

2022 National Survey of Student Engagement

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

This survey was administered electronically and was distributed to all first-year freshmen (N= 3,579) and seniors eligible for graduation (N= 10,600) through email in spring 2022. Subsequently, 714 first-year students and 1,964 seniors participated in the survey for response rates of 20% and 19%, respectively. The response rates for this administration of the NSSE may, at face value, appear to be low; it is an improvement from the 9% and 12% participation rates from 2020. The sampling error for this survey calculates to +/- 3.3% for first-time freshmen and +/-2.0% for seniors. The sampling error is an estimate of the amount a score based on a sample could differ from the true score given on a given item. For instance, if the sampling error is +/- 5% and 40% of students replied “very often” to a question, then the value is most likely between 35% and 45%.

This report provides a brief overview of the original NSSE Institutional Report. The report focuses on benchmarking by comparing the student responses for Sacramento State with three groups: participating CSU campuses, IPEDS classification of Public Far West institutions, and similar national public peer institutions (Carnegie Classification- Master's Colleges and Universities [large programs]) participating in NSSE 2022.

Engagement Indicators

Engagement Indicators are a set of scales that have been grouped into ten key dimensions of student engagement, organized within four themes. EI scores are calculated for each student and range from 0 to 60. The EI score for an institution is the weighted mean of these student-level scores. For more detailed information about how Engagement Indicators are calculated, visit the NSSE website at <https://nsse.indiana.edu/nsse/survey-instruments/engagement-indicators.html>

Academic Challenge

The Academic Challenge measures the promotion of challenging student learning through engagement in various forms of deep learning. The scale contains 17 items which are measured through a 4-point response scale across four subscales:

Higher-Order Learning subscale contains four items with a 4-point response scale ranging from *very little* (1) to *very much* (4) This subscale measures the amount that coursework emphasized challenging learning tasks including applying learned information to practical problems, analyzing ideas and experiences, evaluating information from other sources, and forming new ideas from various pieces of information. Higher scores indicate that students perceived their coursework to emphasize challenging tasks. Sample items are coursework during the current academic year that emphasized “forming a new idea or understanding from various pieces of information” and “evaluating a point of view, decision, or information source.”

Freshman students ($M = 36.5$, $\alpha = .86$) had significant differences with the following groups:

- Lower than Top 50% of NSSE responses ($M = 39.2$, $d = -.21$)

Senior students ($M = 39.6$, $\alpha = .86$) had significant differences with the following groups:

- Lower than participating CSU Institutions ($M = 40.5$, $d = -.06$)
- Lower than Top 50% of NSSE responses ($M = 41.9$, $d = -.16$)

Reflective & Integrative Learning subscale contains seven items with a 4-point response scale ranging from *never* (1) to *very often* (4) How often students made connections with prior knowledge, other courses, and societal issues, considered diverse perspectives, and reflected on their own views while examining the views of others. Higher scores indicate that students participated often in reflective & integrative learning. Sample items are how often during the current school have you “learned something that changed the way you understand an issue or concept” and “connected your learning to societal problems or issues.”

Freshman students ($M = 33.8$, $\alpha = .83$) had significant differences with the following groups:

- Lower than Top 50% of NSSE responses ($M = 36.9$, $d = -.26$)
- Lower than participating public far west institutions ($M = 35.1$, $d = -.11$)
- Lower than participating Carnegie master’s universities with large populations ($M = 34.9$, $d = -.10$)

Senior students ($M = 37.8$, $\alpha = .88$) had significant differences with the following groups:

- Lower than participating CSU Institutions ($M = 38.5$, $d = -.06$)
- Lower than Top 50% of NSSE responses ($M = 40.3$, $d = -.20$)

Learning Strategies subscale contains three items with a 4-point response scale ranging from *never* (1) to *very often* (4) and measures a student’s participation in deep learning and their perception of being challenged through interactions with coursework. Higher scores on this subscale indicate that student participants often participate in strategies for academic success. Sample items in the context of how often one participates in “reviewed your notes after class” and “identified key information from reading assignments.”

Freshman students ($M = 35.8$, $\alpha = .75$) had significant differences with the following groups:

- Lower than participating CSU Institutions ($M = 37.4$, $d = -.08$)
- Lower than Top 50% of NSSE responses ($M = 39.6$, $d = -.27$)
- Lower than participating Carnegie master’s universities with large populations ($M = 37.2$, $d = -.10$)

Senior students ($M = 38.2$, $\alpha = .80$) had significant differences with the following groups:

- Lower than participating CSU Institutions ($M = 39.6$, $d = -.09$)
- Lower than Top 50% of NSSE responses ($M = 41.1$, $d = -.20$)

Quantitative Reasoning subscale contains three items that use a 4-point response scale ranging between *never* (1) and *very often* (4). Higher scores indicate frequent engagement with numerical and statistical information across their curriculum. Sample items in the context of how often students “evaluated what others have concluded from numerical information” and “reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.).”

