



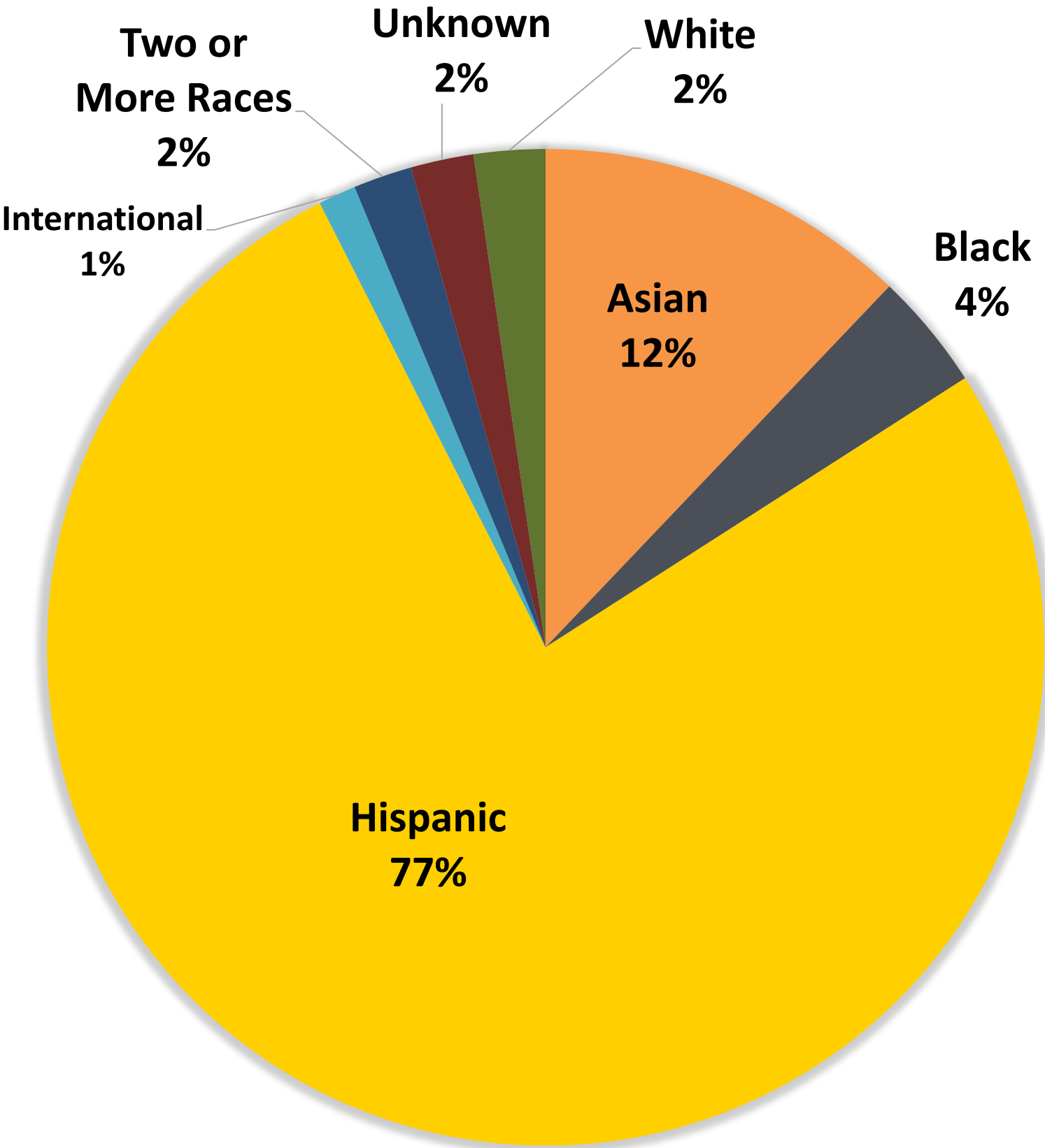
NSSE 2023: Highlights

OFFICE OF INSTITUTIONAL EFFECTIVENESS

WHO ARE OUR PARTICIPANTS?

