

The National Survey of Student Engagement (NSSE) collects information from first-year and senior students about the characteristics and quality of their undergraduate experience. Since the inception of the survey, more than 1,500 bachelor's-granting colleges and universities in the United States and Canada have used it to measure the extent to which students engage in effective educational practices that are empirically linked with learning, personal development, and other desired outcomes such as persistence, satisfaction, and graduation.

NSSE data are used by faculty, administrators, researchers, and others for institutional improvement, public reporting, and related purposes. Launched in 2000 with the support of a generous grant from The Pew Charitable Trusts, NSSE has been fully sustained through institutional participation since 2002. After two years of pilot testing and extensive analysis, 2013 marked the first year of NSSE's updated survey instrument and new customization options. This document provides an overview of NSSE 2014, the second administration of the updated NSSE.

Survey Data and Methodology

More than 1.8 million first-year and senior students from 713 institutions (640 in the US and 73 in Canada) were invited to participate in NSSE 2014. Of this population, 473,633 students responded to the survey. Nearly half (46%) of these were first-year students and 54% were seniors.

NSSE's sampling methodology calls for either a census of all first-year and senior students or a random selection of an equal number of students from each group, with the sample size based on the total undergraduate student enrollment. In NSSE 2014, census administration was available only via the email recruitment method, in which students receive a survey invitation and up to four reminders by email. All but five participating institutions opted for this method. Sampled students at the five remaining institutions received up to three messages by post and up to two reminders by email, if email addresses were provided.

Unless noted otherwise, the results presented below are from 692 institutions—622 in the US and 70 in Canada—that participated in NSSE 2014. Due to nonstandard population files or survey administrations, 21 institutions are not represented among the results in this *Overview*. Only data for census-administered surveys and randomly sampled students are included in the summary tables.

NSSE 2014 Overview

U.S. Participating Institutions

NSSE 2014 U.S. respondents profiled here include 355,865 first-year (43%) and senior (57%) respondents from 622 institutions. NSSE 2014 participating institutions and students reflect the diversity of bachelor's-granting colleges and universities in the US with respect to institution type, size, sector, region, and locale (Table 1, next page).



Wofford College

At the institution level, Carnegie-classified Master's Colleges and Universities (larger programs), public institutions, and institutions with 5,000 to 9,999 undergraduates are somewhat overrepresented in these results, while Baccalaureate Colleges—Diverse Fields, private institutions, and institutions with fewer than 1,000 undergraduates are underrepresented

With regard to students, those attending Baccalaureate Colleges—Arts & Sciences and institutions enrolling 1,000 to 9,999 undergraduates are somewhat overrepresented, while those at doctorate-granting universities and institutions with 20,000 or more undergraduates are underrepresented.

Although small and private institutions account for the majority of institutions in NSSE and in the US, a majority of NSSE respondents, like the entire population of U.S. students, attend large and public institutions. NSSE comparison reports are weighted (as appropriate) to ensure that each institution is proportionally represented.

Note: A searchable list of participating institutions by year is on the NSSE Web site at nsse.iub.edu/html/participants.cfm

Table 1**Profile of NSSE 2014 U.S. Institutions and Respondents and Bachelor's-Granting U.S. Institutions and Their Students^a**

Institution Characteristics	Institutions		Students	
	NSSE	U.S. ^b	NSSE	U.S. ^b
Carnegie Basic Classification^c				
Research Universities (very high research activity)	4%	6%	15%	22%
Research Universities (high research activity)	7%	6%	13%	15%
Doctoral/Research Universities	5%	5%	7%	9%
Master's Colleges and Universities (larger programs)	29%	25%	33%	31%
Master's Colleges and Universities (medium programs)	13%	11%	10%	8%
Master's Colleges and Universities (smaller programs)	7%	8%	4%	4%
Baccalaureate Colleges—Arts & Sciences	17%	16%	10%	5%
Baccalaureate Colleges—Diverse Fields	18%	23%	8%	7%
Control				
Public	43%	34%	63%	65%
Private	57%	66%	37%	35%
Undergraduate Enrollment				
Fewer than 1,000	11%	18%	3%	2%
1,000–2,499	32%	33%	16%	10%
2,500–4,999	21%	19%	15%	12%
5,000–9,999	19%	14%	22%	18%
10,000–19,999	11%	10%	23%	25%
20,000 or more	6%	6%	22%	33%
Region				
New England	8%	8%	7%	6%
Mid East	20%	18%	18%	16%
Great Lakes	14%	15%	14%	15%
Plains	10%	10%	7%	9%
Southeast	29%	25%	28%	23%
Southwest	8%	7%	9%	12%
Rocky Mountains	4%	4%	6%	5%
Far West	9%	11%	11%	12%
Outlying Areas	1%	2%	1%	2%
Locale				
City	44%	47%	51%	61%
Suburban	24%	26%	26%	21%
Town	27%	21%	22%	15%
Rural	4%	6%	2%	3%

- a. All percentages are unweighted and based on U.S. postsecondary institutions that award baccalaureate degrees and belong to one of the eight Carnegie classifications in the table. Percentages may not sum to 100% due to rounding.
- b. U.S. percentages are based on the 2012 IPEDS Institutional Characteristics file for institutions in one of the eight Carnegie classifications in the table.
- c. For information on the Carnegie Foundation's Basic Classification, see classifications.carnegiefoundation.org

Institutional Response Rates

Table 2 shows that the average response rate for U.S. NSSE 2014 institutions was 32% (29% for first-year students and 34% for seniors). The highest institutional response rate among U.S. institutions was 88%, and more than half of institutions achieved a response rate of 30% or higher.

The average response rate for Canadian NSSE 2014 institutions was 36% (34% for first-year students and 38% for seniors), with the highest institutional rate being 90%. Two thirds (67%) of Canadian institutions achieved a response rate of 30% or higher.

For information about your institution's response rate, refer to your NSSE 2014 Administration Summary.

Table 2**NSSE 2014 U.S. Participation and Response Rates by Undergraduate Enrollment and Use of Incentives**

Institution Characteristics	Number of Institutions	Average Institutional Response Rate
Undergraduate Enrollment^a		
2,500 or fewer	271	39%
2,501 to 4,999	136	30%
5,000 to 9,999	111	24%
10,000 or more	102	22%
Incentives Offered^b		
Offered incentives	316	35%
No incentives	306	29%
All Institutions	622	32%

- a. Two institutions had no enrollment information in the IPEDS data.
- b. Some institutions used recruitment incentives, such as small gifts or raffles, to encourage students to complete the survey.

Survey Customization

NSSE now enables institutions to append up to two additional question sets in the form of NSSE-created topical modules or consortium questions (for institutions sharing a common interest and participating as a NSSE consortium). Another option—appending a question about sexual orientation to the demographic section of the core survey—was elected by nearly one third (31%) of participating institutions.

About three in four (76%) institutions appended at least one topical module (with or without consortium questions), and about one third (34%) appended additional questions as part of a consortium (with or without a module). More than half (55%) added two sets of questions in any combination of modules and consortium questions (Table 3).

Table 3**Module and Consortium Participation in NSSE 2014, U.S. and Canadian Institutions**

Customization Options Selected	Number of Institutions	Percentage of Institutions
None	119	17%
One module only	148	21%
Two modules	205	29%
Consortium items only	52	7%
Consortium items plus one module	189	27%

Note: Includes 21 institutions with nonstandard population files or administrations.

Eight topical modules were available in NSSE 2014, and participation in a given module ranged from 55 to 247 institutions. By far the most widely adopted module was Academic Advising, selected by 35% of participating institutions. Use of the other seven modules was fairly even, ranging from 12% of institutions selecting Development of Transferable Skills to 8% for Civic Engagement.

U.S. Respondent Profile

Table 4 displays key demographic and enrollment characteristics of NSSE 2014 U.S. respondents and all U.S. bachelor's-seeking students. Among NSSE respondents, female, White, and full-time students were overrepresented in varying proportions compared to all U.S. students. NSSE comparison reports use weights as appropriate to correct for disproportionate survey response related to institution-reported sex and enrollment status at each institution.

As Table 5 illustrates, 22% of U.S. respondents were older than traditional age (at least 24 years old), and less than half (43%) were first-generation college students. About one in three NSSE respondents (29%) began postsecondary education at an institution other than the one they were attending when they completed the NSSE survey. Two thirds of respondents (67%) expected to complete a master's, doctoral, or professional degree. Two in five NSSE respondents lived on campus, and one in twenty reported taking all classes online.

Table 4**Characteristics of NSSE 2014 U.S. Respondents and Undergraduate Population at All U.S. Bachelor's-Granting Institutions^a**

Student Characteristics	NSSE 2014 Respondents ^b	U.S. Bachelor's-Granting Population ^c
Sex		
Male	36%	45%
Female	64%	55%
Race/Ethnicity^d		
African American/Black	10%	13%
American Indian/Alaska native	1%	1%
Asian	5%	6%
Native Hawaiian/other Pacific Islander	<1%	<1%
Caucasian/White	66%	61%
Hispanic/Latino	11%	13%
Multiracial/multiethnic	3%	3%
Foreign/nonresident alien	3%	4%
Enrollment Status		
Full-time	90%	81%
Not full-time	10%	19%

a. Percentages may not sum to 100% due to rounding.

b. NSSE 2014 population consists of first-year and senior undergraduates. Data were provided by participating institutions.

c. U.S. percentages are unweighted and based on data from the fall 2012 IPEDS Institutional Characteristics and Enrollment data. Includes all class years.

d. Institution-reported data. Excludes students whose race/ethnicity was unknown or not provided.

Table 5**Additional Characteristics of NSSE 2014 U.S. Respondents**

Respondent Characteristics	Percentage of Respondents
At least 24 years old	22%
First-generation student ^a	43%
Transfer student	29%
Expects to complete a master's degree or higher	67%
Living on campus ^b	40%
Taking all classes online	5%

Note: Data are unweighted.

a. Neither parent (or guardian) holds a bachelor's degree.

b. Dormitory or other campus housing, fraternity, or sorority.

Canadian Respondent Profile

Canadian respondents profiled here include 114,511 students from 70 institutions in ten provinces, including 27 institutions in Ontario, 12 in Quebec, 9 in British Columbia, 7 in Alberta, 5 in Nova Scotia, 3 each in New Brunswick and Saskatchewan, 2 in Manitoba, and 1 each in Prince Edward Island and Newfoundland. Canadian respondents included 61,920 first-year and 52,591 fourth-year students. Female students and full-time students, respectively, accounted for about 65% and 88% of Canadian respondents. About 18% of Canadian respondents were at least 24 years old. Ethnocultural categories for Canadian institutions participating in NSSE were adapted from those used by Statistics Canada, Canada's national statistical agency. The majority of students providing ethnocultural information identified as White (67%), while 12% identified as Chinese, 7% South Asian, 4% Black, 3% each Arab and North American Indian, and about 2% each Latin American, Filipino, and Southeast Asian. Less than 2% of respondents identified with each of the remaining categories.

Meet the NSSE Team

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While viewing and interpreting your institution's survey results, you may have questions about your response rate and what it means for data quality. In this document, we respond to several commonly asked questions about this issue with answers informed by current survey methodology research and specific analyses of NSSE data from hundreds of participating institutions.

1. For our institution to have confidence in our results, is a minimum response rate required?

This depends, in part, on the size of your institution, how you plan to use your NSSE results, and your specific campus context. In 2014, institutional response rates for NSSE ranged from 6% to 90%, with an average of 32%.

NSSE research suggests that the total number of respondents is more important than response rate in assuring that first-year student and senior institutional estimates are reliable. A NSSE [study](#) (Fosnacht, Sarraf, Howe, & Peck, 2013) found that even relatively low response rates provided reliable institution-level estimates, albeit with greater sampling error and less ability to detect statistically significant differences with comparison institutions.

Depending on institution size, as few as 25 to 75 respondents appeared to provide reliable institution-level estimates for most institutions (Fosnacht et al., 2013, p. 22). This comports with Pike's (2012) finding that as few as 50 students could provide dependable group estimates of student engagement. However, institutions analyzing subpopulations of students (for example, using NSSE's *Major Field Report*) generally should collect data from as many respondents as possible so that each subgroup is adequately represented.

NSSE also recommends that institutions benchmark their response rates in relation to peer institutions with similar enrollments. Institutions with larger enrollments generally see lower [response rates](#) (NSSE, 2014) but they enjoy a higher degree of confidence in estimates due to the sheer number of respondents.

2. Does a low response rate mean our results are biased?

A high response rate is no guarantee of data quality, nor does a low response rate automatically mean your results are biased. For results to be biased in any meaningful way, nonrespondents' level of engagement must be significantly different from that of respondents. In other words, one must take into account both response rate and differences between responders and nonresponders. Although we might feel more confident with a higher response rate, the NSSE study (Fosnacht et al., 2013) found that survey administrations that collected a minimum number of respondents, even with a low response rate, provided unbiased estimates for the majority of institutions.

Many prominent survey researchers have also questioned the widely held assumption that low response rates are associated with biased results (Groves, 2006; Massey & Tourangeau, 2013; Peytchev, 2013).

For additional information related to this question, see the answer to the final question below about respondent representativeness.

3. While reviewing our NSSE results, should we consider data quality indicators besides response rate? Would another indicator provide a better measure of survey data quality?

Response rate, respondent count, and sampling error are all included in your NSSE reports, providing several components of data quality. Results from the 2013 NSSE study on response rates (Fosnacht et al., 2013) indicate that respondent count has particular value and may be more useful for determining the reliability of NSSE estimates than other measures.

Although other data quality indicators exist, because response rate is a key consideration for many campus constituents, it cannot be ignored—even when other indicators suggest the data are valid and reliable.

A low response rate will influence how results are received, regardless of how many individuals responded or what the sampling error is. For this reason, maximizing response remains a worthy goal, and, importantly, helps ensure sufficient data for analyzing campus subgroups and running statistical analyses.

Information about respondent representativeness across key student subpopulations is also important to assessing data quality. In addition to using the information provided in NSSE reports, we urge users to conduct representativeness studies by comparing the characteristics of NSSE respondents and nonrespondents.

4. Is ours the only institution struggling with a low or declining survey response rate?

Researchers across a number of social science disciplines in the US and abroad have witnessed a steady erosion in survey response rates over time (National Research Council, 2013). Higher education researchers, NSSE included, also have seen a general decline in survey participation.

5. Should we worry that certain campus subpopulations did not participate in the survey in proportion to their overall numbers?

We generally do not find large differences between different types of students on NSSE measures (academic major being an exception), so disproportionate representation should not be particularly troublesome in accurately assessing engagement levels. For example, if an institution's adult learners were underrepresented among NSSE respondents but the results indicate they interacted with faculty at levels comparable to those of traditional-aged learners, student-faculty interaction scores most likely are unbiased.

Differences in engagement and response rates do exist, however, between men and women, as well as between full-time and part-time students. NSSE addresses these differences by weighting the results. NSSE encourages institutions to dig into their own data to discover meaningful differences

between different types of students and, then, to evaluate representativeness. If institutions discover disproportionate representation and differences in engagement according to particular student characteristics, developing weights to address these imbalances may be warranted.

References

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NSSE 2014

Administration Summary

California State University, Sacramento

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Administration Summary

This report provides an overview of your NSSE administration, including details about your population and sample, response rates, representativeness of your respondents, survey customization choices, and recruitment message schedule. This information can be useful for assessing data quality and planning future NSSE administrations.

Population and Respondents

The table at right reports your institution's population sizes, how many students were sampled (whether census-administered or randomly selected), and how many completed the survey.

Survey completions	<i>First-year</i>	<i>Senior</i>
Submitted population	3,595	7,852
Adjusted population ^a	3,255	7,204
Survey sample ^b	3,255	7,204
Total respondents ^b	710	1,872
Full completions ^c	591	1,614
Partial completions	119	258

- a. Adjusted for ineligible students and those for whom survey requests were returned as undeliverable.
 b. Targeted and locally administered oversamples were not included.
 c. Completed at least one demographic question after the core engagement items on the survey.

Response Rate and Sampling Error^a

The table below summarizes response rates and sampling errors for your institution and comparison groups. For more information see NSSE's Response Rate FAQ: nsse.iub.edu/pdf/Resp_Rate_FAQ.pdf

	<i>First-year</i>				<i>Senior</i>			
	Sacramento State	California State	Carnegie Class	NSSE 2013 & 2014	Sacramento State	California State	Carnegie Class	NSSE 2013 & 2014
Response rate	22%	16%	22%	22%	26%	20%	27%	26%
Sampling error ^b	+/- 3.3%	+/- 1%	+/- 0.3%	+/- 0.2%	+/- 1.9%	+/- 0.7%	+/- 0.3%	+/- 0.1%

- a. Comparison group response rate and sampling error were computed at the student level (i.e., they are not institution averages).
 b. Also called "margin of error," sampling error is an estimate of the amount the true score on a given item could differ from the estimate based on a sample. For example, if the sampling error is +/- 5.0% and 40% of your students reply "Very often" to a particular item, then the true population value is most likely between 35% and 45%.

Representativeness and Weighting

The first table at right reports on variables submitted in your population file. Respondent and population percentages are listed side by side as a convenience to see how well the characteristics of your respondents reflect your first-year and senior populations.

Because females and full-time students are consistently overrepresented among respondents, NSSE weights results by institution-reported sex and enrollment status so institutional estimates reflect the population with respect to these characteristics. The second table at right provides the respondent and population proportions used to calculate your 2014 weights. For more information, see

nsse.iub.edu/html/weighting.cfm

Representativeness

	<i>First-year</i>		<i>Senior</i>	
	Respondent %	Population %	Respondent %	Population %
Female	69	60	64	54
Full-time	95	94	83	81
First-time, first-year	94	94	N/A	N/A
Race/ethnicity ^a				
Am. Indian or Alaska Native	0	1	1	1
Asian	28	26	21	21
Black or African American	6	9	5	5
Hispanic or Latino	31	29	18	18
Native Hawaiian/Other Pac. Isl.	1	2	1	1
White	23	23	42	41
Other	0	0	0	0
Foreign or nonresident alien	2	2	1	1
Two or more races/ethnicities	6	7	4	5
Unknown	2	2	7	7

- a. Based on the IPEDS categories (not available for Canadian institutions) submitted in the population file. Results not reported for institutions without full (at least 90%) race/ethnicity information in the population file.

Weighting

	<i>First-year</i>		<i>Senior</i>	
	Respondent %	Population %	Respondent %	Population %
Full-time, female	65	57	54	44
Full-time, male	30	37	30	37
Part-time, female	3	3	11	10
Part-time, male	2	3	6	9

Population File

Your institution provided a population file for survey administration and was afforded an opportunity to update it.

Population file options

Included "group" variables ^a	No
Identified an oversample ^b	No
Updated to identify ineligible students ^c	Yes
Identified students who completed BCSSE 2013 ^d	BCSSE not administered

- a. Institutions had the option to include additional variables in their population files for oversampling or for their own post hoc analyses. Up to five "group" variables were allowed; If formatting specifications were met, Group 1 can be used in the Report Builder–Institution Version.
- b. Institutions that did not survey all first-year and senior students (census) had the option to oversample a segment of their population. Oversamples may also be used to survey students in other class years.
- c. Institutions had the option to update their population file to identify students who did not return to campus in the spring or otherwise did not meet NSSE eligibility criteria.
- d. Institutions that participated in the Beginning College Survey of Student Engagement (BCSSE) can identify BCSSE survey respondents in their NSSE population file. This information is required to receive the longitudinal results in the *BCSSE-NSSE Combined Report*.

Survey Options

The options at right were available to customize the content of your NSSE survey and to collect complementary data from companion surveys.

Administration features

Sample type	Census
Recruitment method	Email
Incentive offered	Yes
Survey version	U.S. English
Institution logo used in survey	Yes

Additional question sets and companion surveys

Asked optional sexual orientation question	No
Topical module(s)	None
Consortium	California State University
BCSSE 2013	No
FSSE 2014	No

Recruitment Messages

Students received up to five direct contacts. Your institution had the option to customize message content and timing.

Message schedule

	Date	Cumulative response rate	
		First-year	Senior
Invitation	02/18/2014	7%	8%
Reminder 1	02/26/2014	10%	11%
Reminder 2	03/06/2014	15%	17%
Reminder 3	03/12/2014	17%	21%
Final reminder	03/18/2014	22%	26%

Report Customization

Your institution had the option to customize the comparison groups used in reports. The group selected for the *Snapshot* comparisons is identified with an asterisk.

Comparison groups for NSSE core survey reports

Group 1	California State* (default)
Group 2	Carnegie Class (default)
Group 3	NSSE 2013 & 2014 (default)

Comparison groups for additional question set report(s)

California State University	California State (default)
None	



NSSE 2014

Engagement Indicators

California State University, Sacramento

About Your Engagement Indicators Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right.

Theme	Engagement Indicator
<i>Academic Challenge</i>	Higher-Order Learning
	Reflective & Integrative Learning
	Learning Strategies
	Quantitative Reasoning
<i>Learning with Peers</i>	Collaborative Learning
	Discussions with Diverse Others
<i>Experiences with Faculty</i>	Student-Faculty Interaction
	Effective Teaching Practices
<i>Campus Environment</i>	Quality of Interactions
	Supportive Environment

Report sections

- Overview (p. 3)** Displays how average EI scores for your first-year and senior students compare with those of students at your comparison group institutions.
- Theme Reports (pp. 4-13)** Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

 - Mean Comparisons**
Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).
 - Score Distributions**
Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.
 - Summary of Indicator Items**
Responses to each item in a given EI are displayed for your institution and comparison groups.
- Comparisons with High-Performing Institutions (p. 15)** Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2013 and 2014 participating institutions.
- Detailed Statistics (pp. 16-19)** Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. An effect size of .2 is generally considered small, .5 medium, and .8 large. Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

EIs vary more among students within an institution than between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. The Report Builder—Institution Version and your *Major Field Report* (both to be released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are computed

Each EI is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item in the EI, while a score of 60 indicates responses at the top of the scale on every item.

For more information on EIs and their psychometric properties, refer to the NSSE Web site: nsse.iub.edu

Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups.

Use the following key:

- ▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.
- ▼ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▽ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with California State	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2013 & 2014
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	△	△	△
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	--	△	△
	Discussions with Diverse Others	△	△	△
<i>Experiences with Faculty</i>	Student-Faculty Interaction	△	--	--
	Effective Teaching Practices	△	△	△
<i>Campus Environment</i>	Quality of Interactions	--	▽	▽
	Supportive Environment	△	--	--

Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with California State	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2013 & 2014
<i>Academic Challenge</i>	Higher-Order Learning	△	--	△
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	▽	--
	Quantitative Reasoning	--	△	--
<i>Learning with Peers</i>	Collaborative Learning	--	△	△
	Discussions with Diverse Others	△	△	△
<i>Experiences with Faculty</i>	Student-Faculty Interaction	▽	▽	▽
	Effective Teaching Practices	--	▽	--
<i>Campus Environment</i>	Quality of Interactions	--	▽	▽
	Supportive Environment	--	--	▽

Academic Challenge: First-year students

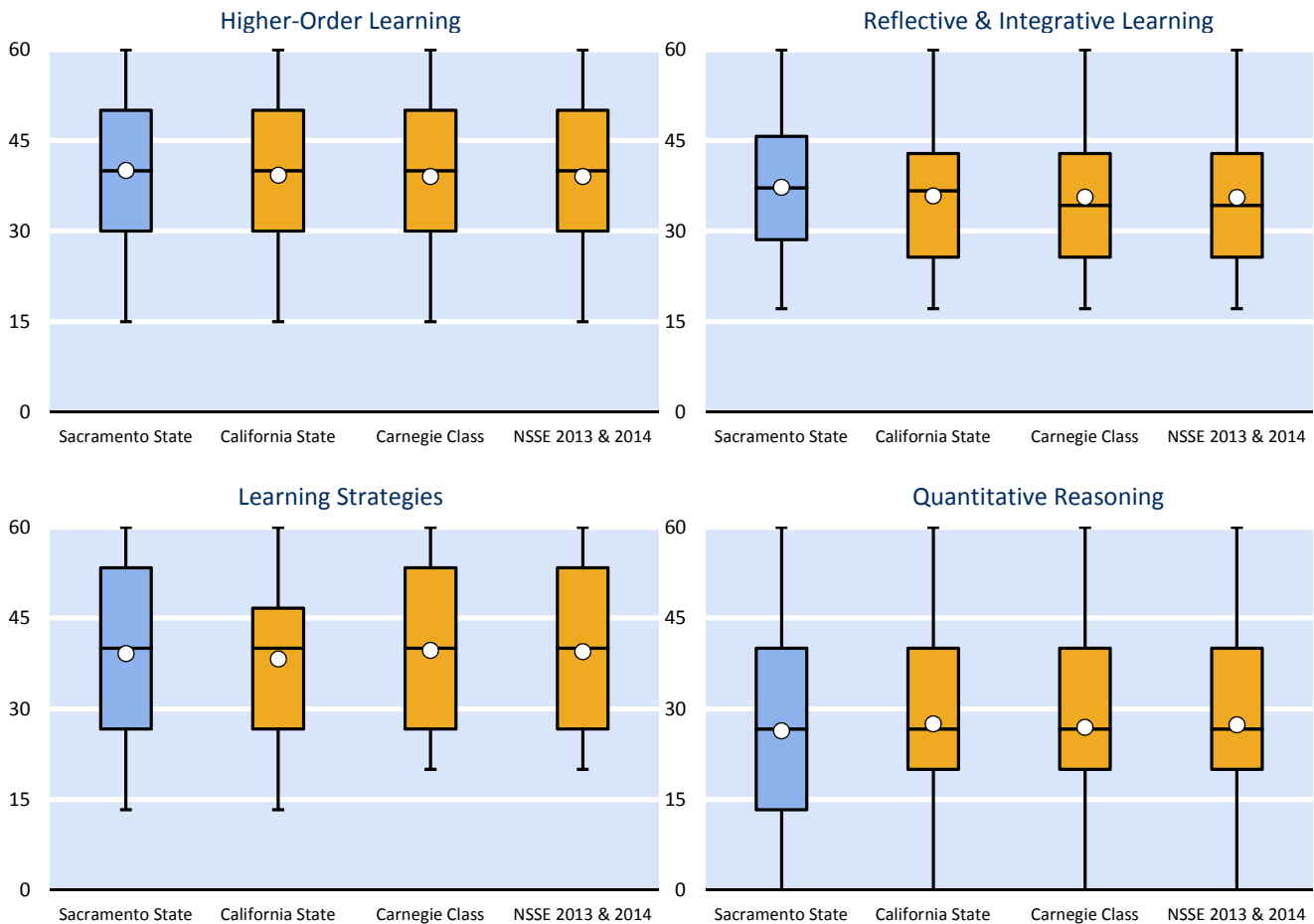
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	Sacramento State Mean	Your first-year students compared with					
		California State		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.0	39.2	.06	39.0	.07	39.0	.07
Reflective & Integrative Learning	37.3	35.8 **	.11	35.6 ***	.13	35.6 ***	.13
Learning Strategies	39.2	38.3	.06	39.7	-.04	39.5	-.02
Quantitative Reasoning	26.4	27.5	-.07	27.0	-.04	27.4	-.06

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); *p<.05, **p<.01, ***p<.001 (2-tailed); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding.





































































Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Summary of Indicator Items

	Sacramento State	California State	Carnegie Class	NSSE 2013 & 2014
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	72 	72 	72 	73 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76 	73 	72 	72 
4d. Evaluating a point of view, decision, or information source	78 	71 	71 	70 
4e. Forming a new idea or understanding from various pieces of information	73 	69 	69 	69 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	63 	56 	55 	56 
2b. Connected your learning to societal problems or issues	57 	53 	53 	53 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	55 	51 	51 	50 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65 	63 	63 	63 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	70 	69 	67 	66 
2f. Learned something that changed the way you understand an issue or concept	71 	67 	65 	65 
2g. Connected ideas from your courses to your prior experiences and knowledge	79 	77 	77 	77 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	82 	79 	81 	80 
9b. Reviewed your notes after class	65 	64 	66 	65 
9c. Summarized what you learned in class or from course materials	58 	58 	64 	63 
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	48 	52 	50 	52 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	37 	38 	38 	38 
6c. Evaluated what others have concluded from numerical information	37 	37 	36 	37 

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

Academic Challenge: Seniors

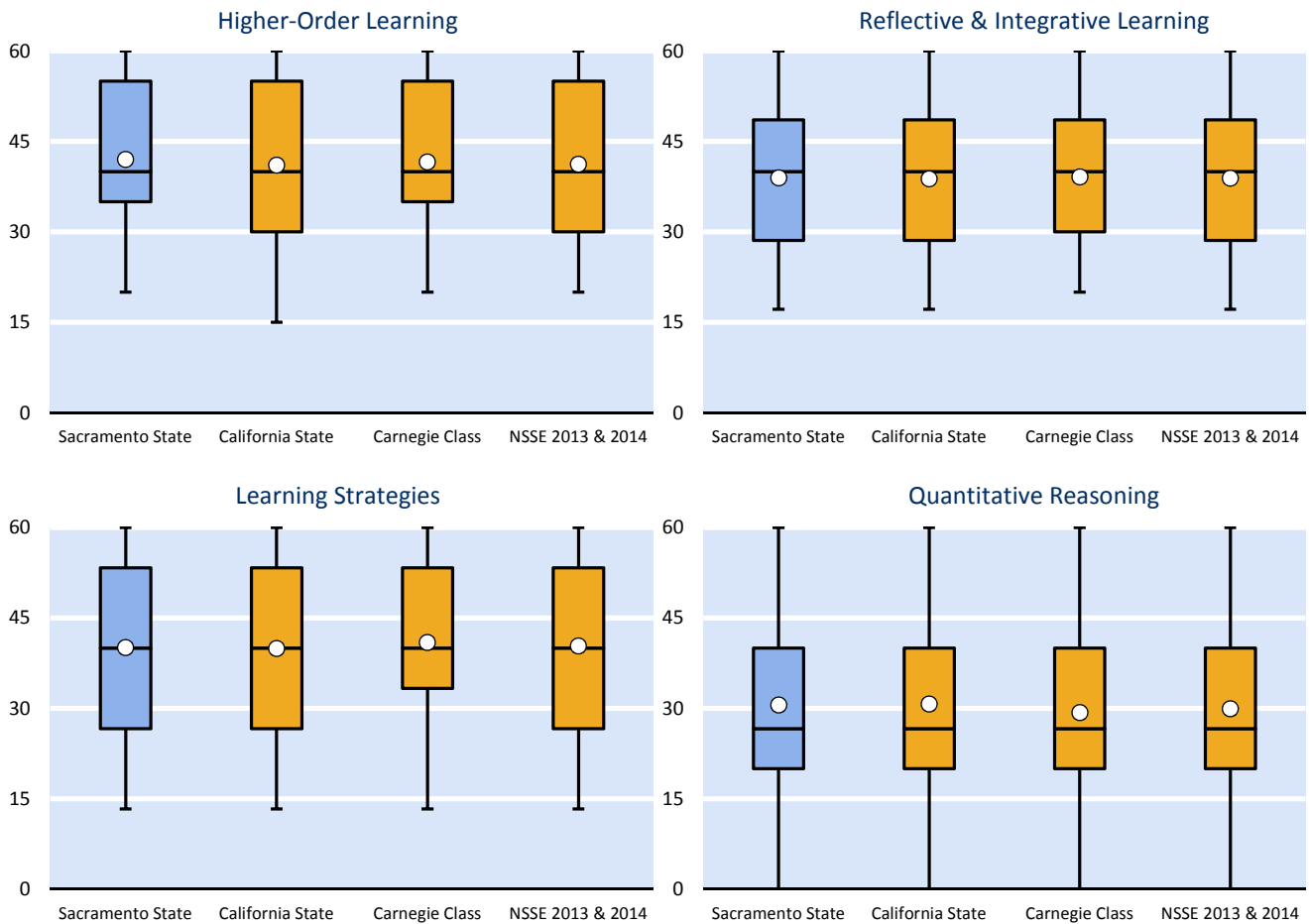
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	Sacramento State Mean	Your seniors compared with					
		California State		Carnegie Class		NSSE 2013 & 2014	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	42.1	41.1 **	.07	41.6	.03	41.2 *	.06
Reflective & Integrative Learning	39.0	38.8	.01	39.1	-.01	38.9	.00
Learning Strategies	40.1	39.9	.01	41.0 *	-.06	40.3	-.01
Quantitative Reasoning	30.6	30.7	-.01	29.3 **	.07	29.9	.04

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); *p<.05, **p<.01, ***p<.001 (2-tailed); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding.




































































Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: Seniors (continued)

Summary of Indicator Items

	Sacramento State	California State	Carnegie Class	NSSE 2013 & 2014
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	79 	79 	80 	80 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	79 	78 	78 	78 
4d. Evaluating a point of view, decision, or information source	73 	71 	74 	72 
4e. Forming a new idea or understanding from various pieces of information	73 	72 	74 	72 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	71 	74 	71 	72 
2b. Connected your learning to societal problems or issues	65 	64 	65 	64 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	55 	53 	57 	55 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65 	65 	67 	66 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	71 	71 	71 	70 
2f. Learned something that changed the way you understand an issue or concept	70 	71 	70 	70 
2g. Connected ideas from your courses to your prior experiences and knowledge	84 	83 	84 	84 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	83 	83 	84 	83 
9b. Reviewed your notes after class	64 	63 	66 	63 
9c. Summarized what you learned in class or from course materials	62 	62 	67 	66 
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	55 	56 	53 	55 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	46 	46 	44 	44 
6c. Evaluated what others have concluded from numerical information	47 	46 	43 	44 

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

Learning with Peers: First-year students

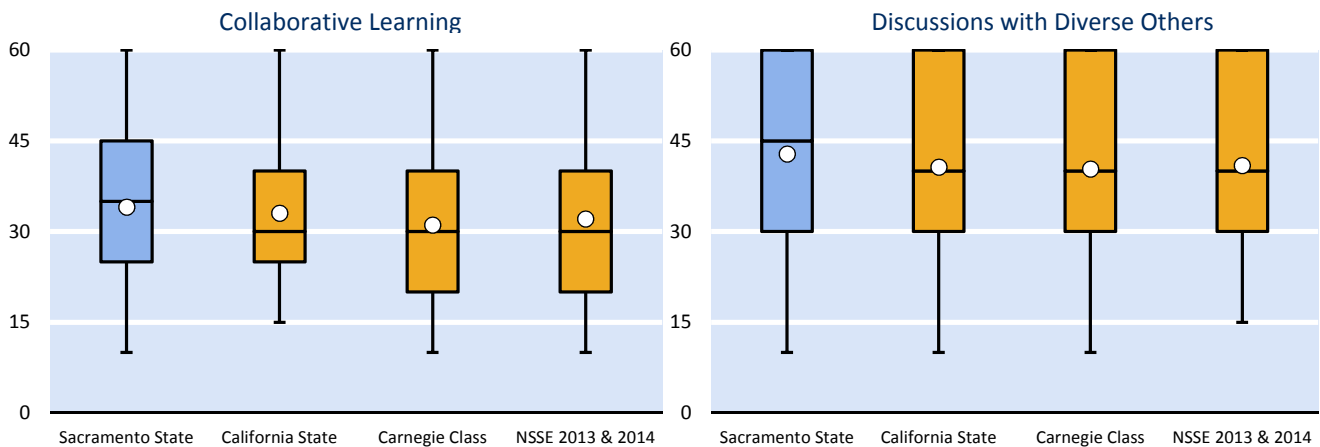
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions with Diverse Others*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	Sacramento State Mean	Your first-year students compared with					
		California State		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.0	33.0	.08	31.0 ***	.21	32.0 ***	.14
Discussions with Diverse Others	42.8	40.6 **	.13	40.3 ***	.15	40.9 **	.12

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); *p<.05, **p<.01, ***p<.001 (2-tailed); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding.

