18.9%	28.4%	74
Economics BA					4
Electrical Engineering BS	55.6%	0.0%	11.1%	33.3%	9
Environmental Studies	38.9%	0.0%	16.7%	44.4%	18
Ethnic Studies BA					1
Geography BA					1
Global Studies	100.0%	0.0%	0.0%	0.0%	5
History BA	28.6%	7.1%	0.0%	64.3%	14
Hum Dev BA	45.8%	1.7%	15.3%	37.3%	59
Kinesiology BS	35.6%	5.8%	20.2%	38.5%	104
Liberal Studies BA	15.9%	0.0%	26.1%	58.0%	69
Linguistics-Speech & Lang Sci					4
Literature & Writing BA	30.8%	0.0%	11.5%	57.7%	26
Mathematics BS	20.0%	0.0%	30.0%	50.0%	10
Media Studies BA	66.7%	0.0%	0.0%	33.3%	6
Music BA					1
Nursing BS or RN/BSN	4.8%	4.8%	28.6%	61.9%	21
Political Sci BA	32.0%	0.0%	20.0%	48.0%	25
Psychological Science BA	21.2%	4.9%	21.2%	52.7%	184
Sociology BA	22.9%	7.2%	14.5%	55.4%	83
Software Engineering BS	30.0%	10.0%	20.0%	40.0%	10
Spanish BA	22.2%	0.0%	44.4%	33.3%	9
Special Major BA					1
Speech-Language Pathology BS	16.7%	10.0%	20.0%	53.3%	30
Theatre BA					4
Undeclared	55.6%	22.2%	11.1%	11.1%	9
Vis & Perf Arts-Arts & Tech BA					2
Wildfire Sci & Urban Inter BS					3
Women's, Gender & Sexuality BA					2

Table 7. Internship or Field Experience Participation by Major

Which of the following have you done while in college at CSUSM or do you plan to do before you graduate? % "Done or in progress" Results omitted if n < 5.					
Internship or Field Experience					
Major	Done or in progress	Plan to do	Have not decided	Do not plan to do	n
Anthropology BA	14.3%	42.9%	28.6%	14.3%	7
Applied Physics BS	16.7%	66.7%	0.0%	16.7%	6
Art, Med&Des BA	25.7%	37.1%	28.6%	8.6%	35
Biochemistry BS	21.9%	62.5%	9.4%	6.3%	32
Biol Sci BS	21.3%	55.0%	11.3%	12.5%	80
Biotechnology BS	17.6%	70.6%	0.0%	11.8%	17
Bus Admin BS or Pre-Business	25.9%	50.8%	11.6%	11.6%	189
Chemistry BS	14.3%	57.1%	14.3%	14.3%	7
Child & Adolescent Developmnt	6.3%	43.8%	29.2%	20.8%	48
Communication BA	31.4%	25.7%	17.1%	25.7%	35
Comp Sci BS	16.1%	62.9%	16.1%	4.8%	62
Crim & Justice Studies BA	27.6%	52.6%	10.5%	9.2%	76
Economics BA					4
Electrical Engineering BS	22.2%	77.8%	0.0%	0.0%	9
Environmental Studies	40.0%	50.0%	5.0%	5.0%	20
Ethnic Studies BA					2
Geography BA					1
Global Studies	40.0%	60.0%	0.0%	0.0%	5
History BA	42.9%	21.4%	14.3%	21.4%	14
Hum Dev BA	35.5%	46.8%	12.9%	4.8%	62
Kinesiology BS	32.1%	60.4%	6.6%	0.9%	106
Liberal Studies BA	30.4%	44.9%	13.0%	11.6%	69
Linguistics-Speech & Lang Sci					4
Literature & Writing BA	14.8%	22.2%	25.9%	37.0%	27
Mathematics BS	30.0%	50.0%	0.0%	20.0%	10
Media Studies BA	60.0%	20.0%	0.0%	20.0%	5
Music BA					1
Nursing BS or RN/BSN	33.3%	38.1%	14.3%	14.3%	21
Political Sci BA	38.5%	46.2%	3.8%	11.5%	26
Psychological Science BA	13.8%	42.0%	26.1%	18.1%	188
Sociology BA	20.2%	40.5%	21.4%	17.9%	84
Software Engineering BS	10.0%	70.0%	0.0%	20.0%	10
Spanish BA	22.2%	33.3%	11.1%	33.3%	9
Special Major BA					1
Speech-Language Pathology BS	13.3%	40.0%	23.3%	23.3%	30
Theatre BA					4
Undeclared	0.0%	44.4%	44.4%	11.1%	9
Vis & Perf Arts-Arts & Tech BA					2
Wildfire Sci & Urban Inter BS					3
Women's, Gender & Sexuality BA					3

