

The National Survey of Student Engagement (NSSE, pronounced “nessie”) collects information from first-year and senior students about the characteristics and quality of their undergraduate experience. Since the inception of the survey, nearly 1,700 bachelor’s-granting colleges and universities in the United States and Canada have used it to measure the extent to which students engage in effective educational practices that are empirically linked with learning, personal development, and other desired outcomes such as persistence, satisfaction, and graduation.

NSSE data are used by faculty, administrators, researchers, and others for institutional improvement, public reporting, and related purposes. Launched in 2000 with the support of a generous grant from The Pew Charitable Trusts, NSSE has been fully sustained through institutional participation fees since 2002. This document provides an overview of NSSE 2024, including administration details, response rates, participating institutions, and respondent characteristics.

NSSE changes in 2024 include modified end-of-survey open-text prompts, and additional updates to Greek-letter participation (made more inclusive of both social and service organizations in 2023) and gender identity items (which included new response options and were updated to a “select all that apply” format in 2023). We also substantially updated the Inclusiveness & Engagement With Cultural Diversity, Civic Engagement, Senior Transition, HIP Quality, and Information Literacy modules.

For more information and a complete list of changes by survey year, [visit our website](#).

## Survey Data and Methodology

Approximately 1 million first-year and senior students from 373 institutions (362 in the US, 5 in Canada, and 6 in other countries) were invited to participate in NSSE 2024. Of this population, 187,229 students responded to the survey. First-year and senior students were about equally represented among the respondent population.

NSSE’s sampling methodology calls for either a census of all first-year and senior students or a random selection of an equal number of students from each group, with sample sizes based on total undergraduate enrollment. Census recruitment is available via email, in which students get a survey invitation and up to four reminders.

Unless noted otherwise, the results presented below are from 349 institutions—344 in the US and 5 in Canada—that participated in NSSE 2024. Due to nonstandard details of their participation, 24 institutions are not represented. In these summary tables, and in the *Institutional Report 2024*, only



Fort Lewis College

data for census-administered and randomly sampled students are included. NSSE 2024 U.S. respondents profiled here include 89,335 first-year (50%) and 89,254 senior (50%) respondents.

## Lesson Learned, Problem Solved

As reported in last year’s Overview, some participating NSSE institutions experienced an unexpected disruption in recruitment email delivery. The root cause turned out to be the quarantining of an Indiana University server by an overly zealous email security organization. Fortunately, due to various steps taken in preparation for NSSE 2024, institutions did not experience any email delivery interruptions again. To achieve this, NSSE increased the number of email delivery servers from two to four, partnered with an email delivery expert, MXtoolbox, to monitor blocklists, and gradually increased email delivery volume to avoid triggering security systems. Additional steps to maximize response rates involved refining an early warning dashboard system to quickly detect delivery issues as well as allowing schools to send recruitment emails and text messages on their own.

**Table 1**  
**Profile of NSSE 2024 U.S. Institutions and Respondents and Bachelor's-Granting U.S. Institutions and Their Students**

Institution Characteristics	Institutions (%)		Students (%)	
	NSSE	U.S.	NSSE	U.S.
<b>Carnegie Basic Classification</b>				
Doctoral Universities (Very high research activity)	9	9	24	35
Doctoral Universities (High research activity)	11	8	22	17
Doctoral/Professional Universities	13	11	11	11
Master's Colleges and Universities (Larger programs)	23	20	27	23
Master's Colleges and Universities (Medium programs)	11	11	4	5
Master's Colleges and Universities (Smaller programs)	9	9	3	3
Baccalaureate Colleges—Arts & Sciences Focus	13	13	4	3
Baccalaureate Colleges—Diverse Fields	12	18	4	5
<b>Control</b>				
Public	43	34	61	66
Private	57	66	39	34
<b>Undergraduate Enrollment</b>				
Fewer than 1,000	7	26	2	3
1,000–2,499	34	31	12	10
2,500–4,999	23	16	13	10
5,000–9,999	14	13	15	18
10,000–19,999	13	7	21	20
20,000 or more	9	6	38	40
<b>Region</b>				
New England	7	8	5	7
Mid East	14	17	9	15
Great Lakes	16	15	13	13
Plains	9	10	6	7
Southeast	28	26	24	25
Southwest	10	8	16	12
Rocky Mountains	4	3	12	6
Far West	10	11	14	13
Outlying Areas	1	2	<1	1
<b>Locale</b>				
City	52	48	66	63
Suburban	21	25	22	23
Town	23	22	11	13
Rural	4	5	1	1

Notes: Percentages are unweighted and based on U.S. postsecondary institutions that award baccalaureate degrees and belong to one of the eight Carnegie classifications in the table. Percentages may not sum to 100 due to rounding. U.S. percentages are based on the 2022 IPEDS Institutional Characteristics data. For information on the Basic Carnegie Classification, see [carnegieclassifications.acenet.edu](https://carnegieclassifications.acenet.edu).

Large national survey providers face an increasingly challenging email delivery landscape as email service providers like Microsoft and Google continually improve their security systems to prevent spam and malicious activity. NSSE will continue to closely monitor these shifts in order to maximize student response.

## U.S. Participating Institutions

NSSE 2024 participating institutions and students reflect the diversity of bachelor's-granting colleges and universities in the US with respect to institution type, public or private control, size, region, and locale (Table 1). A searchable list of participating institutions is [on the NSSE website](#).

## Institutional Response Rates

The average response rate for U.S. NSSE 2024 institutions was 23%, a three-point decline from last year. The highest response rate among U.S. institutions was 81%, and about 35% of institutions achieved a response rate of 25% or higher. Higher average response rates were observed for small-size institutions and at institutions that offered incentives for survey participation (Table 2).

Sixty-two-percent of institutions chose to offer a survey incentive. On average, these institutions had a 26% institutional response rate, eight percentage points higher than those who did not offer an incentive. Institutions also had the option to use their learning management system or student portal to recruit students. In 2024, 99 U.S. institutions chose this option, and the average share of respondents who accessed the survey this way was 38%.

**Table 2**  
**NSSE 2024 U.S. Participation and Response Rates by Undergraduate Enrollment and Use of Incentives**

Institution Characteristics	Number of Institutions	Average Institutional Response Rate (%)
<b>Undergraduate Enrollment</b>		
2,500 or fewer	148	28
2,501 to 4,999	80	22
5,000 to 9,999	47	20
10,000 or more	69	16
<b>Use of Incentives</b>		
Some institutions used recruitment incentives, such as small gifts or raffles, to encourage students to complete the survey.		
Offered incentives	219	26
No incentives	125	18
<b>All Institutions</b>	<b>344</b>	<b>23</b>

## Survey Customization

Participating institutions may append up to two additional question sets in the form of NSSE Topical Modules or consortium questions (for institutions sharing a common interest and participating as a NSSE consortium) (Table 3). Of the eleven modules available in 2024, the most widely adopted was Academic Advising (Table 4).

## U.S. Respondent Profile

Table 5 displays selected demographic and enrollment characteristics of NSSE 2024 U.S. respondents alongside all U.S. bachelor's degree-seeking students for comparison using IPEDS-defined institutional and student characteristics. NSSE reports use weights as appropriate to correct for disproportionate survey response related to institution-reported sex and enrollment status at each institution. Note that in 2023, NSSE included new and updated questions pertaining to student identities. These expanded items are presented and available in institution data files and reports.

Student Characteristics	NSSE Respondents (%)	U.S. Bachelor's-Granting Population (%)
<b>Sex</b>		
Male	33	44
Female	66	56
<b>Race/Ethnicity</b>		
African American/Black	10	12
American Indian/Alaska Native	<1	<1
Asian	7	8
Native Hawaiian/other Pac. Isl.	<1	<1
Caucasian/White	55	52
Hispanic/Latino/Latine	19	19
Multiracial/multiethnic	5	4
Foreign/nonresident	4	4
<b>Enrollment Status</b>		
Full-time	89	83
Not full-time	11	17

Note: Percentages are unweighted and may not sum to 100 due to rounding. Institution-reported, using categories provided in IPEDS. NSSE percentages do not include students with "another" or "unknown" sex (1% of all respondents) or unknown race/ethnicity (6.1% of all respondents). The NSSE 2024 sampling frame consists of first-year and senior undergraduates. Data were provided by participating institutions. U.S. percentages are based on data from the 2022 IPEDS Institutional Characteristics and Enrollment data. Includes all class years.

## Canadian Respondent Profile

Canadian respondents profiled here include 2,704 students (67% first-year, 33% senior) from 5 institutions in 4 provinces, including 2 institutions in Ontario and 1 each in Alberta, British Columbia, and Newfoundland and Labrador. Female students and full-time students accounted for about 63% and 90% of Canadian respondents, respectively. The average response rate for Canadian NSSE 2024 institutions was 26%, with the highest response rate being 33%. 3 institutions achieved a response rate of 28% or higher. About 21% of Canadian respondents were at least 24 years old. A plurality of students providing ethnocultural information identified as Caucasian or White (53%), while 9% were South Asian, 10% multiracial, 7% Black, 5% Chinese, and less than 4% from each of nine other categories.

Selection of Additional Question Sets	Number of Institutions	Percentage of Institutions
None	40	11
One module only	111	30
Two modules	187	50
Consortium items only	7	2
Consortium items plus one module	28	8

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

Topical Module	Number of Institutions	Percentage of Institutions
Academic Advising	113	30
Career & Workforce Preparation	92	25
First-Year Experiences & Senior Transitions	71	19
Inclusiveness and Engagement with Cultural Diversity	62	17
Mental Health & Well-Being	59	16
Development of Transferable Skills	29	8
Experiences with Online Learning	28	8
HIP Quality	27	7
Civic Engagement	13	3
Experiences with Information Literacy	11	3
Experiences with Writing	8	2

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

## Meet the NSSE Team

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# NSSE 2024 Administration Summary

## California State University, Sacramento

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

### Population and Respondents

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

Survey sampling and completions	First-year	Senior
<b>Submitted population</b> <small>Counts from the original population file.</small>	3,882	6,890
<b>Adjusted population</b> <small>Adjusted for ineligible students and undeliverables.</small>	3,882	6,889
<b>Survey sample</b> <small>Number of census or randomly sampled students invited to complete the survey. Targeted, experimental, and locally administered samples are not included.</small>	3,882	6,887
<b>Total respondents</b>	292	473
<b>Full completions</b> <small>Number who submitted demographic items and (if applicable) Topical Module sets.</small>	197	351
<b>Partial completions</b> <small>Number who completed part of the survey but stopped before submitting demographic items and (if applicable) Topical Modules.</small>	95	122
<b>Sampling error</b> <small>Also known as "margin of error," an estimate of the amount a score based on a sample could differ from the true score on a given item. For example, if the sampling error is +/- 5.0% and 40% of your students replied "very often" to a particular item, then the true population value is most likely between 35% and 45%.</small>	+/- 5.5%	+/- 4.3%

### Population file options

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

**Note for U.S. institutions:** Consistent with the institutional participation agreement, NSSE used a very small sample of students for experimental purposes this year while testing two questions related to religious identity. Since the experimental sample (coded as *sample=6*) received all other NSSE questions we included the group in other reports to improve the precision of survey estimates. Consequently, counts and percentages here may differ slightly from other reports.

## Response Rates

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

	Sacramento State	Far West Public	Carnegie Class	NSSE 2023 & 2024
First-year	8%	20%	23%	25%
Senior	7%	20%	23%	24%

## Representativeness

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

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

	First-year respondents (%)	First-year population (%)	Senior respondents (%)	Senior population (%)
Sex				
Female	66	55	69	57
Male	33	45	31	43
Another sex	1	0	0	0
Full-time	98	97	79	75
Race/ethnicity				
American Indian or Alaska Native	0	0	0	0
Asian	24	22	14	20
Black or African American	5	8	6	6
Hispanic or Latino	42	44	35	34
Native Hawaiian or Other Pacific Islander	1	1	1	1
White	18	14	29	25
Another race/ethnicity	0	0	0	0
Foreign or Nonresident alien	3	3	4	3
Two or more races/ethnicities	5	6	8	6
Unknown	2	2	3	4

**Notes:**

Sex categories may not sum to 100% due to students whose sex was reported as "unknown" in the population file. For weighting, NSSE asks institutions to report students' sex in the population file, with four options: female, male, another, and unknown (or missing). The NSSE questionnaire asks students to provide their gender identities (Woman, Man, Agender or gender neutral, Demigender, etc.) in a select-all-that-apply item. Sex and gender are distinct terms with different meanings, and NSSE does not treat them as interchangeable.

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

## Survey Customization

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

### Administration features

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

### Additional question and companion surveys

Topical Module(s)	Inclusiveness & Engagement with Cultural Diversity, Mental Health & Well-Being
Customized consortium questions	None
BCSSE 2023 participation	Yes
FSSE 2024 participation	Yes



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# NSSE 2024

## Engagement Indicators

California State University, Sacramento

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### About Your Engagement Indicators Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right. The specific items within each EI are listed below, starting on page 5.

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

### Report Sections

#### Overview (p. 3)

Displays how average EI scores for your students compare with those of students at your comparison group institutions.

#### Theme Reports (pp. 4-13)

Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

##### Mean Comparisons

Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).

##### Score Distributions

Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.

##### Performance on Indicator Items

Responses to each item in a given EI are summarized for your institution and comparison groups.

#### Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of all current- and prior-year institutions.

#### Detailed Statistics (pp. 16-End)

Detailed information about EI score means, distributions, and tests of statistical significance.

### Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

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

### How Engagement Indicators are Computed

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

For more information on EIs and their psychometric properties, refer to the NSSE website: [nsse.indiana.edu](https://nsse.indiana.edu)

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

#### Engagement Indicators: Overview

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

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

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

#### First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Far West Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2023 & 2024
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	▽	--
	Quantitative Reasoning	▽	--	▽
Learning with Peers	Collaborative Learning	--	△	--
	Discussions with Diverse Others	--	△	--
Experiences with Faculty	Student-Faculty Interaction	--	▽	▽
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	△	--	--
	Supportive Environment	--	--	--

#### Seniors

Theme	Engagement Indicator	Your seniors compared with Far West Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2023 & 2024
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	△	--
	Discussions with Diverse Others	△	△	△
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	△	△	△

#### Academic Challenge: First-year students

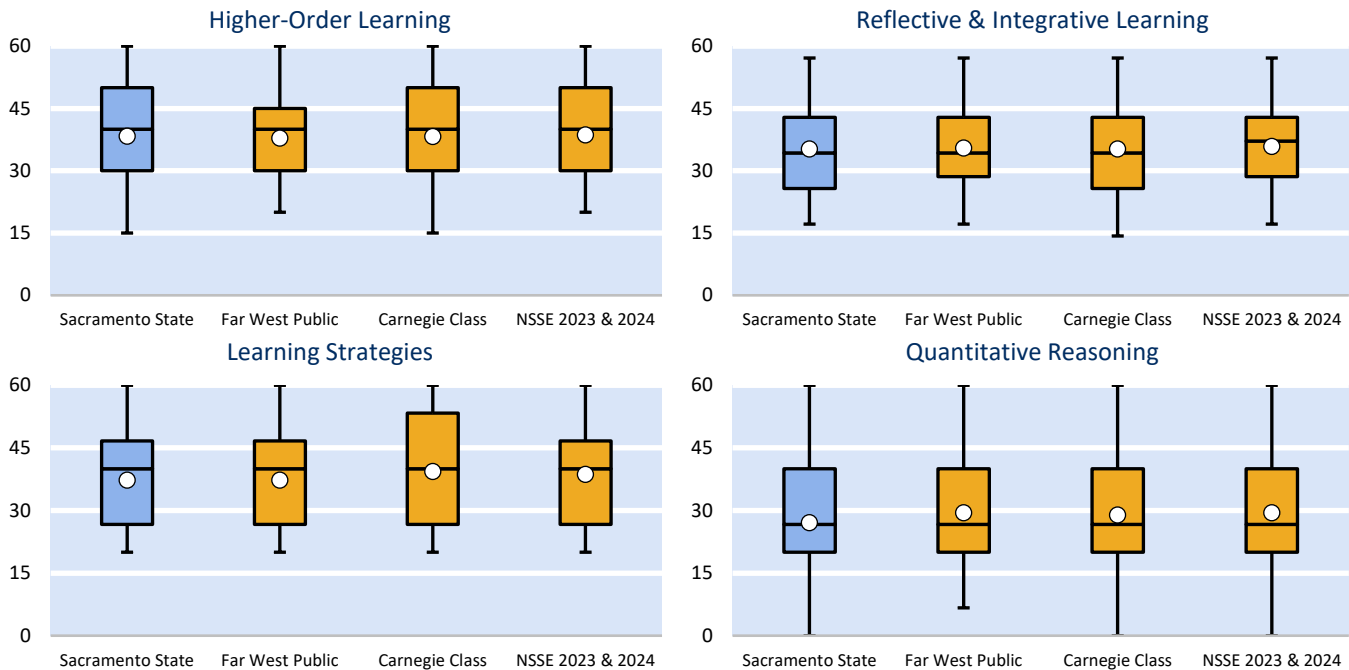
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

#### Mean Comparisons

Engagement Indicator	Sacramento State Mean	Your first-year students compared with					
		Far West Public		Carnegie Class		NSSE 2023 & 2024	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.4	37.8	.04	38.3	.01	38.6	-.02
Reflective & Integrative Learning	35.2	35.5	-.02	35.2	.00	35.9	-.05
Learning Strategies	37.2	37.3	.00	39.3 *	-.15	38.6	-.10
Quantitative Reasoning	27.0	29.5 *	-.16	28.9	-.12	29.5 *	-.15

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

#### Score Distributions



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

#### Academic Challenge: First-year students (continued)

##### Performance on Indicator Items

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

	Sacramento State	Percentage point difference <sup>a</sup> between your FY students and		
		Far West Public	Carnegie Class	NSSE 2023 & 2024
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	65	-3	-4	-6
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	70	+2	+1	+0
4d. Evaluating a point of view, decision, or information source	72	+2	+2	+2
4e. Forming a new idea or understanding from various pieces of information	68	-3	-3	-4
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	58	+4	+7	+4
2b. Connected your learning to societal problems or issues	47	-4	-4	-5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	56	+1	+5	+3
2d. Examined the strengths and weaknesses of your own views on a topic or issue	59	-5	-5	-6
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	72	+0	+2	+1
2f. Learned something that changed the way you understand an issue or concept	63	-5	-5	-6
2g. Connected ideas from your courses to your prior experiences and knowledge	76	-1	-1	-2
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	75	+2	+0	+1
9b. Reviewed your notes after class	64	+1	-5	-3
9c. Summarized what you learned in class or from course materials	60	-2	-8	-6
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	48	-6	-5	-7
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	33	-12	-11	-11
6c. Evaluated what others have concluded from numerical information	38	-5	-3	-6

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

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

### Academic Challenge: Seniors

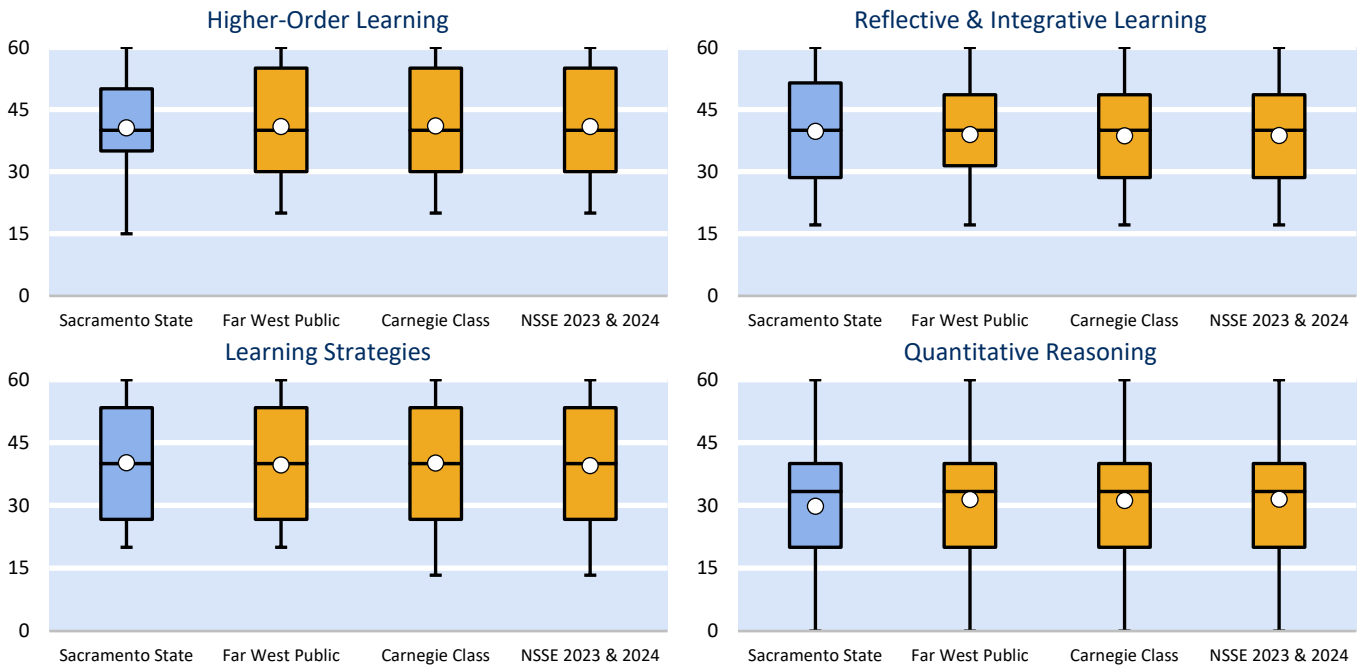
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

#### Mean Comparisons

Engagement Indicator	Sacramento State Mean	Your seniors compared with					
		Far West Public Mean	Far West Public Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2023 & 2024 Mean	NSSE 2023 & 2024 Effect size
Higher-Order Learning	40.6	40.9	-.02	41.1	-.03	40.9	-.02
Reflective & Integrative Learning	39.8	39.0	.06	38.6	.08	38.7	.08
Learning Strategies	40.2	39.6	.04	40.1	.00	39.5	.05
Quantitative Reasoning	29.8	31.4	-.10	31.1	-.08	31.4	-.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.

## Academic Challenge: Seniors (continued)

### Performance on Indicator Items

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

	Sacramento State	Percentage point difference <sup>a</sup> between your seniors and		
		Far West Public	Carnegie Class	NSSE 2023 & 2024
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	78	+2	+1	+0
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76	-1	-1	-1
4d. Evaluating a point of view, decision, or information source	75	+2	+1	+2
4e. Forming a new idea or understanding from various pieces of information	75	+0	+0	+1
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	74	+5	+7	+6
2b. Connected your learning to societal problems or issues	64	+1	+1	+2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	63	+5	+7	+7
2d. Examined the strengths and weaknesses of your own views on a topic or issue	67	-1	-1	-1
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	77	+3	+4	+4
2f. Learned something that changed the way you understand an issue or concept	72	-1	+0	-0
2g. Connected ideas from your courses to your prior experiences and knowledge	85	+1	+1	+1
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	81	+4	+3	+4
9b. Reviewed your notes after class	66	-1	-2	+0
9c. Summarized what you learned in class or from course materials	65	-3	-5	-3
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	53	-4	-4	-4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	46	-2	-3	-3
6c. Evaluated what others have concluded from numerical information	49	+1	+2	+1

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

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

### Learning with Peers: First-year students

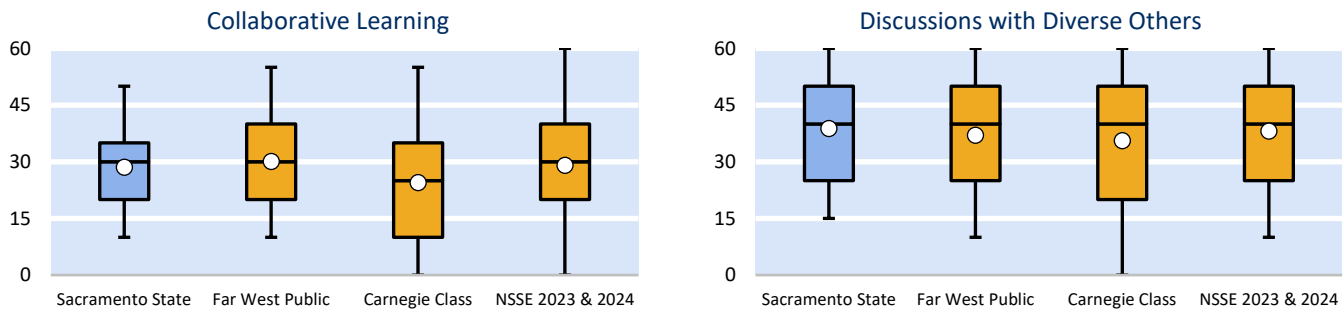
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	Sacramento State Mean	Your first-year students compared with					
		Far West Public		Carnegie Class		NSSE 2023 & 2024	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	28.5	30.1	-.11	24.5 ***	.24	29.1	-.04
Discussions with Diverse Others	38.8	37.0	.11	35.5 **	.19	38.1	.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.

#### Performance on Indicator Items

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

Item	Sacramento State %	Percentage point difference <sup>a</sup> between your FY students and		
		Far West Public	Carnegie Class	NSSE 2023 & 2024
<b>Collaborative Learning</b>				
Percentage of students who responded that they "Very often" or "Often"...				
1b. Asked another student to help you understand course material	40	-8	+4	-4
1c. Explained course material to one or more students	46	-2	+7	-2
1d. Prepared for exams by discussing or working through course material with other students	35	-5	+2	-6
1e. Worked with other students on course projects or assignments	54	-0	+13	+3
<b>Discussions with Diverse Others</b>				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of races or ethnicities other than your own	74	+3	+11	+5
8b. People from economic backgrounds other than your own	73	+3	+8	+2
8c. People with religious beliefs other than your own	65	+4	+6	+1
8d. People with political views other than your own	49	-2	-6	-9

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

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

### Learning with Peers: Seniors

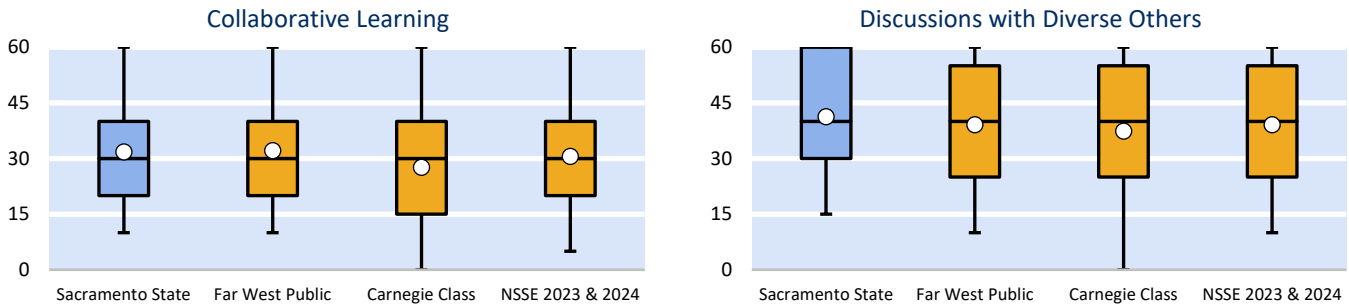
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	Sacramento State Mean	Your seniors compared with					
		Far West Public		Carnegie Class		NSSE 2023 & 2024	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.8	32.2	-.02	27.6 ***	.25	30.6	.07
Discussions with Diverse Others	41.3	39.1 *	.13	37.4 ***	.22	39.1 **	.13

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

#### Score Distributions



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

#### Performance on Indicator Items

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

Item	Sacramento State %	Percentage point difference <sup>a</sup> between your seniors and		
		Far West Public	Carnegie Class	NSSE 2023 & 2024
<b>Collaborative Learning</b>				
Percentage of students who responded that they "Very often" or "Often"...				
1b. Asked another student to help you understand course material	43	-2	+6	+1
1c. Explained course material to one or more students	53	+1	+7	+1
1d. Prepared for exams by discussing or working through course material with other students	39	-3	+3	-2
1e. Worked with other students on course projects or assignments	63	-3	+10	+2
<b>Discussions with Diverse Others</b>				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of races or ethnicities other than your own	81	+7	+14	+11
8b. People from economic backgrounds other than your own	75	+2	+7	+3
8c. People with religious beliefs other than your own	71	+6	+10	+6
8d. People with political views other than your own	59	+4	+1	-1

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

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

### Experiences with Faculty: First-year students

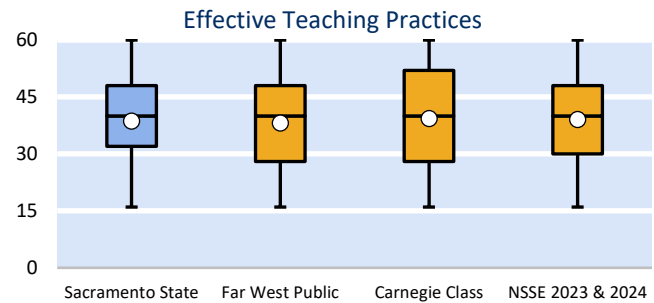
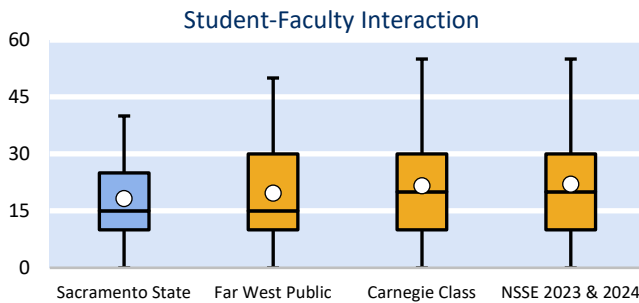
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

#### Mean Comparisons

Engagement Indicator	Sacramento State Mean	Your first-year students compared with					
		Far West Public Effect size		Carnegie Class Effect size		NSSE 2023 & 2024 Effect size	
	Mean	Mean	size	Mean	size	Mean	size
Student-Faculty Interaction	18.2	19.6	-.10	21.6 ***	-.22	22.0 ***	-.25
Effective Teaching Practices	38.6	38.1	.04	39.3	-.05	39.0	-.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.

#### Performance on Indicator Items

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

Student-Faculty Interaction	Sacramento State %	Percentage point difference <sup>a</sup> between your FY students and		
		Far West Public	Carnegie Class	NSSE 2023 & 2024
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	32	-1	-6	-6
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	15	-5	-7	-8
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	20	-4	-7	-8
3d. Discussed your academic performance with a faculty member	24	-4	-10	-8
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	76	-1	-1	-1
5b. Taught course sessions in an organized way	77	+5	+4	+2
5c. Used examples or illustrations to explain difficult points	72	-2	-1	-3
5d. Provided feedback on a draft or work in progress	63	-1	-3	-2
5e. Provided prompt and detailed feedback on tests or completed assignments	59	+0	-5	-3

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

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### Experiences with Faculty: Seniors

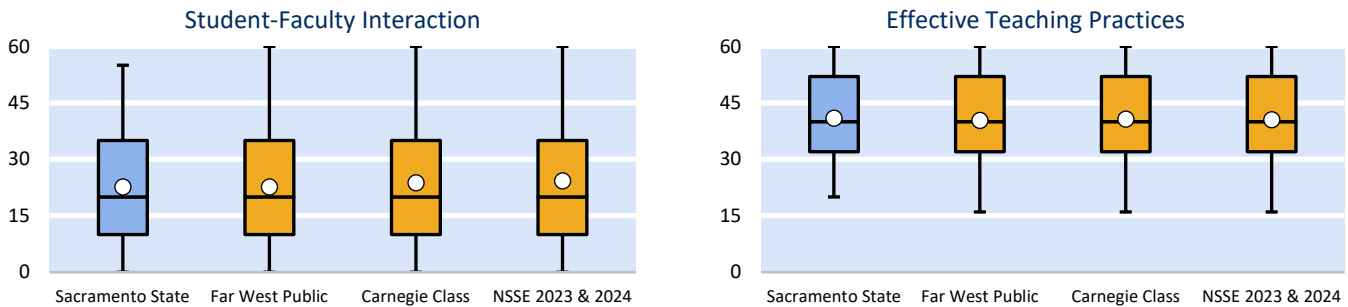
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

#### Mean Comparisons

Engagement Indicator	Sacramento State Mean	Your seniors compared with					
		Far West Public		Carnegie Class		NSSE 2023 & 2024	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.6	22.6	.00	23.7	-.06	24.2	-.10
Effective Teaching Practices	40.9	40.3	.04	40.6	.02	40.4	.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.

#### Performance on Indicator Items

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

Student-Faculty Interaction	Sacramento State %	Percentage point difference <sup>a</sup> between your seniors and		
		Far West Public	Carnegie Class	NSSE 2023 & 2024
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	42	+3	-2	-2
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	27	+0	-0	-2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	30	-0	-2	-3
3d. Discussed your academic performance with a faculty member	31	+1	-5	-3
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	85	+4	+4	+4
5b. Taught course sessions in an organized way	80	+4	+3	+3
5c. Used examples or illustrations to explain difficult points	82	+4	+6	+5
5d. Provided feedback on a draft or work in progress	65	-0	-1	+0
5e. Provided prompt and detailed feedback on tests or completed assignments	64	-0	-3	-2

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

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### Campus Environment: First-year students

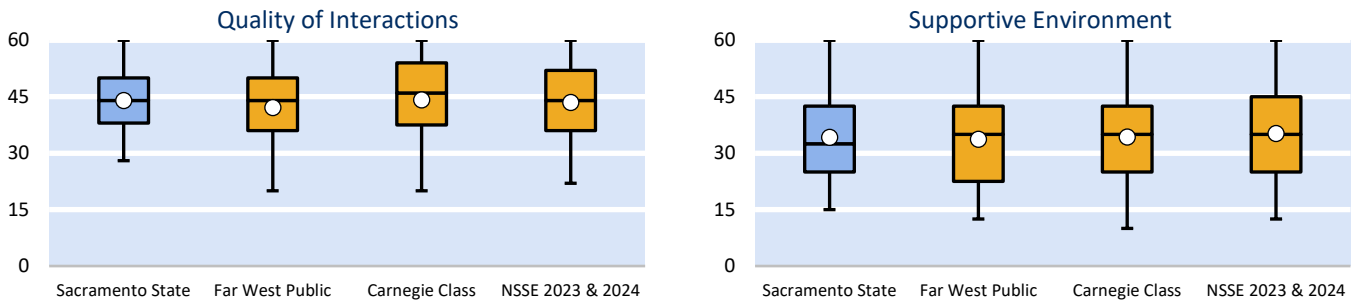
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	Sacramento State Mean	Your first-year students compared with					
		Far West Public		Carnegie Class		NSSE 2023 & 2024	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.0	42.1 *	.16	44.1	-.01	43.5	.04
Supportive Environment	34.2	33.7	.04	34.3	-.01	35.2	-.08

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

#### Score Distributions



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#### Performance on Indicator Items

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Quality of Interactions	Sacramento State	Percentage point difference <sup>a</sup> between your FY students and			
		Far West Public	Carnegie Class	NSSE 2023 & 2024	
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>					
	%				
13a. Students	51	+4	+1		-0
13b. Academic advisors	61	+9	+1	+4	
13c. Faculty	48	-0	-9		-6
13d. Student services staff (career services, student activities, housing, etc.)	53	+7	+0	+4	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	43	-0	-10		-4
<i>Supportive Environment</i>					
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>					
14b. Providing support to help students succeed academically	75	+6	+2	+2	
14c. Using learning support services (tutoring services, writing center, etc.)	76	+6	+3	+2	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	57	-3	-3		-4
14e. Providing opportunities to be involved socially	65	+1	-0		-5
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	67	+3	+2	+1	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	33	-8	-11		-8
14h. Attending campus activities and events (performing arts, athletic events, etc.)	58	+2	+3		-5
14i. Attending events that address important social, economic, or political issues	41	-1	-1		-4

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

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

### Campus Environment: Seniors

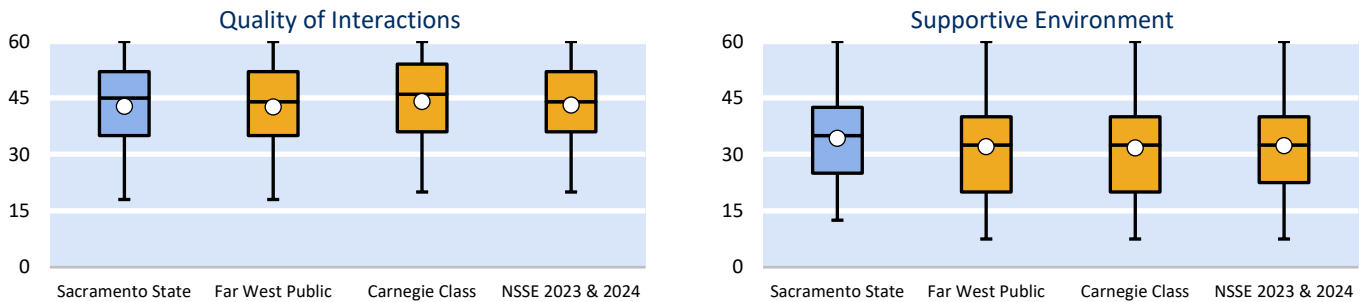
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	Sacramento State Mean	Your seniors compared with					
		Far West Public		Carnegie Class		NSSE 2023 & 2024	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.8	42.7	.01	44.0	-.10	43.1	-.02
Supportive Environment	34.3	32.0 **	.16	31.7 ***	.17	32.3 **	.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



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#### Performance on Indicator Items

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Quality of Interactions	Sacramento State	Percentage point difference <sup>a</sup> between your seniors and		
		Far West Public	Carnegie Class	NSSE 2023 & 2024
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	57	-1	-2	-2
13b. Academic advisors	52	+3	-4	-0
13c. Faculty	59	+4	-2	+0
13d. Student services staff (career services, student activities, housing, etc.)	42	-5	-8	-4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	-1	-6	-1
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	74	+6	+4	+5
14c. Using learning support services (tutoring services, writing center, etc.)	68	+5	+2	+3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	64	+5	+9	+8
14e. Providing opportunities to be involved socially	67	+6	+7	+3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	66	+6	+8	+7
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	36	+1	+0	+3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	59	+10	+11	+4
14i. Attending events that address important social, economic, or political issues	49	+9	+10	+9

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

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

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### Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see [go.iu.edu/NSSE-PnP](https://go.iu.edu/NSSE-PnP)), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE<sup>a</sup> for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2023 and 2024 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2023 and 2024 NSSE institutions.

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

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

#### First-Year Students

		Your first-year students compared with						
Theme	Engagement Indicator	Sacramento State Mean	NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	38.4	39.8	-.11		42.4 ***	-.32	
	Reflective and Integrative Learning	35.2	37.3 **	-.17		39.9 ***	-.40	
	Learning Strategies	37.2	40.2 **	-.21		43.1 ***	-.41	
	Quantitative Reasoning	27.0	30.8 ***	-.24		33.3 ***	-.40	
Learning with Peers	Collaborative Learning	28.5	33.4 ***	-.35		36.7 ***	-.60	
	Discussions with Diverse Others	38.8	40.7	-.13		44.2 ***	-.39	
Experiences with Faculty	Student-Faculty Interaction	18.2	25.4 ***	-.47		29.9 ***	-.76	
	Effective Teaching Practices	38.6	40.8 *	-.16		43.6 ***	-.35	
Campus Environment	Quality of Interactions	44.0	45.7 *	-.15		48.7 ***	-.40	
	Supportive Environment	34.2	37.1 **	-.22		40.4 ***	-.49	

#### Seniors

		Your seniors compared with						
Theme	Engagement Indicator	Sacramento State Mean	NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	40.6	42.4 **	-.13		44.9 ***	-.33	
	Reflective and Integrative Learning	39.8	40.6	-.07	✓	43.2 ***	-.29	
	Learning Strategies	40.2	41.2	-.07	✓	44.1 ***	-.28	
	Quantitative Reasoning	29.8	32.8 ***	-.18		36.2 ***	-.39	
Learning with Peers	Collaborative Learning	31.8	34.7 ***	-.21		38.0 ***	-.45	
	Discussions with Diverse Others	41.3	41.4	-.01	✓	44.1 ***	-.19	
Experiences with Faculty	Student-Faculty Interaction	22.6	29.9 ***	-.45		34.9 ***	-.76	
	Effective Teaching Practices	40.9	42.5 *	-.12		45.2 ***	-.33	
Campus Environment	Quality of Interactions	42.8	45.4 ***	-.21		48.1 ***	-.43	
	Supportive Environment	34.3	34.7	-.02	✓	38.0 ***	-.27	

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

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

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

#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
Sacramento State (N = 238)	38.4	13.5	.88	15	30	40	50	60				
Far West Public	37.8	13.2	.20	20	30	40	45	60	4,679	.5	.541	.041
Carnegie Class	38.3	13.7	.12	15	30	40	50	60	13,710	.1	.911	.007
NSSE 2023 & 2024	38.6	13.4	.06	20	30	40	50	60	54,013	-.2	.784	-.018
Top 50%	39.8	13.2	.07	20	30	40	50	60	35,329	-1.4	.091	-.110
Top 10%	42.4	12.5	.20	20	35	40	55	60	4,301	-4.0	.000	-.319
<b>Reflective &amp; Integrative Learning</b>												
Sacramento State (N = 264)	35.2	12.1	.74	17	26	34	43	57				
Far West Public	35.5	11.8	.17	17	29	34	43	57	5,083	-.3	.693	-.025
Carnegie Class	35.2	12.6	.10	14	26	34	43	57	15,132	.0	.997	.000
NSSE 2023 & 2024	35.9	12.2	.05	17	29	37	43	57	59,464	-.6	.404	-.051
Top 50%	37.3	12.0	.07	17	29	37	46	60	32,053	-2.1	.005	-.173
Top 10%	39.9	11.7	.19	20	31	40	49	60	3,987	-4.7	.000	-.400
<b>Learning Strategies</b>												
Sacramento State (N = 219)	37.2	13.6	.92	20	27	40	47	60				
Far West Public	37.3	13.7	.21	20	27	40	47	60	4,343	-.1	.949	-.004
Carnegie Class	39.3	14.3	.13	20	27	40	53	60	12,478	-2.1	.031	-.147
NSSE 2023 & 2024	38.6	13.9	.06	20	27	40	47	60	49,264	-1.4	.136	-.101
Top 50%	40.2	13.9	.08	20	33	40	53	60	28,806	-3.0	.002	-.212
Top 10%	43.1	14.5	.18	20	33	40	60	60	236	-5.9	.000	-.410
<b>Quantitative Reasoning</b>												
Sacramento State (N = 229)	27.0	15.5	1.03	0	20	27	40	60				
Far West Public	29.5	15.1	.23	7	20	27	40	60	4,426	-2.4	.018	-.161
Carnegie Class	28.9	16.0	.14	0	20	27	40	60	12,766	-1.9	.080	-.117
NSSE 2023 & 2024	29.5	15.7	.07	0	20	27	40	60	50,373	-2.4	.020	-.154
Top 50%	30.8	15.5	.08	7	20	33	40	60	34,014	-3.8	.000	-.245
Top 10%	33.3	15.4	.19	7	20	33	40	60	6,604	-6.2	.000	-.404
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Sacramento State (N = 286)	28.5	12.9	.76	10	20	30	35	50				
Far West Public	30.1	13.9	.19	10	20	30	40	55	5,442	-1.6	.061	-.114
Carnegie Class	24.5	16.6	.13	0	10	25	35	55	302	4.0	.000	.241
NSSE 2023 & 2024	29.1	15.4	.06	0	20	30	40	60	288	-.6	.468	-.036
Top 50%	33.4	13.9	.07	10	25	35	40	60	290	-4.9	.000	-.351
Top 10%	36.7	13.7	.16	15	25	35	45	60	7,523	-8.2	.000	-.599
<b>Discussions with Diverse Others</b>												
Sacramento State (N = 227)	38.8	15.8	1.05	15	25	40	50	60				
Far West Public	37.0	15.6	.24	10	25	40	50	60	4,365	1.8	.096	.113
Carnegie Class	35.5	17.5	.16	0	20	40	50	60	12,589	3.2	.005	.186
NSSE 2023 & 2024	38.1	16.1	.07	10	25	40	50	60	49,732	.7	.518	.043
Top 50%	40.7	14.9	.08	20	30	40	55	60	31,819	-1.9	.054	-.128
Top 10%	44.2	13.8	.24	20	35	45	60	60	250	-5.4	.000	-.390

#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
Sacramento State (N = 249)	18.2	13.7	.87	0	10	15	25	40				
Far West Public	19.6	14.9	.22	0	10	15	30	50	4,879	-1.5	.132	-.098
Carnegie Class	21.6	15.3	.13	0	10	20	30	55	259	-3.4	.000	-.222
NSSE 2023 & 2024	22.0	15.3	.06	0	10	20	30	55	251	-3.8	.000	-.252
Top 50%	25.4	15.3	.11	5	15	25	35	60	256	-7.2	.000	-.468
Top 10%	29.9	15.5	.31	5	20	30	40	60	316	-11.7	.000	-.760
<b>Effective Teaching Practices</b>												
Sacramento State (N = 239)	38.6	12.9	.84	16	32	40	48	60				
Far West Public	38.1	13.1	.20	16	28	40	48	60	4,668	.5	.558	.039
Carnegie Class	39.3	14.0	.12	16	28	40	52	60	13,623	-.7	.453	-.049
NSSE 2023 & 2024	39.0	13.4	.06	16	30	40	48	60	53,698	-.4	.636	-.031
Top 50%	40.8	13.5	.08	20	32	40	52	60	25,943	-2.1	.015	-.158
Top 10%	43.6	14.1	.21	20	36	44	56	60	268	-4.9	.000	-.351
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Sacramento State (N = 192)	44.0	9.7	.70	28	38	44	50	60				
Far West Public	42.1	12.0	.20	20	36	44	50	60	224	1.9	.011	.157
Carnegie Class	44.1	12.5	.12	20	38	46	54	60	203	-.1	.842	-.011
NSSE 2023 & 2024	43.5	11.7	.06	22	36	44	52	60	194	.5	.496	.041
Top 50%	45.7	11.5	.08	24	40	48	54	60	197	-1.7	.015	-.149
Top 10%	48.7	11.9	.20	24	42	52	60	60	223	-4.7	.000	-.398
<b>Supportive Environment</b>												
Sacramento State (N = 211)	34.2	13.2	.91	15	25	33	43	60				
Far West Public	33.7	13.6	.22	13	23	35	43	60	4,195	.5	.590	.038
Carnegie Class	34.3	14.2	.13	10	25	35	43	60	11,989	-.1	.925	-.007
NSSE 2023 & 2024	35.2	13.6	.06	13	25	35	45	60	47,447	-1.0	.276	-.075
Top 50%	37.1	13.0	.09	17	28	38	45	60	23,383	-2.9	.001	-.221
Top 10%	40.4	12.6	.29	20	33	40	50	60	2,152	-6.2	.000	-.490

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

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

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

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

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

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

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

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
Sacramento State (N = 409)	40.6	14.1	.70	15	35	40	50	60				
Far West Public	40.9	13.9	.17	20	30	40	55	60	7,463	-.3	.685	-.021
Carnegie Class	41.1	14.0	.12	20	30	40	55	60	14,795	-.5	.510	-.033
NSSE 2023 & 2024	40.9	13.8	.06	20	30	40	55	60	59,688	-.3	.648	-.023
Top 50%	42.4	13.6	.09	20	35	40	55	60	25,561	-1.8	.008	-.133
Top 10%	44.9	12.8	.25	20	40	45	60	60	3,035	-4.3	.000	-.329
<b>Reflective &amp; Integrative Learning</b>												
Sacramento State (N = 429)	39.8	13.2	.64	17	29	40	51	60				
Far West Public	39.0	12.9	.15	17	31	40	49	60	7,914	.8	.214	.062
Carnegie Class	38.6	13.0	.11	17	29	40	49	60	15,811	1.1	.084	.085
NSSE 2023 & 2024	38.7	12.9	.05	17	29	40	49	60	63,813	1.0	.102	.079
Top 50%	40.6	12.4	.08	20	31	40	51	60	442	-.9	.168	-.071
Top 10%	43.2	11.8	.24	23	34	43	54	60	557	-3.4	.000	-.286
<b>Learning Strategies</b>												
Sacramento State (N = 379)	40.2	14.1	.72	20	27	40	53	60				
Far West Public	39.6	14.3	.18	20	27	40	53	60	7,027	.5	.467	.038
Carnegie Class	40.1	14.7	.13	13	27	40	53	60	13,820	.1	.933	.004
NSSE 2023 & 2024	39.5	14.6	.06	13	27	40	53	60	55,863	.7	.382	.045
Top 50%	41.2	14.5	.08	20	33	40	53	60	30,605	-1.0	.178	-.070
Top 10%	44.1	14.2	.23	20	33	47	60	60	4,155	-3.9	.000	-.276
<b>Quantitative Reasoning</b>												
Sacramento State (N = 386)	29.8	16.7	.85	0	20	33	40	60				
Far West Public	31.4	16.4	.20	0	20	33	40	60	7,135	-1.6	.069	-.095
Carnegie Class	31.1	16.7	.14	0	20	33	40	60	14,054	-1.3	.127	-.079
NSSE 2023 & 2024	31.4	16.7	.07	0	20	33	40	60	56,780	-1.6	.054	-.099
Top 50%	32.8	16.5	.09	7	20	33	40	60	33,393	-3.0	.000	-.183
Top 10%	36.2	16.2	.28	7	20	40	47	60	3,678	-6.4	.000	-.393
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Sacramento State (N = 453)	31.8	14.1	.66	10	20	30	40	60				
Far West Public	32.2	14.6	.17	10	20	30	40	60	8,211	-.4	.619	-.024
Carnegie Class	27.6	17.1	.13	0	15	30	40	60	490	4.2	.000	.245
NSSE 2023 & 2024	30.6	16.0	.06	5	20	30	40	60	460	1.2	.073	.075
Top 50%	34.7	14.2	.08	10	25	35	45	60	31,011	-2.9	.000	-.207
Top 10%	38.0	13.6	.22	15	30	40	50	60	4,349	-6.2	.000	-.454
<b>Discussions with Diverse Others</b>												
Sacramento State (N = 383)	41.3	16.0	.82	15	30	40	60	60				
Far West Public	39.1	16.2	.20	10	25	40	55	60	7,065	2.1	.011	.133
Carnegie Class	37.4	17.5	.15	0	25	40	55	60	408	3.8	.000	.220
NSSE 2023 & 2024	39.1	16.4	.07	10	25	40	55	60	56,206	2.2	.009	.133
Top 50%	41.4	15.6	.09	15	30	40	60	60	31,632	-.1	.913	-.006
Top 10%	44.1	14.5	.24	20	35	45	60	60	450	-2.8	.001	-.193

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
Sacramento State (N = 417)	22.6	16.1	.79	0	10	20	35	55				
Far West Public	22.6	16.2	.19	0	10	20	35	60	7,683	.1	.939	.004
Carnegie Class	23.7	16.6	.14	0	10	20	35	60	15,268	-1.1	.197	-.064
NSSE 2023 & 2024	24.2	16.5	.07	0	10	20	35	60	61,583	-1.6	.051	-.096
Top 50%	29.9	16.3	.14	5	20	30	40	60	14,206	-7.3	.000	-.448
Top 10%	34.9	16.1	.42	10	20	35	45	60	1,865	-12.2	.000	-.762
<b>Effective Teaching Practices</b>												
Sacramento State (N = 404)	40.9	12.9	.64	20	32	40	52	60				
Far West Public	40.3	13.9	.17	16	32	40	52	60	458	.6	.368	.043
Carnegie Class	40.6	14.4	.12	16	32	40	52	60	431	.2	.734	.015
NSSE 2023 & 2024	40.4	14.0	.06	16	32	40	52	60	409	.4	.497	.031
Top 50%	42.5	13.8	.09	20	32	44	56	60	419	-1.6	.014	-.116
Top 10%	45.2	13.1	.25	20	36	48	60	60	3,179	-4.4	.000	-.334
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Sacramento State (N = 331)	42.8	12.4	.68	18	35	45	52	60				
Far West Public	42.7	12.8	.17	18	35	44	52	60	6,298	.2	.808	.014
Carnegie Class	44.0	12.7	.12	20	36	46	54	60	12,174	-1.2	.085	-.096
NSSE 2023 & 2024	43.1	12.4	.06	20	36	44	52	60	50,730	-.3	.681	-.023
Top 50%	45.4	12.0	.08	22	38	48	55	60	22,498	-2.6	.000	-.214
Top 10%	48.1	12.3	.19	23	42	50	60	60	4,602	-5.3	.000	-.430
<b>Supportive Environment</b>												
Sacramento State (N = 359)	34.3	13.5	.71	13	25	35	43	60				
Far West Public	32.0	14.6	.18	8	20	33	40	60	406	2.3	.002	.157
Carnegie Class	31.7	14.9	.13	8	20	33	40	60	382	2.6	.000	.175
NSSE 2023 & 2024	32.3	14.4	.06	8	23	33	40	60	54,445	2.0	.009	.137
Top 50%	34.7	14.2	.09	10	25	35	45	60	23,155	-.3	.672	-.023
Top 10%	38.0	13.7	.29	15	28	40	48	60	2,533	-3.6	.000	-.266

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

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

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

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

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

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

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



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# NSSE 2024

## Frequencies and Statistical Comparisons

California State University, Sacramento

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# NSSE 2024 Frequencies and Statistical Comparisons

## About This Report

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

- Class level:** As reported by your institution.
- Item numbers:** Numbering corresponds to the instrument available on the NSSE website.

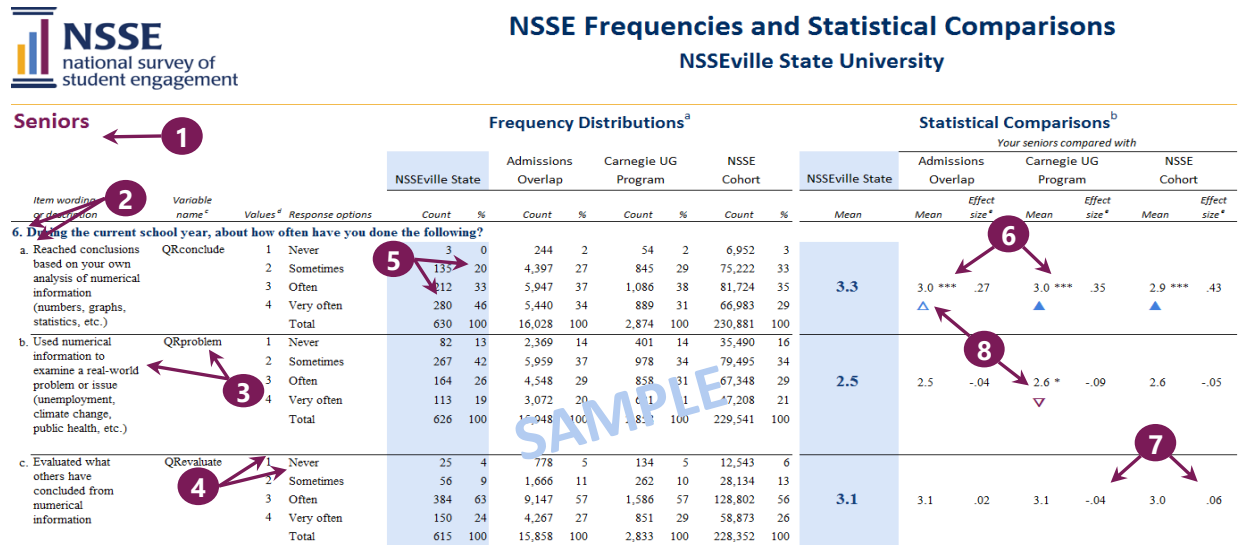
- Item wording and variable names:** Survey items are in the same order and wording as they appear on the instrument. Variable names are included for easy reference to your data file and codebook.

- Values and response options:** Values are used to calculate means. Response options are worded as they appear on the instrument.

- Count and column percentage (%):** The Count column contains the number of students who selected the corresponding response option. The column percentage is the weighted percentage of students selecting the corresponding response option.

**Note:** Column percentages and statistics are weighted by institution-reported sex and enrollment status. Comparison group statistics are also weighted by institutional size. Counts are unweighted and cannot be used to replicate column percentages. For details visit: [go.iu.edu/NSSE-weights](https://go.iu.edu/NSSE-weights)

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



		Frequency Distributions <sup>a</sup>										Statistical Comparisons <sup>b</sup>							
		NSSEville State		Admissions Overlap		Carnegie UG Program		NSSE Cohort		Your seniors compared with									
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
<b>6. Doing the current school year, about how often have you done the following?</b>																			
a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	1	Never	3	0	244	2	54	2	6,952	3	3.3	3.0 ***	.27	3.0 ***	.35	2.9 ***	.43	
		2	Sometimes	135	20	4,397	27	845	29	75,222	33								
		3	Often	12	33	5,947	37	1,086	38	81,724	35								
		4	Very often	280	46	5,440	34	889	31	66,983	29								
			Total	630	100	16,028	100	2,874	100	230,881	100								
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	1	Never	82	13	2,369	14	401	14	35,490	16	2.5	2.5	-.04	2.6 *	-.09	2.6	-.05	
		2	Sometimes	267	42	5,959	37	978	34	79,495	34								
		3	Often	164	26	4,548	29	858	31	67,348	29								
		4	Very often	113	19	3,072	20	611	1	7,208	21								
			Total	626	100	17,948	100	1,881	100	229,541	100								
c. Evaluated what others have concluded from numerical information	QRrevaluate	1	Never	25	4	778	5	134	5	12,543	6	3.1	3.1	.02	3.1	-.04	3.0	.06	
		2	Sometimes	56	9	1,666	11	262	10	28,134	13								
		3	Often	384	63	9,147	57	1,586	57	128,802	56								
		4	Very often	150	24	4,267	27	851	29	58,873	26								
			Total	615	100	15,858	100	2,833	100	228,352	100								

- Effect size:** Effect size indicates practical significance. An effect size of .2 is often considered small, .5 moderate, and .8 large (NSSE adjusts this to .1/.3/.5 for the Engagement Indicators). A positive effect size indicates that your institution's mean was greater than that of the comparison group, thus showing a favorable result for your institution. A negative effect size indicates your institution lags behind the comparison group, suggesting that the student behavior or institutional practice represented by the item may warrant attention. Effect sizes for independent  $t$ -tests use Cohen's  $d$ ;  $z$ -tests use Cohen's  $h$ . Cohen's  $d$  is calculated by dividing the mean difference by the pooled standard deviation. Cohen's  $h$  is calculated by taking the difference in the proportion of students who responded "Done or in progress" after the proportion has been transformed using a non-linear (arcsine) transformation. See: Cohen, J. (1988). *Statistical power analysis for the behavioral sciences (2nd edition)*. New York: Psychology Press.

