
NSSE 2026

Engagement Indicators

California State University, Sacramento

About Your Engagement Indicators Report

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

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

Report Sections

Overview (p. 3)

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

Theme Reports (pp. 4-13)

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

Mean Comparisons

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

Score Distributions

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

Performance on Indicator Items

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

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 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

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 2025 & 2026
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 2025 & 2026
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

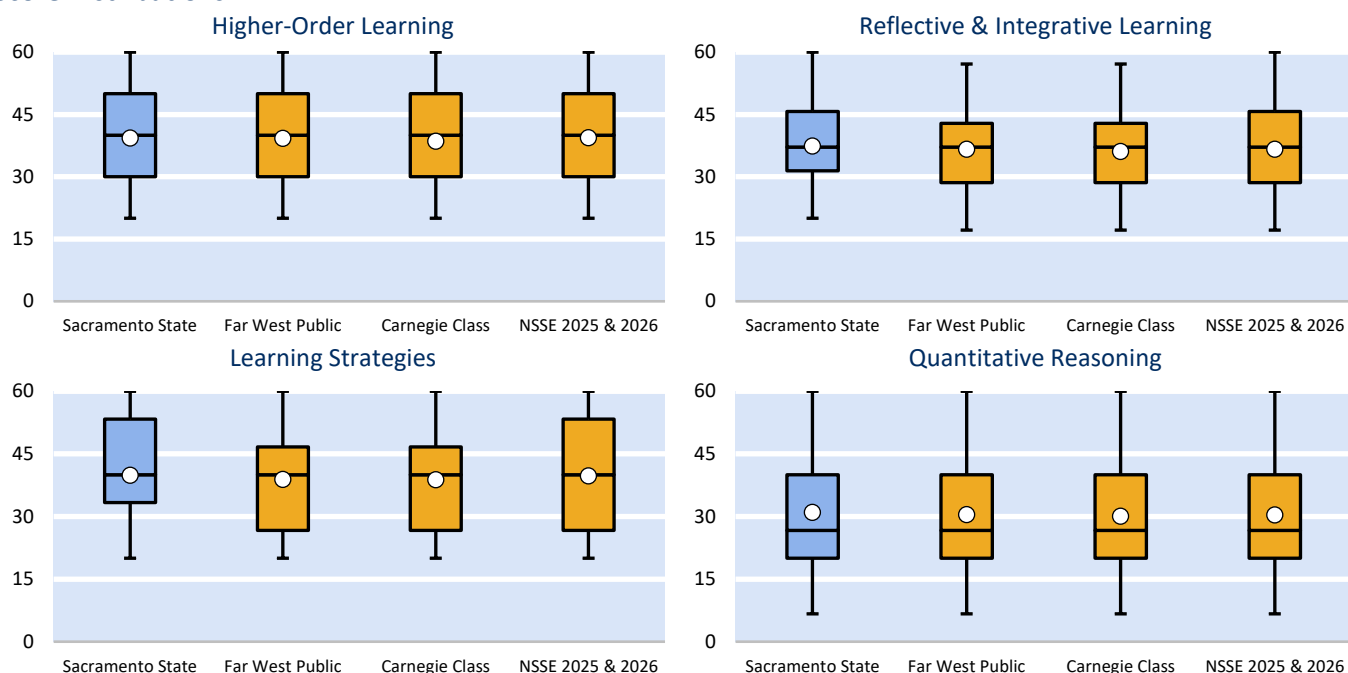
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2025 & 2026 Mean	Effect size
Higher-Order Learning	39.3	39.2	.01	38.6	.05	39.4	-.01
Reflective & Integrative Learning	37.4	36.6	.06	36.1 **	.11	36.7	.06
Learning Strategies	39.9	38.9	.07	38.8	.08	39.7	.01
Quantitative Reasoning	31.0	30.4	.04	30.1	.06	30.4	.04

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

Score Distributions



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

Academic Challenge: First-year students (continued)

Performance on Indicator Items

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

	Sacramento State	Percentage point difference ^a between your FY students and		
		Far West Public	Carnegie Class	NSSE 2025 & 2026
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	69	-5	-3	-5
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	70	-2	+0	-2
4d. Evaluating a point of view, decision, or information source	75	+4	+6	+5
4e. Forming a new idea or understanding from various pieces of information	74	-0	+2	+1
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	55	-0	+1	-1
2b. Connected your learning to societal problems or issues	58	+2	+4	+2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	63	+5	+9	+8
2d. Examined the strengths and weaknesses of your own views on a topic or issue	67	+2	+2	+1
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	76	+4	+4	+3
2f. Learned something that changed the way you understand an issue or concept	76	+5	+7	+6
2g. Connected ideas from your courses to your prior experiences and knowledge	80	-1	+0	-0
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	78	+1	+4	+2
9b. Reviewed your notes after class	69	+3	+2	+0
9c. Summarized what you learned in class or from course materials	68	+1	+1	-2
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	57	-1	+0	+0
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	47	+1	+2	+1
6c. Evaluated what others have concluded from numerical information	45	+0	+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.