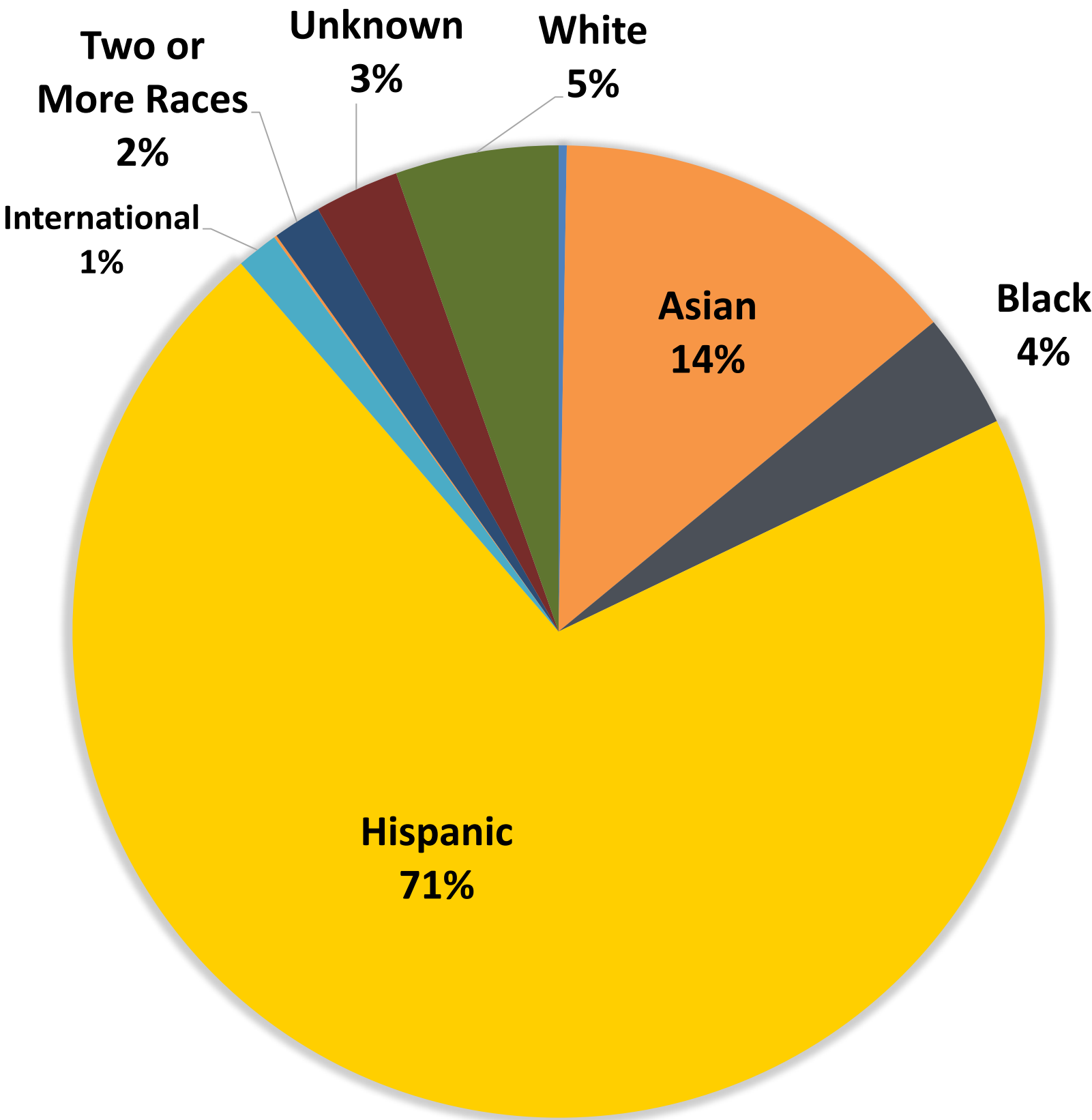
Race/Ethnicity

FIRST-YEAR STUDENTS



Native American/American Indian 0%
Native Hawaiian/Pacific Islander 0.1%

SENIORS



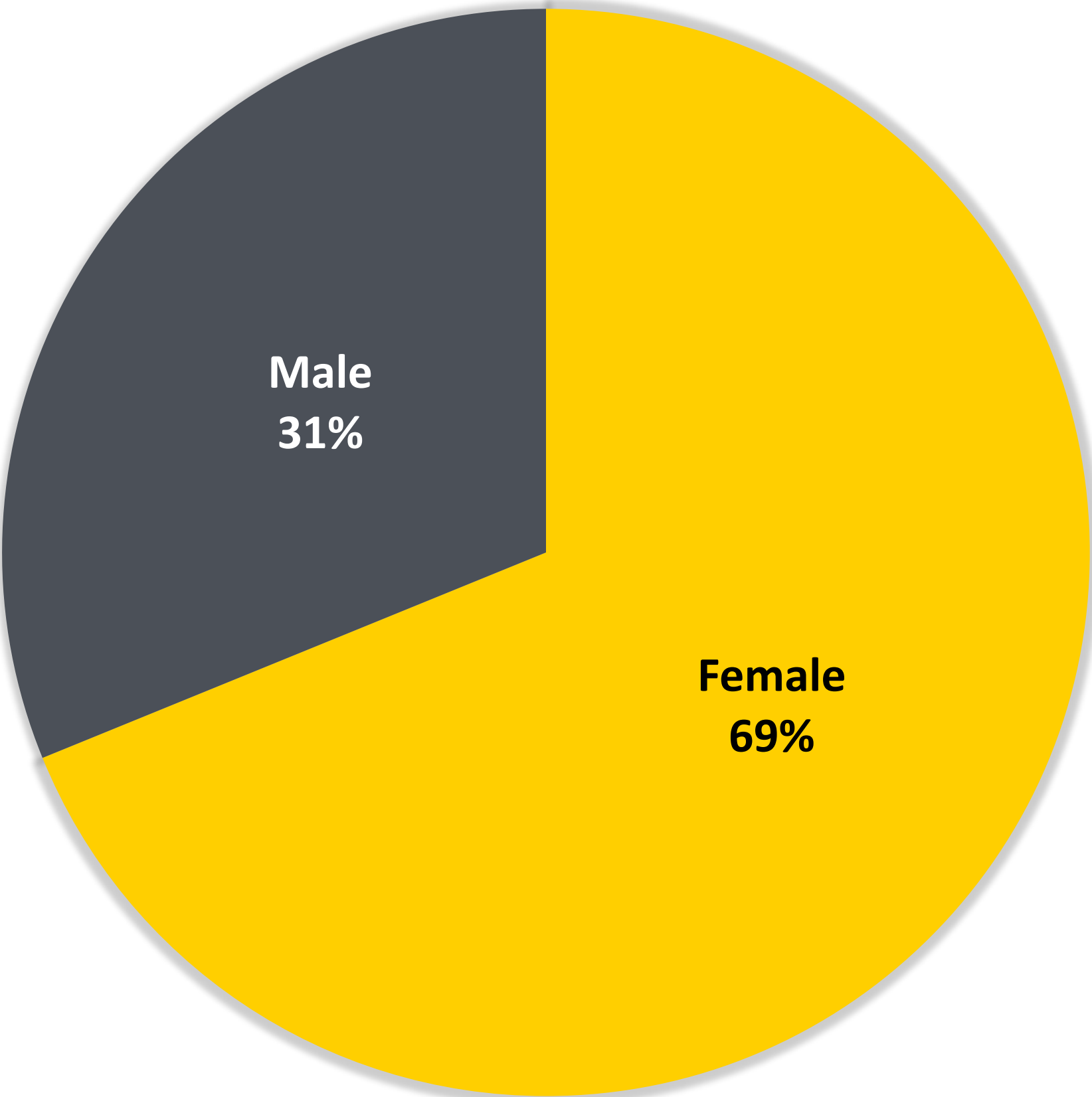
Native American/American Indian 0.3%
Native Hawaiian/Pacific Islander 0.1%

N = 2,988 (25% First-Year Students, 75% Seniors)

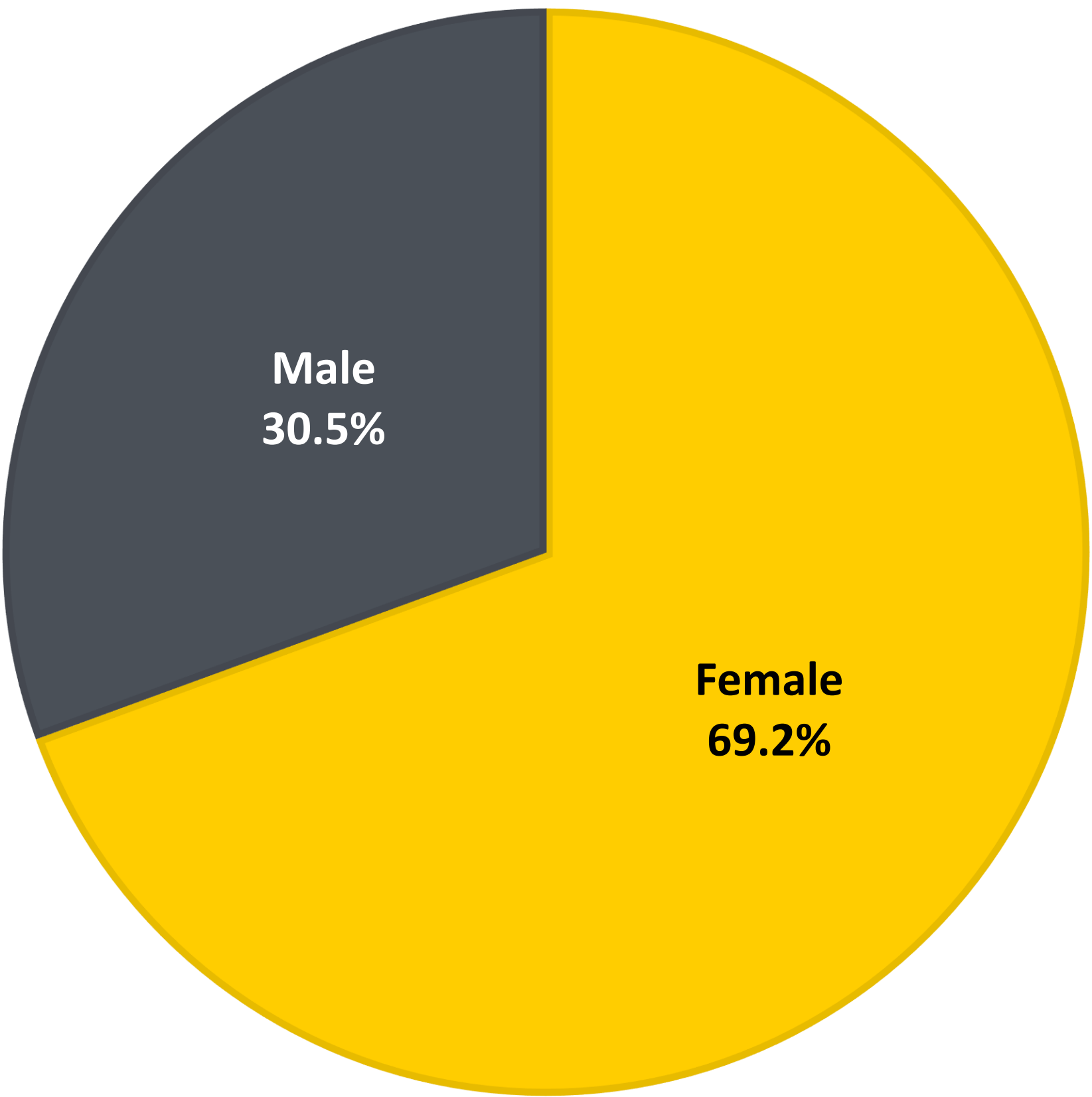
WHO ARE OUR PARTICIPANTS?

