

Results of the 2017 National Survey of Student Engagement (NSSE)



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Executive Summary

NSSE annually collects information at hundreds of four-year colleges and universities about student participation in activities and programs that promote their learning and personal development. FAMU participated in the 2017 administration of the NSSE survey. Taken as a group, there were (n=1,346) students who participated in the survey. The overall response rate was 41% for first-year students and 35% for seniors. The results provide an estimate of how undergraduates spend their time and what they gain from attending their college or university. Institutions use their data to identify aspects of the undergraduate experience that can be improved through changes in policy and practice.

This report provides a comprehensive summary of the survey results. The following is a list of highlights from the report and indicative of how the responses of FAMU's first-year and senior students compare to those of other institutions.

- FAMU first-year students and seniors perceived **higher levels of engagement with faculty** when compared to other students from institutions in the Peer and Aspirational category, Carnegie Classification category and NSSE 2016 & 2017 taken as a group.
- FAMU seniors perceived **higher levels of learning with peers as described by the engagement indicator (Collaborative Learning)** when compared to other students from institutions in the Peer and Aspirational category, Carnegie Classification category and NSSE 2016 & 2017 taken as a group.
- FAMU first-year students and seniors perceived **lower levels of engagement in the areas of Discussions with Diverse Other, Effective Teaching Practices and Quality of Interactions** when compared to other students from institutions in the Peer and Aspirational category, Carnegie Classification category and NSSE 2016 & 2017 taken as a group.
- The majority of the respondent sample rated their **overall experience at FAMU as excellent or good (First-year students – 82% and Senior – 78%)**.
- **Eighty-two percent of seniors stated that they would definitely or probably attend FAMU again as compared to 81 percent for Peer and Aspirational and 82 percent for the Carnegie Classification groups whose students stated the same for their respective schools.**

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Introduction

The National Survey of Student Engagement (NSSE) is designed to capture students' perceptions of their collegiate experiences to include how students spend their free time, what they have gained from classes and their interactions with faculty and peers. The NSSE is administered annually at many colleges and universities nationwide. The NSSE was first administered at Florida A&M University (FAMU) in 2005 and was subsequently administered in 2008, 2011 and 2014. The 2017 NSSE survey represents the fifth time that this instrument has been administered at FAMU.

The instrument is administered to first-year and senior students' participating in programs and activities that the institutions provide for their learning and personal development. The results provide an estimate of how undergraduate students spend their time and what they gain from attending college. The 2017 NSSE was launched at FAMU on February 9, 2017. There were four reminders sent to non-responders. The final reminder was sent to students on March 21, 2017 and closed shortly thereafter with an overall **response rate of 41% for first-year students and 35% for seniors**. Taken as a group, there were (n=1,346) students who participated in the survey. When compared to the average response rate for Peer and Aspirational schools (see appendix for listing), FAMU's response rate was 27 percentage points higher for first-year students and 18 percentage points higher for seniors. Table 1 summarizes the response rates and sampling errors for FAMU in comparison to the peer institutional groups.

Table 1
Response Rates and Sampling Errors

	<i>First-year</i>				<i>Senior</i>			
	FAMU	Peers & Aspirational	Carnegie Class	NSSE 2016 & 2017	FAMU	Peers & Aspirational	Carnegie Class	NSSE 2016 & 2017
Response rate	41%	14%	22%	23%	35%	17%	23%	24%
Sampling error ^b	+/- 2.7%	+/- 1.8%	+/- 0.5%	+/- 0.2%	+/- 3.3%	+/- 1.4%	+/- 0.4%	+/- 0.2%

a. Comparison group response rate and sampling error were computed at the student level (i.e., they are not institution averages) for all respondents.

b. Also called "margin of error," sampling error is an estimate of the amount a score based on a sample could differ from the true score on a given item. For example, if the sampling error is +/- 5.0% and 40% of your students replied "Very often" to a particular item, then the true population value is most likely between 35% and 45%.

The results presented in this report highlight key findings from the 2017 administration of NSSE.

Comparative Summary of Student Engagement Results

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes. Please refer to Table 2 below for more details.

Table 2
Alignment of Engagement Indicators and Themes

<i>Theme</i>	<i>Engagement Indicator</i>
<i>Academic Challenge</i>	Higher-Order Learning Reflective & Integrative Learning Learning Strategies Quantitative Reasoning
<i>Learning with Peers</i>	Collaborative Learning Discussions with Diverse Others
<i>Experiences with Faculty</i>	Student-Faculty Interaction Effective Teaching Practices
<i>Campus Environment</i>	Quality of Interactions Supportive Environment

Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how institutional resources, courses, and other learning opportunities facilitate student participation in activities that matter to student learning. NSSE surveys first-year and senior students to assess their level of engagement and related information about their experience at their institution. Table 3 provides a concise collection of key findings from the 2017 administration of NSSE. FAMU results for each indicator are analyzed and compared with that of the group of Peer and Aspirational institutions (**n=7**), Carnegie Classification of similar institutions (**n=65**) and the NSSE 2016 & 2017 group of institutions (**n = 961**).

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. An effect size of .2 is generally considered small, .5 medium, and .8 large. For presentation purposes, the following legend is used in Table 3.

- ▲ **FAMU students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ **FAMU students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.
- ▽ **FAMU students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▼ **FAMU students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

These data show that for both first-year and senior students, mean scores for indicators aligned with Academic Challenge were significantly higher than the three main comparison groups. However, while FAMU students' overall average scores were significantly higher than those of the comparison groups', at a more granular level, there are many survey items in which the magnitude of the differences was substantial. For example, for survey item "learned something that changed the way you understand an issue or concept" mean scores for first-year students were significantly higher than the comparison groups and had effect sizes with magnitudes of .32 and .31 when compared to Peer and Aspirational and Carnegie Classification schools, respectively. For the same survey item and comparison groups, mean scores for seniors were also high and had effect sizes with magnitudes of .36 and .32.

