

NSSE 2022 Overview

The National Survey of Student Engagement (NSSE, pronounced “nessie”) collects information from first-year and senior students about the characteristics and quality of their undergraduate experience. Since the inception of the survey, nearly 1,700 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 fees since 2002. This document provides an overview of NSSE 2022, including administration details, response rates, participating institutions, and respondent characteristics.

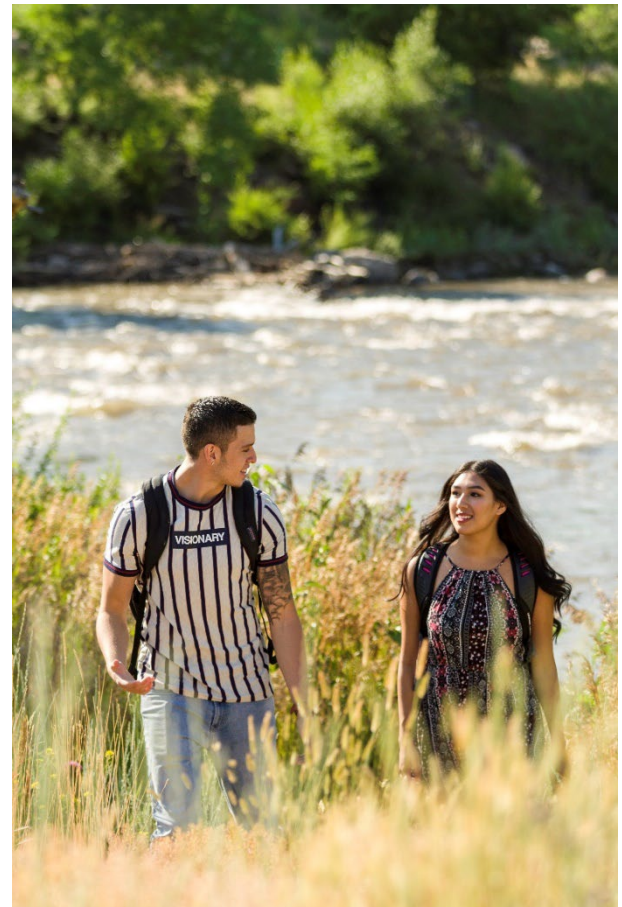
Much has changed across the higher education landscape since the pandemic began over two years ago, most notably a shift from predominately online learning during the 2020-21 academic year to more in-person instruction this past year. Despite fewer NSSE participating schools over the last two years, especially among public institutions, interest in measuring student engagement remained robust with hundreds of colleges and universities using data to understand the student experience during these changed circumstances. To the credit of institutional leaders, faculty, students, and staff, student engagement as measured by NSSE has remained relatively constant, on average, during these turbulent times. However, recent results have also made clear that engagement in several activities typically requiring face-to-face interaction that declined last year have shown signs of rebounding in 2022: collaborative learning, discussions with diverse others, student-faculty interaction, perceptions of campus support, and participation in servicing-learning courses, internships, and study abroad.

Survey Data and Methodology

Approximately 1.1 million first-year and senior students from 469 institutions (460 in the US, 5 in Canada, and 4 in other countries) were invited to participate in NSSE 2022. Of this population, 252,336 students responded to the survey. First-year and senior students were about equally represented among the respondent population.

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 sample size based on total undergraduate enrollment. Census administration is available only via email recruitment, in which students get a survey invitation and up to four reminders by email. In 2022, all participating institutions opted for this method rather than the regular mail option, in which sampled students get up to three messages by post and up to two email reminders.

Unless noted otherwise, the results presented below are from 456 institutions—451 in the US and 5 in Canada—that participated in NSSE 2022. Due to nonstandard details of their participation, 13 institutions are not represented. In these summary tables, and in the *Institutional Report 2022*, only data for census-administered and randomly sampled students are included. NSSE 2022 U.S. respondents profiled here include 245,071 first-year (47%) and senior (53%) respondents.



Fort Lewis College

Table 1**Profile of NSSE 2022 U.S. Institutions and Respondents and Bachelor's-Granting U.S. Institutions and Their Students**

Institution Characteristics	Institutions (%)		Students (%)	
	NSSE	U.S.	NSSE	U.S.
Carnegie Basic Classification				
Doctoral Universities (Very high research activity)	6	8	18	32
Doctoral Universities (High research activity)	8	8	16	16
Doctoral/Professional Universities	11	9	15	10
Master's Colleges and Universities (Larger programs)	27	22	31	26
Master's Colleges and Universities (Medium programs)	13	12	7	5
Master's Colleges and Universities (Smaller programs)	8	8	4	3
Baccalaureate Colleges—Arts & Sciences Focus	13	15	5	4
Baccalaureate Colleges—Diverse Fields	12	18	4	5
Control				
Public	40	35	59	67
Private	60	65	41	33
Undergraduate Enrollment				
Fewer than 1,000	11	22	2	2
1,000–2,499	34	32	13	9
2,500–4,999	24	17	16	10
5,000–9,999	17	15	21	18
10,000–19,999	7	8	15	21
20,000 or more	7	7	32	39
Region				
New England	7	8	7	7
Mid East	19	18	12	16
Great Lakes	12	15	9	14
Plains	11	10	7	7
Southeast	28	26	28	24
Southwest	10	8	14	12
Rocky Mountains	4	3	12	6
Far West	7	10	10	13
Outlying Areas	1	3	1	1
Locale				
City	46	47	58	62
Suburban	25	25	26	23
Town	25	22	14	14
Rural	5	6	2	2

Notes: 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. U.S. percentages are based on the 2020 IPEDS Institutional Characteristics data. For information on the Basic Carnegie Classification, see carnegieclassifications.acenet.edu/.

U.S. Participating Institutions

NSSE 2022 participating institutions and students reflect the diversity of bachelor's-granting colleges and universities in the US with respect to institution type, public or private control, size, region, and locale (Table 1). A searchable list of participating institutions is on the NSSE website: go.iu.edu/NSSE-participants

Institutional Response Rates

The average response rate for U.S. NSSE 2022 institutions was 28%, a one-point decline from last year. The highest response rate among U.S. institutions was 67%, and over half achieved a response rate of 25% or higher. Higher average response rates were observed for smaller institutions and at institutions that offered incentives for survey participation (Table 2).

Fifty-nine percent of institutions offered a survey incentive. On average, these institutions had a 31% response rate, eight percentage points higher than those who did not offer an incentive. Institutions also had the option to use their learning management system or student portal to recruit students. In 2022, 114 U.S. institutions chose this option, and the average share of respondents who accessed the survey this way was 28%.

Table 2**NSSE 2022 U.S. Participation and Response Rates by Undergraduate Enrollment and Use of Incentives**

Institution Characteristics	Number of Institutions	Average Institutional Response Rate (%)
Undergraduate Enrollment		
2,500 or fewer	211	32
2,501 to 4,999	108	25
5,000 to 9,999	72	24
10,000 or more	60	21
Use of Incentives		
Some institutions used recruitment incentives, such as small gifts or raffles, to encourage students to complete the survey.		
Offered incentives	266	31
No incentives	185	23
All Institutions	451	28

Survey Customization

Participating institutions may append up to two additional question sets in the form of NSSE Topical Modules or consortium questions (for institutions sharing a common interest and participating as a NSSE consortium) (Table 3). Of the ten modules available in 2022, the most widely adopted was Academic Advising (Table 4).

Table 3
Summary of NSSE 2022 Participation in Additional Questions Sets

Selection of Additional Question Sets	Number of Institutions	Percentage of Institutions
None	36	8
One module only	111	24
Two modules	259	55
Consortium items only	6	1
Consortium items plus one module	57	12

Notes: Includes U.S., Canadian, other international institutions, and institutions with nonstandard population files or administrations. Percentages may not sum to 100 due to rounding.

Table 4
NSSE 2022 Participation in Topical Modules

Topical Module	Number of Institutions	Percentage of Institutions
Academic Advising	169	36
Inclusiveness and Engagement with Cultural Diversity	145	31
Career and Workforce Preparation	106	23
First-Year Experiences & Senior Transitions	109	23
Experiences with Online Learning	44	9
Development of Transferable Skills	34	7
HIP Quality	26	6
Experiences with Writing	27	6
Civic Engagement	17	4
Global Learning	9	2

Notes: Includes U.S., Canadian, other international institutions, and institutions with nonstandard population files or administrations. Percentages sum to more than 100 because many institutions selected two modules.

U.S. Respondent Profile

Table 5 displays selected demographic and enrollment characteristics of NSSE 2022 U.S. respondents alongside all U.S. bachelor's degree-seeking students for comparison. NSSE reports use weights as appropriate to correct for disproportionate survey response related to institution-reported sex and enrollment status at each institution.

Table 5
Characteristics of NSSE 2022 U.S. Respondents and Undergraduate Population at All U.S. Bachelor's Degree-Granting Institutions

Student Characteristics	NSSE Respondents (%)	U.S. Bachelor's-Granting Population (%)
Sex		
Male	32	44
Female	67	56
Race/Ethnicity		
African American/Black	10	12
American Indian/Alaska Native	1	<1
Asian	7	8
Native Hawaiian/other Pac. Isl.	<1	<1
Caucasian/White	58	54
Hispanic/Latino	17	18
Multiracial/multiethnic	4	4
Foreign/nonresident	3	4
Enrollment Status		
Full-time	88	83
Not full-time	12	17

Note: Percentages are unweighted and may not sum to 100 due to rounding. Institution-reported, using categories provided in IPEDS. NSSE percentages do not include students with "another" or "unknown" sex (0.5% of all respondents) or unknown race/ethnicity (4.2% of all respondents). The NSSE 2022 sampling frame consists of first-year and senior undergraduates. Data were provided by participating institutions. U.S. percentages are based on data from the 2020 IPEDS Institutional Characteristics and Enrollment data. Includes all class years.

Canadian Respondent Profile

Canadian respondents profiled here include 4,917 students (61% first-year, 39% senior) from 5 institutions in 4 provinces, including 2 institutions in Ontario and 1 from Alberta, British Columbia, and Nova Scotia. Female students and full-time students accounted for about 62% and 80% of Canadian respondents, respectively. The average response rate for Canadian NSSE 2022 institutions was 34%, with the highest response rate being 49%. All but one institution achieved a response rate of 25% or higher. About 24% of Canadian respondents were at least 24 years old. The majority of students providing ethnocultural information identified as Caucasian or White (63%), while 9% were multiracial, 6% South Asian, 6% Chinese, 4% Black, and less than 4% from each of nine other categories.

Meet the NSSE Team

Alexander C. McCormick, NSSE Director (through January 2022)
Jillian Kinzie, Interim NSSE Co-Director (beginning February 2022)
Cindy Ann Kilgo, Interim NSSE Co-Director (beginning February 2022)
Robert M. Gonyea, Associate Director, Research & Data Analysis
Jillian Kinzie, Associate Director, NSSE Institute
Shimon Sarraf, Assistant Director, NSSE Survey Operations & Project Services
Jennifer Brooks, NSSE Project Services Manager
Thomas F. Nelson Laird, FSSE Principal Investigator
Allison BrckaLorenz, FSSE Project Manager, Research Analyst
James S. Cole, BCSSE Project Manager, Research Analyst
Marilyn Gregory, Finance Manager (through January 2022)
Jewel Bezy, Finance Manager (beginning January 2022)
Barbara Stewart, NSSE Project Coordinator
Katie Noel, Senior Office Administrator (through January 2022)
Bob Whiteside, Senior Office Administrator (beginning February 2022)
Hien Nguyen, Web Developer
Simon Brooks, Office Assistant

NSSE Research Analysts

Brendan J. Dugan Angie L. Miller
Brian Motley
Christen Priddie, Postdoctoral Scholar

NSSE Research Project Associates

Kevin Wenger Tien Hu

NSSE Institute Project Associates

Sylvia Washington

NSSE Project Associates

Alethia Russell Colleen Lofton
Kriti Gopal Ella Chamis
Bridgette Holmes Yihan Zhu
Gavin Mariano

FSSE Project Associates

Josclynn Brandon

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Alexander C. McCormick (*Ex Officio*), Associate Professor of Educational Leadership and Policy Studies, Director, National Survey of Student Engagement, Indiana University Bloomington
James T. Minor, Chancellor, Southern Illinois University Edwardsville
Elsa M. Núñez (Chair), President, Eastern Connecticut State University
Susana Rivera-Mills, Provost and Executive Vice President for Academic Affairs, Ball State University
Dan Su, Executive Director, Department of Institutional Effectiveness and Research, Texas A&M University, Commerce
Lori E. Varlotta, President, California Lutheran University
Christina Whitfield, Senior Vice President and Chief of Staff, State Higher Education Executive Officers Association

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

Population and Respondents

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

Survey sampling and completions	First-year	Senior
Submitted population <small>Counts from the original population file.</small>	3,579	10,601
Adjusted population <small>Adjusted for ineligible students and undeliverables.</small>	3,579	10,600
Survey sample <small>Number of census or randomly sampled students invited to complete the survey. Targeted, experimental, and locally administered samples are not included.</small>	3,579	10,600
Total respondents	714	1,964
Full completions <small>Number who submitted demographic items and (if applicable) Topical Module sets.</small>	434	1,366
Partial completions <small>Number who completed part of the survey but stopped before submitting demographic items or Topical Modules.</small>	280	598
Sampling error <small>Also known as "margin of error," an estimate of the amount a score based on a sample could differ from the true score on a given item. For example, if the sampling error is +/- 5.0% and 40% of your students replied "very often" to a particular item, then the true population value is most likely between 35% and 45%.</small>	+/- 3.3%	+/- 2.0%

Population file options

Did you include an oversample? <small>Asked NSSE to survey other students in addition to the standard first-year and senior samples.</small>	No
Did you update the eligibility of students in the population file? <small>Updated for spring semester eligibility status.</small>	Yes
Did you customize the report sample? <small>Flagged a subset of students for inclusion in Institutional Reports.</small>	No

Response Rates

The table below summarizes response rates for your institution and your selected comparison groups. For more information see [NSSE's Response Rate FAQ \(https://go.iu.edu/4q1k\)](#). Comparison group response rates were computed at the institution level (i.e., they do not reflect student-level aggregate results).

	Sacramento State	CSU Institutions	Public Far West	Public FFT4/1/HTI
First-year	20%	25%	22%	26%
Senior	19%	26%	23%	24%

Representativeness

The table below details variables submitted in your population file. NSSE reports use weights based on institution-reported sex and enrollment status (full- or part-time) so that results better reflect the population with respect to these categories. Institutions may also submit race/ethnicity (based on IPEDS categories) and age (birthyear) which, while not used for weights, may also help gauge the representation of these groups in your data.

Respondent and population percentages are listed side by side as a convenience to see how well the identities of your respondents reflect your first-year and senior populations. For detailed information about the identities and experiences of the respondents in your reports, refer to your *Respondent Profile*.

	First-year respondents (%)	First-year population (%)	Senior respondents (%)	Senior population (%)
Sex				
Female	66	57	63	54
Male	34	43	37	46
Another sex	0	0	0	0
Full-time	98	93	78	73
Race/ethnicity				
American Indian or Alaska Native	0	0	0	0
Asian	23	21	19	20
Black or African American	5	7	5	5
Hispanic or Latino	43	45	30	32
Native Hawaiian or Other Pacific Islander	2	1	1	1
White	15	14	30	28
Other	0	0	0	0
Foreign or Nonresident alien	5	4	4	4
Two or more races/ethnicities	5	6	6	6
Unknown	2	2	5	4

Notes:

Sex categories may not sum to 100% due to students whose sex was reported as "unknown" in the population file. For weighting, NSSE asks institutions to report students' sex in the population file, with four options: female, male, another sex, and unknown (or missing). The NSSE questionnaire asks students to provide their gender identity as man, woman, another gender identity (with the option to specify), or prefer not to respond. Sex and gender are different variables and are not interchangeable.

Results for institutions without full (at least 90%) race/ethnicity information in the population file are not reported.

Survey Customization

The information below documents customization options for your NSSE survey and the status of data collection from companion surveys.

Administration features

Survey sample type	Census
Recruitment method	Email
Portal/LMS used	Yes
Incentive offered	No
Survey version	US Standard

Additional question and companion surveys

Topical Module(s)	Inclusiveness & Engagement with Cultural Diversity, HIP Quality
Customized consortium questions	None
BCSSE 2021 participation	Yes
FSSE 2022 participation	Yes



NSSE 2022

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. The specific items within each EI are listed below, starting on page 5.

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 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.

Performance on Indicator Items

Responses to each item in a given EI are summarized 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 2021 and 2022 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. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018). 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. Your NSSE Tableau dashboards and Report Builder (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 website: nsse.indiana.edu

Rocconi, L.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment*, 13 (Summer/Fall), pp. 22-38.

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 broad 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.

Note: It is important to interpret the direction of differences relative to your institutional context. You may not see all of these symbols in your report.

First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with CSU Institutions	Your first-year students compared with Public Far West	Your first-year students compared with Public FFT4/I/HTI
	Higher-Order Learning	--	--	--
<i>Academic Challenge</i>	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 CSU Institutions	Your seniors compared with Public Far West	Your seniors compared with Public FFT4/I/HTI
	Higher-Order Learning	▽	--	--
<i>Academic Challenge</i>	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

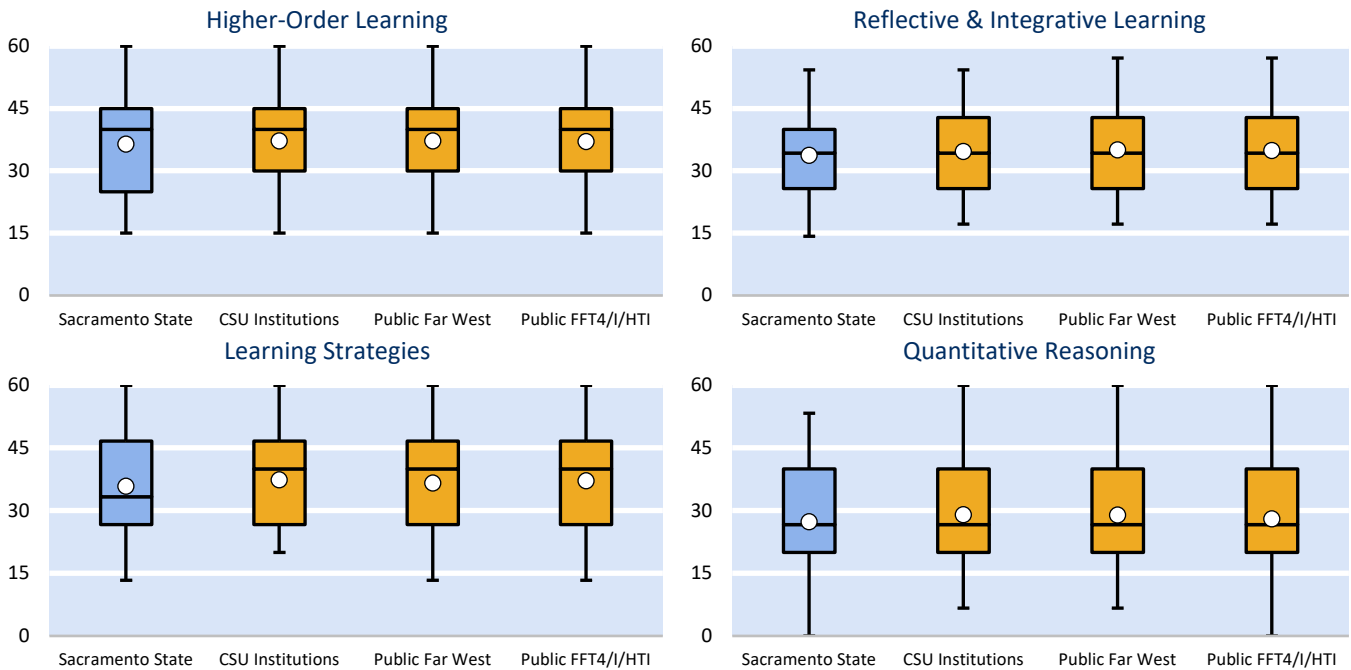
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		CSU Institutions		Public Far West		Public FFT4/I/HTI	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.5	37.2	-.06	37.3	-.06	37.1	-.05
Reflective & Integrative Learning	33.8	34.7	-.08	35.1 **	-.11	34.9 *	-.10
Learning Strategies	35.8	37.4 *	-.12	36.6	-.06	37.2 *	-.10
Quantitative Reasoning	27.3	29.0 *	-.11	28.9 *	-.10	28.0	-.05

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

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)

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

	Sacramento State	Percentage point difference ^a between your FY students and		
		CSU Institutions	Public Far West	Public FFT4/1/HTI
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	62	-4	-4	-3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	64	-3	-4	-3
4d. Evaluating a point of view, decision, or information source	71	+1	+2	+1
4e. Forming a new idea or understanding from various pieces of information	68	-1	-1	-1
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	47	-2	-2	-2
2b. Connected your learning to societal problems or issues	50	+0	-2	-1
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	53	+0	-2	-1
2d. Examined the strengths and weaknesses of your own views on a topic or issue	58	-4	-5	-5
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	70	-1	+0	-1
2f. Learned something that changed the way you understand an issue or concept	62	-6	-5	-4
2g. Connected ideas from your courses to your prior experiences and knowledge	72	-3	-4	-3
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	71	-0	-1	+0
9b. Reviewed your notes after class	60	-7	-3	-4
9c. Summarized what you learned in class or from course materials	57	-5	-3	-6
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.)	50	-5	-4	-2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	38	-5	-4	-4
6c. Evaluated what others have concluded from numerical information	38	-4	-4	-1

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Academic Challenge: Seniors

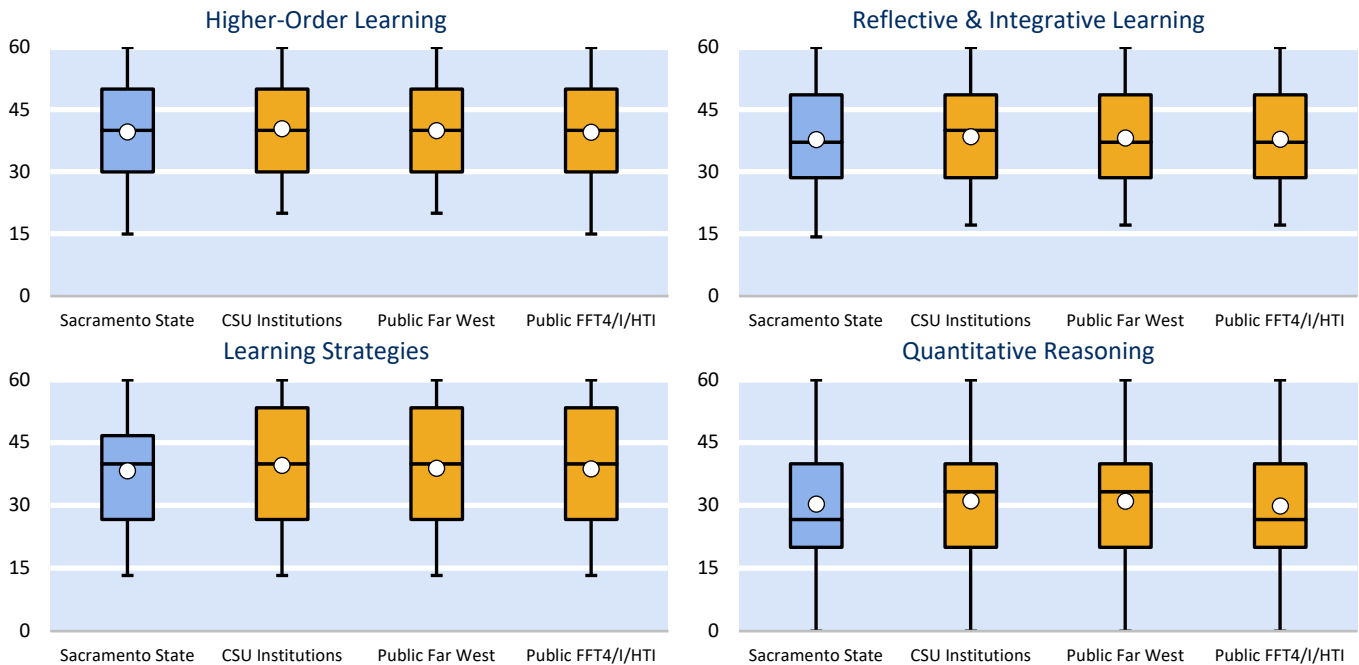
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		CSU Institutions		Public Far West		Public FFT4/I/HTI	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.6	40.5 *	-.06	40.0	-.03	39.6	.00
Reflective & Integrative Learning	37.8	38.5 *	-.06	38.2	-.03	37.9	-.01
Learning Strategies	38.2	39.6 **	-.09	38.8	-.04	38.7	-.03
Quantitative Reasoning	30.3	31.1	-.05	31.0	-.04	29.8	.03

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

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)

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

	Sacramento State	Percentage point difference ^a between your seniors and		
		CSU Institutions	Public Far West	Public FFT4/1/HTI
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	74	-2	-1	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75	+0	+1	+3
4d. Evaluating a point of view, decision, or information source	70	-3	-1	-0
4e. Forming a new idea or understanding from various pieces of information	71	-3	-2	-0
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	65	-2	-2	-0
2b. Connected your learning to societal problems or issues	59	-3	-2	-2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	55	-1	+0	+1
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	-0	+1	+1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	73	-1	-0	-0
2f. Learned something that changed the way you understand an issue or concept	70	-3	-1	-0
2g. Connected ideas from your courses to your prior experiences and knowledge	81	-1	-1	-0
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	75	-1	-1	+0
9b. Reviewed your notes after class	64	-3	+0	-1
9c. Summarized what you learned in class or from course materials	63	-4	-1	-2
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	-1	-1	+2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	-3	-3	-1
6c. Evaluated what others have concluded from numerical information	46	-2	-2	+1

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Learning with Peers: First-year students

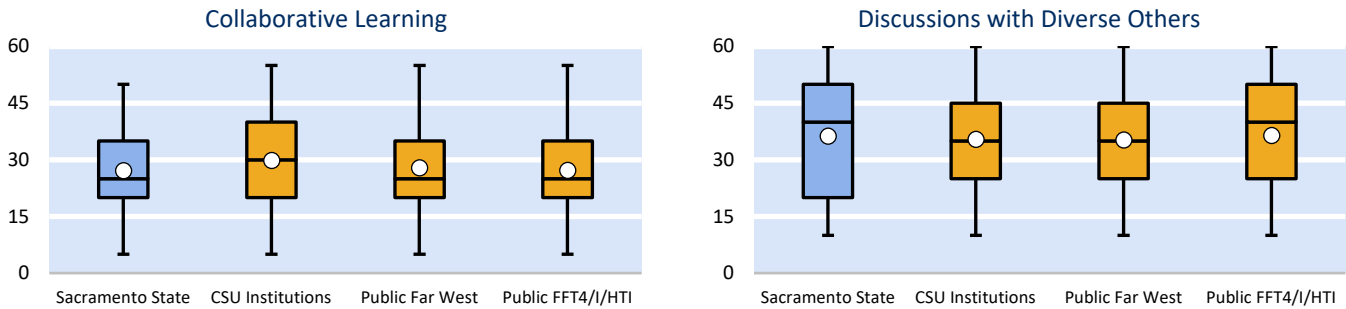
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		CSU Institutions		Public Far West		Public FFT4/I/HTI	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	27.1	29.8 ***	-.19	27.9	-.05	27.2	-.01
Discussions with Diverse Others	36.3	35.4	.06	35.2	.07	36.4	-.01

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

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.

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Item	Sacramento State %	Percentage point difference ^a between your FY students and		
		CSU Institutions	Public Far West	Public FFT4/I/HTI
Collaborative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1b. Asked another student to help you understand course material	42	-8	-2	+0
1c. Explained course material to one or more students	39	-7	-3	-3
1d. Prepared for exams by discussing or working through course material with other students	35	-6	-1	-0
1e. Worked with other students on course projects or assignments	44	-7	-3	+0
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	73	+4	+6	+5
8b. People from an economic background other than your own	63	-0	-0	-2
8c. People with religious beliefs other than your own	62	+4	+4	+1
8d. People with political views other than your own	52	+2	+4	-3

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

a. Percentage point difference = Institution percentage - Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Learning with Peers: Seniors

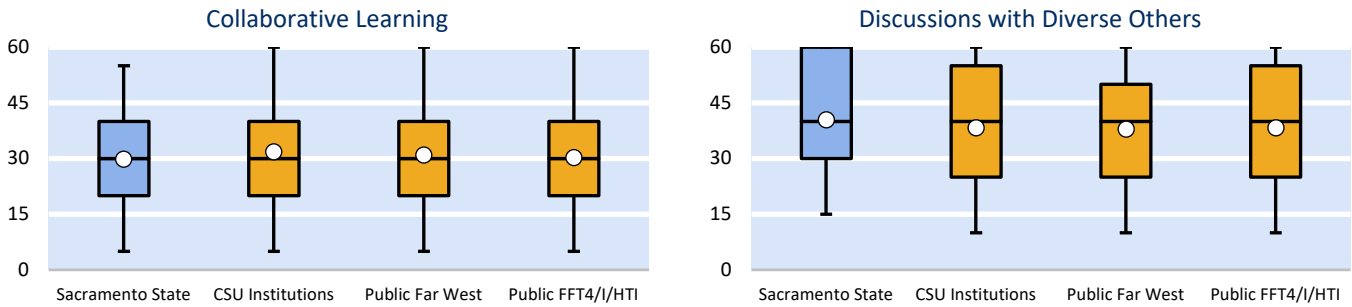
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		CSU Institutions		Public Far West		Public FFT4/I/HTI	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	29.9	31.9 ***	-.13	31.0 **	-.07	30.4	-.03
Discussions with Diverse Others	40.5	38.4 ***	.13	38.0 ***	.15	38.4 ***	.13

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

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.

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Collaborative Learning	Sacramento State	Percentage point difference ^a between your seniors and		
		CSU Institutions	Public Far West	Public FFT4/I/HTI
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1b. Asked another student to help you understand course material	42	-2	-1	+0
1c. Explained course material to one or more students	49	-3	-2	-2
1d. Prepared for exams by discussing or working through course material with other students	36	-5	-4	-3
1e. Worked with other students on course projects or assignments	59	-6	-3	+0
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	78	+5	+6	+7
8b. People from an economic background other than your own	72	+3	+3	+3
8c. People with religious beliefs other than your own	68	+5	+5	+4
8d. People with political views other than your own	59	+3	+5	+1

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

a. Percentage point difference = Institution percentage - Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Experiences with Faculty: First-year students

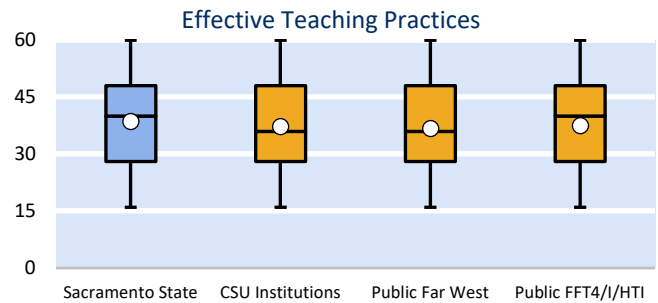
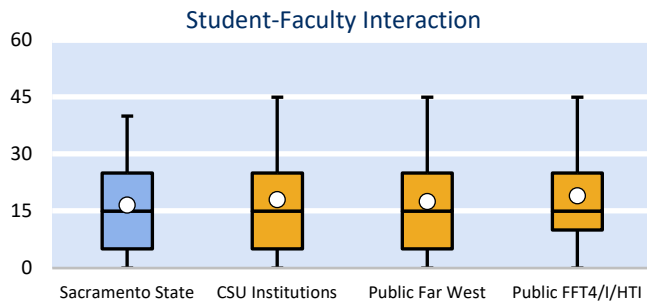
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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					
		CSU Institutions		Public Far West		Public FFT4/I/HTI	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	16.5	17.9 *	-.10	17.4	-.07	19.0 ***	-.17
Effective Teaching Practices	38.5	37.2 *	.10	36.7 **	.13	37.4	.08

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

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.

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Student-Faculty Interaction	Sacramento State %	Percentage point difference ^a between your FY students and		
		CSU Institutions	Public Far West	Public FFT4/I/HTI
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	25	-5	-4	-7
3b. Worked w/faculty on activities other than coursework(committees, student groups, etc.)	13	-4	-2	-5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	20	-2	-0	-2
3d. Discussed your academic performance with a faculty member	20	-4	-2	-6
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	73	-2	-1	-1
5b. Taught course sessions in an organized way	68	-0	-1	-1
5c. Used examples or illustrations to explain difficult points	69	-2	-1	+0
5d. Provided feedback on a draft or work in progress	69	+9	+10	+5
5e. Provided prompt and detailed feedback on tests or completed assignments	61	+6	+7	+4

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Experiences with Faculty: Seniors

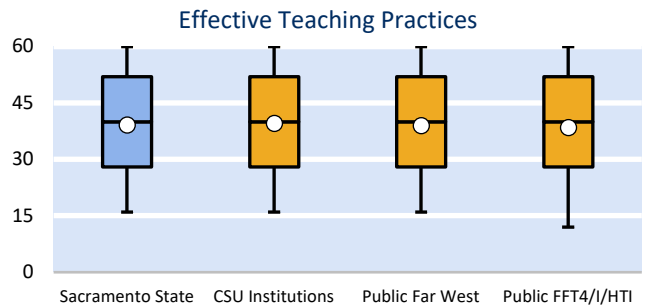
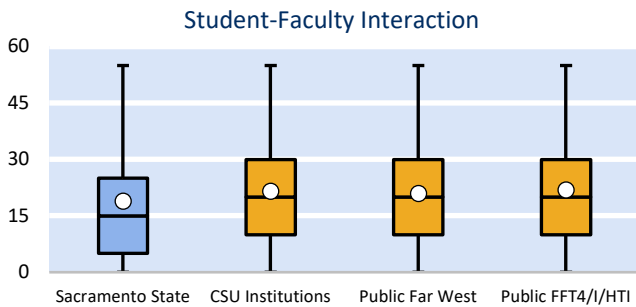
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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					
		CSU Institutions		Public Far West		Public FFT4/I/HTI	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	18.9	21.5 ***	-.17	20.9 ***	-.13	21.8 ***	-.18
Effective Teaching Practices	39.1	39.6	-.03	38.9	.01	38.4	.04

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

Score Distributions



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Performance on Indicator Items

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Student-Faculty Interaction	Sacramento State	Percentage point difference ^a between your seniors and		
		CSU Institutions	Public Far West	Public FFT4/I/HTI
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	32	-5	-2	-6
3b. Worked w/faculty on activities other than coursework(committees, student groups, etc.)	18	-7	-6	-6
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	22	-6	-4	-5
3d. Discussed your academic performance with a faculty member	24	-6	-4	-7
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	80	+0	+2	+3
5b. Taught course sessions in an organized way	74	+0	+1	+3
5c. Used examples or illustrations to explain difficult points	75	-1	+0	+3
5d. Provided feedback on a draft or work in progress	60	-3	-2	-1
5e. Provided prompt and detailed feedback on tests or completed assignments	59	-2	-1	-1

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

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Campus Environment: First-year students

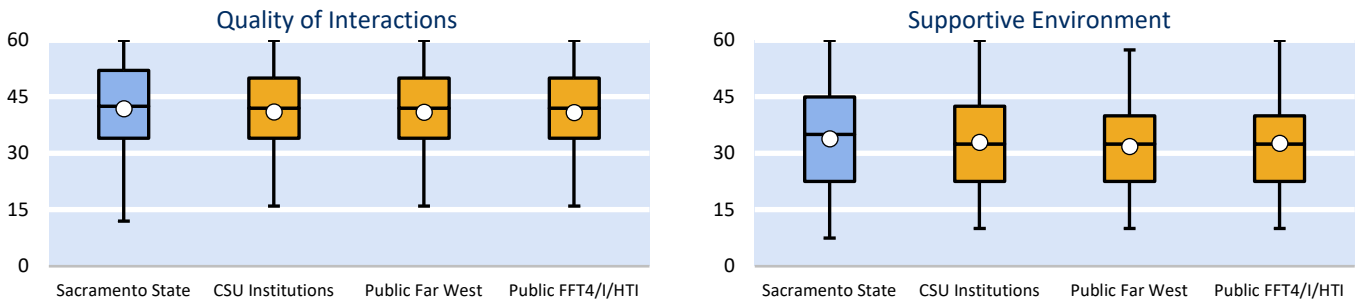
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Sacramento State Mean	Your first-year students compared with					
		CSU Institutions		Public Far West		Public FFT4/I/HTI	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.9	41.0	.06	40.9	.08	40.9	.08
Supportive Environment	33.8	32.9	.06	31.9 **	.14	32.7	.08

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

Score Distributions



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Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Quality of Interactions	Sacramento State	Percentage point difference ^a between your FY students and		
		CSU Institutions	Public Far West	Public FFT4/I/HTI
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	52	+5	+7	+7
13b. Academic advisors	50	+2	-0	+1
13c. Faculty	45	-2	-1	-1
13d. Student services staff (career services, student activities, housing, etc.)	46	+3	+4	+3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	47	+5	+6	+5
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	69	-1	-0	+1
14c. Using learning support services (tutoring services, writing center, etc.)	71	+1	+2	+1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	60	+1	+3	+1
14e. Providing opportunities to be involved socially	63	+0	+4	+2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	64	+1	+3	+2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	47	+6	+11	+9
14h. Attending campus activities and events (performing arts, athletic events, etc.)	49	+1	+3	-1
14i. Attending events that address important social, economic, or political issues	46	+4	+6	+4

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

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Campus Environment: Seniors

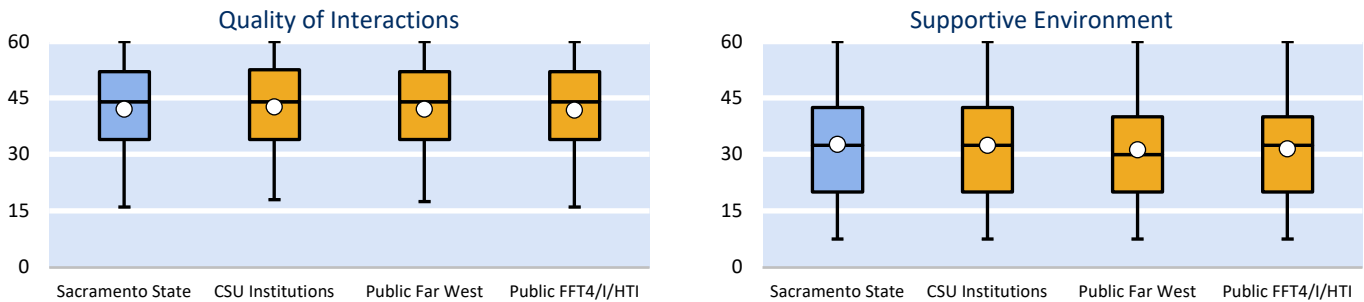
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Sacramento State Mean	Your seniors compared with					
		CSU Institutions		Public Far West		Public FFT4/I/HTI	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.1	42.7	-.04	42.1	.00	41.9	.02
Supportive Environment	32.8	32.5	.02	31.3 ***	.10	31.5 **	.08

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

Score Distributions



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Performance on Indicator Items

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Quality of Interactions	Sacramento State	Percentage point difference ^a between your seniors and		
		CSU Institutions	Public Far West	Public FFT4/I/HTI
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>	%			
13a. Students	56	-2	-0	+0
13b. Academic advisors	49	-2	-2	-1
13c. Faculty	54	-1	+0	+0
13d. Student services staff (career services, student activities, housing, etc.)	45	-1	+1	+2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	45	-1	+1	+0
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	67	-2	+1	+1
14c. Using learning support services (tutoring services, writing center, etc.)	63	-0	+1	+1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	60	+1	+4	+4
14e. Providing opportunities to be involved socially	60	-3	+1	-1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	62	-1	+3	+3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	37	-1	+4	+3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	47	+0	+2	-1
14i. Attending events that address important social, economic, or political issues	47	+5	+7	+6

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

a. Percentage point difference = Institution percentage - Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

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Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see go.iu.edu/NSSE-PnP), the results below are designed to compare the engagement of your 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 2021 and 2022 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2021 and 2022 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 presence of a check mark does not necessarily 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	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	36.5	39.2 ***	-.21		42.1 ***	-.43	
	Reflective and Integrative Learning	33.8	36.9 ***	-.26		39.2 ***	-.46	
	Learning Strategies	35.8	39.6 ***	-.27		42.9 ***	-.50	
	Quantitative Reasoning	27.3	30.2 ***	-.18		33.3 ***	-.38	
<i>Learning with Peers</i>	Collaborative Learning	27.1	31.8 ***	-.34		35.4 ***	-.61	
	Discussions with Diverse Others	36.3	39.8 ***	-.24		42.6 ***	-.44	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	16.5	24.3 ***	-.52		27.8 ***	-.75	
	Effective Teaching Practices	38.5	40.3 **	-.13		43.3 ***	-.35	
<i>Campus Environment</i>	Quality of Interactions	41.9	45.1 ***	-.27		48.2 ***	-.50	
	Supportive Environment	33.8	35.9 **	-.15		39.1 ***	-.39	
Seniors		Sacramento State	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	39.6	41.9 ***	-.16		44.2 ***	-.35	
	Reflective and Integrative Learning	37.8	40.3 ***	-.20		42.7 ***	-.41	
	Learning Strategies	38.2	41.1 ***	-.20		43.4 ***	-.37	
	Quantitative Reasoning	30.3	32.4 ***	-.13		35.3 ***	-.31	
<i>Learning with Peers</i>	Collaborative Learning	29.9	34.0 ***	-.28		37.9 ***	-.58	
	Discussions with Diverse Others	40.5	40.4	.01	✓	43.2 ***	-.18	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	18.9	28.8 ***	-.61		33.2 ***	-.90	
	Effective Teaching Practices	39.1	41.9 ***	-.20		44.5 ***	-.39	
<i>Campus Environment</i>	Quality of Interactions	42.1	45.6 ***	-.29		48.0 ***	-.47	
	Supportive Environment	32.8	34.3 ***	-.10		37.4 ***	-.31	

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

a. Precision-weighted means were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2021 and 2022 institutions, separately by class. 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 positive or non-significant with an effect size > -.10.

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^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 = 578)	36.5	13.7	.57	15	25	40	45	60				
CSU Institutions	37.2	13.2	.19	15	30	40	45	60	5,248	-.8	.192	-.058
Public Far West	37.3	13.2	.13	15	30	40	45	60	10,570	-.8	.149	-.062
Public FFT4/I/HTI	37.1	13.3	.13	15	30	40	45	60	10,748	-.7	.250	-.049
Top 50%	39.2	13.3	.05	20	30	40	50	60	66,966	-2.8	.000	-.209
Top 10%	42.1	13.0	.15	20	35	40	55	60	7,882	-5.6	.000	-.427
Reflective & Integrative Learning												
Sacramento State (N = 629)	33.8	11.7	.46	14	26	34	40	54				
CSU Institutions	34.7	11.6	.16	17	26	34	43	54	5,609	-.9	.060	-.079
Public Far West	35.1	11.8	.11	17	26	34	43	57	11,341	-1.3	.008	-.108
Public FFT4/I/HTI	34.9	12.0	.11	17	26	34	43	57	11,652	-1.1	.020	-.095
Top 50%	36.9	12.1	.05	17	29	37	46	60	67,174	-3.1	.000	-.256
Top 10%	39.2	11.8	.12	20	31	40	49	60	9,684	-5.4	.000	-.458
Learning Strategies												
Sacramento State (N = 522)	35.8	13.5	.59	13	27	33	47	60				
CSU Institutions	37.4	13.6	.20	20	27	40	47	60	4,915	-1.6	.011	-.117
Public Far West	36.6	13.7	.14	13	27	40	47	60	9,828	-.8	.184	-.060
Public FFT4/I/HTI	37.2	13.8	.14	13	27	40	47	60	10,041	-1.4	.028	-.099
Top 50%	39.6	14.1	.06	20	27	40	53	60	61,042	-3.8	.000	-.268
Top 10%	42.9	14.3	.14	20	33	40	60	60	578	-7.1	.000	-.499
Quantitative Reasoning												
Sacramento State (N = 533)	27.3	14.4	.63	0	20	27	40	53				
CSU Institutions	29.0	14.9	.22	7	20	27	40	60	4,969	-1.6	.017	-.110
Public Far West	28.9	14.8	.15	7	20	27	40	60	9,967	-1.5	.019	-.105
Public FFT4/I/HTI	28.0	15.2	.15	0	20	27	40	60	598	-.7	.286	-.045
Top 50%	30.2	15.3	.06	7	20	27	40	60	541	-2.8	.000	-.185
Top 10%	33.3	15.5	.16	7	20	33	40	60	606	-5.9	.000	-.384
Learning with Peers												
Collaborative Learning												
Sacramento State (N = 682)	27.1	13.6	.52	5	20	25	35	50				
CSU Institutions	29.8	14.0	.19	5	20	30	40	55	5,981	-2.7	.000	-.190
Public Far West	27.9	14.1	.13	5	20	25	35	55	12,090	-.7	.181	-.053
Public FFT4/I/HTI	27.2	14.1	.13	5	20	25	35	55	12,514	-.1	.862	-.007
Top 50%	31.8	13.9	.06	10	20	30	40	60	62,206	-4.7	.000	-.341
Top 10%	35.4	13.5	.13	15	25	35	45	60	11,928	-8.3	.000	-.615
Discussions with Diverse Others												
Sacramento State (N = 525)	36.3	16.3	.71	10	20	40	50	60				
CSU Institutions	35.4	16.0	.24	10	25	35	45	60	4,938	.9	.232	.055
Public Far West	35.2	15.7	.16	10	25	35	45	60	9,869	1.0	.137	.067
Public FFT4/I/HTI	36.4	16.2	.17	10	25	40	50	60	10,108	-.2	.807	-.011
Top 50%	39.8	15.1	.06	15	30	40	55	60	533	-3.6	.000	-.235
Top 10%	42.6	14.2	.17	20	35	40	55	60	583	-6.3	.000	-.439

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^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 = 606)	16.5	13.7	.56	0	5	15	25	40				
CSU Institutions	17.9	14.6	.21	0	5	15	25	45	790	-1.4	.016	-.099
Public Far West	17.4	14.1	.14	0	5	15	25	45	10,913	-.9	.110	-.067
Public FFT4/I/HTI	19.0	14.7	.14	0	10	15	25	45	686	-2.5	.000	-.170
Top 50%	24.3	15.1	.08	5	15	20	35	55	631	-7.8	.000	-.519
Top 10%	27.8	15.3	.20	5	15	25	40	60	775	-11.3	.000	-.746
Effective Teaching Practices												
Sacramento State (N = 576)	38.5	13.9	.58	16	28	40	48	60				
CSU Institutions	37.2	13.7	.20	16	28	36	48	60	5,245	1.3	.027	.098
Public Far West	36.7	13.5	.14	16	28	36	48	60	10,526	1.8	.002	.134
Public FFT4/I/HTI	37.4	13.7	.14	16	28	40	48	60	10,743	1.1	.060	.080
Top 50%	40.3	13.8	.06	16	32	40	52	60	46,362	-1.8	.002	-.131
Top 10%	43.3	13.7	.16	20	36	44	56	60	7,839	-4.8	.000	-.350
Campus Environment												
Quality of Interactions												
Sacramento State (N = 453)	41.9	14.3	.67	12	34	43	52	60				
CSU Institutions	41.0	13.1	.21	16	34	42	50	60	4,331	.9	.194	.065
Public Far West	40.9	12.8	.14	16	34	42	50	60	493	1.0	.155	.076
Public FFT4/I/HTI	40.9	12.8	.14	16	34	42	50	60	491	1.0	.146	.077
Top 50%	45.1	11.9	.06	22	38	48	54	60	459	-3.2	.000	-.270
Top 10%	48.2	12.5	.15	23	42	50	60	60	496	-6.3	.000	-.501
Supportive Environment												
Sacramento State (N = 497)	33.8	14.8	.66	8	23	35	45	60				
CSU Institutions	32.9	14.1	.21	10	23	33	43	60	4,815	.9	.173	.065
Public Far West	31.9	13.9	.15	10	23	33	40	58	545	2.0	.004	.143
Public FFT4/I/HTI	32.7	14.1	.15	10	23	33	40	60	9,759	1.2	.070	.083
Top 50%	35.9	13.6	.07	13	26	38	45	60	506	-2.1	.002	-.154
Top 10%	39.1	13.3	.19	18	30	40	50	60	583	-5.3	.000	-.391

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 (equal to the sample mean +/- 1.96 x SE) is the range that is 95% likely to contain the true population mean.

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	SE ^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 = 1684)	39.6	13.9	.34	15	30	40	50	60				
CSU Institutions	40.5	14.0	.16	20	30	40	50	60	9,286	-.8	.028	-.059
Public Far West	40.0	14.0	.12	20	30	40	50	60	16,299	-.4	.329	-.025
Public FFT4/I/HTI	39.6	14.3	.12	15	30	40	50	60	16,495	.0	.960	.001
Top 50%	41.9	13.7	.05	20	35	40	55	60	64,462	-2.3	.000	-.165
Top 10%	44.2	13.1	.17	20	35	45	60	60	7,468	-4.6	.000	-.346
Reflective & Integrative Learning												
Sacramento State (N = 1800)	37.8	13.3	.31	14	29	37	49	60				
CSU Institutions	38.5	13.0	.15	17	29	40	49	60	9,842	-.8	.025	-.058
Public Far West	38.2	13.0	.10	17	29	37	49	60	17,371	-.4	.219	-.031
Public FFT4/I/HTI	37.9	13.2	.10	17	29	37	49	60	17,615	-.1	.683	-.010
Top 50%	40.3	12.5	.05	20	31	40	50	60	1,900	-2.5	.000	-.199
Top 10%	42.7	11.7	.16	23	34	43	51	60	2,783	-5.0	.000	-.409
Learning Strategies												
Sacramento State (N = 1575)	38.2	14.8	.37	13	27	40	47	60				
CSU Institutions	39.6	14.5	.17	13	27	40	53	60	8,818	-1.3	.001	-.091
Public Far West	38.8	14.6	.12	13	27	40	53	60	15,469	-.6	.123	-.041
Public FFT4/I/HTI	38.7	14.8	.12	13	27	40	53	60	15,619	-.5	.231	-.032
Top 50%	41.1	14.6	.06	20	33	40	53	60	70,007	-2.8	.000	-.196
Top 10%	43.4	14.2	.13	20	33	40	60	60	13,118	-5.2	.000	-.365
Quantitative Reasoning												
Sacramento State (N = 1615)	30.3	16.2	.40	0	20	27	40	60				
CSU Institutions	31.1	16.4	.19	0	20	33	40	60	8,933	-.7	.099	-.045
Public Far West	31.0	16.4	.14	0	20	33	40	60	15,660	-.7	.107	-.042
Public FFT4/I/HTI	29.8	16.5	.14	0	20	27	40	60	15,805	.5	.244	.031
Top 50%	32.4	16.5	.06	7	20	33	40	60	78,014	-2.1	.000	-.128
Top 10%	35.3	16.0	.17	7	20	33	47	60	10,505	-5.0	.000	-.313
Learning with Peers												
Collaborative Learning												
Sacramento State (N = 1893)	29.9	14.3	.33	5	20	30	40	55				
CSU Institutions	31.9	14.9	.16	5	20	30	40	60	2,894	-2.0	.000	-.134
Public Far West	31.0	15.1	.12	5	20	30	40	60	2,409	-1.1	.001	-.075
Public FFT4/I/HTI	30.4	15.4	.12	5	20	30	40	60	2,418	-.5	.176	-.031
Top 50%	34.0	14.6	.06	10	25	35	45	60	61,929	-4.1	.000	-.284
Top 10%	37.9	13.7	.16	15	30	40	50	60	9,616	-8.0	.000	-.578
Discussions with Diverse Others												
Sacramento State (N = 1586)	40.5	16.2	.41	15	30	40	60	60				
CSU Institutions	38.4	16.6	.19	10	25	40	55	60	8,848	2.1	.000	.130
Public Far West	38.0	16.4	.14	10	25	40	50	60	15,504	2.5	.000	.154
Public FFT4/I/HTI	38.4	16.7	.14	10	25	40	55	60	15,689	2.1	.000	.127
Top 50%	40.4	15.9	.06	15	30	40	55	60	1,658	.1	.790	.007
Top 10%	43.2	15.1	.18	20	35	45	60	60	2,269	-2.7	.000	-.178

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^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 = 1742)	18.9	15.8	.38	0	5	15	25	55				
CSU Institutions	21.5	16.3	.18	0	10	20	30	55	2,637	-2.7	.000	-.165
Public Far West	20.9	15.8	.13	0	10	20	30	55	16,796	-2.1	.000	-.131
Public FFT4/I/HTI	21.8	16.1	.13	0	10	20	30	55	2,180	-3.0	.000	-.184
Top 50%	28.8	16.2	.09	5	15	25	40	60	1,965	-9.9	.000	-.612
Top 10%	33.2	16.1	.26	10	20	35	45	60	3,454	-14.4	.000	-.899
Effective Teaching Practices												
Sacramento State (N = 1676)	39.1	14.1	.35	16	28	40	52	60				
CSU Institutions	39.6	14.4	.17	16	28	40	52	60	9,292	-.5	.210	-.034
Public Far West	38.9	14.4	.12	16	28	40	52	60	16,281	.2	.634	.012
Public FFT4/I/HTI	38.4	14.8	.12	12	28	40	52	60	2,115	.6	.085	.043
Top 50%	41.9	14.1	.06	16	32	40	56	60	51,411	-2.9	.000	-.203
Top 10%	44.5	13.6	.15	20	36	44	56	60	9,644	-5.4	.000	-.394
Campus Environment												
Quality of Interactions												
Sacramento State (N = 1401)	42.1	13.4	.36	16	34	44	52	60				
CSU Institutions	42.7	13.3	.17	18	34	44	53	60	7,831	-.6	.130	-.045
Public Far West	42.1	13.1	.12	18	34	44	52	60	13,745	.0	.985	.001
Public FFT4/I/HTI	41.9	13.2	.12	16	34	44	52	60	13,990	.2	.565	.016
Top 50%	45.6	12.3	.05	22	38	48	56	60	1,462	-3.5	.000	-.287
Top 10%	48.0	12.5	.10	22	40	50	60	60	1,624	-5.9	.000	-.468
Supportive Environment												
Sacramento State (N = 1543)	32.8	15.5	.39	8	20	33	43	60				
CSU Institutions	32.5	15.0	.18	8	20	33	43	60	8,629	.2	.576	.016
Public Far West	31.3	14.9	.13	8	20	30	40	60	1,879	1.5	.000	.098
Public FFT4/I/HTI	31.5	15.0	.13	8	20	33	40	60	15,257	1.2	.002	.082
Top 50%	34.3	14.7	.07	10	23	35	45	60	1,633	-1.5	.000	-.103
Top 10%	37.4	14.5	.21	13	28	38	48	60	2,457	-4.6	.000	-.315

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 (equal to the sample mean +/- 1.96 x SE) is the range that is 95% likely to contain the true population mean.

