



## REPORT OF FACULTY SURVEY OF STUDENT ENGAGEMENT (FSSE) 2010

### I. INTRODUCTION

The Faculty Survey of Student Engagement (FSSE) is a project coordinated by the National Survey of Student Engagement (NSSE) at Indiana University. It is an online survey designed to measure faculty expectations of student engagement in educational practices empirically linked to high levels of learning and development. The survey also collects information about how faculty members spend their time related to professional activities and the kinds of learning experiences their institution emphasizes. FSSE results can be used to identify areas of strength as well as areas warranting attention.

Many of the items parallel NSSE survey items, thereby providing an opportunity to compare faculty and student responses. These items are categorized under: academic and intellectual experiences; evaluations of student performance; mental activities; educational and personal growth; enriching educational experiences; and quality of student relationships. Within this subgroup, some items are not directly comparable because the scales are different between NSSE and FSSE.

In Spring 2010, St. John's University participated in FSSE for the second time. There were 456 respondents (315 full-time). In any event, results should be used with caution. This report, prepared by the Office of Institutional Research (OIR), highlights some of the interesting findings, primarily focused on comparisons of faculty and students responses where appropriate. More detailed results covering all aspects of the survey can be obtained from OIR.

### II. HIGHLIGHTS OF RESULTS

**Faculty expect students about twice as much time preparing for class as students actually reported:**

On the FSSE survey, faculty are asked how much time they **expect** students to spend preparing for their class and how much time they believe students **actually** spent preparing

for their course. NSSE also asks students to report how many hours they **actually** spent preparing for class. As shown below, faculty expect students to spend about twice as much time as students actually reported. Faculty’s perception of how much time students spent parallels reports from first-year students, but over states it for seniors.

- Faculty expect students to spend about 5 hours per week preparing for each course, and think that students spend about 2 hours per week for lower division course and 3 hours per week for upper division courses.
- Both first-year and senior students report spend approximately 10 hours per week , averaging to about 2 hours per class.

### Quality of Student Relationships

- Seniors rated the quality of their relationships with other students, faculty, administrators and staff more favorably than faculty did, with the differences for the first two categories statistically significant.
- First-year students rated the quality of their relationships with other students, administrators and staff more favorably than faculty did.

The following table shows the percentage rating each category 7 on a scale of 1 - 7:

#### Quality of Student Relationships with:

	Faculty	Students	
		1 <sup>st</sup> Yr	Seniors
Other students – friendly, supportive, sense of belonging	12%	19%	33%
Faculty members – available, helpful, sympathetic	16%	11%	27%
Administrators and Staff – helpful, considerate, flexible	10%	14%	16%

### Educational and Personal Growth

Faculty members were asked to indicate the extent to which they structure their course section so that students learn and develop in a variety of areas. The most frequent responses of *very much* or *quite a bit* for lower division courses are listed below:

- ✓ Thinking critically and analytically 91%
- ✓ Learning effectively on their own 86%

- ✓ Acquiring a broad general education 79%
- ✓ Writing clearly and effectively 69%

The least frequent responses are:

- ✓ Developing a deepened sense of spirituality 32%
- ✓ Analyzing quantitative problems 38%
- ✓ Working effectively with others 41%
- ✓ Using computing and information technology 47%

**Faculty and students responses were similar on the majority of common items. Major differences are noted below and warrant closer examination and discussion:**

- Almost all faculty members (90%) indicate that students receive prompt feedback (written or oral) from them on their academic performance. However, only 38% of first-year students and 58% of seniors agree.
- One-quarter of faculty indicate that their evaluations of student performance (e.g. examinations) challenge to do their best work, compared to 14% of first-year students and 19% of seniors.
- More than 70% of students and faculty agree that they place *very much* or *quite a bit* of emphasis in engaging students in analyzing, synthesizing, making judgments and applying concepts to practical problems. On the other hand, only one-third of faculty indicate this to be so for memorizing facts and ideas from the course and readings, compared to three-quarters of students.
- About one-half of faculty structure their course section so that students learn and develop using computing and information technology. A significantly higher proportion of students – 69% first-year and 77% seniors - indicate that their experience at the University has contributed to their knowledge, skills and personal development in this area.