Academic Challenge: Seniors

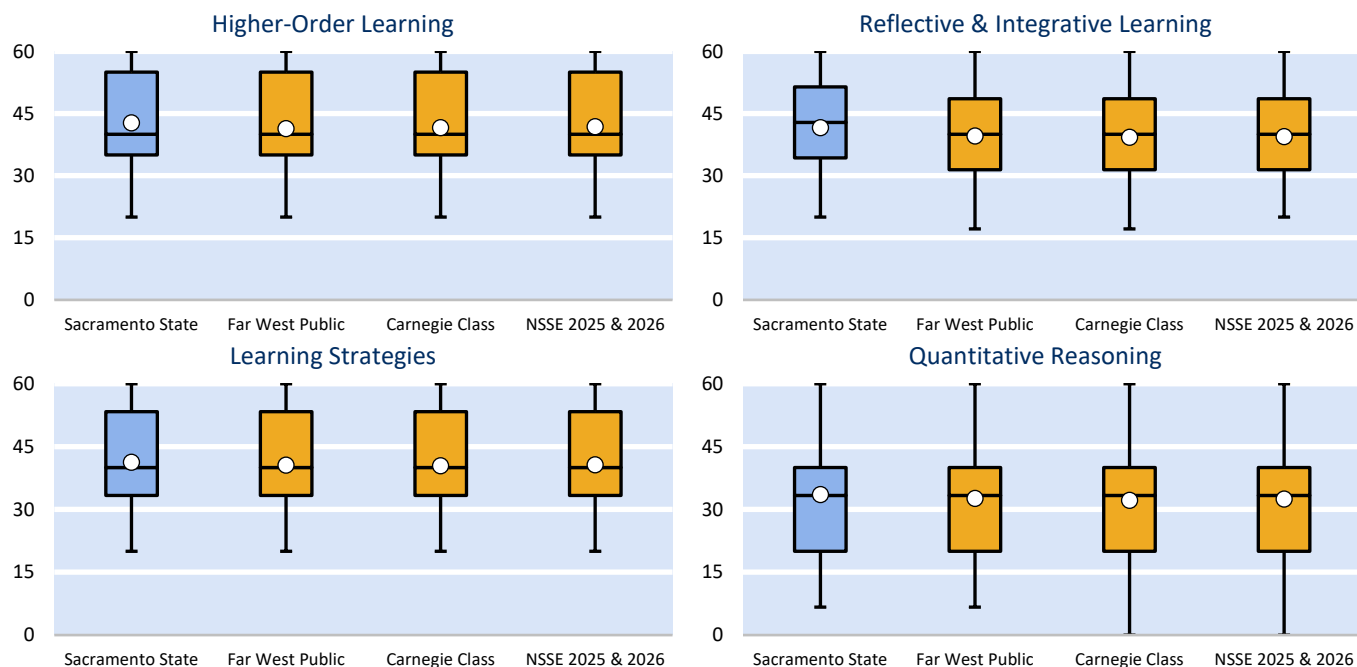
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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		Carnegie Class		NSSE 2025 & 2026	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	42.7	41.3 **	.10	41.6 *	.08	41.8	.07
Reflective & Integrative Learning	41.6	39.6 ***	.15	39.3 ***	.18	39.5 ***	.16
Learning Strategies	41.3	40.6	.05	40.4	.06	40.6	.04
Quantitative Reasoning	33.5	32.6	.05	32.1 *	.08	32.5	.06

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

Score Distributions



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

Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

	Sacramento State	Percentage point difference ^a between your seniors and		
		Far West Public	Carnegie Class	NSSE 2025 & 2026
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	80	+1	+1	-0
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	80	+1	+2	+1
4d. Evaluating a point of view, decision, or information source	77	+5	+4	+3
4e. Forming a new idea or understanding from various pieces of information	77	+2	+1	+1
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	74	+3	+3	+4
2b. Connected your learning to societal problems or issues	70	+7	+8	+7
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	65	+8	+10	+9
2d. Examined the strengths and weaknesses of your own views on a topic or issue	72	+4	+4	+3
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	81	+8	+8	+7
2f. Learned something that changed the way you understand an issue or concept	77	+2	+3	+2
2g. Connected ideas from your courses to your prior experiences and knowledge	88	+3	+3	+2
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	80	+0	+1	+0
9b. Reviewed your notes after class	69	+2	+1	+1
9c. Summarized what you learned in class or from course materials	70	+0	+0	-1
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	65	+5	+5	+5
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	52	+2	+3	+1
6c. Evaluated what others have concluded from numerical information	54	+4	+6	+4