Gender

FIRST-YEAR STUDENTS



SENIORS



N = 2,988 (25% First-Year Students, 75% Seniors)

QUANTITATIVE FINDINGS

OVERVIEW



Overall Campus Experience

First-Year Students vs. Seniors

Felt comfortable being themselves at Cal State LA



Felt valued at Cal State LA



I feel like part of the community at this institution



Rated their entire education experience at Cal State LA as "good" or "excellent"



Intended to return to Cal State LA the following year*

**Freshmen only*



Indicated they would probably attend Cal State LA again if they could start over again

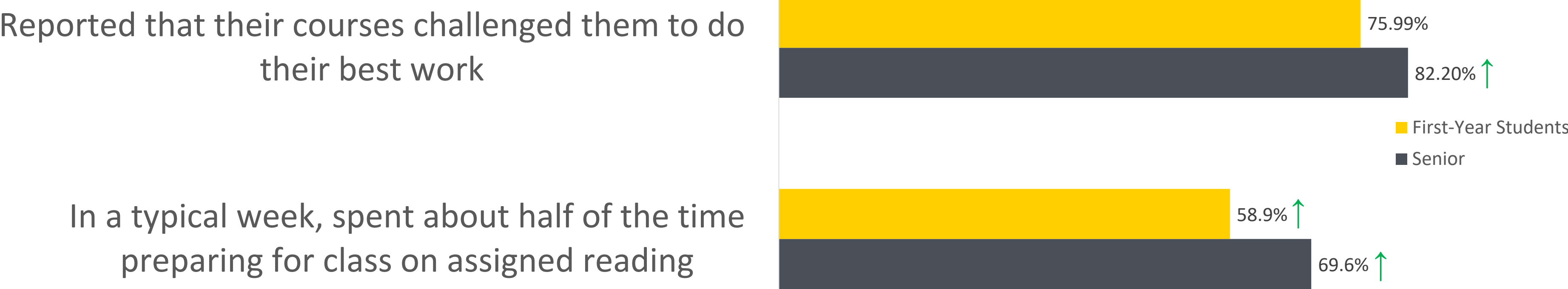
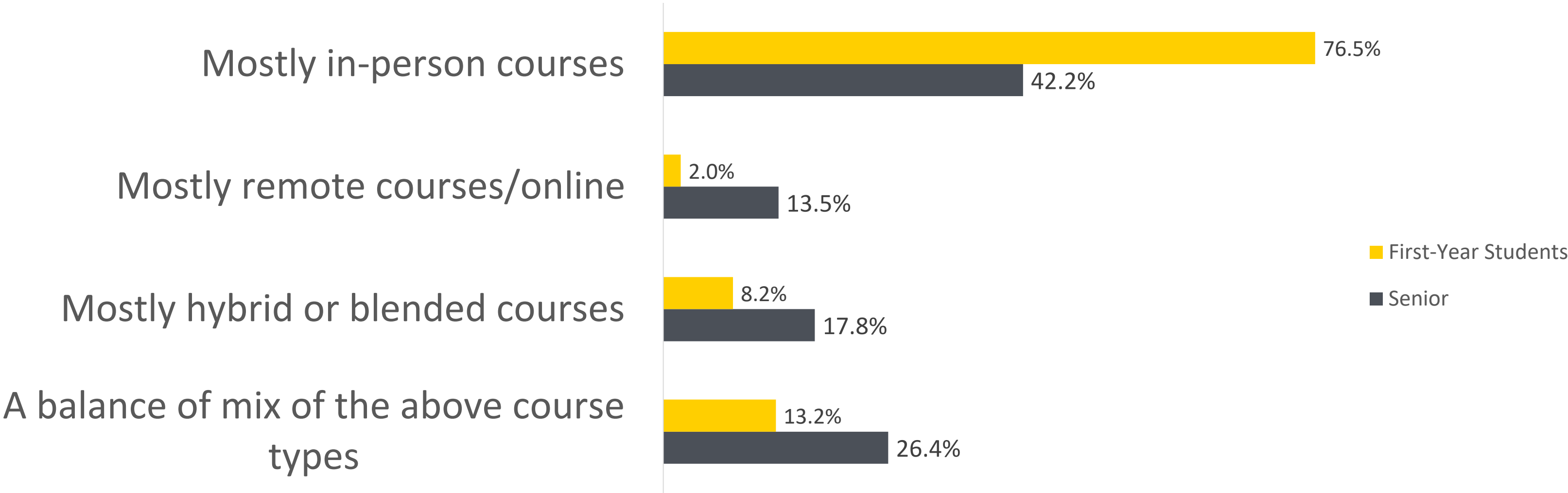


Note: ↑ denotes items in which students scored significantly higher than students from other CSU institutions. ↓ denotes items in which students scored significantly lower than students from other CSU institutions.

Academics

Overview

Course Modality



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

Overview

Service Learning: At least some of their courses included a community-based service-learning project.



Quantitative Reasoning: Frequently reached conclusions based on their own analyses of numerical info.



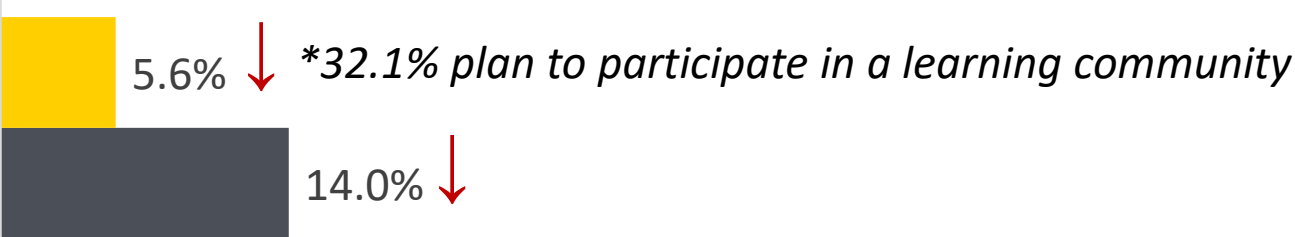
Learning Strategies: Frequently reviewed their notes after class.



Collaborative Learning: Frequently gave course presentations.



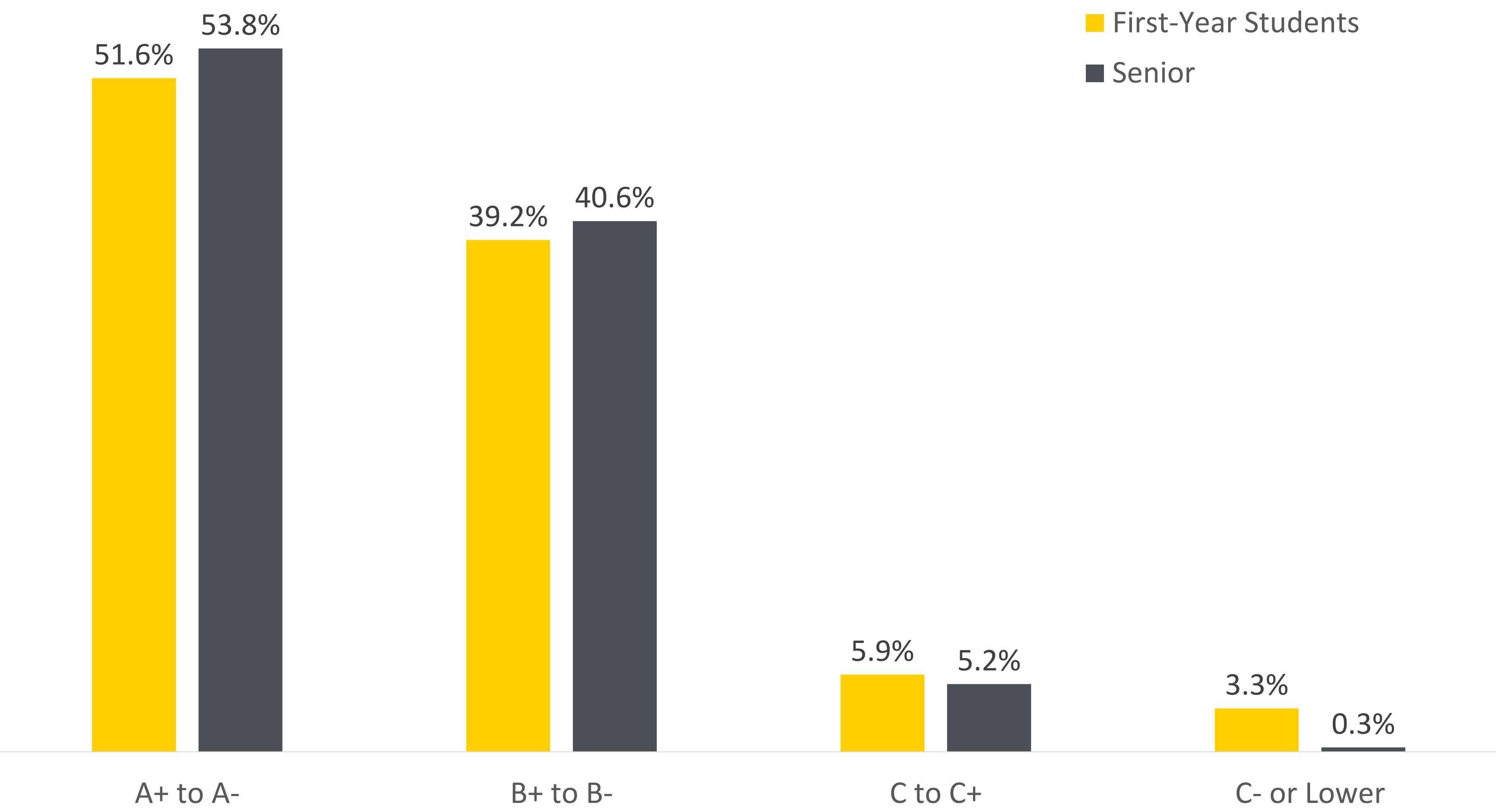
High Impact Practice: Participated in a learning community.



