

California State University, Sacramento

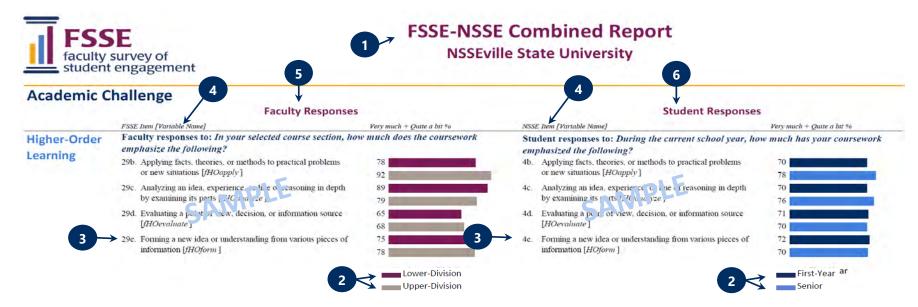
Prepared 2024-08-11 IPEDS: 110617



About This Report

The display below highlights details in the FSSE-NSSE Combined Report that are important to keep in mind when interpreting your results. For more information about the survey, please visit our website (fsse.iu.edu) or contact a member of the FSSE team.

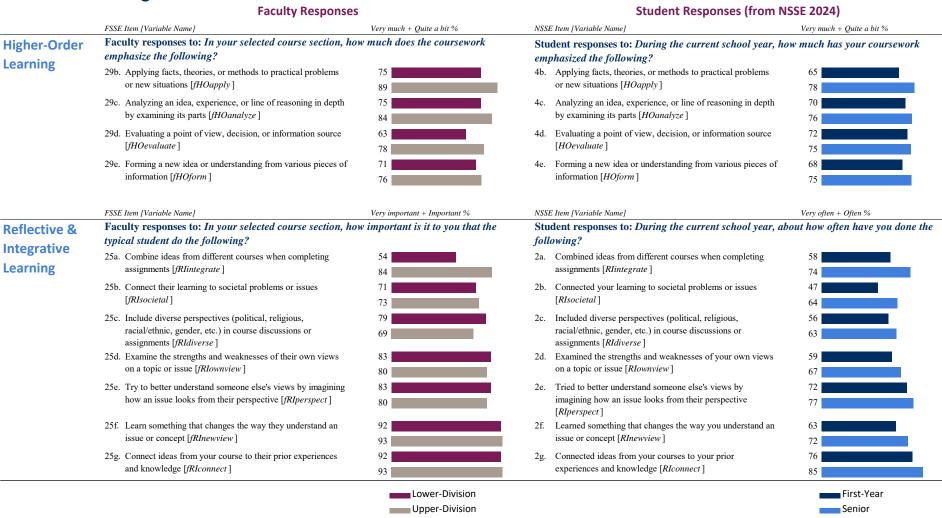
- 1. Sample: The FSSE-NSSE Combined Report shows responses from both students and faculty at your institution who completed NSSE and FSSE. This report contains responses from faculty who responded to the survey based on their experiences teaching either a lower- or upper-division course. Data from faculty who responded based on another type of course or who did not report a course level are not included in this report. All student responses are based on information from all randomly selected or census-administered students at your institution.
- 2. Class level: Frequency distributions are reported separately for faculty who report teaching lower-division or upper-division courses. Student responses are reported separately for first-year students and seniors as reported by your institution.
- 3. Item numbers: Item numbering corresponds to the survey facsimiles included in your Institutional Report and available on the NSSE and FSSE websites.
- 4. Item wording and variable names: Survey items are worded as they appear on the instrument. Variable names are included for easy reference to your data file, codebook, and other reports.
- 5. Faculty responses: The percentage of faculty who selected the indicated response categories. To match the response categories provided on the FSSE instrument, this column heading varies throughout the report.
- 6. Student responses: The percentage of students who selected the indicated response categories. To match the response categories provided on the NSSE instrument, this column heading varies throughout the report. The distribution of student responses match those in your NSSE Frequencies and Statistical Comparisons report.





