



Report on Student Needs and Experiences

Spring 2026

Cultural Academic Resource Centers
Division of Student Affairs
California State University, Sacramento



SACRAMENTO STATE
STUDENT AFFAIRS

CARC
Cultural Academic Resource Centers

Table of Contents

<i>A Message from Vice President Aniesha Mitchell</i>	2
<i>Introduction</i>	3
<i>Key Findings</i>	5
<i>Methodology</i>	7
<i>Survey Findings</i>	8
<i>Recommendations</i>	9
<i>Conclusion</i>	97

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Division of Student Affairs

Asian Pacific Islander Desi American Center

Dreamer Resource Center

El Centro Serna

Esak'timá Center

Martin Luther King Jr. Center

Multi-Cultural Center

PRIDE Center

Southwest Asian and North African Center

Women's Resource Center

Veterans Success Center

College Assistance Migrant Program

Career Center

Student Health, Counseling, & Wellness Services

Office of Institutional Research

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Report Design by Tyler Lee

A Message from the Vice President for Student Affairs



The student population we serve continues to evolve in complexity, identity, and need. As these shifts occur, it is essential that we, as institutional leaders and educators, examine how our programs, services, and structures respond to and support students' lived experiences and educational aspirations. Excellence in Student Affairs demands not only an awareness of change, but a sustained commitment to deliberate, data-informed action.

The Cultural Academic Resource Centers (CARC) Needs Assessment and Student Experience Report represents a foundational step in advancing this work. By leveraging student-informed data, this report illuminates both strengths and areas of opportunity to guide strategic decision-making across the Division of Student Affairs and the broader campus community.

Meaningful response to the findings outlined in this report will require a multi-level approach and collaboration among campus partners across divisions and departments, including faculty, staff, and administrative leadership. Such collective engagement is essential to ensure that institutional practices align with the evolving needs of our students.

It is my expectation that this report will serve not only as a reference document but also as a catalyst for action- one that advances academic excellence, fosters belonging, and promotes holistic success of all students.

A handwritten signature in black ink, appearing to read 'Aniesha Mitchell'.

In partnership,

Aniesha K. Mitchell, J.D.
Vice President for Student Affairs

Introduction

This report was made possible through the dedication and collaboration of the Cultural Academic Resource Centers' leadership teams and staff, faculty scholars, and student research assistants as well as partners across the campus. Their expertise, commitment, and partnership were essential to completing this work. From the beginning, the goal of this research was to center student voices using quantitative data that could inform thoughtful and meaningful decision-making. The findings are not meant to serve as broad generalizations, but rather as an important data point to support ongoing assessment, guide strategic planning, and inform future action. Further, this report is dedicated to the students whose persistence and resilience allow them to navigate and succeed in higher education despite significant challenges. Their experiences highlight both the strengths they bring to the institution and the barriers that can shape their educational journeys. By elevating student voices and student-informed data, this assessment helps deepen our understanding of the conditions that support student success.

When considered alongside institutional priorities, this report serves as a valuable resource for advancing intentional, data-informed practices that enhance students' sense of belonging, well-being, and success, while also identifying areas where institutional support can be strengthened to improve persistence and achievement.

In community,



Chao Vang, Ed.D.

Associate Vice President for Student Success and Academic Excellence
Division of Student Affairs

Key Findings from the Survey

The following key findings provide insights into students' experiences as they transition into college, adjust academically and socially, and engage throughout their time at Sacramento State.

Student Experience and Adjustment to College Life

Primary Reasons for Choosing Sacramento State

Students most often chose Sacramento State because it is close to home (64%), offers their desired major or program (52%), and has affordable tuition (47%).

Reasons for Pursuing Higher Education

Students' main motivations for pursuing higher education were to obtain a better job (85%) and increase their earning potential (81%). Many also reported wanting to develop their personal and professional skills (61%).

First Few Weeks of College

During their first few weeks of college, more than half of students (54%) reported feeling out of place, awkward, or alone. Only a small number said they quickly connected with more than one peer (19%) or felt an immediate sense of belonging (14%).

Feelings Since Entering College

Since starting college, many students have experienced emotional or social challenges at least occasionally. These include feeling isolated from campus (68%), worrying about their health (52%), and feeling lonely or homesick (51%).





Student Support Needs

Academic Support

Students reported the greatest need for academic advising (70%), help with course scheduling (64%), and support exploring majors and career pathways (59%).

Career and Workforce Development Support

Students' top career-related needs include help finding jobs, internships, or volunteer opportunities (72%), assistance with résumé and LinkedIn development (63%), and access to certification programs aligned with their career goals (62%).

Mental Health and Wellness Support

Many students expressed interest in workshops focused on financial literacy and stress management (64%), mindfulness and stress-reduction practices (63%), and testing for ADHD and learning disabilities (53%).

Financial Support

Financial support remains a major need. Students reported the highest demand for help finding scholarships (86%), understanding financial aid options (65%), and managing their personal finances (65%).

Personal Support

Students reported strong needs for support in managing stress (66%), maintaining their mental health (66%), and staying motivated (65%).

Overall, the findings show that students are motivated and focused on their career goals, but many are also navigating academic, financial, and emotional challenges during their college experience. While students value the academic and career opportunities available to them, the data also highlights ongoing needs related to belonging, mental health, financial stability, and holistic support. Strengthening coordinated and student-centered strategies that address these interconnected areas will be essential to improving student engagement, persistence, and overall success at the university.



Cultural Academic Resource Centers (CARCs)

Across the CARCs, students consistently value having safe spaces, access to mental health and wellness support, and opportunities to build social connections. Additionally, students placed high importance on programs that celebrate cultural heritage and identity, host social gatherings, and create inclusive environments where they feel seen, affirmed, and supported. The following section highlights the top three services and resources that students identified as most helpful to their experience and most important for each center to provide.

Asian Pacific Islander Desi American (APIDA) Center

- Safe space/Sense of belonging (59%)
- Mental Health & Wellness (56%)
- Host social gatherings (53%)

Dreamer Resource Center

- Mental Health & Wellness (60%)
- Safe space/Sense of belonging (57%)
- Celebrate cultural heritage and history (53%)

El Centro Serna

- Host social gatherings (62%)
- Mental Health & Wellness (60%)
- Safe space/Sense of belonging (58%)

Esak'timá Center

- Safe space/Sense of belonging (59%)
- Mental Health & Wellness (56%)
- Host social gatherings (53%)

Martin Luther King Jr. Center

- Host social gatherings (60%)
- Mental Health & Wellness (60%)
- Safe space/Sense of belonging (59%)

Multi-Cultural Center

- Host social gatherings (65%)
- Celebrate cultural heritage and histories (63%)
- Safe space/Sense of belonging (59%)

PRIDE Center

- Safe space/Sense of belonging (64%)
- Mental Health & Wellness (63%)
- Host social gatherings (63%)

Southwest Asian and North African Center

- Host social gatherings (64%)
- Celebrate cultural heritage and histories (60%)
- Safe space/Sense of belonging (59%)

Women's Resource Center

- Mental Health & Wellness (71%)
- Safe space/Sense of belonging (60%)
- Host social gatherings (61%)

Veterans Success Center

- Mental Health & Wellness (65%)
- Career and workforce development (60%)
- Safe space/Sense of belonging (58%)

These findings highlight the central role CARCs play in creating meaningful opportunities for social connection, cultural affirmation, leadership development, and community engagement. Collectively, these centers serve not only as physical spaces, but as vital support systems that help students feel seen, valued, and connected within the broader campus community.

Methodology

During the Fall 2025 semester, a total of 1,165 students completed a 46-item questionnaire designed to assess their academic and campus engagement experiences. The survey was administered at Sacramento State and disseminated to all students, with participation being voluntary. Responses reflect students' self-reported experiences at the time of data collection and may be influenced by individual perceptions, recall, and current circumstances.

The study is limited in scope to a single institution; therefore, the findings are not intended to be generalized to students beyond the Sacramento State context. Rather, the results should be interpreted as descriptive and exploratory, capturing patterns, trends, and insights specific to the students who participated in the survey. While the sample does not represent the broader higher education student population, it provides meaningful information about student experiences within this institutional setting.

Despite these methodological limitations, the sample size provides a meaningful dataset for institutional-level analysis. The findings offer insights into student experiences and perceptions, and can inform institutional planning, program evaluation, and continuous improvement efforts. Specifically, the results may support data-driven decision-making related to student support services, academic initiatives, and resource allocation aimed at enhancing the overall student experience at Sacramento State.

Recommendations for Institutional Practice

The recommendations outlined in this section are intended to support systemic change by aligning institutional policies, resource allocation, and programmatic efforts with the lived experiences and needs of students. While individual recommendations may vary, together they offer a framework for advancing student success and fostering an inclusive campus environment. Additionally, some, if not all, of these recommendations are already in place; therefore, this section serves both to reinforce existing efforts and to identify opportunities to partner and scale current initiatives.

These recommendations are also designed to be adaptable across divisions and departments and to encourage collaboration among faculty, staff, and administrators. When implemented collectively and assessed continuously, these recommendations can inform sustainable improvements in institutional practice. They also ensure that institutional efforts remain responsive to evolving student needs of the student population.



Why Sacramento State?

Students primarily choose Sacramento State because it is close to home, offers the programs they are interested in, and remains affordable. The campus environment, including its diversity and welcoming community, also plays an important role in shaping students' decisions. The following recommendations are suggested:

1. Strengthen regional recruitment with local high schools and community colleges to increase awareness and attract students from nearby communities.
2. Highlight academic programs by promoting majors, internships, and alumni career outcomes through recruitment materials, information sessions, and resources to prospective students.
3. Maintain affordability by strengthening financial aid, scholarships, and financial planning resources for students and families to understand the costs of attendance and available support.
4. Promote campus diversity by showcasing campus life, cultural centers, and inclusive programs that support and engage diverse student populations.



Transition, Belonging, and Adjustment to College Life

1. Support Through Family and Peer Engagement:

Given that 58.1% of students are influenced by parents/guardians, engage families and leverage peer networks, strengthen family inclusive orientation sessions and provide year-round learning opportunities that introduce them to college life and encourage their involvement on campus.

2. Early Sense of Belonging:

Given that 54.3% of students reported feeling out of place during their first weeks of college, prioritize initiatives that foster a sense of belonging early in the semester. These could include peer engagement opportunities; spaces for faculty, staff, and student interaction; and early outreach to students experiencing isolation or challenges adjusting to campus life.

3. Well-Being and Mental Health Support:

Given that 51.9% of students experienced loneliness or homesickness and 52.1% reported worrying about their health, enhance outreach to increase awareness of available mental health resources, while targeted wellness programming can help build coping skills, connect with peers, and maintain overall well-being.

4. Work, Family, and Academic Responsibilities:

Given that 59.8% of students reported work and family responsibilities interfered with their schoolwork, consider flexible academic support services, and extend resources and hours for those managing family responsibilities.



Campus Climate, Co-Curricular Engagement, and Student Life

1. Sense of Campus Belonging:

With fewer than one-third of students feeling they are part of the campus community, further expand peer-to-peer engagement programs, cohort-based learning, and collaborative academic and co-curricular experiences.

2. Exposure to and Engagement with Diversity:

Although 62.3% of students report positive exposure to diverse perspectives, further strengthen engagement and programming that promote cross-cultural dialogue and host events that celebrate a range of ideas, cultures, and values.

3. Engagement with Co-Curricular and Campus Life Programs:

Given participation in Associated Students programs (8.2%), student clubs (16.1%), recreation (6.2%), cultural centers (14%), and fraternities/sororities or athletics (<3%) are low, increase outreach through orientation, peer ambassadors, and targeted incentives.

4. Access to Wellness and Counseling Services:

Given low frequent utilization of psychological counseling (5.7%), student health services (9.7%), and services for students with disabilities (7.5%), enhance awareness campaigns and outreach initiatives for students who may benefit from but are hesitant to seek services.

Student Support: Career, Academic, Wellness, Financial, and Personal Development

1. Career Development Opportunities:

Students value job/internship placements (72.5%), résumé development (63.7%), and networking events (62.1%), so increase professional skills workshops, career fairs, mentorship programs, and networking opportunities.

2. Academic Support Services:

Students report need for academic advising (70.5%), course scheduling assistance (64%), and major/career exploration guidance (59.4%), so strengthen advising, faculty mentoring, peer tutoring, research skills workshops, and academic skill-building programs.

3. Mental Health and Wellness Resources:

Students prioritize stress management (66.8%), mindfulness (63.2%), and ADHD/disability support (53.8%), so increase workshops on stress, sleep, nutrition, and mindfulness, expand telehealth counseling and trauma-informed care, and offer targeted support for specific student populations.

4. Enhance Financial Support Services:

Students identify need for assistance with finding scholarships (86.5%) and understanding or managing financial aid (65–66%), so increase awareness of available funding, provide financial aid guidance, offer financial literacy programs, and support students in completing applications.

5. Personal and Life Skills Development:

Students report interest in support for stress management (66.8%), motivation (65.1%), life skills (56.5%), and social support (53.4%), so enhance programs focused on time management, conflict resolution, problem solving, motivation, social connection, and navigating academic and personal pressures.



Supporting Asian, Southeast Asian, and Desi Student Success

Students identify the APIDA Center as a hub for academic success and personal well-being, prioritizing a safe space, mental health support, and social connection. They also value cultural celebration, career and academic resources, mentorship, peer networks, leadership development, and cross-cultural programming. Overall, the center fosters academic achievement, personal growth, cultural connection, and professional readiness, helping students thrive both inside and outside the classroom. Based on the data, actionable recommendations include the following:

1. Expand and Operationalize Mental Health Support Services:

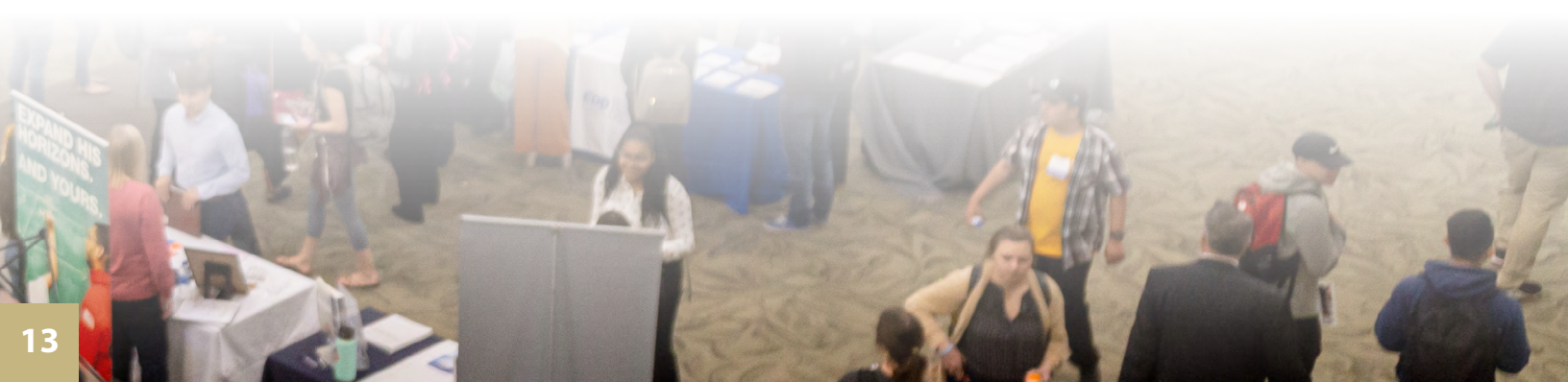
Expand access to mental health resources by integrating services into student-centered spaces and increasing intentional outreach efforts. This includes strengthening cross-campus partnerships to provide consistent programming, implementing peer-led ambassador initiatives to reduce stigma, and offering regular drop-in support.

