

NSSE BRIEF

**STUDENT ENGAGEMENT AT
SACRAMENTO STATE**



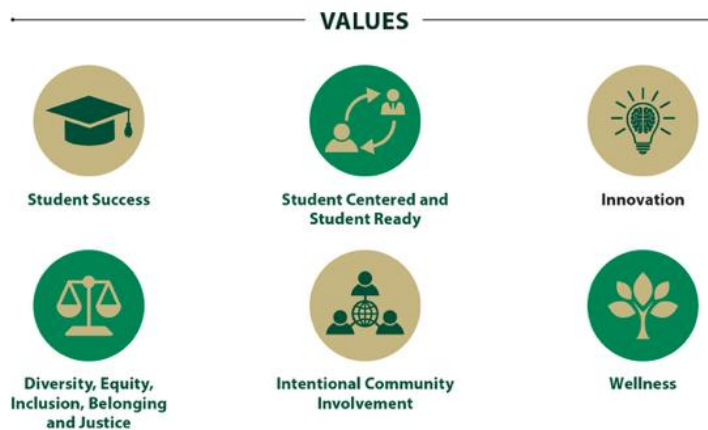
INTRODUCTION

Sacramento State relies on The [National Survey of Student Engagement](#) (NSSE) to assess the quality of the undergraduate student experience with curricular and co-curricular activities. The institution has participated in NSSE consistently since 2005, initially on a three-year cycle, and since 2020 has transitioned to annual administration to facilitate more timely monitoring of student engagement trends and to better inform continuous improvement efforts. The use of NSSE aligns well with the university's values, in particular its prioritization of student success in which Sacramento State measures as "how well students are prepared to accomplish their current and future academic, personal, and professional goals, as well as serving [the] larger community" (Strategic Plan 2023). Further, participation in NSSE helps the university foster a student-centered and student ready learning environment. In the Strategic Plan, student ready is described as meeting "students where they are and [adapting] to their widely divergent educational experiences. We are dedicated to aligning policies and practices to give our increasingly diverse students the tools they need to persist and succeed"(Strategic Plan 2023).

Graphic 1: Sacramento State Values

WHAT WE BELIEVE IN

Sac State has strong values focused on growing and developing the people it serves while continuing to strengthen and focus future efforts.



To support the campus community's engagement with NSSE data, the Office of Institutional Research ([OIR](#)), developed an interactive NSSE dashboard that presents results in a longitudinal format, allowing users to explore trends over time and examine patterns across student populations. The dashboard enables disaggregation by important social characteristics and offers a centralized platform for analyzing engagement indicators. These features make it easier for faculty, staff, and administrators to interpret results and employ findings in their work (e.g., assessment reports, grants, teaching materials, and administrative reports). Aligned with the institution's values and mission, OIR has integrated student interns into the analysis of NSSE data, engaging them in reviewing results, identifying key themes, and contributing to written analyses. This approach builds student capacity in data literacy and research and brings valuable student perspectives into the interpretation of engagement data.



Through sustained participation in NSSE, enhanced data visualization tools, and innovative student involvement, the institution continues to strengthen its use of engagement data to support evidence-based decision-making and improve the undergraduate experience. NSSE findings provide an important source of indirect evidence regarding student learning, engagement, and educational quality at Sacramento State. Consistent with the university's commitment to evidence-based improvement, NSSE results are used alongside direct assessment measures, institutional performance indicators, and student success data to evaluate the student experience and inform planning efforts.

METHODOLOGY

The NSSE survey, originally launched in 2000 and updated in 2013, provides universities and colleges the opportunity to assess "the extent to which students engage in educational practices associated with high levels of learning and development" (NSSE 2026). The questionnaire focuses on five categories:

- participation in educationally purposeful activities
- institutional requirements and the challenging nature of coursework
- perceptions of the college environment
- estimates of educational and personal growth
- background and demographic information

The NSSE survey uses five Engagement Indicators (EIs) to measure student engagement, and six measures to assess students' participation in High Impact Practices (HIPs) as noted below:

