



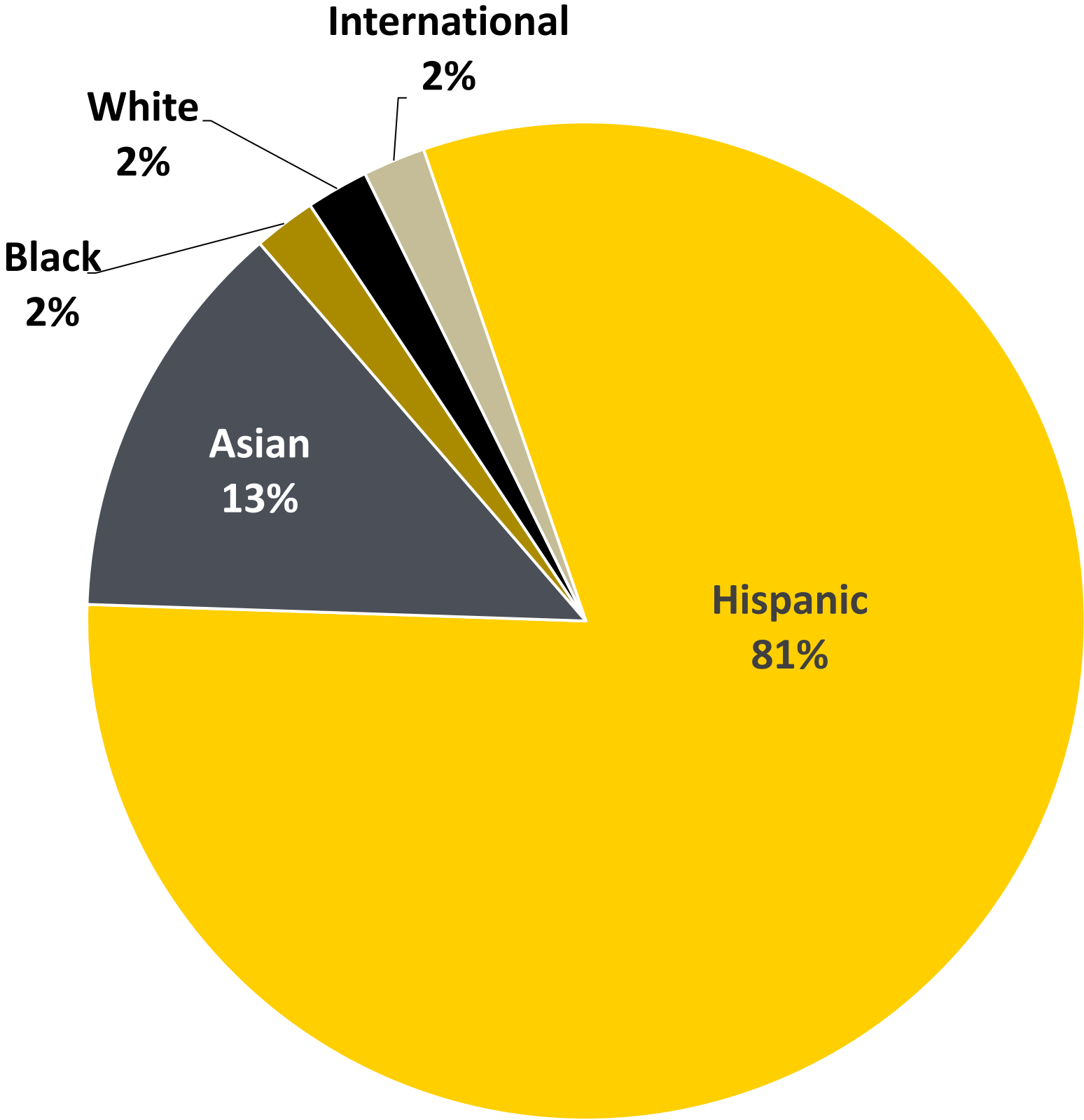
NSSE 2020: Highlights

OFFICE OF INSTITUTIONAL EFFECTIVENESS

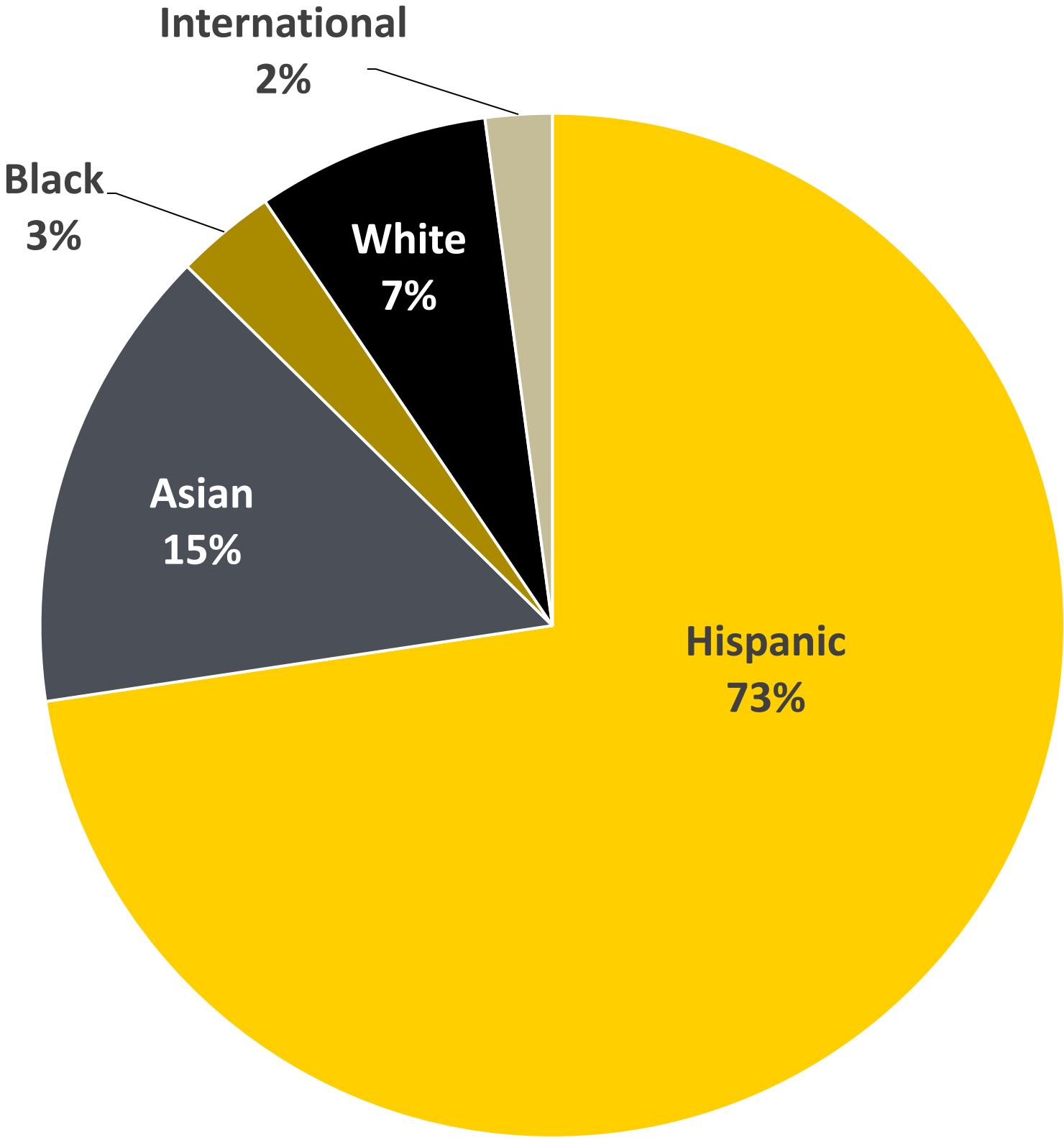
WHO ARE OUR PARTICIPANTS?