Table 1 which follows, shows NSSE and FSSE frequencies for common items.

**Faculty Responses**

**Faculty classroom practices and student responses:**

Percentage of faculty who reported that more than half of students from their courses do the following often or very often

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>50% or Higher</i>
Frequently ask questions in class or contribute to class discussions	FCLQUEST	LD	<b>36%</b>
		UD	<b>42%</b>
Frequently come to class without completing readings or assignments	FCLUNPRE	LD	<b>26%</b>
		UD	<b>25%</b>
Frequently work harder than they usually do to meet your standards	FWORKHRD	LD	<b>27%</b>
		UD	<b>38%</b>
Occasionally use e-mail to communicate with you	FEMAIL	LD	<b>50%</b>
		UD	<b>53%</b>
Occasionally discuss grades or assignments with you	FGRADE	LD	<b>35%</b>
		UD	<b>37%</b>
At least once, talk about career plans with you	FPLANS	LD	<b>25%</b>
		UD	<b>30%</b>
At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	LD	<b>15%</b>
		UD	<b>20%</b>
Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs,	FDIVCLAS	LD	<b>61%</b>
		UD	<b>54%</b>

**Student Responses**

Distribution of student responses to how often they did the following at their institution during the current school year

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Often</i>	<i>Often</i>	<i>Sometimes</i>	<i>Never</i>
Asked questions in class or contributed to class discussions	CLQUEST	FY	29%	35%	33%	3%
		SR	36%	39%	25%	0%
Come to class without completing assignments	CLUNPREP	FY	6%	14%	54%	26%
		SR	10%	13%	54%	23%
Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	FY	19%	40%	32%	9%
		SR	17%	41%	35%	7%
Used e-mail to communicate with an instructor	EMAIL	FY	37%	39%	22%	2%
		SR	46%	36%	17%	1%
Discussed grades or assignments with an instructor	FACGRADE	FY	17%	35%	39%	9%
		SR	22%	31%	38%	8%
Talked about career plans with a faculty member or advisor	FACPLANS	FY	9%	25%	44%	22%
		SR	20%	25%	36%	18%
Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	FY	7%	21%	34%	38%
		SR	12%	17%	42%	29%
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS	FY	23%	41%	31%	5%
		SR	31%	35%	27%	7%

## Faculty Responses

### Faculty classroom practices and student responses:

Percentage of faculty who reported that more than half of students from their courses do the following often or very often

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Often or Often</i>
Work with other students on projects during class	FCLASSGR	LD	<b>49%</b>
		UD	<b>51%</b>
Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	LD	<b>30%</b>
		UD	<b>19%</b>
Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.)	FITICADE	LD	<b>52%</b>
		UD	<b>51%</b>
Receive prompt written or oral feedback from you on their academic performance	FFEED	LD	<b>91%</b>
		UD	<b>93%</b>
Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	LD	<b>59%</b>
		UD	<b>58%</b>
Have serious conversations in your course with students who are very different from them in terms of their religious beliefs, political opinions, or personal values	FDIFFSTU	LD	<b>54%</b>
		UD	<b>52%</b>
Prepare two or more drafts of a paper or assignment before turning it in	FREWROPA	LD	<b>59%</b>
		UD	<b>51%</b>
Work on a paper or project that requires integrating ideas or information from various sources	FINTEGRA	LD	<b>83%</b>
		UD	<b>82%</b>
Work with classmates outside of class to prepare class assignments	FOCCGRP	LD	<b>50%</b>
		UD	<b>60%</b>