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Summary of Indicator Items

Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

	Sacramento State	California State	Carnegie Class	NSSE 2013 & 2014
1e. Asked another student to help you understand course material	57	53	47	49
1f. Explained course material to one or more students	60	58	54	57
1g. Prepared for exams by discussing or working through course material with other students	50	49	46	49
1h. Worked with other students on course projects or assignments	61	57	51	52

Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	Sacramento State	California State	Carnegie Class	NSSE 2013 & 2014
8a. People from a race or ethnicity other than your own	82	76	71	71
8b. People from an economic background other than your own	75	73	72	73
8c. People with religious beliefs other than your own	74	68	67	69
8d. People with political views other than your own	69	64	67	69

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

Learning with Peers: Seniors

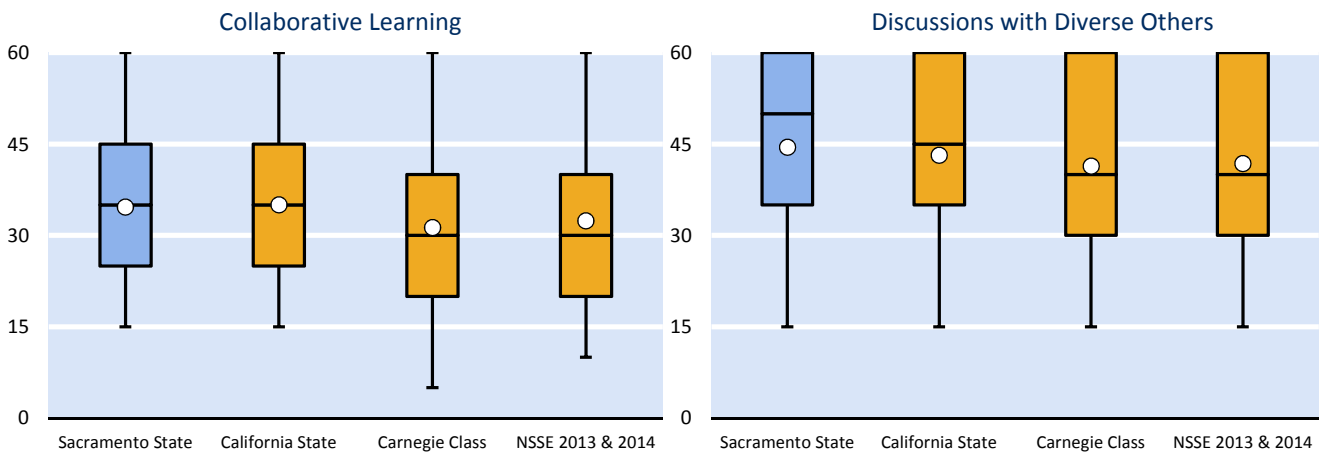
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions with Diverse Others*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	Sacramento State Mean	Your seniors compared with					
		California State		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.7	35.0	-.03	31.3 ***	.23	32.4 ***	.16
Discussions with Diverse Others	44.5	43.2 **	.08	41.4 ***	.19	41.8 ***	.17

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); *p<.05, **p<.01, ***p<.001 (2-tailed); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding.

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Summary of Indicator Items

Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

	Sacramento State	California State	Carnegie Class	NSSE 2013 & 2014
1e. Asked another student to help you understand course material	46	46	38	40
1f. Explained course material to one or more students	62	63	56	58
1g. Prepared for exams by discussing or working through course material with other students	50	50	43	46
1h. Worked with other students on course projects or assignments	68	71	62	64

Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	Sacramento State	California State	Carnegie Class	NSSE 2013 & 2014
8a. People from a race or ethnicity other than your own	82	81	73	73
8b. People from an economic background other than your own	79	77	74	75
8c. People with religious beliefs other than your own	74	73	69	70
8d. People with political views other than your own	71	69	70	71

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

Experiences with Faculty: First-year students

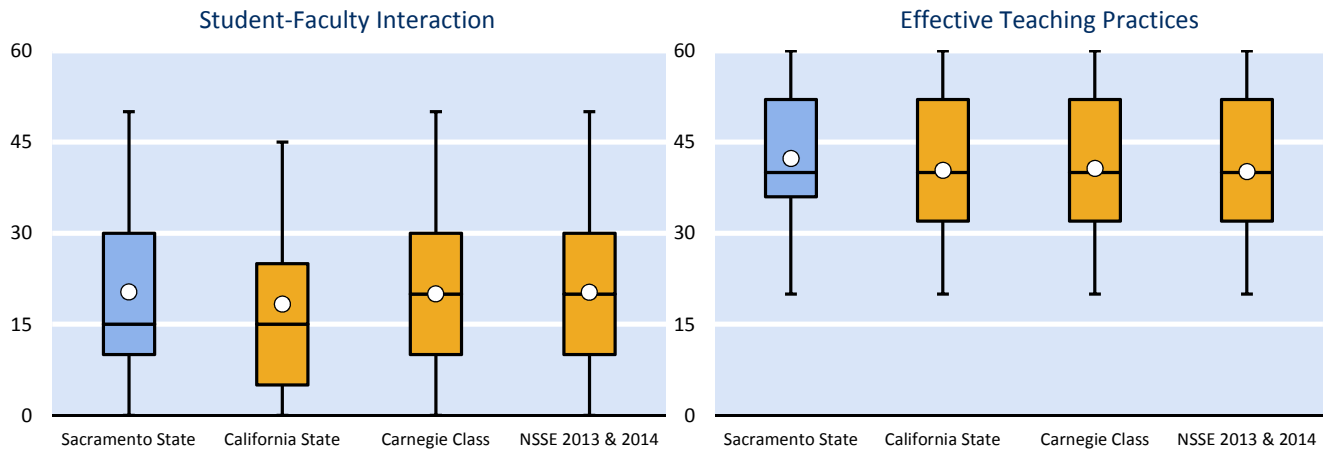
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	Sacramento State Mean	Your first-year students compared with					
		California State Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2013 & 2014 Mean	Effect size
Student-Faculty Interaction	20.3	18.3 ***	.14	20.0	.02	20.3	.00
Effective Teaching Practices	42.3	40.3 ***	.15	40.6 **	.12	40.1 ***	.16

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); *p<.05, **p<.01, ***p<.001 (2-tailed); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding.

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Summary of Indicator Items

Student-Faculty Interaction	Sacramento State	California State	Carnegie Class	NSSE 2013 & 2014
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	33	27	32	32
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	19	16	18	19
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	26	23	25	25
3d. Discussed your academic performance with a faculty member	27	26	29	29
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	82	81	81	81
5b. Taught course sessions in an organized way	80	78	79	79
5c. Used examples or illustrations to explain difficult points	81	77	77	77
5d. Provided feedback on a draft or work in progress	73	66	67	65
5e. Provided prompt and detailed feedback on tests or completed assignments	69	63	64	63

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

Experiences with Faculty: Seniors

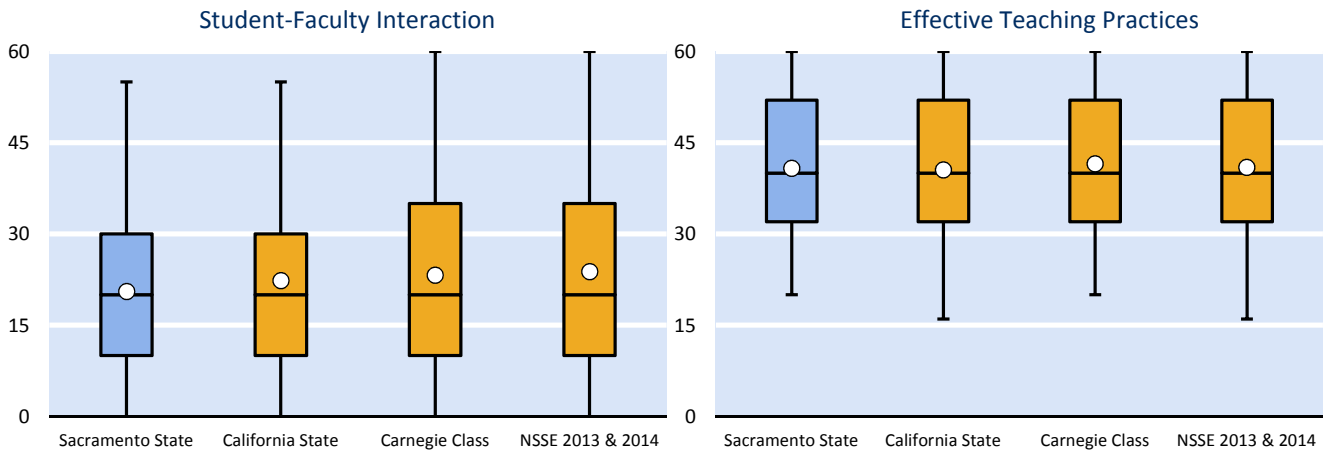
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	Sacramento State Mean	Your seniors compared with					
		California State		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	20.5	22.3 ***	-.11	23.2 ***	-.16	23.8 ***	-.20
Effective Teaching Practices	40.8	40.5	.02	41.5 *	-.05	40.9	-.01

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); *p<.05, **p<.01, ***p<.001 (2-tailed); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding.

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Summary of Indicator Items

Student-Faculty Interaction	Sacramento State	California State	Carnegie Class	NSSE 2013 & 2014
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	34	37	41	42
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	19	24	25	26
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	28	31	32	34
3d. Discussed your academic performance with a faculty member	27	30	33	33
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	82	83	83	83
5b. Taught course sessions in an organized way	79	79	81	81
5c. Used examples or illustrations to explain difficult points	80	80	79	79
5d. Provided feedback on a draft or work in progress	61	61	64	62
5e. Provided prompt and detailed feedback on tests or completed assignments	67	64	69	67

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

Campus Environment: First-year students

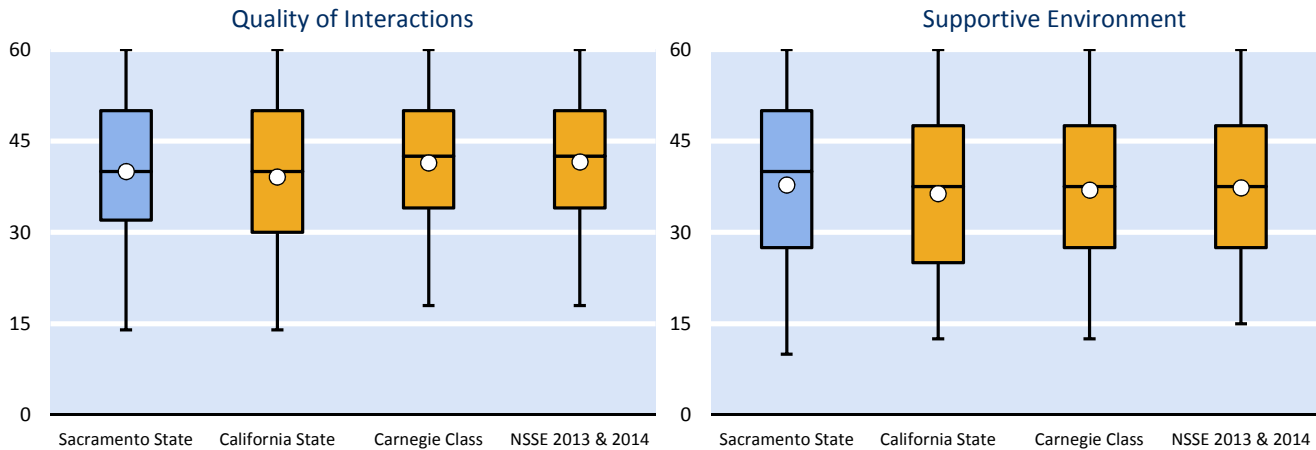
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	Sacramento State Mean	Your first-year students compared with					
		California State		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.0	39.1	.06	41.4 *	-.11	41.5 **	-.13
Supportive Environment	37.7	36.4 *	.09	36.9	.06	37.3	.03

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); *p<.05, **p<.01, ***p<.001 (2-tailed); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding.

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Summary of Indicator Items

Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	Sacramento State	California State	Carnegie Class	NSSE 2013 & 2014
13a. Students	57	56	59	59
13b. Academic advisors	44	42	48	48
13c. Faculty	39	43	50	50
13d. Student services staff (career services, student activities, housing, etc.)	41	39	43	43
13e. Other administrative staff and offices (registrar, financial aid, etc.)	39	36	42	41

Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	Sacramento State	California State	Carnegie Class	NSSE 2013 & 2014
14b. Providing support to help students succeed academically	76	76	77	78
14c. Using learning support services (tutoring services, writing center, etc.)	73	76	78	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	67	62	59	59
14e. Providing opportunities to be involved socially	75	68	71	73
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	74	72	71	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	49	47	45	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	64	59	65	68
14i. Attending events that address important social, economic, or political issues	52	48	52	53

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

Campus Environment: Seniors

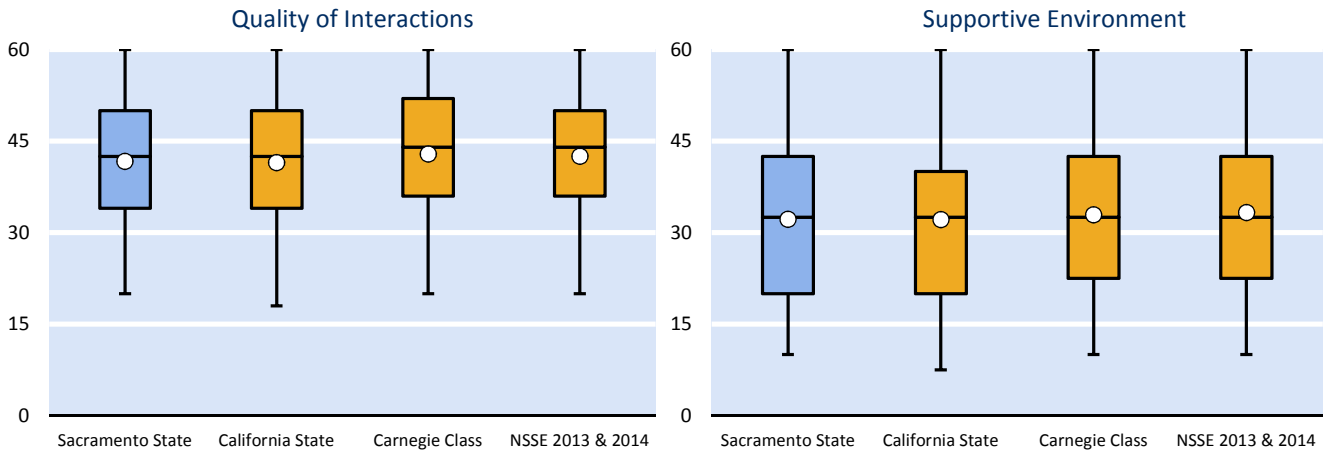
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	Sacramento State Mean	Your seniors compared with					
		California State		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.7	41.5	.02	42.9 ***	-.10	42.5 **	-.07
Supportive Environment	32.2	32.1	.00	32.9	-.05	33.3 **	-.07

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); *p<.05, **p<.01, ***p<.001 (2-tailed); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding.

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Summary of Indicator Items

Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	Sacramento State	California State	Carnegie Class	NSSE 2013 & 2014
13a. Students	63	63	64	64
13b. Academic advisors	48	47	53	52
13c. Faculty	55	56	62	60
13d. Student services staff (career services, student activities, housing, etc.)	40	39	43	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	38	38	43	42

Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	Sacramento State	California State	Carnegie Class	NSSE 2013 & 2014
14b. Providing support to help students succeed academically	68	69	73	72
14c. Using learning support services (tutoring services, writing center, etc.)	60	63	67	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	54	55	54	53
14e. Providing opportunities to be involved socially	63	62	65	66
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	68	63	61	63
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	29	31	33	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	49	50	53	57
14i. Attending events that address important social, economic, or political issues	40	43	45	46

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

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Comparisons with Top 50% and Top 10% Institutions

The results below compare the engagement of your first-year and senior students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2013 and 2014 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2013 and 2014 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable^b to that of the high-performing group. However, the absence of a significant difference between your score and that of the high-performing group does not mean that your institution was a member of that group.

It should be noted that most of the variability in student engagement is within, not between, institutions. Even "high-performing" institutions have students with engagement levels below the average for all institutions.

First-Year Students		Sacramento State Mean	Your first-year students compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	40.0	40.6	-.04	✓	42.7 ***	-.20	
	Reflective and Integrative Learning	37.3	37.3	.00	✓	39.3 ***	-.16	
	Learning Strategies	39.2	41.2 ***	-.15		43.4 ***	-.30	
	Quantitative Reasoning	26.4	28.8 ***	-.15		30.6 ***	-.26	
Learning with Peers	Collaborative Learning	34.0	34.7	-.05	✓	37.0 ***	-.22	
	Discussions with Diverse Others	42.8	43.2	-.03	✓	45.6 ***	-.19	
Experiences with Faculty	Student-Faculty Interaction	20.3	23.3 ***	-.20		26.9 ***	-.41	
	Effective Teaching Practices	42.3	42.4	.00	✓	44.6 ***	-.18	
Campus Environment	Quality of Interactions	40.0	44.0 ***	-.35		46.0 ***	-.52	
	Supportive Environment	37.7	39.4 *	-.13		41.4 ***	-.28	

Seniors		Sacramento State Mean	Your seniors compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	42.1	43.3 ***	-.09		45.3 ***	-.24	
	Reflective and Integrative Learning	39.0	41.1 ***	-.17		43.1 ***	-.33	
	Learning Strategies	40.1	42.5 ***	-.16		44.9 ***	-.34	
	Quantitative Reasoning	30.6	31.3	-.04	✓	33.0 ***	-.15	
Learning with Peers	Collaborative Learning	34.7	35.4 *	-.05		37.7 ***	-.22	
	Discussions with Diverse Others	44.5	43.9	.04	✓	45.8 **	-.09	
Experiences with Faculty	Student-Faculty Interaction	20.5	29.5 ***	-.56		34.4 ***	-.85	
	Effective Teaching Practices	40.8	43.0 ***	-.17		45.1 ***	-.32	
Campus Environment	Quality of Interactions	41.7	45.3 ***	-.32		47.4 ***	-.49	
	Supportive Environment	32.2	36.1 ***	-.28		39.0 ***	-.50	

Note: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); *p<.05, **p<.01, ***p<.001 (2-tailed); Effect size: Mean difference divided by the pooled standard deviation.

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2013 and 2014 institutions, separately for first-year and senior students. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

b. Check marks are assigned to comparisons that are either significant and positive, or non-significant with an effect size > -.10.

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Sacramento State (N = 624)	40.0	13.6	.55	15	30	40	50	60				
California State	39.2	14.0	.15	15	30	40	50	60	715	.8	.158	.057
Carnegie Class	39.0	14.0	.06	15	30	40	50	60	637	1.0	.075	.070
NSSE 2013 & 2014	39.0	13.8	.03	15	30	40	50	60	627	1.0	.071	.071
Top 50%	40.6	13.6	.04	20	30	40	50	60	102,887	-.6	.305	-.041
Top 10%	42.7	13.6	.10	20	35	40	55	60	665	-2.7	.000	-.196
Reflective & Integrative Learning												
Sacramento State (N = 658)	37.3	13.1	.51	17	29	37	46	60				
California State	35.8	12.7	.13	17	26	37	43	60	10,394	1.4	.006	.111
Carnegie Class	35.6	12.7	.05	17	26	34	43	60	66,304	1.6	.001	.130
NSSE 2013 & 2014	35.6	12.6	.03	17	26	34	43	60	217,502	1.7	.001	.133
Top 50%	37.3	12.5	.04	17	29	37	46	60	103,613	-.1	.909	-.004
Top 10%	39.3	12.6	.08	20	31	40	49	60	22,838	-2.0	.000	-.160
Learning Strategies												
Sacramento State (N = 612)	39.2	14.9	.60	13	27	40	53	60				
California State	38.3	14.3	.15	13	27	40	47	60	9,159	.9	.144	.061
Carnegie Class	39.7	14.2	.06	20	27	40	53	60	622	-.5	.372	-.038
NSSE 2013 & 2014	39.5	14.2	.03	20	27	40	53	60	614	-.3	.616	-.021
Top 50%	41.2	14.0	.05	20	33	40	53	60	618	-2.1	.001	-.147
Top 10%	43.4	14.0	.10	20	33	40	60	60	19,867	-4.3	.000	-.303
Quantitative Reasoning												
Sacramento State (N = 648)	26.4	17.2	.68	0	13	27	40	60				
California State	27.5	16.3	.17	0	20	27	40	60	729	-1.2	.097	-.071
Carnegie Class	27.0	16.6	.07	0	20	27	40	60	64,508	-.6	.362	-.036
NSSE 2013 & 2014	27.4	16.4	.04	0	20	27	40	60	211,778	-1.0	.131	-.059
Top 50%	28.8	16.3	.04	0	20	27	40	60	133,141	-2.4	.000	-.148
Top 10%	30.6	16.2	.09	0	20	27	40	60	30,856	-4.3	.000	-.262
Learning with Peers												
Collaborative Learning												
Sacramento State (N = 658)	34.0	14.2	.55	10	25	35	45	60				
California State	33.0	13.3	.13	15	25	30	40	60	735	1.0	.067	.078
Carnegie Class	31.0	14.3	.06	10	20	30	40	60	67,651	3.0	.000	.208
NSSE 2013 & 2014	32.0	14.1	.03	10	20	30	40	60	222,822	2.0	.000	.139
Top 50%	34.7	13.7	.04	15	25	35	45	60	125,248	-.7	.202	-.050
Top 10%	37.0	13.6	.08	15	25	35	45	60	29,197	-3.0	.000	-.221
Discussions with Diverse Others												
Sacramento State (N = 616)	42.8	16.1	.65	10	30	45	60	60				
California State	40.6	16.7	.18	10	30	40	60	60	9,238	2.1	.002	.129
Carnegie Class	40.3	16.3	.07	10	30	40	60	60	59,588	2.5	.000	.153
NSSE 2013 & 2014	40.9	16.0	.04	15	30	40	60	60	195,517	1.9	.003	.118
Top 50%	43.2	15.4	.05	20	35	45	60	60	621	-.5	.489	-.029
Top 10%	45.6	14.8	.10	20	40	50	60	60	642	-2.8	.000	-.191

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Sacramento State (N = 648)	20.3	14.9	.59	0	10	15	30	50				
California State	18.3	14.6	.15	0	5	15	25	45	10,149	2.0	.001	.138
Carnegie Class	20.0	14.8	.06	0	10	20	30	50	64,810	.3	.589	.021
NSSE 2013 & 2014	20.3	14.6	.03	0	10	20	30	50	212,541	.1	.927	.004
Top 50%	23.3	15.0	.05	0	10	20	30	55	75,741	-3.0	.000	-.200
Top 10%	26.9	16.2	.15	5	15	25	40	60	730	-6.6	.000	-.409
Effective Teaching Practices												
Sacramento State (N = 656)	42.3	13.1	.51	20	36	40	52	60				
California State	40.3	13.3	.14	20	32	40	52	60	10,274	2.0	.000	.149
Carnegie Class	40.6	13.4	.05	20	32	40	52	60	65,319	1.7	.001	.125
NSSE 2013 & 2014	40.1	13.3	.03	20	32	40	52	60	214,277	2.2	.000	.162
Top 50%	42.4	13.2	.05	20	32	44	52	60	83,311	-.1	.918	-.004
Top 10%	44.6	13.3	.10	20	36	44	56	60	17,229	-2.3	.000	-.175
Campus Environment												
Quality of Interactions												
Sacramento State (N = 582)	40.0	13.6	.57	14	32	40	50	60				
California State	39.1	13.6	.15	14	30	40	50	60	8,613	.9	.131	.065
Carnegie Class	41.4	12.7	.05	18	34	43	50	60	591	-1.4	.013	-.111
NSSE 2013 & 2014	41.5	12.4	.03	18	34	43	50	60	584	-1.6	.006	-.127
Top 50%	44.0	11.4	.04	22	38	46	52	60	587	-4.0	.000	-.352
Top 10%	46.0	11.6	.10	24	40	48	55	60	615	-6.1	.000	-.519
Supportive Environment												
Sacramento State (N = 573)	37.7	15.4	.64	10	28	40	50	60				
California State	36.4	14.4	.16	13	25	38	48	60	648	1.4	.039	.095
Carnegie Class	36.9	14.1	.06	13	28	38	48	60	583	.8	.217	.057
NSSE 2013 & 2014	37.3	13.8	.03	15	28	38	48	60	575	.4	.492	.032
Top 50%	39.4	13.2	.04	18	30	40	50	60	578	-1.7	.010	-.126
Top 10%	41.4	12.8	.09	20	33	40	53	60	595	-3.6	.000	-.280

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI is the range of values that is 95% likely to contain the true population mean, equal to the sample mean \pm 1.96 * SEM.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the t-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Sacramento State (N = 1703)	42.1	14.3	.35	20	35	40	55	60				
California State	41.1	14.3	.11	15	30	40	55	60	19,113	1.0	.008	.067
Carnegie Class	41.6	14.1	.05	20	35	40	55	60	1,760	.4	.225	.030
NSSE 2013 & 2014	41.2	14.1	.03	20	30	40	55	60	1,721	.8	.017	.059
Top 50%	43.3	13.7	.04	20	35	40	55	60	1,747	-1.2	.000	-.090
Top 10%	45.3	13.6	.08	20	40	45	60	60	1,882	-3.2	.000	-.235
Reflective & Integrative Learning												
Sacramento State (N = 1758)	39.0	13.3	.32	17	29	40	49	60				
California State	38.8	13.0	.10	17	29	40	49	60	19,888	.1	.670	.011
Carnegie Class	39.1	13.0	.04	20	30	40	49	60	1,815	-.2	.586	-.013
NSSE 2013 & 2014	38.9	13.0	.02	17	29	40	49	60	316,241	.0	.898	.003
Top 50%	41.1	12.6	.04	20	31	40	51	60	1,804	-2.1	.000	-.165
Top 10%	43.1	12.5	.08	20	34	43	54	60	1,972	-4.1	.000	-.326
Learning Strategies												
Sacramento State (N = 1639)	40.1	14.8	.37	13	27	40	53	60				
California State	39.9	14.6	.11	13	27	40	53	60	17,768	.2	.633	.012
Carnegie Class	41.0	14.8	.05	13	33	40	53	60	94,084	-.8	.022	-.057
NSSE 2013 & 2014	40.3	14.8	.03	13	27	40	53	60	287,641	-.2	.545	-.015
Top 50%	42.5	14.5	.04	20	33	40	60	60	148,332	-2.4	.000	-.165
Top 10%	44.9	14.1	.07	20	33	47	60	60	39,501	-4.8	.000	-.336
Quantitative Reasoning												
Sacramento State (N = 1735)	30.6	17.3	.41	0	20	27	40	60				
California State	30.7	17.3	.13	0	20	27	40	60	19,450	-.1	.762	-.008
Carnegie Class	29.3	17.4	.06	0	20	27	40	60	101,235	1.3	.003	.072
NSSE 2013 & 2014	29.9	17.4	.03	0	20	27	40	60	309,785	.7	.114	.038
Top 50%	31.3	17.2	.04	0	20	33	40	60	187,720	-.8	.069	-.044
Top 10%	33.0	16.9	.08	0	20	33	47	60	48,589	-2.5	.000	-.145
Learning with Peers												
Collaborative Learning												
Sacramento State (N = 1768)	34.7	14.0	.33	15	25	35	45	60				
California State	35.0	13.6	.10	15	25	35	45	60	2,102	-.4	.311	-.026
Carnegie Class	31.3	15.0	.05	5	20	30	40	60	1,838	3.4	.000	.226
NSSE 2013 & 2014	32.4	14.6	.03	10	20	30	40	60	1,788	2.3	.000	.156
Top 50%	35.4	13.8	.03	15	25	35	45	60	158,225	-.7	.028	-.053
Top 10%	37.7	13.6	.08	15	30	40	50	60	33,382	-3.1	.000	-.225
Discussions with Diverse Others												
Sacramento State (N = 1651)	44.5	16.3	.40	15	35	50	60	60				
California State	43.2	16.0	.13	15	35	45	60	60	17,920	1.3	.001	.082
Carnegie Class	41.4	16.4	.05	15	30	40	60	60	94,863	3.1	.000	.188
NSSE 2013 & 2014	41.8	16.1	.03	15	30	40	60	60	290,388	2.7	.000	.166
Top 50%	43.9	15.8	.04	20	35	45	60	60	1,678	.6	.162	.036
Top 10%	45.8	15.4	.07	20	40	50	60	60	1,754	-1.3	.001	-.087

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Sacramento State (N = 1719)	20.5	15.7	.38	0	10	20	30	55				
California State	22.3	15.7	.12	0	10	20	30	55	19,468	-1.8	.000	-.114
Carnegie Class	23.2	16.5	.05	0	10	20	35	60	1,784	-2.7	.000	-.163
NSSE 2013 & 2014	23.8	16.3	.03	0	10	20	35	60	1,739	-3.2	.000	-.198
Top 50%	29.5	16.1	.06	5	20	30	40	60	1,802	-9.0	.000	-.560
Top 10%	34.4	16.4	.16	10	20	35	45	60	2,393	-13.9	.000	-.852
Effective Teaching Practices												
Sacramento State (N = 1748)	40.8	14.1	.34	20	32	40	52	60				
California State	40.5	13.7	.10	16	32	40	52	60	2,081	.3	.462	.019
Carnegie Class	41.5	13.8	.04	20	32	40	52	60	102,339	-.7	.028	-.053
NSSE 2013 & 2014	40.9	13.7	.02	16	32	40	52	60	1,765	-.2	.648	-.011
Top 50%	43.0	13.6	.04	20	36	44	56	60	113,864	-2.3	.000	-.167
Top 10%	45.1	13.4	.10	20	36	48	60	60	2,051	-4.4	.000	-.323
Campus Environment												
Quality of Interactions												
Sacramento State (N = 1554)	41.7	12.2	.31	20	34	43	50	60				
California State	41.5	12.3	.10	18	34	43	50	60	17,069	.2	.498	.018
Carnegie Class	42.9	12.1	.04	20	36	44	52	60	90,502	-1.2	.000	-.099
NSSE 2013 & 2014	42.5	11.9	.02	20	36	44	50	60	278,277	-.9	.005	-.072
Top 50%	45.3	11.3	.04	24	38	48	54	60	1,596	-3.6	.000	-.318
Top 10%	47.4	11.6	.07	24	40	50	58	60	1,725	-5.7	.000	-.488
Supportive Environment												
Sacramento State (N = 1579)	32.2	14.5	.36	10	20	33	43	60				
California State	32.1	14.5	.12	8	20	33	40	60	16,725	.1	.858	.005
Carnegie Class	32.9	14.7	.05	10	23	33	43	60	89,525	-.7	.064	-.047
NSSE 2013 & 2014	33.3	14.4	.03	10	23	33	43	60	274,086	-1.1	.003	-.074
Top 50%	36.1	13.8	.04	13	28	38	45	60	1,618	-3.9	.000	-.281
Top 10%	39.0	13.3	.10	17	30	40	50	60	1,804	-6.8	.000	-.504

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI is the range of values that is 95% likely to contain the true population mean, equal to the sample mean +/- 1.96 * SEM.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the t-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.