Table 1: NSSE Engagement Indicators and High Impact Practice Themes

NSSE Engagement Indicators by Theme		NSSE High Impact Practice by Theme	
Theme	Engagement Indicators	Theme	Item Wording
Academic Challenge	• Higher Order Learning • Reflective and Integrative Learning • Learning Strategies • Quantitative Reasoning	Service Learning	About how many of your courses at this institution have included a community-based project (service-learning)?
Learning with Peers	• Collaborative Learning • Discussions with Diverse Others	Learning Community	Participate in a learning community or some other formal program where groups of students take two or more classes together?
Experiences with Faculty	• Student-Faculty Interaction • Effective Teaching Strategies	Research with Faculty	Work with a faculty member on a research project
Campus Environment	• Quality of Interactions • Supportive Environment	Internship or Field Experience	Participate in a internship, co-op, field experience, student



			teaching, or clinical placement
	Study Abroad		Participate in a study abroad program
	Culminating Senior Experience		Complete a culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.)

A full description of each EI and HIP with component items can be found on [this one page handout](#) (NSSE 2026). Most EI measures utilized Likert scales with four or five response categories (i.e., very often = 4, often = 3, sometimes = 2, and never = 1).

Each Engagement Indicator is scored on a 60-point scale using a three step process (NSSE 2026). First, all items that make up each EI are converted to a 60-point scale (e.g., items with four response options such as, never, sometimes, often, and very often are recoded with values of 0 = never, 20 = sometimes, 40 = often, and 60 = very often). An EI score of zero means that a student chose the lowest response option for every item in that indicator, while a score of 60 means that a student chose the highest response to every item. Second, the average of recoded values for each component is calculated. Regarding EIs with five or more items (Reflective & Integrative Learning, Effective Teaching Practices, Quality of Interactions, and Supportive Environment) a mean was calculated for each student who answered all items or all but one of the items in the Engagement Indicator. Finally, institutional EI scores are the weighted averages of the student-level scores for each class level.

All HIPs were measured using a Likert scale asking students about their actual or planned participation in an HIP (i.e., done or in progress = 4, plan to do = 3, do not plan to do = 2, have not decided = 1). This excludes service learning which asked students to indicate how many of their courses included service learning (i.e., all =4, most = 3, some = 2, and none =1).

NSSE reports engagement in HIPs as the percentage of students who responded "done or in progress" for all HIPs, excluding service learning. Students report service learning as present in "some" of their courses via community-based projects. An HIP score of 35% means that 35% of survey respondents participated in that activity.

Universities and colleges can select from a list of twelve [Topical Modules](#) to add to their NSSE survey. In 2023, 2024, and 2025, Sacramento State elected to survey students in two topical areas: 1) Inclusiveness and Diversity and 2) Mental Health and Well-Being¹. Most measures in the Inclusiveness and Diversity module utilized Likert Scales asking students to indicate how much their institution emphasizes a specific indicator of inclusiveness (i.e., very much = 4, quite a bit = 3, some = 2, and very little = 1). The Mental Health and Well-Being module mostly utilized Likert Scales to measure students' experiences across a range of mental health and well-

¹ The title of the Mental Health topical module changed to Mental Health & Well Being in 2024.

being dimensions. In addition, it measured students' perceptions of the availability of campus resources.

The [2025 Multi-Year Report](#) shows results beginning in 2013, the year of the last survey update, with “year-to-year results for Engagement Indicators, High-Impact Practices, and key academic challenge items to illustrate patterns of change or stability” (NSSE 2026). For the purposes of the Self Study Report, Sacramento State will compare data results between 2023 and 2025. The results show areas of strengths and opportunities for continuous improvement across the five Engagement Indictors and two Topical Modules.

Overall, the survey methodology utilizes census samples. At Sacramento State, first year students and seniors were recruited via email beginning in the fall of the respective academic year and received multiple email reminders. 2023 and 2025 respondents were offered an incentive. 2024 respondents were not offered an incentive. During the review period, responses varied by year and status.

