

University of Wisconsin-Stevens Points FSSE and NSSE Comparisons--2004

According to the National Survey of Student Engagement literature, the Faculty Survey of Student Engagement (FSSE) parallels the National Survey of Student Engagement (NSSE) and permits faculty and student comparisons. Generally, this is true but there are problems with making comparisons. First, in some cases the dimensions being measured are different as well as the response categories. Second, faculty data are broken out by lower division and upper division courses while student data are broken out by first-year and senior students. And third, some faculty responses are in terms of a particular course they are teaching or have taught and student responses are to courses in general.

The following comparisons focus on benchmark items on which UWSP students score significantly lower than students from Master's level institutions (referred to as other students) and parallel faculty responses. The five benchmarks are comprised of 41 items. First-year students scored significantly lower on 19 of the 41 items and seniors scored significantly lower on 17 items. First-year and senior students scored significantly lower on nine items. Effect sizes range from -.09 to -.49, none of which is considered large. UWSP students scored lower than other students on four of the five benchmark index scores—level of academic challenge, active and collaborative learning, student-faculty interaction and enriching educational experiences. First-year students scored lower than other students on the supportive campus environment benchmark while seniors scored higher. The point of this analysis is to better understand why UWSP students scored lower on these measures of student engagement than other students. No statistical analyses of NSSE and FSSE comparisons are performed due to the nature of the data. Tables comparing FSSE and NSSE percentages are attached.

1. Level of Academic Challenge

“Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.”¹

Forty-three percent of first-year and 56% of senior students (Table 1) report that they often/very often worked harder than they thought they could to meet an instructor's standards or expectations. Twenty-eight percent of the faculty perceived that 50% or more of the students in their lower division classes frequently work harder than they usually do to meet their standards. Thirty-eight percent report that 50% or more of the students in their upper division classes do so.

¹ NSSE Institutional Benchmark Report

Eighty-four percent of the seniors (Table 5) report that their course work emphasizes analyzing the basic elements of an idea, experience or theory very much or quite a bit. Ninety percent of the faculty report that their upper division classes emphasize analyzing the basic elements of an idea, experience or theory very much or quite a bit.

Fifty-six percent of first-year students (Table 5) report that their course work emphasizes synthesizing and organizing ideas, information, or experiences very much or quite a bit of the time. Eighty-eight percent of the faculty report that their lower division classes emphasize synthesizing and organizing ideas, information, or experiences very much or quite a bit.

Sixty-six percent of the seniors (Table 5) report that their course work emphasizes making judgments about the value of information, arguments, or methods very much or quite a bit of the time. Seventy-two percent of the faculty report that their upper-division classes emphasize making judgments about the value of information, arguments or methods very much or quite a bit.

First-year and senior students report doing significantly fewer written papers or reports between 5 and 19 pages than other students. They also report being assigned fewer textbooks, books, or book-length packs of course readings. UWSP faculty report that their students do fewer written papers or reports of more than 5 pages than other faculty. They are not significantly different with respect to the amount of reading their students do. (From NSSE FSSE Reports)

2. Active and Collaborative Learning

“Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college.”²

Forty-eight percent of first-year and 66% of seniors (Table 1) report that they ask question in class or contribute to class discussions often or very often. Nineteen percent of the faculty report that 50% or more of the students in their lower division classes frequently ask questions in class or contribute to class discussions. Thirty-four percent report that 50% or more of their students in their upper division classes do so.

Fifty-five percent of seniors report that they have often or very often made class presentations. Forty-one percent of the faculty report that on average they do not spend any time on class presentations in their upper division classes. (From NSSE and FSSE Reports)

Twenty-three percent of first-year students (Table 3) reported that they worked with classmates outside of class to prepare class assignments often or very often. Forty-two percent of the faculty feel that it is important or very important for students in their lower division classes to work with classmates outside of class to prepare class assignments.

² NSSE Institutional Benchmark Report

Eight percent of first-year students (Table 3) reported that they tutored or taught other students. Thirty-seven percent of the faculty feel that it is important or very important for students in their lower division classes to tutor or teach other students.

Five percent of first-year and 14% of senior students (Table 2) report that they have often or very often participated in a community-based project as part of a regular course. Faculty report that 4% of students in their lower division classes and 16% of the students in their upper division classes often or very often participate in a community-based project as part of their classes.