**8. Key to symbols:**

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

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

# NSSE 2024 Frequencies and Statistical Comparisons

## California State University, Sacramento

### First-Year Students

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

*Your first-year students compared with*

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Sacramento State				Far West Public				Carnegie Class				NSSE 2023 & 2024		Sacramento State	Far West Public		Carnegie Class		NSSE 2023 & 2024	
				Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>		
<b>1. During the current school year, about how often have you done the following?</b>																								
a. Asked questions or contributed to course discussions in other ways	askquest	1	Never	12	5	548	4	2,431	6	6,804	4	<b>2.7</b>	2.7	-0.05	2.7	-0.08	2.8 *	▽	-0.15					
		2	Sometimes	122	42	5,835	41	16,228	38	64,419	37													
		3	Often	103	36	4,967	35	14,508	32	62,150	34													
		4	Very often	52	17	2,821	20	10,232	24	44,168	24													
		Total		289	100	14,171	100	43,399	100	177,541	100													
b. Asked another student to help you understand course material	CLaskhelp	1	Never	38	14	1,338	11	9,363	26	23,845	16	<b>2.4</b>	2.5 *	▽	-0.14	2.2 **	△	.19	2.4	-0.04				
		2	Sometimes	134	46	5,732	41	16,606	38	70,910	40													
		3	Often	74	26	4,668	32	11,360	24	53,223	29													
		4	Very often	41	14	2,397	16	5,938	12	29,007	15													
		Total		287	100	14,135	100	43,267	100	176,985	100													
c. Explained course material to one or more students	CLexplain	1	Never	22	8	994	8	8,036	23	18,358	12	<b>2.5</b>	2.5	-0.04	2.3 ***	△	.23	2.5	-0.01					
		2	Sometimes	139	46	6,175	44	16,478	38	70,456	40													
		3	Often	95	34	4,844	33	12,692	27	59,105	32													
		4	Very often	34	12	2,104	14	5,946	12	28,627	16													
		Total		290	100	14,117	100	43,152	100	176,546	100													
d. Prepared for exams by discussing or working through course material with other students	CLstudy	1	Never	66	23	2,746	22	12,387	34	36,310	23	<b>2.2</b>	2.3 *	▽	-0.13	2.1	.09	2.3 *	▽	-0.13				
		2	Sometimes	122	42	5,432	39	14,612	33	63,270	36													
		3	Often	77	27	3,899	27	10,289	22	47,953	26													
		4	Very often	23	8	1,987	13	5,592	11	27,902	15													
		Total		288	100	14,064	100	42,880	100	175,435	100													
e. Worked with other students on course projects or assignments	CLproject	1	Never	17	6	898	7	8,762	25	19,694	13	<b>2.6</b>	2.6	-0.04	2.3 ***	△	.32	2.5	.08					
		2	Sometimes	115	40	5,230	38	14,227	33	62,621	36													
		3	Often	115	41	5,329	37	13,208	28	61,151	34													
		4	Very often	41	13	2,559	17	6,474	14	31,013	17													
		Total		288	100	14,016	100	42,671	100	174,479	100													
f. Given a course presentation	present	1	Never	39	14	2,318	17	10,417	28	36,083	22	<b>2.4</b>	2.3	.11	2.2 ***	△	.29	2.2 ***	△	.24				
		2	Sometimes	116	40	6,201	44	17,164	39	77,852	44													
		3	Often	94	33	3,846	28	10,000	22	41,087	23													
		4	Very often	38	13	1,625	12	4,940	11	19,014	11													
		Total		287	100	13,990	100	42,521	100	174,036	100													

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

# NSSE 2024 Frequencies and Statistical Comparisons

## California State University, Sacramento

### First-Year Students

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

*Your first-year students compared with*

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Sacramento State				Far West Public				Carnegie Class				NSSE 2023 & 2024		Sacramento State	Far West Public		Carnegie Class		NSSE 2023 & 2024	
				Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>			
<b>2. During the current school year, about how often have you done the following?</b>																								
a. Combined ideas from different courses when completing assignments	RIIntegrate	1	Never	29	12	1,140	10	4,523	12	14,627	10	<b>2.6</b>	2.6	.06	2.5	.10	2.6	.03						
		2	Sometimes	88	31	5,121	37	15,488	37	62,822	37													
		3	Often	115	40	5,431	39	15,156	35	64,961	37													
		4	Very often	52	17	2,103	15	6,721	16	28,836	16													
		Total		284	100	13,795	100	41,888	100	171,246	100													
b. Connected your learning to societal problems or issues	RIsocietal	1	Never	32	13	1,255	10	4,367	12	15,528	10	<b>2.5</b>	2.6	-.11	2.6	-.10	2.6 *	-0.14	▽					
		2	Sometimes	112	39	5,269	39	15,324	37	62,739	37													
		3	Often	97	34	4,907	35	14,575	34	60,856	35													
		4	Very often	40	14	2,267	16	7,195	17	30,418	18													
		Total		281	100	13,698	100	41,461	100	169,541	100													
c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIdiverse	1	Never	16	7	1,130	9	5,185	15	16,649	11	<b>2.7</b>	2.7	.06	2.5 **	.16	2.6	.10	△					
		2	Sometimes	102	37	4,738	35	14,175	35	58,141	35													
		3	Often	101	35	5,121	37	13,918	32	59,668	34													
		4	Very often	61	21	2,610	19	7,768	18	33,375	19													
		Total		280	100	13,599	100	41,046	100	167,833	100													
d. Examined the strengths and weaknesses of your own views on a topic or issue	Rlownview	1	Never	16	6	555	4	2,004	5	7,265	5	<b>2.7</b>	2.8	-.08	2.8	-.10	2.8 *	-0.12	▽					
		2	Sometimes	94	35	4,256	32	12,306	30	49,454	30													
		3	Often	112	41	6,233	46	17,823	43	74,907	45													
		4	Very often	51	18	2,414	18	8,321	21	33,809	21													
		Total		273	100	13,458	100	40,454	100	165,435	100													
e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	RIperspect	1	Never	5	2	366	3	1,493	4	4,674	3	<b>2.9</b>	2.9	.03	2.9	.05	2.9	.03						
		2	Sometimes	70	26	3,351	26	10,237	26	41,152	26													
		3	Often	125	47	6,387	47	18,155	45	76,117	46													
		4	Very often	69	25	3,175	24	9,875	25	40,494	25													
		Total		269	100	13,279	100	39,760	100	162,437	100													
f. Learned something that changed the way you understand an issue or concept	Rlnewview	1	Never	10	4	296	2	1,216	4	4,380	3	<b>2.8</b>	2.9	-.10	2.9	-.12	2.9 *	-0.13	▽					
		2	Sometimes	86	33	3,774	30	11,225	29	44,901	29													
		3	Often	112	42	6,184	46	17,417	43	72,201	44													
		4	Very often	57	20	2,833	21	9,207	24	38,054	24													
		Total		265	100	13,087	100	39,065	100	159,536	100													

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

# NSSE 2024 Frequencies and Statistical Comparisons

## California State University, Sacramento

### First-Year Students

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

*Your first-year students compared with*

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Sacramento State				Far West Public				Carnegie Class				NSSE 2023 & 2024		Sacramento State	Far West Public		Carnegie Class		NSSE 2023 & 2024	
				Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>		
g. Connected ideas from your courses to your prior experiences and knowledge	Rlconnect	1	Never	2	1	165	2	657	2	2,187	2	<b>3.0</b>	3.0	.01	3.1	-.03	3.1	-.05						
		2	Sometimes	59	23	2,617	22	7,712	20	29,985	20													
		3	Often	126	49	6,505	49	18,722	48	77,056	48													
		4	Very often	73	28	3,683	27	11,460	30	48,216	30													
		Total		260	100	12,970	100	38,551	100	157,444	100													
<b>3. During the current school year, about how often have you done the following?</b>																								
a. Talked about career plans with a faculty member	SFcareer	1	Never	54	21	2,991	24	6,900	21	27,905	19	<b>2.2</b>	2.2	-.01	2.3 *	-.13	2.3 **	-0.15						
		2	Sometimes	122	47	5,539	42	15,882	41	66,866	42													
		3	Often	62	24	2,963	22	9,806	24	39,296	24													
		4	Very often	22	8	1,459	11	5,891	14	23,150	14													
		Total		260	100	12,952	100	38,479	100	157,217	100													
b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	1	Never	144	56	6,545	50	17,987	50	69,029	46	<b>1.6</b>	1.8 *	-.13	1.8 **	-.16	1.9 ***	-.22						
		2	Sometimes	75	30	3,824	29	11,248	28	49,598	31													
		3	Often	24	10	1,807	14	5,897	14	24,718	15													
		4	Very often	13	5	743	6	3,175	8	13,054	8													
		Total		256	100	12,919	100	38,307	100	156,399	100													
c. Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	1	Never	102	40	4,850	38	12,454	36	46,925	32	<b>1.8</b>	1.9	-.09	2.0 *	-.16	2.0 ***	-.22						
		2	Sometimes	98	40	4,935	38	14,635	37	62,701	39													
		3	Often	39	15	2,143	17	7,254	18	30,510	19													
		4	Very often	12	5	882	7	3,546	9	14,521	9													
		Total		251	100	12,810	100	37,889	100	154,657	100													
d. Discussed your academic performance with a faculty member	SFperform	1	Never	76	30	3,873	29	8,189	24	35,712	24	<b>2.0</b>	2.1	-.07	2.2 ***	-.24	2.2 ***	-.20						
		2	Sometimes	116	46	5,503	43	16,178	42	67,967	44													
		3	Often	45	18	2,526	20	9,168	23	35,043	22													
		4	Very often	15	6	902	7	4,327	11	15,868	10													
		Total		252	100	12,804	100	37,862	100	154,590	100													
<b>4. During the current school year, how much has your coursework emphasized the following?</b>																								
a. Memorizing course material	memorize	1	Very little	10	3	520	5	1,510	5	6,151	4	<b>3.0</b>	2.9 *	.16	2.9 *	.14	2.9	.11						
		2	Some	58	23	3,450	27	9,951	27	40,091	26													
		3	Quite a bit	114	46	5,786	45	16,690	44	68,089	44													
		4	Very much	67	28	2,949	23	9,333	24	38,761	25													
		Total		249	100	12,705	100	37,484	100	153,092	100													

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

# NSSE 2024 Frequencies and Statistical Comparisons

## California State University, Sacramento

### First-Year Students

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

*Your first-year students compared with*

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	NSSE 2023 & 2024								Statistical Comparisons							
				Sacramento State		Far West Public		Carnegie Class		NSSE 2023 & 2024		Sacramento State	Far West Public		Carnegie Class		NSSE 2023 & 2024		
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
b. Applying facts, theories, or methods to practical problems or new situations	HOapply	1	Very little	17	6	499	5	1,439	4	5,278	4	<b>2.8</b>	2.9	-.06	2.9	-.10	2.9 *	▽	-.14
		2	Some	70	29	3,247	27	9,664	26	37,426	25								
		3	Quite a bit	103	43	5,976	47	17,054	46	70,190	46								
		4	Very much	58	22	2,908	22	9,023	24	39,087	25								
		Total		248	100	12,630	100	37,180	100	151,981	100								
c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	1	Very little	13	5	473	4	1,446	4	5,228	4	<b>2.9</b>	2.9	.02	2.9	.00	2.9	-.03	
		2	Some	60	24	3,324	27	9,754	27	38,385	26								
		3	Quite a bit	112	46	5,732	45	16,329	44	67,290	44								
		4	Very much	60	24	2,977	23	9,175	25	39,263	26								
		Total		245	100	12,506	100	36,704	100	150,166	100								
d. Evaluating a point of view, decision, or information source	HOevaluate	1	Very little	8	3	446	4	1,326	4	5,352	4	<b>3.0</b>	2.9	.10	2.9	.08	2.9	.08	
		2	Some	55	25	3,140	26	9,227	25	37,595	26								
		3	Quite a bit	106	43	5,827	46	16,667	45	67,748	45								
		4	Very much	74	30	3,007	24	9,250	26	38,540	26								
		Total		243	100	12,420	100	36,470	100	149,235	100								
e. Forming a new idea or understanding from various pieces of information	HOform	1	Very little	3	1	375	3	1,220	4	4,797	4	<b>2.9</b>	2.9	.04	2.9	.02	2.9	.01	
		2	Some	70	31	3,096	25	9,011	25	36,530	25								
		3	Quite a bit	96	40	5,909	47	16,737	46	68,753	46								
		4	Very much	70	28	2,996	24	9,281	26	38,349	26								
		Total		239	100	12,376	100	36,249	100	148,429	100								
<b>5. During the current school year, to what extent have your instructors done the following?</b>																			
a. Clearly explained course goals and requirements	ETgoals	1	Very little	7	3	245	2	861	3	2,999	2	<b>3.1</b>	3.1	.03	3.1	-.02	3.1	-.01	
		2	Some	48	21	2,513	21	7,160	20	28,976	20								
		3	Quite a bit	103	42	5,799	46	15,774	43	67,469	45								
		4	Very much	83	34	3,734	31	12,161	35	47,765	33								
		Total		241	100	12,291	100	35,956	100	147,209	100								
b. Taught course sessions in an organized way	ETorganize	1	Very little	7	3	497	5	1,671	5	5,673	4	<b>3.0</b>	2.9	.12	3.0	.06	3.0	.04	
		2	Some	47	20	2,863	24	7,757	21	31,275	21								
		3	Quite a bit	114	47	5,629	45	15,409	42	65,722	44								
		4	Very much	72	30	3,257	27	10,955	31	43,901	31								
		Total		240	100	12,246	100	35,792	100	146,571	100								

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

# NSSE 2024 Frequencies and Statistical Comparisons

## California State University, Sacramento

### First-Year Students

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>								Statistical Comparisons <sup>b</sup>						
				Sacramento State		Far West Public		Carnegie Class		NSSE 2023 & 2024		Sacramento State	Far West Public		Carnegie Class		NSSE 2023 & 2024	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
c. Used examples or illustrations to explain difficult points	ETexample	1	Very little	6	3	394	4	1,537	5	5,017	4	<b>3.0</b>	3.0	.02	3.0	.00	3.0	-.03
		2	Some	61	26	2,844	23	7,928	22	31,859	22							
		3	Quite a bit	96	40	5,419	44	14,792	41	62,503	42							
		4	Very much	76	32	3,571	29	11,464	32	46,861	32							
		Total		239	100	12,228	100	35,721	100	146,240	100							
d. Provided feedback on a draft or work in progress	ETdraftfb	1	Very little	17	8	887	7	2,536	8	10,131	7	<b>2.8</b>	2.8	-.04	2.9	-.10	2.9	-.07
		2	Some	69	29	3,677	29	9,312	26	40,496	28							
		3	Quite a bit	95	39	4,637	38	13,212	36	54,897	37							
		4	Very much	58	24	2,998	26	10,561	30	40,365	28							
		Total		239	100	12,199	100	35,621	100	145,889	100							
e. Provided prompt and detailed feedback on tests or completed assignments	ETfeedback	1	Very little	19	8	1,052	9	2,591	8	11,156	8	<b>2.7</b>	2.7	.02	2.8	-.12	2.8	-.05
		2	Some	79	33	4,079	32	10,126	28	44,379	30							
		3	Quite a bit	87	37	4,579	38	13,175	36	54,979	37							
		4	Very much	54	22	2,428	21	9,541	28	34,479	24							
		Total		239	100	12,138	100	35,433	100	144,993	100							
f. Explained in advance the criteria for successfully completing your assignments	eterriteria	1	Very little	11	5	405	4	1,308	4	4,820	4	<b>3.1</b>	3.0	.09	3.1	.01	3.0	.04
		2	Some	42	18	2,826	24	7,655	21	32,208	22							
		3	Quite a bit	105	44	5,346	43	14,633	40	62,676	43							
		4	Very much	79	33	3,489	30	11,598	35	44,388	32							
		Total		237	100	12,066	100	35,194	100	144,092	100							
g. Reviewed and summarized key ideas or concepts	etreview	1	Very little	6	3	331	3	1,139	4	4,062	3	<b>3.0</b>	3.0	-.02	3.0	-.07	3.0	-.06
		2	Some	55	23	2,876	24	7,833	22	32,414	23							
		3	Quite a bit	115	50	5,661	46	15,403	43	65,523	45							
		4	Very much	60	25	3,182	27	10,684	31	41,626	29							
		Total		236	100	12,050	100	35,059	100	143,625	100							
h. Taught in a way that aligns with how you prefer to learn	etprefer	1	Very little	21	9	924	8	2,738	8	10,745	8	<b>2.6</b>	2.6	-.05	2.7 *	-.15	2.7	-.12
		2	Some	90	39	4,486	37	11,653	33	49,391	34							
		3	Quite a bit	88	37	4,608	38	13,135	37	55,406	38							
		4	Very much	36	16	1,993	17	7,461	22	27,640	20							
		Total		235	100	12,011	100	34,987	100	143,182	100							

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

# NSSE 2024 Frequencies and Statistical Comparisons

## California State University, Sacramento

### First-Year Students

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

*Your first-year students compared with*

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Sacramento State				Far West Public				Carnegie Class				NSSE 2023 & 2024		Sacramento State	Far West Public		Carnegie Class		NSSE 2023 & 2024	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>						
i. Enabled you to demonstrate your learning through quizzes, assignments, and other activities	etdemonstrate	1	Very little	5	3	334	3	1,096	4	3,779	3	<b>3.1</b>	3.1	.04	3.1	-.02	3.1	-.02						
		2	Some	48	20	2,326	20	6,678	19	26,445	19													
		3	Quite a bit	100	43	5,435	45	14,858	42	63,138	44													
		4	Very much	82	34	3,905	32	12,305	36	49,595	35													
		Total		235	100	12,000	100	34,937	100	142,957	100													
<b>6. During the current school year, about how often have you done the following?</b>																								
a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	1	Never	27	11	1,022	9	3,714	11	13,913	10	<b>2.5</b>	2.6	-.11	2.6	-.09	2.6	-.13						
		2	Sometimes	99	42	4,381	37	12,596	36	50,981	36													
		3	Often	75	33	4,562	38	12,397	36	51,611	37													
		4	Very often	33	14	1,858	16	5,642	17	23,926	18													
		Total		234	100	11,823	100	34,349	100	140,431	100													
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	1	Never	51	22	1,807	15	5,962	18	23,708	17	<b>2.2</b>	2.4 **	-0.19	2.4 *	-0.16	2.4 **	-0.17						
		2	Sometimes	106	45	4,759	40	13,313	39	54,662	39													
		3	Often	41	19	3,689	31	10,192	29	42,219	30													
		4	Very often	33	14	1,518	13	4,656	14	19,007	14													
		Total		231	100	11,773	100	34,123	100	139,596	100													
c. Evaluated what others have concluded from numerical information	QRevaluate	1	Never	41	17	1,735	15	6,334	19	23,090	17	<b>2.3</b>	2.4	-.09	2.3	-.04	2.4	-.09						
		2	Sometimes	104	45	4,872	41	13,541	40	55,714	40													
		3	Often	61	28	3,805	32	10,068	29	43,217	31													
		4	Very often	24	10	1,308	11	3,978	12	16,969	12													
		Total		230	100	11,720	100	33,921	100	138,990	100													
<b>7. During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned? (Include those not yet completed.)</b>																								
a. Up to 5 pages	wrshortnum <i>(Recorded version of wrshort created by NSSE. Values are estimated number of papers, reports, etc.)</i>	0	None	22	10	713	6	2,817	9	9,551	7	<b>6.4</b>	6.3	.00	6.2	.02	6.5	-.02						
		1.5	1-2	44	19	2,494	20	6,801	20	26,920	20													
		4	3-5	76	32	3,941	34	10,863	32	44,121	32													
		8	6-10	48	21	2,532	21	7,328	21	31,269	22													
		13	11-15	16	7	1,045	9	3,112	9	13,958	10													
		18	16-20	10	5	426	4	1,360	4	5,891	4													
		23	More than 20	12	5	539	5	1,563	5	6,864	5													
Total		228	100	11,690	100	33,844	100	138,574	100															

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

# NSSE 2024 Frequencies and Statistical Comparisons

## California State University, Sacramento

### First-Year Students

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

*Your first-year students compared with*

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Sacramento State		Far West Public		Carnegie Class		NSSE 2023 & 2024		Sacramento State	Far West Public		Carnegie Class		NSSE 2023 & 2024	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
b. Between 6 and 10 pages	wrmednum	0	None	101	44	4,740	40	13,631	42	52,046	39	<b>2.2</b>	2.6	-.09	2.5	-.08	2.5	-.08
	(Recorded version of wrmed created by NSSE. Values are estimated number of papers, reports, etc.)	1.5	1-2	67	29	3,684	30	10,452	30	45,775	32							
		4	3-5	42	18	1,836	16	5,421	16	23,641	17							
		8	6-10	12	5	907	9	2,616	8	10,463	8							
		13	11-15	3	1	293	3	891	3	3,696	3							
		18	16-20	2	1	78	1	231	1	934	1							
		23	More than 20	3	1	117	1	395	1	1,343	1							
	Total			230	100	11,655	100	33,637	100	137,898	100							
c. 11 pages or more	wrlongnum	0	None	185	81	8,877	75	25,269	75	103,114	75	<b>1.0</b>	1.4	-.11	1.4	-.10	1.3	-.07
	(Recorded version of wrlong created by NSSE. Values are estimated number of papers, reports, etc.)	1.5	1-2	24	10	1,388	11	4,403	12	19,710	14							
		4	3-5	8	4	563	5	1,553	5	6,186	5							
		8	6-10	7	3	377	4	1,093	3	4,046	3							
		13	11-15	3	2	258	3	762	2	2,984	2							
		18	16-20	0	0	72	1	207	1	739	1							
		23	More than 20	3	1	106	1	371	1	1,247	1							
	Total			230	100	11,641	100	33,658	100	138,026	100							
Estimated number of assigned pages of student writing.	wrpages										<b>50.3</b>	60.4	-.11	59.2	-.09	58.2	-.09	
<b>8. During the current school year, about how often have you had discussions with people from the following groups?</b>																		
a. People of races or ethnicities other than your own	DDrace	1	Never	8	4	446	4	2,852	10	7,107	6	<b>3.1</b>	3.0 *	.14	2.9 ***	.30	3.0 *	.17
		2	Sometimes	48	22	2,701	24	8,763	26	33,291	24							
		3	Often	70	30	4,219	36	10,904	31	46,385	33							
		4	Very often	102	44	4,276	36	11,154	32	51,199	36							
		Total			228	100	11,642	100	33,673	100	137,982							
b. People from economic backgrounds other than your own	DDeconomic	1	Never	13	6	494	5	2,752	10	6,755	6	<b>3.0</b>	3.0	.08	2.8 **	.19	3.0	.04
		2	Sometimes	47	21	2,780	25	8,449	26	32,029	24							
		3	Often	83	37	4,610	39	12,048	35	51,442	37							
		4	Very often	83	36	3,713	31	10,323	30	47,376	34							
		Total			226	100	11,597	100	33,572	100	137,602							

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

# NSSE 2024 Frequencies and Statistical Comparisons

## California State University, Sacramento

### First-Year Students

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

*Your first-year students compared with*

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Sacramento State				Far West Public				Carnegie Class				NSSE 2023 & 2024		Sacramento State	Far West Public		Carnegie Class		NSSE 2023 & 2024	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>				
c. People with religious beliefs other than your own	DDreligion	1	Never	15	7	845	8	3,511	12	10,344	8	<b>3.0</b>	2.8 *	.16	2.7 **	.22	2.9	.08						
		2	Sometimes	65	29	3,436	31	9,636	29	37,837	28													
		3	Often	61	27	3,985	34	10,864	31	45,486	33													
		4	Very often	86	37	3,346	28	9,552	27	43,897	32													
		Total		227	100	11,612	100	33,563	100	137,564	100													
d. People with political views other than your own	DDpolitical	1	Never	24	10	1,192	11	3,969	13	12,109	10	<b>2.6</b>	2.6	.00	2.7	-.05	2.8 *	-.15						
		2	Sometimes	93	41	4,326	37	10,586	31	44,500	32													
		3	Often	60	27	3,513	30	10,565	31	43,667	31													
		4	Very often	50	22	2,561	22	8,410	25	37,162	27													
		Total		227	100	11,592	100	33,530	100	137,438	100													
e. People with sexual orientations other than your own	ddsexorient	1	Never	20	9	873	9	4,490	15	13,470	11	<b>2.8</b>	2.8	-.05	2.7	.10	2.8	-.02						
		2	Sometimes	70	32	3,147	29	9,792	29	38,506	29													
		3	Often	68	31	3,938	33	9,878	28	42,200	30													
		4	Very often	67	28	3,642	29	9,358	27	43,250	30													
		Total		225	100	11,600	100	33,518	100	137,426	100													
f. People from countries other than your own	ddcountry	1	Never	19	9	1,096	10	4,761	16	13,502	11	<b>2.8</b>	2.6 **	.19	2.5 ***	.27	2.7 *	.15						
		2	Sometimes	79	34	4,533	39	12,382	36	50,258	36													
		3	Often	53	24	3,437	29	8,687	25	38,665	28													
		4	Very often	75	33	2,538	22	7,711	22	35,149	25													
		Total		226	100	11,604	100	33,541	100	137,574	100													
<b>9. During the current school year, about how often have you done the following?</b>																								
a. Identified key information from reading assignments	LSreading	1	Never	4	2	219	2	768	3	2,890	2	<b>3.0</b>	2.9	.01	3.0	-.07	3.0	-.04						
		2	Sometimes	51	23	2,806	25	7,641	23	31,421	24													
		3	Often	110	51	5,643	48	15,385	46	64,055	46													
		4	Very often	55	23	2,877	24	9,503	29	38,067	28													
		Total		220	100	11,545	100	33,297	100	136,433	100													
b. Reviewed your notes after class	LSnotes	1	Never	10	5	505	5	1,418	5	5,903	5	<b>2.8</b>	2.9	.00	3.0	-.13	2.9	-.08						
		2	Sometimes	70	31	3,603	32	8,733	27	38,700	29													
		3	Often	82	38	4,247	37	12,259	36	49,803	36													
		4	Very often	62	26	3,176	26	10,835	32	41,860	30													
		Total		224	100	11,531	100	33,245	100	136,266	100													

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

# NSSE 2024 Frequencies and Statistical Comparisons

## California State University, Sacramento

### First-Year Students

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

*Your first-year students compared with*

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Sacramento State				Far West Public				Carnegie Class				NSSE 2023 & 2024		Sacramento State	Far West Public		Carnegie Class		NSSE 2023 & 2024	
				Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>		
c. Summarized what you learned in class or from course materials	LSummary	1	Never	12	5	568	5	1,371	4	5,861	5	<b>2.8</b>	2.8	-.05	2.9 **	-.20	2.9 *	▽	-0.15					
		2	Sometimes	75	35	3,705	33	9,062	27	39,077	29													
		3	Often	86	39	4,578	39	13,356	40	54,654	40													
		4	Very often	50	21	2,678	23	9,449	29	36,685	27													
		Total		223	100	11,529	100	33,238	100	136,277	100													
<b>10. During the current school year, to what extent have your courses challenged you to do your best work?</b>																								
challenge		1	Not at all	2	1	63	1	277	1	1,067	1	<b>5.2</b>	5.2	-.02	5.4 **	-.19	5.4 *	▽	-0.15					
		2		5	3	154	1	416	1	1,714	1													
		3		12	5	637	6	1,688	5	6,778	5													
		4		32	15	1,757	16	4,374	13	17,647	13													
		5		81	37	4,318	38	10,690	32	46,176	34													
		6		56	24	2,639	22	7,751	23	33,284	24													
		7	Very much	34	15	1,863	16	7,793	25	28,663	22													
Total		222	100	11,431	100	32,989	100	135,329	100															
<b>11. Which of the following have you done while in college or do you plan to do before you graduate?<sup>f</sup></b>																								
a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	intern <i>(Means indicate the percentage who responded "Done or in progress.")</i>	Have not decided	28	13	1,992	20	5,698	20	19,571	16	<b>7%</b>	6%	.04	8%	-.02	8%	-0.04							
		Do not plan to do	17	7	768	8	2,720	10	9,000	7														
		Plan to do	160	73	7,929	66	22,015	63	95,336	69														
		Done or in progress	16	7	741	6	2,444	8	10,986	8														
		Total	221	100	11,430	100	32,877	100	134,893	100														
b. Hold a formal leadership role in a student organization or group	leader <i>(Means indicate the percentage who responded "Done or in progress.")</i>	Have not decided	62	29	3,599	32	9,912	31	37,691	28	<b>7%</b>	7%	.00	9%	-.05	10%	-0.10							
		Do not plan to do	76	34	3,455	32	9,345	31	33,583	26														
		Plan to do	66	30	3,444	29	10,424	28	48,698	35														
		Done or in progress	16	7	892	7	3,067	9	14,530	10														
		Total	220	100	11,390	100	32,748	100	134,502	100														
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom <i>(Means indicate the percentage who responded "Done or in progress.")</i>	Have not decided	76	34	4,213	37	11,834	37	45,450	34	<b>9%</b>	8%	.02	9%	.01	11%	-0.08							
		Do not plan to do	59	27	3,013	26	8,778	28	35,873	28														
		Plan to do	63	30	3,189	28	9,038	26	37,180	27														
		Done or in progress	21	9	947	8	2,996	9	15,521	11														
		Total	219	100	11,362	100	32,646	100	134,024	100														

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

# NSSE 2024 Frequencies and Statistical Comparisons

## California State University, Sacramento

### First-Year Students

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

*Your first-year students compared with*

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Sacramento State		Far West Public		Carnegie Class		NSSE 2023 & 2024		Sacramento State	Far West Public		Carnegie Class		NSSE 2023 & 2024		
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
d. Participate in a study abroad program	abroad <i>(Means indicate the percentage who responded "Done or in progress.")</i>		Have not decided	73	32	3,656	33	9,954	31	38,831	29	<b>2%</b>	2%	-0.01	2%	-0.03	3%	-0.07	
			Do not plan to do	92	43	3,703	34	12,133	39	42,892	34								
			Plan to do	50	22	3,781	31	9,708	27	48,196	34								
			Done or in progress	4	2	241	2	849	2	4,152	3								
			Total	219	100	11,381	100	32,644	100	134,071	100								
e. Work with a faculty member on a research project	research <i>(Means indicate the percentage who responded "Done or in progress.")</i>		Have not decided	84	39	4,497	41	12,958	41	49,826	38	<b>4%</b>	4%	-0.02	5%	-0.04	6%	-0.08	
			Do not plan to do	71	32	2,723	25	8,721	27	32,108	25								
			Plan to do	55	25	3,590	29	9,355	27	44,438	32								
			Done or in progress	8	4	555	4	1,607	5	7,616	6								
			Total	218	100	11,365	100	32,641	100	133,988	100								
f. Complete a culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.)	capstone <i>(Means indicate the percentage who responded "Done or in progress.")</i>		Have not decided	89	40	4,266	40	11,672	37	44,496	34	<b>2%</b>	2%	-0.01	3%	-0.04	3%	-0.04	
			Do not plan to do	36	17	1,396	13	4,242	14	15,848	13								
			Plan to do	90	41	5,468	45	15,949	47	70,426	51								
			Done or in progress	4	2	229	2	778	3	3,153	3								
			Total	219	100	11,359	100	32,641	100	133,923	100								
<b>12. About how many of your courses at this institution have included a community-based project (service-learning)?</b>																			
	servcourse	1	None	93	44	5,298	45	14,590	46	61,468	47	<b>1.7</b>	1.7	-0.02	1.7	-0.01	1.7	.03	
			2	Some	99	44	4,653	42	13,609	41	56,330								41
			3	Most	23	11	1,091	10	3,165	10	11,751								9
			4	All	2	1	227	2	931	3	3,208								3
			Total	217	100	11,269	100	32,295	100	132,757	100								
<b>13. Indicate the quality of your interactions with the following people at your institution.</b>																			
a. Students	Q1student	1	Poor	2	1	176	2	760	3	2,195	2	<b>5.4</b>	5.3	.08	5.3	.05	5.4	.00	
				2	0	216	2	700	2	2,535	2								
				3	4	571	5	1,490	5	6,033	5								
				4	16	1,513	14	3,870	12	15,691	12								
				5	26	3,264	28	8,148	24	36,221	27								
				6	32	3,183	27	7,738	22	36,352	26								
				7	18	2,281	20	7,201	23	30,502	23								
				—	2	96	1	2,513	9	3,612	3								
				Total	216	100	11,300	100	32,420	100	133,141								100

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

# NSSE 2024 Frequencies and Statistical Comparisons

## California State University, Sacramento

### First-Year Students

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

*Your first-year students compared with*

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>								Statistical Comparisons <sup>b</sup>						
				Sacramento State		Far West Public		Carnegie Class		NSSE 2023 & 2024		Sacramento State	Far West Public		Carnegie Class		NSSE 2023 & 2024	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
b. Academic advisors	QIadvisor	1	Poor	1	1	254	2	810	3	3,093	3	<b>5.7</b>	5.3 ***	.21	5.6	.06	5.5 *	.12
		2		5	2	354	3	937	3	4,101	3							
		3		9	4	708	6	1,855	6	7,992	6							
		4		23	11	1,458	13	3,598	11	15,729	12							
		5		44	20	2,455	21	5,940	18	26,368	19							
		6		58	27	2,628	23	6,792	20	29,550	22							
		7	Excellent	63	31	3,007	27	11,652	37	43,405	33							
		—	Not applicable	13	5	422	4	774	3	2,658	2							
	Total	216	100	11,286	100	32,358	100	132,896	100									
c. Faculty	QIfaculty	1	Poor	2	1	191	2	482	2	1,695	1	<b>5.4</b>	5.3	.06	5.5 *	-.12	5.5	-.08
		2		1	0	254	2	621	2	2,336	2							
		3		8	4	566	5	1,356	4	5,689	4							
		4		34	16	1,544	14	3,660	11	15,834	12							
		5		64	29	3,140	27	7,875	23	34,172	25							
		6		58	27	3,182	27	8,504	25	38,237	28							
		7	Excellent	41	19	2,100	20	9,149	30	32,835	25							
		—	Not applicable	7	3	296	3	698	3	2,052	2							
	Total	215	100	11,273	100	32,345	100	132,850	100									
d. Student services staff (career services, student activities, housing, etc.)	QIstaff	1	Poor	1	1	320	3	950	3	3,542	3	<b>5.4</b>	5.1 *	.19	5.3	.06	5.2	.12
		2		5	3	366	3	967	3	3,879	3							
		3		7	3	661	6	1,702	5	7,887	6							
		4		29	13	1,520	13	3,674	11	17,390	13							
		5		41	19	2,434	21	6,215	18	28,582	21							
		6		48	22	2,371	20	6,475	19	28,783	21							
		7	Excellent	42	20	2,017	18	7,797	25	28,788	22							
		—	Not applicable	42	20	1,584	15	4,558	17	13,937	12							
	Total	215	100	11,273	100	32,338	100	132,788	100									

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

# NSSE 2024 Frequencies and Statistical Comparisons

## California State University, Sacramento

### First-Year Students

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

*Your first-year students compared with*

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	NSSE 2023 & 2024								Statistical Comparisons						
				Sacramento State		Far West Public		Carnegie Class		NSSE 2023 & 2024		Sacramento State	Far West Public		Carnegie Class		NSSE 2023 & 2024	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
e. Other administrative staff and offices (registrar, financial aid, etc.)	QIadmin	1	Poor	3	1	323	3	892	3	3,601	<b>5.2</b>	5.0	.08	5.3	-.10	5.2	-.01	
		2		5	2	397	4	985	3	4,344								3
		3		15	7	802	7	1,884	6	8,528								6
		4		31	14	1,684	15	4,099	12	18,614								14
		5		55	26	2,539	22	6,669	19	29,052								21
		6		43	20	2,292	20	6,710	20	28,328								21
		7	Excellent	39	18	1,894	18	8,585	28	29,407								23
		—	Not applicable	23	11	1,356	12	2,563	9	11,056								9
	Total			214	100	11,287	100	32,387	100	132,930	100							
<b>14. How much does your institution emphasize the following?</b>																		
a. Spending significant amounts of time studying and on academic work	empstudy	1	Very little	3	2	215	2	629	2	2,395	<b>3.1</b>	3.0	.12	3.0	.06	3.0	.06	
		2	Some	45	22	2,468	23	6,879	22	27,403								22
		3	Quite a bit	92	42	5,587	49	15,192	47	63,012								47
		4	Very much	71	34	2,971	26	9,499	29	39,434								29
			Total			211	100	11,241	100	32,199								100
b. Providing support to help students succeed academically	SEacademic	1	Very little	4	2	449	5	1,517	5	5,245	<b>3.0</b>	2.9 *	.15	3.0	.04	3.0	.05	
		2	Some	47	23	2,797	26	7,031	22	29,231								23
		3	Quite a bit	92	45	4,979	43	13,291	40	57,255								43
		4	Very much	67	30	2,984	26	10,261	32	40,121								30
			Total			210	100	11,209	100	32,100								100
c. Using learning support services (tutoring services, writing center, etc.)	SElearnsup	1	Very little	5	3	769	8	2,142	7	7,795	<b>3.0</b>	2.9	.10	3.0	.01	3.0	.01	
		2	Some	44	21	2,276	22	6,073	19	25,028								19
		3	Quite a bit	92	46	4,422	38	11,900	36	50,934								38
		4	Very much	69	31	3,714	32	11,951	37	47,939								36
			Total			210	100	11,181	100	32,066								100
d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	1	Very little	18	10	1,025	10	3,647	12	12,667	<b>2.7</b>	2.7	-.05	2.7	-.05	2.8	-.08	
		2	Some	67	33	3,278	30	8,939	28	37,694								29
		3	Quite a bit	80	37	4,348	38	11,313	34	48,320								36
		4	Very much	44	21	2,535	22	8,112	25	32,912								25
			Total			209	100	11,186	100	32,011								100

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

# NSSE 2024 Frequencies and Statistical Comparisons

## California State University, Sacramento

### First-Year Students

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

*Your first-year students compared with*

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>								Statistical Comparisons <sup>b</sup>						
				Sacramento State		Far West Public		Carnegie Class		NSSE 2023 & 2024		Sacramento State	Far West Public		Carnegie Class		NSSE 2023 & 2024	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
e. Providing opportunities to be involved socially	SEsocial	1	Very little	8	4	805	8	2,571	10	7,637	7	<b>2.8</b>	2.8	.06	2.8	.01	2.9	-.09
		2	Some	63	31	3,020	28	7,765	25	30,400	24							
		3	Quite a bit	84	41	4,574	40	12,340	37	53,577	40							
		4	Very much	54	24	2,776	24	9,289	28	39,780	30							
		Total		209	100	11,175	100	31,965	100	131,394	100							
f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	SEwellness	1	Very little	13	7	747	7	2,460	9	8,720	7	<b>2.9</b>	2.8	.08	2.8	.05	2.9	.02
		2	Some	54	26	3,052	28	8,102	26	33,658	26							
		3	Quite a bit	80	39	4,522	39	12,229	37	52,219	39							
		4	Very much	60	28	2,827	25	9,126	28	36,675	28							
		Total		207	100	11,148	100	31,917	100	131,272	100							
g. Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	1	Very little	54	25	2,308	21	6,708	22	28,034	22	<b>2.2</b>	2.3 *	-.15	2.4 **	-.19	2.3 *	-.15
		2	Some	85	42	4,289	38	11,271	35	48,760	37							
		3	Quite a bit	47	22	3,163	28	8,936	27	35,985	27							
		4	Very much	24	11	1,374	13	4,977	16	18,300	14							
		Total		210	100	11,134	100	31,892	100	131,079	100							
h. Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	1	Very little	13	7	1,318	14	5,145	20	12,941	11	<b>2.8</b>	2.6	.13	2.6 **	.17	2.8	-.03
		2	Some	73	35	3,242	30	8,110	26	32,842	25							
		3	Quite a bit	74	35	4,275	37	11,067	33	50,492	37							
		4	Very much	50	23	2,304	20	7,499	22	34,687	26							
		Total		210	100	11,139	100	31,821	100	130,962	100							
i. Attending events that address important social, economic, or political issues	SEevents	1	Very little	42	21	2,200	21	7,026	24	23,189	19	<b>2.3</b>	2.3	-.03	2.3	-.01	2.4	-.10
		2	Some	81	38	4,208	37	10,758	33	46,867	36							
		3	Quite a bit	61	29	3,270	29	9,144	27	40,215	30							
		4	Very much	25	12	1,454	13	4,896	15	20,628	15							
		Total		209	100	11,132	100	31,824	100	130,899	100							

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

# NSSE 2024 Frequencies and Statistical Comparisons

## California State University, Sacramento

### First-Year Students

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

*Your first-year students compared with*

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Sacramento State				Far West Public				Carnegie Class				NSSE 2023 & 2024		Sacramento State	Far West Public		Carnegie Class		NSSE 2023 & 2024	
				Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>		
<b>15. To what extent do you agree or disagree with the following statements?</b>																								
a. I feel comfortable being myself at this institution.	sbmyself	1	Strongly disagree	3	2	183	2	689	2	2,550	2	<b>3.1</b>	3.1	-0.04	3.2 **	-0.19	3.2 **	-0.16	▽	▽	▽	▽		
		2	Disagree	14	7	899	9	2,478	8	10,595	8													
		3	Agree	146	69	6,918	62	17,256	53	72,388	55													
		4	Strongly agree	46	22	3,133	27	11,388	37	45,372	35													
		Total		209	100	11,133	100	31,811	100	130,905	100													
b. I feel valued by this institution.	sbvalued	1	Strongly disagree	11	6	354	4	1,064	4	4,406	4	<b>2.8</b>	2.9 **	-0.22	3.0 ***	-0.37	3.0 ***	-0.31	▽	▽	▽	▽		
		2	Disagree	42	21	1,930	18	4,696	14	20,937	16													
		3	Agree	134	63	6,967	62	17,937	55	74,925	57													
		4	Strongly agree	22	10	1,875	17	8,061	26	30,435	23													
		Total		209	100	11,126	100	31,758	100	130,703	100													
c. I feel like part of the community at this institution.	sbcommunity	1	Strongly disagree	8	4	405	4	1,224	4	4,761	4	<b>2.8</b>	2.9	-0.12	3.0 ***	-0.26	3.0 ***	-0.26	▽	▽	▽	▽		
		2	Disagree	47	23	2,174	21	5,373	17	21,882	17													
		3	Agree	132	61	6,575	58	17,102	53	71,660	54													
		4	Strongly agree	23	11	1,979	17	8,077	25	32,547	25													
		Total		210	100	11,133	100	31,776	100	130,850	100													
<b>16. About how many hours do you spend in a typical 7-day week doing the following?</b>																								
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	tmprephrs <i>(Recorded version of tmprep created by NSSE. Values are estimated number of hours per week.)</i>	0	0 hrs	2	1	52	1	175	1	589	1	<b>13.1</b>	13.4	-0.03	13.9	-0.09	14.4 *	-0.16	▽	▽	▽	▽		
		3	1-5 hrs	30	15	1,540	15	4,526	15	16,131	13													
		8	6-10 hrs	54	26	2,813	26	7,553	24	29,336	23													
		13	11-15 hrs	50	24	2,554	23	7,085	22	29,467	22													
		18	16-20 hrs	38	19	2,039	17	6,091	19	25,870	19													
		23	21-25 hrs	18	9	1,127	10	3,228	10	15,065	11													
		28	26-30 hrs	9	4	492	4	1,589	5	7,198	5													
		33	More than 30 hrs	8	3	495	4	1,457	5	6,814	5													
Total		209	100	11,112	100	31,704	100	130,470	100															

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

# NSSE 2024 Frequencies and Statistical Comparisons

## California State University, Sacramento

### First-Year Students

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

*Your first-year students compared with*

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Sacramento State				Far West Public				Carnegie Class				NSSE 2023 & 2024		Sacramento State		Far West Public		Carnegie Class		NSSE 2023 & 2024	
				Count	%	Count	%	Count	%	Count	%	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>				
b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	tmocurrhrs	0	0 hrs	121	56	5,121	49	13,502	48	44,037	37	<b>3.0</b>	4.0 *	-0.16	4.5 ***	-0.21	5.3 ***	-0.33							
	(Recorded version of tmocurr created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	55	27	3,166	27	8,756	25	41,568	30														
	8	6-10 hrs	15	7	1,277	11	3,949	11	19,432	14															
	13	11-15 hrs	8	4	752	7	2,379	7	11,526	9															
	18	16-20 hrs	6	4	423	4	1,568	4	7,025	5															
	23	21-25 hrs	4	2	179	2	766	2	3,530	3															
	28	26-30 hrs	0	0	58	0	292	1	1,270	1															
	33	More than 30 hrs	0	0	101	1	384	1	1,654	1															
	Total			209	100	11,077	100	31,596	100	130,042	100														
c. Working for pay on campus	tmworkonhrs	0	0 hrs	181	85	9,273	84	25,719	83	101,556	80	<b>2.0</b>	2.1	-0.02	2.1	-0.03	2.5	-0.08							
	(Recorded version of tmworkon created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	4	2	253	2	1,077	3	5,697	4														
	8	6-10 hrs	8	4	470	4	1,676	4	8,598	6															
	13	11-15 hrs	7	3	511	4	1,390	4	6,657	5															
	18	16-20 hrs	4	2	387	4	1,104	3	4,777	4															
	23	21-25 hrs	4	3	113	1	373	1	1,693	1															
	28	26-30 hrs	1	1	22	0	134	0	501	0															
	33	More than 30 hrs	0	0	48	0	149	1	736	1															
	Total			209	100	11,077	100	31,622	100	130,215	100														
d. Working for pay off campus	tmworkoffhrs	0	0 hrs	139	66	7,239	63	18,003	54	83,391	63	<b>5.7</b>	6.0	-0.03	9.4 ***	-0.30	6.7	-0.09							
	(Recorded version of tmworkoff created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	8	4	533	5	1,509	5	6,395	5														
	8	6-10 hrs	9	5	614	6	1,885	6	7,431	6															
	13	11-15 hrs	15	7	699	7	2,011	6	8,017	6															
	18	16-20 hrs	18	9	826	8	2,080	7	8,207	6															
	23	21-25 hrs	10	5	543	5	1,636	5	5,795	5															
	28	26-30 hrs	3	1	276	3	1,110	4	3,505	3															
	33	More than 30 hrs	7	4	364	4	3,410	14	7,531	7															
	Total			209	100	11,094	100	31,644	100	130,272	100														
Estimated number of hours working for pay	tmworkhrs										<b>7.7</b>	8.1	-0.03	11.6 ***	-0.29	9.1	-0.12								
	(Continuous variable created by NSSE)																								

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

# NSSE 2024 Frequencies and Statistical Comparisons

## California State University, Sacramento

### First-Year Students

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

*Your first-year students compared with*

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>								Statistical Comparisons <sup>b</sup>						
				Sacramento State		Far West Public		Carnegie Class		NSSE 2023 & 2024		Sacramento State	Far West Public		Carnegie Class		NSSE 2023 & 2024	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
e. Doing community service or volunteer work	tmservicehrs	0	0 hrs	152	72	7,784	71	20,186	65	82,045	64	<b>1.9</b>	2.0	-.02	2.4	-.09	2.3	-.09
	(Recorded version of tmservice created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	35	16	2,125	18	7,477	22	33,102	25							
	8	6-10 hrs	13	6	553	5	1,849	6	6,950	5								
	13	11-15 hrs	3	2	303	3	1,024	3	3,884	3								
	18	16-20 hrs	5	3	158	2	536	2	2,025	2								
	23	21-25 hrs	1	1	76	1	281	1	1,206	1								
	28	26-30 hrs	0	0	33	0	112	0	377	0								
	33	More than 30 hrs	0	0	46	1	172	1	571	0								
	Total			209	100	11,078	100	31,637	100	130,160	100							
f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelaxhrs	0	0 hrs	3	1	270	3	1,054	4	3,052	3	<b>12.9</b>	12.2	.08	11.5 *	.16	12.2	.09
	(Recorded version of tmrelax created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	49	22	2,323	22	7,477	25	26,768	21							
	8	6-10 hrs	55	27	3,004	26	8,458	26	35,413	27								
	13	11-15 hrs	39	17	2,221	20	6,163	19	27,568	21								
	18	16-20 hrs	27	13	1,538	13	4,078	13	18,236	14								
	23	21-25 hrs	10	5	688	6	1,858	6	8,359	6								
	28	26-30 hrs	11	5	324	3	864	3	3,733	3								
	33	More than 30 hrs	15	9	719	7	1,699	6	7,038	6								
	Total			209	100	11,087	100	31,651	100	130,167	100							
g. Providing care for dependents (children, parents, etc.)	tmcarehrs	0	0 hrs	138	66	7,831	68	20,521	61	96,122	72	<b>3.8</b>	3.2	.09	6.0 ***	-.21	3.7	.02
	(Recorded version of tmcare created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	30	14	1,431	14	3,693	12	12,970	10							
	8	6-10 hrs	14	7	719	7	1,888	6	6,214	5								
	13	11-15 hrs	8	5	416	4	1,327	5	4,420	4								
	18	16-20 hrs	6	3	272	3	867	3	2,718	2								
	23	21-25 hrs	3	2	128	1	503	2	1,695	1								
	28	26-30 hrs	1	1	47	0	298	1	771	1								
	33	More than 30 hrs	8	4	218	2	2,484	10	5,007	5								
	Total			208	100	11,062	100	31,581	100	129,917	100							

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

# NSSE 2024 Frequencies and Statistical Comparisons

## California State University, Sacramento

### First-Year Students

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

*Your first-year students compared with*

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup> Response options		NSSE 2023 & 2024								Statistical Comparisons							
				Sacramento State		Far West Public		Carnegie Class		NSSE 2023 & 2024		Sacramento State	Far West Public		Carnegie Class		NSSE 2023 & 2024		
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
h. Commuting to campus (driving, walking, etc.)	tmcommutehrs (Recorded version of tmcommute created by NSSE. Values are estimated number of hours per week.)	0	0 hrs	39	19	2,694	22	14,671	46	56,954	42	<b>5.7</b>	5.5	.04	4.0 ***	.26	4.1 ***	.26	
		3	1-5 hrs	95	44	5,094	45	9,910	31	44,842	35								
		8	6-10 hrs	43	21	1,869	18	3,479	11	14,609	12								
		13	11-15 hrs	16	8	706	7	1,633	5	6,499	5								
		18	16-20 hrs	9	5	346	3	858	3	3,281	3								
		23	21-25 hrs	3	1	161	2	442	1	1,766	1								
		28	26-30 hrs	1	0	70	1	194	1	734	1								
		33	More than 30 hrs	3	1	141	2	448	2	1,530	1								
			Total	209	100	11,081	100	31,635	100	130,215	100								
<b>17. Of the time you spend preparing for class in a typical 7-day week, about how much is on assigned reading?</b>																			
	reading	1	Very little	18	9	1,319	12	4,289	13	18,284	15	<b>2.6</b>	2.7	-.03	2.8	-.10	2.6	.01	
		2	Some	80	40	4,069	37	10,759	33	46,361	36								
		3	About half	69	33	3,162	29	8,619	28	35,590	27								
		4	Most	30	14	1,848	17	5,495	19	21,248	16								
		5	Almost all	10	4	646	6	2,347	8	8,216	6								
			Total	207	100	11,044	100	31,509	100	129,699	100								
	tmreadinghrs		(Continuous variable created by NSSE. Calculated as a proportion of tmprephrs based on reading, where Very little=.10; Some=.25; About half=.50; Most=.75; Almost all=.90)									<b>5.8</b>	5.9	-.02	6.5	-.12	6.2	-.08	
	tmreadinghrscol	1	0 hrs	1	1	50	1	170	1	572	1								
	(Collapsed version of tmreadinghrs created by NSSE.)	2	More than zero, up to 5 hrs	121	61	6,125	57	16,951	53	69,053	55								
		3	More than 5, up to 10 hrs	52	24	3,070	27	8,417	27	36,000	27								
		4	More than 10, up to 15 hrs	16	7	895	8	2,905	10	12,104	9								
		5	More than 15, up to 20 hrs	7	3	465	4	1,472	5	6,056	4								
		6	More than 20, up to 25 hrs	6	3	297	3	960	3	3,706	3								
		7	More than 25 hrs	3	1	109	1	486	2	1,673	1								
			Total	206	100	11,011	100	31,361	100	129,164	100								

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

# NSSE 2024 Frequencies and Statistical Comparisons

## California State University, Sacramento

### First-Year Students

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

*Your first-year students compared with*

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Sacramento State				Far West Public				Carnegie Class				NSSE 2023 & 2024		Sacramento State		Far West Public		Carnegie Class		NSSE 2023 & 2024	
				Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>				
<b>18. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?</b>																									
a. Writing clearly and effectively	pgwrite	1	Very little	9	5	707	6	1,737	6	8,215	7	<b>2.8</b>	2.8	-.05	2.9 *	-.14	2.8	-.07							
		2	Some	57	29	3,109	27	7,845	25	34,556	26														
		3	Quite a bit	104	50	4,952	45	13,757	43	56,135	43														
		4	Very much	37	17	2,275	22	8,160	27	30,851	24														
		Total		207	100	11,043	100	31,499	100	129,757	100														
b. Speaking clearly and effectively	pgspeak	1	Very little	13	6	925	8	2,628	9	12,412	10	<b>2.8</b>	2.8	.06	2.8	.02	2.7	.09							
		2	Some	48	24	3,234	29	8,689	27	38,580	30														
		3	Quite a bit	105	51	4,586	42	12,496	39	49,990	38														
		4	Very much	40	18	2,271	21	7,631	25	28,488	22														
		Total		206	100	11,016	100	31,444	100	129,470	100														
c. Thinking critically and analytically	pgthink	1	Very little	4	3	301	3	887	3	3,561	3	<b>3.1</b>	3.0	.06	3.1	-.03	3.1	-.01							
		2	Some	33	16	2,209	21	5,832	19	24,304	19														
		3	Quite a bit	106	52	5,182	46	14,028	43	58,008	44														
		4	Very much	64	29	3,335	30	10,697	35	43,663	34														
		Total		207	100	11,027	100	31,444	100	129,536	100														
d. Analyzing numerical and statistical information	pganalyze	1	Very little	21	10	1,058	10	3,655	12	14,983	11	<b>2.6</b>	2.7	-.10	2.7	-.09	2.7	-.09							
		2	Some	62	30	3,220	30	9,339	30	38,423	29														
		3	Quite a bit	96	47	4,421	39	11,385	36	46,845	36														
		4	Very much	27	13	2,314	21	7,055	23	29,233	23														
		Total		206	100	11,013	100	31,434	100	129,484	100														
e. Acquiring job- or work-related knowledge and skills	pgwork	1	Very little	37	19	1,698	16	3,567	12	15,413	13	<b>2.4</b>	2.5	-.12	2.7 ***	-.35	2.7 ***	-.30							
		2	Some	75	36	3,783	35	9,290	29	40,448	31														
		3	Quite a bit	72	34	3,756	33	11,101	34	45,514	34														
		4	Very much	23	11	1,771	16	7,481	25	28,135	22														
		Total		207	100	11,008	100	31,439	100	129,510	100														
f. Working effectively with others	pgothers	1	Very little	16	9	604	6	2,340	9	8,140	7	<b>2.7</b>	2.8	-.10	2.8	-.09	2.8	-.13							
		2	Some	57	28	3,144	29	8,156	27	34,345	27														
		3	Quite a bit	95	46	4,669	41	12,673	38	53,537	40														
		4	Very much	38	18	2,597	23	8,258	26	33,485	26														
		Total		206	100	11,014	100	31,427	100	129,507	100														

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

# NSSE 2024 Frequencies and Statistical Comparisons

## California State University, Sacramento

### First-Year Students

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

*Your first-year students compared with*

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	NSSE 2023 & 2024								Statistical Comparisons						
				Sacramento State		Far West Public		Carnegie Class		NSSE 2023 & 2024		Sacramento State	Far West Public		Carnegie Class		NSSE 2023 & 2024	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
g. Developing or clarifying a personal code of values and ethics	pgvalues	1	Very little	31	16	1,214	11	3,036	11	12,591	11	<b>2.5</b>	2.6 *	-14	2.7 ***	-26	2.7 ***	-25
		2	Some	64	31	3,542	33	8,678	28	36,787	29							
		3	Quite a bit	86	41	4,226	38	12,097	37	49,690	38							
		4	Very much	26	13	2,034	18	7,596	24	30,378	23							
		Total		207	100	11,016	100	31,407	100	129,446	100							
h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	1	Very little	12	7	770	7	2,420	9	9,615	8	<b>2.8</b>	2.8	-0.1	2.8	-0.2	2.8	-0.1
		2	Some	48	24	3,007	27	8,028	26	34,283	27							
		3	Quite a bit	100	48	4,534	41	12,174	37	50,425	38							
		4	Very much	45	21	2,703	25	8,808	28	35,188	27							
		Total		205	100	11,014	100	31,430	100	129,511	100							
i. Solving complex real-world problems	pgprobolve	1	Very little	27	14	1,138	11	3,215	11	12,753	11	<b>2.5</b>	2.6	-11	2.7 **	-20	2.7 **	-19
		2	Some	67	33	3,745	34	9,609	30	40,906	31							
		3	Quite a bit	87	41	4,188	37	11,580	36	47,745	36							
		4	Very much	26	12	1,967	18	7,058	23	28,226	22							
		Total		207	100	11,038	100	31,462	100	129,630	100							
j. Being an informed and active citizen	pgcizen	1	Very little	35	17	1,329	12	3,558	12	14,337	12	<b>2.5</b>	2.6	-0.9	2.7 **	-18	2.7 *	-17
		2	Some	70	33	3,757	34	9,590	30	41,167	32							
		3	Quite a bit	66	33	4,035	36	11,299	35	46,264	35							
		4	Very much	37	17	1,938	18	7,093	23	28,098	22							
		Total		208	100	11,059	100	31,540	100	129,866	100							
<b>19. How would you evaluate your entire educational experience at this institution?</b>																		
	evalexp	1	Poor	7	4	197	2	672	2	2,642	2	<b>2.9</b>	3.0 *	-15	3.1 ***	-32	3.1 ***	-30
		2	Fair	42	20	1,982	19	4,848	16	19,581	16							
		3	Good	124	58	6,266	56	15,919	49	67,252	51							
		4	Excellent	38	17	2,626	23	10,257	33	41,067	31							
		Total		211	100	11,071	100	31,696	100	130,542	100							
<b>20. If you could start over again, would you go to the same institution you are now attending?</b>																		
	sameinst	1	Definitely no	4	2	345	3	1,151	4	4,565	4	<b>3.1</b>	3.1	-0.2	3.2 **	-20	3.2 *	-16
		2	Probably no	39	20	1,622	15	4,052	12	17,012	13							
		3	Probably yes	103	49	5,726	51	13,878	43	59,312	45							
		4	Definitely yes	67	30	3,456	30	12,818	41	50,439	38							
		Total		213	100	11,149	100	31,899	100	131,328	100							

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

# NSSE 2024 Frequencies and Statistical Comparisons

## California State University, Sacramento

### First-Year Students

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

*Your first-year students compared with*

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Frequency Distributions <sup>a</sup>								Statistical Comparisons <sup>b</sup>												
			Sacramento State		Far West Public		Carnegie Class		NSSE 2023 & 2024		Sacramento State	Far West Public		Carnegie Class		NSSE 2023 & 2024							
			Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>						
<b>21. Do you intend to return to this institution next year?<sup>f</sup></b>																							
	returnexp	No	3	2	358	3	1,330	4	5,462	4	<b>92%</b>	89%	.08	87% *	.14	88%	.11						
	(Means indicate the percentage who responded "Yes.")	Yes	194	92	10,134	89	28,188	87	116,795	88													
		Not sure	14	6	675	7	2,455	8	9,327	7											△		
		Total	211	100	11,167	100	31,973	100	131,584	100													

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

# NSSE 2024 Frequencies and Statistical Comparisons

## California State University, Sacramento

### Seniors

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

*Your seniors compared with*

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Sacramento State		Far West Public		Carnegie Class		NSSE 2023 & 2024		Sacramento State	Far West Public		Carnegie Class		NSSE 2023 & 2024	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
<b>1. During the current school year, about how often have you done the following?</b>																		
a. Asked questions or contributed to course discussions in other ways	askquest	1	Never	19	4	719	3	2,212	5	5,854	3	<b>2.9</b>	3.0	-.08	3.0 *	-.10	3.1 **	▽
		2	Sometimes	148	32	6,465	29	12,616	27	48,124	26							
		3	Often	138	30	7,045	32	14,519	30	59,038	32							
		4	Very often	163	33	7,992	36	18,260	38	72,879	39							
		Total		468	100	22,221	100	47,607	100	185,895	100							
b. Asked another student to help you understand course material	CLaskhelp	1	Never	52	12	2,670	13	10,666	24	30,532	18	<b>2.5</b>	2.5	-.01	2.3 ***	.21	2.4	△
		2	Sometimes	210	45	9,289	42	18,321	39	75,026	41							
		3	Often	120	25	6,176	27	11,026	22	47,794	25							
		4	Very often	86	18	4,021	18	7,496	15	32,034	17							
		Total		468	100	22,156	100	47,509	100	185,386	100							
c. Explained course material to one or more students	CLexplain	1	Never	29	6	1,657	8	8,011	18	19,745	11	<b>2.7</b>	2.6	.03	2.5 ***	.21	2.6	△
		2	Sometimes	185	41	8,846	40	16,713	36	66,628	36							
		3	Often	156	33	7,309	33	13,680	28	59,755	32							
		4	Very often	93	20	4,323	20	9,036	18	38,974	21							
		Total		463	100	22,135	100	47,440	100	185,102	100							
d. Prepared for exams by discussing or working through course material with other students	CLstudy	1	Never	102	22	4,423	21	13,806	31	43,084	25	<b>2.3</b>	2.4	-.06	2.2 *	.11	2.3	-0.2
		2	Sometimes	174	38	8,199	37	15,471	33	63,163	34							
		3	Often	116	25	5,745	26	10,559	21	45,258	24							
		4	Very often	69	14	3,652	16	7,349	15	32,582	17							
		Total		461	100	22,019	100	47,185	100	184,087	100							
e. Worked with other students on course projects or assignments	CLproject	1	Never	16	4	1,234	6	8,553	19	19,254	11	<b>2.9</b>	2.9	.00	2.6 ***	.31	2.8 **	△
		2	Sometimes	152	33	5,989	28	12,682	27	51,381	28							
		3	Often	144	31	7,973	36	14,200	29	61,521	33							
		4	Very often	145	31	6,762	30	11,567	24	51,210	28							
		Total		457	100	21,958	100	47,002	100	183,366	100							
f. Given a course presentation	present	1	Never	57	11	2,132	10	8,047	18	23,430	14	<b>2.6</b>	2.7	-.08	2.5 *	.09	2.6	△
		2	Sometimes	158	35	7,669	35	15,671	34	63,887	35							
		3	Often	161	37	7,058	32	13,267	28	55,161	29							
		4	Very often	80	17	5,063	23	9,924	20	40,617	22							
		Total		456	100	21,922	100	46,909	100	183,095	100							

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

# NSSE 2024 Frequencies and Statistical Comparisons

## California State University, Sacramento

### Seniors

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

*Your seniors compared with*

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Sacramento State		Far West Public		Carnegie Class		NSSE 2023 & 2024		Sacramento State	Far West Public		Carnegie Class		NSSE 2023 & 2024	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
<b>2. During the current school year, about how often have you done the following?</b>																		
a. Combined ideas from different courses when completing assignments	RIntegrate	1	Never	14	3	779	4	2,377	5	7,673	5	<b>3.0</b>	3.0	.09	2.9 **	.13	2.9 *	.10
		2	Sometimes	99	22	5,614	27	12,335	27	47,168	27							
		3	Often	189	43	8,764	40	17,864	38	71,485	39							
		4	Very often	145	32	6,612	30	13,906	29	54,995	30							
		Total		447	100	21,769	100	46,482	100	181,321	100							
b. Connected your learning to societal problems or issues	RSocietal	1	Never	28	7	1,464	8	3,443	8	12,620	8	<b>2.9</b>	2.8	.08	2.8 *	.10	2.8 *	.10
		2	Sometimes	122	29	6,183	29	13,303	30	52,954	30							
		3	Often	133	29	7,797	35	16,450	35	63,911	35							
		4	Very often	165	34	6,226	28	12,997	27	50,728	27							
		Total		448	100	21,670	100	46,193	100	180,213	100							
c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIdiverse	1	Never	45	12	2,351	12	5,682	13	20,444	13	<b>2.8</b>	2.7 *	.11	2.7 **	.15	2.7 **	.15
		2	Sometimes	108	26	6,437	30	13,991	31	55,310	31							
		3	Often	146	32	6,986	31	14,436	31	56,988	31							
		4	Very often	147	31	5,794	26	11,832	25	46,393	25							
		Total		446	100	21,568	100	45,941	100	179,135	100							
d. Examined the strengths and weaknesses of your own views on a topic or issue	Rlowview	1	Never	25	7	984	5	2,210	5	8,108	5	<b>2.8</b>	2.9	-.03	2.9	-.05	2.9	-.04
		2	Sometimes	121	27	5,751	27	12,011	27	47,699	27							
		3	Often	183	42	9,306	43	19,375	42	76,211	42							
		4	Very often	114	25	5,378	25	11,932	26	45,507	25							
		Total		443	100	21,419	100	45,528	100	177,525	100							
e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	RIperspect	1	Never	12	3	598	3	1,578	4	5,424	4	<b>3.1</b>	3.0	.07	3.0 *	.10	3.0 *	.10
		2	Sometimes	85	20	4,703	23	10,327	23	40,031	23							
		3	Often	191	43	9,407	44	19,480	43	77,235	44							
		4	Very often	152	33	6,513	30	13,603	30	52,553	30							
		Total		440	100	21,221	100	44,988	100	175,243	100							
f. Learned something that changed the way you understand an issue or concept	Rnewview	1	Never	11	3	435	2	1,036	3	3,711	2	<b>3.0</b>	3.0	-.03	3.0	.00	3.0	.00
		2	Sometimes	99	25	4,811	24	10,968	25	42,174	25							
		3	Often	190	42	9,259	43	19,027	42	75,200	43							
		4	Very often	134	30	6,497	31	13,394	30	51,980	30							
		Total		434	100	21,002	100	44,425	100	173,065	100							

