

California State University-Dominguez Hills

Prepared 2024-08-14 IPEDS: 110547



About This Report

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.



Administration Summaries

California State University-Dominguez Hills

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

		Fir	rst-year studen	ts				Seniors		
Year	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
Adminis	tration Details	by Participatio	n Year							

			Incentives		Report Sample		
Year	Recruitment method	Sample type	offered	Additional question sets	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.

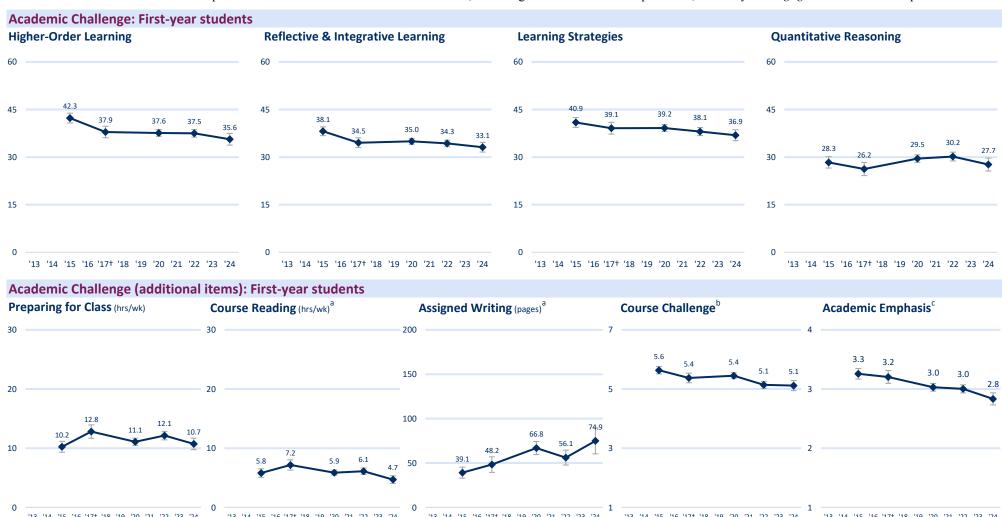
d. Starting in 2017, institutions had the option to flag a subset of students for exclusion from reports. Refer to your Administration Summary reports.



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.



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").

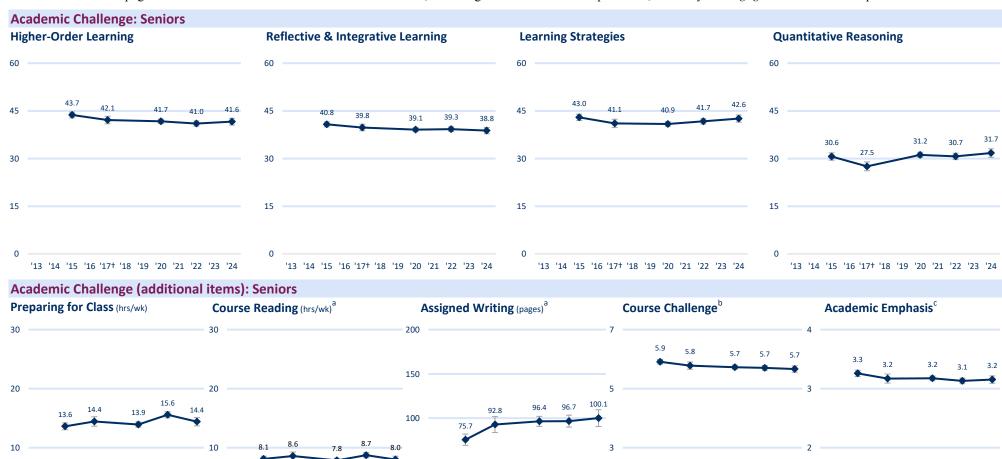
[†]Results reflect Report Sample exclusions and are unweighted. See page 3.