3. Student-Faculty Interaction

“Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. From interacting with faculty, students gain role models, mentors, and guides for continuous, life-long learning.”³

Forty percent of first-year and 51% of senior students (Table 1) report that they have often or very often discussed grades or assignments with an instructor. Fifteen percent of the faculty report that 50% or more of the students in their lower division classes occasionally discuss grades or assignments with them. Twenty-two percent report that 50% or more of the students in their upper division classes do so.

Twelve percent of first-year and 18% of senior students (Table 1) report that they have often or very often discussed ideas from their readings or classes with faculty members outside of class. Five percent of the faculty report that 50% or more of the students in their lower division classes at least once, discuss ideas from readings or classes with them outside of class. Sixteen percent of the faculty report that 50% or more of the students in their upper division classes do so.

Forty-four percent of first-year and 63% of senior students (Table 2) reported that they often or very often received prompt feedback from faculty on their academic performance. Ninety-one percent of the faculty feel that students in their lower and upper division classes receive prompt feedback.

Eleven percent of first-year students reported that they have often or very often worked with faculty members on activities other than course work. Thirty-six percent of the faculty report that they do not spend any time working with students in their lower division courses on activities other than course work. Sixty-one percent spend one to four hours per week working with students in their lower division courses on activities other than course work. (From NSSE and FSSE Reports.)

Twenty-five percent of first-year students (Table 7) have done or plan to do work on a research project with a faculty member outside of course program requirements. Forty-three

³ NSSE Institutional Benchmark Report

percent of faculty feel that it is important or very important for students in their lower division classes to work on a research project with them outside of course program requirements.

4. Enriching Educational Experiences

“Complementary learning opportunities in and out of the classroom augment academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge.”⁴

Fifty-seven percent of senior students (Table 2) reported that they often or very often used an electronic medium to discuss or complete an assignment. Twenty-eight percent of the faculty reported that students in their upper division classes often or very often use an electronic medium to discuss or complete an assignment.

Thirty-seven percent of first-year and 31% of senior students (Table 2) report that they often or very often have had serious conversations with students of a different race or ethnicity than their own. Fifteen percent of the faculty feel that students in their lower division classes often or very often have serious conversations with students of a different race or ethnicity than their own. Eleven percent of the faculty feel that students in their upper division classes do so.

Sixty-seven percent of first-year students (Table 7) have done or plan to do community service or volunteer work. Fifty-three percent of the faculty feel that it is important or very important for students in their lower division courses to do community service or volunteer work.

Twenty-seven percent of first-year students (Table 7) have done or plan to participate in a learning community or some other formal program where groups of students take two or more classes together. Thirty-eight percent of faculty feel that it is important or very important for students in their lower division classes to participate in a learning community.

Thirty-seven percent of seniors (Table 7) have done or plan to do foreign language course work. Forty-eight percent of faculty feel that it is important or very important for students in their upper division classes to study a foreign language.

Thirty-nine percent of seniors (Table 7) have done or plan to do a culminating senior experience. Sixty-five percent of the faculty feel that it is important or very important for students to participate in a culminating senior experience.

Thirty-six percent of the seniors (Table 7) feel that the institution encourages contact among students from different economic, social and racial or ethnic backgrounds very much or quite a bit. Thirty-four percent of the faculty feel that the institution encourages contact among students from different backgrounds very much or quite a bit.

⁴ NSSE Institutional Benchmark Report

5. Supportive Campus Environment

“Students perform better and are more satisfied in colleges that are committed to their success as well as the working and social relations among different groups on campus.”⁵

Twenty-six percent of the first-year students (Table 9) feel that the institution helps them cope with their non-academic responsibilities very much or quite a bit. Thirty percent of the faculty feel that the institution helps students cope with their non-academic responsibilities very much or quite a bit.

6. Educational and Personal Growth (This is not a NSSE benchmark.)

First-year students feel that their experience at UWSP has contributed significantly less to their knowledge, skills, and personal development than other students in the following areas: acquiring job or work-related knowledge and skills; writing clearly and effectively; thinking critically and analytically; analyzing quantitative problems; and contributing to the welfare of their community. Seniors feel that their experience at UWSP has contributed significantly less in these areas: analyzing quantitative problems; understanding people of other racial and ethnic backgrounds; contributing to the welfare of their community, and developing a deepened sense of spirituality.

Forty-seven percent of first-year students (Table 6) reported that their experience at UWSP has contributed very much or quite a bit to acquiring job or work-related knowledge and skills. Forty-eight percent of the faculty reported that they structure their lower division course very much or quite a bit so that students acquire job or work-related knowledge and skills.

