



NSSE 2024

Multi-Year Report

California State University-Dominguez Hills

About Your Multi-Year Report

For institutions participating in multiple NSSE administrations since 2013, the year of the last survey update, this report presents year-to-year results for Engagement Indicators (EIs), High-Impact Practices (HIPs), and key academic challenge items to illustrate patterns of change or stability. It also provides details such as numbers of respondents, standard deviations, and standard errors so that statistical tests can be calculated.

For more information and recommendations for analyzing NSSE data over time, view our webinar entitled *Recommendations for Using Multiple Years of NSSE Data*: <http://go.iu.edu/2R1r>

This report contains three main parts: (a) a page that provides a quick reference to important information about each year's administration, (b) multi-year figures, and (c) detailed statistics. Key terms and features are illustrated below.

Report sections

Administration Summaries (p. 3)	A summary of respondent counts, response rates, sampling errors, and administration details for each participation year.
Engagement Results by Theme (pp. 4-7)	Results for ten EIs and selected individual survey items are displayed, organized under four broad themes. The Academic Challenge theme is represented by four EIs as well as several individual items. The three remaining engagement themes (Learning with Peers, Experiences with Faculty, and Campus Environment) are each represented by two EIs.
High-Impact Practices (pp. 8-9)	Results for six HIPs are displayed. First-year student results indicate students who participated in service-learning, a learning community, and research with faculty, and who <i>planned to do</i> an internship or field experience, study abroad, and a culminating senior experience. Senior results indicate students who participated in all six.
Detailed Statistics (pp. 10-13)	Displays detailed information for results including counts, standard errors, and confidence intervals (CIs) for each measure.

Interpreting year-to-year results

When examining year-to-year results, you may wonder whether observed differences signify meaningful change and whether a trend is indicated. Figures display CIs around each score showing the range of values that is estimated to contain the population score 95% of the time. Upper and lower CI bounds are also reported in the Detailed Statistics section.

For further investigation

The Report Builder, updated with current data in the fall, allows for multi-year analysis of Engagement Indicators and individual items (including HIPs). It also affords the analysis of results by subpopulation. The Report Builder can be accessed via the NSSE Institution Interface.

The precision of an institution's population estimates can vary between administrations. An important early step in conducting a multi-year analysis is to review data quality. The values in the tables below were drawn from your *Administration Summary* reports.

Response Details by Participation Year

Year	First-year students			Seniors						
	Response rate ^a	Sampling error ^b	Total respondents ^c	Full completions	Partial completions	Response rate ^a	Sampling error ^b	Total respondents ^c	Full completions	Partial completions
2013										
2014										
2015	27%	+/- 4.4%	363	259	104	29%	+/- 2.6%	1,025	789	236
2016										
2017	22%	+/- 5.5%	250	183	67	18%	+/- 3.6%	604	394	210
2018										
2019										
2020	27%	+/- 3.1%	711	531	180	35%	+/- 1.9%	1,761	1,362	399
2021										
2022	19%	+/- 3.6%	590	386	204	23%	+/- 2.4%	1,331	974	357
2023										
2024	10%	+/- 5.5%	289	207	82	15%	+/- 3.3%	733	545	188

Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified ^d	BCSSE	FSSE
2013							
2014							
2015	Email	Census	Yes	Academic Advising, Learning with Tech	No	No	Yes
2016							
2017	Email	Census	No	Academic Advising, California State University	Yes	No	Yes
2018							
2019							
2020	Email	Census	Yes	Writing Experiences, FY Experiences / Sr Transitions	No	Yes	No
2021							
2022	Email	Census	Yes	Career Preparation	No	Yes	Yes
2023							
2024	Email	Census	Yes	Online Learning, Mental Health & Well-Being	No	Yes	Yes

Note: All of your institution's participation years since 2013 (the first year of the updated NSSE) are reported. Years in which your institution did not participate are blank.

a. Response rates (number of respondents divided by sample size) are adjusted for ineligibility, nondeliverable addresses, and students who were unavailable during the survey administration.

b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much results for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors (such as +/-10%) need not be dismissed out of hand, such results should be interpreted more conservatively.

c. Count used to calculate response rates and sampling errors for each *Administration Summary* report. Includes all census-administered and randomly sampled students, regardless of "Report Sample" designation.

d. Starting in 2017, institutions had the option to flag a subset of students for exclusion from reports. Refer to your *Administration Summary* reports.

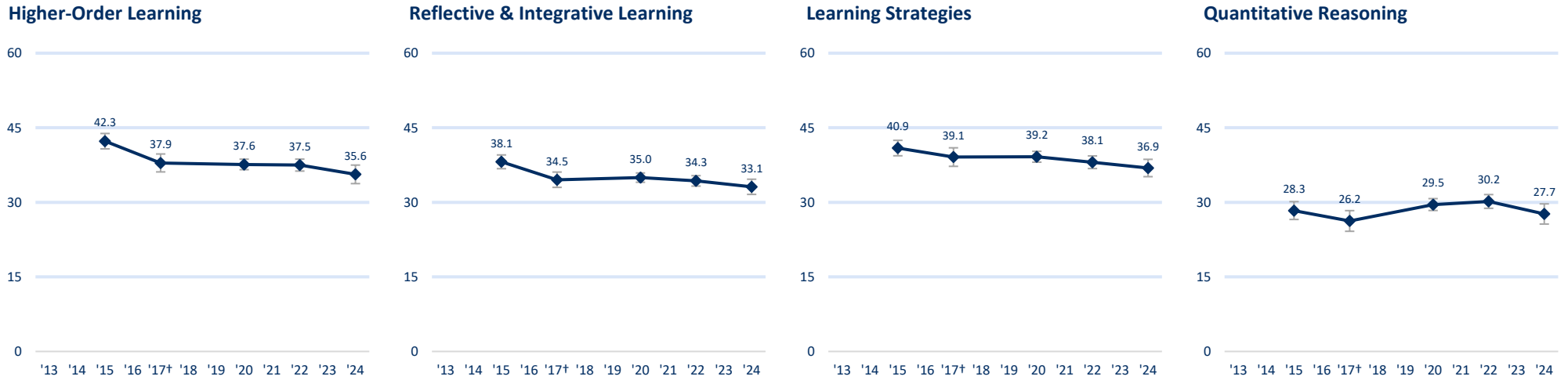
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Engagement Results by Theme

