

NATIONAL SURVEY OF STUDENT ENGAGEMENT REPORT
CALIFORNIA STATE UNIVERSITY, SACRAMENTO



Office of Institutional Research
September 2017

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NSSE High-Impact Practices, Engagement Indicators, & Academic Advising

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OFFICE OF INSTITUTIONAL RESEARCH,
EFFECTIVENESS, AND PLANNING SUMMARY OF
2016-17 NSSE DATA REPORT



2017 National Survey of Student Engagement

Highlights

The National Survey of Student Engagement (NSSE) collects information from first-year and senior students at four-year colleges and universities around the country to assess the extent to which students engage in a variety of educationally effective activities associated with learning and development, as well as to gather data with regard to nature and quality of their undergraduate experiences. Comprised of participating universities in both the United States and Canada, it is a national survey which can be used to help institutions measure their effectiveness in key areas of interest with national and regional benchmarks.

This survey was administered electronically and was distributed to all first-year freshmen (N= 5,184) and seniors (N= 7,975) through email in spring 2017. Subsequently, 1,133 first-year students and 2,093 seniors participated in the survey for response rates of 22% and 26%, respectively. The response rates for this administration of the NSSE may, at face value, appear to be low; however, the response rates for Sacramento State are actually higher than those of the California State University Consortium as a whole (showing a 20% response rate for first-year students and 24% for seniors). The sampling error for this survey calculates to +/- 2.6% for first-time freshmen and +/-1.8% for seniors. The sampling error is an estimate of the amount a score based on a sample could differ from the true score given on a given item. For instance, if the sampling error is +/- 5% and 50% of students replied “very often” to a question, then the value is most likely between 45% and 55%.

This report provides a brief overview of the original NSSE Institutional Report. The report focuses on benchmarking by comparing the student responses for Sacramento State with three groups: participating CSU campuses, national peer institutions (Carnegie Classification-Master's Colleges and Universities [large programs]), and all U.S. based colleges and universities participating in NSSE 2017.

Academic Challenge

Among the 17 items related to Academic Challenge, freshmen from Sacramento State showed strong engagement in four areas with their ratings being significantly higher than all three comparison groups. Those areas are as follows:

- *Evaluating a point of view, decision or information source*
- *Forming a new idea or understanding from various pieces of information*
- *Combined ideas from different courses when completing assignments*
- *Examined the strengths and weaknesses of your own views on a topic or issue*

Seniors from Sacramento State demonstrated significantly higher scores in five areas when compared with the three comparison groups:

- *Analyzing an idea, experience, or line of reasoning in depth by examining its parts*
- *Combined ideas from different courses when completing assignments*
- *Tried to better understand someone else’s views by imagining how an issue looks from their perspective*

- *Learned something that changed the way you understand an issue or concept*
- *Connected ideas from your courses to your prior experiences and knowledge*

However, freshmen at Sacramento State reported fewer occurrences for “*reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)*” compared to the three comparison groups.

Learning with Peers

Among the eight items relating to collaborative learning and discussions with diverse others, freshmen from Sacramento State showed strong engagement in seven areas with their ratings being significantly higher than all three comparison groups. Those areas are as follows:

- *Asked another student to help you understand course material*
- *Explained course material to one or more students*
- *Prepared for exams by discussing or working through course material with other students*
- *Worked with other students on course projects or assignments*
- *Had discussions with people of a race or ethnicity other than your own*
- *Had discussions with people from an economic background other than your own*
- *Had discussions with people with religious beliefs other than your own*

Seniors from Sacramento State demonstrated significantly higher scores in three areas when compared with the three comparison groups:

- *Asked another student to help you understand course material*
- *Explained course material to one or more students*
- *Prepared for exams by discussing or working through course material with other students*

Experiences with Faculty

Among the nine items related to Experiences with Faculty, freshmen from Sacramento State showed strong engagement in five areas with their ratings being significantly higher than all three comparison groups. Those areas are as follows:

- *Talked about career plans with a faculty member*
- *Worked with a faculty member on activities other than coursework (committees, student groups, etc.)*
- *Discussed course topics, ideas, or concepts with a faculty member outside of class*
- *Discussed your academic performance with a faculty member*
- *Instructors provided feedback on a draft or work in progress*

Overall, seniors think highly of the teaching practices of faculty and are significantly higher compared to the CSU system.

Campus Environment

Overall, Sacramento State’s freshmen and seniors reported significantly lower quality interactions with academic advisors and faculty when compared to the National Peers and other NSSE participants. Additionally, freshmen and seniors reported significantly lower quality interactions with “*student services staff (career services, student activities, housing, etc.)*” when compared to National Peers and other NSSE participants. It is interesting to note that seniors feel the institution “*emphasizes spending significant amounts of time studying and on academic work*” and this is significant across all three comparison groups. Also, freshmen and seniors indicate at lower levels that the institution emphasizes using “*learning support services (tutoring services, writing center, etc.)*” and the differences are significantly lower compared to National Peers and other NSSE participants.

Other important engagement indicators find that both freshmen and seniors think the institution emphasizes “*encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)*” and the differences are significantly higher compared to National Peers and other NSSE participants. Furthermore, both freshmen and seniors think the institution emphasizes “*attending events that address important social, economic, or political issues*” and these differences are significantly higher compared to National Peers and other NSSE participants.

Time Usage

Students have many competing demands on their time. Those who can devote a significant amount of time to studying and preparing for classes and involvement in co-curricular activities are more likely to make the most of their educational experience. In terms of time usage, one category truly stands out: freshmen from Sacramento State spent significantly more time “*commuting to class*” than their peers across all three comparison groups.

Interestingly, significantly fewer seniors are working “*for pay off campus*” while significantly more freshmen are working “*for pay off campus*”. These differences are statistically significant compared to other CSU campuses. Furthermore, seniors spent significantly more time on “*assigned readings*” in a “*typical 7-day week*” compared to other NSSE participants. Freshmen spent significantly more time on “*assigned readings*” in a “*typical 7-day week*” than their peers across all three comparison groups. Also, seniors spent more time in a “*typical 7-day week doing community service or volunteer work*” and the differences were significantly higher compared to other NSSE participants and National Peers. Freshmen were significantly higher across all three comparison groups for this question.

Educational and Personal Growth

Freshmen from Sacramento State perceived higher levels of growth compared to freshmen from within the three comparison groups in the following four areas relating to institutional contributions to their knowledge, skills, and personal development:

- *Thinking critically and analytically*
- *Writing clearly and effectively*
- *Working effectively with others*

- *Developing or clarifying a personal code of values and ethics*

Seniors from Sacramento State, however, reported significantly higher levels of growth compared to seniors from within the three comparison groups in the following area relating to institutional contributions to their knowledge, skills, and personal development:

- *Analyzing numerical and statistical information*

When asked to evaluate their overall educational experience at this institution, a strong majority of both freshmen (84%) and senior respondents (84%) from Sacramento State rated their overall experiences as being either “good” or “excellent”. Furthermore, when asked “*if you could start over again, would you go to the same institution you are now attending*”, a majority of both freshmen (81%) and seniors (84%) from Sacramento State responded either “definitely yes” or “probably yes”.

When responding to a group of additional questions developed by the CSU consortium with respect to the extent that their college education has helped them to develop specific knowledge and/or proficiencies, freshmen at Sacramento State gave much higher ratings than those from the CSU consortium with regard to their developing skills in the following area:

- *Information literacy and research skills (a set of abilities requiring individuals to “recognize when information is needed and have the ability to effectively locate, evaluate, and apply the needed information.”)*

Additionally, seniors at Sacramento State gave lower ratings with respect to the extent that Sacramento State has helped them to develop “*Effective leadership skills (a set of abilities requiring individuals to enlist the aid and support of others in the accomplishment of a common goal.)*” than their CSU consortium peers.

Furthermore, freshmen at Sacramento State thought that “*access to supplemental instruction/course problem solving sessions*” and “*parental expectations*” were more important to their success at college compared to their CSU peers. Seniors gave lower ratings to the importance of “*interacting with students in class*”, “*access to free tutoring/writing assistance*”, “*peer networking with students in class*” and “*parental expectations for success*” compared to their CSU peers. On a more positive note, freshmen and seniors from Sacramento State reported that they felt significantly safer on campus than their peers from the other CSU campuses.

Topical Module

NSSE allows campuses to participate in modules that allow for a deeper examination into particular topics. Sacramento State participated in the Academic Advising module to gain a deeper understanding into student experiences with academic advising. The module asks questions about the frequency, accessibility and types of information provided by academic advisors. It also asks students to identify who they utilize as their primary source for advice.

Most freshmen (25%) and seniors (21%) identified the “*academic advisor(s) assigned to you*” as their primary source of advice. Interestingly, 15% of freshmen respondents stated that “*friends or other students*” were their primary source of advice and 15% of seniors utilized “*faculty or staff not formally assigned as an advisor*” as a primary source of advice. Also, “*academic advisor(s) available to any student*” was one of the top selections for freshmen and seniors. Additionally, a majority of freshmen (62%) indicated that their advisors “*informed you of academic support options (tutoring, study groups, help with writing, etc.)*” either “quite a bit” or “very much” during the current school year. Furthermore, a majority of freshmen and half of seniors think their advisors “*provided useful information about courses*” either “quite a bit” or “very much” during the current school year (62% for freshmen vs. 50% for seniors, respectively). However, most seniors (53%) indicated that their advisors never reached out to them about their academic performance during the current school year compared to 32% of freshmen.

In summary, it’s important to note that these engagement indicators vary more among students within an institution than between institutions. This summary is just the tip of the iceberg as it is important to also examine how student engagement varies at Sacramento State.

