Introduction

What is NSSE?

The National Survey of Student Engagement (NSSE) collects information annually from samples of first-year and senior students about the nature and quality of their undergraduate experience. Colleges and universities in the US and Canada use NSSE to measure the extent to which their students engage in effective educational practices that are empirically linked with learning, personal development, and other desired outcomes, such as satisfaction, persistence, and graduation. NSSE data are used by faculty, administrators, researchers, and others for institutional improvement, accountability, and related purposes.

What are the 5 benchmarks of effective educational practices?

NSSE groups 42 survey questions into categories that comprise the five benchmarks of effective educational practices.

Level of Academic Challenge: measured by questions related to time spent preparing for class, amount of reading and writing, deep learning, and institutional expectations for academic performance.

Active and Collaborative Learning: measured by questions relating to the extent of class participation, working collaboratively with other students inside and outside of class, tutoring, and involvement with a community-based project.

Student-Faculty Interaction: measured by questions relating to the extent of talking with faculty members and advisors, discussing ideas from classes with faculty members outside of class, getting prompt feedback on academic performance, and working with faculty on research projects.

Enriching Educational Experiences: measured by questions related to the extent of interaction with students of different racial or ethnic backgrounds or with differing political opinions or values, using electronic technology, and participating in activities like internships, community service, study abroad, co-curricular activities, and culminating senior experience.

Supportive Campus Environment: measured by questions related to the extent to which students perceive the campus helps them succeed academically and socially, assists them in coping with non-academic responsibilities, and promotes supportive relationships among students and their peers, faculty members, and administrative personnel and offices.
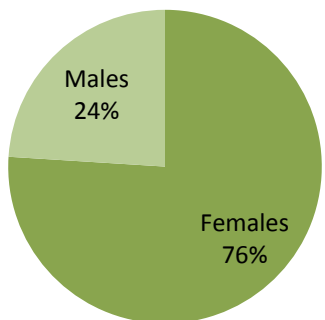
CSUDH 2012 NSSE Survey Results

First-Year Students	Senior Students

Sample = 1,134 | Response Rate = 17%   Sample = 1,562 | Response Rate = 25%

Gender

First-Year Students
- Males 24%
- Females 76%

Senior Students
- Males 25%
- Females 75%

Ethnicity

First-Year Students
- Multi-Racial 4%
- Asian/ PI 4%
- Other 11%
- White 2%
- Black/ African American 15%
- Hispanic/ Latino 64%

Senior Students
- Multi-Racial 5%
- Asian/ PI 8%
- Other 14%
- White 16%
- Black/ African American 22%
- Hispanic/ Latino 35%
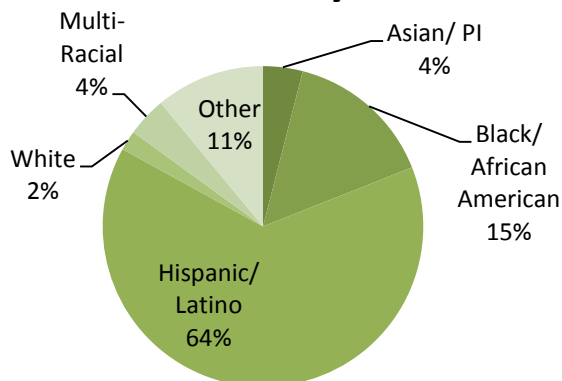
Enrollment Status