NSSE 2014

Frequencies and Statistical Comparisons

California State University, Sacramento

Please note: The layout of this file is optimized for printing and PDF creation, not on-screen viewing. When the Excel version is viewed on screen, some cells appear to contain truncated text or misplaced line breaks. This is due to differences in Excel between on-screen display and what appears in print or PDF.

NSSE 2014 Frequencies and Statistical Comparisons

About This Report

The *Frequencies and Statistical Comparisons* report presents item-by-item student responses and statistical comparisons that allow you to examine patterns of similarity and difference between your students and those at your comparison group institutions. The report uses information from all randomly selected or census-administered students. The display below highlights important details in the report to keep in mind when interpreting your results. For more information please visit our Web site (nsse.iub.edu) or contact a member of the NSSE team.

- Class level:** As reported by your institution.
- Item numbers:** Numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.
- Item wording and variable names:** Survey items are in the same order and wording as they appear on the instrument. Variable names are included for easy reference to your data file and codebook.
- Values and response options:** Values are used to calculate means. Response options are worded as they appear on the instrument.
- Count and column percentage (%):** The Count column contains the number of students who selected the corresponding response option. The column percentage is the weighted percentage of students selecting the corresponding response option.

Note: Column percentages and statistics are weighted by institution-reported sex and enrollment status. Comparison group statistics are also weighted by institutional size. Counts are unweighted and cannot be used to replicate column percentages. For details visit: nsse.iub.edu/html/weighting.cfm

- Statistical comparisons:** Items with mean differences that are larger than would be expected by chance are noted with asterisks referring to three significance levels (* $p < .05$, ** $p < .01$, *** $p < .001$). Significance levels indicate the probability that an observed difference is due to chance. Statistical significance does not guarantee the result is substantive or important. Large sample sizes tend to generate more statistically significant results even though the magnitude of mean differences may be inconsequential. Consult effect sizes (see #7) to judge the practical meaning of differences. Unless otherwise noted, statistical comparisons are two-tailed independent t -tests. Exceptions are items 11 a-f which are compared using a z -test.

NSSE 2014 Frequencies and Statistical Comparisons
NSSEville State University

				Frequency Distributions ^a								Statistical Comparisons ^b							
				NSSEville State				Public Master's L Large Public NSSE 2013 & 2014				Your seniors compared with							
				NSSEville State				Public Master's L Large Public NSSE 2013 & 2014				Your seniors compared with							
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
6. Doing the current school year, about how often have you done the following?																			
a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)																			
	QRconclude	1	Never	68	6	8,616	14	8,407	13	43,329	13	2.9	2.6 ***	.31	2.6 ***	.28	2.6 ***	.28	
		2	Sometimes	312	28	20,467	33	20,064	32	103,303	32								
		3	Often	374	36	19,337	32	19,953	33	100,187	33								
		4	Very often	298	30	12,371	21	13,018	22	66,650	22								
			Total	1,043	100	60,791	100	61,442	100	313,469	100								
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)																			
	QRproblem	1	Never	147	14	12,110	20	17,115	20	8,855	19	2.6	2.4 ***	.20	2.4 ***	.20	2.4 ***	.18	
		2	Sometimes	366	35	22,556	37	22,556	36	115,411	36								
		3	Often	294	28	14,007	23	14,452	27	84,466	27								
		4	Very often	234	23	9,888	17	10,058	17	52,057	17								
			Total	1,041	100	60,658	100	61,330	100	312,819	100								
c. Evaluated what others have concluded from numerical information																			
	QRevaluate	1	Never	110	10	11,688	19	11,280	18	56,993	18	2.7	2.4 ***	.29	2.4 ***	.27	2.4 ***	.26	
		2	Sometimes	367	35	23,158	38	23,396	38	118,394	38								
		3	Often	333	32	16,466	28	17,101	28	87,844	28								
		4	Very often	231	23	9,140	15	9,355	16	48,722	16								
			Total	1,041	100	60,452	100	61,132	100	311,953	100								

- Effect size:** Effect size indicates practical significance. An effect size of .2 is often considered small, .5 moderate, and .8 large. A positive effect size indicates that your institution's mean was greater than that of the comparison group, thus showing a favorable result for your institution. A negative effect size indicates your institution lags behind the comparison group, suggesting that the student behavior or institutional practice represented by the item may warrant attention. Effect sizes for independent t -tests use Cohen's d ; z -tests use Cohen's h . Cohen's d is calculated by dividing the mean difference by the pooled standard deviation. Cohen's h is calculated by taking the difference in the proportion of students who responded "Done or in progress" after the proportion has been transformed using a non-linear (arcsine) transformation. See: Cohen, J. (1988). *Statistical power analysis for the behavioral sciences (2nd edition)*. New York: Psychology Press.

8. Key to symbols:

- ▲ Your students' average was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ Your students' average was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- ▽ Your students' average was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▼ Your students' average was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

NSSE 2014 Frequencies and Statistical Comparisons

California State University, Sacramento

First-Year Students

				Frequency Distributions ^a						Statistical Comparisons ^b									
				Sacramento State		California State		Carnegie Class		NSSE 2013 & 2014		Sacramento State		Your first-year students compared with					
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
1. During the current school year, about how often have you done the following?																			
a. Asked questions or contributed to course discussions in other ways	askquest	1	Never	44	6	349	5	2,079	3	7,220	3	2.7	2.7	-.03	2.9 ***	-.24	2.9 ***	-.23	
		2	Sometimes	290	41	3,181	41	23,518	33	79,277	34								
		3	Often	232	33	2,637	34	25,368	35	86,240	35								
		4	Very often	140	20	1,618	21	20,670	28	69,074	28								
		Total		706	100	7,785	100	71,635	100	241,811	100								
b. Prepared two or more drafts of a paper or assignment before turning it in	drafts	1	Never	83	12	1,007	14	10,363	15	37,562	16	2.7	2.6 **	.11	2.6 **	.12	2.5 ***	.16	
		2	Sometimes	218	30	2,640	34	24,046	34	83,454	34								
		3	Often	236	34	2,420	32	21,462	30	70,669	29								
		4	Very often	170	24	1,685	20	15,435	21	49,039	20								
		Total		707	100	7,752	100	71,306	100	240,724	100								
c. Come to class without completing readings or assignments	unpreparedr <i>(Reverse-coded version of unprepared created by NSSE.)</i>	1	Very often	45	7	411	5	3,377	5	11,848	5	3.0	3.0	.03	3.1	-.07	3.0	-.02	
		2	Often	83	12	1,038	14	7,756	11	28,293	12								
		3	Sometimes	382	54	4,424	57	39,169	55	136,423	56								
		4	Never	195	27	1,861	24	20,767	28	63,457	26								
		Total		705	100	7,734	100	71,069	100	240,021	100								
d. Attended an art exhibit, play or other arts performance (dance, music, etc.)	attendart	1	Never	293	41	3,083	40	24,965	36	79,463	36	1.9	1.9	.02	2.0 **	-.10	2.0 **	-.11	
		2	Sometimes	259	36	3,013	39	27,799	39	95,100	39								
		3	Often	98	15	1,101	15	11,562	16	41,646	16								
		4	Very often	54	8	492	6	6,571	9	23,201	9								
		Total		704	100	7,689	100	70,897	100	239,410	100								
e. Asked another student to help you understand course material	CLaskhelp	1	Never	47	7	500	7	7,478	11	20,011	9	2.7	2.6	.06	2.5 ***	.21	2.6 ***	.14	
		2	Sometimes	248	36	3,038	40	29,580	42	96,448	41								
		3	Often	259	38	2,742	35	22,601	31	80,601	33								
		4	Very often	139	19	1,396	18	11,106	15	41,937	17								
		Total		693	100	7,676	100	70,765	100	238,997	100								
f. Explained course material to one or more students	CLexplain	1	Never	19	3	249	3	4,148	6	10,217	5	2.8	2.7	.06	2.7 ***	.13	2.7 *	.08	
		2	Sometimes	250	37	2,888	39	27,182	40	88,604	38								
		3	Often	276	41	2,963	39	25,607	37	90,310	38								
		4	Very often	136	20	1,356	18	12,046	18	44,193	19								
		Total		681	100	7,456	100	68,983	100	233,324	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

California State University, Sacramento

First-Year Students

				Frequency Distributions ^a								Statistical Comparisons ^b									
				Sacramento State				California State				Carnegie Class		NSSE 2013 & 2014		Sacramento State	Your first-year students compared with				
Item wording or description	Variable name ^c	Values ^d	Response options	Count		Count		Count		Count		Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e			
				%	%	%	%	%	%	California State	Carnegie Class								NSSE 2013 & 2014		
g. Prepared for exams by discussing or working through course material with other students	CLstudy	1	Never	94	14	982	13	11,527	17	32,036	15	2.5	2.5	.01	2.5 *	.08	2.5	.02			
		2	Sometimes	242	36	2,786	37	25,140	37	83,655	36										
		3	Often	219	32	2,366	32	19,997	29	71,032	30										
		4	Very often	126	18	1,345	18	12,420	18	46,776	19										
		Total		681	100	7,479	100	69,084	100	233,499	100										
h. Worked with other students on course projects or assignments	CLproject	1	Never	37	6	420	6	6,651	10	17,902	8	2.8	2.7 *	.10	2.6 ***	.23	2.6 ***	.20			
		2	Sometimes	230	33	2,762	37	27,055	40	92,157	40										
		3	Often	263	39	2,836	38	23,329	34	80,938	34										
		4	Very often	152	23	1,428	19	11,767	17	41,535	17										
		Total		682	100	7,446	100	68,802	100	232,532	100										
i. Gave a course presentation	present	1	Never	109	16	1,016	14	13,835	20	45,816	21	2.4	2.5	-.04	2.3 ***	.15	2.2 ***	.20			
		2	Sometimes	270	39	3,015	41	29,409	43	104,864	45										
		3	Often	207	31	2,329	32	17,526	26	56,518	24										
		4	Very often	90	13	1,013	13	7,678	11	24,167	10										
		Total		676	100	7,373	100	68,448	100	231,365	100										
2. During the current school year, about how often have you done the following?																					
a. Combined ideas from different courses when completing assignments	RIintegrate	1	Never	32	5	473	7	4,799	7	14,471	7	2.8	2.7 ***	.19	2.7 ***	.21	2.7 ***	.20			
		2	Sometimes	215	32	2,691	37	25,460	38	85,782	38										
		3	Often	249	37	2,678	37	24,316	36	83,464	36										
		4	Very often	174	26	1,399	19	12,774	19	43,874	19										
		Total		670	100	7,241	100	67,349	100	227,591	100										
b. Connected your learning to societal problems or issues	RIsocietal	1	Never	49	8	567	8	5,504	9	18,205	9	2.7	2.6 *	.09	2.6 *	.10	2.6 **	.10			
		2	Sometimes	238	35	2,698	39	25,438	38	86,538	39										
		3	Often	232	35	2,550	35	23,566	35	79,463	35										
		4	Very often	141	21	1,312	18	11,989	18	40,413	18										
		Total		660	100	7,127	100	66,497	100	224,619	100										
c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIdiverse	1	Never	66	10	706	11	6,176	10	20,936	10	2.7	2.6 *	.09	2.6 *	.09	2.6 *	.10			
		2	Sometimes	230	35	2,717	38	25,935	39	88,384	39										
		3	Often	231	35	2,448	34	22,635	33	76,056	33										
		4	Very often	133	21	1,264	17	11,783	17	39,377	17										
		Total		660	100	7,135	100	66,529	100	224,753	100										

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

California State University, Sacramento

First-Year Students

Item wording or description				Frequency Distributions ^a								Statistical Comparisons ^b						
				Sacramento State		California State		Carnegie Class		NSSE 2013 & 2014		Sacramento State	Your first-year students compared with					
				Count	%	Count	%	Count	%	Count	%	Mean	California State Mean	Effect size ^e	Carnegie Class Mean	Effect size ^e	NSSE 2013 & 2014 Mean	Effect size ^e
Variable name ^c	Values ^d	Response options	Sacramento State		California State		Carnegie Class		NSSE 2013 & 2014		Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
d. Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	1	Never	32	5	347	5	3,077	5	10,577	5	2.8	2.8	.07	2.8	.06	2.8	.07
		2	Sometimes	201	30	2,251	32	21,622	33	73,068	33							
		3	Often	276	42	3,057	43	27,916	42	94,730	42							
		4	Very often	152	23	1,461	20	13,787	21	45,882	21							
		Total		661	100	7,116	100	66,402	100	224,257	100							
e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	RIperspect	1	Never	23	4	242	4	2,308	4	7,890	4	2.9	2.9	.00	2.9	.05	2.9	.06
		2	Sometimes	171	26	1,932	28	19,505	29	66,638	30							
		3	Often	297	45	3,020	42	27,988	42	94,743	42							
		4	Very often	166	25	1,885	26	16,375	25	54,402	24							
		Total		657	100	7,079	100	66,176	100	223,673	100							
f. Learned something that changed the way you understand an issue or concept	RInewview	1	Never	19	3	198	3	1,852	3	6,172	3	2.9	2.9 *	.08	2.9 **	.11	2.9 **	.11
		2	Sometimes	164	26	2,092	30	20,469	32	69,146	32							
		3	Often	296	45	2,994	42	27,873	42	94,305	42							
		4	Very often	176	26	1,772	24	15,802	24	53,307	23							
		Total		655	100	7,056	100	65,996	100	222,930	100							
g. Connected ideas from your courses to your prior experiences and knowledge	RIconnect	1	Never	15	2	122	2	1,015	2	3,146	2	3.1	3.1	.05	3.1	.06	3.1	.05
		2	Sometimes	117	18	1,461	22	13,821	22	45,692	21							
		3	Often	292	45	3,121	44	29,208	44	99,614	45							
		4	Very often	230	35	2,340	33	21,629	32	73,290	33							
		Total		654	100	7,044	100	65,673	100	221,742	100							
3. During the current school year, about how often have you done the following?																		
a. Talked about career plans with a faculty member	SFcareer	1	Never	129	20	2,006	29	14,435	23	46,672	22	2.2	2.1 ***	.18	2.2	.04	2.2	.04
		2	Sometimes	312	47	3,104	44	29,936	45	102,742	46							
		3	Often	150	23	1,273	18	14,285	21	48,917	21							
		4	Very often	67	11	676	9	7,317	11	24,345	11							
		Total		658	100	7,059	100	65,973	100	222,676	100							
b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	1	Never	362	54	4,072	58	35,228	54	113,729	52	1.7	1.6 *	.08	1.7	.00	1.7	-.01
		2	Sometimes	174	27	1,817	26	18,667	28	66,772	29							
		3	Often	75	11	745	11	7,603	12	27,231	12							
		4	Very often	45	7	394	5	4,175	7	14,005	6							
		Total		656	100	7,028	100	65,673	100	221,737	100							

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

California State University, Sacramento

First-Year Students

				Frequency Distributions ^a								Statistical Comparisons ^b									
				Sacramento State				California State				Carnegie Class		NSSE 2013 & 2014		Sacramento State	Your first-year students compared with				
Item wording or description	Variable name ^c	Values ^d	Response options	Count		Count		Count		Count		Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e			
				%	%	%	%	%	%	California State	Carnegie Class								NSSE 2013 & 2014		
c. Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	1	Never	228	34	2,644	37	22,272	34	68,669	32	2.0	1.9 *	.09	2.0	.03	2.0	.00			
		2	Sometimes	262	40	2,773	40	27,219	41	96,032	42								△		
		3	Often	111	17	1,134	17	11,111	17	39,696	18										
		4	Very often	53	9	475	7	5,000	8	17,030	8										
		Total		654	100	7,026	100	65,602	100	221,427	100										
d. Discussed your academic performance with a faculty member	SFperform	1	Never	169	25	2,121	30	16,608	26	52,839	25	2.1	2.0 *	.08	2.1	-.02	2.1	-.02			
		2	Sometimes	305	48	3,062	44	30,044	46	103,892	46								△		
		3	Often	122	19	1,262	18	12,868	20	44,646	20										
		4	Very often	52	9	539	8	5,816	9	19,256	9										
		Total		648	100	6,984	100	65,336	100	220,633	100										
4. During the current school year, how much has your coursework emphasized the following?																					
a. Memorizing course material	memorize	1	Very little	18	3	217	3	2,541	4	8,808	4	3.0	3.0	.05	3.0 *	.08	3.0 **	.10			
		2	Some	128	19	1,610	24	15,736	24	54,731	25								△		
		3	Quite a bit	319	49	3,076	44	28,296	43	95,363	43								△		
		4	Very much	184	28	2,119	29	19,030	29	62,620	28										
		Total		649	100	7,022	100	65,603	100	221,522	100										
b. Applying facts, theories, or methods to practical problems or new situations	HOapply	1	Very little	30	4	261	4	2,260	4	7,214	4	2.9	3.0	-.04	3.0	-.04	3.0	-.07			
		2	Some	152	24	1,693	25	15,369	24	49,758	23										
		3	Quite a bit	298	46	3,042	44	29,141	44	98,417	44										
		4	Very much	167	26	1,994	28	18,509	28	65,058	29										
		Total		647	100	6,990	100	65,279	100	220,447	100										
c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	1	Very little	23	3	251	4	2,434	4	7,956	4	3.0	3.0	.05	3.0	.08	3.0	.07			
		2	Some	132	20	1,591	23	15,339	24	50,704	24										
		3	Quite a bit	289	45	2,954	43	27,740	42	93,615	42										
		4	Very much	199	31	2,172	30	19,513	30	67,289	30										
		Total		643	100	6,968	100	65,026	100	219,564	100										
d. Evaluating a point of view, decision, or information source	HOevaluate	1	Very little	23	3	267	4	2,403	4	8,925	4	3.1	3.0 **	.12	2.9 ***	.14	2.9 ***	.16			
		2	Some	119	18	1,648	25	16,008	25	55,130	26								△		
		3	Quite a bit	298	47	2,976	43	28,450	43	95,090	43								△		
		4	Very much	201	31	2,042	29	18,152	27	60,450	27								△		
		Total		641	100	6,933	100	65,013	100	219,595	100										

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

California State University, Sacramento

First-Year Students

				Frequency Distributions ^a								Statistical Comparisons ^b														
				Sacramento State				California State				Carnegie Class		NSSE 2013 & 2014		Sacramento State		Your first-year students compared with								
				Count		%		Count		%		Count		%		Count		%		Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
Item wording or description	Variable name ^c	Values ^d	Response options															Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e		
e. Forming a new idea or understanding from various pieces of information	HOform	1	Very little	29	4	329	5	2,880	5	10,042	5	3.0	2.9	.05	2.9	.06	2.9	.07								
		2	Some	146	22	1,731	26	16,497	26	56,456	26															
		3	Quite a bit	288	46	2,897	42	27,696	42	92,939	42															
		4	Very much	177	27	1,978	28	17,789	27	59,630	27															
		Total		640	100	6,935	100	64,862	100	219,067	100															
5. During the current school year, to what extent have your instructors done the following?																										
a. Clearly explained course goals and requirements	ETgoals	1	Very little	9	1	123	2	1,189	2	3,904	2	3.2	3.2	.07	3.2	.07	3.2 *	.09								
		2	Some	106	16	1,170	17	10,631	17	36,408	17															
		3	Quite a bit	267	41	2,990	43	28,676	43	99,320	44															
		4	Very much	274	42	2,735	38	24,966	38	81,527	37															
		Total		656	100	7,018	100	65,462	100	221,159	100															
b. Taught course sessions in an organized way	ETorganize	1	Very little	21	3	185	3	1,639	3	5,078	3	3.1	3.1 *	.08	3.1	.05	3.1	.05								
		2	Some	109	17	1,362	20	11,581	18	38,510	18															
		3	Quite a bit	275	42	3,083	44	29,248	44	101,312	45															
		4	Very much	250	38	2,373	33	22,829	35	75,636	34															
		Total		655	100	7,003	100	65,297	100	220,536	100															
c. Used examples or illustrations to explain difficult points	ETexample	1	Very little	20	3	213	3	1,996	3	6,185	3	3.2	3.1 **	.11	3.1 **	.12	3.1 **	.12								
		2	Some	104	16	1,349	20	12,544	20	41,903	20															
		3	Quite a bit	245	38	2,793	40	26,395	40	90,677	41															
		4	Very much	281	43	2,633	37	24,195	37	81,203	36															
		Total		650	100	6,988	100	65,130	100	219,968	100															
d. Provided feedback on a draft or work in progress	ETdraftfb	1	Very little	29	4	467	7	4,366	7	16,083	8	3.1	2.9 ***	.17	2.9 ***	.15	2.9 ***	.21								
		2	Some	146	23	1,843	27	16,839	26	59,183	27															
		3	Quite a bit	228	35	2,442	36	23,196	36	79,015	35															
		4	Very much	243	37	2,221	31	20,657	32	65,595	29															
		Total		646	100	6,973	100	65,058	100	219,876	100															
e. Provided prompt and detailed feedback on tests or completed assignments	ETfeedback	1	Very little	41	6	615	9	4,892	8	16,972	8	2.9	2.8 ***	.15	2.8 **	.10	2.8 ***	.15								
		2	Some	161	24	1,951	28	18,150	28	63,280	29															
		3	Quite a bit	248	39	2,511	37	23,790	36	82,262	37															
		4	Very much	200	31	1,874	26	17,988	28	56,446	26															
		Total		650	100	6,951	100	64,820	100	218,960	100															

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

California State University, Sacramento

First-Year Students

Item wording or description				Frequency Distributions ^a								Statistical Comparisons ^b						
				Sacramento State		California State		Carnegie Class		NSSE 2013 & 2014		Sacramento State		Your first-year students compared with				
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
6. During the current school year, about how often have you done the following?																		
a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)		QRconclude	1 Never	113	17	932	13	9,881	14	31,672	14	2.5	2.6 *	-10	2.5	-0.06	2.6 *	-0.08
			2 Sometimes	240	35	2,549	36	23,586	35	78,360	35							
			3 Often	198	31	2,326	34	21,244	33	73,297	34							
			4 Very often	104	17	1,205	18	10,629	17	37,348	18							
			Total	655	100	7,012	100	65,340	100	220,677	100							
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)		QRproblem	1 Never	160	25	1,565	22	15,168	23	50,155	22	2.2	2.3	-0.05	2.3	-0.04	2.3	-0.04
			2 Sometimes	257	38	2,785	40	26,240	40	88,394	40							
			3 Often	161	25	1,814	26	16,260	26	56,116	26							
			4 Very often	75	12	816	12	7,498	12	25,522	12							
			Total	653	100	6,980	100	65,166	100	220,187	100							
c. Evaluated what others have concluded from numerical information		QRevaluate	1 Never	172	26	1,539	21	15,354	23	48,340	22	2.2	2.3	-0.03	2.2	.00	2.3	-0.03
			2 Sometimes	243	37	2,840	41	26,594	41	90,548	41							
			3 Often	159	25	1,794	26	16,174	25	57,158	26							
			4 Very often	77	13	756	11	6,732	11	23,160	11							
			Total	651	100	6,929	100	64,854	100	219,206	100							
7. During the current school year, about how many papers, reports, or other writing tasks of the following length have you been assigned? (Include those not yet completed.)																		
a. Up to 5 pages		wrshortnum	0 None	34	5	252	4	2,445	4	8,169	5	5.5	6.2 ***	-0.15	6.7 ***	-0.23	6.8 ***	-0.24
		(Recoded version of wrshort created by NSSE. Values are estimated number of papers, reports, etc.)	1.5 1-2	151	25	1,289	21	11,124	19	36,730	19							
			4 3-5	218	36	2,157	34	18,828	32	62,638	32							
			8 6-10	138	23	1,611	25	15,216	25	51,789	25							
			13 11-15	39	7	549	9	6,402	10	22,457	10							
			18 16-20	16	3	195	3	2,836	4	10,269	5							
			23 More than 20	14	2	222	4	2,954	5	10,579	5							
			Total	610	100	6,275	100	59,805	100	202,631	100							
b. Between 6 and 10 pages		wrmednum	0 None	218	37	2,080	35	19,629	35	60,929	33	1.7	2.1 ***	-0.12	2.0 **	-0.10	2.1 ***	-0.13
		(Recoded version of wrmed created by NSSE. Values are estimated number of papers, reports, etc.)	1.5 1-2	249	42	2,464	40	24,169	41	83,873	42							
			4 3-5	85	15	1,016	16	9,759	16	36,606	18							
			8 6-10	31	5	366	6	3,138	5	11,315	6							
			13 11-15	4	1	73	1	670	1	2,429	1							
			18 16-20	1	0	22	0	190	0	728	0							
			23 More than 20	0	0	32	1	230	0	717	0							
			Total	588	100	6,053	100	57,785	100	196,597	100							

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NSSE 2014 Frequencies and Statistical Comparisons

California State University, Sacramento

First-Year Students

Item wording or description				Frequency Distributions ^a								Statistical Comparisons ^b						
				Sacramento State		California State		Carnegie Class		NSSE 2013 & 2014		Sacramento State	Your first-year students compared with					
				Count	%	Count	%	Count	%	Count	%	Mean	California State Mean	Effect size ^e	Carnegie Class Mean	Effect size ^e	NSSE 2013 & 2014 Mean	Effect size ^e
c. 11 pages or more				471	82	4,479	77	43,912	78	143,888	76	.5	.9 *** ▽	-.13	.8 ** ▽	-.09	.8 *** ▽	-.10
(Recorded version of wrlong created by NSSE. Values are estimated number of papers, reports, etc.)				71	13	973	16	9,058	16	35,355	17							
1-2				17	3	171	3	1,536	3	5,667	3							
3-5				6	1	108	2	686	1	2,451	1							
6-10				4	1	69	1	504	1	1,490	1							
11-15				0	0	28	1	200	0	662	0							
16-20				1	0	44	1	291	1	934	1							
21-25																		
26-30																		
More than 30																		
Total				570	100	5,872	100	56,187	100	190,447	100							
Estimated number of assigned pages of student writing.												35.6	46.4 *** ▽	-.17	45.3 *** ▽	-.17	47.1 *** ▽	-.20
8. During the current school year, about how often have you had discussions with people from the following groups?																		
a. People of a race or ethnicity other than your own				14	2	260	4	3,168	5	9,633	5	3.3	3.2 *** △	.18	3.1 *** △	.29	3.1 *** △	.27
2 Sometimes				99	15	1,235	20	14,588	24	48,497	23							
3 Often				176	28	1,923	30	18,046	30	60,222	29							
4 Very often				337	54	3,020	46	25,159	41	87,895	42							
Total				626	100	6,438	100	60,961	100	206,247	100							
b. People from an economic background other than your own				32	5	342	6	3,055	5	8,752	5	3.1	3.1	.06	3.1 * △	.08	3.1	.05
2 Sometimes				124	20	1,345	21	13,636	22	44,484	22							
3 Often				198	32	2,125	33	20,608	34	69,305	34							
4 Very often				271	43	2,609	40	23,512	38	83,151	40							
Total				625	100	6,421	100	60,811	100	205,692	100							
c. People with religious beliefs other than your own				43	7	473	8	4,170	7	13,035	7	3.1	3.0 ** △	.12	3.0 *** △	.14	3.0 *	.10
2 Sometimes				118	19	1,513	24	15,802	26	51,080	25							
3 Often				185	30	1,869	29	18,115	30	60,756	30							
4 Very often				274	44	2,537	39	22,535	37	80,304	39							
Total				620	100	6,392	100	60,622	100	205,175	100							
d. People with political views other than your own				51	9	584	10	4,337	8	12,964	7	3.0	2.9 ** △	.11	3.0	.05	3.0	.01
2 Sometimes				135	22	1,690	27	15,537	25	51,702	25							
3 Often				188	30	1,840	29	18,971	31	63,614	31							
4 Very often				244	39	2,240	34	21,548	36	76,143	38							
Total				618	100	6,354	100	60,393	100	204,423	100							

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NSSE 2014 Frequencies and Statistical Comparisons

California State University, Sacramento

First-Year Students

Item wording or description				Frequency Distributions ^a								Statistical Comparisons ^b						
				Sacramento State		California State		Carnegie Class		NSSE 2013 & 2014		Sacramento State		Your first-year students compared with				
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
9. During the current school year, about how often have you done the following?																		
a. Identified key information from reading assignments																		
Lsreading																		
1 Never				7	1	104	2	815	1	2,852	2	3.2	3.1 **	.12	3.2	.06	3.2	.06
2 Sometimes				105	17	1,186	19	10,511	18	35,084	18							
3 Often				256	42	2,828	45	26,137	44	88,207	43							
4 Very often				253	40	2,272	34	23,100	37	78,815	37							
Total				621	100	6,390	100	60,563	100	204,958	100							
b. Reviewed your notes after class																		
LSnotes																		
1 Never				30	5	313	5	2,763	5	9,803	5	2.9	2.9	.04	2.9	-.02	2.9	.00
2 Sometimes				181	30	1,879	31	17,054	29	60,437	30							
3 Often				205	33	2,183	34	20,214	33	68,044	33							
4 Very often				202	32	2,001	30	20,333	33	66,058	32							
Total				618	100	6,376	100	60,364	100	204,342	100							
c. Summarized what you learned in class or from course materials																		
LSsummary																		
1 Never				55	9	538	9	3,655	6	12,701	7	2.7	2.7	.01	2.9 **	-.12	2.8 *	-.10
2 Sometimes				201	33	2,055	33	17,634	30	61,381	31							
3 Often				199	33	2,142	34	21,190	36	71,948	36							
4 Very often				158	26	1,573	24	17,213	28	56,057	27							
Total				613	100	6,308	100	59,692	100	202,087	100							
10. During the current school year, to what extent have your courses challenged you to do your best work?																		
challenge																		
1 Not at all				2	0	24	0	230	0	790	0	5.4	5.5	-.01	5.6 *	-.10	5.6 *	-.10
2				8	2	84	1	530	1	1,900	1							
3				21	4	194	3	1,684	3	5,612	3							
4				73	12	692	11	5,642	10	19,135	10							
5				214	35	2,176	34	18,869	32	63,626	31							
6				171	28	1,884	29	19,184	31	67,284	32							
7 Very much				130	20	1,315	20	14,168	23	45,834	22							
Total				619	100	6,369	100	60,307	100	204,181	100							
11. Which of the following have you done or do you plan to do before you graduate?^f																		
a. Participate in an internship, co-op, field experience, student teaching, or clinical placement																		
intern																		
Have not decided				86	14	748	12	6,925	12	21,183	11	8%	9%	-.01	8%	.02	9%	-.01
Do not plan to do				22	4	245	4	2,858	5	8,496	5							
Plan to do				460	74	4,812	75	45,946	75	157,141	76							
Done or in progress				54	8	540	9	4,568	8	17,373	9							
Total				622	100	6,345	100	60,297	100	204,193	100							

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NSSE 2014 Frequencies and Statistical Comparisons