Table 8. Learning Community Participation by Major

Which of the following have you done while in college at CSUSM or do you plan to do before you graduate? % "Done or in progress" Results omitted if n < 5.					
Learning Community					
Major	Done or in progress	Plan to do	Have not decided	Do not plan to do	n
Anthropology BA	14.3%	28.6%	0.0%	57.1%	7
Applied Physics BS	16.7%	16.7%	50.0%	16.7%	6
Art, Med&Des BA	0.0%	17.6%	64.7%	17.6%	34
Biochemistry BS	25.0%	9.4%	18.8%	46.9%	32
Biol Sci BS	10.1%	19.0%	26.6%	44.3%	79
Biotechnology BS	11.8%	17.6%	11.8%	58.8%	17
Bus Admin BS or Pre-Business	12.8%	18.7%	23.0%	45.5%	187
Chemistry BS	16.7%	16.7%	33.3%	33.3%	6
Child & Adolescent Developmnt	4.3%	17.4%	47.8%	30.4%	46
Communication BA	2.9%	11.4%	28.6%	57.1%	35
Comp Sci BS	6.7%	16.7%	45.0%	35.0%	60
Crim & Justice Studies BA	9.5%	27.0%	28.4%	35.1%	74
Economics BA					4
Electrical Engineering BS	25.0%	12.5%	25.0%	37.5%	8
Environmental Studies	16.7%	5.6%	33.3%	44.4%	18
Ethnic Studies BA					1
Geography BA					1
Global Studies	0.0%	40.0%	40.0%	20.0%	5
History BA	7.1%	21.4%	14.3%	57.1%	14
Hum Dev BA	1.7%	15.5%	37.9%	44.8%	58
Kinesiology BS	6.8%	21.4%	33.0%	38.8%	103
Liberal Studies BA	2.9%	13.2%	30.9%	52.9%	68
Linguistics-Speech & Lang Sci					4
Literature & Writing BA	0.0%	11.5%	38.5%	50.0%	26
Mathematics BS	30.0%	10.0%	30.0%	30.0%	10
Media Studies BA	20.0%	0.0%	20.0%	60.0%	5
Music BA					1
Nursing BS or RN/BSN	9.5%	33.3%	14.3%	42.9%	21
Political Sci BA	4.0%	4.0%	40.0%	52.0%	25
Psychological Science BA	3.8%	17.4%	39.1%	39.7%	184
Sociology BA	7.2%	18.1%	32.5%	42.2%	83
Software Engineering BS	18.2%	0.0%	54.5%	27.3%	11
Spanish BA	0.0%	25.0%	50.0%	25.0%	8
Special Major BA					1
Speech-Language Pathology BS	17.2%	13.8%	24.1%	44.8%	29
Theatre BA					4
Undeclared	0.0%	33.3%	55.6%	11.1%	9
Vis & Perf Arts-Arts & Tech BA					2
Wildfire Sci & Urban Inter BS					3
Women's, Gender & Sexuality BA					2