Table 2. 2023 - 2025 NSSE Survey Response Rates and N²

	First-Year Students		Seniors		
Year	Response Rate	N	Response Rate	N	Total
2023	16%	686	17%	1847	2533
2024	8%	292	7%	473	765
2025	14%	576	13%	786	1362

RESULTS

Engagement Indicators

Table 3. 2023 - 2025 Means for Engagement Indicators³

Engagement Indicator	2023	2024	2025	2023	2024	2025
	First-Year Students			Seniors		
Academic Challenge						
Higher-Order Learning	38.4	39.8	41.7	41.1	40.6	42.6
Reflective & Integrative Learning	37.8	39.1	39.8	39.1	39.8	41.7
Learning Strategies	38.2	39.6	40.2	39.6	40.2	41.5
Quantitative Reasoning	30.3	31.7	29.8	31.7	29.8	31.9
Learning With Peers						
Collaborative Learning	29.9	32.2	31.8	32.2	31.8	33.9
Discussions with Diverse Others	40.5	41.7	41.3	41.7	41.3	43.2
Experiences With Faculty						

² A full profile of student respondents is reported here: [NSSE Dashboard Engagement Indicators](#)

³ Standard deviations and Standard Errors are reported here: [2025 Multi-Year Report](#).

Student-Faculty Interaction	18.9	22.3	22.6	22.3	22.6	24.8
Effective Teaching Practices	39.1	40.3	40.9	40.3	40.9	41.9
Campus Environment						
Quality of Interactions	42.1	42.6	42.8	42.6	42.8	43.0
Supportive Environment	32.8	34.7	34.3	34.7	34.3	34.4

Table 4. 2023 - 2025 Percentages of Students Engaged in High-Impact Practices⁴

High-Impact Practices	2023	2024	2025	2023	2024	2025
	First-Year Students			Seniors		
Service-Learning	63%	63%	68%	63%	68%	68%
Learning Community	17%	18%	20%	15%	17%	20%
Research with Faculty	12%	19%	19%	12%	19%	19%
Internship/Field Experience	33%	37%	38%	33%	37%	38%
Study Abroad	4%	4%	5%	4%	4%	5%
Culminating Senior Experience	35%	43%	46%	35%	43%	46%
Overall HIP Participation	59%	59%	68%	45%	50%	54%

Overall, first-year and senior survey respondents reported strong engagement in each EI from 2023 - 2025. Participation levels were consistent across the review period among both student populations with slight increases and decreases. Both first-year and senior student respondents reported the highest participation in service-learning and the lowest participation in study abroad HIPs. However, participation in all HIPs increased during the review period for all activities.

Unless otherwise noted, the term "student(s)" refers to both first-year students and seniors given the similarity in both groups.

- **Strong Engagement in Higher-Order Learning:** Across all three years, students consistently reported that coursework emphasized the application of facts, theories, or methods to practical problems, analyzing an ideas in-depth, evaluating different points of view, and generating new ideas from various sources.
- **Reflective and Integrative Learning:** Survey respondents reported sound ability to connect learning across courses, personal experiences, and societal issues. Students consistently reported engaging with diverse perspectives, examining their own assumptions, and connecting course content to prior experiences and knowledge.
- **Students Engage Frequently with Diverse Perspectives:** Students reported strong engagement with students from various backgrounds including race and ethnicity, economic, religious beliefs, and political views. These patterns remained stable across the three-year period.
- **Faculty Viewed Positively as Teachers:** Across all three survey years, students consistently rated faculty highly on measures of effective teaching. Student-faculty interaction includes instructors clearly communicated expectations, organized courses effectively, used examples

⁴ Standard deviations and Standard Errors are reported here: [2025 Multi-Year Report](#).

to clarify difficult concepts, provided meaningful opportunities to demonstrate learning, and provided substantial feedback on drafts and assignments.

- **Student-Faculty Interaction:** While students generally rated teaching practices positively, interactions with faculty outside of class were less frequent. The responses reflect the lowest means across all three years. This theme measured how often students talked about career plans with a faculty members, worked with a faculty member on activities other than coursework, discussed course topics, or concepts with a faculty member outside of class, and discussed academic performance with a faculty member.
- **Students Perceive a Supportive Learning Environment:** Students generally reported that Sacramento State emphasizes academic support, tutoring, wellness services, social engagement, and interactions across diverse backgrounds.
- **High Impact Practices:** Among the High-Impact Practices (HIPs), students reported the strongest participation in internships and field experiences. Both first-year students and seniors showed participation levels over 60% for all three years in service learning, and over 30% in field experiences.