Relative to the theme "Learning with Peers", FAMU first-year students' average score was significantly lower than the comparison groups for engagement indicator (*discussions with diverse other*); however, for "collaborative learning", FAMU's average score was significantly higher with an effect size $\geq .3$ several survey items. For first-year students, average scores that had effect sizes with large magnitudes ranging from .30 to .49; for seniors average scores also had effect sizes with large magnitudes from .31 to .56. For engagement indicator "discussions with diverse other", scores for first-year students were significantly lower for three of the four items and the magnitude of the differences was small. For these students, the average score with effect sizes of larger magnitude (-.37 to -.45 for all three comparison groups) was for the item relating to how often discussions with "people with political views other than your own". Seniors also had significantly lower scores but the differences in scores were small in magnitude.

For engagement indicators aligned with the theme "Experience with Faculty", both FAMU first-year students' and seniors' average score were significantly higher than the comparison groups' with an effect size $\geq .3$ suggesting that both first-year and senior students perceived higher level of engagement with faculty than the comparison groups taken as a whole. Conversely, FAMU first-year students' average score was significantly lower than that of the comparison groups' for engagement indicator "effective teaching". Results for seniors on the aforementioned indicator were also lower when compared with the Peer and Aspirational, Carnegie Class and NSSE 2016

& 2017 institutions. However, the magnitude of the difference in average scores for seniors compared to those of other institutional groups were small.

For engagement indicators aligned with the theme “Campus Environment”, both FAMU first-year students’ and seniors’ average score were significantly lower on the engagement indicator “quality of interactions” with FAMU faculty and staff when evaluated against the comparison groups. The difference was statistically and substantively significant for all comparison groups. Both first-year students and seniors, however, had significantly higher scores relating to “quality of interactions” with other students. While the magnitude of the effect sizes was small for both first-year students and seniors, the average score was only statistically significant for first-year student when compared to Peer and Aspirational schools and the 2016 and 2017 NSSE groups. For engagement indicator “Supportive Environment” there was no significant difference between FAMU’s average score for first-year students and those of the three comparison groups. Average scores for FAMU seniors on this indicator were significantly higher though with effect sizes that were generally smaller. Please refer to Table 3 for overall average scores for each broad theme.

Table 3
Comparative Analyses of Student Engagement Indicators with Peer & Aspirational, Carnegie Class and NSSE 2016 & 2017 Administration

First-Year Students		Your first-year students compared with	Your first-year students compared with	Your first-year students compared with
<i>Theme</i>	<i>Engagement Indicator</i>	Peers & Aspirational	Carnegie Class	NSSE 2016 & 2017
<i>Academic Challenge</i>	Higher-Order Learning	△	△	△
	Reflective & Integrative Learning	△	△	△
	Learning Strategies	△	△	△
	Quantitative Reasoning	△	△	△
<i>Learning with Peers</i>	Collaborative Learning	▲	▲	▲
	Discussions with Diverse Others	▼	▼	▼



<i>Experiences with Faculty</i>	Student-Faculty Interaction	▲	▲	▲
	Effective Teaching Practices	▼	▼	▼

<i>Campus Environment</i>	Quality of Interactions	▼	▼	▼
	Supportive Environment	--	--	--

Seniors		Your seniors compared with	Your seniors compared with	Your seniors compared with
<i>Theme</i>	<i>Engagement Indicator</i>	Peers & Aspirational	Carnegie Class	NSSE 2016 & 2017
<i>Academic Challenge</i>	Higher-Order Learning	△	▲	△
	Reflective & Integrative Learning	▲	▲	▲
	Learning Strategies	△	▲	△
	Quantitative Reasoning	△	△	△

<i>Learning with Peers</i>	Collaborative Learning	▲	▲	▲
	Discussions with Diverse Others	▼	▼	▼

<i>Experiences with Faculty</i>	Student-Faculty Interaction	▲	▲	▲
	Effective Teaching Practices	▼	▼	▼





Academic Challenge

As discussed elsewhere in this report, the “Academic Challenge” theme contains four engagement indicators as well as several important individual items. The results presented in Figures 1-3 help illuminate FAMU’s first-year and senior students’ average time spent weekly preparing for classes; average time spent reading for their courses; average number of pages of assigned writing; and student perception of institutional emphasis on the importance of spending significant time studying and on academic work. These scores are compared to the Peer and Aspirational group of institutions. As illustrated in these tables, FAMU students (first-year and seniors) spend approximately the same amount of time preparing for class as do students in the comparison group. These findings are consistent for the average number of pages of assigned writing when comparing FAMU students and Peer and Aspirational students. The only finding that was statistically significant ($p < .01$ for first-year students and $p < .05$ for seniors) was the average hours per week spent on assigned course readings with FAMU student averages higher than the averages of those in the comparison group (magnitude of the effect sizes were less than .3). Please refer to *Figure 1-3* for more details.

Figure 1
Comparative Summary of Time Spent Preparing for Class

This figure reports the average weekly class preparation time for your students compared to students in your comparison group.