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

Self-reported Grade Distribution Up Until Spring 2023



Student-Faculty Interaction

Rated the quality of their interaction with faculty as high.



Instructors substantially gave prompt and detailed feedback on tests and completed assignments.



Frequently discussed their academic performance with a faculty member.



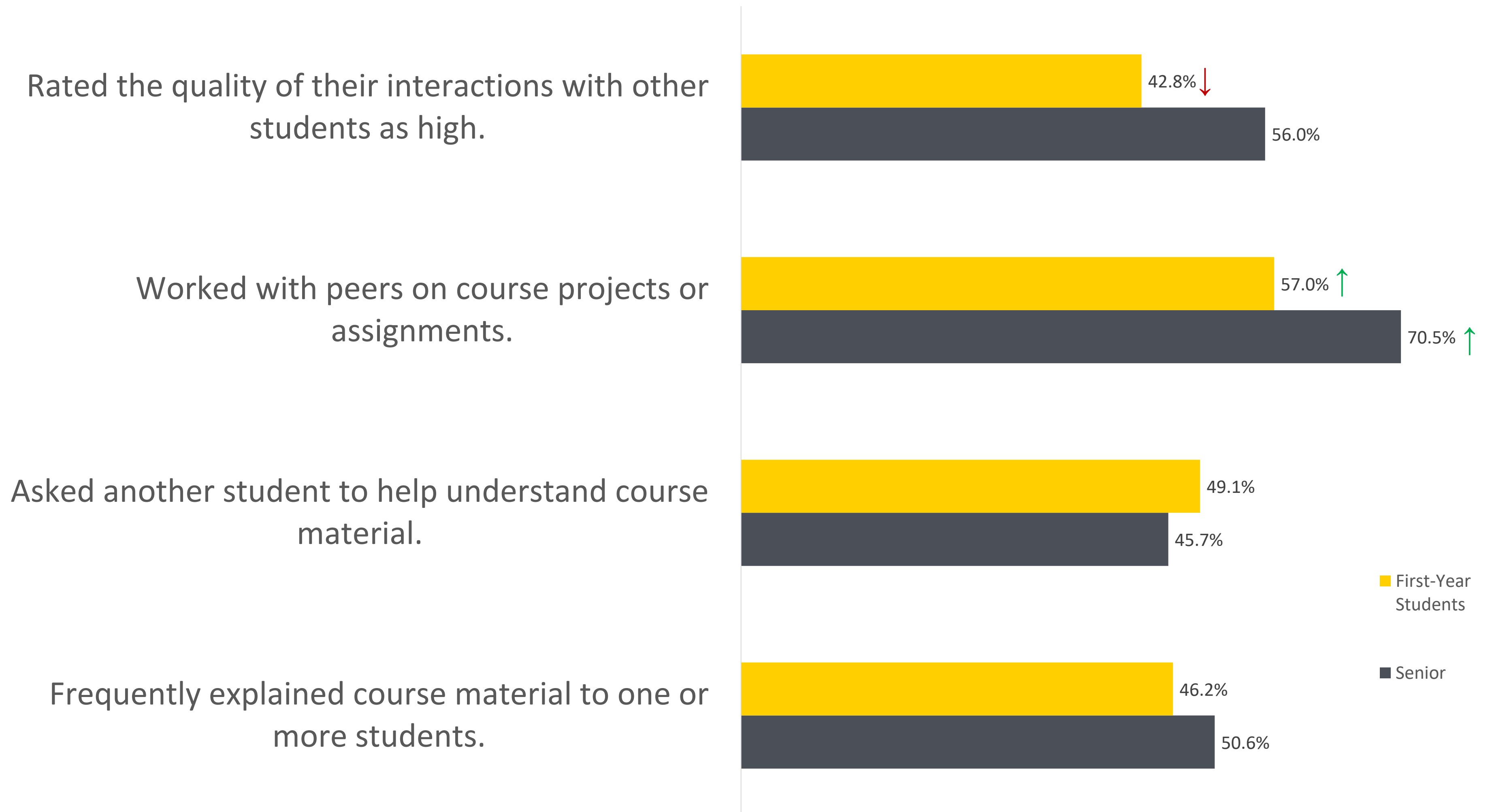
Worked (or plan to work) with faculty members on a research project.



■ First-Year Students
■ Senior

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.