Race/Ethnicity

First Year Students



Seniors

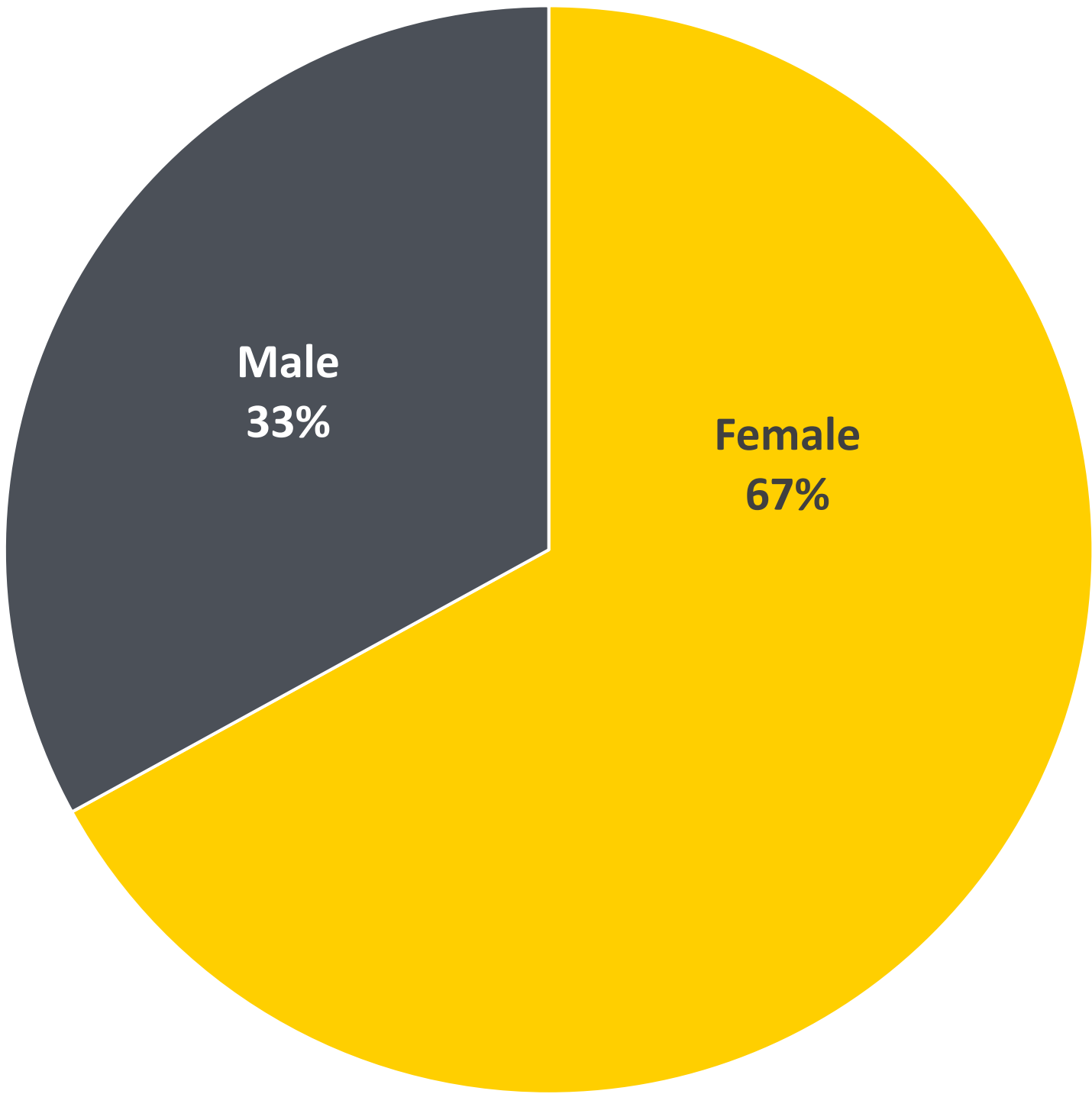


N = 3,517 (30% First-Year Students, 70% Seniors)