2. Strengthen Career Readiness Through Integrated Partnerships:

Enhance career readiness and strengthen collaboration with the Career Center and community organizations by co-developing workshops and engagement opportunities that support students across the full career development continuum from exploration to post-graduation outcomes.

3. Enhance Student Experience:

Strengthen the student experience through a coordinated, multi-level programming strategy that includes small, mid-sized, and large-scale events developed in collaboration with student organizations and community partners.





Supporting Native Hawaiian and Pacific Islander Student Success

Based on the data, actionable recommendations include the following:

1. Foster Early Belonging and Community Connection:

Implement early engagement strategies that support students' sense of belonging during their transition into the institution. This includes expanding identity-based support spaces, increasing opportunities for participation in student organizations and community engagement, and elevating programs and services that center Native Hawaiian and Pacific Islander cultures.

2. Expand Mental Health and Wellness Support:

Increase access to mental health and wellness resources in response to rising student stress and emotional challenges. This includes expanding counseling services, offering stress management and mindfulness programming, and providing workshops on financial literacy and holistic wellness to support students' overall well-being.

3. Enhance Life Skills and Personal Development Opportunities:

Develop programming that strengthens students' essential life skills, including conflict resolution, problem solving, time management, and personal responsibility. Complementary workshops will focus on motivation, building social support networks, and effectively managing academic pressure to support student success and persistence.





Supporting Undocumented and Mixed Status Student Success

Students view the Dreamer Resource Center as a hub for academic success and personal well-being, prioritizing mental health support, a safe space, social connection, and cultural celebration. They also value career development, academic support, mentorship, leadership opportunities, and engagement with the campus community. Overall, the center fosters academic achievement, personal growth, cultural identity, and professional readiness, helping students thrive both inside and outside the classroom. Based on the data, actionable recommendations include the following:

1. Expand Leadership Development Opportunities:

Increase access to leadership development programming by offering recurring initiatives and targeted experiences. This includes monthly professional and career-focused talks, specialized programs such as the Undocu-Hustle Bootcamp and opportunities for students to participate in external conferences.

2. Develop Immersive Pre-College and Early Engagement Experiences:

Create opportunities for prospective and incoming students to engage with the campus through guided tours and event-based visits that offer immersive, exploratory experiences, and interactions to connect with peers, staff, and campus resources, fostering an early sense of belonging and reducing uncertainty about the college experience.

3. Implement a Cohort-Based Support Model:

Reintroduce a cohort-based program model for first-generation students that integrates peer support with guidance from program staff and professionals. This model will support career development, networking, leadership growth, and self-discovery through a structured, community-centered experience.



Supporting Native American Student Success

Students see the Esak'tima' Center as a vital hub for academic success and personal well-being, prioritizing a safe space, mental health support, and social connection. They also value cultural celebration, career and academic resources, mentorship, peer networks, leadership development, and cross-cultural programming, as well as engagement with the broader campus community. Overall, the center fosters academic achievement, personal growth, cultural identity, and meaningful connections, helping students thrive both inside and outside the classroom. Based on the data, actionable recommendations include the following:

1. Family & Community Engagement for College Access:

Leverage family members and community networks as key partners in supporting students' college decision making and transition. Develop intentional engagement strategies that recognize the influence of family and culturally grounded support systems in shaping college access and persistence.

2. Institutional & Community Partnerships:

Strengthen and expand partnerships with campus departments and local Native organizations to provide holistic, culturally grounded support from pre-college outreach through enrollment and transition.

3. Relationship-Centered Support Systems:

Develop and enhance initiatives that foster meaningful connections between students, peers, staff, and community mentors early in their college journey, reinforcing belonging and providing sustained academic, social, and cultural support.

4. Proactive & Culturally Relevant Outreach:

Implement proactive outreach strategies that engage students early and reduce feelings of isolation. This includes tabling and visibility efforts in high-traffic areas that incorporate cultural symbols and traditions to create welcoming, identity-affirming spaces.



Supporting Native American Student Success (cont.)

5. Early Engagement & Transition Support:

Prioritize early engagement opportunities during key transition periods, such as orientation and outreach events to help students build connections, navigate campus resources, and establish a sense of belonging from the outset.

6. Accessible Entry Points to Resources:

Create inviting and low-barrier entry points to campus resources, including the use of incentives and informal engagement opportunities that encourage initial participation and lead to sustained involvement.

7. Integrated Student Services & Expanded Access Points:

Enhance and integrate student support services to ensure accessibility across multiple touchpoints. This includes strengthening academic advising, course planning, and writing support; improving coordination with Disability Access Centers; and increasing visibility of underutilized resources.



Supporting Latine Student Success

Students view El Centro Serna as a hub for academic success and personal well-being, prioritizing social gatherings, mental health support, and a safe space. They also value cultural celebration, engagement with the campus community, academic and career resources, mentorship, peer networks, and leadership opportunities. Overall, the center fosters academic achievement, personal growth, cultural identity, and meaningful connections, helping students thrive both inside and outside the classroom. Based on the data, actionable recommendations include the following:

1. Increase Student Awareness and Engagement:

Increase student awareness of and engagement with El Centro Serna by implementing targeted outreach and visibility strategies. This includes piloting a student ambassador program and enhancing the center's physical and visual presence through external signage in high-traffic areas.

2. Integrate Academic Success and Mental Health Support:

Integrate and expand access to academic advising and mental health support to address the impact of stress and wellness challenges on student success. This includes developing centralized and accessible resources such as wellness corners, comprehensive resource guides, and Canvas-based modules to help students easily navigate and utilize available support services.

3. Strengthen Career and Financial Pathways:

Enhance career development and financial support pathways to address students' strong motivation for career advancement alongside persistent financial barriers to degree completion. This includes expanding career development programming such as career panels, networking events, and Résumé-building workshops to strengthen professional readiness while increasing access to financial resources and support systems.



Supporting Black Student Success

Students see the Martin Luther King Jr. Center as a vital hub for academic success and personal well-being, prioritizing social gatherings, mental health support, and a safe space that fosters belonging. They also value cultural celebration, engagement with the campus community, academic and career resources, mentorship, peer networks, leadership development, and cross-cultural programming. Overall, the center fosters academic achievement, personal growth, cultural connection, and meaningful campus engagement, helping students thrive both inside and outside the classroom. Based on the data, actionable recommendations include the following:

1. Increase Visibility and Accessibility of Academic Support Services:

Enhance awareness and accessibility of academic support resources by strengthening communication about available services including tutoring, math labs, and writing centers to reduce stigma and foster a campus culture where seeking academic support is normalized, encouraged, and expected.

2. Reduce Stigma and Expand Mental Health Engagement:

Embed mental health support to reduce stigma and increase utilization of wellness resources. This includes incorporating wellness touchpoints such as mindfulness activities and stress management strategies into programs and events, as well as strengthening the visibility and integration of counseling services.

3. Strengthen Career Development and Financial Literacy Access:

Improve access to career and financial resources by increasing visibility and simplifying how students engage with these opportunities. This includes promoting scholarships and financial aid resources through different platforms and implementing targeted programming such as workshops on résumé building, cover letters, and LinkedIn development.



Supporting Multiracial/Biracial Student Success

Students view the Multi-Cultural Center as a key hub for academic success and personal well-being, prioritizing social gatherings, cultural celebrations, and a safe space that fosters belonging. They also value campus engagement, mental health support, cross-cultural understanding, academic and career resources, mentorship, peer networks, leadership development, and educational programming. Overall, the center fosters academic achievement, personal growth, cultural connection, and meaningful campus engagement, helping students thrive both inside and outside the classroom. Based on the data, actionable recommendations include the following:

1. Early Belonging & Peer Connection:

Enhance early student experiences by fostering meaningful peer and campus connections during the transition into college. Develop cohort-based programs, peer mentoring initiatives, and structured welcome experiences that encourage engagement with student organizations, cultural centers, and community events to build a strong sense of belonging from the outset.

2. Mental Health & Wellness Support:

Increase access to mental health and wellness resources in response to high levels of stress, overwhelm, and depression. This includes expanding stress management workshops, mindfulness programming, and wellness education focused on sleep, nutrition, and physical health.

3. Personal Development & Social Support:

Strengthen programming that builds essential life skills and social support systems. Workshops focused on resilience, time management, motivation, conflict resolution, and problem solving will help students manage academic pressures, build confidence, and develop strategies for long-term success.

4. Inclusive Engagement & Identity Support:

Promote a more inclusive campus environment by expanding allyship education and programming for cross-cultural engagement. These efforts will support multiracial and biracial students in feeling seen, valued, and connected through leadership opportunities, community-building initiatives, and dialogue across diverse identities.





Supporting LGBTQ+ Student Success

Students view the PRIDE Center as a vital hub for academic success and personal well-being, prioritizing a safe space, mental health support, and social gatherings. They also value campus engagement, inclusive environments, peer support, cultural celebration, mentorship, career and academic resources, leadership development, and cross-cultural programming. Overall, the center fosters belonging, personal growth, academic achievement, and meaningful campus connections, helping students thrive both inside and outside the classroom. Based on the data, actionable recommendations include the following:

1. Safe & Inclusive Spaces for Belonging:

Strengthen safe and inclusive spaces by prioritizing community-building events and intentionally cultivating a welcoming environment within the center that will ensure all students feel seen, valued, and supported in their identities and experiences.

2. LGBTQ+ Mental Health & Wellness Support:

Expand access to mental health and wellness resources that affirm LGBTQ+ student experiences. This includes providing inclusive counseling services, peer support opportunities, and wellness programming that addresses identity development, belonging, and transition-related challenges.

3. Community-Building & Social Engagement:

Increase opportunities for social connection through regular programming and events that foster peer relationships and reduce isolation to strengthen community ties and enhance students' sense of belonging on campus.

4. Cross-Cultural Engagement & Inclusive Learning:

Promote cross-cultural understanding by developing initiatives that encourage collaboration and dialogue across diverse student communities to help bridge gaps in understanding and contribute to a more inclusive campus climate.

5. Leadership & Academic Support Opportunities:

Enhance access to leadership development and academic support tailored to LGBTQ+ students. This includes skill-building workshops, mentorship opportunities, and academic resources that support student success and leadership growth





Supporting Southwest Asian, North African, and Middle Eastern Student Success

Students view the SWANA Center as a key hub for academic success and personal well-being, prioritizing social gatherings, cultural celebration, and a safe space that fosters belonging. They also value mental health support, campus engagement, academic and career resources, mentorship, cross-cultural understanding, leadership development, and educational programming, as well as peer support networks. Overall, the center fosters academic achievement, personal growth, cultural identity, and meaningful campus engagement, helping students thrive both inside and outside the classroom. Based on the data, actionable recommendations include the following:

1. Belonging as a Retention Strategy:

Anchor belonging as a strategy for improving student retention by expanding culturally responsive programming and early engagement initiatives. This includes extending heritage programming (e.g., SWANA Heritage Month) into a semester-long series of rotating cultural spotlights, implementing structured first-week belonging initiatives for new and transfer students, and developing a student ambassador cohort to support personalized outreach and connection.

2. Embedded Mental Health & Wellness Support:

Integrate culturally responsive mental health support within the center to address the significant impact of wellness challenges on student success. This includes establishing a consistent, on-site counseling presence through partnership with Counseling Services and offering recurring workshops on topics such as sleep hygiene, financial stress, anxiety management, and cultural grief.

3. Career Pipeline Development:

Build a structured career pipeline that supports students' professional growth through mentorship, networking, and skill development. This includes creating a SWANA professional network, partnering with the Career Center to deliver targeted career programming, and embedding soft skills development such as communication, leadership, and networking into existing programs to strengthen career readiness.





Supporting Female Student Success

Students view the Women’s Resource Center as a vital hub for academic success and personal well-being, prioritizing mental health support, a safe space, social gatherings, and peer support groups. They also value campus engagement, career and leadership development, mentorship, academic resources, inclusive environments, and educational programming. Overall, the center fosters belonging, personal growth, academic achievement, and meaningful campus connections, helping students thrive both inside and outside the classroom. Based on the data, actionable recommendations include the following:

1. Expanded Mental Health & Wellness Support:

Expand mental health and wellness programming to meet the high demand for stress management and mindfulness support among women students. This includes increasing the frequency and consistency of wellness initiatives such as bi-monthly programming as well as expanding peer-led wellness spaces and support circles. Strengthening partnerships with campus resources to deliver trauma-informed workshops will ensure programming is comprehensive, culturally responsive, and accessible.

2. Belonging & Community Building:

Strengthen students’ sense of belonging by expanding community-building initiatives and increasing early engagement opportunities. Given that many students report feeling disconnected during their initial transition, efforts will focus on fostering connection from the outset. This includes expanding Women’s Resource Center programming through strategic campus partnerships and implementing structured first-year initiatives such as targeted welcome programs to support early connection, engagement, and community building.

3. Career & Leadership Development:

Expand career and leadership development opportunities to support students’ professional readiness and long-term success. In response to strong demand for résumé support, career counseling, and networking, implement structured and accessible programming in partnership with the Career Center. These efforts will provide skill-building opportunities and meaningful connections with professionals and mentors.





Supporting Male Student Success

Based on the data, actionable recommendations include the following:

1. Academic Guidance & Early Connection:

Strengthen academic advising and early engagement to support male students' transition into college. This includes implementing faculty and staff mentorship initiatives and proactive advising outreach to help students navigate academic pathways, build meaningful relationships, and establish a strong sense of belonging early in their college experience.