Table 9. Service Learning Participation by Major

Which of the following have you done while in college at CSUSM or do you plan to do before you graduate? % "Done or in progress" Results omitted if n < 5.					
Service Learning					
Major	Done or in progress	Plan to do	Have not decided	Do not plan to do	n
Anthropology BA	28.6%	14.3%	28.6%	28.6%	7
Applied Physics BS	16.7%	33.3%	33.3%	16.7%	6
Art, Med&Des BA	25.7%	20.0%	37.1%	17.1%	35
Biochemistry BS	9.4%	40.6%	25.0%	25.0%	32
Biol Sci BS	18.8%	20.0%	25.0%	36.3%	80
Biotechnology BS	11.8%	17.6%	23.5%	47.1%	17
Bus Admin BS or Pre-Business	12.2%	25.5%	26.6%	35.6%	188
Chemistry BS	33.3%	16.7%	16.7%	33.3%	6
Child & Adolescent Developmnt	54.2%	10.4%	27.1%	8.3%	48
Communication BA	22.9%	8.6%	22.9%	45.7%	35
Comp Sci BS	5.1%	23.7%	39.0%	33.9%	59
Crim & Justice Studies BA	20.3%	27.0%	32.4%	20.3%	74
Economics BA					4
Electrical Engineering BS	22.2%	22.2%	11.1%	44.4%	9
Environmental Studies	36.8%	5.3%	36.8%	21.1%	19
Ethnic Studies BA					2
Geography BA					1
Global Studies	20.0%	20.0%	60.0%	0.0%	5
History BA	42.9%	7.1%	7.1%	42.9%	14
Hum Dev BA	48.4%	22.6%	19.4%	9.7%	62
Kinesiology BS	16.2%	23.8%	29.5%	31.4%	105
Liberal Studies BA	69.6%	13.0%	11.6%	5.8%	69
Linguistics-Speech & Lang Sci					4
Literature & Writing BA	20.0%	12.0%	44.0%	24.0%	25
Mathematics BS	50.0%	10.0%	20.0%	20.0%	10
Media Studies BA	66.7%	16.7%	0.0%	16.7%	6
Music BA					1
Nursing BS or RN/BSN	9.5%	28.6%	23.8%	38.1%	21
Political Sci BA	24.0%	12.0%	28.0%	36.0%	25
Psychological Science BA	50.3%	20.3%	16.6%	12.8%	187
Sociology BA	29.4%	18.8%	27.1%	24.7%	85
Software Engineering BS	9.1%	0.0%	54.5%	36.4%	11
Spanish BA	50.0%	10.0%	40.0%	0.0%	10
Special Major BA					1
Speech-Language Pathology BS	74.2%	9.7%	3.2%	12.9%	31
Theatre BA					4
Undeclared	33.3%	11.1%	44.4%	11.1%	9
Vis & Perf Arts-Arts & Tech BA					2
Wildfire Sci & Urban Inter BS					3
Women's, Gender & Sexuality BA					3

Table 10. Study Abroad Participation by Major

Which of the following have you done while in college at CSUSM or do you plan to do before you graduate? % "Done or in progress" Results omitted if n < 5.					
Study Abroad					
Major	Done or in progress	Plan to do	Have not decided	Do not plan to do	n
Anthropology BA	0.0%	37.5%	25.0%	37.5%	8
Applied Physics BS	0.0%	33.3%	16.7%	50.0%	6
Art, Med&Des BA	2.9%	25.7%	40.0%	31.4%	35
Biochemistry BS	3.1%	15.6%	31.3%	50.0%	32
Biol Sci BS	5.0%	18.8%	21.3%	55.0%	80
Biotechnology BS	11.8%	11.8%	29.4%	47.1%	17
Bus Admin BS or Pre-Business	6.4%	13.4%	24.6%	55.6%	187
Chemistry BS	0.0%	0.0%	16.7%	83.3%	6
Child & Adolescent Developmnt	0.0%	14.9%	38.3%	46.8%	47
Communication BA	0.0%	17.6%	26.5%	55.9%	34
Comp Sci BS	0.0%	10.0%	26.7%	63.3%	60
Crim & Justice Studies BA	4.1%	26.0%	21.9%	47.9%	73
Economics BA					4
Electrical Engineering BS	11.1%	0.0%	33.3%	55.6%	9
Environmental Studies	0.0%	27.8%	38.9%	33.3%	18
Ethnic Studies BA					1
Geography BA					1
Global Studies	0.0%	40.0%	20.0%	40.0%	5
History BA	0.0%	21.4%	21.4%	57.1%	14
Hum Dev BA	1.7%	15.5%	20.7%	62.1%	58
Kinesiology BS	2.9%	23.3%	22.3%	51.5%	103
Liberal Studies BA	1.5%	11.8%	17.6%	69.1%	68
Linguistics-Speech & Lang Sci					4
Literature & Writing BA	3.7%	22.2%	14.8%	59.3%	27
Mathematics BS	20.0%	10.0%	20.0%	50.0%	10
Media Studies BA	0.0%	40.0%	0.0%	60.0%	5
Music BA					1
Nursing BS or RN/BSN	0.0%	14.3%	33.3%	52.4%	21
Political Sci BA	4.0%	20.0%	16.0%	60.0%	25
Psychological Science BA	4.9%	15.2%	25.0%	54.9%	184
Sociology BA	4.8%	15.5%	21.4%	58.3%	84
Software Engineering BS	0.0%	20.0%	20.0%	60.0%	10
Spanish BA	33.3%	22.2%	11.1%	33.3%	9
Special Major BA					1
Speech-Language Pathology BS	0.0%	6.7%	30.0%	63.3%	30
Theatre BA					4
Undeclared	0.0%	22.2%	44.4%	33.3%	9
Vis & Perf Arts-Arts & Tech BA					2
Wildfire Sci & Urban Inter BS					3
Women's, Gender & Sexuality BA					3