California State University, Sacramento

First-Year Students

Item wording or description			Variable name ^c			Values ^d			Response options			Frequency Distributions ^a								Statistical Comparisons ^b							
												Sacramento State		California State		Carnegie Class		NSSE 2013 & 2014		Sacramento State		California State		Carnegie Class		NSSE 2013 & 2014	
												Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
b. Hold a formal leadership role in a student organization or group			(Means indicate the percentage who responded "Done or in progress.")			Have not decided			206	33	1,934	30	17,223	28	55,706	27	8%	9%	-.06	11% *	-.11	12% **	-.14				
						Do not plan to do			142	24	1,675	27	15,464	26	46,624	24											
						Plan to do			223	35	2,150	34	20,843	34	76,780	36											
						Done or in progress			47	8	556	9	6,561	11	24,407	12											
						Total			618	100	6,315	100	60,091	100	203,517	100											
c. Participate in a learning community or some other formal program where groups of students take two or more classes together			(Means indicate the percentage who responded "Done or in progress.")			Have not decided			162	26	2,174	34	19,859	33	64,905	31	28%	12% ***	.42	14% ***	.36	15% ***	.32				
						Do not plan to do			88	15	1,479	24	16,497	28	56,757	29											
						Plan to do			191	31	1,927	30	15,439	26	51,366	25											
						Done or in progress			175	28	730	12	8,159	14	30,027	15											
						Total			616	100	6,310	100	59,954	100	203,055	100											
d. Participate in a study abroad program			(Means indicate the percentage who responded "Done or in progress.")			Have not decided			199	33	1,915	30	17,185	29	54,560	27	3%	3%	-.01	3%	-.02	4%	-.04				
						Do not plan to do			158	27	1,519	25	17,342	30	51,612	27											
						Plan to do			242	38	2,689	41	23,524	38	89,892	42											
						Done or in progress			16	3	183	3	1,910	3	6,946	4											
						Total			615	100	6,306	100	59,961	100	203,010	100											
e. Work with a faculty member on a research project			(Means indicate the percentage who responded "Done or in progress.")			Have not decided			247	39	2,519	40	23,586	39	76,416	38	5%	4%	.06	5%	.02	5%	.00				
						Do not plan to do			141	23	1,327	21	15,415	25	46,009	23											
						Plan to do			193	32	2,147	35	17,782	31	68,838	34											
						Done or in progress			34	5	268	4	2,848	5	10,775	5											
						Total			615	100	6,261	100	59,631	100	202,038	100											
f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)			(Means indicate the percentage who responded "Done or in progress.")			Have not decided			224	36	2,068	32	19,679	33	61,370	31	4%	3%	.04	3%	.06	3%	.05				
						Do not plan to do			49	8	523	8	6,095	11	18,234	10											
						Plan to do			312	51	3,512	56	32,402	54	117,248	56											
						Done or in progress			24	4	171	3	1,495	3	5,301	3											
						Total			609	100	6,274	100	59,671	100	202,153	100											
12. About how many of your courses at this institution have included a community-based project (service-learning)?																											
			servcourse			1 None			237	39	2,796	44	26,923	47	95,949	49	1.7	1.7 *	.09	1.6 ***	.14	1.6 ***	.19				
						2 Some			313	51	2,860	46	27,575	45	90,541	44											
						3 Most			55	9	521	8	4,300	7	12,899	6											
						4 All			6	1	77	1	709	1	2,172	1											
						Total			611	100	6,254	100	59,507	100	201,561	100											

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NSSE 2014 Frequencies and Statistical Comparisons

California State University, Sacramento

First-Year Students

				Frequency Distributions ^a								Statistical Comparisons ^b							
				Sacramento State		California State		Carnegie Class		NSSE 2013 & 2014		Sacramento State	Your first-year students compared with						
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
13. Indicate the quality of your interactions with the following people at your institution.																			
a. Students	QIstudent	1	Poor	10	2	112	2	906	2	2,872	2	5.5	5.5	.03	5.6	-.03	5.6	-.04	
		2		20	3	146	2	1,224	2	3,923	2								
		3		28	4	316	5	2,607	5	8,487	4								
		4		66	11	714	11	5,817	10	19,085	10								
		5		137	22	1,487	23	13,314	22	45,042	22								
		6		165	27	1,808	29	17,353	28	60,936	29								
		7	Excellent	190	30	1,734	27	18,418	30	62,301	30								
		—	Not applicable	4	1	31	1	536	1	1,185	1								
			Total	620	100	6,348	100	60,175	100	203,831	100								
b. Academic advisors	QIadvisor	1	Poor	24	4	397	6	2,676	5	7,961	4	5.0	4.8 **	.11	5.1	-.03	5.1	-.06	
		2		38	6	408	6	3,411	6	10,688	5								
		3		48	8	582	9	4,997	8	16,456	8								
		4		98	16	899	14	8,042	13	27,196	13								
		5		127	21	1,197	19	11,171	19	39,572	19								
		6		124	20	1,261	20	12,738	21	44,223	21								
		7	Excellent	143	23	1,228	19	15,567	25	52,797	26								
		—	Not applicable	13	2	361	6	1,459	3	4,482	2								
			Total	615	100	6,333	100	60,061	100	203,375	100								
c. Faculty	QIfaculty	1	Poor	21	3	228	4	1,175	2	3,717	2	4.9	5.0	-.01	5.3 ***	-.21	5.3 ***	-.22	
		2		26	4	319	5	1,950	4	6,220	3								
		3		62	10	546	8	3,762	7	12,382	6								
		4		96	16	998	16	7,778	13	26,274	13								
		5		161	26	1,460	23	14,148	24	48,831	24								
		6		120	20	1,561	25	16,787	28	58,561	28								
		7	Excellent	112	18	1,072	17	13,477	22	44,517	22								
		—	Not applicable	16	3	99	2	615	1	1,760	1								
			Total	614	100	6,283	100	59,692	100	202,262	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

California State University, Sacramento

First-Year Students

				Frequency Distributions ^a								Statistical Comparisons ^b							
				Sacramento State		California State		Carnegie Class		NSSE 2013 & 2014		Sacramento State		Your first-year students compared with					
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
d. Student services staff (career services, student activities, housing, etc.)	QIstaff	1	Poor	41	6	502	8	3,060	6	8,970	5	4.8	4.7	.06	4.9	-.08	4.9 *	-11	
		2		31	5	399	6	2,892	5	9,578	5								
		3		62	10	516	8	4,490	8	14,936	7								
		4		78	13	862	14	7,849	13	27,351	13								
		5		111	18	1,181	19	11,693	19	41,819	20								
		6		111	18	1,209	19	12,488	20	44,393	21								
		7	Excellent	108	17	966	15	11,096	18	37,397	18								
		—	Not applicable	76	13	669	11	6,248	11	18,181	10								
Total				618	100	6,304	100	59,816	100	202,625	100								
e. Other administrative staff and offices (registrar, financial aid, etc.)	QIadmin	1	Poor	43	7	455	7	3,056	6	9,810	5	4.7	4.6	.05	4.8	-.08	4.8	-.08	
		2		43	7	454	7	3,651	6	11,874	6								
		3		65	10	607	9	5,038	8	16,893	8								
		4		81	14	973	15	8,523	14	29,634	15								
		5		118	19	1,259	20	12,121	20	42,078	21								
		6		108	18	1,145	18	12,418	20	42,981	21								
		7	Excellent	112	18	919	15	11,516	19	36,516	18								
		—	Not applicable	44	7	494	8	3,533	6	12,916	7								
Total				614	100	6,306	100	59,856	100	202,702	100								
14. How much does your institution emphasize the following?																			
a. Spending significant amounts of time studying and on academic work	empstudy	1	Very little	11	2	108	2	835	2	2,795	2	3.3	3.2	.03	3.2 *	.09	3.2	.07	
		2	Some	75	14	794	14	8,262	16	26,490	15								
		3	Quite a bit	237	41	2,431	42	25,260	45	84,105	44								
		4	Very much	256	43	2,482	42	21,857	38	77,435	39								
		Total				579	100	5,815	100	56,214	100								190,825
b. Providing support to help students succeed academically	SEacademic	1	Very little	23	5	217	4	1,927	4	6,048	4	3.1	3.1	.04	3.1	-.01	3.1	-.01	
		2	Some	107	19	1,114	20	9,989	19	33,219	19								
		3	Quite a bit	214	37	2,322	41	22,171	40	75,802	40								
		4	Very much	230	39	2,123	35	21,746	37	74,683	38								
		Total				574	100	5,776	100	55,833	100								189,752
c. Using learning support services (tutoring services, writing center, etc.)	SElearnsup	1	Very little	56	10	309	6	3,046	6	9,401	5	3.0	3.1	-.07	3.1 **	-.12	3.1 **	-.12	
		2	Some	94	17	1,007	18	8,889	17	30,530	17								
		3	Quite a bit	189	33	2,124	37	19,656	36	67,539	36								
		4	Very much	235	40	2,355	39	24,326	42	82,334	42								
		Total				574	100	5,795	100	55,917	100								189,804

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

California State University, Sacramento

First-Year Students

Item wording or description				Variable name ^c				Frequency Distributions ^a				Statistical Comparisons ^b											
								Sacramento State		California State		Carnegie Class		NSSE 2013 & 2014		Your first-year students compared with							
								Count	%	Count	%	Count	%	Count	%	Sacramento State	California State	Carnegie Class	NSSE 2013 & 2014	Effect size ^e	Effect size ^e	Effect size ^e	
d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)				SEdiverse				1		2		3		4		2.9	2.8	.08	2.7 ***	.14	2.7 ***	.14	
								Very little	59	11	616	11	6,506	12	21,288								12
								Some	126	22	1,542	27	15,870	29	54,815								29
								Quite a bit	206	36	1,897	33	18,103	32	62,138								33
								Very much	187	31	1,729	29	15,486	27	51,887								26
				Total				578	100	5,784	100	55,965	100	190,128	100								
e. Providing opportunities to be involved socially				SEsocial				1		2		3		4		3.0	2.9 **	.13	3.0	.06	3.0	.03	
								Very little	33	6	419	8	3,363	7	9,785								6
								Some	108	19	1,352	24	11,858	22	38,942								21
								Quite a bit	218	39	2,096	36	20,747	37	72,015								38
								Very much	213	36	1,913	32	19,952	34	69,167								35
				Total				572	100	5,780	100	55,920	100	189,909	100								
f. Providing support for your overall well-being (recreation, health care, counseling, etc.)				SEwellness				1		2		3		4		3.0	3.0	.03	3.0	.07	3.0	.05	
								Very little	40	7	368	7	3,821	7	11,254								7
								Some	102	18	1,180	21	11,587	22	39,041								21
								Quite a bit	210	37	2,101	37	20,908	37	71,974								38
								Very much	221	37	2,097	35	19,326	34	66,741								34
				Total				573	100	5,746	100	55,642	100	189,010	100								
g. Helping you manage your non-academic responsibilities (work, family, etc.)				SEnonacad				1		2		3		4		2.6	2.4 **	.13	2.4 ***	.17	2.4 ***	.19	
								Very little	92	17	1,114	20	11,290	21	36,957								21
								Some	193	34	1,894	33	18,812	34	66,544								35
								Quite a bit	139	24	1,668	29	15,852	28	53,819								28
								Very much	150	26	1,078	18	9,667	17	31,540								16
				Total				574	100	5,754	100	55,621	100	188,860	100								
h. Attending campus activities and events (performing arts, athletic events, etc.)				SEactivities				1		2		3		4		2.8	2.7 **	.13	2.8	-.01	2.9	-.08	
								Very little	70	12	688	12	5,575	11	14,218								8
								Some	134	24	1,612	29	12,837	24	42,759								23
								Quite a bit	179	31	1,923	34	19,935	36	70,682								37
								Very much	188	32	1,503	25	17,154	29	60,848								31
				Total				571	100	5,726	100	55,501	100	188,507	100								
i. Attending events that address important social, economic, or political issues				SEevents				1		2		3		4		2.6	2.5 *	.10	2.6	.02	2.6	-.01	
								Very little	108	19	1,051	19	8,624	16	24,908								14
								Some	160	28	1,874	33	17,263	32	59,668								32
								Quite a bit	154	27	1,646	29	17,622	31	62,220								32
								Very much	148	26	1,144	19	11,833	21	41,257								21
				Total				570	100	5,715	100	55,342	100	188,053	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

California State University, Sacramento

First-Year Students

				Frequency Distributions ^a								Statistical Comparisons ^b								
				Sacramento State		California State		Carnegie Class		NSSE 2013 & 2014		Sacramento State	Your first-year students compared with							
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e		
Item wording or description	Variable name ^c	Values ^d	Response options																	
15. About how many hours do you spend in a typical 7-day week doing the following?																				
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	tmprephrs	0	0 hrs	3	1	23	1	231	0	777	1	13.1	13.3	-.02	13.5	-.05	14.3 ***	-0.15		
	(Recorded version of tmprep created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	108	18	992	18	8,335	16	24,734	14									
		8	6-10 hrs	138	24	1,486	25	14,119	26	43,761	24									
		13	11-15 hrs	124	22	1,252	21	12,186	22	40,666	21									
		18	16-20 hrs	100	18	901	16	9,531	17	34,165	17									
		23	21-25 hrs	54	9	578	10	5,713	10	21,919	11									
		28	26-30 hrs	30	5	286	5	3,033	5	12,191	6									
		33	More than 30 hrs	19	3	232	4	2,662	5	11,423	6									
			Total	576	100	5,750	100	55,810	100	189,636	100									
b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	tmcocurrhrs	0	0 hrs	263	45	2,624	45	20,101	38	57,438	33	4.2	4.1	.02	4.9 *	-.10	5.4 ***	-0.17		
	(Recorded version of tmcocurr created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	167	29	1,713	30	18,710	33	65,937	33									
		8	6-10 hrs	71	13	675	12	7,845	14	30,717	16									
		13	11-15 hrs	29	5	327	6	4,094	7	16,220	8									
		18	16-20 hrs	24	5	202	4	2,430	4	9,549	5									
		23	21-25 hrs	10	2	91	2	1,187	2	4,511	2									
		28	26-30 hrs	4	1	29	0	483	1	1,855	1									
		33	More than 30 hrs	3	1	48	1	594	1	2,182	1									
			Total	571	100	5,709	100	55,444	100	188,409	100									
c. Working for pay on campus	tmworkonhrs	0	0 hrs	526	92	4,922	85	44,076	80	144,314	79	1.1	1.8 ***	-.13	2.2 ***	-.19	2.4 ***	-.22		
	(Recorded version of tmworkon created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	8	1	147	3	2,529	4	9,814	4									
		8	6-10 hrs	12	2	206	4	4,313	7	17,069	8									
		13	11-15 hrs	12	2	200	3	2,433	4	9,300	5									
		18	16-20 hrs	7	1	194	4	1,514	3	5,502	3									
		23	21-25 hrs	2	0	31	1	412	1	1,477	1									
		28	26-30 hrs	3	0	10	0	147	0	508	0									
		33	More than 30 hrs	3	1	18	0	267	1	1,218	1									
			Total	573	100	5,728	100	55,691	100	189,202	100									

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

California State University, Sacramento

First-Year Students

Item wording or description				Response options				Frequency Distributions ^a								Statistical Comparisons ^b					
								Sacramento State		California State		Carnegie Class		NSSE 2013 & 2014		Sacramento State		Your first-year students compared with			
								Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean
d. Working for pay off campus				tmworkoffhrs	0	0 hrs	392	69	4,094	71	37,589	67	136,132	70	4.8	4.5	.04	5.8 **	-10	5.0	-02
(Recorded version of tmworkoff created by NSSE. Values are estimated number of hours per week.)				3	1-5 hrs	29	5	262	4	2,762	5	9,224	5								
				8	6-10 hrs	34	6	292	5	2,916	5	9,159	5								
				13	11-15 hrs	22	4	319	6	2,679	5	8,280	5								
				18	16-20 hrs	44	7	292	5	2,786	5	8,420	5								
				23	21-25 hrs	30	5	245	5	1,973	4	5,673	3								
				28	26-30 hrs	11	2	101	2	1,209	2	3,419	2								
				33	More than 30 hrs	9	2	115	2	3,511	6	7,996	5								
					Total			571	100	5,720	100	55,425	100	188,303	100						
Estimated number of hours working for pay				tmworkhrs										5.9	6.2	-.03	7.9 ***	-18	7.3 ***	-13	
(Continuous variable created by NSSE)																					
e. Doing community service or volunteer work				tmservicehrs	0	0 hrs	346	62	3,465	61	30,800	57	104,415	57	2.3	2.4	-.01	2.4	-.02	2.4	-.01
(Recorded version of tmservice created by NSSE. Values are estimated number of hours per week.)				3	1-5 hrs	149	26	1,499	26	18,027	31	62,929	32								
				8	6-10 hrs	42	7	403	7	3,421	6	10,805	6								
				13	11-15 hrs	13	2	149	3	1,399	3	4,391	2								
				18	16-20 hrs	9	2	83	2	754	1	2,424	1								
				23	21-25 hrs	2	0	41	1	316	1	1,071	1								
				28	26-30 hrs	0	0	13	0	150	0	409	0								
				33	More than 30 hrs	4	1	24	0	204	0	617	0								
					Total			565	100	5,677	100	55,071	100	187,061	100						
f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)				tmrelaxhrs	0	0 hrs	10	2	129	2	1,083	2	3,002	2	11.9	12.1	-.03	12.4	-.06	12.6	-.09
(Recorded version of tmrelax created by NSSE. Values are estimated number of hours per week.)				3	1-5 hrs	174	30	1,419	24	12,564	22	39,125	21								
				8	6-10 hrs	127	22	1,546	26	14,752	26	50,849	26								
				13	11-15 hrs	108	19	1,012	18	10,632	19	37,989	20								
				18	16-20 hrs	59	10	659	12	7,190	13	25,314	13								
				23	21-25 hrs	33	6	398	7	3,937	7	13,764	7								
				28	26-30 hrs	21	4	177	3	1,884	3	6,545	4								
				33	More than 30 hrs	37	7	347	6	3,235	6	11,198	6								
					Total			569	100	5,687	100	55,277	100	187,786	100						

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

California State University, Sacramento

First-Year Students

Item wording or description				Frequency Distributions ^a								Statistical Comparisons ^b									
				Sacramento State		California State		Carnegie Class		NSSE 2013 & 2014		Sacramento State	Your first-year students compared with								
				Count	%	Count	%	Count	%	Count	%	Mean	California State Mean	Effect size ^e	Carnegie Class Mean	Effect size ^e	NSSE 2013 & 2014 Mean	Effect size ^e			
g. Providing care for dependents (children, parents, etc.) <i>(Recorded version of tmcarehrs created by NSSE. Values are estimated number of hours per week.)</i>				tmcarehrs	0	0 hrs	326	58	3,801	68	39,471	71	143,966	75	3.7	3.1 *	.09	3.7	.01	3.0 *	.10
				3	1-5 hrs	112	20	863	15	6,376	12	19,232	11								
				8	6-10 hrs	65	11	410	7	2,680	5	7,699	4								
				13	11-15 hrs	23	4	218	4	1,604	3	4,521	3								
				18	16-20 hrs	19	3	154	3	1,064	2	2,985	2								
				23	21-25 hrs	6	1	74	1	595	1	1,642	1								
				28	26-30 hrs	5	1	26	1	396	1	1,016	1								
				33	More than 30 hrs	12	2	108	2	2,962	5	6,348	4								
					Total			568	100	5,654	100	55,148	100	187,409							
h. Commuting to campus (driving, walking, etc.) <i>(Recorded version of tmcommutehrs created by NSSE. Values are estimated number of hours per week.)</i>				tmcommutehrs	0	0 hrs	86	15	1,454	26	25,192	42	85,497	41	5.9	5.0 **	.14	3.7 ***	.39	3.7 ***	.41
				3	1-5 hrs	266	46	2,552	45	19,662	37	68,960	39								
				8	6-10 hrs	143	25	981	17	6,150	12	19,640	12								
				13	11-15 hrs	48	8	364	6	2,205	4	6,919	4								
				18	16-20 hrs	11	2	168	3	977	2	3,236	2								
				23	21-25 hrs	4	1	74	1	450	1	1,544	1								
				28	26-30 hrs	4	1	39	1	241	0	736	0								
				33	More than 30 hrs	11	2	66	1	485	1	1,582	1								
					Total			573	100	5,698	100	55,362	100	188,114							
16. Of the time you spend preparing for class in a typical 7-day week, about how much is on assigned reading?				reading	1	Very little	24	4	362	8	3,119	9	11,121	10	3.2	3.0 ***	.25	2.9 ***	.31	2.8 ***	.35
				<i>(Revised for 2014. Comparison data are limited to NSSE 2014 participating institutions.)</i>	2	Some	126	23	1,263	28	9,881	30	34,153	31							
				3	About half	163	29	1,420	31	10,290	30	34,878	30								
				4	Most	192	33	1,116	24	7,522	22	26,112	21								
				5	Almost all	66	11	412	9	2,755	8	9,738	8								
					Total			571	100	4,573	100	33,567	100	116,002							
<i>(Continuous variable created by NSSE. Calculated as a proportion of tmprephrs based on reading, where Very little=.10; Some=.25; About half=.50; Most=.75; Almost all=.90)</i>				tmreadinghrs											7.6	6.6 ***	.18	6.6 ***	.18	6.8 **	.14

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

California State University, Sacramento

First-Year Students

Item wording or description				Frequency Distributions ^a								Statistical Comparisons ^b									
				Sacramento State		California State		Carnegie Class		NSSE 2013 & 2014		Sacramento State	Your first-year students compared with								
				Count	%	Count	%	Count	%	Count	%	Mean	California State Mean	Effect size ^e	Carnegie Class Mean	Effect size ^e	NSSE 2013 & 2014 Mean	Effect size ^e			
Variable name ^c	Values ^d	Response options																			
tmreadinghrscol (Collapsed version of tmreadinghrs created by NSSE.)				1	0 hrs	3	1	19	1	135	0	457	0	3.0	2.9	.08	2.9 *	.09	2.9 ***	.14	
				2	More than zero, up to 5 hrs	223	40	2,204	49	16,404	50	53,046	49								
				3	More than 5, up to 10 hrs	208	37	1,421	31	9,887	30	35,031	30								
				4	More than 10, up to 15 hrs	57	10	474	10	3,537	10	13,198	10								
				5	More than 15, up to 20 hrs	37	7	227	5	1,758	5	7,071	5								
				6	More than 20, up to 25 hrs	30	5	141	3	1,182	3	4,758	4								
				7	More than 25 hrs	12	2	57	1	469	1	1,823	1								
					Total	570	100	4,543	100	33,372	100	115,384	100								
17. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?																					
a. Writing clearly and effectively				pgwrite	1	Very little	34	6	367	7	3,553	7	13,650	8	3.0	2.9	.08	2.9 *	.09	2.9 ***	.14
					2	Some	119	21	1,288	23	13,279	24	47,073	25							
					3	Quite a bit	229	40	2,317	41	22,360	40	75,721	40							
					4	Very much	192	33	1,733	29	16,396	29	52,420	27							
					Total		574	100	5,705	100	55,588	100	188,864	100							
b. Speaking clearly and effectively				pgspeak	1	Very little	32	5	370	7	5,477	10	21,146	12	3.0	2.9	.07	2.8 ***	.21	2.7 ***	.29
					2	Some	129	23	1,405	25	15,916	29	56,726	30							
					3	Quite a bit	237	42	2,294	40	20,622	37	68,830	36							
					4	Very much	173	30	1,622	28	13,386	24	41,550	22							
					Total		571	100	5,691	100	55,401	100	188,252	100							
c. Thinking critically and analytically				pgthink	1	Very little	20	4	199	4	1,778	3	6,124	4	3.2	3.1 *	.11	3.1 **	.12	3.1 **	.12
					2	Some	81	14	1,024	19	10,388	19	34,562	19							
					3	Quite a bit	237	41	2,356	42	23,255	42	79,834	42							
					4	Very much	236	41	2,112	36	19,970	35	67,683	35							
					Total		574	100	5,691	100	55,391	100	188,203	100							
d. Analyzing numerical and statistical information				pganalyze	1	Very little	93	16	642	11	8,397	14	28,313	14	2.6	2.7 **	-.14	2.6	-.03	2.6	-.04
					2	Some	184	31	1,727	31	17,858	32	59,311	31							
					3	Quite a bit	174	31	2,012	35	17,984	33	61,798	33							
					4	Very much	120	21	1,313	23	11,124	21	38,695	21							
					Total		571	100	5,694	100	55,363	100	188,117	100							

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

California State University, Sacramento

First-Year Students

				Frequency Distributions ^a								Statistical Comparisons ^b						
				Sacramento State		California State		Carnegie Class		NSSE 2013 & 2014		Sacramento State		Your first-year students compared with				
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
e. Acquiring job- or work-related knowledge and skills	pgwork	1	Very little	115	20	985	17	7,572	15	25,120	14	2.5	2.5	-.05	2.6 ***	-.15	2.6 ***	-.15
		2	Some	179	31	1,825	32	16,959	31	58,248	31							
		3	Quite a bit	163	29	1,746	30	18,412	33	62,809	33							
		4	Very much	114	20	1,137	20	12,443	22	42,079	22							
		Total		571	100	5,693	100	55,386	100	188,256	100							
f. Working effectively with others	pgothers	1	Very little	30	6	353	6	3,772	7	12,860	8	3.0	2.9 **	.12	2.9 ***	.18	2.8 ***	.21
		2	Some	118	21	1,392	25	14,343	27	50,472	28							
		3	Quite a bit	217	38	2,209	39	21,806	39	74,077	39							
		4	Very much	204	35	1,732	30	15,365	27	50,445	26							
		Total		569	100	5,686	100	55,286	100	187,854	100							
g. Developing or clarifying a personal code of values and ethics	pgvalues	1	Very little	52	10	675	13	6,234	12	22,160	13	2.8	2.7 *	.10	2.7	.08	2.7 **	.11
		2	Some	147	26	1,601	29	15,109	28	52,158	28							
		3	Quite a bit	222	39	1,965	35	19,291	34	64,894	34							
		4	Very much	153	25	1,445	24	14,710	25	48,744	24							
		Total		574	100	5,686	100	55,344	100	187,956	100							
h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	1	Very little	55	10	554	10	5,907	11	20,571	12	2.9	2.8 *	.10	2.8 ***	.18	2.7 ***	.21
		2	Some	113	20	1,382	25	15,515	28	54,095	29							
		3	Quite a bit	205	36	1,986	35	19,060	34	64,666	34							
		4	Very much	200	34	1,767	30	14,886	26	48,808	25							
		Total		573	100	5,689	100	55,368	100	188,140	100							
i. Solving complex real-world problems	pgprobsolve	1	Very little	70	13	720	13	6,925	13	23,381	13	2.7	2.6	.07	2.6	.08	2.6 *	.08
		2	Some	164	29	1,843	33	18,090	33	61,727	33							
		3	Quite a bit	203	35	1,898	33	18,576	33	63,864	34							
		4	Very much	136	23	1,228	21	11,682	21	38,882	20							
		Total		573	100	5,689	100	55,273	100	187,854	100							
j. Being an informed and active citizen	pgcitizen	1	Very little	78	14	791	15	6,969	13	23,652	13	2.7	2.6 *	.11	2.6	.06	2.6	.07
		2	Some	151	27	1,803	33	17,179	32	59,226	32							
		3	Quite a bit	200	35	1,847	32	18,630	34	63,427	34							
		4	Very much	141	24	1,221	20	12,264	22	40,826	21							
		Total		570	100	5,662	100	55,042	100	187,131	100							

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

California State University, Sacramento

First-Year Students

Item wording or description			Variable name ^c			Values ^d			Frequency Distributions ^a				Statistical Comparisons ^b									
									Sacramento State		California State		Carnegie Class		NSSE 2013 & 2014		Your first-year students compared with					
									Count	%	Count	%	Count	%	Count	%	Sacramento State	California State		Carnegie Class		NSSE 2013 & 2014
										Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e						
18. How would you evaluate your entire educational experience at this institution?																						
evalexp			1	Poor	6	1	98	2	828	2	2,831	2	3.1	3.1	.01	3.2 **	-.12	3.2 ***	-.15			
			2	Fair	81	14	793	14	6,090	12	19,937	11										
			3	Good	322	56	3,104	54	27,378	50	90,325	49										
			4	Excellent	168	29	1,740	30	21,302	36	75,843	38										
			Total		577	100	5,735	100	55,598	100	188,936	100										
19. If you could start over again, would you go to the same institution you are now attending?																						
sameinst			1	Definitely no	18	3	197	4	2,036	4	6,615	4	3.1	3.1	.02	3.2 **	-.12	3.2 ***	-.15			
			2	Probably no	77	14	926	16	6,717	13	22,052	12										
			3	Probably yes	292	51	2,646	47	22,604	42	75,446	41										
			4	Definitely yes	188	32	1,968	33	24,273	41	84,939	43										
			Total		575	100	5,737	100	55,630	100	189,052	100										

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

California State University, Sacramento

Seniors

				Frequency Distributions ^a						Statistical Comparisons ^b									
				Sacramento State		California State		Carnegie Class		NSSE 2013 & 2014		Sacramento State		Your seniors compared with					
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
1. During the current school year, about how often have you done the following?																			
a. Asked questions or contributed to course discussions in other ways	askquest	1	Never	79	4	480	3	2,350	2	7,188	2	2.9	3.0 ***	-08	3.2 ***	-0.33	3.2 ***	-0.29	
		2	Sometimes	606	32	4,398	30	22,653	21	72,783	22								
		3	Often	561	30	4,579	31	33,744	31	104,055	31								
		4	Very often	621	33	5,377	36	51,491	46	150,794	44								
		Total		1,867	100	14,834	100	110,238	100	334,820	100								
b. Prepared two or more drafts of a paper or assignment before turning it in	drafts	1	Never	352	19	2,686	19	20,439	19	66,985	20	2.4	2.5	-0.02	2.5 **	-0.06	2.5	-0.02	
		2	Sometimes	673	36	5,370	37	37,281	34	116,081	34								
		3	Often	487	27	3,827	26	28,416	26	83,902	25								
		4	Very often	341	18	2,880	19	23,591	21	66,379	20								
		Total		1,853	100	14,763	100	109,727	100	333,347	100								
c. Come to class without completing readings or assignments	unpreparedr <i>(Reverse-coded version of unprepared created by NSSE.)</i>	1	Very often	123	7	997	7	5,826	6	19,212	6	2.9	2.9	.01	3.0 ***	-0.20	3.0 ***	-0.14	
		2	Often	284	16	2,378	16	12,883	12	44,104	14								
		3	Sometimes	1,102	59	8,641	58	58,144	54	183,459	55								
		4	Never	346	18	2,732	18	32,567	28	85,693	25								
		Total		1,855	100	14,748	100	109,420	100	332,468	100								
d. Attended an art exhibit, play or other arts performance (dance, music, etc.)	attendart	1	Never	862	47	6,121	43	49,315	45	134,051	42	1.7	1.8 ***	-0.10	1.8 ***	-0.08	1.9 ***	-0.14	
		2	Sometimes	693	37	5,713	38	38,815	36	124,030	37								
		3	Often	205	11	1,825	12	12,576	11	44,592	13								
		4	Very often	90	5	1,023	7	8,528	8	29,303	8								
		Total		1,850	100	14,682	100	109,234	100	331,976	100								
e. Asked another student to help you understand course material	CLaskhelp	1	Never	176	10	1,350	9	18,665	16	45,143	14	2.5	2.5	-0.01	2.3 ***	.20	2.4 ***	.14	
		2	Sometimes	814	44	6,474	44	49,495	46	149,758	46								
		3	Often	562	30	4,443	30	27,338	25	90,116	27								
		4	Very often	299	16	2,394	16	13,743	13	46,615	14								
		Total		1,851	100	14,661	100	109,241	100	331,632	100								
f. Explained course material to one or more students	CLexplain	1	Never	51	3	336	2	8,974	7	17,810	5	2.8	2.8	.00	2.7 ***	.17	2.7 ***	.11	
		2	Sometimes	637	35	5,022	35	39,608	37	117,385	37								
		3	Often	683	38	5,665	40	37,399	36	120,681	37								
		4	Very often	437	25	3,325	23	21,183	20	69,554	21								
		Total		1,808	100	14,348	100	107,164	100	325,430	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