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Academic Challenge





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Academic Challenge (continued) Faculty Responses Student Responses (from NSSE 2024) FSSE Item [Variable Name] Very much + Quite a bit % NSSE Item [Variable Name] Faculty responses to: In your selected course section, how much do you encourage Student responses to: During the current school year, about how often have you done the Learning students to do the following? following? **Strategies** 27e. Identify key information from reading assignments 9a. Identified key information from reading assignments [LSreading] [fLSreading] 27f. Review notes after class [fLSnotes] 9b. Reviewed your notes after class [LSnotes] 27g. Summarize what has been learned from class or from 9c. Summarized what you learned in class or from course course materials [fLSsummary] materials [LSsummary] FSSE Item [Variable Name] Very important + Important % NSSE Item [Variable Name] Very often + Often % Faculty responses to: In your selected course section, how important is it to you that the Student responses to: During the current school year, about how often have you done the Quantitative typical student do the following? following? Reasoning 24b. Reach conclusions based on their own analysis of numerical 6a. Reached conclusions based on your own analysis of information (numbers, graphs, statistics, etc.) numerical information (numbers, graphs, statistics, etc.) [fQRconclude] [QRconclude] 24c. Use numerical information to examine a real-world problem 6b. Used numerical information to examine a real-world or issue (unemployment, climate change, public health, etc.) problem or issue (unemployment, climate change, public [fQRproblem] health, etc.) [QRproblem] 24d. Evaluate what others have concluded from numerical 6c. Evaluated what others have concluded from numerical information [fQRevaluate] information [QRevaluate] FSSE Item [Variable Name] Very important + Important % NSSE Item [Variable Name] Very much + Quite a bit % Faculty responses to: How important is it to you that your institution increase its Student responses to: *How much does your institution emphasize the following?* **Additional** emphasis on each of the following? **Academic** 2a. Students spending significant amounts of time studying and 14a. Spending significant amounts of time studying and on Challenge on academic work [fempstudy] academic work [empstudy] **Items** FSSE Item [Variable Name] Very much + Ouite a bit % NSSE Item [Variable Name] High challenge % 23. In your selected course section, to what extent do you think 10. During the current school year, to what extent have your the typical student does their best work? [fchallenge] courses challenged you to do your best work? [challenge] Note. Response options ranged from 1=Not at all to 7=Very much; High challenge (6 or 7). Lower-Division First-Year