Table 11. Undergraduate Research Participation by Major

Which of the following have you done while in college at CSUSM or do you plan to do before you graduate? % "Done or in progress" Results omitted if n < 5.					
Undergraduate Research					
Major	Done or in progress	Plan to do	Have not decided	Do not plan to do	n
Anthropology BA	0.0%	66.7%	0.0%	33.3%	6
Applied Physics BS	33.3%	50.0%	16.7%	0.0%	6
Art, Med&Des BA	11.4%	11.4%	48.6%	28.6%	35
Biochemistry BS	26.7%	56.7%	3.3%	13.3%	30
Biol Sci BS	24.7%	44.4%	16.0%	14.8%	81
Biotechnology BS	11.8%	35.3%	35.3%	17.6%	17
Bus Admin BS or Pre-Business	15.0%	21.9%	26.7%	36.4%	187
Chemistry BS	33.3%	33.3%	16.7%	16.7%	6
Child & Adolescent Developmnt	20.8%	16.7%	25.0%	37.5%	48
Communication BA	8.6%	14.3%	14.3%	62.9%	35
Comp Sci BS	6.6%	31.1%	32.8%	31.1%	61
Crim & Justice Studies BA	16.2%	28.4%	32.4%	23.0%	74
Economics BA					4
Electrical Engineering BS	33.3%	33.3%	11.1%	22.2%	9
Environmental Studies	27.8%	16.7%	33.3%	22.2%	18
Ethnic Studies BA					1
Geography BA					1
Global Studies	0.0%	60.0%	20.0%	20.0%	5
History BA	30.8%	23.1%	15.4%	30.8%	13
Hum Dev BA	23.7%	20.3%	27.1%	28.8%	59
Kinesiology BS	18.3%	40.4%	22.1%	20.2%	104
Liberal Studies BA	5.9%	13.2%	23.5%	57.4%	68
Linguistics-Speech & Lang Sci					4
Literature & Writing BA	7.7%	19.2%	38.5%	34.6%	26
Mathematics BS	20.0%	20.0%	40.0%	20.0%	10
Media Studies BA	40.0%	20.0%	0.0%	40.0%	5
Music BA					2
Nursing BS or RN/BSN	19.0%	28.6%	14.3%	38.1%	21
Political Sci BA	16.0%	20.0%	20.0%	44.0%	25
Psychological Science BA	22.2%	34.6%	24.3%	18.9%	185
Sociology BA	25.6%	26.8%	24.4%	23.2%	82
Software Engineering BS	10.0%	10.0%	30.0%	50.0%	10
Spanish BA	0.0%	12.5%	50.0%	37.5%	8
Special Major BA					1
Speech-Language Pathology BS	16.1%	29.0%	16.1%	38.7%	31
Theatre BA					4
Undeclared	0.0%	33.3%	33.3%	33.3%	9
Vis & Perf Arts-Arts & Tech BA					2
Wildfire Sci & Urban Inter BS					3
Women's, Gender & Sexuality BA					3

B. Themes

Motivation, Modality, & Hours Spent

Table 1. Evaluation of Overall Quality by HIP

Overall, how would you evaluate the quality of this experience?	Excellent	Good	Average	Poor	Terrible	n
First-Year Seminar	36.8%	42.0%	17.3%	3.5%	0.4%	231
Service Learning	53.2%	29.4%	14.5%	2.0%	0.8%	248
Internship or Field Experience	68.4%	24.7%	4.7%	0.5%	1.6%	190
Undergraduate Research	66.7%	29.3%	4.0%	0.0%	0.0%	99
Culminating Senior Experience	36.8%	42.6%	17.6%	2.9%	0.0%	68
Learning Community	46.2%	42.3%	11.5%	0.0%	0.0%	26
Study Abroad Program	61.5%	30.8%	7.7%	0.0%	0.0%	26

Internship or Field Experience

Table 1. Internship or Field Experience Modality of Participation

How did [do] you participate in Internships/Field Experiences? (n=218)	
In-person	70.2%
Virtual/remote	7.8%
Hybrid (Mix of in-person and remote)	22.0%

Table 2. Internship or Field Experience Hours Spent Per Week

About how many hours did [do] you spend in a typical 7-day week on an Internship or Field Experience? (n=205)	
0	0.0%
1-5	18.5%
6-10	32.2%
11-15	15.6%
16-20	17.1%
21-25	3.9%
26-30	2.4%