California State University, Sacramento

Seniors

				Frequency Distributions ^a								Statistical Comparisons ^b						
				Sacramento State		California State		Carnegie Class		NSSE 2013 & 2014		Sacramento State		Your seniors compared with				
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	California State		Carnegie Class		NSSE 2013 & 2014	
													Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
g. Prepared for exams by discussing or working through course material with other students	CLstudy	1	Never	219	12	1,743	12	23,931	21	59,194	19	2.6	2.6	.01	2.4 ***	.20	2.5 ***	.14
		2	Sometimes	694	38	5,377	38	37,320	36	114,988	36							
		3	Often	491	27	4,118	29	26,864	25	87,417	26							
		4	Very often	414	23	3,106	21	19,164	18	64,032	19							
		Total		1,818	100	14,344	100	107,279	100	325,631	100							
h. Worked with other students on course projects or assignments	CLproject	1	Never	63	4	413	3	9,805	8	21,866	7	3.0	3.0 ***	-.09	2.8 ***	.16	2.9 ***	.10
		2	Sometimes	520	29	3,609	25	31,412	30	95,298	29							
		3	Often	638	35	5,082	36	35,907	34	111,544	34							
		4	Very often	588	32	5,163	36	29,819	28	96,108	30							
		Total		1,809	100	14,267	100	106,943	100	324,816	100							
i. Gave a course presentation	present	1	Never	210	12	1,029	8	16,215	14	38,527	12	2.6	2.8 ***	-.24	2.7	-.04	2.7 *	-.05
		2	Sometimes	640	35	4,208	30	31,307	30	100,890	32							
		3	Often	555	31	4,639	32	32,303	31	102,783	31							
		4	Very often	406	22	4,357	30	26,748	25	81,411	25							
		Total		1,811	100	14,233	100	106,573	100	323,611	100							
2. During the current school year, about how often have you done the following?																		
a. Combined ideas from different courses when completing assignments	RIintegrate	1	Never	53	3	362	3	3,424	3	9,146	3	3.0	3.0	-.02	3.0	.02	3.0	.01
		2	Sometimes	450	26	3,284	24	26,839	25	79,159	25							
		3	Often	672	37	5,606	40	40,803	39	125,512	39							
		4	Very often	610	34	4,761	33	34,416	32	106,177	33							
		Total		1,785	100	14,013	100	105,482	100	319,994	100							
b. Connected your learning to societal problems or issues	RIsocietal	1	Never	95	6	767	6	5,398	6	17,438	6	2.9	2.9	.04	2.9	.02	2.9	.04
		2	Sometimes	492	29	4,009	30	29,507	29	92,340	30							
		3	Often	626	35	5,060	36	38,610	37	114,846	36							
		4	Very often	556	30	4,024	28	30,720	29	91,687	28							
		Total		1,769	100	13,860	100	104,235	100	316,311	100							
c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIDiverse	1	Never	173	10	1,476	11	8,903	10	30,889	11	2.7	2.6	.05	2.7	-.03	2.7	.01
		2	Sometimes	602	35	4,818	35	34,206	33	105,933	34							
		3	Often	534	30	4,263	30	34,562	32	101,673	31							
		4	Very often	458	25	3,287	23	26,757	25	78,168	24							
		Total		1,767	100	13,844	100	104,428	100	316,663	100							

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

California State University, Sacramento

Seniors

				Frequency Distributions ^a								Statistical Comparisons ^b							
				Sacramento State		California State		Carnegie Class		NSSE 2013 & 2014		Sacramento State	Your seniors compared with						
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
d. Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	1	Never	96	6	648	5	4,096	4	13,204	4	2.8	2.8	.01	2.9 *	-.05	2.9	-.04	
		2	Sometimes	529	30	4,173	31	29,272	29	91,368	29								
		3	Often	688	39	5,600	40	43,131	41	129,554	41								
		4	Very often	462	26	3,396	24	27,794	26	82,079	26								
		Total		1,775	100	13,817	100	104,293	100	316,205	100								
e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	RIperspect	1	Never	63	4	468	4	3,071	3	9,857	3	3.0	3.0	.01	3.0	.01	3.0	.02	
		2	Sometimes	443	25	3,428	25	26,522	26	82,050	26								
		3	Often	708	40	5,760	42	43,787	42	131,793	41								
		4	Very often	553	31	4,141	29	30,763	29	91,902	29								
		Total		1,767	100	13,797	100	104,143	100	315,602	100								
f. Learned something that changed the way you understand an issue or concept	RInewview	1	Never	36	2	306	2	2,013	2	6,156	2	3.0	3.0	-.03	3.0	-.01	3.0	.00	
		2	Sometimes	475	28	3,568	26	27,910	27	85,267	28								
		3	Often	732	41	5,671	41	43,383	42	131,886	42								
		4	Very often	514	29	4,206	30	30,527	29	91,330	29								
		Total		1,757	100	13,751	100	103,833	100	314,639	100								
g. Connected ideas from your courses to your prior experiences and knowledge	RIconnect	1	Never	26	2	153	1	975	1	2,984	1	3.2	3.2	.00	3.3	-.03	3.3	-.03	
		2	Sometimes	242	14	2,054	16	14,594	15	44,930	15								
		3	Often	751	43	5,607	41	42,926	42	130,354	42								
		4	Very often	731	41	5,876	42	44,890	43	134,928	42								
		Total		1,750	100	13,690	100	103,385	100	313,196	100								
3. During the current school year, about how often have you done the following?																			
a. Talked about career plans with a faculty member	SFcareer	1	Never	404	24	2,766	21	20,580	20	53,859	18	2.2	2.3 *	-.06	2.4 ***	-.16	2.4 ***	-.19	
		2	Sometimes	744	42	5,823	43	39,707	39	121,819	39								
		3	Often	365	20	3,103	22	24,839	24	78,956	24								
		4	Very often	237	14	2,032	14	18,618	18	59,761	18								
		Total		1,750	100	13,724	100	103,744	100	314,395	100								
b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	1	Never	951	55	6,523	48	50,047	48	136,812	45	1.7	1.9 ***	-.13	1.9 ***	-.14	1.9 ***	-.19	
		2	Sometimes	455	26	3,845	28	27,543	27	89,923	28								
		3	Often	191	11	1,841	13	14,195	14	48,497	15								
		4	Very often	144	8	1,460	10	11,539	11	38,034	12								
		Total		1,741	100	13,669	100	103,324	100	313,266	100								

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NSSE 2014 Frequencies and Statistical Comparisons

California State University, Sacramento

Seniors

				Frequency Distributions ^a						Statistical Comparisons ^b									
				Sacramento State		California State		Carnegie Class		NSSE 2013 & 2014		Sacramento State		Your seniors compared with					
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
c. Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	1	Never	557	32	3,636	27	30,521	29	79,682	27	2.1	2.2 ***	-.10	2.2 ***	-.11	2.2 ***	-.14	
		2	Sometimes	711	41	5,795	42	39,305	39	124,460	40								
		3	Often	319	18	2,710	20	20,597	20	67,571	21								
		4	Very often	159	9	1,515	11	12,808	12	41,277	13								
		Total		1,746	100	13,656	100	103,231	100	312,990	100								
d. Discussed your academic performance with a faculty member	SFperform	1	Never	472	28	3,291	24	24,145	23	69,490	23	2.1	2.2 **	-.07	2.2 ***	-.13	2.2 ***	-.13	
		2	Sometimes	792	45	6,156	45	44,680	43	137,320	44								
		3	Often	306	17	2,717	20	21,601	21	66,862	21								
		4	Very often	167	10	1,440	10	12,579	12	38,465	12								
		Total		1,737	100	13,604	100	103,005	100	312,137	100								
4. During the current school year, how much has your coursework emphasized the following?																			
a. Memorizing course material	memorize	1	Very little	115	7	875	6	10,266	9	29,425	9	2.9	2.9	.01	2.7 ***	.14	2.7 ***	.14	
		2	Some	486	28	3,813	28	32,290	31	97,645	31								
		3	Quite a bit	649	37	5,245	38	37,803	37	115,149	37								
		4	Very much	502	28	3,739	27	23,002	23	70,896	23								
		Total		1,752	100	13,672	100	103,361	100	313,115	100								
b. Applying facts, theories, or methods to practical problems or new situations	HOapply	1	Very little	48	3	419	3	2,595	3	8,141	3	3.2	3.1	.05	3.2	.03	3.1	.03	
		2	Some	304	18	2,413	18	17,387	17	53,177	17								
		3	Quite a bit	679	39	5,530	41	43,371	42	131,932	42								
		4	Very much	717	41	5,240	38	39,471	38	118,444	38								
		Total		1,748	100	13,602	100	102,824	100	311,694	100								
c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	1	Very little	55	3	496	4	3,203	3	10,117	3	3.2	3.1 *	.06	3.1 *	.06	3.1 **	.07	
		2	Some	302	17	2,499	18	18,632	18	57,995	19								
		3	Quite a bit	656	38	5,297	39	41,698	41	125,335	40								
		4	Very much	728	41	5,281	38	39,171	38	117,558	37								
		Total		1,741	100	13,573	100	102,704	100	311,005	100								
d. Evaluating a point of view, decision, or information source	HOevaluate	1	Very little	74	4	710	6	4,062	4	14,900	5	3.0	3.0 **	.08	3.0	.02	3.0 **	.07	
		2	Some	381	22	3,082	23	21,873	22	70,258	23								
		3	Quite a bit	665	38	5,357	39	42,134	41	125,373	40								
		4	Very much	621	35	4,410	32	34,647	33	100,509	32								
		Total		1,741	100	13,559	100	102,716	100	311,040	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

California State University, Sacramento

Seniors

				Frequency Distributions ^a								Statistical Comparisons ^b									
				Sacramento State				California State				Carnegie Class		NSSE 2013 & 2014		Sacramento State	Your seniors compared with				
Item wording or description	Variable name ^c	Values ^d	Response options	Count		Count		Count		Count		Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e			
				%	%	%	%	%	%	California State	Carnegie Class								NSSE 2013 & 2014		
e. Forming a new idea or understanding from various pieces of information	HOform	1	Very little	73	4	664	5	3,911	4	13,270	5	3.0	3.0	.04	3.0	.00	3.0	.03			
		2	Some	389	23	3,027	23	22,138	22	69,735	23										
		3	Quite a bit	682	39	5,389	40	42,490	41	127,341	41										
		4	Very much	595	34	4,442	32	33,947	33	99,897	32										
		Total		1,739	100	13,522	100	102,486	100	310,243	100										
5. During the current school year, to what extent have your instructors done the following?																					
a. Clearly explained course goals and requirements	ETgoals	1	Very little	24	1	233	2	1,932	2	5,847	2	3.2	3.2	.01	3.2	-.02	3.2	.02			
		2	Some	277	16	2,052	15	14,834	15	47,107	15										
		3	Quite a bit	729	41	5,786	43	42,744	41	133,900	42										
		4	Very much	723	41	5,592	40	43,964	42	126,420	40										
		Total		1,753	100	13,663	100	103,474	100	313,274	100										
b. Taught course sessions in an organized way	ETorganize	1	Very little	44	3	309	2	2,504	3	7,269	3	3.1	3.1	.01	3.2 **	-.06	3.2	-.04			
		2	Some	326	19	2,476	18	16,113	16	50,092	16										
		3	Quite a bit	734	42	6,095	45	44,025	43	138,520	44										
		4	Very much	642	36	4,747	34	40,498	39	116,502	37										
		Total		1,746	100	13,627	100	103,140	100	312,383	100										
c. Used examples or illustrations to explain difficult points	ETexample	1	Very little	45	3	361	3	3,479	3	9,303	3	3.2	3.2	.01	3.2	.02	3.2	.03			
		2	Some	295	17	2,286	17	17,885	17	53,036	17										
		3	Quite a bit	668	38	5,333	40	39,208	38	122,912	39										
		4	Very much	735	42	5,613	41	42,344	41	126,437	40										
		Total		1,743	100	13,593	100	102,916	100	311,688	100										
d. Provided feedback on a draft or work in progress	ETdraftfb	1	Very little	195	11	1,349	10	9,714	10	31,292	11	2.8	2.8	-.01	2.9 **	-.08	2.8	-.03			
		2	Some	484	28	3,907	29	26,481	26	84,270	28										
		3	Quite a bit	554	32	4,474	33	33,794	33	102,970	33										
		4	Very much	511	29	3,850	28	32,951	31	93,058	29										
		Total		1,744	100	13,580	100	102,940	100	311,590	100										
e. Provided prompt and detailed feedback on tests or completed assignments	ETfeedback	1	Very little	130	8	1,022	8	6,136	6	19,817	7	2.9	2.8 *	.05	2.9 **	-.07	2.9	-.02			
		2	Some	448	26	3,856	29	24,757	25	78,559	26										
		3	Quite a bit	643	37	4,970	37	38,569	37	118,944	38										
		4	Very much	516	29	3,671	27	33,105	32	93,096	30										
		Total		1,737	100	13,519	100	102,567	100	310,416	100										

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

California State University, Sacramento

Seniors

		Frequency Distributions ^a										Statistical Comparisons ^b							
		Sacramento State		California State		Carnegie Class		NSSE 2013 & 2014		Sacramento State	Your seniors compared with								
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
6. During the current school year, about how often have you done the following?																			
a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	1	Never	204	11	1,658	12	14,911	14	43,193	13	2.7	2.7	-.01	2.6 **	.06	2.6	.03	
		2	Sometimes	619	34	4,439	32	34,919	33	102,987	32								
		3	Often	548	32	4,512	34	32,767	32	100,013	33								
		4	Very often	382	23	3,020	23	20,700	21	66,566	22								
		Total		1,753	100	13,629	100	103,297	100	312,759	100								
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	1	Never	331	19	2,518	18	20,287	19	60,701	19	2.5	2.5	.00	2.4 *	.05	2.4	.03	
		2	Sometimes	630	35	4,917	36	38,542	37	115,147	36								
		3	Often	470	27	3,711	28	27,664	27	84,290	27								
		4	Very often	317	19	2,437	18	16,572	17	51,974	17								
		Total		1,748	100	13,583	100	103,065	100	312,112	100								
c. Evaluated what others have concluded from numerical information	QRevaluate	1	Never	312	17	2,264	16	20,260	19	56,791	18	2.5	2.5	-.01	2.4 ***	.09	2.4	.04	
		2	Sometimes	634	36	5,074	37	39,624	38	118,127	38								
		3	Often	504	29	3,872	29	27,834	27	87,673	28								
		4	Very often	295	17	2,333	17	15,061	15	48,658	16								
		Total		1,745	100	13,543	100	102,779	100	311,249	100								
7. During the current school year, about how many papers, reports, or other writing tasks of the following length have you been assigned? (Include those not yet completed.)																			
a. Up to 5 pages	wrshortnum <i>(Recoded version of wrshort created by NSSE. Values are estimated number of papers, reports, etc.)</i>	0	None	83	5	553	5	4,321	5	14,383	6	7.2	7.5	-.05	7.8 ***	-.10	7.8 ***	-.10	
		1.5	1-2	306	19	2,303	19	16,942	18	51,812	19								
		4	3-5	496	32	3,455	29	26,162	28	78,007	27								
		8	6-10	347	22	2,774	23	20,810	22	63,398	22								
		13	11-15	156	10	1,253	10	10,072	11	31,637	11								
		18	16-20	88	6	709	6	6,143	6	18,792	6								
		23	More than 20	118	7	979	8	9,410	9	27,501	9								
		Total		1,594	100	12,026	100	93,860	100	285,530	100								
b. Between 6 and 10 pages	wrmednum <i>(Recoded version of wrmed created by NSSE. Values are estimated number of papers, reports, etc.)</i>	0	None	352	23	1,976	17	17,433	19	54,962	21	3.3	3.8 ***	-.11	3.7 **	-.08	3.6 **	-.07	
		1.5	1-2	561	36	4,220	36	32,467	35	99,379	35								
		4	3-5	375	24	3,352	28	25,067	27	76,045	26								
		8	6-10	195	12	1,509	13	11,442	12	33,750	12								
		13	11-15	37	2	511	4	3,561	4	10,114	4								
		18	16-20	24	1	188	1	1,527	2	4,143	2								
		23	More than 20	19	1	167	1	1,358	1	3,683	1								
Total		1,563	100	11,923	100	92,855	100	282,076	100										

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

California State University, Sacramento

Seniors

				Frequency Distributions ^a								Statistical Comparisons ^b																	
				Sacramento State				California State				Carnegie Class				NSSE 2013 & 2014				Sacramento State				Your seniors compared with					
				Sacramento State		California State		Carnegie Class		NSSE 2013 & 2014		Sacramento State		California State		Carnegie Class		NSSE 2013 & 2014		Mean		Effect size ^e		Mean		Effect size ^e			
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e			
c. 11 pages or more	wrlongnum	0	None	761	51	4,517	39	38,624	43	114,134	42	1.9	2.2 **	-0.08	2.0	-0.02	2.0	-0.02	2.0	-0.02	2.0	-0.02	2.0	-0.02					
	(Recorded version of wrlong created by NSSE. Values are estimated number of papers, reports, etc.)	1.5	1-2	472	31	4,551	39	34,152	38	107,028	38														▽				
		4	3-5	140	9	1,534	13	10,886	12	34,874	12																		
		8	6-10	66	4	523	5	3,444	4	10,608	4																		
		13	11-15	30	2	225	2	1,531	2	4,354	2																		
		18	16-20	13	1	110	1	762	1	2,136	1																		
		23	More than 20	24	2	182	2	1,062	1	3,004	1																		
		Total	1,506	100	11,642	100	90,461	100	276,138	100																			
Estimated number of assigned pages of student writing.	wrpages		(Continuous variable, recoded and summed by NSSE from wrshort, wrmed, and wrlong. Values are estimated pages of assigned writing.)									73.0	82.7 ***	-0.11	79.3 **	-0.07	79.1 **	-0.07	79.1 **	-0.07	79.1 **	-0.07	79.1 **	-0.07	79.1 **	-0.07			
8. During the current school year, about how often have you had discussions with people from the following groups?																													
a. People of a race or ethnicity other than your own	DDrace	1	Never	59	4	410	3	5,158	5	14,215	5	3.4	3.3 **	.07	3.1 ***	.27	3.1 ***	.27	3.1 ***	.27	3.1 ***	.27	3.1 ***	.27	3.1 ***	.27	3.1 ***	.27	
		2	Sometimes	226	14	1,991	16	22,064	22	69,412	23																		△
		3	Often	396	24	3,441	27	27,647	28	82,973	28																		
		4	Very often	1,000	59	6,810	54	42,998	45	129,721	45																		
			Total	1,681	100	12,652	100	97,867	100	296,321	100																		
b. People from an economic background other than your own	DDeconomic	1	Never	60	4	518	4	4,572	5	11,759	4	3.3	3.2 **	.08	3.1 ***	.16	3.1 ***	.14	3.1 ***	.14	3.1 ***	.14	3.1 ***	.14	3.1 ***	.14			
		2	Sometimes	291	18	2,346	19	20,875	21	63,501	21																△		
		3	Often	466	28	3,878	31	31,863	32	97,046	33																		
		4	Very often	859	51	5,864	46	40,265	42	123,254	42																		
			Total	1,676	100	12,606	100	97,575	100	295,560	100																		
c. People with religious beliefs other than your own	DDreligion	1	Never	95	6	710	6	6,323	6	17,793	6	3.2	3.1 **	.07	3.0 ***	.17	3.0 ***	.13	3.0 ***	.13	3.0 ***	.13	3.0 ***	.13					
		2	Sometimes	320	20	2,688	22	25,393	25	73,952	24														△				
		3	Often	429	26	3,551	29	28,188	29	85,823	29																		
		4	Very often	831	49	5,611	44	37,426	40	117,196	41																		
			Total	1,675	100	12,560	100	97,330	100	294,764	100																		
d. People with political views other than your own	DDpolitical	1	Never	103	6	810	7	5,727	6	15,264	5	3.1	3.0 **	.08	3.0 **	.08	3.1	.04	3.1	.04	3.1	.04	3.1	.04					
		2	Sometimes	367	22	3,054	25	23,800	24	70,916	23														△				
		3	Often	436	26	3,580	29	30,124	31	91,537	31																		
		4	Very often	761	45	5,062	40	37,310	39	115,955	40																		
			Total	1,667	100	12,506	100	96,961	100	293,672	100																		

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

California State University, Sacramento

Seniors

				Frequency Distributions ^a								Statistical Comparisons ^b									
				Sacramento State				California State				Carnegie Class		NSSE 2013 & 2014		Sacramento State		Your seniors compared with			
				Sacramento State		California State		Carnegie Class		NSSE 2013 & 2014		Sacramento State		California State		Carnegie Class		NSSE 2013 & 2014			
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e			
9. During the current school year, about how often have you done the following?																					
a. Identified key information from reading assignments	LSreading	1	Never	38	2	198	2	1,622	2	5,174	2	3.3	3.3	.01	3.3	-.02	3.3	.00			
		2	Sometimes	238	15	1,846	15	13,510	14	42,824	15										
		3	Often	622	37	4,784	38	36,782	38	111,945	38										
		4	Very often	778	46	5,751	45	45,561	46	135,028	45										
		Total		1,676	100	12,579	100	97,475	100	294,971	100										
b. Reviewed your notes after class	LSnotes	1	Never	93	6	722	6	6,564	7	21,591	7	2.9	2.9	.03	2.9	-.01	2.9	.04			
		2	Sometimes	504	30	3,825	31	26,562	28	86,764	29										
		3	Often	492	30	3,887	31	30,311	31	90,158	31										
		4	Very often	585	34	4,090	32	33,706	34	95,557	33										
		Total		1,674	100	12,524	100	97,143	100	294,070	100										
c. Summarized what you learned in class or from course materials	LSsummary	1	Never	126	8	934	8	5,999	6	19,420	7	2.8	2.8	-.01	2.9 ***	-.11	2.9 **	-.08			
		2	Sometimes	502	31	3,669	30	24,913	26	80,803	28										
		3	Often	535	32	4,097	33	33,373	35	99,955	34										
		4	Very often	492	29	3,701	29	31,897	33	90,953	31										
		Total		1,655	100	12,401	100	96,182	100	291,131	100										
10. During the current school year, to what extent have your courses challenged you to do your best work?																					
challenge		1	Not at all	7	1	86	1	492	1	1,537	1	5.7	5.6 **	.07	5.7	-.01	5.7	.04			
		2		19	1	162	1	1,002	1	3,336	1										
		3		33	2	350	3	2,406	3	7,954	3										
		4		138	8	1,094	9	7,137	8	23,481	8										
		5		434	27	3,385	27	24,454	26	79,229	27										
		6		532	31	3,910	31	30,947	31	95,891	32										
		7	Very much	507	30	3,524	28	30,704	31	82,459	28										
		Total		1,670	100	12,511	100	97,142	100	293,887	100										
11. Which of the following have you done or do you plan to do before you graduate?^f																					
a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	intern	(Means indicate the percentage who responded "Done or in progress.")	Have not decided	153	9	1,007	8	8,211	9	21,471	8	40%	45% ***	-.10	47% ***	-.13	50% ***	-.20			
			Do not plan to do	242	15	1,835	15	19,257	20	53,465	19										
			Plan to do	593	36	3,865	32	23,728	25	65,280	23										
			Done or in progress	685	40	5,807	45	45,976	47	153,907	50										
			Total	1,673	100	12,514	100	97,172	100	294,123	100										

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Seniors

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			Sacramento State		California State		Carnegie Class		NSSE 2013 & 2014		Sacramento State		Your seniors compared with				
Item wording or description	Variable name ^c	Values ^d	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
b. Hold a formal leadership role in a student organization or group	leader <i>(Means indicate the percentage who responded "Done or in progress.")</i>	Have not decided	249	15	1,535	12	10,976	12	28,321	10	25%	29% **	-0.08	31% ***	-0.14	36% ***	-0.24
		Do not plan to do	822	49	6,078	49	47,498	49	132,282	46							
		Plan to do	182	11	1,239	10	7,283	8	20,500	7							
		Done or in progress	421	25	3,618	29	31,141	31	112,253	36							
		Total	1,674	100	12,470	100	96,898	100	293,356	100							
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom <i>(Means indicate the percentage who responded "Done or in progress.")</i>	Have not decided	248	15	1,852	15	12,956	14	34,523	12	24%	22% *	.06	23%	.03	24%	-0.01
		Do not plan to do	830	50	6,392	52	52,345	54	159,645	55							
		Plan to do	182	11	1,411	12	8,760	9	23,937	9							
		Done or in progress	412	24	2,787	22	22,641	23	74,641	24							
		Total	1,672	100	12,442	100	96,702	100	292,746	100							
d. Participate in a study abroad program	abroad <i>(Means indicate the percentage who responded "Done or in progress.")</i>	Have not decided	289	17	1,955	16	12,022	13	31,895	12	3%	8% ***	-0.22	10% ***	-0.30	14% ***	-0.41
		Do not plan to do	1,175	71	8,212	66	67,024	69	194,093	67							
		Plan to do	141	8	1,241	10	6,859	8	20,274	7							
		Done or in progress	55	3	1,031	8	10,716	10	46,276	14							
		Total	1,660	100	12,439	100	96,621	100	292,538	100							
e. Work with a faculty member on a research project	research <i>(Means indicate the percentage who responded "Done or in progress.")</i>	Have not decided	363	22	2,361	19	15,633	17	41,008	15	13%	20% ***	-0.20	20% ***	-0.21	24% ***	-0.31
		Do not plan to do	782	47	5,360	43	49,709	50	141,625	48							
		Plan to do	305	18	2,135	18	11,405	13	33,848	13							
		Done or in progress	207	13	2,500	20	19,400	20	74,738	24							
		Total	1,657	100	12,356	100	96,147	100	291,219	100							
f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	capstone <i>(Means indicate the percentage who responded "Done or in progress.")</i>	Have not decided	286	17	1,456	12	10,283	11	25,540	9	30%	43% ***	-0.26	43% ***	-0.27	46% ***	-0.33
		Do not plan to do	456	27	2,409	20	20,785	21	60,547	21							
		Plan to do	416	25	3,096	26	23,374	25	64,779	23							
		Done or in progress	493	30	5,437	43	42,037	43	141,322	46							
		Total	1,651	100	12,398	100	96,479	100	292,188	100							
12. About how many of your courses at this institution have included a community-based project (service-learning)?																	
	servcourse	1 None	594	37	4,146	35	34,674	37	109,210	39	1.8	1.8	-0.04	1.8	-0.01	1.7 *	.06
		2 Some	846	51	6,676	53	49,492	51	150,454	50							
		3 Most	194	11	1,394	11	10,558	11	28,064	9							
		4 All	26	1	184	1	1,811	2	4,457	1							
		Total	1,660	100	12,400	100	96,535	100	292,185	100							

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				Sacramento State		California State		Carnegie Class		NSSE 2013 & 2014		Sacramento State	Your seniors compared with						
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
13. Indicate the quality of your interactions with the following people at your institution.																			
a. Students	QIstudent	1	Poor	21	1	131	1	1,018	1	2,972	1	5.7	5.7	.00	5.7	-.02	5.7	-.02	
		2		24	1	220	2	1,509	2	4,376	2								
		3		63	4	479	4	3,430	4	10,292	4								
		4		131	8	1,047	8	7,929	8	23,796	8								
		5		368	22	2,671	21	19,637	21	61,309	21								
		6		527	32	3,765	30	28,512	29	89,565	30								
		7	Excellent	527	31	4,141	33	33,147	34	98,171	33								
		—	Not applicable	9	1	40	0	1,963	2	3,475	1								
			Total	1,670	100	12,494	100	97,145	100	293,956	100								
b. Academic advisors	QIadvisor	1	Poor	69	4	677	6	4,605	5	14,144	5	5.1	5.0	.03	5.2 **	-.08	5.2 *	-.06	
		2		107	6	673	5	4,927	5	15,252	5								
		3		136	8	992	8	6,736	7	21,099	7								
		4		213	13	1,618	13	10,790	11	33,754	12								
		5		308	19	2,454	20	16,253	17	50,528	17								
		6		341	20	2,557	21	20,084	21	62,079	21								
		7	Excellent	434	26	3,137	25	31,779	32	92,326	31								
		—	Not applicable	59	4	358	3	1,737	2	4,229	2								
			Total	1,667	100	12,466	100	96,911	100	293,411	100								
c. Faculty	QIfaculty	1	Poor	28	2	241	2	1,315	2	3,955	2	5.4	5.4	-.02	5.6 ***	-.15	5.6 ***	-.12	
		2		40	2	312	3	1,825	2	5,759	2								
		3		81	5	643	5	3,829	4	12,038	4								
		4		222	13	1,430	12	8,908	10	28,076	10								
		5		377	23	2,713	22	19,625	21	62,166	21								
		6		490	29	3,657	29	29,545	30	91,462	31								
		7	Excellent	410	25	3,310	26	30,298	31	86,022	29								
		—	Not applicable	14	1	94	1	1,006	1	2,186	1								
			Total	1,662	100	12,400	100	96,351	100	291,664	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

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Seniors

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				Sacramento State		California State		Carnegie Class		NSSE 2013 & 2014		Sacramento State		Your seniors compared with					
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
d. Student services staff (career services, student activities, housing, etc.)	QIstaff	1	Poor	89	5	758	6	4,775	5	14,404	5	4.8	4.7	.04	4.9	-.05	4.9	-.03	
		2		80	5	648	5	4,557	5	14,412	5								
		3		133	8	951	8	6,415	7	20,776	7								
		4		198	12	1,599	13	10,989	12	36,738	12								
		5		281	17	2,201	18	15,842	16	52,807	18								
		6		290	17	2,184	18	16,680	17	53,571	18								
		7	Excellent	247	15	1,843	15	17,025	17	49,254	16								
		—	Not applicable	343	21	2,240	18	20,296	21	50,385	18								
	Total			1,661	100	12,424	100	96,579	100	292,347	100								
e. Other administrative staff and offices (registrar, financial aid, etc.)	QIadmin	1	Poor	82	5	823	7	5,220	6	16,278	6	4.7	4.7	.01	4.9 ***	-.09	4.8 *	-.06	
		2		123	7	759	6	5,448	6	17,287	6								
		3		159	10	1,141	9	7,877	8	24,881	9								
		4		266	16	1,975	16	13,249	14	42,886	15								
		5		331	20	2,647	21	19,060	20	60,345	20								
		6		328	20	2,474	20	20,377	21	61,681	21								
		7	Excellent	268	16	1,993	16	21,120	21	56,203	19								
		—	Not applicable	104	6	618	5	4,363	5	13,235	5								
	Total			1,661	100	12,430	100	96,714	100	292,796	100								
14. How much does your institution emphasize the following?																			
a. Spending significant amounts of time studying and on academic work	empstudy	1	Very little	28	2	249	2	1,827	2	5,383	2	3.3	3.2 **	.08	3.2 ***	.14	3.2 ***	.13	
		2	Some	196	12	1,675	15	14,519	16	42,743	16								
		3	Quite a bit	646	41	4,913	42	40,671	44	121,669	44								
		4	Very much	722	44	4,896	41	35,282	38	109,938	38								
			Total			1,592	100	11,733	100	92,299	100								279,733
b. Providing support to help students succeed academically	SEacademic	1	Very little	79	5	647	6	4,303	5	12,775	5	2.9	2.9	.01	3.0 **	-.08	3.0 **	-.07	
		2	Some	414	26	2,901	25	19,514	22	60,275	23								
		3	Quite a bit	609	39	4,768	41	37,619	41	115,135	41								
		4	Very much	476	29	3,317	28	30,148	32	89,653	31								
			Total			1,578	100	11,633	100	91,584	100								277,838
c. Using learning support services (tutoring services, writing center, etc.)	SElearnsup	1	Very little	171	11	1,139	10	7,745	9	22,299	9	2.8	2.8	-.04	2.9 ***	-.14	2.9 ***	-.14	
		2	Some	441	28	3,069	27	21,180	24	65,874	24								
		3	Quite a bit	542	34	4,224	36	33,405	36	103,314	37								
		4	Very much	435	27	3,222	27	29,445	31	86,615	30								
			Total			1,589	100	11,654	100	91,775	100								278,102

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

California State University, Sacramento

Seniors

				Frequency Distributions ^a								Statistical Comparisons ^b						
				Sacramento State		California State		Carnegie Class		NSSE 2013 & 2014		Sacramento State		Your seniors compared with				
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	1	Very little	259	17	1,789	16	14,040	16	43,309	16	2.6	2.6	-.02	2.6	.00	2.6	.01
		2	Some	458	29	3,460	30	27,894	31	87,998	31							
		3	Quite a bit	479	30	3,609	31	28,139	31	84,135	30							
		4	Very much	390	24	2,824	24	21,816	23	63,168	23							
		Total		1,586	100	11,682	100	91,889	100	278,610	100							
e. Providing opportunities to be involved socially	SEsocial	1	Very little	127	8	1,040	9	8,565	9	22,483	9	2.8	2.8	.02	2.8	-.03	2.9 *	-.06
		2	Some	446	29	3,261	29	23,124	26	68,151	25							
		3	Quite a bit	588	37	4,282	37	33,554	37	104,610	37							
		4	Very much	428	26	3,080	26	26,551	28	83,151	29							
		Total		1,589	100	11,663	100	91,794	100	278,395	100							
f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	SEwellness	1	Very little	142	9	1,186	10	11,263	13	29,718	11	2.9	2.8 ***	.12	2.7 ***	.16	2.8 ***	.12
		2	Some	349	22	3,056	27	23,787	27	70,553	26							
		3	Quite a bit	584	37	4,148	36	31,834	35	99,983	36							
		4	Very much	506	31	3,208	27	24,469	26	76,899	27							
		Total		1,581	100	11,598	100	91,353	100	277,153	100							
g. Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	1	Very little	562	36	4,056	35	30,193	34	89,849	34	2.0	2.1	-.03	2.1 **	-.07	2.1 *	-.06
		2	Some	551	35	3,953	34	30,548	33	96,341	34							
		3	Quite a bit	292	19	2,280	20	19,022	20	57,858	20							
		4	Very much	176	11	1,300	11	11,619	12	32,986	12							
		Total		1,581	100	11,589	100	91,382	100	277,034	100							
h. Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	1	Very little	251	16	1,997	18	16,155	18	38,301	15	2.5	2.5	.01	2.6 *	-.06	2.7 ***	-.16
		2	Some	545	35	3,771	33	25,380	29	75,498	28							
		3	Quite a bit	495	32	3,683	32	29,552	32	95,464	34							
		4	Very much	284	17	2,098	18	19,937	21	67,017	23							
		Total		1,575	100	11,549	100	91,024	100	276,280	100							
i. Attending events that address important social, economic, or political issues	SEevents	1	Very little	327	21	2,402	21	18,477	21	49,568	19	2.3	2.4	-.03	2.4 **	-.08	2.4 ***	-.11
		2	Some	605	39	4,102	36	30,473	34	95,169	35							
		3	Quite a bit	406	26	3,275	28	26,318	29	83,245	30							
		4	Very much	235	14	1,759	15	15,582	17	47,780	17							
		Total		1,573	100	11,538	100	90,850	100	275,762	100							