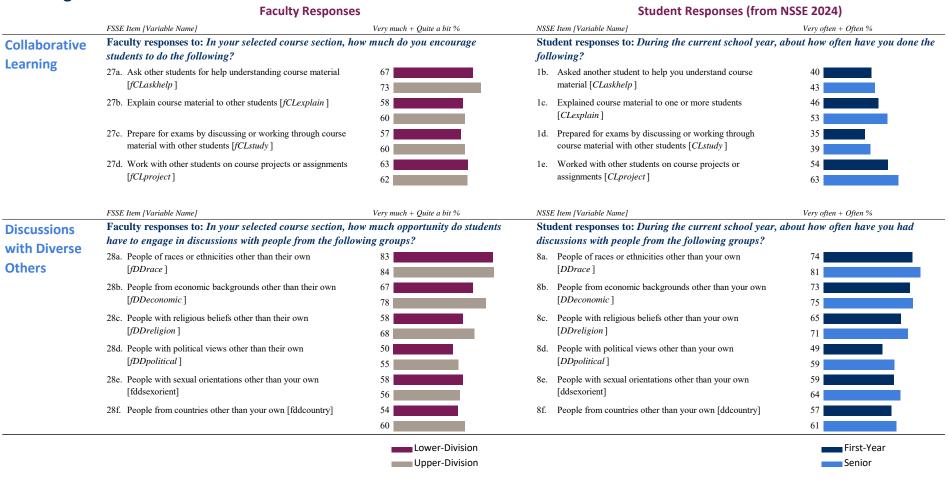
Upper-Division

Senior



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Learning with Peers





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Experiences with Faculty

consest o: During the current school year, about their career plans [fSFcareer] on activities other than coursework (committees, roups, etc.) [fSFotherwork] d course topics, ideas, or concepts outside of class [tSS] d their academic performance [fSFperform]		Student responses to: During the current school year, stollowing? 3a. Talked about career plans with a faculty member [SFcareer] 3b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.) [SFotherwork] 3c. Discussed course topics, ideas, or concepts with a faculty	Very often + Often % about how often you have done the 32 42 15 27
following with the undergraduate students you bout their career plans [fSFcareer] on activities other than coursework (committees, roups, etc.) [fSFotherwork] d course topics, ideas, or concepts outside of class uss]	71	following? 3a. Talked about career plans with a faculty member [SFcareer] 3b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.) [SFotherwork]	32 42
on activities other than coursework (committees, roups, etc.) [fSFotherwork] d course topics, ideas, or concepts outside of class uss]	72 25 27 54	[SFcareer] 3b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.) [SFotherwork]	42
roups, etc.) [fSFotherwork] d course topics, ideas, or concepts outside of class	54	coursework (committees, student groups, etc.) [SFotherwork]	15 27 20
uss]		3c. Discussed course topics, ideas, or concepts with a faculty	20
d their academic performance [fSFperform]		member outside of class [SFdiscuss]	30
	79 67	3d. Discussed your academic performance with a faculty member [SFperform]	31
able Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	Very much + Quite a bit %
oonses to: In your undergraduate courses, to	what extent do you do the	Student responses to: During the current school year, done the following?	to what extent have your instructo
xplain course goals and requirements [fETgoals]	92 96	5a. Clearly explained course goals and requirements [ETgoals]	76 85
urse sessions in an organized way [fETorganize]	100	5b. Taught course sessions in an organized way [ETorganize]	77 80
nples or illustrations to explain difficult points nple]	100	5c. Used examples or illustrations to explain difficult points [ETexample]	72 82
eedback to students on drafts or works in progress [fb]	58 	5d. Provided feedback on a draft or work in progress [ETdraftfb]	63
prompt and detailed feedback on tests or completed ints [fETfeedback]	79 78	 Provided prompt and detailed feedback on tests or completed assignments. [ETfeedback] 	59 64
1	explain course goals and requirements [fETgoals] urse sessions in an organized way [fETorganize] uples or illustrations to explain difficult points uple] eedback to students on drafts or works in progress fb] orompt and detailed feedback on tests or completed	eduction to students on drafts or works in progress fb] for prompt and detailed feedback on tests or completed	Student responses to: In your undergraduate courses, to what extent do you do the Student responses to: During the current school year, done the following? 5a. Clearly explained course goals and requirements [ETgoals] 96 urse sessions in an organized way [FETorganize] 100 5b. Taught course sessions in an organized way [ETorganize] 98 uples or illustrations to explain difficult points 100 5c. Used examples or illustrations to explain difficult points [ETexample] seedback to students on drafts or works in progress [FTorvided feedback on a draft or work in progress [ETdraftfb] sommpt and detailed feedback on tests or completed not sets or completed assignments. [ETfeedback] Lower-Division