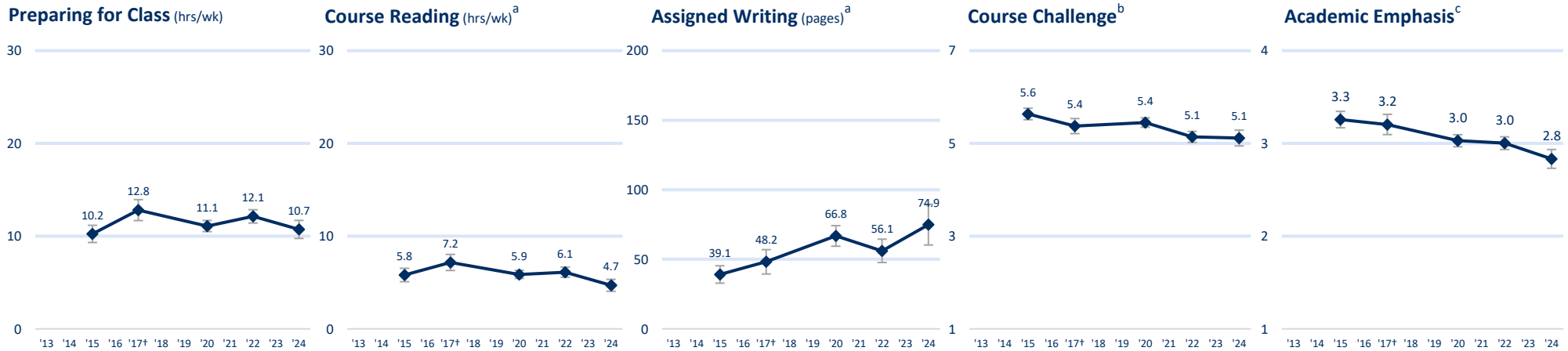
California State University-Dominguez Hills

Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See the end of this report for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Academic Challenge: First-year students



Academic Challenge (additional items): First-year students



a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions.

b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

†Results reflect Report Sample exclusions and are unweighted. See page 3.

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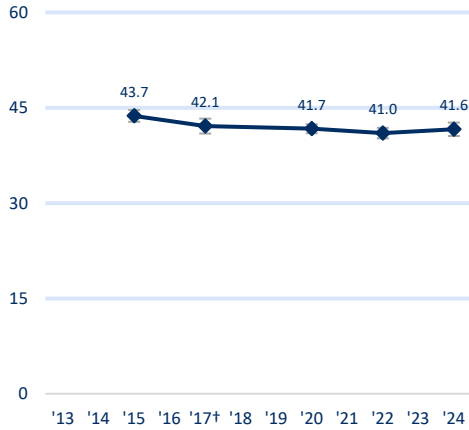
Engagement Results by Theme

California State University-Dominguez Hills

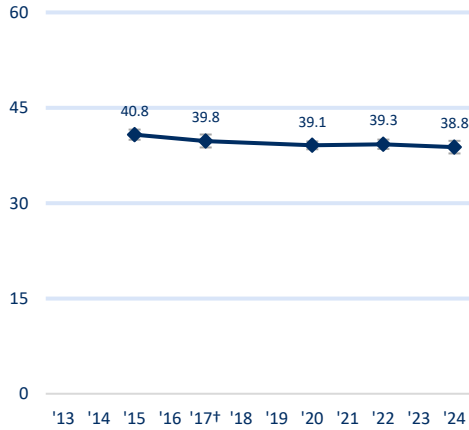
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Academic Challenge: Seniors

