



NATIONAL SURVEY OF STUDENT ENGAGEMENT REPORT
CALIFORNIA STATE UNIVERSITY, SACRAMENTO

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OFFICE OF INSTITUTIONAL RESEARCH

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2014 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 **692** 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= 3,255) and seniors (N= 7,204) through email in spring 2014. Subsequently, **710** first-year students and **1,872** seniors completed 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 **16%** response rate for first-year students and **20%** for seniors). The **margin of error** for this survey calculates to **3.3%** for first-time freshmen and **1.9%** for seniors. This basically means that if 90% of the respondents selected a particular response, it is relatively "certain" (at a 95% confidence level) that between 86.7% (90% - 3.3%) and 93.3 % (90% + 3.3%) of all first-time freshmen would have selected that same response.

This report provides a brief overview of the original NSSE Institutional Report. As such, it 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 2013 and 2014.

Academic and Intellectual Experiences

Among the 20 items related to Academic and Intellectual Experiences, freshmen from Sacramento State showed strong engagement in **6** areas with their ratings being significantly higher than all three comparison groups. Those areas are as follows:

- *Prepared two or more drafts of a paper or assignment before turning it*
- *Worked with other students on course projects or assignments*
- *Combined ideas from different courses when completing assignments*
- *Connected your learning to societal problems or issues*
- *Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments*
- *Learned something that changed the way you understand an issue or concept*

Seniors from Sacramento State, however, demonstrated significantly lower scores in **6** areas when compared with the three comparison groups:

- *Asked questions or contributed to course discussions in other ways*

- *Attend an art exhibit, play or other arts performance (dance, music, etc.)*
- *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*

College Coursework

Among the 19 items relating to College Coursework, freshmen from Sacramento State showed strong engagement in **5** areas with their ratings being significantly higher than all three comparison groups. Those areas are as follows:

- *Coursework emphasized “evaluating a point of view, decision, or information source”*
- *Extent that instructors “used examples or illustrations to explain difficult points”*
- *Extent that instructors “provided feedback on a draft or work in progress”*
- *Extent that instructors “provided prompt and detailed feedback on tests or completed assignments”*
- *Extent that “courses at this institution have included a community-based project (service-learning)”*

However, freshmen from Sacramento State reported having been assigned significantly fewer “*papers, reports or other writing tasks*” regardless of length than all three of the peer comparison groups during the current school year.

Seniors from Sacramento State reported significantly stronger engagement with respect to coursework that emphasized “analyzing an idea, experience, or line of reasoning in depth by examining its parts” than all of their peers during the current school year. However, seniors also reported having been assigned fewer “*papers, reports or other writing tasks*” between 6 and 10 pages during the current school year than their peers.

Student Activities

Freshmen from Sacramento State were significantly more likely to “*participate in a learning community or some other formal program where groups of students take two or more classes together*” than their peers across all three comparison groups.

However, relatively few seniors from Sacramento State planned to do the following activities compared to seniors from among the three comparison groups:

- *Practicum, internship, co-op, field experience, student teaching or clinical placement*
- *Hold a formal leadership role in a student organization or group.*
- *Participate in a study abroad*
- *Work with a faculty member on a research project*
- *Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)*

Campus Climate

Overall, Sacramento State’s freshmen and seniors reported having had significantly more discussions with people of a race, ethnicity or religion other than their own than their peers within the 3 comparison groups. Seniors at Sacramento State also reported having had more discussions with people from economic backgrounds other than their own compared to those within the 3 comparison group. Seniors from Sacramento State gave significantly lower ratings with regard to the quality of their relationships with “*academic advisors*”, “*faculty*”, and “*other administrative staff and offices (registrar, financial aid, etc.)*” compared with their National and NSSE peers.

Providing a Supportive Environment

Freshmen from Sacramento State perceived higher levels of campus support with respect to campus emphasis on “*helping you manage your non-academic responsibilities (work, family, etc.)*” compared with freshmen from within the three comparison groups.

Seniors from Sacramento State perceived higher levels of campus emphasis in relation to “*spending significant amounts of time studying and on academic work*” and “*providing support for your overall well-being (recreation, health care, counseling, etc.)*” compared to all three of their peer comparison groups.

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.

In addition, significantly fewer freshmen and seniors at Sacramento State work “*for pay on campus*” compared to their peers in the three comparison groups. Furthermore, significantly fewer seniors participate in “*co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)*” compared to all three of their peer comparison groups. However, both freshmen and seniors at Sacramento State reported having spent significantly more time on “*assigned reading*” in a “*typical 7-day week*” than their peers within the three comparison groups.

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 **3** areas relating to institutional contributions to their knowledge, skills, and personal development:

- *Thinking critically and analytically*
- *Working effectively with others*
- *Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)*

Seniors from Sacramento State, however, reported significantly lower levels of growth compared to seniors from within the three comparison groups in the following **3** areas relating to institutional contributions to their knowledge, skills, and personal development:

- *Acquiring job or work-related knowledge and skills*
- *Developing or clarifying a personal code of values and ethics*
- *Solving complex real-world problems*

When asked to evaluate their overall educational experience at this institution, a strong majority of both freshmen (**85%**) and senior respondents (**83%**) 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 (**83%**) and seniors (**80%**) from Sacramento State responded either “definitely yes” or “probably yes”. However, the responses from seniors at Sacramento State was less positive than that from all peer groups for both questions.

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 areas:

- *Effective leadership skills (a set of abilities requiring individuals to “enlist the aid and support of others in the accomplishment of a common goal.”)*
- *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.)*
- *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.”)*

In contrast, seniors at Sacramento State gave lower ratings with respect to the extent that Sacramento State has helped them to develop both Effective Leadership Skills and Creative Thinking than their CSU consortium peers.

Furthermore, freshmen at Sacramento State thought that “peer networking with students in their class” and “parental expectations” were more important to their success at college compared to their CSU peers. In addition, they also gave lower ratings than their CSU peers with respect to their own level of academic preparation compared to their institutional peers in relation to *General Education classes*.

In addition, both freshmen and seniors at Sacramento State reported a much greater degree of experience with regard to experiencing a lack of availability of both *major courses* and *General Education courses* than their CSU consortium 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. Freshmen from Sacramento State also reported experiencing a greater sense of community on campus than their peers within the CSU consortium.

NSSE 2014 Comparison Groups

Comparison Group 1: CSU Consortium

17 California State Universities

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

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

264 Universities and Colleges

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

Comparison Group 3: All NSSE 2013 & 2014 Participants

983 Universities and Colleges

View list at nsse.iub.edu/pdf/nsse2013and2014_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 produced 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 judge 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 institution's 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)

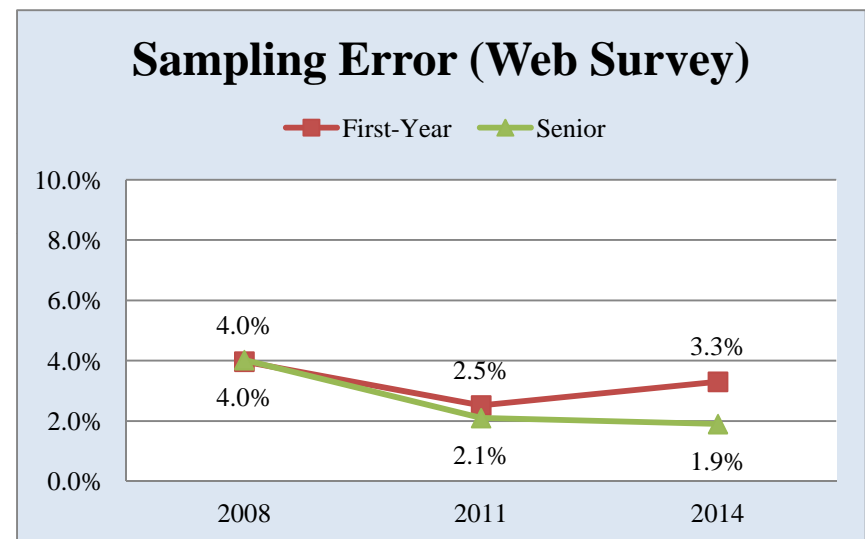
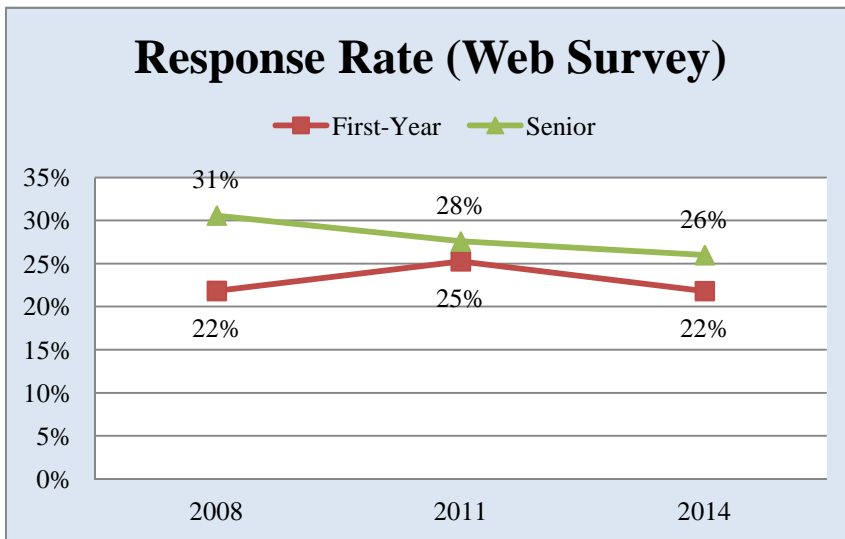
Items with mean differences that are larger than would be expected by chance alone are noted with arrows where appropriate. Statistical significance does not guarantee the result is substantive or important; however, a significance level of $p < .05$ was utilized in an attempt to reduce the likelihood 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 (2002-2014)

Year	Mode	Response Rate		Sampling Error		Number of Respondents	
		First-Year	Senior	First-Year	Senior	First-Year	Senior
2002	Paper	41%	41%	6.7%	6.8%	193	200
2005	Paper	33%	50%	7.6%	5.8%	159	250
2008	Web-only	22%	31%	4.0%	4.0%	476	543
2011	Web-only	25%	28%	2.5%	2.1%	1,134	1,583
2014	Web-only	22%	26%	3.3%	1.9%	710	1,872
Change (2008-2014)		0%	-5%	-0.7%	-2.1%	234	1,329

Note: The response rate for 2002 was not broken down by First-year and Senior and therefore is incomparable in relation to subsequent administrations.