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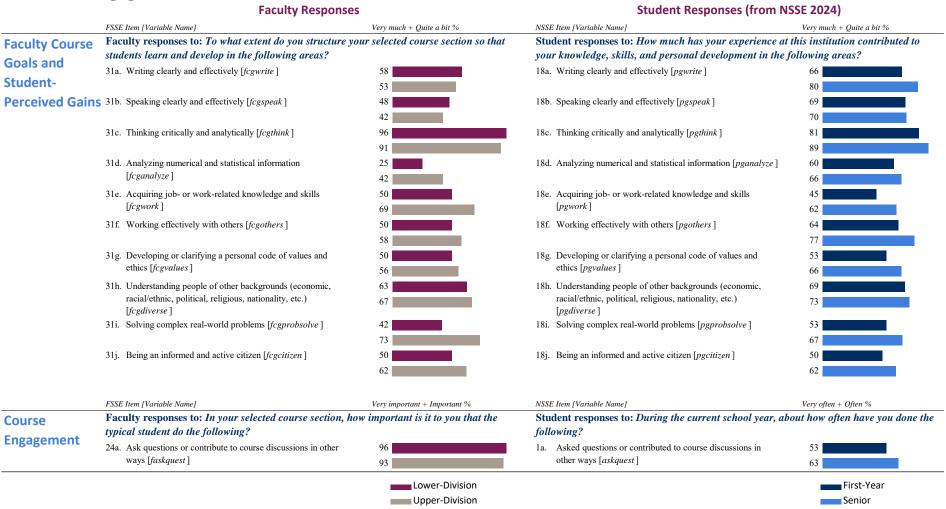
Campus Environment

	Faculty Responses		Student Responses (from NSSE 2024)		
	FSSE Item [Variable Name]	High ratings %	NSSE Item [Variable Name]	High ratings %	
Quality of	Faculty responses to: Indicate your perception of the quality of student interactions with the following people at your institution.		Student responses to: Indicate the quality of your interactions with the following people your institution.		
Interactions	4a. Other students [fQIstudent]	25 29	13a. Students [QIstudent]	50	
	4b. Academic advisors [fQladvisor]	9	13b. Academic advisors [Qladvisor]	57	
	4c. Faculty [fQlfaculty]	8	13c. Faculty [QIfaculty]	46	
	4d. Student services staff (career services, student activities, housing, etc.) [fQIstaff]	14	13d. Student services staff (career services, student activities, housing, etc.) [QIstaff]	42 32	
	4e. Other administrative staff and offices (registrar, financial aid, etc.) [fQIadmin]	14	13e. Other administrative staff and offices (registrar, financial aid, etc.) [<i>Qladmin</i>]	38 40	
	Note: Response options for faculty and student Quality of Interactions items ran	ged from 1=Poor to 7=Excellent; High ratings (6	or 7).		
	FSSE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Very much + Quite a bit %	
Supportive Environment	Faculty responses to: How important is it to you that your institution increase its emphasis on each of the following? Student responses to: How much does your institution emphasize the following?				
Liivii Oiliileit	2b. Providing support to help students succeed academically [fSEacademic]	96 91	14b. Providing support to help students succeed academically [SEacademic]	75 74 	
	2c. Students using learning support services (tutoring services, writing center, etc.) [fSElearnsup]	83	14c. Using learning support services (tutoring services, writing center, etc.) [SElearnsup]	76 	
	Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) [fSEdiverse]	88 	14d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) [SEdiverse]	57 64	
	2e. Providing opportunities for students to be involved socially [fSEsocial]	83 67	14e. Providing opportunities to be involved socially [SEsocial]	65 6 7	
	2f. Providing support for students' overall well-being (recreation, health care, counseling, etc.) [fSEwellness]	93	14f. Providing support for your overall well-being (recreation, health care, counseling, etc.) [SEwellness]	67 66	
	2g. Helping students manage their non-academic responsibilities (work, family, etc.) [fSEnonacad]	58	14g. Helping you manage your non-academic responsibilities (work, family, etc.) [SEnonacad]	33 36	
	2h. Students attending campus activities and events (performing arts, athletic events, etc.) [fSEactivities]	38	14h. Attending campus activities and events (performing arts, athletic events, etc.) [SEactivities]	58	
	2i. Students attending events that address important social, economic, or political issues [fSEevents]	63	 Attending events that address important social, economic, or political issues [SEevents] 	41	