2. Career Pathways & Workforce Readiness:

Expand career and workforce development opportunities aligned with students' motivation for employment and financial stability. This includes increasing access to internships, apprenticeships, job placement programs, and certification pathways, as well as offering career fairs, networking events, and professional development workshops. Mentorship networks will further support career exploration and connections to industry.

3. Mental Health & Wellness Support:

Enhance mental health and wellness resources in response to high levels of stress and feelings of being overwhelmed. This includes offering stress management and mindfulness programming, financial stress workshops, and increasing access to ADHD and learning disability support. Peer-based support models will provide approachable, stigma-reducing pathways to care.

4. Personal Development & Life Skills:

Develop programming that strengthens motivation, resilience, and essential life skills such as conflict resolution, problem solving, and managing academic pressure. These efforts will support students in navigating challenges, building confidence, and increasing self-efficacy.

5. Belonging & Community Connection:

Foster a stronger sense of belonging through intentional community-building strategies, peer engagement opportunities, and culturally relevant programming. These efforts will address disconnection and promote inclusion within the campus community.





Supporting Veteran and Military-Affiliated Student Success

Students view the Veterans Success Center as a critical hub for academic success and personal well-being, prioritizing mental health support, career development, a safe space, and social gatherings. They also value academic resources, campus engagement, mentorship, leadership development, peer support, and inclusive programming. Overall, the center fosters belonging, personal growth, professional readiness, and meaningful campus connections, helping student veterans thrive both inside and outside the classroom. Based on the data, actionable recommendations include the following:

1. On-Site Mental Health & Wellness Support:

Expand on-site mental health and wellness services within the Veterans Success Center to increase accessibility, visibility, and utilization among student veterans. This includes establishing regular on-site counseling services in partnership with Student Health, Counseling & Wellness Services, hosting wellness-focused events, and strengthening collaborations with campus and local mental health providers to ensure comprehensive, veteran-centered support.

2. Career & Workforce Development:

Strengthen career and workforce development opportunities to support student veterans in transitioning to meaningful employment. This includes providing individualized career guidance, expanding career readiness workshops, and hosting on-site employer and resource visits to increase access to career pathways, networking opportunities, and employment resources.

3. Belonging & Community Connection:

Enhance community-building efforts within the Veterans Success Center to foster a stronger sense of belonging, recognition, and connection among student veterans. This includes hosting signature events, celebrating student milestones and service, and increasing visibility of campus and community engagement opportunities to deepen student involvement.



Supporting First-Generation College Student Success

Based on the data, actionable recommendations include the following:

1. Academic Support & Navigation:

Strengthen academic support systems to help first-generation students effectively navigate college pathways. This includes expanding targeted advising, course planning assistance, and graduate preparation, as well as developing mentorship initiatives and cohort-based orientation experiences.

2. Career & Workforce Development Pathways:

Expand career readiness and workforce development opportunities to support first-generation students in achieving meaningful post-graduate outcomes. This includes strengthening mentorship programs and alumni engagement to help students build professional networks and translate their education into career success.

3. Mental Health & Wellness Support:

Enhance access to mental health and wellness resources that address the high levels of stress and feelings of being overwhelmed experienced by first-generation students by expanding programming on stress management, mindfulness, and financial literacy, as well as offering flexible support options such as telehealth and after-hours counseling.

4. Personal Development & Life Skills:

Develop comprehensive life skill programming that supports students in managing academic and personal challenges by offering workshops focused on motivation, time management, conflict resolution, and problem solving to will build resilience and self-efficacy.

5. Recruitment, Messaging & Financial Access:

Strengthen recruitment and outreach by communicating financial support options and emphasizing career outcomes. This includes promoting scholarships, financial aid resources, and degree pathways, as well as highlighting first-generation success stories that reflect students' aspirations for upward mobility and family support.



Supporting Foster Youth Student Success

Based on the data, actionable recommendations include the following:

1. Recruitment & Enrollment Support:

Reduce barriers to college access by providing step-by-step guidance throughout the application and enrollment process. This includes support with college applications, FAFSA, and CADAA, as well as workshops and accessible online resources to ensure students can successfully navigate entry into higher education.

2. Academic Support & Enrichment:

Expand structured academic support to help foster youth students navigate their academic journey and build confidence. This includes strengthening academic advising, course planning, writing support, and major/career exploration, while increasing access to faculty mentorship and undergraduate research opportunities.

3. Career Development & Workforce Readiness:

Enhance career readiness by creating structured pathways to employment and economic mobility. This includes expanding access to internships, volunteer opportunities, certification programs, and career counseling, as well as offering workshops on résumé development, networking, and interview preparation.

4. Mental Health & Wellness Support:

Increase access to trauma-informed mental health and wellness resources to address high levels of stress and emotional challenges. This includes expanding counseling services, mindfulness and stress-reduction programming, and offering workshops on financial literacy and stress management, along with support for ADHD, learning differences, and chronic health conditions.



Student Demographics

The following table summarizes key characteristics of all students who completed the survey. Demographic information is based on self-reported data collected through surveys.

Table 1. Student Demographics

Gender		
Male		28.4%
Female		64.4%
Non-Binary		4.8%
Other		2.4%
Age		
Under 18		0.4%
18–22		49.7%
23–27		19.6%
28+		30.3%
First-generation		
Yes		57.3%
No		40.8%
I don't know		1.9%
LGBQIA+		
Yes		29.7%
No		70.3%

Table 2. Student Race and Ethnicity

African American/Black	17.0%
American Indian/Alaska Native	5.7%
Asian/Southeast Asian/Desi	29.9%
Hispanic/Latina/o/e	27.1%
Native Hawaiian/Pacific Islander	2.6%
Multiracial	8.4%
Southwest Asian/North African	3.2%
White	33.0%

Military Affiliation

Active Duty	1.6%
Dependent	80.1%
Reserve/ National Guard	4.2%
Veteran	14.1%

Former Foster Youth

Yes	4.9%
No	95.1%

International Student

Yes	2.6%
No	97.4%

Table 3. Number of Children

0	83.0%
1–2	11.2%
3–4	4.2%
5 or more	1.6%

Table 4. First Enrolled at Sac State as:

Undergraduate transfer from another university	7.7%
New Graduate (master's or higher)	11.1%
First-time Freshman	37.2%
Undergraduate transfer from community college	44.1%

Table 5. Was Sac State your first-choice school?

Yes	68.6%
No	31.4%

Most respondents indicated that Sac State was their first-choice school (68.6%), while 31.4% reported it was not.

Table 6. Class Level.

Freshman, first year	11.2%
Sophomore	10.7%
Junior	33.3%
Senior	28.5%
Graduate	16.4%

Table 7. Enrollment Status.

Full-time	81.10%
Part-time	12.90%



Table 8. Primary Reason for Choosing Sac State.

Proximity to home	64.2%
Offered my major/program of interest	52.2%
Cost of tuition	47.2%
Look and feel of campus	30.0%
Financial aid package/scholarships	25.7%
Academic reputation	22.0%
Family members went there	19.3%
Racial diversity/commitment to racial diversity on campus	18.9%
Cost of enrollment deposit (or lack of cost)	18.2%
Quality of academic program	16.9%
Financial stability of school	15.0%
No SAT/ACT scores required	14.5%
Cultural/identity center or program	14.1%
Designations as Hispanic-Serving Institution (HSI), Asian American and Native American Pacific Islander-Serving Institution (AANAPISI) or Black Honors College (BHC)	12.0%
Extracurricular activities/campus life	11.8%
Clubs and organizations	10.2%
Graduates' career prospects	9.9%
Size of student population	8.6%
Admissions team staying in touch during process	7.4%
Guidance from high school counselor/teacher	7.1%
Personal interaction with a faculty member	6.8%
Living/dorm accommodations	4.9%
Mentorship opportunities	4.5%
Sports teams/athletics	4.4%
Study abroad programs	3.6%
Accessibility for students with disabilities	3.6%
Well-known professors	3.1%
Dining facilities or meal plan options	2.5%
Personal note from a college leader/faculty member	2.5%
Childcare on campus	1.0%

Table 9. Major

Anthropology	0.7%
Art	2.3%
Biological Sciences	4.8%
Business	11.8%
Chemistry	0.8%
Civil Engineering	1.1%
Communication Sciences & Disorders	1.5%
Communication Studies	4.3%
Computer Engineering	0.7%
Computer Science	2.7%
Construction Management	0.7%
Criminal Justice	3.2%
Design	3.1%
Economics	1.0%
Education	8.0%
Electrical and Electronic Engineering	0.7%
English	1.4%
Environmental Studies	0.6%
Ethnic Studies	0.8%
Family & Consumer Sciences	1.2%
Geography	0.8%
Geology	0.2%
Gerontology	0.2%
Health Science	6.1%

History	1.9%
Humanities & Religious Studies	0.1%
Kinesiology	1.8%
Liberal Studies	1.1%
Mathematics and Statistics	0.8%
Mechanical Engineering	1.4%
Music	0.4%
Nursing	1.5%
Nutrition, Food & Dietetics	1.2%
Philosophy	0.4%
Physics & Astronomy	0.2%
Political Science	3.6%
Psychology	13.2%
Public Health	1.2%
Public Policy & Administration	0.2%
Recreation, Parks & Tourism	0.7%
Social Science	0.4%
Social Work	3.7%
Sociology	4.9%
Theatre & Dance	0.8%
Women's & Gender Studies	0.6%
World Languages & Literatures	0.1%

Table 10. Reason why you pursue higher education

To be able to get a better job	85.9%
To be able to make more money	81.0%
To improve my personal development skills	61.5%
To learn about things that interest me	60.0%
To get training for a specific career	52.9%
To gain general education and appreciation of new ideas	51.1%
To help my family/parents	46.9%
To help my community	45.9%

Students primarily pursue higher education to obtain better job opportunities (85.9%) and increase their earning potential (81.0%), while many are motivated by personal development, intellectual interests, career preparation, and the desire to support their families & communities.

Table 11. Who influenced you to attend college?

I was self-motivated to attend college	73.1%
Parents/guardians	58.1%
Teachers/mentors	34.9%
Friends	21.4%
Siblings	20.5%
Many hometown friends were/are going to college	16.1%
My partner/spouse	13.6%
Child	1.8%

Most students reported being self-motivated to attend college (73.1%), with influence from parents or guardians (58.1%) and teachers or mentors (34.9%), while peers, siblings, and partners played a smaller role.



Table 12. Significant barriers you faced during your college application process

Tuition (cost)	61.1%
Understanding the college application requirements and steps	42.3%
Understanding the FAFSA and CADAA application requirements and steps	41.4%
Lack of information about college	29.6%
Application fee	29.4%
Limited access to resources	22.3%
Distance from home/family	21.1%
Family attitude (lack of support, etc.)	18.3%
Disability accommodations	10.5%
High school counselor or teacher attitudes about my potential	9.6%
Technology Access (limited internet, computer or digital literacy)	6.3%
Lack of childcare options	4.3%
Language barriers	2.7%

The most significant barriers students faced during the college application process were tuition costs (61.1%), understanding application and financial aid requirements (over 40%), and limited access to information and resources, with additional challenges related to family support, distance, and application fees.

Table 13. Who motivated, encouraged, guided and/or supported you the most in your decision to go to college?

Other Relatives	58.7%
Friends	33.4%
Partner/spouse	25.0%
High school teacher/Counselor	24.6%
Parent/Guardian	23.0%
No one	15.7%
Siblings	15.1%
Child	2.3%
Professor/Mentor	1.5%

Students often identified other relatives (58.7%) as their primary source of motivation and support in deciding to attend college, followed by friends (33.4%), partners or spouses (25.0%), and high school teachers or counselors (24.6%), while 15.7% reported receiving no support.

Table 14. Who helped you transition into college?

Other relatives	41.0%
Siblings	27.9%
Friends	26.4%
Parent/guardian	19.7%
Partner/spouse	19.3%
High school teacher/counselor	13.7%
No one	9.0%
Other	7.0%

Students often reported that other relatives (41.0%) helped them transition into college, followed by siblings (27.9%) and friends (26.4%), while 9.0% indicated that no one assisted them with the transition. Since students can choose more than one answer, the total percentages exceed 100%.

Table 15. My first few weeks of college, I...

felt out of place/awkward/alone	54.3%
connected closely with more than one other student	19.8%
felt like I belonged immediately	14.0%
connected closely with one other student	14.0%
connected with a center or program	13.0%
connected closely with one professor/faculty member	8.1%
connected closely with more than one professor/faculty member	6.5%

During their first few weeks of college, over half of students (54.3%) reported feeling out of place, awkward, or alone, while some reported forming close connections with peers, faculty, or campus centers, and 14.0% felt an immediate sense of belonging.

Since entering college, how often have you felt:

Table 16. Lonely or homesick

Frequently	15.8%
Occasionally	36.1%
Not at All	48.1%

More than half of the respondents felt lonely or homesick either occasionally (36.1%) or frequently (15.8%).

Table 17. Isolated from campus life

Frequently	27.4%
Occasionally	40.9%
Not at All	31.7%

Most students (68.3%) reported feeling isolated from campus life either frequently (27.4%) or occasionally (40.9%), while 31.7% indicated they did not feel isolated at all.

Table 18. Unsafe on this campus

Frequently	4.7%
Occasionally	26.3%
Not at All	69.0%

Most students (69.0%) reported not feeling unsafe on campus at all, while 31.0% indicated they felt unsafe either occasionally (26.3%) or frequently (4.7%).

Table 19. Worried about your health

Frequently	15.8%
Occasionally	36.3%
Not at All	47.9%

Over half of students (52.1%) reported worrying about their health either frequently (15.8%) or occasionally (36.3%), while 47.9% indicated they did not worry about their health at all.

Table 20. That your courses inspired you to think in new ways

Frequently	51.5%
Occasionally	39.1%
Not at All	9.4%

Most students (90.6%) reported that their courses inspired them to think in new ways either frequently (51.5%) or occasionally (39.1%), while only 9.4% indicated not at all.

Table 21. That your job responsibilities interfered with your schoolwork

Frequently	22.0%
Occasionally	36.4%
Not at All	43.7%

Nearly 60% of students reported that their job responsibilities interfered with their schoolwork either frequently (22.0%) or occasionally (37.8%), while 40.2% indicated no interference at all.

Table 22. That your schoolwork interfered with your job responsibilities

Frequently	19.9%
Occasionally	36.4%
Not at All	43.7%

Nearly 60% of students reported that their job responsibilities interfered with their schoolwork either frequently (22.0%) or occasionally (37.8%), while 40.2% indicated no interference at all.