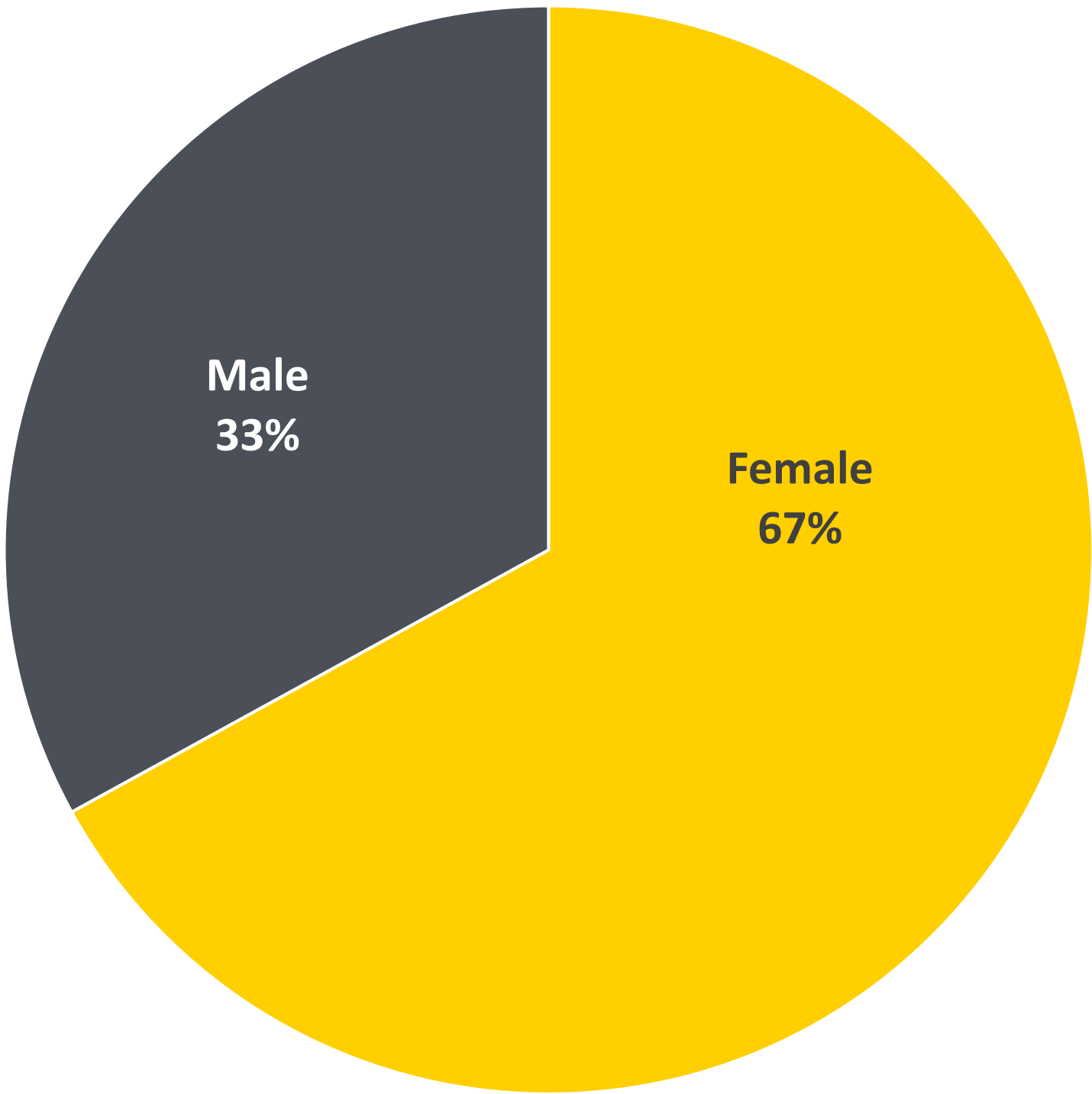
WHO ARE OUR PARTICIPANTS?

Gender

First Year Students



Seniors



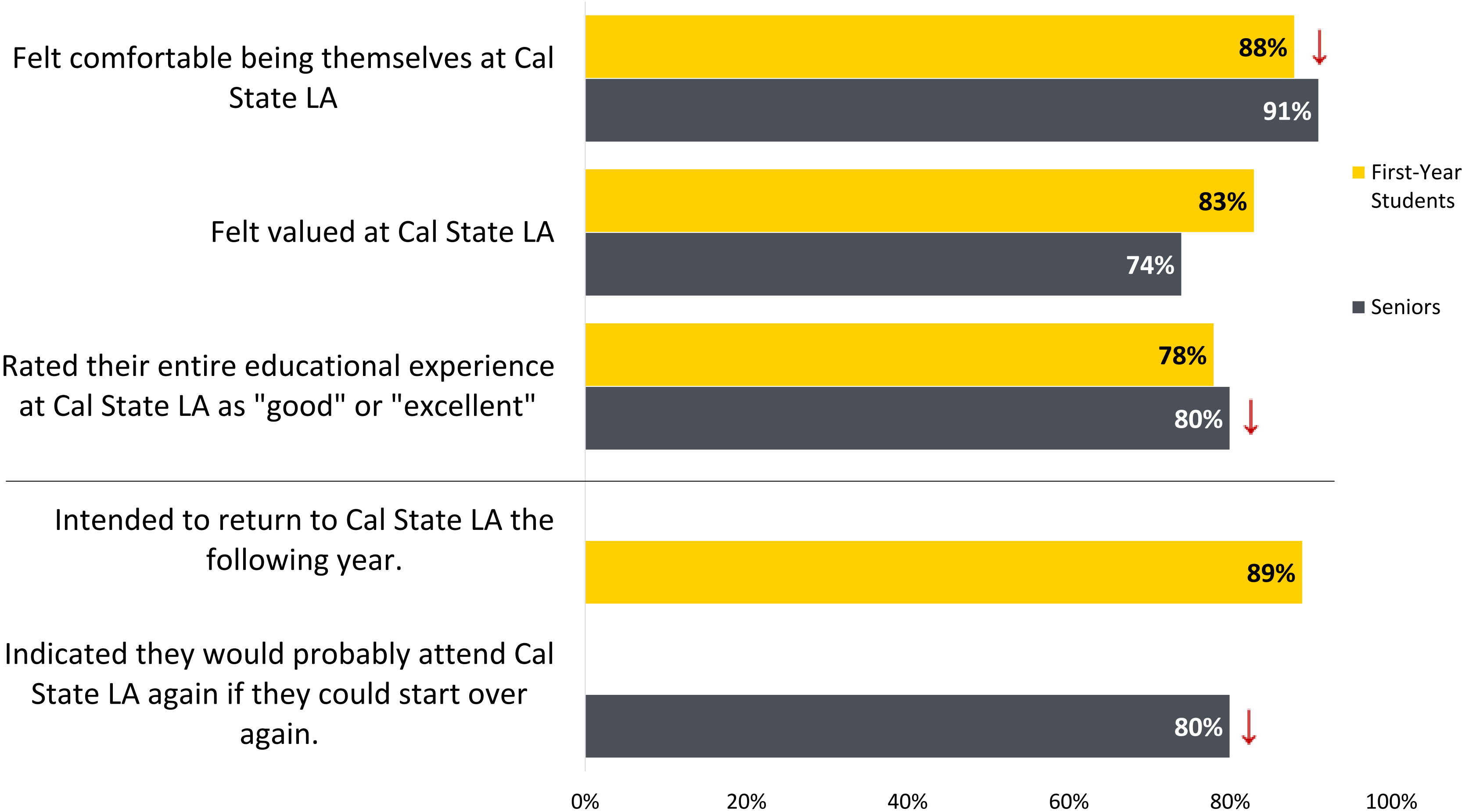
N = 3,517 (30% First-Year Students, 70% Seniors)