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

California State University, Sacramento

Seniors

		Frequency Distributions ^a										Statistical Comparisons ^b							
		Sacramento State		California State		Carnegie Class		NSSE 2013 & 2014		Sacramento State	Your seniors compared with								
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
15. About how many hours do you spend in a typical 7-day week doing the following?																			
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	tmprephrs	0	0 hrs	5	0	35	0	293	0	882	0	15.1	15.1	.00	14.5 **	.07	15.0	.01	
	(Recorded version of tmprep created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	194	12	1,529	13	13,089	15	37,072	14								
		8	6-10 hrs	394	25	2,760	24	22,341	25	64,513	23								
		13	11-15 hrs	308	19	2,284	20	18,322	20	54,854	20								
		18	16-20 hrs	288	18	2,048	18	15,576	17	48,253	17								
		23	21-25 hrs	152	10	1,184	10	9,316	10	30,059	11								
		28	26-30 hrs	93	6	747	6	5,954	6	19,051	7								
		33	More than 30 hrs	150	9	1,033	9	6,822	7	23,299	8								
	Total			1,584	100	11,620	100	91,713	100	277,983	100								
b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	tmcocurrhrs	0	0 hrs	839	53	5,752	50	46,208	51	118,650	45	3.5	3.9 **	-07	4.0 **	-07	4.5 ***	-15	
	(Recorded version of tmcocurr created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	414	26	3,155	27	23,898	26	80,198	28								
		8	6-10 hrs	169	11	1,203	10	9,286	10	34,712	12								
		13	11-15 hrs	67	4	656	6	5,116	6	18,620	6								
		18	16-20 hrs	48	3	413	4	3,166	3	11,633	4								
		23	21-25 hrs	18	1	172	1	1,576	2	5,971	2								
		28	26-30 hrs	12	1	96	1	768	1	2,806	1								
		33	More than 30 hrs	14	1	114	1	1,138	1	3,856	1								
	Total			1,581	100	11,561	100	91,156	100	276,446	100								
c. Working for pay on campus	tmworkonhrs	0	0 hrs	1,323	84	9,040	79	69,103	76	191,897	72	2.3	3.0 ***	-10	3.1 ***	-12	3.7 ***	-19	
	(Recorded version of tmworkon created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	29	2	331	3	3,596	4	14,545	4								
		8	6-10 hrs	58	4	549	5	6,449	7	25,498	8								
		13	11-15 hrs	69	4	541	5	4,689	5	17,727	6								
		18	16-20 hrs	65	4	809	7	4,561	5	16,599	6								
		23	21-25 hrs	19	1	133	1	1,280	1	4,719	2								
		28	26-30 hrs	5	0	64	1	504	1	2,053	1								
		33	More than 30 hrs	17	1	103	1	1,140	1	3,890	1								
	Total			1,585	100	11,570	100	91,322	100	276,928	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

California State University, Sacramento

Seniors

				Frequency Distributions ^a								Statistical Comparisons ^b						
				Sacramento State		California State		Carnegie Class		NSSE 2013 & 2014		Sacramento State		Your seniors compared with				
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
d. Working for pay off campus	tmworkoffhrs	0	0 hrs	593	38	4,702	41	36,187	40	127,181	45	13.2	12.1 ** ▲	.09	13.6	-.03	12.0 *** ▲	.09
	(Recorded version of tmworkoff created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	64	4	588	5	4,349	5	14,253	5							
	8	6-10 hrs	89	6	770	7	5,360	6	16,989	6								
	13	11-15 hrs	116	7	874	7	5,606	6	16,976	6								
	18	16-20 hrs	194	12	1,294	11	7,560	9	21,886	8								
	23	21-25 hrs	178	11	1,026	9	6,102	7	16,978	6								
	28	26-30 hrs	109	7	764	7	4,814	6	12,740	5								
	33	More than 30 hrs	229	15	1,501	14	20,932	23	48,457	19								
	Total		1,572	100	11,519	100	90,910	100	275,460	100								
	Estimated number of hours working for pay	tmworkhrs		(Continuous variable created by NSSE)														
e. Doing community service or volunteer work	tmservicehrs	0	0 hrs	804	53	5,862	52	42,727	49	131,323	49	3.2	3.3	-.01	3.3	-.01	3.1	.03
	(Recorded version of tmservice created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	467	29	3,408	29	32,433	34	101,060	35							
	8	6-10 hrs	145	9	1,125	10	7,871	8	22,241	8								
	13	11-15 hrs	61	4	517	4	3,290	4	8,986	3								
	18	16-20 hrs	58	3	313	3	2,047	2	5,305	2								
	23	21-25 hrs	11	1	111	1	865	1	2,367	1								
	28	26-30 hrs	10	1	62	1	455	1	1,158	0								
33	More than 30 hrs	10	1	76	1	897	1	2,211	1									
Total		1,566	100	11,474	100	90,585	100	274,651	100									
f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelaxhrs	0	0 hrs	55	4	346	3	3,074	3	7,742	3	9.8	10.7 *** ▼	-.11	10.2	-.05	10.7 *** ▼	-.11
	(Recorded version of tmrelax created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	532	33	3,400	29	28,761	31	77,905	28							
	8	6-10 hrs	424	28	3,215	28	25,496	28	77,433	28								
	13	11-15 hrs	270	17	1,977	17	14,961	16	49,115	18								
	18	16-20 hrs	135	9	1,210	11	9,157	10	30,829	11								
	23	21-25 hrs	66	4	595	5	4,151	5	14,413	5								
	28	26-30 hrs	29	2	242	2	2,041	2	6,868	3								
33	More than 30 hrs	60	4	529	5	3,391	4	11,441	4									
Total		1,571	100	11,514	100	91,032	100	275,746	100									

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

California State University, Sacramento

Seniors

				Frequency Distributions ^a								Statistical Comparisons ^b									
				Sacramento State				California State				Carnegie Class		NSSE 2013 & 2014		Sacramento State	Your seniors compared with				
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e			
g. Providing care for dependents (children, parents, etc.)	tmcarehrs	0	0 hrs	876	56	6,957	61	50,984	56	176,559	63	6.8	5.4 *** ▲	.14	7.8 *** ▼	-.09	6.5	.02			
	(Recorded version of tmcare created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	220	14	1,636	14	10,339	12	28,324	10										
	8	6-10 hrs	114	7	807	7	5,318	6	13,683	5											
	13	11-15 hrs	64	4	462	4	3,350	4	8,591	3											
	18	16-20 hrs	62	4	350	3	3,010	3	7,378	3											
	23	21-25 hrs	36	2	186	2	1,759	2	4,379	2											
	28	26-30 hrs	21	1	144	1	1,586	2	3,590	1											
	33	More than 30 hrs	177	11	919	8	14,448	15	32,651	12											
	Total			1,570	100	11,461	100	90,794	100	275,155	100										
h. Commuting to campus (driving, walking, etc.)	tmcommutehrs	0	0 hrs	44	3	635	5	23,632	22	64,709	21	6.1	6.0	.02	4.7 *** ▲	.26	4.6 *** ▲	.30			
	(Recorded version of tmcommute created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	886	55	6,544	56	44,681	51	146,425	53										
	8	6-10 hrs	451	29	2,810	25	14,601	17	42,075	16											
	13	11-15 hrs	115	7	870	8	4,379	5	12,439	5											
	18	16-20 hrs	45	3	327	3	1,681	2	4,729	2											
	23	21-25 hrs	16	1	129	1	715	1	2,083	1											
	28	26-30 hrs	9	1	83	1	434	1	1,172	0											
	33	More than 30 hrs	16	1	138	1	982	1	2,686	1											
	Total			1,582	100	11,536	100	91,105	100	276,318	100										
16. Of the time you spend preparing for class in a typical 7-day week, about how much is on assigned reading?																					
reading	1	Very little	166	11	982	11	5,863	11	19,244	12	3.1	3.0 *	.07	3.0 ** ▲	.09	2.9 *** ▲	.12				
	(Revised for 2014. Comparison data are limited to NSSE 2014 participating institutions.)	2	Some	365	24	2,285	25	13,663	25	41,324								26			
	3	About half	390	25	2,528	27	15,537	28	44,765	27											
	4	Most	438	27	2,386	25	13,252	24	40,159	24											
	5	Almost all	228	14	1,115	11	5,988	11	17,959	10											
	Total		1,587	100	9,296	100	54,303	100	163,451	100											
tmreadinghrs	(Continuous variable created by NSSE. Calculated as a proportion of tmprphrs based on reading, where Very little=.10; Some=.25; About half=.50; Most=.75; Almost all=.90)										8.0	7.7	.05	7.4 *** ▲	.09	7.4 *** ▲	.09				

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

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				Frequency Distributions ^a								Statistical Comparisons ^b									
				Sacramento State				California State				Carnegie Class		NSSE 2013 & 2014		Sacramento State		Your seniors compared with			
Item wording or description	Variable name ^c	Values ^d	Response options	Count		Count		Count		Count		Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e			
				%	%	%	%	%	%	California State	Carnegie Class								NSSE 2013 & 2014		
	tmreadinghrscol	1	0 hrs	5	0	27	0	188	0	531	0										
	(Collapsed version of tmreadinghrs created by NSSE.)	2	More than zero, up to 5 hrs	632	41	3,970	44	24,376	46	71,705	46										
		3	More than 5, up to 10 hrs	501	32	2,818	30	16,000	30	49,158	30										
		4	More than 10, up to 15 hrs	184	11	1,058	11	6,022	11	18,297	11										
		5	More than 15, up to 20 hrs	117	7	637	7	3,497	6	11,050	6										
		6	More than 20, up to 25 hrs	89	5	481	5	2,635	5	8,158	5										
		7	More than 25 hrs	45	3	256	3	1,275	2	3,634	2										
			Total	1,573	100	9,247	100	53,993	100	162,533	100										

17. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

a. Writing clearly and effectively	pgwrite	1	Very little	103	7	683	6	4,703	6	15,674	6	3.0	3.0	-.03	3.1 **	-.08	3.1	-.04
		2	Some	306	19	2,328	20	17,292	19	54,923	20							
		3	Quite a bit	615	39	4,250	37	32,872	36	99,918	36							
		4	Very much	566	35	4,313	36	36,647	39	106,816	38							
			Total	1,590	100	11,574	100	91,514	100	277,331	100							
b. Speaking clearly and effectively	pgspeak	1	Very little	120	8	764	7	7,219	8	21,155	8	2.9	3.0 *	-.07	3.0 *	-.06	2.9	-.04
		2	Some	380	24	2,571	22	19,707	22	61,550	23							
		3	Quite a bit	579	37	4,349	38	32,614	36	99,456	36							
		4	Very much	495	31	3,862	33	31,640	34	94,241	33							
			Total	1,574	100	11,546	100	91,180	100	276,402	100							
c. Thinking critically and analytically	pgthink	1	Very little	31	2	314	3	2,177	3	6,370	3	3.3	3.3	.03	3.3	.00	3.3	-.02
		2	Some	187	12	1,488	13	11,172	13	32,946	13							
		3	Quite a bit	610	39	4,215	37	32,817	36	97,957	35							
		4	Very much	753	47	5,513	47	45,003	49	138,955	49							
			Total	1,581	100	11,530	100	91,169	100	276,228	100							
d. Analyzing numerical and statistical information	pganalyze	1	Very little	146	9	1,176	10	11,081	12	32,395	11	2.9	2.9	.03	2.8 ***	.11	2.8 ***	.08
		2	Some	386	24	2,913	25	25,573	27	74,949	27							
		3	Quite a bit	544	35	3,721	32	27,961	31	85,128	31							
		4	Very much	506	32	3,724	33	26,447	30	83,714	31							
			Total	1,582	100	11,534	100	91,062	100	276,186	100							

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

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Seniors

				Frequency Distributions ^a								Statistical Comparisons ^b							
				Sacramento State		California State		Carnegie Class		NSSE 2013 & 2014		Sacramento State	Your seniors compared with						
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
e. Acquiring job- or work-related knowledge and skills	pgwork	1	Very little	187	12	1,145	10	7,304	9	22,884	9	2.8	2.9 *	-0.7	3.0 ***	-0.17	3.0 ***	-0.14	
		2	Some	384	25	2,818	25	19,132	22	61,131	22								▽
		3	Quite a bit	515	32	3,670	32	29,833	33	90,403	32								▽
		4	Very much	497	31	3,916	33	35,004	37	102,270	36								▽
		Total		1,583	100	11,549	100	91,273	100	276,688	100								
f. Working effectively with others	pgothers	1	Very little	73	5	524	5	4,937	6	14,026	6	3.0	3.1 **	-0.08	3.1	-0.03	3.0	-0.03	
		2	Some	361	23	2,255	20	18,488	21	56,474	21								▽
		3	Quite a bit	579	36	4,212	37	32,706	36	100,850	36								
		4	Very much	573	35	4,528	39	34,887	38	104,560	37								
		Total		1,586	100	11,519	100	91,018	100	275,910	100								
g. Developing or clarifying a personal code of values and ethics	pgvalues	1	Very little	209	14	1,427	13	9,512	12	31,037	13	2.7	2.8 *	-0.06	2.9 ***	-0.13	2.8 ***	-0.09	
		2	Some	432	27	2,857	25	20,965	24	66,119	25								▽
		3	Quite a bit	485	31	3,631	32	28,806	31	87,151	31								▽
		4	Very much	458	28	3,610	30	31,871	33	91,977	32								▽
		Total		1,584	100	11,525	100	91,154	100	276,284	100								
h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	1	Very little	152	10	1,098	10	9,186	11	29,325	11	2.9	2.9	-0.02	2.8	.02	2.8 *	.05	
		2	Some	385	25	2,831	25	23,595	26	74,555	27								△
		3	Quite a bit	521	32	3,710	32	29,046	32	87,953	31								
		4	Very much	528	32	3,897	33	29,352	32	84,552	30								
		Total		1,586	100	11,536	100	91,179	100	276,385	100								
i. Solving complex real-world problems	pgprobsolve	1	Very little	187	12	1,201	11	8,729	10	26,162	10	2.8	2.8 **	-0.07	2.8 **	-0.07	2.8 **	-0.07	
		2	Some	439	28	3,019	26	24,185	27	74,283	27								▽
		3	Quite a bit	517	33	3,832	33	31,042	34	94,607	34								▽
		4	Very much	434	27	3,465	30	27,166	29	81,149	29								▽
		Total		1,577	100	11,517	100	91,122	100	276,201	100								
j. Being an informed and active citizen	pgcitizen	1	Very little	243	16	1,517	14	10,950	13	34,341	13	2.6	2.7	-0.05	2.7 ***	-0.09	2.7 *	-0.06	
		2	Some	444	29	3,329	29	25,384	28	79,008	29								▽
		3	Quite a bit	486	30	3,574	31	28,847	31	88,191	32								
		4	Very much	405	25	3,050	26	25,461	27	73,324	26								
		Total		1,578	100	11,470	100	90,642	100	274,864	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

California State University, Sacramento

Seniors

Item wording or description				Frequency Distributions ^a								Statistical Comparisons ^b					
				Sacramento State		California State		Carnegie Class		NSSE 2013 & 2014		Sacramento State	Your seniors compared with				
				Count	%	Count	%	Count	%	Count	%	Mean	California State	Effect size ^e	Carnegie Class	Effect size ^e	NSSE 2013 & 2014
Variable name ^c	Values ^d	Response options															
18. How would you evaluate your entire educational experience at this institution?																	
evalexp	1	Poor	28	2	268	2	1,746	2	5,468	2	3.1	3.2 ***	-10	3.3 ***	-22	3.3 ***	-23
	2	Fair	226	15	1,427	13	8,973	11	27,487	11							
	3	Good	858	54	5,663	49	39,649	45	119,899	44							
	4	Excellent	474	30	4,230	36	41,126	43	124,533	43							
		Total	1,586	100	11,588	100	91,494	100	277,387	100							
19. If you could start over again, would you go to the same institution you are now attending?																	
sameinst	1	Definitely no	68	5	527	5	3,926	5	12,093	5	3.1	3.2 **	-08	3.2 ***	-16	3.2 ***	-17
	2	Probably no	247	16	1,594	14	10,942	13	33,690	12							
	3	Probably yes	725	46	4,902	42	33,937	38	103,609	38							
	4	Definitely yes	546	34	4,558	39	42,765	45	128,292	45							
		Total	1,586	100	11,581	100	91,570	100	277,684	100							

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols.

NSSE 2014 Frequencies and Statistical Comparisons

Detailed Statistics^g

California State University, Sacramento

First-Year Students

Variable Name	N					Mean				Standard error ^h				Standard deviation ⁱ				Degrees of freedom ^j			Significance ^k			Effect size ^e		
	Sacramento State	Sacramento State	California State	Carnegie Class	NSSE 2013 & 2014	Sacramento State	California State	Carnegie Class	NSSE 2013 & 2014	Sacramento State	California State	Carnegie Class	NSSE 2013 & 2014	Comparisons with:			Comparisons with:			Comparisons with:						
														California State	Carnegie Class	NSSE 2013 & 2014	California State	Carnegie Class	NSSE 2013 & 2014	California State	Carnegie Class	NSSE 2013 & 2014				
1 a. askquest	706	2.68	2.70	2.88	2.87	.033	.008	.003	.002	.87	.84	.85	.85	11,449	719	709	.447	.000	.000	-.03	-.24	-.23				
b. drafts	707	2.70	2.59	2.58	2.54	.036	.009	.004	.002	.96	.96	.98	.99	11,413	71,830	710	.004	.001	.000	.11	.12	.16				
c. unpreparedr	705	3.02	2.99	3.07	3.03	.030	.007	.003	.002	.81	.77	.77	.77	11,372	71,576	235,637	.383	.073	.557	.03	-.07	-.02				
d. attendart	704	1.89	1.87	1.98	1.99	.035	.009	.004	.002	.93	.88	.94	.94	11,314	71,383	234,947	.589	.010	.004	.02	-.10	-.11				
e. CLaskhelp	692	2.69	2.64	2.51	2.57	.033	.008	.003	.002	.86	.85	.88	.88	11,280	71,250	234,464	.124	.000	.000	.06	.21	.14				
f. CLexplain	682	2.77	2.72	2.66	2.71	.030	.008	.003	.002	.80	.79	.83	.82	10,945	696	686	.115	.000	.042	.06	.13	.08				
g. CLstudy	680	2.55	2.54	2.47	2.53	.036	.009	.004	.002	.95	.93	.97	.97	10,967	69,420	228,311	.758	.033	.661	.01	.08	.02				
h. CLproject	682	2.78	2.70	2.58	2.60	.033	.008	.003	.002	.86	.84	.88	.87	10,924	696	227,249	.016	.000	.000	.10	.23	.20				
i. present	677	2.42	2.45	2.28	2.23	.035	.009	.003	.002	.91	.89	.91	.90	10,812	68,725	680	.267	.000	.000	-.04	.15	.20				
2 a. RIntegrate	671	2.85	2.68	2.67	2.68	.034	.009	.003	.002	.87	.85	.87	.86	10,634	67,524	221,824	.000	.000	.000	.19	.21	.20				
b. RIsocietal	661	2.71	2.63	2.62	2.61	.035	.009	.003	.002	.89	.87	.88	.88	10,461	66,632	218,661	.031	.012	.008	.09	.10	.10				
c. RIdiverse	662	2.66	2.58	2.58	2.57	.036	.009	.003	.002	.91	.90	.89	.89	10,465	66,654	218,780	.023	.024	.012	.09	.09	.10				
d. Rlownview	662	2.84	2.78	2.79	2.78	.032	.008	.003	.002	.83	.82	.83	.83	10,431	66,503	218,230	.105	.107	.083	.07	.06	.07				
e. Rlperspect	658	2.92	2.91	2.88	2.87	.032	.008	.003	.002	.81	.82	.82	.82	10,380	671	661	.942	.231	.119	.00	.05	.06				
f. Rlnewview	657	2.95	2.88	2.86	2.86	.031	.008	.003	.002	.80	.81	.81	.81	749	669	660	.044	.005	.003	.08	.11	.11				
g. Rlconnect	656	3.12	3.08	3.07	3.08	.031	.008	.003	.002	.78	.78	.78	.77	10,327	65,792	215,663	.177	.131	.189	.05	.06	.05				
3 a. SFcareer	660	2.24	2.07	2.20	2.21	.035	.009	.004	.002	.89	.92	.92	.91	10,346	66,028	216,470	.000	.280	.368	.18	.04	.04				
b. SFotherwork	658	1.71	1.64	1.71	1.73	.036	.009	.004	.002	.93	.88	.91	.91	10,302	65,723	215,506	.044	.899	.713	.08	.00	-.01				
c. SFdiscuss	656	2.01	1.93	1.98	2.00	.036	.009	.004	.002	.93	.89	.91	.90	10,298	65,666	215,193	.028	.502	.957	.09	.03	.00				
d. SFperform	651	2.11	2.03	2.12	2.13	.034	.009	.004	.002	.88	.89	.90	.88	10,227	65,381	214,353	.036	.684	.570	.08	-.02	-.02				
4 a. memorize	650	3.04	2.99	2.97	2.95	.030	.008	.003	.002	.77	.81	.82	.83	750	664	654	.174	.023	.007	.05	.08	.10				
b. HOapply	648	2.93	2.96	2.96	2.99	.032	.008	.003	.002	.82	.82	.82	.81	10,248	65,335	214,172	.361	.271	.059	-.04	-.04	-.07				
c. HOanalyze	645	3.04	3.00	2.98	2.98	.032	.008	.003	.002	.81	.83	.83	.83	10,204	65,021	213,247	.205	.051	.091	.05	.08	.07				
d. HOevaluate	641	3.06	2.96	2.95	2.92	.031	.009	.003	.002	.79	.83	.82	.83	10,150	654	645	.003	.000	.000	.12	.14	.16				
e. HOform	641	2.96	2.92	2.92	2.90	.032	.009	.003	.002	.82	.85	.84	.85	735	653	644	.220	.144	.067	.05	.06	.07				
5 a. ETgoals	657	3.23	3.18	3.17	3.16	.030	.008	.003	.002	.77	.77	.77	.77	10,292	65,462	214,726	.106	.080	.020	.07	.07	.09				
b. ETorganize	656	3.15	3.08	3.11	3.11	.032	.008	.003	.002	.81	.79	.79	.78	743	65,293	659	.045	.233	.210	.08	.05	.05				
c. ETexample	651	3.21	3.11	3.11	3.11	.032	.008	.003	.002	.83	.82	.83	.82	10,247	65,129	213,593	.005	.003	.002	.11	.12	.12				
d. ETdraftfb	646	3.06	2.91	2.92	2.86	.035	.009	.004	.002	.88	.92	.92	.93	10,219	65,033	650	.000	.000	.000	.17	.15	.21				
e. ETfeedback	652	2.94	2.80	2.84	2.80	.035	.010	.004	.002	.90	.93	.92	.92	750	665	655	.000	.007	.000	.15	.10	.15				

NSSE 2014 Frequencies and Statistical Comparisons

Detailed Statistics^g

California State University, Sacramento

First-Year Students

Variable Name	N					Mean				Standard error ^h				Standard deviation ⁱ				Degrees of freedom ^j			Significance ^k			Effect size ^e		
	Sacramento State	Sacramento State	California State	Carnegie Class	NSSE 2013 & 2014	Sacramento State	California State	Carnegie Class	NSSE 2013 & 2014	Sacramento State	California State	Carnegie Class	NSSE 2013 & 2014	Comparisons with:			Comparisons with:			Comparisons with:						
														California State	Carnegie Class	NSSE 2013 & 2014	California State	Carnegie Class	NSSE 2013 & 2014	California State	Carnegie Class	NSSE 2013 & 2014				
6 a. QRconclude	655	2.48	2.57	2.53	2.56	.037	.009	.004	.002	.96	.93	.94	.93	10,278	65,316	214,202	.018	.142	.032	-.10	-.06	-.08				
b. QRproblem	654	2.24	2.29	2.27	2.28	.037	.010	.004	.002	.95	.94	.94	.94	10,230	65,133	213,742	.189	.361	.255	-.05	-.04	-.04				
c. QRevaluate	652	2.24	2.27	2.24	2.27	.038	.009	.004	.002	.98	.92	.93	.92	733	663	655	.420	.938	.485	-.03	.00	-.03				
7 a. wrshortnum	611	5.47	6.25	6.75	6.83	.190	.057	.023	.013	4.70	5.24	5.64	5.72	722	628	615	.000	.000	.000	-.15	-.23	-.24				
b. wrmednum	588	1.74	2.10	2.02	2.12	.093	.033	.012	.007	2.25	3.03	2.88	2.91	747	607	593	.000	.003	.000	-.12	-.10	-.13				
c. wrlongnum	569	.54	.93	.77	.80	.076	.033	.011	.006	1.82	2.97	2.59	2.58	802	592	575	.000	.003	.000	-.13	-.09	-.10				
— wrpages	559	35.61	46.36	45.27	47.06	1.584	.707	.244	.137	37.45	62.78	56.76	57.97	801	585	566	.000	.000	.000	-.17	-.17	-.20				
8 a. DDrace	627	3.34	3.17	3.07	3.09	.033	.010	.004	.002	.82	.90	.93	.92	735	642	631	.000	.000	.000	.18	.29	.27				
b. DDeconomic	626	3.13	3.07	3.05	3.08	.036	.010	.004	.002	.91	.91	.90	.89	9,378	60,357	197,832	.151	.042	.214	.06	.08	.05				
c. DDreligion	621	3.11	2.99	2.97	3.01	.038	.010	.004	.002	.95	.97	.96	.95	9,327	60,145	197,281	.004	.001	.011	.12	.14	.10				
d. DDpolitical	618	3.00	2.89	2.95	2.99	.039	.011	.004	.002	.98	.99	.96	.94	710	59,915	196,540	.006	.231	.884	.11	.05	.01				
9 a. LSreading	622	3.21	3.11	3.16	3.16	.030	.008	.003	.002	.75	.77	.76	.77	9,336	60,115	197,069	.004	.138	.139	.12	.06	.06				
b. LSnotes	620	2.93	2.89	2.94	2.92	.036	.010	.004	.002	.90	.90	.90	.90	9,312	59,911	196,486	.335	.660	.903	.04	-.02	.00				
c. LSsummary	615	2.74	2.74	2.85	2.84	.038	.010	.004	.002	.94	.93	.90	.90	9,204	626	618	.814	.004	.013	.01	-.12	-.10				
10. challenge	619	5.44	5.45	5.55	5.55	.047	.012	.005	.003	1.16	1.16	1.14	1.14	9,294	59,821	196,251	.788	.015	.017	-.01	-.10	-.10				
11 a. intern ^l	623	.084	.087	.078	.086	.0111	.0030	.0011	.0006	--	--	--	--	--	--	--	.808	.573	.898	-.01	.02	-.01				
b. leader ^l	619	.079	.094	.111	.119	.0108	.0031	.0013	.0007	--	--	--	--	--	--	--	.200	.011	.002	-.06	-.11	-.14				
c. learncom ^l	617	.282	.119	.137	.153	.0181	.0035	.0014	.0008	--	--	--	--	--	--	--	.000	.000	.000	.42	.36	.32				
d. abroad ^l	616	.029	.031	.033	.035	.0068	.0019	.0007	.0004	--	--	--	--	--	--	--	.807	.580	.397	-.01	-.02	-.04				
e. research ^l	616	.055	.042	.049	.055	.0092	.0022	.0009	.0005	--	--	--	--	--	--	--	.125	.543	.991	.06	.02	.00				
f. capstone ^l	610	.039	.031	.028	.029	.0078	.0019	.0007	.0004	--	--	--	--	--	--	--	.262	.100	.147	.04	.06	.05				
12. servcourse	612	1.72	1.66	1.63	1.60	.027	.007	.003	.002	.67	.68	.67	.66	9,125	58,934	193,307	.035	.001	.000	.09	.14	.19				
13 a. QIstudent	618	5.52	5.47	5.56	5.58	.058	.015	.006	.003	1.43	1.40	1.39	1.37	9,221	59,163	194,493	.456	.423	.291	.03	-.03	-.04				
b. QIadvisor	604	5.00	4.81	5.06	5.11	.069	.020	.007	.004	1.69	1.79	1.75	1.71	708	57,960	190,702	.007	.416	.137	.11	-.03	-.06				
c. QIfaculty	598	4.94	4.96	5.26	5.27	.064	.017	.006	.003	1.57	1.59	1.48	1.46	9,019	58,504	192,351	.799	.000	.000	-.01	-.21	-.22				
d. QIstaff	541	4.76	4.66	4.91	4.94	.077	.021	.008	.004	1.80	1.83	1.74	1.69	8,202	550	543	.208	.059	.019	.06	-.08	-.11				
e. QIadmin	570	4.70	4.61	4.85	4.84	.076	.020	.007	.004	1.82	1.78	1.75	1.72	8,459	580	572	.222	.056	.074	.05	-.08	-.08				
14 a. empstudy	580	3.26	3.23	3.19	3.21	.032	.009	.003	.002	.76	.76	.75	.75	8,487	55,373	181,846	.433	.030	.106	.03	.09	.07				
b. SEacademic	575	3.11	3.07	3.11	3.12	.036	.010	.004	.002	.87	.84	.84	.83	8,427	54,967	180,736	.345	.900	.759	.04	-.01	-.01				
c. SElearnsup	576	3.03	3.09	3.14	3.14	.041	.010	.004	.002	.98	.89	.89	.88	645	585	578	.138	.010	.007	-.07	-.12	-.12				