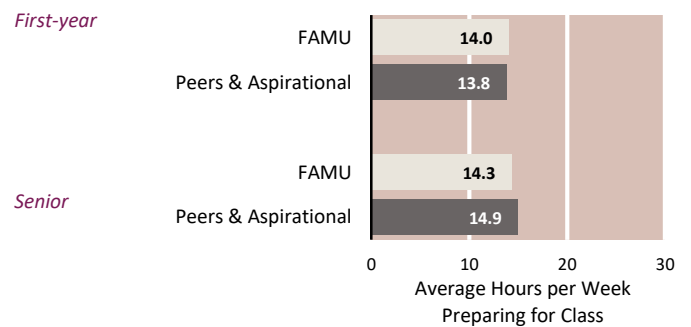
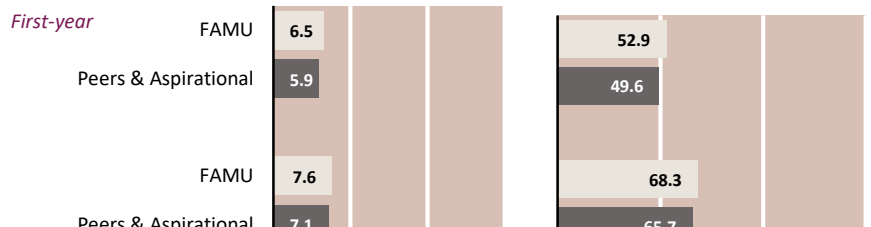


Figure 2
Comparative Summary of Average Number of Hours Reading and Number of Pages of Assigned Writing



These figures summarize the number of hours your students spent reading for their courses and the average number of pages of assigned writing compared to students in your comparison group. Each is an estimate calculated from two or more separate survey questions.

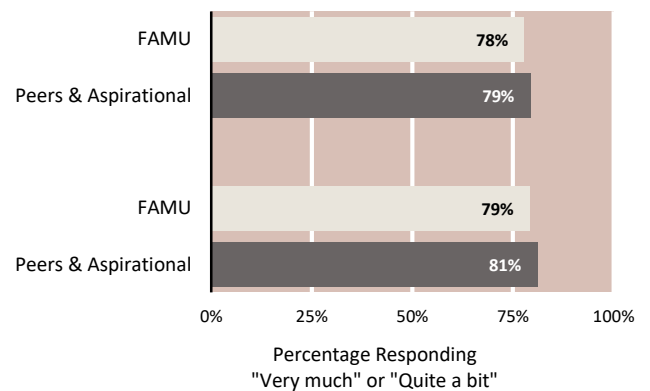
Senior

Figure 3
Comparative Summary – Academic Emphasis

How much did students say their institution emphasizes spending significant time studying and on academic work? Response options included "Very much," "Quite a bit," "Some," and "Very little."

First-year

Senior



Select Item Comparisons

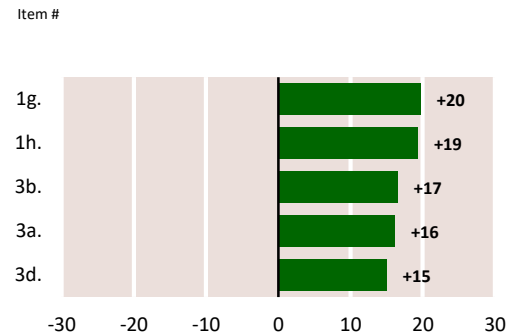
This section of the report highlights the five questions on which first-year and senior students scored the highest and the five questions on which they scored the lowest relative to students in the comparison group. Parenthetical notes indicate whether an item belongs to a specific Engagement Indicator or what NSSE identifies as a High-Impact Practice.

Figure 4
Engagement Indicators and High-Impact Practices

First-year

Highest Performing Relative to Peers & Aspirational

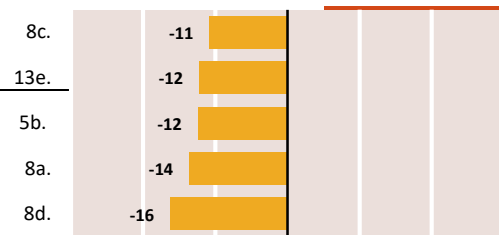
- Prepared for exams by discussing or working through course material w/other students^b (CL) 1g.
- Worked with other students on course projects or assignments^b (CL) 1h.
- Worked with a faculty member on activities other than coursework (...) ^b (SF) 3b.
- Talked about career plans with a faculty member^b (SF) 3a.
- Discussed your academic performance with a faculty member^b (SF) 3d.



Lowest Performing Relative to Peers & Aspirational

- Discussions with... People with religious beliefs other than your own^b (DD)
- Quality of interactions with other administrative staff and offices (...) ^d (Q)

- Instructors taught course sessions in an organized way^c (ET)
- Discussions with... People of a race or ethnicity other than your own^b (DD)
- Discussions with... People with political views other than your own^b (DD)

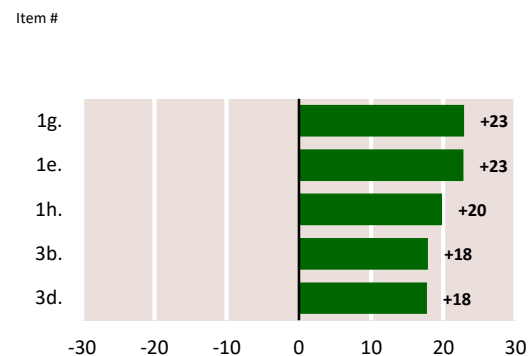


Percentage Point Difference with Peers & Aspirational

Senior

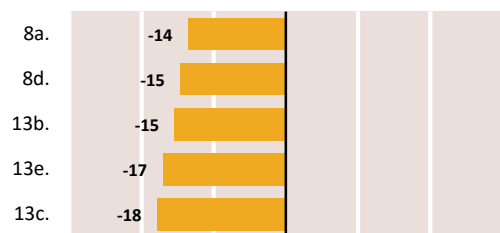
Highest Performing Relative to Peers & Aspirational

- Prepared for exams by discussing or working through course material w/other students^b (CL)
- Asked another student to help you understand course material^b (CL)
- Worked with other students on course projects or assignments^b (CL)
- Worked with a faculty member on activities other than coursework (...)^b (SF)
- Discussed your academic performance with a faculty member^b (SF)