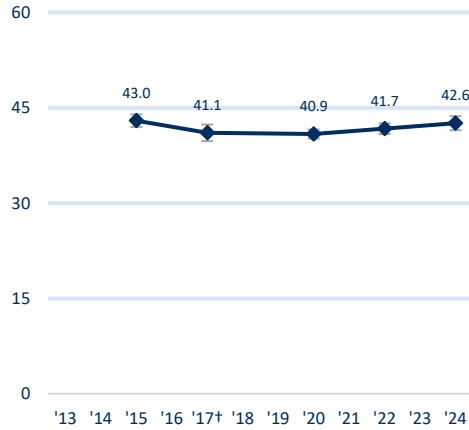
Higher-Order Learning



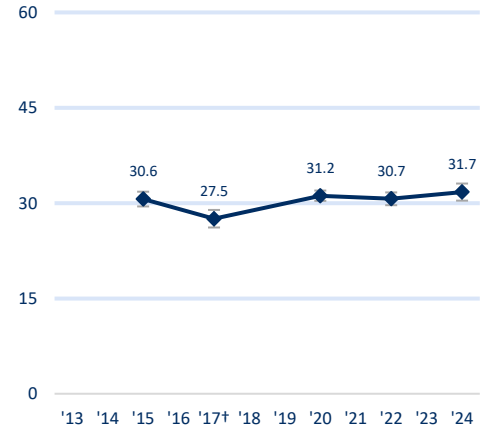
Reflective & Integrative Learning



Learning Strategies

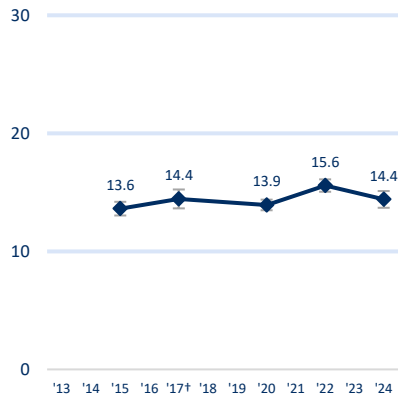


Quantitative Reasoning

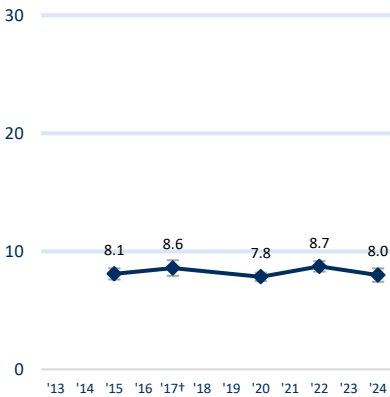


Academic Challenge (additional items): Seniors

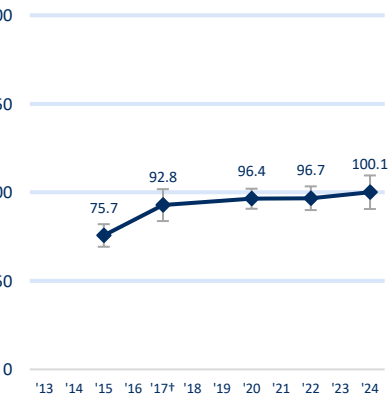
Preparing for Class (hrs/wk)



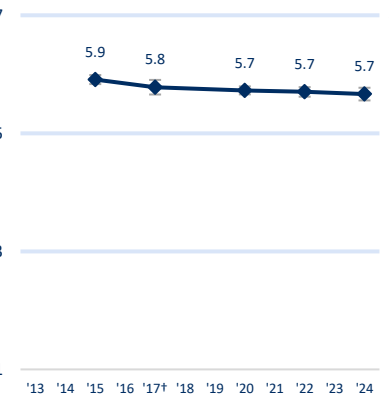
Course Reading (hrs/wk)^a



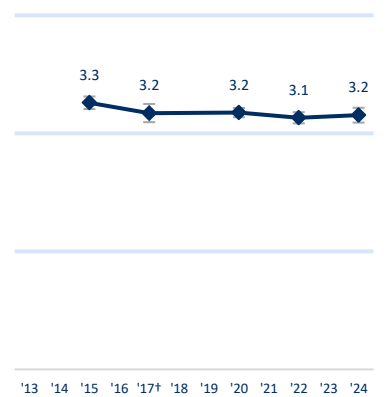
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions.

b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

†Results reflect Report Sample exclusions and are unweighted. See page 3.

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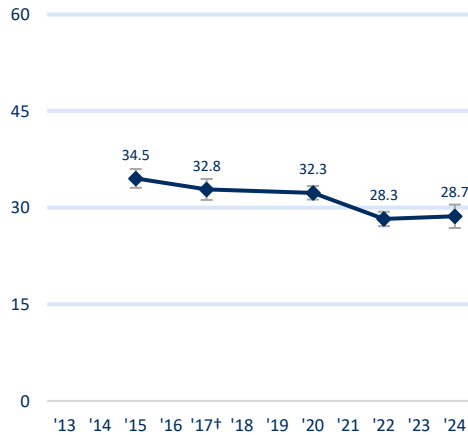
Engagement Results by Theme

California State University-Dominguez Hills

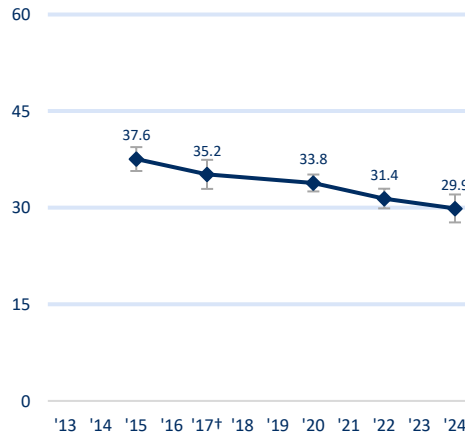
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: First-year students