NSSE 2014 Frequencies and Statistical Comparisons

Detailed Statistics^g

California State University, Sacramento

First-Year Students

Variable Name	N					Mean				Standard error ^h				Standard deviation ⁱ				Degrees of freedom ^j			Significance ^k			Effect size ^e		
	Sacramento State	Sacramento State	California State	Carnegie Class	NSSE 2013 & 2014	Sacramento State	California State	Carnegie Class	NSSE 2013 & 2014	Sacramento State	California State	Carnegie Class	NSSE 2013 & 2014	Comparisons with:			Comparisons with:			Comparisons with:						
														California State	Carnegie Class	NSSE 2013 & 2014	California State	Carnegie Class	NSSE 2013 & 2014	California State	Carnegie Class	NSSE 2013 & 2014				
d. SEdiverse	579	2.88	2.80	2.74	2.74	.040	.011	.004	.002	.97	.98	.99	.98	8,441	591	582	.056	.001	.001	.08	.14	.14				
e. SEsocial	574	3.05	2.93	2.99	3.02	.037	.010	.004	.002	.89	.93	.91	.89	667	55,056	180,916	.002	.148	.473	.13	.06	.03				
f. SEwellness	574	3.04	3.01	2.98	3.00	.038	.010	.004	.002	.92	.91	.92	.90	8,383	54,754	179,997	.419	.095	.234	.03	.07	.05				
g. SEnonacad	575	2.58	2.45	2.41	2.40	.044	.011	.004	.002	1.04	1.00	1.00	.99	655	586	578	.003	.000	.000	.13	.17	.19				
h. SEactivities	571	2.84	2.71	2.84	2.91	.043	.011	.004	.002	1.02	.98	.97	.93	8,351	581	573	.003	.885	.088	.13	-.01	-.08				
i. SEevents	571	2.58	2.48	2.56	2.60	.045	.011	.004	.002	1.07	1.00	.99	.97	645	580	573	.027	.612	.759	.10	.02	-.01				
15 a. tmprephrs	576	13.06	13.25	13.49	14.30	.331	.092	.035	.020	7.93	8.14	8.15	8.40	8,380	54,928	579	.574	.209	.000	-.02	-.05	-.15				
b. tmcocurrhrs	571	4.24	4.12	4.92	5.36	.261	.070	.028	.016	6.24	6.12	6.62	6.75	8,318	584	574	.667	.010	.000	.02	-.10	-.17				
c. tmworkonhrs	572	1.15	1.81	2.19	2.38	.191	.058	.023	.013	4.57	5.11	5.38	5.57	681	588	577	.001	.000	.000	-.13	-.19	-.22				
d. tmworkoffhrs	571	4.78	4.46	5.75	5.01	.359	.096	.044	.023	8.58	8.49	10.15	9.52	8,332	587	179,332	.372	.008	.563	.04	-.10	-.02				
— tmworkhrs	569	5.87	6.17	7.86	7.31	.429	.117	.049	.026	10.23	10.26	11.32	10.99	8,283	582	572	.490	.000	.001	-.03	-.18	-.13				
e. tmservicehrs	564	2.32	2.36	2.40	2.36	.198	.053	.019	.010	4.71	4.67	4.49	4.38	8,262	54,193	178,080	.844	.676	.836	-.01	-.02	-.01				
f. tmrelaxhrs	569	11.85	12.09	12.37	12.59	.381	.100	.038	.021	9.09	8.80	8.73	8.66	8,288	54,406	572	.533	.159	.053	-.03	-.06	-.09				
g. tmcarehrs	569	3.74	3.12	3.69	3.01	.286	.076	.036	.018	6.82	6.64	8.33	7.51	8,236	586	178,326	.032	.864	.021	.09	.01	.10				
h. tmcommutehrs	573	5.88	5.02	3.70	3.66	.258	.069	.024	.013	6.18	6.09	5.53	5.46	8,304	582	575	.001	.000	.000	.14	.39	.41				
16. reading	570	3.23	2.96	2.89	2.85	.044	.013	.006	.003	1.06	1.09	1.10	1.11	7,318	34,644	105,472	.000	.000	.000	.25	.31	.35				
— tmreadinghrs	570	7.65	6.61	6.61	6.84	.265	.069	.031	.018	6.33	5.66	5.79	5.94	648	585	574	.000	.000	.002	.18	.18	.14				
17 a. pgwrite	574	3.00	2.93	2.92	2.87	.037	.010	.004	.002	.88	.89	.89	.90	8,308	54,701	577	.067	.043	.000	.08	.09	.14				
b. pgspeak	571	2.96	2.90	2.76	2.68	.036	.010	.004	.002	.86	.88	.93	.94	8,290	584	575	.130	.000	.000	.07	.21	.29				
c. pgthink	574	3.19	3.10	3.09	3.09	.034	.009	.004	.002	.81	.83	.82	.82	8,289	54,507	179,188	.013	.003	.003	.11	.12	.12				
d. pganalyze	571	2.57	2.71	2.60	2.61	.042	.011	.004	.002	1.00	.94	.97	.97	647	54,469	179,086	.002	.496	.300	-.14	-.03	-.04				
e. pgwork	571	2.47	2.52	2.62	2.62	.043	.011	.004	.002	1.03	1.00	.98	.98	8,291	581	574	.236	.001	.001	-.05	-.15	-.15				
f. pgothers	569	3.02	2.92	2.86	2.83	.037	.010	.004	.002	.89	.89	.90	.90	8,282	580	572	.005	.000	.000	.12	.18	.21				
g. pgvalues	574	2.80	2.70	2.73	2.70	.039	.011	.004	.002	.93	.97	.98	.98	670	587	577	.014	.058	.007	.10	.08	.11				
h. pgdiverse	573	2.94	2.84	2.76	2.73	.040	.011	.004	.002	.97	.97	.97	.97	8,291	584	576	.027	.000	.000	.10	.18	.21				
i. pgprobsolve	573	2.69	2.62	2.61	2.61	.040	.011	.004	.002	.97	.96	.95	.95	8,284	54,383	178,843	.089	.053	.047	.07	.08	.08				
j. pgcitizen	571	2.69	2.59	2.63	2.63	.041	.011	.004	.002	.99	.97	.96	.96	8,251	54,172	178,129	.011	.139	.096	.11	.06	.07				
18. evalexp	578	3.12	3.12	3.21	3.23	.028	.008	.003	.002	.68	.71	.71	.72	8,353	590	581	.776	.004	.000	.01	-.12	-.15				
19. sameinst	574	3.12	3.10	3.21	3.24	.032	.009	.003	.002	.76	.79	.81	.80	8,357	587	578	.611	.004	.000	.02	-.12	-.15				

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Variable Name	N					Mean				Standard error ^h				Standard deviation ⁱ				Degrees of freedom ^j			Significance ^k			Effect size ^e		
	Sacramento State	Sacramento State	California State	Carnegie Class	NSSE 2013 & 2014	Sacramento State	California State	Carnegie Class	NSSE 2013 & 2014	Sacramento State	California State	Carnegie Class	NSSE 2013 & 2014	Comparisons with:			Comparisons with:			Comparisons with:						
														California State	Carnegie Class	NSSE 2013 & 2014	California State	Carnegie Class	NSSE 2013 & 2014	California State	Carnegie Class	NSSE 2013 & 2014				
1 a. askquest	1,867	2.92	2.99	3.20	3.17	.021	.006	.003	.001	.91	.89	.85	.86	2,223	1,923	1,885	.001	.000	.000	-.08	-.33	-.29				
b. drafts	1,852	2.43	2.45	2.49	2.45	.023	.007	.003	.002	.99	1.00	1.02	1.03	21,312	1,919	1,873	.322	.006	.327	-.02	-.06	-.02				
c. unpreparedr	1,856	2.89	2.88	3.05	3.00	.018	.006	.002	.001	.77	.78	.79	.79	21,291	109,060	335,001	.610	.000	.000	.01	-.20	-.14				
d. attendart	1,849	1.74	1.83	1.81	1.87	.020	.006	.003	.002	.84	.89	.91	.93	21,201	1,925	1,874	.000	.000	.000	-.10	-.08	-.14				
e. CLaskhelp	1,851	2.52	2.53	2.35	2.40	.020	.006	.003	.002	.88	.87	.90	.89	21,176	108,827	333,964	.596	.000	.000	-.01	.20	.14				
f. CLexplain	1,806	2.84	2.84	2.69	2.74	.019	.006	.003	.001	.83	.81	.87	.85	20,692	1,874	1,826	.849	.000	.000	.00	.17	.11				
g. CLstudy	1,816	2.60	2.59	2.41	2.47	.023	.007	.003	.002	.97	.96	1.01	1.00	20,698	1,884	1,837	.617	.000	.000	.01	.20	.14				
h. CLproject	1,808	2.96	3.04	2.82	2.87	.020	.006	.003	.002	.87	.86	.94	.92	20,597	1,880	1,829	.000	.000	.000	-.09	.16	.10				
i. present	1,807	2.63	2.85	2.67	2.68	.022	.007	.003	.002	.96	.94	1.00	.98	2,155	1,875	325,077	.000	.053	.022	-.24	-.04	-.05				
2 a. RIntegrate	1,780	3.02	3.05	3.00	3.02	.020	.006	.003	.001	.85	.82	.84	.84	20,215	104,731	321,032	.319	.318	.782	-.02	.02	.01				
b. RIsocietal	1,765	2.90	2.86	2.89	2.87	.022	.007	.003	.002	.91	.89	.89	.90	19,994	103,431	317,049	.119	.498	.110	.04	.02	.04				
c. RIdiverse	1,763	2.69	2.65	2.72	2.68	.023	.007	.003	.002	.96	.96	.94	.96	19,971	1,821	317,370	.052	.215	.684	.05	-.03	.01				
d. Rlownview	1,770	2.85	2.84	2.89	2.88	.021	.006	.003	.002	.87	.85	.84	.84	19,934	1,828	1,788	.712	.035	.134	.01	-.05	-.04				
e. Rlperspect	1,764	2.98	2.97	2.97	2.96	.020	.006	.003	.001	.84	.83	.82	.83	19,905	103,286	316,222	.698	.685	.346	.01	.01	.02				
f. Rlnewview	1,751	2.96	2.99	2.97	2.97	.019	.006	.003	.001	.81	.81	.80	.80	19,835	102,927	315,158	.248	.647	.879	-.03	-.01	.00				
g. Rlconnect	1,746	3.23	3.24	3.26	3.25	.018	.006	.002	.001	.75	.75	.74	.74	19,738	102,472	313,627	.904	.186	.241	.00	-.03	-.03				
3 a. SFcareer	1,746	2.24	2.30	2.39	2.42	.023	.007	.003	.002	.97	.95	.99	.98	19,784	1,809	1,765	.010	.000	.000	-.06	-.16	-.19				
b. SFotherwork	1,737	1.73	1.86	1.88	1.93	.023	.008	.003	.002	.96	1.01	1.03	1.03	2,122	1,805	1,759	.000	.000	.000	-.13	-.14	-.19				
c. SFdiscuss	1,742	2.05	2.15	2.16	2.19	.022	.007	.003	.002	.93	.94	.98	.97	2,098	1,808	1,763	.000	.000	.000	-.10	-.11	-.14				
d. SFperform	1,732	2.09	2.16	2.22	2.22	.022	.007	.003	.002	.91	.91	.94	.93	19,616	1,795	1,752	.003	.000	.000	-.07	-.13	-.13				
4 a. memorize	1,748	2.87	2.86	2.73	2.74	.022	.007	.003	.002	.90	.89	.91	.91	19,726	1,810	1,767	.617	.000	.000	.01	.14	.14				
b. HOapply	1,744	3.17	3.13	3.15	3.15	.020	.006	.003	.001	.82	.82	.80	.80	19,624	1,801	1,761	.059	.301	.220	.05	.03	.03				
c. HOanalyze	1,736	3.17	3.12	3.13	3.12	.020	.006	.003	.001	.83	.84	.82	.83	19,582	101,757	311,222	.010	.015	.003	.06	.06	.07				
d. HOevaluate	1,738	3.04	2.97	3.02	2.98	.021	.007	.003	.002	.87	.88	.85	.87	19,560	1,795	311,219	.002	.429	.006	.08	.02	.07				
e. HOform	1,735	3.02	2.99	3.02	3.00	.021	.007	.003	.002	.86	.87	.84	.86	19,516	101,511	310,364	.125	.994	.218	.04	.00	.03				
5 a. ETgoals	1,749	3.22	3.21	3.23	3.21	.018	.006	.002	.001	.76	.76	.77	.77	19,714	102,499	313,414	.807	.439	.492	.01	-.02	.02				
b. ETorganize	1,743	3.12	3.12	3.17	3.15	.019	.006	.002	.001	.80	.78	.79	.78	2,076	102,175	312,518	.671	.009	.104	.01	-.06	-.04				
c. ETexample	1,738	3.19	3.18	3.17	3.16	.020	.006	.003	.001	.81	.81	.83	.82	19,599	101,943	311,805	.593	.316	.172	.01	.02	.03				
d. ETdraftfb	1,740	2.78	2.79	2.86	2.80	.024	.007	.003	.002	.99	.96	.97	.98	19,591	1,798	311,666	.797	.001	.292	-.01	-.08	-.03				
e. ETfeedback	1,735	2.88	2.83	2.94	2.90	.022	.007	.003	.002	.92	.91	.90	.90	19,503	1,792	310,521	.032	.007	.329	.05	-.07	-.02				

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Variable Name	N					Mean				Standard error ^h				Standard deviation ⁱ				Degrees of freedom ^j			Significance ^k			Effect size ^e		
	Sacramento State	Sacramento State	California State	Carnegie Class	NSSE 2013 & 2014	Sacramento State	California State	Carnegie Class	NSSE 2013 & 2014	Sacramento State	California State	Carnegie Class	NSSE 2013 & 2014	Comparisons with:			Comparisons with:			Comparisons with:						
														California State	Carnegie Class	NSSE 2013 & 2014	California State	Carnegie Class	NSSE 2013 & 2014	California State	Carnegie Class	NSSE 2013 & 2014				
6 a. QRconclude	1,750	2.66	2.67	2.60	2.63	.023	.007	.003	.002	.95	.95	.97	.97	19,661	102,297	312,831	.619	.009	.243	-.01	.06	.03				
b. QRproblem	1,744	2.46	2.46	2.41	2.43	.024	.007	.003	.002	1.00	.99	.98	.98	19,599	102,064	312,187	.905	.037	.158	.00	.05	.03				
c. QRevaluate	1,742	2.47	2.47	2.38	2.42	.023	.007	.003	.002	.97	.96	.96	.96	19,544	101,766	311,277	.832	.000	.069	-.01	.09	.04				
7 a. wrshortnum	1,589	7.16	7.47	7.84	7.82	.159	.051	.022	.013	6.32	6.47	6.76	6.77	17,363	1,653	1,609	.069	.000	.000	-.05	-.10	-.10				
b. wrmednum	1,558	3.30	3.78	3.66	3.59	.103	.034	.014	.008	4.07	4.26	4.28	4.29	17,175	91,341	280,091	.000	.001	.008	-.11	-.08	-.07				
c. wrlongnum	1,502	1.94	2.24	2.00	2.01	.101	.032	.012	.007	3.90	3.91	3.63	3.61	16,775	1,546	1,515	.004	.564	.533	-.08	-.02	-.02				
— wrpages	1,458	72.99	82.67	79.31	79.11	2.305	.733	.294	.166	88.03	88.99	85.46	85.38	16,184	86,242	265,889	.000	.005	.006	-.11	-.07	-.07				
8 a. DDrace	1,674	3.37	3.31	3.12	3.12	.021	.007	.003	.002	.86	.85	.93	.92	18,241	1,743	1,695	.004	.000	.000	.07	.27	.27				
b. DDeconomic	1,668	3.25	3.19	3.11	3.13	.021	.007	.003	.002	.88	.88	.90	.89	18,173	96,114	293,962	.003	.000	.000	.08	.16	.14				
c. DDreligion	1,667	3.17	3.11	3.02	3.05	.023	.007	.003	.002	.94	.94	.95	.94	18,107	1,726	1,685	.007	.000	.000	.07	.17	.13				
d. DDpolitical	1,659	3.10	3.02	3.03	3.06	.023	.007	.003	.002	.96	.95	.94	.92	2,006	1,714	1,675	.001	.002	.085	.08	.08	.04				
9 a. LSreading	1,667	3.26	3.26	3.28	3.26	.020	.006	.003	.001	.80	.77	.77	.78	18,133	95,983	293,250	.822	.370	.948	.01	-.02	.00				
b. LSnotes	1,664	2.92	2.89	2.93	2.89	.023	.007	.003	.002	.93	.92	.94	.95	18,054	95,653	292,362	.195	.715	.124	.03	-.01	.04				
c. LSsummary	1,645	2.83	2.84	2.93	2.90	.023	.007	.003	.002	.94	.93	.92	.92	17,871	1,700	1,663	.677	.000	.002	-.01	-.11	-.08				
10. challenge	1,662	5.72	5.64	5.74	5.68	.028	.009	.004	.002	1.16	1.20	1.18	1.18	2,042	95,641	292,146	.007	.560	.122	.07	-.01	.04				
11 a. intern ^l	1,665	.402	.452	.465	.501	.0120	.0039	.0016	.0009	--	--	--	--	--	--	--	.000	.000	.000	-.10	-.13	-.20				
b. leader ^l	1,665	.249	.286	.314	.360	.0106	.0035	.0015	.0009	--	--	--	--	--	--	--	.002	.000	.000	-.08	-.14	-.24				
c. learncom ^l	1,662	.241	.215	.229	.244	.0105	.0032	.0014	.0008	--	--	--	--	--	--	--	.017	.240	.726	.06	.03	-.01				
d. abroad ^l	1,650	.032	.080	.104	.141	.0043	.0021	.0010	.0006	--	--	--	--	--	--	--	.000	.000	.000	-.22	-.30	-.41				
e. research ^l	1,649	.126	.199	.203	.244	.0082	.0031	.0013	.0008	--	--	--	--	--	--	--	.000	.000	.000	-.20	-.21	-.31				
f. capstone ^l	1,642	.303	.428	.433	.461	.0113	.0039	.0016	.0009	--	--	--	--	--	--	--	.000	.000	.000	-.26	-.27	-.33				
12. servcourse	1,652	1.77	1.79	1.77	1.73	.017	.005	.002	.001	.70	.68	.70	.69	1,989	94,954	290,202	.176	.807	.019	-.04	-.01	.06				
13 a. QIstudent	1,652	5.70	5.70	5.73	5.72	.032	.010	.004	.002	1.30	1.31	1.31	1.30	17,947	94,092	288,959	.931	.356	.448	.00	-.02	-.02				
b. QIadvisor	1,598	5.09	5.04	5.23	5.19	.044	.014	.006	.003	1.74	1.76	1.78	1.78	17,423	93,644	287,188	.299	.001	.016	.03	-.08	-.06				
c. QIfaculty	1,639	5.42	5.45	5.62	5.57	.034	.011	.005	.003	1.40	1.43	1.37	1.36	17,740	1,694	1,656	.404	.000	.000	-.02	-.15	-.12				
d. QIstaff	1,308	4.79	4.73	4.88	4.85	.049	.015	.007	.004	1.76	1.78	1.79	1.76	14,586	75,416	237,217	.205	.106	.229	.04	-.05	-.03				
e. QIadmin	1,546	4.73	4.71	4.90	4.84	.044	.014	.006	.003	1.73	1.75	1.77	1.76	16,969	90,811	276,723	.588	.000	.023	.01	-.09	-.06				
14 a. empstudy	1,587	3.28	3.22	3.17	3.18	.019	.006	.003	.001	.75	.77	.77	.77	16,904	90,483	276,848	.004	.000	.000	.08	.14	.13				
b. SEacademic	1,573	2.92	2.91	2.99	2.98	.022	.007	.003	.002	.88	.87	.86	.86	16,772	1,627	1,590	.633	.002	.010	.01	-.08	-.07				
c. SElearnsup	1,585	2.76	2.80	2.89	2.89	.024	.008	.003	.002	.97	.95	.94	.93	1,911	1,638	1,601	.112	.000	.000	-.04	-.14	-.14				

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														California State	Carnegie Class	NSSE 2013 & 2014	California State	Carnegie Class	NSSE 2013 & 2014	California State	Carnegie Class	NSSE 2013 & 2014				
d. SEdiverse	1,581	2.61	2.63	2.61	2.59	.026	.008	.003	.002	1.03	1.01	1.01	1.01	16,837	90,087	275,696	.426	.878	.560	-.02	.00	.01				
e. SEsocial	1,584	2.80	2.79	2.83	2.86	.023	.008	.003	.002	.92	.93	.94	.93	16,816	89,989	275,480	.504	.282	.013	.02	-.03	-.06				
f. SEwellness	1,577	2.90	2.79	2.74	2.78	.024	.008	.003	.002	.95	.96	.98	.97	1,925	1,637	1,595	.000	.000	.000	.12	.16	.12				
g. SEnonacad	1,576	2.04	2.07	2.11	2.10	.025	.008	.003	.002	.98	.99	1.01	1.00	16,715	1,635	1,594	.300	.008	.017	-.03	-.07	-.06				
h. SEactivities	1,570	2.50	2.50	2.56	2.66	.024	.008	.003	.002	.96	.98	1.01	1.00	16,655	1,632	1,589	.765	.013	.000	.01	-.06	-.16				
i. SEevents	1,567	2.33	2.36	2.41	2.44	.024	.008	.003	.002	.96	.98	.99	.98	16,634	1,626	1,585	.226	.002	.000	-.03	-.08	-.11				
15 a. tmprephrs	1,579	15.06	15.06	14.47	14.95	.224	.073	.030	.017	8.91	8.94	8.79	8.93	16,753	89,865	274,975	.997	.008	.645	.00	.07	.01				
b. tmcocurrhrs	1,576	3.52	3.93	3.99	4.54	.149	.051	.022	.013	5.93	6.32	6.55	6.81	1,968	1,645	1,599	.009	.002	.000	-.07	-.07	-.15				
c. tmworkonhrs	1,580	2.34	2.99	3.13	3.69	.155	.054	.023	.014	6.15	6.65	6.79	7.21	1,985	1,649	1,605	.000	.000	.000	-.10	-.12	-.19				
d. tmworkoffhrs	1,568	13.18	12.10	13.59	11.95	.319	.102	.046	.026	12.64	12.48	13.60	13.28	16,610	1,632	1,587	.001	.204	.000	.09	-.03	.09				
— tmworkhrs	1,562	15.37	14.98	16.60	15.52	.328	.106	.046	.026	12.97	13.00	13.55	13.33	16,507	1,622	1,580	.267	.000	.643	.03	-.09	-.01				
e. tmservicehrs	1,562	3.22	3.27	3.25	3.09	.140	.045	.019	.010	5.52	5.51	5.54	5.28	16,548	88,752	1,578	.718	.820	.333	-.01	-.01	.03				
f. tmrelaxhrs	1,566	9.82	10.69	10.20	10.75	.199	.067	.027	.016	7.88	8.24	8.05	8.17	1,939	89,194	1,585	.000	.064	.000	-.11	-.05	-.11				
g. tmcarehrs	1,565	6.75	5.36	7.81	6.50	.278	.080	.041	.022	11.01	9.82	12.17	11.41	1,833	1,633	272,054	.000	.000	.393	.14	-.09	.02				
h. tmcommutehrs	1,576	6.14	6.01	4.70	4.56	.131	.045	.019	.010	5.20	5.57	5.52	5.32	1,974	89,289	1,595	.375	.000	.000	.02	.26	.30				
16. reading	1,581	3.09	3.01	2.99	2.94	.031	.010	.005	.003	1.22	1.18	1.17	1.19	1,956	1,663	1,610	.014	.001	.000	.07	.09	.12				
— tmreadinghrs	1,568	8.03	7.72	7.45	7.42	.169	.058	.028	.016	6.70	6.60	6.52	6.46	14,613	57,272	1,596	.088	.001	.000	.05	.09	.09				
17 a. pgwrite	1,584	3.01	3.04	3.09	3.05	.023	.007	.003	.002	.90	.90	.89	.91	16,695	1,640	1,602	.296	.001	.090	-.03	-.08	-.04				
b. pgspeak	1,569	2.90	2.97	2.96	2.94	.023	.007	.003	.002	.93	.91	.94	.94	1,893	89,320	273,325	.010	.015	.132	-.07	-.06	-.04				
c. pgthink	1,576	3.31	3.28	3.30	3.32	.019	.007	.003	.002	.76	.80	.79	.79	1,953	1,636	1,594	.314	.951	.533	.03	.00	-.02				
d. pganalyze	1,576	2.90	2.88	2.79	2.82	.024	.008	.003	.002	.96	.98	1.00	1.00	1,936	1,637	1,595	.311	.000	.000	.03	.11	.08				
e. pgwork	1,578	2.82	2.89	2.98	2.96	.025	.008	.003	.002	1.00	.98	.97	.97	16,658	1,630	1,594	.012	.000	.000	-.07	-.17	-.14				
f. pgothers	1,580	3.02	3.09	3.05	3.05	.022	.007	.003	.002	.89	.88	.90	.90	16,622	89,162	272,836	.004	.187	.283	-.08	-.03	-.03				
g. pgvalues	1,579	2.73	2.80	2.86	2.82	.026	.008	.003	.002	1.02	1.01	1.01	1.02	16,624	1,634	273,226	.015	.000	.001	-.06	-.13	-.09				
h. pgdiverse	1,580	2.86	2.88	2.84	2.81	.025	.008	.003	.002	.99	.98	.99	.99	16,641	89,317	273,281	.538	.442	.032	-.02	.02	.05				
i. pgprobsolve	1,571	2.75	2.82	2.82	2.82	.025	.008	.003	.002	.99	.98	.97	.97	16,606	1,625	1,588	.009	.005	.005	-.07	-.07	-.07				
j. pgcitizen	1,572	2.64	2.69	2.73	2.71	.026	.008	.003	.002	1.02	1.00	1.00	1.00	16,551	1,625	1,588	.085	.000	.014	-.05	-.09	-.06				
18. evalexp	1,580	3.11	3.18	3.28	3.28	.018	.006	.002	.001	.71	.74	.74	.74	1,955	1,640	1,599	.000	.000	.000	-.10	-.22	-.23				
19. sameinst	1,580	3.09	3.16	3.23	3.23	.021	.007	.003	.002	.82	.83	.84	.84	1,933	1,639	1,598	.003	.000	.000	-.08	-.16	-.17				

Endnotes

- a. Column percentages are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Percentages may not sum to 100 due to rounding. Counts are unweighted; column percentages cannot be replicated from counts.
- b. All statistics are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Means calculated from ordered response options (e.g., Very often, Often, Sometimes, Never) assume equal intervals and should be interpreted with caution. Unless otherwise noted, statistical comparisons are two-tailed independent t-tests. Exceptions are the dichotomous high-impact practice items (11a to 11f) which are compared using a z-test.
- c. Items which make up the Engagement Indicators include the following two-letter prefixes: CL = Collaborative Learning, DD = Discussions with Diverse Others, ET = Effective Teaching Practices, HO = Higher-Order Learning, LS = Learning Strategies, QI = Quality of Interactions, QR = Quantitative Reasoning, RI = Reflective & Integrative Learning, SE = Supportive Environment, and SF = Student-Faculty Interaction.
- d. These are the values used to calculate means. For the majority of items, these values match the codes in the data file and codebook. For items estimating number of papers and hours per week, the values represent actual units using the midpoints of response option ranges and an estimate for unbounded options.
- e. Effect size for independent t-tests uses Cohen's *d*; z-tests use Cohen's *h*. See page 2 for more details.
- f. Statistical comparison uses z-test to compare the percentage who responded "Done or in progress."
- g. Statistics are weighted by institution-reported sex and enrollment status (and institution size for comparison groups).
- h. Standard error of the mean for ordered and continuous variables; standard error of the proportion for items indicating "Done or in progress" (high-impact practices). The 95% confidence interval is equal to the sample mean plus or minus 1.96 times the standard error of the mean.
- i. A measure of the amount individual scores deviate from the mean of all the scores in the distribution.
- j. Degrees of freedom used to compute the t-tests. Values differ from Ns due to weighting and whether equal variances were assumed.
- k. Statistical comparisons are two-tailed independent t-tests or z-tests. Statistical significance represents the probability that the difference between your students' mean and that of the comparison group is due to chance.
- l. Mean represents the proportion who responded "Done or in progress."



NSSE 2014

High-Impact Practices

California State University, Sacramento

About Your High-Impact Practices Report

Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." High-Impact Practices (HIPs) share several traits: They demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and students, encourage collaboration with diverse others, and provide frequent and substantive feedback. As a result, participation in these practices can be life-changing (Kuh, 2008). NSSE founding director George Kuh recommends that institutions should 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 (NSSE, 2007).

NSSE asks students about their participation in the six HIPs shown in the box at right. This report provides information on the first three for first-year students and all six for seniors. Unlike most questions on the NSSE survey, the HIP questions are not limited to the current school year. Thus, seniors' responses include participation from prior years.

High-Impact Practices in NSSE

- Learning community or some other formal program where groups of students take two or more classes together
- Courses that included a community-based project (service-learning)
- Work with a faculty member on a research project
- Internship, co-op, field experience, student teaching, or clinical placement
- Study abroad
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)

Report Sections

Participation Comparisons (p. 3)

Displays HIP participation for your first-year and senior students compared with that of students at your comparison group institutions. Two views present insights into your students' HIP participation:

Overall HIP Participation

Displays the percentage of first-year and senior students who participated in one HIP and in two or more HIPs, relative to those at your comparison group institutions.

Statistical Comparisons

Comparisons of participation in each HIP and overall for your first-year and senior students relative to those at comparison group institutions, with tests of significance and effect sizes (see below).

Response Detail (pp. 5-7)

Provides complete response frequencies for the relevant HIP questions for your first-year and senior students and those at your comparison group institutions.

Participation by Student Characteristics (p. 8)

Displays your students' participation in each HIP by selected student characteristics.

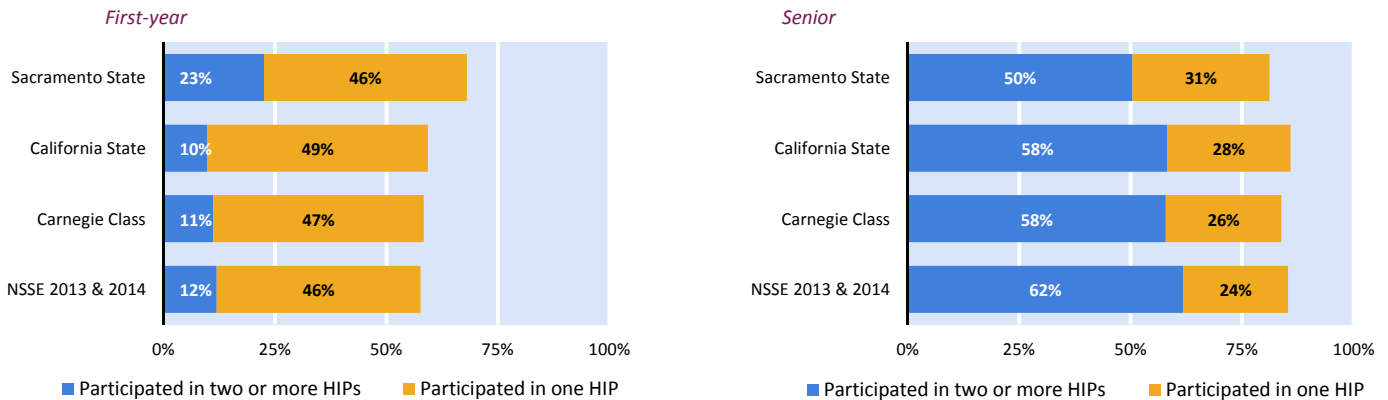
Interpreting Comparisons

The "Statistical Comparisons" section on page 3 reports both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. An effect size of .2 is generally considered small, .5 medium, and .8 large.

HIP participation varies more among students within an institution than it does between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on overall participation rates amounts to examining the tip of the iceberg. It's equally important to understand how student engagement (including HIP participation) varies *within* your institution. The table on page 8 provides an initial look at how HIP participation varies by selected student characteristics. The Report Builder—Institution Version and your *Major Field Report* (both to be released in the fall) offer further perspectives on internal variation and can help you investigate your students' HIP participation in depth.

Overall HIP Participation

The figures below display the percentage of students who participated in High-Impact Practices. Both figures include participation in a learning community, service-learning, and research with faculty. The Senior figure also includes participation in an internship or field experience, study abroad, and culminating senior experience. The first segment in each bar shows the percentage of students who participated in at least two HIPs, and the full bar (both colors) represents the percentage who participated in at least one.



Statistical Comparisons

The table below compares the percentage of your students who participated in a High-Impact Practice, including the percentage who participated overall (at least one, two or more), with those at institutions in your comparison groups.

	Sacramento State	California State	Effect size ^a	Carnegie Class	Effect size ^a	NSSE 2013 & 2014	Effect size ^a
<i>First-year</i>	%	%		%		%	
11c. Learning Community	28	12 ***	.42	14 ***	.36	15 ***	.32
12. Service-Learning	61	56 **	.11	53 ***	.16	51 ***	.20
11e. Research with Faculty	5	4	.06	5	.02	5	.00
Participated in at least one	68	59 ***	.18	58 ***	.20	58 ***	.22
Participated in two or more	23	10 ***	.35	11 ***	.31	12 ***	.28
<i>Senior</i>							
11c. Learning Community	24	22 *	.06	23	.03	24	-.01
12. Service-Learning	63	65 *	-.05	63	.00	61	.05
11e. Research with Faculty	13	20 ***	-.20	20 ***	-.21	24 ***	-.31
11a. Internship or Field Exp.	40	45 ***	-.10	47 ***	-.13	50 ***	-.20
11d. Study Abroad	3	8 ***	-.22	10 ***	-.30	14 ***	-.41
11f. Culminating Senior Exp.	30	43 ***	-.26	43 ***	-.27	46 ***	-.33
Participated in at least one	81	86 ***	-.13	84 **	-.07	85 ***	-.11
Participated in two or more	50	58 ***	-.16	58 ***	-.15	62 ***	-.23

Note. Percentage of students who responded "Done or in progress" except for service-learning which is the percentage who responded that at least "Some" courses included a community-based project.

a. Cohen's *h*: The standardized difference between two proportions. Effect size indicates the practical importance of an observed difference. An effect size of .2 is generally considered small, .5 medium, and .8 large.

*p<.05, **p<.01, ***p<.001 (z-test comparing participation rates).

Note. All results weighted by institution-reported sex and enrollment status (and by institution size for comparison groups).

