

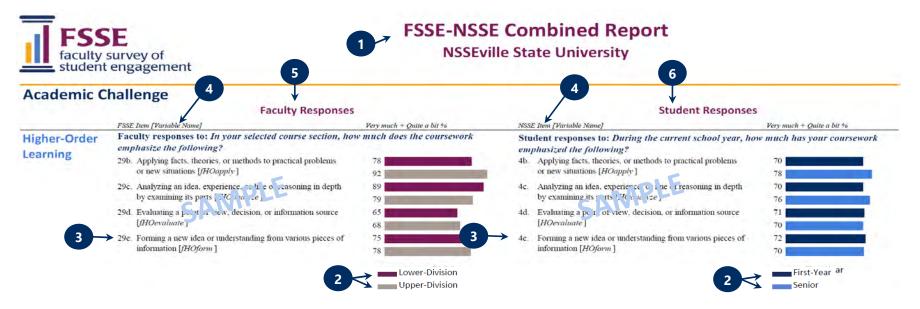
California State University-Dominguez Hills



About This Report

The display below highlights details in the *FSSE-NSSE Combined Report* that are important to keep in mind when interpreting your results. For more information about the survey, please visit our website (fsee.indiana.edu) or contact a member of the FSSE team.

- 1. Sample: The FSSE-NSSE Combined Report shows responses from both students and faculty at your institution who completed NSSE and FSSE. This report contains responses from faculty who responded to the survey based on their experiences teaching either a lower- or upper-division course. Data from faculty who responded based on another type of course or who did not report a course level are not included in this report. All student responses are based on information from all randomly selected or census-administered students at your institution.
- 2. Class level: Frequency distributions are reported separately for faculty who report teaching lower-division or upper-division courses. Student responses are reported separately for first-year students and seniors as reported by your institution.
- 3. Item numbers: Item numbering corresponds to the survey facsimiles included in your Institutional Report and available on the NSSE and FSSE websites.
- 4. Item wording and variable names: Survey items are worded as they appear on the instrument. Variable names are included for easy reference to your data file, codebook, and other reports.
- 5. *Faculty responses:* The percentage of faculty who selected the indicated response categories. To match the response categories provided on the FSSE instrument, this column heading varies throughout the report.
- 6. Student responses: The percentage of students who selected the indicated response categories. To match the response categories provided on the NSSE instrument, this column heading varies throughout the report. The distribution of student responses match those in your NSSE *Frequencies and Statistical Comparisons* report.



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Academic Challenge

Student Responses (from NSSE 2022)

	FSSE Item [Variable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	Very much + Quite a bit %	
Higher-Order Learning	Faculty responses to: In your selected course section, how much does the coursework emphasize the following?		Student responses to: During the current school year, how much has your courseword emphasized the following?		
	29b. Applying facts, theories, or methods to practical problems or new situations [<i>fHOapply</i>]	86	4b. Applying facts, theories, or methods to practical problems or new situations [<i>HOapply</i>]	62 62	
	29c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts [<i>fHOanalyze</i>]	76	4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts [<i>HOanalyze</i>]	66 75	
	29d. Evaluating a point of view, decision, or information source [fHOevaluate]	86	4d. Evaluating a point of view, decision, or information source [<i>HOevaluate</i>]	70 	
	29e. Forming a new idea or understanding from various pieces of information [fHOform]	78 79	4e. Forming a new idea or understanding from various pieces of information [<i>HOform</i>]	72 	
	FSSE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Very often + Often %	
Reflective &	Faculty responses to: In your selected course section, how important is it to you that the typical student do the following?		Student responses to: During the current school year, about how often have you done following?		
ntegrative .earning	25a. Combine ideas from different courses when completing assignments [<i>fRlintegrate</i>]	68 76 	2a. Combined ideas from different courses when completing assignments [<i>Rlintegrate</i>]	47 68	
	25b. Connect their learning to societal problems or issues [<i>fRIsocietal</i>]	92	2b. Connected your learning to societal problems or issues [<i>RIsocietal</i>]	48	
		84	2c. Included diverse perspectives (political, religious,	53	
	25c. Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments [<i>fRIdiverse</i>]	76	racial/ethnic, gender, etc.) in course discussions or assignments [<i>RIdiverse</i>]	61	
	racial/ethnic, gender, etc.) in course discussions or	84 84 80	racial/ethnic, gender, etc.) in course discussions or	61 58 67	
	racial/ethnic, gender, etc.) in course discussions or assignments [<i>fRIdiverse</i>]25d. Examine the strengths and weaknesses of their own views	84	 racial/ethnic, gender, etc.) in course discussions or assignments [<i>RIdiverse</i>] 2d. Examined the strengths and weaknesses of your own views on a topic or issue [<i>RIownview</i>] 2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective 	61 58 67 67 75	
	 racial/ethnic, gender, etc.) in course discussions or assignments [<i>fRIdiverse</i>] 25d. Examine the strengths and weaknesses of their own views on a topic or issue [<i>fRIownview</i>] 25e. Try to better understand someone else's views by imagining 	84 80 89	 racial/ethnic, gender, etc.) in course discussions or assignments [<i>RIdiverse</i>] 2d. Examined the strengths and weaknesses of your own views on a topic or issue [<i>RIownview</i>] 2e. Tried to better understand someone else's views by 	67 67	