QUANTITATIVE FINDINGS

OVERVIEW

Overall Campus Experience

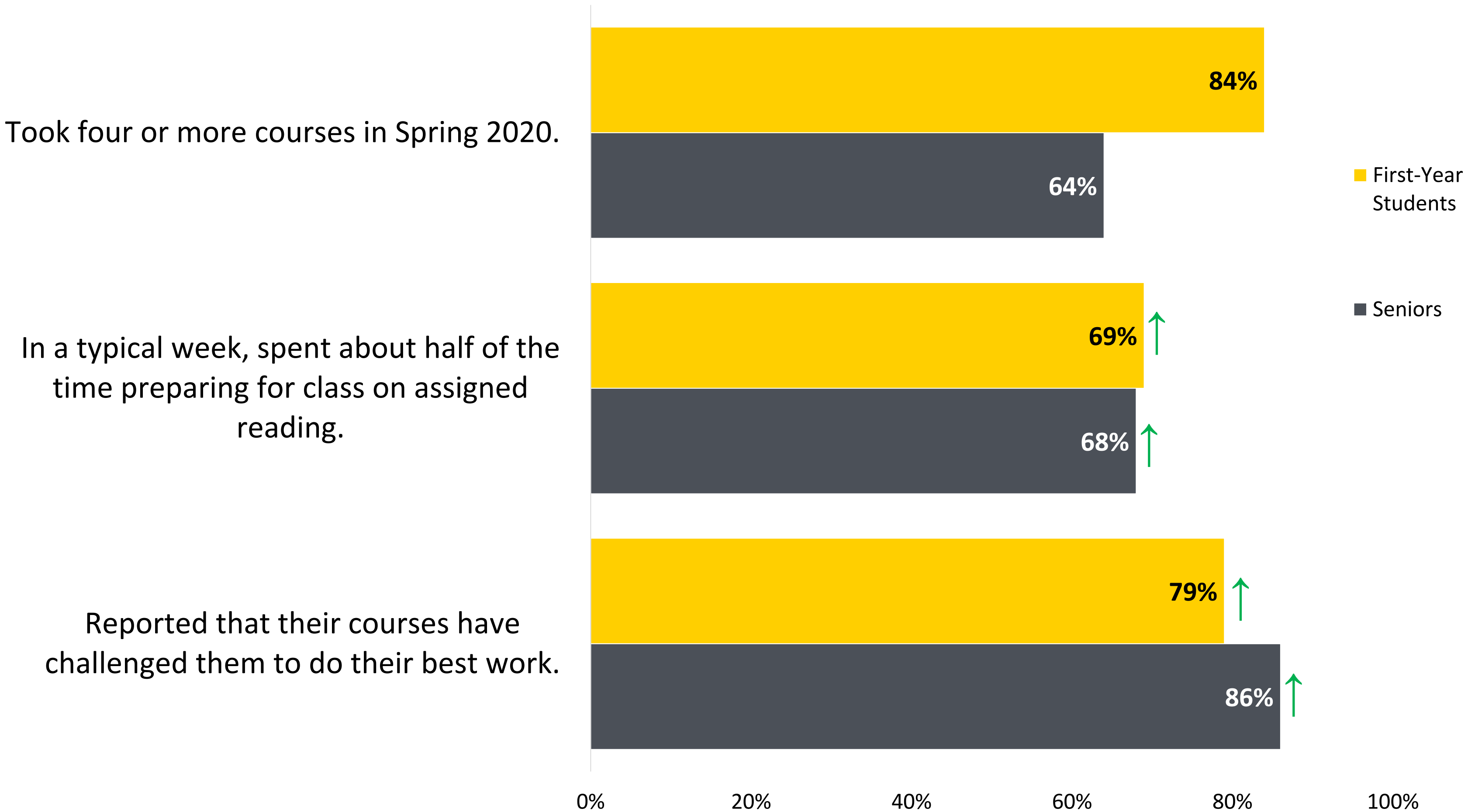
First-Year Students vs. Seniors



Note: ↓ denotes items in which students scored significantly lower than students from other CSU institutions.