Sixty-four percent of first year students (Table 6) reported that their experience at UWSP has contributed very much or quite a bit to their learning to write clearly and effectively. Forty-eight percent of the faculty reported that they structure their lower division course very much or quite a bit so that students learn to write clearly and effectively.

Seventy-four percent of first-year students (Table 6) reported that their experience at UWSP has contributed very much or quite a bit to their learning how to think critically and analytically. Ninety-two percent of the faculty reported that they structure their lower division course very much or quite a bit so that students learn how to think critically and analytically.

Forty-two percent of first-year and 59% of senior students (Table 6) reported that their experience at UWSP has contributed very much or quite a bit to their learning how to analyze quantitative problems. Thirty-five percent of the faculty reported that they structure their lower division course very much or quite a bit so that students learn how to analyze quantitative problems. Thirty-nine percent of the faculty structure their upper division course this way.

Forty-two percent of seniors (Table 6) reported that their experience at UWPS has contributed very much or quite a bit to their understanding people of other racial and ethnic

⁵ NSSE Institutional Benchmark Report

backgrounds. Twenty-eight percent of the faculty reported that they structure their upper-division course very much or quite a bit so those students develop their understanding of people of other racial and ethnic backgrounds.

Fifteen percent of seniors (Table 6) reported that their experience at UWSP has contributed very much or quite a bit to their developing a deepened sense of spirituality. Three percent of the faculty reported that they structure their upper-division course very much or quite a bit so that students develop a deepened sense of spirituality.

Conclusions

The above findings can be divided into three categories. First, there are benchmark items where both students and faculty appear to be in agreement. For example, the percentage of students who reported that they have often or very often participated in a community-based project as part of a regular course is similar to the percentage of faculty who report that their students often or very often participate in a community-based project as part of their classes (Table 2). Second, there are items where students report the behavior more often than faculty perceive the behavior occurring. For example, students are more likely to report that they ask questions in class or contribute to class discussions than faculty are to perceive that their students ask questions in class or contribute to class discussions (Table 1). Third, there are items where students report the behavior less often than the faculty perceive the behavior occurring. For example, first-year students are less likely to report that their course work emphasizes synthesizing and organizing ideas, information, or experiences than faculty are to report that their lower division classes emphasize synthesis (Table 5).

These differences may be perceptual or due to the actual importance faculty place on various areas of learning and how they organize educational opportunities for their students. With respect to the former, change may involve informing students about the “good practices” that are already in place and encouraging them to take advantage of the opportunities that are available, thus improving student perceptions of their educational experience at UWSP. In the latter case, change may involve increasing the importance placed on various aspects of student learning and organizing educational opportunities differently.

Questions for reflection on and discussion of these findings:

1. How important is each of the benchmarks to you as a faculty member? To your department/colleagues?
2. Should we try to improve on any of the benchmarks? If yes, what can be done?

Faculty and Student Survey of Student Engagement

Faculty Responses					Student Responses				
Table 1			<i>50% or</i>				<i>Very Often</i>		
Academic and Intellectual Experiences	Variable	Class	Higher	Never	Academic and Intellectual Experiences	Variable	Class	or Often	Never
Frequently ask questions in class or contribute to class discussions	FCLQUEST	LD	19%	3%	Asked questions in class or contributed to class discussions	CLQUEST	FY	48%	3%
		UD	34%	0%			SR	66%	2%
Frequently come to class without completing readings or assignments	FCLUNPRE	LD	25%	4%	Come to class without completing assignments	CLUNPREP	FY	21%	21%
		UD	14%	8%			SR	24%	18%
Frequently work harder than they usually do to meet your standards	FWORKHRD	LD	28%	0%	Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	FY	43%	14%
		UD	38%	0%			SR	56%	8%
Occasionally use e-mail to communicate with you	FEMAIL	LD	27%	0%	Used e-mail to communicate with an instructor	EMAIL	FY	72%	2%
		UD	41%	0%			SR	85%	0%
Occasionally discuss grades or assignments with you	FGRADE	LD	15%	0%	Discussed grades or assignments with an instructor	FACGRADE	FY	40%	11%
		UD	22%	0%			SR	51%	7%
At least once, talk about career plans with you	FPLANS	LD	11%	12%	Talked about career plans with an instructor	FACPLANS	FY	24%	23%
		UD	28%	2%			SR	39%	13%
At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	LD	5%	12%	Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	FY	12%	50%
		UD	16%	4%			SR	18%	33%
Table 2			<i>Very Often</i>				<i>Very Often</i>		
Academic and Intellectual Experiences	Variable	Class	or Often	Never	Academic and Intellectual Experiences	Variable	Class	or Often	Never
Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	FDIVCLAS	LD	38%	32%	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS	FY	52%	7%
		UD	31%	22%			SR	50%	8%
Work with other students on projects during class	FCLASSGR	LD	48%	15%	Worked with other students on projects during class	CLASSGRP	FY	39%	12%
		UD	63%	17%			SR	46%	9%
Participate in a community-based project as part of your course	FCOMMPRO	LD	4%	79%	Participated in a community-based project (e.g. service learning) as part a regular course	COMMPROJ	FY	5%	81%
		UD	16%	59%			SR	14%	55%
Use an electronic medium (listserv, chat group, Internet, etc.) to discuss or complete an assignment	FITICADE	LD	37%	33%	Used an electronic medium (listserv, chat group, Internet, etc.) to discuss or complete an assignment	ITACADEM	FY	47%	20%
		UD	28%	35%			SR	54%	17%
Receive prompt feedback (written or oral) from you on their academic performance	FFEED	LD	91%	0%	Received prompt feedback (written or oral) from faculty on your academic performance	FACFEED	FY	44%	11%
		UD	91%	0%			SR	63%	4%
Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	LD	15%	40%	Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	FY	37%	23%
		UD	11%	31%			SR	31%	21%
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	16%	36%	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	FY	56%	13%
		UD	25%	25%			SR	54%	10%