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Engagement Results by Theme

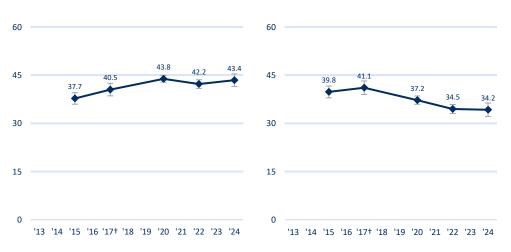
California State University-Dominguez Hills

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Campus Environment: First-year students Quality of Interactions

Supportive Environment



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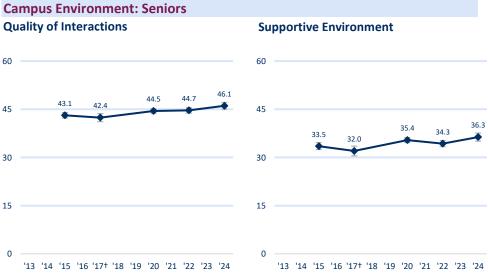


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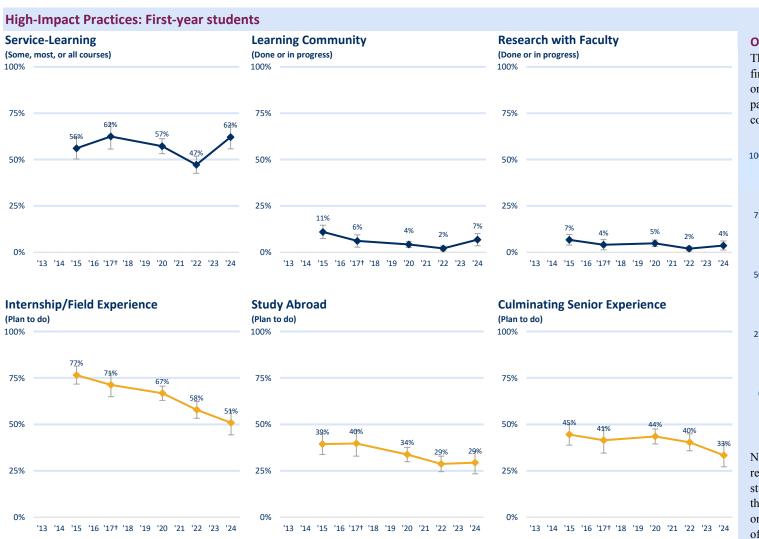
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High-Impact Practices

California State University-Dominguez Hills

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.



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.

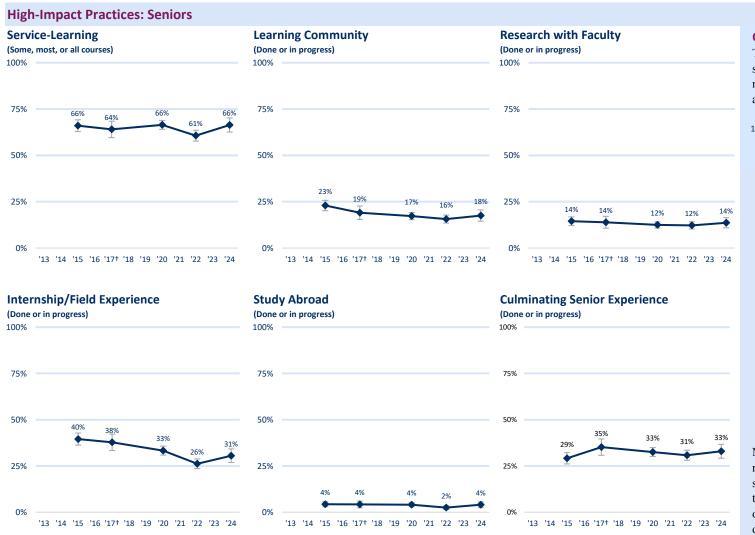
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High-Impact Practices

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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.