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 2022

Frequencies and Statistical Comparisons

California State University, Sacramento

NSSE 2022 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 website (nsse.indiana.edu) or contact a member of the NSSE team.

1. **Class level:** As reported by your institution.
2. **Item numbers:** Numbering corresponds to the survey available on the NSSE website.
3. **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.
4. **Values and response options:** Values are used to calculate means. Response options are worded as they appear on the instrument.
5. **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: go.iu.edu/NSSE-weights

6. **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 Frequencies and Statistical Comparisons

NSSEville State University

Item wording or description	Variable name ^a	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b							
				NSSEville State		Admissions Overlap		Carnegie UG Program		NSSE Cohort		NSSEville State	Admissions Overlap	Carnegie UG Program	NSSE Cohort				
				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	3	0	244	2	54	2	6,952	3	3.3	3.0 ***	.27	3.0 ***	.35	2.9 ***	.43	
		2	Sometimes	135	20	4,397	27	845	29	75,222	33								
		3	Often	112	33	5,947	37	1,086	38	81,724	35								
		4	Very often	280	46	5,440	34	889	31	66,983	29								
			Total	630	100	16,028	100	2,874	100	230,881	100								
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	1	Never	82	13	2,369	14	401	14	35,490	16	2.5	2.5	-.04	2.6 **	-.09	2.6	-.05	
		2	Sometimes	267	42	5,959	37	978	34	79,495	34								
		3	Often	164	26	4,548	29	858	31	67,348	29								
		4	Very often	113	19	3,072	20	611	21	47,208	21								
			Total	626	100	15,948	100	2,851	100	229,541	100								
c. Evaluated what others have concluded from numerical information	QRevaluate	1	Never	25	4	778	5	134	5	12,543	6	3.1	3.1	.02	3.1	-.04	3.0	.06	
		2	Sometimes	56	9	1,666	11	262	10	28,134	13								
		3	Often	384	63	9,147	57	1,586	57	128,802	56								
		4	Very often	150	24	4,267	27	851	29	58,873	26								
			Total	615	100	15,858	100	2,833	100	228,352	100								

7. **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.

Note: It is important to interpret the direction of differences relative to item wording and your institutional context. You may not see all of these symbols in your report.

NSSE 2022 Frequencies and Statistical Comparisons

California State University, Sacramento

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b							
				Sacramento State		CSU Institutions		Public Far West		Public FFT4/I/HTI		Sacramento State		CSU Institutions		Public Far West		Public FFT4/I/HTI	
				Count	%	Count	%	Count	%	Count	%	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	35	5	190	3	391	4	493	3	2.6	2.7 **	-11	2.7 **	-10	2.7 ***	-14	
		2	Sometimes	307	43	2,548	42	4,798	42	5,920	40								
		3	Often	260	38	2,136	37	3,975	35	5,403	36								
		4	Very often	103	14	1,040	18	2,127	19	3,045	20								
		Total		705	100	5,914	100	11,291	100	14,861	100								
b. Asked another student to help you understand course material	CLaskhelp	1	Never	90	13	677	11	1,598	15	2,159	15	2.4	2.6 ***	-15	2.4	-02	2.4	.02	
		2	Sometimes	311	45	2,401	39	4,727	42	6,346	43								
		3	Often	204	29	1,857	32	3,240	29	4,156	28								
		4	Very often	93	13	951	17	1,652	15	2,127	14								
		Total		698	100	5,886	100	11,217	100	14,788	100								
c. Explained course material to one or more students	CLexplain	1	Never	79	11	608	10	1,269	11	1,731	12	2.4	2.5 ***	-16	2.4 *	-08	2.4	-07	
		2	Sometimes	343	49	2,705	44	5,285	46	6,662	45								
		3	Often	213	30	1,830	32	3,305	30	4,562	31								
		4	Very often	64	9	740	14	1,354	12	1,821	12								
		Total		699	100	5,883	100	11,213	100	14,776	100								
d. Prepared for exams by discussing or working through course material with other students	CLstudy	1	Never	185	27	1,253	20	2,886	25	3,789	26	2.2	2.3 ***	-17	2.2	-03	2.2	-02	
		2	Sometimes	266	39	2,355	40	4,417	39	5,720	39								
		3	Often	176	25	1,574	28	2,736	25	3,556	24								
		4	Very often	66	10	672	13	1,126	10	1,618	11								
		Total		693	100	5,854	100	11,165	100	14,683	100								
e. Worked with other students on course projects or assignments	CLproject	1	Never	84	12	598	9	1,255	11	1,990	14	2.4	2.6 ***	-14	2.5	-06	2.4	.02	
		2	Sometimes	299	44	2,420	40	4,805	42	6,301	43								
		3	Often	220	31	2,008	35	3,605	33	4,497	31								
		4	Very often	88	13	811	15	1,453	14	1,844	13								
		Total		691	100	5,837	100	11,118	100	14,632	100								
f. Given a course presentation	present	1	Never	157	23	1,125	19	2,571	24	3,610	24	2.2	2.3	-07	2.1	.07	2.2	.04	
		2	Sometimes	283	42	2,558	45	5,071	46	6,429	44								
		3	Often	189	27	1,560	26	2,586	23	3,334	23								
		4	Very often	57	8	580	10	882	8	1,245	9								
		Total		686	100	5,823	100	11,110	100	14,618	100								

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California State University, Sacramento

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b						
				Sacramento State		CSU Institutions		Public Far West		Public FFT4/I/HTI		Sacramento State	CSU Institutions	Public Far West	Public FFT4/I/HTI			
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
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	87	13	625	10	1,140	10	1,607	11	2.5	2.5	-0.07	2.5 *	-0.08	2.5	-0.06
		2	Sometimes	272	40	2,373	41	4,465	41	5,750	40							
		3	Often	242	36	2,064	37	3,981	37	5,147	35							
		4	Very often	74	11	681	12	1,378	13	1,896	13							
		Total		675	100	5,743	100	10,964	100	14,400	100							
b. Connected your learning to societal problems or issues	RIsocietal	1	Never	77	12	643	11	1,131	10	1,503	11	2.5	2.5	-0.02	2.6 *	-0.08	2.6	-0.06
		2	Sometimes	252	38	2,179	39	4,028	37	5,297	37							
		3	Often	252	38	2,084	36	4,001	36	5,188	36							
		4	Very often	83	13	804	14	1,729	16	2,306	16							
		Total		664	100	5,710	100	10,889	100	14,294	100							
c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIdiverse	1	Never	64	10	559	10	1,047	10	1,388	11	2.6	2.6	-0.02	2.6	-0.07	2.6	-0.05
		2	Sometimes	235	37	2,087	38	3,806	35	5,008	36							
		3	Often	252	37	2,074	36	3,963	36	5,029	35							
		4	Very often	104	15	948	16	1,990	18	2,731	19							
		Total		655	100	5,668	100	10,806	100	14,156	100							
d. Examined the strengths and weaknesses of your own views on a topic or issue	Rlownview	1	Never	35	6	273	5	537	5	685	5	2.7	2.7	-0.07	2.8 *	-0.08	2.8 *	-0.09
		2	Sometimes	235	36	1,827	33	3,394	32	4,429	32							
		3	Often	265	41	2,539	45	4,851	45	6,266	45							
		4	Very often	108	17	966	17	1,888	18	2,610	18							
		Total		643	100	5,605	100	10,670	100	13,990	100							
e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	Rlperspect	1	Never	26	4	146	3	314	3	395	3	2.9	2.9	-0.03	2.9	-0.01	2.9	-0.03
		2	Sometimes	156	26	1,402	26	2,732	26	3,479	26							
		3	Often	305	46	2,640	47	4,971	47	6,440	46							
		4	Very often	154	24	1,354	24	2,523	24	3,491	25							
		Total		641	100	5,542	100	10,540	100	13,805	100							
f. Learned something that changed the way you understand an issue or concept	Rlnewview	1	Never	17	3	151	3	337	4	490	4	2.8	2.9 **	-0.12	2.8 *	-0.09	2.8	-0.07
		2	Sometimes	214	35	1,590	29	3,077	30	4,100	30							
		3	Often	286	44	2,547	47	4,738	45	6,097	44							
		4	Very often	112	18	1,181	21	2,252	21	2,921	21							
		Total		629	100	5,469	100	10,404	100	13,608	100							

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				Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e		
g. Connected ideas from your courses to your prior experiences and knowledge	RIconnect	1	Never	14	2	89	2	164	2	227	2	2.9	3.0 *	-1.0	3.0 **	-1.2	3.0 **	-1.2									
		2	Sometimes	157	26	1,263	23	2,297	22	2,946	23																
		3	Often	317	51	2,700	50	5,146	50	6,653	49																
		4	Very often	135	21	1,385	25	2,703	26	3,627	27																
		Total		623	100	5,437	100	10,310	100	13,453	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	185	30	1,637	29	2,850	28	3,224	25	2.0	2.1	-0.07	2.1	-0.06	2.2 ***	-0.16									
		2	Sometimes	279	45	2,198	41	4,370	43	5,761	43																
		3	Often	104	16	1,059	20	2,083	20	2,876	21																
		4	Very often	55	9	535	10	996	9	1,576	11																
		Total		623	100	5,429	100	10,299	100	13,437	100																
b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	1	Never	347	55	3,035	55	5,879	57	7,143	53	1.6	1.7	-0.08	1.6	-0.02	1.7 **	-0.10									
		2	Sometimes	193	32	1,497	28	2,804	27	3,867	29																
		3	Often	61	10	612	12	1,082	11	1,562	12																
		4	Very often	19	3	261	5	482	5	801	6																
		Total		620	100	5,405	100	10,247	100	13,373	100																
c. Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	1	Never	285	45	2,430	42	4,522	43	5,480	41	1.8	1.9 *	-0.09	1.8	-0.05	1.9 *	-0.10									
		2	Sometimes	214	35	1,820	36	3,646	37	4,827	37																
		3	Often	93	16	806	16	1,439	15	2,090	16																
		4	Very often	25	4	312	6	553	6	856	6																
		Total		617	100	5,368	100	10,160	100	13,253	100																
d. Discussed your academic performance with a faculty member	SFperform	1	Never	224	36	1,926	35	3,493	34	4,038	30	1.9	2.0	-0.07	1.9	-0.05	2.0 ***	-0.16									
		2	Sometimes	268	43	2,206	41	4,406	43	5,680	43																
		3	Often	90	14	908	18	1,691	17	2,485	19																
		4	Very often	35	6	337	6	580	6	1,044	8																
		Total		617	100	5,377	100	10,170	100	13,247	100																
4. During the current school year, how much has your coursework emphasized the following?																											
a. Memorizing course material	memorize	1	Very little	31	5	227	4	533	5	604	5	2.8	2.9 *	-0.10	2.8	-0.03	2.9	-0.08									
		2	Some	188	31	1,471	28	2,942	29	3,657	28																
		3	Quite a bit	264	43	2,440	45	4,439	44	5,773	44																
		4	Very much	127	21	1,200	23	2,181	22	3,120	23																
		Total		610	100	5,338	100	10,095	100	13,154	100																

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				Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e				
b. Applying facts, theories, or methods to practical problems or new situations	HOapply	1	Very little	34	6	285	5	507	5	636	5	2.7	2.8 *	-0.10	2.8 **	-0.11	2.8 *	-0.08									
		2	Some	193	32	1,588	29	2,933	29	3,869	30																
		3	Quite a bit	279	45	2,390	45	4,566	46	5,901	45																
		4	Very much	100	17	1,049	21	2,050	21	2,663	20																
		Total		606	100	5,312	100	10,056	100	13,069	100																
c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	1	Very little	32	6	246	5	464	5	569	5	2.8	2.8	-0.06	2.9	-0.08	2.8	-0.06									
		2	Some	178	30	1,477	28	2,777	28	3,649	28																
		3	Quite a bit	260	43	2,395	46	4,470	45	5,827	46																
		4	Very much	124	21	1,141	21	2,236	22	2,836	22																
		Total		594	100	5,259	100	9,947	100	12,881	100																
d. Evaluating a point of view, decision, or information source	HOevaluate	1	Very little	22	4	179	4	397	4	467	4	2.9	2.9	.02	2.9	.04	2.9	.01									
		2	Some	146	25	1,395	27	2,622	27	3,340	26																
		3	Quite a bit	274	46	2,390	45	4,545	46	5,939	46																
		4	Very much	149	24	1,278	24	2,338	23	3,081	24																
		Total		591	100	5,242	100	9,902	100	12,827	100																
e. Forming a new idea or understanding from various pieces of information	HOform	1	Very little	30	5	199	4	384	4	455	4	2.8	2.9	-0.05	2.9	-0.05	2.9	-0.05									
		2	Some	150	26	1,361	26	2,559	26	3,377	27																
		3	Quite a bit	277	47	2,424	47	4,627	47	5,925	46																
		4	Very much	130	21	1,242	23	2,289	23	3,013	23																
		Total		587	100	5,226	100	9,859	100	12,770	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	18	3	149	3	287	3	366	3	3.0	3.0	.01	3.0	.02	3.0	.02									
		2	Some	136	24	1,202	23	2,227	23	2,908	23																
		3	Quite a bit	239	40	2,254	45	4,382	45	5,598	44																
		4	Very much	188	32	1,602	30	2,911	29	3,842	30																
		Total		581	100	5,207	100	9,807	100	12,714	100																
b. Taught course sessions in an organized way	ETorganize	1	Very little	27	5	346	7	587	6	752	6	2.9	2.9	.03	2.9	.04	2.9	.02									
		2	Some	157	27	1,314	25	2,452	25	3,165	25																
		3	Quite a bit	232	40	2,081	41	4,183	43	5,312	42																
		4	Very much	160	28	1,450	27	2,560	25	3,432	27																
		Total		576	100	5,191	100	9,782	100	12,661	100																

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				Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e		
c. Used examples or illustrations to explain difficult points	ETexample	1	Very little	27	5	265	5	496	5	613	5	2.9	3.0	-.01	2.9	.02	2.9	.02									
		2	Some	151	26	1,226	24	2,409	25	3,247	26																
		3	Quite a bit	227	40	2,110	41	4,032	42	5,151	41																
		4	Very much	175	30	1,567	30	2,815	28	3,630	28																
		Total		580	100	5,168	100	9,752	100	12,641	100																
d. Provided feedback on a draft or work in progress	ETdraftfb	1	Very little	31	5	397	8	806	9	899	7	3.0	2.8 ***	.21	2.7 ***	.25	2.8 **	.14									
		2	Some	146	25	1,557	32	3,061	32	3,556	28																
		3	Quite a bit	204	36	1,806	35	3,417	35	4,588	36																
		4	Very much	192	33	1,407	26	2,458	24	3,580	28																
		Total		573	100	5,167	100	9,742	100	12,623	100																
e. Provided prompt and detailed feedback on tests or completed assignments	ETfeedback	1	Very little	44	7	526	10	1,044	11	1,281	11	2.8	2.7 **	.15	2.6 ***	.19	2.7 **	.12									
		2	Some	186	32	1,707	35	3,360	35	4,061	32																
		3	Quite a bit	195	35	1,789	34	3,373	35	4,517	36																
		4	Very much	147	26	1,120	21	1,915	19	2,709	21																
		Total		572	100	5,142	100	9,692	100	12,568	100																
f. Explained in advance the criteria for successfully completing your assignments	etcriteria	1	Very little	23	4	233	5	438	5	550	5	2.9	2.9	.00	2.9	.01	2.9	.00									
		2	Some	149	27	1,251	25	2,423	25	3,095	25																
		3	Quite a bit	222	40	2,123	42	4,042	42	5,248	42																
		4	Very much	168	29	1,509	28	2,738	28	3,598	28																
		Total		562	100	5,116	100	9,641	100	12,491	100																
g. Reviewed and summarized key ideas or concepts	etreview	1	Very little	17	3	183	4	355	4	439	4	3.0	3.0	.03	2.9	.07	2.9	.05									
		2	Some	145	25	1,217	24	2,467	26	3,188	26																
		3	Quite a bit	235	42	2,290	46	4,284	45	5,462	44																
		4	Very much	167	29	1,420	27	2,508	25	3,392	27																
		Total		564	100	5,110	100	9,614	100	12,481	100																
h. Taught in a way that aligns with how you prefer to learn	etprefer	1	Very little	51	9	541	10	1,110	11	1,384	11	2.6	2.6	.02	2.5 *	.09	2.6	.06									
		2	Some	208	37	1,834	37	3,643	39	4,652	37																
		3	Quite a bit	207	37	1,855	37	3,365	35	4,403	35																
		4	Very much	95	17	877	17	1,490	15	2,013	16																
		Total		561	100	5,107	100	9,608	100	12,452	100																

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				Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e				
i. Enabled you to demonstrate your learning through quizzes, assignments, and other activities	etdemonstrate	1	Very little	15	3	161	3	311	3	407	3	3.0	3.1	-0.03	3.1	-0.02	3.0	.00									
		2	Some	129	23	1,029	20	1,900	20	2,500	21																
		3	Quite a bit	224	40	2,191	44	4,205	45	5,498	44																
		4	Very much	191	33	1,712	33	3,156	32	4,021	32																
		Total		559	100	5,093	100	9,572	100	12,426	100																
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	56	10	453	8	860	9	1,319	10	2.5	2.6 **	-0.12	2.6 *	-0.11	2.6	-0.06									
		2	Sometimes	220	40	1,936	37	3,640	38	4,799	39																
		3	Often	214	39	1,920	40	3,575	39	4,400	37																
		4	Very often	58	11	703	15	1,355	15	1,734	15																
		Total		548	100	5,012	100	9,430	100	12,252	100																
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	1	Never	86	16	870	17	1,574	16	2,282	18	2.3	2.4	-0.06	2.4	-0.06	2.4	-0.03									
		2	Sometimes	249	46	2,002	40	3,865	41	4,877	40																
		3	Often	154	28	1,535	31	2,879	31	3,595	30																
		4	Very often	54	10	591	12	1,077	12	1,438	12																
		Total		543	100	4,998	100	9,395	100	12,192	100																
c. Evaluated what others have concluded from numerical information	QRevaluate	1	Never	102	18	876	16	1,591	16	2,369	19	2.3	2.4 *	-0.10	2.4 *	-0.09	2.3	-0.02									
		2	Sometimes	237	44	2,086	42	4,007	42	5,121	43																
		3	Often	157	29	1,491	31	2,821	31	3,435	29																
		4	Very often	44	8	516	11	932	10	1,189	10																
		Total		540	100	4,969	100	9,351	100	12,114	100																
7. During the current school year, about how many papers, reports, or other writing tasks of the following lengths 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	41	7	355	7	576	6	801	7	5.7	5.7	.01	6.4 **	-0.12	6.3 *	-0.10									
		1.5	1-2	115	23	1,111	22	1,968	20	2,399	19																
		4	3-5	197	36	1,890	37	3,232	34	4,233	35																
		8	6-10	109	20	963	20	1,947	22	2,661	22																
		13	11-15	39	7	359	8	845	9	1,079	9																
		18	16-20	16	3	128	3	317	4	446	4																
		23	More than 20	20	4	159	3	440	5	506	4																
Total		537	100	4,965	100	9,325	100	12,125	100																		

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2022 Frequencies and Statistical Comparisons

California State University, Sacramento

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Sacramento State				CSU Institutions				Public Far West				Public FFT4/I/HTI				Sacramento State		CSU Institutions		Public Far West		Public FFT4/I/HTI	
				Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e				
b. Between 6 and 10 pages	wrmednum	0	None	234	44	2,139	42	3,656	38	4,904	40	2.2	2.3	-0.03	2.4	-0.05	2.4	-0.03									
	(Recoded version of wrmed created by NSSE. Values are estimated number of papers, reports, etc.)	1.5	1-2	161	30	1,484	31	3,084	34	3,949	33																
	4	3-5	86	16	757	15	1,497	16	1,926	16																	
	8	6-10	37	7	384	8	694	8	847	7																	
	13	11-15	9	2	96	2	199	2	278	2																	
	18	16-20	2	0	34	1	69	1	85	1																	
	23	More than 20	6	1	51	1	92	1	93	1																	
Total		535	100	4,945	100	9,291	100	12,082	100																		
c. 11 pages or more	wrlongnum	0	None	425	78	3,898	77	7,184	76	9,534	78	1.3	1.2	.01	1.2	.03	1.1	.06									
	(Recoded version of wrlong created by NSSE. Values are estimated number of papers, reports, etc.)	1.5	1-2	46	10	514	12	1,162	13	1,397	12																
	4	3-5	23	4	214	4	383	4	467	4																	
	8	6-10	20	4	137	3	250	3	318	3																	
	13	11-15	11	2	102	2	176	2	226	2																	
	18	16-20	4	1	30	1	52	1	58	1																	
	23	More than 20	6	1	52	1	91	1	85	1																	
Total		535	100	4,947	100	9,298	100	12,085	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.)										53.8	53.6	.00	55.5	-0.02	53.6	.00									
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	30	5	309	6	564	6	725	6	3.0	3.0	.08	2.9 **	.12	3.0 *	.09									
		2	Sometimes	119	22	1,262	25	2,544	28	3,127	26																
		3	Often	184	35	1,718	35	3,162	34	4,113	34																
		4	Very often	201	37	1,663	34	3,028	33	4,125	34																
		Total		534	100	4,952	100	9,298	100	12,090	100																
b. People from an economic background other than your own	DDeconomic	1	Never	45	8	407	8	669	7	838	7	2.8	2.8	-0.01	2.8	-0.02	2.9	-0.05									
		2	Sometimes	156	29	1,479	29	2,809	30	3,320	28																
		3	Often	188	36	1,751	36	3,372	37	4,393	36																
		4	Very often	143	27	1,308	27	2,426	27	3,511	29																
		Total		532	100	4,945	100	9,276	100	12,062	100																

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NSSE 2022 Frequencies and Statistical Comparisons

California State University, Sacramento

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Sacramento State				CSU Institutions				Public Far West				Public FFT4/I/HTI				Sacramento State		CSU Institutions		Public Far West		Public FFT4/I/HTI	
				Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e				
c. People with religious beliefs other than your own	DDreligion	1	Never	49	9	594	11	1,014	10	1,159	10	2.8	2.7	.08	2.7	.07	2.8	.02									
		2	Sometimes	158	29	1,602	32	2,991	32	3,612	30																
		3	Often	180	35	1,540	32	2,980	33	3,975	33																
		4	Very often	142	27	1,205	25	2,285	25	3,323	27																
		Total		529	100	4,941	100	9,270	100	12,069	100																
d. People with political views other than your own	DDpolitical	1	Never	76	14	734	14	1,269	13	1,313	11	2.6	2.6	.03	2.5	.04	2.7 *	▽									
		2	Sometimes	187	34	1,806	36	3,548	39	3,962	33																
		3	Often	161	31	1,421	29	2,569	28	3,717	31																
		4	Very often	106	21	984	20	1,893	20	3,076	25																
		Total		530	100	4,945	100	9,279	100	12,068	100																
e. People with a sexual orientation other than your own	ddsexorient	1	Never	70	14	369	12	461	10	471	9	2.7	2.7	-.06	2.8 **	-.14	2.8 **	▽									
		2	Sometimes	161	30	941	30	1,275	29	1,731	31																
		3	Often	175	32	998	32	1,398	31	1,893	32																
		4	Very often	126	24	819	26	1,292	30	1,708	28																
		Total		532	100	3,127	100	4,426	100	5,803	100																
f. People from a country other than your own	ddcountry	1	Never	70	13	579	18	734	15	912	15	2.6	2.4 ***	.22	2.4 **	.14	2.4 **	.13									
		2	Sometimes	202	38	1,274	42	1,855	43	2,470	43																
		3	Often	153	29	754	24	1,061	24	1,376	24																
		4	Very often	105	21	518	16	777	18	1,052	18																
		Total		530	100	3,125	100	4,427	100	5,810	100																
9. During the current school year, about how often have you done the following?																											
a. Identified key information from reading assignments	LSreading	1	Never	13	3	120	3	218	3	300	3	2.9	2.9	-.05	2.9	-.08	2.9	-.05									
		2	Sometimes	139	26	1,257	26	2,295	25	3,092	26																
		3	Often	271	52	2,362	48	4,448	48	5,659	47																
		4	Very often	104	19	1,177	23	2,269	24	2,934	24																
		Total		527	100	4,916	100	9,230	100	11,985	100																
b. Reviewed your notes after class	LSnotes	1	Never	21	4	195	4	452	5	566	5	2.8	2.9 *	-.11	2.8	-.02	2.9	-.06									
		2	Sometimes	185	36	1,404	30	2,872	32	3,555	31																
		3	Often	184	34	1,864	38	3,385	36	4,446	37																
		4	Very often	136	25	1,447	28	2,520	26	3,415	27																
		Total		526	100	4,910	100	9,229	100	11,982	100																

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NSSE 2022 Frequencies and Statistical Comparisons

California State University, Sacramento

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Sacramento State				CSU Institutions				Public Far West				Public FFT4/I/HTI				Sacramento State		CSU Institutions		Public Far West		Public FFT4/I/HTI	
				Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e				
c. Summarized what you learned in class or from course materials	LSsummary	1	Never	36	7	250	5	574	7	620	6	2.7	2.8 **	-0.12	2.7	-0.06	2.8 **	-0.13									
		2	Sometimes	189	36	1,541	32	3,021	34	3,701	32																
		3	Often	206	39	2,011	41	3,679	40	4,877	41																
		4	Very often	96	18	1,112	22	1,956	20	2,780	22																
		Total		527	100	4,914	100	9,230	100	11,978	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	2	35	1	81	1	113	1	5.3	5.3	-0.02	5.3	.04	5.3	.02									
		2		8	2	63	1	129	2	152	1																
		3		20	4	219	4	446	5	592	5																
		4		65	12	731	15	1,359	15	1,746	15																
		5		212	40	1,703	36	3,274	37	4,151	36																
		6		109	21	1,103	23	2,136	23	2,746	22																
		7	Very much	104	20	1,043	20	1,767	18	2,421	20																
Total		525	100	4,897	100	9,192	100	11,921	100																		
11. Which of the following have you done while in college 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	130	26	1,097	21	1,901	20	2,236	19	2%	5% **	-0.14	5% **	-0.16	5% *	-0.13									
			Do not plan to do	36	7	294	6	542	6	768	7																
			Plan to do	339	64	3,298	68	6,296	68	8,348	69																
			Done or in progress	12	2	201	5	436	5	546	5																
			Total	517	100	4,890	100	9,175	100	11,898	100																
b. Hold a formal leadership role in a student organization or group	leader	(Means indicate the percentage who responded "Done or in progress.")	Have not decided	192	37	1,794	35	3,271	35	4,007	34	3%	7% **	-0.14	7% **	-0.15	7% **	-0.15									
			Do not plan to do	189	36	1,294	26	2,523	29	3,349	29																
			Plan to do	118	23	1,533	32	2,794	30	3,715	30																
			Done or in progress	17	3	257	7	561	7	792	7																
			Total	516	100	4,878	100	9,149	100	11,863	100																
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom	(Means indicate the percentage who responded "Done or in progress.")	Have not decided	204	40	2,038	41	3,758	41	4,703	40	4%	7% *	-0.13	8% ***	-0.20	8% ***	-0.18									
			Do not plan to do	133	26	964	21	1,981	23	2,700	23																
			Plan to do	154	30	1,575	32	2,717	28	3,474	29																
			Done or in progress	21	4	290	7	668	8	953	8																
			Total	512	100	4,867	100	9,124	100	11,830	100																

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California State University, Sacramento

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Sacramento State				CSU Institutions				Public Far West				Public FFT4/1/HTI				Sacramento State		CSU Institutions		Public Far West		Public FFT4/1/HTI	
				Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e		
d. Participate in a study abroad program	abroad <i>(Means indicate the percentage who responded "Done or in progress.")</i>		Have not decided	192	38	1,744	35	3,134	34	4,037	34	2%	1%	.02	2%	.02	1%	.03									
			Do not plan to do	179	35	1,496	31	2,807	32	4,101	35																
			Plan to do	133	25	1,563	32	3,065	33	3,535	29																
			Done or in progress	9	2	58	1	119	2	154	1																
			Total	513	100	4,861	100	9,125	100	11,827	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	239	46	2,213	45	4,019	44	5,130	43	2%	3%	-.08	4% *	-0.11	4% *	-0.10									
			Do not plan to do	146	29	1,141	22	2,043	22	3,129	26																
			Plan to do	118	23	1,383	30	2,765	31	3,145	27																
			Done or in progress	11	2	133	3	308	4	427	4																
			Total	514	100	4,870	100	9,135	100	11,831	100																
f. Complete a culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.)	capstone <i>(Means indicate the percentage who responded "Done or in progress.")</i>		Have not decided	250	49	2,134	41	3,753	40	4,870	41	1%	1%	.01	1%	.00	2%	-.03									
			Do not plan to do	77	16	534	10	958	10	1,460	12																
			Plan to do	181	34	2,140	47	4,289	48	5,276	45																
			Done or in progress	7	1	54	1	120	1	214	2																
			Total	515	100	4,862	100	9,120	100	11,820	100																
12. About how many of your courses at this institution have included a community-based project (service-learning)?																											
	servcourse		1 None	240	48	2,409	50	4,846	54	6,146	52	1.7	1.6	.07	1.6 ***	.16	1.6 *	.11									
			2 Some	210	40	1,941	41	3,441	38	4,566	39																
			3 Most	54	10	416	8	668	7	871	7																
			4 All	7	2	76	1	119	1	178	1																
			Total	511	100	4,842	100	9,074	100	11,761	100																
13. Indicate the quality of your interactions with the following people at your institution.																											
a. Students	QIstudent		1 Poor	10	3	114	2	235	2	344	3	5.3	5.3	.06	5.2 *	.11	5.2 **	.12									
			2	17	3	144	3	305	3	344	3																
			3	33	6	281	6	576	6	784	7																
			4	58	11	715	14	1,342	14	1,672	14																
			5	126	25	1,250	27	2,425	28	3,103	27																
			6	129	26	1,163	25	2,160	24	2,875	24																
			7 Excellent	128	25	1,088	22	1,817	19	2,383	20																
			— Not applicable	6	1	93	2	225	2	259	2																
			Total	507	100	4,848	100	9,085	100	11,764	100																

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California State University, Sacramento

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Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b						
				Sacramento State		CSU Institutions		Public Far West		Public FFT4/I/HTI		Sacramento State	CSU Institutions		Public Far West		Public FFT4/I/HTI	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
b. Academic advisors	Qladvisor	1	Poor	14	3	173	3	282	3	399	3	5.2	5.2	.02	5.3	-.02	5.2	.02
		2		17	3	223	4	376	4	539	5							
		3		45	8	343	7	635	7	879	7							
		4		62	12	586	12	1,121	12	1,507	13							
		5		106	20	1,024	22	1,882	21	2,318	20							
		6		107	21	965	21	1,925	22	2,513	21							
		7	Excellent	130	26	1,255	25	2,451	26	3,234	27							
		—	Not applicable	26	6	271	6	401	5	355	3							
	Total	507	100	4,840	100	9,073	100	11,744	100									
c. Faculty	QIfaculty	1	Poor	18	4	162	3	260	3	295	2	5.2	5.2	.01	5.2	.00	5.2	.00
		2		15	3	192	3	325	3	403	3							
		3		33	6	314	6	579	6	775	7							
		4		67	13	684	14	1,300	14	1,624	14							
		5		133	25	1,146	25	2,245	26	2,997	26							
		6		94	18	1,186	26	2,286	26	3,030	26							
		7	Excellent	119	24	939	19	1,693	18	2,278	19							
		—	Not applicable	28	6	215	4	380	4	338	3							
	Total	507	100	4,838	100	9,068	100	11,740	100									
d. Student services staff (career services, student activities, housing, etc.)	QIstaff	1	Poor	27	6	268	5	446	4	522	4	5.0	4.9	.06	4.9	.07	4.9	.04
		2		16	3	236	5	449	5	515	4							
		3		37	7	313	7	589	7	816	7							
		4		67	13	523	11	1,023	12	1,503	13							
		5		85	17	859	19	1,612	18	2,181	19							
		6		90	18	812	18	1,522	18	2,122	18							
		7	Excellent	102	21	852	17	1,500	16	2,114	17							
		—	Not applicable	82	15	973	19	1,924	21	1,966	17							
	Total	506	100	4,836	100	9,065	100	11,739	100									

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Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b							
				Sacramento State		CSU Institutions		Public Far West		Public FFT4/1/HTI		Sacramento State	CSU Institutions		Public Far West		Public FFT4/1/HTI		
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
e. Other administrative staff and offices (registrar, financial aid, etc.)	Qladmin	1	Poor	22	5	239	5	403	4	496	4	5.1	4.9 *	.11	4.9 *	.12	5.0 *	.11	
		2		22	4	228	4	460	5	540	4								
		3		26	5	348	7	655	7	899	8								
		4		69	14	641	14	1,210	14	1,633	14								
		5		97	19	958	20	1,830	21	2,413	21								
		6		92	17	928	19	1,686	19	2,342	20								
		7	Excellent	120	24	925	18	1,630	17	2,181	18								
		—	Not applicable	58	11	574	12	1,196	14	1,243	11								
	Total			506	100	4,841	100	9,070	100	11,747	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	14	3	96	2	167	2	233	2	3.0	3.1	-.09	3.1	-.02	3.0	.04	
		2	Some	97	19	895	18	1,777	20	2,534	22								
		3	Quite a bit	243	48	2,293	48	4,335	49	5,618	48								
		4	Very much	150	30	1,536	33	2,754	30	3,317	28								
			Total			504	100	4,820	100	9,033	100								11,702
b. Providing support to help students succeed academically	SEacademic	1	Very little	25	5	238	5	449	5	624	6	2.9	2.9	.01	2.9	.04	2.9	.05	
		2	Some	130	26	1,197	25	2,265	26	3,023	26								
		3	Quite a bit	204	41	2,035	44	3,943	45	4,969	42								
		4	Very much	142	28	1,346	26	2,359	25	3,061	26								
			Total			501	100	4,816	100	9,016	100								11,677
c. Using learning support services (tutoring services, writing center, etc.)	SElearnsup	1	Very little	49	10	397	8	766	9	992	9	3.0	2.9	.02	2.9	.05	2.9	.03	
		2	Some	98	20	1,019	22	1,945	22	2,486	22								
		3	Quite a bit	183	37	1,781	38	3,468	40	4,357	37								
		4	Very much	173	34	1,611	32	2,834	30	3,838	32								
			Total			503	100	4,808	100	9,013	100								11,673
d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	1	Very little	57	11	543	12	1,124	13	1,323	12	2.7	2.7	.03	2.7	.08	2.7	.04	
		2	Some	145	29	1,348	29	2,602	30	3,421	30								
		3	Quite a bit	176	36	1,746	36	3,239	36	4,174	36								
		4	Very much	124	25	1,172	23	2,032	21	2,738	23								
			Total			502	100	4,809	100	8,997	100								11,656

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2022 Frequencies and Statistical Comparisons

California State University, Sacramento

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b						
				Sacramento State		CSU Institutions		Public Far West		Public FFT4/I/HTI		Sacramento State	CSU Institutions		Public Far West		Public FFT4/I/HTI	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
e. Providing opportunities to be involved socially	SEsocial	1	Very little	53	10	454	9	1,007	11	1,134	10	2.8	2.8	.03	2.7 *	.12	2.7	.06
		2	Some	133	27	1,312	28	2,631	30	3,311	29							
		3	Quite a bit	179	36	1,896	40	3,411	39	4,421	38							
		4	Very much	137	27	1,145	22	1,957	20	2,776	23							
		Total		502	100	4,807	100	9,006	100	11,642	100							
f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	SEwellness	1	Very little	46	9	457	10	905	10	1,078	10	2.8	2.8	.06	2.7 *	.11	2.8	.08
		2	Some	134	27	1,258	27	2,525	29	3,207	28							
		3	Quite a bit	167	34	1,777	37	3,354	38	4,414	37							
		4	Very much	150	29	1,319	26	2,215	23	2,929	25							
		Total		497	100	4,811	100	8,999	100	11,628	100							
g. Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	1	Very little	105	20	1,039	23	2,305	27	2,962	26	2.4	2.3	.09	2.2 ***	.22	2.2 ***	.18
		2	Some	169	32	1,662	36	3,228	37	4,218	36							
		3	Quite a bit	152	32	1,375	28	2,354	25	3,005	26							
		4	Very much	76	15	731	14	1,112	11	1,437	12							
		Total		502	100	4,807	100	8,999	100	11,622	100							
h. Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	1	Very little	96	19	1,102	21	2,227	23	2,240	20	2.5	2.4	.06	2.4 *	.11	2.5	.01
		2	Some	159	32	1,403	30	2,694	30	3,427	29							
		3	Quite a bit	150	30	1,476	32	2,680	31	3,804	33							
		4	Very much	95	19	822	16	1,388	15	2,149	18							
		Total		500	100	4,803	100	8,989	100	11,620	100							
i. Attending events that address important social, economic, or political issues	SEevents	1	Very little	105	21	1,161	24	2,220	24	2,588	23	2.4	2.3 *	.10	2.3 **	.13	2.3	.08
		2	Some	168	34	1,608	34	3,095	36	4,087	35							
		3	Quite a bit	153	31	1,354	28	2,530	28	3,369	29							
		4	Very much	72	15	682	13	1,143	12	1,582	13							
		Total		498	100	4,805	100	8,988	100	11,626	100							

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2022 Frequencies and Statistical Comparisons

California State University, Sacramento

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Sacramento State		CSU Institutions		Public Far West		Public FFT4/1/HTI		Sacramento State	CSU Institutions		Public Far West		Public FFT4/1/HTI	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
15. To what extent do you agree or disagree with the following statements?																		
a. I feel comfortable being myself at this institution.	sbmyself	1	Strongly disagree	7	1	79	2	168	2	228	2	3.2	3.2	.04	3.2	.05	3.2	.02
		2	Disagree	38	8	359	8	709	9	935	8							
		3	Agree	315	61	2,994	62	5,542	61	6,971	60							
		4	Strongly agree	141	29	1,371	28	2,565	28	3,485	30							
			Total	501	100	4,803	100	8,984	100	11,619	100							
b. I feel valued by this institution.	sbvalued	1	Strongly disagree	14	3	102	2	273	4	394	4	3.0	3.0	-.06	2.9	.05	2.9	.03
		2	Disagree	77	15	660	15	1,435	18	1,961	18							
		3	Agree	321	64	3,067	63	5,566	61	7,028	60							
		4	Strongly agree	86	17	967	19	1,698	18	2,218	19							
			Total	498	100	4,796	100	8,972	100	11,601	100							
c. I feel like part of the community at this institution.	sbcommunity	1	Strongly disagree	16	4	162	4	375	5	465	4	2.9	2.9	-.01	2.9	.06	2.9	.04
		2	Disagree	88	17	910	20	1,838	21	2,445	22							
		3	Agree	318	63	2,794	57	5,115	56	6,455	55							
		4	Strongly agree	78	16	940	19	1,656	17	2,250	19							
			Total	500	100	4,806	100	8,984	100	11,615	100							
16. 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 <i>(Recoded version of tmprep created by NSSE. Values are estimated number of hours per week.)</i>	0	0 hrs	2	0	21	0	36	0	45	0	14.1	14.8	-.09	15.5 ***	-0.16	14.4	-0.03
		3	1-5 hrs	65	14	629	12	1,045	11	1,497	13							
		8	6-10 hrs	123	25	1,158	23	1,961	21	2,725	23							
		13	11-15 hrs	98	20	1,053	21	1,968	22	2,627	23							
		18	16-20 hrs	98	19	888	19	1,673	19	2,237	19							
		23	21-25 hrs	63	12	532	12	1,104	13	1,261	11							
		28	26-30 hrs	30	6	231	5	528	6	594	5							
		33	More than 30 hrs	20	4	284	7	648	8	605	5							
			Total	499	100	4,796	100	8,963	100	11,591	100							

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2022 Frequencies and Statistical Comparisons

California State University, Sacramento

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Sacramento State				CSU Institutions				Public Far West				Public FFT4/1/HTI				Sacramento State		CSU Institutions		Public Far West		Public FFT4/1/HTI	
				Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e				
b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	tmcocurrhrs (Recorded version of tmcocurr created by NSSE. Values are estimated number of hours per week.)	0	0 hrs	321	63	2,693	52	5,063	55	5,935	52	2.9	3.9 *** ▽	-0.16	3.5 * ▽	-0.11	3.9 *** ▽	-0.16									
		3	1-5 hrs	102	21	1,145	25	2,164	25	2,946	25																
		8	6-10 hrs	31	7	393	9	770	9	1,178	10																
		13	11-15 hrs	20	4	283	7	471	6	724	6																
		18	16-20 hrs	11	2	153	4	263	3	389	3																
		23	21-25 hrs	7	1	65	2	107	1	203	2																
		28	26-30 hrs	4	1	20	1	42	1	74	1																
		33	More than 30 hrs	3	1	38	1	71	1	118	1																
		Total				499	100	4,790	100	8,951	100								11,567	100							
		c. Working for pay on campus	tmworkonhrs (Recorded version of tmworkon created by NSSE. Values are estimated number of hours per week.)	0	0 hrs	446	89	4,280	88	7,980	88								10,066	87	1.6	1.6	.00	1.5	.02	1.7	-0.02
3	1-5 hrs			7	1	81	2	166	2	241	2																
8	6-10 hrs			9	2	115	3	217	3	376	3																
13	11-15 hrs			12	2	133	3	279	4	401	3																
18	16-20 hrs			13	3	118	2	207	2	290	3																
23	21-25 hrs			5	1	34	1	58	1	115	1																
28	26-30 hrs			3	1	7	0	15	0	31	0																
33	More than 30 hrs			3	1	22	1	32	0	51	0																
Total				498	100	4,790	100	8,954	100	11,571	100																
d. Working for pay off campus	tmworkoffhrs (Recorded version of tmworkoff created by NSSE. Values are estimated number of hours per week.)			0	0 hrs	282	56	2,719	61	5,345	63	6,208	56	7.7	6.7	.09	6.4 ** △	.13	7.8	-0.01							
		3	1-5 hrs	27	6	257	5	475	5	604	5																
		8	6-10 hrs	31	6	309	6	542	6	773	6																
		13	11-15 hrs	32	7	277	5	526	6	817	7																
		18	16-20 hrs	45	9	417	8	700	7	1,094	9																
		23	21-25 hrs	35	6	370	7	584	6	904	8																
		28	26-30 hrs	24	5	219	4	343	3	549	4																
		33	More than 30 hrs	25	6	225	4	439	5	611	5																
		Total				501	100	4,793	100	8,954	100	11,560	100														
		Estimated number of hours working for pay	tmworkhrs (Continuous variable created by NSSE)																		9.3	8.3	.08	7.9 * △	.12	9.5	-0.02

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NSSE 2022 Frequencies and Statistical Comparisons

California State University, Sacramento

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Sacramento State		CSU Institutions		Public Far West		Public FFT4/1/HTI		Sacramento State	CSU Institutions		Public Far West		Public FFT4/1/HTI	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
e. Doing community service or volunteer work	tmservicehrs	0	0 hrs	379	77	3,525	73	6,556	74	7,944	69	1.6	1.7	-0.02	1.6	.00	1.9	-0.07
	(Recorded version of tmservice created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	79	15	845	18	1,660	18	2,488	21							
	8	6-10 hrs	19	4	215	5	377	4	547	5								
	13	11-15 hrs	10	2	99	2	180	2	277	2								
	18	16-20 hrs	5	1	47	1	82	1	142	1								
	23	21-25 hrs	3	1	29	1	48	1	91	1								
	28	26-30 hrs	1	0	10	0	16	0	20	0								
	33	More than 30 hrs	3	1	21	1	34	0	49	0								
	Total			499	100	4,791	100	8,953	100	11,558	100							
f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelaxhrs	0	0 hrs	17	3	108	2	187	2	260	2	11.1	11.6	-0.06	12.3 **	-0.14	12.0 *	-0.11
	(Recorded version of tmrelax created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	147	29	1,324	25	2,234	23	2,697	27							
	8	6-10 hrs	130	25	1,298	27	2,380	26	3,204	22								
	13	11-15 hrs	90	19	906	19	1,710	20	2,298	20								
	18	16-20 hrs	52	11	501	11	1,081	13	1,416	13								
	23	21-25 hrs	17	3	247	6	523	6	687	6								
	28	26-30 hrs	13	3	102	2	231	3	297	3								
	33	More than 30 hrs	35	7	303	7	598	7	710	6								
	Total			501	100	4,789	100	8,944	100	11,569	100							
g. Providing care for dependents (children, parents, etc.)	tmcarehrs	0	0 hrs	305	61	2,796	63	5,709	68	7,826	68	3.7	3.9	-0.02	3.4	.05	3.2	.07
	(Recorded version of tmcare created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	91	18	829	16	1,384	14	1,671	14							
	8	6-10 hrs	38	7	424	8	692	7	786	7								
	13	11-15 hrs	27	5	249	5	403	4	469	4								
	18	16-20 hrs	14	3	166	3	237	2	270	2								
	23	21-25 hrs	4	1	94	2	143	2	148	1								
	28	26-30 hrs	3	1	39	1	68	1	69	1								
	33	More than 30 hrs	15	3	166	3	283	3	301	3								
	Total			497	100	4,763	100	8,919	100	11,540	100							

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NSSE 2022 Frequencies and Statistical Comparisons

California State University, Sacramento

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b							
				Sacramento State		CSU Institutions		Public Far West		Public FFT4/I/HTI		Sacramento State	CSU Institutions	Public Far West	Public FFT4/I/HTI				
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
h. Commuting to campus (driving, walking, etc.)	tmcommutehrs	0	0 hrs	118	23	2,118	45	4,769	52	4,870	43	5.1	3.9 ***	.20	3.1 ***	.35	3.7 ***	.24	
	(Recorded version of tmcommute created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	236	48	1,550	32	2,610	30	4,332	37								
	8	6-10 hrs	89	17	616	12	848	9	1,294	11									
	13	11-15 hrs	22	5	251	5	358	4	514	4									
	18	16-20 hrs	17	4	103	2	148	2	243	2									
	23	21-25 hrs	6	1	62	1	86	1	128	1									
	28	26-30 hrs	1	0	20	0	25	0	46	0									
	33	More than 30 hrs	10	2	73	2	104	1	143	1									
	Total				499	100	4,793	100	8,948	100	11,570								100
17. 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	37	8	422	10	817	10	1,352	13	2.8	2.8	.02	2.8	.04	2.7 **	.13		
	2	Some	164	34	1,551	34	3,025	35	4,064	36									
	3	About half	169	34	1,526	31	2,771	30	3,403	29									
	4	Most	91	18	932	19	1,687	18	2,006	17									
	5	Almost all	36	7	347	7	626	7	721	6									
	Total			497	100	4,778	100	8,926	100	11,546								100	
tmreadinghrs																			
<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>																			
tmreadinghrscol <i>(Collapsed version of tmreadinghrs created by NSSE.)</i>	1	0 hrs	2	0	21	0	35	0	44	0	6.7	6.9	-.03	7.1	-.06	6.4	.06		
	2	More than zero, up to 5 hrs	243	51	2,310	48	4,206	47	6,044	54									
	3	More than 5, up to 10 hrs	141	28	1,433	31	2,721	31	3,270	28									
	4	More than 10, up to 15 hrs	55	10	492	10	908	10	1,074	9									
	5	More than 15, up to 20 hrs	26	5	257	5	518	6	559	5									
	6	More than 20, up to 25 hrs	19	4	161	3	348	4	350	3									
	7	More than 25 hrs	8	1	85	2	161	2	165	1									
	Total			494	100	4,759	100	8,897	100	11,506								100	

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NSSE 2022 Frequencies and Statistical Comparisons

California State University, Sacramento

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b							
				Sacramento State		CSU Institutions		Public Far West		Public FFT4/I/HTI		Sacramento State	CSU Institutions		Public Far West		Public FFT4/I/HTI		
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
18. 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	21	4	243	6	598	8	639	6	2.9	2.8 *	.10	2.8 ***	.16	2.8	.07	
		2	Some	113	22	1,222	27	2,428	28	3,086	27								
		3	Quite a bit	264	54	2,254	46	4,047	44	5,246	45								
		4	Very much	99	20	1,056	21	1,840	19	2,563	22								
		Total		497	100	4,775	100	8,913	100	11,534	100								
b. Speaking clearly and effectively	pgspeak	1	Very little	28	6	227	6	901	12	1,055	10	2.8	2.9	-.02	2.7 ***	.20	2.7 **	.13	
		2	Some	135	27	1,228	27	2,661	30	3,424	29								
		3	Quite a bit	230	46	2,132	44	3,530	39	4,678	40								
		4	Very much	104	22	1,189	24	1,820	19	2,367	20								
		Total		497	100	4,776	100	8,912	100	11,524	100								
c. Thinking critically and analytically	pgthink	1	Very little	14	3	111	3	290	4	336	3	3.1	3.1	.01	3.0	.07	3.0	.05	
		2	Some	91	19	889	19	1,762	20	2,331	21								
		3	Quite a bit	235	46	2,223	46	4,123	46	5,343	46								
		4	Very much	159	32	1,537	32	2,722	30	3,513	30								
		Total		499	100	4,760	100	8,897	100	11,523	100								
d. Analyzing numerical and statistical information	pganalyze	1	Very little	50	10	388	8	873	10	1,325	11	2.7	2.8 *	-.09	2.7	-.01	2.7	.04	
		2	Some	168	33	1,431	29	2,728	30	3,746	32								
		3	Quite a bit	180	37	1,923	41	3,520	40	4,258	38								
		4	Very much	101	21	1,024	22	1,777	20	2,189	19								
		Total		499	100	4,766	100	8,898	100	11,518	100								
e. Acquiring job- or work-related knowledge and skills	pgwork	1	Very little	113	22	799	16	1,652	19	1,943	17	2.3	2.5 ***	-.18	2.4	-.09	2.5 **	-.15	
		2	Some	178	36	1,647	34	3,129	35	3,911	34								
		3	Quite a bit	141	28	1,537	33	2,768	31	3,814	33								
		4	Very much	65	13	784	17	1,351	15	1,841	16								
		Total		497	100	4,767	100	8,900	100	11,509	100								
f. Working effectively with others	pgothers	1	Very little	37	8	343	7	864	10	1,016	9	2.8	2.8	-.07	2.7	.07	2.7	.04	
		2	Some	148	29	1,233	26	2,549	29	3,369	30								
		3	Quite a bit	209	42	2,027	43	3,578	40	4,627	39								
		4	Very much	106	21	1,164	24	1,913	21	2,513	22								
		Total		500	100	4,767	100	8,904	100	11,525	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2022 Frequencies and Statistical Comparisons

California State University, Sacramento

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Sacramento State				CSU Institutions				Public Far West				Public FFT4/1/HTI				Sacramento State		CSU Institutions		Public Far West		Public FFT4/1/HTI	
				Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e				
g. Developing or clarifying a personal code of values and ethics	pgvalues	1	Very little	53	11	486	11	1,157	14	1,341	13	2.6	2.6	-.01	2.6	.08	2.6	-.01									
		2	Some	169	33	1,510	32	2,894	33	3,488	30																
		3	Quite a bit	193	39	1,856	38	3,248	35	4,442	38																
		4	Very much	85	17	913	19	1,603	17	2,246	19																
		Total		500	100	4,765	100	8,902	100	11,517	100																
h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	1	Very little	28	6	346	9	811	10	885	8	2.9	2.8 *	.09	2.8 ***	.16	2.8 *	.09									
		2	Some	118	24	1,167	26	2,366	28	3,013	27																
		3	Quite a bit	219	43	1,903	39	3,414	38	4,485	38																
		4	Very much	135	27	1,347	26	2,303	24	3,136	27																
		Total		500	100	4,763	100	8,894	100	11,519	100																
i. Solving complex real-world problems	pgprobsolve	1	Very little	65	13	550	12	1,117	13	1,398	13	2.6	2.6	-.06	2.6	.00	2.6	-.03									
		2	Some	174	34	1,566	33	3,025	35	3,953	34																
		3	Quite a bit	183	37	1,734	36	3,205	36	4,076	35																
		4	Very much	79	16	909	18	1,541	16	2,101	18																
		Total		501	100	4,759	100	8,888	100	11,528	100																
j. Being an informed and active citizen	pgcitizen	1	Very little	64	13	565	12	1,153	13	1,387	12	2.6	2.6	.00	2.6	.04	2.6	.00									
		2	Some	169	33	1,534	33	2,925	34	3,773	33																
		3	Quite a bit	176	35	1,699	35	3,131	34	4,132	36																
		4	Very much	95	19	974	20	1,694	18	2,257	19																
		Total		504	100	4,772	100	8,903	100	11,549	100																
19. How would you evaluate your entire educational experience at this institution?																											
evalexp		1	Poor	9	2	91	2	228	3	265	3	3.0	3.0	-.06	3.0	.01	3.0	.01									
		2	Fair	94	19	852	17	1,661	19	2,164	20																
		3	Good	286	55	2,602	54	4,871	54	6,261	54																
		4	Excellent	115	23	1,236	26	2,157	24	2,875	24																
		Total		504	100	4,781	100	8,917	100	11,565	100																
20. If you could start over again, would you go to the same institution you are now attending?																											
sameinst		1	Definitely no	10	2	124	3	236	3	337	3	3.1	3.1	-.03	3.1	-.02	3.1	.00									
		2	Probably no	73	14	628	13	1,141	14	1,647	15																
		3	Probably yes	264	52	2,436	50	4,511	50	5,657	49																
		4	Definitely yes	158	31	1,611	34	3,046	33	3,954	33																
		Total		505	100	4,799	100	8,934	100	11,595	100																