NSSE 2017 Comparison Groups

Comparison Group 1: CSU Consortium

13 California State Universities

California State Polytechnic University-Pomona (Pomona, CA)
California State University Maritime Academy (Vallejo, CA)
California State University-Bakersfield (Bakersfield, CA)
California State University-Channel Islands (Camarillo, CA)
California State University-Dominguez Hills (Carson, CA)
California State University-Long Beach (Long Beach, CA)
California State University-Los Angeles (Los Angeles, CA)
California State University, East Bay (Hayward, CA)
California State University, Fresno (Fresno, CA)
California State University, Monterey Bay (Seaside, CA)
California State University, Northridge (Northridge, CA)
Humboldt State University (Arcata, CA)
San Jose State University (San Jose, CA)

Comparison Group 2: Carnegie-Master’s Granting Institutions (Large Programs)

260 Universities and Colleges

All Carnegie Master's Granting Universities and Colleges
Category-Large Programs

Comparison Group 3: All NSSE 2016 & 2017 Participants

961 Universities and Colleges

View list at nsse.indiana.edu/pdf/nsse2016and2017_list.pdf

Methodology

Weighting

Weights are applied to NSSE comparison reports as appropriate to adjust respondents within institutions by gender and enrollment status (and between institutions to reflect the size of their perspective student populations). These adjustments are applied to the percentage column (%) of this report. Weights are computed separately for first-year students and seniors. Weighted results present a more accurate representation of your institution and comparison group students. Only the column percents are weighted. The counts are the actual number of respondents. Because the counts are unweighted and the column percentages are weighted, you will not be able to calculate the column percent directly from the count numbers. For detailed information about weighting procedures, please visit the NSSE Web site at nsse.iub.edu/links/institutional_reporting

Statistical Significance

The smaller the significance level the smaller the likelihood that the difference is due to chance. Large sample sizes (like those produce by NSSE) tend to generate more statistically significant results even though the magnitude of the mean differences may be inconsequential. Consult effect sizes (see below) to just the practical meaning of the results.

Effect Size





Effect size indicates the "practical significance" of the mean difference. It is calculated by dividing the mean difference by the pooled standard deviation. In practice, an effect size of .2 is often considered small, .5 moderate, and .8 large. A positive sign indicates that your institutions mean was greater, thus showing an affirmative result for your institution. A negative sign indicates the institution lags behind the comparison group, suggesting that the student behavior or institutional practice represented by the item may warrant attention.

Sampling Error

Sampling error is an estimate of the margin by which the true score for your institution on a given item could differ from the reported score. For example, if the sampling error is +/-5% and 60% of your students reply "very often" to a particular item, then the true population value is most likely between 55% and 65%.

Arrows (Sacramento State Reporting)

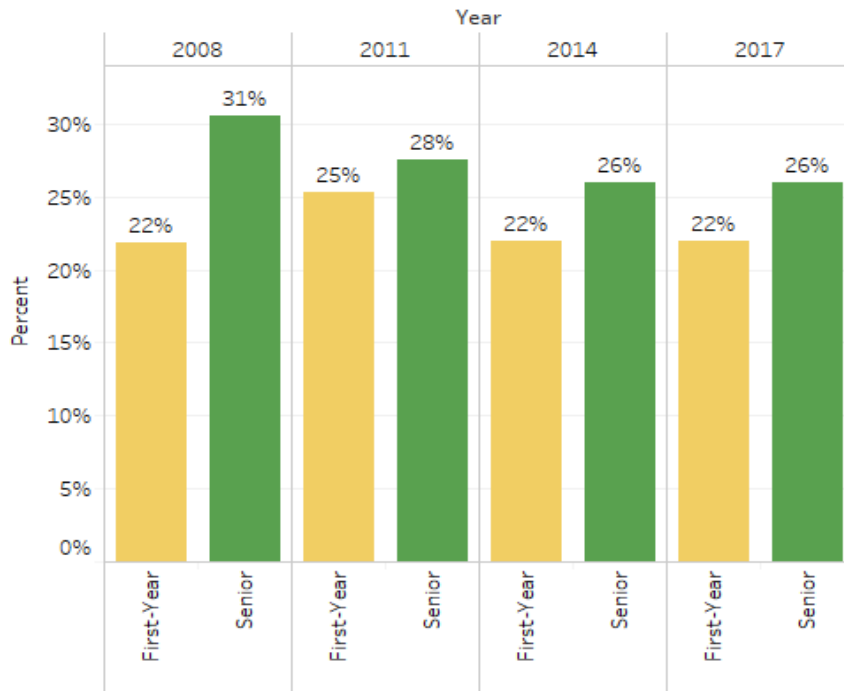
Items with mean differences that are larger than would be expected by chance alone are noted with arrows were appropriate. Statistical significance does not guarantee the result is substantive or important; however, a significance level of $p < .05$ was utilized in an attempt to reduce the likelihood that differences are due to chance.

-  A green arrow indicates that Sacramento State's average or mean is significantly higher than that of a specific comparison group's ($p < .05$, with an effect size of at least .3 in magnitude).
-  A red arrow indicates that Sacramento State's average or mean is significantly lower than that of a specific comparison group's ($p < .05$, with an effect size of at least .3 in magnitude).
-  A blue arrow indicates that Sacramento State's average or mean is significantly higher than that of a specific comparison group's ($p < .05$, with an effect size of less than .3 in magnitude).
-  A purple arrow indicates that Sacramento State's average or mean is significantly lower than that of a specific comparison group's ($p < .05$, with an effect size of less than .3 in magnitude).

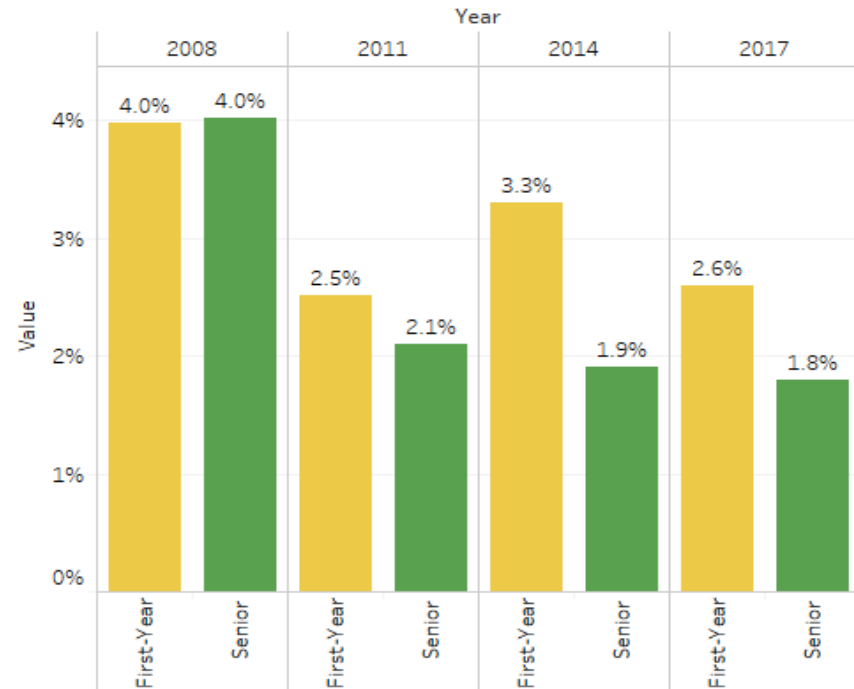
Response Rate and Data Quality (2008-2017)

Year	Response Rate		Sampling Error		Number of Respondents	
	First-Year	Senior	First-Year	Senior	First-Year	Senior
2008	22%	31%	4.0%	4.0%	476	543
2011	25%	28%	2.5%	2.1%	1,134	1,583
2014	22%	26%	3.3%	1.9%	710	1,872
2017	22%	26%	2.6%	1.8%	1,133	2,093
Change (2008-2017)	0%	-5%	-1%	-2%	234	1,329

Response Rates from 2008 to 2017



Sampling Error from 2008 to 2017



Respondent Profile

	Sacramento State		California State		National Peers		NSSE	
	First Year	Senior	First Year	Senior	First Year	Senior	First Year	Senior
Response Rate								
Distributed	5,184	7,975	N/A		N/A		N/A	
Responded	1,133	2,093						
Overall Response Rate	25%							
Response Rate By Class Level	22%	26%	20%	24%	23%	25%	23%	24%
Sampling Error	2.6%	1.8%	1.0%	0.8%	0.3%	0.3%	0.2%	0.2%
Student Characteristics								
Single Major	91%	93%	91%	93%	87%	87%	85%	86%
More than one major	9%	7%	9%	7%	13%	13%	15%	14%
First Major								
Arts and Humanities	7%	7%	9%	10%	8%	8%	8%	9%
Biological Science, Agriculture, & Natural Resources	7%	8%	11%	7%	10%	7%	11%	9%
Physical Science, Mathematics, & Computer Science	7%	7%	7%	5%	6%	5%	7%	6%
Social Sciences	13%	19%	12%	16%	10%	12%	10%	12%
Business	9%	12%	14%	19%	17%	20%	16%	18%
Communications, Media, & Public Relations	4%	4%	3%	4%	3%	4%	4%	4%
Education	2%	2%	3%	2%	9%	8%	7%	6%
Engineering	12%	12%	12%	11%	6%	5%	10%	9%
Health Professions	23%	13%	15%	15%	16%	17%	15%	14%
Social Service Professions	9%	9%	6%	5%	7%	7%	5%	5%
All Other	4%	6%	4%	6%	6%	8%	5%	7%
Undecided, Undeclared	3%	0%	3%	0%	3%	0%	3%	0%
Class Level								
Freshman/first-year	100%		100%		100%		100%	
Sophomore								
Junior								
Senior		100%		100%		100%		100%
Unclassified								
Enrollment Status								
Full-time	96%	80%	93%	82%	90%	77%	93%	79%
Part-time	4%	20%	7%	18%	10%	23%	7%	21%

Respondent Profile

	Sacramento State		California State		National Peers		NSSE	
	First Year	Senior	First Year	Senior	First Year	Senior	First Year	Senior
No Courses Taken Online	75%	78%	82%	71%	76%	60%	78%	64%
Some Courses Taken Online	24%	21%	17%	27%	15%	21%	16%	22%
All Courses Taken Online	2%	1%	1%	2%	10%	19%	6%	14%
Where did you begin college?								
This university	98%	32%	96%	35%	88%	44%	89%	51%
Other university	2%	68%	4%	65%	12%	56%	11%	49%
Other School Attended								
Vocational or technical school	1%	5%	1%	7%	5%	11%	4%	9%
Community or Junior College	11%	75%	7%	71%	11%	50%	10%	43%
4-year college/university	9%	20%	10%	19%	11%	29%	10%	28%
None	81%	19%	80%	21%	74%	31%	76%	37%
Other	1%	2%	3%	3%	4%	5%	4%	4%
Highest Level of Education expected								
Some college, but less than a BA/BS	8%	9%	6%	9%	8%	7%	7%	6%
Bachelor's Degree	38%	39%	38%	36%	35%	33%	33%	32%
Master's degree	39%	37%	37%	39%	38%	42%	37%	41%
Doctoral/professional degree	15%	15%	18%	16%	19%	18%	23%	21%
Highest Level of Education of your parents								
Did not finish high school	25%	18%	23%	21%	7%	8%	6%	6%
High School degree or G.E.D.	26%	24%	23%	22%	20%	23%	17%	20%
Attended college but did not complete degree	12%	15%	12%	13%	12%	12%	11%	11%
Associate's Degree	10%	10%	8%	9%	10%	11%	9%	10%
Bachelor's Degree	18%	20%	20%	22%	27%	26%	29%	28%
Master's Degree	8%	10%	10%	10%	18%	15%	21%	18%
Doctorate Degree	2%	3%	3%	3%	5%	5%	7%	7%
Age								
Non-traditional (24 or older)	0%	55%	1%	53%	12%	49%	8%	41%
Traditional (less than 24)	100%	45%	99%	47%	88%	51%	92%	59%