Lowest Performing Relative to Peers & Aspirational

- Discussions with... People of a race or ethnicity other than your own^b (DD)
- Discussions with... People with political views other than your own^b (DD)
- Quality of interactions with academic advisors^d (QI)
- Quality of interactions with other administrative staff and offices (...)^d (QI)
- Quality of interactions with faculty^d (QI)



Percentage Point Difference with Peers & Aspirational

a. The displays on this page draw from the items that make up the ten Engagement Indicators (EIs), six High-Impact Practices (HIPs), and the additional academic challenge items reported

on page 2. Key to abbreviations for EI items: HO = Higher-Order Learning, RI = Reflective & Integrative Learning, LS = Learning Strategies, QR = Quantitative Reasoning, CL = Collaborative Learning, DD = Discussions with Diverse Others, SF = Student-Faculty Interaction, ET = Effective Teaching Practices, QI = Quality of Interactions, SE = Supportive

Environment. HIP items are also indicated. Item numbering corresponds to the survey facsimile included in your Institutional Report and available on the NSSE website.

b. Combination of students responding "Very often" or "Often."

c. Combination of students responding "Very much" or "Quite a bit."

d. Rated at least 6 on a 7-point scale.

e. Percentage reporting at least "Some."

f. Estimate based on the reported amount of course preparation time spent on assigned reading.

g. Estimate based on number of assigned writing tasks of various lengths.

Students Assessment of Their Experiences

Students' perceptions of their cognitive and affective development, as well as their overall satisfaction with the institution provide useful evidence of their educational experiences. This section of the report highlights key findings relative to FAMU students' perceived gains as a result of attending FAMU and their satisfaction with the institution.

Perceived Gains Among Seniors

Students reported how much their experience at FAMU contributed to their knowledge, skills, and personal development in ten areas. Table 4 provides a summary of these results.

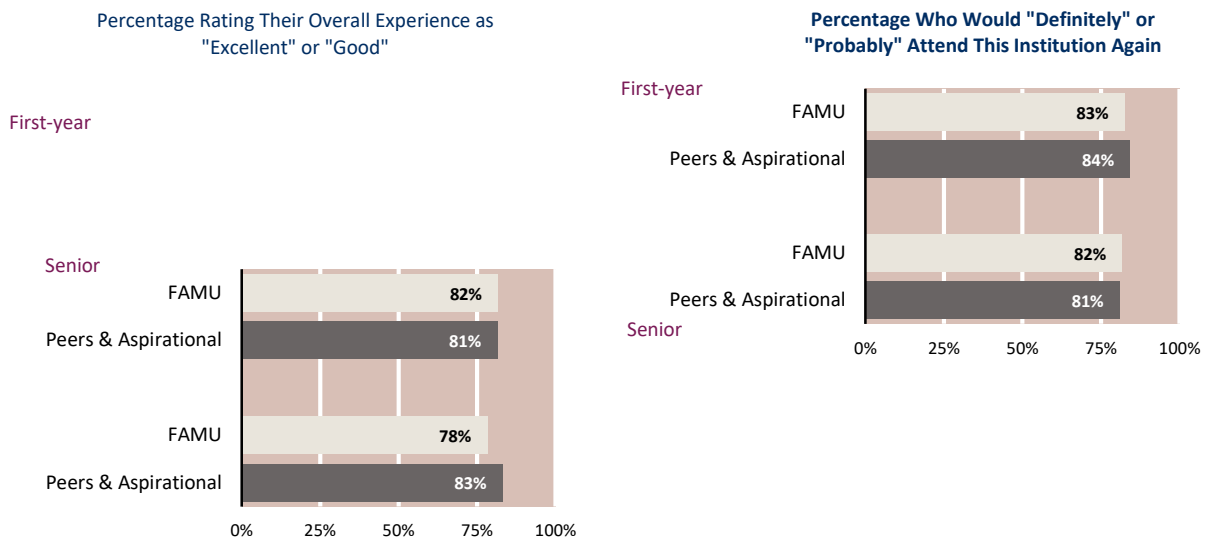
Table 4

Perceived Gains among Seniors

Perceived Gains (Sorted highest to lowest)	Percentage of Seniors Responding "Very much" or "Quite a bit"
Thinking critically and analytically	85%
Working effectively with others	82%
Developing or clarifying a personal code of values and ethics	80%
Writing clearly and effectively	77%
Solving complex real-world problems	77%
Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	76%
Speaking clearly and effectively	76%
Acquiring job- or work-related knowledge and skills	75%
Being an informed and active citizen	75%
Analyzing numerical and statistical information	71%

Student Satisfaction with FAMU

Students rated their overall experience at FAMU and whether or not they would choose it again.



Academic Advising

The Academic Advising module on the NSSE examines students' experiences with academic advising, including frequency, accessibility, and types of information provided. It also asks students to identify their primary source of advice. This section of the report summarizes FAMU students' experiences with academic advising and compares the results to the comparison group in the 2017 administration of NSSE. As shown in Tables 5 and 6, for both first-year and seniors, the mean difference between FAMU students' responses and the comparison group relative to the following item (*During the current school year, about how many times have you and an academic advisor discussed your academic interests, course selections, or academic performance?*) was statistically significant with a small to medium effect size. For the majority of items measured within this section for both first-year and seniors, there were no meaningful difference between FAMU students and that of the comparison group. This would suggest that while FAMU students spend more time on average with their academic advisor, there is room for improvement relative to the quality of those interactions. The majority of FAMU students (both first-year and seniors) also indicated that the academic advisor assigned to them has been their primary source of advice relative to their academic plans. Please refer to Tables 5 and 6 for a summary of these results.