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

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

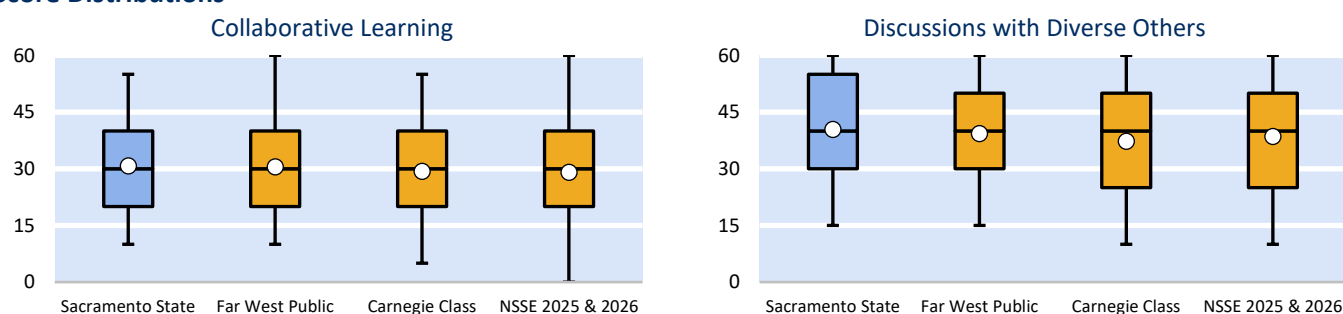
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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 Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2025 & 2026 Mean	Effect size
Collaborative Learning	30.8	30.5	.02	29.3 *	.10	29.0 **	.11
Discussions with Diverse Others	40.4	39.3	.08	37.3 ***	.20	38.5 **	.12

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).

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		Percentage point difference ^a between your FY students and			
	Sacramento State	Far West Public	Carnegie Class	NSSE 2025 & 2026	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...	%				
1b. Asked another student to help you understand course material	47	-1	+3	+4	
1c. Explained course material to one or more students	48	+1	+3	+2	
1d. Prepared for exams by discussing or working through course material with other students	41	-0	+3	+0	
1e. Worked with other students on course projects or assignments	57	+2	+3	+5	
Discussions with Diverse Others					
Percentage of students who responded that they "Very often" or "Often" had discussions with...					
8a. People of races or ethnicities other than your own	77	+1	+9	+6	
8b. People from economic backgrounds other than your own	75	+2	+6	+4	
8c. People with religious beliefs other than your own	71	+3	+7	+5	
8d. People with political views other than your own	54	+2	+1	-3	

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Learning with Peers: Seniors

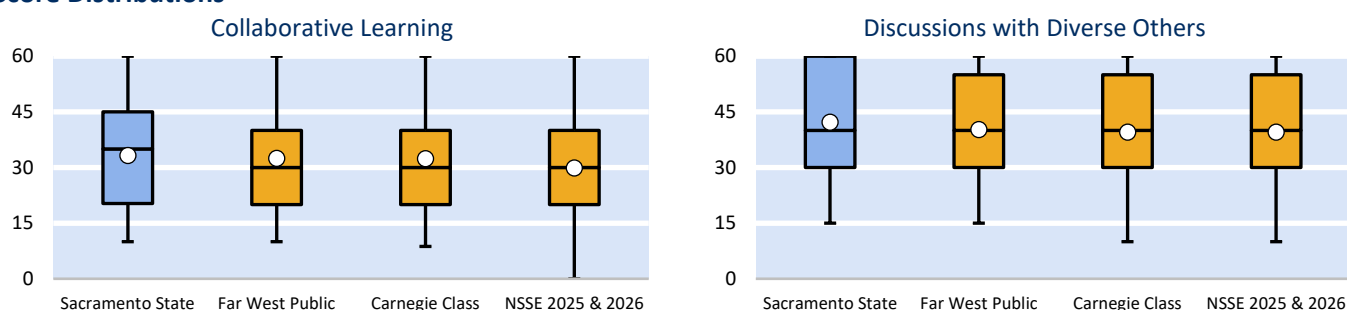
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Mean Comparisons

Engagement Indicator	Sacramento State Mean	Your seniors compared with					
		Far West Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2025 & 2026 Mean	Effect size
Collaborative Learning	33.3	32.4	.06	32.4	.06	29.9 ***	.20
Discussions with Diverse Others	42.3	40.3 **	.13	39.6 ***	.17	39.6 ***	.16

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).