Table 3. Internship or Field Experience Level at Time of Participation

When did you participate in an Internship or Field Experience? (if you participated more than once, select the most recent) (n=87)	
Freshman	5.7%
as a Sophomore	4.6%
as a Junior	43.7%
as a Senior	41.4%
Other, please specify	4.6%

Service Learning

Table 1. Service Learning Modality of Participation

How did [do] you participate in Service Learning? (n=273)	
In-person	73.6%
Virtual/remote	13.9%
Hybrid (Mix of in-person and remote)	12.5%

Table 2. Service Learning Hours Spent Per Week

About how many hours did [do] you spend in a typical 7-day week on Service Learning? (n=262)	
0	0.4%
1-5	73.7%
6-10	16.4%
11-15	6.1%
16-20	1.9%
21-25	0.4%
26-30	0.4%
More than 30 hours	0.0%

Table 3. Service Learning Level at Time of Participation

When did you participate in Service Learning? (If you participated more than once, select the most recent). (n=181)	
Freshman	13.8%
as a Sophomore	8.3%
as a Junior	53.6%
as a Senior	22.7%
Other, please specify	1.7%

Undergraduate Research

Table 1. Undergraduate Research Modality of Participation

How did [do] you participate in Undergraduate Research? (n=124)	
In-person	54.0%
Virtual/remote	11.3%
Hybrid (Mix of in-person and remote)	34.7%

Table 2. Undergraduate Research Hours Spent Per Week

About how many hours did [do] you spend in a typical 7-day week on Undergraduate Research? (n=106)	
0	0.0%
1-5	39.6%
6-10	33.0%
11-15	12.3%
16-20	10.4%
21-25	2.8%
26-30	1.9%
More than 30 hours	0.0%

Table 3. Undergraduate Research Level at Time of Participation

When did you participate in Undergraduate Research? (If you participated more than once, select the most recent). (n=36)	
Freshman	8.3%
as a Sophomore	13.9%
as a Junior	27.8%
as a Senior	50.0%
Other, please specify	0.0%

Table 4. Undergraduate Research Effort Required Compared to Typical Learning Experiences

Compared to your typical learning experiences at this institution, about how much effort did [does] this experience require? (n=106)	
Much more effort	18.87%
More effort	47.17%
About as much effort	31.13%
Less effort	2.83%
Much less effort	0.00%

First-Year Seminar

Table 1. *First-Year Seminar Modality of Participation*

How did [do] you participate in First-Year Seminar? (n=247)	
In Person	27.5%
Virtual/remote	67.2%
Hybrid (Mix of in-person and remote)	5.3%

Table 2. *First-Year Seminar Hours Spent Per Week*

About how many hours did [do] you spend in a typical 7-day week on First-Year Seminar? (n=238)	
0	80.0%
1-5	59.2%
6-10	29.0%
11-15	6.3%
16-20	2.9%
21-25	0.8%
26-30	0.0%
More than 30 hours	0.8%

Table 3. *First-Year Seminar Extent of Explanation*

To what extent were the following explained to you?	Very much	Quite a bit	Some	Very little	n
The activities you would do as part of this experience.	52.1%	30.7%	13.9%	3.4%	238
What you would learn from this experience.	53.4%	32.8%	10.5%	3.4%	238
How you would be evaluated in this experience.	51.1%	25.7%	18.6%	4.6%	237

Table 4. First-Year Seminar Project Completion

At or near the conclusion of the First-Year Seminar Course, which of the following did you do [will you have done]?	Yes	No	Not sure	n
Give a presentation in a class or other closed meeting at this institution.	70.0%	19.1%	10.9%	230
Give a public presentation or performance (conference, video, recital, exhibit, etc.)	27.9%	56.8%	15.3%	229
Write a paper or report.	80.8%	9.2%	10.0%	229

Sense of Belonging by HIP

Table 1. Sense of Belonging (1-3) Item Responses

To what extent do you agree or disagree with the following statements about this experience?	Strongly agree	Agree	Disagree	Strongly disagree	n
(1) I feel [felt] like part of a community while participating in this experience.	52.6%	45.6%	7.3%	1.4%	928
(2) I feel [felt] comfortable being myself while participating in this experience.	57.0%	44.9%	3.9%	1.2%	929
(3) I feel [felt] valued while participating in this experience.	55.0%	46.7%	4.6%	1.4%	928

The following three tables all answer the question: “To what extent do you agree or disagree with the following statements about your experience?”