Table 5

Comparative Overview of FAMU *First-Year* Students Experiences with Academic Advising

Variable	FAMU M	Comparison Group M	p	Effect Size (Cohen's d)
During the current school year, about how many times have you and an academic advisor discussed your academic interests, course selections, or academic performance? <i>Note: The response scale for this item ranged from 0- 6 or more.</i>	2.45	2.18	.000***	.18
During the current school year, to what extent have your academic advisors done the following? <i>Note: The response scale for this item was as follows: Very Little (1), Some (2), Quite a bit (3), Very much (4).</i>				
<i>Been available when needed</i>	2.75	2.94	.000***	-.20
<i>Listened closely to your concerns and questions</i>	2.84	2.98	.005**	-.15
<i>Informed you of important deadlines</i>	2.65	2.81	.003**	-.16
<i>Helped you understand academic rules and policies</i>	2.70	2.78	.134	-.08
<i>Informed you of academic support options (tutoring, study groups, help with writing, etc.)</i>	2.59	2.75	.006**	-.15
<i>Provided useful information about courses</i>	2.73	2.85	.023*	-.12
<i>Helped you when you had academic difficulties</i>	2.62	2.67	.420	-.04
<i>Helped you get information on special opportunities (study abroad, internship, research projects, etc.)</i>	2.33	2.50	.004**	-.15
<i>Discussed your career interests and post-graduation plans</i>	2.02	2.48	.157	-.07

* $p < .05$, ** $p < .01$, *** $p < .001$ (2-tailed)

Table 6

Comparative Overview of FAMU Seniors Students Experiences with Academic Advising

Variable	FAMU M	Comparison Group M	p	Effect Size (Cohen's d)
During the current school year, about how many times have you and an academic advisor discussed your academic interests, course selections, or academic performance? <i>Note: The response scale for this item ranged from 0- 6 or more.</i>	2.53	2.21	.001***	.18
During the current school year, to what extent have your academic advisors done the following? <i>Note: The response scale for this item was as follows: Very Little (1), Some (2), Quite a bit (3), Very much (4).</i>				
<i>Been available when needed</i>	2.73	2.93	.000***	-.19
<i>Listened closely to your concerns and questions</i>	2.82	2.96	.017*	-.13
<i>Informed you of important deadlines</i>	2.59	2.74	.013*	-.14
<i>Helped you understand academic rules and policies</i>	2.62	2.67	.409	-.05
<i>Informed you of academic support options (tutoring, study groups, help with writing, etc.)</i>	2.39	2.44	.360	-.05
<i>Provided useful information about courses</i>	2.56	2.71	.014*	-.13
<i>Helped you when you had academic difficulties</i>	2.53	2.60	.301	-.06
<i>Helped you get information on special opportunities (study abroad, internship,</i>	2.33	2.43	.115	-.09

Variable	FAMU M	Comparison Group M	p	Effect Size (Cohen's d)
<i>research projects, etc.)</i>				
<i>Discussed your career interests and post-graduation plans</i>	2.39	2.44	.382	-.05

* $p < .05$, ** $p < .01$, *** $p < .001$ (2-tailed)

Thematic Summary of Open-Ended Item on NSSE

The final item on the NSSE asked students to respond to the following open-ended prompt:

"If you have any additional comments or feedback that you'd like to share on the quality of your educational experience, please type them below."

Of the students who took the NSSE, 11% (n = 145) of the sample responded to the open-ended prompt. Of this proportion, (n=81) were first-year students and (n=64) were seniors. Table 7 provides a thematic summary of respondents' responses to the open-ended item on the NSSE. Responses indexing a particular theme reflect the student's authentic voice. The table provides examples of student responses (both first-year and seniors) for each theme to compare with one another. Analysis conducted on responses to the aforementioned prompt, yielded two major themes based on the frequency in which they were mentioned: staff issues (20.7%) and academic support (12.4%). Staff issues refer to lack of knowledge, effort and/or professionalism of FAMU staff with whom students came into direct contact when seeking assistance. Examples of academic support refers to students citing the need for help with advising, tutoring, or preparing for certification exams. Examples of other themes that appeared (underlined themes are listed in Table 7) include need for better/timely communications, student life issues (e.g., quality of food and housing), need for more financial assistance, access to more class time offerings for non-traditional students, concerns about the state of FAMU (e.g., need for renovation, update technology, organization) and a combination of any of the themes discussed above. Overall, though, 26.2 percent of all those who provided an open-ended response had positive comments and feedback about their experiences at FAMU. Please refer to Table 7 for a comprehensive overview of these findings. Please be advised that supporting evidence reported in each table are authentic and reflect the voice of students (comments have not been edited).

Table 7

Thematic Summary of Student Responses to Open-Ended Item on NSSE

Theme	Classification	Select Supporting Evidence	n	Frequency %
Positive	First-Year	My experience here at Florida A & M University has to be one of the best decisions that I have made in my entire life. This is the best institution to attend, an institution that will fulfill my academic & career goals completely. The faculty & staff are very compassionate & care for us students. I absolutely love it here!	38	26.2%