Respondent Profile

	Sacramento State		California State		National Peers		NSSE	
	First Year	Senior	First Year	Senior	First Year	Senior	First Year	Senior
Gender								
Female	57%	52%	57%	54%	57%	58%	55%	56%
Male	43%	48%	43%	46%	43%	42%	45%	44%
International student/Foreign national	1%	1%	6%	4%	4%	3%	5%	4%
Member of a social fraternity/Sorority	0%	0%	0%	1%	0%	1%	1%	1%
Student Athlete	3%	2%	4%	2%	8%	4%	9%	5%
Current or former member of the US Armed Forces, Reserves, or National Guard	1%	4%	1%	4%	4%	9%	3%	7%
Disability	7%	11%	7%	11%	12%	13%	12%	13%
Ethnicity								
American Indian/Alaska Native	0%	0%	0%	0%	1%	1%	1%	1%
Asian	25%	23%	16%	20%	5%	5%	6%	6%
Black/African American	4%	4%	5%	5%	11%	9%	11%	9%
Hispanic/Latino	38%	25%	49%	35%	16%	13%	13%	12%
Native Hawaiian/Other Pacific Islander	1%	0%	0%	0%	0%	0%	0%	0%
White	18%	32%	14%	23%	57%	62%	57%	62%
Other	0%	0%	1%	1%	0%	0%	0%	0%
Foreign or nonresident alien	2%	2%	8%	6%	4%	3%	5%	3%
Two or more races/ethnicities	7%	6%	3%	4%	4%	3%	4%	3%
Not reported	6%	7%	3%	5%	3%	4%	4%	4%
Where are you living while attending college?								
Dormitory	19%	3%	30%	4%	57%	10%	62%	13%
Fraternity/sorority house	0%	0%	0%	1%	0%	1%	1%	1%
Residence within walking distance to campus	15%	12%	7%	11%	6%	19%	7%	23%
Residence farther than walking distance to campus	54%	77%	54%	76%	29%	60%	25%	55%
None of the above	12%	8%	8%	8%	7%	10%	6%	8%

Notes: The data on gender, race, class level, first-time first-year status and full-time/part-time status were based on the university data files.

Percentages are the weighted percentage of students selecting the corresponding response option. Therefore, columns showing 0% indicate values that are less than 1%, not necessarily 0% or no respondents. Totals may not equal 100%.

Academic and Intellectual Experience

	First-Year Students				Seniors			
	Sacramento State	California State	National Peers	NSSE	Sacramento State	California State	National Peers	NSSE
Q1-Q3: During the current school year, about how often have you done each of the following?								
Asked questions or contributed to course discussions in other ways	56%	52% ↑	62% ↓	61% ↓	62%	62%	73% ↓	72% ↓
Prepared two or more drafts of a paper or assignment before turning it in	57%	51% ↑	49% ↑	48% ↑	46%	43% ↑	46%	44% ↑
Come to class without completing readings or assignments	17%	19%	17% ↓	18%	22%	24%	18% ↓	20% ↓
Attend an art exhibit, play or other arts performance (dance, music, etc.)	23%	20% ↑	23%	23%	17%	15% ↑	17%	19%
Asked another student to help you understand course material	61%	54% ↑	48% ↑	52% ↑	55%	49% ↑	39% ↑	43% ↑
Explain course material to one or more students	63%	56% ↑	54% ↑	57% ↑	67%	62% ↑	55% ↑	58% ↑
Prepared for exams by discussion or working through course material with other students	51%	47% ↑	46% ↑	50% ↑	56%	52% ↑	44% ↑	47% ↑
Worked with other students on course projects or assignments	63%	56% ↑	51% ↑	53% ↑	75%	73%	59% ↑	63% ↑
Gave a course presentation	53%	49% ↑	38% ↑	37% ↑	59%	66% ↓	56% ↑	57% ↑
Combined ideas from different courses when completing assignments	60%	52% ↑	51% ↑	52% ↑	73%	71% ↑	68% ↑	69% ↑
Connected your learning to social problems or issues	56%	53%	52% ↑	51% ↑	66%	62% ↑	63% ↑	61% ↑
Included diverse perspectives (political, religions, race/ethnic, genders, etc.) in course discussions or assignments	54%	54%	51% ↑	51% ↑	56%	54%	54%	53% ↑
Examined the strengths and weaknesses of your own views on a topic or issue	68%	63% ↑	63% ↑	64% ↑	69%	64% ↑	67%	66%
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	73%	71%	69% ↑	69% ↑	76%	74% ↑	73% ↑	72% ↑
Learned something that changed the way you understand an issue or concept	71%	69%	66% ↑	66% ↑	75%	72% ↑	71% ↑	70% ↑

Academic and Intellectual Experience

	First-Year Students				Seniors			
	Sacramento State	California State	National Peers	NSSE	Sacramento State	California State	National Peers	NSSE

Q1-Q3: During the current school year, about how often have you done each of the following?

Connected ideas from your courses to your prior experiences and knowledge	81%	77% ↑	77% ↑	76%	85%	83% ↑	84% ↑	83% ↑
Talked about career plans with a faculty member	38%	31% ↑	35% ↑	35% ↑	40%	39%	43% ↓	42% ↓
Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	22%	18% ↑	19% ↑	20% ↑	24%	25%	26%	27% ↓
Discussed course topics, ideas, or concepts with a faculty member outside of class	28%	21% ↑	25% ↑	25% ↑	30%	29%	31%	32%
Discussed your academic performance with a faculty member	32%	25% ↑	30% ↑	29% ↑	32%	31%	35% ↓	33%

**Percent of respondents answering either "Often" or "Very often"; other choices were "Sometimes" and "Never".*

College Coursework

	First-Year Students				Seniors			
	Sacramento State	California State	National Peers	NSSE	Sacramento State	California State	National Peers	NSSE

Q4: During the current school year, how much has your coursework emphasized the following?

Memorizing course material	75%	71% ↑	70% ↑	70% ↑	69%	67%	59% ↑	60% ↑
Applying facts, theories, or methods to practical problems or new situations	70%	68%	70%	71% ↓	78%	77%	78%	78%
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	73%	70% ↑	69% ↑	70%	78%	76% ↑	76% ↑	76% ↑
Evaluating a point of view, decision, or information source	75%	72% ↑	70% ↑	69% ↑	73%	72%	72%	70% ↑
Forming a new idea or understanding from various pieces of information	73%	69% ↑	68% ↑	68% ↑	74%	71% ↑	73%	72% ↑

**Percent of respondents answering either "Quite a bit" or "Very much"; other choices were "Some" and "Very Little".*

Q5: During the current school year, to what extent have your instructors done the following?

Clearly explained course goals and requirements	79%	78%	78%	78%	82%	79% ↑	81%	80% ↑
Taught course sessions in an organized way	76%	74%	76%	76%	79%	75% ↑	79%	79%
Used examples or illustrations to explain difficult points	76%	74%	74% ↑	74% ↑	78%	77% ↑	78%	78% ↑
Provide feedback on a draft or work in progress	69%	66% ↑	66% ↑	63% ↑	61%	59%	62% ↓	60%
Provided prompt and detailed feedback on tests or completed assignments	64%	60% ↑	62%	60% ↑	64%	60% ↑	67% ↓	64%

**Percent of respondents answering either "Quite a bit" or "Very much"; other choices were "Some" and "Very Little".*

Q6: During the current school year, about how often have you done the following?

Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	49%	51% ↓	52% ↓	52% ↓	57%	55% ↑	55% ↑	56%
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	39%	39%	39%	39%	44%	44%	44%	45%
Evaluated what others have concluded from numerical information	36%	38%	37%	38%	45%	44%	43% ↑	45%

**Percent of respondents answering either "Often" or "Very often"; other choices were "Sometimes" and "Never".*

College Coursework

	First-Year Students				Seniors			
	Sacramento State	California State	National Peers	NSSE	Sacramento State	California State	National Peers	NSSE

Q7: 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.)

Up to 5 pages	6.3	6.2	6.6	6.6	7.3	7.6	8.0 ↓	7.7 ↓
Between 6 and 10 pages	2.4	2.5	2.2	2.2	3.6	4.1 ↓	3.9 ↓	3.6
11 pages or more	1.1	1.1	0.9 ↑	0.9	1.8	2.4 ↓	2.0 ↓	1.9
Estimated number of assigned pages of student writing	53.8	53.8	49.8	50.2	77.3	89.9	84.3	80.0

**Average number of papers*

Q9: During the current school year, about how often have you done the following?

Identified key information from reading assignments	78%	77% ↑	77%	77%	80%	79%	81%	80%
Reviewed your notes after class	65%	64%	66%	65%	65%	62% ↑	64%	62% ↑
Summarized what you learned in class or from course materials	59%	59%	63% ↓	63% ↓	61%	61%	66% ↓	64% ↓

**Percent of respondents answering either "Often" or "Very often"; other choices were "Sometimes" and "Never".*

Q10: During the current school year, to what extent have your courses challenged you to do your best work?

1=Not at all to 7=Very much	5.3	5.3	5.4 ↓	5.4 ↓	5.6	5.5	5.6	5.6
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**Figures within this table correspond to the average number reported.*

Q12: About how many of your courses at this institution have included a community-based project (service-learning)?