## Student Responses

Distribution of student responses to how often they did the following at their institution during the current school year

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Often</i>	<i>Often</i>	<i>Sometimes</i>	<i>Never</i>
Worked with other students on projects during class	CLASSGRP	FY	11%	29%	46%	14%
		SR	13%	33%	41%	13%
Participated in a community-based project (e.g., service learning) as part of a regular course	COMMPROJ	FY	12%	27%	48%	13%
		SR	9%	16%	41%	35%
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.)	ITACADEM	FY	24%	37%	27%	12%
		SR	28%	32%	31%	9%
Received prompt written or oral feedback from faculty on your academic performance	FACFEED	FY	17%	42%	35%	6%
		SR	23%	42%	29%	6%
Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	FY	35%	32%	24%	10%
		SR	35%	31%	27%	8%
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	FY	31%	32%	26%	11%
		SR	32%	30%	31%	7%
Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	FY	14%	30%	37%	19%
		SR	12%	24%	39%	25%
Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	FY	29%	51%	18%	2%
		SR	40%	36%	22%	1%
Worked with classmates outside of class to prepare class assignments	OCCGRP	FY	9%	27%	49%	15%
		SR	14%	37%	37%	12%

## Faculty Responses

### Faculty classroom practices and student responses:

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Often or Often</i>
Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	LD	<b>63%</b>
		UD	<b>69%</b>
Discuss ideas or readings from class with others outside of class (other students, family members, coworkers, etc.)	FOOCID05	LD	<b>66%</b>
		UD	<b>61%</b>
Tutor or teach other students (paid or voluntary)	FTUTOR	LD	<b>35%</b>
		UD	<b>32%</b>
Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	LD	<b>81%</b>
		UD	<b>83%</b>
Try to better understand someone else's views by imagining how an issue looks from that person's perspective	FOTHRVW	LD	<b>82%</b>
		UD	<b>78%</b>
Learn something that changes the way they understand an issue or concept	FCHNGVW	LD	<b>95%</b>
		UD	<b>95%</b>

### Percentage of faculty who reported that their evaluations of student performance are quite challenging for students

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Quite Challenging</i>
Select the response that represents the extent to which your evaluations of student performance (e.g., examinations, portfolio) challenge students in your selected course section to do their best work	FEXAMS	LD	<b>88%</b>
		UD	<b>88%</b>

Note: Faculty responded to this item on a 7-point scale (1 = Very little to 7 = Very much). Responses of 5, 6, or 7 are coded as quite challenging.

## Student Responses

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Often</i>	<i>Often</i>	<i>Sometimes</i>	<i>Never</i>
Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	FY	17%	39%	39%	5%
		SR	19%	43%	32%	6%
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	FY	22%	34%	37%	7%
		SR	23%	36%	34%	8%
Tutored or taught other students (paid or voluntary)	TUTOR	FY	4%	14%	32%	49%
		SR	12%	12%	26%	51%
Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	FY	18%	36%	36%	10%
		SR	27%	32%	30%	11%
Tried to better understand someone else's views by imagining how an issue looks	OTHRVIEW	FY	25%	39%	30%	6%
		SR	30%	35%	30%	5%
Learned something that changed the way you understand an issue or concept	CHNGVIEW	FY	23%	39%	32%	6%
		SR	29%	36%	32%	3%

### Distribution of student responses to how much their examinations during the current school year challenged them to do their best work

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Quite Challenging</i>	<i>Not as Challenging</i>
Mark the box that best represents the extent to which your examinations during the current school year challenged you to do your best work	EXAMS	FY	74%	26%
		SR	70%	30%

Note: Students responded to this item on a 7-point scale (1 = Very little to 7 = Very much). Responses of 5, 6, or 7 are coded as quite challenging and responses of 1, 2, 3, and 4 are coded as not as challenging.