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2022 Frequencies and Statistical Comparisons

California State University, Sacramento

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b							
				Sacramento State		CSU Institutions		Public Far West		Public FFT4/1/HTI		Sacramento State	CSU Institutions	Public Far West	Public FFT4/1/HTI				
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
21. Do you intend to return to this institution next year?^f																			
	returnexp	No		13	3	92	2	200	2	417	4	88%	91% *	-10	91%	-.08	89%	-.01	
(Means indicate the percentage who responded "Yes.")		Yes		446	88	4,376	91	8,151	91	10,339	89								
		Not sure		44	9	323	7	586	7	849	8								▽
		Total		503	100	4,791	100	8,937	100	11,605	100								
22. To what extent have the faculty and staff at your institution done a good job helping students adapt to the changes brought on by the COVID-19 pandemic?																			
	covidexp	1	Very little	24	5	231	6	508	6	605	6	3.2	3.1 *	.11	3.0 ***	.18	3.0 **	.13	
		2	Some	79	15	901	19	1,833	21	2,374	20								
		3	Quite a bit	208	40	1,869	39	3,546	40	4,540	39								△
		4	Very much	199	40	1,809	36	3,074	32	4,114	35								△
		Total		510	100	4,810	100	8,961	100	11,633	100								△

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2022 Frequencies and Statistical Comparisons

California State University, Sacramento

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b							
				Sacramento State		CSU Institutions		Public Far West		Public FFT4/I/HTI		Sacramento State		CSU Institutions		Public Far West		Public FFT4/I/HTI	
				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	66	4	364	4	604	4	588	3	2.9	2.9	-0.03	2.9	-0.04	3.0 ***	-0.09	
		2	Sometimes	652	33	3,581	32	5,831	32	6,034	30								
		3	Often	639	33	3,596	32	5,957	32	6,814	33								
		4	Very often	597	30	3,567	32	6,058	32	7,111	34								
		Total		1,954	100	11,108	100	18,450	100	20,547	100								
b. Asked another student to help you understand course material	CLaskhelp	1	Never	321	17	1,435	13	2,708	15	3,268	17	2.4	2.5 ***	-0.10	2.5 *	-0.05	2.4	-0.02	
		2	Sometimes	808	41	4,706	42	7,798	42	8,469	42								
		3	Often	518	27	2,894	26	4,642	25	5,176	25								
		4	Very often	297	15	2,013	18	3,203	17	3,531	17								
		Total		1,944	100	11,048	100	18,351	100	20,444	100								
c. Explained course material to one or more students	CLexplain	1	Never	179	10	981	9	1,738	9	2,050	10	2.6	2.6 **	-0.07	2.6	-0.04	2.6	-0.04	
		2	Sometimes	814	42	4,458	39	7,497	40	7,922	39								
		3	Often	606	31	3,527	32	5,700	31	6,496	32								
		4	Very often	335	17	2,080	20	3,399	19	3,958	19								
		Total		1,934	100	11,046	100	18,334	100	20,426	100								
d. Prepared for exams by discussing or working through course material with other students	CLstudy	1	Never	441	23	2,328	21	4,314	24	5,007	25	2.3	2.4 ***	-0.11	2.3 **	-0.06	2.3	-0.04	
		2	Sometimes	796	41	4,143	37	6,721	37	7,225	35								
		3	Often	439	23	2,715	24	4,320	23	4,817	23								
		4	Very often	246	13	1,803	17	2,875	16	3,266	16								
		Total		1,922	100	10,989	100	18,230	100	20,315	100								
e. Worked with other students on course projects or assignments	CLproject	1	Never	122	7	721	7	1,398	7	1,944	10	2.8	2.9 ***	-0.14	2.8 ***	-0.08	2.8	.00	
		2	Sometimes	656	34	3,190	28	5,496	30	6,319	31								
		3	Often	692	36	3,887	35	6,205	34	6,737	33								
		4	Very often	444	23	3,178	30	5,097	29	5,298	27								
		Total		1,914	100	10,976	100	18,196	100	20,298	100								
f. Given a course presentation	present	1	Never	274	15	1,323	12	2,263	12	2,880	14	2.4	2.6 ***	-0.20	2.6 ***	-0.17	2.5 ***	-0.12	
		2	Sometimes	811	43	3,929	36	6,770	38	7,624	37								
		3	Often	540	28	3,384	31	5,445	30	5,868	29								
		4	Very often	282	14	2,323	22	3,671	20	3,889	20								
		Total		1,907	100	10,959	100	18,149	100	20,261	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2022 Frequencies and Statistical Comparisons

California State University, Sacramento

Seniors

Frequency Distributions^a

Statistical Comparisons^b

												<i>Your seniors compared with</i>							
				Sacramento State		CSU Institutions		Public Far West		Public FFT4/I/HTI		Sacramento State		CSU Institutions		Public Far West		Public FFT4/I/HTI	
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	
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	98	5	551	5	875	5	1,023	5	2.9	2.9 *	-0.05	2.9	-0.04	2.9	-0.02	
		2	Sometimes	542	29	2,995	27	4,977	28	5,640	29								
		3	Often	749	39	4,307	39	7,135	39	7,898	39								
		4	Very often	500	26	3,023	28	5,029	28	5,522	27								
		Total		1,889	100	10,876	100	18,016	100	20,083	100								
b. Connected your learning to societal problems or issues	RIsocietal	1	Never	154	9	781	8	1,350	8	1,562	9	2.8	2.8	-0.05	2.8	-0.03	2.8	-0.01	
		2	Sometimes	587	32	3,196	30	5,346	31	5,944	31								
		3	Often	626	33	3,869	35	6,314	35	7,090	35								
		4	Very often	510	26	2,984	27	4,917	26	5,392	26								
		Total		1,877	100	10,830	100	17,927	100	19,988	100								
c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIdiverse	1	Never	252	15	1,204	13	2,121	13	2,524	14	2.7	2.7	-0.02	2.7	.00	2.6	.02	
		2	Sometimes	543	30	3,298	32	5,543	32	6,115	32								
		3	Often	564	30	3,446	31	5,639	31	6,252	31								
		4	Very often	496	26	2,812	25	4,509	24	4,951	24								
		Total		1,855	100	10,760	100	17,812	100	19,842	100								
d. Examined the strengths and weaknesses of your own views on a topic or issue	Rlownview	1	Never	100	6	560	6	944	6	1,036	6	2.8	2.8	.00	2.8	.01	2.8	.00	
		2	Sometimes	512	28	2,936	28	4,934	29	5,512	29								
		3	Often	773	42	4,586	43	7,535	42	8,335	42								
		4	Very often	447	24	2,606	24	4,264	23	4,797	24								
		Total		1,832	100	10,688	100	17,677	100	19,680	100								
e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	Rlperspect	1	Never	70	4	282	3	519	4	616	4	3.0	3.0	-0.05	3.0	-0.02	3.0	-0.02	
		2	Sometimes	405	23	2,305	23	3,895	23	4,298	23								
		3	Often	794	44	4,635	43	7,656	43	8,514	43								
		4	Very often	546	29	3,375	31	5,432	30	6,042	30								
		Total		1,815	100	10,597	100	17,502	100	19,470	100								
f. Learned something that changed the way you understand an issue or concept	RInewview	1	Never	49	3	230	2	419	3	508	3	2.9	3.0 **	-0.09	3.0 *	-0.05	3.0	-0.02	
		2	Sometimes	465	27	2,499	25	4,249	26	4,883	26								
		3	Often	783	43	4,507	42	7,407	42	8,249	43								
		4	Very often	501	27	3,264	31	5,252	29	5,619	28								
		Total		1,798	100	10,500	100	17,327	100	19,259	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2022 Frequencies and Statistical Comparisons

California State University, Sacramento

Seniors

Frequency Distributions^a

Statistical Comparisons^b

				Sacramento State								Your seniors compared with							
				Sacramento State		CSU Institutions		Public Far West		Public FFT4/I/HTI		Sacramento State		CSU Institutions		Public Far West		Public FFT4/I/HTI	
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. Connected ideas from your courses to your prior experiences and knowledge	RIconnect	1	Never	33	2	119	1	213	1	227	1	3.2	3.2 *	-0.06	3.2	-0.04	3.2	-0.03	
		2	Sometimes	287	16	1,622	16	2,648	16	3,009	17								
		3	Often	819	46	4,678	45	7,713	45	8,587	45								
		4	Very often	652	36	4,010	38	6,613	37	7,279	37								
		Total		1,791	100	10,429	100	17,187	100	19,102	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	489	28	2,289	22	3,813	23	3,913	22	2.2	2.3 ***	-0.14	2.3 ***	-0.10	2.3 ***	-0.17	
		2	Sometimes	703	39	4,236	41	7,201	42	7,510	40								
		3	Often	348	19	2,244	21	3,579	20	4,275	21								
		4	Very often	244	13	1,652	16	2,590	15	3,385	17								
		Total		1,784	100	10,421	100	17,183	100	19,083	100								
b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	1	Never	977	55	5,071	47	8,306	48	8,897	47	1.7	1.9 ***	-0.18	1.8 ***	-0.16	1.9 ***	-0.17	
		2	Sometimes	479	27	2,922	28	4,917	29	5,511	29								
		3	Often	190	10	1,387	14	2,296	14	2,677	14								
		4	Very often	131	7	1,018	10	1,599	9	1,927	10								
		Total		1,777	100	10,398	100	17,118	100	19,012	100								
c. Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	1	Never	708	41	3,849	36	6,066	35	6,410	34	1.9	2.0 ***	-0.13	2.0 ***	-0.12	2.0 ***	-0.14	
		2	Sometimes	654	37	3,701	36	6,484	39	7,141	38								
		3	Often	242	14	1,754	18	2,849	17	3,312	18								
		4	Very often	157	9	1,037	10	1,613	10	2,007	10								
		Total		1,761	100	10,341	100	17,012	100	18,870	100								
d. Discussed your academic performance with a faculty member	SFperform	1	Never	569	33	2,990	29	5,028	30	4,950	27	2.0	2.1 ***	-0.12	2.1 **	-0.07	2.1 ***	-0.15	
		2	Sometimes	760	43	4,225	41	7,111	42	7,875	42								
		3	Often	273	15	2,016	19	3,233	19	3,973	20								
		4	Very often	157	9	1,100	11	1,642	9	2,076	10								
		Total		1,759	100	10,331	100	17,014	100	18,874	100								
4. During the current school year, how much has your coursework emphasized the following?																			
a. Memorizing course material	memorize	1	Very little	114	7	630	7	1,277	8	1,405	8	2.8	2.8	-0.04	2.8	.03	2.8	.01	
		2	Some	534	31	2,853	29	5,031	31	5,445	29								
		3	Quite a bit	702	40	4,267	41	6,776	39	7,596	40								
		4	Very much	393	22	2,526	24	3,835	22	4,319	23								
		Total		1,743	100	10,276	100	16,919	100	18,765	100								

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NSSE 2022 Frequencies and Statistical Comparisons

California State University, Sacramento

Seniors

Frequency Distributions^a

Statistical Comparisons^b

				Sacramento State								Your seniors compared with							
				Sacramento State		CSU Institutions		Public Far West		Public FFT4/I/HTI		Sacramento State	CSU Institutions		Public Far West		Public FFT4/I/HTI		
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	
b. Applying facts, theories, or methods to practical problems or new situations	HOapply	1	Very little	61	4	317	3	550	3	615	4	3.0	3.0	-.04	3.0	-.02	3.0	-.01	
		2	Some	390	23	2,229	22	3,631	22	4,042	22								
		3	Quite a bit	750	43	4,467	44	7,376	44	8,147	43								
		4	Very much	535	30	3,217	31	5,279	31	5,888	31								
		Total		1,736	100	10,230	100	16,836	100	18,692	100								
c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	1	Very little	61	4	365	4	597	4	729	4	3.0	3.0	.00	3.0	.01	3.0	.04	
		2	Some	363	21	2,209	22	3,656	22	4,225	23								
		3	Quite a bit	755	44	4,277	42	7,039	42	7,782	41								
		4	Very much	545	31	3,307	32	5,402	32	5,801	31								
		Total		1,724	100	10,158	100	16,694	100	18,537	100								
d. Evaluating a point of view, decision, or information source	HOevaluate	1	Very little	88	6	399	4	753	5	862	5	2.9	3.0 *	-0.07	3.0	-0.02	2.9	-0.01	
		2	Some	402	24	2,173	22	3,718	24	4,243	24								
		3	Quite a bit	719	42	4,315	42	7,009	42	7,777	41								
		4	Very much	506	29	3,242	31	5,143	30	5,588	29								
		Total		1,715	100	10,129	100	16,623	100	18,470	100								
e. Forming a new idea or understanding from various pieces of information	HOform	1	Very little	68	4	360	4	606	4	734	4	2.9	3.0 **	-0.08	3.0	-0.05	3.0	-0.01	
		2	Some	409	24	2,184	22	3,675	23	4,236	24								
		3	Quite a bit	744	44	4,448	44	7,294	44	8,121	44								
		4	Very much	476	28	3,115	30	4,995	29	5,313	28								
		Total		1,697	100	10,107	100	16,570	100	18,404	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	40	3	250	3	444	3	543	3	3.1	3.2	-0.02	3.1	.04	3.1 **	.07	
		2	Some	292	18	1,820	18	3,092	19	3,618	20								
		3	Quite a bit	728	43	4,111	41	6,871	42	7,613	41								
		4	Very much	630	37	3,870	39	6,072	36	6,543	35								
		Total		1,690	100	10,051	100	16,479	100	18,317	100								
b. Taught course sessions in an organized way	ETorganize	1	Very little	84	5	522	5	851	5	988	6	3.0	3.0	.01	3.0	.05	3.0 *	.06	
		2	Some	350	21	2,186	21	3,649	22	4,223	23								
		3	Quite a bit	671	40	3,995	40	6,700	41	7,234	39								
		4	Very much	582	34	3,336	33	5,251	31	5,832	32								
		Total		1,687	100	10,039	100	16,451	100	18,277	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2022 Frequencies and Statistical Comparisons

California State University, Sacramento

Seniors

Frequency Distributions^a

Statistical Comparisons^b

				Your seniors compared with														
				Sacramento State				Sacramento State										
				CSU Institutions		Public Far West		Public FFT4/I/HTI		CSU Institutions		Public Far West		Public FFT4/I/HTI				
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. Used examples or illustrations to explain difficult points	ETexample	1	Very little	56	3	404	4	677	4	868	5	3.1	3.1	-.02	3.0	.02	3.0 *	△
		2	Some	359	21	2,054	20	3,436	21	4,027	23							
		3	Quite a bit	673	40	3,917	39	6,541	40	7,072	38							
		4	Very much	594	35	3,647	36	5,764	34	6,289	34							
		Total		1,682	100	10,022	100	16,418	100	18,256	100							
d. Provided feedback on a draft or work in progress	ETdraftfb	1	Very little	144	9	851	9	1,484	9	1,775	10	2.8	2.8 *	-0.06	2.8	-0.02	2.8	.00
		2	Some	508	31	2,763	28	4,554	28	5,035	28							
		3	Quite a bit	548	32	3,398	34	5,622	34	6,088	33							
		4	Very much	479	28	2,999	30	4,736	28	5,342	29							
		Total		1,679	100	10,011	100	16,396	100	18,240	100							
e. Provided prompt and detailed feedback on tests or completed assignments	ETfeedback	1	Very little	152	9	900	9	1,489	9	1,707	10	2.7	2.8	-0.05	2.8	-0.02	2.7	-0.01
		2	Some	524	32	3,033	30	4,969	30	5,412	30							
		3	Quite a bit	589	35	3,440	35	5,777	36	6,395	35							
		4	Very much	408	24	2,608	26	4,110	25	4,686	25							
		Total		1,673	100	9,981	100	16,345	100	18,200	100							
f. Explained in advance the criteria for successfully completing your assignments	etcriteria	1	Very little	64	4	410	4	704	5	868	5	3.0	3.0	.00	3.0	.03	3.0	.05
		2	Some	352	21	2,144	21	3,585	22	4,010	22							
		3	Quite a bit	682	41	3,975	40	6,572	41	7,161	39							
		4	Very much	570	34	3,403	34	5,414	33	6,079	33							
		Total		1,668	100	9,932	100	16,275	100	18,118	100							
g. Reviewed and summarized key ideas or concepts	etreview	1	Very little	45	3	300	3	559	4	693	4	3.0	3.1	-0.03	3.0	.01	3.0	.04
		2	Some	364	22	2,044	20	3,409	21	3,906	22							
		3	Quite a bit	703	43	4,190	43	6,924	43	7,614	42							
		4	Very much	546	32	3,386	34	5,342	32	5,856	32							
		Total		1,658	100	9,920	100	16,234	100	18,069	100							
h. Taught in a way that aligns with how you prefer to learn	etprefer	1	Very little	149	9	880	9	1,605	10	1,879	11	2.7	2.7	-0.04	2.7	.02	2.7 *	△
		2	Some	521	32	3,106	31	5,157	32	5,883	33							
		3	Quite a bit	627	38	3,606	37	5,944	37	6,409	35							
		4	Very much	361	21	2,306	23	3,492	21	3,856	21							
		Total		1,658	100	9,898	100	16,198	100	18,027	100							

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2022 Frequencies and Statistical Comparisons

California State University, Sacramento

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Sacramento State				CSU Institutions				Public Far West				Public FFT4/I/HTI				Sacramento State		CSU Institutions		Public Far West		Public FFT4/I/HTI	
				Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e				
i. Enabled you to demonstrate your learning through quizzes, assignments, and other activities	etdemonstrate	1	Very little	46	3	314	3	538	4	656	4	3.1	3.1	-0.03	3.1	.01	3.1	.04									
		2	Some	298	19	1,693	17	2,787	18	3,310	19																
		3	Quite a bit	698	42	4,089	42	6,809	42	7,478	41																
		4	Very much	611	36	3,805	38	6,065	37	6,588	36																
		Total		1,653	100	9,901	100	16,199	100	18,032	100																
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	167	10	1,029	10	1,657	10	2,109	11	2.6	2.7	-0.02	2.7	-0.02	2.6	.04									
		2	Sometimes	578	35	3,503	34	5,608	34	6,382	35																
		3	Often	578	36	3,384	35	5,607	36	6,022	34																
		4	Very often	315	19	1,871	20	3,145	21	3,276	19																
		Total		1,638	100	9,787	100	16,017	100	17,789	100																
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	1	Never	286	18	1,535	15	2,549	16	3,181	18	2.4	2.5 *	-0.06	2.5	-0.05	2.4	.01									
		2	Sometimes	613	37	3,641	37	5,872	37	6,484	36																
		3	Often	457	28	2,948	31	4,847	30	5,301	30																
		4	Very often	275	17	1,636	17	2,702	17	2,784	16																
		Total		1,631	100	9,760	100	15,970	100	17,750	100																
c. Evaluated what others have concluded from numerical information	QRevaluate	1	Never	246	15	1,482	14	2,406	15	3,062	17	2.5	2.5	-0.04	2.5	-0.04	2.4	.03									
		2	Sometimes	644	39	3,722	38	6,068	38	6,755	38																
		3	Often	491	31	3,013	32	4,945	32	5,317	30																
		4	Very often	242	15	1,522	16	2,520	16	2,550	15																
		Total		1,623	100	9,739	100	15,939	100	17,684	100																
7. During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned? (Include those not yet completed.)																											
a. Up to 5 pages <i>(Recoded version of wrshort created by NSSE. Values are estimated number of papers, reports, etc.)</i>	wrshortnum	0	None	104	7	541	6	881	6	1,192	7	7.2	7.6	-0.05	7.9 ***	-0.10	7.4	-0.02									
		1.5	1-2	276	18	1,576	16	2,573	16	3,246	18																
		4	3-5	471	29	3,049	31	4,710	29	5,184	29																
		8	6-10	401	24	2,255	23	3,668	23	3,853	22																
		13	11-15	157	10	981	10	1,702	11	1,802	11																
		18	16-20	85	5	496	5	857	5	899	5																
		23	More than 20	118	7	808	9	1,490	10	1,455	8																
		Total		1,612	100	9,706	100	15,881	100	17,631	100																

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NSSE 2022 Frequencies and Statistical Comparisons

California State University, Sacramento

Seniors

Frequency Distributions^a

Statistical Comparisons^b

				Your seniors compared with														
				Sacramento State				Sacramento State										
				CSU Institutions		Public Far West		Public FFT4/I/HTI		CSU Institutions		Public Far West		Public FFT4/I/HTI				
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
b. Between 6 and 10 pages	wrmednum	0	None	418	27	2,167	23	3,579	23	4,584	26	3.6	3.9 *	-0.07	3.9 **	-0.07	3.6	.00
	(Recoded version of wrmed created by NSSE. Values are estimated number of papers, reports, etc.)	1.5	1-2	495	30	3,070	31	5,005	31	5,652	32							
	4	3-5	378	23	2,340	24	3,864	25	3,959	23								
	8	6-10	203	12	1,292	13	2,036	13	2,051	12								
	13	11-15	54	3	440	5	733	5	753	4								
	18	16-20	27	2	142	2	257	2	247	1								
	23	More than 20	31	2	206	2	335	2	313	2								
	Total			1,606	100	9,657	100	15,809	100	17,559	100							
c. 11 pages or more	wrlongnum	0	None	883	55	4,830	49	7,770	48	9,194	52	2.1	2.3	-0.05	2.3	-0.04	2.1	.01
	(Recoded version of wrlong created by NSSE. Values are estimated number of papers, reports, etc.)	1.5	1-2	424	26	2,814	29	4,755	30	5,099	29							
	4	3-5	146	9	1,001	11	1,671	11	1,689	10								
	8	6-10	67	4	475	5	731	5	735	4								
	13	11-15	39	2	309	3	492	3	452	3								
	18	16-20	21	1	82	1	147	1	140	1								
	23	More than 20	32	2	173	2	279	2	285	2								
	Total			1,612	100	9,684	100	15,845	100	17,594	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.)									81.0	87.5 *	-0.06	88.1 *	-0.07	81.3	.00
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	61	4	506	5	840	6	1,043	6	3.2	3.1 ***	.13	3.1 ***	.16	3.0 ***	.19
		2	Sometimes	293	18	2,029	21	3,624	23	4,122	23							
		3	Often	490	30	3,061	31	4,952	31	5,492	31							
		4	Very often	765	47	4,090	42	6,441	40	6,969	40							
			Total	1,609	100	9,686	100	15,857	100	17,626	100							
b. People from an economic background other than your own	DDeconomic	1	Never	68	5	569	6	880	6	982	6	3.1	3.0 ***	.10	3.0 ***	.10	3.0 ***	.10
		2	Sometimes	378	24	2,404	25	4,002	25	4,409	25							
		3	Often	525	33	3,299	34	5,457	34	6,144	35							
		4	Very often	629	39	3,383	35	5,460	34	6,033	34							
			Total	1,600	100	9,655	100	15,799	100	17,568	100							

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NSSE 2022 Frequencies and Statistical Comparisons

California State University, Sacramento

Seniors

Frequency Distributions^a

Statistical Comparisons^b

				Your seniors compared with														
				Sacramento State				Sacramento State										
				CSU Institutions		Public Far West		Public FFT4/I/HTI		CSU Institutions		Public Far West		Public FFT4/I/HTI				
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. People with religious beliefs other than your own	DDreligion	1	Never	111	7	889	9	1,411	9	1,485	9	3.0	2.9 ***	.13	2.9 ***	.14	2.9 ***	.11
		2	Sometimes	395	25	2,692	28	4,466	28	4,819	27							
		3	Often	486	30	2,978	31	4,926	31	5,559	32							
		4	Very often	606	38	3,108	32	4,998	32	5,710	33							
		Total		1,598	100	9,667	100	15,801	100	17,573	100							
d. People with political views other than your own	DDpolitical	1	Never	117	8	1,018	11	1,632	11	1,578	10	2.8	2.7 ***	.10	2.7 ***	.13	2.8	.05
		2	Sometimes	536	33	3,243	34	5,527	36	5,529	32							
		3	Often	441	27	2,730	28	4,321	27	5,202	29							
		4	Very often	500	32	2,667	28	4,321	27	5,265	29							
		Total		1,594	100	9,658	100	15,801	100	17,574	100							
e. People with a sexual orientation other than your own	ddsexorient	1	Never	106	7	550	8	701	9	633	9	2.9	2.8	.05	2.8	.03	2.9	.02
		2	Sometimes	486	31	1,996	31	2,524	30	2,349	29							
		3	Often	475	29	2,063	30	2,671	30	2,558	31							
		4	Very often	529	33	2,077	30	2,760	31	2,652	32							
		Total		1,596	100	6,686	100	8,656	100	8,192	100							
f. People from a country other than your own	ddcountry	1	Never	125	8	751	11	940	10	897	11	2.8	2.6 ***	.22	2.6 ***	.15	2.6 ***	.15
		2	Sometimes	549	34	2,686	42	3,451	40	3,273	39							
		3	Often	468	29	1,751	25	2,260	26	2,164	27							
		4	Very often	451	28	1,510	22	2,022	24	1,868	24							
		Total		1,593	100	6,698	100	8,673	100	8,202	100							
9. During the current school year, about how often have you done the following?																		
a. Identified key information from reading assignments	LSreading	1	Never	44	3	247	3	428	3	496	3	3.0	3.1	-.04	3.1	-.05	3.0	.00
		2	Sometimes	333	21	1,945	21	3,126	20	3,700	22							
		3	Often	682	43	4,144	42	6,650	42	7,523	42							
		4	Very often	527	32	3,291	34	5,553	35	5,784	33							
		Total		1,586	100	9,627	100	15,757	100	17,503	100							
b. Reviewed your notes after class	LSnotes	1	Never	99	7	465	5	970	7	1,058	7	2.9	2.9 **	-.08	2.9	-.01	2.9	-.02
		2	Sometimes	459	29	2,555	27	4,427	29	4,905	28							
		3	Often	555	35	3,434	35	5,395	34	6,065	34							
		4	Very often	478	29	3,159	32	4,956	30	5,460	31							
		Total		1,591	100	9,613	100	15,748	100	17,488	100							

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NSSE 2022 Frequencies and Statistical Comparisons

California State University, Sacramento

Seniors

Frequency Distributions^a

Statistical Comparisons^b

				Your seniors compared with															
				Sacramento State		CSU Institutions		Public Far West		Public FFT4/I/HTI		Sacramento State		CSU Institutions		Public Far West		Public FFT4/I/HTI	
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. Summarized what you learned in class or from course materials	LSsummary	1	Never	100	7	488	5	900	6	1,003	6	2.8	2.9 ***	-0.10	2.9	-0.05	2.9 *	-0.05	
		2	Sometimes	474	30	2,648	28	4,472	29	4,880	28								
		3	Often	599	38	3,660	38	5,895	37	6,690	38								
		4	Very often	415	26	2,826	29	4,487	28	4,926	28								
		Total		1,588	100	9,622	100	15,754	100	17,499	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	19	1	110	1	203	1	219	1	5.5	5.5	-0.02	5.4	.04	5.5	.03	
		2		21	1	159	2	296	2	338	2								
		3		71	5	459	5	788	5	860	5								
		4		193	12	1,047	11	1,731	11	1,998	12								
		5		433	27	2,588	28	4,392	29	4,755	28								
		6		389	25	2,238	23	3,701	23	3,984	22								
		7	Very much	455	28	2,960	30	4,547	28	5,215	29								
Total		1,581	100	9,561	100	15,658	100	17,369	100										
11. Which of the following have you done while in college 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	283	18	1,562	16	2,372	15	2,182	13	30%	36% ***	-0.12	37% ***	-0.15	41% ***	-0.23	
			Do not plan to do	296	19	1,526	17	2,703	18	2,759	17								
			Plan to do	522	33	3,125	32	4,863	31	5,104	30								
			Done or in progress	479	30	3,341	36	5,710	37	7,325	41								
		Total		1,580	100	9,554	100	15,648	100	17,370	100								
b. Hold a formal leadership role in a student organization or group	leader		Have not decided	289	18	1,853	18	2,688	16	2,648	15	17%	22% ***	-0.13	24% ***	-0.18	25% ***	-0.20	
			Do not plan to do	843	54	4,624	48	7,667	49	8,478	50								
			Plan to do	169	11	1,081	11	1,593	10	1,700	10								
			Done or in progress	276	17	1,977	22	3,666	24	4,501	25								
		Total		1,577	100	9,535	100	15,614	100	17,327	100								
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom		Have not decided	329	21	2,103	21	3,111	19	3,143	18	15%	16%	-0.03	18% *	-0.06	20% ***	-0.11	
			Do not plan to do	782	50	4,429	49	7,623	50	8,409	49								
			Plan to do	209	13	1,397	14	2,022	13	2,180	13								
			Done or in progress	249	15	1,576	16	2,812	18	3,543	20								
		Total		1,569	100	9,505	100	15,568	100	17,275	100								

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NSSE 2022 Frequencies and Statistical Comparisons

California State University, Sacramento

Seniors

Frequency Distributions^a

Statistical Comparisons^b

				Your seniors compared with															
				Sacramento State				CSU Institutions				Public Far West		Public FFT4/I/HTI					
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e		
d. Participate in a study abroad program	abroad (Means indicate the percentage who responded "Done or in progress.")		Have not decided	288	18	1,898	19	2,777	17	2,718	16	3%		3%	-.05	5% ***	-.12	5% ***	-.12
			Do not plan to do	1,102	70	6,368	69	10,724	69	12,226	71								
			Plan to do	132	8	932	9	1,380	9	1,522	9								
			Done or in progress	42	3	318	3	710	5	841	5								
			Total	1,564	100	9,516	100	15,591	100	17,307	100								
e. Work with a faculty member on a research project	research (Means indicate the percentage who responded "Done or in progress.")		Have not decided	394	25	2,236	22	3,331	21	3,442	20	11%		17% ***	-.18	19% ***	-.22	17% ***	-.17
			Do not plan to do	778	49	4,533	47	7,443	47	8,704	50								
			Plan to do	224	14	1,287	13	2,040	13	2,194	13								
			Done or in progress	176	11	1,453	17	2,769	19	2,945	17								
			Total	1,572	100	9,509	100	15,583	100	17,285	100								
f. Complete a culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.)	capstone (Means indicate the percentage who responded "Done or in progress.")		Have not decided	295	19	1,491	15	2,177	13	2,268	13	34%		42% ***	-.16	42% ***	-.17	41% ***	-.13
			Do not plan to do	420	26	2,068	21	3,313	22	3,875	22								
			Plan to do	321	21	2,145	22	3,507	23	4,189	24								
			Done or in progress	532	34	3,808	42	6,581	42	6,949	41								
			Total	1,568	100	9,512	100	15,578	100	17,281	100								
12. About how many of your courses at this institution have included a community-based project (service-learning)?																			
	servcourse		1 None	714	46	3,464	38	6,050	41	6,759	41	1.7		1.8 ***	-.14	1.7 **	-.08	1.8 **	-.09
			2 Some	648	41	4,555	48	7,339	47	8,033	46								
			3 Most	156	10	1,134	11	1,680	10	1,918	11								
			4 All	41	3	289	3	414	3	489	3								
			Total	1,559	100	9,442	100	15,483	100	17,199	100								
13. Indicate the quality of your interactions with the following people at your institution.																			
a. Students	QIstudent		1 Poor	30	2	173	2	294	2	324	2	5.5		5.5	-.04	5.5	.00	5.5	.00
			2	28	2	207	2	350	2	356	2								
			3	90	6	372	4	677	5	714	5								
			4	159	10	987	10	1,610	11	1,894	11								
			5	374	24	2,135	23	3,583	23	4,072	23								
			6	413	26	2,450	26	4,071	26	4,462	25								
			7 Excellent	451	29	3,014	31	4,671	29	5,090	29								
			— Not applicable	21	1	132	1	250	2	326	2								
			Total	1,566	100	9,470	100	15,506	100	17,238	100								

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NSSE 2022 Frequencies and Statistical Comparisons

California State University, Sacramento

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b						
				Sacramento State		CSU Institutions		Public Far West		Public FFT4/I/HTI		Sacramento State	CSU Institutions		Public Far West		Public FFT4/I/HTI	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
b. Academic advisors	Qladvisor	1	Poor	80	5	425	5	722	5	868	6	5.1	5.2 *	-0.06	5.2	-0.04	5.1	.00
		2		63	4	430	4	715	5	879	5							
		3		116	8	651	7	1,116	7	1,301	8							
		4		203	13	1,146	12	1,852	12	2,105	12							
		5		309	19	1,806	19	2,860	18	3,094	18							
		6		320	20	1,764	19	2,942	19	3,257	18							
		7	Excellent	415	27	2,892	30	4,786	30	5,348	30							
		—	Not applicable	59	4	339	4	492	3	378	2							
	Total	1,565	100	9,453	100	15,485	100	17,230	100									
c. Faculty	QIfaculty	1	Poor	48	3	219	2	363	2	384	3	5.4	5.4	-0.04	5.4	-0.01	5.4	.00
		2		42	3	276	3	422	3	485	3							
		3		76	5	533	5	856	5	1,006	6							
		4		177	11	1,113	12	1,819	12	2,055	12							
		5		362	23	2,095	22	3,532	23	3,877	22							
		6		421	26	2,384	26	4,013	26	4,505	26							
		7	Excellent	414	26	2,681	29	4,244	27	4,707	27							
		—	Not applicable	25	2	164	2	248	2	210	1							
	Total	1,565	100	9,465	100	15,497	100	17,229	100									
d. Student services staff (career services, student activities, housing, etc.)	QIstaff	1	Poor	77	5	478	5	768	5	855	5	5.0	5.0	-0.02	5.0	.02	4.9	.04
		2		61	4	356	4	592	4	706	4							
		3		92	6	566	6	970	6	1,058	6							
		4		155	10	1,042	11	1,741	12	1,991	12							
		5		255	16	1,448	15	2,455	16	2,824	16							
		6		233	15	1,447	15	2,376	15	2,680	15							
		7	Excellent	294	19	1,992	21	3,003	19	3,314	19							
		—	Not applicable	396	26	2,124	22	3,576	23	3,790	23							
	Total	1,563	100	9,453	100	15,481	100	17,218	100									

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2022 Frequencies and Statistical Comparisons

California State University, Sacramento

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b						
				Sacramento State		CSU Institutions		Public Far West		Public FFT4/I/HTI		Sacramento State	CSU Institutions		Public Far West		Public FFT4/I/HTI	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
e. Other administrative staff and offices (registrar, financial aid, etc.)	Qladmin	1	Poor	83	5	463	5	789	5	855	5	5.0	5.0	-0.01	4.9	.03	5.0	.03
		2		71	4	440	5	728	5	866	5							
		3		95	6	672	7	1,147	8	1,256	7							
		4		221	14	1,245	13	2,044	14	2,345	14							
		5		305	19	1,766	19	2,888	19	3,231	19							
		6		288	18	1,716	18	2,824	18	3,270	19							
		7	Excellent	332	22	2,151	22	3,424	21	3,739	21							
		—	Not applicable	169	11	1,010	11	1,653	11	1,659	10							
Total				1,564	100	9,463	100	15,497	100	17,221	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	24	2	178	2	309	2	342	2	3.2	3.2	-0.02	3.1	.03	3.1 *	.05
		2	Some	269	17	1,530	16	2,628	17	3,123	18							
		3	Quite a bit	688	44	4,109	44	6,867	45	7,582	44							
		4	Very much	579	37	3,607	38	5,623	35	6,103	35							
		Total				1,560	100	9,424	100	15,427	100							
b. Providing support to help students succeed academically	SEacademic	1	Very little	108	7	509	6	916	7	1,056	7	2.9	2.9	-0.05	2.9	.02	2.8	.03
		2	Some	397	26	2,353	25	4,010	27	4,538	27							
		3	Quite a bit	604	39	3,791	40	6,252	40	6,956	40							
		4	Very much	448	28	2,767	28	4,236	26	4,572	26							
		Total				1,557	100	9,420	100	15,414	100							
c. Using learning support services (tutoring services, writing center, etc.)	SElearnsup	1	Very little	169	11	1,021	11	1,692	12	1,934	12	2.8	2.8	-0.01	2.8	.02	2.8	.03
		2	Some	397	26	2,332	26	3,908	26	4,384	26							
		3	Quite a bit	543	35	3,257	35	5,473	35	6,104	35							
		4	Very much	449	28	2,794	28	4,312	26	4,696	27							
		Total				1,558	100	9,404	100	15,385	100							
d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	1	Very little	210	14	1,150	13	2,111	15	2,256	14	2.7	2.7	.01	2.7 **	.07	2.7 *	.06
		2	Some	398	26	2,584	28	4,403	29	5,029	30							
		3	Quite a bit	515	33	3,080	33	4,929	32	5,531	32							
		4	Very much	432	27	2,595	26	3,941	24	4,293	25							
		Total				1,555	100	9,409	100	15,384	100							

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2022 Frequencies and Statistical Comparisons

California State University, Sacramento

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Sacramento State				CSU Institutions				Public Far West				Public FFT4/I/HTI				Sacramento State		CSU Institutions		Public Far West		Public FFT4/I/HTI	
				Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e				
e. Providing opportunities to be involved socially	SEsocial	1	Very little	159	10	894	10	1,660	11	1,774	11	2.7	2.8	-.03	2.7	.05	2.7	.02									
		2	Some	458	30	2,516	27	4,425	29	4,788	28																
		3	Quite a bit	529	34	3,461	37	5,549	36	6,256	36																
		4	Very much	407	26	2,527	25	3,727	23	4,271	24																
		Total		1,553	100	9,398	100	15,361	100	17,089	100																
f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	SEwellness	1	Very little	155	10	892	10	1,697	12	1,978	13	2.8	2.8	.00	2.7 ***	.10	2.7 ***	.11									
		2	Some	429	28	2,504	27	4,387	30	4,800	28																
		3	Quite a bit	492	32	3,282	35	5,306	35	5,996	35																
		4	Very much	467	30	2,697	28	3,943	24	4,297	24																
		Total		1,543	100	9,375	100	15,333	100	17,071	100																
g. Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	1	Very little	453	30	2,663	29	4,861	33	5,527	33	2.2	2.2	-.01	2.1 ***	.09	2.1 **	.08									
		2	Some	520	34	3,155	34	5,233	34	5,721	33																
		3	Quite a bit	342	22	2,147	23	3,230	21	3,658	21																
		4	Very much	228	14	1,412	15	2,003	12	2,161	12																
		Total		1,543	100	9,377	100	15,327	100	17,067	100																
h. Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	1	Very little	290	19	2,091	23	3,507	23	3,523	21	2.5	2.4	.04	2.4 *	.06	2.4	.02									
		2	Some	520	34	2,845	31	4,785	32	5,298	31																
		3	Quite a bit	466	30	2,723	29	4,400	29	5,185	30																
		4	Very much	270	17	1,708	17	2,614	16	3,022	17																
		Total		1,546	100	9,367	100	15,306	100	17,028	100																
i. Attending events that address important social, economic, or political issues	SEevents	1	Very little	288	19	2,142	23	3,573	23	3,848	23	2.5	2.3 ***	.12	2.3 ***	.16	2.3 ***	.14									
		2	Some	508	34	3,124	35	5,321	36	5,995	35																
		3	Quite a bit	451	29	2,552	27	4,129	27	4,632	27																
		4	Very much	294	19	1,546	16	2,286	14	2,551	15																
		Total		1,541	100	9,364	100	15,309	100	17,026	100																
15. To what extent do you agree or disagree with the following statements?																											
a. I feel comfortable being myself at this institution.	sbmyself	1	Strongly disagree	43	3	207	3	441	3	446	3	3.2	3.3 **	-.08	3.2	-.02	3.3	-.04									
		2	Disagree	129	9	624	7	1,118	8	1,231	8																
		3	Agree	807	52	4,705	50	7,698	50	8,634	50																
		4	Strongly agree	563	37	3,835	40	6,068	38	6,724	39																
		Total		1,542	100	9,371	100	15,325	100	17,035	100																

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NSSE 2022 Frequencies and Statistical Comparisons

California State University, Sacramento

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b							
				Sacramento State		CSU Institutions		Public Far West		Public FFT4/1/HTI		Sacramento State	CSU Institutions		Public Far West		Public FFT4/1/HTI		
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
b. I feel valued by this institution.	sbvalued	1	Strongly disagree	118	8	475	6	1,017	8	1,153	8	2.9	3.0 ***	-0.15	2.9	-0.04	2.9	-0.03	
		2	Disagree	283	19	1,521	17	2,736	19	3,208	19								
		3	Agree	801	51	4,875	51	7,786	50	8,565	49								
		4	Strongly agree	337	22	2,498	27	3,775	24	4,087	24								
		Total		1,539	100	9,369	100	15,314	100	17,013	100								
c. I feel like part of the community at this institution.	sbcommunity	1	Strongly disagree	119	8	481	6	950	7	1,079	7	2.8	3.0 ***	-0.18	2.9 ***	-0.10	2.9 **	-0.07	
		2	Disagree	343	22	1,714	18	2,954	20	3,477	21								
		3	Agree	762	49	4,745	50	7,635	49	8,456	49								
		4	Strongly agree	317	20	2,427	26	3,779	24	4,012	23								
		Total		1,541	100	9,367	100	15,318	100	17,024	100								
16. 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 <i>(Recoded version of tmprep created by NSSE. Values are estimated number of hours per week.)</i>	0	0 hrs	9	1	27	0	56	0	61	0	16.2	16.0	.02	16.5	-0.03	15.6 *	.06	
		3	1-5 hrs	153	10	1,023	11	1,534	10	1,976	12								
		8	6-10 hrs	298	20	2,039	21	3,188	20	3,775	22								
		13	11-15 hrs	302	20	1,864	20	2,998	19	3,379	20								
		18	16-20 hrs	301	19	1,739	19	2,869	19	3,129	18								
		23	21-25 hrs	210	14	1,141	13	1,881	13	1,962	12								
		28	26-30 hrs	128	8	652	7	1,194	8	1,148	7								
		33	More than 30 hrs	136	9	855	10	1,549	11	1,548	9								
Total		1,537	100	9,340	100	15,269	100	16,978	100										

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2022 Frequencies and Statistical Comparisons

California State University, Sacramento

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Sacramento State				CSU Institutions				Public Far West				Public FFT4/I/HTI				Sacramento State		CSU Institutions		Public Far West		Public FFT4/I/HTI	
				Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e				
b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	tmcocurrhrs	0	0 hrs	942	62	5,199	54	8,391	54	9,144	55	3.5	4.1 ** ▽	-0.08	4.0 * ▽	-0.07	3.9 * ▽	-0.06									
	(Recorded version of tmcocurr created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	294	19	2,054	22	3,480	23	3,863	22																
	8	6-10 hrs	108	7	804	9	1,412	10	1,638	10																	
	13	11-15 hrs	85	5	573	6	876	6	1,029	6																	
	18	16-20 hrs	35	2	324	4	511	4	615	4																	
	23	21-25 hrs	26	2	182	2	283	2	323	2																	
	28	26-30 hrs	13	1	80	1	123	1	136	1																	
	33	More than 30 hrs	29	2	114	1	182	1	198	1																	
	Total			1,532	100	9,330	100	15,258	100	16,946	100																
c. Working for pay on campus	tmworkonhrs	0	0 hrs	1,292	84	7,829	82	12,471	81	13,712	81	2.3	2.4	-0.01	2.6	-0.05	2.6	-0.04									
	(Recorded version of tmworkon created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	35	2	202	3	367	3	450	3																
	8	6-10 hrs	39	2	303	4	616	4	743	4																	
	13	11-15 hrs	51	3	336	4	666	5	687	4																	
	18	16-20 hrs	86	5	450	5	786	5	866	5																	
	23	21-25 hrs	16	1	102	1	177	1	238	1																	
	28	26-30 hrs	5	0	37	0	64	0	104	1																	
	33	More than 30 hrs	16	1	65	1	113	1	143	1																	
	Total			1,540	100	9,324	100	15,260	100	16,943	100																
d. Working for pay off campus	tmworkoffhrs	0	0 hrs	515	33	3,187	36	5,936	41	5,747	35	15.0	14.0 ** △	.08	12.6 *** △	.19	14.4	.05									
	(Recorded version of tmworkoff created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	46	3	383	4	683	5	735	4																
	8	6-10 hrs	82	5	569	6	916	6	1,056	6																	
	13	11-15 hrs	98	6	654	7	1,054	7	1,257	7																	
	18	16-20 hrs	183	12	1,051	11	1,569	10	1,800	11																	
	23	21-25 hrs	192	12	866	9	1,292	8	1,631	9																	
	28	26-30 hrs	119	8	755	8	1,053	6	1,234	7																	
	33	More than 30 hrs	300	20	1,865	19	2,763	17	3,494	21																	
	Total			1,535	100	9,330	100	15,266	100	16,954	100																
Estimated number of hours working for pay	tmworkhrs											17.3	16.4 * △	.07	15.3 *** △	.15	17.0	.03									
	(Continuous variable created by NSSE)																										

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2022 Frequencies and Statistical Comparisons

California State University, Sacramento

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Sacramento State				CSU Institutions				Public Far West				Public FFT4/I/HTI				Sacramento State		CSU Institutions		Public Far West		Public FFT4/I/HTI	
				Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e				
e. Doing community service or volunteer work	tmservicehrs	0	0 hrs	956	64	5,653	62	9,291	62	9,812	59	2.8	2.9	-.02	2.7	.02	2.9	-.03									
	(Recorded version of tmservice created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	352	22	2,056	22	3,559	23	4,280	25																
	8	6-10 hrs	91	6	772	8	1,174	7	1,342	8																	
	13	11-15 hrs	53	3	384	4	570	4	672	4																	
	18	16-20 hrs	37	2	216	2	308	2	394	2																	
	23	21-25 hrs	17	1	98	1	141	1	189	1																	
	28	26-30 hrs	6	0	51	1	71	0	84	0																	
	33	More than 30 hrs	18	1	92	1	139	1	169	1																	
	Total			1,530	100	9,322	100	15,253	100	16,942	100																
f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelaxhrs	0	0 hrs	48	3	374	4	577	4	605	4	11.0	10.7	.04	11.1	-.01	10.9	.02									
	(Recorded version of tmrelax created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	403	26	2,817	28	4,337	27	4,744	27																
	8	6-10 hrs	454	29	2,561	27	4,191	27	4,780	28																	
	13	11-15 hrs	272	18	1,612	18	2,680	18	3,012	18																	
	18	16-20 hrs	172	11	932	10	1,625	11	1,821	11																	
	23	21-25 hrs	64	4	389	5	708	5	755	5																	
	28	26-30 hrs	33	2	201	2	342	3	368	2																	
	33	More than 30 hrs	84	6	447	5	787	6	850	6																	
	Total			1,530	100	9,333	100	15,247	100	16,935	100																
g. Providing care for dependents (children, parents, etc.)	tmcarehrs	0	0 hrs	841	55	4,703	54	8,437	58	9,613	57	6.6	7.0	-.04	6.4	.02	6.6	.00									
	(Recorded version of tmcare created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	208	14	1,459	15	2,133	13	2,296	13																
	8	6-10 hrs	145	9	789	8	1,154	7	1,233	7																	
	13	11-15 hrs	75	5	520	5	753	5	816	5																	
	18	16-20 hrs	53	3	373	4	550	4	558	4																	
	23	21-25 hrs	28	2	178	2	253	2	265	2																	
	28	26-30 hrs	21	1	154	2	209	1	212	1																	
	33	More than 30 hrs	159	10	1,153	11	1,758	10	1,934	11																	
	Total			1,530	100	9,329	100	15,247	100	16,927	100																

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NSSE 2022 Frequencies and Statistical Comparisons

California State University, Sacramento

Seniors

Frequency Distributions^a

Statistical Comparisons^b

				Your seniors compared with																
				Sacramento State		CSU Institutions		Public Far West		Public FFT4/I/HTI		Sacramento State		CSU Institutions		Public Far West		Public FFT4/I/HTI		
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		
h. Commuting to campus (driving, walking, etc.)	tmcommutehrs	0	0 hrs	243	16	2,775	30	5,510	35	5,394	32	5.6	4.9 ***	.12	4.3 ***	.22	4.5 ***	.18		
	(Recorded version of tmcommute created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	784	51	3,890	42	6,087	41	7,264	43									
	8	6-10 hrs	309	20	1,498	16	2,077	14	2,418	14										
	13	11-15 hrs	91	6	569	6	768	5	909	5										
	18	16-20 hrs	53	4	261	3	353	2	400	2										
	23	21-25 hrs	23	1	113	1	152	1	187	1										
	28	26-30 hrs	7	0	63	1	85	1	113	1										
	33	More than 30 hrs	28	2	181	2	248	2	280	2										
Total				1,538	100	9,350	100	15,280	100	16,965	100									
17. 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	135	10	867	10	1,538	11	2,064	13	2.9	3.0	-.05	2.9	-.01	2.9 *	.05		
		2	Some	465	31	2,360	27	3,988	28	4,730	29									
		3	About half	431	28	2,763	29	4,396	28	4,855	29									
		4	Most	347	22	2,166	23	3,566	22	3,512	20									
		5	Almost all	157	10	1,150	11	1,743	10	1,764	10									
Total				1,535	100	9,306	100	15,231	100	16,925	100									
		tmreadinghrs	(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)																	
					8.2															
	tmreadinghrscol (Collapsed version of tmreadinghrs created by NSSE.)	1	0 hrs	9	1	27	0	56	0	61	0	8.2	8.2	.00	8.2	.00	7.6 ***	.10		
		2	More than zero, up to 5 hrs	619	41	3,808	42	6,153	41	7,616	46									
		3	More than 5, up to 10 hrs	447	29	2,712	30	4,520	30	4,858	29									
		4	More than 10, up to 15 hrs	200	13	1,154	12	1,876	12	1,924	11									
		5	More than 15, up to 20 hrs	113	7	709	7	1,157	7	1,147	7									
		6	More than 20, up to 25 hrs	92	6	518	5	874	5	801	5									
		7	More than 25 hrs	51	3	343	3	536	3	464	3									
		Total				1,531	100	9,271	100	15,172	100								16,871	100

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NSSE 2022 Frequencies and Statistical Comparisons

California State University, Sacramento

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Item wording or description	Variable name ^c	Values ^d	Response options	Sacramento State								Your seniors compared with						
				Sacramento State		CSU Institutions		Public Far West		Public FFT4/I/HTI		Sacramento State	CSU Institutions	Public Far West	Public FFT4/I/HTI			
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
18. 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	83	6	366	5	692	5	840	6	3.0	3.1 **	-0.08	3.0	-0.04	3.0	-0.01
		2	Some	321	21	1,725	19	3,038	21	3,468	21							
		3	Quite a bit	620	40	3,803	41	6,106	40	6,836	40							
		4	Very much	510	33	3,420	35	5,410	34	5,777	33							
		Total		1,534	100	9,314	100	15,246	100	16,921	100							
b. Speaking clearly and effectively	pgspeak	1	Very little	134	9	543	6	1,108	8	1,214	8	2.8	3.0 ***	-0.19	2.9 ***	-0.10	2.9 ***	-0.10
		2	Some	401	26	1,975	22	3,557	24	3,897	24							
		3	Quite a bit	592	39	3,593	38	5,726	37	6,443	37							
		4	Very much	402	26	3,191	33	4,842	30	5,348	31							
		Total		1,529	100	9,302	100	15,233	100	16,902	100							
c. Thinking critically and analytically	pgthink	1	Very little	44	3	203	2	368	3	453	3	3.2	3.3 ***	-0.12	3.3 **	-0.09	3.2	-0.04
		2	Some	226	15	1,170	13	2,000	14	2,289	15							
		3	Quite a bit	616	40	3,504	38	5,669	37	6,515	38							
		4	Very much	644	41	4,416	47	7,188	46	7,644	44							
		Total		1,530	100	9,293	100	15,225	100	16,901	100							
d. Analyzing numerical and statistical information	pganalyze	1	Very little	128	8	702	7	1,237	8	1,597	9	2.9	3.0 **	-0.08	2.9	-0.04	2.9	.03
		2	Some	382	25	2,120	22	3,588	23	4,194	25							
		3	Quite a bit	534	35	3,305	35	5,291	34	5,877	34							
		4	Very much	486	32	3,175	35	5,115	34	5,228	32							
		Total		1,530	100	9,302	100	15,231	100	16,896	100							
e. Acquiring job- or work-related knowledge and skills	pgwork	1	Very little	188	13	858	9	1,514	10	1,496	9	2.7	2.9 ***	-0.19	2.8 ***	-0.13	2.9 ***	-0.19
		2	Some	419	28	2,254	24	3,871	26	3,869	23							
		3	Quite a bit	540	35	3,244	35	5,134	34	5,937	35							
		4	Very much	381	25	2,946	32	4,711	30	5,601	32							
		Total		1,528	100	9,302	100	15,230	100	16,903	100							
f. Working effectively with others	pgothers	1	Very little	110	7	419	5	759	5	850	6	2.9	3.1 ***	-0.18	3.0 ***	-0.10	3.0 ***	-0.10
		2	Some	327	22	1,716	19	3,136	22	3,407	21							
		3	Quite a bit	621	41	3,560	38	5,728	37	6,472	38							
		4	Very much	469	30	3,613	38	5,615	36	6,175	36							
		Total		1,527	100	9,308	100	15,238	100	16,904	100							