All (4)	2%	2%	2%	2%	3%	3%	2%	2%
Most (3)	11%	9%	8%	8%	12%	12%	11%	10%
Some (2)	52%	47%	44%	43%	49%	53%	50%	48%
None (1)	35%	42%	47%	48%	35%	33%	37%	40%
Mean	1.8	1.7 ↑	1.6 ↑	1.6 ↑	1.8	1.8	1.8 ↑	1.7 ↑

Enriching Educational Experiences

	First-Year Students				Seniors			
	Sacramento State	California State	National Peers	NSSE	Sacramento State	California State	National Peers	NSSE
Q11: Which of the following have you done or do you plan to do before you graduate from your institution?								
Practicum, internship, co-op, field experience, student teaching or clinical placement	79%	79% ↑	79%	82%	77%	76%	70% ↓	73% ↓
Hold a formal leadership role in a student organization or group.	47%	41% ↑	45%	49%	38%	37%	40% ↓	43% ↓
Participate in a learning community or some other formal program where groups of students take two or more classes together	55%	43% ↑	40% ↑	40% ↑	37%	36% ↑	32% ↑	33%
Participate in a study abroad	39%	40%	41% ↓	44% ↓	12%	18% ↓	18% ↓	21% ↓
Work with a faculty member on a research project	31%	36%	35%	39%	30%	33% ↓	32% ↓	35% ↓
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam,	48%	56% ↑	55% ↑	56% ↑	59%	65% ↓	70% ↓	69% ↓

**Percent of respondents answering either "Done" or "Plan to do"; other choices were "Do not plan to do" and "Have not decided".*

Campus Climate

	First-Year Students				Seniors			
	Sacramento State	California State	National Peers	NSSE	Sacramento State	California State	National Peers	NSSE

Q8: During the current school year, about how often have you had discussions with people from the following groups?

People of a race or ethnicity other than your own	79%	75% ↑	69% ↑	70% ↑	81%	81%	71% ↑	71% ↑
People from an economic background other than your own	74%	70% ↑	70% ↑	72% ↑	78%	76%	72% ↑	73% ↑
People with religious beliefs other than your own	71%	66% ↑	66% ↑	66% ↑	74%	72%	68% ↑	68% ↑
People with political views other than your own	64%	59% ↑	66%	67% ↓	66%	63% ↑	67%	68%

**Percent of respondents answering either "Often" or "Very often"; other choices were "Sometimes" and "Never".*

Q13: Indicate the quality of your interactions with following people at your institution.

Students	5.3	5.3	5.4	5.4 ↓	5.6	5.6	5.6	5.6
Academic advisors	5.0	4.9	5.2 ↓	5.2 ↓	5.0	5.0	5.3 ↓	5.2 ↓
Faculty	5.0	4.9 ↑	5.3 ↓	5.3 ↓	5.3	5.3	5.6 ↓	5.5 ↓
Student services staff (career services, student activities, housing, etc.)	4.8	4.7 ↑	5.0 ↓	5.0 ↓	4.8	4.8	5.0 ↓	4.9 ↓
Other administrative staff and offices (registrar, financial aid, etc.)	4.8	4.7	5.0 ↓	5.0 ↓	4.9	4.8 ↑	5.0 ↓	4.9

**1=Poor to 7 = Excellent. Figures within this table correspond to the average number reported.*

Supportive Campus Environment

	First-Year Students				Seniors			
	Sacramento State	California State	National Peers	NSSE	Sacramento State	California State	National Peers	NSSE
Q14: How much does your institution emphasize the following?								
Spending significant amounts of time studying and on academic work	82%	81%	81%	81%	84%	80% ↑	81% ↑	81% ↑
Providing support to help students succeed academically	76%	74%	76%	76%	70%	68%	71%	71%
Using learning support services (tutoring services, writing center, etc.)	74%	76% ↓	76% ↓	76% ↓	62%	64%	66% ↓	66% ↓
Encouraging contact among students from different backgrounds (social, racial/ethnic,	68%	68%	61% ↑	62% ↑	60%	62%	55% ↑	54% ↑
Providing opportunities to be involved socially	68%	68%	70%	71%	65%	63%	62% ↑	64%
Providing support for your overall well-being (recreation, health care, counseling, etc.)	69%	71%	68% ↑	70%	67%	64%	59% ↑	60% ↑
Helping you manage your non-academic responsibilities (work, family, etc.)	48%	48%	43% ↑	44% ↑	32%	34% ↓	32%	32%
Attending campus activities and events (performing arts, athletic events, etc.)	64%	58% ↑	60%	64%	50%	49%	47% ↑	53% ↓
Attending events that address important social, economic, or political issues	56%	51% ↑	50% ↑	51% ↑	46%	45%	42% ↑	43% ↑

**Percent of respondents answering either "Quite a bit" or "Very much"; other choices were "Some" and "Very Little".*

Student Time Usage

	First-Year Students				Seniors			
	Sacramento State	California State	National Peers	NSSE	Sacramento State	California State	National Peers	NSSE

Q15: About how many hours do you spend in a typical 7-day week doing each of the following?

Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	14.3	13.5 ↑	14.2	14.7	15.5	15.1 ↑	14.9 ↑	15.2
Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	4.9	4.1 ↑	5.3	5.7 ↓	4.2	4.3	4.4	4.9 ↓
Working for pay on campus	1.8	1.8	2.2 ↓	2.4 ↓	2.7	2.6	3.0	3.6 ↓
Working for pay off campus	7.0	5.8 ↑	6.8	5.8 ↑	13.1	14.0 ↓	14.7 ↓	12.8
Estimated number of hours working for pay	8.8	7.6 ↑	9.0	8.1	15.8	16.6 ↓	17.7 ↓	16.3
Doing community service or volunteer work	3.1	2.6 ↑	2.5 ↑	2.5 ↑	4.0	3.7	3.3 ↑	3.2 ↑
Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	11.4	11.7	12.0 ↓	12.1 ↓	9.7	10.0	10.1 ↓	10.5 ↓
Providing care for dependents (children, parents, etc.)	3.5	3.4	3.9	3.1	5.9	5.9	7.8 ↓	6.4
Commuting to campus (driving, walking, etc.)	7.8	6.2 ↑	3.8 ↑	3.8 ↑	7.4	7.2	4.8 ↑	4.8 ↑

**Figures within this table correspond to the average number of hours reported*

Q16: Of the time you spend preparing for class in a typical 7-day week, about how much is on assigned reading?

Very Little (1)	6%	10%	10%	12%	11%	13%	12%	14%
Some (2)	28%	31%	32%	33%	28%	27%	26%	27%
About half (3)	32%	31%	31%	29%	26%	27%	29%	28%
Most (4)	25%	20%	20%	19%	24%	23%	23%	22%
Almost all (5)	9%	8%	7%	7%	11%	10%	10%	9%
<i>Mean</i>	3.0	2.8 ↑	2.8 ↑	2.8 ↑	3.0	2.9 ↑	2.9 ↑	2.9 ↑

Progress

	First-Year Students				Seniors			
	Sacramento State	California State	National Peers	NSSE	Sacramento State	California State	National Peers	NSSE
Q17: How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?								
Writing clearly and effectively	77%	71% ↑	68% ↑	66% ↑	73%	73%	74%	72%
Speaking clearly and effectively	69%	70%	61% ↑	58% ↑	66%	71% ↓	69%	68%
Thinking critically and analytically	82%	78% ↑	78% ↑	77% ↑	84%	83%	85%	84%
Analyzing numerical and statistical information	54%	60% ↓	55%	56%	68%	66% ↑	63% ↑	64% ↑
Acquiring job- or work-related knowledge and skills	49%	50%	54% ↓	54% ↓	63%	64%	69% ↓	68% ↓
Working effectively with others	72%	69% ↑	66% ↑	65% ↑	75%	76%	73% ↑	73% ↑
Developing or clarifying a personal code of values and ethics	65%	62% ↑	61% ↑	60% ↑	65%	67%	65%	65%
Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	73%	71%	63% ↑	63% ↑	70%	72%	64% ↑	63% ↑
Solving complex real-world problems	55%	58%	56%	55%	64%	64%	63%	63%
Being an informed and active citizen	62%	60%	57% ↑	57% ↑	62%	61%	58% ↑	58% ↑

*Percent of respondents answering either "Quite a bit" or "Very much"; other choices were "Some" and "Very little".

How would you evaluate your entire educational experience at this institution?

Poor (1)	2%	2%	2%	2%	3%	3%	3%	3%
Fair (2)	15%	15%	13%	13%	14%	13%	11%	12%
Good (3)	56%	54%	48%	48%	49%	47%	42%	42%
Excellent (4)	28%	30%	37%	38%	34%	37%	44%	43%
Percent of respondents answering either "Good" or "Excellent"	84%	84%	85% ↓	86% ↓	83%	84% ↓	86% ↓	85% ↓

If you could start over again, would you go to the same institution you are now attending?

Definitely no (1)	4%	4%	4%	4%	5%	5%	5%	5%
Probably no (2)	16%	14%	12%	12%	12%	13%	12%	12%
Probably yes (3)	48%	47%	42%	41%	44%	41%	38%	38%
Definitely yes (4)	32%	35%	42%	42%	39%	42%	46%	45%
Percent of respondents answering either "Probably yes" or "Definitely yes"	80%	82%	84% ↓	83% ↓	83%	83%	84% ↓	83% ↓

CSU Additional Questions

		First-Year		Seniors	
		Sacramento State	California State	Sacramento State	California State
		%	%	%	%

1. To what extent has your college education at this institution helped you to develop each of the following types of knowledge or proficiencies?

Effective leadership skills (a set of abilities requiring individuals to “enlist the aid and support of others in the accomplishment of a common goal.”)	Very little	9	10	11	9
	Some	36	36	29	29
	Quite a bit	36	38	36	37
	Very much	19	16	24	26
	Total	100	100	100	100
	<i>Mean</i>	2.7	2.6	2.7	2.8 ↓
Creative thinking (both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.)	Very little	4	5	5	5
	Some	25	26	22	22
	Quite a bit	46	45	42	42
	Very much	25	24	31	31
	Total	100	100	100	100
	<i>Mean</i>	2.9	2.9	3.0	3.0
Information literacy and research skills (a set of abilities requiring individuals to “recognize when information is needed and have the ability to effectively locate, evaluate, and apply the needed information.”)	Very little	3	4	4	4
	Some	24	26	19	20
	Quite a bit	47	46	43	43
	Very much	26	23	35	34
	Total	100	100	100	100
	<i>Mean</i>	3.0	2.9 ↑	3.1	3.1

2. How important are the following experiences to your success at this institution?

Ability to interact with faculty in class	<i>Mean</i>	3.2	3.1	3.3	3.3
Ability to interact with other students in class	<i>Mean</i>	3.2	3.2	3.2	3.2 ↓
Access to supplemental instruction/course problem solving	<i>Mean</i>	3.2	3.1 ↑	3.1	3.1
Access to free tutoring/writing assistance	<i>Mean</i>	3.3	3.2	2.9	3.0 ↓
Peer networking with students in your class	<i>Mean</i>	3.2	3.1	3.0	3.1 ↓
Parental expectations for your success	<i>Mean</i>	3.0	2.9 ↑	2.5	2.6 ↓

*1=Not important; 2=Slightly important; 3=Important; and 4=Very important.