First-Year Students
- Part-Time 4%
- Full-Time 96%

Senior Students
- Part-Time 34%
- Full-Time 66%
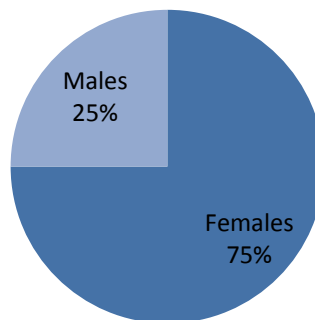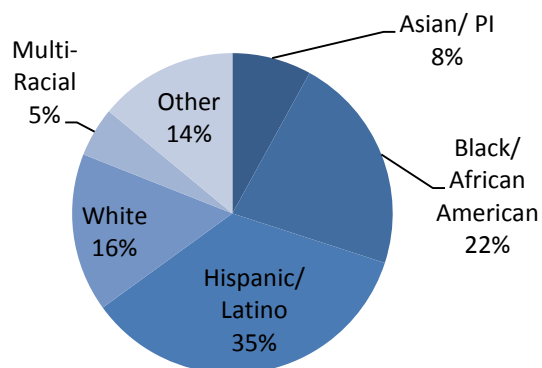
CSUDH 2012 NSSE Survey Results

What did our students have to say?
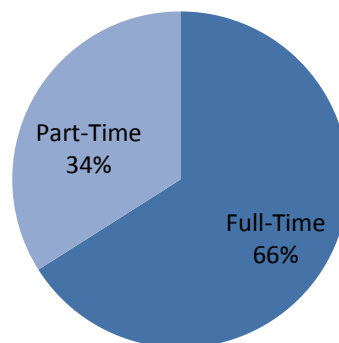
2 During the current school year, how much has your coursework emphasized the following mental activities?	Very much ▼	Quite a bit ▼	Some ▼	Very little ▼
a. **Memorizing** facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	30%	40%	26%	3%
b. **Analyzing** the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	37%	39%	21%	3%
c. **Synthesizing** and organizing ideas, information, or experiences into new, more complex interpretations and relationships	32%	39%	22%	6%
d. **Making judgments** about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	30%	47%	19%	5%
e. **Applying** theories or concepts to practical problems or in new situations	32%	38%	24%	7%

81% of students would likely choose to attend CSUDH if they had it to do over again.

83% of students rated their entire educational experience at CSUDH as good or excellent.
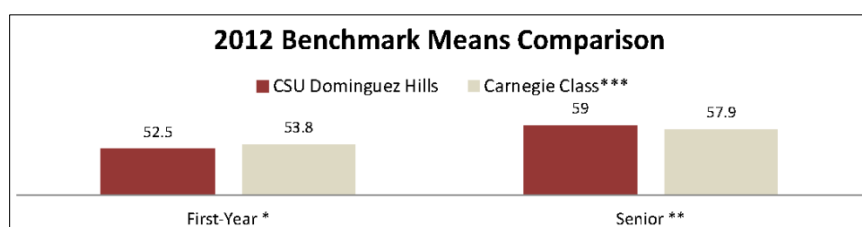
95% of first-year students reported that they worked harder than they thought they could to meet an instructor's standards or expectations.

73% of senior students reported having participated in community service or volunteer work or planned to.

Link to complete survey questions and responses for first-year students and senior students.

How do CSUDH students compare to students at other institutions on the 5 benchmarks of effective educational practices?

Both first-year and senior students attending CSUDH responded similarly to students at other institutions on all five benchmarks of effective educational practices.