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2022 Frequencies and Statistical Comparisons

California State University, Sacramento

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b							
				Sacramento State		CSU Institutions		Public Far West		Public FFT4/I/HTI		Sacramento State	CSU Institutions		Public Far West		Public FFT4/I/HTI		
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
g. Developing or clarifying a personal code of values and ethics	pgvalues	1	Very little	181	12	770	9	1,490	11	1,598	11	2.8	2.9 ***	-0.12	2.8	-0.03	2.9 *	-0.07	
		2	Some	363	24	2,123	24	3,731	26	3,951	24								
		3	Quite a bit	556	36	3,302	35	5,290	34	5,895	34								
		4	Very much	428	28	3,104	32	4,707	29	5,444	31								
		Total		1,528	100	9,299	100	15,218	100	16,888	100								
h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	1	Very little	116	8	595	7	1,163	9	1,272	8	2.9	3.0 **	-0.08	2.9	.00	2.9	-0.02	
		2	Some	344	23	1,862	21	3,397	24	3,740	23								
		3	Quite a bit	553	36	3,203	34	5,160	34	5,778	34								
		4	Very much	514	33	3,638	37	5,502	34	6,103	35								
		Total		1,527	100	9,298	100	15,222	100	16,893	100								
i. Solving complex real-world problems	pgprobsolve	1	Very little	189	13	814	9	1,423	10	1,568	10	2.7	2.9 ***	-0.16	2.8 ***	-0.10	2.8 ***	-0.10	
		2	Some	406	27	2,283	25	3,938	26	4,323	26								
		3	Quite a bit	539	35	3,308	35	5,334	35	5,952	34								
		4	Very much	391	25	2,881	31	4,521	29	5,043	29								
		Total		1,525	100	9,286	100	15,216	100	16,886	100								
j. Being an informed and active citizen	pgcitizen	1	Very little	195	14	946	11	1,704	12	1,885	12	2.7	2.8 ***	-0.13	2.7 *	-0.06	2.8 **	-0.07	
		2	Some	433	29	2,423	27	4,175	28	4,519	27								
		3	Quite a bit	518	33	3,135	34	5,026	33	5,619	32								
		4	Very much	385	24	2,806	29	4,333	27	4,893	28								
		Total		1,531	100	9,310	100	15,238	100	16,916	100								
19. How would you evaluate your entire educational experience at this institution?																			
evalexp		1	Poor	68	5	229	3	493	4	537	4	3.0	3.2 ***	-0.18	3.1 ***	-0.09	3.1 **	-0.07	
		2	Fair	245	16	1,278	14	2,223	15	2,583	16								
		3	Good	738	48	4,188	44	6,941	45	7,787	45								
		4	Excellent	480	31	3,615	39	5,598	35	6,024	34								
		Total		1,531	100	9,310	100	15,255	100	16,931	100								
20. If you could start over again, would you go to the same institution you are now attending?																			
sameinst		1	Definitely no	89	6	319	4	632	5	810	6	3.1	3.2 ***	-0.15	3.2 ***	-0.09	3.1	-0.04	
		2	Probably no	209	14	1,159	13	1,925	13	2,307	14								
		3	Probably yes	653	43	3,769	41	6,289	42	7,034	42								
		4	Definitely yes	583	37	4,091	43	6,445	41	6,809	39								
		Total		1,534	100	9,338	100	15,291	100	16,960	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2022 Frequencies and Statistical Comparisons

California State University, Sacramento

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b							
				Sacramento State		CSU Institutions		Public Far West		Public FFT4/1/HTI		Sacramento State	CSU Institutions	Public Far West	Public FFT4/1/HTI				
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
22. To what extent have the faculty and staff at your institution done a good job helping students adapt to the changes brought on by the COVID-19 pandemic?																			
	covidexp	1	Very little	104	7	518	6	958	7	1,114	7	3.0	3.1 *	-06	3.0	.01	3.0	.01	
		2	Some	324	21	1,840	20	3,241	22	3,582	21								
		3	Quite a bit	523	34	3,281	35	5,401	36	6,062	35								
		4	Very much	584	37	3,698	39	5,685	36	6,211	36								
			Total	1,535	100	9,337	100	15,285	100	16,969	100								

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

NSSE 2022 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					Public Far West				Public FFT4//HTI				Public FFT4//HTI				Comparisons with:			Comparisons with:			Comparisons with:		
	Sacramento State	Sacramento State	CSU Institutions	Public Far West	Public FFT4//HTI	Sacramento State	CSU Institutions	Public Far West	Public FFT4//HTI	Sacramento State	CSU Institutions	Public Far West	Public FFT4//HTI	CSU Institutions	Public Far West	Public FFT4//HTI	CSU Institutions	Public Far West	Public FFT4//HTI	CSU Institutions	Public Far West	Public FFT4//HTI	CSU Institutions	Public Far West	Public FFT4//HTI	
1 a. askquest	705	2.61	2.70	2.70	2.73	.030	.011	.008	.007	.79	.80	.81	.82	6,135	12,425	12,870	.009	.008	.000	-.11	-.10	-.14				
b. CLaskhelp	696	2.42	2.55	2.44	2.40	.033	.012	.008	.008	.88	.90	.91	.91	896	12,325	12,793	.000	.638	.560	-.15	-.02	.02				
c. CLexplain	697	2.38	2.51	2.44	2.43	.031	.012	.008	.008	.81	.85	.85	.86	908	791	789	.000	.036	.072	-.16	-.08	-.07				
d. CLstudy	691	2.18	2.33	2.20	2.19	.036	.013	.009	.009	.94	.93	.94	.94	6,048	12,250	12,695	.000	.471	.695	-.17	-.03	-.02				
e. CLproject	687	2.44	2.56	2.49	2.42	.033	.012	.008	.008	.87	.86	.86	.88	6,027	12,196	12,645	.000	.148	.589	-.14	-.06	.02				
f. present	684	2.20	2.26	2.14	2.16	.034	.012	.008	.008	.89	.88	.87	.89	6,010	763	12,628	.074	.098	.273	-.07	.07	.04				
2 a. RIintegrate	673	2.45	2.51	2.52	2.50	.033	.012	.008	.008	.85	.84	.84	.86	5,921	12,018	12,411	.102	.035	.142	-.07	-.08	-.06				
b. RISocietal	663	2.51	2.53	2.58	2.56	.033	.012	.008	.008	.86	.87	.88	.89	5,873	11,917	12,299	.566	.036	.126	-.02	-.08	-.06				
c. RIDiverse	654	2.58	2.59	2.64	2.62	.034	.012	.008	.008	.87	.87	.89	.91	5,825	11,808	12,163	.669	.088	.207	-.02	-.07	-.05				
d. RIownview	640	2.69	2.74	2.76	2.76	.032	.011	.008	.008	.82	.80	.80	.81	5,744	712	12,001	.118	.046	.029	-.07	-.08	-.09				
e. RIPerspect	638	2.90	2.92	2.91	2.93	.032	.011	.008	.007	.81	.78	.79	.79	5,684	11,488	11,836	.529	.841	.439	-.03	-.01	-.03				
f. RInewview	625	2.77	2.86	2.84	2.83	.031	.011	.008	.008	.77	.78	.79	.80	5,596	11,323	11,648	.005	.031	.082	-.12	-.09	-.07				
g. RIconnect	621	2.91	2.99	3.00	3.00	.030	.011	.007	.007	.74	.75	.74	.75	5,555	11,206	11,515	.020	.003	.005	-.10	-.12	-.12				
3 a. SFcareer	621	2.04	2.10	2.10	2.19	.036	.013	.009	.009	.90	.93	.91	.93	796	11,189	698	.117	.119	.000	-.07	-.06	-.16				
b. SFotherwork	618	1.61	1.68	1.63	1.70	.032	.013	.008	.009	.80	.88	.86	.90	820	705	709	.054	.528	.008	-.08	-.02	-.10				
c. SFdiscuss	614	1.79	1.86	1.83	1.88	.035	.013	.009	.009	.86	.90	.88	.90	5,476	11,024	11,326	.045	.252	.016	-.09	-.05	-.10				
d. SFperform	615	1.90	1.96	1.94	2.04	.035	.013	.008	.009	.86	.88	.86	.90	5,490	11,038	11,324	.112	.267	.000	-.07	-.05	-.16				
4 a. memorize	607	2.79	2.87	2.81	2.86	.033	.012	.008	.008	.83	.81	.83	.83	761	10,950	11,237	.027	.447	.054	-.10	-.03	-.08				
b. HOapply	605	2.73	2.82	2.83	2.80	.033	.012	.008	.008	.81	.81	.81	.81	5,418	10,900	11,148	.017	.006	.045	-.10	-.11	-.08				
c. HOanalyze	592	2.79	2.84	2.86	2.84	.034	.012	.008	.008	.83	.81	.81	.81	5,354	10,768	10,991	.155	.057	.160	-.06	-.08	-.06				
d. HOevaluate	590	2.91	2.89	2.88	2.90	.033	.012	.008	.008	.81	.81	.81	.80	5,333	10,715	10,935	.664	.399	.759	.02	.04	.01				
e. HOform	585	2.84	2.89	2.88	2.88	.034	.012	.008	.008	.82	.80	.80	.80	5,313	10,665	10,876	.219	.253	.271	-.05	-.05	-.05				
5 a. ETgoals	580	3.02	3.01	3.00	3.01	.035	.012	.008	.008	.83	.80	.80	.81	715	641	10,819	.869	.621	.720	.01	.02	.02				
b. ETorganize	574	2.91	2.89	2.88	2.90	.036	.013	.009	.009	.86	.88	.86	.87	5,270	10,570	10,771	.481	.351	.652	.03	.04	.02				
c. ETexample	579	2.95	2.96	2.93	2.93	.036	.013	.009	.009	.86	.86	.86	.86	5,252	10,542	10,760	.788	.719	.579	-.01	.02	.02				
d. ETdraftfb	572	2.97	2.78	2.74	2.84	.037	.013	.009	.009	.90	.92	.92	.91	726	642	640	.000	.000	.001	.21	.25	.14				
e. ETfeedback	570	2.79	2.66	2.62	2.67	.038	.014	.009	.009	.91	.92	.91	.93	5,218	10,463	10,675	.001	.000	.004	.15	.19	.12				
f. etcriteria	560	2.94	2.94	2.94	2.94	.036	.012	.008	.008	.85	.84	.84	.84	5,180	10,396	10,598	.989	.818	.995	.00	.01	.00				
g. etreview	562	2.98	2.96	2.92	2.94	.035	.012	.008	.008	.82	.81	.81	.82	5,175	10,361	10,583	.575	.087	.273	.03	.07	.05				
h. etprefer	560	2.61	2.59	2.53	2.56	.037	.013	.009	.009	.87	.88	.88	.89	5,172	10,356	10,560	.628	.038	.151	.02	.09	.06				
i. etdemonstrate	558	3.04	3.07	3.06	3.04	.035	.012	.008	.008	.83	.81	.81	.81	5,154	10,310	10,529	.446	.602	.976	-.03	-.02	.00				

NSSE 2022 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 ^l			Significance ^k			Effect size ^e		
	Sacramento State	Sacramento State	CSU Institutions	Public Far West	Public FFT4//HTI	Sacramento State	CSU Institutions	Public Far West	Public FFT4//HTI	Sacramento State	CSU Institutions	Public Far West	Public FFT4//HTI	Comparisons with:			Comparisons with:			Comparisons with:		
														CSU Institutions	Public Far West	Public FFT4//HTI	CSU Institutions	Public Far West	Public FFT4//HTI	CSU Institutions	Public Far West	Public FFT4//HTI
6 a. QRconclude	548	2.51	2.61	2.60	2.56	.035	.012	.009	.009	.82	.83	.85	.86	5,062	10,139	10,369	.008	.013	.208	-.12	-.11	-.06
b. QRproblem	541	2.32	2.38	2.38	2.35	.037	.013	.009	.009	.86	.90	.89	.91	691	608	609	.157	.167	.461	-.06	-.06	-.03
c. QRevaluate	539	2.28	2.36	2.36	2.30	.037	.013	.009	.009	.86	.88	.87	.88	5,017	10,042	10,235	.035	.045	.624	-.10	-.09	-.02
7 a. wrshortnum	536	5.72	5.65	6.39	6.29	.228	.077	.058	.056	5.28	5.14	5.69	5.54	5,010	608	602	.761	.005	.015	.01	-.12	-.10
b. wrmednum	535	2.24	2.35	2.41	2.35	.158	.056	.038	.037	3.65	3.76	3.70	3.63	4,987	9,966	10,204	.517	.300	.463	-.03	-.05	-.03
c. wrlongnum	534	1.27	1.22	1.16	1.09	.159	.054	.035	.033	3.68	3.60	3.39	3.23	4,987	9,970	579	.763	.450	.261	.01	.03	.06
— wrpages	532	53.82	53.58	55.48	53.58	3.894	1.314	.864	.822	89.78	87.48	83.77	80.66	4,962	9,922	10,154	.952	.657	.947	.00	-.02	.00
8 a. DDrace	533	3.04	2.97	2.94	2.95	.039	.014	.009	.009	.90	.91	.91	.92	4,991	9,971	10,203	.081	.009	.033	.08	.12	.09
b. DDeconomic	531	2.82	2.83	2.83	2.87	.040	.014	.009	.009	.92	.91	.90	.91	4,986	9,947	10,181	.798	.704	.237	-.01	-.02	-.05
c. DDreligion	529	2.80	2.72	2.73	2.78	.041	.014	.010	.010	.94	.96	.95	.96	4,974	9,933	10,181	.073	.096	.645	.08	.07	.02
d. DDpolitical	529	2.59	2.57	2.55	2.69	.042	.014	.010	.010	.97	.96	.96	.97	4,984	9,944	10,180	.585	.339	.027	.03	.04	-.10
e. ddsexorient	531	2.67	2.73	2.81	2.80	.043	.018	.014	.014	.99	.98	.98	.96	3,467	5,388	5,304	.203	.002	.005	-.06	-.14	-.13
f. ddcountry	530	2.57	2.36	2.44	2.45	.042	.018	.014	.014	.96	.95	.95	.96	3,469	5,394	5,317	.000	.002	.004	.22	.14	.13
9 a. LSreading	525	2.87	2.91	2.93	2.92	.033	.012	.008	.008	.75	.77	.77	.78	4,949	9,880	10,106	.249	.086	.222	-.05	-.08	-.05
b. LSnotes	524	2.81	2.91	2.83	2.86	.038	.013	.009	.009	.86	.86	.88	.87	4,943	9,887	10,105	.016	.701	.192	-.11	-.02	-.06
c. LSsummary	525	2.69	2.79	2.73	2.79	.037	.013	.009	.009	.85	.84	.85	.85	4,950	9,891	10,102	.010	.219	.004	-.12	-.06	-.13
10 challenge	523	5.30	5.32	5.25	5.27	.056	.019	.013	.013	1.27	1.24	1.23	1.26	4,938	9,848	10,059	.729	.410	.664	-.02	.04	.02
11 a. intern ^l	515	2%	5%	5%	5%	.007	.003	.002	.002	--	--	--	--	--	--	--	.007	.003	.014	-.14	-.16	-.13
b. leader ^l	514	3%	7%	7%	7%	.008	.004	.003	.003	--	--	--	--	--	--	--	.006	.004	.004	-.14	-.15	-.15
c. learncom ^l	509	4%	7%	8%	8%	.008	.004	.003	.003	--	--	--	--	--	--	--	.010	.000	.001	-.13	-.20	-.18
d. abroad ^l	511	2%	1%	2%	1%	.006	.002	.001	.001	--	--	--	--	--	--	--	.587	.709	.558	.02	.02	.03
e. research ^l	512	2%	3%	4%	4%	.006	.003	.002	.002	--	--	--	--	--	--	--	.102	.038	.046	-.08	-.11	-.10
f. capstone ^l	513	1%	1%	1%	2%	.005	.002	.001	.001	--	--	--	--	--	--	--	.786	.923	.495	.01	.00	-.03
12 servcourse	509	1.66	1.61	1.55	1.58	.032	.011	.007	.007	.73	.70	.68	.69	4,860	9,692	9,894	.161	.001	.017	.07	.16	.11
13 a. QIstudent	500	5.34	5.26	5.18	5.16	.067	.022	.015	.016	1.50	1.43	1.45	1.49	4,780	9,478	9,662	.237	.014	.010	.06	.11	.12
b. QIadvisor	477	5.24	5.21	5.26	5.20	.074	.025	.017	.017	1.62	1.62	1.59	1.65	4,587	9,246	9,565	.674	.738	.644	.02	-.02	.02
c. QIfaculty	475	5.18	5.16	5.17	5.17	.073	.023	.015	.015	1.60	1.50	1.45	1.47	4,661	517	517	.825	.923	.935	.01	.00	.00
d. QIstaff	427	5.01	4.91	4.89	4.94	.085	.029	.020	.019	1.76	1.74	1.71	1.69	3,970	7,727	8,152	.243	.174	.392	.06	.07	.04
e. QIadmin	446	5.13	4.95	4.92	4.95	.081	.027	.019	.018	1.71	1.68	1.66	1.66	4,274	8,364	8,762	.035	.011	.031	.11	.12	.11

NSSE 2022 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 ^l			Significance ^k			Effect size ^e		
	Sacramento State	Sacramento State	CSU Institutions	Public Far West	Public FFT4//HTI	Sacramento State	CSU Institutions	Public Far West	Public FFT4//HTI	Sacramento State	CSU Institutions	Public Far West	Public FFT4//HTI	Comparisons with:			Comparisons with:			Comparisons with:		
														CSU Institutions	Public Far West	Public FFT4//HTI	CSU Institutions	Public Far West	Public FFT4//HTI	CSU Institutions	Public Far West	Public FFT4//HTI
14 a. empstudy	501	3.04	3.11	3.06	3.02	.035	.011	.008	.008	.78	.75	.75	.76	4,835	9,646	9,828	.061	.600	.416	-.09	-.02	.04
b. SEacademic	498	2.92	2.92	2.89	2.88	.039	.013	.009	.009	.86	.84	.83	.86	4,830	9,622	9,811	.903	.411	.257	.01	.04	.05
c. SElearnsup	500	2.95	2.93	2.90	2.92	.043	.014	.010	.010	.96	.93	.92	.94	4,824	9,626	9,804	.660	.244	.548	.02	.05	.03
d. SEdiverse	499	2.73	2.70	2.66	2.70	.043	.014	.010	.010	.96	.95	.95	.95	4,825	9,603	9,786	.481	.103	.434	.03	.08	.04
e. SEsocial	499	2.79	2.76	2.68	2.74	.043	.014	.010	.010	.95	.90	.92	.93	605	9,616	9,778	.483	.010	.221	.03	.12	.06
f. SEwellness	493	2.84	2.79	2.74	2.77	.043	.014	.010	.010	.95	.94	.93	.93	4,818	9,598	9,756	.215	.014	.080	.06	.11	.08
g. SENonacad	499	2.42	2.33	2.21	2.24	.044	.015	.010	.010	.98	.98	.96	.97	4,820	551	9,759	.051	.000	.000	.09	.22	.18
h. SEactivities	497	2.50	2.44	2.38	2.49	.045	.015	.011	.010	1.01	1.00	1.00	1.00	4,816	9,592	9,753	.215	.013	.826	.06	.11	.01
i. SEevents	495	2.40	2.31	2.27	2.33	.044	.015	.010	.010	.97	.98	.96	.97	4,813	9,583	9,756	.045	.005	.100	.10	.13	.08
15 a. sbmyself	498	3.18	3.16	3.15	3.17	.028	.010	.007	.007	.63	.65	.65	.66	4,814	9,586	9,756	.391	.277	.604	.04	.05	.02
b. sbvalued	495	2.96	2.99	2.92	2.93	.030	.010	.007	.007	.67	.67	.71	.72	4,805	555	555	.236	.294	.442	-.06	.05	.03
c. sbcommunity	497	2.91	2.92	2.86	2.88	.031	.011	.008	.008	.69	.73	.75	.75	4,818	561	560	.857	.137	.356	-.01	.06	.04
16 a. tmprephrs	496	14.10	14.82	15.46	14.37	.363	.128	.089	.085	8.08	8.38	8.51	8.13	4,803	9,564	9,732	.069	.001	.460	-.09	-.16	-.03
b. tmcocurrhrs	496	2.87	3.89	3.55	3.91	.260	.096	.064	.067	5.79	6.28	6.06	6.42	637	556	562	.000	.012	.000	-.16	-.11	-.16
c. tmworkonhrs	493	1.62	1.60	1.54	1.73	.242	.076	.051	.054	5.38	4.99	4.81	5.20	4,802	9,556	9,719	.943	.730	.640	.00	.02	-.02
d. tmworkoffhrs	498	7.71	6.75	6.37	7.78	.482	.156	.106	.111	10.76	10.22	10.10	10.66	605	546	9,707	.058	.007	.884	.09	.13	-.01
— tmworkhrs	493	9.29	8.33	7.89	9.50	.540	.177	.120	.124	12.00	11.64	11.38	11.91	603	542	9,681	.093	.012	.703	.08	.12	-.02
e. tmservicehrs	494	1.61	1.70	1.63	1.94	.199	.066	.044	.047	4.43	4.33	4.15	4.50	4,802	9,554	9,703	.648	.932	.118	-.02	.00	-.07
f. tmrelaxhrs	498	11.10	11.63	12.33	12.04	.396	.132	.092	.089	8.84	8.66	8.78	8.59	4,807	9,552	9,716	.199	.002	.018	-.06	-.14	-.11
g. tmcarehrs	492	3.73	3.91	3.35	3.21	.329	.116	.076	.073	7.30	7.60	7.18	7.01	4,777	9,524	9,688	.630	.254	.107	-.02	.05	.07
h. tmcommutehrs	494	5.10	3.87	3.13	3.70	.285	.093	.058	.060	6.35	6.10	5.52	5.73	4,801	535	537	.000	.000	.000	.20	.35	.24
17 reading	493	2.81	2.79	2.77	2.67	.047	.016	.011	.011	1.04	1.06	1.07	1.07	4,788	9,526	551	.724	.370	.004	.02	.04	.13
— tmreadinghrs	491	6.74	6.92	7.10	6.39	.262	.091	.064	.060	5.80	5.98	6.09	5.76	4,764	9,493	9,662	.526	.203	.189	-.03	-.06	.06

NSSE 2022 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 ^l			Significance ^k			Effect size ^e		
	Sacramento State	Sacramento State	CSU Institutions	Public Far West	Public FFT4//HTI	Sacramento State	CSU Institutions	Public Far West	Public FFT4//HTI	Sacramento State	CSU Institutions	Public Far West	Public FFT4//HTI	Comparisons with:			Comparisons with:			Comparisons with:		
														CSU Institutions	Public Far West	Public FFT4//HTI	CSU Institutions	Public Far West	Public FFT4//HTI	CSU Institutions	Public Far West	Public FFT4//HTI
18 a. pgwrite	494	2.89	2.81	2.75	2.83	.034	.013	.009	.009	.76	.83	.85	.84	636	563	559	.029	.000	.079	.10	.16	.07
b. pgspeak	493	2.83	2.85	2.65	2.71	.038	.013	.010	.009	.83	.84	.92	.90	4,789	560	556	.614	.000	.002	-.02	.20	.13
c. pgthink	496	3.07	3.07	3.02	3.03	.035	.012	.008	.008	.79	.78	.80	.80	4,773	9,493	9,675	.911	.125	.236	.01	.07	.05
d. pganalyze	496	2.68	2.77	2.69	2.65	.041	.014	.010	.010	.91	.88	.90	.91	4,777	9,489	9,668	.048	.837	.427	-.09	-.01	.04
e. pgwork	494	2.33	2.50	2.41	2.47	.044	.015	.010	.010	.97	.96	.96	.96	4,775	9,487	9,663	.000	.051	.002	-.18	-.09	-.15
f. pgothers	496	2.77	2.83	2.70	2.73	.039	.013	.010	.009	.87	.87	.91	.90	4,779	556	9,681	.122	.120	.419	-.07	.07	.04
g. pgvalues	496	2.63	2.63	2.56	2.64	.040	.014	.010	.010	.89	.91	.94	.93	4,776	557	9,672	.850	.086	.783	-.01	.08	-.01
h. pgdiverse	496	2.92	2.83	2.77	2.84	.039	.014	.010	.010	.86	.91	.93	.91	633	561	558	.037	.000	.046	.09	.16	.09
i. pgprobsolve	497	2.55	2.61	2.55	2.58	.041	.014	.010	.010	.91	.92	.91	.92	4,772	9,482	9,681	.187	.984	.519	-.06	.00	-.03
j. pgcitizen	500	2.61	2.62	2.58	2.61	.042	.014	.010	.010	.94	.94	.94	.93	4,789	9,507	9,703	.965	.390	.982	.00	.04	.00
19 evalexp	500	3.00	3.04	2.99	2.99	.032	.011	.008	.008	.72	.73	.74	.73	4,794	9,511	9,719	.232	.746	.845	-.06	.01	.01
20 sameinst	501	3.12	3.15	3.14	3.12	.033	.011	.008	.008	.73	.75	.75	.77	4,814	9,529	9,742	.474	.642	.992	-.03	-.02	.00
21 returnexp ^l	498	88%	91%	91%	89%	.0144	.0043	.0030	.0033	--	--	--	--	--	--	--	.030	.057	.872	-.10	-.08	-.01
22 covidexp	506	3.15	3.05	2.99	3.03	.038	.013	.009	.009	.85	.88	.89	.88	4,825	9,554	9,778	.017	.000	.003	.11	.18	.13

IPEDS: 110617

NSSE 2022 Frequencies and Statistical Comparisons

Detailed Statistics^g

California State University, Sacramento

Seniors

Variable Name	N					Mean				Standard error ^h				Standard deviation ⁱ				Degrees of freedom ^j			Significance ^k			Effect size ^e		
	Sacramento State					Public Far West				Public FFT4//HTI				Public FFT4//HTI				Comparisons with:			Comparisons with:			Comparisons with:		
	Sacramento State	Sacramento State	CSU Institutions	Public Far West	Public FFT4//HTI	Sacramento State	CSU Institutions	Public Far West	Public FFT4//HTI	Sacramento State	CSU Institutions	Public Far West	Public FFT4//HTI	CSU Institutions	Public Far West	Public FFT4//HTI	CSU Institutions	Public Far West	Public FFT4//HTI	CSU Institutions	Public Far West	Public FFT4//HTI	CSU Institutions	Public Far West	Public FFT4//HTI	
1 a. askquest	1,953	2.89	2.92	2.93	2.97	.020	.010	.007	.007	.87	.88	.88	.88	10,504	18,698	18,996	.200	.096	.000	-.03	-.04	-.09				
b. CLaskhelp	1,943	2.40	2.49	2.45	2.42	.021	.010	.007	.007	.94	.94	.94	.96	10,452	18,604	18,914	.000	.032	.466	-.10	-.05	-.02				
c. CLexplain	1,933	2.56	2.63	2.60	2.60	.020	.010	.007	.007	.89	.90	.90	.91	10,431	18,557	2,424	.004	.089	.109	-.07	-.04	-.04				
d. CLstudy	1,921	2.26	2.37	2.32	2.30	.022	.011	.008	.008	.95	1.00	1.01	1.01	2,961	2,445	2,445	.000	.009	.084	-.11	-.06	-.04				
e. CLproject	1,913	2.76	2.89	2.84	2.76	.020	.010	.007	.007	.88	.91	.93	.95	10,350	2,428	2,449	.000	.000	.936	-.14	-.08	.00				
f. present	1,906	2.43	2.62	2.58	2.54	.021	.010	.007	.007	.91	.95	.95	.96	2,925	2,410	2,417	.000	.000	.000	-.20	-.17	-.12				
2 a. RIintegrate	1,887	2.86	2.90	2.89	2.87	.020	.010	.007	.007	.87	.87	.86	.87	10,244	18,185	18,493	.043	.086	.460	-.05	-.04	-.02				
b. RISocietal	1,875	2.76	2.80	2.79	2.78	.022	.010	.007	.007	.94	.92	.93	.93	2,745	18,064	18,369	.075	.261	.546	-.05	-.03	-.01				
c. RIDiverse	1,853	2.66	2.68	2.65	2.63	.024	.011	.008	.008	1.02	.98	.98	.99	2,677	2,269	18,205	.401	.843	.309	-.02	.00	.02				
d. RIownview	1,830	2.84	2.84	2.83	2.84	.020	.009	.007	.007	.86	.85	.85	.86	10,029	17,754	18,030	.892	.725	.867	.00	.01	.00				
e. RIPerspect	1,810	2.98	3.02	2.99	3.00	.019	.009	.007	.007	.83	.81	.82	.83	9,917	17,543	17,790	.070	.520	.469	-.05	-.02	-.02				
f. RInewview	1,794	2.94	3.01	2.98	2.96	.019	.009	.006	.006	.81	.80	.81	.82	9,823	17,353	17,587	.001	.044	.475	-.09	-.05	-.02				
g. RIconnect	1,789	3.15	3.19	3.18	3.17	.018	.008	.006	.006	.76	.75	.75	.75	9,750	17,199	17,438	.026	.072	.209	-.06	-.04	-.03				
3 a. SFcareer	1,781	2.17	2.31	2.26	2.34	.023	.011	.008	.008	.99	.99	.97	1.00	2,638	17,177	2,221	.000	.000	.000	-.14	-.10	-.17				
b. SFotherwork	1,774	1.69	1.87	1.85	1.86	.022	.011	.008	.008	.92	1.01	.99	.99	2,794	2,267	2,266	.000	.000	.000	-.18	-.16	-.17				
c. SFdiscuss	1,756	1.90	2.03	2.02	2.03	.022	.011	.008	.008	.94	.97	.95	.96	9,642	16,968	17,158	.000	.000	.000	-.13	-.12	-.14				
d. SFperform	1,755	2.00	2.11	2.07	2.14	.022	.011	.007	.008	.91	.95	.92	.94	2,661	2,188	2,196	.000	.004	.000	-.12	-.07	-.15				
4 a. memorize	1,738	2.78	2.82	2.75	2.78	.021	.010	.007	.007	.87	.87	.88	.88	9,564	16,857	17,041	.120	.208	.821	-.04	.03	.01				
b. HOapply	1,732	3.00	3.04	3.02	3.01	.020	.009	.007	.007	.82	.81	.82	.82	9,517	16,760	16,960	.119	.411	.583	-.04	-.02	-.01				
c. HOanalyze	1,720	3.03	3.03	3.02	2.99	.020	.009	.007	.007	.82	.83	.83	.84	9,454	16,607	16,810	.853	.717	.094	.00	.01	.04				
d. HOevaluate	1,711	2.94	2.99	2.96	2.95	.021	.010	.007	.007	.87	.84	.86	.86	2,480	16,532	16,742	.012	.351	.641	-.07	-.02	-.01				
e. HOform	1,693	2.95	3.01	2.99	2.96	.020	.009	.007	.007	.83	.82	.82	.83	9,379	16,459	16,652	.005	.062	.664	-.08	-.05	-.01				
5 a. ETgoals	1,685	3.14	3.16	3.11	3.08	.019	.009	.007	.007	.79	.80	.81	.83	9,323	16,354	16,565	.549	.169	.006	-.02	.04	.07				
b. ETorganize	1,681	3.03	3.02	2.99	2.97	.021	.010	.007	.007	.87	.87	.86	.88	9,309	16,326	16,524	.687	.074	.012	.01	.05	.06				
c. ETexample	1,677	3.07	3.08	3.05	3.01	.020	.010	.007	.007	.84	.85	.85	.88	9,294	16,289	16,506	.542	.389	.013	-.02	.02	.06				
d. ETdraftfb	1,673	2.79	2.85	2.81	2.80	.023	.011	.008	.008	.95	.95	.95	.97	9,283	16,269	16,490	.027	.376	.862	-.06	-.02	.00				
e. ETfeedback	1,668	2.74	2.78	2.76	2.75	.023	.011	.008	.008	.93	.93	.93	.94	9,251	16,212	16,445	.093	.444	.673	-.05	-.02	-.01				
f. etcriteria	1,663	3.04	3.04	3.01	3.00	.021	.010	.007	.007	.84	.85	.85	.88	9,211	16,145	16,372	.873	.190	.077	.00	.03	.05				
g. etreview	1,653	3.05	3.07	3.03	3.01	.020	.009	.007	.007	.81	.81	.82	.84	9,181	16,084	16,307	.282	.566	.120	-.03	.01	.04				
h. etprefer	1,653	2.71	2.75	2.69	2.66	.022	.011	.008	.008	.91	.91	.92	.93	9,169	16,061	2,070	.118	.368	.038	-.04	.02	.05				
i. etdemonstrate	1,649	3.12	3.14	3.12	3.08	.020	.009	.007	.007	.81	.81	.82	.84	9,159	16,043	16,264	.347	.846	.111	-.03	.01	.04				

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	Sacramento State	Sacramento State	CSU Institutions	Public Far West	Public FFT4//HTI	Sacramento State	CSU Institutions	Public Far West	Public FFT4//HTI	Sacramento State	CSU Institutions	Public Far West	Public FFT4//HTI	CSU Institutions	Public Far West	Public FFT4//HTI	CSU Institutions	Public Far West	Public FFT4//HTI	CSU Institutions	Public Far West	Public FFT4//HTI	CSU Institutions	Public Far West	Public FFT4//HTI	
6 a. QRconclude	1,634	2.65	2.67	2.67	2.61	.022	.011	.008	.008	.90	.91	.91	.92	9,059	15,861	16,034	.471	.387	.141	-.02	-.02	.04				
b. QRproblem	1,628	2.44	2.50	2.49	2.44	.024	.011	.008	.008	.97	.95	.95	.96	9,027	15,807	15,993	.034	.063	.782	-.06	-.05	.01				
c. QRevaluate	1,621	2.46	2.50	2.49	2.43	.023	.011	.008	.008	.92	.93	.93	.94	8,998	15,768	15,925	.114	.137	.211	-.04	-.04	.03				
7 a. wrshortnum	1,610	7.23	7.56	7.87	7.38	.157	.076	.056	.055	6.30	6.51	6.69	6.53	8,962	2,045	2,019	.058	.000	.349	-.05	-.10	-.02				
b. wrmednum	1,603	3.57	3.89	3.90	3.59	.115	.056	.040	.038	4.60	4.77	4.76	4.57	8,912	15,617	15,791	.014	.009	.871	-.07	-.07	.00				
c. wrlongnum	1,610	2.09	2.28	2.26	2.06	.109	.050	.036	.034	4.38	4.32	4.26	4.09	8,946	15,663	15,828	.098	.128	.818	-.05	-.04	.01				
— wrpages	1,596	80.97	87.52	88.12	81.27	2.714	1.265	.902	.862	108.42	107.85	106.49	102.29	8,865	15,527	15,688	.028	.011	.914	-.06	-.07	.00				
8 a. DDrace	1,606	3.21	3.09	3.06	3.03	.022	.011	.008	.008	.88	.92	.93	.94	8,946	15,677	15,858	.000	.000	.000	.13	.16	.19				
b. DDeconomic	1,598	3.06	2.98	2.98	2.97	.022	.011	.008	.008	.90	.92	.91	.91	8,908	15,615	15,797	.001	.000	.000	.10	.10	.10				
c. DDreligion	1,595	2.99	2.86	2.85	2.88	.024	.011	.008	.008	.95	.97	.97	.97	2,370	1,985	1,980	.000	.000	.000	.13	.14	.11				
d. DDpolitical	1,592	2.83	2.73	2.70	2.78	.024	.011	.008	.008	.96	.98	.98	.98	8,909	1,987	15,785	.000	.000	.061	.10	.13	.05				
e. ddsexorient	1,594	2.87	2.83	2.85	2.85	.024	.014	.011	.012	.95	.96	.96	.96	6,449	9,275	8,426	.083	.279	.462	.05	.03	.02				
f. ddcountry	1,590	2.78	2.57	2.64	2.63	.024	.014	.011	.012	.95	.95	.96	.96	6,454	9,285	8,431	.000	.000	.000	.22	.15	.15				
9 a. LSreading	1,584	3.05	3.08	3.08	3.04	.021	.009	.007	.007	.82	.81	.81	.82	8,872	15,553	15,724	.141	.076	.946	-.04	-.05	.00				
b. LSnotes	1,588	2.87	2.95	2.88	2.89	.023	.011	.008	.008	.92	.90	.92	.92	2,300	15,551	15,720	.003	.814	.398	-.08	-.01	-.02				
c. LSsummary	1,585	2.82	2.91	2.86	2.87	.022	.010	.008	.007	.89	.88	.89	.89	2,300	15,547	15,717	.000	.080	.040	-.10	-.05	-.05				
10 challenge	1,580	5.50	5.52	5.45	5.46	.034	.016	.012	.012	1.34	1.36	1.37	1.40	8,816	15,459	1,984	.583	.155	.310	-.02	.04	.03				
11 a. intern ^l	1,578	30%	36%	37%	41%	.0115	.0056	.0041	.0042	--	--	--	--	--	--	--	.000	.000	.000	-.12	-.15	-.23				
b. leader ^l	1,575	17%	22%	24%	25%	.0095	.0049	.0037	.0037	--	--	--	--	--	--	--	.000	.000	.000	-.13	-.18	-.20				
c. learncom ^l	1,568	15%	16%	18%	20%	.0091	.0044	.0033	.0034	--	--	--	--	--	--	--	.359	.024	.000	-.03	-.06	-.11				
d. abroad ^l	1,563	3%	3%	5%	5%	.0041	.0022	.0019	.0018	--	--	--	--	--	--	--	.114	.000	.000	-.05	-.12	-.12				
e. research ^l	1,571	11%	17%	19%	17%	.0079	.0044	.0033	.0032	--	--	--	--	--	--	--	.000	.000	.000	-.18	-.22	-.17				
f. capstone ^l	1,566	34%	42%	42%	41%	.0120	.0058	.0042	.0042	--	--	--	--	--	--	--	.000	.000	.000	-.16	-.17	-.13				
12 servcourse	1,558	1.69	1.80	1.75	1.76	.019	.009	.006	.006	.76	.75	.74	.76	2,278	1,907	15,436	.000	.006	.001	-.14	-.08	-.09				
13 a. QIstudent	1,542	5.50	5.55	5.50	5.49	.036	.017	.012	.012	1.42	1.43	1.43	1.43	8,604	15,065	15,165	.175	.929	.976	-.04	.00	.00				
b. QIadvisor	1,500	5.13	5.24	5.19	5.12	.045	.021	.015	.016	1.74	1.73	1.76	1.81	8,368	14,764	1,876	.025	.167	.974	-.06	-.04	.00				
c. QIfaculty	1,537	5.37	5.43	5.39	5.37	.039	.018	.013	.013	1.52	1.48	1.48	1.50	8,573	15,049	15,249	.127	.636	.935	-.04	-.01	.00				
d. QIstaff	1,161	5.00	5.04	4.95	4.93	.053	.024	.017	.017	1.79	1.78	1.77	1.80	6,730	11,748	11,908	.480	.441	.232	-.02	.02	.04				
e. QIadmin	1,392	5.01	5.02	4.95	4.96	.047	.022	.016	.016	1.74	1.74	1.76	1.76	7,796	13,640	13,880	.800	.242	.316	-.01	.03	.03				

NSSE 2022 Frequencies and Statistical Comparisons

Detailed Statistics^g

California State University, Sacramento

Seniors

Variable Name	N	Mean				Standard error ^h				Standard deviation ⁱ				Degrees of freedom ^l			Significance ^k			Effect size ^e		
	Sacramento State	Sacramento State	CSU Institutions	Public Far West	Public FFT4//HTI	Sacramento State	CSU Institutions	Public Far West	Public FFT4//HTI	Sacramento State	CSU Institutions	Public Far West	Public FFT4//HTI	Comparisons with:			Comparisons with:			Comparisons with:		
														CSU Institutions	Public Far West	Public FFT4//HTI	CSU Institutions	Public Far West	Public FFT4//HTI	CSU Institutions	Public Far West	Public FFT4//HTI
14 a. empstudy	1,559	3.16	3.18	3.14	3.12	.019	.009	.007	.007	.76	.77	.77	.78	8,687	15,218	15,378	.460	.262	.046	-.02	.03	.05
b. SEacademic	1,556	2.88	2.91	2.86	2.85	.023	.010	.008	.008	.91	.87	.88	.89	2,228	15,203	15,352	.115	.483	.241	-.05	.02	.03
c. SElearnsup	1,558	2.79	2.80	2.77	2.77	.025	.012	.008	.008	.97	.97	.97	.98	8,671	15,180	15,346	.695	.357	.316	-.01	.02	.03
d. SEdiverse	1,553	2.73	2.72	2.66	2.67	.026	.012	.009	.008	1.01	.99	1.00	1.00	8,671	15,168	15,328	.670	.006	.017	.01	.07	.06
e. SEsocial	1,552	2.75	2.78	2.70	2.73	.024	.011	.008	.008	.95	.94	.95	.95	2,251	15,143	15,315	.224	.071	.427	-.03	.05	.02
f. SEwellness	1,543	2.81	2.80	2.71	2.70	.025	.011	.008	.008	.98	.95	.96	.97	2,224	15,113	15,284	.873	.000	.000	.00	.10	.11
g. SENonacad	1,541	2.21	2.23	2.12	2.13	.026	.012	.009	.009	1.02	1.02	1.00	1.01	8,635	1,892	15,279	.690	.001	.002	-.01	.09	.08
h. SEactivities	1,545	2.45	2.41	2.39	2.43	.025	.012	.009	.009	.98	1.02	1.01	1.01	2,324	1,936	1,930	.162	.020	.521	.04	.06	.02
i. SEevents	1,539	2.47	2.35	2.31	2.33	.025	.012	.008	.008	1.00	1.00	.98	.99	8,625	1,891	15,249	.000	.000	.000	.12	.16	.14
15 a. sbmyself	1,540	3.22	3.28	3.24	3.25	.018	.008	.006	.006	.73	.71	.74	.73	8,628	15,103	15,256	.003	.364	.098	-.08	-.02	-.04
b. sbvalued	1,538	2.86	2.99	2.90	2.89	.022	.010	.007	.007	.85	.81	.85	.85	2,188	15,086	15,232	.000	.123	.244	-.15	-.04	-.03
c. sbcommunity	1,540	2.82	2.96	2.90	2.88	.022	.010	.007	.007	.85	.82	.84	.85	2,201	1,898	15,244	.000	.000	.008	-.18	-.10	-.07
16 a. tmprephrs	1,535	16.21	16.05	16.48	15.64	.226	.106	.078	.076	8.85	8.91	9.02	8.94	8,592	15,032	15,185	.520	.259	.019	.02	-.03	.06
b. tmcocurrhrs	1,529	3.52	4.07	3.97	3.89	.176	.081	.057	.056	6.88	6.80	6.65	6.56	2,223	15,020	15,158	.005	.014	.040	-.08	-.07	-.06
c. tmworkonhrs	1,538	2.35	2.40	2.65	2.63	.160	.072	.054	.054	6.27	6.08	6.28	6.36	8,588	1,905	1,912	.745	.077	.100	-.01	-.05	-.04
d. tmworkoffhrs	1,534	15.03	13.99	12.62	14.39	.332	.156	.111	.113	13.01	13.07	12.96	13.14	8,590	15,041	15,174	.005	.000	.073	.08	.19	.05
— tmworkhrs	1,532	17.35	16.39	15.26	17.00	.347	.164	.117	.117	13.59	13.72	13.56	13.59	2,261	1,894	1,892	.013	.000	.347	.07	.15	.03
e. tmservicehrs	1,528	2.75	2.87	2.65	2.92	.149	.068	.046	.048	5.82	5.73	5.36	5.61	8,578	15,019	15,155	.467	.486	.268	-.02	.02	-.03
f. tmrelaxhrs	1,529	11.01	10.71	11.07	10.87	.215	.100	.073	.072	8.40	8.42	8.51	8.40	8,582	15,007	15,149	.202	.787	.532	.04	-.01	.02
g. tmcarehrs	1,528	6.58	7.02	6.37	6.61	.274	.132	.093	.094	10.72	11.07	10.76	10.96	2,287	15,017	15,150	.153	.452	.922	-.04	.02	.00
h. tmcommutehrs	1,536	5.62	4.86	4.27	4.51	.159	.076	.052	.053	6.25	6.42	6.03	6.15	8,605	1,875	1,886	.000	.000	.000	.12	.22	.18
17 reading	1,533	2.92	2.97	2.93	2.85	.029	.014	.010	.010	1.14	1.17	1.16	1.17	8,563	15,000	15,149	.072	.607	.042	-.05	-.01	.05
— tmreadinghrs	1,529	8.23	8.21	8.22	7.57	.179	.083	.060	.057	6.99	6.92	6.90	6.62	8,529	14,939	1,850	.907	.968	.000	.00	.00	.10

NSSE 2022 Frequencies and Statistical Comparisons

Detailed Statistics^g

California State University, Sacramento

Seniors

Variable Name	N					Mean				Standard error ^h				Standard deviation ⁱ				Degrees of freedom ^l			Significance ^k			Effect size ^e		
	Sacramento State					Sacramento State				Sacramento State				Sacramento State				Comparisons with:			Comparisons with:			Comparisons with:		
	Sacramento State	Sacramento State	CSU Institutions	Public Far West	Public FFT4//HTI	Sacramento State	CSU Institutions	Public Far West	Public FFT4//HTI	Sacramento State	CSU Institutions	Public Far West	Public FFT4//HTI	Sacramento State	CSU Institutions	Public Far West	Public FFT4//HTI	CSU Institutions	Public Far West	Public FFT4//HTI	CSU Institutions	Public Far West	Public FFT4//HTI	CSU Institutions	Public Far West	Public FFT4//HTI
18 a. pgwrite	1,533	3.00	3.07	3.03	3.01	.022	.010	.007	.008	.88	.85	.87	.88	8,573	15,020	15,147	.004	.186	.718	-.08	-.04	-.01				
b. pgspeak	1,528	2.81	2.98	2.90	2.91	.024	.011	.008	.008	.93	.90	.93	.93	2,195	15,007	15,124	.000	.000	.000	-.19	-.10	-.10				
c. pgthink	1,529	3.20	3.29	3.27	3.24	.021	.009	.007	.007	.81	.78	.80	.81	8,551	14,996	15,128	.000	.001	.096	-.12	-.09	-.04				
d. pganalyze	1,529	2.91	2.98	2.94	2.88	.024	.011	.008	.008	.95	.93	.95	.96	2,220	15,000	15,116	.005	.175	.286	-.08	-.04	.03				
e. pgwork	1,527	2.72	2.89	2.84	2.90	.025	.011	.008	.008	.97	.96	.97	.96	2,208	15,003	1,874	.000	.000	.000	-.19	-.13	-.19				
f. pgothers	1,525	2.94	3.10	3.03	3.03	.023	.010	.008	.008	.90	.87	.89	.89	8,561	15,006	15,125	.000	.000	.000	-.18	-.10	-.10				
g. pgvalues	1,527	2.79	2.91	2.82	2.85	.025	.011	.008	.008	.98	.96	.97	.98	2,195	14,987	15,113	.000	.214	.015	-.12	-.03	-.07				
h. pgdiverse	1,526	2.93	3.01	2.93	2.95	.024	.011	.008	.008	.94	.94	.96	.96	8,555	14,995	15,116	.006	.964	.568	-.08	.00	-.02				
i. pgprobsolve	1,523	2.73	2.88	2.83	2.83	.025	.011	.008	.008	.98	.95	.96	.96	2,181	1,866	1,866	.000	.000	.000	-.16	-.10	-.10				
j. pgcitizen	1,528	2.69	2.81	2.75	2.76	.025	.012	.008	.009	.99	.97	.99	1.00	2,218	15,014	15,139	.000	.020	.006	-.13	-.06	-.07				
19 evalexp	1,528	3.04	3.19	3.12	3.10	.021	.009	.007	.007	.82	.78	.81	.81	2,170	1,882	1,882	.000	.001	.010	-.18	-.09	-.07				
20 sameinst	1,531	3.11	3.23	3.19	3.14	.022	.010	.007	.007	.86	.81	.83	.85	8,588	15,063	15,188	.000	.001	.159	-.15	-.09	-.04				
21 covidexp	1,532	3.02	3.07	3.01	3.01	.024	.011	.008	.008	.94	.90	.92	.93	8,588	15,057	15,191	.032	.800	.659	-.06	.01	.01				

IPEDS: 110617

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" or "Yes."
- 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" or "Yes."



NSSE 2022

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 has the potential to be very influential and rewarding (Kilgo et al., 2015; 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. Unlike most questions on the NSSE survey, the HIP questions are not limited to the current school year. Thus, senior students' responses include participation from prior years.

High-Impact Practices in NSSE

Service-Learning

Courses that included a community-based project

Learning Community

Formal program where groups of students take two or more classes together

Research with Faculty

Work with a faculty member on a research project

Internship or Field Experience

Internship, co-op, field experience, student teaching, or clinical placement

Study Abroad

Culminating Senior Experience

Capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.

Report Sections

Participation Comparisons (p. 3)

Displays HIP participation for your 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 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 students relative to those at comparison group institutions, with tests of significance and effect sizes.

Response Detail (pp. 4-5)

Provides complete response frequencies for the relevant HIP questions for your students and those at your comparison group institutions. First-year results include a summary of their expectations for future HIP participation.

Participation by Student Social Identities and Experiences (p. 6)

Displays your students' participation in each HIP by selected student social identities and experiences.

Interpreting Comparisons

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 is equally important to understand how student engagement (including HIP participation) varies *within* your institution. The table on page 6 provides an initial look at how HIP participation varies by selected student social identities and experiences. Your NSSE Tableau dashboard and Report Builder (released in the fall) offer further perspectives on internal variation to help you investigate your students' HIP participation in depth.

Kilgo, C. A., Sheets, J. K. E., & Pascarella, E. T. (2015). The link between high-impact practices and student learning: Some longitudinal evidence *Higher Education*, 69, 509-525.

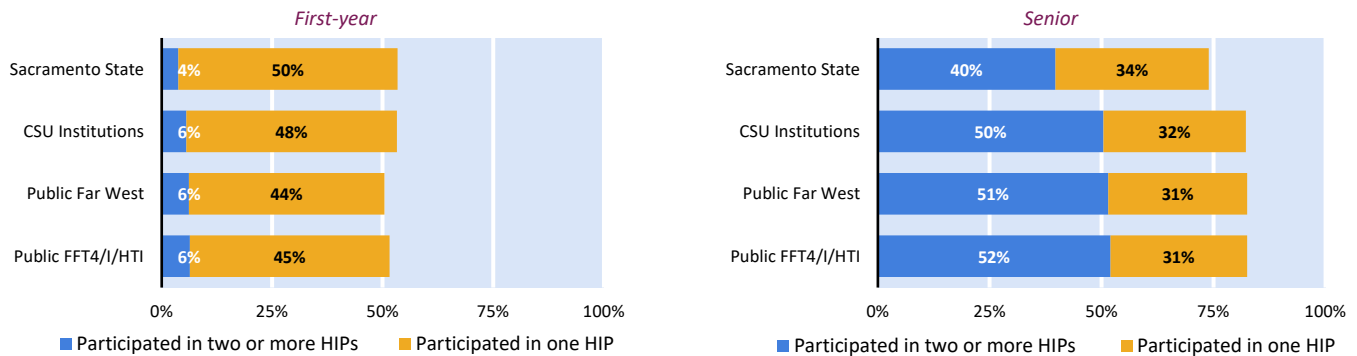
Kuh, G. D. (2008). High-impact educational practices: What they are, who has access to them, and why they matter. Association of American Colleges and Universities.

National Survey of Student Engagement (2007). Experiences that matter: Enhancing student learning and success—Annual Report 2007. Indiana University Center for Postsecondary Research.

Rocconi, L.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis *Research & Practice in Assessment*, 13 (Summer/Fall), pp. 22-38.

Overall HIP Participation

The figures below display the percentage of students who participated in High-Impact Practices. Both figures include participation in service-learning, a learning community, and research with faculty. The senior figure also includes participation in an internship or field experience, study abroad, and culminating senior experience. The first segment in each bar shows the percentage 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 displays the percentage of your students who participated in a given High-Impact Practice, including the percentage who participated in at least one or in two or more HIPs. It also graphs the difference, in percentage points, between your students and those of your comparison groups. Blue bars indicate how much higher your institution's percentage is compared to the comparison group. Dark red bars indicate how much lower your institution's percentage is compared to the comparison group. (Comparison group percentages appear on the following pages.)

Your students' participation compared with:

	Sacramento State	CSU Institutions		Public Far West		Public FFT4/I/HTI	
	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b
<i>First-year</i>							
Service-Learning	52	+2	.04	+7	** .13	+4	.09
Learning Community	4	-3	* -.13	-5	*** -.20	-4	*** -.18
Research with Faculty	2	-1	-.08	-2	* -.11	-2	* -.10
Participated in at least one	53	+0	.00	+3	.06	+2	.04
Participated in two or more	4	-2	-.09	-2	* -.11	-3	* -.12
<i>Senior</i>							
Service-Learning	54	-9	*** -.18	-6	*** -.11	-5	*** -.11
Learning Community	15	-1	-.03	-2	* -.06	-4	*** -.11
Research with Faculty	11	-6	*** -.18	-8	*** -.22	-6	*** -.17
Internship or Field Exp.	30	-6	*** -.12	-7	*** -.15	-11	*** -.23
Study Abroad	3	-1	-.05	-2	*** -.12	-2	*** -.12
Culminating Senior Exp.	34	-8	*** -.16	-8	*** -.17	-6	*** -.13
Participated in at least one	74	-8	*** -.20	-9	*** -.21	-9	*** -.21
Participated in two or more	40	-11	*** -.22	-12	*** -.24	-12	*** -.25

a. Percentage point differences (institution – comp. group) rounded to whole numbers. Values less than one may not display a bar and may be shown as +0 or -0.

b. Cohen's *h* (standardized difference between two proportions). Effect sizes indicate the practical importance of observed differences. For service-learning, internships, study abroad, and culminating senior experiences, an ES of about .2 may be considered small, .5 medium, and .8 large. For learning community and research with faculty, an ES of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018).