Respondent Profile

	Sacramento State		California State		National Peers		NSSE	
	First Year	Senior	First Year	Senior	First Year	Senior	First Year	Senior
Response Rate								
Distributed	3,255	7,204						
Responded	710	1,872	NA		NA		NA	
Overall Response Rate	25%							
Response Rate By Class Level	22%	26%	16%	20%	22%	27%	22%	26%
Sampling Error	3.3%	1.9%	1.0%	0.7%	0.3%	0.3%	0.2%	0.1%
Student Characteristics								
Single Major	89.8%	91.7%	90.9%	91.9%	86.7%	87.4%	84.3%	85.7%
More than one major	10.2%	8.3%	9.1%	8.1%	13.3%	12.6%	15.7%	14.3%
First Major								
Arts and Humanities	6.2%	8.8%	7.6%	10.8%	8.1%	9.6%	9.1%	10.4%
Biological Sci., Agriculture, & Natural Resources	10.9%	7.6%	12.4%	9.2%	9.0%	6.6%	11.0%	8.8%
Physical Sci., Mathematics, & Computer Science	5.1%	5.3%	6.6%	6.3%	5.4%	4.5%	6.2%	5.2%
Social Sciences	10.2%	21.3%	12.2%	14.8%	10.0%	12.4%	10.4%	12.8%
Business	10.6%	17.4%	14.5%	19.1%	16.5%	19.0%	15.5%	17.8%
Communications, Media, & Public Relations	3.0%	4.7%	3.8%	4.4%	4.2%	4.1%	4.1%	4.1%
Education	1.6%	1.5%	2.7%	3.2%	9.1%	9.8%	7.3%	7.9%
Engineering	11.1%	8.6%	13.3%	10.2%	6.5%	4.6%	9.4%	7.6%
Health Professions	23.6%	12.3%	14.2%	10.9%	16.4%	14.8%	14.1%	12.7%
Social Service Professions	8.4%	7.1%	4.7%	3.6%	6.0%	6.4%	4.6%	5.1%
All Other	3.3%	5.4%	4.0%	7.1%	4.9%	7.9%	4.3%	7.1%
Undecided, Undeclared	6.0%	0.1%	3.8%	0.2%	4.1%	0.4%	4.0%	0.4%
Class Level								
Freshman/first-year	100.0%		100.0%		100.0%		100.0%	
Sophomore								
Junior								
Senior		100.0%		100.0%		100.0%		100.0%
Unclassified								

Respondent Profile

	Sacramento State		California State		National Peers		NSSE	
	First Year	Senior	First Year	Senior	First Year	Senior	First Year	Senior
Enrollment Status								
Full-time	6.1%	18.7%	3.9%	16.6%	6.9%	22.1%	6.3%	19.6%
Part-time	93.9%	81.3%	96.1%	83.4%	93.1%	77.9%	93.7%	80.4%
Average Courses Taking this term	4.63	4.26	4.48	3.96	4.87	4.00	4.92	4.16
Average Online Courses Taking this term	0.36	0.26	0.19	0.28	0.37	0.82	0.24	0.60
Average Grade up to now	3.16	3.26	3.24	3.29	3.37	3.47	3.38	3.45
Begin College								
This university	98.4%	26.4%	96.0%	37.0%	89.4%	44.3%	89.5%	51.6%
Other university	1.6%	73.6%	4.0%	63.0%	10.6%	55.7%	10.5%	48.4%
Other School Attended								
Vocational or technical school	0.7%	7.9%	0.9%	6.6%	4.6%	10.2%	3.9%	8.9%
Community or Junior College	3.6%	81.3%	6.8%	69.9%	9.2%	49.8%	8.7%	42.7%
4-year college/university	5.6%	18.8%	7.7%	18.7%	9.1%	27.9%	9.0%	27.1%
None	89.2%	15.0%	83.1%	23.1%	77.5%	31.6%	78.4%	38.2%
Other	1.5%	2.8%	3.2%	2.6%	3.9%	4.4%	3.7%	4.0%
Highest Level of Education expected								
Some college, but less than s BA/BS	1.8%	4.9%	3.6%	4.2%	4.8%	4.5%	4.4%	3.8%
Bachelor's Degree	44.9%	36.3%	34.6%	34.2%	32.6%	30.5%	30.6%	29.4%
Master's degree	34.7%	40.7%	41.4%	43.1%	41.2%	44.9%	40.1%	43.8%
Doctoral/professional degree	18.6%	18.2%	20.4%	18.6%	21.4%	20.1%	24.9%	23.1%
Highest Level of Education of your parents								
Did not finish high school	24.2%	14.2%	21.7%	14.8%	7.5%	7.9%	5.2%	5.9%
High School degree or G.E.D.	23.9%	18.6%	20.1%	19.1%	20.0%	23.3%	16.9%	20.1%
Attended college but did not complete degree	13.6%	15.3%	12.1%	13.5%	12.8%	12.7%	11.5%	11.4%
Associate's Degree	11.0%	12.2%	6.9%	9.4%	10.3%	11.1%	9.7%	10.3%
Bachelor's Degree	17.2%	25.5%	22.2%	25.5%	26.9%	25.2%	28.9%	27.2%
Master's Degree	8.5%	10.1%	12.8%	13.0%	17.4%	14.9%	20.3%	17.8%
Doctorate Degree	1.5%	4.2%	4.2%	4.8%	5.1%	4.9%	7.5%	7.4%

Respondent Profile

	Sacramento State		California State		National Peers		NSSE	
	First Year	Senior	First Year	Senior	First Year	Senior	First Year	Senior
Age								
Non-traditional (24 or older)	0.3%	56.4%	1.2%	48.4%	10.0%	46.4%	6.4%	37.5%
Traditional (less than 24)	99.7%	43.6%	98.8%	51.6%	90.0%	53.6%	93.6%	62.5%
Gender								
Female	60.0%	54.0%	56.6%	52.3%	57.2%	58.3%	54.4%	55.9%
Male	40.0%	46.0%	43.4%	47.7%	42.8%	41.7%	45.6%	44.1%
International student/Foreign national	5.0%	4.4%	7.1%	7.5%	6.2%	5.5%	7.3%	5.5%
Member of a social fraternity/Sorority	4.1%	9.0%	6.4%	6.7%	6.9%	8.3%	8.8%	10.1%
Student-athlete	3.7%	1.1%	3.4%	1.9%	7.7%	3.8%	8.5%	4.5%
Forces, Reserves, or National Guard	0.2%	5.5%	0.8%	3.6%	2.6%	7.7%	2.7%	6.6%
Disability	2.8%	9.8%	5.2%	8.7%	8.1%	9.4%	7.9%	9.2%
Ethnicity								
American Indian/Alaska Native	0.4%	1.2%	0.3%	0.5%	0.5%	0.6%	0.6%	0.6%
Asian	28.4%	20.9%	14.0%	14.1%	4.8%	5.0%	4.6%	4.3%
Black/African American	6.3%	4.6%	4.0%	3.4%	10.9%	9.0%	10.9%	9.6%
Hispanic/Latino	30.5%	18.3%	44.0%	29.7%	15.7%	12.8%	11.6%	10.1%
Native Hawaiian/Other Pacific Islander	1.2%	0.8%	0.4%	0.4%	0.2%	0.2%	0.2%	0.2%
White	23.4%	41.6%	22.1%	34.0%	54.4%	58.7%	59.5%	64.3%
Other	0.0%	0.0%	0.0%	0.0%	0.2%	0.4%	0.2%	0.3%
Foreign or nonresident alien	2.0%	1.2%	7.0%	5.7%	3.7%	2.7%	4.5%	2.8%
Two or more races/ethnicities	5.8%	4.0%	3.7%	3.3%	4.2%	2.4%	3.5%	2.1%
Not reported	2.0%	7.4%	4.6%	8.9%	5.5%	8.2%	4.4%	5.7%
Where are you living while attending college								
Dormitory	20.7%	2.0%	39.6%	4.2%	56.2%	10.5%	62.0%	13.4%
Fraternity/sorority house	0.0%	0.0%	0.4%	0.6%	0.4%	0.7%	0.8%	1.3%
Residence within walking distance to campus	13.6%	12.6%	10.6%	20.1%	7.4%	19.4%	8.2%	24.0%
Residence farther than walking distance to campus	56.6%	81.9%	43.7%	71.0%	30.7%	62.1%	25.5%	56.0%
None of the above	9.1%	3.4%	5.7%	4.1%	5.3%	7.3%	3.5%	5.3%

