

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>Year</i>	<i>50% or Higher</i>
Frequently ask questions in class or contribute to class discussions	FCLQUEST	2008	36%
		2009	31%
		2010	36%
Frequently come to class without completing readings or assignments	FCLUNPRE	2008	23%
		2009	20%
		2010	23%
Frequently work harder than they usually do to meet your standards	FWORKHRD	2008	33%
		2009	36%
		2010	36%
Occasionally use e-mail to communicate with you	FEMAIL	2008	48%
		2009	49%
		2010	44%
Occasionally discuss grades or assignments with you	FGRADE	2008	35%
		2009	32%
		2010	33%
At least once, talk about career plans with you	FPLANS	2008	30%
		2009	28%
		2010	25%

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>Year</i>	<i>Very Often</i>	<i>Often</i>	<i>Sometimes</i>	<i>Never</i>
Asked questions in class or contributed to class discussions	CLQUEST	2008	36%	34%	28%	2%
		2009	33%	34%	30%	3%
		2010	37%	34%	27%	2%
Come to class without completing assignments	CLUNPREP	2008	9%	19%	57%	15%
		2009	9%	17%	55%	19%
		2010	8%	18%	57%	17%
Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	2008	21%	35%	38%	6%
		2009	15%	40%	38%	7%
		2010	19%	40%	35%	7%
Used e-mail to communicate with an instructor	EMAIL	2008	60%	30%	10%	0%
		2009	51%	31%	17%	1%
		2010	57%	31%	12%	0%
Discussed grades or assignments with an instructor	FACGRADE	2008	29%	33%	34%	3%
		2009	26%	33%	37%	4%
		2010	26%	34%	36%	4%
Talked about career plans with a faculty member or advisor	FACPLANS	2008	18%	23%	43%	15%
		2009	14%	22%	47%	18%
		2010	15%	22%	43%	20%

FSSE-NSSE Combined Report Comparison 2008, 2009 and 2010
Western Michigan University
Seniors

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>Year</i>	<i>50% or Higher</i>
At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	2008	14%
		2009	21%
		2010	16%

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>Year</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	2008	44%
		2009	50%
		2010	48%
Work with other students on projects during class	FCLASSGR	2008	61%
		2009	56%
		2010	56%
Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	2008	16%
		2009	15%
		2010	15%
Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	FITICADE	2008	50%
		2009	52%
		2010	44%

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>Year</i>	<i>Very Often</i>	<i>Often</i>	<i>Sometimes</i>	<i>Never</i>
Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	2008	11%	13%	46%	30%
		2009	7%	16%	44%	32%
		2010	8%	16%	40%	36%

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>Year</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	2008	26%	37%	30%	7%
		2009	25%	31%	34%	10%
		2010	25%	34%	32%	8%
Worked with other students on projects during class	CLASSGRP	2008	18%	32%	42%	8%
		2009	20%	33%	38%	9%
		2010	19%	36%	37%	8%
Participated in a community-based project (e.g., service learning) as part of a regular course	COMMPROJ	2008	7%	13%	30%	49%
		2009	5%	8%	30%	57%
		2010	5%	11%	31%	52%
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITICADEM	2008	31%	27%	29%	13%
		2009	30%	27%	31%	12%
		2010	29%	27%	31%	13%

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>Year</i>	<i>Very Often or Often</i>
Receive prompt written or oral feedback from you on their academic performance	FFEED	2008	90%
		2009	89%
		2010	91%
Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	2008	28%
		2009	28%
		2010	25%
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	2008	30%
		2009	32%
		2010	28%

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Year</i>	<i>Important or Very Important</i>
Prepare two or more drafts of a paper or assignment before turning it in	FREWROPA	2008	51%
		2009	52%
		2010	53%
Work on a paper or project that requires integrating ideas or information from various sources	FINTEGRA	2008	80%
		2009	79%
		2010	79%

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>Year</i>	<i>Very Often</i>	<i>Often</i>	<i>Sometimes</i>	<i>Never</i>
Received prompt written or oral feedback from faculty on your academic performance	FACFEED	2008	16%	44%	35%	5%
		2009	14%	41%	38%	6%
		2010	15%	44%	35%	6%
Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	2008	25%	26%	37%	12%
		2009	22%	26%	35%	18%
		2010	23%	25%	39%	13%
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	2008	26%	34%	32%	8%
		2009	24%	28%	35%	13%
		2010	25%	28%	38%	10%