## Faculty Responses

### Faculty classroom practices and student responses:

FSSE Item	Variable	Class	<i>Very Much or Quite a Bit</i>
<b>Percentage of faculty who reported that they place quite a bit or very much emphasis on the following in their courses</b>	FMEMORIZ	LD	<b>23%</b>
		UD	<b>31%</b>
Memorizing facts, ideas, or methods from your course and readings	FANALYZE	LD	<b>93%</b>
		UD	<b>94%</b>
Analyzing the basic elements of an idea, experience, or theory	FSYNTHES	LD	<b>88%</b>
		UD	<b>91%</b>
Synthesizing and organizing ideas, information, or experiences	FEVALUAT	LD	<b>79%</b>
		UD	<b>80%</b>
Making judgments about the value of information, arguments, or methods	FAPPLYIN	LD	<b>80%</b>
		UD	<b>89%</b>
Applying theories or concepts to practical problems or in new situations			

### Percentage of faculty who structured their courses quite a bit or very much so that students learn and develop in the following areas

FSSE Item	Variable	Class	<i>Very Much or Quite a Bit</i>
Writing clearly and effectively	FGNWRITE	LD	<b>74%</b>
		UD	<b>78%</b>
Speaking clearly and effectively	FGNSPEAK	LD	<b>63%</b>
		UD	<b>66%</b>
Thinking critically and analytically	FGNANALY	LD	<b>95%</b>
		UD	<b>96%</b>

## Student Responses

NSSE Item	Variable	Class	Very Much	Quite a Bit	Some	Very Little
<b>Distribution of student responses to how much their coursework during the current school year emphasized the following</b>	MEMORIZE	FY	30%	41%	23%	6%
		SR	27%	36%	31%	6%
Memorizing facts, ideas, or methods from your course and readings	ANALYZE	FY	40%	42%	17%	1%
		SR	40%	43%	13%	3%
Analyzing the basic elements of an idea, experience, or theory	SYNTHESZ	FY	31%	40%	25%	4%
		SR	32%	41%	21%	5%
Synthesizing and organizing ideas, information, or experiences	EVALUATE	FY	32%	42%	22%	3%
		SR	33%	40%	23%	4%
Making judgments about the value of information, arguments, or methods	APPLYING	FY	34%	37%	23%	6%
		SR	34%	41%	21%	4%
Applying theories or concepts to practical problems or in new situations						

### Distribution of student responses to the extent that their college experience contributed to their knowledge, skills, and personal development in the following areas

NSSE Item	Variable	Class	Very Much	Quite a Bit	Some	Very Little
Writing clearly and effectively	GNWIRTE	FY	29%	37%	27%	7%
		SR	33%	41%	15%	10%
Speaking clearly and effectively	GNSPEAK	FY	29%	36%	26%	8%
		SR	37%	39%	17%	8%
Thinking critically and analytically	GNANALY	FY	33%	43%	19%	5%
		SR	41%	41%	12%	5%

## Faculty Responses

### Faculty classroom practices and student responses:

Percentage of faculty who structured their courses quite a bit or very much so that students learn and develop in the following areas

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Often or Often</i>
Analyzing quantitative problems	FGNQUANT	LD	<b>44%</b>
		UD	<b>57%</b>
Using computing and information technology	FGNCMPTS	LD	<b>45%</b>
		UD	<b>50%</b>
Working effectively with others	FGNOTHER	LD	<b>61%</b>
		UD	<b>64%</b>
Learning effectively on their own	FGNINQ	LD	<b>88%</b>
		UD	<b>88%</b>
Understanding themselves	FGNSELF	LD	<b>64%</b>
		UD	<b>54%</b>
Understanding people of other racial and ethnic backgrounds	FGNDIVER	LD	<b>67%</b>
		UD	<b>51%</b>
Solving complex real-world problems	FGNPROBS	LD	<b>61%</b>
		UD	<b>78%</b>
Developing a personal code of values and ethics	FVALUES	LD	<b>63%</b>
		UD	<b>62%</b>
Developing a deepened sense of spirituality	FSPIRIT	LD	<b>32%</b>
		UD	<b>27%</b>
Acquiring a broad general education	FGNGENLE	LD	<b>80%</b>
		UD	<b>67%</b>