Faculty and Student Survey of Student Engagement

Faculty Responses					Student Responses				
Table 3									
			<i>Very Important</i>	<i>Not</i>				<i>Very Often</i>	
Academic and Intellectual experiences	<i>Variable</i>	<i>Class</i>	<i>or Important</i>	<i>Important</i>	Academic and Intellectual Experiences	<i>Variable</i>	<i>Class</i>	<i>or Often</i>	<i>Never</i>
Prepare two or more drafts of a paper or assignment before turning it in	FREWROPA	LD	35%	49%	Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	FY	51%	15%
		UD	53%	28%				SR	48%
Work on a paper or project that requires integrating ideas or information from various sources	FINTEGRA	LD	62%	23%	Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	FY	62%	2%
		UD	79%	10%				SR	83%
Work with classmates outside of class to prepare class assignments	FOCCGRP	LD	42%	24%	Worked with classmates outside of class to prepare class assignments	OCCGRP	FY	23%	14%
		UD	57%	17%				SR	64%
Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	LD	39%	26%	Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	FY	39%	12%
		UD	72%	11%				SR	66%
Discuss ideas or readings from class with others outside of class (other students, faculty members, coworkers, etc.)	FOOCIDEA	LD	43%	20%	Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	FY	52%	9%
		UD	57%	16%				SR	61%
Tutor or teach other students (paid or voluntary)	FTUTOR	LD	37%	38%	Tutored or taught other students (paid or voluntary)	TUTOR	FY	8%	69%
		UD	29%	38%				SR	26%

Table 4									
Evaluations of student performance	<i>Variable</i>	<i>Class</i>	<i>Very Much</i>	<i>Very Little</i>	Evaluations of student performance	<i>Variable</i>	<i>Class</i>	<i>Very Much</i>	<i>Very Little</i>
Select the box that represents the extent to which your evaluations of student performance (e.g., examinations, portfolio) challenge students to do their best work	FEXAMS	LD	23%	1%	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	19%	0%
		UD	27%	0%				SR	14%

Table 5									
Mental activities	<i>Variable</i>	<i>Class</i>	<i>Very Much or</i>	<i>Very Little</i>	Mental activities	<i>Variable</i>	<i>Class</i>	<i>Very Much or</i>	<i>Very Little</i>
			<i>Quite a Bit</i>					<i>Quite a Bit</i>	
Coursework emphasizes: Memorizing facts, ideas, or methods from your course and readings	FMEMORIZ	LD	39%	33%	Coursework emphasizes: Memorizing facts, ideas or methods from your course and readings	MEMORIZE	FY	73%	4%
		UD	22%	34%				SR	64%
Coursework emphasizes: Analyzing the basic elements of an idea, experience or theory,	FANALYZE	LD	85%	4%	Coursework emphasizes: Analyzing the basic elements of an idea, experience or theory	ANALYZE	FY	76%	2%
		UD	90%	2%				SR	84%
Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences	FSYNTHES	LD	88%	0%	Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences	SYNTHESZ	FY	56%	6%
		UD	85%	1%				SR	74%
Coursework emphasizes: Making judgments about the value of information, arguments or methods	FEVALUAT	LD	65%	12%	Coursework emphasizes: Making judgments about the value of information, arguments, or methods	EVALUATE	FY	63%	5%
		UD	72%	5%				SR	66%
Coursework emphasizes: Applying theories or concepts to practical problems or in new situations	FAPPLYIN	LD	73%	5%	Coursework emphasizes: Applying theories or concepts to practical problems or in new situations	APPLYING	FY	70%	3%
		UD	86%	1%				SR	78%

