



**Faculty Survey
of Student Engagement**

Dalton State College

FSSE-NSSE Combined Report

August 2009



Course-Based Survey Option

The course-based option asks faculty members to respond to questions about student engagement based on a course taught during the current academic year. This option is valuable for institutions that want to know more about faculty practices and student engagement tied to individual courses taught on campus.

Sample


The *FSSE-NSSE Combined Report* shows responses from both students and faculty at your institution who completed NSSE and FSSE. This report only 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 the same as those included in the *NSSE 2009 Frequency Distributions*.

Survey Items & Variable Names

Results from the FSSE survey appear in the shaded box on the left, and items from the NSSE survey appear in the box on the right. In each box, the leftmost column contains survey items in the same wording that appears on the FSSE and NSSE instruments. The second column in each box contains the name of each variable for easy reference to your FSSE and NSSE data files and your *2009 Frequency Distributions* reports.

Faculty Responses

This column shows the percentage of faculty who responded at or above the indicated response category. To match the response categories provided on the FSSE instrument, the heading of this column varies throughout the report.



**Faculty Survey
of Student Engagement**

Faculty classroom practices and student responses:

| Faculty Responses | | | |
|--|----------|-------|---------------|
| Percentage of faculty who reported that more than half of students from their courses do the following | | | |
| FSSE Item | Variable | Class | 50% or Higher |
| Frequently ask questions in class or contribute to class discussions | FCLQUEST | LD | 21% |
| | | UD | 50% |
| Frequently come to class without completing readings or assignments | FCLUNPRE | LD | 37% |
| | | UD | 21% |
| Frequently work harder than they usually do to meet your standards | FWORKHRD | LD | 26% |
| | | UD | 42% |

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NSSEville State University**

| Student Responses | | | | | | | |
|---|----------|-------|------------|-------|-----------|-------|--|
| Distribution of student responses to how often they did the following at their institution during the current school year | | | | | | | |
| NSSE Item | Variable | Class | Very Often | Often | Sometimes | Never | |
| Asked questions in class or contributed to class discussions | CLQUEST | FY | 29% | 38% | 31% | 2% | |
| | | SR | 48% | 31% | 19% | 2% | |
| Come to class without completing assignments | CLUNPREP | FY | 6% | 11% | 56% | 27% | |
| | | SR | 7% | 15% | 57% | 21% | |
| Worked harder than you thought you could to meet an instructor's standards or expectations | WORKHARD | FY | 19% | 38% | 37% | 6% | |
| | | SR | 22% | 39% | 34% | 5% | |

Student Responses

Response categories are listed just as they appear on the NSSE instrument. The distribution of student responses match those in your *NSSE 2009 Frequency Distributions*.

Class Level

Frequency distributions are reported separately for faculty who reported teaching a course of mostly first-year and sophomore students (LD) or of mostly juniors and seniors (UD). Student responses are reported separately for first-year students (FY) and seniors (SR). Institution-reported class ranks are used for the student data.



Faculty classroom practices and student responses:

Faculty Responses

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

| <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 | 23% |
| | | UD | 48% |
| Frequently come to class without completing readings or assignments | FCLUNPRE | LD | 31% |
| | | UD | 24% |
| Frequently work harder than they usually do to meet your standards | FWORKHRD | LD | 26% |
| | | UD | 29% |
| Occasionally use e-mail to communicate with you | FEMAIL | LD | 29% |
| | | UD | 71% |
| Occasionally discuss grades or assignments with you | FGRADE | LD | 29% |
| | | UD | 55% |
| At least once, talk about career plans with you | FPLANS | LD | 11% |
| | | UD | 25% |
| At least once, discuss ideas from readings or classes with you outside of class | FIDEAS | LD | 9% |
| | | UD | 20% |