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

student e	engagen	ient						(aiito	rnia :	state	Univ	ersity	יסט-ע	ming	uez i	HIIIS							
						First-	year s	tudents										Senio	rs					
		'13	'14	'15	'16	'17†	'18	'19 '20	'21	'22	'23	'24	'13	'14	'15	'16	'17†	'18	'19	'20	'21	'22	'23	'24
Academic Challeng	ie																							
Higher-Order	Mean			42.3		37.9		37.6		37.5		35.6			43.7		42.1			41.7		41.0		41.6
Learning	n			318		223		613		493		252			912		549			1,539		1,165		633
Learning	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 &	Mean			38.1		34.5		35.0		34.3		33.1			40.8		39.8			39.1		39.3		38.8
Integrative	n			334		233		645		531		271			955		579			1,633		1,233		681
Learning	SD			12.9		12.0		12.1		12.3		12.8			12.6		12.5			12.7		13.2		13.2
Learning	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	Mean			40.9		39.1		39.2		38.1		36.9			43.0		41.1			40.9		41.7		42.6
Strategies	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	Mean			28.3		26.2		29.5		30.2		27.7			30.6		27.5			31.2		30.7		31.7
Reasoning	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
Academic Challeng	ie (additio	nal iten	าร)																					
Preparing for	Mean			10.2		12.8		11.1		12.1		10.7			13.6		14.4			13.9		15.6		14.4
Class (hours/week)	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	Mean			5.8		7.2		5.9		6.1		4.7			8.1		8.6			7.8		8.7		8.0
Est. hrs per week	n			256		180		559		435		215			794		394			1,412		1,044		584
calculated from two items.	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

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).

CI low bnd

8.3

7.4

7.5

7.6

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



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	13			
Academic Challeng	ge (additior	nal item	s, con	tinued)																								
Assigned	Mean			39.1		48.2			66.8		56.1		74.9			75.7		92.8			96.4		96.7		100			
Writing Est. no. of pages	n			264		198			584		444		238			765		462			1,483		1,100		63			
	SD			51.9		63.0			91.1		90.1		114.8			90.1		98.8			111.3		113.3		119			
calculated from three	SE			3.19		4.47			3.77		4.28		7.45			3.26		4.60			2.89		3.41		4.8			
survey questions.	CI up bnd			45.4		57.0			74.2		64.5		89.5			82.0		101.8			102.0		103.4		109			
	CI low bnd			32.9		39.4			59.4		47.7		60.3			69.3		83.8			90.7		90.0		90			
Course	Mean			5.6		5.4			5.4		5.1		5.1			5.9		5.8			5.7		5.7		5			
Challenge	n			296		198			584		455		227			860		458			1,481		1,097		60			
Extent courses	SD			1.1		1.2			1.3		1.3		1.3			1.1		1.3			1.3		1.4		1			
challenged students to	SE			.06		.08			.05		.06		.09			.04		.06			.03		.04		.0			
do best work (1="Not at	CI up bnd			5.8		5.5			5.6		5.3		5.3			6.0		5.9			5.8		5.8		5			
all" to 7="Very much").	CI low bnd			5.5		5.2			5.3		5.0		4.9			5.8		5.7			5.7		5.6		5			
Academic	Mean			3.3		3.2			3.0		3.0		2.8			3.3		3.2			3.2		3.1		3			
Emphasis	n			264		186			566		447		225			817		408			1,447		1,070		59			
Perceived inst. emphasis	SD			0.7		0.8			0.8		0.7		0.8			0.8		0.8			0.8		0.8		0.			
on spending time	SE			.05		.06			.03		.03		.05			.03		.04			.02		.02		.0			
studying and on acad.	CI up bnd			3.3		3.3			3.1		3.1		2.9			3.3		3.2			3.2		3.2		3			
work (1 = "Very little" to 4 = "Very much").	CI low bnd			3.2		3.1			3.0		2.9		2.7			3.2		3.1			3.1		3.1		3.			
Learning with Peer	rs																											
Collaborative	Mean			34.5		32.8			32.3		28.3		28.7			35.1		33.9			34.6		31.3		33.			
Learning	n			337		238			687		569		280			951		590			1,702		1,283		70			
Learning	SD			13.6		12.8			14.0		13.6		15.5			13.4		13.5			13.7		15.0		14			
	SE			.74		.83			.53		.57		.92			.44		.55			.33		.42		.5			
	CI up bnd			36.0		34.5			33.4		29.4		30.5			35.9		35.0			35.3		32.2		34			
	CI low bnd			33.1		31.2			31.3		27.1		26.9			34.2		32.9			34.0		30.5		32.			
Discussions	Mean			37.6		35.2			33.8		31.4		29.9			43.6		41.5			38.7		36.7		38.			
with Diverse	n			296		198			578		450		233			867		460			1,488		1,099		60			
	SD			16.3		16.2			16.1		16.5		16.9			16.5		15.7			16.7		17.3		16			
Others	SE			.95		1.15			.67		.78		1.11			.56		.73			.43		.52		.6			
	CI up bnd			39.4		37.4			35.2		32.9		32.1			44.7		42.9			39.5		37.8		39			
	CI low bnd			35.7		32.9			32.5		29.9		27.7			42.5		40.1			37.8		35.7		36			

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).