Freshman students ($M = 27.3$, $\alpha = .81$) had significant differences with the following groups:

- Lower than participating CSU Institutions ($M = 29.0$, $d = -.11$)

- Lower than Top 50% of NSSE responses ($M = 30.2, d = -.18$)
- Lower than participating public far west universities ($M = 28.9, d = -.10$)

Senior students ($M = 30.3, \alpha = .84$) had significant differences with:

- Lower than Top 50% of NSSE responses ($M = 32.4, d = -.13$)

Learning with Peers

The learning with peers measures the collaboration between students in mastering course material and interacting with peers of different backgrounds. The scale contains 10 items which are measured through a 4-point response scale across two subscales:

Discussions with diverse others The six-item subscale uses a 4-point response scale ranging from *never* (1) to *very often* (4). Higher scores on this subscale indicate exposure to more diversity within the student population. Sample items are: “How often during the school year have you had discussions with people of a race or ethnicity other than your own?” and “How often during the school year have you had discussions with people with religious beliefs other than your own?”

Freshman students ($M = 36.3, \alpha = .91$) had significant differences with the following groups:

- Lower than Top 50% of NSSE responses ($M = 39.8, d = -.24$)

Senior students ($M = 40.5, \alpha = .91$) had significant differences with the following groups:

- Lower than Top 10% of NSSE responses ($M = 43.2, d = -.18$)
- Higher than participating CSU Institutions ($M = 38.4, d = .13$)
- Higher than participating public far west universities ($M = 38, d = .15$)
- Higher than participating Carnegie master’s universities with large populations ($M = 38.4, d = .13$)

Collaborative learning measures the frequency and quality of inter-student interaction regarding course material. The four-item subscale uses a 4-point response scale ranging from *never* (1) to *very often* (4). Higher scores on this subscale indicate a student is likely to collaborate with their peers when learning difficult course content. Sample items in the context of how often a student “asked another student to help you understand course material” and “worked with other students on course projects or assignments.”

Freshman students ($M = 27.1, \alpha = .78$) had significant differences with the following groups:

- Lower than Top 50% of NSSE responses ($M = 31.8, d = -.34$)
- Lower than participating CSU Institutions ($M = 29.8, d = -.19$)
- Higher than participating Carnegie master’s universities with large populations ($M = 38.4, d = .13$)

Senior students ($M = 29.9, \alpha = .79$) had significant differences with the following groups:

- Lower than Top 50% of NSSE responses ($M = 34.0, d = -.28$)
- Lower than participating CSU Institutions ($M = 31.9, d = -.13$)
- Lower than participating public far west universities ($M = 31, d = -.07$)

Experiences with Faculty

The experiences with faculty scale within the NSSE measures a student’s perception of faculty mentorship and interactions. The scale contains nine items which are measured through a 4-point response scale across two subscales:

Student-faculty interaction measures a student's perception of faculty mentorship and interactions. The four-item subscale uses a 4-point response scale ranging from *never* (1) to *very often* (4). Higher scores on this subscale indicate that students frequently experienced meaningful interactions with faculty. Sample items in the context of how often a student "talked about career plans with a faculty member" and "discussed your academic performance with a faculty member."

Freshman students ($M = 16.5$, $\alpha = .81$) had significant differences with the following groups:

- Lower than Top 50% of NSSE responses ($M = 24.3$, $d = -.52$)
- Lower than participating CSU Institutions ($M = 17.9$, $d = -.10$)
- Lower than participating Carnegie master's universities with large populations ($M = 19.0$, $d = -.17$)

Senior students ($M = 18.9$, $\alpha = .86$) had significant differences with the following groups:

- Lower than Top 50% of NSSE responses ($M = 28.8$, $d = -.61$)
- Lower than participating CSU Institutions ($M = 21.5$, $d = -.17$)
- Lower than participating public far west universities ($M = 20.9$, $d = -.13$)
- Lower than participating Carnegie master's universities with large populations ($M = 21.8$, $d = -.18$)

Effective teaching practices measures a student's perception of faculty mentorship and interactions. The nine-item subscale uses a 4-point response scale ranging from *very little* (1) to *very much* (4). Higher scores on this subscale indicate that students frequently perceived faculty to have organized and effective coursework. Sample items in the context of how often one's instructors "clearly explained course goals and requirements" and "provided feedback on a draft or work in progress."