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 | 24% | 34% | 38% | 4% |
| | | SR | 58% | 27% | 15% | 0% |
| Come to class without completing assignments | CLUNPREP | FY | 3% | 12% | 54% | 31% |
| | | SR | 5% | 11% | 66% | 18% |
| Worked harder than you thought you could to meet an instructor's standards or expectations | WORKHARD | FY | 19% | 37% | 37% | 6% |
| | | SR | 30% | 41% | 26% | 3% |
| Used e-mail to communicate with an instructor | EMAIL | FY | 48% | 28% | 22% | 2% |
| | | SR | 60% | 26% | 14% | 0% |
| Discussed grades or assignments with an instructor | FACGRADE | FY | 25% | 30% | 40% | 5% |
| | | SR | 37% | 34% | 25% | 4% |
| Talked about career plans with a faculty member or advisor | FACPLANS | FY | 11% | 21% | 44% | 24% |
| | | SR | 20% | 28% | 34% | 18% |
| Discussed ideas from your readings or classes with faculty members outside of class | FACIDEAS | FY | 7% | 11% | 34% | 48% |
| | | SR | 15% | 20% | 42% | 24% |



Faculty classroom practices and student responses:

Faculty Responses

Percentage of faculty who reported that 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> |
|--|-----------------|--------------|----------------------------|
| Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.) | FDIVCLAS | LD | 41% |
| | | UD | 71% |
| Work with other students on projects during class | FCLASSGR | LD | 59% |
| | | UD | 81% |
| Participate in a community-based project (e.g., service learning) as part of your course | FCOMMPRO | LD | 9% |
| | | UD | 43% |
| Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment | FITICADE | LD | 43% |
| | | UD | 67% |
| Receive prompt written or oral feedback from you on their academic performance | FFEED | LD | 84% |
| | | UD | 90% |
| Have serious conversations in your course with students of a different race or ethnicity than their own | FDIVRSTU | LD | 44% |
| | | UD | 48% |
| 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 | 48% |
| | | UD | 50% |

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> |
|---|-----------------|--------------|-------------------|--------------|------------------|--------------|
| Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments | DIVCLASS | FY | 19% | 33% | 37% | 11% |
| | | SR | 35% | 29% | 24% | 12% |
| Worked with other students on projects during class | CLASSGRP | FY | 12% | 38% | 40% | 11% |
| | | SR | 23% | 44% | 27% | 5% |
| Participated in a community-based project (e.g., service learning) as part of a regular course | COMMPROJ | FY | 12% | 16% | 36% | 37% |
| | | SR | 8% | 7% | 31% | 54% |
| Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment | ITACADEM | FY | 20% | 26% | 29% | 25% |
| | | SR | 37% | 33% | 19% | 12% |
| Received prompt written or oral feedback from faculty on your academic performance | FACFEED | FY | 17% | 32% | 40% | 11% |
| | | SR | 31% | 38% | 28% | 3% |
| Had serious conversations with students of a different race or ethnicity than your own | DIVRSTUD | FY | 22% | 28% | 32% | 18% |
| | | SR | 27% | 25% | 33% | 15% |
| Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values | DIFFSTU2 | FY | 26% | 26% | 32% | 17% |
| | | SR | 29% | 27% | 34% | 10% |



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Faculty classroom practices and student responses:

Faculty Responses

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

| FSSE Item | Variable | Class | Very Important or Important |
|---|----------|-------|-----------------------------|
| Prepare two or more drafts of a paper or assignment before turning it in | FREWROPA | LD | 44% |
| | | UD | 52% |
| Work on a paper or project that requires integrating ideas or information from various sources | FINTEGRA | LD | 64% |
| | | UD | 95% |
| Work with classmates outside of class to prepare class assignments | FOCCGRP | LD | 36% |
| | | UD | 81% |
| Put together ideas or concepts from different courses when completing assignments or during class discussions | FINTIDEA | LD | 49% |
| | | UD | 86% |
| Discuss ideas or readings from class with others outside of class (other students, family members, coworkers, etc.) | FOOCID05 | LD | 55% |
| | | UD | 76% |
| Tutor or teach other students (paid or voluntary) | FTUTOR | LD | 23% |
| | | UD | 33% |
| Examine the strengths and weaknesses of their views on a topic or issue | FOWNVIEW | LD | 62% |
| | | UD | 81% |
| Try to better understand someone else's views by imagining how an issue looks from that person's perspective | FOTHRVW | LD | 77% |
| | | UD | 81% |
| Learn something that changes the way they understand an issue or concept | FCHNGVW | LD | 93% |
| | | UD | 100% |