Inclusiveness and Diversity

Table 5. 2023 - 2025 Means for Inclusiveness & Engagement with Diversity: First-Year Students

	2023	2024	2025
Coursework			
Skills	2.80	2.59	2.82
Biases	2.80	2.59	2.88
Perspective	2.97	2.85	3.02
Background	2.70	2.56	2.75
Cultures	2.85	2.77	2.94
Equity	2.74	2.71	2.84
Ideas	3.00	2.89	3.10
Institution			
Commitment	3.11	3.07	3.15
Resources	2.98	2.82	3.00
Community	3.07	2.85	3.01
Express	—	2.92	3.04
Stigma	3.07	3.08	3.07
Discrimination	3.07	2.96	2.99
Allegations	3.11	2.97	3.01
Confront	2.90	2.64	2.83
Unique	—	2.84	3.00
Interests at university	—	2.74	2.93
Interests beyond university	—	2.41	2.59
Supportive Environment			
Race	3.24	3.16	3.31
Gender	3.19	3.11	3.23
Economic	3.01	2.90	3.05
Politics	2.64	2.40	2.65
Religion	2.79	2.71	2.86
Sexual orientation	3.06	3.00	3.08
Disability	2.96	2.84	3.00
Citizenship	2.93	2.80	3.05
Participation			
Events	2.08	2.00	2.08
Centers	1.71	1.77	1.77
Club	1.66	1.53	1.70
Protests	1.50	1.38	1.55
Reflect	2.30	2.08	2.21

Note: Express, Unique, Interests at the university, and Interest beyond the university were new items introduced starting in 2024; no 2023 data exists for these items.



Table 6. 2023 - 2025 Means for Inclusiveness & Engagement with Diversity: Seniors

	2023	2024	2025
Coursework			
Skills	2.93	2.85	2.95
Biases	2.84	2.88	2.96
Perspective	2.96	2.97	3.06
Background	2.68	2.66	2.78
Cultures	2.88	2.82	2.91
Equity	2.87	2.94	2.99
Ideas	3.06	3.08	3.14
Institution			
Commitment	3.23	3.19	3.24
Resources	3.06	2.91	3.03
Community	3.03	2.91	2.95
Express	—	2.98	3.04
Stigma	3.11	3.03	3.05
Discrimination	3.19	3.08	3.07
Allegations	3.20	3.08	3.00
Confront	2.91	2.68	2.79
Unique	—	2.86	2.94
Interests at the university	—	2.70	2.80
Interests beyond the university	—	2.49	2.60
Supportive Environment			
Race	3.24	3.20	3.15
Gender	3.22	3.15	3.10
Economic	3.00	2.85	2.92
Politics	2.66	2.44	2.60
Religion	2.78	2.67	2.73
Sexual orientation	3.14	3.01	3.05
Disability	3.02	2.90	2.92
Citizenship	2.99	2.81	2.97
Participation			
Events	2.00	2.05	2.09
Centers	1.68	1.76	1.83
Club	1.64	1.67	1.76
Protest	1.50	1.55	1.62
Reflect	2.39	2.38	2.36

Note: Express, Unique, Interest at the university, and Interests beyond the university were new items introduced starting in 2024; no 2023 data exists for these items.

Table 7. 2023 - 2025 Means for Mental Health & Well-Being: First-Year Students

	2023	2024	2025
Difficulty			
Academics	4.19	4.07	3.99
Employment	3.54	3.92	4.04
Finances	4.06	3.96	4.04
Family	2.97	2.91	2.94
Homesickness	2.50	2.41	2.48
Romantic relationships	3.06	3.02	3.08
Relationships with peers	2.89	3.05	2.94
Loneliness	3.47	3.44	3.35
Mental health	3.57	3.49	3.51
Mental or emotional exhaustion	4.07	3.91	3.93
Sleep	3.98	3.98	3.96
Physical health	3.23	3.19	3.14
Discrimination or harassment	1.55	1.49	1.53
Support			
Friends	2.80	2.82	2.82
Family	2.70	2.76	2.70
Significant others	2.59	2.76	2.80
Students	1.88	1.66	1.74
Communities	1.93	1.80	1.89
Academic advisor	1.70	1.58	1.58
Instructors	1.98	1.77	1.73
Counseling services	1.91	1.74	1.72
Student health center	—	1.71	1.64
Student services staff	1.70	1.69	1.53
Satisfaction			
Food	4.78	4.62	4.65
Exercise	3.87	3.90	3.97
Leisure	4.09	4.01	4.14
Support from institution	4.38	4.16	4.25
Know how to get help (Percentages)			
Depression	70%	68%	71%
Discrimination	71%	61%	66%
Food insecurity food	78%	76%	80%
Housing insecurity	61%	60%	56%
Emergency financial situation	66%	58%	57%
Lack of care for dependents	50%	43%	45%
Mental health crises	71%	72%	72%
Sexual assault or relationship violence	71%	69%	65%
Sleep difficulty	44%	36%	40%
Substance abuse	54%	51%	53%