Career and Workforce Preparation

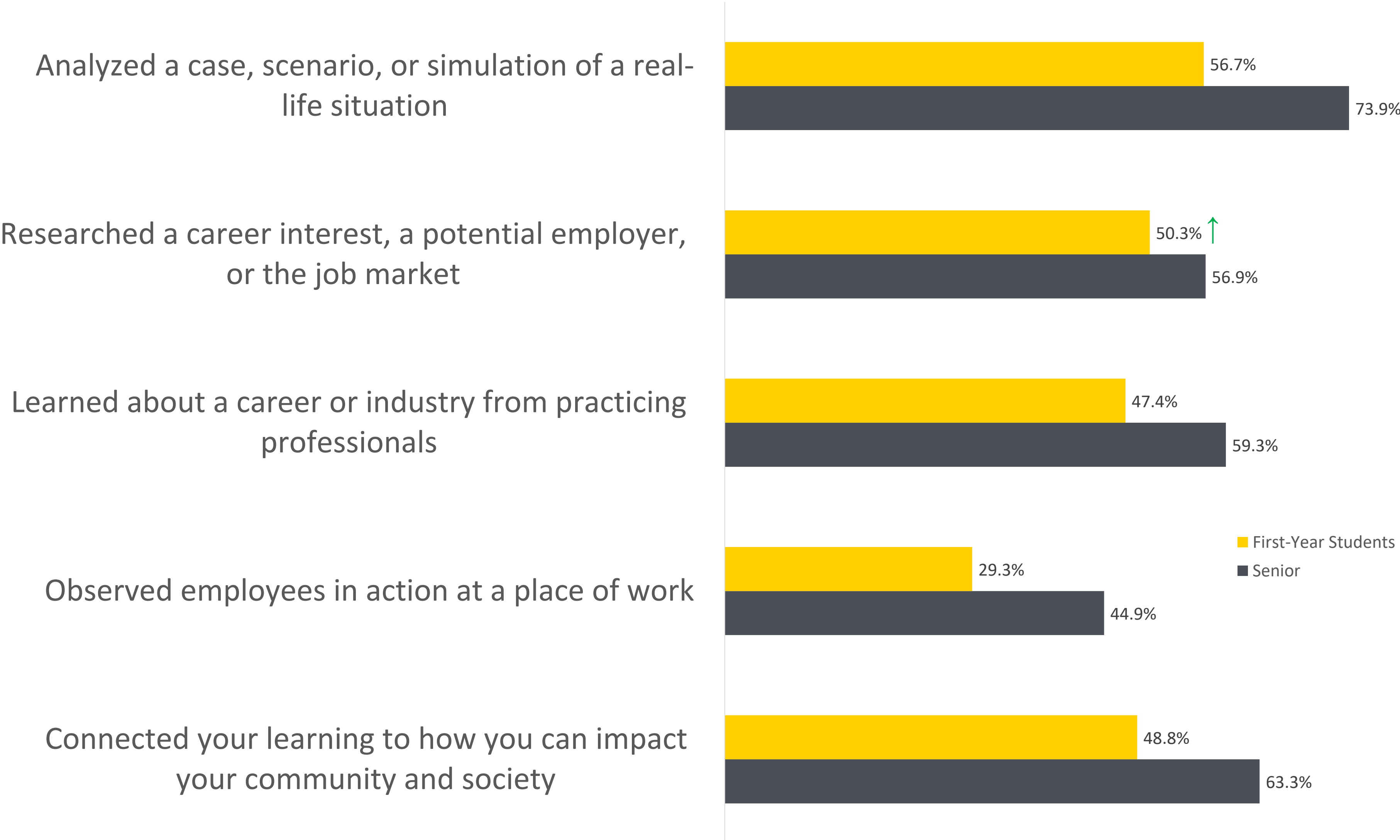
Topical Module: Career preparation



Note: ↑ denotes items in which students scored significantly higher than students from other Far West, Public institutions. ↓ denotes items in which students scored significantly lower than students from other Far West, Public institutions.

Career and Workforce Preparation

In your courses at Cal State LA, about how often have you done the following?



Note: ↑ denotes items in which students scored significantly higher than students from other Far West, Public institutions. ↓ denotes items in which students scored significantly lower than students from other Far West, Public institutions.

Career and Workforce Preparation

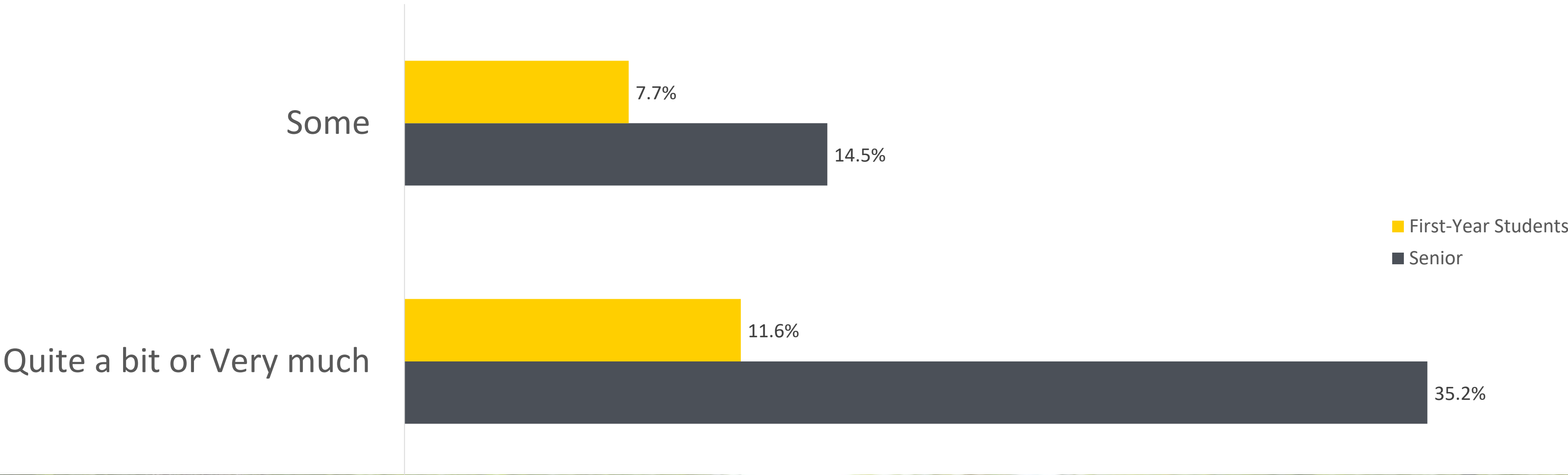
Which of the following have you done at Cal State LA before you graduate (whether in person or online)?



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Career and Workforce Preparation

If you are currently working for pay, to what extent is this work related to your career plans?



Inclusiveness & Engagement with Cultural Diversity

During the current school year, how much has your coursework emphasized the following?

Developing the skills necessary to work effectively with people from various backgrounds



Recognizing your own cultural norms and biases



Sharing your own perspectives and experiences



Exploring your own background through projects, assignments, or programs



Learning about other cultures



Discussing issues of equity or privilege



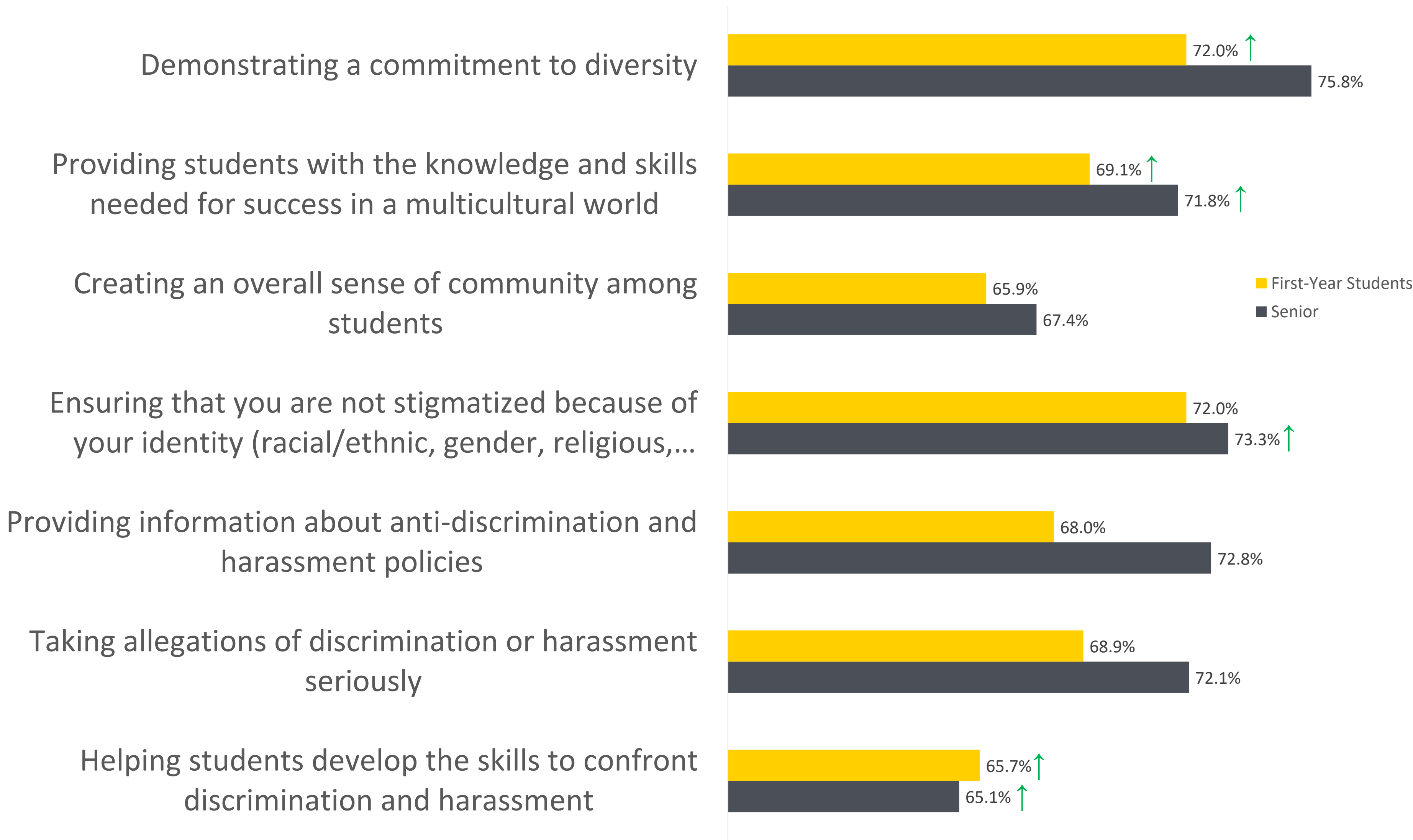
Respecting the expression of diverse ideas