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

# NSSE 2024 Frequencies and Statistical Comparisons

## California State University, Sacramento

### Seniors

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

*Your seniors compared with*

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	NSSE 2023 & 2024								Your seniors compared with							
				Sacramento State		Far West Public		Carnegie Class		NSSE 2023 & 2024		Sacramento State	Far West Public		Carnegie Class		NSSE 2023 & 2024		
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
g. Connected ideas from your courses to your prior experiences and knowledge	Rlconnect	1	Never	3	1	217	1	516	1	1,846	1	<b>3.3</b>	3.2	.08	3.2	.06	3.2	.07	
		2	Sometimes	57	14	2,942	15	6,117	14	23,820	15								
		3	Often	176	42	9,348	44	19,435	44	76,311	44								
		4	Very often	190	43	8,341	39	17,973	40	69,514	40								
		Total		426	100	20,848	100	44,041	100	171,491	100								
<b>3. During the current school year, about how often have you done the following?</b>																			
a. Talked about career plans with a faculty member	SFcareer	1	Never	92	23	4,082	20	7,610	19	27,535	18	<b>2.4</b>	2.4	.01	2.5	-.08	2.5	-.09	
		2	Sometimes	157	36	8,540	41	16,333	37	65,288	39								
		3	Often	99	23	4,609	22	10,732	23	42,155	24								
		4	Very often	80	18	3,628	17	9,345	20	36,409	20								
		Total		428	100	20,859	100	44,020	100	171,387	100								
b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	1	Never	202	47	9,353	45	19,487	46	67,561	42	<b>1.9</b>	1.9	-.03	1.9	-.03	2.0 *	-11	
		2	Sometimes	113	26	5,960	29	12,108	27	51,428	29								
		3	Often	71	17	3,156	15	6,666	15	28,688	16								
		4	Very often	42	10	2,303	11	5,557	12	22,966	13								
		Total		428	100	20,772	100	43,818	100	170,643	100								
c. Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	1	Never	128	30	6,579	32	13,350	32	45,595	29	<b>2.1</b>	2.1	.03	2.1	.00	2.2	-.05	
		2	Sometimes	170	41	8,012	39	15,893	36	65,541	38								
		3	Often	72	18	3,803	19	8,560	19	35,511	20								
		4	Very often	52	12	2,266	11	5,662	13	22,707	13								
		Total		422	100	20,660	100	43,465	100	169,354	100								
d. Discussed your academic performance with a faculty member	SFperform	1	Never	103	24	5,508	27	9,550	23	38,517	24	<b>2.2</b>	2.1	.02	2.3 *	-.09	2.2	-.06	
		2	Sometimes	191	45	8,935	43	17,890	41	71,745	42								
		3	Often	90	21	4,030	20	9,854	22	37,023	21								
		4	Very often	44	10	2,190	11	6,172	14	22,137	13								
		Total		428	100	20,663	100	43,466	100	169,422	100								
<b>4. During the current school year, how much has your coursework emphasized the following?</b>																			
a. Memorizing course material	memorize	1	Very little	23	6	1,414	7	3,469	8	13,446	8	<b>2.9</b>	2.8 *	.10	2.7 ***	.17	2.8 **	.15	
		2	Some	116	26	6,015	30	13,227	31	51,162	31								
		3	Quite a bit	172	41	8,260	40	16,618	38	64,716	38								
		4	Very much	113	27	4,857	24	9,852	22	38,917	23								
		Total		424	100	20,546	100	43,166	100	168,241	100								

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

# NSSE 2024 Frequencies and Statistical Comparisons

## California State University, Sacramento

### Seniors

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

*Your seniors compared with*

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Sacramento State				Far West Public				Carnegie Class				NSSE 2023 & 2024		Sacramento State	Far West Public		Carnegie Class		NSSE 2023 & 2024	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>						
b. Applying facts, theories, or methods to practical problems or new situations	HOapply	1	Very little	22	5	595	3	1,207	3	4,634	3	<b>3.1</b>	3.1	-.01	3.1	-.05	3.1	-.05						
		2	Some	70	17	4,005	20	8,135	20	31,314	19													
		3	Quite a bit	190	45	8,883	43	18,458	43	73,009	43													
		4	Very much	140	33	6,972	33	15,173	35	58,466	35													
		Total		422	100	20,455	100	42,973	100	167,423	100													
c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	1	Very little	21	5	591	3	1,292	3	5,176	3	<b>3.1</b>	3.1	-.02	3.1	-.02	3.1	-.02						
		2	Some	79	19	4,047	20	8,534	20	33,206	20													
		3	Quite a bit	172	41	8,677	42	17,959	42	70,608	42													
		4	Very much	148	35	6,963	34	14,758	34	57,014	34													
		Total		420	100	20,278	100	42,543	100	166,004	100													
d. Evaluating a point of view, decision, or information source	HOevaluate	1	Very little	18	5	839	5	1,688	4	7,485	5	<b>3.0</b>	3.0	.01	3.0	.00	3.0	.03						
		2	Some	79	20	4,358	22	9,111	22	36,525	23													
		3	Quite a bit	183	44	8,451	42	17,857	42	68,943	41													
		4	Very much	135	31	6,555	32	13,700	32	52,282	31													
		Total		415	100	20,203	100	42,356	100	165,235	100													
e. Forming a new idea or understanding from various pieces of information	HOform	1	Very little	17	5	638	4	1,387	4	5,593	4	<b>3.0</b>	3.0	-.06	3.0	-.06	3.0	-.05						
		2	Some	82	20	4,156	21	8,861	21	34,764	22													
		3	Quite a bit	199	48	8,947	44	18,518	44	72,226	43													
		4	Very much	116	27	6,375	31	13,368	31	51,900	31													
		Total		414	100	20,116	100	42,134	100	164,483	100													
<b>5. During the current school year, to what extent have your instructors done the following?</b>																								
a. Clearly explained course goals and requirements	ETgoals	1	Very little	9	2	362	2	1,024	3	3,478	2	<b>3.2</b>	3.2	.08	3.2	.07	3.2	.07						
		2	Some	54	13	3,483	18	7,061	17	27,314	17													
		3	Quite a bit	180	44	8,518	42	17,048	40	69,345	42													
		4	Very much	167	41	7,636	38	16,696	40	63,312	39													
		Total		410	100	19,999	100	41,829	100	163,449	100													
b. Taught course sessions in an organized way	ETorganize	1	Very little	13	3	732	4	1,853	5	5,987	4	<b>3.1</b>	3.1	.10	3.1	.07	3.1	.06						
		2	Some	72	17	4,028	20	7,805	19	30,482	19													
		3	Quite a bit	170	43	8,543	42	16,908	40	69,003	42													
		4	Very much	152	37	6,645	34	15,131	36	57,473	35													
		Total		407	100	19,948	100	41,697	100	162,945	100													

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

# NSSE 2024 Frequencies and Statistical Comparisons

## California State University, Sacramento

### Seniors

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

*Your seniors compared with*

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Sacramento State				Far West Public				Carnegie Class				NSSE 2023 & 2024		Sacramento State	Far West Public		Carnegie Class		NSSE 2023 & 2024	
				Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>			
c. Used examples or illustrations to explain difficult points	ETexample	1	Very little	11	3	598	3	1,669	4	5,536	4	<b>3.2</b>	3.1	.05	3.1	.07	3.1	.06						
		2	Some	64	15	3,876	19	7,969	19	30,644	19													
		3	Quite a bit	185	45	8,060	40	16,102	38	64,576	39													
		4	Very much	148	37	7,388	37	15,892	38	61,923	38													
		Total		408	100	19,922	100	41,632	100	162,679	100													
d. Provided feedback on a draft or work in progress	ETdraftfb	1	Very little	34	9	1,438	8	3,497	9	13,540	9	<b>2.8</b>	2.9	-.04	2.9	-.05	2.9	-.02						
		2	Some	108	26	5,409	27	10,337	25	42,202	26													
		3	Quite a bit	147	37	6,995	35	14,078	33	55,941	34													
		4	Very much	119	28	6,037	31	13,634	32	50,695	31													
		Total		408	100	19,879	100	41,546	100	162,378	100													
e. Provided prompt and detailed feedback on tests or completed assignments	ETfeedback	1	Very little	31	8	1,476	8	2,960	8	11,535	8	<b>2.8</b>	2.8	-.02	2.9	-.10	2.9	-.06						
		2	Some	118	28	5,736	28	10,446	25	43,437	27													
		3	Quite a bit	149	38	7,364	37	15,272	36	60,529	37													
		4	Very much	107	25	5,225	27	12,706	31	46,205	28													
		Total		405	100	19,801	100	41,384	100	161,706	100													
f. Explained in advance the criteria for successfully completing your assignments	eterriteria	1	Very little	9	2	644	3	1,488	4	5,355	4	<b>3.1</b>	3.1	.06	3.1	.01	3.1	.04						
		2	Some	78	19	4,111	21	7,685	19	31,464	20													
		3	Quite a bit	172	43	8,175	41	16,210	39	65,978	40													
		4	Very much	143	36	6,803	35	15,796	38	58,180	36													
		Total		402	100	19,733	100	41,179	100	160,977	100													
g. Reviewed and summarized key ideas or concepts	etreview	1	Very little	11	3	533	3	1,427	4	4,992	3	<b>3.0</b>	3.1	-.06	3.1	-.05	3.1	-.05						
		2	Some	80	20	3,850	19	7,838	19	31,018	19													
		3	Quite a bit	189	48	8,617	43	17,000	41	68,522	42													
		4	Very much	122	30	6,682	34	14,789	36	56,045	35													
		Total		402	100	19,682	100	41,054	100	160,577	100													
h. Taught in a way that aligns with how you prefer to learn	etprefer	1	Very little	25	6	1,462	8	3,042	8	11,288	8	<b>2.8</b>	2.8	.02	2.8	-.05	2.8	-.02						
		2	Some	115	29	5,968	30	11,365	28	46,466	29													
		3	Quite a bit	179	45	7,730	39	15,626	38	62,823	39													
		4	Very much	82	20	4,482	23	10,953	27	39,687	25													
		Total		401	100	19,642	100	40,986	100	160,264	100													

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

# NSSE 2024 Frequencies and Statistical Comparisons

## California State University, Sacramento

### Seniors

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

*Your seniors compared with*

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Sacramento State		Far West Public		Carnegie Class		NSSE 2023 & 2024		Sacramento State	Far West Public		Carnegie Class		NSSE 2023 & 2024	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
i. Enabled you to demonstrate your learning through quizzes, assignments, and other activities	etdemonstrate	1	Very little	8	2	533	3	1,394	4	4,648	3	<b>3.2</b>	3.2	.08	3.2	.07	3.2	.07
		2	Some	59	15	3,184	16	6,555	16	25,880	16							
		3	Quite a bit	168	42	8,394	43	16,553	40	66,747	41							
		4	Very much	166	41	7,516	38	16,429	40	62,840	39							
		Total		401	100	19,627	100	40,931	100	160,115	100							
<b>6. During the current school year, about how often have you done the following?</b>																		
a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	1	Never	60	14	1,762	9	4,146	10	15,875	10	<b>2.6</b>	2.7 *	-0.12	2.7 *	-0.11	2.7 *	-0.12
		2	Sometimes	137	33	6,506	33	13,522	33	52,493	33							
		3	Often	128	34	7,102	36	14,130	35	55,452	35							
		4	Very often	70	20	4,041	21	8,550	22	34,180	22							
		Total		395	100	19,411	100	40,348	100	158,000	100							
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	1	Never	73	19	2,927	16	6,359	16	24,922	16	<b>2.4</b>	2.5	-0.09	2.5	-0.09	2.5	-0.09
		2	Sometimes	140	35	6,925	36	14,320	35	56,023	35							
		3	Often	123	31	5,980	31	12,155	30	47,268	30							
		4	Very often	56	15	3,500	18	7,380	18	29,170	19							
		Total		392	100	19,332	100	40,214	100	157,383	100							
c. Evaluated what others have concluded from numerical information	QRevaluate	1	Never	74	18	2,667	14	6,416	16	23,357	15	<b>2.5</b>	2.5	-0.05	2.5	-0.01	2.5	-0.05
		2	Sometimes	129	32	7,195	37	14,881	37	57,653	37							
		3	Often	132	34	6,268	32	12,259	31	49,186	31							
		4	Very often	55	15	3,146	16	6,487	16	26,543	17							
		Total		390	100	19,276	100	40,043	100	156,739	100							
<b>7. During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned? (Include those not yet completed.)</b>																		
a. Up to 5 pages	wrshortnum <i>(Recorded version of wrshort created by NSSE. Values are estimated number of papers, reports, etc.)</i>	0	None	18	5	1,022	6	2,765	7	10,324	7	<b>7.9</b>	7.6	.04	7.5	.07	7.5	.07
		1.5	1-2	71	18	3,199	17	6,991	17	28,354	18							
		4	3-5	111	29	5,775	30	11,732	30	44,929	29							
		8	6-10	85	22	4,343	23	8,673	22	33,654	21							
		13	11-15	37	9	2,102	11	4,121	10	16,782	11							
		18	16-20	17	4	1,106	6	2,171	6	8,723	6							
		23	More than 20	49	12	1,697	9	3,428	9	13,483	9							
Total		388	100	19,244	100	39,881	100	156,249	100									

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

# NSSE 2024 Frequencies and Statistical Comparisons

## California State University, Sacramento

### Seniors

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

*Your seniors compared with*

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Sacramento State				Far West Public				Carnegie Class				NSSE 2023 & 2024		Sacramento State		Far West Public		Carnegie Class		NSSE 2023 & 2024	
				Count	%	Count	%	Count	%	Count	%	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>						
b. Between 6 and 10 pages	wrmednum	0	None	86	22	4,199	23	9,939	25	40,246	27	<b>3.8</b>	4.0	-.03	3.8	.02	3.6	.06							
	(Recorded version of wrmed created by NSSE. Values are estimated number of papers, reports, etc.)	1.5	1-2	130	36	6,087	31	12,505	31	50,425	32														
		4	3-5	87	22	4,593	24	9,121	23	35,372	22														
		8	6-10	44	11	2,551	13	4,909	13	17,821	11														
		13	11-15	15	4	926	5	1,689	4	6,311	4														
		18	16-20	5	1	364	2	670	2	2,385	2														
		23	More than 20	14	4	434	2	842	2	3,045	2														
	Total			381	100	19,154	100	39,675	100	155,605	100														
c. 11 pages or more	wrlongnum	0	None	184	48	9,157	48	19,890	50	78,271	51	<b>2.6</b>	2.4	.06	2.2	.10	2.1 *	.14							
	(Recorded version of wrlong created by NSSE. Values are estimated number of papers, reports, etc.)	1.5	1-2	112	29	5,820	30	11,794	29	47,809	30														
		4	3-5	44	11	2,014	10	4,032	10	15,526	10														
		8	6-10	19	5	993	5	1,904	5	6,638	4														
		13	11-15	10	2	619	3	1,052	3	3,837	3														
		18	16-20	7	2	226	1	408	1	1,415	1														
		23	More than 20	12	3	353	2	693	2	2,440	2														
	Total			388	100	19,182	100	39,773	100	155,936	100														
Estimated number of assigned pages of student writing.	wrpages										<b>92.2</b>	89.7	.02	84.7	.07	81.3	.11								
	(Continuous variable, recoded and summed by NSSE from wrshort, wrmed, and wrlong. Values are estimated pages of assigned writing.)																								
<b>8. During the current school year, about how often have you had discussions with people from the following groups?</b>																									
a. People of races or ethnicities other than your own	DDrace	1	Never	12	4	760	4	3,159	8	8,478	6	<b>3.3</b>	3.1 ***	.17	3.0 ***	.34	3.0 ***	.27							
		2	Sometimes	56	15	4,049	21	9,809	24	36,997	24														
		3	Often	115	30	6,124	31	12,038	30	48,846	31														
		4	Very often	206	52	8,264	43	14,776	37	61,552	40														
		Total			389	100	19,197	100	39,782	100	155,873								100						
b. People from economic backgrounds other than your own	DDeconomic	1	Never	16	5	818	5	3,003	8	7,658	5	<b>3.1</b>	3.1	.07	2.9 ***	.19	3.0	.09							
		2	Sometimes	75	21	4,342	23	9,562	24	35,379	23														
		3	Often	133	34	6,812	35	13,486	34	55,302	35														
		4	Very often	165	41	7,159	37	13,608	34	57,181	37														
		Total			389	100	19,131	100	39,659	100	155,520								100						

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

# NSSE 2024 Frequencies and Statistical Comparisons

## California State University, Sacramento

### Seniors

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

*Your seniors compared with*

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Sacramento State				Far West Public				Carnegie Class				NSSE 2023 & 2024		Sacramento State	Far West Public		Carnegie Class		NSSE 2023 & 2024	
				Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>				
c. People with religious beliefs other than your own	DDreligion	1	Never	25	7	1,364	7	3,927	10	11,736	8	<b>3.0</b>	2.9 *	.13	2.8 ***	.20	2.9 *	.12						
		2	Sometimes	82	22	5,348	28	11,219	28	42,733	27								△	△	△			
		3	Often	127	32	6,083	31	12,037	30	48,723	31													
		4	Very often	153	39	6,336	33	12,461	31	52,281	34													
		Total		387	100	19,131	100	39,644	100	155,473	100													
d. People with political views other than your own	DDpolitical	1	Never	38	10	1,805	10	4,247	11	12,599	9	<b>2.8</b>	2.7	.09	2.8	.06	2.8	.00						
		2	Sometimes	118	31	6,783	35	12,302	31	48,299	31													
		3	Often	101	27	5,297	27	11,662	29	47,446	30													
		4	Very often	129	33	5,235	28	11,422	29	47,024	30													
		Total		386	100	19,120	100	39,633	100	155,368	100													
e. People with sexual orientations other than your own	ddsexorient	1	Never	33	10	1,389	8	4,668	12	14,359	10	<b>2.9</b>	2.9	.01	2.8 **	.15	2.8	.08						
		2	Sometimes	100	26	5,165	28	11,661	30	44,257	29								△					
		3	Often	108	28	6,003	31	11,224	28	45,850	29													
		4	Very often	145	36	6,554	34	12,038	30	50,793	32													
		Total		386	100	19,111	100	39,591	100	155,259	100													
f. People from countries other than your own	ddcountry	1	Never	26	7	1,500	8	5,515	14	15,711	10	<b>2.9</b>	2.8 *	.10	2.6 ***	.27	2.7 ***	.17						
		2	Sometimes	125	32	6,937	36	14,821	37	57,187	36								△	△	△			
		3	Often	112	29	5,423	28	9,782	25	41,410	27													
		4	Very often	125	32	5,276	28	9,538	25	41,147	27													
		Total		388	100	19,136	100	39,656	100	155,455	100													
<b>9. During the current school year, about how often have you done the following?</b>																								
a. Identified key information from reading assignments	LSreading	1	Never	5	1	425	2	1,026	3	4,243	3	<b>3.2</b>	3.1 *	.12	3.1	.10	3.1 *	.12						
		2	Sometimes	67	18	3,724	20	7,442	19	30,144	20								△					
		3	Often	157	41	8,144	43	16,576	42	64,859	42													
		4	Very often	157	40	6,733	35	14,393	36	55,310	35													
		Total		386	100	19,026	100	39,437	100	154,556	100													
b. Reviewed your notes after class	LSnotes	1	Never	18	5	957	5	2,385	6	9,708	7	<b>2.9</b>	2.9	.02	2.9	.00	2.9	.04						
		2	Sometimes	115	29	5,362	28	10,265	26	43,417	28													
		3	Often	123	32	6,674	35	13,449	34	52,035	34													
		4	Very often	127	34	6,022	31	13,301	33	49,266	32													
		Total		383	100	19,015	100	39,400	100	154,426	100													

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

# NSSE 2024 Frequencies and Statistical Comparisons

## California State University, Sacramento

### Seniors

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

*Your seniors compared with*

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Sacramento State				Far West Public				Carnegie Class				NSSE 2023 & 2024		Sacramento State		Far West Public		Carnegie Class		NSSE 2023 & 2024	
				Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>				
c. Summarized what you learned in class or from course materials	LSummary	1	Never	19	5	839	5	1,862	5	7,895	5	<b>2.9</b>	2.9	-0.03	3.0	-0.07	2.9	-0.03							
		2	Sometimes	116	30	5,152	27	9,869	25	40,681	26														
		3	Often	131	35	7,459	39	14,981	38	58,833	38														
		4	Very often	118	30	5,550	29	12,679	32	46,973	30														
		Total		384	100	19,000	100	39,391	100	154,382	100														
<b>10. During the current school year, to what extent have your courses challenged you to do your best work?</b>																									
challenge		1	Not at all	7	2	174	1	425	1	1,528	1	<b>5.4</b>	5.5	-0.03	5.6 *	-0.10	5.5	-0.05							
		2		5	2	291	2	562	2	2,207	2														
		3		25	7	887	5	1,646	4	7,040	5														
		4		39	10	2,195	12	4,080	11	16,902	11														
		5		101	26	5,472	29	10,426	26	43,923	28														
		6		95	24	4,688	24	9,717	25	38,726	25														
		7	Very much	108	29	5,176	27	12,253	31	43,065	28														
Total		380	100	18,883	100	39,109	100	153,391	100																
<b>11. Which of the following have you done while in college or do you plan to do before you graduate?<sup>f</sup></b>																									
a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	intern	(Means indicate the percentage who responded "Done or in progress.")	Have not decided	56	15	2,461	14	4,636	12	14,698	10	<b>37%</b>	38%	-0.01	42% *	-0.10	49% ***	-0.23							
			Do not plan to do	90	25	3,201	17	7,264	20	25,253	17														
			Plan to do	88	23	5,769	32	9,752	26	34,858	24														
			Done or in progress	143	37	7,457	38	17,398	42	78,476	49														
			Total	377	100	18,888	100	39,050	100	153,285	100														
b. Hold a formal leadership role in a student organization or group	leader	(Means indicate the percentage who responded "Done or in progress.")	Have not decided	51	13	2,935	16	5,832	15	18,465	13	<b>22%</b>	22%	.00	25%	-0.07	32% ***	-0.23							
			Do not plan to do	208	57	9,568	51	19,013	50	68,453	46														
			Plan to do	30	8	1,958	11	3,702	10	13,540	9														
			Done or in progress	84	22	4,372	22	10,398	25	52,475	32														
			Total	373	100	18,833	100	38,945	100	152,933	100														
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom	(Means indicate the percentage who responded "Done or in progress.")	Have not decided	60	16	3,344	18	6,648	18	21,951	15	<b>18%</b>	18%	-0.02	19%	-0.04	22% *	-0.12							
			Do not plan to do	199	55	9,404	50	19,638	51	78,426	52														
			Plan to do	47	12	2,465	14	4,590	12	15,951	11														
			Done or in progress	69	18	3,563	18	7,900	19	36,041	22														
			Total	375	100	18,776	100	38,776	100	152,369	100														

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

# NSSE 2024 Frequencies and Statistical Comparisons

## California State University, Sacramento

### Seniors

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

*Your seniors compared with*

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Sacramento State		Far West Public		Carnegie Class		NSSE 2023 & 2024		Sacramento State	Far West Public		Carnegie Class		NSSE 2023 & 2024		
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
d. Participate in a study abroad program	abroad <i>(Means indicate the percentage who responded "Done or in progress.")</i>		Have not decided	63	17	3,143	17	5,723	15	19,111	13	<b>4%</b>	5%	-.05	6% *	-.10	10% ***	▽	-.24
			Do not plan to do	268	72	12,822	68	27,384	71	104,754	69								
			Plan to do	25	7	1,758	10	2,959	8	11,357	8								
			Done or in progress	18	4	1,077	5	2,745	6	17,252	10								
			Total	374	100	18,800	100	38,811	100	152,474	100								
e. Work with a faculty member on a research project	research <i>(Means indicate the percentage who responded "Done or in progress.")</i>		Have not decided	57	16	3,822	21	7,160	19	23,616	16	<b>19%</b>	17%	.04	18%	.02	23% *	▽	-.11
			Do not plan to do	202	53	8,937	47	19,684	51	74,216	49								
			Plan to do	43	12	2,676	15	4,581	12	17,503	12								
			Done or in progress	72	19	3,343	17	7,365	18	37,073	23								
			Total	374	100	18,778	100	38,790	100	152,408	100								
f. Complete a culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.)	capstone <i>(Means indicate the percentage who responded "Done or in progress.")</i>		Have not decided	43	12	2,552	14	4,247	11	14,192	10	<b>43%</b>	40%	.06	43%	.00	46%	-.05	
			Do not plan to do	130	35	4,026	22	7,331	19	30,316	20								
			Plan to do	40	11	4,354	24	9,964	26	35,198	24								
			Done or in progress	160	43	7,856	40	17,258	43	72,698	46								
			Total	373	100	18,788	100	38,800	100	152,404	100								

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

	servcourse	Values	Response options	Sacramento State		Far West Public		Carnegie Class		NSSE 2023 & 2024		Sacramento State	Far West Public		Carnegie Class		NSSE 2023 & 2024	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
			1 None	133	37	6,698	36	14,275	39	58,484	40	<b>1.8</b>	1.8	-.01	1.8	.03	1.7	.07
			2 Some	184	49	9,352	49	18,594	47	73,258	47							
			3 Most	41	10	2,054	11	4,403	11	15,562	10							
			4 All	12	3	547	3	1,256	3	4,201	3							
			Total	370	100	18,651	100	38,528	100	151,505	100							

#### 13. Indicate the quality of your interactions with the following people at your institution.

a. Students	Q1student	Values	Response options	Sacramento State		Far West Public		Carnegie Class		NSSE 2023 & 2024		Sacramento State	Far West Public		Carnegie Class		NSSE 2023 & 2024	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
			1 Poor	5	2	249	1	697	2	2,170	2	<b>5.5</b>	5.6	-.01	5.6	-.03	5.6	-.04
			2	6	2	357	2	689	2	2,463	2							
			3	16	4	757	4	1,415	4	5,750	4							
			4	39	11	1,943	11	3,574	9	14,585	10							
			5	95	25	4,478	24	8,323	21	35,793	23							
			6	103	28	5,111	27	9,558	24	41,861	27							
			7 Excellent	101	27	5,619	30	11,602	30	44,730	30							
			— Not applicable	5	2	203	1	2,763	7	4,542	3							
Total	370	100	18,717	100	38,621	100	151,894	100										

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

# NSSE 2024 Frequencies and Statistical Comparisons

## California State University, Sacramento

### Seniors

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

*Your seniors compared with*

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>								Statistical Comparisons <sup>b</sup>						
				Sacramento State		Far West Public		Carnegie Class		NSSE 2023 & 2024		Sacramento State	Far West Public		Carnegie Class		NSSE 2023 & 2024	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
b. Academic advisors	Qladvisor	1	Poor	17	5	876	5	1,638	4	6,794	5	<b>5.2</b>	5.2	.03	5.4	-.10	5.3	-.03
		2		15	4	910	5	1,589	4	6,997	5							
		3		26	6	1,486	8	2,551	7	10,851	7							
		4		43	11	2,355	12	4,177	11	18,026	12							
		5		67	19	3,587	19	6,366	16	27,152	18							
		6		87	24	3,606	19	7,213	19	29,139	19							
		7	Excellent	96	26	5,397	29	14,254	37	50,436	33							
		—	Not applicable	17	5	481	3	776	2	2,303	2							
	Total	368	100	18,698	100	38,564	100	151,698	100									
c. Faculty	QIfaculty	1	Poor	4	1	336	2	690	2	2,315	2	<b>5.5</b>	5.5	.06	5.6	-.06	5.6	-.02
		2		8	2	462	2	710	2	2,910	2							
		3		19	5	986	5	1,644	4	6,396	4							
		4		43	12	2,183	12	3,867	10	15,910	11							
		5		75	20	4,422	23	8,120	21	34,488	22							
		6		110	29	5,040	27	10,192	26	43,111	28							
		7	Excellent	103	29	5,002	28	12,805	34	44,914	30							
		—	Not applicable	6	2	267	1	549	2	1,641	1							
	Total	368	100	18,698	100	38,577	100	151,685	100									
d. Student services staff (career services, student activities, housing, etc.)	Qlstaff	1	Poor	16	4	743	4	1,535	4	5,942	4	<b>5.0</b>	5.1	-.03	5.2	-.10	5.1	-.03
		2		13	3	746	4	1,330	3	5,989	4							
		3		21	6	1,116	6	2,149	5	9,826	6							
		4		43	12	2,220	12	4,053	10	18,756	12							
		5		70	19	3,158	17	6,186	15	27,451	18							
		6		47	13	3,076	16	6,207	16	25,916	17							
		7	Excellent	75	20	3,663	20	8,864	23	30,736	21							
		—	Not applicable	82	23	3,958	21	8,208	22	26,991	19							
	Total	367	100	18,680	100	38,532	100	151,607	100									

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

# NSSE 2024 Frequencies and Statistical Comparisons

## California State University, Sacramento

### Seniors

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

*Your seniors compared with*

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Sacramento State		Far West Public		Carnegie Class		NSSE 2023 & 2024		Sacramento State	Far West Public		Carnegie Class		NSSE 2023 & 2024	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
e. Other administrative staff and offices (registrar, financial aid, etc.)	QIadmin	1	Poor	22	6	851	5	1,560	4	6,689	5	<b>5.0</b>	5.0	-.04	5.2 **	-0.15	5.0	-.05
		2		16	4	857	5	1,537	4	6,926	5							
		3		26	7	1,327	7	2,472	6	11,240	7							
		4		50	13	2,642	14	4,761	12	21,270	14							
		5		76	20	3,541	19	7,182	18	30,315	20							
		6		72	20	3,474	19	7,312	19	28,806	19							
		7	Excellent	74	20	3,999	22	10,380	27	34,094	23							
		—	Not applicable	34	9	2,009	11	3,366	9	12,395	9							
	Total			370	100	18,700	100	38,570	100	151,735	100							
<b>14. How much does your institution emphasize the following?</b>																		
a. Spending significant amounts of time studying and on academic work	empstudy	1	Very little	5	1	354	2	822	2	2,963	2	<b>3.2</b>	3.1	.09	3.1	.10	3.1	.08
		2	Some	65	17	3,606	20	7,641	20	29,073	20							
		3	Quite a bit	170	47	8,564	46	17,456	45	68,275	45							
		4	Very much	128	35	6,103	32	12,519	32	50,868	33							
			Total			368	100	18,627	100	38,438	100							
b. Providing support to help students succeed academically	SEacademic	1	Very little	8	3	1,066	6	2,249	6	8,223	6	<b>3.0</b>	2.9 *	.12	2.9	.05	2.9	.09
		2	Some	83	24	4,913	26	9,004	24	37,710	25							
		3	Quite a bit	173	47	7,757	41	15,548	40	63,120	42							
		4	Very much	101	27	4,856	26	11,533	30	41,776	27							
			Total			365	100	18,592	100	38,334	100							
c. Using learning support services (tutoring services, writing center, etc.)	SElearnsup	1	Very little	34	10	1,987	11	3,754	10	13,916	10	<b>2.9</b>	2.8	.09	2.9	.01	2.8	.03
		2	Some	83	22	4,763	26	8,974	24	36,910	25							
		3	Quite a bit	142	40	6,879	37	13,945	36	56,729	37							
		4	Very much	109	29	4,940	27	11,626	30	43,133	28							
			Total			368	100	18,569	100	38,299	100							
d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	1	Very little	40	11	2,328	13	5,882	16	20,620	14	<b>2.8</b>	2.7	.09	2.6 ***	.17	2.6 **	.16
		2	Some	95	26	5,353	29	11,224	29	45,856	30							
		3	Quite a bit	132	36	6,289	34	12,119	31	49,637	33							
		4	Very much	97	27	4,579	25	8,991	24	34,369	23							
			Total			364	100	18,549	100	38,216	100							

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

# NSSE 2024 Frequencies and Statistical Comparisons

## California State University, Sacramento

### Seniors

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

*Your seniors compared with*

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Sacramento State				Far West Public				Carnegie Class				NSSE 2023 & 2024		Sacramento State	Your seniors compared with					
				Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>		Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>		
e. Providing opportunities to be involved socially	SEsocial	1	Very little	30	8	1,772	10	4,367	12	13,148	9	<b>2.9</b>	2.8 *	.13	2.7 **	.15	2.8	.07						
		2	Some	90	25	5,336	29	10,312	28	39,209	27								△	△				
		3	Quite a bit	134	38	6,930	37	13,873	36	57,909	38													
		4	Very much	108	29	4,508	24	9,657	25	40,091	26													
		Total		362	100	18,546	100	38,209	100	150,357	100													
f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	SEwellness	1	Very little	28	9	1,991	11	4,586	13	16,713	12	<b>2.8</b>	2.7 *	.12	2.7 **	.16	2.7 **	.14						
		2	Some	94	25	5,389	29	11,008	29	44,038	29								△	△				
		3	Quite a bit	142	39	6,695	36	13,203	34	53,877	35								△	△				
		4	Very much	96	27	4,430	24	9,378	24	35,632	24													
		Total		360	100	18,505	100	38,175	100	150,260	100													
g. Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	1	Very little	107	29	5,614	30	11,701	31	47,456	32	<b>2.2</b>	2.2	.03	2.2	.02	2.1	.07						
		2	Some	128	35	6,533	35	12,769	33	52,489	35													
		3	Quite a bit	81	23	4,052	22	8,432	22	31,915	21													
		4	Very much	48	13	2,289	13	5,209	14	18,204	12													
		Total		364	100	18,488	100	38,111	100	150,064	100													
h. Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	1	Very little	42	11	3,307	18	8,552	24	23,347	17	<b>2.7</b>	2.5 ***	.24	2.4 ***	.28	2.6 *	.12						
		2	Some	104	30	5,919	33	10,701	28	42,165	28								△	△				
		3	Quite a bit	127	35	5,871	31	11,446	29	51,391	33								△	△				
		4	Very much	89	24	3,372	18	7,378	19	33,000	22													
		Total		362	100	18,469	100	38,077	100	149,903	100													
i. Attending events that address important social, economic, or political issues	SEevents	1	Very little	72	19	4,339	24	10,072	28	34,596	24	<b>2.4</b>	2.3 **	.15	2.2 ***	.20	2.3 **	.15						
		2	Some	118	32	6,724	36	13,077	34	54,371	36								△	△				
		3	Quite a bit	120	34	4,901	26	9,552	25	40,142	26													
		4	Very much	54	15	2,516	14	5,359	14	20,836	14													
		Total		364	100	18,480	100	38,060	100	149,945	100													
<b>15. To what extent do you agree or disagree with the following statements?</b>																								
a. I feel comfortable being myself at this institution.	sbmyself	1	Strongly disagree	12	4	475	3	966	3	3,977	3	<b>3.2</b>	3.2	-.02	3.3 *	-.12	3.3	-.07						
		2	Disagree	24	7	1,424	8	2,557	7	11,089	7								▽					
		3	Agree	196	52	9,615	51	18,376	48	73,615	48													
		4	Strongly agree	133	37	6,960	38	16,167	43	61,301	41													
		Total		365	100	18,474	100	38,066	100	149,982	100													

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

# NSSE 2024 Frequencies and Statistical Comparisons

## California State University, Sacramento

### Seniors

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

*Your seniors compared with*

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Sacramento State		Far West Public		Carnegie Class		NSSE 2023 & 2024		Sacramento State	Far West Public		Carnegie Class		NSSE 2023 & 2024	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
b. I feel valued by this institution.	sbvalued	1	Strongly disagree	20	6	1,173	7	2,214	6	9,840	7	<b>2.9</b>	2.9	.01	3.0 *	-11	2.9	-.03
		2	Disagree	67	19	3,561	19	6,165	16	27,251	18							
		3	Agree	194	51	9,612	52	18,953	49	74,226	49							
		4	Strongly agree	82	23	4,120	22	10,720	28	38,548	26							
		Total		363	100	18,466	100	38,052	100	149,865	100							
c. I feel like part of the community at this institution.	sbcommunity	1	Strongly disagree	27	8	1,129	7	2,186	6	8,579	6	<b>2.9</b>	2.9	-.04	3.0 *	-12	3.0 *	-12
		2	Disagree	80	21	3,787	20	6,970	19	27,036	18							
		3	Agree	175	48	9,382	50	18,636	48	74,221	49							
		4	Strongly agree	82	23	4,180	23	10,273	27	40,144	27							
		Total		364	100	18,478	100	38,065	100	149,980	100							
<b>16. About how many hours do you spend in a typical 7-day week doing the following?</b>																		
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	tmprephrs <i>(Recorded version of tmprep created by NSSE. Values are estimated number of hours per week.)</i>	0	0 hrs	2	0	57	0	161	0	640	0	<b>15.6</b>	15.4	.03	15.0	.07	15.3	.03
		3	1-5 hrs	33	10	2,029	11	4,740	13	17,619	12							
		8	6-10 hrs	82	22	4,083	23	8,669	23	32,941	22							
		13	11-15 hrs	82	23	3,817	21	7,682	20	30,760	20							
		18	16-20 hrs	70	19	3,558	19	7,061	18	28,481	19							
		23	21-25 hrs	38	10	2,097	11	4,117	11	16,949	11							
		28	26-30 hrs	20	5	1,250	7	2,462	6	9,725	6							
		33	More than 30 hrs	35	10	1,546	8	3,076	8	12,459	8							
		Total		362	100	18,437	100	37,968	100	149,574	100							

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

# NSSE 2024 Frequencies and Statistical Comparisons

## California State University, Sacramento

### Seniors

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

*Your seniors compared with*

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Sacramento State				Far West Public				Carnegie Class				NSSE 2023 & 2024		Sacramento State	Far West Public		Carnegie Class		NSSE 2023 & 2024	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>						
b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	tmcocurrhrs	0	0 hrs	211	59	9,628	53	19,900	54	63,891	45	<b>3.3</b>	4.0 *	-0.12	4.1 *	-0.12	4.9 ***	-0.23						
	(Recorded version of tmcocurr created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	81	22	4,394	24	8,694	22	40,131	26													
	8	6-10 hrs	31	8	1,802	10	3,740	10	18,695	12														
	13	11-15 hrs	22	6	1,142	6	2,312	6	11,429	7														
	18	16-20 hrs	9	2	706	4	1,500	4	7,250	5														
	23	21-25 hrs	3	1	349	2	783	2	3,724	2														
	28	26-30 hrs	3	1	132	1	368	1	1,665	1														
33	More than 30 hrs	3	1	240	1	596	1	2,449	2															
	Total			363	100	18,393	100	37,893	100	149,234	100													
c. Working for pay on campus	tmworkonhrs	0	0 hrs	284	78	14,258	78	29,662	80	105,975	73	<b>3.1</b>	3.0	.02	2.7	.06	3.4	-0.04						
	(Recorded version of tmworkon created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	11	3	522	3	1,388	3	7,880	5													
	8	6-10 hrs	18	4	892	5	2,064	5	12,109	7														
	13	11-15 hrs	16	5	986	5	1,754	4	9,354	6														
	18	16-20 hrs	24	7	1,256	7	1,979	5	8,857	6														
	23	21-25 hrs	5	1	281	1	514	1	2,642	2														
	28	26-30 hrs	2	1	77	0	211	1	988	1														
33	More than 30 hrs	4	1	129	1	352	1	1,584	1															
	Total			364	100	18,401	100	37,924	100	149,389	100													
d. Working for pay off campus	tmworkoffhrs	0	0 hrs	133	37	7,248	39	13,244	35	61,207	41	<b>13.0</b>	13.1	-0.01	15.2 **	-0.16	12.7	.02						
	(Recorded version of tmworkoff created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	15	4	856	4	1,648	4	7,768	5													
	8	6-10 hrs	24	7	1,175	6	2,322	6	10,216	6														
	13	11-15 hrs	30	8	1,319	7	2,561	7	10,979	7														
	18	16-20 hrs	51	13	1,992	11	3,454	9	13,861	9														
	23	21-25 hrs	33	9	1,514	8	2,820	7	10,665	7														
	28	26-30 hrs	28	7	1,191	6	2,395	6	7,896	5														
33	More than 30 hrs	51	15	3,108	18	9,484	27	26,811	19															
	Total			365	100	18,403	100	37,928	100	149,403	100													
Estimated number of hours working for pay	tmworkhrs										<b>16.1</b>	16.1	.00	17.9 *	-0.13	16.1	.00							
	(Continuous variable created by NSSE)																							

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

# NSSE 2024 Frequencies and Statistical Comparisons

## California State University, Sacramento

### Seniors

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

*Your seniors compared with*

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Sacramento State				Far West Public				Carnegie Class				NSSE 2023 & 2024		Sacramento State	Far West Public		Carnegie Class		NSSE 2023 & 2024	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>						
e. Doing community service or volunteer work	tmservicehrs	0	0 hrs	202	57	10,977	60	21,665	58	82,615	56	<b>3.2</b>	3.1	.02	3.0	.04	2.9	.05						
	(Recorded version of tmservice created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	90	24	4,281	22	10,125	26	43,894	28													
	8	6-10 hrs	30	8	1,347	7	2,852	8	10,792	7														
	13	11-15 hrs	21	6	797	4	1,356	4	5,450	4														
	18	16-20 hrs	14	3	491	3	905	2	3,085	2														
	23	21-25 hrs	2	1	220	1	390	1	1,469	1														
	28	26-30 hrs	2	0	94	1	180	0	701	0														
	33	More than 30 hrs	2	1	167	1	395	1	1,272	1														
Total				363	100	18,374	100	37,868	100	149,278	100													
f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelaxhrs	0	0 hrs	9	2	649	4	1,428	4	4,663	3	<b>11.3</b>	10.8	.06	10.5	.09	11.1	.02						
	(Recorded version of tmrelax created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	106	29	4,974	27	10,798	28	38,059	25													
	8	6-10 hrs	94	26	5,032	27	10,510	27	42,004	28														
	13	11-15 hrs	67	18	3,471	19	6,811	18	28,867	19														
	18	16-20 hrs	34	9	2,076	11	4,221	11	18,149	12														
	23	21-25 hrs	21	5	901	5	1,691	5	7,450	5														
	28	26-30 hrs	9	3	438	2	850	2	3,503	2														
	33	More than 30 hrs	23	7	847	5	1,583	4	6,628	5														
Total				363	100	18,388	100	37,892	100	149,323	100													
g. Providing care for dependents (children, parents, etc.)	tmcarehrs	0	0 hrs	200	56	10,727	57	21,045	55	97,518	64	<b>6.9</b>	6.6	.03	8.2 *	-1.1	6.0	.08						
	(Recorded version of tmcare created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	53	14	2,371	13	4,274	11	15,142	10													
	8	6-10 hrs	29	8	1,247	7	2,382	6	7,706	5														
	13	11-15 hrs	17	5	863	5	1,686	5	5,367	4														
	18	16-20 hrs	8	3	669	4	1,408	4	4,181	3														
	23	21-25 hrs	4	1	354	2	684	2	2,257	2														
	28	26-30 hrs	9	3	251	1	624	2	1,724	1														
	33	More than 30 hrs	42	12	1,879	10	5,737	15	15,258	11														
Total				362	100	18,361	100	37,840	100	149,153	100													

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

# NSSE 2024 Frequencies and Statistical Comparisons

## California State University, Sacramento

### Seniors

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

*Your seniors compared with*

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Sacramento State				Far West Public				Carnegie Class				NSSE 2023 & 2024		Sacramento State	Far West Public		Carnegie Class		NSSE 2023 & 2024	
				Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>		
h. Commuting to campus (driving, walking, etc.)	tmcommutehrs (Recorded version of tmcommute created by NSSE. Values are estimated number of hours per week.)	0	0 hrs	14	4	2,386	12	12,120	33	40,999	27	<b>7.1</b>	6.1 **	.16	4.6 ***	.39	4.7 ***	.40	▲	▲	▲			
		3	1-5 hrs	197	54	9,501	51	15,651	40	69,894	46													
		8	6-10 hrs	93	25	3,835	21	5,673	15	22,204	16													
		13	11-15 hrs	24	7	1,352	8	2,149	6	8,079	6													
		18	16-20 hrs	14	4	618	4	994	3	3,576	2													
		23	21-25 hrs	6	1	251	1	469	1	1,793	1													
		28	26-30 hrs	3	1	153	1	250	1	878	1													
		33	More than 30 hrs	13	4	307	2	624	2	1,979	1													
Total				364	100	18,403	100	37,930	100	149,402	100													
<b>17. Of the time you spend preparing for class in a typical 7-day week, about how much is on assigned reading?</b>																								
reading	tmreadinghrs	1	Very little	30	9	2,110	12	4,848	13	22,380	16	<b>3.0</b>	2.9	.07	2.9	.09	2.7 ***	.19	▲	▲	▲			
		2	Some	99	29	5,144	29	10,797	29	45,232	31													
		3	About half	105	29	5,375	29	10,654	28	40,099	27													
		4	Most	87	23	3,927	21	7,915	21	28,551	19													
		5	Almost all	40	10	1,784	9	3,563	9	12,553	8													
		Total				361	100	18,340	100	37,777	100											148,815	100	
<i>(Continuous variable created by NSSE. Calculated as a proportion of tmprephrs based on reading, where Very little=.10; Some=.25; About half=.50; Most=.75; Almost all=.90)</i>																								
tmreadinghrscol (Collapsed version of tmreadinghrs created by NSSE.)	tmreadinghrscol	1	0 hrs	2	0	55	0	156	0	624	0	<b>8.2</b>	7.5	.10	7.4 *	.12	7.0 **	.18	▲	▲	▲			
		2	More than zero, up to 5 hrs	144	41	8,263	46	17,738	47	72,739	50													
		3	More than 5, up to 10 hrs	108	31	5,285	29	10,570	28	41,918	28													
		4	More than 10, up to 15 hrs	47	13	2,110	11	4,086	11	15,154	10													
		5	More than 15, up to 20 hrs	25	6	1,212	6	2,403	6	8,755	6													
		6	More than 20, up to 25 hrs	20	5	917	5	1,747	5	6,068	4													
		7	More than 25 hrs	12	3	433	2	933	3	3,041	2													
		Total				358	100	18,275	100	37,633	100											148,299	100	

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

# NSSE 2024 Frequencies and Statistical Comparisons

## California State University, Sacramento

### Seniors

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

*Your seniors compared with*

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Sacramento State		Far West Public		Carnegie Class		NSSE 2023 & 2024		Sacramento State	Far West Public		Carnegie Class		NSSE 2023 & 2024	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
<b>18. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?</b>																		
a. Writing clearly and effectively	pgwrite	1	Very little	14	5	855	5	1,833	5	7,237	5	<b>3.1</b>	3.0	.07	3.1	.06	3.0	.08
		2	Some	54	15	3,634	20	7,536	20	30,590	21							
		3	Quite a bit	166	45	7,416	40	14,641	38	58,075	38							
		4	Very much	129	35	6,474	35	13,821	36	53,117	35							
		Total		363	100	18,379	100	37,831	100	149,019	100							
b. Speaking clearly and effectively	pgspeak	1	Very little	24	7	1,179	7	2,695	8	9,962	7	<b>2.9</b>	2.9	.00	2.9	-.01	2.9	-.02
		2	Some	82	22	4,354	24	8,558	23	34,032	23							
		3	Quite a bit	148	40	7,169	39	13,996	37	55,721	37							
		4	Very much	108	30	5,660	31	12,520	33	49,114	33							
		Total		362	100	18,362	100	37,769	100	148,829	100							
c. Thinking critically and analytically	pgthink	1	Very little	7	2	401	3	897	3	3,240	3	<b>3.3</b>	3.3	.09	3.3	.07	3.3	.05
		2	Some	31	9	2,332	13	4,835	13	18,072	13							
		3	Quite a bit	154	42	7,166	39	14,139	37	55,367	37							
		4	Very much	170	47	8,457	45	17,918	47	72,195	48							
		Total		362	100	18,356	100	37,789	100	148,874	100							
d. Analyzing numerical and statistical information	pganalyze	1	Very little	32	8	1,524	8	3,449	9	13,139	9	<b>2.9</b>	2.9	-.01	2.9	.01	2.9	-.02
		2	Some	93	26	4,366	24	9,401	24	35,920	24							
		3	Quite a bit	121	33	6,433	35	12,600	34	49,923	33							
		4	Very much	117	33	6,044	33	12,332	33	49,842	34							
		Total		363	100	18,367	100	37,782	100	148,824	100							
e. Acquiring job- or work-related knowledge and skills	pgwork	1	Very little	42	13	1,668	10	2,719	8	11,045	8	<b>2.8</b>	2.8	-.07	3.0 ***	-.22	3.0 ***	-.19
		2	Some	94	25	4,710	26	8,052	22	33,227	23							
		3	Quite a bit	121	32	6,358	34	12,950	34	51,180	34							
		4	Very much	106	29	5,619	30	14,061	36	53,420	35							
		Total		363	100	18,355	100	37,782	100	148,872	100							
f. Working effectively with others	pgothers	1	Very little	16	5	824	5	2,452	7	7,194	5	<b>3.1</b>	3.1	.04	3.0	.09	3.1	.03
		2	Some	64	18	3,702	21	7,633	21	28,949	20							
		3	Quite a bit	150	41	7,188	39	13,736	36	56,768	38							
		4	Very much	133	37	6,643	36	13,950	36	55,917	37							
		Total		363	100	18,357	100	37,771	100	148,828	100							

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

# NSSE 2024 Frequencies and Statistical Comparisons

## California State University, Sacramento

### Seniors

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

*Your seniors compared with*

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Sacramento State		Far West Public		Carnegie Class		NSSE 2023 & 2024		Sacramento State	Far West Public		Carnegie Class		NSSE 2023 & 2024		
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
g. Developing or clarifying a personal code of values and ethics	pgvalues	1	Very little	37	12	1,813	11	3,538	10	14,001	11	<b>2.8</b>	2.8	-.03	2.9	-.07	2.9	-.06	
		2	Some	80	21	4,504	25	8,809	24	34,760	24								
		3	Quite a bit	149	40	6,571	35	12,974	34	51,677	34								
		4	Very much	98	27	5,459	30	12,432	32	48,301	32								
		Total		364	100	18,347	100	37,753	100	148,739	100								
h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	1	Very little	25	8	1,305	8	3,281	9	11,914	9	<b>3.0</b>	3.0	.07	2.9 *	.13	2.9 *	.12	
		2	Some	67	19	4,183	23	8,922	24	35,486	24								
		3	Quite a bit	130	35	6,545	35	12,814	33	51,994	34								
		4	Very much	142	38	6,335	34	12,741	33	49,427	33								
		Total		364	100	18,368	100	37,758	100	148,821	100								
i. Solving complex real-world problems	pgprobolve	1	Very little	33	10	1,562	9	3,146	9	11,630	8	<b>2.8</b>	2.8	-.03	2.9	-.07	2.9	-.09	
		2	Some	86	23	4,780	26	9,326	25	36,927	25								
		3	Quite a bit	156	42	6,706	36	13,415	35	53,224	35								
		4	Very much	89	25	5,327	29	11,902	31	47,126	32								
		Total		364	100	18,375	100	37,789	100	148,907	100								
j. Being an informed and active citizen	pgcitizen	1	Very little	48	15	2,179	12	4,398	12	17,282	12	<b>2.8</b>	2.7	.03	2.8	.00	2.7	.01	
		2	Some	86	23	5,153	28	10,255	27	41,749	28								
		3	Quite a bit	119	32	6,193	33	12,367	32	48,583	32								
		4	Very much	110	29	4,881	26	10,816	28	41,525	28								
		Total		363	100	18,406	100	37,836	100	149,139	100								
<b>19. How would you evaluate your entire educational experience at this institution?</b>																			
	evalexp	1	Poor	10	3	579	4	1,083	3	4,169	3	<b>3.2</b>	3.1	.06	3.2	-.06	3.2	-.04	
		2	Fair	41	12	2,836	16	5,037	13	19,934	14								
		3	Good	183	51	8,726	46	16,588	43	66,899	44								
		4	Excellent	126	34	6,323	34	15,283	40	58,724	39								
		Total		360	100	18,464	100	37,991	100	149,726	100								
<b>20. If you could start over again, would you go to the same institution you are now attending?</b>																			
	sameinst	1	Definitely no	17	5	840	5	1,889	5	7,399	5	<b>3.3</b>	3.2 *	.12	3.2	.05	3.2	.08	
		2	Probably no	31	9	2,387	13	4,828	12	19,659	13								
		3	Probably yes	150	42	8,113	44	14,897	39	60,930	40								
		4	Definitely yes	165	44	7,201	38	16,558	44	62,413	42								
		Total		363	100	18,541	100	38,172	100	150,401	100								

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

# NSSE 2024 Frequencies and Statistical Comparisons

## Detailed Statistics<sup>g</sup>

### California State University, Sacramento

#### First-Year Students

Variable Name	N	Mean				Standard error <sup>h</sup>				Standard deviation <sup>i</sup>				Degrees of freedom <sup>j</sup>			Significance <sup>k</sup>			Effect size <sup>e</sup>		
	Sacramento State	Sacramento State	Far West Public	Carnegie Class	NSSE 2023 & 2024	Sacramento State	Far West Public	Carnegie Class	NSSE 2023 & 2024	Sacramento State	Far West Public	Carnegie Class	NSSE 2023 & 2024	Comparisons with:			Comparisons with:			Comparisons with:		
														Far West Public	Carnegie Class	NSSE 2023 & 2024	Far West Public	Carnegie Class	NSSE 2023 & 2024	Far West Public	Carnegie Class	NSSE 2023 & 2024
1 a. askquest	288	2.66	2.70	2.73	2.79	.048	.011	.007	.003	.81	.83	.89	.86	5,576	300	67,284	.395	.142	.011	-.05	-.08	-.15
b. CLaskhelp	287	2.40	2.53	2.21	2.43	.053	.012	.008	.004	.89	.89	.97	.93	5,559	16,937	67,037	.021	.001	.540	-.14	.19	-.04
c. CLexplain	290	2.51	2.54	2.29	2.51	.047	.011	.007	.003	.81	.83	.95	.90	5,554	304	292	.538	.000	.920	-.04	.23	-.01
d. CLstudy	289	2.19	2.31	2.11	2.32	.052	.013	.008	.004	.89	.95	1.00	.99	325	301	291	.027	.105	.013	-.13	.09	-.13
e. CLproject	289	2.61	2.64	2.30	2.54	.047	.012	.008	.004	.79	.85	.99	.92	5,501	304	291	.538	.000	.131	-.04	.32	.08
f. present	287	2.44	2.34	2.17	2.22	.052	.012	.007	.004	.89	.90	.95	.91	5,487	16,596	65,708	.073	.000	.000	.11	.29	.24
2 a. RIintegrate	284	2.64	2.59	2.54	2.61	.053	.012	.007	.003	.90	.85	.90	.87	5,402	16,328	64,490	.359	.081	.567	.06	.10	.03
b. RIsocietal	281	2.47	2.57	2.57	2.60	.053	.012	.007	.004	.89	.88	.91	.89	5,353	16,141	63,724	.073	.092	.022	-.11	-.10	-.14
c. RIdiverse	280	2.70	2.65	2.55	2.62	.052	.013	.008	.004	.88	.89	.95	.92	5,312	291	62,977	.338	.004	.108	.06	.16	.10
d. Rlownview	274	2.71	2.78	2.80	2.81	.050	.011	.007	.003	.83	.79	.83	.81	5,240	15,713	61,939	.180	.086	.045	-.08	-.10	-.12
e. RIperspect	269	2.95	2.92	2.91	2.92	.047	.011	.007	.003	.77	.78	.82	.80	5,163	15,418	60,675	.636	.433	.657	.03	.05	.03
f. RInewview	264	2.78	2.87	2.88	2.89	.050	.011	.007	.003	.81	.77	.81	.80	290	15,124	59,411	.116	.062	.036	-.10	-.12	-.13
g. RIconnect	259	3.03	3.02	3.05	3.07	.045	.011	.006	.003	.73	.74	.76	.75	5,020	14,903	58,506	.877	.664	.385	.01	-.03	-.05
3 a. SFcareer	259	2.19	2.20	2.32	2.33	.054	.014	.008	.004	.86	.93	.96	.95	292	269	261	.858	.020	.008	-.01	-.13	-.15
b. SFotherwork	255	1.64	1.76	1.79	1.85	.054	.013	.008	.004	.86	.91	.95	.96	4,988	265	257	.048	.006	.000	-.13	-.16	-.22
c. SFdiscuss	250	1.84	1.92	2.00	2.05	.054	.013	.008	.004	.85	.90	.95	.94	4,938	14,606	57,316	.163	.011	.001	-.09	-.16	-.22
d. SFperform	251	1.99	2.05	2.22	2.18	.054	.013	.008	.004	.85	.89	.93	.91	4,938	261	253	.290	.000	.001	-.07	-.24	-.20
4 a. memorize	249	2.99	2.86	2.87	2.90	.051	.012	.007	.003	.81	.82	.83	.82	4,890	257	56,656	.016	.023	.091	.16	.14	.11
b. HOapply	247	2.81	2.86	2.89	2.93	.055	.012	.007	.003	.86	.81	.81	.81	4,859	254	248	.398	.158	.036	-.06	-.10	-.14
c. HOanalyze	244	2.89	2.87	2.89	2.92	.053	.012	.007	.003	.83	.81	.82	.82	4,799	14,096	55,445	.705	.989	.591	.02	.00	-.03
d. HOevaluate	243	2.99	2.91	2.92	2.92	.053	.012	.007	.003	.82	.80	.82	.81	4,767	13,991	55,038	.126	.218	.217	.10	.08	.08
e. HOform	239	2.95	2.92	2.93	2.94	.051	.012	.007	.003	.80	.79	.81	.80	4,739	13,896	54,706	.559	.764	.818	.04	.02	.01
5 a. ETgoals	241	3.08	3.06	3.10	3.09	.053	.012	.007	.003	.82	.78	.81	.78	4,703	13,749	54,183	.668	.731	.872	.03	-.02	-.01
b. ETorganize	240	3.04	2.94	2.99	3.01	.050	.012	.007	.004	.78	.83	.86	.83	4,680	13,673	53,910	.060	.387	.512	.12	.06	.04
c. ETexample	239	3.00	2.99	3.01	3.03	.054	.012	.007	.004	.83	.82	.86	.83	4,674	13,644	53,766	.761	.988	.695	.02	.00	-.03
d. ETdraftfb	239	2.80	2.84	2.89	2.86	.058	.013	.008	.004	.90	.90	.93	.91	4,660	13,606	53,634	.517	.141	.302	-.04	-.10	-.07
e. ETfeedback	239	2.73	2.71	2.85	2.78	.058	.013	.008	.004	.90	.90	.92	.90	4,637	13,526	53,270	.723	.056	.405	.02	-.12	-.05
f. etcriteria	238	3.06	2.99	3.05	3.02	.054	.012	.007	.004	.84	.83	.85	.83	4,611	13,432	52,909	.196	.911	.524	.09	.01	.04
g. etreview	237	2.96	2.97	3.02	3.01	.050	.012	.007	.004	.77	.79	.82	.80	4,604	13,375	52,716	.814	.281	.367	-.02	-.07	-.06
h. etprefer	236	2.59	2.63	2.73	2.70	.056	.013	.008	.004	.86	.86	.90	.88	4,587	13,341	52,532	.445	.021	.063	-.05	-.15	-.12
i. etdemonstrate	236	3.08	3.05	3.10	3.10	.052	.012	.007	.004	.80	.80	.83	.80	4,581	13,320	52,442	.549	.819	.717	.04	-.02	-.02