Table 23. That your family responsibilities interfered with your schoolwork

Frequently	19.5%
Occasionally	39.3%
Not at All	41.1%

Nearly six in ten students (58.8%) reported that family responsibilities interfered with their schoolwork either frequently (19.5%) or occasionally (39.3%), while 41.1% indicated no interference at all.

Table 24. That your social life interfered with your schoolwork

Frequently	10.8%
Occasionally	38.1%
Not at All	51.1%

About half of students (48.9%) reported that their social life interfered with their schoolwork either frequently (10.8%) or occasionally (38.1%), while 51.1% indicated no interference at all.

The following section summarizes all student responses regarding the extent to which various personal, academic, financial, and social factors interfere with their ability to make consistent progress toward graduation.

Table 25. Course load/too many units per semester.

Does interfere	16.5%
Somewhat interfere	39.1%
Does not interfere	44.4%

Most students (55.6%) reported that their course load interferes with their academic success either somewhat (39.1%) or significantly (16.5%), while 44.4% indicated it does not interfere.

Table 26. Difficulty balancing school with personal life.

Does interfere	29.8%
Somewhat interfere	45.4%
Does not interfere	24.8%

Most students (75.2%) reported that difficulty balancing school with their personal life interferes with their success either somewhat (45.4%) or significantly (29.8%), while 24.8% indicated it does not interfere.

Table 27. Difficulty with academic content or coursework.

Does interfere	18.0%
Somewhat interfere	41.8%
Does not interfere	40.1%

Nearly 60% of students (59.8%) reported that difficulty with academic content or coursework interferes with their success either somewhat (41.8%) or significantly (18.0%), while 40.1% indicated it does not interfere.

Table 28. Distance from home/family.

Does interfere	12.2%
Somewhat interfere	20.4%
Does not interfere	67.5%

Most students (67.5%) reported that distance from home or family does not interfere with their academic success, while 32.6% indicated it interferes either somewhat (20.4%) or significantly (12.2%).



Table 29. Employment/job

Does interfere	22.7%
Somewhat interfere	35.3%
Does not interfere	42.0%

More than half of students (58.0%) reported that employment or job responsibilities interfere with their academic success either somewhat (35.3%) or significantly (22.7%), while 42.0% indicated no interference.

Table 30. Faculty/staff attitudes about my potential

Does interfere	10.9%
Somewhat interfere	18.3%
Does not interfere	70.8%

Most students (70.8%) reported that faculty or staff attitudes about their potential do not interfere with their academic success, while 29.2% indicated it interferes either somewhat (18.3%) or significantly (10.9%).

Table 31. Family attitude (lack of support etc.)

Does interfere	11.2%
Somewhat interfere	18.5%
Does not interfere	70.3%

Most students (70.3%) reported that family attitudes or lack of support do not interfere with their academic success, while 29.7% indicated it interferes either somewhat (18.5%) or significantly (11.2%).

Table 32. Family obligations

Does interfere	21.4%
Somewhat interfere	36.8%
Does not interfere	41.8%

More than half of students (58.2%) reported that family obligations interfere with their academic success either somewhat (36.8%) or significantly (21.4%), while 41.8% indicated no interference.

Table 33. Feeling disconnected from campus community/ social isolation

Does interfere	18.1%
Somewhat interfere	32.0%
Does not interfere	49.9%

About half of students (50.1%) reported that feeling disconnected from the campus community or socially isolated interferes with their academic success either somewhat (32.0%) or significantly (18.1%), while 49.9% indicated it does not interfere.

Table 34. Financial factors (tuition, books etc.)

Does interfere	34.8%
Somewhat interfere	37.1%
Does not interfere	28.1%

Over one-third of students (34.8%) reported that financial factors such as tuition and books interfere with their college experience, while 37.1% said they somewhat interfere. Only 28.1% reported no interference, indicating that financial pressures affect many students.

Table 35. I do not see any obstacles to completing my education

Does interfere	10.9%
Somewhat interfere	32.3%
Does not interfere	56.8%

Over half of students (56.8%) reported that they do not see any obstacles to completing their education, while 43.2% indicated that this statement does not fully reflect their experience, suggesting they perceive some level of challenge.

Table 36. Lack of academic preparation (e.g., prerequisites, high school preparation)

Does interfere	13.9%
Somewhat interfere	25.1%
Does not interfere	61.0%

Most students (61.0%) reported that lack of academic preparation does not interfere with their success, while 39.0% indicated it interferes either somewhat (25.1%) or significantly (13.9%).

Table 37. Lack of motivation or engagement with my studies

Does interfere	21.9%
Somewhat interfere	37.6%
Does not interfere	40.5%

Nearly 60% of students (59.5%) reported that a lack of motivation or engagement interferes with their academic success either somewhat (37.6%) or significantly (21.9%), while 40.5% indicated no interference.

Table 38. Lack of opportunity

Does interfere	17.1%
Somewhat interfere	28.0%
Does not interfere	54.9%

Nearly half of students (45.1%) reported that a lack of opportunity interferes with their academic success either somewhat (28.0%) or significantly (17.1%), while 54.9% indicated it does not interfere.

Table 39. Limited access to academic support (tutoring, advising, study groups)

Does interfere	15.7%
Somewhat interfere	22.0%
Does not interfere	62.3%

Most students (62.3%) reported that limited access to academic support does not interfere with their success, while 37.7% indicated it interferes either somewhat (22.0%) or significantly (15.7%).

Table 40. Major or program not aligned with my interests or goals

Does interfere	10.0%
Somewhat interfere	19.6%
Does not interfere	70.4%

Most students (70.4%) reported that their major or program being misaligned with their interests or goals does not interfere with their success, while 29.6% indicated it interferes either somewhat (19.6%) or significantly (10.0%).

Table 41. Mental health challenges (stress, anxiety, depression)

Does interfere	41.4%
Somewhat interfere	34.8%
Does not interfere	23.8%

About 41.4% reported that stress, anxiety, or depression interferes with their experience, while 34.8% said it somewhat interferes. Only 23.8% reported no interference.



The following section summarizes all student responses regarding how frequently they discuss academic challenges with peers, family members, faculty, staff, and others, highlighting the different sources of support students turn to when navigating academic difficulties.

Table 42. A counselor/advisor

Frequently	9.6%
Occasionally	36.5%
Not at All	53.9%

More than half of students (53.9%) reported that they do not discuss academic challenges with a counselor or advisor, while 36.5% do so occasionally and only 9.6% report doing so frequently.

Table 43. A faculty/staff

Frequently	9.8%
Occasionally	38.6%
Not at All	51.6%

About half of students (51.6%) reported that they do not discuss academic challenges with faculty or staff, while 38.6% do so occasionally and 9.8% do so frequently.

Table 44. A friend

Frequently	41.2%
Occasionally	38.6%
Not at All	20.2%

Most students reported discussing academic challenges with a friend, with 41.2% doing so frequently and 38.6% occasionally, while only 20.2% indicated they do not discuss these challenges with friends at all.

Table 45. I haven't experienced academic challenges

Frequently	8.9%
Occasionally	34.3%
Not at All	56.8%

Over half of students (56.8%) reported that they have not experienced academic challenges at all, while 34.3% indicated this occasionally and 8.9% frequently, suggesting that many students encounter at least some academic difficulties.



Table 46. Siblings

Frequently	13.1%
Occasionally	33.2%
Not at All	53.7%

More than half of students (53.7%) reported that they do not discuss academic challenges with siblings, while 33.2% do so occasionally and 13.1% do so frequently.

Table 47. Your parents/guardians

Frequently	13.9%
Occasionally	40.4%
Not at All	45.7%

Nearly half of students (45.7%) reported that they do not discuss academic challenges with their parents or guardians, while 40.4% do so occasionally, and 13.9% do so frequently.

Table 48. Partner/ Spouse

Frequently	67.6%
Occasionally	32.4%
Not at All	0%

All students with a partner or spouse reported discussing academic challenges with them, with 67.6% doing so frequently and 32.4% occasionally, and none indicating not at all.

The following summarizes all student responses regarding career development, academic support, mental health and wellness, financial, and personal support services.

Table 49. Career and workforce development support

Job, internship or volunteer placement	72.5%
Résumé, cover letter, and LinkedIn profile development	63.7%
Certification programs relevant to career goals	62.3%
Career fairs, information sessions, and networking events	62.1%
Finding mentors and developing professional networks	59.0%
Apprenticeships	58.0%
Exploring post grad options	57.8%
1:1 Career counseling/guidance	56.6%
Evaluating offers and salary negotiation	52.0%
Soft skills training (communication, teamwork, leadership, etc.)	51.8%
Professional headshot	49.2%
Interview preparation and practice	48.8%
Career panels with professionals or alumni	44.7%
Workshop in partnership with employers	43.4%
Career resources and tools (including AI)	39.5%
Workshops to classes	35.4%
Outreach tabling on campus from Career Center staff and employers	27.1%

Students showed the greatest interest in career and workforce support, particularly help finding jobs, internships, or volunteer opportunities (72.5%), followed by résumé and LinkedIn development (63.7%), certification programs (62.3%), and career fairs and networking events (62.1%). Since students can choose more than one answer, the total percentages exceed 100%.

Table 50. Academic support

Academic advising	70.5%
Course scheduling	64.0%
Major and career exploration	59.4%
Graduate and professional school preparation	47.7%
Faculty mentoring	44.8%
Research skills development	43.2%
Undergraduate research experiences	39.2%
Writing support	39.0%
Peer tutoring or peer-led study groups	38.4%
Course-specific tutorials and workshops	37.4%
Study abroad or other summer programs	37.4%
Information literacy	37.0%
Learning strategies and academic success workshops	32.1%
Disability services and/or information	28.3%
Language translation or interpretation services	19.6%

Students showed the greatest interest in academic support services such as academic advising (70.5%), course scheduling assistance (64.0%), and major and career exploration (59.4%), with additional interest in mentoring, research opportunities, writing support, and peer tutoring. Since students can choose more than one answer, the total percentages exceed 100%.

Table 51. Mental health and wellness support

Financial literacy and stress management workshops	64.1%
Mindfulness, meditation, and stress-reduction sessions	63.2%
ADHD and learning disability testing	53.8%
Workshops on sleep hygiene, nutrition, and exercise	50.4%
Telehealth/virtual counseling (after-hours and weekends)	45.3%
Psychiatric medication evaluation and management	43.6%
Peer support programs (e.g., trained peer wellness advocates, peer mentoring)	41.9%
Trauma-informed care resources (domestic violence, sexual assault support services etc.)	41.5%
Suicide prevention and postvention resources	38.2%
Relationship and conflicted solution counseling	38.0%
Support for students with disabilities or chronic health conditions	37.6%
LGBTQ+ affirming mental health and wellness support	35.7%
Parenting and family support resources (childcare, parenting groups, etc.)	31.4%
Substance use education, counseling, and recovery support groups	30.6%

Students showed the greatest interest in mental health and wellness services, including financial literacy and stress management workshops (64.1%), mindfulness or stress-reduction sessions (63.2%), and ADHD and learning disability testing (53.8%), highlighting strong demand for wellness support. Since students can choose more than one answer, the total percentages exceed 100%.

Table 52. Financial support

Finding scholarships	86.5%
Understanding financial aid options	65.7%
Managing finances generally	65.5%
Applying/completing financial aid application	64.1%

Students showed the greatest interest in academic support services such as academic advising (70.5%), course scheduling assistance (64.0%), and major and career exploration (59.4%), with additional interest in mentoring, research opportunities, writing support, and peer tutoring. Since students can choose more than one answer, the total percentages exceed 100%.

Table 53. Personal support

Stress management	66.8%
Mental Health	66.6%
Motivation	65.1%
Life skills (negotiate conflict, solve problems, and handle responsibilities)	56.5%
Social Support (friends, etc.)	53.4%
Academic pressure	51.9%
Relationships	45.2%
Cultural and societal pressure	38.0%
Transitioning to college life	33.0%
Exploring diversity	30.5%
Spiritual Support	27.7%
Substance abuse	18.5%

Students expressed the greatest need for personal support in areas such as stress management (66.8%), mental health (66.6%), and motivation (65.1%), with additional interest in developing life skills, strengthening social support, managing academic pressure, and navigating relationships and cultural expectations. Since students can choose more than one answer, the total percentages exceed 100%.

Campus Climate, Co-curricular Activities and Student Life

The following section summarizes all student responses regarding the extent to which they agree or disagree with various statements about their experiences on campus.

Table 54. I have been able to find a balance between academic and extracurricular activities

Agree	34.4%
Neutral	42.5%
Disagree	23.1%

About one-third of students (34.4%) agreed they have found a balance between academic and extracurricular activities, while 42.5% were neutral and 23.1% disagreed.

Table 55. I see myself as part of the campus community

Agree	29.6%
Neutral	38.6%
Disagree	31.8%

Only 29.6% of students agreed that they see themselves as part of the campus community, while 38.6% were neutral and 31.8% disagreed.

Table 56. Most students here are treated like “numbers in a book”

Agree	34.1%
Neutral	40.9%
Disagree	25.0%

About one-third of students (34.1%) agreed that most students are treated like “numbers in a book,” while 40.9% were neutral and 25.0% disagreed.

Table 57. My college experiences have exposed me to diverse opinions, cultures, and values

Agree	62.3%
Neutral	28.6%
Disagree	9.1%

Most students (62.3%) agreed that their college experiences have exposed them to diverse opinions, cultures, and values, while 28.6% were neutral and 9.1% disagreed.



The following section summarizes all student responses regarding how frequently they have experienced various situations, interactions, and campus experiences.

Table 58. Asked a professor for advice after class

Frequently	27.9%
Occasionally	53.0%
Not at All	19.1%

Most students sought advice from a professor after class at least occasionally (53.0%), with 27.9% doing so frequently and 19.1% not at all.

Table 59. Been bored in class

Frequently	30.1%
Occasionally	52.4%
Not at All	17.5%

Most students reported feeling bored in class at least occasionally (52.4%), with 30.1% experiencing this frequently and 17.5% not at all.

Table 60. Felt depressed

Frequently	25.1%
Occasionally	44.9%
Not at All	30.0%

Most students reported feeling depressed at least occasionally (44.9%), with 25.1% experiencing this frequently and 30.0% not at all.

Table 61. Felt overwhelmed by all you had to do

Frequently	51.0%
Occasionally	40.1%
Not at All	8.9%

An overwhelming majority of students felt overwhelmed by all they had to do at least occasionally (40.1%), with 51.0% experiencing this frequently and only 8.9% not at all.

Table 62. Had adequate sleep

Frequently	24.2%
Occasionally	53.6%
Not at All	22.2%

About 77.8% of students reported getting adequate sleep at least occasionally (53.6%) or frequently (24.2%), while 22.2% indicated they do not get adequate sleep at all.