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

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	52.7%	54.7%	64.3% ↓	64.2% ↓	63.3%	67.1% ↓	77.3% ↓	76.1% ↓
Prepared two or more drafts of a paper or assignment before turning it in	57.4%	53.0% ↑	51.7% ↑	49.7% ↑	44.7%	45.4%	47.4% ↓	45.1%
Come to class without completing readings or assignments	81.8%	81.3%	84.3%	83.3%	78.1%	77.1%	82.9% ↓	81.0% ↓
Attend an art exhibit, play or other arts performance (dance, music, etc.)	21.6%	20.7%	25.6% ↓	27.1% ↓	15.9%	19.4% ↓	19.3% ↓	22.3% ↓
Asked another student to help you understand course material	57.4%	53.9%	47.6% ↑	51.3% ↑	46.5%	46.6%	37.6% ↑	41.2% ↑
Explain course material to one or more students	60.5%	57.9%	54.6% ↑	57.6% ↑	61.9%	62.7%	54.7% ↑	58.5% ↑
Prepared for exams by discussion or working through course material with other students	50.7%	49.6%	46.9% ↑	50.5%	49.8%	50.4%	42.9% ↑	46.5% ↑
Worked with other students on course projects or assignments	60.9%	57.3% ↑	51.0% ↑	52.7% ↑	67.8%	71.8% ↓	61.5% ↑	63.9% ↑
Gave a course presentation	43.9%	45.3%	36.8% ↑	34.9% ↑	53.1%	63.2% ↓	55.4%	56.9% ↓
Combined ideas from different courses when completing assignments	63.1%	56.3% ↑	55.1% ↑	56.0% ↑	71.8%	74.0%	71.3%	72.4%
Connected your learning to social problems or issues	56.5%	54.2% ↑	53.5% ↑	53.4% ↑	66.8%	65.5%	66.5%	65.3%
Included diverse perspectives (political, religions, race/ethnic, genders, etc.) in course discussions or assignments	55.2%	52.0% ↑	51.7% ↑	51.4% ↑	56.1%	54.5%	58.7%	56.8%
Examined the strengths and weaknesses of your own views on a topic or issue	64.8%	63.5%	62.8%	62.7%	64.8%	65.1%	68.0% ↓	66.9%
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	70.5%	69.3%	67.0%	66.7%	71.4%	71.8%	71.6%	70.9%

Academic and Intellectual Experience

	First-Year Students				Seniors			
	Sacramento State	California State	National Peers	NSSE	Sacramento State	California State	National Peers	NSSE
Learned something that changed the way you understand an issue or concept	72.1%	67.5% ↑	66.2% ↑	66.2% ↑	70.9%	71.8%	71.2%	70.9%
Connected ideas from your courses to your prior experiences and knowledge	79.8%	77.5%	77.4%	78.0%	84.7%	83.9%	84.9%	84.7%
Talked about career plans with a faculty member	33.0%	27.6% ↑	32.7%	32.9%	34.4%	37.4% ↓	41.9% ↓	44.1% ↓
Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	18.3%	16.2% ↑	17.9%	18.6%	19.2%	24.1% ↓	24.9% ↓	27.6% ↓
Discussed course topics, ideas, or concepts with a faculty member outside of class	25.1%	22.9% ↑	24.6%	25.6%	27.4%	30.9% ↓	32.4% ↓	34.8% ↓
Discussed your academic performance with a faculty member	26.9%	25.8% ↑	28.6%	29.0%	27.2%	30.6% ↓	33.2% ↓	33.7% ↓

**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	77.5%	74.0%	72.1% ↑	71.3% ↑	65.7%	65.7%	58.8% ↑	59.4% ↑
Applying facts, theories, or methods to practical problems or new situations	71.9%	72.0%	73.0%	74.2%	79.9%	79.2%	80.6%	80.3%
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75.9%	73.6%	72.7%	73.3%	79.5%	77.9% ↑	78.7% ↑	78.1% ↑
Evaluating a point of view, decision, or information source	77.8%	72.4% ↑	71.7% ↑	70.8% ↑	73.9%	72.0% ↑	74.8%	72.6% ↑
Forming a new idea or understanding from various pieces of information	72.7%	70.3%	70.1%	69.6%	73.4%	72.7%	74.6%	73.2%

**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	82.5%	81.6%	81.9%	81.8% ↑	82.8%	83.3%	83.8%	83.1%
Taught course sessions in an organized way	80.2%	77.9% ↑	79.8%	80.2%	78.8%	79.6%	81.9% ↓	81.6%
Used examples or illustrations to explain difficult points	80.9%	77.6% ↑	77.7% ↑	78.1% ↑	80.5%	80.5%	79.2%	80.0%
Provide feedback on a draft or work in progress	72.9%	66.9% ↑	67.4% ↑	65.8% ↑	61.1%	61.3%	64.8% ↓	62.9%
Provided prompt and detailed feedback on tests or completed assignments	68.9%	63.1% ↑	64.5% ↑	63.3% ↑	66.7%	63.9% ↑	69.9% ↓	68.3%

**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.)	46.1%	50.4% ↓	48.8%	50.1% ↓	53.1%	55.3%	51.8% ↑	53.3%
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	36.1%	37.7%	36.5%	37.1%	45.0%	45.3%	42.9% ↑	43.7%
Evaluated what others have concluded from numerical information	36.3%	36.8%	35.3%	36.6%	45.8%	45.8%	41.7% ↑	43.8%

**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 following lengths have you been assigned? (Include those not yet completed.)

Up to 5 pages	5.5	6.3 ↓	6.8 ↓	6.8 ↓	7.2	7.5	7.8 ↓	7.8 ↓
Between 6 and 10 pages	1.7	2.1 ↓	2.0 ↓	2.1 ↓	3.3	3.8 ↓	3.7 ↓	3.6 ↓
11 pages or more	0.5	0.9 ↓	0.8 ↓	0.8 ↓	1.9	2.2 ↓	2.0	2.0
Estimated number of assigned pages of student writing	35.6	46.4 ↓	45.3 ↓	47.1 ↓	73.0	82.7 ↓	79.3 ↓	79.1 ↓

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

Identified key information from reading assignments	82.0%	79.8% ↑	81.3%	81.5%	83.5%	83.8%	84.5%	83.7%
Reviewed your notes after class	65.9%	65.6%	67.2%	65.6%	64.3%	63.7%	65.9%	63.2%
Summarized what you learned in class or from course materials	58.2%	58.9%	64.3% ↓	63.3% ↓	62.1%	62.9%	67.9% ↓	65.6% ↓

**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	5.4	5.5	5.6 ↓	5.6 ↓	5.7	5.6 ↑	5.7	5.7
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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)	1.0%	1.2%	1.2%	1.1%	1.5%	1.4%	1.8%	1.5%
Most (3)	9.0%	8.3%	7.0%	6.3%	10.9%	10.8%	10.5%	9.1%
Some (2)	51.1%	46.2%	45.1%	44.0%	50.6%	53.2%	50.8%	50.0%
None (1)	38.9%	44.3%	46.7%	48.6%	37.1%	34.5%	36.9%	39.4%
Mean	1.7	1.7 ↑	1.6 ↑	1.6 ↑	0.4	0.3	0.4	0.4

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	82.6%	84.3%	83.8%	85.5%	76.4%	77.3% ↓	71.7% ↓	74.5% ↓
Hold a formal leadership role in a student organization or group.	43.7%	42.9%	45.6% ↓	49.7% ↓	36.0%	38.9% ↓	39.7% ↓	45.3% ↓
Participate in a learning community or some other formal program where groups of students take two or more classes together	59.4%	42.1% ↑	39.4% ↑	40.1% ↑	35.5%	33.7% ↑	32.5%	33.7%
Participate in a study abroad	42.0%	45.5%	42.4%	47.7%	11.8%	18.3% ↓	18.2% ↓	22.7% ↓
Work with a faculty member on a research project	36.9%	38.6%	34.6%	39.4%	30.9%	37.5% ↓	32.0% ↓	37.3% ↓
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	55.2%	58.7%	56.8%	60.6%	55.1%	68.8% ↓	67.8% ↓	70.5% ↓

**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	81.9%	76.8% ↑	70.9% ↑	71.8% ↑	83.0%	81.0% ↑	72.2% ↑	71.8% ↑
People from an economic background other than your own	75.0%	73.7%	72.6% ↑	74.1%	79.1%	77.3% ↑	73.9% ↑	74.5% ↑
People with religious beliefs other than your own	74.0%	68.9% ↑	67.1% ↑	68.8% ↑	75.2%	72.9% ↑	67.4% ↑	68.9% ↑
People with political views other than your own	69.9%	64.2% ↑	67.1%	68.4%	71.8%	69.1% ↑	69.5% ↑	70.7%

**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	5.5	5.5	5.6	5.6	5.7	5.7	5.7	5.7
Academic advisors	5.0	4.8 ↑	5.1	5.1	5.1	5.0	5.2 ↓	5.2 ↓
Faculty	4.9	5.0	5.3 ↓	5.3 ↓	5.4	5.5	5.6 ↓	5.6 ↓
Student services staff (career services, student activities, housing, etc.)	4.8	4.7	4.9	4.9 ↓	4.8	4.7	4.9	4.9
Other administrative staff and offices (registrar, financial aid, etc.)	4.7	4.6	4.9	4.8	4.7	4.7	4.9 ↓	4.8 ↓