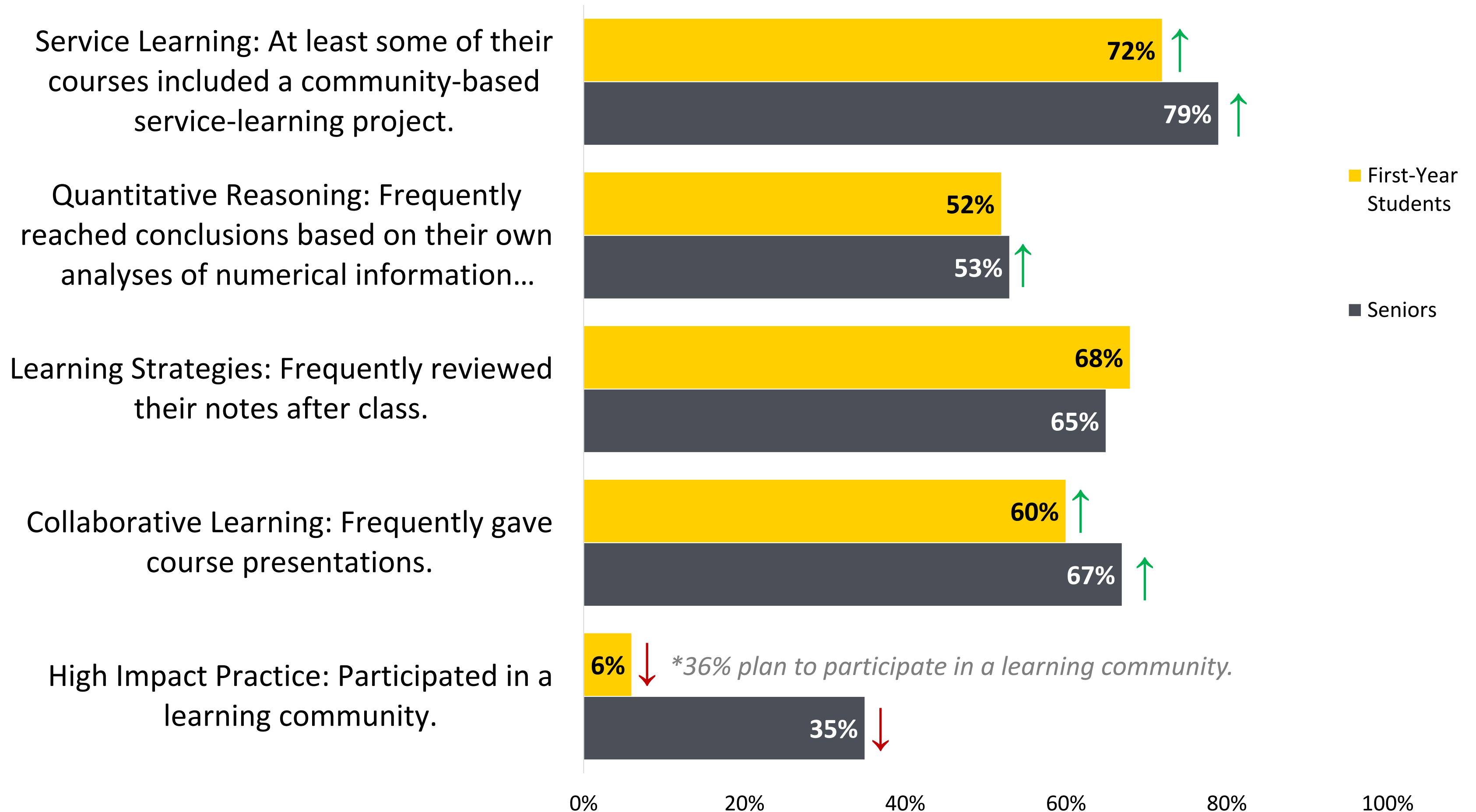
Academics

Overview



Note: ↑ denotes items in which students scored significantly higher than students from other CSU institutions.