# NSSE 2024 Frequencies and Statistical Comparisons

## Detailed Statistics<sup>B</sup>

### California State University, Sacramento

#### First-Year Students

Variable Name	N	Mean				Standard error <sup>h</sup>				Standard deviation <sup>i</sup>				Degrees of freedom <sup>j</sup>			Significance <sup>k</sup>			Effect size <sup>e</sup>		
	Sacramento State	Sacramento State	Far West Public	Carnegie Class	NSSE 2023 & 2024	Sacramento State	Far West Public	Carnegie Class	NSSE 2023 & 2024	Sacramento State	Far West Public	Carnegie Class	NSSE 2023 & 2024	Comparisons with:			Comparisons with:			Comparisons with:		
														Far West Public	Carnegie Class	NSSE 2023 & 2024	Far West Public	Carnegie Class	NSSE 2023 & 2024	Far West Public	Carnegie Class	NSSE 2023 & 2024
6 a. QRconclude	235	2.51	2.61	2.59	2.62	.057	.013	.008	.004	.87	.85	.89	.88	4,509	13,073	51,414	.093	.162	.054	-.11	-.09	-.13
b. QRproblem	231	2.25	2.42	2.40	2.41	.062	.014	.008	.004	.95	.90	.94	.93	4,480	12,980	51,083	.004	.014	.009	-.19	-.16	-.17
c. QRevaluate	230	2.31	2.39	2.34	2.39	.057	.014	.008	.004	.87	.88	.92	.91	4,458	12,884	50,830	.162	.546	.166	-.09	-.04	-.09
7 a. wrshortnum	228	6.35	6.35	6.24	6.49	.396	.087	.051	.026	5.99	5.67	5.77	5.79	4,448	12,851	50,639	.987	.771	.717	.00	.02	-.02
b. wrmednum	231	2.19	2.56	2.53	2.51	.242	.062	.036	.017	3.68	4.00	4.05	3.85	4,428	12,762	50,365	.168	.210	.201	-.09	-.08	-.08
c. wrlongnum	231	1.02	1.42	1.40	1.28	.213	.059	.034	.016	3.23	3.81	3.85	3.55	267	242	50,410	.071	.074	.257	-.11	-.10	-.07
— wrpages	228	50.32	60.36	59.18	58.21	5.314	1.446	.843	.392	80.33	93.40	94.09	87.45	262	239	50,043	.069	.101	.174	-.11	-.09	-.09
8 a. DDrace	229	3.15	3.03	2.86	3.00	.059	.014	.009	.004	.89	.88	.98	.92	4,419	238	50,365	.043	.000	.012	.14	.30	.17
b. DDeconomic	227	3.02	2.95	2.84	2.98	.060	.014	.009	.004	.91	.87	.96	.90	4,401	236	50,208	.244	.003	.500	.08	.19	.04
c. DDreligion	228	2.96	2.80	2.74	2.88	.064	.014	.009	.004	.96	.94	.99	.95	4,407	12,715	50,179	.016	.001	.201	.16	.22	.08
d. DDpolitical	228	2.62	2.62	2.66	2.76	.062	.015	.009	.004	.94	.95	.99	.96	4,401	12,703	50,134	.958	.467	.026	.00	-.05	-.15
e. ddsexorient	226	2.78	2.82	2.67	2.79	.064	.015	.009	.004	.96	.96	1.03	1.00	4,395	235	50,110	.476	.097	.780	-.05	.10	-.02
f. ddcountry	227	2.81	2.63	2.54	2.67	.066	.014	.009	.004	.99	.94	1.01	.97	4,404	12,704	50,172	.005	.000	.026	.19	.27	.15
9 a. LSreading	220	2.96	2.95	3.01	2.99	.050	.012	.007	.004	.75	.76	.79	.78	4,377	12,605	49,697	.832	.318	.531	.01	-.07	-.04
b. LSnotes	225	2.85	2.85	2.96	2.92	.058	.013	.008	.004	.87	.86	.88	.88	4,373	12,578	49,613	.971	.059	.227	.00	-.13	-.08
c. LSsummary	224	2.75	2.80	2.92	2.88	.056	.013	.008	.004	.85	.85	.86	.85	4,372	12,577	49,640	.443	.003	.022	-.05	-.20	-.15
10 challenge	223	5.16	5.19	5.40	5.36	.085	.019	.012	.006	1.27	1.22	1.30	1.26	4,330	230	49,238	.717	.006	.023	-.02	-.19	-.15
11 a. intern <sup>l</sup>	222	7%	6%	8%	8%	.017	.004	.002	.001	--	--	--	--	--	--	--	.600	.785	.593	.04	-.02	-.04
b. leader <sup>l</sup>	221	7%	7%	9%	10%	.018	.004	.003	.001	--	--	--	--	--	--	--	.967	.509	.101	.00	-.05	-.10
c. learncom <sup>l</sup>	220	9%	8%	9%	11%	.019	.004	.003	.001	--	--	--	--	--	--	--	.714	.888	.199	.02	.01	-.08
d. abroad <sup>l</sup>	220	2%	2%	2%	3%	.009	.002	.001	.001	--	--	--	--	--	--	--	.938	.631	.336	-.01	-.03	-.07
e. research <sup>l</sup>	219	4%	4%	5%	6%	.013	.003	.002	.001	--	--	--	--	--	--	--	.771	.530	.210	-.02	-.04	-.08
f. capstone <sup>l</sup>	220	2%	2%	3%	3%	.009	.002	.001	.001	--	--	--	--	--	--	--	.884	.586	.606	-.01	-.04	-.04
12 servcourse	217	1.69	1.70	1.70	1.67	.048	.012	.007	.003	.70	.75	.77	.74	4,253	12,193	48,222	.764	.872	.683	-.02	-.01	.03
13 a. Qlstudent	213	5.39	5.29	5.32	5.39	.083	.022	.014	.006	1.21	1.37	1.48	1.37	4,217	225	46,731	.285	.428	.969	.08	.05	.00
b. Qladvisor	206	5.65	5.32	5.56	5.46	.091	.025	.015	.007	1.31	1.53	1.57	1.56	236	216	208	.001	.312	.042	.21	.06	.12
c. Qlfaculty	210	5.36	5.28	5.54	5.47	.085	.022	.013	.006	1.23	1.38	1.41	1.34	4,115	219	47,307	.374	.044	.252	.06	-.12	-.08
d. Qlstaff	173	5.41	5.11	5.31	5.23	.103	.027	.016	.008	1.35	1.57	1.62	1.56	3,605	181	174	.013	.326	.068	.19	.06	.12
e. Qladmin	191	5.18	5.04	5.34	5.19	.101	.026	.015	.008	1.40	1.57	1.60	1.57	3,762	199	193	.252	.112	.894	.08	-.10	-.01

# NSSE 2024 Frequencies and Statistical Comparisons

## Detailed Statistics<sup>g</sup>

### California State University, Sacramento

#### First-Year Students

Variable Name	N	Mean				Standard error <sup>h</sup>				Standard deviation <sup>i</sup>				Degrees of freedom <sup>i</sup>			Significance <sup>k</sup>			Effect size <sup>e</sup>		
	Sacramento State	Sacramento State	Far West Public	Carnegie Class	NSSE 2023 & 2024	Sacramento State	Far West Public	Carnegie Class	NSSE 2023 & 2024	Sacramento State	Far West Public	Carnegie Class	NSSE 2023 & 2024	Comparisons with:			Comparisons with:			Comparisons with:		
														Far West Public	Carnegie Class	NSSE 2023 & 2024	Far West Public	Carnegie Class	NSSE 2023 & 2024	Far West Public	Carnegie Class	NSSE 2023 & 2024
14 a. empstudy	213	3.08	2.99	3.03	3.04	.055	.012	.007	.003	.80	.76	.77	.77	232	12,156	48,003	.100	.405	.416	.12	.06	.06
b. SEacademic	212	3.03	2.90	2.99	2.98	.054	.013	.008	.004	.78	.83	.87	.84	238	221	47,843	.024	.569	.473	.15	.04	.05
c. SElearnsup	212	3.04	2.95	3.03	3.03	.054	.015	.008	.004	.79	.92	.92	.90	243	221	213	.098	.900	.898	.10	.01	.01
d. SEdiverse	212	2.68	2.73	2.72	2.75	.063	.014	.009	.004	.91	.92	.98	.94	4,216	12,070	47,731	.461	.512	.261	-.05	-.05	-.08
e. SESocial	212	2.85	2.79	2.84	2.93	.057	.014	.009	.004	.84	.90	.94	.89	4,211	220	47,650	.391	.891	.202	.06	.01	-.09
f. SEwellness	210	2.89	2.82	2.85	2.87	.062	.014	.009	.004	.89	.89	.93	.90	4,197	12,030	47,588	.233	.489	.761	.08	.05	.02
g. SENonacad	212	2.18	2.33	2.37	2.33	.064	.015	.009	.004	.94	.95	1.00	.97	4,193	220	213	.032	.004	.021	-.15	-.19	-.15
h. SEactivities	212	2.75	2.62	2.58	2.78	.061	.015	.010	.004	.89	.95	1.04	.96	4,198	222	47,469	.058	.005	.691	.13	.17	-.03
i. SEevents	212	2.32	2.34	2.33	2.42	.064	.015	.009	.004	.93	.95	1.00	.97	4,196	219	47,454	.661	.856	.135	-.03	-.01	-.10
15 a. sbmyself	211	3.12	3.14	3.25	3.22	.040	.010	.006	.003	.58	.65	.69	.68	239	221	213	.542	.002	.009	-.04	-.19	-.16
b. sbvalued	211	2.77	2.92	3.04	2.99	.048	.011	.007	.003	.70	.69	.74	.74	232	11,967	47,369	.003	.000	.000	-.22	-.37	-.31
c. sbcommunity	212	2.79	2.88	2.99	2.99	.048	.012	.007	.004	.69	.73	.78	.76	4,194	11,979	47,420	.094	.000	.000	-.12	-.26	-.26
16 a. tmprephrs	211	13.15	13.39	13.88	14.44	.530	.126	.075	.038	7.69	7.93	8.15	8.16	4,188	11,940	212	.658	.194	.016	-.03	-.09	-.16
b. tmcocurrhrs	212	3.05	4.01	4.46	5.35	.363	.099	.063	.032	5.28	6.22	6.81	6.98	243	223	214	.011	.000	.000	-.16	-.21	-.33
c. tmworkonhrs	212	1.97	2.09	2.15	2.46	.377	.088	.052	.027	5.48	5.53	5.65	5.90	4,172	11,908	47,167	.743	.642	.223	-.02	-.03	-.08
d. tmworkoffhrs	212	5.72	6.00	9.43	6.71	.650	.153	.116	.049	9.45	9.63	12.51	10.67	4,179	224	213	.677	.000	.130	-.03	-.30	-.09
— tmworkhrs	212	7.69	8.07	11.57	9.15	.752	.181	.125	.057	10.94	11.41	13.54	12.34	4,161	222	213	.634	.000	.054	-.03	-.29	-.12
e. tmservicehrs	212	1.92	2.02	2.39	2.34	.292	.075	.047	.023	4.25	4.72	5.09	4.88	4,176	11,912	47,131	.763	.180	.207	-.02	-.09	-.09
f. tmrelaxhrs	212	12.93	12.22	11.52	12.19	.638	.139	.080	.039	9.28	8.77	8.60	8.45	4,174	11,917	212	.249	.018	.245	.08	.16	.09
g. tmcarehrs	211	3.83	3.24	6.04	3.67	.541	.109	.098	.038	7.85	6.85	10.63	8.25	227	224	47,053	.287	.000	.776	.09	-.21	.02
h. tmcommutehrs	212	5.69	5.46	4.03	4.10	.416	.102	.059	.028	6.06	6.45	6.37	6.17	4,175	11,913	47,165	.613	.000	.000	.04	.26	.26
17 reading	209	2.64	2.68	2.76	2.63	.068	.017	.011	.005	.98	1.07	1.14	1.10	235	218	210	.630	.096	.860	-.03	-.10	.01
— tmreadinghrs	208	5.79	5.89	6.51	6.24	.382	.087	.056	.026	5.50	5.44	6.01	5.69	4,140	11,797	46,761	.794	.088	.259	-.02	-.12	-.08

# NSSE 2024 Frequencies and Statistical Comparisons

## Detailed Statistics<sup>g</sup>

### California State University, Sacramento

#### First-Year Students

Variable Name	N		Mean				Standard error <sup>h</sup>				Standard deviation <sup>i</sup>				Degrees of freedom <sup>j</sup>			Significance <sup>k</sup>			Effect size <sup>e</sup>		
	Sacramento State		Far West Public	Carnegie Class	NSSE 2023 & 2024	Sacramento State	Far West Public	Carnegie Class	NSSE 2023 & 2024	Sacramento State	Far West Public	Carnegie Class	NSSE 2023 & 2024	Comparisons with:			Comparisons with:			Comparisons with:			
	Sacramento State	Sacramento State												Far West Public	Carnegie Class	NSSE 2023 & 2024	Far West Public	Carnegie Class	NSSE 2023 & 2024	Far West Public	Carnegie Class	NSSE 2023 & 2024	Far West Public
18 a. pgwrite	209	2.78	2.82	2.91	2.84	.054	.013	.008	.004	.78	.84	.86	.87	4,158	11,852	46,965	.495	.038	.311	-.05	-.14	-.07	
b. pgspeak	208	2.81	2.76	2.79	2.73	.056	.014	.009	.004	.80	.88	.92	.92	233	216	209	.349	.707	.123	.06	.02	.09	
c. pgthink	209	3.08	3.03	3.10	3.09	.052	.013	.007	.004	.74	.79	.80	.80	4,152	217	210	.424	.652	.827	.06	-.03	-.01	
d. pganalyze	208	2.63	2.71	2.71	2.71	.058	.014	.009	.004	.84	.91	.95	.95	4,144	216	209	.172	.167	.136	-.10	-.09	-.09	
e. pgwork	209	2.37	2.49	2.71	2.66	.063	.015	.009	.004	.91	.94	.97	.96	4,144	11,830	46,882	.081	.000	.000	-.12	-.35	-.30	
f. pgothers	208	2.73	2.82	2.81	2.84	.059	.014	.009	.004	.86	.86	.92	.89	4,145	11,828	46,880	.150	.211	.072	-.10	-.09	-.13	
g. pgvalues	209	2.50	2.63	2.74	2.73	.063	.014	.009	.004	.91	.91	.95	.93	4,145	11,815	46,860	.042	.000	.000	-.14	-.26	-.25	
h. pgdiverse	207	2.83	2.84	2.85	2.84	.058	.014	.009	.004	.83	.88	.93	.92	4,143	215	208	.941	.776	.865	-.01	-.02	-.01	
i. pgprobolve	209	2.51	2.61	2.70	2.69	.061	.014	.009	.004	.88	.90	.94	.93	4,154	11,831	46,932	.117	.005	.005	-.11	-.20	-.19	
j. pgcitizen	210	2.50	2.59	2.68	2.67	.067	.015	.009	.004	.97	.92	.96	.94	4,164	11,863	47,030	.193	.009	.014	-.09	-.18	-.17	
19 evalexp	213	2.88	2.99	3.13	3.11	.050	.011	.007	.003	.73	.71	.76	.74	4,172	11,930	47,304	.039	.000	.000	-.15	-.32	-.30	
20 sameinst	215	3.06	3.07	3.22	3.18	.052	.012	.007	.004	.76	.77	.80	.79	4,211	223	217	.739	.003	.015	-.02	-.20	-.16	
21 returnexp <sup>l</sup>	213	92%	89%	87%	88%	.0190	.0049	.0030	.0015	--	--	--	--	--	--	--	.260	.030	.085	.08	.14	.11	

IPEDS: 110617

# NSSE 2024 Frequencies and Statistical Comparisons

## Detailed Statistics<sup>g</sup>

### California State University, Sacramento

#### Seniors

Variable Name	N	Mean				Standard error <sup>h</sup>				Standard deviation <sup>i</sup>				Degrees of freedom <sup>j</sup>			Significance <sup>k</sup>			Effect size <sup>e</sup>		
	Sacramento State	Sacramento State	Far West Public	Carnegie Class	NSSE 2023 & 2024	Sacramento State	Far West Public	Carnegie Class	NSSE 2023 & 2024	Sacramento State	Far West Public	Carnegie Class	NSSE 2023 & 2024	Comparisons with:			Comparisons with:			Comparisons with:		
														Far West Public	Carnegie Class	NSSE 2023 & 2024	Far West Public	Carnegie Class	NSSE 2023 & 2024	Far West Public	Carnegie Class	NSSE 2023 & 2024
1 a. askquest	468	2.92	2.99	3.02	3.05	.042	.010	.007	.003	.91	.89	.92	.89	8,429	17,047	69,201	.106	.035	.002	-.08	-.10	-.14
b. CLaskhelp	468	2.49	2.50	2.28	2.40	.042	.010	.008	.004	.92	.93	.99	.96	8,400	17,002	68,987	.788	.000	.055	-.01	.21	.09
c. CLexplain	463	2.67	2.64	2.47	2.61	.040	.010	.008	.004	.86	.88	.99	.94	8,383	497	470	.500	.000	.149	.03	.21	.06
d. CLstudy	462	2.31	2.38	2.20	2.33	.045	.011	.008	.004	.98	.99	1.03	1.03	8,337	16,874	468	.181	.018	.690	-.06	.11	-.02
e. CLproject	458	2.90	2.91	2.58	2.77	.042	.010	.008	.004	.89	.90	1.05	.97	8,304	493	464	.927	.000	.002	.00	.31	.14
f. present	456	2.60	2.67	2.51	2.59	.042	.011	.008	.004	.90	.94	1.01	.97	8,292	488	462	.087	.044	.878	-.08	.09	.01
2 a. RIntegrate	448	3.03	2.95	2.92	2.94	.039	.010	.007	.003	.82	.84	.88	.86	8,220	476	453	.063	.003	.020	.09	.13	.10
b. RIsocietal	448	2.90	2.83	2.81	2.81	.045	.010	.007	.004	.96	.92	.93	.93	8,181	16,477	66,764	.082	.040	.031	.08	.10	.10
c. RIdiverse	445	2.82	2.71	2.67	2.68	.047	.011	.008	.004	1.00	.99	.99	.99	8,137	16,377	66,297	.020	.001	.002	.11	.15	.15
d. Rlownview	443	2.85	2.87	2.89	2.88	.041	.010	.007	.003	.87	.84	.85	.84	8,078	16,219	65,608	.556	.326	.380	-.03	-.05	-.04
e. Rlperspect	440	3.07	3.01	2.99	2.99	.039	.009	.007	.003	.82	.81	.83	.82	7,996	16,012	64,674	.129	.039	.045	.07	.10	.10
f. Rlnewview	432	3.00	3.02	2.99	3.00	.039	.009	.007	.003	.81	.80	.81	.80	7,906	15,803	63,763	.567	.930	.994	-.03	.00	.00
g. Rlconnect	422	3.28	3.22	3.23	3.23	.035	.009	.006	.003	.72	.74	.74	.74	7,837	15,645	63,108	.105	.208	.167	.08	.06	.07
3 a. SFcareer	425	2.37	2.36	2.45	2.46	.050	.012	.008	.004	1.02	.99	1.01	1.00	7,842	15,644	63,059	.901	.096	.061	.01	-.08	-.09
b. SFotherwork	426	1.89	1.92	1.92	2.00	.049	.012	.008	.004	1.01	1.02	1.04	1.04	7,804	15,560	62,752	.573	.511	.031	-.03	-.03	-.11
c. SFdiscuss	419	2.12	2.09	2.12	2.17	.047	.011	.008	.004	.97	.97	1.00	.99	7,758	15,436	62,227	.573	.973	.276	.03	.00	-.05
d. SFperform	426	2.17	2.15	2.26	2.22	.044	.011	.008	.004	.90	.93	.97	.95	7,764	453	431	.686	.042	.215	.02	-.09	-.06
4 a. memorize	421	2.90	2.80	2.75	2.76	.042	.010	.007	.004	.87	.87	.90	.90	7,714	446	426	.037	.001	.002	.10	.17	.15
b. HOapply	420	3.05	3.07	3.09	3.10	.041	.010	.007	.003	.84	.81	.81	.81	7,679	15,258	61,459	.766	.360	.288	-.01	-.05	-.05
c. HOanalyze	417	3.06	3.07	3.08	3.07	.042	.010	.007	.003	.86	.82	.82	.82	7,608	15,094	60,889	.705	.644	.686	-.02	-.02	-.02
d. HOevaluate	412	3.01	3.00	3.01	2.98	.042	.010	.007	.004	.84	.85	.84	.86	7,577	15,022	60,595	.829	.980	.542	.01	.00	.03
e. HOform	411	2.98	3.03	3.03	3.02	.040	.010	.007	.003	.81	.82	.82	.82	7,537	14,936	60,281	.208	.214	.281	-.06	-.06	-.05
5 a. ETgoals	407	3.23	3.17	3.18	3.17	.037	.009	.007	.003	.76	.78	.80	.79	7,483	14,825	59,860	.113	.186	.136	.08	.07	.07
b. ETorganize	404	3.14	3.06	3.09	3.09	.040	.010	.007	.003	.81	.83	.85	.83	7,457	14,771	59,649	.059	.197	.201	.10	.07	.06
c. ETexample	405	3.16	3.12	3.10	3.11	.038	.010	.007	.003	.77	.82	.86	.84	7,452	433	411	.303	.120	.225	.05	.07	.06
d. ETdraftfb	406	2.85	2.88	2.89	2.87	.046	.011	.008	.004	.94	.93	.96	.95	7,433	14,716	59,424	.423	.339	.672	-.04	-.05	-.02
e. ETfeedback	402	2.81	2.83	2.90	2.86	.045	.011	.008	.004	.91	.91	.92	.92	7,402	14,654	59,145	.666	.056	.261	-.02	-.10	-.06
f. etcriteria	401	3.13	3.07	3.12	3.09	.039	.010	.007	.003	.79	.83	.84	.83	7,377	426	58,862	.213	.883	.461	.06	.01	.04
g. etreview	400	3.05	3.09	3.09	3.09	.039	.010	.007	.003	.78	.80	.83	.82	449	425	405	.257	.258	.298	-.06	-.05	-.05
h. etprefer	399	2.79	2.78	2.83	2.80	.042	.011	.008	.004	.84	.89	.91	.90	452	425	405	.754	.331	.726	.02	-.05	-.02
i. etdemonstrate	400	3.22	3.16	3.16	3.16	.039	.010	.007	.003	.77	.80	.82	.81	7,334	14,487	58,510	.128	.198	.163	.08	.07	.07

# NSSE 2024 Frequencies and Statistical Comparisons

## Detailed Statistics<sup>g</sup>

### California State University, Sacramento

#### Seniors

Variable Name	N	Mean				Standard error <sup>h</sup>				Standard deviation <sup>i</sup>				Degrees of freedom <sup>j</sup>			Significance <sup>k</sup>			Effect size <sup>e</sup>		
	Sacramento State	Sacramento State	Far West Public	Carnegie Class	NSSE 2023 & 2024	Sacramento State	Far West Public	Carnegie Class	NSSE 2023 & 2024	Sacramento State	Far West Public	Carnegie Class	NSSE 2023 & 2024	Comparisons with:			Comparisons with:			Comparisons with:		
														Far West Public	Carnegie Class	NSSE 2023 & 2024	Far West Public	Carnegie Class	NSSE 2023 & 2024	Far West Public	Carnegie Class	NSSE 2023 & 2024
6 a. QRconclude	393	2.59	2.69	2.69	2.70	.048	.011	.008	.004	.96	.91	.92	.92	433	14,274	57,678	.031	.034	.015	-.12	-.11	-.12
b. QRproblem	390	2.42	2.51	2.51	2.51	.048	.012	.008	.004	.96	.96	.97	.97	7,207	14,218	57,418	.087	.075	.071	-.09	-.09	-.09
c. QRevaluate	388	2.46	2.50	2.47	2.50	.049	.011	.008	.004	.96	.93	.94	.94	7,183	14,152	57,169	.385	.874	.374	-.05	-.01	-.05
7 a. wrshortnum	385	7.93	7.64	7.48	7.48	.358	.080	.056	.028	7.03	6.56	6.60	6.65	7,168	14,095	56,958	.398	.187	.192	.04	.07	.07
b. wrmednum	379	3.83	3.99	3.76	3.56	.264	.059	.041	.020	5.13	4.87	4.76	4.65	7,126	14,013	56,702	.558	.768	.254	-.03	.02	.06
c. wrlongnum	385	2.62	2.37	2.19	2.06	.256	.054	.036	.017	5.02	4.42	4.26	4.09	7,140	400	388	.282	.096	.029	.06	.10	.14
— wrpages	379	92.17	89.71	84.71	81.28	6.419	1.340	.916	.436	124.91	109.74	106.55	103.06	7,082	393	381	.673	.250	.091	.02	.07	.11
8 a. DDrace	385	3.29	3.14	2.96	3.04	.043	.011	.008	.004	.85	.89	.97	.93	7,145	413	56,803	.001	.000	.000	.17	.34	.27
b. DDeconomic	385	3.11	3.05	2.94	3.03	.045	.011	.008	.004	.89	.89	.95	.90	7,124	14,004	56,656	.182	.000	.068	.07	.19	.09
c. DDreligion	384	3.03	2.90	2.83	2.92	.048	.012	.008	.004	.94	.95	.99	.95	7,119	407	56,623	.014	.000	.024	.13	.20	.12
d. DDpolitical	383	2.82	2.73	2.76	2.82	.051	.012	.009	.004	1.00	.97	.99	.96	7,117	13,992	56,585	.076	.223	.924	.09	.06	.00
e. ddsexorient	383	2.91	2.90	2.76	2.83	.051	.012	.009	.004	1.00	.96	1.01	.99	7,114	13,974	56,539	.786	.004	.144	.01	.15	.08
f. ddcountry	384	2.87	2.77	2.60	2.70	.048	.012	.009	.004	.94	.95	1.00	.98	7,125	408	389	.045	.000	.001	.10	.27	.17
9 a. LSreading	382	3.19	3.10	3.11	3.09	.039	.010	.007	.003	.77	.80	.81	.82	7,080	13,922	56,262	.027	.066	.018	.12	.10	.12
b. LSnotes	380	2.94	2.92	2.94	2.90	.047	.011	.008	.004	.91	.90	.92	.92	7,076	13,911	56,216	.666	.950	.432	.02	.00	.04
c. LSsummary	381	2.90	2.92	2.96	2.93	.046	.011	.008	.004	.90	.86	.88	.88	7,071	13,907	56,196	.613	.159	.501	-.03	-.07	-.03
10 challenge	377	5.44	5.48	5.58	5.51	.074	.016	.011	.006	1.44	1.32	1.33	1.32	413	13,803	380	.575	.047	.345	-.03	-.10	-.05
11 a. intern <sup>l</sup>	374	37%	38%	42%	49%	.0250	.0059	.0043	.0021	--	--	--	--	--	--	--	.827	.047	.000	-.01	-.10	-.23
b. leader <sup>l</sup>	371	22%	22%	25%	32%	.0216	.0051	.0038	.0020	--	--	--	--	--	--	--	.948	.189	.000	.00	-.07	-.23
c. learncom <sup>l</sup>	373	18%	18%	19%	22%	.0197	.0048	.0034	.0018	--	--	--	--	--	--	--	.672	.455	.018	-.02	-.04	-.12
d. abroad <sup>l</sup>	372	4%	5%	6%	10%	.0104	.0028	.0021	.0013	--	--	--	--	--	--	--	.354	.034	.000	-.05	-.10	-.24
e. research <sup>l</sup>	372	19%	17%	18%	23%	.0203	.0047	.0033	.0018	--	--	--	--	--	--	--	.475	.753	.036	.04	.02	-.11
f. capstone <sup>l</sup>	371	43%	40%	43%	46%	.0257	.0060	.0043	.0021	--	--	--	--	--	--	--	.253	.993	.348	.06	.00	-.05
12 servcourse	368	1.80	1.81	1.78	1.75	.039	.009	.007	.003	.75	.75	.76	.74	6,935	13,583	55,064	.905	.543	.175	-.01	.03	.07
13 a. Qlstudent	362	5.54	5.56	5.59	5.59	.070	.017	.013	.006	1.33	1.37	1.41	1.36	6,874	12,645	53,503	.790	.569	.495	-.01	-.03	-.04
b. Qladvisor	348	5.21	5.16	5.39	5.26	.091	.022	.015	.008	1.70	1.74	1.75	1.76	6,735	13,271	54,204	.605	.063	.614	.03	-.10	-.03
c. Qlfaculty	359	5.54	5.45	5.62	5.56	.074	.018	.012	.006	1.40	1.44	1.42	1.38	6,847	13,389	54,470	.287	.250	.719	.06	-.06	-.02
d. Qlstaff	282	5.01	5.07	5.18	5.06	.103	.024	.017	.008	1.73	1.72	1.74	1.71	5,465	10,559	44,682	.571	.107	.634	-.03	-.10	-.03
e. Qladmin	333	4.95	5.03	5.22	5.04	.096	.022	.016	.008	1.75	1.72	1.71	1.72	6,219	12,330	50,312	.427	.006	.377	-.04	-.15	-.05

# NSSE 2024 Frequencies and Statistical Comparisons

## Detailed Statistics<sup>B</sup>

### California State University, Sacramento

#### Seniors

Variable Name	N	Mean				Standard error <sup>h</sup>				Standard deviation <sup>i</sup>				Degrees of freedom <sup>j</sup>			Significance <sup>k</sup>			Effect size <sup>e</sup>			
		Sacramento State	Sacramento State	Far West Public	Carnegie Class	NSSE 2023 & 2024	Sacramento State	Far West Public	Carnegie Class	NSSE 2023 & 2024	Sacramento State	Far West Public	Carnegie Class	NSSE 2023 & 2024	Comparisons with:			Comparisons with:			Comparisons with:		
															Far West Public	Carnegie Class	NSSE 2023 & 2024	Far West Public	Carnegie Class	NSSE 2023 & 2024	Far West Public	Carnegie Class	NSSE 2023 & 2024
14 a. empstudy	366	3.15	3.09	3.07	3.09	.039	.010	.007	.003	.74	.77	.78	.78	6,920	13,546	54,927	.106	.050	.127	.09	.10	.08	
b. SEacademic	363	2.98	2.88	2.93	2.90	.041	.011	.008	.004	.78	.87	.88	.87	414	389	369	.014	.266	.057	.12	.05	.09	
c. SElearnsup	366	2.87	2.79	2.86	2.84	.049	.012	.008	.004	.94	.96	.96	.94	6,901	13,499	54,742	.104	.778	.531	.09	.01	.03	
d. SEdiverse	362	2.80	2.71	2.63	2.64	.051	.012	.009	.004	.96	.98	1.01	.98	6,887	384	367	.082	.001	.002	.09	.17	.16	
e. SESocial	359	2.87	2.75	2.72	2.81	.049	.012	.008	.004	.92	.93	.97	.93	6,881	380	54,601	.019	.003	.198	.13	.15	.07	
f. SEwellness	357	2.85	2.73	2.69	2.71	.049	.012	.009	.004	.92	.95	.97	.96	399	379	362	.022	.002	.005	.12	.16	.14	
g. SENonacad	362	2.20	2.17	2.18	2.13	.052	.012	.009	.004	1.00	1.00	1.02	1.00	6,866	13,428	54,505	.553	.689	.183	.03	.02	.07	
h. SEactivities	360	2.72	2.48	2.43	2.60	.050	.012	.009	.004	.94	.99	1.05	1.00	404	384	365	.000	.000	.017	.24	.28	.12	
i. SEevents	362	2.45	2.30	2.25	2.30	.050	.012	.009	.004	.96	.98	1.01	.98	6,864	13,403	54,450	.007	.000	.004	.15	.20	.15	
15 a. sbmyself	363	3.23	3.24	3.31	3.28	.039	.009	.006	.003	.73	.72	.71	.72	6,861	13,408	54,469	.724	.030	.158	-.02	-.12	-.07	
b. sbvalued	361	2.91	2.90	3.00	2.94	.043	.010	.007	.004	.82	.82	.83	.85	6,857	13,399	54,422	.784	.044	.587	.01	-.11	-.03	
c. sbcommunity	362	2.86	2.89	2.96	2.96	.045	.010	.007	.004	.86	.83	.84	.84	6,863	13,405	54,459	.490	.024	.024	-.04	-.12	-.12	
16 a. tmprephrs	359	15.63	15.36	15.05	15.33	.464	.108	.077	.038	8.80	8.70	8.77	8.77	6,840	13,369	54,311	.567	.219	.523	.03	.07	.03	
b. tmcocurrhrs	361	3.26	4.04	4.07	4.90	.314	.083	.060	.031	5.97	6.67	6.88	7.15	412	387	367	.016	.012	.000	-.12	-.12	-.23	
c. tmworkonhrs	362	3.13	2.99	2.74	3.42	.365	.082	.056	.030	6.94	6.56	6.42	6.90	6,830	379	54,232	.699	.297	.417	.02	.06	-.04	
d. tmworkoffhrs	363	12.99	13.09	15.20	12.71	.658	.161	.121	.057	12.53	12.97	13.77	13.18	6,830	387	367	.887	.001	.677	-.01	-.16	.02	
— tmworkhrs	362	16.12	16.06	17.93	16.11	.721	.168	.123	.058	13.73	13.51	13.96	13.50	6,809	13,306	54,059	.940	.015	.995	.00	-.13	.00	
e. tmservicehrs	361	3.21	3.08	3.00	2.95	.297	.073	.050	.024	5.64	5.90	5.72	5.50	6,819	13,335	365	.681	.483	.376	.02	.04	.05	
f. tmrelaxhrs	361	11.25	10.77	10.54	11.08	.466	.102	.071	.035	8.85	8.21	8.12	8.18	6,823	377	54,203	.275	.128	.678	.06	.09	.02	
g. tmcarehrs	360	6.89	6.56	8.20	6.02	.593	.135	.108	.047	11.26	10.86	12.28	10.91	6,813	383	54,141	.578	.030	.133	.03	-.11	.08	
h. tmcommutehrs	362	7.08	6.06	4.64	4.71	.374	.079	.055	.026	7.13	6.38	6.26	5.95	6,832	377	364	.003	.000	.000	.16	.39	.40	
17 reading	359	2.96	2.88	2.86	2.74	.060	.014	.010	.005	1.14	1.15	1.17	1.17	6,803	13,299	363	.202	.102	.000	.07	.09	.19	
— tmreadinghrs	355	8.16	7.52	7.39	7.00	.363	.081	.058	.027	6.84	6.50	6.59	6.32	6,773	13,243	358	.072	.031	.002	.10	.12	.18	

# NSSE 2024 Frequencies and Statistical Comparisons

## Detailed Statistics<sup>g</sup>

### California State University, Sacramento

#### Seniors

Variable Name	N		Mean				Standard error <sup>h</sup>				Standard deviation <sup>i</sup>				Degrees of freedom <sup>j</sup>			Significance <sup>k</sup>			Effect size <sup>e</sup>		
	Sacramento State		Far West Public	Carnegie Class	NSSE 2023 & 2024	Sacramento State	Far West Public	Carnegie Class	NSSE 2023 & 2024	Sacramento State	Far West Public	Carnegie Class	NSSE 2023 & 2024	Comparisons with:			Comparisons with:			Comparisons with:			
	Sacramento State	Sacramento State												Far West Public	Carnegie Class	NSSE 2023 & 2024	Far West Public	Carnegie Class	NSSE 2023 & 2024	Far West Public	Carnegie Class	NSSE 2023 & 2024	Far West Public
18 a. pgwrite	361	3.11	3.05	3.06	3.04	.043	.011	.008	.004	.83	.86	.88	.88	6,822	13,322	54,089	.195	.275	.127	.07	.06	.08	
b. pgspeak	360	2.93	2.93	2.94	2.95	.048	.011	.008	.004	.90	.90	.93	.92	6,816	13,300	54,010	.967	.854	.772	.00	-.01	-.02	
c. pgthink	361	3.34	3.27	3.28	3.30	.038	.010	.007	.003	.72	.78	.79	.78	6,813	384	365	.087	.149	.329	.09	.07	.05	
d. pganalyze	361	2.92	2.92	2.91	2.93	.050	.012	.008	.004	.95	.95	.96	.96	6,819	13,306	54,010	.903	.846	.749	-.01	.01	-.02	
e. pgwork	361	2.79	2.85	2.99	2.97	.053	.012	.008	.004	1.01	.96	.94	.95	398	378	365	.238	.000	.001	-.07	-.22	-.19	
f. pgothers	361	3.09	3.05	3.01	3.06	.045	.011	.008	.004	.86	.87	.92	.88	6,812	13,295	54,012	.427	.096	.511	.04	.09	.03	
g. pgvalues	362	2.80	2.84	2.87	2.87	.051	.012	.009	.004	.97	.97	.98	.98	6,811	13,297	53,981	.556	.193	.224	-.03	-.07	-.06	
h. pgdiverse	362	3.03	2.96	2.90	2.91	.050	.012	.009	.004	.95	.94	.97	.96	6,819	13,298	54,007	.175	.014	.022	.07	.13	.12	
i. pgprobsolve	362	2.82	2.84	2.88	2.90	.048	.012	.008	.004	.92	.94	.95	.94	6,821	13,313	54,044	.601	.206	.102	-.03	-.07	-.09	
j. pgcitizen	361	2.76	2.74	2.76	2.75	.055	.012	.009	.004	1.04	.98	1.00	1.00	6,833	13,329	54,144	.643	.987	.816	.03	.00	.01	
19 evalexp	359	3.16	3.11	3.20	3.19	.040	.010	.007	.003	.75	.79	.79	.79	6,854	380	363	.262	.279	.433	.06	-.06	-.04	
20 sameinst	361	3.26	3.16	3.21	3.19	.043	.010	.007	.004	.82	.83	.85	.85	6,886	13,449	54,649	.027	.311	.122	.12	.05	.08	

IPEDS: 110617

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### Endnotes

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



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**NSSE 2024**

**High-Impact Practices**

California State University, Sacramento

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### About Your *High-Impact Practices* Report

Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." High-Impact Practices (HIPs) share several traits: They demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and students, encourage collaboration with diverse others, and provide frequent and substantive feedback. As a result, participation in these practices has the potential to be very influential and rewarding (Kilgo et al., 2015; Kuh, 2008). NSSE founding director George Kuh recommends that institutions should aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major (NSSE, 2007).

NSSE asks students about their participation in the six HIPs shown in the box at right. Unlike most questions on the NSSE survey, the HIP questions are not limited to the current school year. Thus, senior students' responses include participation from prior years.

#### *High-Impact Practices in NSSE*

##### Service-Learning

Courses that included a community-based project

##### Learning Community

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

##### Research with Faculty

Work with a faculty member on a research project

##### Internship or Field Experience

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

##### Study Abroad

##### Culminating Senior Experience

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

### Report Sections

#### Participation Comparisons (p. 3)

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

##### Overall HIP Participation

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

##### Statistical Comparisons

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

#### Response Detail (pp. 4-5)

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

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

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

### Interpreting Comparisons

*HIP participation varies more among students within an institution than it does between institutions*, like many experiences and outcomes in higher education. As a result, focusing attention on overall participation rates amounts to examining the tip of the iceberg. It is equally important to understand how student engagement (including HIP participation) varies *within* your institution. The table beginning on page 6 provides an initial look at how HIP participation varies by selected student social identities and experiences. Your NSSE Tableau dashboard and Report Builder (released in the fall) offer further perspectives on internal variation to help you investigate your students' HIP participation in depth.

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

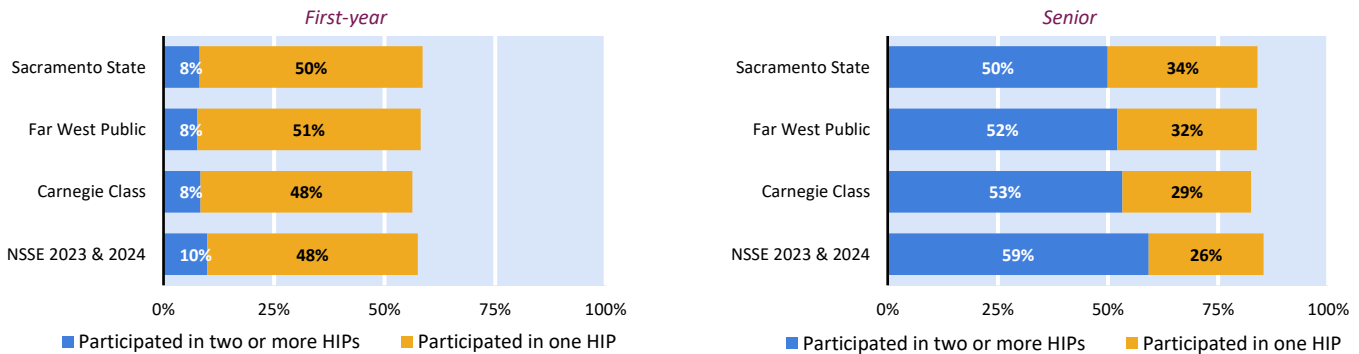
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

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

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

## Overall HIP Participation

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



## Statistical Comparisons

The table below displays the percentage of your students who participated in a given High-Impact Practice, including the percentage who participated in at least one or in two or more HIPs. It also graphs the difference, in percentage points, between your students and those of your comparison groups. Blue bars indicate how much higher your institution's percentage is compared to the comparison group. Dark red bars indicate how much lower your institution's percentage is compared to the comparison group. (Comparison group percentages appear on the following pages.)

*Your students' participation compared with:*

	Sacramento State	Far West Public		Carnegie Class		NSSE 2023 & 2024	
	%	Difference <sup>a</sup>	ES <sup>b</sup>	Difference <sup>a</sup>	ES <sup>b</sup>	Difference <sup>a</sup>	ES <sup>b</sup>
<b>First-year</b>							
Service-Learning	56	+1	.02	+3	.05	+3	.06
Learning Community	9	+1	.02	+0	.01	-2	-.08
Research with Faculty	4	-0	-.02	-1	-.04	-2	-.08
<b>Participated in at least one</b>	59	+0	.01	+2	.05	+1	.02
<b>Participated in two or more</b>	8	+1	.02	-0	-.01	-2	-.06
<b>Senior</b>							
Service-Learning	63	-0	-.01	+3	.05	+4	.07
Learning Community	18	-1	-.02	-2	-.04	-5	* -.12
Research with Faculty	19	+1	.04	+1	.02	-4	* -.11
Internship or Field Exp.	37	-1	-.01	-5	* -.10	-12	*** -.23
Study Abroad	4	-1	-.05	-2	* -.10	-6	*** -.24
Culminating Senior Exp.	43	+3	.06	+0	.00	-2	-.05
<b>Participated in at least one</b>	84	+0	.00	+1	.04	-1	-.04
<b>Participated in two or more</b>	50	-2	-.04	-3	-.07	-9	*** -.19

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

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

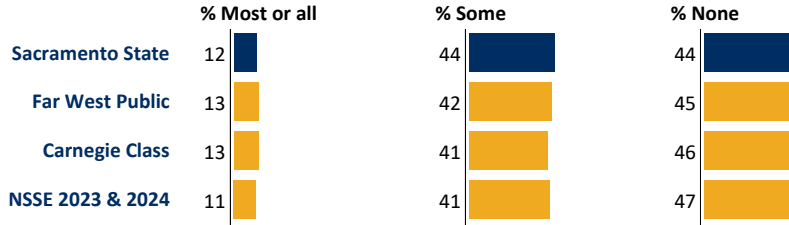
\**p* < .05, \*\**p* < .01, \*\*\**p* < .001 (*z*-test comparing participation rates).

Note: Participation includes the percentage of students who responded "done or in progress" except for service-learning which is the percentage who responded that at least "some" courses included a community-based project. Results are unweighted, except for overall percentages which are weighted by sex and enrollment status.

## First-year students

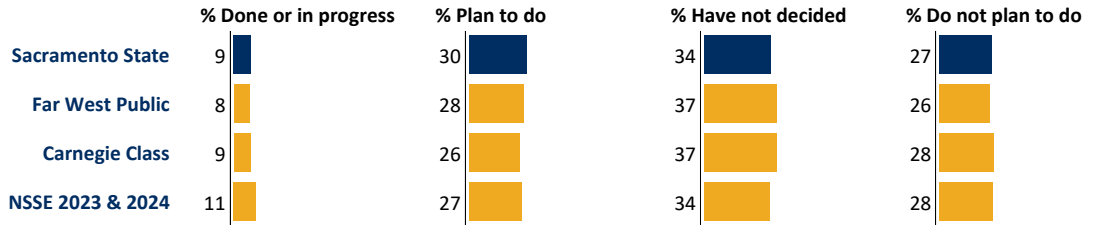
### Service-Learning

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



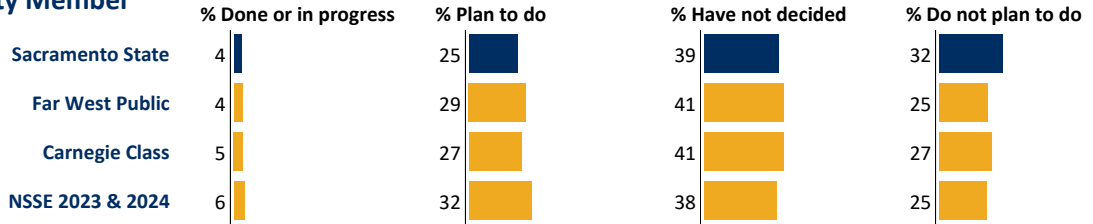
### Learning Community

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



### Research with a Faculty Member

Work with a faculty member on a research project.



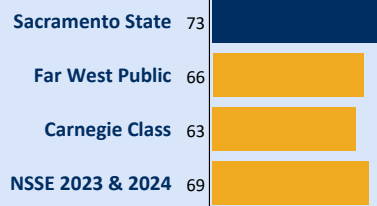
## Plans to Participate<sup>a</sup>

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

### Percentage responding "Plan to do"

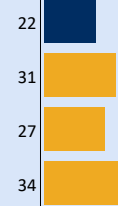
#### Internship or Field Experience

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



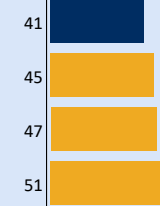
#### Study Abroad

Participate in a study abroad program.



#### Culminating Senior Experience

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



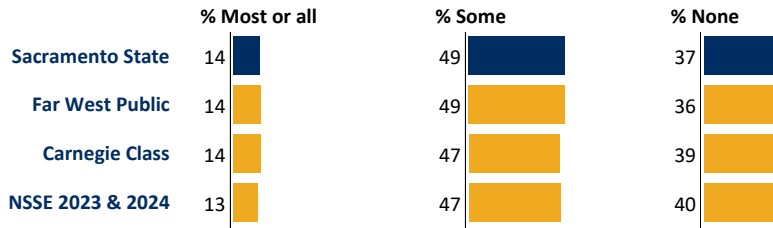
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

Note: Results are unweighted, except for overall percentages which are weighted by sex and enrollment status.

## Seniors

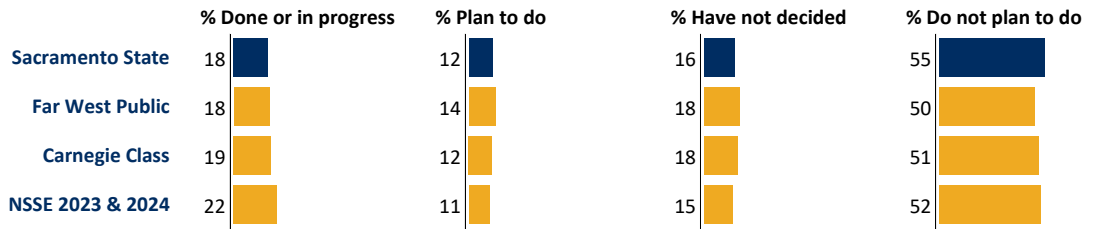
### Service-Learning

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



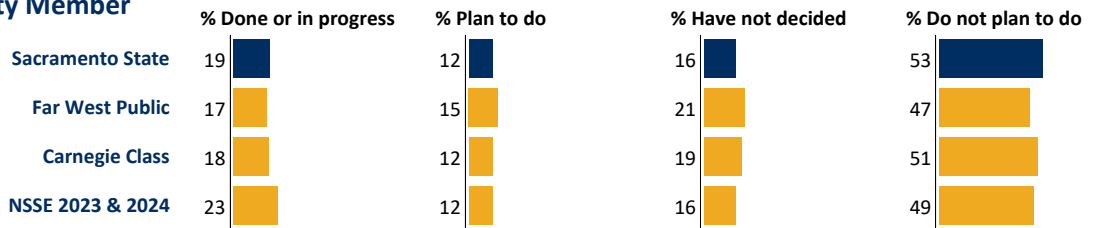
### Learning Community

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



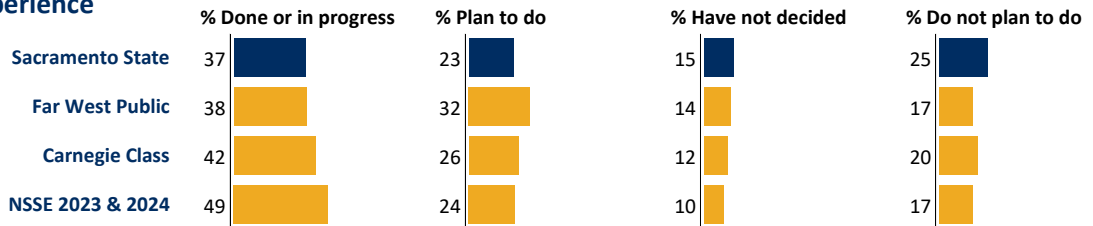
### Research with a Faculty Member

Work with a faculty member on a research project.



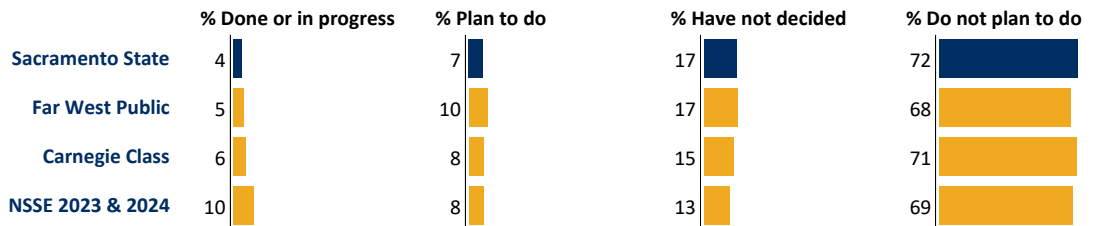
### Internship or Field Experience

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



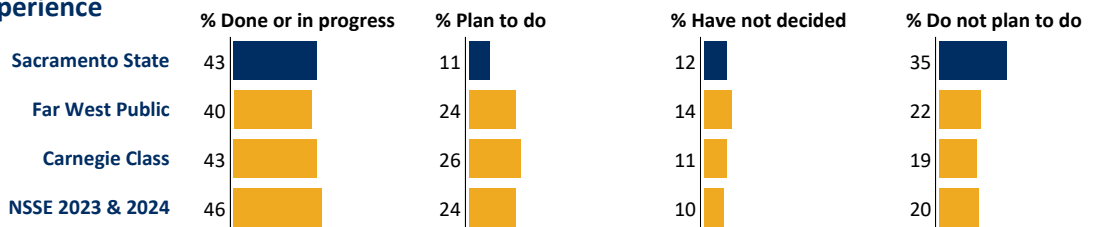
### Study Abroad

Participate in a study abroad program.



### Culminating Senior Experience

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



Note: Results are unweighted, except for overall percentages which are weighted by sex and enrollment status.

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

Examining participation rates for different groups offers insight into how engagement varies within your student population. The table below displays participation in each HIP by selected social identities and experiences. Details include the number of HIP participants (N), the number within the group who responded to the item (total), and the group participation percentage (%).

	<i>First-year</i>						<i>Senior</i>											
	Service-Learning		Learning Community		Research with Faculty		Service-Learning		Learning Community		Research with Faculty		Internship or Field Experience		Study Abroad		Culminating Senior Experience	
Major category <sup>a</sup>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Arts & humanities	11/15	73	2/14	14	1/15	7	20/37	54	5/38	13	8/38	21	11/38	29	3/38	8	20/38	53
Bio. sci., agric., and natural res.	11/18	61	3/18	17	0/17	0	13/16	81	4/17	24	7/17	41	6/17	35	0/17	0	3/17	18
Physical sci., math, computer sci.	10/16	63	1/17	6	1/17	6	10/17	59	4/17	24	5/17	29	8/17	47	1/17	6	12/17	71
Social sciences	23/32	72	2/33	6	0/32	0	60/100	60	13/100	13	26/100	26	33/100	33	3/100	3	52/100	52
Business	11/24	46	1/24	4	2/24	8	23/39	59	9/39	23	5/39	13	15/39	38	2/39	5	13/39	33
Communications, media, public rel.	0/4	0	0/4	0	0/4	0	14/25	56	6/25	24	5/25	20	9/25	36	2/25	8	9/25	36
Education	1/5	20	0/5	0	0/5	0	4/4	100	0/4	0	0/4	0	2/4	50	0/4	0	4/4	100
Engineering	10/21	48	2/21	10	0/21	0	7/16	44	3/16	19	5/16	31	5/16	31	1/16	6	14/16	88
Health professions	26/45	58	6/45	13	4/45	9	43/60	72	13/61	21	3/61	5	26/61	43	1/61	2	14/60	23
Social service professions	6/12	50	0/13	0	0/13	0	24/29	83	7/29	24	2/29	7	14/29	48	1/29	3	4/29	14
Undecided/undeclared	0/0		0/0		0/0		1/1	100	0/25	0	0/25	0	0/25	0	0/25	0	1/1	100
<b>Transfer status</b>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Started here	106/188	56	16/190	8	8/189	4	67/105	64	24/107	22	16/107	15	33/107	31	5/107	5	45/107	42
Started elsewhere	7/15	47	3/15	20	0/15	0	163/249	65	42/250	17	51/250	20	103/249	41	10/250	4	106/249	43
<b>Enrollment status<sup>b</sup></b>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not full-time	3/5	60	1/5	20	0/5	0	45/74	61	11/74	15	8/74	11	22/74	30	2/74	3	30/74	41
Full-time	121/212	57	20/214	9	8/213	4	192/296	65	58/301	19	64/300	21	121/303	40	16/300	5	130/299	43
<b>First-generation<sup>c</sup></b>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	31/67	46	4/67	6	2/67	3	74/118	63	19/119	16	22/119	18	58/119	49	5/119	4	54/119	45
First-generation	73/122	60	14/124	11	6/123	5	145/223	65	42/225	19	43/225	19	73/224	33	9/225	4	94/224	42
I prefer not to respond	8/13	62	1/13	8	0/13	0	12/15	80	6/15	40	3/15	20	5/15	33	2/15	13	4/15	27
<b>Race/ethnicity<sup>d</sup></b>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	41/72	57	6/72	8	2/71	3	48/76	63	11/77	14	13/77	17	28/77	36	4/77	5	26/76	34
Black or African American	8/16	50	1/16	6	0/16	0	19/29	66	4/29	14	7/29	24	12/29	41	1/29	3	12/29	41
Hispanic, Latina/o, Latine, or Latinx	45/80	56	7/81	9	6/82	7	82/127	65	26/127	20	22/127	17	46/126	37	4/127	3	52/127	41
Indigenous, American Indian, etc.	4/6	67	0/6	0	0/6	0	10/13	77	3/13	23	2/13	15	6/13	46	0/13	0	8/13	62
Middle Eastern or North African	3/3	100	0/3	0	0/3	0	4/5	80	0/5	0	1/5	20	1/5	20	0/5	0	1/5	20
Native Hawaiian or Pacific Islander	7/9	78	1/9	11	0/9	0	8/10	80	4/10	40	1/10	10	3/10	30	0/10	0	4/10	40
White	31/54	57	5/55	9	0/54	0	84/141	60	23/143	16	29/143	20	62/142	44	8/143	6	69/143	48
Another race or ethnicity	2/3	67	0/3	0	0/3	0	7/10	70	0/10	0	2/10	20	3/10	30	0/10	0	3/10	30
I prefer not to respond	2/5	40	0/5	0	1/5	20	7/11	64	3/11	27	3/11	27	5/11	45	0/11	0	7/11	64

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

Examining participation rates for different groups offers insight into how engagement varies within your student population. The table below displays participation in each HIP by selected social identities and experiences. Details include the number of HIP participants (N), the number within the group who responded to the item (total), and the group participation percentage (%).

	<i>First-year</i>						<i>Senior</i>											
	Service-Learning		Learning Community		Research with Faculty		Service-Learning		Learning Community		Research with Faculty		Internship or Field Experience		Study Abroad		Culminating Senior Experience	
<b>International status</b>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not an international student	109/198	55	19/200	10	8/199	4	223/345	65	60/348	17	67/348	19	129/347	37	14/348	4	145/347	42
International student	4/5	80	0/5	0	0/5	0	8/11	73	7/11	64	1/11	9	7/11	64	2/11	18	7/11	64
<b>Gender identity<sup>d</sup></b>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Woman	73/123	59	12/122	10	4/122	3	156/236	66	49/238	21	44/238	18	92/237	39	13/238	5	98/237	41
Man	37/71	52	5/74	7	4/73	5	60/97	62	14/98	14	17/98	17	36/98	37	3/98	3	44/98	45
Trans/Transgender	3/6	50	2/6	33	0/6	0	3/5	60	1/5	20	1/5	20	5/5	100	1/5	20	2/5	40
Agender or gender neutral	1/1	100	0/1	0	0/1	0	1/3	33	0/3	0	1/3	33	3/3	100	0/3	0	1/3	33
Demigender	0/2	0	0/2	0	0/2	0	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0	1/1	100
Genderqueer, non-binary, etc.	2/4	50	0/4	0	0/4	0	8/14	57	2/14	14	1/14	7	3/14	21	0/14	0	9/14	64
Two-spirit	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0
Cis/Cisgender	6/8	75	0/8	0	0/8	0	21/31	68	5/31	16	7/31	23	17/31	55	1/31	3	11/31	35
Questioning or unsure	2/2	100	1/2	50	0/2	0	0/1	0	0/1	0	1/1	100	0/1	0	0/1	0	0/1	0
Another gender identity	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0
I prefer not to respond	0/1	0	1/1	100	0/1	0	6/8	75	2/8	25	3/8	38	3/8	38	0/8	0	3/8	38
<b>Sexual orientation<sup>d</sup></b>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Straight or heterosexual	83/148	56	10/150	7	6/150	4	167/261	64	49/264	19	44/264	17	93/263	35	10/264	4	106/263	40
Bisexual	14/21	67	4/21	19	0/20	0	37/51	73	9/51	18	14/51	27	23/51	45	3/51	6	26/51	51
Lesbian	2/4	50	0/4	0	0/4	0	4/8	50	1/8	13	1/8	13	3/8	38	0/8	0	2/8	25
Gay	1/6	17	2/6	33	0/6	0	5/7	71	2/7	29	2/7	29	3/7	43	1/7	14	4/7	57
Queer	2/4	50	0/4	0	0/4	0	7/12	58	1/12	8	4/12	33	7/12	58	0/12	0	8/12	67
Pansexual or polysexual	6/7	86	2/7	29	0/7	0	7/11	64	2/11	18	2/11	18	4/11	36	1/11	9	6/11	55
Ace, gray, or asexual	5/10	50	0/10	0	2/10	20	3/3	100	0/3	0	1/3	33	2/3	67	0/3	0	0/3	0
Demisexual	1/3	33	0/3	0	0/3	0	3/3	100	1/3	33	1/3	33	3/3	100	0/3	0	2/3	67
Questioning or unsure	2/6	33	1/6	17	0/6	0	3/6	50	1/6	17	3/6	50	2/6	33	0/6	0	3/6	50
Another sexual orientation	1/1	100	0/1	0	0/1	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0
I prefer not to respond	2/5	40	0/5	0	0/5	0	12/19	63	4/19	21	4/19	21	9/19	47	2/19	11	8/19	42
<b>Age<sup>b</sup></b>	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
FY 21+, Seniors 25+	0/214	0	0/216	0	0/215	0	95/145	66	31/148	21	30/148	20	60/149	40	9/148	6	65/147	44
FY < 21, Seniors < 25	124/214	58	21/216	10	8/215	4	142/225	63	38/227	17	42/226	19	83/228	36	9/226	4	95/226	42

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

Examining participation rates for different groups offers insight into how engagement varies within your student population. The table below displays participation in each HIP by selected social identities and experiences. Details include the number of HIP participants (N), the number within the group who responded to the item (total), and the group participation percentage (%).

	<i>First-year</i>						<i>Senior</i>											
	Service-Learning		Learning Community		Research with Faculty		Service-Learning		Learning Community		Research with Faculty		Internship or Field Experience		Study Abroad		Culminating Senior Experience	
	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
<b>Disability status<sup>d</sup></b>																		
Sensory disability	1/1	100	1/1	100	0/1	0	3/3	100	1/3	33	1/3	33	2/3	67	0/3	0	1/3	33
Physical disability	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Mental health or develop. disability	12/20	60	1/20	5	1/20	5	20/34	59	4/34	12	6/34	18	18/34	53	1/34	3	17/34	50
Another disability or condition	1/2	50	0/2	0	0/2	0	4/5	80	1/5	20	1/5	20	1/5	20	0/5	0	2/5	40
Multiple types of disab. or cond.	5/12	42	2/12	17	0/11	0	25/36	69	6/36	17	11/36	31	17/36	47	2/36	6	18/36	50
No disability or condition	91/161	57	13/163	8	7/163	4	168/262	64	52/265	20	45/265	17	92/264	35	13/265	5	111/264	42
I prefer not to respond	3/7	43	2/7	29	0/7	0	11/16	69	3/16	19	4/16	25	6/16	38	0/16	0	3/16	19
<b>Residence</b>																		
Not on campus	69/127	54	15/130	12	4/128	3	222/342	65	62/343	18	68/343	20	129/343	38	16/343	5	149/342	44
On campus	43/74	58	4/73	5	4/74	5	7/12	58	3/14	21	0/14	0	6/13	46	0/14	0	3/14	21
<b>Athlete status</b>						0				0								
Not an athlete	108/195	55	17/196	9	7/195	4	228/351	65	65/354	18	68/354	19	135/353	38	16/354	5	151/353	43
Student-athlete	3/5	60	2/6	33	1/6	17	1/2	50	0/2	0	0/2	0	0/2	0	0/2	0	0/2	0
<b>Greek membership</b>																		
Not a member	111/200	56	18/201	9	6/200	3	210/328	64	59/329	18	58/329	18	124/328	38	13/329	4	140/328	43
Member	2/3	67	1/4	25	2/4	50	15/20	75	6/22	27	8/22	36	9/22	41	2/22	9	10/22	45
<b>Military status</b>																		
No military service	112/200	56	19/202	9	8/201	4	224/348	64	64/351	18	66/351	19	129/350	37	15/351	4	149/350	43
Current or former military service	0/0		0/0		0/0		5/6	83	1/6	17	2/6	33	5/6	83	1/6	17	3/6	50
<b>Satisfaction<sup>e</sup></b>																		
Fair or poor	24/49	49	4/49	8	2/49	4	23/48	48	3/50	6	5/50	10	16/50	32	2/50	4	16/49	33
Good or excellent	90/156	58	15/158	9	5/157	3	207/309	67	62/309	20	61/309	20	119/308	39	13/309	4	134/309	43
<b>Overall</b>	124/217	56	21/219	9	8/218	4	237/370	63	69/375	18	72/374	19	143/377	37	18/374	4	160/373	43

Notes: Results are of those responding "done or in progress" except for service-learning which is the percentage responding that at least "some" courses included a community-based project. Results are unweighted, except for overall percentages which are weighted by sex and enrollment status if applicable. Percentages are within-group and can be read, for example, "X% of business major respondents participated in a learning community."