Collaborative Learning

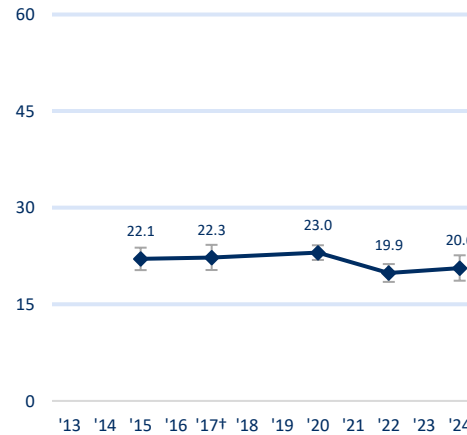


Discussions with Diverse Others

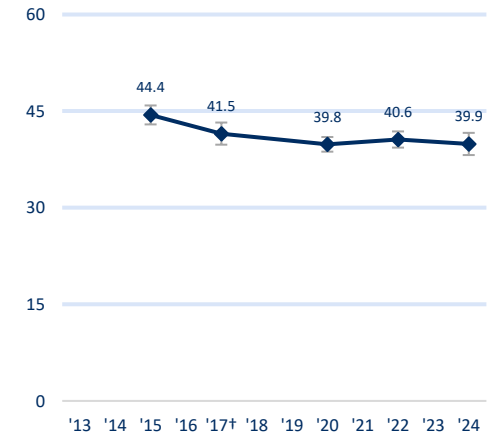


Experiences with Faculty: First-year students

Student-Faculty Interaction

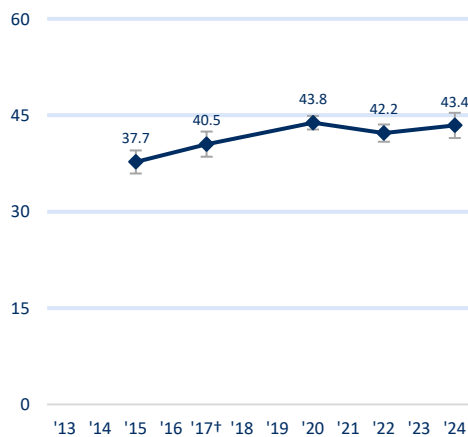


Effective Teaching Practices

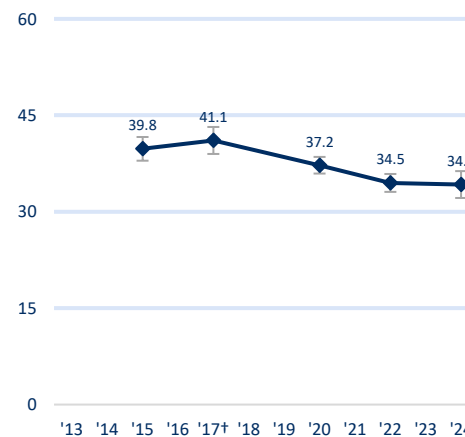


Campus Environment: First-year students

Quality of Interactions



Supportive Environment



†Results reflect Report Sample exclusions and are unweighted. See page 3.

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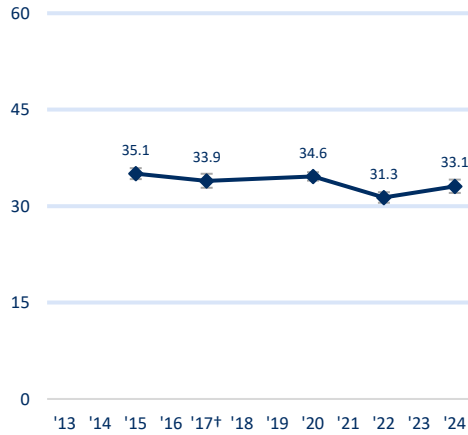
Engagement Results by Theme

California State University-Dominguez Hills

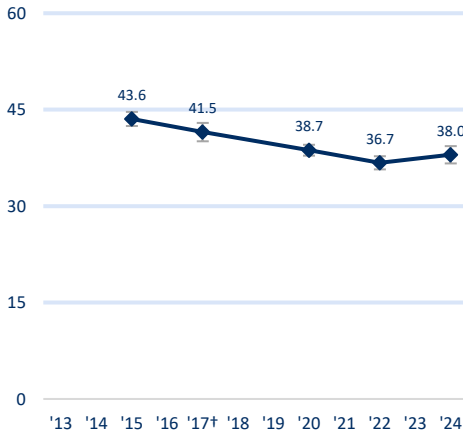
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Learning with Peers: Seniors