Institutional support			
Dietary needs	2.55	2.65	2.61
Health care services	2.90	3.04	2.90
Counseling services	2.84	3.01	2.88
Affordable housing for students	2.20	2.01	2.08
Access to reliable internet	3.09	3.14	2.97

Note: Student health center or clinic (use of health/counseling clinic services) was introduced in 2024; no 2023 data exists.

Table 8. 2023 - 2025 Means for Mental Health & Well-Being: Seniors

	2023	2024	2025
Difficulty			
Academics	4.18	4.12	4.05
Employment	3.92	3.86	3.94
Finances	4.52	4.41	4.45
Family	3.45	3.34	3.12
Homesickness	2.22	2.07	2.09
Romantic relationships	3.19	3.06	2.91
Relationships with peers	2.92	2.88	2.76
Loneliness	3.45	3.30	3.22
Mental health	3.81	3.70	3.63
Mental or emotional exhaustion	4.31	4.48	4.19
Sleep	4.08	4.11	4.06
Physical health	3.50	3.43	3.36
Discrimination or harassment	1.72	1.66	1.67
Support			
Friends	2.65	2.71	2.83
Family	2.56	2.61	2.72
Significant others	2.86	2.94	2.87
Students	1.83	1.85	1.89
Communities	1.61	1.70	1.94
Academic advisor	1.53	1.50	1.57
Instructors	1.95	2.03	2.05
Counseling services	1.66	1.57	1.72
Student health center or clinic	—	1.48	1.66
Student services staff	1.44	1.34	1.44
Satisfaction			
Food	4.58	4.63	4.55
Exercise	3.58	3.60	3.60
Leisure	3.67	3.67	3.71
Institutional support	4.04	4.05	4.07
Know how to get help (Percentages)			
Depression	67%	67%	69%
Discrimination	63%	63%	62%
Food insecurity	73%	83%	77%
Housing insecurity	49%	54%	54%
Emergency financial situation	49%	50%	50%
Lack of care for dependents	39%	39%	43%
Mental health crises	63%	66%	65%
Sexual assault or relationship violence	63%	60%	61%
Sleep difficulty	34%	35%	40%



Substance abuse	41%	42%	46%
Institutional support			
Dietary needs	2.43	2.38	2.44
Health care services	2.75	2.76	2.83
Counseling services	2.68	2.62	2.75
Affordable housing for students	1.96	1.85	2.07
Access to reliable internet	3.11	3.10	3.09

Note: Student health center or clinic (use of health/counseling clinic services) was introduced in 2024; no 2023 data exists.

Overall, first-year students perceived more support for inclusiveness and diversity within institutional supports compared to classroom environments. In 2023 and 2025, the mean for one of seven indicators was 3 or higher. Students rated "respecting the expression of diverse ideas" ideas was 3 or higher. No indicators of classroom support had a mean of 3 or higher in 2024. Due to changes in the survey, 2024 and 2025 respondents responded to twelve indicators of institutional support compared to eight indicators in 2023. Institutional support fared better with 2025 respondents with seven of twelve indicators receiving a mean of 3 or higher. In 2023, five of eight indicator received a mean of 3 or higher. In 2024, only two of twelve indicators of institutional support received a mean of 3 or higher. The institution received a mean of 3 or higher for "demonstrating a commitment to diversity" and "ensuring that you are not stigmatized because of your identities" across all three cohorts. Whereas 2023 respondents perceived moderate institutional support for diversity, 2025 respondents perceived strong support for diversity. 2024 respondents perceived little support for diversity rating three of eight indicators as 3 or higher. Across all three review periods, means for participation in events and activities that centered on inclusiveness and diversity (five indicators), did not reach 3 or higher.