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

b. Institution-reported variable.

c. No parent, guardian, or person who raised you holds a bachelor's degree.

d. Select-all-that-apply item; students may be represented in more than one category.

e. Based on responses to "How would you evaluate your entire educational experience at this institution?"



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# NSSE 2024

## Multi-Year Report

California State University, Sacramento

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### About Your Multi-Year Report

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

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

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

### Report sections

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

### Interpreting year-to-year results

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

### For further investigation

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

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

#### Response Details by Participation Year

Year	First-year students					Seniors				
	Response rate <sup>a</sup>	Sampling error <sup>b</sup>	Total respondents <sup>c</sup>	Full completions	Partial completions	Response rate <sup>a</sup>	Sampling error <sup>b</sup>	Total respondents <sup>c</sup>	Full completions	Partial completions
2013										
2014	22%	+/- 3.3%	710	591	119	26%	+/- 1.9%	1,872	1,614	258
2015										
2016										
2017	22%	+/- 2.6%	1,133	882	251	26%	+/- 1.8%	2,093	1,726	367
2018										
2019										
2020	9%	+/- 4.5%	438	240	198	12%	+/- 3.9%	561	371	190
2021										
2022	20%	+/- 3.3%	714	434	280	19%	+/- 2.0%	1,964	1,366	598
2023	16%	+/- 3.4%	686	443	243	17%	+/- 2.1%	1,847	1,402	445
2024	8%	+/- 5.5%	292	197	95	7%	+/- 4.3%	473	351	122

#### Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified <sup>d</sup>	BCSSE	FSSE
2013							
2014	Email	Census	Yes	California State University	No	No	No
2015							
2016							
2017	Email	Census	Yes	Academic Advising, California State University	No	Yes	No
2018							
2019							
2020	Email	Census	No	FY Experiences / Sr Transitions, Inclusiv & Cult Div	No	Yes	Yes
2021							
2022	Email	Census	No	Inclusiv & Cult Div, HIP Quality	No	Yes	Yes
2023	Email	Census	Yes	Inclusiv. & Cultural Div., Mental Heath	No	Yes	Yes
2024	Email	Census	No	Inclusiv. & Cultural Div., Mental Health & Well-Being	No	Yes	Yes

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

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

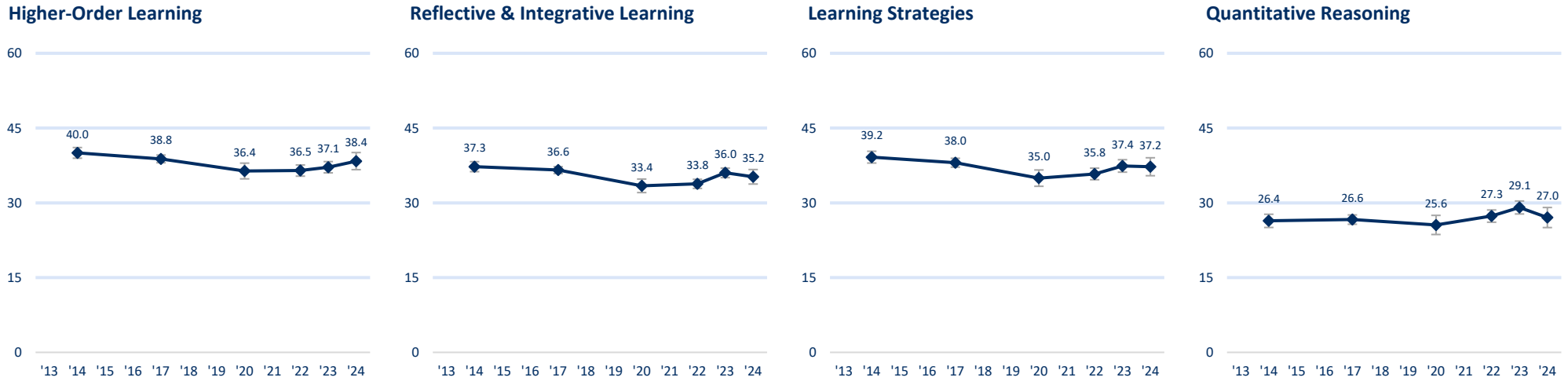
b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much results for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors (such as +/-10%)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

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

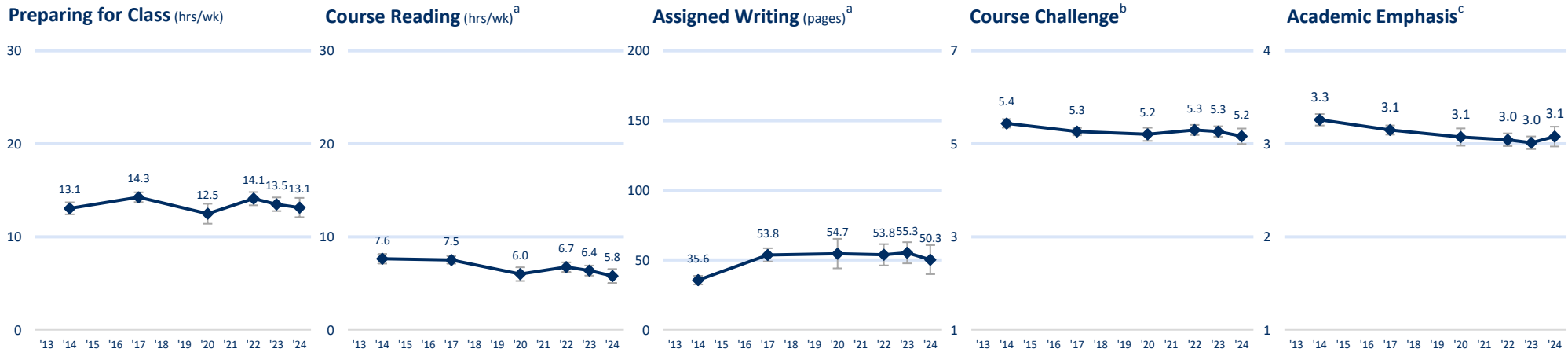
d. Starting in 2017, institutions had the option to flag a subset of students for exclusion from reports. Refer to your *Administration Summary* reports.

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

#### Academic Challenge: First-year students



#### Academic Challenge (additional items): First-year students



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

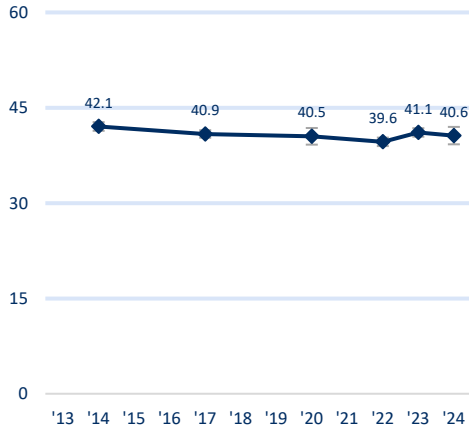
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

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

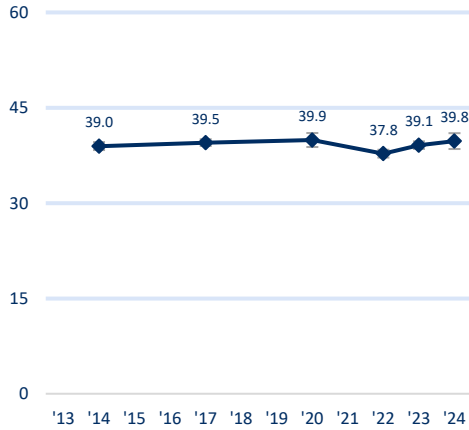
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

#### Academic Challenge: Seniors

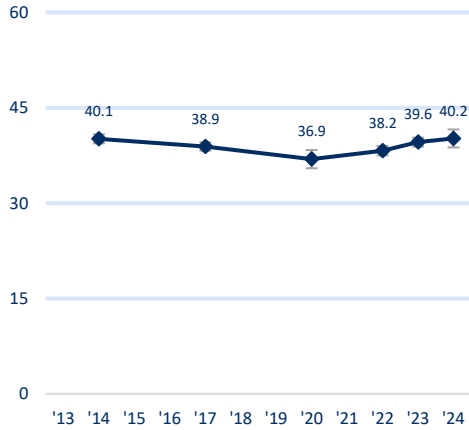
##### Higher-Order Learning



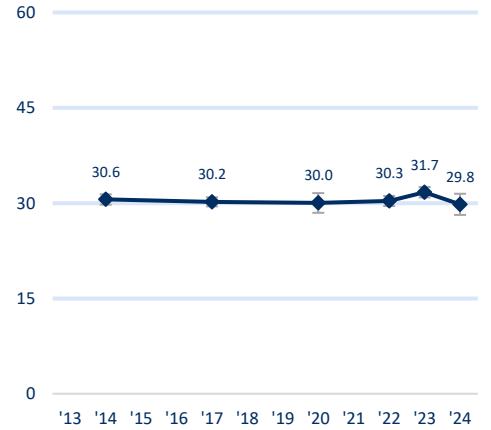
##### Reflective & Integrative Learning



##### Learning Strategies

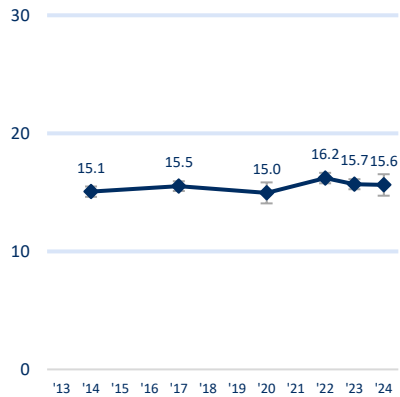


##### Quantitative Reasoning

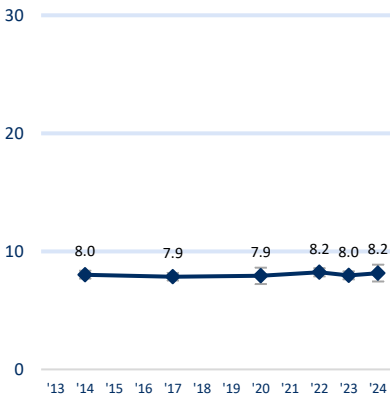


#### Academic Challenge (additional items): Seniors

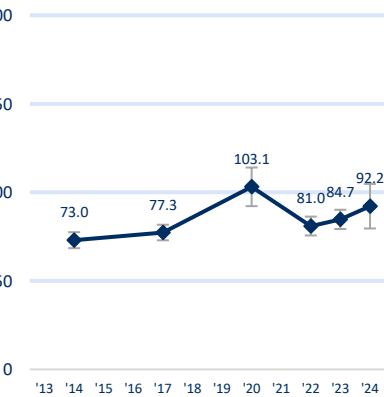
##### Preparing for Class (hrs/wk)



##### Course Reading (hrs/wk)<sup>a</sup>



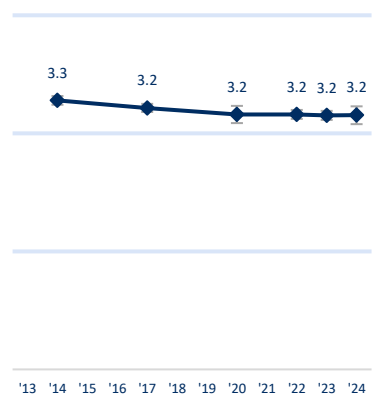
##### Assigned Writing (pages)<sup>a</sup>



##### Course Challenge<sup>b</sup>



##### Academic Emphasis<sup>c</sup>



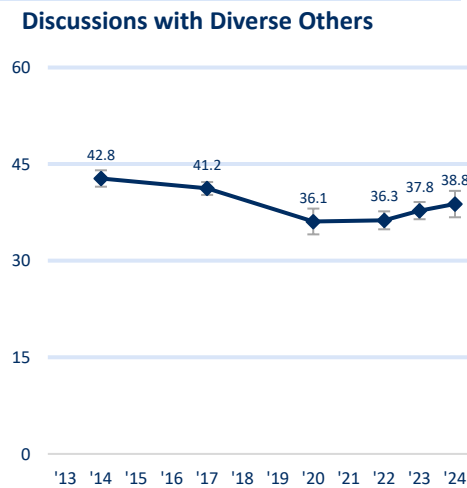
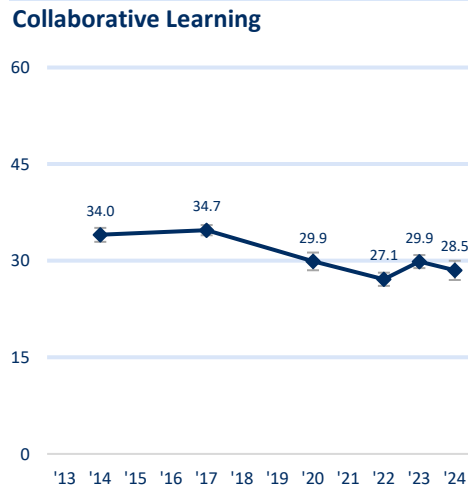
a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions.

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

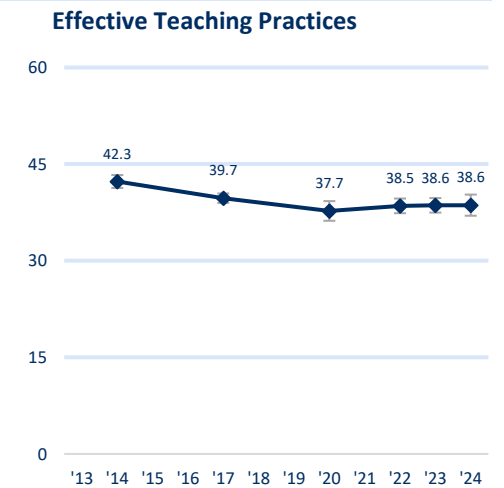
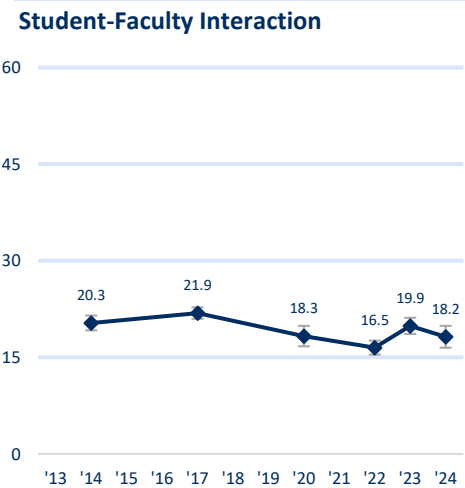
c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

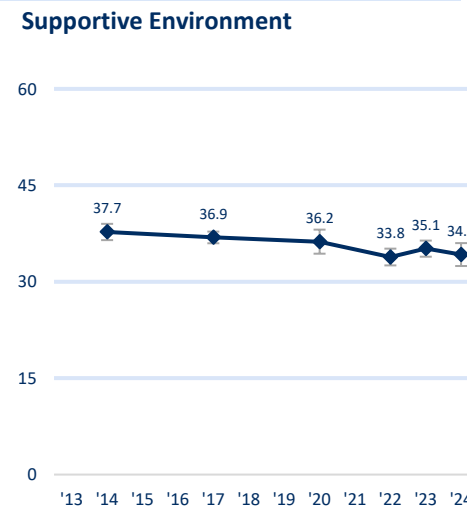
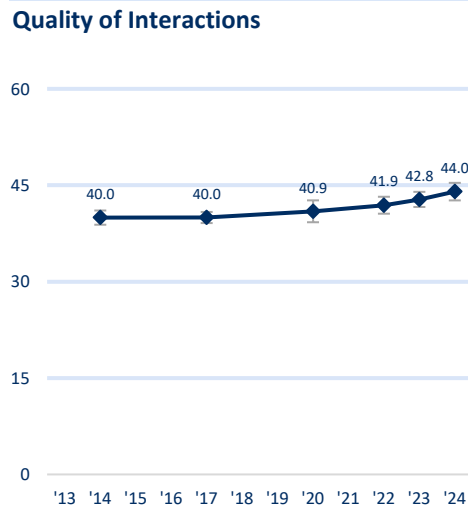
#### Learning with Peers: First-year students



#### Experiences with Faculty: First-year students



#### Campus Environment: First-year students



# NSSE 2024 Multi-Year Report

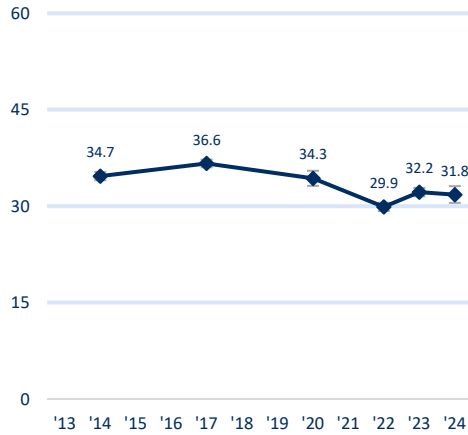
## Engagement Results by Theme

### California State University, Sacramento

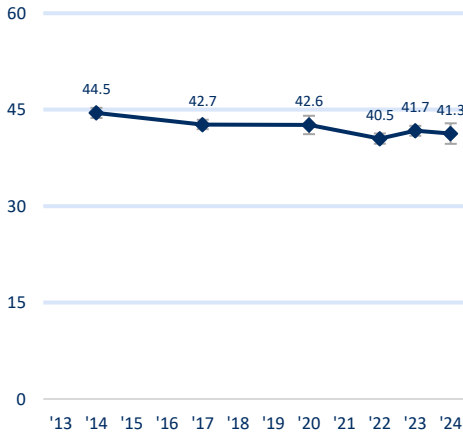
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

#### Learning with Peers: Seniors

##### Collaborative Learning

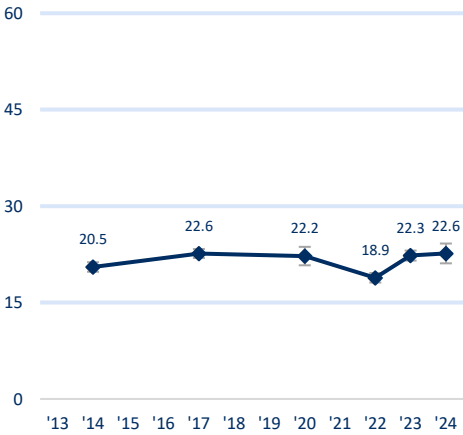


##### Discussions with Diverse Others

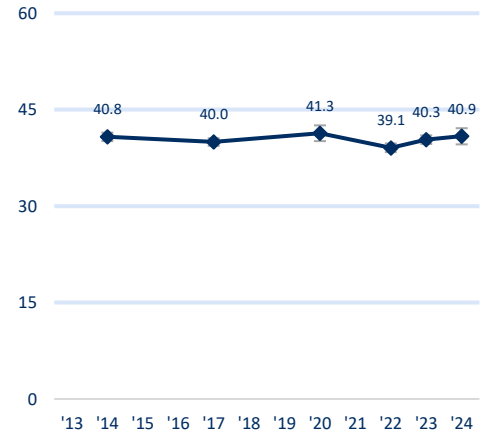


#### Experiences with Faculty: Seniors

##### Student-Faculty Interaction

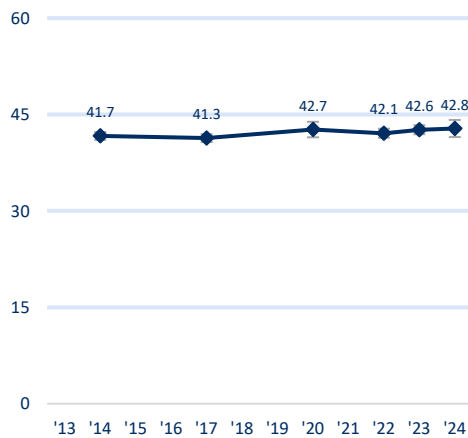


##### Effective Teaching Practices

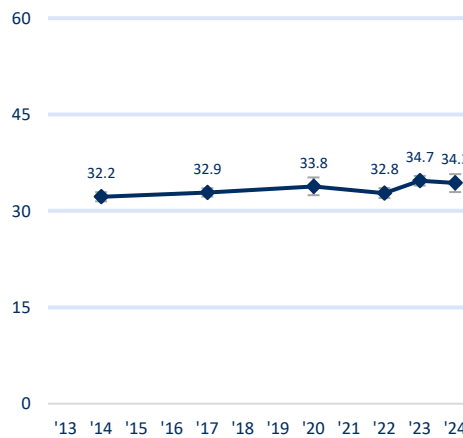


#### Campus Environment: Seniors

##### Quality of Interactions



##### Supportive Environment

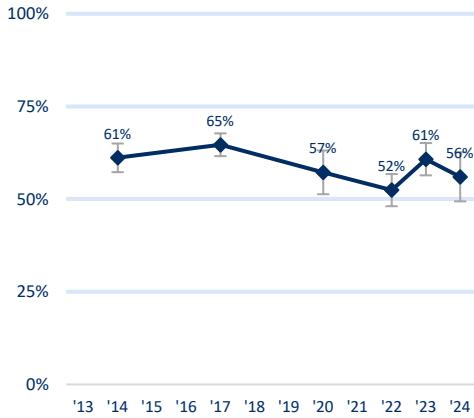


Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

#### High-Impact Practices: First-year students

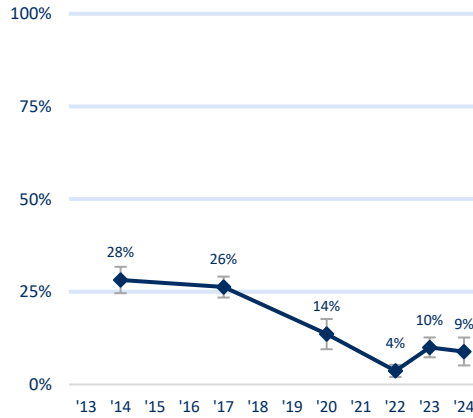
##### Service-Learning

(Some, most, or all courses)



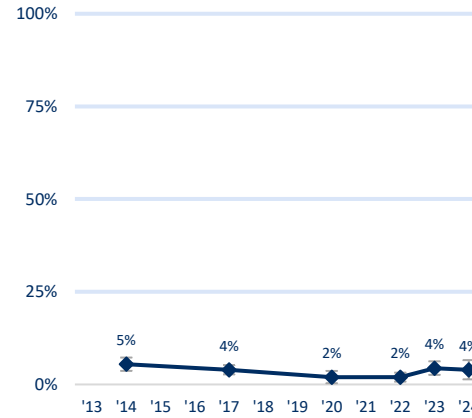
##### Learning Community

(Done or in progress)



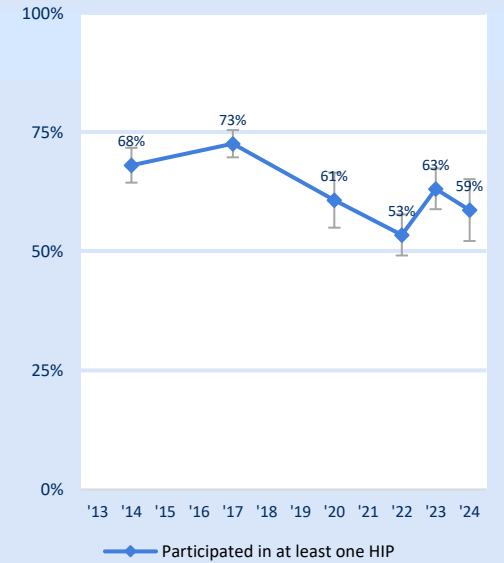
##### Research with Faculty

(Done or in progress)



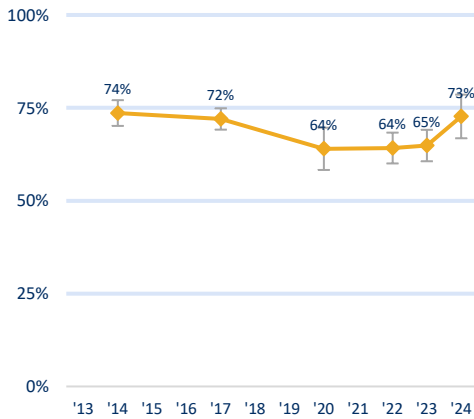
#### Overall first-year HIP participation

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



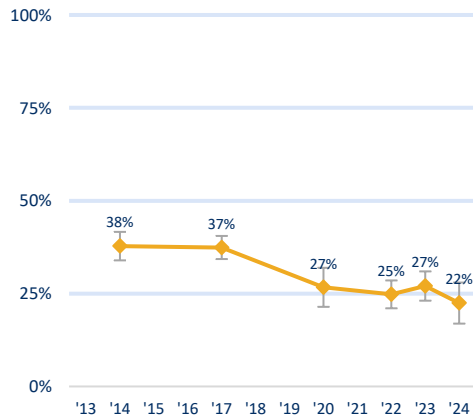
##### Internship/Field Experience

(Plan to do)



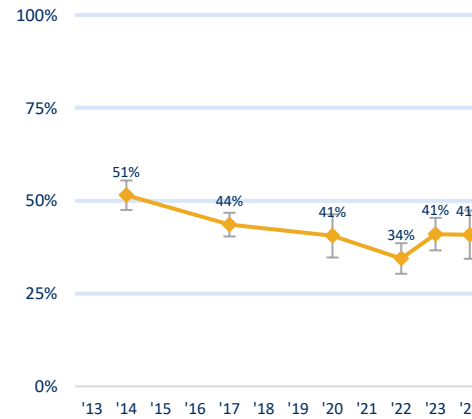
##### Study Abroad

(Plan to do)



##### Culminating Senior Experience

(Plan to do)

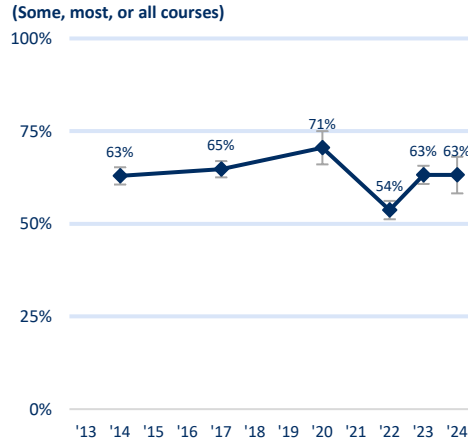


NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

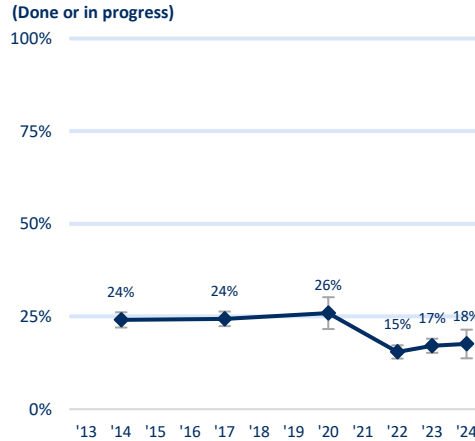
Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact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

#### High-Impact Practices: Seniors

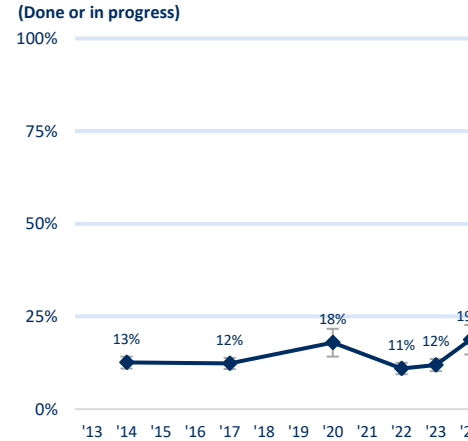
##### Service-Learning (Some, most, or all courses)



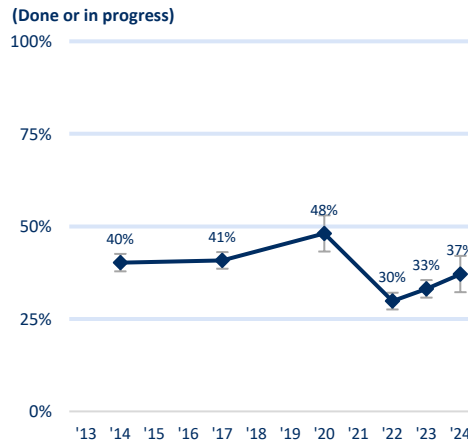
##### Learning Community (Done or in progress)



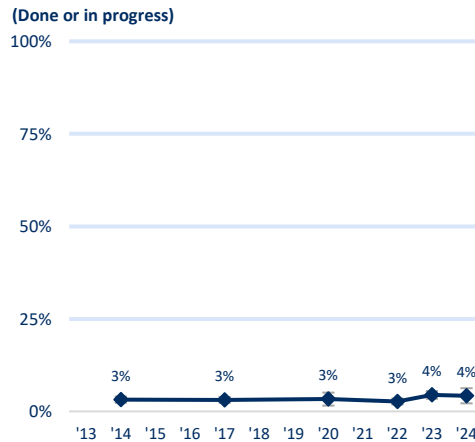
##### Research with Faculty (Done or in progress)



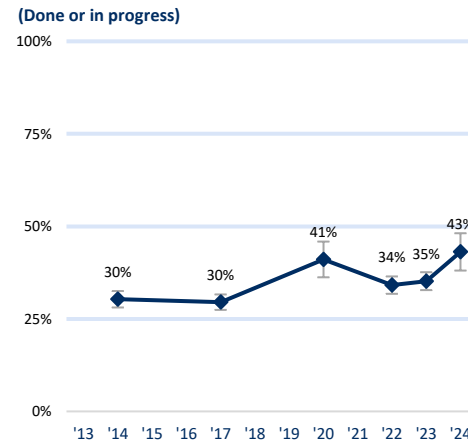
##### Internship/Field Experience (Done or in progress)



##### Study Abroad (Done or in progress)

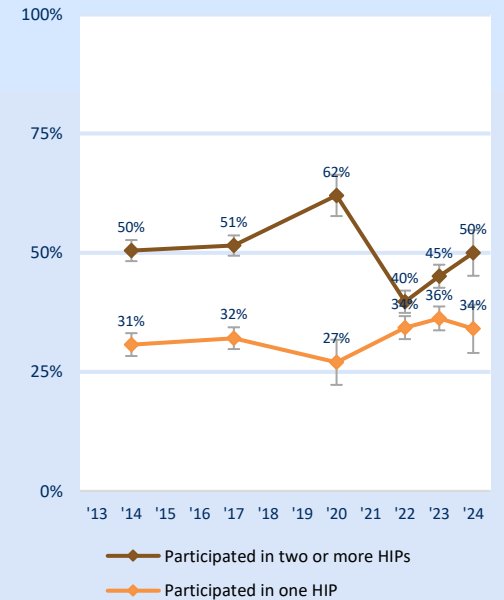


##### Culminating Senior Experience (Done or in progress)



#### Overall senior HIP participation

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



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

# NSSE 2024 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Challenge Items

### California State University, Sacramento

		First-year students											Seniors												
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24
<i>Academic Challenge</i>																									
<b>Higher-Order Learning</b>	<i>Mean</i>		<b>40.0</b>			<b>38.8</b>			<b>36.4</b>		<b>36.5</b>	<b>37.1</b>	<b>38.4</b>		<b>42.1</b>			<b>40.9</b>		<b>40.5</b>		<b>39.6</b>	<b>41.1</b>	<b>40.6</b>	
	<i>n</i>		624			1,059			320		578	527	238		1,703			1,989		443		1,684	1,609	409	
	<i>SD</i>		13.6			12.8			14.4		13.7	13.2	13.5		14.3			13.5		14.1		13.9	13.6	14.1	
	<i>SE</i>		.55			.39			.81		.57	.58	.88		.35			.30		.67		.34	.34	.70	
	<i>CI up bnd</i>		41.1			39.6			38.0		37.6	38.3	40.1		42.7			41.5		41.8		40.3	41.8	42.0	
	<i>CI low bnd</i>		39.0			38.0			34.8		35.4	36.0	36.7		41.4			40.3		39.2		39.0	40.4	39.2	
<b>Reflective &amp; Integrative Learning</b>	<i>Mean</i>		<b>37.3</b>			<b>36.6</b>			<b>33.4</b>		<b>33.8</b>	<b>36.0</b>	<b>35.2</b>		<b>39.0</b>			<b>39.5</b>		<b>39.9</b>		<b>37.8</b>	<b>39.1</b>	<b>39.8</b>	
	<i>n</i>		658			1,090			361		629	594	264		1,758			2,021		497		1,800	1,731	429	
	<i>SD</i>		13.1			11.6			13.2		11.7	11.9	12.1		13.3			12.2		12.5		13.3	12.7	13.2	
	<i>SE</i>		.51			.35			.69		.46	.49	.74		.32			.27		.56		.31	.31	.64	
	<i>CI up bnd</i>		38.3			37.3			34.8		34.7	37.0	36.7		39.6			40.0		41.0		38.4	39.7	41.0	
	<i>CI low bnd</i>		36.3			35.9			32.1		32.9	35.1	33.8		38.3			39.0		38.8		37.2	38.5	38.5	
<b>Learning Strategies</b>	<i>Mean</i>		<b>39.2</b>			<b>38.0</b>			<b>35.0</b>		<b>35.8</b>	<b>37.4</b>	<b>37.2</b>		<b>40.1</b>			<b>38.9</b>		<b>36.9</b>		<b>38.2</b>	<b>39.6</b>	<b>40.2</b>	
	<i>n</i>		612			935			280		522	493	219		1,639			1,833		409		1,575	1,518	379	
	<i>SD</i>		14.9			13.9			14.0		13.5	14.1	13.6		14.8			14.5		14.9		14.8	13.9	14.1	
	<i>SE</i>		.60			.45			.84		.59	.64	.92		.37			.34		.74		.37	.36	.72	
	<i>CI up bnd</i>		40.3			38.9			36.6		37.0	38.6	39.0		40.8			39.6		38.4		39.0	40.3	41.6	
	<i>CI low bnd</i>		38.0			37.2			33.3		34.6	36.2	35.4		39.4			38.2		35.5		37.5	38.9	38.8	
<b>Quantitative Reasoning</b>	<i>Mean</i>		<b>26.4</b>			<b>26.6</b>			<b>25.6</b>		<b>27.3</b>	<b>29.1</b>	<b>27.0</b>		<b>30.6</b>			<b>30.2</b>		<b>30.0</b>		<b>30.3</b>	<b>31.7</b>	<b>29.8</b>	
	<i>n</i>		648			1,044			288		533	508	229		1,735			1,975		424		1,615	1,552	386	
	<i>SD</i>		17.2			15.3			16.6		14.4	14.9	15.5		17.3			16.2		16.3		16.2	16.4	16.7	
	<i>SE</i>		.68			.47			.98		.63	.66	1.03		.41			.37		.79		.40	.42	.85	
	<i>CI up bnd</i>		27.7			27.6			27.5		28.6	30.4	29.1		31.4			30.9		31.6		31.1	32.5	31.5	
	<i>CI low bnd</i>		25.1			25.7			23.6		26.1	27.8	25.0		29.8			29.5		28.5		29.5	30.9	28.1	
<i>Academic Challenge (additional items)</i>																									
<b>Preparing for Class (hours/week)</b>	<i>Mean</i>		<b>13.1</b>			<b>14.3</b>			<b>12.5</b>		<b>14.1</b>	<b>13.5</b>	<b>13.1</b>		<b>15.1</b>			<b>15.5</b>		<b>15.0</b>		<b>16.2</b>	<b>15.7</b>	<b>15.6</b>	
	<i>n</i>		576			890			257		496	471	211		1,579			1,750		383		1,535	1,474	359	
	<i>SD</i>		7.9			8.1			8.7		8.1	8.1	7.7		8.9			8.8		8.9		8.8	8.3	8.8	
	<i>SE</i>		.33			.27			.54		.36	.37	.53		.22			.21		.45		.23	.22	.46	
	<i>CI up bnd</i>		13.7			14.8			13.5		14.8	14.2	14.2		15.5			15.9		15.8		16.7	16.1	16.5	
	<i>CI low bnd</i>		12.4			13.7			11.4		13.4	12.8	12.1		14.6			15.1		14.1		15.8	15.3	14.7	
<b>Course Reading</b> <small>Est. hrs per week calculated from two items.</small>	<i>Mean</i>		<b>7.6</b>			<b>7.5</b>			<b>6.0</b>		<b>6.7</b>	<b>6.4</b>	<b>5.8</b>		<b>8.0</b>			<b>7.9</b>		<b>7.9</b>		<b>8.2</b>	<b>8.0</b>	<b>8.2</b>	
	<i>n</i>		570			885			255		491	466	208		1,568			1,728		383		1,529	1,466	355	
	<i>SD</i>		6.3			6.1			6.0		5.8	6.0	5.5		6.7			6.7		6.9		7.0	6.6	6.8	
	<i>SE</i>		.27			.21			.37		.26	.28	.38		.17			.16		.35		.18	.17	.36	
	<i>CI up bnd</i>		8.2			7.9			6.7		7.3	6.9	6.5		8.4			8.2		8.6		8.6	8.3	8.9	
	<i>CI low bnd</i>		7.1			7.1			5.3		6.2	5.8	5.0		7.7			7.5		7.2		7.9	7.6	7.4	

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

# NSSE 2024 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Challenge Items

### California State University, Sacramento

		First-year students										Seniors																				
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24							
<i>Academic Challenge (additional items, continued)</i>																																
<b>Assigned Writing</b>	<i>Mean</i>	<b>35.6</b>				<b>53.8</b>				<b>54.7</b>			<b>53.8</b>	<b>55.3</b>	<b>50.3</b>						<b>73.0</b>			<b>77.3</b>			<b>103.1</b>			<b>81.0</b>	<b>84.7</b>	<b>92.2</b>
	<i>n</i>	559				963				288			532	503	228						1,458			1,838			416			1,596	1,542	379
	<i>SD</i>	37.4				75.2				91.6			89.8	86.9	80.3						88.0			96.1			113.6			108.4	109.1	124.9
Est. no. of pages calculated from three survey questions.	<i>SE</i>	1.58				2.42				5.40			3.89	3.88	5.31						2.31			2.24			5.57			2.71	2.78	6.42
	<i>CI up bnd</i>	38.7				58.5				65.2			61.5	62.9	60.7						77.5			81.7			114.0			86.3	90.2	104.7
	<i>CI low bnd</i>	32.5				49.0				44.1			46.2	47.7	39.9						68.5			72.9			92.2			75.7	79.3	79.6
<b>Course Challenge</b>	<i>Mean</i>	<b>5.4</b>				<b>5.3</b>				<b>5.2</b>			<b>5.3</b>	<b>5.3</b>	<b>5.2</b>						<b>5.7</b>			<b>5.6</b>			<b>5.6</b>			<b>5.5</b>	<b>5.5</b>	<b>5.4</b>
	<i>n</i>	619				940				277			523	495	223						1,662			1,829			408			1,580	1,512	377
	<i>SD</i>	1.2				1.2				1.2			1.3	1.3	1.3						1.2			1.3			1.2			1.3	1.3	1.4
Extent courses challenged students to do best work (1="Not at all" to 7="Very much").	<i>SE</i>	.05				.04				.07			.06	.06	.09						.03			.03			.06			.03	.03	.07
	<i>CI up bnd</i>	5.5				5.3				5.3			5.4	5.4	5.3						5.8			5.6			5.7			5.6	5.6	5.6
	<i>CI low bnd</i>	5.3				5.2				5.1			5.2	5.2	5.0						5.7			5.5			5.4			5.4	5.4	5.3
<b>Academic Emphasis</b>	<i>Mean</i>	<b>3.3</b>				<b>3.1</b>				<b>3.1</b>			<b>3.0</b>	<b>3.0</b>	<b>3.1</b>						<b>3.3</b>			<b>3.2</b>			<b>3.2</b>			<b>3.2</b>	<b>3.2</b>	<b>3.2</b>
	<i>n</i>	580				901				261			501	479	213						1,587			1,774			396			1,559	1,485	366
	<i>SD</i>	0.8				0.8				0.8			0.8	0.8	0.8						0.8			0.7			0.7			0.8	0.8	0.7
Perceived inst. emphasis on spending time studying and on acad. work (1 = "Very little" to 4 = "Very much").	<i>SE</i>	.03				.03				.05			.03	.03	.05						.02			.02			.04			.02	.02	.04
	<i>CI up bnd</i>	3.3				3.2				3.2			3.1	3.1	3.2						3.3			3.2			3.2			3.2	3.2	3.2
	<i>CI low bnd</i>	3.2				3.1				3.0			3.0	2.9	3.0						3.2			3.2			3.1			3.1	3.1	3.1
<i>Learning with Peers</i>																																
<b>Collaborative Learning</b>	<i>Mean</i>	<b>34.0</b>				<b>34.7</b>				<b>29.9</b>			<b>27.1</b>	<b>29.9</b>	<b>28.5</b>						<b>34.7</b>			<b>36.6</b>			<b>34.3</b>			<b>29.9</b>	<b>32.2</b>	<b>31.8</b>
	<i>n</i>	658				1,105				414			682	655	286						1,768			2,040			539			1,893	1,801	453
	<i>SD</i>	14.2				13.5				14.3			13.6	13.3	12.9						14.0			13.9			13.9			14.3	14.2	14.1
	<i>SE</i>	.55				.41				.70			.52	.52	.76						.33			.31			.60			.33	.33	.66
	<i>CI up bnd</i>	35.1				35.5				31.3			28.1	30.9	30.0						35.3			37.2			35.5			30.5	32.8	33.1
	<i>CI low bnd</i>	32.9				33.9				28.5			26.1	28.9	27.0						34.0			36.0			33.2			29.2	31.5	30.5
<b>Discussions with Diverse Others</b>	<i>Mean</i>	<b>42.8</b>				<b>41.2</b>				<b>36.1</b>			<b>36.3</b>	<b>37.8</b>	<b>38.8</b>						<b>44.5</b>			<b>42.7</b>			<b>42.6</b>			<b>40.5</b>	<b>41.7</b>	<b>41.3</b>
	<i>n</i>	616				950				283			525	504	227						1,651			1,842			415			1,586	1,522	383
	<i>SD</i>	16.1				15.7				17.2			16.3	15.3	15.8						16.3			16.1			14.9			16.2	15.4	16.0
	<i>SE</i>	.65				.51				1.02			.71	.68	1.05						.40			.38			.73			.41	.39	.82
	<i>CI up bnd</i>	44.0				42.2				38.1			37.7	39.1	40.8						45.3			43.4			44.1			41.3	42.5	42.9
	<i>CI low bnd</i>	41.5				40.2				34.1			34.9	36.4	36.7						43.7			42.0			41.2			39.7	40.9	39.7

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

# NSSE 2024 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Challenge Items

### California State University, Sacramento

		First-year students										Seniors													
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24
<i>Experiences with Faculty</i>																									
<b>Student-Faculty Interaction</b>	<i>Mean</i>	20.3			21.9			18.3		16.5	19.9	18.2		20.5			22.6			22.2		18.9	22.3	22.6	
	<i>n</i>	648			1,062			342		606	561	249		1,719			2,001			472		1,742	1,663	417	
	<i>SD</i>	14.9			14.8			15.0		13.7	15.2	13.7		15.7			15.9			15.9		15.8	16.2	16.1	
	<i>SE</i>	.59			.45			.81		.56	.64	.87		.38			.35			.73		.38	.40	.79	
	<i>CI up bnd</i>	21.5			22.7			19.9		17.6	21.1	19.9		21.3			23.3			23.7		19.6	23.1	24.2	
<i>CI low bnd</i>	19.2			21.0			16.7		15.4	18.6	16.5		19.8			21.9			20.8		18.1	21.5	21.1		
<b>Effective Teaching Practices</b>	<i>Mean</i>	42.3			39.7			37.7		38.5	38.6	38.6		40.8			40.0			41.3		39.1	40.3	40.9	
	<i>n</i>	656			1,067			307		576	532	239		1,748			1,994			438		1,676	1,605	404	
	<i>SD</i>	13.1			12.3			13.6		13.9	13.3	12.9		14.1			13.3			13.1		14.1	13.6	12.9	
	<i>SE</i>	.51			.38			.78		.58	.58	.84		.34			.30			.62		.35	.34	.64	
	<i>CI up bnd</i>	43.3			40.4			39.3		39.7	39.7	40.3		41.4			40.6			42.6		39.7	41.0	42.1	
<i>CI low bnd</i>	41.3			39.0			36.2		37.4	37.5	37.0		40.1			39.4			40.1		38.4	39.7	39.6		
<i>Campus Environment</i>																									
<b>Quality of Interactions</b>	<i>Mean</i>	40.0			40.0			40.9		41.9	42.8	44.0		41.7			41.3			42.7		42.1	42.6	42.8	
	<i>n</i>	582			884			247		453	438	192		1,554			1,675			372		1,401	1,359	331	
	<i>SD</i>	13.6			13.1			13.7		14.3	12.6	9.7		12.2			12.6			11.9		13.4	13.2	12.4	
	<i>SE</i>	.57			.44			.87		.67	.60	.70		.31			.31			.62		.36	.36	.68	
	<i>CI up bnd</i>	41.1			40.8			42.7		43.2	44.0	45.4		42.3			41.9			43.9		42.8	43.3	44.2	
<i>CI low bnd</i>	38.9			39.1			39.2		40.6	41.6	42.6		41.1			40.7			41.5		41.4	41.9	41.5		
<b>Supportive Environment</b>	<i>Mean</i>	37.7			36.9			36.2		33.8	35.1	34.2		32.2			32.9			33.8		32.8	34.7	34.3	
	<i>n</i>	573			891			260		497	467	211		1,579			1,748			386		1,543	1,472	359	
	<i>SD</i>	15.4			13.8			15.4		14.8	13.8	13.2		14.5			13.8			13.9		15.5	14.8	13.5	
	<i>SE</i>	.64			.46			.96		.66	.64	.91		.36			.33			.71		.39	.38	.71	
	<i>CI up bnd</i>	39.0			37.8			38.1		35.1	36.4	36.0		32.9			33.5			35.2		33.6	35.5	35.7	
<i>CI low bnd</i>	36.5			36.0			34.4		32.5	33.9	32.4		31.5			32.2			32.4		32.0	33.9	32.9		

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

# NSSE 2024 Multi-Year Report

## Detailed Statistics: High-Impact Practices California State University, Sacramento

		First-year students											Seniors														
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24		
<b>Service-Learning<sup>a</sup></b>	%	<b>61</b>				<b>65</b>				<b>57</b>			<b>52</b>	<b>61</b>	<b>56</b>					<b>63</b>			<b>65</b>	<b>71</b>	<b>54</b>	<b>63</b>	<b>63</b>
	n	612				932				271			509	484	217					1,652			1,824	397	1,558	1,487	368
	SE	2.0				1.6				3.0			2.2	2.2	3.4					1.2			1.1	2.3	1.3	1.3	2.5
	CI up bnd	65				68				63			57	65	63					65			67	75	56	66	68
	CI low bnd	57				62				51			48	56	49					61			63	66	51	61	58
<b>Learning Community<sup>a</sup></b>	%	<b>28</b>				<b>26</b>				<b>14</b>			<b>4</b>	<b>10</b>	<b>9</b>					<b>24</b>			<b>24</b>	<b>26</b>	<b>15</b>	<b>17</b>	<b>18</b>
	n	617				933				272			509	483	220					1,662			1,833	401	1,568	1,501	373
	SE	1.8				1.4				2.1			0.8	1.4	1.9					1.0			1.0	2.2	0.9	1.0	2.0
	CI up bnd	32				29				18			5	13	13					26			26	30	17	19	21
	CI low bnd	25				23				10			2	7	5					22			22	22	14	15	14
<b>Research with Faculty<sup>a</sup></b>	%	<b>5</b>				<b>4</b>				<b>2</b>			<b>2</b>	<b>4</b>	<b>4</b>					<b>13</b>			<b>12</b>	<b>18</b>	<b>11</b>	<b>12</b>	<b>19</b>
	n	616				934				274			512	484	219					1,649			1,830	401	1,571	1,505	372
	SE	0.9				0.6				0.8			0.6	0.9	1.3					0.8			0.8	1.9	0.8	0.8	2.0
	CI up bnd	7				5				4			3	6	7					14			14	22	13	14	23
	CI low bnd	4				3				0			1	3	1					11			11	14	9	10	15
<b>Internship or Field Experience<sup>b</sup></b> (First-year results: Plan to do)	%	<b>74</b>				<b>72</b>				<b>64</b>			<b>64</b>	<b>65</b>	<b>73</b>					<b>40</b>			<b>41</b>	<b>48</b>	<b>30</b>	<b>33</b>	<b>37</b>
	n	623				936				275			515	490	222					1,665			1,836	402	1,578	1,508	374
	SE	1.8				1.5				2.9			2.1	2.2	3.0					1.2			1.1	2.5	1.2	1.2	2.5
	CI up bnd	77				75				70			68	69	79					43			43	53	32	35	42
	CI low bnd	70				69				58			60	61	67					38			39	43	28	31	32
<b>Study Abroad<sup>b</sup></b> (First-year results: Plan to do)	%	<b>38</b>				<b>37</b>				<b>27</b>			<b>25</b>	<b>27</b>	<b>22</b>					<b>3</b>			<b>3</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>4</b>
	n	616				932				273			511	488	220					1,650			1,830	400	1,563	1,498	372
	SE	2.0				1.6				2.7			1.9	2.0	2.8					0.4			0.4	0.9	0.4	0.5	1.0
	CI up bnd	42				41				32			29	31	28					4			4	5	3	5	6
	CI low bnd	34				34				21			21	23	17					2			2	2	2	3	2
<b>Culminating Senior Experience<sup>b</sup></b> (First-year results: Plan to do)	%	<b>51</b>				<b>44</b>				<b>41</b>			<b>34</b>	<b>41</b>	<b>41</b>					<b>30</b>			<b>30</b>	<b>41</b>	<b>34</b>	<b>35</b>	<b>43</b>
	n	610				933				274			513	487	220					1,642			1,832	400	1,566	1,500	371
	SE	2.0				1.6				3.0			2.1	2.2	3.3					1.1			1.1	2.5	1.2	1.2	2.6
	CI up bnd	55				47				46			39	45	47					33			32	46	36	38	48
	CI low bnd	48				40				35			30	37	34					28			27	36	32	33	38
<b>Overall HIP Participation<sup>c</sup></b>																											
<b>Participated in one HIP</b>	%	<b>46</b>				<b>53</b>				<b>51</b>			<b>50</b>	<b>53</b>	<b>50</b>					<b>31</b>			<b>32</b>	<b>27</b>	<b>34</b>	<b>36</b>	<b>34</b>
	n	625				939				274			514	489	221					1,671			1,840	404	1,581	1,515	375
	SE	2.0				1.6				3.0			2.2	2.3	3.4					1.1			1.1	2.2	1.2	1.2	2.4
	CI up bnd	49				56				57			54	57	57					33			34	31	37	39	39
	CI low bnd	42				49				45			45	48	44					28			30	23	32	34	29
<b>Participated in two or more HIPs</b>	%	<b>23</b>				<b>20</b>				<b>10</b>			<b>4</b>	<b>10</b>	<b>8</b>					<b>50</b>			<b>51</b>	<b>62</b>	<b>40</b>	<b>45</b>	<b>50</b>
	n	625				939				274			514	489	221					1,671			1,840	404	1,581	1,515	375
	SE	1.7				1.3				1.8			0.8	1.4	1.8					1.2			1.2	2.4	1.2	1.3	2.6
	CI up bnd	26				23				13			5	13	12					53			54	67	42	48	55
	CI low bnd	19				17				6			2	8	5					48			49	57	37	43	45

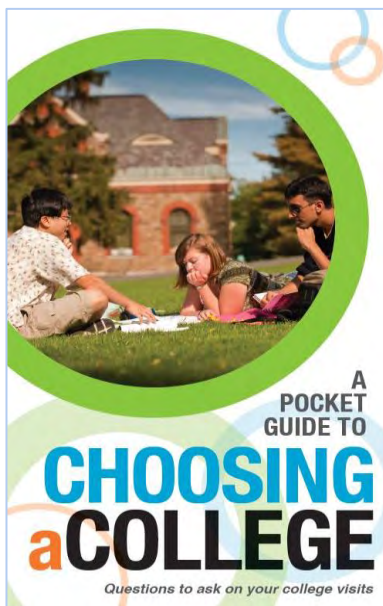
Notes: n = Number of respondents; SE = Standard error of the proportion (sqrt[(p \* (1 - p)) / (n - 1)]) where p is the proportion; upper and lower bounds represent the 95% confidence interval (p +/- 1.96 \* SE).

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

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

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

# A Pocket Guide to Choosing a College: NSSE 2024 Answers from Students Using the Report



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

Student responses to selected questions from the NSSE pocket guide are presented in a report entitled *A Pocket Guide to Choosing a College: NSSE 2024 Answers from Students*, part of your NSSE *Institutional Report 2024*.

## Who can use this report?

*A Pocket Guide to Choosing a College: NSSE 2024 Answers from Students* is a summary of student engagement on your campus. It may be of special interest to admissions professionals, particularly those distributing the NSSE pocket guide to visiting students. The results can also be used as a resource for orientation staff, advisors, faculty, and others who work regularly with first-year students.

## How can an institution customize and distribute results?

*A Pocket Guide to Choosing a College: NSSE 2024 Answers from Students* is designed for sharing NSSE results. The report is delivered in both PDF and Excel formats so that institutions can easily insert logos, campus photos, or additional information. Institutions are encouraged to post copies of the report and other results from their NSSE Institutional Report 2024 on their websites.

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

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

## How can I get copies of the NSSE pocket guide?

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



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

[go.iu.edu/NSSE-pocketguide](https://go.iu.edu/NSSE-pocketguide)

If you have questions about these resources, contact the NSSE Institute at [nss@iu.edu](mailto:nss@iu.edu) or toll-free at 866-435-6773.

# A Pocket Guide to Choosing a College: NSSE 2024 Answers from Students California State University, Sacramento

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

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

The following responses were provided by 765 Sacramento State students on the 2024 survey.



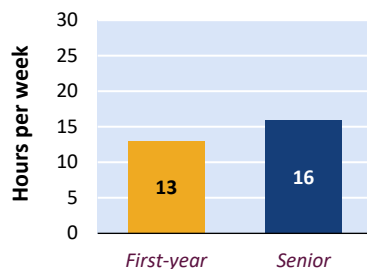
*A Pocket Guide to Choosing a College* is available at [go.iu.edu/NSSE-pocketguide](https://go.iu.edu/NSSE-pocketguide)



## Academics

### How much time do students spend studying each week?

First-year (FY) students spent an average of 13 hours per week preparing for class while seniors spent an average of 16 hours per week.



### Do courses challenge students to do their best?<sup>a</sup>

39% of FY students reported that their courses highly challenged them to do their best work.

### How much writing is expected?

In an academic year, FY students estimated they were assigned an average of 50 pages of writing and seniors estimated an average of 92 pages.

### How much reading is expected?

FY students estimated they spent an average of 6 hours per week on assigned reading, and seniors read 8 hours per week.

### How often do students make course presentations?<sup>b</sup>

46% of FY students and 54% of seniors frequently gave course presentations.

### Do class discussions and assignments include the perspectives of diverse groups of people?<sup>b</sup>

56% of FY students frequently included diverse perspectives in course discussions or assignments.

### Are students expected to use numbers or statistics throughout their coursework?<sup>b</sup>

33% of FY students frequently used numerical information to examine a real-world problem or issue; 53% of seniors frequently reached conclusions based on their own analysis of numerical information.

## Experiences with Faculty

### How do students rate their interactions with faculty?<sup>c</sup>

48% of FY students rated the quality of their interactions with faculty as high.

### How often do students talk with faculty members or advisors about their career plans?<sup>b</sup>

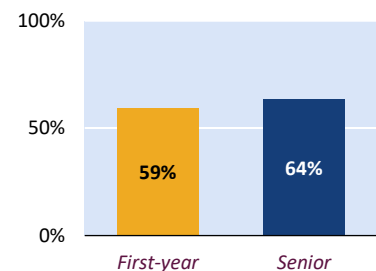
32% of FY and 42% of seniors frequently discussed career plans with faculty.

### Do faculty members clearly explain course goals and requirements?<sup>c</sup>

76% of FY students said instructors clearly explained course goals and requirements "quite a bit" or "very much."

### Do students receive prompt and detailed feedback?<sup>d</sup>

59% of FY students and 64% of seniors said instructors substantially gave prompt and detailed feedback on tests or completed assignments.



### How often do students talk with faculty members outside class about what they are learning?<sup>b</sup>

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

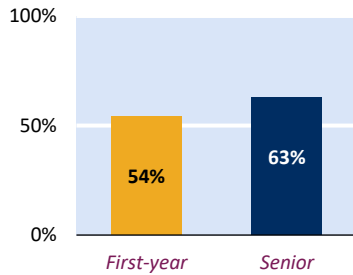
### How many students work on research projects with faculty?

4% of FY students and 19% of seniors worked on a research project with a faculty member.

## Learning with Peers

### How often do students work together on course projects and assignments?<sup>b</sup>

54% of FY students and 63% of seniors frequently worked with their peers on course projects and assignments.



### Do students help each other learn?<sup>b</sup>

53% of seniors frequently explained course material to one or more students.

### How often do students work together to prepare for exams?<sup>b</sup>

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

### How often do students interact with others who have different viewpoints or who come from different backgrounds?<sup>b</sup>

Among FY students, 49% frequently had discussions with people with different political views, 73% frequently had discussions with people from different economic backgrounds, and 74% frequently had discussions with people from different races or ethnicities.

## Campus Environment

### Are students encouraged to use learning support services (tutors, writing center)?<sup>d</sup>

76% of FY students said the institution substantially emphasized the use of learning support services.

### How do students rate their interactions with academic advisors?<sup>c</sup>

61% of FY students and 52% of seniors gave the quality of their interactions with academic advisors a high rating.

### How well do students get along with each other?<sup>c</sup>

51% of FY students gave the quality of their interactions with their peers a high rating.

### How satisfied are students with their educational experience?

75% of FY and 85% of seniors rated their entire educational experience at this institution as "excellent" or "good."

## Rich Educational Experiences

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

During their first year, 9% of students participated in a learning community. By spring of their senior year, 43% of students had done (or were doing) a culminating senior experience.

### How many students study in other countries?

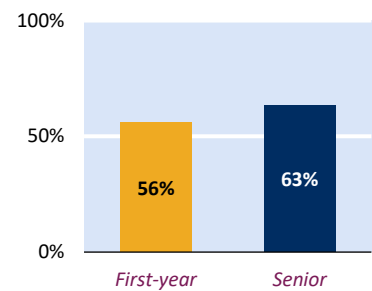
By their senior year, 4% of students had studied abroad.

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

By spring of their senior year, 37% of students had participated in some form of internship, co-op, field experience, student teaching, or clinical placement.

### How many courses include community-based service-learning projects?<sup>e</sup>

56% of FY students and 63% of seniors said at least some of their courses included a community-based service-learning project.



### Notes

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



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# NSSE 2024

## Respondent Profile

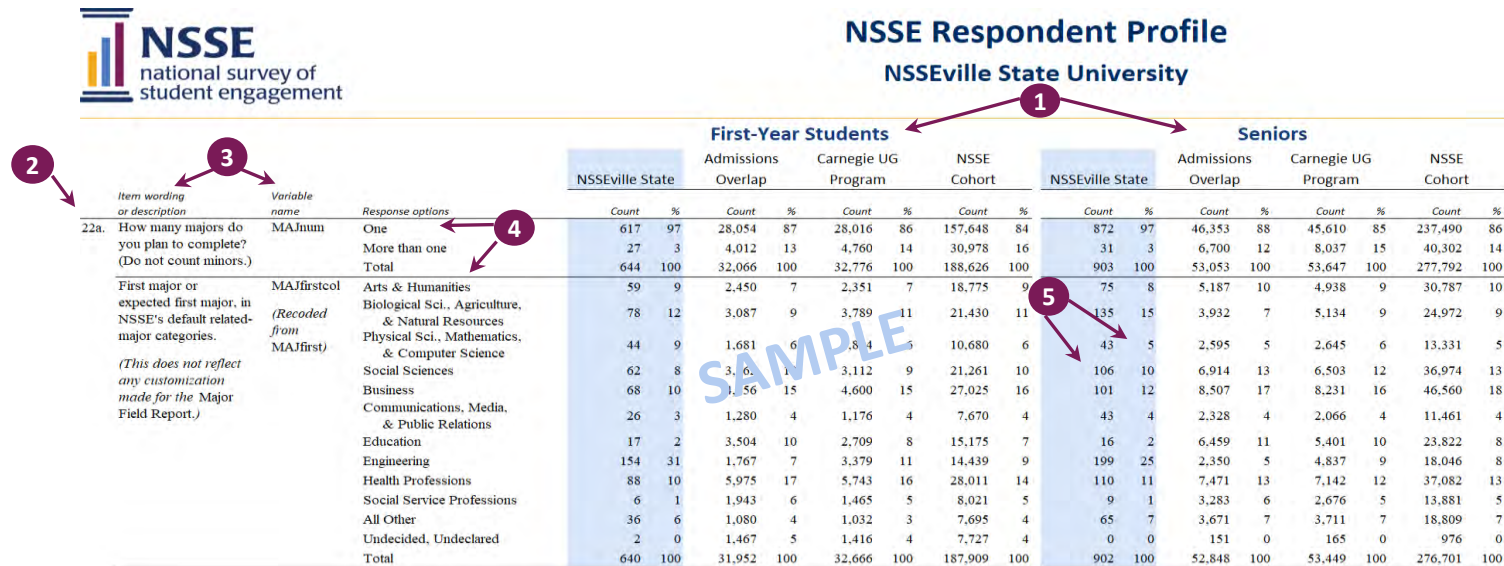
California State University, Sacramento

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# NSSE 2024 Respondent Profile

## About This Report

The *Respondent Profile* presents both student- and institution-reported demographic information, allowing you to examine similarities and differences between your students and those at your comparison group institutions. This report uses information from all randomly selected or census-administered students. The display below highlights important details in the report to keep in mind when interpreting your results. For more information please visit our website ([nsse.iu.edu](https://nsse.iu.edu)) or contact your NSSE Project Services team.