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	Sacramento State	Percentage point difference ^a between your seniors and		
		Far West Public	Carnegie Class	NSSE 2025 & 2026
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	43	-1	+0	+4
1c. Explained course material to one or more students	57	+4	+3	+7
1d. Prepared for exams by discussing or working through course material with other students	46	+4	+4	+6
1e. Worked with other students on course projects or assignments	68	+0	-0	+6
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of races or ethnicities other than your own	83	+5	+12	+11
8b. People from economic backgrounds other than your own	77	+2	+4	+3
8c. People with religious beliefs other than your own	72	+5	+5	+6
8d. People with political views other than your own	57	+4	-1	-2

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Experiences with Faculty: First-year students

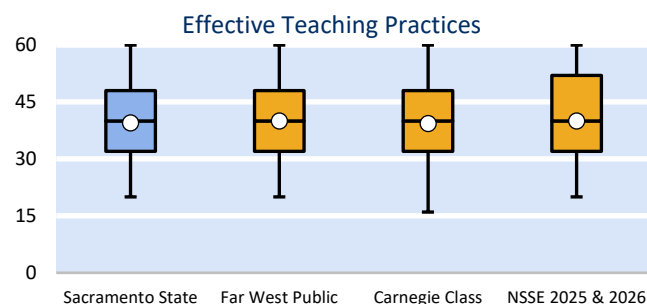
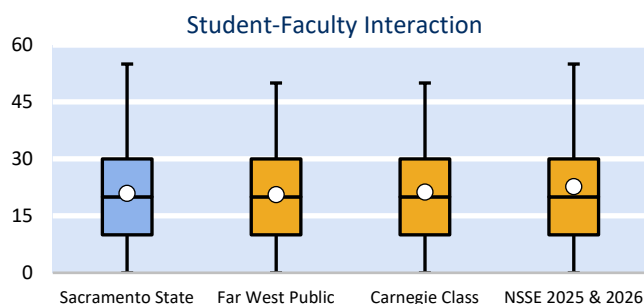
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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		Carnegie Class		NSSE 2025 & 2026	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	20.9	20.6	.02	21.2	-.02	22.7 *	-.11
Effective Teaching Practices	39.5	40.0	-.04	39.3	.02	40.0	-.04

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		Percentage point difference ^a between your FY students and			
	Sacramento State	Far West Public	Carnegie Class	NSSE 2025 & 2026	
Student-Faculty Interaction					
Percentage of students who responded that they "Very often" or "Often"...					
	%				
3a. Talked about career plans with a faculty member	37	+3	+2		-2
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	24	+3	+1		-1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	27	+1	+1		-2
3d. Discussed your academic performance with a faculty member	30	+2	-0		-3
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	83	+2	+4	+2	
5b. Taught course sessions in an organized way	74	-3	-1		-3
5c. Used examples or illustrations to explain difficult points	75	-3	+1		-1
5d. Provided feedback on a draft or work in progress	66	+1	+0	+0	
5e. Provided prompt and detailed feedback on tests or completed assignments	61	-2	-1		-3

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Experiences with Faculty: Seniors

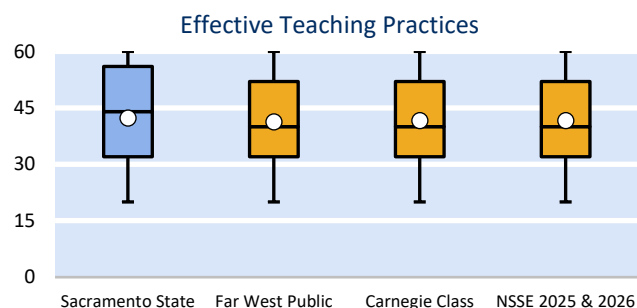
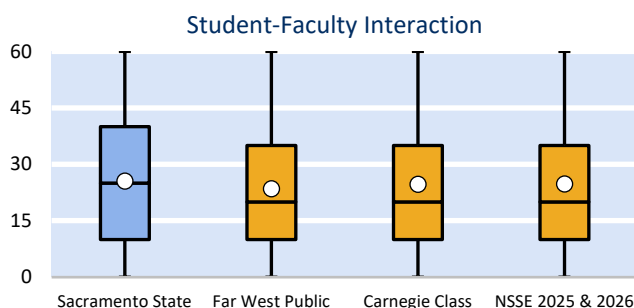
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Student-Faculty Interaction					
Percentage of students who responded that they "Very often" or "Often"...					
	%				
3a. Talked about career plans with a faculty member	45	+4	+1		-0
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	31	+3	+1	+1	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	38	+6	+4	+3	
3d. Discussed your academic performance with a faculty member	35	+4	+2	+1	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	85	+1	+2	+1	
5b. Taught course sessions in an organized way	79	-0	+0		-1
5c. Used examples or illustrations to explain difficult points	81	-0	+1	+1	
5d. Provided feedback on a draft or work in progress	67	+2	-1	+1	
5e. Provided prompt and detailed feedback on tests or completed assignments	68	+4	+1	+0	