**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	85.1%	84.5%	83.8% ↑	84.7%	85.9%	83.6% ↑	82.3% ↑	82.8% ↑
Providing support to help students succeed academically	77.4%	77.0%	78.7%	79.3%	68.8%	69.5%	74.0% ↓	73.7% ↓
Using learning support services (tutoring services, writing center, etc.)	73.9%	77.3%	78.7% ↓	79.0% ↓	61.5%	63.9%	68.5% ↓	68.3% ↓
Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	68.0%	62.7%	60.0% ↑	60.0% ↑	54.8%	55.1%	54.4%	52.9%
Providing opportunities to be involved socially	75.3%	69.4% ↑	72.8%	74.3%	63.9%	63.1%	65.5%	67.4% ↓
Providing support for your overall well-being (recreation, health care, counseling, etc.)	75.2%	73.1%	72.3%	73.4%	68.9%	63.4% ↑	61.6% ↑	63.8% ↑
Helping you manage your non-academic responsibilities (work, family, etc.)	50.3%	47.7% ↑	45.9% ↑	45.2% ↑	29.6%	30.9%	33.5% ↓	32.8% ↓
Attending campus activities and events (performing arts, athletic events, etc.)	64.3%	59.8% ↑	66.8%	69.8%	49.5%	50.1%	54.4% ↓	58.8% ↓
Attending events that address important social, economic, or political issues	53.0%	48.8% ↑	53.2%	55.0%	40.8%	43.6%	46.1% ↓	47.5% ↓

**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)	13.1	13.3	13.5	14.3 ↓	15.1	15.1	14.5 ↑	15.0
Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	4.2	4.1	4.9 ↓	5.4 ↓	3.5	3.9 ↓	4.0 ↓	4.5 ↓
Working for pay on campus	1.1	1.8 ↓	2.2 ↓	2.4 ↓	2.3	3.0 ↓	3.1 ↓	3.7 ↓
Working for pay off campus	4.8	4.5	5.8 ↓	5.0	13.2	12.1 ↑	13.6	12.0 ↑
<i>Estimated number of hours working for pay</i>	5.9	6.2	7.9 ↓	7.3 ↓	15.4	15.0	16.6 ↓	15.5
Doing community service or volunteer work	2.3	2.4	2.4	2.4	3.2	3.3	3.3	3.1
Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	11.9	12.1	12.4	12.6	9.8	10.7 ↓	10.2	10.8 ↓
Providing care for dependents (children, parents, etc.)	3.7	3.1 ↑	3.7	3.0 ↑	6.8	5.4 ↑	7.8 ↓	6.5
Commuting to campus (driving, walking, etc.)	5.9	5.0 ↑	3.7 ↑	3.7 ↑	6.1	6.0	4.7 ↑	4.6 ↑

*Figures within this table correspond to the average number of hours reported: $\text{Sum} (\# \text{ respondents} \times \text{mid-point of each range}) / \text{Total} \# \text{ respondents}$.

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)	4.4%	8.2%	9.5%	10.4%	11.0%	11.1%	11.0%	12.4%
Some (2)	22.6%	28.5%	30.2%	30.9%	23.8%	25.2%	25.4%	25.9%
About half (3)	29.3%	31.0%	30.4%	29.7%	24.6%	27.2%	28.3%	27.2%
Most (4)	32.7%	23.9%	22.1%	21.2%	26.7%	25.1%	24.4%	24.0%
Almost all (5)	10.9%	8.5%	7.8%	7.8%	13.9%	11.4%	10.8%	10.5%
<i>Mean</i>	3.2	3.0 ↑	2.9 ↑	2.8 ↑	3.1	3.0 ↑	3.0 ↑	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	73.3%	71.0%	69.7% ↑	67.8% ↑	74.3%	74.0%	76.0% ↓	74.5%
Speaking clearly and effectively	71.8%	68.8%	61.4% ↑	58.6% ↑	68.2%	71.1% ↓	70.5% ↓	70.1%
Thinking critically and analytically	82.4%	78.5% ↑	78.0% ↑	78.4% ↑	86.2%	84.4%	85.4%	85.8%
Analyzing numerical and statistical information	51.5%	58.4% ↓	52.6%	53.4%	66.4%	64.5%	59.7% ↑	61.1% ↑
Acquiring job- or work-related knowledge and skills	48.5%	50.6%	55.7% ↓	55.7% ↓	63.9%	65.7% ↓	71.0% ↓	69.6% ↓
Working effectively with others	74.0%	69.3% ↑	67.2% ↑	66.3% ↑	72.6%	75.9% ↓	74.3%	74.4%
Developing or clarifying a personal code of values and ethics	65.3%	60.0% ↑	61.4%	60.5% ↑	59.5%	62.8% ↓	66.6% ↓	64.8% ↓
Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	70.7%	66.0% ↑	61.3% ↑	60.3% ↑	66.1%	65.9%	64.0%	62.4% ↑
Solving complex real-world problems	59.2%	54.9%	54.7%	54.7% ↑	60.3%	63.4% ↓	63.9% ↓	63.6% ↓
Being an informed and active citizen	59.8%	54.2% ↑	56.1%	55.7%	56.5%	57.8%	59.9% ↓	58.8% ↓

**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)	1.1%	1.9%	1.8%	1.8%	2.0%	2.5%	2.2%	2.3%
Fair (2)	14.2%	14.4%	11.9%	11.5%	14.6%	12.8%	10.7%	10.7%
Good (3)	55.7%	54.0%	50.2%	48.8%	53.7%	48.8%	44.5%	44.0%
Excellent (4)	28.9%	29.8%	36.2%	37.9%	29.7%	36.0%	42.6%	43.1%
<i>Percent of respondents answering either "Good" or "Excellent"</i>	84.6%	83.8%	86.4% ↓	86.7% ↓	83.4%	84.8% ↓	87.1% ↓	87.1% ↓
If you could start over again, would you go to the same institution you are now attending?								
Definitely no (1)	3.2%	3.5%	3.9%	3.7%	4.5%	4.6%	4.7%	4.7%
Probably no (2)	13.7%	16.5%	12.8%	12.2%	15.9%	14.1%	12.6%	12.5%
Probably yes (3)	51.3%	46.5%	41.9%	40.8%	45.6%	42.4%	38.0%	37.7%
Definitely yes (4)	31.8%	33.4%	41.5%	43.3%	34.0%	38.9%	44.7%	45.1%
<i>Percent of respondents answering either "Probably yes" or "Definitely yes"</i>	83.1%	79.9%	83.4% ↓	84.1% ↓	79.6%	81.3% ↓	82.7% ↓	82.8% ↓

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?						
a.	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	9.8	13.2	11.0	9.7
		Some	30.3	31.0	31.1	26.6
		Quite a bit	36.4	36.0	34.0	35.0
		Very much	23.6	19.9	23.9	28.7
		Total	100.0	100.0	100.0	100.0
		<i>Mean</i>	2.7	2.6 ↑	2.7	2.8 ↓
b.	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	3.6	5.5	3.8	5.1
		Some	21.2	23.3	22.2	18.1
		Quite a bit	43.6	42.7	40.0	39.0
		Very much	31.6	28.4	34.1	37.8
		Total	100.0	100.0	100.0	100.0
		<i>Mean</i>	3.0	2.9 ↑	3.0	3.1 ↓
c.	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	3.2	5.0	3.3	3.9
		Some	19.7	23.6	18.2	17.6
		Quite a bit	45.5	43.0	42.0	38.4
		Very much	31.6	28.4	36.5	40.2
		Total	100.0	100.0	100.0	100.0
		<i>Mean</i>	3.1	2.9 ↑	3.1	3.1
2. How important are the following experiences to your success at this institution?						
a.	Ability to interact with faculty in class	<i>Mean</i>	3.3	3.3	3.3	3.4
b.	Ability to interact with other students in class	<i>Mean</i>	3.3	3.2	3.2	3.2
c.	Access to supplemental instruction/course problem solving sessions	<i>Mean</i>	3.3	3.2	3.1	3.1
d.	Access to free tutoring/writing assistance	<i>Mean</i>	3.3	3.2	2.8	2.8
e.	Peer networking with students in your class	<i>Mean</i>	3.2	3.1 ↑	3.0	3.1
f.	Parental expectations for your success	<i>Mean</i>	3.1	3.0 ↑	2.5	2.6
*1=Not important; 2=Slightly important; 3=Important; and 4=Very important.						
3. When comparing yourself to your peers at this institution, how would you evaluate your own level of academic preparation in the following areas?						
a.	In your major classes	<i>Mean</i>	2.0	2.0	2.3	2.3
b.	In your General Education classes	<i>Mean</i>	2.1	2.2 ↓	2.3	2.3
*1=Less prepared; 2=Equally prepared; 3=More prepared; and 4=Not applicable.						