<u>Theme</u>	<u>Classification</u>	<u>Select Supporting Evidence</u>	<u>n</u>	<u>Frequency</u> <u>%</u>
Positive (continued)	First-Year	I have gained so much confidence while attending FAMU. I have worked very hard and have made friends that I'm sure I will keep for a lifetime. The amount of support from faculty and the community is like none other. Attending FAMU has allowed me to become a better student, woman, friend and person. I wouldn't trade my experience for anything! #rattlerpride??		
	First-Year	The professors here are very passionate about their jobs and have the best interest for the students, some of the teachings methods are hard to grasp but they are very helpful during their office hours and many of our classmates are willing to help		
	Senior	I love Florida A&M, I am an older student and I have never experienced racism, or any other type of discrimination, only love here. I believe in the people who operate it, the educators, and the students.		
	Senior	Overall, I feel that the professors at FAMU care about us students progressing. They truly want us to do well in our academics as well as have school spirit. This is a place where students come from all over and are able to express themselves. Naturally, being an HBCU, FAMU has an aura about it that makes you feel proud to be you not only about skin but about what I represent as a person.		
	Senior	I appreciate this university and everything it has done for me. It is far from perfect, but I would not want to go anywhere else. FAMU had given me the tools I need to be a successful black man and future doctor in America, and for that, I am eternally grateful.		
	Senior	I have enjoyed the small class size. It enables me to have more interaction with my professors.		
	Senior	My institution has given me a great foundation for learning how to deal with real world issues, like time management, networking, life challenges, working well with different types of people and ensuring us that continuing to educate yourself is important, as there is always something new to learn every day.		
Staff Issues	First-Year	Get better employees in the financial aid and student health services offices. Some of them are very rude and act like they don't want to do their jobs.	30	20.7%

<u>Theme</u>	<u>Classification</u>	<u>Select Supporting Evidence</u>	<u>n</u>	<u>Frequency %</u>
	First-Year	I think seasoned and knowledgeable workers should be assigned to the financial aid office. I think there should be a quarterly teaching. I went around in circles for 4 months with 2 different ladies regarding my FAFSA. In 10 seconds, 1 lady found my FAFSA when the other two could not locate it in 4 months and it was in the system the entire time, they just didn't know how to find it. If it wasn't for this one woman, I would have transferred to another school.		
Staff Issues (continued)	First-Year	The academic advisement at the institution in the science department is awful. They are ill-informed and often careless when it comes to student schedules. They run through a regular routine and do not take the time that is necessary to tend to each student as an individual based on their career goals. I had to retake 3 courses because my advisor told to enroll in a standard schedule without looking at my transcript.		
	Senior	FAMU needs to remember that the university is for the students. The students should be the main focus. I feel like they don't care about us as students. Only care about themselves and their paycheck. Faculty do not treat us with respect and they act like we are not competent to comprehend certain things. When I was in high school, I couldn't wait to come to FAMU, now that I am here, I can't wait for fall 2017 to arrive to get out and never look back.		
	Senior	Ultimately, I have enjoyed my experience at FAMU. I have gained much knowledge, and have learned aspects about life that I will carry throughout life. Although there are many pros about this great institution, there are also many flaws, such as the lack of concern with some of the student's needs. Some staff members do not have the student's best interest at heart, and at times the administration can be hard to interact with.		
	Senior	FAMU needs a lot of work. They have other priorities other than the students. And I find that ridiculous because we pay to be here.		
Academic Support	First-Year	Would love more advise from my advisor as to my major and guidance because I'm not sure.	18	12.4%
	First-Year	I'm an engineering student who needs guidance. My advisors aren't at my school.		
	First-Year	Please get more tutors that can teach calculus 2. That class is very hard and getting help with it is rather difficult.		
	Senior	In the pharmacy school it would be great if they would prepare us for the NAPLEX instead of preparing us to pass the professors test.		

<u>Theme</u>	<u>Classification</u>	<u>Select Supporting Evidence</u>	<u>n</u>	<u>Frequency %</u>
	Senior	Please come with other ways to help students pass these upper level science courses. Advise professors that we have not earned our PhD in any subject as of yet and that all students are not on the same pace. Some have repeated courses a few times and have not taken the prerequisite course in a year or more. When professors get upset about the students not knowing an answer to a question feels severely intimidating.		
Academic Support (continued)	Senior	Would highly recommend that advisors meet with their students bi-weekly. And check up on their progress. As well as informing students of student government issues that will affect them.		
General	First-Year	The worst thing about HBCUs are that the population is very similar and will create a closed minded environment throughout the campus. Usually these ideas are positives, but lack in the chance to see something from a different point of view.	10	6.9%
	Senior	I understand that I am an older student, but I wish that the computer hacking, discrimination, dishonesty, mind games and gamesmanship would stop!		
Concern	First-Year	I think if FAMU my beloved school was more organized and innovative we would be way better. But we are progressing.	9	6.2%
	Senior	My ratings were based on FAMU as the questioned institution, NOT my college. The only good thing about FAMU that I have experienced are my professors in my college. Based on what I hear from my peers most of them only see FAMU as a cheap institution to buy academic credibility compared to other institutions. The overall quality of some professors in the institution, FAMU, is put into question often. There are a range of people who I have heard and met that say they do not even want to mention that they go to FAMU. The cosmetic side of FAMU needs to be upgraded with some colleges that NEED TO BE UPDATED!! Overall, the institution has probably already seen its peak and probably won't see its peak again in a long time.		
	Senior	My institution has given me many of the tools I'll need to succeed, but lack the funding to be able to give my program better professors who have been in the industry recently, and to update the technology we are learning on. I also believe there is not a large enough push for freshman and sophomore students to begin preparing for capstone and internships.		