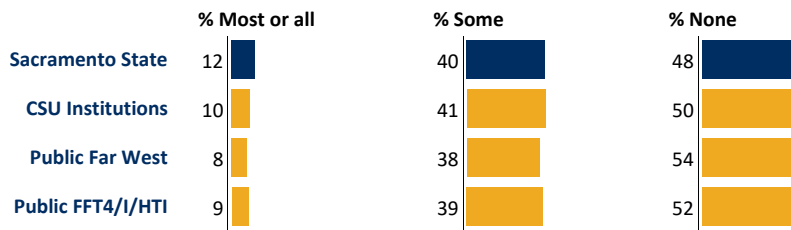
p* < .05, *p* < .01, ****p* < .001 (z-test comparing participation rates).

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

First-year students

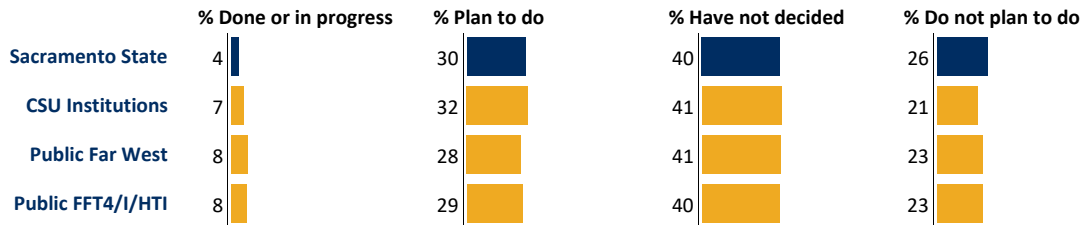
Service-Learning

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



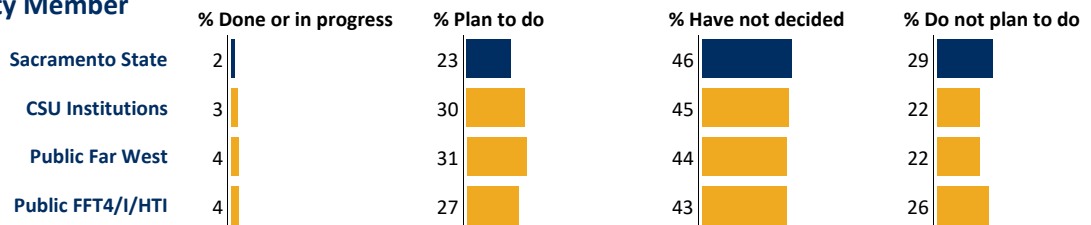
Learning Community

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



Research with a Faculty Member

Work with a faculty member on a research project.



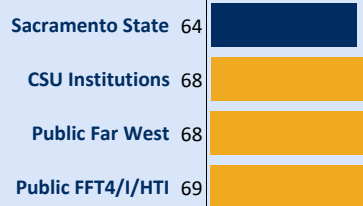
Plans to Participate^a

Knowing whether first-year students *plan* to participate in upper-division HIPs can reveal insights about HIP demand, awareness of opportunities, and the clarity of institutional information. These results might also point to topics for additional exploration, such as what contributes to students' expectations, their assumptions about who can participate, or why other students are undecided or have no plans to participate in the activity.

Percentage responding "Plan to do"

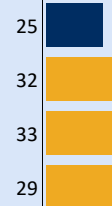
Internship or Field Experience

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



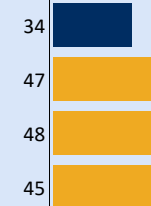
Study Abroad

Participate in a study abroad program.



Culminating Senior Experience

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



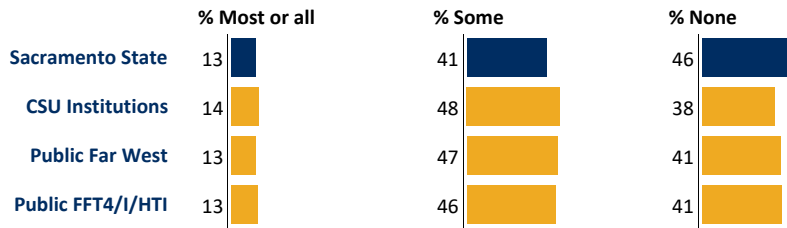
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

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

Seniors

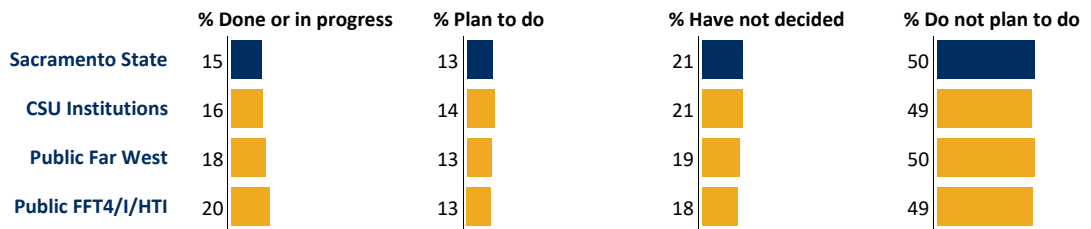
Service-Learning

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



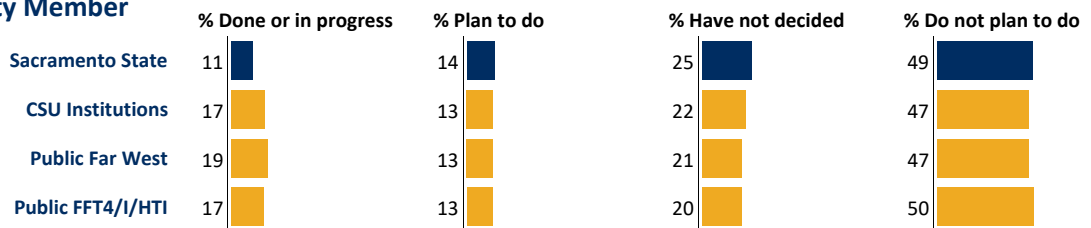
Learning Community

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



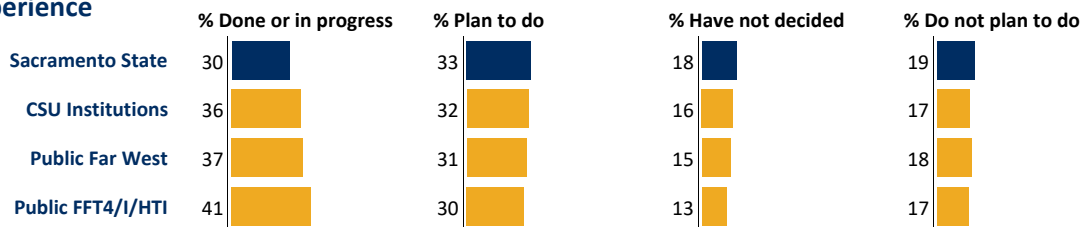
Research with a Faculty Member

Work with a faculty member on a research project.



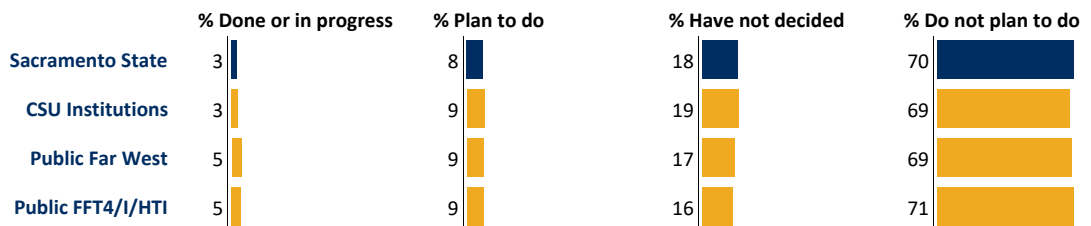
Internship or Field Experience

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



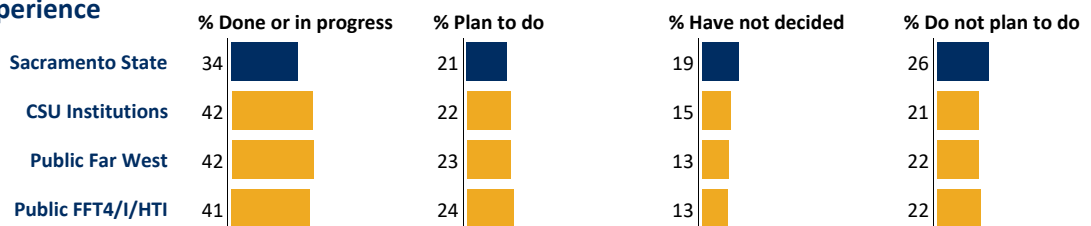
Study Abroad

Participate in a study abroad program.



Culminating Senior Experience

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



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

Participation in High-Impact Practices by Student Social Identities and Experiences

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

	<i>First-year</i>			<i>Senior</i>					
	Service-Learning	Learning Community	Research with Faculty	Service-Learning	Learning Community	Research with Faculty	Internship or Field Experience	Study Abroad	Culminating Senior Experience
Institution-reported sex^a									
Female	53	6	3	56	17	12	32	3	33
Male	52	1	1	51	13	10	28	3	36
Race/ethnicity or international^a									
American Indian or Alaska Native	—	—	—	—	—	—	—	—	—
Asian	52	3	0	57	13	7	29	4	25
Black or African American	39	4	4	59	19	10	28	4	34
Hispanic or Latino	57	3	2	60	18	12	28	2	32
Native Hawaiian/Other Pac. Islander	60	0	0	50	21	36	29	0	29
White	50	5	4	46	15	14	33	2	43
Other	—	—	—	—	—	—	—	—	—
Foreign or nonresident	50	9	4	70	19	11	37	11	23
Two or more races/ethnicities	59	11	4	49	17	5	31	2	28
Age									
FY < 21, Seniors < 25	53	4	2	55	17	10	31	3	33
FY 21+, Seniors 25+	—	—	—	53	15	13	30	2	35
First-generation^b									
Continuing generation	43	4	3	47	15	13	34	3	39
First-generation	56	3	2	57	17	10	28	2	32
Enrollment status^a									
Not full-time	40	0	0	52	13	11	26	2	32
Full-time	53	4	2	55	17	11	31	3	34
Residence									
Not on campus	52	4	2	53	16	11	30	2	34
On campus	52	3	3	60	26	9	30	9	38
Major category^c									
Arts & humanities	41	5	0	34	8	12	17	4	44
Biological sciences, agriculture, natural res.	42	8	0	63	24	20	31	4	23
Physical sciences, math, computer science	55	3	5	35	11	7	31	5	47
Social sciences	49	7	4	56	18	14	27	2	42
Business	59	2	4	53	17	4	22	3	26
Communications, media, public relations	—	—	—	57	15	10	30	3	29
Education	—	—	—	72	19	14	35	3	39
Engineering	51	5	0	45	15	11	38	3	50
Health professions	57	3	0	62	22	13	33	2	25
Social service professions	68	7	5	68	16	9	45	1	16
Undecided/undeclared	29	0	4	—	—	—	—	—	—
Overall	52	4	2	54	15	11	30	3	34

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. If provided, "Another" and "Unknown" categories for sex are not displayed due to low Ns, but do appear in the data file.

Race/ethnicity labels are based on IPEDS reporting requirements.

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

c. These are NSSE's default related-major categories, based on first major if more than one was reported. Customizable major categories are available in your NSSE Tableau dashboards and Report Builder (released in the fall). Excludes majors categorized as "all other."



NSSE 2022

Multi-Year Report

California State University, Sacramento

About Your Multi-Year Report

For institutions participating in multiple NSSE administrations since 2013, the year of the last survey update, this report presents year-to-year results for Engagement Indicators (EIs), High-Impact Practices (HIPs), and key academic challenge items to illustrate patterns of change or stability. It also provides details such as numbers of respondents, standard deviations, and standard errors so that statistical tests can be calculated.

For more information and recommendations for analyzing NSSE data over time, view our webinar entitled *Recommendations for Using Multiple Years of NSSE Data*: <http://go.iu.edu/2R1r>

This report contains three main parts: (a) a page that provides a quick reference to important information about each year's administration, (b) multi-year figures, and (c) detailed statistics. Key terms and features are illustrated below.

Report sections

Administration Summaries (p. 3)	A summary of respondent counts, response rates, sampling errors, and administration details for each participation year.
Engagement Results by Theme (pp. 4-7)	Results for ten EIs and selected individual survey items are displayed, organized under four broad themes. The Academic Challenge theme is represented by four EIs as well as several individual items. The three remaining engagement themes (Learning with Peers, Experiences with Faculty, and Campus Environment) are each represented by two EIs.
High-Impact Practices (pp. 8-9)	Results for six HIPs are displayed. First-year student results indicate students who participated in service-learning, a learning community, and research with faculty, and who <i>planned to do</i> an internship or field experience, study abroad, and a culminating senior experience. Senior results indicate students who participated in all six.
Detailed Statistics (pp. 10-13)	Displays detailed information for results including counts, standard errors, and confidence intervals (CIs) for each measure.

Interpreting year-to-year results

When examining year-to-year results, you may wonder whether observed differences signify meaningful change and whether a trend is indicated. Figures display CIs around each score showing the range of values that is estimated to contain the population score 95% of the time. Upper and lower CI bounds are also reported in the Detailed Statistics section.

For further investigation

The Report Builder, updated with current data in the fall, allows for multi-year analysis of Engagement Indicators and individual items (including HIPs). It also affords the analysis of results by subpopulation. The Report Builder can be accessed via the NSSE Institution Interface.

The precision of an institution's population estimates can vary between administrations. An important early step in conducting a multi-year analysis is to review data quality. The values in the tables below were drawn from your *Administration Summary* reports.

Response Details by Participation Year

Year	First-year students					Seniors				
	Response rate ^a	Sampling error ^b	Total respondents ^c	Full completions	Partial completions	Response rate ^a	Sampling error ^b	Total respondents ^c	Full completions	Partial completions
2013										
2014	22%	+/- 3.3%	710	591	119	26%	+/- 1.9%	1,872	1,614	258
2015										
2016										
2017	22%	+/- 2.6%	1,133	882	251	26%	+/- 1.8%	2,093	1,726	367
2018										
2019										
2020	9%	+/- 4.5%	438	240	198	12%	+/- 3.9%	561	371	190
2021										
2022	20%	+/- 3.3%	714	434	280	19%	+/- 2.0%	1,964	1,366	598

Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified ^d	BCSSE	FSSE
2013							
2014	Email	Census	Yes	California State University	No	No	No
2015							
2016							
2017	Email	Census	Yes	Academic Advising, California State University	No	Yes	No
2018							
2019							
2020	Email	Census	No	FY Experiences / Sr Transitions, Inclusiv & Cult Div	No	Yes	Yes
2021							
2022	Email	Census	No	Inclusiv & Cult Div, HIP Quality	No	Yes	Yes

Note: All of your institution's participation years since 2013 (the first year of the updated NSSE) are reported. Years in which your institution did not participate are blank.

a. Response rates (number of respondents divided by sample size) are adjusted for ineligibility, nondeliverable addresses, and students who were unavailable during the survey administration.

b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much results for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors (such as +/-10%) need not be dismissed out of hand, such results should be interpreted more conservatively.

c. Count used to calculate response rates and sampling errors for each *Administration Summary* report. Includes all census-administered and randomly sampled students, regardless of "Report Sample" designation.

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

NSSE 2022 Multi-Year Report

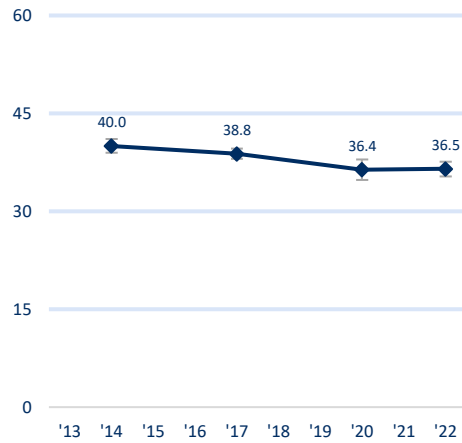
Engagement Results by Theme

California State University, Sacramento

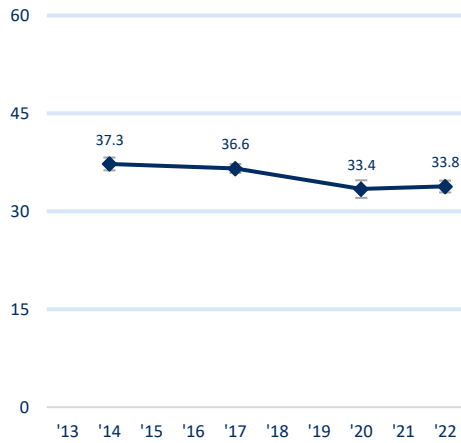
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Academic Challenge: First-year students

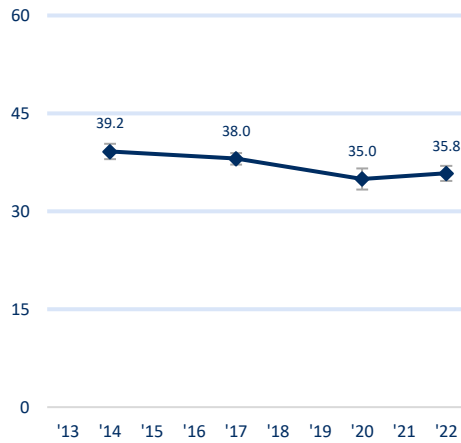
Higher-Order Learning



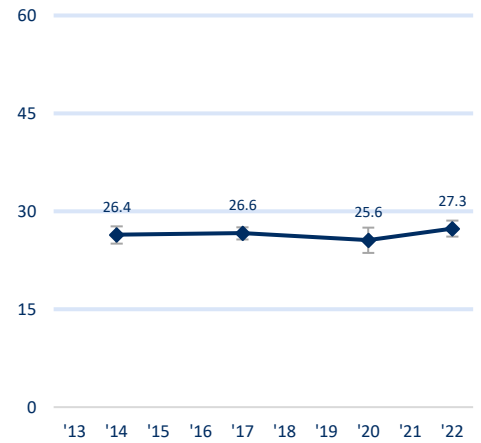
Reflective & Integrative Learning



Learning Strategies

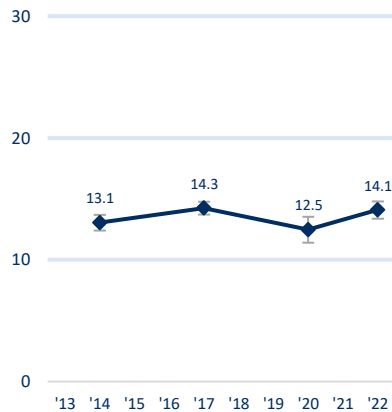


Quantitative Reasoning

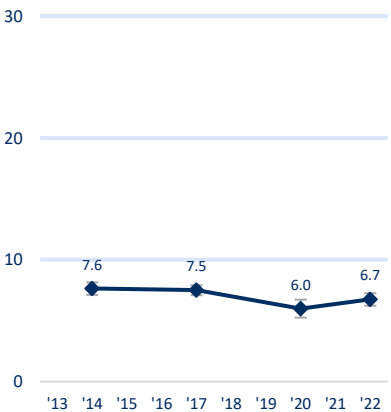


Academic Challenge (additional items): First-year students

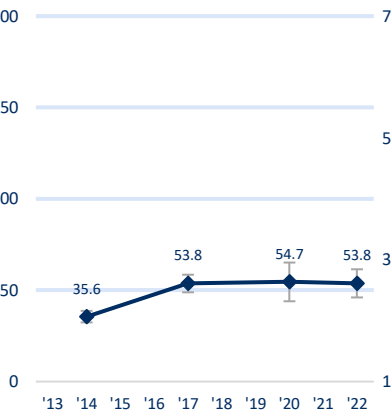
Preparing for Class (hrs/wk)



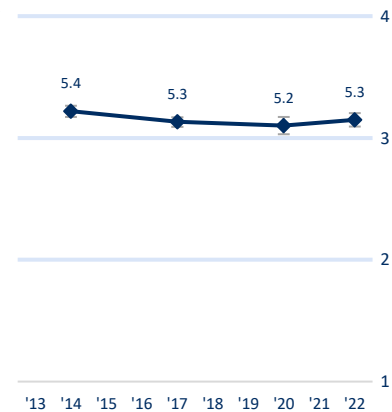
Course Reading (hrs/wk)^a



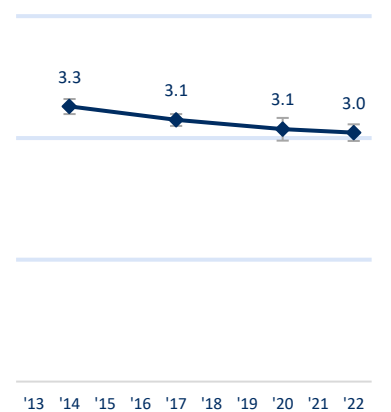
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions.

b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

NSSE 2022 Multi-Year Report

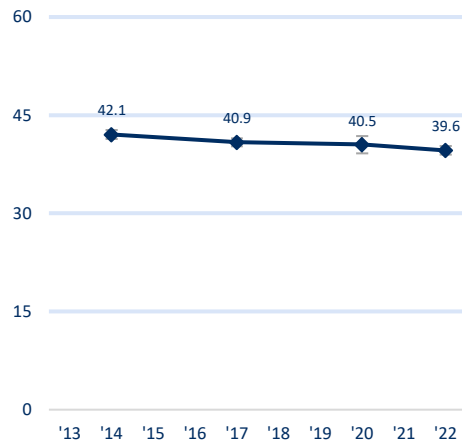
Engagement Results by Theme

California State University, Sacramento

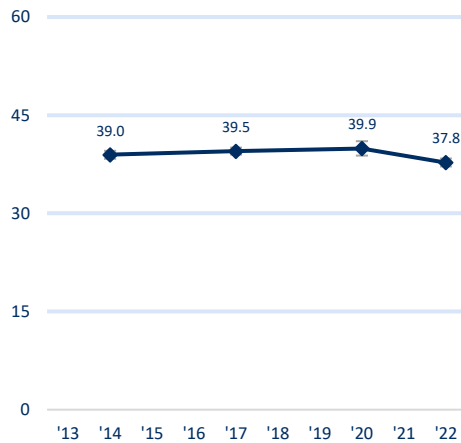
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Academic Challenge: Seniors

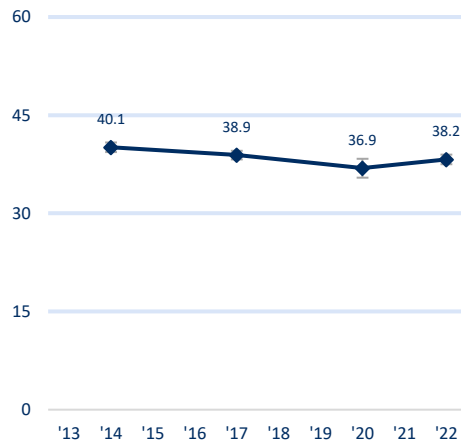
Higher-Order Learning



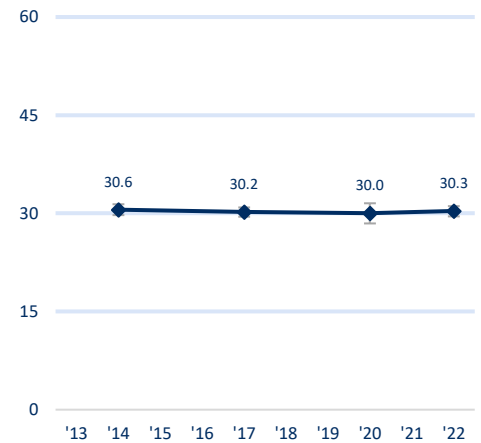
Reflective & Integrative Learning



Learning Strategies

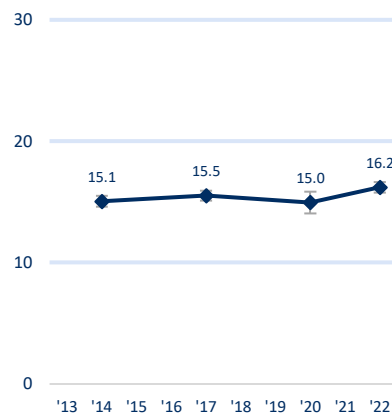


Quantitative Reasoning

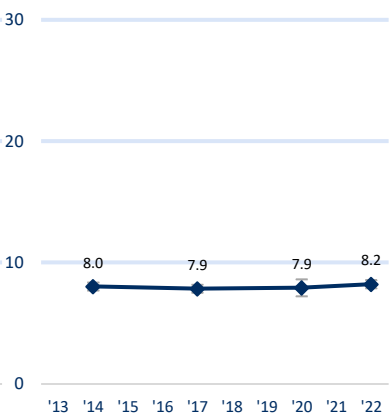


Academic Challenge (additional items): Seniors

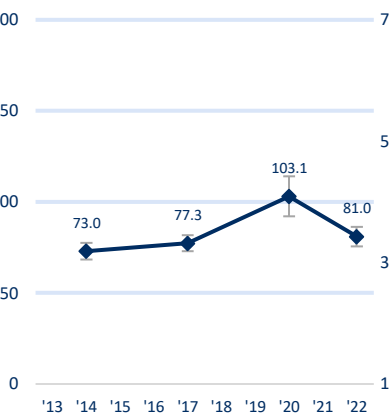
Preparing for Class (hrs/wk)



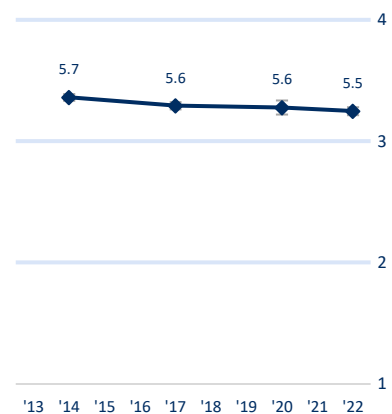
Course Reading (hrs/wk)^a



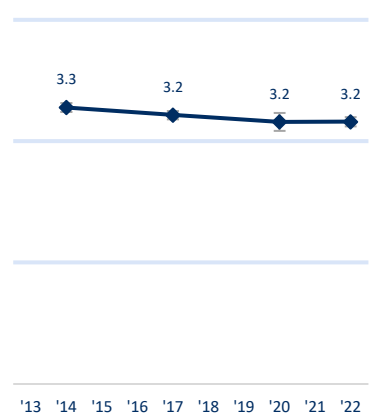
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions.

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c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

NSSE 2022 Multi-Year Report

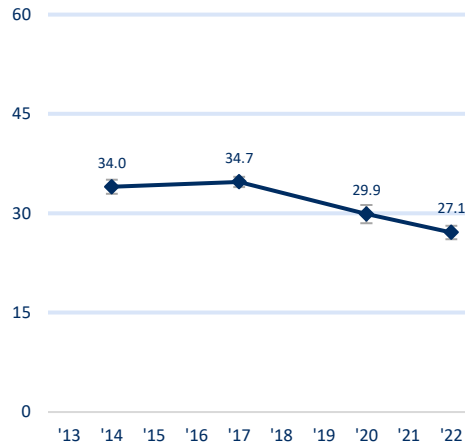
Engagement Results by Theme

California State University, Sacramento

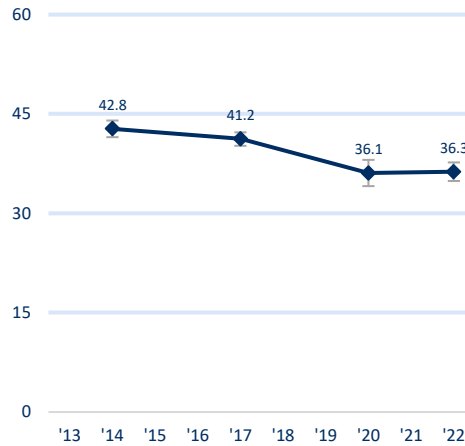
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Learning with Peers: First-year students

Collaborative Learning

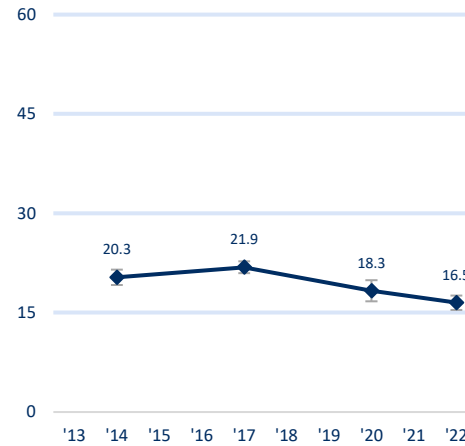


Discussions with Diverse Others

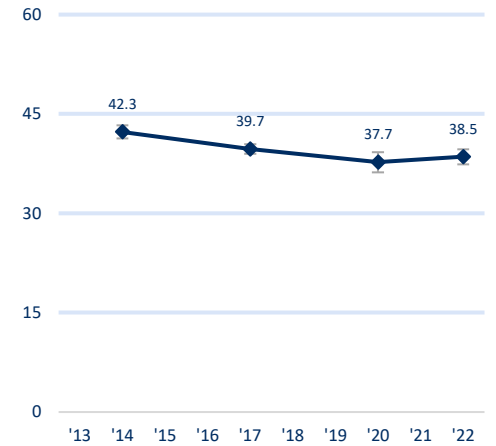


Experiences with Faculty: First-year students

Student-Faculty Interaction

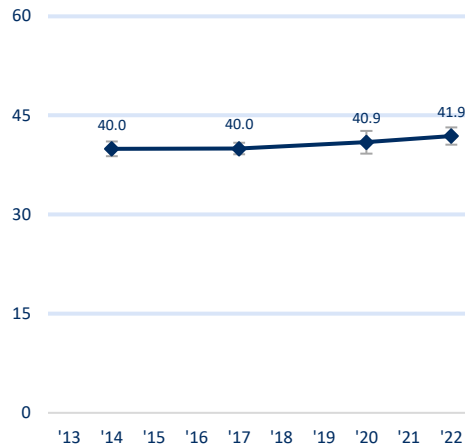


Effective Teaching Practices

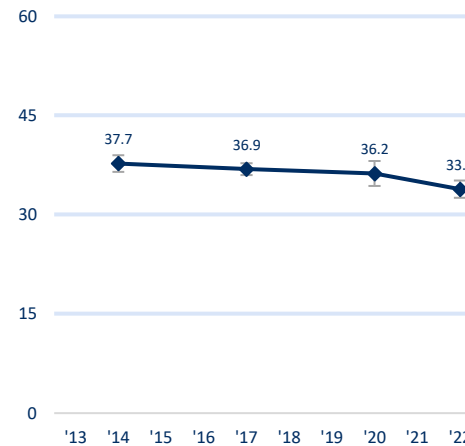


Campus Environment: First-year students

Quality of Interactions



Supportive Environment



NSSE 2022 Multi-Year Report

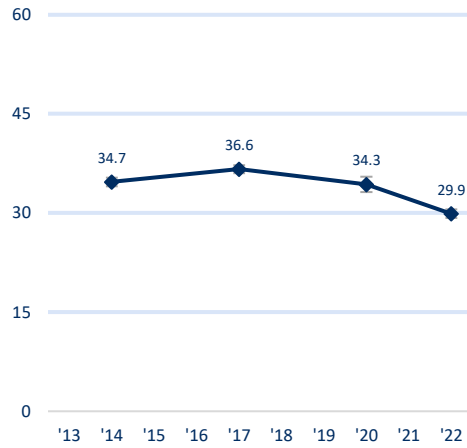
Engagement Results by Theme

California State University, Sacramento

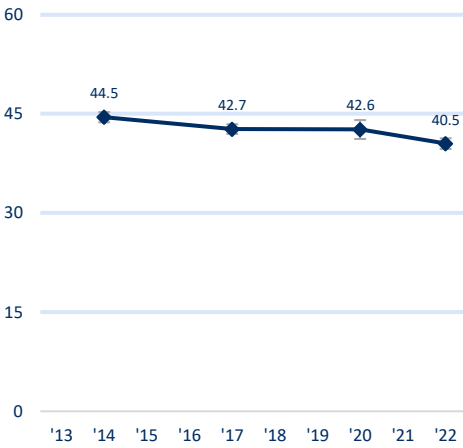
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Learning with Peers: Seniors

Collaborative Learning

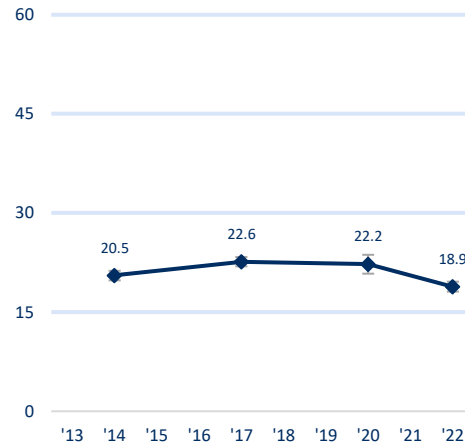


Discussions with Diverse Others

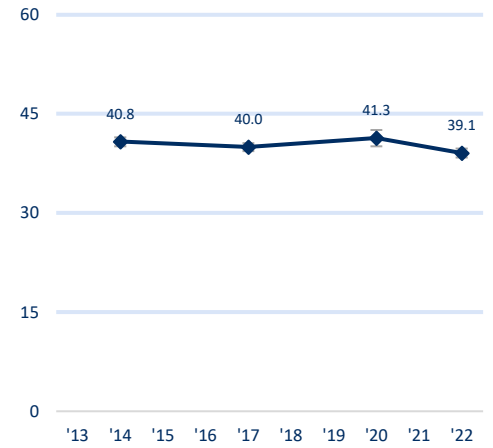


Experiences with Faculty: Seniors

Student-Faculty Interaction

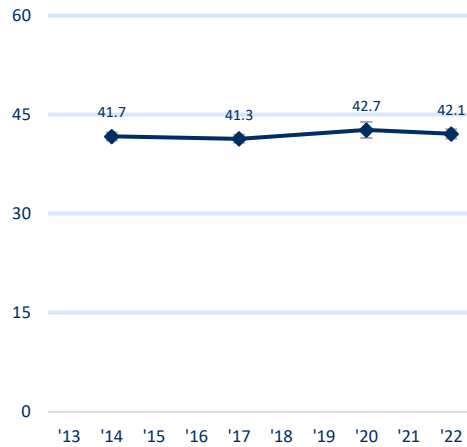


Effective Teaching Practices

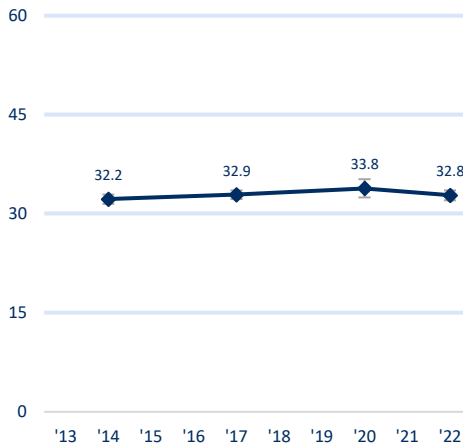


Campus Environment: Seniors

Quality of Interactions



Supportive Environment

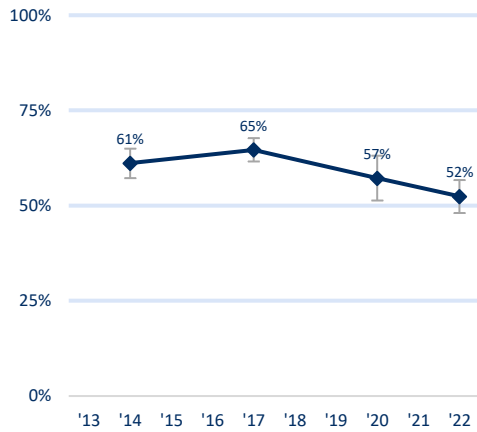


Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

High-Impact Practices: First-year students

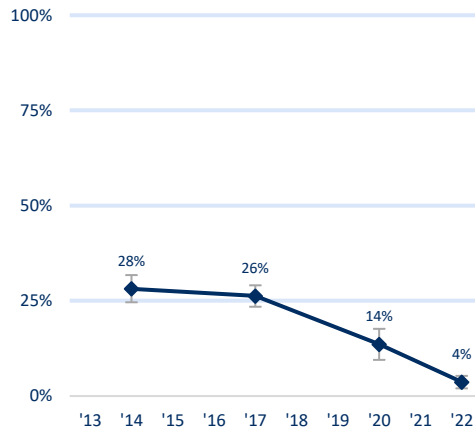
Service-Learning

(Some, most, or all courses)



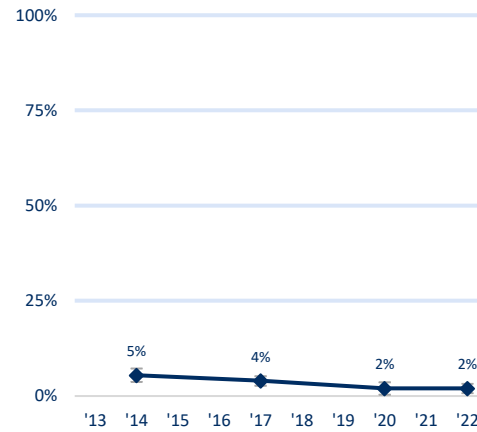
Learning Community

(Done or in progress)



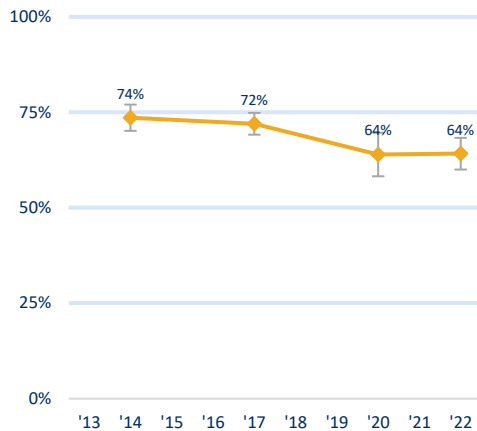
Research with Faculty

(Done or in progress)



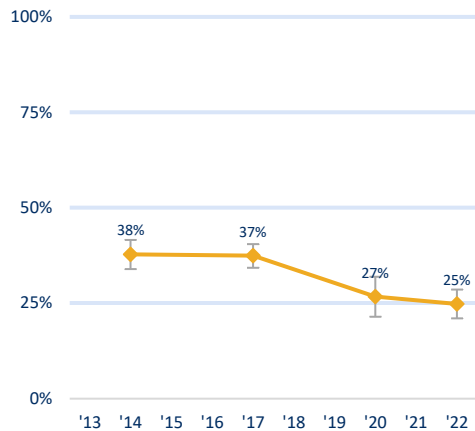
Internship/Field Experience

(Plan to do)



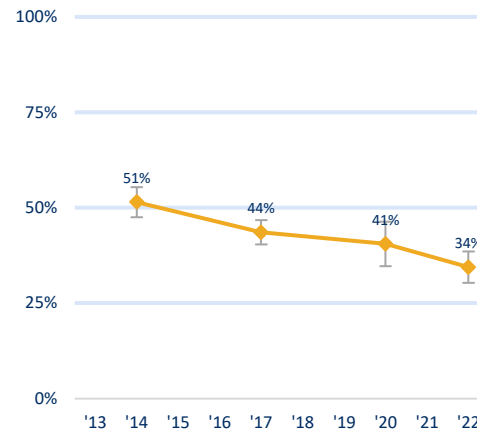
Study Abroad

(Plan to do)



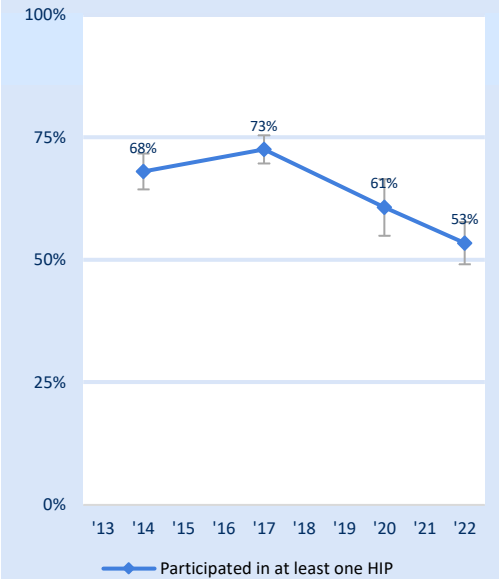
Culminating Senior Experience

(Plan to do)



Overall first-year HIP participation

The figure below displays the percentages of first-year students who participated in at least one high-impact practice. The figure is limited to participation in service-learning, a learning community, and research with faculty.



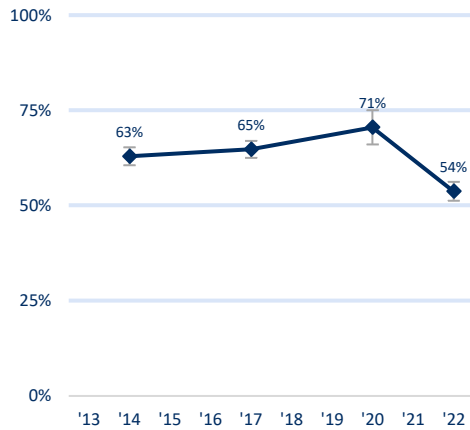
NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

High-Impact Practices: Seniors

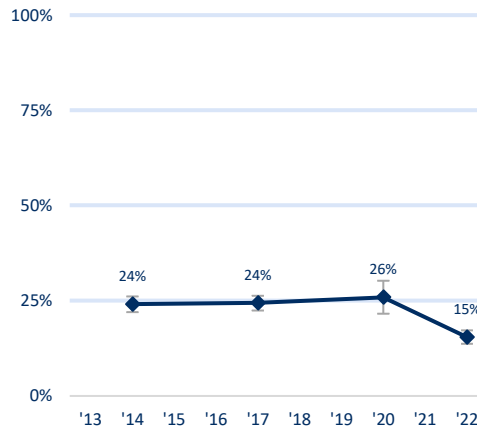
Service-Learning

(Some, most, or all courses)



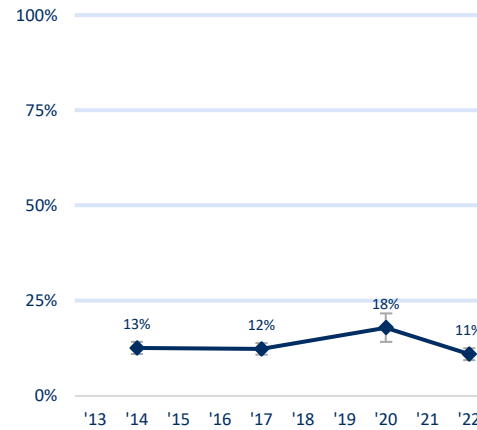
Learning Community

(Done or in progress)



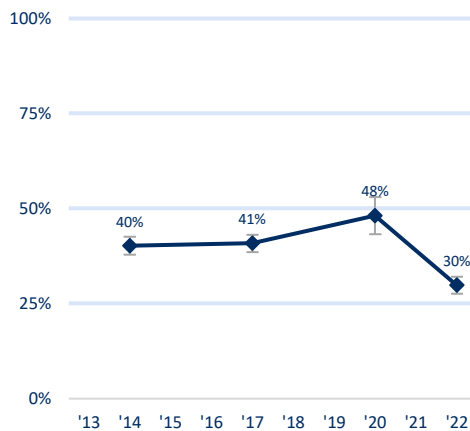
Research with Faculty

(Done or in progress)



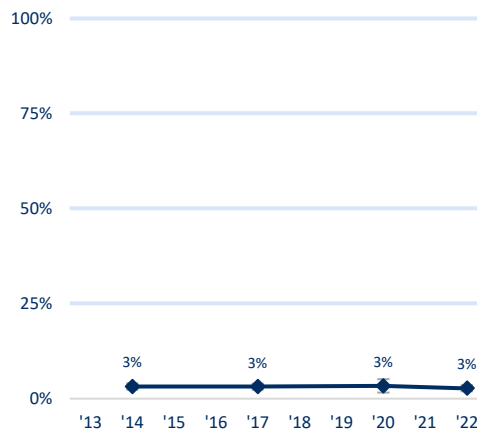
Internship/Field Experience

(Done or in progress)



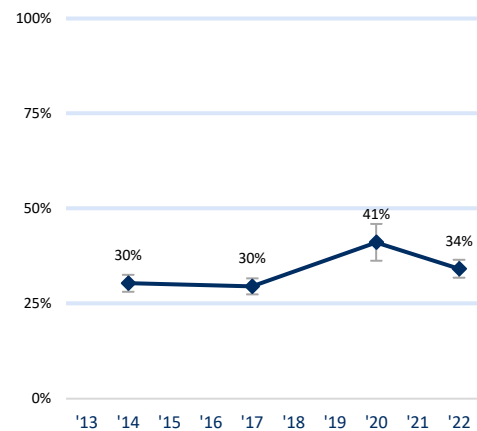
Study Abroad

(Done or in progress)



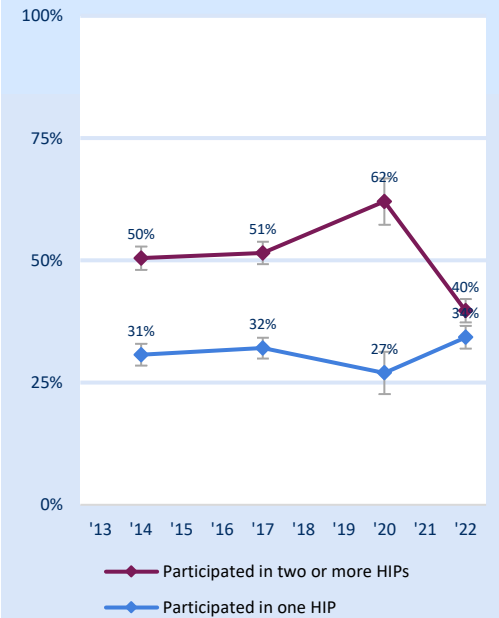
Culminating Senior Experience

(Done or in progress)



Overall senior HIP participation

The figure below displays the percentages of seniors who participated in one, and two or more, high-impact practices. The figure includes all six HIPs.



NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

NSSE 2022 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

California State University, Sacramento

		First-year students										Seniors									
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22
<i>Academic Challenge</i>																					
Higher-Order Learning	<i>Mean</i>		40.0		38.8				36.4		36.5		42.1		40.9		40.5		39.6		
	<i>n</i>		624		1,059				320		578		1,703		1,989		443		1,684		
	<i>SD</i>		13.6		12.8				14.4		13.7		14.3		13.5		14.1		13.9		
	<i>SE</i>		.55		.39				.81		.57		.35		.30		.67		.34		
	<i>CI upper bound</i>		41.1		39.6				38.0		37.6		42.7		41.5		41.8		40.3		
	<i>CI lower bound</i>		39.0		38.0				34.8		35.4		41.4		40.3		39.2		39.0		
Reflective & Integrative Learning	<i>Mean</i>		37.3		36.6				33.4		33.8		39.0		39.5		39.9		37.8		
	<i>n</i>		658		1,090				361		629		1,758		2,021		497		1,800		
	<i>SD</i>		13.1		11.6				13.2		11.7		13.3		12.2		12.5		13.3		
	<i>SE</i>		.51		.35				.69		.46		.32		.27		.56		.31		
	<i>CI upper bound</i>		38.3		37.3				34.8		34.7		39.6		40.0		41.0		38.4		
	<i>CI lower bound</i>		36.3		35.9				32.1		32.9		38.3		39.0		38.8		37.2		
Learning Strategies	<i>Mean</i>		39.2		38.0				35.0		35.8		40.1		38.9		36.9		38.2		
	<i>n</i>		612		935				280		522		1,639		1,833		409		1,575		
	<i>SD</i>		14.9		13.9				14.0		13.5		14.8		14.5		14.9		14.8		
	<i>SE</i>		.60		.45				.84		.59		.37		.34		.74		.37		
	<i>CI upper bound</i>		40.3		38.9				36.6		37.0		40.8		39.6		38.4		39.0		
	<i>CI lower bound</i>		38.0		37.2				33.3		34.6		39.4		38.2		35.5		37.5		
Quantitative Reasoning	<i>Mean</i>		26.4		26.6				25.6		27.3		30.6		30.2		30.0		30.3		
	<i>n</i>		648		1,044				288		533		1,735		1,975		424		1,615		
	<i>SD</i>		17.2		15.3				16.6		14.4		17.3		16.2		16.3		16.2		
	<i>SE</i>		.68		.47				.98		.63		.41		.37		.79		.40		
	<i>CI upper bound</i>		27.7		27.6				27.5		28.6		31.4		30.9		31.6		31.1		
	<i>CI lower bound</i>		25.1		25.7				23.6		26.1		29.8		29.5		28.5		29.5		
<i>Academic Challenge (additional items)</i>																					
Preparing for Class (hours/week)	<i>Mean</i>		13.1		14.3				12.5		14.1		15.1		15.5		15.0		16.2		
	<i>n</i>		576		890				257		496		1,579		1,750		383		1,535		
	<i>SD</i>		7.9		8.1				8.7		8.1		8.9		8.8		8.9		8.8		
	<i>SE</i>		.33		.27				.54		.36		.22		.21		.45		.23		
	<i>CI upper bound</i>		13.7		14.8				13.5		14.8		15.5		15.9		15.8		16.7		
	<i>CI lower bound</i>		12.4		13.7				11.4		13.4		14.6		15.1		14.1		15.8		
Course Reading Est. hrs per week calculated from two items.	<i>Mean</i>		7.6		7.5				6.0		6.7		8.0		7.9		7.9		8.2		
	<i>n</i>		570		885				255		491		1,568		1,728		383		1,529		
	<i>SD</i>		6.3		6.1				6.0		5.8		6.7		6.7		6.9		7.0		
	<i>SE</i>		.27		.21				.37		.26		.17		.16		.35		.18		
	<i>CI upper bound</i>		8.2		7.9				6.7		7.3		8.4		8.2		8.6		8.6		
	<i>CI lower bound</i>		7.1		7.1				5.3		6.2		7.7		7.5		7.2		7.9		

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).

NSSE 2022 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

California State University, Sacramento

		First-year students										Seniors									
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22
<i>Academic Challenge (additional items, continued)</i>																					
Assigned Writing	<i>Mean</i>		35.6			53.8			54.7	53.8		73.0			77.3			103.1	81.0		
Estimated number of pages calculated from three survey questions.	<i>n</i>		559			963			288	532		1,458			1,838			416	1,596		
	<i>SD</i>		37.4			75.2			91.6	89.8		88.0			96.1			113.6	108.4		
	<i>SE</i>		1.58			2.42			5.40	3.89		2.31			2.24			5.57	2.71		
	<i>CI upper bound</i>		38.7			58.5			65.2	61.5		77.5			81.7			114.0	86.3		
	<i>CI lower bound</i>		32.5			49.0			44.1	46.2		68.5			72.9			92.2	75.7		
Course Challenge	<i>Mean</i>		5.4			5.3			5.2	5.3		5.7			5.6			5.6	5.5		
Extent to which courses challenged students to do best work (1="Not at all" to 7="Very much").	<i>n</i>		619			940			277	523		1,662			1,829			408	1,580		
	<i>SD</i>		1.2			1.2			1.2	1.3		1.2			1.3			1.2	1.3		
	<i>SE</i>		.05			.04			.07	.06		.03			.03			.06	.03		
	<i>CI upper bound</i>		5.5			5.3			5.3	5.4		5.8			5.6			5.7	5.6		
	<i>CI lower bound</i>		5.3			5.2			5.1	5.2		5.7			5.5			5.4	5.4		
Academic Emphasis	<i>Mean</i>		3.3			3.1			3.1	3.0		3.3			3.2			3.2	3.2		
Perceived inst'l emphasis on spending significant time studying and on academic work (1 = "Very little" to 4 = "Very much").	<i>n</i>		580			901			261	501		1,587			1,774			396	1,559		
	<i>SD</i>		0.8			0.8			0.8	0.8		0.8			0.7			0.7	0.8		
	<i>SE</i>		.03			.03			.05	.03		.02			.02			.04	.02		
	<i>CI upper bound</i>		3.3			3.2			3.2	3.1		3.3			3.2			3.2	3.2		
	<i>CI lower bound</i>		3.2			3.1			3.0	3.0		3.2			3.2			3.1	3.1		
<i>Learning with Peers</i>																					
Collaborative Learning	<i>Mean</i>		34.0			34.7			29.9	27.1		34.7			36.6			34.3	29.9		
	<i>n</i>		658			1,105			414	682		1,768			2,040			539	1,893		
	<i>SD</i>		14.2			13.5			14.3	13.6		14.0			13.9			13.9	14.3		
	<i>SE</i>		.55			.41			.70	.52		.33			.31			.60	.33		
	<i>CI upper bound</i>		35.1			35.5			31.3	28.1		35.3			37.2			35.5	30.5		
	<i>CI lower bound</i>		32.9			33.9			28.5	26.1		34.0			36.0			33.2	29.2		
Discussions with Diverse Others	<i>Mean</i>		42.8			41.2			36.1	36.3		44.5			42.7			42.6	40.5		
	<i>n</i>		616			950			283	525		1,651			1,842			415	1,586		
	<i>SD</i>		16.1			15.7			17.2	16.3		16.3			16.1			14.9	16.2		
	<i>SE</i>		.65			.51			1.02	.71		.40			.38			.73	.41		
	<i>CI upper bound</i>		44.0			42.2			38.1	37.7		45.3			43.4			44.1	41.3		
	<i>CI lower bound</i>		41.5			40.2			34.1	34.9		43.7			42.0			41.2	39.7		

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).