Faculty Responses



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Academic Challenge (continued) Faculty Responses

Student Responses (from NSSE 2022)

	rucarty responses		Student Responses (non Rose 2022)	
	FSSE Item [Variable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	Very often + Often %
Learning	Faculty responses to: In your selected course section, how much do you encourage		Student responses to: During the current school year, about how often have you don	
Strategies	students to do the following?		following?	
Strategies	27e. Identify key information from reading assignments	78	9a. Identified key information from reading assignments	72
	[fLSreading]	77	[LSreading]	79
	27f. Review notes after class [fLSnotes]	53	9b. Reviewed your notes after class [LSnotes]	69
		60		75
	27g. Summarize what has been learned from class or from	68	9c. Summarized what you learned in class or from course	64
	course materials [fLSsummary]	71	materials [LSsummary]	73
	FSSE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Very often + Often %
Quantitative Reasoning	Faculty responses to: In your selected course section, ho typical student do the following?	w important is it to you that the	Student responses to: During the current school year, al following?	bout how often have you done
leasoning	24b. Reach conclusions based on their own analysis of numerical	62	6a. Reached conclusions based on your own analysis of	58
	information (numbers, graphs, statistics, etc.) [fQRconclude]	71	numerical information (numbers, graphs, statistics, etc.) [<i>QRconclude</i>]	53
	24c. Use numerical information to examine a real-world problem	49	6b. Used numerical information to examine a real-world	48
	or issue (unemployment, climate change, public health, etc.) [fQRproblem]	56	problem or issue (unemployment, climate change, public health, etc.) [<i>QRproblem</i>]	48
	24d. Evaluate what others have concluded from numerical	57	6c. Evaluated what others have concluded from numerical	44
	information [fQRevaluate]	57	information [<i>QRevaluate</i>]	46
	FSSE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Very much + Quite a bit %
Additional	Faculty responses to: How important is it to you that you	ur institution increase its	Student responses to: How much does your institution e	mphasize the following?
Academic	emphasis on each of the following?			
	2a. Students spending significant amounts of time studying and	74	14a. Spending significant amounts of time studying and on	77
Challenge	on academic work [fempstudy]	76	academic work [empstudy]	78
tems				
	FSSE Item [Variable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	High challenge %
	23. In your selected course section, to what extent do you think	51	10. During the current school year, to what extent have your	34
	the typical student does their best work? [fchallenge]	51	courses challenged you to do your best work? [challenge]	60
			Note. Response options ranged from 1=Not at all to 7=Very much; High	challenge (6 or 7).
		Lower-Division		First-Year
		Upper-Division		Senior



California State University-Dominguez Hills

Learning with Peers

Student Responses (from NSSE 2022)