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Detailed Statistics: Engagement Indicators and Additional Challenge Items

California State University-Dominguez Hills

32.4

30.5

34.6

student engagement Camornia State On																									
					First-	year s	tuder	nts										Senio	ors						
	'13	'14	'15	'16	'17†	'18	'19	'20	'21	'22	'23	'24	'13	'14	'15	'16	'17†	'18	'19	'20	'21	'22	'23	'24	
Faculty																									
Mean			22.1		22.3			23.0		19.9		20.6			22.6		22.3			23.8		22.6		24.6	
n			325		228			625		510		263			928		562			1,589		1,192		665	
SD			16.0		15.1			14.6		16.0		16.3			17.2		15.9			16.3		17.0		17.0	
SE			.89		1.00			.58		.71		1.01			.56		.67			.41		.49		.66	
CI up bnd			23.8		24.2			24.2		21.2		22.6			23.8		23.6			24.6		23.5		25.9	
CI low bnd			20.3		20.3			21.9		18.5		18.7			21.5		21.0			23.0		21.6		23.3	
Mean			44.4		41.5			39.8		40.6					42.4		40.6			41.8		40.9		43.0	
n			334					607							941		555			1,541		1,158		634	
SD			13.7		13.1			14.3		14.1		14.0			14.5		13.8			14.3		15.1		14.4	
SE			.75		.88			.58		.64		.88			.47		.58			.37		.44		.57	
•								41.0														41.7		44.1	
CI low bnd			42.9		39.8			38.7		39.3		38.2			41.5		39.4			41.1		40.0		41.8	
nent																									
Mean			37.7		40.5			43.8		42.2		43.4			43.1		42.4			44.5		44.7		46.1	
n			283		189			549		401		196			828		435			1,391		970		540	
SD			15.4		13.7			12.6		13.7		14.0			12.6		13.4			13.2		13.3		12.6	
SE			.91		1.00			.54		.69		1.00			.44		.64			.35		.43		.54	
CI up bnd			39.5		42.5			44.9		43.6		45.4			44.0		43.7			45.2		45.5		47.1	
CI low bnd			35.9		38.5			42.8		40.9		41.5			42.3		41.1			43.8		43.8		45.0	
Mean			39.8		41.1			37.2		34.5		34.2			33.5		32.0			35.4		34.3		36.3	
n			264		186			563		443		221			806		404			1,426		1,059		589	
SD			15.3		14.6			15.7		15.0		15.9			15.8		15.6			15.7		15.7		15.6	
SE			.94		1.07			.66		.71		1.07			.56		.78			.42		.48		.64	
CI up bnd			41.6		43.2			38.5		35.9		36.3			34.6		33.5			36.2		35.3		37.6	
	Faculty Mean n SD SE Cl up bnd Cl low bnd Mean n SD SE Cl up bnd Cl low bnd The control of the con	'13 Faculty Mean n SD SE Cl up bnd Cl low bnd Mean n SD SE Cl up bnd Cl low bnd Thean n SD SE Cl up bnd Cl low bnd Mean n SD SE Cl up bnd Cl low bnd Mean n SD SE Cl up bnd Cl low bnd SE Cl up bnd Cl low bnd	Taculty Mean n SD SE Cl up bnd Cl low bnd Mean n SD SE Cl up bnd Cl low bnd Cl low bnd Mean n SD SE Cl up bnd Cl low bnd Mean n SD SE Cl up bnd Cl low bnd Mean n SD SE Cl up bnd SD SE Cl up SE	'13	'13	First- '13 '14 '15 '16 '17† Faculty Mean 22.1 22.3 n 325 228 SD 16.0 15.1 SE 89 1.00 Cl up bnd 23.8 24.2 Cl low bnd 20.3 Mean 44.4 41.5 n 334 224 SD 13.7 13.1 SE 7.75 .88 Cl up bnd 45.9 43.2 Cl low bnd 42.9 39.8 Dent Mean Me	First-year s '13 '14 '15 '16 '17† '18 Faculty Mean 22.1 22.3 n 325 228 SD 16.0 15.1 SE 89 1.00 Cl up bnd 23.8 Cl low bnd 20.3 Mean 44.4 41.5 SD 13.7 13.1 SE 75 88 Cl up bnd 45.9 41.2 Cl low bnd 42.9 39.8 Mean Mean 37.7 40.5 n 283 SD 15.4 13.7 SE 91 1.00 Cl up bnd 39.5 Cl up bnd 39.5 Cl low bnd 39.8 Mean Mean 39.8 41.1 n 264 186 SD 15.3 14.6 SE 94 1.07	First-year studer '13 '14 '15 '16 '17† '18 '19 Faculty Mean 22.1 22.3 n 325 228 SD 16.0 15.1 SE 89 1.00 Cl up bnd 23.8 24.2 Cl low bnd 20.3 20.3 Mean 44.4 41.5 SD 13.7 13.1 SE7588 Cl up bnd 45.9 43.2 Cl low bnd 42.9 39.8 Dent Mean Mean 37.7 40.5 n 283 189 SD 15.4 13.7 SE91 1.00 Cl up bnd 39.5 42.5 Cl low bnd 35.9 38.5 Mean Mean Mean 19. 