Freshman students ($M = 38.5$, $\alpha = .91$) had significant differences with the following groups:

- Lower than Top 50% of NSSE responses ($M = 40.3$, $d = -.13$)
- Higher than participating CSU Institutions ($M = 37.2$, $d = .10$)
- Higher than participating public far west universities ($M = 36.7$, $d = .13$)

Senior students ($M = 39.1$, $\alpha = .91$) had significant differences with:

- Lower than Top 50% of NSSE responses ($M = 41.9$, $d = -.20$)

Campus Environment

The campus environment scale within the NSSE measures a student's perception of positive relationships gained and the supportiveness of the University. The scale contains 13 items which are measured through a 4-point response scale across two subscales:

Quality of Interactions subscale contains five items that use a 7-point response scale ranging between *poor* (1) to *excellent* (7) and *non-applicable* (9). Higher scores indicate that students enjoyed their interactions with others across their learning environment (NSSE, 2022). Sample items in the context of indicating the quality of interactions with the following: "students" and "faculty."

Freshman students ($M = 41.9$, $\alpha = .92$) had significant differences with the following groups:

- Lower than Top 50% of NSSE responses ($M = 45.1$, $d = -.27$)

Senior students ($M = 42.1$, $\alpha = .88$) had significant differences with the following groups:

- Lower than Top 50% of NSSE responses ($M = 45.6$, $d = -.29$)

Supportive environment subscale contains eight items that use a 4-point response scale ranging between *very little* (1) and *very much* (4). Higher scores indicate that participants perceived that their institution creates a supportive environment for learners (NSSE, 2022). Sample items in the context of how much the institution emphasizes “providing support to help students succeed academically” and “providing opportunities to be involved socially.”

Freshman students ($M = 33.8$, $\alpha = .90$) had significant differences with the following groups:

- Lower than Top 50% of NSSE responses ($M = 35.9$, $d = -.15$)
- Higher than participating public far west universities ($M = 31.9$, $d = .14$)

Senior students ($M = 32.8$, $\alpha = .91$) had significant differences with:

- Lower than Top 50% of NSSE responses ($M = 34.3$, $d = -.10$)
- Higher than participating public far west universities ($M = 31.3$, $d = .10$)
- Higher than participating Carnegie master’s universities with large populations ($M = 31.5$, $d = .08$)

Time Usage

Students have many competing demands on their time. Those who can devote a significant amount of time to studying and preparing for classes and involvement in co-curricular activities are more likely to make the most of their educational experience. In terms of time usage, one category truly stands out:

Both freshmen and senior students from Sacramento State spent significantly more time “commuting to class” than their peers across all three comparison groups. Likewise, significantly more seniors and freshmen are working “for pay off campus”. These differences are statistically significant compared to other CSU campuses. Furthermore, both seniors and freshmen spent significantly more time on “assigned readings” in a “typical 7-day week” compared to other NSSE participants from Carnegie master’s universities with large populations.

Educational and Personal Growth

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

- Speaking clearly and effectively
- Writing clearly and effectively
- Understanding people of other backgrounds

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

- Speaking clearly and effectively
- Acquiring job or work-related knowledge and skills
- Working effectively with others
- Solving complex real-world problems
- Being an informed and active citizen

Evaluation of Sacramento State

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

Topical Modules

NSSE allows campuses to participate in modules that allow for a deeper examination of particular topics. Sacramento State participated in the Inclusiveness and Engagement with Diversity module to gain a deeper understanding of student experiences with diversity and equity on campus and the High-Impact Practices Quality module to understand the impact that student-focused groups on campus have.

Inclusiveness and Engagement with Diversity

The inclusiveness and engagement with diversity scale was an addition to the 2022 distribution of the NSSE and measures a student’s exposure to inclusive teaching practices, intercultural learning, participation in diversity focused programs, and how they perceive their institutions commitment to inclusiveness. The 26 item scale contains four subscales: coursework emphasis, institutional emphasis, supportive environment, and participation in campus diversity-related activities.

Sacramento State Freshmen and Seniors reported significantly higher scores in the following areas when compared to other NSSE participants from Carnegie master’s universities with large populations.:

- Diversity through coursework
- Institutional emphasis on diversity
- Supportive environment for diverse populations

Moreover, Sacramento State Freshman and Seniors reported significantly lower participation in campus activities focused on diverse practices when compared to other NSSE participants from Carnegie master’s universities with large populations. In summary, it’s important to note that these engagement indicators vary more among students within an institution than between institutions. This summary is just the tip of the iceberg as it is important to also examine how student engagement varies at Sacramento State.

NSSE 2022 Comparison Groups

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

Comparison Group 1: CSU Institutions

10 California State Universities

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

Comparison Group 2: Public Far West

26 Universities and Colleges that are within the IPED Geographic Region of Public Far West

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

Comparison Group 3: Public FFT4/HTI

32 Universities and Colleges with over 5,000 undergraduates that are four year, full time, inclusive, contain a high transfer rate and are within the Master's Carnegie classification

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