NSSE 2022 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

California State University, Sacramento

		First-year students										Seniors									
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22
<i>Experiences with Faculty</i>																					
Student-Faculty Interaction	<i>Mean</i>		20.3		21.9				18.3		16.5				20.5				22.6		18.9
	<i>n</i>		648		1,062				342		606				1,719				2,001		1,742
	<i>SD</i>		14.9		14.8				15.0		13.7				15.7				15.9		15.8
	<i>SE</i>		.59		.45				.81		.56				.38				.35		.38
	<i>CI upper bound</i>		21.5		22.7				19.9		17.6				21.3				23.3		19.6
	<i>CI lower bound</i>		19.2		21.0				16.7		15.4				19.8				20.8		18.1
Effective Teaching Practices	<i>Mean</i>		42.3		39.7				37.7		38.5				40.8				41.3		39.1
	<i>n</i>		656		1,067				307		576				1,748				1,994		1,676
	<i>SD</i>		13.1		12.3				13.6		13.9				14.1				13.3		14.1
	<i>SE</i>		.51		.38				.78		.58				.34				.30		.35
	<i>CI upper bound</i>		43.3		40.4				39.3		39.7				41.4				40.6		39.7
	<i>CI lower bound</i>		41.3		39.0				36.2		37.4				40.1				39.4		38.4
<i>Campus Environment</i>																					
Quality of Interactions	<i>Mean</i>		40.0		40.0				40.9		41.9				41.7				41.3		42.1
	<i>n</i>		582		884				247		453				1,554				1,675		1,401
	<i>SD</i>		13.6		13.1				13.7		14.3				12.2				12.6		13.4
	<i>SE</i>		.57		.44				.87		.67				.31				.31		.36
	<i>CI upper bound</i>		41.1		40.8				42.7		43.2				42.3				41.9		42.8
	<i>CI lower bound</i>		38.9		39.1				39.2		40.6				41.1				40.7		41.4
Supportive Environment	<i>Mean</i>		37.7		36.9				36.2		33.8				32.2				32.9		32.8
	<i>n</i>		573		891				260		497				1,579				1,748		1,543
	<i>SD</i>		15.4		13.8				15.4		14.8				14.5				13.8		15.5
	<i>SE</i>		.64		.46				.96		.66				.36				.33		.39
	<i>CI upper bound</i>		39.0		37.8				38.1		35.1				32.9				33.5		33.6
	<i>CI lower bound</i>		36.5		36.0				34.4		32.5				31.5				32.2		32.0

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).

		First-year students									Seniors										
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22
Service-Learning^a	%		61			65			57		52		63			65			71		54
	<i>n</i>		612			932			271		509		1,652			1,824			397		1,558
	<i>SE</i>		2.0			1.6			3.0		2.2		1.2			1.1			2.3		1.3
	<i>CI upper bound (%)</i>		65			68			63		57		65			67			75		56
	<i>CI lower bound (%)</i>		57			62			51		48		61			63			66		51
Learning Community^a	%		28			26			14		4		24			24			26		15
	<i>n</i>		617			933			272		509		1,662			1,833			401		1,568
	<i>SE</i>		1.8			1.4			2.1		0.8		1.0			1.0			2.2		0.9
	<i>CI upper bound (%)</i>		32			29			18		5		26			26			30		17
	<i>CI lower bound (%)</i>		25			23			10		2		22			22			22		14
Research with Faculty^a	%		5			4			2		2		13			12			18		11
	<i>n</i>		616			934			274		512		1,649			1,830			401		1,571
	<i>SE</i>		0.9			0.6			0.8		0.6		0.8			0.8			1.9		0.8
	<i>CI upper bound (%)</i>		7			5			4		3		14			14			22		13
	<i>CI lower bound (%)</i>		4			3			0		1		11			11			14		9
Internship or Field Experience^b	%		74			72			64		64		40			41			48		30
	<i>n</i>		623			936			275		515		1,665			1,836			402		1,578
	<i>SE</i>		1.8			1.5			2.9		2.1		1.2			1.1			2.5		1.2
	<i>CI upper bound (%)</i>		77			75			70		68		43			43			53		32
	<i>CI lower bound (%)</i>		70			69			58		60		38			39			43		28
Study Abroad^b	%		38			37			27		25		3			3			3		3
	<i>n</i>		616			932			273		511		1,650			1,830			400		1,563
	<i>SE</i>		2.0			1.6			2.7		1.9		0.4			0.4			0.9		0.4
	<i>CI upper bound (%)</i>		42			41			32		29		4			4			5		3
	<i>CI lower bound (%)</i>		34			34			21		21		2			2			2		2
Culminating Senior Experience^b	%		51			44			41		34		30			30			41		34
	<i>n</i>		610			933			274		513		1,642			1,832			400		1,566
	<i>SE</i>		2.0			1.6			3.0		2.1		1.1			1.1			2.5		1.2
	<i>CI upper bound (%)</i>		55			47			46		39		33			32			46		36
	<i>CI lower bound (%)</i>		48			40			35		30		28			27			36		32
Overall HIP Participation^c																					
Participated in one HIP	%		46			53			51		50		31			32			27		34
	<i>n</i>		625			939			274		514		1,671			1,840			404		1,581
	<i>SE</i>		2.0			1.6			3.0		2.2		1.1			1.1			2.2		1.2
	<i>CI upper bound (%)</i>		49			56			57		54		33			34			31		37
	<i>CI lower bound (%)</i>		42			49			45		45		28			30			23		32
Participated in two or more HIPs	%		23			20			10		4		50			51			62		40
	<i>n</i>		625			939			274		514		1,671			1,840			404		1,581
	<i>SE</i>		1.7			1.3			1.8		0.8		1.2			1.2			2.4		1.2
	<i>CI upper bound (%)</i>		26			23			13		5		53			54			67		42
	<i>CI lower bound (%)</i>		19			17			6		2		48			49			57		37

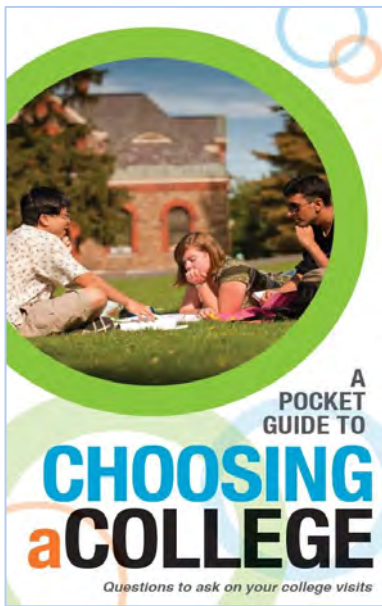
Notes: n = Number of respondents; SE = Standard error of the proportion ($\sqrt{p * (1 - p) / (n - 1)}$) where p is the proportion; upper and lower bounds represent the 95% confidence interval ($p \pm 1.96 * SE$).

a. Results are the percentage who had done the activity.

b. First-year results are the percentage who planned to do the activity; Senior results are the percentage who had done the activity.

c. First-year results are limited to participation in a Learning Community, Service-Learning, and Research with Faculty; senior results include all six HIPs.

A Pocket Guide to Choosing a College: NSSE 2022 Answers from Students Using the Report



To focus public awareness on what constitutes quality in the college experience, NSSE developed *A Pocket Guide to Choosing a College*. This helpful brochure gives prospective students and their families key questions to ask during their campus visits or virtual tours, allowing them to actively consider student engagement during the college choice process.

Student responses to selected questions from the NSSE pocket guide are presented in a report entitled *A Pocket Guide to Choosing a College: NSSE 2022 Answers from Students*, part of your NSSE *Institutional Report 2022*.

Who can use this report?

A Pocket Guide to Choosing a College: NSSE 2022 Answers from Students is a summary of student engagement on your campus. It may be of special interest to admissions professionals, particularly those distributing the NSSE pocket guide to visiting students. The results can also be used as a resource for orientation staff, advisors, faculty, and others who work regularly with first-year students.

How can an institution customize and distribute results?

A Pocket Guide to Choosing a College: NSSE 2022 Answers from Students is designed for sharing NSSE results. The report is delivered in both PDF and Excel formats so that institutions can easily insert logos, campus photos, or additional information. Institutions are encouraged to post copies of the report and other results from their NSSE *Institutional Report 2022* on their websites.

How can I get a copy of this report for my institution?

Each participating institution designates a staff member to serve as the primary liaison for NSSE correspondence and reports. Known as the Campus Project Manager (CPM), the primary liaison may assist you in obtaining a copy. Contact NSSE for help identifying your CPM.

How can I get copies of the NSSE pocket guide?

College and university admissions officers may request up to 300 free NSSE pocket guides per year. Additional quantities are available for a small fee. A Spanish version of the NSSE pocket guide, *Una Guía de Bolsillo Para Escoger una Universidad: Preguntas a Hacer en Tus Visitas Universitarias*, is also available.



The QR code at left can be used to access a mobile version of the NSSE pocket guide. It is available on the NSSE website for institutions to include in their recruitment, college fair, and campus tour materials.

go.iu.edu/NSSE-pocketguide

If you have questions about these resources, contact the NSSE Institute at nsse@indiana.edu or toll-free at 866-435-6773.

A Pocket Guide to Choosing a College: NSSE 2022 Answers from Students California State University, Sacramento

Each year the National Survey of Student Engagement (NSSE) asks students at hundreds of colleges and universities to reflect on the time they devote to various learning activities. The topics explored are linked to previous research on student success in college.

Results from NSSE can provide prospective students with insights into how they might learn and develop at a given college. To help in the college exploration process, NSSE developed *A Pocket Guide to Choosing a College* to give students and their families key questions to ask during campus visits or virtual tours.

The following responses were provided by 2,678 Sacramento State students on the 2022 survey.



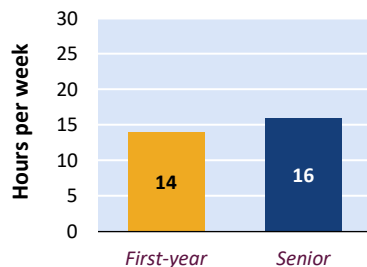
A Pocket Guide to Choosing a College is available at go.iu.edu/NSSE-pocketguide



Academics

How much time do students spend studying each week?

First-year (FY) students spent an average of 14 hours per week preparing for class while seniors spent an average of 16 hours per week.



Do courses challenge students to do their best?^a

41% of FY students reported that their courses highly challenged them to do their best work.

How much writing is expected?

In an academic year, FY students estimated they were assigned an average of 54 pages of writing and seniors estimated an average of 81 pages.

How much reading is expected?

FY students estimated they spent an average of 7 hours per week on assigned reading, and seniors read 8 hours per week.

How often do students make course presentations?^b

35% of FY students and 43% of seniors frequently gave course presentations.

Do class discussions and assignments include the perspectives of diverse groups of people?^b

53% of FY students frequently included diverse perspectives in course discussions or assignments.

Are students expected to use numbers or statistics throughout their coursework?^b

38% of FY students frequently used numerical information to examine a real-world problem or issue; 55% of seniors frequently reached conclusions based on their own analysis of numerical information.

Experiences with Faculty

How do students rate their interactions with faculty?^c

45% of FY students rated the quality of their interactions with faculty as high.

How often do students talk with faculty members or advisors about their career plans?^b

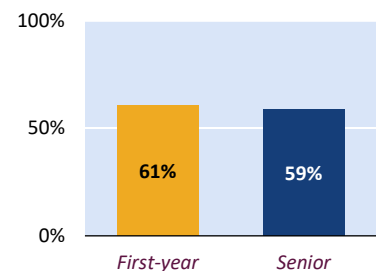
25% of FY and 32% of seniors frequently discussed career plans with faculty.

Do faculty members clearly explain course goals and requirements?

73% of FY students said instructors clearly explained course goals and requirements "quite a bit" or "very much."

Do students receive prompt and detailed feedback?^d

61% of FY students and 59% of seniors said instructors substantially gave prompt and detailed feedback on tests or completed assignments.



How often do students talk with faculty members outside class about what they are learning?^b

20% of FY students frequently discussed course topics, ideas, or concepts with a faculty member outside of class.

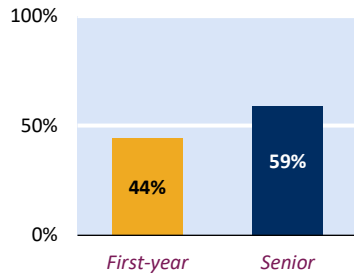
How many students work on research projects with faculty?

2% of FY students and 11% of seniors worked on a research project with a faculty member.

Learning with Peers

How often do students work together on course projects and assignments?^b

44% of FY students and 59% of seniors frequently worked with their peers on course projects and assignments.



Do students help each other learn?^b

49% of seniors frequently explained course material to one or more students.

How often do students work together to prepare for exams?^b

35% of FY students frequently prepared for exams by discussing or working through course material with other students.

How often do students interact with others who have different viewpoints or who come from different backgrounds?^b

Among FY students, 52% frequently had discussions with people with different political views, 63% frequently had discussions with people from a different economic background, and 73% frequently had discussions with people from a different race or ethnicity.

Campus Environment

Are students encouraged to use learning support services (tutors, writing center)?^d

71% of FY students said the institution substantially emphasized the use of learning support services.

How do students rate their interactions with academic advisors?^c

50% of FY students and 49% of seniors gave the quality of their interactions with academic advisors a high rating.

How well do students get along with each other?^c

52% of FY students gave the quality of their interactions with their peers a high rating.

How satisfied are students with their educational experience?

79% of FY and 79% of seniors rated their entire educational experience at this institution as "excellent" or "good."

Rich Educational Experiences

What types of honors courses, learning communities, and other distinctive programs are offered?

During their first year, 4% of students participated in a learning community. By spring of their senior year, 34% of students had done (or were doing) a culminating senior experience.

How many students study in other countries?

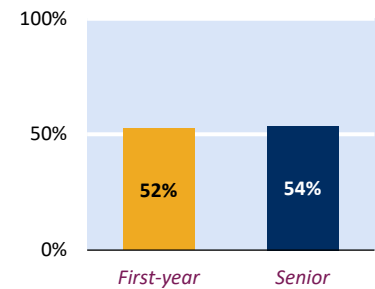
By their senior year, 3% of students had studied abroad.

How many students get practical, real-world experience through internships or field experiences?

By spring of their senior year, 30% of students had participated in some form of internship, co-op, field experience, student teaching, or clinical placement.

How many courses include community-based service-learning projects?^e

52% of FY students and 54% of seniors said at least some of their courses included a community-based service-learning project.



Notes

- Highly is a 6 or 7 on a seven-point scale where 1 is "Not at all" and 7 is "Very much."
- Frequently is "Often" or "Very often."
- A "High" rating is a 6 or 7 on a seven-point scale where 1 is "Poor" and 7 is "Excellent."
- Substantially is "Quite a bit" or "Very much."
- At least some is defined by combining responses of "Some," "Most," and "All."



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NSSE 2022

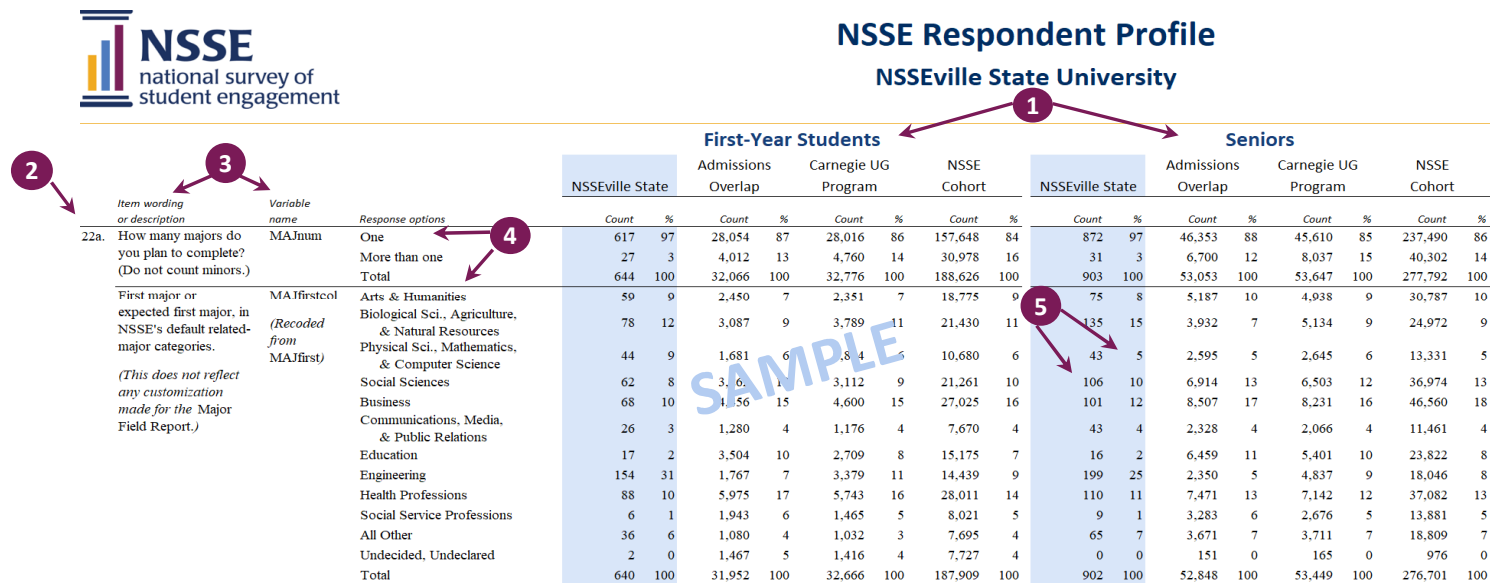
Respondent Profile

California State University, Sacramento

NSSE 2022 Respondent Profile

About This Report

The *Respondent Profile* presents both student- and institution-reported demographic information, allowing you to examine similarities and differences between your students and those at your comparison group institutions. This 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 website (nsse.indiana.edu) or contact your NSSE Project Services team.



		NSSEville State University															
		First-Year Students						Seniors									
		NSSEville State		Admissions Overlap		Carnegie UG Program		NSSE Cohort		NSSEville State		Admissions Overlap		Carnegie UG Program		NSSE Cohort	
Item wording or description	Variable name	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
22a. How many majors do you plan to complete? (Do not count minors.)	MAJnum	617	97	28,054	87	28,016	86	157,648	84	872	97	46,353	88	45,610	85	237,490	86
	One	27	3	4,012	13	4,760	14	30,978	16	31	3	6,700	12	8,037	15	40,302	14
	More than one	644	100	32,066	100	32,776	100	188,626	100	903	100	53,053	100	53,647	100	277,792	100
	Total	644	100	32,066	100	32,776	100	188,626	100	903	100	53,053	100	53,647	100	277,792	100
First major or expected first major, in NSSE's default related-major categories. (This does not reflect any customization made for the Major Field Report.)	MAJfirstcol	59	9	2,450	7	2,351	7	18,775	9	75	8	5,187	10	4,938	9	30,787	10
	Arts & Humanities	78	12	3,087	9	3,789	11	21,430	11	135	15	3,932	7	5,134	9	24,972	9
	Biological Sci., Agriculture, & Natural Resources	44	9	1,681	6	1,844	6	10,680	6	43	5	2,595	5	2,645	6	13,331	5
	Physical Sci., Mathematics, & Computer Science	62	8	3,112	10	3,112	9	21,261	10	106	10	6,914	13	6,503	12	36,974	13
	Social Sciences	68	10	1,561	5	4,600	15	27,025	16	101	12	8,507	17	8,231	16	46,560	18
	Business	26	3	1,280	4	1,176	4	7,670	4	43	4	2,328	4	2,066	4	11,461	4
	Communications, Media, & Public Relations	17	2	3,504	10	2,709	8	15,175	7	16	2	6,459	11	5,401	10	23,822	8
	Education	154	31	1,767	7	3,379	11	14,439	9	199	25	2,350	5	4,837	9	18,046	8
	Engineering	88	10	5,975	17	5,743	16	28,011	14	110	11	7,471	13	7,142	12	37,082	13
	Health Professions	6	1	1,943	6	1,465	5	8,021	5	9	1	3,283	6	2,676	5	13,881	5
	Social Service Professions	36	6	1,080	4	1,032	3	7,695	4	65	7	3,671	7	3,711	7	18,809	7
	All Other	2	0	1,467	5	1,416	4	7,727	4	0	0	151	0	165	0	976	0
	Undecided, Undeclared	640	100	31,952	100	32,666	100	187,909	100	902	100	52,848	100	53,449	100	276,701	100
	Total	640	100	31,952	100	32,666	100	187,909	100	902	100	52,848	100	53,449	100	276,701	100

- Class level:** As reported by your institution.
 - Item numbers:** Numbering corresponds to the survey facsimile available on the NSSE website.
 - 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.
 - Response options:** Response options are worded as they appear on the instrument (except where abbreviations are used for formatting purposes).
 - 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 are weighted by institution-reported sex and enrollment status. Comparison group percentages are also weighted by institutional size. Counts are unweighted and cannot be used to replicate column percentages. For details visit: go.iu.edu/NSSE-weights

NSSE 2022 Respondent Profile

California State University, Sacramento

Item wording or description	Variable name	Response options	First-Year Students								Seniors								
			Sacramento State		CSU Institutions		Public Far West		Public FFT4/I/HTI		Sacramento State		CSU Institutions		Public Far West		Public FFT4/I/HTI		
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
23a. How many majors do you plan to complete? (Do not count minors.)	MAJnum	One	493	96	4,554	94	8,363	93	10,715	92	1,448	94	8,710	93	13,994	91	15,297	90	
		More than one	21	4	280	6	646	7	985	8	99	6	656	7	1,337	9	1,714	10	
		Total	514	100	4,834	100	9,009	100	11,700	100	1,547	100	9,366	100	15,331	100	17,011	100	
	First major or expected first major, in NSSE's default related-major categories. (This does not reflect any customization made for the Major Field Report.)	MAJfirstcol (Recoded from MAJfirst.)	Arts & Humanities	44	9	404	9	712	8	974	8	155	10	819	9	1,379	9	1,491	9
			Biological Sci., Agriculture, & Natural Resources	36	7	522	11	1,241	14	1,207	10	119	8	651	7	1,429	9	1,279	8
			Physical Sci., Mathematics, & Computer Science	41	9	353	8	729	9	683	7	126	10	567	7	1,040	8	899	6
			Social Sciences	70	13	761	14	1,359	14	1,405	12	331	21	2,082	20	2,980	18	2,363	13
			Business	57	11	709	15	1,180	13	1,629	14	204	13	1,512	17	2,352	16	2,616	17
			Communications, Media, & Public Relations	8	2	143	3	234	3	384	3	73	5	376	4	592	4	636	4
			Education	6	1	144	3	323	3	978	7	37	2	325	3	632	4	1,556	8
			Engineering	43	10	356	11	862	13	557	7	118	9	422	7	1,080	10	977	9
			Health Professions	119	23	678	13	1,184	11	2,007	16	183	11	1,231	13	1,932	12	2,551	14
			Social Service Professions	41	8	277	5	404	4	870	7	117	7	448	4	655	4	1,198	7
			All Other	14	3	298	6	411	4	520	5	64	4	840	8	1,094	6	1,238	7
Undecided, Undeclared	24	5	118	2	231	3	323	3	4	0	8	0	22	0	23	0			
Total	503	100	4,763	100	8,870	100	11,537	100	1,531	100	9,281	100	15,187	100	16,827	100			
Second major or expected second major, in NSSE's default related-major categories. (This does not reflect any customization made for the Major Field Report.)	MAJsecondcol (Recoded from MAJsecond.)	Arts & Humanities	6	31	38	16	103	19	152	16	15	17	122	19	254	21	277	17	
		Biological Sci., Agriculture, & Natural Resources	0	0	17	9	43	8	48	5	5	5	21	5	63	5	83	6	
		Physical Sci., Mathematics, & Computer Science	0	0	13	6	34	7	47	6	3	4	29	7	77	8	87	6	
		Social Sciences	2	11	41	16	118	20	131	14	25	25	117	19	277	23	258	17	
		Business	5	26	36	13	85	14	158	18	23	25	101	16	205	15	274	18	
		Communications, Media, & Public Relations	1	6	9	4	23	4	26	3	1	1	19	3	40	3	40	2	
		Education	0	0	8	3	30	5	104	9	5	5	39	6	74	6	211	11	
		Engineering	0	0	14	7	29	5	29	4	1	1	12	3	28	3	28	2	
		Health Professions	4	20	30	11	56	8	87	10	6	7	76	12	104	7	144	9	
		Social Service Professions	0	0	27	9	41	5	88	9	3	3	32	4	66	5	105	6	
		All Other	0	0	7	3	17	2	24	3	4	5	34	5	62	5	79	5	
		Undecided, Undeclared	1	6	8	3	16	3	16	2	2	3	6	1	9	1	13	1	
		Total	19	100	248	100	595	100	910	100	93	100	608	100	1,259	100	1,599	100	
24. What is your class level?	class	Freshman/First-year	467	95	4,201	88	7,745	86	10,404	90	2	0	17	0	33	0	33	0	
		Sophomore	18	4	493	12	944	12	892	9	10	1	38	0	112	1	100	1	
		Junior	4	1	20	0	126	1	112	1	125	9	638	8	1,223	9	1,162	8	
		Senior	0	0	5	0	7	0	19	0	1,348	88	8,425	90	13,554	88	15,248	89	
		Unclassified	0	0	6	0	25	0	17	0	32	2	158	2	283	2	299	2	
		Total	489	100	4,725	100	8,847	100	11,444	100	1,517	100	9,276	100	15,205	100	16,842	100	

Note: Percentages weighted by institution-reported sex and enrollment status (and institutional size for comparisons). Counts are unweighted.

NSSE 2022 Respondent Profile

California State University, Sacramento

			First-Year Students								Seniors							
Item wording or description	Variable name	Response options	Sacramento State		CSU Institutions		Public Far West		Public FFT4/I/HTI		Sacramento State		CSU Institutions		Public Far West		Public FFT4/I/HTI	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
25. What types of courses have you taken at this institution this current school year?	coursetype	Mostly in-person courses	126	26	1,384	35	1,974	27	3,843	34	303	20	2,158	25	2,971	22	4,042	24
		Mostly remote courses (online, web-based, Zoom, etc.)	121	25	2,046	40	4,956	52	4,369	39	629	41	4,289	46	8,288	54	7,561	47
		Mostly hybrid or blended courses that combine in-person and remote instruction	81	17	420	8	680	8	1,479	13	197	13	962	10	1,402	9	2,025	12
		A balanced mix of the above course types	160	33	793	17	1,103	13	1,546	14	368	25	1,714	18	2,281	15	2,873	17
		Total	488	100	4,643	100	8,713	100	11,237	100	1,497	100	9,123	100	14,942	100	16,501	100
26. What have most of your grades been up to now at this institution?	grades	C- or lower	28	6	124	3	196	2	298	3	7	0	33	0	59	1	54	0
		C	12	2	149	3	240	3	296	3	25	2	162	2	234	2	231	1
		C+	38	7	231	5	363	4	468	4	62	4	385	4	512	3	582	3
		B-	25	6	359	8	549	6	638	6	70	5	532	6	778	5	817	5
		B	81	17	856	19	1,405	16	1,731	16	289	20	1,699	18	2,527	16	2,598	16
		B+	100	21	910	19	1,552	17	2,120	19	296	19	1,810	19	2,881	19	3,079	18
		A-	106	21	1,024	22	2,045	23	2,549	22	318	21	1,871	21	3,319	22	3,485	21
		A	98	19	1,047	22	2,464	28	3,300	29	443	28	2,749	30	4,841	32	5,929	35
Total	488	100	4,700	100	8,814	100	11,400	100	1,510	100	9,241	100	15,151	100	16,775	100		
27. Did you begin college at this institution or elsewhere?	begincol	Started here	478	98	4,535	97	8,182	93	10,628	93	423	28	3,294	36	5,722	39	7,207	41
		Started elsewhere	9	2	147	3	601	7	710	7	1,068	72	5,863	64	9,324	61	9,442	59
		Total	487	100	4,682	100	8,783	100	11,338	100	1,491	100	9,157	100	15,046	100	16,649	100
28. Since graduating from high school, which of the following types of schools have you attended <i>other than</i> the one you are now attending? (Select all that apply.)	attend_voc	Vocational or technical school	3	1	29	1	96	1	245	2	95	6	522	6	920	6	926	6
	attend_com	Community or junior college	28	5	401	10	965	11	954	9	1,167	79	6,530	71	9,930	65	9,462	59
	attend_col	4-year college or university other than this one	37	7	354	8	599	7	912	9	353	24	1,783	19	3,236	21	3,978	24
	attend_none	None	417	86	3,829	81	6,991	79	9,108	80	243	16	2,037	22	3,751	25	5,006	28
	attend_other	Other	5	1	94	2	182	2	261	2	22	2	150	2	317	2	443	3
29. What is the highest level of education you ever expect to complete?	edaspire	Some college but less than a bachelor's degree	51	11	343	7	651	7	892	8	147	10	906	9	1,351	9	1,370	8
		Bachelor's degree (B.A., B.S., etc.)	249	52	2,247	49	3,993	46	5,091	46	691	47	3,844	43	6,250	43	6,557	41
		Master's degree (M.A., M.S., etc.)	120	25	1,466	31	2,734	32	3,542	31	477	31	3,301	35	5,295	34	6,250	36
		Doctoral or professional degree (Ph.D., J.D., M.D., etc.)	62	12	619	13	1,382	15	1,809	15	186	12	1,152	13	2,216	15	2,549	15
		Total	482	100	4,675	100	8,760	100	11,334	100	1,501	100	9,203	100	15,112	100	16,726	100

NSSE 2022 Respondent Profile

California State University, Sacramento

			First-Year Students								Seniors							
Item wording or description	Variable name	Response options	Sacramento State		CSU Institutions		Public Far West		Public FFT4/I/HTI		Sacramento State		CSU Institutions		Public Far West		Public FFT4/I/HTI	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
30. What is the highest level of education completed by either of your parents (or those who raised you)?	parented	Did not finish high school	126	25	1,252	24	1,659	16	1,343	12	241	16	2,156	21	2,711	16	2,091	12
		High school diploma or G.E.D.	129	26	1,205	24	1,923	20	2,503	22	372	25	2,204	23	3,345	21	3,821	23
		Attended college, but did not complete degree	56	12	476	10	884	10	1,297	11	198	13	1,054	11	1,679	11	1,859	11
		Associate's degree (A.A., A.S., etc.)	37	7	261	6	545	6	993	9	198	13	801	9	1,395	9	1,751	10
		Bachelor's degree (B.A., B.S., etc.)	79	16	858	21	2,049	26	2,955	27	317	22	1,821	22	3,439	25	4,125	25
		Master's degree (M.A., M.S., etc.)	51	11	469	12	1,256	16	1,783	16	121	8	865	11	1,908	14	2,328	14
		Doctoral or professional degree (Ph.D., J.D., M.D., etc.)	8	1	146	4	431	6	442	4	45	3	252	3	569	4	668	4
		Total	486	100	4,667	100	8,747	100	11,316	100	1,492	100	9,153	100	15,046	100	16,643	100
First-generation status (Neither parent holds a bachelor's degree.)	firstgen (Recoded from parented.)	Continuing generation	138	29	1,473	37	3,736	48	5,180	47	483	33	2,938	36	5,916	43	7,121	44
		First-generation	348	71	3,194	63	5,011	52	6,136	53	1,009	67	6,215	64	9,130	57	9,522	56
		Total	486	100	4,667	100	8,747	100	11,316	100	1,492	100	9,153	100	15,046	100	16,643	100
31. What is your gender identity?	genderid	Man	158	42	1,452	42	2,788	43	3,265	39	537	44	2,766	40	4,739	42	5,017	40
		Woman	315	56	3,081	55	5,612	53	7,677	57	896	52	6,136	56	9,733	54	11,139	56
		Another gender identity	3	1	51	1	175	2	193	2	36	2	126	1	286	2	252	2
		I prefer not to respond	8	1	95	2	198	2	208	2	26	2	157	2	323	2	278	2
		Total	484	100	4,679	100	8,773	100	11,343	100	1,495	100	9,185	100	15,081	100	16,686	100
32a. Are you an international student?	internat	No	464	96	4,569	98	8,573	98	11,075	98	1,459	98	8,920	97	14,577	96	16,156	97
		Yes	21	4	100	2	186	2	239	2	34	2	247	3	475	4	500	3
		Total	485	100	4,669	100	8,759	100	11,314	100	1,493	100	9,167	100	15,052	100	16,656	100
b. [If answered "yes"] Country of citizenship, collapsed into regions by NSSE. Responses to country22 are in the data file.	countrycol22 (Recoded from country22. Comparisons limited to NSSE 2022.)	Africa Sub-Saharan	1	5	5	16	8	15	7	11	3	9	2	2	6	4	7	4
		Asia	12	79	16	41	29	44	34	51	17	51	65	55	107	62	111	64
		Canada	0	0	1	2	1	1	2	2	1	3	0	0	1	0	1	0
		Europe	1	5	6	14	9	12	15	20	4	13	8	10	14	9	23	11
		Latin America and Caribbean	1	5	11	24	17	22	11	12	5	17	20	18	29	11	22	9
		Middle East and North Africa	1	5	1	3	1	1	4	4	2	7	15	16	16	7	19	9
		Oceania	0	0	0	0	3	4	0	0	0	0	0	0	15	6	6	3
		Unknown region/uncoded	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	16	100	40	100	68	100	73	100	32	100	110	100	188	100	189	100		

NSSE 2022 Respondent Profile

California State University, Sacramento

			First-Year Students								Seniors							
Item wording or description	Variable name	Response options	Sacramento State		CSU Institutions		Public Far West		Public FFT4/I/I/HTI		Sacramento State		CSU Institutions		Public Far West		Public FFT4/I/I/HTI	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
33. How would you describe yourself? (Select all that apply.)	re_amin	American Indian or Alaska Native	10	2	62	1	155	2	216	2	37	3	190	2	360	2	320	2
	re_asian	Asian	154	33	848	19	1,735	22	1,327	14	367	25	1,682	20	2,840	21	2,020	14
	re_black	Black or African American	36	7	250	5	441	5	1,304	12	137	9	537	6	830	5	1,559	9
	re_latino	Hispanic or Latina/o	209	44	2,785	54	3,759	37	3,253	29	451	30	4,532	45	5,606	32	4,362	24
	re_mena	Middle Eastern or N. African	10	2	102	2	172	2	231	2	39	3	210	2	322	2	327	2
	re_pacific	Native Hawaiian/Other Pac. Islander	23	4	70	2	223	3	108	1	48	3	161	2	344	2	177	1
	re_white	White	120	24	1,047	27	3,388	43	5,998	50	605	41	2,812	34	6,305	44	9,090	54
	re_another	Another race or ethnicity	9	2	67	2	130	2	148	1	59	4	197	2	320	2	276	2
	re_pnr	I prefer not to respond	9	2	101	2	199	2	247	2	57	4	309	4	572	4	557	4
Racial or ethnic identification	re_all19	American Indian or Alaska Native	1	0	13	0	33	0	47	1	5	0	25	0	62	0	65	0
	(Items re_amin to re_pnr recoded where each student is represented only once)	Asian	126	27	678	15	1,283	16	1,040	11	285	19	1,357	16	2,190	17	1,657	12
		Black or African American	19	4	162	4	267	3	978	9	91	6	376	4	556	4	1,218	7
		Hispanic or Latina/o	155	32	2,409	46	3,112	30	2,506	22	334	22	3,715	36	4,446	25	3,328	18
		Middle Eastern or N. African	6	1	66	1	101	1	151	1	22	2	131	1	195	1	200	1
		Native Hawaiian/Other Pac. Islander	7	1	7	0	42	0	14	0	12	1	37	0	107	1	39	0
		White	72	14	621	18	2,441	31	4,969	41	421	28	1,887	24	4,696	33	7,746	45
		Another race or ethnicity	3	1	37	1	50	1	65	1	24	2	90	1	138	1	128	1
		Multiracial	84	17	578	13	1,234	15	1,311	12	244	17	1,247	14	2,092	14	1,731	10
	I prefer not to respond	9	2	101	2	199	2	247	2	57	4	309	4	572	4	557	4	
	Total	482	100	4,672	100	8,762	100	11,328	100	1,495	100	9,174	100	15,054	100	16,669	100	
34. Are you a member of a social fraternity or sorority?	greek	No	467	97	4,499	96	8,246	94	10,583	94	1,436	96	8,733	94	14,168	94	15,453	93
		Yes	14	3	168	4	511	6	745	6	59	4	452	6	899	6	1,227	7
		Total	481	100	4,667	100	8,757	100	11,328	100	1,495	100	9,185	100	15,067	100	16,680	100
35. Which of the following best describes where you are living while attending college?	living18	Campus housing (other than a fraternity or sorority house)	110	22	1,011	31	2,337	33	4,843	42	44	3	290	3	566	4	1,207	7
		Fraternity or sorority house	2	1	9	0	29	0	29	0	3	0	32	0	71	1	97	1
		House, apartment, or other residence within walking distance to campus	34	7	265	6	559	7	590	6	136	9	986	15	2,415	20	2,696	17
		House, apartment, or other residence farther than walk. dist. to campus	319	68	3,040	57	4,716	49	5,074	45	1,250	84	7,310	76	10,820	69	11,345	68
		Not applicable: No campus, entirely online program, etc.	10	2	304	6	1,052	11	695	6	49	3	443	5	1,029	7	1,167	7
		Not applicable: Homeless or in transition	2	0	15	0	24	0	34	0	9	1	66	1	98	1	89	1
		Total	477	100	4,644	100	8,717	100	11,265	100	1,491	100	9,127	100	14,999	100	16,601	100
36. Are you a student-athlete on a team sponsored by your institution's athletics department?	athlete	No	472	99	4,539	97	8,484	97	10,789	96	1,473	99	9,002	99	14,724	98	16,229	98
		Yes	6	1	114	3	234	3	489	4	14	1	129	1	278	2	391	2
		Total	478	100	4,653	100	8,718	100	11,278	100	1,487	100	9,131	100	15,002	100	16,620	100

Note: Percentages weighted by institution-reported sex and enrollment status (and institutional size for comparisons). Counts are unweighted.

			First-Year Students								Seniors									
Item wording or description	Variable name	Response options	Sacramento State		CSU Institutions		Public Far West		Public FFT4/I/HTI		Sacramento State		CSU Institutions		Public Far West		Public FFT4/I/HTI			
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%		
37. Are you a current or former member of the U.S. Armed Forces, Reserves, or National Guard?	veteran	No	472	99	4,634	99	8,668	99	11,165	99	1,427	96	8,934	98	14,569	97	15,980	95		
		Yes	4	1	20	1	56	1	116	1	56	4	201	2	442	3	627	5		
		Total	476	100	4,654	100	8,724	100	11,281	100	1,483	100	9,135	100	15,011	100	16,607	100		
38a. Do you have a disability or condition that impacts your learning, working, or living activities?	disability21	No	413	86	3,999	84	7,254	82	9,184	81	1,186	80	7,402	80	11,900	78	13,241	79		
		Yes	50	10	437	10	1,057	13	1,577	14	236	16	1,316	15	2,380	16	2,631	15		
		I prefer not to respond	18	4	231	5	439	5	553	5	70	5	456	5	786	5	803	5		
		Total	481	100	4,667	100	8,750	100	11,314	100	1,492	100	9,174	100	15,066	100	16,675	100		
b. [If answered "yes"] Which of the following impacts your learning, working, or living activities? (Select all that apply.)		Sensory disability																		
		dis_vision	Blind or low vision	7	14	27	6	47	4	75	5	6	3	54	4	94	4	76	3	
		dis_hearing	Deaf or hard of hearing	3	5	18	4	38	4	65	4	10	4	69	5	132	6	121	5	
		Physical disability																		
		dis_walking	Mobility condition that affects walking	3	8	22	6	51	5	76	4	20	9	119	10	211	9	199	8	
		dis_nonwalking	Mobility condition that does not affect walking	1	2	9	2	23	2	33	2	4	2	49	4	94	4	82	3	
		dis_speech	Speech or communication disorder	2	4	7	1	18	2	33	2	8	4	26	2	49	2	41	2	
		dis_brain	Traumatic or acquired brain injury (TBI)	0	0	4	1	16	2	17	1	4	2	36	3	71	3	73	3	
		Mental health or developmental disability																		
		dis_anxiety	Anxiety	33	64	287	63	720	67	1,103	68	159	66	880	65	1,597	65	1,789	65	
		dis_adhd	Attention deficit or hyperactivity disorder (ADD or ADHD)	10	22	115	28	334	34	551	36	71	30	386	30	765	34	901	35	
		dis_autism	Autism spectrum	8	18	40	12	116	14	129	10	10	4	89	8	192	9	203	8	
		dis_depress	Depression	22	42	222	48	578	52	834	52	130	55	664	50	1,265	53	1,403	52	
		dis_ptsd	Post-Traumatic Stress Disorder (PTSD)	6	12	34	11	79	14	103	11	49	21	161	18	259	19	254	17	
		dis_othmental	Another mental health or developmental disability (schizophrenia, eating disorder, etc.)	4	7	73	16	213	19	267	16	39	17	213	16	407	16	427	15	
		Another disability or condition																		
dis_chronic	Chronic medical condition (asthma, diabetes, Crohn's disease, etc.)	6	11	57	13	158	14	266	17	60	26	252	20	514	22	538	20			
dis_learning	Learning disability	11	23	79	21	148	15	232	15	22	9	234	18	361	15	380	15			
dis_intellect	Intellectual disability	0	0	5	1	8	1	16	1	5	2	23	2	30	1	27	1			
dis_notlisted	Disability or condition not listed	6	11	27	7	58	6	96	6	23	9	114	9	201	9	211	9			

Note: Percentages weighted by institution-reported sex and enrollment status (and institutional size for comparisons). Counts are unweighted.

Item wording or description	Variable name	Response options	First-Year Students								Seniors							
			Sacramento State		CSU Institutions		Public Far West		Public FFT4/I/HTI		Sacramento State		CSU Institutions		Public Far West		Public FFT4/I/HTI	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%		
<i>(Comparison data are limited to NSSE 2022).</i>	disability_all22 <i>(Items dis_vision to dis_notlisted recoded where each student is represented only once.)</i>	Blind or low vision	3	1	6	0	7	0	6	0	1	0	9	0	11	0	8	0
		Deaf or hard of hearing	1	0	5	0	6	0	11	0	2	0	10	0	20	0	18	0
		Mobility condition that affects walking	3	1	4	0	4	0	7	0	4	0	7	0	8	0	10	0
		Mobility condition that does not affect walking	0	0	1	0	1	0	2	0	1	0	0	0	3	0	4	0
		Speech or communication disorder	0	0	0	0	1	0	1	0	1	0	1	0	1	0	1	0
		Traumatic or acquired brain injury (TBI)	0	0	0	0	0	0	0	0	0	0	4	0	5	0	4	0
		Anxiety	2	0	23	1	34	1	48	1	10	1	45	1	61	1	68	1
		Attention deficit or hyperactivity disorder (ADD or ADHD)	0	0	17	1	32	1	46	1	12	1	44	1	62	1	57	1
		Autism spectrum	0	0	3	0	6	0	6	0	1	0	10	0	14	0	17	0
		Depression	0	0	5	0	9	0	8	0	0	0	8	0	14	0	12	0
		Post-Traumatic Stress Disorder (PTSD)	0	0	0	0	0	0	1	0	2	0	7	0	9	0	6	0
		Another mental health or developmental disability (schizophrenia, eating disorder, etc.)	0	0	1	0	1	0	1	0	2	0	12	0	16	0	15	0
		Chronic medical condition (asthma, diabetes, Crohn's disease, etc.)	2	0	8	0	12	0	26	0	16	1	35	1	46	1	39	1
		Learning disability	2	0	18	1	22	1	27	1	6	0	31	1	39	1	41	1
		Intellectual disability	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Disability or condition not listed	3	1	2	0	4	0	15	0	2	0	14	0	19	0	17	0
		Multiple disabilities or conditions	34	7	223	8	401	10	638	11	175	11	719	12	998	12	1,033	12
		No disability or condition	413	86	2,481	83	3,368	81	4,326	80	1,186	80	5,039	79	6,404	78	6,026	78
		Prefer not to respond	18	4	141	5	211	5	260	5	70	5	318	5	438	6	383	5
Total	481	100	2,938	100	4,119	100	5,429	100	1,491	100	6,313	100	8,168	100	7,759	100		
39. Which of the following best describes your sexual orientation?	sexorient17	Straight (heterosexual)	362	76	3,587	77	6,425	74	8,478	76	1,105	75	7,295	80	11,408	76	12,953	78
		Bisexual	59	11	435	9	932	10	1,163	10	134	8	662	7	1,297	8	1,377	8
		Gay	7	2	60	2	112	2	185	2	32	3	132	2	238	2	268	2
		Lesbian	6	1	56	1	143	2	210	2	14	1	135	1	244	1	266	1
		Queer	8	1	57	1	169	2	200	2	44	3	148	2	322	2	297	2
		Questioning or unsure	9	2	116	2	255	3	268	2	18	1	115	1	210	1	222	1
		Another sexual orientation	7	1	64	1	160	2	223	2	29	2	122	1	271	2	255	1
		I prefer not to respond	23	5	284	6	531	6	576	5	111	8	545	6	1,035	7	999	6
Total	481	100	4,659	100	8,727	100	11,303	100	1,487	100	9,154	100	15,025	100	16,637	100		

			First-Year Students								Seniors							
Item wording or description	Variable name	Response options	Sacramento State		CSU Institutions		Public Far West		Public FFT4/I/HTI		Sacramento State		CSU Institutions		Public Far West		Public FFT4/I/HTI	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%		
Institution-reported information (Variables provided by your institution in your NSSE population file.)																		
Institution-reported: Sex	IRsex19	Female	470	56	4,074	57	7,634	56	10,442	58	1,230	54	7,665	57	12,376	56	14,107	57
		Male	241	44	1,876	43	3,695	44	4,524	42	732	46	3,497	42	6,137	44	6,541	43
		Another	3	0	5	0	9	0	3	0	2	0	5	0	10	0	2	0
		Unknown	0	0	2	0	18	0	7	0	0	0	2	0	21	0	12	0
		Total	714	100	5,957	100	11,356	100	14,976	100	1,964	100	11,169	100	18,544	100	20,662	100
Institution-reported: Race or ethnicity	IRrace	American Indian or Alaska Native	1	0	9	0	32	0	39	0	3	0	20	0	64	0	59	0
		Asian	165	24	791	15	1,388	16	1,195	11	376	19	1,464	16	2,191	17	1,702	12
		Black or African American	37	5	211	4	306	3	1,340	10	107	5	365	4	498	3	1,376	8
		Hispanic or Latino	305	43	2,829	50	3,823	36	3,418	28	593	30	4,318	41	5,310	32	4,147	24
		Native Hawaiian/Other Pac. Islander	12	2	7	0	26	0	8	0	15	1	36	0	86	1	31	0
		White	108	15	849	21	2,717	32	5,429	41	580	29	2,139	26	4,565	33	8,336	45
		Other	0	0	21	0	21	0	21	0	0	0	26	0	26	0	26	0
		Foreign or nonresident	33	5	155	3	279	3	269	2	77	4	383	4	610	5	601	4
		Two or more races/ethnicities	38	5	175	4	515	6	530	5	115	6	344	4	746	5	647	4
		Unknown	15	2	98	2	201	2	185	2	98	5	374	4	551	4	378	3
Total	714	100	5,145	100	9,308	100	12,434	100	1,964	100	9,469	100	14,647	100	17,303	100		
Institution-reported: Class level	IRclass	First-year	714	100	5,957	100	11,356	100	14,976	100	0	0	0	0	0	0	0	0
		Senior	0	0	0	0	0	0	0	0	1,964	100	11,169	100	18,544	100	20,662	100
		Total	714	100	5,957	100	11,356	100	14,976	100	1,964	100	11,169	100	18,544	100	20,662	100
Institution-reported: First-time first-year (FTFY) student	IRftfy	Not first-time first-year	26	5	447	8	1,066	11	980	7	1,964	100	11,169	100	18,542	100	20,644	100
		First-time first-year	688	95	5,510	92	10,290	89	13,996	93	0	0	0	0	2	0	18	0
		Total	714	100	5,957	100	11,356	100	14,976	100	1,964	100	11,169	100	18,544	100	20,662	100
Institution-reported: Enrollment status	IRenrollment	Not full-time	14	4	175	4	452	6	446	5	429	27	1,814	18	3,193	20	3,557	20
		Full-time	700	96	5,782	96	10,904	94	14,530	95	1,535	73	9,355	82	15,351	80	17,105	80
		Total	714	100	5,957	100	11,356	100	14,976	100	1,964	100	11,169	100	18,544	100	20,662	100
Institution-reported: Age category	IRagecol	19 or younger	702	98	5,740	96	10,682	93	14,105	93	9	0	27	0	169	1	110	1
		20-23	9	1	201	4	526	5	640	5	979	48	5,834	51	10,092	54	12,379	56
		24-29	3	0	7	0	66	1	85	1	606	32	3,261	30	4,764	26	4,580	24
		30-39	0	0	5	0	50	1	88	1	239	12	1,347	12	2,221	12	2,137	11
		40-55	0	0	3	0	27	0	49	0	113	6	595	5	1,109	6	1,238	7
		Over 55	0	0	1	0	5	0	8	0	18	1	105	1	188	1	218	1
		Total	714	100	5,957	100	11,356	100	14,975	100	1,964	100	11,169	100	18,543	100	20,662	100

About This Report

The NSSE Institutional Report displays core survey results for your students alongside those of three comparison groups and provides additional comparison group results for Topical Modules and consortium questions. In May, your institution was invited to customize these groups via a form on the Institution Interface.

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

Prior-year NSSE participants are identified with an asterisk (*) in the institution lists below.

NSSE Core Survey Comparison Group 1

Name: CSU Institutions

Number of institutions: 10

Comparison group selection: Your institution customized the comparison group by selecting individual institutions and/or types of institutions by category.

Group description:

List of institutions:

- California Polytechnic State University-San Luis Obispo (San Luis Obispo, CA)
- California State University-Bakersfield (Bakersfield, CA)
- California State University-Channel Islands (Camarillo, CA)
- California State University, Chico (Chico, CA)
- California State University-Dominguez Hills (Carson, CA)
- California State University, East Bay (Hayward, CA)*
- California State University, Fullerton (Fullerton, CA)
- California State University, Northridge (Northridge, CA)*
- California State University, San Bernardino (San Bernardino, CA)*
- California State University San Marcos (San Marcos, CA)

NSSE Core Survey Comparison Group 2

Name: Public Far West

Number of institutions: 26

Comparison group selection: Your institution customized the comparison group by selecting individual institutions and/or types of institutions by category.

Group description: IPEDS: Geographic Region — Far West IPEDS: Sector — Public

List of institutions:

- California Polytechnic State University-San Luis Obispo (San Luis Obispo, CA)
- California State University-Bakersfield (Bakersfield, CA)
- California State University-Channel Islands (Camarillo, CA)
- California State University, Chico (Chico, CA)
- California State University-Dominguez Hills (Carson, CA)
- California State University, East Bay (Hayward, CA)*
- California State University, Fullerton (Fullerton, CA)
- California State University, Northridge (Northridge, CA)*
- California State University, San Bernardino (San Bernardino, CA)*
- California State University San Marcos (San Marcos, CA)
- Eastern Oregon University (La Grande, OR)*
- The Evergreen State College (Olympia, WA)
- Humboldt State University (Arcata, CA)*
- Nevada State College (Henderson, NV)
- Oregon Institute of Technology (Klamath Falls, OR)
- Oregon State University (Corvallis, OR)*
- Oregon State University-Cascades (Bend, OR)*
- San Jose State University (San Jose, CA)
- Southern Oregon University (Ashland, OR)
- University of California-Merced (Merced, CA)*
- University of Hawai'i at Hilo (Hilo, HI)
- University of Nevada-Las Vegas (Las Vegas, NV)*
- University of Oregon (Eugene, OR)
- University of Washington Bothell (Bothell, WA)*
- Washington State University (Pullman, WA)*
- Western Washington University (Bellingham, WA)*

NSSE Core Survey Comparison Group 3

Name: Public FFT4/I/HTI

Number of institutions: 32

Comparison group selection: Your institution customized the comparison group by selecting individual institutions and/or types of institutions by category.

Group description: Public universities with over 5,000 undergraduates that are Four year, full time, inclusive, and higher transfer?in the Carnegie classification

List of institutions:

- Angelo State University (San Angelo, TX)*
- California State University, Chico (Chico, CA)
- California State University, Fullerton (Fullerton, CA)
- California State University, Northridge (Northridge, CA)*
- California State University, San Bernardino (San Bernardino, CA)*
- California State University San Marcos (San Marcos, CA)
- Central Connecticut State University (New Britain, CT)*
- Cleveland State University (Cleveland, OH)*
- Grand Valley State University (Allendale, MI)
- Humboldt State University (Arcata, CA)*
- Indiana University-Purdue University Indianapolis (Indianapolis, IN)*
- Jacksonville State University (Jacksonville, AL)*
- Kutztown University of Pennsylvania (Kutztown, PA)
- Millersville University of Pennsylvania (Millersville, PA)
- Montclair State University (Montclair, NJ)*
- North Carolina Central University (Durham, NC)
- Northern Arizona University (Flagstaff, AZ)
- Rutgers University-Camden (Camden, NJ)*
- Rutgers University-Newark (Newark, NJ)*
- Salem State University (Salem, MA)
- San Jose State University (San Jose, CA)
- Slippery Rock University of Pennsylvania (Slippery Rock, PA)
- Southeast Missouri State University (Cape Girardeau, MO)*
- Southern Illinois University Carbondale (Carbondale, IL)*
- Texas A&M University-Kingsville (Kingsville, TX)*
- University of Nebraska at Omaha (Omaha, NE)
- University of North Alabama (Florence, AL)
- University of Northern Colorado (Greeley, CO)*
- University of South Carolina Upstate (Spartanburg, SC)
- University of Southern Mississippi (Hattiesburg, MS)*
- Western Illinois University (Macomb, IL)*
- Wright State University (Dayton, OH)*

Additional Question Set 1 Comparison Group (Inclusiveness & Engagement with Cultural Diversity)

Name: Public Master's L

Number of institutions: 14

Comparison group selection: Your institution customized the comparison group by selecting individual institutions and/or types of institutions by category.