Table 2. Sense of Belonging (1) Item Responses by HIP

(1) I feel [felt] like part of a community while participating in this experience.	Strongly agree	Agree	Disagree	Strongly disagree	n
Culminating Senior Experience	51.6%	46.9%	1.6%	0.0%	64
First-Year Seminar	39.7%	49.8%	8.9%	1.7%	237
Internship or Field Experience	62.0%	31.7%	5.4%	1.0%	205
Learning Community	40.7%	59.3%	0.0%	0.0%	27
Service Learning	53.5%	37.7%	7.3%	1.5%	260
Study Abroad Program	48.3%	41.4%	6.9%	3.4%	29
Undergraduate Research	50.9%	46.2%	2.8%	0.0%	106

Table 3. Sense of Belonging (2) Item Responses by HIP

(2) I feel [felt] comfortable being myself while participating in this experience.	Strongly agree	Agree	Disagree	Strongly disagree	n
Culminating Senior Experience	60.0%	38.5%	1.5%	0.0%	65
First-Year Seminar	39.7%	54.4%	3.4%	2.5%	237
Internship or Field Experience	66.8%	29.8%	3.4%	0.0%	205
Learning Community	48.1%	51.9%	0.0%	0.0%	27
Service Learning	56.5%	38.1%	4.2%	1.2%	260
Study Abroad Program	58.6%	37.9%	3.4%	0.0%	29
Undergraduate Research	60.4%	37.7%	1.9%	0.0%	106

Table 3. Sense of Belonging (3) Item Responses by HIP

(3) I feel [felt] valued while participating in this experience.	Strongly agree	Agree	Disagree	Strongly disagree	n
Culminating Senior Experience	53.8%	40.0%	6.2%	0.0%	65
First-Year Seminar	37.7%	56.4%	4.2%	1.7%	236
Internship or Field Experience	64.4%	33.2%	1.0%	1.5%	205
Learning Community	40.7%	55.6%	3.7%	0.0%	27
Service Learning	58.1%	34.6%	5.8%	1.5%	260
Study Abroad Program	41.4%	51.7%	6.9%	0.0%	29
Undergraduate Research	57.5%	41.5%	0.9%	0.0%	106

DEI by HIP

The following two tables answer the Diversity, Equity, and Inclusion related question: "**How much does [did] this experience emphasize the following?**"

Table 1. DEI (1) Item Responses by HIP

(1) Examining issues of equity or privilege	Very much	Quite a bit	Some	Very little	Not at all	n
Culminating Senior Experience	41.5%	26.2%	15.4%	9.2%	7.7%	65
First-Year Seminar	45.1%	28.7%	18.1%	5.5%	2.5%	237
Internship or Field Experience	46.1%	20.6%	19.6%	9.8%	3.9%	204
Learning Community	44.4%	29.6%	14.8%	7.4%	3.7%	27
Service Learning	52.3%	18.5%	18.5%	6.9%	3.8%	260
Study Abroad Program	46.4%	25.0%	21.4%	3.6%	3.6%	28
Undergraduate Research	47.2%	17.9%	20.8%	4.7%	9.4%	106

Table 2. DEI (2) Item Responses by HIP

(2) Respecting the expression of diverse ideas	Very much	Quite a bit	Some	Very little	Not at all	n
Culminating Senior Experience	53.8%	33.8%	7.7%	1.5%	3.1%	65
First-Year Seminar	58.2%	28.7%	10.5%	1.3%	1.3%	237
Internship or Field Experience	67.8%	20.5%	10.7%	0.5%	0.5%	205
Learning Community	48.1%	44.4%	3.7%	0.0%	3.7%	27
Service Learning	59.2%	25.2%	10.7%	2.7%	2.3%	262
Study Abroad Program	72.4%	20.7%	6.9%	0.0%	0.0%	29
Undergraduate Research	63.2%	25.5%	9.4%	0.0%	1.9%	106

Table 3. DEI (3) Item Response by HIP

(3) As part of this experience, about how often did [do] you interact with people from a different background or identity (racial/ethnic, economic, political, religious, etc.)?	Very often	Often	Sometimes	Never	n
Culminating Senior Experience	42.2%	29.7%	25.0%	3.1%	64
First-Year Seminar	40.1%	34.2%	21.5%	4.2%	237
Internship/Field Experience	61.5%	27.8%	9.3%	1.5%	205
Learning Community	44.4%	18.5%	37.0%	0.0%	27
Service Learning	56.7%	27.6%	13.0%	2.7%	261
Study Abroad Program	75.9%	17.2%	6.9%	0.0%	29
Undergraduate Research	43.4%	34.0%	17.9%	4.7%	106

Table 4. *Interaction with People from a Different Background or Identity Across HIPs*

As part of this experience, about how often did [do] you interact with people from a different background or identity (racial/ethnic, economic, political, religious, etc.)? (n=929)	
Very often	51.2%
Often	29.6%
Sometimes	16.3%
Never	2.9%

HIP Applications

The following four tables answer the question: “As part of this experience, about how often did you [have you done] the following?”