<u>Theme</u>	<u>Classification</u>	<u>Select Supporting Evidence</u>	<u>n</u>	<u>Frequency</u> <u>%</u>
Staff Issues/ Academic Support	First-Year	I honestly love my University! My first semester was one of the most challenging and stressful periods of my life; I selected professors who didn't drive their students to do better, they just simply came to class and spoke for a few hours and gave us what we needed but that wasn't enough. It wasn't enough because these Professors made me feel as if they didn't care about the well-being of the student and treated me and my classmates as if we were a burden, rather than a obligation. I came to FAMU to learn and succeed so that I can get my degree and that is exactly what I'm going to do! I feel as if this was the perfect choice for me! FAMU is challenging me to stay focused and push myself to extents that I never thought I could do. I'm a freshmen in college, first generation to ever go to college and I will be the first to graduate from the best college in the world, FAMU! Also, I'm a resident of Tallahassee but I never received enough information on how to register my vehicle as a commuter since I needed to park every day. I was simply lost with this process and I had to ask a friend to help me, when I wish this was directed and explained to me at orientation. Recently, I received my first parking ticket because I was not even aware of the fact updates were required for new tag sticker updates. I didn't know these simple rules then but I do know now and I will inform future residential commuters on the FAMU parking requirements.	8	5.5%
	First-Year	Needs to be more accommodating to students with temporarily disabilities i.e., surgeries and other injuries that affect a student's willingness to physically be attentive to class. Staff needs to be more educated and equipped to do their job so that they can help students to the best of their ability. Needs more online courses for undergraduate students. Staff needs to be more personable and accommodating to students. Professors also need to be more personable and passionate about seeing their students succeed. Advisors and Financial aid counselors needs to be more accessible to students.		

<u>Theme</u>	<u>Classification</u>	<u>Select Supporting Evidence</u>	<u>n</u>	<u>Frequency</u> <u>%</u>
Communication / Staff Issues	Senior	I hope there is improvement with communication to students and that faculty and staff improve on their behavior towards assisting students in getting the assistance needed. This year I was encouraged by staff to not enroll in school because they lacked the proper knowledge in assisting me with my needs for enrolling financial aid and other academic priorities. If this is a school of excellence, more needs to be put into treating students with excellence and making sure we are taken care of.	7	4.8%
	Senior	I have had an overall good experience and learned and been exposed to a lot of different things. FAMU just needs to be more organized and do a better job disseminating pertinent information.		
	First-Year	Wish trying to get a hold of people when issues arrive was a quicker process. Usually take 2-4 days to get a response		
	Senior	FAMU NEEDS BETTER COMMUNICATION AROUND THE BOARD! FOR STUDENTS ON AND OFF CAMPUS		
	First-Year	Financial aid and the scholarship office are not very good with communications, try to take money away or give too much money and want it back weeks later, give students deadlines not long before the deadline, and other issues. That system in total needs to be revised and made to run smoother to help students.		
Student Life	First-Year	FAMU needs to have more vegan options for students. There are many vegan/vegetarians on campus. And I don't mean just salads. What about vegan cheese for sandwiches in the cafe, vegan hot dogs, pasta etc..	5	3.5%
	First-Year	The housing at Village East is very disappointing. My outlets have gone out I, causing my food to go bad. The air is never consistent in the dorm and the water would get hot for two months of the first semester.		
	First-Year	Better food please that's all I ask		
Academic Quality	First-Year	The animal science program used to be a lot more developed. I originally came to FAMU for a camp over the summer in 2011. And the program seemed better. Now the program has a smaller amount of staff and minimal resources.	4	2.8%
	First-Year	Incorporate different programming languages in the curriculum and hire more CIS professors.		
	Senior	I just wish that the curriculum for comp engineering was different. There have been many times a company has asked me for a certain language of programming and I don't have the skills in that language, but I know circuits and as a comp eng, I don't think it should be that way		

<u>Theme</u>	<u>Classification</u>	<u>Select Supporting Evidence</u>	<u>n</u>	<u>Frequency %</u>
	Senior	I feel that the curriculum for computer engineering does not adequately prepare students with the skills and knowledge that companies who come on Engineering Day are seeking. Programming languages such as SQL, Java, and Python are not taught to us but employers generally ask if we have experience with them.		
Financial Aid	First-Year	I'd like to see more scholarship opportunities for international students who perform very well. It would be nice scholarship amounts increased based on academic performance.	3	2.1%
	First-Year	FAMU can do a lot better by giving aid to students who actually need it		
Financial Aid (continued)	First-Year	No financial help for struggling students especially transfer students not eligible for financial aid		
Access	First-Year	When I first started at the university evening classes were offer and now no evening classes are offer for the Social Worker program. Being employed full time and as a parent it makes it harder and longer to earn my BSW degree.	2	1.4%
Access (continued)	First-Year	FAMU has quite a few non-traditional students and I am one of them. In my opinion there is nothing really here gear toward us. We rarely ask for help but when we do in many instances there is real help. My situation is unique in that I work on campus but for those of us who don't they talk about how much of a run around that they get. I won't say much more because my concern is what we can do for the aging returning student so they may have a smoother transition in.		
Communication	First-Year	I would like the institution to be more efficient when it comes to communication. We don't always know important things with a reasonable amount of notice then have to scramble to get a task done.	2	1.4%
	Senior	I feel as though if the activities of administration was a bit more organized in terms of announcing important changes in the system, financial aid, the health center and changes in policies, my experience would have been even better as a student at FAMU.		
Positive/Academic Support	First-Year	Professors have been great so far, however, academic advisors could use a bit of improvement with appointments, source of information and details about the program. Otherwise other departments have been great.	2	1.4%
	First-Year	I've had an interesting experience here at Florida A&M University. Emerged in a diverse community I am gaining information from many diverse perspectives. However I would like to interact more with my advisers.		