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Additional Engagement Items





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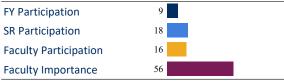
	Engagement Items (continued)				
	Faculty Responses		Student Responses (from NSSE 2024)		
	FSSE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Done or in progress %	
Student Leadership	Faculty responses to: How important is it to you that undergraduates at your institution do the following before they graduate?		Student responses to: Which of the following have you done while in college or do you plan to do before you graduate?		
Leadership	 Hold a formal leadership role in a student organization or group [fleader] 	25 24 24	11b. Hold a formal leadership role in a student organization or group [leader]	38	
	FSSE Item [Variable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	Very much + Quite a bit %	
Memorization	Faculty responses to: In your selected course section, he emphasize the following?	ow much does the coursework	Student responses to: During the current school year, if emphasized the following?	how much has your coursework	
	29a. Memorizing course material [finemorize]	17 24	4a. Memorizing course material [memorize]	74 68	
	FSSE Item [Variable Name]	16 or more hours %	NSSE Item [Variable Name]	16 or more hours %	
Time Spent by	Faculty responses to: In an average 7-day week, about how many hours do you think the typical student in your selected course section spends doing each of the following?		Student responses to: About how many hours do you spend in a typical 7-day week doing the following?		
Students	22a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) [fmprep]	0 2	16a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) [tmprep]	35 44 44 1	
	22b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) [ftmcocurr]	0	16b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) [tmcocurr]	6 1 5 1	
	22c. Working for pay on campus [ftmworkon]	14 14 7	16c. Working for pay on campus [tmworkon]	5	
	22d. Working for pay off campus [ftmworkoff]	70 70	16d. Working for pay off campus [tmworkoff]	19	
	22e. Doing community service or volunteer work [ftmservice]	0	16e. Doing community service or volunteer work [tmservice]	4	
	22f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) [ftmrelax]	26 21	16f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) [mrelax]	32 24	
	22g. Providing care for dependents (children, parents, etc.) [ftmcare]	22 23	16g. Providing care for dependents (children, parents, etc.) [tmcare]	9	
	22h. Commuting to campus (driving, walking, etc.) [ftmcommute]	4 1 2	16h. Commuting to campus (driving, walking, etc.) [tmcommute]	7	



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High-Impact Practices

Learning Community



NSSE variable: 11c learncom; FSSE variables: 1c flearncom, 8b fdlearncom

Internship or Field Experience

FY Participation	7
SR Participation	37
Faculty Participation	30
Faculty Importance	77

NSSE variable: 11a intern; FSSE variables; 1a fintern, 8a fdintern20

FY/SR Participation

The "FY Participation" and "SR Participation" figures display the percentage of first-years and seniors who have participated in the particular High-Impact Practice. Percentages represent the proportion of students responding "Done or in Progress" except for service-learning which is the percentage who responded that at least "Some" courses included a community-based project.

Service-Learning

FY Participation		56			
SR Participation		63			
Faculty Participation		51			
Faculty Importance		61			
NIGGE : 11 10	ECCE	111 1	· ·	11.0	

NSSE variable: 12 servcourse; FSSE variables; 1g fservice, 11 fservcourse

Study Abroad

FY Participation	2	
SR Participation	4	
Faculty Participation	1	
Faculty Importance	16	

NSSE variable: 11d abroad; FSSE variables: 1d fabroad, 8c fdabroad

Faculty Participation

The "Faculty Participation" figures display the percentage of your faculty who participate in these High-Impact Practices in a typical week. For Service-Learning, this represents the percentage of faculty responding that at least "Some" of their courses include a service-learning component. For the remaining experiences, this represents the percentage of faculty responding "Yes" to participating in the given activity during the current school year.

Research with Faculty

FY Participation	4	
SR Participation	19	
Faculty Participation	38	
Faculty Importance	39	

NSSE variable: 11e research; FSSE variables: 1e fresearch, 8d fdresearch20

Senior Culminating Experience

FY Participation	2	
SR Participation	43	
Faculty Participation	35	
Faculty Importance	80	

NSSE variable: 11f capstone; FSSE variables: 1f fcapstone, 8e fdcapstone

Faculty Importance

The "Faculty Importance" figures display the percentage of your faculty who believed it was "Very important" or "Important" for undergraduates at your institution to participate in the particular High-Impact Practice before they graduate.