			NSSEville State University															
			First-Year Students						Seniors									
			NSSEville State		Admissions Overlap		Carnegie UG Program		NSSE Cohort		NSSEville State		Admissions Overlap		Carnegie UG Program		NSSE Cohort	
Item wording or description	Variable name	Response options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
22a. How many majors do you plan to complete? (Do not count minors.)	MAJnum	One More than one Total	617	97	28,054	87	28,016	86	157,648	84	872	97	46,353	88	45,610	85	237,490	86
			27	3	4,012	13	4,760	14	30,978	16	31	3	6,700	12	8,037	15	40,302	14
			644	100	32,066	100	32,776	100	188,626	100	903	100	53,053	100	53,647	100	277,792	100
First major or expected first major, in NSSE's default related-major categories. (This does not reflect any customization made for the Major Field Report.)	MAJfirstcol (Recoded from MAJfirst)	Arts & Humanities Biological Sci., Agriculture, & Natural Resources Physical Sci., Mathematics, & Computer Science Social Sciences Business Communications, Media, & Public Relations Education Engineering Health Professions Social Service Professions All Other Undecided, Undeclared Total	59	9	2,450	7	2,351	7	18,775	9	78	12	3,087	9	3,789	11	21,430	11
			44	9	1,681	6	1,384	5	10,680	6	43	5	2,595	5	2,645	6	13,331	5
			62	8	3,161	10	3,112	9	21,261	10	106	10	6,914	13	6,503	12	36,974	13
			68	10	1,561	5	4,600	15	27,025	16	101	12	8,507	17	8,231	16	46,560	18
			26	3	1,280	4	1,176	4	7,670	4	43	4	2,328	4	2,066	4	11,461	4
			17	2	3,504	10	2,709	8	15,175	7	16	2	6,459	11	5,401	10	23,822	8
			154	31	1,767	7	3,379	11	14,439	9	199	25	2,350	5	4,837	9	18,046	8
			88	10	5,975	17	5,743	16	28,011	14	110	11	7,471	13	7,142	12	37,082	13
			6	1	1,943	6	1,465	5	8,021	5	9	1	3,283	6	2,676	5	13,881	5
			36	6	1,080	4	1,032	3	7,695	4	65	7	3,671	7	3,711	7	18,809	7
			2	0	1,467	5	1,416	4	7,727	4	0	0	151	0	165	0	976	0
			640	100	31,952	100	32,666	100	187,909	100	902	100	52,848	100	53,449	100	276,701	100

- Class level:** As reported by your institution.
  - Item numbers:** Numbering corresponds to the survey facsimile available on the NSSE website.
  - Item wording and variable names:** Survey items are in the same order and wording as they appear on the instrument. Variable names are included for easy reference to your data file and codebook.
  - Response options:** Response options are worded as they appear on the instrument (except where abbreviations are used for formatting purposes).
  - Count and column percentage (%):** The Count column contains the number of students who selected the corresponding response option. The column percentage is the weighted percentage of students selecting the corresponding response option.
- Note: Column percentages are weighted by institution-reported sex (including "Another" and "Unknown" when provided) and enrollment status. Comparison group percentages are also weighted by institutional size. Counts are unweighted and cannot be used to replicate column percentages. For details visit: [go.iu.edu/NSSE-weights](https://go.iu.edu/NSSE-weights)

# NSSE 2024 Respondent Profile

## California State University, Sacramento

Item wording or description	Variable name	Response options	First-Year Students								Seniors								
			Sacramento State		Far West Public		Carnegie Class		NSSE 2023 & 2024		Sacramento State		Far West Public		Carnegie Class		NSSE 2023 & 2024		
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%			
22a. How many majors do you plan to complete? (Do not count minors.)	MAJnum	One	196	92	10,210	91	28,034	87	113,250	86	339	93	16,911	92	33,561	88	129,359	86	
		More than one	19	8	987	9	3,937	13	18,502	14	24	7	1,603	8	4,535	12	20,806	14	
		Total	215	100	11,197	100	31,971	100	131,752	100	363	100	18,514	100	38,096	100	150,165	100	
	First major or expected first major, in NSSE's default related-major categories.	MAJfirstcol (Recoded from MAJfirst.)	Arts & Humanities	15	6	983	10	2,792	9	12,505	9	40	11	1,813	10	2,953	8	13,509	9
			Biological Sci., Agriculture, & Natural Resources	18	7	1,561	12	2,657	7	14,770	11	17	5	1,857	9	2,734	7	14,920	9
			Physical Sci., Mathematics, & Computer Science	17	10	998	10	2,150	9	9,516	8	17	6	1,284	8	2,115	6	9,350	7
			Social Sciences	34	16	1,474	13	3,054	9	14,789	11	100	26	3,329	18	4,582	12	18,709	12
			Business	25	12	1,552	15	5,850	19	20,333	17	39	12	2,915	16	6,476	18	22,927	16
			Communications, Media, & Public Relations	2	1	264	2	766	2	3,807	3	25	7	639	4	976	3	4,603	3
			Education	5	2	435	4	3,449	11	9,151	7	4	1	795	4	3,815	9	11,343	7
			Engineering	21	11	1,261	11	1,493	6	10,159	9	16	6	1,618	9	1,905	6	12,425	10
			Health Professions	46	21	1,411	12	4,632	13	19,207	14	61	15	2,070	11	6,509	16	23,164	14
			Social Service Professions	15	6	535	5	1,991	7	6,492	5	29	7	876	5	2,432	7	7,409	5
All Other			10	5	394	4	1,871	7	6,283	5	15	4	1,134	6	2,972	9	9,867	7	
Undecided, Undeclared			4	2	178	2	500	2	2,222	2	1	0	28	0	68	0	259	0	
Total	212	100	11,046	100	31,205	100	129,234	100	364	100	18,358	100	37,537	100	148,485	100			
Second major or expected second major, in NSSE's default related-major categories.	MAJsecondcol (Recoded from MAJsecond.)	Arts & Humanities	3	16	153	18	496	12	3,126	16	3	11	231	15	545	12	3,463	16	
		Biological Sci., Agriculture, & Natural Resources	2	14	62	5	175	5	1,056	6	1	4	88	5	165	4	1,147	6	
		Physical Sci., Mathematics, & Computer Science	1	5	55	6	218	6	1,374	8	1	7	81	6	220	5	1,294	7	
		Social Sciences	4	24	163	19	439	13	2,839	16	5	24	296	20	590	14	3,430	17	
		Business	1	5	171	18	691	21	3,168	21	4	19	261	18	765	20	3,454	19	
		Communications, Media, & Public Relations	0	0	28	3	86	2	503	3	1	4	43	2	89	2	548	3	
		Education	1	5	42	5	376	10	991	6	2	7	100	7	535	12	1,406	7	
		Engineering	0	0	48	5	92	3	531	4	1	6	58	4	94	3	569	3	
		Health Professions	3	16	79	9	282	9	1,058	6	2	7	135	9	430	10	1,648	8	
		Social Service Professions	1	6	65	7	307	9	1,061	7	0	0	88	6	340	8	1,108	6	
		All Other	1	9	35	4	227	8	893	6	1	7	83	6	298	8	1,129	6	
		Undecided, Undeclared	0	0	14	2	79	2	330	2	1	4	18	1	66	2	200	1	
		Total	17	100	915	100	3,468	100	16,930	100	22	100	1,482	100	4,137	100	19,396	100	
23. What is your class level?	class	First-year	201	96	9,513	87	26,053	81	112,518	85	2	1	57	0	219	1	732	1	
		Sophomore	4	2	962	9	3,756	14	12,204	11	1	0	159	1	330	1	1,615	1	
		Junior	4	2	434	3	836	3	2,568	2	3	1	1,638	9	2,772	7	12,665	9	
		Senior	0	0	18	0	138	1	423	0	343	95	16,092	87	32,871	87	129,892	87	
		Unclassified	0	0	28	0	436	2	971	1	10	3	350	2	1,359	4	3,484	3	
		Total	209	100	10,955	100	31,219	100	128,684	100	359	100	18,296	100	37,551	100	148,388	100	

Item wording or description	Variable name	Response options	First-Year Students								Seniors							
			Sacramento State		Far West Public		Carnegie Class		NSSE 2023 & 2024		Sacramento State		Far West Public		Carnegie Class		NSSE 2023 & 2024	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
24. What types of courses have you taken at this institution this current school year?	coursetype	Mostly in-person courses	166	81	8,527	77	21,837	63	101,230	76	194	54	8,914	50	17,347	45	83,120	55
		Mostly remote courses (online, web-based, Zoom, etc.)	3	1	417	4	5,594	25	11,127	11	28	8	2,883	15	10,304	29	28,133	21
		Mostly hybrid or blended courses that combine in-person and remote instruction	13	6	630	6	1,159	4	4,970	4	43	12	2,034	11	3,025	8	10,339	7
		A balanced mix of the above course types	26	12	1,339	13	2,423	8	10,608	9	96	26	4,331	24	6,657	18	25,918	18
		Total	208	100	10,913	100	31,013	100	127,935	100	361	100	18,162	100	37,333	100	147,510	100
25. What have most of your grades been up to now at this institution?	grades	C- or lower	9	4	213	2	654	3	2,275	2	1	0	61	0	115	0	438	0
		C	4	2	241	3	660	2	2,448	2	3	1	277	2	431	1	1,604	1
		C+	7	3	382	4	1,074	4	4,141	3	6	2	597	4	911	3	3,546	2
		B-	15	8	513	5	1,451	5	5,492	4	15	4	878	5	1,435	4	5,613	4
		B	36	17	1,663	17	4,420	14	16,561	13	64	19	2,867	16	5,198	14	19,041	13
		B+	25	12	1,779	17	5,480	17	20,609	16	53	15	3,303	18	6,658	18	24,836	17
		A-	49	24	2,385	22	6,603	20	28,750	22	86	23	3,983	21	7,883	21	33,057	22
		A	63	30	3,771	31	10,759	34	48,271	37	132	36	6,318	34	14,810	39	60,221	40
Total	208	100	10,947	100	31,101	100	128,547	100	360	100	18,284	100	37,441	100	148,356	100		
26. Did you begin college at this institution or elsewhere?	begincol	Started here	193	93	9,701	90	26,076	82	114,045	88	107	30	6,672	35	16,653	42	81,733	53
		Started elsewhere	15	7	1,185	10	4,896	18	13,876	12	250	70	11,498	65	20,687	58	65,937	47
		Total	208	100	10,886	100	30,972	100	127,921	100	357	100	18,170	100	37,340	100	147,670	100
27. Since graduating from high school, which of the following types of schools have you attended <i>other than</i> the one you are now attending? (Select all that apply.)	attend_voc attend_com attend_col attend_none attend_other	Vocational or technical school	3	1	178	2	2,237	9	5,687	5	21	6	1,126	7	3,694	11	10,281	8
		Community or junior college	28	14	1,534	13	4,458	16	13,760	12	269	75	11,902	68	18,823	52	59,467	43
		4-year college or university	11	6	868	9	3,824	14	12,090	10	65	18	3,858	22	10,336	29	36,587	26
		None	164	79	8,126	75	21,133	65	95,824	73	70	19	4,550	23	11,841	29	61,849	39
		Other	1	1	230	2	1,030	4	3,556	3	7	2	334	2	1,088	3	3,962	3
28. What is the highest level of education you ever expect to complete?	edaspire	Some college but less than a bachelor's degree	13	7	979	10	3,917	15	12,019	10	28	8	1,652	10	3,570	10	11,144	8
		Bachelor's degree (B.A., B.S., etc.)	111	54	4,965	48	13,277	44	51,260	41	131	37	7,966	45	14,829	41	55,544	38
		Master's degree (M.A., M.S., etc.)	59	27	3,226	28	9,550	29	40,834	31	139	38	6,094	33	13,825	36	54,296	36
		Doctoral or professional degree (Ph.D., J.D., M.D., etc.)	24	11	1,702	14	4,197	12	23,638	17	61	17	2,516	13	5,209	13	27,045	18
		Total	207	100	10,872	100	30,941	100	127,751	100	359	100	18,228	100	37,433	100	148,029	100

Item wording or description	Variable name	Response options	First-Year Students								Seniors							
			Sacramento State		Far West Public		Carnegie Class		NSSE 2023 & 2024		Sacramento State		Far West Public		Carnegie Class		NSSE 2023 & 2024	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
29. What is the highest level of education completed by your parent(s), guardian(s), or those who raised you?	parented23	Did not finish high school	33	16	1,516	16	2,402	9	7,323	6	70	20	3,216	18	3,930	11	10,479	7
		High school diploma or G.E.D.	48	22	2,140	22	6,659	23	22,147	18	84	23	3,624	20	7,960	21	26,204	18
		Attended college, but did not complete degree	25	11	1,000	9	3,105	10	10,636	8	36	10	1,873	10	3,711	10	12,909	9
		Associate's degree (A.A., A.S., etc.)	19	9	648	6	2,406	8	8,836	7	35	9	1,575	9	3,863	10	12,802	9
		Bachelor's degree (B.A., B.S., etc.)	45	23	2,613	22	7,703	23	34,354	26	72	21	4,211	23	9,361	25	41,006	27
		Master's degree (M.A., M.S., etc.)	17	9	1,809	14	5,662	17	28,930	22	43	12	2,334	12	5,780	15	29,656	20
		Doctoral or professional degree (Ph.D., J.D., M.D., etc.)	6	3	574	4	1,535	4	10,311	8	4	1	726	4	1,646	4	11,099	7
		I prefer not to respond	13	7	578	6	1,494	5	5,276	5	15	4	661	4	1,152	3	3,718	3
		Total	206	100	10,878	100	30,966	100	127,813	100	359	100	18,220	100	37,403	100	147,873	100
First-generation status (Neither parent holds a bachelor's degree.)	firstgen (Recoded from parented23.)	Continuing generation	68	37	4,996	44	14,900	47	73,595	58	119	35	7,271	41	16,787	46	81,761	56
		First-generation	125	63	5,304	56	14,572	53	48,942	42	225	65	10,288	59	19,464	54	62,394	44
		Total	193	100	10,300	100	29,472	100	122,537	100	344	100	17,559	100	36,251	100	144,155	100
30. How would you describe your gender identity? (Select all that apply.)	gi_woman gi_man gi_trans gi_agender gi_demi gi_gqueer gi_twospirit gi_cis gi_unsure gi_another gi_pnr	Woman	124	49	6,495	51	19,667	53	79,613	53	238	55	11,221	52	24,006	55	93,694	55
		Man	74	47	3,646	43	9,687	41	41,129	41	98	38	5,889	41	11,467	39	46,672	40
		Trans/Transgender	6	3	254	2	497	2	2,229	2	5	1	284	2	416	1	1,819	1
		Agender or gender neutral	1	0	135	1	253	1	1,201	1	3	1	186	1	278	1	1,138	1
		Demigender	2	1	62	0	113	0	517	0	1	0	45	0	98	0	403	0
		Genderqueer, non-binary, gender non-conforming or genderfluid	4	2	540	4	961	3	4,553	3	14	4	700	4	1,034	3	4,382	3
		Two-spirit	0	0	37	0	92	0	336	0	0	0	50	0	95	0	373	0
		Cis/Cisgender	8	4	728	6	1,540	5	7,792	6	31	8	1,171	6	1,882	5	8,953	6
		Questioning or unsure	2	1	165	1	303	1	1,379	1	1	0	143	1	224	1	1,063	1
		Another gender identity	0	0	38	0	141	1	518	0	0	0	62	0	187	1	705	1
		I prefer not to respond	1	1	216	2	588	2	2,294	2	8	3	417	2	873	3	2,984	2
		31. How would you describe your sexual orientation? (Select all that apply.)	so_straight so_bisexual so_lesbian so_gay so_queer so_pan so_ace so_demi so_unsure so_another so_pnr	Straight or heterosexual	152	76	7,503	71	23,374	76	94,554	75	264	74	13,553	76	29,387	79
Bisexual	21			9	1,564	13	3,426	11	15,148	11	51	13	2,037	10	3,355	8	15,018	9
Lesbian	4			2	343	3	761	2	3,392	2	8	2	445	2	806	2	3,379	2
Gay	6			3	233	3	505	2	2,267	2	7	3	454	3	709	2	3,068	3
Queer	4			2	445	3	730	2	4,006	3	12	3	614	3	895	2	4,397	3
Pansexual or polysexual	7			3	368	3	826	3	3,638	3	11	3	560	3	856	2	3,478	2
Ace, gray, or asexual	10			4	347	3	668	2	3,250	2	3	1	398	2	650	2	2,994	2
Demisexual	3			1	162	1	352	1	1,577	1	3	1	254	1	476	1	1,876	1
Questioning or unsure	6			2	362	3	665	2	3,440	3	6	2	355	2	598	2	2,709	2
Another sexual orientation	1			0	62	1	163	1	644	1	0	0	80	0	191	1	700	1
I prefer not to respond	5			3	552	5	1,509	5	5,667	5	19	5	892	5	1,793	5	6,408	4

Item wording or description	Variable name	Response options	First-Year Students								Seniors								
			Sacramento State		Far West Public		Carnegie Class		NSSE 2023 & 2024		Sacramento State		Far West Public		Carnegie Class		NSSE 2023 & 2024		
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
32. How would you describe yourself? (Select all that apply.)	re_asian	Asian	73	36	2,400	23	2,980	10	14,933	12	77	22	3,746	22	3,606	10	15,321	11	
	re_black	Black or African American	17	8	552	6	4,068	15	16,380	14	29	8	911	5	3,811	10	15,735	11	
	re_latine	Hispanic, Latina/o, Latine, or Latinx	82	38	4,127	42	6,309	22	21,733	19	127	35	6,630	37	8,117	22	24,997	18	
	re_indig	Indigenous, American Indian, Native Amer., or Alaska Native	6	2	251	2	746	3	2,785	2	13	4	520	3	935	3	3,114	2	
	re_mena	Middle Eastern or North African	3	1	212	2	396	1	1,988	2	5	1	411	3	518	1	2,264	2	
	re_pacific	Native Hawaiian or Pac. Islander	9	4	241	2	324	1	1,386	1	10	3	380	2	356	1	1,427	1	
	re_white	White	55	27	4,626	36	18,865	57	80,875	60	143	40	7,612	39	22,439	59	95,327	62	
	re_another	Another race or ethnicity	3	2	138	1	418	2	1,639	1	10	3	289	2	480	1	1,793	1	
	re_pnr	I prefer not to respond	5	3	263	3	929	3	3,462	3	11	3	642	4	1,398	4	4,897	4	
	Racial or ethnic identification	re_all23	Asian	57	28	1,773	17	2,162	7	11,123	9	55	16	2,857	17	2,711	8	11,581	8
<i>(Items re_asian to re_pnr recoded where each student is represented only once)</i>		re_pnr	Black or African American	9	4	321	3	3,063	11	12,341	11	17	5	551	3	2,969	8	12,435	9
		re_pnr	Hispanic, Latina/o, Latine, or Latinx	61	29	3,275	34	4,460	16	14,160	13	100	27	5,316	30	6,164	17	17,390	13
		re_pnr	Indigenous, American Indian, Native Amer., or Alaska Native	0	0	35	0	145	1	543	0	3	1	108	1	230	1	733	0
		re_pnr	Middle Eastern or North African	2	1	141	1	241	1	1,060	1	3	1	248	1	290	1	1,266	1
		re_pnr	Native Hawaiian or Pac. Islander	1	0	50	1	94	0	371	0	4	1	104	1	101	0	403	0
		re_pnr	White	36	18	3,370	25	16,140	48	68,855	50	102	29	5,736	29	19,576	51	83,366	54
		re_pnr	Another race or ethnicity	1	0	41	0	185	1	664	1	7	2	138	1	242	1	873	1
		re_pnr	Multiple races/ethnicities selected	35	16	1,618	15	3,514	11	15,065	12	56	16	2,487	14	3,657	10	14,738	10
		re_pnr	I prefer not to respond	5	3	263	3	929	3	3,462	3	11	3	642	4	1,398	4	4,897	4
re_pnr	Total	207	100	10,887	100	30,933	100	127,644	100	358	100	18,187	100	37,338	100	147,682	100		
33a. Are you an international student?	internat	No	202	98	10,590	97	29,407	95	120,800	94	348	98	17,664	97	36,291	97	142,523	96	
	internat	Yes	5	2	303	3	1,561	5	7,010	6	11	2	543	3	1,099	3	5,342	4	
	internat	Total	207	100	10,893	100	30,968	100	127,810	100	359	100	18,207	100	37,390	100	147,865	100	
b. [If answered "yes"] Country of citizenship, collapsed into regions by NSSE. Responses to country22 are in the data file.	countrycol22	Africa Sub-Saharan	0	0	17	5	170	14	707	12	0	0	19	4	94	10	451	10	
	countrycol22	Asia	4	84	135	56	530	40	2,777	45	5	63	315	64	424	44	2,234	48	
	countrycol22	Canada	0	0	10	3	66	4	308	4	0	0	9	2	42	4	209	4	
	countrycol22	Europe	1	16	39	13	275	18	1,079	16	2	25	44	10	163	15	676	12	
	countrycol22	Latin America and Caribbean	0	0	39	16	289	19	1,109	18	1	13	53	11	208	21	953	20	
	countrycol22	Middle East and North Africa	0	0	11	4	43	3	201	3	0	0	34	7	37	4	247	5	
	countrycol22	Oceania	0	0	8	3	17	1	98	2	0	0	10	2	13	1	60	1	
	countrycol22	Unknown region/uncoded	0	0	0	0	2	0	4	0	0	0	0	0	1	0	3	0	
	countrycol22	Total	5	100	259	100	1,392	100	6,283	100	8	100	484	100	982	100	4,833	100	

Item wording or description	Variable name	Response options	First-Year Students								Seniors								
			Sacramento State		Far West Public		Carnegie Class		NSSE 2023 & 2024		Sacramento State		Far West Public		Carnegie Class		NSSE 2023 & 2024		
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
34a. Do you have a disability or condition that impacts your learning, working, or living activities?	disability21	No	165	81	8,241	76	22,557	73	93,748	74	265	75	13,166	73	27,546	74	108,695	74	
		Yes	35	15	1,961	17	6,533	21	26,734	20	78	20	4,034	22	7,957	21	31,927	21	
		I prefer not to respond	7	4	614	6	1,676	6	6,466	5	16	5	908	5	1,671	5	6,390	5	
		Total	207	100	10,816	100	30,766	100	126,948	100	359	100	18,108	100	37,174	100	147,012	100	
b. [If answered "yes"] Which of the following impacts your learning, working, or living activities? (Select all that apply.)	<b>Sensory disabilities</b>																		
	dis_vision	Blind or low vision	5	15	126	7	340	6	1,321	5	1	1	187	5	318	4	1,117	4	
	dis_hearing	Deaf or hard of hearing	1	3	84	4	241	4	1,036	4	5	6	193	5	420	6	1,493	5	
	<b>Physical disabilities</b>																		
	dis_walking	Mobility condition that affects walking	0	0	109	5	429	8	1,600	6	6	8	306	8	670	9	2,244	7	
	dis_nonwalking	Mobility condition that does not affect walking	0	0	35	2	153	3	640	3	2	2	152	4	260	3	876	3	
	dis_speech	Speech or communication disorder	2	5	52	3	143	3	520	2	2	2	77	2	127	2	463	2	
	dis_brain	Traumatic or acquired brain injury (TBI)	0	0	20	1	115	2	437	2	1	1	108	3	286	4	889	3	
	<b>Mental health or developmental disabilities</b>																		
	dis_anxiety	Anxiety	25	71	1,299	64	4,368	66	18,028	66	61	76	2,626	63	5,224	65	21,231	65	
	dis_adhd	Attention deficit or hyperactivity disorder (ADD or ADHD)	10	30	770	39	2,675	42	11,123	43	19	25	1,586	39	3,246	41	13,523	43	
	dis_autism	Autism spectrum	5	15	324	17	826	13	3,440	14	11	15	525	14	898	12	3,612	12	
	dis_depress	Depression	19	54	963	48	3,192	49	13,063	48	36	46	2,090	50	4,025	50	16,383	50	
	dis_ptsd	Post-Traumatic Stress Disorder (PTSD)	7	19	286	14	1,133	19	4,132	16	19	22	874	22	1,801	23	6,353	20	
	dis_othmental	Another mental health or developmental disability	9	25	337	16	1,101	16	4,730	17	12	17	593	14	1,100	14	4,581	14	
<b>Another disability or condition</b>																			
dis_chronic	Chronic medical condition (asthma, diabetes, Crohn's disease, etc.)	9	24	339	15	1,264	20	5,064	19	20	24	837	20	1,820	22	7,082	22		
dis_learning	Learning disability	2	5	284	17	1,146	18	4,232	16	15	19	540	14	1,141	15	4,167	13		
dis_intellect	Intellectual disability	0	0	23	1	72	1	269	1	0	0	30	1	62	1	256	1		
dis_notlisted	Disability or condition not listed	1	3	133	7	541	9	2,101	8	2	4	347	9	660	9	2,465	8		

Item wording or description	Variable name	Response options	First-Year Students								Seniors							
			Sacramento State		Far West Public		Carnegie Class		NSSE 2023 & 2024		Sacramento State		Far West Public		Carnegie Class		NSSE 2023 & 2024	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Disability or condition <i>(Items dis_vision to dis_notlisted recoded where each student is represented only once.)</i>	disability_all22	Blind or low vision	0	0	24	0	47	0	194	0	0	0	33	0	40	0	168	0
		Deaf or hard of hearing	1	0	34	0	46	0	274	0	3	1	49	0	96	0	377	0
		Mobility condition that affects walking	0	0	11	0	49	0	174	0	0	0	28	0	69	0	220	0
		Mobility condition that does not affect walking	0	0	2	0	13	0	48	0	0	0	13	0	24	0	72	0
		Speech or communication disorder	0	0	7	0	12	0	43	0	0	0	8	0	6	0	26	0
		Traumatic or acquired brain injury (TBI)	0	0	0	0	10	0	33	0	0	0	6	0	21	0	51	0
		Anxiety	1	0	104	1	331	1	1,510	1	9	2	186	1	351	1	1,430	1
		Attention deficit or hyperactivity disorder (ADD or ADHD)	0	0	125	1	468	2	1,910	2	1	0	238	1	494	1	2,205	2
		Autism spectrum	1	1	46	1	96	0	369	0	0	0	67	0	89	0	343	0
		Depression	0	0	15	0	60	0	259	0	1	0	48	0	75	0	365	0
		Post-Traumatic Stress Disorder (PTSD)	0	0	4	0	16	0	52	0	0	0	18	0	45	0	150	0
		Another mental health or developmental disability	1	0	10	0	34	0	137	0	1	0	34	0	48	0	185	0
		Chronic medical condition (asthma, diabetes, Crohn's disease, etc.)	1	0	57	0	173	1	840	1	3	1	117	1	265	1	1,117	1
		Learning disability	0	0	70	1	250	1	882	1	2	0	115	1	247	1	858	1
		Intellectual disability	0	0	0	0	2	0	12	0	0	0	0	0	2	0	12	0
		Disability or condition not listed	1	0	28	0	104	0	374	0	0	0	55	0	105	0	423	0
		Multiple disabilities or conditions	29	12	1,410	12	4,744	16	19,344	15	58	15	2,982	16	5,920	16	23,693	16
		No disability or condition	165	81	8,241	77	22,557	73	93,748	74	265	75	13,166	73	27,546	74	108,695	74
		Prefer not to respond	7	4	614	6	1,676	6	6,466	5	16	5	908	5	1,671	5	6,390	5
	Total	207	100	10,802	100	30,688	100	126,669	100	359	100	18,071	100	37,114	100	146,780	100	
35. Of which of the following types of Greek letter social or service organizations are you a member? (Select all that apply.)	gr_none	None, I am not a member of a Greek letter social or service organization	203	98	10,132	96	28,716	96	116,216	93	329	94	16,718	95	33,852	93	129,560	90
	gr_ICG	Independent Greek Council (IGC)	0	0	24	0	96	0	459	0	1	0	43	0	121	0	598	0
	gr_IFC	Interfraternity Conference (IFC)	1	1	161	1	336	1	2,156	2	2	1	201	1	346	1	2,727	2
	gr_NPC	National Panhellenic Conference (NPC)	1	0	250	1	641	1	4,097	3	4	1	339	1	724	2	5,339	3
	gr_NPHC	National Pan-Hellenic Council	0	0	28	0	91	0	437	0	1	0	46	0	167	0	858	1
	gr_UGC	United Greek Council (UGC) or	1	1	34	0	77	0	285	0	0	0	105	1	127	0	540	0
	gr_another	Another Greek letter organization	1	0	86	1	384	1	1,845	1	14	4	358	2	1,246	3	5,476	4

Item wording or description	Variable name	Response options	First-Year Students								Seniors								
			Sacramento State		Far West Public		Carnegie Class		NSSE 2023 & 2024		Sacramento State		Far West Public		Carnegie Class		NSSE 2023 & 2024		
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
Greek letter organization	gr_all	None, I am not a member of a Greek letter social or service organization	203	98	10,132	96	28,716	96	116,216	93	329	94	16,718	95	33,852	93	129,560	90	
	<i>(Items gr_none to gr_another recoded where each student is represented only once.)</i>	Independent Greek Council (IGC)		0	0	19	0	74	0	380	0	1	0	39	0	89	0	468	0
		Interfraternity Conference (IFC)		1	1	153	1	307	1	2,013	2	2	1	183	1	299	1	2,512	2
		National Panhellenic Conference (NPC)		1	0	235	1	594	1	3,871	3	4	1	320	1	657	1	5,029	3
		National Pan-Hellenic Council		0	0	22	0	66	0	326	0	1	0	37	0	138	0	746	1
		United Greek Council (UGC) or Multicultural Greek Council (MGC)		1	1	26	0	51	0	218	0	0	0	91	0	94	0	470	0
		Another Greek letter organization		1	0	79	1	362	1	1,716	1	14	4	335	2	1,159	3	5,103	3
		Multiple Greek letter organizations		0	0	22	0	73	0	336	0	0	0	39	0	134	0	575	0
		Total		207	100	10,688	100	30,243	100	125,076	100	351	100	17,762	100	36,422	100	144,463	100
36. Which of the following best describes where you are living while attending college?	living18	Campus housing (other than a fraternity or sorority house)	75	37	4,934	40	15,674	42	81,406	59	13	3	1,183	7	5,198	12	26,499	15	
		Fraternity or sorority house	0	0	132	1	133	0	920	1	1	0	116	1	175	0	1,482	1	
		House, apartment, or other residence <i>within walking distance</i> to campus	16	8	719	7	1,507	5	6,712	6	45	12	3,080	15	5,091	14	30,809	21	
		House, apartment, or other residence <i>farther than walking distance</i> to campus	114	55	4,744	50	8,973	33	29,309	26	290	82	12,602	72	20,012	54	71,365	50	
		N/A: No campus, entirely online, etc.	0	0	216	2	4,227	19	7,782	8	5	1	946	5	6,389	19	16,014	12	
		N/A: Homeless or in transition	0	0	41	0	160	1	545	0	3	1	142	1	232	1	654	0	
		Total	205	100	10,786	100	30,674	100	126,674	100	357	100	18,069	100	37,097	100	146,823	100	
	37. Are you a student-athlete on a team sponsored by your institution's athletics department?	athlete	No	198	97	10,497	97	28,232	94	115,154	93	354	99	17,791	99	35,366	96	138,469	96
		Yes	6	3	298	3	2,416	6	11,481	7	2	1	284	1	1,742	4	8,304	4	
		Total	204	100	10,795	100	30,648	100	126,635	100	356	100	18,075	100	37,108	100	146,773	100	
38. Are you a current or former member of the U.S. Armed Forces, Reserves, or National Guard?	veteran	No	204	100	10,702	99	29,921	96	124,241	98	351	98	17,499	96	34,565	91	139,826	94	
		Yes	0	0	79	1	741	4	2,318	2	6	2	584	4	2,578	9	7,053	6	
		Total	204	100	10,781	100	30,662	100	126,559	100	357	100	18,083	100	37,143	100	146,879	100	

# NSSE 2024 Respondent Profile

## California State University, Sacramento

Item wording or description	Variable name	Response options	First-Year Students								Seniors							
			Sacramento State		Far West Public		Carnegie Class		NSSE 2023 & 2024		Sacramento State		Far West Public		Carnegie Class		NSSE 2023 & 2024	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Institution-reported information</b> (Variables provided by your institution in your NSSE population file.)																		
Institution-reported: Sex	IRsex19	Female	193	55	9,215	55	29,102	55	117,608	56	328	57	14,610	56	31,703	56	123,406	57
		Male	96	44	4,992	45	14,192	42	59,980	43	145	43	7,677	44	14,842	39	62,003	42
		Another	3	1	35	0	16	0	182	0	0	0	26	0	24	0	99	0
		Unknown	0	0	41	0	526	3	1,427	1	0	0	44	0	1,421	4	1,804	1
		Total	292	100	14,283	100	43,836	100	179,197	100	473	100	22,357	100	47,990	100	187,312	100
Institution-reported: Race or ethnicity	IRrace	American Indian or Alaska Native	0	0	45	0	308	1	841	1	2	0	87	1	371	1	952	1
		Asian	69	24	1,740	15	2,313	6	10,989	7	65	15	2,633	15	2,805	7	11,101	7
		Black or African American	15	5	374	4	3,839	10	16,696	11	28	6	585	4	3,485	8	14,717	9
		Hispanic or Latino	124	42	4,663	43	8,037	22	27,180	18	166	35	6,919	39	9,240	21	28,523	18
		Native Hawaiian/Other Pac. Islander	2	1	71	1	102	0	405	0	6	1	130	1	109	0	431	0
		White	54	19	2,279	20	20,883	50	87,651	50	135	29	5,263	28	23,451	53	97,614	55
		Other	0	0	0	0	0	0	6	0	0	0	0	0	0	0	6	0
		Foreign or nonresident	8	3	228	2	1,398	3	7,198	4	20	4	469	3	986	2	5,159	3
		Two or more races/ethnicities	14	5	548	5	1,781	4	7,563	4	36	7	907	5	1,736	4	6,842	4
		Unknown	6	2	2,403	10	1,530	4	7,939	4	15	3	1,172	5	1,751	4	7,013	4
		Total	292	100	12,351	100	40,191	100	166,468	100	473	100	18,165	100	43,934	100	172,358	100
Institution-reported: Class level	IRclass	First-year	292	100	14,283	100	43,836	100	179,197	100	0	0	0	0	0	0	0	0
		Senior	0	0	0	0	0	0	0	0	473	100	22,357	100	47,990	100	187,312	100
		Total	292	100	14,283	100	43,836	100	179,197	100	473	100	22,357	100	47,990	100	187,312	100
Institution-reported: Enrollment status	IRenrollment	Not full-time	6	2	813	8	2,330	11	8,814	8	97	25	4,362	24	8,683	22	28,713	18
		Full-time	286	98	13,470	92	41,506	89	170,383	92	376	75	17,995	76	39,307	78	158,599	82
		Total	292	100	14,283	100	43,836	100	179,197	100	473	100	22,357	100	47,990	100	187,312	100
Institution-reported: Age category (recoded from IRbirthYear)	IRagecol	19 or younger	279	95	13,346	92	33,530	70	154,023	83	1	0	370	1	531	1	2,344	1
		20-23	10	4	701	6	3,543	10	12,608	8	254	51	12,090	51	25,677	50	123,617	63
		24-29	2	1	104	1	1,852	6	3,646	3	121	27	5,301	25	8,179	18	26,226	15
		30-39	0	0	73	1	2,598	8	4,613	3	63	14	2,852	14	7,099	16	18,343	11
		40-55	1	0	38	0	2,020	6	3,685	3	28	6	1,515	8	5,634	13	14,340	8
		Over 55	0	0	8	0	250	1	533	0	6	1	227	1	861	2	2,429	2
		Total	292	100	14,270	100	43,793	100	179,108	100	473	100	22,355	100	47,981	100	187,299	100

### About This Report

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

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

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

### NSSE Core Survey Comparison Group 1

**Name:** Far West Public

**Number of institutions:** 33

**Comparison group selection:** Your institution retained the default comparison group.

**Group description:** NSSE 2023 and 2024 institutions in same geographic region and sector.

**List of institutions:**

- 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, Chico (Chico, CA)
- California State University-Dominguez Hills (Carson, CA)
- California State University, Fresno (Fresno, CA)
- California State University, Fullerton (Fullerton, CA)
- California State University-Long Beach (Long Beach, CA)\*
- California State University, Los Angeles (Los Angeles, CA)\*
- California State University, Monterey Bay (Seaside, CA)\*
- California State University, Northridge (Northridge, CA)
- California State University San Marcos (San Marcos, CA)
- California State University-Stanislaus (Turlock, CA)\*
- Central Washington University (Ellensburg, WA)\*
- Eastern Oregon University (La Grande, OR)\*
- Eastern Washington University (Cheney, WA)\*
- Nevada State University (Henderson, NV)
- Oregon Institute of Technology (Klamath Falls, OR)
- Oregon State University (Corvallis, OR)
- Oregon State University-Cascades (Bend, OR)
- Portland State University (Portland, OR)\*
- San Francisco State University (San Francisco, CA)\*
- San Jose State University (San Jose, CA)
- Southern Oregon University (Ashland, OR)\*
- University of Alaska Anchorage (Anchorage, AK)\*
- University of California-Merced (Merced, CA)\*
- University of Hawai'i-West O'ahu (Kapolei, HI)

- University of Washington Bothell (Bothell, WA)
- University of Washington Tacoma (Tacoma, WA)
- Washington State University (Pullman, WA)\*
- Western Oregon University (Monmouth, OR)\*
- Western Washington University (Bellingham, WA)

## NSSE Core Survey Comparison Group 2

**Name:** Carnegie Class

**Number of institutions:** 162

**Comparison group selection:** Your institution retained the default comparison group.

**Group description:** All other 2023 and 2024 NSSE institutions sharing your institution's 2021 Basic Carnegie Classification "Master's L: Master's Colleges and Universities (larger programs)"

**List of institutions:**

- Adams State University (Alamosa, CO)
- Alabama A&M University (Normal, AL)
- American InterContinental University-Online (Hoffman Estates, IL)\*
- American Public University System (Charles Town, WV)\*
- Anderson University (Anderson, SC)\*
- Angelo State University (San Angelo, TX)\*
- Arkansas Tech University (Russellville, AR)\*
- Auburn University at Montgomery (Montgomery, AL)
- Augsburg University (Minneapolis, MN)
- Austin Peay State University (Clarksville, TN)
- Baldwin Wallace University (Berea, OH)\*
- Bay Path University (Longmeadow, MA)
- Bentley University (Waltham, MA)
- Berklee College of Music (Boston, MA)\*
- Bridgewater State University (Bridgewater, MA)\*
- Bryant University (Smithfield, RI)
- Butler University (Indianapolis, IN)\*
- California Baptist University (Riverside, CA)\*
- California Lutheran University (Thousand Oaks, CA)\*
- California State Polytechnic University-Pomona (Pomona, CA)\*
- California State University-Bakersfield (Bakersfield, CA)
- California State University, Chico (Chico, CA)
- California State University-Dominguez Hills (Carson, CA)
- California State University, Los Angeles (Los Angeles, CA)\*
- California State University, Monterey Bay (Seaside, CA)\*
- California State University, Northridge (Northridge, CA)
- California State University San Marcos (San Marcos, CA)
- California State University-Stanislaus (Turlock, CA)\*
- Campbellsville University (Campbellsville, KY)
- Capital University (Columbus, OH)
- Carlow University (Pittsburgh, PA)
- Carroll University (Waukesha, WI)\*
- Central Connecticut State University (New Britain, CT)\*
- Central Washington University (Ellensburg, WA)\*
- Chicago State University (Chicago, IL)\*
- The Citadel, The Military College of South Carolina (Charleston, SC)\*
- Coastal Carolina University (Conway, SC)
- Concordia University Chicago (River Forest, IL)\*
- Concordia University Nebraska (Seward, NE)\*
- CUNY Bernard M Baruch College (New York, NY)\*
- CUNY John Jay College of Criminal Justice (New York, NY)
- Delta State University (Cleveland, MS)
- Doane University (Crete, NE)\*
- East Central University (Ada, OK)\*
- East Stroudsburg University of Pennsylvania (East Stroudsburg, PA)
- Eastern Illinois University (Charleston, IL)\*
- Eastern University (Saint Davids, PA)\*

- Eastern Washington University (Cheney, WA)\*
- Fairleigh Dickinson University-College at Florham (Madison, NJ)
- Fairleigh Dickinson University-Metropolitan Campus (Teaneck, NJ)
- Fitchburg State University (Fitchburg, MA)\*
- Fort Hays State University (Hays, KS)
- Framingham State University (Framingham, MA)
- Georgian Court University (Lakewood, NJ)\*
- Goldey-Beacom College (Wilmington, DE)\*
- Grambling State University (Grambling, LA)\*
- Hamline University (Saint Paul, MN)\*
- Hawaii Pacific University (Honolulu, HI)
- Holy Family University (Philadelphia, PA)
- Hood College (Frederick, MD)\*
- Indiana Institute of Technology (Fort Wayne, IN)
- Inter American University of Puerto Rico-Metro Campus (San Juan, PR)
- Jacksonville State University (Jacksonville, AL)\*
- John Carroll University (Cleveland, OH)\*
- Le Moyne College (Syracuse, NY)
- Lenoir-Rhyne University (Hickory, NC)\*
- Lewis University (Romeoville, IL)\*
- Louisiana State University-Shreveport (Shreveport, LA)
- Loyola University Maryland (Baltimore, MD)
- Lynn University (Boca Raton, FL)\*
- Manhattan College (Bronx, NY)
- Mercy College (Dobbs Ferry, NY)\*
- Messiah University (Grantham, PA)\*
- Metropolitan State University of Denver (Denver, CO)\*
- Midwestern State University (Wichita Falls, TX)
- Minnesota State University, Mankato (Mankato, MN)\*
- Molloy University (Rockville Centre, NY)\*
- Morehead State University (Morehead, KY)
- Mount Saint Mary's University (Los Angeles, CA)
- Murray State University (Murray, KY)\*
- National University (La Jolla, CA)\*
- New England College (Henniker, NH)\*
- New Mexico Highlands University (Las Vegas, NM)\*
- New York Institute of Technology (Old Westbury, NY)\*
- Niagara University (Niagara University, NY)
- Northeastern Illinois University (Chicago, IL)\*
- Northwest Missouri State University (Maryville, MO)\*
- Northwest Nazarene University (Nampa, ID)
- Norwich University (Northfield, VT)\*
- Pittsburg State University (Pittsburg, KS)\*
- Plymouth State University (Plymouth, NH)
- Point Loma Nazarene University (San Diego, CA)\*
- Post University (Waterbury, CT)
- Providence College (Providence, RI)\*
- Purdue University Northwest (Westville, IN)
- Queens University of Charlotte (Charlotte, NC)
- Ramapo College of New Jersey (Mahwah, NJ)
- Rhode Island School of Design (Providence, RI)\*
- Rollins College (Winter Park, FL)
- Saginaw Valley State University (University Center, MI)\*
- St. Edward's University (Austin, TX)

- Saint Joseph's College (Standish, ME)
- St. Mary's University (San Antonio, TX)
- Saint Xavier University (Chicago, IL)
- Salve Regina University (Newport, RI)\*
- San Jose State University (San Jose, CA)
- Savannah College of Art and Design (Savannah, GA)
- School of Visual Arts (New York, NY)
- Shippensburg University of Pennsylvania (Shippensburg, PA)\*
- Southeastern Louisiana University (Hammond, LA)
- Southern Connecticut State University (New Haven, CT)\*
- Southern Nazarene University (Bethany, OK)\*
- Southern Oregon University (Ashland, OR)\*
- Southwestern Oklahoma State University (Weatherford, OK)
- Spring Arbor University (Spring Arbor, MI)
- St. Joseph's University, New York (Brooklyn, NY)
- Stephen F. Austin State University (Nacogdoches, TX)
- Stetson University (DeLand, FL)
- Stevenson University (Stevenson, MD)\*
- Sul Ross State University (Alpine, TX)\*
- State University of New York at Brockport (Brockport, NY)
- SUNY Oswego (Oswego, NY)\*
- SUNY-Buffalo State University (Buffalo, NY)\*
- Texas A&M International University (Laredo, TX)\*
- Texas A&M University-San Antonio (San Antonio, TX)
- The University of Texas Permian Basin (Odessa, TX)
- Tiffin University (Tiffin, OH)
- Towson University (Towson, MD)\*
- University of Alaska Anchorage (Anchorage, AK)\*
- University of Central Missouri (Warrensburg, MO)\*
- University of Central Oklahoma (Edmond, OK)
- University of Illinois Springfield (Springfield, IL)
- University of Minnesota Duluth (Duluth, MN)\*
- University of North Carolina at Pembroke (Pembroke, NC)\*
- University of North Georgia (Dahlonega, GA)\*
- University of Northern Iowa (Cedar Falls, IA)\*
- University of Redlands (Redlands, CA)\*
- University of Saint Joseph (West Hartford, CT)\*
- University of Southern Indiana (Evansville, IN)\*
- University of Southern Maine (Portland, ME)\*
- The University of Tampa (Tampa, FL)
- University of Washington Bothell (Bothell, WA)
- University of Washington Tacoma (Tacoma, WA)
- The University of West Florida (Pensacola, FL)
- University of Wisconsin-La Crosse (La Crosse, WI)\*
- University of Wisconsin-Platteville (Platteville, WI)\*
- University of Wisconsin-Stout (Menomonie, WI)
- University of Wisconsin-Whitewater (Whitewater, WI)\*
- Upper Iowa University (Fayette, IA)
- Viterbo University (La Crosse, WI)\*
- Wayne State College (Wayne, NE)
- Weber State University (Ogden, UT)\*
- Webster University (Saint Louis, MO)
- West Texas A&M University (Canyon, TX)
- Western Governors University (Salt Lake City, UT)

- Western Illinois University (Macomb, IL)\*
- Western Oregon University (Monmouth, OR)\*
- Western Washington University (Bellingham, WA)
- Westfield State University (Westfield, MA)
- William Paterson University of New Jersey (Wayne, NJ)\*
- Winthrop University (Rock Hill, SC)
- Youngstown State University (Youngstown, OH)\*

## NSSE Core Survey Comparison Group 3

**Name:** NSSE 2023 & 2024

**Number of institutions:** 706

**Comparison group selection:** Your institution retained the default comparison group.

**Group description:** All other 2023 and 2024 U.S. NSSE institutions

**List of institutions:**

- Abilene Christian University (Abilene, TX)
- Adams State University (Alamosa, CO)
- Adelphi University (Garden City, NY)
- Adrian College (Adrian, MI)
- AdventHealth University (Orlando, FL)\*
- Alabama A&M University (Normal, AL)
- Alabama State University (Montgomery, AL)
- Albany State University (Albany, GA)
- Albertus Magnus College (New Haven, CT)
- Albion College (Albion, MI)
- Albright College (Reading, PA)
- Alcorn State University (Alcorn State, MS)
- Alma College (Alma, MI)\*
- American InterContinental University-Online (Hoffman Estates, IL)\*
- American Public University System (Charles Town, WV)\*
- American University (Washington, DC)\*
- Ana G. Mendez University (Orlando, FL)
- Anderson University (Anderson, SC)\*
- Andrews University (Berrien Springs, MI)\*
- Angelo State University (San Angelo, TX)\*
- Aquinas College (Grand Rapids, MI)
- Arizona Christian University (Phoenix, AZ)
- ASU Online (Scottsdale, AZ)
- Arkansas Tech University (Russellville, AR)\*
- Auburn University (Auburn University, AL)
- Auburn University at Montgomery (Montgomery, AL)
- Augsburg University (Minneapolis, MN)
- Augustana College (Rock Island, IL)
- Augustana University (Sioux Falls, SD)\*
- Austin Peay State University (Clarksville, TN)
- Ave Maria University (Ave Maria, FL)
- Azusa Pacific University (Azusa, CA)\*
- Babson College (Wellesley, MA)
- Baldwin Wallace University (Berea, OH)\*
- Ball State University (Muncie, IN)
- Bard College (Annandale-On-Hudson, NY)
- Barry University (Miami, FL)\*
- Barton College (Wilson, NC)
- Bay Path University (Longmeadow, MA)
- Bellarmine University (Louisville, KY)\*
- Belmont University (Nashville, TN)
- Beloit College (Beloit, WI)\*
- Benedictine College (Atchison, KS)
- Bentley University (Waltham, MA)
- Berklee College of Music (Boston, MA)\*
- Bethany College (Lindsborg, KS)\*
- Bethany College (Bethany, WV)\*

- Bethel University (Saint Paul, MN)\*
- Bethune-Cookman University (Daytona Beach, FL)
- Biola University (La Mirada, CA)\*
- Black Hills State University (Spearfish, SD)
- Bluffton University (Bluffton, OH)\*
- Boston College (Chestnut Hill, MA)\*
- Boston University (Boston, MA)
- Bowling Green State University (Bowling Green, OH)\*
- Brenau University (Gainesville, GA)
- Bridgewater College (Bridgewater, VA)
- Bridgewater State University (Bridgewater, MA)\*
- Brigham Young University (Provo, UT)
- Bryant University (Smithfield, RI)
- Bucknell University (Lewisburg, PA)\*
- Buena Vista University (Storm Lake, IA)
- Butler University (Indianapolis, IN)\*
- California Baptist University (Riverside, CA)\*
- California Institute of the Arts (Valencia, CA)
- California Lutheran University (Thousand Oaks, CA)\*
- 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, Chico (Chico, CA)
- California State University-Dominguez Hills (Carson, CA)
- California State University, Fresno (Fresno, CA)
- California State University, Fullerton (Fullerton, CA)
- California State University-Long Beach (Long Beach, CA)\*
- California State University, Los Angeles (Los Angeles, CA)\*
- California State University, Monterey Bay (Seaside, CA)\*
- California State University, Northridge (Northridge, CA)
- California State University San Marcos (San Marcos, CA)
- California State University-Stanislaus (Turlock, CA)\*
- Calvin University (Grand Rapids, MI)
- Cameron University (Lawton, OK)\*
- Campbell University Inc. (Buies Creek, NC)\*
- Campbellsville University (Campbellsville, KY)
- Capital University (Columbus, OH)
- Carlow University (Pittsburgh, PA)
- Carroll College (Helena, MT)\*
- Carroll University (Waukesha, WI)\*
- Carson-Newman University (Jefferson City, TN)
- Case Western Reserve University (Cleveland, OH)
- Castleton University (Castleton, VT)\*
- Catawba College (Salisbury, NC)
- The Catholic University of America (Washington, DC)
- Cedar Crest College (Allentown, PA)
- Cedarville University (Cedarville, OH)\*
- Centenary College of Louisiana (Shreveport, LA)\*
- Central Connecticut State University (New Britain, CT)\*
- Central Methodist University (Fayette, MO)
- Central Michigan University (Mount Pleasant, MI)\*
- Central Washington University (Ellensburg, WA)\*
- Centre College (Danville, KY)

- Chadron State College (Chadron, NE)\*
- Chaminade University of Honolulu (Honolulu, HI)
- Chapman University (Orange, CA)
- Charleston Southern University (Charleston, SC)\*
- Chestnut Hill College (Philadelphia, PA)
- Chicago State University (Chicago, IL)\*
- Chowan University (Murfreesboro, NC)\*
- Christian Brothers University (Memphis, TN)\*
- The Citadel, The Military College of South Carolina (Charleston, SC)\*
- Clark Atlanta University (Atlanta, GA)
- Clark University (Worcester, MA)\*
- Clarkson University (Potsdam, NY)\*
- Clayton State University (Morrow, GA)\*
- Clemson University (Clemson, SC)
- Cleveland Institute of Art (Cleveland, OH)
- Cleveland State University (Cleveland, OH)
- Coastal Carolina University (Conway, SC)
- Coker University (Hartsville, SC)
- Colby College (Waterville, ME)\*
- Colby-Sawyer College (New London, NH)\*
- Colgate University (Hamilton, NY)\*
- The College of Idaho (Caldwell, ID)
- College of Mount Saint Vincent (Bronx, NY)
- The College of Saint Scholastica (Duluth, MN)\*
- College of the Holy Cross (Worcester, MA)\*
- The College of Wooster (Wooster, OH)
- Colorado Technical University (Colorado Springs, CO)
- Columbia College (Columbia, SC)
- Columbia College Chicago (Chicago, IL)\*
- Columbus College of Art and Design (Columbus, OH)
- Concordia College at Moorhead (Moorhead, MN)\*
- Concordia University Nebraska (Seward, NE)\*
- Concordia University Chicago (River Forest, IL)\*
- Concordia University Irvine (Irvine, CA)
- Connecticut College (New London, CT)
- Converse University (Spartanburg, SC)\*
- Covenant College (Lookout Mountain, GA)\*
- Creighton University (Omaha, NE)
- Culver-Stockton College (Canton, MO)\*
- Cumberland University (Lebanon, TN)
- CUNY Bernard M Baruch College (New York, NY)\*
- CUNY John Jay College of Criminal Justice (New York, NY)
- CUNY Medgar Evers College (Brooklyn, NY)\*
- CUNY York College (Jamaica, NY)\*
- Curry College (Milton, MA)
- Dakota State University (Madison, SD)
- Dalton State College (Dalton, GA)
- Dean College (Franklin, MA)
- Delaware State University (Dover, DE)\*
- Delta State University (Cleveland, MS)
- Denison University (Granville, OH)\*
- DePaul University (Chicago, IL)
- DeSales University (Center Valley, PA)\*
- Dickinson College (Carlisle, PA)\*

- Doane University (Crete, NE)\*
- Drew University (Madison, NJ)\*
- Drury University (Springfield, MO)
- D'Youville University (Buffalo, NY)
- Earlham College (Richmond, IN)
- East Central University (Ada, OK)\*
- East Stroudsburg University of Pennsylvania (East Stroudsburg, PA)
- East Tennessee State University (Johnson City, TN)
- Eastern Connecticut State University (Willimantic, CT)
- Eastern Illinois University (Charleston, IL)\*
- Eastern Mennonite University (Harrisonburg, VA)\*
- Eastern Nazarene College (Quincy, MA)\*
- Eastern Oregon University (La Grande, OR)\*
- Eastern University (Saint Davids, PA)\*
- Eastern Washington University (Cheney, WA)\*
- Elizabethtown College (Elizabethtown, PA)\*
- Elmira College (Elmira, NY)\*
- Fairfield University (Fairfield, CT)\*
- Fairleigh Dickinson University-College at Florham (Madison, NJ)
- Fairleigh Dickinson University-Metropolitan Campus (Teaneck, NJ)
- Fairmont State University (Fairmont, WV)\*
- Faith Baptist Bible College and Theological Seminary (Ankeny, IA)\*
- Farmingdale State College (Farmingdale, NY)\*
- Fashion Institute of Technology (New York, NY)\*
- Fayetteville State University (Fayetteville, NC)\*
- Felician University (Lodi, NJ)
- Ferris State University (Grand Rapids, MI)
- Fitchburg State University (Fitchburg, MA)\*
- Five Towns College (Dix Hills, NY)
- Flagler College (Saint Augustine, FL)
- Florida A&M University (Tallahassee, FL)\*
- Florida Atlantic University (Boca Raton, FL)\*
- Florida Gulf Coast University (Fort Myers, FL)\*
- Florida Institute of Technology (Melbourne, FL)\*
- Florida International University (Miami, FL)
- Florida Memorial University (Miami Gardens, FL)\*
- Florida State University (Tallahassee, FL)\*
- Fort Hays State University (Hays, KS)
- Framingham State University (Framingham, MA)
- Francis Marion University (Florence, SC)
- Furman University (Greenville, SC)\*
- Gallaudet University (Washington, DC)\*
- George Fox University (Newberg, OR)
- Georgetown College (Georgetown, KY)
- Georgia Gwinnett College (Lawrenceville, GA)
- Georgia Institute of Technology (Atlanta, GA)\*
- Georgia Southwestern State University (Americus, GA)
- Georgia State University (Atlanta, GA)\*
- Georgian Court University (Lakewood, NJ)\*
- Gettysburg College (Gettysburg, PA)\*
- Glenville State University (Glenville, WV)\*
- Goldey-Beacom College (Wilmington, DE)\*
- Gordon College (Wenham, MA)
- Goshen College (Goshen, IN)\*

- Goucher College (Baltimore, MD)\*
- Grace College and Theological Seminary (Winona Lake, IN)\*
- Grambling State University (Grambling, LA)\*
- Grand Canyon University (Phoenix, AZ)
- Grand View University (Des Moines, IA)
- Greenville University (Greenville, IL)
- Grinnell College (Grinnell, IA)\*
- Gustavus Adolphus College (Saint Peter, MN)
- Hamilton College (Clinton, NY)\*
- Hamline University (Saint Paul, MN)\*
- Hanover College (Hanover, IN)\*
- Harris-Stowe State University (Saint Louis, MO)
- Hartwick College (Oneonta, NY)\*
- Harvey Mudd College (Claremont, CA)\*
- Hastings College (Hastings, NE)
- Hawaii Pacific University (Honolulu, HI)
- Hendrix College (Conway, AR)
- High Point University (High Point, NC)\*
- Hiram College (Hiram, OH)\*
- Hollins University (Roanoke, VA)\*
- Holy Cross College at Notre Dame, IN (Notre Dame, IN)
- Holy Family University (Philadelphia, PA)
- Hood College (Frederick, MD)\*
- Hope College (Holland, MI)
- Houghton University (Houghton, NY)\*
- Howard University (Washington, DC)
- Illinois College (Jacksonville, IL)\*
- Illinois State University (Normal, IL)\*
- Indiana Institute of Technology (Fort Wayne, IN)
- Indiana University Bloomington (Bloomington, IN)
- Indiana University East (Richmond, IN)
- Indiana University Kokomo (Kokomo, IN)
- Indiana University Northwest (Gary, IN)
- Indiana University South Bend (South Bend, IN)
- Indiana University Southeast (New Albany, IN)
- Indiana University-Purdue University Indianapolis (Indianapolis, IN)
- Inter American University of Puerto Rico-Metro Campus (San Juan, PR)
- Iowa State University (Ames, IA)\*
- Jackson State University (Jackson, MS)\*
- Jacksonville State University (Jacksonville, AL)\*
- John Carroll University (Cleveland, OH)\*
- Johnson University (Knoxville, TN)
- Juniata College (Huntingdon, PA)\*
- Kansas Wesleyan University (Salina, KS)\*
- Kennesaw State University (Kennesaw, GA)\*
- Kent State University at Kent (Kent, OH)\*
- Kent State University at Stark (Canton, OH)\*
- Kent State University at Trumbull (Warren, OH)\*
- Kentucky State University (Frankfort, KY)
- Kentucky Wesleyan College (Owensboro, KY)\*
- Kenyon College (Gambier, OH)\*
- Kettering University (Flint, MI)\*
- Keuka College (Keuka Park, NY)
- King's College (Wilkes Barre, PA)

- Knox College (Galesburg, IL)
- La Roche University (Pittsburgh, PA)\*
- La Salle University (Philadelphia, PA)\*
- La Sierra University (Riverside, CA)\*
- LaGrange College (Lagrange, GA)
- Lamar University (Beaumont, TX)
- Lancaster Bible College (Lancaster, PA)
- Lawrence University (Appleton, WI)
- Le Moyne College (Syracuse, NY)
- Lee University (Cleveland, TN)
- Lehigh University (Bethlehem, PA)
- Lenoir-Rhyne University (Hickory, NC)\*
- Lewis & Clark College (Portland, OR)\*
- Lewis University (Romeoville, IL)\*
- LIM College (New York, NY)
- Lincoln Memorial University (Harrogate, TN)\*
- Lincoln University (Lincoln University, PA)
- Linfield University (McMinnville, OR)\*
- Lipscomb University (Nashville, TN)\*
- Longwood University (Farmville, VA)\*
- Loras College (Dubuque, IA)\*
- Louisiana State University-Shreveport (Shreveport, LA)
- Loyola Marymount University (Los Angeles, CA)\*
- Loyola University Chicago (Chicago, IL)
- Loyola University Maryland (Baltimore, MD)
- Loyola University New Orleans (New Orleans, LA)\*
- Luther College (Decorah, IA)
- Lycoming College (Williamsport, PA)\*
- Lynn University (Boca Raton, FL)\*
- Lyon College (Batesville, AR)
- Macalester College (Saint Paul, MN)\*
- Madonna University (Livonia, MI)
- Manhattan College (Bronx, NY)
- Maranatha Baptist University (Watertown, WI)\*
- Marian University (Fond Du Lac, WI)
- Marian University (Indianapolis, IN)\*
- Marietta College (Marietta, OH)\*
- Mars Hill University (Mars Hill, NC)
- Marshall University (Huntington, WV)
- Marymount Manhattan College (New York, NY)\*
- Marymount University (Arlington, VA)\*
- Massachusetts College of Art and Design (Boston, MA)
- Massachusetts College of Pharmacy and Health Sciences (Boston, MA)
- Mayville State University (Mayville, ND)\*
- McKendree University (Lebanon, IL)\*
- McMurry University (Abilene, TX)\*
- McPherson College (McPherson, KS)\*
- Mercy College (Dobbs Ferry, NY)\*
- Mercyhurst University (Erie, PA)\*
- Meredith College (Raleigh, NC)\*
- Messiah University (Grantham, PA)\*
- Metropolitan State University of Denver (Denver, CO)\*
- Miami University-Hamilton (Hamilton, OH)\*
- Miami University-Middletown (Middletown, OH)\*