Similar findings are identified for senior respondents. Across all three years, senior respondents find more support for inclusiveness and diversity within institutional supports than the classroom, with only one indicator of classroom support receiving a mean of 3 or higher. In addition to commitment to diversity and protection from stigmatization, the mean for "providing information about anti-discrimination and harassment policies," and "taking allegations of discrimination or harassment seriously" was 3 or higher for each cohort. The 2023 cohort perceived strong institutional support for diverse social characteristics, whereas the 2024 and 2025 senior cohorts perceived little support. Similar to first-year students, senior students did not show much participation in events centered on inclusiveness and diversity.

First-year students reported difficulty in at least seven of thirteen indicators across all three years. In 2023, the indicators with the highest means were difficulty with academics, mental and emotional exhaustion, and finances. In 2024, the indicators with the highest means were difficulty with academics, sleep, and employment. In 2025, first year students reported the highest means for difficulty with employment, finances (same mean for both), sleep, and mental and emotional exhaustion. Across all three years, none of the ten indicators of support had a mean of 3 or higher. However, across all three years each of the four indicators of satisfaction

had means of 3 or higher. Each cohort reported strong awareness of how to receive help for most of the indicators. However, students expressed less certainty in how to receive help for sleep issues and dependent care for each cohort. Across all three years, none of the five indicators of institutional support had a mean of 3 or higher.

Results for senior respondents are similar. Senior students reported difficulty in at least seven of thirteen indicators across all three years. In 2023, the indicators with the highest means were difficulty with finances, mental and emotional exhaustion, and academics. In 2024, the indicators with the highest means were difficulty with mental and emotional exhaustion, finances, and academics. In 2025, first year students reported the highest means for difficulty with finances, mental and emotional exhaustion, and sleep. Across all three years, none of the ten indicators of support had a mean of 3 or higher. However, across all three years each of the four indicators of satisfaction had means of 3 or higher. Each cohort reported strong awareness of how to receive help for most of the indicators. However, students expressed less certainty in how to receive help for sleep issues, dependent care, and substance abuse (cohorts 2023 and 2024). Cohort 2025 also expressed help with identifying resources for sleep, dependent care, and financial struggles. Across all three years, none of the five indicators of institutional support had a mean of 3 or higher.

ANALYSIS

Overall, student responses suggest a supportive learning environment that creates ample opportunities and provides the necessary support for student success. First, the survey responses illustrate a quality curriculum that promotes critical thinking and problem-solving. Second, student responses show that Sacramento State fosters reflective and integrative learning which students can apply to their General Education classes and discipline specific courses. Third, as an HSI, AANAPISI, and California-designated Black-Serving Institution, the results suggest that students are regularly encountering diverse perspectives both inside and outside the classroom. Fourth, although students feel supported within the classroom, they struggle to identify pathways to connect with faculty outside of the classroom. This may represent an opportunity to further expand undergraduate research, faculty mentorship, career conversations, and other forms of high-impact faculty engagement. Fifth, the findings illustrate a well-established student support ecosystem bolstered by Academic Affairs and Student Affairs that includes advising, wellness services, Cultural Academic Resource Centers, and student engagement initiatives. Sixth, although students perceived strong institutional support for inclusiveness and diversity, opportunities exist to offer more curricular material that addresses issues of inclusiveness and diversity. Seventh, students may lack awareness of events and activities that support inclusivity and diversity. Finally, students expressed noted difficulty in many areas that can negatively affect their progress and degree completion. Opportunities exist to create new ways to reach students who are in need.

The NSSE findings have contributed to discussions on instructional practices, student-faculty interaction, and the effectiveness of support services, and are shared broadly across campus through reports, presentations, and the dashboard interface.

RECOMMENDATIONS

As noted earlier, OIR heartily supports the university's mission and values, in particular its emphasis on HIPs by engaging student interns with hands-on research experience. NSSE data provides a valuable secondary data set for analysis, and presents students with the opportunity to write and publish their work. The following recommendations appear in reports written by student interns as a result of their in-depth analysis of NSSE data. OIREP data analysts worked one-on-one with each student intern. Two interns (Koblik and Vincent) worked with OIREP as part of the Pathways Fellows Program, a federal grant that helps undergraduate and graduate students prepare for a doctoral program in education research. Each report is published on the university's website and is available to all stakeholders interested in understanding how best to apply NSSE data to work related to student success. This list is evidence of the university's on-going efforts to create valuable opportunities for students, and engage the broader campus community in important decision-making. The recommendations serve as a catalyst for discussion.