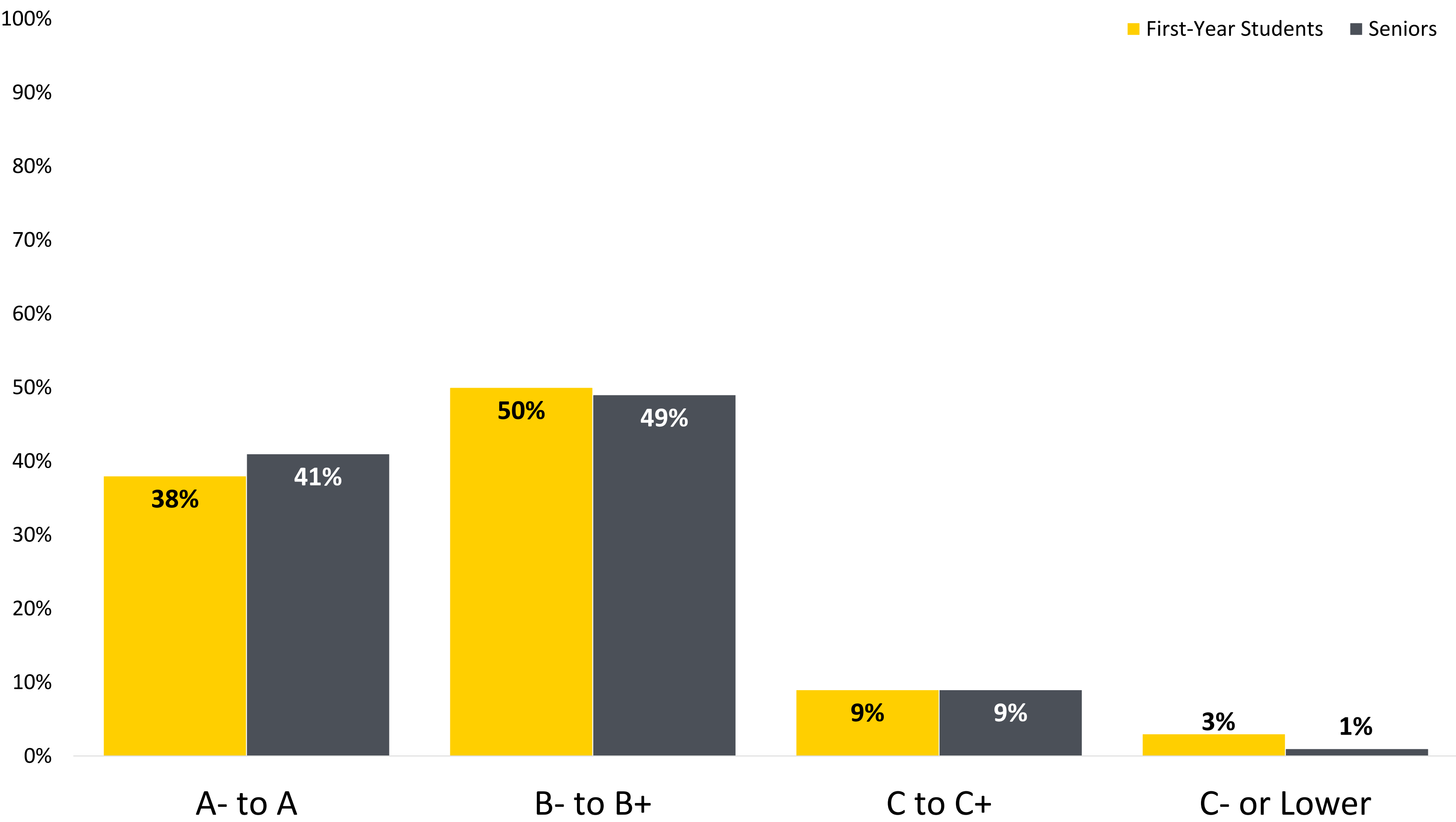
Academics



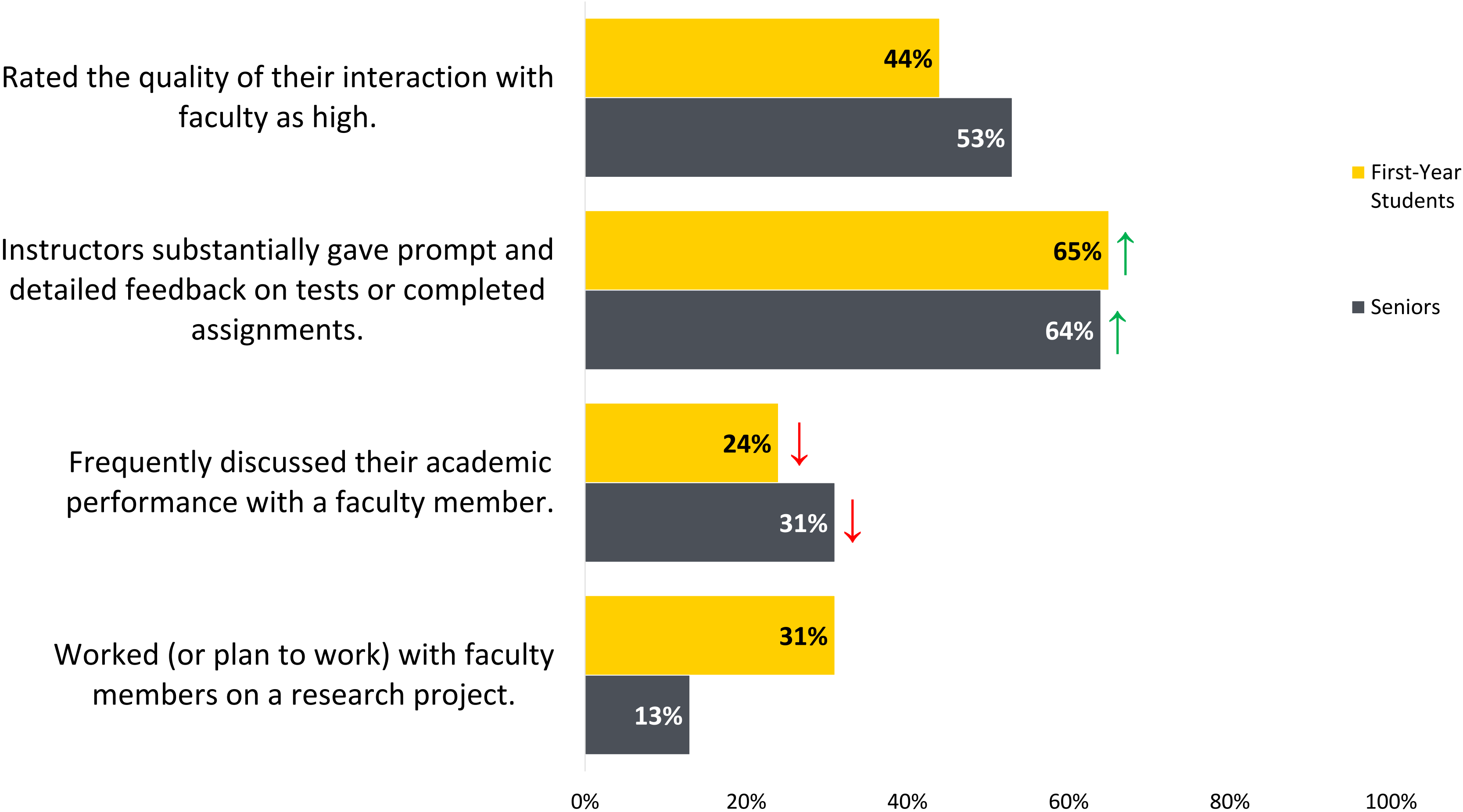
Note: ↑ denotes items in which students scored significantly higher than students from other CSU institutions. ↓ denotes items in which students scored significantly lower than students from other CSU institutions.