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: First-year students

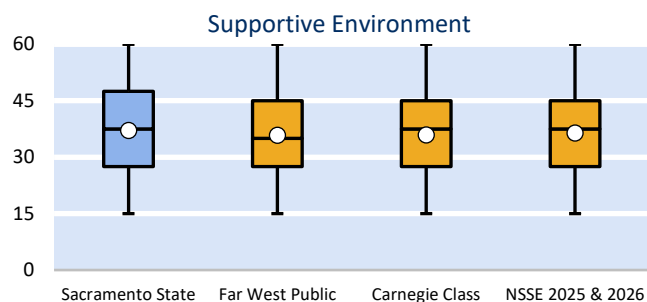
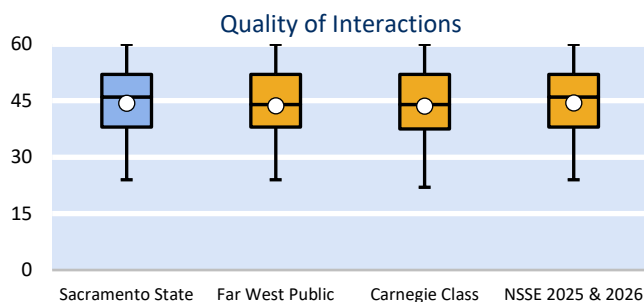
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Sacramento State Mean	Your first-year students compared with					
		Far West Public		Carnegie Class		NSSE 2025 & 2026	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.3	43.7	.06	43.5	.07	44.5	-.01
Supportive Environment	37.1	35.9	.09	35.9	.09	36.4	.05

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

Score Distributions



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

Performance on Indicator Items

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

	Sacramento State	Percentage point difference ^a between your FY students and		
		Far West Public	Carnegie Class	NSSE 2025 & 2026
Quality of Interactions				
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	50	<		

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

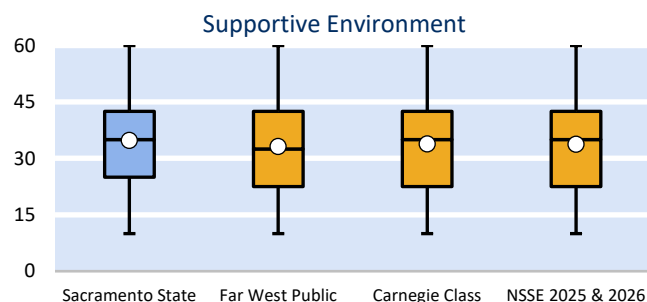
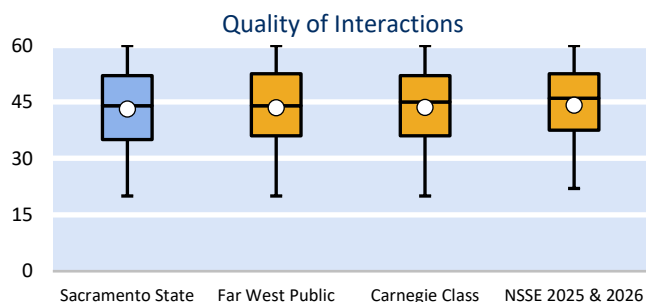
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Sacramento State Mean	Your seniors compared with					
		Far West Public		Carnegie Class		NSSE 2025 & 2026	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.1	43.5	-.03	43.6	-.04	44.2 *	-.09
Supportive Environment	34.8	33.2 **	.11	33.9	.06	33.8	.07

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.

	Sacramento State	Percentage point difference ^a between your seniors and			
		Far West Public	Carnegie Class	NSSE 2025 & 2026	
Quality of Interactions					
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%				
13a. Students	59	+1	+1	-1	
13b. Academic advisors	43	-7	-8	-11	
13c. Faculty	57	-3	-3	-5	
13d. Student services staff (career services, student activities, housing, etc.)	48	+1	-0	-1	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	43	-3	-3	-5	
Supportive Environment					
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...					
14b. Providing support to help students succeed academically	69	-1	-2	-3	
14c. Using learning support services (tutoring services, writing center, etc.)	63	-3	-4	-5	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	65	+5	+8	+8	
14e. Providing opportunities to be involved socially	71	+7	+3	+3	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	67	+5	+2	+3	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	41	+7	+4	+4	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	63	+8	+6	+4	
14i. Attending events that address important social, economic, or political issues	45	+5	+3	+5	

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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NSSE 2026 Engagement Indicators

Comparisons with High-Performing Institutions California State University, Sacramento

Comparisons with Top 50% and Top 10% Institutions

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

- (a) institutions with average scores placing them in the top 50% of all 2025 and 2026 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2025 and 2026 NSSE institutions.