CSU Additional Questions

		First-Year		Seniors	
		Sacramento State	California State	Sacramento State	California State
		%	%	%	%

3. When comparing yourself to your peers at this institution, how would you evaluate your own level of academic preparation in the following areas?

In your major classes	<i>Mean</i>	1.9	2.0	2.2	2.2
In your General Education classes	<i>Mean</i>	2.1	2.1	2.3	2.3

**1=Less prepared; 2=Equally prepared; 3=More prepared; and 4=Not applicable.*

4. To what extent do you agree that you will graduate from this institution?

Strongly disagree	%	1	2	0	0
Disagree	%	3	4	1	1
Agree	%	38	38	12	13
Strongly agree	%	58	57	87	86
Total	%	100	100	100	100
	<i>Mean</i>	3.5	3.5	3.9	3.8

5. To what extent do you feel the following?

Safe on this campus	<i>Mean</i>	3.5	3.4 ↑	3.5	3.4 ↑
A sense of community at this institution	<i>Mean</i>	3.1	3.1	2.9	2.9 ↓

**1=Not at all; 2=Very Little; 3=Some; and 4=Very much.*

6. For which of the following reasons have you chosen to register for courses that did not fulfill either General Education or major requirements? (Check all that apply.)

For personal interest/enrichment	%	53	56	59	63
For my job	%	10	11	11	14
For professional development	%	18	18	26	29
To maintain financial aid eligibility	%	19	12	27	22
Thought it was required for General Education	%	21	22	22	19
Thought it was required for my major	%	16	16	16	17
My major faculty advisor suggested it	%	8	12	7	10
My General Education advisor suggested it	%	13	12	5	6
It was required for a change of major	%	4	5	6	7
Could not get the classes that I wanted	%	47	23	37	24

CSU Additional Questions

		First-Year		Seniors	
		Sacramento State	California State	Sacramento State	California State
		%	%	%	%

7. How would you evaluate your experience with regard to the availability of courses required for either General Education or your major in this institution?

The General Education required courses have been available.	<i>Mean</i>	2.5	2.9 ↓	2.7	2.9 ↓
The major required courses have been available.	<i>Mean</i>	2.3	2.8 ↓	2.6	2.8 ↓

*1=Hardly ever; 2=Some of the time; 3=Most of the time; and 4=Almost or nearly always.

8. What was your primary reason for working for pay (either off or on campus)?

To gain knowledge/skills/experience	%	9	8	14	14
To earn extra spending money	%	6	9	6	8
To keep busy	%	2	2	1	1
To earn money for college expenses	%	21	17	20	20
To earn money for basic expenses	%	19	14	39	36
I don't work for pay	%	43	50	20	20
Total	%	100	100	100	100

9. How likely is it that financial problems will delay you in completing your undergraduate education?

Very unlikely	%	11	13	32	32
Somewhat unlikely	%	11	12	14	14
Not sure	%	33	34	20	19
Somewhat likely	%	26	25	17	18
Very likely	%	19	16	18	17
Total	%	100	100	100	100
	<i>Mean</i>	3.3	3.2 ↑	2.7	2.7

CSU Additional Questions

		First-Year		Seniors	
		Sacramento State	California State	Sacramento State	California State
		%	%	%	%

10. If financial problems affected your progress in completing your undergraduate education, what actions did you take? (Check all that apply.)

Took fewer units each term to reduce my tuition costs	%	14	14	15	15
Took fewer units each term to work more hours	%	14	13	19	18
Enrolled in community college courses to reduce costs	%	21	19	23	24
Had to stop enrolling in any college courses to reduce my expenses	%	3	4	7	7
Transferred from a more expensive institution to enroll at this institution	%	1	1	3	2
Not applicable	%	64	65	57	56

2016-17 NATIONAL SURVEY
OF STUDENT ENGAGEMENT
DATA REPORT



About Your *High-Impact Practices* Report

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

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

High-Impact Practices in NSSE

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

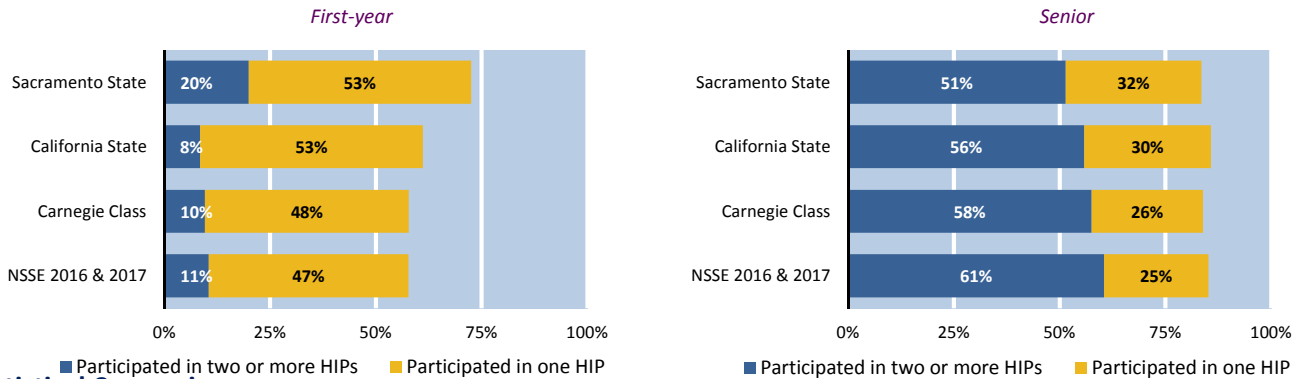
Study Abroad

Culminating Senior Experience

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

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 overall (at least one, two or more). 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.

	Sacramento State	Your students' participation compared with:							
		California State		Carnegie Class		NSSE 2016 & 2017			
	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b
First-year									
12. Service-Learning	65	+7	*** .14	+11	*** .23	+13	*** .26		
11c. Learning Community	26	+16	*** .43	+14	*** .38	+13	*** .32		
11e. Research with Faculty	4	+1	.04	-0	-.01	-1	-.04		
Participated in at least one	73	+11	*** .24	+15	*** .31	+15	*** .31		
Participated in two or more	20	+12	*** .34	+10	*** .30	+9	*** .27		
Senior									
12. Service-Learning	65	-2	* -.05	+2	.04	+4	*** .09		
11c. Learning Community	24	+3	*** .08	+3	** .07	+1	.03		
11e. Research with Faculty	12	-4	*** -.11	-7	*** -.20	-11	*** -.29		
11a. Internship or Field Exp.	41	+1	.01	-4	*** -.08	-8	*** -.17		
11d. Study Abroad	3	-4	*** -.17	-8	*** -.31	-11	*** -.41		
11f. Culminating Senior Exp.	30	-11	*** -.23	-15	*** -.31	-16	*** -.33		
Participated in at least one	84	-2	* -.06	-0	-.01	-2	* -.05		
Participated in two or more	51	-4	*** -.09	-6	*** -.12	-9	*** -.18		

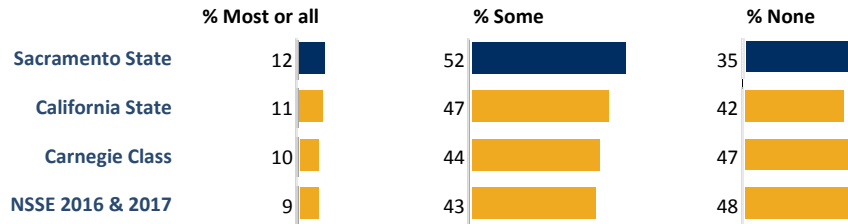
a. Percentage point differences (institution – comp. group) rounded to whole numbers. Values less than one may not display a bar and may be shown as +0 or -0.
 b. Cohen's *h* (standardized difference between two proportions). Effect sizes indicate the practical importance of observed differences. For 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, 2015).
 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

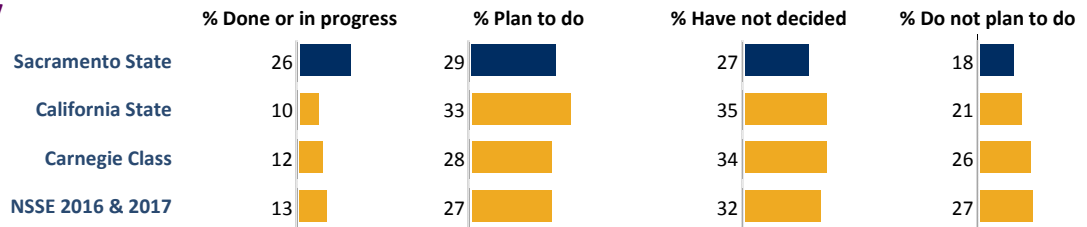
Service-Learning

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



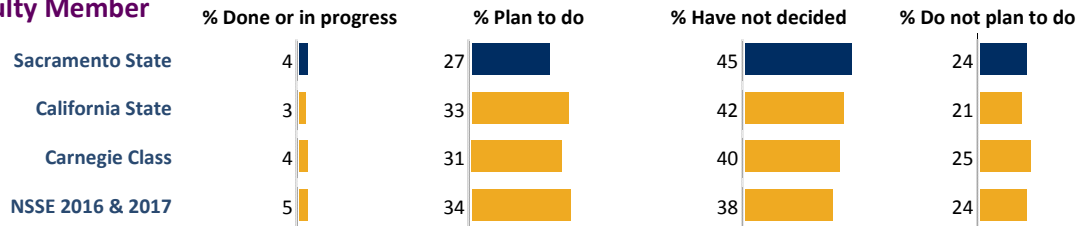
Learning Community

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.