Table 63. Performed community service as part of class

Frequently	12.1%
Occasionally	27.3%
Not at All	60.6%

Most students (60.6%) reported not performing community service as part of a class, while 27.3% did so occasionally and 12.1% frequently.

Table 64. Tutored another student

Frequently	6.0%
Occasionally	29.3%
Not at All	64.7%

Most students (64.7%) reported not tutoring another student, while 29.3% did so occasionally and 6.0% frequently.

The following section summarizes all student responses regarding how frequently they utilize various campus programs and services.

Table 65. Academic tutoring

Frequently	6.5%
Occasionally	27.9%
Not at All	65.6%

Most students (65.6%) reported not using academic tutoring services, while 27.9% used them occasionally and 6.5% frequently.

Table 66. Associated Students Inc. programs/activities

Frequently	8.2%
Occasionally	30.0%
Not at All	61.8%

Most students (61.8%) reported not participating in Associated Students Inc. programs or activities, while 30.0% engaged occasionally and 8.2% frequently.

Table 67. Bookstore

Frequently	13.0%
Occasionally	58.5%
Not at All	28.5%

Most students used the bookstore at least occasionally (58.5%), with 13.0% doing so frequently and 28.5% not at all.

Table 68. Campus childcare

Frequently	1.6%
Occasionally	1.9%
Not at All	96.5%

Nearly all students (96.5%) reported not using campus childcare services, while only 1.9% used them occasionally and 1.6% frequently.

Table 69. Campus housing

Frequently	10.4%
Occasionally	7.4%
Not at All	82.2%

Most students (82.2%) reported not using campus housing, while 10.4% did so frequently and 7.4% occasionally.

Table 70. Career Center services

Frequently	4.4%
Occasionally	32.3%
Not at All	63.3%

Most students (63.3%) reported not using Career Center services, while 32.3% used them occasionally and 4.4% frequently.



Table 71. Computer lab

Frequently	9.8%
Occasionally	28.5%
Not at All	61.7%

Most students (61.7%) reported not using the computer lab, while 28.5% used it occasionally and 9.8% frequently.

Table 72. Cultural activities

Frequently	7.3%
Occasionally	34.7%
Not at All	58.0%

Most students (58.0%) reported not participating in cultural activities, while 34.7% engaged occasionally and 7.3% frequently.

Table 73. Financial aid services

Frequently	22.6%
Occasionally	44.1%
Not at All	33.3%

Most students used financial aid services at least occasionally (44.1%), with 22.6% doing so frequently and 33.3% not at all.

Table 74. Food pantry

Frequently	12.4%
Occasionally	22.3%
Not at All	65.3%

Most students (65.3%) reported not using the food pantry, while 22.3% used it occasionally and 12.4% frequently.

Table 75. Fraternities and sororities

Frequently	2.2%
Occasionally	5.8%
Not at All	92.0%

Most students (92.0%) reported not participating in fraternities or sororities, while 5.8% did so occasionally and 2.2% frequently.

Table 76. Intercollegiate athletic programs

Frequently	2.7%
Occasionally	8.5%
Not at All	88.8%

Most students (88.8%) reported not participating in intercollegiate athletic programs, while 8.5% did so occasionally and 2.7% frequently.

Table 77. Library services

Frequently	30.8%
Occasionally	46.5%
Not at All	25.7%

Most students used library services at least occasionally (46.5%), with 30.8% doing so frequently and 25.7% not at all.

Table 78. Psychological counseling

Frequently	5.7%
Occasionally	15.6%
Not at All	78.7%

Most students (78.7%) reported not using psychological counseling services, while 15.6% used them occasionally and 5.7% frequently.

Table 79. Recreation programs/ activities. programs/activities

Frequently	6.2%
Occasionally	27.0%
Not at All	66.8%

Most students (66.8%) reported not participating in recreation programs or activities, while 27.0% did so occasionally and 6.2% frequently.

Table 80. Services to students with disabilities

Frequently	7.5%
Occasionally	11.7%
Not at All	80.8%

Most students (80.8%) reported not using services for students with disabilities, while 11.7% did so occasionally and 7.5% frequently.

Table 81. Student clubs and organizations

Frequently	16.1%
Occasionally	32.4%
Not at All	51.5%

About half of students (51.5%) reported not participating in student clubs and organizations, while 32.4% engaged occasionally and 16.1% frequently.

Table 82. Student health services

Frequently	9.7%
Occasionally	30.5%
Not at All	59.8%

Most students (59.8%) reported not using student health services, while 30.5% used them occasionally and 9.7% frequently.

Table 83. Student Union activities

Frequently	15.8%
Occasionally	36.2%
Not at All	48.0%

Nearly half of students (48.0%) reported not participating in Student Union activities, while 36.2% engaged occasionally and 15.8% frequently.

Table 84. The WELL

Frequently	27.5%
Occasionally	34.1%
Not at All	38.4%

Most students used The WELL at least occasionally (34.1%), with 27.5% doing so frequently and 38.4% not at all.

Table 85. Visit the Cultural Academic Resource Centers

Frequently	14.0%
Occasionally	22.6%
Not at All	63.4%

Most students (63.4%) reported not visiting the Cultural Centers, while 22.6% did so occasionally and 14.0% frequently.

Table 86. Would you still choose to enroll at Sacramento State?

Yes	56.9%
Maybe	31.9%
No	11.2%

Most students (56.9%) indicated they would choose to enroll at Sac State again, while 31.9% responded maybe, and 11.2% said no.

The following section summarizes student responses for each Cultural Academic Resource Center regarding support, information, or services. This is followed by disaggregated demographic data of the students who completed the survey.

Asian Pacific Island Desi American Center

Table 87. Asian Pacific Islander Desi American Center

Safe space / Sense of belonging	59.6%
Mental Health & Wellness	56.0%
Host social gathering	53.5%
Celebrate cultural heritage and history	52.4%
Provide career and workforce development	49.3%
Promote a welcoming and inclusive campus environment	49.0%
Provide academic support	48.5%
Get involved with the campus' surrounding community	46.8%
Offer peer support groups to meet other college student	46.0%
Mentorship with faculty and staff	45.2%
Promote cross-cultural understanding	43.5%
Offer educational and cultural program	42.1%
Provide leadership development	39.3%

Students most valued the Asian Pacific Island Desi American Center as a safe space that fosters a sense of belonging (59.6%) and supports mental health and wellness (56.0%), along with hosting social gatherings, celebrating cultural heritage, and providing academic, career, and community engagement opportunities. Since students can choose more than one answer, the total percentages exceed 100%.



Asian, Southeast Asian and Desi Students

Table 88. Top ten reasons for choosing Sac State

Proximity to home	67.2%
Cost of tuition	50.4%
Offered my major/program of interest	49.2%
Academic reputation/ Quality of academic program	41.9%
Look and feel of campus	31.1%
Financial aid package/scholarships	25.4%
Family member went here	23.8%
Racial diversity/commitment to racial diversity on campus	21.3%
Cost of enrollment deposit (or lack of cost)	19.7%
Cultural/identity center or program	16.4%

Table 89. Top five reasons to pursue higher education

To be able to get a better job	86.5%
To be able to make more money	84.3%
To improve my personal development skills	64.3%
To learn about things that interest me	63.9%
To get training for a specific career	58.7%

Table 90. Top five barriers faced during college application process

Tuition (cost)	62.9%
Understanding the FAFSA and CADAA application requirements and steps	46.7%
Understanding the college application requirements and steps	46.2%
Lack of information about college	34.0%
Application fee	31.5%

Table 91. My first few weeks of college, I...

felt out of place/awkward/alone	52.6%
felt like I belonged immediately	14.5%
connected closely with one other student	14.5%
connected with a center or program	9.6%
connected closely with one professor/faculty member	6.1%

Asian, Southeast Asian and Desi Students (cont.)

Table 92. Top five career and workforce development resources most helpful for student success and degree completion

Job, internship or volunteer placement	79.6%
Résumé, cover letter, and LinkedIn profile development	70.1%
Certification programs relevant to career goals	68.7%
Career fairs, information sessions, and networking events	68.7%
Finding mentors and developing professional networks	68.0%

Table 93. Top five academic resources most helpful for student success and degree completion

Academic advising	71.6%
Major and career exploration	66.9%
Course scheduling	63.5%
Graduate and professional school preparation	53.4%
Research skills development	53.4%

Table 94. Top five mental health and wellness resources most helpful for student success and degree completion

Financial literacy and stress management workshops	72.3%
Mindfulness, meditation, and stress-reduction sessions	67.9%
Workshops on sleep hygiene, nutrition, and exercise	61.3%
ADHD and learning disability testing	51.8%
Peer support programs (e.g., trained peer wellness advocates, peer mentoring)	48.2%

Table 95. Top five personal supports, information, or services needed for student degree progress and completion

Stress management	68.5%
Motivation	66.4%
Mental health	65.8%
Life skills (negotiate conflict, solve problems, and handle responsibilities)	59.6%
Social Support (friends etc.)	58.9%

Asian, Southeast Asian and Desi Students (cont.)

Table 96. I see myself as part of the campus community

Agree	35.6%
Neutral	40.6%
Disagree	23.8%

Table 97. How often have you felt depressed?

Frequently	22.5%
Occasionally	47.5%
Not At All	30.0%

Table 98. How often have you felt overwhelmed by all you had to do?

Frequently	47.1%
Occasionally	44.6%
Not At All	8.3%





Native Hawaiian Pacific Islander Students

Table 99. Top ten reasons for choosing Sac State

Proximity to home	75.0%
Academic reputation/ Quality of academic program	50.0%
Cost of tuition	45.0%
Look and feel of campus	45.0%
Offered my major/program of interest	35.0%
No SAT/ACT scores required	35.0%
Financial stability of school	35.0%
Financial aid package/scholarships	30.0%
Cultural/identity center or program	30.0%
Extracurricular activities/campus life	30.0%

Table 100. Top five reasons to pursue higher education

To be able to get a better job	84.2%
To be able to make more money	84.2%
To learn about things that interest me	78.9%
To improve my personal development skills	73.7%
To get training for a specific career	73.7%

Table 101. Top five barriers faced during college application process

Tuition (cost)	82.4%
Understanding the college application requirements and steps	47.1%
Understanding the FAFSA and CADAA application requirements and steps	41.2%
Application fee	41.2%
Lack of information about college	35.3%

Table 102. My first few weeks of college, I...

felt out of place/awkward/alone	36.8%
felt like I belonged immediately	21.1%
connected closely with one other student	21.1%
connected with a center or program	15.8%
a connected closely with one professor/faculty member	15.8%



Table 103. Top five career and workforce development resources most helpful for student success and degree completion

Career fairs, information sessions, and networking events	69.2%
Apprenticeships	61.5%
Career panels with professionals or alumni	53.8%
Finding mentors and developing professional networks	53.8%
Career resources and tools (including AI)	46.2%

Table 104. Top five academic resources most helpful for student success and degree completion

Academic advising	69.2%
Major and career exploration	61.5%
Course scheduling	53.8%
Graduate and professional school preparation	46.2%
Course-specific tutorials and workshops	38.5%

Table 105. Top five mental health and wellness resources most helpful for student success and degree completion

Financial literacy and stress management workshops	63.6%
Mindfulness, meditation, and stress-reduction sessions	54.5%
ADHD and learning disability testing	45.5%
Workshops on sleep hygiene, nutrition, and exercise	45.5%
Trauma-informed care resources (domestic violence, sexual assault support services etc.)	45.5%

Table 106. Top five personal supports, information, or services needed for student degree progress and completion

Life skills (negotiate conflict, solve problems, and handle responsibilities)	61.5%
Mental health	53.8%
Motivation	46.2%
Social Support (friends etc.)	38.5%
Academic pressure	38.5%

Table 107. I see myself as part of the campus community

Agree	46.2%
Neutral	46.1%
Disagree	7.7%

Table 108. How often have you felt depressed?

Frequently	23.0%
Occasionally	46.2%
Not At All	30.8%

Table 109. How often have you felt overwhelmed by all you had to do?

Frequently	46.2%
Occasionally	53.8%
Not At All	0%



Dreamer Resource Center & El Centro Serna

Table 110. Dreamer Resource Center

Mental Health & Wellness	60.0%
Safe space / Sense of belonging	57.3%
Celebrate cultural heritage and history	53.4%
Host social gathering	51.6%
Provide career and workforce development	49.9%
Get involved with the campus' surrounding community	49.6%
Mentorship with faculty and staff	49.6%
Provide academic support	49.0%
Promote a welcoming and inclusive campus environment	47.8%
Offer educational and cultural program	46.9%
Promote cross-cultural understanding	45.7%
Offer peer support groups to meet other college student	42.4%
Provide leadership development	41.8%

Students most valued the Dreamer Resource Center for its support of mental health and wellness (60.0%) and for providing a safe space and sense of belonging (57.3%), along with celebrating cultural heritage, hosting social gatherings, and offering academic, career, mentorship, and community engagement support. Since students can choose more than one answer, the total percentages exceed 100%.

Table 111. El Centro Serna

Host social gatherings	62.3%
Mental health & wellness	60.4%
Safe space/sense of belonging	58.1%
Celebrate cultural heritage and histories	55.5%
Get involved with the campus's surrounding community	52.8%
Provide academic support	47.9%
Provide career and workforce development	47.9%
Offer peer support groups to meet other college students	47.5%
Mentorship with faculty and staff	47.5%
Promote a welcoming and inclusive campus environment	47.2%
Provide leadership development	47.2%
Promote a welcoming and inclusive campus environment	46.8%
Offer educational and cultural programs	45.3%

Students most valued El Centro Serna for hosting social gatherings (62.3%), supporting mental health and wellness (60.4%), and fostering a safe space and sense of belonging (58.1%), along with celebrating cultural heritage and providing academic, career, mentorship, and community engagement opportunities. Since students can choose more than one answer, the total percentages exceed 100%.