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Inclusiveness & Engagement with Cultural Diversity

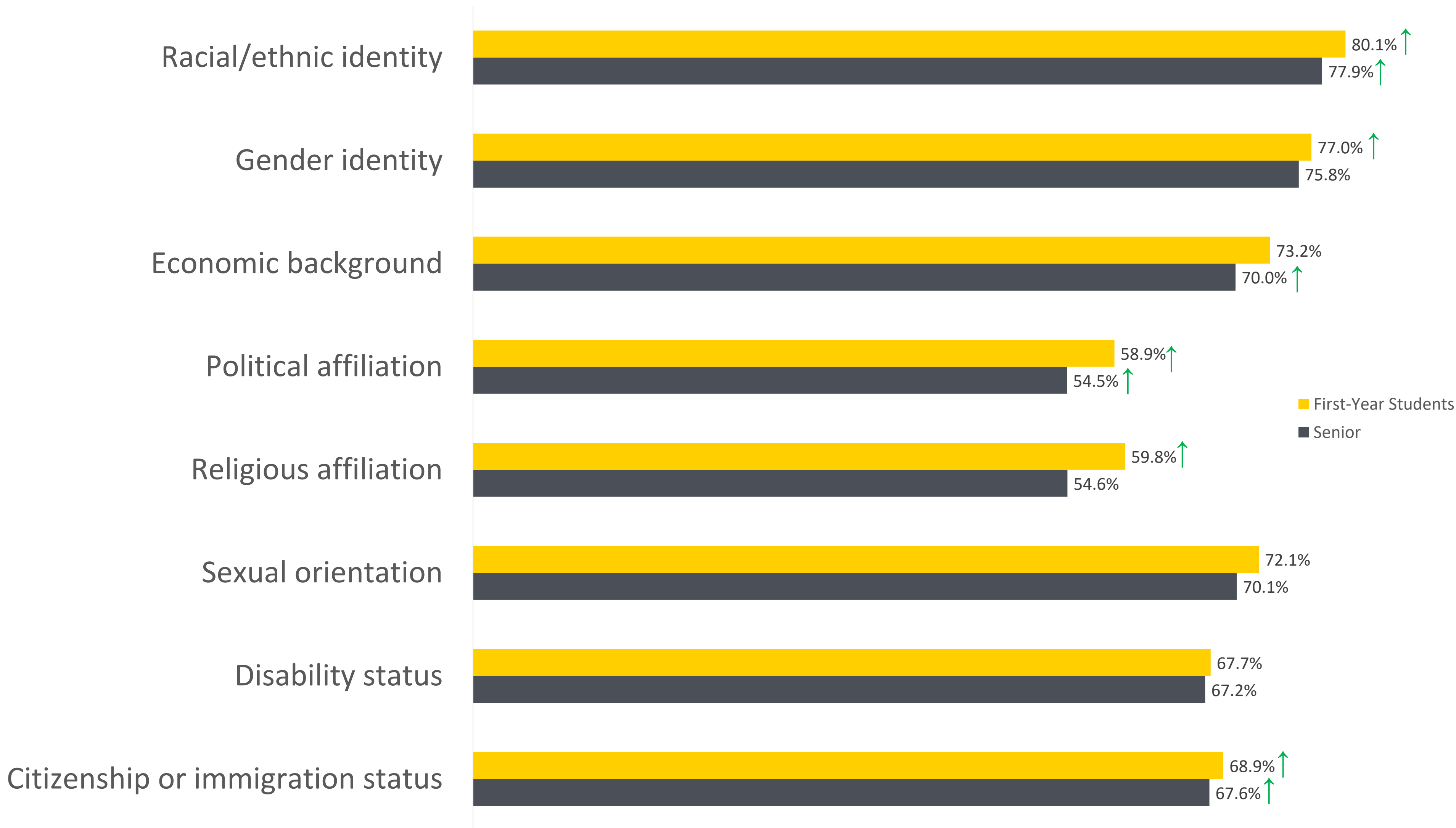
How much does your institution emphasize the following?



Note: ↑ denotes items in which students scored significantly higher than students from other Far West, Public institutions. ↓ denotes items in which students scored significantly lower than students from other Far West, Public institutions.

Inclusiveness & Engagement with Cultural Diversity

How much does your institution provide a supportive environment for the following forms of diversity?



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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.”

- 474 students responded to prompt
 - 90 First-Year Students and 384 Seniors responded to comment
 - 167 students have responded with NA or no comments or blank (n = 307 total)
- Content analysis through inductive coding
 - Themes identified and utilized if at least five/six responses were coded into those themes.
- Findings divided into two parts, with five to six most common themes for each:
 - Positive Educational Experiences
 - Areas for Improvement
- Module’s findings for areas of improvement on helping students develop their career plans or gain work-related skills

Qualitative Findings

Positive Educational Experiences

1. Course/Learning Experience (30.0%)
2. Faculty (24.8%)
3. Sense of Belonging/Campus Pride (24.4%)
4. Quality of Student Support (19.2%)
5. Diversity and Inclusion (13%)



Qualitative Findings

Positive Educational Experiences

1. Course/Learning Experience (30.0%)

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

2. Faculty (24.8%)

3. Sense of Belonging/Campus Pride (24.4%)

4. Quality of Student Support (19.2%)

5. Diversity and Inclusion (13%)

"I majored in Child Development, so several courses directly prepared me for the role of an Early Childhood teacher/Social Worker. Each course in my major required extensive reading, writing, and research. Therefore, the course prepared me by giving me real-world experience for being a professional teacher through amazing and experience Professionals and facilities."

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

This institution has made my transition from high school to college, the best thing that has happened to me... I appreciate the library and the safe environment for completing my assignments as well as the ventilated lecture halls.

Qualitative Findings

Positive Educational Experiences

1. Course/Learning Experience (30.0%)

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

2. Faculty (24.8%)

"You have the most amazing teachers... [Professors at Cal State LA] have been incredible teachers and mentors in my life. I will forever be grateful for the experience they have shared, their incredible lesson plans, and their mentorship."

3. Sense of Belonging/Campus Pride (24.4%)

4. Quality of Student Support (19.2%)

"My educational experience at CSULA has been great. Every professor I have encountered even staff goes above and beyond to help students out. This is one key difference I have noticed from attending various community colleges just to get to CSULA."

5. Diversity and Inclusion (13%)

"California State Los Angeles, is a wonderful institution made with outstanding professors. The professors are the strengths on this campus. They are the reflection of this campus. Professors care about their students and make sure to explain school to college, the best thing that has happened to difficult concepts."

"My experience with in Nutritional and dietetics department was wonderful, I will cherish... All my faculty were understanding and very patient."

Qualitative Findings

Positive Educational Experiences

1. Course/Learning Experience (30.0%)

2. Faculty (24.8%)

3. Sense of Belonging/Campus Pride (24.4%)

4. Quality of Student Support (19.2%)

5. Diversity and Inclusion (13%)

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.