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>Year</i>	<i>Very Often</i>	<i>Often</i>	<i>Sometimes</i>	<i>Never</i>
Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	2008	17%	23%	41%	19%
		2009	13%	28%	40%	19%
		2010	14%	26%	42%	18%
Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	2008	48%	36%	16%	0%
		2009	40%	45%	13%	2%
		2010	48%	39%	12%	1%

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Year</i>	<i>Important or Important</i>
Work with classmates outside of class to prepare class assignments	FOCCGRP	2008	55%
		2009	50%
		2010	55%
Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	2008	64%
		2009	65%
		2010	62%
Discuss ideas or readings from class with others outside of class (other students, family members, coworkers, etc.)	FOOCID05	2008	54%
		2009	54%
		2010	53%
Tutor or teach other students (paid or voluntary)	FTUTOR	2008	28%
		2009	27%
		2010	25%
Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	2008	73%
		2009	74%
		2010	72%
Try to better understand someone else's views by imagining how an issue looks from that person's perspective	FOTHRVW	2008	75%
		2009	74%
		2010	73%
Learn something that changes the way they understand an issue or concept	FCHNGVW	2008	92%
		2009	93%
		2010	93%

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>Year</i>	<i>Very Often</i>	<i>Often</i>	<i>Sometimes</i>	<i>Never</i>
Worked with classmates outside of class to prepare class assignments	OCCGRP	2008	28%	34%	33%	5%
		2009	25%	34%	32%	9%
		2010	24%	36%	32%	8%
Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	2008	24%	47%	26%	3%
		2009	24%	45%	27%	4%
		2010	28%	44%	25%	3%
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	2008	23%	39%	33%	4%
		2009	28%	39%	31%	3%
		2010	27%	37%	33%	4%
Tutored or taught other students (paid or voluntary)	TUTOR	2008	8%	12%	34%	46%
		2009	5%	11%	36%	47%
		2010	9%	10%	35%	45%
Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	2008	19%	37%	37%	7%
		2009	20%	32%	39%	8%
		2010	20%	35%	36%	9%
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	2008	25%	42%	28%	5%
		2009	23%	37%	33%	6%
		2010	25%	39%	31%	6%
Learned something that changed the way you understand an issue or concept	CHNGVIEW	2008	25%	41%	32%	2%
		2009	22%	44%	31%	2%
		2010	25%	40%	31%	3%

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

FSSE Item	Variable	Year	Quite Challenging
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		2008	89%
	FEXAMS	2009	88%
		2010	88%

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

FSSE Item	Variable	Year	Very Much or Quite a Bit
Memorizing facts, ideas, or methods from your course and readings		2008	28%
	FMEMORIZ	2009	25%
		2010	25%
Analyzing the basic elements of an idea, experience, or theory		2008	90%
	FANALYZE	2009	90%
		2010	91%
Synthesizing and organizing ideas, information, or experiences		2008	89%
	FSYNTHES	2009	86%
		2010	87%
Making judgments about the value of information, arguments, or methods		2008	75%
	FEVALUAT	2009	79%
		2010	74%

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

NSSE Item	Variable	Year	Quite Challenging	Not as Challenging
Mark the box that best represents the extent to which your examinations during the current school year challenged you to do your best work		2008	72%	28%
	EXAMS	2009	81%	19%
		2010	84%	16%

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

NSSE Item	Variable	Year	Very Much	Quite a Bit	Some	Very Little
Memorizing facts, ideas, or methods from your course and readings		2008	30%	36%	25%	8%
	MEMORIZE	2009	26%	41%	28%	5%
		2010	27%	41%	25%	7%
Analyzing the basic elements of an idea, experience, or theory		2008	37%	44%	16%	3%
	ANALYZE	2009	38%	43%	17%	2%
		2010	39%	45%	15%	2%
Synthesizing and organizing ideas, information, or experiences		2008	29%	38%	28%	5%
	SYNTHESZ	2009	26%	42%	26%	6%
		2010	32%	39%	25%	4%
Making judgments about the value of information, arguments, or methods		2008	32%	37%	26%	5%
	EVALUATE	2009	25%	40%	28%	8%
		2010	33%	37%	25%	5%

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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>Year</i>	<i>Very Much or Quite a Bit</i>
Applying theories or concepts to practical problems or in new situations	FAPPLYIN	2008	84%
		2009	89%
		2010	86%

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>Year</i>	<i>Very Much or Quite a Bit</i>
Writing clearly and effectively	FGNWRITE	2008	71%
		2009	68%
		2010	70%
Speaking clearly and effectively	FGNSPEAK	2008	57%
		2009	61%
		2010	58%
Thinking critically and analytically	FGNANALY	2008	93%
		2009	94%
		2010	95%
Analyzing quantitative problems	FGNQUANT	2008	44%
		2009	37%
		2010	40%