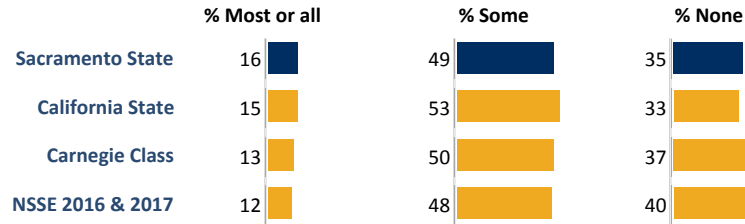


Note: Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

Seniors

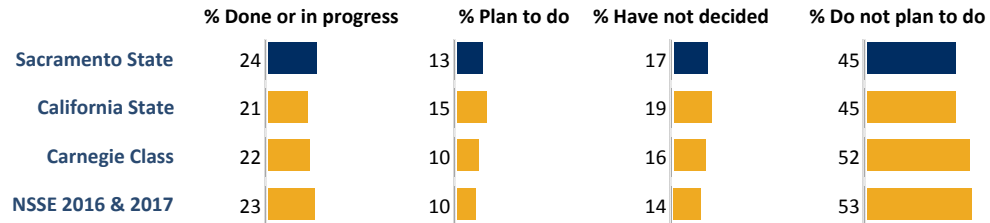
Service-Learning

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



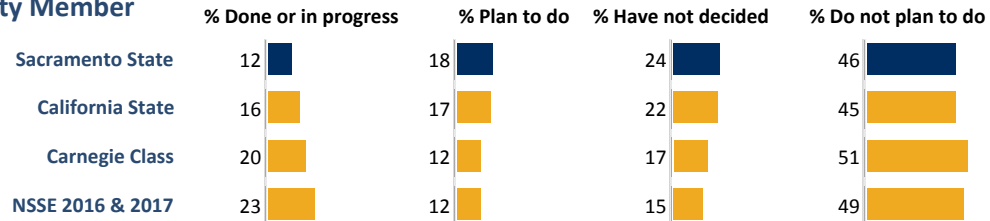
Learning Community

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



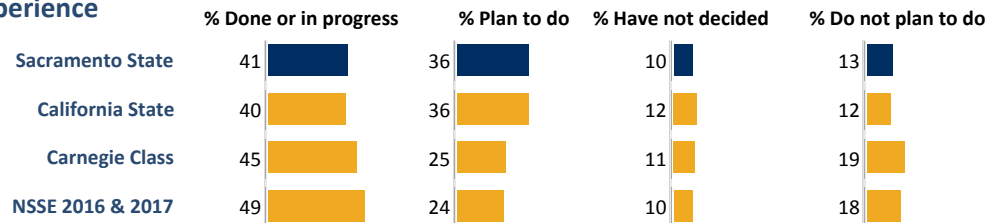
Research with a Faculty Member

Work with a faculty member on a research project.



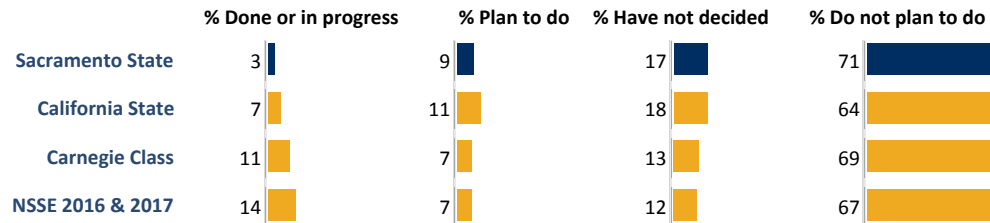
Internship or Field Experience

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



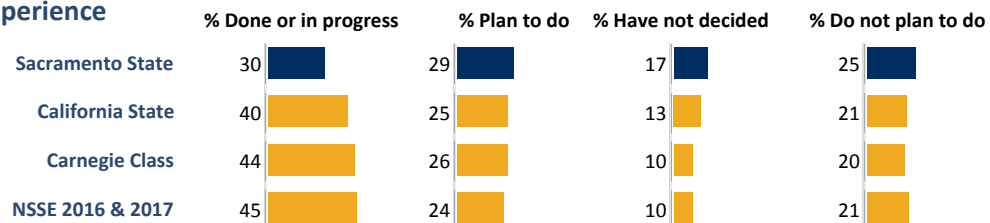
Study Abroad

Participate in a study abroad program.



Culminating Senior Experience

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



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

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*.

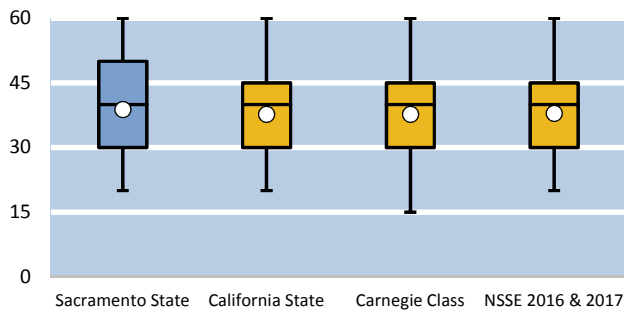
Mean Comparisons

Engagement Indicator	Sacramento State Mean	Your first-year students compared with					
		California State		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.8	37.7 *	.08	37.7 **	.08	37.9 *	.07
Reflective & Integrative Learning	36.6	35.3 ***	.11	34.9 ***	.14	35.0 ***	.13
Learning Strategies	38.0	37.0 *	.08	38.5	-.04	38.3	-.02
Quantitative Reasoning	26.6	27.3	-.05	27.2	-.04	27.6 *	-.06

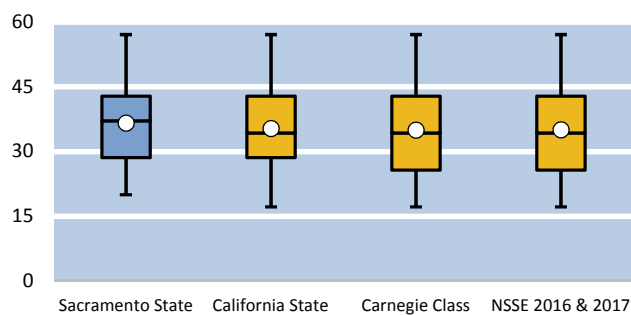
Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding: **p* < .05, ***p* < .01, ****p* < .001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

Score Distributions

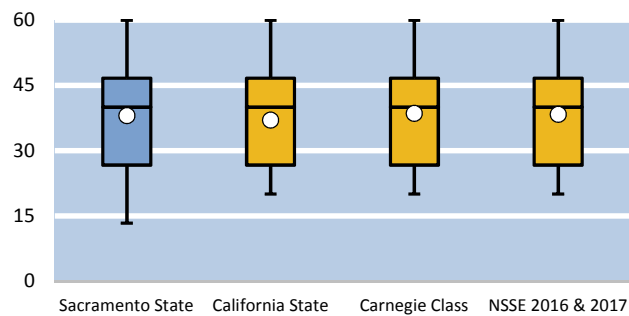
Higher-Order Learning



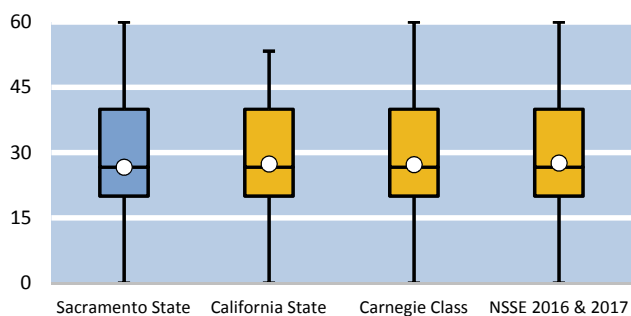
Reflective & Integrative Learning



Learning Strategies



Quantitative Reasoning



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

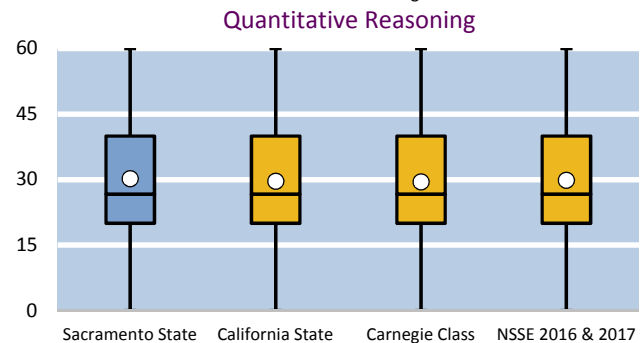
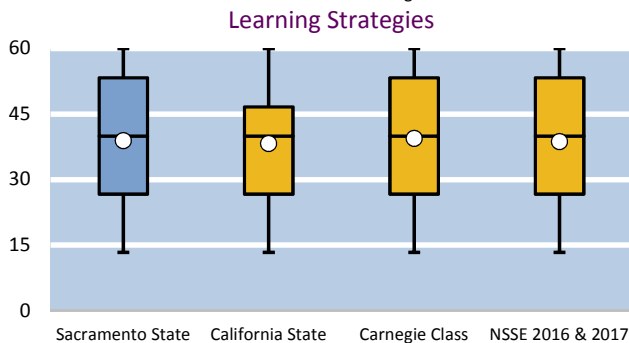
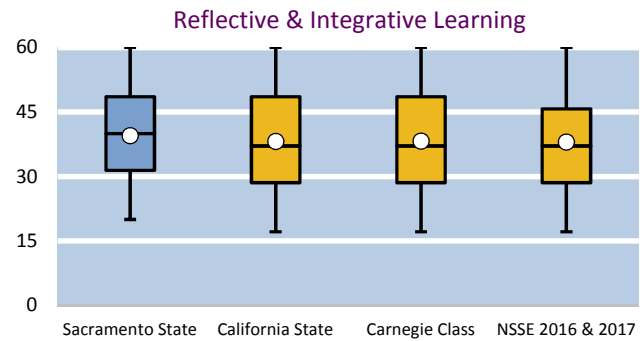
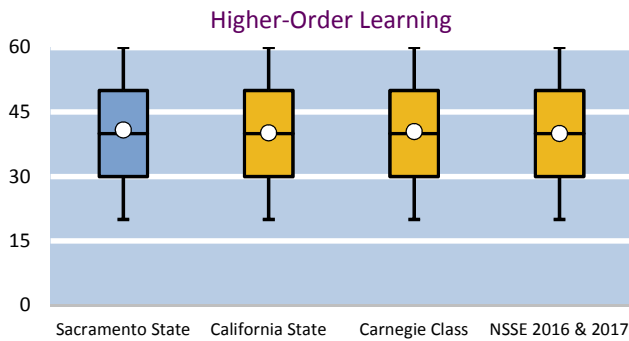
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*.

Mean Comparisons

Engagement Indicator	Sacramento State Mean	Your seniors compared with					
		California State		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.9	40.1 *	.05	40.5	.03	40.0 **	.06
Reflective & Integrative Learning	39.5	38.2 ***	.11	38.3 ***	.10	38.0 ***	.12
Learning Strategies	38.9	38.3	.05	39.4	-.04	38.7	.01
Quantitative Reasoning	30.2	29.6	.03	29.5	.04	29.9	.02

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.