Latine Students

Table 112. Top ten reasons for choosing Sac State

Offered my major/program of interest	56.7%
Proximity to home	56.2%
Cost of tuition	51.1%
Look and feel of campus	36.9%
Academic reputation/ Quality of academic program	34.4%
Financial aid package/scholarships	31.8%
Designations as Hispanic-Serving Institution (HSI) and Asian American and Native American Pacific Islander-Serving Institution (AANAPISI) or Black Honors College (BHC)	24.5%
Racial diversity/commitment to racial diversity on campus	21.0%
Cost of enrollment deposit (or lack of cost)	19.7%
Family member went here	18.5%

Table 113. Top five reasons to pursue higher education

To be able to get a better job	87.8%
To be able to make more money	83.0%
To improve my personal development skills	63.8%
To help my family/parents	59.4%
To learn about things that interest me	58.5%

Table 114. Top five barriers faced during college application process

Tuition (cost)	62.5%
Understanding the FAFSA and CADAA application requirements and steps	47.6%
Understanding the college application requirements and steps	47.1%
Lack of information about college	30.3%
Application fee	27.4%

Table 115. My first few weeks of college, I...

felt out of place/awkward/alone	52.0%
connected closely with one other student	15.4%
connected with a center or program	15.0%
felt like I belonged immediately	13.2%
connected closely with one professor/faculty member	8.8%

Latine Students (cont.)

Table 116. Top five career and workforce development resources most helpful for student success and degree completion

Job, internship or volunteer placement	73.3%
Career fairs, information sessions, and networking events	61.0%
Certification programs relevant to career goals	59.6%
Résumé, cover letter, and LinkedIn profile development	58.9%
Finding mentors and developing professional networks	56.2%

Table 117. Top five academic resources most helpful for student success and degree completion

Academic advising	70.5%
Course scheduling	62.6%
Major and career exploration	61.9%
Graduate and professional school preparation	51.1%
Faculty mentoring	42.4%

Table 118. Top five mental health and wellness resources most helpful for student success and degree completion

Financial literacy and stress management workshops	66.4%
Mindfulness, meditation, and stress-reduction sessions	66.4%
ADHD and learning disability testing	51.1%
Workshops on sleep hygiene, nutrition, and exercise	48.9%
Psychiatric medication evaluation and management	44.3%

Table 119. Top five personal supports, information, or services needed for student degree progress and completion

Mental health	68.9%
Motivation	66.7%
Stress management	65.2%
Social Support (friends etc.)	58.9%
Life skills (negotiate conflict, solve problems, and handle responsibilities)	58.5%

Latine Students (cont.)

Table 120. I see myself as part of the campus community

Agree	32.7%
Neutral	40.7%
Disagree	26.6%

Table 121. How often have you felt depressed?

Frequently	24.2%
Occasionally	43.5%
Not At All	32.3%

Table 122. How often have you felt overwhelmed by all you had to do?

Frequently	56.2%
Occasionally	38.9%
Not At All	4.9%





Esak'timá Center

Table 123. Esak'timá Center

Safe space / Sense of belonging	59.6%
Mental Health & Wellness	56.0%
Host social gathering	53.5%
Celebrate cultural heritage and history	52.4%
Provide career and workforce development	49.3%
Promote a welcoming and inclusive campus environment	49.0%
Provide academic support	48.5%
Get involved with the campus's surrounding community	46.8%
Offer peer support groups to meet other college student	46.0%
Mentorship with faculty and staff	45.2%
Promote cross-cultural understanding	43.5%
Offer educational and cultural program	42.1%
Provide leadership development	39.3%

Students most valued the Esak'timá Center for providing a safe space and sense of belonging (59.6%) and supporting mental health and wellness (56.0%), along with hosting social gatherings, celebrating cultural heritage, and offering academic, career, mentorship, and community engagement opportunities. Since students can choose more than one answer, the total percentages exceed 100%.

Native American Students

Table 124. Top ten reasons for choosing Sac State

Proximity to home	68.2%
Offered my major/program of interest	68.2%
Look and feel of campus	47.7%
Academic reputation/ Quality of academic program	43.2%
Cost of tuition	40.9%
Financial aid package/scholarships	34.1%
Racial diversity/commitment to racial diversity on campus	25.0%
Financial stability of school	25.0%
Designations as Hispanic-Serving Institution (HSI) and Asian American and Native American Pacific Islander-Serving Institution (AANAPISI) or Black Honors College (BHC)	20.5%
Family member went here	20.5%

Table 125. Top five reasons to pursue higher education

To be able to make more money	79.5%
To be able to get a better job	77.3%
To improve my personal development skills	70.5%
To learn about things that interest me	65.9%
To get training for a specific career	65.9%

Table 126. Top five barriers faced during college application process

Tuition (cost)	73.0%
Understanding the college application requirements and steps	51.4%
Understanding the FAFSA and CADAA application requirements and steps	43.2%
Application fee	37.8%
Distance from home/family	35.1%

Table 127. My first few weeks of college, I...

felt out of place/awkward/alone	51.2%
felt like I belonged immediately	16.3%
connected with a center or program	11.6%
connected closely with one professor/faculty member	11.6%
connected closely with one other student	0.0%

Native American Students (cont.)

Table 128. Top five career and workforce development resources most helpful for student success and degree completion

Job, internship or volunteer placement	82.8%
Certification programs relevant to career goals	72.4%
Soft skills training (communication, teamwork, leadership, etc.)	72.4%
Career fairs, information sessions, and networking events	69.0%
1:1 Career counseling/guidance	69.0%

Table 129. Top five academic resources most helpful for student success and degree completion

Course scheduling	77.8%
Academic advising	74.1%
Major and career exploration	70.4%
Writing support	70.4%
Graduate and professional school preparation	66.7%

Table 130. Top five mental health and wellness resources most helpful for student success and degree completion

Trauma-informed care resources (domestic violence, sexual assault support services etc.)	80.8%
Mindfulness, meditation, and stress-reduction sessions	73.1%
ADHD and learning disability testing	73.1%
Financial literacy and stress management workshops	69.2%
Support for students with disabilities or chronic health conditions	65.4%

Table 131. Top five personal supports, information, or services needed for student degree progress and completion

Stress management	80.0%
Mental health	80.0%
Motivation	72.0%
Life skills (negotiate conflict, solve problems, and handle responsibilities)	68.0%
Academic pressure	60.0%

Native American Students (cont.)

Table 132. I see myself as part of the campus community

Agree	27.3%
Neutral	54.5%
Disagree	18.2%

Table 133. How often have you felt depressed?

Frequently	32.4%
Occasionally	32.4%
Not At All	35.2%

Table 134. How often have you felt overwhelmed by all you had to do?

Frequently	50.0%
Occasionally	41.2%
Not At All	8.8%





Martin Luther King. Jr. Center

Table 135. Martin Luther King. Jr. Center

Host social gatherings	60.2%
Mental health & wellness	60.2%
Safe space/Sense of belonging	59.9%
Celebrate cultural heritage and histories	57.7%
Get involved with the campus's surrounding community	54.6%
Provide academic support	52.1%
Promote a welcoming and inclusive campus environment	51.1%
Provide career and workforce development	50.7%
Mentorship with faculty and staff	50.7%
Offer peer support groups to meet other college students	50.4%
Provide leadership development	49.3%
Offer educational and cultural programs	47.9%
Promote cross-cultural understanding	46.1%

Students most valued the Martin Luther King Jr. Center for hosting social gatherings and supporting mental health and wellness (both 60.2%), fostering a safe space and sense of belonging (59.9%), and celebrating cultural heritage, while also appreciating its academic, career, mentorship, leadership, and community engagement opportunities. Since students can choose more than one answer, the total percentages exceed 100%.



Black students

Table 136. Top ten reasons for choosing Sac State

Proximity to home	62.6%
Offered my major/program of interest	48.3%
Academic reputation/ Quality of academic program	38.7%
Cost of tuition	36.1%
Look and feel of campus	31.3%
Racial diversity/commitment to racial diversity on campus	30.6%
Financial aid package/scholarships	28.6%
Designations as Hispanic-Serving Institution (HSI) and Asian American and Native American Pacific Islander-Serving Institution (AANAPISI) or Black Honors College (BHC)	19.7%
Financial stability of school	19.7%
Cost of enrollment deposit (or lack of cost)	19.0%

Table 137. Top five reasons to pursue higher education

To be able to get a better job	85.0%
To be able to make more money	85.0%
To improve my personal development skills	65.7%
To learn about things that interest me	59.3%
To help my community	50.7%

Table 138. Top five barriers faced during college application process

Tuition (cost)	52.2%
Understanding the college application requirements and steps	34.8%
Limited access to resources	30.4%
Understanding the FAFSA and CADAA application requirements and steps	27.8%
Application fee	27.0%

Table 139. My first few weeks of college, I...

felt out of place/awkward/alone	50.7%
felt like I belonged immediately	18.6%
connected with a center or program	18.6%
connected closely with one other student	14.3%
connected closely with one professor/faculty member	0.0%

Black students (cont.)

Table 140. Top five career and workforce development resources most helpful for student success and degree completion

Job, internship or volunteer placement	70.2%
Résumé, cover letter, and LinkedIn profile development	66.7%
Evaluating offers and salary negotiation	65.5%
Apprenticeships	64.3%
Exploring post grad options	64.3%

Table 141. Top five academic resources most helpful for student success and degree completion

Academic advising	79.7%
Course scheduling	72.2%
Major and career exploration	68.4%
Graduate and professional school preparation	55.7%
Faculty mentoring	54.4%

Table 142. Top five mental health and wellness resources most helpful for student success and degree completion

Financial literacy and stress management workshops	73.8%
Mindfulness, meditation, and stress-reduction sessions	71.3%
ADHD and learning disability testing	61.3%
Telehealth/virtual counseling (after-hours and weekends)	56.3%
Workshops on sleep hygiene, nutrition, and exercise	56.3%

Table 143. Top five personal supports, information, or services needed for student degree progress and completion

Stress management	82.1%
Mental health	79.5%
Motivation	70.5%
Social Support (friends etc.)	61.5%
Academic pressure	59.0%

Black students (cont.)

Table 144. I see myself as part of the campus community

Agree	31.4%
Neutral	36.0%
Disagree	32.6%

Table 145. How often have you felt depressed?

Frequently	31.1%
Occasionally	41.1%
Not At All	27.8%

Table 146. How often have you felt overwhelmed by all you had to do?

Frequently	61.1%
Occasionally	30.0%
Not At All	8.9%





Multi-Cultural Center

Table 147. Multi-Cultural Center

Host social gatherings	65.2%
Celebrate cultural heritage and histories	63.1%
Safe space/Sense of belonging	59.3%
Get involved with the campus's surrounding community	55.5%
Mental health & wellness	55.2%
Promote cross-cultural understanding	52.5%
Promote a welcoming and inclusive campus environment	51.9%
Offer peer support groups to meet other college students	51.3%
Provide academic support	51.3%
Offer educational and cultural programs	50.1%
Provide career and workforce development	48.7%
Mentorship with faculty and staff	48.1%
Provide leadership development	45.1%

Students most valued the Multi-Cultural Center for hosting social gatherings (65.2%) and celebrating cultural heritage and histories (63.1%), along with fostering a safe space and sense of belonging (59.3%) and promoting community engagement, cross-cultural understanding, and academic and career support. Since students can choose more than one answer, the total percentages exceed 100%.

Multi-Cultural
Graduation

Multiracial/Biracial students

Table 148. Top ten reasons for choosing Sac State

Proximity to home	63.9%
Offered my major/program of interest	56.9%
Cost of tuition	50.0%
Academic reputation/ Quality of academic program	48.6%
Look and feel of campus	47.2%
Racial diversity/commitment to racial diversity on campus	26.4%
Financial stability of school	23.6%
Financial aid package/scholarships	23.6%
Extracurricular activities/campus life	23.6%
Cost of enrollment deposit (or lack of cost)	22.2%

Table 149. Top five reasons to pursue higher education

To be able to get a better job	88.2%
To be able to make more money	80.9%
To learn about things that interest me	72.1%
To improve my personal development skills	69.1%
To help my community	58.8%

Table 150. Top five barriers faced during college application process

Tuition (cost)	63.0%
Understanding the FAFSA and CADAA application requirements and steps	46.3%
Understanding the college application requirements and steps	42.6%
Lack of information about college	31.5%
Limited access to resources	29.6%

Table 151. My first few weeks of college, I...

felt out of place/awkward/alone	59.7%
connected closely with one other student	11.9%
felt like I belonged immediately	10.4%
connected with a center or program	9.0%
connected closely with one professor/faculty member	9.0%

Multiracial/Biracial students

Table 152. Top five career and workforce development resources most helpful for student success and degree completion

Career fairs, information sessions, and networking events	70.2%
Job, internship or volunteer placement	66.0%
Résumé, cover letter, and LinkedIn profile development	66.0%
Exploring post grad options	66.0%
Exploring post grad options	61.5%

Table 153. Top five academic resources most helpful for student success and degree completion

Academic advising	67.4%
Course scheduling	65.2%
Major and career exploration	60.9%
Graduate and professional school preparation	56.5%
Faculty mentoring	54.3%

Table 154. Top five mental health and wellness resources most helpful for student success and degree completion

Financial literacy and stress management workshops	69.0%
Mindfulness, meditation, and stress-reduction sessions	66.7%
Workshops on sleep hygiene, nutrition, and exercise	61.9%
ADHD and learning disability testing	59.5%
Trauma-informed care resources (domestic violence, sexual assault support services etc.)	57.1%

Table 155. Top five personal supports, information, or services needed for student degree progress and completion

Mental health	71.4%
Social Support (friends etc.)	66.7%
Stress management	64.3%
Motivation	64.3%
Life skills (negotiate conflict, solve problems, and handle responsibilities)	57.1%

Multiracial/Biracial students

Table 156. I see myself as part of the campus community

Agree	17.4%
Neutral	47.8%
Disagree	34.8%

Table 157. How often have you felt depressed?

Frequently	32.6%
Occasionally	43.5%
Not At All	23.9%

Table 158. How often have you felt overwhelmed by all you had to do?

