

NSSE 2020

National Survey Of Student Engagement

California State Universty, Long Beach

NSSE annually collects information at hundreds of four-year colleges and universities about student participation in activities and programs that promote their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending their college or university. Institutions use their data to identify aspects of the undergraduate experience that can be improved through changes in policy and practice.

Who took the survey? 1,3062 respondents out of 5790 First year students
1,426 respondents out of 8,341 Seniors



Participation in High-Impact Practices by Student Characteristics

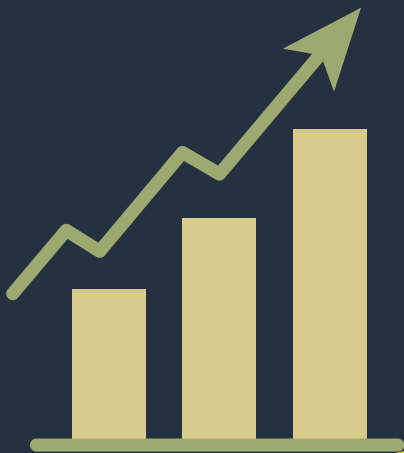
	First Year	Service Learning	Learning Community	Research with Faculty		Seniors	Service Learning	Learning Community	Research with Faculty
• Sex					<p>This table displays the percentage of students who participated in each HIP by selected student characteristics</p> <p>Examining participation rates for different groups offers insight into how engagement varies within student population</p>				
Female		48%	11%	4%			65%	20%	17%
Male		48%	8%	1%			55%	18%	16%
• Race/Ethnicity or International									
Asian		45%	11%	2%			62%	18%	20%
Black or African American		59%	5%	3%			81%	25%	16%
Hispanic or Latino		49%	9%	3%			64%	21%	13%
White		47%	11%	2%			56%	23%	21%
Foreign or nonresident		72%	12%	6%			68%	13%	13%
Two or more races/ ethnicities		35%	11%	2%			53%	16%	18%
• Age									
Traditional (FY<21, Seniors<25)		48%	10%	3%			60%	19%	17%
Nontraditional(FY 21+, Seniors 25+)		77%	23%	8%			66%	20%	16%
• First-generation									
Not First generation		44%	11%	2%			61%	21%	19%
First generation		51%	9%	4%			62%	19%	15%
• Enrollment Status									
Not full time		53%	3%	0%			61%	18%	15%
Full time		48%	10%	3%			62%	20%	17%

NSSE 2020 Mean Scores of Engagement Indicators

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: Higher-Order Learning, Reflective & Integrative Learning, Learning Strategies, and Quantitative Reasoning.

First Year		Seniors	
Higher-Order Learning	36.3%	Higher-Order Learning	40.0%
Reflective & Integrative Learning	34.3%	Reflective & Integrative Learning	38.3%
Learning Strategies	36.6%	Learning Strategies	38.0%
Qualitative Reasoning	26.5%	Qualitative Reasoning	28.4%

We see a difference between the mean scores of the engagement indicators between first year and seniors. Although it is not the same group responding over time, we see a higher percentage of scores for seniors. This is important as we hope that through engagement with our campus they develop in these areas.