Faculty and Student Survey of Student Engagement

Faculty Responses					Student Responses				
Table 6			<i>Very Much or</i>					<i>Very Much or</i>	
Educational and personal growth	<i>Variable</i>	<i>Class</i>	<i>Quite a Bit</i>	<i>Very Little</i>	Educational and personal growth	<i>Variable</i>	<i>Class</i>	<i>Quite a Bit</i>	<i>Very Little</i>
Writing clearly and effectively	FGNWRITE	LD	48%	25%	Writing clearly and effectively	GNWIRTE	FY	64%	5%
		UD	59%	13%			SR	74%	3%
Speaking clearly and effectively	FGNSPEAK	LD	28%	35%	Speaking clearly and effectively	GNSPEAK	FY	62%	6%
		UD	41%	23%			SR	70%	4%
Thinking critically and analytically	FGNANALY	LD	92%	0%	Thinking critically and analytically	GNANALY	FY	74%	2%
		UD	92%	0%			SR	85%	1%
Analyzing quantitative problems	FGNQUANT	LD	35%	46%	Analyzing quantitative problems	GNQUANT	FY	42%	13%
		UD	39%	32%			SR	59%	8%
Using computing and information technology	FGNCMPTS	LD	33%	33%	Using computing and information technology	GNCMPTS	FY	65%	6%
		UD	36%	26%			SR	80%	2%
Working effectively with others	FGNOTHER	LD	50%	19%	Working effectively with others	GNOTHERS	FY	60%	6%
		UD	63%	14%			SR	81%	2%
Learning effectively on their own	FGNINQ	LD	84%	1%	Learning effectively on their own	GNINQ	FY	65%	5%
		UD	85%	1%			SR	74%	4%
Understanding themselves	FGNSELF	LD	54%	23%	Understanding yourself	GNSELF	FY	55%	11%
		UD	43%	24%			SR	65%	10%
Understanding people of other racial and ethnic backgrounds	FGNDIVER	LD	39%	36%	Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	44%	16%
		UD	28%	40%			SR	42%	15%
Solving complex real-world problems	FGNPROBS	LD	48%	23%	Solving complex real-world problems	GNPROBSV	FY	46%	14%
		UD	67%	15%			SR	55%	10%
Developing a personal code of values and ethics	FVALUES	LD	39%	29%	Developing a personal code of values and ethics	GNETHICS	FY	49%	16%
		UD	50%	22%			SR	53%	14%
Developing a deepened sense of spirituality	FSPIRIT	LD	11%	74%	Developing a deepened sense of spirituality	GNSPIRIT	FY	27%	38%
		UD	3%	74%			SR	15%	51%
Acquiring a broad general education	FGNGENLE	LD	71%	11%	Acquiring a broad general education	GNGENLED	FY	79%	2%
		UD	57%	17%			SR	88%	1%
Acquiring job or work-related knowledge and skills	FGNWORK	LD	48%	20%	Acquiring job or work-related knowledge and skills	GNWORK	FY	47%	12%
		UD	77%	7%			SR	78%	4%