Frequently	56.5%
Occasionally	37.0%
Not At All	6.5%



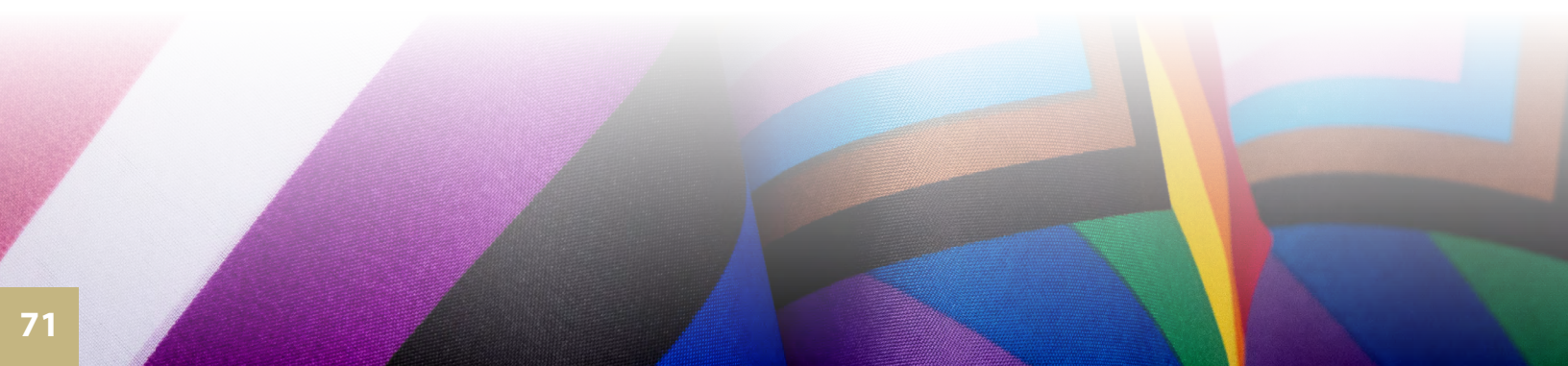


PRIDE Center

Table 159. PRIDE Center

Safe space/Sense of belonging	64.9%
Mental health & wellness	63.6%
Host social gatherings	63.3%
Get involved with the campus's surrounding community	56.2%
Promote a welcoming and inclusive campus environment	53.0%
Offer peer support groups to meet other college students	51.8%
Celebrate cultural heritage and histories	47.6%
Mentorship with faculty and staff	47.3%
Provide career and workforce development	46.0%
Offer educational and cultural programs	45.4%
Promote cross-cultural understanding	45.4%
Provide leadership development	42.8%
Provide academic support	41.9%

Students most valued the PRIDE Center for providing a safe space and sense of belonging (64.9%), supporting mental health and wellness (63.6%), and hosting social gatherings (63.3%), along with promoting inclusivity, community engagement, peer support, and academic and career development opportunities. Since students can choose more than one answer, the total percentages exceed 100%.



LGBTQ+ students

Table 160. Top ten reasons for choosing Sac State.

Proximity to home	63.6%
Offered my major/program of interest	58.5%
Cost of tuition	52.6%
Look and feel of campus	37.2%
Academic reputation/ Quality of academic program	35.2%
Financial aid package/scholarships	28.9%
Cost of enrollment deposit (or lack of cost)	22.1%
Racial diversity/commitment to racial diversity on campus	17.8%
Financial stability of school	15.4%
Family member went here	14.6%

Table 161. Top five reasons to pursue higher education

To be able to get a better job	86.3%
To be able to make more money	81.7%
To learn about things that interest me	68.8%
To improve my personal development skills	64.6%
To get training for a specific career	59.6%

Table 162. Top five barriers faced during college application process

Tuition (cost)	57.6%
Understanding the college application requirements and steps	39.4%
Understanding the FAFSA and CADAA application requirements and steps	38.4%
Application fee	32.0%
Distance from home/family	26.6%

Table 163. My first few weeks of college, I...

felt out of place/awkward/alone	62.7%
connected closely with one other student	14.4%
felt like I belonged immediately	12.3%
connected with a center or program	11.9%
connected closely with one professor/faculty member	5.9%

LGBTQ+ students (cont.)

Table 164. Top five career and workforce development resources most helpful for student success and degree completion

Job, internship or volunteer placement	75.8%
Apprenticeships	65.8%
Resume, cover letter, and LinkedIn profile development	64.4%
Career fairs, information sessions, and networking events	63.1%
Exploring post grad options	62.4%

Table 165. Top five academic resources most helpful for student success and degree completion

Academic advising	74.5%
Course scheduling	66.7%
Major and career exploration	61.0%
Undergraduate research experiences	48.2%
Study abroad or other summer programs	46.8%

Table 166. Top five mental health and wellness resources most helpful for student success and degree completion

LGBTQ+ affirming mental health and wellness support	77.8%
ADHD and learning disability testing	72.9%
Financial literacy and stress management workshops	63.9%
Psychiatric medication evaluation and management	61.8%
Mindfulness, meditation, and stress-reduction sessions	60.4%

Table 167. Top five personal supports, information, or services needed for student degree progress and completion

Mental health	73.9%
Stress management	69.7%
Motivation	64.8%
Life skills (negotiate conflict, solve problems, and handle responsibilities)	60.6%
Social support (friends etc.)	59.9%

LGBTQ+ students (cont.)

Table 168. I see myself as part of the campus community

Agree	26.1%
Neutral	36.3%
Disagree	37.6%

Table 169. How often have you felt depressed?

Frequently	36.4%
Occasionally	43.9%
Not At All	19.7%

Table 170. How often have you felt overwhelmed by all you had to do?

Frequently	60.2%
Occasionally	33.5%
Not At All	6.3%





Southwest Asian and North African Center

Table 171. Southwest Asian and North African Center

Host social gatherings	64.3%
Celebrate cultural heritage and histories	60.9%
Safe space/Sense of belonging	59.1%
Mental health & wellness	55.2%
Get involved with the campus's surrounding community	54.8%
Provide career and workforce development	51.3%
Promote a welcoming and inclusive campus environment	50.0%
Provide academic support	50.0%
Mentorship with faculty and staff	48.7%
Promote cross-cultural understanding	48.3%
Provide leadership development	47.4%
Offer educational and cultural programs	47.0%
Offer peer support groups to meet other college students	45.2%

Students most valued the Southwest Asian and North African Center for hosting social gatherings (64.3%) and celebrating cultural heritage and histories (60.9%), along with fostering a safe space and sense of belonging (59.1%) and providing mental health, academic, career, and community engagement support. Since students can choose more than one answer, the total percentages exceed 100%.



Southwest Asian/North African/ Middle Eastern students

Table 172. Top ten reasons for choosing Sac State

Cost of tuition	63.0%
Proximity to home	55.6%
Academic reputation/ Quality of academic program	55.5%
Offered my major/program of interest	51.9%
No SAT/ACT scores required	37.0%
Family member went here	33.3%
Look and feel of campus	29.6%
Financial aid package/scholarships	22.2%
Racial diversity/commitment to racial diversity on campus	18.5%
Cost of enrollment deposit (or lack of cost)	18.5%

Table 173. Top five reasons to pursue higher education

To be able to get a better job	87.0%
To be able to make more money	82.6%
To learn about things that interest me	78.3%
To help my family/parents	69.6%
To improve my personal development skills	60.9%

Table 174. Top five barriers faced during college application process

Understanding the FAFSA and CADAA application requirements and steps	65.0%
Understanding the college application requirements and steps	60.0%
Tuition (cost)	55.0%
Lack of information about college	45.0%
Family attitude (lack of support etc.)	45.0%

Table 175. My first few weeks of college, I...

felt out of place/awkward/alone	52.2%
connected closely with one other student	17.4%
connected closely with one professor/faculty member	17.4%
felt like I belonged immediately	13.0%
connected with a center or program	8.7%

Southwest Asian/North African/ Middle Eastern students (cont.)

Table 176. Top five career and workforce development resources most helpful for student success and degree completion

Job, internship or volunteer placement	69.2%
Soft skills training (communication, teamwork, leadership, etc.)	69.2%
Career fairs, information sessions, and networking events	69.2%
Finding mentors and developing professional networks	69.2%
Certification programs relevant to career goals	61.5%

Table 177. Top five academic resources most helpful for student success and degree completion

Undergraduate research experiences	66.7%
Research skills development	66.7%
Academic advising	58.3%
Major and career exploration	58.3%
Graduate and professional school preparation	41.7%

Table 178. Top five mental health and wellness resources most helpful for student success and degree completion

Workshops on sleep hygiene, nutrition, and exercise	54.5%
Trauma-informed care resources (domestic violence, sexual assault support services etc.)	45.5%
Financial literacy and stress management workshops	45.5%
Mindfulness, meditation, and stress-reduction sessions	45.5%
Suicide prevention and postvention resources	45.5%

Table 179. Top five personal supports, information, or services needed for student degree progress and completion

Stress management	71.4%
Motivation	71.4%
Academic pressure	57.1%
Mental health	42.9%
Social Support (friends etc.)	42.9%

Southwest Asian/North African/ Middle Eastern students (cont.)

Table 180. I see myself as part of the campus community

Agree	21.4%
Neutral	42.9%
Disagree	35.7%

Table 181. How often have you felt depressed?

Frequently	42.9%
Occasionally	21.4%
Not At All	35.7%

Table 182. How often have you felt overwhelmed by all you had to do?

Frequently	64.3%
Occasionally	21.4%
Not At All	14.3%





Women's Resource Center

Table 183. Women's Resource Center

Mental health & wellness	71.5%
Safe space/Sense of belonging	64.0%
Host social gatherings	61.4%
Offer peer support groups to meet other college students	54.2%
Get involved with the campus's surrounding community	52.7%
Provide career and workforce development	51.9%
Provide leadership development	51.0%
Mentorship with faculty and staff	50.4%
Promote a welcoming and inclusive campus environment	50.4%
Provide academic support	48.1%
Offer educational and cultural programs	45.0%
Celebrate cultural heritage and histories	42.7%
Promote cross-cultural understanding	39.5%

Students most valued the Women's Resource Center for its support of mental health and wellness (71.5%) and for providing a safe space and sense of belonging (64.0%), along with hosting social gatherings and offering peer support, leadership development, mentorship, and career and academic support opportunities. Since students can choose more than one answer, the total percentages exceed 100%.



Male and Female students

Table 184. Top ten reasons for choosing Sac State

	Male	Female
Proximity to home	61.7%	64.5%
Offered my major/program of interest	49.8%	52.9%
Cost of tuition	48.1%	45.1%
Academic reputation/ Quality of academic program	40.4%	38.4%
Look and feel of campus	27.7%	30.7%
Financial aid package/scholarships	24.7%	26.4%
Cost of enrollment deposit (or lack of cost)	20.4%	16.8%
Family member went here	19.6%	19.4%
Racial diversity/commitment to racial diversity on campus	16.6%	20.7%
Cultural/identity center or program	14.0%	14.2%

Table 185. Top five reasons to pursue higher education

	Male	Female
To be able to get a better job	85.5%	86.9%
To be able to make more money	79.7%	82.0%
To improve my personal development skills	60.8%	63.0%
To learn about things that interest me	61.2%	58.7%
To gain a general education and appreciate of new ideas	55.1%	49.3%

Table 186. Top five barriers faced during college application process

	Male	Female
Tuition (cost)	60.0%	61.9%
Understanding the college application requirements and steps	45.4%	41.8%
Understanding the FAFSA and CADAA application requirements and steps	42.7%	40.0%
Lack of information about college	34.6%	27.5%
Application fee	29.7%	28.9%

Table 187. My first few weeks of college, I...

	Male	Female
felt out of place/awkward/alone	47.9%	56.5%
connected with a center or program	20.5%	10.5%
connected closely with one other student	15.1%	12.9%
felt like I belonged immediately	14.2%	14.7%
connected closely with one professor/faculty member	10.5%	7.2%

Male and Female students (cont.)

Table 188. Top five career and workforce development resources most helpful for student success and degree completion

	Male	Female
Job, internship or volunteer placement	74.1%	71.7%
Career fairs, information sessions, and networking events	66.0%	60.1%
Apprenticeships	63.9%	55.8%
Finding mentors and developing professional networks	59.9%	59.2%
Certification programs relevant to career goals	57.8%	64.8%

Table 189. Top five academic resources most helpful for student success and degree completion

	Male	Female
Academic advising	70.7%	69.3%
Major and career exploration	60.0%	60.1%
Course scheduling	65.0%	64.7%
Faculty mentoring	46.4%	45.5%
Graduate and professional school preparation	44.3%	50.8%

Table 190. Top five mental health and wellness resources most helpful for student success and degree completion

	Male	Female
Financial literacy and stress management workshops	62.4%	66.1%
Mindfulness, meditation, and stress-reduction sessions	59.0%	68.1%
ADHD and learning disability testing	51.3%	51.6%
Workshops on sleep hygiene, nutrition, and exercise	44.4%	54.5%
Peer support programs (e.g., trained peer wellness advocates, peer mentoring)	40.2%	43.5%

Table 191. Top five personal supports, information, or services needed for student degree progress and completion

	Male	Female
Motivation	62.7%	66.2%
Mental health	57.5%	69.5%
Academic pressure	54.5%	51.1%
Stress management	53.0%	74.1%
Life skills (negotiate conflict, solve problems, and handle responsibilities)	49.3%	58.4%

Male and Female students (cont.)

Table 192. I see myself as part of the campus community

	Male	Female
Agree	35.6%	27.6%
Neutral	39.3%	38.8%
Disagree	25.1%	33.6%

Table 193. How often have you felt depressed?

	Male	Female
Frequently	14.3%	27.5%
Occasionally	48.4%	43.6%
Not at All	37.3%	28.9%

Table 194. How often have you felt overwhelmed by all you had to do?

	Male	Female
Frequently	39.4%	55.4%
Occasionally	47.5%	37.2%
Not at All	13.1%	7.4%





Veterans Success Center

Table 195. Veterans Success Center

Mental health & wellness	65.8%
Provide career and workforce development	60.0%
Safe space/Sense of belonging	58.7%
Host social gatherings	56.4%
Provide academic support	54.2%
Get involved with the campus's surrounding community	54.2%
Promote a welcoming and inclusive campus environment	53.3%
Mentorship with faculty and staff	51.6%
Provide leadership development	51.6%
Offer peer support groups to meet other college students	51.1%
Celebrate cultural heritage and histories	44.4%
Offer educational and cultural programs	44.4%
Promote cross-cultural understanding	41.3%

Students most valued the Veterans Success Center for its support of mental health and wellness (65.8%) and career and workforce development (60.0%), along with fostering a safe space and sense of belonging (58.7%) and providing academic support, mentorship, leadership development, and community engagement opportunities. Since students can choose more than one answer, the total percentages exceed 100%.



Military Affiliated/Veteran

Table 196. Top ten reasons for choosing Sac State

	Active Duty	Dependent	Reserve/National Guard	Veteran
Proximity to home	100.0%	64.7%	83.3%	68.0%
Look and feel of campus	100.0%	35.5%	33.3%	40.0%
Financial aid package/scholarships	100.0%	33.1%	0.0%	16.0%
Cost of enrollment deposit (or lack of cost)	100.0%	22.8%	33.3%	28.0%
Cost of tuition	100.0%	47.8%	83.3%	28.0%
Family member went here	100.0%	23.5%	50.0%	8.0%
Offered my major/program of interest	66.7%	47.8%	50.0%	64.0%
Academic reputation/ Quality of academic program	66.7%	49.0%	49.0%	32.0%
Admissions team staying in touch during process	66.7%	11.8%	0.0%	4.0%
Financial stability of school	66.7%	20.6%	0.0%	12.0%

Table 197. Top five reasons to pursue higher education

	Active Duty	Dependent	Reserve/National Guard	Veteran
To be able to make more money	100.0%	84.4%	50.0%	65.4%
To be able to get a better job	100.0%	89.1%	50.0%	84.6%
To gain a general education and appreciate of new ideas	100.0%	59.4%	50.0%	42.3%
To help my family/parents	100.0%	46.9%	25.0%	26.9%
To improve my personal development skills	66.7%	66.4%	50.0%	57.7%

Military Affiliated/Veteran (cont.)