2012 Benchmark Means Comparison

■ CSU Dominguez Hills ■ Carnegie Class***

First-Year *: 52.5, 53.8

Senior **: 59, 57.9

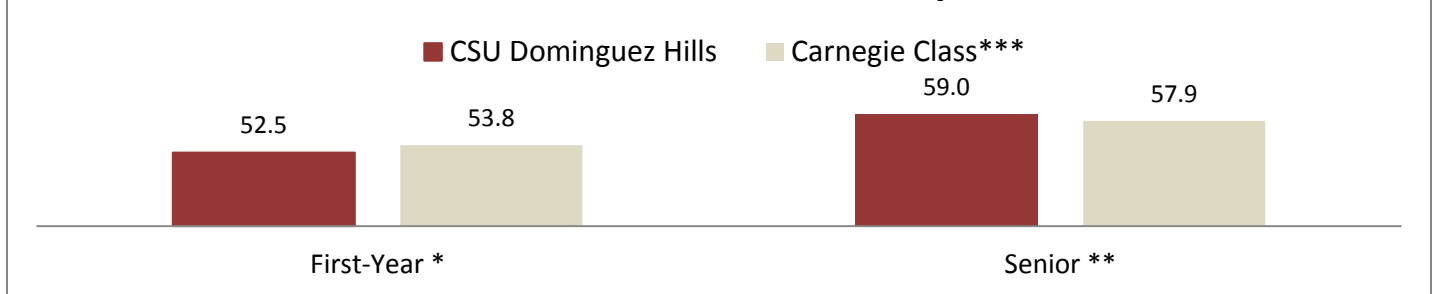**Link to benchmark comparisons between CSUDH and Carnegie class.**

NSSE Benchmark Comparisons

Level of Academic Challenge (LAC)

What is LAC? Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic efforts and setting high expectations of student performance. This benchmark measures such items as:

- Hours spent preparing for class
- Number of assigned textbooks
- Number of written papers or reports by length of paper
- Coursework emphasis on analysis, synthesis, making judgments, and applying theories or concepts
- Working hard to meet instructor's standards or expectations
- Spending significant amount of time studying and on academic work

2012 Benchmark Means Comparison

■ CSU Dominguez Hills   ☐ Carnegie Class***

	First-Year *	Senior **
CSU Dominguez Hills	52.5	59.0
Carnegie Class***	53.8	57.9

* First-Year sig. = ns; effect size = -.10 ** Senior sig. = ns; effect size = .07 **|** The small effect size indicates that the differences in scores between CSUDH and Carnegie Class would generally not be considered meaningful.

CSUDH Multi-Year Benchmark Means

— First-Year   — Senior

	2007	2010	2012
Senior	56.1	58.5	59.0
First-Year	50.5	52.4	52.5
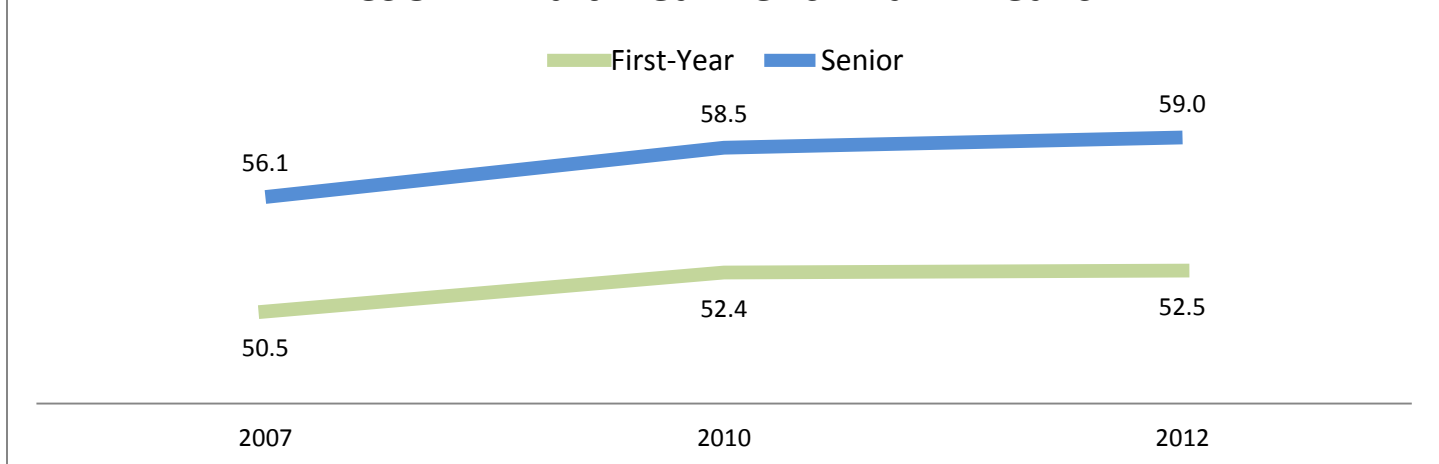
For more information about NSSE benchmark scores, please visit nsse.iub.edu/pdf/NSSE Multi-Year Data Analysis Guide.pdf