40.5 Mean 19. 40.	First-year students '13 '14 '15 '16 '17† '18 '19 '20 Faculty Mean	First-year students '13 '14 '15 '16 '17† '18 '19 '20 '21 Faculty Mean 22.1 22.3 23.0 n 325 228 625 SD 16.0 15.1 14.6 SE 89 1.00 58 Cl up bnd 23.8 24.2 24.2 Cl low bnd 20.3 20.3 21.9 Mean 44.4 41.5 39.8 n 334 224 607 SD 13.7 13.1 14.3 SE75 8.858 Cl up bnd 45.9 43.2 41.0 Cl low bnd 42.9 39.8 38.7 Dent Mean 37.7 40.5 43.8 n 283 189 549 SD 15.4 13.7 12.6 SE91 1.0054 Cl up bnd 39.5 42.5 44.9 Cl low bnd 35.9 38.5 42.8 Mean 39.8 41.1 37.2 n 264 186 563 SD 15.3 14.6 563 SD 15.7 56	First-year students 13	First-year students 13 14 15 16 17 18 19 120 121 122 123 Faculty Mean 221 223 230 199 n 325 228 625 510 SD 160 15.1 14.6 16.0 SE 89 1.00 58 71 Clup bnd 23.8 24.2 24.2 21.2 Clow bnd 20.3 20.3 21.9 18.5 Mean 44.4 41.5 39.8 40.6 n 334 224 607 485 SD 13.7 13.1 14.3 14.1 SE 7.75 8.8 564 Clup bnd 45.9 43.2 41.0 41.8 Clow bnd 45.9 39.8 38.7 Clup bnd 45.9 39.8 38.7 Mean 84.9 39.8 38.7 Mean 94.9 39.8 38.7 Mean 188 40.6 Clup bnd 45.9 43.2 41.0 41.8 Clow bnd 50 42.9 39.8 38.7 Dent Mean 37.7 40.5 43.8 42.2 n 283 189 549 401 SD 15.4 13.7 12.6 13.7 SE 91 1.00 54 6.9 Clup bnd 39.5 42.5 44.9 43.6 Clow bnd 35.9 38.5 42.8 40.9 Mean 39.8 41.1 37.2 34.5 n 264 186 563 443 SD 15.3 14.6 15.7 15.0 SE 994 10.7 566 7.71	First-year students 113 114 115 116 1171 118 119 120 121 122 123 124 Faculty Mean 22.1 22.3 23.0 199 20.6 n 325 228 625 510 263 SD 16.0 15.1 14.6 16.0 16.3 SE 89 1.00 58 7.1 1.01 Clup bnd 23.8 24.2 24.2 21.2 22.6 Cllow bnd 20.3 20.3 21.9 18.5 18.7 Mean 44.4 41.5 39.8 40.6 39.9 n 334 224 607 485 254 SD 13.7 13.1 14.1 14.0 SE 7.75 88 58 64 88 Clup bnd 45.9 43.2 41.0 41.8 41.6 Clow bnd 45.9 39.8 38.7 39.3 38.2 Dent Mean 37.7 40.5 43.8 42.2 43.0 Mean 5D 15.4 13.7 12.6 13.7 14.0 Clow bnd 5D 15.4 13.7 12.6 13.7 14.0 Clow bnd 39.5 42.5 44.9 43.6 45.4 Clup bnd 39.8 41.1 37.2 34.5 34.2 n 264 186 563 443 221 SD 15.3 14.6 15.7 15.0 15.9 SE 9.9 15.3 14.6 15.7 15.0 15.9	First-year students 113 14 15 16 171 18 19 120 121 122 123 124 13 Faculty Mean 22.1 22.3 23.0 19.9 20.6 n 325 228 625 510 263 SD 16.0 15.1 14.6 16.0 16.3 SE 8.9 1.00 58 7.1 1.01 Clup bnd 23.8 24.2 24.2 21.2 22.6 Clow bnd 20.3 20.3 20.3 19.9 18.5 18.7 Mean 334 224 607 485 254 SD 13.7 13.1 14.3 14.1 14.0 SE 7.5 88 64 8.8 Clup bnd 45.9 43.2 41.0 41.8 41.6 Clup bnd 42.9 39.8 38.7 39.3 38.2 Pent Mean 37.7 40.5 43.8 42.2 43.4 n 283 189 549 401 196 SD 15.4 13.7 13.7 12.6 13.7 14.0 SE 991 1.00 548 43.9 401 196 SD 215 43.7 14.0 43.8 42.2 43.4 n 283 189 549 401 196 SD 215 43.7 13.7 12.6 13.7 14.0 Clup bnd 39.5 42.5 44.9 43.6 45.4 Clup bnd 39.8 41.1 37.2 34.5 34.2 Mean 39.8 41.1 37.2 34.5 34.2 SD 15.3 14.6 563 443 221 SD 15.3 14.6 563 443 221 SD 15.3 14.6 563 443 221	First-year students 13	First-year students	First-year students	First-year Fir	First-year students	First	First	First Firs	First	First	