Table 198. Top five barriers faced during college application process

	Active Duty	Dependent	Reserve/National Guard	Veteran
Tuition (cost)	100.0%	59.3%	100.0%	35.3%
Understanding the college application requirements and steps	100.0%	40.7%	66.7%	47.1%
Understanding the FAFSA and CADAA application requirements and steps	100.0%	39.8%	33.3%	35.5%
Application fee	66.7%	34.4%	33.3%	29.4%
Family attitude (lack of support etc.)	66.7%	23.1%	66.7%	5.9%

Table 199. My first few weeks of college, I...

	Active Duty	Dependent	Reserve/National Guard	Veteran
felt out of place/awkward/alone	33.3%	50.8%	100.0%	52.2%
felt like I belonged immediately	33.3%	12.5%	0.0%	8.7%
connected closely with one professor/faculty member	33.3%	5.5%	0.0%	4.3%
connected with a center or program	0.0%	14.1%	0.0%	13.0%
connected closely with one other student	0.0%	15.6%	0.0%	17.4%

Table 200. Top five career and workforce development resources most helpful for student success and degree completion

	Active Duty	Dependent	Reserve/National Guard	Veteran
Job, internship or volunteer placement	100.0%	70.3%	50.0%	60.0%
Certification programs relevant to career goals	100.0%	61.5%	50.0%	53.3%
Soft skills training (communication, teamwork, leadership, etc.)	100.0%	47.3%	50.0%	33.3%
Career fairs, information sessions, and networking events	100.0%	64.8%	100.0%	66.7%
1:1 Career counseling/guidance	100.0%	61.5%	50.0%	53.3%

Military Affiliated/Veteran (cont.)

Table 201. Top five academic resources most helpful for student success and degree completion

	Active Duty	Dependent	Reserve/National Guard	Veteran
Course scheduling	50.0%	68.5%	66.7%	87.5%
Academic advising	50.0%	71.9%	66.7%	62.5%
Major and career exploration	50.0%	61.8%	66.7%	50.0%
Writing support	50.0%	58.4%	0.0%	18.8%
Graduate and professional school preparation	50.0%	49.4%	66.7%	18.8%

Table 202. Top five mental health and wellness resources most helpful for student success and degree completion

	Active Duty	Dependent	Reserve/National Guard	Veteran
Trauma-informed care resources (domestic violence, sexual assault support services etc.)	100.0%	53.0%	50.0%	27.3%
Mindfulness, meditation, and stress-reduction sessions	100.0%	68.7%	50.0%	72.7%
ADHD and learning disability testing	100.0%	61.4%	50.0%	54.5%
Financial literacy and stress management workshops	100.0%	63.9%	50.0%	54.5%
Telehealth/virtual counseling (after-hours and weekends)	100.0%	54.2%	50.0%	54.5%

Table 203. Top five personal supports, information, or services needed for student degree progress and completion

	Active Duty	Dependent	Reserve/National Guard	Veteran
Substance abuse	100.0%	27.1%	33.3%	45.5%
Stress management	50.0%	67.1%	66.8%	81.8%
Mental health	50.0%	68.2%	100.0%	90.9%
Motivation	50.0%	68.2%	100.0%	54.5%
Life skills (negotiate conflict, solve problems, and handle responsibilities)	50.0%	58.8%	66.7%	54.5%

Military Affiliated/Veteran (cont.)

Table 204. I see myself as part of the campus community

	Active Duty	Dependent	Reserve/National Guard	Veteran
Agree	0.0%	42.2%	0.0%	22.2%
Neutral	0.0%	30.0%	25.0%	33.3%
Disagree	100.0%	27.8%	75.0%	44.4%

Table 205. How often have you felt depressed?

	Active Duty	Dependent	Reserve/National Guard	Veteran
Frequently	0.0%	23.1%	75.0%	35.3%
Occasionally	100.0%	47.3%	0.0%	35.3%
Not at All	0.0%	29.7%	25.0%	29.4%

Table 206. How often have you felt overwhelmed by all you had to do?

	Active Duty	Dependent	Reserve/National Guard	Veteran
Frequently	100.0%	47.8%	75.0%	44.4%
Occasionally	0.0%	40.0%	0.0%	38.9%
Not at All	0.0%	12.2%	25.0%	16.7%

The following section presents disaggregated data from various student subgroups who completed the survey, highlighting their experiences with support, information, and services.

First-generation college students

Table 207. Top ten reasons for choosing Sac State.

	First gen	Non-first gen
Proximity to home	61.2%	68.8%
Offered my major/program of interest	50.4%	53.8%
Cost of tuition	45.0%	50.6%
Academic reputation/ Quality of academic program	37.8%	40.3%
Look and feel of campus	29.8%	30.0%
Financial aid package/scholarships	29.8%	20.0%
Cultural/identity center or program	17.4%	9.7%
Cost of enrollment deposit (or lack of cost)	17.4%	19.7%
Racial diversity/commitment to racial diversity on campus	16.9%	21.8%
Financial stability of school	16.9%	12.1%

Table 208. Top five reasons to pursue higher education

	First gen	Non-first gen
To be able to get a better job	87.3%	83.4%
To be able to make more money	81.1%	80.3%
To improve my personal development skills	63.0%	59.7%
To learn about things that interest me	55.9%	65.0%
To help my family/parents	54.6%	36.6%



First-generation college students (cont.)

Table 209. Top five barriers faced during college application process

	First gen	Non-first gen
Tuition (cost)	64.4%	56.0%
Understanding the FAFSA and CADAA application requirements and steps	44.1%	36.5%
Understanding the college application requirements and steps	43.3%	39.7%
Lack of information about college	31.0%	25.8%
Application fee	30.0%	28.6%

Table 210. My first few weeks of college, I...

	First gen	Non-first gen
felt out of place/awkward/alone	54.5%	54.2%
connected with a center or program	14.2%	11.5%
felt like I belonged immediately	12.9%	15.4%
connected closely with one professor/faculty member	6.8%	9.6%
connected closely with one other student	14.4%	13.1%



First-generation college students (cont.)

Table 211. Top five career and workforce development resources most helpful for student success and degree completion

	First gen	Non-first gen
Job, internship or volunteer placement	74.0%	70.4%
Certification programs relevant to career goals	65.3%	58.8%
Résumé, cover letter, and LinkedIn profile development	64.2%	62.5%
Finding mentors and developing professional networks	62.5%	54.6%
Apprenticeships	59.6%	55.6%

Table 212. Top five academic resources most helpful for student success and degree completion

	First gen	Non-first gen
Academic advising	72.7%	67.0%
Course scheduling	65.6%	61.8%
Major and career exploration	58.5%	60.8%
Graduate and professional school preparation	51.1%	43.9%
Faculty mentoring	44.3%	45.3%

First-generation college students (cont.)

Table 213. Top five mental health and wellness resources most helpful for student success and degree completion

	First gen	Non-first gen
Mindfulness, meditation, and stress-reduction sessions	66.3%	58.5%
Financial literacy and stress management workshops	66.3%	60.6%
ADHD and learning disability testing	52.2%	56.4%
Workshops on sleep hygiene, nutrition, and exercise	51.9%	47.3%
Telehealth/virtual counseling (after-hours and weekends)	45.6%	45.2%

Table 214. Top five personal supports, information, or services needed for student degree progress and completion

	First gen	Non-first gen
Stress management	67.9%	64.6%
Motivation	67.2%	60.9%
Mental health	66.8%	65.6%
Life skills (negotiate conflict, solve problems, and handle responsibilities)	58.4%	65.6%
Academic pressure	54.4%	47.4%

First-generation college students (cont.)

Table 215. I see myself as part of the campus community

	First gen	Non-first gen
Agree	30.7%	28.4%
Neutral	38.2%	39.1%
Disagree	31.0%	32.4%

Table 216. How often have you felt depressed?

	First gen	Non-first gen
Frequently	25.3%	23.8%
Occasionally	44.1%	46.6%
Not at All	30.6%	29.5%

Table 217. How often have you felt overwhelmed by all you had to do?

	First gen	Non-first gen
Frequently	52.7%	47.4%
Occasionally	41.0%	39.7%
Not at All	6.3%	12.9%



Foster Youth Students

Table 218. Top ten reasons for choosing Sac State

Proximity to home	61.2%
Offered my major/program of interest	50.4%
Cost of tuition	45.0%
Academic reputation/ Quality of academic program	37.8%
Look and feel of campus	29.8%
Financial aid package/scholarships	29.8%
Cultural/identity center or program	17.4%
Cost of enrollment deposit (or lack of cost)	17.4%
Racial diversity/commitment to racial diversity on campus	16.9%
Financial stability of school	16.9%

Table 219. Top five reasons to pursue higher education

To be able to make more money	79.5%
To be able to get a better job	77.3%
To improve my personal development skills	70.5%
To learn about things that interest me	65.9%
To get training for a specific career	65.9%

Table 220. Top five barriers faced during college application process

Tuition (cost)	73.0%
Understanding the college application requirements and steps	51.4%
Understanding the FAFSA and CADAA application requirements and steps	43.2%
Application fee	37.8%
Distance from home/family	35.1%

Table 221. My first few weeks of college, I...

felt out of place/awkward/alone	51.2%
felt like I belonged immediately	16.3%
connected with a center or program	11.6%
connected closely with one professor/faculty member	11.6%
connected closely with one other student	0%



Table 222. Top five career and workforce development resources most helpful for student success and degree completion

Job, internship or volunteer placement	82.8%
Certification programs relevant to career goals	72.4%
Soft skills training (communication, teamwork, leadership, etc.)	72.4%
Career fairs, information sessions, and networking events	69.0%
1:1 Career counseling/guidance	69.0%

Table 223. Top five academic resources most helpful for student success and degree completion

Course scheduling	77.8%
Academic advising	74.1%
Major and career exploration	70.4%
Writing support	70.4%
Graduate and professional school preparation	66.7%

Table 224. Top five mental health and wellness resources most helpful for student success and degree completion

Trauma-informed care resources (domestic violence, sexual assault support services etc.)	80.8%
Mindfulness, meditation, and stress-reduction sessions	73.1%
ADHD and learning disability testing	73.1%
Financial literacy and stress management workshops	69.2%
Support for students with disabilities or chronic health conditions	65.4%

Table 225. Top five personal supports, information, or services needed for student degree progress and completion

Stress management	80.0%
Mental health	80.0%
Motivation	72.0%
Life skills (negotiate conflict, solve problems, and handle responsibilities)	68.0%
Academic pressure	60.0%

Table 226. How often have you felt depressed?

Frequently	32.4%
Occasionally	32.4%
Not at All	35.3%

Table 227. Felt overwhelmed by all you had to do?

Frequently	50.0%
Occasionally	41.2%
Not At All	8.8%

White Students

Table 228. Top ten reasons for choosing Sac State

Proximity to home	72.2%
Offered my major/program of interest	61.2%
Cost of tuition	51.2%
Academic reputation/ Quality of academic program	41.0%
Look and feel of campus	25.6%
Financial aid package/scholarships	23.5%
Cost of enrollment deposit (or lack of cost)	17.4%
Family member went here	17.1%
Racial diversity/commitment to racial diversity on campus	13.9%
No SAT/ACT scores required	13.9%

Table 229. Top five reasons to pursue higher education

To be able to get a better job	84.2%
To be able to make more money	79.1%
To learn about things that interest me	68.1%
To improve my personal development skills	61.2%
To get training for a specific career	60.1%

Table 230. Top five barriers faced during college application process

Tuition (cost)	62.5%
Understanding the college application requirements and steps	42.1%
Understanding the FAFSA and CADAA application requirements and steps	39.4%
Application fee	31.5%
Lack of information about college	29.2%

Table 231. My first few weeks of college, I...

felt out of place/awkward/alone	61.2%
connected closely with one other student	13.3%
felt like I belonged immediately	11.4%
connected with a center or program	11.0%
connected closely with one professor/faculty member	8.0%



Table 232. Top five career and workforce development resources most helpful for student success and degree completion

Job, internship or volunteer placement	69.7%
Résumé, cover letter, and LinkedIn profile development	65.1%
Certification programs relevant to career goals	61.1%
Evaluating offers and salary negotiation	48.6%
Exploring post grad options	58.9%

Table 233. Top five academic resources most helpful for student success and degree completion

Academic advising	68.0%
Course scheduling	64.6%
Major and career exploration	55.4%
Faculty mentoring	44.0%
Graduate and professional school preparation	42.3%

Table 234. Top five mental health and wellness resources most helpful for student success and degree completion

Mindfulness, meditation, and stress-reduction sessions	56.0%
ADHD and learning disability testing	56.0%
Financial literacy and stress management workshops	55.3%
Telehealth/virtual counseling (after-hours and weekends)	48.4%
Psychiatric medication evaluation and management	44.7%

Table 235. Top five personal supports, information, or services needed for student degree progress and completion

Motivation	66.0%
Mental health	65.4%
Stress management	64.1%
Life skills (negotiate conflict, solve problems, and handle responsibilities)	56.2%
Social Support (friends etc.)	52.9%

Table 236. I see myself as part of the campus community

Agree	22.8%
Neutral	38.1%
Disagree	39.1%

Table 237. How often have you felt depressed?

Frequently	28.1%
Occasionally	45.4%
Not At All	26.5%

Table 238. Felt overwhelmed by all you had to do?

Frequently	50.5%
Occasionally	39.4%
Not At All	10.1%

Conclusion

This report highlights both the strengths of Sacramento State students and the challenges they face in building connections, finding resources, and maintaining their well-being. The key takeaway is that student success should be viewed as a whole experience, one that includes academic, financial, social, and emotional factors. Further, the findings show a clear need for action. This includes strengthening early engagement, making support services easier to find and use, and creating more spaces and programs that help students feel a sense of belonging. It also emphasizes the importance of working together across campus to better support students in a coordinated and effective way.

Moving forward, the intention of this report is to guide future efforts and decisions. By continuing to listen to students and using this data to improve programs and services, the University may collectively be a more supportive and inclusive campus, one where all students can thrive in the Hive.

In partnership,

Cultural Academic Resource Centers Leadership





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