CSU Additional Questions

			First-Year		Seniors	
			Sacramento State	California State	Sacramento State	California State
4. To what extent do you agree that you will graduate from this institution?						
	Strongly disagree	%	1.1	1.1	0.6	0.4
	Disagree	%	3.2	3.3	0.3	0.4
	Agree	%	38.0	34.5	7.0	8.8
	Strongly agree	%	57.7	61.1	92.1	90.4
	Total	%	100.0	100.0	100.0	100.0
		<i>Mean</i>	3.5	3.6	3.9	3.9
5. To what extent do you feel the following?						
a.	Safe on this campus	<i>Mean</i>	3.6	3.4 ↑	3.5	3.4 ↑
b.	A sense of community at this institution	<i>Mean</i>	3.1	3.0 ↑	2.8	2.8
*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	%	53.5	57.6	63.0	67.9
	For my job	%	8.3	10.9	10.1	13.3
	For professional development	%	22.7	19.9	27.8	32.7
	To maintain financial aid eligibility	%	26.1	17.9	27.1	25.0
	Thought it was required for General Education	%	24.6	23.6	26.2	20.6
	Thought it was required for my major	%	15.7	16.5	18.2	18.5
	My major faculty advisor suggested it	%	9.3	11.7	8.1	10.3
	My General Education advisor suggested it	%	14.9	10.4	8.2	5.0
	It was required for a change of major	%	3.2	6.2	7.3	7.1
	Could not get the classes that I wanted	%	50.8	34.6	42.2	30.6
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?						
a.	The General Education required courses have been available.	<i>Mean</i>	2.4	2.8 ↓	2.7	2.9 ↓
b.	The major required courses have been available.	<i>Mean</i>	2.1	2.6 ↓	2.6	2.8 ↓
*1=Hardly ever; 2=Some of the time; 3=Most of the time; and 4=Almost or nearly always.						

CSU Additional Questions

		First-Year		Seniors		
		Sacramento State	California State	Sacramento State	California State	
8. What was your primary reason for working for pay (either off or on campus)?						
	To gain knowledge/skills/experience	%	9.1	8.4	13.0	13.8
	To earn extra spending money	%	6.4	6.8	4.9	6.7
	To keep busy	%	1.5	1.0	0.4	1.1
	To earn money for college expenses	%	12.1	16.6	17.3	19.0
	To earn money for basic expenses	%	16.5	14.0	44.1	38.4
	I don't work for pay	%	54.4	53.3	20.4	21.0
	Total	%	100.0	100.0	100.0	100.0
9. How likely is it that financial problems will delay you in completing your undergraduate education?						
	Very unlikely	%	11.7	13.5	34.4	33.6
	Somewhat unlikely	%	12.1	12.3	14.9	14.9
	Not sure	%	40.0	34.6	16.8	17.6
	Somewhat likely	%	21.8	23.5	18.3	17.9
	Very likely	%	14.5	16.1	15.6	16.0
	Total	%	100.0	100.0	100.0	100.0
		<i>Mean</i>	3.2	3.2	2.7	2.7
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	%	13.5	12.9	13.5	14.0
	Took fewer units each term to work more hours	%	12.6	12.1	18.2	17.9
	Enrolled in community college courses to reduce costs	%	18.5	17.9	26.8	22.3
	Had to stop enrolling in any college courses to reduce my expenses	%	3.9	4.9	8.1	7.2
	Transferred from a more expensive institution to enroll at this institution	%	1.1	1.0	2.3	2.0
	Not applicable	%	66.5	67.0	55.9	58.2

NSSE 2014 High-Impact Practices

About This 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

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

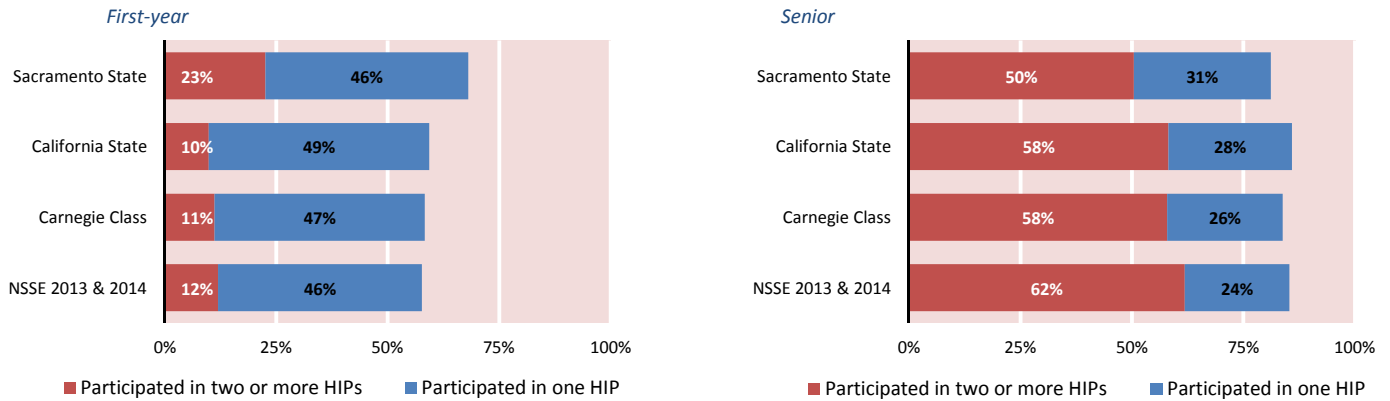
NSSE 2014 High-Impact Practices

Participation Comparisons

California State University, Sacramento

Overall HIP Participation

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



Statistical Comparisons

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

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

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

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

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

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

NSSE 2014 High-Impact Practices

Response Detail

California State University, Sacramento

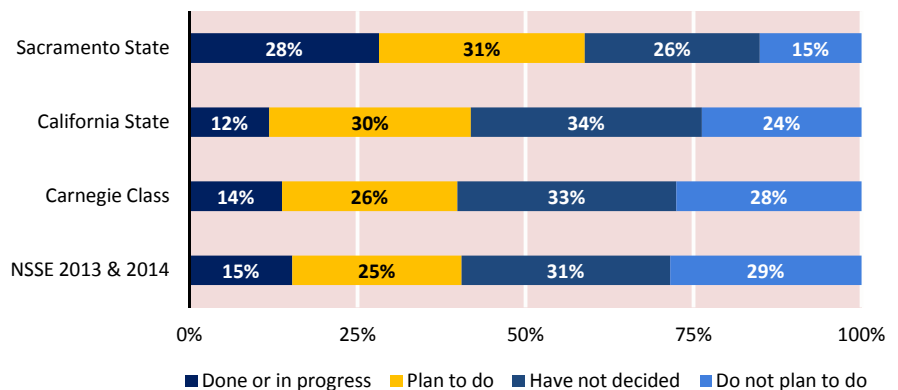
First-year Students

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

Learning Community

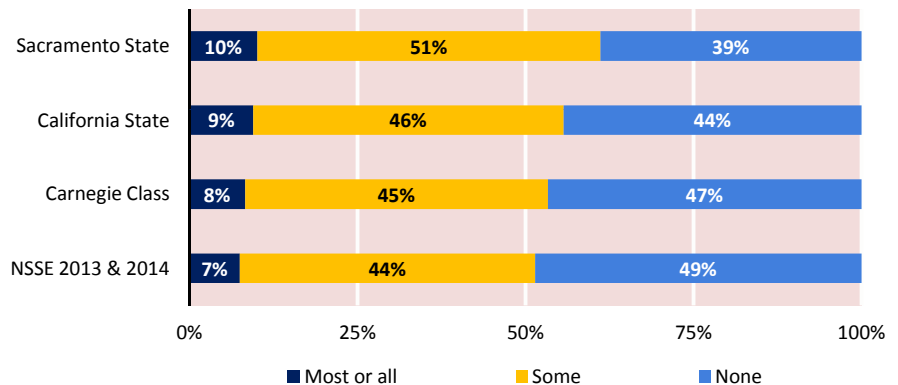
Which of the following have you done or do you plan to do before you graduate?

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



Service-Learning

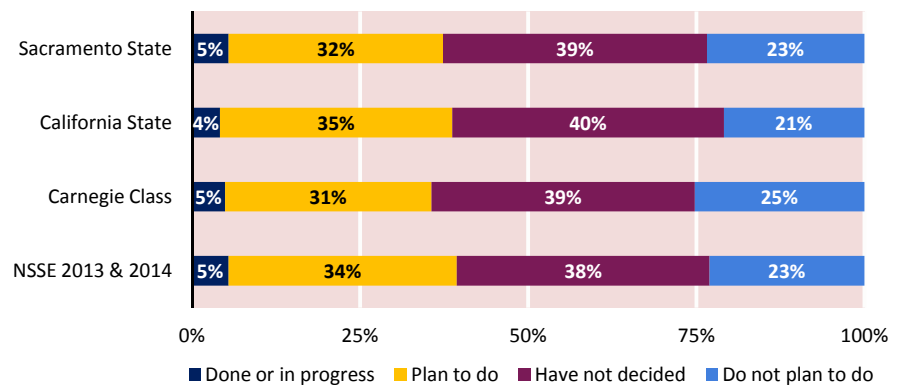
About how many of your courses at this institution have included a community-based project (service-learning)?



Research with a Faculty Member

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

Work with a faculty member on a research project.