Academics

Grade Distribution Up Until Spring 2020

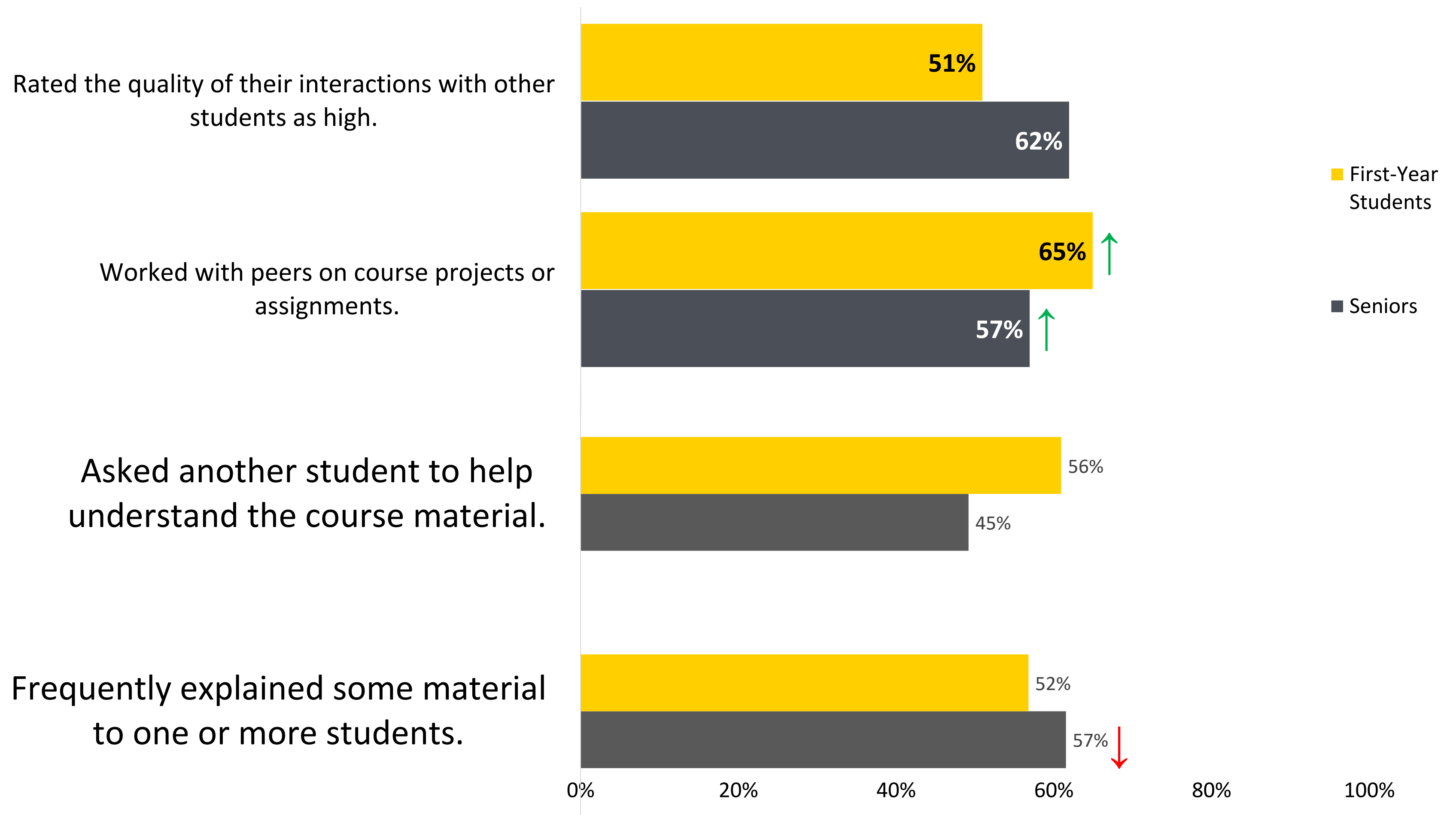


Student-Faculty Interaction



Note: ↑ denotes items in which students scored significantly higher than students from other CSU institutions. ↓ denotes items in which students scored significantly lower than students from other CSU institutions.

Learning with Peers



Note: ↑ denotes items in which students scored significantly higher than students from other CSU institutions. ↓ denotes items in which students scored significantly lower than students from other CSU institutions.

QUALITATIVE FINDINGS

“If you have any additional comments or feedback that you’d like to share on the quality of your educational experience please enter them below.”

Methodology

“If you have any additional comments or feedback that you’d like to share on the quality of your educational experience please enter them below.”

- 386 students responded to prompt
 - 72 responses excluded from analysis (“This survey was too long”, “N/A”)
- Content analysis through inductive coding
 - Themes identified and utilized if at least five responses were coded into those themes.
- Findings divided into two parts, with five most common themes for each:
 - Positive Educational Experiences
 - Areas for Improvement

Qualitative Findings

Positive Educational Experiences

1. Faculty (18%)
2. Course/Learning Experience (8%)
3. Sense of Belonging/Campus Pride (6%)
4. Diversity and Inclusion (6%)
5. Quality of Student Support (5%)



Qualitative Findings

Positive Educational Experiences

1. Faculty (18%)

Faculty provided the support students need to learn and prepare for success.

2. Course/Learning Experience (8%)

3. Sense of Belonging/Campus Pride (6%)

4. Diversity and Inclusion (6%)

5. Quality of Student Support (5%)

"I have world-class professors, that put a lot of heart into what they do. My hope is that we can honor these professionals with the best we have to give: the best pay, and awards for innovation, dedication, and longevity. This is just a start. There is no limit to the honor we can give. They make the institution shine."

"I really enjoy my time here and all the faculty members are kind and helpful..."

"I had encouraging professors to continue with my higher education."

Qualitative Findings

Positive Educational Experiences

1. Faculty (18%)

2. Course/Learning Experience (8%)

3. Sense of Belonging/Campus Pride (6%)

4. Diversity and Inclusion (6%)

5. Quality of Student Support (5%)

The university offered enriching learning experiences that helped students grow personally and academically.

"I have learned and UNLEARNED many things. My overall awareness regarding individual, societal, and structural issues has increased. I have learned how to better communicate and promote wellness in my community."

"I can be proud of my heritage and at the same time I can learn about other cultures and nations and to have opportunities to actually travel and see the world. I can tell that all this time that I have been a student in Cal State LA, has transformed my life in a positive way. Now I feel that I became a more analytical and respectful person."

"...I acquired a great deal of education and cultural enrichment from the school based on the different group projects that were assigned..."

Qualitative Findings

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5. Quality of Student Support (5%)

Cal State LA created a community in which students felt welcomed, valued, and/or a sense of belonging. Students built meaningful friendships with peers, and many expressed their pride in being a part of Cal State LA.

"Cal State LA will always hold a special place in my heart; it will always feel like a second home. I met some of my best friends at Cal State LA. I was able to be open about my sexuality and always felt safe in the Cross-Cultural Center (where I ate lunch everyday with my friends)..."

"I love calstate LA and all of the students, it is like one big family."

"Cal State LA makes me feel welcome and I feel identified in this school. I love it here so much !!"

Qualitative Findings

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Cal State LA is a university that promotes and celebrates diversity and inclusion.

"As a first-generation student and the first individual in my entire family (immediate and extended family on MO/FA's side) who will graduate from a higher education institution, I could not have made a better choice. CSLA provided me with a diverse environment and curriculum which aligned with my passion/interest to assist, protect, and serve marginalized communities."

"CSULA does an excellent job of bringing students of all social and economical backgrounds together."

"...I am thankful for the diversity encountered at Cal State LA, and is one of the reasons I chose the institution in the first place..."

Qualitative Findings

Positive Educational Experiences

1. Faculty (18%)

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5. Quality of Student Support (5%)

Students felt well-supported through the various services and programs offered at Cal State LA.

"I love this school. Coming back to earn my bachelor's degree at 38 has been challenging for a variety of reasons, and Csula has made navigating those waters much easier. I have used the mental health services available on campus as well as the energize pods, reflection room and workshops for mental health. The services available to students are excellent"

"EOP has really helped me!"

"The school understands its students as who they are and they are willing to help us academically and to prepare us for our future career..."

Qualitative Findings

Areas for Improvement

1. Quality of Student Support (17%)
2. Faculty (17%)
3. Advising/Counseling (13%)
4. Campus Facilities/Equipment (10%)
5. Communication (5%)



Qualitative Findings

Areas for Improvement

1. Quality of Student Support (17%)

Students desire greater access to resources and improved quality of support that promote academic success and well-being (e.g., tutoring, financial aid, mental health)

2. Faculty (17%)

3. Advising/Counseling (13%)

4. Campus Facilities/Equipment (10%)

5. Communication (5%)

“Financial aid also doesnt give us information about how pell grants work. I was told that we arent given 6 years of pell grant. I was lied to. They give me a website to go to see how much I have left and the website is outdated. I managed to find the website myself.”

“Tutoring can be improved by extending the schedule until at least 6pm...”