2023 Recommendations (Koblik 2023):

- Faculty may consider providing prompt and detailed feedback on student work as well as elevating the importance of student engagement in groups, committees, and other organizations on campus.
- Faculty may consider presenting material in independent reading format or small group reading during class to help students form productive study habits during lecture and outside of class.
- Sacramento State may seek ways to improve processes for student services via a needs-based analysis.
- Sacramento State may advertise the benefits of the study abroad program to generate interest.
- Sacramento State may launch a campus-wide knowledge campaign of dining options to showcase the dietary choices offered (vegetarian, kosher, halal, gluten-free, etc.).
- Sacramento State may increase the number of emergency beds available for students experiencing homelessness, offer university grants specific to housing affordability, and launch email campaigns at the beginning of each semester from the Crisis Assistance & Resource Education Support (CARES) office to highlight the resources available to students.
- Sacramento State may include training as part of the freshman seminar course material to identify and confront discrimination and harassment.
- Sacramento State may foster discussion and expression of diverse political affiliations and preferences.
- Sacramento State may promote events, rallies and other community engagements to increase active participation in improving diversity and openness.
- Sacramento State may consider equitable opportunities for students to participate in events virtually or asynchronously to help with inclusion.
- Sacramento State may provide multi-modal methods of engagement opportunities for academics and campus life.



- Sacramento State may allocate resources such as increased mental health staff at the Wellness Center.

2024 Recommendations (Vincent 2024):

- **Emphasize Return on Investment for Students:** Communicate the direct benefits students will receive from the proposed fee increases. The addition of five new mental health counselors, increased athletic service staffing, and wellness program enhancements, as outlined in the President's Town Hall, directly address concerns raised in the NSSE survey. This includes improving access to mental health resources, wellness services, and athletic facilities, which were areas of need identified by students. Providing transparency and outlining these benefits will help raise student trust in how the fees are utilized to enhance their academic and personal experiences at Sacramento State.
- **Expand the Basic Needs Center:** Establish a dedicated Basic Needs Center by Fall 2025 to support students facing food, housing, transportation, and employment insecurities, promoting overall well-being and academic success.
- **Integrate Advising into Coursework:** Embed advising sessions within required courses or first-year experience classes to ensure students receive guidance as part of the regular academic routine.
- **Integrate Quantitative Reasoning and Inclusive Discussions in Curriculum:** Faculty may consider interventions such as integrating more quantitative reasoning tasks into the curriculum, promoting structured discussions around a wider definition of diversity, including disabilities, and applying data sets to address current campus and local community challenges.
- **Enhance the Sacramento State Mobile App:** Improve accessibility by incorporating service directories and appointment scheduling for Student Health Counseling & Wellness Services (SHCWS), CARES, and the Basic Needs Resource within a mobile app for the Sacramento State campus community.
- **Continue Peer Support Initiatives:** Continue to support and expand the reach of SHCWS peer advising and therapeutic programming into extracurricular clubs and activities to engage students who may not otherwise access these services.
- **Promote Internships and Study Abroad:** Focus on integrating internships into academic programs and encourage participation in study abroad opportunities to achieve the 80% participation goal for internships and broaden students' global perspectives.
- **Support the Success of the Black Honors College (BHC):** Share positive student stories, engage with local high schools, and offer early commitment incentives to attract prospective students, ensuring the BHC becomes a cornerstone of academic excellence and leadership development at Sacramento State.

2025 Recommendations (Mishra 2025):

- Provide 2–3 free counseling sessions per student to normalize mental health care and reduce stigma.
- Strengthen collaboration between Career Center and international advisors to introduce career planning resources earlier.



- Integrate research and internship opportunities into coursework to help students with visa restrictions participate.

CONCLUSION

Sacramento State will continue to engage in on-going improvement through the broad sharing of student survey data. As noted in the Self Study Report, Academic Affairs and Student Affairs work collaboratively to support a network of student services and programs designed to help students succeed. As the university begins work on its next Strategic Plan, the inclusion of student survey data in that process will help the institution establish clearly defined goals related to student success. Further, NSSE data can help improve the learning environment through curricular activities that address inclusivity and diversity, and creating new opportunities for students to engage in High Impact Practices. As Sacramento State moves forward, NSSE findings will help to inform best practices.



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