- Miami University-Oxford (Oxford, OH)\*
- MidAmerica Nazarene University (Olathe, KS)
- Middle Georgia State University (Macon, GA)\*
- Middle Tennessee State University (Murfreesboro, TN)
- Midland University (Fremont, NE)\*
- Midway University (Midway, KY)
- Midwestern State University (Wichita Falls, TX)
- Milligan University (Milligan College, TN)\*
- Millikin University (Decatur, IL)
- Minnesota State University, Mankato (Mankato, MN)\*
- Minot State University (Minot, ND)
- Misericordia University (Dallas, PA)\*
- Mississippi State University (Mississippi State, MS)\*
- Missouri Southern State University (Joplin, MO)\*
- Missouri University of Science and Technology (Rolla, MO)\*
- Molloy University (Rockville Centre, NY)\*
- Montclair State University (Montclair, NJ)
- Moravian University (Bethlehem, PA)\*
- Morehead State University (Morehead, KY)
- Morgan State University (Baltimore, MD)
- Mount Aloysius College (Cresson, PA)\*
- Mount Saint Mary's University (Los Angeles, CA)
- Mount St. Joseph University (Cincinnati, OH)
- Muhlenberg College (Allentown, PA)\*
- Murray State University (Murray, KY)\*
- National University (La Jolla, CA)\*
- Nebraska Methodist College (Omaha, NE)\*
- Nebraska Wesleyan University (Lincoln, NE)\*
- Neumann University (Aston, PA)
- Nevada State University (Henderson, NV)
- New England College (Henniker, NH)\*
- New Mexico Highlands University (Las Vegas, NM)\*
- New Mexico Institute of Mining and Technology (Socorro, NM)
- New Mexico State University (Las Cruces, NM)\*
- New York Film Academy (Burbank, CA)
- New York Institute of Technology (Old Westbury, NY)\*
- New York University (New York, NY)\*
- Newberry College (Newberry, SC)
- Newman University (Wichita, KS)
- Niagara University (Niagara University, NY)
- Nicholls State University (Thibodaux, LA)
- Norfolk State University (Norfolk, VA)
- North Carolina Agricultural & Technical State University (Greensboro, NC)
- North Central College (Naperville, IL)
- North Dakota State University (Fargo, ND)
- Northeastern Illinois University (Chicago, IL)\*
- Northern Arizona University (Flagstaff, AZ)
- Northern Michigan University (Marquette, MI)\*
- Northern State University (Aberdeen, SD)\*
- Northland College (Ashland, WI)
- Northwest Missouri State University (Maryville, MO)\*
- Northwest Nazarene University (Nampa, ID)
- Northwestern Oklahoma State University (Alva, OK)
- Norwich University (Northfield, VT)\*

- Nova Southeastern University (Fort Lauderdale, FL)\*
- Oakland University (Rochester Hills, MI)
- Occidental College (Los Angeles, CA)
- Oglala Lakota College (Kyle, SD)\*
- Ohio Northern University (Ada, OH)
- Ohio University (Athens, OH)\*
- Ohio Wesleyan University (Delaware, OH)
- Oklahoma Christian University (Edmond, OK)
- Oklahoma City University (Oklahoma City, OK)\*
- Olin College of Engineering (Needham, MA)
- Oregon Institute of Technology (Klamath Falls, OR)
- Oregon State University (Corvallis, OR)
- Oregon State University-Cascades (Bend, OR)
- Otis College of Art and Design (Los Angeles, CA)
- Otterbein University (Westerville, OH)\*
- Our Lady of the Lake University (San Antonio, TX)\*
- Pace University (New York, NY)
- Palm Beach Atlantic University-West Palm Beach (West Palm Beach, FL)
- Pepperdine University (Malibu, CA)
- Pfeiffer University (Misenheimer, NC)\*
- Pittsburg State University (Pittsburg, KS)\*
- Pitzer College (Claremont, CA)
- Plymouth State University (Plymouth, NH)
- Point Loma Nazarene University (San Diego, CA)\*
- Point Park University (Pittsburgh, PA)\*
- Portland State University (Portland, OR)\*
- Post University (Waterbury, CT)
- Pratt Institute (Brooklyn, NY)
- Presbyterian College (Clinton, SC)
- Providence College (Providence, RI)\*
- Purdue University Fort Wayne (Fort Wayne, IN)\*
- Purdue University Global (Davenport, IA)\*
- Purdue University Northwest (Westville, IN)
- Queens University of Charlotte (Charlotte, NC)
- Quincy University (Quincy, IL)\*
- Quinnipiac University (Hamden, CT)\*
- Radford University (Radford, VA)\*
- Ramapo College of New Jersey (Mahwah, NJ)
- Randolph-Macon College (Ashland, VA)\*
- Reed College (Portland, OR)
- Regent University (Virginia Beach, VA)
- Regis University (Denver, CO)\*
- Reinhardt University (Waleska, GA)\*
- Rensselaer Polytechnic Institute (Troy, NY)\*
- Rhode Island School of Design (Providence, RI)\*
- Ringling College of Art and Design (Sarasota, FL)\*
- Rochester Institute of Technology (Rochester, NY)\*
- Rocky Mountain College (Billings, MT)
- Roger Williams University (Bristol, RI)\*
- Rogers State University (Claremore, OK)\*
- Rollins College (Winter Park, FL)
- Rose-Hulman Institute of Technology (Terre Haute, IN)
- Rowan University (Glassboro, NJ)\*
- Rust College (Holly Springs, MS)\*

- Sacred Heart University (Fairfield, CT)\*
- Saginaw Valley State University (University Center, MI)\*
- Saint Ambrose University (Davenport, IA)
- Saint Anselm College (Manchester, NH)\*
- St. Catherine University (Saint Paul, MN)\*
- St. Edward's University (Austin, TX)
- Saint Elizabeth University (Morristown, NJ)\*
- Saint Joseph's College (Standish, ME)
- Saint Louis University (Saint Louis, MO)\*
- Saint Martin's University (Lacey, WA)
- St. Mary's University (San Antonio, TX)
- Saint Michael's College (Colchester, VT)
- St. Olaf College (Northfield, MN)\*
- Saint Xavier University (Chicago, IL)
- Salve Regina University (Newport, RI)\*
- Samford University (Birmingham, AL)
- San Francisco State University (San Francisco, CA)\*
- San Jose State University (San Jose, CA)
- Sarah Lawrence College (Bronxville, NY)\*
- Savannah College of Art and Design (Savannah, GA)
- School of the Art Institute of Chicago (Chicago, IL)
- School of Visual Arts (New York, NY)
- Schreiner University (Kerrville, TX)\*
- Seattle Pacific University (Seattle, WA)\*
- Seattle University (Seattle, WA)
- Shaw University (Raleigh, NC)\*
- Shenandoah University (Winchester, VA)\*
- Shippensburg University of Pennsylvania (Shippensburg, PA)\*
- Siena College (Loudonville, NY)
- Simmons University (Boston, MA)
- Simpson College (Indianola, IA)
- South Dakota State University (Brookings, SD)
- Southeastern Louisiana University (Hammond, LA)
- Southeastern University (Lakeland, FL)\*
- Southern Adventist University (Collegedale, TN)\*
- Southern Connecticut State University (New Haven, CT)\*
- Southern Illinois University Edwardsville (Edwardsville, IL)\*
- Southern Nazarene University (Bethany, OK)\*
- Southern Oregon University (Ashland, OR)\*
- Southwestern Adventist University (Keene, TX)\*
- Southwestern College (Winfield, KS)
- Southwestern Oklahoma State University (Weatherford, OK)
- Southwestern University (Georgetown, TX)
- Spring Arbor University (Spring Arbor, MI)
- Spring Hill College (Mobile, AL)
- Springfield College (Springfield, MA)\*
- St. John Fisher University (Rochester, NY)\*
- St. John's College Annapolis (Annapolis, MD)\*
- St. John's College Santa Fe (Santa Fe, NM)\*
- St. John's University - New York (Queens, NY)\*
- St. Joseph's University, New York (Brooklyn, NY)
- State University of New York at Cortland (Cortland, NY)\*
- Stephen F. Austin State University (Nacogdoches, TX)
- Stetson University (DeLand, FL)

- Stevenson University (Stevenson, MD)\*
- Stockton University (Galloway, NJ)
- Stonehill College (Easton, MA)
- Suffolk University (Boston, MA)
- Sul Ross State University (Alpine, TX)\*
- The University at Albany, SUNY (Albany, NY)\*
- Binghamton University (State University of New York) (Binghamton, NY)\*
- State University of New York at Fredonia (Fredonia, NY)\*
- The State University of New York at Geneseo (Geneseo, NY)\*
- Purchase College, SUNY (Purchase, NY)\*
- State University of New York at Brockport (Brockport, NY)
- SUNY College at Plattsburgh (Plattsburgh, NY)\*
- SUNY College of Technology at Delhi (Delhi, NY)
- SUNY Maritime College (Bronx, NY)
- SUNY Oneonta (Oneonta, NY)\*
- SUNY Oswego (Oswego, NY)\*
- SUNY-Buffalo State University (Buffalo, NY)\*
- Sweet Briar College (Sweet Briar, VA)\*
- Syracuse University (Syracuse, NY)
- Tarleton State University (Stephenville, TX)\*
- Taylor University (Upland, IN)\*
- Temple University (Philadelphia, PA)\*
- Tennessee State University (Nashville, TN)
- Tennessee Technological University (Cookeville, TN)
- Texas A&M International University (Laredo, TX)\*
- Texas A&M University-Central Texas (Killeen, TX)\*
- Texas A&M University - Corpus Christi (Corpus Christi, TX)\*
- Texas A&M University-San Antonio (San Antonio, TX)
- Texas A&M University-Commerce (Commerce, TX)
- Texas A&M University-Kingsville (Kingsville, TX)\*
- Texas Christian University (Fort Worth, TX)
- Texas Lutheran University (Seguin, TX)
- Texas Tech University (Lubbock, TX)\*
- Texas Wesleyan University (Fort Worth, TX)
- Texas Woman's University (Denton, TX)\*
- The University of Olivet (Olivet, MI)
- The University of Tennessee Southern (Pulaski, TN)
- The University of Texas Permian Basin (Odessa, TX)
- The University of the South (Sewanee, TN)\*
- Thiel College (Greenville, PA)
- Tiffin University (Tiffin, OH)
- Touro University (New York, NY)
- Towson University (Towson, MD)\*
- Trevecca Nazarene University (Nashville, TN)\*
- Trine University (Angola, IN)\*
- Truman State University (Kirksville, MO)
- United States Air Force Academy (USAFA, CO)\*
- United States Coast Guard Academy (New London, CT)\*
- United States Merchant Marine Academy (Kings Point, NY)\*
- United States Military Academy (West Point, NY)\*
- United States Naval Academy (Annapolis, MD)\*
- Universidad Adventista de las Antillas (Mayaguez, PR)
- University at Buffalo, State University of New York (Buffalo, NY)\*
- University of Akron (Akron, OH)

- University of Alabama at Birmingham (Birmingham, AL)
- University of Alaska Anchorage (Anchorage, AK)\*
- The University of Arizona (Tucson, AZ)
- University of Arizona Global Campus (Clinton, IA)\*
- University of Arkansas - Fort Smith (Fort Smith, AR)
- University of California-Merced (Merced, CA)\*
- University of Central Arkansas (Conway, AR)
- University of Central Missouri (Warrensburg, MO)\*
- University of Central Oklahoma (Edmond, OK)
- University of Charleston (Charleston, WV)
- University of Cincinnati (Cincinnati, OH)\*
- University of Colorado Colorado Springs (Colorado Springs, CO)\*
- University of Colorado Denver (Denver, CO)\*
- University of Delaware (Newark, DE)
- University of Denver (Denver, CO)
- University of Dubuque (Dubuque, IA)
- University of Evansville (Evansville, IN)\*
- University of Guam (Mangilao, GU)
- University of Hartford (West Hartford, CT)\*
- University of Hawai'i-West O'ahu (Kapolei, HI)
- University of Houston (Houston, TX)\*
- University of Houston-Clear Lake (Houston, TX)
- University of Illinois at Chicago (Chicago, IL)
- University of Illinois Springfield (Springfield, IL)
- University of Indianapolis (Indianapolis, IN)
- University of Kansas (Lawrence, KS)
- University of Kentucky (Lexington, KY)
- University of Louisiana at Lafayette (Lafayette, LA)
- University of Louisiana Monroe (Monroe, LA)
- University of Maine (Orono, ME)\*
- University of Maine at Augusta (Augusta, ME)\*
- University of Maine at Farmington (Farmington, ME)\*
- University of Maine at Presque Isle (Presque Isle, ME)\*
- University of Mary Hardin-Baylor (Belton, TX)
- University of Mary Washington (Fredericksburg, VA)
- University of Maryland, Baltimore County (Baltimore, MD)
- University of Massachusetts Amherst (Amherst, MA)\*
- University of Massachusetts Boston (Boston, MA)\*
- University of Massachusetts Dartmouth (North Dartmouth, MA)\*
- University of Memphis (Memphis, TN)
- University of Miami (Coral Gables, FL)\*
- University of Minnesota Duluth (Duluth, MN)\*
- University of Minnesota Morris (Morris, MN)\*
- University of Mississippi (University, MS)
- University of Missouri-St. Louis (Saint Louis, MO)\*
- University of Mobile (Mobile, AL)
- The University of Montana-Western (Dillon, MT)
- University of New England (Biddeford, ME)
- University of New Hampshire at Durham (Durham, NH)
- University of North Carolina at Charlotte (Charlotte, NC)
- University of North Carolina at Pembroke (Pembroke, NC)\*
- University of North Carolina Wilmington (Wilmington, NC)
- University of North Dakota (Grand Forks, ND)\*
- University of North Georgia (Dahlonega, GA)\*

- University of North Texas (Denton, TX)
- University of Northern Colorado (Greeley, CO)\*
- University of Northern Iowa (Cedar Falls, IA)\*
- University of Oklahoma - Norman Campus (Norman, OK)\*
- University of Pikeville (Pikeville, KY)
- University of Pittsburgh-Johnstown (Johnstown, PA)\*
- University of Providence (Great Falls, MT)
- University of Puerto Rico in Ponce (Ponce, PR)\*
- University of Puerto Rico-Mayaguez (Mayaguez, PR)\*
- University of Puget Sound (Tacoma, WA)\*
- University of Redlands (Redlands, CA)\*
- University of Richmond (Richmond, VA)
- University of Saint Francis-Fort Wayne (Fort Wayne, IN)\*
- University of Saint Joseph (West Hartford, CT)\*
- University of Saint Mary (Leavenworth, KS)
- University of San Francisco (San Francisco, CA)
- University of South Alabama (Mobile, AL)
- University of South Carolina Columbia (Columbia, SC)\*
- University of South Carolina Aiken (Aiken, SC)
- University of South Carolina Beaufort (Bluffton, SC)
- University of Southern Indiana (Evansville, IN)\*
- University of Southern Maine (Portland, ME)\*
- University of Southern Mississippi (Hattiesburg, MS)\*
- University of St. Thomas (Houston, TX)
- The University of Tampa (Tampa, FL)
- The University of Tennessee at Chattanooga (Chattanooga, TN)
- The University of Tennessee, Knoxville (Knoxville, TN)
- The University of Tennessee Martin (Martin, TN)
- The University of Texas at Arlington (Arlington, TX)
- The University of Texas at Dallas (Richardson, TX)
- The University of Texas at El Paso (El Paso, TX)
- The University of Texas at San Antonio (San Antonio, TX)
- The University of Texas at Tyler (Tyler, TX)
- The University of Texas MD Anderson Cancer Center (Houston, TX)
- The University of Texas Rio Grande Valley (Edinburg, TX)
- University of the Ozarks (Clarksville, AR)
- University of the Virgin Islands (Charlotte Amalie, VI)
- The University of Toledo (Toledo, OH)
- University of Utah (Salt Lake City, UT)
- University of Vermont (Burlington, VT)
- The University of Virginia's College at Wise (Wise, VA)\*
- University of Washington Bothell (Bothell, WA)
- University of Washington Tacoma (Tacoma, WA)
- The University of West Florida (Pensacola, FL)
- University of Wisconsin-Eau Claire (Eau Claire, WI)\*
- University of Wisconsin-Green Bay (Green Bay, WI)\*
- University of Wisconsin-La Crosse (La Crosse, WI)\*
- University of Wisconsin--Madison (Madison, WI)\*
- University of Wisconsin-Milwaukee (Milwaukee, WI)\*
- University of Wisconsin Oshkosh (Oshkosh, WI)\*
- University of Wisconsin-Parkside (Kenosha, WI)\*
- University of Wisconsin-Platteville (Platteville, WI)\*
- University of Wisconsin-River Falls (River Falls, WI)
- University of Wisconsin-Stevens Point (Stevens Point, WI)\*

- University of Wisconsin-Stout (Menomonie, WI)
- University of Wisconsin-Superior (Superior, WI)\*
- University of Wisconsin-Whitewater (Whitewater, WI)\*
- University of Wyoming (Laramie, WY)
- Upper Iowa University (Fayette, IA)
- Ursinus College (Collegeville, PA)
- Ursuline College (Pepper Pike, OH)\*
- Valley City State University (Valley City, ND)\*
- Valparaiso University (Valparaiso, IN)
- Vassar College (Poughkeepsie, NY)\*
- Virginia Commonwealth University (Richmond, VA)\*
- Virginia Military Institute (Lexington, VA)\*
- Virginia Polytechnic Institute and State University (Blacksburg, VA)\*
- Viterbo University (La Crosse, WI)\*
- Wabash College (Crawfordsville, IN)
- Wagner College (Staten Island, NY)
- Wake Forest University (Winston Salem, NC)\*
- Walla Walla University (College Place, WA)\*
- Washburn University (Topeka, KS)
- Washington & Jefferson College (Washington, PA)\*
- Washington and Lee University (Lexington, VA)\*
- Washington State University (Pullman, WA)\*
- Wayne State College (Wayne, NE)
- Waynesburg University (Waynesburg, PA)\*
- Webber International University (Babson Park, FL)
- Weber State University (Ogden, UT)\*
- Webster University (Saint Louis, MO)
- Wesleyan College, Macon, Georgia (Macon, GA)\*
- West Texas A&M University (Canyon, TX)
- West Virginia Wesleyan College (Buckhannon, WV)
- Western Carolina University (Cullowhee, NC)
- Western Colorado University (Gunnison, CO)
- Western Governors University (Salt Lake City, UT)
- Western Illinois University (Macomb, IL)\*
- Western Kentucky University (Bowling Green, KY)
- Western New England University (Springfield, MA)\*
- Western Oregon University (Monmouth, OR)\*
- Western Washington University (Bellingham, WA)
- Westfield State University (Westfield, MA)
- Westminster College (Fulton, MO)
- Westminster College (New Wilmington, PA)
- Westmont College (Santa Barbara, CA)\*
- Wheaton College (Norton, MA)
- Whitman College (Walla Walla, WA)\*
- Whittier College (Whittier, CA)
- Whitworth University (Spokane, WA)\*
- Wichita State University (Wichita, KS)\*
- Widener University (Chester, PA)
- Wilkes University (Wilkes-Barre, PA)\*
- Willamette University (Salem, OR)
- William Paterson University of New Jersey (Wayne, NJ)\*
- William Peace University (Raleigh, NC)\*
- William Woods University (Fulton, MO)\*
- Wingate University (Wingate, NC)\*

- Winona State University (Winona, MN)\*
- Winston-Salem State University (Winston-Salem, NC)
- Winthrop University (Rock Hill, SC)
- Wisconsin Lutheran College (Milwaukee, WI)
- Wittenberg University (Springfield, OH)
- Wright State University (Dayton, OH)\*
- Wright State University-Lake Campus (Celina, OH)\*
- Xavier University (Cincinnati, OH)\*
- York College of Pennsylvania (York, PA)\*
- Young Harris College (Young Harris, GA)
- Youngstown State University (Youngstown, OH)\*

## Additional Question Set 1 Comparison Group (Inclusiv & Cult Div)

**Name:** Inclusiv & Cult Div

**Number of institutions:** 167

**Comparison group selection:** Your institution retained the default comparison group.

**Group description:** All other 2023 and 2024 NSSE institutions who administered module "Inclusiveness & Engagement with Cultural Diversity"

**List of institutions:**

- Adams State University (Alamosa, CO)
- Adelphi University (Garden City, NY)
- AdventHealth University (Orlando, FL)\*
- Ambrose University (Calgary, AB)
- Ana G. Mendez University (Orlando, FL)
- Arkansas Tech University (Russellville, AR)\*
- Auburn University (Auburn University, AL)
- Auburn University at Montgomery (Montgomery, AL)
- Babson College (Wellesley, MA)
- Baldwin Wallace University (Berea, OH)\*
- Bentley University (Waltham, MA)
- Berklee College of Music (Boston, MA)\*
- Bethel University (Saint Paul, MN)\*
- Bluffton University (Bluffton, OH)\*
- Bowling Green State University (Bowling Green, OH)\*
- Brenau University (Gainesville, GA)
- California Baptist University (Riverside, CA)\*
- California Lutheran University (Thousand Oaks, CA)\*
- California State University Maritime Academy (Vallejo, CA)
- California State University-Channel Islands (Camarillo, CA)\*
- California State University, Los Angeles (Los Angeles, CA)\*
- California State University, Monterey Bay (Seaside, CA)\*
- California State University-Stanislaus (Turlock, CA)\*
- Capital University (Columbus, OH)
- Carroll University (Waukesha, WI)\*
- Centenary College of Louisiana (Shreveport, LA)\*
- Central Michigan University (Mount Pleasant, MI)\*
- Chaminade University of Honolulu (Honolulu, HI)
- Chapman University (Orange, CA)
- Colby College (Waterville, ME)\*
- The College of Wooster (Wooster, OH)
- Concordia University (Montreal, QC)\*
- Connecticut College (New London, CT)
- Converse University (Spartanburg, SC)\*
- CUNY Bernard M Baruch College (New York, NY)\*
- CUNY York College (Jamaica, NY)\*
- Curry College (Milton, MA)
- Denison University (Granville, OH)\*
- Dickinson College (Carlisle, PA)\*
- Eastern Illinois University (Charleston, IL)\*
- Eastern Nazarene College (Quincy, MA)\*
- Elizabethtown College (Elizabethtown, PA)\*
- Elmira College (Elmira, NY)\*
- Fairfield University (Fairfield, CT)\*
- Faith Baptist Bible College and Theological Seminary (Ankeny, IA)\*
- Flagler College (Saint Augustine, FL)
- Florida Institute of Technology (Melbourne, FL)\*

- Gallaudet University (Washington, DC)\*
- George Fox University (Newberg, OR)
- Georgia Institute of Technology (Atlanta, GA)\*
- Georgian Court University (Lakewood, NJ)\*
- Hamilton College (Clinton, NY)\*
- Hartwick College (Oneonta, NY)\*
- Harvey Mudd College (Claremont, CA)\*
- Illinois College (Jacksonville, IL)\*
- Indiana University Northwest (Gary, IN)
- Kansas Wesleyan University (Salina, KS)\*
- Kennesaw State University (Kennesaw, GA)\*
- Kent State University at Kent (Kent, OH)\*
- Kent State University at Stark (Canton, OH)\*
- Kenyon College (Gambier, OH)\*
- Lenoir-Rhyne University (Hickory, NC)\*
- Lewis & Clark College (Portland, OR)\*
- Lipscomb University (Nashville, TN)\*
- Loyola University Chicago (Chicago, IL)
- Loyola University Maryland (Baltimore, MD)
- Loyola University New Orleans (New Orleans, LA)\*
- Macalester College (Saint Paul, MN)\*
- Marian University (Indianapolis, IN)\*
- Marshall University (Huntington, WV)
- Massachusetts College of Art and Design (Boston, MA)
- Massachusetts College of Pharmacy and Health Sciences (Boston, MA)
- McPherson College (McPherson, KS)\*
- Millikin University (Decatur, IL)
- Minnesota State University, Mankato (Mankato, MN)\*
- Missouri University of Science and Technology (Rolla, MO)\*
- Molloy University (Rockville Centre, NY)\*
- Mount Royal University (Calgary, AB)\*
- Mount St. Joseph University (Cincinnati, OH)
- Murray State University (Murray, KY)\*
- Nebraska Wesleyan University (Lincoln, NE)\*
- Nevada State University (Henderson, NV)
- New Mexico Institute of Mining and Technology (Socorro, NM)
- Niagara University (Niagara University, NY)
- Northern Arizona University (Flagstaff, AZ)
- Northern Michigan University (Marquette, MI)\*
- Northwest Missouri State University (Maryville, MO)\*
- Norwich University (Northfield, VT)\*
- Oklahoma City University (Oklahoma City, OK)\*
- Otterbein University (Westerville, OH)\*
- Plymouth State University (Plymouth, NH)
- Point Park University (Pittsburgh, PA)\*
- Portland State University (Portland, OR)\*
- Presbyterian College (Clinton, SC)
- Purdue University Global (Davenport, IA)\*
- Quinnipiac University (Hamden, CT)\*
- Radford University (Radford, VA)\*
- Ramapo College of New Jersey (Mahwah, NJ)
- Randolph-Macon College (Ashland, VA)\*
- Rensselaer Polytechnic Institute (Troy, NY)\*
- Ringling College of Art and Design (Sarasota, FL)\*

- Rollins College (Winter Park, FL)
- Saginaw Valley State University (University Center, MI)\*
- Saint Ambrose University (Davenport, IA)
- Saint Anselm College (Manchester, NH)\*
- St. Olaf College (Northfield, MN)\*
- Salve Regina University (Newport, RI)\*
- San Jose State University (San Jose, CA)
- Savannah College of Art and Design (Savannah, GA)
- Shenandoah University (Winchester, VA)\*
- Simmons University (Boston, MA)
- Simon Fraser University (Burnaby, BC)\*
- Southwestern University (Georgetown, TX)
- St. John Fisher University (Rochester, NY)\*
- Stockton University (Galloway, NJ)
- Stonehill College (Easton, MA)
- Binghamton University (State University of New York) (Binghamton, NY)\*
- SUNY Oswego (Oswego, NY)\*
- Syracuse University (Syracuse, NY)
- Temple University (Philadelphia, PA)\*
- Texas Christian University (Fort Worth, TX)
- Texas Lutheran University (Seguin, TX)
- Texas Tech University (Lubbock, TX)\*
- Texas Woman's University (Denton, TX)\*
- Thompson Rivers University (Kamloops, BC)\*
- Trent University (Peterborough, ON)\*
- Truman State University (Kirksville, MO)
- United States Air Force Academy (USAFA, CO)\*
- United States Naval Academy (Annapolis, MD)\*
- University at Buffalo, State University of New York (Buffalo, NY)\*
- University of Central Missouri (Warrensburg, MO)\*
- University of Charleston (Charleston, WV)
- University of Delaware (Newark, DE)
- University of Guam (Mangilao, GU)
- University of Guelph (Guelph, ON)\*
- University of Guelph-Humber (Toronto, ON)\*
- University of Hartford (West Hartford, CT)\*
- University of Hawai'i-West O'ahu (Kapolei, HI)
- University of Houston-Clear Lake (Houston, TX)
- University of Illinois Springfield (Springfield, IL)
- University of New Brunswick (Fredericton, NB)\*
- University of New Brunswick - Saint John (Saint John, NB)\*
- University of North Carolina at Pembroke (Pembroke, NC)\*
- University of North Carolina Wilmington (Wilmington, NC)
- University of North Dakota (Grand Forks, ND)\*
- University of Oklahoma - Norman Campus (Norman, OK)\*
- University of Prince Edward Island (Charlottetown, PE)\*
- University of Richmond (Richmond, VA)
- University of Southern Maine (Portland, ME)\*
- The University of Tampa (Tampa, FL)
- University of the Fraser Valley (Abbotsford, BC)\*
- University of the Virgin Islands (Charlotte Amalie, VI)
- University of Wisconsin-Platteville (Platteville, WI)\*
- Valparaiso University (Valparaiso, IN)
- Virginia Commonwealth University (Richmond, VA)\*

- Virginia Military Institute (Lexington, VA)\*
- Virginia Polytechnic Institute and State University (Blacksburg, VA)\*
- Wabash College (Crawfordsville, IN)
- Wake Forest University (Winston Salem, NC)\*
- Washington State University (Pullman, WA)\*
- Wayne State College (Wayne, NE)
- Wesleyan College, Macon, Georgia (Macon, GA)\*
- Western Oregon University (Monmouth, OR)\*
- Whitworth University (Spokane, WA)\*
- Wilkes University (Wilkes-Barre, PA)\*
- Winston-Salem State University (Winston-Salem, NC)
- Wisconsin Lutheran College (Milwaukee, WI)

## Additional Question Set 2 Comparison Group (Mental Health)

**Name:** Mental Health

**Number of institutions:** 109

**Comparison group selection:** Your institution retained the default comparison group.

**Group description:** All other 2023 and 2024 NSSE institutions who administered module "Mental Health & Well-Being"

**List of institutions:**

- Albany State University (Albany, GA)
- Alma College (Alma, MI)\*
- Augsburg University (Minneapolis, MN)
- Ave Maria University (Ave Maria, FL)
- Belmont University (Nashville, TN)
- Brigham Young University (Provo, UT)
- California Lutheran University (Thousand Oaks, CA)\*
- California State University-Bakersfield (Bakersfield, CA)
- California State University-Dominguez Hills (Carson, CA)
- California State University, Fresno (Fresno, CA)
- California State University-Long Beach (Long Beach, CA)\*
- Capital University (Columbus, OH)
- Carlow University (Pittsburgh, PA)
- Centenary College of Louisiana (Shreveport, LA)\*
- Chicago State University (Chicago, IL)\*
- Clark Atlanta University (Atlanta, GA)
- Clarkson University (Potsdam, NY)\*
- Coastal Carolina University (Conway, SC)
- Colby College (Waterville, ME)\*
- Colby-Sawyer College (New London, NH)\*
- Colgate University (Hamilton, NY)\*
- The College of Idaho (Caldwell, ID)
- Dakota State University (Madison, SD)
- East Tennessee State University (Johnson City, TN)
- Eastern Connecticut State University (Willimantic, CT)
- Fairleigh Dickinson University-College at Florham (Madison, NJ)
- Fairleigh Dickinson University-Metropolitan Campus (Teaneck, NJ)
- Felician University (Lodi, NJ)
- Florida International University (Miami, FL)
- Framingham State University (Framingham, MA)
- Goucher College (Baltimore, MD)\*
- Hamilton College (Clinton, NY)\*
- Hartwick College (Oneonta, NY)\*
- Holy Family University (Philadelphia, PA)
- Howard University (Washington, DC)
- Lakehead University (Thunder Bay, ON)
- Le Moyne College (Syracuse, NY)
- Lehigh University (Bethlehem, PA)
- Louisiana State University-Shreveport (Shreveport, LA)
- McKendree University (Lebanon, IL)\*
- Memorial University of Newfoundland (St. John's, NL)
- Meredith College (Raleigh, NC)\*
- Metropolitan State University of Denver (Denver, CO)\*
- Miami University-Hamilton (Hamilton, OH)\*
- Miami University-Middletown (Middletown, OH)\*
- Middle Tennessee State University (Murfreesboro, TN)
- Misericordia University (Dallas, PA)\*

- Mississippi State University (Mississippi State, MS)\*
- Missouri University of Science and Technology (Rolla, MO)\*
- New York Institute of Technology (Old Westbury, NY)\*
- Northern Michigan University (Marquette, MI)\*
- Northwest Nazarene University (Nampa, ID)
- Olin College of Engineering (Needham, MA)
- OCAD University (Toronto, ON)\*
- Pace University (New York, NY)
- Palm Beach Atlantic University-West Palm Beach (West Palm Beach, FL)
- Point Loma Nazarene University (San Diego, CA)\*
- Point Park University (Pittsburgh, PA)\*
- Portland State University (Portland, OR)\*
- Providence College (Providence, RI)\*
- Purdue University Fort Wayne (Fort Wayne, IN)\*
- Redeemer University (Ancaster, ON)\*
- Saint Martin's University (Lacey, WA)
- Southern Nazarene University (Bethany, OK)\*
- Southwestern College (Winfield, KS)
- Southwestern Oklahoma State University (Weatherford, OK)
- Spring Arbor University (Spring Arbor, MI)
- St. Francis Xavier University (Antigonish, NS)\*
- St. John's University - New York (Queens, NY)\*
- Stephen F. Austin State University (Nacogdoches, TX)
- Sul Ross State University (Alpine, TX)\*
- The State University of New York at Geneseo (Geneseo, NY)\*
- SUNY-Buffalo State University (Buffalo, NY)\*
- Texas A&M International University (Laredo, TX)\*
- Texas A&M University - Corpus Christi (Corpus Christi, TX)\*
- Texas Tech University (Lubbock, TX)\*
- Thompson Rivers University (Kamloops, BC)\*
- Tiffin University (Tiffin, OH)
- Trine University (Angola, IN)\*
- University of Arkansas - Fort Smith (Fort Smith, AR)
- University of Central Arkansas (Conway, AR)
- University of Central Oklahoma (Edmond, OK)
- University of Cincinnati (Cincinnati, OH)\*
- University of Dubuque (Dubuque, IA)
- University of Evansville (Evansville, IN)\*
- University of Kansas (Lawrence, KS)
- University of Mississippi (University, MS)
- The University of Montana-Western (Dillon, MT)
- University of Northern Iowa (Cedar Falls, IA)\*
- University of Oklahoma - Norman Campus (Norman, OK)\*
- University of Puget Sound (Tacoma, WA)\*
- University of South Alabama (Mobile, AL)
- University of South Carolina Columbia (Columbia, SC)\*
- The University of Tennessee, Knoxville (Knoxville, TN)
- University of Utah (Salt Lake City, UT)
- University of Victoria (Victoria, BC)\*
- University of Washington Bothell (Bothell, WA)
- Ursinus College (Collegeville, PA)
- Ursuline College (Pepper Pike, OH)\*
- Valley City State University (Valley City, ND)\*
- Valparaiso University (Valparaiso, IN)

- Vassar College (Poughkeepsie, NY)\*
- Viterbo University (La Crosse, WI)\*
- Western Washington University (Bellingham, WA)
- Westmont College (Santa Barbara, CA)\*
- Whitworth University (Spokane, WA)\*
- William Peace University (Raleigh, NC)\*
- Winona State University (Winona, MN)\*
- Young Harris College (Young Harris, GA)

### A Summary of Student Engagement Results

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

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

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

#### Engagement Indicators

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

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

#### Key:

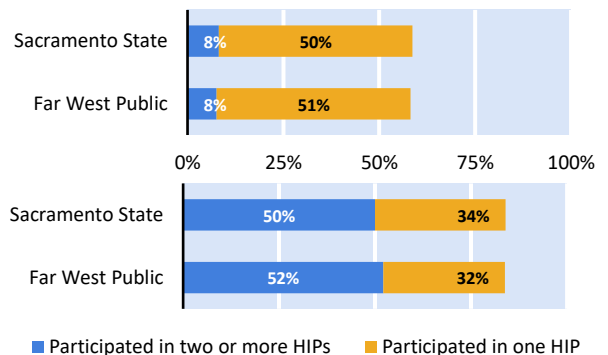
- ▲ Your students’ average was significantly higher ( $p < .05$ ) with an effect size at least .3 in magnitude.
- △ Your students’ average was significantly higher ( $p < .05$ ) with an effect size less than .3 in magnitude.
- No significant difference.
- ▽ Your students’ average was significantly lower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

#### High-Impact Practices

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

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

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

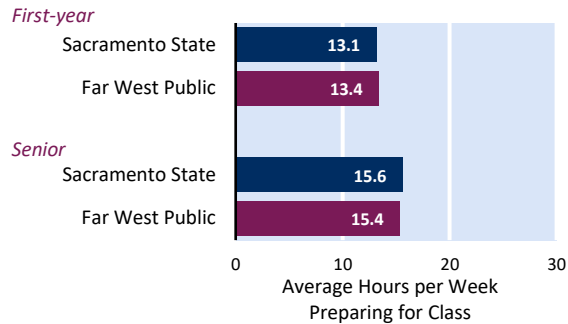


### Academic Challenge: Additional Results

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

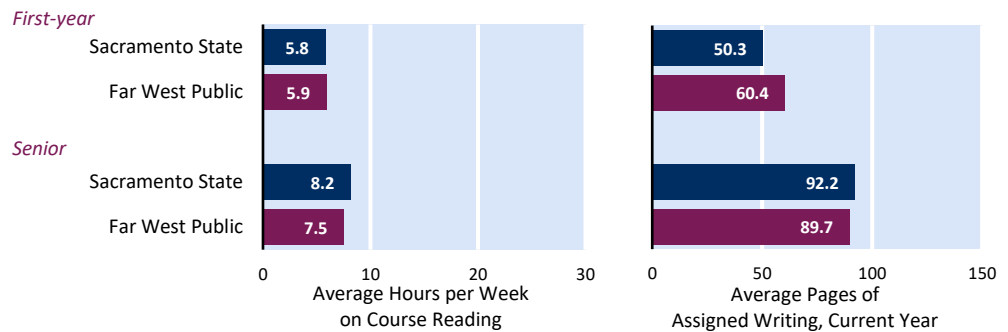
#### Time Spent Preparing for Class

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



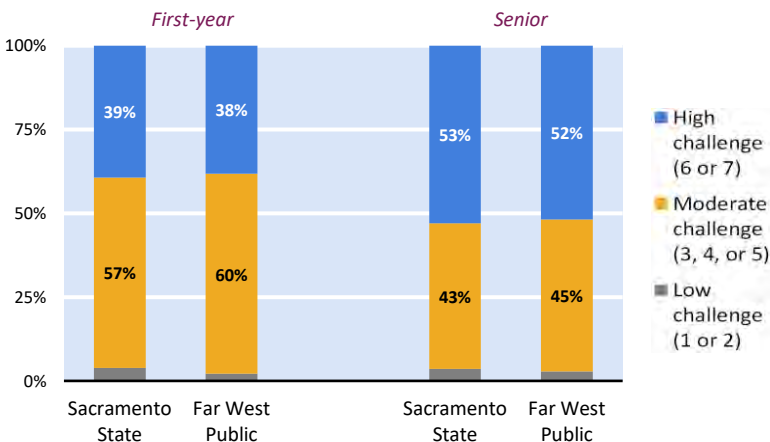
#### Reading and Writing

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



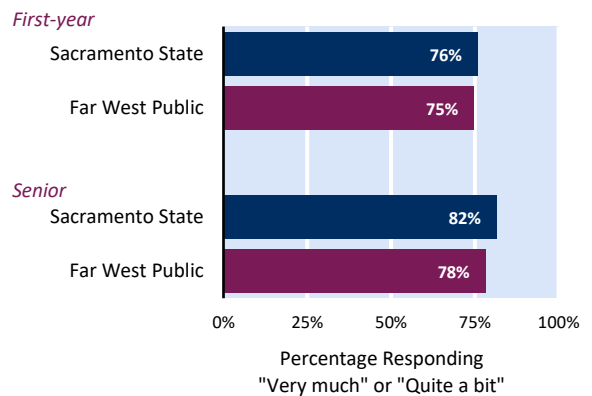
#### Challenging Students to Do Their Best Work

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



#### Academic Emphasis

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



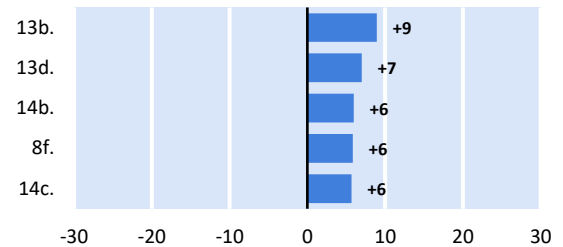
### Item Comparisons

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

#### First-year

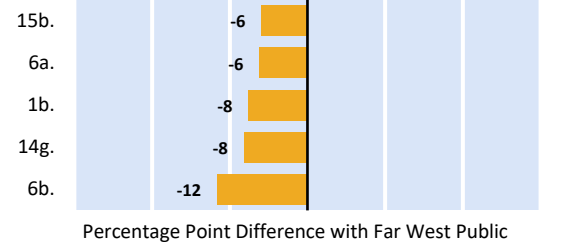
##### Highest Performing Relative to Far West Public

- Quality of interactions with academic advisors<sup>d</sup> (QI)
- Quality of interactions with student services staff (...)<sup>d</sup> (QI)
- Institution emphasis on providing support to help students succeed academically<sup>c</sup> (SE)
- Discussions with...People from countries other than your own
- Institution emphasis on using learning support services (...)<sup>c</sup> (SE)



##### Lowest Performing Relative to Far West Public

- I feel valued by this institution<sup>h</sup> (SB)
- Reached conclusions based on your own analysis of numerical information (...)<sup>b</sup> (QR)
- Asked another student to help you understand course material<sup>b</sup> (CL)
- Institution emphasis on helping you manage your non-academic responsibilities (...)<sup>c</sup> (SE)
- Used numerical information to examine a real-world problem or issue (...)<sup>b</sup> (QR)

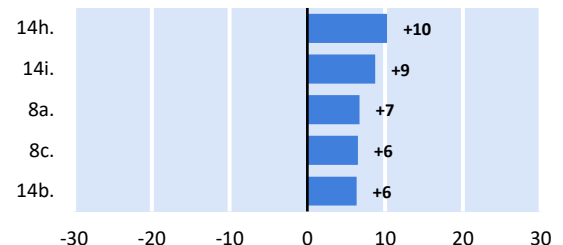


Percentage Point Difference with Far West Public

#### Senior

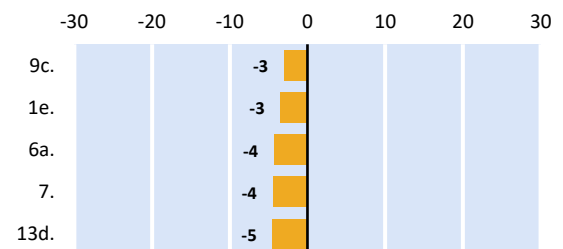
##### Highest Performing Relative to Far West Public

- Institution emphasis on attending campus activities and events (...)<sup>c</sup> (SE)
- Institution emphasis on attending events that address important social/econ./polit. issues<sup>c</sup> (SE)
- Discussions with... People of races or ethnicities other than your own<sup>b</sup> (DD)
- Discussions with... People with religious beliefs other than your own<sup>b</sup> (DD)
- Institution emphasis on providing support to help students succeed academically<sup>c</sup> (SE)



##### Lowest Performing Relative to Far West Public

- Summarized what you learned in class or from course materials<sup>b</sup> (LS)
- Worked with other students on course projects or assignments<sup>b</sup> (CL)
- Reached conclusions based on your own analysis of numerical information (...)<sup>b</sup> (QR)
- Assigned more than 50 pages of writing<sup>g</sup>
- Quality of interactions with student services staff (...)<sup>d</sup> (QI)



Percentage Point Difference with Far West Public

a. The items on this page come from the Engagement Indicators (EIs), High-Impact Practices (HIPs), Sense of Belonging (SB), the academic challenge questions on page 2, and four additional questions about effective teaching (new in 2021). Key to abbreviations for EI items: HO = Higher-Order Learning, RI = Reflective & Integrative Learning, LS = Learning Strategies, QR = Quantitative Reasoning, CL = Collaborative Learning, DD = Discussions with Diverse Others, SF = Student-Faculty Interaction, ET = Effective Teaching Practices, QI = Quality of Interactions, SE = Supportive Environment.  
b. Combination of students responding "very often" or "often."  
c. Combination of students responding "very much" or "quite a bit."  
d. Rated at least 6 on a 7-point scale.  
e. Percentage reporting at least "some."  
f. Estimate based on the reported amount of course preparation time spent on assigned reading.  
g. Estimate based on number of assigned writing tasks of various lengths.  
h. Combination of students responding "strongly agree" or "agree."

### How Students Assess Their Experience

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

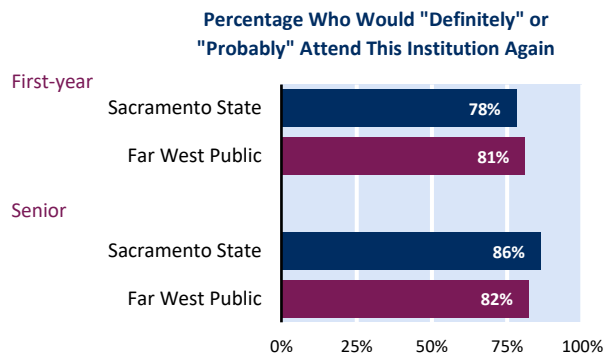
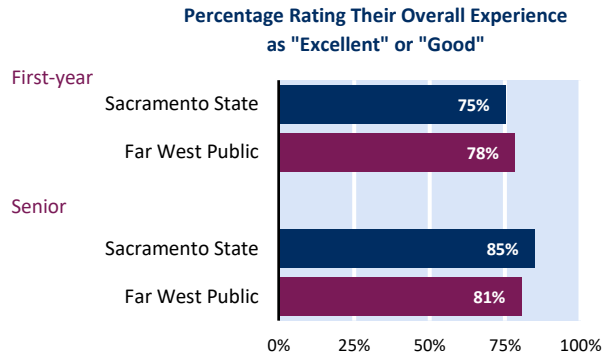
#### Perceived Gains Among Seniors

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

Perceived Gains (Sorted highest to lowest)	Percentage of Seniors Responding "Very much" or "Quite a bit"
Thinking critically and analytically	89%
Writing clearly and effectively	80%
Working effectively with others	77%
Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.)	73%
Speaking clearly and effectively	70%
Solving complex real-world problems	67%
Analyzing numerical and statistical information	66%
Developing or clarifying a personal code of values and ethics	66%
Acquiring job- or work-related knowledge and skills	62%
Being an informed and active citizen	62%

#### Satisfaction with Sacramento State

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



### Administration Details

#### Response Summary

	Count	Resp. rate	Female	Full-time
First-year	292	8%	66%	98%
Senior	473	7%	69%	79%

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

#### Additional Questions

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

- Inclusiveness & Engagement with Cultural Diversity**
- Mental Health & Well-Being**

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

### What is NSSE?

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

NSSE has been in operation since 2000 and has been used at nearly 1,700 colleges and universities in the US and Canada. More than 90% of participating institutions administer the survey on a periodic basis.

Visit our website: [nsse.iu.edu](https://nsse.iu.edu)

Prepared 2024-08-12

IPEDS: 110617

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# NSSE 2024 Topical Module Report

## Inclusiveness & Engagement with Diversity

### California State University, Sacramento

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

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

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### First-Year Students

Item wording or description	Variable name	Values <sup>c</sup>	Response options	Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				Sacramento State		Inclusiv & Cult Div		Sacramento State	Inclusiv & Cult Div	Effect size <sup>d</sup>
				Count	%	Count	%	Mean	Mean	
<b>1. During the current school year, how much has your coursework emphasized the following?</b>										
a. Developing the skills necessary to work effectively with people from various backgrounds	ICDskills	1	Very little	20	11	3,878	11	<b>2.6</b>	2.6	-.05
		2	Some	65	33	11,186	32			
		3	Quite a bit	82	41	13,292	38			
		4	Very much	33	15	6,734	19			
		Total		200	100	35,090	100			
b. Recognizing your own cultural norms and biases	ICDbiases	1	Very little	26	14	4,259	13	<b>2.6</b>	2.6	-.03
		2	Some	53	28	10,743	31			
		3	Quite a bit	87	43	13,048	37			
		4	Very much	33	15	7,018	19			
		Total		199	100	35,068	100			
c. Sharing your own perspectives and experiences	ICDperspective	1	Very little	13	7	2,401	7	<b>2.8</b>	2.8	.05
		2	Some	51	27	9,516	28			
		3	Quite a bit	82	40	14,871	42			
		4	Very much	54	26	8,276	23			
		Total		200	100	35,064	100			
d. Exploring your own background through projects, assignments, or programs	ICDbackground	1	Very little	24	12	6,171	18	<b>2.6</b>	2.5	.07
		2	Some	75	39	11,221	32			
		3	Quite a bit	63	32	11,381	32			
		4	Very much	38	18	6,275	18			
		Total		200	100	35,048	100			
e. Learning about other cultures	ICDcultures	1	Very little	12	6	4,551	14	<b>2.8</b>	2.6 **	.18
		2	Some	59	30	11,249	32			
		3	Quite a bit	85	43	12,221	34			
		4	Very much	43	20	7,029	20			
		Total		199	100	35,050	100			
f. Discussing issues of equity or privilege	ICDequity	1	Very little	19	11	4,915	15	<b>2.7</b>	2.6	.13
		2	Some	60	30	10,799	32			
		3	Quite a bit	71	36	11,976	33			
		4	Very much	49	23	7,353	20			
		Total		199	100	35,043	100			
g. Respecting the expression of diverse ideas	ICDideas	1	Very little	11	6	2,613	8	<b>2.9</b>	2.8	.06
		2	Some	46	24	8,993	26			
		3	Quite a bit	92	46	14,401	41			
		4	Very much	50	24	9,070	25			
		Total		199	100	35,077	100			

### First-Year Students

Item wording or description	Variable name	Values <sup>c</sup>	Response options	Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				Sacramento State		Inclusiv & Cult Div		Sacramento State	Inclusiv & Cult Div	Effect size <sup>d</sup>
				Count	%	Count	%	Mean	Mean	
<b>2. How much does your institution emphasize the following?</b>										
a. Demonstrating a commitment to diversity	ICDcommitment	1	Very little	6	3	1,720	5	<b>3.1</b>	2.9 *	.15
		2	Some	37	19	8,422	24			
		3	Quite a bit	91	46	14,951	42			
		4	Very much	65	32	9,956	29			
		Total		199	100	35,049	100			
b. Providing students with the knowledge and skills needed for success in a multicultural world	ICDresources	1	Very little	9	4	2,204	6	<b>2.8</b>	2.8	.00
		2	Some	59	30	9,948	29			
		3	Quite a bit	87	44	14,544	41			
		4	Very much	44	21	8,318	24			
		Total		199	100	35,014	100			
c. Creating an overall sense of community among students	ICDcommunity	1	Very little	8	4	1,838	5	<b>2.9</b>	2.9	-.10
		2	Some	56	29	8,450	24			
		3	Quite a bit	88	44	14,763	42			
		4	Very much	45	23	9,953	29			
		Total		197	100	35,004	100			
d. Appreciating the expression of a variety of opinions and values	ICDexpress	1	Very little	5	3	300	3	<b>2.9</b>	3.0	-.08
		2	Some	48	25	2,196	23			
		3	Quite a bit	98	49	4,522	46			
		4	Very much	47	23	2,678	28			
		Total		198	100	9,696	100			
e. Ensuring that you are not stigmatized because of your identity (racial/ethnic, gender, religious, sexual orientation, etc.)	ICDstigma	1	Very little	5	3	2,010	6	<b>3.1</b>	2.9 *	.14
		2	Some	41	20	7,915	23			
		3	Quite a bit	86	43	14,575	41			
		4	Very much	66	33	10,468	30			
		Total		198	100	34,968	100			
f. Providing information about anti-discrimination and harassment policies	ICDdiscrimination	1	Very little	9	5	2,259	7	<b>3.0</b>	2.9	.08
		2	Some	46	23	8,960	26			
		3	Quite a bit	82	43	14,050	40			
		4	Very much	61	29	9,687	28			
		Total		198	100	34,956	100			
g. Taking allegations of discrimination or harassment seriously	ICDallegations	1	Very little	7	3	2,141	6	<b>3.0</b>	2.9	.03
		2	Some	47	25	8,511	24			
		3	Quite a bit	85	44	13,936	40			
		4	Very much	57	28	10,297	30			
		Total		196	100	34,885	100			
h. Helping students develop the skills to confront discrimination and harassment	ICDconfront	1	Very little	23	11	3,501	10	<b>2.6</b>	2.7	-.10
		2	Some	60	30	10,487	30			
		3	Quite a bit	78	41	12,876	37			
		4	Very much	35	17	8,048	23			
		Total		196	100	34,912	100			
i. Appreciating your unique background and experiences	ICDunique	1	Very little	9	5	457	5	<b>2.8</b>	2.9	-.07
		2	Some	56	28	2,476	26			
		3	Quite a bit	87	46	4,127	41			
		4	Very much	45	21	2,622	27			
		Total		197	100	9,682	100			

### First-Year Students

Item wording or description	Variable name	Values <sup>c</sup>	Response options	Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				Sacramento State		Inclusiv & Cult Div		Sacramento State	Inclusiv & Cult Div	Effect size <sup>d</sup>
				Count	%	Count	%	Mean	Mean	
j. Connecting to groups of people at your institution with interests like yours	ICDinterests	1	Very little	17	9	523	6	<b>2.7</b>	2.9 *	-0.19 ▽
		2	Some	56	28	2,409	25			
		3	Quite a bit	85	43	4,151	42			
		4	Very much	39	20	2,600	27			
		Total		197	100	9,683	100			
k. Connecting to groups of people beyond your institution with interests like yours	ICDintbeyond	1	Very little	37	19	1,291	14	<b>2.4</b>	2.6 **	-0.23 ▽
		2	Some	69	35	2,835	30			
		3	Quite a bit	62	33	3,438	34			
		4	Very much	27	13	2,119	21			
		Total		195	100	9,683	100			
<b>3. How much does your institution provide a supportive environment for the following forms of diversity?</b>										
a. Racial/ethnic identity	ICDrace	1	Very little	3	1	1,160	3	<b>3.2</b>	3.1	.13
		2	Some	32	18	7,357	21			
		3	Quite a bit	89	46	14,952	43			
		4	Very much	71	36	11,406	33			
		Total		195	100	34,875	100			
b. Gender identity	ICDgender	1	Very little	4	2	1,420	4	<b>3.1</b>	3.0	.08
		2	Some	33	17	7,391	21			
		3	Quite a bit	96	49	14,354	41			
		4	Very much	63	32	11,684	34			
		Total		196	100	34,849	100			
c. Economic background	ICDecon	1	Very little	9	4	2,745	8	<b>2.9</b>	2.8	.12
		2	Some	49	26	10,429	30			
		3	Quite a bit	88	46	13,053	37			
		4	Very much	48	24	8,598	25			
		Total		194	100	34,825	100			
d. Political affiliation	ICDpolitics	1	Very little	30	16	4,034	12	<b>2.4</b>	2.6 **	-0.23 ▽
		2	Some	79	40	12,113	35			
		3	Quite a bit	59	30	11,760	33			
		4	Very much	26	13	6,891	20			
		Total		194	100	34,798	100			
e. Religious affiliation	ICDreligion	1	Very little	14	7	2,415	7	<b>2.7</b>	2.8 *	-0.15 ▽
		2	Some	67	35	9,677	28			
		3	Quite a bit	75	39	13,563	38			
		4	Very much	39	20	9,170	27			
		Total		195	100	34,825	100			
f. Sexual orientation	ICDsexorient	1	Very little	9	4	1,664	5	<b>3.0</b>	3.0	.00
		2	Some	34	18	7,874	23			
		3	Quite a bit	99	51	13,892	39			
		4	Very much	53	26	11,396	33			
		Total		195	100	34,826	100			
g. Disability status	ICDability	1	Very little	15	8	2,780	8	<b>2.8</b>	2.8	-0.01
		2	Some	46	23	9,509	27			
		3	Quite a bit	89	47	13,011	37			
		4	Very much	44	22	9,525	28			
		Total		194	100	34,825	100			

### First-Year Students

Item wording or description	Variable name	Values <sup>c</sup>	Response options	Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				Sacramento State		Inclusiv & Cult Div		Sacramento State	Inclusiv & Cult Div	Effect size <sup>d</sup>
				Count	%	Count	%	Mean	Mean	
h. Citizenship or immigration status	ICDcitizen	1	Very little	11	6	2,788	8	<b>2.8</b>	2.8	-.02
		2	Some	64	32	10,022	29			
		3	Quite a bit	76	40	13,007	37			
		4	Very much	44	23	9,003	26			
		Total		195	100	34,820	100			
<b>4. During the current school year, about how often have you done the following?</b>										
a. Attended events, activities, or presentations that reflect an appreciation for diverse groups of people	ICDevents	1	Never	59	31	8,339	25	<b>2.0</b>	2.2 **	-.22
		2	Sometimes	91	47	14,044	40			
		3	Often	28	14	8,414	23			
		4	Very often	16	8	4,075	11			
		Total		194	100	34,872	100			
b. Participated in the activities of centers related to specific groups (racial-ethnic, cultural, religious, gender, LGBT, etc.)	ICDcenters	1	Never	99	53	14,906	44	<b>1.8</b>	1.9	-.12
		2	Sometimes	51	25	11,098	31			
		3	Often	28	14	5,677	16			
		4	Very often	16	8	3,174	9			
		Total		194	100	34,855	100			
c. Participated in a diversity-related club or organization	ICDclub	1	Never	123	64	18,388	54	<b>1.5</b>	1.7 ***	-.23
		2	Sometimes	49	24	8,794	25			
		3	Often	15	8	4,803	13			
		4	Very often	8	4	2,807	8			
		Total		195	100	34,792	100			
d. Participated in a demonstration for a diversity-related cause (rally, protest, etc.)	ICDprotest	1	Never	145	75	23,540	69	<b>1.4</b>	1.5 *	-.13
		2	Sometimes	30	15	6,322	18			
		3	Often	12	6	3,154	9			
		4	Very often	7	4	1,745	5			
		Total		194	100	34,761	100			
e. Reflected on your cultural identity	ICDreflect	1	Never	52	27	9,987	30	<b>2.1</b>	2.2	-.08
		2	Sometimes	89	46	12,912	37			
		3	Often	37	17	7,619	21			
		4	Very often	19	9	4,292	12			
		Total		197	100	34,810	100			
<b>5. Have you experienced or witnessed an incident of discrimination, bias, or harassment at your institution?</b>										
ICDexpbias	—	No		161	83	7,574	79	<b>2.1</b>	2.2	-.08
	—	Yes, but it did not interfere with my education		31	15	1,725	17			
	—	Yes, and it interfered with my education		4	2	343	4			
	Total		196	100	9,642	100				
<b>6. Do you know how to find support related to an incident of discrimination, bias, or harassment at your institution?</b>										
ICDsuppbias	—	No		78	42	2,503	25	<b>2.1</b>	2.2	-.08
	—	Yes, but it did not interfere with my education		26	12	1,421	15			
	—	Yes, and it interfered with my education		92	46	5,737	60			
	Total		196	100	9,661	100				

### Seniors

Item wording or description	Variable name	Values <sup>c</sup>	Response options	Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				Sacramento State		Inclusiv & Cult Div		Sacramento State	Inclusiv & Cult Div	Effect size <sup>d</sup>
				Count	%	Count	%	Mean	Mean	
<b>1. During the current school year, how much has your coursework emphasized the following?</b>										
a. Developing the skills necessary to work effectively with people from various backgrounds	ICDskills	1	Very little	28	9	3,929	11	<b>2.9</b>	2.8	.06
		2	Some	88	25	10,460	27			
		3	Quite a bit	134	37	14,326	36			
		4	Very much	105	29	11,127	27			
		Total		355	100	39,842	100			
b. Recognizing your own cultural norms and biases	ICDbiases	1	Very little	32	11	5,268	15	<b>2.9</b>	2.7 ***	.18
		2	Some	75	22	10,349	27			
		3	Quite a bit	126	34	13,430	33			
		4	Very much	120	32	10,754	26			
		Total		353	100	39,801	100			
c. Sharing your own perspectives and experiences	ICDperspective	1	Very little	26	9	3,169	9	<b>3.0</b>	2.9	.10
		2	Some	70	20	9,148	24			
		3	Quite a bit	130	36	15,365	38			
		4	Very much	129	35	12,141	29			
		Total		355	100	39,823	100			
d. Exploring your own background through projects, assignments, or programs	ICDbackground	1	Very little	51	16	6,936	19	<b>2.7</b>	2.6	.07
		2	Some	91	26	10,967	28			
		3	Quite a bit	126	35	12,139	30			
		4	Very much	87	24	9,745	24			
		Total		355	100	39,787	100			
e. Learning about other cultures	ICDcultures	1	Very little	39	13	6,170	17	<b>2.8</b>	2.6 ***	.20
		2	Some	78	22	11,594	29			
		3	Quite a bit	129	35	12,172	30			
		4	Very much	108	30	9,876	24			
		Total		354	100	39,812	100			
f. Discussing issues of equity or privilege	ICDequity	1	Very little	31	11	6,614	18	<b>2.9</b>	2.6 ***	.29
		2	Some	66	20	10,289	26			
		3	Quite a bit	129	35	12,017	29			
		4	Very much	128	35	10,875	26			
		Total		354	100	39,795	100			
g. Respecting the expression of diverse ideas	ICDideas	1	Very little	24	8	3,667	10	<b>3.1</b>	2.9 ***	.21
		2	Some	50	15	8,926	23			
		3	Quite a bit	137	38	14,505	36			
		4	Very much	144	39	12,734	31			
		Total		355	100	39,832	100			

### Seniors

Item wording or description	Variable name	Values <sup>c</sup>	Response options	Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				Sacramento State		Inclusiv & Cult Div		Sacramento State	Inclusiv & Cult Div	Effect size <sup>d</sup>
				Count	%	Count	%	Mean	Mean	
<b>2. How much does your institution emphasize the following?</b>										
a. Demonstrating a commitment to diversity	ICDcommitment	1	Very little	13	4	2,370	6	<b>3.2</b>	2.9 ***	.28
		2	Some	46	14	9,858	25			
		3	Quite a bit	147	42	15,422	39			
		4	Very much	148	40	12,126	31			
		Total		354	100	39,776	100			
b. Providing students with the knowledge and skills needed for success in a multicultural world	ICDresources	1	Very little	24	8	3,111	8	<b>2.9</b>	2.8 *	.11
		2	Some	81	24	11,304	28			
		3	Quite a bit	138	39	15,013	38			
		4	Very much	110	30	10,309	26			
		Total		353	100	39,737	100			
c. Creating an overall sense of community among students	ICDcommunity	1	Very little	19	6	3,084	8	<b>2.9</b>	2.9	.06
		2	Some	85	25	10,351	26			
		3	Quite a bit	150	42	15,094	38			
		4	Very much	99	28	11,185	28			
		Total		353	100	39,714	100			
d. Appreciating the expression of a variety of opinions and values	ICDexpress	1	Very little	16	5	514	6	<b>3.0</b>	2.9	.05
		2	Some	76	23	2,053	23			
		3	Quite a bit	151	42	3,756	42			
		4	Very much	112	31	2,612	29			
		Total		355	100	8,935	100			
e. Ensuring that you are not stigmatized because of your identity (racial/ethnic, gender, religious, sexual orientation, etc.)	ICDstigma	1	Very little	15	5	3,195	8	<b>3.0</b>	2.9 **	.16
		2	Some	66	20	9,569	24			
		3	Quite a bit	152	43	15,144	38			
		4	Very much	120	33	11,761	30			
		Total		353	100	39,669	100			
f. Providing information about anti-discrimination and harassment policies	ICDdiscrimination	1	Very little	19	5	3,197	8	<b>3.1</b>	2.9 ***	.22
		2	Some	62	18	10,244	26			
		3	Quite a bit	140	40	14,695	37			
		4	Very much	133	37	11,525	29			
		Total		354	100	39,661	100			
g. Taking allegations of discrimination or harassment seriously	ICDallegations	1	Very little	27	8	3,933	10	<b>3.1</b>	2.9 ***	.23
		2	Some	58	17	10,118	25			
		3	Quite a bit	129	35	14,019	36			
		4	Very much	138	40	11,483	30			
		Total		352	100	39,553	100			
h. Helping students develop the skills to confront discrimination and harassment	ICDconfront	1	Very little	46	13	5,515	14	<b>2.7</b>	2.6	.03
		2	Some	106	30	12,402	31			
		3	Quite a bit	117	33	12,521	32			
		4	Very much	83	24	9,144	23			
		Total		352	100	39,582	100			
i. Appreciating your unique background and experiences	ICDunique	1	Very little	16	5	678	8	<b>2.9</b>	2.8	.01
		2	Some	100	28	2,383	27			
		3	Quite a bit	143	41	3,364	37			
		4	Very much	94	25	2,506	28			
		Total		353	100	8,931	100			