Collaborative Learning

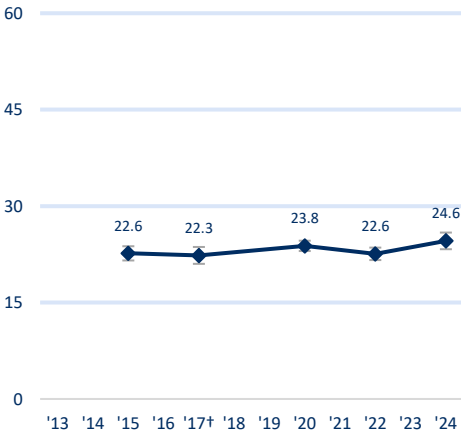


Discussions with Diverse Others

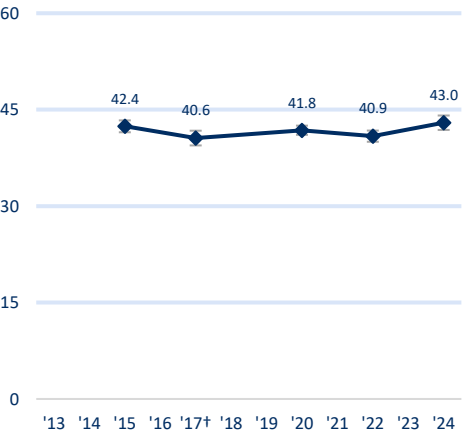


Experiences with Faculty: Seniors

Student-Faculty Interaction

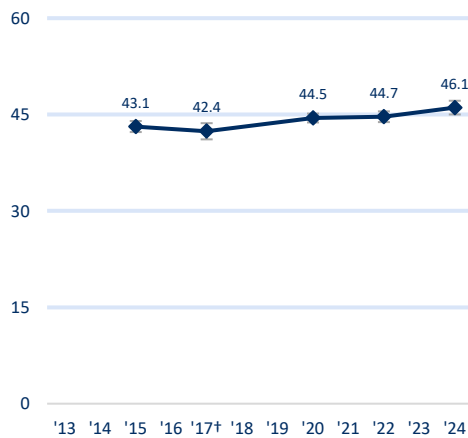


Effective Teaching Practices

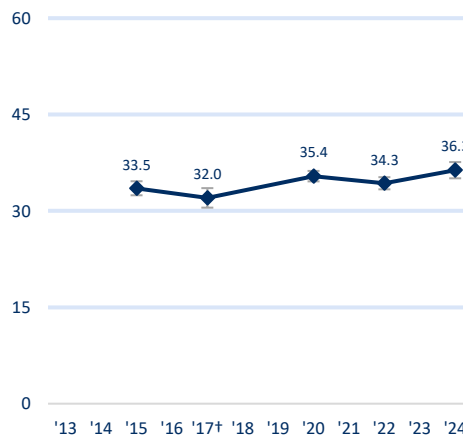


Campus Environment: Seniors

Quality of Interactions



Supportive Environment



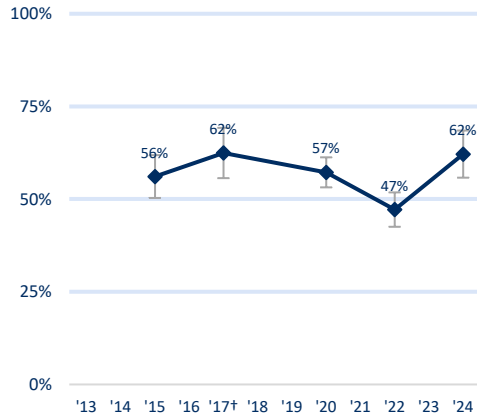
†Results reflect Report Sample exclusions and are unweighted. See page 3.

Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

High-Impact Practices: First-year students

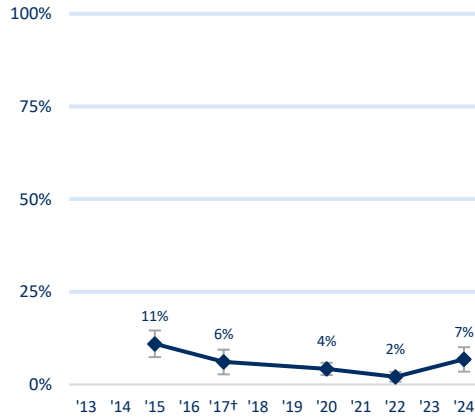
Service-Learning

(Some, most, or all courses)



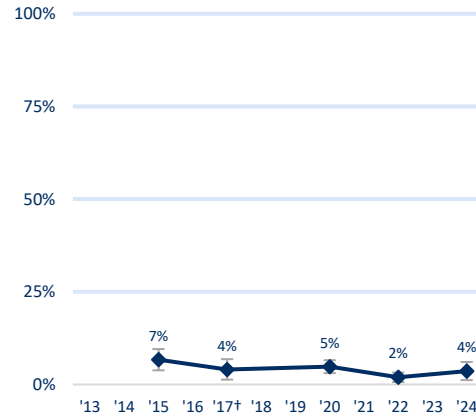
Learning Community

(Done or in progress)



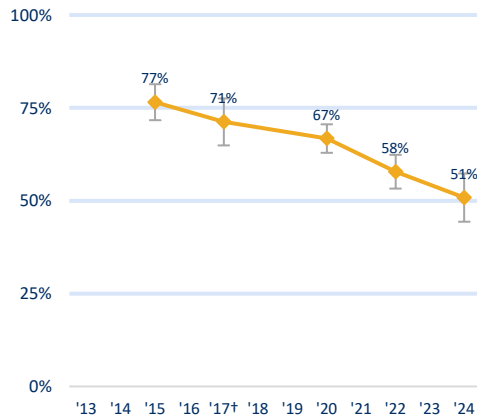
Research with Faculty

(Done or in progress)



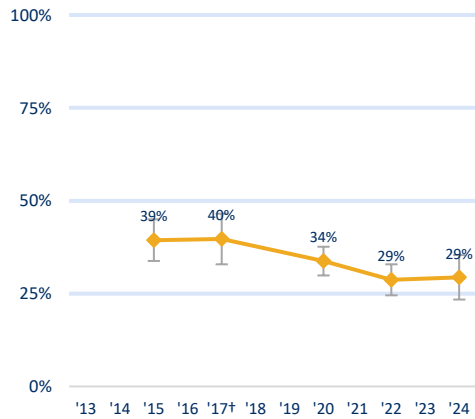
Internship/Field Experience

(Plan to do)



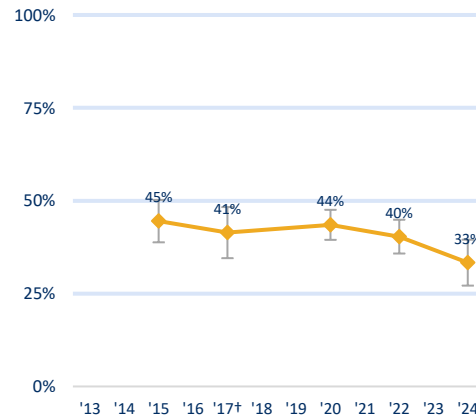
Study Abroad

(Plan to do)



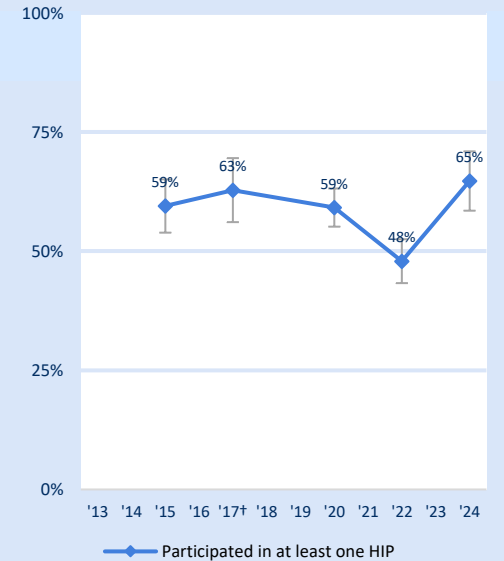
Culminating Senior Experience

(Plan to do)



Overall first-year HIP participation

The figure below displays the percentages of first-year students who participated in at least one high-impact practice. The figure is limited to participation in service-learning, a learning community, and research with faculty.



NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

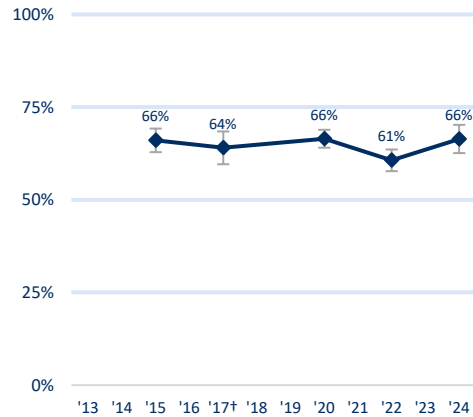
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Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

High-Impact Practices: Seniors

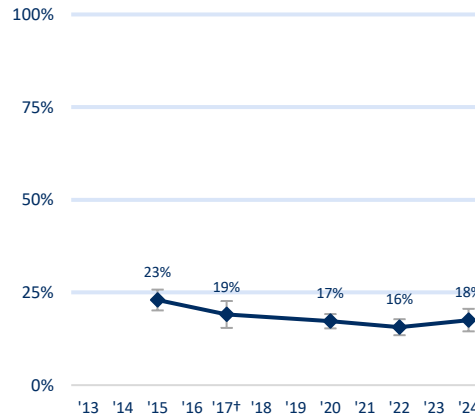
Service-Learning

(Some, most, or all courses)



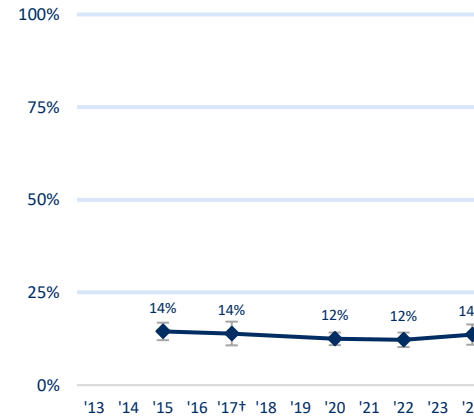
Learning Community

(Done or in progress)



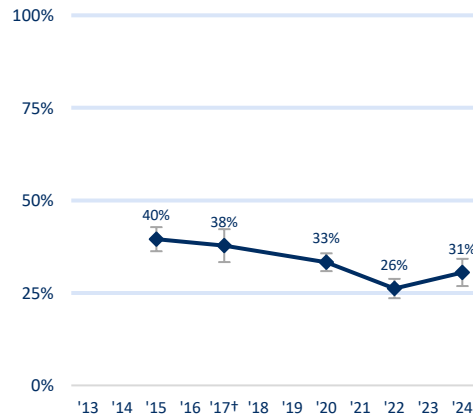
Research with Faculty

(Done or in progress)



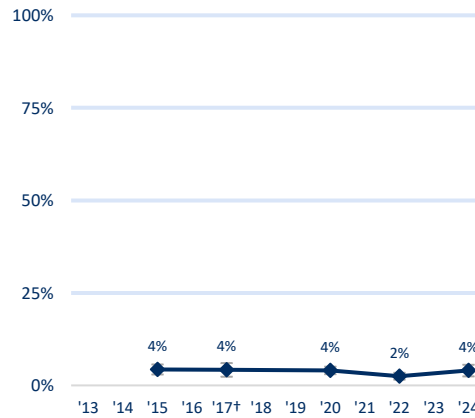
Internship/Field Experience

(Done or in progress)



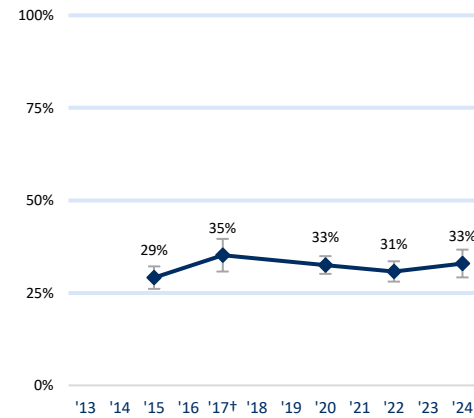
Study Abroad

(Done or in progress)



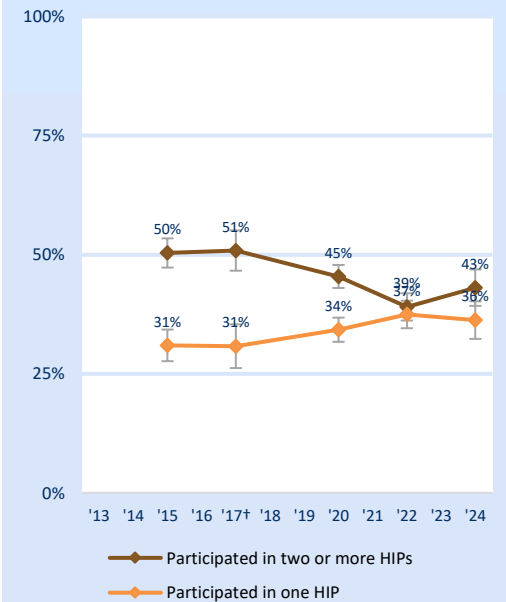
Culminating Senior Experience

(Done or in progress)



Overall senior HIP participation

The figure below displays the percentages of seniors who participated in one, and two or more, high-impact practices. The figure includes all six HIPs.