Student Responses

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

| NSSE Item | Variable | Class | Very Often | Often | Sometimes | Never |
|--|----------|-------|------------|-------|-----------|-------|
| Prepared two or more drafts of a paper or assignment before turning it in | REWROPAP | FY | 25% | 33% | 30% | 13% |
| | | SR | 26% | 33% | 27% | 13% |
| Worked on a paper or project that required integrating ideas or information from various sources | INTEGRAT | FY | 26% | 44% | 25% | 5% |
| | | SR | 52% | 30% | 12% | 5% |
| Worked with classmates outside of class to prepare class assignments | OCCGRP | FY | 10% | 19% | 38% | 33% |
| | | SR | 24% | 40% | 25% | 10% |
| Put together ideas or concepts from different courses when completing assignments or during class discussions | INTIDEAS | FY | 13% | 33% | 38% | 17% |
| | | SR | 31% | 39% | 23% | 7% |
| Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.) | OOCIDEAS | FY | 25% | 35% | 34% | 6% |
| | | SR | 33% | 40% | 23% | 4% |
| Tutored or taught other students (paid or voluntary) | TUTOR | FY | 5% | 9% | 29% | 56% |
| | | SR | 11% | 12% | 37% | 39% |
| Examined the strengths and weaknesses of your own views on a topic or issue | OWNVIEW | FY | 17% | 32% | 39% | 12% |
| | | SR | 32% | 34% | 27% | 7% |
| Tried to better understand someone else's views by imagining how an issue looks from his or her perspective | OTHRVIEW | FY | 23% | 38% | 28% | 11% |
| | | SR | 31% | 39% | 27% | 3% |
| Learned something that changed the way you understand an issue or concept | CHNGVIEW | FY | 24% | 41% | 30% | 5% |
| | | SR | 33% | 38% | 27% | 1% |



Faculty classroom practices and student responses:

Faculty Responses

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 | 77% |
| | | UD | 86% |

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.

Percentage of faculty who reported that they place quite a bit or very much emphasis on the following in their courses

| <i>FSSE Item</i> | <i>Variable</i> | <i>Class</i> | <i>Very Much or Quite a Bit</i> |
|--|-----------------|--------------|---------------------------------|
| Memorizing facts, ideas, or methods from your course and readings | FMEMORIZ | LD | 28% |
| | | UD | 14% |
| Analyzing the basic elements of an idea, experience, or theory | FANALYZE | LD | 72% |
| | | UD | 95% |
| Synthesizing and organizing ideas, information, or experiences | FSYNTHES | LD | 70% |
| | | UD | 95% |
| Making judgments about the value of information, arguments, or methods | FEVALUAT | LD | 70% |
| | | UD | 80% |
| Applying theories or concepts to practical problems or in new situations | FAPPLYIN | LD | 81% |
| | | UD | 90% |

Student Responses

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 | 81% | 19% |

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.

Distribution of student responses to how much their coursework during the current school year emphasized 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> |
|--|-----------------|--------------|------------------|--------------------|-------------|--------------------|
| Memorizing facts, ideas, or methods from your course and readings | MEMORIZE | FY | 29% | 42% | 24% | 4% |
| | | SR | 28% | 38% | 26% | 8% |
| Analyzing the basic elements of an idea, experience, or theory | ANALYZE | FY | 28% | 40% | 27% | 5% |
| | | SR | 46% | 38% | 14% | 2% |
| Synthesizing and organizing ideas, information, or experiences | SYNTHESZ | FY | 23% | 39% | 32% | 7% |
| | | SR | 38% | 40% | 18% | 4% |
| Making judgments about the value of information, arguments, or methods | EVALUATE | FY | 26% | 36% | 31% | 7% |
| | | SR | 41% | 37% | 20% | 2% |
| Applying theories or concepts to practical problems or in new situations | APPLYING | FY | 27% | 39% | 27% | 7% |
| | | SR | 50% | 33% | 16% | 2% |



Faculty Survey of Student Engagement

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Faculty classroom practices and student responses:

Faculty Responses

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 | Very Much or Quite a Bit |
|--|----------|-------|--------------------------|
| Writing clearly and effectively | FGNWRITE | LD | 63% |
| | | UD | 76% |
| Speaking clearly and effectively | FGNSPEAK | LD | 51% |
| | | UD | 76% |
| Thinking critically and analytically | FGNANALY | LD | 90% |
| | | UD | 95% |
| Analyzing quantitative problems | FGNQUANT | LD | 43% |
| | | UD | 52% |
| Using computing and information technology | FGNCMPTS | LD | 53% |
| | | UD | 52% |
| Working effectively with others | FGNOTHER | LD | 62% |
| | | UD | 71% |
| Learning effectively on their own | FGNINQ | LD | 91% |
| | | UD | 81% |