33.1

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).

37.9

CI low bnd

33.4

35.1

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



Detailed Statistics: High-Impact Practices

California State University-Dominguez Hills

						First-	year s	tuder	nts										Senic	ors					
		'13	'14	'15	'16	'17†	'18	'19	'20	'21	'22	'23	'24	'13	'14	'15	'16	'17†	'18	'19	'20	'21	'22	'23	'2 4
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	%			11		6			4		2		7			23		19			17		16		18
Community ^a	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
B 1 24	CI low bnd			7 7		3 4			3 5		1 2		3			20 14		15 14			15 12		13		15 14
Research with	%			293		4 197			5 577		4 53		4 225			859		452					12 1,085		603
Faculty ^a	n SE			1.5		1.4			0.9		0.6		1.2			1.2		1.6			1,467 0.9		1,085		1.4
	SE CI up bnd			1.5		1.4 7			0.9 7		3		6			1.2		1.6			14		1.0		1.4
	CI up bna CI low bnd			4		1			3		1		1			17		11			11		10		11
Internship or Field	%			77		71			67		58		<u>_</u>			40		38			33		26		31
	n			295		198			580		455		229			865		458			1,477		1,095		606
Experience ^D	SE			2.5		3.2			2.0		2.3		3.3			1.7		2.3			1.2		1.3		1.9
(First-year results: Plan to	CI up bnd			81		78			71		62		5.5			43		42			36		29		34
do)	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
(First-year results: Plan to do)	SE			2.9		3.5			2.0		2.1		3.1			0.7		0.9			0.5		0.5		0.8
40)	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	%			45		41			44		40		33			29		35			33		31		33
Experience ^b	n			293		198			578		449		224			859		452			1,471		1,088		604
(First-year results: Plan to	SE			2.9		3.5			2.1		2.3		3.2			1.6		2.2			1.2		1.4		1.9
do)	CI up bnd			50		48			48		45		40			32		40			35		34		37
40,	CI low bnd			39		35			39		36		27			26		31			30		28		29
Overall HIP Partici	pation																								
Participated in one	%			50		55			54		46		59			31		31			34		37		36
HIP	n			296		199			578		453		226			872		458			1,481		1,099		607
THE	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	%			10		8			5		2		6			50		51			45		39		43
or more HIPs	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+/-1.96*SE).

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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.