Learning with Peers: First-year students

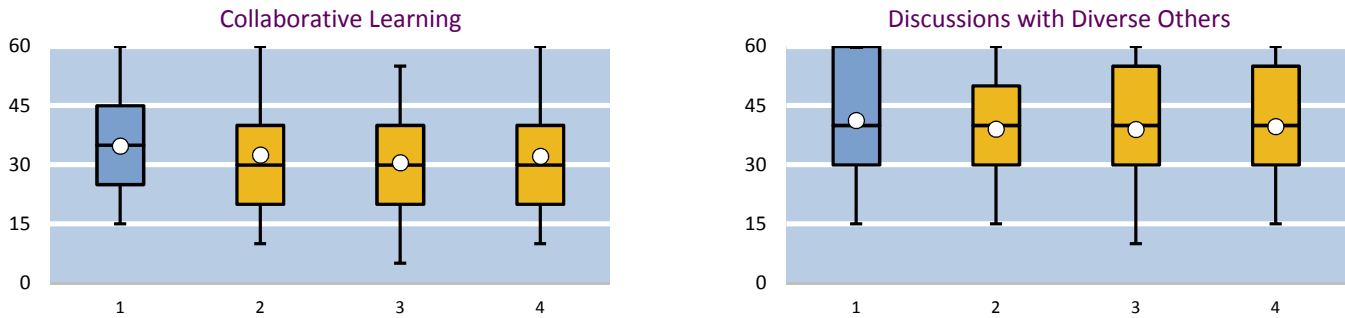
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions with Diverse Others*.

Mean Comparisons

Engagement Indicator	Sacramento State Mean	Your first-year students compared with					
		California State		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.7	32.5 ***	.17	30.5 ***	.29	32.1 ***	.18
Discussions with Diverse Others	41.2	39.0 ***	.14	38.9 ***	.14	39.7 **	.10

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.

Learning with Peers: Seniors

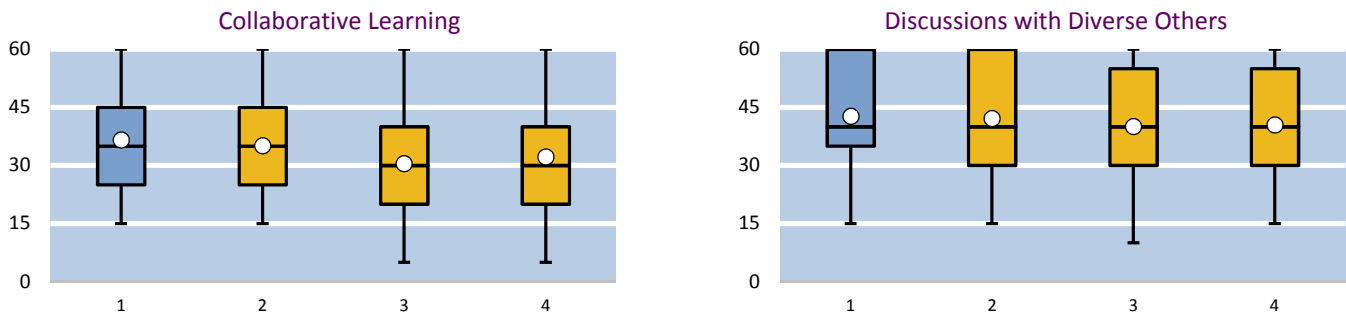
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Mean Comparisons

Engagement Indicator	Sacramento State Mean	Your seniors compared with					
		California State		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	36.6	35.1 ***	.11	30.5 ***	.39	32.2 ***	.29
Discussions with Diverse Others	42.7	42.1	.04	40.1 ***	.16	40.5 ***	.14

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.

Experiences with Faculty: First-year students

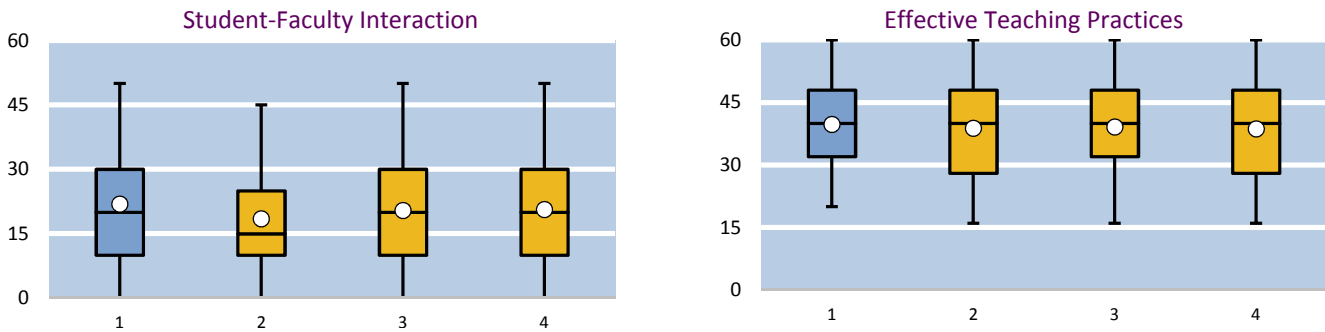
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	Sacramento State Mean	Your first-year students compared with					
		California State		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	21.9	18.5 ***	.24	20.4 **	.10	20.6 **	.09
Effective Teaching Practices	39.7	38.8 *	.07	39.1	.05	38.7 **	.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



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.

Experiences with Faculty: Seniors

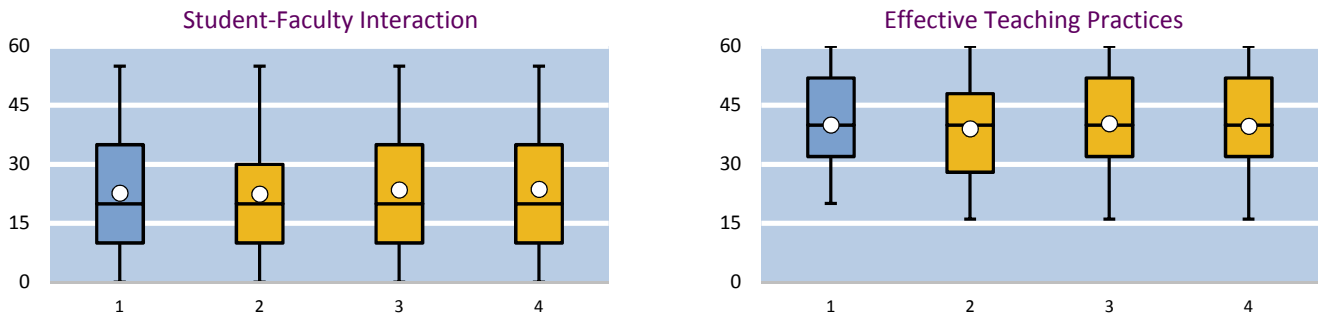
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	Sacramento State Mean	Your seniors compared with					
		California State		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.6	22.4	.01	23.5 *	-.05	23.6 **	-.06
Effective Teaching Practices	40.0	39.0 **	.07	40.3	-.02	39.6	.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.

Campus Environment: First-year students

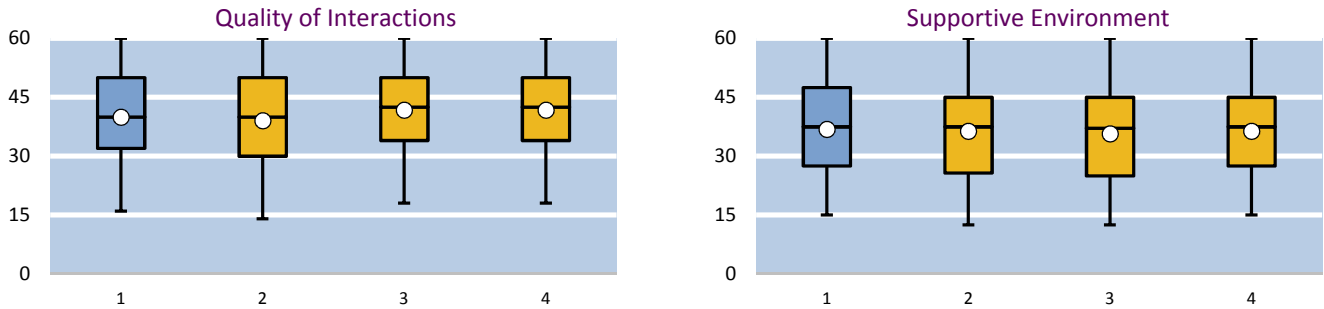
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*.

Mean Comparisons

Engagement Indicator	Sacramento State Mean	Your first-year students compared with					
		California State		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.0	39.0	.07	41.8 ***	-.14	41.8 ***	-.14
Supportive Environment	36.9	36.4	.04	35.7 *	.08	36.3	.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



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.

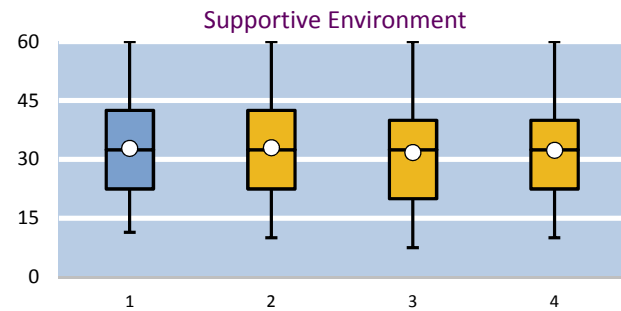
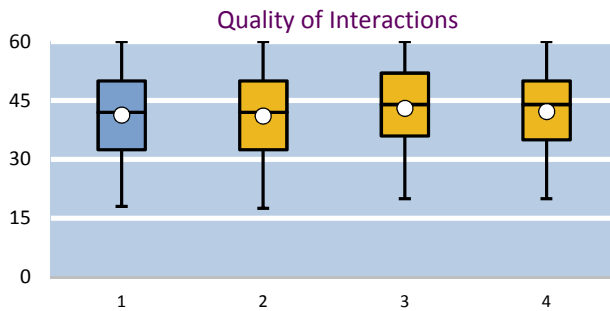
Campus Environment: Seniors

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*.

Engagement Indicator	Sacramento State Mean	Your seniors compared with					
		California State		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.3	41.0	.02	43.0 ***	-.14	42.3 **	-.08
Supportive Environment	32.9	33.0	-.01	31.8 **	.07	32.3	.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



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.