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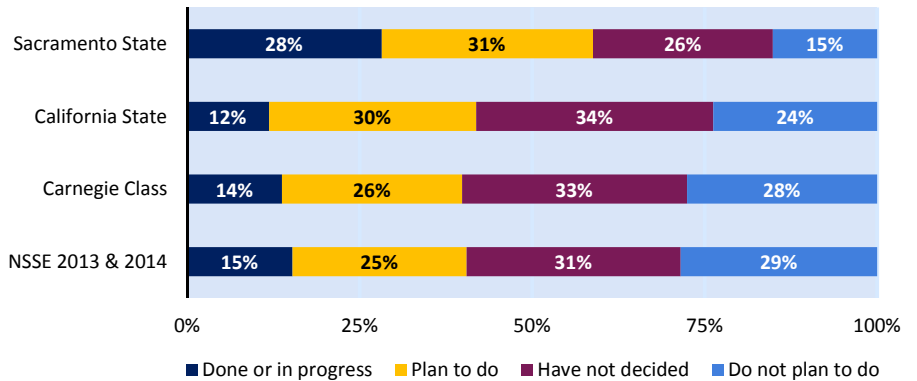
First-year Students

The figures below display further details about each High-Impact Practice for your first-year students and those of your comparison groups.

Learning Community

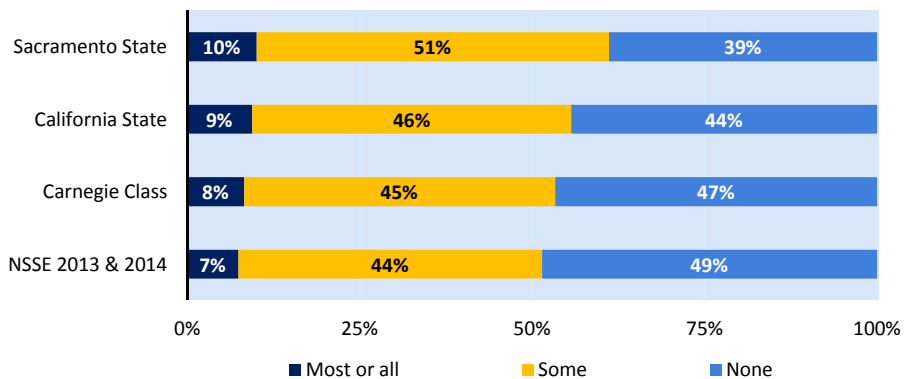
Which of the following have you done or do you plan to do before you graduate?

Participate in a learning community or some other formal program where groups of students take two or more classes together.



Service-Learning

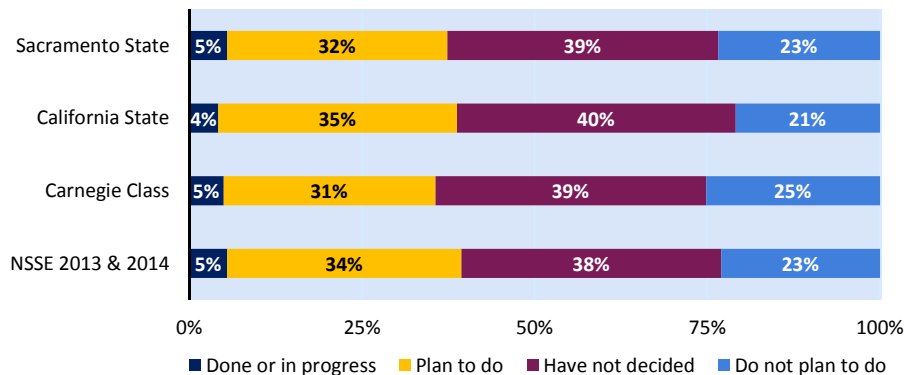
About how many of your courses at this institution have included a community-based project (service-learning)?



Research with a Faculty Member

Which of the following have you done or do you plan to do before you graduate?

Work with a faculty member on a research project.



Note: Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

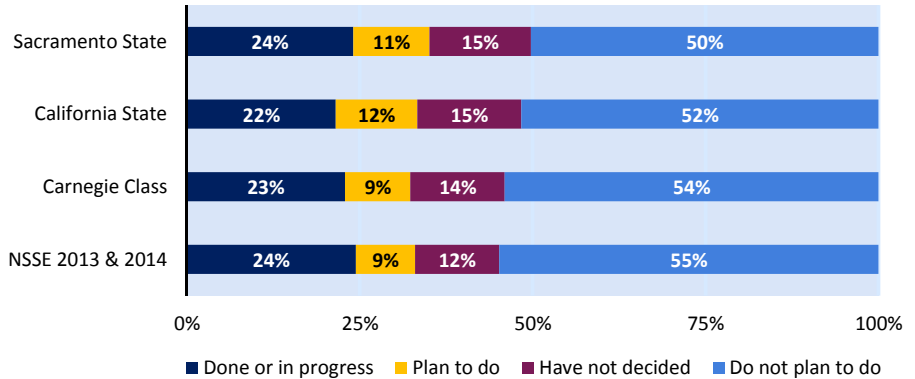
Seniors

The figures below display further details about each High-Impact Practice for your seniors and those of your comparison groups.

Learning Community

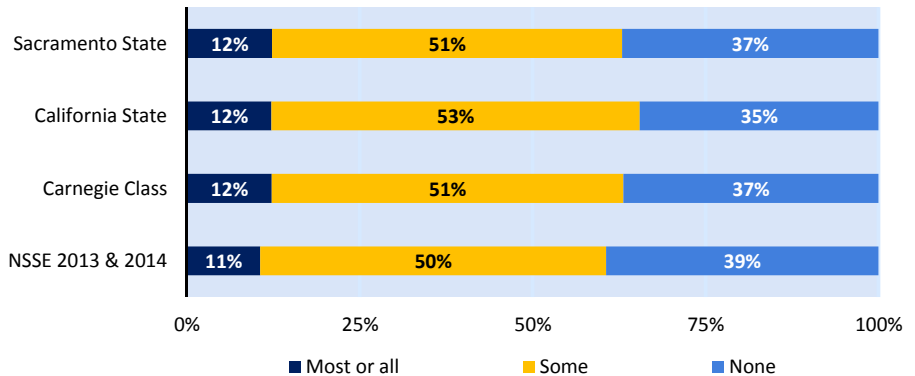
Which of the following have you done or do you plan to do before you graduate?

Participate in a learning community or some other formal program where groups of students take two or more classes together.



Service-Learning

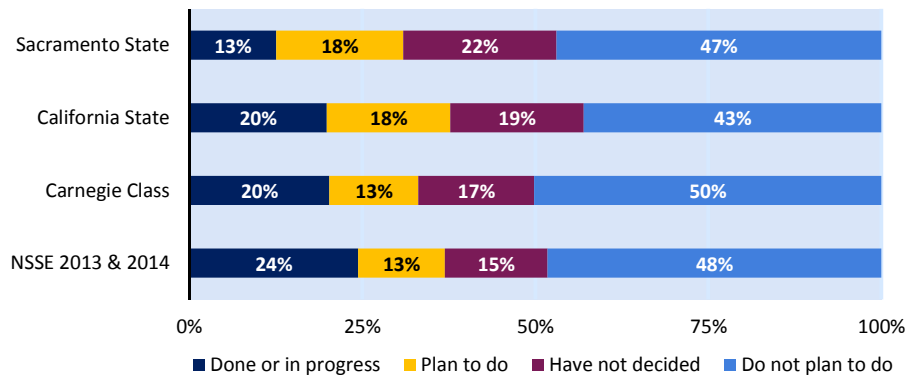
About how many of your courses at this institution have included a community-based project (service-learning)?



Research with a Faculty Member

Which of the following have you done or do you plan to do before you graduate?

Work with a faculty member on a research project.



Note: Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

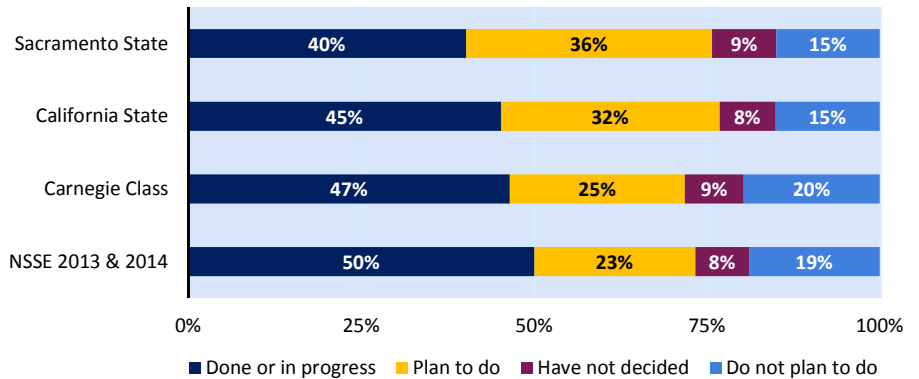
Seniors (continued)

The figures below display further details about each High-Impact Practice for your seniors and those of your comparison groups.

Internship or Field Experience

Which of the following have you done or do you plan to do before you graduate?

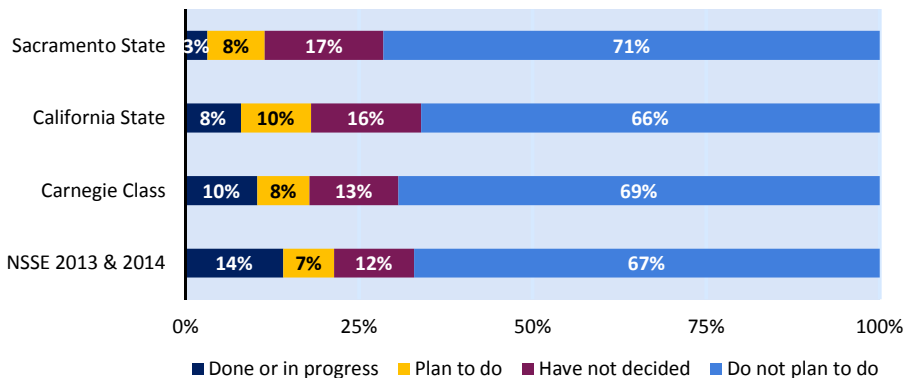
Participate in an internship, co-op, field experience, student teaching, or clinical placement.



Study Abroad

Which of the following have you done or do you plan to do before you graduate?

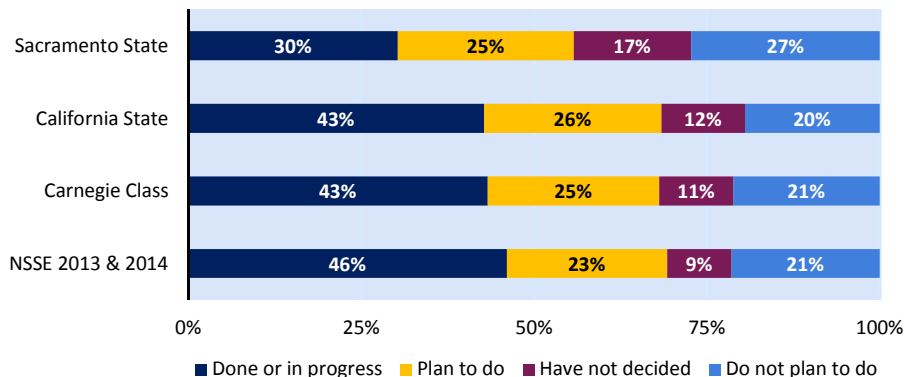
Participate in a study abroad program.



Culminating Senior Experience

Which of the following have you done or do you plan to do before you graduate?

Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.).



Note: Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

NSSE 2014 High-Impact Practices

Participation by Student Characteristics

California State University, Sacramento

Participation in High-Impact Practices by Student Characteristics

The table below displays the percentage of your students who participated in each HIP by selected student characteristics. Examining participation rates for different groups offers insight into how engagement varies within your student population.

	First-year			Senior					
	Learning Community	Service-Learning	Research with Faculty	Learning Community	Service-Learning	Research with Faculty	Internship or Field Experience	Study Abroad	Culminating Senior Experience
Sex^a	%	%	%	%	%	%	%	%	%
Female	29	61	6	26	68	12	43	4	28
Male	28	63	5	22	57	13	38	3	34
Race/ethnicity or international^a									
American Indian or Alaska Native	—	—	—	30	61	13	35	0	18
Asian	21	69	7	26	69	8	35	3	26
Black or African American	37	68	9	30	71	17	43	3	23
Hispanic or Latino	33	65	6	26	70	12	38	4	27
Native Hawaiian/Other Pac. Islander	—	—	—	9	82	0	36	0	9
White	32	53	4	23	61	14	43	3	34
Other	—	—	—	—	—	—	—	—	—
Foreign or nonresident alien	23	31	0	25	63	5	45	15	25
Two or more races/ethnicities	29	47	0	25	54	16	38	7	34
Age									
Traditional (FY < 21, Seniors < 25):	30	63	6	31	69	13	45	4	32
Nontraditional (FY 21+, Seniors 25+)	—	—	—	18	59	13	37	2	28
First-generation^b									
Not first-generation	26	59	4	25	56	15	44	4	31
First-generation	31	63	6	25	69	11	40	3	29
Enrollment status^a									
Not full-time	9	42	6	16	53	11	28	1	21
Full-time	30	62	5	26	66	13	44	4	32
Residence									
Living off campus	29	63	5	25	65	13	42	3	30
Living on campus	32	58	8	19	47	13	19	0	41
Major category^c									
Arts & humanities	29	40	9	24	47	11	28	4	46
Biological sciences, agriculture, natural res.	32	65	5	27	53	27	50	2	15
Physical sciences, math, computer science	25	56	0	21	42	11	36	0	35
Social sciences	23	43	2	21	66	17	41	3	33
Business	31	65	7	21	57	7	25	5	22
Communications, media, public relations	11	72	11	27	63	5	49	8	35
Education	—	—	—	42	88	25	67	0	50
Engineering	38	57	2	22	45	13	45	3	46
Health professions	31	70	6	35	82	9	53	2	24
Social service professions	28	63	8	24	83	9	54	2	11
Undecided/undeclared	23	60	6	—	—	—	—	—	—
Overall	28	61	5	24	63	13	40	3	30

Notes: Percentage of students who responded "Done or in progress" except for service-learning which is the percentage who responded that at least "Some" courses included a community-based project. Percentages are not reported (—) for row categories containing fewer than 10 students. Results are unweighted, except for overall percentages which are weighted by sex and enrollment status.

a. Institution-reported variable.

b. Neither parent holds a bachelor's degree.

c. These are NSSE's default related-major categories, based on first major if more than one was reported. Institution-customized major categories will be included on the *Major Field Report*, to be released in the fall. Excludes majors categorized as "all other."



NSSE 2014

Selected Comparison Groups

California State University, Sacramento

Customized Comparison Groups

The NSSE *Institutional Report* displays core survey results for your students alongside those of three comparison groups. In May, your institution was invited to customize these groups via the "Report Form" on the Institution Interface. This report summarizes how your comparison groups were constructed and lists the institutions within them.

NSSE comparison groups may be customized by (a) identifying specific institutions from the list of all 2013 and 2014 NSSE participants, (b) composing the group by selecting institutional characteristics, or (c) a combination of these. Institutions that choose not to customize receive default groups^a that provide relevant comparisons for most institutions.

Institutions that appended additional question sets in the form of topical modules or through consortium participation were also invited to customize comparison groups for the corresponding reports by choosing from the institutions where the question sets were administered. The default for these groups is all other 2013 (if applicable) and 2014 institutions where the questions were included. Please note: Comparison groups for additional question sets (topical modules and consortium questions) are documented within those reports.

Report Comparisons

Comparison groups are located in the institutional reports as illustrated in the mock report at right. In this example, the three groups are "Public Master's L," "Large Public," and "NSSE 2013 & 2014."

First-Year Students

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions								
				Your Students' Responses		Comparison Group 1		Comparison Group 2		Comparison Group 3		
				NSSEville State		Public Master's L		Large Public		NSSE 2013 & 2014		
				Count	%	Count	%	Count	%	Count	%	
1. During the current school year, about how often have you done the following?												
a. Asked questions or contributed to course discussions in other ways	askquest	1 2 3 4	Never Sometimes Often Very often	45	4	1,462	5	810	5	3,978	3	
				450	37	13,001	39	6,119	40	43,752	33	
				428	34	1,145	34	5,911	34	47,737	35	
				307	25	7,173	22	3,759	21	39,041	28	
			Total	1,230	100	33,087	100	17,396	100	134,508	100	

Reading This Report

This report consists of three sections that provide details for each of your comparison groups, illustrated at right.

Comparison Group Name

The name assigned to the comparison group is listed here.

How Group was Constructed

Indicates whether your group was drawn from a list, built based on criteria, or is the default group. If institutional characteristics were used to build your comparison group, they are listed here.

Institution List

The names, cities and states or provinces of the comparison institutions are listed for your reference. NSSE 2013 participants are identified with an asterisk.

Comparison Group 1: Public Master's L

This section summarizes how this group was identified, including selection criteria and whether the default group was used. This is followed by the resulting list of institutions in this group.

Date submitted 6/23/14

How was this comparison group constructed? Your institution customized this group by selecting institutional characteristics as follows:

Sector (Pub); Basic Classification (Master's L)

Group description Public, Carnegie-classified Master's Large Universities.

'Public Master's L' institutions (N=124)

Alabama State University (Montgomery, AL)*	Georgia College & State University (Milledgeville, GA)
Armstrong State University (Savannah, GA)	Grand Valley State University (Allendale, MI)*
Auburn University at Montgomery (Montgomery, AL)*	Jacksonville State University (Jacksonville, AL)
Austin Peay State University (Clarksville, TN)	James Madison University (Harrisonburg, VA)
Bloomsburg University of Pennsylvania (Bloomsburg, PA)	Kean University (Union, NJ)*
Bridgewater State University (Bridgewater, MA)	Kennesaw State University (Kennesaw, GA)
California State Polytechnic University-Pomona (Pomona, CA)	Kutztown University of Pennsylvania (Kutztown, PA)*
California State University-Bakersfield (Bakersfield, CA)	Marshall University (Huntington, WV)

a. The default groups are:

- Comparison Group 1: For institutions not in a NSSE consortium, this group contains 2013 and 2014 NSSE institutions in the same geographic region and sector (public/private). For consortium institutions, it contains results for the other 2013 (if applicable) and 2014 consortium members.
- Comparison Group 2: All other 2013 and 2014 U.S. NSSE institutions sharing your institution's Basic Carnegie Classification. (Canadian institutions are not classified by the Carnegie Foundation, and must identify a comparison group.)
- Comparison Group 3: All other 2013 and 2014 U.S. NSSE institutions (2013 and 2014 Canadian participants are also included in this group for Canadian institutions).

Comparison Group 1: California State

This section summarizes how this group was identified, including selection criteria and whether the default group was used. This is followed by the resulting list of institutions in this group.

Date submitted	Not applicable; comparison group not customized.
How was this comparison group constructed?	This comparison group contains all other institutions in your system that participated in NSSE 2013 and 2014.
Group description	Default comparison group

'California State' institutions (N=17)

California Maritime Academy (Vallejo, CA)
 California Polytechnic State University-San Luis Obispo (San Luis Obispo, CA)
 California State Polytechnic University-Pomona (Pomona, CA)
 California State University San Marcos (San Marcos, CA)
 California State University-Bakersfield (Bakersfield, CA)
 California State University-Channel Islands (Camarillo, CA)
 California State University-Chico (Chico, CA)
 California State University-Los Angeles (Los Angeles, CA)
 California State University-Stanislaus (Turlock, CA)
 California State University, Fullerton (Fullerton, CA)
 California State University, Monterey Bay (Seaside, CA)
 California State University, Northridge (Northridge, CA)*
 California State University, San Bernardino (San Bernardino, CA)
 Humboldt State University (Arcata, CA)*
 San Francisco State University (San Francisco, CA)
 San Jose State University (San Jose, CA)
 Sonoma State University (Rohnert Park, CA)

Comparison Group 2: Carnegie Class

This section summarizes how this group was identified, including selection criteria and whether the default group was used. This is followed by the resulting list of institutions in this group.

Date submitted	Not applicable; comparison group not customized.
How was this comparison group constructed?	Your institution did not customize this comparison group; the default group (Carnegie Classification) was used. Your default group is: Basic Classification (Master's L)
Group description	Default comparison group

'Carnegie Class' institutions (N=264)

Abilene Christian University (Abilene, TX)	College of Saint Elizabeth (Morristown, NJ)*
Alabama State University (Montgomery, AL)*	Colorado Technical University Online (Colorado Springs, CO)
American InterContinental University Online (Hoffman Estates, IL)*	Columbia Southern University (Orange Beach, AL)*
Arcadia University (Glenside, PA)*	Columbus State University (Columbus, GA)
Armstrong State University (Savannah, GA)	Concordia University (Portland, OR)
Auburn University at Montgomery (Montgomery, AL)*	Concordia University Chicago (River Forest, IL)
Augsburg College (Minneapolis, MN)	Concordia University Irvine (Irvine, CA)*
Austin Peay State University (Clarksville, TN)	Concordia University Texas (Austin, TX)
Baker University (Baldwin City, KS)*	Concordia University-Saint Paul (Saint Paul, MN)
Baldwin Wallace University (Berea, OH)*	Concordia University-Wisconsin (Mequon, WI)*
Belmont University (Nashville, TN)	Cornerstone University (Grand Rapids, MI)*
Bethel University (Saint Paul, MN)*	CUNY Bernard M Baruch College (New York, NY)
Bloomsburg University of Pennsylvania (Bloomsburg, PA)	CUNY Herbert H. Lehman College (Bronx, NY)
Brenau University (Gainesville, GA)	CUNY Hunter College (New York, NY)
Bridgewater State University (Bridgewater, MA)	CUNY Queens College (Flushing, NY)
Cabrini College (Radnor, PA)	DeSales University (Center Valley, PA)*
California Baptist University (Riverside, CA)*	DeVry University-California (Pomona, CA)*
California Lutheran University (Thousand Oaks, CA)	DeVry University-Georgia (Decatur, GA)*
California Polytechnic State University-San Luis Obispo (San Luis Obispo, CA)	DeVry University-Illinois (Addison, IL)*
California State Polytechnic University-Pomona (Pomona, CA)	Dominican University (River Forest, IL)
California State University-Bakersfield (Bakersfield, CA)	Dowling College (Oakdale, NY)*
California State University-Chico (Chico, CA)	Drake University (Des Moines, IA)*
California State University-Los Angeles (Los Angeles, CA)	East Central University (Ada, OK)*
California State University-Stanislaus (Turlock, CA)	East Stroudsburg University of Pennsylvania (East Stroudsburg, PA)*
California State University, Fullerton (Fullerton, CA)	Eastern Illinois University (Charleston, IL)*
California State University, Northridge (Northridge, CA)*	Eastern Kentucky University (Richmond, KY)
California State University, San Bernardino (San Bernardino, CA)	Eastern Michigan University (Ypsilanti, MI)
California University of Pennsylvania (California, PA)*	Eastern University (Saint Davids, PA)
Campbell University Inc. (Buies Creek, NC)*	Eastern Washington University (Cheney, WA)
Central Connecticut State University (New Britain, CT)*	Edinboro University of Pennsylvania (Edinboro, PA)
Chaminade University of Honolulu (Honolulu, HI)	Emerson College (Boston, MA)*
Chapman University (Orange, CA)*	Emporia State University (Emporia, KS)
Chatham University (Pittsburgh, PA)*	Fairfield University (Fairfield, CT)
Chestnut Hill College (Philadelphia, PA)	Ferris State University (Grand Rapids, MI)
Clarion University of Pennsylvania (Clarion, PA)	Florida Gulf Coast University (Fort Myers, FL)*

* 2013 participant

'Carnegie Class' institutions (N=264)

Fontbonne University (Saint Louis, MO)	Mount Saint Mary College (Newburgh, NY)
Fort Hays State University (Hays, KS)	Murray State University (Murray, KY)
Framingham State University (Framingham, MA)*	Naropa University (Boulder, CO)
Friends University (Wichita, KS)	Nazareth College (Rochester, NY)*
Gannon University (Erie, PA)	New Jersey City University (Jersey City, NJ)*
Gardner-Webb University (Boiling Springs, NC)*	New Mexico Highlands University (Las Vegas, NM)
George Fox University (Newberg, OR)	New York Institute of Technology (Old Westbury, NY)
Georgia College & State University (Milledgeville, GA)	Newman University (Wichita, KS)
Georgian Court University (Lakewood, NJ)	Niagara University (Niagara University, NY)
Golden Gate University-San Francisco (San Francisco, CA)*	Norfolk State University (Norfolk, VA)
Gonzaga University (Spokane, WA)*	North Carolina Central University (Durham, NC)
Grand Canyon University (Phoenix, AZ)	North Park University (Chicago, IL)
Grand Valley State University (Allendale, MI)*	Northeastern Illinois University (Chicago, IL)
Hawaii Pacific University (Honolulu, HI)	Northeastern State University (Tahlequah, OK)*
Holy Family University (Philadelphia, PA)*	Northwest Nazarene University (Nampa, ID)
Indiana Wesleyan University (Marion, IN)*	Northwestern State University of Louisiana (Natchitoches, LA)
Iona College (New Rochelle, NY)	Norwich University (Northfield, VT)*
Ithaca College (Ithaca, NY)*	Notre Dame of Maryland University (Baltimore, MD)
Jacksonville State University (Jacksonville, AL)	Nyack College (Nyack, NY)
James Madison University (Harrisonburg, VA)	Ohio Dominican University (Columbus, OH)*
John Carroll University (Cleveland, OH)	Oklahoma City University (Oklahoma City, OK)
Johnson & Wales University (Providence, RI)*	Pacific University (Forest Grove, OR)
Kaplan University (Davenport, IA)*	Peru State College (Peru, NE)
Kean University (Union, NJ)*	Pfeiffer University (Misenheimer, NC)
Kennesaw State University (Kennesaw, GA)	Pittsburg State University (Pittsburg, KS)*
Kutztown University of Pennsylvania (Kutztown, PA)*	Plymouth State University (Plymouth, NH)*
La Salle University (Philadelphia, PA)	Point Loma Nazarene University (San Diego, CA)
Lawrence Technological University (Southfield, MI)	Point Park University (Pittsburgh, PA)*
Lewis University (Romeoville, IL)	Prairie View A&M University (Prairie View, TX)
Liberty University (Lynchburg, VA)*	Providence College (Providence, RI)
Lincoln Memorial University (Harrogate, TN)	Purdue University-Calumet Campus (Hammond, IN)*
Lindenwood University (Saint Charles, MO)	Regis University (Denver, CO)
Lipscomb University (Nashville, TN)	Rhode Island College (Providence, RI)*
Loyola Marymount University (Los Angeles, CA)	Rider University (Lawrenceville, NJ)
Loyola University New Orleans (New Orleans, LA)	Rivier University (Nashua, NH)*
Maharishi University of Management (Fairfield, IA)	Robert Morris University (Moon Township, PA)
Manhattanville College (Purchase, NY)*	Rochester Institute of Technology (Rochester, NY)*
Marian University (Fond Du Lac, WI)*	Rockford University (Rockford, IL)
Marist College (Poughkeepsie, NY)	Rollins College (Winter Park, FL)
Marshall University (Huntington, WV)	Rowan University (Glassboro, NJ)*
Marygrove College (Detroit, MI)	Sacred Heart University (Fairfield, CT)
Marymount University (Arlington, VA)*	Saint Leo University (Saint Leo, FL)*
Marywood University (Scranton, PA)*	Saint Mary's College of California (Moraga, CA)*
McKendree University (Lebanon, IL)	Saint Thomas University (Miami Gardens, FL)*
McNeese State University (Lake Charles, LA)	Saint Xavier University (Chicago, IL)
Medaille College (Buffalo, NY)	Salem State University (Salem, MA)
Mercer University (Macon, GA)*	San Francisco State University (San Francisco, CA)
Mercy College (Dobbs Ferry, NY)	San Jose State University (San Jose, CA)
Millersville University of Pennsylvania (Millersville, PA)	Seattle University (Seattle, WA)
Minnesota State University-Mankato (Mankato, MN)*	Shenandoah University (Winchester, VA)
Molloy College (Rockville Centre, NY)	Shippensburg University of Pennsylvania (Shippensburg, PA)
Morehead State University (Morehead, KY)	Simmons College (Boston, MA)*

'Carnegie Class' institutions (N=264)

Slippery Rock University of Pennsylvania (Slippery Rock, PA)*	University of Indianapolis (Indianapolis, IN)
Sonoma State University (Rohnert Park, CA)	University of Louisiana Monroe (Monroe, LA)
Southeastern Louisiana University (Hammond, LA)	University of Mary Washington (Fredericksburg, VA)
Southern Connecticut State University (New Haven, CT)*	University of Massachusetts Dartmouth (North Dartmouth, MA)
Southern Illinois Univ Edwardsville (Edwardsville, IL)*	University of Michigan-Dearborn (Dearborn, MI)
Southern Nazarene University (Bethany, OK)	University of Michigan-Flint (Flint, MI)*
Southern Oregon University (Ashland, OR)	University of Nebraska at Kearney (Kearney, NE)*
Southern Utah University (Cedar City, UT)*	University of New England (Biddeford, ME)
Southwest Baptist University (Bolivar, MO)	University of North Carolina Wilmington (Wilmington, NC)*
Springfield College (Springfield, MA)	University of North Florida (Jacksonville, FL)
St. Bonaventure University (Saint Bonaventure, NY)*	University of North Georgia (Dahlonega, GA)
St. Catherine University (Saint Paul, MN)	University of Northern Iowa (Cedar Falls, IA)
St. Cloud State University (St Cloud, MN)*	University of Saint Joseph (West Hartford, CT)*
St. Edward's University (Austin, TX)*	University of Southern Indiana (Evansville, IN)*
St. Mary's University (San Antonio, TX)*	University of Southern Maine (Portland, ME)
State University of New York at New Paltz (New Paltz, NY)	University of St. Francis (Joliet, IL)*
State University of New York College at Cortland (Cortland, NY)	University of St. Thomas (Houston, TX)
Stephen F. Austin State University (Nacogdoches, TX)*	University of the Incarnate Word (San Antonio, TX)*
Stetson University (DeLand, FL)	University of West Georgia (Carrollton, GA)
Suffolk University (Boston, MA)	University of Wisconsin-La Crosse (La Crosse, WI)
SUNY College at Oswego (Oswego, NY)	University of Wisconsin-Oshkosh (Oshkosh, WI)
SUNY College at Plattsburgh (Plattsburgh, NY)	University of Wisconsin-Platteville (Platteville, WI)
Tarleton State University (Stephenville, TX)*	University of Wisconsin-Stout (Menomonie, WI)
Tennessee Technological University (Cookeville, TN)	University of Wisconsin-Whitewater (Whitewater, WI)
Texas A&M International University (Laredo, TX)*	Valdosta State University (Valdosta, GA)
Texas A&M University - Texarkana (Texarkana, TX)*	Valparaiso University (Valparaiso, IN)
Texas State University (San Marcos, TX)	Viterbo University (La Crosse, WI)
The Citadel, The Military College of South Carolina (Charleston, SC)	Wayland Baptist University (Plainview, TX)
The College at Brockport, SUNY (Brockport, NY)	Waynesburg University (Waynesburg, PA)
The College of Saint Rose (Albany, NY)*	West Chester University of Pennsylvania (West Chester, PA)
The Lincoln University (Lincoln University, PA)*	West Texas A&M University (Canyon, TX)
The Sage Colleges (Troy, NY)	Western Illinois University (Macomb, IL)*
The State University of New York at Potsdam (Potsdam, NY)	Western Washington University (Bellingham, WA)
The University of Findlay (Findlay, OH)	William Paterson University of New Jersey (Wayne, NJ)
The University of Tampa (Tampa, FL)*	William Woods University (Fulton, MO)*
The University of Tennessee at Chattanooga (Chattanooga, TN)	Winthrop University (Rock Hill, SC)
The University of Texas at Tyler (Tyler, TX)	Xavier University (Cincinnati, OH)
The University of Texas-Pan American (Edinburg, TX)	Youngstown State University (Youngstown, OH)*
Tiffin University (Tiffin, OH)*	
Touro College (New York, NY)	
Towson University (Towson, MD)	
Union College (Barbourville, KY)*	
Union University (Jackson, TN)*	
University of Baltimore (Baltimore, MD)	
University of Bridgeport (Bridgeport, CT)	
University of Central Missouri (Warrensburg, MO)*	
University of Colorado Colorado Springs (Colorado Springs, CO)*	
University of Dallas (Irving, TX)*	
University of Detroit Mercy (Detroit, MI)	
University of Houston-Clear Lake (Houston, TX)	
University of Houston-Victoria (Victoria, TX)*	
University of Illinois Springfield (Springfield, IL)	

* 2013 participant

Comparison Group 3: NSSE 2013 & 2014

This section summarizes how this group was identified, including selection criteria and whether the default group was used. This is followed by the resulting list of institutions in this group.

Date submitted	Not applicable; comparison group not customized.
How was this comparison group constructed?	Your institution did not customize this comparison group; the default group (NSSE 2013 and 2014 U.S. institutions) was used.
Group description	Default comparison group

'NSSE 2013 & 2014' institutions (N=983)

All other NSSE 2013 and 2014 U.S. participants

View list at nsse.iub.edu/pdf/nsse2013and2014_list.pdf