



2007 NSSE/FSSE Comparison of items related to Student Learning Outcomes

First-Year Students

The National Survey of Student Engagement (NSSE) collects information annually from samples of first-year and senior students about the nature and quality of their undergraduate experience. Colleges and universities in the US and Canada use NSSE to measure the extent to which their students engage in effective educational practices that are empirically linked with learning, personal development, and other desired outcomes, such as satisfaction, persistence, and graduation.

The Faculty Survey of Student Engagement (FSSE) was designed to complement the NSSE. FSSE focuses on faculty perceptions of how often students engage in different activities, and the importance faculty place on various areas of learning and development, among other topics. Pairing faculty responses to FSSE items with student responses to NSSE items can help contextualize student responses.

Below are selected NSSE/FSSE items that are central to describing the student experiences at California State University, Dominguez Hills (CSUDH) that most directly relate to student learning outcomes. For more information about NSSE results for CSUDH, please visit <http://csudh.edu/oir/Research/Default.shtml>.

Distribution of first-year student responses to how often they did the following at their institution during the current school year			Percentage of faculty who reported that students from their lower division courses do the following often or very often	
Student Question	CSUDH	Carnegie*	Faculty	Faculty Question
	Very Often/ Often		Very Often/ Often	
Received prompt written or oral feedback from faculty on your academic performance	48%	54%	90%	Receive prompt written or oral feedback from you on their academic performance

Distribution of first-year student responses to how often they did the following at their institution during the current school year			Percentage of faculty who reported that it is important or very important that their students in lower division courses do the following	
Student Question	CSUDH	Carnegie*	Faculty	Faculty Question
	Very Often/ Often		Very Important/ Important	
Worked on a paper or project that required integrating ideas or information from various sources	65%	77%	55%	Work on a paper or project that required integrating ideas or information from various sources
Put together ideas or concepts from different courses when completing assignments or during class discussions	48%	50%	48%	Put together ideas or concepts from different courses when completing assignments or during class discussions
Tutored or taught other students (paid or voluntary)	14%	14%	35%	Tutor or teach other students (paid or voluntary)

Distribution of first-year student responses to how often they did the following at their institution during the current school year			Percentage of faculty who reported that it is important or very important that their students in lower division courses do the following	
Student Question	CSUDH	Carnegie*	Faculty	Faculty Question
	Very Often/ Often		Very Important/ Important	
Examined the strengths and weaknesses of your own views on a topic or issue	43%	58%	65%	Examine the strengths and weaknesses of their views on a topic or issue
Learned something that changed the way you understand an issue or concept	53%	61%	87%	Learn something that changes the way they understand an issue or concept

Distribution of first-year student responses to how much their coursework during the current school year emphasized the following			Percentage of faculty who reported that they place quite a bit or very much emphasis on the following in their lower division courses	
Student Question	CSUDH	Carnegie*	Faculty	Faculty Question
	Very Much/ Quite a Bit		Very Much/ Quite a Bit	
Analyzing the basic elements of an idea, experience or theory	67%	75%	84%	Analyzing the basic elements of an idea, experience or theory
Synthesizing and organizing ideas, information, or experiences	68%	65%	81%	Synthesizing and organizing ideas, information, or experiences
Making judgments about the value of information, arguments, or methods	68%	66%	77%	Making judgments about the value of information, arguments, or methods
Applying theories or concepts to practical problems or in new situations	63%	71%	84%	Applying theories or concepts to practical problems or in new situations

Distribution of first-year student responses to the extent that their college experience contributed to their knowledge, skills, and personal development in the following areas			Percentage of faculty who structured their lower division courses quite a bit or very much so that students learn and develop in the following areas	
Student Question	CSUDH	Carnegie*	Faculty	Faculty Question
	Very Much/ Quite a Bit		Very Much/ Quite a Bit	
Writing clearly and effectively	78%	73%	61%	Writing clearly and effectively
Speaking clearly and effectively	72%	65%	45%	Speaking clearly and effectively
Thinking critically and analytically	80%	80%	90%	Thinking critically and analytically
Analyzing quantitative problems	74%	67%	39%	Analyzing quantitative problems
Solving complex real-world problems	63%	54%	67%	Solving complex real-world problems

*2005 Basic Carnegie Class = Master's L: Master's College and Universities (larger programs)