Table 1. *Academic Applications (1) Item Responses by HIP*

(1) Connect what you were learning to societal problems or issues	Very often	Often	Sometimes	Never	n
Culminating Senior Experience	45.3%	21.9%	26.6%	6.3%	64
First-Year Seminar	34.1%	34.5%	24.9%	6.6%	229
Internship or Field Experience	35.9%	28.6%	25.5%	9.9%	192
Learning Community	30.8%	34.6%	19.2%	15.4%	26
Service Learning	37.5%	33.9%	20.6%	8.1%	248
Study Abroad Program	46.2%	42.3%	7.7%	3.8%	26
Undergraduate Research	44.9%	31.6%	16.3%	7.1%	98
All	37.7%	32.0%	22.3%	7.9%	883

Table 2. *Academic Applications (2) Item Responses by HIP*

(2) Connect what you were learning to your major field or career goals	Very often	Often	Sometimes	Never	n
Culminating Senior Experience	60.9%	26.6%	9.4%	3.1%	64
First-Year Seminar	33.9%	32.2%	28.7%	5.2%	230
Internship or Field Experience	61.3%	24.6%	11.5%	2.6%	191
Learning Community	38.5%	30.8%	19.2%	11.5%	26
Service Learning	45.5%	30.5%	18.7%	5.3%	246
Study Abroad Program	53.8%	38.5%	7.7%	0.0%	26
Undergraduate Research	64.6%	23.2%	11.1%	1.0%	99
All	49.2%	28.8%	17.9%	4.1%	882

Table 3. Academic Applications (3) Item Responses by HIP

(3) Discuss your experience with other students in an organized setting (class, seminar, work group, etc.)	Very often	Often	Sometimes	Never	n
Culminating Senior Experience	60.9%	20.3%	15.6%	3.1%	64
First-Year Seminar	45.2%	40.0%	12.2%	2.6%	230
Internship or Field Experience	36.5%	26.6%	23.4%	13.5%	192
Learning Community	57.7%	15.4%	26.9%	0.0%	26
Service Learning	26.2%	27.8%	26.6%	19.4%	248
Study Abroad Program	42.3%	42.3%	15.4%	0.0%	26
Undergraduate Research	50.5%	33.3%	12.1%	4.0%	99
All	40.0%	30.8%	19.4%	9.7%	885

Table 4. Academic Applications (4) Item Responses by HIP

(4) Work with other students	Very often	Often	Sometimes	Never	n
Culminating Senior Experience	64.1%	17.2%	12.5%	6.3%	64
First-Year Seminar	52.2%	33.5%	11.7%	2.6%	230
Internship or Field Experience	49.7%	17.8%	18.3%	14.1%	191
Learning Community	69.2%	19.2%	11.5%	0.0%	26
Service Learning	45.2%	19.8%	17.7%	17.3%	248
Study Abroad Program	73.1%	23.1%	0.0%	3.8%	26
Undergraduate Research	55.6%	25.3%	12.1%	7.1%	99
All	52.0%	23.4%	14.6%	10.0%	884

The following three tables answer the question: **“To what extent has this experience contributed to your knowledge, skills, and personal development in the following areas?”**

Table 5. Personal Development Applications (1) Item Responses by HIP

(1) Acquiring job- or work-related skills	Very much	Quite a bit	Some	Very little	n
Culminating Senior Experience	53.1%	23.4%	17.2%	6.3%	64
First-Year Seminar	31.7%	31.7%	23.9%	12.6%	230
Internship or Field Experience	75.1%	18.5%	5.3%	1.1%	189
Learning Community	42.3%	30.8%	15.4%	11.5%	26
Service Learning	54.4%	21.0%	19.4%	5.2%	248
Study Abroad Program	50.0%	23.1%	19.2%	7.7%	26
Undergraduate Research	64.6%	22.2%	10.1%	3.0%	99
All	53.5%	23.9%	16.2%	6.3%	882