*** 2005 Basic Carnegie Class = Master's L: Master's Colleges and Universities (larger programs)

NSSE Benchmark Comparisons

Active and Collaborative Learning (ALC)

What is ACL? Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college. This benchmark measures such items as:

- Asked questions in class or contributed to class discussions
- Made a class presentation
- Worked with students on projects during class or with classmates outside of class to prepare class assignments
- Tutored or taught other students (paid or voluntary)
- Participated in a community-based project (e.g. service learning) as part of a regular course
- Discussed ideas from readings or classes with other outside of class (students, family members, co-workers)

2012 Benchmark Means Comparison

■ CSU Dominguez Hills   ■ Carnegie Class***

First-Year *		Senior **	
43.1	43.8	52.6	53.0

* First-Year sig. = ns; effect size = -.04 ** Senior sig. = ns; effect size = -.02 | The small effect size indicates that the differences in scores between CSUDH and Carnegie Class would generally not be considered meaningful.

CSUDH Multi-Year Benchmark Means

━━ First-Year   ━━ Senior

	2007	2010	2012
Senior	53.0	53.3	52.6
First-Year	39.1	43.2	43.1
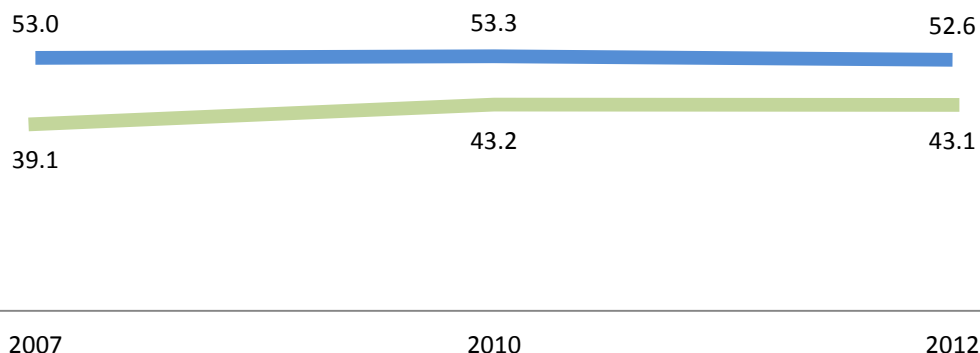
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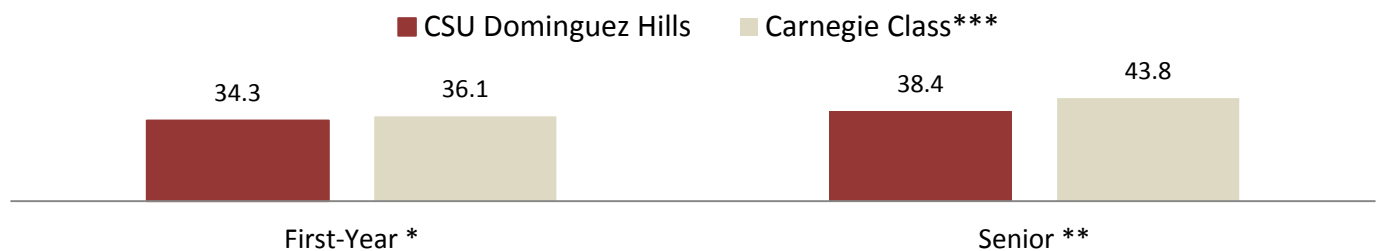
NSSE Benchmark Comparisons