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>Year</i>	<i>Very Much</i>	<i>Quite a Bit</i>	<i>Some</i>	<i>Very Little</i>
Applying theories or concepts to practical problems or in new situations	APPLYING	2008	39%	38%	19%	4%
		2009	38%	40%	20%	2%
		2010	44%	34%	18%	3%

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>Year</i>	<i>Very Much</i>	<i>Quite a Bit</i>	<i>Some</i>	<i>Very Little</i>
Writing clearly and effectively	GNWIRTE	2008	34%	38%	25%	3%
		2009	28%	43%	25%	4%
		2010	31%	43%	21%	5%
Speaking clearly and effectively	GNSPEAK	2008	29%	37%	28%	6%
		2009	23%	40%	30%	7%
		2010	27%	39%	28%	6%
Thinking critically and analytically	GNANALY	2008	42%	38%	18%	1%
		2009	43%	43%	12%	2%
		2010	45%	40%	13%	2%
Analyzing quantitative problems	GNQUANT	2008	30%	36%	29%	6%
		2009	35%	39%	21%	5%
		2010	33%	39%	22%	6%

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>Year</i>	<i>Very Much or Quite a Bit</i>
Using computing and information technology	FGNCMPTS	2008	42%
		2009	41%
		2010	46%
Working effectively with others	FGNOTHER	2008	64%
		2009	62%
		2010	63%
Learning effectively on their own	FGNINQ	2008	88%
		2009	87%
		2010	83%

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>Year</i>	<i>Very Much or Quite a Bit</i>
Understanding themselves	FGNSELF	2008	59%
		2009	62%
		2010	57%
Understanding people of other racial and ethnic backgrounds	FGNDIVER	2008	42%
		2009	50%
		2010	47%

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>Year</i>	<i>Very Much</i>	<i>Quite a Bit</i>	<i>Some</i>	<i>Very Little</i>
Using computing and information technology	GNCMPTS	2008	40%	37%	20%	3%
		2009	40%	38%	18%	4%
		2010	40%	38%	17%	5%
Working effectively with others	GNOTHERS	2008	42%	36%	19%	3%
		2009	35%	40%	22%	3%
		2010	37%	38%	21%	4%
Learning effectively on your own	GNINQ	2008	29%	39%	25%	7%
		2009	26%	43%	24%	7%
		2010	32%	40%	22%	7%

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>Year</i>	<i>Very Much</i>	<i>Quite a Bit</i>	<i>Some</i>	<i>Very Little</i>
Understanding yourself	GNSELF	2008	26%	31%	27%	16%
		2009	21%	34%	28%	17%
		2010	25%	34%	26%	15%
Understanding people of other racial and ethnic backgrounds	GNDIVERS	2008	19%	30%	34%	17%
		2009	16%	31%	36%	17%
		2010	18%	30%	36%	16%

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<i>FSSE Item</i>	<i>Variable</i>	<i>Year</i>	<i>Very Much or Quite a Bit</i>
Solving complex real-world problems	FGNPROBS	2008	69%
		2009	66%
		2010	66%
Developing a personal code of values and ethics	FVALUES	2008	55%
		2009	54%
		2010	54%
Developing a deepened sense of spirituality	FSPIRIT	2008	10%
		2009	13%
		2010	11%
Acquiring a broad general education	FGNGENLE	2008	54%
		2009	52%
		2010	51%
Acquiring job or work-related knowledge and skills	FGNWORK	2008	82%
		2009	80%
		2010	79%

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>Year</i>	<i>Very Much</i>	<i>Quite a Bit</i>	<i>Some</i>	<i>Very Little</i>
Solving complex real-world problems	GNPROBSV	2008	23%	33%	32%	11%
		2009	20%	40%	28%	11%
		2010	25%	36%	27%	12%
Developing a personal code of values and ethics	GNETHICS	2008	25%	26%	30%	19%
		2009	20%	30%	32%	18%
		2010	21%	34%	27%	17%
Developing a deepened sense of spirituality	GNSPIRIT	2008	9%	11%	23%	57%
		2009	7%	10%	23%	60%
		2010	7%	12%	22%	59%
Acquiring a broad general education	GNGENLED	2008	37%	41%	19%	3%
		2009	35%	42%	21%	2%
		2010	37%	43%	17%	3%
Acquiring job or work-related knowledge and skills	GNWORK	2008	38%	33%	22%	7%
		2009	37%	40%	18%	5%
		2010	39%	36%	20%	5%