"I'm very blessed to be part of the Cal State LA family where it helped me know my history when it comes to race and culture. Also, they have the OSD for students of disabilities where they offer testing accommodations in a quiet place that'll help students stay focused on midterms and final exams."

"I have had an amazing experience at Cal State Los Angeles."

"I am so grateful for the knowledge and friendships I gained by attending CSULA... The faculty and staff at CSULA are amazing. The opportunity to attend online courses has been such a blessing and has contributed to my ability to work and attain my BA degree. Thank you, CSULA!"

Qualitative Findings

Positive Educational Experiences

1. Course/Learning Experience (30.0%)

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

2. Faculty (24.8%)

"Don't be shy to ask and make appointments with [advising] office whenever I got problems."

3. Sense of Belonging/Campus Pride (24.4%)

"Cal State La is a very welcoming institution that I would recommend to other students. The resources are very helpful and the professors are very supportive."

4. Quality of Student Support (19.2%)

5. Diversity and Inclusion (13%)

"I recommend Cal State Los Angeles ! My Professors, Advisors, admin, and tech (laptop / wifi) loans facilitated my success!"

Qualitative Findings

Positive Educational Experiences

1. Course/Learning Experience (30.0%)

2. Faculty (24.8%)

3. Sense of Belonging/Campus Pride (24.4%)

4. Quality of Student Support (19.2%)

5. Diversity and Inclusion (13%)

"I truly had an amazing experience at Cal State LA. I genuinely do not have any negative comments on my experience in the last four years. Staff was always extremely kind, along with professors. Cal State LA is such a diverse campus and I felt extremely welcomed when attending school there."

"I believe this school is an over all great school for a person of color they understand the economic problems many of their students face..."

"...made me look twice about certain viewpoints in my personal life or others that I never considered. Overall very inclusive school courses."

Qualitative Findings

Areas for Improvement

- 1. Course/Learning Experience (11.7%)**
- 2. Facilities and Class Offering (11.4)**
- 3. Faculty and Staff (11.1%)**
- 4. Advising and Student Support (8.8%)**
- 5. Sense of Belonging/Campus Pride (6.8%)**
- 6. Graduation in a parking lot (6.8%)**



Qualitative Findings

Areas for Improvement

1. Course/Learning Experience (11.7%)

"There are a number of professors that do not use Canvas in the module areas.... makes it more tedious to follow for readings, assignments, etc."

2. Facilities and Class Offering (11.4%)

"I feel like I couldn't really experience all the resources available at this college because most of my time here was on zoom due to Covid."

3. Faculty and Staff (11.1%)

4. Advising and Student Support (8.8%)

"There could also be more engaging projects/papers... such as attending events/readings/workshops relevant to the courses."

5. Sense of Belonging/Campus Pride (6.8%)

6. Graduation in a parking lot (6.8%)

"...lack of clear guidelines, excessive amount of work (20+ hours, which more than expected for a 3 unit class) despite knowing many of us are full time parents and/or have full time work, and I have also had courses where it ended up with my classmates and I teaching ourselves."

Qualitative Findings

Areas for Improvement

1. Course/Learning Experience (11.7%)

2. Facilities and Class Offering (11.4%)

3. Faculty and Staff (11.1%)

4. Advising and Student Support (8.8%)

5. Sense of Belonging/Campus Pride (6.8%)

6. Graduation in a parking lot (6.8%)

“Provide more online classes for classes that do NOT need to be in person. For people with long commutes, I do not need to drive 2 hours to attend a class where I simply open my laptop... most if not all of the work IS online.”

“Need to have a class schedule that is more accommodating for student that work full time. It is difficult to take time off during the day to take the required classes.”

“This school needs to update it construction. SH and KH are horrible and they are falling apart this school looks really old and makes me regret coming here”

“...Students with a disability could not enter their building due to broken doors or elevators...”

Qualitative Findings

Areas for Improvement

1. Course/Learning Experience (11.7%)
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- 3. Faculty and Staff (11.1%)**
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"...many professors who are tenured often do not care about their students and feel like they can do or say whatever because they are tenured.."

"Many professors do not offer feedback on papers to let students know what areas they did well on or what areas to work on, creates a lack of connection to the professor and the institution"

"Some professors are not capable of receiving feedback regarding their lessons or the way they teach. It makes it hard to communicate with professors and to feel involved with classes, they make it feel very exclusive."

Qualitative Findings

Areas for Improvement

1. Course/Learning Experience (11.7%)
2. Facilities and Class Offering (11.4%)
3. Faculty and Staff (11.1%)
- 4. Advising and Student Support (8.8%)**
5. Sense of Belonging/Campus Pride (6.8%)
6. Graduation in a parking lot (6.8%)

"Some academic advisors don't have a lot of knowledge about the major, so it would be helpful to have academic advisors who have experience in the major you are requesting, advising for."

... "I have no idea what classes I need to take to graduate because it seems like..a requirement keeps getting added on or I am lost in this process..."

"A counselor should be able to provide a safe and knowledgeable space for students, instead of pushing a student away and sending them off with unanswered questions due to the negative attitude and tones some may use."

"...although I was able to figure out my schedule after several emails with multiple advisors and the department chair, I'm certain there are other students who felt discouraged and didn't know what to do..."

Qualitative Findings

Areas for Improvement

1. Course/Learning Experience (11.7%)
2. Facilities and Class Offering (11.4%)
3. Faculty and Staff (11.1%)
4. Advising and Student Support (8.8%)
- 5. Sense of Belonging/Campus Pride (6.8%)**
6. Graduation in a parking lot (6.8%)

"This campus is a desert for anything student life. There aren't that many good food options and everything closes so early on campus. There aren't that many student events going on so there isn't a reason to be on campus."

"I wish the school was more cognizant of older students. I feel like everything is geared towards recent high school graduates. Older people switching fields need different help than a teenager just entering the workforce."

"All people of all Race, gender, political status, economic status, etc should feel welcomed and unfortunately it did not feel that way to me."

"Despite my time at my community college being solely online due to COVID-19, I felt more connected with my community college."

Qualitative Findings

Areas for Improvement

1. Course/Learning Experience (11.7%)
2. Facilities and Class Offering (11.4%)
3. Faculty and Staff (11.1%)
4. Advising and Student Support (8.8%)
5. Sense of Belonging/Campus Pride (6.8%)
6. **Graduation in a parking lot (6.8%)**

"Having a proper venue for Graduation would encourage student to do better in courses."

"I also want to express my disappointment in graduating in a parking lot. It was made out of convenience, not respect for the students."

"We deserve a beautiful, respectful graduation in a really nice location. Not the parking lot. "

"Please do not disrespect the class of 2023 by throwing their graduation in a tent in a parking lot."

Module: Qualitative Findings

Areas for Improvement

Is there anything this institution could do better to help students develop their career plans or gain work-related skills (such as coursework, resources, etc.)? Please describe.

- 1. Career Exposure and Workshops (14.4%)**
- 2. Communication and Social Media (10.4%)**
- 3. Advising and Counseling Training (9.5%)**
- 4. Networking Opportunity and External Events (9.3%)**
- 5. Job or Skill Training (8.7%)**
- 6. Job or Internship Placement (8.3%)**



Module: Qualitative Findings

Areas for Improvement

1. Career Exposure and Workshops (14.4%)

“Create more workshops where you can explore careers and find more information on and more help with career pathways”

2. Communication and Social Media (10.4%)

“I believe this university could do better to help students develop their career plans or gain work-related skills by practicing the coursework. Having more resources that go into depth about several career options in the major someone is working towards can be helpful as well.”

3. Advising and Counseling Training (9.5%)

4. Networking Opportunity and External Events (9.3%)

“Maybe add a final class for each major in which they help you prepare for your career and getting the job you want. they could prepare us for the different interview steps, our resumes, and give any tips that would help.”

5. Job or Skill Training (8.7%)

6. Job or Internship Placement (8.3%)

“Promote more job-related opportunities for students, guide students through job applications in their field, advise students on how to apply what they are learning to the world. Provide courses or workshops for students who are entering the University about everything offered at the university as well as all the different majors.”