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

NSSE 2014 High-Impact Practices

Response Detail

California State University, Sacramento

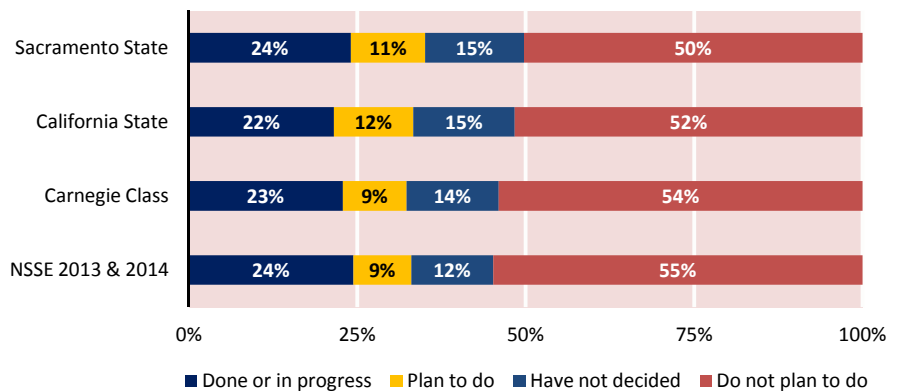
Seniors

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

Learning Community

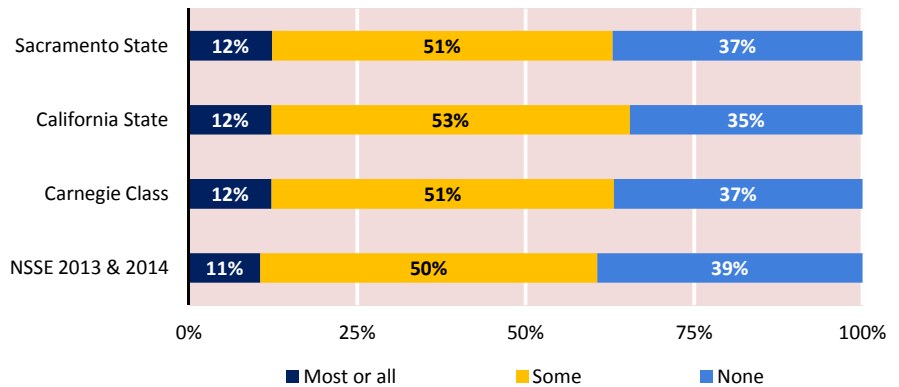
Which of the following have you done or do you plan to do before you graduate?

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



Service-Learning

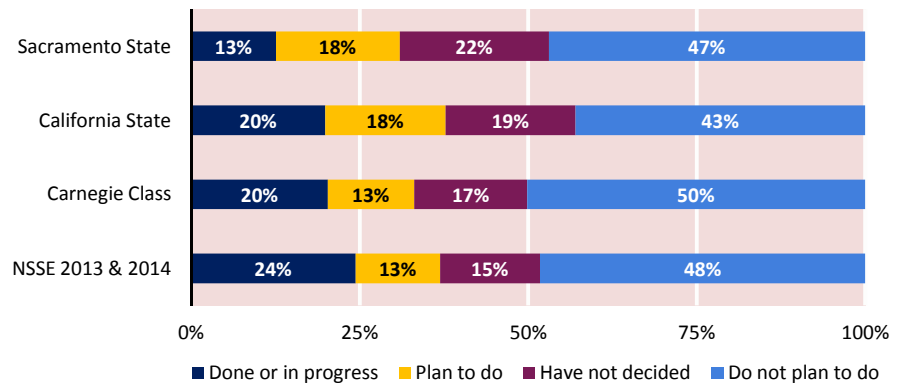
About how many of your courses at this institution have included a community-based project (service-learning)?



Research with a Faculty Member

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

Work with a faculty member on a research project.



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

NSSE 2014 High-Impact Practices

Response Detail

California State University, Sacramento

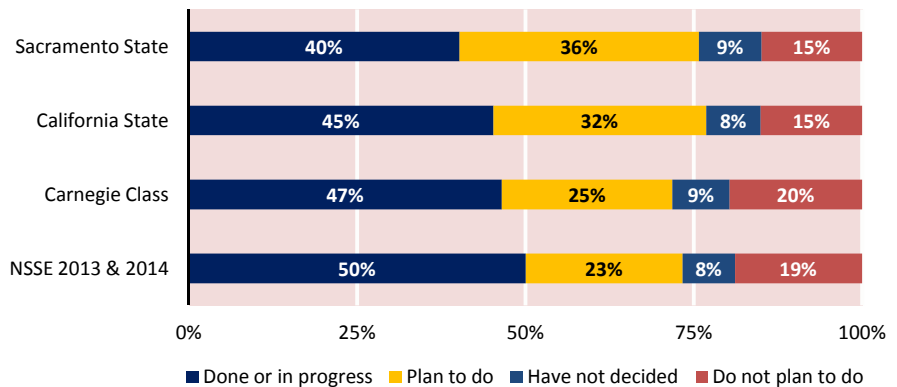
Seniors (continued)

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

Internship or Field Experience

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

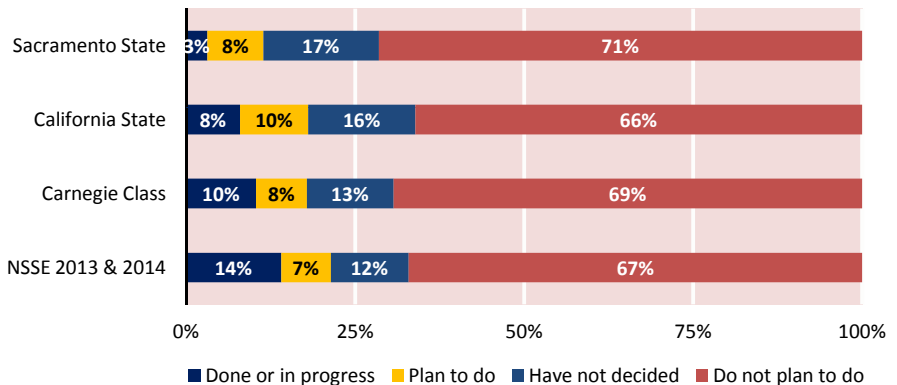
Participate in an internship, co-op, field experience, student teaching, or clinical placement.



Study Abroad

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

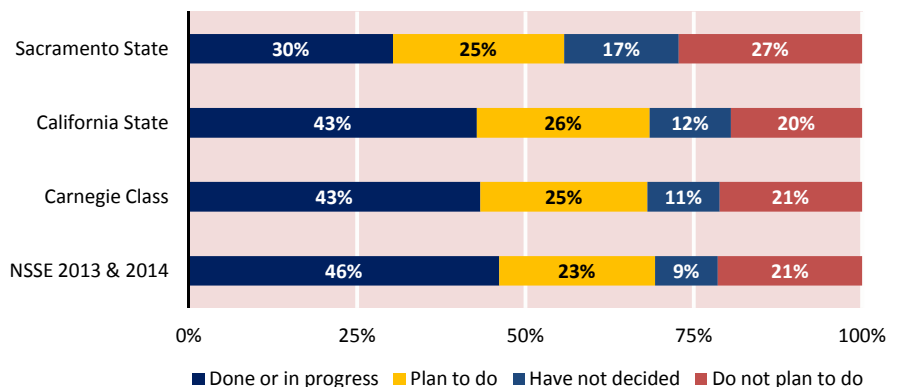
Participate in a study abroad program.



Culminating Senior Experience

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

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



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

NSSE 2014 Engagement Indicators

Academic Challenge

California State University, Sacramento

Academic Challenge: First-year students

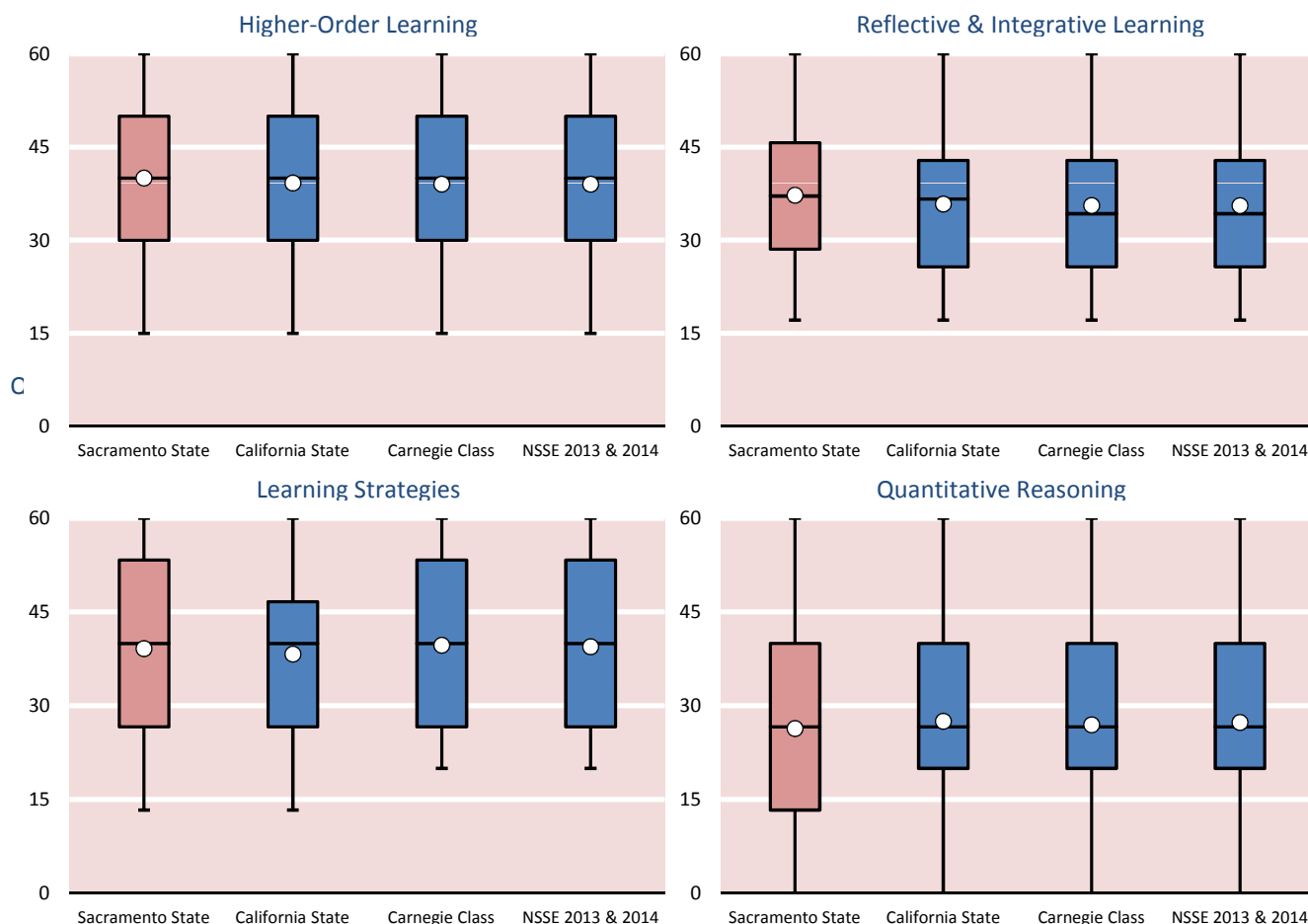
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.0	39.2	.06	39.0	.07	39.0	.07
Reflective & Integrative Learning	37.3	35.8 **	.11	35.6 ***	.13	35.6 ***	.13
Learning Strategies	39.2	38.3	.06	39.7	-.04	39.5	-.02
Quantitative Reasoning	26.4	27.5	-.07	27.0	-.04	27.4	-.06