“I wish the student health center was more helpful , the CAPS wouldn't help me during a mental health crisis, I was unable to fill out a form and needed help.”

Qualitative Findings

Areas for Improvement

1. Quality of Student Support (17%)

2. Faculty (17%)

3. Advising/Counseling (13%)

4. Campus Facilities/Equipment (10%)

5. Communication (5%)

Students desire greater diversity in faculty who offer a broader range of effective teaching practices, flexibility and openness to students' beliefs and experiences, and with whom they could build meaningful relationships.

"I would definitely like to see more African American professors hired and teaching various courses in the Mathematics department. The reason I am suggesting this is due to my personal experiences of connecting and soaring when I have learned from teachers of the same ethnicity. The way these teachers have presented curriculum has been very didactic, unique and effective..."

"...There are also teachers who come off as less prepared. This is shown when reviewing material and they either struggle to explain the material clearly, or have the students go up and do the problems on their own. Experiences like this make going to class feel worthless because I feel I'm better off looking for explanations online."

Qualitative Findings

Areas for Improvement

1. Quality of Student Support (17%)

2. Faculty (17%)

3. Advising/Counseling (13%)

4. Campus Facilities/Equipment (10%)

5. Communication (5%)

Students want greater availability of effective advisors, consistency in advising, and deeper connection with advisors.

"...We have advisors who don't have the same info as other advisors and then act like they're the only ones who are right and don't even give a chance for you to speak for even a millisecond. We have advisors who shut their doors during office hours when students are in their most need, especially standalone advisors with no other position..."

"...Some of the academic advisors do not care the students. Rather than provide them resources and support it becomes a burden to schedule an appointment."

"...I don't find the advising service provided by the advisor center helpful. Usually, they lack information. Also, it is not usually comfortable to contact them. They don't make me feel like they care..."

Qualitative Findings

Areas for Improvement

1. Quality of Student Support (17%)

2. Faculty (17%)

3. Advising/Counseling (13%)

4. Campus Facilities/Equipment (10%)

5. Communication (5%)

Repairing, cleaning, updating, and modernizing campus buildings and equipment would ensure students can engage in a clean, safe, appealing, and productive university environment conducive to learning. High parking fee also discourages students from coming to campus.

“...Majority of my classes are in King Hall and have been for the past 2 and half years. It is very depressing environment. Its always dirty, multiple broken desks in each classroom, trash cans in the halls are over flowing. The classroom ceilings have holes or coming apart, the walls are sticky and plain in color, they have chalk boards with no chalk for professors to write with. Its a depressing environment and will tell you it affects the way I learn but also makes me depressed and I hate having to learn there every week for months and years.”

“Asbestos rooms in every floor of CSULA must go. ...”

“You need to fix the elevators because they have become a huge issue on this campus...”

Qualitative Findings

Areas for Improvement

1. Quality of Student Support (17%)

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4. Campus Facilities/Equipment (10%)

5. Communication (5%)

Frequent, updated, and effective communication from the University would help students increase their awareness of different events, resources, and support available to them. Students also recommend better communication about academic progress to ensure timely completion.

"I believe we have amazing resources, clubs, and programs but I believe an issue I see is the lack of communication about them...I also noticed in many programs the individuals who apply know other members and it is more word of mouth than trying to reach out to all..."

"My biggest frustration is that I wish the Liberal Studies department is more transparent and communicative with which classes I need to finish. I feel that I have been mislead and miscommunicated to with which classes I still need to finish. I wish the department was more organized with that."

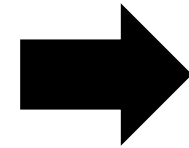
"...There is no school spirit or school events... There should be more publicity for them because most of the student body do not know about these events..."

Qualitative Findings

Summary



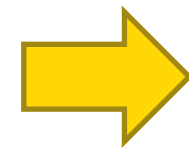
Faculty have a positive impact on students' learning experience and their personal & academic growth



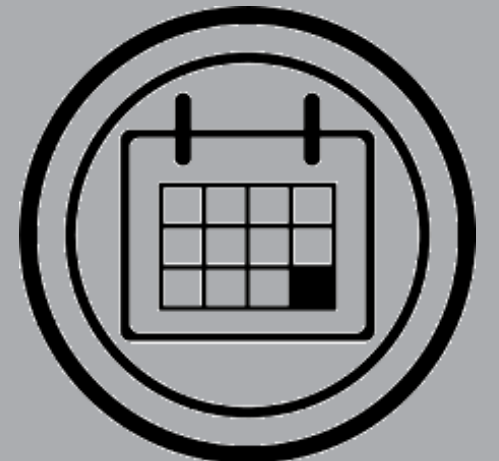
A greater diversity in faculty who implement various pedagogies and can develop meaningful relationships with students would further enhance faculty-student interaction.



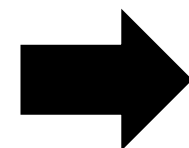
Advisors have guided students towards path to success and provided proper resources.



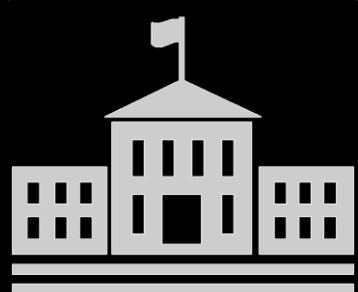
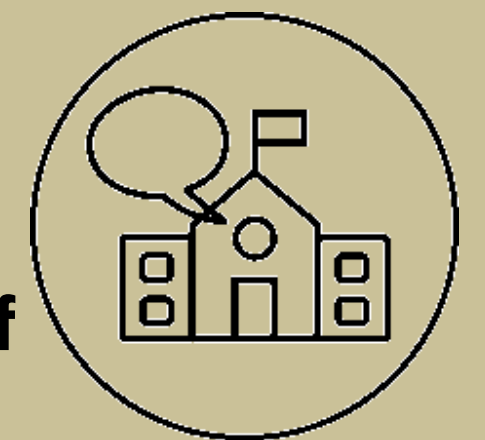
Students would like a greater number and availability of advisors, consistency in information they provide, and positive relationship-building.



Campus events, programs, and resources are engaging and helpful.



Frequent and effective communication about events and resources would increase student awareness, participation, and sense of belonging.



Other areas for improvement:

- **Offering resources & services at times that meet the needs of working students**
- **Modernizing campus and maintaining cleanliness**



Questions?
Thank you!