Module: Qualitative Findings

Areas for Improvement

1. Career Knowledge and Exposure (14.4%)

"I didn't know there WAS a place at my institution to explore career paths. I communicate regularly with other students and this has never been mentioned. I think it would serve students well to offer workshops via zoom to aid students with their career options."

2. Communication and Social Media (10.4%)

3. Advising and Counseling Training (9.5%)

"Be more involved and more promo on things. Rather than just emails, have it known on campus while walking."

4. Networking Opportunity and External Events (9.3%)

"I think they should have more ways of announcing the different types of resources that are available at school because I feel like they're hidden and most of the time we aren't aware that they're there."

5. Job or Skill Training (8.7%)

6. Job or Internship Placement (8.3%)

"More social media announcements about future plans and better explaining on how to find some of the clubs"

Module: Qualitative Findings

Areas for Improvement

1. Career Knowledge and Exposure (14.4%)

"Make sure the advisors take their time to help students when choosing their classes. The advisor I went to made me retake two classes which set me back a full year of two semesters"

2. Communication and Social Media (10.4%)

"Get better counselors or maybe hire more counselors so the current ones can pay closer attention to student concerns..."

3. Advising and Counseling Training (9.5%)

"Provide stronger support for career advising to undergraduate students"

4. Networking Opportunity and External Events (9.3%)

"...Every student should be assigned an academic and career advisor and be required to meet with them at least once a semester."

5. Job or Skill Training (8.7%)

6. Job or Internship Placement (8.3%)

Module: Qualitative Findings

Areas for Improvement

1. Career Knowledge and Exposure (14.4%)

“CSULA does a great job addressing upward mobility. I would suggest more career fairs or more affiliation with big agencies and recruiters”

2. Communication and Social Media (10.4%)

3. Advising and Counseling Training (9.5%)

“Provide fairs in regard to different fields. Provide more information sessions and panels of staff explaining different careers.”

4. Networking Opportunity and External Events (9.3%)

“Implement or improve on their program of networking with alumni or professionals in different industries. Students can benefit a lot when hearing advice or experiences of people in the industry”

5. Job or Skill Training (8.7%)

6. Job or Internship Placement (8.3%)

“Have more job fairs throughout the school year so that more people can attend.”

Module: Qualitative Findings

Areas for Improvement

1. Career Knowledge and Exposure (14.4%)
2. Communication and Social Media (10.4%)
3. Advising and Counseling Training (9.5%)
4. Networking Opportunity and External Events (9.3%)
5. Job or Skill Training (8.7%)
6. Job or Internship Placement (8.3%)

"The institution can do a better job at including what jobs students can get with their major. I only had one class that did that for me in the beginning of my college experience and I believe it's something that should have been a recurring theme within classes."

"A better way for my institution to help encourage students to achieve the career goals is by providing a stronger pipeline between academia and industry. Instead of focusing mainly on completing courses required to complete a degree, they could instead use panels or consoler to provide better insight into the reality of working in their career field."

"Have more courses that requires out of classroom activities."

"...proving more job shadow opportunities that students could apply to determine if they want to go to this field or not."

Module: Qualitative Findings

Areas for Improvement

1. Career Knowledge and Exposure (14.4%)

“Provide more internships or programs that encourages community service”

2. Communication and Social Media (10.4%)

“This institution needs to make more things like internships, having mentors, and career fairs mandatory requirements for graduation. Not only that, but hire advisors that actually like to help students and are all on the same page with information about classes needed to graduate. ”

3. Advising and Counseling Training (9.5%)

4. Networking Opportunity and External Events (9.3%)

“Help students in different fields of majors get internships and opportunities. Increase study space hours for students on campus-library.”

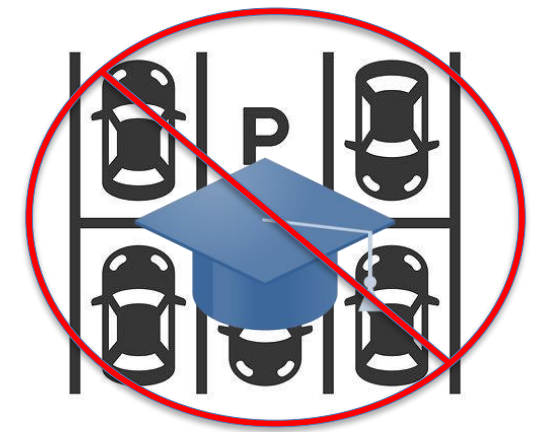
5. Job or Skill Training (8.7%)

6. Job or Internship Placement (8.3%)

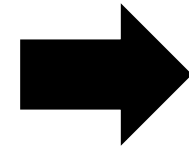
“Helping and Placing students to get into an internship and complete it as a graduation requirement”

Qualitative Findings

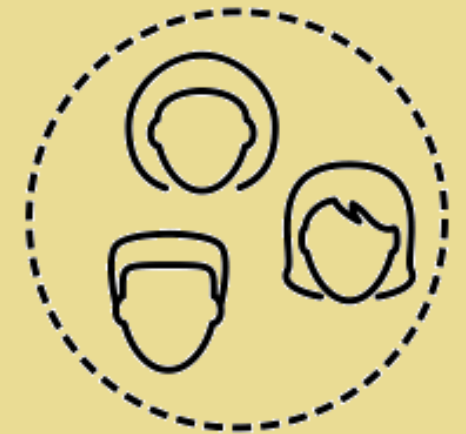
Summary



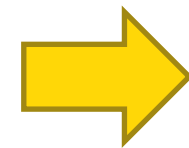
Faculty have a positive impact on students' learning experience and their personal & academic growth



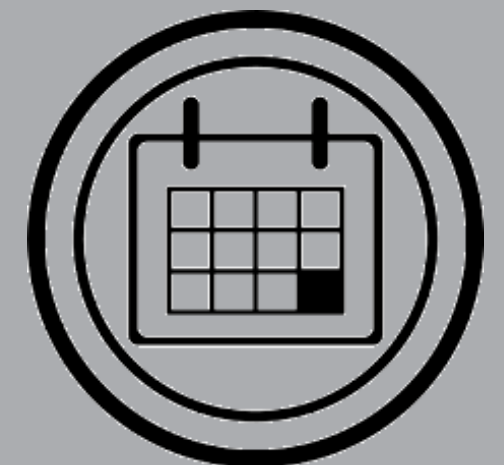
Faculty should increasingly integrate modern technology and utilize up-to-date e-learning tools to further enrich their teaching methods and strengthen faculty-student interaction.



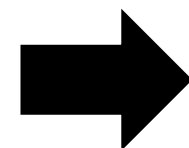
Advisors have guided students towards path to success and provided proper resources.



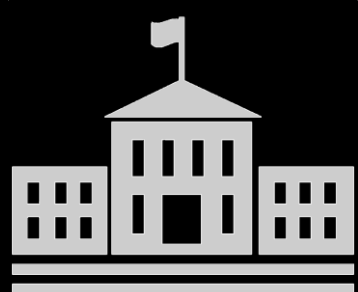
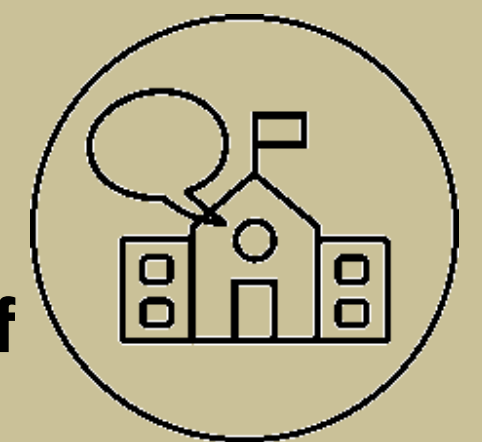
Students would like a greater number and availability of advisors , consistency in information they provide, and positive relationship-building.



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. More workshops and fairs.



Other areas for improvement:

- **More ADA and older student support in online classes**
- **More online/hybrid classes availability**
- **Modernizing campus and maintaining cleanliness**



Questions?
Thank you!