Student-Faculty Interaction (SFI)

What is SFI? Students learn firsthand how experts think about and solve critical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning. This benchmark measures such items as:

- Discussed grades or assignments with an instructor
- Talked about career plans with a faculty member or advisor
- Discussed ideas from readings or classes with faculty members outside of class
- Worked with faculty members on activities other than coursework (committees, orientation, student-life)
- Received prompt written or oral feedback from faculty on academic performance
- Worked on a research project with a faculty member outside of course or program requirements

2012 Benchmark Means Comparison

■ CSU Dominguez Hills   ■ Carnegie Class***

	First-Year *	Senior **
CSU Dominguez Hills	34.3	38.4
Carnegie Class***	36.1	43.8

* First-Year sig. = ns; effect size = -.09 ** Senior sig. = p<.001 (2-tailed); effect size = -.25 **|** The small effect size indicates that the differences in scores between CSUDH and Carnegie Class would generally not be considered meaningful.

CSUDH Multi-Year Benchmark Means

━ First-Year   ━ Senior

	2007	2010	2012
Senior	35.4	37.4	38.4
First-Year	30.9	33.4	34.3
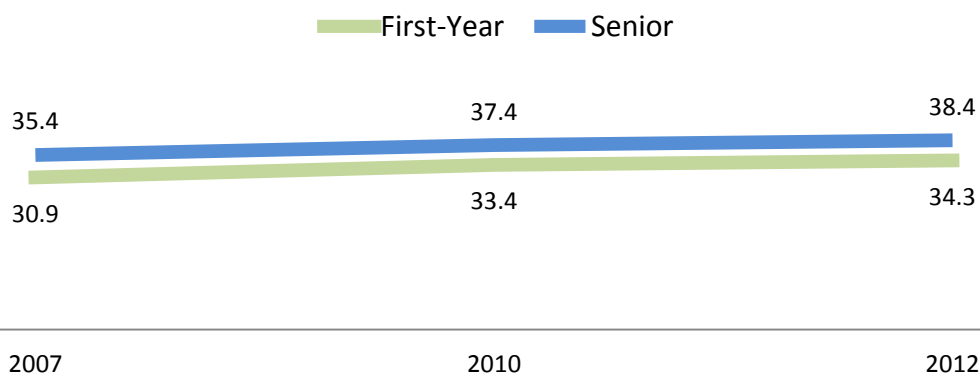
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NSSE Benchmark Comparisons

Enriching Educational Experiences (EEE)

What is EEE? Complementary learning opportunities enhance academic programs. Diversity experiences teach students valuable things about themselves and other. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge. This benchmark measures such items as:

- Hours spent participating in co-curricular activities, practicum, internship, field experience, co-op experiences, clinical assignment, community service, or volunteer work
- Foreign language coursework and study abroad
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam)
- Conversations with students of differing religious beliefs, political opinions, personal values, race/ethnicity
- Using electronic medium to discuss or complete an assignment

2012 Benchmark Means Comparison

■ CSU Dominguez Hills   ■ Carnegie Class***

	First-Year *	Senior **
CSU Dominguez Hills	24.4	33.8
Carnegie Class***	27.3	39.7

* First-Year sig. = p<.01; effect size = -.22 ** Senior sig. = p<.001 (2-tailed); effect size = -.32 **|** The small effect size indicates that the differences in scores between CSUDH and Carnegie Class would generally not be considered meaningful.