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>Year</i>	<i>Important or Important</i>
Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN	2008	87%
		2009	87%
		2010	88%
Community service or volunteer work	FVOLUNTR	2008	59%
		2009	59%
		2010	60%
Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	2008	56%
		2009	56%
		2010	58%
Work on a research project with a faculty member outside of course or program requirements	FIMPR05	2008	55%
		2009	51%
		2010	55%
Foreign language coursework	FFORLANG	2008	52%
		2009	59%
		2010	61%

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>Year</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	2008	68%	11%	16%	5%
		2009	43%	37%	12%	7%
		2010	49%	28%	15%	7%
Community service or volunteer work	VOLNTR04	2008	64%	9%	18%	9%
		2009	51%	17%	19%	13%
		2010	60%	15%	15%	10%
Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	2008	30%	5%	55%	10%
		2009	24%	8%	51%	17%
		2010	25%	8%	51%	15%
Work on a research project with a faculty member outside of course or program requirements	RESRCH04	2008	17%	8%	62%	13%
		2009	13%	16%	52%	19%
		2010	18%	12%	53%	17%
Foreign language coursework	FORLNG04	2008	36%	4%	53%	7%
		2009	33%	7%	51%	9%
		2010	34%	6%	51%	9%

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>Year</i>	<i>Important or Important</i>
Study abroad	FSTUDYAB	2008	41%
		2009	48%
		2010	50%
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	2008	80%
		2009	82%
		2010	88%

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>Year</i>	<i>Done</i>	<i>Plan to do</i>	<i>Do not plan to do</i>	<i>Have not decided</i>
Study abroad	STDABR04	2008	12%	5%	74%	8%
		2009	10%	8%	68%	15%
		2010	12%	6%	69%	13%
Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	SNRX04	2008	36%	15%	42%	7%
		2009	21%	35%	30%	14%
		2010	30%	27%	31%	12%

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>Year</i>	<i>Very Much or Quite a Bit</i>
Requiring students to spend significant amounts of time studying and on academic work	FENVSCHO	2008	58%
		2009	60%
		2010	58%
Providing students the support they need to help them succeed academically	FENVSUPR	2008	70%
		2009	64%
		2010	67%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	FENVDIVR	2008	37%
		2009	36%
		2010	48%
Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	2008	23%
		2009	26%
		2010	33%
Providing students the support they need to thrive socially	FENVSOCA	2008	34%
		2009	36%
		2010	37%

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>Year</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	2008	26%	47%	24%	4%
		2009	32%	47%	19%	2%
		2010	33%	46%	18%	2%
Providing the support you need to help you succeed academically	ENVSUPRT	2008	18%	45%	30%	8%
		2009	19%	44%	31%	6%
		2010	20%	47%	29%	5%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	ENVDIVRS	2008	13%	26%	38%	23%
		2009	11%	27%	42%	20%
		2010	14%	28%	36%	22%
Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	2008	5%	13%	31%	50%
		2009	4%	9%	35%	51%
		2010	5%	13%	34%	48%
Providing the support you need to thrive socially	ENVSOCAL	2008	8%	24%	37%	31%
		2009	6%	21%	44%	29%
		2010	7%	22%	42%	29%

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>Year</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	2008	54%
		2009	68%
		2010	57%
Encouraging students to use computers in their academic work	FENVCOMP	2008	90%
		2009	90%
		2010	91%

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>Year</i>	<i>Positive Quality</i>
With other students	FENVSTU	2008	77%
		2009	80%
		2010	86%
With faculty members	FENVFAC	2008	71%
		2009	75%
		2010	79%

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>Year</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	2008	16%	32%	39%	13%
		2009	15%	36%	36%	14%
		2010	17%	36%	33%	14%
Using computers in academic work	ENVCOMPT	2008	57%	32%	10%	2%
		2009	57%	30%	11%	2%
		2010	59%	31%	8%	2%

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Year</i>	<i>Positive Quality</i>	<i>Neutral or Negative</i>
With other students	ENVSTU	2008	81%	19%
		2009	80%	20%
		2010	82%	18%
With faculty members	ENVFAC	2008	65%	35%
		2009	74%	26%
		2010	74%	26%

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>Year</i>	<i>Positive Quality</i>
		2008	40%
With administrative personnel and offices	FENVADM	2009	44%
		2010	48%

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>Year</i>	<i>Positive Quality</i>	<i>Neutral or Negative</i>
		2008	45%	55%
With administrative personnel and offices	ENVADM	2009	53%	47%
		2010	53%	47%

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