NSSE 2017 Academic Advising Topical Module

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		Academic Advising		Sacramento State	Academic Advising	Effect size ^d
				Count	%	Count	%	Mean	Mean	
1. During the current school year, about how many times have you and an academic advisor discussed your academic interests, course selections, or academic performance?										
	ADV01	0	0	73	8	8,767	12	2.1	2.2 **	-0.08 ▽
		1	1	238	27	18,730	23			
		2	2	317	37	23,904	30			
		3	3	129	15	15,173	19			
		4	4	70	8	6,576	8			
		5	5	16	2	2,452	3			
		6	6 or more	30	3	3,973	5			
		Total		873	100	79,575	100			
2. During the current school year, to what extent have your academic advisors done the following?										
a. Been available when needed	ADV02a	1	Very little	52	6	6,157	8	2.9	2.9	-0.06
		2	Some	220	24	15,983	20			
		3	Quite a bit	310	36	27,613	34			
		4	Very much	216	26	23,917	30			
		—	Not applicable	75	8	5,946	8			
		Total		873	100	79,616	100			
b. Listened closely to your concerns and questions	ADV02b	1	Very little	46	5	6,004	7	3.0	3.0	.00
		2	Some	191	22	15,111	19			
		3	Quite a bit	300	34	26,133	33			
		4	Very much	264	31	25,375	32			
		—	Not applicable	70	8	6,897	9			
		Total		871	100	79,520	100			
c. Informed you of important deadlines	ADV02c	1	Very little	92	11	10,205	13	2.9	2.8	.05
		2	Some	187	21	16,759	21			
		3	Quite a bit	266	31	23,832	30			
		4	Very much	254	30	22,157	28			
		—	Not applicable	73	8	6,557	9			
		Total		872	100	79,510	100			
d. Helped you understand academic rules and policies	ADV02d	1	Very little	79	9	9,778	12	2.8	2.8	.06
		2	Some	214	24	17,839	22			
		3	Quite a bit	273	31	23,935	30			
		4	Very much	230	27	20,365	26			
		—	Not applicable	74	8	7,550	10			
		Total		870	100	79,467	100			
e. Informed you of academic support options (tutoring, study groups, help with writing, etc.)	ADV02e	1	Very little	76	9	10,982	14	2.9	2.7 ***	.15 △
		2	Some	195	22	17,735	22			
		3	Quite a bit	275	32	22,834	28			
		4	Very much	252	30	20,177	26			
		—	Not applicable	72	8	7,764	10			
		Total		870	100	79,492	100			
f. Provided useful information about courses	ADV02f	1	Very little	64	7	8,796	11	2.9	2.9 *	.08 △
		2	Some	212	24	16,856	21			
		3	Quite a bit	268	30	25,173	31			
		4	Very much	267	32	22,964	29			
		—	Not applicable	59	7	5,640	8			
		Total		870	100	79,429	100			

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

NSSE 2017 Academic Advising Topical Module

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		Academic Advising		Sacramento State	Academic Advising	Effect size ^d
				Count	%	Count	%	Mean	Mean	
g. Helped you when you had academic difficulties	ADV02g	1	Very little	102	12	11,621	14	2.7	2.7	.07
		2	Some	220	25	16,110	20			
		3	Quite a bit	210	24	18,370	23			
		4	Very much	215	26	17,569	22			
		—	Not applicable	124	14	15,735	20			
		Total		871	100	79,405	100			
h. Helped you get information on special opportunities (study abroad, internships, research projects, etc.)	ADV02h	1	Very little	162	18	15,277	19	2.5	2.5	.05
		2	Some	199	23	16,939	21			
		3	Quite a bit	185	22	16,881	21			
		4	Very much	177	21	14,902	19			
		—	Not applicable	147	16	15,390	20			
		Total		870	100	79,389	100			
i. Discussed your career interests and post-graduation plans	ADV02i	1	Very little	157	18	16,448	21	2.6	2.5	.07
		2	Some	229	26	18,632	23			
		3	Quite a bit	187	22	17,047	21			
		4	Very much	185	22	15,793	20			
		—	Not applicable	111	13	11,355	15			
		Total		869	100	79,275	100			
3. During the current school year, how often have your academic advisors reached out to you about your academic progress or performance?										
	ADV04_15	1	Never	284	32	30,786	39	2.0	1.9 **	.11
		2	Sometimes	357	40	29,064	36			
		3	Often	160	19	13,672	18			
		4	Very often	70	9	5,812	8			
		—	Not applicable	111	13	11,355	15			
		Total		871	100	79,334	100			
4. During the current school year, which of the following has been your primary source of advice regarding your academic plans? (Select one.)										
	ADV03	—	Academic advisor(s) assigned to you	225	25	26,822	34			
		—	Academic advisor(s) available to any student	193	22	6,855	9			
		—	Faculty or staff not formally assigned as an advisor	67	8	6,773	8			
		—	Online advising system (degree progress report, etc.)	24	3	3,079	4			
		—	Website, catalog, or other published sources	49	5	3,808	5			
		—	Friends or other students	131	15	12,429	15			
		—	Family members	119	14	13,963	17			
		—	Other, please specify:	24	3	1,643	2			
		—	I did not seek academic advice this year	37	4	4,006	6			
		Total		869	100	79,378	100			

NSSE 2017 Academic Advising Topical Module

Frequencies and Statistical Comparisons

California State University, Sacramento

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Sacramento State		Academic Advising		Sacramento State	Academic Advising	Effect size ^d
				Count	%	Count	%	Mean	Mean	
1. During the current school year, about how many times have you and an academic advisor discussed your academic interests, course selections, or academic performance?										
	ADV01	0	0	394	24	15,935	15	1.8	2.2 ***	-.25
		1	1	479	28	25,663	25			
		2	2	395	23	26,309	25			
		3	3	213	12	15,179	14			
		4	4	85	5	8,214	8			
		5	5	39	2	3,599	3			
		6	6 or more	111	6	10,115	9			
			Total	1,716	100	105,014	100			
2. During the current school year, to what extent have your academic advisors done the following?										
a. Been available when needed	ADV02a	1	Very little	153	9	10,216	10	2.8	2.9 **	-.08
		2	Some	368	22	20,518	20			
		3	Quite a bit	480	27	31,992	30			
		4	Very much	461	27	34,703	33			
		—	Not applicable	252	15	7,671	7			
			Total	1,714	100	105,100	100			
b. Listened closely to your concerns and questions	ADV02b	1	Very little	138	8	10,100	10	2.9	3.0	-.01
		2	Some	318	18	19,452	18			
		3	Quite a bit	447	26	30,041	28			
		4	Very much	510	30	35,770	34			
		—	Not applicable	300	18	9,667	9			
			Total	1,713	100	105,030	100			
c. Informed you of important deadlines	ADV02c	1	Very little	261	15	17,386	16	2.7	2.7	-.02
		2	Some	334	19	21,317	20			
		3	Quite a bit	387	23	27,149	26			
		4	Very much	440	26	29,888	29			
		—	Not applicable	292	17	9,251	9			
			Total	1,714	100	104,991	100			
d. Helped you understand academic rules and policies	ADV02d	1	Very little	231	13	17,419	17	2.7	2.7	.03
		2	Some	332	19	22,438	21			
		3	Quite a bit	402	23	25,333	24			
		4	Very much	391	23	26,169	25			
		—	Not applicable	358	21	13,527	13			
			Total	1,714	100	104,886	100			
e. Informed you of academic support options (tutoring, study groups, help with writing, etc.)	ADV02e	1	Very little	307	18	23,529	23	2.5	2.4 **	.09
		2	Some	345	20	23,320	22			
		3	Quite a bit	369	21	20,373	19			
		4	Very much	330	19	20,677	20			
		—	Not applicable	363	21	17,010	16			
			Total	1,714	100	104,909	100			
f. Provided useful information about courses	ADV02f	1	Very little	205	12	16,789	16	2.8	2.7 *	.05
		2	Some	352	20	22,154	21			
		3	Quite a bit	438	25	27,572	26			
		4	Very much	432	25	28,487	27			
		—	Not applicable	290	17	9,891	10			
			Total	1,717	100	104,893	100			

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

NSSE 2017 Academic Advising Topical Module

Frequencies and Statistical Comparisons

California State University, Sacramento

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Sacramento State		Academic Advising		Sacramento State	Academic Advising	Effect size ^d
				Count	%	Count	%	Mean	Mean	
g. Helped you when you had academic difficulties	ADV02g	1	Very little	254	15	18,396	18	2.6	2.6	.04
		2	Some	294	17	18,644	18			
		3	Quite a bit	351	20	19,953	19			
		4	Very much	356	21	23,776	22			
		—	Not applicable	460	27	24,073	24			
		Total		1,715	100	104,842	100			
h. Helped you get information on special opportunities (study abroad, internships, research projects, etc.)	ADV02h	1	Very little	371	22	23,763	23	2.4	2.4	-.04
		2	Some	295	17	19,033	18			
		3	Quite a bit	267	16	18,628	17			
		4	Very much	290	17	21,117	20			
		—	Not applicable	490	29	22,266	22			
		Total		1,713	100	104,807	100			
i. Discussed your career interests and post-graduation plans	ADV02i	1	Very little	376	22	25,352	25	2.4	2.4	-.01
		2	Some	330	19	21,835	21			
		3	Quite a bit	327	19	19,391	18			
		4	Very much	310	18	24,310	23			
		—	Not applicable	368	22	13,704	14			
		Total		1,711	100	104,592	100			
3. During the current school year, how often have your academic advisors reached out to you about your academic progress or performance?										
	ADV04_15	1	Never	904	53	48,113	46	1.7	1.8 ***	-0.13
		2	Sometimes	491	29	33,527	32			
		3	Often	223	13	15,444	15			
		4	Very often	91	5	7,689	7			
		—	Not applicable							
		Total		1,709	100	104,773	100			
4. During the current school year, which of the following has been your primary source of advice regarding your academic plans? (Select one.)										
	ADV03	—	Academic advisor(s) assigned to you	358	21	32,069	31			
		—	Academic advisor(s) available to any student	252	15	9,366	9			
		—	Faculty or staff not formally assigned as an advisor	257	15	17,963	16			
		—	Online advising system (degree progress report, etc.)	188	11	8,201	8			
		—	Website, catalog, or other published sources	184	11	5,837	6			
		—	Friends or other students	217	13	12,225	11			
		—	Family members	77	4	9,291	8			
		—	Other, please specify:	61	4	3,168	3			
		—	I did not seek academic advice this year	119	7	6,725	7			
		Total		1,713	100	104,845	100			

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

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). 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.