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Detailed Statistics: Engagement Indicators and Additional Challenge Items

California State University-Dominguez Hills

		First-year students											Seniors												
		'13	'14	'15	'16	'17†	'18	'19	'20	'21	'22	'23	'24	'13	'14	'15	'16	'17†	'18	'19	'20	'21	'22	'23	'24
<i>Academic Challenge</i>																									
Higher-Order Learning	Mean		42.3		37.9			37.6		37.5		35.6			43.7		42.1			41.7		41.0		41.6	
	n		318		223			613		493		252			912		549			1,539		1,165		633	
	SD		14.1		13.7			13.4		13.6		15.1			14.2		14.0			14.0		14.4		13.6	
	SE		.79		.92			.54		.61		.95			.47		.60			.36		.42		.54	
	CI up bnd		43.8		39.7			38.7		38.7		37.5			44.6		43.3			42.4		41.8		42.7	
	CI low bnd		40.7		36.1			36.6		36.3		33.8			42.8		40.9			41.0		40.2		40.6	
Reflective & Integrative Learning	Mean		38.1		34.5			35.0		34.3		33.1			40.8		39.8			39.1		39.3		38.8	
	n		334		233			645		531		271			955		579			1,633		1,233		681	
	SD		12.9		12.0			12.1		12.3		12.8			12.6		12.5			12.7		13.2		13.2	
	SE		.71		.79			.48		.54		.78			.41		.52			.31		.37		.51	
	CI up bnd		39.5		36.1			35.9		35.4		34.6			41.6		40.8			39.7		40.0		39.8	
	CI low bnd		36.8		33.0			34.0		33.3		31.6			40.0		38.8			38.5		38.5		37.8	
Learning Strategies	Mean		40.9		39.1			39.2		38.1		36.9			43.0		41.1			40.9		41.7		42.6	
	n		287		199			580		447		236			854		455			1,477		1,096		610	
	SD		13.4		13.4			13.4		13.7		13.7			14.6		14.2			13.9		14.1		13.9	
	SE		.79		.95			.56		.65		.89			.50		.67			.36		.43		.56	
	CI up bnd		42.5		41.0			40.3		39.3		38.6			43.9		42.4			41.6		42.5		43.7	
	CI low bnd		39.4		37.2			38.1		36.8		35.2			42.0		39.7			40.2		40.9		41.5	
Quantitative Reasoning	Mean		28.3		26.2			29.5		30.2		27.7			30.6		27.5			31.2		30.7		31.7	
	n		328		221			588		458		237			932		550			1,499		1,114		611	
	SD		16.6		15.8			14.7		15.1		16.0			18.0		16.5			16.1		17.1		16.9	
	SE		.91		1.06			.61		.70		1.04			.59		.70			.42		.51		.69	
	CI up bnd		30.1		28.3			30.7		31.6		29.7			31.8		28.9			32.0		31.7		33.1	
	CI low bnd		26.5		24.2			28.4		28.8		25.6			29.5		26.2			30.3		29.7		30.4	
<i>Academic Challenge (additional items)</i>																									
Preparing for Class (hours/week)	Mean		10.2		12.8			11.1		12.1		10.7			13.6		14.4			13.9		15.6		14.4	
	n		262		181			560		441		219			805		403			1,424		1,058		589	
	SD		7.7		7.8			7.3		7.7		7.4			8.4		8.2			8.7		8.7		8.8	
	SE		.47		.58			.31		.37		.50			.30		.41			.23		.27		.36	
	CI up bnd		11.2		13.9			11.7		12.8		11.7			14.2		15.2			14.4		16.1		15.1	
	CI low bnd		9.3		11.7			10.5		11.4		9.8			13.0		13.6			13.5		15.0		13.7	
Course Reading <small>Est. hrs per week calculated from two items.</small>	Mean		5.8		7.2			5.9		6.1		4.7			8.1		8.6			7.8		8.7		8.0	
	n		256		180			559		435		215			794		394			1,412		1,044		584	
	SD		5.9		5.9			5.3		5.8		4.8			6.8		6.7			6.9		7.3		7.0	
	SE		.37		.44			.22		.28		.33			.24		.34			.18		.23		.29	
	CI up bnd		6.5		8.0			6.3		6.7		5.3			8.6		9.3			8.2		9.2		8.6	
	CI low bnd		5.1		6.3			5.4		5.6		4.1			7.6		7.9			7.5		8.3		7.4	

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).

†Results reflect Report Sample exclusions and are unweighted. See page 3.

NSSE 2024 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

California State University-Dominguez Hills

		First-year students											Seniors													
		'13	'14	'15	'16	'17†	'18	'19	'20	'21	'22	'23	'24	'13	'14	'15	'16	'17†	'18	'19	'20	'21	'22	'23	'24	
<i>Experiences with Faculty</i>																										
Student-Faculty Interaction	<i>Mean</i>			22.1		22.3			23.0		19.9		20.6				22.6		22.3			23.8		22.6		24.6
	<i>n</i>			325		228			625		510		263				928		562		1,589		1,192		665	
	<i>SD</i>			16.0		15.1			14.6		16.0		16.3				17.2		15.9		16.3		17.0		17.0	
	<i>SE</i>			.89		1.00			.58		.71		1.01				.56		.67		.41		.49		.66	
	<i>CI up bnd</i>			23.8		24.2			24.2		21.2		22.6				23.8		23.6		24.6		23.5		25.9	
<i>CI low bnd</i>			20.3		20.3			21.9		18.5		18.7				21.5		21.0		23.0		21.6		23.3		
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Effective Teaching Practices	<i>Mean</i>			44.4		41.5			39.8		40.6		39.9				42.4		40.6			41.8		40.9		43.0
	<i>n</i>			334		224			607		485		254				941		555		1,541		1,158		634	
	<i>SD</i>			13.7		13.1			14.3		14.1		14.0				14.5		13.8		14.3		15.1		14.4	
	<i>SE</i>			.75		.88			.58		.64		.88				.47		.58		.37		.44		.57	
	<i>CI up bnd</i>			45.9		43.2			41.0		41.8		41.6				43.3		41.7		42.5		41.7		44.1	
<i>CI low bnd</i>			42.9		39.8			38.7		39.3		38.2				41.5		39.4		41.1		40.0		41.8		
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<i>Campus Environment</i>																										
Quality of Interactions	<i>Mean</i>			37.7		40.5			43.8		42.2		43.4				43.1		42.4			44.5		44.7		46.1
	<i>n</i>			283		189			549		401		196				828		435		1,391		970		540	
	<i>SD</i>			15.4		13.7			12.6		13.7		14.0				12.6		13.4		13.2		13.3		12.6	
	<i>SE</i>			.91		1.00			.54		.69		1.00				.44		.64		.35		.43		.54	
	<i>CI up bnd</i>			39.5		42.5			44.9		43.6		45.4				44.0		43.7		45.2		45.5		47.1	
<i>CI low bnd</i>			35.9		38.5			42.8		40.9		41.5				42.3		41.1		43.8		43.8		45.0		
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Supportive Environment	<i>Mean</i>			39.8		41.1			37.2		34.5		34.2				33.5		32.0			35.4		34.3		36.3
	<i>n</i>			264		186			563		443		221				806		404		1,426		1,059		589	
	<i>SD</i>			15.3		14.6			15.7		15.0		15.9				15.8		15.6		15.7		15.7		15.6	
	<i>SE</i>			.94		1.07			.66		.71		1.07				.56		.78		.42		.48		.64	
	<i>CI up bnd</i>			41.6		43.2			38.5		35.9		36.3				34.6		33.5		36.2		35.3		37.6	
<i>CI low bnd</i>			37.9		39.0			35.9		33.1		32.1				32.4		30.5		34.6		33.4		35.1		