## Student Responses

Distribution of student responses to the extent that their college experience contributed to their knowledge, skills, and personal development in the following areas

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Often</i>	<i>Often</i>	<i>Sometimes</i>	<i>Never</i>
Analyzing quantitative problems	GNQUANT	FY	28%	41%	24%	7%
		SR	31%	40%	20%	9%
Using computing and information technology	GNCMPTS	FY	33%	36%	22%	9%
		SR	37%	37%	18%	8%
Working effectively with others	GNOTHERS	FY	30%	36%	26%	8%
		SR	39%	35%	19%	7%
Learning effectively on your own	GNINQ	FY	25%	41%	25%	9%
		SR	34%	40%	19%	7%
Understanding yourself	GNSELF	FY	25%	36%	28%	11%
		SR	38%	31%	20%	11%
Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	31%	33%	28%	8%
		SR	35%	35%	23%	7%
Solving complex real-world problems	GNPROBSV	FY	23%	30%	36%	10%
		SR	27%	36%	25%	12%
Developing a personal code of values and ethics	GNETHICS	FY	29%	34%	25%	12%
		SR	33%	37%	20%	10%
Developing a deepened sense of spirituality	GNSPIRIT	FY	24%	31%	26%	19%
		SR	25%	26%	24%	25%
Acquiring a broad general education	GNGENLED	FY	35%	39%	21%	4%
		SR	40%	38%	19%	3%



## Faculty Responses

### Faculty classroom practices and student responses:

Percentage of faculty who structured their courses quite a bit or very much so that students learn and develop in the following areas

Acquiring job or work-related knowledge and skills	FGNWORK	Class	Percentage
		LD	54%
		UD	75%

### Importance faculty place on campus-facilitated activities and student participation:

Percentage of faculty who reported that it is important or very important that students at their institution do the following

FSSE Item	Variable	Class	Very Important or Important
Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN	LD	77%
		UD	79%
Community service or volunteer work	FVOLUNTR	LD	66%
		UD	70%
Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	LD	51%
		UD	50%
Work on a research project with a faculty member outside of course or program requirements	FIMPRO5	LD	60%
		UD	54%
Foreign language coursework	FFORLANG	LD	65%
		UD	57%
Study abroad	FSTUDYAB	LD	52%
		UD	49%

## Student Responses

Distribution of student responses to the extent that their college experience contributed to their knowledge, skills, and personal development in the following areas

Acquiring job or work-related knowledge and skills	GNWORK	FY	25%	34%	29%	12%
		SR	34%	38%	19%	9%

Distribution of student responses to whether they had done or plan to do the following before graduating

NSSE Item	Variable	Class	Done	Plan to do	Do not plan to do	Have not decided
Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	FY	9%	76%	5%	10%
		SR	52%	25%	16%	7%
Community service or volunteer work	VOLNTR04	FY	65%	25%	4%	6%
		SR	68%	16%	10%	6%
Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	FY	34%	29%	14%	23%
		SR	34%	10%	45%	11%
Work on a research project with a faculty member outside of course or program requirements	RESRCH04	FY	8%	38%	17%	37%
		SR	18%	17%	48%	17%
Foreign language coursework	FORLNG04	FY	21%	53%	14%	13%
		SR	59%	7%	25%	9%
Study abroad	STDABR04	FY	6%	47%	20%	28%
		SR	15%	12%	55%	18%

## Faculty Responses

### Importance faculty place on campus-facilitated activities and student participation:

Percentage of faculty who reported that it is important or very important that students at their institution do the following

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Important or Important</i>
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	LD	<b>76%</b>
		UD	<b>77%</b>