	FSSE Item [Variable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	V. C. OC. 8/
			NSSE nem [variable Name]	Very often + Often %
Collaborative	Faculty responses to: In your selected course section, how much do you encourage students to do the following?		Student responses to: During the current school year, about how often have you done following?	
Learning	27a. Ask other students for help understanding course material [<i>fCLaskhelp</i>]	68 70 	 Asked another student to help you understand course material [<i>CLaskhelp</i>] 	47
	27b. Explain course material to other students [fCLexplain]	68 68 57	1c. Explained course material to one or more students [<i>CLexplain</i>]	38 50
	27c. Prepare for exams by discussing or working through course material with other students [fCLstudy]	69 5 3	1d. Prepared for exams by discussing or working through course material with other students [<i>CLstudy</i>]	40 41
	27d. Work with other students on course projects or assignments [<i>fCLproject</i>]	70 69	 Worked with other students on course projects or assignments [CLproject] 	49 64
	FSSE Item [Variable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	Very often + Often %
Discussions	Faculty responses to: In your selected course section, how much opportunity do students have to engage in discussions with people from the following groups?		Student responses to: During the current school year, a discussions with people from the following groups?	about how often have you had
with Diverse Others	28a. People of a race or ethnicity other than their own [fDDrace]	73 79	8a. People of a race or ethnicity other than your own [<i>DDrace</i>]	61 6 9
	28b. People from an economic background other than their own [fDDeconomic]	68 6 0	8b. People from an economic background other than your own [DDeconomic]	56 64
	28c. People with religious beliefs other than their own [fDDreligion]	58	8c. People with religious beliefs other than your own [DDreligion]	47
	28d. People with political views other than their own [fDDpolitical]	57	8d. People with political views other than your own [DDpolitical]	39 5 1

Faculty Responses



California State University-Dominguez Hills

Experiences with Faculty

Student Responses (from NSSE 2022) Waniahla Mana I N 6 06 04 NOOP

	FSSE Item [Variable Name]	Very often + Often %	NSSE Item [Variable Name]	Very often + Often %	
Student-Faculty	Faculty responses to: During the current school year, about how often have you done each of the following with the undergraduate students you teach or advise?		Student responses to: During the current school year, about how often you have done following?		
nteraction	10a. Talked about their career plans [fSFcareer]	58 	3a. Talked about career plans with a faculty member [<i>SFcareer</i>]	36 4 1	
	10b. Worked on activities other than coursework (committees, student groups, etc.) [fSFotherwork]	32 3 7	3b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.) [SFotherwork]	20 2 6	
	 Discussed course topics, ideas, or concepts outside of class [fSFdiscuss] 	45 52	3c. Discussed course topics, ideas, or concepts with a faculty member outside of class [<i>SFdiscuss</i>]	24 30 State	
	10d. Discussed their academic performance [fSFperform]	62 75	3d. Discussed your academic performance with a faculty member [<i>SFperform</i>]	30 3 7	
	FSSE Item [Variable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	Very much + Quite a bit %	
Effective Teaching	Faculty responses to: In your undergraduate courses, to following?	what extent do you do the	Student responses to: During the current school year, to done the following?	o what extent have your instruc	
Practices	12a. Clearly explain course goals and requirements [fETgoals]	97 96	5a. Clearly explained course goals and requirements [<i>ETgoals</i>]	77 79	
	12b. Teach course sessions in an organized way [fETorganize]	97 97	5b. Taught course sessions in an organized way [ETorganize]	72 73	
	 Use examples or illustrations to explain difficult points [fETexample] 	100 97	5c. Used examples or illustrations to explain difficult points [ETexample]	76 76	
	12g. Provide feedback to students on drafts or works in progress [fETdraftfb]	76	5d. Provided feedback on a draft or work in progress [<i>ETdraftfb</i>]	72 69	
	12h. Provide prompt and detailed feedback on tests or completed	76	 Provided prompt and detailed feedback on tests or completed assignments. [ETfeedback] 	68 66	
	assignments [fETfeedback]	89	1 3 1 1	00	
	assignments [fE1feedback]	89 Lower-Division Upper-Division		First-Year	