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

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

First-Year Students		Sacramento State Mean	Your first-year students compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	39.3	40.5 *	-.09		43.1 ***	-.30	
	Reflective and Integrative Learning	37.4	38.0	-.05	✓	40.5 ***	-.27	
	Learning Strategies	39.9	41.2 *	-.09		44.0 ***	-.29	
	Quantitative Reasoning	31.0	31.6	-.04	✓	34.6 ***	-.23	
Learning with Peers	Collaborative Learning	30.8	33.2 ***	-.17		36.3 ***	-.41	
	Discussions with Diverse Others	40.4	41.1	-.05	✓	43.8 ***	-.25	
Experiences with Faculty	Student-Faculty Interaction	20.9	25.9 ***	-.32		29.9 ***	-.55	
	Effective Teaching Practices	39.5	41.7 ***	-.16		45.0 ***	-.40	
Campus Environment	Quality of Interactions	44.3	46.6 ***	-.21		49.2 ***	-.41	
	Supportive Environment	37.1	38.3	-.09	✓	41.1 ***	-.31	
Seniors		Sacramento State Mean	Your seniors compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	42.7	43.1	-.03	✓	45.8 ***	-.24	
	Reflective and Integrative Learning	41.6	41.4	.01	✓	44.2 ***	-.22	
	Learning Strategies	41.3	42.3	-.07	✓	44.9 ***	-.26	
	Quantitative Reasoning	33.5	34.1	-.03	✓	37.1 ***	-.22	
Learning with Peers	Collaborative Learning	33.3	34.8 **	-.11		38.7 ***	-.40	
	Discussions with Diverse Others	42.3	41.9	.02	✓	44.9 ***	-.18	
Experiences with Faculty	Student-Faculty Interaction	25.5	30.8 ***	-.33		35.1 ***	-.60	
	Effective Teaching Practices	42.3	43.6 **	-.10		46.7 ***	-.34	
Campus Environment	Quality of Interactions	43.1	46.5 ***	-.29		49.3 ***	-.51	
	Supportive Environment	34.8	36.3 **	-.11		39.5 ***	-.35	

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.

NSSE 2026 Engagement Indicators

Detailed Statistics^a

California State University, Sacramento

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Sacramento State (N = 500)	39.3	13.2	.59	20	30	40	50	60				
Far West Public	39.2	12.9	.14	20	30	40	50	60	559	.1	.897	.006
Carnegie Class	38.6	13.3	.13	20	30	40	50	60	546	.7	.234	.054
NSSE 2025 & 2026	39.4	13.3	.04	20	30	40	50	60	504	-.1	.868	-.007
Top 50%	40.5	13.1	.05	20	30	40	50	60	506	-1.2	.046	-.090
Top 10%	43.1	12.7	.13	20	35	40	55	60	545	-3.7	.000	-.295
Reflective & Integrative Learning												
Sacramento State (N = 558)	37.4	11.2	.47	20	31	37	46	60				
Far West Public	36.6	11.9	.13	17	29	37	43	57	638	.8	.120	.065
Carnegie Class	36.1	12.1	.11	17	29	37	43	57	618	1.3	.008	.107
NSSE 2025 & 2026	36.7	12.3	.03	17	29	37	46	60	563	.7	.119	.061
Top 50%	38.0	12.0	.04	20	29	37	46	60	567	-.6	.185	-.053
Top 10%	40.5	11.8	.13	20	31	40	49	60	641	-3.1	.000	-.265
Learning Strategies												
Sacramento State (N = 441)	39.9	13.5	.65	20	33	40	53	60				
Far West Public	38.9	13.6	.16	20	27	40	47	60	494	1.0	.132	.074
Carnegie Class	38.8	13.6	.14	20	27	40	47	60	479	1.1	.084	.084
NSSE 2025 & 2026	39.7	13.8	.04	20	27	40	53	60	444	.2	.763	.014
Top 50%	41.2	13.8	.06	20	33	40	53	60	446	-1.3	.049	-.093
Top 10%	44.0	14.1	.12	20	33	40	60	60	471	-4.1	.000	-.291
Quantitative Reasoning												
Sacramento State (N = 459)	31.0	14.5	.68	7	20	27	40	60				
Far West Public	30.4	15.2	.17	7	20	27	40	60	520	.5	.439	.036
Carnegie Class	30.1	15.2	.15	7	20	27	40	60	503	.9	.190	.060
NSSE 2025 & 2026	30.4	15.7	.05	7	20	27	40	60	462	.6	.354	.040
Top 50%	31.6	15.5	.06	7	20	33	40	60	464	-.6	.379	-.039
Top 10%	34.6	15.6	.15	7	20	33	40	60	501	-3.6	.000	-.233
Learning with Peers												
Collaborative Learning												
Sacramento State (N = 617)	30.8	13.8	.56	10	20	30	40	55				
Far West Public	30.5	14.0	.14	10	20	30	40	60	701	.3	.632	.020
Carnegie Class	29.3	14.3	.12	5	20	30	40	55	678	1.4	.012	.100
NSSE 2025 & 2026	29.0	15.3	.04	0	20	30	40	60	623	1.7	.002	.113
Top 50%	33.2	13.9	.05	10	25	35	40	60	626	-2.4	.000	-.174
Top 10%	36.3	13.6	.11	15	25	35	45	60	667	-5.5	.000	-.406
Discussions with Diverse Others												
Sacramento State (N = 454)	40.4	15.1	.71	15	30	40	55	60				
Far West Public	39.3	15.0	.17	15	30	40	50	60	510	1.2	.115	.076
Carnegie Class	37.3	15.8	.16	10	25	40	50	60	498	3.1	.000	.200
NSSE 2025 & 2026	38.5	15.9	.05	10	25	40	50	60	457	1.9	.008	.118
Top 50%	41.1	14.6	.06	20	30	40	55	60	459	-.7	.315	-.049
Top 10%	43.8	13.8	.15	20	35	45	60	60	496	-3.4	.000	-.247