Faculty and Student Survey of Student Engagement

Faculty Responses					Student Responses				
Table 7									
			<i>Very Important</i>	<i>Not</i>				<i>Done or</i>	<i>Do Not</i>
Enriching Educational Experiences	<i>Variable</i>	<i>Class</i>	<i>or Important</i>	<i>Important</i>	Enriching Educational Experiences	<i>Variable</i>	<i>Class</i>	<i>Plan To Do</i>	<i>Plan To Do</i>
Practicum, internship, field experience, co-op experience	FINTERN	LD	80%	4%	Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN	FY	80%	5%
		UD	86%	3%			SR	81%	12%
Community service or volunteer work	FVOLUNTR	LD	53%	11%	Community service or volunteer work	VOLUNTER	FY	67%	6%
		UD	59%	12%			SR	71%	16%
Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	LD	38%	27%	Participation in a learning community or some other formal program where groups of students take two or more classes together	LEARNCOM	FY	27%	27%
		UD	34%	28%			SR	29%	55%
Work on a research project with you outside of course program requirements	FIMPRES	LD	43%	24%	Work on a research project with a faculty member outside of course program requirements	RESEARCH	FY	25%	27%
		UD	41%	19%			SR	28%	56%
Study a foreign language	FFORLANG	LD	63%	9%	Foreign language coursework	FORLANG	FY	41%	40%
		UD	48%	15%			SR	37%	57%
Study abroad	FSTUDYAB	LD	75%	5%	Study abroad	STUDYABR	FY	42%	27%
		UD	61%	10%			SR	26%	67%
Culminating senior experience	FSENIOR	LD	69%	4%	Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)	SENIORX	FY	27%	19%
		UD	65%	6%			SR	39%	43%

Table 8									
Quality of Student Relationships	<i>Variable</i>	<i>Class</i>	<i>Unfriendly, Unsupportive, Sense of Alienation</i>	<i>Friendly, Supportive, Sense of Belonging</i>	Quality of Student Relationships	<i>Variable</i>	<i>Class</i>	<i>Unfriendly, Unsupportive, Sense of Alienation</i>	<i>Friendly, Supportive, Sense of Belonging</i>
With other students	FENVSTU	LD	0%	16%	With other students	ENVSTU	FY	1%	35%
		UD	0%	21%			SR	0%	34%
	<i>Variable</i>	<i>Class</i>	<i>Unavailable, Unhelpful, Unsympathetic</i>	<i>Available, Helpful, Sympathetic</i>		<i>Variable</i>	<i>Class</i>	<i>Unavailable, Unhelpful, Unsympathetic</i>	<i>Available, Helpful, Sympathetic</i>
With faculty members	FENVFAC	LD	0%	23%	With faculty members	ENVFAC	FY	0%	18%
		UD	0%	21%			SR	0%	24%
	<i>Variable</i>	<i>Class</i>	<i>Unhelpful, Inconsiderate, Rigid</i>	<i>Helpful, Considerate, Flexible</i>		<i>Variable</i>	<i>Class</i>	<i>Unhelpful, Inconsiderate, Rigid</i>	<i>Helpful, Considerate, Flexible</i>
With administrative personnel and offices	FENVADM	LD	0%	9%	With administrative personnel and offices	ENVADM	FY	1%	15%
		UD	2%	9%			SR	1%	17%

Faculty and Student Survey of Student Engagement

Faculty Responses					Student Responses				
Table 9									
			<i>Very Much or</i>					<i>Very Much or</i>	
Institutional Environment	<i>Variable</i>	<i>Class</i>	<i>Quite a Bit</i>	<i>Very Little</i>	Institutional Environment	<i>Variable</i>	<i>Class</i>	<i>Quite a Bit</i>	<i>Very Little</i>
Requiring students to spend significant amounts of time studying and on academic work	FENVSCO	LD	51%	15%	Spending significant amounts of time studying and on academic work	ENVSCHOL	FY	78%	2%
		UD	63%	7%			SR	78%	1%
Providing students the support they need to help them succeed academically	FENSUPR	LD	84%	0%	Providing the support you need to help you succeed academically	ENVSUPRT	FY	75%	1%
		UD	87%	1%			SR	70%	3%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	FENVDIVR	LD	34%	14%	Encouraging contact among students from different economic, social and racial or ethnic backgrounds	ENVDIVRS	FY	46%	13%
		UD	34%	14%			SR	36%	21%
Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVACA	LD	30%	14%	Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	FY	26%	31%
		UD	30%	16%			SR	18%	35%
Providing students the support they need to thrive socially	FENVSOCA	LD	47%	8%	Providing the support you need to thrive socially	ENVSOCAL	FY	44%	17%
		UD	44%	8%			SR	35%	20%
Encouraging students to attend campus events and activities (special speakers, cultural events, symposia, etc.)	FENVEVEN	LD	60%	10%	Attending campus events and activities (special speakers, cultural events, athletic events, etc.)	ENVEVENT	FY	65%	7%
		UD	56%	9%			SR	63%	6%
Encouraging students to use computers in their academic work	FENVCOMP	LD	96%	0%	Using computers in academic work	ENVCOMPT	FY	85%	1%
		UD	97%	1%			SR	93%	0%