Faculty Responses



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Campus Environment

	SSE Item [Variable Name]	High ratings %	NSSE Item [Variable Name]	High ratings %	
Quality of ¹				mgn ranngo yo	
- t	Faculty responses to: Indicate your perception of the quality of student interactions with the following people at your institution.		Student responses to: Indicate the quality of your interactions with the following peop your institution.		
Interactions 4	4a. Other students [fQlstudent]	22	13a. Students [<i>QIstudent</i>]	48 61	
4	b. Academic advisors [fQladvisor]	11	13b. Academic advisors [Qladvisor]	53 5 9	
4	<pre>4c. Faculty [fQlfaculty]</pre>	22 18	13c. Faculty [<i>Qlfaculty</i>]	48 48 58	
4	Id. Student services staff (career services, student activities, housing, etc.) [fQIstaff]	11	13d. Student services staff (career services, student activities, housing, etc.) [QIstaff]	38	
4	 Other administrative staff and offices (registrar, financial aid, etc.) [fQladmin] 	11	 Other administrative staff and offices (registrar, financial aid, etc.) [<i>QIadmin</i>] 	45	
Ν	Note: Response options for faculty and student Quality of Interactions items ran	ged from 1=Poor to 7=Excellent; High ratings (6	or 7).		
F	FSSE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Very much + Quite a bit %	
Supportive	Faculty responses to: How important is it to you that your institution increase itsStudent responses to: How much does your institution emphasize the following?emphasis on each of the following?				
Environment 2	2b. Providing support to help students succeed academically [<i>fSEacademic</i>]	97 99	14b. Providing support to help students succeed academically [SEacademic]	69 70	
2	2c. Students using learning support services (tutoring services, writing center, etc.) [fSElearnsup]	92 97	14c. Using learning support services (tutoring services, writing center, etc.) [<i>SElearnsup</i>]	68 65	
2	2d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) [fSEdiverse]	84 85	 Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) [SEdiverse] 	6563	
2	Providing opportunities for students to be involved socially [fSEsocial]	82 82	14e. Providing opportunities to be involved socially [SEsocial]	64 66	
2	2f. Providing support for students' overall well-being (recreation, health care, counseling, etc.) [fSEwellness]	92 94	14f. Providing support for your overall well-being (recreation, health care, counseling, etc.) [SEwellness]	63 65	
2	2g. Helping students manage their non-academic responsibilities (work, family, etc.) [fSEnonacad]	87	14g. Helping you manage your non-academic responsibilities (work, family, etc.) [SEnonacad]	54 4 5	
2	2h. Students attending campus activities and events (performing arts, athletic events, etc.) [fSEactivities]	66 55 	14h. Attending campus activities and events (performing arts, athletic events, etc.) [SEactivities]	60 50 	
2	 Students attending events that address important social, economic, or political issues [fSEevents] 	68 70	 Attending events that address important social, economic, or political issues [SEevents] 	49	

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Additional Engagement Items

	Faculty Responses		Student Responses (from NSSE 2022)	
	FSSE Item [Variable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	Very much + Quite a bit %
Faculty Course	Faculty responses to: To what extent do you structure your selected course section so that students learn and develop in the following areas?		Student responses to: <i>How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?</i>	
Goals and Student-	31a. Writing clearly and effectively [fcgwrite]	76 73	18a. Writing clearly and effectively [pgwrite]	80 80
Perceived Gains	31b. Speaking clearly and effectively [fcgspeak]	59 59	18b. Speaking clearly and effectively [pgspeak]	75 77
	31c. Thinking critically and analytically [fcgthink]	100 94	18c. Thinking critically and analytically [pgthink]	81
	31d. Analyzing numerical and statistical information [fcganalyze]	41	18d. Analyzing numerical and statistical information [pganalyze]	70 70
	31e. Acquiring job- or work-related knowledge and skills [fcgwork]	54	18e. Acquiring job- or work-related knowledge and skills [pgwork]	54 69
	31f. Working effectively with others [fcgothers]	65 80	18f. Working effectively with others [pgothers]	71
	31g. Developing or clarifying a personal code of values and ethics [<i>fcgvalues</i>]	73 57	18g. Developing or clarifying a personal code of values and ethics [pgvalues]	63 73
	 Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) [fcgdiverse] 	72 67	 Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) [pgdiverse] 	75 78
	31i. Solving complex real-world problems [fcgprobsolve]	68 67	18i. Solving complex real-world problems [pgprobsolve]	61 70
	31j. Being an informed and active citizen [fcgcitizen]	76 64	18j. Being an informed and active citizen [pgcitizen]	62 68
	FSSE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Very often + Often %
Course	Faculty responses to: In your selected course section, h typical student do the following?	how important is it to you that the	Student responses to: During the current school year, ab following?	oout how often have you done th
Engagement	24a. Ask questions or contribute to course discussions in other ways [faskquest]	84 97	 Asked questions or contributed to course discussions in other ways [askquest] 	54 67