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

| NSSE Item | Variable | Class | Very Much | Quite a Bit | Some | Very Little |
|--|----------|-------|-----------|-------------|------|-------------|
| Writing clearly and effectively | GNWIRTE | FY | 39% | 36% | 22% | 3% |
| | | SR | 50% | 34% | 15% | 1% |
| Speaking clearly and effectively | GNSPEAK | FY | 32% | 38% | 25% | 6% |
| | | SR | 45% | 35% | 17% | 3% |
| Thinking critically and analytically | GNANALY | FY | 37% | 42% | 18% | 3% |
| | | SR | 55% | 33% | 11% | 1% |
| Analyzing quantitative problems | GNQUANT | FY | 26% | 41% | 27% | 6% |
| | | SR | 40% | 41% | 15% | 3% |
| Using computing and information technology | GNCMPTS | FY | 36% | 36% | 19% | 9% |
| | | SR | 50% | 33% | 13% | 4% |
| Working effectively with others | GNOTHERS | FY | 30% | 41% | 21% | 7% |
| | | SR | 49% | 35% | 14% | 2% |
| Learning effectively on your own | GNINQ | FY | 31% | 39% | 24% | 7% |
| | | SR | 39% | 35% | 21% | 5% |



Faculty Survey of Student Engagement

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Faculty classroom practices and student responses:

Faculty Responses

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 | Very Much or Quite a Bit |
|---|----------|-------|--------------------------|
| Understanding themselves | FGNSELF | LD | 52% |
| | | UD | 60% |
| Understanding people of other racial and ethnic backgrounds | FGNDIVER | LD | 49% |
| | | UD | 67% |
| Solving complex real-world problems | FGNPROBS | LD | 58% |
| | | UD | 90% |
| Developing a personal code of values and ethics | FVALUES | LD | 44% |
| | | UD | 71% |
| Developing a deepened sense of spirituality | FSPIRIT | LD | 19% |
| | | UD | 19% |
| Acquiring a broad general education | FGNGENLE | LD | 79% |
| | | UD | 48% |
| Acquiring job or work-related knowledge and skills | FGNWORK | LD | 67% |
| | | UD | 86% |

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

| NSSE Item | Variable | Class | Very Much | Quite a Bit | Some | Very Little |
|---|----------|-------|-----------|-------------|------|-------------|
| Understanding yourself | GNSELF | FY | 27% | 34% | 26% | 13% |
| | | SR | 34% | 28% | 25% | 13% |
| Understanding people of other racial and ethnic backgrounds | GNDIVERS | FY | 22% | 33% | 31% | 14% |
| | | SR | 32% | 33% | 22% | 13% |
| Solving complex real-world problems | GNPROBSV | FY | 20% | 35% | 31% | 14% |
| | | SR | 29% | 37% | 27% | 7% |
| Developing a personal code of values and ethics | GNETHICS | FY | 22% | 32% | 30% | 15% |
| | | SR | 33% | 30% | 22% | 16% |
| Developing a deepened sense of spirituality | GNSPIRIT | FY | 18% | 19% | 30% | 33% |
| | | SR | 18% | 15% | 23% | 44% |
| Acquiring a broad general education | GNGENLED | FY | 31% | 44% | 23% | 3% |
| | | SR | 54% | 33% | 11% | 2% |
| Acquiring job or work-related knowledge and skills | GNWORK | FY | 23% | 31% | 32% | 14% |
| | | SR | 50% | 33% | 13% | 4% |



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

Faculty Responses

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> |
|---|-----------------|--------------|------------------------------------|
| Practicum, internship, field experience, co-op experience, or clinical assignment | FINTERN | LD | 70% |
| | | UD | 76% |
| Community service or volunteer work | FVOLUNTR | LD | 52% |
| | | UD | 65% |
| Participation in a learning community or some other formal program where groups of students take two or more classes together | FLERNCOM | LD | 20% |
| | | UD | 50% |
| Work on a research project with a faculty member outside of course or program requirements | FIMPR05 | LD | 25% |
| | | UD | 30% |
| Foreign language coursework | FFORLANG | LD | 70% |
| | | UD | 55% |
| Study abroad | FSTUDYAB | LD | 41% |
| | | UD | 65% |
| Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.) | FSENIOR | LD | 69% |
| | | UD | 90% |