NSSE 2026 Engagement Indicators

Detailed Statistics^a

California State University, Sacramento

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Sacramento State (N = 523)	20.9	15.5	.68	0	10	20	30	55				
Far West Public	20.6	14.9	.16	0	10	20	30	50	583	.3	.641	.022
Carnegie Class	21.2	15.1	.14	0	10	20	30	50	567	-.3	.657	-.020
NSSE 2025 & 2026	22.7	15.5	.04	0	10	20	30	55	526	-1.7	.012	-.111
Top 50%	25.9	15.4	.07	5	15	25	35	60	534	-5.0	.000	-.322
Top 10%	29.9	16.2	.19	5	20	26	40	60	606	-8.9	.000	-.554
Effective Teaching Practices												
Sacramento State (N = 502)	39.5	12.6	.56	20	32	40	48	60				
Far West Public	40.0	12.9	.14	20	32	40	48	60	569	-.5	.420	-.036
Carnegie Class	39.3	13.4	.13	16	32	40	48	60	554	.2	.725	.015
NSSE 2025 & 2026	40.0	13.3	.04	20	32	40	52	60	506	-.5	.407	-.035
Top 50%	41.7	13.4	.06	20	32	40	52	60	512	-2.2	.000	-.163
Top 10%	45.0	13.9	.14	20	36	48	60	60	567	-5.5	.000	-.398
Campus Environment												
Quality of Interactions												
Sacramento State (N = 391)	44.3	11.1	.56	24	38	46	52	60				
Far West Public	43.7	11.1	.14	24	38	44	52	60	437	.6	.280	.056
Carnegie Class	43.5	11.4	.12	22	38	44	52	60	426	.8	.185	.067
NSSE 2025 & 2026	44.5	11.3	.04	24	38	46	52	60	393	-.2	.785	-.014
Top 50%	46.6	11.1	.06	26	40	48	56	60	397	-2.3	.000	-.210
Top 10%	49.2	12.1	.12	25	43	52	60	60	426	-4.9	.000	-.406
Supportive Environment												
Sacramento State (N = 427)	37.1	13.6	.66	15	28	38	48	60				
Far West Public	35.9	13.3	.16	15	28	35	45	60	476	1.3	.065	.094
Carnegie Class	35.9	13.5	.14	15	28	38	45	60	464	1.2	.080	.088
NSSE 2025 & 2026	36.4	13.5	.04	15	28	38	45	60	429	.7	.303	.051
Top 50%	38.3	13.1	.06	18	30	40	48	60	433	-1.1	.088	-.087
Top 10%	41.1	12.8	.17	20	33	40	53	60	485	-3.9	.000	-.307

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 $\pm$ 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.