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).

†Results reflect Report Sample exclusions and are unweighted. See page 3.

NSSE 2024 Multi-Year Report

Detailed Statistics: High-Impact Practices

California State University-Dominguez Hills

		First-year students											Seniors												
		'13	'14	'15	'16	'17†	'18	'19	'20	'21	'22	'23	'24	'13	'14	'15	'16	'17†	'18	'19	'20	'21	'22	'23	'24
Service-Learning^a	%			56		62			57		47		62			66		64		66		61		66	
	n			284		197			574		446		224			854		453		1,465		1,073		592	
	SE			2.9		3.5			2.1		2.4		3.2			1.6		2.3		1.2		1.5		1.9	
	CI up bnd			62		69			61		52		69			69		68		69		64		70	
	CI low bnd			50		56			53		43		56			63		60		64		58		63	
Learning Community^a	%			11		6			4		2		7			23		19		17		16		18	
	n			292		198			576		450		224			864		451		1,464		1,090		606	
	SE			1.8		1.7			0.8		0.7		1.7			1.4		1.9		1.0		1.1		1.5	
	CI up bnd			15		9			6		3		10			26		23		19		18		21	
	CI low bnd			7		3			3		1		3			20		15		15		13		15	
Research with Faculty^a	%			7		4			5		2		4			14		14		12		12		14	
	n			293		197			577		453		225			859		452		1,467		1,085		603	
	SE			1.5		1.4			0.9		0.6		1.2			1.2		1.6		0.9		1.0		1.4	
	CI up bnd			10		7			7		3		6			17		17		14		14		16	
	CI low bnd			4		1			3		1		1			12		11		11		10		11	
Internship or Field Experience^b	%			77		71			67		58		51			40		38		33		26		31	
	n			295		198			580		455		229			865		458		1,477		1,095		606	
	SE			2.5		3.2			2.0		2.3		3.3			1.7		2.3		1.2		1.3		1.9	
	CI up bnd			81		78			71		62		57			43		42		36		29		34	
	CI low bnd			72		65			63		53		44			36		33		31		24		27	
Study Abroad^b	%			39		40			34		29		29			4		4		4		2		4	
	n			293		199			576		452		223			865		454		1,469		1,084		603	
	SE			2.9		3.5			2.0		2.1		3.1			0.7		0.9		0.5		0.5		0.8	
	CI up bnd			45		47			38		33		35			6		6		5		3		6	
	CI low bnd			34		33			30		25		23			3		2		3		2		2	
Culminating Senior Experience^b	%			45		41			44		40		33			29		35		33		31		33	
	n			293		198			578		449		224			859		452		1,471		1,088		604	
	SE			2.9		3.5			2.1		2.3		3.2			1.6		2.2		1.2		1.4		1.9	
	CI up bnd			50		48			48		45		40			32		40		35		34		37	
	CI low bnd			39		35			39		36		27			26		31		30		28		29	
Overall HIP Participation^c																									
Participated in one HIP	%			50		55			54		46		59			31		31		34		37		36	
	n			296		199			578		453		226			872		458		1,481		1,099		607	
	SE			2.9		3.5			2.1		2.3		3.3			1.6		2.2		1.2		1.5		2.0	
	CI up bnd			55		62			58		50		65			34		35		37		40		40	
	CI low bnd			44		48			50		41		52			28		27		32		35		32	
Participated in two or more HIPs	%			10		8			5		2		6			50		51		45		39		43	
	n			296		199			578		453		226			872		458		1,481		1,099		607	
	SE			1.7		1.9			0.9		0.7		1.6			1.7		2.3		1.3		1.5		2.0	
	CI up bnd			13		11			7		4		9			54		55		48		42		47	
	CI low bnd			6		4			4		1		3			47		46		43		36		39	

Notes: n = Number of respondents; SE = Standard error of the proportion ($\sqrt{p * (1 - p) / (n - 1)}$) where p is the proportion; upper and lower bounds represent the 95% confidence interval ($p \pm 1.96 * SE$).

a. Results are the percentage who had done the activity.

b. First-year results are the percentage who planned to do the activity; Senior results are the percentage who had done the activity.

c. First-year results are limited to participation in a Learning Community, Service-Learning, and Research with Faculty; senior results include all six HIPs.

†Results reflect Report Sample exclusions and are unweighted. See page 3.