CSUDH Multi-Year Benchmark Means

— First-Year   — Senior

	2007	2010	2012
Senior	32.7	33.5	33.8
First-Year	23.2	26.4	24.4
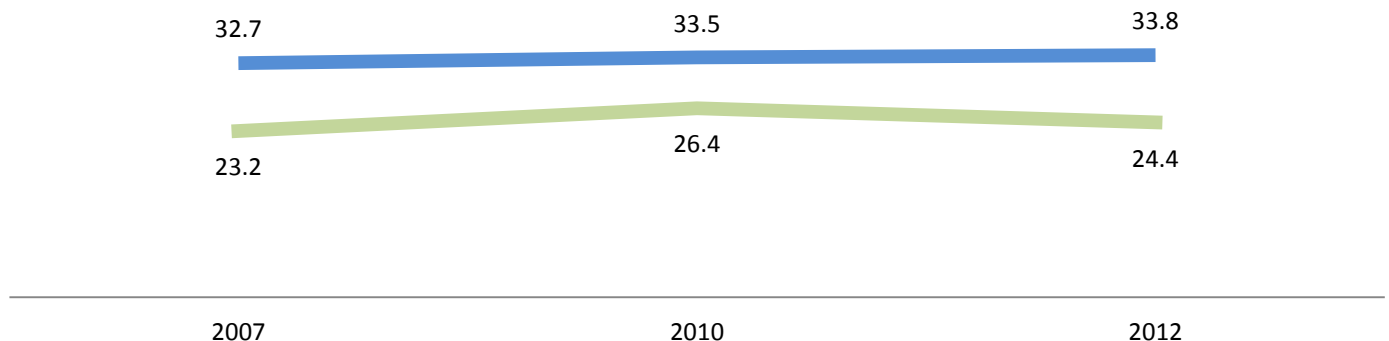
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NSSE Benchmark Comparisons

Supportive Campus Environment (SCE)

What is SCE? Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus. This benchmark measures such items as:

- Campus environment provides the support you need to help you succeed academically
- Campus environment helps you cope with your non-academic responsibilities (work, family, etc.)
- Campus environment provides the support you need to thrive socially
- Quality of relationships with other students
- Quality of relationships with faculty members
- Quality of relationships with administrative personnel and offices
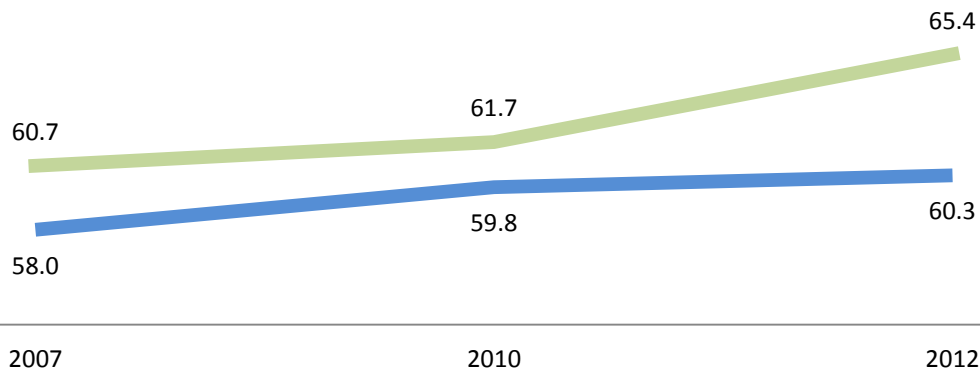
2012 Benchmark Means Comparison

■ CSU Dominguez Hills   ■ Carnegie Class***

	First-Year *	Senior **
CSU Dominguez Hills	65.4	60.3
Carnegie Class	63.3	60.8

* First-Year sig. = ns; effect size = .11 ** Senior sig. = ns; effect size = -.02 **|** The small effect size indicates that the differences in scores between CSUDH and Carnegie Class would generally not be considered meaningful.

CSUDH Multi-Year Benchmark Means

First-Year   Senior

Year	First-Year	Senior
2007	60.7	58.0
2010	61.7	59.8
2012	65.4	60.3

For more information about NSSE benchmark scores, please visit nsse.iub.edu/pdf/NSSE Multi-Year Data Analysis Guide.pdf

*** 2005 Basic Carnegie Class = Master's L: Master's Colleges and Universities (larger programs)