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

Score Distributions



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

NSSE 2014 Engagement Indicators

Academic Challenge

California State University, Sacramento

Academic Challenge: Seniors

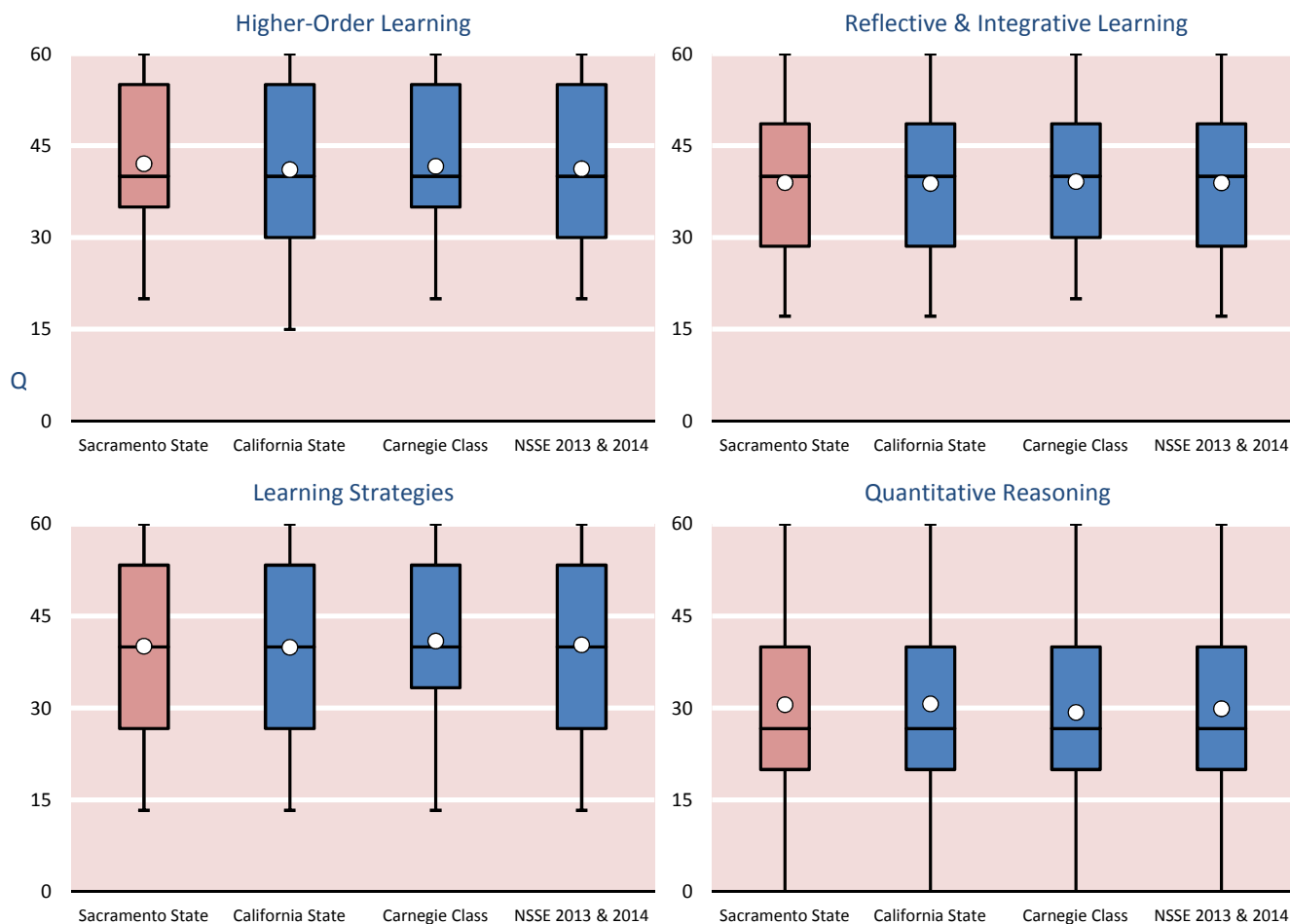
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

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

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

Score Distributions



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NSSE 2014 Engagement Indicators

Learning with Peers

California State University, Sacramento

Learning with Peers: First-year students

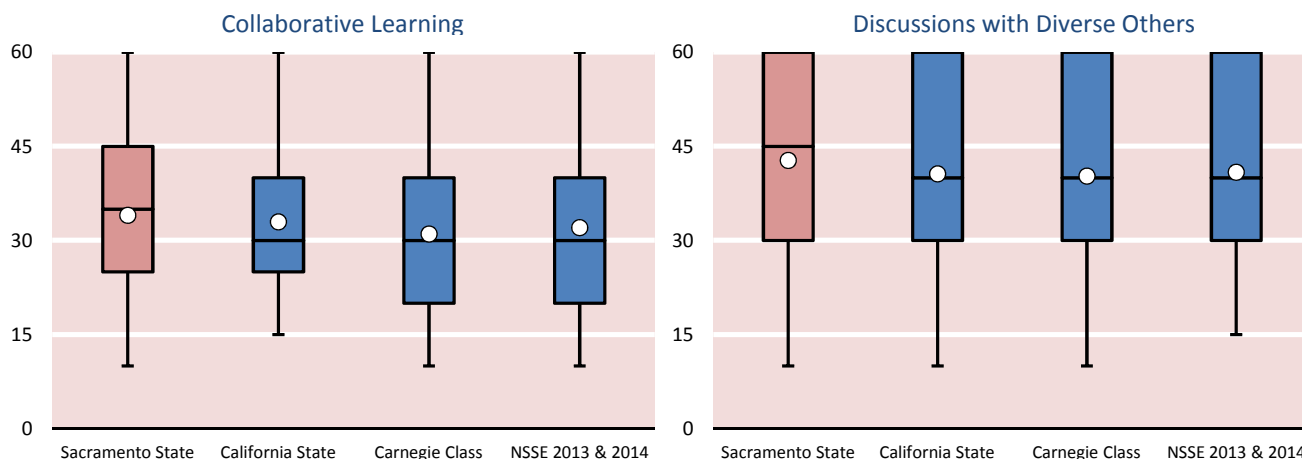
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

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

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

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NSSE 2014 Engagement Indicators

Learning with Peers

California State University, Sacramento

Learning with Peers: Seniors

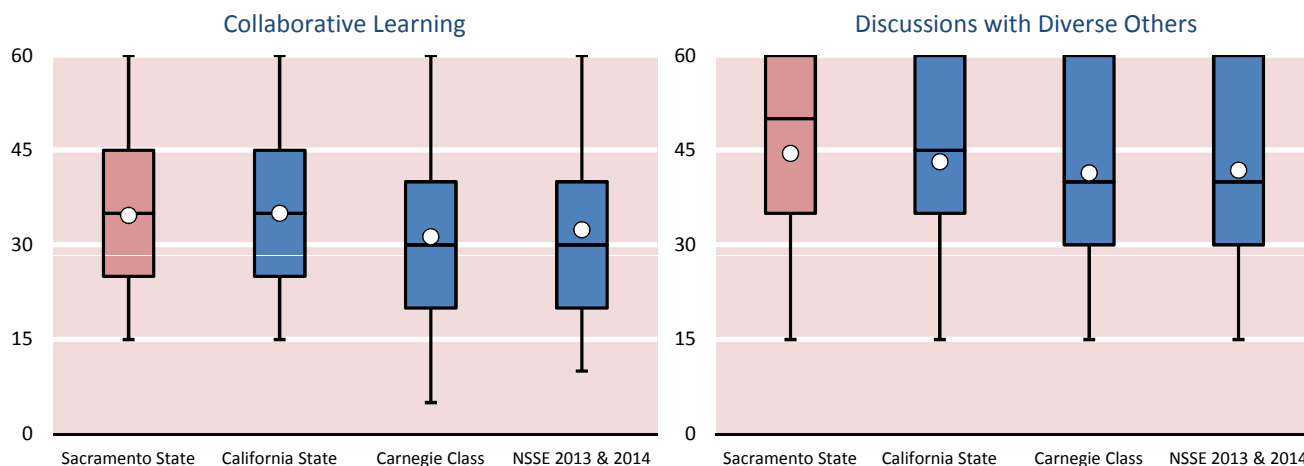
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