### Seniors

Item wording or description	Variable name	Values <sup>c</sup>	Response options	Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				Sacramento State		Inclusiv & Cult Div		Sacramento State	Inclusiv & Cult Div	Effect size <sup>d</sup>
				Count	%	Count	%	Mean	Mean	
j. Connecting to groups of people at your institution with interests like yours	ICDinterests	1	Very little	42	13	876	10	<b>2.7</b>	2.8 *	-0.11 ▽
		2	Some	100	28	2,316	26			
		3	Quite a bit	128	37	3,344	37			
		4	Very much	83	23	2,389	27			
		Total		353	100	8,925	100			
k. Connecting to groups of people beyond your institution with interests like yours	ICDintbeyond	1	Very little	69	19	1,801	20	<b>2.5</b>	2.5	-0.03
		2	Some	114	31	2,564	28			
		3	Quite a bit	105	31	2,610	30			
		4	Very much	67	19	1,950	22			
		Total		355	100	8,925	100			
<b>3. How much does your institution provide a supportive environment for the following forms of diversity?</b>										
a. Racial/ethnic identity	ICDrace	1	Very little	8	3	2,086	5	<b>3.2</b>	3.0 ***	.28 △
		2	Some	52	15	9,958	25			
		3	Quite a bit	148	42	15,420	39			
		4	Very much	145	40	12,084	31			
		Total		353	100	39,548	100			
b. Gender identity	ICDgender	1	Very little	8	2	2,366	6	<b>3.1</b>	2.9 ***	.22 △
		2	Some	67	19	9,730	25			
		3	Quite a bit	140	40	15,009	38			
		4	Very much	138	38	12,396	31			
		Total		353	100	39,501	100			
c. Economic background	ICDecon	1	Very little	31	9	4,312	11	<b>2.8</b>	2.7 *	.13 △
		2	Some	89	26	12,368	31			
		3	Quite a bit	129	35	13,149	33			
		4	Very much	104	29	9,647	25			
		Total		353	100	39,476	100			
d. Political affiliation	ICDpolitics	1	Very little	62	18	6,134	16	<b>2.4</b>	2.5	-0.09
		2	Some	129	37	14,059	35			
		3	Quite a bit	100	28	11,472	29			
		4	Very much	62	17	7,781	20			
		Total		353	100	39,446	100			
e. Religious affiliation	ICDreligion	1	Very little	41	12	4,158	11	<b>2.7</b>	2.7	-0.05
		2	Some	114	32	12,439	31			
		3	Quite a bit	116	33	13,321	34			
		4	Very much	81	23	9,536	24			
		Total		352	100	39,454	100			
f. Sexual orientation	ICDsexorient	1	Very little	16	5	2,694	7	<b>3.0</b>	2.9 *	.11 △
		2	Some	84	24	10,136	26			
		3	Quite a bit	128	37	14,612	37			
		4	Very much	126	35	12,018	31			
		Total		354	100	39,460	100			
g. Disability status	ICDability	1	Very little	25	7	4,151	10	<b>2.9</b>	2.8 *	.13 △
		2	Some	88	26	11,564	29			
		3	Quite a bit	134	38	13,215	34			
		4	Very much	106	30	10,561	27			
		Total		353	100	39,491	100			

### Seniors

Item wording or description	Variable name	Values <sup>c</sup>	Response options	Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				Sacramento State		Inclusiv & Cult Div		Sacramento State	Inclusiv & Cult Div	
				Count	%	Count	%	Mean	Mean	Effect size <sup>d</sup>
h. Citizenship or immigration status	ICDcitizen	1	Very little	27	8	4,221	11	<b>2.8</b>	2.7	.08
		2	Some	102	29	12,339	31			
		3	Quite a bit	129	37	12,959	33			
		4	Very much	93	26	9,919	26			
		Total		351	100	39,438	100			
<b>4. During the current school year, about how often have you done the following?</b>										
a. Attended events, activities, or presentations that reflect an appreciation for diverse groups of people	ICDevents	1	Never	111	33	12,633	33	<b>2.1</b>	2.1	-.02
		2	Sometimes	138	40	15,014	37			
		3	Often	63	17	7,615	19			
		4	Very often	38	10	4,308	11			
		Total		350	100	39,570	100			
b. Participated in the activities of centers related to specific groups (racial-ethnic, cultural, religious, gender, LGBT, etc.)	ICDcenters	1	Never	178	53	19,014	49	<b>1.8</b>	1.8	-.05
		2	Sometimes	103	28	11,711	29			
		3	Often	36	10	5,267	13			
		4	Very often	34	9	3,549	9			
		Total		351	100	39,541	100			
c. Participated in a diversity-related club or organization	ICDclub	1	Never	210	61	22,678	58	<b>1.7</b>	1.7	-.02
		2	Sometimes	71	20	8,928	22			
		3	Often	38	11	4,549	11			
		4	Very often	32	9	3,347	8			
		Total		351	100	39,502	100			
d. Participated in a demonstration for a diversity-related cause (rally, protest, etc.)	ICDprotest	1	Never	229	66	26,229	68	<b>1.6</b>	1.5	.05
		2	Sometimes	70	20	7,729	19			
		3	Often	29	8	3,330	8			
		4	Very often	22	6	2,171	5			
		Total		350	100	39,459	100			
e. Reflected on your cultural identity	ICDreflect	1	Never	80	25	10,498	28	<b>2.4</b>	2.3 *	.12
		2	Sometimes	118	34	13,752	35			
		3	Often	72	20	8,971	22			
		4	Very often	76	21	6,300	15			
		Total		346	100	39,521	100			
<b>5. Have you experienced or witnessed an incident of discrimination, bias, or harassment at your institution?</b>										
ICDexpbias	—	No		247	72	6,150	71			
	—	Yes, but it did not interfere with my education		75	21	2,122	23			
	—	Yes, and it interfered with my education		28	7	633	7			
	Total			350	100	8,905	100			
<b>6. Do you know how to find support related to an incident of discrimination, bias, or harassment at your institution?</b>										
ICDsuppbias	—	No		121	34	2,298	27			
	—	Yes, but it did not interfere with my education		47	13	1,423	15			
	—	Yes, and it interfered with my education		186	53	5,187	58			
	Total			354	100	8,908	100			

#### First-Year Students

Variable name	N	Mean		Standard error <sup>f</sup>		Standard deviation <sup>g</sup>		DF <sup>h</sup>	Sig. <sup>i</sup>	Effect size <sup>d</sup>
		Sacramento State	Inclusiv & Cult Div	Sacramento State	Inclusiv & Cult Div	Sacramento State	Inclusiv & Cult Div			
ICDskills	202	2.59	2.64	.061	.009	.87	.91	11,395	.464	-.05
ICDbiases	201	2.59	2.62	.064	.009	.91	.94	11,384	.625	-.03
ICDperspective	202	2.85	2.81	.063	.008	.89	.87	11,383	.524	.05
ICDbackground	202	2.56	2.49	.065	.009	.92	.98	11,380	.353	.07
ICDcultures	201	2.77	2.60	.060	.009	.85	.95	209	.005	.18
ICDequity	201	2.71	2.59	.066	.009	.94	.97	11,371	.077	.13
ICDIdeas	201	2.89	2.84	.059	.008	.84	.90	208	.406	.06
ICDcommitment	201	3.07	2.94	.056	.008	.80	.85	11,373	.037	.15
ICDresources	201	2.82	2.82	.057	.008	.81	.86	11,362	.993	.00
ICDcommunity	199	2.85	2.94	.058	.008	.82	.86	11,358	.153	-.10
ICDexpress	200	2.92	2.99	.054	.014	.77	.80	3,505	.285	-.08
ICDstigma	200	3.08	2.95	.057	.008	.81	.88	11,347	.043	.14
ICDdiscrimination	200	2.96	2.89	.060	.008	.85	.88	11,342	.235	.08
ICDallegations	198	2.97	2.94	.058	.008	.81	.88	205	.600	.03
ICDconfront	198	2.64	2.73	.064	.009	.90	.93	11,329	.185	-.10
ICDunique	199	2.84	2.90	.058	.015	.81	.86	3,497	.337	-.07
ICDinterests	200	2.74	2.90	.062	.015	.88	.87	3,499	.011	-.19
ICDintbeyond	197	2.41	2.63	.067	.017	.94	.97	3,493	.002	-.23
ICDRace	197	3.16	3.05	.053	.008	.75	.82	11,309	.080	.13
ICDgender	198	3.11	3.04	.054	.008	.75	.85	206	.212	.08
ICDecon	196	2.90	2.79	.059	.009	.82	.91	203	.075	.12
ICDpolitics	196	2.40	2.62	.065	.009	.92	.94	11,283	.001	-.23
ICDreligion	197	2.71	2.84	.061	.009	.86	.90	11,293	.043	-.15
ICDsexorient	197	3.00	3.00	.056	.008	.79	.87	204	.944	.00
ICDability	196	2.84	2.85	.062	.009	.87	.92	202	.846	-.01
ICDcitizen	197	2.80	2.81	.061	.009	.86	.91	11,293	.795	-.02
ICDevents	196	2.00	2.21	.063	.009	.88	.95	203	.001	-.22
ICDcenters	196	1.77	1.89	.069	.009	.97	.97	11,300	.090	-.12
ICDclub	197	1.53	1.75	.058	.009	.82	.96	206	.000	-.23
ICDprotest	196	1.38	1.50	.055	.008	.77	.85	203	.043	-.13
ICDreflect	199	2.08	2.16	.064	.009	.90	.98	207	.237	-.08

## Seniors

Variable name	N	Mean		Standard error <sup>f</sup>		Standard deviation <sup>g</sup>		DF <sup>h</sup>	Sig. <sup>i</sup>	Effect size <sup>d</sup>
		Sacramento State	Inclusiv & Cult Div	Sacramento State	Inclusiv & Cult Div	Sacramento State	Inclusiv & Cult Div			
ICDskills	354	2.85	2.80	.050	.008	.95	.96	13,352	.288	.06
ICDbiases	352	2.88	2.70	.053	.009	.99	1.01	371	.001	.18
ICDperspective	354	2.97	2.88	.051	.008	.95	.93	13,344	.077	.10
ICDbackground	354	2.66	2.58	.054	.009	1.01	1.04	13,332	.199	.07
ICDcultures	353	2.82	2.61	.053	.009	1.00	1.02	373	.000	.20
ICDequity	353	2.94	2.63	.052	.009	.98	1.06	374	.000	.29
ICDIdeas	354	3.08	2.88	.049	.008	.93	.96	374	.000	.21
ICDcommitment	353	3.19	2.94	.043	.008	.82	.89	13,328	.000	.28
ICDresources	352	2.91	2.81	.049	.008	.91	.91	13,310	.048	.11
ICDcommunity	352	2.91	2.86	.046	.008	.86	.92	373	.221	.06
ICDexpress	354	2.98	2.94	.045	.015	.85	.87	3,799	.347	.05
ICDstigma	352	3.03	2.89	.045	.008	.85	.93	374	.001	.16
ICDdiscrimination	353	3.08	2.88	.046	.008	.87	.92	374	.000	.22
ICDallegations	352	3.08	2.86	.050	.008	.94	.96	13,248	.000	.23
ICDconfront	352	2.68	2.65	.052	.009	.98	.99	13,257	.584	.03
ICDunique	352	2.86	2.85	.045	.016	.85	.93	441	.801	.01
ICDinterests	352	2.70	2.81	.051	.016	.96	.95	3,794	.042	-.11
ICDintbeyond	354	2.49	2.53	.054	.018	1.01	1.05	3,798	.563	-.03
ICDRace	352	3.20	2.96	.042	.008	.79	.87	13,238	.000	.28
ICDgender	352	3.15	2.95	.043	.008	.81	.90	13,221	.000	.22
ICDecon	352	2.85	2.72	.051	.008	.95	.96	13,214	.013	.13
ICDpolitics	352	2.44	2.53	.052	.009	.98	.98	13,203	.094	-.09
ICDreligion	352	2.67	2.72	.051	.008	.96	.95	13,205	.315	-.05
ICDsexorient	353	3.01	2.91	.047	.008	.89	.91	13,211	.049	.11
ICDability	352	2.90	2.78	.048	.008	.91	.96	374	.011	.13
ICDcitizen	350	2.81	2.74	.049	.008	.91	.96	371	.124	.08
ICDevents	350	2.05	2.07	.051	.009	.96	.97	13,245	.660	-.02
ICDcenters	351	1.76	1.81	.052	.009	.97	.97	13,238	.316	-.05
ICDclub	350	1.67	1.69	.052	.009	.98	.97	13,225	.676	-.02
ICDprotest	350	1.55	1.51	.048	.008	.89	.86	13,213	.392	.05
ICDreflect	346	2.38	2.25	.058	.009	1.08	1.03	362	.032	.12

## Endnotes

- a. Column percentages are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Percentages may not sum to 100 due to rounding. Counts are unweighted; column percentages cannot be replicated from counts. Comparison group details are in the Selected Comparison Groups report, linked in the Data & Reports table on the Institution Interface.
- b. All statistics are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Unless otherwise noted, statistical comparisons are two-tailed independent t-tests. Items with categorical response sets are left blank.
- c. These are the values used to calculate means. For the majority of items, these values match the codes in the data file and codebook.
- d. Effect size for independent t-tests uses Cohen's d; z-tests use Cohen's h.
- e. Statistics are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Categorical items are not listed.
- f. The 95% confidence interval for the population mean is equal to the sample mean plus or minus 1.96 times the standard error of the mean.
- g. A measure of the amount individual scores deviate from the mean of all the scores in the distribution.
- h. Degrees of freedom used to compute the t-tests. Values differ from Ns due to weighting and whether equal variances were assumed.
- i. Statistical comparisons are two-tailed independent t-tests or z-tests. Statistical significance represents the probability that the difference between your students' mean and that of the students in the comparison group is due to chance.
- j. Statistical comparison uses z-test to compare the proportion who responded (depending on the item) "Done or in progress" or "Yes" with all who responded otherwise.
- k. Mean represents the proportion who responded (depending on the item) "Done or in progress" or "Yes."

### **Key to symbols:**

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

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

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# NSSE 2024 Topical Module Report

## Mental Health & Well-Being

California State University, Sacramento

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The Mental Health and Well-Being Topical Module provides colleges and universities an opportunity to understand and address current concerns about students' emotional, psychological, and social wellness. Results will help institutions promote well-being by purposefully creating supportive environments and providing necessary resources for students to thrive. This module assesses students' experiences related to a range of dimensions for mental health and well-being. It also examines sources of support and explores students' perceptions about campus resources. Some components for this set were influenced by the Butler University Student Well-Being Institutional Support Survey (SWISS)

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

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### First-Year Students

Item wording or description	Variable name	Values <sup>c</sup>	Response options	Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				Sacramento State		Mental Health		Sacramento State	Mental Health	Effect size <sup>d</sup>
				Count	%	Count	%	Mean	Mean	
<b>1. During the current school year, how difficult have the following been for you?</b>										
a. Academics	MHWdacad	1	Not at all difficult	5	3	589	3	<b>4.1</b>	4.1	-.03
		2		13	7	1,435	6			
		3		41	20	3,587	16			
		4		71	36	8,242	36			
		5		37	18	6,435	28			
		6	Very difficult	28	16	2,357	10			
		—	Not applicable	0	0	63	0			
			Total	195	100	22,708	100			
b. Employment	MHWdemploy	1	Not at all difficult	19	9	3,635	16	<b>3.9</b>	3.3 ***	.38
		2		17	9	2,656	11			
		3		22	11	2,989	13			
		4		27	13	3,228	14			
		5		25	14	2,227	10			
		6	Very difficult	34	18	2,080	9			
		—	Not applicable	50	26	5,880	27			
			Total	194	100	22,695	100			
c. Finances	MHWdfinance	1	Not at all difficult	18	10	1,959	9	<b>4.0</b>	3.9	.06
		2		17	9	2,662	11			
		3		30	15	3,772	16			
		4		32	16	4,913	22			
		5		42	21	4,148	18			
		6	Very difficult	37	19	3,892	17			
		—	Not applicable	19	10	1,353	6			
			Total	195	100	22,699	100			
d. Family relationships	MHWdfamily	1	Not at all difficult	54	28	6,767	30	<b>2.9</b>	2.7	.13
		2		34	17	4,814	21			
		3		35	17	3,761	16			
		4		31	17	3,714	17			
		5		20	9	1,975	9			
		6	Very difficult	17	9	1,285	6			
		—	Not applicable	3	2	369	2			
			Total	194	100	22,685	100			
e. Homesickness	MHWdhomesick	1	Not at all difficult	80	42	7,188	33	<b>2.4</b>	2.6	-.13
		2		22	10	4,433	19			
		3		23	12	3,250	14			
		4		25	13	2,972	13			
		5		8	4	1,867	8			
		6	Very difficult	13	7	1,628	7			
		—	Not applicable	23	12	1,350	6			
			Total	194	100	22,688	100			
f. Romantic relationships	MHWdromantic	1	Not at all difficult	46	23	4,829	21	<b>3.0</b>	3.2	-.08
		2		21	11	2,938	12			
		3		20	10	2,977	13			
		4		21	11	3,162	14			
		5		21	11	2,149	9			
		6	Very difficult	15	8	2,614	12			
		—	Not applicable	50	26	4,012	19			
			Total	194	100	22,681	100			

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

### First-Year Students

Item wording or description	Variable name	Values <sup>c</sup>	Response options	Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				Sacramento State		Mental Health		Sacramento State	Mental Health	
				Count	%	Count	%	Mean	Mean	Effect size <sup>d</sup>
g. Relationships with peers	MHWdpeers	1	Not at all difficult	37	20	5,068	23	<b>3.1</b>	2.8 *	.15
		2		46	23	5,262	23			
		3		36	18	4,519	20			
		4		29	16	4,119	18			
		5		21	10	2,038	9			
		6	Very difficult	20	10	1,258	6			
		—	Not applicable	4	2	395	2			
	Total	193	100	22,659	100					
h. Loneliness	MHWdlonely	1	Not at all difficult	36	19	4,003	19	<b>3.4</b>	3.3	.06
		2		26	14	3,972	17			
		3		36	18	3,710	16			
		4		31	15	4,204	18			
		5		32	18	3,260	14			
		6	Very difficult	29	14	3,107	14			
		—	Not applicable	4	2	421	2			
	Total	194	100	22,677	100					
i. Mental health	MHWdmental	1	Not at all difficult	36	19	3,251	15	<b>3.5</b>	3.5	-.01
		2		20	10	3,353	15			
		3		33	18	3,953	17			
		4		41	22	4,763	21			
		5		34	16	3,699	16			
		6	Very difficult	28	14	3,369	15			
		—	Not applicable	2	1	296	1			
	Total	194	100	22,684	100					
j. Mental or emotional exhaustion	MHWdexhaust	1	Not at all difficult	21	12	1,869	9	<b>3.9</b>	4.0	-.08
		2		19	10	2,165	10			
		3		26	14	3,324	15			
		4		46	24	4,891	21			
		5		35	17	5,030	22			
		6	Very difficult	44	22	5,161	22			
		—	Not applicable	2	1	225	1			
	Total	193	100	22,665	100					
k. Sleeping well	MHWdsleep	1	Not at all difficult	14	8	2,289	11	<b>4.0</b>	3.8	.12
		2		25	13	3,059	13			
		3		35	19	3,826	17			
		4		38	21	5,113	22			
		5		32	16	4,175	18			
		6	Very difficult	48	25	4,104	18			
		—	Not applicable	0	0	119	1			
	Total	192	100	22,685	100					
l. Physical health	MHWdphysical	1	Not at all difficult	27	14	4,010	19	<b>3.2</b>	3.0	.10
		2		39	22	4,918	21			
		3		45	23	4,755	20			
		4		35	18	4,770	21			
		5		33	16	2,277	10			
		6	Very difficult	14	7	1,729	8			
		—	Not applicable	0	0	200	1			
	Total	193	100	22,659	100					

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

### First-Year Students

Item wording or description	Variable name	Values <sup>c</sup>	Response options	Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				Sacramento State		Mental Health		Sacramento State	Mental Health	Effect size <sup>d</sup>
				Count	%	Count	%	Mean	Mean	
m. Discrimination or harassment	MHWddiscrim	1	Not at all difficult	123	63	14,785	65	<b>1.5</b>	1.5	-.06
		2		24	12	3,250	14			
		3		10	6	1,271	6			
		4		7	4	959	4			
		5		4	2	380	2			
		6	Very difficult	0	0	235	1			
		—	Not applicable	23	13	1,806	8			
		Total		191	100	22,686	100			
<b>2. To what extent have the following supported your mental health and well-being?</b>										
a. Your friends	MHWsfriend	0	Not at all	9	5	521	2	<b>2.8</b>	2.9	-.07
		1	Very little	12	7	1,526	7			
		2	Some	42	21	4,989	22			
		3	Quite a bit	62	33	7,378	32			
		4	Very much	64	32	7,617	33			
		—	Not applicable	4	2	627	3			
		Total		193	100	22,658	100			
b. Your family	MHWsfamily	0	Not at all	8	4	788	4	<b>2.8</b>	2.9	-.10
		1	Very little	16	9	1,926	9			
		2	Some	51	27	4,773	21			
		3	Quite a bit	51	27	6,235	27			
		4	Very much	65	33	8,608	38			
		—	Not applicable	1	0	323	2			
Total		192	100	22,653	100					
c. Significant others or romantic partners	MHWsromantic	0	Not at all	11	5	1,471	7	<b>2.8</b>	2.7	.05
		1	Very little	6	3	1,238	6			
		2	Some	16	8	2,423	11			
		3	Quite a bit	30	15	2,936	13			
		4	Very much	36	19	5,683	24			
		—	Not applicable	93	49	8,870	39			
Total		192	100	22,621	100					
d. Other students (classmates, peer advisors, student org. members, etc.)	MHWsstudent	0	Not at all	32	17	2,990	14	<b>1.7</b>	1.9 **	-.21
		1	Very little	34	19	4,108	18			
		2	Some	62	31	7,571	33			
		3	Quite a bit	23	13	3,905	17			
		4	Very much	12	6	2,216	10			
		—	Not applicable	29	15	1,823	9			
Total		192	100	22,613	100					
e. Communities that matter to you (identity-based, faith-based, hometown group, etc.)	MHWscultural	0	Not at all	30	16	2,946	14	<b>1.8</b>	2.0 *	-.18
		1	Very little	21	12	2,776	12			
		2	Some	38	19	5,110	22			
		3	Quite a bit	20	11	3,782	16			
		4	Very much	18	9	3,157	13			
		—	Not applicable	64	33	4,818	23			
Total		191	100	22,589	100					
f. Your academic advisor	MHWsadvice	0	Not at all	36	19	5,005	22	<b>1.6</b>	1.6	-.03
		1	Very little	31	17	3,837	17			
		2	Some	46	23	5,358	24			
		3	Quite a bit	17	9	2,667	12			
		4	Very much	15	8	1,879	9			
		—	Not applicable	47	24	3,854	17			
Total		192	100	22,600	100					

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

### First-Year Students

Item wording or description	Variable name	Values <sup>c</sup>	Response options	Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				Sacramento State		Mental Health		Sacramento State	Mental Health	Effect size <sup>d</sup>
				Count	%	Count	%	Mean	Mean	
g. Your instructors	MHWsinstruct	0	Not at all	26	14	3,487	16	<b>1.8</b>	1.8	-.03
		1	Very little	37	19	4,209	19			
		2	Some	58	29	7,150	31			
		3	Quite a bit	22	11	3,413	15			
		4	Very much	16	8	1,910	9			
		—	Not applicable	33	18	2,438	11			
Total				192	100	22,607	100			
h. Counseling services	MHWscounsel	0	Not at all	22	12	3,786	17	<b>1.7</b>	1.7	.03
		1	Very little	24	13	2,103	10			
		2	Some	33	16	3,183	14			
		3	Quite a bit	12	6	1,923	9			
		4	Very much	18	8	1,990	9			
		—	Not applicable	84	44	9,592	43			
Total				193	100	22,577	100			
i. Student health center or clinic	MHWsclinic	0	Not at all	26	14	2,349	18	<b>1.7</b>	1.6	.09
		1	Very little	16	8	1,184	9			
		2	Some	32	16	1,706	14			
		3	Quite a bit	10	5	945	8			
		4	Very much	16	8	906	7			
		—	Not applicable	92	48	5,401	43			
Total				192	100	12,491	100			
j. Student services staff (student activities, housing, career services, etc.)	MHWsstaff	0	Not at all	33	17	4,706	20	<b>1.7</b>	1.5	.14
		1	Very little	18	10	2,911	13			
		2	Some	31	15	4,041	17			
		3	Quite a bit	22	12	1,820	8			
		4	Very much	12	6	1,414	7			
		—	Not applicable	77	39	7,682	35			
Total				193	100	22,574	100			
<b>3. To what extent to do you agree or disagree with the following statements?</b>										
a. I have access to affordable, healthy food.	MHWfood	1	Strongly disagree	4	2	670	3	<b>4.6</b>	4.5	.12
		2	Disagree	4	2	1,329	6			
		3	Slightly disagree	19	10	2,359	10			
		4	Slightly agree	45	23	5,361	24			
		5	Agree	80	41	8,117	36			
		6	Strongly agree	41	21	4,745	21			
Total				193	100	22,581	100			
b. I am satisfied with the amount of exercise that I get.	MHWexercise	1	Strongly disagree	7	4	1,066	5	<b>3.9</b>	3.9	-.02
		2	Disagree	30	14	3,358	14			
		3	Slightly disagree	37	19	4,143	18			
		4	Slightly agree	56	28	5,014	22			
		5	Agree	38	21	5,660	25			
		6	Strongly agree	24	14	3,339	15			
Total				192	100	22,580	100			
c. I am satisfied with the amount of time I spend on recreational and leisure activities.	MHWleisure	1	Strongly disagree	7	4	843	4	<b>4.0</b>	4.1	-.05
		2	Disagree	20	9	2,505	11			
		3	Slightly disagree	33	16	3,836	17			
		4	Slightly agree	64	35	5,594	24			
		5	Agree	51	26	6,907	31			
		6	Strongly agree	18	10	2,885	13			
Total				193	100	22,570	100			

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

## First-Year Students

Item wording or description	Variable name	Values <sup>c</sup>	Response options	Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				Sacramento State		Mental Health		Sacramento State	Mental Health	Effect size <sup>d</sup>
				Count	%	Count	%	Mean	Mean	
d. I get an adequate amount of support for my well-being from my institution.	MHWinst	1	Strongly disagree	7	4	530	3	4.2	4.3	-.08
		2	Disagree	11	6	1,450	7			
		3	Slightly disagree	26	14	2,807	12			
		4	Slightly agree	65	32	7,237	32			
		5	Agree	66	34	7,770	34			
		6	Strongly agree	19	10	2,743	12			
		Total		194	100	22,537	100			
<b>4. If you were to experience the following problems, would you know how to get help at your institution?</b>										
a. Depression or anxiety	MHWhdepress	No		58	32	5,163	24	68%	75% *	-.15
		Yes	(Means indicate the percentage who responded "Yes.")	135	68	17,227	75			
		Help for this is not available		0	0	173	1			
		Total		193	100	22,563	100			
		Total		193	100	22,563	100			
b. Discrimination or harassment	MHWhdiscrim	No		71	39	6,230	29	61%	70% **	-.20
		Yes	(Means indicate the percentage who responded "Yes.")	121	61	16,164	70			
		Help for this is not available		0	0	163	1			
		Total		192	100	22,557	100			
c. Food insecurity (not having enough food)	MHWhfood	No		44	24	8,721	38	76%	61% ***	.31
		Yes	(Means indicate the percentage who responded "Yes.")	149	76	13,615	61			
		Help for this is not available		0	0	209	1			
		Total		193	100	22,545	100			
d. Housing insecurity (inconsistent access to stable housing)	MHWhhouse	No		74	40	10,361	46	60%	52% *	.17
		Yes	(Means indicate the percentage who responded "Yes.")	120	60	11,817	52			
		Help for this is not available		0	0	349	2			
		Total		194	100	22,527	100			
e. Emergency financial situation	MHWhfinance	No		79	42	10,556	47	58%	52%	.12
		Yes	(Means indicate the percentage who responded "Yes.")	114	58	11,661	52			
		Help for this is not available		1	0	308	2			
		Total		194	100	22,525	100			
f. Lack of care for dependents	MHWhcare	No		107	57	13,022	57	43%	41%	.05
		Yes	(Means indicate the percentage who responded "Yes.")	87	43	9,098	41			
		Help for this is not available		0	0	381	2			
		Total		194	100	22,501	100			
g. Mental health crises	MHWhmental	No		50	28	5,563	26	72%	73%	-.01
		Yes	(Means indicate the percentage who responded "Yes.")	142	72	16,806	73			
		Help for this is not available		0	0	145	1			
		Total		192	100	22,514	100			
h. Sexual assault or relationship violence	MHWhassault	No		58	31	5,552	26	69%	74%	-.10
		Yes	(Means indicate the percentage who responded "Yes.")	135	69	16,852	74			
		Help for this is not available		0	0	125	1			
		Total		193	100	22,529	100			
i. Sleep difficulty	MHWhsleep	No		120	63	13,359	59	36%	39%	-.06
		Yes	(Means indicate the percentage who responded "Yes.")	70	36	8,699	39			
		Help for this is not available		3	1	472	2			
		Total		193	100	22,530	100			
j. Substance abuse	MHWhabuse	No		93	49	9,586	42	51%	57%	-.11
		Yes	(Means indicate the percentage who responded "Yes.")	101	51	12,707	57			
		Help for this is not available		0	0	239	1			
		Total		194	100	22,532	100			

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

### First-Year Students

Item wording or description	Variable name	Values <sup>c</sup>	Response options	Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				Sacramento State		Mental Health		Sacramento State	Mental Health	
				Count	%	Count	%	Mean	Mean	Effect size <sup>d</sup>
<b>5. Thinking about resources on campus, to what extent does your institution provide adequate resources in the following areas?</b>										
a. Dining options that meet your dietary needs (vegetarian, kosher, halal, gluten-free, etc.)	MHWifood	0	Not at all	5	2	900	4	<b>2.6</b>	2.6	.07
		1	Very little	12	6	2,394	10			
		2	Some	50	27	5,127	23			
		3	Quite a bit	38	21	5,392	24			
		4	Very much	39	19	4,506	20			
		—	I don't know	48	25	4,182	19			
			Total	192	100	22,501	100			
b. Health services for physical health needs	MHWihelp	0	Not at all	0	0	454	2	<b>3.0</b>	2.7 ***	.29
		1	Very little	3	2	1,422	6			
		2	Some	38	20	5,454	24			
		3	Quite a bit	72	38	6,999	31			
		4	Very much	53	27	4,768	21			
		—	I don't know	24	12	3,366	15			
			Total	190	100	22,463	100			
c. Counseling services for mental health needs	MHWicounsel	0	Not at all	0	0	350	2	<b>3.0</b>	2.8 **	.19
		1	Very little	6	4	1,228	6			
		2	Some	33	17	5,081	23			
		3	Quite a bit	79	41	7,213	31			
		4	Very much	51	26	5,655	24			
		—	I don't know	23	13	2,944	14			
			Total	192	100	22,471	100			
d. Affordable housing for students	MHWihouse	0	Not at all	13	6	1,984	10	<b>2.0</b>	2.0	.03
		1	Very little	32	16	3,839	18			
		2	Some	46	24	6,968	30			
		3	Quite a bit	30	16	3,673	15			
		4	Very much	14	7	2,262	10			
		—	I don't know	58	31	3,717	17			
			Total	193	100	22,443	100			
e. Access to reliable internet	MHWiinternet	0	Not at all	0	0	685	3	<b>3.1</b>	2.7 ***	.38
		1	Very little	6	4	2,049	9			
		2	Some	35	19	5,405	24			
		3	Quite a bit	65	32	6,799	30			
		4	Very much	76	40	6,443	28			
		—	I don't know	10	6	1,043	5			
			Total	192	100	22,424	100			

### 6. What is one way your institution has supported your mental health and well-being? Please describe (5,000 character limit)

This final question asked students to respond in an open text box. Comments were recorded for 114 first-year student(s) and 199 senior(s). Responses are provided in your NSSE24 Student Comments Report and in a separate SPSS data file.

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

# NSSE 2024 Mental Health & Well-Being

## Frequencies and Statistical Comparisons California State University, Sacramento

### Seniors

Item wording or description	Variable name	Values <sup>c</sup>	Response options	Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				Sacramento State		Mental Health		Sacramento State	Mental Health	
				Count	%	Count	%	Mean	Mean	Effect size <sup>d</sup>
<b>1. During the current school year, how difficult have the following been for you?</b>										
a. Academics	MHWdacad	1	Not at all difficult	18	6	1,096	5	<b>4.1</b>	4.1	.02
		2		24	7	1,941	8			
		3		39	11	3,874	15			
		4		115	34	8,311	32			
		5		110	31	7,560	28			
		6	Very difficult	41	11	3,346	12			
		—	Not applicable	1	0	94	0			
			Total	348	100	26,222	100			
b. Employment	MHWdemploy	1	Not at all difficult	36	11	3,901	15	<b>3.9</b>	3.5 ***	.24
		2		39	11	3,364	12			
		3		45	12	4,129	15			
		4		65	18	5,281	19			
		5		52	15	3,761	15			
		6	Very difficult	63	19	2,943	12			
		—	Not applicable	46	14	2,863	12			
			Total	346	100	26,242	100			
c. Finances	MHWdfinance	1	Not at all difficult	21	6	2,186	9	<b>4.4</b>	4.1 ***	.22
		2		25	7	2,769	10			
		3		40	12	3,927	15			
		4		59	16	5,444	21			
		5		83	23	5,135	19			
		6	Very difficult	106	30	6,174	24			
		—	Not applicable	16	5	609	3			
			Total	350	100	26,244	100			
d. Family relationships	MHWdfamily	1	Not at all difficult	62	19	6,822	26	<b>3.3</b>	2.9 ***	.26
		2		58	17	5,330	20			
		3		51	14	4,296	16			
		4		77	21	4,525	17			
		5		46	13	2,733	10			
		6	Very difficult	44	14	2,206	8			
		—	Not applicable	8	3	316	1			
			Total	346	100	26,228	100			
e. Homesickness	MHWdhomesick	1	Not at all difficult	169	49	12,299	47	<b>2.1</b>	2.1	-.01
		2		34	10	4,366	16			
		3		22	6	2,610	10			
		4		20	6	2,207	8			
		5		23	6	1,176	4			
		6	Very difficult	16	5	1,053	4			
		—	Not applicable	64	18	2,527	11			
			Total	348	100	26,238	100			
f. Romantic relationships	MHWdromantic	1	Not at all difficult	92	25	6,816	26	<b>3.1</b>	3.0	.04
		2		49	14	3,981	15			
		3		37	10	3,464	13			
		4		46	14	3,573	14			
		5		32	9	2,363	9			
		6	Very difficult	39	13	2,927	12			
		—	Not applicable	54	15	3,110	13			
			Total	349	100	26,234	100			

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

### Seniors

Item wording or description	Variable name	Values <sup>c</sup>	Response options	Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				Sacramento State		Mental Health		Sacramento State	Mental Health	
				Count	%	Count	%	Mean	Mean	Effect size <sup>d</sup>
g. Relationships with peers	MHWdpeers	1	Not at all difficult	71	21	6,949	27	<b>2.9</b>	2.7 *	.14
		2		78	22	6,276	23			
		3		72	19	4,966	19			
		4		63	18	4,181	16			
		5		32	9	1,992	8			
		6	Very difficult	16	5	1,205	5			
		—	Not applicable	16	5	656	3			
	Total	348	100	26,225	100					
h. Loneliness	MHWdlonely	1	Not at all difficult	73	23	6,103	24	<b>3.3</b>	3.1	.09
		2		50	14	4,479	16			
		3		43	12	4,026	15			
		4		66	19	4,401	17			
		5		46	13	3,346	12			
		6	Very difficult	49	14	3,159	12			
		—	Not applicable	19	6	709	3			
	Total	346	100	26,223	100					
i. Mental health	MHWdmental	1	Not at all difficult	41	14	3,699	15	<b>3.7</b>	3.6	.07
		2		37	11	3,584	14			
		3		59	17	4,287	16			
		4		75	20	5,430	21			
		5		72	21	4,431	16			
		6	Very difficult	53	15	4,377	16			
		—	Not applicable	10	4	413	2			
	Total	347	100	26,221	100					
j. Mental or emotional exhaustion	MHWdexhaust	1	Not at all difficult	18	6	2,120	9	<b>4.5</b>	4.2 ***	.19
		2		21	6	2,090	8			
		3		29	8	3,326	13			
		4		72	21	5,286	20			
		5		90	25	5,838	22			
		6	Very difficult	109	31	7,275	27			
		—	Not applicable	8	3	279	1			
	Total	347	100	26,214	100					
k. Sleeping well	MHWdsleep	1	Not at all difficult	24	7	2,812	11	<b>4.1</b>	3.8 **	.18
		2		36	11	3,449	13			
		3		50	14	4,259	16			
		4		66	20	5,566	21			
		5		94	26	4,810	19			
		6	Very difficult	74	21	5,159	20			
		—	Not applicable	3	1	177	1			
	Total	347	100	26,232	100					
l. Physical health	MHWdphysical	1	Not at all difficult	42	13	4,086	16	<b>3.4</b>	3.2 *	.13
		2		51	15	5,149	19			
		3		79	23	5,269	20			
		4		76	21	5,740	22			
		5		54	15	3,178	12			
		6	Very difficult	40	11	2,551	10			
		—	Not applicable	5	2	233	1			
	Total	347	100	26,206	100					

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

## Seniors

Item wording or description	Variable name	Values <sup>c</sup>	Response options	Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				Sacramento State		Mental Health		Sacramento State	Mental Health	Effect size <sup>d</sup>
				Count	%	Count	%	Mean	Mean	
m. Discrimination or harassment	MHWddiscrim	1	Not at all difficult	212	61	16,853	64	1.7	1.6	.06
		2		50	13	3,742	14			
		3		20	5	1,484	6			
		4		15	5	1,146	4			
		5		6	2	471	2			
		6	Very difficult	8	2	416	2			
		—	Not applicable	37	11	2,115	9			
		Total		348	100	26,227	100			
<b>2. To what extent have the following supported your mental health and well-being?</b>										
a. Your friends	MHWsfriend	0	Not at all	11	4	597	3	2.7	2.9 ***	-0.21
		1	Very little	27	8	1,604	6			
		2	Some	88	26	5,815	22			
		3	Quite a bit	110	31	7,913	29			
		4	Very much	90	25	9,449	36			
		—	Not applicable	22	7	819	4			
		Total		348	100	26,197	100			
b. Your family	MHWsfamily	0	Not at all	19	6	886	4	2.6	2.9 ***	-0.23
		1	Very little	43	12	2,216	9			
		2	Some	85	25	5,849	22			
		3	Quite a bit	97	27	6,967	26			
		4	Very much	97	27	9,848	37			
		—	Not applicable	7	2	419	2			
Total		348	100	26,185	100					
c. Significant others or romantic partners	MHWsrromantic	0	Not at all	16	5	1,410	6	2.9	3.0	-0.01
		1	Very little	16	4	1,323	5			
		2	Some	39	13	2,791	11			
		3	Quite a bit	48	13	4,000	15			
		4	Very much	120	33	9,530	35			
		—	Not applicable	106	31	7,119	28			
Total		345	100	26,173	100					
d. Other students (classmates, peer advisors, student org. members, etc.)	MHWsstudent	0	Not at all	52	15	3,429	14	1.8	2.0	-0.10
		1	Very little	64	19	4,331	16			
		2	Some	103	31	8,337	31			
		3	Quite a bit	70	19	4,801	18			
		4	Very much	30	8	3,055	12			
		—	Not applicable	29	9	2,198	9			
Total		348	100	26,151	100					
e. Communities that matter to you (identity-based, faith-based, hometown group, etc.)	MHWscultural	0	Not at all	58	18	3,622	15	1.7	2.0 ***	-0.23
		1	Very little	44	13	3,083	12			
		2	Some	63	18	5,391	20			
		3	Quite a bit	35	10	3,944	14			
		4	Very much	32	9	3,814	14			
		—	Not applicable	115	32	6,275	26			
Total		347	100	26,129	100					
f. Your academic advisor	MHWsadviser	0	Not at all	86	24	7,128	27	1.5	1.5	.00
		1	Very little	55	16	4,157	15			
		2	Some	69	20	5,331	20			
		3	Quite a bit	25	8	2,736	10			
		4	Very much	34	9	2,439	9			
		—	Not applicable	78	22	4,361	17			
Total		347	100	26,152	100					

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

### Seniors

Item wording or description	Variable name	Values <sup>c</sup>	Response options	Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				Sacramento State		Mental Health		Sacramento State	Mental Health	
				Count	%	Count	%	Mean	Mean	Effect size <sup>d</sup>
g. Your instructors	MHWsinstruct	0	Not at all	42	12	3,829	15	<b>2.0</b>	1.9	.10
		1	Very little	58	17	4,337	17			
		2	Some	105	30	7,958	30			
		3	Quite a bit	56	16	4,597	17			
		4	Very much	48	14	2,963	11			
		—	Not applicable	37	11	2,474	10			
Total				346	100	26,158	100			
h. Counseling services	MHWscounsel	0	Not at all	61	18	5,464	21	<b>1.6</b>	1.6	.01
		1	Very little	38	12	2,279	9			
		2	Some	49	14	3,089	12			
		3	Quite a bit	21	6	2,003	7			
		4	Very much	31	8	2,403	9			
		—	Not applicable	146	42	10,909	42			
Total				346	100	26,147	100			
i. Student health center or clinic	MHWsclinic	0	Not at all	63	19	3,313	22	<b>1.5</b>	1.4	.07
		1	Very little	35	10	1,270	8			
		2	Some	43	12	1,539	11			
		3	Quite a bit	22	7	827	6			
		4	Very much	24	7	912	7			
		—	Not applicable	161	46	6,343	45			
Total				348	100	14,204	100			
j. Student services staff (student activities, housing, career services, etc.)	MHWsstaff	0	Not at all	78	22	6,736	25	<b>1.3</b>	1.2	.09
		1	Very little	27	7	2,756	10			
		2	Some	45	13	2,963	11			
		3	Quite a bit	13	4	1,303	5			
		4	Very much	23	7	1,399	6			
		—	Not applicable	162	46	10,965	43			
Total				348	100	26,122	100			
<b>3. To what extent to do you agree or disagree with the following statements?</b>										
a. I have access to affordable, healthy food.	MHWfood	1	Strongly disagree	11	3	623	3	<b>4.6</b>	4.6	.00
		2	Disagree	13	4	1,297	5			
		3	Slightly disagree	24	8	2,349	9			
		4	Slightly agree	67	20	5,452	21			
		5	Agree	148	42	9,442	36			
		6	Strongly agree	82	23	6,977	27			
Total				345	100	26,140	100			
b. I am satisfied with the amount of exercise that I get.	MHWexercise	1	Strongly disagree	36	10	1,923	7	<b>3.6</b>	3.7	-.06
		2	Disagree	57	17	4,897	19			
		3	Slightly disagree	64	18	5,184	20			
		4	Slightly agree	88	26	5,210	20			
		5	Agree	65	19	5,354	20			
		6	Strongly agree	37	11	3,557	14			
Total				347	100	26,125	100			
c. I am satisfied with the amount of time I spend on recreational and leisure activities.	MHWleisure	1	Strongly disagree	22	6	1,735	7	<b>3.7</b>	3.8	-.09
		2	Disagree	65	18	3,971	15			
		3	Slightly disagree	60	17	4,928	18			
		4	Slightly agree	94	28	6,015	23			
		5	Agree	77	23	6,420	25			
		6	Strongly agree	29	8	3,049	12			
Total				347	100	26,118	100			

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

### Seniors

Item wording or description	Variable name	Values <sup>c</sup>	Response options	Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				Sacramento State		Mental Health		Sacramento State	Mental Health	Effect size <sup>d</sup>
				Count	%	Count	%	Mean	Mean	
d. I get an adequate amount of support for my well-being from my institution.	MHWinst	1	Strongly disagree	11	3	1,352	6	<b>4.0</b>	4.0	.07
		2	Disagree	36	10	2,713	11			
		3	Slightly disagree	54	15	4,160	16			
		4	Slightly agree	109	32	7,783	30			
		5	Agree	101	30	7,174	27			
		6	Strongly agree	34	10	2,892	11			
		Total		345	100	26,074	100			
<b>4. If you were to experience the following problems, would you know how to get help at your institution?</b>										
a. Depression or anxiety	MHWhdepress <i>(Means indicate the percentage who responded "Yes.")</i>	No		100	30	6,269	25	<b>67%</b>	73% *	-0.13
		Yes		239	67	19,490	73			
		Help for this is not available		9	3	347	1			
		Total		348	100	26,106	100			
		Total		348	100	26,106	100			
b. Discrimination or harassment	MHWhdiscrim <i>(Means indicate the percentage who responded "Yes.")</i>	No		123	35	7,903	31	<b>63%</b>	68%	-0.10
		Yes		217	63	17,881	68			
		Help for this is not available		7	2	304	1			
		Total		347	100	26,088	100			
c. Food insecurity (not having enough food)	MHWhfood <i>(Means indicate the percentage who responded "Yes.")</i>	No		51	16	11,061	41	<b>83%</b>	58% ***	.56
		Yes		292	83	14,646	58			
		Help for this is not available		4	2	378	1			
		Total		347	100	26,085	100			
d. Housing insecurity (inconsistent access to stable housing)	MHWhhouse <i>(Means indicate the percentage who responded "Yes.")</i>	No		153	44	15,051	57	<b>54%</b>	40% ***	.29
		Yes		188	54	10,279	40			
		Help for this is not available		5	2	734	3			
		Total		346	100	26,064	100			
e. Emergency financial situation	MHWhfinance <i>(Means indicate the percentage who responded "Yes.")</i>	No		166	48	14,615	56	<b>50%</b>	42% **	.17
		Yes		175	50	10,794	42			
		Help for this is not available		6	2	667	3			
		Total		347	100	26,076	100			
f. Lack of care for dependents	MHWhcare <i>(Means indicate the percentage who responded "Yes.")</i>	No		199	58	17,270	66	<b>39%</b>	31% **	.17
		Yes		137	39	7,912	31			
		Help for this is not available		8	3	836	3			
		Total		344	100	26,018	100			
g. Mental health crises	MHWhmental <i>(Means indicate the percentage who responded "Yes.")</i>	No		107	32	7,296	30	<b>66%</b>	69%	-0.08
		Yes		233	66	18,436	69			
		Help for this is not available		7	2	329	1			
		Total		347	100	26,061	100			
h. Sexual assault or relationship violence	MHWhassault <i>(Means indicate the percentage who responded "Yes.")</i>	No		128	38	7,215	29	<b>60%</b>	70% ***	-0.20
		Yes		212	60	18,585	70			
		Help for this is not available		5	2	265	1			
		Total		345	100	26,065	100			
i. Sleep difficulty	MHWhsleep <i>(Means indicate the percentage who responded "Yes.")</i>	No		216	61	16,786	64	<b>35%</b>	33%	.05
		Yes		119	35	8,428	33			
		Help for this is not available		12	4	860	3			
		Total		347	100	26,074	100			
j. Substance abuse	MHWhabuse <i>(Means indicate the percentage who responded "Yes.")</i>	No		191	55	13,202	50	<b>42%</b>	48% *	-0.13
		Yes		147	42	12,339	48			
		Help for this is not available		9	3	537	2			
		Total		347	100	26,078	100			

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

### Seniors

Item wording or description	Variable name	Values <sup>c</sup>	Response options	Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				Sacramento State		Mental Health		Sacramento State	Mental Health	
				Count	%	Count	%	Mean	Mean	Effect size <sup>d</sup>
<b>5. Thinking about resources on campus, to what extent does your institution provide adequate resources in the following areas?</b>										
a. Dining options that meet your dietary needs (vegetarian, kosher, halal, gluten-free, etc.)	MHWifood	0	Not at all	18	6	1,060	4	<b>2.4</b>	2.5	-.07
		1	Very little	32	8	2,689	10			
		2	Some	74	23	5,438	21			
		3	Quite a bit	62	17	4,850	19			
		4	Very much	48	14	4,003	15			
		—	I don't know	113	32	7,979	32			
			Total	347	100	26,019	100			
b. Health services for physical health needs	MHWihelp	0	Not at all	8	3	584	2	<b>2.8</b>	2.7	.10
		1	Very little	20	6	1,814	7			
		2	Some	76	22	6,294	24			
		3	Quite a bit	107	30	7,012	26			
		4	Very much	77	22	4,652	18			
		—	I don't know	58	18	5,639	22			
			Total	346	100	25,995	100			
c. Counseling services for mental health needs	MHWicounsel	0	Not at all	12	4	633	3	<b>2.6</b>	2.6	-.01
		1	Very little	24	6	2,081	8			
		2	Some	90	26	6,371	25			
		3	Quite a bit	95	26	7,080	26			
		4	Very much	72	20	5,162	19			
		—	I don't know	53	17	4,664	19			
			Total	346	100	25,991	100			
d. Affordable housing for students	MHWihouse	0	Not at all	40	12	2,884	12	<b>1.9</b>	1.8	.07
		1	Very little	45	12	4,606	17			
		2	Some	71	20	6,067	22			
		3	Quite a bit	37	10	2,897	10			
		4	Very much	29	9	1,926	7			
		—	I don't know	125	37	7,604	31			
			Total	347	100	25,984	100			
e. Access to reliable internet	MHWiinternet	0	Not at all	6	2	643	2	<b>3.1</b>	2.9 ***	.21 △
		1	Very little	17	5	1,672	6			
		2	Some	52	15	5,311	20			
		3	Quite a bit	92	26	7,438	29			
		4	Very much	142	41	7,976	30			
		—	I don't know	36	11	2,933	12			
			Total	345	100	25,973	100			

### 6. What is one way your institution has supported your mental health and well-being? Please describe (5,000 character limit)

This final question asked students to respond in an open text box. Comments were recorded for 114 first-year student(s) and 199 senior(s). Responses are provided in your NSSE24 Student Comments Report and in a separate SPSS data file.

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

## First-Year Students

Variable name	N	Mean		Standard error <sup>f</sup>		Standard deviation <sup>g</sup>		DF <sup>h</sup>	Sig. <sup>i</sup>	Effect size <sup>d</sup>
		Sacramento State	Mental Health	Sacramento State	Mental Health	Sacramento State	Mental Health			
MHWdacad	197	4.07	4.11	.088	.013	1.24	1.17	8,069	.679	-.03
MHWdemploy	145	3.92	3.27	.142	.022	1.71	1.69	5,870	.000	.38
MHWdfinance	177	3.96	3.87	.123	.018	1.63	1.56	7,568	.414	.06
MHWdfamily	193	2.91	2.70	.119	.018	1.65	1.55	7,941	.070	.13
MHWdhomesick	173	2.41	2.62	.125	.019	1.65	1.61	7,553	.103	-.13
MHWdromantic	146	3.02	3.16	.147	.022	1.78	1.76	6,565	.317	-.08
MHWdpeers	190	3.05	2.83	.117	.017	1.61	1.48	7,911	.039	.15
MHWdlonely	192	3.44	3.34	.123	.019	1.71	1.69	7,912	.438	.06
MHWdmental	193	3.49	3.51	.120	.019	1.67	1.64	7,961	.853	-.01
MHWdexhaust	193	3.91	4.03	.118	.018	1.64	1.58	7,978	.290	-.08
MHWdsleep	194	3.98	3.79	.114	.018	1.59	1.59	8,033	.111	.12
MHWdphysical	195	3.19	3.04	.106	.017	1.49	1.51	7,996	.162	.10
MHWddiscrim	167	1.49	1.55	.073	.012	.94	1.05	7,402	.465	-.06
MHWsfriend	191	2.82	2.89	.081	.012	1.11	1.04	7,828	.360	-.07
MHWsfamily	193	2.76	2.88	.081	.013	1.12	1.13	7,942	.159	-.10
MHWsromantic	98	2.76	2.70	.132	.020	1.31	1.37	4,861	.653	.05
MHWsstudent	166	1.66	1.91	.089	.014	1.15	1.18	7,344	.008	-.21
MHWscultural	130	1.80	2.03	.118	.017	1.35	1.33	6,201	.044	-.18
MHWsadvice	146	1.58	1.63	.105	.016	1.27	1.29	6,661	.689	-.03
MHWsinstruct	159	1.77	1.80	.094	.014	1.19	1.20	7,115	.735	-.03
MHWscounsel	109	1.74	1.71	.127	.021	1.33	1.41	4,615	.787	.03
MHWScclinic	100	1.71	1.58	.138	.029	1.39	1.40	2,445	.352	.09
MHWsstaff	119	1.69	1.50	.123	.018	1.34	1.31	5,240	.123	.14
MHWfood	195	4.62	4.46	.081	.014	1.13	1.27	206	.067	.12
MHWexercise	194	3.90	3.94	.098	.016	1.37	1.43	8,038	.734	-.02
MHWleisure	195	4.01	4.08	.089	.015	1.24	1.34	205	.456	-.05
MHWinst	196	4.16	4.25	.087	.013	1.22	1.18	8,023	.283	-.08

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

## First-Year Students

Variable name	N	Mean		Standard error <sup>f</sup>		Standard deviation <sup>g</sup>		DF <sup>h</sup>	Sig. <sup>i</sup>	Effect size <sup>d</sup>
		Sacramento State	Mental Health	Sacramento State	Mental Health	Sacramento State	Mental Health			
MHWdepress	195	68%	75%	.034	.005	--	--	--	.045	-.15
MHWdiscrim	194	61%	70%	.035	.005	--	--	--	.009	-.20
MHWfood	195	76%	61%	.031	.005	--	--	--	.000	.31
MWHhouse	196	60%	52%	.035	.006	--	--	--	.019	.17
MWHfinance	196	58%	52%	.035	.006	--	--	--	.104	.12
MWHcare	196	43%	41%	.035	.006	--	--	--	.489	.05
MWHmental	193	72%	73%	.032	.005	--	--	--	.872	-.01
MWHassault	195	69%	74%	.033	.005	--	--	--	.175	-.10
MWHsleep	195	36%	39%	.034	.006	--	--	--	.390	-.06
MWHabuse	196	51%	57%	.036	.006	--	--	--	.127	-.11
MHWifood	145	2.65	2.56	.086	.014	1.04	1.13	6,474	.390	.07
MWHihelp	167	3.04	2.75	.061	.012	.79	1.00	180	.000	.29
MHWicounsel	169	3.01	2.83	.063	.012	.82	.98	180	.004	.19
MHWihouse	134	2.01	1.97	.096	.014	1.11	1.16	6,565	.723	.03
MHWiinternet	182	3.14	2.73	.064	.013	.87	1.09	196	.000	.38

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

## Seniors

Variable name	N	Mean		Standard error <sup>f</sup>		Standard deviation <sup>g</sup>		DF <sup>h</sup>	Sig. <sup>i</sup>	Effect size <sup>d</sup>
		Sacramento State	Mental Health	Sacramento State	Mental Health	Sacramento State	Mental Health			
MHWdacad	346	4.12	4.09	.069	.013	1.29	1.28	9,717	.670	.02
MHWdemploy	298	3.86	3.47	.097	.018	1.68	1.64	8,591	.000	.24
MHWdfinance	331	4.41	4.05	.084	.017	1.54	1.59	9,503	.000	.22
MHWdfamily	336	3.34	2.91	.092	.017	1.68	1.62	9,616	.000	.26
MHWdhomesick	283	2.07	2.08	.095	.016	1.60	1.46	298	.924	-.01
MHWdromantic	295	3.06	3.00	.106	.019	1.82	1.76	8,529	.538	.04
MHWdpeers	330	2.88	2.67	.081	.015	1.48	1.47	9,473	.010	.14
MHWdlonely	326	3.30	3.14	.098	.018	1.77	1.73	9,447	.098	.09
MHWdmental	334	3.70	3.59	.089	.017	1.62	1.66	9,565	.228	.07
MHWdexhaust	338	4.48	4.19	.081	.017	1.50	1.60	365	.000	.19
MHWdsleep	342	4.11	3.82	.083	.017	1.53	1.62	9,679	.001	.18
MHWdphysical	339	3.43	3.23	.083	.016	1.53	1.55	9,639	.018	.13
MHWddiscrim	308	1.66	1.59	.070	.012	1.23	1.12	8,898	.271	.06
MHWsfriend	323	2.71	2.92	.060	.011	1.07	1.05	9,383	.000	-.21
MHWsfamily	338	2.61	2.86	.064	.012	1.18	1.13	360	.000	-.23
MHWsromantic	236	2.94	2.95	.083	.015	1.27	1.28	7,009	.895	-.01
MHWsstudent	316	1.85	1.96	.067	.013	1.19	1.22	8,834	.093	-.10
MHWscultural	234	1.70	2.01	.088	.017	1.35	1.38	7,190	.001	-.23
MHWsadvice	268	1.50	1.50	.082	.015	1.34	1.36	8,018	.988	.00
MHWsinstruct	307	2.03	1.91	.071	.014	1.24	1.24	8,717	.088	.10
MHWscounsel	201	1.57	1.56	.099	.020	1.40	1.46	5,623	.858	.01
MHWselinic	188	1.48	1.38	.101	.027	1.39	1.43	2,908	.358	.07
MHWsstaff	186	1.34	1.22	.103	.018	1.40	1.35	5,541	.208	.09
MHWfood	344	4.63	4.62	.066	.013	1.22	1.25	9,717	.963	.00
MHWexercise	346	3.60	3.69	.080	.016	1.49	1.51	9,712	.313	-.06
MHWleisure	346	3.67	3.81	.075	.015	1.39	1.45	9,710	.085	-.09
MHWinst	344	4.05	3.96	.067	.014	1.24	1.35	373	.191	.07

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

## Seniors

Variable name	N	Mean		Standard error <sup>f</sup>		Standard deviation <sup>g</sup>		DF <sup>h</sup>	Sig. <sup>i</sup>	Effect size <sup>d</sup>
		Sacramento State	Mental Health	Sacramento State	Mental Health	Sacramento State	Mental Health			
MHWdepress	346	67%	73%	.025	.005	--	--	--	.023	-.13
MHWdiscrim	346	63%	68%	.026	.005	--	--	--	.081	-.10
MHWfood	346	83%	58%	.020	.005	--	--	--	.000	.56
MWHhouse	344	54%	40%	.027	.005	--	--	--	.000	.29
MWHfinance	346	50%	42%	.027	.005	--	--	--	.002	.17
MWHcare	343	39%	31%	.026	.005	--	--	--	.003	.17
MWHmental	346	66%	69%	.026	.005	--	--	--	.175	-.08
MWHassault	343	60%	70%	.026	.005	--	--	--	.000	-.20
MWHsleep	346	35%	33%	.026	.005	--	--	--	.346	.05
MWHabuse	346	42%	48%	.027	.005	--	--	--	.020	-.13
MHWifood	234	2.38	2.46	.077	.014	1.18	1.16	6,619	.308	-.07
MWHihelp	282	2.76	2.65	.061	.012	1.03	1.02	7,515	.094	.10
MHWicounsel	287	2.62	2.63	.064	.012	1.08	1.05	7,806	.901	-.01
MHWihouse	219	1.85	1.77	.087	.015	1.28	1.22	6,653	.325	.07
MHWiinternet	307	3.10	2.88	.059	.012	1.03	1.05	8,507	.000	.21

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

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## Endnotes

- a. Column percentages are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Percentages may not sum to 100 due to rounding. Counts are unweighted; column percentages cannot be replicated from counts. Comparison group details are in the Selected Comparison Groups report, linked in the Data & Reports table on the Institution Interface.
- b. All statistics are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Unless otherwise noted, statistical comparisons are two-tailed independent t-tests. Items with categorical response sets are left blank.
- c. These are the values used to calculate means. For the majority of items, these values match the codes in the data file and codebook.
- d. Effect size for independent t-tests uses Cohen's d; z-tests use Cohen's h.
- e. Statistics are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Categorical items are not listed.
- f. The 95% confidence interval for the population mean is equal to the sample mean plus or minus 1.96 times the standard error of the mean.
- g. A measure of the amount individual scores deviate from the mean of all the scores in the distribution.
- h. Degrees of freedom used to compute the t-tests. Values differ from Ns due to weighting and whether equal variances were assumed.
- i. Statistical comparisons are two-tailed independent t-tests or z-tests. Statistical significance represents the probability that the difference between your students' mean and that of the students in the comparison group is due to chance.
- j. Statistical comparison uses z-test to compare the proportion who responded (depending on the item) "Done or in progress" or "Yes" with all who responded otherwise.
- k. Mean represents the proportion who responded (depending on the item) "Done or in progress" or "Yes."

### **Key to symbols:**

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

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