### Faculty and student perceptions of the campus environment:

Percentage of faculty who reported that their institution emphasizes each of the following quite a bit or very much

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much or Quite a Bit</i>
Requiring students to spend significant amounts of time studying and on academic work	FENVSCO	LD	<b>58%</b>
		UD	<b>61%</b>
Providing students the support they need to help them succeed academically	FENVSUPR	LD	<b>79%</b>
		UD	<b>79%</b>
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	FENVDIR	LD	<b>77%</b>
		UD	<b>79%</b>
Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	LD	<b>50%</b>
		UD	<b>52%</b>
Providing students the support they need to thrive socially	FENVSOCA	LD	<b>58%</b>
		UD	<b>53%</b>

## Student Responses

Distribution of student responses to whether they had done or plan to do the following before graduating

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Done</i>	<i>Plan to do</i>	<i>Do not plan to do</i>	<i>Have not decided</i>
Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	SNRX04	FY	3%	43%	11%	43%
		SR	22%	24%	40%	15%

Distribution of student responses to the extent that their institution emphasizes each of the following

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much</i>	<i>Quite a Bit</i>	<i>Some</i>	<i>Very Little</i>
Spending significant amounts of time studying and on academic work	ENVSCHOL	FY	33%	43%	20%	4%
		SR	31%	42%	23%	4%
Providing the support you need to help you succeed academically	ENVSUPRT	FY	31%	40%	25%	4%
		SR	25%	45%	22%	8%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	ENVDIRS	FY	33%	33%	26%	8%
		SR	36%	32%	21%	11%
Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	FY	17%	26%	29%	28%
		SR	16%	22%	37%	25%
Providing the support you need to thrive socially	ENVSOCAL	FY	19%	33%	36%	13%
		SR	18%	30%	35%	17%

## Faculty Responses

### Faculty and student perceptions of the campus environment:

Percentage of faculty who reported that their institution emphasizes each of the following quite a bit or very much

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much or Quite a Bit</i>
Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVEVEN	LD	<b>79%</b>
		UD	<b>72%</b>
Encouraging students to use computers in their academic work	FENVCOMP	LD	<b>91%</b>
		UD	<b>93%</b>

Percentage of faculty who reported that students at their institution have positive relationships with the following groups

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Positive Quality</i>
With other students	FENVSTU	LD	<b>75%</b>
		UD	<b>85%</b>
With faculty members	FENVFAC	LD	<b>73%</b>
		UD	<b>82%</b>
With administrative personnel and offices	FENVADM	LD	<b>54%</b>
		UD	<b>56%</b>

Note: Faculty responded to the items above on 7-point scales (e.g., 1 = Unfriendly, Unsupportive, Sense of Alienation to 7 = Friendly, Supportive, Sense of Belonging). Responses of 5, 6, or 7 are coded as positive quality.

## Student Responses

Distribution of student responses to the extent that their institution emphasizes each of the following

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much</i>	<i>Quite a Bit</i>	<i>Some</i>	<i>Very Little</i>
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	FY	36%	34%	23%	7%
		SR	36%	34%	23%	6%
Using computers in academic work	ENVCOMP	FY	48%	37%	13%	3%
		SR	53%	31%	13%	4%

Distribution of student ratings of the quality of their relationships with the following groups

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Positive Quality</i>	<i>Neutral or Negative</i>
With other students	ENVSTU	FY	72%	28%
		SR	76%	24%
With faculty members	ENVFAC	FY	67%	33%
		SR	81%	19%
With administrative personnel and offices	ENVADM	FY	60%	40%
		SR	55%	45%

Note: Students responded to the items above on 7-point scales (e.g., 1 = Unfriendly, Unsupportive, Sense of Alienation to 7 = Friendly, Supportive, Sense of Belonging). Responses of 5, 6, or 7 are coded as positive quality and responses of 1, 2, 3, and 4