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

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

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NSSE 2014 Engagement Indicators

Experiences with Faculty

California State University, Sacramento

Experiences with Faculty: First-year students

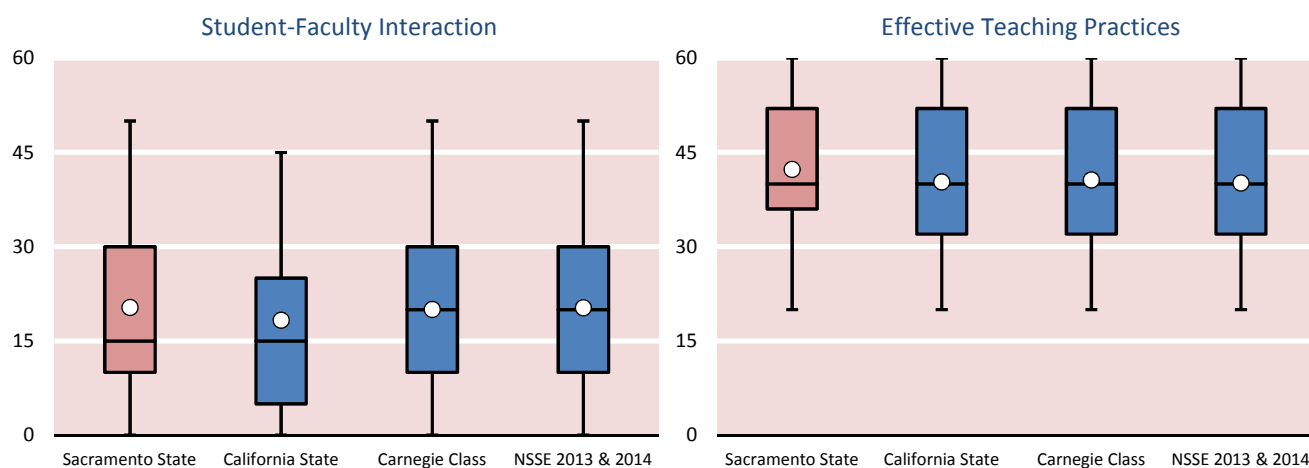
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	20.3	18.3 ***	.14	20.0	.02	20.3	.00
Effective Teaching Practices	42.3	40.3 ***	.15	40.6 **	.12	40.1 ***	.16

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

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NSSE 2014 Engagement Indicators

Experiences with Faculty

California State University, Sacramento

Experiences with Faculty: Seniors

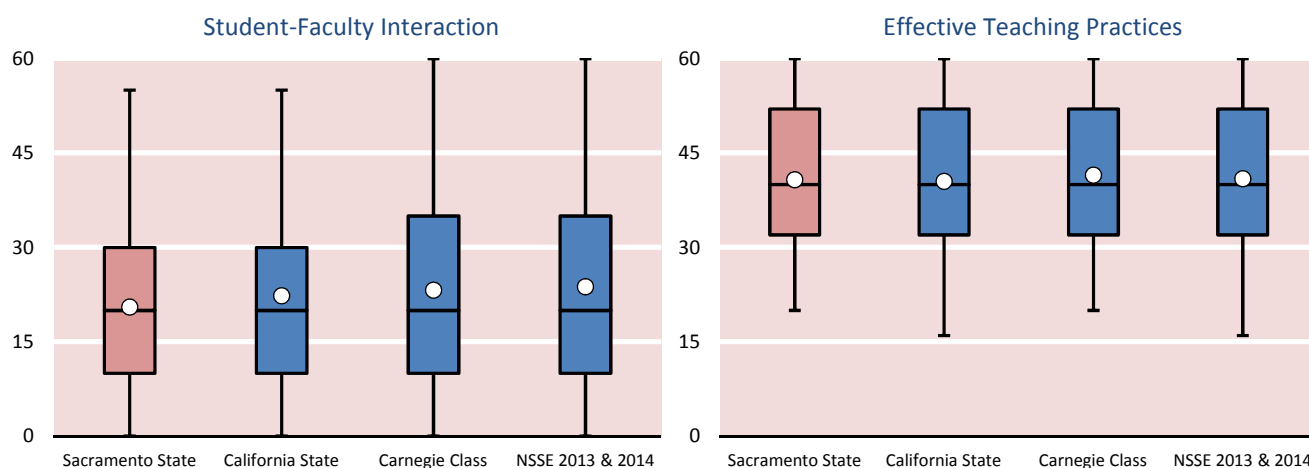
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Mean Comparisons

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

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

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NSSE 2014 Engagement Indicators

Campus Environment

California State University, Sacramento

Campus Environment: First-year students

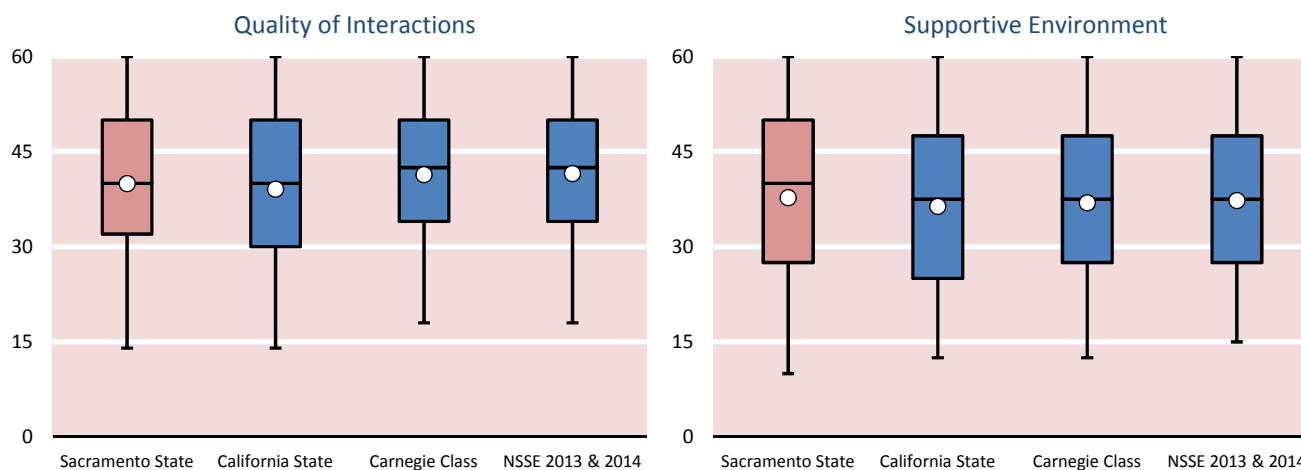
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*.

Mean Comparisons

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

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

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NSSE 2014 Engagement Indicators

Campus Environment

California State University, Sacramento

Campus Environment: Seniors

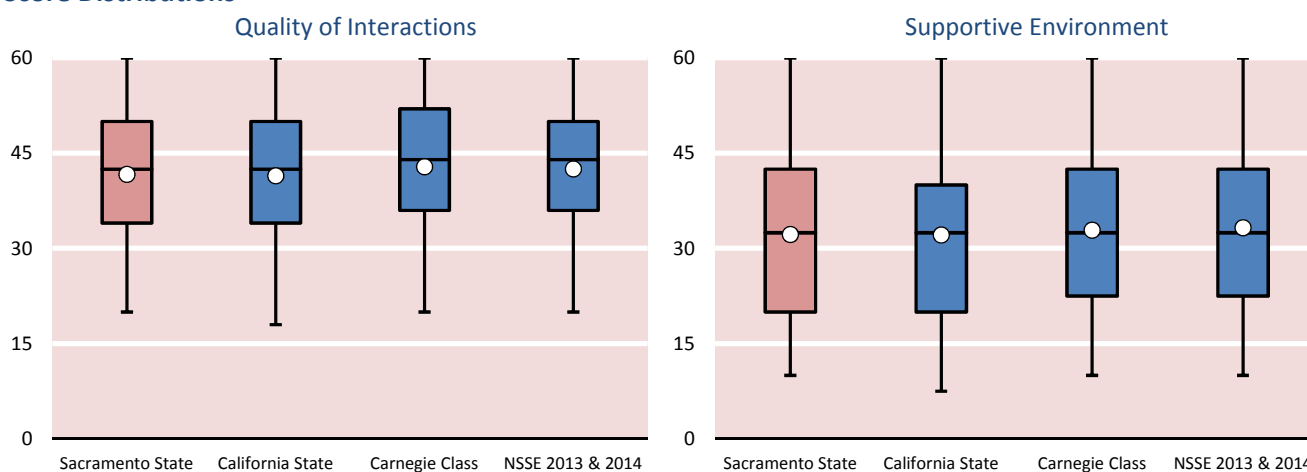
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Mean Comparisons

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

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

Score Distributions



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