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> |
|---|-----------------|--------------|-------------|-------------------|--------------------------|-------------------------|
| Practicum, internship, field experience, co-op experience, or clinical assignment | INTERN04 | FY | 9% | 61% | 9% | 21% |
| | | SR | 46% | 31% | 14% | 8% |
| Community service or volunteer work | VOLNTR04 | FY | 53% | 26% | 8% | 13% |
| | | SR | 46% | 23% | 19% | 12% |
| Participate in a learning community or some other formal program where groups of students take two or more classes together | LRNCOM04 | FY | 12% | 26% | 24% | 38% |
| | | SR | 28% | 17% | 36% | 19% |
| Work on a research project with a faculty member outside of course or program requirements | RESRCH04 | FY | 6% | 23% | 33% | 38% |
| | | SR | 7% | 11% | 56% | 26% |
| Foreign language coursework | FORLNG04 | FY | 9% | 35% | 30% | 26% |
| | | SR | 29% | 14% | 40% | 17% |
| Study abroad | STDABR04 | FY | 2% | 30% | 37% | 31% |
| | | SR | 8% | 13% | 60% | 19% |
| Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.) | SNRX04 | FY | 4% | 31% | 22% | 43% |
| | | SR | 18% | 39% | 24% | 19% |



Faculty and student perceptions of the campus environment:

Faculty Responses

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 | 80% |
| | | UD | 71% |
| Providing students the support they need to help them succeed academically | FENVSUPR | LD | 93% |
| | | UD | 85% |
| Encouraging contact among students from different economic, social and racial or ethnic backgrounds | FENVDIVR | LD | 58% |
| | | UD | 40% |
| Helping students cope with their non-academic responsibilities (work, family, etc.) | FENVNACA | LD | 53% |
| | | UD | 40% |
| Providing students the support they need to thrive socially | FENVSOCA | LD | 40% |
| | | UD | 20% |
| Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.) | FENVVEEN | LD | 73% |
| | | UD | 70% |
| Encouraging students to use computers in their academic work | FENVCOMP | LD | 84% |
| | | UD | 90% |

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> |
|---|-----------------|--------------|------------------|--------------------|-------------|--------------------|
| Spending significant amounts of time studying and on academic work | ENVSCHOL | FY | 29% | 50% | 17% | 4% |
| | | SR | 48% | 43% | 8% | 1% |
| Providing the support you need to help you succeed academically | ENVSUPRT | FY | 32% | 42% | 24% | 2% |
| | | SR | 38% | 42% | 17% | 4% |
| Encouraging contact among students from different economic, social and racial or ethnic backgrounds | ENVDIVRS | FY | 18% | 36% | 30% | 17% |
| | | SR | 25% | 33% | 27% | 15% |
| Helping you cope with your non-academic responsibilities (work, family, etc.) | ENVNACAD | FY | 14% | 22% | 36% | 27% |
| | | SR | 11% | 20% | 31% | 38% |
| Providing the support you need to thrive socially | ENVSOCAL | FY | 15% | 33% | 35% | 18% |
| | | SR | 12% | 24% | 35% | 29% |
| Attending campus events and activities (special speakers, cultural performances, athletic events, etc.) | ENVEVENT | FY | 21% | 37% | 23% | 19% |
| | | SR | 16% | 38% | 29% | 18% |
| Using computers in academic work | ENVCOMPT | FY | 43% | 37% | 17% | 4% |
| | | SR | 60% | 30% | 9% | 1% |



Faculty and student perceptions of the campus environment:

Faculty Responses

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 | 84% |
| | | UD | 90% |
| With faculty members | FENVFAC | LD | 82% |
| | | UD | 90% |
| With administrative personnel and offices | FENVADM | LD | 49% |
| | | UD | 70% |

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 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 | 74% | 26% |
| | | SR | 87% | 13% |
| With faculty members | ENVFAC | FY | 70% | 30% |
| | | SR | 83% | 17% |
| With administrative personnel and offices | ENVADM | FY | 59% | 41% |
| | | SR | 64% | 36% |

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