Table 6. Personal Development Applications (2) Item Responses by HIP

(2) Developing the skills necessary to work effectively with people from various backgrounds	Very much	Quite a bit	Some	Very little	n
Culminating Senior Experience	65.6%	18.8%	12.5%	3.1%	64
First-Year Seminar	37.6%	33.2%	23.1%	6.1%	229
Internship or Field Experience	69.8%	20.1%	7.4%	2.6%	189
Learning Community	46.2%	38.5%	7.7%	7.7%	26
Service Learning	58.3%	24.7%	12.6%	4.5%	247
Study Abroad Program	73.1%	19.2%	3.8%	3.8%	26
Undergraduate Research	58.2%	24.5%	15.3%	2.0%	98
All	56.0%	25.7%	14.1%	4.2%	879

Table 7. Personal Development Applications (3) Item Responses by HIP

(3) Preparing for your plans after graduation	Very much	Quite a bit	Some	Very little	n
Culminating Senior Experience	41.3%	19.0%	25.4%	14.3%	63
First-Year Seminar	26.6%	33.2%	22.7%	17.5%	229
Internship or Field Experience	62.4%	20.1%	12.2%	5.3%	189
Learning Community	30.8%	34.6%	19.2%	15.4%	26
Service Learning	36.7%	21.0%	25.8%	16.5%	248
Study Abroad Program	53.8%	15.4%	15.4%	15.4%	26
Undergraduate Research	56.6%	21.2%	17.2%	5.1%	99
All	42.5%	24.1%	20.6%	12.8%	880

C. Non-Participant Respondents

Non-Participant Barriers

Table 1. *Reasons for Not Participating in a HIP Opportunity at CSUSM (All)*

Which of the following is a reason why you might not participate in a HIP opportunity at CSUSM? (Read all reasons below and select all that apply) (n=317 responses)	
You do not know enough about it	17.4%
You can't fit it into your academic plans at this institution	9.8%
It is not affordable	9.2%
It is not feasible due to family or work obligations	8.8%
You don't need it to graduate (e.g., not required by your major/degree program)	7.9%
You are not interested	6.3%
You would not feel prepared for it	6.0%
You think you would not be eligible or selected, or applied and were not accepted	5.7%
It is not related to your major(s)	4.4%
You do not meet the GPA requirement	3.8%
You would not feel comfortable or welcomed doing it	3.5%
It is not feasible because of where you live	3.5%
It is not offered at this institution to the best of your knowledge	2.8%
You study remotely	2.8%
People like you are unlikely to participate	1.9%
You already completed an experience like this	1.6%
Parents, other family members, or other peers discourage you from participating	1.3%
You heard negative things about it	1.3%
COVID-19 pandemic restrictions	1.0%
Other, please specify:	1.0%
Language would be a barrier	0.3%

Interest Without Barriers

Table 1. *Interest in HIPs Without Barriers by HIP*

Earlier, you indicated that you do not plan to participate or are undecided about some of the HIP educational opportunities. If there were no barriers (availability, cost, time, etc.) to your participation, how interested would you be [have been] in this experience?	Very interested	Somewhat interested	Not at all interested	n
Culminating Senior Experience	26.3%	32.9%	40.8%	76
First-Year Seminar	26.0%	22.1%	51.9%	77
Internship or Field Experience	47.4%	39.5%	13.2%	76
Learning Community	31.1%	32.4%	36.5%	74
Service Learning	30.7%	36.0%	33.3%	75
Study Abroad Program	45.9%	31.1%	23.0%	74
Undergraduate Research	35.5%	35.5%	28.9%	76

Knowledge of HIPs

Table 1. *Knowledge About Opportunities by HIP*

How much has this institution informed you about opportunities to participate in this HIP experience?	Very much	Quite a bit	Some	Very little	Nothing at all	n
Culminating Senior Experience	0.0%	0.0%	25.0%	25.0%	50.0%	20
First-Year Seminar	0.0%	0.0%	28.6%	28.6%	42.9%	14
Internship or Field Experience	0.0%	16.0%	24.0%	44.0%	16.0%	25
Learning Community	0.0%	0.0%	35.0%	20.0%	45.0%	20
Service Learning	5.0%	0.0%	20.0%	45.0%	30.0%	20
Study Abroad Program	8.3%	20.8%	20.8%	25.0%	25.0%	24
Undergraduate Research	0.0%	4.2%	29.2%	41.7%	25.0%	24

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