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

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

NSSE 2026 Engagement Indicators

Detailed Statistics^a

California State University, Sacramento

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Sacramento State (N = 704)	42.7	13.7	.52	20	35	40	55	60				
Far West Public	41.3	13.6	.13	20	35	40	55	60	802	1.4	.009	.103
Carnegie Class	41.6	13.7	.13	20	35	40	55	60	800	1.1	.036	.082
NSSE 2025 & 2026	41.8	13.6	.04	20	35	40	55	60	712	.9	.069	.069
Top 50%	43.1	13.4	.06	20	35	40	55	60	721	-.4	.483	-.027
Top 10%	45.8	12.6	.17	20	40	45	60	60	858	-3.0	.000	-.240
Reflective & Integrative Learning												
Sacramento State (N = 749)	41.6	12.6	.46	20	34	43	51	60				
Far West Public	39.6	13.0	.12	17	31	40	49	60	860	2.0	.000	.154
Carnegie Class	39.3	13.0	.12	17	31	40	49	60	855	2.3	.000	.177
NSSE 2025 & 2026	39.5	12.9	.04	20	31	40	49	60	758	2.1	.000	.162
Top 50%	41.4	12.3	.06	20	34	40	51	60	771	.2	.710	.014
Top 10%	44.2	11.7	.17	23	37	46	54	60	962	-2.6	.000	-.220
Learning Strategies												
Sacramento State (N = 643)	41.3	14.8	.58	20	33	40	53	60				
Far West Public	40.6	14.4	.15	20	33	40	53	60	726	.7	.259	.047
Carnegie Class	40.4	14.4	.15	20	33	40	53	60	723	.9	.137	.062
NSSE 2025 & 2026	40.6	14.5	.05	20	33	40	53	60	649	.6	.300	.042
Top 50%	42.3	14.3	.06	20	33	40	53	60	655	-1.0	.075	-.073
Top 10%	44.9	13.9	.14	20	40	47	60	60	720	-3.6	.000	-.258
Quantitative Reasoning												
Sacramento State (N = 663)	33.5	16.1	.62	7	20	33	40	60				
Far West Public	32.6	16.6	.17	7	20	33	40	60	762	.9	.174	.053
Carnegie Class	32.1	16.8	.17	0	20	33	40	60	761	1.4	.031	.083
NSSE 2025 & 2026	32.5	16.7	.05	0	20	33	40	60	671	1.0	.099	.062
Top 50%	34.1	16.5	.07	7	20	33	47	60	678	-.6	.370	-.034
Top 10%	37.1	15.9	.17	13	27	40	47	60	763	-3.6	.000	-.225
Learning with Peers												
Collaborative Learning												
Sacramento State (N = 788)	33.3	14.6	.52	10	20	35	45	60				
Far West Public	32.4	14.9	.14	10	20	30	40	60	903	.8	.123	.056
Carnegie Class	32.4	15.1	.14	9	20	30	40	60	901	.9	.097	.059
NSSE 2025 & 2026	29.9	16.4	.05	0	20	30	40	60	800	3.3	.000	.203
Top 50%	34.8	14.3	.06	10	25	35	45	60	809	-1.6	.003	-.109
Top 10%	38.7	13.4	.16	15	30	40	50	60	952	-5.4	.000	-.400
Discussions with Diverse Others												
Sacramento State (N = 644)	42.3	15.7	.62	15	30	40	60	60				
Far West Public	40.3	15.8	.16	15	30	40	55	60	734	2.0	.002	.126
Carnegie Class	39.6	16.1	.16	10	30	40	55	60	735	2.7	.000	.166
NSSE 2025 & 2026	39.6	16.3	.05	10	30	40	55	60	652	2.7	.000	.164
Top 50%	41.9	15.2	.06	20	30	40	55	60	656	.4	.566	.023
Top 10%	44.9	14.3	.18	20	35	45	60	60	762	-2.6	.000	-.181

NSSE 2026 Engagement Indicators

Detailed Statistics^a

California State University, Sacramento

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Sacramento State (N = 721)	25.5	17.5	.65	0	10	25	40	60				
Far West Public	23.4	16.6	.16	0	10	20	35	60	811	2.0	.003	.122
Carnegie Class	24.7	16.7	.16	0	10	20	35	60	809	.8	.238	.047
NSSE 2025 & 2026	24.8	16.9	.05	0	10	20	35	60	729	.7	.290	.041
Top 50%	30.8	16.3	.10	5	20	30	40	60	758	-5.3	.000	-.325
Top 10%	35.1	15.9	.27	10	20	35	45	60	985	-9.6	.000	-.595
Effective Teaching Practices												
Sacramento State (N = 698)	42.3	13.4	.51	20	32	44	56	60				
Far West Public	41.2	13.5	.13	20	32	40	52	60	797	1.0	.047	.078
Carnegie Class	41.6	13.8	.13	20	32	40	52	60	798	.7	.169	.052
NSSE 2025 & 2026	41.6	13.8	.04	20	32	40	52	60	706	.7	.179	.050
Top 50%	43.6	13.4	.07	20	36	44	56	60	721	-1.3	.009	-.100
Top 10%	46.7	12.8	.17	20	40	48	60	60	861	-4.4	.000	-.345
Campus Environment												
Quality of Interactions												
Sacramento State (N = 587)	43.1	12.2	.50	20	35	44	52	60				
Far West Public	43.5	12.1	.13	20	36	44	53	60	669	-.4	.478	-.030
Carnegie Class	43.6	12.1	.13	20	36	45	52	60	664	-.5	.370	-.038
NSSE 2025 & 2026	44.2	11.9	.04	22	38	46	53	60	593	-1.0	.038	-.088
Top 50%	46.5	11.7	.06	24	40	48	56	60	602	-3.4	.000	-.290
Top 10%	49.3	11.9	.12	25	43	52	60	60	653	-6.1	.000	-.512
Supportive Environment												
Sacramento State (N = 620)	34.8	14.0	.56	10	25	35	43	60				
Far West Public	33.2	14.3	.15	10	23	33	43	60	708	1.6	.006	.112
Carnegie Class	33.9	14.5	.15	10	23	35	43	60	708	.9	.128	.061
NSSE 2025 & 2026	33.8	14.4	.05	10	23	35	43	60	627	1.0	.077	.070
Top 50%	36.3	14.0	.07	13	28	38	45	60	638	-1.5	.008	-.107
Top 10%	39.5	13.4	.23	18	30	40	50	60	841	-4.7	.000	-.353

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.

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.