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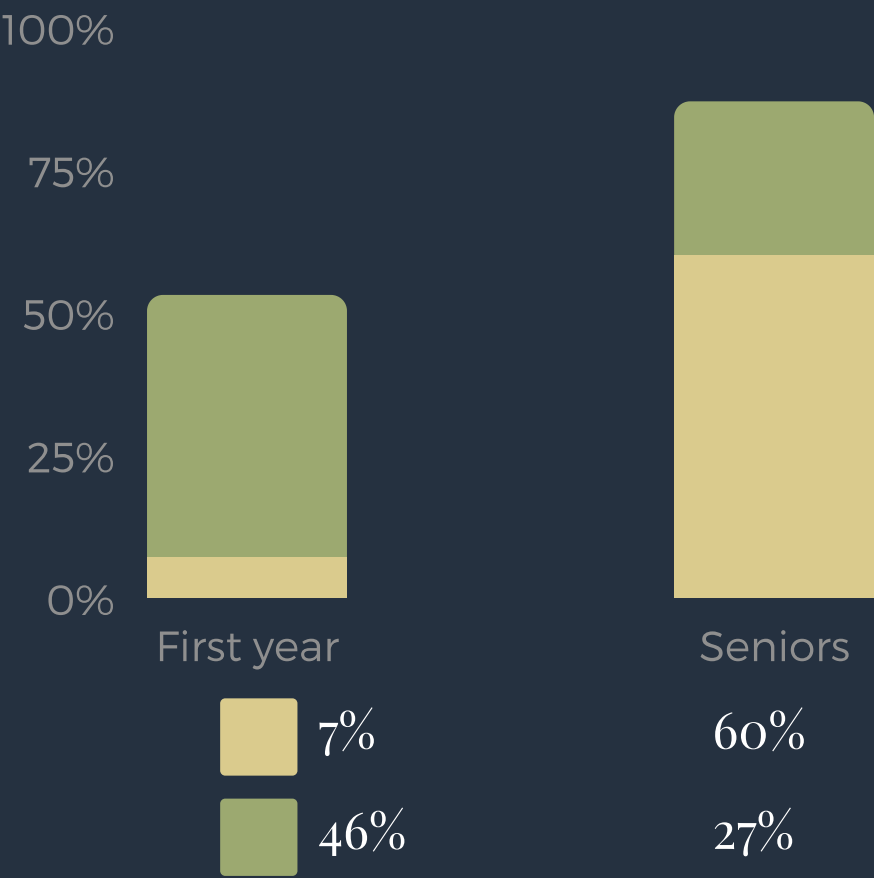
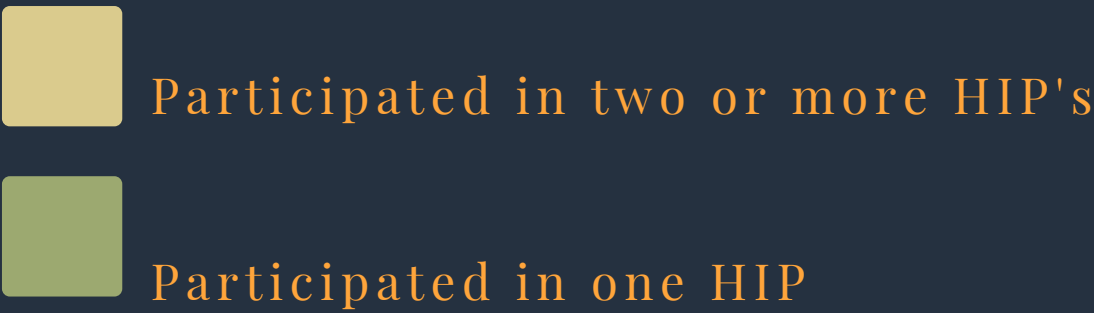
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High Impact Practices

Overall (HIP) Participation Chart

This figure displays the percentage of students who participated in High-Impact Practices. Both figures include participation in service-learning, a learning community, and research with faculty. The senior figure also includes participation in an internship or field experience, study abroad, and culminating senior experience.



Statistical Comparisons of Participation of

High impact Practices

First Year/ Senior

First year	
Service-Learning	48%
Learning community	9%
Research with faculty	3%
Participated in at least one	53%
Participated in two or more	7%
Seniors	
Service-Learning	61%
Learning community	19%
Research with faculty	16%
Participated in at least one	87%
Participated in two or more	60%

This table displays the percentage of students who participated in a given High-Impact Practice, including the percentage who participated in at least one or in two or more HIPs.

For more information about CSULB's administration of NSSE please visit <http://web.csulb.edu/divisions/students/assessment/>