Group description: IPEDS: Sector — Public Carnegie Classification* — Master's L: Master's Colleges and Universities (larger programs)

List of institutions:

- Auburn University at Montgomery (Montgomery, AL)
- California Polytechnic State University-San Luis Obispo (San Luis Obispo, CA)
- California State University-Bakersfield (Bakersfield, CA)
- The Citadel, The Military College of South Carolina (Charleston, SC)
- The College of New Jersey (Ewing, NJ)
- Frostburg State University (Frostburg, MD)
- Governors State University (University Park, IL)
- Midwestern State University (Wichita Falls, TX)
- Minnesota State University Moorhead (Moorhead, MN)
- North Carolina Central University (Durham, NC)
- Plymouth State University (Plymouth, NH)
- Salem State University (Salem, MA)
- Southwest Minnesota State University (Marshall, MN)
- University of Illinois Springfield (Springfield, IL)

Additional Question Set 2 Comparison Group (HIP Quality)

Name: Public

Number of institutions: 17

Comparison group selection: Your institution customized the comparison group by selecting individual institutions and/or types of institutions by category.

Group description: IPEDS: Sector — Public

List of institutions:

- Appalachian State University (Boone, NC)
- Boise State University (Boise, ID)
- California State University, Chico (Chico, CA)
- College of Charleston (Charleston, SC)
- Ferris State University (Grand Rapids, MI)
- Grand Valley State University (Allendale, MI)
- Morgan State University (Baltimore, MD)
- Nevada State College (Henderson, NV)
- Sam Houston State University (Huntsville, TX)
- Stony Brook University (Stony Brook, NY)
- University of Colorado Boulder (Boulder, CO)
- University of Idaho (Moscow, ID)
- University of Kentucky (Lexington, KY)
- University of New Hampshire at Durham (Durham, NH)
- University of North Georgia (Dahlonega, GA)
- University of the Virgin Islands (Charlotte Amalie, VI)
- The University of West Florida (Pensacola, FL)

A Summary of Student Engagement Results

Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how institutional resources, courses, and other learning opportunities facilitate student participation in activities that matter to student learning. NSSE surveys undergraduate students in their first and final years to assess their levels of engagement and related information about their experience at your institution.

Comparison Group
 The comparison group featured in this report is
Public Far West
 See your *Selected Comparison Groups* report for details.

This *Snapshot* is a concise collection of key findings from your institution's NSSE 2022 administration. We hope this information stimulates discussions about the undergraduate experience. Additional details about these and other results appear in the reports referenced throughout.

Engagement Indicators

Sets of items are grouped into ten Engagement Indicators, organized under four broad themes. At right are summary results for your institution. For details, see your *Engagement Indicators* report.

Theme	Engagement Indicator	Your students compared with Public Far West	
		First-year	Senior
Academic Challenge	Higher-Order Learning	--	--
	Reflective & Integrative Learning	▽	--
	Learning Strategies	--	--
	Quantitative Reasoning	▽	--
Learning with Peers	Collaborative Learning	--	▽
	Discussions with Diverse Others	--	△
Experiences with Faculty	Student-Faculty Interaction	--	▽
	Effective Teaching Practices	△	--
Campus Environment	Quality of Interactions	--	--
	Supportive Environment	△	△

Key:

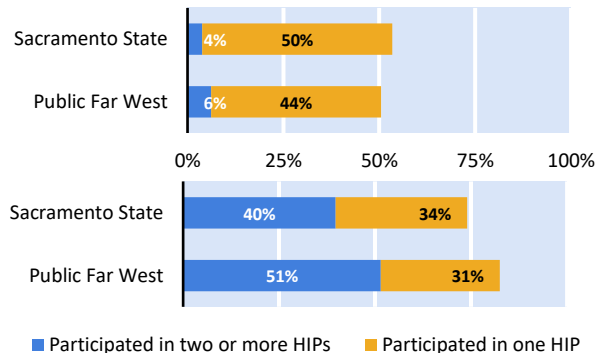
- ▲ Your students' average was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ Your students' average was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.
- ▽ Your students' average was significantly lower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

High-Impact Practices

Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." For more details and statistical comparisons, see your *High-Impact Practices* report.

First-year
 Service-Learning, Learning Community, and Research w/Faculty

Senior
 Service-Learning, Learning Community, Research w/Faculty, Internship, Study Abroad, and Culminating Senior Experience

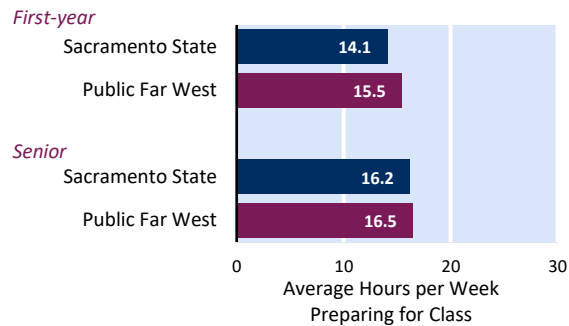


Academic Challenge: Additional Results

The Academic Challenge theme contains four Engagement Indicators as well as several important individual items. The results presented here provide an overview of these individual items. For more information about the Academic Challenge theme, see your *Engagement Indicators* report. To further explore individual item results, see your *Frequencies and Statistical Comparisons*, the *Major Field Report*, the *Online Institutional Report*, or the Report Builder.

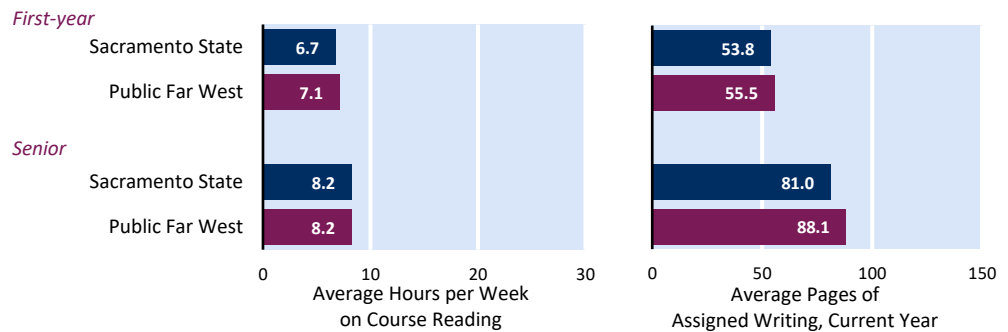
Time Spent Preparing for Class

This figure reports the average weekly class preparation time for your students compared to students in your comparison group.



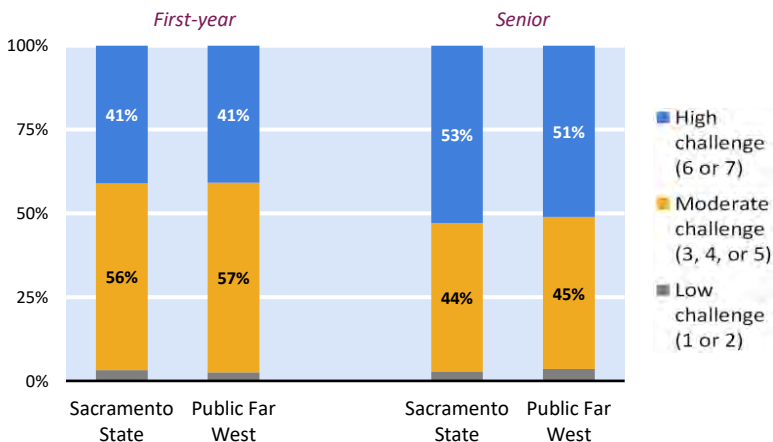
Reading and Writing

These figures summarize the number of hours your students spent reading for their courses and the average number of pages of assigned writing compared to students in your comparison group. Each is an estimate calculated from two or more separate survey questions.



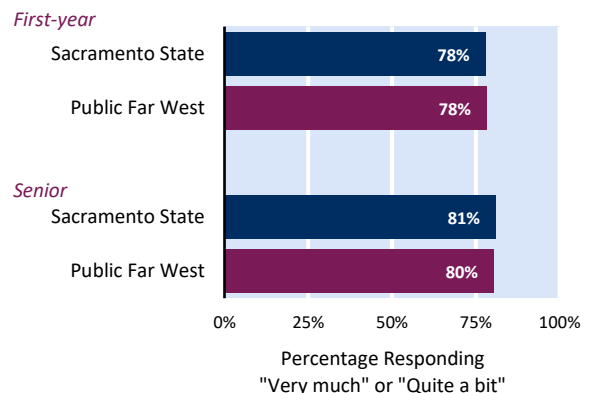
Challenging Students to Do Their Best Work

To what extent did students' courses challenge them to do their best work? Response options ranged from 1 = "Not at all" to 7 = "Very much."



Academic Emphasis

How much did students say their institution emphasizes spending significant time studying and on academic work? Response options included "Very much," "Quite a bit," "Some," and "Very little."



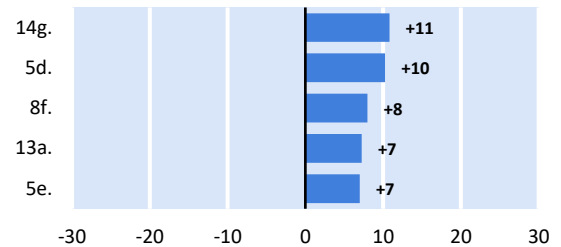
Item Comparisons

By examining individual NSSE questions, you can better understand what contributes to your institution's performance on the Engagement Indicators. This section displays the five questions^a on which your students scored the highest and the five questions on which they scored the lowest, relative to students in your comparison group. Parenthetical notes indicate whether an item belongs to a specific Engagement Indicator or is a High-Impact Practice. While these questions represent the largest differences (in percentage points), they may not be the most important to your institutional mission or current program or policy goals, or equally available to all students. For additional results, see your *Frequencies and Statistical Comparisons* report.

First-year

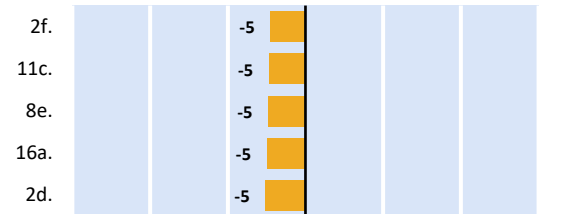
Highest Performing Relative to Public Far West

- Institution emphasis on helping you manage your non-academic responsibilities (...) ^c (SE)
- Instructors provided feedback on a draft or work in progress ^c (ET)
- Discussions with...People from a country other than your own
- Quality of interactions with students ^d (QI)
- Instructors provided prompt and detailed feedback on tests or completed assignments ^c (ET)



Lowest Performing Relative to Public Far West

- Learned something that changed the way you understand an issue or concept ^b (RI)
- Participated in a learning community or some other formal program where... (HIP)
- Discussions with...People with a sexual orientation other than your own
- Spent more than 15 hours per week preparing for class
- Examined the strengths and weaknesses of your own views on a topic or issue ^b (RI)

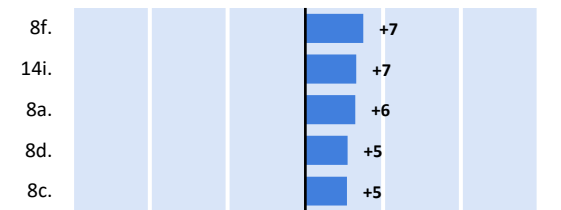


Percentage Point Difference with Public Far West

Senior

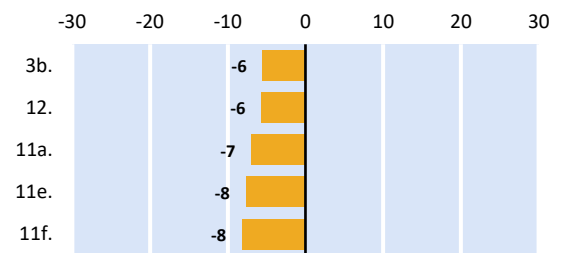
Highest Performing Relative to Public Far West

- Discussions with...People from a country other than your own
- Institution emphasis on attending events that address important social/econ./polit. issues ^c (SE)
- Discussions with... People of a race or ethnicity other than your own ^b (DD)
- Discussions with... People with political views other than your own ^b (DD)
- Discussions with... People with religious beliefs other than your own ^b (DD)



Lowest Performing Relative to Public Far West

- Worked with a faculty member on activities other than coursework (...) ^b (SF)
- About how many courses have included a community-based project (service-learning)? ^e (HIP)
- Participated in an internship, co-op, field exp., student teach., clinical placemnt. (HIP)
- Worked with a faculty member on a research project (HIP)
- Completed a culminating senior experience (...) (HIP)



Percentage Point Difference with Public Far West

a. The items on this page come from the Engagement Indicators (EIs), High-Impact Practices (HIPs), Sense of Belonging (SB), the academic challenge questions on page 2, and four additional questions about effective teaching (new in 2021). Key to abbreviations for EI items: HO = Higher-Order Learning, RI = Reflective & Integrative Learning, LS = Learning Strategies, QR = Quantitative Reasoning, CL = Collaborative Learning, DD = Discussions with Diverse Others, SF = Student-Faculty Interaction, ET = Effective Teaching Practices, QI = Quality of Interactions, SE = Supportive Environment.

b. Combination of students responding "very often" or "often."

c. Combination of students responding "very much" or "quite a bit."

d. Rated at least 6 on a 7-point scale.

e. Percentage reporting at least "some."

f. Estimate based on the reported amount of course preparation time spent on assigned reading.

g. Estimate based on number of assigned writing tasks of various lengths.

h. Combination of students responding "strongly agree" or "agree."

How Students Assess Their Experience

Students' perceptions of certain aspects of cognitive and affective development, as well as their overall satisfaction with the institution, provide useful evidence of their educational experiences. For more details, see your *Frequencies and Statistical Comparisons* report.

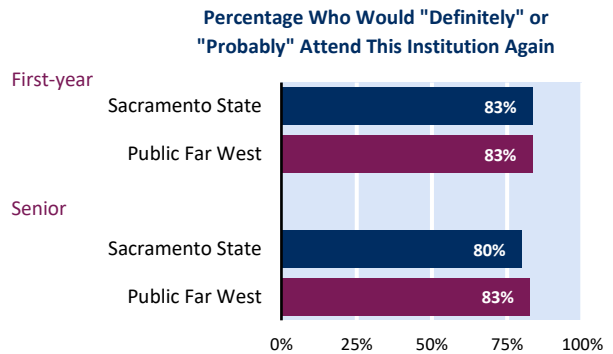
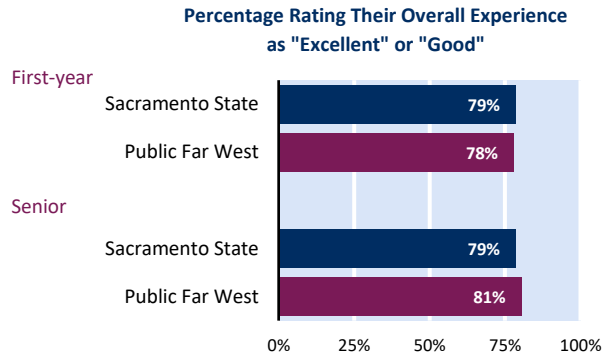
Perceived Gains Among Seniors

Students reported how much their experience at your institution contributed to their knowledge, skills, and personal development in ten areas.

Perceived Gains (Sorted highest to lowest)	Percentage of Seniors Responding "Very much" or "Quite a bit"
Thinking critically and analytically	82%
Writing clearly and effectively	73%
Working effectively with others	71%
Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.)	69%
Analyzing numerical and statistical information	67%
Speaking clearly and effectively	64%
Developing or clarifying a personal code of values and ethics	64%
Solving complex real-world problems	60%
Acquiring job- or work-related knowledge and skills	60%
Being an informed and active citizen	58%

Satisfaction with Sacramento State

Students rated their overall experience at the institution, and whether or not they would choose it again.



Administration Details

Response Summary

	Count	Resp. rate	Female	Full-time
First-year	714	20%	66%	98%
Senior	1,964	19%	63%	78%

See your *Administration Summary* and *Respondent Profile* reports for more information.

Additional Questions

Your institution administered the following additional question set(s):

- Inclusiveness & Engagement with Cultural Diversity**
- HIP Quality**

See your *Topical Module* report(s) for results.

What is NSSE?

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

NSSE has been in operation since 2000 and has been used at more than 1,600 colleges and universities in the US and Canada. More than 90% of participating institutions administer the survey on a periodic basis.

Visit our website: nsse.indiana.edu

Prepared 2022-07-27

IPEDS: 110617

NSSE 2022 Topical Module Report

HIP Quality

California State University, Sacramento

Expanding upon the Lumina Foundation-funded Assessing Quality and Equity in High-Impact Practices study, this module explores what makes HIPs high-impact, potential barriers for those who plan to complete a HIP, and why some students may not to participate at all.

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About This Topical Module

This module explores what makes HIPs high-impact, potential barriers for those who plan to complete a HIP, and why some students may not to participate at all. Students received one of three sets of questions based on their responses to the core NSSE items about HIP participation. The *High-Impact Practices Report* contains more detailed information about HIP participation.

Survey flow

On the core NSSE students are asked, "Which of the following have you done while in college or do you plan to do before you graduate?" (done or in progress, plan to do, do not plan to do, and undecided) and for the service-learning item they are asked, "About how many of your courses at this institution have included a community-based project?" (all, most, some, none). Response patterns determine which of three HIP Quality item sets they received, as outlined below:

Done or In Progress

Did the student participate in at least one HIP?

Students who participated or were participating in only one HIP were asked to respond about that experience; those who participated in more than one were asked to select one. Excludes culminating senior experiences for first-year students.

Or

Plan to Do

If no HIPs were done, did the student "plan to do" at least one HIP?

Students who had not yet done a HIP but planned to participate in learning communities, research with faculty, an internship or field experience, study abroad, or a culminating senior experience were asked about those plans. Excludes service-learning which does not include a 'plan to do' option.

Or

Do Not Plan/Undecided

Students who responded to all HIPs with "do not plan to do" or "undecided"

Students who did not plan to do or were undecided about participating in any of the HIPs were asked about their interest in, knowledge of, and perceived barriers to participation in a selected HIP.

High-Impact Practices in NSSE

Service-Learning

Courses that included a community-based project

Learning Community

Formal program where groups of students take two or more classes together

Research with Faculty

Work with a faculty member on a research project

Internship or Field Experience

Internship, co-op, field experience, student teaching, or clinical placement

Study Abroad

Culminating Senior Experience

Capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.

Note: The results contained in this report are unweighted. Conditional text is displayed in brackets [].

First-Year Students: Done or In Progress

These results are from students who participated in at least one High-Impact Practice. Those who participated in more than one were asked to choose one for their responses. Excludes culminating senior experiences for FY students.

Frequency Distributions

Item wording or description	Variable name	Response values	Frequency Distributions									
			Service-Learning		Community Learning		Research w/Faculty		Internship/Field Exp.		Study Abroad	
			Count	%	Count	%	Count	%	Count	%	Count	%
1. Earlier, you indicated that you participated or are participating in [one of the following]												
	HIPselect	Total	254	100	10	100	4	100	6	100	5	100
a. [If Learning Community] Did students in this program live in the same residence hall or housing unit?	HIPlearncomsame	0 No	-	-	2	25	-	-	-	-	-	-
		1 Yes	-	-	3	38	-	-	-	-	-	-
		9 Not sure	-	-	3	38	-	-	-	-	-	-
		Total	-	-	8	100	-	-	-	-	-	-
2a. Is this experience finished?												
	HIPfinished	0 No	96	46	5	63	0	0	6	100	3	100
		1 Yes	114	54	3	38	4	100	0	0	0	0
		Total	210	100	8	100	4	100	6	100	3	100
b. [If "No"] About how long have you been participating in it?	HIPhowlong	1 1 week or less	48	59	0	0	0	0	4	67	0	0
		2 2 weeks	4	5	0	0	0	0	0	0	0	0
		3 3 weeks	4	5	0	0	0	0	0	0	0	0
		4 More than 3 wks	26	32	4	100	0	0	2	33	3	100
		Total	82	100	4	100	0	0	6	100	3	100
c. [If "Yes"] When did you participate in this experience? (If more than once, select the most recent.) [FY students limited to options 1, 2, and 6]	HIPwhen	1 Before starting college	39	44	2	67	0	0	0	0	0	0
		2 Freshman/first year	50	56	1	33	4	100	0	0	0	0
		3 Sophomore year	-	-	-	-	-	-	-	-	-	-
		4 Junior year	-	-	-	-	-	-	-	-	-	-
		5 Senior year	-	-	-	-	-	-	-	-	-	-
		6 Other, please specify	0	0	0	0	0	0	0	0	0	0
		Total	89	100	3	100	4	100	0	0	0	0
d. Was it offered or arranged by this institution?	HIPoffered	0 No	51	26	3	38	0	0	2	33	1	25
		1 Yes	79	41	4	50	3	75	3	50	3	75
		9 Not sure	63	33	1	13	1	25	1	17	0	0
		Total	193	100	8	100	4	100	6	100	4	100
3. To what extent were the following explained to you?												
a. The activities you would do as part of this experience	HIPdo	1 Very little	10	5	1	13	0	0	0	0	0	0
		2 Some	70	36	1	13	1	25	0	0	1	25
		3 Quite a bit	77	40	1	13	3	75	2	33	2	50
		4 Very much	35	18	5	63	0	0	4	67	1	25
		Total	192	100	8	100	4	100	6	100	4	100
b. What you would learn from this experience	HIPlearn	1 Very little	12	6	1	13	0	0	0	0	0	0
		2 Some	52	27	1	13	1	25	0	0	1	25
		3 Quite a bit	92	47	1	13	2	50	2	33	2	50
		4 Very much	39	20	5	63	1	25	4	67	1	25
		Total	195	100	8	100	4	100	6	100	4	100
c. How you would be evaluated in this experience	HIPeval	1 Very little	14	7	2	25	0	0	0	0	0	0
		2 Some	63	33	0	0	0	0	0	0	1	25
		3 Quite a bit	83	43	1	13	2	50	2	33	2	50
		4 Very much	33	17	5	63	2	50	4	67	1	25
		Total	193	100	8	100	4	100	6	100	4	100

Notes: Dashes ("-") indicate the item was skipped due to survey display logic. Cell counts may be small—interpret results with caution. All results are unweighted.

First-Year Students: Done or In Progress

These results are from students who participated in at least one High-Impact Practice. Those who participated in more than one were asked to choose one for their responses. Excludes culminating senior experiences for FY students.

Frequency Distributions

Item wording or description	Variable name	Response options	Service-Learning		Learning Community		Research w/Faculty		Internship/Field Exp.		Study Abroad	
			Count	%	Count	%	Count	%	Count	%	Count	%
4. To what extent did [does] this experience challenge you to do your best work?												
	HIPchallenge	1 Not at all	6	3	1	13	1	25	0	0	0	0
		2	2	1	0	0	0	0	0	0	0	0
		3	19	10	0	0	0	0	0	0	0	0
		4	33	17	2	25	1	25	0	0	0	0
		5	66	34	0	0	0	0	0	0	3	75
		6	42	22	2	25	1	25	1	17	0	0
		7 Very much	26	13	3	38	1	25	5	83	1	25
		Total	194	100	8	100	4	100	6	100	4	100
5. About how many hours did [do] you spend in a typical 7-day week on this experience?												
	HIPhours	0 0	15	8	1	13	0	0	0	0	0	0
		1 1-5	112	58	3	38	3	75	3	50	1	25
		2 6-10	39	20	1	13	1	25	3	50	1	25
		3 11-15	8	4	2	25	0	0	0	0	1	25
		4 16-20	10	5	1	13	0	0	0	0	0	0
		5 21-25	3	2	0	0	0	0	0	0	1	25
		6 26-30	2	1	0	0	0	0	0	0	0	0
		7 More than 30 hrs	3	2	0	0	0	0	0	0	0	0
		Total	192	100	8	100	4	100	6	100	4	100
6. Compared to your typical learning experiences at this institution, about how much effort did [does] this experience require?												
	HIPeffort	1 Much less effort	10	5	1	13	0	0	0	0	0	0
		2 Less effort	24	13	0	0	0	0	0	0	0	0
		3 About as much effort	99	52	3	38	3	75	2	33	3	75
		4 More effort	50	26	2	25	1	25	2	33	1	25
		5 Much more effort	7	4	2	25	0	0	2	33	0	0
		Total	190	100	8	100	4	100	6	100	4	100
7. During this experience, about how often did [do] you receive helpful feedback from the following individuals?												
a. Faculty or staff member from this institution	HIPfacultyfb	1 Never	9	5	0	0	0	0	0	0	0	0
		2 Sometimes	66	35	1	13	1	25	0	0	1	25
		3 Often	58	31	3	38	2	50	1	17	3	75
		4 Very often	30	16	3	38	1	25	5	83	0	0
		9 Not applicable	26	14	1	13	0	0	0	0	0	0
		Total	189	100	8	100	4	100	6	100	4	100
b. Supervisor on site	HIPsuperfb	1 Never	24	13	0	0	1	25	0	0	0	0
		2 Sometimes	66	35	1	13	1	25	1	17	2	50
		3 Often	46	24	4	50	0	0	1	17	0	0
		4 Very often	16	8	1	13	1	25	3	50	0	0
		9 Not applicable	38	20	2	25	1	25	1	17	2	50
		Total	190	100	8	100	4	100	6	100	4	100
c. Co-worker	HIPcoworkerfb	1 Never	29	15	1	13	1	25	0	0	0	0
		2 Sometimes	57	30	0	0	0	0	1	17	0	0
		3 Often	35	19	2	25	0	0	3	50	0	0
		4 Very often	12	6	1	13	1	25	1	17	0	0
		9 Not applicable	56	30	4	50	2	50	1	17	4	100
		Total	189	100	8	100	4	100	6	100	4	100

Notes: Dashes ("-") indicate the item was skipped due to survey display logic. Cell counts may be small—interpret results with caution. All results are unweighted.

First-Year Students: Done or In Progress

These results are from students who participated in at least one High-Impact Practice. Those who participated in more than one were asked to choose one for their responses. Excludes culminating senior experiences for FY students.

Frequency Distributions

Item wording or description	Variable name	Values	Response options	Service-Learning		Learning Community		Research w/Faculty		Internship/Field Exp.		Study Abroad	
				Count	%	Count	%	Count	%	Count	%	Count	%
d. Other student(s)	HIPstudentfb	1	Never	11	6	0	0	0	0	1	17	0	0
		2	Sometimes	70	37	1	13	1	25	2	33	3	75
		3	Often	53	28	6	75	1	25	1	17	1	25
		4	Very often	27	14	0	0	1	25	1	17	0	0
		9	Not applicable	29	15	1	13	1	25	1	17	0	0
			Total	190	100	8	100	4	100	6	100	4	100
8. As part of this experience, about how often did [do] you find yourself in settings or circumstances that were [are] new or unfamiliar to you?													
	HIPnew	1	Never	13	7	1	13	0	0	0	0	0	0
		2	Sometimes	79	43	4	50	2	50	3	50	1	25
		3	Often	65	35	2	25	2	50	2	33	3	75
		4	Very often	27	15	1	13	0	0	1	17	0	0
			Total	184	100	8	100	4	100	6	100	4	100
9. As part of this experience, about how often did [do] you interact with people from a different background or identity (racial/ethnic, economic, political, religious, etc.)?													
	HIPinteract	1	Never	13	7	1	13	0	0	0	0	0	0
		2	Sometimes	60	32	2	25	3	75	0	0	1	25
		3	Often	70	38	2	25	0	0	2	33	3	75
		4	Very often	43	23	3	38	1	25	4	67	0	0
			Total	186	100	8	100	4	100	6	100	4	100
10. To what extent do you agree or disagree with the following statements about your experience?													
a. I feel [felt] comfortable being myself while participating in this experience.	HIPsbmyself	1	Strongly disagree	6	3	1	13	0	0	0	0	0	0
		2	Disagree	9	5	0	0	0	0	0	0	0	0
		3	Agree	120	65	4	50	3	75	2	33	4	100
		4	Strongly Agree	50	27	3	38	1	25	4	67	0	0
			Total	185	100	8	100	4	100	6	100	4	100
b. I feel [felt] valued while participating in this experience.	HIPsbvalued	1	Strongly disagree	5	3	0	0	0	0	0	0	0	0
		2	Disagree	13	7	1	13	0	0	0	0	1	25
		3	Agree	127	68	4	50	3	75	2	33	3	75
		4	Strongly Agree	41	22	3	38	1	25	4	67	0	0
			Total	186	100	8	100	4	100	6	100	4	100
c. I feel [felt] like part of a community while participating in this experience.	HIPsbcommunity	1	Strongly disagree	6	3	0	0	0	0	0	0	0	0
		2	Disagree	8	4	0	0	0	0	0	0	1	25
		3	Agree	128	69	5	63	3	75	2	33	3	75
		4	Strongly Agree	43	23	3	38	1	25	4	67	0	0
			Total	185	100	8	100	4	100	6	100	4	100
11. How much did [does] this experience emphasize the following?													
a. Respecting expression of diverse ideas	HIPideas	1	Not at all	5	3	0	0	0	0	0	0	0	0
		2	Very little	8	4	0	0	0	0	1	17	0	0
		3	Some	41	22	1	13	1	25	0	0	0	0
		4	Quite a bit	81	44	2	25	1	25	3	50	1	33
		5	Very much	49	27	5	63	2	50	2	33	2	67
			Total	184	100	8	100	4	100	6	100	3	100

First-Year Students: Done or In Progress

These results are from students who participated in at least one High-Impact Practice. Those who participated in more than one were asked to choose one for their responses. Excludes culminating senior experiences for FY students.

Frequency Distributions

Item wording or description	Variable name	Values	Response options	Service-Learning		Learning Community		Research w/Faculty		Internship/Field Exp.		Study Abroad	
				Count	%	Count	%	Count	%	Count	%	Count	%
b. Examining issues of equity or privilege	HIPequity	1	Not at all	9	5	0	0	0	0	1	17	0	0
		2	Very little	9	5	0	0	0	0	0	0	0	0
		3	Some	53	29	1	13	1	25	2	33	0	0
		4	Quite a bit	69	38	1	13	2	50	2	33	1	33
		5	Very much	42	23	6	75	1	25	1	17	2	67
		Total		182	100	8	100	4	100	6	100	3	100
12a. As part of this experience, about how often did [do] you meet with a faculty or staff member from this institution?													
	HIPfacmeet	1	Never	45	24	1	13	0	0	2	33	0	0
		2	Sometimes	79	42	2	25	3	75	0	0	1	33
		3	Often	38	20	2	25	1	25	3	50	2	67
		4	Very often	24	13	3	38	0	0	1	17	0	0
		Total		186	100	8	100	4	100	6	100	3	100
b. [If HIPfacmeet is at least "Sometimes"] To what extent did [do] these meetings focus on what you were [are] learning in this experience?	HIPfaclearn	1	Very little	4	3	1	14	0	0	0	0	0	0
		2	Some	43	33	0	0	2	50	0	0	0	0
		3	Quite a bit	55	43	4	57	2	50	1	25	2	67
		4	Very much	27	21	2	29	0	0	3	75	1	33
		Total		129	100	7	100	4	100	4	100	3	100
13. As part of this experience, about how often did you do [have you done] the following?													
a. Work with other students	HIPcollab	1	Never	17	9	1	13	1	25	2	33	0	0
		2	Sometimes	58	32	0	0	0	0	0	0	2	67
		3	Often	63	34	1	13	2	50	1	17	1	33
		4	Very often	45	25	6	75	1	25	3	50	0	0
		Total		183	100	8	100	4	100	6	100	3	100
b. Discuss your experience with other students in an organized setting (class, seminar, work group, etc.)	HIPdiscuss	1	Never	23	13	1	13	0	0	1	20	0	0
		2	Sometimes	57	31	0	0	1	25	1	20	0	0
		3	Often	73	40	1	13	2	50	1	20	3	100
		4	Very often	31	17	6	75	1	25	2	40	0	0
		Total		184	100	8	100	4	100	5	100	3	100
c. Track your experience with informal writing (notes, journal, blog, etc.)	HIPjournal	1	Never	35	19	2	25	0	0	1	17	0	0
		2	Sometimes	60	33	0	0	2	50	0	0	1	33
		3	Often	64	35	2	25	1	25	4	67	2	67
		4	Very often	25	14	4	50	1	25	1	17	0	0
		Total		184	100	8	100	4	100	6	100	3	100
d. Connect what you were learning to societal problems or issues	HIPsocietal	1	Never	26	14	1	13	1	25	1	17	1	33
		2	Sometimes	70	38	0	0	1	25	2	33	0	0
		3	Often	55	30	3	38	1	25	2	33	2	67
		4	Very often	31	17	4	50	1	25	1	17	0	0
		Total		182	100	8	100	4	100	6	100	3	100
e. Connect what you were learning to your major field or career goals	HIPconnect	1	Never	25	14	2	25	0	0	0	0	0	0
		2	Sometimes	56	30	2	25	2	50	0	0	0	0
		3	Often	67	36	2	25	1	25	2	33	2	67
		4	Very often	36	20	2	25	1	25	4	67	1	33
		Total		184	100	8	100	4	100	6	100	3	100

Notes: Dashes ("-") indicate the item was skipped due to survey display logic. Cell counts may be small—interpret results with caution. All results are unweighted.

First-Year Students: Done or In Progress

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Frequency Distributions

Item wording or description	Variable name	Values	Response options	Frequency Distributions									
				Service-Learning		Community		Research w/Faculty		Internship/Field Exp.		Study Abroad	
				Count	%	Count	%	Count	%	Count	%	Count	%
14. At or near the conclusion of this experience, which of the following did you do [will you have done]?													
a. Give a presentation in a class or other closed meeting at this institution	HIPpresent	0	No	69	38	0	0	1	25	4	67	0	0
		1	Yes	52	29	7	88	2	50	0	0	2	67
		9	Not sure	59	33	1	13	1	25	2	33	1	33
			Total	180	100	8	100	4	100	6	100	3	100
b. Give a public presentation or performance (conference, video, recital, exhibit, etc.)	HIPpublic	0	No	98	54	1	13	3	75	3	50	0	0
		1	Yes	30	16	5	63	1	25	1	17	2	67
		9	Not sure	54	30	2	25	0	0	2	33	1	33
			Total	182	100	8	100	4	100	6	100	3	100
c. Write a paper or report	HIPreport	0	No	42	23	0	0	1	25	3	50	1	33
		1	Yes	107	59	7	88	3	75	2	33	2	67
		9	Not sure	33	18	1	13	0	0	1	17	0	0
			Total	182	100	8	100	4	100	6	100	3	100
15. To what extent has this experience contributed to your knowledge, skills, and personal development in the following areas?													
a. Understanding concepts in your courses or major	HIPconcepts	1	Very little	23	13	1	13	1	25	0	0	0	0
		2	Some	50	28	3	38	2	50	1	17	1	33
		3	Quite a bit	66	37	2	25	1	25	1	17	2	67
		4	Very much	41	23	2	25	0	0	4	67	0	0
			Total	180	100	8	100	4	100	6	100	3	100
b. Understanding societal problems or issues	HIPissues	1	Very little	15	8	0	0	1	25	1	17	0	0
		2	Some	60	34	1	13	2	50	2	33	2	67
		3	Quite a bit	62	35	4	50	1	25	0	0	1	33
		4	Very much	40	23	3	38	0	0	3	50	0	0
			Total	177	100	8	100	4	100	6	100	3	100
c. Applying theory to practice	HIPtheory	1	Very little	18	10	0	0	1	25	1	17	0	0
		2	Some	65	36	3	38	1	25	0	0	1	33
		3	Quite a bit	65	36	3	38	2	50	1	17	2	67
		4	Very much	32	18	2	25	0	0	4	67	0	0
			Total	180	100	8	100	4	100	6	100	3	100
d. Solving complex, real-world problems	HIPprobsolve	1	Very little	20	11	0	0	1	25	2	33	0	0
		2	Some	62	35	2	25	2	50	0	0	2	67
		3	Quite a bit	57	32	5	63	1	25	0	0	1	33
		4	Very much	39	22	1	13	0	0	4	67	0	0
			Total	178	100	8	100	4	100	6	100	3	100
e. Acquiring job- or work-related skills	HIPjobskills	1	Very little	25	14	1	13	2	50	0	0	0	0
		2	Some	64	36	3	38	2	50	0	0	2	67
		3	Quite a bit	53	30	3	38	0	0	2	33	1	33
		4	Very much	36	20	1	13	0	0	4	67	0	0
			Total	178	100	8	100	4	100	6	100	3	100
f. Preparing for your plans after graduation	HIPpostgrad	1	Very little	29	16	2	25	0	0	1	17	1	33
		2	Some	53	30	0	0	4	100	0	0	0	0
		3	Quite a bit	57	32	4	50	0	0	1	17	2	67
		4	Very much	39	22	2	25	0	0	4	67	0	0
			Total	178	100	8	100	4	100	6	100	3	100

Notes: Dashes ("-") indicate the item was skipped due to survey display logic. Cell counts may be small—interpret results with caution. All results are unweighted.

First-Year Students: Done or In Progress

These results are from students who participated in at least one High-Impact Practice. Those who participated in more than one were asked to choose one for their responses. Excludes culminating senior experiences for FY students.

Frequency Distributions

Item wording or description	Variable name	Values	Response options	Service-Learning		Learning Community		Research w/Faculty		Internship/Field Exp.		Study Abroad	
				Count	%	Count	%	Count	%	Count	%	Count	%
g. Developing the skills necessary to work effectively with people from various backgrounds	HIPdiverse	1	Very little	10	6	0	0	1	25	0	0	1	33
		2	Some	61	34	1	13	3	75	0	0	0	0
		3	Quite a bit	69	38	5	63	0	0	1	17	2	67
		4	Very much	40	22	2	25	0	0	5	83	0	0
			Total	180	100	8	100	4	100	6	100	3	100

16. Overall, how would you evaluate the quality of this experience?

HIPquality	Values	Response options	Count	%	Count	%	Count	%	Count	%	Count	%
	1	Poor	1	1	0	0	0	0	0	0	0	0
	2		5	3	1	13	0	0	0	0	0	0
	3		10	6	1	13	0	0	0	0	0	0
	4		29	16	0	0	1	25	0	0	0	0
	5		66	38	1	13	2	50	1	17	1	33
	6		37	21	1	13	0	0	0	0	1	33
	7	Excellent	28	16	4	50	1	25	5	83	1	33
	Total	176	100	8	100	4	100	6	100	3	100	

17. What is [was] *most* satisfying about this experience?

This question asked students to respond in an open text box. Responses are provided in your "NSSE22 Student Comments" report and in a separate SPSS data file.

18. What is [was] *least* satisfying about this experience?

This question asked students to respond in an open text box. Responses are provided in your "NSSE22 Student Comments" report and in a separate SPSS data file.

These open-ended responses appear exactly as respondents entered them and may not be suitable for distribution without prior review.

Seniors: Done or In Progress

These results are from students who participated in at least one High-Impact Practice. Those who participated in more than one were asked to choose one for their responses.

Frequency Distributions

Item wording or description	Variable name	Values	Response options	Service-Learning		Learning Community		Research w/Faculty		Internship/Field Exp.		Study Abroad		Culminating Senior Exp.	
				Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
1. Earlier, you indicated that you participated or are participating in [one of the following]															
	HIPselect		Total	392	100	62	100	76	100	289	100	14	100	293	100
a. [If Learning Community] Did students in this program live in the same residence hall or housing unit?	HIPlearncomsame	0	No	-	-	46	77	-	-	-	-	-	-	-	-
		1	Yes	-	-	2	3	-	-	-	-	-	-	-	-
		9	Not sure	-	-	12	20	-	-	-	-	-	-	-	-
			Total	-	-	60	100	-	-	-	-	-	-	-	-
2a. Is this experience finished?															
	HIPfinished	0	No	104	32	29	49	50	69	180	65	6	50	194	68
		1	Yes	226	68	30	51	22	31	95	35	6	50	92	32
			Total	330	100	59	100	72	100	275	100	12	100	286	100
b. [If "No"] About how long have you been participating in it?	HIPhowlong	1	1 week or less	37	40	0	0	1	2	20	11	2	33	9	5
		2	2 weeks	10	11	1	4	1	2	5	3	2	33	6	3
		3	3 weeks	9	10	1	4	4	8	6	3	0	0	8	4
		4	More than 3 wks	36	39	25	93	44	88	148	83	2	33	169	88
			Total	92	100	27	100	50	100	179	100	6	100	192	100
c. [If "Yes"] When did you participate in this experience? (If more than once, select the most recent.)	HIPwhen	1	Before starting college	31	15	2	7	0	0	4	4	2	33	0	0
		2	Freshman/first year	18	9	12	41	1	5	4	4	0	0	2	2
		3	Sophomore year	36	17	5	17	3	14	16	17	1	17	3	3
		4	Junior year	41	20	5	17	3	14	31	34	2	33	10	11
		5	Senior year	80	39	4	14	14	67	36	39	0	0	74	83
		6	Other, please specify	1	0	1	3	0	0	1	1	1	17	0	0
			Total	207	100	29	100	21	100	92	100	6	100	89	100
d. Was it offered or arranged by this institution?	HIPoffered	0	No	88	28	22	37	17	24	107	39	5	42	12	4
		1	Yes	143	46	30	50	44	62	150	55	6	50	258	91
		9	Not sure	79	25	8	13	10	14	16	6	1	8	12	4
			Total	310	100	60	100	71	100	273	100	12	100	282	100
3. To what extent were the following explained to you?															
a. The activities you would do as part of this experience	HIPdo	1	Very little	23	7	4	7	2	3	7	3	0	0	15	5
		2	Some	89	28	17	30	6	9	31	11	2	17	54	19
		3	Quite a bit	115	37	15	26	18	26	90	33	5	42	95	33
		4	Very much	87	28	21	37	44	63	145	53	5	42	121	42
			Total	314	100	57	100	70	100	273	100	12	100	285	100
b. What you would learn from this experience	HIPlearn	1	Very little	21	7	4	7	2	3	7	3	1	8	18	6
		2	Some	77	25	12	21	9	13	32	12	4	33	53	19
		3	Quite a bit	127	40	22	38	21	29	79	29	1	8	96	34
		4	Very much	89	28	20	34	40	56	155	57	6	50	118	41
			Total	314	100	58	100	72	100	273	100	12	100	285	100
c. How you would be evaluated in this experience	HIPeval	1	Very little	33	11	6	10	7	10	24	9	0	0	13	5
		2	Some	84	27	16	28	11	15	39	14	4	33	43	15
		3	Quite a bit	112	36	17	29	17	24	79	29	2	17	102	36
		4	Very much	85	27	19	33	37	51	130	48	6	50	127	45
			Total	314	100	58	100	72	100	272	100	12	100	285	100

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Seniors: Done or In Progress

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Frequency Distributions

Item wording or description	Variable name	Response options	Service-Learning		Learning Community		Research w/Faculty		Internship/Field Exp.		Study Abroad		Culminating Senior Exp.	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
4. To what extent did [does] this experience challenge you to do your best work?														
	HIPchallenge	1 Not at all	13	4	3	5	3	4	2	1	1	8	4	1
		2	5	2	0	0	0	0	6	2	0	0	4	1
		3	27	9	4	7	1	1	5	2	1	8	8	3
		4	49	16	7	12	3	4	11	4	1	8	21	8
		5	88	28	16	27	9	13	49	18	1	8	54	19
		6	60	19	11	19	16	22	64	24	3	25	85	30
		7 Very much	68	22	18	31	40	56	134	49	5	42	104	37
		Total	310	100	59	100	72	100	271	100	12	100	280	100
5. About how many hours did [do] you spend in a typical 7-day week on this experience?														
	HIPhours	0 0	11	4	1	2	0	0	1	0	0	0	4	1
		1 1-5	142	46	19	33	18	25	32	12	0	0	53	19
		2 6-10	70	23	16	28	34	47	37	14	1	8	106	37
		3 11-15	41	13	10	17	6	8	40	15	1	8	61	21
		4 16-20	21	7	4	7	7	10	77	28	3	25	24	8
		5 21-25	9	3	2	3	2	3	30	11	2	17	19	7
		6 26-30	8	3	3	5	0	0	14	5	2	17	6	2
		7 More than 30 hrs	9	3	3	5	5	7	40	15	3	25	11	4
		Total	311	100	58	100	72	100	271	100	12	100	284	100
6. Compared to your typical learning experiences at this institution, about how much effort did [does] this experience require?														
	HIPeffort	1 Much less effort	15	5	2	3	2	3	3	1	0	0	3	1
		2 Less effort	30	10	5	8	6	9	14	5	1	8	8	3
		3 About as much effort	150	49	32	54	20	29	87	32	3	25	74	26
		4 More effort	84	27	13	22	29	41	102	38	2	17	125	44
		5 Much more effort	27	9	7	12	13	19	63	23	6	50	73	26
		Total	306	100	59	100	70	100	269	100	12	100	283	100
7. During this experience, about how often did [do] you receive helpful feedback from the following individuals?														
a. Faculty or staff member from this institution	HIPfacultyfb	1 Never	15	5	4	7	0	0	20	7	0	0	17	6
		2 Sometimes	102	33	11	19	8	11	50	19	7	58	74	26
		3 Often	94	31	20	34	15	21	68	25	2	17	108	38
		4 Very often	48	16	16	28	43	61	72	27	2	17	80	28
		9 Not applicable	46	15	7	12	4	6	59	22	1	8	4	1
		Total	305	100	58	100	70	100	269	100	12	100	283	100
b. Supervisor on site	HIPsuperfb	1 Never	28	9	10	18	4	6	16	6	0	0	36	13
		2 Sometimes	84	28	6	11	6	9	42	16	6	50	51	18
		3 Often	71	23	10	18	12	17	79	29	3	25	53	19
		4 Very often	49	16	12	21	26	37	106	39	1	8	20	7
		9 Not applicable	72	24	19	33	22	31	26	10	2	17	121	43
		Total	304	100	57	100	70	100	269	100	12	100	281	100
c. Co-worker	HIPcoworkerfb	1 Never	42	14	9	16	6	9	15	6	1	8	41	15
		2 Sometimes	76	25	5	9	6	9	49	18	2	17	35	12
		3 Often	51	17	7	12	10	14	79	29	2	17	31	11
		4 Very often	34	11	5	9	15	21	88	33	0	0	10	4
		9 Not applicable	100	33	31	54	33	47	37	14	7	58	164	58
		Total	303	100	57	100	70	100	268	100	12	100	281	100

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Seniors: Done or In Progress

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Frequency Distributions

Item wording or description	Variable name	Values	Response options	Service-Learning		Learning Community		Research w/Faculty		Internship/Field Exp.		Study Abroad		Culminating Senior Exp.	
				Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
d. Other student(s)	HIPstudentfb	1	Never	26	9	2	4	2	3	38	14	1	9	23	8
		2	Sometimes	103	34	15	26	20	29	61	23	2	18	78	28
		3	Often	63	21	21	37	10	14	56	21	4	36	92	33
		4	Very often	48	16	15	26	22	31	42	16	3	27	59	21
		9	Not applicable	65	21	4	7	16	23	70	26	1	9	30	11
		Total		305	100	57	100	70	100	267	100	11	100	282	100
8. As part of this experience, about how often did [do] you find yourself in settings or circumstances that were [are] new or unfamiliar to you?															
	HIPnew	1	Never	34	11	10	18	10	15	9	3	0	0	44	16
		2	Sometimes	132	44	23	41	29	43	85	32	3	25	121	43
		3	Often	93	31	18	32	17	25	98	37	3	25	75	27
		4	Very often	43	14	5	9	12	18	76	28	6	50	40	14
		Total			302	100	56	100	68	100	268	100	12	100	280
9. As part of this experience, about how often did [do] you interact with people from a different background or identity (racial/ethnic, economic, political, religious, etc.)?															
	HIPinteract	1	Never	25	8	1	2	7	10	9	3	0	0	28	10
		2	Sometimes	86	29	14	25	17	25	31	12	2	17	70	25
		3	Often	105	35	18	32	15	22	87	32	2	17	85	31
		4	Very often	82	28	23	41	30	43	141	53	8	67	94	34
		Total			298	100	56	100	69	100	268	100	12	100	277
10. To what extent do you agree or disagree with the following statements about your experience?															
a. I feel [felt] comfortable being myself while participating in this experience.	HIPsbmyself	1	Strongly disagree	11	4	2	4	0	0	2	1	0	0	7	3
		2	Disagree	19	6	2	4	1	1	13	5	2	17	8	3
		3	Agree	181	61	29	52	17	25	113	42	4	33	133	48
		4	Strongly Agree	88	29	23	41	51	74	141	52	6	50	128	46
		Total			299	100	56	100	69	100	269	100	12	100	276
b. I feel [felt] valued while participating in this experience.	HIPsbvalued	1	Strongly disagree	10	3	2	4	1	1	4	1	0	0	11	4
		2	Disagree	22	7	4	7	2	3	5	2	0	0	13	5
		3	Agree	179	60	29	52	17	25	118	44	9	75	146	53
		4	Strongly Agree	86	29	21	38	49	71	142	53	3	25	106	38
		Total			297	100	56	100	69	100	269	100	12	100	276
c. I feel [felt] like part of a community while participating in this experience.	HIPsbcommunity	1	Strongly disagree	11	4	2	4	2	3	3	1	0	0	12	4
		2	Disagree	27	9	3	5	7	10	15	6	0	0	34	12
		3	Agree	175	59	30	54	19	28	111	41	8	67	137	50
		4	Strongly Agree	84	28	21	38	41	59	140	52	4	33	92	33
		Total			297	100	56	100	69	100	269	100	12	100	275
11. How much did [does] this experience emphasize the following?															
a. Respecting expression of diverse ideas	HIPideas	1	Not at all	7	2	3	5	2	3	5	2	0	0	12	4
		2	Very little	8	3	0	0	3	4	10	4	0	0	12	4
		3	Some	54	18	8	15	9	13	40	15	1	8	61	22
		4	Quite a bit	135	46	19	35	17	25	78	29	8	67	88	32
		5	Very much	89	30	25	45	38	55	136	51	3	25	103	37
		Total			293	100	55	100	69	100	269	100	12	100	276

Notes: Dashes ("-") indicate the item was skipped due to survey display logic.
Cell counts may be small—interpret results with caution. All results are unweighted.

Seniors: Done or In Progress

These results are from students who participated in at least one High-Impact Practice. Those who participated in more than one were asked to choose one for their responses.

Frequency Distributions

Item wording or description	Variable name	Values	Response options	Service-Learning		Learning Community		Research w/Faculty		Internship/Field Exp.		Study Abroad		Culminating Senior Exp.	
				Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
b. Examining issues of equity or privilege	HIPequity	1	Not at all	13	4	8	14	8	12	24	9	1	8	53	19
		2	Very little	18	6	8	14	12	17	17	6	1	8	22	8
		3	Some	61	21	10	18	10	14	70	26	3	25	64	23
		4	Quite a bit	122	41	11	20	9	13	44	16	4	33	64	23
		5	Very much	80	27	19	34	30	43	113	42	3	25	71	26
		Total		294	100	56	100	69	100	268	100	12	100	274	100
12a. As part of this experience, about how often did [do] you meet with a faculty or staff member from this institution?															
	HIPfacmeet	1	Never	63	22	11	20	1	1	73	27	1	8	32	12
		2	Sometimes	123	42	21	38	15	22	47	18	7	58	87	32
		3	Often	79	27	17	30	25	37	75	28	1	8	107	39
		4	Very often	27	9	7	13	27	40	72	27	3	25	49	18
		Total		292	100	56	100	68	100	267	100	12	100	275	100
b. [If HIPfacmeet is at least "Sometimes"] To what extent did [do] these meetings focus on what you were [are] learning in this experience?	HIPfaclearn	1	Very little	6	3	1	2	4	6	7	4	1	9	23	10
		2	Some	84	41	10	23	7	11	42	23	4	36	49	21
		3	Quite a bit	75	36	19	43	21	32	61	33	4	36	83	35
		4	Very much	42	20	14	32	33	51	76	41	2	18	80	34
		Total		207	100	44	100	65	100	186	100	11	100	235	100
13. As part of this experience, about how often did you do [have you done] the following?															
a. Work with other students	HIPcollab	1	Never	42	15	2	4	10	15	60	22	0	0	24	9
		2	Sometimes	70	24	6	11	10	15	52	19	2	17	54	20
		3	Often	89	31	16	29	11	16	52	19	5	42	58	21
		4	Very often	86	30	32	57	37	54	103	39	5	42	140	51
		Total		287	100	56	100	68	100	267	100	12	100	276	100
b. Discuss your experience with other students in an organized setting (class, seminar, work group, etc.)	HIPdiscuss	1	Never	39	14	3	5	8	12	61	23	1	8	34	12
		2	Sometimes	81	29	10	18	13	19	61	23	3	25	60	22
		3	Often	99	35	14	25	14	21	63	24	2	17	77	28
		4	Very often	65	23	28	51	33	49	83	31	6	50	104	38
		Total		284	100	55	100	68	100	268	100	12	100	275	100
c. Track your experience with informal writing (notes, journal, blog, etc.)	HIPjournal	1	Never	48	17	17	30	11	16	60	22	1	8	53	19
		2	Sometimes	87	30	15	27	8	12	57	21	5	42	74	27
		3	Often	96	34	11	20	14	21	56	21	3	25	76	28
		4	Very often	55	19	13	23	35	51	94	35	3	25	71	26
		Total		286	100	56	100	68	100	267	100	12	100	274	100
d. Connect what you were learning to societal problems or issues	HIPsocietal	1	Never	36	13	9	16	10	15	55	21	1	8	61	22
		2	Sometimes	84	29	14	25	14	21	61	23	4	33	65	24
		3	Often	105	36	14	25	16	24	69	26	2	17	76	28
		4	Very often	63	22	19	34	28	41	82	31	5	42	73	27
		Total		288	100	56	100	68	100	267	100	12	100	275	100
e. Connect what you were learning to your major field or career goals	HIPconnect	1	Never	31	11	4	7	1	1	7	3	1	8	9	3
		2	Sometimes	77	27	11	20	5	7	36	13	3	25	50	18
		3	Often	100	35	19	34	17	25	68	25	1	8	79	29
		4	Very often	79	28	22	39	45	66	157	59	7	58	137	50
		Total		287	100	56	100	68	100	268	100	12	100	275	100

Notes: Dashes ("-") indicate the item was skipped due to survey display logic. Cell counts may be small—interpret results with caution. All results are unweighted.