Theme	Classification	Select Supporting Evidence	<i>n</i>	Frequency %
Academic Support/Staff Issues	Senior	Foote-Hilyer customer service should be better and more efficient. Also if we can have majors like exercise science etc. that can help us get the prerequisites for medical or dental school but also gives us a plan b invade we want to take a year off or don't know exactly what we want to do next we have something to work with as we venture into the workforce. Thank you so much FAMU!	1	0.7%
Communication/Staff Issues/Concerns	First-Year	This school needs an awakening!!! Financial aid staff is rude and lack oral and written communication skills! SBI faculty and teaching methods are outdated!! Dorms need to be refurbished! There needs to be more parking available and more financial aid available for students who need it! The football coach should not have his contract renewed	1	0.7%
Concern/Academic Support	First-Year	I feel that this school has to potential to be great. All we need is faculty and staff that are willing to be here and help us instead of thinking only of themselves. We as students need motivation and support, and I feel that here I do not get that!	1	0.7%
Fees	Senior	Students should not be charged for a lab fee if the necessary equipment isn't always available. Ex. In anatomy lab, have only left side sets of bones. Students should not be charged a health fee and charged again if we visit the clinic on campus. Students should not be charged for our rattler cards, then charged again if we need to get a replacement.	1	0.7%
Positive/Communication	Senior	Thanks to my grandpa I am attending FAMU. The best decision I have ever made was listen and become a Rattler. I often advocate for students to come to FAMU because of everything they offer and everything this school has done for me and I for her. There are many opportunities in the area that students don't seem to know about but with the right resources, everyone can succeed as much as I have and continue to grow and mature into an a wonderful and competitive human being.	1	0.7%
Positive/Concern	Senior	I love FAMU. My kids will be attending a HBCU. Foote-Hilyer needs to clean house.	1	0.7%

<u>Theme</u>	<u>Classification</u>	<u>Select Supporting Evidence</u>	<u>n</u>	<u>Frequency</u> <u>%</u>
Academic Support/Concerns	Senior	I feel we are moving forward as the FAMU community in improving services to our students, staff and faculty. In the near future we need to look at implementing more internships with pay included in the budget. Internships that offer students a chance to use their educational expertise at the university. This could be a great work experience for students and the university. Just think for a moment, how grateful the students would be to have a job offer through their university before graduating, a potential Alumni. Possibly look into implementing a program for staff & faculty work experiences to be used in earning a degree. As I walk to class throughout the week, I noticed there are a few old vacant dorms that are eye sores to the campus, let us work on renovating these buildings to beautify the campus. If FAMU is important to us, let's show it by investing in the future of the university so it will continue to be around for the next 100 years. Let us leave a path for those following behind us, for the least of these, those that may not be able to afford tuition. Things are evolving and this is a wonderful university and I am proud to be a part of history. Let us continue to move forward and fight for what we love, Florida A&M University.	1	0.7%

Appendix: List of Comparison Institutions

Peer and Aspirational Institutions (N=7)	NSSE 2016 & 2016 (N=961)
University of Memphis (Memphis, TN) University of Toledo (Toledo, OH) University of Arkansas at Little Rock (Little Rock, AR) North Carolina Agricultural & Technical State University (Greensboro, NC) Old Dominion University (Norfolk, VA) University of Mississippi (Oxford, MS) University of Missouri, Kansas City (Kansas City, MO)	All other NSSE 2016 and 2017 U.S. participants. View list at: http://nsse.indiana.edu/pdf/nsse2016and2017_list.pdf
Carnegie Peers (Doctoral Universities, Higher Research Activity) (N=65)	
American University (Washington, DC) Auburn University (Auburn, AL) Augusta University (Augusta, GA) Binghamton University (State University of New York, Binghamton, NY) Brigham Young University (Provo, UT) The Catholic University of America (Washington, DC) Central Michigan University (Mount Pleasant, MI) Florida Atlantic University (Boca Raton, FL) Florida Institute of Technology (Melbourne, FL) Illinois Institute of Technology (Chicago, IL) Illinois State University (Normal, IL) Kent State University (Kent, OH) Loyola University Chicago (Chicago, IL) Marquette University (Milwaukee, WI) Miami University-Oxford (Oxford, OH) Mississippi State University (Starkville, MS) Missouri University of Science & Technology (Rolla, MO) New Jersey Institute of Technology (Newark, NJ) New Mexico State University (Las Cruces, NM) The New School (New York, NY) North Carolina Agricultural & Technical State University (Greensboro, NC) Northern Arizona University (Flagstaff, AZ) Nova Southeastern University (Fort Lauderdale, FL) Ohio University (Athens, OH) Old Dominion University (Norfolk, VA) Rensselaer Polytechnic Institute (Troy, NY) Saint Louis University (Saint Louis, MO) South Dakota State University (Brookings, SD) Stevens Institute of Technology (Hoboken, NJ) Texas A&M University – Commerce (Commerce, TX) Texas Christian University (Fort Worth, TX) Texas State University (San Marcos, TX) University of Alabama in Huntsville (Huntsville, AL) University of Alaska Fairbanks (Fairbanks, AL)	University of California-Merced (Merced, CA) University of Colorado Denver (Denver, CO) University of Dayton (Dayton, OH) University of Louisiana at Lafayette (Lafayette, LA) University of Maine (Orono, ME) University of Massachusetts Boston (Boston, MA) University of Memphis (Memphis, TN) University of Missouri-Kansas City (Kansas City, MO) University of Montana (Missoula, MT) University of New Hampshire (Durham, NH) The University of New Orleans (New Orleans, LA) University of North Carolina at Charlotte (Charlotte, NC) University of North Dakota (Grand Forks, ND) University of Rhode Island (Kingston, RI) University of South Alabama (Mobile, AL) University of South Dakota (Vermilion, SD) University of Southern Mississippi (Hattiesburg, MS) The University of Texas at El Paso (El Paso, TX) The University of Texas at San Antonio (San Antonio, TX) University of Toledo (Toledo, OH) University of Tulsa (Tulsa, OK) University of Vermont (Burlington, VT) Western Michigan University (Kalamazoo, MI) Wichita State University (Wichita, KS) Worcester Polytechnic Institute (Worcester, MA)