Lower-Division Upper-Division

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First-Year

Senior



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Additional Engagement Items (continued)

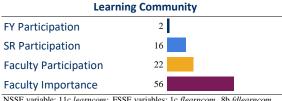
	Faculty Responses		Student Responses (from NSSE 2022)	
	FSSE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Done or in progress %
Student	Faculty responses to: How important is it to you that undergraduates at your institution do the following before they graduate?		Student responses to: Which of the following have you done while in college or do you plan to do before you graduate?	
Leadership	1b. Hold a formal leadership role in a student organization or group [<i>fleader</i>]	47 34	11b. Hold a formal leadership role in a student organization or group [<i>leader</i>]	30 2 9
	FSSE Item [Variable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	Very much + Quite a bit %
Memorization	Faculty responses to: In your selected course section, he emphasize the following?	w much does the coursework	Student responses to: <i>During the current school year, h</i> <i>emphasized the following?</i>	ow much has your coursework
	29a. Memorizing course material [fmemorize]	16	4a. Memorizing course material [memorize]	68
		17		66
	FSSE Item [Variable Name]	16 or more hours %	NSSE Item [Variable Name]	16 or more hours %
Time Spent by	Faculty responses to: In an average 7-day week, about how many hours do you think the typical student in your selected course section spends doing each of the following?		Student responses to: About how many hours do you spend in a typical 7-day week doin the following?	
Students	22a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) [<i>fmprep</i>]	0 0	16a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) [<i>tmprep</i>]	27 4 6
	22b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) [ftmcocurr]	0 1	16b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) [tmcocurr]	7
	22c. Working for pay on campus [ftmworkon]	14 1 3	16c. Working for pay on campus [ftmworkon]	3
	22d. Working for pay off campus [ftmworkoff]	69 87 	16d. Working for pay off campus [<i>tmworkoff</i>]	26 5 4
	22e. Doing community service or volunteer work [ftmservice]	0 1	16e. Doing community service or volunteer work [tmservice]	2
	22f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) [ftmrelax]	44	 Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) [tmrelax] 	22 1 9
	22g. Providing care for dependents (children, parents, etc.) [ftmcare]	25 46	16g. Providing care for dependents (children, parents, etc.) [<i>tmcare</i>]	10 28
	22h. Commuting to campus (driving, walking, etc.) [ftmcommute]	8	16h. Commuting to campus (driving, walking, etc.) [<i>tmcommute</i>]	9

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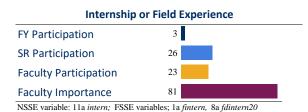


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High-Impact Practices

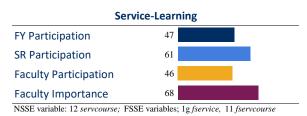


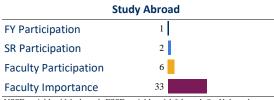
NSSE variable: 11c learncom; FSSE variables: 1c flearncom, 8b fdlearncom



FY/SR Participation

The "FY Participation" and "SR Participation" figures display the percentage of first-years and seniors who have participated in the particular High-Impact Practice. Percentages represent the proportion of students responding "Done or in Progress" except for service-learning which is the percentage who responded that at least "Some" courses included a community-based project.

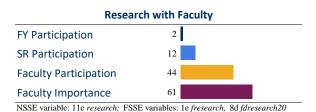




NSSE variable: 11d abroad ; FSSE variables: 1d fabroad, 8c fdabroad

Faculty Participation

The "Faculty Participation" figures display the percentage of your faculty who participate in these High-Impact Practices in a typical week. For Service-Learning, this represents the percentage of faculty responding that at least "Some" of their courses include a service-learning component. For the remaining experiences, this represents the percentage of faculty responding "Yes" to participating in the given activity during the current school year.



Senior Culminating Experience **FY** Participation 1 **SR** Participation 31 **Faculty Participation** 45 Faculty Importance 83

NSSE variable: 11f capstone ; FSSE variables: 1f fcapstone, 8e fdcapstone

Faculty Importance

The "Faculty Importance" figures display the percentage of your faculty who believed it was "Very important" or "Important" for undergraduates at your institution to participate in the particular High-Impact Practice before they graduate.

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