Seniors: Done or In Progress

These results are from students who participated in at least one High-Impact Practice. Those who participated in more than one were asked to choose one for their responses.

Frequency Distributions

Item wording or description	Variable name	Values	Response options	Service-Learning		Learning Community		Research w/Faculty		Internship/Field Exp.		Study Abroad		Culminating Senior Exp.	
				Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
14. At or near the conclusion of this experience, which of the following did you do [will you have done]?															
a. Give a presentation in a class or other closed meeting at this institution	HIPpresent	0	No	118	41	15	27	13	19	116	44	3	25	49	18
		1	Yes	117	41	31	56	47	69	98	37	7	58	202	74
		9	Not sure	52	18	9	16	8	12	52	20	2	17	23	8
			Total	287	100	55	100	68	100	266	100	12	100	274	100
b. Give a public presentation or performance (conference, video, recital, exhibit, etc.)	HIPpublic	0	No	163	57	20	36	19	28	130	49	5	42	110	40
		1	Yes	67	24	22	39	37	55	90	34	4	33	122	45
		9	Not sure	54	19	14	25	11	16	47	18	3	25	42	15
			Total	284	100	56	100	67	100	267	100	12	100	274	100
c. Write a paper or report	HIPreport	0	No	71	25	15	27	8	12	93	35	3	25	31	11
		1	Yes	183	64	35	63	53	78	140	53	8	67	218	79
		9	Not sure	31	11	6	11	7	10	33	12	1	8	26	9
			Total	285	100	56	100	68	100	266	100	12	100	275	100
15. To what extent has this experience contributed to your knowledge, skills, and personal development in the following areas?															
a. Understanding concepts in your courses or major	HIPconcepts	1	Very little	16	6	4	7	2	3	9	3	1	8	9	3
		2	Some	71	25	10	18	5	7	40	15	5	42	32	12
		3	Quite a bit	90	32	20	36	16	24	55	21	2	17	93	34
		4	Very much	107	38	22	39	45	66	161	61	4	33	138	51
			Total	284	100	56	100	68	100	265	100	12	100	272	100
b. Understanding societal problems or issues	HIPissues	1	Very little	16	6	7	13	11	16	36	14	0	0	56	21
		2	Some	66	23	16	29	13	19	38	14	3	25	42	15
		3	Quite a bit	99	35	15	27	11	16	72	27	5	42	82	30
		4	Very much	102	36	18	32	33	49	118	45	4	33	91	34
			Total	283	100	56	100	68	100	264	100	12	100	271	100
c. Applying theory to practice	HIPtheory	1	Very little	25	9	10	18	2	3	15	6	1	8	16	6
		2	Some	66	23	7	13	9	13	40	15	1	8	35	13
		3	Quite a bit	99	35	18	33	11	16	70	26	6	50	96	35
		4	Very much	94	33	20	36	46	68	140	53	4	33	126	46
			Total	284	100	55	100	68	100	265	100	12	100	273	100
d. Solving complex, real-world problems	HIPprobsolve	1	Very little	30	11	8	15	3	4	17	6	1	8	30	11
		2	Some	65	23	11	20	7	10	35	13	3	25	61	22
		3	Quite a bit	103	36	16	29	18	26	69	26	3	25	85	31
		4	Very much	86	30	20	36	40	59	145	55	5	42	97	36
			Total	284	100	55	100	68	100	266	100	12	100	273	100
e. Acquiring job- or work-related skills	HIPjobskills	1	Very little	28	10	11	20	4	6	9	3	2	17	28	10
		2	Some	67	24	13	23	8	12	15	6	3	25	48	18
		3	Quite a bit	102	36	11	20	14	21	56	21	3	25	87	32
		4	Very much	88	31	21	38	42	62	186	70	4	33	109	40
			Total	285	100	56	100	68	100	266	100	12	100	272	100
f. Preparing for your plans after graduation	HIPpostgrad	1	Very little	42	15	15	27	4	6	13	5	1	8	43	16
		2	Some	68	24	15	27	8	12	25	9	2	17	65	24
		3	Quite a bit	91	32	10	18	11	16	62	23	6	50	75	27
		4	Very much	82	29	16	29	45	66	165	62	3	25	90	33
			Total	283	100	56	100	68	100	265	100	12	100	273	100

Notes: Dashes ("-") indicate the item was skipped due to survey display logic. Cell counts may be small—interpret results with caution. All results are unweighted.

Seniors: Done or In Progress

These results are from students who participated in at least one High-Impact Practice. Those who participated in more than one were asked to choose one for their responses.

Frequency Distributions

Item wording or description	Variable name	Values	Response options	Service-Learning		Learning Community		Research w/Faculty		Internship/Field Exp.		Study Abroad		Culminating Senior Exp.	
				Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
g. Developing the skills necessary to work effectively with people from various backgrounds	HIPdiverse	1	Very little	25	9	3	5	3	4	9	3	0	0	32	12
		2	Some	68	24	12	21	14	21	26	10	3	25	60	22
		3	Quite a bit	97	34	21	37	16	24	68	26	2	17	78	29
		4	Very much	94	33	21	37	34	51	162	61	7	58	100	37
			Total	284	100	57	100	67	100	265	100	12	100	270	100

16. Overall, how would you evaluate the quality of this experience?

Item wording or description	Variable name	Values	Response options	Service-Learning		Learning Community		Research w/Faculty		Internship/Field Exp.		Study Abroad		Culminating Senior Exp.	
				Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
	HIPquality	1	Poor	10	4	3	5	2	3	4	2	0	0	9	3
		2		6	2	0	0	0	0	3	1	0	0	2	1
		3		19	7	2	4	1	1	4	2	2	17	13	5
		4		50	18	6	11	3	4	11	4	0	0	25	9
		5		67	24	14	25	9	13	49	19	2	17	67	25
		6		71	25	17	31	12	18	66	25	0	0	76	28
		7	Excellent	60	21	13	24	41	60	125	48	8	67	77	29
	Total	283	100	55	100	68	100	262	100	12	100	269	100		

17. What is [was] *most* satisfying about this experience?

This question asked students to respond in an open text box. Responses are provided in your "NSSE22 Student Comments" report and in a separate SPSS data file.

18. What is [was] *least* satisfying about this experience?

This question asked students to respond in an open text box. Responses are provided in your "NSSE22 Student Comments" report and in a separate SPSS data file.

These open-ended responses appear exactly as respondents entered them and may not be suitable for distribution without prior review.

First-Year Students: Plan to Do

These results are from students who had not done any of the High-Impact Practices, but *planned* to participate in at least one. If they planned to do more than one, a HIP was randomly chosen for their responses. Excludes the service-learning item which does not include the "plan to do" option.

Frequency Distributions

Item wording	Variable name	Values	Response options	Learning Community		Research w/Faculty		Internship/Field Exp.		Study Abroad		Culminating Senior Exp.	
				Count	%	Count	%	Count	%	Count	%	Count	%
	HIPplansselect		Total	12	100	10	100	95	100	19	100	25	100

19. Earlier, you indicated that you plan to participate in [one of the following]. We have some follow-up questions about your plans. First, how *certain* are you that you will participate in [this experience]?

HIPplancertain	1	Not at all certain	5	42	1	10	10	11	3	16	7	28
	2	Somewhat certain	4	33	7	70	53	56	12	63	10	40
	3	Very certain	3	25	2	20	32	34	4	21	8	32
		Total	12	100	10	100	95	100	19	100	25	100

20. When are you *most likely* to participate in [selected HIP]?

HIPplanwhen	1	Before the end of this term	2	18	0	0	0	0	1	5	0	0
	2	During the summer or another break	0	0	1	10	19	20	0	0	2	8
	3	Next fall	5	45	2	20	10	11	0	0	0	0
	4	Next winter or spring	0	0	1	10	8	8	1	5	0	0
	5	Before you graduate, but after next year	3	27	6	60	55	58	17	89	21	84
	6	After you graduate	1	9	0	0	3	3	0	0	2	8
	Total	11	100	10	100	95	100	19	100	25	100	

21. Which of the following is a reason why you might *not* participate in [selected HIP]? (Read all the reasons below and selected all that apply).

HIPplandontknow	You do not know enough about it	8	67	8	80	61	66	14	74	20	83
HIPplannotoffered	It is not offered at this institution to the best of your knowledge	1	8	2	20	16	17	1	5	1	4
HIPplannointerest	You are not interested	5	42	0	0	15	16	0	0	2	8
HIPplancompleted	You already completed an experience like this	1	8	0	0	1	1	0	0	0	0
HIPplannegative	You heard negative things about it	1	8	2	20	16	17	2	11	2	8
HIPplannotrelated	It is not related to your major(s)	5	42	2	20	33	36	4	21	5	21
HIPplannotrequired	You don't need it to graduate (not required by your major or degree program, for example)	2	17	3	30	6	7	7	37	4	17
HIPplannofit	You can't fit it into your academic plans at this institution	3	25	3	30	30	33	7	37	3	13
HIPplannoteligible	You think you would not be eligible or selected, or you applied and were not accepted	3	25	1	10	32	35	11	58	3	13
HIPplangpa	You do not meet the GPA requirement	2	17	0	0	13	14	2	11	2	8
HIPplanunlikely	People like you are unlikely to participate	2	17	0	0	8	9	1	5	2	8
HIPplanuncomfortable	You would not feel comfortable or welcomed doing it	3	25	2	20	22	24	2	11	4	17
HIPplanunprepared	You would not feel prepared for it	4	33	3	30	39	42	8	42	4	17
HIPplandiscourage	Parents, other family members, or other peers discourage you from participating	1	8	0	0	6	7	1	5	0	0
HIPplanlanguage	Language would be a barrier	1	8	0	0	2	2	4	21	1	4
HIPplanremote	You study remotely	2	17	1	10	5	5	1	5	2	8
HIPplanafford	It is not affordable	3	25	3	30	30	33	11	58	5	21
HIPplanfamily	It is not feasible due to family or work obligations	0	0	1	10	16	17	3	16	3	13
HIPplanlive	It is not feasible because of where you live	1	8	0	0	19	21	0	0	1	4
HIPplancovid	COVID-19 pandemic restrictions	1	8	1	10	16	17	2	11	3	13
HIPplanother	Other	0	0	1	10	4	4	2	11	1	4

22. So far at this institution, have you had any educational experiences that profoundly impacted you or that you consider life-changing? If so, please describe.

This question asked students to respond in an open text box. Responses are provided in your "NSSE22 Student Comments" report and in a separate SPSS data file.

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Seniors: Plan to Do

These results are from students who had not done any of the High-Impact Practices, but *planned* to participate in at least one. If they planned to do more than one, a HIP was randomly chosen for their responses. Excludes the service-learning item which does not include the "plan to do" option.

Item wording	Variable name	Values	Response options	Frequency Distributions									
				Learning Community		Research w/Faculty		Internship/Field Exp.		Study Abroad		Culminating Senior Exp.	
				Count	%	Count	%	Count	%	Count	%	Count	%
	HIPplansselect		Total	14	100	13	100	106	100	9	100	49	100

19. Earlier, you indicated that you plan to participate in [one of the following]. We have some follow-up questions about your plans. First, how *certain* are you that you will participate in [this experience]?

HIPplancertain	1	Not at all certain	4	29	2	15	18	17	5	56	9	19	
	2	Somewhat certain	9	64	8	62	52	49	4	44	12	25	
	3	Very certain	1	7	3	23	36	34	0	0	27	56	
	Total			14	100	13	100	106	100	9	100	48	100

20. When are you *most likely* to participate in [selected HIP]?

HIPplanwhen	1	Before the end of this term	0	0	3	23	10	10	0	0	4	8
	2	During the summer or another break	2	14	1	8	39	37	2	22	4	8
	3	Next fall	3	21	2	15	9	9	0	0	15	31
	4	Next winter or spring	0	0	1	8	4	4	0	0	10	21
	5	Before you graduate, but after next year	3	21	0	0	14	13	0	0	12	25
	6	After you graduate	6	43	6	46	29	28	7	78	3	6
	Total			14	100	13	100	105	100	9	100	48

21. Which of the following is a reason why you might *not* participate in [selected HIP]? (Read all the reasons below and selected all that apply).

HIPplandontknow	You do not know enough about it	11	79	8	67	52	53	3	33	23	58
HIPplannotoffered	It is not offered at this institution to the best of your knowledge	0	0	1	8	18	18	0	0	2	5
HIPplannointerest	You are not interested	4	29	2	17	12	12	0	0	7	18
HIPplancompleted	You already completed an experience like this	1	7	1	8	4	4	0	0	0	0
HIPplannegative	You heard negative things about it	3	21	1	8	12	12	0	0	1	3
HIPplannotrelated	It is not related to your major(s)	3	21	5	42	24	24	1	11	4	10
HIPplannotrequired	You don't need it to graduate (not required by your major or degree program, for example)	2	14	3	25	21	21	4	44	7	18
HIPplannofit	You can't fit it into your academic plans at this institution	4	29	5	42	34	34	6	67	5	13
HIPplannoteligible	You think you would not be eligible or selected, or you applied and were not accepted	2	14	3	25	37	37	4	44	2	5
HIPplangpa	You do not meet the GPA requirement	2	14	0	0	10	10	0	0	2	5
HIPplanunlikely	People like you are unlikely to participate	2	14	1	8	8	8	0	0	2	5
HIPplanuncomfortable	You would not feel comfortable or welcomed doing it	2	14	2	17	11	11	0	0	2	5
HIPplanunprepared	You would not feel prepared for it	1	7	3	25	31	31	0	0	8	20
HIPplandiscourage	Parents, other family members, or other peers discourage you from participating	1	7	0	0	4	4	1	11	1	3
HIPplanlanguage	Language would be a barrier	1	7	1	8	0	0	1	11	0	0
HIPplanremote	You study remotely	0	0	1	8	7	7	0	0	6	15
HIPplanafford	It is not affordable	3	21	3	25	22	22	6	67	4	10
HIPplanfamily	It is not feasible due to family or work obligations	5	36	5	42	28	28	2	22	8	20
HIPplanlive	It is not feasible because of where you live	5	36	2	17	18	18	0	0	1	3
HIPplancovid	COVID-19 pandemic restrictions	3	21	1	8	15	15	2	22	4	10
HIPplanother	Other	0	0	0	0	4	4	0	0	2	5

22. So far at this institution, have you had any educational experiences that profoundly impacted you or that you consider life-changing? If so, please describe.

This question asked students to respond in an open text box. Responses are provided in your "NSSE22 Student Comments" report and in a separate SPSS data file.

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First-Year Students: Do Not Plan/Undecided

These responses are from students who did not plan to do or were undecided about participating in any of the High-Impact Practices. They are first asked how interested they would be to participate in each. Those who were "somewhat" or "very" interested in one or more HIPs are asked follow-up questions about one of them (chosen at random).

Frequency Distributions

<i>Item wording or description</i>	<i>Variable name</i>	<i>Values</i>	<i>Response options</i>	<i>Count</i>	<i>%</i>
23. If there were <i>no barriers</i> (availability, cost, time, etc.) to your participation, how interested would you be [have been] in the following opportunities?					
a. An internship, co-op, field experience, student teaching, or clinical placement	HIPnbintern	1	Not at all interested	19	43
		2	Somewhat interested	16	36
		3	Very interested	9	20
		Total		44	100
b. A learning community or some other formal program where groups of students take two or more classes together	HIPnblearncom	1	Not at all interested	21	47
		2	Somewhat interested	22	49
		3	Very interested	2	4
		Total		45	100
c. A study abroad program	HIPnbabroad	1	Not at all interested	17	37
		2	Somewhat interested	20	43
		3	Very interested	9	20
		Total		46	100
d. A research project with a faculty member	HIPnbresearch	1	Not at all interested	33	73
		2	Somewhat interested	11	24
		3	Very interested	1	2
		Total		45	100
e. A culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.)	HIPnbcapstone	1	Not at all interested	29	64
		2	Somewhat interested	16	36
		3	Very interested	0	0
		Total		45	100
f. A course at this institution that includes a community-based project (service-learning)	HIPnbservcourse	1	Not at all interested	21	47
		2	Somewhat interested	23	51
		3	Very interested	1	2
		Total		45	100

First-Year Students: Do Not Plan/Undecided

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Frequency Distributions

Item wording or description	Variable name	Values	Response options	Service-Learning		Learning Community		Research w/Faculty		Internship/Field Exp.		Study Abroad		Culminating Senior Exp.		
				Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
	HIPnbselect		Total	8	100	9	100	4	100	8	100	9	100	2	100	
24. How much do you know about this type of experience?																
	HIPnbknow		1	Nothing at all	4	50	4	44	2	50	3	43	0	0	1	50
			2	Very little	2	25	2	22	2	50	2	29	5	56	0	0
			3	Some	2	25	3	33	0	0	2	29	4	44	1	50
			4	Quite a bit	0	0	0	0	0	0	0	0	0	0	0	0
			5	Very much	0	0	0	0	0	0	0	0	0	0	0	0
			Total		8	100	9	100	4	100	7	100	9	100	2	100
25. How much has this institution informed you about your opportunities to participate in this kind of experience?																
	HIPnb informed		1	Nothing at all	2	25	4	44	2	50	2	33	3	33	0	0
			2	Very little	3	38	1	11	1	25	1	17	4	44	0	0
			3	Some	1	13	3	33	1	25	2	33	2	22	2	100
			4	Quite a bit	2	25	1	11	0	0	1	17	0	0	0	0
			5	Very much	0	0	0	0	0	0	0	0	0	0	0	0
			Total		8	100	9	100	4	100	6	100	9	100	2	100
26. How much do you know about what is needed for you to participate?																
	HIPnbneeded		1	Nothing at all	4	50	4	44	2	50	1	14	2	22	0	0
			2	Very little	1	13	3	33	1	25	4	57	5	56	1	50
			3	Some	3	38	2	22	1	25	0	0	2	22	1	50
			4	Quite a bit	0	0	0	0	0	0	1	14	0	0	0	0
			5	Very much	0	0	0	0	0	0	1	14	0	0	0	0
			Total		8	100	9	100	4	100	7	100	9	100	2	100

First-Year Students: Do Not Plan/Undecided

These responses are from students who did not plan to do or were undecided about participating in any of the High-Impact Practices. They are first asked how interested they would be to participate in each. Those who were "somewhat" or "very" interested in one or more HIPs are asked follow-up questions about one of them (chosen at random).

Frequency Distributions

Variable name	Response options	Service-Learning		Learning Community		Research w/Faculty		Internship/Field Exp.		Study Abroad		Culminating Senior Exp.	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
HIPnbselect	Total	8	100	9	100	4	100	8	100	9	100	2	100

27a. Which of the following is a reason why you would *not* participate in any experience? (Read all reasons below and select all that apply.)

HIPnbdontknow	You do not know enough about it	6	75	8	89	4	100	7	100	5	56	2	100
HIPnbnotoffered	It is not offered at this institution to the best of your knowledge	1	13	0	0	0	0	1	14	0	0	0	0
HIPnbnointerest	You are not interested	3	38	0	0	0	0	1	14	0	0	0	0
HIPnbcompleted	You already completed an experience like this	0	0	0	0	0	0	0	0	0	0	0	0
HIPnbnegative	You heard negative things about it	1	13	0	0	0	0	1	14	1	11	0	0
HIPnbnotrelated	It is not related to your major(s)	2	25	2	22	2	50	3	43	0	0	0	0
HIPnbnotrequired	You don't need it to graduate (not required by your major or degree program, for example)	0	0	1	11	3	75	4	57	2	22	1	50
HIPnbnofit	You can't fit it into your academic plans at this institution	2	25	1	11	0	0	2	29	1	11	0	0
HIPnbnoteligible	You think you would not be eligible or selected, or you applied and were not accepted	1	13	0	0	0	0	3	43	4	44	0	0
HIPnbgpa	You do not meet the GPA requirement	0	0	0	0	0	0	1	14	1	11	0	0
HIPnbunlikely	People like you are unlikely to participate	0	0	0	0	1	25	1	14	0	0	0	0
HIPnbuncomfortable	You would not feel comfortable or welcomed doing it	2	25	1	11	1	25	2	29	2	22	0	0
HIPnbunprepared	You would not feel prepared for it	4	50	4	44	4	100	4	57	6	67	1	50
HIPnbdiscourage	Parents, other family members, or other peers discourage you from participating	0	0	1	11	0	0	1	14	4	44	0	0
HIPnblanguage	Language would be a barrier	0	0	0	0	0	0	0	0	3	33	0	0
HIPnbremote	You study remotely	2	25	0	0	0	0	1	14	1	11	0	0
HIPnbbafford	It is not affordable	2	25	0	0	3	75	4	57	4	44	0	0
HIPnbfamily	It is not feasible due to family or work obligations	2	25	0	0	1	25	3	43	2	22	0	0
HIPnblive	It is not feasible because of where you live	3	38	0	0	2	50	0	0	0	0	0	0
HIPnbcovid	COVID-19 pandemic restrictions	2	25	1	11	0	0	1	14	2	22	0	0
HIPnbother	Other	0	0	0	0	0	0	0	0	0	0	0	0

28. So far at this institution, have you had any educational experiences that profoundly impacted you or that you consider life-changing? If so, please describe.

This question asked students to respond in an open text box. Responses are provided in your "NSSE22 Student Comments" report and in a separate SPSS data file.

These open-ended responses appear exactly as respondents entered them and may not be suitable for distribution without prior review.

Seniors: Do Not Plan/Undecided

These responses are from students who did not plan to do or were undecided about participating in any of the High-Impact Practices. They are first asked how interested they would be to participate in each. Those who were "somewhat" or "very" interested in one or more HIPs are asked follow-up questions about one of them (chosen at random).

Frequency Distributions

<i>Item wording or description</i>	<i>Variable name</i>	<i>Values</i>	<i>Response options</i>	<i>Count</i>	<i>%</i>
23. If there were no barriers (availability, cost, time, etc.) to your participation, how interested would you be [have been] in the following opportunities?					
a. An internship, co-op, field experience, student teaching, or clinical placement	HIPnbintern	1	Not at all interested	42	25
		2	Somewhat interested	49	30
		3	Very interested	74	45
		Total		165	100
b. A learning community or some other formal program where groups of students take two or more classes together	HIPnblearncom	1	Not at all interested	84	52
		2	Somewhat interested	52	32
		3	Very interested	27	17
		Total		163	100
c. A study abroad program	HIPnbabroad	1	Not at all interested	67	41
		2	Somewhat interested	38	23
		3	Very interested	60	36
		Total		165	100
d. A research project with a faculty member	HIPnbresearch	1	Not at all interested	86	52
		2	Somewhat interested	50	30
		3	Very interested	30	18
		Total		166	100
e. A culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.)	HIPnbcapstone	1	Not at all interested	97	58
		2	Somewhat interested	55	33
		3	Very interested	14	8
		Total		166	100
f. A course at this institution that includes a community-based project (service-learning)	HIPnbservcourse	1	Not at all interested	78	47
		2	Somewhat interested	65	39
		3	Very interested	23	14
		Total		166	100

Seniors: Do Not Plan/Undecided

These responses are from students who did not plan to do or were undecided about participating in any of the High-Impact Practices. They are first asked how interested they would be to participate in each. Those who were "somewhat" or "very" interested in one or more HIPs are asked follow-up questions about one of them (chosen at random).

Frequency Distributions

Item wording or description	Variable name	Values	Response options	Service-Learning		Learning Community		Research w/Faculty		Internship/Field Exp.		Study Abroad		Culminating Senior Exp.	
				Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
	HIPnbselect	Total		21	100	29	100	15	100	30	100	21	100	19	100
24. How much do you know about this type of experience?															
	HIPnbknow	1	Nothing at all	10	48	6	21	6	43	8	27	6	29	6	32
		2	Very little	7	33	12	41	4	29	12	40	2	10	9	47
		3	Some	3	14	6	21	3	21	6	20	6	29	4	21
		4	Quite a bit	0	0	4	14	1	7	2	7	5	24	0	0
		5	Very much	1	5	1	3	0	0	2	7	2	10	0	0
		Total		21	100	29	100	14	100	30	100	21	100	19	100
25. How much has this institution informed you about your opportunities to participate in this kind of experience?															
	HIPnb informed	1	Nothing at all	6	29	2	7	6	43	2	7	7	33	10	56
		2	Very little	9	43	14	50	4	29	8	28	5	24	5	28
		3	Some	5	24	9	32	2	14	10	34	7	33	2	11
		4	Quite a bit	0	0	3	11	2	14	6	21	2	10	1	6
		5	Very much	1	5	0	0	0	0	3	10	0	0	0	0
		Total		21	100	28	100	14	100	29	100	21	100	18	100
26. How much do you know about what is needed for you to participate?															
	HIPnbneeded	1	Nothing at all	10	48	9	32	8	57	8	28	5	24	10	56
		2	Very little	7	33	12	43	5	36	12	41	8	38	4	22
		3	Some	3	14	5	18	1	7	4	14	3	14	2	11
		4	Quite a bit	1	5	2	7	0	0	4	14	3	14	1	6
		5	Very much	0	0	0	0	0	0	1	3	2	10	1	6
		Total		21	100	28	100	14	100	29	100	21	100	18	100

Seniors: Do Not Plan/Undecided

These responses are from students who did not plan to do or were undecided about participating in any of the High-Impact Practices. They are first asked how interested they would be to participate in each. Those who were "somewhat" or "very" interested in one or more HIPs are asked follow-up questions about one of them (chosen at random).

Frequency Distributions

Variable name	Response options	Service-Learning		Learning Community		Research w/Faculty		Internship/Field Exp.		Study Abroad		Culminating Senior Exp.	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
HIPnbselect	Total	21	100	29	100	15	100	30	100	21	100	19	100

27a. Which of the following is a reason why you would *not* participate in any experience? (Read all reasons below and select all that apply.)

HIPnbdontknow	You do not know enough about it	17	81	21	72	7	54	13	45	8	38	17	94
HIPnbnotoffered	It is not offered at this institution to the best of your knowledge	4	19	4	14	2	15	5	17	2	10	4	22
HIPnbnointerest	You are not interested	2	10	3	10	0	0	10	34	1	5	3	17
HIPnbcompleted	You already completed an experience like this	1	5	1	3	0	0	1	3	0	0	0	0
HIPnbnegative	You heard negative things about it	2	10	4	14	0	0	4	14	0	0	1	6
HIPnbnotrelated	It is not related to your major(s)	2	10	7	24	1	8	12	41	5	24	6	33
HIPnbnotrequired	You don't need it to graduate (not required by your major or degree program, for example)	7	33	5	17	7	54	14	48	9	43	4	22
HIPnbnofit	You can't fit it into your academic plans at this institution	5	24	7	24	5	38	17	59	9	43	6	33
HIPnbnoteligible	You think you would not be eligible or selected, or you applied and were not accepted	2	10	4	14	3	23	8	28	2	10	2	11
HIPnbgpa	You do not meet the GPA requirement	3	14	2	7	2	15	1	3	2	10	0	0
HIPnbunlikely	People like you are unlikely to participate	0	0	3	10	3	23	3	10	2	10	1	6
HIPnbuncomfortable	You would not feel comfortable or welcomed doing it	2	10	6	21	0	0	3	10	3	14	2	11
HIPnbunprepared	You would not feel prepared for it	5	24	9	31	3	23	9	31	7	33	5	28
HIPnbdiscourage	Parents, other family members, or other peers discourage you from participating	0	0	0	0	0	0	0	0	3	14	1	6
HIPnblanguage	Language would be a barrier	0	0	0	0	1	8	0	0	3	14	0	0
HIPnbremote	You study remotely	2	10	4	14	2	15	3	10	0	0	3	17
HIPnbbafford	It is not affordable	4	19	6	21	5	38	8	28	13	62	3	17
HIPnbfamily	It is not feasible due to family or work obligations	6	29	8	28	7	54	14	48	11	52	4	22
HIPnblive	It is not feasible because of where you live	1	5	2	7	2	15	7	24	0	0	1	6
HIPnbcovid	COVID-19 pandemic restrictions	8	38	3	10	2	15	3	10	7	33	3	17
HIPnbother	Other	0	0	1	3	0	0	2	7	1	5	0	0

28. So far at this institution, have you had any educational experiences that profoundly impacted you or that you consider life-changing? If so, please describe.

This question asked students to respond in an open text box. Responses are provided in your "NSSE22 Student Comments" report and in a separate SPSS data file.

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NSSE 2022 Topical Module Report

Inclusiveness & Engagement with Diversity

California State University, Sacramento

This module examines environments, processes, and activities that reflect the engagement and validation of cultural diversity and promote greater understanding of societal differences. Questions explore students' exposure to inclusive teaching practices and intercultural learning; perceptions of institutional values and commitment regarding diversity; and participation in diversity-related programming and coursework.

Comparison group details are in the online Selected Comparison Groups report, linked in the Data & Reports table on the Institution Interface. A PDF copy is also saved in your report download folder.

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First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Sacramento State		Public Master's L		Sacramento State	Public Master's L	
				Count	%	Count	%	Mean	Mean	Effect size ^d
1. During the current school year, how much has your coursework emphasized the following?										
a. Developing the skills necessary to work effectively with people from various backgrounds	ICDskills	1	Very little	39	8	253	12	2.8	2.6 ***	.19
		2	Some	128	28	786	33			
		3	Quite a bit	191	42	956	39			
		4	Very much	94	21	429	16			
		Total		452	100	2,424	100			
b. Recognizing your own cultural norms and biases	ICDbiases	1	Very little	40	9	283	14	2.7	2.6 ***	.17
		2	Some	127	28	750	32			
		3	Quite a bit	202	46	941	37			
		4	Very much	82	18	453	17			
		Total		451	100	2,427	100			
c. Sharing your own perspectives and experiences	ICDperspective	1	Very little	28	6	157	8	2.9	2.7 ***	.18
		2	Some	106	24	705	30			
		3	Quite a bit	207	45	1,049	43			
		4	Very much	110	25	517	19			
		Total		451	100	2,428	100			
d. Exploring your own background through projects, assignments, or programs	ICDbackground	1	Very little	66	14	408	19	2.6	2.4 ***	.17
		2	Some	136	30	808	34			
		3	Quite a bit	170	38	817	33			
		4	Very much	78	17	394	14			
		Total		450	100	2,427	100			
e. Learning about other cultures	ICDcultures	1	Very little	36	8	316	15	2.8	2.5 ***	.32
		2	Some	131	28	839	36			
		3	Quite a bit	184	42	844	33			
		4	Very much	98	22	430	15			
		Total		449	100	2,429	100			
f. Discussing issues of equity or privilege	ICDequity	1	Very little	43	9	329	16	2.7	2.5 ***	.22
		2	Some	135	30	779	33			
		3	Quite a bit	171	38	823	33			
		4	Very much	101	23	493	18			
		Total		450	100	2,424	100			
g. Respecting the expression of diverse ideas	ICDideas	1	Very little	27	6	200	10	3.0	2.7 ***	.28
		2	Some	90	20	673	28			
		3	Quite a bit	197	44	981	40			
		4	Very much	133	30	574	22			
		Total		447	100	2,428	100			
2. How much does your institution emphasize the following?										
a. Demonstrating a commitment to diversity	ICDcommitment	1	Very little	20	4	157	8	3.1	2.7 ***	.35
		2	Some	91	20	725	33			
		3	Quite a bit	184	41	936	37			
		4	Very much	154	34	601	23			
		Total		449	100	2,419	100			

NSSE 2022 Inclusiveness & Engagement with Diversity

Frequencies and Statistical Comparisons California State University, Sacramento

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Sacramento State		Public Master's L		Sacramento State	Public Master's L	Effect size ^d
				Count	%	Count	%	Mean	Mean	
b. Providing students with the resources needed for success in a multicultural world	ICDresources	1	Very little	25	5	193	9	3.0	2.7 ***	.37
		2	Some	94	21	786	35			
		3	Quite a bit	188	42	886	35			
		4	Very much	142	32	559	21			
		Total		449	100	2,424	100			
c. Creating an overall sense of community among students	ICDcommunity	1	Very little	16	3	153	7	3.0	2.8 ***	.28
		2	Some	103	23	671	30			
		3	Quite a bit	189	42	971	40			
		4	Very much	141	32	621	23			
		Total		449	100	2,416	100			
d. Ensuring that you are not stigmatized because of your identity (racial/ethnic, gender, religious, sexual orientation, etc.)	ICDstigma	1	Very little	21	5	164	8	3.1	2.8 ***	.36
		2	Some	75	17	615	28			
		3	Quite a bit	183	41	1,004	40			
		4	Very much	167	37	632	23			
		Total		446	100	2,415	100			
e. Providing information about anti-discrimination and harassment policies	ICDdiscrimination	1	Very little	23	5	165	8	3.0	2.8 ***	.28
		2	Some	88	20	663	30			
		3	Quite a bit	180	40	929	38			
		4	Very much	155	35	661	25			
		Total		446	100	2,418	100			
f. Taking allegations of discrimination or harassment seriously	ICDallegations	1	Very little	19	4	195	10	3.1	2.8 ***	.35
		2	Some	75	17	606	27			
		3	Quite a bit	189	42	929	38			
		4	Very much	163	37	680	26			
		Total		446	100	2,410	100			
g. Helping students develop the skills to confront discrimination and harassment	ICDconfront	1	Very little	42	9	247	12	2.9	2.6 ***	.26
		2	Some	101	23	728	33			
		3	Quite a bit	181	40	896	36			
		4	Very much	124	28	539	20			
		Total		448	100	2,410	100			
3. How much does your institution provide a supportive environment for the following forms of diversity?										
a. Racial/ethnic identity	ICDrace	1	Very little	11	3	119	6	3.2	2.8 ***	.41
		2	Some	73	16	603	29			
		3	Quite a bit	174	38	964	38			
		4	Very much	190	43	721	27			
		Total		448	100	2,407	100			
b. Gender identity	ICDgender	1	Very little	15	4	105	5	3.1	2.9 ***	.27
		2	Some	84	18	603	28			
		3	Quite a bit	172	38	948	39			
		4	Very much	177	40	750	28			
		Total		448	100	2,406	100			
c. Economic background	ICDecon	1	Very little	26	6	174	9	3.0	2.7 ***	.29
		2	Some	100	22	707	32			
		3	Quite a bit	178	40	922	37			
		4	Very much	143	32	608	22			
		Total		447	100	2,411	100			

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Sacramento State		Public Master's L		Sacramento State	Public Master's L	Effect size ^d
				Count	%	Count	%	Mean	Mean	
d. Political affiliation	ICDpolitics	1	Very little	48	11	308	16	2.7	2.5 ***	.21
		2	Some	155	34	836	37			
		3	Quite a bit	145	33	785	31			
		4	Very much	100	23	479	16			
		Total		448	100	2,408	100			
e. Religious affiliation	ICDreligion	1	Very little	31	7	224	11	2.8	2.6 ***	.21
		2	Some	133	29	743	33			
		3	Quite a bit	166	37	863	35			
		4	Very much	119	27	578	20			
		Total		449	100	2,408	100			
f. Sexual orientation	ICDsexorient	1	Very little	23	6	122	6	3.1	2.9 ***	.21
		2	Some	91	20	602	28			
		3	Quite a bit	172	38	951	39			
		4	Very much	164	37	735	27			
		Total		450	100	2,410	100			
g. Disability status	ICDability	1	Very little	26	6	205	10	3.0	2.7 ***	.27
		2	Some	108	23	699	31			
		3	Quite a bit	169	38	873	36			
		4	Very much	147	33	633	23			
		Total		450	100	2,410	100			
h. Citizenship or immigration status	ICDcitizen <i>(Comparison data are limited to NSSE 2022.)</i>	1	Very little	32	7	233	11	2.9	2.6 ***	.30
		2	Some	113	25	762	34			
		3	Quite a bit	168	37	815	33			
		4	Very much	137	31	597	22			
		Total		450	100	2,407	100			

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Sacramento State		Public Master's L		Sacramento State	Public Master's L	Effect size ^d
				Count	%	Count	%	Mean	Mean	
4. During the current school year, about how often have you done the following?										
a. Attended events, activities, or presentations that reflect an appreciation for diverse groups of people	ICDevents	1	Never	212	47	628	25	1.8	2.2 ***	-.39
		2	Sometimes	144	32	1,016	44			
		3	Often	64	15	527	22			
		4	Very often	29	7	239	9			
		Total		449	100	2,410	100			
b. Participated in the activities of centers related to specific groups (racial-ethnic, cultural, religious, gender, LGBT, etc.)	ICDcenters	1	Never	293	65	1,074	44	1.5	1.9 ***	-.36
		2	Sometimes	99	22	738	33			
		3	Often	30	7	381	15			
		4	Very often	27	6	210	8			
		Total		449	100	2,403	100			
c. Participated in a diversity-related club or organization	ICDclub	1	Never	319	71	1,295	52	1.5	1.8 ***	-.29
		2	Sometimes	60	13	592	26			
		3	Often	45	10	326	13			
		4	Very often	25	5	191	8			
		Total		449	100	2,404	100			
d. Participated in a demonstration for a diversity-related cause (rally, protest, etc.)	ICDprotest	1	Never	333	75	1,545	66	1.4	1.5 **	-.14
		2	Sometimes	62	13	467	19			
		3	Often	34	8	269	10			
		4	Very often	17	4	116	4			
		Total		446	100	2,397	100			
e. Reflected on your cultural identity	ICDreflect	1	Never	122	28	720	28	2.2	2.2	.00
		2	Sometimes	169	37	870	38			
		3	Often	99	22	521	23			
		4	Very often	58	13	295	12			
		Total		448	100	2,406	100			

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Sacramento State		Public Master's L		Sacramento State	Public Master's L	
				Count	%	Count	%	Mean	Mean	Effect size ^d
1. During the current school year, how much has your coursework emphasized the following?										
a. Developing the skills necessary to work effectively with people from various backgrounds	ICDskills	1	Very little	144	11	222	8	2.8	2.8	.01
		2	Some	374	27	815	30			
		3	Quite a bit	491	34	1,124	36			
		4	Very much	417	28	860	26			
		Total		1,426	100	3,021	100			
b. Recognizing your own cultural norms and biases	ICDbiases	1	Very little	200	15	308	12	2.7	2.7	.02
		2	Some	333	24	766	28			
		3	Quite a bit	455	32	1,080	35			
		4	Very much	429	29	864	25			
		Total		1,417	100	3,018	100			
c. Sharing your own perspectives and experiences	ICDperspective	1	Very little	137	11	180	7	2.8	2.9	-.04
		2	Some	350	25	688	25			
		3	Quite a bit	479	34	1,194	40			
		4	Very much	452	31	952	27			
		Total		1,418	100	3,014	100			
d. Exploring your own background through projects, assignments, or programs	ICDbackground	1	Very little	262	20	410	16	2.6	2.6	-.05
		2	Some	393	28	815	29			
		3	Quite a bit	400	27	991	32			
		4	Very much	364	25	792	23			
		Total		1,419	100	3,008	100			
e. Learning about other cultures	ICDcultures	1	Very little	208	16	373	15	2.7	2.6 ***	.11
		2	Some	322	23	860	31			
		3	Quite a bit	467	33	979	31			
		4	Very much	421	29	801	23			
		Total		1,418	100	3,013	100			
f. Discussing issues of equity or privilege	ICDequity	1	Very little	208	16	390	16	2.8	2.7 **	.11
		2	Some	316	23	767	27			
		3	Quite a bit	426	29	986	33			
		4	Very much	470	32	866	25			
		Total		1,420	100	3,009	100			
g. Respecting the expression of diverse ideas	ICDideas	1	Very little	124	10	225	9	3.0	2.9 **	.11
		2	Some	288	21	679	25			
		3	Quite a bit	485	34	1,114	37			
		4	Very much	522	36	994	29			
		Total		1,419	100	3,012	100			
2. How much does your institution emphasize the following?										
a. Demonstrating a commitment to diversity	ICDcommitment	1	Very little	66	5	166	7	3.1	2.9 ***	.28
		2	Some	244	18	687	25			
		3	Quite a bit	506	35	1,177	40			
		4	Very much	600	42	976	28			
		Total		1,416	100	3,006	100			

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Sacramento State		Public Master's L		Sacramento State	Public Master's L	Effect size ^d
				Count	%	Count	%	Mean	Mean	
b. Providing students with the resources needed for success in a multicultural world	ICDresources	1	Very little	102	8	225	9	3.0	2.7 ***	.24
		2	Some	312	23	859	32			
		3	Quite a bit	508	35	1,122	37			
		4	Very much	493	34	805	23			
		Total		1,415	100	3,011	100			
c. Creating an overall sense of community among students	ICDcommunity	1	Very little	106	8	222	9	2.9	2.8 ***	.12
		2	Some	357	26	822	29			
		3	Quite a bit	501	35	1,136	38			
		4	Very much	451	31	830	25			
		Total		1,415	100	3,010	100			
d. Ensuring that you are not stigmatized because of your identity (racial/ethnic, gender, religious, sexual orientation, etc.)	ICDstigma	1	Very little	97	7	246	10	3.0	2.8 ***	.22
		2	Some	287	21	699	26			
		3	Quite a bit	492	34	1,132	37			
		4	Very much	539	38	934	27			
		Total		1,415	100	3,011	100			
e. Providing information about anti-discrimination and harassment policies	ICDdiscrimination	1	Very little	72	5	229	9	3.1	2.9 ***	.31
		2	Some	244	18	700	25			
		3	Quite a bit	491	35	1,100	38			
		4	Very much	604	42	975	29			
		Total		1,411	100	3,004	100			
f. Taking allegations of discrimination or harassment seriously	ICDallegations	1	Very little	72	5	258	11	3.1	2.8 ***	.34
		2	Some	258	18	693	25			
		3	Quite a bit	475	34	1,088	37			
		4	Very much	608	43	957	28			
		Total		1,413	100	2,996	100			
g. Helping students develop the skills to confront discrimination and harassment	ICDconfront	1	Very little	147	11	329	13	2.9	2.7 ***	.21
		2	Some	346	25	859	31			
		3	Quite a bit	450	31	1,012	33			
		4	Very much	469	33	804	23			
		Total		1,412	100	3,004	100			
3. How much does your institution provide a supportive environment for the following forms of diversity?										
a. Racial/ethnic identity	ICDrace	1	Very little	46	4	185	8	3.1	2.8 ***	.33
		2	Some	260	19	714	27			
		3	Quite a bit	525	37	1,087	35			
		4	Very much	581	41	1,013	29			
		Total		1,412	100	2,999	100			
b. Gender identity	ICDgender	1	Very little	49	4	188	8	3.1	2.9 ***	.29
		2	Some	264	19	656	25			
		3	Quite a bit	516	36	1,112	37			
		4	Very much	581	41	1,042	30			
		Total		1,410	100	2,998	100			
c. Economic background	ICDecon	1	Very little	131	10	273	11	2.9	2.7 ***	.17
		2	Some	325	24	812	30			
		3	Quite a bit	489	34	1,026	33			
		4	Very much	463	32	891	25			
		Total		1,408	100	3,002	100			

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Sacramento State		Public Master's L		Sacramento State	Public Master's L	Effect size ^d
				Count	%	Count	%	Mean	Mean	
d. Political affiliation	ICDpolitics	1	Very little	211	16	425	17	2.6	2.5 *	.09
		2	Some	457	33	981	35			
		3	Quite a bit	396	28	907	30			
		4	Very much	340	24	684	19			
		Total		1,404	100	2,997	100			
e. Religious affiliation	ICDreligion	1	Very little	174	13	357	14	2.7	2.6 **	.10
		2	Some	422	30	918	33			
		3	Quite a bit	422	30	962	31			
		4	Very much	387	27	761	22			
		Total		1,405	100	2,998	100			
f. Sexual orientation	ICDsexorient	1	Very little	72	6	203	8	3.0	2.8 ***	.21
		2	Some	307	22	721	28			
		3	Quite a bit	509	36	1,063	35			
		4	Very much	517	37	1,008	29			
		Total		1,405	100	2,995	100			
g. Disability status	ICDability	1	Very little	91	7	297	12	2.9	2.8 ***	.18
		2	Some	362	27	754	28			
		3	Quite a bit	480	34	1,005	33			
		4	Very much	475	33	946	28			
		Total		1,408	100	3,002	100			
h. Citizenship or immigration status	ICDcitizen <i>(Comparison data are limited to NSSE 2022.)</i>	1	Very little	107	8	323	13	2.9	2.7 ***	.25
		2	Some	344	25	838	30			
		3	Quite a bit	479	34	970	32			
		4	Very much	479	34	861	25			
		Total		1,409	100	2,992	100			

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Sacramento State		Public Master's L		Sacramento State	Public Master's L	Effect size ^d
				Count	%	Count	%	Mean	Mean	
4. During the current school year, about how often have you done the following?										
a. Attended events, activities, or presentations that reflect an appreciation for diverse groups of people	ICDevents	1	Never	672	48	1,111	35	1.8	2.0 ***	-0.28
		2	Sometimes	465	33	1,048	37			
		3	Often	166	11	522	18			
		4	Very often	105	7	319	11			
		Total		1,408	100	3,000	100			
b. Participated in the activities of centers related to specific groups (racial-ethnic, cultural, religious, gender, LGBT, etc.)	ICDcenters	1	Never	910	66	1,502	49	1.5	1.8 ***	-0.31
		2	Sometimes	321	22	881	31			
		3	Often	98	7	347	12			
		4	Very often	78	5	266	9			
		Total		1,407	100	2,996	100			
c. Participated in a diversity-related club or organization	ICDclub	1	Never	953	69	1,772	57	1.5	1.7 ***	-0.23
		2	Sometimes	253	18	651	23			
		3	Often	117	8	311	11			
		4	Very often	83	6	266	9			
		Total		1,406	100	3,000	100			
d. Participated in a demonstration for a diversity-related cause (rally, protest, etc.)	ICDprotest	1	Never	1,053	76	1,907	63	1.4	1.6 ***	-0.23
		2	Sometimes	214	15	647	23			
		3	Often	77	5	241	8			
		4	Very often	61	4	198	6			
		Total		1,405	100	2,993	100			
e. Reflected on your cultural identity	ICDreflect	1	Never	360	27	751	24	2.3	2.3	.00
		2	Sometimes	464	33	1,054	37			
		3	Often	311	21	683	23			
		4	Very often	270	19	512	16			
		Total		1,405	100	3,000	100			

First-Year Students

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
		Sacramento State	Public Master's L	Sacramento State	Public Master's L	Sacramento State	Public Master's L			
	Comparisons with: Public Master's L									
ICDskills	448	2.76	2.60	.042	.019	0.88	0.90	2,603	.000	.19
ICDbiases	447	2.73	2.57	.040	.020	0.85	0.93	684	.001	.17
ICDperspective	447	2.88	2.73	.040	.018	0.85	0.85	644	.001	.18
ICDbackground	446	2.59	2.42	.044	.020	0.94	0.95	2,600	.001	.17
ICDcultures	445	2.79	2.49	.042	.020	0.88	0.93	664	.000	.32
ICDequity	446	2.75	2.54	.043	.021	0.91	0.97	671	.000	.22
ICDideas	443	2.98	2.73	.041	.020	0.86	0.92	666	.000	.28
ICDcommitment	444	3.06	2.74	.040	.019	0.84	0.89	665	.000	.35
ICDresources	445	3.01	2.67	.041	.020	0.86	0.91	664	.000	.37
ICDcommunity	445	3.02	2.78	.039	.019	0.83	0.88	666	.000	.28
ICDstigma	442	3.11	2.79	.040	.019	0.85	0.89	656	.000	.36
ICDdiscrimination	441	3.05	2.80	.041	.019	0.86	0.90	652	.000	.28
ICDallegations	442	3.12	2.80	.040	.020	0.83	0.93	691	.000	.35
ICDconfront	444	2.88	2.63	.044	.020	0.92	0.93	643	.000	.26
ICDrace	444	3.21	2.85	.039	.019	0.81	0.89	681	.000	.41
ICDgender	443	3.14	2.90	.040	.019	0.84	0.87	2,587	.000	.27
ICDecon	443	2.98	2.72	.042	.019	0.89	0.90	644	.000	.29
ICDpolitics	443	2.68	2.48	.045	.020	0.94	0.94	2,589	.000	.21
ICDreligion	444	2.84	2.65	.043	.020	0.90	0.93	653	.000	.21
ICDsexorient	446	3.06	2.88	.042	.019	0.89	0.87	2,593	.000	.21
ICDability	446	2.98	2.73	.042	.020	0.89	0.92	658	.000	.27
ICDcitizen	446	2.93	2.64	.043	.020	0.91	0.94	656	.000	.30
ICDevents	445	1.81	2.16	.044	.020	0.92	0.91	2,589	.000	-.39
ICDcenters	445	1.54	1.88	.041	.021	0.87	0.96	685	.000	-.36
ICDclub	444	1.50	1.77	.042	.021	0.88	0.96	682	.000	-.29
ICDprotest	442	1.40	1.52	.038	.018	0.79	0.84	662	.004	-.14
ICDreflect	444	2.19	2.19	.047	.021	0.99	0.98	2,588	.989	.00

Seniors

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
		Sacramento State	Public Master's L	Sacramento State	Public Master's L	Sacramento State	Public Master's L			
	Comparisons with: Public Master's L									
ICDskills	1,428	2.80	2.80	.026	.019	0.97	0.92	2,858	.856	.01
ICDbiases	1,419	2.74	2.73	.028	.020	1.04	0.97	2,805	.588	.02
ICDperspective	1,420	2.84	2.88	.026	.018	0.98	0.89	2,752	.212	-.04
ICDbackground	1,420	2.57	2.62	.028	.020	1.06	1.00	2,830	.179	-.05
ICDcultures	1,420	2.74	2.63	.028	.020	1.04	0.99	3,827	.001	.11
ICDequity	1,422	2.77	2.66	.028	.021	1.06	1.01	2,872	.001	.11
ICDideas	1,421	2.96	2.86	.026	.019	0.97	0.94	3,828	.001	.11
ICDcommitment	1,416	3.14	2.88	.023	.018	0.88	0.90	3,816	.000	.28
ICDresources	1,417	2.96	2.74	.025	.019	0.94	0.91	3,821	.000	.24
ICDcommunity	1,416	2.89	2.78	.025	.019	0.94	0.91	3,820	.000	.12
ICDstigma	1,416	3.02	2.81	.025	.019	0.94	0.95	2,981	.000	.22
ICDdiscrimination	1,412	3.14	2.86	.024	.019	0.89	0.94	3,086	.000	.31
ICDallegations	1,414	3.14	2.82	.024	.020	0.89	0.96	3,131	.000	.34
ICDconfront	1,413	2.86	2.66	.026	.020	0.99	0.97	3,811	.000	.21
ICDrace	1,413	3.15	2.85	.022	.019	0.84	0.94	3,208	.000	.33
ICDgender	1,412	3.14	2.88	.023	.019	0.85	0.93	3,161	.000	.29
ICDecon	1,409	2.89	2.73	.026	.020	0.97	0.97	2,947	.000	.17
ICDpolitics	1,405	2.60	2.51	.027	.020	1.01	0.98	2,866	.011	.09
ICDreligion	1,407	2.71	2.61	.027	.020	1.00	0.97	3,802	.002	.10
ICDsexorient	1,406	3.04	2.84	.024	.019	0.90	0.93	3,038	.000	.21
ICDability	1,409	2.94	2.77	.025	.020	0.93	0.98	3,096	.000	.18
ICDcitizen	1,410	2.93	2.69	.025	.020	0.95	0.98	3,053	.000	.25
ICDevents	1,409	1.77	2.04	.024	.020	0.91	0.97	3,805	.000	-.28
ICDcenters	1,408	1.52	1.80	.022	.019	0.84	0.95	3,254	.000	-.31
ICDclub	1,408	1.50	1.72	.023	.020	0.86	0.98	3,255	.000	-.23
ICDprotest	1,406	1.38	1.57	.020	.018	0.77	0.88	3,276	.000	-.23
ICDreflect	1,406	2.32	2.32	.028	.021	1.06	1.01	2,832	.959	.00

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. Comparison group details are in the Selected Comparison Groups report, linked in the Data & Reports table on the Institution Interface.
- b. All statistics are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Unless otherwise noted, statistical comparisons are two-tailed independent *t*-tests. Items with categorical response sets are left blank.
- c. These are the values used to calculate means. For the majority of items, these values match the codes in the data file and codebook.
- d. Effect size for independent *t*-tests uses Cohen's *d*; *z*-tests use Cohen's *h*.
- e. Statistics are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Categorical items are not listed.
- f. The 95% confidence interval for the population mean is equal to the sample mean plus or minus 1.96 times the standard error of the mean.
- g. A measure of the amount individual scores deviate from the mean of all the scores in the distribution.
- h. Degrees of freedom used to compute the *t*-tests. Values differ from *N*s due to weighting and whether equal variances were assumed.
- i. 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 students in the comparison group is due to chance.
- j. Statistical comparison uses *z*-test to compare the proportion who responded (depending on the item) "Done or in progress" or "Yes" with all who responded otherwise.
- k. Mean represents the proportion who responded (depending on the item) "Done or in progress" or "Yes."

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.

Note: It is important to interpret the direction of differences relative to item wording and your institutional context. You may not see all of these symbols in your report.